

Mapping Success: Strengthening Transition Planning Through Inter-Agency Collaboration for Sustainable Employment Outcomes

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TrueNorth Educational Cooperative

TrueNorth Member Districts

Committed to the Possibilities in Every Learner, Every Day

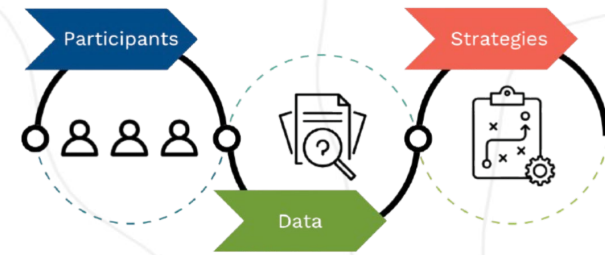
TrueNorth is a special education cooperative that provides programs, services, coaching and consultation to our 18 member districts:



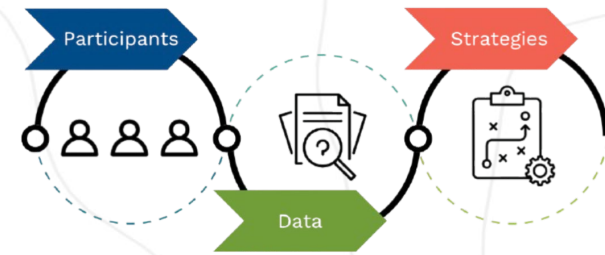
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- [Township High School District 113](#)
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Agenda

1. Learning Objectives
2. Why Interagency Collaboration?
3. Essential Participants for Collaboration
4. Data Sharing
5. Strategies to Enhance Interagency Collaboration

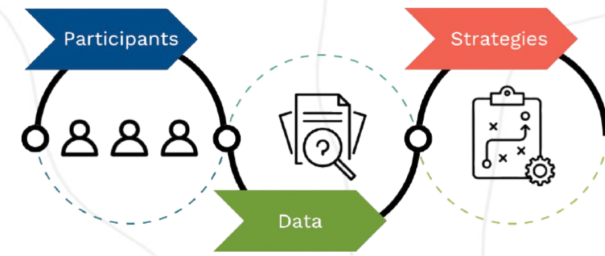


Learning Objectives



- **Recognize Key Participants:** Participants will learn to identify essential stakeholders/team members for effective collaboration as students transition from school to adult services
- **Facilitate Data Sharing for Improved Outcomes:** Participants will be able to outline the types of information that should be shared among stakeholders to promote sustainable employment outcomes through interagency collaboration.
- **Develop Essential Strategies for Collaboration:** Participants will be able to identify and implement effective strategies to enhance interagency collaboration during structured transition planning meetings, equipping Vocational Rehabilitation counselors to work effectively with school teams.

Why Interagency Collaboration?



“A variety of state-operated programs and services support individuals with disabilities in their efforts to find and retain employment. Despite sharing similar purposes, programs can become isolated from each other over time. The funding streams supporting them may be associated with different goals, priorities, expectations and requirements, leading to a lack of coordination.” - The Council of State Governments



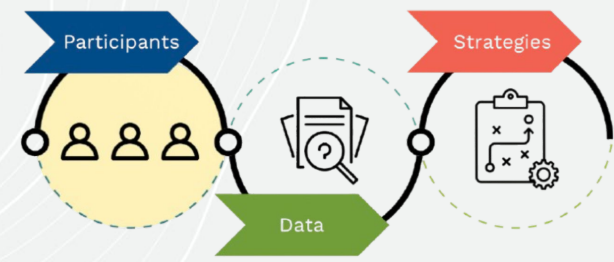
According to the National Longitudinal Transition Study (NLTS), “Youth with disabilities who participate in coordinated transition planning involving schools, vocational rehabilitation, and community agencies are more likely to achieve positive employment outcomes. Specifically, students engaged in collaborative transition planning showed a 20% higher rate of post-school employment compared to those who did not.”



The Journal of Rehabilitation Volume 79 found that: “As many as a quarter of participants reported sometimes and often not knowing what is expected of rehabilitation professionals by youth, parents, and educators. One-tenth reported not knowing what is expected of rehabilitation professionals during transition planning meetings.” (p. 32)

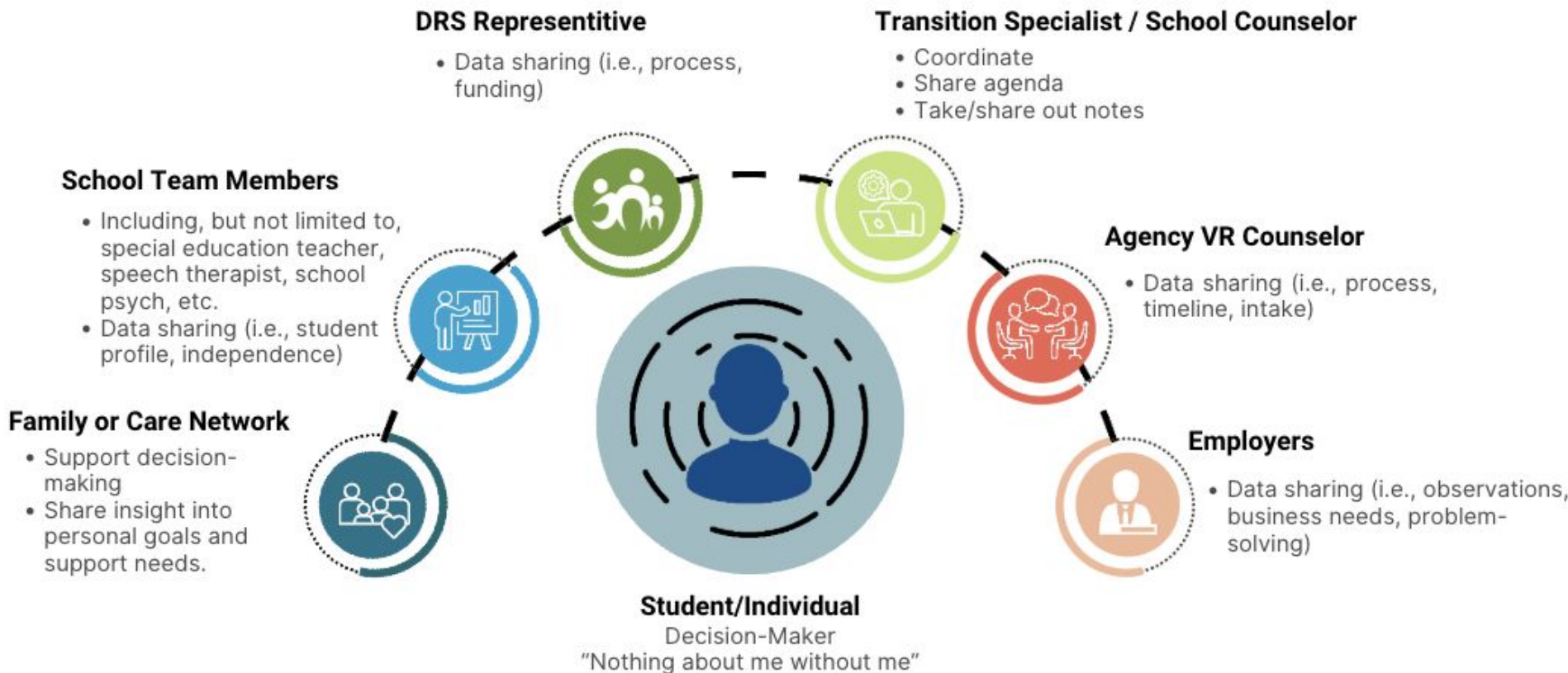
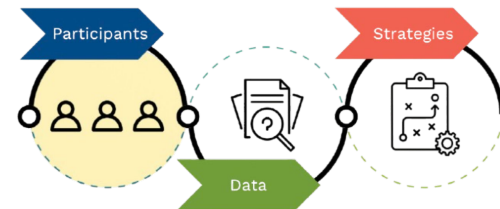


“These practices are grounded in the understanding that schools and vocational rehabilitation work together to support students while they are participating in early work experiences. These experiences have been identified as having a statistically significant correlation with future employment outcomes” (Mamu, Carter, & Fraker, 2018).

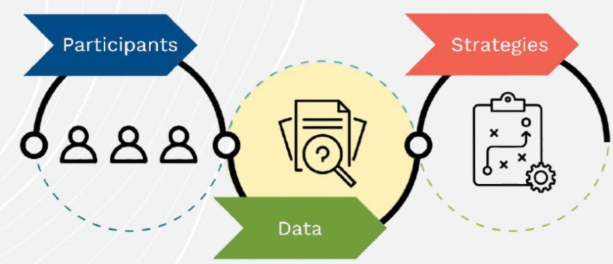


Key Participants

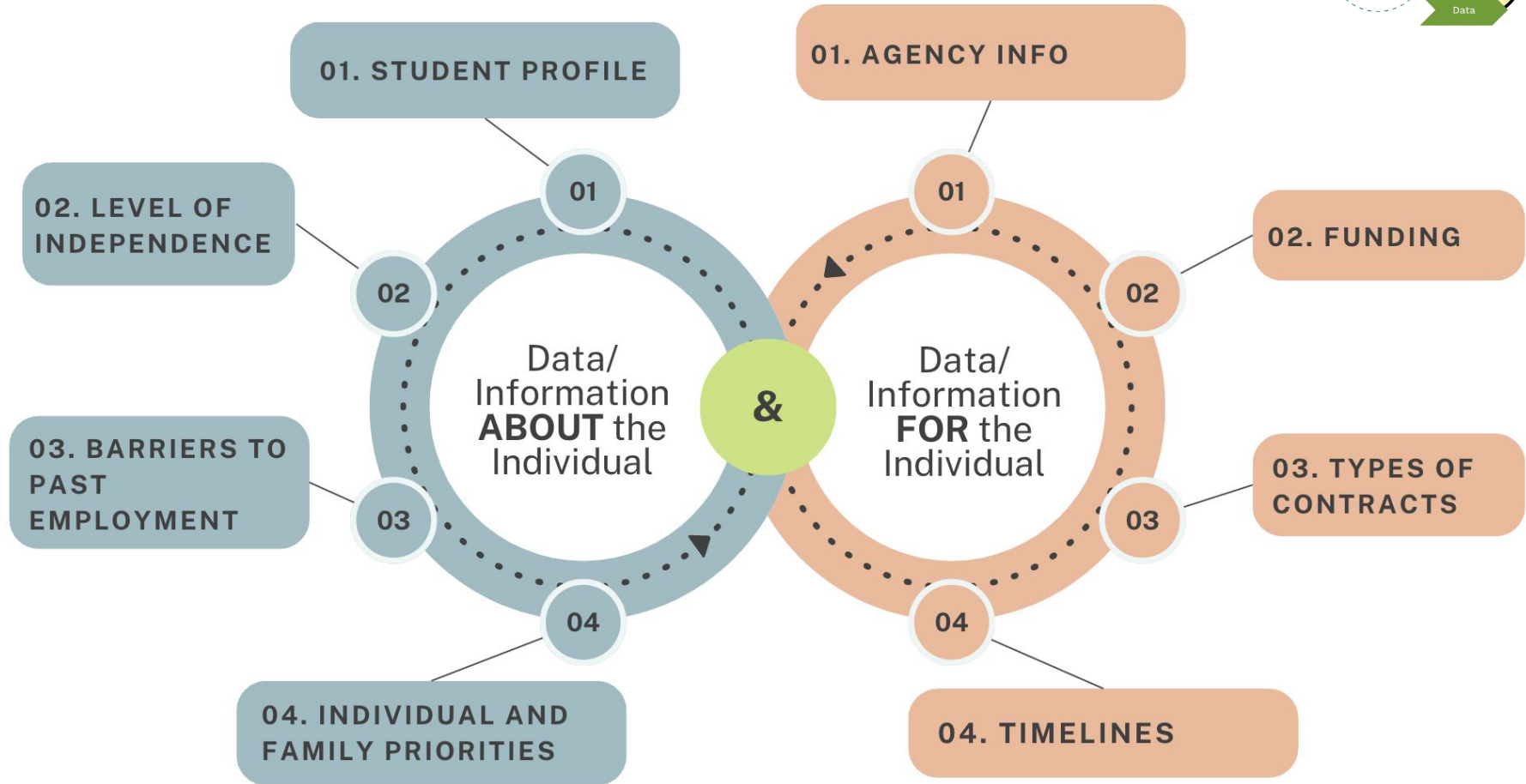
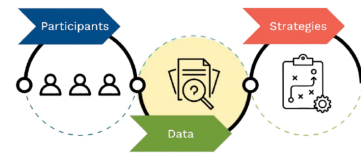
Key Participants



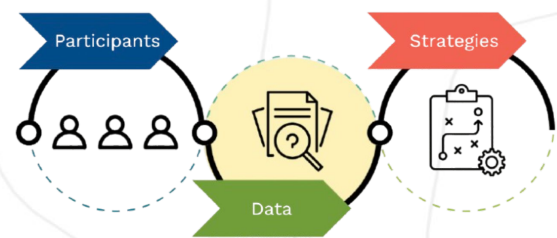
Data Sharing



Types of Data



Considerations

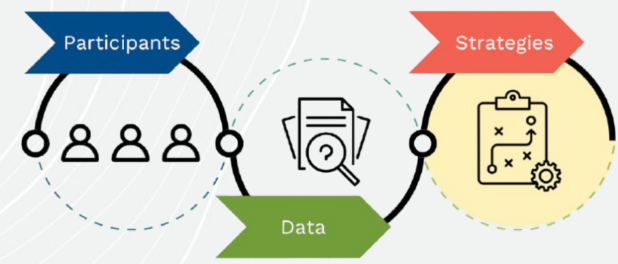


Language Used

- Is everyone using terms and vocabulary consistently with same meaning?
- Is there anything that needs to be defined for anyone on the team to enhance clarity in communication?

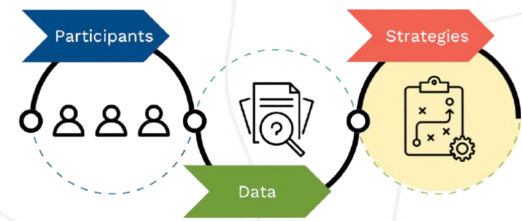
Objectivity with descriptions

- When describing student skills, strengths, areas of growth



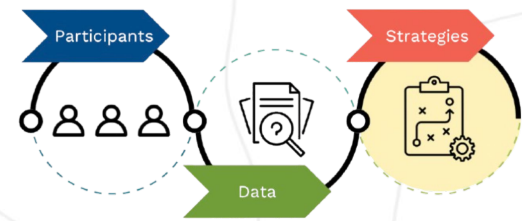
Strategies for Collaboration

Communication-Based Strategies



- **Establish clear communication channels**
 - Open, candid, paraphrasing/summarizing key points
 - Email, in-person meetings, shared documents, etc.
 - Ask clarifying questions - avoid misinterpretations
- **Inclusive and respectful language**
 - Different partner cultures/terminology
 - Language that is accessible to all - avoiding jargon
- **Adapt communication styles as needed**
 - Tailor messaging based on the audience
 - Use visual aids as needed
 - Consider communication preferences (email, texts, phone calls, etc.)
- **Feedback loops between school and agency teams***

Relationship-Focused Strategies



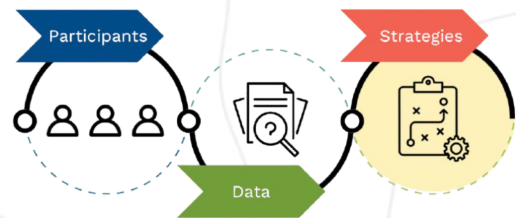
- **Build trust and respect**

- Get to know partners - what are their goals, vision, mission, etc. - invest in each other beyond just formal meetings
- Demonstrate accountability and integrity - follow through on commitments; be transparent; hold yourself accountable
- Understand and respect different organizational cultures, priorities, etc.

- **Practice collaboration and compromise**

- Engage in problem-solving as needed
- Be open to different perspectives

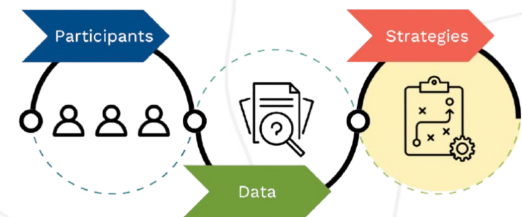
Joint Engagement Strategies



- **Cross-training and professional learning**
 - Understand one another's roles and best practices
- **Joint advocacy and awareness**
 - Public outreach efforts to increase employment opportunities
 - Shared reports and success stories to showcase collaboration
- **Transition Planning Meetings (TPMs)**
 - Our most successful collaboration tool!

Joint Engagement Strategies

Transition Planning Meetings



Informal small group meeting
outside of the IEP meeting

Constantly reviewing and updating
outcomes for future planning

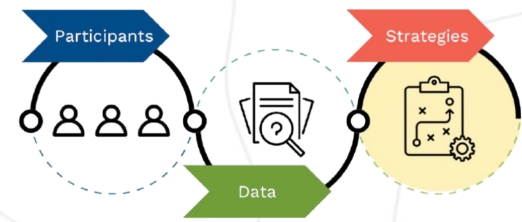
Participants may vary: student,
parent, case-manager, Transition
Specialist, Vocational Coordinator,
SLP, OT, DRS representative,
community agency, etc.

Discussing funding avenues to
support student's
programming/support post-22

Support family to obtain resources
such as respite, PUNS registration,
behavioral supports, etc.

Focused on future plan

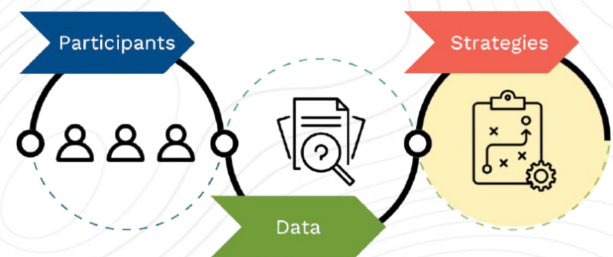
Joint Engagement Strategies



Transition Planning Meetings

- Consistent structure and agenda across all meetings allows for efficient use of time
- All participants know what to expect
- Has shown an increase in student participation, as well as family and other school team member participation

Joint Engagement Strategies



Meeting Norms



Agenda

- Request agenda items from the school team 3-4 days before the meeting
- Draft agenda and a reminder of the meeting is sent out a day beforehand



Teaming

- Create opportunities for relationship building
- Develop personal/team-specific meeting norms that work for you to be shared out at the first (and/or following) TPMs



Notes

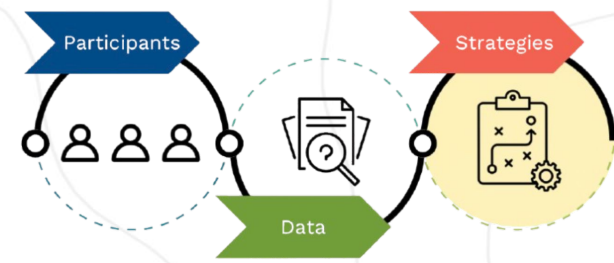
- One person takes notes on discussions and action items
- Notes and action items are shared out after the TPM within a couple of days

Joint Engagement Strategies

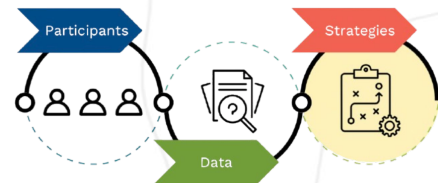
Notes

- Date and attendees
- Agenda
- Transition plan outcome goals and associated IEP goals
- Assessment/data Information
- Action items, person responsible and timeline for completion

**Student and parent input should be reflected in the notes

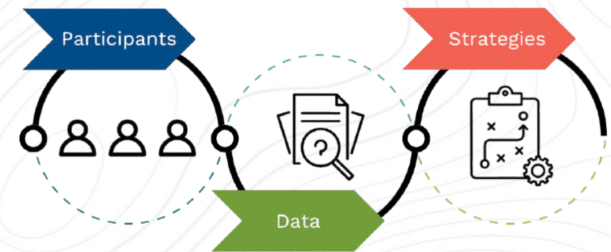


Example Transition Plan Outcome-Focused Notes - High School/Transition



A	B	C	D	E
		Link to Transition Manual		
		Date/Attendees: 2/3/23 Alex (Student), Jan (Mom), Rob (Dad), Jon (Teacher/Casemanager) Pam (Voc Coordinator), Terri (HS/transition DRS), Tracy (Adult DRS), Anum (Adult DRS), Amy (Transition Specialist)		
		Agenda: 1. Check in and review agenda - Amy 2. Employment Outcome -Job training update - Pam -DRS update- Terri/Jan/Rob/Amy 3. Education/Training -Update on transition activities - Jon -Pursuit update -Alex/Jan/Rob 4. Independent Living -Housing update - Jan/Rob 5. Review of transition planning activities (https://www.lakecountyl.gov/563/Ride-Lake-County) - 6. Schedule next meeting		
		Notes		
IEP Year: 2022-2023	Annual IEP Goal (s)	<p>-Pam shared that Alex has been working hard at the DSC filing orders. He's been practicing putting orders in - there are things he can do by himself. Everyone loves him and he makes everyone smile. Filling and delivering orders for Personal Protection Equipment (PPE)- gloves, hand sanitizer and wipes. Pam observed him recently and there are really good visuals that are a size that he can see. There are some items that are too high up or too big and he needs assistance from the job coach. He currently trains on Tuesdays and Fridays from 1-2:30. When there are not enough orders, he will fill orders of office supplies and deliver them. His current level of support is a 1:1 job coach. The job coach holds the bags and brings him around the building.</p> <p>-Alex shared that he likes his job training.</p> <p>-Terri shared that the Bureau of Blind Services (BBS) provides the same services that vocational rehabilitation does, but in addition provides assistance or technology related to vision services. Jan asked about companionship with DRS and BBS. If primary counselor is from BBS, DRS has access to the file. Benefit of companionship would only be if someone from DRS would be working with him for a year and knows him well. Jan stated that it makes sense to move forward with BBS.</p> <p>-Jan and Rob have gone to Curtis Cafe and they noticed a poster about TruNorth - they are curious -it would be phenomenal if Alex could job train there. Terri explained that we do partnership with Curtis Cafe. Students participate in job training there on Mondays from 9-11 and tasks include wiping tables, baking scones, making coffee, and serving customers. They also roll silverware into the napkins and fill with sugar. Jan and Rob asked if TN staff can think about how Alex can job train there. They feel it's a great environment and Alex would fit in well. Terri will reach out to Sandy and employment specialists to see if they can think it through. Transportation needs to be worked out. Jan and Rob are happy to support the cafe.</p> <p>Assessment info: Alex TN District Services Center work evaluation Sept 2022-June 2023</p>		
Employment: Upon graduating, I (Alex) will job train or volunteer with support in the community or in a day program in an area of interest. I am interested in a job that involves music, books, or art. I would like to work in a setting that will provide ample opportunities to talk to others.	Given 1 indirect cue Alex will continue and complete his job tasks in 80% of recorded opportunities.	<p>-Alex shared that he is cooking and his current recipe is mac and cheese. He is willing to try other options.</p> <p>-Jon shared that he is in contact with Clare to discuss other options that parents sent</p> <p>-Jon shared that Alex goes shopping for ingredients and participates in an out to eat group.</p> <p>-Jan and Rob shared an update on the Pursuit program - he has been attending there on Mons and Thursdays. More recently they have been pairing up with other locations and doing an outing in the community together. In the morning he goes over his calendar for Pursuit and picks the things he wants. He can change his mind. He has goals to work on while he is there, for example, he has to speak in full sentences and advocate for himself.</p> <p>Assessment info: Alex Data Sheet 2022 Post AR</p> <p>-Jan and Rob have met with Clearbrook to put Alex on the waiting list for housing. Clearbrook is planning to open three homes in Lincolnshire. Alex is slotted for a room in one of the houses</p>		
Training: Upon receiving my diploma, I (Alex) will participate in a day program, focusing on community based experiences, independent living and vocational skill training and volunteering with others in the community.	Given an indirect cue for the next activity/item on his schedule, Alex will advocate for his needs (get my coat please, open my lunch, can you get my iPad, etc.) on 80% of recorded opportunities given no more than 1 additional indirect cue.			
Independent Living: Upon exiting school, I (Alex) will live in the community either through an adult program or another supported living arrangement with other young adults. Until an appropriate living situation is obtained, I will live at home with my family. I will continue to participate in social/recreational and leisure activities of interest at CEL and other organizations	When presented with a non preferred activity or item, Alex will state his disinterest or dislike (e.g. "I don't like") in 80% of recorded opportunities.			
Future Planning Items		Assessment info: Alex Data Sheet 2022 Post AR		
		Action Item:	By Whom	Timeline
		Explore a job training experience for Alex at Curtis Cafe	Pam/Terri	
		Move forward with services from BBS	Terri/Jan/Rob/	

IEP Year: mo/yr-mo/yr	Annual IEP Goal (s)	Date/Attendees: Agenda:	Notes	
Employment: <i>insert outcome here</i>		Assessment Info:		
		Assessment Info:		
		Assessment Info:		
		Assessment Info:		
		Assessment Info:		
Education: <i>insert outcome here</i>				
Training: <i>insert outcome here</i>				
Independent Living: <i>insert outcome here</i>				



Transition Planning

Sustainable Employment Outcomes

Key Participants

Come together

Relevant Data

Recipricol sharing

Collaboration

Utilize proven strategies

Questions?

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Watch some student stories from TrueNorth

.... committed to the possibilities of every learner, every day.