## **PRESIDING: Andrea Guest, State Director, DE Gen, Chair, Employment Committee**

## **PRESENTING: Bill East, Executive Director, NASDSE**

## **Steve Wooderson, CEO, CSAVR**

## November 11, 2014

## Fall 2014 Conference – Miami FL

# We Don’t Know It All

## Highlight PETS

## Dialogue with NASDSE

## Identify issues and questions

## Note-taker will capture comments

## Intent is to push for MAX FLEXIBILITY in regulation

## Roundtable #4 for specific input

# Temperature

## CSAVR

## Clear intent to increase VR role in transition

## That intent has put us in a position to demand clarification

## Push/pull w adult services

## Angst regarding resources

## NEED max flexibility

## NASDSE

## College & advanced placement

## Mixed messages

## Competitive Int Emp

## ESEA thenIDEA

## Services required at age 16

## SSIP/RDA/Determinations

#  Policy Fixes to *Improve Outcomes*

## Change laws through reauthorization

## Revise regulations

## Develop state and/or local MOUs

# Section 422: “In General”

## The DSU, **in *collaboration with LEA shall*:**

## provide or arrange pre-employment transition services (PETS) for all SWD

## who are eligible ***or potentially eligible for services***

# **Envisioning a Pipeline**

##  “If people begin to see the educational system as a single entity through which people move, they may begin to behave as if all of education were related.”

#####  *Harold Hodgkinson in*

#####  *“All One System’, 2000*

# **WIOA:**Strengthening Connections in Transition

# Four Simple Questions for Collaboration

##  Who cares about this and why?

##  What work is already underway separately?

##  What shared work could unite us?

##  How can we deepen our connections?

# Section 422: Required Activities

## Job exploration counseling

## Work-based learning experiences

## Counseling…comprehensive transition services or post-secondary education programs in IHEs

## Workplace readiness training to develop social skills and independent living

## Instruction in self-advocacy

# Transition and IDEA

## Coordinated activities designed to be in a results-oriented process

## Focused on improving academic and functional achievement

## Facilitates movement from school to post-secondary education, vocational education, integrated employment (including supported), continuing and adult education, adult services, independent living or community participation

# Transition and the IDEA (2)

## Based on child’s needs (strengths, preferences, interests)

## Includes:

#### Instruction

#### Related services

#### Community experiences

#### Objectives for employment and post-school adult living

#### If appropriate, daily living skills and a

####  functional vocational evaluation

# Special Education (IDEA) Requirements

## Summary of Performance (SOP) – provide youth with (1) summary of academic achievement and functional performance, (2) recommendations on how to assist child in meeting youth’s postsecondary goals

## Indicator 13 – document and report percent of youth aged 16 and above with an IEP that includes coordinated, measurable goals and transition services that will reasonably enable the student to meet postsecondary goals.

# Special Education (IDEA) Requirements (2)

## Indicator 14 – document and report percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school

## Include on its State Advisory Panel – not less that one representative of a vocational, community, or business organization concerned with the provision of transition services

## Transfer rights to student at age of majority

# Special Education (IDEA) Requirements (3)

## If talking about postsecondary goals and transition services, must invite student to IEP meeting

## Invite agency likely to be responsible for providing or paying for transition services to the IEP meeting

# Section 422: Authorized Activities

## Independent living and inclusion strategies

## Independent living, postsecondary education, competitive integrated employment

## Instruction for VR counselors, school transition personnel, others

## Disseminating information on innovative, effective and efficient approaches

# Section 422: Authorized Activities (2)

## Coordination with IDEA services provided by LEAs

## Applying evidenced-based findings to improve policy, procedure, practice and the preparation of personnel

## Model transition demonstration projects/establishing multi-state partnerships

## Disseminate information/strategies to improve transition to postsecondary activities for traditionally underserved populations

# “Coordination”…

## Attend IEP – when invited

## Work with workforce development

### Internships, summer employment, school year employment, apprenticeships

## Work with schools to coordinate and ensure provision of PETS

## Attend person centered planning meetings for Title XIX (Medicaid) – when invited

# Working Together to Solve Problems

## Question:

## Is this a problem an expert can fix, or does it require people in the community to change their values and behavior?

# Technical and Adaptive Change:

#  **Persistent Challenges**

## **Technical Challenge**

###  Requires information, knowledge or tools

## **Adaptive (*Relationship*) Challenges**

###  Requires understanding and a willingness to make behavior changes

###  **Source: Heifetz and Linsky, Leadership on the Line, 2002**

# Stakeholders as Allies

## Leading by Convening

## Community of Practice

# National Community of Practice on Transition

## Participants

## 13 states (AZ, CA, CT, DC, DE, NH, NY, PA, SC, SD, ND, VA, WI)

## 10 National organizations (AASA, AOTA, CASE, DCDT, Easter Seals, Fiesta Educativa, NASDSE, NASSP, NEA, VECAP)

## TA Centers and Federal Partners

## Activities

## Youth as Stakeholders

## Least Restrictive Environments (LRE) and Transition (Integrated Competitive Employment)

## Leading by Convening

# **How can youth become ‘the drivers’ of transition, rather than ‘the recipients?’**

# Youth as Stakeholders

## Led by youth and young adults from 7 states (AZ, DC, DE, MI, PA, SC, VA)

## Youth-led, youth-driven webinars (2013-2014)

## Youth as Stakeholders: Youth-Led Tools Development Meeting to create youth engagement tools (2014)

# Roundtable #4

## 145p-315p and repeated at 330p-5p today

## Make sure concerns are heard

## Suggest fixes for regs – don’t need specific language, just your ideas and **EXAMPLES**

## If you can’t make it, grab a worksheet and give to facilitators or staff

# Questions/Ideas