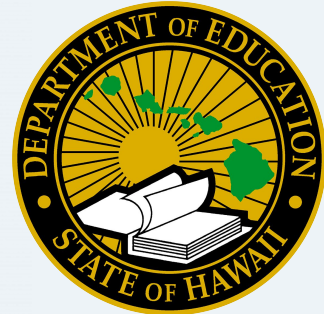


Transition to Adulthood

Interagency Collaboration ~

Preparing Students for Life After High School

Hawai'i Department of Education (DOE)
Hawai'i Division of Vocational Rehabilitation (DVR)
SEAC Meeting
October 18, 2024



Ne'epapa - Working Together in Unison

"Whose child is this?" I asked one day
Seeing a little one out at play.
"Mine," said the parent with a tender smile
"Mine to keep a little while.
To bathe his hands and comb his hair,
To tell him what he is to wear,
To prepare him that he may always be good,
And each day do the things he should."

"Whose child is this?" I asked again,
As the door opened and someone came in.
"Mine," said the teacher with the same tender smile.
"Mine to keep just for a little while.
To teach him how to be gentle and kind,
To train and direct his dear little mind,
To help him live by every rule,
And get the best he can from school."



"Whose child is this?" I asked once more,
Just as the little one entered the door
"Ours," said the parent and the teacher as they
smiled
And each took the hand of the little child
"Ours to love and train together.
Ours this is privileged task forever."

~ Author Unknown

Mission & Vision of DVR

Vision of Hawaii DVR:

Move Forward to Work

Mission of Hawaii DVR:

VR exists to serve its participants. We work as a team so participants can achieve their hopes and aspirations for meaningful employment through timely and individualized vocational rehabilitation services.



Mission & Vision of DOE

Vision:

We envision a K-12 public education system that prepares all graduates to be **Globally Competitive, Locally Committed**. That means our students not only have the academic knowledge and skills to thrive and be successful, but also possess that special sense of responsibility to give back to our communities and island home.

Mission:

We serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.





COLLABORATION

A team is not a group of people who work together. A team is a group of people who trust each other.

- *Simon Sinek*



Transition Services Defined by Law



DVR

(34 C.F.R. § 361.50(55))

A set of coordinated services for a student or youth with a disability:

- Designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation;
- Based upon the individual student's or youth's needs, taking into account their preferences and interests;
- Includes instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation;
- Promotes the achievement of the employment outcomes identified in the student's or youth's individualized plan for employment (IPE); and
- Includes outreach to and engagement of parents, or, as appropriate, the representative of such a student or youth with a disability.

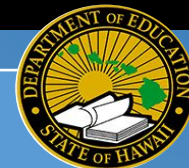
DOE

(Citation: 20 U.S.C. § 1414(D)(1)(a)(i)(viii) AND 34 C.F.R. § § 300.320(B); see also 34 C.F.R. § 300.321(b))

A set of coordinated services for a student with a disability designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Beginning with the first IEP to be in effect when a student turns 16, or younger if determined appropriate by the IEP team, an updated annually thereafter, each student's IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills; and
- The transition services (including course of study) needed to assist the student in reaching those goals.





Workforce Innovation & Opportunities Act

Primary Purpose

Improve the Workforce System

Bring Partners Together



A Side-by-Side View: Transition Services

Pre-Employment Transition Services 34 CFR §361.5(c)(42)	VR Transition Services 34 CFR §361.5(c)(55)	Individuals With Disabilities Education Act, 20 U.S.C. § 300.43 (2004)
DEFINITION	DEFINITION	DEFINITION
<p>Pre-Employment Transition Services are the earliest set of services for students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services.</p>	<p>Transition Services are outcome-oriented services for students or youth with disabilities who have been determined eligible for VR services and facilitate the movement from the receipt of services from schools to the receipt of services from VR agencies, and/or as appropriate, other State agencies.</p>	<p>Part B of the Individuals with Disabilities Education Act (IDEA) §300.43(a)(1) defines transition services as a coordinated set of activities focused on improving the academic and functional achievement of students. This set of activities are designed within a results-oriented process that promotes movement from school to post- school activities including:</p> <ul style="list-style-type: none"> postsecondary education, vocational education, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, and community participation. <p>§300.43(a)(1)</p>

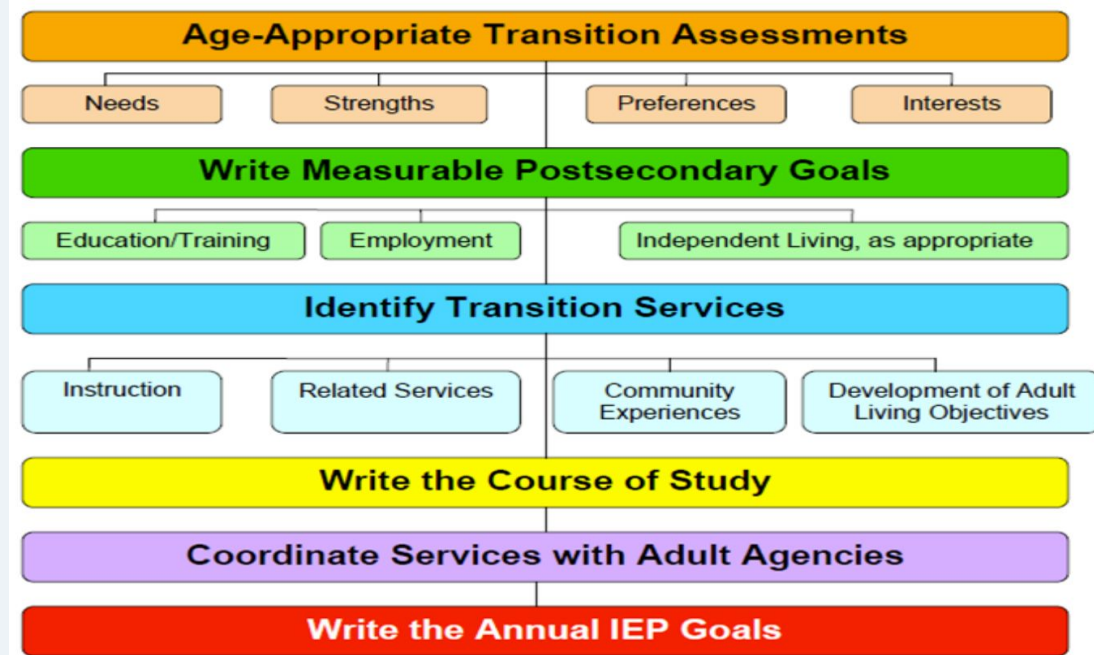
IDEA Purpose Includes...

To ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

[34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

IEP Requirements

Beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP, and updated annually thereafter, the IEP must include:



Inviting Agency Reps to the IEP Meeting

...to the extent appropriate, and with consent, the school must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the child's IEP Team meeting.

34 CFR 300.321(b)(1)





STATE OF HAWAII
DEPARTMENT OF EDUCATION

CONSENT TO INVITE AGENCY
REPRESENTATIVES TO IEP MEETINGS
REGARDING
TRANSITION SERVICES

Date: _____
To: _____
Parent/Guardian or Adult Student*
From: _____ School _____
Principal _____
Re: _____ Student's Birthdate _____
Name of Student _____

In accordance with §300.321(b)(3) of the Federal Rules and Regulations of the Individuals with Disabilities Education Act of 2004, if the purpose of an IEP meeting will be the consideration of the post-secondary goals and the transition services needed to assist a student in reaching those goals, the Department of Education must receive your consent to invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Due to the confidentiality of information that is discussed at any IEP meeting, we are seeking your consent to invite a representative from the following agency or agencies to provide information regarding options for transition services for your child at the IEP meeting to be held on _____

Agency Name(s):

Please check one of the following and return this document.

- I consent to invite a representative from the above agency/agencies to the IEP meeting.
- I do not consent to invite a representative from the above agency/agencies to the IEP meeting.

Parent/Guardian or Adult Student* Signature Date

*An "Adult Student" is a student at least 18 years of age and to whom educational rights have transferred.

FOR AGENCY USE: Date of receipt of consent: _____
Received by: _____
School Initials

If there are transition services listed in the IEP that are likely to be provided or paid for by a participating agency, there must be:

- **Consent from the parent/guardian or adult student** for the representative from the participating agency to be invited to the IEP meeting.

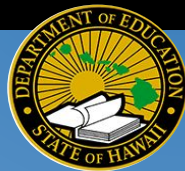
Transition Services Must:

- Address the areas of **Education/Training, Employment, and Independent Living**, as appropriate;
 - May include: a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal(s);
- Be **appropriate** for the student; and
- Be **updated** in conjunction with the development of the current IEP.

C.F.R. 300.43(a)(2)



What are Pre-Employment Transition Services?



- The earliest set of services available to students with disabilities
- Limited in nature
- Consist of:
 - Five Required Activities:
 - Job Exploration Counseling
 - Instruction on Self-Advocacy
 - Work Readiness Training
 - Counseling on Post-Secondary Enrollment Opportunities in Higher Education, and
 - Work Based Learning Experiences
 - Four Coordinated Activities
 - Nine Authorized Activities



Measured Outcomes for Students with Disabilities

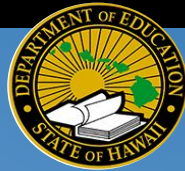


Job Exploration Counseling

- Identifies reasons to go to work
- Identifies personal interests, values, personality traits, and current skills
- Identify at least one career choice as related to personal interests, values, and personality traits
- Describes the jobs of various family members
- Accesses information about various jobs in the community, state, and country that are available to persons with and without disabilities
- Is able to describe tasks, work environment, training and salary involved in at least two jobs
- Evaluates job requirements and benefits for at least two career options
- Researches local/state labor market information that matches stated career interest(s)



Measured Outcomes for Students with Disabilities

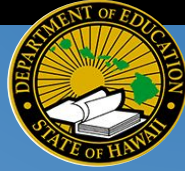


Instruction on Self-Advocacy

- Describes disability clearly to others
- Describes necessary accommodations for completing tasks
- Request appropriate accommodations when needed
- Schedules own appointments (e.g., doctor, transportation, etc.)
- Identifies and utilizes resources available to assist with goals
- Demonstrates an understanding of their legal rights and responsibilities
- Accesses and uses information in medium of choice
- Student demonstrates the ability to communicate their goals support needs, interests, skills, and abilities



Measured Outcomes for Students with Disabilities



Work Readiness Training

- Recognize when there is a problem
- Initiates problem solving
- Requests assistance when needed
- Identifies and organizes bills and coins
- Understands basic money management concepts
- Performs self-care by daily grooming and hygiene
- Employs effective organization skills
- Demonstrates ability to care for personal items (e.g., clothing, shaving items, etc.)
- Maintains a calendar, keeps appointments and/or meets deadlines
- Student is able to articulate the importance of timeliness and demonstrates time management skills



Measured Outcomes for Students with Disabilities

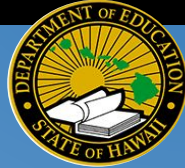


Instruction on Post-Secondary Opportunities in Higher Education

- Understands academic and occupational training needed to succeed in the workplace
- Identifies how to set up a college visit
- Understands the application and admissions process for post-secondary education and training
- Understands how to access and apply for financial aid
- Demonstrates an understanding of various supports and assistive technology used by students who are blind at college, such as where and how to get alternative formats and textbooks
- Can articulate the type of post-secondary education and training program options available such as degree, non-degree, diploma or certificate programs at a community college, college, university, or vocational/trade school.



Measured Outcomes for Students with Disabilities



Work Based Learning Experiences

- Conducts informational interviews with individuals to obtain information about employment
- Participates (or has participated) in job shadowing experience(s)/job site visits
- Familiar with employers' safety concerns and addresses or responds to them appropriately
- Understands how to ask for assistance
- Demonstrates understanding of workplace policies and procedures (e.g., work-related benefits, social security deductions, emergency procedures, etc.)
- Understands how to follow-up after a job interview



Highlights of WIOA Changes



Landmark legislation for VR programs to focus on two customers: *consumers with disabilities* and **employers** who need qualified employees.

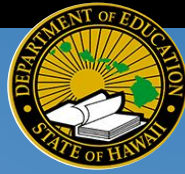
Requires VR agencies to set aside 15% of their federal award for the purpose of providing Pre-Employment Transition Services for students with disabilities who are eligible under IDEA or Section 504 of the Rehabilitation Act and either eligible or potentially eligible for the VR program.

Established a NEW category of consumers for VR Agencies to serve: POTENTIALLY ELIGIBLE.

Established new performance indicators for VR agencies to receive credit for the work we do (other than focusing on successful closures):

- Measurable Skills Gained
- Credential Attainment
- Employment Rate (2nd quarter after exit)
- Employment Rate (4th quarter after exit)
- Median Earnings (2nd quarter after exit)

Interestingly, the term *independent living* is mentioned over 180 times in the law.



State Education Agency Agreement (SEA)



Scope of the SEA:

- Consultation and Technical Assistance
- Student Transition Planning by DOE and DVR
- Outreach To and Identification of SWDs including Assessment
- Coordination of Documentation Requirements re SWDs and Youth Seeking Sub-Minimum Wage
- Grievance Procedures to Resolve Disputes between DOE and DVR

The State Educational Agency Agreement or SEA is a federal requirement between Education and VR agencies per Section 612(a)(12) of the IDEA and Section 101(a)(11)(D) of the Rehabilitation Act, as amended by WIOA. Further, under 34 CFR § 361.22(c), nothing under Title I of the Rehabilitation Act shall be construed as reducing the DEPARTMENT's obligation under the IDEA to provide or pay for transition services that are also considered special education or related services that are necessary for ensuring a Free Appropriate Public Education (FAPE) to SWD.



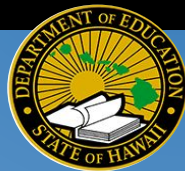
State Education Agency Agreement (SEA)



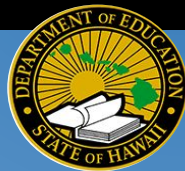
Roles and Responsibilities fall under Student Transition Planning:

A. DVR and DEPARTMENT both shall:

1. Collaborate to arrange for and co-facilitate quarterly transition meetings for the DEPARTMENT and the DVR staff so they are fully informed of their responsibilities.
2. Assist the other party on issues and concerns related to the coordination and implementation of transition services and pre-ETS.
3. Meet regularly to address systems, policy, practice, and funding issues that facilitate or negatively impact the transition of SWD from school to work or postsecondary education.
4. Foster innovation in transition program design and service delivery strategies between the DVR and the DEPARTMENT.
5. Utilize a common message when sharing information with local DVR offices and the DEPARTMENT's districts and complexes.
6. Post this SEA Agreement on their respective websites (or in a location readily available to each agency's staff).
7. Align policy and practice at the state and local levels to facilitate the seamless transition of SWD from school to work or postsecondary education; minimize redundant services; and maximize resources in both systems.
8. Develop and provide training sessions and professional development opportunities to improve transition and employment results.



State Education Agency Agreement (SEA)



Roles and Responsibilities fall under Student Transition Planning:

A. DVR and DEPARTMENT both shall:

9. Provide a copy of this SEA Agreement to the following key stakeholders:

- a. DEPARTMENT Personnel
 - Assistant Superintendents;
 - All Complex Area Superintendents;
 - Director of Special Education;
 - District Educational Specialists; and Principals.
- b. All DVR administrative staff, including Branch Administrators, Supervisors, and policy and program staff;
- c. State Rehabilitation Council;
- d. Department of Health Developmental Disabilities Determination Branch;
- e. Department of Health Developmental Disabilities Council; and
- f. Other entities as identified by the parties.



Resources

- Alignment between Perkins V, Vocational Rehabilitation Performance, and IDEA Part B Indicators
- DVR Pre-Employment Transition Services Brochure
- HIDOE Secondary Transition Website
- HIDOE Postsecondary Transition Assessment Website
- NTACT:C Website
 - Interagency Collaboration
- Postsecondary Education and Training Preparation Toolkit
- Side-by-Side: Pre-ETS, VR Transition Services, IDEA