

**Transition
from Secondary Education**

**To Postsecondary Education,
Integrated Employment
And Community Living**

EXECUTIVE SUMMARY

Minnesota Interagency Cooperative Agreement to Plan



For Transition

**An agenda for Progress
December, 1987**

Transition
from Secondary Education

To Postsecondary Education,
Integrated Employment
And Community Living



Minnesota Transitions

PARENTS/ADVOCATES

TECHNICAL INSTITUTES

COMMUNITY COLLEGES

DEPARTMENT OF HUMAN SERVICES

DEVELOPMENTAL DISABILITIES

DIVISION OF REHABILITATION SERVICES/VOCATIONAL REHABILITATION

STATE SERVICES FOR THE BLIND

JOB TRAINING PARTNERSHIP ACT

SPECIAL EDUCATION

VOCATIONAL EDUCATION

GRADUATION

EMPLOYMENT
COMMUNITY LIVING

**MINNESOTA INTERAGENCY COOPERATIVE AGREEMENT TO PLAN
EXECUTIVE SUMMARY**

I. INTRODUCTION

Transition From School to Work and Community Living for persons with disabilities has received much attention at the national, state, and local levels. In light of parent and advocate concerns, federal initiatives, and increasing agency awareness, Minnesota agencies and organizations have responded to this challenge.

The State Transition Interagency Committee (STIC) is a catalyst to state and local systems serving persons with disabilities in transition from school to community living and employment. Through interagency cooperative planning, commitment of resources, and information exchange, STIC advances the shared goal of improving transition services statewide.

The purpose of the STIC is to facilitate a working relationship between local and state agencies. They will work together to develop a system of services so that all Minnesotans with disabilities have the opportunity to live and work within a community as independently as possible. To this end, the STIC has developed this interagency agreement and will provide leadership in its implementation.

Transition is defined as the process whereby a person with disabilities progresses from education to working and living in the community. While transition efforts typically focus on individuals in secondary education programs, this agreement also addresses the needs of people who have already left school but for whom there was not adequate transition planning.

To experience successful transition to work and community living, each individual will have access to a full array of support and training opportunities. To this end, consumers, parents, community resources, governmental agencies, and private industry will together provide leadership for a comprehensive and dynamic system of transition services.

The purpose of this interagency planning effort is to facilitate the necessary changes, both within and among the agencies, for the creation of an equitable statewide service system. It provides current information about what agency services exist and how agencies work together in Minnesota's communities. With local input, agencies can actively participate in the planning and creating of employment and community living options for individuals.

Our focus is the individual. The charge is to develop, implement, and evaluate a plan around the needs of each individual with the outcome of integrated working and living in our communities.

II. PARTICIPATING AGENCIES AND ORGANIZATIONS

The following agencies and organizations have formed the State Transition Interagency Committee:

- Client Assistance Project/Legal Advocacy for Developmentally Disabled Persons in Minnesota
- Minnesota Department of Education
 - Secondary Vocational Education Section
 - Special Education Section
 - Interagency Office on Transition Services
- Department of Human Services
 - Division for Persons with Developmental Disabilities
- Department of Jobs and Training
 - Division of Rehabilitation Services
 - Vocational Rehabilitation
 - State Services for the Blind
 - State Job Training Office
 - Job Training Partnership Act
- Parent Advocacy Coalition for Educational Rights (PACER)
- State Board of Vocational Technical Education
- State Community College System
- State Planning Agency
 - Governor's Planning Council on Developmental Disabilities

III. GOALS

To encourage interagency cooperation so that people have the opportunities to work and live in the community. Our goals include:

1. PLANNING FOR INDIVIDUALS:

Each agency supports the development of regulations, policies, and practices for establishing multidisciplinary interagency teams, including student/client and parents), to plan services necessary to meet the anticipated transition needs of each individual.

Currently, formal transition planning for secondary students with interagency involvement is not done consistently. Assessments and services are not fully planned and coordinated among agencies.

We envision secondary teams to include members of the essential agencies and should be initiated by public schools. The expanded teams will develop transition goals and objectives as part of the education plan to address current and future needs. Any party to the delivery and implementation of the plan will be involved in its development.

2. COMMUNITY PLANNING:

Each agency supports the development of regulations, policies, and practices for local transition interagency committees throughout Minnesota communities, to develop, implement, and monitor comprehensive service delivery systems which respond to the ongoing and changing needs of individuals for service and support.

Currently, local and regional agencies have overlapping needs and goals, but planning is seldom coordinated at the community level. Information and data concerning student/client needs to be shared and exchanged.

We envision agencies serving student/clients to plan at the local level to meet the program and service needs of individuals in their communities. Community Transition Interagency Committees need to be established to promote interagency coordination.

3. STATEWIDE PLANNING:

Each agency supports the development of regulations, policies, and practices for the establishment of state agency collaboration to create an equitable statewide system for the provision of community-based transition services.

Currently, interagency planning needs to include more agencies. The sharing of responsibilities for transition activities continues to evolve.

We envision a growing commitment to interagency planning for individuals throughout the system. Local interagency planning will be promoted and supported.

IV. WORK PLAN FOR IMPLEMENTATION

The heart of the Minnesota Interagency Cooperative Agreement to Plan is the commitment agencies - shown as demonstrated by the Work Plan for implementation.

Agencies and organizations individually and collectively have outlined specific activities to accomplish the :: and objectives. Activities range from workshops to recommended legislative amendments and policy changes to ensure the improvement of transition services to individuals in Minnesota. Each agency is challenged to actualize the goals.

V. OTHER HIGHLIGHTS OF THE MINNESOTA INTERAGENCY COOPERATIVE AGREEMENT TO PLAN

- Agency Roles and Responsibilities addresses the following:
 1. What is the role of the agency?
 2. What transition services are provided?
 3. Who can receive transition-related services?
 4. What planning and accommodations can be made to meet individual needs?
- A matrix that follows summarizes secondary school and postsecondary school services available from each agency to meet transition-related needs of persons with disabilities. This can be used by local and regional teams to identify possible resources when working together to provide current and future service needs of individuals.
- A glossary and acronym list provide definitions of services and common abbreviations used by education, job training, and service providers.
- Additional resources such as local cooperative agreements, transition projects, and resources are provided.

VI. MATRIX

This matrix summarizes the services available from each agency to meet the transition related needs of persons with disabilities. It can be used by state, regional, and local teams to: 1) identify resources and service gaps and 2) to plan to improve coordination of services.

The state agencies will collaborate in the coordination and administration of the delivery of services. This may include but is not limited to, technical assistance, guidelines for program and funding, monitoring, and evaluation activities. The state agencies on the matrix, with the exceptions of VR and SSB, do not provide direct services to students/clients.

The local/regional agencies can provide direct, purchased, or contracted services. Each agency has specific eligibility criteria, procedures, and/or requirements for obtaining the listed services. It is recognized that variability, duplication, or gaps in service provision can occur across the state, emphasizing the necessity for better and earlier planning.

NOTE: Before high school graduation, federal and state statutes and regulations require the Local Education Agency (LEA) to be the agency primarily responsible for providing most of the educational/vocational services. The LEA, including special education, secondary vocational education, and regular education, must assure that service is provided at no cost to the student and family. Within the matrix, joint responsibilities between secondary vocational education and special education are indicated by SVE/SE.

NOTE: Because of the LEA's primary responsibility to students prior to graduation, Vocational Rehabilitation's (VR) and State Services for the Blind's (SSB) level of responsibility generally is listed as "MAY PROVIDE" in service categories where after graduation they are designated as "MUST PROVIDE IF NEEDED." Clients of SSB or VR clients may participate in sharing the cost of services. Assessment and eligibility determination services are provided to applicants as appropriate in the VR and SSB systems. At any time during the process, if an individual does not meet one of the three eligibility criteria (see appendix, agency roles and responsibilities), the application is closed and no further services are provided. The client, however, may use the appeal process or reapply in the future.

Each agency has interpreted its level of responsibility for each service listed in the matrix.

MATRIX DEFINITIONS

MUST PROVIDE — Services which federal or state statutes or regulations require an agency to provide to all of its applicants or eligible students/clients.

MUST PROVIDE IF NEEDED - An agency is mandated to assure that services needed by an individual are provided. The local/regional agency may provide the services directly, purchase them, or assure that they are provided by another provider. For SSB and VR, this category applies to those services needed to reach the vocational objective(s) within the Individualized Written Rehabilitation Plan.

MAY PROVIDE — The agency may choose to provide services in this category or they may assume a supportive or coordinative role in its provision.

NOTE: WHEN AN AGENCY IS NOT LISTED IN ANY OF THE THREE LEVELS OF SERVICE PROVISIONS, IT CAN BE ASSUMED THAT THE SERVICE IS NOT AN AGENCY FUNCTION.

NOTE: FOR TI, SERVICE MAY NOT ALWAYS BE AVAILABLE AT ALL LOCATIONS DUE TO LIMITED RESOURCES.

KEY TO AGENCY ACRONYMS USED IN THE MATRIX

CAP — Client Assistance Project of the Legal Aid Society of Minneapolis

CC — Community College System

CSS — County Social Service agencies that deliver services to persons with mental retardation or other related conditions regulated and monitored by Department of Human Services/Division for Persons with Developmental Disabilities

DAC — Developmental Achievement Centers

EE — Extended Employment Programs; DRS administers four programs that provide on-going support-community based employment, long term employment, work activity, and work component.

JTPA — Job Training Partnership Act: services are provided by regional Job Training Offices

LEA — Local Education Agency

PACER — Parent Advocacy Coalition for Education Rights

SE — Special Education

SE/SVE — Special Education and Secondary Vocational Education have joint planning and fiscal responsibility

SSB — State Services for the Blind

SSB* — Applies to some but not all SSB programs

SVE — Secondary Vocational Education

TI — Technical Institutes, formerly Area Vocational Technical Institutes (programs administered by the State Board of Vocational Technical Education)

VR — Vocational Rehabilitation

| Services | | Must Provide | Must Provide If Needed | May Provide |
|--|---|---|---------------------------|-------------------|
| INDIVIDUAL AGENCY OUTREACH ACTIVITIES | | | | |
| 1) Public Outreach/Awareness | B | CSS,SE | SVE | VR,CC,TI,JTPA,SSB |
| | A | CSS | | VR,CC,JTPA,SSB,TI |
| 2) Student/Client Identification | B | CSS,SE,SVE | | VR,JTPA,SSB |
| | A | CSS | | VR,SE,JTPA,SSB |
| 3) Education of Consumers | B | CSS,SE,VR | SVE | CC,TI,JTPA,SSB |
| | A | CSS.VR | | CC,JTPA,SSB,TI |
| 4) Information and Referral | B | CSS | SE,SSB,VR,SVE | JTPA |
| | A | CSS | SB,VR | CC,JTPA,TI |
| ASSESSMENT ACTIVITIES | | ALL AGENCIES ARE REQUIRED TO PROVIDE CERTAIN ASSESSMENT ACTIVITIES. AGENCIES WILL HAVE DIFFERING AREAS AND/OR LEVELS OF SPECIFIC RESPONSIBILITY AS INDICATED BELOW. | | |
| 1) Achievement of Functional Math/Reading/Written Expression Skills | B | SSB* | SE,SVE,SSB* | CSS,VR,JTPA |
| | A | SSB* | CSS,VR,TI,SSB* | CC,JTPA,TI |
| 2) Adaptive Behavior | B | CSS,SSB* | SE,SSB* | VR,SVE,JTPA |
| | A | CSS,SSB* | VR,SSB* | JTPA |
| 3) Assessment of General Health | B | CSS,VR,SSB* | SE,SSB* | JTPA |
| | A | CSS,VR,SSB* | SSB* | JTPA |
| 4) Sensory | B | CSS,SSB* | SE,SSB* | VR,JTPA |
| | A | CSS,SSB* | VR,SSB* | JTPA |
| 5) Fine/Gross Motor | B | CSS | SE,SSB | VR,JTPA |
| | A | CSS | VR,SSB | JTPA |
| 6) Psychological | B | CSS | SE,SSB | VR,JTPA |
| | A | CSS | VR,SSB | JTPA |
| 7) Social/emotional (home/peer/work environment) | B | CSS | SE,SVE,SSB | VR,JTPA |
| | A | CSS | VR,SSB | JTPA |
| 8) Special (medical) examination, i.e., orthopedic, ophthalmological | B | SSB* | CSS,SE,SSB | VR,JTPA |
| | A | SSB* | CSS.VR,SSB | JTPA |
| 9) Speech and language | B | CSS,SSB* | SE,SSB* | VR,JTPA |
| | A | CSS,SSB* | VR,SSB* | JTPA |
| 10) Vocational assessment/comprehensive vocational diagnostic study | B | VR,SSB* | CSS,SE,SVE | JTPA |
| | A | CSS,VR,SSB* | | CC,JTPA,TI |
| 11) Vocational evaluation | B | | SE,SVE,SSB | CSS,VR,JTPA |
| | A | | VR,SSB | CSS,JTPA,SVE |
| 12) Community and Domestic Independent Living Skills | B | CSS,SSB* | SE,SSB* | VR,JTPA |
| | A | CSS,SSB* | SSB* | VR,JTPA |
| INDIVIDUAL AGENCY ELIGIBILITY DETERMINATION | | | | |
| 1) Verification | B | CSS,SE,VR,SVE,SSB | | JTPA |
| | A | CSS,VR,CC,TI,SSB | | JTPA,SE |
| 2) Written Notice of Eligibility Determination and Client Rights | B | CSS,SE,VR,JTPA,SSB | | |
| | A | CSS,VR,JTPA,SSB | | |
| 3) Grievance Procedures/Appeals Process | B | CSS,SE,VR,JTPA,SVE,SSB | | |
| | A | CSS,VR,CC,TI,JTPA,SSB | | |

| Services | | Must Provide | Must Provide If Needed | May Provide |
|--|--------|--------------------|-----------------------------------|---|
| RESPONSIBILITY FOR INDIVIDUALIZED PLANNING | | | | |
| 1) Interagency Involvement in Individualized Planning | B A | CSS CSS | VR,SE,SVE,SSB VR,SSB | CC, TI, JTPA SE,CC,JTPA,SVE, TI |
| 2) Selection of Vocational Goal(s) | B A | VR,SSB* VR,SSB* | CSS,SE,SVE CSS | CC, JTPA, TI CC, JTPA,SVE, TI |
| 3) Career Guidance and Counseling | B A | VR VR | CSS,SSB,SVE,SE CSS,SSB | JTPA CC,JTPA, TI |
| 4) Participation in IEP Written Development (Education) | B A | SE,SVE | SSB | CSS, VR,CC, TI, JTPA |
| 5) Participation in IWRP Written Development (Voc Rehab, Serv for Blind) | B A | VR,SSB VR,SSB | SE | CSS, CC, TI, JTPA, SVE CSS, SE, CCTIJTPA, SVE |
| 6) Participation in ISP/IHP Written Development (Division for persons with DD) | B A | CSS CSS | SE,SSB SSB | VR, CC, TI, JTPA, SVE VR, SE, CC, TI, JTPA, SVE |
| 7) Participation in EDP Written Development (JTPA) | B A | JTPA JTPA | SE | CSS,VR,CC, TI, SVE,SSB CSS,VR,SE,CC, TI, SVE, S: |
| CASE MANAGEMENT | B A | CSS CSS | | |
| CASE COORDINATION | B A | CSS,SE CSS | VR,SSB VR,SSB | SVE, JTPA SVE, JTPA |
| PROGRAM SERVICES: VOCATIONAL | | | | |
| 1) Interagency Coordination of Individualized Service Delivery | B A | SSB SSB | CSS,SE,VR,SVE CSS.VR | JTPA CC,SVEJTPA, TI |
| 2) Career Awareness/Orientation | B A | | SE, SVE,SSB* VR,SSB* | VR, JTPA CSS, CC, TI, JTPA |
| 3) Career Exploration | B A | SSB* SSB* | SE,SVE VR | VR, JTPA CSS, CCTIJTPA |
| 4) Functional Math/Reading/Written Expression Skills for Job Training and Employment | B A | | SE, SVE,SSB* CSS, VR,SSB* | JTPA CCJTPA, TI |
| 5) Financial Support for Post-secondary Education and Training | B A | | VR,SSB* | TI, JTPA, CC |
| 6) Vocational Skill Training | B A | AVTI | SE, SVE,SSB* CSS,VR,SSB* | VR, JTPA CCJTPA, TI |
| 7) Job Placement Services | B A | | VR,SE/SVE,SVE,SSB* CSS,VR,SSB* | JTPA CCJTPA, TI |
| 8) Job Retention Services | | | | |
| a) Job Keeping Skills Training | B A | | CSS,SVE,SSB* CSS,VR,SSB* | VR, SE, JTPA CCJTPA, TI |
| b) Follow-up Services (Short Term) | B A | | CSS,VR,SVE,SSB* CSS,VR,SSB* | JTPA SVE, JTPA |
| 9) Supported Employment | | | | |
| a) Time-limited | B A | | SVE CSS | SE/SVEJTPA,SSB* VRJTPA, SSB* |
| b) Ongoing | B A | | CSS/DAC, | EE |

| Services | Must Provide | Must Provide If Needed | May Provide |
|--|-------------------------|------------------------------|----------------------------------|
| 10) Job Retraining | B A | SSB* CSS,VR,SSB* | JTPA JTPA,CC,TI |
| 11) Job Upgrade Services | B A | SSB* CSS,SSB* | JTPA VR,JTPA,CC,TI |
| 12) Job Follow-Up | | | |
| a) Short-Term | B VR,SSB* A VR,SSB* | | CSS, SVE,JTPA CSS, JTPA |
| b) Ongoing (Non-Supported Employment) | B A | SSB* SSB* | CSS,VR CSS,VR |
| c) Data Collection | B SVE,SSB* A VR,SSB* | | CSS,SE,VR CSS,CC,TI |
| 13) Other Transition Related Services | | | |
| Occupational Therapy, Physical Therapy, Psychological Services, Audiological Services and Communication/Speech and Language Services | B A | CSS,SE,SSB* CSS,VR,SSB' | VR |
| b) Social Work Services | B A | CSS,SE CSS | |
| c) Parent Counseling and Training | B A | CSS,SE,VR,SSB CSS,VR,SSB | CC,SVE,TI |
| d) Health Services | B A | CSS,SE,SSB* CSS,SSB* | VR |
| 14) Adaptive Equipment | | | |
| a) For Education (excluding Voc Ed) | B A | SE VR,SSB,CC | CSS, JTPA,SSB CSS,JTPA |
| b) For Job Training (including Voc Ed) | B A | CSS,SVE CSS.VR.TI.SSB* | VR,JTPA,SSB*,SE/SVE JTPA |
| c) For Employment | B A | CSS,VR,SSB* CSS,VR,SSB* | JTPA JTPA |
| d) For Living in the Community | B A | CSS,SSB CSS,SSB | VR |
| 15) Aids and Devices | | | |
| a) For Education (excluding Voc Ed) | B A | SE VR,SSB | CSS, SSB,JTPA CSS, CC,JTPA |
| b) For Job Training (including Voc Ed) | B A | CSS,SVE CSS,VR,SSB* | VR, SSB*,JTPA,SE/SVE TI, JTPA |
| c) For Employment | B A | CSS,VR,SSB* CSS,VR,SSB* | JTPA JTPA |
| d) For Living in the Community | B A | CSS,SSB CSS,SSB | VR |
| 16) Auxiliary Aids/Support Personnel (excluding Personal Care Attendants) | | | |
| a) For Education (excluding Voc Ed) | B A | SE VR,CC,SSB* | JTPA,SSB* CSS, JTPA |
| b) For Job Training (including Voc Ed) | B A | SE/SVE,SVE CSS,VR,TI,SSB* | VR, JTPA,SSB* JTPA |

| Services | | Must Provide | Must Provide If Needed | May Provide |
|--|--------|--------------|---------------------------|------------------------------|
| c) For Employment | B A | | SSB' CSS,VR.SSB' | VR |
| d) For Living in the Community | B A | | CSS CSS | SSB VR.SSB |
| 17) Transportation | | | | |
| a) For Education (excluding Voc Ed) | B A | | LEA CSS,VR,SSB' | JTPA,SSB' JTPA |
| b) For Job Training (including Voc Ed) | B A | LEA | VR, CSS,VR,SSB' | JTPA, SSB' JTPA |
| c) For Employment | B A | | SSB' VR.SSB' | CSS. VR JTPA CSS.JIPA |
| (!) For Living in the Community | B A | | CSS CSS | SSB VR.SSB |
| 18) Financial Maintenance While in Job Training | B A | | CSS,SSB' CSS,VR,SSB' | JTPA JTPA |
| PROGRAM SERVICES: INDEPENDENT LIVING | | | | |
| 1, Peer Counseling | B A | | CSS,SSB,SF CSS, SSB | VR VR |
| 2) Home Management, Socialization and Community Survival | B A | | CSS,SE,SSB CSS,SSB | VR VR |
| 3) Recreational and Leisure | B A | | CSS.SE CSS | SSB SSB |
| 4) Referrals to | | | | |
| a) Transportation Services | B A | | CSS,SSB, CSS,SSB | SE VR.JTPA VR,CC, JTPA |
| b) Accessible Housing and Personal Care Attendants | B A | | CSS,SSB CSS,SSB | VR, VR, JTPA JTPA |

'B' refers to service designation **before** high school graduation.

'A' refers to service designation **after** high school graduation.