



PEATC
Parent Educational Advocacy
Training Center





**Virginia's NEXT STEPS Transition
Program for Families, Youths, and
Professionals:
Building Effective Partnerships and
Accessing Resources**





Webcast Two:
Exploring the Future and
Creating a Timeline





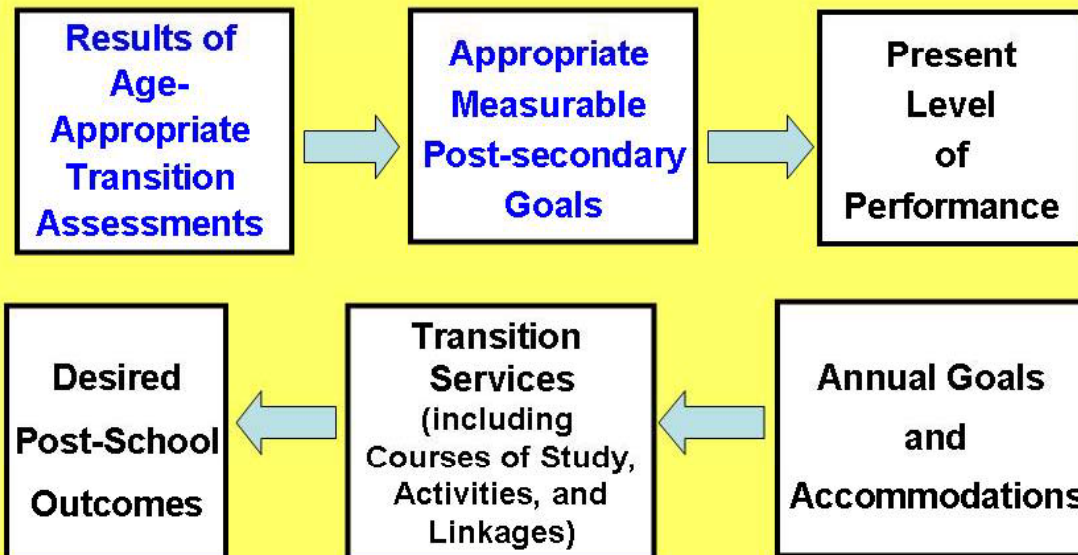
Kathe Wittig
VDOE T/TAC at VCU
www.vcu.edu/ttac

Exploring the Future

- What is a coordinated set of services?
- How do I work with an agency?



Transition Process



Transition Services:



A Coordinated Set of Activities
Designed within A Results-Oriented
Process



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Regulatory Definition of Transition Services

A coordinated set of activities
for a child with a disability that:

(A) Is designed within a results-
oriented process...

[602(34)(A)]



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What does this mean



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BEGIN with the END in mind...

and then plan FORWARD.



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It also means

It is important to begin the transition planning process with a Transition Team.



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Transition team may include:

- The Student;
- Parent;
- Teachers/administrator;
- Agency personnel
(with student/parent permission)

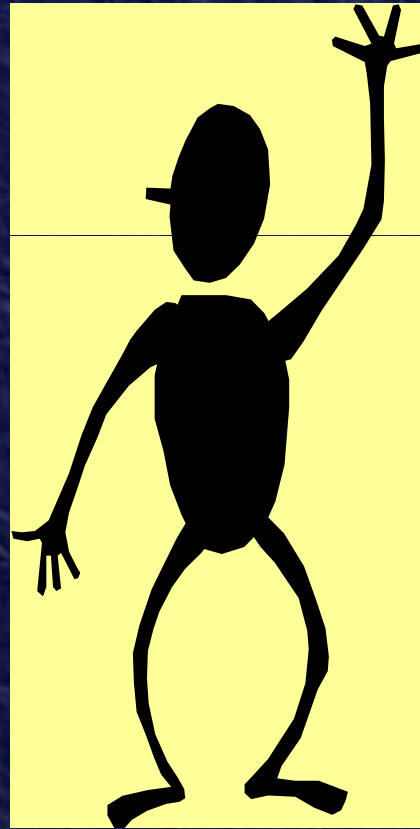


Creating a timeline

- When does this occur?
- We will use Ivy to illustrate...



Introducing Ivy



Ivy is 16 in her first year of high school. A student with intellectual disabilities & muscle atrophy (physical disabilities);

Ivy requires physical adaptations, & curriculum modifications to access the general curriculum.



Ivy is unsure what she wants to do after high school. Her parents understand she will need some type of job coaching or supported employment, but who can they turn to for assistance?





The school has directed the family to contact the local VR & CIL reps. These agencies may be able to help them decide what kind of AT, training and support & independent living skills might be available.

Ivy will need these foundational transition skills to become a contributing member of her community.

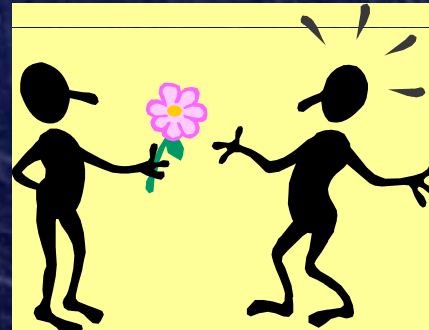


Ivy

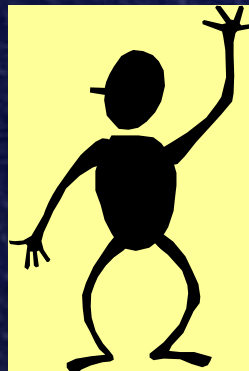
- Likes to shop



- Likes people



- Is a volunteer



Example

Education

- After high school, Ivy will complete a series of consumer education classes.



Example

Education / Training

- After high school, Ivy will participate in on-the-job training at a local retailer.



Example

Employment

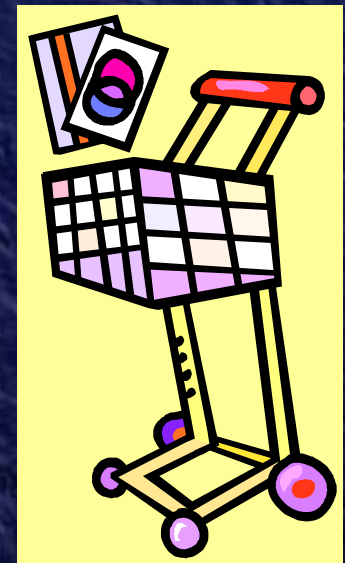
- After high school, Ivy will be employed part-time with a retailer.



Example

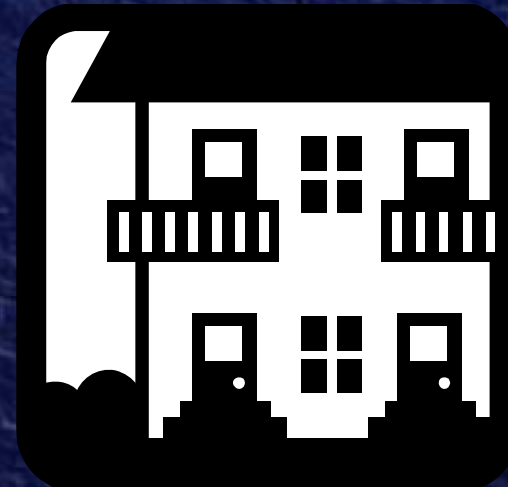
Independent Living

- After high school, Ivy will use a grocery list and shop for needed items.



Independent Living...

- After high school, Ivy will live in an apartment with one or more roommates.



Excerpt from PLoP

...Following high school Ivy plans to go to work in a supported employment position at the local box store retailer.

She met with VR counselor to discuss job coaching options.



What happens when Ivy turns 18?

- Sec. 300.520 Transfer of parental rights at age of majority.
- (a) General. A State may provide that, when a child with a disability reaches the age of majority under State law that applies to all children (except for a child with a disability who has been determined to be incompetent under State law)--



What happens when Ivy turns 18? (CONT)

- (1)
 - (i) The public agency must provide any notice required by this part to both the child and the parents; and
 - (ii) All rights accorded to parents under Part B of the Act transfer to the child



Introduce VR

- How will VR or other adult services be called in to assist in this process?





Transition: What is it All About?

Erica Lovelace,
Department of Rehabilitative
Services



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3 Major Components of Transition



- Goals for life after high school & long range planning to get there
- High school experiences for skills and competencies to achieve desired post school goals



3 Major Components of Transition



- Identify & establish linkages for post school supports before exit from high school



Coop Agreements between DRS & Local School Divisions

- Written documents to jointly plan, implement, and evaluate services to reach common goals
- Identifies interagency linkages
- Promotes coordination of services



Legislation that Supports Transition for DRS

- The Rehabilitation Act:
Focus is on:

Career Development

Competitive Employment

Integrated Labor Market

Self Sufficiency



Legislation that Supports Transition for Schools

- Individuals with Disabilities
Education Improvement Act
(IDEIA)

Further Education

Employment

Adult Living



Primary Purpose of the Laws

- The laws are similar in their purpose as they relate to transition
- Each of the laws require us to assist students toward long range goals
- Each law requires interagency collaboration



About DRS

- An Adult Service Agency
- Supported by State and Federal \$\$
- Every State has a VR System



Mission

- DRS Assists Persons with Disabilities to Achieve Competitive Employment & Greater Independence
- Focus is on **Employment**
- Participation is **Voluntary**



Entitlement vs Eligibility

- It takes the VR counselor and the educator to help students and families to navigate the various systems
- To receive DRS services a person must meet eligibility criteria



Eligibility Criteria

- Eligible to Work in US
- Documented Disability
- Barrier to Employment
- Must be able to Benefit from Services
- Must Require Services to Prepare for, Enter, Engage in, or Retain Employment



Referral Process

- **WHO** to Refer?

Any Student you Suspect has a Disability

- **WHEN** to Refer?

When Employment Outcomes are Identified (3 years prior to exiting)

- **HOW** to Refer a Student

Contact DRS Counselor

Obtain a Signed Release

Provide Referral Information



The Referral Process

- DRS Counselor Meets with Student & Family
- Determine Individual Plan for Employment (IPE)
- Counselor can Attend IEP Meetings if deemed appropriate and necessary
- IPE and IEP Should have Shared Goals



Financial Participation

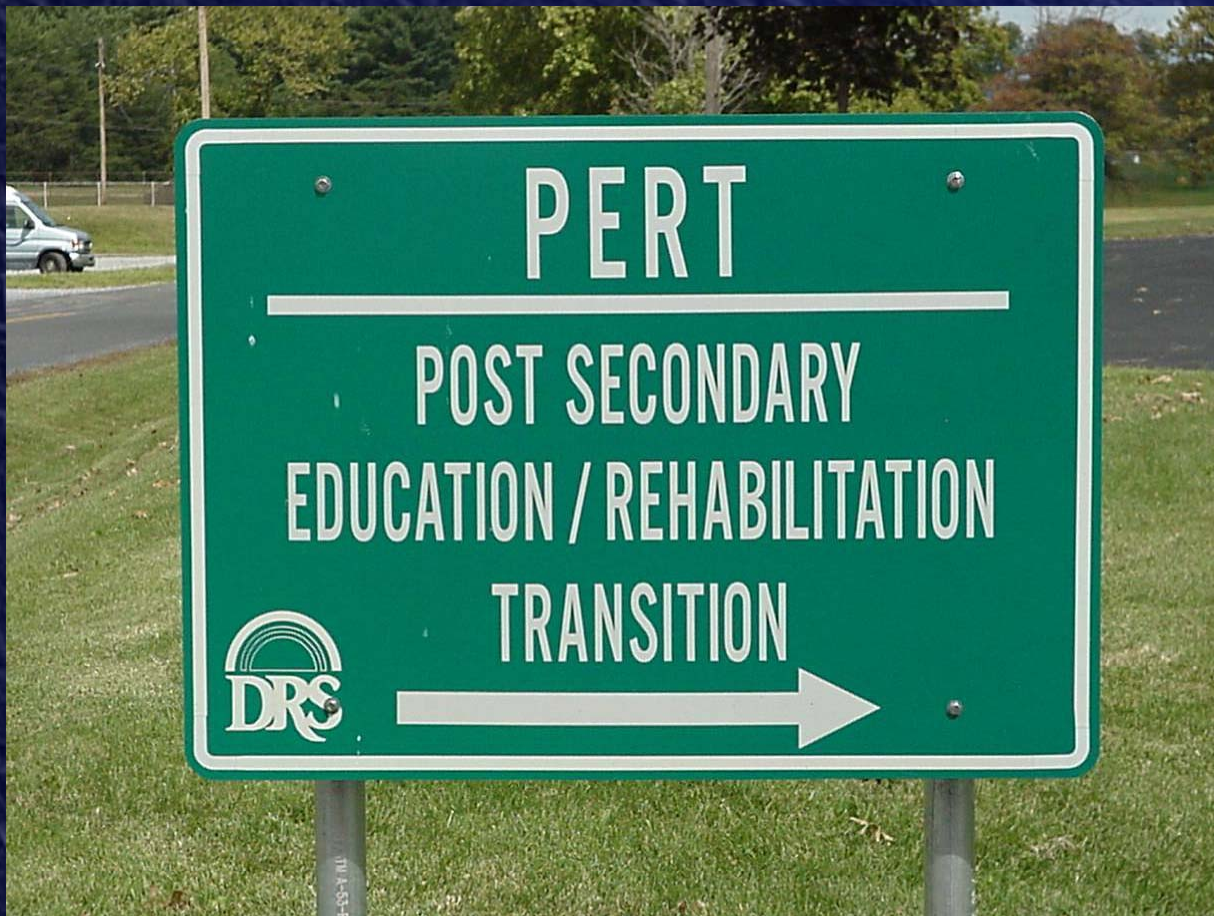
- All Eligible Applicants must complete a Financial Participation Form
- Some Services can be Provided Without Regard to Financial Need
- Other Services Involve Financial Participation on the Part of the Consumer



Services

- EMPLOYMENT
- Post-Secondary Training
- WWRC
- PERT





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Student Selection



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Guidelines

- Enrolled in Spec Ed or 504 Plan
- Eligible for DRS Services
 - Presence of a physical or mental impairment
 - Substantial impediment to employment
 - Presumption of benefit in terms of an employment outcome
 - Requires VR services to prepare for, enter, engage in, or retain gainful employment



Guidelines

- Age 16 by Initial Evaluation at WWRC or 2.5 years from graduation or secondary school completion
- Strong support system



Guidelines

- Positive classroom behaviors / coping skills
- Full Scale IQ of 60 or above
- Medical & Emotional Stability
- Adaptability to WWRC's Residential Environment



Referral Form

- Who's responsible?
- Release of information
- Complete Thoroughly
- IQ & Educational Scores



Referral Form

- Be Specific
- Reason for referral
- Referral Objectives
- # of Copies & Who gets them?



CARP

- Students who do not meet guidelines
- Candidate Admissions Review Panel (CARP)
- Complete CARP Form before Selection Meeting

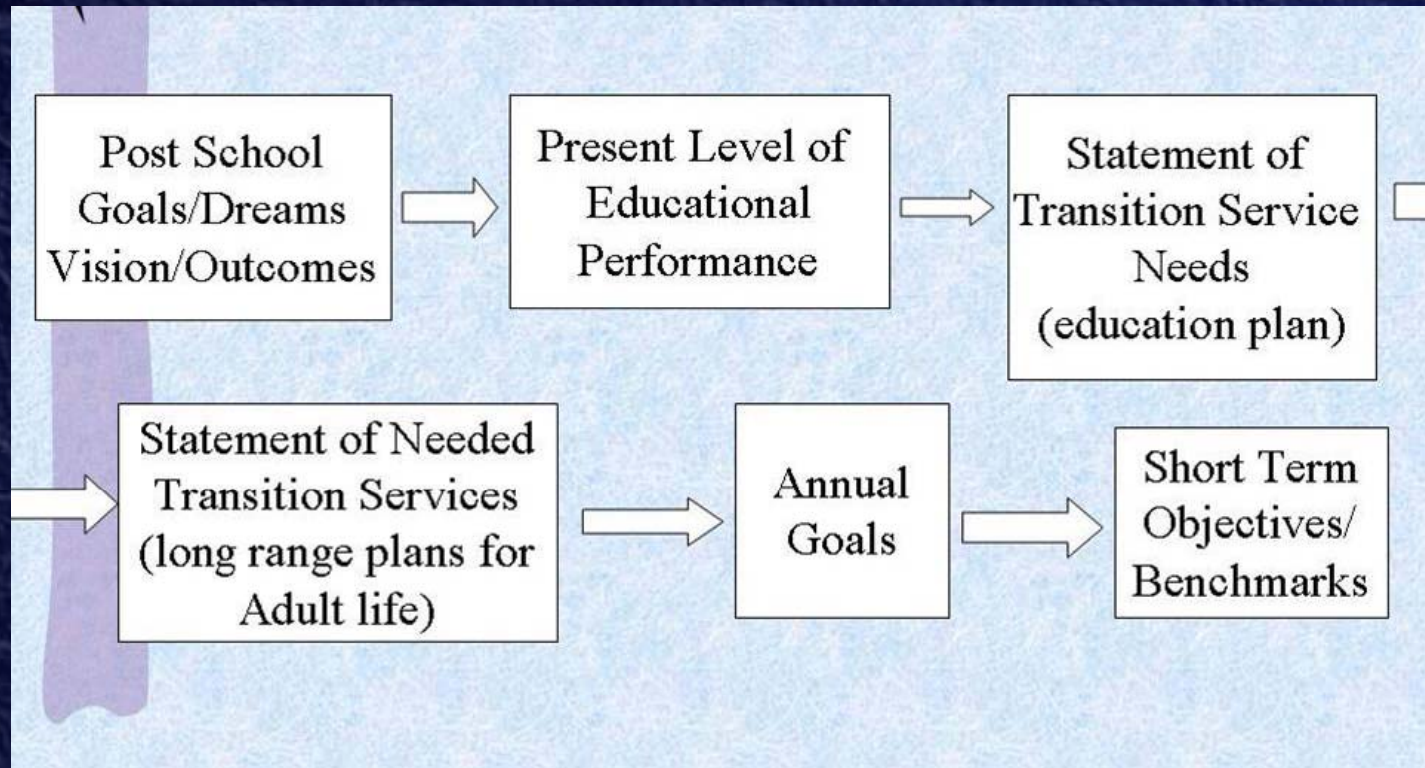


PERT Team Process



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IEP Process for Transition Years



Ivy is 16 in her first year of high school. A student with intellectual disabilities & muscle atrophy (physical disabilities);

Ivy requires physical adaptations, & curriculum modifications to access the general curriculum.



Ivy is unsure what she wants to do after high school.

Her parents understand she will need some type of job coaching or supported employment, but who can they turn to for assistance?





The school has directed the family to contact the local VR & CIL reps. These agencies may be able to help them decide what kind of AT, training and support & independent living skills might be available.

Ivy will need these foundational transition skills to become a contributing member of her community.



Dreams, Hopes, Vision, Interests, Preferences, & Goals (Post School Outcomes)



- Using tools, the student.
 - Determines his/her personal summit, dreams, hopes, & vision for life beyond high school
 - Identifies interests and preferences



Dreams, Hopes, Vision, Interests, Preferences, & Goals (Post School Outcomes)



- Using tools, the student.
 - Acknowledges strengths related to his/her dreams, hopes, interests, preferences, long range goals
 - Recognizes areas for growth related to his/her dreams, hopes, interests, preferences, long range goals



Desired Postsecondary Outcomes

- What are the current long range goals, dreams, and hopes held by the student & family for:
 - Further education
 - Employment
 - Adult living (community participation; social; recreation; mobility; residential)



Desired Postsecondary Outcomes

- What is the diploma status?
What is the assessment participation plan?



Linkages/Referrals Needed Transition Services

- Employment:

case mgt, follow along, DRS,
CSB, WWRC, CIL, etc.;;
referral to WIA summer employment



Linkages/Referrals Needed Transition Services

- Postsecondary Education:
 - Colleges/Universities: disability offices, financial assistance needs
 - Training Programs: financial assistance needs, apprenticeships
- Leisure: referral to special Olympics; local wheelchair sports club



Essential Transition Service & Planning Elements

- Job search skills
- Job maintenance skills
- Job-related functional academics
- Mobility and transportation skills
- Recreation activities
- Paid jobs in the community before graduation



Essential Transition Service & Planning Elements

- Counseling for postsecondary options
- Referral to adult agencies before graduation
- Self-advocacy skills
- Parent training and self-advocacy
- Transition planning prior to graduation
- Student participation in planning and meetings



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