

TSW and VR:

*Discovering ways to get more services to kids while they are still in school....*



---

---

---

---

---

---

---

---

Folks working on the project:

- Debbie Martin, AZRSA Special Projects Liaison
- Erin Galland, FUSD Transition Facilitator
- Jarrett Stoll, AZRSA VR Counselor
- Joel Guerrero, AZRSA VR Counselor
- Russell Randall, FUSD Transition Facilitator



---

---

---

---

---

---

---

---

WIOA Law=Service Creativity

- Opportunity is knocking...
- Find ways to get **more** pre employment skills to kids while they are still in school.
- Look for service gaps
- Consider individual needs to reach their employment goal.
- Consider the difference between academic outcomes vs. employment outcomes



---

---

---

---

---

---

---

---

### WIOA Requires...

- Pre-Employment Transition Services (PETS) include the following required activities:
  - Job exploration counseling
  - Work based learning experiences
  - Counseling on opportunities for enrollment in a comprehensive transition or post-secondary educational program
  - Workplace readiness training to develop social skills and independent living skills
  - Instruction in self-advocacy




---

---

---

---

---

---

---

---

### TSW Requires...



- 1. Career awareness, career exploration and career preparation classes to help students identify their employment interests and aptitudes
- 2. Development of skills essential to success in the workplace, such as goal setting, development of interpersonal relationships, money management, leisure/recreational options, and how to access advocacy, legal, and medical services

---

---

---

---

---

---

---

---

### TSW Requires...

- 3. Development of job-seeking skills to help students search job advertisements, write a resume and cover letter, call and talk to prospective employers, and complete mock interviews
- 4. Creating work and school opportunities and providing up-to-date resources and hands-on experiences (e.g. employers and mentors are brought into the classroom to discuss job and career options, develop job leads, stage mock interviews, create job site visits and shadowing opportunities, job clubs, etc.).




---

---

---

---

---

---

---

---

IDEA Requirements: IDEA 2004 mandate:

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- the student's strengths, interests and preferences must be considered in the development of postsecondary goals
- The transition services (including courses of study) needed to assist the child in reaching those goals




---

---

---

---

---

---

---

---

IDEA Requires...

The term "transition services" means a required coordinated set of activities:

- within a results-oriented process,
- focused on improving academic and functional achievement
- facilitates movement from school to post-school activities (postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation)




---

---

---

---

---

---

---

---

IDEA Requirements (cont.)

- Includes instruction, related services, community experiences, the facilitation of employment, post-secondary education, and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
- Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520




---

---

---

---

---

---

---

---

### TSW and IDEA

- TSW service methodologies include services that do not duplicate IDEA transition services and are modified, expanded and/or enhanced by the RSA additional resources.
- The services provide a way for school districts to introduce vocationally focused programming while the students are in school.




---

---

---

---

---

---

---

---

### Comparable Benefit

- VR policy prohibits duplication of services that IDEA requires.
- VR policy prohibits duplication of service that is provided by the TSW.
- The services that are being provided by IDEA or TSW are considered a comparable benefit when determining more services to kids in school.




---

---

---

---

---

---

---

---

### Comparable Benefit/Duplication of Service

- Considerations when determining duplication of services based on individual need
- **Environment of service provision**
- In school or community based
- 1:1 or group
- **Academic outcome/ conflict?**
- Does the student have an academic scheduling conflict with the TSW service/skill that is needed to reach employment goal?
- Is the service in school intended to reach an academic goal or employment goal?




---

---

---

---

---

---

---

---

### Some Current VR PETS

- Work Exploration/Career Exploration
- Rehabilitation Instruction Services
- Work Adjustment Training
- On the Job Training
- Supported Education



---

---

---

---

---

---

---

---

### Initiate through the IEP and IPE

- TSW staff propose possible services by using a guideline under the Coordination of Transition Services In the IEP
- IEP Team chooses individual Transition Services and the responsible party(s) to Initiate/implement
- Current VR Clients/TSW participants have the IPE reflect the non-duplicated services to support the employment goal.



---

---

---

---

---

---

---

---

### Team decides- student can benefit from additional services

- Who, What, When or Why?
- Who- Have vendors present to students and parents to encourage informed choice.
- What- What skills does the student need to reach their employment goal that they are not receiving from the TSW?



---

---

---

---

---

---

---

---

Team decides- student can benefit from additional services

- When- Determine when student can receive additional service without conflicting with academic schedule.

After school  
 Week-ends  
 During school




---

---

---

---

---

---

---

---

Team decides- student can benefit from additional services

- Document why the service provided in a different way will assist the student to reach their employment goal.

A dream becomes a goal when action is taken toward achieving it...

---

---

---

---

---

---

---

---

Challenges/Solutions

- Challenge: TSW unable to provide 1:1 support
- Solution: 1:1 can be provided by VR service vendors (WAT, Career Exploration, Job Retention)
- Challenge: In school funding source changed via WIOA
- Solution: 15% of WIOA budget is set aside for Pre-Employment Transition Services (PETS) for In-School Youth, 14-21, receiving Special Ed. or 504 services through Vocational Rehabilitation.
- Workforce Investment Board (WIB) cannot provide internships.
- Solution: PETS can provide services such as: Career Exploration (work based learning experience); Work Adjustment Training (WAT)

---

---

---

---

---

---

---

---

### Challenges/Solutions

- Challenge: Disengaged youth
- Solution: Able to establish working relationships prior to students graduating.
- Challenge: VR service contracts do not provide a method to offer work based learning experience that does not result in employment.
- Solution: We looked at VR Services that would not duplicate TSW services to enhance work based learning experience that could result in employment.




---

---

---

---

---

---

---

---

### Challenges/Solutions

- Challenge: Parental disconnect
- Solution: Establish stronger relationships with family prior to graduation through use of PETS
- Challenge: Developing more realistic employment goals for students
- Solution: Work Adjustment Training, Career Exploration, work based learning experience




---

---

---

---

---

---

---

---

### Challenges/Solutions

- Challenge: School is unable to provide environment that would develop in the students, work tolerance, stamina and productivity
- VR service vendors and work based learning experiences provide real work environment.
- Challenge: helping TSW students develop a more realistic idea of what it means to be an employee rather than a student
- Solution: Work Adjustment Training, Career Exploration, work based learning experience




---

---

---

---

---

---

---

---

### Challenges/Solutions

- Challenge: Ensuring client informed choice is observed
- Solution: Clients are able to select which vendor they wish to work with, after interviewing, touring and or attending a vendor fair.




---

---

---

---

---

---

---

---

### Thanks to our partners.....

As we work through this learning process, we would like to thank our "partners in collaboration" for supporting our efforts, tolerating our missteps, and promoting our student successes. Specifically, thanks to:

- our amazing students/clients
- their equally amazing parents
- all the supportive folks at AzRSA-VR
- all the supportive folks at Flagstaff USD
- our friends at the Division of Developmental Disabilities
- Flagstaff area service providers/vendors (Elite Community Services, Goodwill, Odyssey Services, & Quality Connections)
- Flagstaff area employers




---

---

---

---

---

---

---

---

### Contacts



- Erin Galland [egalland@fUSD1.org](mailto:egalland@fUSD1.org)  
928-773-8100 ext.6631
- Russ Randall [rrandall@fUSD1.org](mailto:rrandall@fUSD1.org)  
928-773-8200 ext. 6420
- Joe Guerrero [JGuerrero@azdes.gov](mailto:JGuerrero@azdes.gov)
- Jarrett Stoll [JStoll@azdes.gov](mailto:JStoll@azdes.gov)
- Debbie Martin [Debramartin@azdes.gov](mailto:Debramartin@azdes.gov)

---

---

---

---

---

---

---

---