Delivering High Quality Transition Services to Students and Youth with Disabilities: The Intersection of Special Education, Career and Technical Education, and Vocational Rehabilitation

Capacity Building Virtual Institute
Friday, May 8th, 2020
WELCOME
WE’RE GLAD YOU’RE HERE!
NTACT 2020 CBVI - Team Lead and Team Member Timeline

Phase 1
- Register your team by May 15, 2020
- Watch "Things to Know about the CBVI" (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to plan team’s participation in the CBVI activities (i.e., content presentations, team planning, state to state sharing groups) This step may occur later;
- If using a facilitator, look for email from facilitator about team planning times and expectations
- Set up team planning meetings, with team and facilitator

Phase 2
- Watch the “Kickoff” and four content presentations on the Transition Coalition Website available week of May 25th, 2020
- Use the provided note-taking resources from NTACT during and following the content presentations
- Participate in the content presentation discussion board(s) on the Transition Coalition Website
- After viewing content presentations, begin team planning meetings, if appropriate
- View resources for “Moving from Content to State to State Sharing Groups”

Phase 3
- Use resources posted to help your team “Move from Content to State to State Sharing Groups” (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to identify team’s selection of one or two of the state to state sharing groups to participate in OR discuss in team planning meeting (see State to state sharing groups list at https://transitionta.org/cbi/2020 posted by May 27, 2020).
- Identify context expert requests (up to 2), if desired, with your facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Register team for state to state sharing groups at by June 5, 2020
- Prepare for state to state sharing groups by referencing your notes and engaging with your team

Phase 4
- Participate in state to state sharing group selected (Tentatively scheduled for June 15 – 18, and June 22 – 25, 2020, 1:00 – 2:30 p.m. EDT)
- After participating in state to state sharing groups, continue team planning meetings, if appropriate
- Identify content expert requests (up to 2), if desired, with facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Conduct and finalize team planning

Phase 5
- Complete Institute evaluation
- Finalize team planning/ share a copy of the action plan with all team members and NTACT (if not using online program tool)
- Receive follow-up support from NTACT or other TA Center staff, regarding indicated TA needs in your state’s plan
- Network with other states on common goals, as you desire
- Participate in culminating webinar to share-out state plans in mid August
### Phase 2: Watch Content Presentations

**Timeline:** May 25 to June 5, 2020

<table>
<thead>
<tr>
<th>State Team Lead</th>
<th>State Team Members</th>
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Purpose & Outcomes

*Delivering High Quality Transition Services to Students and Youth with Disabilities: The Intersection of Special Education, Career and Technical Education, and Vocational Rehabilitation* will provide an opportunity for your state interdisciplinary team to collectively address your state goals while examining levels of coordination and collaboration across department and agency partners to:

- implement high quality transition programs and services;
- deliver Pre-Employment Transition Services (Pre-ETS); and
- ensure students with disabilities have access to and can persist in career and technical education (CTE) programs and curriculum.
Intended Audience

- State-Level Agency Partners
- District & Regional Agency Partners
- School & Agency Partners
Instructions for viewing & activities for this presentation

• Individual or team viewing
• Accompanying materials are available at: https://transitionta.org/cbi/2020
  – Levels of Collaboration Scale
  – Cornell Notetaking Framework
  – Alignment between Perkins V, Vocational Rehabilitation Performance, and IDEA Part B Indicators
Implement high quality transition programs and services that lead to positive PSO
- Deliver Pre-ETS
- Ensure students with disabilities have access to and can persist in CTE programs and curriculum.
Opportunity – Perkins V, IDEA, Rehab Act, as amended by WIOA

• Perkins V – improve secondary CTE programs that prepare students for the real world
• IDEA – provide transition services, coordinated set of activities
• Rehab Act, as amended by WIOA – implement pre-employment transition services
Common definition of transition services

- Outcome oriented process
- Promotes movement from school to post-school activities
- Based on student or youth’s preferences and interests

<table>
<thead>
<tr>
<th>Coordinated Set of Activities</th>
<th>Post-School Activities</th>
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<tbody>
<tr>
<td>• Instruction</td>
<td>• Postsecondary education</td>
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<td>• Related services (IDEA)</td>
<td>• Vocational education</td>
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<td>• Community Experiences</td>
<td>• Integrated employment (including supported employment)</td>
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<td>• Development of employment and other post-school adult living objectives; and</td>
<td>• Continuing and adult education</td>
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<tr>
<td>• If appropriate, acquisition of daily living skills and provision of functional vocational evaluation</td>
<td>• Adult services</td>
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<td>• Independent living or</td>
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<td>• Community participation</td>
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Coordination activities

IDEA

• Coordinate activities to facilitate student’s movement from school to post-school activities
  • postsecondary education
  • vocational education
  • integrated employment
  • continuing and adult education
  • adult services
  • independent living
  • community participation

• Identify the interagency coordination responsibilities of each agency to promote coordination and timely and appropriate delivery of services:
  • instruction & related services
  • community experiences
  • development of employment and post-school living objectives
  • acquisition of daily living skills
  • functional vocational evaluation

Rehab Act, as amended by WIOA

• Collaborate with agency and local partners to develop employment opportunities and foster industry partnerships
• Work with schools to coordinate and ensure the provision of Pre-Employment Transition Services
  o Job exploration counseling
  o Work-based learning experiences
  o Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
  o Workplace readiness training to develop social skills and independent living
  o Instruction in self-advocacy
  o Coordination activities
  o Work with school to refer students for additional VR Services that require application and eligibility

Perkins V

• Work with partners to develop local career pathways that provide academic and nonacademic supports, and strategies for eliminating postsecondary readiness gaps with special populations.
• Work with local schools and agencies to provide and support equal access to at least one sequenced program of study integrating core academic and technical training, including employability skills
• Collaborate with local workforce development boards, agencies, or one-stop delivery systems to provide career exploration and development activities

Leverage state and local agreements

Adapted from Developing a College- and Career-Ready Workforce | An Analysis of ESSA, Perkins V, IDEA, and WIOA | AIR, 3/19
Building partnerships - interagency collaboration as key component in secondary transition
What we know about interagency collaboration

• Key component and “best practice” in secondary transition programming (Landmark, Ju, & Zhang, 2010)

• Predictor of positive post-school outcomes for students with disabilities (Test et al., 2009)

• A clear, purposeful, and carefully designed process (Rowe et al., 2014)

• Requires communication across agencies and programs (Mazzotti & Rowe, 2015)
Levels of Collaboration Scale


This form is designed for those who work in one of the organizations or programs that are partners in the ___________. Please review these descriptions of different levels of collaboration.

- On the response section at the bottom of the page, please circle the name of the organization or group with which you are associated.
- Using the scale provided, please indicate the extent to which you currently interact with each other partner. (Skip your own row.)

### Five Levels of Collaboration and Their Characteristics

<table>
<thead>
<tr>
<th>Networking 1</th>
<th>Cooperation 2</th>
<th>Coordination 3</th>
<th>Coalition 4</th>
<th>Collaboration 5</th>
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<td><strong>Cooperation</strong></td>
<td><strong>Coordination</strong></td>
<td><strong>Coalition</strong></td>
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<td>-Provide information to each other</td>
<td>-Share information and resources</td>
<td>-Share ideas</td>
<td>-Members belong to one system</td>
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<td>-Somewhat defined roles</td>
<td>-Defined roles</td>
<td>-Share resources</td>
<td>-Frequent communication is characterized by mutual trust</td>
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<td>-Formal communication</td>
<td>-Frequent communication</td>
<td>-Frequent prioritized communication</td>
<td>-Consensus is reached on all decisions</td>
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<td>All decisions are made independently</td>
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<td>-All members have a vote in decision making</td>
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<th>Coordination</th>
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Implement high quality transition programs and services that lead to positive PSO
 Deliver Pre-ETS
 Ensure students with disabilities have access to and can persist in CTE programs and curriculum
# Coordination activities

## IDEA
- Coordinate activities to facilitate student’s movement from school to post-school activities
  - postsecondary education
  - vocational education
  - integrated employment
  - continuing and adult education
  - adult services
  - independent living
  - community participation
- Identify the interagency coordination responsibilities of each agency to promote coordination and timely and appropriate delivery of services:
  - instruction & related services
  - community experiences
  - development of employment and post-school living objectives
  - acquisition of daily living skills
  - functional vocational evaluation

## WIOA
- Collaborate with agency and local partners to develop employment opportunities and foster industry partnerships
- Work with schools to coordinate and ensure the provision of Pre-Employment Transition Services
  - Job exploration counseling
  - Work-based learning experiences
  - Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
  - Workplace readiness training to develop social skills and independent living
  - Instruction in self-advocacy

## Perkins V
- Work with partners to develop local career pathways that provide academic and nonacademic supports, and strategies for eliminating postsecondary readiness gaps with special populations.
- Work with local schools and agencies to provide and support equal access to at least one sequenced program of study integrating core academic and technical training, including employability skills
- Collaborate with local workforce development boards, agencies, or one-stop delivery systems to provide career exploration and development activities

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Leverage state and local agreements

Adapted from Developing a College- and Career-Ready Workforce | An Analysis of ESSA, Perkins V, IDEA, and WIOA | AIR, 3/19
Transition service “a coordinated set of activities for a child with a disability that ...”

(a) is designed to be within a results oriented process, that is 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 (technical) education,
– integrated employment (including supported employment),
– continuing and adult education, adult services,
– independent living, or community participation;
Transition service “a coordinated set of activities for a child with a disability that ... (b) is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes:

1. instruction,
2. related services,
3. community experiences,
4. development of employment objectives and other
5. post-school adult living objectives, and, if appropriate,
6. acquisition of daily living skills and
7. provision of a functional vocational evaluation
How can each program partner promote coordination of timely and appropriate delivery of services related to:

<table>
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<th>Destination</th>
<th>Supports</th>
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| • postsecondary education  
• vocational education  
• integrated employment (icldg supported employment)  
• continuing and adult education  
• adult services  
• independent living, or community participation; | • instruction  
• related services  
• community experiences  
• development of employment and  
• post-school living objectives  
• acquisition of daily living skills  
• functional vocational evaluation |
Special Education – opportunities for coordination with VR, CTE

Transition services are a COORDINATED set of activities -

- **Coordinated** means these activities have a purpose and a goal. They are selected with a plan in mind to accomplish a student’s specific postsecondary goal –
  - postsecondary education
  - training
  - employment, or
  - independent living.
Special Education – opportunities for coordination with VR, CTE
Special Education – opportunities for coordination with VR, CTE

**State-Level**
- Form a team
- Educate each other
- Develop shared goals
- Use the IAA/MOU
- Answer shared questions
- Meet regularly
- Analyze policy
- Use feedback loops
- Plan intentionally

**District-Level**
- Form a team
- Educate each other
- Identify shared goals
- Provide cross-program professional development
- Meet regularly
- Analyze procedures
- Create feedback loops
- Plan intentionally

**School-Level**
- Form a team
- Educate each other
- Identify shared goals
- Attend cross-program professional development
- Meet regularly
- Analyze practices
- Use feedback loops
- Plan intentionally
Notetaking Framework

Teaming & Meeting
- Educating Each Other & Providing Cross Partner PD
- Answering Shared Questions & Using Feedback Loops

Using IAA/MOU
- Developing shared goals
- Analyzing Policies, Procedures, & Practices

Considerations for capacity building

1. What goal or current initiative does this content support?
2. What questions do you have for your team members? External experts/consultants? What do you want to know more about?
3. What partners are needed to do the work? Existing or new?
4. What barriers/challenges and actions need to be addressed to do this work?

Based on Cornell Note-Taking Strategy, Walter Pauk, Cornell University.
Levels of Collaboration Scale

This scale is designed for those who work in one of the organizations or programs that are partners in the __________. Please review these descriptions of different levels of collaboration.

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<td><strong>Characteristics</strong></td>
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### Partners

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