The *Collaboration Framework* is designed to **support operationalizing collaboration** at the state-, local-, and student- and youth-levels and **assists each partner to organize, assess, plan, implement, and sustain goals** that lead to successful postsecondary outcomes for students and youth with disabilities and their families. The Framework includes questions, considerations, and outputs for each section. The questions are designed to improve the effectiveness of current and newly formed teams, meeting the "team where it is," along the continuum of its development. By utilizing the framework and addressing each set of questions, teams can anticipate achieving the identified outputs.

Collaboration Framework		
State Level	**Local Level**	**Student/Youth Level**
Organize: ***Determine the focus and functions of the team***		
• What is the vision or purpose of our collaboration? • How does this benefit each partner? • What outcome/s do we need to achieve? • What partners need to be engaged? • How will we foster relationships among partners? • How will the team function (e.g., communication, meetings frequency)? Outputs • Leadership support • Team vision/focus • Engaged stakeholders • Team structure established	• What is the focus or purpose of our collaboration? • How does this benefit each partner? • What outcome/s do we need to achieve? • What partners need to be engaged? • How will we foster relationships among partners? • How will the team function (e.g., communication, meetings frequency)? Outputs • Leadership support • Team vision/focus • Engaged partners • Team structure established	• What is the student's/youth's goal/s? • What partners need to be engaged to support achievement of the student's/youth's goals? • How will families be engaged? • What are the values of the family (i.e., Does the family value CTE over postsecondary education attainment?) • How will the team learn about the resources available in the community to determine partnerships and collaborations that the student/family value? • Which family member is an example of "success" to the family/student? How could this be leveraged to benefit the student? • How will considerations regarding diversity, equity and inclusion be incorporated? • How will the team function (i.e., Who convenes the team? How often do they

<table>
<tr><td></td><td></td><td>meet?) – ensuring that consideration is being made for the best time, location & frequency for the student/family

Outputs
● Student-/Youth-led planning
● Family are aware, engaged and their values are incorporated into the process
● Engaged partners reflect student and family values
● Team structure established</td></tr>
<tr><td colspan="3">Assess: Leveraging strengths and identifying opportunities for growth</td></tr>
<tr><td>● What currently exists as it relates to the team’s goal?
● What are the strengths/gaps?
● How can resources be coordinated?
● What training and/or technical assistance is needed?

Outputs
● Resource Map
● Continuum of services developed
● TA/PD identified
● Strengths and needs identified</td><td>● What currently exists as it relates to the team’s goal?
● What are the strengths/gaps?
● How can resources be coordinated?
● What training and/or technical assistance is needed?

Outputs
● Resource Map
● Continuum of services developed
● TA/PD Identified
● Strengths and needs identified</td><td>● What are the student’s/youth’s post-school goals?
● What do we already know about the student?
● What does the student know about their strengths/needs/goals (postsecondary goals, needed accommodations, individuals with whom they best engage)?
● What additional information needs to be gathered?
● Who will be responsible for gathering information?

Outputs
● Assessments identified, completed, and analyzed
● Student support needs identified</td></tr>
<tr><td colspan="3">Plan: Identify the work to accomplish collectively</td></tr>
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• How will partners work collaboratively to create consistency of practices and services? • What practices or services address gaps in the system? How will strengths be leveraged? • What actions are necessary to address gaps in the system? • What is each partner's role/s? (i.e., decision-maker, planner, implementer) • Which partners currently support/invest in the vision? • How will partners coordinate implementation of the plan? Outputs • Formal agreement (e.g., interagency agreement, Memorandum of Understanding) • Action plan developed outlining goals, roles and responsibilities, timeframes and evaluation measures • System reform	• How will partners work collaboratively to ensure each and every student with disabilities has access to appropriate services? • What practices and services address gaps in the local system? • What actions are necessary to address gaps in the system? • What is each partner's role/s? (i.e., decision-maker, planner, implementer) • Which partners currently support/invest in the vision? • How will partners coordinate implementation of the plan? Outputs • Formal agreement (e.g., interagency agreement, Memorandum of Understanding) • Local action plan developed outlining goals, roles and responsibilities, timeframes and evaluation measures • System reform	• Ensuring presumed competence • Awareness of professional bias in supporting the student and family • How will students/youth be supported to lead their plan? • How will partners work collaboratively to support services for individual students in the community/district/high school? • How will families be engaged in the transition process of their youth? • Identify each partner's role/s and responsibilities • How are the student's/youth's plans aligned? • What changes are necessary to current practices, policies, partnerships to support students/families? • What assessments are necessary among staff to identify strengths/weaknesses and or professional development to support students/families? Outputs • Student-/youth-led plan(s) developed • Engaged families • Roles and responsibilities identified
Implement: *Move the work forward collectively*		
• How is implementation of the plan progressing? • What adjustments are being made? • What new policies, practices, and procedures are implemented? Outputs	• How is the implementation of the plan progressing? • What adjustments are being made? • What new policies, practices, and procedures are implemented? Outputs	• How will individual student plans be coordinated and aligned? • How is the student/youth leading the team in the delivery of services to meet their goals?

• Implementation structure developed • Progress toward team goals	• Implementation structure developed • Progress toward team goals	• Modification of behaviors, processes, practices, policies, and or (not limited to) procedures within planning/services Outputs • Aligned student/youth plans • Referral and application processes established
Sustain: ***Evaluate and maintain collective efforts***		
• How will the relationships among the partners be maintained? • What additional capacities are needed to sustain the collaborative approach? • What policy, procedures, or practices need to change, if any? • How is progress/change being celebrated and shared? Outputs • Plan reviewed and updated • Sustainability and replicability across the state	• How will the relationships among the partners be maintained? • What additional capacities are needed to sustain the collaborative approach? • What policy, procedures, or practices need to change, if any? • How is progress/change being celebrated and shared? Outputs • Plan reviewed and updated • Sustainability and replicability	• How is the student/youth leading the team in the delivery of services to meet their goals? • How will partners and the student measure progress toward the student's transition goal(s)? • How is progress/change being celebrated and shared? Outputs • Student/youth plan(s) reviewed and updated • Student/youth achieves goal(s)