

Vermont Department of Education & Agency of Human Services  
Interagency Agreement & Coordinated Services Planning

Sample Summary Report\*  
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## Purpose & Considerations

The purpose of the statewide evaluation was to gather information about how the Coordinated Services Plan (CSP) and problem resolution process is working for children and families, teams, agencies, and local and state systems, and to make recommendations for improvement. The evaluation plan emphasized (a) using existing data sources as much as possible, (b) obtaining feedback from different perspectives (e.g., family members, providers, administrators), and (c) examining different stages of the CSP process.

It was *not* intended that this report be viewed as the final word regarding CSPs in your region, but rather an opportunity for discussion regarding actions that could improve outcomes for youth and families. As such, it is important to recognize that, like all data, these findings are partial and represent a subset of questions and concerns. In addition, the number of participants was modest and does not necessarily provide a representative sample. Finally, the data were collected over a short period of time (January – July 2008). Despite these limitations, the data offer a variety of interesting and potentially useful information. We hope you find these data useful and look forward to any feedback you may have.

## Evaluation Questions & Measures

This report is organized into the three broad questions asked by this evaluation:

<i>Evaluation Question</i>	<i>Measures</i>
<i>1. Who are the children, youth, and families participating in CSP?</i>	<ul style="list-style-type: none"><li>•Department of Education Child Count 2007</li><li>•Act 264 Board Survey 2007</li><li>•CSP Team Member Survey*</li></ul>
<i>2. Is the CSP process efficient and effective?</i>	<ul style="list-style-type: none"><li>•CSP Team Member Survey*</li><li>•Regional Community Supports Inventory*</li></ul>
<i>3. Are children, youth, and families better off when participating in CSP?</i>	<ul style="list-style-type: none"><li>•CSP Team Member Survey*</li></ul>

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\* This report contains results that are fictional (but realistic) to show how regions can compare regional with state-level data. All state-level results represent actual responses.

\* New measure introduced for this evaluation.

## I. Who are the youth and families participating in CSP?

Specific Findings	Vermont	Sample Region
How many youth have CSPs? <sup>1</sup>	Over 800 (very rough estimate)	50
How many youth have CSPs and special education (IEP)? <sup>2</sup>	332 (2.4% of those with IEPs)	35 (3% of those with IEPs)
What is their gender? <sup>2</sup> <ul style="list-style-type: none"> <li>Female</li> <li>Male</li> </ul>	27% 73%	30% 70%
How old are they? <sup>2</sup> <ul style="list-style-type: none"> <li>3-5</li> <li>6-13</li> <li>14-22</li> </ul>	3% 44% 53%	10% 45% 45%
Who has legal custody? <sup>3</sup> <ul style="list-style-type: none"> <li>Biological parent</li> <li>Adoptive parent</li> <li>DCF</li> <li>Other (e.g., independent, relative)</li> </ul>	63% 16% 14% 6%	50% 25% 15% 10%
What are their disability categories? <sup>2</sup> <ul style="list-style-type: none"> <li>Emotional Disturbance</li> <li>Other Health Impairment</li> <li>Learning Disability</li> <li>Learning Impairment</li> <li>Autism</li> </ul>	47% 13% 10% 9% 8%	60% 15% 10% 5% 10%
What is their school placement? <sup>2</sup> <ul style="list-style-type: none"> <li>Regular class 80% or more</li> <li>Regular class 40-79%</li> <li>Regular class &lt; 40%</li> <li>Separate school</li> <li>Residential</li> </ul>	<i>Does not include age 3-5</i> 30% 14% 20% 26% 10%	45% 15% 25% 5% 10%
Why do they have CSPs? <sup>3</sup> <ul style="list-style-type: none"> <li>Come up with a new plan</li> <li>Get new services</li> <li>Better service coordination</li> <li>Resolve a crisis</li> <li>Get a residential placement</li> </ul>	<i>Does not add to 100%</i> 59% 57% 48% 36% 17%	75% 65% 65% 20% 30%

<sup>1</sup> Act 264 Board Annual Survey 2007, responses from your LIT.

<sup>2</sup> Department of Education, Child Count 2007. Could not report exact percentages when counts < 11.

<sup>3</sup> CSP Team Member Survey (only one response from each team for Vermont (n = 151) and Sample Region (n = 42))

## 2. Is the CSP process efficient and effective?

### *CSP Team Member Survey*

To evaluate the CSP team process, members of teams were invited to complete the *CSP Team Member Survey*. The tables on the next two pages summarize responses from this survey

Specific Findings	Vermont	Sample Region
What is your role on the team? <sup>4</sup> <ul style="list-style-type: none"> <li>• Family member</li> <li>• Education provider</li> <li>• Mental health provider</li> <li>• DCF personnel</li> <li>• Other</li> </ul>	6% 26% 32% 9% 27%	0% 30% 30% 30% 10%
Who is the lead agency? <sup>5</sup> <ul style="list-style-type: none"> <li>• DCF</li> <li>• Education</li> <li>• Mental Health</li> <li>• Other</li> <li>• Don't Know</li> </ul>	15% 36% 38% 9% 2%	30% 30% 30% 5% 5%
Who is on the team? <sup>5</sup> <ul style="list-style-type: none"> <li>• Education</li> <li>• Mental Health</li> <li>• Parent</li> <li>• DCF</li> <li>• Youth</li> <li>• Other relative</li> <li>• Parent Advocate</li> <li>• Family friend or family support</li> <li>• Developmental Disabilities</li> <li>• Post-Adoption Services</li> <li>• Vocational Rehabilitation</li> <li>• Early Childhood</li> <li>• Substance Abuse Treatment provider</li> </ul>	<i>Does not add to 100%</i> 96% 95% 91% 74% 32% 27% 23% 20% 15% 14% 5% 4% 4%	<i>Does not add to 100%</i> 85% 85% 95% 60% 25% 30% 25% 35% 15% 15% 15% 15% 10%

The next page summarizes team member responses to items related to (a) having required members, (b) working collaboratively, (c) involving families, (d) emphasizing strengths and individualized supports, and (e) monitoring progress. Respondents were asked to report what has happened on their teams. This table does not provide a comparison between state and regional numbers.

<sup>4</sup> Includes all CSP team member responses for Vermont ( $n = 183$ ) and Sample Region ( $n = 50$ ).

<sup>5</sup> Includes only one response from each team for Vermont ( $n = 151$ ) and Sample Region ( $n = 42$ ).

Team process area & items for Sample Region (n=50)		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Do teams have needed members?	<i>I helped choose who is on the CSP team.</i>	10%	25%	40%	23%	2%
	<i>The CSP team has members who can make decisions and get needed resources.</i>	5%	15%	45%	30%	5%
	<i>The right people are on the CSP team.</i>	5%	10%	45%	40%	0%
Do teams work collaboratively?	<i>Team members actively participated in making the youths plan.</i>	5%	5%	50%	40%	0%
	<i>The team reviewed what has been tried before to make the CSP more effective.</i>	5%	10%	55%	25%	5%
	<i>I know who is responsible for making each part of the youth's CSP happen.</i>	5%	10%	50%	33%	2%
	<i>I know how the youth's CSP is connected to other plans the youth has.</i>	0%	20%	45%	25%	10%
Are families involved?	<i>The CSP process was fully explained to the family including their rights and the choices they could make.</i>	5%	10%	40%	45%	0%
	<i>Family members are treated as equal team members.</i>	5%	10%	35%	45%	5%
	<i>The family spoke about their hopes and goals for the youth.</i>	0%	10%	40%	48%	2%
Strengths-based & individualized	<i>The strengths &amp; resources of the youth and family were used to create the youth's CSP.</i>	10%	15%	50%	20%	5%
	<i>The services and supports in the CSP are a good match for the youth's specific needs and strengths.</i>	5%	10%	50%	30%	5%
Does team track progress?	<i>I know how progress on the youth's CSP is or will be reviewed.</i>	5%	20%	50%	15%	10%
	<i>I believe the CSP team will reach or has reached the goals of the plan.</i>	10%	20%	40%	20%	10%
	<i>The CSP forms were helpful for guiding the plan.</i>	5%	25%	40%	10%	20%

## Regional Community Supports Inventory

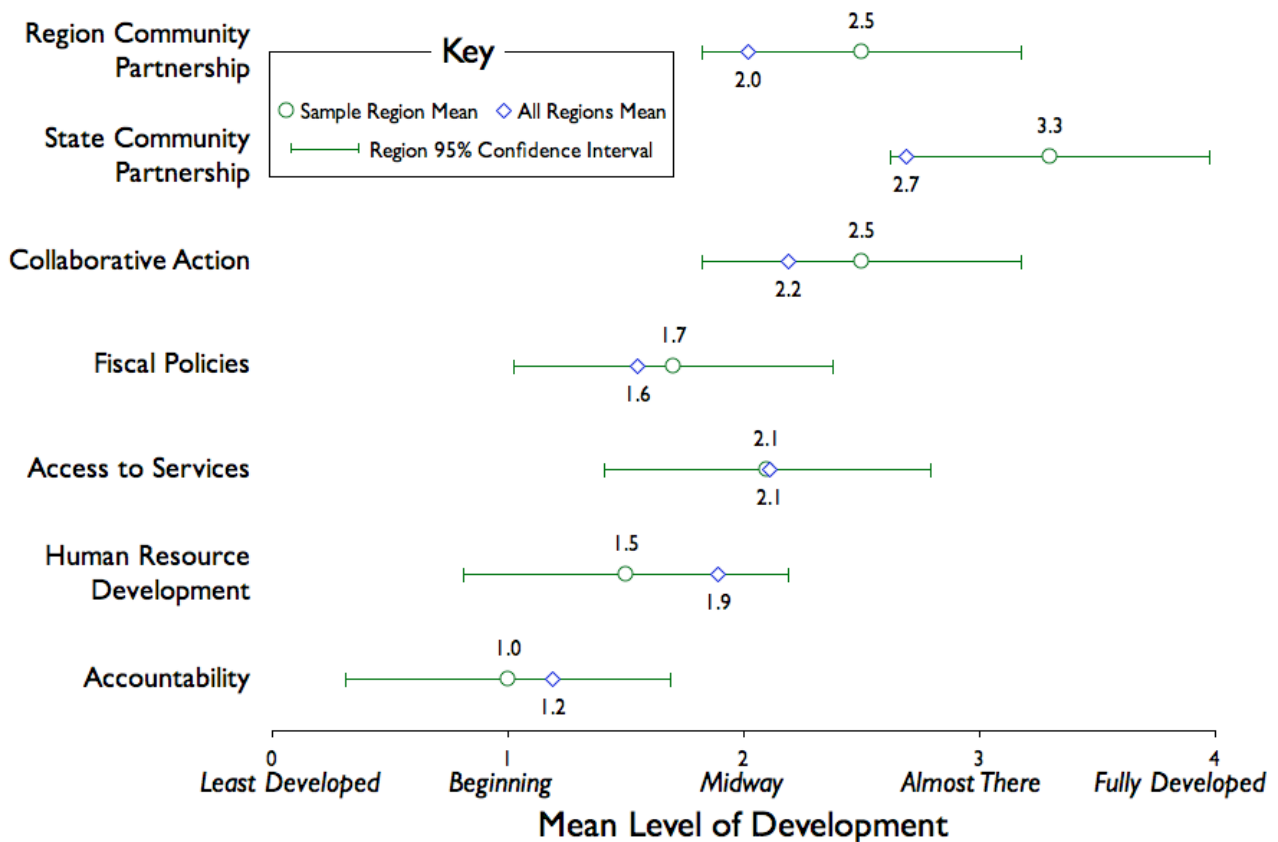
At the region and state level the *Community Supports Inventory* was used to evaluate how “developed” systems were for supporting the CSP process across six broad themes. Respondents reviewed 7 to 9 items for each theme then rated them on a five-point scale from least to fully developed:

0	1	2	3	4
<i>Least developed</i>	<i>Beginning</i>	<i>Midway</i>	<i>Almost there</i>	<i>Fully developed</i>

*NOTE: In Sample Region the survey was completed by 15 Local Interagency Team (LIT) members, including Mental Health (4), Education (4), Department for Children & Families (3), and 1 each from the Agency of Human Services, Corrections, Developmental Disabilities, and Vocational Rehabilitation.*

The figure below presents the mean ratings and confidence intervals for each theme for the Sample Region. The “All Regions Mean” refers to responses from regional stakeholders from around the state. The respondents rated the Sample Region higher on Community Partnership, Collaborative Action, and Fiscal Policies; but lower on Human Resource Development and Accountability (no difference for Access to Services).

### Sample Region Community Supports Inventory Themes



*Specific strengths and challenges from each theme based on responses from Sample Region on Community Supports Inventory (n = 15).*

	0	1	2	3	4
	<i>Least developed</i>	<i>Beginning</i>	<i>Midway</i>	<i>Almost there</i>	<i>Fully developed</i>
<i>Theme</i>	<i>Relative Challenge (lowest items)</i>			<i>Relative Strength (highest items)</i>	
<i>Community partnership (2.5)</i>	Not having an influential youth (0.9) or community voice (0.9) on regional teams			Having a LIT structure in place for joint planning and decision making (3.1)	
<i>Collaborative action (2.5)</i>	Information sharing across agencies & departments (1.7)			High level leaders understand and support CSP process (2.7)	
<i>Fiscal Policies (1.7)</i>	No clear and feasible plan for sustaining CSP funding (1.0) and no formalized mechanism for reviewing costs of CSP (0.9)			Relevant parties demonstrate collective fiscal responsibility for CSP (2.0)	
<i>Access to services (2.1)</i>	Services and supports are driven by availability rather than need (1.6)			CSP process is adequately available to families (2.7)	
<i>Human resources (1.5)</i>	People who primarily support CSPs tend to be compensated less and have less clear career advancement opportunities (1.1)			Job expectations of department/agency representatives allow them to participate on CSP teams (2.4)	
<i>Accountability (1.0)</i>	Little systematic monitoring of CSP quality and data is used for quality improvement efforts (0.7). No centralized monitoring of types of services (0.7)			There is a grievance procedure process that is accessible to families (2.1)	

*NOTE: For regions that want to examine their responses to the Community Supports Inventory in more detail, a spreadsheet with item-level responses can be provided.*

### 3. Are youth and families better off when participating in CSP?

#### CSP Team Member Survey

To evaluate whether the CSP process lead to positive short-term outcomes, respondents on the *CSP Team Member Survey* were asked to report on progress related to the team and youth. To allow time for teams to realize short-term gains, respondents were asked to complete this part of the survey only if their teams had met for at least three months.

*NOTE: In Sample Region there were 25 CSP team member responses for teams that met for at least 3 months (Mean = 6.8 months, SD = 4.2, low = 3 & high = 15).*

<i>Are teams making progress?</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Don't Know</i>
<i>The CSP team made good progress toward reaching the goals.</i>	10%	30%	45%	10%	5%
<i>The CSP team made changes to the plan when needed.</i>	15%	15%	40%	10%	20%
<i>Any concerns or questions I have had were resolved quickly.</i>	10%	30%	40%	15%	5%

#### *Do youth receive proposed services from Coordinated Services Plan?*

<i>Specific Findings</i>	<i>Vermont</i>	<i>Sample Region</i>
<i>Do youth receive proposed services</i>		
• Yes, all of them	9%	15%
• Most of them	25%	20%
• Some of them	43%	50%
• No, none of them	3%	8%
• Don't know if received	7%	7%
<i>If any services not received, why not?</i>	<i>Does not add to 100%</i>	<i>Does not add to 100%</i>
• Family decided not needed	25%	35%
• Providers decided not needed	2%	5%
• Services not available in region	19%	25%
• People not available to provide	21%	15%
• Money not available	18%	20%
• Don't know	20%	15%

## How much progress has the youth made in the following areas?

CSP team members were also asked about youth progress in six areas reflecting common goals. Again, respondents were asked to complete this part of the survey *only if their teams had met for at least three months*. Because the goal was to determine whether individual youth were making progress, only one response from each CSP team was included.

*NOTE: In Sample Region there were 22 responses from separate CSP teams that had met for at least 3 months.*

How much progress has youth made in...	Worse	No Better	A Little Better	A Lot Better	Don't Know	Not a CSP Goal
Family relationships	15%	20%	35%	5%	15%	10%
School performance	10%	30%	35%	15%	10%	5%
Behaviors & emotions	15%	25%	30%	15%	10%	5%
Safety	15%	20%	35%	15%	15%	0%
Physical health	5%	25%	20%	10%	15%	25%
Social or recreational	5%	30%	35%	5%	20%	5%

## Recommendations

### 1. Who are the youth and families participating in CSP process?

- a. Vermont departments and agencies need to develop procedures for collecting basic information about youth with CSPs. If lead agencies could identify which of their clients received CSPs (similar to tracking other services), the scope and effectiveness of the Interagency Agreement could be examined without the need for additional surveys. LIT members could bring such information to regional meetings to identify system needs, trends over time, and client progress.
- b. The Department of Education has taken the first step by adding an item to their annual special education (IEP) data collection. LITs are encouraged to use this data to examine regional questions related to CSPs for the population of youth also receiving special education.
- c. LITs also need procedures for collecting and managing basic information on families referred to them. Doing so would allow teams to examine possible trends in LIT referrals (e.g., presenting problems, difficulties accessing specific services) and provide an opportunity to follow up after LIT input has been provided.

### 2. Is the CSP process effective and efficient?

- a. Overall, team members reported that their teams had the right people, were working collaboratively, involving families, emphasizing strengths and individualized needs, and tracking progress toward goals. While far from definitive, these findings lend support that team members are experiencing some of the key system of care

- principles that sparked Act 264 and the Interagency Agreement. LITs that are interested in delving deeper into the characteristics of effective and efficient teams (e.g., to identify training needs) are encouraged to explore opportunities for support from the Interagency Agreement Support Team.
- b. With the first point made, increased partnership with families in the CSP process (and its evaluation) is needed. None of the CSP team member participants were family members. Thus, there is no way to determine whether perspectives on team process and outcomes would have been more positive, less, or no different if more family members were included. Based on available data collected from largely from providers:
    - i. Parents and caregivers are on the majority of CSP teams, and they are actively involved in the CSP process at the team, region, and state levels.
    - ii. In contrast, few youth are on CSP teams, and they do not participate in an influential way at the region and state levels regarding CSPs.
    - iii. Few natural supports (e.g., friends, advocates) are present on CSP teams.
    - iv. When asked why some services were not received for youth, providers indicated that family factors are a common reason.
    - v. Respondents in the Sample Region identified opportunities for further developing in having an *influential family voice* (rated as *Midway*) and having an *influential youth voice* (rated as *Beginning*) on their LITs.
  - c. It is recommend that the Sample Region's LIT examine the summary findings (and more detailed results available by request) from the *Community Supports Inventory*. This survey was designed to provide specific feedback on regional supports for interagency coordination and can provide a data-based method for identifying areas of strength & need.

### 3. *Are youth and families better off when participating in the CSP process?*

- a. A relatively high number of respondents did not answer or reported they did not know if teams and youth were making progress on their goals. Standard CSP team practice should include identification and tracking of relevant outcomes. An important part of this is making sure members of CSP teams have received training on identifying goals and measurable objectives.
- b. In addition, useful outcome measures are most likely already being used by departments and agencies that are working with youth receiving CSPs (e.g., *Child Behavior Checklist* for mental health, disciplinary referrals and academic performance for education). LIT members are encouraged to bring such measures to LIT meetings to facilitate better understanding across departments and agencies regarding outcome measurement. Following this, the LIT could make recommendations to local CSP teams for the use and communication of relevant measures.
- c. In Sample Region, team members reported mixed results regarding whether their teams were making progress, and they reported that youth were making only modest progress on CSP goals. If your LIT is interested in collecting more in-depth follow-up data from providers and family members following CSP team meetings or LIT referrals, the Interagency Agreement Support Team is available to work with you during the first half of 2009.