



**National Secondary Transition
Technical Assistance Center**



SchoolTalk

Getting Community Resources into the IEP

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IDEA (2004) Requirements for Inviting Outside Agencies

- ▶ IDEA (2004) The public agency, to the extent appropriate, with the consent of the parents or a youth who has reached the age of majority, must invite to the IEP meeting **a representative of any participating agency that is likely to be responsible for providing or paying for transition services** [34 CFR §300.321(b)(3)].

Interagency Collaboration: Defined

- ▶ Interagency collaboration is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.
- ▶ Develop wide reaching state interagency teams that include disability related and non-disability related agencies (e.g., Developmental Disabilities, Vocational Rehabilitation, Department of Labor, Social Security Administration) with a common interest in transition service delivery.
- ▶ May clearly define roles and responsibilities of each organization as part of an interagency agreement.

Importance of Interagency Collaboration in the Transition Planning Process

- ▶ Students who received assistance from 3 to 6 agencies (compared to 0 to 2 agencies) were more likely to be engaged in post-school employment or education (Bullis et al., 1995).
- ▶ Transition interagency council characteristics (i.e., agency directories, agreements, councils, general information, local business advisory boards, parent network) were positively correlated with postsecondary education (Repetto et al., 2002).
- ▶ Evidence-based predictor of post-school success in education and employment (Test et al., 2009).

In-School Predictors by Post-School Outcome Area

| Predictors/Outcomes | Education | Employment | Independent Living |
|-----------------------------------|-----------|------------|--------------------|
| •Self-Advocacy/Self-Determination | X | X | |
| •Self-Care/Independent Living | X | X | X |
| •Social Skills | X | X | |
| •Interagency Collaboration | X | X | |
| •Parent Expectations | X | X | |
| •Parental Involvement | | X | |
| •Student Support | X | X | X |
| •Transition Program | X | X | |

Barriers to Interagency Collaboration

- ▶ Staff turnover leads to lack of consistency
- ▶ Getting adult agency personnel to attend consistently
- ▶ Need to better communication across agencies
- ▶ Lack of knowledge about services/resources
- ▶ Limited student and family involvement

One Possible Solution: CIRCLES

(Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students)

- ▶ **CIRCLES is a new way of planning and delivering these services to your students.**
- ▶ In CIRCLES, we have a School Level Team (SLT), made up of school staff and caseworkers and case managers of each of the outside agencies who might be able to help your student make this transition successfully.
- ▶ They come together to meet with your student, your student's parents, you, and whoever else your student would like to have there for support or feedback.

Community-Level Team

- **Agencies/Service Providers**



BOSSES
Executive-
Level
Folks

- Discuss policy/braid together resources
- Collaborate for service delivery
- Do **NOT** work directly with students
- Meet 2-4 times/year

School-Level Team

•Agencies/Service Providers, School Personnel



**Direct
Service
Providers**

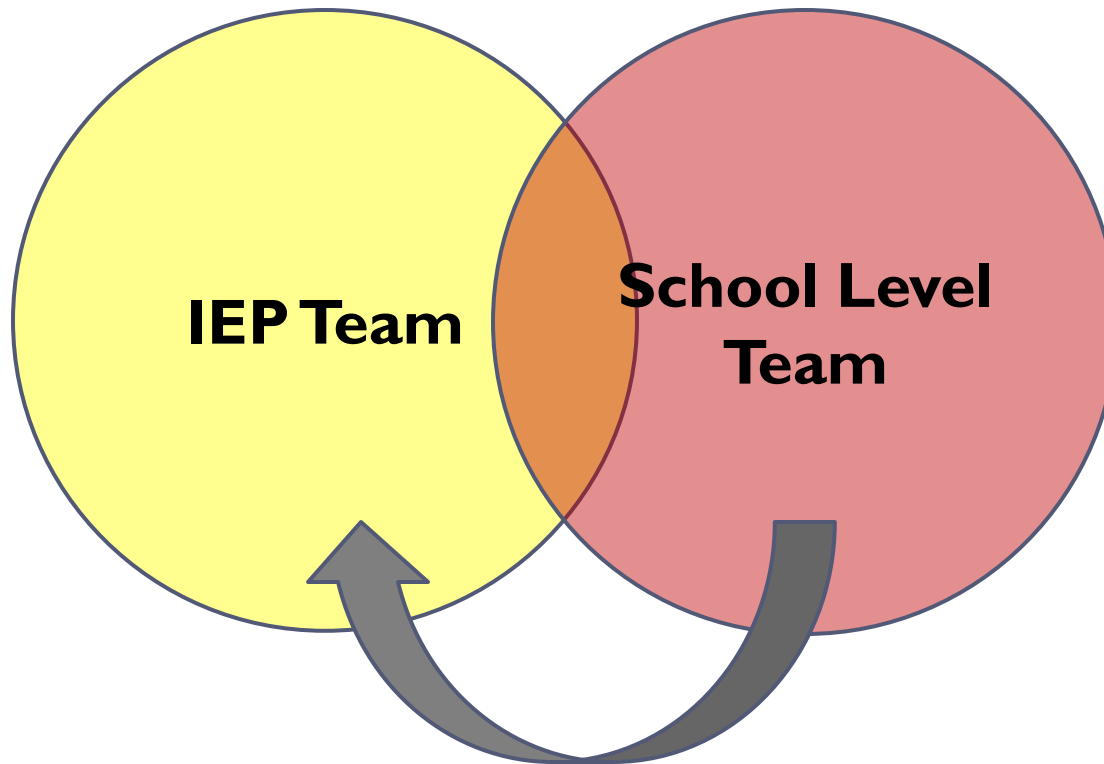
- Work **DIRECTLY** with students/families
 - Collaborate to provide services to **INDIVIDUAL** students
 - See students from multiple schools for transition planning
 - Meet Monthly
- AND** – pre-plan transition goals for the IEP team

WARNING

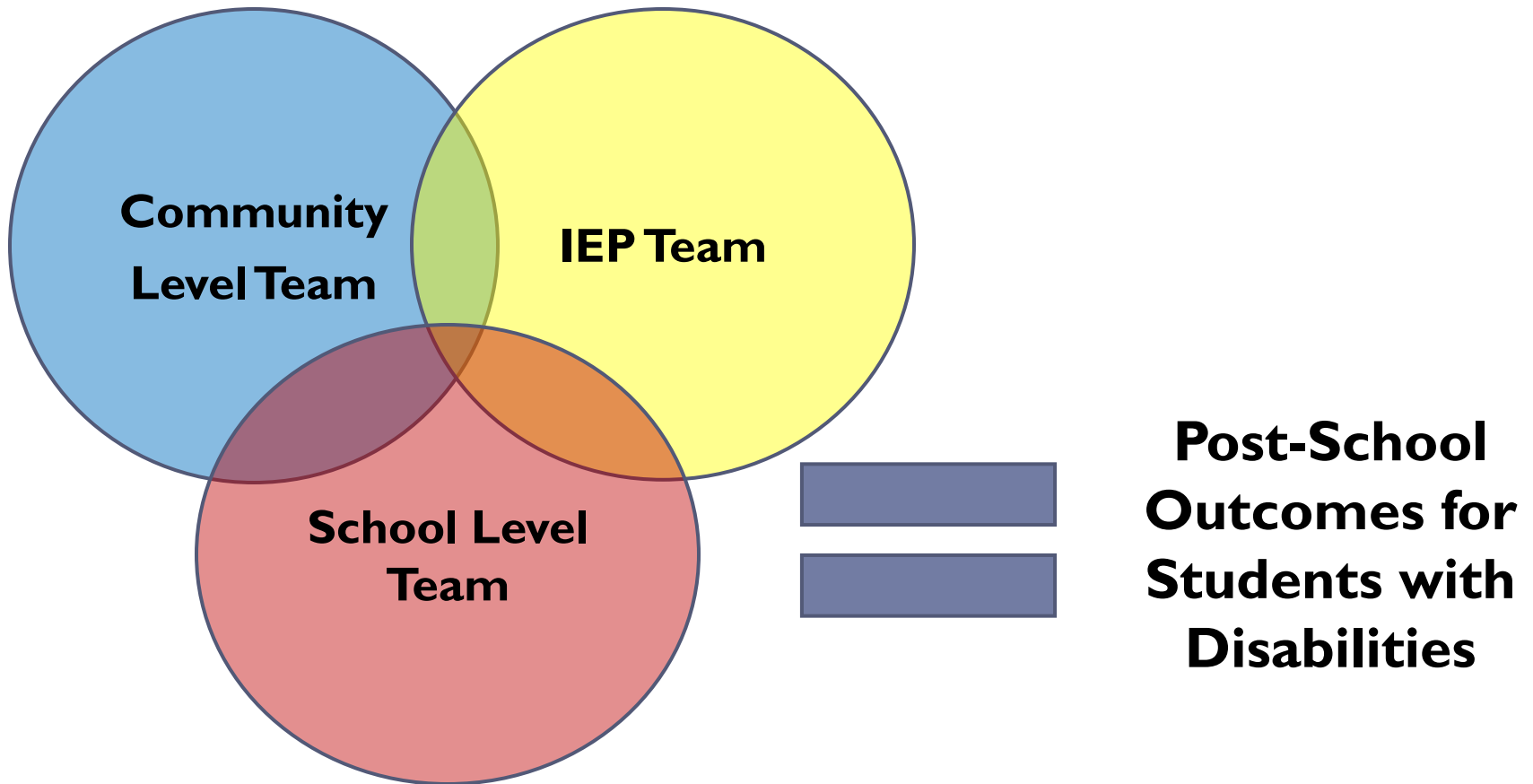
**A CIRCLES' SLT
meeting is a
PREPLANNING
meeting, NOT an IEP
meeting!**

Submit Pre-planned Transition Goals to IEP Team

Transition Goals



Interagency Collaboration = Improved Post-School Outcomes



Another Possible Solution: Community Resource Mapping

- ▶ Community resource mapping is a process used to identify resources that will help students become successful while transitioning through and from high school.
- ▶ Should be an ongoing process.
- ▶ May be completed by a designated administrator, teacher, or parent with the help of a group of individuals committed to student success.
- ▶ Community resource mapping supports transition planning and work-based learning experiences by locating nearby supports and opportunities to assist with student exposure to various employment and education opportunities, as well as agencies and services.

Community Resource Mapping



Potential Community Mapping Team Members

- ▶ Participants on the team for completing the community resource map should have knowledge or access to information which indicate current resources specific to an area and which could be utilized by individuals with disabilities.
 - ▶ Members of community advocacy groups: The Arc, Autism Society, Autism Speaks, First In Families, Exceptional Children Advocacy Center, Autism Foundation of the Carolinas, Latin American Coalition, etc.
 - ▶ Parents
 - ▶ Students with community resource knowledge
 - ▶ Individual with knowledge of health services
 - ▶ University or community college personnel
 - ▶ Parks and Recreation Staff
 - ▶ Vocational Rehab Personnel

Potential Community Mapping Uses

- ▶ Provides support and additional information for the transition process
- ▶ Provides support in locating new or additional work-based learning sites
- ▶ Provides opportunities for increased collaboration and networking with families and agencies
- ▶ Reduces the stress of families and schools in locating services
- ▶ Saves time for schools, families, and agencies
- ▶ Provides a tool to assist students and families in planning
- ▶ Supports a range of individuals and groups

CSESA Community Resource Mapping Task Analysis

| Task | Completed Date | By Whom |
|--|----------------|---------|
| 1. Pre-Mapping | | |
| <ul style="list-style-type: none"> • Identify members for the CSESA Community Mapping Team <ul style="list-style-type: none"> ○ Members should have knowledge of resources specific to ASD within the defined community ○ May include representatives of school, adult agency, advocacy organization, higher education, family, training, business,... | | |
| <ul style="list-style-type: none"> • Identify goal of the team. | | |
| <ul style="list-style-type: none"> • Answer reflection questions. <ul style="list-style-type: none"> ○ What geographic area are we mapping? ○ Do we have the correct team members? ○ How will we know when we have completed the task? ○ How often do we communicate, and how? ○ How often does the map need to be reviewed and up-dated? | | |
| <ul style="list-style-type: none"> • Review CSESA Community Mapping Template to determine if additional categories are needed | | |
| 2. Mapping | | |
| <ul style="list-style-type: none"> • Establish sources of data (i.e., What summaries of resources already exist? Printed? Electronic?) | | |
| <ul style="list-style-type: none"> • Acquire established resources. | | |
| <ul style="list-style-type: none"> • Assess if established manuals are complete specific to ASD. | | |
| <ul style="list-style-type: none"> • Complete CSESA Community Mapping Template with gathered data from resources. | | |

| | |
|--|--|
| <ul style="list-style-type: none"> • Determine with team members if map is complete. If determined is incomplete, revisit the process. | |
| 3. Post-Mapping | |
| <ul style="list-style-type: none"> • Communicate your findings to appropriate individuals, such as students, parents, teacher, case manager, and other members of the IEP team for transition planning. | |
| <ul style="list-style-type: none"> • Establish when map will be reviewed or updated | |
| <ul style="list-style-type: none"> • Consider any next steps, as needed. | |

CSESA Community Resource Mapping Form

Appendix B-2

CSESA Community Resource Mapping form

Dates of Assessment _____ Complied by _____

City/County/Community _____

The headings in **Community Assessment** are aligned with postsecondary outcomes specified in the definition of transition services from IDEA 2004. In addition, transportation is included to encourage optimal independence for students with disabilities

School Identification Information:

School Name:

School Telephone(s):

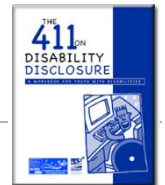
School Email:

School Address:

School Courier #:

Resources

- ▶ WWW.dctransition.org - Clearinghouse of information about DC resources to support youth with disabilities.
- ▶ <http://ossesecondarytransition.org/> - OSSE's website includes an overview of age-appropriate steps for supporting transition and video and toolkit for Student-Led IEPs
- ▶ <http://dcpstransition.com/> - the DCPS website for “all things transition.”
- ▶ **411 on Disclosure** – a work book to help young people make good decisions about when and how to tell people about their disabilities. <http://www.ncwd-youth.info/411-on-disability-disclosure>
- ▶ **Guidance and Career Counselors Toolkit: *Advising High School Students with Disabilities on Postsecondary Options*** - contains answers to counselors' most frequently asked questions about postsecondary opportunities for students with disabilities. <http://www.heath.gwu.edu/>



Beyond websites – connecting with the DC secondary transition community

- ▶ **DC Secondary Transition Community of Practice**
 - ▶ A city-wide, cross-section of stakeholders who come together to strengthen our individual and collective ability to support DC youth with disabilities transition into a self-directed life.
 - ▶ Meets monthly
- ▶ **DC Supporting Families Community of Practice**
 - ▶ Focused on individuals with developmental disabilities and their families through the life span.
 - ▶ Department on Disability Services & Quality Trust
- ▶ **C3N – College and Credential Completion Network**
 - ▶ Part of the RAISE DC initiative
 - ▶ OSSE
- ▶ **National Youth Transition Center** (<http://www.thenytc.org/>)
 - ▶ National and local collaborative

For More Information...

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