

MICHIGAN



**PROTECTION & ADVOCACY
SERVICE, INC.**

*"PROTECTING THE RIGHTS OF
PERSONS WITH DISABILITIES"*

Transition: One Student, Many Systems

By: Liz Shawl

June 16, 2020

What was your first job?

How did you get it?

What is Transition?

- 1. Student-centered services or activities aimed at increasing community inclusion and post-high school success.
- 2. The goal is for the student to be prepared to thrive in the community with a skill set and possible employment.

What Matters Most in Transition?

- Pillars of Transition: Self Advocacy, Employment, Education/Training, Independent Living and Community Involvement
- ❖ Student Focused Planning
- ❖ Agency Collaboration
- ❖ Early Planning
- ❖ Supported Decision Making
- ❖ Program Structure
- ❖ Family Engagement

It All Starts With IDEA

- 20 U.S.C. § 1400 et seq.; 34 C.F.R. § 300 et seq.
- Transition 34 CFR § 300.34:
 - Coordinated activities
 - Results-oriented
 - Academic and functional
 - Facilitating movement from school to post-school activities
 - Postsecondary, voc-ed, integrated employment, adult ed, independent living, community participation
 - Instruction; related services; community experiences

Part of the IEP

- Begin at age 16 or earlier
- Update annually
- Appropriate and measurable postsecondary goals
- Age appropriate transition assessments to inform the goals
- Training, Education, Employment, Independent Living Skills
- Child must be invited to attend
- Must ensure that child's preferences are considered.

Student Involvement: During an IEP

- Special Education Teacher -50%
- Coordinating agencies and programs- 20%
- Student- 10% (which is up from a general IEP which is 0%)
- Administration- 8%
- Family -8%
- General Education- 4%

****Coordinate with Other Agencies****

- District must invite public agency rep responsible for paying for services or providing services
- Must get consent each time District invites
- District is responsible for ensuring that all parts of IEP are implemented
- Even if other agency drops the ball

Vocational Rehabilitation Services

- Importance of Workforce Innovation and Opportunity Act (WIOA)
- VR Agency in each state and territory; some states have a separate agency serving those with blindness.
- VR must work with the Lead Educational Agency (LEA) to provide transition services.
- 34 C.F.R § 361.48

VR and Transition Requirements

- Students must meet the age requirement
- Must have a disability under Section 504 or the Rehabilitation Act
- Must use 15% of funds and any other funds
- 34 C.F.R. § 361.65.
- Applying for VR Services is not a requirement for Pre-Employment Transition Services (Pre- ETS)

What Can VR Do?

- School Outreach
- Provide IEP Team input
- Assess impact of Disability on employment
- Career counseling
- Assistance in preparing for, finding, and maintaining employment

Pre-ETS

- Job exploration
- Workplace readiness
- Counseling
- 34 C.F.R. § 361.48.

Developmental Disability Services (DD)

- Services and structure varies due to Medicaid state plans and waivers
- Use of a Person-Centered Planning (PCP) approach
- Home and Community Based Services (HCBS)
- Community Living Supports (CLS)
- Supported Employment
- Medicaid Waivers

Transition Services

- Coordinated set of activities
- Academic and Functional to facilitate the movement from school to post-school
- Postsecondary education, vocational education, integrated employment, continuing education, adult services, independent living, community participation
- Includes needs, strengths, preferences and interests

Client Story #1

What Would You Do?

Strategy:

- Functional Behavior Assessment (FBA)
- Independent Educational Evaluation (IEE).
- Pre-ETS from VR

Outcome:

- Evaluations showed the student needed more employment skills
- A meeting was held to collaborate with all the providers involved
- Negotiated with the local district and ISD—Based on the recommendations a program was developed

Takeaway

- Evaluations
- National Technical Assistance on Transition Toolkit
- DCDDT/CEC/National Secondary Transition Technical Assistance Center (NSTTAC)/Zarrow Center
- Team effort – a cross system approach can benefit the student in many settings.
- Behavior and communication needs can impact transition
- Needs being met

Client Story #2

What Would You Do?

Strategy:

- Negotiate with school to allow student to continue to attend school
- File a state complaint

Outcome:

- The school developed a new program
 - Met needs of more students
 - Resolved some of the limitations with Project Search
- The school partnered with VR
 - VR was a funding resource through Pre-ETS services
- The school connected with more community partners
 - created innovative job sites for the students

Takeaway:

- In Michigan, special education goes from birth to age 26, which is why the school district was still involved here.
 - Michigan Administrative Rules for Special Education (MARSE) R. 340.1702
- Be creative, use alternatives;
- Look at the whole community;
- Consider community, college, Vocational Technical Program, or a neighboring school district.

Client Story #3

What Would You Do?

Strategy:

- Personal Curriculum (PC)
- Audit of students credits
- Requested Transition Evaluations

Outcome:

- Team came together to create a plan that met the students needs
- Worked with vocational trades/skill center
- Used PC to meet the requirements for graduation

Takeaway:

- Student led
- Informed choice
- Realistic/Real world
- Additional tools
- LRE
- 504/ADA communication
- Dig deeper
- Further Advocacy
- Examples of systemic change

Systemic Advocacy:

- Look at your state and see what is being done at the state level and get involved!
- Employment First Initiative
- NTACT Capacity Building grants
- Look at what other states are doing and how can you bring that home.
- When you get involved, see who is not at the table and try to include them.

Additional Resources:

- Transition Coalition: <https://transitioncoalition.org/>
- National Technical Assistance Center on Transition: <https://transitionta.org/toolkit-resources>
- DCDT: <https://community.cec.sped.org/dcdt/home>
- Center for Exceptional Children: <https://www.cec.sped.org/>
- Zarrow Center: <http://www.ou.edu/education/centers-and-partnerships/zarrow>
- Kohler Taxonomy for Transition: <https://transitionuniverse.files.wordpress.com/2012/04/taxonomy.pdf>

Resources Continued:

- Indicator 13 Checklist:
https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormA.pdf
- WINTAC: <http://www.wintac.org/topic-areas/pre-employment-transition-services>
- Y-TAC: <https://y-tac.org/>
- AHEAD: <https://www.ahead.org/home>
- Workforce GPS: <https://www.workforcegps.org/>
- Indiana Secondary Transition Resource Center:
<https://instrc.indiana.edu/transition-resources/transition-matrix.html>
- Project E3: Educate, Empower, Employ: <https://projecte3.com/>

Questions?

Liz Shawl

Michigan Protection and Advocacy Service

eshawl@mpas.org