

Maine Department of Education Office of Special Services CBVI - Transition Presentation Facilitators



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Student Centered Transition Planning and Development

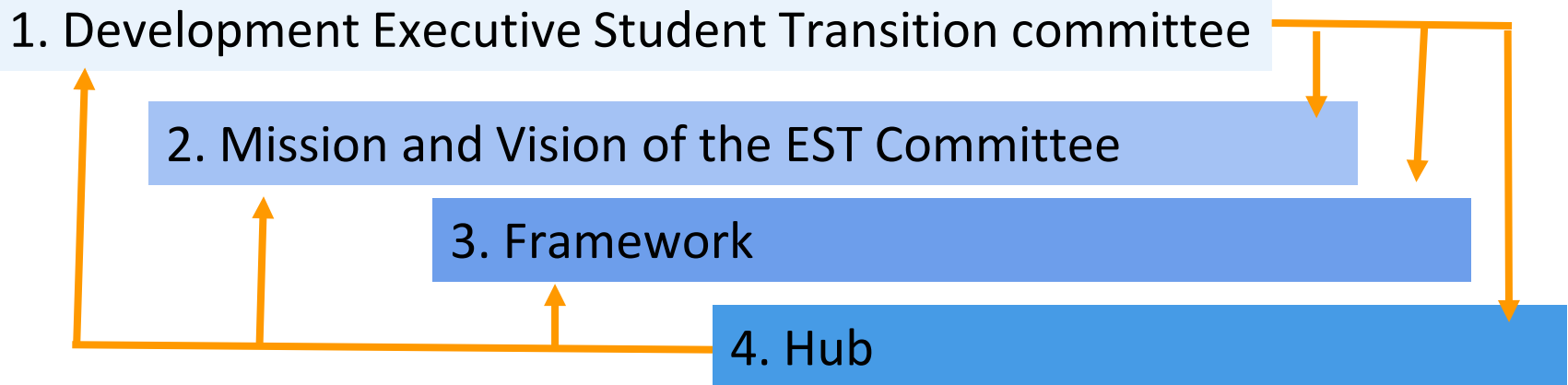
NTACT:C - CBVI

Transition Objective:

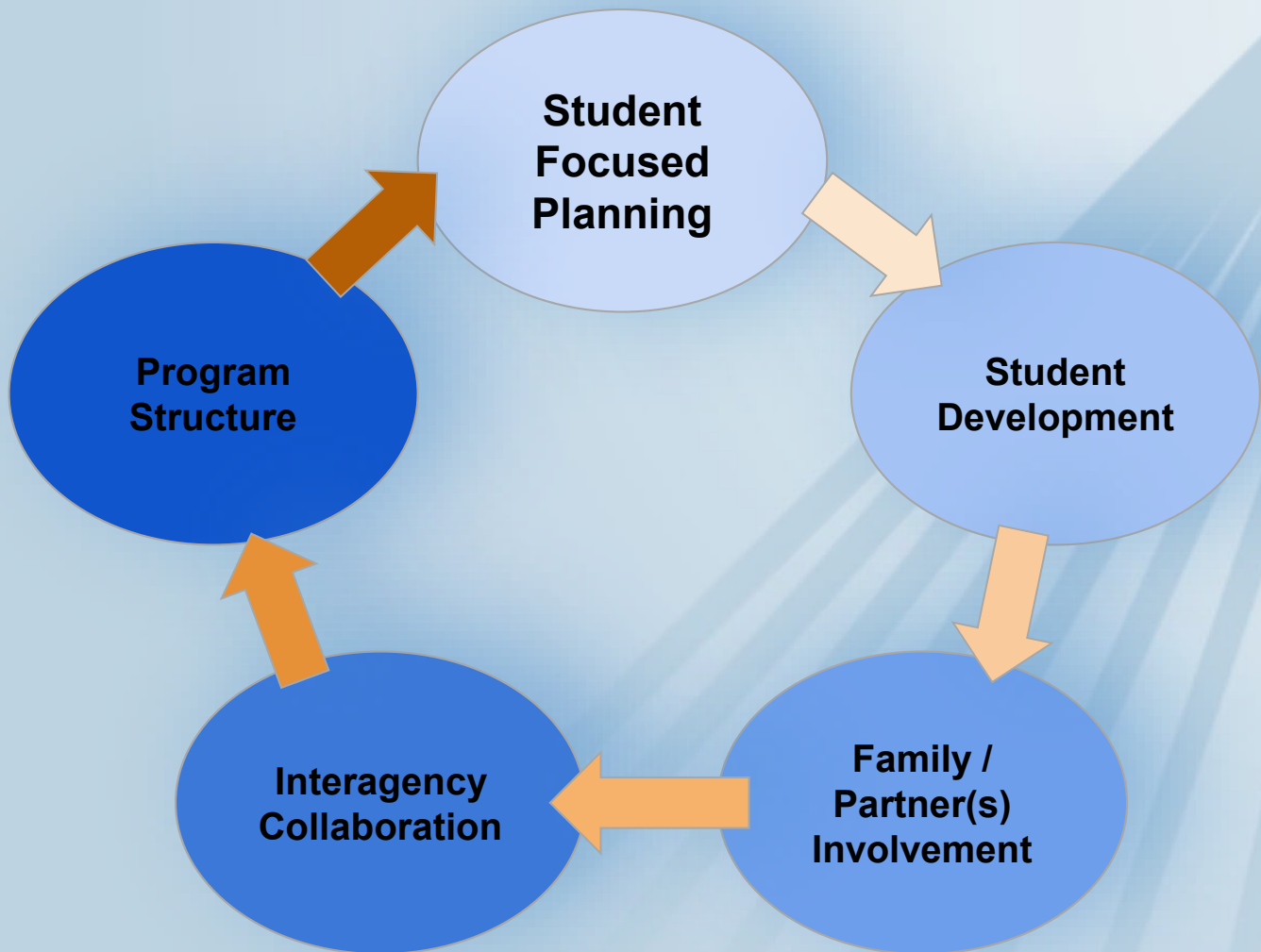
Objectives:

Identify effective strategies to enhance the integration and inclusion of student/young adult voice in state-wide strategic planning and resource development.

Landscape for Transition in Maine:



NTACT:C includes student-focused planning as one of the five primary practices in transition programming.



Student Centered Transition Initiatives

Highlights of best practices and strategies to:

1. Promote inclusion of student and young adult voices with IEPs in Maine's statewide strategic planning and resource development.
2. Show how these inclusive strategies enhance the integration of student voice and engagement of our underserved students with disabilities in Maine's urban and rural environments.
3. Share strategies that increase student voice in planning activities designed to create consistency of services for every student with disabilities.

Maine's Transition planning focuses

*on the students,

*for the students, and

*with the students.

Student-Focused Planning includes practices that use **assessment information**, student **self-determination**, and student **postsecondary goals** to develop individual transition plans (ITPs).



Landscape for Transition in Maine:

1. Development *Executive Student Transition (EST) Committee*

- Ensure that our scholars with various abilities and challenges have opportunities to leave school prepared to transition to post school learning, living, and working successfully.

- Student led exploration and expansion of efforts among education and workforce programs, including...
 - Vocational Rehabilitation,
 - Maine Civil Service departments, and
 - CBO's

- Provide access to a range of services and College & Career Pathways, individualized for all students with IEPs.



Landscape for Transition in Maine:

Mission:

“The Maine DOE - Executive Student Transition Committee (EST) strives to improve educational transition services that lead to successful post-school outcomes for *students with various abilities and challenges.*”

Vision Statement:

To provide proper transition resources and systems that give families and individuals the necessary tools they need to obtain quality services as they move into and forward in their adult lives.

Goals: Executive Student Transition (EST) Committee, strives to ...

1. Making services accessible to ALL students with IEPs;
2. Providing education around transition opportunities and services available;
3. Building transition bridges from high school to adulthood.

Contact Us



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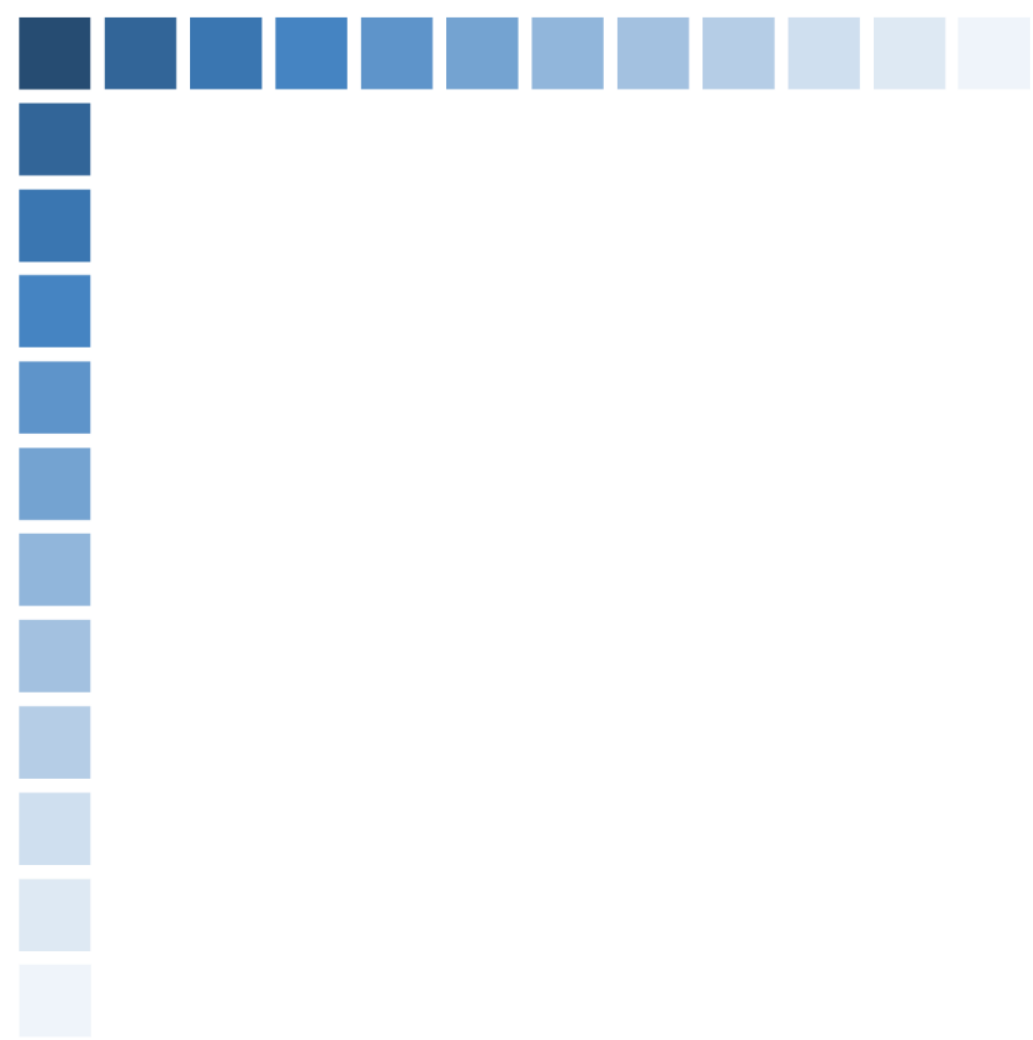
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Questions or Comments?



ALIGNING RESOURCES AND COMMUNITY SUPPORTS - STRATEGIES FOR UNDERSERVED POPULATIONS

NTACT:C

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Employment in your community may look different than it does in a college town

Typical Barriers in Rural Areas

- Lack of obvious jobs;
- No public transportation, no accessible transportation;
- Minimal large businesses for students to perform work experiences;
- Few employment vendors to develop and support jobs and/or work with students with significant disabilities.

Unique Aspects of Rural Areas

- Many people commute to work or school;
- Self-employment is common;
- Everyone knows everyone else;
- People with and without disabilities need to be creative to live in rural areas and earn a living;
- A great place to network & use social capital!

Customized Employment

According to US/DOL:

Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both.

It is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer.

<https://www.dol.gov/agencies/odep/customized-employment>

When developing a job for Pete the main factor was his list of conditions to be successful.

Conditions

- Sturdy environment
- Clear start and end to all tasks
- Physically demanding tasks
- Water and outside a plus
- Few people, familiar people
- Tasks to be completed didn't have a terminal deadline

Needed Support

- Staff with the best relationship
- Social story about the unfamiliar work place
- Teach the meaning of money and then paychecks.

Matching the worker's ideal conditions and tasks resulted in the creation of 2 paid jobs.

Employer unmet needs or tasks that needed to be done but frequently were not:

- Adding bedding to stalls and sheds,
- Cleaning automatic waterers, and
- Picking rocks out of arena and pens.



www.alamy.com - D3Y96A

Self-Employment can be a work experience option or a long term employment option



- Mike's work experiences and self-employment (mobile shredding business) were jointly supported by the school, family, VR and WIA.
- Lance's work experience and delivery business were supported by the school, family, VR, DD, and a PASS Plan.

<https://transition.ruralinstitute.umt.edu/employment/self-employment/>

Social Security Work Incentives

- PASS Plans (Plan for Achieving Self Support)
 - Must be eligible for SSI and have assets or resources decreasing that SSI
 - <https://www.ssa.gov/ssi/spotlights/spot-plans-self-support.htm>
 - Job Coaching, Follow-along support, personal care
 - Transportation
 - Equipment for a business
- Clues a student might be eligible for a PASS: parent is retired, deceased or drawing disability which impacts the student's SSI, graduating with a paid job

ABLE Accounts

- Tax advantaged savings accounts; don't impact the SSI resource limit up to \$100,000; \$15,000/year;
- \$\$ can be used to support housing, transportation, education, disability related expenses;
- <https://www.nationaldisabilityinstitute.org/financial-wellness/able-accounts/>.

Strategies

- Individualize employment in rural communities and for job seekers with a significant impact of disability;
- Understand a student's support needs and then get creative in how to meet them;
- If the service the student needs doesn't exist ask how the need will be met;
- Consider self-employment and resource ownership;
- Explore alternative funding sources.