

Transition Services & Family Engagement

South Carolina Department of Education

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Overview

Because of the population of students served by Title I, Part D, there are certain programmatic expectations and requirements regarding:

- Transition Services
- Family Engagement

These are both essential because of the positive impact they can have on the future success of students.

Transition Services

Purpose of Title I, Part D - [ESEA Section 1401\(a\)](#)

(2) to provide such children and youth with the services needed to make a successful **transition** from institutionalization to further schooling or employment;

Transition Services

- “Transition” refers both to when children and youth move into the juvenile justice and child welfare systems and from these systems back to their families, communities, and schools.
- Simple communication and coordination efforts and basic transition processes such as timely records transfer can have a dramatic impact on a student’s engagement in school and likelihood of avoiding incarceration in the future.

From NDTAC [Transition webpage](#)

Transition Services

Key Concepts for Successful Transitions

- Coordination and collaboration
- Outcome-oriented process
- Successful movement between the facility and the community

From NDTAC [Transition Professional Development](#)

Transition Services

Factors to Consider for Successful Transitions

- Mental Health Needs
- Academic Needs
- Exposure to Trauma

From NDTAC [Transition Professional Development](#)

Transition Services

Structures for Successful Transitions

- Build transition teams, gathering the relevant parties and clearly defining roles and responsibilities.
 - Include the voices and perspectives of youth
- Develop formal processes and procedures through statutes, memoranda of agreement, or memoranda of understanding.
- Develop effective communication channels that may result in increased interagency awareness.

From NDTAC [Transition Professional Development](#)

Transition Services

Ideas to Improve Outcomes

- Include the youth's voice.
- Build capacity to measure, analyze, collect, report, and use outcome data to guide ongoing system decisions
- Base supervision and resource allocation decisions on the results of validated risk and needs assessments.

From NDTAC [Transition Professional Development](#)

Transition Services – Table Talk

What strategies have led to successful transitions in your program?

Questions/Discussion



Family Engagement

“Family” Note

The word “family” is an inclusive term that includes parents, other family members providing care, legal guardians, and educational surrogate parents. Per the Individuals with Disabilities Education Act (IDEA), an educational surrogate parent is a trained adult whose job is to protect the educational rights of the child and to advocate for and make education decisions in the best interest of the child when a parent or family member is not available or does not have parental rights.

From NDTAC [Family Engagement Toolkit](#)

Family Engagement

National Association for Family, School and Community Engagement (NAFSCE)
definition of family engagement

- A shared responsibility involving schools and other community agencies engaging families in meaningful ways to support the learning and development of children.
- Continuous, meaning it extends past childhood and throughout a parent-child relationship, even as children reach adulthood.
- Not locational, meaning it takes place in multiple settings including at home, in school or other learning environments, as well as other community programs.

Family Engagement

Family Engagement in Juvenile Justice Settings

- Elevated Needs and Challenges
 - Needs – research shows how impactful family engagement can be
 - Challenges – multiple barriers exist

Family Engagement – Table Talk

What challenges and successes have you experienced regarding family engagement?

Questions/Discussion



Family Engagement Toolkit

NDTAC has developed a [Family Engagement Toolkit](#) which provides two types of tools.

- Tools 1–4 are intended for distribution to your students' families.
- Tools 5–7 are intended for use by facility staff

Family Engagement Toolkit Activity

Review the [Family Engagement Toolkit](#)

- If you have these materials, compare them to the templates and consider revisions.
- If you do not have these materials, consider adopting for your use.

Agenda

Time	Subpart 1	Subpart 2
2:15 - 3:00	Subpart 1 transition and family engagement requirements	Family Engagement toolkit
3:00 - 3:45	Family Engagement toolkit	Subpart 2 Formal Agreements