



Sedgwick County
Developmental Disability Organization
Dee E. Nighswonger, LMSW, LCAC – Director

615 N. Main • Wichita, Kansas 67203 • T (316) 660-7630 • F (316) 660-4911 • TTY (316) 660-4893

SEDGWICK COUNTY DEVELOPMENTAL DISABILITY COMMUNITY COUNCIL

Meeting Minutes

Friday, January 19, 2018

12:00 p.m. – 1:00 p.m.

The Arc of Sedgwick County, 2919 W. 2nd Street North, Wichita, KS

- I. **School Transition Services** – Oris Schrag, Transition Specialist with Unified School District (USD) 259, discussed what school transition services are and how individuals with disabilities and their parents can ensure the process is effective. School transition services are designed to prepare students with disabilities to successfully move from the school to adulthood. The Individuals with Disabilities Education Act (IDEA) requires schools to offer transition services and to develop a transition plan. Oris emphasized the importance of parents actively participating in the transition process. Parents shouldn't be afraid to speak up if they don't feel the transition services are inadequate or don't take the individuality of their student into account. Oris included a helpful tip sheet for parents (attached).

- II. **Pre-Employment Transition Services** – Tracie Davis, Pre-ETS Program Manager with Vocational Rehabilitation (VR), discussed the new pre-employment transition services available through VR. Pre-employment transition services (Pre-ETS) are relatively new. Through Pre-ETS, VR staff work with school district employees to empower youth with disabilities to achieve their highest employment potential. Students with disabilities age 16 to 21 are eligible to participate. Specific services provided include:
 - a. Job Exploration Counseling
 - b. Self-Advocacy
 - c. Workplace Readiness Training
 - d. Counseling on Comprehensive Transition or Post-Secondary Education
 - e. Work-Based Learning Experiences

For a referral to Pre-ETS services you can call 1-866-213-9079. For additional details please see attached handout.

- III. **Vocational Rehabilitation Services** – Penny Radke, KRS Program Manager with VR, discussed her agency's important role in assisting individuals with disabilities to obtain employment. VR is the state agency tasked with helping individuals with disabilities to become gainfully employed. To receive VR

Sedgwick County...working for you

services an application is required. Services available through VR include:

- a. Vocational Assessment
- b. Vocational Counseling and Guidance
- c. Physical and Mental Restoration Services
- d. Training and Education
- e. Rehabilitation Technology
- f. Job Placement
- g. Supported Employment
- h. Referral to Other services

Participants will have a VR counselor assigned. The counselor will assist in development of a specific comprehensive plan to obtain employment. Additional information on VR services is available on the attached handout.

- IV. Friendship Fields – Jane Harwell a teacher with Friendship Fields provided an overview of the program at Friends University. Friendship Fields is a program designed for college-age adults with disabilities to experience college life while also offering Friends University students an opportunity to work with special needs students. The program is held on Tuesdays and Thursdays during the school year. It utilizes a curriculum focused on life skills, people skills and social interaction with college students. There is a cost associated with the program. Individuals interested in learning more about Friendship Fields my contact Valerie Wall, Friendship Fields Director, at wall@friends.edu or call 316-619-9633.

V. Adjourn

HEPFUL TIPS FOR PARENTS

IDEA 2004 Transition Checklist

IDEA 2004 describes the required components of the transition plan. During your child's high school years, it is essential that the IEP team adhere to these requirements.

- The student must be invited to participate in IEP meetings to discuss his/her goals for life after high school.
- You may request several IEP/Transition Planning meetings during the school year.
- You may invite representatives of local agencies to these IEP meetings to discuss transition goals and services to support those goals.
- The IEP, including the transition plan, should be based on person-centered planning, and reflect the student's interests and skills.
 - The work experiences or "community based work assessments" (CBWAs) chosen should be based on the student's interests and abilities. Students should NOT be placed in a community based work assessment simply because it is available.
 - Any placement should help the student develop skills in a setting that is of personal interest to him/ her and where his/her unique abilities can be successfully utilized and improved with job coaching.
- Annual transition goals in the IEP should lead to successful post- high school outcomes.
- Progress should be documented and measurable.
 - Ask for progress reports about your child's community based work experience. Discuss with the IEP team how your child will meet the goal of being employed after graduation, without a lapse in supports and services.
 - Maintain a portfolio and resume of your child's experiences, progress reports, and favorable reviews from your child's supervisors.

Transition Planning Checklist

While IDEA 2004 provides the legal requirements for transition services to support your child's goal of employment in the community or further education, there are several things that parents and students must do to prepare for life after high school.

- Confirm the date of your child's graduation. Federal law states that your child's eligibility for special education ends when s/he graduates from high school **with a regular diploma** or until the child reaches the age of eligibility for a free appropriate education under State law.
- Clarify whether your child will receive a regular high school diploma or a certificate of attendance.
- Clarify that you child will be able to fully participate in the graduation ceremony.
- Find out what local agencies provide job coaching for transitioning youth. Contacting adult provider agencies before your child graduates or "ages out" will help to ensure that your child will continue to receive services after graduation. This may also prevent your child from being placed on a long waiting list for adult services.
 - You are entitled to invite representatives from other agencies to your child's IEP meetings.
 - If the IEP Team, which includes the parents and the child, determine that your child's transition needs can be met by participating in transition programs on college campuses or in community based settings, these services should be included in the child's IEP.[3]
- If your child has a supports coordinator from your local office of Mental Health, Behavioral Health, or Intellectual / Developmental Disabilities, invite the supports coordinator to IEP meetings during the last year of high school, if appropriate. This person can help to coordinate post-high school support services.
- If your child will be eligible for services through Vocational Rehabilitation, schedule an appointment for an intake interview and file the necessary paperwork with the Office of Vocational Rehabilitation ahead of time. Request that a Vocational Rehabilitation counselor attend the IEP meeting no later than spring of the your child's last year in high school.
- Discuss your child's transportation needs. If s/he will need assistance getting to and from work, request and fill out applications for public transportation services.
- Request information about social/recreational opportunities for young adults with disabilities in your community. Ask for their contact information.
- Request information about post-high school training programs at local vocational schools, community colleges, business schools, and state-affiliated training schools.

When your child graduates from high school, you and your graduate should celebrate accomplishments -- and the transition to adulthood.

With the new emphasis on transition planning in IDEA 2004, and online resources such as www.wrightslaw.com, more students with disabilities are preparing for further education, employment and independent living as productive, active members of their communities.

Pre-Employment Transition Services

Empowering youth with disabilities to achieve their highest employment potential is one of the major goals of Rehabilitation Services (RS). To help achieve this goal, RS is providing Pre-Employment Transition Services (Pre-ETS), which were authorized by the Workforce Innovation and Opportunity Act. Pre-ETS are designed to provide job exploration, counseling and other services to help young people prepare for employment and self-reliance, rather than dependency on public benefits.



In collaboration with local education agencies and qualified community partners, RS will provide or arrange for the provision of Pre-ETS for students with disabilities who are in need of such services and who meet the following participation criteria:

- The student is 16-21 years of age.
- The student is in a secondary, post-secondary or other recognized education program.
- The student is eligible for, and receiving services under an Individual Education Plan or 504 Plan, or the student is an individual with a disability, as defined by Section 504 of the Rehabilitation Act.
- The student is a resident of Kansas. Any student with a disability who is not a U.S. citizen must have employment authorization documentation.

Services are designed to provide an early start at job exploration and to assist students with disabilities in making the transition from secondary to post-secondary education/training and competitive, integrated employment.

Job Exploration Counseling

Provides students with disabilities the opportunity to explore how their skills and interests match with jobs available in the labor market.

- Administer vocational interest inventories.
- Review labor market information.
- Explore jobs/careers in the community.
- Connect the student to other resources in the community.

Self Advocacy

Empowers students with disabilities to express their needs and goals in a variety of settings, such as school and work.

- Help students learn their rights and responsibilities under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.
- Identify self-advocacy skills and why they are important.
- Help the student build their own advocacy skills.
- Connect students to other resources in the community.
- Help students learn to request accommodations or services and support.

Workplace Readiness Training

Supplies students with disabilities with the opportunity to learn skills necessary for success on the job, such as customer service, how to interact with co-workers, supervisors, being on time, etc.

- Connect students with local career centers.
- Identify social and independent living skills.
- Identify and discuss employment skills.
- Connect students to other resources in the community.

Counseling on Comprehensive Transition or Post-Secondary Education

Provides a clear path to an employment future for students with disabilities.

- Provide information to connect students to education opportunities, including disability support services.
- Discuss reasonable accommodations for success in training and academic settings.
- Educate and inform students about post-secondary training programs.
- Connect students to other resources in the community.

Work-Based Learning Experiences

Provides work-based learning experiences where youth can learn the skills necessary to succeed in the workplace and experience the benefits of earned income.

- Facilitate job shadowing and/or mock interviews.
- Connect students to career track and/or other work-based learning programs.
- Identify local businesses for work-based learning experience opportunities.

For referral to the Pre-ETS Transition Specialist serving your community, please call the Rehabilitation Services toll-free customer service line: 1-866-213-9079

If you have a disability and you want to work, contact us.

Our goal is to help you get a job.

To help Kansas citizens with disabilities meet their employment goals, Rehabilitation Services offers a variety of vocational rehabilitation (VR) services.

VR services are customized according to each person's unique needs, skills, interests, and abilities. Services which may be provided to help you become employed include:

- Vocational assessment to help you identify your skills, abilities, interests and job goals.
- Vocational counseling and guidance.
- Physical and mental restoration services, including artificial limbs, psychotherapy, and physical therapy.
- Training and education to learn new vocational skills.
- Rehabilitation technology, telecommunication aids and other adaptive devices.
- Job placement services.
- Services to help students with disabilities get a job after finishing high school.
- Supported employment.
- Referral to other services.

Who can receive VR services?

We work with people with all types of physical or mental disabilities. To receive VR services, you must meet all three parts of the following eligibility requirements:

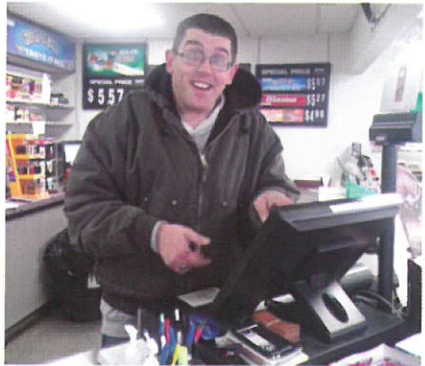
1. You must have a physical or mental impairment or disability; and
2. Your disability must result in a substantial impediment to employment; and
3. You must require VR services to prepare for, secure, retain or regain employment.

Please Note: Individuals who receive Supplemental Security Income (SSI) or Social Security Disability Income (SSDI) are presumed to be eligible to receive VR services.

Professional counselors can help you get a job.

VR counselors are professional staff with the expertise to help people with disabilities achieve employment.

CONTINUED ON THE OTHER SIDE



Kansans with disabilities are successfully employed in a wide variety of jobs, including school counselor, electrician, customer service worker, and certified medication aide.



Among the jobs achieved by VR consumers are over-the-road truck driver, retail business operator, social worker and food service worker. A VR counselor can help you identify a job that is good match for your skills and interests.

VR counselors understand your potential, as well as the barriers you face. They are well versed in the services, accommodations, and technology that can empower you to be successful on the job.

If you are eligible for services, a counselor will assist you in developing a specific, comprehensive plan to help you get a job. You may also work on developing this plan on your own or with the assistance of another individual who is willing to help you. This plan will outline the type of job you plan to achieve, the services you will receive, your rights, and your responsibilities.

The counselor can help you look at options so you can make informed choices about your employment. The length of time it will take for you to receive services and achieve your employment goal will depend on your individual circumstances. Most people complete their VR programs in about two years. Throughout the rehabilitation process, you have the responsibility to participate fully in your plan and to seek employment.

Are there any fees?

The assessment services needed to determine if you are eligible, vocational counseling, guidance, referral, and job placement will be provided at no cost. Our payment for most other services will depend on whether you meet financial need guidelines.

What's the first step?

If employment is your priority, please call our toll-free line for referral to the office serving your community.

Toll-Free 1-866-213-9079



**Department for Children
and Families**

Rehabilitation Services

Strong Families Make a Strong Kansas

555 S. Kansas Avenue, 3rd Floor,
Topeka, KS 66603