



**Interagency Collaboration through the
CIRCLES Model: Connecting for
Success**

Arizona's 15th Annual Transition Conference 2015
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CIRCLES Supports IDEA

- A **coordinated** set of activitiesincluding:
- *postsecondary education,*
 - *vocational education,*
 - *integrated employment (including supported employment),*
 - *continuing and adult education,*
 - *adult services,*
 - *independent living, or*
 - *community participation (300.42(a)(1)).*

**IDEA - The coordinated set of activities
must be...**

...based on the individual student's needs, taking into account the student's strengths, preferences and interests; and includes –

1. Instruction
2. Related services
3. Community experiences
4. The development of employment and other post-school adult living objectives; and
5. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

IDEA: Adult Service Provider Involvement

The public agency, to the extent appropriate,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)].

IDEA: School System Accountability For Agency Follow-through

*If a participating agency fails to provide agreed-upon transition services described in the IEP of a student with a disability, **the public agency must reconvene the IEP team to identify alternative strategies to meet the transition objectives** for the child set out in the IEP (300.324(c)(1).*

Emerging Field of Collaborative Teaming

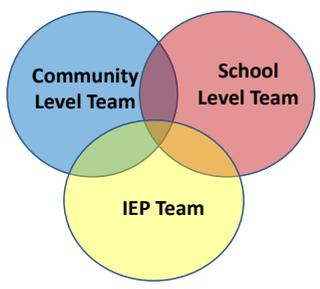
- Improved efficiency
- Increased productivity
- Enhanced outcomes
- Enhanced sustainability
- Attention to diversity
- Leadership growth



Interagency Collaboration is Supported by Research

- Interagency collaboration is an evidence-based predictor of post-school success in education and employment (Test et al., 2009).
- 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).

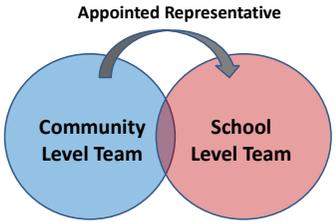
Multi-Level Approach to Transition Planning for Students with Disabilities



Community Level Team

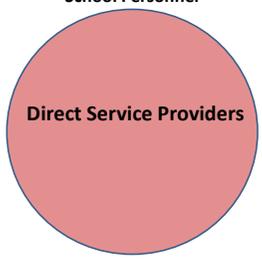
- **Agencies/Service Providers**
- **BOSSSES Executive-Level Folks**
- Discuss policy/braid together resources
- Collaborate for service delivery
- Do NOT work directly with students
- Meet 2-4 times/year
- MOST IMPORTANTLY...

APPOINT a Representative to Serve on School Level Team



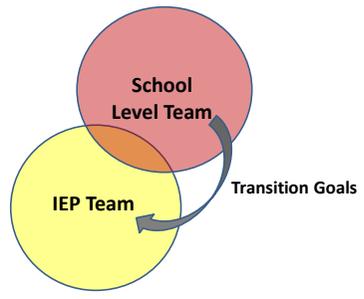
School Level Team

Agencies/Service Providers,
School Personnel



- 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

Submit Pre-planned Transition Goals to IEP Team



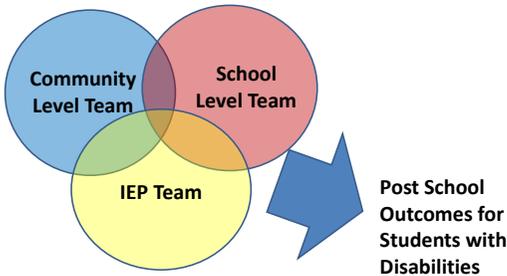
Student Level or IEP Team

School Personnel, Related Services
Personnel Specific to Individual Students



- Prepare students to present at the School Level Team meeting
- Bring pre-planning from School-Level Team back to the IEP meeting to
- Write transition goals

Inter-Agency Collaboration = Post School Outcomes



CIRCLES Provides Evidence for Indicator 13

Questions	Postsecondary Goals		
	Education/ Training	Employment	Independent Living
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)?			
<ul style="list-style-type: none"> • If yes to both, then circle Y • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was not provided, circle NA 			

CIRCLES Facilitates and Enhances Interagency Collaboration

- Overcomes gaps
- Multiple agency involvement
- Varied eligibility requirements
- Reduces duplication
- Joint planning
- Increases comfort level



"Norman won't collaborate."

Next Steps – Taking CIRCLES Home

- Develop Community Level Team
 - Use/modify something that already exists?
 - Train members in CIRCLES goals/roles/expectations
- Develop School Level Team
 - Train members in CIRCLES goals/roles/expectations
- Train teachers to prepare students for CIRCLES
 - We can help!
 - Website: <http://circles-uncc.com>
- CIRCLE your students!

Questions?

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