



New York State PROMISE Collaborative Network Study

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NYS PROMISE Collaboration Study – approach to measurement and evaluation of interagency collaboration in youth school-to-work transition. NYS PROMISE is a randomized, controlled 5-year study involving the provision of case management, service coordination, and transition-based services to youth (14-16) and families receiving SSI in New York.

Collaboration Study

- Innovative approach to measurement and evaluation of interagency collaboration in youth school-to-work transition.
- Program model emphasizes increased communication, accountability, resource sharing & service coordination by project partners (LEAs, service providers, parent centers) to promote an indigenous model of service delivery.
- Survey-based research design to assess “levels of collaboration” (task oriented) and “trust and mutuality” (synergistic) indicators. These are supplemented by referral, case management and service delivery data, as well as qualitative data from interviews and focus groups.

Importance of interagency collaboration:

While collaboration in transition has long been a noted ‘best practice’ of the field, recent literature focuses on need for empirical testing and evidence-based practices (Cobb et al., 2013; Test, Fowler et al., 2009).

Methodology:

Longitudinal study assessing development of collaborative social networks between three required program partners (LEAs, regional parent centers & community service providers).

Data Collection:

Levels of collaboration assessed annually in Q3 (spring). Respondents are key personnel in participating agencies. Evaluation monitors growth/development of the collaborative networks over time.

Partnership Building

Formalize partner interactions: development and enhancement of strong interagency partnerships is a key goal of NYS PROMISE. With many organizations engaging in interrelated work and serving the same clients, effective communication and shared information/decision making is key.

Intervention: impact of program interventions aimed at improving service coordination in transition partnerships, such as:

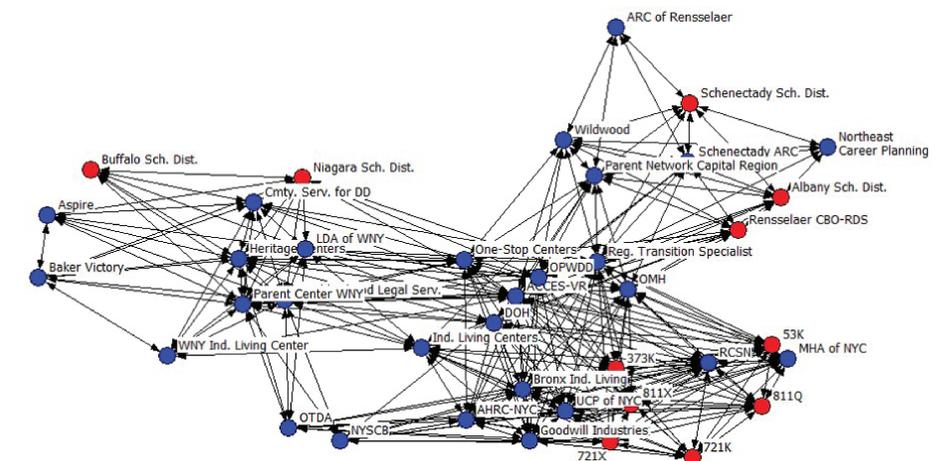
1. formalization of interagency relationships and decision making
2. accountability systems derived from payment approval systems at the school case management-level
3. increased communications through mandatory weekly & monthly regional meetings
4. cross-training opportunities
5. bi-annual statewide learning communities, and
6. targeted technical assistance efforts

Evaluation and assessment: “collaboration” can have a variety of meanings; within NYS PROMISE we think of collaboration along a continuum of best practices (Hogue, 1993; Frey, 2006).

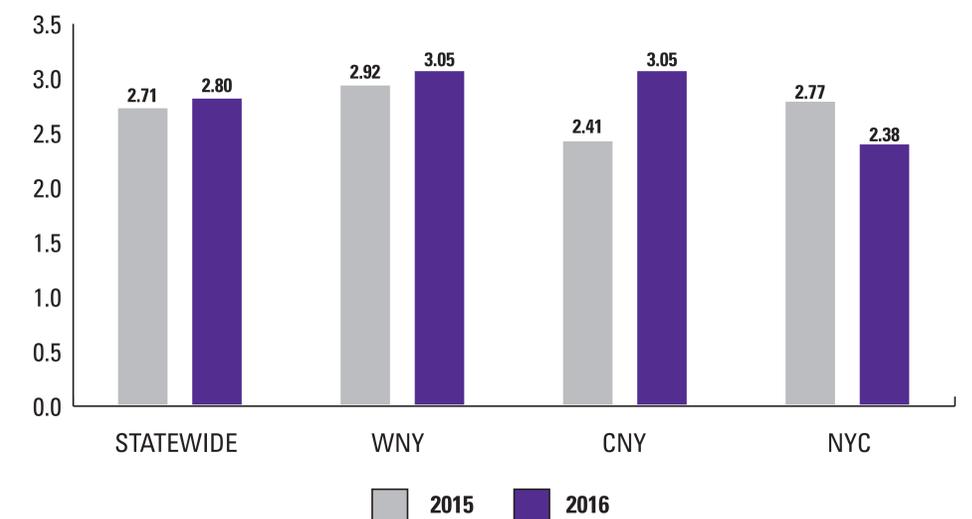
Collaborative Network Study

1-Networking	2-Cooperation	3-Coordination	4-Coalition	5-Collaboration
Aware of organization	Provide information to each other	Share information and resources	Share ideas	Members belong to one system
Loosely defined roles	Somewhat defined roles	Defined roles	Share resources	Frequent communication is characterized by mutual trust
Little communication	Formal communication	Frequent communication	Frequent and prioritized collaboration	
All decisions made independently	All decisions made independently	Some shared decision making	All members have a vote in decision making	Consensus is reached on all decisions

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Mean Level of Collaboration Scores for Required Partners



Next Steps: At project end, longitudinal results from the collaboration survey will be correlated with behavioral patterns by region (referral and closure rates from NYESS data) and student outcomes data.

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