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Effective Strategies for Interagency Collaboration: Ensuring Seamless Transitions to Adult Life

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Doubletree Suites, Mt. Laurel

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Thinking about Transition to Adulthood…

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

- What supports are needed to get there?

Preparing for Adulthood

The more hands there to catch him when he falls the better. We firmly believe that the more deeply embedded Ian is in the life of his neighborhood, workplace and the city in general, the more people will work to keep him there as a member of the community” (Ferguson & Ferguson, 2001, p. 659)

Think about the Transition to Supported Adulthood!
- Supported Customized Employment
- Supported Living
- Supported Membership in the Community
- Supported Self-Determination

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>67%</td>
<td>65%</td>
</tr>
<tr>
<td>Postsec Ed (any)</td>
<td>25%</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>Particip 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>8%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>Computer</td>
<td>13%</td>
<td>49%</td>
<td>8%</td>
</tr>
<tr>
<td>Sports</td>
<td>15%</td>
<td>17%</td>
<td>17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition Planning</th>
<th>ID</th>
<th>Autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition IEP tied to classes to meet goals</td>
<td>72%</td>
<td>68%</td>
</tr>
<tr>
<td>Instruction related to Transition goals</td>
<td>76%</td>
<td>71%</td>
</tr>
<tr>
<td>IEP Goals: Competitive Employ</td>
<td>44%</td>
<td>22%</td>
</tr>
<tr>
<td>IEP Goals: Sheltered</td>
<td>19%</td>
<td>39%</td>
</tr>
<tr>
<td>IEP Goals: Postsec. Voc Ed</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>IEP Goals: Indep. Living</td>
<td>51%</td>
<td>28%</td>
</tr>
<tr>
<td>Participate in IEP: none or little</td>
<td>47%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Shogren & Phelan (2012)

Why Focus on Interagency Collaboration?

- Adolescents with disabilities in transition have complex support needs
- Critical need for systems to work together
- States have failed to establish interagency linkages under IDEA (which is a requirement)
- No agency has all that is needed to plan & provide comprehensive transition services
How do you define interagency collaboration?

"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."


From: http://www.pacer.org/tatra/resources/inter.asp

Barriers to Interagency Collaboration

“an unnatural act between two non-consenting adults”

(Agran, et al., 2002)

- Poor & inaccurate perceptions of outside agencies by school staff, students and parents
- Nonexistent or ineffective procedures for collaborating among agencies
- The way schools operate
- The way agencies operate
- Shifting roles of teachers and school staff ("transition jet lag")

Challenges to Collaboration: 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)

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<table>
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<tr>
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<tbody>
<tr>
<td><strong>Collaboration</strong></td>
<td>Jointly develop mission statement; jointly conduct training &amp; evaluate services; flexible use of funding &amp; other resources for changes.</td>
</tr>
<tr>
<td><strong>Coordination</strong></td>
<td>Members interact on regular basis; identify systems-level transition needs; offer strategies for change. Jointly scheduled activities &amp; planning time exists</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td>Team members assist youth to access services; Members identify individual and community needs &amp; strategies.</td>
</tr>
<tr>
<td><strong>Networking</strong></td>
<td>Team members identify services available and make referrals to other agencies; distribute &amp; share information among agencies</td>
</tr>
</tbody>
</table>

Capacities & Strategies

- Scheduling and staffing
- Early planning
- Flexibility in location of services
- Follow-up after transition
- Administrative support
- Funding
- State support
- Collaboration with adult agencies
- Meeting with students and families
- Training students and families
- Joint training of staff
- Meeting with agency staff and transition councils
- Transition portfolios
- Disseminating information widely

Attitudes

- Clear value of relationship building
- Relationship-building capacity:
  - Positive Attitudes
- Relationship-building Strategies:
  - Advocacy
  - Ongoing meetings
  - Transition Councils/ Community Teams

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.


5 Indicators of Collaboration

(Morningstar, 1994)

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 supports
5. Evaluating transition outcomes

How Interagency Teams Develop

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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Stage 1: Getting Started</strong></td>
<td>Several years to achieve</td>
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<tr>
<td><strong>Stage 2: Going in Circles</strong></td>
<td>Team that is highly proactive &amp; committed to community vision</td>
</tr>
<tr>
<td><strong>Stage 3: Getting on Course</strong></td>
<td>Trust is extended &amp; team has developed flexibility and able to adapt to changes</td>
</tr>
<tr>
<td><strong>Stage 4: Full Speed Ahead</strong></td>
<td>Involvement in the team is constant &amp; self-initiated</td>
</tr>
</tbody>
</table>

Who are the right people for your community transition team?

- “Community” may mean city, county, or a neighborhood.
- Each CTT will in fact look different
- Consider geographic issues

Creating a Vision for the Future

Transition = Young adults with disabilities full members of community & participate in all aspects of adult life

Vision is complete picture of all issues that impact transition

- 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

What is a Vision for the Future & Why Does Your Team Need one?

- Collective vision aligns a team to pursue its mission
- Vision reflects the building of ideas
- Provides motivation and inspiration

Vision vs. Reality

Two ways you can go:
1. Lower your vision
2. Change reality

"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)

Writing Your Vision

The purpose of the () Team is to (Vision) for (Target Group) by (Strategies) ___.

- Can you do it in 3 sentences??
"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."

"The purpose of the Transition Visionary team is to have... students who have completed high school start and/or attain their post-secondary goal ... 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."

"Yes. We connected with the Chamber of Commerce. The job club has started. The parent Advisory Committee meets regularly. Work with Vocational Rehabilitation has increased. Four workshops created for families; employment, college, agencies and future planning."

"The group has begun the process of meeting our vision by simply bringing community, schools, and parents around the table."

"Yes! Collaboration of the various members with differing points of focus."

Clear Goals and Action Plans
Cohort 1 Team Example Goals
- Increase student self-determination
- Increase student involvement in community employment
- Increase parent participation
- Increase agency involvement
- Increase opportunities for stakeholders to be involved in transition by establishing training workshops and effective parent transition communication tools

Cohort 1 Example Activities
- Educate business, community, school personnel, families, and students about how people with disabilities can be productive members of the community.
- Create a CTT website
- Survey businesses and students expectations of work experiences
- Research mentoring organizations
- Create a resource directory and transition brochures
- Build more community/business partnerships

Outcomes from the Community Transition Teams
- School and Regional Transition Fairs
- Development and creation of regional resource directories
- Development and creation of regional newsletters
- Increasing student’s engaged and leading their own IEP
- Outreach to middle school families and school personnel
- Outreach to business partnerships
- Creating professional development activities for staff
- Creating transition related workshops targeted for parents
- Addressing transition in school curriculum
- Partnering with surrounding school districts to effectively utilize community resources
- Increasing open communication with all parties.

Successful team member activity
If you could offer 5 dos and don'ts that would help members to be more successful, what would they be?

<table>
<thead>
<tr>
<th>DO</th>
<th>DON'T</th>
</tr>
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National Resource Directory
Interagency & Community Systems for Serving Youth with Disabilities
This resource is a directory of resources for serving youth with disabilities.

Education
- Autism
- Attention Disorders
- Hearing
- Deafness
- Visual
- Speech/Language
- Blind
- Handicapped
- Hearing Impaired
- Vision Impaired

Health and Human Services
- Medical
- Dentist
- Social Worker
- Mental Health

Juvenile Justice
- Juvenile Court
- Probation
- Parole

Employment
- Job Search
- Employment

Social Security
- SSA

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# NJ Interagency BINGO

|-------|-------------------|--------------------------|----------------------|-----------------|-----------------|-------------|-------------|-------------|----------------------|-----------------|---------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-------------|

# Community Resource Mapping to Enhance Collaboration

- **Step 1: Pre-Mapping**
  - Vision
  - Goal-Setting
  - Partnership-building

- **Step 2: Mapping**
  - Identify a process
  - Collect Data
  - Develop Products

- **Step 3: Implement Map Results**
  - Strategic Planning
  - Communicating
  - Supporting Community Action

- **Step 4: Evaluation/ Mid-Course Corrections**
  - Keeping Current
  - Continue to Measure
  - Maintain Momentum


# Map It!

What agencies/organizations/people would you contact to work with Marie?

![Marie](image)

# KWL: Interagency Collaboration

- What do you know about IC?
- What more do you want to know?
- What did you learn?
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?
Dr. Mary E. Morningstar
mmorningstar@ku.edu
www.transitioncoalition.org
Interagency Reading List


Websites:

**Interagency & Community Systems for Serving Youth with Disabilities**
http://www.transitioncoalition.org/transition/ics.php

**Evidence-Based Research and Practice Resources**
http://www.nsttac.org/content/evidence-based-research-and-practice-resources

**National Center on Secondary Education and Transition**
http://www.ncset.org/topics/default.asp see Topics: (1) NCSET Topics on Transition Planning and Community Resources; (2) NCSET Topics on Linking Systems

**PACER Center Interagency Collaboration**
http://www.pacer.org/tatra/resources/inter.asp

**New Jersey Resources**
http://rwjms.umdnj.edu/boggscen/links/NJ_links.html
<table>
<thead>
<tr>
<th>Challenges to Interagency Collaboration</th>
<th>Strategies to Improve Interagency Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff turnover</td>
<td></td>
</tr>
<tr>
<td>2. No information from school to school</td>
<td></td>
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<tr>
<td>3. Prior consent is hard to get from outside agencies to attend</td>
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<tr>
<td>4. Lack of attendance to meetings</td>
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<tr>
<td>5. Organization/agency and school has different agendas</td>
<td></td>
</tr>
<tr>
<td>6. Limited number of agencies</td>
<td></td>
</tr>
<tr>
<td>7. Lack of funding, Economy...</td>
<td></td>
</tr>
<tr>
<td>8. Time consuming to reach out to agencies</td>
<td></td>
</tr>
<tr>
<td>9. Eligibility and application processes are different and/or duplicative</td>
<td></td>
</tr>
<tr>
<td>10. Power struggle between agencies – who is responsible</td>
<td></td>
</tr>
<tr>
<td>11. Communication: not aware that student is involved in behavioral health (other other services)</td>
<td></td>
</tr>
<tr>
<td>12. Not educated enough about systems other than school</td>
<td></td>
</tr>
<tr>
<td>13. Physical distance to agencies (approx. 50 miles a way to service)</td>
<td></td>
</tr>
<tr>
<td>14. Individual out comes for school vs. broad outcome for agencies</td>
<td></td>
</tr>
<tr>
<td>15. Education is mandated to provide edu. And agencies have to work within budget</td>
<td></td>
</tr>
<tr>
<td>16. Conflicting Policies and Procedures (programs can't help student until out of high school)</td>
<td></td>
</tr>
<tr>
<td>17. No services for students with learning disabilities</td>
<td></td>
</tr>
<tr>
<td>18. Scheduling conflicts (1 month advance meeting but then need to reschedule)</td>
<td></td>
</tr>
<tr>
<td>19. Lack of follow through</td>
<td></td>
</tr>
<tr>
<td>20. Just don’t show up to meeting</td>
<td></td>
</tr>
<tr>
<td>21. Families disengaged; don’t know procedures</td>
<td></td>
</tr>
</tbody>
</table>

OTHERS??
**NJ INTERAGENCY COLLABORATION:**
Let’s learn about Adult Agencies-BINGO


Place the numbers *randomly* in the boxes. One number per box. Some will not be used. No free space!

<table>
<thead>
<tr>
<th>1. NJ SSI</th>
<th>2. NJ Next Stop...Your Career</th>
<th>3. NJ Dept of Education</th>
<th>4. Disability Rights New Jersey</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Statewide Parent Advocacy Network (SPAN)</td>
<td>6. NJ Statewide Independent Living Council</td>
<td>7. NJ Transit Accessible Services</td>
<td>8. NJ Statewide Network for Cultural Competence</td>
</tr>
<tr>
<td>9. NJ Assistive Technology Center</td>
<td>10. NJ Job Corps Center (Edison)</td>
<td>11. NJ Department of Health and Senior Services, Special Child Health Services</td>
<td>12. NJ Council on Disability</td>
</tr>
<tr>
<td>13. NJ Division of Vocational Rehabilitation Services</td>
<td>14. NJ Commission for the Blind and Visually Impaired</td>
<td>15. NJ Division of Medical Assistance and Health Services</td>
<td>16. NJ Coalition for Inclusive Education</td>
</tr>
<tr>
<td><a href="http://lwd.dol.state.nj.us/labor/dvrs/DVRIndex">http://lwd.dol.state.nj.us/labor/dvrs/DVRIndex</a></td>
<td><a href="http://www.state.nj.us/humanservices/cbvi/index">http://www.state.nj.us/humanservices/cbvi/index</a></td>
<td><a href="http://www.state.nj.us/humanservices/dmahs/home">http://www.state.nj.us/humanservices/dmahs/home</a></td>
<td><a href="http://njcie.net/">http://njcie.net/</a></td>
</tr>
<tr>
<td>17. The Arc of New Jersey</td>
<td>18. NJ Department of Children and Families, Division of Child Behavioral Health Services</td>
<td>19. NJ Division of Developmental Disabilities</td>
<td>20. NJ AHEAD</td>
</tr>
</tbody>
</table>

# Community Transition Team Membership Inventory

<table>
<thead>
<tr>
<th>Who Will Contact</th>
<th>Title/ Position/ Role</th>
<th>Name of Person</th>
<th>Phone/ Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with a Disability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents/ Family of Students with a Disability</td>
<td></td>
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</tr>
<tr>
<td>Former Student with a Disability</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>School Administrator(s)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Vocational Ed. Teachers</td>
<td></td>
<td></td>
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<tr>
<td>Special Ed. Teachers</td>
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<tr>
<td>Transition Coordinators</td>
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<tr>
<td>School Psychologists</td>
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<tr>
<td>School Guidance Counselors</td>
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<tr>
<td>School Social Workers</td>
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<tr>
<td>Adult Agency Representatives</td>
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<tr>
<td>Social Security Representative</td>
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<tr>
<td>Community Mental Health Center Representatives</td>
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<tr>
<td>Juvenile Justice Representatives</td>
<td></td>
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<tr>
<td>Disability Advocacy Organization (i.e., The Arc) Representatives</td>
<td></td>
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<tr>
<td>Residential Service Providers</td>
<td></td>
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<tr>
<td>Developmental Disability Representatives</td>
<td></td>
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<tr>
<td>Vocational Rehabilitation Representatives</td>
<td></td>
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<tr>
<td>Independent Living Center Representatives</td>
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<tr>
<td>Employers</td>
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<tr>
<td>Recreation &amp; Leisure Representatives</td>
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<tr>
<td><strong>Transportation Providers</strong></td>
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<tr>
<td><strong>Public Safety Representatives</strong></td>
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<tr>
<td><strong>College/ University Representatives</strong></td>
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<tr>
<td><strong>Pastors/ Ministers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sorority/ Fraternity Representatives</strong></td>
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<tr>
<td><strong>Civic Organizations</strong></td>
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</tr>
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*Adapted from: Kansas Transition Council Workbook (2000). University of Kansas, Lawrence, KS.*