

# IT'S ALL ABOUT WHO YOU KNOW

Connecting to Community Resources



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# Today's Agenda

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Connecting to the community through your...

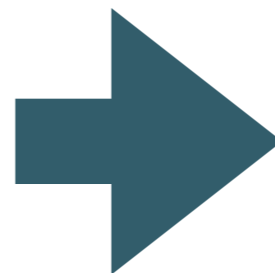
## **TRANSITION NETWORK**

- What do I mean by a transition network?
- Why are they important?
- What do transition networks look like across Tennessee?
- How can you build your transition network?

**The transition to adulthood is marked with new experiences, responsibilities, and challenges as youth navigate postschool environments**



Entitlement-based



Eligibility-based

# Think Back...

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- **Key experiences**
  - Jobs
  - Clubs
  - Sports
  - Hobbies
- **Important knowledge and skills**
  - Academic
  - Functional
  - Social/emotional
- **Pivotal connections**
  - **Employers**
  - **Family friends**
  - **Mentors**
  - **Teachers**
  - **Community leaders**
  - **Support groups**
  - **Neighbors**



# Who Makes The Difference?



Drives the church van

Advocates at IEP meetings

Loves hot Cheetos

Owns a landscaping business

Teaches at local high school

Manages employment program at the Arc

Runs a parent support group

Attends Chamber of Commerce meetings

# Educators all have a network...

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***Transition network-*** Transition networks are the individuals (within and beyond the school system) with whom educators communicate to access resources (e.g., information, advice, or direct assistance) that might help them better support transition-aged students and their families or lead to improved postschool outcomes for transition-aged students.



**509**

special  
educators

# MY GUIDING QUESTIONS

1. What do these networks look like?
2. Why do some educators have larger networks?
3. How can we build networks to improve student outcomes?

**SURVEYS and INTERVIEWS**





# WITHIN THE SCHOOL SYSTEM

## SCHOOL SYSTEM

- SPECIAL EDUCATION SUPERVISOR
- TRANSITION COORDINATOR
- SCHOOL ADMINISTRATOR
- OTHER SPECIAL EDUCATION TEACHER
- GENERAL EDUCATION TEACHER
- CAREER AND TECHNICAL EDUCATION TEACHER
- GUIDANCE COUNSELOR
- SCHOOL PSYCHOLOGIST
- ASSISTIVE TECHNOLOGY SPECIALIST
- PHYSICAL OR OCCUPATIONAL THERAPIST
- SPEECH LANGUAGE PATHOLOGIST
- SCHOOL SOCIAL WORKER
- ORIENTATION AND MOBILITY SPECIALIST
- SCHOOL NURSE
- PARAPROFESSIONAL

# BEYOND THE SCHOOL SYSTEM

## SERVICE SYSTEM

- VOCATIONAL REHABILITATION
- TENNESSEE REHABILITATION CENTER
- SHELTERED WORKSHOPS
- SUPPORTED EMPLOYMENT PROVIDERS
- POSTSECONDARY ED PROGRAMS
- CENTER FOR INDEPENDENT LIVING
- GROUP HOMES OR SUPP LIVING
- SOCIAL SECURITY/ SSI
- RECREATIONAL PROGRAMS
- ADVOCACY GROUPS (E.G., THE ARC)
- DEPARTMENT OF INTELLECTUAL AND DEVELOPMENTAL DISABILITIES
- SUPPORT GROUPS
- MENTAL HEALTH SERVICES
- ADULT DAY PROGRAMS
- SPECIFIC DISABILITY AGENCIES

## COMMUNITY

- U.S. ARMED FORCES
- JOB CORPS
- AMERICAN JOB CENTERS
- LOCAL EMPLOYERS
- CRAFT APPRENTICESHIP PROGRAMS (E.G., ELECTRICAL, PLUMBING, CARPENTRY)
- VOCATIONAL TRAINING PROGRAMS
- 2-YEAR COLLEGES
- 4-YEAR COLLEGES
- JUVENILE JUSTICE CENTER
- RECREATION ORGS (YMCA, DANCE STUDIOS,
- SERVICE ORGS (E.G., KIWANIS, ROTARY CLUB, KNIGHTS OF COLUMBUS)
- LOCAL TRANSPORTATION PROVIDERS
- CHAMBER OF COMMERCE
- FAITH COMMUNITIES
- GOVERNMENT LEADERS





# What do these networks look like?



## TRANSITION NETWORKS OF TENNESSEE SECONDARY SPECIAL EDUCATORS

509 Educators

### 17 PARTNERS

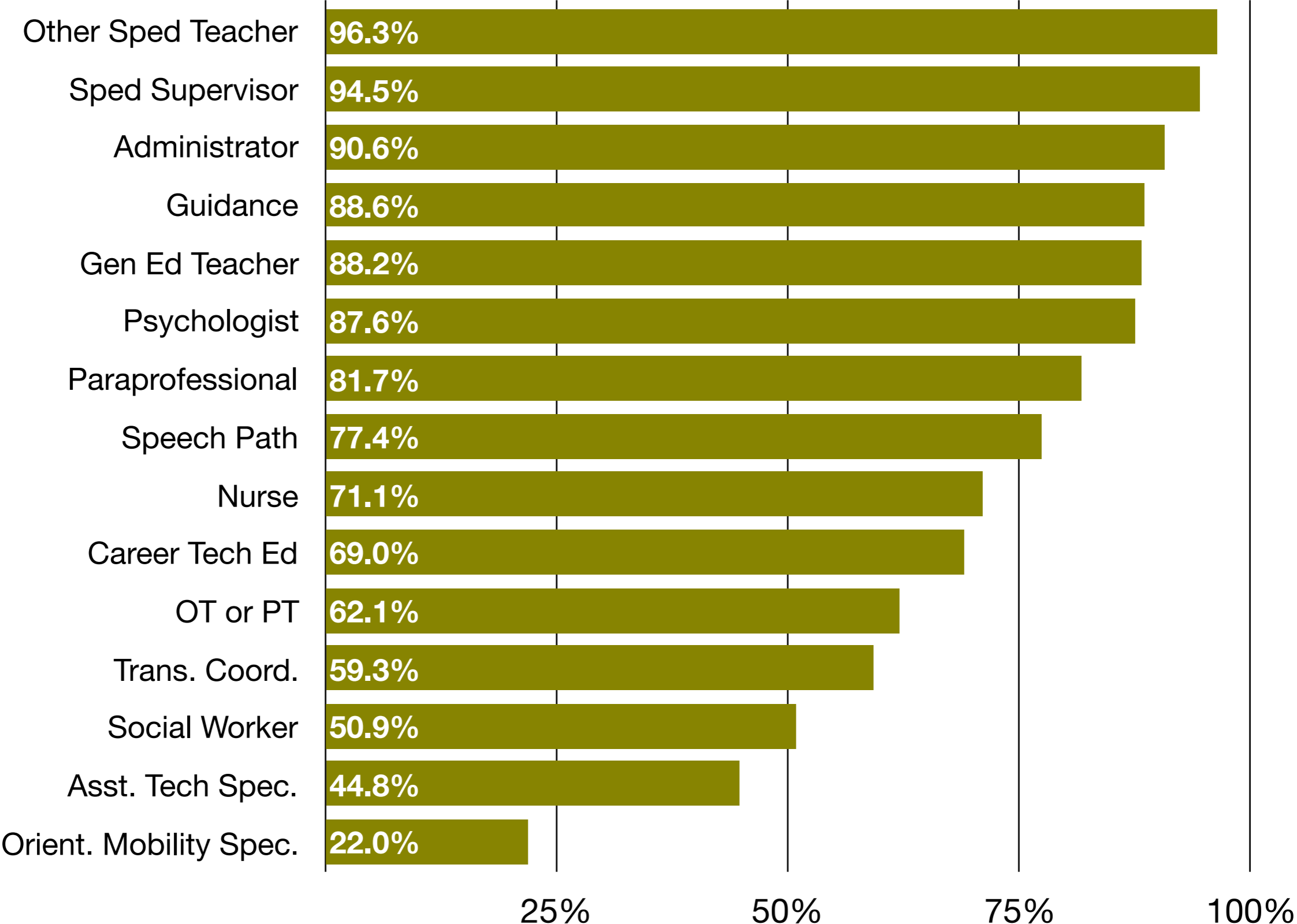


11 SCHOOL PARTNERS  
3 SERVICE SYSTEM PARTNERS  
3 COMMUNITY PARTNERS

- MOSTLY MONTHLY COMMUNICATION
- 74.6% OF PARTNERSHIPS RECIPROCAL
- 74.7% CONTRIBUTED TO IMPROVED OUTCOMES
- WANTED TO INCREASE COMMUNICATION  
(41.8% SCHOOL, 73.7% SERVICE, 71.4% COMM)

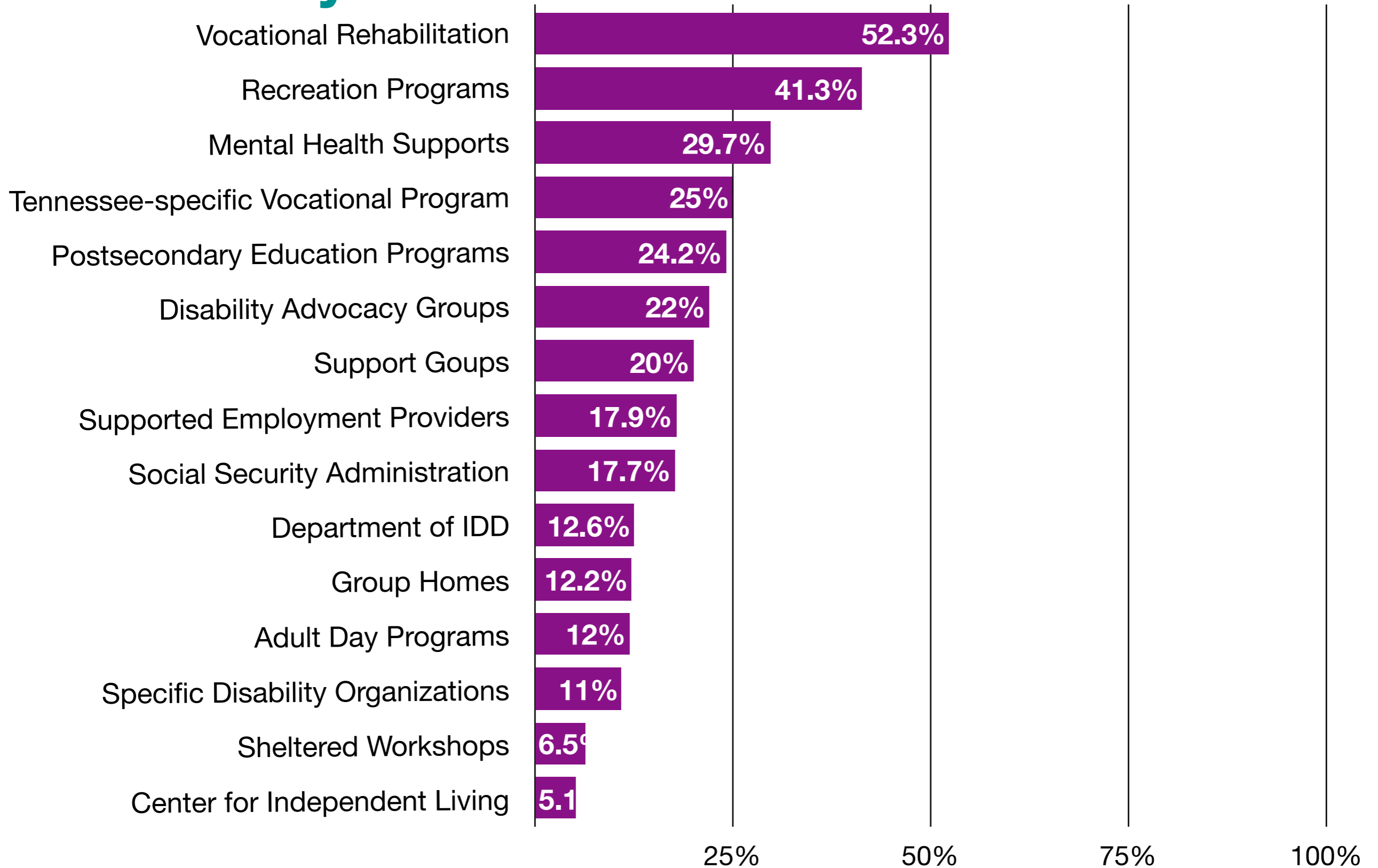
**17.5% REPORTED NO PARTNERS  
OUTSIDE OF SCHOOL**

# School system



Percentage of educators who reported communicating with each role about transition topics in the last two years

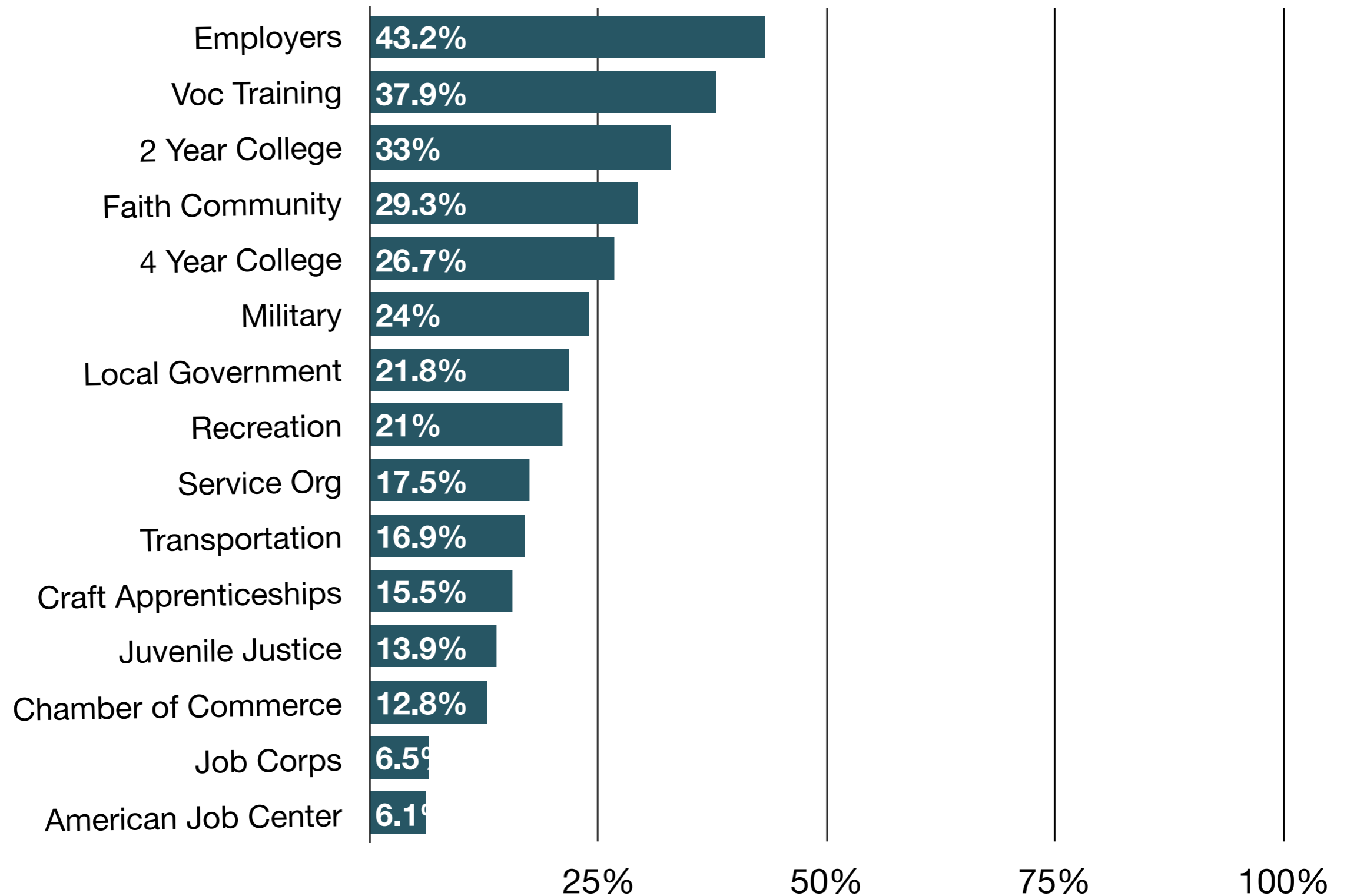
# Service system



Percentage of educators who reported communicating with each role about transition topics in the last two years



# Community



Percentage of educators who reported communicating with each role about transition topics in the last two years



# TRANSITION NETWORKS OF TENNESSEE SECONDARY SPECIAL EDUCATORS

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## WHO HAD LARGER NETWORKS?



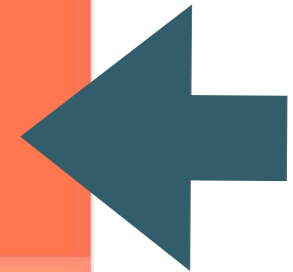
HIGH SCHOOL (MIDDLE)



MOD/SEVERE (MILD)



PERCEIVED KNOWLEDGE OF  
ESTABLISHING PARTNERSHIP



- YEARS OF EXPERIENCE
- RACE/ETHNICITY
- GENDER
- AGE
- YEARS IN DISTRICT
- EDUCATION



- PERCEIVED ADMIN SUPPORT
- PERCEIVED VALUE OF COLLABORATION
- PERCEIVED CONTRIBUTION OF PARTNERS TO STUDENT OUTCOMES
- TRANSITION COORDINATOR

# Who has larger networks?



# What did educators think about the findings?

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## High school

Immediacy of graduation

Less collaboration in middle school

## Moderate/severe disabilities

Larger range of services and supports

Greater need for supports after graduation

Smaller proportion of the population

## Perceived level of knowledge of how to establish partnerships

Identified multiple facets of establishing partnerships

- determining appropriate partners
- initiating communication
- gauging attitudes and willingness to collaborate
- setting shared goals
- reflecting and tracking progress

Responsibility of the special educator





# Barriers & Facilitators to Collaboration



## KNOWLEDGE

- Knowledge of existing services
- Knowledge of transition process
- Mentorship
- Centralized list of resources



## FAMILY INVOLVEMENT

- Parent involvement/investment
- Student involvement/investment
- Plan for the future



## TIME & OPPORTUNITY

- Time
- Personal responsibilities
- Student caseloads
- Schedules of network partners
- Consistency of partners



## SCHOOL CULTURE

- Administrative support
- Team structure
- Transition coordination
- Inclusion
- Bureaucracy



## ATTITUDES & BEHAVIORS

- Perceptions of students
- Perceptions of district/program
- Willingness/Personal investment



# School Districts

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Districts- “influencers” create policy, manage bureaucracy, determine financial and structural supports

- Release “gatekeepers”
- Explore coordinators
- Consider caseloads
- Advocate for transition educators



# Administrators

Administrators- “facilitators” create environments conducive to collaboration (inclusive, supportive, flexible, modeled)

- Provide flexible scheduling
- Model collaboration for educators
- Offer professional development
- Develop PLCs
- Consider opps for inclusion
- Explore transportation





# Special Educators

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Special educators- “connectors” the center of transition networks (right people, ongoing communication, focused on outcomes)

- Engage in ongoing reflection & mapping exercises
- Set goals for collaboration (make a list)
- Target specific partners outside the school system
- Aim for 1-2 hours per week
- Build your network over time

- You don't have to do everything at once
- Start with a few students
- Have to be willing to get out of your comfort zone
- Have to find mutual benefit
- You have to initiate at first
- Start with an email
- Ask families what they need
- Find a mentor



# LET'S TALK STRATEGY



1

**SET ASIDE 1-2 HOURS PER WEEK**

2

**MAKE A LIST OF POTENTIAL PARTNERS**

3

**MAP YOUR CURRENT TRANSITION NETWORK**

4

**SET SMALL, MANAGEABLE GOALS**

5

**THINK OF WAYS TO DOCUMENT YOUR NETWORK**



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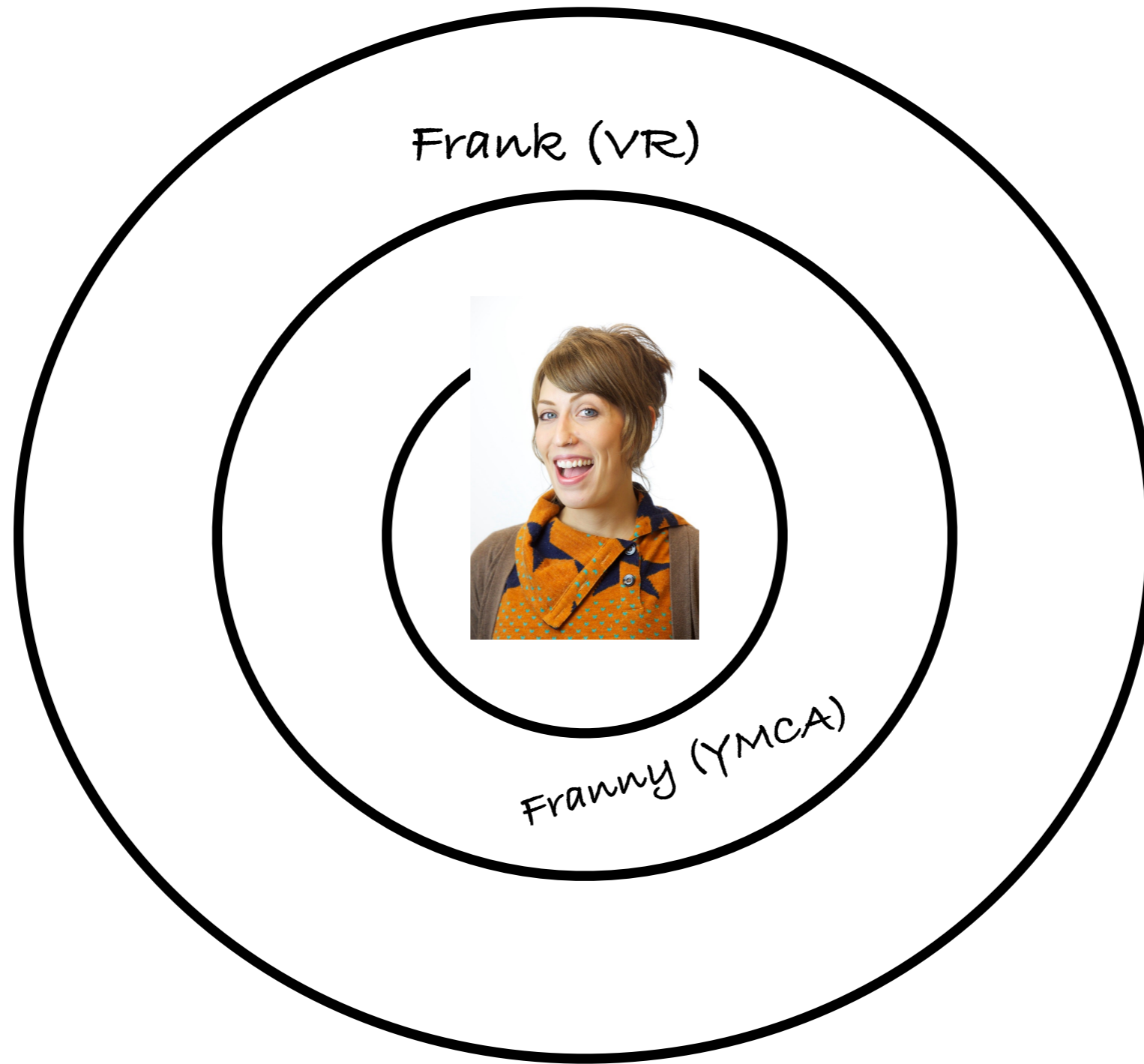
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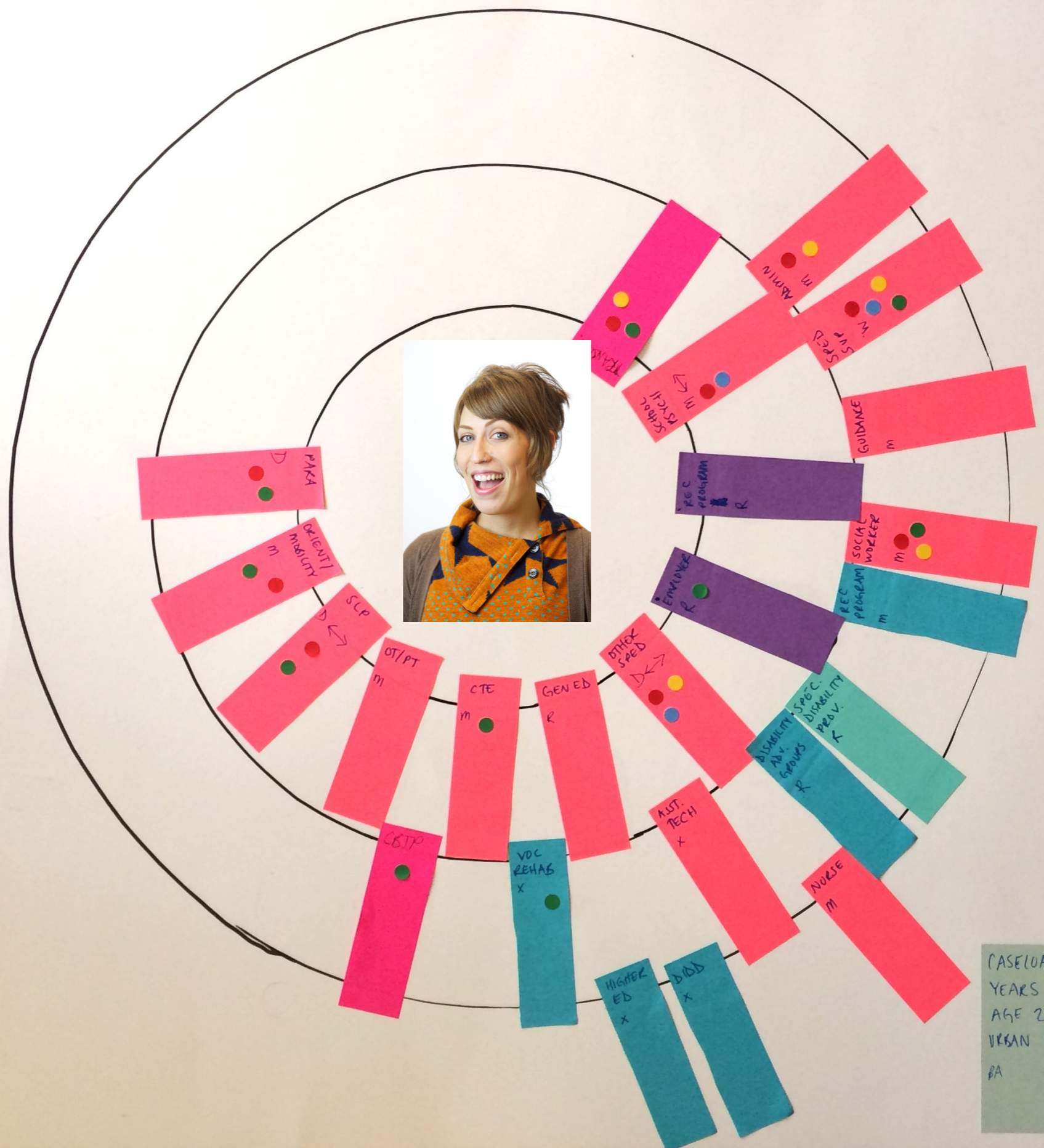
**THINK OF WAYS TO DOCUMENT YOUR NETWORK**



# Map Your Network



- SOC. SEC. X
- TRC X
- SUPPORT GROUPS X
- SHFT WKSHP X
- FAITH COMM X
- SERVICE ORGS X
- JUV JUSTICE X
- 4 YR COLLEGE X
- CLUMBER X
- AMEK JOB CENTER X
- JOB CORPS X
- ARMED FORCES X



- CIL X
- MENTAL HEALTH X
- SOPP EMPL. X
- LOCAL GOV. X
- TRAMP X
- SOPP LIVING X
- 2 YR COLLEGE X
- APPEAL PROGRAM X
- VOC TRAINING X
- DAY PROGRAM X
- TRANS COORD X

CASELOAD 11/11  
 YEARS 8/3/3  
 AGE 29  
 URBAN HIGH  
 RA

	A	C	S
IMP	4	4	4
ESTABLISH	2	2	5
ADMIN	2	2	3



# Transition Map

## GOALS

1. Find a contact at VR
2. Schedule a meeting to learn more about the CIL
3. Attend a webinar with the Arc
4. Talk to Fred at church about openings at his grocery store
5. Attend the Chamber of Commerce meeting to learn more about what they do

## PARTNERS I STILL NEED

1. Vocational Rehabilitation
2. AAC Specialist
3. Employers
4. Military recruiter
5. Career Technical Ed Teacher



# My Transition Network

## SCHOOL

Joann (SLP)  
Annette (Para)  
Monet (Special educator)  
Barney (admin)



## SERVICE SYSTEM

Rocky (VR)  
Francis (DOE)  
Pauly (CIL)  
Fred (the Arc)

## COMMUNITY

Patty (grocery)  
Tina (Jets pizza)  
George (Zoo)  
Carl (Chamber of commerce)  
Gina (mayor)



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# Create A System or Specific Form You Can Share

## School-Community Partner Information Sheet

School-Community Partner Information Sheet

School Name: \_\_\_\_\_

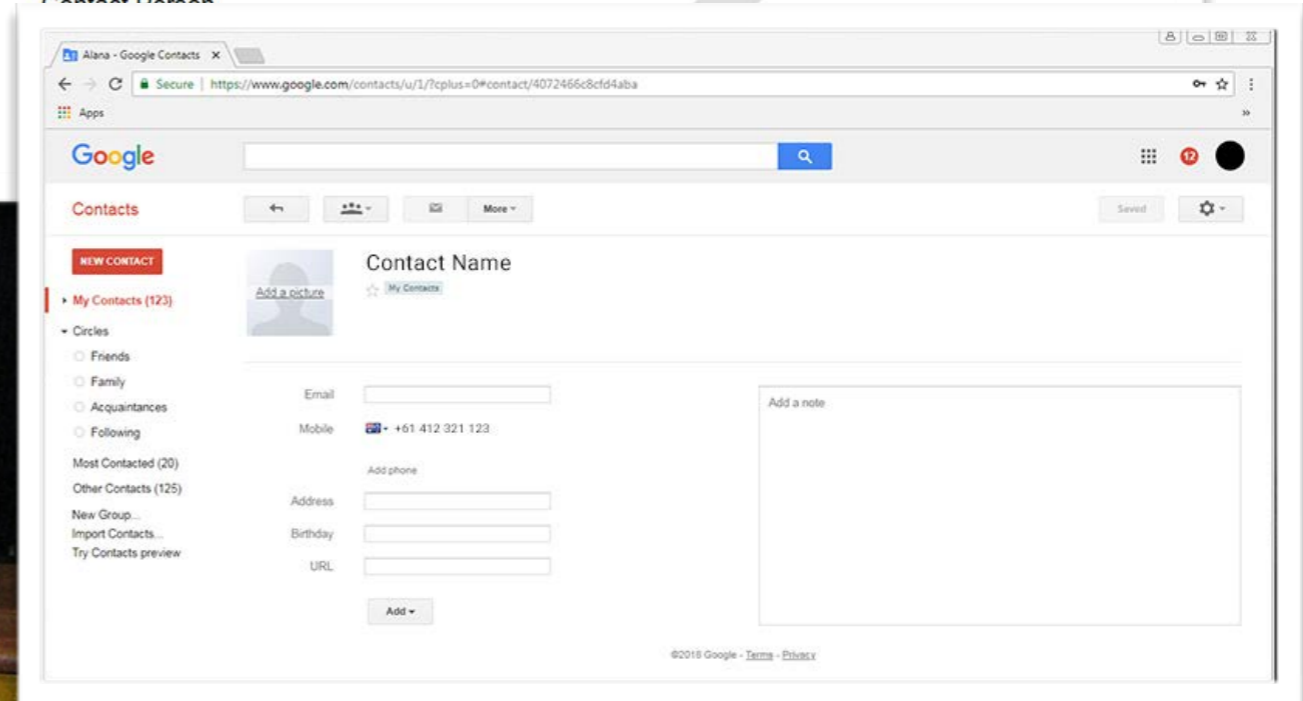
Date: \_\_\_\_\_

### A. School Information:

Contact Person \_\_\_\_\_  
Contact Phone Number \_\_\_\_\_  
School Address \_\_\_\_\_  
Contact E-mail \_\_\_\_\_  
Alternate Contact \_\_\_\_\_

### B. Agency/Partner Information:


Agency/Organization \_\_\_\_\_  
Contact Person \_\_\_\_\_



A screenshot of a web browser displaying the Google Contacts interface. The browser address bar shows the URL: <https://www.google.com/contacts/u/1/?cplus=0#contact/4072466c8fd4aba>. The page title is "Alana - Google Contacts". The main content area shows a contact form for "Contact Name". The form includes fields for "Email", "Mobile" (with a phone icon and the number "+61 412 321 123"), "Address", "Birthday", and "URL". There is also a "Add a note" text area. The left sidebar shows navigation options like "NEW CONTACT", "My Contacts (123)", "Circles" (with options for Friends, Family, Acquaintances, Following), "Most Contacted (20)", "Other Contacts (125)", "New Group...", "Import Contacts...", and "Try Contacts preview". The bottom right corner of the page has the text "©2018 Google - Terms - Privacy".



# Create A Community Resource Guide




[www.tennesseeworks.org](http://www.tennesseeworks.org)  
Community Resource Guide  
March 2014

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## Community Resource Guide

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The Nashville metro area has many agencies and organizations that help students with disabilities as they transition from school to adult life. However, it is often overwhelming to navigate the complex constellation of organizations, agencies, and services that can provide assistance during the transition process. The TennesseeWorks Partnership has adapted a community resource guide the Center on Secondary Education for Students with Autism (CSESA) compiled for the Nashville region to help teachers know about all of the supports available to their students. These resources include:

- Advocacy Supports
- Employment Agencies/Organizations
- Postsecondary Opportunities
- Transportation Supports
- Disability Resources for Immigrant or Spanish-speaking Families
- General Disability Resources
- Disability-Specific Resources
- Recreation Programs, Day Services, and Respite Care Services
- Helpful Websites

To access this guide online, please visit [www.tennesseeworks.org/community-resource-guide](http://www.tennesseeworks.org/community-resource-guide)

### Advocacy Supports for Parents

<b>Disability Law &amp; Advocacy Center (DLAC) of Tennessee</b>	Advocacy, training, and mediation for Tennesseans with disabilities	2416 21st Avenue South Suite 100 Nashville, TN 37212	(615) 298-1080 Toll-Free: (800) 342-1660 <a href="http://www.dlactn.org">www.dlactn.org</a>
<b>The Kids' Rights Program</b>	Advocacy and legal representation for students with disabilities in Metropolitan Nashville Public Schools (MNPS).	Juvenile Justice Center 100 Woodland Street Nashville, TN 37213	(615) 880-3710
<b>Legal Aid Society of Middle Tennessee &amp; The Cumberlands, Nashville</b>	Free legal help to low-income families	300 Deaderick Street Nashville, TN 37201	(615) 244-6610 Toll-Free: (800) 238-1443 <a href="http://www.las.org">www.las.org</a>
<b>Special Education Advocacy Center</b>	Advocacy for educational rights and family support for students with disabilities; services are non-legal	4322 Harding Pike, Suite 417, PMB 87 Nashville, TN 37205	(615) 777-8515 <a href="http://www.specialeducationadvocacycenter.org">www.specialeducationadvocacycenter.org</a>
<b>STEP- Support and Training for Exceptional Parents</b>	Workshops, trainings, support with IEP meetings	955 Woodland Street Nashville, TN 37206	615-463-2310 <a href="http://www.tnstep.org">www.tnstep.org</a>
<b>Tennessee Justice Center</b>	Public law and advocacy firm specializing in helping families with special needs	301 Charlotte Avenue Nashville, TN 37201	(615) 255-0331 Toll-Free: (877) 608-1009 <a href="http://www.tnjustice.org">www.tnjustice.org</a>

<http://tennesseeworks.org/wp-content/uploads/Community-Resource-Guide1.pdf>

# Create A Virtual Resource Guide

The image shows a Google Maps interface with a virtual resource guide overlay. The guide is titled "Community Resources" and contains several sections:

- Higher Ed**
  - Individual styles
  - CCAC Allegheny Campus
- Walking from the bus to campus**
  - Walking
  - A Ridge Ave at Galveston Ave, ...
  - B CCAC Allegheny Campus
  - Add Destination
- Employers**
  - Individual styles
  - Visual Arts Center
  - Adda Coffee & Tea House
  - Allegheny YMCA
  - CCAC Allegheny Campus Libr...
  - Gus & Yiayia's
- Agencies**
  - Walking
  - A The Center for Indep Living
  - B The Arc
  - Add Destination

The "Base map" option is selected at the bottom left. A blue line on the map indicates a route from Ridge Ave to the CCAC Allegheny Campus. A detailed information card for the campus is shown on the right, featuring a photo of the building and the following text:

**CCAC Allegheny Campus**

Here is where we can learn about disability support services at CCAC. <https://www.allegany.edu/academic-access-and-disability-resources/index.html>

Contacts are Paul and Francis. They are willing to meet with parents and attend IEP meetings

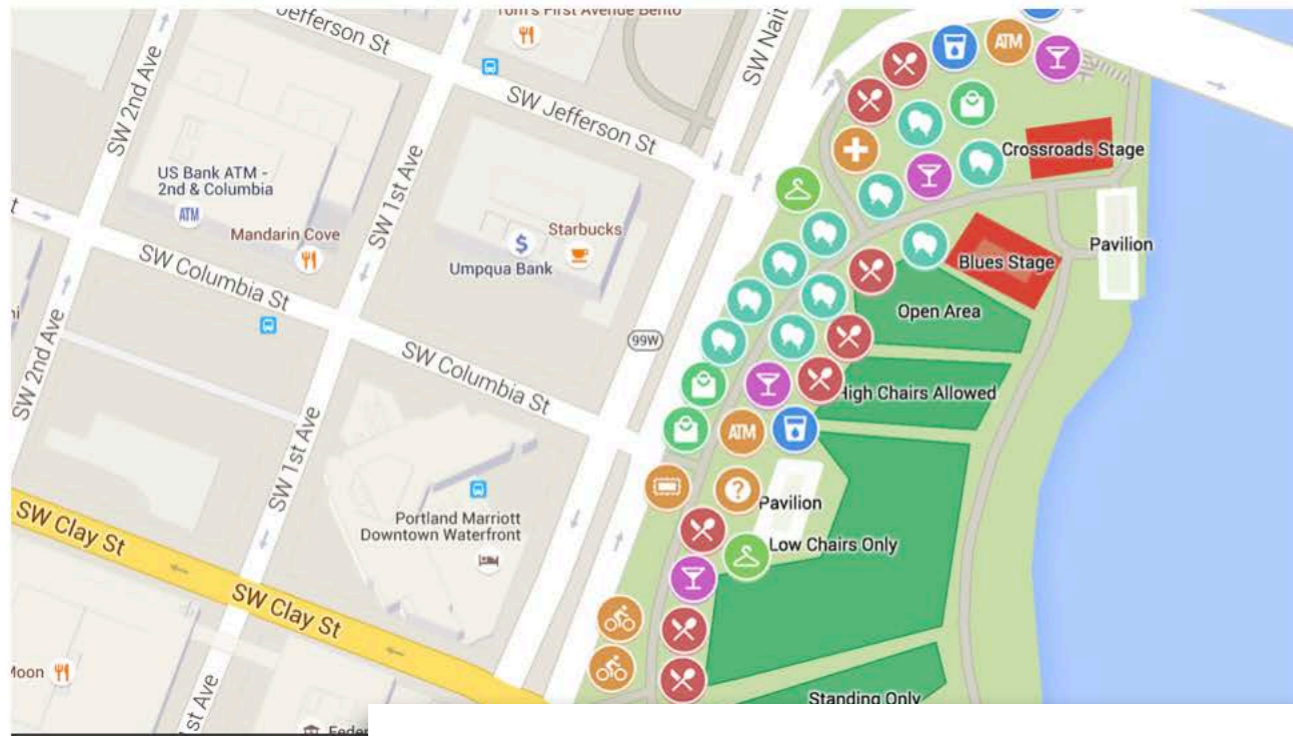
**Details from Google Maps** Remove  
808 Ridge Ave, Pittsburgh, PA 15212  
[www.ccac.edu](http://www.ccac.edu)  
+1 412-237-2525  
4.1 ★★★★★ View in Google Maps

Coordinates: 40.45004, -80.01484



# MAKE MAPS

Easily create custom maps with the places that matter to you.



## Draw

Add points or draw shapes anywhere.

## Search

Find places and save them to your map.

## Import

Instantly make maps from spreadsheets.

## Personalize

Show your style with icons and colors.  
Add photos and videos to any place.

# SHARE & COLLABORATE

Allow friends to see and edit your maps, or publish them to the whole world.

## Get the word out

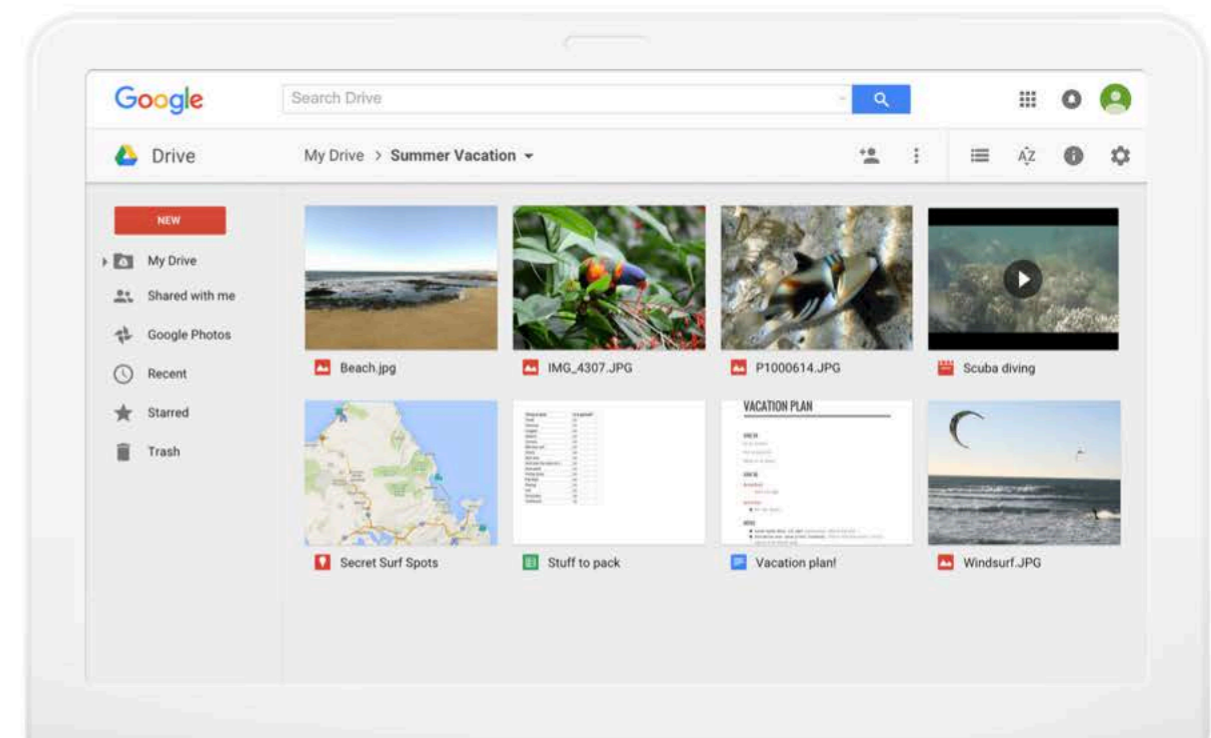
Embed maps in your website or blog.

## Make maps together

Work together on building your map, just like Google Docs.

## Works with Drive

Easily organize all your maps alongside your other documents in Google Drive.



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Let's Connect!



**[bumblej@umsl.edu](mailto:bumblej@umsl.edu)**

**Jennifer L. Bumble**

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