Transition Related Legislation

- Individuals with Disabilities Education Act (IDEA)
- Americans with Disabilities Act (ADA)
- Workforce Innovation and Opportunity Act (WIOA)
Employment First Initiatives

Expecting, encouraging, providing, creating, and rewarding integrated employment in the workforce:

• at minimum or competitive wages and benefits;
• as the first and preferred outcome for working-age youth and adults with disabilities;
• especially those with complex and significant disabilities, for whom job placement in the past has been limited, or traditionally has not occurred.
Transition Services

Coordinated Set of Activities
- Instruction;
- Related services;
- Community experiences;
- Development of employment and other post-school adult living objectives; and
- If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

Post-School Activities
- Postsecondary education,
- Vocational education,
- Integrated employment (including supported employment),
- Continuing and adult education,
- Adult services,
- Independent living, or community participation
Pre-Employment Transition Services

• Job exploration counseling
• Work-based learning experiences
• Counseling on postsecondary education options
• Workplace readiness (preparation) training
• Instruction in self-advocacy
Joint Responsibilities

- Assessment
- Exposure to world of work
- Skill development
- Connecting services
- Employment Outcomes
State Level

- Set the vision and help focus effort
- Engage stakeholders
- Develop and implement an Interagency Agreement
- Continue to evaluate and refine
- Use data based decision making
- Support local implementation
Local Level

• Administrative support
• Connect VR Counselors to all potentially eligible students with disabilities
• Understanding of joint and individual roles and responsibilities
• Effective formal and informal communication structure
• Implementation of evidenced based practices
• Use of data decision making
Student Level

• Student led planning
• Engagement of family
• Understanding of roles and responsibilities
• Alignment of IEP and IPE
• Course of study supports employment goal
• Work based learning opportunities
• Paid work experience while in high school
• Seamless transition to post-school training/employment
Education’s Roles and Responsibilities

• Invite VR Counselors to participate on IEP teams
• Deliver the transition services included in the IEP
• Develop course of study that supports career and post secondary education and training
• Provide opportunities to develop employment skills and participate in community experiences
• Provide available student information to assist in VR eligibility determination
• Assist VR counselors to access the school environment and identify opportunities to work with students
Vocational Rehabilitation’s Roles and Responsibilities

- Partner with schools to develop and support Pre-ETS services to any student with a disability including potential applicants.
- Engage employers in developing opportunities for integrated employment experiences
- Utilize supported employment funds to support eligible transition age youth
- Determine eligibility for individual VR services and develop an IPE
- Participate as a member of VR eligible student’s IEP team to assist in coordination and delivery of IEP and IPE services
Critical Collaboration Components

• Cross-Agency Collaborative Team
• Analysis of Transition Services
• Identify ‘Essential Elements’
• Map Flow of Services
• Curriculum Alignment
• Family and Student Engagement
• Shared Professional Learning Opportunities
Building a Cross-Agency Collaborative Team

• Reflective of Community agencies and resources
• Core agencies: School District, Vocational Rehabilitation
• Additional: Department of Labor, Post-Secondary Education, Community Rehabilitation Providers, Business, Parent, Others

Analysis of Transition Services

- Examine current school/VR data and services
  
  Discuss the “So What?”

- Map the current system to determine gaps and areas for improvement

- Review of current research

- Identify essential elements to focus planning
Flow of Services

• Use local collaborative team
• Helps understanding and clarification of roles and responsibilities
• Identifies strengths and gaps in service provision
• Helps understand the interconnectedness of agency services
• Consider allocation of personnel time and flexibility service delivery
• Is a fluid document that is updated
Example of a Flow of Services

4 yrs prior to exit (Freshman)
- Positive Personal Profile
- Knowing the Youth
- Assessment
- Summer Work
- Local school curriculum that aligns with the Iowa Core & 21st Century Skills (e.g., soft skills, communication, work behaviors)
- Family engagement and participation

3 yrs prior to exit (Sophomore)
- VR Intake
- Work Experiences
- Summer Work

2 yrs prior to exit (Junior)
- IPE Developed Linkages (e.g., CRP)
- Summer Work
- Local school curriculum that aligns with the Iowa Core & 21st Century Skills (e.g., soft skills, communication, work behaviors)
- Family engagement and participation

1 yr prior to exit (Senior)
- Paid Employment
- In paid employment receiving supports from CRP (if needed)
or
- Enrolled postsecondary education

1 yr post exit
- Post-school follow-up

Student Outcome
- Student Services

STUDENT
<table>
<thead>
<tr>
<th>Potential Role</th>
<th>4 yrs prior to exit (Freshman year)</th>
<th>3 yrs prior to exit (Sophomore year)</th>
<th>2 yrs prior to exit (Junior year)</th>
<th>1 yr prior to exit (Senior year)</th>
<th>1 yr post exit</th>
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</thead>
<tbody>
<tr>
<td>Student Outcomes</td>
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<td>Student Services</td>
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<tr>
<td>Potential Role of VR</td>
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<td>Potential Role of Schools</td>
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<td>Potential Role of CRPs</td>
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<td>Potential Role of Families</td>
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<td>Other (AEA, WIA)</td>
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Curriculum Alignment

- Community agreed upon
- Skills delivered through classes/activities
- Supportive of high school graduation and transition
- Aligns with district initiatives, agency services and community opportunities
- Leads to employment and/or post secondary options
Curriculum Mapping

• Agree on and define student learning outcomes/skills
• Develop a ‘map’ of where/when skills are taught
• Identify and address gaps in skill development and access
• Expand activities and materials as needed
<table>
<thead>
<tr>
<th>Student Learning Outcome (Key Content Area)</th>
<th>Curricular Content</th>
<th>When/Where</th>
<th>Who’s Responsible</th>
<th>Sped Role</th>
<th>Data Elements</th>
<th>Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on Competitive Employment</td>
<td>• Skills</td>
<td>When:</td>
<td>This refers to</td>
<td>What role does Sped play in the Learning Outcome? i.e.: Primary teacher, adapts content delivery, informs student about class</td>
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<td></td>
<td>• Activities</td>
<td>During school year</td>
<td>who primarily delivers the content</td>
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<td></td>
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<td>Which Grade Where:</td>
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<td>How will you know if students are achieving the outcome? Look at data elements in both group aggregate to inform program/curriculum and individual student to inform student progress to identify areas of need</td>
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<td></td>
<td></td>
<td>• Core Class</td>
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<td>• Elective</td>
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<td>• In Community</td>
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<td>Connections to:</td>
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<td>• Common Core</td>
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<td>• 21st Century Skills and Career Pathways</td>
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<tr>
<td>Essential outcomes that will develop students’ ability to work in integrated, competitive employment</td>
<td>Essential learning to achieve the outcome</td>
<td>Identify Materials</td>
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<tr>
<td>Definitions developed for each content area</td>
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</table>

How do we know if students are engaged in the learning process? Is this different by outcome area? Examples: Employer reports, attendance in class, level of involvement in IEP development, student survey
Engage Families and Youth

• Use existing parent meetings and conferences
• Use existing Parent Support Groups and Associations
• Consider locations other than schools to hold meetings
Outcomes of Effective Collaboration

• Increased number of students gaining employment experiences
• Alignment of IEP and IPE goals
• Sharing of career assessment and planning information across agencies
• Increase in paid employment and wages
• Improved relationships with business community
• Aligned resources decreased duplication of service development and delivery
Ivan – Human Zamboni
Mattie – Career Advancement
Jai and Robin – Integrated Employment
Additional Resources

- The National Technical Assistance Center on Transition (NTACT)
  http://transitionta.org/
- Workforce Innovation Technical Assistance Center (WINTAC)
  http://www.wintac.org/
- Center on Transition to Employment
  http://www.transitiontoemployment.org/
NTACT Invites You to...

- Explore our website:  [www.transitionta.org](http://www.transitionta.org)
- Sign up for our listserv: [http://uncc.surveyshare.com/s/AYASDJA](http://uncc.surveyshare.com/s/AYASDJA)
- Follow us on Facebook at transitionta
- ...and on Twitter at transitionta
- ...and on Pinterest at transitionta
- Contact us:  [ntactmail.@uncc.edu](mailto:ntactmail.@uncc.edu)
Thank you!

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