First Class Collaboration Strategies: Schools and VR Improving Outcomes During COVID

March 24, 2021
3:00 PM – 4:30 PM EST
Welcome & Introductions
Who’s on the webinar?

Use the Chat feature to tell us your name, role/agency/department, state.
Today’s Presenters

- Ruth Allison
- Mary Jackson
- Kirsten Lane
- Linda O’Neal
- Michael Stoehr
Our agenda for today

• Engage in state-to-state sharing of challenges and solutions for coordinating collaborative service delivery to improve outcomes for students with disabilities

• Collaboration considerations:
  o use of various service delivery methods
  o program development and evaluation
  o building state-to-local capacity
Collaboration in the use of various service delivery methods
CHALLENGING TIMES FOR EVERYONE
Maintain Strong & Effective Partnerships (1)

- **Maintain communication between VR, providers and schools**
  - Coordinate virtual “happy hour” with partners to share and communicate student participation and progress
  - Share school “schedules” for student participation in distance learning (i.e. daily from 10:00-noon, two days per week, etc.), so VR/provider can try and coordinate
  - Identify who is delivering pre-employment transition services
    - Clearly define roles and responsibilities for connecting with students remotely
    - Keep each other updated on status of summer Pre-ETS activities in the community

- **Ensure Pre-ETS activities are coordinated and provided without supplanting or duplicating IDEA transition services**
  - VR/provider should set up remote Pre-ETS separately from the LEA distance learning services
  - Share VR/provider “schedule” of virtual Pre-ETS being provided to students with the classroom teacher, and generally what is covered in these activities or modules
  - Teacher share any Pre-ETS related lessons they are providing virtually with the students under transition planning for IDEA (i.e. mock interviews, resume writing, etc.)
Methods of Service Delivery

**Individual**
- Face to face classroom and/or at home Learning Packet
- Provide activities around labor market occupations applicable to student interests
- Guide student self-reflection activities

**Group Setting**
- Face to Face Classroom
- Group theme activities (career scavenger hunts, employability Bingo, etc.)
- Group feedback discussions

**Virtual**
- Identify strategies for remote learning
- Virtual Classrooms (Zoom, Google Meet, etc.)
- Almost all activities done individually or in a group, can be done virtually; if student has access

Often a combination of all three
Develop and Map Out A Written Plan

- Identify a process for connecting with students for the provision of Pre-ETS
- Develop a plan and jointly map out how services will be provided
- If providing virtual Pre-ETS, identify a platform for service delivery
- Enhance communication between all parties
- Identify appropriate Pre-ETS curricula and resources
- Determine how student participation, progress, and outcomes will be tracked, reported, and measured
- Identify ways to enhance student and family engagement in Pre-ETS
- Work with VR business specialists and career one-stop partners to develop a plan for employer engagement in creating remote opportunities for students
Identify Strategies to Support Remote Service Delivery

• **Remote Learning Plan Strategies**

• When delivering any Pre-ETS service remotely you will need to identify strategies for remote learning that can be delivered either off-line, on-line, or is a hybrid or combination of the two.

• These strategies typically fall into 4 buckets as outlined in a chart developed by **Regional Educational Laboratory Central with the Institute of Educational Sciences** out of Oregon. These four buckets are:
  1. Infrastructure
  2. Instructional Supports
  3. Student Supports
  4. Parent/Guardian Supports

(adapted from a handout developed by Regional Educational Laboratory Central on [Strategies to Support Learning Along a Continuum of Internet Access](#))
Maintain Strong & Effective Partnerships (2)

Ensure Pre-ETS activities are coordinated and provided without supplanting or duplicating IDEA transition services

- VR-may need to set up on-line Pre-ETS activities separately from the LEA distance learning services, but may be able to use same/similar platform or method of service delivery

- Share VR-“schedule” of virtual Pre-ETS activities being provided to students with the classroom teacher, and generally what is covered in these activities or modules

- Teacher share any Pre-ETS related lessons they are providing virtually with the students under transition planning for IDEA (i.e. mock interviews, resume writing, etc.)
<table>
<thead>
<tr>
<th>Identify</th>
<th>Identify common student outcomes</th>
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<tbody>
<tr>
<td>Discuss</td>
<td>Discuss individual and joint roles and responsibilities</td>
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<td>Discuss</td>
<td>Discuss how VR and LEA can leverage roles and responsibilities</td>
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<td>Determine</td>
<td>Determine a process for how local educational agency staff and VR personnel will plan, implement, and evaluate their joint work</td>
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<td>Identify</td>
<td>Identify points-of-contact for VR and the school</td>
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<td>Identify</td>
<td>Identify other VR and education personnel who support the delivery of pre-employment transition services and transition services</td>
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<td>Identify</td>
<td>Identify a space in the school where VR personnel can meet with students</td>
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<tr>
<td>Discuss</td>
<td>Discuss VR and school personnel schedules, to include school holidays/breaks, professional development days, early release days; and VR holidays</td>
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Building partnerships - interagency collaboration as key component in secondary transition
Recognizing that COVID-19 has resulted in students accessing educational services differently than in the past, whether it be virtually, in-person, or a hybrid approach, the importance of the provision of transition and pre-employment transition services has not changed.

OSERS encourages SEAs, LEAs, schools, and VR agencies to use the flexibility afforded under the IDEA and the Rehabilitation Act to engage in innovative strategies, involving students and youth with disabilities and their families in transition and pre-employment transition services as early as possible.
Updated OSERS Transition Guide

Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, recently updated and released by OSERS, can provide a better understanding of how these partnerships can facilitate improved outcomes for students and youth with disabilities.
Poll Question
#1

How frequently do you see interagency collaboration as a driver of positive post school employment outcomes for students with disabilities?

Never, Rarely, Sometimes, Usually, Always
State to State Sharing Discussion:

How frequently do you see interagency collaboration as a driver of positive post school employment outcomes for students with disabilities?

• California – Linda O’Neal
• Iowa
  - Mary Jackson
  - Kirsten Lane
Interagency, Collaborative Service Delivery: Some Critical Topics

- Setting goals that build on the strengths of services and gaps in their delivery

- Interagency agreements

Examples and Resources

<table>
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<tr>
<th>NTACT/WINTAC Interagency Agreement Toolkit for VR and ED</th>
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<tr>
<td>NTACT's Resource Mapping and Flow of Services</td>
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<tr>
<td>Orange County Local Partnership Agreement Resources</td>
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</table>
Do cross-agency (ED, VR, ID/DD, MH, etc.) agreements drive collaborative activities and/or outcomes?

Never, Rarely, Sometimes, Often, Always

Does a common planning process drive collaborative activities and/or outcomes within regularly scheduled team meetings?

Never, Rarely, Sometimes, Often, Always

• Examples and Resources
  NTACT/WINTAC Interagency Agreement Toolkit for VR and ED
State to State Sharing Discussion:

Do cross-agency (ED, VR, ID/DD, MH, etc.) agreements drive collaborative activities and/or outcomes?

Does a common planning process drive collaborative activities and/or outcomes within regularly scheduled team meetings?

• Iowa
  - Mary Jackson
  - Kirsten Lane

• California – Linda O’Neal
Iowa Collaboration

- Iowa VR Services and Department of Education Interagency Agreement
  [Link to MoA]
- Iowa Secondary Transition FAQ
  [Link to FAQs]
- Iowa Local School Plan Template
  [Local School Plan Template]
CA Department of Rehabilitation

working together with

Education and Community Partners
California materials are available on the TPI Transition Initiative Google Shared files as follows:

https://drive.google.com/drive/folders/1sIlZLITOuQX5BLih3I4P9GN_4ZzJZPWya?u
Transition CA

Click here to view our transition training calendar.

This website is currently under construction.

The site is best viewed on Google Chrome (download here). Translation capabilities are available through Chrome.

For questions, suggestions, and comments on this site, please contact us.

To search documents within a page, use your browser “find” function by typing Control F (Windows) or Command F (Mac).

The TPI Transition Initiative Steering Committee has spent nearly 2 years developing this website. The purpose is to provide transition planning & employment related information & resources to stakeholders including Individuals with Disabilities, Families, Service Providers, Educators and Business Partners. This is an ongoing effort to ensure that stakeholders have access to up-to-date and quality articles, training information, tools, documents and resource contacts. This website will be updated on a monthly basis and as new information is acquired.

To promote and support successful transition to employment, independent living and quality life for individuals with disabilities, including those with significant disabilities, website users are encouraged to explore all TPI Transition Initiative Website sections and topics.
## Resources for COVID-19

<table>
<thead>
<tr>
<th>Category</th>
<th>Subtopics</th>
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</thead>
</table>
| OCLPA Virtual & Transition Resource Lists | |}

- Individuals with Disabilities Self-Determination
- COVID-19 Facts and Health Information
- Resources
- Webinars
- Virtual Curriculum Resources
- Benefits Planning and Management
- Complex Support Needs
- Business Partners
- Transition Resources & Information
- Employment Preparation & Competitive Integrated Employment
- Technology
Department of Rehabilitation
Led Federally Funded Grant Programs

Bridges to Youth Self-Sufficiency
2003-2008

California Promise Initiative
2013-2019

California Career Innovations
2016-2021
SERVICES BEFORE COLLABORATION

WorkAbility School Districts

Employers/ Business Partners

Social Security Administration

Transit Partnership Program Department of Rehabilitation

School Districts

STUDENT

JOB COACHING

WORK EXPERIENCE

CERTIFICATE OF COMPLETION/ DIPLOMA

COMMUNITY ACCESS

www.CaPROMISE.org

Employers/ Business Partners

Social Security Administration

TRANSPORTATION

BENEFITS

www.CaPROMISE.org

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California Competitive Integrated Employment (CIE): Blueprint for Change
ORANGE COUNTY LOCAL PARTNERSHIP AGREEMENT

Logo developed by...Dane Cangro, Tustin USD
OCLPA Steering Committee Meeting

Monthly...

- Face-to-Face
- Conference Calls
- Zoom Meetings

Leadership Team...

Trung Le, DOR, Arturo Cazares, RCOC, Carmencita Trapse DOR, Trinh van Erp, DOR, Debi Kirk, DOR, Ray Bueche, SVUSD, Karena Gibbs, IUSD & Linda O’Neal, CUTPI, SDSU Interwork Institute & RCOC
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<thead>
<tr>
<th>DIRECTORY</th>
<th>GLOSSARY</th>
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<tr>
<td>UNIVERSAL REFERRAL PROCESS</td>
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<td>MONTHLY COVID-19 RESOURCE LISTS</td>
<td>TRANSITION RESOURCES WEBSITE</td>
<td>CIE OPPORTUNITIES</td>
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<td>BUSINESS ADVISORY COMMITTEES</td>
<td>COLLEGE 2 CAREER PROGRAM</td>
<td>ASK THE EXPERTS ZOOM CONVERSATIONS</td>
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<td>CA PROJECT SEARCH PROGRAMS</td>
<td>DOR STUDENT SERVICES (WIOA)</td>
<td>CAREER PATHWAY BUSINESS PARTNER LISTS</td>
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Orange County Local Partnership Agreement
Competitive Integrated Employment
Universal Referral Process

Contact individual and family to determine needs for work training, employment-related services and supports

Secure "Release of Information" & Determine which agencies should be included based on individual's needs

California Department of Rehabilitation
Service Provider/Agency
Family/Support Person
One-Stop Center/America’s Job Center
Secondary School/Post-Secondary Education Setting
Regional Center of Orange County

Complete "Universal Referral Sheet"

Send Universal Referral Sheet to agencies involved/potentially involved with the individual to identify appropriate services based on the individual's needs

Contact individual & potential service agencies to arrange a conference/call/faceto-face meeting and Person-Centered/Driven Planning Meeting

OCLPA “Universal Referral Process” PILOT SITES

- Anaheim Union High School District
- Fullerton Joint UHSD
- Garden Grove USD
- Department of Rehabilitation-SCC

- Saddleback Valley USD & Esperanza Education Center
- Santa Ana USD
- Irvine USD
- Department of Rehabilitation-AJCC

- North Orange Continuing Education
- Santiago Canyon College
- Goodwill of Orange County
- My Day Counts
- Integrated Resources Institute
- City of La Habra
- OC Youth Center

URP #1 (5-21-20)
Orange County Local Partnership Agreement

Person Driven Plan for Competitive Integrated Employment (CIE)

Think about your:
- Hobbies
- Talents
- Personality
- Character
- Qualities
- Gifts
- Experience

Skills I bring to the workplace...

Name:

Contact Info:

What are my interests, hopes and dreams as I train, learn & prepare for a job & career...

What supports/accommodations do I need in the workplace and/or work training classes...

Agency: __________________________ Agency Contact: __________________________

Contact E-mail: __________________________ Date: __________________________

URP #5 (5-8-19) *Please use the back of this sheet for additional information.

OCLPA Person Driven Planning Document
Please include previous and/or needed details relevant to work training, employment and other services needed to promote success in the workforce development process:

- Work Training Services (Explaination):
- Employment Services (Explaination):
- Other Support Services (Explaination):

Comments:

Please attach resume, if available.

(Referring Agency, please attach any additional assessment or relevant information on the client. Each Agency is responsible for following “Release of Information” procedures for your own agency.)

URP # 3 (5-20-19)
OCLPA COMPETITIVE INTEGRATED EMPLOYMENT (CIE) SERVICES SHEET:

This form is to be used to identify CIE Services and Supports needed to provide and support CIE for an individual with a disability who needs coordinated multi-agency programming. The Integrated Resource Team (IRT) Team will complete this sheet together to indicate CIE Services, multi-agency identification, contact information and timelines.

Individual: ___________________________ Date: ___________ Service Agencies: (Check All that apply and indicate other.)

- Department of Rehabilitation
- Regional Center of Orange County
- LEA: ___________________________
- Community College: ___________________________
- One Stop: ___________________________
- Service Provider: ___________________________
- Other: ___________________________

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<tr>
<th>CIE SERVICE NEEDS</th>
<th>RESOURCES/SERVICES (Provided to the individual to support CIE)</th>
<th>AGENCY/SERVICE PROVIDER</th>
<th>RESPONSIBLE PERSON (Include contact information)</th>
<th>TIMELINE (Start &amp; Estimated Completion Date)</th>
<th>EXPECTED OUTCOMES (Related to job placement, monitoring &amp; retention)</th>
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Qualtrics URP Survey for Service Providers & Educators

Default Question Block

Orange County Local Partnership Agreement
Universal Referral Process (URP)
Survey for Service Providers and Educators

Partners - select all that apply:

- DOR
- RCOC
- School
- College
- One-Stop/AJCC
- Individual with Disability / Student
- Family Member

Write-in additional partners or service providers:

Directions: Check "Yes" or "No," where indicated, for each Universal Referral Process element. Please include comments, as needed. At the end of the survey,
Qualtrics URP Survey for Individuals with Disabilities & Family Members
Poll Question #4

Do you share data collaboratively in planning for students with disabilities?

Never, Rarely, Sometimes, Often, Always
State to State Sharing Discussion:

Do you share data collaboratively in planning for students with disabilities?

- California – Linda O’Neal
- Iowa
  - Mary Jackson
  - Kirsten Lane
Five Part Webinar Series on Pre-Employment Transition Services

This series of pre-recorded webinars highlights the five required pre-employment transition services. Each of the five webinars include curricula/activities, state spotlights, examples of expected outcomes and ways to identify student progress, tips for successful service delivery, and additional supports and resources that may be used to provide these services for students with disabilities. The webinars are hosted by The Workforce Innovation Technical Assistance Center (WINTAC), and The National Transition Technical Assistance Center (NTACT).

http://www.wintac.org/topic-areas/pre-employment-transition-services/training
Guide for VR and Education

- Overview of IDEA and WIOA in the provision of transition services and Pre-Employment Transition Services
- Information and Tools to support VR and Education partnerships
- Information and strategies to support family engagement

Pre-ETS Guide for Collaboration Among State VR & Education Partners
Contact Information

- Ruth Allison - allisonr@umd.edu
- Mary Jackson - mary.jackson@iowa.gov
- Kirsten Lane - kirstenlane3107@gmail.com
- Linda O’Neal - linda_oneal@cox.net
- Michael Stoehr - mstoehr@uncc.edu
THANK YOU for your participation!