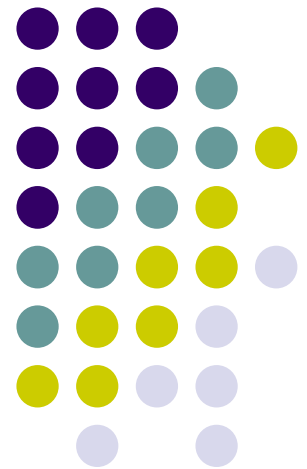
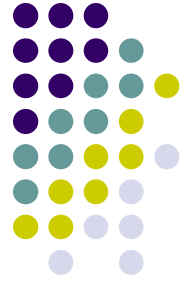


Aligning and Evaluating Services & Systems

Diane Schilder, EDC

Beth Rous

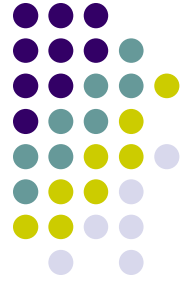




History

Beth (I'll tighten up but this is a place holder)

- 1980's inter-agency task forces on supporting collaboration among early care and education programs
- 1993 GAO report on multiple programs
- Federal legislation to support collaboration
 - CCDBG
 - Head Start reauthorization
- Foundation supported efforts
 - Build Initiative



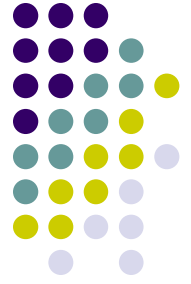
What have we learned?

- Research has been conducted on
 - Systems level alignment
 - Provider level collaboration
- What have we learned?
 - Alignment requires consensus on goals and objectives
 - Details about roles and responsibilities and actions important
 - Communication critical for success
 - Focus on point of service delivery essential
 - Outcome and process evaluations must be employed
 - Collaboration is an ongoing process
 - Incentives of laws/regulations can prompt effective alignment and systems building

State PD Perspective - History



- 1980's
 - State Planning Grants through U.S. DOE
 - Emphasis on Collaboration with PL 99-457 and federal Model Demonstration Grant – STEPS
- 1990's
 - State TA Network Development
 - State Participation in Federal Grant Initiatives – STEPS & KECTP, SIFT, SCRIPT
- 2000 – KIDS NOW
 - Trainer's Credential & State Transition Plan



What We Have Learned

- Need for Dual Focus – PD System & Focused Content
- Must Do versus Should Do Generally Wins for Both
- Content Requires Cross-Sector Presentation and Support
 - State to Regional to Local
- Pre-Service to In-Service Approach
- Impact of Turnover, Priority, Resources & Philosophy



TRANSITION ONE STOP

GENERAL

- Home
- Contact Information
- Training Resources
- State Transition Support Network

TRANSITION POINTS

- Hospital to Home
- Home to Center Based
- Infant/Toddler to Preschool
- Preschool to Primary
- Primary to Fourth Grade
- Elementary to Middle School
- Middle to High School
- High School to Community
- Adult Transition

OTHER LINKS

Transition One Stop : GENERAL : Home

Transition One Stop [Discuss \(0\)](#) [View Page Code](#)

Modified: 2008/07/08 02:39 by keversole - Categorized as: General

» [Transition One Stop](#)

Welcome to Transition One Stop!

The purpose of this site is to provide information related to the many transitions we encounter across our life spans. It is designed as a resource for anyone through, or helping someone with, a life change including people with disabilities who may have additional needs during times of transition.

Nine key transition points were identified by the partners who built this site. They are listed on the left menu.

Whereas each transition point involves its own specific challenges and considerations, there are also effective practices common to all. Therefore, within each transition point you will find content arranged according to a common outline, accessed by clicking on the transition point.

This web page is a collaborative effort between the following partners:

- The Commission for Children with Special Health Care Needs (CCSHCN)
- The Kentucky Department of Education, Division of Exceptional Children, Special Education Cooperative Network (SECN)
- The Interdisciplinary Human Development Institute, University of Kentucky
 - Kentucky Early Childhood Transition Project (KECTP)
 - Kentucky Transition Signal (KTS)

Newsletter

- Kentucky Transition News: Moving to Success!



Transition One Stop : **TRANSITION POINTS** : [Preschool to Primary](#) : [Interagency Collaboration](#)

Interagency Collaboration

[Discuss \(0\)](#) [View Page Code](#) [History](#)

Modified: 2000/06/06 10:50 by admin - Categorized as: [Preschool to Primary](#)



» [Transition One Stop](#) » [Interagency Collaboration](#)

[Click here for all Interagency Transition Planning Documents \(i.e. ITA, ITP, etc\) in your Area Development District\(ADD\)](#)

Involves the inclusion of all agencies within the community and surrounding regional programs which provide and/or assist with services during program entry and/or exit. Effective interagency collaboration requires joint planning with partnering decision making. Kentucky interagency collaboration includes self assessment with decision making regarding interagency transition agreements and community plans. These items will be posted under the appropriate transition point and updated annually.

In KY, interagency collaboration for early childhood includes state, regional, and community transition planning for children prenatal to age six and their families. Kentucky provides guidance from the state agencies within the KY Early Childhood Interagency Transition Agreement (link). Regions utilize the state agreement in decision making and local county teams use both to determine additional procedures unique to their community agencies, children and families. This systems approach allows agencies and families at each level the opportunity to identify strengths and possible areas of improvement. The KY transition planning process includes Interagency Transition Agreements (ITA) which document policies and procedures with roles and responsibilities (who does what when); Interagency Transition Plans (ITP) which document needs/activities (training, cross program visitation schedule, etc.) across the agency programs; and Interagency Transition Self Assessments (ITSA) which allows communities to discuss and agree upon the current level of recommended transition practice implementation across the community. This acts as a "needs assessment" to determine where transition gaps may occur and the implementation level of recommendations within the KY Early Childhood Transition Report 2005 (link). To find an Interagency Transition Agreement, Interagency Transition Plan, or Interagency Transition Self Assessment for your area, click on [Interagency Transition Planning](#)





OUTCOME: PROGRAMS AND AGENCIES SERVING YOUNG CHILDREN WORK COLLABORATIVELY TO SUPPORT THE TRANSITION PROCESS.

STRATEGIES:

1. Develop, sign and implement interagency agreements between and among agencies serving children birth to age six. Agreements include both those required by federal and state regulations and those who voluntarily enter into agreements for program coordination to establish how transitions for children will be strengthened by each party in the agreement.
 - Agreement components include five steps: 1) Strategies for Community Collaboration; 2) Enriching Family Interaction; 3) Child Preparation; 4) Collaboration with Community Partners (Policies and Procedures) and 5) On-going Review.



June 2005

PARTNERS INCLUDE:

Cabinet for Health and Family Services	School Districts
Family Resource/Youth Services Centers	Kentucky Early Childhood Transition Project
First Steps -	Higher Education
Kentucky Early Intervention System	National Early Childhood Transition Center
HANES Home Visitation Program	Child Care Resource and Referral Agencies
Division of Child Care	Head Start
Early Childhood Mental Health Specialists	Child Care
Kentucky Department of Education	Commission for Children with Special Health Care Needs
Early Childhood Regional Training Centers	
Head Start Collaboration Office	

