



Inter-agency Collaboration

Agency differences and similarities, agreements, myths, and needs



Who?

- IDVR (Idaho Division of Vocational Rehabilitation)
- ICBVI (Idaho Commission for the Blind and Visually Impaired)
- SDE (State Department of Education)

IDVR, ICBVI, SDE

**Assisting each other to meet student
needs**

Why and How?

Why Collaborate?

- Students with disabilities receiving coordinated transition services have better long-term employment outcomes; and
- IDEA (Individuals with Disability Education Act) and WIA (Workforce Investment Act) have common requirements to ensure students receive coordinated transition services.



Our Mission:

Preparing individuals with disabilities
for employment and community
enrichment

What Is VR?

VR is a federal/state program designed to assist individuals with disabilities return to, or maintain, employment.

Idaho has two vocational rehabilitation programs under the federal/state program:

- **Idaho Commission for the Blind and Visually Impaired (ICBVI)**
- **Idaho Division of Vocational Rehabilitation (IDVR)**

Funding For VR

78.7% - Federal

21.3% - Non-Federal



The agency assists blind and visually impaired persons to achieve independence by providing education, developing work skills, increasing self-confidence and helping them remain employed or prepare for employment.

Services ICBVI Offers

- **Vocational Rehabilitation Services**
- **Assessment and Training Center**
- **Independent Living Services**
- **Youth Services**

Vocational Rehabilitation (ICBVI)

- VR Services may help individuals experiencing a vision problem preventing them from getting a job or may be the cause of you losing a job.
- Our program is designed to assist individuals in making informed choices concerning their career so that they can become or stay successfully employed.

Assessment and Training Center (ICBVI)

- Located in downtown Boise. The client will be housed on campus and taught specific skills that will enable them to learn and perform all aspects of daily living and skills needed on the job.
- Clients learn Orientation and Mobility skills (cane travel), Computer Literacy, Braille, Activities of Daily Living, Industrial Arts, and Job Readiness.

For more information on the ATC go
to: <http://www.youtube.com/watch?v=IJNHCzQ6Ilg>

Independently Living Services (ICBVI)

- Services for people of all ages who are experiencing vision loss.
- These services may include home counseling, instruction in alternative techniques, peer support groups and various low vision services.

Youth Programs (ICBVI)

- Summer Work Experience Program (SWEP)- 6-8 week program that allows students to have a job, earn money, and live semi-independently away from home.
- College Days- For students planning on attending college. To assist the student to prepare for note taking, getting around on campus, accessing text books, and other campus life activities.

Services IDVR Offers

➤ Services

- Vocational guidance and counseling
- Assessment to determine vocational strengths and weaknesses
- Training for those who need a career change
- Tools and licenses
- Medical assistance
- Job development and placement
- Rehabilitation Technology
- Follow-along

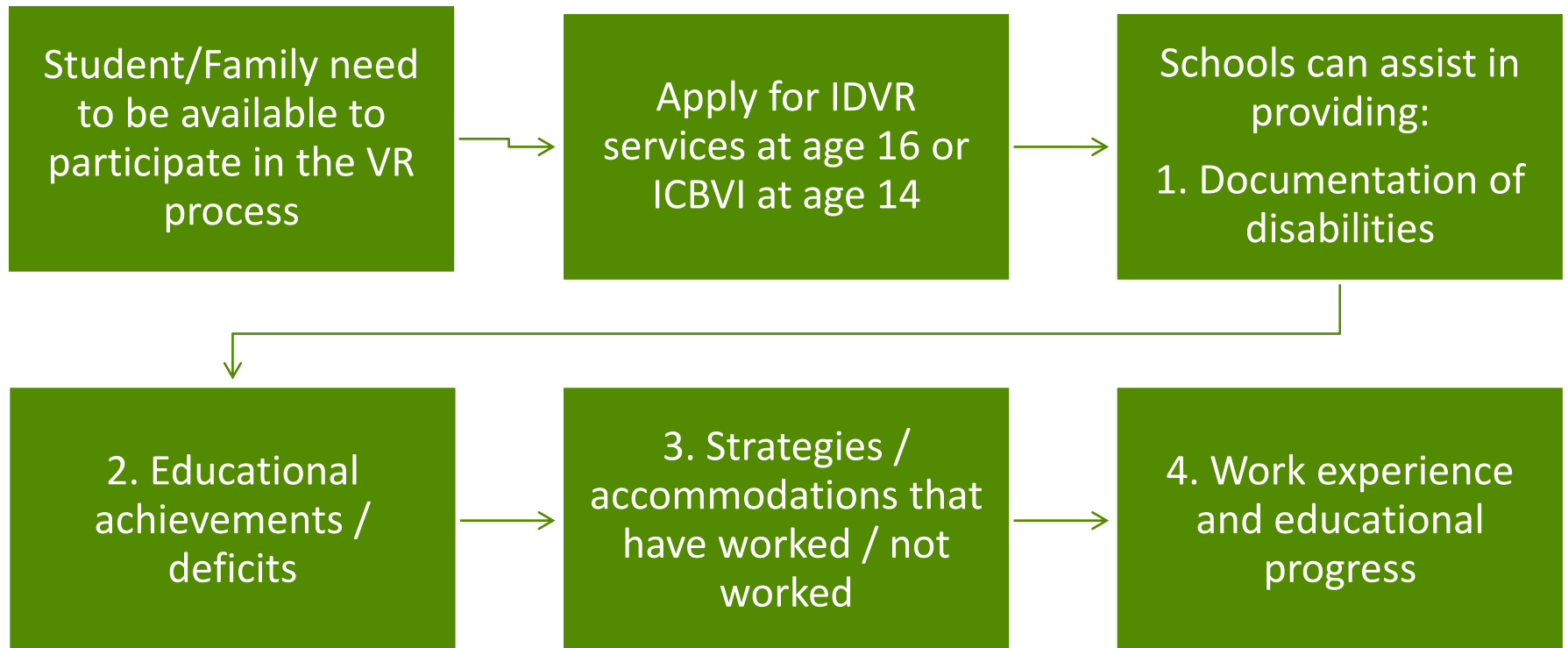
Steps In VR



**The steps in VR and how schools can assist
in the VR process**

Successful Collaboration

Understanding the VR process: Steps to eligibility



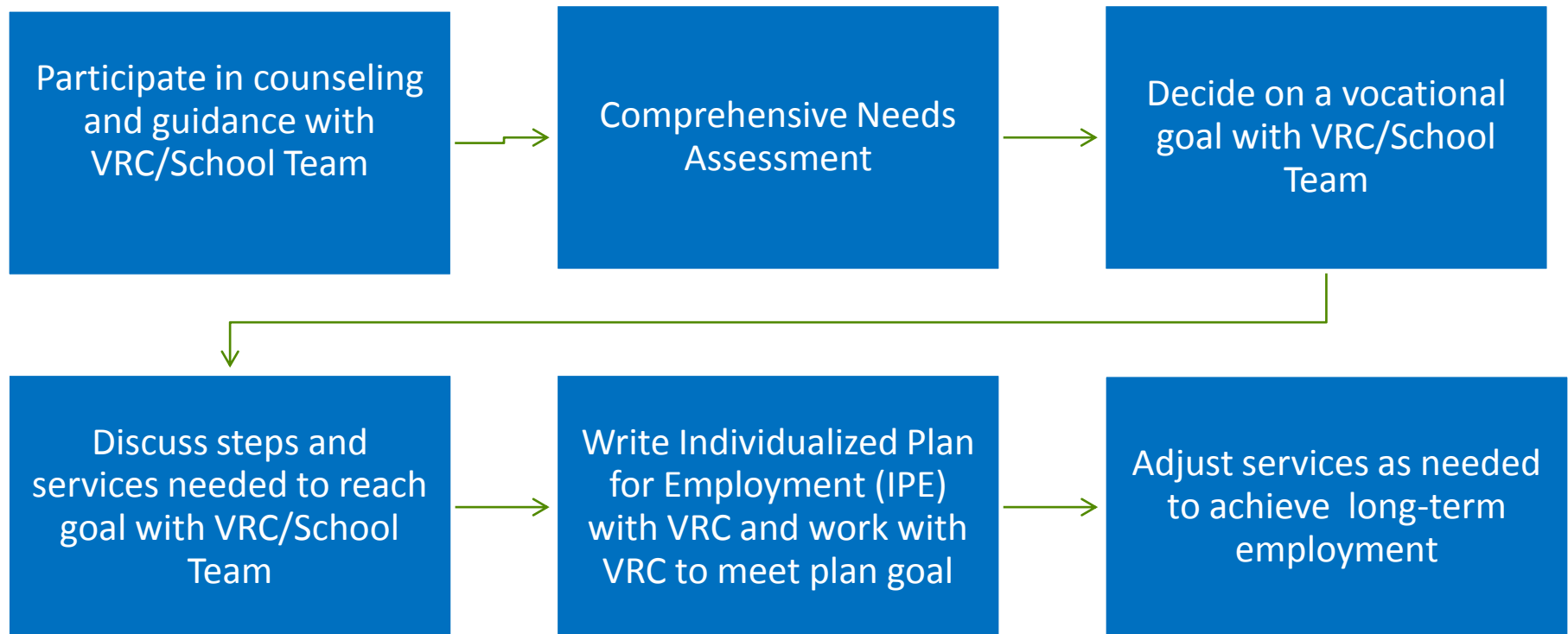
SD / MSD Checklist

Functional Areas VR Evaluates For Eligibility

1. Communication
2. Interpersonal Skills
3. Mobility
4. Self-Care
5. Self-Direction
6. Work Skills
7. Work Tolerance

Successful Collaboration

After Eligibility: VR service planning and delivery



Successful Collaboration

After Eligibility: VR service planning and delivery

Write Individualized Plan
for Employment (IPE)
with VRC and work with
VRC to meet plan goal



Adjust services as needed
to achieve long-term
employment

Time to complete IPE? 6 months to several years after high school

Transition from school should take place while working on the IPE

VR Plans

Types Of VR Plans:

- Competitive Employment Without Supports
- Competitive Employment With Supports (CSE)
- Self-Employment

Myths About VR

- VR will always pay for training / college
- VR is required to attend every IEP meeting
- VR won't open a case until the student's last semester
- VR will always be available every week to meet with students at your school

Myths About VR

- VR has jobs available for students
- ISAT scores or Summary of Performance can be used as sole documentation for eligibility to VR
- VR is required to support the stated vocational goal of a student
- VR will work only with students on an IEP

Truths About VR

- VR is an eligibility-based program (adult services)
- VR is required to consider and use comparable benefits when available to the individual

Example: Pell Grant for post-secondary training or existing information – school documentation

- VR is a participatory program and completely voluntary

Truths About VR

- All service provisions are based on agreed-upon goals and necessary to achieve goals (whether VR is paying or not)
- Parents/Guardians required to participate in approving VR until student becomes own guardian
- VR uses informed choice throughout the VR process
- An individual may reapply for services regardless of whether previous case was successful/unsuccessful

Successful Collaboration

VR will communicate to school (assuming all releases are in place) any new or additional information resulting from the eligibility process.

➤ *“The State Department of Education is determined to create a customer-driven education system that meets the needs of EVERY student in Idaho and prepares our students to live, work and succeed in the 21st century.”*

Superintendent Tom Luna

Agency Invitation

- An adult agency is required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services within the next year. The IEP Team may choose to invite an agency representative earlier in the planning process.
- **PARENTAL CONSENT** (or adult student consent) must be obtained before an adult agency can have contact with a student or before an **agency can be invited to attend an IEP meeting**.

Agency Invitation Myths

- An adult agency must attend all IEPs of transition aged students.
- VR must be invited to all meetings of transition aged students.
- An adult agency must provide services to a student if the agency attends an IEP meetings.
- An adult agency can look at student records/assessment information without parental consent.

Agency Invitation Truths

An adult agency cannot

- cannot show up to an IEP meeting without prior consent;
- cannot meet with a student or group of students on IEPs without prior consent; and
- cannot exclude students for VR services because the student is still in high school or receiving 18-21 services.

Agency Invitation Truths

An adult agency can

- attend an IEP meeting by phone with prior consent;
- can provide services to eligible students while student is still in school;
- can be included on the transition activities page as person responsible;
- can be given district assessment information with signed parental consent.

Cooperative Agreement

**Provides the foundation for Idaho to coordinate services
between 3 state agencies**

Activity

You will have 15 minutes to complete the following activity:

- Skim the cooperative agreement to understand the commitment of the 3 agencies to youth with disabilities.
- Using this information and the information in the presentation complete the Venn Diagram in your folder. List the similarities between and the differences between VR and SDE.

Questions



Collaboration

“Coming together is a beginning.
Keeping together is progress. Working
together is success.”

— Henry Ford