

# Yukon-Koyukuk Region ATTI Training

January 13-14, 2011  
Fairbanks, AK



Back row: Francesca Ridenour, Beverly Sam, Racquel Martinez, Ann Brantmeier, Randi Shrider, Tami Truett Jerue, Johnie Newman  
Front Row: Mina Nayokpuk, Lisa Wicke, Gina Pope, Cristina Poage, Rachel Reilly

## Ground rules

- Comfortable asking/sharing info
- Be Respectful
- Stay on topic
- No side bars
- Use of Humor

## Pre-Training Survey Results: (12 out of 12 participants completed )

<u>Subject</u>	<u>Not Usually</u>	<u>Sometimes</u>	<u>Always</u>	<u>I don't know</u>
1. Transition planning	9.1%	<b>54.5%</b>	9.1%	27.3%
2. Understanding IDEA	20%	<b>40%</b>	30%	20%
3. Family involvement	10%	0	<b>70%</b>	20%
4. Coordinated/met timelines	0	<b>60%</b>	0	50%
5. MOA	10%	20%	<b>40%</b>	30%
6. Assessment Coordination	0	<b>60%</b>	10%	30%

7. Staff & family support	0	<b>50%</b>	30%	20%
8. Follow-up	10%	<b>50%</b>	20%	20%
9. Transition team	0	<b>50%</b>	20%	30%

Survey Responses: What outcomes would you like to see as a result of this training?

- *I seek better understanding of available resources and the agencies involved in accessing them.*
- *I would like to see all of us on the same page when it comes to services to our little ones. I want to understand the School Districts policies for serving kids 3-5. Seems I always get a different answer when I am advocating for the kids.*
- *I would like to see our program in sync with the other programs that we collaborate with in getting our children through the EI/ILP experience.*
- *Because I am fairly new to the district and to ATTI as a whole, any information supplied is appreciated.*
- *I would like to keep up with current information that affects our program, children, and parents.*
- *I want to know more about ATTI and it's services and how it is going to help me.*
- *Despite having a signed interagency agreement, I would like to be sure everyone understands their roles in the transition process. I would also like everyone's full understanding of the school districts obligations/rights in serving these students. I would like the district to share testing information to avoid duplication. I would like the lines of communication to be open between agencies year round. Knowledge of the districts referral process would be a nice outcome as well.*
- *I would like to be able to have seamless and smooth transitions between the ILP and School District and better understand not only my role in the process, but also the ongoing collaborative part.....it seems as though the only time the SD & ILP talk about the MOA is when we are re-signing them at the beginning of the school year. It would be great to have an open dialogue all year.*

**PROGRAM POLL**

**Early Head Start Eligibility Requirements**

**Eligibility** – Prenatal – 3 years old. Need to be income eligible.

**Philosophy** – Parent is primary educator.

**Transition** – ongoing process.

**Family engagement** – “Can’t do it without it!” Parents drive the program.

**EHS Program locations:** Grayling, Holy Cross, McGrath, Nenana, Tanana, **Ruby, Hughes, Huslia, Kaltag, Nulato, Tetlin.** All are home based except for Nenana. Tanana is a combination program.

Those bolded are in need of staff.

**ILP Eligibility Requirements**

**Eligibility** – Part C – 50% delay in one or more developmental areas – GM, FM, Speech (expressive or receptive), Social/Emotional, Adaptive or by clinical opinion that there is a substantial likelihood of a significant delay, or a diagnosed condition  
Non Part C children are served as resources permit

**Philosophy** – To provide quality, relevant, dynamic services to enrolled families and children.

**Transitioning** – We talk about it. Show them the Step Ahead booklet (go through it). We get ROI consent then fwd info to school district. We talk about their options (HS or not).

**Family Engagement** –

- a. Use parental observation/report as a basis for the COS (Child Outcome Summary)
- b. Keep parents in the loop.
- c. Communicate
- d. Emphasize importance of conducting transition meeting to help ensure seamless services

### **Head Start Eligibility Requirements**

**Eligibility** – 3 years old, income verification, immunizations/TB, physical, paperwork.

**Philosophy** – Parents are first teachers. Role models. Social contact.

**Transitioning at 5 years old** – talk with K teacher. Find out what they need i.e. writing name/ABCs.

Transition activities – March parents bring them to K, emotional readiness.

**Family Engagement** – FPA (Family Partnership Assessment), P/T Conference, Parent Committee, Parents take to K.

### **YKSD Eligibility Requirements**

- Most children are served in Head Start.
- Some served in school directly by teacher or aide.
- Staff training at site for service support.

**Eligibility** – If eligible with Part C, then we accept referrals and review data. We may do additional assessments to determine eligibility. District conducts Child Find activities.

**Philosophy** – It is our goal to identify every student with special needs (according to state and federal guidelines). We will cooperate with any relevant agency to do so.

**Preparation/Engagement** – Get consent for assessments. Notify of rights. Involve parents in all decision making. Welcome parent monitoring and participation in formative assessments.

### **Who's on the Team and Team Structure**

**Active Participants-** The majority of the work is done by this small group who meet on a regular basis.

- YKSD – Christina and Johnie
- HS – Ann B
- EHS – Ann B
- ILP – Francesca
- Parent Participant \_\_\_\_\_? Head Start has some possible names
- Question whether Andrea D, PHN ought to be an active participant or key stakeholder-need to ask her.

**Resources-** Other personnel that can be identified and engaged as appropriate to address specific issues.

- Principals
- Elders/Native organizations
- WIC
- Tribal Councils
- OCS

**Stakeholders-** Key stakeholders that need to be kept informed of the teams work and provided regular information and support to implement agreements and activities.

- All appropriate staff from agencies
- PHN – Andrea?
- WIC
- Superintendent

### **Team Jobs**

- Facilitator – Ann
- Recorder – Rachel ( will need to assign a new recorder for active meetings)
- Time Keeper – Johnie
- Gate keeper – Johnie
- Cheerleader –Francesca

### **Personality Test Results**

- Thinkers: Racquel, Bev, Francesca, Lisa
- Movers: Johnie
- Supporters: Lisa, Francesca, Gina
- Enthusiasts: Rachel, Tami, Randi, Gina, Cristina, Mina, Ann

### **Vision Guiding Principles**

- *I believe that transitions should be centered on the needs of my child – that the organizations involved should focus always to serve my child rather than their liabilities.*
- *I believe that transition is a process. Transition for my child should be smooth and carried out by a team including professionals, myself, and child (team effort). Do what is best for my child in a caring way as to not to disrupt her routine (nurture).*
- *I believe that transition is a process that needs to include all the important people in the child's life, moving in the same direction to provide a smooth and logical transition.*
- *I believe transition should be adhered to a timeline and be on time as our responsibility to the parent and child.*
- *I believe that transition needs to prepare children to come into the classroom in a positive manner with skills that will help the child adapt to the classroom setting.*
- *I believe that if we all work together we will accomplish all the goals we set and God bless all who disagree.*
- *I believe that transition begins with understanding the importance in meeting and communicating info with families. To support families in the transition process.*
- *I believe that transition is a vision based on what the parents want, (services) so they can help their child succeed and it is my job to follow through with those services.*
- *I believe that transition is a vital part of a child's educational journey and must happen in a timely way in order to assure Part B eligibility before a child turns 3.*
- *Will help my student succeed in the big school; Is scary to some of my parents; needs to be done in a thoughtful way; necessary and is an important part of my job.*

Key concepts for vision statement for a smooth transition

- Family/child: child's needs, least disruptive service, parent wants, family support, success
- Team – organizations involved, eligibility, paperwork
- Process – follow-thru, educational, journey

- Priorities, goals, timelines, move in same direction, positive communication, preparation

**DRAFT Possible Statement:** The transition process is a team approach and will be smooth and timely to meet the needs of every child and best support the family.

### **Strengths**

1. We are a comprehensive program. Sometimes transitions are within our own program/agency.
2. Support and communication is great
3. Drive and organizational skills to continue the process and willingness to involve others in the process.
4. Strength with parents on transition
5. Communication working with teachers
6. Each person brings a certain valuable skill to table
7. Knowledge of law, regs, rules, etc.
8. Patient – listen to each person’s individual situation
9. Can communicate well
10. Respectful
11. Open communication at admin level
12. We hand our knowledge to the next agency
13. Processes known
14. We are talking and we want the same things
15. Communication with those involved
16. Children get services even if not in correct timeframe

### **Challenges/Barriers** – In order of priority:

1. Communication
  - Clear understanding of roles/responsibilities
  - Use understandable language
  - Open communication & careful (turnover and lack of trust)
  - Getting local staff engaged/part of process
  - How do we communicate across huge region?
2. Family Issues
  - Teaching parents how to advocate for their child
  - Hard to get parents engaged – (not concerned, do not return phone calls)
  - Family dynamics & transient population
3. Scheduling & Coordination
  - Getting all players at table & at meetings
4. Limited Resources
  - Unreliability of weather/communication
  - Underpaid/less trained staff in villages
  - Turnover/lack of trust
5. Coordination of Childfind efforts

## Brainstorming Strategies to Address Barriers

1. Communication: regular meetings, emails, newsletter, contact lists, intro self at site “pop in, “ attend family nights, engage off site staff, educate staff at inservices, phone, keep available, listening, return calls, don’t make impossible promises, don’t take personally, teleconferences.
2. Family Issues: newsletter, food, info nights, open house, incentives, phone calls, pair with people related, meet them where they are, focus on their strengths, neutral ground, call first, language, give options, include as many member as possible, culture, teaching families to advocate for child.

## Other Barriers

3. Scheduling: getting all key players to meet, getting all parties together on same day/time.
4. Process: getting timely assessments, chart information on individuals completing what.
5. Service Delivery Model distance: requirements are sometimes incompatible with reality.
6. Weather/Geographic Region: cancellations and weather make meeting timelines difficult.
7. Staff Development/Engagement/Buy-in: being a part of process, cooperation of local staff, will on site staff/teachers be supportive of transition process and group decisions?
8. Resources: turnover, lack of trust, unreliability of media communications in some of the villages, aides who are reliable and interested, less pay.

## Action Plan:

1. **The need to improve communication across agencies and staff will be addressed by:**
  - a. Establishing regular meetings of active participants at least quarterly. Christina will organize and facilitate the meeting in March and Ann will organize and facilitate the meeting in Sept. Active participants will send out meeting minutes to all staff to keep them educated on actions of the group.
  - b. Active participants will educate their staff on available resources in regions, share contact lists and travel schedules, and share the MOA with staff at annual trainings. YKSD.com has the specialists travel schedule under counselor calendar. **Racquel will share the Head Start travel matrix with others.**
  - c. Check with the Public Health Nurse on her role in the communities and her travels schedule. **WHO will do this?**
2. **The need of lack of parent engagement will be addressed by:**
  - a. Identify a parent to serve on the team as an active participant. **Racquel will ask a parent she has in mind and provide the name and contact information with the group.**
  - b. Explore the possibility of having a parent navigator or “reference parent” to assist other parents in going through the transition process and/or special education. This will be an agenda item. Stone Soup Group is a good resource on training parent navigators.

## Parking Lot

- Get contact lists by regions of EHS and HS programs
- Address Head Start to K transition / IEP
- PSAs
- Parent Education and Advocacy
- Differences between Part C & Part B – family focus vs. child focus

- Develop a parent friendly rights booklet
- Add CAPTA, CEIS, HS, EHS to acronym sheet
- Parents informed of services but school districts aren't providing services for various reasons.

**MEETING AGENDA – on March 24<sup>th</sup>, at 1:30PM, at YKSD**

1. Review draft ATTI report
2. Review vision/action plan
3. Discuss transitions to date/planning upcoming transitions/summer birthdays
4. Orient parent and PHN role on transition team?
5. Child Find planning
6. Look at possible revisions for next MOA
7. Staff training planning
8. Set agenda for next meeting – time in fall

**Summary/Training Report:**

The Yukon-Koyukuk region participants actively participated in developing common understanding of all program services and the roles and responsibilities in the transition/referral process into special education services. They have a comprehensive interagency collaborative agreement and there was a lot of good discussion on developing better understanding and implementation of the agreement by all involved parties. Bev will highlight the changes to the agreement that were discussed during the training for the next revision of this document. The team developed a realistic action plan to meet quarterly to address their priorities. It will be important for the team to determine how to orient new staff to the transition process since staff turnover is common and a process for educating all program staff on the actions of the team. After the team addresses the first priorities then the other areas may be prioritized and revise the action plan. It was a great pleasure to work with the YK region and ATTI is available for ongoing consultation and assistance as needed. I am also available for facilitation of any future meetings as requested. Please share your meeting minutes and any products that you develop with ATTI.