School Board Executive Summary

Transition Plus Update
March 18, 2010

Background
Transition Plus Program is a collaborative with Hopkins, Minnetonka and St. Louis Park School Districts. This program provides services for students with disabilities ages 18-21 with individualized education plans focused on three key Transition areas: Post-secondary, Community Living, and Jobs and Job Training. Within the past three years, a Steering Committee with county, school, and vocational representatives, crafted an Interagency Individual Intervention Planning Process to be piloted. The Implementation Phase of the Pilot that has occurred over the past two years was presented to the Minnesota State Interagency Committee on March 5, 2010. This report highlights that Implementation Phase.

Purpose
The Interagency Steering Committee worked for an entire year on defining the Individual Interagency Intervention Planning Process. The purpose of the pilot was to implement the planning process and learn from all the constituents about what was helping students and their families in designing the next phase of their lives with the county and/or vocational rehabilitation services. The intent of the planning process was to build a bridge from education into county, vocational or other social services. The Hennepin County Individual Interagency Intervention Planning Process (IIIPP) was to be a single system of coordination of services in Hennepin County of Minnesota.

Recommendation
School Board accept this report.

Presenter(s)/Contact(s)
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Overview
In 1998, Minnesota legislature passed “Interagency Services for Children with Disabilities Act”. The purpose of the act was to develop and implement a coordinated interagency intervention system for children ages 3-21. Families whose children are served by multiple public agencies must be offered the opportunity for joint planning. The timeline from the state for Joint Planning Implementation was: ages 3-5 years (July 2000); 5-9 years (July 2001); 9-14 years (July 2002); and 14-21 years (July 2003).

Minnesota State Interagency Committee (MnSIC) has been working with different public state agencies such as education, human services, health, vocational rehabilitative services, corrections, Minnesota Association of Special Education Directors, and School Nurses of Minnesota, to design a document for interagency collaboration. Within the past three years, MnSIC determined that it’s more important to move away from the document, instead focusing on the planning process, which involves all public agencies serving a student and their family. Hopkins, Minnetonka and St. Louis Park volunteered to work with Hennepin County and the Interagency Steering Committee to design the Implementation Phase of the planning process.

In 2002, Hennepin County, Minneapolis Public Schools, and Intermediate School District 287 developed an interagency agreement to develop joint individual interagency intervention plans. Joint IIIPs never materialized.

In 2007 Hennepin County, Minneapolis Public Schools, Osseo Schools, Minnetonka, St. Louis Park, St. Anthony, Hopkins, Wayzata and Intermediate School District 287 schools with PICA Head Start revisited interagency planning and agreed to focus on the process rather than a single plan.
In 2008 Hennepin County, Hopkins, Minnetonka, and St. Louis Park Transition Plus Program, Minnesota Center for Independent Living, and the Minnesota Workforce Center-Rehabilitative Services agreed to develop and pilot an interagency planning process for students ages 18-21 who are receiving transition services in Transition Plus Program. Hennepin County sponsoring organizations were Hennepin County Aging and Disabilities Services, Hennepin County case management, and Hennepin County Integrate Care Initiative along with school districts, students and their families.

The Hennepin County IIIPP Pilot had two goals:
1. Achieve improved human services, health and educational outcomes for children with disabilities in Hennepin County.
2. Coordinate, collaborate and integrate services between the community, county and school systems.

The IIIPP Pilot began in January 1, 2009 with a training initiative across all public agencies. Two survey’s have been sent out, one as a follow up to the training and a second to see if there has been any progress.

**Primary Issues to Consider**
It is important for all stakeholders to be committed to the implementation and sustainability of the planning process. Another issue is the fidelity of the implementation phase and how to assess the integrity of the coordinated planning process with multiple public agencies. The design for how to continue to train staff in the implementation of the process is critical to the success. Leadership at the Transition Plus Program site is paramount to the success of the implementation.

**Supporting Documents**
- Hennepin County IIIP Coordinated Planning Process
- County Staff Responsibility
- Pathway to identify if a Special Education Student is receiving County Services for Purposes of Coordinated Planning
- Student and Family Survey in data collection
The Mission Statement of the Hennepin County Individual Interagency Intervention Planning Process is to develop an interagency collaboration process for children with disabilities in order to simplify and increase the efficiency of the service provision process to individuals with disabilities and their families and the staff of the participating agencies. (1998 Minnesota Statutes 125.A.023 and 125.A027)

What is the Individual Interagency Intervention Planning Process Pilot?

Hennepin County, Vocational Rehabilitative Services, and Hopkins, Minnetonka and St. Louis Park School Districts along with a Steering Committee, engaged in a process to coordinate planning with a student and family, and all public agencies. The goal of the Pilot was to implement the planning process versus focusing on an Interagency Document from Minnesota State Interagency Committee (MnSIC).

The Steering Committee designed a voluntary process for the student and their family. Once an invitation is sent to engage in this new process, the student and family indicates their willingness to participate with all the public agencies. It is akin to bringing the Individual Education Plan as well as the Individual Service Plans from the county and vocational rehabilitative services. The intent is to build a bridge from educational services into the next phase of students’ lives with county and vocational services. It is also intended to be a purposeful and focused planning process to coordinate services from all public agencies.
By joining forces with Hennepin County, Vocational Rehabilitative Services, the Metropolitan Center for Independent Living, and the three school districts, Transition Plus Program was key in the Implementation Phase of the Pilot. The purpose was to learn about moving from design to implementation and to learn how to facilitate the communication and collaboration between the public agencies with each agencies rules and regulations for eligibility and service delivery.

The Steering Committee met and determined a need to provide Professional Development and roll out the IIIPP process for all public agencies. MnSIC provided funding for training manuals, food and beverages for two sessions. The November 18, 2008 and March 2009 trainings were designed to highlight and explain all the important rules and regulations with each agency’s responsibilities. The intent was to facilitate the understanding one another’s obligations and to create a common language. Two surveys were provided to the field after the training; one sent immediately and a second follow up survey sent in June 2009. The first survey indicated the importance of offering a second training for members who had missed the first training.

At Transition Plus, additional training has included one-to-one with staff and implementation of the planning process with documentation using the template for Meeting Summary Report Notes. Training has also focused on revisions of the planning process documents, internal tracking of the IIIPP process with each family, and introduction of the coordinating planning documents to staff, parents, and outside agencies.

Proposals were made with two students and their families to create a bridging of services from education to vocational placements. The IIIPP process addressed the identified needs and goals for the students. The purpose of the placements was to create a “transition placement” for the student to enter into their Day Training and Habilitation Program prior to graduation from the school district. This placement is a funding trial agreement between the school district and vocational rehabilitative service. Hennepin County social
workers have been instrumental in working with student and family in selecting and visiting different placement options for consideration. This “transition placement” provides an opportunity to move seamlessly from school services to rehabilitative services prior to graduation so that the placement continues after graduation. The importance of the coordinated planning process is the student’s assessment and placement along with the definitions of each agency’s roles and responsibilities including funding.

During the Implementation Phase, it became clear that it was important to have a note taker documenting the Meeting Summary Report Notes. The purpose of the documentation facilitates the engagement of all members in the coordinated planning process, delineating the goals and responsibilities for each agency in follow through with agreements for services to be rendered.

A key learning is all the systems and public agencies are under grave and economic duress thus emphasizing the urgency and need for this ongoing coordination and collaboration of public agencies in serving our students with disabilities ages 18-21.

Steps determined as important factors in the planning process are:

1) The initiation of the Front Door with Hennepin County was critical to find out if there was a county case manager working with the family, and if the family was not in the county system to initiate the application process for county assistance

2) Family/Student Considerations for the student and families to review their needs and concerns prior to the planning process and come with these outlined for themselves

3) Family/Student Considerations was revised to accompany the Notice of Team Meeting sent to families and public agencies to commence the IIIPP process

4) A Release of Information form was to accompany the Notice of Team Meeting

5) Meeting Summary Report documented the coordinated planning process

6) Student and Parent Surveys were sent home, completed and returned to the county for data collection and review.
During the December Child Count period, it was important to correctly report the IIIPP with public agencies, as opposed to an IEP, to the Minnesota Department of Education through the Minnesota Automated Reporting Student System (MARSS). In the Child Count process, 33 students (12 Hopkins, 18 Minnetonka, and 3 St. Louis Park) and their families were engaged in the IIIPP. Two students are in the bridging “transition” process, one Hopkins and one Minnetonka. Nine of these students will be graduating in June 2010.

What are the key learnings from the Pilot?

As stated earlier, the grave economic times and duress with the public agencies while awaiting the fiscal decisions for Minnesota funding of state and county resources impacts the options and opportunities for students and their families. Therefore, it is imperative that the public agencies develop and learn how to coordinate planfully and purposefully.

Communication, collaboration, and building key relationships across the public agencies at multiple levels creates engagement in problem solving and learning how to navigate the different systems. It is important to provide definitions to roles and responsibilities that create a common language between the public agencies.

Student and parent survey data is an evaluation tool. At this time, there are no completed surveys so it is important to explore how to collect this information. Gathering student and parent information will begin the Formal Implementation of the Individual Interagency Intervention Planning Process from a Pilot.

Replicability and sustainability are designed with the processes and documents since the integrity of the processes are key with personnel changes in all public agencies and systems.

Funding for Training materials along with the creation of videos for future training will be part of the sustainability of the coordinated planning process.
The development of the Steering Committee as a vehicle for engaging in the design of processes and documents was fundamental. Translating the design into implementation is an ongoing strategic emphasis for the public agencies.

In summary, the opportunity to pilot with public agencies has generated communication, collaboration and relationships instrumental in future designs and partnerships to meet the needs of students with disabilities as they create their plans for the future.
County Staff Responsibility

Henn Co staff obtains notification of the IIIP mtg from SPED staff.

Staff determine if they are able to attend

No. Can not attend

Henn Co staff must inform SPED staff that they can not attend.
Give a verbal update.
Send a recent, signed county plan. Add a update to the plan with emphasis on current MA/TEFRA services, guardianship status, employment, and waived services. Note concerns. Make suggestions. Send copy to diamond

Yes. Can attend

Henn Co staff must inform SPED staff that they will attend. Inform staff that 30-60 minutes will be needed to complete ADS documentation. Update Lotus Notes calendar.
Prepare for mtg.
Contact client/guardian/parent. Identify needs and concerns prior to the mtg.

Attend the IIIP. Bring your laptop to optimize your time and maximize your productivity. Time Report. Actively participate on this team.

Update the ISP, CSP, FSG, CSG, etc... Complete DD screening Update ROIs, data share.
Pathway to Identify if a Special Education Student is Receiving County Services For Purposes for Coordinated Planning

District Staff obtains a signed release of information from the parent/guardian of the child to work with Hennepin County on coordinating services, including identifying current County workers

The District faxes the release of information to the Hennepin County Front Door at:

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The Hennepin County Front Door looks up the child in the Hennepin County Data Sharing Data Base and identifies current and past workers on the child’s case within _____ days of receiving the fax.

The Front Door staff calls the District and informs them of the current and past workers on the child’s case and those workers’ contact information within ___ days of receiving the signed release of information. The Front Door staff also send the District a written copy of the names of the workers, the services provided and their contact information within ____ days of receiving the signed release of information.

The District contacts the identified Hennepin County workers and sends them the signed release and begins to provide coordinated planning for the child/student and their family.

Draft
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