



## ***Interagency Collaboration Correlated with Improved Education and Employment Outcomes***

### **What is the level of evidence?**

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study and one exploratory correlational study. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

### **What is the predictor?**

Interagency Collaboration is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.

### **What are the essential characteristics?**

1. Develop wide reaching state interagency teams that include disability related and non-disability related agencies (e.g., Developmental Disabilities, Vocational Rehabilitation, Department of Labor, Social Security Administration) with a common interest in transition service delivery.
2. Develop and implement formal and informal agreements between agencies responsible for the delivery of transition services.
3. Develop an agreed upon vision and mission of transition services and programs.
4. Develop an organizational structure that includes a process for identifying membership (e.g., criteria for membership), terms of services, procedures for replacing members, orientation for new members, and web-based and print membership directories.
5. Coordinate the development of policies and procedures for service delivery and sharing of resources by both school and community agencies.
6. Implement a state-wide plan that (1) addresses gaps, (2) includes strategies for blending and braiding funding of other resources, (3) streamlines the transition process, and (4) eradicates duplication of service delivery.
7. Conduct asset/resource mapping to identify all community agencies that support youth with disabilities in the area as well as gaps in service delivery.
8. Clearly define roles and responsibilities of each organization as part of the interagency agreement.

9. Schedule regular times for planning, developing, and measuring the progress and effectiveness of implementing a shared transition service delivery system at all levels (e.g., individual student, school, local, region, state, and nation).
10. Develop procedures for shared problem-solving to address needs of students with disabilities and the barriers they may face during transition process.
11. Develop procedures for school staff to have a systematic way to include students, families, community members, and agencies at different levels of the transition process (e.g., when to invite to IEP meetings, when to refer families to meet with agency, when to provide information sheet to family)
12. Establish multiple methods of communication and information sharing across agencies.
13. Provide cross-discipline professional development opportunities for all members of interagency council to ensure members are knowledgeable about services and eligibility criteria.

### **Where is the best place to find out how to do this practice?**

The Division on Career Development and Transition of the Council for Exceptional Children developed a Fast Fact on Interagency Collaboration available here:

[https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT\\_IAC%20Fast%20Fact\\_Final.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT_IAC%20Fast%20Fact_Final.pdf).

### **References used to establish this evidence base:**

- Bullis, M., Davis, C., Bull, B., & Johnson, B. (1995). Transition achievement among young adults with deafness: What variables relate to success? *Rehabilitation Counseling Bulletin, 39*, 130–150.
- Repetto, J. B., Webb, K. W., Garvan, C. W., & Washington, T. (2002). Connecting student outcomes with transition practices in Florida. *Career Development for Exceptional Individuals, 25*, 123–139.
- Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160-181.

### **Reference used to define and identify characteristics of this predictor:**

- Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals, 38*, 113-126.

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