Make Plans to Review/Revise/Develop Your Regional Interagency Agreement

Identify Leaders Who Will Champion Your Regional Process

- Identify key SELPA and Regional Center (RC) leaders to co-lead the review effort and define roles/responsibilities
- Establish a timeline and meeting dates
- Identify key partners from Part C and Part B (these may change depending on topics being reviewed for the agreement)
- Send invitations and be specific about topic and need for commitment through the process

Establish a Common Purpose

Provide agencies the opportunity to identify what is working and what changes are needed to improve practices and procedures.

Establish a Process

- Start with setting norms for collaborative conversations and how collaborative agreements will be made (consensus, multi-voting, etc.)
- Review mandated timelines and current agreement sections, such as for Referrals, so everyone has the same basic understanding
- Develop a protocol for discussing each agreement section and seek consensus on the process for the revision of each section
- Identify what is working and what changes are needed to improve practices and procedures
- Document the agreements at each step/meeting
- Once all areas of the agreement have been reviewed discussed and revised as needed, based on agreements, select a format for the revised document and set responsibilities and timeline for the final draft to be ready to route for signatures
- Obtain/review/create locally developed transition materials and forms specific to the areas discussed and modified (may happen concurrent to IA document drafting/revision)
- Once signed, work across agencies to schedule and provide interagency trainings on the IA.
- Schedule an annual revision of the agreement and practices in place to assure agreements developed by the LEAs and Early Start agencies are followed
- If interagency procedures are identified to be no longer effective, revise the procedures and document them in a new/revised agreement

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Plan for Stakeholder Conversations on The Following Transition Topics

(What is/is not working in current practices, and what is written about each practice in the Interagency Agreement)

- Procedures for notification - including late referrals and timelines for school breaks
- Procedures for invitation - including timing and location
- Procedures for referral - including late referrals and timelines for school breaks
- Procedures to coordinate exchange of information
- Clear definition of roles and responsibilities for transitions
- Procedures for children turning 3 during school breaks
- Definitions of LEA timelines and responsibilities for attending the transition conference and performing evaluations of children, including the use of Early Start evaluations, assessments, and IFSPs.
  - » Procedures may need to be defined with specificity depending on the Part C serving entity (LEA – Part C, RC, RC+ vendors, dually eligible)
- dentify tension points specific to LEA enrollment methods/requirements families must complete during the transition process and how Early Start Service Coordinators support families through the processes
- Intentionally discuss each agency's data collection, reporting responsibilities, data management systems and forms that produce the necessary data

Adapted from: Effective Early Childhood Transitions: A Guide for Transition at Age Three – Early Start to Preschool – CDDS & CDE, 2013

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