Table 7.1. Goals and Activities of Interagency Transition Teams

Goals	Activities
Information sharing/ support	Act as a forum for educators and adult providers to share information and clarify agency roles regarding the types of services that are provided
Improve access to and quality of adult service delivery system	Identify gaps in service delivery as well as potential areas where agency services overlap or are duplicated; work to eliminate duplication and fill service gaps. Develop cooperative release-of-information forms to improve the speed and efficiency of information exchange regarding specific students and adults with disabilities. Develop and update interagency cooperative agreements. Explore the use of a shared database to reduce the possibility of duplication of services for specific clients and increase communication regarding persons with disabilities. Coordinate job development and placement activities.
Evaluate and meet consituent needs	Develop and disseminate needs assessment instruments to identify the information base and information needs of parents and students regarding the adult service system. Develop and disseminate needs assessment instruments to secondary special education teachers to discover their understanding of the adult service delivery system.
Evaluate success of school–community linkages	Collaborate on follow-up studies regarding the post-high school status of graduates and students exiting special education programs. Use results from needs assessments and follow-up studies to provide schools and agencies with program evaluation and suggestions for improvement.

Goals	Activities
Information dissemination and education programs	Develop a transition information manual for students, parents, and secondary special education teachers regarding services and support systems available within the adult service sector. Establish a Web site that links and organizes local, regional, and/or state transition services (see Project C3 at www.c3on-line.org). Exchange information with teacher education programs in state institutions of higher education to increase the knowledge of preservice students regarding community resources for persons with disabilities. Sponsor and participate in workshops for students, parents, and secondary special education teachers regarding transition-related issues and postsecondary community services. Develop videos or electronic presentations for students, parents, educators, and other local adult service providers that highlight services in the region.
Public advocacy	Enhance public awareness of postsecondary services for persons with disabilities. Increase public awareness of the underutilization of persons with disabilities in the workforce. Seek additional external funding for new and existing programs and services for youth and adults with disabilities. Work with cities and regions to ensure that businesses applying for monies through economic development programs include jobs for persons with disabilities as a goal or requirement. Draw to the attention of businesses and the community the important contribution that the system of services for persons with disabilities makes to the economic well being of the area. Influence and change policies and practices in the region's adult service system.