

**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
REHABILITATION SERVICES ADMINISTRATION
WASHINGTON, D.C. 20202**

**TECHNICAL ASSISTANCE CIRCULAR
RSA-TAC-FY-92-02
RSM-501
DATE: July 16, 1992**

ADDRESSEES: STATE VOCATIONAL REHABILITATION AGENCIES (GENERAL)
STATE VOCATIONAL REHABILITATION AGENCIES (BLIND)
CLIENT ASSISTANCE PROGRAMS
RSA DISCRETIONARY GRANTEES
REGIONAL REHABILITATION CONTINUING EDUCATION
PROGRAMS
RSA SENIOR MANAGEMENT TEAM

SUBJECT: Guidance for Preparation of Attachment 10.6(b)A: Designated State
Unit's Plans, Policies, and Methods Relating to Transitioning

CITATIONS IN LAW, REGULATION, AND POLICY:

Sections 101(a)(11) and 101(a)(24) of the Rehabilitation Act of 1973, as amended.

34 CFR 361.2(b)(2)(vi) and 361.19

PD-91-11, Three-Year State Plan Preprint for the State Vocational Rehabilitation Services Program and the State Supported Employment Services Program, issued April 16, 1991

BACKGROUND: The designated State unit must have in place specific arrangements or agreements for coordinating services for any individual who is eligible for vocational rehabilitation (VR) services and is also eligible for services under the Individuals with Disabilities Education Act (IDEA), formerly Part B of the Education for All Handicapped Children Act, or the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, formerly the Vocational Education Act. Attachment 10.6(b)A of the State plan must describe the State unit's plans, policies, and methods to be followed to assist in the transition from education to employment and employment-related activities, including a summary of the previous year's activities and accomplishments. This attachment must be updated annually.

DISCUSSION:

In developing Attachment 10.6(b)A, a State VR agency should consider a number of strategies for enhancing collaboration with education programs and for facilitating the transition of youth with disabilities from school to employment and employment-related activities. These strategies include, but are not limited to, the development, redevelopment, or continuation of the following activities:

Interagency Cooperation:

Development of cooperative agreements or arrangements with the State and local education agencies to facilitate the coordination and delivery of services for individuals who are potential VR applicants, VR applicants, or VR clients and who are also eligible for services under IDEA.

Formation of a State interagency transition committee comprised of representatives from the State VR agency (general), the State VR agency (blind), various components of the State education agency (e.g., vocational education, special education, adult education), social service agencies responsible for institutionalized youth with disabilities, the State developmental disabilities agency, the State mental health agency, the State Developmental Disabilities Planning Council, parents, consumers, independent living centers, and employers.

Development of a model focusing on the implementation of local interagency transition teams or committees to formulate individual transition plans for students with disabilities. This model of interagency cooperation at the local level can then be replicated.

Encouragement of VR staff to serve as members on or consultants to local special education committees.

Description of activities funded under the one-time five-year IDEA grants, if the State has received such a grant. This description could also include the methods and plans for continuing grant activities after the grant ends. These grants were awarded to States in which the State VR agency and the State education agency submitted a joint application to develop, implement, and improve systems to provide transition services for youth with disabilities from age sixteen to the age they exit school.

Development/Redirection of Resources:

Promotion of systems change and coordination of existing resources to increase the availability of transitioning services.

Identification of additional funding and resources from other agencies and organizations to provide services and staff to assist in transitioning.

Exploration of the use of the establishment grant authority under Title I of the Rehabilitation Act to target resources to facilitate transition activities.

Designation of a statewide transition coordinator.

Staffing and Staff Development:

Development of training on transitioning issues by working cooperatively with the Regional Rehabilitation Continuing Education Program.

Utilization of methods of cross-training of VR counselors, staff in rehabilitation facilities, and education staff to raise awareness and increase knowledge about transitioning issues.

Development of courses on transitioning issues to be offered by a local university either for college credit or for continuing education credit for VR counselors, staff in rehabilitation facilities, and education staff.

Assignment of VR counselors to school districts, or if possible, to specific public and private schools, thereby making transition services more accessible to students with disabilities.

Assignment of VR counselors to work with students who are eligible to receive services from the State developmental disabilities agency.

Assignment of VR counselors to work with students with specific disabilities (blindness or visual impairments, deafness or hearing impairments, specific learning disabilities, etc.).

Assignment of a VR counselor to the State school for the blind and the State school for the deaf.

Assignment of VR counselors to participate in special programs, such as locally developed America 2000 programs, which focus on students with disabilities who have special needs (e.g., high school students with high drop-out rates, students who are members of minority groups, and students who are economically disadvantaged).

Provision of Services:

Encouragement of VR counselors to become involved in the development and annual review of the IEP required under IDEA for students with disabilities prior to their referral to the State VR agency. IDEA has expanded the definition of transition services to include specific post-school outcomes such as integrated employment, supported employment,

and independent living. IDEA now requires that employment and other post-school adult living objectives be developed for individuals under an IEP. Beginning no later than age sixteen, students with disabilities are required to have IEPs that include a statement of needed transition services and a statement of interagency responsibilities or linkages. The State VR agency may assist in developing procedures for writing such statements for individuals who are potential VR applicants, VR applicants, or VR clients.

Encouragement of referrals to the State VR agency to determine eligibility prior to a student's final year of school.

Encouragement of the VR counselor to work with the student and his/her family, in collaboration with appropriate education staff, to develop the individualized written rehabilitation program (IWRP) while the student is still in school, ensuring that a smooth transition to needed services will occur after the student leaves school.

Provision of opportunities to enhance the potential for employment of students with disabilities, including career exploration, independent living skills training, and short summer jobs, by working cooperatively with other service providers in the community. JTPA funding may be used to pay for these summer work experiences.

Development of community employment opportunities for students with disabilities, including access to a job coach, if appropriate, by working cooperatively with other service providers in the community.

Assessment of interests, abilities, and goals of students with disabilities, utilizing appropriate assessment tools which take into consideration language, culture, and age of students, by working cooperatively with education staff.

Consultation with education staff to help them develop appropriate curricula to prepare students for employment and employment-related activities. Curricula might address the following: making informed decisions about employment, managing personal finances, caring for personal needs, community access and mobility, interpersonal relationships, communication skills, and self-advocacy.

Outreach Activities:

Participation in transition fairs and other activities targeting parents and consumers, in order to increase knowledge and awareness of transitioning services and programs.

Development of a tracking system(s) targeting youth with disabilities who are potential VR applicants, VR applicants, or VR clients, focusing specifically on those students who are within one year of exiting school.

Development of a quarterly newsletter describing transitioning services, by working cooperatively with education staff and other service providers.

In summary, this Technical Assistance Circular lists a number of strategies which a State agency may utilize to enhance collaboration with education programs and to facilitate the transition of youth with disabilities from school to employment and employment-related activities. The Rehabilitation Services Administration is interested in learning about those successful innovative transitioning practices utilized by State agencies.

INQUIRIES: RSA Regional Commissioners

Nell C. Carney
Commissioner
Rehabilitation Services Administration