i want to welcome everybody to the uh to the presentation today um i uh especially want to thank uh michael store and uh ruth allison from the intact uh collaborative to uh whoever kindly agreed to present with us today uh this is brought to you by the youth employment solutions center and which is a partnership between tash and transcend and we're providing technical assistance uh to the pi grant states partnerships and employment states these are acl funded systems change initiatives and uh the technical assistance is going to the states of kentucky dc utah

hawaii massachusetts and south carolina and a lot of our colleagues who who are on this webinar today uh is uh it are are the states that uh we're supporting with this and but we also opened this this webinar up to the past pie grand states and anybody else who may have an interest in the topic uh because it's around systems change and it's a focus on employment for youth uh the the concept of collaboration particularly between schools and vr is center center most in our thoughts and so uh we're really excited about the opportunity today uh to bring bring this information to you and uh not only does intact collaborative work nationally with uh with all the states in relation to transition related services but they have their finger on you know where we're seeing some of the best practices and and we're really excited to have the states of california in iowa also presenting today and i want to thank all of those folks too who've given up of their time and and their expertise to share with us today so with that no further ado i'd like to turn it over to uh michael and ruth

thank you so much dale i appreciate that and as we get started we'd like to see who is with us today so not only for our presenters to know who's in the audience but for all of you to see who is here so what we'd like you to do is in the chat feature if you could tell us your name your role your agency your department or state that you're working in uh just some basic information so we know who is in our audience today so please go ahead and put that in the chat as we continue with the presentation

so with us today our presenters as uh dale had mentioned ruth allison who works with me at the national technical assistance center on transition the collaborative also we have with us mary jackson from iowa vocational rehabilitation services kristin lane from iowa department of education and linda o'neil who wears a number of hats one of which is working at san diego state university and she'll describe a little bit more about herself during her section of today's presentation so our agenda today um we did want to engage our you all um in this presentation as well as our two guest state uh so we have linda o'neil again from california and marion kirsten from iowa um and in looking at our collaborations considerations on the jay's agenda we're going to discuss using various service delivery methods to provide instruction and activities and services for students and youth we're going to look at some issues surrounding collaboration and program development and evaluation and looking at building state and local capacity

so we first want to discuss the importance of collaboration in implementing a variety of service delivery methods these might include supports for at home learning virtual learning and in-person learning opportunities we know that these continue to be really challenging times when the covent 19 started in

march of 2020 no one ever anticipated that one year later we would still be seeing the impact of the pandemic the impact of covet 19 continues to directly impact the instructional learning models that are occurring in schools throughout the country with states and local districts using at-home learning packets learning in virtual environments and some type of hybrid formats and this is still occurring um even as the vaccines are rolling out you know it really varies from state to state and local areas it's also important to note that this continues to affect not just the education system but also vr agencies and all our agency partners and stakeholders and how they're working collaborating and supporting secondary transition age students with disabilities this slide discusses a few tips regarding how to develop and maintain collaboration between education vr and all our stakeholders who support transition age students and youth it's important to maintain communication and clearly define what activities and services that a student is receiving from education vr and other professionals working with that student so there's some really good suggestions that we obtained over this past year from folks that work in various states across the country

it's important to acknowledge that although the landscape in terms of service delivery for students with disabilities has definitely changed the expectations and requirements to continue to provide pre-employment transition services and all transition services for students with disabilities has not vr and education are still required to provide transition activities and services including pre-employment transition services statewide to any student with a disability who needs those services and is eligible or potentially eligible for vr services as well as transition services to eligible students and youth with disabilities and all schools are required to provide students with disabilities access to free appropriate public education or faith and if appropriate special education and related services so this slide is simply a graphic that depicts the various ways you can deliver pre-employment and transition services under idea delivery should be tailored to meet the needs of each individual student either through individualized instruction delivered in a group setting or provided virtually almost all activities that can be done individually or in a group setting can also be adapted to a virtual setting so long as the student has access to the internet and a web-based platform in fact some of the most effective practices that we have seen over this past year often involve a combination of all types of service delivery and with that i'm going to turn this over to ruth all right thanks michael um as the dog on the slide is showing we need to develop and map out a written plan and as we have worked with teams across the country we have found eight common strategies or components that are critical to successful collaboration between vr and education first for students to benefit for vr services education and vr need to develop a process to really connect students to vr figuring out a systematic way to share information with students and families about the benefit of vr as well as identify those processes to ensure that needed vr paperwork is completed and returned is essential otherwise what we often hear is that a teacher refer to student to vr only to learn later that paperwork wasn't returned so developing this initial process is really important one of the main reasons for vr in education to collaborate is really to leverage and expand the services available to students conducting an environmental scan or doing some type of resource mapping to really determine what services are currently available through the school and then develop a plan and jointly map out those vr services that will be provided in the school by doing this it really allows education in vr to leverage their capacities in delivering services to students and really creating that robust transition program we want in all of our districts we know having an effective communication structure is key in any collaboration and we have seen uh the most effective teams

really have developed an infrastructure or processes around their communication which keeps all uh partners informed and we're talking both at the system level and the individual student level part of the resource mapping process is really to identify the appropriate curricula or resources that will be incorporated into program and services and as vr and education are building the services we want to make sure what we're offering students is actually working and achieving a positive outcome therefore it's really important to determine how student participation progress and outcomes will be tracked and reported and measured as well as how will you make adjustments if you're not achieving the outcomes you want additionally identify ways to enhance student and family engagement understanding one size doesn't fit all and the last strategy we want to highlight is really to the need to develop business partnerships um over the past year due to covet 19 the pandemic has it has been increasingly important to identify strategies to some support remote service delivery and this slide provides a link to a handout developed by the regional education laboratory central out of oregon and it provides strategies for bridging that digital divide during remote learning the strategies are organized under four areas to really support the development of remote learning plans really along a continuum of internet access from students that have access to high-speed internet to a hybrid to even offline strategies it's not an exhaustive list but it it's strategies that have been provided from districts across the united states and and there's four different um kind of buckets it's infrastructure insur instructional support student support and parent guardian support so make sure to check it out and there's a link to that next slide michael and whether we're working virtually or face to face um the need for collaboration is important and if we're providing remote services uh vr and education staff should really discuss and coordinate instructional models and virtual learning platforms that are being used for instruction for example if a school is using a zoom format for instruction it might be advantageous for vr to look at using that same format and we know with even within a district it might be different for different schools so having those one-to-one conversations with school to determine uh what platform is being used is important additionally just like when we're working face-to-face and need to communicate and share progress and updates on on students and what activities and services they're involved in we need to be doing the same thing virtually so as we're providing services within vr share that information to education and vice versa next slide michael looking at a few more points to consider when we're talking about vr and education collaboration we cannot overstate the importance of having administrative engagement and support for the collaboration between vr and education if you think about it administration at the school really sets the tone and if they're on board with a collaboration it's going to be more successful additionally vr supervisors need to be on board and be available and willing to problem solve as issues come up often a great way to get administrative buy-in if you don't have it is is to focus on outcomes school and vr both have a similar outcome student outcomes they're responsible for so that's a great way to start that conversation because vr and education have similar roles and responsibilities it's important to have a conversation and really identify individual joint roles and responsibilities and this is a place that you might want to look even broader because there are other partners that are critical in secondary transition so you might look at mental health a disability

independent living centers etc uh in terms of how you can leverage all those partnerships uh when um having a point of conduct for each of the school districts is really helpful for vr a point person that really helps them navigate on the school environment additionally schools appreciate having a one contact for vr we know multiple staff members might be going into schools now with pre-employment transition

services but having that one person school can contact is important uh also once vr staff is coming back into the school having a space and a schedule is important this is good for school and vr and students so they know when to expect the vr counselor and once again uh just make sure we're keeping families um in informed about the processes next slide so we know partnerships take effort but we also know um how to partner effectively i really collaborate it's worth it because it's good for kids and i think this multicolored interwoven rope on this slide is a good depiction of the multiple systems programs and people students will interact with during their transition years and really because of the complexities of those systems and programs it's really necessary for us to figure out this this collaboration to really ease a complication and misunderstanding of information that students and families often experience during this time period and research does tell us that when we work together effectively interagency is a predictor of students having a post school a positive post-school outcome so it's important we figure this stuff out next slide if you haven't seen the osher 2020 transition guidance letter we encourage you you to review it it just emphasizes the importance of the joint coordination and collaboration between vr and education as and as michael said the requirements to provide pre-ads and ida transition services didn't change within covin so it talks about that and then it also encourages vr and education to be creative in their approaches during this unusual time next slide

in the osher in the osers guidance letter it also references the transition guide to post-secondary education employment for students and youth with disabilities that was revised and released by osirs in august of 2020. this is a great guide to check out as well and it provides in-depth information about collaboration coordination between the two entities and there's a link on the slide there that you can access that as well

great thank you so much ruth and we're now going to turn this over we have a poll question we'd like to ask you all so we're going to go ahead and launch a poll and the question is how often do you see interagency collaboration as a driver of positive post-school employment outcomes for students with disabilities never rarely sometimes usually are always so go ahead and please go ahead and answer

and we'll give you all um under a minute so go ahead and i'll ask donald to let us uh know when we kind of have had a majority of you answer and we'll go ahead and share those results

and here's the results thank you and it looks like the majority of folks well it's a sometimes usually um answer to that um so that's good but it's not never or rarely but i think ideally what we'd love to see in this country is that the shared interagency collaboration is always occurring and i think the purpose of today's webinar really is to discuss how we can move from that sometimes into that always category so thank you uh so much for joining us in that poll and we're gonna go ahead and move on and we're gonna actually ask our two state teams that same question so um linda and mary and chris kersten if you could go ahead and open up your videos and your mics um and maybe linda i'll start with you um in california how frequently do you see interagency collaboration as a driver and what are some good examples that you have noticed in california all right hi to everyone thanks for having me i would say in

california we always use interagency collaboration whether it's on the state level or whether it's in regions or in our local communities absolutely essential uh what we see is it makes our work more uh efficient and more effective and i can also tell you that it makes our work a lot more fun so i would encourage everybody to look at it and um when i get to my part in this presentation i'll tell you a little bit more about it thank you thanks so much linda um and then over to mary and kristen um in iowa what is what are your thoughts on that particular question this is mary hey and i'm curious they're so collaborative they're talking together well and that's kind of indicative of how mary and i work we work pretty closely together um and uh i i really am proud to say in iowa i feel like we've had a really long history of um both state level and local level collaboration with vocal rehab and um it's made all the difference i i don't um i don't do a lot of um work around employment unless mary's involved i if if we're working on employment then there are ways that we can share the work and share the the process and um it just has become a natural way that we do business i would say like linda says from the state level and the local level um it's critical and i would say we do it all the time and this is mary i just a piggyback i 100 agree with what kirsten just said interagency collaboration it's such a huge component for when we're having successful outcomes for students with disabilities there's just not one entity that can do it all and so sometimes it's a lot of work in the beginning to work through developing those relationships and developing some of the things we'll talk about a little bit later on the documents or guidance but when you get through that part and and you see the collaboration working across the state um is really when like linda said it's it's fun it it makes services happen and it makes sense to be doing it that way great thank you so much and i look forward to uh hearing from you in a few minutes and actually look at some of the logistics and uh the forums that you all use so thank you so much

so we also wanted to share with you just some of the resources that we have at entec the collaborative as well as one of the resources that linda o'neill through orange county had shared with us in some of the resources that they have it's important in interagency collaboration for service delivery that goals are set that teams whether these are state teams regional teams or direct local teams so that school district working with their vr and other agency partners look at their strengths and then analyze the services and gaps that they have in service delivery to look at where they can make changes to best support those transition age students also this idea of interagency agreements or memorandums of understanding about the state level and the local level are really important so some of the resources that are shared on this slide are examples um one was back to our old centers so when it was ntac and wintec our interagency agreement toolkit for vocational rehabilitation and education as well as a resource mapping and flow of services and these can all be found at our current website for entec the collaborative at our ta resources site um as well as one of the resources that linda's going to share so with that um we do have another poll question and this one is actually two poll questions these two questions one is talking about looking at cross-agency agreements and how they drive outcomes and the second whole question is looking at a common planning process so if we go ahead and launch the poll

and if you could answer both of those we'd appreciate it so we'll give you a little bit extra time because there's two questions on this particular poll

and in thinking about this question again i think it's at the different levels that you all are working at whether you're at the state level or at the regional or local level and thinking about how your cross-agency agreements drive your collaboration and activities and then how that common planning practice is actually utilized to drive your not only your outcomes but your regularly scheduled team meetings

okay great so with the first question do cross agency agreements drive collaborative activities or outcomes um it looks like that sometimes that occurs uh that was a majority of folks at almost 50 percent and i think really in looking at that um and it's something that i know we have strived uh working especially when we were working with entec and wintec and now in our antacid collaborative process it really does appear that um you know to make that those agreements as effective as possible so that those are meaningful and that there's information in there that is actually driving uh not only compliance but effective practices to support our students and youth as they leave high school and go into adult life as they transition um and if i can just if you can just slide down and let's look at the results of question two i don't know if that's possible maybe i don't know don't if you can just slide down i'm just seeing the top part on that one

um i can okay sorry i could slide it down myself um does a common planning process drive collaborative activities and her outcomes with regularly scheduled team meetings and that was often um so i think that's good um that that states that you all are working in um your time that you schedule um and your activities that you are doing to engage your partners is a driving force so again thank you thank you for participating in that poll so we next are going to go ahead back to our state partners and we have um up first um from iowa uh mary and kristen and they're going to talk a little bit about addressing these two questions about cross agencies agreements and meetings and collaboration so with that i'm going to turn this over to merry christmas

okay thanks michael um yeah mary and i have um recently revised the moa we've had an moa in iowa between vocational rehabilitation and the department of education for quite some time but we revised it recently using the checklist that wintec and ntc have provided and i'll just tell you that if you haven't used that that's a really helpful tool it really does help you to focus on the important parts of the required parts as well as the important parts of the collaboration and so this is a copy of of our moa and um certainly not going to go through every bit of it but some of the things that we wanted to point out um the first and second sections are really about the purpose and consultation in ta and so kind of general stuff but then when you get into the third section we really talk a lot um about some of the shared considerations around transition planning and and i think it's really been a struggle for folks to figure out you know before wioa voc rehab had a different kind of role in the transition planning process and with wioa they get involved so much earlier and they're involved on an ongoing basis and and there's so much overlap between some of the things that they can do and the things that education was doing with students around transition planning and so we really talk a little bit about some of that overlap in section three but the real meat i think of our agreement is in section four where we really spell out roles and responsibilities and try to be very specific about what vr's responsibilities are and the department of education in conjunction with our aeas which are our regional units and then our leas

which are our local school districts but we talk about costs we talk about responsibilities in tasks funding all of those kinds of things but as re as critical or as specific as we tried to get in this there there were still some unanswered questions um so we have and we'll show you in just a few minutes uh an faq that we developed in response to the questions that came up after we went through this but um one of the things that's in here is is talking about our uh the prietz agreement um and and that's always been a challenge like making sure that we're getting that signed and that students have access to um the priet services as soon as possible and um one of the things that we're doing in conjunction with that is with our new iep system we'll be adding in a place where we link right to the prietz agreement and right during the iep meeting we'll be able to pull up and include that priets agreement and talk about what priet's services are and get that signed as a part of that iep meeting so we're really excited about that um section five and and again i'm not going to walk through all of these things but you could see there's a lot of detail then we get into outreach and identification um and how how we work together to make sure that um that we're identifying the students who need services and then the final section is our 511 section that just talks about

ensuring that student all students have access to um employment training and that we're transitioning students to competitive integrated employment rather than to subminimum wages mary is there anything that you would add to um discussion about the moa i think the only thing i would add is this and i've seen some comments in chat saying you know an mou is good to have but it's really kind of that state-level guidance and you're right that's exactly what it is it's really that state-level guidance that helps support the local initiatives um so really it's it's showing the support between the department of education in iowa and ivrs and it includes information about our local education agencies but when you break it down to the local level we have another document here in a minute that we're going to go over that breaks it down to the local level but in order what we found to drive some of those efforts at the local level is we needed the support at the state level so it really goes hand in hand and you can't have one without the other is what we found out in iowa this moa overall helps us define the responsibilities between the entities and it really helps us try and minimize the duplication as much as possible and i know kirsten just went over those sections so um hopefully if you guys have a chance or have something like this developed in your state you guys can understand how this can help drive some of those local efforts when you have the support at the state level for moving forward

and i don't know kristen if you had anything else to add about the moa or if we wanted to jump over then to the local school plan let's jump to the local school plan but michael i used the wrong one so i am going to put into the chat um the link for the uh oh sorry not the local school plan i'm sorry the faqs because i think that's the step right between the local school plan and the moa where we really took the moa which is somebody mary you said in the chat people talked about how um you know that's kind of broad and doesn't really hit where the rubber hits the road but our faqs are really more of that application so really taking the guidance from the mou and the questions that came from that well how do we apply this what how do we use this in our local setting and really um answered those questions in a way that was really practical and meaningful for schools and so within those faqs like we said we tried to be really specific in the roles and responsibilities section here but there were still some things that would come up and so we um tried to provide that application there we also connected that letter that

ruth was just referring to and our link isn't working either i just checked it so the letter from the u.s department of education about transition services but if you read through the topics they're hyperlinked in that link that i shared about the faqs and we go through

everything from just kind of an overall what's the difference between our vr agency and iowa department for the blind which provides services for students with um vision impairments and blindness to general terminology and then get into some really service delivery kinds of things and then the final two sections are around collaboration and all of those are hyperlinked so if there's a question that that applies to you then you can click on it and zoom right down to the answer but um we felt that this was really helpful as people moved into the local school plan which was the next section that i think we're going to talk about and just to add to that in iowa so you guys know how we're structured i'm representing vr general we also have the agency iowa department for the blind that serves obviously um individuals who are blind in the state of iowa so we do have separate agencies but that just adds to the complexity behind needing to collaborate because we're both responsible for delivering pre-ops activities in in iowa and other transition related services and so that they were a partner at the table when we developed this frequently asked questions or faq so that we could make sure that we differentiate between the two and who serves which population and how we can all collaborate together to meet those students needs

so i think then we'll just move on to the local school plan which is really where the student level impact comes into play the local school plan i have to give hats off to voc rehab because they are the ones who initiated this several years ago mary what five maybe five-ish years ago about five now and and it's been an evolution for sure as far as how it's been used and and the impact that it's had within districts because initially um i have to say it began as that one more thing that an another another plan another piece of paper to fill out kind of thing but it has really evolved into some schools definitely more so than others but into a um planning and problem-solving kind of tool so um if you look at you know it's filled out each school year has to be turned in by um november in each for each school year and then it's a one-year plan but it talks generally about lea and ivrs responsibilities at the top there and those are just general guidance around filling out the plan it refers to our moa so people can refer back to that to to for guidance as they're developing the plan but then if you scroll down just a little bit more that's where the individualization comes in so each of the five prietz areas are included as well as specific address a specific boxes to address the job coaching that happens as a part of the instructional plan within the iep and job coaching that might happen as a far as a part of a career job for a student as they're transitioning out of school but within each of these sections then the local school talks about what are the things they're doing around job counseling or job exploration counseling counseling on opportunities work based learning etc through the priets and the um coaching parts of things and then vr talks you know they work together to determine how are they going to meet the needs of students in each of these areas there's an additional column or can be more than one additional column where you add in other agencies like mary was just saying with the iowa department for the blind where they might be a partner in this or a community resource provider within the community workforce development there are lots of different agencies that could also play a role in this plan but really looking at how do we cover all of this in the most efficient and effective way for students mary and we also developed an

implementation guide for local teams on writing and developing these plans we haven't shared the implementation guide yet because it isn't actually finalized and we haven't done the training across iowa because covid impacted that so it's been delayed a little bit but like the individual had said in the chat you know a state level moa is great but what happens when it kind of gets lost in translation when you get down to the local level that's part of that implementation guide is making sure people are aware of the moa um that they're aware of wioa or the workforce innovation and opportunity act we want to make sure that they're aware of those things and that as new teachers are being hired and they're part of these local school planning meetings that those are talked about and that they're educated each year as a reminder because it's a lot of information and we get that it's a lot of information for these teams to go over but we want to make sure it's at the forefront of the minds of everybody who is working collaboratively together that these are here and they're here to assist with defining these roles and responsibilities so that state level moa or memorandum of agreement really gives that state level guidance but these local school plans break it down at the local level to make sure that we are minimizing those duplication but that services are being provided to students with disabilities and that we are collaborating and that everybody is aware of what that collaboration looks like great thank you so much for sharing and again if you have questions we are going to have a q a at the end of today's webinar so please go ahead and type those in and uh thank you kristen and mary and i'm going to go ahead now and turn this over to linda o'neil from california all right thank you michael i'm happy to be here i'm going to talk today about the california department of rehabilitation and how they have worked with us as education and community partners for a long time i'm from interwork institute san diego state university and we've done some exciting work with all the folks not only in california but in our local county uh orange county all right next slide please all of the materials that i'll refer to today can be found on the google drive that you see on the slide and i'm not sure um michael if you're going to take this particular google drive access and make sure people have it but hopefully you'll want to see some of the documents that i am referring to today next slide please all right i just wanted to show you all of the items that are in there at this point i believe there are 16 documents and um you're free to use any of the information any way that you might like and hopefully you'll find some interesting materials next slide please

all right one of the things that we've been working on in orange county through the chapman university thompson policy institute is a website that we are happy to share with all of you it's called transitionca.org and if you go to the next page i'll show you a little bit about the front page we have a lot of really great information that we've put together over the last couple of years we have student interns at chapman that work on this website daily to get new information on there new resources we want to make sure that individuals with disabilities families service providers educators and business partners can get into this website and get transition information that they need and want next slide please this last year we've worked on a covid resources section so we have lots of resources that have been provided through people in california locally also we have information coming from national sources and we wanted to make sure that families and other stakeholders could get access to important covid19 information and so we have them organized into folders as you see there there's information about benefits planning and management and technology and lots of really other great information so feel free to go to that website and hopefully you'll find some really good information there keep in mind that we've just started the website it's still being built and we want to continue to make it better and make

sure that it's current next slide all right i want to tell you a little bit about the great work that the california department of rehabilitation has done through federally funded grant programs and we've done a lot of research with our group in california since 2003 we started with the bridges to use self-sufficiency project we had a california promise initiative and we're currently involved in the california career innovations grant which will be ending at the end of this september and i can tell you because of the department of rehabilitation we have been able to um really take a look at some of the important practices that we should all be following in terms of transition programming employment preparation family support and lots of other things so we are very fortunate to have the grants and i'll tell you a little bit about them so let's go to the next slide please

oh okay i think we're a little bit out of order i'm not sure i think that's the next one is it okay sorry all right well that will go with the current one this is the california career innovations grant and it was funded by the usf uh department of education office of rehabilitative services administration and it was funded in 2017 and let's go to the next slide all right so i think the slides got a little bit out of order when i sent them to you but anyways what i can tell you is whenever we worked on the first grant which is the bridges to use self-sufficiency project and that project was specifically for individuals who were receiving supplemental security income so all of the youth were low income and we covered services for all different types of ethnicities and not only did we work with the students we worked with the families but before we started this grant we had i would say minimal collaboration um and what we found is that school districts throughout california you know they had a little bit of work experience going on they did a little bit of work with transportation uh they did some work with the department of rehabilitation through our transition partnership program and some of our workability school districts were given a little bit of money by the california department of education to work on employment after we started with the bridges to use self-sufficiency project we learned a lot about collaboration and this what the next slide will show you what our collaboration looks like all right so from that particular project we really learned about the importance of seeking out different community agencies who could provide the type of services that each student and their family needed and so we learned the importance of individualization we learned the importance of knowing what's in your community we learned the importance of person-centered planning and how important each student was and we spent a lot of time identifying all the partnerships that were in the community that would help each individual student and these collaborations were going on all over california and the community looked a little bit different depending on what community it was what county it was and it was very interesting to watch we all shared information across counties and we came up with some really great ways and strategies that could support students who we know needed to get a job we had to convince the families in the very beginning that this was an important road to go down because these students were all on supplemental security income but um the families were really excited to go on the journey with us they appreciated having uh the resources and information and knowing how to access them before we started these projects we would hand over a booklet and say all right here's the resources we hope you're going to have a good time going to get these and we hope everything works out for you what we found out is that the families really needed a lot of support in how to access those services and how to support their children as they were going into work experiences and on into paid employment and even on into post-secondary education next slide please all right i'm going to tell you a little bit about the california competitive integrated employment blueprint for change and i want you to know that this is the uh

project that was uh initially supported by our pi program which was the california employment consortium for youth that was operated through the ucla tarjan center and we're really thankful to the work that the pi group has done because it helped us to figure out how do you really get all of these great agencies together to work effectively to share information to really want to do a great job and that's what we found with pi support so this group of agencies that you see on the screen the department of rehabilitation the california department of education the department of developmental services and all of this overseen by the california health and human services agencies they got together and said you know what we need to make a change we have students with intellectual disabilities that are sitting at home doing nothing or in sheltered workshops or doing things that absolutely we're doing them no good and this project was uh developed to make a change and to see that that didn't happen anymore next slide

all right so after the state agency group got together and they come up with this great blueprint then they went to all the communities and said look we have this great blueprint we want you guys to take this information in your counties our local counties have joined together and come up with some kind of an agreement on how you all are going to work together so in orange county we call ours the orange county local partnership agreement or we call it the oclpa next slide please one of the first things that we did as a group and i know that a couple of you guys have pointed out how sometimes using acronyms is a problem i think keith and serena encouraged us to try not to use acronyms but for this particular group because we had so many people from different agencies and we all had our own language we all used different acronyms and so that was one of the first thing we did was create a glossary that included definitions and acronyms so you can see on this list we had people that came from all over the place to help us with this particular project that we wanted to do we wanted to make sure we had the department of rehabilitation from two agencies or two different departments in california who came together to help us we had people from universities helping us we had our local regional center which is the agency that controls uh support for individuals with intellectual and developmental disabilities we included our community colleges we included some of our universities we had families and individuals with disabilities joining us we had 16 public school districts and several other non-public uh private schools who joined us we had adult service providers we had business partners and then we had resource agencies that could provide us the kind of supports that we need so um originally i think we only had about 15 people at our first meeting and that was about almost four years ago and we now have about 118 partners and some great folks that come together monthly to figure out what do we need to do to support competitive integrated employment all right next slide please all right so we have our monthly meetings we used to do them face-to-face pre-covered we're planning to do that um when things get back to regular i don't know when that's going to be but in the meantime you know we started with conference calls those didn't work too well but once we started using zoom everybody really got excited about it and we use zoom meetings every single month next slide but i wanted to show you how excited everybody was when we were face to face and we were sharing information and of course we will go back to this but we'll probably keep zoom meetings every other month all right next slide please all right so i wanted to tell you these are the collaboration activities that have been led by the department of rehabilitation since 2017 and that's you know a short relatively short period of time so we've started a universal referral process we do monthly resource lists that we send out to people that include local resources state resources webinars that people may want

to take advantage of zoom meetings anything that can provide people additional information about transition planning we have business advisory committees we have project search programs throughout the state uh person-driven planning process efforts are going on uh everywhere to try to utilize make sure that we're utilizing uh the person-driven planning process not just a person-centered plan but actual process we're utilizing uh the website as i told you we're building that we have college to career programs we make connections with our local wioa workforce innovation and opportunities act we do monthly steering committee zoom calls we have lots of competitive integrated employment opportunities that are happening we've closed all of our sheltered workshops except for one we have some families that are insisting they need to keep those so but we close a lot of them and a lot of folks are are no longer in the sheltered workshops we have um monthly or weekly ask the expert zoom conversations where we do transition topics and we have experts from our oclpa leadership group who are doing the zoom conversations i think we've had so far this year we've had 25 and i think we have about 20 left for the year and we also are doing our best to work on our career pathway business partner list and make sure that the individuals we work with have the opportunity to

develop themselves on a career pathway so that they can start at entry level positions but work their way up into careers of interest next slide please all right this is our universal referral process this is in a pilot stage um what we decided to do was to figure out how we can better get folks together to help one individual who has a goal of going to work or going to school and right now i think we have 14 different groups that are trying this universal referral process out for us and it really involves the families and the students bringing together all the potential service providers and trying to work on one plan to help this person get into the job or the work training that they want next slide please this is our person-centered planned document that we all share it's specific to employment and this worked pretty well we've redesigned it a couple of times and it's pretty simple talks about the individual skills they're bringing to the workplace what their interests hopes and dreams are what kind of support and accommodations they need so it's pretty simple everyone likes to use it because it's a multi-agency document and it gets shared across agencies pretty easily and it's worked out well for us all right next slide please this is our actual universal referral tool and this is where we write down the names of the organizations and agencies that we need to get together and we want to work on work training employment and then make sure if there are support services that are needed we actually bring that agency in as well when needed and so it would be things like transportation or job coaching or it could be just getting interview clothes or something like that anyways that's the tool that we're using next slide and this is the service sheet that we created to outline the specific cie competitive integrated employment service needs what kind of resources we think are going to be needed who's going to provide them the responsible person's name and the timeline that we're estimating um these service needs we'll be working on and then we wanted to know what are the expected outcomes are we going to get a job are we going to get job retention benefits planning are we going to connect the student to post-secondary ad that will support the cie plan but that's what the service sheet looks like and you can go to the next slide

because this is a pilot that we're doing in orange county we wanted to make sure that we are asking people's opinions on how it works what's not working how we can make it better and what we've

decided to do with chapman university at the thompson policy institute on disability we have some of their graduate students doing qualtrics urp surveys for the service providers and educators first wanting to know how is this working for you what agencies are you working with and this will help us to take the process and move it out into larger numbers of school districts and providers next slide please and most importantly we wanted to survey the individuals with disabilities and their family members to participate in the process to find out how it worked for them does the process of getting all of these agencies and individuals together and actually zoom is making it a lot easier for us to do this um to discuss what we needed to do and we have a lot of enthusiasm out there for this process we have determined that not every student needs this type of intricate resource sharing but there are many students out there who have significant challenges who have significant needs who can benefit by getting everybody on the same page at the same time to identify what's needed to number one get these students into work based learning while they're in school and this has been a really big deal for some of our students who have more significant challenges you know we hear all different kinds of excuses about how this isn't going to happen but you know what it can happen it does happen and we all need to get on the same page to make it happen though all right next slide is that it okay thank you wrapped it up so thank you so much and really that was such wonderful information you shared and again those resources are on the slide deck but there also are links to um those great resources you were talking about so thanks linda greatly appreciate it alrighty so we have one last poll question and we're gonna go ahead and launch the poll and this question is do you share data collaboratively and planning for students with disabilities so not just um you know internally in your education or vr systems but are you sharing it with each other and again not just the vr system and education system but are you sharing with your other stakeholder partners so we'll give you under a minute to answer that

and this is going to lead into our last discussion with our state presenters from iowa and california so again do you share data collaboratively and planning for students with disabilities

okay and um it looks like um kind of a combination here of sometimes and often it's good to see that that has moved up i think we asked this question a few years ago it was probably you know more of a rarely or never um so again it's great that we are working through that and that oftentimes at least 38 percent of folks are saying they are sharing data collaboratively across our interagency um networks uh working with our students with disabilities ideally just like with the first poll question we would like to get to that point that it's always that this is common practice in how we're working with each other um with that i'm going to go ahead and move on and we'll ask our state partners that same question um and linda what are your thoughts and i know you did mention um all the different work that's happened in california but your thoughts on data sharing and how that has affected the youth and um students and young adults in california you know i can say michael that this is one area that we definitely need to do a lot better um i think we have done a great job with data sharing between the department of rehabilitation and the california department of education on certain grants but it isn't really used uh widely like it sounds like iowa's doing we need to take a lesson from them to do a better job but what is really critical is trying to figure out a way to share data not only with the department of education but also the workforce innovation opportunities act through the employment development department the um employment rate data that they have that's so awesome and we want to make sure we're sharing

the information from the department of developmental services and it is a project that we've been working on a long time but have not been as successful as we want to locally we share information but i don't really consider it data sharing where we can actually uh send it across agencies electronically so i i think we have a lot of work to do in this area and it's definitely needed great thank you and i know that's something that ruth and i are working with a number of our states um across the country the data piece is the sharing piece does continue to be something that a number of folks have as a goal that they want to to really try to do better with with that i'm going to go back over to kirsten and mary and iowa folks so back to you guys in answering the same question about data sharing collaboration sure thank you so the memorandum of agreement that was shared earlier was actually amended um back in may of 2020 and it's the appendix a michael i don't know if you want to scroll down there or not sure all this is listing out so to explain obviously within our system there's a lot of data points that we have to gather as a vr agency and so the reason we amended this was to create a data sharing agreement between the department of ed and vr um that way behind the scenes what we're working on right now is our systems and by systems i am not an i.t person so i'm going to use very broad terms here but we're currently working on trying to get our systems to talk so our case management system would essentially talk to the department of ed's data management system and so right now we're actually in the process of piloting this and trying to figure out how to make that happen so the agreement we met with the department of ed and it was actually easier than we thought to get this data sharing agreement in place because of all the work we had already done developing the memorandum of agreement overall so that's why we decided to add the appendix on to the existing memorandum of agreement and as he scrolls down through this you can see that this kind of outlines the legal language that needs to happen but then all the data points that we are going to actually share between the entities or between the agencies are going to be listed throughout this so you guys can take a look at that and just see for those of you who are familiar we use a document a reporting mechanism known as rsa or rehabilitation services administration rsa 911 essentially so our data people went through that information on all the data we have to collect we talked to the department of ed on what they have to collect and then we cross compared to figure out what data points we could share that would help both systems so in iowa we have state student id numbers that we use to identify the same students so we have the same student identifier across the board that's actually what we've been working on is making sure we have the same identifier right now and what we're building in then is piloting having those systems talk so we can pull the information directly from the department of ed so we're reporting the same information on the same students to both governing bodies it will also help our internal staff with the burden of the data collection right now there's a lot of data points and if it's already being collected by the department of ed um that takes away from our staff having to spend the time to collect all of that data and sharing that cross agency so that was an exciting development in iowa it was something we talked about for a while but like i said because we had that memorandum of agreement it made it easier to create this and now it's working out the bugs and how those systems exactly are going to talk so hopefully in the future i'll have more information to share on the success that we have behind that but we're figuring out how to make that work right now the other thing in iowa that we have developed that helps with sharing data is we have a lot of contracted programs across the state for transition services so we contract a lot with um pre-ads or pre-employment transition services sorry i know there's a lot of acronym in our language and i saw that in chat so i'll try and spell those out for you but for like pre-outs or those pre-employment transition services or other vr direct services that are being provided and so what we ended up doing in our case management system we developed what we call an interface and so that

allows for our contracted staff that are running these programs for us and delivering these services to have direct access into our case management system so all of the data all the assessments anything that they're doing or collecting on students they can enter directly into our system um the other piece of that case noting is huge it's a lot of time and when we had contracted programs and didn't have the interface in place it was a lot to figure out how to get their information and get it into our information and that it was a live time we didn't want to miss time where maybe they collected it and it was a month and then it got entered in and our staff wasn't aware of what their staff was doing so when you develop a collaborative process like that it's lifetime we know immediately what the contracted staff is doing with students and they know exactly where we're at in the process so they can search our system we have access to see exactly what they've provided and it helps move services forward it helps with a seamless transition for our students because that communication is happening and that collaboration is happening so that interface that we developed we actually started it with all of our larger contracted programs now we're at the point where we've seen such success in having that interface that we are actually moving to get all of the rest of our contracted programs into the interface this summer actually is when we're starting that project to get the rest in there and so these contracted programs some are directly with school districts some are with crp or community rehabilitation providers and some are with other community partners but whoever holds that contract and those contracted staff go through training we cover all of the information for confidentiality what would be needed and then they will have direct access into our system to directly be able to enter and share that data with vr and vice versa they can see exactly what we're doing and again it just helps with that communication it helps with being able to collaboratively plan for services and moving those services forward for the students with disabilities

and i know personally you have anything to add the only thing that i would add is that as a part of our cbi um the capacity building institute through ntc last year our team was really focused on career technical education programs and so as we started to look at data and gather data about students with disabilities accessing career technical education we found that the data sharing agreement that that was already in place that that's really beginning to help us access and compare data in a more efficient kind of way if we hadn't had that in place it would have been um a lot more difficult and and i think there will be a lot of places over time that we will appreciate and use that data sharing agreement great thank you so much uh so linda mary and kirsten thank you again for sharing what's happening in iowa and california and with that i'm going to go ahead and turn this back over to ruth and she's going to finish up with a few additional resource slides so ruth um yeah we just wanted to draw your attention to a five-part webinar series on pre-employment transition services each of the five webinars include curricula activities state spotlights example of expected outcomes and ways to identify student progress tips for successful service delivery etc and you can locate those um through the link or through our website transitionta.org next slide um this is a guide for vr in education uh that was developed and it really covers a lot of the things that we talked about today and it's so um it's been just great to hear iowa and california talk about everything they're doing and a lot of it aligns with best practices uh within this guide so we encourage you to check this out uh it basically walks a local team through the process of building your team uh doing resource mapping developing a plan uh getting down to working with individual students so once again there's a link and it's on the intac collaborative website

and um there's our contact information um if you want to reach out to any of us and then i think we're going to open it up for questions you know ruth this is kirsten and i something that mary and i thought of during the session that we didn't prepare and and um include in the powerpoint was a um covered um tool a tool to use with schools and pre for pre-ads and transition services around um remote learning and in-person learning and i'll share that in the chat but it has a lot of resources it follows our iowa transition model and so for each step of the model it takes you through how you would do that live but then what the adjustment might look like tools resources links that kind of thing and it was developed collaborative collaboratively with um state regional local ibrs and school folks so um i'll share that with in the chat great thank you for doing that and if there's other states that are on if you have similar types of uh resources that would be great to share sorry didn't mean to jump in there ruth got excited oh that that's perfect michael and that sounds wonderful kirsten um i think everyone's looking for those resources so um did we have any questions i know i've been answering a few um linda one i one i didn't know is is vr in california under labor

uh uh their own department department of rehabilitation okay all right i know they work hand in hand with the employment development department but they're not underneath them okay that was one question

yeah and then another question that came in was was do all states do these mouss and local school plans it is required that an mou be developed between education vr at the state level some states actually develop individual local uh plans uh actually mousse with with local districts other folks might be like iowa and develop those types of plans and then there's some states um i know that don't do that at the local level michael i don't know if you have anything to add to that no i i it came out of it was wioa when that was implemented so i believe in talking with our partners uh through wintec i think every state and territory has either in development or already has an mou but i agree with what you were just saying ruth not every state does the local agreements for the lou's and there was a follow-up question to that is how would you suggest requesting to see an mou between vr and education in your state generally they are on the website they're posted if you can't find them you can always reach out to your your state folks and just say i'd like to you know direct to me where uh i can find a copy but reach out to your state vr education folks but most of them are are on websites okay good thank you um this is another one as a parent how can i encourage school districts to let parents of children with disabilities know about services provided by the state's uh department of rehabilitation services

i think and i think it would be an outrage and ruth please jump in but an outreach to your that your state's vocational rehab partner you know usually their transition folks and talk to them about what outreach efforts they have for families and for students because i think most of the states we work with do have that in place um so i would i think contacting them um and those partners would be one of my suggestions and ruth i don't know if you have others well and mary you might want to jump in here too friend um but yeah at the state level you know there's outreach but then at in the local districts uh most vr counselors and school districts work together to figure out uh how to systematically uh connect with students so maybe i know one state developed a brochure and at every iep at 14 they're provided

information about vr so figuring out systematic ways to get information to students and families i think are important mary do you have anything to add from iowa in terms of what you would suggest sure so in iowa we actually encourage providing copies of the local school plans to parents that are interested in learning more um like kirsten had said earlier we're tr we have a new iep system that's being developed and so within that system there's going to be prompts about pre-ops or those pre-employment transition services and so they'll be linked in to additional resources and to the local school plans information so that parents can have access to that we also have presented our local school plans at we have an advisory council or a panel that's made up of parents that include some of the advocacy groups as well that have been a part of developing what those templates look like and spreading the word for us and then we also on our website have it listed out every high school across the state who the staff is that actually covers that high school so as parents are getting connected and aren't really sure who to talk to or they've never seen that local school plan they can access that information and then email that counselor directly to get a copy of that plan as a starter just to know what's available but then from there it's the continued conversations then of connecting the family with vr and talking about what those services look like in that district and linda i know you all have done a lot of work especially in orange county around engaging families i don't know if you want to share some of your work too you know what families for us are key we try to make sure we have families on all of our operating collaborative committees we do workshops for families on what the department of rehabilitation can offer we have the dor staff actually run those workshops we have educators and dor staff uh present together um now we're doing our all of our workshops on zoom um the other thing i would suggest for families that if they're not sure what the resources are i would go to either the student's case carrier or to the special education office and ask that question and oftentimes there may be something that's going on that the parent doesn't know about maybe the school district hasn't done as good a job as they should have making sure parents know what the resources are some of the districts have uh resource guides resource booklets um the idea is to get the information out to families so they can figure out how to access these services so ask a lot of questions try to find out if there's any local collaboratives in your county that you can join or at least go and sit in on their zoo meetings and um hopefully the information is out there for them to get

as part of this next question it's been my experience that sometimes the pre-ap services that are offered within the school districts are really well coordinated and in other cases it seems to work in in kind of parallel tracks between what the school district is doing around transition and what might be happening with priets so erica's question was how does preets and dvr work together and i think that'd be great to help clarify that for some folks where they're not necessarily seeing the connection

mary do you want to take did you say priyats and vr services right yeah the question is you know mine was more around pre-apps and what's going on within the school districts i think that's one issue and then i think another which is era because is uh how does priats and dvr work together okay well the first question michael jump into it really gets down to that resource mapping and the schools that are really leveraging capacity are taking the time um to have that conversation to to identify what the school is offering and given that then what additional services can vr offer without doing that it's going to be hard i believe to really leverage services and not duplicate services if you're not having that conversation so i

really love um the iowa plan i mean that's specifically what what we would suggest through intact is is have a process like this that you go through like once a year um because things will change from year to year so michael anything else that you would add to that no i agree and that's why i'm going to slip that over because i think uh mary and kristen what you all are doing is what we really try to let folks know for that coordination between education and vr i think internally with education too we've done a lot of work with them doing a very similar process looking at what's happening around transition services and pre-employment transition services that the school's providing but even diving a little bit more uh in depth and looking at each grade and see what's happening like in 9th 10th 11th 12th grade so that there is kind of this flow of services internally within education and then collaboratively with vr and actually when within that pre-ed sky that we um shared a couple slides ago there's a lot of tools in there to help locals do that like there's a checklist and different things um but yeah it really gets down to what mary and kirsten were talking about in terms of sitting down and planning but i guess the other question mary if you want to dive in is the coordination between priets and dvr services sure um so and i would just to add to what was being said that is the essence of the local school plan it has a column that outlines what programming is available in terms of priets from the district already because what vr wants to focus on is the new and expanded services that can be provided through our agency so that's that middle column that you see there the other column and there's actually a form that goes with this that if you have more partners at the table everybody has a column essentially on here where it's going to outline what is being provided by each of these entities in each of these areas so if we had a contracted program like i had mentioned earlier that was providing some of these services they would be listed out on here too and it would clearly show what would be provided through that transition contracted program available in that district versus what vr is doing versus what the school district currently has to offer because there's a lot of overlap between when it comes to priets between what transition requirements are under simon use another acronym idea their legislation versus wioa the workforce innovation opportunity act there's a lot of overlap there and that's actually why we created the local school plans is to help minimize that duplication and to help outline this is what the school district is responsible for and this is what they have that's available for programming in each of these pre-app's five required activity areas now again the focus is new and expanded services by vr so what are we doing in each of those areas these plans actually help us determine when and where and what type of contracted program we need to develop because as a part of this uh down a little bit farther on here there's a section that gaps and services are identified and so if there are any gaps in service delivery this is where we start having conversations with the district and start talking to our community partners is there something else we should be doing is there a program we should be developing is there some new or innovative strategy that we haven't tried and we need to bring in some more partners to help us deliver those pre-acts activities in that school district so all of these conversations is what drives what service delivery would look like um for priyats in all of the districts across the state i'm not sure if that answered your question or not but good thank you um other question that came in is are either of these state experiences uh experiencing difficulty in and then it's a two-part meeting the wioa spending requirements and b ensuring all potentially eligible students with disabilities have access to pre-employment transition services how are your collaborative approaches supporting these objectives

go ahead mary okay i was like do you want me to jump in yeah we do okay so when it comes to making sure all the students have access that is actually when kirsten had mentioned we are building in our

priet's language into the new iep system so if there are students that haven't been connected within our system as potentially eligible there's going to be prompts within that system that asks the teacher um that's working with that student is are they connected eligible has the priets agreement that we use to get students signed up as potentially eligible with our agency has that been completed we've talked about and i don't know if it's going to be phase 2 kirsten of even adding a check box that indicates this has been done with the vr agency so they are connected so if there are students that we are missing for some reason um that will help us hopefully catch that and like i said in those school districts where we have our contracted programs and they have the interface they can directly look into our system and see are they connected um within our agency and if not we need to get that connection going so that student can get served through priet so we're trying to come up with strategies in iowa sorry what was your first question that you i think i skipped over that

go ahead yeah it was about spending your 15 percent mary yes and in iowa we are spending our 15 we are meeting that requirement in iowa so um we have had to do some carry forward dollars and push it back but um we are shortening that gap in time and our we are currently meeting our 15 yes okay well thank you for that um and i want to thank all of you that um okay wait one more quick question and i think i'll get into the wrap up when you all are saying people with disabilities does this does this any student with a disability or is this really just focused on students with idd

i can jump in so students with disabilities um would be any student with a disability in the state of iowa between the ages of 14 all the way up until their 22nd birthday is how we have that defined for student with disability so when we're talking about pre-ops if they're in a recognized educational program such as if they're in high school like we're talking about today um if they're in the post-secondary setting or if they're in another recognized educational program they would have access to pre-ads so when we say students with disabilities that's who we would be talking about there and linda did you want to add something i just wanted to add in california it's all students with disabilities uh whether they're in the school system or in some type of community college or university within the required age range thank you well first of all i want to thank all of you who are participating this webinar and with these questions because if you've had these questions you can be sure others that were on this webinar had those too and i think that really kind of helped round out our our presentation very nicely um uh uh kirsten and mary in iowa in linden california and of course michael and ruth with intact collaborative thank you so much for all this wonderful information and it just did a great job and uh the way you kind of coordinated the information we really appreciate the effort that you put in uh to making this presentation run so well and uh for all of you uh there's a lot of back and forth about the different resources and access to these powerpoint slides and some of you went to some of these resources and websites and i think there's a little trouble accessing some of those links so just know that you can always contact us at the yes center if you want any follow-up in terms of any of these resources or any of access to any of these websites so please uh continue to consider uh the yes center uh as a source of of information and for resources and to answer any of the questions that you have and of course i'll consider the intact collaborative and and all those wonderful folks over there uh because obviously they they have a lot of information resources uh and and can be there for you as it relates to transition

services so with that i want to thank uh everybody and donald for the tech the technology part on this and we hope you all have a good rest of your day