

To: Cluster

From: Indiana's Transition Initiative

Subject: Review of Transition Agreements

**Review for the Following Transition MOA's
Agreement from Cluster**

County	Agreement with	Date Signed

**We are tracking the number of Components present in Agreements from year to year.
The change in the number of components present in this MOA is as follows.**

Number of components and their sub elements reviewed	2006	2005*
Total		
Included/Partly Included		
Not Included		

Date Reviewed

This review is designed to assist your organization when you review and update this agreement. The following are points to aid in that effort.

The Transition Initiative has copies of other agreements and conflict resolution documents from other clusters that may be helpful when you are ready to update this agreement. Information may also be found on our website at www.indianatransition.org. In some areas, other clusters are combining the MOA's for Head Start and Special Ed Planning Districts into one agreement.

Just as a reminder the Transition Initiative is available to assist you in facilitating meetings to develop MOA's. If you have questions about this review please contact us.

**Review of an MOA based on the Components of a Transition Interagency
Memorandum of Agreement (MOA)**
A companion guide to "Components of an Interagency Memorandum of Agreement (MOA)"
 Agreement from Cluster , County
 Agreement with
 Date Reviewed

Components of an MOA	Review
<p>1. The Heading The names of all the organizations/agencies that are a part of the agreement and will be signing the agreement.</p>	
<p>2a. The Purpose This is an important part of the MOA. It sets the stage and tone of the contents of the MOA. List the outcomes that are to be expected as a result of this agreement such as a smooth transition of children from First Steps to Head Start and transitioning children within the required timelines. Another outcome might be that the agreement will be used by personnel of the organizations and families to understand the transition process in their area. We would anticipate that there is more than one expected outcome.</p> <p>-----</p> <p>2b. Define who the children and families are such as children by age, program.</p>	
<p>3a. The Description of the Involved Agencies All the agencies listed in the heading should be listed as well as the service they represent in this agreement such as Head Start, Special Ed Planning District, and Early Intervention. How do the children qualify for programs represented? Do they qualify by age, family income, etc.?</p> <p>-----</p> <p>3b. What is the geographic area that this agreement covers such as county, city, only one school corporation?</p>	
<p>4. The Requirements Impacting this Agreement List all the Federal and State transition laws by using the title of the law and numbers if applicable. List any state administrative rules, procedures, etc. Also, list any agency transition requirements. There might also be Program Operations Guidelines that pertain to transition.</p>	
<p>5. The Definition of Terms Do not assume that every one knows the terms used in the agreement. There may be families and new providers who will be using the agreement for the transition process and not be familiar with the terminology used. Terms to define might be IEP, IFSP, Case Conference Committee, Sending Agency and Receiving Agency.</p>	

Components of an MOA	Review
<p>6a. The Working Procedures and Timelines This should describe when, where, what, how and who is responsible for the various activities to make a successful transition from one program to another. Who are the referral and receiving agencies and what do they do when? This information might be included in an attachment to the agreement. If so, make sure that is stated and that it gets attached to the agreement.</p> <p>-----</p> <p>6b. Who are the players in the Transition Planning Meeting? When is it held? What is its purpose?</p> <p>-----</p> <p>6c. Child evaluation – How/who determines if it is necessary? When is it done? By whom?</p> <p>-----</p> <p>6d. Using State Transition Forms</p> <p>-----</p> <p>6e. Preparing staff, child and family -- Who is responsible for this? When and How?</p> <p>-----</p> <p>6f. Transition Follow-up. How do you know that the purpose of the agreement was fulfilled? This follow-up will direct the changes for future updates of this agreement.</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>7a. The Implementation of Agreement How will copies of the agreement be provided to those who will use it in the transition process? When and how will families, the appropriate staff of the agencies involved, and independent providers be informed and trained on the contents of the agreement.</p> <p>-----</p> <p>7b. What criteria will you use to evaluate that the agreement is a valid, functioning part of the transition system?</p>	<p>-----</p>
<p>8. The Monitoring and Evaluation of the Agreement State who will make sure the agreement is working. When and how will the effectiveness be evaluated? State how changes will be made to the agreement based on the findings of this monitoring and evaluation.</p>	
<p>9. The Interagency Dispute Process State the details of how disputes/conflicts between the agencies signing this agreement will be resolved. What is the timeline for resolution?</p>	
<p>10. The Duration State the specific beginning and ending dates of this agreement such as April 1, 2004 through March 31, 2005. When will the review take place to update for a new agreement?</p>	
<p>11. The Signatures/Dates Make sure that all the parties to the agreement sign and date it. All the parties listed in the heading of the agreement must sign. Without a signature to the agreement, the agency is not accountable. Assure that a person in authority from the agency is signing the agreement.</p>	