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 **CA** **Transition Alliance**

 **Watch and Review of**

 **Legislation, Regulation and Trends**

 **March 2019**

Policy

Legislation

Resources

**Hot Topics: What are emerging issues related to transition?**

Access to Career-Technical Pathways for Students with Disabilities

Building and Sustaining Partnerships with Agencies and Resources

Providing all students with disabilities the opportunity learn academic standards

Transition Services: What are they? What do students learn and do?

Increasing the number of students with disabilities in CA who graduate with a diploma

Strategies to provide transition services in the inclusive model of education

**There is a strong linkage between various laws and regulations. We need to connect the dots.**

 **There is an alignment of terminology and outcomes in each piece of legislation**

**Workforce Innovation and Opportunity Act**

**www.doleta.gov/wioa**

Collaboration with Education

Workforce Development

Reauthorization of Rehabilitation Act

 Pre-Employment Transition Services

Connections to One Stop /Depart of Labor

**Every Student Succeeds Act**

Reauthorization of Elementary and Secondary Education Act

Accountability = Dashboard

College and Career Indicators

Define High School Diploma

**Career-Technical Education**

Strengthening CTE for 21st Century

Defines work-based learning

Strengthens Career Pathway and connection to Labor Market information

Equal Access for special populations, which include students with disabilities

Implications for IDEA- not yet reauthorized

. How do these laws impact transition for students with disabilities?

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| **Legislation** | **Youth****Leadership** | **Assessment** | **Transition Services** | **Course of Study** | **Collaboration** |
| **ESSA** |  | **X** | **College/Career Indicators** | **Defines High School Diploma** |  |
| **WIOA** | **Pre-ETS****Self Advocacy** | **Career Interest Inventories** | **Pre-ETS** |  | **X** |
| **CTE** | **Youth organizations** | **X** | **Work-Based Learning** | **CTE Pathway** | **x** |

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As we look at preparing students for transition to post-secondary education and training,

One path to graduation is through CTE Pathways. The Community College Chancellor's Office hosts the Guided Pathways web page at **https://cccgp.cccco.news/.**

AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

The Perkins Joint Special Populations Advisory Committee at **http://www.jspac.org/. Special Populations are defined as**

 Individuals with disabilities

 Individuals from economically disadvantaged families, including foster children

 Individuals preparing for nontraditional training and employment

 Single parents, including single pregnant women

 Displaced homemakers

 Individuals with other barriers to educational achievement, including individuals with limited English proficiency

We need to collaborate with the local community colleges to learn more about implicatons for students with IEPS.

https://transitionta.org/sites/default/files/news/LMI%20Teachers%20FINAL.pdf

The DASS section of the CA School Dashboard lists several services that are career indicator for students are categorized in the Dashboard for Alternative School Students

**Pre-Apprenticeship Programs**

If you are interested in finding pre-apprenticeship programs in California: Department of Industrial Relations

https://www.dir.ca.gov/databases/das/aigstart.asp

**Department of Labor Youth Services** are available at https://www.doleta.gov/youthservices

**Industry Certifications**

* https://www.careeronestop.org/Toolkit/Training/find-certifications.aspx
* www.cccco.edu/doingwhatmatters

**Work Readiness Certificate**

* <http://www.act.org/content/act/en/products-and-services/workkeys-for-educators/ncrc.html>

**Work-Based Learning Experience**

* **Department of Education https://cte.ed.gov/wbltoolkit/**
* **Wintac**: **http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experinces**

 ConnectEd California: Work-Based Learning in Linked Learning: Definitions, Outcomes, Quality Indicators

 https://connectednational.org/learn/key-resources/work-based-learning/

What does this mean as we prepare youth with disabilities for successful transitions? It means we need to think differently and prepare youth for transition to integrated employment and community living.

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| **As we think about**  | **We need to move from** | **To** |
| ***Decisions*** | ***Decisions by agencies/Family*** | ***Self Directed with chosen help*** |
| ***Education*** | ***Day programs/Spec. Ed*** | ***Inclusive classrooms*** |
| ***Recreation*** | ***Segregated Program*** | ***Integrated social/rec. options*** |
| ***Employment*** | ***Sheltered Work*** | ***Work, Volunteer-Integrated Setting*** |
| ***Home*** | ***Institution / Group Home*** | ***House Condo/Apartment*** |
| ***Relationships*** | ***Paid staff, Family*** | ***Adult Allies - Friends, Neighbors, Spouse*** |

**Source LiveWorkPlay**

**There are lots of questions and lots of challenges that need to be addressed.**

**How do we change our expectations and programs to meet these person-centered needs?**

* How do we provide adequate support to families and students at an early age to think about work as an option?
* How do we motivate students and families to work? How do we reduce dependence on SSI?
* How do we address the needs of individuals who cannot work and advocate for their them?
* How do we deal with subminimum wages whenyouths' transition destination continues the practice?
* How do we engage and support employers who are willing to provide employment opportunities?
* How do we fund adequate support services to find job opportunities, train staff and transitioning youth and family, to maintain employment, and job changing processes as we transition from sheltered work to ICE?
* How do we make the certificate of completion a meaningful document that demonstrates readiness for ICE?
* How do we engage youth in transition in adequate post-secondary training to prepare for ICE?
* How do we provide training for short term certification that may open doors to employment

 Some helpful websites are

Office of Disability Employment Policy [www.dol.gov/odep](http://www.dol.gov/odep) Federal Government: www.ed.gov

Association of University Centers on Disability www.aucd.org

National Collaborative on Workforce and Disability www.ncwd-youth.info