

Cross Agency Collaboration to Support Transition

National Deaf Center on Postsecondary Outcomes

National Technical Assistance Center on Transition: The Collaborative



**2023 OSEP LEADERSHIP AND PROJECT DIRECTORS'
CONFERENCE**





2023 OSEP Leadership and Project Directors' Conference



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The contents of this presentation were developed by the presenters for the 2023 OSEP Conference. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

(Authority: 20 U.S.C. 1221e-3 and 3474)

Introductions



National Deaf Center
on Postsecondary Outcomes

National Deaf Center on Postsecondary Outcomes

- Carrie Lou Bloom: Co-Director
- Tia Ivanko: Co-Director
- Jen Higgins: Strategic Support Coordinator

National Technical Assistance Center on Transition: The Collaborative

- Maureen McGuire-Kuletz: Co-Director
- Mary Morningstar: Co-Director



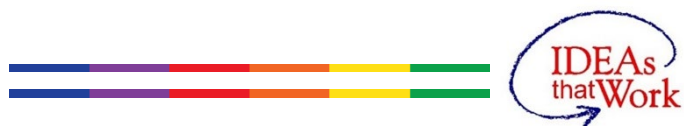
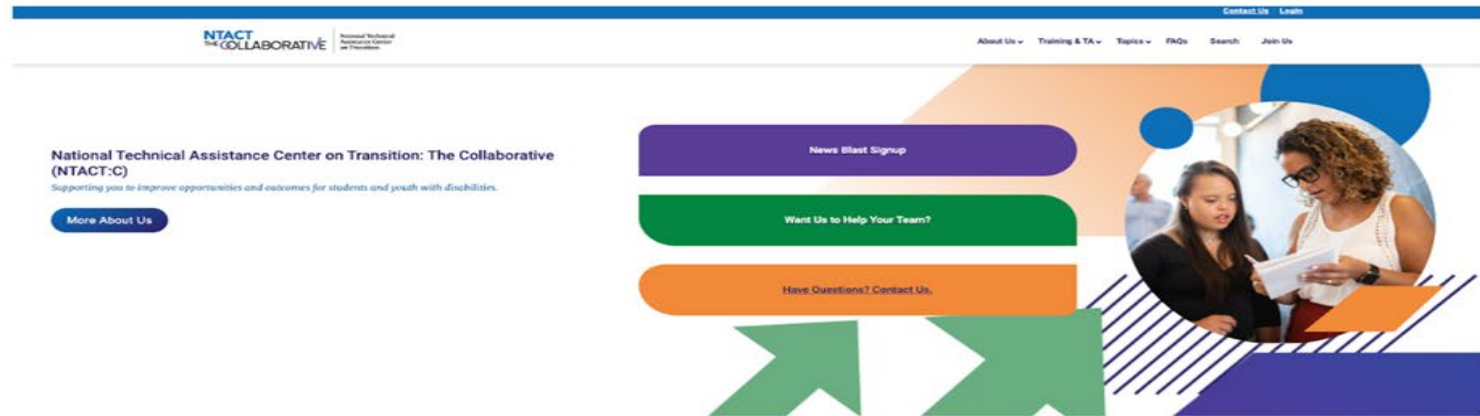
National Deaf Center on Postsecondary Outcomes



Our mission is to share information, networks, and strategies to improve continuing education and training for deaf people.



NTACT – The Collaborative



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Data to Understand the Problem

in 2021, **41%** of disabled adults
were employed vs
77% of non disabled adults

Houtenville, Bach, & Paul, 2023



Data Tells a Story



HIGH SCHOOL

SOME COLLEGE

BA DEGREE

EMPLOYMENT

**5% fewer
deaf people
complete
high school**

**12% fewer
deaf people
have been
to college**

**16% fewer
deaf people
complete a
BA degree**

**16% fewer
deaf people
have a job**



Cross Agency Collaboration Can Change the Story

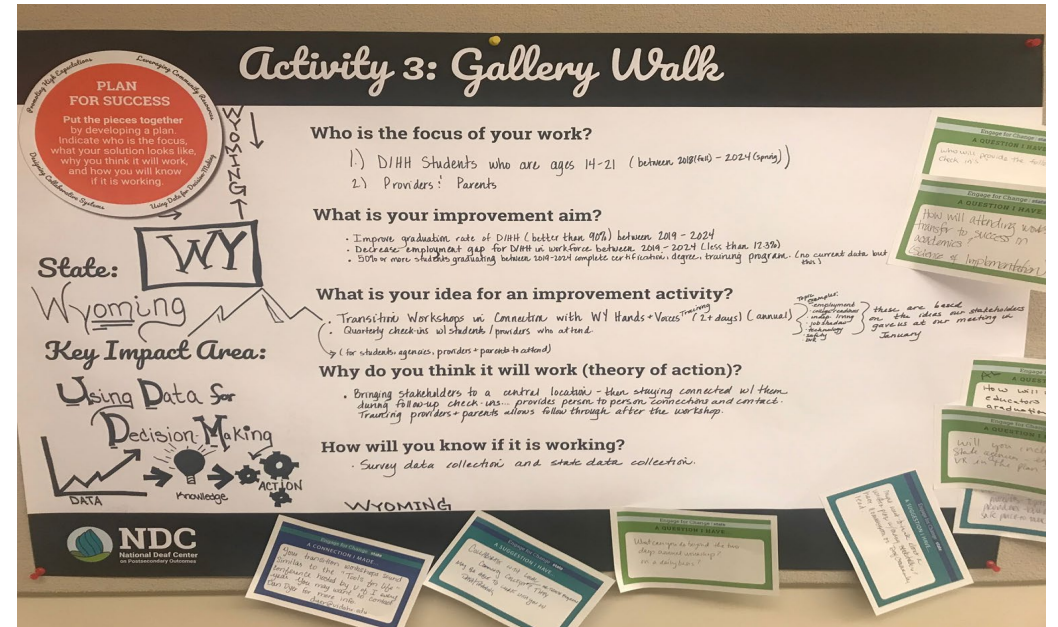
- Collaborative structures are needed to fulfill transition services requirements under the Workforce Innovation and Opportunity Act.
- Collaboration between agencies is a predictor of positive postsecondary outcomes for disabled students.



Cross Agency Collaboration - The How



Root Cause Analysis



Strategic Planning





WEST VIRGINIA

CRYSTAL MILLER

DEPT. OF HEALTH SERVICES

RACHEL TORRENCE

WEST VIRGINIA SCHOOLS FOR THE BOYS



OHIO

KATIE SCHETZ

DEPARTMENT OF HEALTH SERVICES

CAMERON CRANE

THE OHIO SCHOOL FOR THE BOYS

Interagency State Collaboration Stories



Ohio Deaf Literacy Partnership



"This class has helped me feel more confident in my communication skills so that I can seek a better job."



Work Based Learning Models



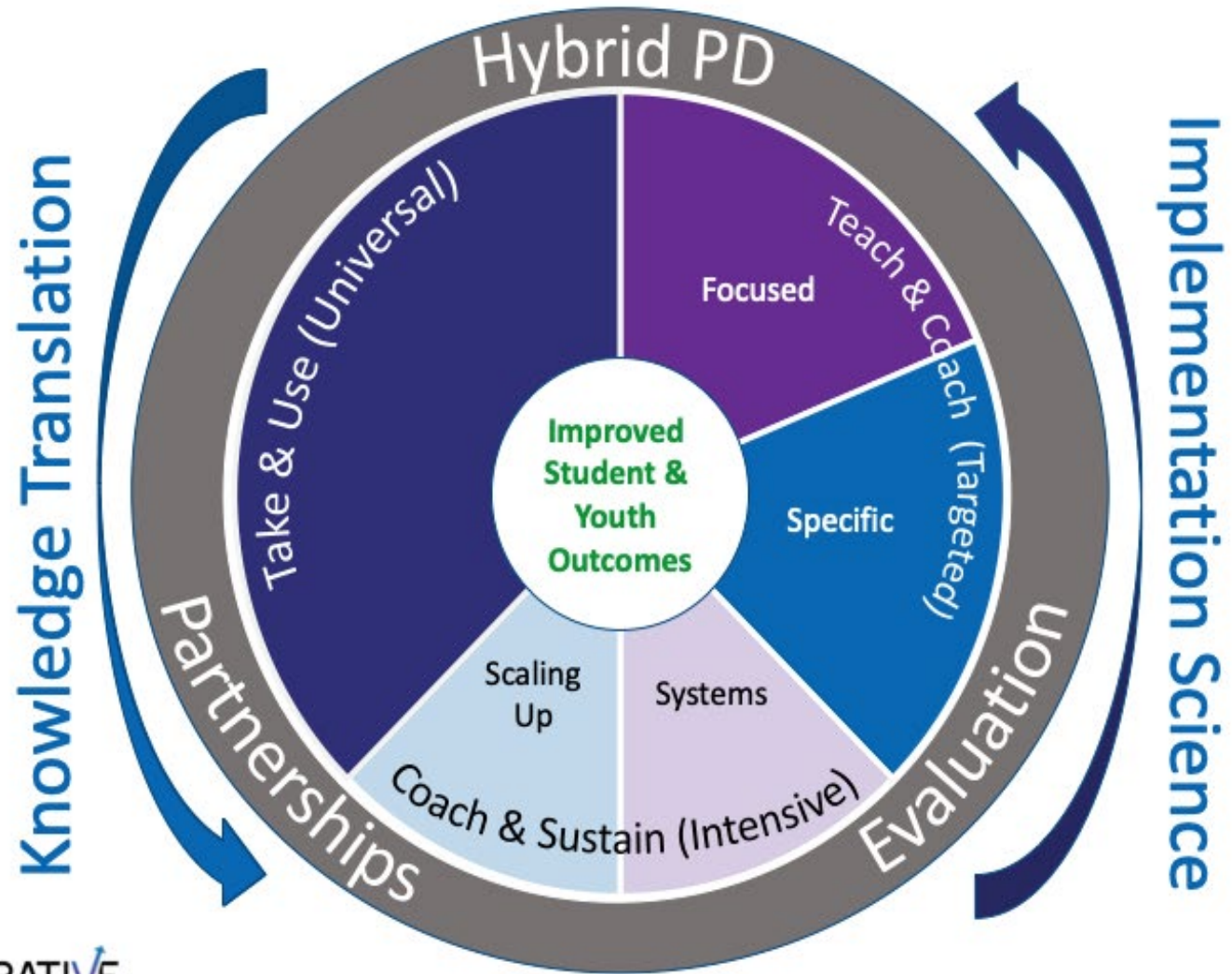
MARYLAND



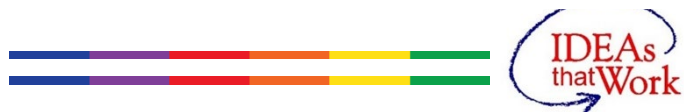
IDAHO



NTACT:C Technical Assistance



NTACT
THE COLLABORATIVE



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Universal TA Information

Universal TA (Take & Use)

- **NTACT:C Website**
- **Live and Pre-recorded Webinars**
- **Watch Parties**
- **Transition Life Hacks (videos)**
- **Online Modules & Mini-modules**
- **FAQs**
- **Presenter guides, videos, documents, toolkits, data resources, etc.**



Targeted TA (Teach & Coach)

- **Communities of Practice**

- Alternative Diploma
- Complex Support Needs
- I-14
- Pre-ETS/Blindness

- **Peer Networks**

- SpeEd/VR/CTE
- Service Delivery

- **Pre-ETS Office Hours**

- **Short Courses**

- Partnering for Transition Assessment for Students with CSN

- **DIY How to Videos & Resources**

- **Capacity Building Institute**

- **Meeting facilitation**

- **Specific TTA**

- Role clarification—building capacity to deliver services
- Resource mapping
- Dropout Prevention



NTACT:C Interagency Collaboration Resources

Interagency Collaboration



Collaboration is a predictor of positive postschool outcomes for students with disabilities when it occurs across education, vocational rehabilitation, families, and numerous other partners who provide instruction, pre-employment transition services, and other transition services stakeholders. ***Well-developed partnerships for planning and service delivery give the greatest benefit to youth and their families.***

Vocational rehabilitation (VR) agencies are required to enter into formal interagency agreements with State Educational Agencies (SEA) that describe how they will collaboratively plan and coordinate transition services for students with disabilities who need those services, per the Rehabilitation Act of 1973, as amended by Title IV of WIOA. This formal interagency agreement is a foundational document and is essential to ensuring that students with disabilities experience a smooth transition from school to post-school activities.

The Individuals with Disabilities Education Act (IDEA) specifies that schools are to ensure that transition planning and services are coordinated with outside entities, agencies, and services providers as part of students' annual Individualized Education Programs (IEPs).

Source: [The Impact of Deep Collaboration on Work in States: Impact of Aligned Federal Policies \(PDF\)](#)

What's New

Webinar

Interagency Collaborations in a Rural Community = Successful Post-Secondary Outcomes for Students with Disabilities

Training Module

Interagency Collaboration Training Module

Getting Started Resources

- [Laws, Regulations and Policies](#)
- [Alignment of Performance Indicators](#)
- [Interagency Agreement Toolkit](#)
- [Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners](#)

Key Resources

- [Side-by-Side View: Transition Services](#)
- [Community Rehabilitation Providers Pre-ETS Guidebook](#)
- [A Teachers Guide to Collaborating with Vocational Rehabilitation](#)
- [Resource Mapping Toolkit](#)
- [CIRCLES Building Collaborative Partnerships](#)
- [Integrated Resource Teams](#)
- [Way2Work Maryland Model - Evidence of Impact](#)
- [Youth Transition Program](#)

Interagency Agreement Toolkit

<https://transitionta.org/interagency-agreement-toolkit/>



Interagency Agreement Toolkit

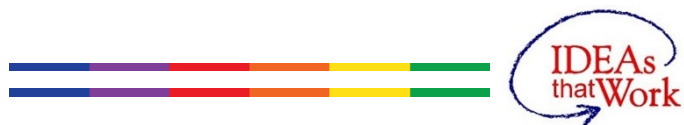
[Add Bookmark](#) | [Twitter](#) [Facebook](#) [LinkedIn](#) [Email](#)

This toolkit was developed jointly by WINTAC and NTACT:C to provide guidance on the development of the formal interagency agreement between the vocational rehabilitation and education Innovation and Opportunities Act.

- [Introduction – Interagency Collaboration Toolkit \(PDF\)](#)
- [Guide – Interagency Collaboration Toolkit \(PDF\)](#)
- [State Discussion Prompts – Interagency Collaboration Toolkit \(PDF\)](#)
- [Local Discussion Prompts – Interagency Collaboration Toolkit \(PDF\)](#)
- [VR and SEA – Interagency Collaboration Toolkit \(PDF\)](#)
- [Language Examples – Interagency Collaboration Toolkit \(PDF\)](#)

Related Resources

- [Postsecondary Education and Training Preparation Toolkit](#)
- [Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners: Section 2 - Building Your Local Partnership](#)
- [Competitive Integrated Employment Toolkit: Section III - Interagency Collaboration](#)



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Pre-ETS, VR & Transition Services Side-by-Side



National Technical Assistance Center on Transition

Outlines

- A. Definitions of transition services
- B. Target populations
- C. Nature, scope and purpose of services
- D. Description of activities and services
- E. Reservation of funds

A Side-by-Side View: Transition Services

Pre-Employment Transition Services 34 CFR §361.5(c)(42)

DEFINITION

Pre-employment transition services are the earliest set of services for students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services.

These services are designed to be:

- short-term in nature
- based on the student's needs, and
- help students identify their career interests

VR Transition Services 34 CFR §361.5(c)(55)

DEFINITION

Transition services are outcome-oriented services for students or youth with disabilities who have been determined eligible for VR services, and facilitate the movement from the receipt of services from schools to the receipt of services from VR agencies, and/or as appropriate, other State agencies.

These services are designed:

- Within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation
- Based upon the individual student's or youth's needs, taking into account the student's or youth's preferences and interests,

Individuals With Disabilities Education Act, 20 U.S.C. § 300.43 (2004)

DEFINITION

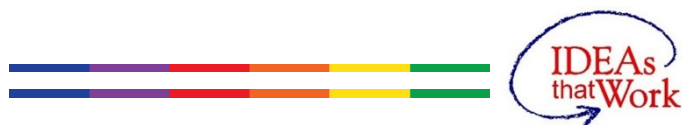
Part B of the Individuals with Disabilities Education Act (IDEA) §300.43(a)(1) defines transition services as a coordinated set of activities focused on improving the academic and functional achievement of students. This set of activities are designed within a results-oriented process that promotes movement from school to post-school activities including:

- postsecondary education,
- vocational education,
- competitive integrated employment,
- supported employment,
- continuing and adult education,
- adult services,
- independent living, and
- community participation.

§300.43(a)(1)

The coordinated set of activities described above is centered on the student, taking into account their strengths, interests, and preferences.

<https://transitionta.org/>



Developing Local Partnerships

Pre-Employment Transition Services:

A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners

<https://transitionta.org/pre-ets-guide/>

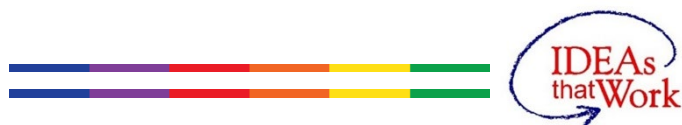


TCSS Developing Local Partnerships with Schools

Participate in the TCSS Developing Local Partnerships with Schools starting in January 2023.

Learn more at our informational session on Nov. 9.

<https://transitioncoalition.org/self-study/>



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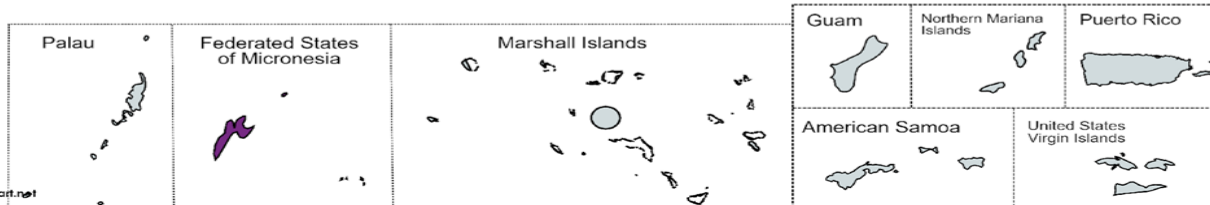
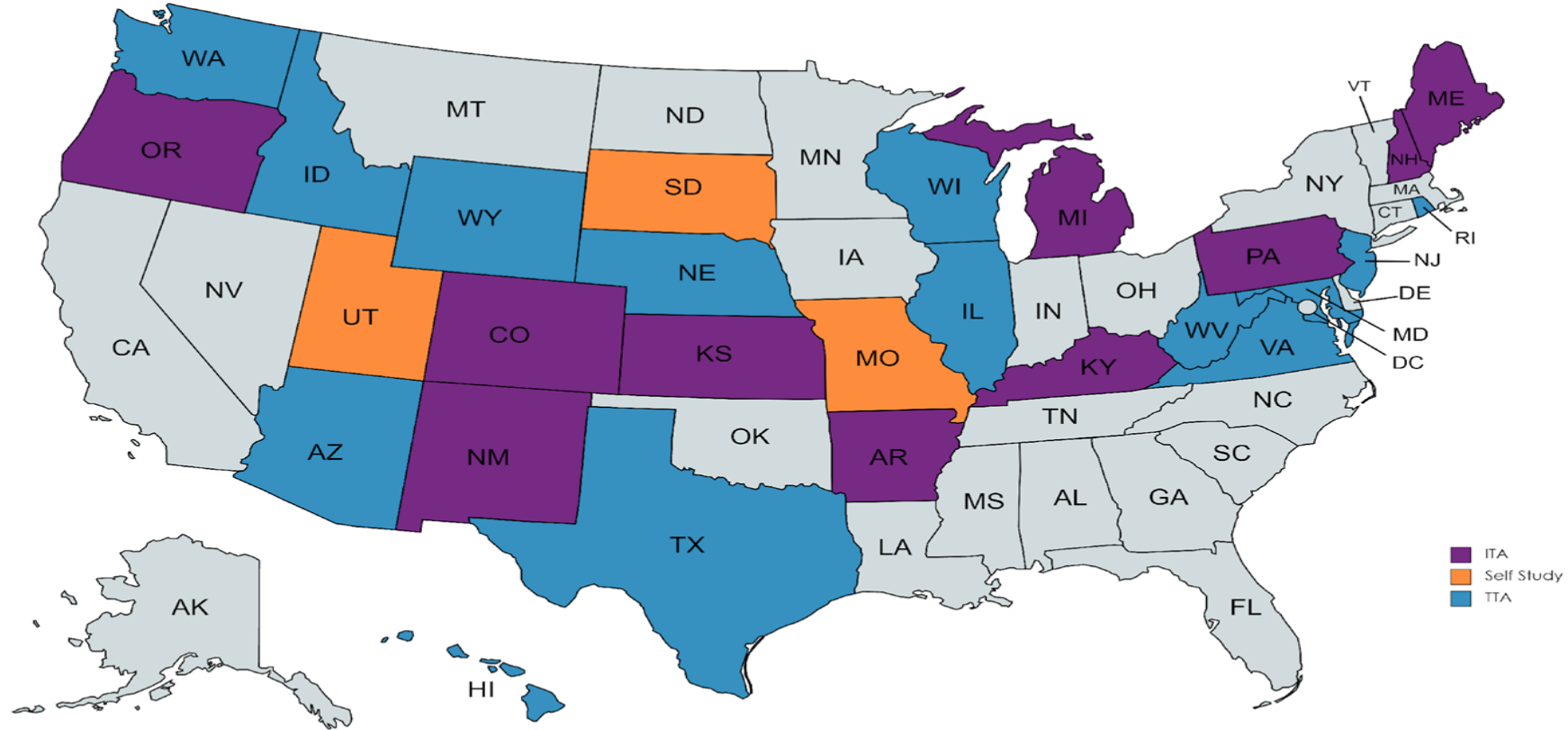


Targeted & Intensive TA using NTACT:C – Collaboration Framework

- Developed to support collaboration at the state, local and student and youth levels
- Assists partners in assessing, planning, implementing & sustaining goals of the collaboration
- Facilitates outcome-based collaboration
- Includes questions and outputs for teams to consider as they move through the different components of collaboration



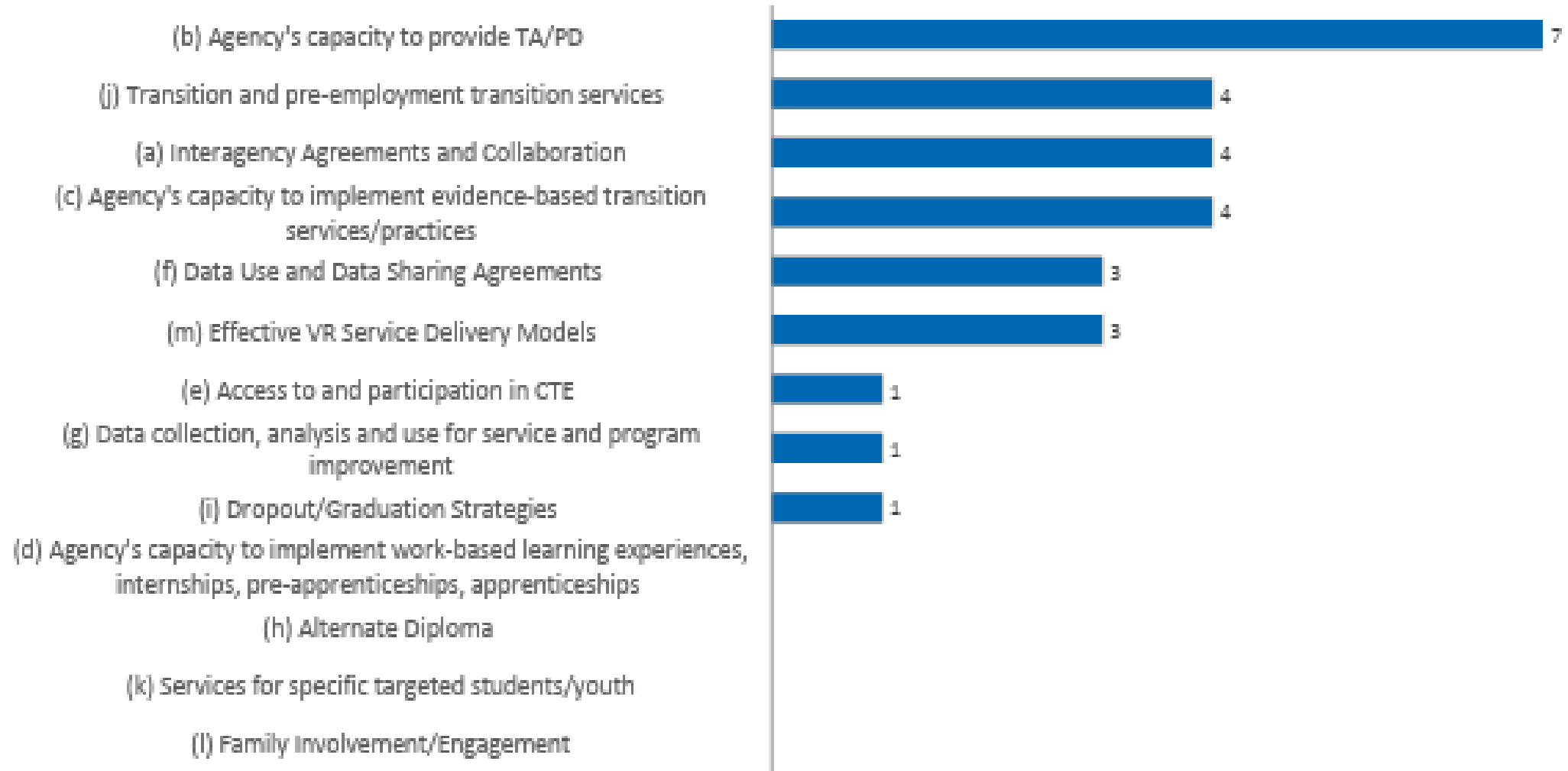
ITA & TTA States



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ITA & TTA State Goals by Topic





Minnesota's Youth Outcomes Dashboard



1



MN Youth Outcomes Dashboard

<https://disabilityhubmn.org/for-professionals/e1mn-youth-outcomes-dashboard/>



E1MN YOUTH OUTCOMES DASHBOARD

An interagency effort between the MN Department of Education (MDE), MN Department of Employment and Economic Development (DEED), and MN Department of Human Services (DHS)

Pick your preferred data view: By Region By Race & Ethnicity


ABOUT THIS DASHBOARD

The *E1MN Youth Outcomes Dashboard* presents employment outcome information for transition age students and recent graduates with disabilities. The dashboard presents data from across programs administered by DHS, MDE, and DEED to support professionals and policy makers in understanding statewide progress in advancing Employment First for youth. Users can view data by geographic region or by race and ethnicity. There are three sections in the dashboard, one for each of the following data sources:

- 1) Minnesota Statewide Longitudinal Data System (SLEDS)
- 2) Medicaid Home and Community Based Services (HCBS) waiver data
- 3) Vocational Rehabilitation Services and State Services for the Blind (VRS/SSB) data

Pick a region to filter the data.

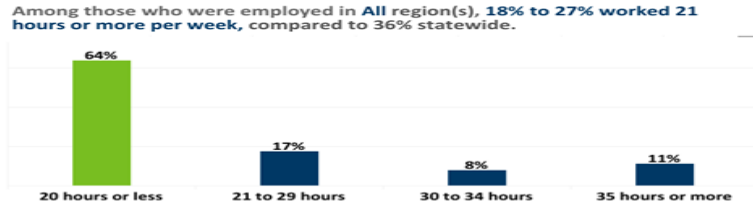
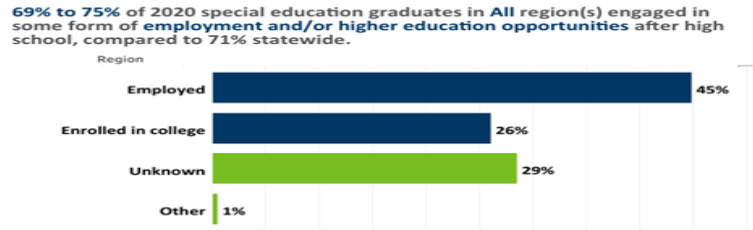
To reset your selection, double-click any white part of the filter box.



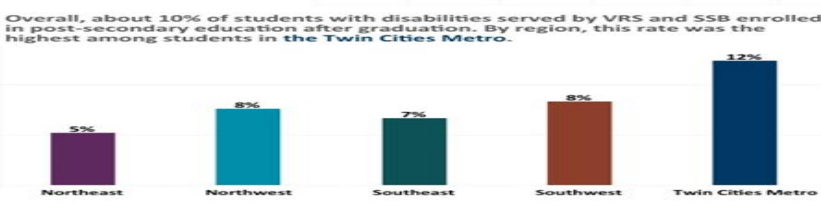
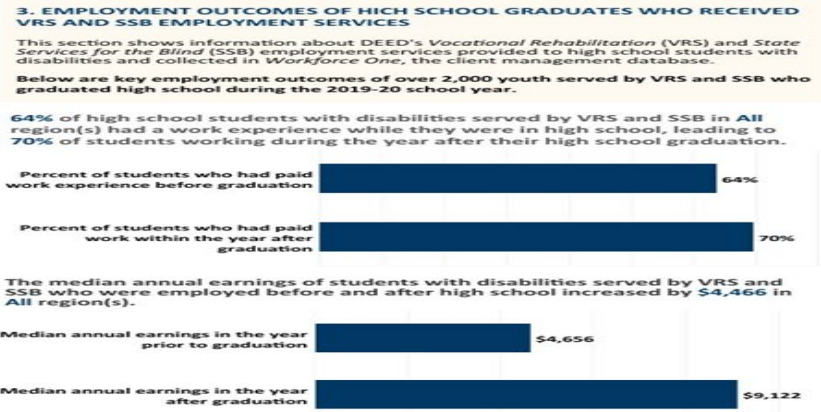
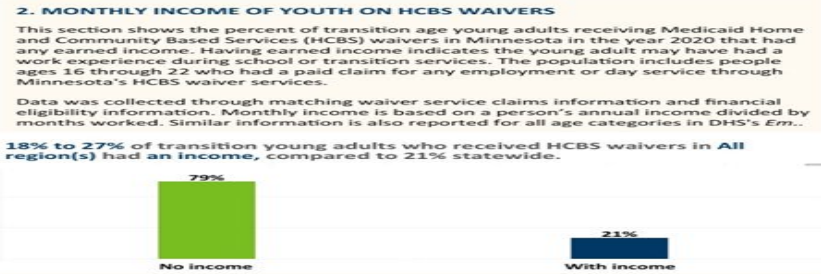
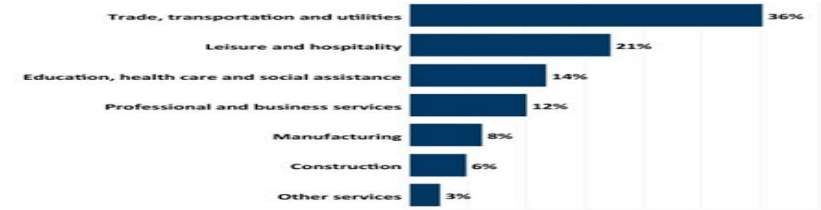
1. SPECIAL EDUCATION GRADUATES ENTERING THE WORKFORCE

This section shows the employment outcome data from MDE's *Minnesota Statewide Longitudinal Education Data System (SLEDS)* for special education students who graduated from high school in 2020. SLEDS matches student data from pre-kindergarten through completion of post-secondary education and into the workforce.

The graphs below show the number and percentage of graduates who enrolled in college in the fall following graduation, as well as those who did not attend college but were found working in Minnesota. Graduates may attend college in Minnesota or in another state. Employed graduates are those who were found working in Minnesota one full year after graduating from high school. Graduates who are not enrolled or working in Minnesota are counted as unknown. These students could be working in another state, enlisted in the military, self-employed or working in other organizations..



The graph below offers a breakdown of the industries in which 2020 special education graduates in All region(s) work.



State Level Use of Dashboard

1. Track employment outcomes across programs (and eventually across years) to inform our E1MN initiatives
2. Identify disparities in outcomes by racial/ethnic groups as well regions in Minnesota to inform our E1MN initiatives
3. Identify areas of success and identify best practices and areas where change of policy/practice could be beneficial
4. Communicate our outcomes and share success with stakeholders



Local Use of Dashboard

1. Look at outcomes in their region to collaborate with partners and inform their collective work
2. Communicate the importance of connecting youth on waivers to employment and the benefits for students participating in VR
3. Be able to identify disparities within their region
4. Identify high-performing areas to learn best practices and get to high-quality transition services/employment outcomes



What the Data Tells us

- There are racial disparities in employment outcomes across programs
- Transition age youth on waivers face disparities in employment outcomes
- Transition age youth with disabilities who participate in VR have better employment outcomes



Take-Away

Access, equity, and inclusion efforts are complex issues that require complex solutions

Golom, 2018; Teemant et al., 2021



Focus on What We Know Works!

1. Having relevant stakeholders at the table
2. Targeted areas of focus
3. Clearly defined roles and responsibilities
4. Prioritizing community relationships
5. Centering student experiences
6. Embracing equity-centered practices
7. Data-driven decision making



NTACT Resource Spotlight

- ✓ [Interagency Agreement Toolkit](#)
- ✓ [Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners](#)
- ✓ [WIOA, IDEA, Perkins Measures Crosswalk](#)
- ✓ [Resource Mapping Toolkit](#)
- ✓ [Community Rehabilitation Providers Pre-ETS Guidebook](#)
- ✓ [Teachers Guide to Collaborating with Vocational Rehabilitation](#)



NDC Resource Spotlight

- ✓ [Discovering System Barriers and Exploring the WHY \(Online Module\)](#)
- ✓ [Building Relationships with Deaf Communities \(Online Module\)](#)
- ✓ [Transforming Systems to Achieve Equity for Deaf People \(Online Module\)](#)
- ✓ [Maryland Work-to-Learn Program \(Cross-Agency Collaboration Spotlight\)](#)
- ✓ [Idaho Food Truck Program \(Cross-Agency Collaboration Spotlight\)](#)
- ✓ [Developing Collaborative and Integrated Systems \(Research Summary\)](#)





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