

# Community Transition Teams Training

December, 2008

## Developing Comprehensive Community-wide Transition Systems to Improve Results

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# Introduction

The purpose of this training manual is to provide you with a better understanding of interagency collaboration and how teams can work together. This is especially important when it comes to community transition teams and how they focus on the transition to adulthood for youth with disabilities. Therefore, we are also going to provide you with specific information and research-based strategies for how you can develop an effective and collaborative community transition team and keep that team going!

## What is a Community Transition Team?

A **Community Transition Team** is a *group of individuals* who have an *active interest* in ensuring that students with disabilities have *opportunities to achieve* the futures they see for themselves. A council should consist of a variety of people such as: students with disabilities, family members, school personnel, adult service agency personnel, employers, and community members. Councils meet regularly, usually monthly, to develop ways to meet transition planning needs in their communities.

The two basic types of transition teams are community or local transition teams and state-level transition teams. Each type of council or team has a slightly different focus. Community or local transition teams focus on the services and supports in a community that are provided for students in transition from school to adult life. These teams work toward making improvements in services, creating new services, and educating students, families, and the community about the transition process. At the state level, councils or teams usually focus on statewide transition services, policies, and programs as well as on the general needs of local transition teams.

“Local transition teams discover and implement new and better ways of providing secondary special education and transition services...the essence of transition teams is that they take advantage of the unique strengths of their own communities while working to solve common problems.”

## Local Community Transition Teams

**What are the purposes of Community Transition Teams (CTT)?** The main purpose of CTTs is to improve the adult outcomes of young adults with disabilities (e.g., employment, independent living, community involvement and postsecondary education/training).

In order to do this, teams must:

“discover and implement new and better ways of providing secondary special education and transition services...the essence of transition teams is that they function at the level, taking strengths of their own communities while working to solve common problems” (Halpern, Benz & Lindstrom, 1992).

Effective Local Transition Teams can:

- Eliminate frustration in locating and receiving needed services
- Identify and eliminate barriers to transition service delivery
- Increase awareness and knowledge of community transition programs and services
- Increase communication and rapport between agencies
- Establish trust between agencies and families
- Facilitate cooperative planning for new programs; and
- Guide the overall development of the transition process in the community.

In many states, local transition teams have been a driving force behind the intervention-centered approach which has resulted in systems-change at the local level. Because CTTs have different priorities based upon each community's needs, systems-change looks a little different in each community. Some local transition councils have made changes which include the development of new programs or services offered, and other councils have made changes in networking and improved collaboration among council/team members (Halpern et al, 1992).

*From: Kansas Transition Council Workbook (2000). University of Kansas, Lawrence, KS.*

## State Community Transition Teams

The purpose of a State Transition Team is similar but different than a local community transition team. State Transition teams often work to:

- Promote environments for statewide systemic changes which enhance transition planning and post-school services for students with disabilities and their families;
- Identify successful alternatives and overcome barriers to effective education, employment and independent living outcomes;
- Promote and support interagency collaboration in order to enhance the delivery of services and increase the postsecondary success for all students with disabilities and their families; and
- Provide and receive support and guidance for and from local transition teams.

Many State Transition Teams are responsive to the needs and preferences of local community transition teams, and work to help local teams sustain themselves. Additionally, State Teams often assist as a way to disseminate information among local teams, and promote a cross-flow of information.

**What does it take to be a collaborative team?** The issues of collaborative teaming are not unique to transition. In fact, when reviewing research from a variety of fields outside of transition (e.g., early childhood education, person-centered planning, collaborative teaming for inclusive education, and work teams within business), it is clear that critical elements of collaboration cut across all of these different fields. We have synthesized the literature from these different fields and have applied them to community transition teams.

**What have we learned about collaboration?** Morningstar (1994) identified five major indicators of a collaborative transition planning process. Teams that meet these quality indicators will be better prepared to work together to make a positive impact upon students' postschool results.

1. Creating a Vision for the Future
2. Involving a Diverse Group of People
3. Developing a Dynamic Team Planning Process
4. Receiving Systems-level Support
5. Evaluating the Outcomes of Transition Planning

These indicators are incorporated throughout this manual, and will be utilized throughout all of our trainings this year to provide guidance across all team activities.

## Four Stages of CTT Development

As you can imagine, local transition councils are usually not able to make systematic changes as a result of their first meeting! Like most teams, local transition teams often pass through a number of natural stages of development. These stages are part of any dynamic group.

During the creation of the community transition team, team members get to know each other, determine the organizational structure of the team, and share information about existing transition services in the area. This can be thought of as the *Information Sharing* stage.

The second stage is *Cooperation*. In this stage, team meetings and organizational structures have been set, and team members identify local transition service needs and discuss ways to meet needs. Activities to be worked on are individual issues that lead to trusting relationships

In the third stage, *Coordination*, teams are identifying systems-level issues. Team members plan and implement activities to address issues impacting a broad array of community members.

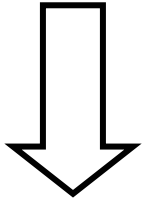
In the fourth stage, *Collaboration*, in which team members work from a shared perspective to change programs in their area. The biggest impact of collaboration is the flexible and joint funding to make changes to community resources. Collaboration requires high levels of administrative support to change systems.

| <b><i>Information Sharing</i></b>  | <b><i>Cooperation</i></b>  | <b><i>Coordination</i></b>   | <b><i>Collaboration</i></b>   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• Members distribute information about their services, supports.</li> <li>• Members share information about conferences, available newsletters and resources in the community.</li> </ul> | <ul style="list-style-type: none"> <li>• Members meet regularly.</li> <li>• Members identify community transition needs.</li> <li>• Members offer suggestions, recommendations, &amp; strategies to meet needs.</li> </ul> | <ul style="list-style-type: none"> <li>• Members schedule activities to address needs.</li> <li>• Members work together to solve problems and address barriers to transition.</li> <li>• Members address systems issues, not the barriers experienced by just one individual student or family.</li> </ul> | <ul style="list-style-type: none"> <li>• Members jointly develop a mission statement endorsed by all.</li> <li>• Members jointly conduct planning and implement and evaluate strategies to enhance transition planning.</li> <li>• Flexible use of funding &amp; other interagency resources to implement procedures</li> </ul> |

## How Teams Develop Over Time

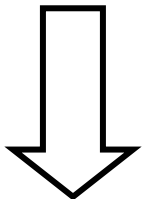
Collaborative teams don't happen over night. In fact, the research on collaboration and self-directed teams has indicated specific stages of development teams must go through to achieve collaboration (Morningstar, 1994).

### Stage 1: Getting Started



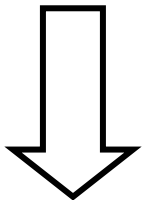
Members of the team feel a sense of excitement and newness. Teams should *focus on specific tasks that are do-able* in order to gain confidence and trust among members. Teams should spend a large amount of time on training, networking, and information sharing related to their own areas of expertise. Learning about interpersonal skills, problem-solving approaches, conflict resolution, dialogue skills are all critical during this stage.

### Stage 2: Going in Circles



This stage often appears 4-6 months into the teams initiation. There can be a sense of letdown and stress about shifting roles of team members. This is when the team needs to *review their vision/mission and compare their performance to specific goals*. They will need to discuss what has been learned and decide upon action steps that specifically address how to operate better as a team.

### Stage 3: Getting on Course



This stage usually emerges about a year after the team has organized. The team is now able to accept diversity in personal styles and members have learned to trust one another. *Systematic problem-solving is well established* and most members *feel comfortable with their roles*. Communication is primarily task-oriented, however members have begun to develop relationships as a support outside of the team meetings.

### Stage 4: Full Speed Ahead



This stage may take several years to achieve. It is exemplified by a team that is highly proactive, empowered and fully committed to its members and the community vision. Trust is openly extended and the *team has developed flexibility and is able to adapt to changes*. Involvement in the team is constant, self-initiated and the process has become second nature. Teams are reinforced by the smaller successes and are committed to addressing major systems-level problems and needs. This often requires high levels of collaboration related to policies, funding, procedures, and staffing.

Adapted from Fisher, K. (1993). *Leading Self-Directed Work Teams: A Guide to Developing New Team Leadership Skills*. New York, NY: McGraw-Hill, Inc.

## Creating a Vision for the Future

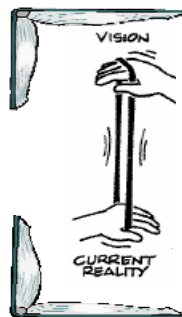
The purpose of transition planning is to develop a vision for the future for young adults with disabilities that focuses on full community inclusion and participation in all aspects of adult life. This vision should be a complete picture of all the issues that will impact the transition from school to adult life. In order to develop a vision for the future, teams must make sure the vision:

- Reflects the preferences, interests and strengths of the individual and family
- Encompasses all aspects of a person's life
- Is not limited to resources and services currently in place in a community
- Be evolutionary – meaning it will change over time
- Express the student's and family's desires for a quality of life that meets their expectations (Morningstar, 1994).

This vision for the future is not all pie in the sky! It must be held in comparison to "current reality" and this is where community transition teams really come into play!

Community transition teams must have their own vision for the future for how transition from school to adult life should proceed in their communities. Teams must understand the differences between the students' visions for the future and the current reality so that the teams can be a vehicle for making the vision a reality for students. However, these differences should be viewed as a positive undertaking in which creative solutions will be discovered that overcome the constraints.

Peter Senge, an expert in effective teams in the business field, calls the disconnect between the future vision and the current reality the creative tension that motivates the team to plan and act.



“The truly creative person knows that all creating is achieved through working with constraints. Without constraints there is no creating.”  
(Peter Senge, 1990, The Fifth Discipline)

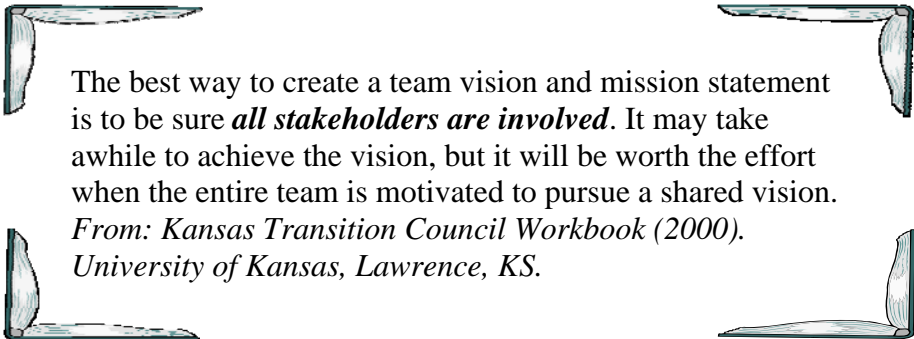
Successful community transition teams **possess a clear vision**, not of what they want to get rid

of, but of a specific destination, a picture of the desired future. And this vision is concrete! In addition, teams **view current reality as an ally** and they learn to work with the forces of change that exist within a

community rather than resist them. They are committed to accurately seeing reality.

A *collective vision* is the dream or goal that aligns the team in pursuit of its mission. It encourages team members to band together toward a common destination. The vision reflects a gathering and building of ideas, feelings, and actions. The team revisits the vision and its related mission regularly to keep it current and present in each team member's mind.

The vision provides the team inspiration and motivation as well as guidance for discussion and problem-solving. It reflects the ideals for which the team stands. The team vision is crucial knowledge for recruiting new team members. It is important that all members of the team agree on a shared vision, because not having a shared vision between all members can spell disaster for achieving team outcomes.



The best way to create a team vision and mission statement is to be sure ***all stakeholders are involved***. It may take awhile to achieve the vision, but it will be worth the effort when the entire team is motivated to pursue a shared vision.  
*From: Kansas Transition Council Workbook (2000).  
University of Kansas, Lawrence, KS.*

Agencies and individuals joining a community transition team will enter the process with their own personal perspectives. These often are not similar, as each agency may have a different perspective of transition outcomes based on the services they provide and their organizational mission. Therefore, one of the first responsibilities of any team is to: discuss, formulate, implement, and instill a method for evaluating a vision and/or mission statement.

The team vision needs to be ***expressed as clearly as possible*** so that everyone on the team understands it. This cannot be overemphasized as the ***vision will determine the community transition team's organizational goals, partnerships, and the strategies*** it develops to meet objectives. In addition, a strong, concise vision and/or mission statement will help outsiders understand the purpose of the community transition team and may offer compelling reasons for them to get involved.

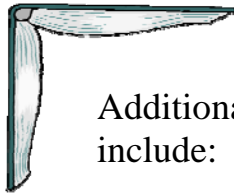
*From: NCSET: Essential Tools: Interagency Transition Team Development and Facilitation, 2005, p.21*

## Active Listening

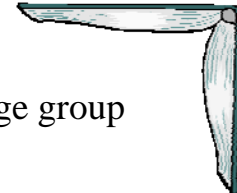
One important part of getting started is learning how to actively listen to each member of your team. The website *Study Guides and Strategies* states that active, effective listening “is a habit, as well as the foundation of effective communication.”

Active listening means intentionally focusing on who you are listening to, whether in a group or one-on-one, in order to understand what he or she is saying. As the listener, you should then be able to repeat back in your own words what they have said to their satisfaction. This does not mean you agree with, but rather understand, what they are saying.

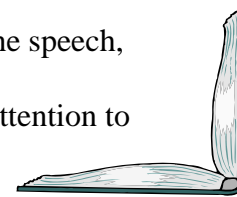
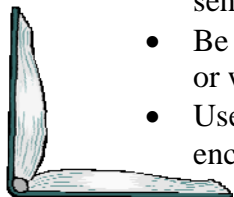
1. Before responding or questioning, give the speaker time and space for rest after talking. Then, express appreciation and interest in the topic.
2. Then briefly restate the key point to show you understand what the speaker intended.
3. If you have a question, ask it in a positive, non-threatening manner. If responding, state your idea, interpretation, or reflection, illustrating it with a fact or example. Invite a response.
4. Keep eye contact with the speaker. Don't argue in response.



Additional strategies for active listening in a large group include:



- Be other-directed; focus on the person communicating;
- Follow and understand the speaker as if you were walking in their shoes;
- Listen with your ears but also with your eyes and other senses;
- Be aware: non-verbally acknowledge points in the speech, or what the speaker is saying; and
- Use your body position (e.g. lean forward) and attention to encourage the speaker and signal your interest.

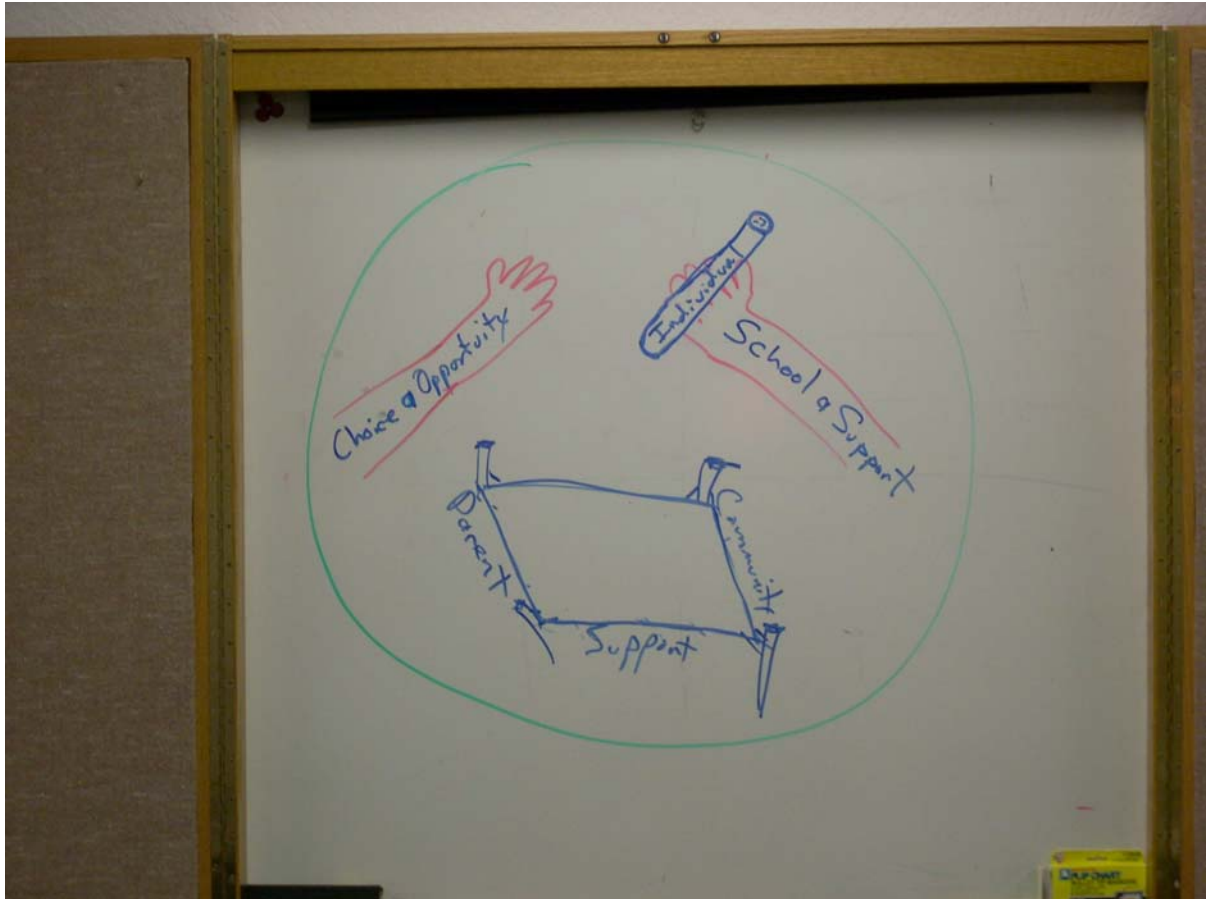


Adapted from: Study Guides and Strategies, <http://www.studygs.net/listening.htm>.

## Examples of Arizona CTT Visions

|                                       | <b>Urban Community</b>  | <b>Rural Community</b>   |
|---------------------------------------|---|--|
| <b>Description of Community Needs</b> | <ul style="list-style-type: none"> <li>• Diversity &gt; ethnic— international</li> <li>• Large HS population S.E.S. Diversity</li> <li>• 14 feeder districts</li> <li>• Transient and homeless</li> <li>• Emancipated minors</li> <li>• Undocumented population- large #'s</li> <li>• 220 square mile radius</li> </ul>   | <ul style="list-style-type: none"> <li>• Explosive growth</li> <li>• Rural &amp; Urban</li> <li>• S.E.S. Diversity</li> <li>• Ethnicity Diversity</li> <li>• Establishing Transition Network</li> <li>• High Mobility</li> <li>• Lack of infrastructure</li> <li>• High drop out @ Freshman level</li> </ul> |
| <b>Community Strengths</b>            | <ul style="list-style-type: none"> <li>• Vocational High School</li> <li>• Small schools</li> <li>• Alternative programs (All above are comprehensive!)</li> <li>• Partnerships—District &amp; school               <ul style="list-style-type: none"> <li>--Phoenix College &amp; all Maricopa CC</li> <li>--Goodwill</li> <li>--Valley Metro</li> <li>--City of Phoenix</li> </ul> </li> <li>• Team approach</li> <li>• Job develops/Placement assist</li> <li>• Full time release SPED facilitation</li> </ul> | <ul style="list-style-type: none"> <li>• Commitment to cause</li> <li>• Growing communities</li> <li>• Good relationship with post-secondary orgs.</li> <li>• Progressive</li> <li>• Positive energy</li> </ul>  |
| <b>Vision</b>                         | <p>The purpose of the Transition Visionary team is to have 75% of the students who have completed high school to start and/or attain his/her post-secondary goal for special education students regardless of the disability by developing and coordinating a comprehensive transition guide for each campus/teacher to agencies, services and to expose students to adult skills that support transition from school to adulthood.</p>   | <p>The purpose of the Transition Team is to connect students receiving special education services and their families to community and educational resources in order to foster independent, contributing members of society.</p>   |

## Example of CTT Picture of Vision



# MINI-MAPS Activity

## Step 1

**Directions:** Each team member completes the two questions as an introduction. It will reflect each person's vision, strengths, and contributions.

**Note:** All team members can complete this sheet to reflect their view of the team. This is especially useful when the team first meets and as new members join.

**Community Transition Team Member:** \_\_\_\_\_

**Role:** \_\_\_\_\_

**1. What is your personal and professional history related to transition and interagency collaboration?**

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**2. What is your vision for the future of transition services and outcomes of youth with disabilities in your community?**

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3. My vision for this team is \_\_\_\_\_

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4. I can best serve this team with my strengths of:

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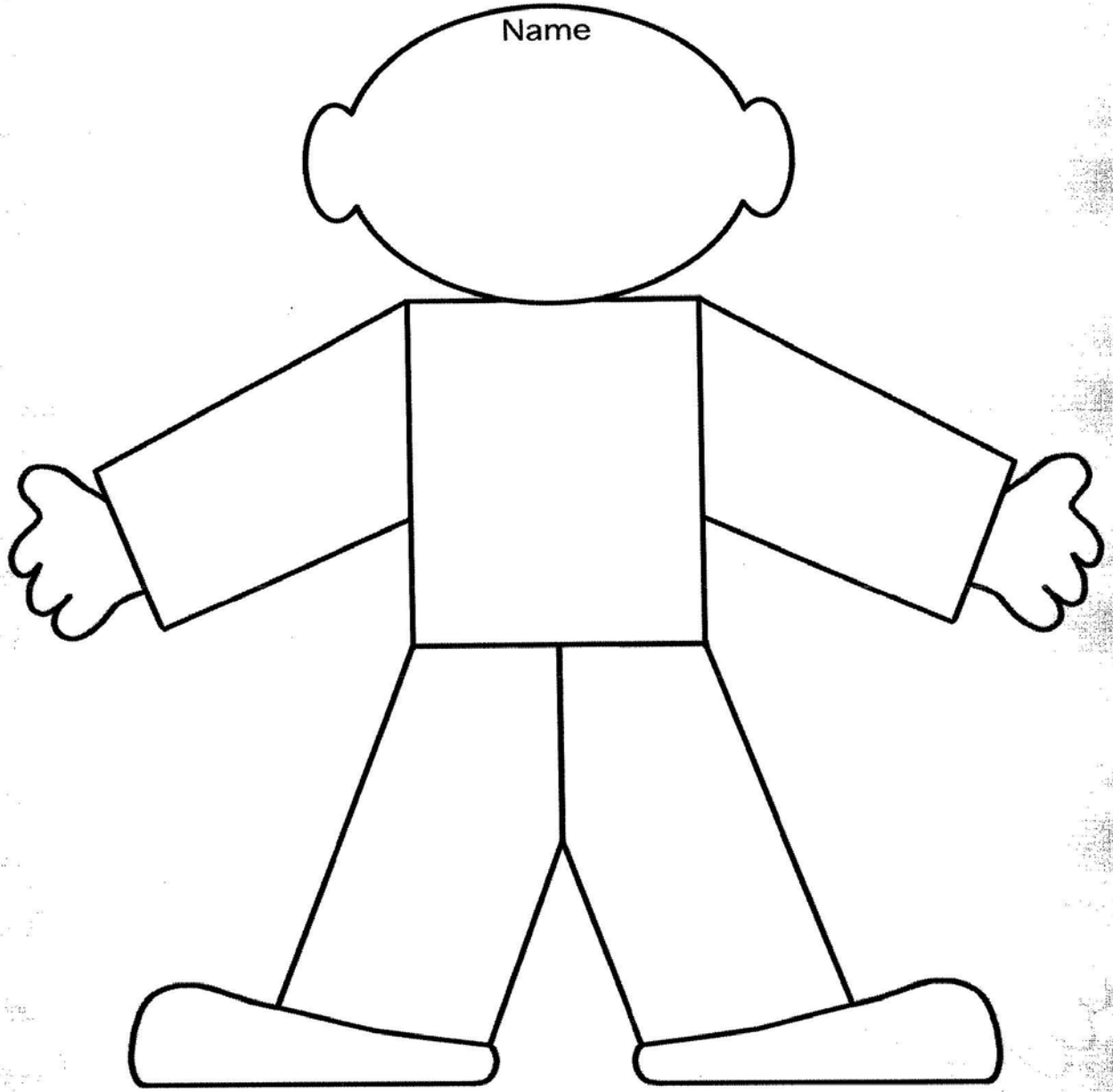
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*Adapted from: NCSET Essential Tools: The Nine Principles Reflection Worksheet (January, 2005, pp. 12-13)*

## Step 2

Next, **reflect on your answers** above. Summarize your answers on the graphic organizer below. Write on the picture of the person your strengths (on the legs), parts of your personal and professional history that may contribute to the group (on the arms), your vision of transition service futures in your area (on the head), and your vision of what you can give to the team (on the chest) of your graphic organizer person.

Name \_\_\_\_\_  Date \_\_\_\_\_



### Step 3

In your teams, take 20 minutes to **report on your MINI-MAPS-graphic organizer activity**. Compile similarities and differences among the members. Identify someone in your group to record these similarities and differences as well as a list of specific contributions and strengths of each team member.

Be sure to share your graphic organizer, relating your personal history, strengths, and vision.

Next, you will use the information from the *Mini-MAPS* activity and your graphic organizer person to work as a group to develop a shared vision for your community transition team.

### Step 4- Group Vision Activity

An effective community transition team requires an organized, operational structure that can develop goals that meet the shared vision and needs of the growing team and the community. Feature 2 will guide the community transition team in developing this structure.

Your community transition team is now aware of the team and the individual members' strengths and vision, but how will you get there?

For this step, **take 20 minutes to draw a picture of the group's "vision"** for the community related to transition outcomes. One person can draw, and everyone can contribute their thoughts OR everyone can draw on the paper! The vision needs to reflect *the group's ideas*.

*Adapted from: NCSET Essential Tools: Interagency Transition Team Development and Facilitation (January, 2005, pp. 21-22)*

## Involving a Diverse Group of People

### Who are the right people for the community transition team and why?

Transition teams vary in membership from one community to another. Model community transition teams have memberships ranging from representatives of six organizations to teams of almost 40!!

An effective community transition team includes a wide range of professional *representatives from community organizations* as well as *family members* and *students with disabilities*. To be successful, a team must have **individuals with a vested interest in the transition outcomes of youth with disabilities**. Identifying representatives who are actively engaged in transition-related activities for an agency is a good place to start the recruitment process. You can contact community organizations and ask them to recommend a staff member who has the most connection with transition activities or who might be interested in this topic.

In a review of collaboration research, the importance of having a diverse group of people involved with collaborative teams was a critical component of all studies (Morningstar, 1994). For the transition to adulthood, a diverse group of people involved with youth with disabilities leads to more effective outcomes. Only through *diverse ideas* and *personal visions* can a **shared vision** for the future emerge. This means that key members of the community must be involved with the community transition team.

For each community, this membership list will look very different. Community transition teams should take into consideration the cultural make up of their community, as well as the agencies and variety of community resources available. Of course, family members and students with disabilities should be engaged with the community transition team. We will provide strategies in this manual and during the training process for teams to use to identify critical team members and how best to involve them in the overall process.

Research on diverse community transition teams has indicated that teams often expand or change membership based upon the particular needs and options existing in its community. While similarities between all the communities may exist, each community transition team must reflect on *its own unique circumstances related to its own community*.

Recent research has identified over 40 possible members for interagency collaboration during transition planning (Noonan, Morningstar, & Erickson, in press)... In addition to school personnel (e.g., special educators, transition coordinators, general educators, and other related services staff such as school counselors), potential Community transition team members include:

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Advocacy Organizations</li> <li>• Behavioral Specialist</li> <li>• Businesses</li> <li>• Centers for Independent Living</li> <li>• Chamber of Commerce</li> <li>• Commission on the Blind</li> <li>• Community Colleges</li> <li>• Community Center Board</li> <li>• Developmental Disability Advocacy</li> <li>• Developmental Disabilities Organization</li> <li>• Department of Health</li> <li>• Easterseal</li> <li>• Employers</li> <li>• Employment Contractors</li> <li>• Family Preservation</li> <li>• Family Members of Youth with Disabilities</li> <li>• Foster Care</li> <li>• Housing and Urban Development</li> </ul> | <ul style="list-style-type: none"> <li>• Juvenile Justice Advocacy</li> <li>• Job Corps</li> <li>• Justice Department</li> <li>• Mental Health Organizations</li> <li>• Native American Advocacy</li> <li>• Native American College</li> <li>• Optimist Club</li> <li>• Parent Organizations</li> <li>• Parks and Recreation</li> <li>• Probation Officer</li> <li>• Rotary</li> <li>• Social Services League</li> <li>• Social Security Administration</li> <li>• SWAP (School to Work Program)</li> <li>• The ARC</li> <li>• Transportation Organizations</li> <li>• TRIO Programs</li> <li>• Universities</li> <li>• Vo-Tech Schools</li> <li>• Vocational Rehabilitation Services</li> </ul> |
|--|--|

## Recruiting Team Members

An important part of organizing your team is that all members of the team are considered to bring valued expertise and experiences with them. Particular attention must be made to supporting students with disabilities and families in the planning process. This will certainly be a new perspective for some of the community transition team members.

Perhaps the best examples of how teams can support all members of the team come from the ***person-centered planning*** literature and research. During person-centered planning meetings, the strengths, gifts and contributions of the person with disabilities is shared with the group. In addition, person-centered planning approaches allow for everyone on the team to be viewed as contributing and equal members. To do this, the first step is to simply be willing to consider everyone as a colleague. Treating each other as equal members of the team does not mean that you all have to agree or share the same views! The real power of seeing each other as colleagues comes into play when there are differences of opinions. We provide strategies to enhance critical skills for collaborative

teams including: systematic problem-solving; communication, dialogue skills, and conflict resolution.

“Contrary to popular myth, great teams are not characterized by an absence of conflict. On the contrary, one of the most reliable indicators that a team is continually learning is the visible conflict of ideas. In great teams, conflicts become productive.”  
(Peter Senge, 1990, *The Fifth Discipline*)

It is also important to remember that while some key members may be responsible for leading the community transition team, **the agenda of these key members should NOT dominate the activities of the group**. For many, this is a difficult goal to accomplish. It is likely that activities will at times be modified to meet the needs of all group members. An example of this is a transition fair that is developed for families of high school students, not necessarily students with disabilities.

## Brainstorming and Steps for Recruitment

Brainstorming can be an effective way to generate lots of ideas on a specific issue and then determine which idea—or ideas—is the best solution. Brainstorming is most effective with groups of 8-12 people and should be performed in a relaxed environment. If participants feel free to relax and joke around, they'll stretch their minds further and therefore produce more creative ideas.

Here are 7 basic steps for brainstorming that may help you figure out you want to go about recruiting more members for your CTT:

1. Define your problem or issue as a creative challenge. A well designed creative challenge generates the best ideas to solve your problem. Creative challenges typically start with: “In what ways might we...?” or “How could we...?” Your creative challenge should be concise, to the point and exclude any information other than the challenge itself. For example: “How could we encourage more local people to join our club?”
2. Give yourself a time limit. We recommend around 25 minutes, but experience will show how much time is required. Larger groups may need more time to get everyone's ideas out. Alternatively, give yourself an idea limit. At minimum, push for 50 ideas.
3. Once the brainstorming starts, participants shout out solutions to the problem while the facilitator (it is best to choose a facilitator before

beginning the brainstorming session) writes them down—usually on a white board or flip-chart for all to see. There must be **absolutely no criticizing of ideas!** No matter how daft, how impossible, or how silly an idea is, it must be written down. **Laughing is to be encouraged. Criticism is not.**

4. Once your time is up, select the five ideas which you like best. Make sure everyone involved in the brainstorming session is in agreement.  
  
--For recruitment, your team may decide to select the five best ideas for how to recruit, while leaving the total list of brainstormed possible places and new members to recruit.
5. Write down about five criteria for judging which ideas best solve your problem. Criteria should start with the word “should”, for example, “it should be cost effective”, “it should be legal”, “it should be possible to complete before July 15”, etc.
6. Give each idea a score of 0 to 5 points depending on how well it meets each criterion. Once all of the ideas have been scored for each criterion, add up the scores.
7. The idea(s) with the highest score(s) will best solve your problem. But you should keep a record of all of your best ideas and their scores in case your best idea turns out not to be workable.

From: *The Step by Step Guide to Brainstorming*, 2006, <http://www.jpb.com/creative/brainstorming.php>

## **How to find, interest, and involve potential members**

Team members can be recruited in many ways, from newspaper advertisements or other publicity to membership as a job requirement. The more specifically a team can state what it is looking for in a team member and what roles it needs filled, the more likely it is to find the most helpful candidates. Some organizations actually make charts of characteristics they want in a team member, which can be as specific as a teenager with cerebral palsy or as broad as someone with a legal background. Charts are filled out with current team member characteristics, and then people are sought to fill those traits that are currently missing from the team. This also helps potential team members because they can see what roles they might fill and if those include an aspect of their lives they wish to share with the team.

Some organizations like to have current members contact potential members. This could be done through a phone call, e-mail, or actual

meeting. Perhaps the most important part of recruiting a new team member is to be enthusiastic in welcoming him or her to the team, while being honest about what is expected. Recruits may want to share a résumé with the team or even attend a meeting or two to see if the process of the meeting and topics addressed are something in which they want to participate.

People who show initiative and commitment by attending meetings before they are members are often the most productive team members once they become a part of the group. This is also a great way for current team members to meet potential members in an informal way.

From: National Center on Secondary Education and Transition, 2007,  
<http://www.ncset.org/publications/essentialtools/teams/tool1.asp>

## Enticing the Right People

Some people serve on many boards simultaneously. What do these busy people get from their participation? While incentives may differ from one person to the next, some common rewards are found in:

- A need to stay active;
- A desire to serve the community;
- A desire to meet like-minded people;
- A belief in the mission of the organization;
- A desire to increase the value of one's résumé;
- A desire to offer one's skills and knowledge to others; and
- A desire to know what's going on in the community.

There are probably at least as many reasons to become a group member as there are members of a group. But successful groups seem to have the following characteristics in common when they recruit and retain members. They are:

- Clear about their team's missions and goals;
- Clear about a time limit to the service requested.
- Clear – and accurate – about the time commitment involved;
- Clear – and accurate – about the work commitment involved;
- Clear about what kinds of characteristics they wish to add to their team; and
- Clear in developing guidelines for the team and what team members can do.

Teams might offer some more concrete incentives as well. These could include:

- Tuition stipends and university credit;
- Common and comfortable meeting sites for teams;
- Administrative support; and
- Mini-grants to teams for implementing their action plans.

From: National Center on Secondary Education and Transition, 2007,  
<http://www.ncset.org/publications/essentialtools/teams/tool1.asp>

### **Strategy to Recruit Members**

1. Ask people you work with if they will be a member
2. Ask people you work with for recommendations of people they think might be interested
3. Ask parents of students with disabilities for recommendations
4. Ask retirees who may have time
5. Advertise the council's purpose in the newspaper, local cable TV station, or radio and ask for interested people to call a contact person
6. Who know who?

*From: Kansas Transition Council Workbook (2000).  
University of Kansas, Lawrence, KS.*

## Group Brainstorming and Recruiting Activity

Take 20 minutes with your group to brainstorm who and how to recruit members for your CTT. Appoint a facilitator for the group to record your work. Brainstorm using the Steps for Brainstorming both whom your group could try to recruit to join the CTT, and how you might go about doing so. Once finished, complete the below form and plan your recruitment of new members. Blank spaces are available at the bottom of the list in case you come up with a title/position/role that is not included.

### Community Transition Team Membership Inventory

| Who Will Contact | Title/Position/Role  | Name of Person | Phone/Email |
|------------------|--|----------------|-------------|
|                  | Students with a Disability                                       |                |             |
|                  | Parents/Family of Students with a Disability                     |                |             |
|                  | Former Student with a Disability                                 |                |             |
|                  | School Administrator(s)  |                |             |
|                  | Vocational Ed. Teachers  |                |             |
|                  | Special Ed. Teachers   |                |             |
|                  | Transition Coordinators  |                |             |
|                  | School Psychologists   |                |             |
|                  | School Guidance Counselors                                       |                |             |
|                  | School Social Workers  |                |             |
|                  | Adult Agency Representatives                                     |                |             |
|                  | Social Security Representative                                   |                |             |
|                  | Community Mental Health Center Representatives                   |                |             |
|                  | Juvenile Justice Representatives                                 |                |             |
|                  | Disability Advocacy Organization (i.e., The Arc) Representatives |                |             |
|                  | Residential Service Providers                                    |                |             |

|  |  |  |  |
|--|--|--|--|
|  | <b>Developmental<br/>Disability<br/>Representatives</b>  |  |  |
|  | <b>Vocational<br/>Rehabilitation<br/>Representatives</b> |  |  |
|  | <b>Independent Living<br/>Center<br/>Representatives</b> |  |  |
|  | <b>Employers</b>   |  |  |
|  | <b>Recreation &amp; Leisure<br/>Representatives</b>      |  |  |
|  | <b>Transportation<br/>Providers</b>                      |  |  |
|  | <b>Public Safety<br/>Representatives</b>                 |  |  |
|  | <b>College/University<br/>Representatives</b>            |  |  |
|  | <b>Pastors/Ministers</b>                                 |  |  |
|  | <b>Sorority/Fraternity<br/>Representatives</b>           |  |  |
|  | <b>Civic Organizations</b>                               |  |  |
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*Adapted from: Kansas Transition Council Workbook (2000). University of Kansas, Lawrence, KS.*

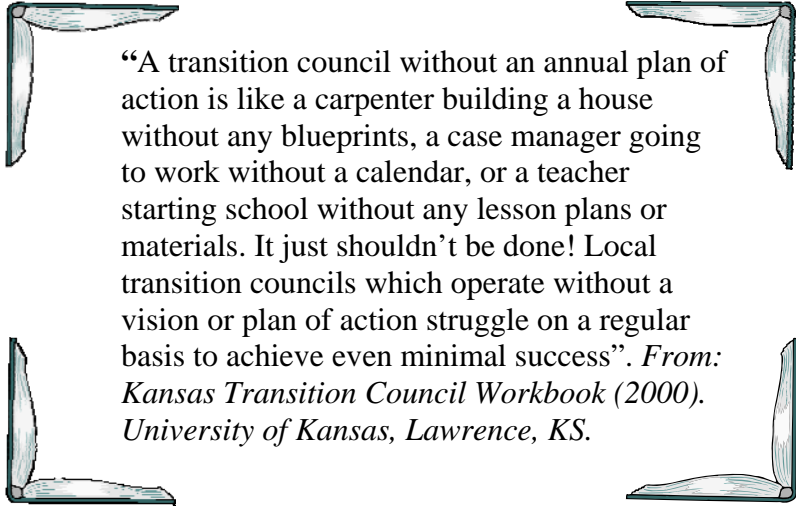
# Developing a Dynamic Team

## The Team Planning Process

The shared vision for the future is a critical element of an effective and dynamic planning process. It creates the commonality and connectedness for the team. It also provides a “north star” or direction for the team to always be shooting for! It can be the first step toward allowing people who mistrust each other to begin working together.

**Team planning** requires continual interactions among team members which means two major ingredients are **time** and **interactions** (face-to-face, phone calls, emails, etc.).

Therefore, the team must establish a process to decide how often the planning should be done. We will provide you with planning tools to help your team decide how often you need to meet, what type of organizational structure works best for your team, and what are some effective ways to keep the ball rolling both during meetings, but more importantly, outside of the meetings when the real work must get done!



“A transition council without an annual plan of action is like a carpenter building a house without any blueprints, a case manager going to work without a calendar, or a teacher starting school without any lesson plans or materials. It just shouldn’t be done! Local transition councils which operate without a vision or plan of action struggle on a regular basis to achieve even minimal success”. *From: Kansas Transition Council Workbook (2000). University of Kansas, Lawrence, KS.*

An equitable community team focuses on:

- strengths and capabilities,
- utilizing the contributions and resources of its members,
- a depth of knowledge its members have about central issues,
- following effective operational procedures,
- being competent in diverse issues,
- creating an effective networking system,
- communicating openly, and
- sharing responsibility (Adapted from: NCSET, 2005).

In order to develop a dynamic and effective process for community transition team planning, you will need to transcend the constraints of the traditional planning process. In fact, recent research related to interagency collaboration has identified that the majority of collaboration takes place outside of the IEP meeting structure (Noonan, Morningstar, Erickson, in press). This research indicates the importance of developing

formal and informal relationships with key community members using a flexible and creative process that meets the needs of individual communities.

***A critical first step*** for community transition teams is to clarify the purpose of the planning process so as to avoid confusion and conflicting roles of team members. Having a clear purpose will assist in keeping the process focused and allow for the team to accomplish its goals. At first, these goals should be **“do-able”** (don’t bite off more than you can chew!) so that you can accomplish some early goals as a team. This will allow for trust building to take place.

To keep track of the team process, oftentimes collaborative teams establish some “ground rules” which can mean interagency agreements or MOU’s (Memorandum of Understanding); keeping track of team decisions through meeting minutes, and creating written action plans.

## **Shared participation and decision-making**

Each individual on the team demonstrates shared participation and responsibility during the decision-making process. This can occur in a variety of ways such as, consensus building, using team agreement strategies, or other collaborative processes. It is essential that team members *share ownership for decisions, assume responsibility for their results, and maintain individual integrity.*

Community transition teams gain when the relationships among its members add value to the efforts of the team as a whole. That is, the members of the team collectively create visions, ideas, goals and solutions not likely to occur if they were working in isolation.

Development of an organizational structure for teaming will enhance the equitable group dynamic. The following section outlines the research-based, organizational structure of effective community transition teams.

## Organizing your Community Transition Team

The below list of Frequently Asked Questions (FAQs) should help you consider options in organizing your Community Transition Team.

**What should our community transition team name be?** The name of your transition team should be specific enough to easily identify your team, yet broad enough to be inclusive of your membership or potential membership. Often transition teams are initiated by school staff, so the teams take on the name of the school or district. Sometimes this can be perceived by non-school stakeholders as “the school’s transition team” rather than one that is representative of the broader community. The best option is to name your transition team based on the geographic region, community or purpose of the team rather than an entity or agency. This will contribute to the equality of the team members and a spirit of inclusiveness.

**Should our community transition team have by-laws?** The primary purpose of by-laws is to maintain a single document for the vision/mission statement, describe officers’ roles and responsibilities, and specify how the team will reach consensus during decision-making. If your community transition team would like to develop by-laws, it is recommended that you review the by-laws of other teams. This will speed the process of writing and approving the by-laws since this can be a long, arduous process.

If your team decides against formal by-laws, it would be helpful to at least create a document describing how you are organized. Putting this information in writing formalizes and provides structure to your team as well as contributes to providing equity among the members. This document should simply cover issues such as:

- meeting frequency and place,
- membership description,
- leadership roles (officers, etc.),
- documentation of plans and activities (i.e. agendas and minutes),
- documentation of finances (i.e. budgets, expenditures, etc.), and
- communication between meetings (phone, written, email).

**How are other transition teams organized?** Effective transition teams often have identified officers and an executive committee that is organized to best meet the needs of each team. Some teams elect a new slate of officers each year, whereas other teams change officers less frequently. Finally, some teams keep the same slate of officers until one of them leaves or no longer wants the responsibility.

Most community transition teams have a *chairperson*, and for some teams, a chairperson is the only officer. In this situation the chairperson assumes most of the responsibility of the team framework, including notifying the members of meetings, developing an agenda, taking and distributing minutes, maintaining the finances, and facilitating team meetings. This arduous process produces a great deal of strain on the one officer. *Therefore, it is recommended that more than one person have a leadership role on the team and that the people in these roles change regularly.*

Some community transition teams have a complete slate of officers including: a chairperson, a vice-chairperson, a secretary and a treasurer. These teams have established typical roles for each office.

- Chairperson is responsible for facilitating the meetings, developing meeting agendas, and providing overall leadership on the team.
- A vice-chairperson assumes the responsibilities of the chairperson if the chairperson is unable to fulfill them. Some teams have decided that the vice-chairperson becomes the chairperson for the next year.
- The secretary is responsible for taking and disseminating the meeting minutes and maintaining a membership list.
- The treasurer is responsible for maintaining the team's funds and writing checks.

In addition, some teams have a membership chairperson, who is responsible for identifying and approaching potential transition team members.

One Transition Team decided that the leadership of the team should consist of three perspectives: parent, agency, and school. Therefore, each year three co-chairpersons are identified to represent each of these roles which are so integral to successful transition systems change.

The method your community transition team uses to elect officers should fit your team's needs. Part of your decision might depend upon the size of your team. Smaller teams probably need fewer officers, whereas larger teams may have a full slate of officers plus committee chairpersons.

#### **Recommendations for Officers**

- At least 2 officers, chair/president and secretary/treasurer.
- Change officers every 2-3 years.
- Outline the duties of the officers in some basic by-laws or other document.

It is recommended that a team have at least two officers: a chairperson and a secretary/treasurer. It is also recommended that officers change at least every 2-3 years so different team members may assume leadership roles and responsibilities. Finally, by outlining the responsibilities of your team's offices in some basic by-laws, you will be able to go through the process of electing new officers smoothly, and each of the nominees will know what is expected of them.

**How do we facilitate a well-organized meeting?** The various roles within interagency teams are likely to evolve and/or rotate over specific periods of time. However, at the outset, the team leader or originator should act as facilitator until the team selects one or more members to perform that duty. Thus, once introductions have been made, the initial task of the team leader (or the person calling the meeting) when convening all members for the first time is to **clarify role responsibilities**, and then determine who will accept the roles of:

- Facilitator, whose responsibility is to moderate team meetings and processes with objectivity and a depth of knowledge,
- Recorder, whose responsibility is to take and keep accurate notes of meetings,
- Time-keeper, whose responsibility is to keep the team to its meeting schedule, and
- Spokesperson, whose responsibility is to speak effectively on behalf of the team.

Agree on the members who will fill in these roles at an early stage in your meetings, and rotate these responsibilities over time. This is an example of shared decision-making.

**How do we set the ground rules for our meetings?** Establishing ground rules needs to be a team process set at the first interagency team meeting. The following is an example of a modified consensus-building process that may be used until the team agrees upon its own decision-making process.

1. Brainstorm possible ground rules. Team leaders/facilitators should remember that, while brainstorming, judgments and discussion about ideas are suspended. If needed, both judgments and discussion can occur later, but brainstorming is meant to be a spontaneous, non-threatening activity. If the group is large (more than 9 people) break into smaller groups and compile results from each group to develop a large group list. The recorder could use an

- easel with large sheets of blank paper to post at the end of the meeting.
2. Clarify and cluster ideas. Do this on a large blank paper positioned where everyone can see it.
  3. Select ground rules. If there are many ideas, prioritize them. The following is a quick method to prioritize items: Each person is given a weighted system of one, three, and five points to identify their three favorite ideas. Place five points on the favorite item, three points on the next favorite, and one point on the third favorite. Add the points on each item to see what the group sees as its top priority.

**Sample ground rules** are: Stay until the end; Use active listening; Keep group notes in a team binder; Acknowledge everyone's contribution; Be respectful of other people's points of view; Use a consensus-building decision-making process; Share the responsibilities for maintaining the team; and Start on time. If you cannot be on time, let someone know.

**How do we use agendas and minutes?** Agendas may also look very different from team to team. Some teams just list the topics that need to be addressed at the meeting. Other teams have a more **formal agenda** format including: approval of minutes, treasurer's report, old business, new business, and announcements. Agendas are usually developed by the team chairperson, and team members have an opportunity to add to the agenda at the beginning of each team meeting.

Agendas that are **disseminated** before the meeting are very helpful during meetings. First, they **provide some structure** to the meeting, which helps ensure that all of the topics are covered during the allotted meeting time. Without an agenda meetings tend to get off-track. When this happens, there is not enough time to cover all of the topics that need to be discussed and the team isn't as efficient in meeting its goals.

Second, agendas **contribute to team discussion and consensus-building**. Providing agendas encourages team members to anticipate the topics and to contribute their ideas and concerns to the discussion. An agenda can increase team members' input as well as help keep the discussion on-track.

Basically, agendas are a good tool for helping team members actively participate in meetings and for ensuring that your meetings are efficient and productive.

In addition, **meeting minutes** increase the organization and effectiveness of the community transition team meeting. Teams that keep minutes and disseminate them to each team member before the next meeting tend to accomplish most of what they set out to do. Many times the minutes are used by individual team members as a “**to do**” list; they **act as a reminder** for a team member to complete the tasks he/she agreed to complete.

Minutes also are a great way to **document a team’s successes**. Finally, minutes are very helpful for members who weren’t able to attend a meeting. Receiving a written record of what occurred at that meeting helps them keep up with team activities and prepare for the next meeting.

#### ***Sample Meeting Agenda***

1. Introduction of team members – this may include an activity to get acquainted, establish positive tone, etc. (see Tool 2)—15 minutes;
2. Purpose of meeting—5 minutes;
3. Approval of the agenda by team members—5 minutes;
4. Approval and/or reading of the minutes from previous meeting—15 minutes;
5. Selection of volunteers to facilitate initial meeting (see Tool 1)—5 minutes;
6. Presentation on the status of individual(s) in transition and/or the service system(s)—20 minutes;
7. Statement of achievements/strengths (e.g., educational, vocational, assessment, residential, recreational)— 20 minutes;
8. Identification of opportunities for growth or needs—20 minutes;
9. Discussion of desired outcomes for individual(s) in transition and/or the service system—30 minutes;
10. Listing of current known available resources—15 minutes;
11. Listing of current known needs—15 minutes;
12. Development of possible strategies—30 minutes;
13. Finalization of procedure for follow-up and confirmation assignment of responsibilities—20 minutes;
14. Closure or summary—15 minutes; and

Scheduling of next meeting date, place, and time (determine who will need to be present)—10 minutes.

**How should we organize and use committees?** How community transition teams use committees usually depends upon the membership size of the team and the number of activities or goals of the team. Typically, larger teams complete most of their activities through committees, and smaller teams complete activities as an entire team.

Depending upon the number and extent of activities, it is often best for teams with more than 8-10 active members to break into committees so that each member has an opportunity to actively participate and take on a leadership role. Teams that have a lot of activities in one year may want to break into smaller groups which can focus on one activity.

**THREE TYPES OF COMMITTEES**

1. Standing Committees
2. Changing Committees
3. Ad Hoc Committees

There are three ***types of committees*** that community transition teams typically use to accomplish activities: standing committees, changing committees, and ad hoc committees. ***Standing committees*** are usually those that have a similar focus each year. For example, a community transition team may have standing committees that focus on long-term and ongoing issues such as, a Family Involvement Committee, a Student Involvement Committee, a Business Partnerships Committee, etc. The actual activities of each of these committees may change each year, but the broader focus of the committee still revolves around the major theme.

***Changing committees*** are those types of committees which may change each year depending upon the team's annual projects or activities. For example, one year, the community transition team might want to focus specifically on transition assessment issues across agencies. This might involve forming a committee for just one year or until that task is accomplished. Finally, some teams establish ***ad hoc committees*** for temporary issues or concerns. An example of this is a Nominations Committee that is developed when a team needs to change officers. This committee would be responsible for finding members to fill team offices (e.g., treasurer, etc.) and may only meet one time each year. So, if your team changes officers each August, you may develop an

ad hoc Nominations Committee in June to develop a slate of officers for the team to vote on in July.

**Where and how often should we meet?** Most community transition teams ***meet once a month***. It is recommended that teams meet as often as needed in order to achieve their annual goals and activities, but not less than four times a year. For those teams which only meet four times a year, it is recommended that ***committees and task forces meet more regularly to maintain the momentum, the activities, and the collaborative efforts*** of the team. Otherwise, not enough will be accomplished during the year, and the team will become frustrated by inactivity. Most teams meet at least nine times during the year (taking off during holiday months (e.g., December, Summer months)).

Community transition teams **meet in various places**. Some teams that encompass a large geographic area hold meetings in different locations throughout the year. This allows different service providers, families, teachers, and students the opportunity to attend team meetings near their homes. In addition, a team may vary meeting times throughout the year and hold meetings in the evenings so families and students can attend and participate in the meetings.

To ***encourage teachers and students*** to attend day meetings, many community transition teams meet in school buildings over the lunch hour. A community transition team could move its meetings between two different places. One month the team could meet at a school building and the next month at an agency building or another site in the community (e.g. a restaurant) to increase community awareness of the team.

Many transition teams have a snack or treat at each meeting. This can help the team become more relaxed and familiar with one another. Some CTTs pay for treats out of their annual budget while other teams have a different member bring the treat to each meeting.

It is recommended that community transition teams meet in a place that best fits the needs of most team members. ***It is important to take into consideration issues such as the accessibility of the meeting place***. If you are an existing team, you might annually ask the team members if the current place and time still works best for everyone. This can be done at the team's annual planning meeting. Over time, councils often change when, where and how frequently the team meets.

If you are trying to expand your membership to include new members, you should consider whether or not the time and place of your meeting is convenient to the new members. If you are a newly forming team, you might hold the first few meetings in the same place, and then, depending upon the preferences of team members, you can consider different times and places for subsequent meetings.

Other community transition teams organize with ***core members who attend the monthly meetings***, and ***committee members who only participate in specific committees***.

This way, the total membership of the team is larger than those in attendance at the monthly meeting. This approach also helps to encourage participation from stakeholders who have a difficult time attending the monthly meeting of the whole team.

The Student Involvement Committee might meet at school during a seminar time so that more students can be actively involved. However, these students would not attend the regular team meeting. A representative from the Student Involvement Committee would attend the monthly meeting and report on committee goals, activities, and progress.

### **What are our Team leaders' and team members' responsibilities?**

Most community transition teams will have their chairperson as their leader. The ideal team is more democratic than hierarchical in its functioning. Some responsibilities are shared by all members, such as:

- Decide on the mission to meet the transition service needs of the community's students with disabilities;
- Provide administrative leadership to develop and implement transition services across agencies;
- Solve problems and eliminate barriers;
- Establish policies and procedures for service delivery and coordination; and
- Allocate personnel and funding resources to address needs.

Additional Responsibilities for problem solving and implementation of transition services include:

- Identifying community resources;
- Clarifying roles of service providers;
- Developing and updating interagency service agreements;
- Coordinating community awareness;
- Seeking new funding and supporting existing programs;
- Coordinating job development and placement among service providers;
- Developing strategies for overcoming barriers;

- Establishing a communication network among service providers;
- Coordinating staff development activities;
- Making research-based future projections;
- Sharing information related to employment of individuals with special needs;
- Identifying community needs in employment and adult services; and
- Assisting with program evaluation.

*Adapted from: NCSET Essential Tools: Interagency Transition Team Development and Facilitation (January, 2005, pp.22-23)*

## Roles and Responsibilities Activity

**Directions:** As a community transition team, answer the following questions to begin outlining and organizing the framework of your team meetings and the responsibilities of your team members.

**Team Title:** \_\_\_\_\_

1. How often to meet? \_\_\_\_\_  
\_\_\_\_\_
2. Where to meet? \_\_\_\_\_  
\_\_\_\_\_
3. What happens between meetings? \_\_\_\_\_  
\_\_\_\_\_
4. Who is responsible for keeping team members informed of team activities? \_\_\_\_\_  
\_\_\_\_\_
5. Who is responsible for record-keeping at meetings? \_\_\_\_\_  
\_\_\_\_\_
6. Who is responsible for keeping meetings on track and on time? \_\_\_\_\_  
\_\_\_\_\_
7. Who is responsible for informing the team about upcoming meetings and/or distributing information (e.g., agendas, minutes, etc.) to members ahead of time and providing materials in accessible formats? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Adapted from: NCSET Essential Tools: Interagency Transition Team Development and Facilitation (January, 2005, pp.22-23)*

Now specify individuals for the roles that have been acknowledged through this activity (e.g. Chairperson, Secretary, Treasurer, etc.) by utilizing the strengths activity and the Mini-MAPS activity. Then, complete the next activity to describe each role.

## Community Transition Team Member

### Roles and Responsibilities Worksheet

**Directions:** This can be first completed by a membership committee chair or equivalent, and then maintained and amended by each team member during his or her term(s) of service.

**Community Transition Team Position:** \_\_\_\_\_

**Term(s) of Service:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Organization Represented:** \_\_\_\_\_

\_\_\_\_\_

**Responsibilities:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Adapted from: NCSET Essential Tools: Interagency Transition Team Development and Facilitation (January, 2005, p.25)*

## Steps to Create a Strategic Action Plan

1. With your team, discuss and clarify a desired outcome/goal related to team membership
2. Brainstorm activities/strategies that will lead to the outcome. Be creative.
3. Clarify and cluster activities.
4. Prioritize and select activities.
5. Determine resources needed such as people, materials, equipment, money, time, etc.
6. Determine who will do what by when.
7. Repeat steps 1-6 for other desired outcomes.
8. Group spokesperson(s) report to the team on action plan activities. Include additional ideas, as appropriate, from the entire team.

*Adapted from: NCSET Essential Tools: Interagency Transition Team Development and Facilitation (January, 2005, p. 30)*

# ACTION PLAN

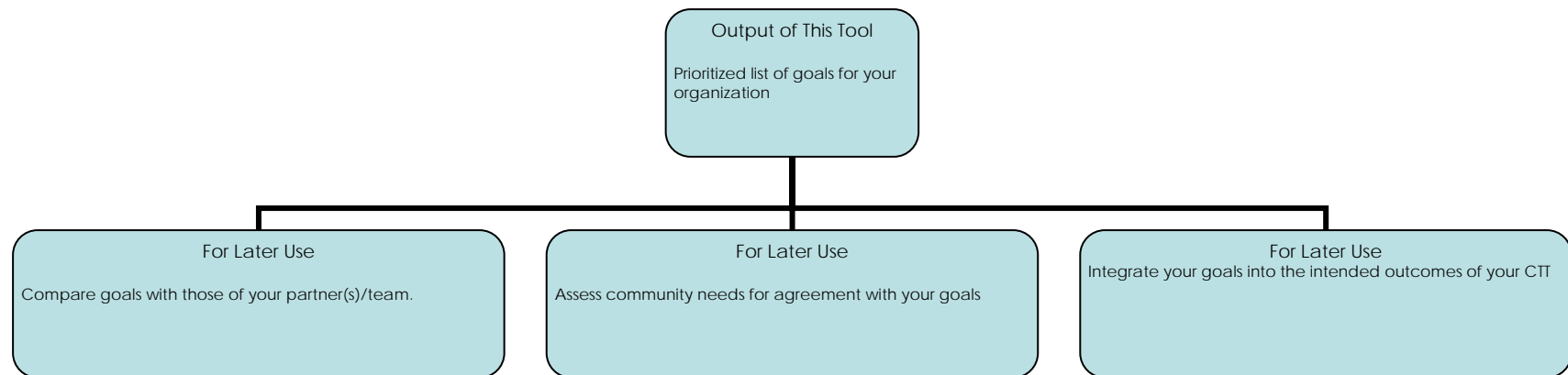
## Identify Goals and Priorities

### TOOL

#### Introduction

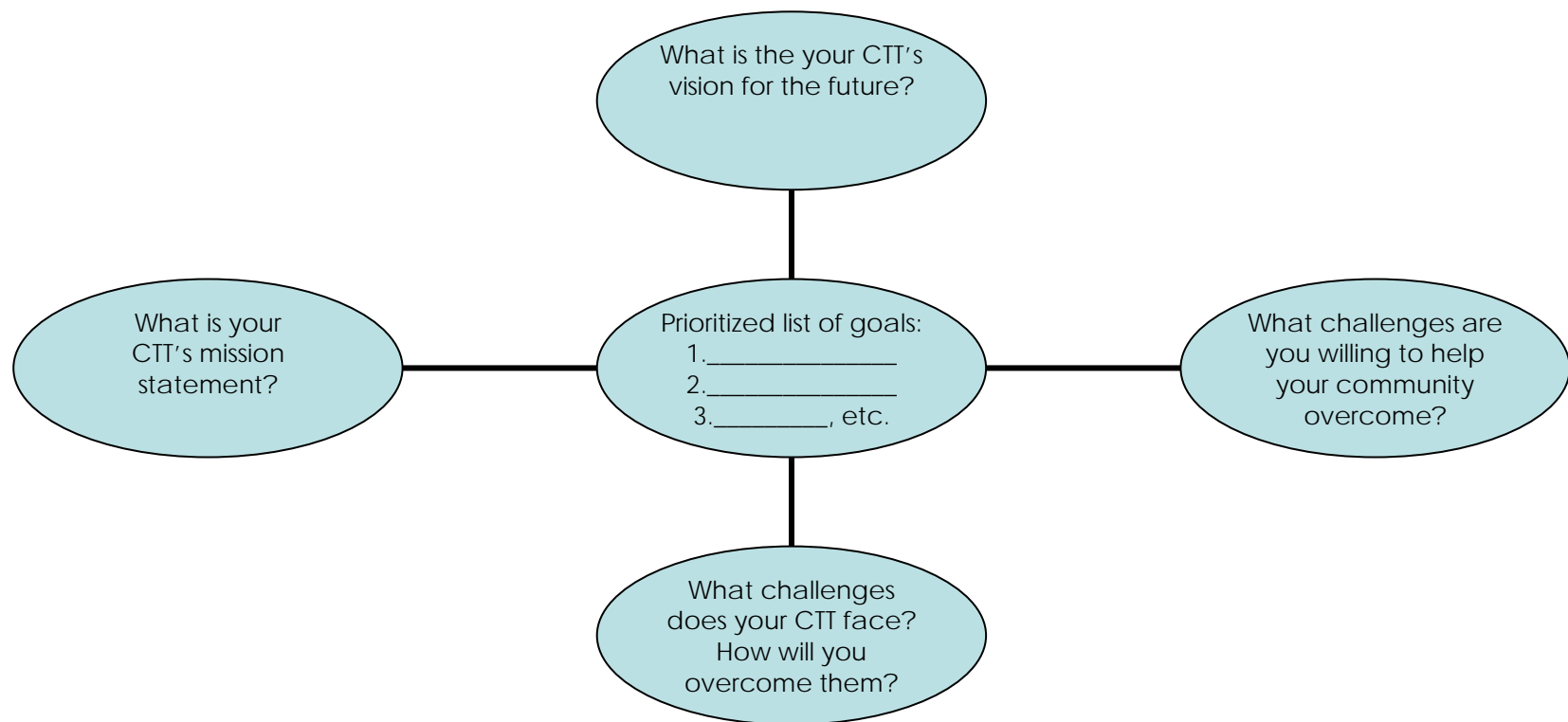
Understanding the goals and priorities of your CTT is an important step when forming partnerships. Knowing your goals will help you identify partners and projects that align with the mission and priorities of your CTT.

This tool will help you create a list of prioritized goals. This task should be one of your earliest steps in the partnering process. These goals will be an important reference during the development of your partnership.



## How to Use This Tool

This task is fairly straightforward. You will not find as many components in this tool as with other tools. This process may take some time. You may feel the need to revise or refine your goals as your partnership progresses. Refer to this diagram to understand the thought process that might go into the development of your list.



## Create Your List of Prioritized Goals

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Compile your list of prioritized goals. Use this table as a framework to complete this task. Times listed are merely estimates.

**1. Reflect on the value that you can provide.** Read the mission statement of your CTT and consider the current perception of your community of the role you provide. Answer the following questions:

- What value do you perceive that you add to provide to the community?
- Do they feel the same way? Have you received any feedback from the community on how they view your role? What is that feedback?
- Is their perception of you what you want it to be? Are you perceived as a partner in helping them overcome their challenges?
- If your group is just beginning, how do you want to be perceived? How could you gather feedback from the community? How do you want to form partnerships with others?

10-15 minutes

**2. List the challenges that you face.** Answer the following questions:

- What challenges do you think your CTT faces?
- How could the goals of your CTT respond to these challenges? What could be changed within the CTT to respond to such challenges? How will your CTT overcome the challenges?

10-15 minutes

3. **Identify your goals.** Write down the identified goals related to the strategic vision, mission, and challenges of your CTT. If they are unclear, write down what you think the goals should be. Try to identify five or more goals if possible. An example of a goal might be: Increase involvement of parents and students with disabilities.
4. **Prioritize your list.** Review your list of goals in light of your challenges and the value that you provide or would like to provide to the community. Which goals should you focus on first? Which can be advanced through collaboration? Rank the goals from highest to lowest.

Adapted From: Partnership for a Nation of Learners, 2006,

<http://www.partnershipforlearners.org/UserFiles/File/1A1%20Identify%20Goals%20and%20Priorities%20Tool.pdf>

Corporation for Public Broadcasting.

## Prioritized Goals Work Sheet

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List and briefly describe your prioritized goals. Keep your list for future reference!

**Goal 1:** \_\_\_\_\_  
\_\_\_\_\_

**Goal 2:** \_\_\_\_\_  
\_\_\_\_\_

**Goal 3:** \_\_\_\_\_  
\_\_\_\_\_

**Goal 4:** \_\_\_\_\_  
\_\_\_\_\_

**Goal 5:** \_\_\_\_\_  
\_\_\_\_\_

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Adapted From: Partnership for a Nation of Learners, 2006,  
<http://www.partnershipforlearners.org/UserFiles/File/1A1%20Identify%20Goals%20and%20Priorities%20Tool.pdf>  
Corporation for Public Broadcasting.

**GOAL WE ARE WORKING TOWARD:**

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In order to reach the identified goals.....

- What needs to take place *immediately* - within the next month
- What needs to take place *down the road?* - within the next 3-6 month

|                             | <b>Who</b> | <b>By When</b> | <b>What's the Outcome?</b> | <b>How do we Know it's Working?</b> |
|-----------------------------|------------|----------------|----------------------------|-------------------------------------|
| <b><i>Down the Road</i></b> |            |                |                            |                                     |
| 1.                          |            |                |                            |                                     |
| 2.                          |            |                |                            |                                     |
| 3.                          |            |                |                            |                                     |

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## Notes: