

# **INTERAGENCY COLLABORATION AND PERSON-CENTERED PLANNING**

PACER Center • Building Program Capacity to Serve Youth with Disabilities • **Session 7**

## **1) Workshop Preparation Suggestions**

When conducting a training workshop, there are several basic planning considerations that need to be made. Most of the trainers who use this curriculum will already have their procedures for workshop planning in place. Information is included in **Session # 1** for those who may need additional suggestions.

## **2) Introduction of Presenters and Attendees: *12 minutes***

To foster an atmosphere where participants are both comfortable talking and have the opportunity to do so, we recommend no more than 35 participants attend the session. Depending on the size of the audience, you will want to limit the amount of time for introductions. We suggest having each attendee state their name, the name of the organization they represent, and if time allows, briefly state their relevant professional or personal experience with people with disabilities. Speakers should role model presenting this information in roughly thirty seconds. (If the size of the group is too large, there will not be enough time to allow for this type of introduction.)

## **3) Agenda: *1 minute***

*\*(Refer to the Agenda overhead transparency- slide 1)*

Give a brief overview of the agenda and a few sentences about each topic that will be covered. Also talk about housekeeping information, break-time, etc.

- Welcome and Introductions
- What is Collaboration?
- Person Centered Planning
- Large Group Exercise
- Community Services Panel
- Your Local WIA Program
- SSI Overview
- Questions, Evaluations, & Close

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Please note that this session can be conducted many ways. You may wish to customize your agenda based on what you plan on including.

**-Ask group: Q: Any questions?**

#### **4) Goal of this Session: 1 minute**

The **objective** of this session is to start a practical discussion about interagency collaboration, laying the groundwork and process for creative partnerships that benefit both individual youth and your organization. We will also discuss what you are currently doing in the area of collaboration, what works and what doesn't. And how the partnerships you build can benefit youth through a process called person centered planning.

**-Ask group: Q: Any questions about what we are to cover today?**

#### **5) Quote: 5 minutes**

*\*(Refer to Quote transparency – slide 2)*

“Coming together is a beginning,  
Staying together is progress,  
And working together is a success.”

–Henry Ford

This quote by Henry Ford sums up perfectly what we are to cover today.

**-Ask the group: Q: What types of collaboration are you currently involved in, or have established to strengthen your organization and the services you offer to youth?**

Process the answers with the group. You may wish to write answers on a large piece of paper and refer to them throughout the session. It may be that the participants have varying ideas about what collaboration is.

#### **6) What is Interagency Collaboration? : 10 minutes**

Before we go much further we need to identify a working definition of interagency collaboration.

*\*(Refer to What is Interagency Collaboration? Transparency – slide 3)*

- A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals.
- This includes defining mutual goals, jointly developed structure, responsibility and sharing of resources and rewards.

Collaboration is defined as a mutually beneficial and well-defined relationship entered into by two or more organizations with common goals. It also includes the defining of mutual goals and

as a jointly developed structure. There is a responsibility and sharing of resources and information.

The concept of collaboration to improve the delivery of services is not new, but it didn't appear in our legislation until the 1960's when human services literature noted and civil rights legislation required that services needed to be coordinated. This is where the now familiar term "interagency collaboration" was probably crafted.

Let's explore some of the reasons to collaborate. What would motivate you and your organization to partner with others? Most of the points listed are self-explanatory.

*\*(Refer to Why Collaborate? Transparency – slide 4)*

- Collaboration can provide easy access to a wider array of prevention, treatment and support services, no matter who provides them.
- Bring continuity to the delivery of services and support, with trust-building relationships between workers, clients/consumers and family members.
- Focus resources on improved outcomes for youth and families, based upon realistic but high expectations for achievement.

Walk through each of the bulleted items and explain each reason with an example specific to your audience.

**-Ask the group: Q: Any questions?**

## **7) Barriers to Effective Collaboration: 5 minutes**

What do we know about collaboration? We know that everyone is talking about it. We also know it is easier to talk about than to actually achieve effective interagency collaboration.

**-Ask the group: Q: What makes interagency collaboration difficult? Do any of you have experiences where attempts at collaboration did not work?**

Here are few reasons that again, are self-explanatory.

*\*(Refer to Barriers to Effective Collaboration transparency – slide 5)*

- Lack of shared information across agencies
- Piecemeal approach to providing services
- Ineffectual interagency agreements
- Inefficient and ineffective management practices for establishing interagency teams

Agencies working side by side in the community, as well as at the state level, often don't know what each other are doing programmatically. If you are not familiar with what other organizations have to offer, collaboration is very difficult.

Young people with disabilities may have a range of individual needs, each of which is addressed by a different system, such as transportation, child care, health care, education and job accommodations.

Collaboration with colleagues at different agencies can be difficult if there are ineffectual interagency agreements. Functional agreements must be developed. Specific language is required identifying which agency is responsible for funding, providing specific services, marketing, community outreach, etc. Without this process, many required duties and activities can fall through the cracks. And at the end of the project there can be finger pointing at who didn't do what.

A final reason why collaboration is very difficult is that management practices for establishing interagency teams are often inefficient and ineffective. One reason could be that there is not much training offered for managers regarding *how to* construct interagency teams to make collaboration work.

## **8) Is Your Organization Ready to Collaborate? : 10 minutes**

We've looked at *why* you might want to collaborate, *when* you might want to collaborate, and some *possible barriers* to effective collaboration. We are now going to offer some questions you and your organization can use to determine when collaboration may be a helpful strategy to pursue. As we walk through these, think about your particular agency and projects.

*\*(Refer to Is Interagency Collaboration the Solution? Questions to Ask Transparency – slide 6)*

- **Do I need help?** Is my organization able to achieve the desired outcome single handedly?
- **Is there someone who can help?** Are there agencies or organizations that desire similar results with whom I can partner?
- **Will they want to help?** Will this collaboration also help the other organization achieve their goals?
- **Is it worth the effort?** Can I afford (or not afford) to spend the time developing this relationship?
- **Can I use the help when it is provided?** What about my organization will have to change to work effectively with other organizations?

The first thing an individual or agency should ask is: do I need help and is my organization able to achieve the desired outcomes single-handedly? This does not only address funding issues. For instance, a desired outcome may be to serve youth with Attention Deficit Disorder (ADD) but the agency only has the capacity to serve 60 people. Or an agency may see a need to offer its clients mental health counseling, chemical abuse counseling, and some type of violence prevention counseling. But the agency's current staff does not have the appropriate licensure or proficiency to offer this. This agency will need to bring someone else into its program or collaborate with others who have similar missions. They do not desire the *same* results, but who could they partner with that desires *similar* results?

Another question: can I afford to spend the time developing this relationship, or can I afford not to? For instance, a staff person may have to spend numerous hours cultivating a relationship with another agency to provide services for only two to three youth. It is important to determine if it is a good investment of time for the actual outcome considering the amount of funding and personnel time required.

Successful collaboration often requires that the organizations involved transform themselves into a different entity to allow the one shared common goal to be achieved. For example, to better serve local businesses, a publicly funded youth employment program may need to establish a branch that acts as a temporary employment agency. This may eliminate wage and insurance barriers, and increase the number of valuable paid internships in the private sector.

**-Ask the group: Q: Any questions or comments?**

## **9) Levels of Collaboration: 10 minutes**

*\*(Refer to Five Levels Collaborations Transparency –slide 7)*

- Networking
- Cooperation
- Partnership
- Coalition
- Collaboration

“Collaborative community efforts are constructive responses to creating caring communities and expanding the safety net for children, youth and families.” *(Note: information on the five levels of collaboration discussed in this section is based on information in the National Network for Collaboration Training Manual developed by the University of Vermont, Center for Rural Studies: <http://crs.uvm.edu/ncco/cd/index.htm> ).*

Strong relationships are fundamental to the success of collaborations. Building relationships takes time. Collaborative relationships can start through informal efforts such as networking and over time can develop into more complex collaborative activities. This slide refers to five levels of collaboration. They represent different forms of collaboration and not necessarily an evolutionary process. Each has value.

*\*(Refer to the “Five Levels of Collaboration” handout; it goes into more detail about the purpose, structure and process of each level of collaboration.)*

*\*(Refer to Networking, Cooperation, Partnership, & Coalition– slides 8, 9, 10 & 11; the five following slides highlight key characteristics of each level.)*

As time allows, read and discuss key characteristics of the level of collaboration described in each slide. Note the first levels of collaboration are more *informal* and are based on relationships

between *individuals*. Over time, these informal relationships may become the foundation of more formal, complex, and ambitious relationships between agencies. The strongest collaborations involve people at all levels of their organizations in meaningful roles, not just top leadership or front-line staff. However, each level of collaboration provides benefits to participants.

*STRESS THAT BUILDING RELATIONSHIPS TAKES TIME.* Building relationships that lead to successful formal collaborations may take years. Effective collaborations are characterized by building and sustaining “win–win” relationships.

Further, in more formal levels of collaboration time is essential to define agency roles and responsibilities, clarify work plans, evaluate outcomes, and communicate effectively. Time is also necessary for all partners to come to a *shared vision*.

\*(Refer to Collaboration transparency– *slide 12*)

“It is critical that all potential members of a collaboration share a vision and purpose. It is this commonality that brings members together to focus on achieving a mission. ... Vision driven solutions also keep us from getting caught up in old stereotypes that often interfere with the ability to bring diverse membership together. Without this movement, there is a tendency to solve practical problems by grabbing at ready–made solutions that neither address the fundamental causes of a problem, nor challenge thinking in new directions.” (Lynne Borden, Daniel Perkins, Ph.D., Bruce E. Haas, Ph.D. *National Network for Collaboration*)

## **10) Steps Towards Effective Collaboration: 5 minutes**

(Refer to Steps Towards Effective Collaborations Transparency – *slide 13*)

1. Build relationships with colleagues that can establish the basis for interagency cooperation at state and local levels.
2. Develop clear and uniform mechanisms for information sharing, communication, and supports across agencies and audiences.
3. Conduct resource mapping and alignment on state and local levels.
4. Identify and develop services to address gaps.
5. Build youth and family professional partnerships using youth and family center planning.

Where do you start? Here are a few very straight forward steps an agency can take towards effective collaboration. For example, “resource mapping” is the practice of identifying agencies and services in your area and developing a directory to use as a reference point. Resource mapping can be difficult to do and maintain effectively, because the turn over of agencies and/or staff is so great. It has proven to be more effective to do resource mapping on a smaller, contained level. If there are no formal resource mapping efforts in your area, it may be beneficial to meet with other agencies so service delivery structures and gaps in services can be identified.

To collaborate just for the sake of collaborating is not a compelling reason to invest time and resources in the process. The motivation for an already proficient and successful agency to collaborate can be the need to address the little, but crucial pieces that are missing in its programming that prevent youth from reaching their goals. For example, an agency may wish to collaborate with the local transit authority to make sure young people have the ability to get to job sites.

## **11) Collaboration and Families: 5 minutes**

Key, but often overlooked participants in collaboration between youth serving agencies are the families of the youth. This is an era of consumer driven services which gives families a large voice in identifying where resources will be spent. Families often have the responsibility of coordinating services or working with agencies on behalf of their youth with a disability. It is therefore important to make sure that both the process and the result of collaborative activities acknowledge families as equals, not afterthoughts.

*\*(Refer to Collaboration and Families Transparency – slide 14)*

- Listen to and understand the needs of the whole family.
- Establish relationships with youth and families that allow them to meet these needs.
- Develop implementation strategies that empower families to make appropriate decisions leading to self-sufficiency.
- Know what resources are available that can meet special family needs that your organization can't.
- Establish teamwork with other workers or staff when youth and families need services from several organizations all at once.

This slide is a checklist to remind professionals that families can be a key to ensuring successful collaborations. Families are the point of contact to services for minor children and continue to have an important influence in the lives of young adults.

Addressing family issues in the collaboration process can empower families to make appropriate decisions leading to self-sufficiency. It is not as effective to make decisions *for* families as it is to create an environment in which *they* can make the right decision for themselves. This decision and commitment will last longer due to the family's 'buy-in'.

If a particular family needs child care, or another family needs chemical abuse counseling, effective collaboration can help them access these services. Helping families access resources that are available to meet unique needs in a youth's life outside of what your own organization can provide is the highest standard in customer service

Lastly, facilitating teamwork with other agency workers and staff when youth and families need services from several organizations all at once is an important part of the process. Somebody has to be the point person. Often this significant and potentially overwhelming role is delegated to families. If a youth needs services from multiple agencies at once, families may need help

pulling them all together. Currently, no agency or organization takes responsibility for service coordination.

## **12) Myths and Facts About Collaboration:** *3 minutes*

*\*(Refer to Myths and Facts about Collaboration Transparency – slide 15)*

**Myth:** Everyone is doing it.

**Fact:** Collaboration takes skill and time to sustain.

**Myth:** More is better.

**Fact:** Need to set priorities.

**Myth:** It comes naturally.

**Fact:** It takes professional development and effort.

The fact is that collaboration takes skill and time to sustain. It should not be entered into lightly and anything that isn't very well thought out isn't likely to be successful.

Again, relationships are not likely to be very solid if the involved agencies have not set each of their own priorities and identified gaps in their services.

**-Ask the group: Q: Any comments or questions?**

## **13) Person Centered Planning (PCP):** *10 Minutes*

*Person centered planning* is a process that can be used as a tool for interagency collaboration. It is an approach that is developed with the full involvement of the youth and his or her family. It can be used to pull in other partners to address a youth's job plan for example. And it can be done in an informal or formal document.

*\*(Refer to Person Centered Planning Transparency – slide 16)*

- Person centered planning is a process whereby persons with disabilities, with the support of families, direct the planning and allocation of resources to meet their own life vision and goals.
- It requires a shift in traditional thinking, actions, and ways of doing business.

Person centered planning is a process whereby persons with disabilities with the support of family, direct their own planning and allocation of resources to meet their own life and vision goals. Though we are talking specifically about youth with disabilities today, this process can be applicable to all of the young people and families that you work with as well. It is a *client driven* concept of how to meet their goals. For many this approach requires a shift in traditional thinking and actions. So, in working with families, remember they also may be surprised by this different approach. Their experience in working with organizations and

systems reflect the philosophy: “This is what you’re going to do.” It can take little time for them to shift to the new paradigm of: “What would you like to do and how can we help you do it?”

*\*(Refer to “Contrasting Traditional Planning and Person-Centered Planning” handout)*

*\*(Refer to Characteristics of Person Centered Planning Transparency – slide 17)*

- Based on a person’s preferences, dreams and needs
- Understands how a person makes decisions
- Understands how a person is and can be productive
- Encourages and supports long-term hopes and dreams
- Is supported by a short-term plan
- Includes the individual’s responsibilities
- Includes a range of supports including funding, community and natural supports

This process is based on the client or youth’s preferences, dreams and needs. It is the opposite of the medical model of service planning that puts service providers in the role of experts and gives them responsibility for formulating a plan. Person centered planning understands that every person has the right to pursue a fulfilling life and has the responsibility to identify their own wants, needs, strengths, and weaknesses to achieve that end. It focuses on long-term hopes and dreams rather than relying on quick fixes. It should include the responsibilities of the individuals and agencies involved, but should also outline what the responsibilities of the youth are. In collaboration with others, the youth identifies personal goals that he or she is committed to achieving. Also identified are the range of supports needed to help the youth achieve those goals including funding, community and natural supports.

If a youth is receiving services, it’s likely those services are attached to one or more plans. Person centered planning can also result in a formal plan such as an Individualized Education Plan (IEP) in education or an Individual Plan for Employment (IPE) if the youth is working with a vocational rehabilitation agency.

Many youth receive, or are eligible to receive services from multiple programs. Person centered planning can be an effective tool to coordinate these services by bringing together representatives from all participating agencies. One planning process can be the basis for multiple plans that are part of a comprehensive integrated strategy.

*\*(Refer to the “Person-Centered Planning: A Tool for Transition” handout from the National Center on Secondary Education and Transition and PACER Center.)*

*\*(Refer to “More than Just a Job: Person-Centered Career Planning” handout from the Institute for Community Inclusion in Boston)*

*\*(Refer to “Starting With Me: A Guide to Person-Centered Planning for Job Seekers” handout from the Institute for Community Inclusion in Boston)*

**-Ask the group: Q: *Has anyone used person center planning as a collaboration tool?***

Process what it was like for the person(s) answering and what affect it had on the youth and his or her family.

In closing this portion of the discussion, emphasis the fact that collaboration, whether with a youth and their family and/or other agencies and organizations is based on building and sustaining a relationship with trust amongst each other.

**-Ask the group: Q: *Any more comments or questions?***

#### **14) Collaboration and Post-Secondary Education: 5 minutes**

*\*(Refer to “Collaboration and Post-Secondary Education” handout for more examples)*

*\*(Refer to Post-Secondary Education and Youth with Disabilities- Slide 18)*

Successful participation in a post-secondary (after high school) program is a common outcome measurement in many youth development programs. Unfortunately, many youth with disabilities do not see participation in a post-secondary program as an option. They may feel the academic requirements would be too tough or they may have felt intimidated when inquiring about possible accommodations. Students with disabilities often face barriers to post-secondary education that their peers without disabilities do not. Fortunately, the passage of special education and civil rights legislation has made college an attainable goal for an increasing number of students with disabilities. Interagency collaboration is one strategy to help ensure a productive post-secondary education experience.

In post-secondary education, students experience a shift from a world of entitlement where participation and academic supports and accommodations are mandated and their needs are anticipated, to a world of eligibility, personal responsibility, and standardized expectations. In post-secondary programs, students are expected to complete the same course work regardless of accommodations. Students can no longer rely on case managers to arrange classroom or testing accommodations. They are expected to advocate for themselves to secure the accommodations they need.

Despite these challenging adjustments, participation in a post-secondary program should be encouraged. Post-secondary education can increase the chance of successful employment experiences throughout a young person’s life. Collaboration between agencies can contribute to the success of a young person with disabilities in a post-secondary setting. Examples of such collaboration include:

- Students who are receiving special education services from their high school may receive supports from their school district to attend college classes, including transportation, career planning, and academic support.
- Vocational Rehabilitation, a federally funded program, is mandated to provide services that assist people with disabilities who qualify for their services to obtain employment.

This may include support to attend post-secondary institutions in pursuit of an employment goal.

- Agencies that support adults with disabilities may provide assistance to post-secondary students through additional tutoring support, transportation, assistance with advocacy, and on-campus support.

**-Ask group: Q: *Does anybody have any questions or would like to share an experience with getting a young person into a post-secondary program?***

**15) Large Group Exercise:** *1 hour in total; 20 minutes for small group brainstorming, 40 minutes for large group processing*

This section is to engage the participants in brainstorming and creative thinking by providing a case study in interagency collaboration.

Break participants up into small groups of 3-5 people. (Have participants count between 1 thru 4 to mix up groups.) To role play the process of interagency collaboration, have each workshop participant play a role in a collaborative relationship. (i.e. youth with a particular disability, a parent of the youth, VR counselor, WIA agency, VSA arts, Big Brothers, Big Sisters, etc.)

The point is to make the small groups look like a service meeting for a youth with all the collaborative partners at the table. Assign each participant within the small groups to play one of the following roles:

#1s are: VR counselor

#2s are: Youth with a disability

#3s are: Parents or caregivers to the youth

#4s are: Youth development program staff

#5s are: Staff of organization such as Big Brothers, Big Sisters or local YMCA

Give each group the following case study. The purpose of this activity is to have participants apply problem-solving skills and quiz the knowledge level of the small group members, and reinforce practical applications of information presented thus far.

*(Refer to “Interagency Collaboration and Person-Centered Planning”)*

### **Case Study #1**

Samuel is a 17 year-old student who has been recently diagnosed as having a conduct (behavioral) disorder. He was also born with a severe deformity of his left hand. Samuel has a history of involvement in the juvenile justice system, most recently having been released from a short-term correctional program 4 months ago. His offenses are mostly drug related, but none of them are felonies. Samuel has not been able to attend a mainstream school or hold a job due to his incarceration and disability. Despite this he is viewed as intelligent, excelling in creative pursuits such as art and writing, and states that he would like to teach kids someday. He is currently on a medication regimen that has allowed him to control his own behavior. Samuel’s parents are very active in his life and are searching for services to support him in the community.

***Q1: What types of strategies would your organization use to support Samuel in the community? (Remember, think in the role you have been assigned and identify only the resources your organization can provide).***

Possible Answers (suggested in pilot discussion groups)

- The goal is to get each participant to answer using only the resources of their given agency. For example, the VR group may try to determine if Samuel's disability makes him eligible for services, or the YMCA worker may help Samuel access an after school program. We first want to show what agencies can do by themselves so we can progress to putting those services together in collaboration.

***Q2: If cross-agency barriers and funding were not an issue, what other services or supports that your organization cannot provide do you think would benefit Samuel?***

Possible Answers (suggested in pilot discussion groups)

- This question encourages groups to think of a "perfect world" scenario. They should be encouraged to address all the aspects of Samuel's life that may benefit from support. Possibilities include job readiness training, drug treatment, a mentor also interested in art, etc.

***Q3: What may be some barriers to the answer you gave above and how could you use collaboration to address those problems?***

Possible Answers (suggested in pilot discussion groups)

- Now the groups can use their "real world" experiences to identify some problems with cross agency funding, collaboration, etc. The facilitator should keep the conversation positive, stressing collaboration as a tool to achieve the perfect world scenario. Ask groups to find possible solutions to barriers even if their experience tells them it may be difficult.

***Q4: How would you use person centered planning to work with Samuel and his family?***

Possible Answers (suggested in pilot discussion groups)

- The groups should use what they learned about person centered planning to construct a system of services for Samuel that stresses his strengths, addresses his weakness, and offers opportunities for his family's input. Refer to PCP slides again if necessary.

Facilitate large group discussion of each group's answers. Have each group report on their answers and write them on a large piece of paper.

**BREAK:** 10 minutes

## **16) Partner Panel & Discussion:** 1 hour

### **WORKSHOP CONTENT OPTION #1**

At this point of the workshop, to make this topic more relevant to participants, we recommend that presenters introduce a panel of potential partner agency representatives, which may include Vocational Rehabilitation, Social Security, corrections, post-secondary education, parent training and information centers, or other community based organizations. (Use no more than three

panelists; the more panelists, the less time there is for in-depth content exchange and questions and answers with the participants.)

In researching potential panelists, it is important to find representatives who are comfortable and have experience talking in front of groups. Ask for those individuals who have a good reputation for public speaking.

Ask the panel members to bring examples of applications and eligibility forms to be added to the handout package. Also any other material they feel is relevant for this topic.

Have each panel member introduce themselves, identify which agency or program they represent, their location and how long they have been with their respective agencies.

Suggested panelist questions, facilitated by the workshop presenter can include:

- What role does your agency play in local youth development?
- What is the eligibility process?
- What is the entitlement program?
- What goes into the process for developing an individualized client assessment?
- What connections do you have with youth programs?
- Do you work with collaborations involving employers? If so, what kind of information are you bringing from employers to the school systems and agencies that work with youth with disabilities?
- Are you engaged in relationship building at the post-secondary level?
- How does an agency or staff person approach VR if they think a youth has a disability but it has not been diagnosed and/or the youth does not want to be identified as having a disability?

## **17) Perspectives and Update on State WIA Program: 20 minutes**

### **WORKSHOP CONTENT OPTION#2**

To provide a “big picture” perspective of the WIA program, another option is to invite someone from your state Department of Labor. Have them present updates on your state’s WIA program, recent legislation or policy changes and what they see as effective interagency collaboration from their position at the state level. Also allow for question and answer time with participants after their short presentation.

## **18) Examples of Potential Partners and Resources: 10 minutes**

Ask the participants to identify potential collaboration partners outside the scope of the agencies they normally work with. Below is a list of some potential answers.

*\*(Refer to Examples of Resources and Potential Partners – slide 19)*

- VSA Arts
- Brain Injury Association

- Mental health organizations
- Big Brothers Big Sisters/Mentoring Programs
- Boys and Girls Clubs
- Post secondary institutions
- Juvenile Corrections organizations
- Center for Victims of Torture
- Centers for Independent Living
- Other?

Participants may not be familiar with disability related organizations so you may want to provide additional information. For example, VSA Arts used to be called Very Special Arts. It stands for (V) Vision, (S) Strength and (A) Access in (A) Arts. VSA Arts have programs in many cities across the nation with state chapters for youth with disabilities who want to pursue artistic ambitions. You may want to invite representatives from your state affiliate to talk about their program offerings. The national website is: [www.vsaarts.org](http://www.vsaarts.org)

Centers for Independent Living are agencies (as discussed in Session 2) designed to assist people with disabilities in many different areas of their lives. They are primarily staffed by people with disabilities and offer a variety of services including advocacy, housing information, and support groups. A directory of the Centers for Independent Living across the country can be found at [www.ncil.org](http://www.ncil.org).

*\*(Refer to Centers for Independent Living (CILs) Transparency – slide 20)*

Services include:

- Advocacy
- Independent living skills
- Peer support
- Information and referral

These centers are a great resource and community for youth with disabilities and their families.

**-Ask the group: Q: With a raise of hands, how many of you have a relationship with your local CIL? How many have referred a client to a CIL?**

**-Ask the group: Q: Any last questions or comments about anything we have covered today?**

### **WORKSHOP CONTENT OPTION #3**

An alternative to the panel discussion is to present information on Supplemental Security Income (SSI). This is an example of a program that provides crucial financial and health insurance supports to youth and adults with disabilities who are limited in their ability to work. There are several new initiatives that provide incentives to individuals receiving SSI to encourage them to enter the workplace. Some programs allow individuals to retain medical benefits while working rather than losing their medical coverage if they get a job. For people with disabilities losing health benefits can be a powerful disincentive to seeking employment.

Slides for that presentation and handouts are included with this session. Someone with knowledge of the SSI system will be able to follow the format and give this section of training. We suggest contacting your local Social Security office if you do not have the expertise yourself or already have a contact.

*(Refer to “Supplemental Security Income: A Bridge to Work” handout from the National Center on Secondary Education and Transition and PACER Center)*

## **19) Resources:**

**Handouts:** 1) “Five Levels of Collaboration”  
2) “Contrasting Traditional Planning and Person-Centered Planning”  
3) “Person-Centered Planning: A Tool for Transition”  
4) “More than Just a Job: Person-Centered Career Planning”  
5) “Starting with Me: A Guide to Person-Centered Planning for Job Seekers”  
6) “Collaboration and Post-Secondary Education”  
7) “Interagency Collaboration and Person-Centered Planning”  
8) “Supplemental Security Income: A Bridge to Work”

**Resources:** 1) Refer to the “Building Program Capacity to Serve Youth with Disabilities: *Resource List*”

Highlight other organizations and websites that deal specifically with disability resources and organizations, collaboration and VR services.

## **20) Evaluations: 5 minutes**

Ask the participants to take the last few minutes and fill out the evaluation form.

## **21) Close:**

**Thank them for their presence, involvement and interest in this project.**