







LEARNING OBJECTIVES

AT THE END OF THIS PRESENTATION YOU SHOULD HAVE:

- AN INCREASED UNDERSTANDING OF THE IMPACT OF THE PASSAGE OF THE WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) AND WHAT THAT MEANS FOR EDUCATION'S CROSS-BOUNDARY WORK WITH VOCATIONAL REHABILITATION (VR).
- AN INCREASED UNDERSTANDING OF THE 5 REQUIRED AND 9 AUTHORIZED PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS) ACTIVITIES UNDER WIOA'S TITLE IV.
- AN INCREASED UNDERSTANDING OF HOW THE GUIDEPOSTS FOR SUCCESS AS A FRAMEWORK AND CAREER DEVELOPMENT PROCESS CAN ASSIST IN THE DELIVERY OF PRE-EMPLOYMENT TRANSITION SERVICES
- AN INCREASED UNDERSTANDING OF THE POTENTIAL FOR CROSS BOUNDARY COLLABORATIONS IN AS IT RELATES TO TRANSITION-AGE YOUTH.

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

- WIOA IS LANDMARK LEGISLATION THAT IS DESIGNED TO STRENGTHEN AND IMPROVE OUR NATION'S PUBLIC WORKFORCE SYSTEM AND HELP GET AMERICANS, INCLUDING YOUTH AND THOSE WITH SIGNIFICANT BARRIERS TO EMPLOYMENT, INTO HIGH-QUALITY JOBS AND CAREERS AND HELP EMPLOYERS HIRE AND RETAIN SKILLED WORKERS.
- THE U.S. DEPARTMENTS OF LABOR AND EDUCATION HAVE COLLECTIVELY ISSUED FIVE RULES TO IMPLEMENT THE WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) (PUB. L. 113-128) WHICH WAS SIGNED INTO LAW ON JULY 22, 2014.
 - [WORKFORCE INNOVATION AND OPPORTUNITY ACT, JOINT RULE FOR UNIFIED AND COMBINED STATE PLANS, PERFORMANCE ACCOUNTABILITY, AND THE ONE-STOP SYSTEM JOINT PROVISIONS, FINAL RULE](#)
 - [STATE VOCATIONAL REHABILITATION SERVICES PROGRAM, STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM, LIMITATIONS ON USE OF SUBMINIMUM WAGE, FINAL RULE](#)
 - [WORKFORCE INNOVATION AND OPPORTUNITY ACT, MISCELLANEOUS PROGRAM CHANGES, FINAL RULE](#)
 - [PROGRAMS AND ACTIVITIES AUTHORIZED BY THE ADULT EDUCATION AND FAMILY LITERACY ACT \(TITLE II\) OF THE WORKFORCE INNOVATION AND OPPORTUNITY ACT, FINAL RULE](#)
 - [WORKFORCE INNOVATION AND OPPORTUNITY ACT, DEPARTMENT OF LABOR - ONLY, FINAL RULE](#)

THE REHABILITATION ACT OF 1973 AS AMENDED BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA - TITLE IV)

- INTERAGENCY AGREEMENTS
- CALL FOR COLLABORATION AND CROSS-BOUNDARY PARTNERSHIP BETWEEN VOCATIONAL REHABILITATION AND OTHER WIOA PARTNERS TO BUILD A BRIDGE BETWEEN SECONDARY AND POST-SECONDARY /COMPETITIVE INTEGRATED EMPLOYMENT.
- PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS)
 - STATE RESERVE REQUIREMENT OF NO LESS THAN 15% OF THEIR FEDERAL AWARD FOR PRE-EMPLOYMENT TRANSITION SERVICES (SECTION 110(D), AND SECTION 113(A))
 - REQUIRED AND AUTHORIZED ACTIVITIES FOR PRE-EMPLOYMENT TRANSITION SERVICES
- EXPANDED DEFINITION OF STUDENT WITH A DISABILITY

**WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)
TITLE IV
STUDENT WITH A DISABILITY DEFINITION**

- THE DEFINITION OF "STUDENT WITH A DISABILITY" APPLIES TO ALL STUDENTS ENROLLED IN EDUCATIONAL PROGRAMS, INCLUDING POSTSECONDARY EDUCATION PROGRAMS, SO LONG AS THEY SATISFY THE AGE REQUIREMENTS SET FORTH IN FINAL §361.5(C)(51). THE DEFINITION IS ALSO INCLUSIVE OF SECONDARY STUDENTS WHO ARE HOMESCHOOLED, AS WELL AS STUDENTS IN OTHER NON-TRADITIONAL SECONDARY EDUCATIONAL PROGRAMS. WE HAVE INCORPORATED THIS BROADER INTERPRETATION OF THE DEFINITION IN FINAL §361.5(C)(51)

**VOCATIONAL REHABILITATION (VR)
INDIVIDUAL ROLES AND RESPONSIBILITIES**

- PROVIDES 15 PERCENT OF FEDERAL FUNDS TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES
- PROVIDES 50 PERCENT OF SUPPORTED EMPLOYMENT FUNDS TO SUPPORT ELIGIBLE TRANSITION AGE YOUTH TO SECURE EMPLOYMENT
- CAN PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS) TO ANY STUDENT WITH DISABILITY INCLUDING POTENTIAL APPLICANTS
- DETERMINE STUDENT'S ELIGIBILITY FOR INDIVIDUAL VR SERVICES
- DEVELOP AN INDIVIDUAL PLAN FOR EMPLOYMENT WITH THE STUDENT WITHIN 90 DAYS OF THE STUDENT'S ELIGIBILITY FOR SERVICES
- PROVIDE SERVICES TO SUPPORT STUDENT IN OBTAINING EMPLOYMENT

VOCATIONAL REHABILITATION SERVICES

- IF A STUDENT AND/OR YOUTH WITH A DISABILITY REQUIRES MORE INTENSIVE SERVICES, THAN WHAT IS AVAILABLE/PROVIDED THROUGH VR'S PRE-EMPLOYMENT TRANSITION SERVICES, HE OR SHE MAY APPLY FOR FORMAL VOCATIONAL REHABILITATION SERVICES.
- ONCE DETERMINED ELIGIBLE, AN INDIVIDUALIZED PLAN FOR EMPLOYMENT (IPE) IS DEVELOPED WHICH OUTLINES THE SPECIFIC SERVICES THAT THE YOUTH NEEDS IN ORDER TO ACHIEVE THEIR DESIRED EMPLOYMENT OUTCOME.

**WIOA TITLE IV:
REQUIRED PRE-EMPLOYMENT TRANSITION SERVICES
(PRE-ETS)**

1. JOB EXPLORATION COUNSELING
2. WORK BASED LEARNING
3. COUNSELING ON ENROLLMENT IN POST-SECONDARY EDUCATION AND HIGHER ED
4. WORKPLACE READINESS TRAINING (SOFT SKILLS)
5. SELF-ADVOCACY (INCLUSIVE OF PEER-MENTORING)

**WIOA TITLE IV:
REQUIRED PRE-EMPLOYMENT TRANSITION SERVICES
(PRE-ETS)**

- WHY THESE FIVE SPECIFIC SERVICES?
- RESEARCH INDICATES THAT YOUTH TRANSITION REQUIRES A HOLISTIC APPROACH INCLUSIVE OF COORDINATING PROGRAMS OF STUDY, SELF-EXPLORATION AND CAREER EXPLORATION, WITH WORK-BASED LEARNING ACTIVITIES AS A KEY ASPECT OF CAREER EXPLORATION, AS WELL AS THE DEVELOPMENT OF LIFE/SOFT SKILLS.
 - GUIDEPOSTS FOR SUCCESS [HTTP://WWW.NCWD-YOUTH.INFO/GUIDEPOSTS](http://www.ncwd-youth.info/guideposts)
 - INDIVIDUALIZED LEARNING PLANS [HTTP://WWW.NCWD-YOUTH.INFO/ILP](http://www.ncwd-youth.info/ilp)
- THE FIVE PRE-ETS WHEN IMPLEMENTED AS A PACKAGE GET AT THE HEART OF WHAT YOUTH NEED IN ORDER TRANSITION SUCCESSFULLY.

**PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS):
REQUIRED ACTIVITIES 1 AND 2
JOB EXPLORATION COUNSELING AND WORK-BASED LEARNING**

- JOB EXPLORATION COUNSELING AND WORK-BASED LEARNING DONE RIGHT INCLUDES:
- AN ITERATIVE PROCESS OF DEVELOPING SKILLS IN THREE DOMAINS:
 1. SELF-EXPLORATION
 2. CAREER EXPLORATION
 3. CAREER PLANNING & MANAGEMENT



Quality ILP Activities

PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS):
 REQUIRED ACTIVITIES 1 AND 2
 JOB EXPLORATION COUNSELING AND WORK-BASED LEARNING
 SELF EXPLORATION:

ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> CAREER INTEREST INVENTORIES WORKPLACE VISITS AND TOURS UNDERSTANDING YOUR LEARNING STYLE FINDING YOUR STRENGTHS FAMILY ACTIVITIES SUCH AS TRAVEL OR COMMUNITY EVENTS 	<ul style="list-style-type: none"> ✓ USING CAREER INTEREST INVENTORIES TO INFORM CAREER PLANNING: INNOVATIVE STRATEGIES PRACTICE BRIEF. HTTP://WWW.WNCWD-YOUTHINFO/INNOVATIVE-STRATEGIES/PRACTICE-BRIEFS/USING-CAREER-INTEREST-INVENTORIES-TO-INFORM-CAREER-PLANNING ✓ CAREER PLANNING BEGINS WITH ASSESSMENT GUIDE. HTTP://WWW.WNCWD-YOUTHINFO/CAREER-PLANNING-BEGINS-WITH-ASSESSMENT

PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS):
 REQUIRED ACTIVITIES 1 AND 2
 JOB EXPLORATION COUNSELING AND WORK-BASED LEARNING
 CAREER EXPLORATION:

ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> INFORMATIONAL INTERVIEWS PERSONAL INTEREST INVENTORIES JOB SHADOWING CAREER FAIRS/CAMPS HANDS-ON CAREER PROJECTS CAREER FOCUSED MENTORING 	<ul style="list-style-type: none"> ✓ CAREER EXPLORATION IN ACTION, INNOVATIVE STRATEGIES PRACTICE BRIEF. HTTP://WWW.WNCWD-YOUTHINFO/INNOVATIVE-STRATEGIES/PRACTICE-BRIEFS/CAREER-EXPLORATION-IN-ACTION ✓ HOW TO BUILD PARTNERSHIPS FOR CAREER EXPLORATION USING JOB SHADOWS TO EXPLORE THE WORLD OF WORK. MONADNOCK CENTER FOR SUCCESSFUL TRANSITIONS. HTTP://WWW.ACST-NH.ORG/IMAGES/STORIES/PDF/BUILD_PARTNERSHIPS_FOR_CAREER_EXPLORATION_SEPT10.PDF ✓ MY SKILLS MY FUTURE, O'NET TOOL FOR THOSE WITH PREVIOUS WORK EXPERIENCE. HTTP://WWW.MYSKILLSMYFUTURE.ORG/

PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS):
 REQUIRED ACTIVITIES 1 AND 2
 JOB EXPLORATION COUNSELING AND WORK-BASED LEARNING
 CAREER PLANNING AND MANAGEMENT:

OPPORTUNITIES TO LEARN AND PRACTICE:	RESOURCES
<ul style="list-style-type: none"> SOFT SKILLS CAREER SPECIFIC SKILLS JOB SEARCH SKILLS YOUTH LEADERSHIP & DEVELOPMENT COMPETENCIES FINANCIAL LITERACY 	<ul style="list-style-type: none"> ✓ CAREER EXPLORATION IN ACTION, INNOVATIVE STRATEGIES PRACTICE BRIEF. HTTP://WWW.WNCWD-YOUTHINFO/INNOVATIVE-STRATEGIES/PRACTICE-BRIEFS/CAREER-EXPLORATION-IN-ACTION ✓ HOW TO BUILD PARTNERSHIPS FOR CAREER EXPLORATION USING JOB SHADOWS TO EXPLORE THE WORLD OF WORK. MONADNOCK CENTER FOR SUCCESSFUL TRANSITIONS. HTTP://WWW.ACST-NH.ORG/IMAGES/STORIES/PDF/BUILD_PARTNERSHIPS_FOR_CAREER_EXPLORATION_SEPT10.PDF ✓ MY SKILLS MY FUTURE, O'NET TOOL FOR THOSE WITH PREVIOUS WORK EXPERIENCE. HTTP://WWW.MYSKILLSMYFUTURE.ORG/

PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS):
REQUIRED ACTIVITIES 1 AND 2
JOB EXPLORATION COUNSELING AND WORK-BASED LEARNING

ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> WORK BASED LEARNING EXPERIENCES: <ul style="list-style-type: none"> BUILDS SKILLS IN ALL 3 DOMAINS: SELF-EXPLORATION, CAREER EXPLORATION, AND CAREER PLANNING & MANAGEMENT A SUPERVISED EXPERIENCE SPONSORED BY AN EDUCATION OR TRAINING ORGANIZATION THAT LINKS KNOWLEDGE GAINED AT THE WORKSITE WITH A PLANNED PROGRAM OF STUDY 	<ul style="list-style-type: none"> INTERNSHIPS: THE ON-RAMP TO EMPLOYMENT, A GUIDE FOR STUDENTS WITH DISABILITIES TO GETTING AND MAKING THE MOST OF AN INTERNSHIP NATIONAL CONSORTIUM ON LEADERSHIP & DISABILITY FOR YOUTH (INCLD-YOUTH). HTTP://NCLCD-YOUTH.INFO/DOWNLOAD/INTERNTGUIDE-FINAL.PDF QUALITY WORK-BASED LEARNING AND POST-SCHOOL EMPLOYMENT SUCCESS: NCSET ISSUE BRIEF. HTTP://WWW.NCSET.ORG/PUBLICATIONS/VIEWDESC.ASPX?ID=1192 WORK-BASED LEARNING AND FUTURE EMPLOYMENT FOR YOUTH: A GUIDE FOR PARENTS AND GUARDIANS – NCSET INFORMATION BRIEF. HTTP://WWW.NCSET.ORG/PUBLICATIONS/VIEWDESC.ASPX?ID=1222

PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS):
REQUIRED ACTIVITY 3
COUNSELING ON ENROLLMENT IN POST-SECONDARY EDUCATION AND HIGHER EDUCATION

ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> PARTICIPATING IN CTE/DUAL CREDIT PROGRAMMING** RESEARCHING TRAINING PROGRAMS AND CREDENTIALING OPPORTUNITIES DEVELOPING COLLEGE READINESS COMPETENCIES ATTENDING COLLEGE TOURS COMPLETING FAFSA APPLICATION/FINANCIAL PLANNING APPLYING FOR SCHOLARSHIPS EXPLORING STUDENT SERVICES 	<ul style="list-style-type: none"> MAKING MY WAY THROUGH COLLEGE GUIDE IS FOR ANY STUDENT (INCLUDING STUDENTS WITH DISABILITIES PURSUING A DEGREE OR OTHER TYPE OF CREDENTIAL (E.G., CERTIFICATION, LICENSE) AT A TWO-YEAR OR FOUR-YEAR COMMUNITY COLLEGE, COLLEGE, OR UNIVERSITY. IT INCLUDES INFO ON A VARIETY OF TOPICS RELEVANT TO PREPARING FOR AND SUCCEEDING IN COLLEGE AND TRANSITIONING FROM COLLEGE INTO THE WORLD OF WORK. HTTP://WWW.NCWD-YOUTHINFO/POSTSECONDARYGUIDE

PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS):
REQUIRED ACTIVITY 4
WORKPLACE READINESS TRAINING

ACTIVITIES	RESOURCES
<p>OPPORTUNITIES TO DEVELOP AND PRACTICE:</p> <ul style="list-style-type: none"> COMMUNICATION SKILLS ENTHUSIASM & ATTITUDE TEAMWORK NETWORKING PROBLEM SOLVING & CRITICAL THINKING PROFESSIONALISM FINANCIAL LITERACY 	<ul style="list-style-type: none"> DOEP'S SKILLS TO PAY THE BILLS: MASTERING SOFT SKILLS FOR WORKPLACE SUCCESS CURRICULUM. HTTP://WWW.DOL.GOV/DOEP/TOPICS/YOUTH/SOFTSKILLS/ HELPING YOUTH DEVELOP SOFT SKILLS FOR JOB SUCCESS: TIPS FOR PARENTS AND FAMILIES INFO BRIEF. HTTP://WWW.NCWD-YOUTHINFO/INFORMATION-BRIEF-28 SOFT SKILLS PODCAST SERIES. HTTP://WWW.NCWD-YOUTHINFO/PODCAST/HELPING-YOUTH-DEVELOP-SOFT-SKILLS-FOR-JOB-SUCCESS FINANCIAL LITERACY FOR YOUNG PEOPLE WITH DISABILITIES HTTP://WWW.NCWD-YOUTHINFO/INFORMATION-BRIEF-16

PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS):
REQUIRED ACTIVITY 5
SELF-ADVOCACY TRAINING (INCLUDING PEER MENTORING)

<p>ACTIVITIES</p> <ul style="list-style-type: none"> • LEARNING • CONNECTING • THRIVING • WORKING • LEADING 	<p>RESOURCES</p> <ul style="list-style-type: none"> ✓ FIVE AREAS OF YOUTH DEVELOPMENT HTTP://WWW.DOL.GOV/ODEP/TOPICS/YOUTH/SOET/2013/ ✓ EXAMPLES OF YOUTH DEVELOPMENT ACTIVITIES BY AREA HTTP://WWW.NCVDP.ORG/NCVDP/JUMP-START/AREAS-OF-YOUTH-DEVELOPMENT • YOUTH DEVELOPMENT AND LEADERSHIP TO DEVELOP CONNECTING COMPETENCIES PRACTICE BRIEF HTTP://WWW.NCVDP.ORG/YOUTH.NCVDP/INNOVATIVE-STRATEGIES/PRACTICE-BRIEFS/YOUTH-DEVELOPMENT-AND-LEADERSHIP
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VOCATIONAL REHABILITATION AND THE STATE AND LOCAL EDUCATION AGENCIES

- VOCATIONAL REHABILITATION IS RESPONSIBLE FOR PROVIDING PRE-ETS; WHAT DOES THIS MEAN SECONDARY AND LOCAL EDUCATION AGENCIES?
- SECTION 101(C) OF WIOA MAKES CLEAR THAT
"NOTHING IN THE ACT IS TO BE CONSTRUED AS REDUCING THE RESPONSIBILITY OF THE LOCAL EDUCATIONAL AGENCIES OR ANY OTHER AGENCIES UNDER IDEA TO PROVIDE OR PAY FOR ANY TRANSITION SERVICES THAT ARE ALSO CONSIDERED TO BE SPECIAL EDUCATION OR RELATED SERVICES NECESSARY FOR PROVIDING A FREE APPROPRIATE PUBLIC EDUCATION TO STUDENTS WITH DISABILITIES."

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VOCATIONAL REHABILITATION AND THE STATE AND LOCAL EDUCATION AGENCIES

- PROVIDE ASSESSMENT SERVICES
- CAREER DEVELOPMENT
- EXPOSURE TO WORLD OF WORK
- SKILL DEVELOPMENT
- CONNECTING SERVICES
- EMPLOYMENT OUTCOMES

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COLLABORATION: THE KEY TO TRANSITION

- NO ONE INDIVIDUAL OR ORGANIZATION CAN PROVIDE EVERYTHING A YOUTH NEEDS. YOU DON'T HAVE TO BE THE EXPERT IN ALL AREAS OF TRANSITION.
- YOU MAY FIND THAT WHILE THE SECONDARY EDUCATION AGENCIES ARE GREAT AT PROGRAMS OF STUDY, VOCATIONAL REHABILITATION OR THE WORKFORCE HAVE MORE EXPERIENCE IN CAREER DEVELOPMENT AND THE INDEPENDENT LIVING CENTER FOCUSES ON SELF-ADVOCACY AND COMMUNITY LIVING. REACH OUT TO YOUR COMMUNITY PARTNERS.
- INDIVIDUAL PLANNING AND A MULTI-DISCIPLINARY TEAM ARE KEY COMPONENTS OF SUCCESSFUL SERVICE DELIVERY PLANS. COORDINATING ACROSS PLANS BASED ON THE NEEDS OF THE YOUTH CREATES A MODEL FOR COLLABORATION THAT DOESN'T REQUIRE FORMAL MOUS.

THE MULTI-DISCIPLINARY TEAM (INTEGRATED RESOURCE TEAM)

AN INFORMAL TEAM OF SERVICE PROVIDERS (INCLUDING THE YOUTH AND THEIR FAMILY) THAT COME TOGETHER BASED ON THE NEEDS OF THE YOUTH TO ESTABLISH

- YOUTH DRIVEN
- SHARED GOALS (POST-SECONDARY EDUCATION/EMPLOYMENT AND COMMUNITY LIVING)
 - ALIGNMENT OF PLANS (IEP/IFE), ALIGNMENT OF ACTIVITIES
- LINES OF COMMUNICATION AND
- SEQUENCE OF SERVICES

MULTI-DISCIPLINARY TEAM

POTENTIAL MEMBERS OF THE MULTI-DISCIPLINARY TEAM/INTEGRATED RESOURCE TEAM COULD INCLUDE BUT AREN'T LIMITED TO:

- STUDENT
- STUDENT'S FAMILY MEMBER
- SPECIAL EDUCATION AND GENERAL EDUCATION TEACHERS
- SCHOOL COUNSELOR
- TRANSITION COORDINATOR
- VOCATIONAL REHABILITATION COUNSELOR
- TITLE I WIOA YOUTH/ADULT CASE MANAGER
- FOSTER CARE CASE MANAGER
- JUVENILE JUSTICE PAROLE/PROBATION OFFICER
- INDEPENDENT LIVING CENTER STAFF
- MENTAL HEALTH COUNSELOR
- COMMUNITY REHAB PROVIDER
- DEVELOPMENTAL DISABILITY AGENCY STAFF

CONCLUSION

- THE FIVE REQUIRED PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS) THAT VOCATIONAL REHABILITATION IS MANDATED TO PROVIDE TO STUDENTS WITH DISABILITIES, WHEN OFFERED AND IMPLEMENTED AS A PACKAGE, ENCAPSULATE THE KEY ACTIVITIES THAT ARE PART OF THE LARGER ITERATIVE PROCESS AROUND CAREER DEVELOPMENT THAT YOUTH NEED IN ORDER TO SUCCESSFULLY NAVIGATE THE TRANSITION FROM YOUTH TO ADULTHOOD AND ATTAINMENT OF POST-SECONDARY TRAINING, EDUCATION AND COMPETITIVE INTEGRATED EMPLOYMENT AND COMMUNITY INCLUSION.
- VOCATIONAL REHABILITATION'S MANDATE TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES OPENS UP NEW OPPORTUNITIES TO PARTNER WITH STATE AND LOCAL EDUCATION AGENCIES IN THE YOUTH TRANSITION PROCESS.
- VOCATIONAL REHABILITATION AND THE STATE/LOCAL EDUCATION AGENCIES CAN BEGIN TO WORK TOGETHER INFORMALLY AROUND THE SPECIFIC NEEDS OF AN INDIVIDUAL YOUTH THROUGH A MULTI-DISCIPLINARY TEAM APPROACH.

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