Collaborative Inter-Agency Partnership Considerations for 2020-21

October 2020

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Presenters

• Brenda K. Simmons, M.S.
  • Senior Research Associate
  • The George Washington University
  • WINTAC
  • www.wintac.org
  • bksimmons@gwu.edu

• Michael J. Stoehr, M.S.
  • Knowledge Development & Technical Assistance Specialist  UNC Charlotte - Cato College of Education
  • NTACT
  • www.transitionTA.org
  • mstoehr@uncc.edu
How To View This Presentation

➢ In a group as part of your VR agency, school or department or collaborative inter-agency team
  - Consider using the stop/start features of the recording for discussion

➢ Individually
  - Consider how you will share this information with your collaborative partners

Agenda

- Office of Special Education & Rehabilitative Services – 2020 Transition Guidance Letter and updated OSERS Transition Guide
- Maintaining Effective Partnerships at the state and local levels
- Developing the day-to-day logistics of partnering
- Building a structure around your partnerships/collaboration
Challenging Times For Everyone

Planning Forward
Returning to School 2020-2021

Office of Special Education & Rehabilitative Services (OSERS)
2020 Transition Guidance Letter

Mark Schultz and Laurie VanderPloeg
Recognizing that COVID-19 has resulted in students accessing educational services differently than in the past, whether it be virtually, in-person, or a hybrid approach, the importance of the provision of transition and pre-employment transition services has not changed.

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

This is a partnership built on the common goals and values of the IDEA and the Rehabilitation Act to enable students and youth with disabilities to seamlessly access services and supports to achieve their career goals. In so doing, SEAs, LEAs, schools, and VR agencies perform an important and invaluable role.

They help ensure that students with disabilities, including those with the most significant disabilities and those potentially eligible for VR services, are presented with meaningful opportunities to prepare for the transition from school to a VR program in order to further maximize independence in their communities, self-sufficiency, and prepare for competitive integrated employment.
Updated OSERS Transition Guide

Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, recently updated and released by OSERS, can provide a better understanding of how these partnerships can facilitate improved outcomes for students and youth with disabilities.

Maintaining Effective Partnerships
Remember during COVID-19 times to:

- Ultimately take care of yourself and your family
- These are difficult times - take time to breathe and think about doing what is **appropriate** and **reasonable** for the students you are working with given your **time** and **environment**
- Engage the students & families as much as possible in decision making
- Keep track of what you are doing (documentation)
- Provide a routine or schedule for learning
- Communication, coordination, & consideration are key!

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Maintain Strong & Effective Partnerships

- **Maintain communication between VR, providers and schools**
  - Coordinate virtual “happy hour” with partners to share and communicate student participation and progress
  - Share school “schedules” for student participation in distance learning (i.e. daily from 10:00-noon, two days per week, etc.), so VR/provider can try and coordinate
  - Identify who is delivering work-based learning experiences
    - Clearly define roles and responsibilities for connecting with students remotely
    - Keep each other updated on status of summer WBLE activities in the community
Maintain Strong & Effective Partnerships

• Ensure Pre-ETS activities are coordinated and provided without supplanting or duplicating IDEA transition services
  – VR-may need to set up on-line Pre-ETS activities separately from the LEA distance learning services, but may be able to use same/similar platform or method of service delivery
  – Share VR—“schedule” of virtual Pre-ETS activities being provided to students with the classroom teacher, and generally what is covered in these activities or modules
  – Teacher share any Pre-ETS related lessons they are providing virtually with the students under transition planning for IDEA (i.e. mock interviews, resume writing, etc.)

Developing the day-to-day logistics of partnering

FOR EVERY MINUTE SPENT ORGANIZING, AN HOUR IS EARNED.

~Benjamin Franklin
Administrative Engagement & Support

- Identify common student outcomes
- Discuss individual and joint roles and responsibilities
- Discuss how VR and LEA can leverage roles and responsibilities
- Determine a process for how local educational agency staff and VR personnel will plan, implement, and evaluate their joint work
- Identify points-of-contact for VR and the school
- Identify other VR and education personnel who support the delivery of pre-employment transition services and transition services
- Identify a space in the school where VR personnel can meet with students
- Discuss VR and school personnel schedules, to include school holidays/breaks, professional development days, early release days; and VR holidays

Coordination and Collaboration

**VR/Rehab Act Four Coordination Activities for Pre-ETS**

- Attend IEP meetings when invited
- Work with local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities
- Work with schools to coordinate and ensure the provision of pre-employment transition services;
- When invited, attend person-centered planning meetings for individuals receiving services under title XIX of the Social Security Act

**Ed/IDEA /Transition**

- Obtain parent permission and invite agencies to attend IEP meetings
- Identify interagency coordination responsibilities of each agency to promote the timely delivery of services
- Create a process and responsibilities for referrals/data exchange
- Provide available student information to assist in VR eligibility determination, and receipt of pre-employment transition services
Identify your partners

Directions: Identify key partners and what they bring to the community mapping process.

<table>
<thead>
<tr>
<th>POTENTIAL PARTNER</th>
<th>WHAT DO THEY BRING?</th>
<th>WHAT IS THEIR SELF-INTEREST?</th>
<th>STEPS TO ELICIT INVOLVEMENT</th>
<th>ROLE IN THE PROCESS</th>
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IEP/IPE Crosswalk

<table>
<thead>
<tr>
<th>IEP/School Provided</th>
<th>IPE/VR Provided</th>
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<tbody>
<tr>
<td>Attending Career Tech Education in Auto Repair</td>
<td>Career Exploration including Labor Market Information on jobs in Auto Repair</td>
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<tr>
<td>Identified IEP Goal of increasing competencies in written expression</td>
<td>Paid Summer Work Experience at Car Dealership/Auto Repair</td>
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<td>Goal of leading IEP Senior Year-School providing assistance in setting up a PowerPoint and how to lead an IEP</td>
<td>Pre-ETS service of resume and cover letter development</td>
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<td>Post-School goal to attend MCTI for Automotive Auto Body Repair, Class tour of MCTI is arranged through the school.</td>
<td>Pre-ETS Self Advocacy Program through local CIL to work on ability to understand and articulate accommodations, etc.</td>
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<tr>
<td>VR provides assistance with a work-based learning experience – job shadowing in an auto body repair shop.</td>
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Considerations for Delivering Instruction

Have assigned school and designated VR and provider staff communicate weekly with each other and with families and students regarding instruction times, curricula and activities

– Guide families to set up a daily/weekly schedule that works for them
  • Review goals, lessons plans, making sure they are accessing information
  • Brainstorm household items/resources/activities that could enhance instruction

Considerations for Delivering Instruction

– Provide resources

  • Determine platform for instruction and service delivery (i.e. Zoom, Tik Tok, Google meet, Jackbox, etc.)

  • Share materials – internet resources, email, hard copies mailed home

  • Think about what tools you use in the classroom and community to support instruction (i.e. visual aids, assistive technology, etc.)

  • Videos – live group and 1:1 chats, recorded videos on lessons (keep to < 15 minutes)
Methods of Service Delivery

**Individual**
- Face to face classroom and/or at home Learning Packet
- Provide activities around labor market occupations applicable to student interests
- Guide student self-reflection activities

**Group Setting**
- Face to Face Classroom
- Group theme activities (career scavenger hunts, employability Bingo, etc.)
- Group feedback discussions

**Virtual**
- Identify strategies for remote learning
- Virtual Classrooms (Zoom, Google Meet, etc.)
- Almost all activities done individually or in a group, can be done virtually; if student has access

Often a combination of all three

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Identifying Strategies to Support Remote Service Delivery

1. **VR Agreement** - Make sure the on-line activities used are appropriate and engaging; that VR has approved of the activities and the curriculum being used; and they are aligned with one or more of the five required Pre-ETS.

2. **Required Documentation** - Determine the method VR and provider will use to ensure documentation of the student’s attendance, participation, and progress (need more than sharing websites or mailing packets).

3. **Equity** - For those students who are not able to access the internet or participate virtually, the VR counselor or provider will need to circle back with those students to ensure needed Pre-ETS are provided in another format (i.e. mailing lessons or information to students and having providers or counselors call and provide follow-up instruction over the phone).
Identify Strategies to Support Remote Learning

• Remote Learning Plan Strategies – Developed for schools but can also be adapted for VR

• When delivering any Pre-ETS service remotely you will need to identify strategies for remote learning that can be delivered either off-line, on-line, or a hybrid of the two.

• These strategies typically fall into 4 areas, as outlined in a chart developed by Regional Educational Laboratory Central with the Institute of Educational Sciences out of Oregon:
  1. Infrastructure
  2. Instructional Supports
  3. Student Supports
  4. Parent/Guardian Supports

(adapted from a handout developed by Regional Educational Laboratory Central on Strategies to Support Learning Along a Continuum of Internet Access)
### Example Guam DOE and DVR Pre-ETS Service Delivery Chart

<table>
<thead>
<tr>
<th>School</th>
<th>DOE Primary Contact</th>
<th>DVR Primary Contact</th>
<th>DOE Learning Platform Used</th>
<th>DVR Learning Platform Used</th>
<th>DOE IDEA Secondary Transition Activities that Correlate to Pre-ETS</th>
<th>DVR Pre-ETS Activities</th>
<th>DOE/DOE Outreach and joint activities</th>
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### Collaboration with The Rehabilitation Act – Pre-ETS

- New VR service – Five Required Activities for Pre-Employment Transition Services
- Earlier age - minimum age range based on the receipt of transition services under the Individuals with Disabilities Education Act (IDEA) applies, unless a State elects to provide pre-employment transition services at a younger age.
- New population of students - potentially eligible students with disabilities
- Pre-ETS must be made available statewide to all students with disabilities who need those services
- Pre-ETS provided individually or in a group setting
- Redefined the meaning of “collaboration” with state and local education agencies
  - the individualized plan for employment for a student with a disability should be coordinated with the individualized education program or 504 services
  - development and approval of an individualized plan for employment must be provided as early as possible during the transition planning process and not later than the time a student with a disability determined to be eligible for vocational rehabilitation services leaves the school setting. In addition, an IPE must be developed within 90-days from the date of eligibility determination.
Successful Outcomes of Collaboration

✓ Increased number of students gaining employment experiences
✓ Alignment of IEP and IPE goals
✓ Sharing of career assessment and planning information across agencies
✓ Increase in paid employment and wages
✓ Improved relationships with business community
✓ Aligned resources and decreased duplication of service development and delivery

Critical Components

• Cross-Agency Collaborative Team
• Analysis of Transition Services
• Map Flow of Services
• Curriculum Alignment
• Family and Student Engagement
• Shared Professional Learning Opportunities
State Level

• Set the vision and help focus effort
• Engage stakeholders
• Develop and implement a formal SEA/LEA Interagency Agreement
• Continue to evaluate and refine
• Use data-based decision making
• Support local implementation

Collaborating at the High School Level

• Administrative support
• Connect VR counselors to all potentially eligible students with disabilities who need them
• Understand joint and individual roles and responsibilities
• Effective formal and informal communication structure
• Implementation of evidenced based practices
• Use of data decision making
Collaborating at the Individual Student Level

- Student led planning
- Engagement of family
- Understanding of roles and responsibilities
- Alignment of IEP and IPE
- Course of study supports employment goal
- Work based learning opportunities
- Paid work experience while in high school
- Seamless transition to post-school training/employment

Collaborators in Action Planning
The five Pre-ETS “required activities” that must be made available to all SWD who need them are specified in §361.48(a)(2), and they include:

1. Job exploration counseling
2. Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
4. Workplace readiness training to develop social skills and independent living
5. Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment)

Pre-ETS Potential Impact on Students

• Connects students with disabilities to VR earlier and prior to application for services.
• May fill service gaps in schools.
• Potentially increases students’ ability and desire to engage and complete high school at higher rates.
• Potentially increases students’ ability and desire to explore post-secondary training options, leading to more industry recognized credentials, and meaningful post-secondary employment.
• Work-based learning experience may increase students’ ability, including students with the most significant disabilities, increased opportunities to practice and improve workplace skills in competitive integrated work settings before HS exit.
• Other (social, independent and self-advocacy skills).
Five Part Webinar Series on Pre-Employment Transition Services

This series of pre-recorded webinars highlights the five required pre-employment transition services. Each of the five webinars include curricula/activities, state spotlights, examples of expected outcomes and ways to identify student progress, tips for successful service delivery, and additional supports and resources that may be used to provide these services for students with disabilities. The webinars are hosted by The Workforce Innovation Technical Assistance Center (WINTAC), and The National Transition Technical Assistance Center (NTACT).

http://www.wintac.org/topic-areas/pre-employment-transition-services/training

Pre-ETS “required” activities

Job exploration counseling

- T-Folio
- https://www.mynextmove.org
- Road Trip Nation - YouTube Channel
- Dr. Kit Career Videos
- Virginia Career View
Pre-ETS “required” activities

• Work-based learning experiences
  • Explore-work.com
  • NTACT School Based Enterprise Toolkit
  • Nebraska Virtual Industry Tours
  • myFuture.com

Pre-ETS “required” activities

• Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education
  • School Beyond High School
  • NTACT Postsecondary Education and Training Toolkit
  • Career One-Stop – Find Training at a Glance
  • Think College
Pre-ETS “required” activities

• Workplace readiness training
  • Skills to Pay the Bills
  • Realityworks Curriculum
  • Dr. Kit - Essential Skills

• Instruction in self-advocacy
  • University of Oklahoma - Zarrow Center
  • The 411 on Disability Disclosure
  • Project 10 - Student Engagement & Success
  • Indiana Secondary Transition Resource Center - Self Determination
IDEA Transition Related Activities

• **Transition Assessments** – Student and parent transition surveys many on-line assessments of self-determination, career interests and strengths, etc.
  - Transition Assessment Matrix
  - www.transitioncoalition.org
  - Personal Preference Indicators: A Guide for Planning
  - Life Course Framework
  - I’m Determined.org

• **Life skills** – Household chores (cleaning room, dishes, laundry, taking out garbage, setting table, inventorying household supplies); meal planning (grocery list, shopping, cooking); money skills; outside/yard maintenance; importance of good hygiene.

• **Social Skills** - practice using various media to keep in contact with family and friends – phone calls, text, FaceTime, social media (safely), Zoom, etc.
A New Guide for VR and Education

- Overview of IDEA and WIOA in the provision of transition services and Pre-Employment Transition Services
- Information and Tools to support VR and Education partnerships
- Information and strategies to support family engagement

Pre-ETS Guide for Collaboration Among State VR & Education Partners

Family Engagement

- Determine who is the trusted source with the families
- Design effective way to promote value of VR to families
- Develop a system that is individualized and personal to families
- Entire family section in the VR-ED Guide
- Identify best practice strategies in working with parent advocates
Scheduled Meetings

• Regular day and time to plan and coordinate services
• Suggested meetings:
  – Start of School Meet and Greet
  – Fall Planning Meeting
  – Winter check-in
  – Spring Evaluation Meeting
Key Points to Remember

- Don't feel you can do everything!
  - We are all in this unprecedented time together

- Communication, Coordination, Collaboration
  - Reaching out to your students and their families – checking in regularly goes a long way!!!
  - Engage with all secondary transition stakeholders – ID/DD and/or MH supports coordinator, VR counselor, in-home support services, post –school placements, etc.
  - Engage in regular meetings to help maintain communication and keep momentum going on joint work
  - Use data-based decision making
  - Celebrate and build on success

Thank You

WINTAC Pre-Employment Transition Services

WINTAC Pre-Employment Transition Services
The George Washington University
Center for Rehabilitation Counseling Research and Education (CRCRE)

http://www.wintac.org/topic-areas/pre-employment-transition-services

National Technical Assistance Center on Transition (NTACT)
UNC Charlotte - Cato College of Education

www.transitionta.org