NTACT THE COLLABORATIVE

Operationalizing Seamless Transitions: The Power of Collaboration

May, 8, 2024

Presenters

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PARTNERSHIPS IN PA:
FROM DISILLUSIONMENT AND BLAME TO A SHARED MISSION AND VISION

WHERE WE STARTED…. WHERE WE ARE

2017-2018

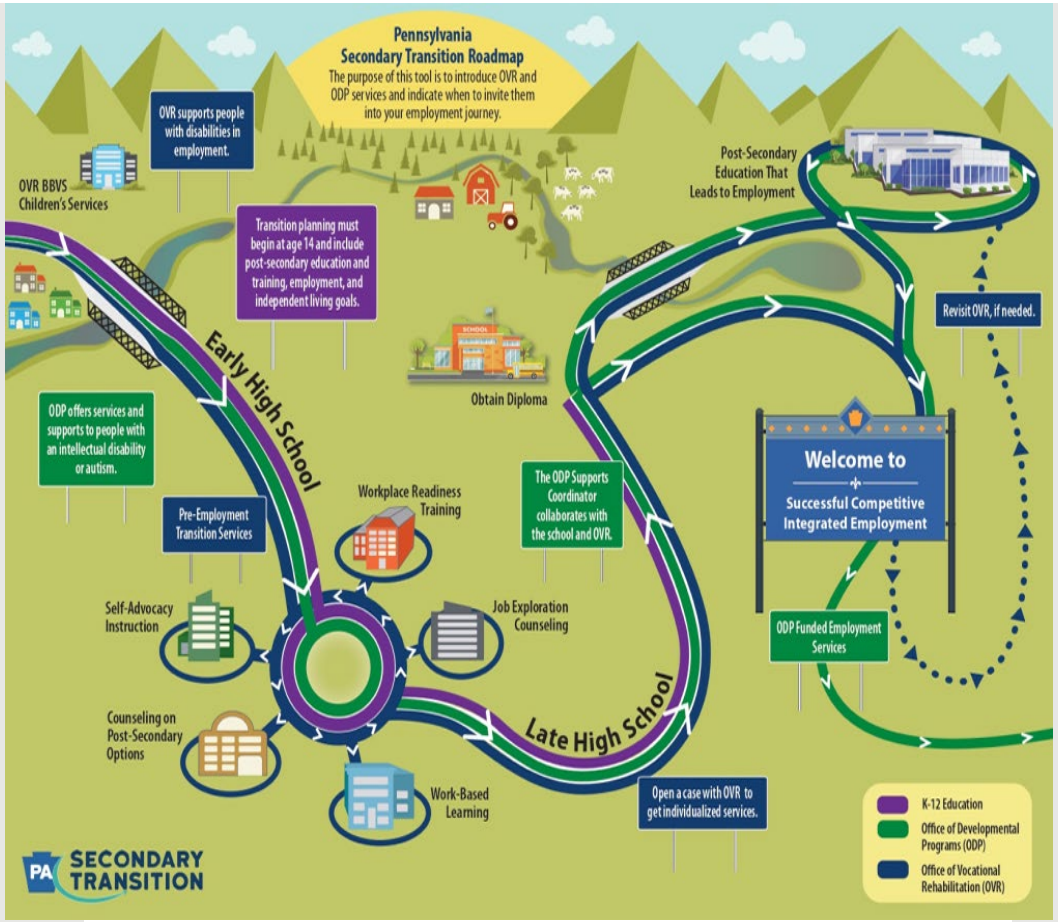
Leadership Change

Silos

A Community of Practice with waning participation

WIOA/Pre-ETS Spending

Distrust & Blame



PRESENT DAY

Updated MOU

Regular Statewide Meetings

A robust Community of Practice

Regional Teaming

Local Practice

Youth and Family Engagement

Shared Initiatives

PA SECONDARY TRANSITION COMMUNITY OF PRACTICE

- 1999 IDEA Memorandum of Understanding set stage for unified plan for transition in PA
  - 10 Agencies across Education, Labor & Industry, Public Welfare, and Health appointed leadership team
  - Projects, Products and Activities
- Membership ebb and flow
- 2017-2018 – Hit the restart button
  - What is a Community of Practice
  - Review/edit mission vision
  - Who's missing
  - Brainstorm goals/Developing state plan

WE ASKED THE QUESTION – WHAT WOULD YOU LIKE TO SEE OCCUR AT OUR COP MEETINGS?

RELATIONSHIPS

- How can separate work become shared work?
  - Be intentional about collaboration
  - Invite others into core work
  - Invest in collaborative strategies
  - Plan together
  - Share training
  - Make it ‘the way you work’, not an ‘add on’

UPDATING THE MOU

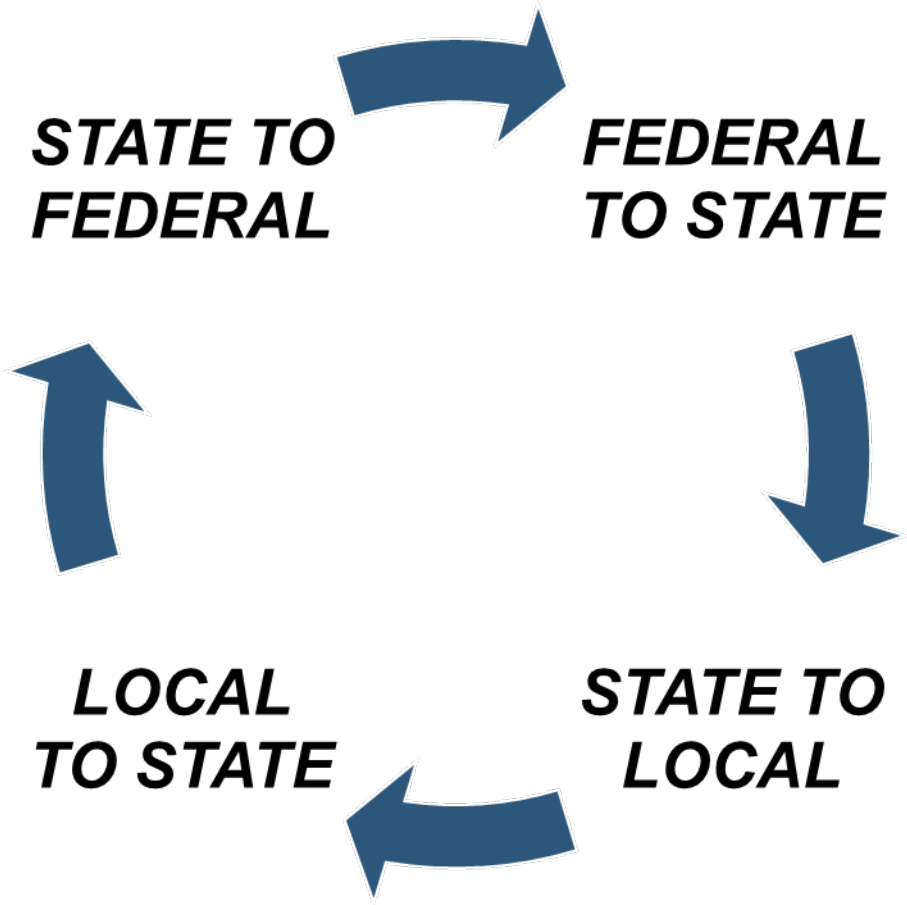
- PA OVR – Need to add WIOA language
- Intensive TA Support from NTACT:C
- Collect old MOUs and Addendums
- Started in 2018-2019
  - New Leadership
  - Face to Face and virtual work sessions (every other week)
  - Worked Section by Section
  - Added Youth and Family Representatives
- Signed in 2021
  - Training and Resources co-created with youth and family input

HAD TO BE MEANINGFUL TO YOUTH AND FAMILY

- Unpacking the Memorandum of Understanding
  - Overviews for Professionals
  - Overview for Youth and Families
- Engaging Stakeholders
  - Why Students Should Work with OVR
  - Inviting OVR to the IEP
  - Process for Coordinating Between OVR and LEA
- Strategies for Aligning Efforts
  - Pre-ETS Mapping Worksheet
  - PA OVR Pre- ETS Continuum
  - IDEA-WIOA Secondary Transition Crosswalk

CONNECTING 4 EMPLOYMENT (C4E)

- Driven out of PA Employment First
- Increase educator knowledge of agencies to promote communication with youth and families
  - Roadmap
  - C4E Video Series
- Regional Teaming
  - Modified appreciative inquiry process (Discovering, Dreaming, Delivering)



C4E: THE IMPORTANCE OF LEADERSHIP

- Pre-Conference Event 2022
  - The Ties that Bind Us
- Brought together OVR, Education and Office of Developmental Programs in Regional Teams
  - One Common Mission – Employment and Independence for the People We Serve
  - Relationship Focus: Jim Knight's "Better Conversations"
  - Connected to the WHY
- 2022-2023 school year 2 regional virtual touchpoints

WHAT IF…

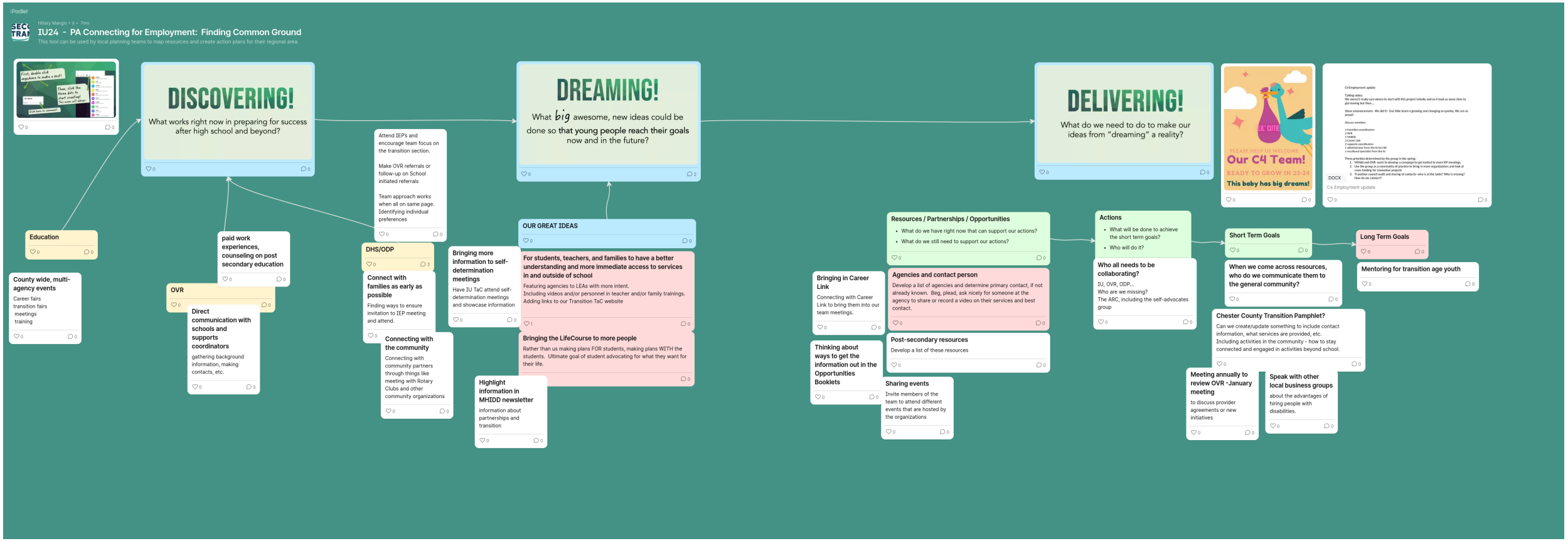
We STOPPED saying…?

- Policy *doesn't* allow for that.
- We *don't* pay for that.
- I *don't know how* that system works.
- We *don't* have funding for that right now. You have to wait.
- We *can't* support that because it's not a realistic goal.
- Your name is on the waiting list. There's *nothing* I can do.

We STARTED saying…?

Let's ALL figure this out *together*.

REGIONAL TEAMING EXAMPLE



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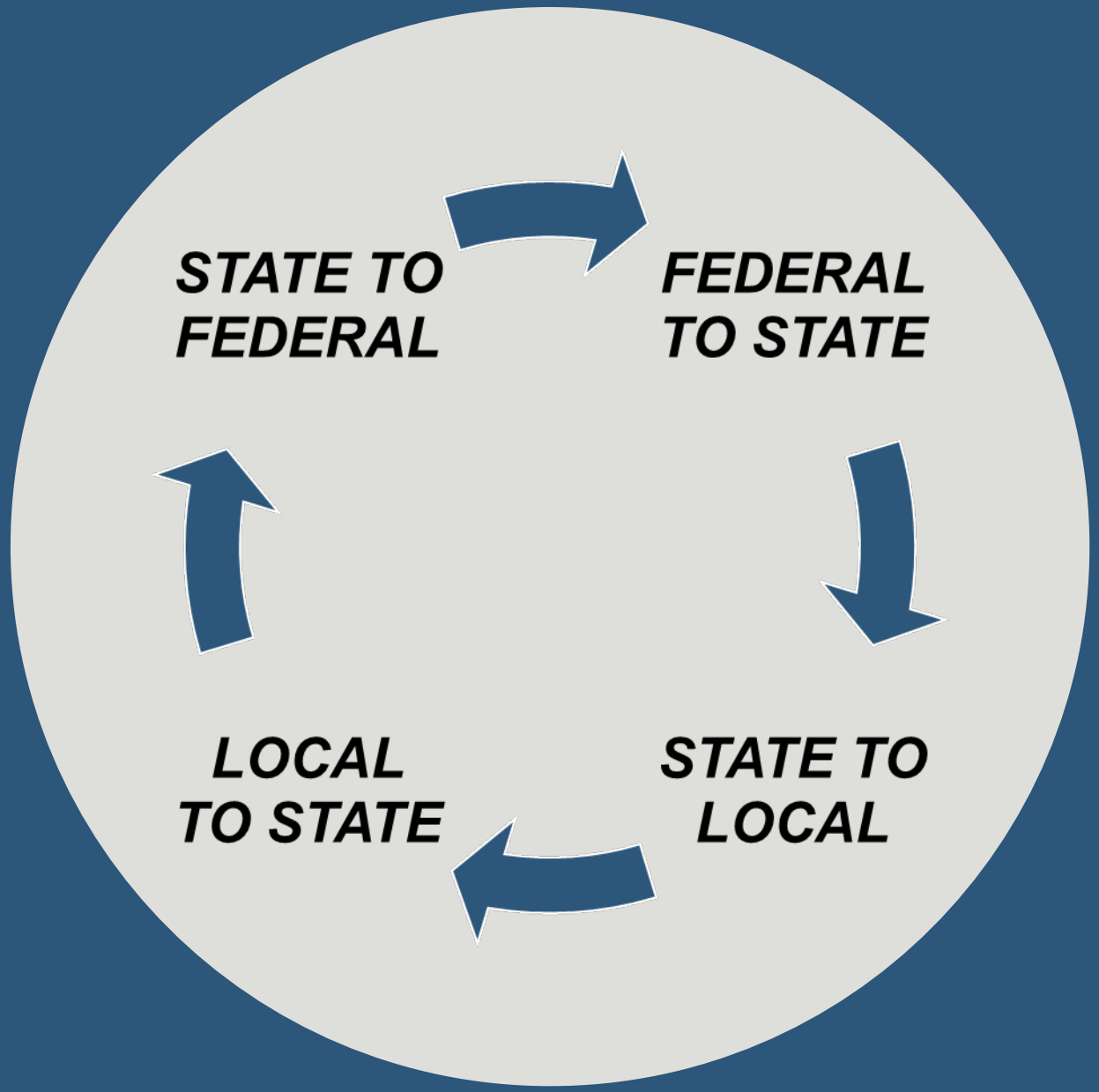
CONTINUING THE WORK

- Pre-Conference Event 2023
  - Success and Sustainability
    - Leadership was present and active
    - Teams back together
    - Relationship Focus – Jon Gordon and Kate Leavell's "Stick Together: A Simple Lesson to Build a Stronger Team"



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OUR PARTNERSHIPS REIMAGINED

HOW THIS WORK MOVED US FORWARD

YOUTH ENGAGEMENT SPECIALISTS (YES)

- 2 Years funded through PA-OVR
- PDE/PaTTAN will assume the position funding after 2 years
  - Presentations, consultation, and technical assistance to support youth engagement efforts around CIE
  - Support OVR Youth Ambassadors
  - Create resources to promote youth engagement practices
  - Participate in Community of Practice

THREE COMPONENTS OF DIF: PTP

Professional Development & Capacity Building

Train DIF: PTP partners to become Charting the Life Course Ambassadors

Provide Charting the Life Course training to employers

Deliver Transition Discoveries training to professionals, students, and families

Transition Discoveries

Transition discoveries implementation in 29 LEAs with IU support through a train-the-trainer model

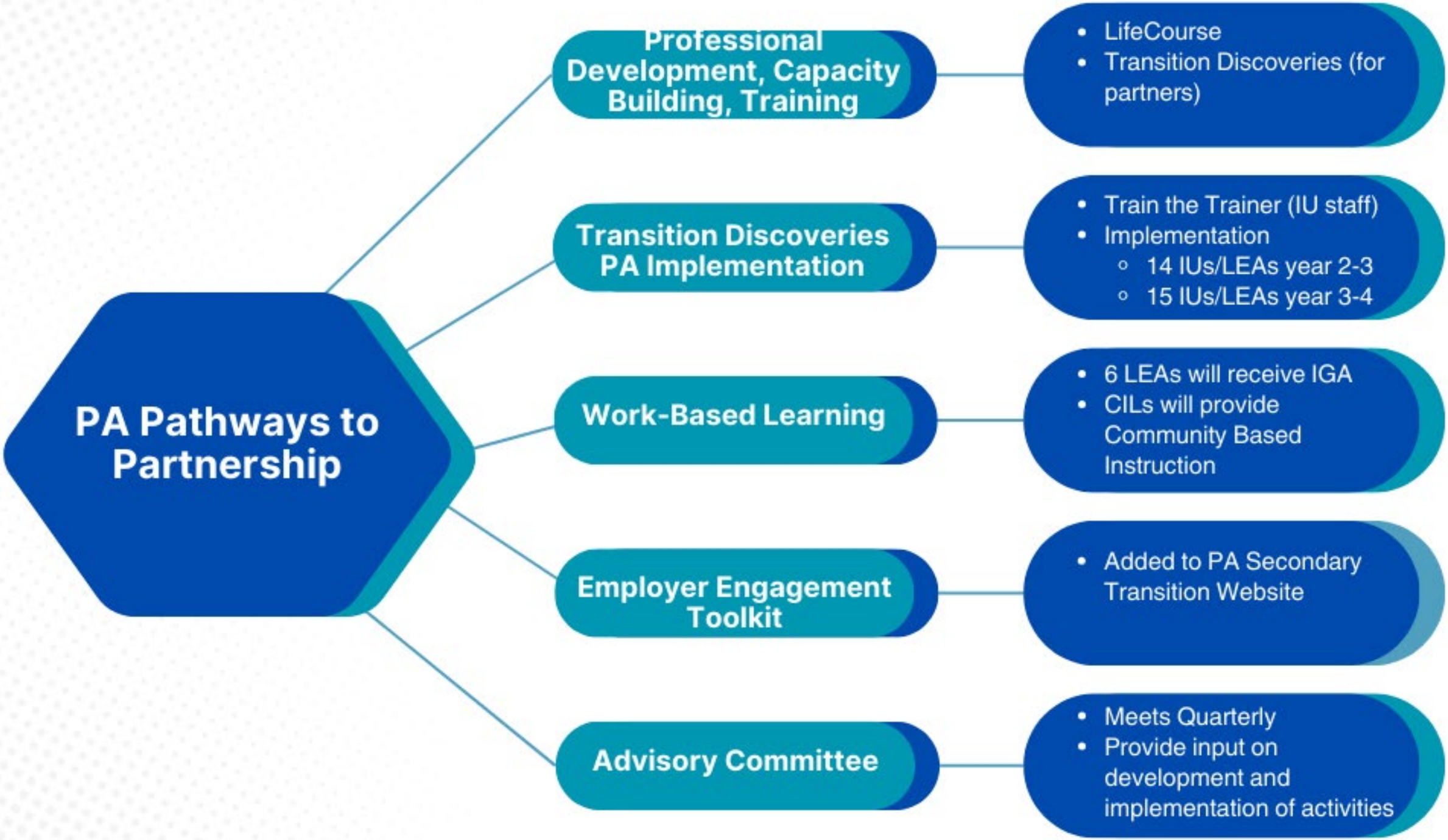
Develop funding and implement programs to address the needs identified in the Transition Discoveries systemic evaluations

Work-Based Learning

Develop work-based learning experience programs with 6 model sites

Independent living focused community-based instruction for student participants

Diversity, equity, inclusion, and accessibility training for employers


PA Pathways to Partnership
Professional Development, Capacity Building, Training
LifeCourse
Transition Discoveries (for partners)
Transition Discoveries PA Implementation
Train the Trainer (IU staff)
Implementation
14 IUs/LEAs year 2-3
15 IUs/LEAs year 3-4
Work-Based Learning
6 LEAs will receive IGA
CILs will provide Community Based Instruction
Employer Engagement Toolkit
Added to PA Secondary Transition Website
Advisory Committee
Meets Quarterly
Provide input on development and implementation of activities

PROFESSIONAL DEVELOPMENT, CAPACITY BUILDING AND TRANING
TRANSITON DISCOVERIES
For Professional Partners
Quarterly Training
What is TD
TD Resources
How to be Involved
LIFECOURSE
For All
Quarterly Training with Kickoff Event (tied to C4E) on various tools
20 Targeted Staff trained as Ambassadors
TRANSITON DISCOVERIES
For Youth and their Supports
Monthly
Using TD Resources
Self-Determination
Self-Advocacy
LIFECOURSE
For Youth and their Supports
Monthly
Understanding Framework,
Using tools for planning and communication
TRANSITON DISCOVERIES
FOR IUs/LEAs
TOT for TAC Implementation Course for TCAT/Team Champion
LIFE COURSE
Employer Track
2 Events/Year
Assist Employers in Enhancing Communication

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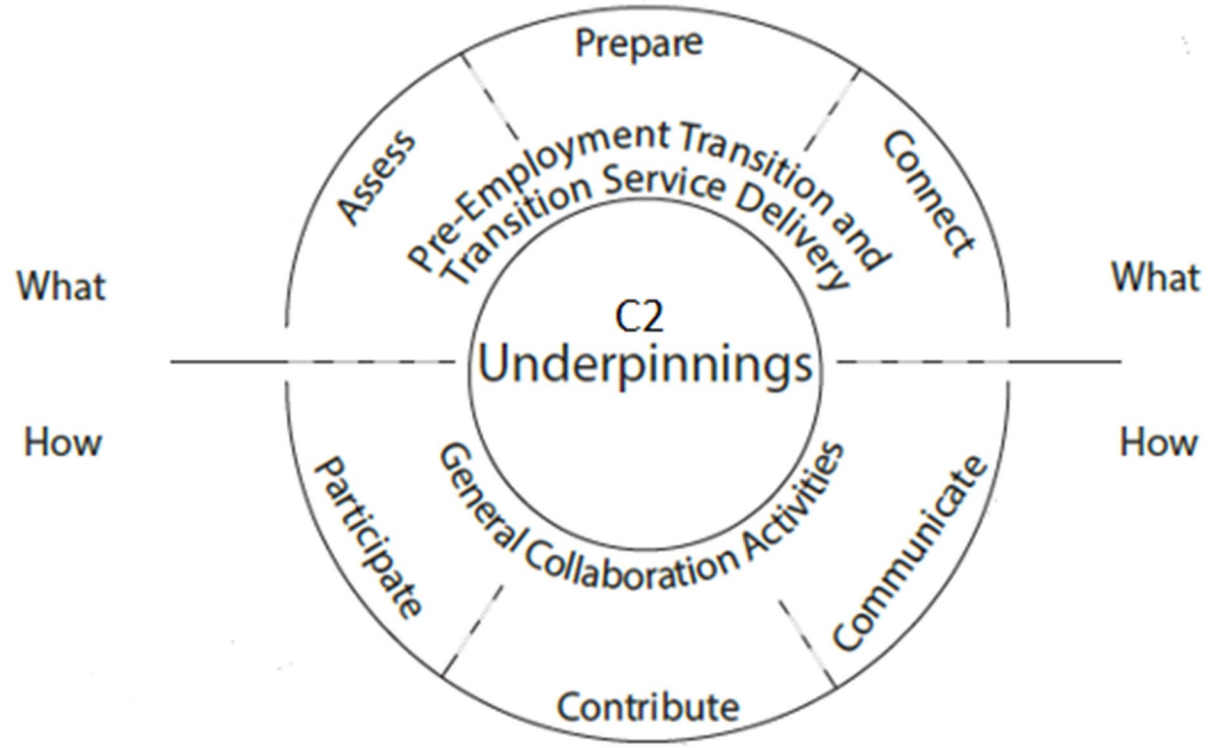


OPERATIONALIZING SEAMLESS TRANSITIONS: THE POWER OF COLLABORATION

COLLABORATE FOR CHANGE (C2) MODEL, UNDERPINNINGS, COMPETENCIES OVERVIEW AND EXAMPLES

FOR MORE ABOUT C2, CHECK OUR RECORDED PRESENTATION (LINK ALSO IN NOTES)

AND REACH OUT, CALL 435-797-3241 OR WRITE KATHLEEN.OERTLE@USU.EDU

Collaborate for Change (C2) Model

Note. *Effectiveness of transition-specific collaboration (What and How Interaction) depends upon attending to the foundational underpinning.* The graphics in this paper were created by Mr. Henry Cohn-Geltner.

C2 Roles: Assess, Prepare, Connect

Context for What to Do Collaboratively

C2 Objectives: Participate, Contribute, Communicate

Mechanism for How to Collaborate

Rules: Collaborate for Change (C2) Foundational Underpinnings

Figure 2 page 22 in Oertle, K. M., Sax, C. L., Cohn-Geltner, H., & Bobroff, S. (2023). Developing essential transition-specific collaboration competencies to collaborate for change. [Special Issue] *Journal of Rehabilitation, 89(3),* 18–29.

C2 Model

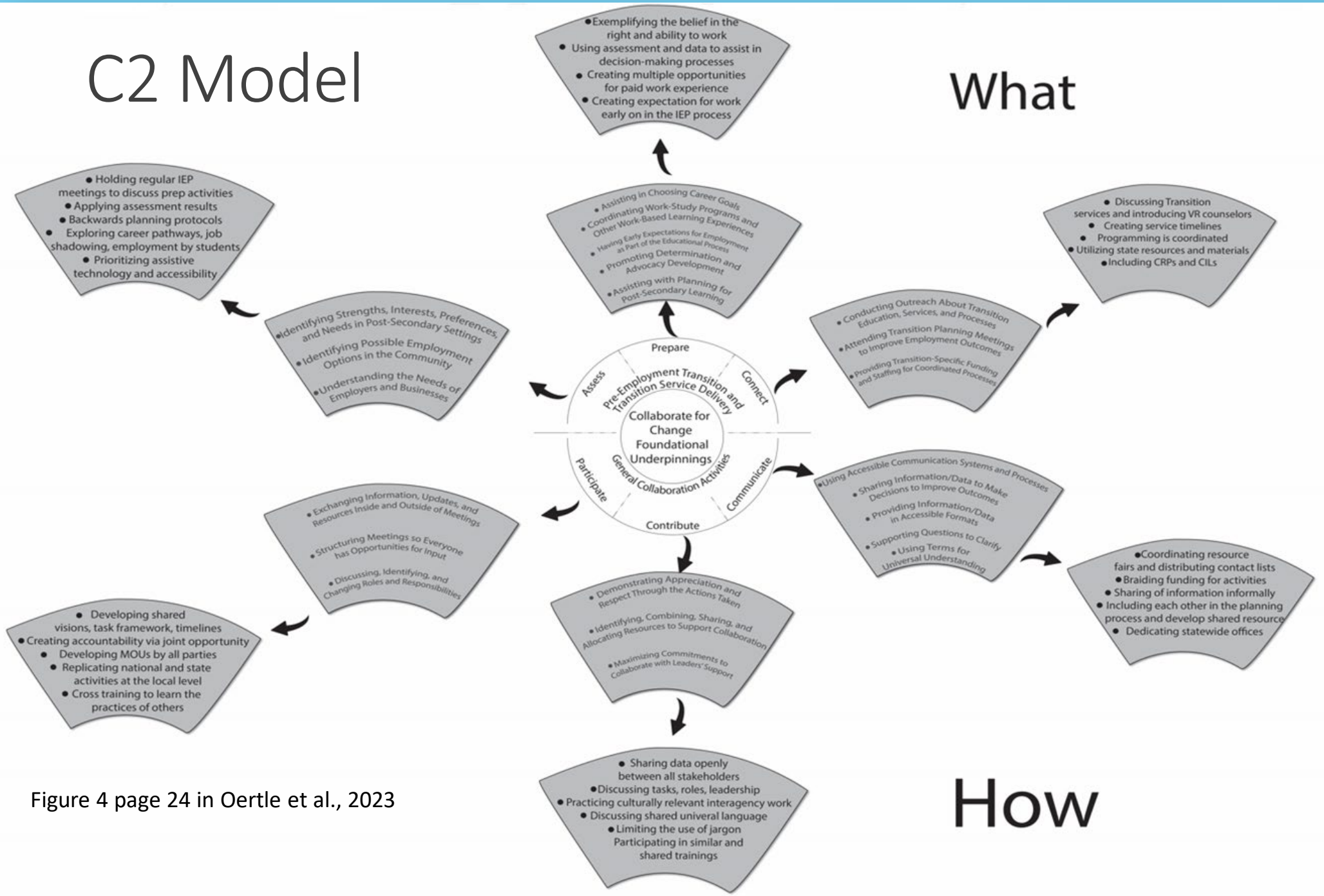
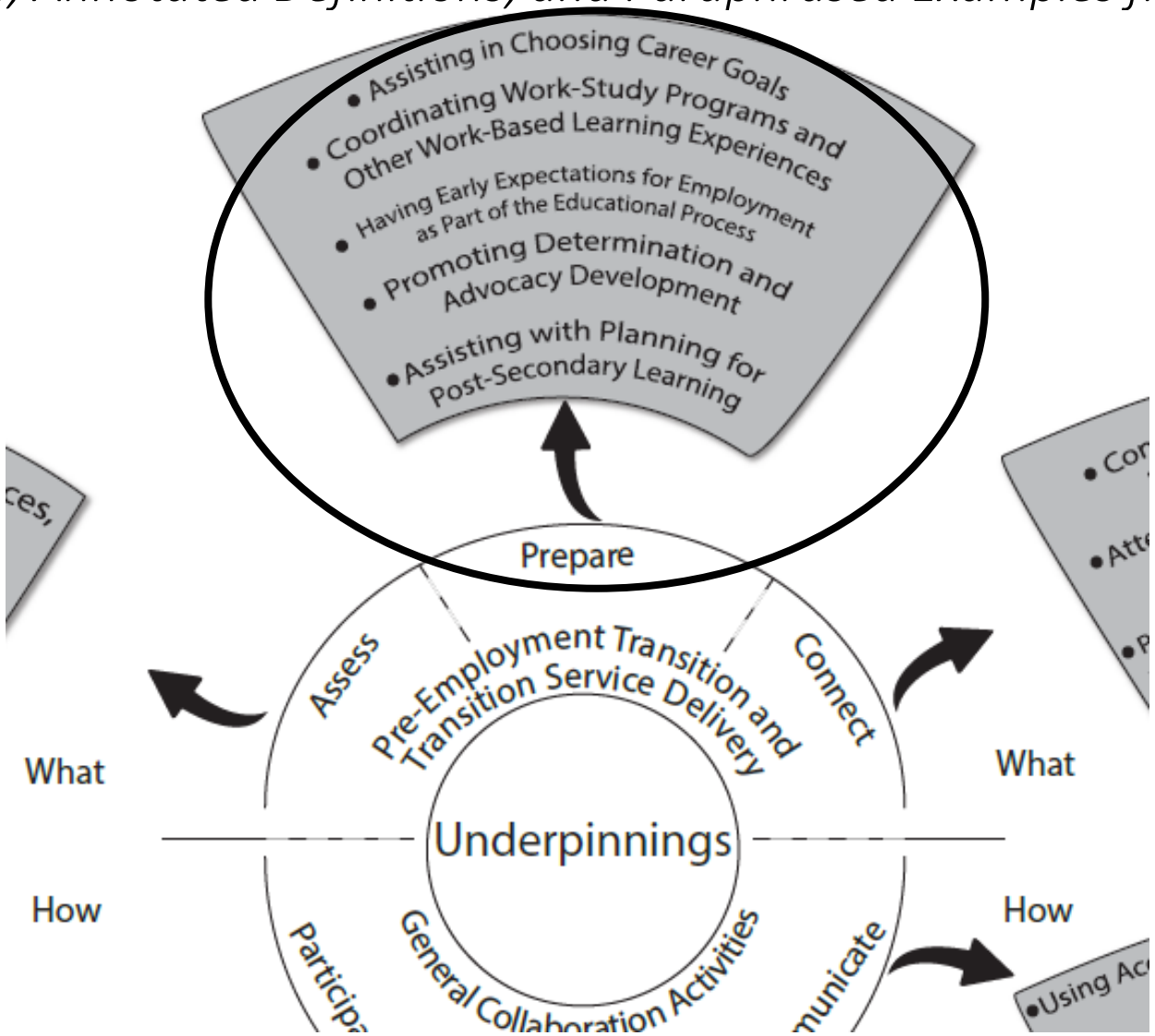


Figure 4 page 24 in Oertle et al., 2023

Collaborate for Change (C2)

*Context for What: **Prepare** Competency Statements*

Followed by Quotes, Annotated Definitions, and Paraphrased Examples from C2 Participants



Prepare
Competency Statement - Having early expectations for employment as a part of the educational process

Annotated Description

Early and frequent exposure to a lifetime view of education and courses of actions to employment through **a variety of role models and instruction in the world of work**

Paraphrased Summaries of Collaborative Examples

- Discussing and coordinating high school programming for all Pre-employment Transition Services (Pre-ETS) and introducing vocational rehabilitation (VR) counselors in the Individual Education Program (IEP) so **youth and students and their families get information and support as early as possible** and to address specific barriers to employment such as needing blind services. VR counselors and educators create an initial timeline of when to identify and refer students with early expectations for employment. Special educators and career and technical educators **work closely with** VR counselors to create programs for skills development and work experiences that follow employment trends with mindsets, rapport, and expectations for employment built in **intentionally through the group working together**;

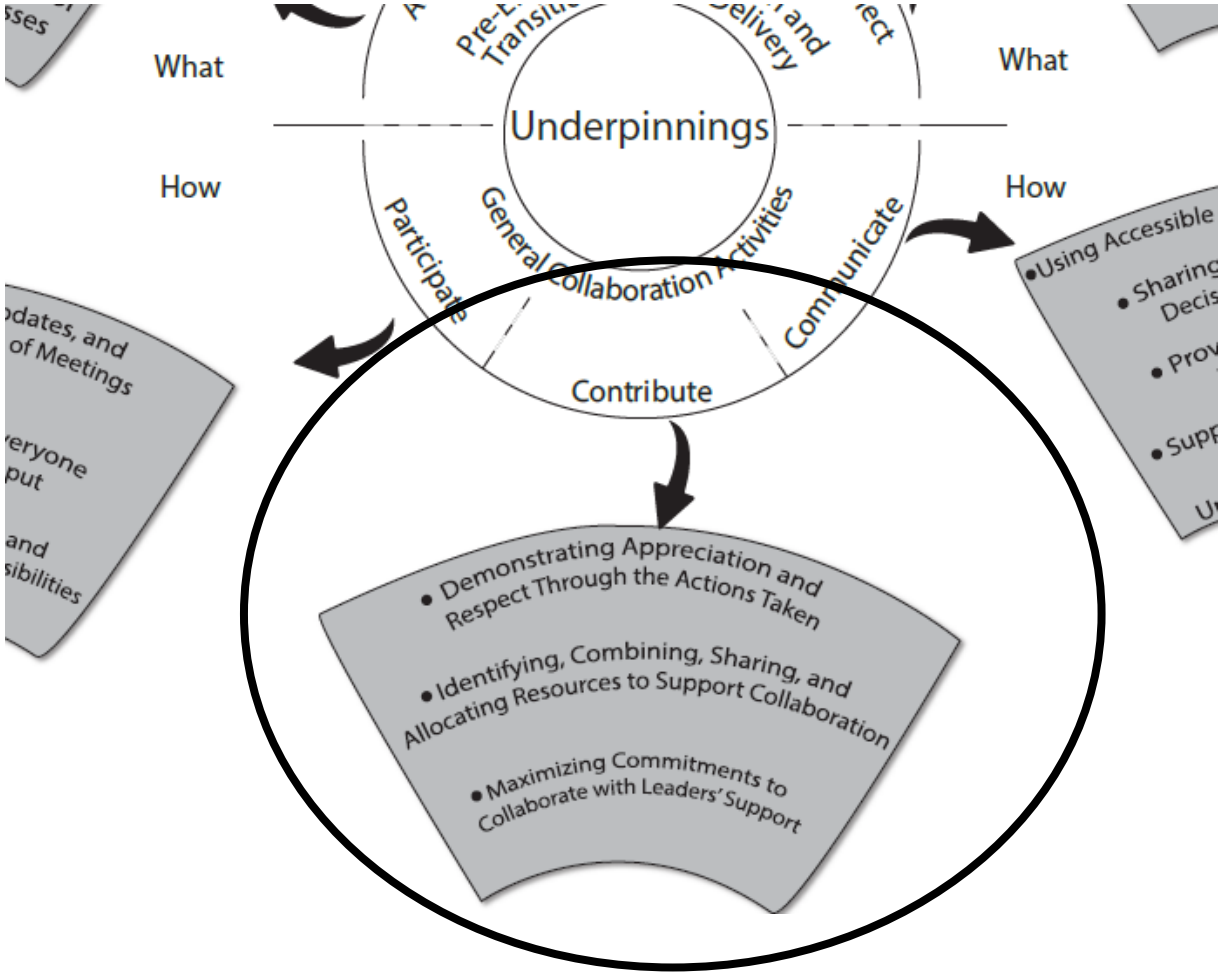
- Creating community transition teams that **utilize state resources and materials and invite employers** to provide their perspectives, while teaching employers about the value of and advantages people with disabilities bring to employment. Coordinating with employers for "Career Expo" experiences that are connected with education and student learning activities that include **discussions with role models** to highlight how to achieve success, meet working people, develop expectations for work; and

- Utilizing Community Rehabilitation Providers (CRP) and the Centers for Independent Living (CILs) to connect education to employment and coordinate resources with employers and **discussing independent living as part of working and financial literacy** (saving, sending, giving), benefits planning including Social Security Insurance (SSI)/Social Security Administration (SSA) and **workplace benefits such as health care and retirement.**

Collaborate for Change (C2)

Mechanism for How: ***Contribute*** *Competency Statements*

Followed by Quotes, Annotated Definitions, and Paraphrased Examples from C2 Participants



Contribute

Competency Statement - Maximizing Commitments to Collaborate with Leaders' Support

Annotated Description

Leadership communicates the value and benefits of collaborating by **providing financial and structural support, and operating procedures to allow the collaborative practices** to function, trust to be built, and solutions to be developed at all levels

Paraphrased Summaries of Collaborative Examples

- Meetings are held regularly between the statewide leaders for special education and vocational rehabilitation, Commission for the Blind, Visually Impaired managers, Principals, and Career and Technical Education (CTE) directors to **establish effective practices for working together and sharing information**;
- **Dedicating staff within statewide offices to support transition instead of** adding transition to the role of existing staff with collaboratively developed and actively used Memorandums of Understanding (MOUs);
- Participating in **the Capacity Building Institute** from NTACT-C and Division on Career Development and Transition (DCDT) meetings to determine statewide transition priorities, including the **development of collaboration** and professionals who are skilled and knowledgeable regarding **transition by statewide leaders**;
- Allocating **financial resources for collaboration** and transition professional development initiatives; and
- Promoting of **cross-training** activities and opportunities and **peer training** by leadership.

Thank you!!
Collaborate for Change (C2)
NIDILRR FIP Development (2019-2023); Grant Number 90IFDV0011

Brief Project Summary (Oertle, Sax, Cohn-Geltner, & Bobroff)

The C2 project core goals are to *more clearly define transition collaboration, *articulate expectations, and *develop a competency-based model with strategies to improve efficacy.

Reach out to Kat: Kathleen.Oertle@usu.edu or 435-797-3241