

The DOR Transition Connection: Navigating Vocational Resources for TAY

CA Department of Rehabilitation

Presenters:

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Agenda

- **Relationship of DOR & LEAs**
- **TPP Relationships to Students & Resources**
- **Roles of TPP & WAI**
- **Developing a TPP**
- **Q&A**

Relationship of DOR & LEAs



What is DOR?

- State agency- state and federally funded
- Provide vocational rehabilitation services to eligible individuals with a disability
- Mission: Employment, Independence & Equality
- 14 DOR districts with multiple branch offices
- WIOA & focus on services to youth.

DOR & LEA's

- WIOA- legislative obligation to have relationship with LEAs
 - MOU w/ CDE
 - New regulations- updating MOU
- DOR & the community- what does that look like for you (**handout?**)
 - Building a relationship with the local DOR
- Cooperative Programs (TPPs)

TPP Relationships to Students & Resources

Navigating a student's pathway through resources.

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, light blue, white) extending from the right side of the slide towards the center.

Transition Partnership Programs

- What is TPP?
- Who does TPP serve?
- Coordinating school resources with TPP
 - WAI
 - Special Education
 - ROP

A Venn diagram with three overlapping circles. The left circle is labeled 'LEA', the middle circle is labeled 'TPP', and the right circle is labeled 'DOR'. The circles overlap in the center, and each circle contains a list of services. The text is in a serif font.

LEA

- Special Education
- IEP
- WAI
- College transition

TPP

- school to work
- coordinated/
enhanced vocational
services
- Pre Employment
Transition Services
(Pre-ETS)

DOR

- Generalist
- Supported
Employment
- Pre-ETS
- vocational
services
- training
assistance

Case Scenarios

Student A

- Student on (2-4 year) college track
- PATHWAY to DOR: front door referral
 - DOR may assist with college
 - Student gets job development assistance from DOR staff & local vendors to get job after college

Student B (TPP)

- Student wants a job after high school
- PATHWAY to DOR: TPP
 - Student referred to TPP in sophomore/ junior year of HS
 - Receives TPP services (Vocational Evaluation, Work Experience, Employment Prep)

Student C

- Student needs additional support and may be appropriate for supported employment
- PATHWAY to DOR: school or Regional Center referral
 - DOR assists student with gaining supported employment placement

TPP Student Pathways

Student B (1)

- Participates in 2 Work Experiences in HS
- 3 months before graduation TPP Job Developer works with student on finding and applying to permanent positions
- 4 months after graduation student gets a permanent job & receives job coaching
- **SUCCESSFUL CLOSURE!!**

Student B (2)

- Participates in 1 Work Experience in HS
- Decides they want to attend 2 year community college for an associates degree
 - No longer participates in the TPP after graduation but continues to work with DOR
- After college 2 year degree received DOR assist student with getting a permanent job that aligns with their new degree
- **SUCCESSFUL CLOSURE!!**

Roles: TPP & WAI



Clarifying Roles

TPP

- **Administrative Agencies:** School Districts and Department of Rehabilitation
- **Ages:** 16-21 years of age. One year post-high school.
- **Eligibility:** Any student with a disability, eligible for DOR services including students with an IEP or Section 504
- **Focus:** Individualized vocational services to enable students to achieve competitive integrated employment utilizing services such as employment preparation, work-site training and job placement, and follow-up. Services provided 2-3 year in high school and up to one year after exit from high school.
- **Collaborative Partners:** Employers/Community Agencies/ DOR

WAI

- **Administrative Agencies:** School districts and California Department of Education
- **Ages:** 14-22 years of age in high school. 12-14 in middle school.
- **Eligibility:** High school students with an IEP.
- **Focus:** Provides comprehensive pre-employment skills training, employment placement and follow-up for students in special education who are making the transition from school to work, independent living and post-secondary education (PSE) or training
- **Collaborative Partners:** Employers/Community Agencies/ CDE

Clarifying Roles

TPP

- **Services/Required Elements:**
 1. Pre-ETS Vocational Evaluation
 2. Vocational **Instruction/Employment Preparation Pre-ETS Workplace readiness training**
 3. Work Experience/Pre-ETS work-based learning experience
 4. **Job Development Placement and Follow-up/Pre-ETS Workplace readiness training**
 5. Pre-ETS Non-Supported Employment Job Coaching

WAI

- **Services/Required Elements:**
 1. Career/Vocational Assessment
 2. Employment/PSE Planning
 3. Career Awareness/ Exploration
 4. Career Preparation/Job Search
 5. Work-Based Learning
 6. Job Development
 7. Employment/Work Experience
 8. Job Retention
 9. Work Site Mentor/Supervisor
 10. Job Coach
 11. Work Site Follow Along
 12. Self-Advocacy/Disability Awareness
 13. Youth Leadership
 14. Transportation Training
 15. Life Skills/Independent Living
 16. Family Participation & Support of Transition
 17. Partnership & Collaboration

Clarifying Roles

TPP

- **Work-Based Learning:**
 - Non Paid Work Experience
 - Paid Work Experience
 - On-The-Job (OJT) Training
 - Employer Paid Positions
- **Specialized Services: Support to Promote Employer Paid Positions**
 - Job Coaching
 - Job Development
 - Destination Training

WAI

- **Work-Based Learning:**
 - Non Paid Work Experience
 - Paid Work Experience
 - Employer Paid Positions
- **Specialized Services: Pre-Employment Skills Development**
 - Job Coaching
 - Job Development
 - Travel Training
 - WBL Follow Along
 - Development of Career/Transition Portfolios

Developing a TPP



Developing a TPP

- **Local DOR Contract Administrator and LEA work together**
 - Needs Assessment
 - Identify Staffing and Budget Resources
 - Establish New Pattern of Service
 - Develop Service Delivery System
 - Submit request for new program

New Program Needs Assessment

- **Needs assessment:**
 - Who is underserved?
 - What are the existing resources?
 - Where are the service delivery gaps?
 - **Identify the population to be served**
 - **Identify the staffing and budget resources**
 - Identify cash/certified time match available
 - DOR staff time & case service dollars
 - Coop Partner Staff Costs, Operating Costs, and Indirect/Administrative Overhead Costs

Establish New Pattern of Service

- **In conjunction with the partner agencies establish the new pattern of service**
 - **Must be a new, expanded or reconfigured service with a vocational rehabilitation focus**
 - **Cannot be a mandated or otherwise provided service by the partner public agency**

New Service Delivery System

- **Establish the scope and scale of the new service delivery system**
 - Identify number of consumers to be served
 - Determine the geographical catchment area
 - Define the referral process
- **Establish the vocational services to be provided**
 - e.g., Pre-ETS Employment services, Pre-ETS vocational evaluation, work experience/work based learning opportunities, etc.

New Service Delivery System

- **Establish goals for the program and services**
 - Applications, plans, closures
 - Vocational service goals
- **Design Program:**
 - Application and referral process
 - Joint client planning: Case management & Progress reports
 - Communication & Quarterly Meetings

Program Application

- **Submit a new program proposal to the Cooperative Program Section through the local Rehabilitation Specialist (DOR Contract Administrator)**
- **If/when funds become available, develop the cooperative program**
- **Assistance from local DOR & Cooperative Programs Section**

Questions?



Thank you!

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