

Working Together: Building DVR & School Partnerships

Marcus Poppen, Becky Gellerson, Tammie Doyle, & Midge Rigsby-Eldredge

CCTS Transition Forum, June 2018

6/26/18

Objectives

- Basic overview of Federal and State regulations that guide Division of Vocational Rehabilitation's role in coordinating services with education officials.
- Provide an example of how a partnership between Division of Vocational Rehabilitation and a local school district can support transition-aged youth with disabilities.

6/26/18

Why focus on youth with disabilities?

- Despite national efforts, young adults with disabilities remain among the least represented demographic in the labor force (U.S. Department of Labor, 2016)
- Research has shown that early career-related experiences are key factors in students' with disabilities achieving positive post-secondary outcomes such as employment and post-secondary education (Rabren et al., 2002; McDonnal et al., 2009; Geisen, et al., 2012)

6/26/18

Why focus on working together?

- Since 1973, state Vocational Rehabilitation (VR) agencies have been required to coordinate with education officials
- Coordinating school-based transition services with VR is one strategy that has been shown to increase the odds of positive employment outcomes for young adults with disabilities (Migliore et al., 2012; Poppen et al., 2017; Schaller et al., 2006)
- The level of involvement of VR agencies with schools and students with disabilities has varied widely (Honeycutt et al., 2015)

6/26/18

Overview of Federal and State Legislation

6/26/18

Historical Foundations of Vocational Rehabilitation

- Throughout the past 40 years, Vocational Rehabilitation has increased their partnerships with disability community and the roles of consumers in the planning process, and maintained a belief that employment and productivity lead to independence and a belief that independence is the right of all American citizens
- Since 1990, the number of transition age VR consumers has increased by the more than 10%; from 17% in 1990 to 28% in 2005 (National Council on Disability, 2008)

6/26/18

Workforce Innovation and Opportunity Act of 2014

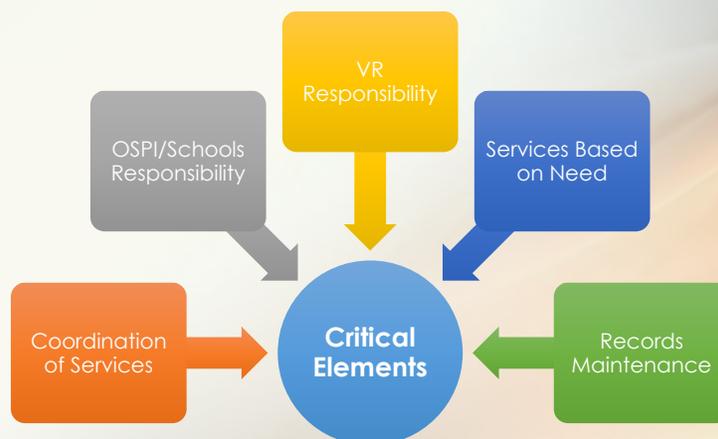
- Established a new emphasis on the provision of services to students and youth with disabilities (Office of Special Education Programs (OSEP), 2016).
- Expanded the population of students with disabilities who can receive services from VR, and the kinds of services that VR agencies may provide(OSEP, 2016).
- VR agencies to provide or arrange for the provision of five required Pre-Employment Transition Services, and that at least 15% of the states federal budget are reserved to provide these services (34 CFR § 361.48(a)(2)).

6/26/18

Statewide Interagency Agreement

6/26/18

Statewide Interagency Agreement



6/26/18

Coordination of Services

Federal Guidance & Regulations

- State plans and policies must include procedures for coordination between agencies that are designed to facilitate the transition of the students with disabilities from the receipt of educational services in school, to the receipt of vocational rehabilitation services.

State Guidance & Regulations

- **Collaborative efforts** among VR staff and LEAs
- LEAs to **identify a point of contact** within the district
- Conduct an **assessment to identify gaps** in service and determine the school/student transition needs
- Provide or **arrange** for the provision of pre-employment transition services and/or transition services in **collaboration** with LEAs
- Collaborate with LEAs to conduct outreach to **identify potentially eligible and/or eligible students** who are in need of pre-employment transition or general transition services
- Ensure **IPEs are closely aligned** with student IEPs and other educational transition planning
- Provide **input in transition planning** with LEA and participate in meetings when appropriate

6/26/18

OSPI/Schools Responsibility

Federal Guidance & Regulations

- **Continue to carrying out activities** under the Individuals with Disabilities Education Act including:
 - A coordinated set of activities, designed with an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation
 - Coordinated activities that are based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

6/26/18

State Guidance & Regulations

- OSPI **Monitor** LEAS for IDEA compliance
- OSPI **Provide technical assistance** to LEAs to highlight the obligation to work with students and families to develop appropriate IEPs
- OSPI Encourage LEAs to **identify a point of contact** within the district to facilitate on-campus meeting spaces for DVR staff
- **Invite DVR staff** to participate in secondary transition planning meetings as appropriate
- OSPI **Identify and prioritize** statewide and regional issues that adversely impact student transition planning needs

VR Responsibility

Federal Guidance & Regulations

- (d) Pre-Employment Transition Coordination – Each local office... shall carry out responsibilities consisting of:
 - (1) Attending individualized education program meetings, when invited
 - (2) Work with local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships
 - (3) Work with schools, including those carrying out activities under the Individuals with Disabilities Education Act to coordinate and ensure the provision of pre-employment transition services

6/26/18

State Guidance & Regulations

- **Encourage collaborative efforts** among DVR staff and LEAs
- **Provide or arrange for the provision of pre-employment transition services and/or transition services** in collaboration with LEAs
- **Collaborate** with LEAs to conduct outreach to identify potentially eligible and/or eligible students who are in need of pre-employment transition or general transition services
- **Provide input** in transition planning with LEA and participate in meetings when appropriate
- Develop IPEs during the transition process and ensure IPEs are closely **aligned with student IEPs** and other educational transition planning

Records Maintenance

Federal Guidance & Regulations

- State plans shall contain procedures for State education entities outreach to identify students with disabilities who need transition services
- State unit's must have a mechanism to report the number of students with disabilities receiving Pre-Employment Transition Services Rehabilitation Act of 1973, § 101(a)(10)

State Guidance and Regulations

- Records and other documents (e.g., IEP's, IPE's) furnished by one party to the other party will **remain the property of the furnishing party**
- Materials created by OSPI and DVR as part of this Agreement shall be the property of the State of WA
- Materials DVR provides and uses to perform this Agreement but which is not created for OSPI **shall be owned by DVR** (e.g., consent forms)
- Utilize **reasonable** security procedures and protections

6/26/18

Services Based on Need

Federal Guidance & Regulations

- Provision of Pre-Employment Transition Services must be provided on the basis of the individuals needs for that service
- The five required pre-employment transition services are not mandated to be provided to each student with a disability if all the activities are not necessary
- Policies at the state level for determining the need for pre-employment transition services must include clear and consistent criteria.
- These policies should support the determination of which pre-employment transition services each student needs, consistent with his or her interest and informed choice.

State Guidance & Regulations

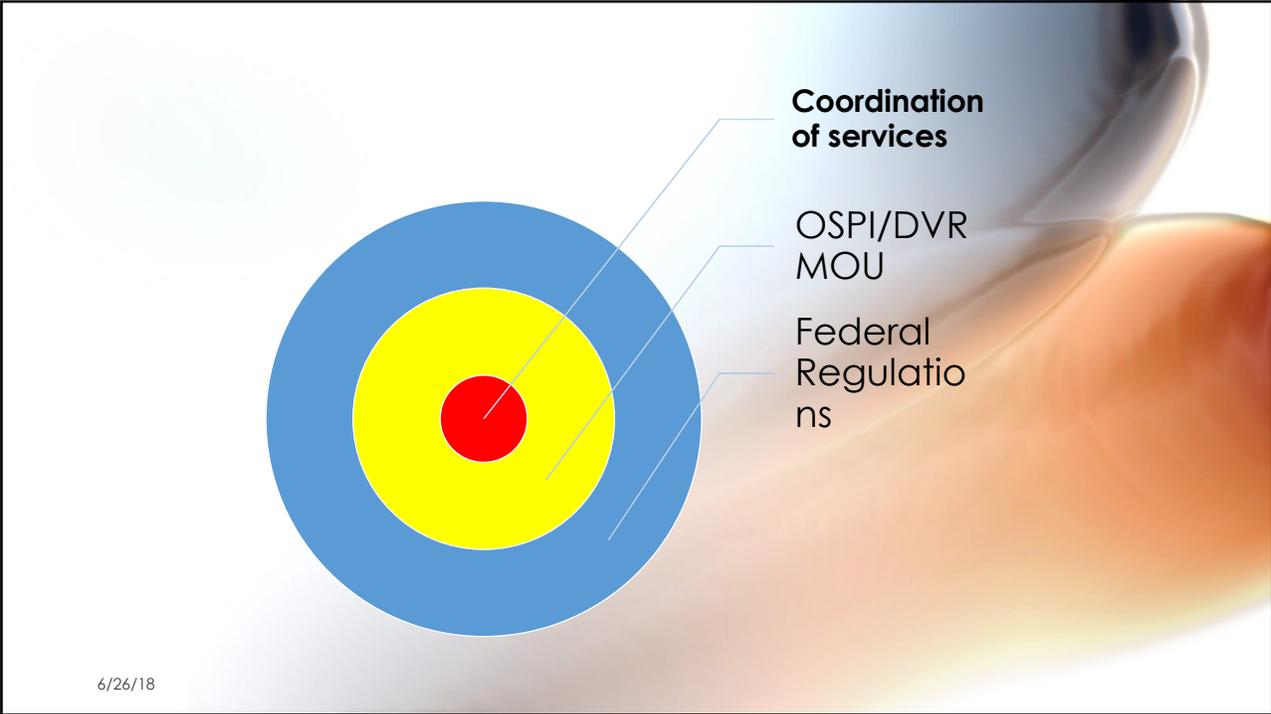
- Follow Federal Regulations

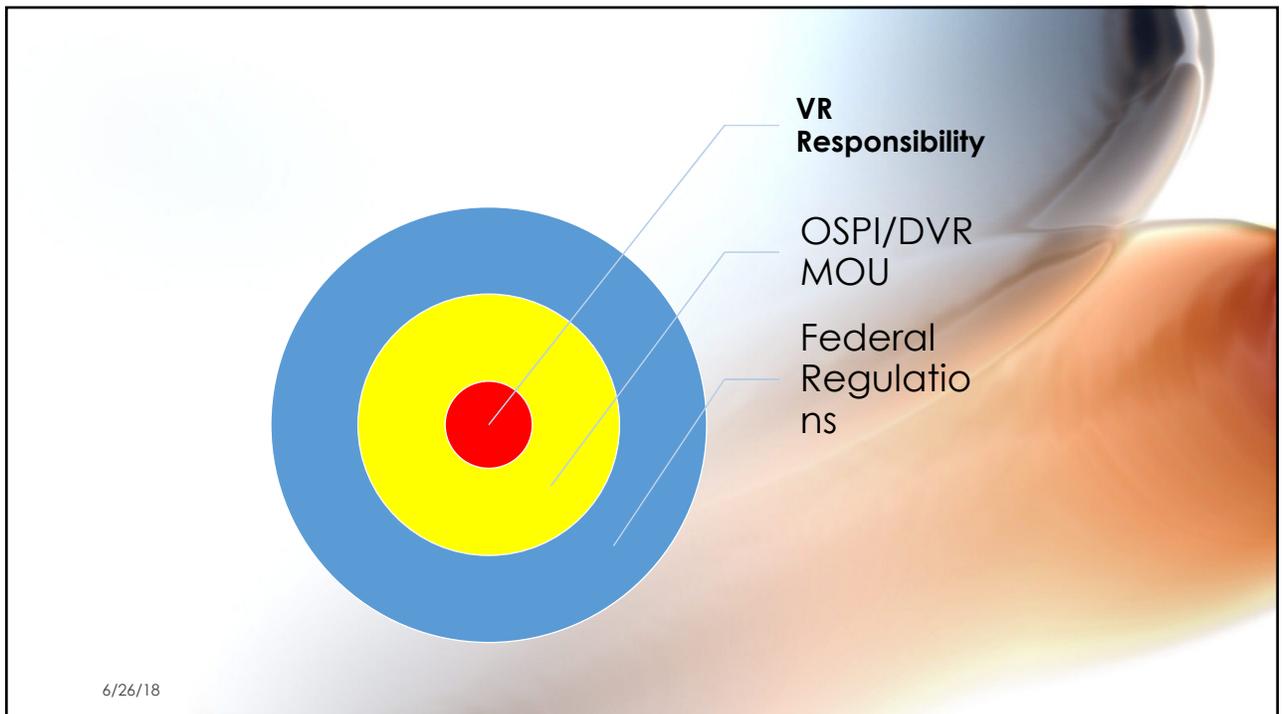
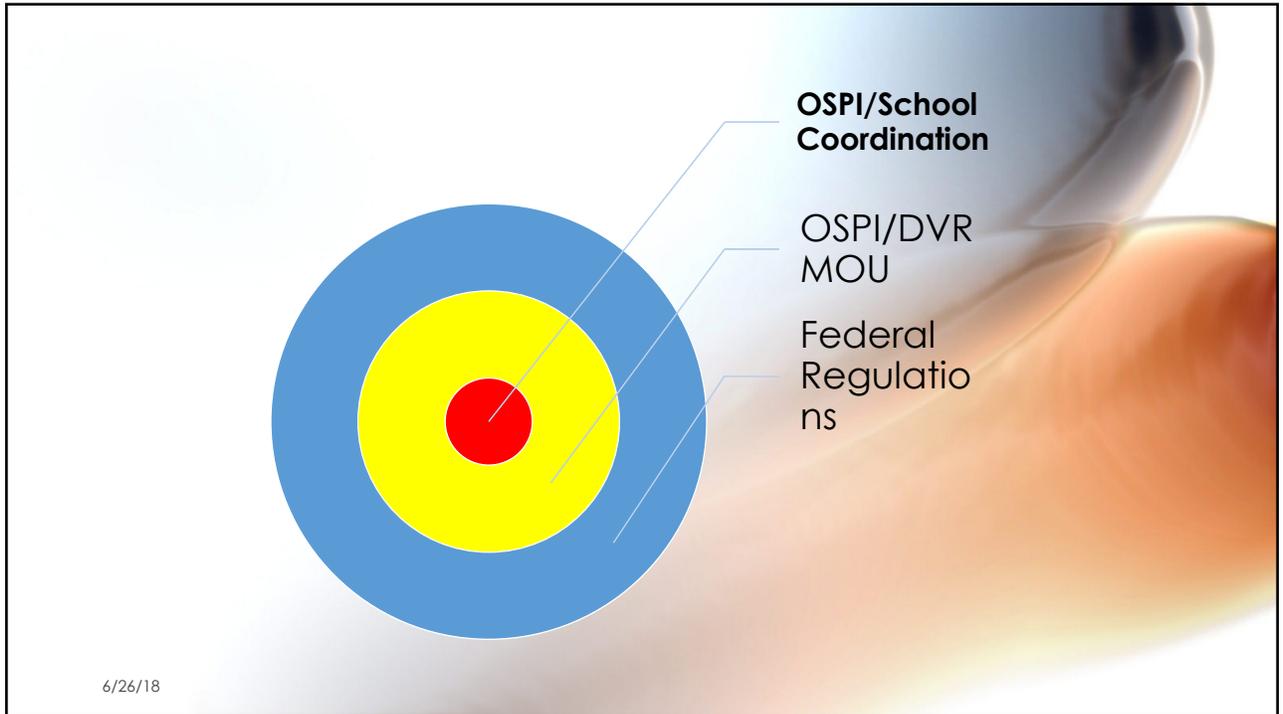
This serves as a basis for VR and LEA collaboration and coordination in the planning and provision of services

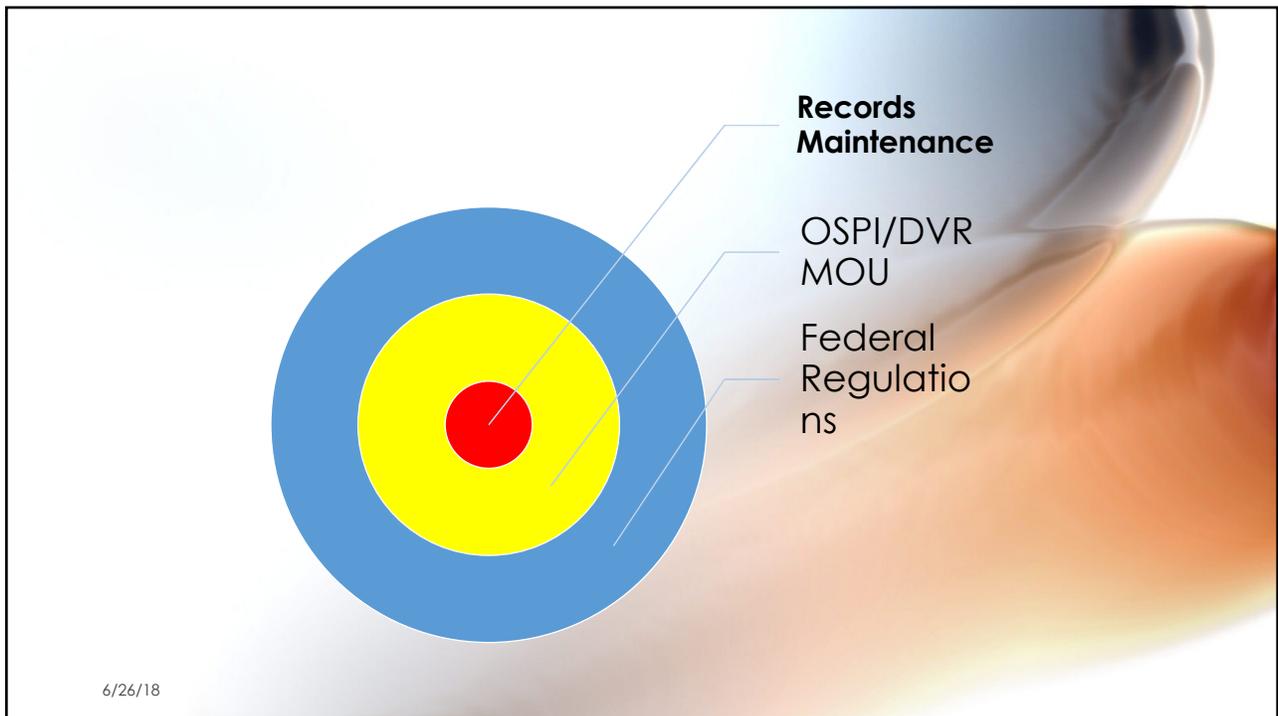
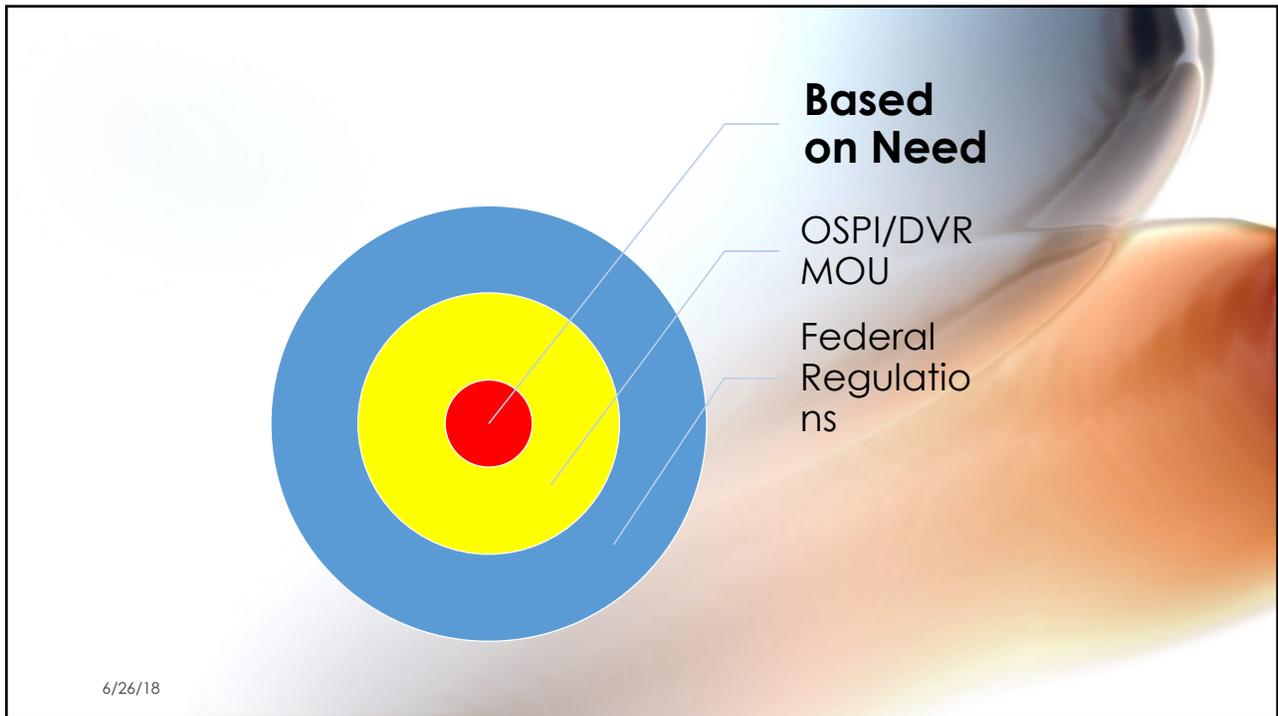
6/26/18

Local DVR and School Partnership

6/26/18







Lessons Learned



6/26/18

Questions



6/26/18



Thank you!

Marcus Poppen, Becky Gellerson, Tammie Doyle, & Midge Rigsby-Eldredge

6/26/18

CCTS Transition Forum, June 2018