



# Pre-Employment Transition Services Regional Overview

OSPI/CCTS Transition Forum

Yakima, WA

June 24<sup>th</sup>-25<sup>th</sup>

# Objectives

- Basic overview of Federal Regulations and State Practices that guide Division of Vocational Rehabilitation's role in the coordination and implementation of transition services with education officials.

# Workforce Innovation and Opportunity Act of 2014

- Established a new emphasis on the provision of services to students and youth with disabilities
- Expanded the population of students with disabilities who can receive services from VR, and the kinds of services that VR agencies may provide
- VR agencies to provide or arrange for the provision of five required Pre-Employment Transition Services, and that at least 15% of the states federal budget are reserved to provide these services (existing budget-no new funding attached)

# Workforce Innovation and Opportunity Act of 2014

- Purpose of the Act
  - Ensure meaningful opportunities for students to receive training and other supports to *achieve gainful employment outcomes after leaving high school*
- Students who are eligible:
  - Students age **16-21** on an **IEP** or a **504** plan
    - *As young as age 14, if on a transition IEP\**
  - “*Potentially eligible*” and DVR clients

# Coordination of Services

## Federal Regulations

- State plans and policies must include procedures for coordination between agencies that are designed to facilitate the transition of the students with disabilities from the receipt of educational services in school, to the receipt of vocational rehabilitation services.

## State Guidance

- **Collaborative efforts** among VR staff and LEAs
- LEAs to **identify a point of contact** within the district
- Conduct an **assessment to identify gaps** in service and determine the school/student transition needs
- Provide or **arrange** for the provision of pre-employment transition services and/or transition services in **collaboration** with LEAs
- Collaborate with LEAs to conduct outreach to **identify potentially eligible and/or eligible students** who are in need of pre-employment transition or general transition services
- Ensure **IPEs are closely aligned** with student IEPs and other educational transition planning
- Provide **input in transition planning** with LEA and participate in meetings when appropriate

# Schools Responsibility

## Federal Regulations

- **Continue to carrying out activities** under the Individuals with Disabilities Education Act including:
  - A coordinated set of activities, designed with an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation
  - Coordinated activities that are based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

## State Guidance

- OSPI **Monitor** LEAS for IDEA compliance
- OSPI **Provide technical assistance** to LEAs to highlight the obligation to work with students and families to develop appropriate IEPs
- OSPI Encourage LEAs to **identify a point of contact** within the district to facilitate on-campus meeting spaces for DVR staff
- **Invite DVR staff** to participate in secondary transition planning meetings as appropriate
- OSPI **Identify and prioritize** statewide and regional issues that adversely impact student transition planning needs

# VR Responsibility

## Federal Regulations

- Ensure availability and spending
- (d) Pre-Employment Transition Coordination – Each local office...shall carry out responsibilities consisting of:
  - (1) Attending individualized education program meetings, when invited
  - (2) Work with local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships
  - (3) Work with schools, including those carrying out activities under the Individuals with Disabilities Education Act to coordinate and ensure the provision of pre-employment transition services

## State Guidance

- **Encourage collaborative efforts** among DVR staff and LEAs
- **Provide or arrange for the provision of pre-employment transition services and/or transition services** in collaboration with LEAs
- **Collaborate** with LEAs to conduct outreach to identify potentially eligible and/or eligible students who are in need of pre-employment transition or general transition services
- **Provide input** in transition planning with LEA and participate in meetings when appropriate
- Develop IPEs during the transition process and ensure IPEs are closely **aligned with student IEPs** and other educational transition planning

# Records Maintenance

## Federal Regulations

- State plans shall contain procedures for State education entities outreach to identify students with disabilities who need transition services
- State unit's must have a mechanism to report the number of students with disabilities receiving Pre-Employment Transition Services Rehabilitation Act of 1973, § 101(a)(10)

## State Guidance

- Records and other documents (e.g., IEP's, IPE's) furnished by one party to the other party will **remain the property of the furnishing party**
- Materials created by OSPI and DVR as part of this Agreement shall be the property of the State of WA
- Materials DVR provides and uses to perform this Agreement but which is not created for OSPI **shall be owned by DVR** (e.g., consent forms)
- Utilize **reasonable** security procedures and protections



# Services Based on Need

## Federal Regulations

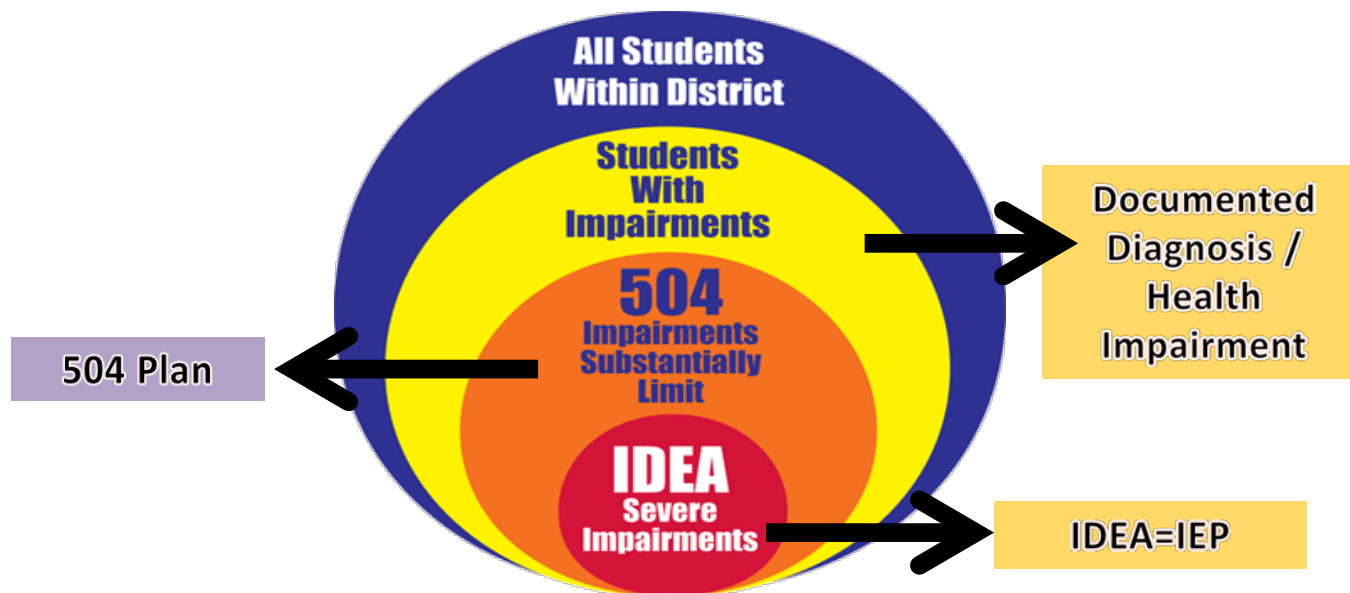
- Provision of Pre-Employment Transition Services must be provided on the basis of the individual's needs for that service
- The five required pre-employment transition services **are not mandated to be provided to each student with a disability if all the activities are not necessary**
- **Policies at the state level for determining the need for pre-employment transition** services must include clear and consistent criteria.
- These policies should support the determination of which pre-employment transition services each **student needs, consistent with his or her interest and informed choice**.

## State Guidance

- Follow Federal Regulations

This serves as a basis for VR and LEA collaboration and coordination in the planning and provision of services

# Who Gets Pre-Employment Transition Services?



# The Federal **intention** behind Pre-employment Transition Services:



“...an early start at **job exploration.**”  
*Not job placement*

# Pre employment Transition Services

- **Work Force Innovation and Opportunity Act (WIOA)**
  - New legislation has mandated an intentional focus on high school transition in the areas of:
    1. **Job Exploration**
    2. **Work-Based Learning Experiences**
    3. **Workplace Readiness Training**
    4. **Exploring Opportunities for Enrollment in Comprehensive or Post-Secondary Educational Programs**
    5. **Self Advocacy and Peer Mentoring**

# Mary Marsh

- **ESD 101** – (Spokane)
  - *59 school districts*
  - *Seven counties – Ferry, Stevens, Pend Oreille, Lincoln, Spokane, Adams, and Whitman*
    - PACE Summer Academy
      - *Services to about 50 students, starting with a week of work readiness training in a classroom setting and then participate in paid Work Based Learning in community employment settings.*
    - B.O.S.S
      - *The Arc of Spokane and NEWESD 101 are piloting a one-of-a-kind summer program for about 10 students. Students will learn a variety of business development skills in the group workshops, where we will create, market, and sell a pre-determined product at a local farmer's market.*

# Mary Marsh

- **ESD 171** – (Wenatchee)
  - *29 school districts*
  - *Four counties – Chelan, Douglas, Grant and Okanogan*
- Skill Source summer programs
  - *Providing services up to 100 students in Chelan, Douglas, Okanogan, Grant, and Adams County. Work readiness training will be completed in the classroom the week of June 24<sup>th</sup>. Then students will participate in paid work based learning experiences, in the community and starting the first week of July.*

# Jamie Rasmussen

- **ESD 105** – (Yakima)
  - *25 school districts*
  - *4 counties – Grant, Kittitas, Klickitat, Yakima*
- South Central Workforce Develop Council Summer activities
  - *Contract was recently finalized, with services soon to be identified. Workplace Readiness Training for up to 200 students, Work-Based Learning Activities for up to 200 students, and paid Work-Based Learning Experiences for up to 100 students.*

# Jamie Rasmussen

- **ESD 123** – (Pasco)
  - *23 school districts*
  - *7 counties – Adams, Asotin, Benton, Columbia, Franklin, Garfield, Walla Walla*
- SkillSource summer programs
  - *Skillsource programs provided throughout ESD 171 overlap into ESD 123 only in Adams county, in Othello school district.*



# Amy Lystad

- **ESD 112** – (Vancouver)
  - *27 school districts*
  - *6 counties*
- Southwest Workforce Development summer activities
  - *The Southwest Workforce Development Council in partnership with ESD 112, is providing workplace readiness training and paid work experiences to approximately 150 students this summer, with hopes to expand the program in the future.*

# Amy Lystad

- **ESD 113** – (Tumwater)
  - *34 school districts*
  - *5 counties*
- Center for Independence
  - Thurston, Pierce, South King, Snohomish, Skagit, Whatcom, Island, and San Juan Counties
  - *Providing a summer workshop on Job Preparation, College Preparation, and Motivation. Event is scheduled to occur July 14-19, 2019 at University of Puget Sound.*

# Amy Lystad

- **ESD 114** – (Bremerton)
  - 13 school districts
  - 4 counties (Mason overlaps with ESD 113)
  - *Youth Leadership Forum (YLF) is a program offered to students statewide each summer. YLF is headed by the Governor's Committee on Disability Issues and Employment. Students spend one week, typically on a college campus, learning about self-advocacy, disability rights, soft skills, and other leadership and life skills. YLF is free to all participants and includes transportation, housing, and accommodations (such as nursing, interpreters, etc.) Many participants come back to serve as peer counselors or counselors in future years.*

# Amy Lystad

- **ESD 121** – (Pierce County)
  - *13 school districts*
  - *1 county*
- *WorkForce Central*
  - *Contract starting in September*
- Highline
  - Brief summary of summer programs

# Ashley Schweiger

- **ESD 121** – (King County) – Statewide Deaf and Hard of Hearing
  - *# school districts with deaf or hard of hearing programs*
  - *# students (estimate)*
    - *BizTown*
      - *Brief summary*
    - *Tour of Washington School for the Deaf*
      - *Brief Summary*
    - *Tour of Pasco School District*
      - *Brief summary*

# Francis Gathenya

- **ESD 121** - (King County)
  - *35 school districts, 2 counties – King, and Pierce Counties*
  - *400 K+ student enrollment*
  - 39 % of the state's K-12 public school students
  - 200 private schools, 9 charter schools
  - *1 Tribal school*

## Hands-on Hyatt

State-funded training Program that prepares individuals with disabilities for employment in the hospitality industry.

## Brief History

Hands-on @Hyatt began in 1998 at the Grand Hyatt in Tampa Bay. Florida State Division of Vocational Rehabilitation (DVR, funded the program on a fee-for-service basis. Today, Hands On @ Hyatt is operating in multiple Hyatt Hotels in states all across the country.



# Benefits

- ❖ Immersion into a real-life work environment
- ❖ Diverse work positions
- ❖ Increased confidence, and work experience
- ❖ Employability skills
- ❖ Certificate of completion
- ❖ Ability to use Hyatt as a recent employment reference.
- ❖ Increased network connections

## Bellevue College-OLS Summer Camp

### Job Exploration Training

12 hours of Job Exploration for to up to **24**  
Potentially DVR-Eligible Students and/or DVR-  
Eligible Students.

## Bellevue College -OLS Summer Camp(Cont'd)

### Self-Advocacy Training

12 hours of Self-Advocacy training for up to **24**  
Potentially DVR-Eligible Students and/or DVR-  
Eligible Students.

# Nick Harris

- **ESD 189** – (Anacortes)
  - *34 Public School Districts, 1 Tribal School, 2 Skill Centers, 27 Private Schools, 4 Juvenile Detention Centers, and 8 Open Door / Alternative Education Schools.*
  - *5 Counties: Whatcom, Skagit, Island, San Juan, & Snohomish*
    - **ANew Construction Boot Camp**
      - *1<sup>st</sup> Annual for Whatcom, Skagit, and Island Counties. 60 students participate in hands on paid work based learning experience to learn more about Construction and Trade career pathways.*
    - **Area Healthcare Education Center Western Washington (AHEC WW)**
      - *Scrubs Camp: Students learn about medical occupations through hands on experiences in medical occupations. Currently in negotiation.*
    - **Sno-Isle Tech Skills Center**
      - *Multiple Camps: Students learn about Information Technology, Healthcare, Sales & Marketing, Human Services, Automotive, and Aerospace career fields through hands on summer experiences. Currently in negotiation.*

# Transition Self Assessment Tool

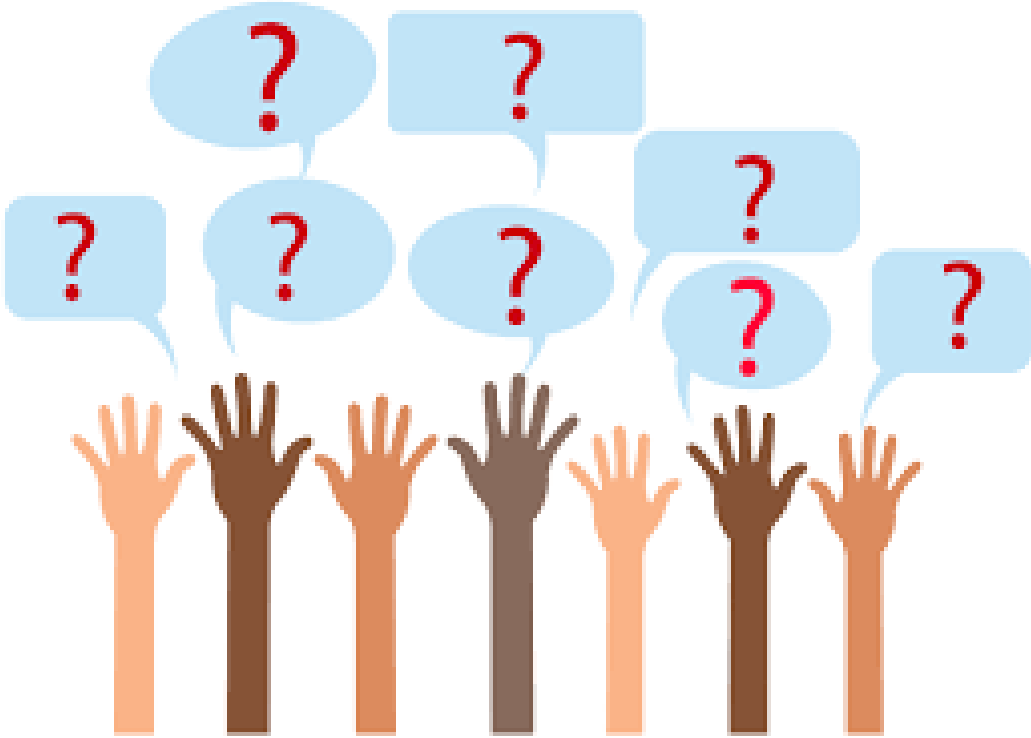
- TSAT by WSU
  - Accessibility
  - Available
  - Coordination

## **Transition Services Self-Assessment Tool (TSAT)**



**USER MANUAL  
Spokane Public Schools  
2018-2019**

# Questions



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