

## Interagency Linkages

Educational best practice suggests that effective transition planning and service depend upon functional linkages among schools, rehabilitation services, and other human service and community agencies. Coordination and collaboration between schools and service agencies that may provide services to students with disabilities as they transition into the adult world can be a critical element in helping youth access those services and making their entry into adult life a more positive experience.

The IEP for each student with a disability shall include, beginning at age 16, or younger, if determined appropriate by the IEP team, a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages.

Consent from the parent (or adult student) is required when inviting outside agencies to ensure the protection of confidentiality of any personally identifiable data, information and records collected or maintained by the school. Although the school has the responsibility to invite (after receiving parent or adult student consent) individuals from other agencies, the school district does not have the authority to require the other agency representative to attend the IEP meeting.

If a participating agency responsible for providing or paying for transition services fails to provide the transition services described in the student's IEP, the school must reconvene the IEP team to identify alternative strategies to meet the transition needs and measurable postsecondary goals for the student as describe in the IEP.

### Notification to Kansas Department for Children and Families' (DCF) Rehabilitation Services

When a student turns 16, the IEP team must also determine if the needs of the student warrant the school's notifying the district office of DCF's Rehabilitation Services (K.S.A. 75-53,101). If the student may have any need for vocational rehabilitation services regardless of whether the student is headed directly to employment or into education/training, notification to DCF may be appropriate. This is only a notification and not a referral for services. If notification is determined not be necessary, the IEP team must document reasons for that decision. When making this notification parent consent is required.

Based on federal law, Kansas State Department of Education (KSDE) and Kansas Rehabilitation Services (KRS) have a memorandum of understanding regarding how transition services will be coordinated between education and vocational rehabilitation services.

**Representatives from other agencies who have traditionally provided post-high school services should be involved and may include:**

Vocational Rehabilitation (VR) Agency  
PRE ETS: Pre-Employment Transition Services

Intellectual and developmental disabilities services

Independent living centers (ILCs)

Social Security Administration

Postsecondary Student Support Services

Disability benefits specialist-Working Healthy program

Parent training and information center

Community mental health centers

Workforce Centers-KansasWorks

Team members do not necessarily have to come from social service agencies. Students and their families may also invite a relative, friend, or advocate who can provide support, access to personal networks, or other unique expertise. It is also important to invite service representatives and other individuals identified as transition consultants to IEP meetings, as they can focus primarily on transition. They do not need to be at every IEP meeting of the student.

To improve transition results for young adults with disabilities, individual transition team members and community transition team members must work creatively. Many services exist in every community. If transition team members cultivate relationships with these resources and combine successful teamwork methods with the services available in their community, they will be able to create dynamic individual transition plans.

Collaborative, cross-agency cooperation (both statewide and in local communities) is necessary to maximize available expertise and to leverage funding for youth service delivery. Resource mapping, a type of environmental scanning, is a useful means of identifying, recording, and disseminating related resources and services that comprise this delivery system. By detailing current capacities, needs, and expertise, an organization or group of organizations can begin to make strategic decisions about ways to broaden their collective assessment capacity. The beginning point can be to identify providers of assessment services and their purposes in

doing so. Resource Mapping focuses on what states and communities have to offer by identifying assets and resources that can be used for building a system. It is not a “one-shot” drive to create a published list or directory, but rather a catalyst for joint planning and professional development, resource and cost sharing, and performance-based management of programs and services.

Resource mapping also allows states and communities to identify service gaps and service overlaps. This information is essential to aligning assessment services and for strategic planning. The resource mapping process may also reveal agencies or organizations with expertise in particular areas that partner agencies may wish to access. For example, partners may wish to draw on the expertise of the state department of education in developing assessment accommodation guidelines that will ensure consistency across agencies.

When state and local agencies and organizations work together for common causes, formal relationships can be formed to ensure that there is agreement about who is doing what and how services will be funded.

**RESOURCES:** The following are examples and is not an exhaustive list

NTACT Resource Mapping Guide Toolkit: <https://www.transitionta.org/rescmaptoolkit>

NTACT Transition Fair Toolkit: <https://www.transitionta.org/toolkitfair>

Special Education Process Handbook; <https://www.ksde.org/Default.aspx?tabid=598>

Consent to Invite Representative of Noneducational Agency to IEP Meeting  
<https://www.ksde.org/Default.aspx?tabid=544>

Kansas Commission on Disability Concerns: <https://kcdcinfo.ks.gov/resources/service-maps>

Families Together: <https://famiestogetherinc.org>

Kansas Rehabilitative Services: <http://www.dcf.ks.gov/services/RS/Pages/default.aspx>