Who's in the room?

National Technical Assistance Center on Transition: The Collaborative

https://transitionta.org/

Create an Account NOW!!

How do you define interagency collaboration?

Interagency Collaboration Operationally Defined for Transition

Clear, purposeful and carefully designed process promoting cross-agency, cross-program and cross-disciplinary collaborative efforts … leading to tangible transition outcomes.

- State interagency teams addressing policies
- Formal & informal agreements re: providing services, roles and responsibilities
- Vision and mission
- Organizational structure: membership, meeting times
- Sharing resources (blending funding)
- Resource mapping and addressing gaps
- Shared problem solving
- Communication and information sharing
- Joint professional development

From: Rowe, et al., (2014). *A dephi study to operationalize evidence-based predictors in secondary transition*. CDTEI.

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Outcomes of Collaboration

→ Aligned resources and decreased duplication of service development and delivery

→ Increased family engagement during transition planning

→ Youth with LD who receive 4 VR services are 4X's more likely to obtain employment

→ Alignment of IEP and IPE goals

→ Increased student led IEP meetings and enhanced self-advocacy skills

→ Increase in students achieving competitive integrated employment after high school

→ Increase in students participating in post-secondary training and education

So how do you get started?

start

Collaboration

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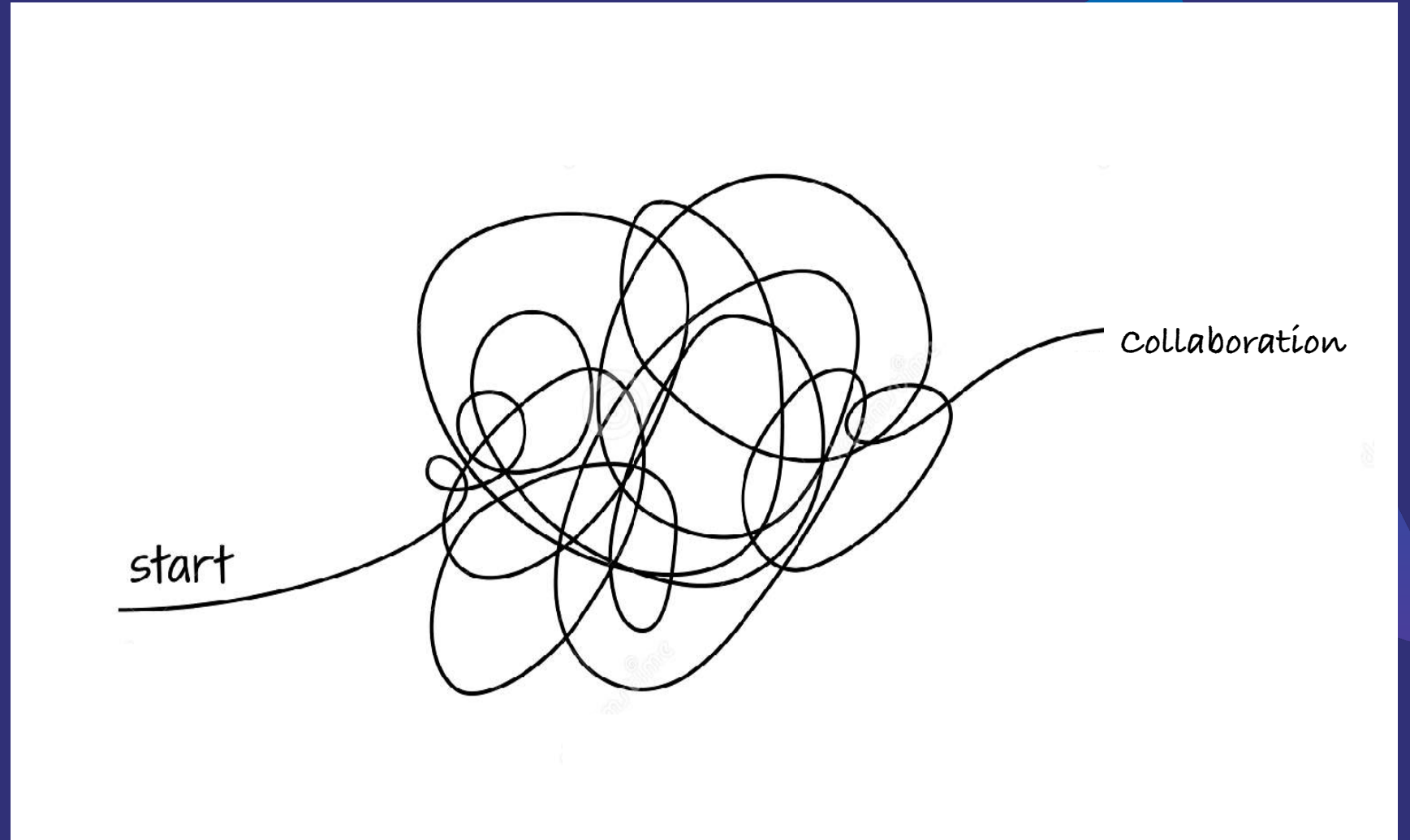
Interagency Collaboration: Key Component in Secondary Transition

When students with disabilities access collaborative services during high school, they are more likely to experience positive post-school outcomes.

(Noonan, Gaumer-Erickson, & Morningstar, 2013; Test, Mazzotti, et al., 2009)

What is the most collaborative way to supplement what schools are doing & how can VR support this effort?

Map out services to determine IDEA transition services that are currently being provided by the LEA, and new/enhanced services VR can provide

Discuss the sequence of these services

Determine the individual needs of the student (i.e. attend IEP meetings, etc.)

Coordinate goals and objectives in the IEP with student's projected post-school employment outcome and Pre-ETS services in the IPE

Determine what Pre-ETS the student needs

Why It's So Confusing!

Outlines

A. Definitions of transition services
B. Target populations
C. Nature, scope and purpose of services
D. Description of activities and services

Reservation of funds

https://transitionta.org/sidebyside/

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A Side-by-Side View: Transition Services

Pre-Employment Transition Services 34 CFR §361.5(c)(42)	VR Transition Services 34 CFR §361.5(c)(55)	Individuals With Disabilities Education Act, 20 U.S.C. § 300.43 (2004)
DEFINITION	**DEFINITION**	**DEFINITION**
Pre-employment transition services are the earliest set of services for students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services. These services are designed to be: • short-term in nature • based on the student's needs, and • help students identify their career interests	**Transition services** are outcome-oriented services for students or youth with disabilities who have been determined eligible for VR services, and facilitate the movement from the receipt of services from schools to the receipt of services from VR agencies, and/or as appropriate, other State agencies. **These services are designed:** • Within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation • Based upon the individual student's or youth's needs, taking into account the student's or youth's preferences and interests,	**Part B of the Individuals with Disabilities Education Act (IDEA)** §300.43(a)(1) defines transition services as a coordinated set of activities focused on improving the academic and functional achievement of students. This set of activities are designed within a results-oriented process that promotes movement from school to post-school activities including: • postsecondary education, • vocational education, • competitive integrated employment, • supported employment, • continuing and adult education, • adult services, • independent living, and • community participation. §300.43(a)(1) The coordinated set of activities described above is centered on the student, taking into account their strengths, interests, and preferences.

Developing Local Partnerships

https://transitionta.org/wp-content/uploads/docs/guide_interagency-collaboration-NTACTC.pdf

Pre-Employment Transition Services:

A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners

Developing Local Partnership Plans for Employment Outcomes

→ How will transition services and Pre-ETS be implemented locally?

→ How will planning for individual students take place?

→ How and when will agencies share student information?

→ Are other service providers delivering Pre-ETS? How are these coordinated?

→ How does VR and the School work together to coordinate outreach to students and families regarding VR Services

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How is your Team (VR/School/Community) Doing with Partnerships?

Local Partnership Implementation Practices Team Summary

Tally your team's overall implementation. Ask each team member how they scored action...

A. Establish process/logistics for day-to-day collaboration with schools.	In Place?
1. VR staff have a point of contact at the school(s) to assist with day-to-day logistics.	—
2. VR staff have developed a consistent schedule at the school(s) and it has been communicated to school staff and students, as appropriate.	—
3. VR staff work in collaboration with school staff to schedule regular times (e.g. teacher meetings, cross-agency trainings, etc.) to share information about the value and benefit of VR services.	—
VR staff have established school check-in procedures, internet access and a regular place to meet with students in each school.	—

B. Develop Pre-ETS referral process.	In Place?
1. VR staff and school have developed a referral process for student with disabilities for Pre-ETS or other VR services that is workable for VR and schools.	—
2. There is a process to provide easy to understand information and materials about VR to students and their families.	—
3. There is a process in place to obtain parental consent and other necessary documents, as appropriate, for students to participate in Pre-ETS, as well as other needed documents.	—
4. A shared process or form has been developed to track paperwork receipt, student connections to VR programs, and eligibility decisions.	—

C. Ongoing coordination of transition services/Pre-ETS.	In Place?
1. VR and school staff have identified a range of community agencies/services available to students:	—
2. VR and school staff have identified strengths and gaps in services through Community Resource Mapping.	—
3. VR and school staff have outlined how the coordination of services will be developed.	—
4. VR and school staff have processes in place to coordinate, document and share individual student progress.	—

D. Establish annual goals and evaluate progress.	In Place?
1. VR and school staff meeting on a regular basis for planning, (i.e. fall, spring, etc.)	—
2. VR and school staff establish annual goals to improve their collaboration and coordination of services, including pre-employment transition services.	—
3. VR and school staff meet on a regular basis to discuss progress toward goals.	—
4. Using data-based decision-making, VR and school staff adjust goals, as appropriate.	—

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A. Establish Process & Logistics for Day-to-Day Collaboration

→ Identify the point(s) of contact for Districts and VR Offices

→ Identify who is assigned School/VR contact for each school

→ Identify common student outcomes (integrated competitive employment, postsecondary education, etc.)

→ Location for VR to meet with students for Pre-ETS

→ Schedule of when VR will be meeting with students (see start of school year checklist)

→ What are good times for educators to meet with VR and vice versa

→ What is the students' schedules?

Start of School Checklist

School or District:

Principal:

School Point of Contact (name/phone/email – best way to connect):

Special Education Director (name/phone/email):

Nurse (name/phone/email):

School Counselor (name/phone/email):

School Psychologist (name/phone/email):

Other School Staff (name/phone/email):

VR Counselor Point of Contact (name/phone/email):

Other VR staff working in school (name/phone/email):

Specific check-in requirements (background check, badge, sign-in, etc.):

VR schedule (frequency, day and time):

VR assigned space to meet with students:

Internet access (yes or no):

How will school records be obtained?

VR mailbox at school:

Meetings scheduled and communicated to appropriate staff

- Administrator Meeting
- Fall Meet and Greet
- Fall Planning Meeting

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A shared process or form has been developed to track paperwork ___, student connections to VR programs, and eligibility decisions.	

C. Ongoing coordination ___ services ___	In Place?
1. VR and school staff have identified a range of community agencies/services available to students:	—
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D. Establish annual goals and evaluate progress.	In Place?
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3. VR and school staff meet on a regular basis to discuss progress toward goals.	—
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B. Develop Referral Process

→ Which students should be referred? Pre-ETS, VR services

→ When & How should the referral be made?

→ How will families/parents be involved (permission) & What works best?

- Information about Pre-ETS/VR services
- Parental consent

→ What documentation is needed for referral?

- Referral form for Pre-ETS or VR, signatures, documentation
- Student information, signed by school and family, IEP, SSA, assessments, diagnosis or 504 accommodations

Student Tracking Form for VR Referral
(will be in Excel with dropdown options)

This form can be completed by VR and shared with teachers working with individual students. It can quickly tell a team which students are connected to VR and what their present involvement with VR is as well as what paperwork or information may currently be needed.

Student Name	Parent Name(s)	VR information provided to student and family	Next Steps	Paperwork completed for Pre-ETS	Next Steps	Paperwork completed for eligibility determination	Next Steps	Student eligibility status	Next Steps
(break this up with last and first)	(last, first, contact information)	Dropdown of potential ways – do we want date		Dropdown with required elements		Dropdown with required elements		Dropdown with possible status	

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C. Ongoing Coordination of Transition Services & Pre-ETS: Local Partnership Plan

→ Planning for day-to-day Operations

→ Understand range of services available

→ Design the "Flow of Services"

→ Define Roles & Responsibilities

→ Develop new services and supports to fill gaps

→ Communicate with Families

→ Share information with youth for individual student planning

Gr.	Job Exploration Counseling	Work-Based Learning Experiences	Counseling on Post-Secondary Programs	Workplace Readiness Training	Instruction in Self-Advocacy
	EDUCATION				
9					
	VOCATIONAL REHABILITATION				
	EDUCATION				
10					
	VOCATIONAL REHABILITATION				

Gr.	Job Exploration Counseling	Work-Based Learning Experiences	Counseling on Post-Secondary Programs	Workplace Readiness Training	Instruction in Self-Advocacy
	EDUCATION				
	VOCATIONAL REHABILITATION				
	EDUCATION				
12					
	VOCATIONAL REHABILITATION				

Gr.	Job Exploration Counseling	Work-Based Learning Experiences	Counseling on Post-Secondary Programs	Workplace Readiness Training	Instruction in Self-Advocacy
	EDUCATION				
12 +					
	VOCATIONAL REHABILITATION				

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_____ LEA/School/VR Team   **Current Pre-Employment Transition Services**

Grade	Job Exploration Counseling	Work-Based Learning Experiences	Counseling on Post-Secondary Programs	Workplace Readiness Training	Instruction in Self-Advocacy
	SERVICES PROVIDED BY THE LEA				
8-9	High school course on career choices — including arranging for students to hear guest speakers talking about a variety of jobs and careers	Students engage in a school-based program of job training and informational interviews of various school staff	Educate students on the differences between special education services in high school and disabled student services on campus.	Assist students with workplace readiness training using transition curriculum from Life Centered Education	Instruct students in how to actively participate in their IEP meeting and in how to understand & monitor IEP goals
	SERVICES "IN-HOUSE" WITH VOCATIONAL REHABILITATION AND CONTRACTED SERVICES				
	Assist students to explore O*NET — including use of " My Next Move"	Engage students in career tours and online career exploration	Support students in understanding the training/education options available based upon their career interests	Teach workplace expectations such as work hours and breaks, personal hygiene, health and safety requirements, etc.	Utilize the _Youth in Action! Becoming a Stronger Self-Advocate_ tip sheet with students
	SERVICES PROVIDED BY THE LEA				
10	Arrange for a group of students or an individual student to visit various community businesses to learn about different jobs in their community	Instruct students in how to self-assess their own skills, support needs, strengths and experiences from each work experience	Collaborate with the school counselors to provide opportunities to discuss post-secondary education options and explore local post-secondary education campuses	Teach students to request and use assistive technology.	Support students in setting one or two relevant personal self-advocacy goals for the school year
	SERVICES "IN-HOUSE" WITH VOCATIONAL REHABILITATION AND CONTRACTED SERVICES				
	Provide opportunities to explore Transition-to-Work inventories and facilitate follow-up discussions afterward	Support students in job shadowing, or mentoring opportunities in the community	Engage students in electronic mentoring with college students with disabilities.	Soft skills training to facilitate awareness of social skills and personal strengths and challenges in the workplace.	Teach students to create and use visual resumes to share their "best self", disclose disability, explain needs, etc.

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Example: Flow of Services: Individual Student Level

	Age 14-16	Age 17-18	Age 19-24	Age 24-26
Student Outcomes	• Completion of career readiness activities • Connected to appropriate agencies • Enrolled in CTE	• Paid work-based experience • Completes CTE series (3 classes) in same Pathway	• CIE in chosen career with needed supports • Community living option selected	• CIE in chosen career with needed supports • Plan for job advancement
Agency/Community Connections	• VR referral for PreETS- age 14 • Complete application for VR services- Age 16 • Develop IPE • Complete application for CMH • Receive Benefits counseling	• Review Benefits • Application for adult services are completed including Medicaid • Ensure VR application has been completed • Services provided by Independent Living Center Identified	• Review Benefits	• Consider any additional supports that will be needed upon leaving school supports

Roles & Responsibilities of:

	Age 14-16	Age 17-18	Age 19-24	Age 24-26
Vocational Rehabilitation	• Setup industry tours in areas of interest (horticulture/landscaping) • Select job shadows in career and environment with highest interest (Landscaping/Habitat for Humanity with youth group) • Participate in Summer work experience in Department of Natural Resources	• Develop paid employment based on past two years experiences • Identify CIE support needs • Gather information about job performance and share with IEP Team members, including student and family • Provide AT evaluation for workplace supports	• Continue to provide supports for CIE • Explore CTE opportunities beyond high school program, visit to community college	• Continue to provide CIE supports, explore job advancement opportunities • Plan for supports after school exit
Education	• Meet w/ Guidance Counselor to identify classes to meet HS requirements and interests • Shadow CTE classes in horticulture, building trades and manufacturing and select a pathway to enroll in w/ supports as needed • Enroll in Family/Consumer Science Independent Living I and II • Assist in getting State ID card	• Make adjustments to classes as needed • Continue enrollment in chosen CTE pathway w/ supports as needed • Enroll in Transition Course • Provide mobility skill development, including transportation • Complete Health Literacy clas	• Complete financial literacy class	• Complete a Summary of

Created by J.Hyatt & R. Allison; TransCen, Inc. (2019)

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	Age 14-16	Age 17-18	Age 19-24	Age 24-26
		• Develop a service-learning project spending time with animals or children		
Community Mental Health	• Develop person directed plan (Charting Your Life Course) • Provide information about CRP services	• Provide student/family information about community living options • Participate in supported decision making training • Provide employment services through use of CRP	• Support family and student to explore community living options • Facilitate person directed planning focused on after school exit	• Ensure person directed plan includes supports that school provided
Community Rehabilitation Program	•	• Provide employment support services as developed	• Provide employment support services as developed	• Provide employment support services as developed
Family	• Participate in employment interview with cross agency team	• Explore community living options • Participate in supported decision making class • Needed applications are completed for adult services including Medicaid	• Community living situation developed	•

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4. Using data-based decision-making, VR and school staff adjust goals, as appropriate.	—

How is your Team (VR/School/Community) Doing with Partnerships?

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D. Establish Goals & Evaluate

→ Create Action Plan using Local Partnership Plan

→ Schedule Regular Meetings

• Fall Meet and Greet • Fall Planning	• Winter Check-In	• Spring Evaluation & Planning

→ Identify Goals for the Team Partnership

→ Identify Data – How you will know you are progressing?
- TSAT

→ Develop Ongoing Approaches to Support Families

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Example: Aligning Work Based Learning

Pre-ETS (Vocational Rehabilitation)

Recruit business mentors
Paid or non-paid work experiences
Informational Interviews
Creating internships
Job shadowing
Worksite tours
Leverage VR employer relationships to develop WBL opportunities for students
Out of school WBL activities

IDEA Transition Services (Local Education Agency)

Provide job shadowing activities
Provide work experience rotations
Provide school-based work preparation (e.g., mock interviews, resume writing, job applications, school-based enterprises)
Invite guest speakers to present career information
Coordinate with CTE for work based activities

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Example of Coordination: IEP with IPE

See video 21:03-22:30

https://mediahub.ku.edu/media/VRSS+WK+3+presentationA+Building+Your+Local+Partnership/0_kwitus3u

IEP/Education - IPE/VR Service Provision

IEP/School Provided	IPE/VR Provided
Attending Career Tech Education in Auto Repair	Career Exploration including Labor Market Information on jobs in Auto Repair in Michigan Paid Summer Work Experience at Car Dealership/Auto Repair
Identified IEP Goal of increasing competencies in Writing and Reading	Pre-ETS service of resume and cover letter development
Goal of leading IEP Senior Year-School providing assistance in setting up a powerpoint and how to lead an IEP	Pre-ETS Self Advocacy Program through local CIL to work on ability to understand and articulate accommodations, etc.
Post-School goal to attend MCTI for Automotive Auto Body Repair, Class tour of MCTI is arranged through the school.	VR provides assistance with exploring other training options and counseling on financial aid options.

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A Little Bit of Reflection & Next Steps

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Developing Local Partnerships

State: _____ Team: _____ Date: _____

Local Partnership Implementation Practices Elements	Priority

A. Establish a process and logistics for day-to-day collaboration with schools.
Strength:

Need:

B. Develop a Pre-ETS referral process.
Strength:

Need:

C. Ongoing coordination of transition services/Pre-ETS.
Strength:

Need:

D. Establish annual goals and evaluate progress.
Strength:

Need:

Our Prioritized Improvement Area for improving partnerships with schools is (select one):

❑ Establishing/improving a process and logistics for day-to-day collaboration with schools.

❑ Enhance ongoing coordination of transition services/Pre-ETS.

❑ Develop a Pre-ETS Referral Process with schools.

❑ Establish annual goals and evaluate progress.
NOTE: This is for established partnerships that have completed the other 3 areas listed.

Bonus Resources

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Pre-ETS "required" activities

1. <u>Job exploration counseling</u>

- <u>T-Folio</u>

- <u>https://www.careeronestop.org/ExploreCareers/explore-careers.aspx</u>

- <u>https://www.mynextmove.org</u>

- <u>Road Trip Nation - YouTube Channel</u>

- <u>Dr. Kit Career Videos</u>

- <u>Virginia Career View</u>

Pre-ETS "required" activities

2. Work-based learning experiences

- Explore-work.com
- NTACT School Based Enterprise Toolkit
- Nebraska Virtual Industry Tours
- myFuture.com

Pre-ETS "required" activities

3. <u>Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education</u>

- School Beyond High School

- NTACT Postsecondary Education and Training Toolkit

- Career One-Stop – Find Training at a Glance

- Think College

Pre-ETS "required" activities

4. Workplace readiness training

- [Skills to Pay the Bills](#)
- [Realityworks Curriculum](#)
- [Dr. Kit - Essential Skills](#)

Pre-ETS "required" activities

5. Instruction in self-advocacy

- University of Oklahoma - Zarrow Center

- The 411 on Disability Disclosure

- Project 10 - Student Engagement & Success

- Indiana Secondary Transition Resource Center - Self Determination

IDEA Transition Related Activities

→ <u>Transition Assessments</u> – Student and parent transition surveys many on-line assessments of self- determination, career interests and strengths, etc.

- <u>Transition Assessment Matrix</u>
- <u>www.transitioncoalition.org</u>
- <u>Personal Preference Indicators: A Guide for Planning</u>
- <u>Life Course Framework</u>
- <u>I'm Determined.org</u>

- <u>Life skills</u> – Household chores (cleaning room, dishes, laundry, taking out garbage, setting table, inventorying household supplies); meal planning (grocery list, shopping, cooking); money skills; outside/yard maintenance; importance of good hygiene.

→ <u>Social Skills</u> - practice using various media to keep in contact with family and friends – phone calls, text, FaceTime, social media (safely), Zoom, etc.

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More Resources

→ Interagency Agreement Toolkit

→ Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners

→ Community Rehabilitation Providers Pre-ETS Guidebook

→ A Teachers Guide to Collaborating with Vocational Rehabilitation

→ Resource Mapping Toolkit

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Resources

→ Side by Side: https://transitionta.org/sidebyside/

→ Pre-ETS mini-module on TC site: https://transitioncoalition.org/module-1/pre-ets-page-4/

→ Pre-ETS on the NTACT:C: https://transitionta.org/topics/pre-ets/

→ Interagency Collaboration on NTACT:C: https://transitionta.org/interagency-collaboration/

→ Interagency Collaboration Module on TC: https://transitioncoalition.org/blog/id-intro-page/

→ VR Transition Services on NTACTC:C: https://transitionta.org/topics/vr-transition-services/

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