

Interagency Collaboration Transition Program Tool/ Local

Benchmark 3.1 - Formal collaborative agreements and structures are established among school, service providers, community agencies, employers, and postsecondary institutions.

Reflective Questions –

- To what extent:
 - are formal collaborative agreements established among school, service providers, community agencies, employers, and postsecondary institutions?
 - is the lead agency identified?
 - are designated transition contact persons identified for each agency?
 - are roles and responsibilities clearly articulated?
 - is there a shared understanding of educational and agency policy and procedures?
 - are communication methods established among agencies?
 - are data shared among agencies via established procedures?
- Are formal meetings held? How often?
- How are families and students informed about the differences between secondary IDEA services and postsecondary adult services under 504 and ADA?

Possible Indicators of Evidence –

- # of formal collaborative agreements established among school, service providers, community agencies, employers, and postsecondary institutions
- % of formal collaborative agreements that the lead agency identified
- % of formal collaborative agreements in which designated transition contact persons are identified for each agency
- % of participants agreeing that roles and responsibilities are clearly articulated
- % of participants indicating a shared understanding of educational and agency policy and procedures
- % of participants indicating that communication methods are established among agencies
- % of participants indicating data are shared among agencies via established procedures
- # of meetings held per period of time
- # of venues by which families and students are informed about the differences between secondary IDEA services and postsecondary adult services under 504 and ADA

Benchmark 3.2 - Secondary and postsecondary educators, rehabilitation counselors, service providers, employers, and families collaborate to identify and address transition education and service needs of individual students.

Reflective Questions –

- To what extent:
 - do school staff, VR counselors, and community service providers engage in planning meetings with students and families?
 - is collection and use of assessment data coordinated among agencies? (e.g., EDP, IEP, IPE, etc.)
 - do special, general, career technical, and vocational educators engage in collaborative consultation?
 - are students and families linked with appropriate providers to assist with financial planning, health care system navigating, adult disability or mental health services, and transportation?
- What services do students need but do not receive?
- Do relevant student documents align across agencies? (e.g., EDP, IEP, IPE, etc.)

Possible Indicators of Evidence –

- # of planning meetings engaged in by school staff, VR counselors, and community service providers with students and families
- % of participants indicating collection and use of assessment data coordinated among agencies
- % of participants indicating that special, general, career technical, and vocational educators engage in collaborative consultation
- % or # of students and families linked with appropriate providers to assist with financial planning, health care system navigating, adult disability or mental health services, and transportation
- % of participants indicating students need services they are not receiving
- % of participants indicating that relevant student documents align across agencies

Benchmark 3.3 - Secondary and postsecondary educators, rehabilitation counselors, service providers, employers, and advocacy organizations collaborate to plan, implement, and evaluate programs for transition-age youth based upon community context.

Reflective Questions –

- To what extent:
 - do interagency coordinating bodies include students, parents, educators, service providers, community agencies, postsecondary institutions, employers, and other relevant stakeholders?
 - is cross-agency professional development provided?
 - do agencies engage in collaborative funding and staffing? (e.g., braided funding, blended staff, etc.)
 - does school, VR, and other relevant stakeholders engage in collaborative delivery of transition-related services?

- are interdisciplinary and interagency policy and procedures evaluated annually?
- are programs for transition-age youth evaluated?
- How are businesses or labor unions involved in identifying standards, developing curricula, participating in career awareness and exploration, providing work-based education, and providing professional development for teachers?

Possible Indicators of Evidence –

- # of agencies/stakeholders included in interagency coordinating bodies
- # of cross-agency professional development opportunities provided
- % of participants agreeing that agencies engage in collaborative funding and staffing
- % of participants agreeing that school, VR, and other relevant stakeholders engage in collaborative delivery of transition-related services
- # of times interdisciplinary and interagency policy and procedures are evaluated annually
- # of times programs for transition-age youth are evaluated
- # of ways businesses or labor unions are involved in identifying standards, developing curricula, participating in career awareness and exploration, providing work-based education, and providing professional development for teachers

Possible Measurable Goals for Interagency Collaboration

- We will increase the number of student referrals to community agencies...
- We will improve the local interagency agreements between the school and other agencies...
- We will increase data shared among agencies...
- We will increase opportunities for cross-agency professional development...
- We will increase alignment of transition services across the district (e.g., requests, funding, staffing, collection and use of data, and delivery of services)...
- We will increase collaborative program planning and development, including employers...
- We will increase effective collaboration between service providers and educators...

Possible Strategies for Interagency Collaboration

- Evaluate current referral rates and procedures to improve agency involvement and service provision
- Invite relevant stakeholders involved with transition-age youth to join the interagency coordinating body
- Evaluate service effectiveness to identify opportunities to increase efficiency of service provision and better use of funding
- Establish an interagency agreement
- Review memoranda of understanding between agencies and schools to determine how collaboration can be improved or duplication of services reduced
- Coordinate data collection (e.g., definitions, timelines) and use across agencies to provide a comprehensive picture of service needs, services provided, and outcomes

Possible Outputs

- Referral report
- Invitation
- Attendance records
- Service effectiveness evaluation
- Case records
- Financial reports
- Interagency agreements
- MOUs
- Shared data collection system
- Referral procedures
- Interagency council
- Referral guide with procedures
- Agency information guide

- Agency contact directory for teachers

Possible Outcomes

- Increased interagency collaboration
- Increased formal collaborative agreements and structures established at the local level
- Increased braid funding and services
- Increased # of referrals
- Increased # of students receiving services that they need
- Increased stakeholder understanding of the differences between entitlement and eligibility
- Increased stakeholder knowledge of agencies and services
- Increased family knowledge of agencies and services
- Reduced "no-show" appointments

Possible Indicators/ Measures

- # of formal collaborative agreements established among school, service providers, community agencies, employers, and postsecondary institutions
- % of formal collaborative agreements in which designated transition contact persons are identified for each agency
- % of participants agreeing that roles and responsibilities are clearly articulated
- % of designated educators and service providers who indicate they understand educational and agency policy and procedures regarding transition services
- % of designated educators and service providers who indicate that communication methods are established among agencies
- % of designated educators and service providers who indicate data are shared among agencies via established procedures
- # of cross-agency professional development opportunities provided
- # of cross-agency professional development events for which evaluations indicated knowledge and skills increased in at least 80% of participants
- Description of specific transition education and services collaboratively funded and staffed
- Description of specific transition education and services collaboratively delivered by education and service agency staff# of and ways businesses and/or labor unions are involved in identifying standards, developing curricula, participating in career awareness and exploration, providing work-based education, and providing professional development for teachers
- # of programs for transition-age youth evaluated, by frequency
- % of participants agreeing that agencies engage in collaborative funding and staffing
- # of referrals
- % of participants indicating students need services they are not receiving
- # of venues by which families and students are informed about the differences between secondary IDEA services and post-secondary adult services under 504 and ADA

- % or # of students and families linked with appropriate providers to assist with financial planning, health care system navigating, adult disability or mental health services, and transportation
- # or % of client no-shows

Possible Data Sources

- Referral data from agencies
- Case notes
- Case closure data
- Evaluation results
- Attendance records
- Memorandums of agreement/collaborative agreements
- Policy analysis Labor data
- IEPs, 504 plans, and IPEs
- Meeting agendas and minutes