Interagency Collaboration: Ensuring Seamless Transitions

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Thinking about Transition to Adulthood:

• What do you consider to be a successful adult life for young adults with disabilities?

• What supports are needed to get there?

Why the Urgency?

<table>
<thead>
<tr>
<th>Outcomes (up to 4 yrs out)</th>
<th>ID</th>
<th>Autism</th>
<th>Multiple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall engaged</td>
<td>66%</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>Postsec Ed (any)</td>
<td>29%</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>Employ (4 F’s)</td>
<td>31%</td>
<td>47%</td>
<td>49%</td>
</tr>
<tr>
<td>Living</td>
<td>14%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Partic in Groups</td>
<td>11%</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>Volunteer</td>
<td>19%</td>
<td>16%</td>
<td>34%</td>
</tr>
<tr>
<td>TV</td>
<td>41%</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td>Hobbies</td>
<td>5%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>Computer</td>
<td>13%</td>
<td>49%</td>
<td>6%</td>
</tr>
<tr>
<td>Sports</td>
<td>16%</td>
<td>17%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Transition Planning

<table>
<thead>
<tr>
<th>ID</th>
<th>Autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition IEP tied to classes to meet goals</td>
<td>72%</td>
</tr>
<tr>
<td>Instruction related to Transition goals</td>
<td>76%</td>
</tr>
<tr>
<td>IEP Goals: Competitive Employ</td>
<td>44%</td>
</tr>
<tr>
<td>IEP Goals: Sheltered</td>
<td>19%</td>
</tr>
<tr>
<td>IEP Goals: Postsec Voc Ed</td>
<td>25%</td>
</tr>
<tr>
<td>IEP Goals: Indep Living</td>
<td>51%</td>
</tr>
<tr>
<td>Participate in IEP: none or little</td>
<td>47%</td>
</tr>
</tbody>
</table>

From: Newman, Wagner, Cameto, & Knokey (2009); Shogren & Plotner (2012)
Why Focus on Interagency Collaboration?

**IDEA mandates**
- Coordinated set of activities to facilitate the movement from school to adult life:
  - Education/training
  - Employment
  - Community integration
  - Adult services

IEP teams must invite agencies to meetings if they are likely to be responsible for providing or paying for services.

**Rehabilitation Act**
- Maximize employment, economic self-sufficiency, independence, & full integration into society
- Share resources
- Technical assistance
- Participation in IEPs

**WIA**
- Provisions for serving youth including at risk and youth with disabilities
- Partnerships between LEAs and Adult Agencies to address employment needs
  - Universal access to employment services
  - One-stop centers
  - Youth activities (linking academics to occupational learning)

**Interagency Collaboration Improves Outcomes**

**Interagency Collaboration**
- Transition interagency council characteristics, including: case management, agency directories, agreements, council, general information, local business advisory board.

**Potential level of evidence as predictor of positive outcomes for postsecondary education and employment**
- Research included all disability categories.

**Suggested Supporting Evidence-Based Practices**
- None.

**South Carolina State Priority**
- Adult services are critical component & a necessity
  - Adult providers directly impacting transition to adult life (e.g., VR, community rehabilitation, CILs) are crucial partners.
  - Public schools hold the key to long term success by building relationships with appropriate partners prior to students exiting high school.

- Multiple agencies contributing to transition planning, share resources, & partner in preparing students for adult community life leads to effective & efficient planning and improved outcomes for all students with intellectual/developmental disabilities.

**Interagency Collaboration in Action**

**Employment**
- Assistance from VR, MH, and IDD agencies prior to and during transition
- Receiving assistance from multiple agencies prior to exiting high school more likely to be employed or enrolled in postsecondary ed.
- Transition to employment models (schools+ VR + Employment agencies) leads to higher rates of employment for youth with IDD

**Postsecondary Education**
- Services & supports (referrals, case management, transportation) correlated with PSE
- Interagency council activities have positive influence on PSO

"Collaboration is a way of **thinking** and **relating**, a philosophy, a paradigm shift, an **attitude** change. It requires a set of **behaviors**, **beliefs**, **attitudes**, and **values**.

The result is a **sense of shared ownership**, shared **responsibility**, shared **success**.


**How do you define interagency collaboration?**

**Operationally Defined**

Clear, purposeful and carefully designed process promoting cross-agency, cross-program and cross-disciplinary collaborative efforts ... leading to tangible transition outcomes.

- State interagency teams addressing policies
- Formal & informal agreements re: providing services, roles and responsibilities
- Vision and mission
- Organizational structure: membership, meeting times
- Sharing resources (blending funding)
- Resource mapping and addressing gaps
- Shared problem solving
- Communication and information sharing
- Joint professional development

Transition Collaboration Survey

**Transition Collaboration Strategies**

- 1. I have a clear understanding of how my co-worker’s job is related to transition.
- 2. I have a clear understanding of the variety of adult agency services that young adults with disabilities may access.
- 3. I feel that my base supports transition education/services.
- 4. I communicate information about transition to colleagues within my school/organization.
- 5. I communicate information about transition to colleagues from outside my school/organization.
- 6. I communicate frequently with families about transition planning and services.
- 7. On a regular basis, I coordinate transition services with co-workers in my school/organization.
- 8. I regularly work with staff outside my school/organization to coordinate transition services.
- 9. I participate in professional development related to transition.
- 10. I participate in professional development outside my organization where I learn ways to improve transition practices.

**Challenges to Collaboration Activity:**

**WHAT CAN WE DO ABOUT IT?**

- School Culture
- Turf Issues (relationships)
- Time commitment and cost
- Lack of clear outcomes
- Members often lack decision-making power
- Lack of clerical and administrative support
- Lack of accountability
- Lack of funding
- Lack of commitment

How to Immediately Promote Collaboration

- Increase information exchanged
- Increase planning time
- Be sensitive to daily work demands
- Participate in other teams
- Develop a shared vision
- Cross-train yourself/staff
- Make time for people who come to you for help
- Learn more about agencies/schools
- Contact families and students
- Others???


What does Interagency Collaboration Mean? (Morningstar et al., 2009)

- Collaboration
  - Jointly develop mission statement; jointly conduct training & evaluate services; flexible use of funding & other resources for changes.

- Coordination
  - Members interact on regular basis; identify systems-level transition needs; offer strategies for change. Jointly scheduled activities & planning time exists.

- Cooperation
  - Team members assist youth to access services; Members identify individual and community needs & strategies.

- Networking
  - Team members identify services available and make referrals to other agencies; distribute & share information among agencies.

School-Based Strategies

- Scheduling and staffing
- Early planning
- Flexibility in location of services
- Administrative support
- Follow-up after transition

Strategies for Bridging School & Community

- Use a variety of funding sources
- Building relationships
  - Advocacy
  - Ongoing meetings: shared problem-solving, goal-setting, effort from all
- Transition Councils/Community Teams
- Meeting with students and families
- Training students and families
- Transition portfolios

Community Strategies

- Jointly train staff
- Community transition teams/councils
- Disseminate information widely

Attitudes

- Clear value of relationship building
- Relationship Building Capacity: Positive Attitudes
- Relationship-Building Strategies:
  - Advocacy
  - Ongoing meetings
  - Transition councils

Our Vision for Adulthood: How Do We Get There?

School-Based Strategies

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What is a Community Transition Team?

“Local transition teams discover and implement new and better ways of providing secondary and transition services….

The essence of transition teams is that they take advantage of the unique strengths of their own community while working to solve common problems”


How Interagency Teams Develop

Stage 1: Getting Started
- Several years to achieve
- Team that is highly proactive & committed to community vision.

Stage 2: Going in Circles
- Trust is extended & team has developed flexibility and is able to adapt to changes.

Stage 3: Getting on Course
- Involvement in the team is constant & self-initiated

Stage 4: Full Speed Ahead
- Teams reinforced by the smaller successes & committed to systems-level changes requiring high levels of collaboration: policies, funding, procedures, & staffing.


Type of Community & Impact on Teams

<table>
<thead>
<tr>
<th>Community</th>
<th>Needs</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suburban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td></td>
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</tbody>
</table>

Getting Started…

Community Resource Directory for Students in the Lawrence (KS) Community

Developed by:
Rita E. Kuhnen
Diana K. Nhyere Nwade
University of Kansas
Fall 2008
National Resource Directory

Interagency & Community Systems for Serving Youth with Disabilities

This resource site provides an overview of the major federal services and funding streams serving youth with disabilities.

The lack of students with disabilities and their families is often touched by a multitude of services throughout their lifetime. As adolescents with disabilities make the transition from school to adult life, a new array of service and programs become available to support them. To help benefit from these resources and to create a high quality of adult life, it is important for parents to understand how to find available services, resources, and funds in order to create opportunities for achievement of an excellent adult life.

Education

- Educational information on essential education resources, to program specific information regarding Special Education, Alternative Services, Vocational Education and more. Learn about various programs, programs, and legislation in education which provide critical funding and services for young adults with disabilities.

- Health and Human Services

Health and Human Services includes information on Medicaid, Medicare, Social Security, and other Federal and State programs that offer services and benefits. Information includes the President's Committee on Employment of People with Disabilities, providing high quality services to young adults with disabilities.

Juvenile Justice

Juvenile Justice provides information related to youth with disabilities in the juvenile justice system, including model programs and resources for transition services for this growing population.

Employment

Employment includes essential information about various services, programs and legislation related to the employment of youth with disabilities. Employment assists workforce training options, community resources, and various funding opportunities.

Social Security

Social Security provides information related to youth and young adults with disabilities applying for or receiving.

Pennsylvania Secondary Transition Guide

http://www.secondarytransition.org/

South Carolina Interagency BINGO

1. SC SSI
   http://www.ssa.gov/ssiLocator/scsiindex.html
2. SC Works Online Services
   http://jobs.scworks.org/services/index.aspx
3. SC Dept of Education
   https://www.ed.sc.gov/
4. South Carolina Protection and Advocacy
   http://pap.org/
5. Parents Reaching Out to Parents (PRO-Parents)
   http://proparents.org/
6. South Carolina Statewide Independent Living Council
   http://scsilc.com/
7. SC Center for Disability Resources
   http://www.sc.edu/cdrhome/
8. South Carolina Association of Career and Technology Education
   http://www.scacte.org/
9. SC Assistive Technology Center
   http://www.sc.edu/scatc/
10. SC Job Corps (Bamberg)
    http://www.jobcorps.gov/locations/Map?state=SC
11. SC of Social Services
    http://www.scdss.org/
12. South Carolina Department of Disabilities and Special Needs
    http://ddsn.sc.gov/Pages/default.aspx
13. South Carolina One Stop Workforce Center
14. The Arc of SC
    http://arcsc.org/
15. SC Dept of Employment and Workforce
    http://www.dew.sc.gov/}
16. SC Youth Leadership Forum
    http://www.youthleadership.org/SC/Forum/Files/SC_YLFดุ
Summary:

- Every student is different, every transition planning process will be different.
- Transition should focus on preparing students & families for a successful supported adult life.
- Interagency collaboration requires certain strategies and capacities to be successful.

What is one thing you can go back and start doing tomorrow? Next week? Next month?

Thank You

The future is not something we enter. The future is something we create. And creating that future requires us to make choices. Those choices are based on the dream.

- Leonard Sweet

Questions or Resources?

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www.transitioncoalition.org