

Running Project Part 2

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March 1, 2024

Interagency Collaboration

The domain selected for this part of the project is the domain of Interagency Collaboration. This domain was selected because it was one of the lowest-scoring domains on TQI-2 survey. The score for this domain was 1.29. Parochial schools in the Diocese of Dallas can meet the needs of most of their students with very few of the resources and funding available to them. While schools can connect some families to outside services like tutoring or speech therapy, consistent funding for these remains an obstacle. Many of the families end up paying the cost out of their own pocket. The schools primarily collaborate with the students' families to meet their child's transitional needs when they graduate grade school and move on to high school. However, using outside resources and relying on the community to support students with special needs as they transition is an area that the parochial school system could explore more fully. As stated in an article by Povenmire-Kirk, "Interagency collaboration has been identified as an evidence-based predictor of improved education and employment outcomes for students with disabilities" (2015).

Literature Review Table

APA Citation of the Article	Research Purpose	Key Findings
Carter, Blustein, C. L., Bumble, J. L., Harvey, S., Henderson, L. M., & McMillan, E. D. (2016). Engaging Communities in Identifying Local Strategies for Expanding Integrated Employment during and after High School. <i>American Journal on Intellectual and Developmental Disabilities, 121</i> (5), 398–418. https://doi.org/10.1352/1944-7558-121.5.398	1. To explore the solutions community members generate using the "Community Conversations" approach, around the employment of young people with IDD.	<ul style="list-style-type: none"> • Six overarching themes referencing school, families, and communities emerged from these community conversations. • Nearly all attendees (95.3%) agreed

		<p>the event was a good investment of time.</p> <ul style="list-style-type: none"> • Feedback gathered from the attendees 6 weeks after the event affirmed the social validity of the “Community Conversations” approach.
<p>Noonan, Erickson, A. G., & Morningstar, M. E. (2013). Effects of Community Transition Teams on Interagency Collaboration for School and Adult Agency Staff. <i>Career Development and Transition for Exceptional Individuals</i>, 36(2), 96–104. https://doi.org/10.1177/2165143412451119</p>	<ol style="list-style-type: none"> 1. To examine the change in indicators of high-quality interagency collaboration after one year of establishing a community transition team. 	<ul style="list-style-type: none"> • The result of this study adds to a research base that supports the development of community transition teams.
<p>Povenmire-Kirk, Diegelmann, K., Crump, K., Schnorr, C., Test, D., Flowers, C., & Aspel, N. (2015). Implementing CIRCLES: A new model for interagency collaboration in transition planning. <i>Journal of Vocational Rehabilitation</i>, 42(1), 51–65. https://doi.org/10.3233/JVR-140723</p>	<ol style="list-style-type: none"> 1. To identify successes and challenges in the first year of implementation of the CIRCLES service delivery model. 	<ul style="list-style-type: none"> • CIRCLES model of service delivery improved the sense of collaboration and awareness among agency members. • Five challenges and four successes were identified in implementing this service model.

Website Abstracts

Providing accurate and consistent information on the Special Education Process. Texas Project First. (2023, October 12). <https://texasprojectfirst.org/en/providing-accurate-and-consistent-information-on-the-special-education-process/>

Texas Project First is a website resource that provides accurate and consistent information on the special education process. The site also contains information organized by age range and on various topics, including transition. The target audience of this site is parents of individuals with special education needs living in Texas. However, it is a valuable resource to have as a reference for anyone who works with individuals in the special education system.

“Transition to Adulthood Learning Collaborative.” *Transition to Adulthood Learning Collaborative* | Texas DSHS, www.dshs.texas.gov/maternal-child-health/programs-and-activities-maternal-child-health/cshcn-systems-development-group/transition-to-adulthood-learning. Accessed 28 Feb. 2024.

The Transition to Adulthood Learning Collaborative is a program sponsored by the Texas Department of State Health Services. The website targets families and individuals who care for individuals with developmental and healthcare needs. The link in the citation above links directly to the page containing information about the Transitioning to Adulthood Learning Collaborative. According to the website, the mission of the collaborative is to “promote a collaborative approach to the provision of transition services for youth in Texas with disabilities and special healthcare needs and their families” (Transition 2024). This collaborative meets regularly to discuss topics on transitioning students into adulthood.

Summary of Findings

As stated in the article by Povenmire-Kirk et. al., each student's post-school goal serves as a road map, we need to know where the student is going if we are going to plan how to get there (2015). The findings from these journals and websites reiterate the importance and value of interagency collaboration in times of student transitioning. Interagency collaboration is an evidence-based practice that has shown increased enrollment in post-secondary education, specifically when working with students of low-income, minority backgrounds (Povenmire-Kirk 2015).

All three articles emphasize the importance of including a variety of stakeholders, including members of agencies and the larger community, in creating opportunities for individuals with disabilities to be active participants in their community. Two of the articles read outlined asset-based models that encourage the community to participate in round table discussions. Carter, Blustein, Bumble, Harvey, Henderson, and McMillan (2016) studied the community conversations approach. This study identified six overarching themes and strategies that emerged when communities intentionally dialogue about improving employment opportunities for individuals with intellectual and developmental disabilities in their local community. The second model discussed in an article was CIRCLES project based on the collaboration theory and the self-determination theory (Povenmire-Kirk 2015). The idea behind this model is that when interagency collaboration works with teaching students' self-determination skills and the student is involved in their IEP meetings, it will lead to improved post school outcomes. As Noonan states, interagency collaboration and links are critical for an individual's success with post school outcomes and are also essential indicators of quality transition services (2013). These articles describe interagency collaboration models that may be

effective in building connections individuals to the community that provide services or employment to individuals with disabilities.

The websites reviewed were the sites for the Texas Project First and the Transition to Adulthood Learning Collaborative. Both sites and programs are based in Texas, with the collaborative sponsored by the Texas DSHS. These sites were chosen to be reviewed because they have links to resources and information available to students and families in Texas. These sites provide information for families in Texas who have students with disabilities transitioning from school into post-secondary living, employment, and education. Additionally, both sites address needs children may have at various ages throughout their life and educational career. These sites are helpful resources that can be shared with families as a point of reference as they navigate the transition process and connect with the services their child needs.

References:

- Carter, Blustein, C. L., Bumble, J. L., Harvey, S., Henderson, L. M., & McMillan, E. D. (2016). Engaging Communities in Identifying Local Strategies for Expanding Integrated Employment during and after High School. *American Journal on Intellectual and Developmental Disabilities, 121*(5), 398–418. <https://doi.org/10.1352/1944-7558-121.5.398>
- Noonan, Erickson, A. G., & Morningstar, M. E. (2013). Effects of Community Transition Teams on Interagency Collaboration for School and Adult Agency Staff. *Career Development and Transition for Exceptional Individuals, 36*(2), 96–104. <https://doi.org/10.1177/2165143412451119>

Providing accurate and consistent information on the Special Education Process. Texas Project First. (2023, October 12). <https://texasprojectfirst.org/en/providing-accurate-and-consistent-information-on-the-special-education-process/>

Povenmire-Kirk, Diegelmann, K., Crump, K., Schnorr, C., Test, D., Flowers, C., & Aspel, N.

(2015). Implementing CIRCLES: A new model for interagency collaboration in transition planning. *Journal of Vocational Rehabilitation*, 42(1), 51–65.

<https://doi.org/10.3233/JVR-140723>

“Transition to Adulthood Learning Collaborative.” *Transition to Adulthood Learning Collaborative* | Texas DSHS, www.dshs.texas.gov/maternal-child-health/programs-activities-maternal-child-health/cshcn-systems-development-group/transition-to-adulthood-learning. Accessed 28 Feb. 2024.