Pre-Employment Transition Services working at the Local Level

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What we will cover:

• Transition from a National Level
• Oregon’s Collaborative Approach to Transition
  • SEA and VR Collaboration and Coordination
  • Program and Resource Examples
• Questions and Answers
Transition at the National Level

IDEA
Individuals with Disabilities Education Act

WIOA
Workforce Innovation Opportunity Act

Individualized Education Programs (IEPs)
Definitions of Transition Services

IDEA

A coordinated set of activities for a child with a disability that—(1) designed to be within a results-oriented process, ... focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including:

postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes—

(i) Instruction; (ii) Related services; (iii) Community experiences; (iv) The development of employment and other post-school adult living objectives; and (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

IDEA Sec. 300.43 (a) and (b)

WIOA

A coordinated set of activities for a student or youth with a disability (i) Designed within an outcome-oriented process that promotes movement from school to post-school activities, includes

- postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation;

(ii) Based upon the individual student’s or youth’s needs, taking into account the student’s or youth’s preferences and interests; (iii) That includes -

- instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation;

(iv) That promotes or facilitates the achievement of the employment outcome identified in the student’s or youth’s individualized plan for employment; and

(v) That includes outreach to and engagement of the parents, or, as appropriate, the representative of such a student or youth with a disability.

34 CFR 361.5(c)(55)
VR’s Mandate under WIOA

“In collaboration with the local educational agencies involved, [VR] shall provide, or arrange for the provision of, pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for services under this title."

- Section 113 (a) of WIOA
VR and IDEA Coexisting

Nothing within WIOA “is to be construed as reducing the responsibility of the local educational agencies or any other agencies under the Individuals with Disabilities Education Act (IDEA) to provide or pay for transition services that are also considered to be special education or related services necessary for the provision of a free appropriate public education to children with disabilities.”

- From page 12-13 of the preamble to the final regulations clarifying § 361.22(c)
Oregon’s Collaborative Approach to Transition

- SEA and VR Collaboration
- Youth Transition Program (YTP)
- Transition Technical Assistance Network
- Data to support the work that TNFs are doing in regions
- Summer RFA
- Resources
MOUs and Intergovernmental Agreements

- They’re required!
- They build trust
- They outline responsibilities
- They can build capacity and resources
- They create legitimacy
Program and Resource Examples

• Programs:
  • Youth Transition Program (YTP)
  • Transition Technical Assistance Network
  • Data to support the work that TNFs are doing in regions
  • Summer RFA

• Resources:
  • Planning my way to work
  • Transition Pathway Folder
  • ODE Transition Resource Handbook
Oregon’s Youth Transition Program
YTP Overview:

- The Youth Transition Program (YTP) is a collaborative program between:
  - Vocational Rehabilitation
  - Oregon Department of Education
  - Local school throughout Oregon
  - The University of Oregon

- Program Goals and Shared Outcomes:
  - To assist high school students with disabilities through the early stages of career exploration. (Pre-ETS and IDEA Transition Services)
  - Post school outcomes of employment and/or career related post-secondary education and training. (WIOA CPM and Indicator 14)
State, Region and Local YTP

- There are over 120 School Districts participating in YTP (~35 are not participating in YTP)
- Annually, over 1,500 students receive comprehensive services
International Recognition

Oregon’s Youth Transition Program was recognized as a Best Practice in 2013 by the European Association of Service Providers for Persons with Disabilities and by the Association of Maternal and Child Health Programs in 2010.

In 2013 a study by the Zero Project comparing the implementation of the UN Convention on the Rights of Persons with Disabilities named YTP as the only Innovative Project that addressed transition.
Roles of the Transition Technical Assistance Network

• Offering technical assistance and curricular support to educators working with transition aged students (14-21);

• Coordinate Pre-ETS between the local VR office and Local School Districts (sections 113 (d) of WIOA and the Rehab Act)

• Establishing relationships with community partners with the end goal of supporting collaboration between these agencies and schools;

• Providing training and professional development for educators (policy, systems change, provision of transition services).
Transition Technical Assistance Network
Data to support the work that TNFs are doing in regions

<table>
<thead>
<tr>
<th>Quarter 4 2018</th>
<th>Region 5</th>
<th>All Counties</th>
<th>All Districts</th>
<th>All Activity Types</th>
<th>All Audiences</th>
<th>All Deliverables</th>
</tr>
</thead>
</table>

- FILTERED: 4 OF 53 ACTIVITIES
- FOLLOW UPS: 0 OF 4 ACTIVITIES

**ACTIVITIES**

- Crater YTP
- JDEP
- Phoenix/Talent
Data to support the work that TNFs are doing in regions
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Request for Applications:
RFA 4448

SUMMER JOB
Opportunities
Request for Applications: Objectives and Collaboration

• Objectives:
  • Develop paid work experiences that are in competitive integrated employment settings
  • Have a range of disabilities represented (minimum of 20% needed to experience I/DD)
  • Pre-ETS: Work Experience

• Collaboration:
  • This was a collaborative effort between Vocational Rehabilitation, Oregon Department of Education, and the Office for Developmental Disability Services
  • The partners blended funds and other in-kind funds to support the program
  • Worked with the providers to explore sustainable program models
Other Resources:

Planning My Way to Work
A transition guide for students with disabilities leaving high school
Transition Path to Adulthood

A guide to helping you and your child...

Your student’s transition to adulthood

Important path to future success
Different path for each student
Different timeline for each student

Process can be challenging, need to consider everything from daily living to training and employment

You and your child will need continual support and guidance to prepare for life after school: Awareness of how their disability will impact the work that they do and the life they will live

When your child has an understanding of his/her strengths, interests, and needs this will benefit them as they enter the workforce or pursue secondary education, acquire “soft skills” for jobs and life, ask for help, deal with conflict and accept direction to be successful
**School & Family**
- Consider chores with allowance and increase life skills
- Increase life and job skills, consider volunteer opportunities
- Develop and increase community and personal safety skills
- Increase independence, discuss transportation options
- Explore leisure activities, increase social and summer camp opportunities
- Inquire about participation in school and community-based extra-curricular activities
- Create and share one-page profile - update annually, adding training and employment interests

**Age 14-15**
- Ask about summer volunteer/job activity experiences, competitive integrated employment
- Increase appropriate levels of independence and independent living
- Maintain list of support people and community organizations
- Explore and participate in leisure activities (4-H, local clubs, parks and rec)
- Explore guardianship before age 18 – finalize as appropriate
- Confirm healthcare insurance for post-age 18

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**Attend IEP Meetings**
- Encourage student to attend and participate in IEP meetings
- Explore and discuss diploma options
- Bring list of questions and concerns to meetings, give input
- Sign release of information, update annually
- Invite service provider(s) to IEP meetings
- Discuss blending ISP with IEP
- Ask about career opportunities
- Use age-appropriate transition assessment to identify PINS
- Add post-secondary goals to IEP the year student turns 16
- Explore Pre-Employment Transition Services (Pre-ETS)

**Attend IEP Meetings**
- Encourage student to actively participate in or lead IEP meetings
- Review diploma decision
- Use age appropriate transition assessments to identify PINS
- Discuss transfer of rights
- Align IEP transition services toward independence
- Continue to explore Pre-Employment Transition Services (Pre-ETS)
- Discuss what happens after age 18 (living arrangements, SSDI benefits, future education)
- Ask about job shadow/paid work, summer work opportunities
- Discuss blending IPE/ISP with IEP

**Agency Support**
- Explore parent support agencies and events
- Begin exploring application for services (if not completed)
- Develop relationship with DD services coordinator
- Explore what plans/services you are eligible to receive
- Ask about creating one-page profiles
- Explore community resources
- Begin to explore Vocational Rehabilitation Services

**Agency Support**
- Consider VR/YTP referral
- Update and share resume/career portfolio
- At 17, inquire about SSI application, submit SSDI application (if eligible)
- Create competitive integrated work opportunities
- Work with appropriate agencies to formulate a plan beyond school education
# Your Transition Partners

## School District Transition Services
- Student is on an Individual Education Plan (IEP) or a 504 Plan
- Student has not graduated with a standard diploma (modified, transition certificate, etc.)
- Case management, life skills, employment skills and experiences and related services as determined by the IEP team during the school day and the school year

### School Contact:
- Name
- Phone
- Email

## Youth Transition Program (YTP)
- If your school has YTP, students considered eligible for YTP services, are youth who have a disability and are in need of VR services to overcome a barrier to employment. Check with school to see if they have YTP
- Youth Transition Program (currently not available everywhere in Oregon) provides additional employment-related transition support

### Transition Specialist Contact:
- Name
- Phone
- Email

## Vocational Rehabilitation
- Documentable physical or mental disability that impacts one's ability to work
- Legal to work in the United States
- Must have social security card and current photo ID
- Note: When disability is Blindness or Deaf-Blindness - the Commission for the Blind is the primary service provider
- Finding and keeping a job that matches one's skills, interests, and abilities (e.g. assessment, counseling, independent living, assistive technology, training, job placement)
- Support is offered in pursuit of ongoing community-based competitive wage employment options (not volunteer or sheltered work)

### VR Contact:
- Name
- Phone
- Email

## Developmental Disabilities Services
- Serve individuals with Intellectual (ID) or other types of developmental disabilities (DD) who also have a significant level of impairment.
- Onset of the aforementioned condition must be age 18 for ID and age 22 for DD.
- Potential qualifying diagnoses include ID, Autism Spectrum Disorder, Traumatic/Acquired Brain Injury, Pervasive Developmental Disorders, Epilepsy, Cerebral Palsy, Tourette’s, genetic and other conditions resulting in an ID.
- Case management, crisis intervention, protective service investigation and support, vocational services, residential services, comprehensive in-home supports, supported living, foster care
- Cannot duplicate school services
- May subcontract with community partners

### DD/ID/SD/Brokerage Contact:
- Name
- Phone
- Email

## Additional Contacts:
- Name
- Phone
- Email
VR and ODE commitment to collaboration
any questions?