

Ignite the Future!

Transition Resources to Spark Engagement

Wednesday, August 29, 2018

Sessions marked with a gold star (★) are recommended for professional participants who are new to the area of secondary transition.

Sessions marked with a red asterisk (✱) are recommended for youth and family.

7:00 a.m. – 8:15 a.m.

BREAKFAST BUFFET

Grand Saguaro North/South

8:15 a.m. – 9:30 a.m.

CONCURRENT SESSIONS

Grand Sonoran A

★ ✱ Understanding the ABCs of the Department of Developmental Disabilities by Maria Arbizo

Participants will gain an overview of the Division of Developmental Disabilities (DDD), including eligibility criteria and the supports and services provided through its network of services providers. Presenters will highlight employment services a student may be eligible to receive both during and after transitioning from high school. The session will provide participants an opportunity to hear success stories of young adults who believed they could work and with supports from others who also believed in them, entered the world of work. Each young adult will share their personal journey and what it means to work, be part of their community, and receive a paycheck. Opportunity for audience dialog will be provided.

Grand Sonoran B

How Pre-Employment Transition Services Can Ignite Your Future! by Abel Young and Dale Wolford

What are some common topic areas in which students with disabilities can use some help in developing skills? Does job exploration, social and independent living skills, self-advocacy, work experience, and postsecondary education/training cover many of the areas in which our high school students with disabilities have needs? Please join us in this informative session as Vocational Rehabilitation discusses the who, what, when, where, and how of Pre-Employment Transition Services (Pre-ETS), a new set of services that are required under the Workforce Innovation and Opportunity Act for students with disabilities. The presentation will also include a panel of Pre-ETS contractors who will give an overview of their programs, discuss potential topics that may be provided during a Pre-ETS workshop, and explain how Pre-ETS could benefit students with disabilities around the state!

Grand Sonoran C

How We Created a Collaborative Workshop to Help School Staff Do Less by Jay Johnson and Kay Schreiber

This workshop will address critical issues affecting student outcomes. We will discuss how the Arizona Department of Education created a collaborative workshop that included team members from a local school district, ADE, and a local community college to align efforts between all agencies to increase engagement for all special education students. This collaboration and planning will be discussed during the presentation.

Grand Sonoran D

★ **Supporting High Expectations for All Students**
by Lisa Kunz and Mitch Galbraith

Part of our responsibility as educators and related services providers is to help prepare our students for further education, employment, and independent living when they leave school. Many of the students we work with have significant needs, which sometimes hinder their ability to make progress and meaningfully participate in the general education setting. These difficulties may include physical limitations, cognitive delays, communication needs, sensory impairments, and any other difficulties a student may have. In this session we will discuss the premise of universal design for learning through implementation of strategies, tools, and supports to increase participation and progress in the classroom and how this will improve outcomes for these students both in school and after school. We will talk about where to go for help when you are stuck and give an overview of assistive technology, including the benefits of its implementation into the daily life of students.

Grand Sonoran F

✿ **Parent Perspective! Supporting Youth Through the Transition Process, Adulthood, Employment, and/or Postsecondary Options**
by Vanessa Zuber

WorkAbility assists and prepares adults and transition-aged youth with disabilities for potential employment opportunities. We offer a number of services, including job exploration, job development, and on-the-job training. In addition to working with young adults, WorkAbility provides education, resources, and supports to parents/guardians of the program participants. The session will begin with an overview of the various transition services available through the Division of Developmental Disabilities and Vocational Rehabilitation (including Transition to Employment [TTE], ESA, Pre-Employment Transition Services [Pre-ETS], and Career Exploration). We would like to expand this experience by having a panel of parents who have advocated for postsecondary and employment routes in their children's journey into adulthood. These parents will discuss how to navigate IEP meetings and encourage self-determined thinking in their children, what the benefits of starting the transition process early are, and how employment affects disability and social security benefits. Parents who are participating on the panel can offer support, encouragement, and an understanding of how difficult it can be to navigate the "system."

Grand Canyon 9

★ ✿ **AT Is in the mATh Beyond High School**
by Bruce Kennedy

Folks don't stop learning after leaving high school and mATh is a skill that is necessary in every aspect of employment and the activities of daily living. Assistive technology devices, applications, software, and browser extensions can be used to support anyone that may need support in mATh while they continue to acquire new skills. This session will provide an overview of support items that can be used in the work place, vocational training, postsecondary education, and daily living. Come on in and calculate your mATh support needs. Participants will know that learning is a lifelong commitment and that there is assistive technology out there to give students support in math even after high school.

Grand Canyon 10

★ ✿ **Partnering with Parents in the Transition Process**
by Chris Tiffany

Parents and caregivers are a vital, yet underutilized resource in the transition planning process. This highly interactive session will highlight the experiences of families and professionals and identify common barriers to parent involvement. The discussion will go beyond the legal requirements to address how professionals and parents can come together as partners to help improve transition planning for youth. Strategies will be offered to help improve communication around key transition planning areas and to help convey the importance of families being invested and playing an active role in the process.

Grand Canyon 11

★ **Cultivate the Connection: Accommodations**
by Ana Núñez and Melinda Rafanan

How do you increase inclusion of students with disabilities and facilitate their success in career and technology education (CTE) courses? Employers hire individuals with disabilities every day and accommodate their needs using helpful resources, such as the Job Accommodation Network (JAN). If they can do it, you can too! This session will introduce participants to this useful tool of real-world, industry-specific accommodations that can be implemented to prepare students with disabilities for successful completion of CTE programs and future self-advocacy in postsecondary life.

Grand Canyon 12

★ **Connecting Disengaged Youth Populations for Successful Outcomes**
by Randy Loss

This session will identify youth and students with disabilities who are situationally and system disengaged. This detachment generates a serious separation from supports and services that can lead to employment success. The Youth Technical Assistance Center (Y-TAC) presenter will discuss resources, best practices, and methods of outreach to raise awareness about these youth and students as a guide for the audience to connect services and systems to these individuals. The various populations that will be examined are youth/students with disabilities in the juvenile justice system, those who are in foster care, those who are at risk of leaving or who have left high school, and those who are homeless.

Grand Saguaro East

★ ❁ **The ADA and the Adult with a Disability**
by David Richards

What happens after a student graduates or ages out of IDEA and enters the adult world of employment or higher education? This session will address the Americans with Disabilities Act and the adult regulations of Section 504 that can help those who plan to make and those who do make this important transition. We'll look at the things that the school once did that the adult student now must do for himself (no child find, no duty to offer evaluation, no IEP team, or 504 committee), the difference in the services standard (no FAPE, but reasonable accommodation instead), and the need to negotiate with the employer and/or educational institution for accommodations. Questions are encouraged.

Grand Saguaro West

❁ **Jammin' Through Junior High**
by Nathan Hernandez

A student's perspective on strategies for both students and teachers to not just survive middle school, but successfully transition to high school. This session will cover setting goals, celebrating successes, and meeting middle school challenges in general education settings, in social settings, and in planning for high school. Nathan will also discuss being his own advocate with teachers, students, and peers. This session is directed toward teachers.

9:30 a.m. – 9:45 a.m.

BREAK

9:45 a.m. – 11:00 a.m.

CONCURRENT SESSIONS

Grand Sonoran A

❁ **Not a Parent Conference, But a Transition Conference**
by Christopher Morris, Linda Rudd, Betty Schoen, Shawna Smith, and Julie Jensen

Parent conferences oftentimes focus on academics or behavior. Wouldn't it be great to ONLY discuss transition planning with students and their families? The Peoria Unified School District's Adult Transition Center (ATC) in Peoria, Arizona, came up with a plan to answer that question. In part 2 of Not a Parent Conference, But a Transition Conference, the presenter will give a brief overview of why to have a transition conference, who is invited, what is discussed, what post-high school will look like, and the outcomes from those meetings. The

presentation will also include a panel of transition conference team members. You will be able to hear the experiences from the special education teacher, PUSD transition specialist, DDD support coordinator, VR, Transition from School to Work (TSW) specialist, and a parent from the transition center.

Grand Sonoran B

★ AzCIS—The Basics

by Janis Shoop and Kay Schreiber

AZ Career Information System (AzCIS) provides comprehensive career information for students developing and updating educational plans. Using AzCIS in high school supports lifelong career planning and promotes career self-reliance. AzCIS includes tools that encourage self-assessment, exploration, research, goal setting, and decision-making. This program also supports the Education and Career Action Plan (ECAP) requirements, and the transition section of the IEP. This presentation will give an overview of the assessments, checklists, tools, and curriculum available on AzCIS. In addition, the presenters will discuss the administrative tools and the new ECAP Tracker tool. There will be time available for questions.

Grand Sonoran C

*** Planning Mindfully for the Special Needs Individual with 3rd-Party Special Needs Trusts, Letters of Intent, and Guardianship**
by Denise Lettau

Our session will provide an overview of the benefits of establishing a third-party special needs trust (SNT) for a special needs child/adult, the beauty of the letters of intent, and the merits of guardianship. Participants will learn of ways to safeguard the special needs individual with the use of a guardianship, as well as preserve benefits with an SNT that could allow for broader family participation.

Grand Sonoran D

★ * Bringing Transition Requirements into Focus
by Angela Odom and Jeff Studer

This session will focus on the documentation of required transition plan components. Participants will obtain a better understanding of the differences in documentation between compliance and best practices. This session will include interactive examples to allow participants an opportunity to further their understanding.

Grand Sonoran F

*** Peer Perspectives: Self-Advocacy and Determination During a Teen and/or Young Adult Transition Journey**
by Hannah Woelke

WorkAbility assists and prepares adults and transition-aged youth with disabilities for potential employment opportunities. We offer a number of services, including job exploration, job development, and on-the-job training. The session will begin with an overview of the various transition services available through the Division of Developmental Disabilities and Vocational Rehabilitation (including TTE, ESA, Pre-ETS, and Career Exploration). In addition, WorkAbility would like to provide a unique peer opportunity by having a panel of transition-aged youth and adults who are receiving employment supports, share their experiences. Their perspectives will show peers, parents, teachers, and service providers that everyone's employment journey is individualized and ought to be person centered. Moreover, self-determination and dignity of risk play a critical role in successful employment for all people. The panel will be facilitated by Hannah Woelke, curriculum services coordinator for WorkAbility, and resource information and handouts will be provided on transition services, self-determination, and self-advocacy.

Grand Canyon 9

*** My Kid Wants to Go to College, But They Aren't Good at Math**
by Harold Campbell

Many students struggle with math throughout middle school, high school, and beyond. It is no wonder that educators call Algebra I a gateway course. I want these struggling students to know that it is not their fault. Research has shown that people who believe that they can be successful in math are successful in math. The problem is how we have taught math for

many years. This session will highlight research-based math instructional strategies to help all students succeed in college-level math. Participants will understand that their student can be successful in college. One of the most difficult courses in college is, actually, titled College Algebra. This session will share assistive strategies and assistive technology that will help students reach and succeed at college-level mathematics.

Grand Canyon 10

**★ How to Include Arizona@Work in Preparing Students for College and Career Readiness
by Maggie Gonzales and Tim Stump**

ARIZONA@WORK is a statewide workforce development network that provides innovative workforce solutions at the local level. In our effort for continuous workforce development, we embrace the need to prepare our youth for career readiness. It is through these efforts that we wish to engage the transitioning youth and introduce them to the services and programs we have to offer. Not every high-school graduate and transitioning student will decide to enter into postsecondary education. However, we also realize that in order to find a financially sustaining job, many occupations require something more than a high school education. Therefore, by equipping our young people with knowledge, training, and advanced skill sets provided through ARIZONA@WORK programs, we are able to allow them the opportunity to create their own career pathways.

Grand Canyon 11

**✿ What We Learned from ASPIRE: Strategies and Tips for Families and Providers
by Aaron Luckey and Michelle Frias**

ASPIRE (Achieving Success by Promoting Readiness for Education and Employment) is ending May 2019, and we would like to share some of the initial results and individual experiences of its case managers and families. ASPIRE is a five-year research grant from the U.S. Department of Education that seeks to answer the question whether a set of interventions, including case management, can be effectively used to improve the education and employment outcomes of youth in transition to adulthood. This presentation will be a Q and A of what case managers have learned from working with schools, agencies, and families throughout the state, as well as from connecting and collaborating with each and experiencing a varying range of success. This presentation will address strategies that are used by case managers to ensure the consistent participation from families, efforts to secure collaboration between agencies and schools, and the constant cultivation of a current list of statewide resources for youth and families in transition. In addition, ASPIRE youth and family members will share their experiences with ASPIRE case managers and various agencies as well, helping all of us learn what has been most effective. The presenters will brainstorm with participants to come up with strategies to best access resources, collaborate with existing stakeholders, and overcome many obstacles we all face, to ensure the most successful outcomes for our youth!

Grand Canyon 12

**Employer Engagement for Youth Work Experience
by Randy Loss**

This session will focus on approaching and communicating with employers to open the doors for student/youth work experiences in your community. There will be guidance for youth-serving professionals from getting to know a local business to supporting students/youth in their work experience. The Youth Technical Assistance Center (Y-TAC) presenter will lead topic discussions on establishing relationships with local businesses, interviewing an employer, networking, roles and responsibilities in a work experience, and customer service strategies necessary to work with employers. Be ready to share your successful student/youth work experience placements, as well as the challenges you face.

Grand Saguaro East

**★ ✿ The ADA and the Adult with a Disability
by David Richards**

What happens after a student graduates or ages out of IDEA and enters the adult world of employment or higher education? This session will address the Americans with Disabilities Act and the adult regulations of Section 504 that can help those who plan to make and those who do make this important transition. We'll look at the things that the school once

did that the adult student now must do for himself (no child find, no duty to offer evaluation, no IEP team, or 504 committee), the difference in the services standard (no FAPE, but reasonable accommodation instead), and the need to negotiate with the employer and/or educational institution for accommodations. Questions are encouraged.

Grand Saguario West

★ ❁ Activities and Courses of Study

by Andi Asef, Ana Núñez, and Melinda Rafanan

The transition services that include the courses of study are meant to provide a student with opportunities to gather knowledge, skills, and abilities that will “reasonably enable” the student to meet their postsecondary goals. This session will provide best practices in identifying activities and courses that can be accomplished in any part of the state and with any disability category by using the resources you have available.

11:00 a.m. – 11:15 a.m.

BREAK

11:15 a.m. – 12:15 p.m.

LUNCH & CLOSING REMARKS

Grand Saguario North/South



Artist: **Cacey Nunez**, Kofa High School