



Discussion Prompts for Development of an Interagency Agreement – State Level

This document was developed to provide state leaders from the State Education Agency and the State Vocational Rehabilitation Agency to consider in developing their State Formal Interagency Agreement.

The document is divided into sections and has a place for both the State Education Agency and the State Vocational Rehabilitation Agency to document their response to each of the prompts. The responses to the prompts can then be used to build the contents of the State Level Interagency Agreement as well as process for the implementation and evaluation of the agreement.

Contents

Purpose of Agreement.....	3
Discussion Prompts.....	3
Education	3
Vocational Rehabilitation.....	3
Consultation and Technical Assistance.....	4
Discussion Prompts.....	4
Education	4
Vocational Rehabilitation.....	4
Transition Planning	5
Discussion Prompts.....	5
Education	5
Vocational Rehabilitation.....	5
Roles and Responsibilities, including financial	6
Discussion Prompts.....	6
Education	6
Vocational Rehabilitation.....	6
Subminimum Wage (WIOA Section 511).....	8
Discussion Prompts.....	8

Education	8
Vocational Rehabilitation.....	8
Procedures for Outreach to and Identification of Students	9
Discussion Prompts.....	9
Education	9
Vocational Rehabilitation.....	9
Dispute Resolution.....	10
Discussion Prompts.....	10
Education	10
Vocational Rehabilitation.....	10
Technicalities.....	11
Discussion Prompts.....	11
Education	11
Vocational Rehabilitation.....	11
Implementation	11
Discussion Prompts.....	11
Education	11
Vocational Rehabilitation.....	11
Evaluation	12
Discussion Prompts.....	12
Education	12
Vocational Rehabilitation.....	12

Purpose of Agreement

Discussion Prompts	Education	Vocational Rehabilitation
<p>What is the purpose of the cross-agency collaboration?</p> <ul style="list-style-type: none"> ● Improve Outcomes for Student with Disabilities ● Focused and purposeful collaboration 		
<p>What need is this agreement addressing?</p> <ul style="list-style-type: none"> ● Federal and state requirements ● Alignment of service delivery ● Effective working relationships between agencies ● Shared accountability 		

Consultation and Technical Assistance

Discussion Prompts	Education	Vocational Rehabilitation
<p>What types of consultation and technical assistance activities will the VR agency provide to the educational agency?</p> <ul style="list-style-type: none"> ● Assistance to LEA in planning for transition of SWD from school to post school activities 		
<p>What types of consultation and technical assistance will the VR agency provide to the educational agency?</p> <ul style="list-style-type: none"> ● Support for the development of Community teams ● Understanding of roles and responsibilities 		
<p>What method(s) will VR and Education use to facilitate the consultation and technical assistance?</p> <ul style="list-style-type: none"> ● Face to face ● Conference calls ● Video Calls 		

Transition Planning

Discussion Prompts	Education	Vocational Rehabilitation
<p>How will education and VR work together in the facilitation and development of the IEP and IPE?</p> <ul style="list-style-type: none"> ● Methods for VR to participate in IEP meetings – face-to-face, phone, providing information in advance of meeting, video conferencing ● How will the IEP be used to inform the development of the IPE? 		
<p>How are interagency planning, coordination and provision of pre-employment transition services and transition services between VR and education described?</p> <ul style="list-style-type: none"> ● Information shared between agencies for coordinated transition planning ● Shared roles and responsibilities in providing transition services 		
<p>Although not a requirement of the interagency agreement, what type of coordination will occur between non-educational agencies for out-of-school youth?</p>		

Discussion Prompts	Education	Vocational Rehabilitation
<p>How will cross-training be coordinated and provided?</p> <ul style="list-style-type: none"> ● Use of existing meetings ● Informational sessions for SWD, families, school personnel 		
<p>How will needs be identified for cross-training between VR and Education?</p> <ul style="list-style-type: none"> ● Requirements of IDEA and WIOA ● Coordination of IEP and IPE services ● Best practices in collaborative relationships 		

Roles and Responsibilities, including financial

Discussion Prompts	Education	Vocational Rehabilitation
<p>What services will be provided by each agency?</p> <ul style="list-style-type: none"> ● Pre-employment transition services ● Transition Services required by IDEA 		
<p>Who will pay for the services identified?</p>		

Discussion Prompts	Education	Vocational Rehabilitation
<ul style="list-style-type: none"> ● Method for defining the financial responsibility of each agency in order to ensure that all services that are needed to ensure FAPE are provided ● The conditions, terms and procedures under which a LEA shall be reimbursed by other agencies 		
<p>What criteria will be used to determine who is responsible to pay for a similar service that both entities can provide under their respective laws?</p> <p>Purpose:</p> <ul style="list-style-type: none"> ● Related to an employment outcome or a related to an educational attainment ● Is it considered a special education or related service? <p>Customary Service:</p> <ul style="list-style-type: none"> ● Is the service customarily provided under Part B of IDEA? <p>Eligibility:</p> <ul style="list-style-type: none"> ● Is the student with a disability eligible for transition services under IDEA? 		

Subminimum Wage (WIOA Section 511)

Discussion Prompts	Education	Vocational Rehabilitation
<p>How are the documentation requirements of Section 511 being met by VR and Education?</p> <ul style="list-style-type: none"> ● Process for LEA to provide VR documentation of completion of transition services or pre-employment transition services ● Process for VR to provide documentation of the provision of the above services within a reasonable period of time, but not to exceed 45 days after the completion of the services, or 90 days if a longer period of time is needed due to extenuating circumstances 		
<p>How are the receipt of services for youth age 24 and younger seeking subminimum wage being provided and coordinated?</p> <ul style="list-style-type: none"> ● Documentation of services within an IEP and/or an IPE ● Documentation of services within a Summary of Performance 		
<p>What are the roles and responsibilities for provision of transition services required by IDEA and VR services including pre-</p>		

Discussion Prompts	Education	Vocational Rehabilitation
employment transition services and career counseling and information and referral?		
How are the assurances being met that neither agency will enter into an agreement with an employer holding a section 14 certificated under the FLSA?		

Procedures for Outreach to and Identification of Students

Discussion Prompts	Education	Vocational Rehabilitation
<p>How will the agencies work together to coordinate outreach to students and families regarding VR?</p> <ul style="list-style-type: none"> ● Should occur as early as possible and must include at a minimum: description of purpose of VR, eligibility requirements, application procedures and scope of services including pre-employment transition services ● Attendance at IEP and transition planning meetings, career fairs, back to school nights and other activities ● Outreach to IEP students, 504 students and other students and youth with disabilities 		

Dispute Resolution

Discussion Prompts	Education	Vocational Rehabilitation
<p>What are the conditions, terms and procedures for resolving interagency disputes?</p> <ul style="list-style-type: none"> ● Procedures that LEAs can initiate including, a mechanism to secure reimbursement from other agencies and implementation of the agreement ● Nothing under title I of the Rehabilitation Act shall be construed as reducing a LEA's or any other agency's obligation under the IDEA to provide or pay for transition services that are also considered special education or related services and that are necessary for ensuring a free appropriate public education (FAPE) to children with disabilities. 		

Technicalities

Discussion Prompts	Education	Vocational Rehabilitation
<p>Who are the parties included in the agreement?</p> <ul style="list-style-type: none"> Although not required, how are LEAs addressed (in the SEA or through separate agreements?) 		
<p>Has the agreement been fully executed?</p> <ul style="list-style-type: none"> Authorized official of all parties identified in the agreement must sign 		
<p>Has the agreement been dated and what is the time length of the agreement?</p> <ul style="list-style-type: none"> When will the agreement be reviewed and updated? What is the process to ensure the review is completed? 		

Implementation

Discussion Prompts	Education	Vocational Rehabilitation
<p>How will agency staff become knowledgeable about the updated Agreement</p> <ul style="list-style-type: none"> Communication out to schools and field offices 		
<p>How will agency staff be provided training and technical assistance to implement the requirements of the</p>		

Discussion Prompts	Education	Vocational Rehabilitation
agreement? <ul style="list-style-type: none"> ● Cross training ● Local staff 		

Evaluation

Discussion Prompts	Education	Vocational Rehabilitation
How will agencies monitor and evaluate the effectiveness of the agreement? <ul style="list-style-type: none"> ● VR and Education Data ● Qualitative data received by agency staff 		

The content of this document was jointly developed by the Workforce Innovation National Technical Assistance Center (WINTAC), a project funded under # H264G15005 of the U.S. Department of Education (Department) and The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). The information contained in this document does not necessarily represent the position or policy of the Department and no official endorsement should be inferred.