



NTACT

National Technical Assistance Center on Transition

Questions and Answers from NTACT/WINTAC meeting with State VR, Ed, and other Agency Partners, *Supporting the Delivery of Transition Services to Students and Youth During Unique Times* – 3-31-2020

- ? What guidance are you sharing with your local practitioners, counselors, parents and families, and stakeholders for providing transition services to students and youth with disabilities under the current limitations?
- ? Supports for LEA educators/VR counselors?
- ? Coordinated messaging?
- ? How can we collaborate to engage transition youth in services when school is out, and how can we keep students engaged with vendors?

Responses from states:

Generally, states are accessing NTACT and WINTAC resources and sharing with LEA and school partners and VR counselors. In addition, states shared the following:

- In Maine, the DOE is holding virtual meetings for stakeholders so VR and VR-Blind join those virtual meetings to share updates and resources. Also, ME DOE sent messages to the Special Ed Directors association to share what we can do at this time. We're having rehab counselors joining classrooms to provide virtual job club and we're revamped some great tools to make them virtual and we're getting that out to schools. Special Services COVID-19 Resources:
<https://www.maine.gov/doe/learning/specialed/covid19>
- AZ DOE has created a webpage that updates twice a week with online resources for a variety of academic and special education areas. AZ's state director is holding weekly webinars for special education directors to address questions about the provision of services. Special Education COVID-19:
<https://www.azed.gov/specialeducation/special-education-guidance-for-covid-19/>
- Ohio VR has developed some guidance around what components of various services can be completed remotely and what still needs to be completed in-person. Ohio VR has worked to relax some requirements on paperwork, intakes, etc. to help facilitate students' eligibility not being delayed for those applying during the current circumstance. Ohio VR has a 'Hot Jobs List' for those current in-demand jobs around the state to help facilitate our students finding

employment during this time and shared this Hot Jobs List with our Ohio educators to help facilitate work-based learning opportunities. Department of Economic Security (DES) Services Related to COVID-19:
https://content.govdelivery.com/attachments/OHOOD/2020/03/26/file_attachments/1412000/Interim%20Guidance%20for%20Vocational%20Rehabilitation%20Service%20Providers%203.26.2020.pdf

- ID is attending IEP meetings virtually and meeting with clients virtually. The SDE also is doing weekly webinar and has invited VR to use those to share. However, everything was kind of put on the hold until this week. So, we hope to make more gains. Idaho Official Resources for the Novel Coronavirus (COVID-19), Resources for Schools, Special Education:
<https://coronavirus.idaho.gov/resources-for-schools/>
- Mass VR- MRC has established a warm line that is manned daily to answer questions from families and students. Access for students to VR and Pre-ETS has been a concern for families with offices closed for face-to-face so the warm line connects families and students with VR staff. Providers are working to transition their services to virtual and remote supports for students and adults. Massachusetts Vocational Rehabilitation: <https://www.mass.gov/vocational-rehabilitation>
- VT is collaborating to ensure we are asking for the same assessments/activities in both VR and School Transition. COVID-19 Guidance for Vermont's Schools:
<https://education.vermont.gov/news/covid-19-guidance-vermont-schools>
- Ohio SPED has developed a guidance document, FAQs, and shared a lot of the VR information to stakeholders. Ohio was one of the first states to take extensive actions on staying at home and closing schools. From the beginning, about Thurs March 12th, Ohio SPED has made the distinction of our Governor's order being a "school-building closure" and not a school closure. This has helped keep our local educators thinking on how they're going to provide educational services for their students. Coronavirus (COVID-19) Information for Ohio's Schools and Districts:
<http://education.ohio.gov/Topics/Student-Supports/Coronavirus>
 - Coronavirus (COVID-19) Frequently Asked Questions (FAQ) for Ohio's Schools and Districts: <http://education.ohio.gov/Topics/Student-Supports/Coronavirus/Frequently-Asked-Questions-Governor-DeWine%E2%80%99s-Scho>
- MD initially had a 2-week school closure; just instituted another 2-week closure. Utilizing federal guidance. Determining level of coordination within school systems for those available to support students and families; superintendent of schools asked every school system to develop a Continuity of Learning Plan. State sent survey out to local transition coordinators to determine concerns, support needs, etc. Developing TA bulletins addressing what's fair and reasonable, and what this looks like for each district, while upholding FAPE, with

a focus on those transition activities, determining what's relevant for LEAs. Coordinating with state-level agency team, particularly, DORS colleague, with messaging going out to DORS counselors. *"The only thing we are telling folks they **can't do**, is nothing."* Technical Assistance Bulletin, [Serving Children with Disabilities under IDEA During School Closures COVID-19](#)

? Supports for Parents and Families? Collaboration with Parent Centers?

Response: States shared parents and families are reaching out with questions regarding programs and services; coordinating provision of TA and support; working collaboratively with Parent Training and Information Centers to provide consistent messaging; delivering webinars and TA. Additionally, please visit:

- [PA: Resources for youth, family, and educators on training and technical assistance website by initiative](#)
- The Parents Place of MD (PPMD) Covid-19 Issues, https://www.ppmmd.org/resource_category/covid-19-issues/
- Center for Parent Information and Resources (CPIR), [To find your Parent Center in your state](#)

? Has anyone developed guidance for CRPs to provide virtual Pre-ETS?

? Is anyone still providing work-based learning (especially paid work experiences) using CRPs? Are you allowing students to have "virtual" jobs?

Response: Please visit:

- the Workforce Innovation Technical Assistance Center (WINTAC) site for *Resources for Distance Service Delivery*:
 - <http://www.wintac.org/content/resources-distance-service-delivery>
- NTACTION/WINTAC Employment Preparation-Focused Instructional Resources, 4/7/2020 webinar, *Employment Preparation and Work-based Learning Experiences in a Virtual World*,
 - <https://www.transitionta.org/covid19>
 - https://ytimedia.org/view/0_yn8mwpvj
 - [Employment WBLE Virtual World PPT](#)
- Indiana, COVID-19 Guidance for DDRS Stakeholders, <https://www.in.gov/fssa/ddrs/5762.htm>
- Maryland Department of Rehabilitation Services, CRP Resources and COVID-19 Guidance, <https://dors.maryland.gov/crps/Pages/resources.aspx>
- Texas Workforce Commission, <https://www.twc.texas.gov/news/covid-19-resources-employers>
- [Minnesota's Pre-ETS Toolkit with resources](#)
- Nebraska Pre-ETS, [Nebraska VR guidance to staff](#)

Response: Several states are using Virtual Job Shadow, a career exploration and career learning platform, with interactive tools to help students and youth plan for and develop their career paths.

- <https://www.virtualjobshadow.com/>

? How are states handling electronic signatures for records release between schools/VR?

Response: For information on using electronic signatures for records release, the WINTAC provides links to several

- <http://www.wintac.org/content/resources-distance-service-delivery#electronic-sig>
- [Indiana's e-signature guidance](#)

? How are states handling the issue around access to virtual for everybody?

? How can we engage transition youth in services when school is out? Not all students have technology. How can we keep students engaged with vendors?

Response: The following resources can be printed or used virtually (thanks, Indiana!).

Career Exploration

- [Indiana Career Explorer](#)
- Naviance (paid for by your school or school corporation)
- [AGExplorer](#)

Job Shadowing/Work-based Learning/Internships/Apprenticeships

- [LearnmoreIndiana](#)
- [K-12 Work-Based Learning Manual](#)
- [Work-Based Learning and Apprenticeships](#)

College Exploration

- [Think College](#)
- [JFF](#)
- [CollegeBoard](#)
- [Campustours.com](#)

Project-based Learning

- [IDOE Promising Practices Google Folder](#)

Service-based Learning

- [National Youth Leadership Council](#)
- [IDOE Promising Practices Google Folder](#)

Executive Functioning Skills

- [Soft Skills to Pay the Bills](#)
- [Peer-Assisted Learning Strategy \(PALS\)](#)
- [Annotating Text Lesson and Resources from Scholastic](#)
- [Example Checklist from Scholastic](#)
- [Executive Functioning Skills Activity Guides from the Center of the Developing Child, Harvard University](#)
- [Executive Functioning Skills for 7-12 year olds from the Center of the Developing Child, Harvard University](#)
- [Executive Functioning Skills for Adolescents from the Center of the Developing Child, Harvard University](#)

Daily Living

- [Got Transition/Center for Health Care Transition](#)
- [15 Tips to Help Individuals with Special Needs Shop for Groceries](#)

Using public transportation

- [Oregon's Travel Training Guide](#)
- [National Aging and Disability Transportation Center](#)

Using a motor vehicle

- [Indiana's Driver's Manual](#)
- [Teen Driver Education](#)

Financial literacy

- [Jump\\$tart](#)
- [MyMoney.gov](#)
- [Pennsylvania Budget Tool](#)
- [California Budget Tool](#)
- [Finance in the Classroom](#)
- [Practical Money Skills](#)
- [High School Financial Planning Program](#)

General Resources

- [Explore-work.com](#)
- [CareerOneStop](#)
- [Association for Career and Technical Education \(ACTE\)](#)
- [O*NET Online](#)
- [National Career Development Association](#)
- [MyPlan.com](#)
- [PACER'S National Parent Center on Transition and Employment](#)
- [AZ Virtual Resource Hub](#)

Additional Resources

- [Indiana University's Indiana Secondary Transition Resource Center's Tuesdays Tips Listserv](#)
- [TN: New curriculum database](#)
- [Maine's Career Exploration Workshop](#)
- <https://www.kqed.org/education/18675/50-videos-for-career-path-explorations>
- <https://www.careeronestop.org/Videos/video-library.aspx>
- <https://www.nextvista.org/collection/light-bulbs/careers/>
- <https://explore-work.com/>
- <http://www.pathwayswv.org/>
- <http://www.nebraskaworkplaceexperiences.com/>
- <https://oregoncis.uoregon.edu>
- [The National Center on Accessible Educational Materials Upcoming Webinars](#)
- <http://www.nebraskaworkplaceexperiences.com/>
- [Florida's discretionary project resource document](#)
- [Road Trip Nation: "Your Roadmap" based on a 3-question assessment:](#)
 - [Community-Driven Roadtrips \(community college, future of work, and more\)](#)
- [RTN You-Tube Channel](#)