Presenters

• Ruth Allison, M.B.A., Senior Research Associate, Transcen, NTACT

• Melissa Diehl, M.A. Ed. CRC, Project Director WINTAC Pre-Employment Transition Services, The George Washington University

• Tonya Stellar, M.A., CRC, State Team Facilitator, Rehabilitation Services Administration (RSA)

• Genee’ Norbert, Office of Special Education Programs (OSEP)

• Tammy Hogan, M. Ed., CRC, Youth Services Specialist, Montana Vocational Rehabilitation and Blind Services
**Presenters (continued)**

- Tonya Frankum, Rehabilitation Specialist, Alabama Department of Rehabilitation Services
- Jonathan Kraeszig, M.R.C., C.R.C., Director of Youth Services, Indiana Vocational Rehabilitation Services
- Janice John, MS, CRC, Deputy Administrator, DETR Nevada Vocational Rehabilitation Division, and Daphne DeLeon Statewide Transition Coordinator, DETR-Vocational Rehabilitation
- Charlie Walters Director of Transition Programs Able South Carolina
- Joy Ivester, Program Director Secondary Transition Programs, Center for Disability Resources, University of South Carolina
Alignment of and Collaboration Between State Vocational Rehabilitation (VR) and Educational Agencies through State Educational Agency (SEA) Agreements

• The Rehabilitation Act of 1973, as amended by Title IV of the Workforce Innovation and Opportunity Act (Rehabilitation Act) and its implementing regulations require VR agencies to enter into formal interagency agreements with SEAs describing how they will collaboratively plan and coordinate transition services for students with disabilities needing those services. (Section 101(a)(11)(D) of the Rehabilitation Act and 34 C.F.R. § 361.22(b)).
Alignment of and Collaboration Between State Vocational Rehabilitation (VR) and Educational Agencies through State Educational Agency (SEA) Agreements (continued)

• This formal interagency agreement is a foundational document and is essential to ensuring that students with disabilities experience a smooth transition from school to post-school activities.

• The IDEA also requires the SEAs and VR agencies to plan and coordinate transition services for students who receive special education services (Section 612(a)(12) of the IDEA and 34 C.F.R. § 300.154).
Alignment of and Collaboration Between State VR and Educational Agencies through SEA agreements (cont.)

• While the IDEA does not require an agreement with the same degree of specificity as does the Rehabilitation Act, both parties to this agreement benefit from a clearly delineated process for the coordination of services, dispute resolution, and the allocation of resources to ensure students with disabilities are served appropriately.

• The greater degree of collaboration and coordination between the VR program and the SEA through its district partners, the better prepared students with disabilities will be to transition from school into post-school activities.
Review of Formal Interagency Agreement Requirements Under the Rehabilitation Act, as amended by WIOA

The Rehabilitation Act and its implementing regulations require, at a minimum, that the formal interagency agreement between the VR agency and the SEA contain a description of the following:

- Consultation and technical assistance, which may be provided using alternative means for meeting participation (such as video teleconferences and conference calls), to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services and other VR services;
Review of Formal Interagency Agreement Requirements Under the Rehabilitation Act, as amended by WIOA (continued)

• Transition planning by personnel of the designated State agency for the VR program and educational agency personnel for students with disabilities that facilitates the development and completion of their individualized education programs (IEPs) under Section 614(d) of the IDEA;

• The roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services and pre-employment transition services;
Review of Formal Interagency Agreement Requirements Under the Rehabilitation Act, as amended by WIOA (cont.)

• Procedures for outreach to and identification of students with disabilities who need transition and pre-employment transition services;

• Coordination necessary to satisfy documentation requirements set forth in 34 C.F.R. Part 397 with regard to students and youth with disabilities who are seeking subminimum wage employment; and

• An assurance that, in accordance with 34 C.F.R. § 397.31, neither the State educational agency nor the local educational agency will enter into a contract or other arrangement with an entity for the purpose of operating a program under which a youth with a disability is engaged in work compensated at a subminimum wage.
Review of Formal Interagency Agreement Requirements Under IDEA

Additionally, under Section 612(a)(12)(A) of the IDEA and 34 C.F.R. § 300.154(a), these interagency agreements must include:

• An identification of, or method for defining, the financial responsibility of each agency for providing services to ensure a FAPE is provided to youth with disabilities, provided that the financial responsibility of each public agency, including the State Medicaid agency and other public insurers of youth with disabilities, shall precede the financial responsibility of the LEA (or State agency responsible for developing the child’s IEP);

• Conditions, terms, and procedures under which the LEA shall be reimbursed by other agencies;
Review of Formal Interagency Agreement Requirements Under IDEA (Continued)

• Procedures for resolving interagency disputes (including procedures under which LEAs may initiate proceedings) under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism; and

• Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services described in Section 612(a)(12)(B)(i).
Operationalizing the Formal Interagency Agreement between VR and SEAs

• The statutory and regulatory provisions provide a strong foundation on which SEAs, LEAs, and VR agencies can build partnerships with Institutions of Higher Education (IHEs), Community Rehabilitation Programs (CRPs), and employers for the delivery of a wide range of services to students and youth with disabilities in pursuit of postsecondary education, competitive integrated employment, and careers.

• OSERS encourages SEAs, LEAs, and VR agencies to use the flexibility afforded under the IDEA and Rehabilitation Act to engage in innovative strategies, involving students and youth with disabilities and their families, in the transition process as early as possible.

• SEAs, LEAs, and VR agencies perform an essential and invaluable role ensuring that students with disabilities, including those with the most significant disabilities, are presented with every opportunity to prepare for the transition from school to the VR program and postschool activities in order to further develop their self-sufficiency, independence in their communities, and preparation for competitive integrated employment.
Formal Interagency Agreement Resources

• An **Interagency Agreement Toolkit** was developed jointly by the National Technical Assistance Center on Transition (NTACT) and Workforce Innovation Technical Assistance Center (WINTAC) to provide guidance on the development of the formal interagency agreement between the VR and education agencies as part of the implementation of WIOA.
Formal Interagency Agreement between the Montana Vocational Rehabilitation and Blind Services (VRBS) and Office of Public Instruction (OPI)

• WIOA specific provisions requiring the SEA Agreement to be updated:
  – Long history of collaboration and a relationship based on trust;
  – Updated existing components;
  – Added “Responsibilities of SEA, LEAs and VR in Coordination and Documentation for Subminimum Wage Employment (Section 511)”;
  and
  – Added “Coordination and Provision of Pre-Employment Transition Services.”
Formal Interagency Agreement between Montana VRBS and OPI (Continued)

Enhanced collaboration through school contracts, joint presentations, training, Advisory Panel/State Rehabilitation Council, consultation, IEP meetings, outreach efforts.

• Anticipated outcomes:
  – Ability to reach more students and expand services;
  – Better understanding of the responsibilities of each agency; and
  – Shared information on new programs and requirements.
Montana VRBS Pre-Employment Transition Services Guide

• Strategies-Direct Provision, Counselor-Purchased, Special Projects, School Contracts

• A blueprint to implement and operationalize the agency’s vision for Pre-employment transition services (Pre-ETS)
  – Policies and procedures-each strategy described in detail
  – Authorizations and data tracking
  – Forms, instructions, FAQ’s and examples

• Anticipated outcomes
  – All staff have a thorough understanding of Pre-ETS program
  – Consistent and accurate communication with partners
  – Training resources, forms, and materials to share

Website Link to the Pre-Employment Transition Services Guide
• https://dphhs.mt.gov/detd/youthtransitions/policy-documents
### Example of Allowable Pre-ETS Services from VRBS’ Pre-Employment Transition Services Guide

#### Allowable & Unallowable Pre-ETS Services

**What does and doesn’t the Pre-ETS Budget line cover?**

<table>
<thead>
<tr>
<th>ALLOWABLE SERVICES</th>
<th>UNALLOWABLE SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Site Training</strong></td>
<td><strong>Job Coaching</strong></td>
</tr>
<tr>
<td>Short term training provided by a Work Site Trainer on the job site to teach the</td>
<td>Ongoing one-to-one training provided by a job coach on the job site as is required by</td>
</tr>
<tr>
<td>student specific work tasks and general work behaviors.</td>
<td>the student with intensive needs to learn and maintain a job long term.</td>
</tr>
<tr>
<td><strong>Assistive Technology</strong></td>
<td><strong>Assistive Technology</strong></td>
</tr>
<tr>
<td>Auxiliary aids and services necessary for students with disabilities to access</td>
<td>Individually prescribed assistive technology and personal devices or services</td>
</tr>
<tr>
<td>or participate in pre-employment transition services are allowable.</td>
<td>(prescription eyeglasses, hearing aids, readers for personal study or personal</td>
</tr>
<tr>
<td>Examples include interpreter services, video-based telecommunication products,</td>
<td>services) are not allowable.</td>
</tr>
<tr>
<td>telephone handset amplifiers, assistive listening devices, screen reader software,</td>
<td>*Please note that screen reader software is allowable, but the computer on which it</td>
</tr>
<tr>
<td>large print materials, qualified readers, taped texts, audio recordings and Braille</td>
<td>is installed is not an allowable Pre-ETS expense as it does not meet the definition of</td>
</tr>
<tr>
<td>materials.</td>
<td>&quot;auxiliary aids and services.&quot;</td>
</tr>
<tr>
<td><strong>Student Travel Training</strong></td>
<td><strong>Student Transportation</strong></td>
</tr>
<tr>
<td>Orientation and mobility training or travel training required by an individual to</td>
<td>Costs associated with transporting student to/from Pre-ETS activity. “</td>
</tr>
<tr>
<td>travel independently to access workplace readiness training or to participate in a</td>
<td>*For students found eligible for VR services, these costs may be covered under an</td>
</tr>
<tr>
<td>work-based learning experience. (WBLE)</td>
<td>approved IPE via different funds.</td>
</tr>
<tr>
<td><strong>Maintenance</strong></td>
<td><strong>Maintenance</strong></td>
</tr>
<tr>
<td>It is permissible for VR agencies to use Pre-ETS funds to 1) Reimburse an employer</td>
<td>Purchase of individualized items (uniforms, special boots, or similar) on behalf of</td>
</tr>
<tr>
<td>or 2) pay an employer fee for costs incurred by the employer to provide a WBLE site</td>
<td>student or direct reimbursement to student for such items.”</td>
</tr>
<tr>
<td>for a student.</td>
<td>*For students found eligible for VR services, these costs may be covered under an</td>
</tr>
<tr>
<td>Costs may include additional uniforms or other non-individualized items that are</td>
<td>approved IPE via different funds.</td>
</tr>
<tr>
<td>necessary for the student’s participation in the WBLE.</td>
<td></td>
</tr>
<tr>
<td><strong>Other Expenses</strong></td>
<td><strong>Other Expenses</strong></td>
</tr>
<tr>
<td>Wages for WBLE</td>
<td>Postsecondary tuition</td>
</tr>
<tr>
<td>Training (e.g., Independent Living; Soft Skills) as required to participate in</td>
<td>Registered Apprenticeships</td>
</tr>
<tr>
<td>WBLE</td>
<td>Vehicle Modifications</td>
</tr>
<tr>
<td></td>
<td>Assessments (other than interest inventories)</td>
</tr>
</tbody>
</table>
Examples of Job Exploration Counseling Activities under Pre-Employment Transition Services

1. **Job Exploration**

   Ideas for Pre-Employment Transitional Services

   Following are examples of Pre-ETS activities in the five “required” categories and how they may be provided to individual students with disabilities who are enrolled in high school (ages 14-21) in either a group or an individualized setting.

   Please note: this list is not all-inclusive.

   - Help students complete interest inventories and explore careers using various paper and online resources.
   - Provide opportunities to explore Transition-to-Work inventories and facilitate follow-up discussions afterward.
   - Offer a high school course on career choices.
   - Provide experience interviewing workers in the community during local business tours.
   - Arrange for students to hear guest speakers talking about a variety of jobs and careers (online and/or in person).
   - Coordinate a panel of entrepreneurs to speak to students.
   - Coordinate a panel of Tribal Elders or an intergenerational panel on Employment and Native Trades.
   - Provide a career fair or “real life fair” for high school students.
   - Create virtual job shadows that students can watch online.
   - Explore pre-apprenticeship programs.
   - Share information about the differences between labor market employment and negotiated employment.

   - Contract with a non-school employee to conduct a class on career exploration.
   - Arrange for a group of students or an individual student to visit various community businesses to learn about different jobs in their community.
   - Pay guest speakers to organize and conduct several classes on self-employment as a career choice.
Effective Partnerships and Outcomes

Considerations for State Teams to discuss regarding student outcomes and improving agency performance:

- Do both agencies understand how the performance indicators support each other’s goals?
- What documentation requirements are needed to verify outcomes for each program?
- How can the partner agency help support these documentation requirements?
- Do local practices support shared cases and common outcomes?
- Where is cross-training needed?
- How can each agency help their partners achieve their outlined outcomes?
- What systems or processes need to change in order to support these shared outcomes?
- How can agencies help with continued engagement in order to increase response rates and the ability to gather long-term outcome data?
- Can you identify areas where your State needs improvement in addition to areas of strength?
## Alignment Between VR Performance Indicators and IDEA Transition Indicators 1 and 2

### IDEA Transition Indicators Alignment 1 and 2

<table>
<thead>
<tr>
<th>VR Performance Indicator</th>
<th>IDEA Part B Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.</td>
<td>1. Percent of youth with IEPs graduating from high school with a regular diploma.</td>
</tr>
<tr>
<td></td>
<td>2. Percent of youth with IEPs dropping out of high school.</td>
</tr>
</tbody>
</table>

*Note: Supporting the attainment of a high school diploma may help decrease dropout rates.*
Alignment Between VR Performance Indicators and IDEA Transition Indicator 13

**IDEA Transition Indicator 13**

<table>
<thead>
<tr>
<th>VR Performance Indicator</th>
<th>IDEA Part B Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.</td>
<td>13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</td>
</tr>
<tr>
<td>5. Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational or other forms of progress towards such a credential or employment.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Measurable secondary and postsecondary goals, while tracking and documenting courses of study and skills gained, may increase student performance and education outcomes.*
Alignment Between VR Performance Indicators and IDEA Transition Indicator 14

<table>
<thead>
<tr>
<th>VR Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percentage of program participants who are in unsubsidized employment during the 2nd quarter after program exit.</td>
</tr>
<tr>
<td>2. Percentage of program participants who are in unsubsidized employment during the 4th quarter after program exit.</td>
</tr>
<tr>
<td>3. The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.</td>
</tr>
<tr>
<td>4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program AND who were employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IDEA Part B Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:</td>
</tr>
<tr>
<td>A. Enrolled in higher education within one year of leaving high school.</td>
</tr>
<tr>
<td>B. Enrolled in higher education or competitively employed within one year of leaving high school.</td>
</tr>
<tr>
<td>C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</td>
</tr>
</tbody>
</table>

Note: Successful transition planning that includes postsecondary and employment goals, with continued engagement and partnership with VR and Education, may increase students’ ability to perform and the agencies’ long-term education and employment outcomes.

- Of the seven exit reason categories, graduated with a regular high school diploma accounted for the largest percentage of students ages 14 through 21 who exited special education in 2015–16 (specifically, 269,246, or 44.8 percent, of the 600,427 such students). This was followed by moved, known to be continuing in education (26.5 percent) and dropped out (11.2 percent).

SOURCE: U.S. Department of Education, EDFacts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part BExiting Collection,” 2015–16. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Illinois were not available. Data were accessed fall 2017. For actual IDEA data used, go to https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html.
Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year: FY 2006–2007 through 2015–2016

- In 2015–16, a total of 69.9 percent of the students ages 14 through 21 who exited IDEA, Part B, and school graduated with a regular high school diploma; an additional 17.5 percent dropped out.

- From 2006–07 through 2014–15, the percentage of students who exited special education and school by having graduated with a regular high school diploma increased from 56 percent to 69.9 percent and remained at 69.9 percent in 2015–16.

- From 2006–07 through 2015–16, the percentage of students who exited special education and school by having dropped out decreased from 25.7 percent to 17.5 percent.
Trends in the VR Program Post WIOA:
A Shift in Focus and Performance
Individuals Under Age 25 vs. Individuals 25 and Older Employment Outcomes
### Individuals Under Age 25 vs. Individuals 25 and Older: Median Wages

<table>
<thead>
<tr>
<th>Year</th>
<th>Under 25</th>
<th>25 and Older</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 10</td>
<td>$8.25</td>
<td>$9.66</td>
</tr>
<tr>
<td>FFY 11</td>
<td>$8.28</td>
<td>$9.95</td>
</tr>
<tr>
<td>FFY 12</td>
<td>$8.45</td>
<td>$10.00</td>
</tr>
<tr>
<td>FFY 13</td>
<td>$8.50</td>
<td>$10.00</td>
</tr>
<tr>
<td>FFY 14</td>
<td>$8.50</td>
<td>$10.00</td>
</tr>
<tr>
<td>FFY 15</td>
<td>$9.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>FFY 16</td>
<td>$9.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>FFY 17</td>
<td>$10.90</td>
<td>$10.00</td>
</tr>
<tr>
<td>FFY 18</td>
<td>$11.00</td>
<td>$10.00</td>
</tr>
</tbody>
</table>
Students with Disabilities Reported (by quarter)

PY17Q1  PY17Q2  PY17Q3  PY17Q4  PY18Q1  PY18Q2

300000  350000  400000  450000  500000  550000
Students with Disabilities Reported Who Received Pre-Employment Transition Services (by quarter)
Number of Students who Applied for VR Services and Received Pre-Employment Transition Services (by quarter)

- **Number of Students with Disabilities who Received Pre-Employment Transition Services**
- **Number of Students with Disabilities, who applied for VR services, and Received Pre-Employment Transition Services**
The Transition Alliance of South Carolina

*Working together to increase successful student post-secondary transition outcomes through active interagency collaboration*

[www.transitionalliancesc.org](http://www.transitionalliancesc.org)
Working together to increase successful student post-secondary transition outcomes through active interagency collaboration

- Brain Injury Alliance of SC
- SC Commission for the Blind
- SC’s Centers for Independent Living (3)
- SC’s UCEDD
- SC’s Parent, Information & Training Center
- Local Education Agencies (4)
- SC Assistive Technology Program
- SC Department of Disabilities and Special Needs
- SC Department of Education
- SC Department of Employment and Workforce
- SC Developmental Disabilities Council
- SC Vocational Rehabilitation
- SC Higher Education – Personnel Preparation
- SC Higher Education – Postsecondary Programs
- SC Department of Mental Health
- SC Division on Career Development & Transition (DCDT)
Capacity Building Strategies

- Interagency Collaboration and Teaming
- Strategic Planning
- Technical Assistance
- Statewide, Regional, Local Training
- Implementation of Research-Based Practices
- Evaluative Strategies for Transition Programming
- Community Partner Support
Expected Outcomes

Sustainable, comprehensive system of support for local interagency collaborative transition teams.

– Increased State-level collaboration
– Increased local collaboration
– Increased cross-community networking
– Increased stakeholder knowledge
– Increased local capacity
– Improved post-school outcomes
Alabama: Transition Unlimited

The Partnership

AN ALABAMA PRE-EMPLOYMENT TRANSITION SERVICES INITIATIVE

Sponsored by the Alabama Department of Rehabilitation Services, Division of Vocational Rehabilitation Service,

Hosted by the Auburn Transition Leadership Institute
Transition Unlimited Initiative

• Awareness of transition practices in Alabama
• Team Registration: Diverse Members
• Participate in the Local Action Plan Meetings
  – Action Plan Development
• Program Evaluation of the Action Plan Meetings
• Request/Receive Ongoing Technical Assistance
• Action Plan Progress
• Opportunity to earn CEUs
  – Eligible educators
  – Eligible rehabilitation professionals
Alabama: Transition Unlimited Initiative

- Cumulative Impact: 3 Years
- 16 VR Units/Offices; 18 Locations
- Average of 353 Public High Schools Participated
- 86 Action Plan Meetings
- \( n = 1,967 \) Participants
- Up to 6 Diverse Team Members

FISCAL YEARS 2017 - 2019
What Happens After The Meetings?

• Online access to **ALL** action plans
• Ongoing Technical Assistance
• Collaborate to put your plan into action
• Sharing of Resources

[View Action Plans (READ ONLY)](auburn.edu/atli)
The below table indicates the number of students included in the initial Action Plan alongside the number of students who received the service.

<table>
<thead>
<tr>
<th>PRIORITY GOAL 1: Job exploration counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 TEST-CD</td>
</tr>
<tr>
<td>6   15 250 6 9 150 6 0 0 6 0 0 6 0 0 6 0 0 6 0 0 6 0 0</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>1.2 TEST-CD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

Comments:
Required Data Fields
Nevada

Career and Technical Education (CTE) /VR Collaboration
CTE/VR Flyer

We’re here to help!

We help students who have disabilities and need help preparing for, getting, or keeping a job. BVR will work with you, your family, and your school to set up a plan to get you where you want to go.

Where do I start?

1. CONTACT BVR: Learn more about the program and services you may be eligible to receive. The first thing you need to do is complete an application for BVR. You can get this application from your teacher, your school counselor, or by calling the BVR office directly.

2. GET TO KNOW YOUR COUNSELOR. Your BVR counselor will be your go-to person for everything you need from BVR. Your counselor will help you explore the different careers and jobs available in your community that best match your strengths, abilities, and interests.

3. KNOW WHAT’S AVAILABLE. Here are some of the services BVR can pay for/pay provides:
   - Assistive technology needed for work
   - Transportation (if a vehicle)
   - Job coaching
   - Job placement
   - Unemployment
   - Work cards

4. PARTICIPATE WHILE IN SCHOOL. BVR provides instruction and work experience called Pre-Employment Transition Services (Pre-ETS) for students to explore employment options.

When should I start the BVR process?

We usually start BVR services during the last 2 years of high school. However, if you enter a Career and Technical Education (CTE) program, services may start as early as age 14 as long as BVR can provide you with support during the program. Just remember:

- It is up to you and your IEP team to start the process.
- BVR is here to help you where you are ready!

Want college credits and access to a high-demand, high-skill, high-wage career?

What is Career and Technical Education (CTE)?

CTE is a course of study in an occupational area open to all students that:
- Focuses on hands-on and project-oriented learning
- Prepares students to be both college and career ready
- Provides a variety of work-based learning experiences
- Provides Pre-Employment Transition Services (Pre-ETS)
- Teaches employability and leadership skills

What are CTE program areas and example occupations?

<table>
<thead>
<tr>
<th>Occupational Areas</th>
<th>Sample Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Natural Resources: botanist, forest technician, veterinarian</td>
</tr>
<tr>
<td>Business &amp; Marketing</td>
<td>Accountant, business owner, office manager</td>
</tr>
<tr>
<td>Education, Hospitality</td>
<td>Chef, hotel manager, social worker, teacher</td>
</tr>
<tr>
<td>Health Sciences &amp; Public Safety</td>
<td>Firefighter, nursing assistant, pharmacy technician</td>
</tr>
<tr>
<td>Information &amp; Media Technologies</td>
<td>Cybersecurity, database administrator, web designer</td>
</tr>
<tr>
<td>Skilled &amp; Technical Sciences</td>
<td>Automotive technician, engineer, welder</td>
</tr>
</tbody>
</table>

How do I get into a CTE program of study?

- Attend CTE Magnet or Signature program presentations and apply in 8th grade if available
- Talk with your counselor about CTE courses offered at your school
- Register with your counselor for a level-one course

Students participating in CTE:

- Are prepared for high-demand, high-skill, high-wage occupations
- Demonstrate college and career readiness
- Earn CTE endorsement on diplomas and CTE Certificates of Skill Attainment
- May receive college credit upon completion
- Score higher on state tests
- With Individualized Education Programs (IEPs), graduate with standard diplomas at higher rates

Northern Nevada
(p) 775-682-8100
www.nv.edu

Southern Nevada
(p) 702-486-6300
www.sccsnv.edu

[Logos]
Local Intensive Pilot Projects

1. Implementation of strategies developed at statewide Community Level Team (CLT) meetings.

2. Leadership meetings included: Special Education, Vocational Rehabilitation and School District staff.

Dayton High School (rural)
Sunrise Mountain High School (urban)
### Pre-Employment Transition Services

#### Job Exploration Counseling:
- [ ]

#### Work-Based Learning Experiences:
- [ ] In-School
- [ ] After-School
- [ ] Internships

#### Counseling On Opportunities For Enrollment In:
- [ ] Comprehensive Transition Programs
- [ ] Postsecondary Educational Programs

#### Workplace Readiness Training In:
- [ ] Social Skills
- [ ] Independent Living Skills

#### Self-Advocacy Instruction:
- [ ]

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**Pre-Employee Transition Services (Pre-ETS) Provided by an Educational Agency**

The educational agency is required to provide this documentation no later than 30 calendar days after the completion of the activity or 60 calendar days if additional time is necessary due to extenuating circumstances (such as a natural disaster), or as soon as possible upon completion of the required activities.

<table>
<thead>
<tr>
<th>School District:</th>
<th>School:</th>
<th>Type of Pre-ETS Instruction:</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Student Name</td>
<td>DOB</td>
<td>Full SS# (if available)</td>
</tr>
</tbody>
</table>

Signature of Educational Personnel documenting the completion of service:

Date of above Signature:

Signature of Educational Personnel Transmitting documentation to VR:

Date & Method the documentation was transmitted to VR:
Outcomes

10% of students with disabilities enrolled in CTE courses
Dayton High School = 11.6%
Sunrise Mountain High School = 9.1%

Increased # of students receiving Pre-ETS
2014-2015  408  actual
2015-2016  1639  actual
2017-2018  1820  actual
2018-2019  2000  goal
Opportunities for Collaboration with the WIOA Youth Program and Workforce Development Partners

• The U.S. Departments of Labor and Education (Departments) are committed to providing opportunities for increasing skills, productivity, and earnings for disadvantaged youth, including those with disabilities.

• Both Departments provide employment and training programs for youth depending upon an individual’s needs and whether they meet program eligibility criteria.
The WIOA Youth program provides a comprehensive array of services that focus on assisting out-of-school youth (OSY) and in-school youth (ISY) with one or more barriers to employment to prepare for postsecondary education and employment opportunities, attain educational and skills training credentials, and secure employment with opportunities for advancement.

To be eligible for the WIOA Youth program, OSY must be between the ages of 16 and 24, not attending school, and have one or more barriers to employment; and ISY must be between the ages of 14 and 21, attending school, low-income, and have one or more barriers to employment. For purposes of this program, disability is considered a barrier to employment.
• The WIOA Youth program has a particular emphasis on serving OSY and requires that local areas spend at least 75 percent of WIOA Youth program funds on this population (Section 129 (a)(4)(A) of WIOA and 20 C.F.R. § 681.410).

• Another WIOA Youth program priority is work experiences, and local areas must spend at least 20 percent of program funds on those activities (Section 129 (c)(4) of WIOA and 20 C.F.R. § 681.590).
Benefits of a Partnership between the WIOA Youth Program and VR Program When Serving Youth

• WIOA places heightened emphasis on coordination and collaboration at the Federal, State, and local levels to ensure a streamlined and coordinated service delivery system for all job-seekers, including those with disabilities, and employers (81 FR 55629, 55630 (August 19, 2016)) ([ETA Training and Employment Guidance Letter (TEGL) 08-15: Second Title I WIOA Youth Program Transition Guidance](#)).

• WIOA encourages collaboration around the strategic planning process, including the strategic vision and goals for preparing and educating all individuals served by the workforce system, including students with disabilities, and for meeting the needs of employers.
Benefits of a Partnership between the WIOA Youth Program and VR Program When Serving Youth (continued)

- Under Title I of WIOA, the State VR program is a core partner in the one-stop service delivery system, and it provides, in accordance with its authority under Title I of the Rehabilitation Act, individuals with disabilities the services needed to compete for, achieve, and sustain employment. Also as American Job Centers' partners, VR agencies play a critical role in working with employers that are interested in hiring qualified individuals with disabilities, including students and youth with disabilities.

- Local workforce development boards and VR agencies should coordinate and complement agency specific services with each other, as well as educational agencies serving students with disabilities.
Examples of Coordination Opportunities Include:

• Coordinating referrals across the two programs.
• Developing linkages for recruitment and placement.
• Promoting information-sharing between programs.
• Collaborating to evaluate and improve services.
Indiana Pre-ETS/Jobs for America’s Graduates (JAG) Partnership

• JAG: National State-based non-profit dedicated to preventing dropouts among at-risk youth.

• JAG competencies align with some required activities under pre-employment transition services.

• JAG students receive adult mentoring and 1-year of follow-up.

• Multiple draft Memorandum of Understanding (MOUs) developed with the assistance of WINTAC and RSA prior to final approval.
Indiana VRS and JAG: Enhanced Collaboration

• Coordinated provision of pre-employment transition services in new schools through enhanced JAG programs.

• Increased number of students with disabilities co-enrolled in JAG and the VR program.

• Considered a pilot project that may be used as a model for other coordinated services and shared funding initiatives.

• Enhanced existing activities to provide pre-employment transition services through the JAG program, while maintaining fidelity of both.
Indiana VRS and JAG: Anticipated Outcomes

• Increase in the number of students with disabilities enrolled in and successfully completing pre-employment transition services through the JAG program.

• Increase in positive post-school outcomes for students with disabilities.

• Enhancement of JAG curriculum including an emphasis on pre-employment transition services, such as instruction in self-advocacy and greater focus on work-based learning opportunities for students with disabilities.
Needs Identified for VR and Education Collaboration

• Other State Examples
• Additional Tools and Resource Needs
Table Discussion

• Table Activity
• Report out of Highlights
Resources

• WINTAC-NTACT-Interagency Agreement Toolkit Guide
• WIOA Performance Indicators - IDEA Part B Transition Performance Indicator Crosswalk
• Collaborative Assessment Toolkit (coming soon insert link when posted)
• VR Education Collaboration Guide (coming soon /Fall 2019)
• A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities
• The 2020 Youth Transition Plan: A federal Interagency Strategy
• What to Know About Transition Services for Students and Youth with Disabilities
• CRP Guidebook
Thank You

QUESTIONS???