

Level Up Success continued . . .

- Parents have become more informed and directly involved in transition planning activities.
- **1400+** students are now enrolled in Level Up Services and **689** students received employment experiences over the summer. [Typically only 250]
- Estimate between **700-800** students received work experiences in Level Up in 2015-16.

Workforce Innovation & Opportunity Act (WIOA)

WIOA Regulations – Pre-employment Transition Services

Definition of Student [in CT]:

A student with a disability is an individual with a disability in a secondary, postsecondary, or other **recognized education program** who:

- ◆ is not younger than 16; and
- ◆ is not older than 21; and
- ◆ is eligible for, and receiving, special education or related services under IDEA; or
- ◆ is an individual with a disability, for purposes of section 504.



Workforce Innovation & Opportunity Act (WIOA)

WIOA Regulations – Pre-employment Transition Services

◆ Further clarification regarding what constitutes “required” vs. additional “authorized” pre-employment transition services

- Job exploration counseling
- Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy

WINTAC – Pre-employment Transition Services



Workforce Innovation & Opportunity Act (WIOA)

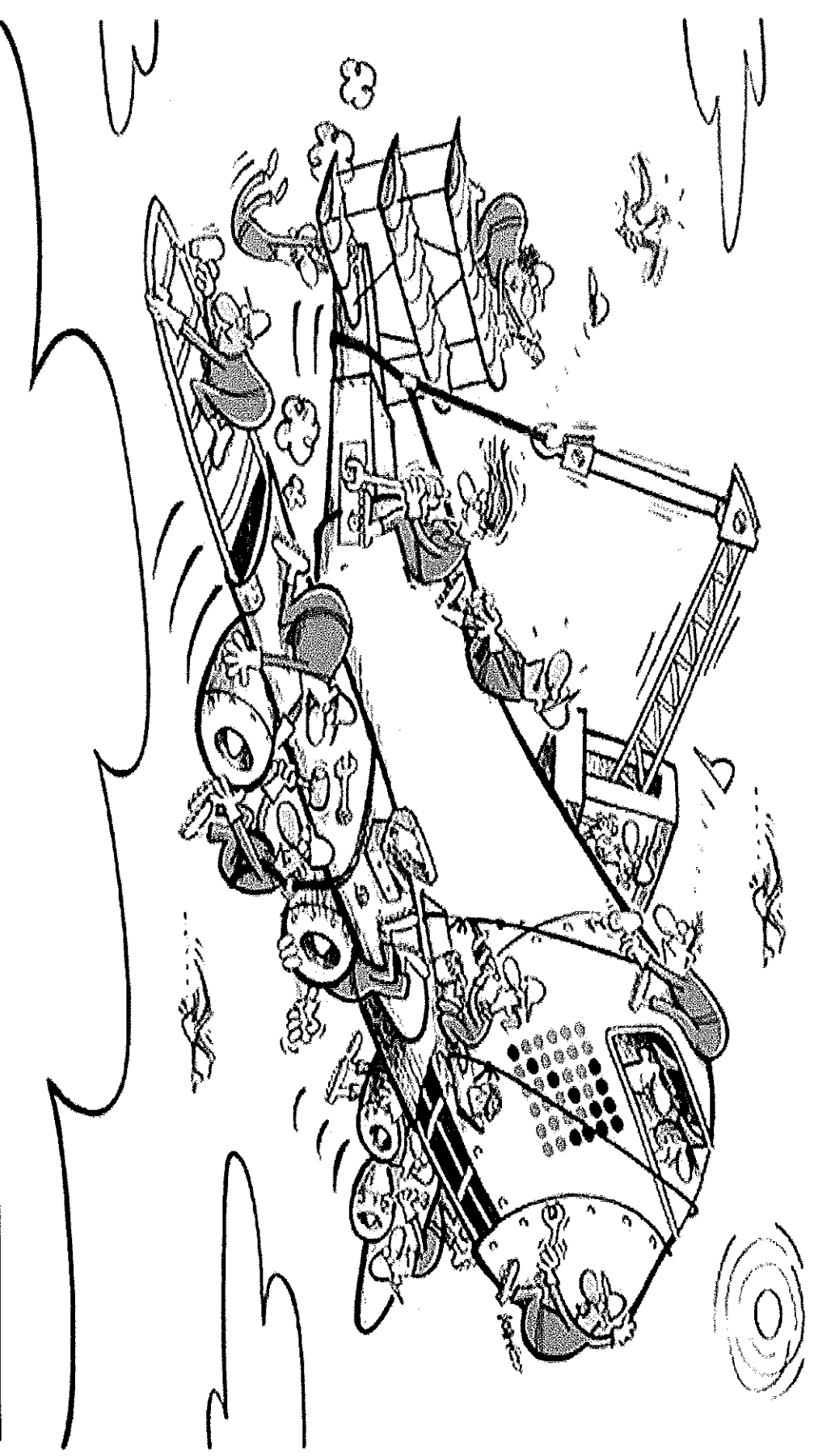
WIOA Regulations – Pre-Employment Transition Services

- ◇ Preference for providing group vs. individual services
- ◇ Emphasis on **coordination** of pre-employment transition services vs. collaboration
- ◇ Restrictions on providing transportation
- ◇ Setting priorities for **individualized** transition services vs. individual services
- ◇ Requires LEAs to put more emphasis on **employment** for ALL students with disabilities



Workforce Innovation & Opportunity Act (WIOA)

CT DORS Level Up Services



The Shift for 2016-2017

- ❖ **Prioritize** current and new Level Up students, subminimum wage candidates (DDS consumers), and SSI recipients (301 Protection)
- ❖ Emphasize **service coordination** with school districts
- ❖ Provide “**Individualized Services**” to Groups
- ❖ **Assistance from schools** with getting to know students and appropriate grouping of students
- ❖ **Work -Learning experiences** suspended, **reserved primarily** for summer months.



The Shift for 2016-2017

continued...

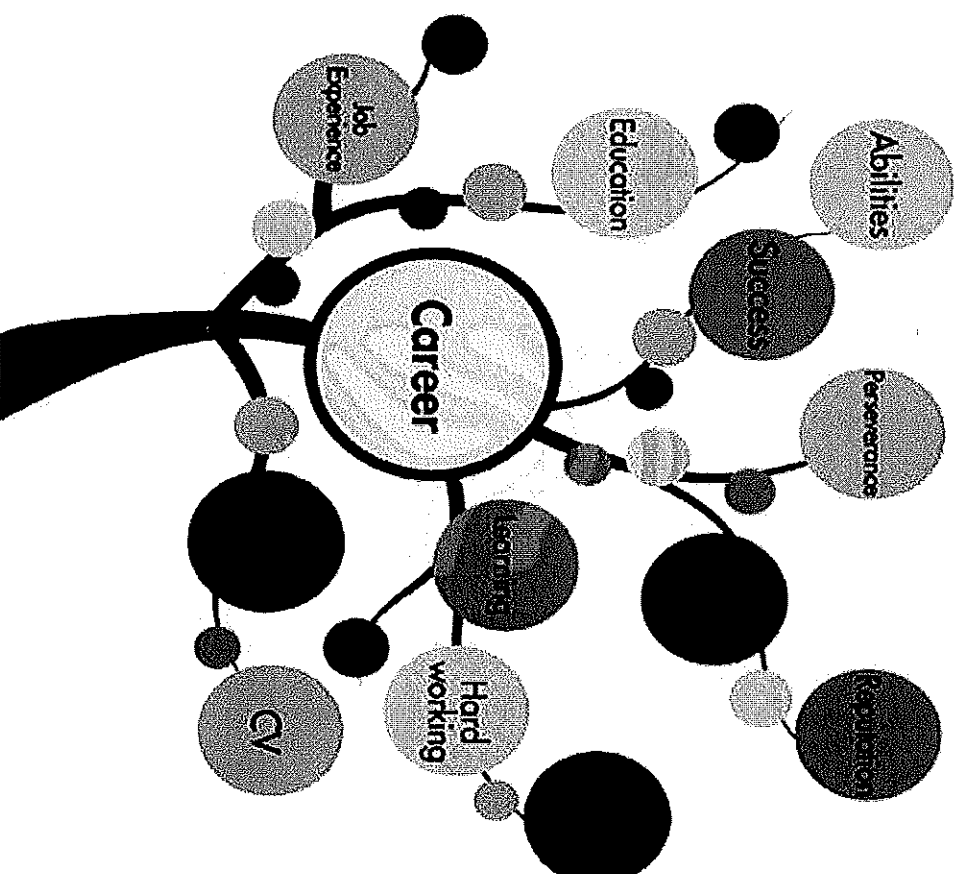
- ❖ **Strengthen relationships** with school districts and stakeholders that improve student outcomes
- ❖ **Compliment and/or expand existing transition services** provided by school districts under IDEA in alignment with Every Student Succeeds Act (ESSA) and CT Core Standards
- ❖ Leverage existing school, community, family and provider resources to **improve service delivery**



The Shift for 2016-2017 school year

Guidance and Counseling

A core vocational rehabilitation (VR) service provided directly by the VR counselor to students and their support systems to inform students about disability and the impact of disability in school, community and career settings. This service helps inform decision making in planning for a career to consider employment, education and training .



The Shift for 2016-2017 continued...

Level Up Pre-Employment Transition Services

Emphasizing service delivery in group settings to align with what schools are already providing under IDEA. These services are not intended to replace existing transition services within schools.

Level Up Services	When	Format
Career Assessment Services	Year Round	Individual & Group
Career Exploration	Year Round	Individual & Group
Informational Interview	Year Round	Individual & Group
Job Shadow	Year Round	Individual
Youth Employment Program	Summer Only	Individual
Work Experience	Summer Only	Individual
On-Site Support	Summer Only	Individual
Services Coming this Winter		
Self-Advocacy//Assistive Technology Instruction	Year Round	Individual & Group
Peer Mentoring	Year Round	Individual & Group
Work Place Readiness Training	Year Round	Individual & Group
Financial Capability Training	Year Round	Individual & Group

The Shift for 2016-2017

continued...

On-Site Supports

A vital service component when (summer months only) providing work experience at a job site, called “On-site Supports” and “on-boarding” in lieu of job coaching

Transportation

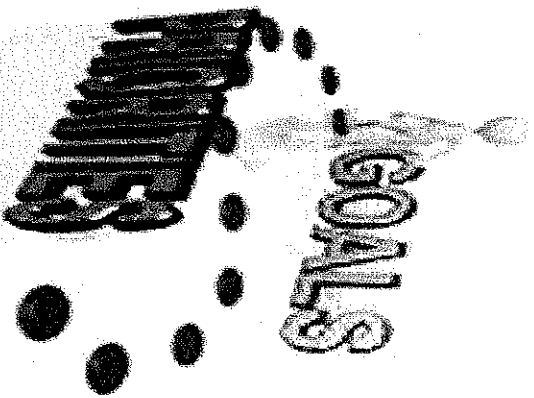
Counselors can assist service coordination, guidance and counseling to support students and families to connect with community resources and supports to find transportation solutions that work

Financial Capability Training

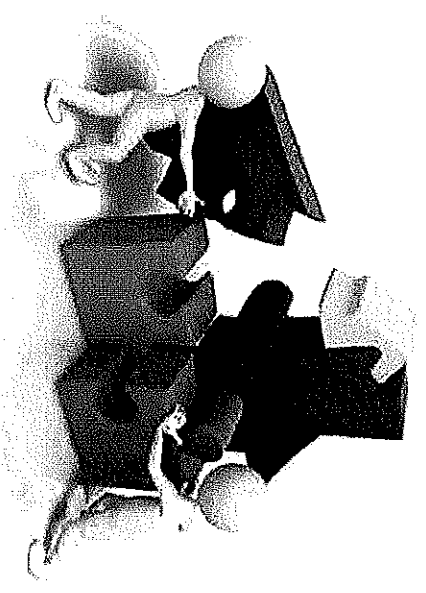
- Life and financial planning with a focus on drop out prevention for students on social security benefits
- Educating student and families on social security about benefits that will help them move towards competitive employment



Prioritize



Setting Priorities
Starts With Goals



- I. What pre-employment transition services does EACH student need – at this point in time?
- II. Prioritize students
- III. Prioritize services
- IV. Prioritize how to spend your time, your student's time, and the time of Level Up service providers & BRS

Workforce Innovation & Opportunity Act (WIOA)

CT DORS Level Up Services (2016-17)

- ◇ Changes in funding structures/regulations
- ◇ Existing and NEW Level Up Student **Requirements:**
 - Documentation of disability (i.e., pages 1, 4, 5, 6, & 7's of the IEP)
 - Registration form
 - Release form
- ◇ Provide more counseling and guidance services
- ◇ Provide more career exploration services



CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DOL Student Employment Regulations

- ❖ **Working Papers** – Students ages 16 & 17
- ❖ **Safety considerations** – OSHA Regulations
- ❖ Department of Labor (DOL) – Youth & Labor
- ❖ Fact Sheet #43 – Youth Employment Provisions of the Fair Labor Standards Act for Non-Agricultural Occupations
- ❖ Youth Rules – Preparing the 21st Century Workforce



Every Student Succeeds Act (ESSA)

The State Education Agency (SEA) must submit a Title I plan to the U.S. Department of Education that ensures coordination between programs in the following laws: IDEA, the Rehabilitation Act, Perkins Career and Technical Education Act, WIOA, CCDBG, Education Sciences Reform Act, Education Technical Assistance Act, NAEF, McKinney-Vento, Adult Education and Family Literacy Act.



CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CREATIVE

WIOA – Section 511

34 CFR-Part 397 - Limitations on Use of Subminimum Wage

Purpose:

To ensure that individuals with disabilities, especially youth with disabilities, have a meaningful opportunity to prepare for, obtain, maintain, advance in, or regain competitive integrated employment, including supported or customized employment.



Section 511 – Subminimum Wage

- ❖ Intent is to limit the use of subminimum wage
- ❖ Focus on organizations with a 14(c) Certificate from the Department of Labor
- ❖ Emphasis on students with disabilities who are known to be seeking subminimum wage employment
 - ✓ In CT this applies only to DDS consumers who will be seeking subminimum wage employment post high school
 - ✓ Applies to ALL DDS consumers
 - ✓ Work with DDS to identify Section 511 consumers
- ❖ Documentation will occur during the students final years in high school through Level Up Services



Section 511 – Subminimum Wage

- ❖ Responsibilities of LEAs regarding youth with disabilities who are known to be seeking subminimum wage employment:
 - Documentation of Transition Services under IDEA provided in a manner consistent with FERPA and IDEA (§397.30)
 - Coordinate with DORS/BRS regarding documentation:
 - Submit IDEA documentation to DORS
 - **Collaborate with DORS to complete VR documentation**
 - Referral to DORS Level Up Services (§397.20)
 - Participate in pre-employment transition services
 - Determine eligibility for BRS adult services
 - Complete evaluation for competitive employment
 - Receive career counseling, information & referral services



Section 511 – Subminimum Wage – DORS/BRS Documentation Options

- ❖ Refer ID students to DORS/BRS to determine if able to be competitively employed at the time of exiting HS, (or if appropriate for subminimum wage situation) through one of the following options:
 - i. Use LEA documentation from work experience evaluations;
 - ii. Evaluate student on worksite to determine eligibility; or
 - iii. Determine student eligible for VR services to evaluate ability for competitive employment.
- ❖ LEA may be asked to assist with transportation and/or job coaches.



Section 511 – Subminimum Wage

- ❖ Guidance on procedures will be forthcoming from interagency Employment-First Vision Quest Team
- ❖ Interagency Workgroup including LEA representatives will provide input into final procedures, forms, and practices



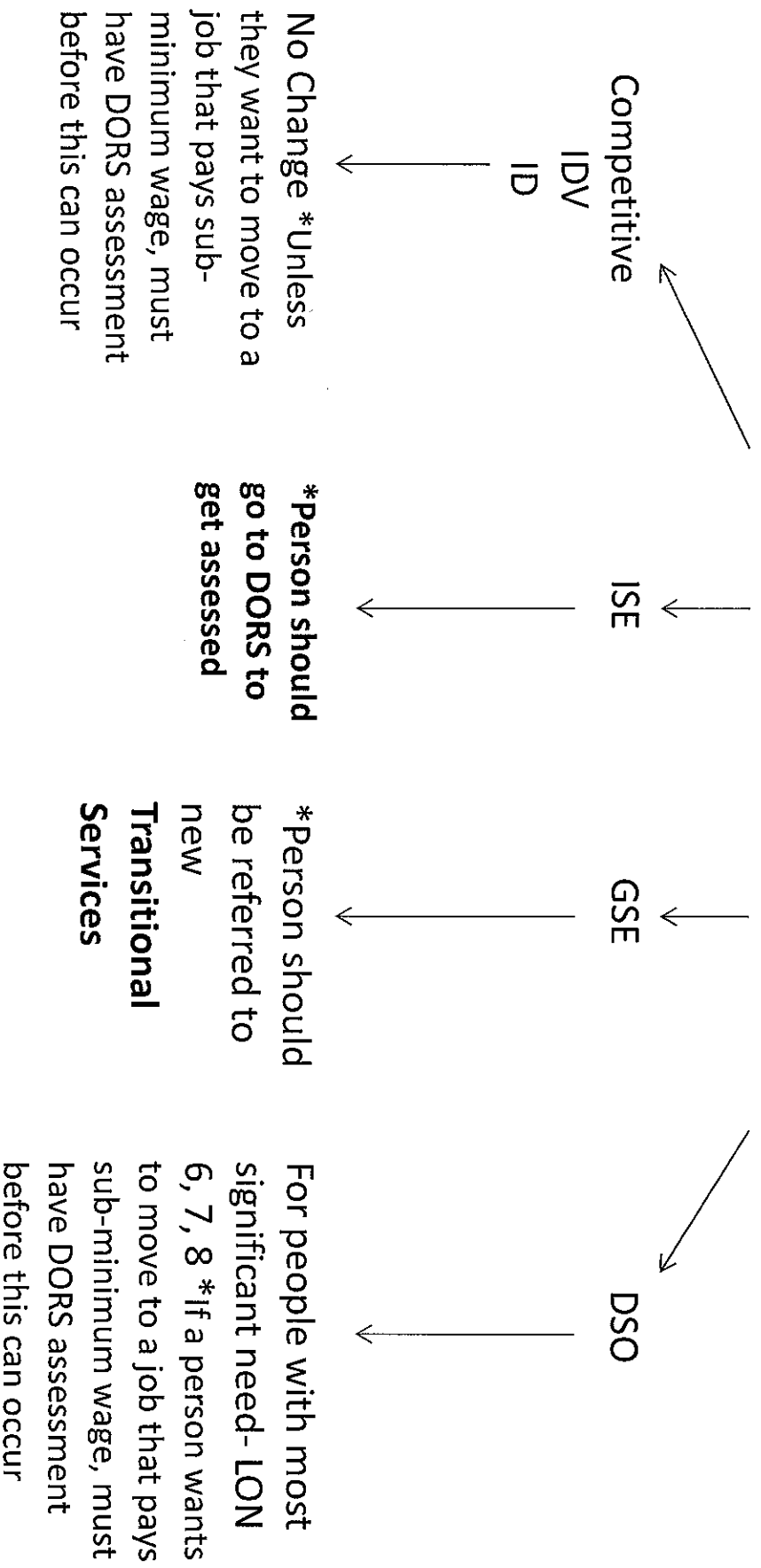
Section 511 – Subminimum Wage Contracting Limitations

LEAs may not enter into a contract or other arrangement with an entity that holds a 14(c) Certificate for the purpose of operating a program for a youth under which work is compensated at a subminimum wage.

(§397.31)



Paths for DDS 2017 Graduates



DDS – Career Planning

- ✓ Path A: working in integrated employment;
 - ✓ Path B: Not working in integrated employment, but interested in exploring it;
 - ✓ Path C: Not working in integrated employment, unsure about pursuing or exploring it; and
 - ✓ Path D: Do not want to work in integrated employment now.
- Begin with a positive assumption – that the person wants individual, integrated employment – and start process with Paths B & C in the Employment Discussion Guide, even for people who initially might be inclined to select Path D.
 - Even when a person has selected Path D, it is important to keep in mind that it is never too late for a person to change their mind.

All waiver-funded employment services have the expected and optimal outcome of individual, integrated employment at or above minimum wage – including Path to Employment Services and Small Group Employment.

Source: CMS Informational Bulletin, September 16,

2011 See also Oregon Administrative Rule 411-345-

0025(4) regulating ODDS-funded Employment Services.

DDS – Informed Choice and Employment Conversations

Informed choice requires hands-on experiences that have been tailored to the individual person.

Employment Goals for All:

Path A: Working on employmentCareer Goals

Path B: Interested in employmentExploration Goals

Path C: Unsure about employment.....Overcoming Barrier Goals

**Path D: Not interested in employment.....Strategies for Identifying Barriers
Employment Conversation**



DDS Summary Action Steps

Now! Help grads enroll in Group Supported

Employment (GSE) services prior to 7.22.2016

After 7.23.2016

- ❖ Encourage and support employment
- ❖ Help families understand WIOA implications
- ❖ Assist students to participate in literacy, STEM, Student Success Plans and other employment-related activities
- ❖ Assist individuals to participate in Level Up, or DORS assessment activities
- ❖ Help families use *LifeCourse* thinking to obtain needed supports





Dianna Wentzell
Commissioner

- Teachers & Administrators
- Parents & Community
- Students
- Adult Education
- School & District



ALLIANCE DISTRICTS

COMMISSIONER'S NETWORK



CAREER OPPORTUNITIES



Secondary Transition Resources



- [Post-School Outcomes Goal Statements](#)
- [Post-School Outcomes Survey Reports](#)
- [Special Education Publications](#)
- [Back to BSE Home](#)

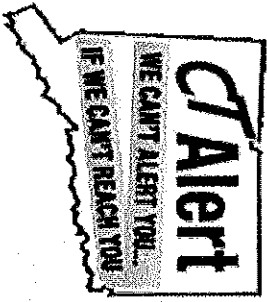
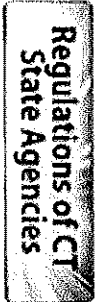
(all documents are pdf unless noted)

Community-Based Transition Services (18-21)

- [Approved Transition/Vocational Programs \(Bureau Bulletin 2009\)](#)
- [Community-Based College, University Transition Services SURVEY](#)
- [Directory of Transition Services in College, University and Community-Based Settings \(2010\)](#)
- [Directory of Transition/Vocational Service Providers \(2014\)](#)
 - [Map of RESC areas](#)
- [Minimum Wage Waiver - Department of Labor Agreement](#)
 - [Community-Based Career and Tech Ed Unpaid Career Exploration Experiences for Students Receiving Special Education \[DOC\]](#)

Guidance Documents

- [Connecticut's Transition Training Manual and Resource Directory \(2004\)](#)
- [Building a Bridge: A Transition Manual for Students \(2009\)](#)
- [Building a Bridge: A Transition Manual for Students - Spanish](#)
- [Easing into Secondary Transition: A Comprehensive Guide to services and Resources in Connecticut \(2015\)](#)
- [Educational Journey for Self-Discovery and Advocacy A Handbook for Students \(2003\) - Spanish](#)
- [Providing Transition Services - Flow Chart](#)
- [Secondary Transition Planning Process](#)
- [Stepping Forward: A Self-Advocacy Guide for Middle and High School Students \(2013\)](#)
- [Summary of Performance \(SOP\) Frequently Asked Questions - Topic Brief](#)
- [Determination of Time with Non-Disabled Peers \(TWNDD\) Memo \(2015\)](#)
- [Student Success Plans - Resources for Students with Disabilities](#)
- [Transition Assessment Resource Manual \(2008\)](#)
- [NEW: Transition Bill of Rights for Parents of Students Receiving Special Education Services](#)
- [NEW: Declaración de Derechos de Transición Para Padres de Estudiantes que Reciben Servicios de Educación Especial](#)



IEPs - Checklists, Goals & Objectives, Rubrics

- [Connecticut CORE Transition Skills \(2016\) Revised](#)
- [IEP Rubric for Scoring Secondary Transition \[XLS\]](#)
- [IEP Transition Planning Checklists](#)
 - [Secondary Transition Planning IEP Checklist \(hard copy\)](#)
 - [Secondary Transition Planning IEP Checklist \[XLS\]](#)
 - [Secondary Transition Planning IEP Checklist - District Summary \[XLS\]](#)
- [Post-School Outcomes Goal Statements](#)
- [Post-School Outcomes Goal Statements - Frequently Asked Questions - Topic Brief](#)
- [Post-School Outcomes Goal Statements - Guidelines for Writing - Topic Brief](#)
- [Post-School Outcomes Goal Statements - Sample Statements - Topic Brief](#)
- [Writing Transition Goals and Objectives - Topic Brief](#)
- [Writing Transition Goals and Objectives: Post-School Outcomes Goal Statements \[PPT\]](#)

Secondary Transition Reports

- [Connecticut Special Education Transition Services: Results of a Statewide Survey \(2011\)](#)
- [Post-School Outcomes Survey Reports \(Indicator #14\)](#)
 - [Follow-Up Study Exiters of Special Education-2000/Transition Status Survey](#)
 - [Follow-Up Study Exiters of Special Education-2002/Transition Status Survey](#)
 - [Follow-Up Study Exiters of Special Education-2004/Transition Status Survey](#)
 - [Post School Outcomes Survey 2007 Report: 2005 Exiters of Special Education](#)
 - [Executive Summary](#)
 - [Post-School Outcomes Survey 2008 Report: 2007 Exiters of Special Education](#)
 - [Executive Summary](#)
 - [Post-School Outcomes Survey 2009 Report: 2008 Exiters of Special Education](#)
 - [Post-School Outcomes Survey 2010 Report: 2009 Exiters of Special Education](#)
 - [Post-School Outcomes Survey 2011 Report: 2010 Exiters of Special Education](#)
 - [Post-School Outcomes Survey 2012 Report: 2011 Exiters of Special Education](#)
 - [Post-School Outcomes Survey 2013 Report: 2012 Exiters of Special Education](#)
 - [Post-School Outcomes Survey 2014 Report: 2013 Exiters of Special Education](#)



Connecticut Transition Community of Practice 2016-17 Meeting Dates*

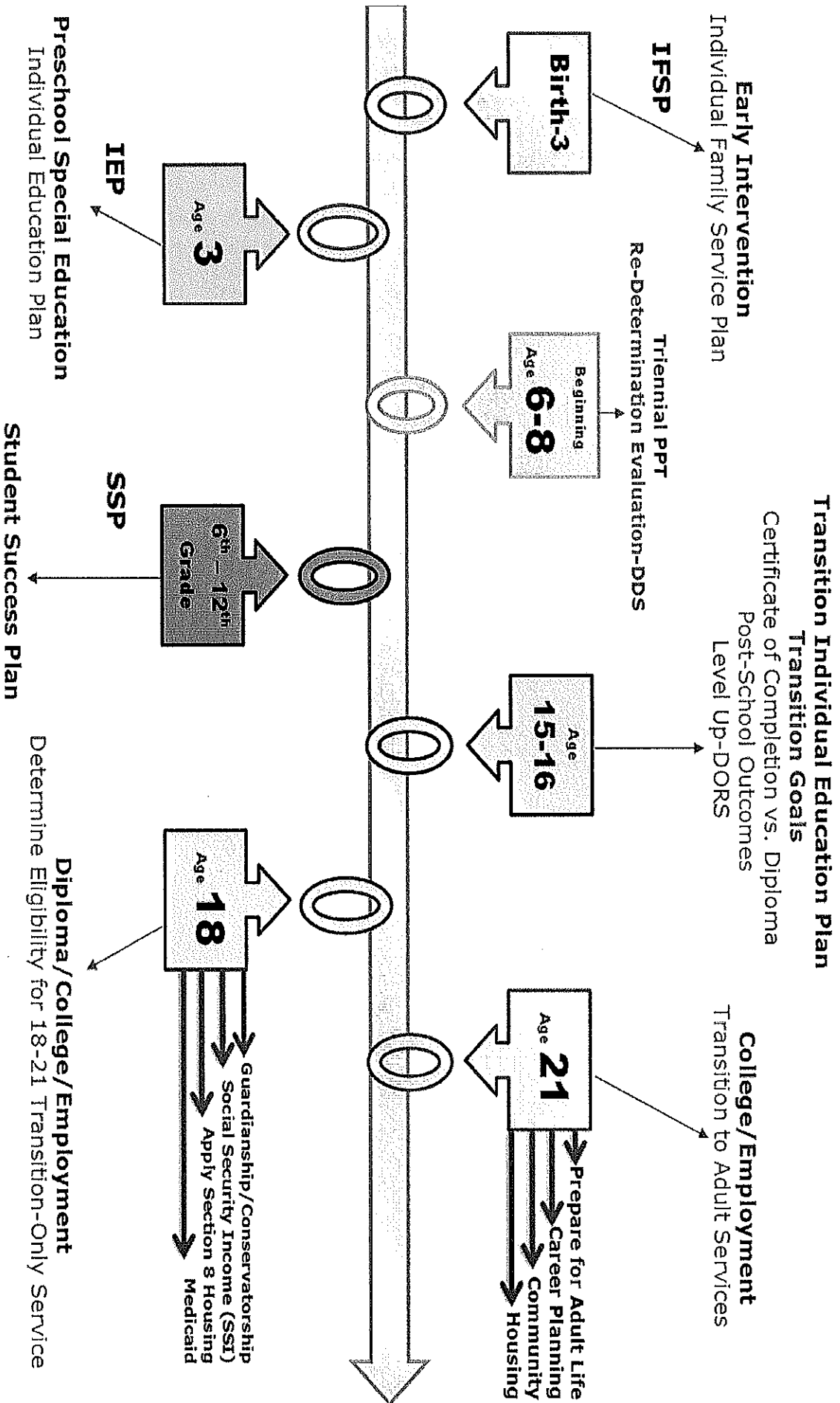
DATE	TIME	LOCATION
Thursday – October 27, 2016	8:30 am – 12:00 pm	Middletown: Connecticut Valley Hospital (CVH) – Page Hall / the Solarium
Thursday – December 1, 2016	8:30 am – 12:00 pm	Middletown: Connecticut Valley Hospital (CVH) – Page Hall / the Solarium
Thursday – March 9, 2017	8:30 am – 12:00 pm	Middletown: Connecticut Valley Hospital (CVH) – Page Hall / the Solarium
Friday – June 9, 2017	8:30 am – 12:00 pm	Middletown: Connecticut Valley Hospital (CVH) – Page Hall / the Solarium

*NOTE: Practice Groups also meet between COP meetings.

2016-17 Practice Groups:

- ❖ *Assessing and Programming for Soft-Skills in Transition*
- ❖ *Calendar, Events, and Cross-Training*
- ❖ *Community-Based Transition Services*
- ❖ **EMPLOYMENT** [including WIOA]
- ❖ *Post-High School College Programming for Students with Developmental Disabilities*
- ❖ *Prep Rally* [Working with Level Up Services/DORS]
- ❖ *Student Voice/Youth Leadership & Development*
- ❖ *Transition and Healthcare/Mental Health*
- ❖ *Transition Timeline*
- ❖ *Website Resources* (on-going as needed)

Transition Planning Guide



Community-Based Transition Guidelines

CT Transition Community of Practice


Overview	Transportation
Program Design	Job Coaching
TWNDP	Employment/Labor Laws
Peer Mentors	Adult Service Linkages
Liability	Resources




CT Transition Community of Practice

- Home
- What's New?
- Upcoming Events
- Calendar
- PostSecondary Education
- Employment
- Independent Living Skills
- More

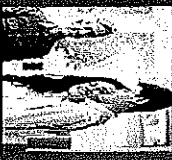




For Students



For Educators



For Parents

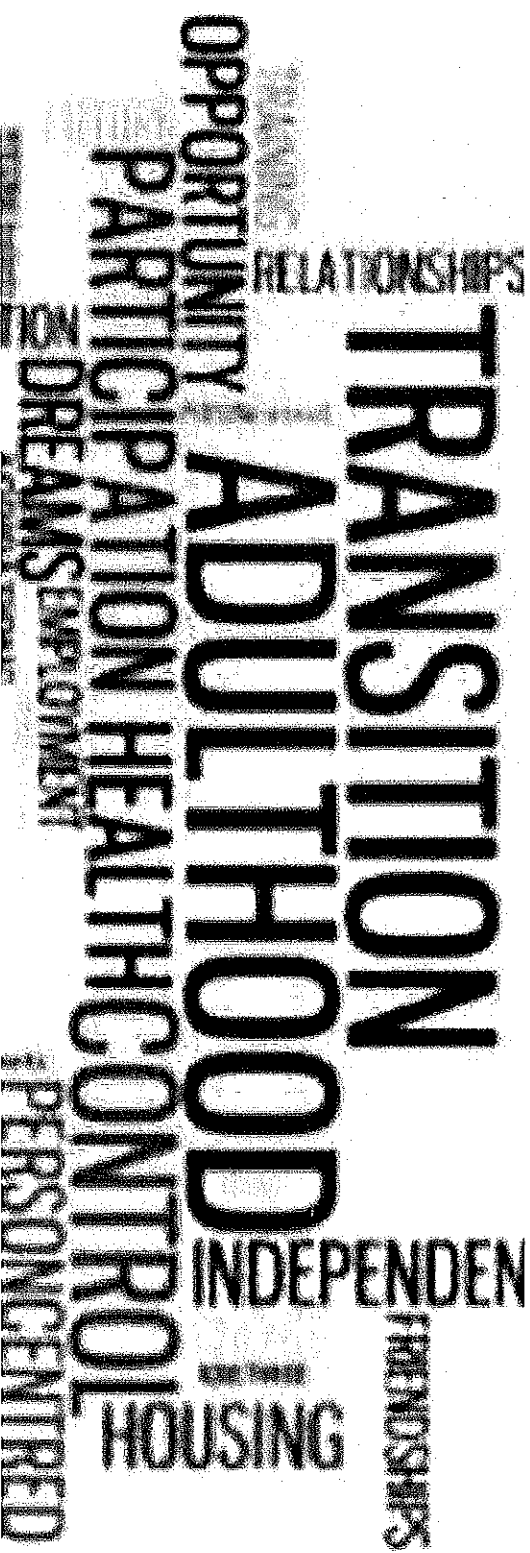
CT Transition Timeline

- About the Site
- Meet Our Members
- Join a Workgroup

CTA, Community of Practice, Disposition, Transition, Community of Practice, COPS, website. This is a resource and portal for the state for to inform, share and build supports and progress and provide for the community of practice. CT Transition COPS does not create or maintain any website, and does not accept responsibility for any content or accuracy. Information on the website is not reviewed by federal, state, or local agencies. References to any products, commercial products, services, trademarks, publisher, or company names are for informational purposes only and do not constitute an endorsement by the CT Transition COPS or any of its members. (12/15)

**2017 Summer Symposium on
Secondary Transition
& College to Careers Conference**

June - 2017



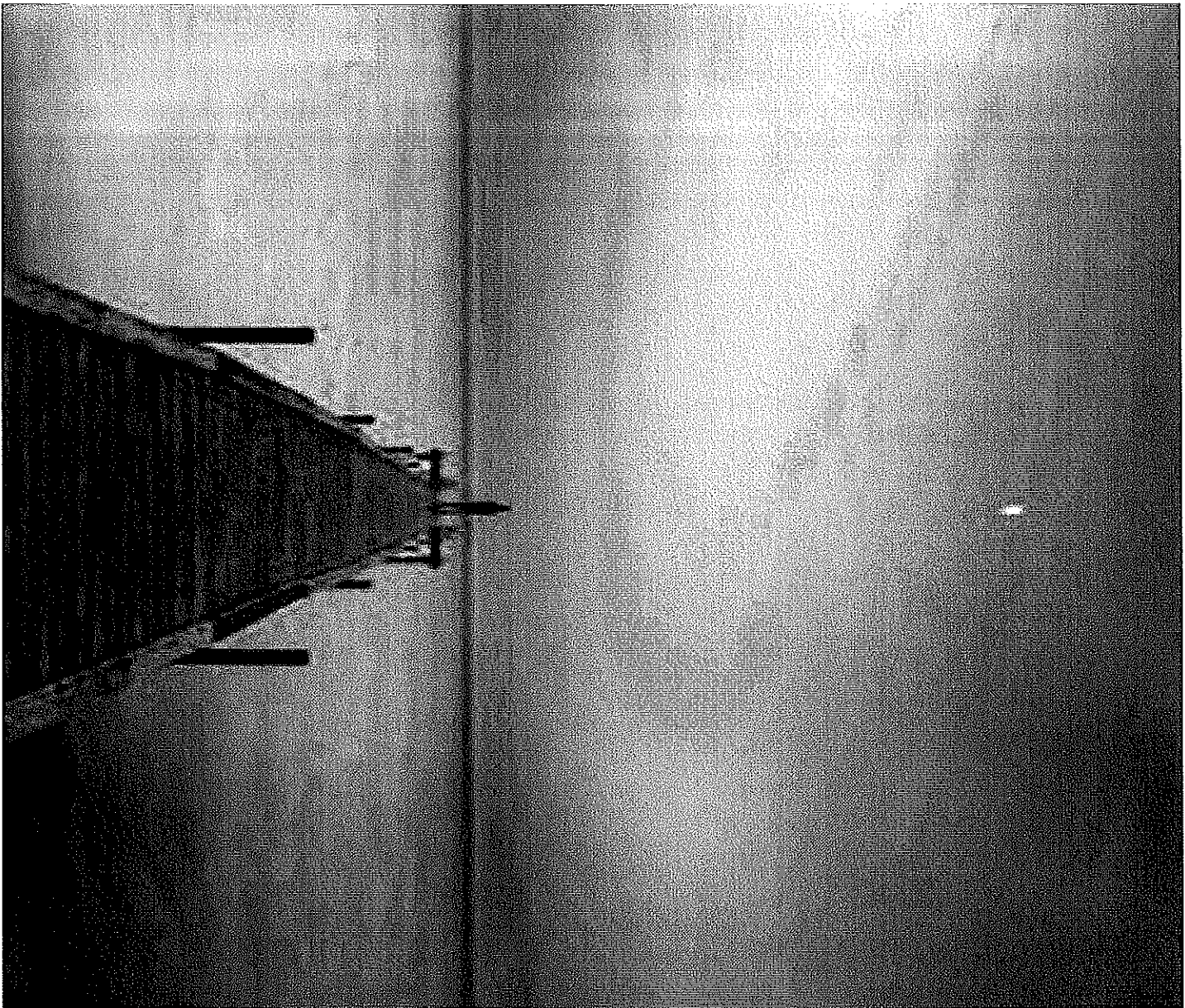
UCONN Graduate Certificate Program

❖ *Special Education Transition to Adulthood* graduate certificate program:

- ✓ Online only
- ✓ 12-credit
- ✓ Starts January 2017

❖ Online Graduate Certificate Program in Special Education Transition to Adulthood





**Look at ALL
activities
through a
transition
lens!**

