



## Caroline

Caroline started her LEND training program to pursuing advance graduate education and to further her knowledge about research, policy and service systems. Caroline has previously worked for 3 years in state agency as a project specialist for a federally funded program for transition age youth with special health care needs. Through LEND lectures, fellowship project, journal club, and clinical observations, Caroline developed a strong understanding about the importance of interdisciplinary collaboration and cultural diversity beyond the competencies of her discipline. Moreover, she learned the complex systems of service that confront families with no quick and easy navigation strategies. In public health and education systems, the leverage points are often not obvious. She recognized that she will need to build partnerships with families, clinicians, practitioners, administrator, and other stakeholders to traverse through an intricate, interdependent and swamp-like ecosystem.

Caroline is eager to take her new knowledge, skills and values from the classroom into the field. She has returned to the state agency to assume a managerial position. One of the first tasks in her new job is to write a statewide implementation grant to improve access to comprehensive, coordinated transition to adult health care and related services youth with special health care needs. The funding announcement indicated that each

state will be required to develop a comprehensive, integrate state plan with input and buy-in from stakeholders not limited to housing, employment, transportation, welfare. Some of these partnerships are in its infancy while some have been very challenging in the past. There are territorial and resource considerations to take into account.

Caroline begins to outline a strategy by creating the Swamp Roadmap and thinking through the following questions:

1. Who are the stakeholders that should be engaged to develop this plan? If I cannot engage them, who can?
2. How can communication and collaboration be fostered, or in some cases initiated?
3. What are the political, social, scientific, and demographic contexts? How are these dots connected?
4. Can the life course framework help identify the leverage points in this swamp roadmap? Does it provide a rationale for other parts of the ecosystem to work symbiotically?
5. How can I ensure that the state plan developed will be culturally competent and family centered?
6. When can this partnership infrastructure be utilized and leveraged for future statewide initiatives?