

Department of Rehabilitation Services TRANSITION Program

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Transition Services: Definition From The Rehabilitation Act

- ▶ Transition services are a coordinated set of activities for students with disabilities, which are designed within an outcome-oriented process that promotes movement from school to post-school activities and is based upon the individual student's needs, preferences and interests.

Definition From the Individuals with Disabilities Education Act (IDEA)

TRANSITION SERVICES - The term `transition services' means a coordinated set of activities for a child with a disability that--

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

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests . . .

Who Does this Include?

- ▶ The Individuals with Disabilities Education Act (IDEA) mandates transition services by the 9th grade or upon turning 16, whichever comes first, for students receiving special education services and on an individualized education program (IEP) through their school.
 - ▢ Referral is not an application
 - ▢ We DO take application at 15 ½

Who Else Does DRS Serve?

- ▶ For transition purposes:
 - Students on a **Section 504 plan**.
 - Any student that can document a **disability** (e.g., scoliosis, sickle cell, diabetes, hearing aid) according to eligibility purposes.

What is a Transition Client?

- ▶ A student 22 or under who is still completing requirements for high school completion.
 - ▶ Public, private, and charter schools
 - ▶ Homeschooled
 - ▶ Not a dropout not completing high school

DRS Eligibility

- Eligibility for DRS services is based on the functional limitations for that student or adult.
 - This would include limitations of communication (expressive), interpersonal skills (behavior), mobility (work pace), self care (daily living), self direction (work independently), work skills (follow directions / transferable work skills), and work tolerance (performing work / medical treatments).
- Eligibility is individualized and looks very different for each client.

Funding & DDS / Disability Information

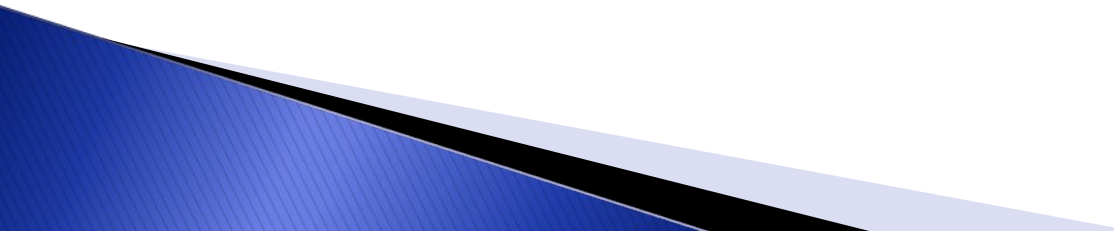
- Funding is from Title IV of the Workforce Innovation and Opportunity Act. 21.3% state funds and 78.7 federal funds
- Of the DRS current Caseloads, for all age groups, 15% of cases have an intellectual disability (ID) recorded in the DRS case management system, AWARE.
- Out of a total of 1,215 cases with an ID disability recorded, 769 of them applied for services while in high school. Also, 761 of them are currently considered transition age youth (under 25 years of age).

Services Available

WHILE IN HIGH SCHOOL

- Vocational guidance and counseling
- Vocational assessment
- Variations of work experiences (e.g., school-work study (SWS) up to 24 months, worksite learning, employer work study, On the Job Training (OJT) –
- Work Adjustment Training – up to 18 months
- Tech-Now – Freshmen – Senior year
- Project SEARCH – 9 months

What else can DRS do for Transition Aged Youth?

- Attendance at IEP meetings - build relationship with DRS counselor.
 - Presentations to parents and other groups
 - Booths at fairs (i.e., job, career, transition)
 - We take applications and form relationships.
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Implementation


WHILE IN HIGH SCHOOL/Special Programs

- Career Exploration Contract – Career Tech
- OSU IDD – Opportunity Orange
- Summer Experiences
 - BEST (Building Employment Skills for Today)
 - Summer Transition Employment Program (STEP)
 - Camp WOW!
 - Science Technology Engineering and Mathematics (STEM) Camp

What changes if a student graduates?

- ▶ Transition planning is critical for any youth with a disability, whether they are in school or not. A Vocational Rehabilitation / Services for the Blind and Visually Impaired (VR/SBVI) counselor can assist youth with disabilities in exploring careers, identifying a career path leading to their vocational goal, and identifying the services and steps to reach that goal.
- ▶ Cases can be transferred once they graduate High School, but generally, the DRS counselor keeps the case through the end of successful employment.

DRS services after HS

- Vocational guidance and counseling
 - Vocational assessment
 - Supported employment
 - Job placement
 - Training – Career Tech / College
 - Assistive Technology
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Rationale

Research has identified 20 in-school predictors of post-school success that help students with disabilities achieve better employment outcomes. Some of those predictors are:

- ▶ *Career Awareness*
- ▶ *Community Experiences*
- ▶ *Interagency Collaboration*
- ▶ *Paid/unpaid work experiences*
- ▶ *Self-Determination/Self-Advocacy*
- ▶ *Social Skills*
- ▶ *Work Study*

The Workforce Innovation and Opportunity Act (WIOA) Requirements

In 2014 WIOA became law and emphasized the preparation of and services to youth and students with disabilities. Pre-Employment Transition Services (Pre-ETS) were introduced.

- ▶ *Job exploration counseling*
- ▶ *Work-based learning experiences, including internships*
- ▶ *Workplace readiness training, including social and independent living skills*
- ▶ *Counseling on postsecondary opportunities*
- ▶ *Instruction in self-advocacy, including peer mentoring*

Pre-Employment Transition Services (Pre-ETS)

The National Center for Disability Education and Training, University Oklahoma Outreach, through a grant from the Oklahoma Department of Rehabilitation Services, is making available Pre-Employment Transition Service (Pre-ETS) activities to high school students with disabilities. The activities described below are introductory services and are intended to help students with disabilities get an early start in identifying career interests to achieve community integration, independence, post-secondary education and/or competitive integrated employment.

Pre-ETS are the career focused preparation activities outlined below:

- ▶ **Job Exploration:** Exploring the world of work and career options; skills-assessments and interest inventories, labor market and in-demand occupation information
- ▶ **Work-Based Learning:** Explore appropriate workplace behaviors, participate in work-site tours and job shadowing experiences
- ▶ **Workplace Readiness:** Preparing students for the workplace; soft skills training, peer mentoring, independent living skills, and accessing transportation
- ▶ **Self-Advocacy:** Helping the student learn more about themselves, their disabilities, and how to present themselves responsibly; recognize their strengths and how to advocate for their needs and develop strategies for goal setting, time management and problem solving
- ▶ **Post-Secondary Counseling:** Exploring options for students seeking careers that require post-secondary education

Benefits to the High School Student

- ▶ Identification of student career interests and needs
- ▶ Awareness of the variety of options and the role of post-secondary education and training
- ▶ Development of plan with outcome-oriented goals and activities
- ▶ Awareness of the variety of careers available and the variety of jobs within career fields
- ▶ Broaden perspective of personal skills to utilize, reinforce and develop for work
- ▶ Increased communication with family about student's progress and needs
- ▶ Broaden self-awareness, including how to request accommodations or services and supports

****We currently have served over 3,000 students and are in over 110 schools in Oklahoma, that are potentially eligible for DRS services since February 2019. The plan is to expand over the year statewide****

Family's Roles in Transition

- ▶ Parents and their child **should bring suggestions to the** transition planning meetings within the schools and with their VR/SBVI Counselors.
- ▶ Parents and school staff should encourage self-advocacy in young people. Student led IEP's.

Accessing information for families of transition aged youth

- Open Houses
- Mail outs
- Email Subscriptions / Text messages
- Special Ed. Teachers
- Department of Education (OSDE)
- DRS Counselors
- Oklahoma Parent Center (OPC)
- Brochures
- Posters
- Career Techs
- Schools

Tracking Outcomes

DRS tracks the following information for transition aged youth:

- Postsecondary Outcomes
- Employment Outcomes
- Race/Ethnicity
- Age and Sex
- Receiving Career of Training Services
- WIOA Program Involvement
- Barriers to Employment
- Number of Measurable Skills Gained
- Pre-ETS

THE END

- ▶ Questions?

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