



# Establishing Families as Partners in the Secondary Transition Planning Process

## *Initial Local Training Impact Report*

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### **Background**

The *Establishing Families as Partners in the Secondary Transition Planning Process* (often called *Establishing Families*, for short) learning experience was imagined by a team of representatives from OCALI, the Ohio Department of Developmental Disabilities (DODD), the Ohio Department of Education (ODE) and Opportunities for Ohioans with Disabilities (OOD) in May 2019 at the National Technical Assistance Center on Transition (NTACT) Capacity Building Institute. The origins of a comprehensive, cross-agency family engagement training started during a policy review of the Ohio Employment First Taskforce’s participating agencies. That policy review identified a need to approach family engagement with intentional practice and strategies.

The *Establishing Families* training concept and content was promoted by integration into the Ohio Employment First Taskforce Transition Vision Work Plan and developed by a more expansive team consisting of additional colleagues from the aforementioned agencies and partners from Ohio’s Statewide Family Engagement Center at The Ohio State University. This group was called the ‘State Development Team’. The intended short-term outcome of the experience is to increase the capacity of agency personnel to understand, at a minimum, the following critical topics through the lens of secondary transition:

- the value of family partnerships,
- cultural and linguistically diverse families,
- implicit bias and the evolution of disability,
- having authentic and necessary conversations,
- and universal design principles for family engagement, which includes creating and redesigning communication and experiences to better represent and serve families.

In March 2021, a training workbook was developed to address each of these critical topics. The workbook includes a Commitment to Family Engagement signed by agency leadership at the time. Those agencies include ODE, DODD, OOD, OCALI, Ohio Coalition for the Education of Children with Disabilities (OCECD), and Ohio State University’s Statewide Family Engagement Center.

## Development of a Learning Series and Regional Trainers

The *Establishing Families* workbook and its contents were developed into a virtual learning experience which included seven sessions roughly two hours in length each. The cross-agency state development team was able to develop interactive activities and scenarios to help cover learning objectives for each of the five critical topic areas and two bookending sessions titled *Getting Started* and *Ready to Launch*.

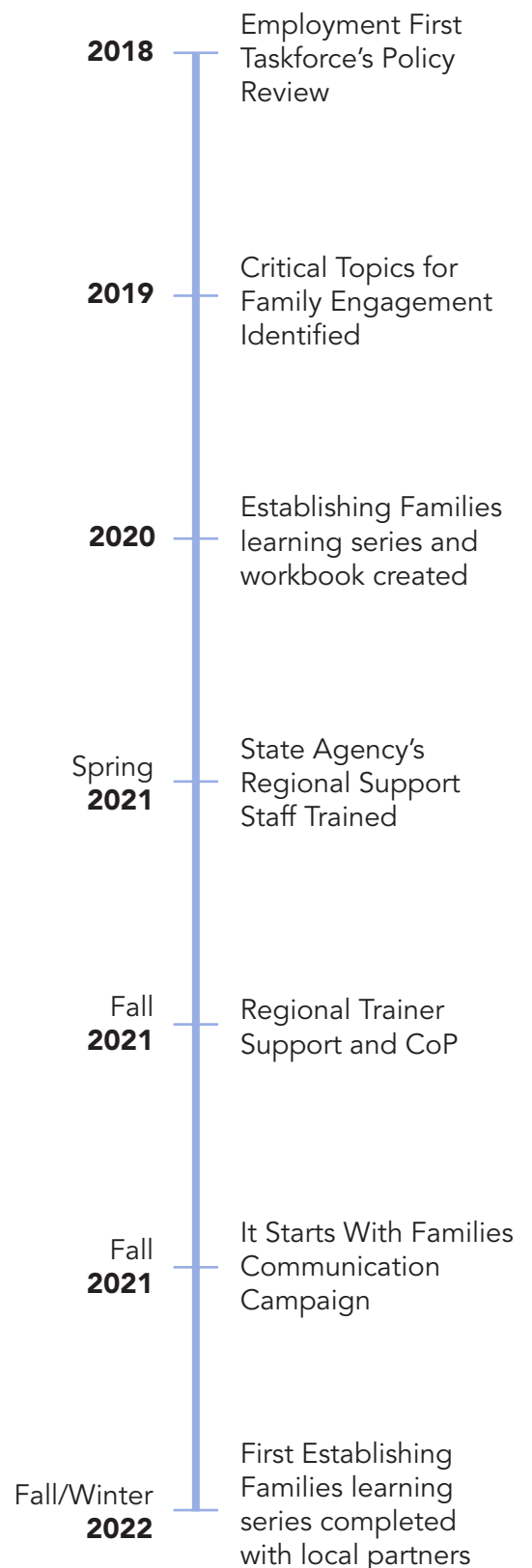
In Spring of 2021, the agencies committed to the *Establishing Families* learning series trained their regional support staff. This included ODE's State Support Teams, DODD's Community Life Engagement and other regional teams, OOD's Transition Unit, and OCALI's Lifespan Transitions Center. The regional trainers were able to give feedback on the content, learning experience, and more to help improve the *Establishing Families* workbook and learning experience. Ohio was broken into four regional areas (Northwest, Northeast, Southwest, and Southeast) where these regional support staff would serve as regional trainers.

The state development team set a schedule of Community of Practice (CoP) meetings to help support and develop the regional trainers to begin delivering the *Establishing Families* learning experience to local cross-agency professionals. These CoP meetings were held during the 2021-2022 school year with hopes of beginning the local trainings in spring of 2022. The state development team was able to share previously used PowerPoint slides, pacing guides, and other supports to help the new regional trainers become comfortable with the content and learning series. Unfortunately, due to competing agency priorities, personnel turnover, and the lasting impacts of the COVID pandemic, the initial local trainings were targeted for Fall and Winter of 2022.

### It Starts with Families Campaign

In order to highlight family engagement and its research, the Employment First Taskforce agencies coordinated a marketing campaign titled *It Starts With Families*. The accompanying *It Starts With Families* Guide, hosted on the Ohio Employment First website, was developed to highlight the additional barriers and stressors families of children with disabilities experience. This includes spending more than 40 hours per week providing support to their loved one with an intellectual or developmental disability (I/DD) beyond typical care. And the prevalence of families caring for children with disabilities who have trouble paying medical bills.

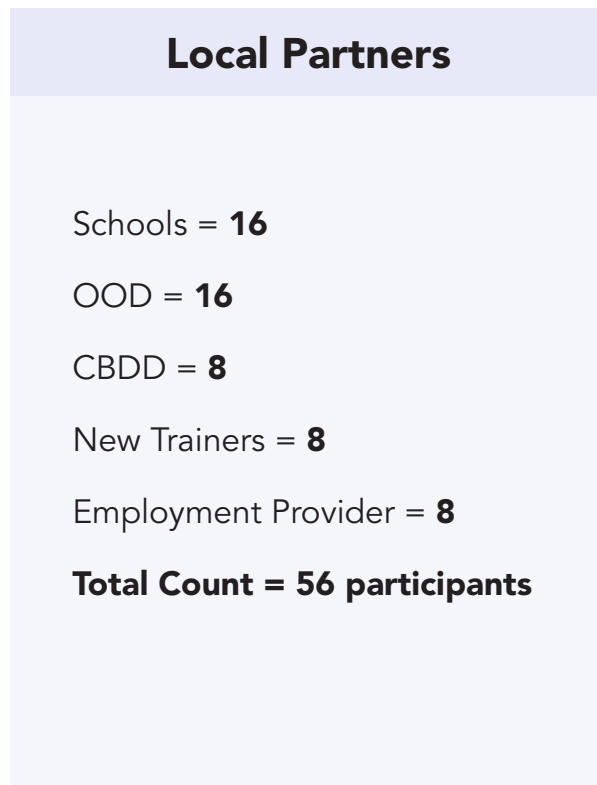
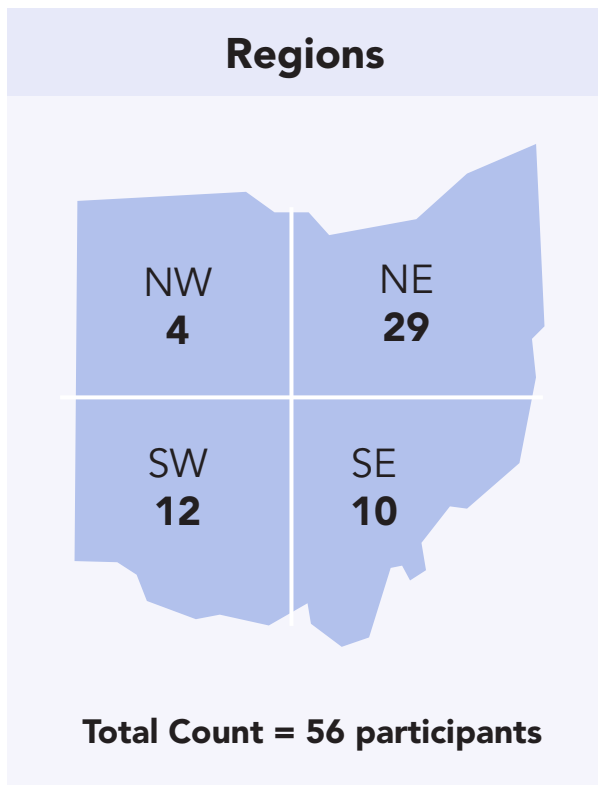
The marketing campaign attempted to highlight our agencies, systems, and local professionals' need to meet families where they are at so they can be involved in all aspects of transition planning. The campaign included a 'call to action' which invited those interested in learning more about effective and research-based family engagement strategies to reach out via email. This campaign was able to identify several teams across the state who were interested and dedicated to improving their personal and agency's family engagement practices. The following data and impact report shares their experiences in going through the *Establishing Families* learning series.

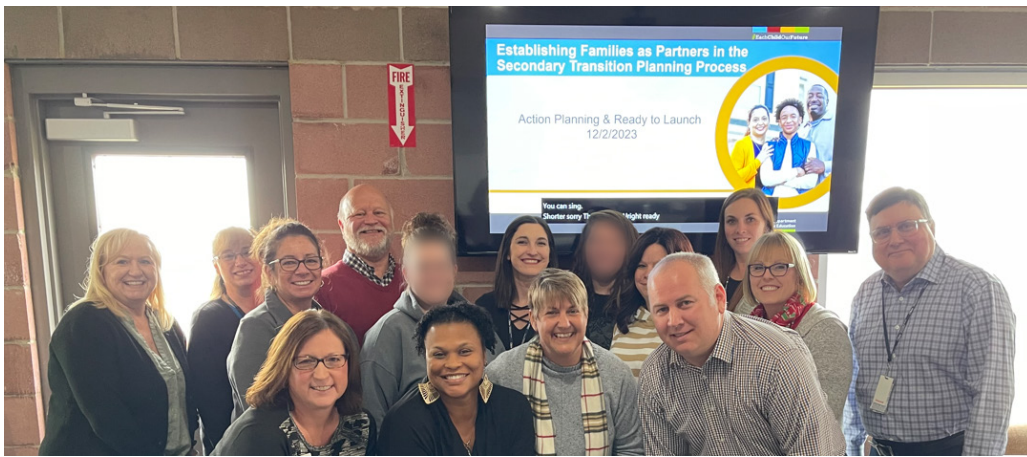


## Impact Data

The *Establishing Families* learning experience includes thirteen learning objectives across the five critical topic areas. In the first learning session, participants are asked to assess themselves on the thirteen learning objectives in a pre-assessment. This pre-assessment established our baseline for knowledge and understanding for these thirteen objectives. After each critical topic session, participants were asked to assess their knowledge again to help show knowledge gained. For a comprehensive look at the learning objectives' pre- and post-evaluation data please see the Appendix at the end of this report.

There were 56 participants who completed the pre-assessment in the Getting Started session across the state. Below are two charts showing their demographics by region and local agency partner. LEA is local educational agency and includes public school districts, career centers, and educational service centers. CBDD is local county board of developmental disability staff, which was mainly service and support administrators.





*Southeast Trainers and Trainees*

Overall, twelve of the thirteen learning objectives experienced self-reported knowledge gain. A score was assigned to each response on the Likert scale (i.e. Very low was given a score of 1, Low was given a score of 2, and so on). The average score of twelve of the thirteen learning objectives experienced an increase in knowledge reported. The one learning objective that didn't experience knowledge gain had the same score for both pre- and post-training.

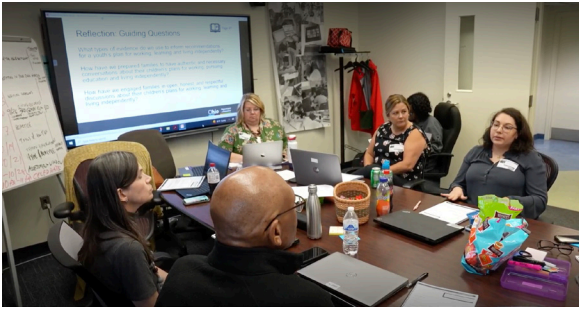
**12 out of 13 learning objectives experienced growth.**

The *learning objective* that experienced the highest self-reported growth (an increase from 3.43 to 4.09) was 'Using varied and reliable data to support recommendations in regard to an individual's plan for working, pursuing education, and living independently' from the *Authentic and Necessary Conversations* session.

The *session* that experienced the highest self-reported growth for all learning objectives was the *Cultural and Linguistic Diversity* session. Both of this session's learning objectives saw an increase of at least 0.60. 'How cultural and linguistic differences impact the families' views on work, education and independent living' learning objective saw an increase from 3.48 to 4.09. 'Approaching transition activities with respect to a families' cultural and linguistic differences' learning objective increased from 3.32 to 4.09. This knowledge gain was especially encouraging when considering the pre-assessment knowledge reported by trainees was one of the lowest for any session. Not only did we see significant knowledge gain, but it was in an area of need per our trainees.

As mentioned previously, we had one learning objective that did not experience an increase in average score between pre- and post-session responses. That learning objective was 'Recognizing and establishing families as critical and equal contributors in the discussion of a youth's plans for working, pursuing education and living independently' within the *Valuing Families* session. However, the lack of knowledge gain is likely due to this learning objective having the second highest self-reported pre-session score of 4.05. The team felt it was encouraging that many of our trainees already established caregivers as critical and equal contributors. The post-session knowledge reported is above our target score of 4 (or High on the Likert scale), so while there was no reported knowledge gain there was still strong knowledge reported in this area. The *Valuing Families* session's other learning objective, 'Listening to, recognizing and respecting families' perspectives' had a self-reported pre-session score of 4.13. The *Valuing Families* session content was clearly the highest reported pre-session knowledge amongst all the sessions.

**3 out of 6 sessions finished with post-training score of 'High' knowledge in all learning objectives.**

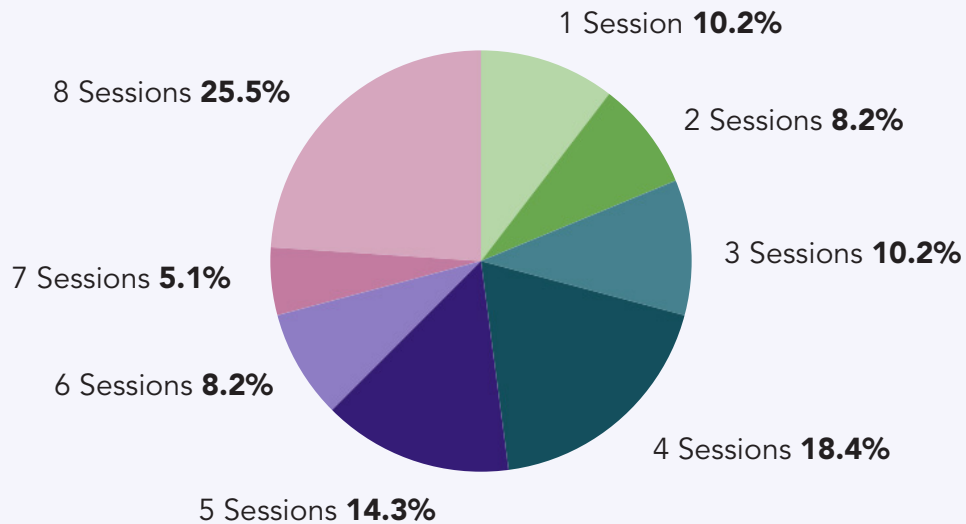


Southwest Trainers and Trainees

When we considered a baseline for strong knowledge in our different critical topic areas, we hoped our trainees would report a post-session knowledge of High (which translates to a score of 4). Of our six critical topic sessions, three of them were able to achieve a post-session average score of 4 or higher. Those sessions were *Valuing Families, Cultural and Linguistic Diversity*, and *Authentic and Necessary Conversations*. The sessions which were below the average score of 4 in the post-session evaluations were *Universal Design for Family Engagement*, *Implicit Bias* and *Evolution of Disability*. (Note: Many of our training teams combined *Implicit Bias* and *Evolution of Disability* into a single session.). See below the table of learning objectives by session and self-reported knowledge by trainees.

Finally, the *Establishing Families* training series experienced major attrition throughout the eight-session series. Only a quarter of the those who attended the first session and completed the pre-assessment returned for each session. About half of the attendees attended at least four of the eight sessions. During the time of this training, maybe local partners experienced significant turnover and staffing shortages, shuffling of job duties, and lack of time to step away from their primary job duties to attend professional development. We feel this is an important data point when thinking of our next steps to disseminate the *Establishing Families* training series and its vital content.

### Total Sessions Attended





**1** ————— **2** ————— **3** ————— **4** ————— **5**  
 Very Low                      Low                      Medium                      High                      Very High

Session	Learning Objective	Pre-Session Avg. Score	Post-Session Avg. Score	Growth
<b>Universal Design for Family Engagement</b>	Using varied communication methods and materials to engage families in all aspects of the secondary transition planning process.	3.54	3.66	<b>0.12</b>
	Providing flexibility with access to resources, supports and events in a manner that anticipates and responds to youth and family needs.	3.39	3.64	<b>0.25</b>
	Representing family demographics in decor, materials and staffing structures.	3.16	3.38	<b>0.22</b>
<b>Valuing Families</b>	Recognizing and establishing families as critical and equal contributors in the discussion of a youth's plans for working, pursuing education and living independently.	4.05	4.05	<b>0</b>
	Listening to, recognizing and respecting families' perspectives.	4.13	4.20	<b>0.07</b>
<b>Evolution of Disability</b>	Articulating the evolution of expectations, practices and available services related to individuals with disabilities working, pursuing education and living independently.	3.63	3.76	<b>0.13</b>
	Acknowledging and valuing families' past experiences related to transition services, particularly considering how expectations and best practices have changed over time.	3.59	3.64	<b>0.05</b>
<b>Implicit Bias</b>	Recognizing and addressing my own personal biases related to youth with disabilities working, pursuing education and living independently.	3.59	3.59	<b>0.05</b>
	Recognizing and addressing my own personal biases related to a family's level of expectation for and preparation and involvement in their child's future planning.	3.48	3.60	<b>0.12</b>
<b>Cultural and Linguistic Diversity</b>	How cultural and linguistic differences impact the families' views on work, education and independent living.	3.48	4.09	<b>0.61</b>
	Approaching transition activities with respect to a families' cultural and linguistic differences.	3.32	3.95	<b>0.63</b>
<b>Authentic and Necessary Conversations</b>	Having open and respectful discussion relevant to a youth's plans for working, pursuing education and living independently.	3.82	4.21	<b>0.39</b>
	Using varied and reliable data to support recommendations in regards to an individual's plans for working, pursuing education and living independently.	3.43	4.09	<b>0.66</b>

## Next Steps

The *Establishing Families* learning series continues to gain momentum. The *Establishing Families* learning series has been included in ODE's State Systemic Improvement Plan for students with disabilities. All participating school districts will convene a cross-agency team and complete the series as a project activity.

The State Development Team continues to meet and support the regional trainers as a Community of Practice (CoP). Current CoP meetings focus on the recruitment of another cohort of local trainees to continue gathering data to best inform the next steps. A marketing campaign will begin in March to recruit a second cohort of local cross-agency teams to complete the learning series by end of June 2023.

The State Development Team will be meeting in May 2023 in Charlotte, NC, at the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) Capacity Building Institute. The time will be spent learning from other states' strategies supporting transition students and updates to family engagement research. Additionally, there is dedicated team planning time where the State Development Team will identify and prioritize ways to improve, disseminate, and support the *Establishing Families* training next school year and beyond. Our time spent at NTACT:C's Capacity Building Institute will produce a State Plan which will be included in the Ohio Employment First Taskforce's Transition Vision Workplan to ensure cross-agency coordination and implementation.

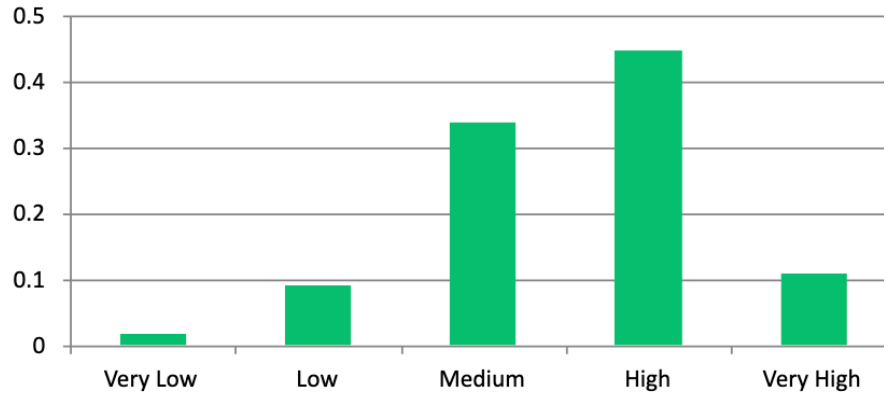
# Appendix

## Universal Design for Family Engagement

*Using varied communication methods and materials to engage families in all aspects of the secondary transition planning process.*

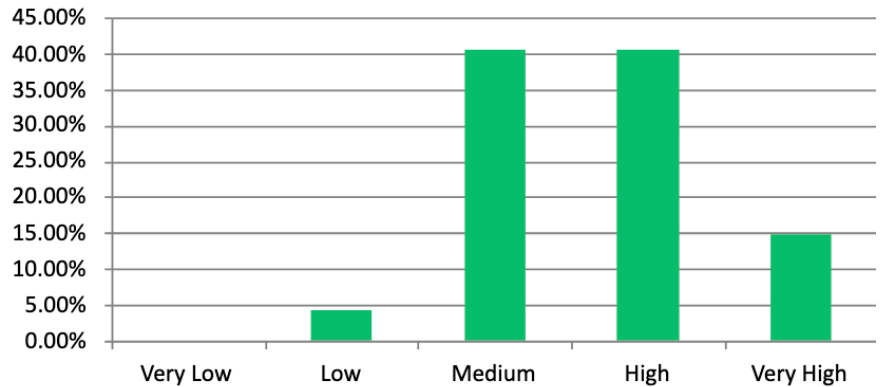
### Pre-Training

Answer Choices	Responses	
Very Low	1.79%	1
Low	8.93%	5
Medium	33.93%	19
High	44.64%	25
Very High	10.71%	6
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.54</b>
	<b>Growth</b>	<b>0.12</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	4.26%	2
Medium	40.43%	19
High	40.43%	19
Very High	14.89%	7
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.66</b>



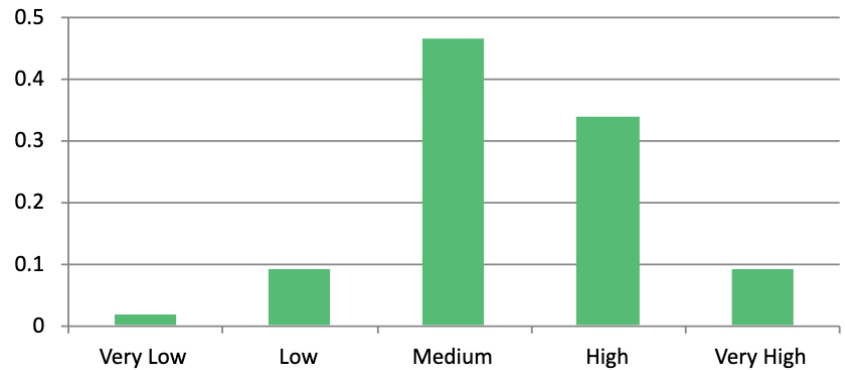


## Universal Design for Family Engagement

*Providing flexibility with access to resources, supports and events in a manner that anticipates and responds to youth and family needs.*

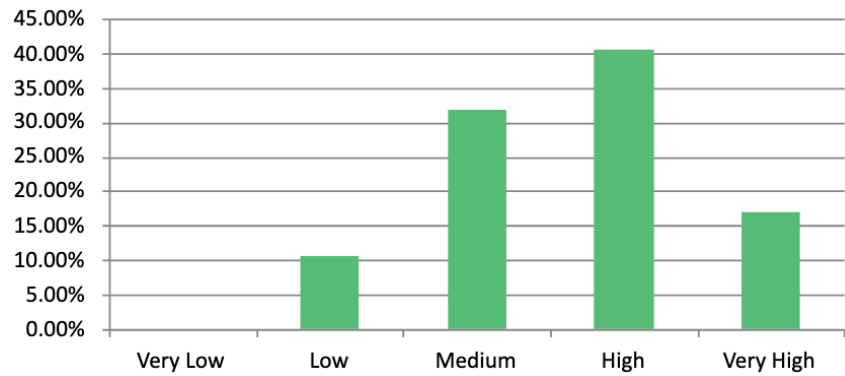
### Pre-Training

Answer Choices	Responses	
Very Low	1.79%	1
Low	8.93%	5
Medium	46.43%	26
High	33.93%	19
Very High	8.93%	5
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.39</b>
	<b>Growth</b>	<b>0.25</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	10.64%	5
Medium	40.43%	15
High	40.43%	19
Very High	17.02%	8
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.64</b>

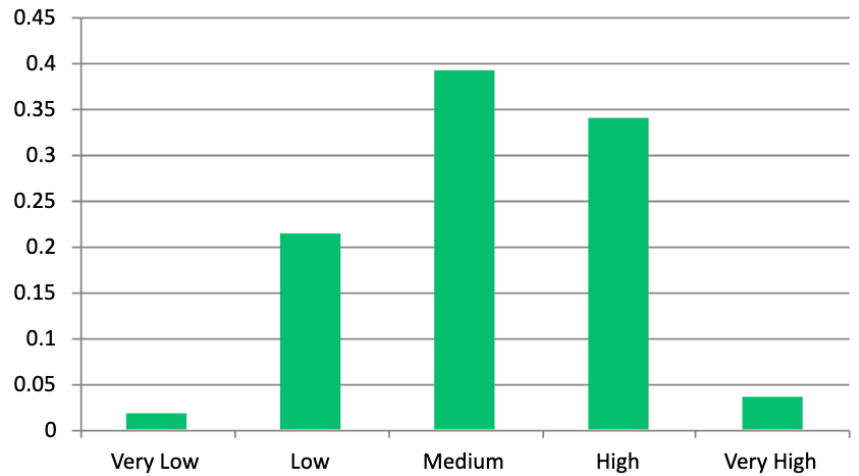


## Universal Design for Family Engagement

*Representing family demographics in decor, materials and staffing structures.*

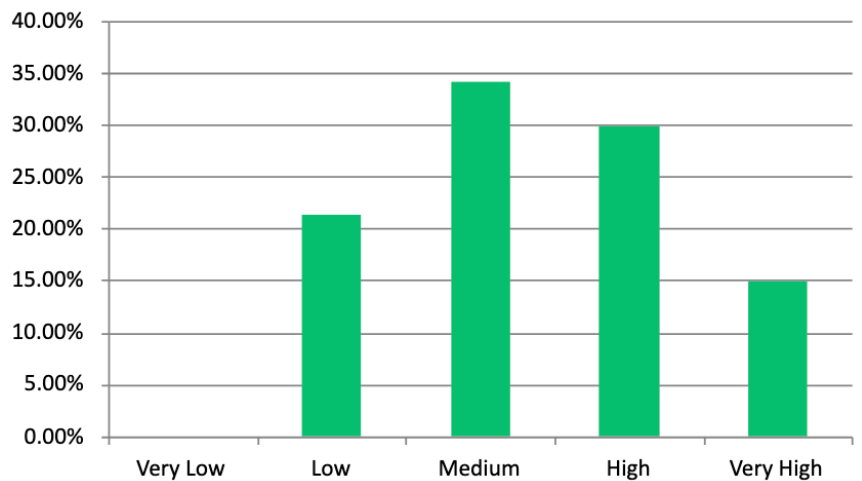
### Pre-Training

Answer Choices	Responses	
Very Low	1.79%	1
Low	21.43%	12
Medium	39.29%	22
High	33.93%	19
Very High	3.57%	2
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.16</b>
	<b>Growth</b>	<b>0.22</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	21.28%	10
Medium	34.04%	16
High	29.79%	14
Very High	14.89%	7
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.38</b>

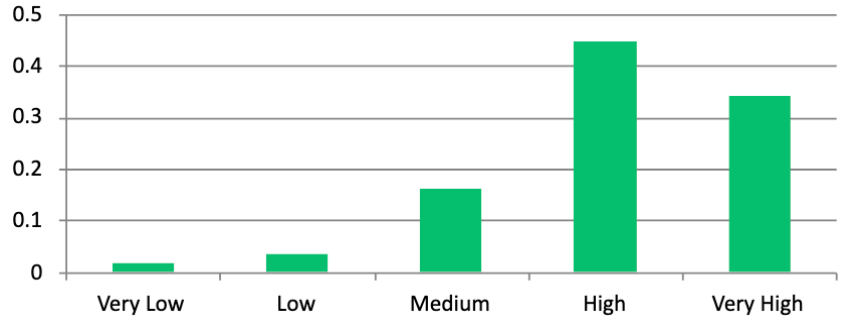


## Valuing Families

*Recognizing and establishing families as critical and equal contributors in the discussion of a youth's plans for working, pursuing education and living independently.*

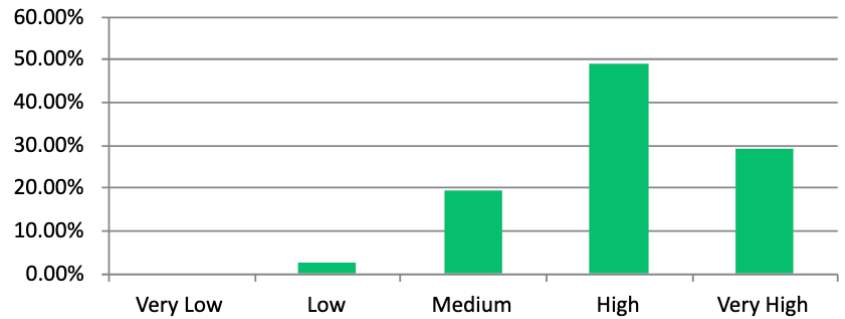
### Pre-Training

Answer Choices	Responses	
Very Low	1.79%	1
Low	3.57%	2
Medium	16.07%	9
High	44.64%	25
Very High	33.93%	19
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>4.05</b>
	<b>Growth</b>	<b>0.00</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	2.44%	1
Medium	19.51%	8
High	48.78%	20
Very High	29.27%	12
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>4.05</b>

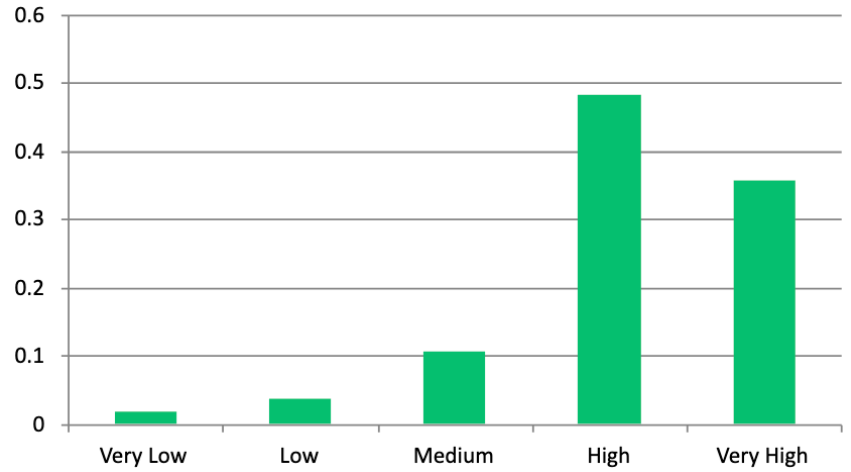


## Valuing Families

*Listening to, recognizing and respecting families' perspectives.*

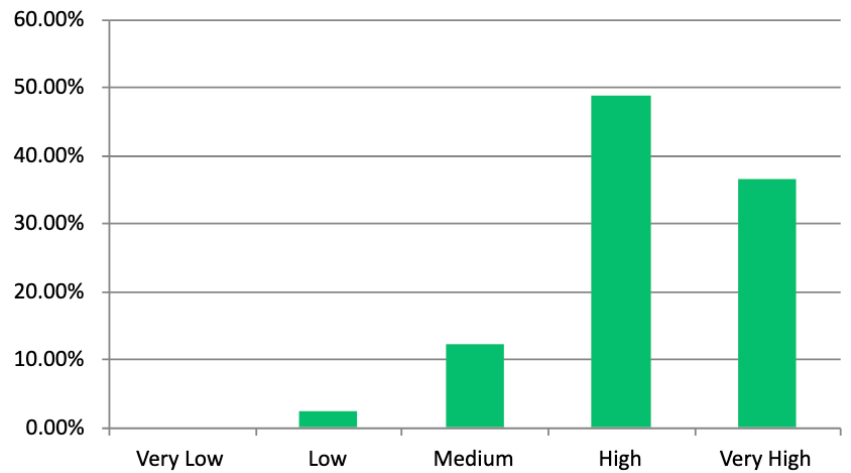
### Pre-Training

Answer Choices	Responses	
Very Low	1.79%	1
Low	3.57%	2
Medium	10.71%	6
High	48.21%	27
Very High	35.71%	20
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>4.13</b>
	<b>Growth</b>	<b>0.07</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	2.44%	1
Medium	12.2%	5
High	48.78%	20
Very High	36.59%	15
	<b>Answered</b>	<b>41</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>4.20</b>

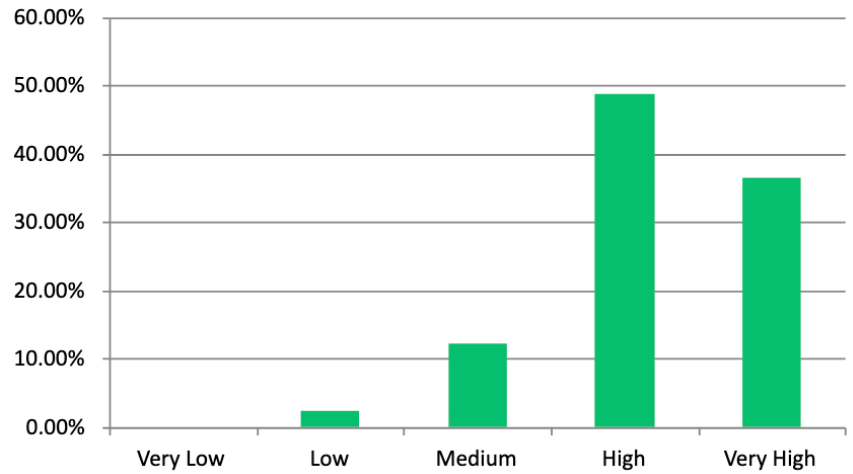


## Evolution of Disability

*Articulating the evolution of expectations, practices and available services related to individuals with disabilities working, pursuing education and living independently.*

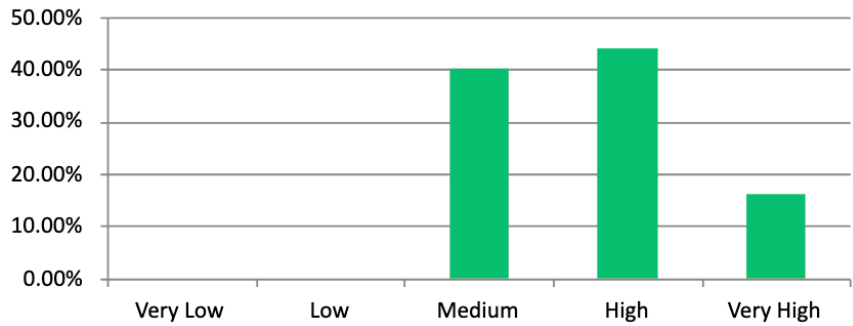
### Pre-Training

Answer Choices	Responses	
Very Low	1.79%	1
Low	3.57%	2
Medium	41.07%	23
High	37.5%	21
Very High	16.07%	9
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.63</b>
	<b>Growth</b>	<b>0.14</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	0%	0
Medium	40%	10
High	44%	11
Very High	16%	4
	<b>Answered</b>	<b>25</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.76</b>

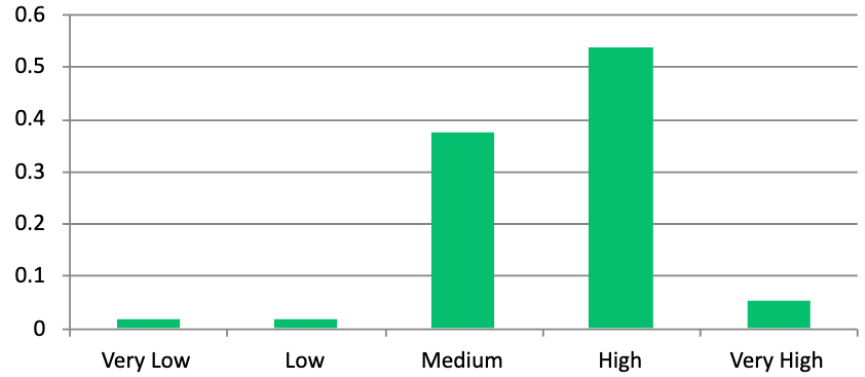


## Implicit Bias

*Recognizing and addressing my own personal biases related to youth with disabilities working, pursuing education and living independently.*

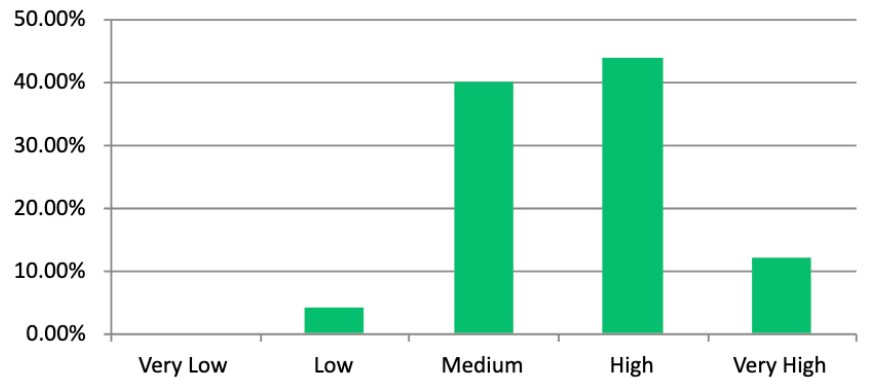
### Pre-Training

Answer Choices	Responses	
Very Low	1.79%	1
Low	1.79%	1
Medium	37.5%	21
High	53.57%	30
Very High	5.36%	3
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.59</b>
	<b>Growth</b>	<b>0.05</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	4%	1
Medium	40%	10
High	44%	11
Very High	12%	3
	<b>Answered</b>	<b>25</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.64</b>



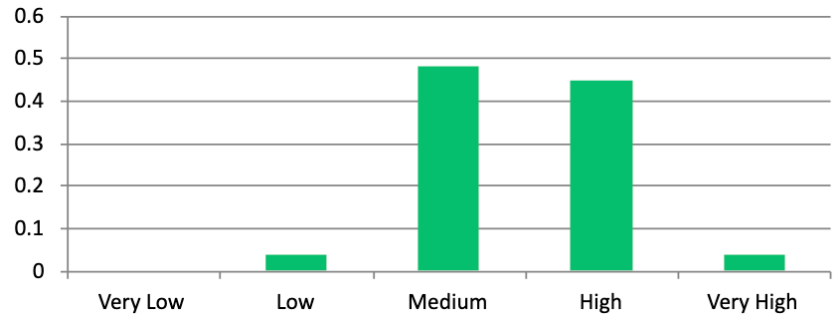


## Implicit Bias

*Recognizing and addressing my own personal biases related to a family's level of expectation for and preparation and involvement in their child's future planning.*

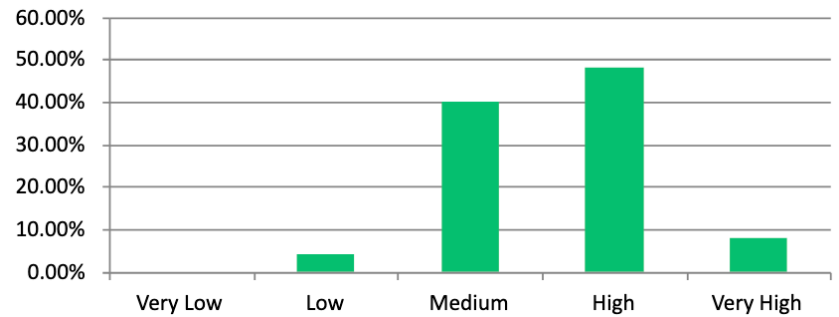
### Pre-Training

Answer Choices	Responses	
Very Low	0%	0
Low	3.57%	2
Medium	48.21%	27
High	44.64%	25
Very High	3.57%	2
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.48</b>
	<b>Growth</b>	<b>0.12</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	4%	1
Medium	40%	10
High	48%	12
Very High	8%	2
	<b>Answered</b>	<b>25</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.60</b>

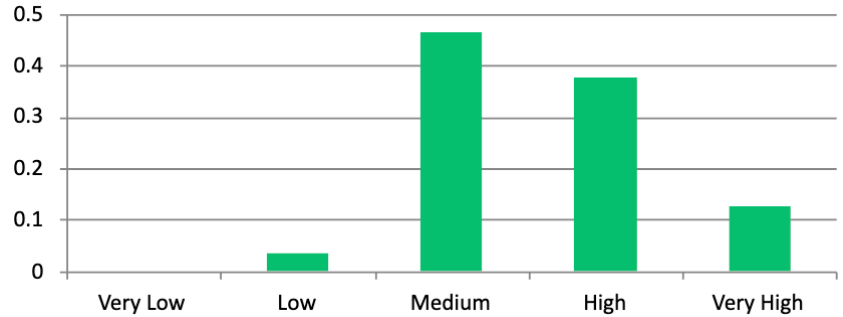


## Evolution of Disability

*Acknowledging and valuing families' past experiences related to transition services, particularly considering how expectations and best practices have changed over time.*

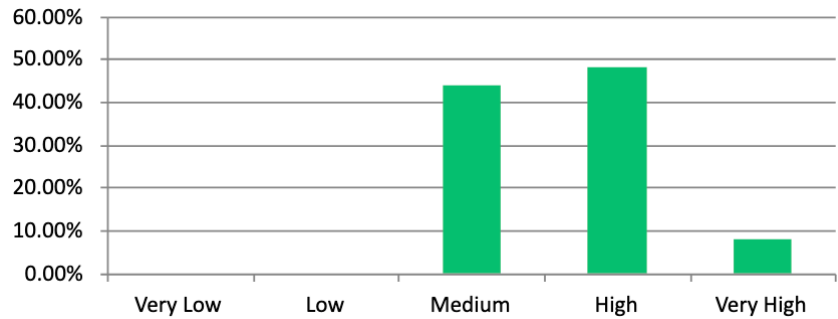
### Pre-Training

Answer Choices	Responses	
Very Low	0%	0
Low	3.57%	2
Medium	46.43%	26
High	37.5%	21
Very High	12.5%	7
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.59</b>
	<b>Growth</b>	<b>0.05</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	0.00%	0
Medium	44%	11
High	48%	12
Very High	8%	2
	<b>Answered</b>	<b>25</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.64</b>

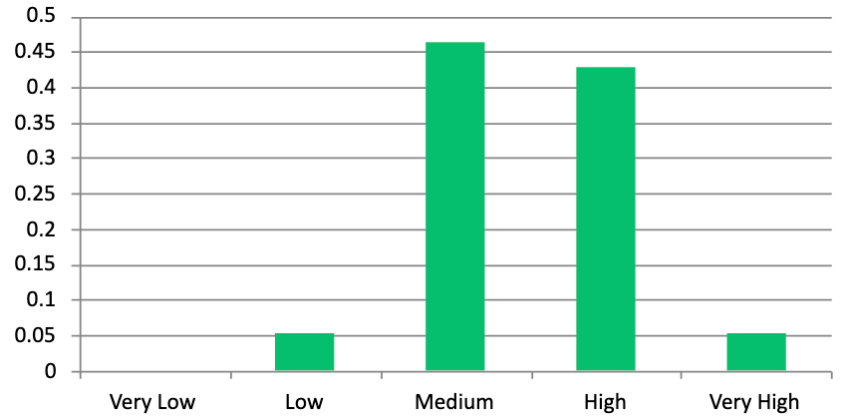


## Cultural and Linguistic Diversity

*How cultural and linguistic differences impact the families' views on work, education and independent living.*

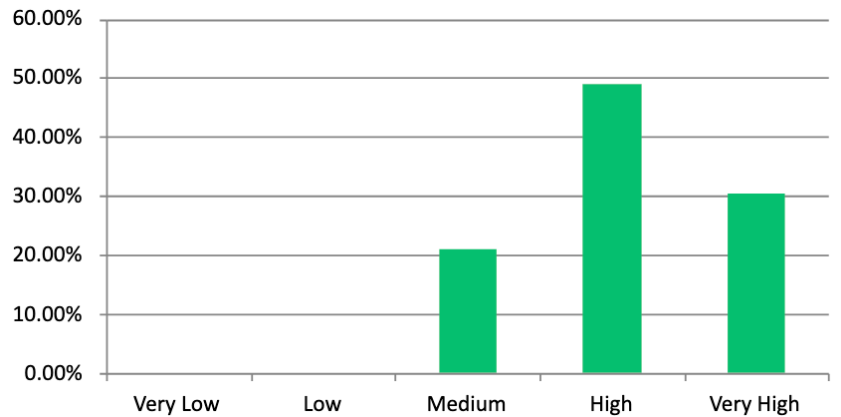
### Pre-Training

Answer Choices	Responses	
Very Low	0%	0
Low	3.57%	3
Medium	46.43%	26
High	37.5%	24
Very High	12.5%	3
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.48</b>
	<b>Growth</b>	<b>0.61</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	0.00%	0
Medium	20.93%	9
High	48.84%	21
Very High	30.23%	13
	<b>Answered</b>	<b>43</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>4.09</b>

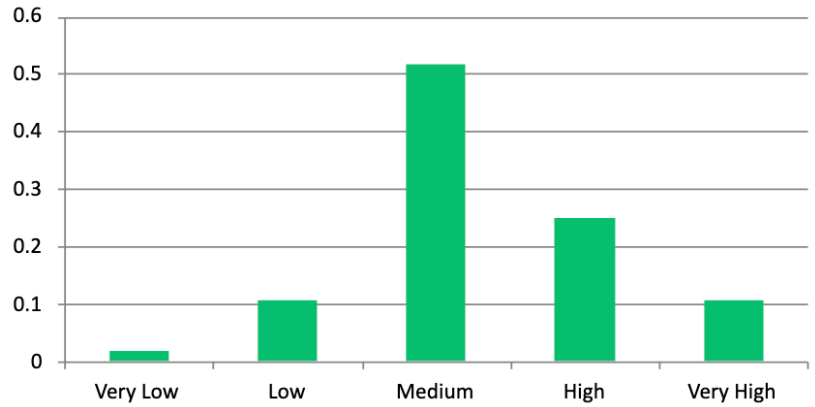


## Cultural and Linguistic Diversity

*Approaching transition activities with respect to a families' cultural and linguistic differences.*

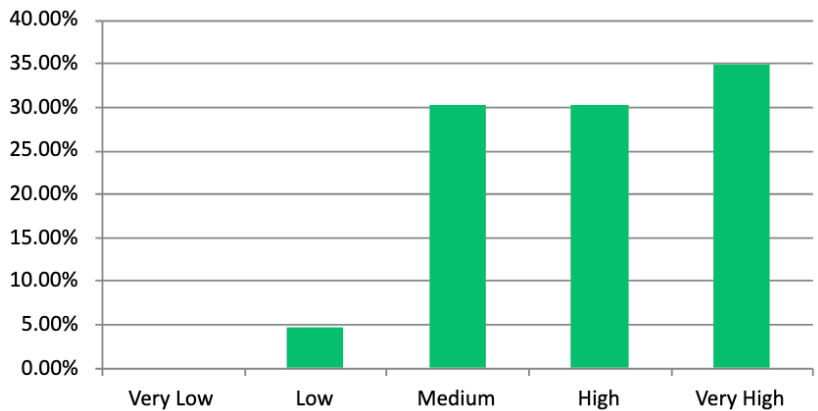
### Pre-Training

Answer Choices	Responses	
Very Low	1.79%	1
Low	10.71%	6
Medium	51.79%	29
High	25%	14
Very High	10.71%	6
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.32</b>
	<b>Growth</b>	<b>0.63</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	4.65%	2
Medium	30.23%	13
High	30.23%	13
Very High	34.88%	15
	<b>Answered</b>	<b>43</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.95</b>

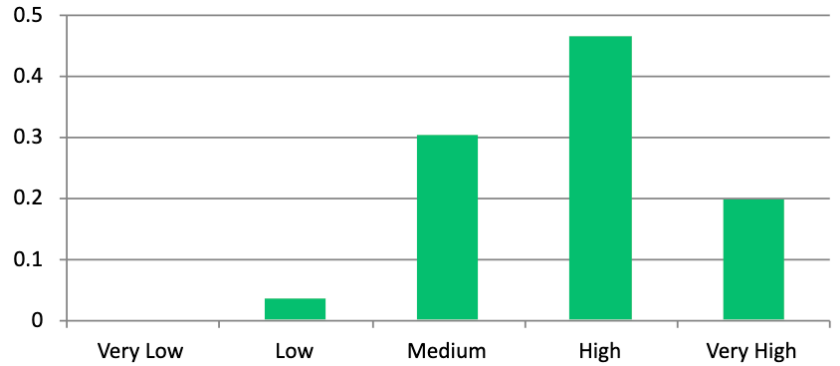


## Authentic and Necessary Conversations

*Having open and respectful discussion relevant to a youth's plans for working, pursuing education and living independently.*

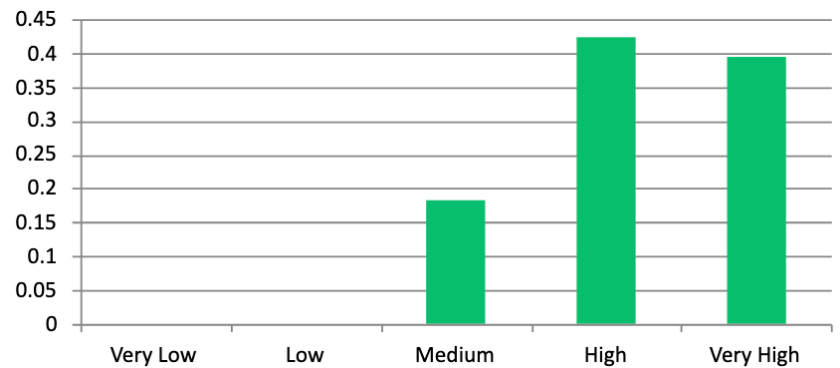
### Pre-Training

Answer Choices	Responses	
Very Low	0%	0
Low	3.57%	2
Medium	30.36%	17
High	46.43%	26
Very High	19.64%	11
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.82</b>
	<b>Growth</b>	<b>0.39</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	0.00%	0
Medium	18.18%	6
High	42.42%	14
Very High	39.39%	13
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>4.21</b>

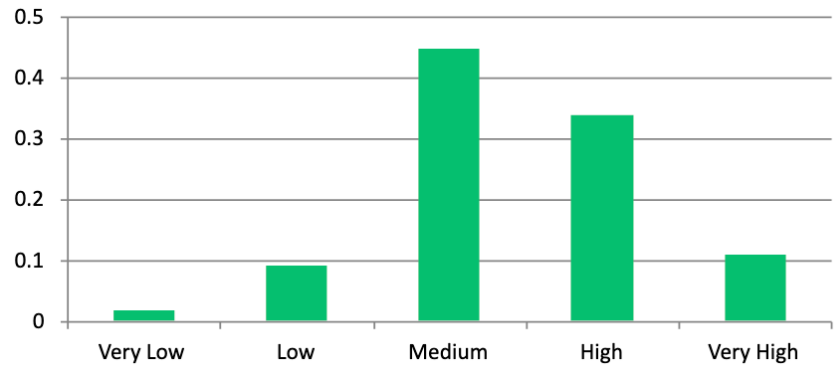


## Authentic and Necessary Conversations

*Using varied and reliable data to support recommendations in regards to an individual's plans for working, pursuing education and living independently.*

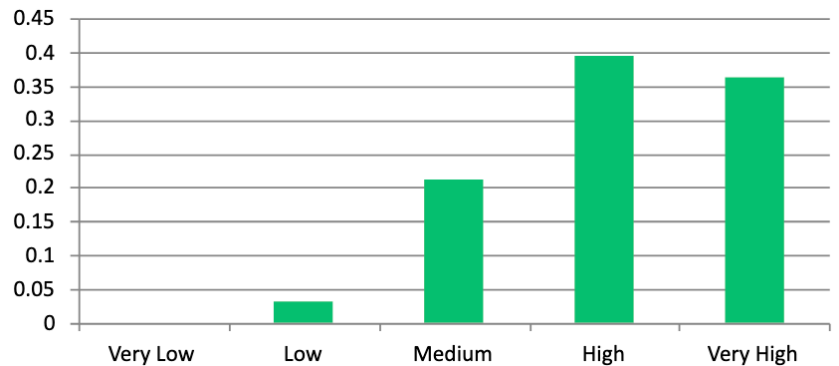
### Pre-Training

Answer Choices	Responses	
Very Low	1.79%	1
Low	8.93%	5
Medium	44.64%	25
High	33.93%	19
Very High	10.71%	6
	<b>Answered</b>	<b>56</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>3.43</b>
	<b>Growth</b>	<b>0.66</b>



### Session Responses

Answer Choices	Responses	
Very Low	0.00%	0
Low	3.03%	1
Medium	21.21%	7
High	39.39%	13
Very High	36.36%	12
	<b>Answered</b>	<b>33</b>
	<b>Skipped</b>	<b>0</b>
	<b>Average Score</b>	<b>4.09</b>





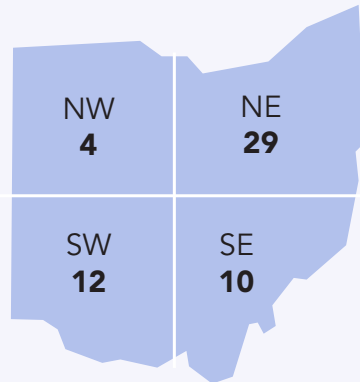
# Establishing Families as Partners in the Secondary Transition Planning Process

## Initial Local Training Impact Report - Executive Summary

A cross-agency training for local professionals working with transition-age youth and their families. The intended short-term outcome of the experience is to increase the capacity of agency personnel to understand, at a minimum, the six critical topics through the lens of secondary transition.



### Regions



**Total Count = 56 participants**

### Local Partners

- Schools = **16**
- OOD = **16**
- CBDD = **8**
- New Trainers = **8**
- Employment Provider = **8**
- Total Count = 56 participants**



### Post-Session Knowledge Reported



Universal Design for Family Engagement = **3.56**

Valuing Families = **4.13**

Evolution of Disability = **3.70**

Implicit Bias = **3.62**

Cultural and Linguistic Diversity = **4.02**

Authentic and Necessary Conversations = **4.15**

**12 out of 13 learning objectives** experienced growth.

**3 out of 6 sessions** finished with post-training score of 'High' knowledge in all learning objectives.

### Participant Reactions



"I feel like everyone did a nice job of looking at family engagement through their own lens and providing answers that reflected that – so many organizations were involved! Nice job."



"I really loved that we focused on active listening – this is something that needs to be a constant reminder!"

"These multi-session format webinars are great to get the depth of information without becoming overwhelmed at one time."

[Link to the full report and session data.](#)