

# INTERAGENCY COLLABORATION ASSESSMENT

Collaboration between school and Vocational Rehabilitation (VR) professionals is the cornerstone of successful transition. It plays an important role during the career development and planning process for students with disabilities and their families. Use this tool to assess your division’s strengths and needs toward building effective relationships with the Department for Aging and Rehabilitative Services (DARS) that support collaborative conversations and student success.

## Directions

- 1** Read the question and select the best response to describe your division’s level of collaboration for each area listed under the Agency Collaboration column below.
- 2** Identify areas of need from items in the undeveloped, emerging, and developing stages.
- 3** Create an action plan, and take steps to advance your level of collaboration until all areas reach the well-developed stage.

Agency Collaboration	Undeveloped	Emerging	Developing	Well-Developed
<b>Interagency Agreement</b> <i>What best describes your interagency agreement status with DARS?</i>	No interagency agreement has been developed.	An interagency agreement is in the <b>initial</b> stages of development. Roles, responsibilities, policies, and procedures are in the process of being identified.	An interagency agreement has been <b>developed and implemented</b> informally. Roles, responsibilities, policies, and procedures have been established for both organizations.	An interagency agreement has been developed with a <b>formally signed agreement</b> (e.g. Cooperative Agreement). Roles, responsibilities, policies, and procedures are reviewed and <b>evaluated annually</b> .
<b>Student Referrals</b> <i>What percentage of students with disabilities (IEP and 504) are connected to DARS (e.g. Pre-ETS, VR) prior to exiting school?</i>	Fewer than 25%	Between 25-50%	Between 51-75%	Greater than 75%

Agency Collaboration	Undeveloped	Emerging	Developing	Well-Developed
<p><b>Collaborative Service Delivery</b>  <i>What best describes your division's delivery of collaborative transition services and employment experiences?</i></p>	<p>Collaborative service delivery <b>does not exist</b>. Career development activities and employment experiences are not jointly coordinated, and resources are not shared between the school and DARS.</p>	<p>There is <b>limited</b> evidence of collaborative service delivery. Career development activities and employment experiences are rarely coordinated together, and resources are rarely shared by both the school and DARS.</p>	<p>There is <b>some</b> evidence of collaborative service delivery. The school and DARS share career development activities and employment experiences.</p>	<p>There is <b>strong</b> evidence of collaborative service delivery. Pre-ETS and transition activities are routinely coordinated together, and the school and DARS share resources. Decision-making about funding, staffing, and delivery of transition services is shared, ongoing, and consistent.</p>
<p><b>Division Outreach</b>  <i>What best describes your division's outreach practices?</i></p>	<p>Students with disabilities and their families are <b>not informed</b> of DARS by age 14 nor provided information or materials about DARS.</p>	<p>There is <b>limited</b> evidence of division outreach. There is no systematic process established to inform students and families about DARS. Information and materials are rarely provided at student IEP meetings and other venues.</p>	<p>There is <b>some</b> evidence of division outreach. There is a systematic process established to inform students and families about DARS. Information and materials about DARS are often provided at student IEP meetings and other venues.</p>	<p>There is <b>strong</b> evidence of division outreach. There is a systematic process established to consistently inform all students and families about DARS by age 14. Information and materials about DARS are always provided at student IEP meetings and other venues.</p>

Agency Collaboration	Undeveloped	Emerging	Developing	Well-Developed
<p><b>Division Contact &amp; Information Exchange</b></p> <p><i>What are your division's procedures for sharing information with DARS?</i></p>	<p>There is no primary school contact designated for the DARS counselor to meet with to discuss the delivery of VR or Pre-ETS transition services, and there is <b>no regular exchange</b> of information (e.g., student progress, required student records) between the school and DARS.</p>	<p>There is a primary school contact designated for the DARS counselor to meet with to discuss the delivery of VR or Pre-ETS transition services. Yet, there is <b>rarely</b> an exchange of information (e.g. student progress, required student records) between the school and DARS.</p>	<p>There is a primary school contact designated for the DARS counselor to discuss the delivery of VR or Pre-ETS transition services, and there is a <b>regularly</b> scheduled exchange of information (e.g., student progress, required student records) between the school and DARS to discuss and plan the delivery of transition services. The primary contact is only <b>somewhat aware</b> of DARS services and the referral process.</p>	<p>There is a primary school contact designated for the DARS counselor to discuss the delivery of VR or Pre-ETS transition services, and there is a <b>regularly</b> scheduled exchange of information (e.g., student progress, required student records) between the school and DARS to discuss and plan the delivery of transition services. The primary school contact is <b>knowledgeable and highly competent</b> about DARS services and the referral process.</p>
<p><b>IEP Meeting Notification &amp; Participation</b></p> <p><i>What are your division's procedures for sharing information with DARS?</i></p>	<p>The DARS counselor is <b>not invited</b> to student IEP meetings when transition services and planning are discussed, and there is no signed consent and information release form.</p>	<p>The DARS counselor is invited to student IEP meetings when transition services are discussed but is <b>not given sufficient notification</b> (at least 14 days) about the meeting. A signed consent form and information release are obtained before the meeting.</p>	<p>The DARS counselor is invited to student IEP meetings when transition services are discussed and is <b>notified about the meeting at least 14 days in advance</b>. A signed consent and information release is obtained before the meeting, yet there is <b>no process for participation</b> if the counselor is unable to attend the meeting.</p>	<p>The DARS counselor is invited to student IEP meetings when transition services are discussed and is <b>notified about the meeting at least 14 days in advance</b>. A signed consent form and information release are obtained before the meeting. <b>Arrangements for participation and input to the IEP are made</b> when the counselor cannot attend the meeting.</p>

Agency Collaboration	Undeveloped	Emerging	Developing	Well-Developed
<p><b>Logistical Support</b></p> <p><i>Describe your division's level of advance preparation and logistical support to accommodate the needs of visiting DARS counselors.</i></p>	<p>The DARS counselor is <b>not provided</b> with confidential meeting space, internet access, or information regarding school processes and procedures.</p>	<p>The school <b>rarely provides</b> confidential meeting space, access to the internet, or information regarding school processes and procedures to the counselor.</p>	<p>The school <b>sometimes provides</b> confidential meeting space, access to the internet, and information regarding school processes and procedures. Stakeholders are unaware of counselor visits.</p>	<p>The school <b>always provides</b> confidential meeting space, access to the internet, and information regarding school processes and procedures. Stakeholders are aware of counselor visits.</p>

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