Investing in the Transition of Youth with Disabilities to Productive Careers

2002

Twenty-Eighth Institute on Rehabilitation Issues a world without lines

conforms to student's needs

full access

empowered by the community

beyond the traditional

The contents of this IRI document were developed under a grant from the Rehabilitation Services Administration of the United States Department of Education. Office of Special Education and Rehabilitation Services. The materials in this publication do not represent the official views of these agencies and endorsement by the Federal Government should not be assumed. The document reflects an attempt by the authors to explore significant aspects of these Federal programs in order to encourage evaluation and stimulate growth.

On the date of publication, the IDEA is being considered for reauthorization. In the event this occurs, the content of this document is based on the overarching principles contained in the statute, and the practices will still be valuable. careers of choice

respect and dignity

no borders

Investing
in the
Transition
of Youth with
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Productive
Careers

Twenty-Eighth
Institute on
Rehabilitation Issues

INVESTING IN THE TRANSITION OF YOUTH WITH DISABILITIES TO PRODUCTIVE CAREERS

IRI Prime Study Group

CSAVR Chairperson Carl Brown, Tennessee Division of Rehabilitation Services

University Coordinator Jeanne Miller, University of Arkansas

Renata Adjibodou

Deputy Director, Office of Youth Services

US Department of Labor

Employment and Training Administration

John F. Kennedy Federal Building

Room E-350

Boston, MA 02203

Phone: 617.565.1569 Fax: 617.565.2170

Email: radjibodou@doleta.gov

Al Babich

Vocational Resource Educator

Northland Career Center Post Office Box 1700

Platte City, MO 64079

Phone: 816.858.5505 Fax: 816.858.3278

Email: BabichA@pcriii.k12.mo.us

Darlene R. Britford, M.Ed., LPC, LSW

Rehabilitation Program Specialist

Transition Services to Youth with Disabilities Ohio Rehabilitation Services Commission

400 E. Campus View Blvd., SW4 Columbus, OH 43235-4604

Phone: 614.438.1291

TTY: 614.433.8282 Fax: 614.438.1289

Email: Darlene.Britford@rsc.state.oh.us

Carl Brown, IRI Chairperson

Assistant Commissioner

Tennessee Dept. of Human Services The Division of Rehabilitation Services

400 Deaderick St.

Citizen Plaza Bldg., 15th Floor

Nashville, TN 37248 Phone: 615.313.4714

Phone: 615.313.4714 Fax: 615.741.4165

Email: Carl.W.Brown@state.tn.us

Tai Chan Du

George Mason University

4400 University Drive, MS 3 D6

Fairfax, VA 22030-4444 Phone: 703.993.1348

Fax: 413.460.1019

Email: tdu@gmu.edu

Carlos R. Serván

Deputy Director

Nebraska Commission for the Blind

and Visually Impaired

4600 Valley Road, Suite 100

Lincoln, NE 68510

Phone: 402.471.8104 Fax: 402.471.3009

Email: cservan@ncbvi.state.ne.us

Melodie P. Johnson, MA, CRC

Rehabilitation Program Specialist

Department of Education

Rehabilitation Services Administration

330 C Street, SW, Room 3220 Washington, DC 20202-2735

Phone: 202.205.9816 Fax: 202.205.9340

Email: melodie.Johnson@ed.gov

Joan E. Kester, CRC

Statewide Transition Specialist PA Department of Labor & Industry Office of Vocational Rehabilitation

1521 N. 6th Street Harrisburg, PA 17102 Phone: 717.787.6695 Fax: 717.783.5221

Email: joakester@state.pa.us

Kim Runion

State Director of Tech Prep

New Hampshire Department of Education

101 Pleasant Street

Concord, NH 03301-3860

Phone: 603.271.7977 Fax: 603.271.4079

Email: krunion@ed.state.nh.us

Janette Shell

Rehabilitation Program Specialist Department of Education Office of Special Ed & Rehabilitation Svs. Rehabilitation Services Administration 111 N. Canal Street, Suite 1048

Chicago, IL 60606 Phone: 312.886.8631

Fax: 312.353.8623 Email: janette.shell@ed.gov

Marlene Simon-Burroughs, Ph.D.

Associate Division Director

Department of Education

Office of Special Education Programs 330 C Street, SW, Switzer Bldg.,

Room 3517

Washington, DC 20202-2641

Phone: 202.205.9089 Fax: 202.205.8105

Email: marlene.simon@ed.gov

Barbara Cheadle

President

National Organization of Parents of

Blind Children 1800 Johnson Street

Baltimore, MD 21230

Phone: 410.659.9314, ext. 360

Fax: 410.685.5653

Email: Bcheadle@nfb.org

Dennis Crepeaux

Transition / VR Counselor Commission for the Blind 670 Church Street, S.E.

Salem, Oregon 97310 Phone: 503. 378.8479

Fax: 503.566.8550

Email: dennis.crepeaux@state.or.us

Steve Wooderson

Division Administrator

Iowa Division of Vocational Rehabilitation

Services

510 East 12th Street

Des Moines, Iowa 50319 Phone: 515. 281-6731 Fax: 515.281.4703

Email: swooderson@dvrs.state.ia.

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The 28th Institute on Rehabilitation Issues Investing in the Transition of Youth with Disabilities to Productive Careers

Foreword Eye on the Sky: Broadening Our Horizons

Visioning of the 28th IRI Prime Study Group

Dreams of transition practices in the future...a world without lines...a system which conforms to students needs, not where a student needs to conform to a system...youth with disabilities are empowered by the community at large...raised expectations that people with disabilities can fully access the careers of their choice...no barriers for students with disabilities to achieve their dreams and aspirations...parents are equal partners in transition planning...youth with disabilities are treated with respect and dignity... partners in transition initiatives work collaboratively and creatively to find a way to make it work, to go beyond the traditional way of doing business... resources are available to implement effective transition programs... control and turf issues are a thing of the past...transition practices greatly impact the opportunities for youth with disabilities to work in careers of their choice, pursue post-secondary education, live independently, and become full members of the community of their choice...

"Envisioning the end is enough to put the means in motion."

—Dorothea Brende American Success Writer

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Chapter 1:

Broadening Our Horizons: Spirit of the Law

"Law and order exist for the purpose of establishing justice and when they fail in this purpose they become the dangerously structured dams that block the flow of social progress."

—Martin Luther King, Jr. 1929-1968 The intent of the 28th Institute on Rehabilitation Issues (IRI) is to improve the successful outcomes of youth with disabilities by addressing systemic issues between the vocational rehabilitation (VR) system, education system and other systems mandated to provide transition services. This publication provides strategies to increase opportunities for the empowerment and choice of youth with disabilities, and emphasizes the critical role of parents as equal partners in transition planning. The increased knowledge of legislative requirements along with information about research-based effective practices, will enhance collaboration between transition partners and career outcomes of youth with disabilities.

Vision: From Compliance to Commitment

The members of the 28th IRI Primary Study Group on "Investing in the Transition of Youth with Disabilities to Productive Careers," share a vision for students:

Empowered youth with disabilities access the community of their choice to achieve their desired careers, life-long learning and a rich quality of life.

When the IRI Primary Study Group was formed, great care was given to creating a cross-systems transition team. Members of the IRI team represent VR professionals, special educators, parents, students, career and technical educators, and workforce development staff. This composition of the team reflects the critical role of partnerships to strive for a seamless system of transition programs and services. The vision statement reflects the insight and direction of members of the 28th IRI to assist youth with disabilities achieve their dreams and career aspirations.

Concepts and terms such as desired careers, life long learning and choice may be familiar to practitioners in the VR field and special education, but others may find these terms abstract and unclear. In the context of this IRI document, the terms are defined as follows:

- *choice* is the power, right, or liberty of selecting from a sufficient number of options;
- *community of their choice* means that individuals will have an array of opportunities, supports and experiences available to facilitate their career, post secondary education, military service or related adult life decisions and activities. This prime study group recognizes that transition is more than just employment and that outcomes such as independent

living are not valued similarly across different cultural groups. "Community of their choice" allows for achieving post school goals and interdependence within the context of family living—something that is highly valued by a number of underserved cultural groups.

- *careers* is referenced as a chosen profession or occupation within the general course of one's life; and
- *life-long learning* is continuing to acquire knowledge and skills for a lifetime.

The Roots of Individual Choice

Historically, individuals with disabilities have gained access to the mainstream of American society as a function of political forces, social trends, or public advocacy. World War I spawned numerous programs for soldiers wounded in the war to receive physical restoration and vocational retraining. This resulted in a movement to provide similar services for civilians with disabilities, and in 1920 the Smith-Fess Act was passed to establish the State/Federal VR program. The Civil Rights Movement of the 1960s reflected an era of unrest for disenfranchised members of American society. This movement laid the groundwork for increased and equal employment opportunities for minorities to enter and compete in the labor force. The Rehabilitation Act of 1973, as amended, expanded rehabilitation services to include individuals with more significant disabilities and increased the groups of individuals served by the VR program.

Over these past 85 years, since the signing of the Smith-Fess Act, the Federal Government has provided funds for vocational rehabilitation to States that met certain requirements as listed in a State plan for physical restoration and vocational retraining for individuals with disabilities. With the passing of additional legislation, a higher level of compliance was established for the Nation to meet; it was only a matter of time before individuals would realize a new vision, a new goal, and a new commitment. The standards of compliance with the statutory requirements were raised again and again in providing services to individuals with disabilities. These requirements have provided the foundation for the current standing of people with disabilities in our society and the springboard for our future.

In 1972, then President Nixon vetoed the proposed Rehabilitation Act of 1972 because he thought it was too costly. Those in support of the legislation responded by taking their concerns directly to Congress. The following year, the Rehabilitation Act of 1973 (the Rehabilitation Act) was signed by the President, creating promises and a commitment to people with disabilities never seen before in our country. The Nation saw for the first time a government willing to say that disability is a natural part of the human experience. These concepts are perhaps best summarized in section 2(a)(3) of the 1992 Amendments to the Rehabilitation Act:

- "...disability is a natural part of the human experience and in no way diminishes the right of individuals to
 - (a) live independently;
 - (b) enjoy self-determination;
 - (c) make choices;
 - (d) contribute to society;
 - (e) pursue meaningful careers; and

(f) enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society."

Congress had also recognized several other important facts:

- There were millions of Americans with disabilities, and that the number would continue to grow, and
- Discrimination was evident in employment, housing, public accommodations, education, transportation, communication, recreation, institutionalization, health services, voting and public services.

During the signing of the 1990 Americans with Disabilities Act (ADA), President George Bush stated, "ADA is powerful in its simplicity. It will ensure that people with disabilities are given the basic guarantees for which they have worked so long and so hard. Independence, freedom of choice, control of their lives and the opportunity to blend fully and equally into the right mosaic of the American mainstream." Again we were at a point in our Nation where there was a new commitment and passion to support a vision. The renewed commitment to ensure basic guarantees and rights of individuals with disabilities was extended to students with disabilities.

Transition Services Introduced into Law

Transition services for students with disabilities exiting school to post school activities were addressed for the first time in the 1990 Amendments to the Individuals with Disabilities Education Act (IDEA P.L. 101-476). Public education focused on equal opportunities for students with disabilities receiving special education and improving the quality of life for students with disabilities. The Individualized Education Program (IEP) team was to now look ahead in the student's life and identify vocational and career training opportunities, continuing education, adult services, and independent living supports in their community. Finally, seventeen years after Congress passed the Rehabilitation Act, youth with disabilities were getting their own compliance legislation; their starting point to pursue traditional American ideals such as living independently, enjoying self-determination, making choices, contributing to society, acquiring meaningful careers, and enjoying full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society.

In 1992, social trends, political forces and consumer and advocacy groups formed the Independent Living movement, introduced the concept of "informed choice" and urged the VR program to provide increased opportunities for individuals with disabilities to participate at the individual and systemic levels of the VR program. Hence, the 1992 Amendments to the Rehabilitation Act shifted the locus of control of the rehabilitation process from the VR counselor to the consumer. It is now required that the State VR program provide its participants with the opportunity to exercise informed choice throughout the VR process, including making decisions about the employment goal, services, service providers, settings for employment, service provision and methods for procuring services. To this end, youth with disabilities (or their representatives) must participate in the VR process as informed and active decision makers and partners in their career development and life choices.

This chapter addresses the passion and commitment behind the development of Federal requirements to assist ALL individuals with disabilities, including youth in transition,

to enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society. See Appendix A: Guidelines for Disability Policy Change Agents, by Robert Silverstein, for a description of the disability policy framework.

From Compliance To Commitment

The vision of the 28th IRI is intended to lead the public VR program beyond the history of a compliance-driven focus to a true commitment to the spirit of the 1998 Amendments of the Rehabilitation Act. The Rehabilitation Act now authorizes the State VR system to provide consultation and technical assistance to assist special educational systems, students, and parents in planning for the transition of students with disabilities from school to post-school activities. This provision creates opportunity for cooperation and establishes terms for a complementary working relationship. Embracing the vision of the 28th IRI will better equip VR professionals and educators to assist students with disabilities to actualize their career aspirations and dreams.

Spirit of the Law

The National Organization on Disability (NOD) presents a historical perspective on education and disability, and recommends making use of what we have:

If we are to ensure that young people with disabilities have the education and training that they need in order to participate fully in the economy, we must first work harder at making sure that young people, their parents, their teachers, and school administrators are aware of the laws and programs that are already in place to ensure an adequate, appropriate education for young people with disabilities—and we must channel these young people into the same employment—enhancing career paths (like advanced technical skills and the health service industry) that are so helpful for their non-disabled counterparts in finding work (NOD, 2001, ¶ 10).

The successful transition of students with disabilities from school to adult life is a shared responsibility, particularly defined in the IDEA 1997 and the 1998 Amendments to the Rehabilitation Act. Both mandate and promote a shared vision for youth with disabilities to transition from education to employment and careers. The definition of transition services is very similar in both pieces of legislation, defining transition services as a coordinated set of activities for a student, designed within an outcome-oriented process. Both laws require increased accountability for outcomes of students with disabilities. IDEA and the Rehabilitation Act require interagency collaboration, and the Rehabilitation Act further requires the development of a formal interagency agreement to outline the roles and responsibilities for the State Educational Agency (SEA) and the VR program to assist students with disabilities who transition from school to post school activities so that services better conform to the needs of the student. A quick reference guide to legislation affecting transition services is provided in Chapter 2.

To move policymakers and practitioners from compliance to commitment in the field of transition, the Federal government has supported several systems change efforts that are based upon a shared vision for youth with disabilities and emphasize the need for cooperation, collaboration and flexibility (Office of Special Education Programs, 1997).

The spirit of the law is, in fact, the spirit of this document.

What do the Statistics Tell Us Now?

The National Longitudinal Transition Study (NLTS) (1987-1993) clearly establishes the need for systematic and effective transition planning and states that students with disabilities should receive opportunities to:

- Be included as fully as possible in general education;
- Develop skills that promote self-determination;
- Have paid work experiences with employers committed to working with students with disabilities;
- Engage in learning that integrates academic and vocational instruction emphasizing post-school outcomes and adult roles and responsibilities; and
- Be linked to community resources that will support and promote student preferences, full access, and participation (NLTS, 1993).

The Longitudinal Study of the Vocational Rehabilitation Service Program (2000, July) describes the characteristics and outcomes of transitional youth (youth with disabilities between the ages of 18 and 25 who applied for VR services). The study concludes that of all individuals served by VR agencies, transitional youth represent 13. 6%. Almost two-thirds of these youth participated in special education in high school. Typically youth applied for VR services to help them enter the labor force; services include job placement (67% of youth receiving VR services), vocational training (60%), and support for education (51%). Sixty-three percent of youth receiving VR services achieved an employment outcome. Receiving specific VR services (education or training, physical or mental restoration, and diagnostic or evaluation services) was strongly associated with the achievement of competitive employment. Those who achieved employment outcomes were less likely to be receiving financial assistance (SSI, general assistance, etc.). Higher levels of self-esteem and locus of control were positively associated with employment outcomes. The longitudinal studies provide evidence that the VR program and cross-systems strategies promote the successful transition of youth with disabilities from school to careers.

How Does Evidence-Based Research Support a Common Vision?

Enhancing career paths for students with disabilities is directly related to the student's ability to successfully complete high school. Key factors have been identified to improve graduation and employment outcomes of students with disabilities. Benz, Lindstrom, and Yavanoff (2000) when studying predictive factors and student perspectives recommend:

- Focusing secondary and transition services concurrently on the two goals of school completion and post-school preparation;
- Promoting curricular relevance and student self-determination through student-centered planning and individualized services;
- Expanding the use of collaborative service delivery programs as a mechanism for delivering transition services; and
- Extending secondary school reform efforts to include career development, applied learning in the community, and transition planning as a central part of the regular education curriculum.

success of partnerships in transition from school to work. A study focusing on the impact of school-to-work transition reform initiatives (National Institute for Work and Learning, Academy for Educational Development, June 1995) identifies critical elements or building blocks in model school-to-work programs:

- Leadership of administrators;
- Professional development;
- Collaboration;
- Student self-determination;
- Work-based learning strategies; and
- Creative financing.

Collaboration partnerships are described by the National Transition Alliance for Youth with Disabilities (NTA) in the "School to Work Sustainability Toolkit: Collaboration, Partnerships and Leadership" (NTA, 2001):

Collaborative partnerships promote shared service delivery, efficient resource utilization, and system-wide problem solving. They also result in elimination of service gaps, avoidance of service duplication, and reduction of professional territoriality. Thus, collaborative partnerships cultivate a sustainable, integrated system, as compared to separate, competing system components. By developing integrated systems, we're better able to respond to the changing needs of students and their families, and provide the diverse learning experiences that ensure successful outcomes. (¶ 2).

According to the National Council on Disability:

Full compliance with the Individuals with Disabilities Education Act (IDEA) will ultimately be the product of collaborative partnerships and long-term alliances among all parties having an interest in how IDEA is implemented. For such partnerships to be effective, all interested parties must be well prepared to articulate their needs and advocate for their objectives. To that end, coordinated statewide strategies of self-advocacy training for students with disabilities and their parents are vital (NCD, 2000, January, Training and Advocacy section, \P 8).

These strategies are explored in upcoming chapters.

Applying Our Knowledge to Future Practice

We live in a time when programs can no longer work in isolation of one another, and must work in partnership to achieve measurable outcomes. Therefore, the 28th IRI Prime Study Group believes that the concept of a common vision for transition is inherent to the New Freedom Initiative (Bush, 2001), a nationwide effort to remove barriers to community living for people with disabilities. The New Freedom Initiative is a comprehensive plan that represents an important step in working to ensure that all Americans have the opportunity to learn and develop skills, engage in productive work, make choices about their daily lives and participate fully in community life. The Initiative's goals are to:

- Increase access to assistive and universally designed technologies;
- Expand educational opportunities;
- Promote home ownership;

- Integrate Americans with disabilities into the workforce;
- Expand transportation options; and
- Promote full access to community life.

Conclusion

There is clear evidence in research and practice that supports the shared vision of the 28th IRI Prime Study Group.

Empowered youth with disabilities access the community of their choice to achieve their desired careers, life-long learning and a rich quality of life.

Transition partners must use the existing knowledge base, stop reinventing the wheel, and get down to the business of creating a network of support which empowers students to achieve successful post-school outcomes. The community of practitioners cannot sit back and wait for someone else to take the lead. Everyone must step up to the plate, go beyond arguments over dollars and turf issues, and focus on the students' dreams and aspirations. This needs to occur at a Federal, State, and local level to impact change in transition practices.

The Rest of the Story

Chapter 1 has provided the foundation for the following chapters to take the reader along the journey from compliance to commitment.

Developing an understanding of legislative requirements gives the reader a solid foundation for practice. This is provided in Chapter 2, *Grounding our Journey: Compliance with the Law.*

Chapter 3, *The Center of the Community: The Student and Family*, describes the critical roles of youth and their families, along with strategies to expand their empowerment and self-determination.

Chapter 4, *Meeting the Community Partners*, introduces potential partners on the transition team, along with their roles and responsibilities to support effective practice.

To move from compliance to commitment, Chapter 5, *Community Collaboration*, addresses the elements of collaboration. This chapter suggests ways to make collaboration work at a State and local level, and from a management to direct service perspective.

Chapter 6, *Realizing the Vision: Creating the Path and Traveling Together*, moves from transition theories and concepts to practice, describing strategies to mobilize effective transition practices at a local level through community transition teams.

Successful transition programs can only flourish when ALL of the partners are open to new ideas. Chapter 7, *Learning as a Community: Training and Technical Assistance*, presents strategies for learning and for building programs together.

Chapter 8, *Resources for the Transition Community*, includes extensive transition resources for use in moving from compliance to commitment.

Inserts throughout the document highlight promising and effective practices. These examples entitled "> From Compliance to Commitment," demonstrate how the information presented in each chapter can apply to real-life.

TAKE ACTION TODAY

The authors of the IRI study group "Investing in the Transition of Youth with Disabilities to Productive Careers" invite you to share our vision:

Empowered youth with disabilities access the community of their choice to achieve their desired careers, life-long learning and a rich quality of life.

Chapter 2:

Grounding Our Journey: Compliance with the Law

Vision — It reaches
beyond the thing that is
into the conception of what
can be. Imagination gives
you the picture. Vision
gives you the impulse to
make the picture your own

—Robert Collier American Writer Publisher The National Information Center for Children and Youth with Disabilities (NICHY) (1996, October) stresses the importance of awareness of the laws that affect children and youth with special needs to promote equal opportunities for youth with disabilities. Such knowledge empowers families to advocate and become equal partners in their children's education teams. It builds the ability of students to direct their educational programs. Professionals are assisted through a greater understanding of the entire service delivery system, civil rights, and improved collaboration. This knowledge helps all members of the team to promote equal education opportunities guaranteed by law.

In an ideal world, one law would exist to clearly define the services to support the successful transition of students with disabilities from school to adult life, including successful employment outcomes and desired careers. However, at first glance, there are at least a dozen laws addressing transition services for youth with disabilities. It becomes a complicated maze of programs and services: entitlement verses eligibility, point of entry into services, and the list goes on and on. The VR professional and the educator, however, need to know the laws in order to assist students and parents to navigate the various systems and to facilitate a seamless transition process that is responsive to the transition needs of the student. Once the student and family gain full knowledge of the laws, they can develop a network of services leading to desired careers.

General Education Reform and the Workforce Development System

The authorization of No Child Left Behind Act of 2001 and the Workforce Investment Act of 1998 creates opportunities for ALL youth, including those with disabilities, to prepare for working and living. Beyond the generic education and workforce systems, specialized transition services are available to youth with disabilities through the IDEA and the Rehabilitation Act.

The framework of the No Child Left Behind Act of 2001, enacted on January 8, 2002, is to improve the performance of America's elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school. According to a Fact Sheet of the U.S. Department of Education (n.d.) the principles and strategies of the law include increased accountability for States, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for State and local educational agencies (LEAs) in the use of Federal education dollars; and a stronger emphasis

on reading. It sounds like a simple win-win situation.

According to Assistant Secretary, Office of Special Education and Rehabilitative Services Robert Pasternack (2000) in a conference call presentation entitled *No Child Left Behind: Implications for Secondary Education and Transition*, "...state after state can look at their graduation rates and realize that we can all do better. The goal, I think, is to see that every kid leaves school with a diploma and with the skills that they need to be able to have a meaningful life and meaningful work and to be able to fulfill their dreams and aspirations" (p. 7).

The intent of the Workforce Investment Act of 1998 (WIA) is to consolidate employment and training programs, thereby creating a seamless system of workforce development services for two primary customers – job seekers and employers. There is to be no wrong door. The new workforce development system created under WIA requires job seekers to first seek employment through core services. Both job seekers and employers can enter the system to find an appropriate match. If job seekers are unable to locate employment through core services, they can apply for training services provided through individual training accounts. Finally, intensive services are available to job seekers who need further assistance.

WIA Youth Services (Title I) provided within the one-stop system assist youth facing serious barriers to employment to prepare for entering the labor force by providing job training and other related employment services. According to the John J. Heldrich Center on Workforce Development in *Recipes for Success: Youth Council Guide to Creating a Youth Development System under WIA* (2000),

The Workforce Investment Act (WIA) challenges communities to develop a better understanding of how young people grow and mature into responsible adults...Youth development helps young people move to more mature ways of thinking, feeling, and acting...In general, a youth development approach: focuses on a young person's assets, communicates high expectations, provides opportunities for leadership, encourages a sense of personal identity, broadens a young person's perspective, provides safe surroundings, and connects them with caring adults.... Today's youth programs must focus on helping young people develop the skills, knowledge, and competencies required for today's complex workplace (p. 3-4).

IDEA of 1997 and the Rehabilitation Act

The emphasis upon transition services for students with disabilities has grown in the last twenty years because of their high drop out and unemployment rates when compared to youth without disabilities. With this growth of transition services, IDEA and the Rehabilitation Act have become somewhat more congruent in definitions and guidance. IDEA requires an outcome-oriented approach with a focus on better results. The desired post-school outcomes include post-secondary education/training; employment; and community living (residential, recreation/leisure, and participation). Similarly, the Rehabilitation Act utilizes an outcome-oriented approach with a focus on career development, competitive employment in the integrated labor market, and self-sufficiency of the individual.

The following Quick Reference Guide compares IDEA and the Rehabilitation Act Amendments of 1998. Later in the chapter, an additional guide describes other relevant legislation. These guides are intended solely as a tool for educators, agency staff, parents, and students to better understand the transition requirements identified in legislation and are not intended as a legal interpretation of the law.

	IDEA 1997 http://www.ed.gov/offices/OSERS/Policy/IDEA/ the_law.html	The Rehabilitation Act http://www.ed.gov/offices/OSERS/RSA/Policy/Leg islation/narrative.html
Primary Purpose	To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living. Section 601(d))	To empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society. Section 2(b)(1)
Definition of Transition Services	A coordinated set of activities that is designed within an outcome-oriented process, that promotes movement from school to post-school activities; is based on student needs, taking into account the student's preference and interest; and includes instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and if appropriate acquisition of daily living skills and functional vocational assessment. Section 602(30)	A coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. Section 721(55)
Eligibility	Definition of "Child with a disability" (Eligibility) The term 'child with a disability' means a child (i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services. Section 602(3)(a) FREE APPROPRIATE PUBLIC EDUCATION-The term 'free appropriate public education' means special education and related services that a (A) have been provided at public expense, under public supervision and direction, and without charge; (B) meet the standards of the State educational agency; (C) include an appropriate preschool, elementary, or secondary school education in the State involved; and (D) are provided in conformity with the individualized education program required under the Individualized Education program 614(d). (Section 602(8))	a. Someone with a physical or mental disability that constitutes or results in a substantial impediment to employment; b. can benefit in terms of an employment outcome from vocational rehabilitation services, and c. requires vocational rehabilitation services to prepare for, secure, retain or regain employment. Section 7, (20)(A) and Section 102(a)(1) Upon initial application, determination of eligibility for services must be established within 60 days. Section 102(a)(6)

IDEA 1997

The Rehabilitation Act

Plan and Service Requirements

INDIVIDUALIZED EDUCATION

PROGRAM- The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes --

- (i) a statement of the child's present levels of educational performance, including --
- (I) how the child's disability affects the child's involvement and progress in the general curriculum; or
- (II) for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (ii) a statement of measurable annual goals, including benchmarks or short-term objectives, related to --
- (I) meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
- (II) meeting each of the child's other educational needs that result from the child's disability;
- (iii) a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child --
- (I) to advance appropriately toward attaining the annual goals;
- (II) to be involved and progress in the general curriculum in accordance with clause (i) and to participate in extracurricular and other nonacademic activities; and
- (III) to be educated and participate with other children with disabilities and no disabled children in the activities described in this paragraph;
- (iv) an explanation of the extent, if any, to which the child will not participate with no disabled children in the regular class and in the activities described in clause (iii);
- (v) (I) a statement of any individual modifications in the administration of State or district wide assessments of student achievement that are needed in order for the child to participate in such assessment; and

SERVICES TO INDIVIDUALS: As described in the individualized plan for employment (IPE), VR services are necessary to assist an individual with a disability in preparing for securing, retaining, or regaining an employment outcome that is consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individual. Transition services are specifically defined in the law are transition services for students with disabilities that facilitate the achievement of an employment outcome identified in the individualized plan for employment. (Section 103(a)(15))

SERVICES TO GROUPS: Vocational rehabilitation services provided for the benefit of groups of individuals with disabilities may also include the following: consultative and technical assistance services to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including employment. Sec. 103(b)(6)

ORDER OF SELECTION: In the event that vocational rehabilitation services cannot be provided to all eligible individuals with disabilities

in the State who apply for the services, the State plan shall—

- "(A) show the order to be followed in selecting eligible individuals to be provided vocational rehabilitation services;
- "(B) provide the justification for the order of selection;
- "(C) include an assurance that, in accordance with criteria established by the State for the order of selection,
- individuals with the most significant disabilities will be selected first for the provision of vocational rehabilitation

services; and

- "(D) provide that eligible individuals, who do not meet the order of selection criteria, shall have access to services
- provided through an identified information and referral system. 101(a)(5)

Chapter Two

IDEA 1997 The Rehabilitation Act (II) if the IEP Team determines that the child Plan and Service will not participate in a particular State or Requirements district wide assessment of student achievement (or part of such an assessment), a cont. statement of --(aa) why that assessment is not appropriate for the child; and (bb) how the child will be assessed; (vi) the projected date for the beginning of the services and modifications described in clause (iii), and the anticipated frequency, location, and duration of those services and modifications; (vii) (I) beginning at age 14, and updated annually, a statement of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program); (II) beginning at age 16 (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages; and (III) beginning at least one year before the child reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m); and (viii) a statement of --(I) how the child's progress toward the annual goals described in clause (ii) will be measured; and (II) how the child's parents will be regularly informed (by such means as periodic report cards), at least as often as parents are informed of their no disabled children's progress, of --(aa) their child's progress toward the annual goals described in clause (ii); and (bb) the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. (Section 614(d)(1)(A))

IDEA 1997

The Rehabilitation Act

Collaboration and Coordination

Ensure that an interagency agreement is in effect between other public agencies, in order to ensure that all services that are needed to ensure a free appropriate public education are provided, including the provision of such services during the pendency of any dispute. The agreement shall include the following: A method for defining the financial responsibility of each agency for providing services to ensure a free appropriate public education to children with disabilities (the State Medicaid agency shall precede the financial responsibility of the Local Educational Agency [LEA]); the conditions, terms, and procedures under which a local educational agency shall be reimbursed by other agencies; procedures for resolving interagency disputes; policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination of timely and appropriate delivery of services. Section 613.

The state plan shall contain plans, policies, and procedures for coordination that are designed to facilitate the transition of the students with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services. This requires a formal interagency agreement with the State educational agency that, provides for (1) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services; (2) transition planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and completion of their individualized education programs under section 614(d) of the Individuals with Disabilities Education Act (as added by section 101 of Public Law 105-17); the (3)roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services; (4) and procedures for outreach to and identification of students with disabilities who need the transition services. Section 101(a)(11)(d)

Additional Legislation

Additional Legislation

Additional legislation supports the transition of students with disabilities from school to productive careers. The quick reference guide includes an overview of the following legislation:

- Title I of the Workforce Investment Act
- Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998
- Americans with Disabilities Act of 1990 (ADA)
- Section 504 of the Rehabilitation Act of 1973
- Ticket to Work and Work Incentives Improvement Act of 1999.

28th IRI: Investing in the Transition of Youth with Disabilities to Productive Careers Quick Reference Guide of Additional Legislation Mandating Transition Services

	Quick Reference Guide of Additional Legislation Mandating Transition Services				
LAW http://www.doleta.gov/regs/ statutes/wialaw.htm	CRITICAL ELEMENT	DESCRIPTION			
Workforce Investment Act of 1998 (P.L. 105-20), Title I	Purpose (20 CFR, Sec. 660-100)	The purpose of WIA, Title I is to provide workforce investment activities that increase the employment, retention and earnings of participants, and increase occupational skill attainment by participants, which will improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation's economy. These goals are to be achieved through the workforce investment system.(20 CFR, Sec. 660-100)			
(WIA, Title I)	Establishment, Roles, and Responsibilities if the Youth Council (Section 126(a)) to Design Year-Round Youth	Establishment, Roles, and Responsibilities if the Youth Council (Section 126(a)) to Design Year-Round Youth Employment Programs			
(WIA, Title I)	Eligible Youth (Sec. 101(13))	Eligible youth must be between the ages 14 through 21, low-income, and have one or more of the following conditions: deficient in basic literacy skills; a school dropout; homeless, runaway, or foster child; pregnant or a parent; an offender; or require additional assistance to complete an educational program or to secure and hold employment. At a minimum, 30 percent of the local funds must be used to provide activities to out-of-school youth, with an exception for small states that meet certain conditions. Youth with disabilities are considered a family of one when determining eligibility based upon income criteria as established in WIA.			
(WIA, Title I)	Themes Governing the Design of Youth Programs	There are four themes governing the design of youth programs under WIA: 1) improve educational opportunities, 2) provide employment success, 3) provide support services to WIA youth programs, 4) help youth develop as citizens and leaders. The design framework for WIA Youth programs includes: 1) an objective assessment of occupational, 2) academic skills and service needs, 3) an individual service strategy that identifies age-appropriate career goals and addresses results of the assessment, 4) provides for post secondary educational opportunities, 5) provide linkages between academic and occupational learning, 6) provide preparation for employment and 7) provide effective connections to intermediary organizations that provide strong links to the labor market and employers.			
(WIA, Title I)	Ten Required Program Elements (Excerpted WIA regulations, 20 CFR Part 664.410)	 In addition to providing the framework services, there are ten required program elements designed to ensure a youth development approach to service delivery is incorporated with the youth employment focus of WIA services. The ten elements are: 1. Tutoring, study skills training and instruction leading to secondary completion, including drop out prevention strategies; 2. Alternative secondary school offerings; 3. Summer employment opportunities linked to academic and occupational learning; 4. Paid and unpaid work experiences including internships and job shadowing; 5. Occupational skill training; 6. Leadership development opportunities including community service and peer-centered activities encouraging responsibility and other positive social behaviors; 7. Supportive services which may include linkages to community services assistance with child care and dependant care, transportation, housing, referrals to medical services and assistance with uniforms or other appropriate work attire and work related tools. 8. Adult mentoring for at least 12 months 9. Follow up services 10. Comprehensive guidance and counseling such as drug and alcohol abuse counseling as appropriate. 			
(WIA, Title I)	Change in Emphasis from Summer Employment to Year-Round Programming	As previously mentioned, the changes to Labor funded youth programs call for an emphasis on year-round programming; therefore, the stand-alone summer program is no longer an allowable activity. Although providing a summer employment opportunity is required, it is to be part of a comprehensive strategy design. As such, a young person enrolled in a summer employment opportunity would receive services in addition to a summer employment opportunity. For example, following a summer employment opportunity, a young person could also receive 12 months of follow-up services such as tutoring assistance during the school year			

28th IRI: Investing in the Transition of Youth with Disabilities to Productive Careers Quick Reference Guide of Additional Legislation Mandating Transition Services

Quick Reference Guide of Additional Legislation Mandating Transition Services				
LAW http://www.doleta.gov/regs/ statutes/wialaw.htm	CRITICAL ELEMENT	DESCRIPTION		
Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (P.L. 105-332) http://www.ed.gov/offices/ OVAE/CTE/legis.html	Purpose Sec. 2. 20 USC 2301	The purpose of this Act is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs, by 1. building on the efforts of States and localities to develop challenging academic standards; 2. promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students; 3. increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and 4. disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services, and activities.		
(Perkins III)	Definition of Individual with a Disability (42 U.S.C. 12102)).	Individual with a disability In generalThe term `individual with a disability means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990) (See ADA, Definition of Disability (Section 3(3) in following section of this table.)7. Supportive services which may include linkages to community services assistance with child care and dependant care, transportation, housing, referrals to medical services and assistance with uniforms or other appropriate work attire and work related tools.		
(Perkins III)	New Vision of Vocational and Technical Education for the 21st Century	The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) establishes a new vision of vocational and technical education for the 21st century, with goals to improving student achievement and preparing students for postsecondary education, further learning, and careers.		
(Perkins III)	Federal Investment on High Quality Programs	Perkins III focuses the Federal investment in vocational and technical education on high-quality programs that: • integrate academic and vocational education; • promote student attainment of challenging academic and vocational and technical standards; • provide students with strong experience in, and understanding of all aspects of an industry; • address the needs of individuals who are members of special populations;.		
(Perkins III)	State Performance Accountability System	Perkins III creates a State performance accountability system, with a number of "core indicators," as follows: • Student attainment of challenging State established academic, and vocational and technical, skill proficiencies Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential; • Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment; and • Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.		
(Perkins III)	Provision of IDEA and Section 504 Services	Funds under the Perkins Act may be used to pay for the costs of vocational and technical education services required in an individualized education plan required by IDEA and services necessary to meet the requirements of section 504 of the Rehabilitation Act of 1973, as amended, with respect to ensuring equal access to vocational and technical education. Provisions of the Perkins Act require schools to assist "special populations," which includes students with disabilities to enter vocational education and assist students with disabilities in fulfilling IDEA transition requirements. A number of components may be necessary under the Perkins Act to promote successful completion of programs, including: curriculum modifications, cooperative learning experiences, equipment modification, classroom modifications, support personnel, and provision of instructional aids and devices.		
(Perkins III)	State Plan. Sec. 22. 20 USC 2342	One of the requirements of the state plan describes how individuals who are members of the special populations 1. will be provided with equal access to activities assisted under this title; 2. will not be discriminated against on the basis of their status as members of the special populations; and 3. will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high skill, high wage careers;		

Chapter Two

Comparison of Individuals with Disabilities Education Act of 1997 and the Rehabilitation Act Amendments of 1998 **IDEA 1997** The Rehabilitation Act (II) if the IEP Team determines that the child Plan and Service will not participate in a particular State or Requirements district wide assessment of student achievement (or part of such an assessment), a cont. statement of --(aa) why that assessment is not appropriate for the child; and (bb) how the child will be assessed; (vi) the projected date for the beginning of the services and modifications described in clause (iii), and the anticipated frequency, location, and duration of those services and modifications; (vii) (I) beginning at age 14, and updated annually, a statement of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program); (II) beginning at age 16 (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages; and (III) beginning at least one year before the child reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m); and (viii) a statement of --(I) how the child's progress toward the annual goals described in clause (ii) will be measured; and (II) how the child's parents will be regularly informed (by such means as periodic report cards), at least as often as parents are informed of their no disabled children's progress, of --(aa) their child's progress toward the annual goals described in clause (ii); and (bb) the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. (Section 614(d)(1)(A))

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IDEA 1997

The state plan shall contain plans, policies, and procedures for coordination that are designed to facilitate the transition of the students with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services. This requires a formal interagency agreement with the State educational agency that, provides for (1) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services; (2) transition planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and completion of their individualized education programs under section 614(d) of the Individuals with Disabilities Education Act (as added by section 101 of Public Law 105-17); the (3)roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services; (4) and procedures for outreach to and identification of students with disabilities who need the transition services. Section 101(a)(11)(d)

The Rehabilitation Act

Additional Legislation

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- Section 504 of the Rehabilitation Act of 1973
- Ticket to Work and Work Incentives Improvement Act of 1999.

Legislation to Practice

Beyond the mandates established in this Federal legislation, regulations are promulgated for each law to provide guidance and clarification on implementation and practice. The administration's priorities also influence the emphasis, impact, and direction of programs created in Federal laws. As indicated previously in this document, under the Bush administration, the New Freedom Initiative includes a blueprint for programs affecting the lives of youth and adults with disabilities.

In addition to this Federal framework, States establish regulations setting the parameters of many Federal programs, such as special education. To put the legislation and regulations into practice, policies and program guidelines are implemented at a State and local level.

Conclusion

Because of the complexity and multifaceted nature of transition as defined in the law, it is critical to understand the roles and responsibilities of the key partners in transition, as identified in Chapters 3 and 4.

TAKE ACTION TODAY

- Expand your knowledge of the requirements of legislation and spirit of the laws.
- Share this knowledge with others at a local, state, and national level.
- Educate youth and families, direct service staff, management and administration of all transition team partners.
- Take a leadership role, and be open to new ways to create a seamless system of transition.

Empowered youth with disabilities access the community of their choice to achieve their desired careers, life long learning, and a rich quality of life.

FROM COMPLIANCE TO COMMITMENT: Establishing State Transition Legislation

The Maryland Interagency Transition Council was established under Executive Order 01.01.2000.26. The Interagency Transition Council is charged with establishing the Interagency State Plan, as required in Maryland Legislation Article 21-305.

Maryland Legislation Article 21-305 addressed concerns about the transition outcomes of youths with disabilities. It required that an interagency task force consider the issues, discuss 10 required components, and submit a three-year plan to identify and define overall state polices that support a more seamless transition system that moves on a continuum from the entitlement of school-based transition services to the eligibility-based adult system. The Plan was submitted to the Legislature in April 1997. This three-year plan identified nine objectives with contributing activities:

- 1. Establish a coordinated reporting system that is responsive to the needs of students and ensures the delivery of needed services.
- 2. Address the number of students going out-of-state for special education services and ensure appropriate transitioning services for out-of-state and non-public school students.
- 3 Increase the capacity of the Governor's Transitioning Youth Initiative (GTYI) to ensure that all students with the most severe disabilities between the ages of 18 and 21 will have access to the full range of transition services.
- 4. Ensure that students with disabilities, families, and advocacy groups receive training and support to ensure informed and active participation, beginning by the ninth grade.
- 5. Plan and develop a coordinated statewide system of training and technical assistance to the range of professionals who are critical to effective transition services (including special educators, high school guidance counselors, vocational counselors, service coordinators, case managers, community-based adult service agencies, employers, and employer-related organizations).
- 6. Ensure consistency and understanding of the roles and responsibilities of education organizations involved in transition.
- 7. Establish a statewide mechanism to conduct student follow-up surveys. These data will be used for reporting, accountability, identifying service gaps, rectifying gaps, program evaluation, student-related decision making, and systems change.
- 8. Ensure that model program criteria are replicated.
- 9. Increase collaboration with other organizations, including but not limited to the Office of Children, Youth and Families, Department of Housing and Community Development, Department of Juvenile Justice, Independent Living Centers, and Department of Human Resources.

 $For additional \ information \ visit \ http://www.ed.uiuc.edu/sped/tri/md_interagency_state_plan.htm$

Chapter 3:

The Center of the Community:

The Student and Family

"Each person designs
his own life, freedom
gives him the power
to carry out his own
designs, and power gives
the freedom to interfere
with the designs of
others."

—Eric Berne 1910-1970, Psychiatrist, Writer

Introduction

Students and families are the primary stakeholders in the transition process, and bear the majority of responsibility as well as reward for effective transition. As students first enter the transition process they usually play a less active role than their parents. However, as they get older they ultimately become solely responsible for their transition from dependence to independence. The VR counselor may be the first person in the student's life that is obligated, by law, to deal with the student as an autonomous (or soon to be autonomous) adult. Up to this point, everyone providing services—primarily the school system and the medical profession—have an obligation to work with the parents/guardians.

The Most Important Player: The Student

Like all students, youth with disabilities have dreams and ambitions and can be productive members of society. While transition is a normal process experienced by all students and their families, students with disabilities, because of their unique circumstances, benefit from beginning the transition process much earlier than other students. Practice has shown that students who participate in transition planning earlier by doing simple things like refining interests and talents attain more goals and have an easier time attaining them (Anderson-Inman, Knox-Quin, & Szymanski, 1999).

The student's dreams, interests, and goals must drive transition planning. Students must be given every opportunity to understand their options and lead the process. These are skills that youth must develop, with appropriate supports and opportunities. Depending upon their disability, levels of self-advocacy and self-determination differ, nevertheless ALL students need to know what self-advocacy and self-determination are.

Assuming responsibility for informed choice over what is essentially the beginning of the rest of the student's life requires:

- Developing an understanding of self, including strengths and needs,
- Being able to communicate desires, ideas, and values,
- Understanding short and long term affects of disability,
- Wearing or using all necessary assistive devices, despite teenage desires to fit in,
- Being able to disclose his or her disability, when appropriate,

- Knowing and requesting preferred accommodations,
- Understanding disability culture,
- Learning and practicing self-determination skills,
- Preparing to take on adult roles and responsibilities.

Importance of the Family

Families of youth with disabilities have already been through numerous transitions. All of these transitions involve, to some degree, an increase in the independence of the child with disabilities. The overall process of moving from dependent child to independent adult within our society is the same for all youth. That process involves families providing, over time, more opportunities for youths to make choices (and to live with, and learn from, the consequences of those choices), to take on responsibilities within the home and for self, and to engage in higher and higher levels of self-determination behaviors.

The importance of family in the vocational rehabilitation process has been heightened by IDEA and the subsequent focus on the successful transition of students from school to work. In fact, during the last decade the family has been identified as critical to the success of transitional students as they move from school to work. For students with disabilities, family involvement during transition is not important, it is essential. Supportive families, actively involved in their young member's transition to the world of work, greatly increase the chances for successful transitions. --26th IRI, The Family as a Critical Partner in the Achievement of a Successful Employment Outcome, 2000

It is also assumed that the family is primarily responsible for teaching necessary life skills: self-care, household tasks and other daily living skills, money-management, and social graces and conventions. Even highly technical skills such as driving an automobile are often considered to be at least partially the responsibility of the family.

Although our educational system plays a role in providing instruction in employability skills—being on time, finishing a task, organization, neatness, etc.—our society still expects the family unit to bear the primary responsibility for providing these foundation skills for the future employment and independent living skills of youth. Many factors, of course, influence a family's capacity to carry out these responsibilities: income, marital status, minority status, cultural background, language barriers, disabilities, family size, etc. Since disabilities occur across all segments of our society, families of youth with disabilities are subject to the same factors and influence as other families.

Variables Influencing Families' Participation in Transition Planning

Families benefit from contact with other parents and adults with disabilities. Through peer support, parents can learn about choices and self-determination strategies for their youth. Families who experience this kind of support may be more empowered to participate as equal partners in the transition planning process.

However, it cannot be assumed that all families come to the transition process with the benefit of long-term training and supports and positive adult mentors and models. For example, some children have complex needs requiring coordination of medical, therapeutic, and/or educational interventions. Not only may this create many educational and

developmental delays for the child, but also families may get caught up in a crisis mode of operation. It is all they can do to deal with the immediate problems. They do not feel they have the time or emotional energy to study, research, or reflect on the child's future as an adult with a disability. The transition process can take such parents by surprise. They will need additional support and information to prepare for their child's transition to adulthood.

Parents of youth with a recent onset of a disability must deal with emotions of grief and shock at the same time they are working through the transition process. It can be overwhelming. Parents of children with long-known disabilities may re-experience their early emotional reactions to having a child with a disability when they face the reality that their child is becoming an adult.

For other families, the search for an accurate diagnosis of the disability can be frustrating and emotionally draining. With little knowledge about the disability and strategies for accommodations, families need time to gather information and resources. The more knowledge families have about living independently with a disability, the greater their expectation for a rich quality of life for their youth.

Although families come to the transition process from many different circumstances, certain kinds of information and technical assistance from VR and the transition team are essential. This includes:

- Information about the difference between the "entitlement" system of services under IDEA and the "eligibility" system under the Rehabilitation Act.
- Information about State laws and policies regarding the age of majority and its implications for services under IDEA from the schools and for services from VR agencies.
- Information about the state VR agency, independent living centers, rehabilitation training centers, community rehabilitation providers, and other agencies and organizations—both public and private— which can provide transition services to youth with disabilities.
- Information about careers, job opportunities, and supported employment.
- Information and guidance about post-secondary education programs: colleges, community colleges, and vocational training programs.
- Information about consumer organizations of adults with disabilities.

"The Arc ran a series of seminars on transition issues that was fabulously helpful to our family; my husband and I and our son, Paul, all three attended these sessions. They were formal presentations on a variety of subjects: VR and other adult service providers, housing options, SSI, estate planning, even entrepreneurial self-employment opportunities."

Jane Browning, Executive Director, Learning Disabilities Association of America – LDAA, speaking as a mom of a Downs Syndrome child, response to email survey.

"Each year my husband and I attend the National Convention of the National Federation of the Blind. Meeting blind people from so many walks of life has enabled my husband and me to see firsthand that blindness does not have to stop people from achieving what they want to achieve. This belief guides the way we bring up our daughter."

Serena's mother (Castellano & Kosman, 1997)

Empowerment Strategies for Transition Team Partners

Empowerment begins with attitudes and assumptions about the capacities and potential of youth with disabilities. VR counselors, parents, teachers, job coaches, and others working with youth with disabilities in the transition process will be more successful if they embrace the following assumptions:

- Every youth with disabilities who is eligible for VR services is capable of productive employment.
- Youth with disabilities have the right to the same level and range of dreams and aspirations as non-disabled peers.
- Youth with disabilities have the same right to express adolescent needs, fears, concerns, immaturity, impulsivity, creativity and enthusiasms as non-disabled youth.
- Youth with disabilities have the same range of personality traits and characteristics as non-disabled peers.
- Not every problem, need, or difficulty youth with disabilities experience is associated with the disability.
- Youth with disabilities have the same capacity and need to recover and learn from bad choices, mistakes, and failures as non-disabled peers.
- Youth with disabilities need employed adults with disabilities as role models and mentors throughout the transition and pre-transition phase.
- The family has done the best they can with the information and resources available to them.
- Youth with disabilities need to have as much information as possible about all aspects of their specific disability or disabilities: medical, physical, educational, social, future implications, cultural, psychological, etc.

Although the transition team including the VR counselor will begin a relationship with the youth with disabilities before the student reaches the age of majority, the counselor knows, and should make clear to all involved, that adult serving systems such as VR, have a responsibility and obligation to respond to the needs and desires of the student as experienced by the student, not as interpreted by the family or by the educational or medical establishment. Simultaneously, the VR counselor needs to develop a relationship of trust and respect with the family, and solicit their input and support.

The VR counselor can help make this transition easier for all involved in early interactions with the student:

1. Talk to the youth with disabilities directly. Never speak around or about the student in the presence of the student. Always ask the student first for his or her opinion or preference on all subjects related to the student's transition process. Let the student know by your actions and words that they are in charge of the transition process. For example, always ask the student first (not the parents) for information—i.e., social security number, description of the disability, name of their doctor, etc. Even if—especially if—the student does not know this information, the act of requesting it from the student puts the student and everyone else on notice that the student is ultimately

- responsible for, and in charge of, their employment future and the process that leads up to it.
- 2. Notice body language and non-verbal cues of the student indicating disagreement with what has been expressed by parents or other adult authorities. Draw this out. Ask the student if he or she has more information or an opinion to express. Always show respect for the student's feelings and opinions. This will boost confidence and help develop and refine self-advocacy skills.
- 3. Make clear to all parties your obligations regarding confidentiality upon the age of majority. This needs to be addressed more than once or twice over the time of the transition process.
- 4. Always ask the student for data first when making calls, setting up appointments, discussing need for information, e.g., medical records, family income, etc. Although the student may not have the information or even the skills or maturity to provide the information, you are sending a message to the student and family that these are responsibilities that the student should begin to assume.
- 5. Discuss openly and candidly, but respectfully, the procedural changes that will take place once the student has reached the age of majority. Part of the transition planning will move naturally to a discussion of how and when a student will take responsibility for his or her own records and personal information—i.e., birth certificate, social security card, driver's license or photo ID, medical records, etc. These can also be incorporated into IEP goals and the transition plan.
- 6. Speak frankly, honestly, openly, and respectfully about the youth's disability and the characteristics and needs associated with the disability.
- 7. Assess the student's general knowledge about his or her disability. This includes specific awareness of how the disability affects the individual's functioning in the world, attitudes, self-esteem, and expectations centered on the disability.
- 8. Ask parents and family members to share with their child transition stories of their own coming into adulthood and their first jobs.
- 9. Arrange for youth with disabilities and their families to have opportunities to meet adults with disabilities and interact with them as role models and mentors. Help families learn about, and encourage attendance at, workshops, conferences or conventions, local meetings, etc. of disability consumer organizations. Help plan and organize adult speakers who are disabled for school classes or groups in which the youth with disabilities participates. Encourage IEP goals, which promote this interaction (e.g., the youth with disabilities will locate and interview three adults with disabilities, at least one of whom has the same disability as the student, and give a report on the adult's transition to adulthood and employment—what worked for them, what didn't). This is also an essential aspect of promoting self-advocacy—youth with disabilities can learn skills by observing and interacting with empowered adults in convention and workshop settings, job shadowing, summer programs and camps which employ adult directors, counselors, and teachers with disabilities.
- 10. Arrange for youth with disabilities and their families to have opportunities to meet and interact with youth disability groups and other youth with disabilities. Allowing students with disabilities more access to one another creates a sense of community and shared goals.

- 11. Understand the differences in transition needs of youth with different disabilities as verified in the data from the National Longitudinal Transition Study (1993). Share and apply that information to the individual needs of each youth with disabilities. The VR counselor must view the youth with disabilities as a unique individual with needs and strengths who does not fit into a neat, stereotypical category. On the other hand, the counselor must also be aware of trends and documented research findings, which have implications for different transition and training needs of youth with specific types of disabilities.
- 12. Ask parents if they envision their child's transition experience as the same or different from their own transition and the transition of peers with no disability.
- 13. Convey to student, family and others that good grades in school and the capacity to succeed in the school setting do not encompass all the skills and training needed to succeed in the work force.
- 14. Understand that families that have been strong advocates and actively involved in parent consumer organizations may or may not have difficulties in accepting their new role in the transition process. Some may be excited, eager, and ready to turn over responsibility to the maturing student. For others, their role of assertive advocate has become so much a part of who they are and what they do that parents may not find it easy to let go.

Conclusion

The importance of empowering youth with disabilities and their families in the transition process is under-girded by certain assumptions:

- Transition is a normal process for all families in our society.
- Youth with disabilities have the capacity to be productively and competitively employed in high-quality jobs and careers.
- With proper information and supports, families of youth with disabilities have the capacity to support successful transition.

Implementation of the strategies discussed in this chapter will result in youth with disabilities who can explain what they want to do, how they can attain their goals, and how others can help in that process. The principles will lead these students and their families to achieve the shared vision:

Empowered youth with disabilities access the community of their choice to achieve their desired careers, lifelong learning, and a rich quality of life.

24 and shared goals.

Chapter 4:

Meeting the Community Partners

"Coming together is a beginning, staying together is progress, and working together is success."

—Henry Ford 1863-1947, American Industrialist, Founder of Ford Motor Company

Introduction

As evidenced in the array of potential collaboration and partnerships, many people, government agencies, and organizations have distinct roles *and* responsibilities in ensuring the successful transition of youth to productive careers. Intuitively, it may seem that with so many people involved, successful student outcomes are inevitable. However, it is precisely because transition has a multidimensional face that it becomes increasingly important to outline respective roles and responsibilities. Roles of particular importance include: VR counselor, educators, additional transition team partners and employers. By highlighting these roles and responsibilities, it is anticipated that transition teams will work more collaboratively. In the end, everyone in society benefits from effective transition of youth with disabilities into productive careers.

Competencies of Transition Specialists Across Systems

Defur and Tavymans (1995, September) compared the competencies needed for transition specialists in VR, vocational education, and special education. The seven central competencies that emerged as central to this role of transition specialists are as follows:

- Knowledge of agencies and systems change;
- Development and management of transition goals of the Individualized Education Program;
- Working with others in the transition process;
- Vocational assessment and job development;
- Professionalism, advocacy, and legal issues;
- Job training and support; and
- General assessment.

This is a blend of skills required in the fields of special education, vocational education, and VR professions. These competencies will facilitate the interdisciplinary framework needed to support the successful transition of students with disabilities from school to successful careers.

VR Counselor

Competencies

The role of the VR counselor is instrumental in transition

planning for students who are eligible for services from the State VR agency. This role can take many forms and must incorporate philosophical and ethical considerations.

According to the Commission on Certified Rehabilitation Counseling Association (CRCC), the scope of practice for the VR counselor includes the following:

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within the rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career (vocational) counseling;
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;
- case management, referral, and service coordination;
- program evaluation and research;
- interventions to remove environmental, employment, and attitudinal barriers;
- consultation services among multiple parties and regulatory systems;
- job analysis, job development, and job placement services including assistance with employment and job accommodations; and
- the provision of consultation about and access to rehabilitation technology (CRCC, 2003, pp 4-5).

Roles and Responsibilities of the VR Counselor

- 1. Support empowerment and the exercise of informed choice by the student with a disability
- Convey a high expectation of youth with disabilities.
- Inform youth about the array of available community options.
- Assist youth in understanding information and options throughout the decisionmaking process.
- Connect students with peer mentors.
- Advocate for students' rights.

2. Build partnerships

- Provide leadership in the transition community to build a shared vision.
- Assist in the leadership of Local Transition Coordinating Councils (LTCCs) to develop solutions and strategies.

- Link to consumer groups and peer support. Develop mentoring opportunities.
- Partner with community rehabilitation providers, training facilities, and institutions of higher education.
- Involve employers in transition planning activities.
- 3. Provide technical assistance and consultation services (to groups of students, parents, educators, and/or other transition partners). Topics may include:
- Career exploration;
- Job readiness training;
- Soft skill development;
- Self-advocacy skills;
- Information about VR legislation, programs, available services, and comparable benefits;
- Career fairs:
- Transition planning; and
- Disability awareness.

4. Transition Planning

- Establish and maintain a process for receiving referrals of students who receive special education and Section 504 services.
- Develop comprehensive assessment.
- Determine eligibility.
- Develop and align Individualized Plan for Employment (IPE) with the Individualized Education Program (IEP).
- Provide vocational counseling and guidance.
- Provide and coordinate VR services.
- Coordinate comparable benefits.
- Develop accommodation strategies for employment.
- Provide assistive technology programs and services for employment.
- Provide placement services.

VR Administrator

Vision

The VR Administrator provides leadership at the State, regional, and/or local level to set the vision of transition initiatives. In a position paper on the reauthorization of IDEA, the Council of State Administrators of Vocational Rehabilitation (CSAVR) bridges the special education and VR systems to support a common vision of transition:

The CSAVR agrees with the conclusion of the President's Commission on Excellence in Special Education that more effectively implementing existing Federal policies and laws

will dramatically improve the low rates of individuals with disabilities currently obtaining competitive employment or accessing higher education. The CSAVR believes that the return on America's investment in special education is closely linked to the success of the Public VR Program in meeting the multitude of employment-related needs of transitioning youth with disabilities. (CSAVR, 2002, ¶ 4)

Roles and Responsibilities

The VR Administrator is responsible to:

- Develop and implement collaboratively a State agreement to establish the framework for transition services in the State:
- Guide and support the development and implementation of local agreements to address the specific needs of students;
- Create cross-systems funding strategies;
- Provide leadership in the development and operation of the State and local transition coordinating council(s);
- Identify service gaps and creative cross-system solutions;
- Promote joint training and technical assistance initiatives with educators, agencies, parents, and students;
- Communicate the importance of providing transition services to students with disabilities as early as possible;
- Assign VR counselors as transition counselors to foster relationships and increase the availability of VR services to students with disabilities;
- Provide counselors with "credit" for providing technical assistance to students with disabilities, along with training and support of parent groups; and
- Promote a shared vision of transition for students with disabilities;

The strong support of transition as a priority by VR administrators will facilitate VR counselors to move from *compliance to commitment*.

Educators

Educators trained to provide effective transition services are key resources for students with disabilities and their families. Over the years, researchers and practitioners have identified promising practices that secondary educators can utilize in order to provide effective transition services (Hasazi, et al., 1999; Hughes, et al., 1997; Kohler, 1993; Kohler, et al., 1994; Storms, et al., 2000). Unfortunately, recent data from the Study of Personnel Needs in Special Education (SPeNSE) (Carlson, Brauen, Klein, Schroll, and Willig, 2002) indicate that many secondary special educators are not utilizing what we know about effective transition practices. For example, special educators with transition responsibilities were asked how often they worked with students and parents to identify specific post-school goals, a critical transition practice. Twenty percent of this sample reported they never or rarely implemented this practice and almost 35 percent indicated only sometimes (Table 1). Only 45 percent of these special educators responded that they often worked with students and parents to identify specific post-school goals. The findings from the SPeNSE study with regard to the use of other

effective transition practices were similar (Table 1). Given these data, it is not surprising that the Expert Strategy Panel on Students with Disabilities in Secondary Education, Transition, and Employment (U. S. Department of Education, Office of Special Education Programs, 2001) identified the need for pre-service and professional development for educators as one of five key issues to be addressed to improve results for youth with disabilities.

Table 1:
Secondary Special Education and General Education
Teachers' Use of Transition Best Practices

Teachers' Use of	Transition Best	Practices		
In your work with secondary-aged students, how often do you	NEVER	RARELY	SOMETIMES	OFTEN
1. Work with students and parents to identify specific post-school goals? Special Education Teachers (n=2362) General Education Teachers (n= 214)	5.8	14.5	34.8	44.9
	13.5	38.8	34.6	13.1
2. Work with students and parents to identify job opportunities that match student's competencies? Special Education Teachers (n= 2359) General Education Teachers (n= 215)	15.1	22.9	34.0	28.0
	29.4	39.8	24.0	6.8
3. Develop community work-experience programs? Special Education Teachers (n= 2356) General Education Teachers (n=213)	42.2	26.2	17.8	13.8
	59.5	24.0	10.5	5.9
4. Coordinate referrals to adult service providers? (i.e., vocational rehabilitation, community colleges, or employment service agencies). Special Education Teachers (n= 2357) General Education Teachers (n= 215)	33.9	23.0	25.8	17.3
	56.2	28.1	14.1	1.5
5. Prepare students to participate in the IEP process? Special Education Teachers (n= 2358) General Education Teachers (n= 161)	7.6	9.9	27.9	54.6
	66.3	24.5	6.5	2.7
6. Teach self-determination? (i.e. decision making, goal setting, or self-awareness) Special Education Teachers (n= 2366) General Education Teachers (n=216)	3.4	6.1	28.9	61.6
	10.4	11.7	31.1	46.8
7. Develop career awareness? Special Education Teachers (n= 2365) General Education Teachers (n= 215)	4.6	8.7	33.5	53.1
	10.3	13.3	43.9	32.5
8. Teach learning strategies? (i.e., note-taking, time management, developing mnemonic devices) Special Education Teachers (n=2367) General Education Teachers (n=215)	3.3	4.4	27.5	64.7
	5.3	10.6	45.3	38.9
9. Identify educational experiences that correspond to transition-related goals? Special Education Teachers (n= 2357) General Education Teachers (n= 211)	4.4	8.0	37.8	49.8
	7.9	15.8	50.2	26.1

^{*} Data represents percent

See www.spense.org

Kohler (1996) organized transition practices that could be supported by evidence of effectiveness into five categories:

- 1. Student-focused planning
- 2. Student development
- 3. Interagency collaboration
- 4. Family involvement
- 5. Program structure

These categories of promising practices form the *Taxonomy for Transition Programming* (Kohler, 1996; 1998) and have been endorsed by the Council for Exceptional Children, Division on Career Development and Transition (2000) as a foundation for transition-related skill development for secondary special educators. The transition practices from the taxonomy as they relate to the role of the secondary special educator are discussed below. The section ends with a brief discussion of the roles of other education personnel involved in the transition process.

1. Student-Focused Planning

An important promising practice for secondary special educators involves developing an IEP that relates the student's educational program to post-school goals and objectives. Using a variety of assessment information, the teacher can identify and document the student's post-school goals, strengths, learning preferences, and accommodation needs. Then, in collaboration with the IEP team, the educator can develop measurable transition-related goals and objectives that focus on preparation for post-secondary education or training, employment, independent living, and community and leisure activities. This important aspect of effective practice for educators includes recommending educational experiences that will provide the skills necessary for the student to achieve his or her desired post-school goals and objectives, such as participation in college preparatory curricula and/or in vocational and technical education.

Education personnel have the primary responsibility for monitoring and implementing the IEP in collaboration with students, family members, and personnel from other agencies. There are promising practices that help to facilitate meeting this responsibility. It is important to specify in the IEP who will be responsible for transition-focused instructional activities or services. It is also critical to evaluate progress on the student's goals, including the student's evaluation of his or her own progress.

It is important for secondary special educators to facilitate active student and family involvement in the IEP planning process. This will help to ensure that the IEP contains post-school goals that the student and family value. Educators can help students to develop skills for meaningful participation in the development of their IEPs and use student-centered planning procedures that facilitate student self-determination and decision-making. In addition, special educators can help prepare students and parents for the transfer of rights (from parent to the youth) that will take place when the student reaches the age of majority under State law.

2. Student Development

Historically, individuals with disabilities were subjected to unjust dependency and segregation in the name of protection. We now understand that these individuals must be prepared for full participation, independent living, and economic self-sufficiency to the

The Study of Personnel Needs in Special Education (SPeNSE, 2002)

maximum extent possible. It is important to focus on developing skills in students that will facilitate their success in post-school activities like post-secondary education or training, employment, independent living, and community and leisure activities.

There are a number of promising practices for secondary educators that facilitate such development. One critical practice involves teaching students self-determination skills. Self-determination involves "a combination of skills, knowledge, and beliefs that enable a person to engage in goal directed self-regulated, autonomous behavior" (Field, et.al., 1998, p.2). Teaching self-determination skills includes focusing on instruction in areas like problem solving, choice/decision-making, goal setting/attainment, self-evaluation, self-management, self-advocacy, and self-awareness. It also includes preparing students to take an active part in their own IEP meetings.

Academic skills are critical for post-school success. Factors like higher reading and mathematics achievement levels, spending more time in regular classrooms and completing high school are related to better employment outcomes for youth with disabilities (SRI, 1993; Research Triangle Inst., 1998). In addition, research suggests that Braille literacy or reading in Braille is associated with better employment outcomes for individuals with vision impairment (Ryles, 1998). Promising practices in this area include teaching students academic skills in the context of real life experiences, focusing on learning strategies and study skills, and using mentors to facilitate student learning. Developing students' career awareness is also critical. It is important to develop strategies for effectively teaching the student, including appropriate accommodations and/or modifications so the student can successfully access the general curriculum. The special educator should also facilitate a flexible program and curricular options to meet student needs.

A number of other areas are important for student development. The high school student's access to employment skills instruction, structured work experiences, and career and vocational curricula may help to ensure success in a career. Other important responsibilities of secondary special educators include teaching social skills for school, work, and community living as well as teaching skills for living independently and family living skills. The secondary educator provides updated information on the student's social and behavior activities in the classroom setting. The secondary educator must also develop accommodations and adaptations that meet student needs across a variety of settings, such as academic, vocational, home, and community.

3. Interagency Collaboration

Secondary special educators play a significant role in enhancing interagency coordination and collaboration, critical components in effective transitions. They are the professionals most often responsible for coordinating the IEP planning process; the main vehicle for interagency collaboration around transition. Successful approaches for linking students and parents to appropriate post-school services, supports or agencies before the student leaves high school are essential. It is important for the special education teacher to interact effectively with community service providers to identify and address students' service and support needs. They will need to know and understand the roles and functions of the various service providers participating in planning for transition. The teacher has important information about current and upcoming service needs of students necessary for strategic planning purposes. With authorization from students and families, the special educator can also provide student assessment information to the appropriate service providers.

4. Family Involvement

It is essential that secondary special educators be skilled at facilitating the family's active participation in IEP/transition planning and decision-making. This involvement is critical because of the insights family members often have as to what motivates the student and their ability to help clarify the student's strengths, needs, and interests. This information is invaluable in helping the IEP team to adequately identify and plan for the student's needs after high school. In addition, family members are likely to continue as a significant source of support for the student after high school.

Families may feel more empowered when they participate in transition planning in more meaningful ways. Secondary special educators can help to facilitate this by involving families in pre-IEP planning activities designed to prepare them for an active role in the planning process. Structured methods for identifying family needs can be employed. Additional strategies to enhance family involvement include arranging planning meetings at times convenient for students and their families and communicating to families in advance about the proposed agenda, the roles of participants and possible roles of family members. It is important for the educator to provide timely and understandable information to the family about transition services and program and/or curriculum options, as well as referral information about school and community services. Encourage family members to participate in transition related training opportunities on topics like advocacy, promoting self-determination, natural supports, legal issues and adult agencies and services.

5. Program Structures and Policies

Schools and instruction must be organized in ways that facilitate effective transition planning. While secondary special educators play a critical role in organizing instruction, the development of transition friendly policies guiding program structure, resource allocation, and human resource development are largely administrative functions. Secondary special educators may serve on workgroups or committees charged with strategic planning or making recommendations to facilitate changes in the school's structure and policies. They may also participate in program and curriculum development and evaluation.

Secondary special educators are responsible for a number of instructionally based promising practices that support effective transition programming. The educator can develop outcome-based curricula that promote successful movement from school to desired post-school activities. In addition, they can facilitate and provide flexible program options to meet student needs and teach students in integrated settings.

Other Education Personnel

Special education teachers are not the only education personnel that should be involved in the transition process. In fact, secondary special educators may have inappropriately been held accountable for too many transition responsibilities. According to Kohler (1998), secondary special educators

...have been held responsible for connecting with regular and vocational education teachers, referring students to community service agencies, developing IEPs, scheduling and conducting IEP meetings, conducting student assessment, controlling classroom behavior, and developing and delivering instructional programs. In sum, they have been expected to develop transition "programs", to direct planning for individual students, and to conduct the daily business of teaching. (p. 191)

Research indicates that secondary special educators would be most appropriately responsible for specific student development and planning activities rather than program development and coordination (Kohler, 1997).

A number of other education personnel should be included in the transition process. Education personnel that have important roles to play include general education teachers, vocational teachers, school counselors, school administrators, and transition specialists. General education teachers, vocational teachers, and school counselors can facilitate effective transitions by actions such as providing supports and accommodations, infusing career objectives into the curriculum, and preparing students for postsecondary education. School administrators have a critical role to play in ensuring that the education system is restructured to facilitate transition-related activities, sufficient resources are allocated for hiring personnel, and appropriate staff development is provided. Some school districts provide for transition specialists to work specifically on coordinating transition activities. A transition specialist has been defined as "an individual who coordinates, delivers, and evaluates transition education and services at the school or system level, in conjunction with other educators, families, students, and representatives of community organizations" (Council for Exceptional Children, Division on Career Development and Transition, 2000). It is clear that transition-related responsibilities are important components of the roles of other school personnel.

Additional Transition Team Partners

As required by IDEA of 1997 and the Rehabilitation Act, the roles and responsibilities of agencies should be clearly identified in the State's formal interagency agreement. Also, it is critical for the IEP team to include other community agencies and providers that can build supports for the student with a disability transitioning from school to career. Consumer organizations and community rehabilitation providers can play an important role in transition planning. VR counselors can assist in this team building process thanks to their vast knowledge of community resources. The following are examples of the role of others in the transition process.

TRANSITION TEAM PARTNERS	ROLES AND RESPONSIBILITIES
Career and Technical Educators	Curricular and instructional modifications to support career path. Hands-on learning environment. Linkages with employers. Preparation for higher education in technical field.
Centers for Independent Living Staff	Providing independent living skills evaluation and training, information and referral, peer counseling, and advocacy. Providing a peer mentor to talk with the student about preparing for transition from student role to adult role. Self-advocacy and self-determination skill development. Youth leadership development activities. Identification and application for services available through waivers (e.g. attendant care).
Children, Youth, and Family Workers	Programs and support to student in foster care or from an abusive family situation. Independent living skills programs. Family support and education.
Community Rehabilitation Providers	Community-based work assessments. Job coaching services.

Consumer Organizations (See Chapter 8, pg.68)	Programs to support the successful transition of students with disabilities. Youth development programs. Support systems for parents. Peer mentoring. Opportunities for real-life experiences for the student.
County Drug and Alcohol Program Staff	Specialized drug and alcohol treatment, programs, and services. Drug and alcohol prevention and education programs.
County Health Workers (e.g. Health care consultants, nurses)	Intensive wrap-around services. Medically-necessary services, including assistive technology.
County Mental Health/Mental Retardation Caseworkers	Independent living and employment services. Respite care. Community living experiences. Job coaching services, including follow-along. Intensive case management services. Supportive counseling. Medication management. Day programming.
Military Armed Services Recruiters	Education about military branches' entrance requirements. Identification of possible military options if student qualifies.
Other Professionals (Vocational evaluators, Physical therapists, speech pathologists, occupational therapists, etc.)	Provide valuable information about adaptive equipment or assistive technology to enhance student's independent living and employment options.
Post-Secondary School Disability Services Coordinators (Representatives of business, trade, and technical schools; community colleges; and institutions of higher education)	Provide valuable information about adaptive equipment or assistive technology to enhance student's independent living and employment options.
Social Security Administration Disability Services Staff	Develop knowledge of SSDI and SSI benefits, work incentives, Plan for Achieving Self Sufficiency (PASS). Referral to Ticket to Work benefits counseling organization. Provide information on Medicaid buy-in programs. Information on Ticket to Work, vocational rehabilitation service options.
Social Workers	May provide bridge between school and home life, community participation, mobility skills.
Vision Teachers	For students with visual disabilities, teacher offers vast knowledge of learning styles and the students' ability and needs.
WIA One-Stop Youth Staff	Community-based work experiences. Summer employment options.

Consumer Advocacy Organizations

Consumer advocacy organizations play a critical role in helping to shape public policy that impacts youth with disabilities. Consumer advocacy organizations have actively promoted the inclusion of transition and choice provisions into relevant laws and regulations. It is safe to say that without their involvement, these provisions would not exist, or, at least, not exist as they are today. It stands to reason, then, that such organizations have an intense interest in

the implementation of transition (and choice) requirements. That interest is based on a firm commitment to the empowerment of each individual youth with a disability. This commitment is expressed in various ways:

- Positions on VR policies;
- Advocacy for individuals;
- Scholarships for youth;
- Literature regarding disability, appropriate accommodations and attitudes;
- Summer camps for youth;
- Self-advocacy workshops and seminars;
- Intergenerational activities for youth and adults with disabilities; and
- Leadership training.

It is imperative for all involved in planning for transition to understand the unique characteristics of consumer organizations. Only then can these organizations be tapped to play an effective role in the transition process. The scope and nature of the programs and services offered by consumer advocacy organizations are contingent upon many factors with which agencies and institutions do not typically contend:

- Consumer organizations have very different funding mechanisms and concerns. Whatever shortages VR agencies and schools may experience, they have a constant, legally mandated source of funds. Consumer organizations are constantly concerned with fund raising activities.
- Consumer organizations seldom have large staffs. Often the staff is support personnel only, and often only for the national office.
- Consumer organizations are membership-based. The source of manpower for programs and services is overwhelmingly dependent upon volunteers. The members with disabilities most competent to act as role models and mentors for youth, are also the persons most likely to have full-time jobs. They must literally take vacation days or weekend leisure time in order to engage in activities like advocacy, mentoring, and participating in IEP meetings. They are not paid for what they do and in fact, must often sacrifice in order to provide important services.
- Consumer organizations are flexible. They make their own rules. They may choose
 not to consider the income of individuals with disabilities when looking at eligibility
 for scholarships, camps, and other services they provide. They may personalize their
 programs or services and make changes in policies and procedures overnight if they
 choose. Operational procedures are based on history, precedence and personalities of
 leaders rather than procedures and policies adopted within a legislative framework and
 administered by a bureaucracy.

As suggested earlier, consumer advocacy organizations may provide a number of services, programs, and resources that are important for youth with disabilities in preparing for transition. For example, consumer organizations may provide:

- 1. Services and programs such as
 - a. Self-advocacy training,

- b. Scholarships,
- c. Workshops on issues such as consumer rights and navigating adult service-delivery systems,
- d. Recreation programs, and
- e. Advocacy services (i.e., volunteers or paid staff who provide consultation, assist in IEP meetings, and assist the person to access services, assist in appeals, etc.);
- 2. Contacts for possible job leads and employment;
- 3. Opportunities to develop and exercise leadership skills through involvement in the organization (i.e., serving on committees and task forces, speaking on panels at conferences, and testifying at legislative hearings);
- 4. Information about adaptive techniques on the job and in independent living;
- 5. Information about assistive technology from the perspective of how it works in the real world, problems to expect, and troubleshooting;
- 6. Inspiration for students with disabilities and their families as well as possible mentors and models;
- 7. Assistance to parents and families in understanding their role in preparing the youth for transition (i.e. giving the student chores at home, expecting the student to perform to a standard, insisting the student develop habits that are essential for later success in employment like being on time for appointments, finishing tasks, and following directions);
- 8. Job shadowing and /or work experiences for students under the supervision of employed members of the organization or others; and
- 9. Opportunities for meaningful volunteer and service learning experiences for the student.

Employers

The employer is an essential partner in planning and implementing transition services. Employment is often one of the measures by which transition services are determined to have been effective or ineffective. In addition, the literature on best practices has emphasized the importance of work experience in community employment settings for preparing high school students with disabilities for successful transition to post-school employment (Wagner, et. al., 1991). Thus, employers contribute to the student's successful transition by providing opportunities such as job shadowing, internships, and on-the-job training as well as a wealth of information about the world of work.

According to Thuli and Hong (1998), there are a number of important transition-related activities that employers may take on, including:

1. Articulating the needs of the workplace. This includes providing information on the demands of the business/industry with regard to foundation skills (i.e., reading, writing, and self-management) and occupation-specific skills. Employers, working in concert with educators, VR counselors, and other service providers, can help to ensure that student learning in school is good preparation for meeting the demands of the workplace;

- 2. Providing input into the design and management of work experiences by working with educators, VR counselors and others to identify the skills needed to perform particular jobs;
- 3. Preparing the workplace by ensuring that necessary accommodations for the young person and appropriate training for coworkers, as needed, are in place; and
- 4. Providing meaningful work experiences that allow the student to learn a variety of tasks in an occupational area and be exposed to as many aspects of the business or industry as possible.

While employers are motivated to provide work experiences and employment opportunities for youth and adults with disabilities, barriers still exist. In a survey of 800 private sector and 400 Federal employers, researchers found that 43% of Federal employers and 22% of private sector employers cite negative attitudes of supervisors and coworkers towards individuals with disabilities as a continuing barrier (Cornell University, 2000). About one third of the survey respondents in each group of employers indicated that lack of knowledge about accommodations on the part of supervisors is a serious employment obstacle. In addition, both groups of employers expressed difficulty in providing accessible information to employees with visual and hearing impairments. Employers may also be concerned about the costs of employing people with disabilities when in reality, the typical costs for accommodation may be offset by the tax credits and subsidies that companies receive for hiring and accommodating an employee with a disability. The Job Accommodation Network is a useful resource for employers with questions about appropriate accommodations.

Many employers are committed to overcoming these barriers and recognize the need to expand the valuable contribution that people with disabilities make to our workforce. According to the National Business & Disability Council (2000), a letter was sent to the President of the United States dated October 25, 2000. In this letter, the CEOs of fifteen leading American businesses—including AT & T, Pitney Bowes, Johnson & Johnson, and many others—made a commitment that they will:

- Target disability in diversity recruitment goals as is done for minorities and women, including, wherever appropriate, specific hiring targets;
- Promote the recruitment of youth with disabilities through summer internships, mentoring programs, "career awareness" activities, and community education programs that provide employment and leadership training;
- Create partnerships with disability organizations to identify barriers to employment for people with disabilities and to identify job candidates;
- Include disability issues as part of the company's diversity training for all employees;
- Incorporate images of disability in the company's internal and external promotional and marketing materials;
- Ensure that equal access to all company programs, including social activities, is incorporated into the early planning of those programs; and
- Develop and promote reasonable accommodations policies, including the availability of assistive technologies. (p. 1-2)

There are a number of employers that are making progress in providing employment opportunities for people with disabilities. For example, the Dupont-Merck pharmaceutical

company in Wilmington, Delaware, employs people with cognitive disabilities in a variety of positions including marketing clerk, laboratory assistant, and conference room coordinator. This program was created through a community partnership with The Arc of Delaware. Similar programs can be established in other communities.

The Marriott Foundation for People with Disabilities operates the "Bridges from School to Work" project to enhance employment opportunities for youth with disabilities (Marriott Foundation, 2002). Bridges works with students exiting special education and local employers to provide high quality work experiences and mutually beneficial job placements. The project—first piloted in 1990 in Montgomery County, Maryland—is currently operating in Chicago, San Francisco, Washington (D.C.), Los Angeles, Atlanta, Fairfax County (VA), and Philadelphia. The Bridges project has helped over 5,000 youth find competitive employment with over 1,300 different employers.

The U.S. Office of Personnel Management developed the landmark plan, "Accessing Opportunity: The Plan for Employment of People with Disabilities in the Federal Government" and a companion employment guide (2000). These documents provide Federal agencies with resources as they recruit, hire, train and promote people with disabilities. In particular, agencies have been advised not to consider full time equivalent (FTE) limitations as a barrier to hiring people with disabilities. This policy provides Federal agencies greater hiring flexibility with regard to individuals with disabilities, including permitting them to participate in special programs such as those focused on providing summer jobs for youth with disabilities.

In summary, there are many members of the transition team roster that can offer assistance to students and their families during the transition planning process. It is critical for the key partners to "step up to the plate" to support the student's career goals and aspirations.

TAKE ACTION TODAY

• Take a leadership role in bringing key partners to the table, after taking an inventory of the transition team roster.

FROM COMPLIANCE TO COMMITMENT: A Collaborative Interagency Approach to Transition Planning

TCARS and TRIPS:

In Dauphin and Cumberland counties in Pennsylvania, interagency team processes permit community agencies and school district personnel, with student and parent input, to quickly review the transition needs of high school students with disabilities. The program focuses on students in the 10th and 11th grades. The dialogue or brainstorming sessions utilized in this approach permit school district and many, diverse community agency personnel to schedule key persons to be present at future IEP conferences. Community agency personnel then have critical knowledge of individual transition needs prior to the IEP conferences.

For additional information, contact Joan Kester, PA Office of Vocational Rehabilitation, 717-787-6695 (voice), 717-787-4885 (TTY), *joakester@state.pa.us* to obtain name of program contact information.

Chapter 5:

Community Collaboration

"Working together, ordinary people can perform extraordinary feats. They can push things that come into their hands a little higher up, a little further on towards the heights of excellence."

—Source Unknown

Introduction

Youth with disabilities, their families and the rest of the transition team were introduced in Chapters 3 and 4. Research demonstrating the requirement for cross-system collaboration is presented in Chapter 1. The purpose of this chapter is to integrate the roles and responsibilities of all of the partners in effective collaboration strategies.

The National Institute for Work and Learning, Academy for Educational Development (1995, June) report describes cross-sector collaboration:

Carefully nurtured partnerships are an atmosphere of shared vision, beliefs and ultimately, resources. The collaborative process and atmosphere of trust leads to profound change in attitude and actions such as willingness to give up turf and reallocate resources, and in a recognition that effective partnerships take a great deal of time and a commitment of sustained effort for the duration. It is only when individual relationships turn into institutionalized changes and systematic reform of services to students that a school-to-work system becomes sustainable (¶ 5).

Compliance: State and Local Agreements

Formal interagency agreements are required by the Rehabilitation Act (101(a)(ii)(D). This State-level agreement structures a partnership to jointly plan, implement, and evaluate the coordination of services to achieve common goals. The agreement must describe the respective responsibilities of the signatory agencies as well as the outcomes of joint efforts. Interagency agreements provide for:

- Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;
- 2) Transition planning by VR and education staff for students that facilitates the development and completion of the IEP;
- 3) Identification of roles and responsibilities, including financial responsibilities of each agency, provisions for determining the lead agencies and qualified personnel responsible for transition services; and
- 4) Description of procedures for outreach to and identification of students with disabilities who are in need of transition services.

These formal interagency agreements bring partners to the table and establish the foundation for movement from compliance to commitment.

"The success of the reformed workforce investment system is dependent on the development of true partnerships and honest collaboration at all levels and among all stakeholders. While the Workforce Investment Act and these regulations assigned specific roles and responsibilities to specific entities, for the system to realize its potential necessitates moving beyond current categorical configurations and institutional interests." (Preamble WIA 20 CFR, Par 652 et al.)

The Rehabilitation Act requires the State VR agency to enter into a cooperative agreement with the One-Stop system created under the WIA and State's Department of Education for the provision of transition services. Such cooperative agreements or memoranda of understanding provide for a range of coordination, brokering, and supportive services. These services may include: joint recruitment of eligible youth, occupational skills training, job training services, job placement opportunities, labor market and employer information as well as case management, follow-up services and other services designed to eliminate duplication, increase coordination and ensure effective delivery of services to youth. A regional collaboration that models a culture and strategies for State and local partners is described in detail in Appendix B.



FROM COMPLIANCE TO COMMITMENT: Written Cooperative Agreements

Narraguagus High School Department of Special Education & One Stop Career Center MOU

A local Machias and Calais One-Stop Career Center in the state of Maine, and the Narraguagus High School Department of Special Education developed an agreement to implement youth program activities required under Title I of the Workforce Investment Act. In general, the high school has developed a work experience program as an option for youth to choose as part of their annual review process. The program emphasizes student-centered career exploration followed by an opportunity for more in-depth skill building. The agreement calls for joint recruitment of appropriate or eligible youth, mutual support in collaborating employment and training systems services for youth, gathering customer feedback and evaluating program effectiveness.

The high school specifically provides academic credit to youth participating in the program, as well as a high school diploma to eligible youth who successfully complete all required courses. The Career Center provides for connections to employers and the job market, paid and/or unpaid work experience and connections to job coaches as funding permits. More importantly, the Career Center is able to pay for a staff coordinator position to develop job sites for youth, to manage the partnerships between the school and employers and follow-up on the skills gained by students on the job, thus ensuring greater integration of academic and occupational skills training.

Aroostook County/Washington County Local Workforce Investment Board, Wendy Schoppe, Career Center Manager, (207) 255-1914, wendy.schoppee@state.me.us

Cooperative agreements can also provide a means for leveraging dollars and services. The regulations that govern the VR program provide the option for VR to enter into third-party cooperative arrangements involving funds from other public agencies. (34 CFR, Section 361.28) In this instance, VR Federal funds have been matched by funds from other State agencies to enhance VR services to their constituents with disabilities. State VR agencies have

formed agreements with Local Education Agencies (school districts) to provide improved transition services. These cooperative relationships, structured by written agreements, generate increased funding and/or improved service delivery for youth with disabilities.

Cooperative agreements and third-party agreements can also serve as mechanisms to fund joint interagency initiatives for innovative programs and service delivery strategies. Such initiatives can include professional development for interdisciplinary transition teams. For example, special transition projects can be developed through a cooperative agreement with Parent Training and Information Centers (PTIs) or with employers. Agreements can focus on underserved youth, such as those who are in the Juvenile Justice system. Other projects can include transition conferences and transition career awareness weekends for students with disabilities and their families.

FROM COMPLIANCE TO COMMITMENT: Cooperative Agreements Expand Student Transition Opportunities

Ohio Transition Weekends for Students with Disabilities

In Ohio, the Rehabilitation Services Commission annually collaborates with non-profit agencies to sponsor "Transition Weekends" for youth who are deaf or hard of hearing and youth who are blind or have visual disabilities and their families. These collaborative career awareness weekends are co-sponsored through a cooperative agreement with the Ohio Department of Education, Office for Exceptional Children, DEAF Initiatives, the National Technical Institute for the Deaf and local education agencies and organizations.

Darlene R. Britford, Transition Program Specialist, Ohio Rehabilitation Services Commission, (614) 438-1291 voice, (614) 438-1286 v/tty, <u>darlene.britford@rsc.state.oh.us.</u>

Local interagency agreements are not required by Federal law, but may be mandated by State laws or regulations. Local Transition Coordination Councils (LTCCs) have found local agreements to be an effective tool to address expanded interagency collaboration and coordination of services to students with disabilities.

Commitment: What Does it Take to Build and Sustain a Successful Collaboration?

In 1991, the Office of Special Education and Rehabilitative Services (OSERS) issued a five-year competitive grant award to individual States to create a system that addresses the transition needs of youth with disabilities. A multi-year evaluation of systems change grants was conducted by the National Transition Network to evaluate the effectiveness of this initiative. The research indicates that systems change did occur in the delivery of transition services. States were successful in:

- 1) Increasing the stakeholder awareness of transition needs and issues;
- 2) Increasing participation of students with disabilities and parents in transition services;
- 3) Enhancing collaborative relationships among school and community agencies; and,
- 4) Establishing and improving policies to support better transition services and

outcomes. (Guy and Schriner, 1997).

Guy and Schriner (1997) describe strategies to achieve the outcomes specified above that emerged from this systems-change research. These five effective strategies include a) incentives and capacity building activities, b) sustained involvement of committed individuals, c) relationships with complementary initiatives, d) involvement of ALL transition stakeholders, and e) use of evaluation information.

1. Incentives and Capacity Building

Incentives and capacity building activities include building effective interagency teams at local, regional, State and national levels simultaneously. Effective teams displayed ownership, used consensual decision-making approaches and were empowered by involving all stakeholders. Teams that drew from the talents, resources and awareness of other committed stakeholders and approaches in other locations were also considered effective.

Demonstration projects are one method to build capacity and expand the participation of individuals and communities in transition teams. Usually funded through grants, these projects demonstrate effective practices that can be replicated in other geographic areas, building on existing work. Funding sources are varied and may bring together diverse stakeholders from the community.

FROM COMPLIANCE TO COMMITMENT: Capacity Building and Incentives

Transition Services Project

In the State of Michigan, the Department of Career Development, Rehabilitation Services, and the Department of Education, Office of Special Education and Early Intervention, jointly administer the Transition Services Project (TSP). This project provides community partners with information and support for using research-based and proven models and strategies for the coordination of transition services. TSP supports a state-level team representing special education, rehabilitation, families and career and technical education.

It provides fiscal resources, trainings and technical assistance to community partners to facilitate implementation of collaborative transition services. During the second year, the TSP provided a financial incentive to encourage local agreements between the Intermediate School Districts (ISD) and rehabilitation district offices. By June 30, 2000, agreements from all fifty-seven (57) ISDs were approved.

Lynn A, Boza, Ph.D., CRC, Transition Consultant, Department of Career Development, Michigan Rehabilitation Services, (517) 241-3957; email: bozal@state.mi.us.

2. Sustained Involvement of Committed Individuals

Individuals with commitment to "values of transition" are critical to the systems change process at all levels (Guy & Schreiner, 1997). In addition, these individuals display good interpersonal skills, knowledge of systems and of transition, as well as a strong commitment to making changes that would benefit students with disabilities. At the local level, teachers, parents and agency personnel are key collaborators in innovation and change, contributing enthusiasm and support for transition systems change. Their values and personal assets, combined with authority to effect systems change, provides momentum for sustained

involvement. Committed persons holding mid-management to top administrative positions are able to leverage resources and influence cross-disciplinary efforts.

3. Relationships with Shared Initiatives

Relationships with shared initiatives are critical to ensuring the inclusion of students with disabilities in programs and policies designed for all students. To avoid creating separate systems serving transitioning students with disabilities, collaborators must find common ground to maximize existing resources. The alignment of pre-service education efforts in special education, VR and vocational education was cited as one method to ensure inclusion of students with disabilities in the educational system (Guy & Schreiner, 1997).

The sustained involvement of transition-focused stakeholders in complementary initiatives builds a system valuing inclusion and opportunity for students with disabilities. For example in Delaware, VR (DVR) counselors brainstorm with school district personnel in Summer Institutes and strategic planning sessions allowing DVR and school district personnel get to know each other and prepare for the upcoming school year.



FROM COMPLIANCE TO COMMITMENT: Relationships with Shared Initiatives

Virginia Chapter of AHEAD (Association on Higher Education and Disabilities)

There has been increased awareness of the need to provide transition services to students pursuing higher education to assist in retention and completion of college training for students with disabilities. Virginia has partnered with educational leaders from colleges across the state as well as the Virginia Chapter of the Association on Higher Education and Disability (AHEAD). The purpose of this group is to determine the transition needs of students with disabilities in accessing higher education and to develop guidelines and strategies that can be implemented on a statewide basis to increase student successes at the college and university level. Thus far this group has developed guidelines for documentation that will create consistency between the colleges and universities in Virginia in requesting documentation for students with disabilities. This group is now working on ways to improve retention at colleges and universities by identifying what type of information public schools could provide to students with disabilities that have chosen college as a transition goal.

Contact Information: Barbara G. Tyson, Virginia Department of Rehabilitative Services, *TysonBG@DRS.State.VA.US*.

4. Stakeholder Involvement

Involvement of all transition stakeholders reflecting a wide variety of organizations beyond education and VR personnel is a challenge. Some education and service systems do not see themselves as stakeholders in the transition process and are reluctant to become involved. One strategy for building the relationships needed for effective collaboration is to conduct a community audit or community resource mapping activity. Engaging in community resource mapping is an opportunity for stakeholders to become collectively involved in the development and implementation of a project. It also helps stakeholders and partners address what they can contribute to a system, as well as how they stand to benefit from the partnerships.

5. Evaluation Process

As a strategy to produce effective outcomes, evaluation information promotes discussion of what works and what does not, but also identifies what gaps exist in the system and what can be done to address those gaps. Involving stakeholders in designing the evaluation system provides meaningful and useful results. The evaluation results must be used to develop and implement future strategies. Evaluation components for programs and processes resulting in effective collaboration may include leadership, communication, commitment, and accountability. Design of the evaluation process must be mutually determined by all partners and continuously evaluated for its performance. An example of such an evaluation process is the Iowa Paths Collaboration Survey (see Appendix C).



FROM COMPLIANCE TO COMMITMENT: Using Evaluation to Shape Efforts of Local Transition Team

Berks County Transition Coordinating Council (BCTCC): Fruits of Interagency Collaboration

The BCTCC is a local, cross-systems team comprised of educators, agency staff, parents and students. The BCTCC utilizes the results of student follow-up surveys to guide the direction of their work. Some of the transition products developed by the Council include a Student Transition Portfolio, a Transition Handbook for students, teachers, and parents, an Agency Forum, an Employability Expo, and an IEP Exit Packet.

Contact information: Lynn Zale, Rehabilitation Counselor, PA Office of Vocational Rehabilitation, Reading District Office, *lzale@state.pa.us*.

TAKE ACTION TODAY

- Identify all potential partners in the transition process and develop a strategy to build relationships with each of them individually and collectively.
- Bring key partners to the table, and be sure to address how they can benefit from the partnership.
- Develop and implement State and local interagency agreements that facilitate collaborative transition services provision.
- Build capacity and incentives through demonstration projects and shared resources.
- Sustain involvement of committed individuals by setting attainable goals and achieving them.
- Develop relationships with complimentary initiatives.
- Involve ALL stakeholders.
- Use evaluation information for continuous improvement.

Chapter 6:

Realizing the Vision: Creating the Path and Traveling Together

"Honest differences of views and honest debate are not disunity. They are the vital process of policy making among free men."

> —Herbert Clark Hoover 1874-1964, American 31st American President

Introduction

During the opening of the 2002 Disability and Employment Conference in Washington D.C., representatives from the fields of education, special education and rehabilitation made commitments that should serve as the driving force in creating an environment of moving from compliance to a commitment to youth with disabilities. Rod Paige, the Secretary of Education, made it clear that "ensuring an educated and a skilled workforce is a cornerstone of our (Department of Education) strategic plan." Assistant Secretary, OSERS, Robert H. Pasternack, Ph.D. described as part of his job to "help strengthen the linkages and partnerships between vocational rehabilitation and special education." Joanne Wilson, Commissioner of the Rehabilitation Services Administration (RSA), committed to providing the support needed to "provide seamless service to individuals with disabilities transitioning from secondary education." These leaders spoke of the passion that is shared by those who work in the field of rehabilitation and education to create a vision of the "way it should be" for persons with disabilities.

This chapter provides a snapshot of the document's key concepts and lays the path for community transition teams to achieve their vision.

Blueprint for Success

The writers of "Investing in the Transition of Youth with Disabilities to Productive Careers," invite you to share our vision:

Empowered youth with disabilities access the community of their choice to achieve their desired careers, life-long learning and a rich quality of life.

As a foundation, it is important for *all* transition partners to understand the spirit of the law, which is beautifully stated in the purpose statement of the Rehabilitation Act.

Disability is a natural part of the human experience and in no way diminishes the right of individuals to

- (a) live independently;
- (b) enjoy self-determination;
- (c) make choices;
- (d) contribute to society;
- (e) pursue meaningful careers; and
- (f) enjoy full inclusion and integration in the economic,

political, social, cultural, and educational mainstream of American society (P.L. 105-220).

To be grounded, it is also critical to expand your knowledge of the requirements of legislation; share this knowledge with others at the local, State and national levels; educate youth and families, direct service staff, management and administration of all transition team partners; take a leadership role, and be open to new ways to create a seamless system of transition.

The most important partners in transition are the student and family. The student's dreams, interests, and goals should drive transition planning. Students should be given every opportunity to understand their options and lead the process. These are skills that youth must develop with appropriate supports and opportunities. Depending upon their disability and its effects, levels of self-advocacy and self-determination differ, but ALL students need to know and practice self-advocacy and self-determination skills. Although families come to the transition process from many different circumstances, certain kinds of information and technical assistance from VR and the transition team are essential. This includes information about entitlement versus eligibility; community supports, including agencies programs, services and funding; career and employment options; post-secondary educational requirements; and community living opportunities.

The importance of empowering youth with disabilities and their families in the transition process is under-girded by certain assumptions:

- Transition is a normal process for all families in our society.
- Youth with disabilities have the capacity to be productively and competitively employed in high-quality jobs and careers.
- With proper information and supports, families of youth with disabilities have the capacity to support successful transition.

Identifying and building the transition community requires leadership of ALL partners. As evidenced in the array of potential collaboration and partnerships, many people, government agencies, and organizations have distinct roles *and* responsibilities to ensure the successful transition of youth to productive careers. Identify potential partners and develop a strategy to build relationships with each of them individually and collectively.

To build collaboration, key people must be brought to the table and convinced of how they can benefit from the partnership (WIIFM: What's in it for me?). Develop and implement State and local interagency agreements. The State interagency agreements required by law bring partners to the table and establish the foundation for movement from compliance to commitment. Build capacity and incentives through demonstration projects. Sustain involvement of committed individuals by setting attainable goals and achieving them. Develop relationships with complementary initiatives. Involve all stakeholders. Use evaluation information for continuous improvement (Guy and Schriner, 1997).

Realizing the Vision: Creating the Path and Traveling Together

It is every transition team partner's equal responsibility to provide both leadership and solutions to address the barriers in every community. It is not the young adult's responsibility. We must move from the legal, regulatory, compliance walls to embracing the spirit of the law. We must keep our eye on the student, empowerment, and informed choices. DO NOT CREATE BARRIERS BY ENFORCING THE LETTER OF THE LAW. It is the

responsibility of transition team members to develop potential solutions, be creative, work as a collaborative community and clear the path throughout the transition planning process.

This means transition partners must be proactive, not reactive, and anticipate barriers and develop creative solutions and strategies as a community. There are no magical answers. These solutions MUST be developed at a local level, and be focused on the dreams and aspirations of youth with disabilities. There is a delicate balance between setting the youth up for failure, and providing them with an opportunity to explore their dreams. This approach creates an environment where students can learn the skills to become self-determined, learn from their experiences, and reach for options beyond the commonly-accepted low expectations of society. As a transition team, we must listen carefully to students' dreams and aspirations, and look at the students' strengths and abilities, NOT disabilities and limitations. Raising the bar and expecting that students must be challenged to take on the roles and responsibilities of adulthood, will lead to the vision:

Empowered youth with disabilities access the community of their choice to achieve their desired careers, life-long learning and rich quality of life.

Community Transition Teams: A Practical Guide

The formation of community transition teams and team activities are the cornerstone of real change in transition programs and this must occur at a local level (Blalock, 1996). There are several levels of transition teams.

- 1. The *IEP team* helps students to identify, plan, and achieve future post-secondary goals. School-based transition committees may work to make curricular changes, integrating vocational assessment into transition planning, and developing instructional options.
- 2. Community and/or regional transition teams identify common goals, action plans, problem-solve through interagency collaboration, create community-based options for students, seek funding, implement action plans, and connect to the State-level efforts.
- 3. The *state-level transition team* is the vehicle for promoting interagency collaboration. This team promotes effective transition models, provides training and technical assistance across the State, and maintains communication and support for the transition community.

Steps outlined in this IRI document will assist members of the transition community to organize and form local transition teams and to develop the foundation of community collaboration. Moving collaborative efforts to action is the key to clearing the path for results.

Blalock (1996) outlines steps that can be taken by community transition teams to effectively impact the post-secondary outcomes of youth with disabilities:

• *Community Needs Assessments* can involve individual and district-wide student outcomes data from follow-up studies, program evaluation, surveys of interested parties, and brainstorming sessions of the team to identify strengths and needs related to transition. This is the foundation of the teams' ongoing efforts.

- Action Plans must be established within the local community context. The action plan must include a philosophical framework, with the creation of a mission statement, and options for achieving the mission.
- Education, Training, and Employment Opportunities must be created by the team to meet individual student needs. This may involve going beyond typical school and agency constraints to establish community-based innovative programs and strategies.
- Staff Training and Technical Assistance should focus on team building, building meaningful mission statements, understanding group dynamics, and establishing action plans and priorities through the collaborative process.
- *Interagency Collaboration and Shared Resources* may be a shift in the culture of educators and agencies because of the history of working independently, rather than interdependently. The use of State and local interagency agreements, as outlined in Chapter 5 may establish the framework needed. Community transition teams may require external levels of support and facilitation such as guidance on the teaming process, information on best practices in transition, assistance in problem-solving, and training of team members to carry out their roles and responsibilities.
- *Monitoring and Evaluation of Team Progress* must be a formal process to ensure that the community transition teams' efforts are on target to impact the successful transition of youth with disabilities from school to post-secondary education and training, employment, and community living.

FROM COMPLIANCE TO COMMITMENT: Local Community Transition Teams

Minnesota's System of Interagency Collaboration

To achieve this goal Minnesota has developed a statewide effort to coordinate and improve its current service delivery system that supports transition-aged youth with disabilities as they move from secondary education to adult life. One vehicle to drive this effort is through the development of the local Community Transition Interagency Committees (CTICs). The goals of the CTICs are to develop local partnerships within communities that address: 1) interagency collaboration; 2) transition issues within the local communities; 3) exchanging agency information; and, 4) designing local systems to gather follow-up data.

Each CTIC develops an annual plan to include a needs assessment, action plan, and evaluation methods. For additional information, visit the System of Interagency Coordination (MnSIC) Web site at http://www.mnsic.org/default.html.

Jayne Spain, Transition Specialist, Minnesota Department of Children, Family, and Learning, (651) 582-8515; email: jayne.spain@state.mn.us.

Factors related to successful interagency collaboration were identified in a study of stakeholders from nine state departments and three private social services agencies in Ohio that implemented policy related to early childhood special education and Head Start (Johnson, Zorn, Kai Yung Tam, Lamontagne, & Johnson, 2003):

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These data suggest that interagency collaboration is multidimensional; interactional, and developmental. That is, there are many factors that contribute to the success of an interagency collaboration. Moreover, these factors are interactional in nature and interrelate to contribute to a successful or unsuccessful interagency collaboration. Finally, it seemed that the successful interagency collaborations were developmental in nature, in that they needed time and work to reach a successful outcome. Interviewees described collaborations improving as parties learned to understand each other and to work together. Given the developmental nature of collaboration, preplanning and continued hard work and support were needed for it to continue to be successful. Synthesizing data from all five questions, it appeared that there were seven factors that were most important to successful interagency collaborations:

- Commitment.
- Communication,
- Strong leadership from key decision makers,
- Understanding the culture of collaborating agencies,
- Engaging in serious preplanning,
- Providing adequate resources for collaboration, and
- Minimizing turf issues.

These factors are interrelated and can be summed up into three major variables for promoting successful collaboration:

- Commitment,
- · Communication, and
- · Strong leadership.

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Harbin (1996) described state agencies "as separate, autonomous units, with separate missions and resources ... a primary operating principle of an organization (in this case, an agency) [parentheses added] is to protect its boundaries" (p. 73). One solid way to break the rigid boundaries can be by adamant commitment, enhanced communication, and strong leadership that ensures the allocation of adequate resources and minimizes the impact of "turf issues." Sharing experiences regarding successful collaboration might educate participating agencies or individuals that interagency collaboration is a "doable" mission. Learning from the mistakes of unsuccessful collaborations can help overcome barriers that might jeopardize a future interagency collaboration. Successful collaboration does not happen by accident (p. 201).

TAKE ACTION TODAY

Forming a Community Transition Team

- Bring partners to the table.
- Learn the language of other transition team partners.
- Understand the legislative basis of other systems, and respect differing perspectives and priorities.
- Share literature with other members of the transition community about your program and services.
- As a team, develop a cross-systems "cheat sheet" of transition resources and distribute widely.
- Share knowledge of transition resources through many media (written materials, web sites, and training).
- Go to schools and other agencies to provide consultation and technical assistance. Learn how to be an effective consultant. (see Appendix E)
- Develop state and local Transition Resource Guides jointly for use by students, parents, agency staff, and educators (see Appendix D).

Referral Process

- Develop a referral process that works for all members of the team, especially the student and parent. Make sure youth do not fall through the cracks (especially 504 students).
- Establish an interagency referral form.
- Establish a list of existing documents and information that needs to be exchanged between partners at the time of referral.
- Identify the referral triggers.
- Clearly identify when a partner is able to provide consultation and technical assistance versus receiving a referral of the student.
- And again, MAKE SURE STUDENTS DO NOT FALL THROUGH THE CRACKS BETWEEN THE ARTIFICIAL LINES OF THE SYSTEMS!

Assessment and Transfer of Useful Information and Determining Eligibility

- Develop a shared definition of assessment, and be clear on assessment to determine eligibility verses assessment for transition planning purposes. Understand and respect the requirements across systems lines for assessment information.
- Always remember; DO NOT reinvent the wheel.
- Stay focused on assessment that will lead to the transition of students to post-secondary outcomes.

Outcomes.

- Develop cross-systems strategies of assessment.
- Gather ongoing information from the student and their family.
- Develop study portfolios that the student owns. This will promote the sharing of relevant information across systems.
- Utilize community-based, real-life assessments whenever possible. These experiences can be jointly developed by the community transition team.
- AVOID STARTING OVER! Make sure the student has an individualized assessment needed to transition to post-secondary education and training, employment, and community living.

Planning: Aligning the IPE and IEP and other plans

- There are several types of transition planning meetings: the IEP team meeting, the community transition team meetings, training and technical assistance meetings, meetings with the student and family to provide services. Plan ahead, be honest about availability of time, and agree on who will participate for what reasons and when. Do not get lost in the "invitation" process.
- How many plans does a student need to prepare for transition to adult life? The answer is simple: one life = one plan.
- It is the responsibility of the community transition team to coordinate planning efforts, to remain focused on students' dreams and aspirations, and to work collaboratively to help youth achieve post-secondary goals.
- Discuss how the team will resolve conflicts regarding funding, services, roles, and responsibilities.
- AVOID STARTING OVER! Identify the roles and responsibilities of the student, family, and members of the community transition teams to help youth achieve their goals.

Transition Services

- As a team, identify whose responsibility it is to pay for what, based upon the parameters of the law and need of the students.
- Make sure there is a plan to ensure that technology stays with the student when transitioning from education to adult agencies.
- Create a continuum of services, such as job coaching, to avoid interruption or change in service and service provider.
- If a student needs a service, work as a community transition team to establish it and find collaborative ways to fund the program. Recognize that this is a shared responsibility.

- Establish summer collaborative projects to expand community-based experiences in the area of work, post-secondary education and training, and community living.
- AVOID STARTING OVER!

Conclusion: Achieving Successful Outcomes

The payoff to effective community transition team work is to see the vision become a reality:

Empowered youth with disabilities access the community of their choice to achieve their desired careers, life-long learning and a rich quality of life.

This chapter provided a snapshot of the key concepts to arrive at the critical crossroad of *Creating a Path and Traveling Together* phase of the transition planning: *Realizing the Vision*. These strategies move local transition initiatives to realize this vision through the work of community transition teams.

Chapter 7:

Learning as a Community: Training & Technical Assistance

"Knowledge has to be improved, challenged, and increased constantly, or it vanishes"

—Peter F. Drucker 1909- , American Management Consultant, Author

Introduction

The roles of transition partners—youth, families and professionals—were described in previous chapters. Competencies and skills are necessary to fulfill these roles effectively. Transition professionals from special education and VR must meet high standards for credentials and demonstrate rigorous proficiency to maintain certification. Even so, many of the skills and competencies needed for effective collaboration and empowerment of youth with disabilities come, not from academic training, but from vision, values and respect for people.

IDEA (1997) and the Rehabilitation Act include provisions that speak to the preparation of persons providing services to individuals with disabilities and their families as a whole. IDEA and the Rehabilitation Act include the preparation of other service professionals in the Comprehensive System of Personnel Development. IDEA also outlines preparation of parents as professionals.

This chapter will address knowledge domains for youth with disabilities and their families and research-based competencies for professionals. There will be cross training needs identified and strong recommendations for learning together. Bruns and Fowler (1999, May/June) emphasize the importance of four considerations or critical skills of transition staff:

- Continuity,
- Communication,
- Collaboration, and
- Family concerns.

These considerations are an example of the kinds of skills that benefit all stakeholders in their transition journey from compliance to commitment.

Basic Premises, Guiding Principles

To address the learning needs of youth, their families and professionals in transition, the 28th IRI Prime Study Group adopted some guidelines for success.

- A general, shared knowledge base is essential for compliance; a shared vision is essential for commitment.
- Cross-systems training strategies build mutual respect and understanding of multiple perspectives.
- Everyone involved in transition planning must hear the same messages.

- All transition partners bring unique insights to the process. Professional don't have all the answers and must be open to learning from youth with disabilities and their families.
- Everyone involved in transition can learn something new from others.
- Life-long learning is necessary, healthy and desirable.
- Planning for learning experiences together leads to outcomes that meet the learners' needs.
- Use what works; don't reinvent the wheel.
- Learning must be accessible to all, regardless of disability.

Competencies and Skills for Transition Specialists

A study of central competencies for transition specialists by Defur and Tavymans (1995, Sept.) was mentioned in an earlier chapter. It is worth repeating here because it compared competencies across disciplines; VR, vocational education, and special education. The following seven competencies emerged as central to the role of transition specialists, regardless of position:

- Knowledge of agencies and systems change;
- Development and management of transition goals of the IEP;
- Working with others in the transition process;
- Vocational assessment and job development;
- Professionalism, advocacy, and legal issues;
- Job training and support; and
- General assessment.

Again, these skills are required in the fields of special education, vocational education, and VR. They will facilitate the interdisciplinary framework needed to support the successful transition of students with disabilities from school to successful careers. While some of the information needed in this skill set is technical, "soft skills" may be the competencies that assure success. Facts about agencies, laws, and assessment information must be accurate, of course, but skill in "working with others in the transition process" may be tougher to get right.

In many ways professionals in transition programs serve as consultants to each other as well as to the youth and family. For those whose roles have been designated as "teacher" or "VR counselor," the thought of serving as a consultant might seem strange and uncomfortable. In reality, the goals of a consultant are closely aligned with those of a teacher or counselor.

Consider these:

- To help others succeed.
- To share and apply your expertise.
- To build commitment and ownership to solutions.
- To solve problems so they stay solved.

Consulting skills are a blend of technical and relationship skills (Block, 1981). The best

special educators and VR counselors know that consulting is one of their primary functions. Materials for training to improve skills in consulting are included in Appendix E.

Helpful Learning for Youth with Disabilities and Their Families

Consumers and their families may require support and training to assume their roles as full partners in communication and planning. Students' roles and responsibilities in the transition process were described in Chapter 3, "The Center of the Community: The Student and Family." The responsibilities that young people must begin to accept are heavy, and without support could be too difficult. A list of skills necessary to lead the transition process could include self-awareness, disability awareness, communication, self-determination and self-advocacy. Fortunately, curricula, learning experiences and resources exist to teach young people with disabilities skills to become more empowered.

Youth development has been defined as a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models that focus solely on youth problems (National Youth Development Information Center, 1998). Partners in collaborative efforts may best reach training and technical assistance goals by employing tools from youth development models.

Most learners need opportunities to practice new skills. Providing information or techniques is not enough to assure mastery of competencies. Youth with disabilities must participate with peers, families and professionals in conferences, meetings, and other activities that encourage them to practice communication skills and self-determination strategies. Opportunities for leadership in the school and community provide an excellent training ground for adult roles. Interaction with mentors and role models may provide still another learning strategy.

Teaching self-determination and self-advocacy skills can become the driving force behind the success of a student's transition. The areas most often included in selfdetermination training are:

- Choice making,
- Decision making,
- Problem solving,
- Self-evaluation skills,
- Goal setting,
- Predicting outcomes, and
- Adapting to different environments. (Morningstar & Kleinhammer-Tramill, 1999, May).

With skill development and practice in these areas, young people with disabilities can become competent leaders of their transition.

Family Training

A survey was conducted by the Parent Advocacy Coalition for Educational Rights

(PACER) Center's Technical Assistance on Transition and the Rehabilitation Act (TATRA) program that included a training needs assessment for families. Results of the survey indicated the need for training and technical assistance in the following areas:

- Juvenile justice,
- Graduation standards and youth with disabilities,
- Transition needs of students at age 14,
- Best practices in school-to-work,
- Promoting change in transition and VR systems,
- Information on the VR system,
- Helping youth develop self-advocacy skills,
- IDEA legislation that addresses the "transfer of student rights at age of majority,"
- Post-secondary programs for students with cognitive disabilities,
- Combining resources from various programs (i.e. Workforce, Medicaid, VR, Education, and Social Security), and
- Balance of academic curriculum with functional life-skills. (TATRA Needs Assessment, 2001, April).

In addition to these survey-identified areas, training for parents may cover skills for effective communication with their child and parent advocacy skills. Training in all of these areas can assist parents to guide young people in choice making.

Strategies to promote empowerment were discussed in Chapters 3 and 4. The discussions of roles in those chapters provided recommendations to strengthen each of the transition partners' capacity, thereby building the community of support through behaviors and attitudes expressed in day-to-day interactions. The recommended strategies may not be considered formal training, but foster learning by example and through the informal exchange of ideas.

Learning Modalities and Training Methods

Training for all transition team members can be accomplished in a variety of ways. Some of the factors that influence the choice of strategies include the goals of the training, target audience, available resources, including time, and the needs and preferences of the learner. Keeping in mind the guiding principles for learning together mentioned at the beginning of this chapter, decisions should favor the most accessible, inclusive alternatives.

Self-paced study

Professional magazines, journals and books are traditional sources for individual learning and professional growth. Publications offered for youth with disabilities and their parents may offer interesting perspectives for professionals as well.

The Internet, with a plethora of web sites, may provide endless individual development opportunities for all transition team partners. On-line self-determination training is offered by People First organizations across the country. Tremendous volumes of resources exist online for developing cross-training materials and workshops.

Distance education technology provides opportunity for broad-based cross-training

to reach diverse geographic and partner audiences. Collaborating with institutions of higher education in this regard affords opportunities for interactive TV, satellite broadcasts and other technologies.

The following chapter, *Resources for the Transition Community*, lists on-line and distance learning opportunities for youth with disabilities, their families and professionals in transition.

Face-to-face

Bringing people together for learning serves a number of purposes. As mentioned previously, relationship building is equally as important as technical training content. Face to face group training provides opportunities for peers to learn formally and informally while getting to know each other as people. One-on-one learning provides for ongoing evaluation and feedback, coaching and individual encouragement. At the other end of the spectrum, conferences provide a forum for creating energy and enthusiasm for shared vision and goals.



FROM COMPLIANCE TO COMMITMENT: Models for Designing Transition Conferences

There have been a growing number of statewide conferences and learning experiences in transition. The best models include a focus on services to all partners, professional development, and engagement of partners in the planning process. One example is the Ohio Transition Weekend, where Deaf students and their families learn together about paths to successful post-school outcomes. (Meredith Crane, Deaf Initiatives, *TheDEAFund@aol.com*) Other models for Transition Conferences include Pennsylvania's Transition Conference, (Joan Kester, *joakester@state.pa.us*); Delaware's Summer Institute, and Virginia's Transition Forum that focuses on professional development and team building.

Lifelong Learning, Academic Credit and Continuing Education

Achievement in formal education is generally rewarded with some form of acknowledgment from units toward a high school diploma or equivalency to post secondary and graduate level credits. From transition specialists who have already attained advanced degrees to young students in process of matriculation, efforts in this process of learning together may offer more than intrinsic value. Keep in mind the need for academic or continuing education credits when planning cross-disciplinary training for the entire transition community. Professionals may seek credits toward maintaining certification. Youth with disabilities may receive high school credit or leadership/achievement awards that contribute toward post-secondary goals.

One such program was developed at Holt High School in Holt, Michigan, (Jorgenson, 1998). A class was developed for special education students that focused on learning style awareness and best performance conditions, self-advocacy skills development, and empowerment to assume responsibility for learning. The elective class was so well received that it was adopted by Holt High School as a general curriculum offering open to all students.

College degree programs, continuing education programs and in-service programs provide opportunities throughout professional life to develop awareness, common values and vision, as well as the seeds of team formation and collaboration so essential to transition services. Diversity in experience, expertise, culture and other factors provides richness to the

professional development experience that can only enhance skill development.



FROM COMPLIANCE TO COMMITMENT: Lifelong Learning

Iowa Area Education Agency Project (Northeast Iowa)

Model based on need to: connect student to their community, connect student behaviors to adult success and connect curriculum to career ladders. IEP teams must assist students by infusing available relevant curriculum in their schedule to support their vision statement. Infusing coursework to support the transition vision is critical to the process and ultimately allows for the narrowing down of the vision to be accurate and realistic by graduation. The Career/Coursework Ladder is an attempt to depict the relationship between high school curriculum and life based experiences required to graduate competent young adults.

Contact information: Steve Wooderson, Executive Director, Iowa Division of Vocational Rehabilitation, *swooderson@dvrs.state.ia.us*.

Resources for Training

Training resources are many and varied. A few will be described broadly in this chapter with specific resource information provided in detail in the following chapter entitled *Resources for the Transition Community*.

Department of Education

The U. S. Department of Education, OSERS, provides resources for training all members of the transition team. The laws that provide the basis for special education and the State-Federal VR program both require Comprehensive Systems of Personnel Development (CSPD). These provisions in IDEA and the Rehabilitation Act assure that State and local agencies address the needs for qualified professional personnel. In addition, both Acts require cross training specific to transition of youth with disabilities. Dollars allocated for services to groups of individuals with disabilities and in-service training of professionals may be used in providing such training.

There are a number of projects designed specifically by OSERS to support parent partnerships. The mission of the Parent Advocacy Coalition for Educational Rights (PACER) is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents. A national network of Parent Information Centers is available to pursue the mission of PACER and support parents of students with disabilities. More information on PACER can by found on their website, located at http://www.pacer.org/about.htm

In 1994 RSA funded a technical assistance project known as "Technical Assistance on Transition and the Rehabilitation Act" (TATRA). There are currently seven TATRA projects nationwide that inform individuals with disabilities and their families about VR and independent living services, to enable them to improve and expand employment goals and outcomes. These projects help individuals, as well as the parent, family members, guardians, advocates, or other authorized representatives of the individuals, learn to participate more effectively with professionals in meeting the vocational and rehabilitation needs of individuals with disabilities. For resources provided by TATRA, visit their website at http://www.pacer.org/tatra/tatra.htm.

The Technical Assistance Center for Professional Development Partnerships (http://www.dssc.org/pdp/) is committed to facilitating and supporting the development of collaborative partnerships for the preparation of educators. This web site contains a vast array of resources about organizations, publications, conferences and web sites related to the professional development of educators, as well as links to the five Professional Development Partnership (PDP) Projects nationwide, funded by OSEP.

RSA provides funding for cooperative agreements with 21 universities across the country for Regional Rehabilitation Continuing Education Programs (RRCEPs). These programs are charged with the provision of training and technical assistance for human resource and organization development in state VR agencies and community rehabilitation programs. Located within each of the Department of Education's ten Federal regions, the RRCEPs can assist with training at State and local, as well as regional levels. Contact information is included in the next chapter.

Department of Labor

The Department of Labor, Employment and Training Administration offers many training and technical assistance resources to support effective youth development strategies for ALL youth with disabilities. DOL also offers technical assistance to enhance employment services specifically for youth with disabilities.

Youth Leadership Forums (YLF) for youth with disabilities are funded by the Department of Labor through state Governors' Councils on Disability. YLF are state level conferences, bringing together students with disabilities to meet adult role models and explore issues of disability and self-advocacy. They also provide a learning forum for youth with disabilities about government processes. Developing a local or state YLF would expand leadership and empowerment training opportunities for youth with disabilities, and transition teams are encouraged to use this federal model and available resources at http://www.dol.gov/odep/programs/youth.htm. The transition team members in your state or local area could develop a YLF as a joint initiative.

A movement is quickly spreading across America coined, "YoPowerment" for Youth Empowerment. It springs from projects funded by DOL Youth Opportunity Grants (http://www.doleta.gov/youth_services/yog.asp) designed to increase the chances for school completion, success in employment and independence of disadvantaged youth. The projects are based in local communities that meet certain requirements and take many, varied forms but all are based on principles of youth development and afford opportunities for growth and leadership. The DOL Youth Opportunity Grant web site (http://www.doleta.gov/youth_services/yog.asp) provides excellent resources that should be used by local and state transition teams to expand empowerment strategies and programs for youth with disabilities. Peer-to-Peer Workshops are part of the ongoing technical assistance that the Office of Youth Services (OYS) provides for the Youth Opportunity Grant programs (http://www.doleta.gov/youth_services/peertopeer_desc.asp).

At the time this document was written, the Workforce Investment Act required local Youth Councils to develop local employment and training policies based on a youth development perspective, and to establish linkages with business/employers, community-based youth-serving organizations as well as juvenile justice officials, public housing authorities, parents of eligible youth, and former job training participants. This structure clearly indicates the need for developing partnerships throughout a local community to

provide adequate policies, services, and training to youth with disabilities. The community transition teams or councils should be effectively linked with the Youth Council. Considering the many needs of youth, there is no one agency or entity that can adequately fulfill each of those needs. Creating partnerships may be the only effective way to provide comprehensive services, training and technical assistance.

In July 2002 a new publication was issued by DOL entitled The Youth Council Toolkit: Tools to help youth councils build effective operational youth delivery systems, which can be used as a training tool in forming effective local transition teams and strong youth development strategies. This publication is located at http://www.doleta.gov/youth_services/toolkit_2002.asp.

The WIA anticipated that the Youth Councils would promote a shared vision for all youth with disabilities to achieve successful careers. Based upon the youth development framework, Youth Councils strive for characteristics of a system to include a shared vision, coordinated outreach and intake, service strategy development, locked-in services, and follow-up. Another helpful training tool is entitled Recipes for Success: Youth Council Guide to Creating a Youth Development System under WIA (http://www.doleta.gov/usworkforce/resources/pdf/recipes-ycouncil.pdf).

Consumer Organizations

Previously discussed in Chapter 4, "The Transition Community," consumer organizations can be a critical source of training and technical assistance. Consumer organizations may be cross disability or disability specific; politically involved or focused on social interaction and support; international or local. In other words, the services they offer will vary greatly depending on the particular consumer group. Many such organizations provide awareness of specific disability issues, affording young people, their families and the professionals they work with, the opportunity to learn more about disabilities from individuals who have lived longer with similar concerns. Some organizations have State and local chapters that meet frequently affording both informal and formal learning opportunities. Many consumer groups have national conferences, seminars and workshops. Some have member publications that provide current information of interest to people with disabilities. Professionals must be aware of the rich resources consumer organizations have to offer for their learning as well as for the development of the consumer. Please see the section of Chapter 8 focused on consumer organizations for specifics.

Professional Organizations

Like consumer organizations, professional associations come in all shapes and sizes. Most provide learning opportunities for members. Again, it is important to reinforce cross training of professionals from the transition community and to include youth with disabilities and their families in the same learning opportunities available to professionals.

Of particular interest to members of the transition community is the Council for Exceptional Children and its Division on Career Development and Transition (http://www.dcdt.org/). The National Center on Secondary Education and Transition (http://www.ncset.org/) offers training and technical assistance to the public as well as to its members. Additional professional organizations are listed in the *Resources* chapter.

Use of the 28th IRI Document: A Training Tool and Framework for Collaboration

The intent of the 28th IRI is to improve the successful outcomes of youth with disabilities by addressing systemic issues between the VR system, education system and other systems mandated to provide transition services. This publication provides strategies to increase opportunities for the empowerment and choice of youth with disabilities, and emphasizes the critical role of parents as equal partners in transition planning. The increased knowledge of legislative requirements along with information about research-based effective practices, will increase collaboration between transition partners, and enhance career outcomes of youth with disabilities.

This document provides a collaborative transition framework that can assist Federal, State, and local policymakers in establishing legislation (e.g. reauthorization), funding priorities, policies, and program guidelines to promote a seamless system of transition services.

For the greatest commitment to training outcomes, the transition community as a whole must be involved in planning joint training, determining common goals and following the guiding principles listed at the beginning of this chapter. This means that educators, agency staff, parents, and students are involved in every step of the process.

The chapters of the 28th IRI can be used separately as self-standing training tools or as a whole by the transition community and policymakers in order to promote positive change in transition practices. The content of each chapter is identified below:

- *Chapter 1, Eye on the Sky: Broadening our Horizons*, can be used as a tool to assist policymakers and potential transition team partners at a Federal, State, and local level to understand a common vision for the successful transition of youth to productive careers. It provides the foundation for the journey from compliance to commitment.
- Chapter 2, Grounding our Journey: Compliance with the Law, provides extensive information about legislation affecting transition initiatives, along with quick reference guides on relevant legislation. This information can be used as a training tool and reference guide to understand the requirements of legislation, which gives the reader a solid groundwork for effective practice.
- Chapter 3, The Center of the Community: The Student and Family, describes the critical roles of youth and their families. There are many helpful how-to lists leading transition team partners to employ empowerment strategies.
- Chapter 4, Meeting the Community Partners, introduces the reader to those involved in supporting the successful transition of youth with disabilities to successful post-school outcomes. The chapter suggests roles and responsibilities needed to build Federal, State, and local transition communities.
- *Chapter 5, Community Collaboration*, identifies the key elements critical to building a collaborative transition community, and suggests ways to make collaboration work at a State and local level. Management and direct service perspectives are presented.
- Chapter 6, Realizing the Vision: Creating the Path and Traveling Together, moves from transition theories and concepts to practice, describing strategies to mobilize effective transition practices at a local level.

- Chapter 7, Learning as a Community: Training and Technical Assistance, establishes the guiding principles training and technical assistance endeavors must be jointly planned, developed, and implemented by all members of the transition community. This includes educators, agency staff, parents, and students!
- Chapter 8, Resources for the Transition Community, provides extensive transition resources and reference materials to facilitate movement from a practice of compliance to commitment.
- *Inserts* throughout the document highlight promising and effective practices. These examples entitled "• From Compliance to Commitment", demonstrate how the information presented in each chapter can apply to real-life. Contact information is provided to encourage readers to get in touch with others who have experiences to share.
- *Take Action Today* is presented at the conclusion of many chapters to help the reader recognize the actions that can be taken now to enhance transition practices.

The writers of "Investing in the Transition of Youth with Disabilities to Productive Careers," invite you to share our vision and put this document to good use:

Empowered youth with disabilities access the community of their choice to achieve their desired careers, life-long learning and a rich quality of life.

Chapter 8:

Resources for the Transition Community

"I find that a great part of the information I have, was acquired by looking up something and finding something else on the way."

Franklin P. Adams 1881-1960, American Journalist, Humorist

Introduction

The resource chapter is a compilation of resources recommended by people who are working on transition issues. Although it is not an exhaustive list of materials, it is a list that practitioners have found beneficial. It is important to note that this resource section does not include references from the other chapters in the guide. The authors refer you to the Reference list for additional resources.

The sections in this chapter are arranged to correspond to the chapters of the document, and references within the major headings_are alphabetized. The following identifies major headings used to locate information:

RESEARCH AND EFFECTIVE PRACTICES

LEGISLATION AND POLICY

FEDERAL AGENCIES

EMPOWERMENT AND SELF-DETERMINATION RESOURCES

FAMILY SUPPORT

CONSUMER ORGANIZATIONS

COMMUNITY COLLABORATION AND PARTNERSHIPS

TRANSITION TOOLKIT

Diversity

Career Exploration and Assessment Tools

Psychological Assessment Tools

Rehabilitation Technology Resources

Job Readiness and Job Placement Tools

Post-Secondary Education Resources

TRAINING AND TECHNICAL ASSISTANCE RESOURCES

PROFESSIONAL DEVELOPMENT AND PROFESSIONAL ORGANIZATIONS

NATIONAL ORGANIZATIONS

*Disclaimer – At the time of printing, the following resources were relevant and accurate. However, due to the ever-changing nature of the World Wide Web, some sites may, unfortunately, become inactive.

Research and Effective Practices

- **Best Practices**. http://transitioncoalition.org/bestpractices/index.shtml. To provide participants with a general working knowledge of best practices in transition planning for students with disabilities.
- Best Practices in Planning for the Transition for young adults from school to adult life.

 http://www.transitioncoalition.org/bestpractices/. The purpose of this site is to provide participants with a general working knowledge of best practices in transition planning for students with disabilities. This is also an opportunity to collaborate with others involved in transition planning.
- Improving Education: The Promise of Inclusive Schooling. http://www.edc.org/urban/pdf/ incbook.pdf. A Document offered by the Education Development Center (EDC) from the National Institute for Urban School Improvement regarding Inclusion.
- Katsiyannis, A., DeFur, S. Conderman, G. (1998, Spring). **Transition services—systems change for youth with disabilities: A review of state practices**. *The Journal of Special Education*. *32* (1), 55-67.
- **Longitudinal studies of the vocational rehabilitation service program**. *Characteristics and Outcomes of Transitional Youth in VR*. http://www.ed.gov/offices/OSERS/RSA/Research/studies/index.html.
- **National Center for Education Statistics**. http://www.nces.ed.gov. The primary federal entity for collecting and analyzing data that are related to education in the United States and other nations.
- The National Longitudinal Transition Study. http://www.sri.com/policy/cehs/publications/dispub/nlts/nltssum.html. The NLTS was conducted from 1987 through 1993 and describes the experiences and outcomes of youth with disabilities nationally during secondary school and early adulthood.
- The National Transition Longitudinal Study 2. http://www.sri.com/policy/cehs/dispolicy/nlts2.html. NTLS2 is a 10-year study of the experiences of young people who were 13 to 17 years old and receiving special education in the 2000-2001 school year.
- Office of Special Education and Rehabilitative Services. (2000). 23rd Annual Report to Congress on the Implementation of IDEA. http://www.ed.gov/offices/OSERS/OSEP/Products/OSEP2001AnlRpt/index.html.
- **Promising and Effective Practices Network**. http://www.nyec.org/pepnet/reports/
 index.html. PepNet is a system and an information base for identifying and promoting what works in youth employment and development.
- **Start on Success.** http://www.startonsuccess.org/. A program of the National Organization on Disability, models developed by searching for the most supportive, cost effective, non-bureaucratic ways to introduce high school students with disabilities to the workplace

Students with Disabilities in Postsecondary Education: A Profile of Preparation,
Participation and Outcome. http://nces.ed.gov/pubs99/1999187.pdf. This report provides a comprehensive profile of students with disabilities enrolled in postsecondary education.

Legislation And Policy

- Americans with Disabilities Act Home Page. http://www.usdoj.gov/crt/ada/. U. S. Department of Justice. Information and technical assistance on the ADA.
- Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (P.L. 105-332). http://www.ed.gov/offices/OVAE/CTE/legis.html.
- Ensuring access, equity, and quality for students with disabilities in School-to-Work systems: A guide to federal law and policies. (1999, June). http://www.ici2.umn.edu/
 http://www.ici2.umn.edu/
 https://www.ici2.umn.edu/
 https://www.ici2.um
- **Federal Register**. http://www.ed.gov/legislation/FedRegister/ This directory contains documents published in the *Federal Register* by the U.S. Department of Education. ED documents are obtained from the *Federal Register* database maintained by the Government Printing Office (GPO).
- Handbook for Implementing Community Based Vocational Education Programs according to the Fair Labor Standards Act. http://ici2.coled.umn.edu/ntn/pub/hdbk/FLSAHDBK.pdf
- Henderson, K. (2001, March). **An Overview of ADA, IDEA, and Section 504: Update 2001**. http://ericec.org/digests/e606.html. ERIC EC Digest #E606, ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
- **IDEA Amendments of 1997**. News Digest Volume 26 (Revised Edition) June 1998. A publication of the National Information Center for Children and Youth with Disabilities. http://www.nichcy.org/pubs/newsdig/nd26txt.htm
- IDEA 1997 Final Regulations. http://www.ideapractices.org/idearegsmain.htm.
- Individuals with Disabilities Education Act of 1998 (P.L. 104-476). http://www.ed.gov/offices/OSERS/Policy/IDEA/the_law.html.
- **Least Restrictive Environment: Statement of Law**. National Council on Disability. http://www.ncd.gov/newsroom/publications/95school 1.html.
- National Archives and Records Administration Office of the Federal Register. http://www.access.gpo.gov/nara/index.html
- **No Child Left Behind (NCLB) 2001**. http://www.nclb.org/. This law represents the education reform plan and contains the major changes to the Elementary and Secondary Education Act (ESEA).

- Rehabilitation Act Amendments of 1973, Section 504 (P.L. 93-112). http://thomas.loc.gov/cgi-n/bdquerytr/z?d093:HR08070:@@@L|TOM:/bss/d093query.html|.
- School-to-Work Opportunities and the Fair Labor Standards Act (FLSA). http://www.state.vt.us/stw/FLSASTW.html. A guide to Work-Based Learning, federal child labor laws, and minimum wage provisions.
- **Ticket to Work and Work Incentives Improvement Act**. Center for Medicare and Medicaid Services. http://www.hcfa.gov/medicaid/twwiia/twwiiahp.htm.
- **Workforce Investment Act** (P.L. 105-220). http://www.doleta.gov/usworkforce/asp/act.asp Title I (WIA youth services) and Title IV (Rehabilitation Act Amendments of 1998).

Federal Agencies

- Department of Education, Office of Special Education Programs (OSEP). http://www.ed.gov/offices/OSERS/OSEP/. OSEP is dedicated to improving results for infants, toddlers, children and youth with disabilities (ages birth through 21) by providing leadership and financial support to assist states and local districts.
- **Disability Direct.** http://www.disabilitydirect.gov. A governmental site dedicated to national disability issues.
- **Disability Online.** http://wdsc.doleta.gov/disability/. Federal disability website.
- **FirstGov for Workers.** http://www.workers.gov. Connecting American workers and their families to Government services and information.
- Office of Disability Employment Policy. http://www.dol.gov/odep/welcome.html. Resource on labor funded initiatives supporting employment of individuals with disabilities, also info on New Freedom Initiative.
- Office of Special Education and Rehabilitative Services. http://www.ed.gov/offices/
 OSERS/. Houses the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA).
- Office of Vocational and Adult Education (OVAE). http://www.ed.gov/offices/OVAE. OVAE's activities fall into four areas: High Schools, Career and Technical Education, Community Colleges, and Adult Education and Literacy.
- **Rehabilitation Services Administration.** http://www.ed.gov/offices/OSERS/RSA/. Federal agency with oversight of the public vocational rehabilitation.
- Social Security Administration (SSA) Office of Employment Support Programs. http://www.ssa.gov/work/Ticket/ticket info.html. Ticket to Work Program Information Section.
- **Social Security Administration**. Toll free (800) 772-1213). http://www.ssa.gov. SSI, SSDI, Ticket-to-work, and work incentives.

- **Sources of Funding for Youth Services.** http://www.doleta.gov/youth_services/. A reference compiled to provide youth service providers with a comprehensive, up-to-date reference of potential partners and available funding resources that can be tapped to enhance service delivery opportunities for youth.
- **U.S. Department of Education.** http://www.ed.gov.
- **USWorkforce.org.** http://usworkforce.org. Gateway to information on the Workforce Investment Act of 1998 (P.L. 105-220).
- **Department of Labor's Employment and Training Administration**. http://www.doleta.gov/. Provides workforce and education information.
- **Youth Resource Connections** a bi-weekly newsletter available through the U. S. Department of Labor. To subscribe, visit http://www.doleta.gov/youth_services.

Empowerment and Self-determination Resources

- **Adolescent Health Transition Project.** http://depts.washington.edu/healthtr/. A resource for adolescents with special health care needs, chronic illnesses, physical or developmental disabilities.
- Center for Educational Networking. "Self Advocacy Empowers Holt Students"; Vol. 5, No. 8, May 1995, p.7.
- Center for Self-Determination. http://www.self-determination.com/index.htm. The Center for Self-Determination is a highly interactive working collaborative of individuals and organizations committed to the principles of self-determination.
- Connecting to Success. http://ici.umn.edu/ementoring/default.html. The Connecting to Success electronic mentoring program is developing, implementing, and evaluating a model for using electronic mentoring to promote successful transition of youth with disabilities into adult life.
- **DOIT Web Site.** http://www.washington.edu/doit/. The DOIT Project at the University of Washington has an online community of teenagers with disabilities who are interested in attending college and pursuing a challenging career.
- **Kids As Self Advocates (KASA).** http://www.fvkasa.org. KASA is an organization created by youth with disabilities for youth to educate society about issues concerning youth with a wide spectrum of disabilities and special healthcare needs.
- National Center on Self-Determination. http://cdrc.ohsu.edu/selfdetermination/. Oregon Institute on Disability and Development.
- National Program Office on Self-Determination. http://www.self-determination.org. Includes discussions and publications on self-determination practices and policies.

- **National Service Inclusion Project (NSIP).** http://www.serviceandinclusion.org/. NSIP is a training and technical assistance project to increase the participation of people with disabilities in national service.
- **National Youth Development Information Center.** http://www.nydic.org/nydic/. Resource to support youth development activities.
- **National Youth Employment Coalition.** http://www.nyec.org/index.html. NYEC is a non-partisan national organization dedicated to promoting policies and initiatives that help youth succeed in becoming lifelong learners, productive workers and self-sufficient citizens.
- **National Youth Leadership Network (NYLN).** http://www.nyln.org/. Dedicated to advancing the next generation of disability leaders.
- **Self-Determination and Transition Projects,** College of Education, Wayne State University. http://www.coe.wayne.edu/Grants/STEPS/index.htm. Information about the STEPS to Self-Determination curriculum.
- **Self-Determination Synthesis Project.** http://www.rfgreen.com/sdsp/home.shtml. A review and synthesis of the knowledge base and best practices related to self-determination (SD) and self-advocacy (SA) interventions in order to improve, expand, and accelerate the use of this knowledge by the professionals who serve children and youth with disabilities and the parents who rear, educate, and support their children with disabilities.
- Wehmeyer, M., Agran, M., and Hughes, C. (1998). *Transition services and self-determination. Teaching self-determination to students with disabilities*, 3 (pp. 55-69). Baltimore, MD: Paul Brookes.

Family Support

- **Beach Center on Disability.** http://www.beachcenter.org/. Providing research that makes a meaningful and sustainable difference in the lives of families who have children with disabilities.
- Boone, R. S. (1992). **Involving culturally diverse parents in transition planning**. Career Development for Exceptional Individuals, 15 (2), 205-221.
- **Family Involvement**. (1996). *Alliance*, *1* (3). Champaign, IL: National Transition Alliance, 1, 3-5. http://www.ncset.org/default.asp.
- **Family Village**. http://www.familyvillage.wisc.edu/index.htmlx. A global community of disability-related resources.
- **Family Voices**. http://www.familyvoices.org. A national network of families who have children with special health care needs. Family Voices shares information and resources around health care policy and issues that affect our children.

- **Healthy and Ready to Work National Center**. http://www.hrtw.org/. The Center's mission is to promote positive changes in policy, programs and practices that support youth with special health care needs, to allow them to transition into adult health care.
- National Coalition for Parent Involvement in Education (NCPIE). http://www.ncpie.org/. The group monitors legislation, initiative projects, and shares information and ideas about research, programs, and policies around the involvement of parents and families in their children's education and the relationship between family, schools, and community.
- National Information Center for Children and Youth with Disabilities. http://www.nichcy.org/. NICHCY is the national information center that provides information on disabilities and disability-related issues for parents, students, educators, and agencies.
- Parent Advocacy Coalition for Educational Rights (PACER). http://www.pacer.org/. Created by parents of children and youth with disabilities to assist other families and individuals with disabilities. It has extensive links and information to family involvement in school and the education system for children and youth with disabilities.
- Research & Training Center on Family Support and Children's Mental Health. http://www.rtc.pdx.edu/index.htm. The Center's activities focus on improving services to children and youth who have mental, emotional or behavioral disorders and their families.
- Salembier, G., & Furney, K. (1997). Facilitating participation: Parents' perceptions of their involvement in the IEP/transition planning process. Career Development for Exceptional Individuals, 19 (1), 29-42.
- **Strategies for Family Involvement**. (1996). *Alliance, 1* (3). Champaign, IL: National Transition Alliance, 6-7. http://www.dssc.org/.
- Technical Assistance ALLIANCE for Parent Centers. http://www.taalliance.org/index.htm. The ALLIANCE focuses on providing technical assistance for developing funded Parent Training, Information Projects, and Community Parent Resource Centers under the Individuals with Disabilities Act (IDEA).

Consumer Organizations

- Alexander Graham Bell Association for the Deaf & Hard of Hearing. (202) 337-5220 Voice; (202) 337-5221 TTY. http://www.agbell.org. An international membership organization and resource center on hearing loss and spoken language approaches and related issues that provides a wide range of programs, services and information to all those seeking information on a vast array of issues pertaining to hearing loss.
- American Association of People with Disabilities (AAPD). http://www.aapd-dc.org. AAPD is the largest nonprofit, nonpartisan, cross disability organization in the US. Goals include unity, leadership and impact.
- American Council for the Blind. Tollfree (800) 424-8666. http://www.acb.org. The Council strives to improve the well-being of all blind and visually impaired people by

- serving as a representative national organization of blind people.
- American Foundation for the Blind-Midwest (AFB). (312) 396-4420; e-mail chicago@afb.net; web site http://www.afb.org. The AFB strives to eliminate barriers that prevent people who are blind or visually impaired from reaching their potential.
- **Association for Persons in Supported Employment (APSE).** (804) 278-9187. http://www.apse.org. A membership organization formed in 1988 to improve and expand integrated employment opportunities, services, and outcomes for persons experiencing disabilities.
- **Autism National Committee.** http://www.autcom.org. Autism advocacy organization dedicated to "Social Justice for All Citizens with Autism" through a shared vision and a commitment to positive approaches.
- **Brain Injury Association.** http://www.biausa.org. The mission of the Brain Injury Association of America is to create a better future through brain injury prevention, research, education and advocacy.
- Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). http://www.chadd.org. CHADD is the Nation's leading non-profit organization serving individuals with Attention-Deficit/Hyperactivity Disorder (AD/HD.) Through collaborative leadership, advocacy, research, education and support, CHADD provides science-based, evidence-based information about AD/HD to parents, educators, professionals, the media and the general public.
- Children and Adolescents Bipolar Foundation (CABF). 847-256-8525. http://www.bpkids.org. The CABF is a parent-led, not-for-profit, web-based, membership organization of families raising children diagnosed with, or at risk for, early-onset bipolar disorder.
- Federation of Families for Children's Mental Health (FFCMH). (425) 277-0426. http://www.ffcmh.org. A national, parent-run, non-profit organization focused on the needs of children and youth with emotional, behavioral or mental disorders, and their families.
- **Learning Disabilities Association.** Tollfree (888) 300-6710. http://www.ldanatl.org. A national, non-profit organization advancing the education and general welfare of children and adults of normal or potentially normal intelligence who manifest disabilities of a perceptual, conceptual, or coordinative nature.
- National Alliance for the Mentally III (NAMI). http://www.nami.org. The Nation's voice on mental illness, NAMI is dedicated to the eradication of mental illnesses and to the improvement of the quality of life of all whose lives are affected by these diseases.
- **National Association of the Deaf (NAD).** http://www.nad.org. NAD is the oldest and largest constituency organization safeguarding the accessibility and civil rights of 28 million deaf and hard of hearing Americans in education, employment, health care, and telecommunications.

- **National Council on Independent Living (NCIL).** http://www.ncil.org/. A consumercontrolled organization that advances the independent living philosophy and advocates for the human rights of, and services for, people with disabilities to further their full integration and participation in society.
- **National Federation of the Blind.** (410) 659-9314. http://www.nfb.org. The purpose of the National Federation of the Blind is two-fold to help blind persons achieve self-confidence and self-respect, and to act as a vehicle for collective self-expression by the blind.
- **National Organization of Parents of Blind Children.** (410) 659-9314 ext. 360; e-mail Bcheadle@nfb.org www.nfb.org/nopbc.htm.
- Self Help for Hard of Hearing People, Inc. (SHHH). http://www.shhh.org/.
- The Arc of the United States. http://www.thearc.org. A National Organization of and for people with mental retardation and related developmental disabilities and their families. This online resource has been developed to provide access to facts, contacts, and news updates that will help teach more about the site's constituents and their advocacy.

Community Collaboration and Partnerships

- **American Youth Policy Forum (AYPF).** http://www.aypf.org/pubs.htm. Publications by AYPF-to improve opportunities, services, and life prospects for national, state and local policymakers and practitioners.
- Bates, P. E., Bronkema, J., Ames, T., & Hess, C. (1992). *Transition From School to Adult Life: Models, Linkages, and Policy. State-level interagency planning models.* In F. R. Rusch, L. DeStefano, J. Chadsey-Rusch, L. A. Phelps, & E. Symanski (Eds.) (pp. 115-129). Sycamore, IL: Sycamore Publishing.
- DeFur, S. H., & Patton, J. R. (Eds.). (1999). *Transition and School-based Services: Interdisciplinary Perspectives for Enhancing the Transition Process.* Austin, TX: Pro-ed.
- DeFur, Sharon H. (1999, Jan). *Transition Planning: A Team Effort*; A publication of the National Information Center for children and Youth with Disabilities; TS10. http://www.nichey.org/.
- Dowdy, C. A. (1996). **Vocational rehabilitation and special education: Partners in transition for individuals with disabilities.** *Journal of Learning Disabilities.* 29 (2), 138-147.
- Employer partnerships in the School-to-Work transition of youth with disabilities. (1996). *Alliance*, 1 (2). Champaign, IL: National Transition Alliance, 1, 3. http://www.dssc.org.
- Employment and Training Administration. The Workforce Investment Act of 1998: A vision

- *for youth*. Washington, DC: U.S. Department of Labor. http://wdsc.doleta.gov/sga/youth/vision.htm.
- Everson, J. M. (1993). *Youth with disabilities: Strategies for interagency transition programs.* Boston: Andover Medical Publishers.
- **IDEA Partnerships.** http://www.ideainfo.org/. The Partnerships have the unique opportunity to bring the multiple perspectives of service providers, families, advocates, self-advocates, local administrators and policymakers together to meet the diverse needs around the implementation of IDEA.
- **Interagencies and Community Systems.** http://www.transitioncoalition.org/ics/. This resource site provides an overview of the major federal services and funding streams serving youth with disabilities.
- Kellogg, A. (1993). *Resources to Develop Local Interagency Transition Agreements*. Madison, WI: Wisconsin Department of Public Instruction.
- Learning and Earning: Partnerships with employers. (1998, Summer). *What's working in transition?* Minneapolis, MN: University of Minnesota. Tilson, G. P. (1996).
- **Relationships between education and work.** http://www.irhe.upenn.edu/cgi-bin/cat.pl.

 Publications address issues of central concern to administrators, researchers, policymakers, faculty, governing board members, and other higher education stakeholders.
- **The employer partnership in transition for youth with disabilities.** *Journal for Vocational Special Needs Education, 18* (3), 88-92.
- Tindall, L. W. (1992). *Transition from School to Adult Life: Models, Linkages, and Policy* (pp. 321-340). Business linkages. F. R. Rusch, L. DeStefano, J. Chadsey-Rusch, L. A. Phelps, & E. Symanski (Eds.), Sycamore, IL: Sycamore Publishing.

Transition Toolkit

Diversity

- Center for an Accessible Society. http://www.accessiblesociety.org. National organization designed to focus public attention on disability and independent living issues by disseminating information developed through NIDRR-funded research to promote independent living.
- Center of Minority Research in Special Education. http://curry.edschool.virginia.edu/go/comrise/. Works to increase the number and research capacity of minority scholars in institutions of higher education with high minority enrollments; build a community of minority scholars within the larger special education research community; and improve the quality and effectiveness of culturally competent special education services for minority students.

- **Disability History.** http://www.disabilityhistory.org/links.html. The disability history project is a community history project that is an opportunity for disabled people to reclaim our history and determine how we want to define ourselves and our struggles.
- Women, Minorities, and Persons With Disabilities in Science and Engineering. http://www.nsf.gov/sbe/srs/nsf00327/start.htm The report documents both short- and long-term trends in the participation of women, minorities and persons with disabilities in science and engineering education and employment.

Career Exploration and Assessment Tools

- ACT. http://www.act.org/. Work Keys tests and profiles of occupational requirements.
- America's Career InfoNet. http://www.acinet.org/acinet/. Wage and employment trends, occupational requirements, state-by-state labor market conditions, millions of employer contacts nationwide, and the most extensive career resource library online.
- **America's Career Kit.** http://www.eworkforce.org/careerkit/. A place for individuals to seek information about jobs, occupations and training needs for different occupations.
- **American Guidance Service.** http://www.agsnet.com/. Test publishers including assessment of disability characteristics, career exploration, and portfolio materials.
- **BLS Career Information For Students.** http://stats.bls.gov/k12/html/edu_over.htm. Career Possibilities for students based on their interests.
- **Bridges.** http://www.bridges.com/. North America's leading provider of career and educational planning solutions.
- Card Sort. http://www.div17.org/vocpsych/resources/cardsort.pdf. This manual describes the background to a direct assessment of interest categories without the use of a questionnaire. It is based on a card-sort procedure that focuses on Outdoor, Practical, Scientific, Creative, Business, Office and People Contact work interests.
- Career Exploration. http://jobshadow.monster.com/career/. Tools and activities to aid in career exploration.
- **CareerInfoNet.** Great step-by-step career exploration process. http://www.acinet.org/ Click on "What it takes."
- Career Research and Testing. http://www.careertrainer.com. Web links on careers.
- Compendium of Assessment and Research Tools (CART). http://cart.rmcdenver.com/. A database that provides information on instruments that measure attributes associated with youth development programs.
- **CXOnline.** http://usa.cx.bridges.com/. CX Online is a comprehensive, Internet-based career development system.

- **DecideRight Software.** http://www.performancesolutionstech.com/DecideRight.htm. Software designed to assist in important decision making (weighing all the options, considering pros and cons).
- **Developing a Career Strategy.** http://www.doi.gov/octc/strategy.html. A DOI Online Career Transition Course.
- **DOT On-line.** http://www.oalj.dol.gov/libdot.htm. Online Dictionary of Occupational Titles.
- **Edits Online.** http://www.edits.net/. Test publishers, including the Copes/Caps/Copes measures of interest, ability and values.
- Index of Learning Styles. http://www2.ncsu.edu/unity/lockers/users/f/felder/public/
 ILSpage.html. An instrument used to assess preferences on four dimensions (active/reflective, sensing/intuitive, visual/verbal, and sequential/global) of a learning style model formulated by Richard M. Felder and Linda K. Silverman.
- **Inventories**. http://www.pineymountain.com/showcase.htm. Learning Styles Inventory, Basic Skills Locator Tests, Situational Assessment Modules, SCANS Competencies, etc.
- Inventory of Work-Related Values. http://www.purduenc.edu/sa/discover/values.html.
- **Key Train.** http://www.keytrain.com. KeyTrain Software and Workplace Curriculum The premiere training system for workkeys.
- Major to Career Converter. http://jobshadow.monster.com/converter/.
- **Marketing Education Resource Center.** http://www.mark-ed.com/. Career Exploration and career-related curriculum in a variety of formats.
- National Center for Workforce Preparation. http://www.fourhcouncil.edu/programs/mai-n.asp?subid=30&catid=1. A Division of the National 4-H Council dedicated to helping young people acquire basic skills, explore career opportunities and gain experience in the workplace.
- National Occupational Competency Testing Institute. http://www.nocti.org/. Competency testing in a variety of occupations.
- **National Training Support Center.** http://www.learningconnections.org/ntsc.htm. Portfolio and Career Game materials developed by the National Occupational Information Committee.
- **O*NET On-line.** http://online.onetcenter.org/. Making occupational information interactive and accessible for all. Includes occupation and skills search, details and crosswalks for individual careers.
- **Projections of Occupational Employment Growth**. http://almis.dws.state.ut.us/occ/projhome.asp 1998-2008, by occupation and state.

- Steps to Career/Life Planning success. http://www.cdm.uwaterloo.ca/steps.asp. Talent Assessment. http://www.talentassessment.com/contact.html. Vocational assessment measures, particularly hands-on and curriculum based.
- U.S. Department of Labor. (1998). **Occupational outlook handbook**. Washington, DC: U.S. Government Printing Office.
- U.S. Department of the Interior (DOE) Occupational Exploration. http://www.doi.gov/octc/occupati.html.
- U.S. Department of the Interior (DOI) Career Manager. http://www.doi.gov/octc.
- Value Inventory. http://www.adm.uwaterloo.ca/infocecs/CRC/manual/values.html.
- **Work Values.** http://www.saf.uwplatt.edu/counsel/career/workval.htm. Rating Satisfactions from work: A Self Evaluation.

Psychological Assessment Tools

AdvisorTeam.com. Offers an **online personality inventory**.

- **Keirsey.** http://www.keirsey.com/. The website for the Keirsey Temperament Sorter and Keirsey Temperament Theory.
- **Meyers-Briggs**. http://www.personalitypage.com/. A website about Psychological Type, based primarily upon the works of Carl G. Jung and Isabel Briggs Myers.
- **Personality Instrument**. http://www.doi.gov/octc/personal.html. Personality instruments are tools that give continuing insight into ourselves and others. They are frequently used to help individuals see their preferences, potential strengths and weaknesses, and how they relate to different occupations.
- Personality Inventory (Temperament). http://www.advisorteam.com/user/kts.asp.
- **Psychological Assessment tools.** http://www.parinc.com/ Test publishers, including Holland-based Interests.
- **Psychological Tests**. http://library.pittstate.edu/ref/psych/m.html. Very extensive list of standardized tests, including descriptions and test reviews.
- **Psychorp.** http://www.psychcorp.com/. One of the largest publishers of standardized tests used in career assessment.
- **Self Efficacy Ratings**. http://userpage.fu-berlin.de/~health/selfscal.htm. The Generalized Self-Efficacy Scale is a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life.

Test Central. http://www.test.com/. Technology and Content for organizational learning,

certification, survey, and assessment.

Rehabilitation Technology Resources

- **ABLEDATA.** http://www.abledata.com. Provides information on assistive technology and rehabilitation equipment available from domestic and international sources to consumers, organizations, professionals, and caregivers within the United States.
- **Alliance for Technology Access (ATA).** http://www.ataccess.org. The ATA is a network of community-based Resource Centers, Developers and Vendors, Affiliates and Associates, dedicated to providing information and support services to children and adults with disabilities, and increasing their use of standard, assistive and information technologies.
- Impact of Exemplary Technology-Support Programs On Students With Disabilities. http://www.ncd.gov/newsroom/publications/techsupport.html.
- International Braille and Technology Center for the Blind. www.nfb.org/tech/IBTC.htm.
- Rehabilitation Engineering and Assistive Technology Society of North America (RESNA). http://www.resna.org/. An interdisciplinary association of people with a common interest in technology and disability whose purpose is to improve the potential of people with disabilities to achieve their goals through the use of technology.
- **Searchable Online Accommodation Resource (SOAR)** of the Job Accommodation Network. http://www.jan.wvu.edu/soar/.
- **Untangling the web.** http://www.icdi.wvu.edu/others.htm Where to go to get disability information.

Job Readiness and Job Placement Tools

- **AssessNet.** http://www.assess.net/. A needs-based service for finding accommodations for individuals with disabilities that utilizes an expert, system-like methodology developed under National Science Foundation, U.S Department of Education, and internal company research projects.
- **Brainbench.** http://www.brainbench.com/. Provides online certification and assessment of more than 350 different skills that drive business success today.
- Callahan, M. J. & Garner, B. (1997). **Keys to the workplace: Skills and supports for people with disabilities.** Baltimore: Paul H. Brookes.
- Careers. http://www.careers.org. Offers a free and comprehensive career research and jobhunting site, organized by topic, that includes regional resources, expert job advice, career articles, and the best career sites on the Web.
- Courses in job analysis. http://hru.das.state.oh.us/descript.htm#ada.

- DiLeo, D., Luecking, R. & Hathaway, S. (1995). **Natural supports in action: Strategies to facilitate employer supports of workers with disabilities**. FL: Training Resource Network, Inc.
- Job Accommodation Network (JAN). http://www.jan.wvu.edu/english/homeus.htm. JAN is a free consulting service that provides information about job accommodations, the Americans with Disabilities Act (ADA), and the employability of people with disabilities.
- **Job Analysis**. http://www.hr-guide.com/jobanalysis.htm. A process to establish and document the 'job relatedness' of employment procedures such as training, selection, compensation, and performance appraisal.
- **Job Interviews** http://www.meetit.com/intvtque.html This site has one hundred of the most common questions asked in a job interview.
- **Job Seeking Skills**. http://www.job-interview.net/Bank/JobInterviewQuestions.htm. Job Interview Questions and Answers.
- Labor Market Supply and Demand Information. http://www.census.gov/epcd/www/naics.html. By census.
- Murphy, S. T. & Rogan, P. M. (1994). **Developing natural supports in the workplace: A practitioner's guide**. FL: Training Resource Network, Inc.
- National Collaborative on Workforce and Disability (NCWD). http://www.ncwd-youth.info/.
- **National Federation of the Blind (NFB) Jobline** ®. Tollfree 800-414-5748 (Telephone Job Search Assistant). www.nfb.org/jobline/enter.htm.
- Occupational Requirements (Work Keys). http://www.act.org/workkeys/profiles/occuprof/ index.html. An occupational Profile table, which contains 1,385 occupational profiles developed from more than 6,148 job profiles in the ACT job profile database.
- Richard Bolles' Site. http://www.jobhuntersbible.com/index.html. This site is designed as *a supplement* to his book, http://www.jobhuntersbible.com/index.html. This site is designed as *a supplement* to his book, The Your Parachute? A **Practical Manual for Job-Hunters and Career-Changers**, published by and available from Ten Speed Press.
- Secretary's Commission on Achieving Necessary Skills (SCANS). http://wdr.doleta.gov/SCANS/. A commission convened in the early 1990s to study the knowledge, skills and abilities of employers. SCANS skills are those work readiness skills most employers indicate they need.
- Simon, M. & Cobb, B. (1994). Meeting the needs of youth with disabilities: Handbook for implementing community-based vocational education programs according to the Fair Labor Standards Act. MN: The National Transition Alliance, University of Minnesota.

- <u>www.wripac.com/services.htm</u>. Sharing and free exchange of improved professional personnel selection standards.
- **Work Support** website providing information, resources and research about work and disability issues. http://www.worksupport.com/.

Post-Secondary Education Resources

Association on Higher Education and Disability (AHEAD). http://www.ahead.org.

AHEAD is an international, multicultural, organization of professionals committed to full participation in higher education for persons with disabilities.

Federal Student Aid Homepage http://www.ed.gov/offices/OSFAP/Students/.

Govconnect. http://www.govconnect.com/ Financial aid information.

HEATH Resource Center at the George Washington University. http://

www.heath.gwu.edu/ National Clearinghouse on Postsecondary Education for individuals with disabilities. Serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities.

Postoutcomes Network of the National Center on Secondary Education and Transition.

http://www.ncset.hawaii.edu/. The Postoutcomes Network focuses on issues of postsecondary education, employment and transition for individuals with disabilities. The goal of the network's research and activities is to ensure that students achieve positive post-school results.

Training and Technical Assistance Resources

- Center on Education and Work (CEW). http://www.cew.wisc.edu/. Seeks to enhance the quality of career-related learning for all individuals in schools, colleges, and the workplace.
- **Continuing Education**. http://www.nchrtm.okstate.edu/pages/rcep.html. A guide to the RRCEPs across the country, provided by the National Clearinghouse of Rehabilitation Training Materials.
- **Dept. of Education, Office of Special Education Programs, Technical Assistance and Dissemination Network**. http://www.ed.gov/offices/OSERS/OSEP/Resources/link.html. Provides links to the technical assistance and dissemination network funded by OSEP.
- Dowdy, C. A., & Evers, R. B. (1996). *Intervention in School and Clinic;* Preparing students for transition: A teacher primer on vocational education and rehabilitation, 31 (4), 197-208.

- **ILRU** (Independent Living Research Utilization). www.ilru.org. A national center for information, training, research, and technical assistance in independent living.
- National Center on Secondary Education and Transition. http://www.ncset.org/. Seeks to increase the capacity of national, state, and local agencies and organizations to improve secondary education and transition results for youth with disabilities and their families.
- National Clearinghouse for Professions in Special Education (NCPSE). http://www.special-ed-careers.org/. NCPSE is operated by the Council for Exceptional Children (CEC). NCPSE is an information resource for professionals and potential students in he fields of special education and the related services professions.
- **National Consortium.** http://www.rrcepnationalconsortium.org. This is the portal page for all Regional Rehabilitation Continuing Education Programs (RRCEPs) in the ten Federal Department of Education regions.
- **Pro-Ed Series on Transition Issues**; Pro-Ed, Inc., 8700 Shoal Creek Blvd., Austin TX. 78757-6897 (800) 897-3202 http://www.proedinc.com
- **Professional Development Partnerships (PDP).** http://www.dssc.org/pdp/pdpdes.htm. A page from the Technical Assistance Center for Professional Development Partnerships, which provides an overview and web links to a comprehensive description of each of five PDPs nationwide.
- **Project TechLink.** http://www.vcu.edu/rrtcweb/techlink/e-mail.html. The purpose of TechLink is to disseminate information through the World Wide Web on transition and school to adulthood to teachers, parents and other related service personnel.
- Regional Educational Laboratory (REL) Network. http://www.relnetwork.org/about.html. The network of 10 Regional Educational Laboratories, serving geographic regions that span the nation, works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research to practice.
- **Regional and National Technical Assistance Links.** http://www.rcep6.org/. A site with links to Regional Rehabilitation Continuing Education Programs (RRCEPs), Regional Rehabilitation Continuing Educational Programs—Community Rehabilitation Programs (RRCEP-CRPs), Disability Business Technical Assistance Centers (DBTACs), and Rehabilitation Research and Training Centers (RRTCs).
- **Regional Resource and Federal Center (RRFC).** http://www.dssc.org/frc/TAGuide/welcome.htm. Directory of Selected Technical Assistance providers.
- **School-to-Work Transition**. http://ericec.org/faq/sch2wrk.html. The Educational Resources Information Center (ERIC) Clearinghouse on disabilities and gifted education.
- **SPED Jargon**. http://www.iep4u.com/acronym.htm. What do all those acronyms mean? A guide to the many acronyms and abbreviations associated with SPED.

- **Transition Coalition at the University of Kansas.** http://www.transitioncoalition.org. Offers free publications, online training modules, project information and links to professionals, family members, individuals with disabilities, and others interested in the transition from school to adult life.
- **Transition Research Institute at Illinois** (TRI), University of Illinois at Urbana-Champaign. http://www.ed.uiuc.edu/SPED/tri/institute.html. TRI identifies effective practices, conducts intervention and evaluation research, and provides technical assistance activities that promote the successful transition of youth with disabilities from school to adult life.
- *Transition Services Project: Transition Resource Catalog 2001*; A State Discretionary Project offered through the Michigan Department of Education, Office of Special Education/Early Intervention Services.
- Transition Services: Changing the What, How and Who in IEPs. http://www.usu.edu/ mprrc/transition.htm.
- U. S. Department of Education. (2000, July). *A Guide to the Individualized Education Program.* From the Office of Special education and Rehabilitative Services.

Professional Organizations and Professional Development Resources

- "On Preparing Teachers for the Future." http://www.edc.org/urban/OP_Teach.pdf. A document from the Education Development Center (EDC) concerning issues for teachers with an increasing range of students.
- "Tried & True: Tested Ideas for Teaching & Learning." http://www.ed.gov/pubs/
 triedandtrue/index.html. A document located on the U.S. Department of Education website that features sixteen programs to improve teaching and learning, developed by the Department-supported Regional Educational Labs. Each program has an extensive research base, has been kept up-to-date, and has clear evaluation data. Each has been endorsed and supported by all 10 Labs and can be adapted to a variety of school and community settings.
- American Association of Colleges for Teacher Education. http://www.aacte.org/research. The professional organization of college universities that prepare teachers and other education personnel.
- American Association of School Administrators (AASA). http://www.aasa.org/
 publications/ln/todays_headlines.htm. A professional organization for over 14,000 educational leaders across America and in many other countries. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children.
- Center for Change in Transition Services. http://depts.washington.edu/ccts. This website provides special education teachers, directors, students and their families with resources, information and news regarding secondary special education and transition services.

- **Center on Education and Work.** http://www.cew.wisc.edu/. Seeks to enhance the quality of career related learning for all individuals in schools, colleges, and the workplace.
- Commission on Certification of Work Adjustment and Vocational Evaluation Specialists.

 http://www.ccwaves.org. A nationally recognized certifying body that sets, maintains, and promotes high standards consistently and responsively, for persons who practice vocational evaluation, career assessment and work adjustment. The website contains information on certification, re-certification, and CEU credits for workshops and presentations.
- Commission on Rehabilitation Counselor Certification. http://www.crccertification.com/. Certified Rehabilitation Counseling web page. This section focuses on professional development requirements and re-certification.
- **Continuing Education**. http://www.nchrtm.okstate.edu/pages/rcep.html. A guide to the RRCEPs across the country, provided by the National Clearinghouse of Rehabilitation Training Materials.

Continuing Education and Renewal. http://www.crccertification.com/cont ed.html.

- Institute on Disability, University of New Hampshire. http://www.iod.unh.edu/. National Clearinghouse of Rehabilitation Training Materials. http://www.iod.unh.edu/. http://www.iod.unh.edu/. http://www.nchrtm.okstate.edu/.
- National Clearinghouse for English Language Acquisition. http://www.ncela.gwu.edu/. This site covers preservice, in-service, and continuing education for administrators, teachers, teacher aides, and other educational personnel involved in the education of linguistically and culturally diverse students. Go to Online Library for articles on education personnel, training and professional development. Funded by OBEMLA.
- National Rehabilitation Association (NRA). http://www.nationalrehab.org/website/ index.html. NRA's mission is to provide advocacy, awareness and career advancement for professionals in the fields of rehabilitation.
- National Staff Development Council (NSDC). http://www.nsdc.org/. NSDC, founded in 1969, is the largest non-profit professional association committed to ensuring success for all students through staff development and school improvement. The Council's fundamental purpose is to address the issues confronted by all participants in the reform process.
- **Rehabilitation Counseling.** http://www.gradschools.com/listings/distance/rehab_cnsl_distance.html. Graduate distance learning programs.
- **Rehabilitation Counseling.** http://www.gradschools.com/listings/menus/rehab_cnsl_menu.html. Graduate school directories.
- Rehabilitation Counseling Web Links. http://www.gwu.edu/~chaos/rehab/Links4.htm.
- **Resources for Professional Development.** http://ed.gov/pubs/IASA/newsletters/profdev/

- <u>pt4.html</u>. From the Improving America's Schools Newsletter on Issues in School Reform. May 1996.
- TechLink. http://www.vcu.edu/rrtcweb/techlink/courses.html. Online Courses.
- Technical Assistance Center for Professional Development Partnerships. http://www.dssc.org/pdp/. Committed to facilitating and supporting the development of collaborative partnerships for the preparation of educators. This web site contains a vast array of resources about organizations, publications, conferences and web sites related to the professional development of educators, as well as links to the five Professional Development Partnership (PDP) Projects nationwide. Funded by OSEP.
- Unofficial Rehabilitation Counseling Web Page. http://luna.cas.usf.edu/~rasch/. Contains information useful to practitioners, consumers, and individuals planning to enter the discipline of Rehabilitation Counseling.

National Organizations

- **Council for Exceptional Children (CEC).** Tollfree (888) 232-7733; TTY (text only) (703) 264-9446; Email service@cec.sped.org. http://www.cec.sped.org. The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.
- Council for Exceptional Children, Division on Career Development and Transition. http://www.dcdt.org/. Focuses on the career development of children, youth and adults of all ages and exceptionalities.
- **Disabilities Studies and Services Center (DSSC).** http://www.dssc.org/. A department of the Academy for Educational Development (AED).
- **Disability Resources**. http://www.disabilityresources.org/. Disability Resources is a nonprofit organization that monitors, reviews, and reports on the resources available to people with disabilities.
- **IDEAPractices.** http://www.ideapractices.org. Office of Special Education Programs. The IDEA Partnerships inform professionals, families, and the public about IDEA '97 and strategies to improve educational results for children and youth with disabilities.
- Institute for Community Inclusion. http://www.communityinclusion.org/index.html. The Institute for Community Inclusion supports the rights of children and adults with disabilities to participate in all aspects of the community.
- **Institute on Community Integration (ICI).** http://www.ici.umn.edu. A University of Minnesota affiliated program on Developmental Disabilities. ICI's mission is to improve the community services and social supports available to individuals with developmental disabilities, and their families, throughout the United States and abroad.
- **LDOnline**. http://ldonline.org/. A leading web site for parents, teachers, and other professionals on learning disabilities.

- Marriott Foundation for People with Disabilities. http://www.marriottfoundation.org
 Bridges from School-to-Work.
- National Center on Education, Disability and Juvenile Justice. http://www.edjj.org/parent.html. A collaborative research, training, technical assistance and dissemination program designed to develop more effective responses to the needs of youth with disabilities in the juvenile justice system, or those at-risk for involvement with the juvenile justice system.
- National Employer Leadership Council. http://www.nelc.org/aboutnelc/. The National Employer Leadership Council advocates and supports School-to-Careers (STC) initiatives combining Classroom courses and real-life learning to ensure all students meet high standards, and therefore, preparing them for continuing education and the cuttingedge jobs of the 21st Century.
- **National Organization on Disability.** (202) 293-5960. http://www.nod.org. Promotes the full and equal participation of America's 54 million men, women, and children with disabilities in all aspects of life.
- **National Transition Network (NTN).** http://ici2.coled.umn.edu/ntn/. NTN was funded until 9/30/01 and provided technical assistance and evaluation services to states with grants for Transition Systems Change and School-to-Work.
- **New Mobility.** http://www.newmobility.com/. New Mobility Magazine and online resource for disability culture and lifestyle.
- **Training and Technology Centers.** http://www.tatc.org. Making employment and independence possible for people with disabilities.
- Vocational Evaluation and Work Adjustment Association (VEWAA). http://www.vewaa.org. VEWAA is an independent organization whose members provide services to individuals with disabilities and non-disabled people who need assistance with vocational development and/or career decision making.

Afterword

Applying Knowledge

If you have knowledge, let others light their candles with it.
Winston Churchill, 1974-1965, British Statesman, Prime Minister

Why people write:

Though for no other cause, Yet for this. That posterity may know We have Not loosely through silence Permitted things to pass away As in a Dream.

> Richard Hooker Theologian, 1554-1600

Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents, meetings and material assistance which no man could have dreamed would have come his way. Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now.

Johann Wolfgang Von Goethe, 1949-1832, German Poet, Dramatis, Novelist

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Workforce Investment Act [Final Rule], Federal Register (August 11, 2000) (to be codified at 20 CFR Part 652 et al).

APPENDIX A

Excerpt from:

A CONGRESSIONAL INSIDER'S GUIDE TO INFLUENCING DISABILITY POLICY General Guidelines for Disability Policy Change Agents

Robert Silverstein, J.D., Director
Center for the Study and Advancement of Disability Policy
1730 K Street NW
Washington, D.C. 20006
202-223-5340 (Voice/TTY)
202-467-4179 (Fax)
Bobby@csapd.org (e-mail)
Melanie@csapd.org (e-mail)
1999

http://www.ilru.org/ilnet/files/bookshelf/guidelines/guidecover.html

quote: http://www.ilru.org/ilnet/files/bookshelf/guidelines/guide4.html

Chapter 3

Vision, Values and Guiding Principles

Those involved in public policy make thousands of decisions along the way from germination of a policy idea to enactment and implementation of a policy. Formulation of a vision and articulation of values and guiding principles enable individuals to participate in the policy-making process because they have a set of standards to judge when they are compromising on positions without compromising on fundamental principles.

Every piece of disability policy legislation enacted into law over the past decade includes important statements of findings and policy. The following are statements that describe our nation's vision for people with disabilities and their families:

- millions of Americans have one or more physical or mental disabilities, and the number of Americans with such disabilities is increasing.
- disability is a natural part of the human experience and in no way diminishes the right of the individual to:
 - o live independently,

•

- o enjoy self-determination,
- o make choices,
- o contribute to society,
- o pursue meaningful careers, and
- o enjoy full inclusion and integration in the economic, political, social, cultural and educational mainstream of American society.
- The goals of the nation properly include the goal of providing individuals with disabilities with the tools necessary to:
 - o make informed choices and decisions, and
 - achieve equality of opportunity, full inclusion and integration in society, employment, independent living and economic and social self-sufficiency, for such individuals.
- The goals of the nation also include the goal of providing families of children with disabilities the support necessary to enable families of children with disabilities to:
 - o nurture and enjoy their children at home, and
 - o make informed choices and decisions regarding the nature of services, supports and resources made available to such families.
- It is the policy of the United States that all programs, projects and activities shall be carried out in a manner consistent with the principles of:
 - respect for individual dignity, personal responsibility, self-determination and pursuit of meaningful careers, based on informed choice, of individuals with disabilities;
 - o respect for privacy, rights and equal access (including the use of accessible formats) of the individuals;
 - o inclusion, integration and full participation of the individuals;
 - support for the involvement of a parent, a family member, a guardian, an advocate or an authorized representative if an individual with a disability requests, desires, or needs such support; and
 - o support for individual and systemic advocacy and community involvement.

Appendix B

A Regional Collaboration Model

Following is one example of a rather unique interagency linkage at the federal level. This federal partnership, convened by the Regional Administrator for the Boston Regional Office, US Department of Labor, Employment and Training Administration, sought to model the types of partnerships that are mandated of the workforce investment system. As federal funding agencies, each has a responsibility to communicate the One Stop vision and to model the collaboration necessary to manifest that vision. Robert J. Semler, the Regional Administrator for ETA sought to establish this forum for information sharing and promotion of the One Stop centers and system; engage in strategizing problems and issues at a regional level and engage

in problem solving discussions among the federal agencies involved in one stop system building at the local level.

The Region I-Boston New England WIA Federal Partners began meeting in the Summer of 2000. The member agencies include regional representatives from: the Department of Housing Urban Development, Women's Bureau, Department of Health and Human Services' Administration for Children and Youth and Families, Office of Job Corps, Bureau of Labor Statistics, the Social Security Administration, Department of Education's Office of Special Education and Rehabilitative Services, the Secretary's Regional Representative for Health and Human Services, the Bureau of Apprenticeship Training, Labor and Employer Services, the Federal Transportation Administration and Food and Nutrition Programs. Recent additions include representatives from the Small Business Administration and the Office of Economic Development.

For the past two years, this group has meet on a quarterly basis to share information regarding each agencies current priorities as a basis for identifying opportunities to support each agencies individual efforts. One result has been a presentation of transportation programs and services by the Federal Transportation Service Administration to state and local One-Stop operators at a regional One-Stop Conference. There have also been presentations to New England State Vocational Rehabilitation Commissioners on the one-stop system, memorandums of understanding and potential areas for collaboration at the State and local levels.

As a result of these quarterly meetings, familiarity with partner agency programs and services, and under the framework of the One Stop delivery system, the relationships were codified in a formal document. The Agreed Upon Principles reflects each partner's willingness and commitment to continuous improvement and fostering effective, voluntary practices in collaboration with in the State and local One Stop delivery systems.

On February 28, 2002, the Federal Partners held a signing ceremony whereby those members present signed the *Agreed Upon Principles for Federal Regional Support of One Stop Collaboration under the Workforce Investment Act.*

The specific elements of the Agreed-Upon Principles include goals the Federal Partners agree to pursue relating to the support of successful one stop operations at the local level; discusses Agency Roles for serving as an honest broker of information about One Stop; presents Unifying Principles as to how the Federal Partners will continue to support a customer focused one stop service design; and closes with the final step of Building Partnerships recognizing that relationships must precede formal negotiations and agreements. What's unique about this partnership is its evolution from a forum of quarterly meetings and discussions to a formal agreement about how to continue working together and encourage their State and local constituents to work within the One Stop system. In this collaborative effort, each partner has committed the primary resource available at his or her disposal, staff time.

These New England Federal Partners have demonstrated a commitment to the principles of the One-Stop concept; their agreements have been codified and signed, arguably the first of it's kind in the country; and most significantly, each member has agreed to dedicate one staff person to be part of a One Stop Liaison's workgroup. It is envisioned that this workgroup in

addition to being a point of contact for their internal customers will also support and promote one-stop systems in partnership with the Federal Partners. (*Agreed Upon Principles for Federal Regional Support of One Stop Collaboration under the Workforce Investment Act*, February 28, 2002).

Appendix C

Development of the Iowa Paths Collaboration Survey

The Iowa Paths Collaboration Survey was developed with input from local systems change project coordinators, lead agency representatives, Iowa Paths staff members, and others connected with the Iowa Paths Systems Change Project. Collaborators met in person, via the Iowa Communications Network (ICN) and conference calls. Draft copies of the survey and subsequent recommendations were exchanged via e-mail. Four months elapsed from the initial brainstorming session to production of a final product.

Brainstorming started with "word picture" descriptions of collaboration. Word pictures describing the potential behaviors and interactions of consortium members were developed for the extremes of exemplary and potentially destructive interactions, as well as middle-of-the-road acceptable, expected interactions. These word pictures were then grouped by elements identified as important to collaboration. As the survey evolved, only word pictures depicting the extremes were retained.

Once the word pictures were categorized, discussion turned to the degree of variance between the extreme word picture descriptions. Five degrees of collaboration, rather than three, were chosen to identify the frequency of collaborative behaviors. Various terms for identifying the degree and frequency of collaboration were considered. The specificity of "high, low, neutral, low, high" and "often, seldom, neutral, seldom, often," were debated. Defining these increments of collaboration was one of the most difficult aspects of developing the survey.

Initial distribution of the survey revealed that the "language" of collaboration and systems change, used by the collaborators in creating the survey, was a stumbling block. While the survey collaborators were comfortable with systems change terminology, the consortium members were relatively new to the language. Therefore, several statements were reworded for clarity.

How to Use the Iowa Paths Collaboration Survey

- 1. Determine to whom you will distribute the survey.
 - Consider who will respond to the survey.
 - Do you want to distribute the survey to every consortium member or only those "core" consortium members who are consistent, active participants?
- 2. Determine how often to solicit survey responses.
 - Suggestion of 4x/year; absolutely no more than 6x/year.

- 3. Be certain that everyone understands that there are no wrong answers to the survey. The survey is a learning tool not an assessment.
- 4. Examine survey responses looking for general agreement and opposite or conflicting views. Both, depending on the particular survey statements, may indicate the need for technical assistance.
- 5 When you consider survey responses, always consider the response rate (the return percentage).

At all times remember that the survey is a learning tool, developed to help us distinguish elements of collaboration. This survey does not evaluate collaboration.

Factors Influencing the Success of Collaboration The Drucker Foundation

1. Environment

- a. History of collaboration or cooperation in the community
- b. Collaborative group seen as a legitimate leader in the community
- c. Favorable political and social climate

2. Membership Characteristics

- a. Mutual respect, understanding, and trust
- b. Appropriate across section of members
- c. Members see collaboration as in their self-interest
- d. Ability to compromise

3. Process and Structure

- a. Members share a stake in both process and outcome
- b. Multiple layers of participation
- c. Flexibility
- d. Development of clear roles and policy guidelines
- e. Adaptability
- f. Appropriate pace of development

4. Communication

- a. Open and frequent communication
- b. Established informal relationships and communication links

5. Purpose

- a. Concrete, attainable goals and objectives
- b. Shared vision
- c. Unique purpose

6. Resources

- a. Sufficient funds, staff, materials, and time
- b. Skilled leadership

Mark the appropriate box to choose the state	ment either	on the left	or on the r	ight that be	st describes y	choose the statement either on the left or on the right that best describes your consortium. One checkmark per line.
Structure (S1 – S4)	Often	Seldom	Neutral	Seldom	Often	
Members see how the vision of their agency or business fits into the vision/goal of the project.						Members continue to ask, "What is the purpose of this group/project?"
An organizational structure with clearly defined roles and responsibilities exists and partners understand how to carry out their responsibilities.						Not all partners are engaged in the roles and responsibilities of the consortium.
Work plans are developed and utilized.						Work plans are written because of grant requirements but are not utilized.
Feedback, from internal and external stakeholders, leads to changes and/or modifications in the work plan.						Feedback from the stakeholders does not exist, is ignored, or actively resisted.
Membership (M1 – M5)						
Consortium membership represents the spectrum of the community impacted by the project.						Membership represents the needs of the grant writer, as opposed to the needs of the project.
Membership is fluid according to the project issue/need.						Membership is closed.
Consortium members are clear on why they are important to the project.						Members continually ask, "Why am I here"?
Consortium members are clear on why the other members are important to the project.						Consortium members continually ask, "Why are the other members here?"
Core membership is consistent, and they are committed to and contribute to the vision.						Attendance is sporadic and chaotic.
Leadership/Facilitation (L1 – L3)						
Every consortium member is encouraged to contribute to the discussion.						One or two members dominate the discussions.
Meetings are facilitated for productive results.						Meetings are not productive. There appears to be no agreed upon system of leadership.
There are agreed upon ground rules.						No ground rules.
Formal Communication (F1 – F3)						
Meeting minutes are complete and sent to each consortium member ASAP.						Meeting minutes are incomplete and/or distributed at the next meeting.
The meeting agenda is sent to each consortium member prior to the meeting.						The meeting agenda is distributed at the meeting or does not exist.
Communication is provided in a format that meets the needs of the members.						Communication does not occur outside of meetings or the communication doesn't reach all members.

Mark the appropriate box to choose the statement either on the left or on the right that best describes your consortium. One checkmark per line	statement eith	er on the left	or on the rig	ght that best	describes your	consortium. One checkmark per line.
Two-Way Communication (T1 - T5)	Often	Seldom	Neutral	Seldom	Often	
Feedback is forthcoming from members.						Communication is one-way.
Messages address the issue/need and are relevant.						Messages do not address the issue/need and are irrelevant.
Consortium members demonstrate mutual respect for one another.						Consortium members are not respectful of one another.
Everyone understands each other's motivation for participating – no hidden agendas.						There is an unwillingness to share – hidden agendas are present.
Conflicts are handled openly and constructively.						Conflicts are suppressed or handled inappropriately.
Environment (E1 – E7)						
Open thinking is encouraged; opportunities exist for voicing opinions, concerns and experiences.						Inability to see the situation from a broad perspective. "We've always done it this way."
Members know what resources (strengths) the other members bring to the table.						Members do not know the resources (strengths) the other members bring to the table.
Willingness to share knowledge, skills, and time.						Turfism; hoarding of knowledge, skills, and time.
There is a willingness to take risks.						"safe stuff only"
The "I" becomes "we."						Members in it for themselves; the "I" stays "I".
Resources are shared.						Resources are protected.
Clients do not "fall through the cracks."						Clients consistently "fall through the cracks."
Accountability (A1 – A2)						
Consortium members are actively involved, follow through with action plans, and share responsibility for developing measures of success.						There is a lack of participation with the expectation that someone else will take the lead and everyone else will wait for direction.
Gather feedback from stakeholders (those affected by the project).						Consortium members know what stakeholders need; gathering feedback is not necessary.
Creativity (C1 – C3)						
A different look.						"Same old thing."
Trying new things, modifying, and retrying.						The plan is sacred; changes are not necessary.
Not making assumptions: getting the facts.						We knew what we wanted when we started.

Your are a (check one): ☐ consortium member ☐ project coordinator ☐ liai

Appendix D

Creating State and Local Transition Resource Guides

It is important for the State and Local Transition Teams to develop transition resource guides to be used by all members of the team. The IRI can be used as a guide to develop this resource guide. The following suggestions may also be of value to the team:

Parent/Student Transition Resources

- 1. IEP, IPE, and all transition planning documents
- 2. Specific student goals for the year, and future Person centered planning information.
- 3. List of contacts:
 - Previous employers
 - School personnel (Listing their roles and responsibilities to the student, and the timelines that these services are available.
 - Agency Personnel (VR Counselor, Mental Health Casemanager, etc.) (Listing their roles, responsibilities, and services to the student. Include also timelines of available services).
 - Local and national organizations for parents and youth Parent/Student Magazines —Pacesetter (PACER Center).
- 4. Calendar of services, when they are to be provided and who is responsible.
- 5. How to best prepare for an IEP.

Student Empowerment Strategies

- 1. Create a process for the student to be able to preside over his/her own IEP.
- 2. Student should meet with teachers individually to gain assessment information to be shared at the IEP
- 3. Student would review information from his/her Person Centered Planning meeting and identify those areas he would like to share with the IEP team.
- 4. Student then creates a PowerPoint Presentation of Teacher assessments, Person Centered Planning information, as well as projected short term goals.
- 5. This process would empower the student, providing incentive to be part of the Individual Education Plan, rather than just an observer.

Favorite Transition Web Sites

- 1. State/National Organizations for Students, Parents and Adults
- 2. College Funding
 - a. FAFSA Website
 - b. Scholarships
 - c. Grants and Loans

- d. College Websites
- 3. Websites with information on specific disabilities
- 4. Americans with Disabilities Act
- 5. Current information on reauthorizations of IDEA and the Rehabilitation Act
- 6. Recreational opportunities for disabled youth
- 7. Technology that is being used in schools and in the workplace.
- 8. Career Development Career information for youth and adults

VR Counselor Transition Resources

- 1. Information Packet to give to parents, students, teachers and other agencies describing your agencies' transition program.
- 2. Referral packet that is filled out by school district staff outlining demographic and disability related information about the student.
- 3. Eligibility forms and documentation needed.
- 4. Required timelines/checklists of required forms.
- 5. SSI/SSDI work incentives.
- 6. Sample of technical assistance handouts.
- 7. Lists of the occupations available in the local economy.
- 8. List of contacts:
 - a. Employers
 - b. Vendors
 - c. School personnel
 - d. Community contacts
- 9. How to best prepare for an IEP meeting.

Educators' Transition Resources

- 1. Information Packet that is provided to Students & Parents regarding their rights and the IEP/Transition process
 - 2. Person Centered Planning Information
 - 3. Agency Roles in the Transition Plan
 - 4. Annual Goals for personal development
 - 5. Examples/checklists of required paperwork with timelines
 - 6. List of contacts:
 - (a). Local and National Organizations for Parents & Students
 - (b). Community Contacts for:
 - 1. Employment
 - 2. Leisure
 - 3. Transportation
 - 4. Housing
 - 5. Daily Living

- (c). Agency Personnel (VR Counselor, Mental Health Case-manager, etc.)
 Listing their roles, responsibilities, and services to the student. Include also timelines of available services.
- 7. How to best prepare for an IEP.

Appendix E

Consultation Skill Development

The following inventory will provide focus areas for training transition professionals for effectiveness in serving as consultants to young people and their families as well as each other.

Ten-Step Consulting Skills Self Assessment

from Geoff Bellman GMB Associates LTD. 1444 NW Woodbine Way Seattle WA 98177

(206)365-3212

Ten-Step Consulting Skills

This questionnaire* lists a number of behaviors useful to consultants as they work with clients. It is intended as an aid to you in assessing your current abilities and development needs. To use it:

- 1. Read through the 60 statements and check off those important to your work, using the first column. Use the blanks to add actions important to you but not listed.
- 2. Consider your skills only in those statements you checked as important. Rate your present skill level: High, Okay, or Low. Mark the second column for each statement you selected earlier.
- 3. Go through your list and select three activities that you believe you do particularly well. Put a "+" sign by each in the third column.
- 4. Review your list again, this time selecting the three activities you would most like to improve in. Put a "-" sign by each of them in the third column.
- 5. Read over what you've done, rest, and wait for instructions.

^{*}Adapted from University Associates' consultation Skills Inventory, 1976

GENERAL	7	1st Important	2nd Skills Assessment ~ Hi ~Ok ~Lo	3 rd 3 "+" , 3 " <u>-</u> "
1.	Speaking briefly and concisely.			
2.	Listening to others thoughts and feelings			
3.	Giving descriptive feedback			
4	Dealing with anger			
5.	Demonstrating understanding			
9	Confronting others			
7.	Supporting others			
∞.	Measuring the impact of my own behavior accurately			
9.	Building trust and openness			
10.	Behaving in a range of consulting styles			
ENTRY				
11.	Accepting the client's initial statement of the problem			
12.	Explaining my background and biases			
13.	Working from a clear model or theory base			
14.	Understanding my motivation for working			
15.	Understanding the consulting process			

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CONTRACT	CI		
. 16.	Leading the client through the contracting process		
17.	Preparing a thorough and workable		
18.	Inspiring the client's confidence in my ability to do the		
19.	Setting realistic goals for myself and the client		
20.	Working under the pressure of deadlines		
DATA CO	DATA COLLECTION		
21.	Collecting data without biasing it		
22.	Interviewing with little or no structure		
23.	Asking direct questions		
24.	Drawing others out		
25.	Observing what is going on around me		

ANALYSIS 26. Boiling data down to what is most relevant 27. Finding alternative ways to analyze the data 28. Finding alternative ways to analyze the data 29. Redefining the client's initial statement of the problem 30. Displaying analyzed data simply FEEDBACK 31. Explaining sorted data 32. Dealing with client resistance to data 33. Gaining client support for the data 34. Helping clients to discover their own problems
26. Boiling data down to what is most relevant 27. Finding alternative ways to analyze the data 28. Finding alternative ways to analyze the data 29. Redefining the client's initial statement of the problem 30. Displaying analyzed data simply FEEDBACK 31. Explaining sorted data 32. Dealing with client resistance to data 33. Gaining client support for the data 34. Helping clients to discover their own problems
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FEEDBACK 31. Explaining sorted data 32. Dealing with client resistance to data 33. Gaining client support for the data 34. Helping clients to discover their own problems
35. Stating problems and opportunities clearly

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ALTERNATIVES	VIIVES		
. 36.	Generating alternative solutions		
37.	Generating alternative solutions		
38.	Helping client consider each alternative		
39.	Presenting each alternative to its best advantage		
40.	Helping clients avoid jumping to solutions		
DECISION	N		
41.	Identifying decision parameters		
42.	Evaluating possible solutions critically		
43.	Securing commitment of those who need to act on the		
44.	Clarifying who will do what by when		
45.	Surfacing unresolved issues for action		

ACTION	
.46.	Helping clients use their strength and resources
47.	Supporting client morale
48.	Taking responsibility for own actions
49.	Intervening without threatening the client
50.	Dealing positively with unpredicted changes
EVALUATION	NOIT
51.	Measuring benefits against costs
52.	Devising methods to aid evaluation
53.	Acknowledging success and failure
54.	Assessing own contributions realistically
55.	Arranging for next steps and follow-up

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EXIT			
. 56.	Writing up what has been done		
57.	Letting go when the work is finished		
58.	Willing not to be needed by the client		
59.	Leaving behind skill so the client doesn't need you		
.09	Keeping in touch with the client after the work is finished		