

Successful Transitions for Students with Mental Health Needs: *Inventing the Future Through Effective Collaboration*

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Lakeland, Florida
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What do you know about
Lakeland, Florida?



Naming Lakeland



- Abraham Munn, founder of Lakeland, who purchased 80 acres of land in what is now downtown Lakeland in 1882
- Among the names considered (and rejected) for the town by its residents were Munnville, Red Bug and Rome City





Demographics

More than 3 million people live within a 50-mile radius,
and
over 8.5 million people reside within a 100-mile radius.





Early Crime Stoppers



- City fathers knew how to deal with crime
- In 1886 ordinance passed prohibiting "*straggling around*" the town
 - 2nd quarter of that year shows 36 arrests;
 - offenses included fighting, gambling, boisterous cursing and swearing, public drinking, lewd conduct, discharging firearms, sanitary violation, petty larceny and peddling without a license.
- The first jail was called the McDermott House -- named after its first occupant.



The Fruit of Lakeland



- In 1887 nursery owner Ed Tison claimed to have originated the Marsh Seedless Grapefruit from cuttings on a tree growing on property of J. H. Hancock, north of Lakeland. After perfecting his fruit, he sold his nurseries to C .M. Marsh, who gave his name to the new variety of the citrus family.



- In the winter of 1888, H .S. Galloway demonstrated the profitable character of the strawberry crop and its adaptation to this area by netting over \$600 from a single acre of strawberries, thus originating the strawberry industry in this county. By 1894 Lakeland was shipping more strawberries than any other place in the state.





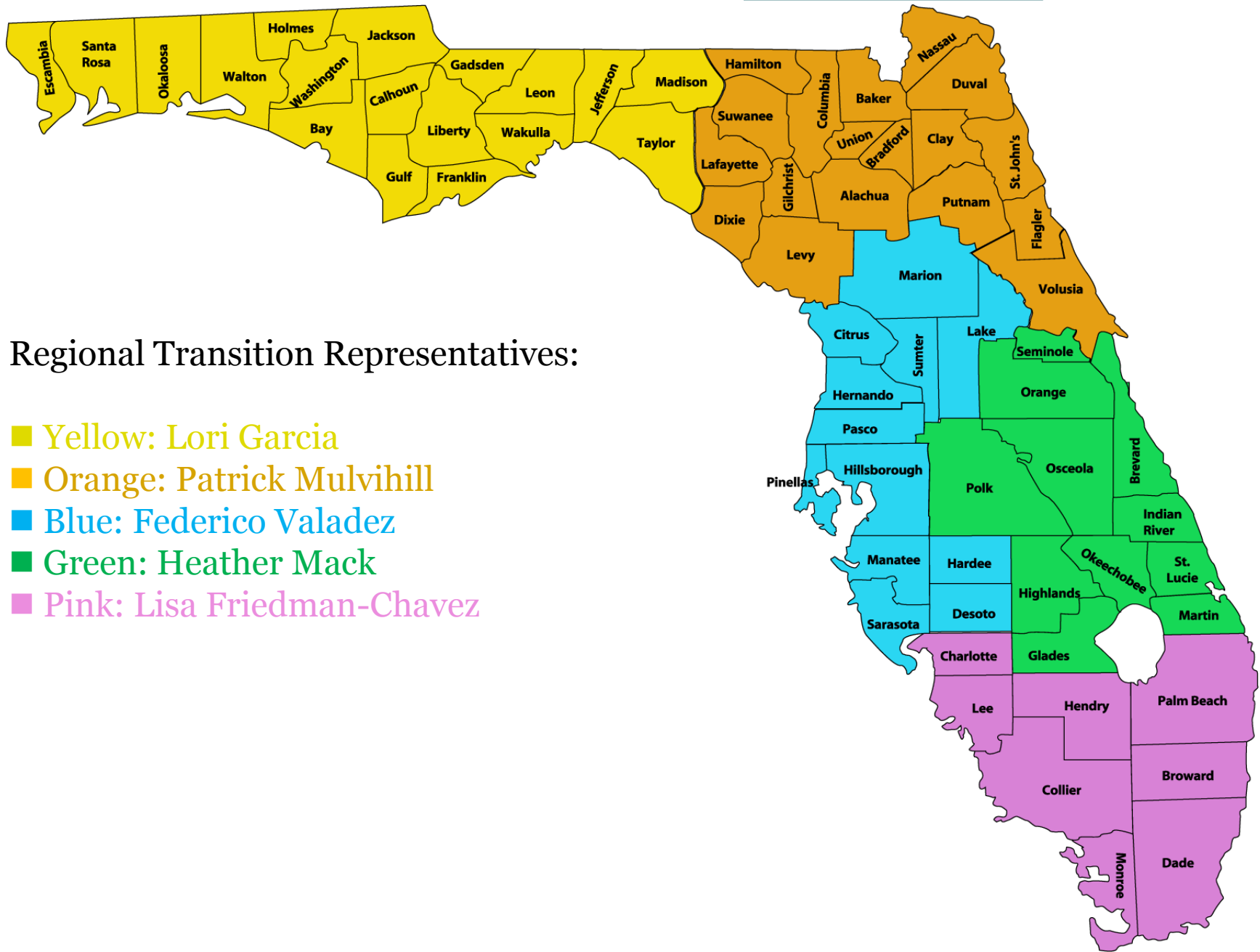
...The Fruit of Lakeland

- After the war, George Jenkins rapidly expanded his Publix supermarket chain and installed his corporate headquarters in Lakeland.
- Today, Breed Technologies and Discount Auto Parts, based locally, trade on the New York Stock Exchange.
- Commerce and Produce
 - 70% of the phosphate produced in the U.S. is extracted and processed within 25 miles of this city.
 - Through the 1980's Lakeland and its surroundings produced 25 percent of the nation's citrus.
 - The Florida Department of Citrus and Florida Citrus Mutual are located here.





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Regional Transition Representatives:

- Yellow: Lori Garcia
- Orange: Patrick Mulvihill
- Blue: Federico Valadez
- Green: Heather Mack
- Pink: Lisa Friedman-Chavez

Initiatives

- Capacity Building
- Interagency Collaboration
- Transition Legislation & Policy
- Student Development & Outcomes



Interagency Collaboration

- Provide Support to State Transition Steering Committee
- Collaborate in Related State Activities
- Support District Level Interagency Councils



Students with Disabilities

- Have made significant progress in their transition to adulthood during the past 25 years, with
 - ✓ lower dropout rates,
 - ✓ an increase in postsecondary enrollment
 - ✓ A higher rate of gainful employment after leaving high school

What does the National data tell us about students with EBD?

- ✓ have the highest dropout rates than any other disability category.
- ✓ are more likely to receive a certificate than a standard diploma compared to a majority of the other disability categories.
- ✓ have less duration with one single employer and have frequent job changes compared to a majority of the other disability categories.

National data (cont.)

- ✓ Less likely to enroll in postsecondary education than many other disability groups
- ✓ Youth with emotional disturbances who were enrolled in postsecondary programs were more likely than youth in several other disability categories to report that they **did not** consider themselves to have a disability

How do we know how we are doing in
Florida?



The LEA Profile

- **Introduction: Demographics**
- **Section One: Educational Benefit**
- **Section Two: Educational Environment**
- **Section Three: Prevalence**
- **Section Four: Parental Involvement**
- **Section Five: State Performance Plan Indicators**



The LEA Profile...

- The profile is intended to provide districts with a tool for use in planning for systemic improvement in exceptional student education programs.
- The profile contains a series of data indicators that describe measures of educational benefit, educational environment, prevalence, parent involvement and provides information about **district performance as compared to state level targets in Florida's State Performance Plan**

The LEA Profile

- Required by IDEA 2004, the State Performance Plan (2005-2010) is a six-year plan that establishes annual benchmarks and targets for 20 indicators. Annual Performance Reports are submitted to report progress in these performance areas and the process requires annual public reporting for the state and each local education agency.



Transition Indicators/SPP

- Indicator 1: Graduation with a Regular Diploma
- Indicator 2: Dropout Rate
- Indicator 13: IEP Compliance
- Indicator 14: Post-school Outcomes



What has the Gates Foundation Learned about Education?

- R
- R
- R

Why is this important to us?

- 77% of all youth with disabilities who drop out of school in Florida are youth with EBD.*



*data presented by the FDOE, National Conference on Dropout Prevention, Daytona Beach, Florida (January, 2008)



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In Statute

- SEDNET was created by the Florida Legislature in 1984 through the enactment of Chapter 1006.04, Florida Statute.
 - *‘Multiagency Service Network for Students with Severe Emotional Disturbances’*
- ‘Bring our Children Home’ Campaign
 - Provided key leadership for wrap-around & supports for E/BD children & families
- Funded as a discretionary grant project, Florida Department of Education, Bureau of Exceptional Education and Student Services
 - IDEA and state general revenue appropriations

Regional Networks



With Project Managers and offices in 18 regions throughout Florida, SEDNET facilitates the development and enhancement of Florida's systems of care for students at-risk of or with emotional/ behavioral disabilities and their families.

Who is SEDNET?

- SEDNET is a regional network of the major child serving agencies, community-based service providers, and students and their families, focused on developing interagency collaboration and sustaining partnerships:
 - Education
 - Mental Health
 - Substance Abuse
 - Juvenile Justice
 - Child Welfare
 - Families

SEDNET Activities & SPP Indicators

- SEDNET project performance activities are developed utilizing FLDOE LEA profile data and local targeted needs as aligned to the State Performance Plan Indicators. (SPP)
- Indicator Area of Focus include but not limited to:
 - SPP Indicator 1: Graduation
 - SPP Indicator 2: Drop Out
 - **SPP Indicator 4: Suspension & Expulsion**
 - SPP Indicator 13: Transition IEP
 - SPP Indicator 14: Transition Post School Outcomes



National SAMHSA Data

What does it say about EBD Youth?

- Have the highest dropout rate among all youth with a disability,
- Have more confrontations with the juvenile justice system,
- Often fail to live independently-resulting in homelessness
- Are more prone to unplanned pregnancy than youth in other disability groups.

SAMHSA National Data/EBD con't...

- Often, system-generated plans for transition services under the Individuals with Disabilities Education Act are weak and not followed effectively OR
- Children's services are often withdrawn abruptly, based on age, not the need for services.
- Criteria for service eligibility are inconsistent, and youth may not be eligible for services and supports in another location.
- Adequate assessment is frequently not conducted.

In Florida:

Who are we talking about?

- Approximately 20% of Florida students have mental health care needs
- Just over 1% of Florida students are identified as having an emotional/behavioral disability (E/BD)
- In Florida, African American students are twice as likely to be identified as having an E/BD
- Not all students with mental health care needs have an ESE label

Systems of Care vs. Wraparound

- Systems of care operate at the systems level not the client (child & family) level
- Wraparound is a philosophy that guides the implementation of services at the individual level primarily through the development of an individual care plan



*“The best way to predict the future
is to invent it.”*

--John Scully, Odyssey 1987

Inventing the future....

- Call upon creative resources
- Look beyond “the systems”
- Look beyond conventional answers
- Consider anything that works

“Effective Collaboration”

A working definition of collaboration...

- *“Collaboration is a mutually beneficial and well defined relationship entered into by two or more organizations to achieve common goals.”*
- That relationship includes:
 - a commitment to mutual relationships and goals;
 - a jointly developed structure;
 - shared responsibility;
 - mutual authority and accountability for success;
 - sharing of resources and rewards.

Six Factors Influencing Success of Collaboration

1. Environment
2. Membership Characteristics
3. Process and Structure
4. Communication
5. Purpose
6. Resources



1. Environment...

- History of collaboration in the community
 - Offers potential collaborative partners understanding of roles and expectations
 - Enables trust in the process

1. Environment...

- Collaborative group seen as a legitimate leader in the community
 - Partners within the group perceived within the community as reliable and competent
 - At least in relation to goals and activities it intends to accomplish



1. Environment

- Favorable and political social climate
 - Political leaders, opinion-makers, persons who control resources and general public support the mission of the collaborative group.



Factor Rating: Environment

- History of Collaboration
- Legitimate Leader in the Community
- Favorable Political and Social Climate

Self reflection....rate this factor

Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

2. Membership Characteristics

- Mutual respect and understanding and trust
 - Members share an understanding and respect for each other and their organizations
 - Shared understanding of how they operate, their cultural norms and values, limitations and expectations





2. Membership Characteristics

- Appropriate cross section of members
 - To the extent that they are needed, collaborative group includes representatives from each segment of the community who will be affected by its activities.



2. Membership Characteristics



- Members see collaboration as in their self interest
 - Collaborating partners believe they will benefit from their involvement
 - Advantages of membership will offset costs such as loss of autonomy and turf.

2. Membership Characteristics

- Ability to compromise
 - Partners are able to compromise as the many decisions cannot fit the preferences of every member perfectly



Factor Rating: Membership Characteristics

- Mutual respect and understanding
- Appropriate cross section of members
- Members see collaboration as in their self interest
- Ability to compromise

Table Activity...



Table Activity:

Membership Characteristics

- Who are you? (role, position, etc)
- What contributions (expertise, resources, etc) do you bring to the table?
- What do you hope to gain from today?



3. Process and Structure



- Members share a stake in both process and outcome
 - Members feel “ownership” of the way the group works and the results or products of it’s work
- Multiple layers of participation
 - Every level has some representation and involvement in the collaborative initiative.

3. Process and Structure

- Flexibility
 - Collaborative group remains open to varied ways of organizing itself and accomplishing it's work.
- Development of clear roles and policy guidelines
 - Clear understanding of roles, rights and responsibilities
 - Clear understanding on how to carry out those responsibilities



3. Process and Structure

- Adaptability
 - The collaborative group has the ability to sustain itself in the midst of major changes
- Appropriate pace of development
 - Structure, resources and activities of the group change over time
 - Meeting the needs of the group without overwhelming its capacity at each point in the initiative



Factor Rating: Table Activity

Process and Structure

- Members share a stake in both process and outcome
- Multiple layers of participation
- Flexibility
- Development of clear role & policy guidelines
- Adaptability
- Appropriate pace of development

Take a moment and talk about these factors in your “community”.....

4. Communication

- Open and frequent communication
 - Collaborative group members interact often and update one another
 - Discussion of issues done openly
 - Convey all necessary information to one another and people outside the group



4. Communication

- Established informal relationships and communication links
 - Members establish personal connections
 - Producing a better, more informed and cohesive group working on a common project/goal.



Factor Rating: Communication

- Open and frequent communication
- Establishing informal relationships and communication links

*Identify your top 5 communication partners.
Who do you need to add?*



5. Purpose

- Concrete, attainable goals and objectives
 - Clear to ALL partners & can realistically be attained



- Shared vision
 - Partners must have same vision with clearly agreed-upon mission, objectives, & strategy.
 - Shared vision may exist at the outset of collaboration OR partners may develop a vision as they work together.

Factor Rating: Purpose

- Concrete, attainable goals and objectives
- Shared vision



*Dr. Phil Moment....
How's that working for you?"*

6. Resources

- **Sufficient funds, staff, materials, and time**
 - Collaborative group has adequate, consistent financial base
 - Staff and materials needed exist to support its operations
- **Skilled leadership**
 - Individual leader has organizing and interpersonal skills, carrying out role with fairness
 - Leader is granted respect or 'legitimacy' by collaborative partners



Factor Rating: Table Activity

Resources

- Sufficient funds, staff, materials and time
- Skilled leadership

Think outside your 'community'...

Who do you need to build more or better relationships with to effectively collaborate?





Thank You!

For all you do to
support successful
transitions for students
with mental health
needs.