Assessing Comprehensive Community Support for Youth and Young Adults with Serious Mental Health Conditions:

Results of the *Community Supports for Transition Inventory* for "Transition Program X"

July, 20XX

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Highlights of Findings

In the Spring of 20XX, Transition Program X elected to use the **Community Supports for Transition Inventory** (CSTI) to assess the extent to which agencies and organizations in the local service system had developed the capacity to collaborate in providing comprehensive care for youth and young adults with serious mental health conditions. Community- and state-level stakeholders responded to the CSTI assessment from April - June 20XX. This report includes data from the community-level survey only: Findings from the state survey are reported separately.

This report provides background information on the CSTI and findings from Transition Program X.

Highlights from the findings include the following:

- The final lists of potential respondents from Transition Program X included [X] people. Of those, [X] responded, and [X] either declined or did not respond. This represents an overall response rate of [X].

- The relatively small number of respondents from Transition Program X makes it more difficult to interpret the findings from the CSTI, because having fewer respondents leads to larger confidence intervals for theme and item scores.

- On the Community Stakeholder Module, Transition Program X had an overall grand mean (or average) item score of [X]. On the scale of the CSTI, respondents rate each item from 0 (least developed) to 4 (fully developed). Thus a grand mean score of 2.61 corresponds to an overall level of development just about halfway between "midway" and "almost there" on the developmental scale.

- Transition Program X had the lowest score on theme 5, *fiscal policies and sustainability;* the highest on theme 3, *practice quality and support*; with other theme scores falling in between.

- According to the community stakeholders, Transition Program X's specific areas of greatest strength include two areas from theme 4, *workforce*: *provider approach* (item 4A) and *provider job expectations* (item 4B). Two items, each from a different theme, also indicated areas of particular strength: *service/support access* (item 6B) and *culturally responsive plan* (item 3B).

- Two items indicating areas of least development came from theme 5, *fiscal policies and sustainability*. *Sustained funding* (item 5D) had by far the lowest item score for Transition Program X on the CSTI Stakeholder Module. Additionally, *child/adult mental health fiscal partnering* (item 5A) was among the lowest-scoring items. The two other items with lowest scores came from theme 7, *accountability*: *disparities monitoring* (item 7G), and *outcomes* (item 7A).

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Background on the CSTI

Why is it important to measure how well agencies and organizations are collaborating to provide care for youth and young adults in the "transition" years? The *Community Supports for Transition Inventory* (CSTI) is a survey tool that assesses the level of development of a particular community's ability to provide comprehensive, individualized, community-based care for young people with serious mental health conditions of "transition" age (typically 16-24).

These young people typically have complex needs that cannot be met within a single agency or organization. Instead, a comprehensive approach usually includes services and supports from a variety of sources, including agencies or organizations focused on mental health, education/vocation, housing, justice/corrections, developmental disabilities, and others. Other organizations and agencies—including provider agencies and community organizations—may also be involved. Furthermore, depending on the young person's age, the services and supports received may be provided through child systems or adult systems.

In order to provide a coherent service/support package, the work of these various agencies and organizations needs to be coordinated, and this in turn requires the agencies and organizations to collaborate. Building the necessary level of inter-organizational collaboration can be a difficult and confusing process, and the CSTI was designed to serve as a kind of map or guide. The CSTI helps communities understand what they are aiming for: sustainable capacity to provide effective, comprehensive support for young people with serious mental health conditions. The CSTI also provides communities with data that tells them how far they are along the path to that destination. Communities can use this information as an input for strategic planning. Repeated use of the CSTI—at intervals of two years or so—allows communities to objectively assess what they have accomplished, and what yet needs to be done.

What is the format for the CSTI? The CSTI includes three separate survey modules.

1. **Community Stakeholder Module**. Community stakeholders with high levels of knowledge about the transition project and its implementation respond to the items on this module, which includes 45 items grouped into eight themes:

    Theme 1: Community Partnership. Collective community ownership of and responsibility for the transition project is built through collaboration among key stakeholder groups.

    Theme 2: Collaborative Action. Stakeholders involved in the wraparound effort take concrete steps to translate the wraparound philosophy into concrete policies, practices and achievements.

    Theme 3: Practice Quality and Support. The community has developed sustainable capacity to provide individualized transition planning in a manner that is consistent with transition values and principles.

    Theme 4: Workforce. The community supports the transition program and partner agency staff to work in a manner that reflects transition values and principles.

Theme 5: Fiscal Policies and Sustainability. The community has developed fiscal strategies to support and sustain the transition project, and methods to collect and use data on expenditures for project-eligible young people.

Theme 6: Access to Needed Supports & Services. The community has developed mechanisms for ensuring access to the transition project and the services and supports that young people need for their individualized transition plans.

Theme 7: Accountability. The community has implemented mechanisms to monitor service quality and outcomes, and to assess the quality and development of the transition program.

Theme 8: State Support. State agencies and their leaders understand and actively support the philosophy and goals of the transition program and take concrete steps to support it.

2. **Youth/Young Adult/Ally/Provider Module**. This module requests feedback from people who have personal knowledge about the services and supports that are actually received by young people participating in the transition program. (Service providers with knowledge about the project's governance and implementation are asked to respond to the longer Community Stakeholder Module.) In some ways, this module serves as a basic fidelity check to see if the services and supports experienced by young people are indeed comprehensive and coordinated, and whether they are accessible, attractive, individualized and strengths based. This module includes 19 items that reflect five of the eight themes on the Community Stakeholder Module. The youth/young adults, allies and providers are not asked to respond to items related to *collaborative action*, *fiscal policies and sustainability*, or *state support*. Furthermore, this module contains different items from the Community Stakeholder Module. Thus, while the themes are roughly comparable across modules, they do not cover exactly the same ground.

3. **State Module**. This module assesses the extent to which the state provides active support for community efforts to serve youth and young adults of transition age. Findings from the state module are included in a separate report.

What information does the CSTI provide? The CSTI provides an overall score—for all themes combined—as well as a score for each theme and each item. Scores are computed by averaging respondents' ratings for the appropriate item(s) on the CSTI. Respondents are asked to provide ratings for each item on the assessment; however, if they do not have information to rate a particular item, they are encouraged to provide a "don't know" response.

What else should I know about the CSTI? Further detail on how data for the CSTI is gathered and how the CSTI was developed is included in Appendix A of this report.

Transition Program X
Response Rate and Respondent Characteristics

Response rate. The final lists of potential respondents from Transition Program X included [X] people. Of those, [X] responded, and [X] either declined or did not respond. This represents an overall response rate of [X]%.

The relatively small number of respondents from Transition Program X makes it more difficult to interpret the findings from the CSTI, because having fewer respondents leads to larger confidence intervals for theme and item scores.

Respondent characteristics. Response rates are calculated from information provided by the local coordinator. Further information about the respondents is gathered during the survey.

Community Stakeholder. Community stakeholders were asked to describe their primary role in Transition Program X's transition project. The largest number (n=6; 55%) identified themselves as employees of the project or initiative. Almost all of the rest of the respondents identified themselves as direct service providers or administrators (n=3; 27%). The graph below provides more details on respondents' roles.
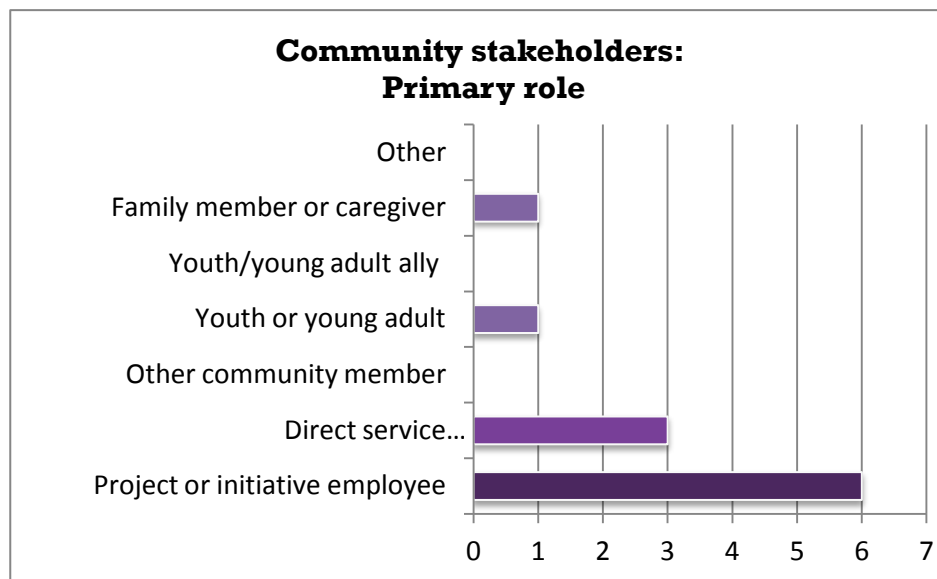
In response to the question "Have you or an immediate member of your family received intensive mental health and related services? (Includes agencies in child and adult mental services.)" 30% (n=3) indicated that they had.

Community stakeholders: Received intensive services

30%

70%

■ Yes ■ No
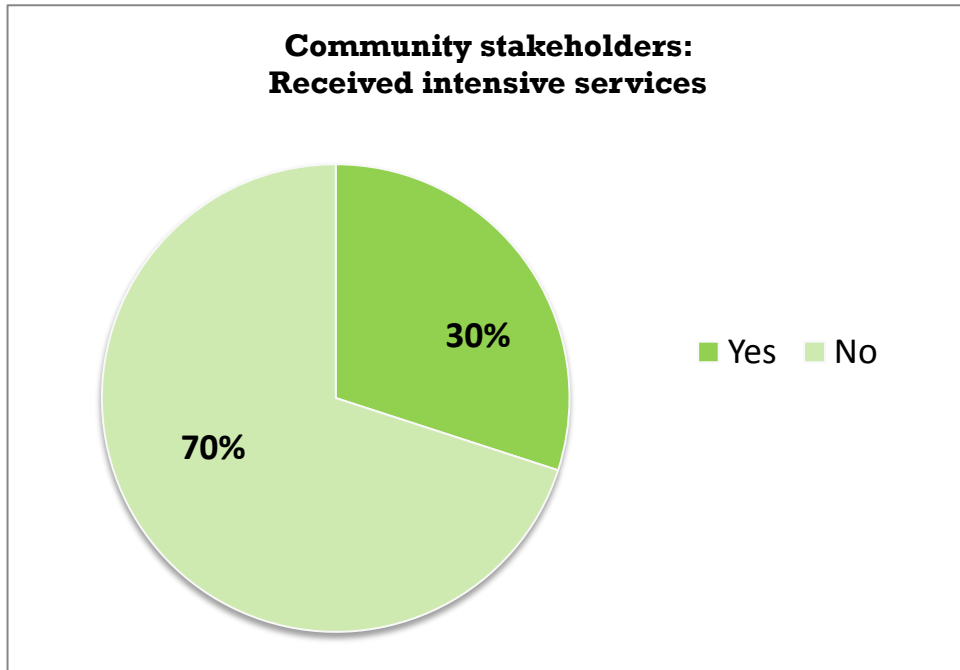
When asked about their racial or ethnic background, the majority (73%) of respondents identified themselves as Caucasian.

Community stakeholders: Racial/ethnic background

Other

Caucasian/European American

Native American/ American Indian

Latino/Hispanic

African American

0   5   10
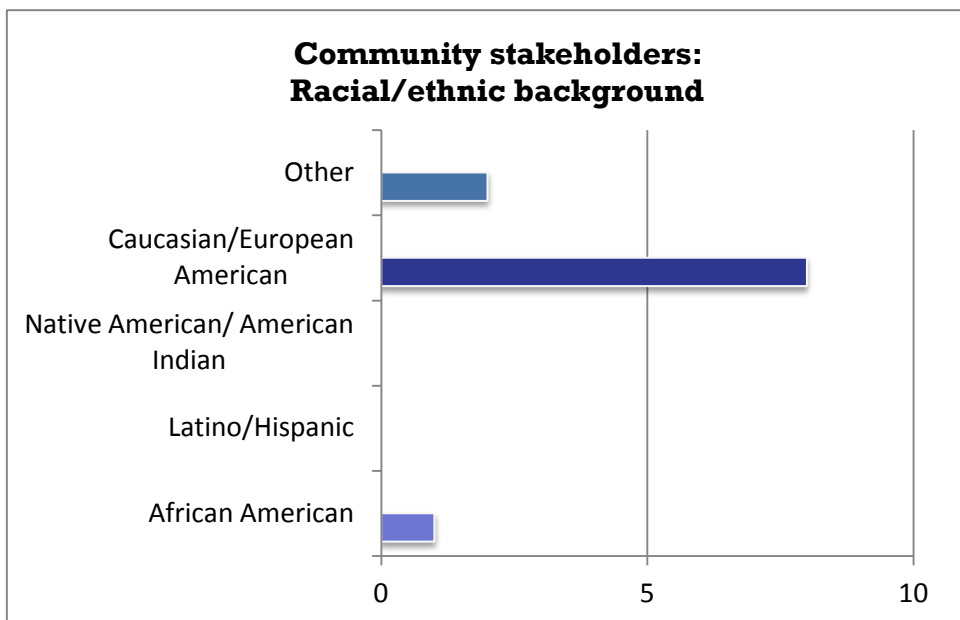
Overall Score and Theme Scores

Community Stakeholder Module. It is easiest to interpret CSTI scores when thought of as mean scores on items or groups of items. On the Community Stakeholder Module, Transition Program X had an overall grand mean (or average) item score of 2.61. On the scale of the CSTI, respondents rate ea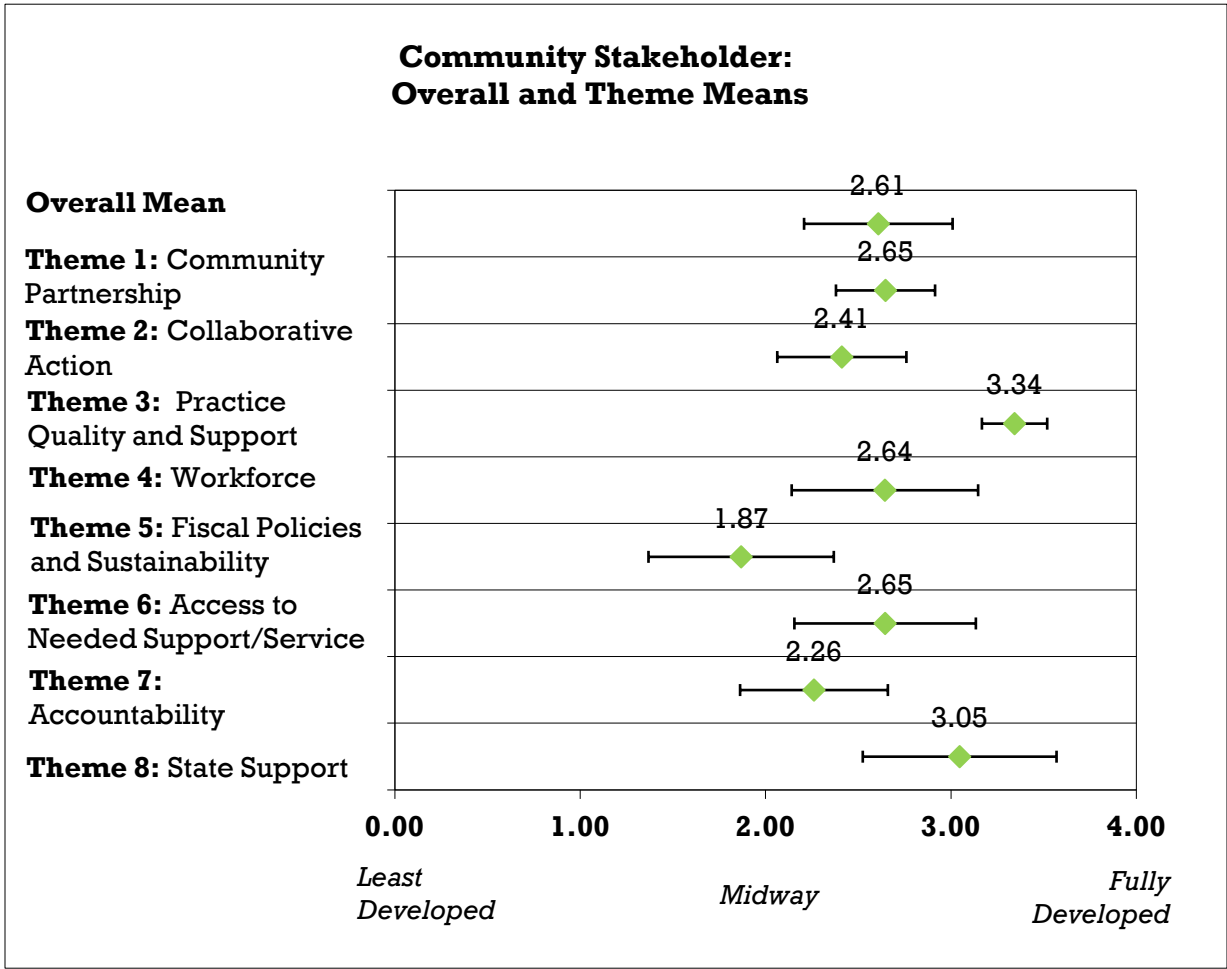ch item from 0 (least developed) to 4 (fully developed). Thus a grand mean score of 2.61corresponds to an overall level of development just about halfway between "midway and "almost there" on the developmental scale. (In the figures in this report, the bars to the left and right of the mean represent a statistical confidence interval for the score.)

Community Stakeholder: Overall and Theme Means

Overall Mean	2.61
Theme 1: Community Partnership	2.65
Theme 2: Collaborative Action	2.41
Theme 3: Practice Quality and Support	3.34
Theme 4: Workforce	2.64
Theme 5: Fiscal Policies and Sustainability	1.87
Theme 6: Access to Needed Support/Service	2.65
Theme 7: Accountability	2.26
Theme 8: State Support	3.05

0.00   1.00   2.00   3.00   4.00

Least Developed   *Midway*   *Fully Developed*

As a rough comparison, on the Community Supports for Wraparound Inventory (CSWI, the wraparound assessment from which the CSTI was adapted; see Appendix A), the national average for the grand mean is just about the "midway" point (1.98), and ranges between 1.04 and 2.77, with more communities scoring near the average and fewer toward the upper and lower ends of the scale.
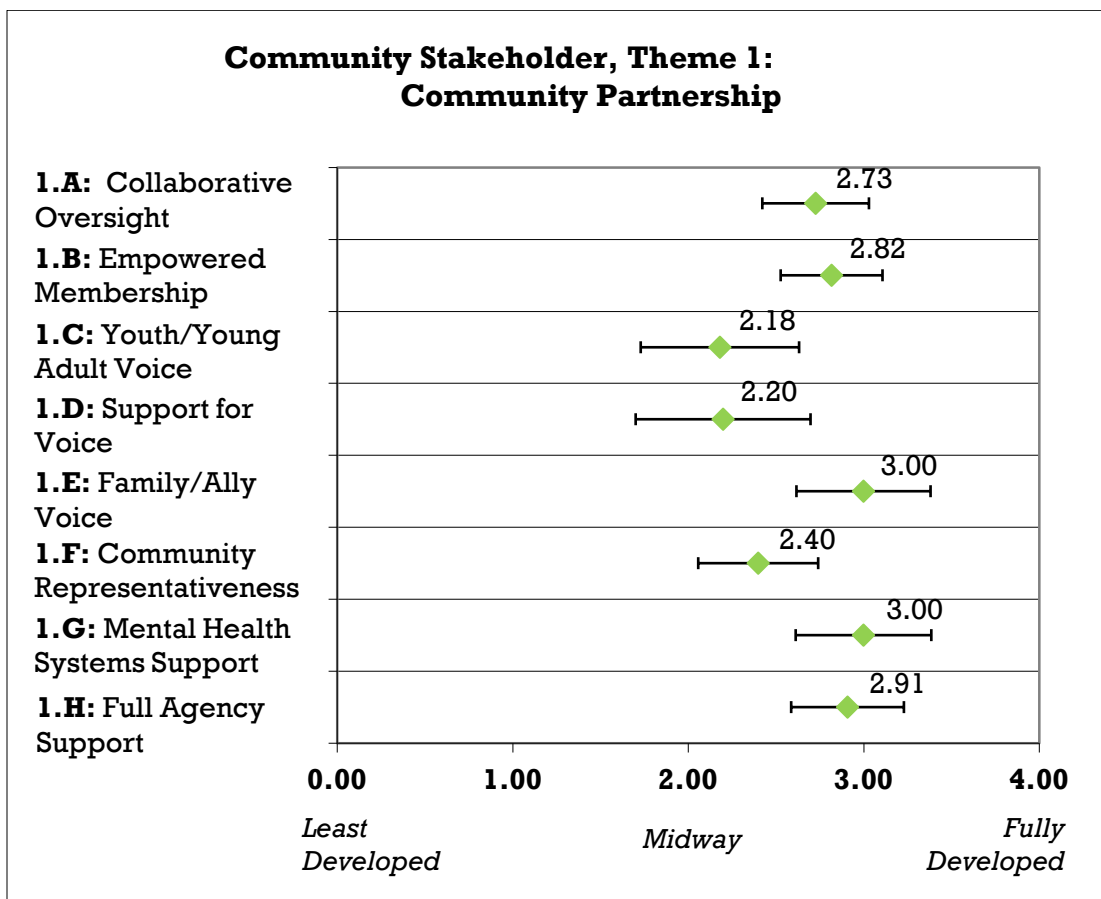
Findings from the wraparound assessment (CSWI) also showed that communities consistently scored lower or higher in certain areas. For example, mean theme scores for the *fiscal policies and sustainability* theme on the CSWI tended to be the lowest by quite a large margin, while scores on the equivalent of the *practice quality and support* theme tended to be the highest. Both of these tendencies were apparent in the data from Transition Program X, with the lowest score on theme 5, *fiscal policies and sustainability;* the highest on theme 3, *practice quality and support*; and other theme scores falling in between.

The next sections of this report discuss the themes one by one. This discussion provides more detail on exactly where Transition Program X's strengths and challenges lie. Even within themes where the Initiative has a relative strength, there may be items that point to specific challenges, and the opposite may also be true where a theme score represents an area of challenge.

Theme 1: Community Partnership

Collective community ownership of and responsibility for the transition project is built through collaboration among key stakeholder groups.

The figure below shows item means for theme 1 of the Community Stakeholder Module. (The complete text of each item can be found in Appendix B.) Within this theme, the individual item scores for Transition Program X were not significantly different from one another. (This is apparent because the confidence intervals for the scores on the items overlap. The confidence intervals for these scores are relatively large primarily due to small sample size.) However, because the means for both items related to youth/young adult voice (items 1C and 1D) may be lower than other areas, the initiative may want to explore this as an area for further work.

Community Stakeholder, Theme 1: Community Partnership

- **1.A:** Collaborative Oversight — 2.73
- **1.B:** Empowered Membership — 2.82
- **1.C:** Youth/Young Adult Voice — 2.18
- **1.D:** Support for Voice — 2.20
- **1.E:** Family/Ally Voice — 3.00
- **1.F:** Community Representativeness — 2.40
- **1.G:** Mental Health Systems Support — 3.00
- **1.H:** Full Agency Support — 2.91

Scale: 0.00 (Least Developed) — 1.00 — 2.00 — Midway — 3.00 — 4.00 (Fully Developed)

Theme 2: Collaborative Action

Stakeholders involved in the transition project take steps to translate the project philosophy into concrete policies, practices and achievements.

The mean theme score for *collaborative action* (2.41) was somewhat below, but not significantly different from, the overall mean for the entire CSTI. Within the theme, there were no statistically significant differences between the means.
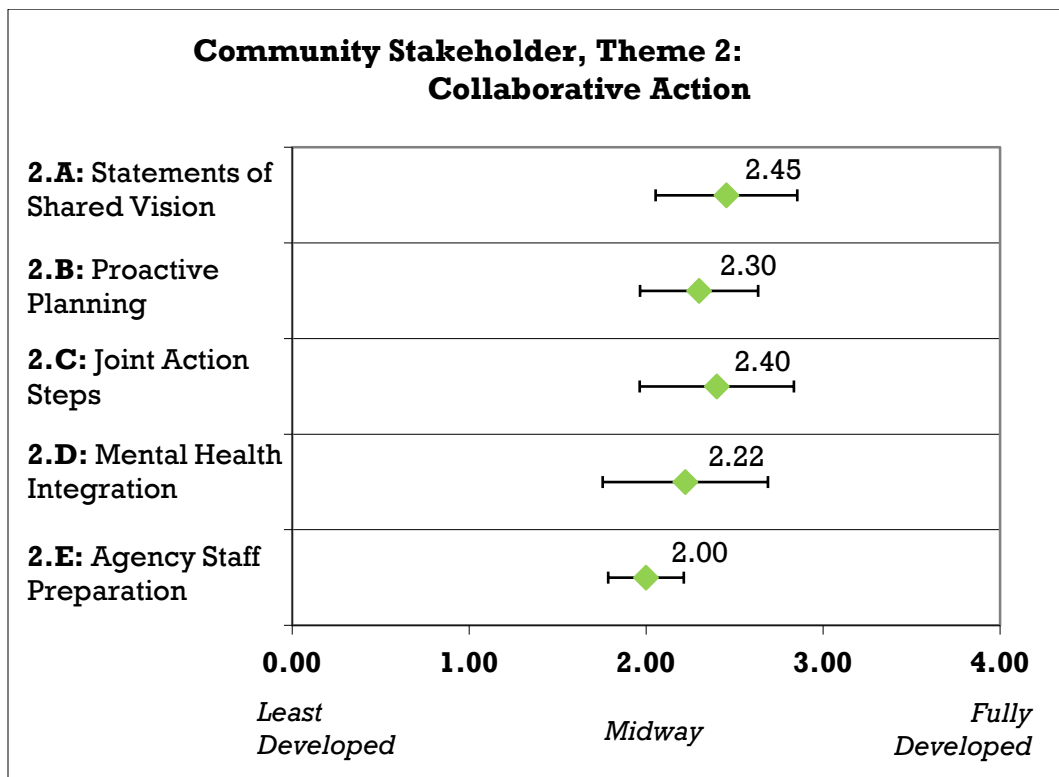
**Community Stakeholder, Theme 2:
Collaborative Action**

2.A: Statements of Shared Vision	2.45
2.B: Proactive Planning	2.30
2.C: Joint Action Steps	2.40
2.D: Mental Health Integration	2.22
2.E: Agency Staff Preparation	2.00

0.00   1.00   2.00   3.00   4.00

Least Developed   *Midway*   *Fully Developed*

Theme 3: Practice Quality and Support

The community has developed sustainable capacity to provide individualized transition planning in a manner that is consistent with transition values and principles.

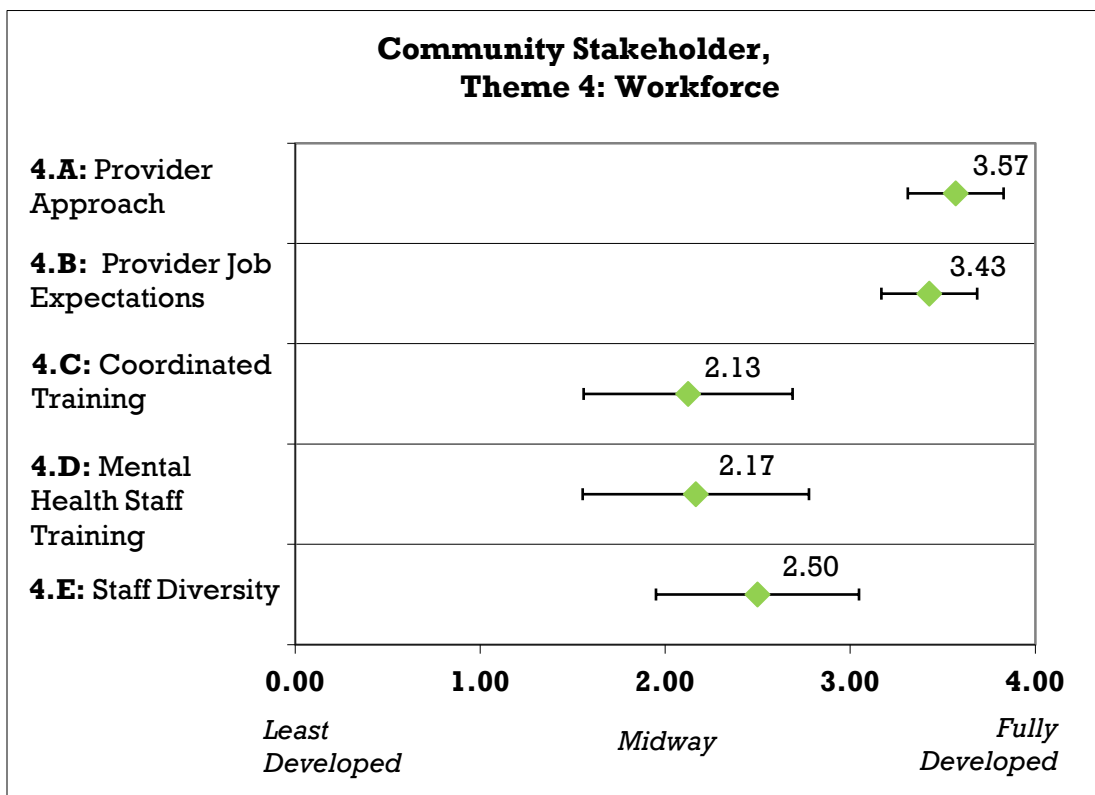The mean for this theme points to practice quality and support as an area of relative strength for Transition Program X. The overall mean (3.34) is significantly higher than the means for the other themes on the CSWI. The means for the individual items within the theme showed quite a bit of variability, with *culturally responsive plan* (item 3B) being the highest, and *core staff development* (item 3D) being the lowest.
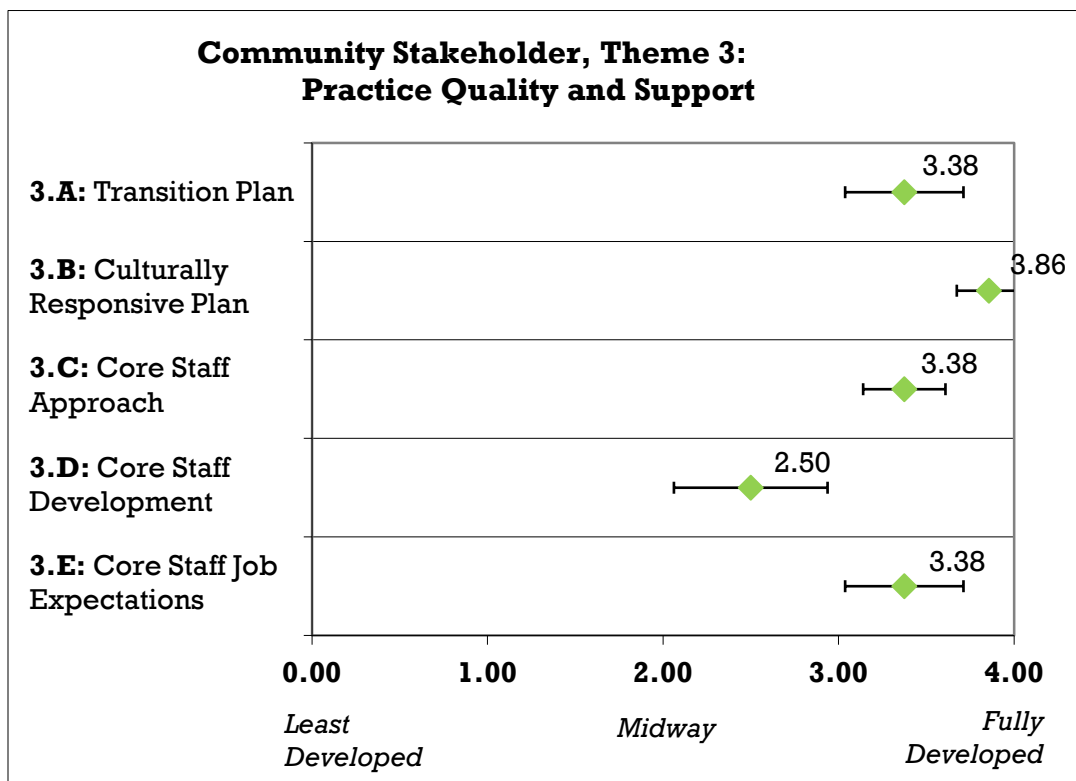
Community Stakeholder, Theme 3:
Practice Quality and Support

Item	Mean
3.A: Transition Plan	3.38
3.B: Culturally Responsive Plan	3.86
3.C: Core Staff Approach	3.38
3.D: Core Staff Development	2.50
3.E: Core Staff Job Expectations	3.38

Scale: 0.00 (Least Developed) — 1.00 — 2.00 (Midway) — 3.00 — 4.00 (Fully Developed)

Theme 4. Workforce

The community supports the transition program and partner agency staff to work in a manner that reflects transition values and principles.

Transition Program X's score on this theme was slightly higher than, but not significantly different from, its overall mean score. Within the theme, however, some significant item-to-item differences are apparent. The Initiative scored significantly higher on *provider approach* and *provider job expectations*, with other items showing lower perceived levels of development.

**Community Stakeholder,
Theme 4: Workforce**

4.A: Provider Approach	3.57
4.B: Provider Job Expectations	3.43
4.C: Coordinated Training	2.13
4.D: Mental Health Staff Training	2.17
4.E: Staff Diversity	2.50

0.00 — 1.00 — 2.00 — 3.00 — 4.00

Least Developed   Midway   Fully Developed

Theme 5: Fiscal Policies and Sustainability

The community has developed fiscal strategies to support and sustain the transition project, and methods to collect and use data on expenditures for project-eligible young people.
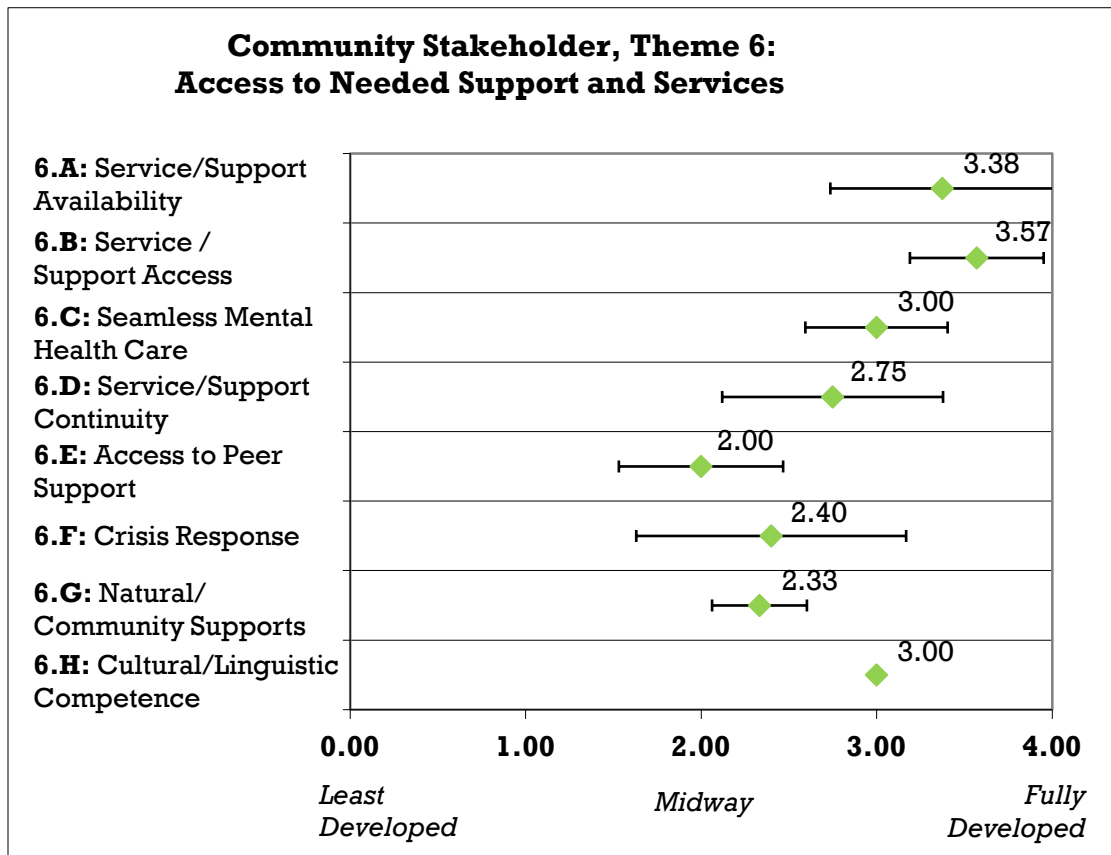
Fewer respondents answered the items on this theme, as compared to other themes. This, in turn, causes the confidence intervals to be larger than those on most other items. The Initiative may therefore want to consider improving its communication with stakeholders around fiscal issues. The overall mean for this theme (1.87) is lower than that for other themes, and indicates that *fiscal policies and sustainability* are the areas of greatest challenge for Transition Program X. Community stakeholders rate progress in achieving *sustained funding* as relatively slower than in other areas for this theme.
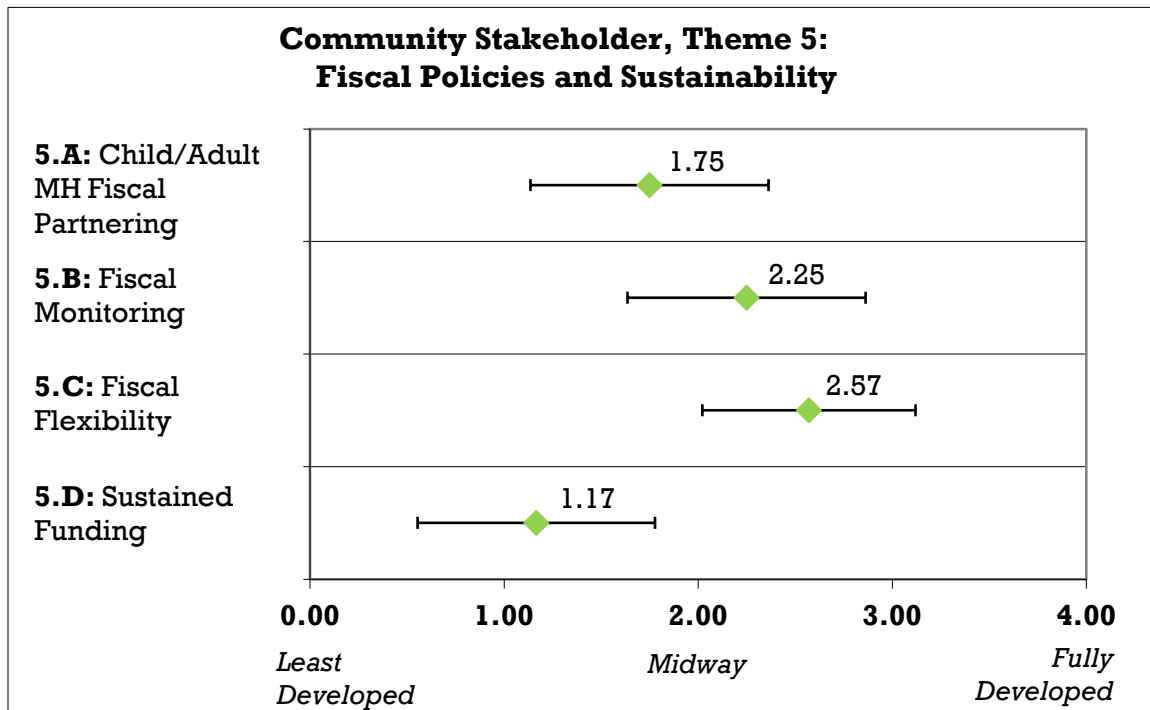
Theme 6: Access to Needed Supports and Services

The community has developed mechanisms for ensuring access to the transition project and the services and supports that young people need for their individualized transition plans.
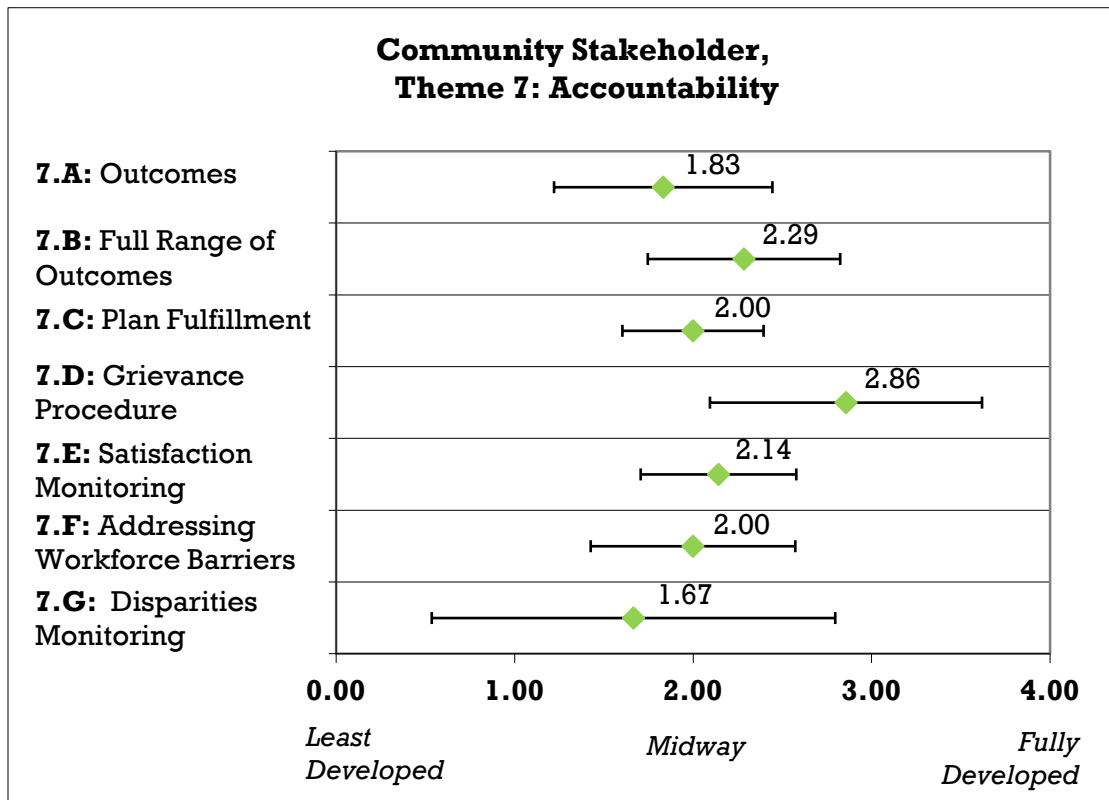
The means for the individual items on this theme showed quite a bit of variability. Means were highest for *service/support availability* and *service/support access* (items 6A and 6B) and lowest for *access to peer support* and *natural/community supports* (items 6E and 6G). The initiative may thus want to consider focusing some effort in expanding its service array to provide better access to community and peer supports. In two areas, *crisis response* and *service/support continuity* (items 6D and 6F), fewer people provided responses and the responses showed less agreement. This indicates a possible need for the initiative to develop better communication related to these topics.

Community Stakeholder, Theme 6: Access to Needed Support and Services

Item	Value
6.A: Service/Support Availability	3.38
6.B: Service / Support Access	3.57
6.C: Seamless Mental Health Care	3.00
6.D: Service/Support Continuity	2.75
6.E: Access to Peer Support	2.00
6.F: Crisis Response	2.40
6.G: Natural/ Community Supports	2.33
6.H: Cultural/Linguistic Competence	3.00

0.00 — 1.00 — 2.00 — 3.00 — 4.00
Least Developed — *Midway* — *Fully Developed*

Theme 7: Accountability

The community has implemented mechanisms to monitor service quality and outcomes, and to assess the quality and development of the transition program.
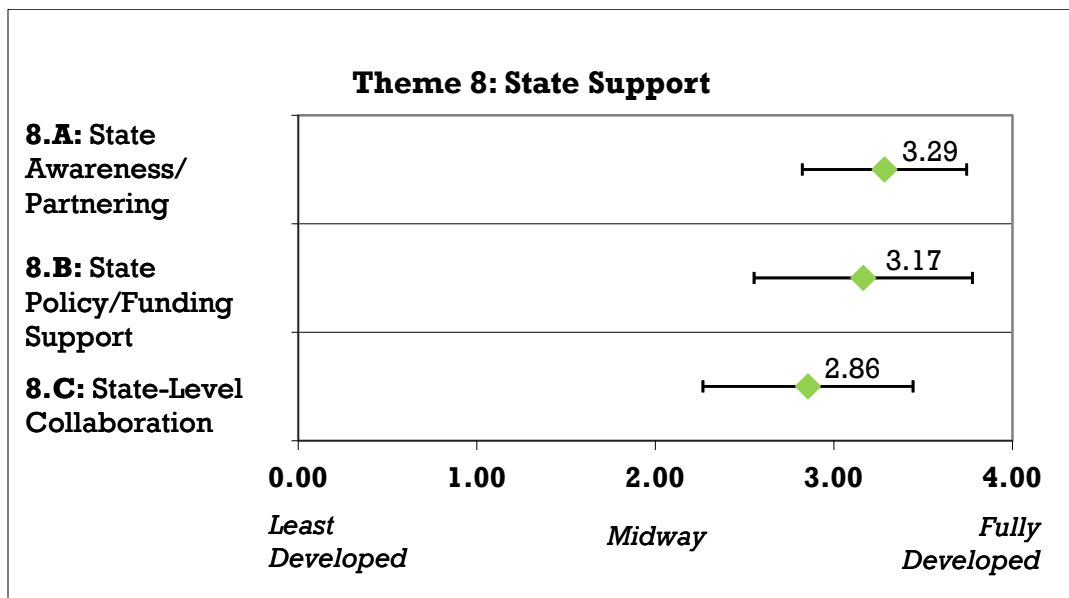
Transition Program X's overall mean for this theme of the Community Stakeholder Module (2.26) was lower than, but not significantly different from—its overall mean for the CSTI. This was another theme with a relatively large number of "don't know" responses given, and the confidence intervals for the means are relatively large as a result. This is particularly true for *disparities monitoring,* (item 7G), which had only three respondents. This suggests that the Initiative could improve communication to stakeholders regarding accountability. In part because of the large confidence intervals, none of the means on the individual items from this theme differed significantly from the others.

Community Stakeholder,
Theme 7: Accountability

7.A: Outcomes — 1.83
7.B: Full Range of Outcomes — 2.29
7.C: Plan Fulfillment — 2.00
7.D: Grievance Procedure — 2.86
7.E: Satisfaction Monitoring — 2.14
7.F: Addressing Workforce Barriers — 2.00
7.G: Disparities Monitoring — 1.67

0.00 (Least Developed) 1.00 2.00 (Midway) 3.00 4.00 (Fully Developed)

Theme 8: State Support

State agencies and their leaders understand and actively support the philosophy and goals of the transition program and take concrete steps to support it.

The overall mean from the Community Stakeholder Module for this theme (3.05) showed that state support was an area of relative strength for Transition Program X, with progress "almost there" on the developmental scale. Each of the individual items on this theme had a relatively high mean, though once again the confidence intervals were rather large due to small sample size and the fact that several respondents answered "don't know" to each item.

Theme 8: State Support

8.A: State Awareness/Partnering — 3.29

8.B: State Policy/Funding Support — 3.17

8.C: State-Level Collaboration — 2.86

0.00 — Least Developed   1.00   2.00   3.00 — Midway   4.00 — Fully Developed

Specific Areas of Strength and Challenge

Community Stakeholder Module.

According to the community stakeholders, Transition Program X's areas of greatest strength include two specific areas from theme 4, *workforce*: *provider approach* (item 4A) and *provider job expectations* (item 4B). Two items, each from a different theme, also indicated areas of particular strength: *service/support access* (item 6B) and *culturally responsive plan* (item 3B).

Two items indicating areas of least development came from theme 5, *fiscal policies and sustainability*. *Sustained funding* (item 5D) had by far the lowest item score for Transition Program X on the CSTI Stakeholder Module. Additionally, *child/adult mental health fiscal partnering* (item 5A) was also among the lowest-scoring items. The two other items with lowest scores came from theme 7, *accountability*: *disparities monitoring* (item 7G), and *outcomes* (item 7A).

Themes from Respondents' Comments

Respondents were given the opportunity to comment on three open-ended questions. Several respondents took the time to express their opinions about both challenges and strengths. Themes from the comments are presented below. All comments are included in Appendix C.

Please describe one or two things (programs, activities, policy changes) that your community has done recently to improve services to young people with serious mental health disorders.

Several of the respondents noted that Transition Program X had had successes in supporting collaboration and developing capacity to serve the youth and young adult population more seamlessly and more effectively.

"Two major advocacy groups have agreed to collaborate to assist Transition Program X and the populations it serves."

What are the most pressing challenges that your community is trying to solve for this population?

A number of the comments focused on the need for further expanding the array of supports available to young people in the county, including both formal services/supports and more informal supports and opportunities:

"My community is trying to offer supports that the youth need to reach their own goals such as independent living, higher education, employment, etc. However almost every youth in Transition Program X has complained of loneliness and a lack of interaction with peers. There should be more focus on improving social skills and offering opportunities for youth to find friends or significant others in a safe, clean, and fun environment."

Appendix A: Additional Background on the CSTI

How was the CSTI developed? The CSTI is an adaptation of a measure called the *Community Supports for Wraparound Inventory* (CSWI), which assesses the extent to which community partners have come together to provide comprehensive, community-based care for children with serious emotional or behavioral disorders and their families. The children and families who participate in wraparound typically receive services and supports from multiple agencies and systems, and in most cases the children are at high risk of being placed in an institutional setting such as a hospital or residential treatment center. Wraparound brings the family and providers together to create a single, collaborative and comprehensive care plan that is designed to ensure that the child can remain in the community and thrive.

The CSWI emerged from research by Walker & Koroloff,[1] and it was further refined through feedback collected from the advisors of the National Wraparound Initiative.[2] Research using the CSWI has provided evidence of the measure's reliability and validity.[3] Within communities, there is typically a fairly high level of agreement about where greatest progress has been made, and where most work remains to be done. Different communities show variation both in the overall level of implementation support (recognized by item means that are high relative to averages in other communities) and in areas of strength and challenge. Moreover, previous studies of system and organizational support for wraparound implementation have shown that greater levels of such supports are associated with higher wraparound fidelity scores.[4]

Efforts to serve youth and young adults with SMHC are undertaken in a system environment that is quite different from the environment for wraparound programs. Additionally, the needs of youth and young adults are quite distinct from those of children. Nevertheless, the basic underlying challenge is the same: to bring diverse systems and providers together to provide comprehensive, coordinated, community-based care focused on improving functional outcomes and quality of life. Furthermore, wraparound specifies that the service approaches used should be strengths based and driven by the perspectives of the family and (to the extent developmentally appropriate) the child. This is similar to the service philosophy that underlies efforts to meet the needs of transition-aged young people in communities using the CSTI.

Adaptation of the CSWI began with a review of items by the research team at Portland State University. This was followed by several rounds of review and further adaptation. Feedback was

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[1] Walker & Koroloff (2007). Grounded theory and backward mapping: Exploring the implementation context for wraparound. *Journal of Behavioral Health Services and Research.*

[2] Walker, J. S., Bruns, E. J., & Penn, M. (2008). Individualized services in systems of care: The wraparound process. In B. A. Stroul & G. M. Blau (Eds.), *The system of care handbook: Transforming mental health services for children, youth, and families.* Baltimore, MD: Brookes Publishing

[3] Walker, J. S. & Sanders, B. (in press). *The Community Supports for Wraparound Inventory*: An Assessment of the Implementation Context for Wraparound, *Journal of Child and Family Studies.*

[4] Bruns, E. J., Suter, J. C., & Leverentz-Brady, K. L. (2006). Relations between program and system variables and fidelity to the wraparound process for children and families. *Psychiatric Services, 57*, 1586-1593.

sought from stakeholders with high levels of experience and expertise, representing different roles including young people and families, providers, administrators and state-level policy makers.

How is data for the CSTI gathered? In the first step for the CSTI, a community selects a local coordinator to work with the research team from Portland State University. The local coordinator has two main responsibilities for the CSTI. First, he or she works with the research team to compile a list of potential respondents for each module of the CSTI. Second, the local coordinator is responsible for working within the community to ensure that respondents do indeed complete the CSTI. The goal is to ensure a good response rate, so that the community can have confidence that the findings from the CSTI are indeed an accurate representation of community perceptions. Communities responding to the CS*WI* have compiled lists of anywhere between about 25 and 130 respondents. Exactly how many respondents are nominated depends on the size of the community and, to some extent on how much system-level development has already taken place.

The local coordinator provides the list of potential respondents to the research team, and the team then creates an online version of each CSTI module for the community/state. The research team then sends an email invitation to each potential respondent for the CSTI modules. Potential respondents are given about three weeks to complete the CSTI, and they are sent weekly email reminders. People can take the survey, or they can choose to "decline" the survey. People who decline the survey and people who complete the survey do not receive further reminders. Other people from the list are considered "nonresponders" and receive emails and, perhaps, followup calls asking them to respond or decline.

After three weeks, the research team and the local coordinator check the response rate. If the response rate is not high enough—75% is considered the minimum acceptable rate—the research team and the local coordinator work together to encourage further responses. Usually, this involves making reminder phone calls to nonresponders. Communities using the CSWI are usually able to get response rates near 80%.

Appendix B: Text of CSTI Items and Item Means

Theme 1: Community Partnership

Item	Transition Program X
1.A Collaborative Oversight There is a collaborative group (a "community leadership team") for planning and decision making through which community partners jointly oversee the development and implementation of the transition project.	2.73
1.B Empowered Membership The community leadership team includes leaders who are empowered to make decisions and commit resources on behalf of their organizations to support the transition project.	2.82
1.C Influential Youth/Young Adult Voice Youth and young adults with significant experience in systems and/or services are influential members of the community leadership team, and they take active roles in decisions and discussions.	2.18
1.D Support for Youth/Young Adult Voice The project works to recruit, train and support youth and young adults, including youth from diverse backgrounds, so that they can participate actively and productively on the community leadership team.	2.20
1.E Influential Family/Ally Voice Families and other adult "allies" of youth with significant experience in the mental health system are influential members of the community leadership team, and they take active roles in discussions and decisions.	3.00
1.F Community Representativeness The membership of the community leadership team reflects the social, cultural and economic diversity of the community and of the youth and young adults served.	2.40
1.G Mental Health Systems Support Representatives from both the adult and child mental health systems are active on the community leadership team and support the transition project's philosophy and goals.	3.00
1.H Full Agency Support Representatives from relevant public agencies (e.g., child and adult mental health, substance abuse, child welfare, juvenile/criminal justice, secondary and post-secondary education providers, vocational rehabilitation, etc.) and major provider organizations participate productively on the community leadership team. These representatives understand and support the transition project's philosophy and goals.	2.91

Theme 2 Collaborative Action

Item	Transition Program X
2.A Statements of Shared Vision Key stakeholders in the transition project have worked together to develop clear statements of mission, values, and desired outcomes for the transition project. These statements reflect transition values and principles.	2.45
2.B Proactive Planning The transition project is guided by a strategic plan that describes the goals of the project and stakeholders' responsibilities in helping to achieve the goals. The plan is reviewed and updated as needed.	2.30
2.C Joint Action Steps Participating agencies and organizations take tangible steps (e.g., developing MOUs, contributing resources, revising agency policies or regulations, participating in planning activities) toward achieving joint goals that are central to the project.	2.40
2.D Mental Health Integration The child and adult mental health systems take tangible steps (e.g., developing MOUs, contributing resources, revising agency regulations, participating in planning activities) toward integrating their efforts to improve outcomes for young people.	2.22
2.E Agency Staff Preparation The collaborating agencies take concrete steps to ensure that their staff members are informed about the transition project and its values and practices. These agencies have communicated clear expectations about how staff should communicate, co-ordinate and/or collaborate with the transition project.	2.00

Theme 3 Practice Quality and Support

Item	Transition Program X
3.A Individualized Transition Plan Each young person participating in the program has an individualized transition plan that responds to his/her unique needs and goals, and reflects transition values and principles (e.g., youth-/young adult-driven, focused on community integration skills and outcomes, etc.)	3.38
3.B Culturally Responsive Plan The transition plan is developed in a manner that reflects the young person's cultural and linguistic preferences, and is respectful of his/her personal and sexual identity.	3.86
3.C Core Staff Approach Staff who work with young people on creating their transition plans are strength based and respectful of the young people. These staff work to ensure that the young people take the lead in creating their own transition plans.	3.38
3.D Core Staff Professional Development Staff who work with young people on creating their transition plans receive comprehensive training and ongoing supervision/coaching. This professional development systematically focuses on developing skills and knowledge for working effectively with youth and young adults.	2.50
3.E Core Staff Job Expectations The caseloads and job expectations for staff with primary roles in the transition planning process (e.g., transition facilitators, peer supporters) allow them adequate time, flexibility, and resources to provide high-quality service consistent with transition values and principles.	3.38

Theme 4 Workforce

Item	Transition Program X
4.A Provider Approach Staff who provide services/supports to young people (e.g., providers of supported employment, therapists, job coaches, etc.) are respectful and strength based, and encourage young people to make choices and decisions about their services/supports.	3.57
4.B Provider Job Expectations The caseloads and job expectations of service/support providers (e.g., providers of supported employment, therapists, job coaches, etc.) allow them adequate time, flexibility, and resources to provide high-quality services consistent with transition values and principles.	3.43
4.C Coordinated Training There is a coordinated training effort to ensure that providers across all participating agencies learn specific practice skills to work effectively with youth and young adults. These practice skills are consistent with transition values and principles.	2.13
4.D Mental Health Staff Training Staff from both adult and child mental health settings who work with youth and young adults are trained so that they have specific skills to work effectively with this population.	2.17
4.E Staff Diversity The transition project and community providers successfully recruit and retain staff—including transition facilitators and peer support providers—who reflect the diversity of the youth being served and their language preferences.	2.50

Theme 5 Fiscal Policies and Sustainability

Item	Transition Program X
5.A Child and Adult Mental Health Fiscal Partnering The child and adult mental health systems integrate their funding to finance the transition project and/or have worked together to create policies that outline each system's financial contributions to the project.	1.75
5.B Fiscal Monitoring There is a formalized mechanism for reviewing the costs of implementing the transition project. This information is used to streamline spending and to become more efficient.	2.25
5.C Fiscal Flexibility Funds are available to pay for services and supports typically needed by young people of transition age. Some funds are flexible, and can be used to pay for unique or non-traditional services and supports needed for individualized transition plans.	2.57
5.D Sustained Funding There is a clear and feasible plan for sustaining sufficient fiscal support for the transition project over the long term, and the plan is being implemented.	1.17

Theme 6 Access to Needed Supports and Services

Item	Transition Program X
6.A Service/Support Availability Young people can access the services and supports required for their transition plans (e.g., employment support, therapy, medication management, peer support) without long delays.	3.38
6.B Service/Support Access Services and supports needed by young people are available at the times and locations that are convenient for the young people. If the young people have constraints around times/locations, providers are flexible and work with young people to find alternatives.	3.57
6.C Seamless Mental Health Care As long as young people are eligible for the transition program, they can continue to receive mental health services without interruption or disruption because of change in age.	3.00
6.D Transition Services/Supports Continuity As long as young people are eligible for the transition program, they can continue to receive transition related services (including housing, employment supports, peer support) without interruption or disruption because of change in age.	2.75
6.E Access to Peer Support Young people who participate in the transition project have access to peer-delivered services and supports. Peer supporters have clearly defined roles, and their activities are integrated into other project components.	2.00
6.F Crisis Response Support for averting and managing crises and fully implementing young people's safety/crisis plans is available around the clock. The community's crisis response is consistent with preferences expressed in young people's safety/crisis plans.	2.40
6.G Building Natural and Community Supports The transition project devotes resources to developing or is able to access individuals and organizations in the community who support the young person (e.g., coach, teacher, youth group). Young people have access to these resources in ways that that are consistent with their transition plans.	2.33
6.H Building Cultural and Linguistic Competence The transition program devotes resources to developing or is able to access services and supports that are culturally and linguistically responsive to the needs and preferences of the young people who participate in the program.	3.00

Theme 7 Accountability

Item	Transition Program X
7.A Outcomes There is centralized monitoring of relevant outcomes for young people in the transition project. This information is used by the collaborative oversight team as the basis for strategic planning and for funding and policy discussions.	1.83
7.B Full Range of Outcomes The outcomes measured reflect a full range of outcomes, consistent with young people's goals and transition values and principles (e.g. youth self-determination, progress in education/training, housing stability).	2.29
7.C Plan Fulfillment There is ongoing monitoring to determine if services and supports indicated in the transition plans are provided and if goals that appear on the transition plans are met.	2.00
7.D Grievance Procedure There is a grievance procedure that is easily available to young people. Grievances are resolved in a timely manner, and young people are not penalized for using these procedures.	2.86
7.E Satisfaction Monitoring There is an ongoing and systematic process to track satisfaction with transition planning and with project services among young people and their families. Concerns and barriers have been identified and addressed.	2.14
7.F Addressing Workforce Barriers There is a systematic process for identifying and addressing barriers that prevent program staff from doing their work effectively. Key barriers have been successfully addressed through this process.	2.00
7.G Disparities Monitoring There is a systematic process for identifying and addressing barriers in access, quality and outcomes of youth based on racial, ethnic, or other cultural identities.	1.67

Theme 8 State Support

Item	Transition Program X
8.A State Awareness and Partnering Leaders of state agencies that provide services to youth and young adults are aware of and support transition values and principles. The state agencies maintain active and productive partnerships with local transition project(s) and are open to their recommendations.	3.29
8.B State Policy and Funding Support Staff and leaders at state agencies are active in helping to identify and initiate policy and funding changes that support the local transition project(s).	3.17
8.C State-Level Collaboration State-level staff responsible for child and adult mental health work together to plan for and monitor the delivery and effectiveness of services to the transition population.	2.86

Appendix C: Responses from the Open-Ended Questions

Open-ended responses are shown exactly as entered on the survey. Information that might compromise confidentiality has been deleted.

Please describe one or two things (programs, activities, policy changes) that your community has done recently to improve services to young people with serious mental health disorders.

- Two major advocacy groups have agreed to collaborate to assist Transition Program X and the populations it serves

- Supportive employment staff person specifically hired for transition youth and is part of the Transition Program X team. / / Strong effort to assist families in negotiating the Education System

- Transition Program X team. continues to serve young adults up to the age of 26, and can extend services past that age depending on the needs of the youth.

- Because of Transition Program X, [X] and [X] are working together to offer support to Transition age youth and their families. We have also begun to offer Transition age specific education opportunities to the community. Transition Program X in itself is a Godsend to our young people. Supportive employment is wonderful and so life changing.

- More training using the TIP guidelines to help better serve our youth.

What are the most pressing challenges that your community is trying to solve for this population?

- Aligning the systems within the various services and supports needed by transition age youth to provide relevent continuum of services

- Housing. / / Engaging the Education System specific to putting more effort into transition planning for emotionally disabled youth

- My community is trying to offer supports that the youth need to reach their own goals such as independent living, higher education, employment, etc. However almost every youth in Transition Program X has complained of lonliness and a lack of interaction with peers. There should be more focus on improving social skills and offering opportunities for youth to find friends or significant others in a safe, clean, and fun environment.

- How the funding will work between the child and adult worlds.

- workforce development, housing, transportation

- Engaging our public school system in collaborative work.

Do you have any additional feedback you would like to provide?

- Transition Program X has shown some great successes. One example is of a young adult who was homeless when he began the program. He now has housing and is employed full time. Assisting parents to maintain their children in the home while the young adult is preparing to be independent has also been very successful.

- I have answered these questions from the perspective of my work on the [X] committee as a [X] representative and as a parent with a child in Transition Program X. I can not thank the fine Transition Program X team enough for all they have done for my daughter. I am also grateful to get the chance to

see how desperately hard all levels of government and nonprofits involved work to understand each other and work together. From the state directors to Facilitators, to peers and even the skeptical stakeholders (with the notable exception of the public school system), Everyone makes an effort and that is an awesome experience.