

CSAVR TRANSITION SURVEY

Agency/Contact	Transition Conference	Emerging/Innovative Practices
Alabama Linda Hames Linda.Hames@rehab.alabama.gov	Yes; Completed our seventeenth annual Transition Conference; cosponsored by Auburn Univ., Alabama State Dept. of Educ. and Alabama Dept. of Rehabilitation Services; approximately 700 participants at a cost of \$50-\$100 per participant; lessons learned: planning must begin early, include all agencies in planning process.	<ol style="list-style-type: none"> 1. Co-fund with local education agencies positions called transition job coaches; individuals are school-based and work with students prior to exit from high school; IEP and IPE are truly in congruence and communication and relationships enhanced. 2. College Prep Program.
Alaska David Kvasager 907-269-3556	No. Some discussions have been held about having a statewide transition conference.	<ol style="list-style-type: none"> 1. <u>Teacher Internship Program</u> – Special Education teachers paid to spend summers at DVR learning VR process and establishing connections. Leads to better working relationships and teachers understanding VR process better. See link: http://www.labor.state.ak.us/dvr/teacher.htm 2. <u>VRC School Outreach</u> – VR counselors assigned to high schools and regularly spend time there meeting with teachers, students, parents, etc. 3. <u>Transition Materials</u> – Brochure for teachers developed and video/DVR for students being discussed. 4. <u>Vocational Assessments of Students on an IEP</u> – DVR has been heavily involved with the Anchorage School District as they begin providing vocational evaluations of students on IEPs.
Arizona/Betty Schoen bschoen@azdes.gov 602-266-6752	Yes; completed 6 th annual Transition Conference; co-sponsored by AZ Department of Education (ADE) Exceptional Student Services, ADE Parent Information Network; Arizona Department of Economic Security (DES) Rehabilitation Services Administration, DES	<ol style="list-style-type: none"> 1. Greater inclusion of youth in Transition Conference through use of student artwork in conference brochure, display of student artwork onsite during conference, and student performance art during lunch hours at conferences. 2. IDEA Partnership Grant provided funding for training 7 statewide Community Transition Teams beginning December 2006. Training was provided by Transition Coalition professors from University of Kansas in 4 2-day sessions over a period of 7 months. Teams included membership from school district, state agencies such as

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	<p>Division of Developmental Disabilities; Arizona Department of Health Services, Office of Children with Special Health Care Needs; Arizona Postsecondary Access Coalition, and Secure Care Education Committee. Participants numbered close to 700, registration was \$180/person. Lessons employed: make sure to have backup presenters ready to go in case of last minute cancellations; always make sure to have more than one technical support person onsite; have a few extra AT devices available just in case someone forgot to ask for accommodations.</p>	<p>RSA and DDD, local business partners and provider organizations, parents of students with disabilities and students with disabilities.</p> <ol style="list-style-type: none"> 3. RSA State initiative to complete Memorandums of Understanding (MOU) with all high schools serving students with disabilities statewide to establish the “what, when, & how” federally mandated VR services will be provided and VR liaison for each school. MOU’s include charter and private schools as well as public schools. 4. More local areas are organizing Transition Fairs as a joint project between school districts and local state agencies (VR, DDD, BHS) to acquaint teachers, students, parents & others of the general public with local service providers and the services provided that pertain to transition efforts. 5. Agencies are collaborating more and getting more involved in each other’s projects and programs. Example: RSA State Transition Coordinator is taking part in several Behavioral Health projects, and the Transition Conference now has a Behavioral Health strand.
<p>Arkansas Ken Musteen</p>	<p>Yes; SRC, State Special Ed., Workforce Ed, Higher Ed, consumer groups.</p>	<p>Building local transition teams; develop action plans for local teams; identify TA needs of local teams.</p>
<p>Arkansas Blind Ginny McWilliams Ginny.McWilliams@arkansas.gov</p>		<p>Division holds a three week JumpStart program for transition students during the summer. Partners include Arkansas School for the Blind. During the day, the students are in a classroom setting learning specific independent living skills as well as vocational classes to include job search, budgeting, check writing, job interviews and other services geared toward the second half of the date which is dedicated to work. Students remain at the Arkansas School for the Blind campus during the week where they are responsible for cooking and cleaning.</p>
<p>California Loran Vetter lvetter@dor.ca.gov</p>	<p>Yes; CA Dept. of Ed., SILC; 350 participants; lessons learned- dialogue between disparate agencies, first hand experiences of youth.</p>	<ol style="list-style-type: none"> 1. Bridges R&D project w/SSA. 2. CA Mentoring Initiative – R&D project w/RSA (Loran Vetter, lvetter@dor.ca.gov). 3. Youth Leadership Forum – 5-day career awareness program (MichelleWilliams-malford@dor.ca.gov). 4. Project Search – unpaid training program; hospitals-banks (L.

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		<p>Vetter).</p> <p>5. California Dept. of Rehabilitation Transition Partnership Programs under cooperative programs provides “coordinated referral, shared assessment and employment services to students with disabilities exiting the secondary school setting.” We currently serve over 15,000 students annually in these programs with outstanding outcomes.</p>
<p>Colorado Sue Schierkolk Susan.schierkolk@state.co.us</p>	<p>Yes; VR and Colorado Dept. of Ed.; 450 participants; cost estimate \$120,000; 4-day conference, 1st 2½ days focus on transition.</p>	<ol style="list-style-type: none"> 1. <u>School to Work Alliance Program SWAP</u> – VR and local school systems; matching fund program; serves 3000 youth each year; case management model, ages 16-25 year-round VR services provided by SWAP staff who are school employees, many housed at VR. 2. <u>State Alignment Grant</u> – ODEP/USDOL grant awarded to CO Workforce Council, VR lead partner; develop multi-agency strategic plan with six local workforce regions. 3. <u>National Governor’s Association Center for Best Practices</u> – served year involvement with the Policy Academy; multi-agency (8) involvement. 4. <u>Colorado-Wyoming Consortium of Post-Secondary Disability Service Providers</u> – quarterly meetings with mission of providing services to students with disabilities at IHE. 5. <u>Colorado Youth WINS</u> – SSA Youth Transition Demonstration Grant; early intervention with team of navigators, benefit planner, career counselors.
<p>Connecticut Laura DiGallo laura.digallo@ct.gov</p>	<p>Yes; CT Dept. of Ed.; Special Ed. Resource Center.</p>	<ol style="list-style-type: none"> 1. Embedded counselors in inner city schools. 2. HCB waiver – “504” students. 3. Multiply disabled – age 14. 4. Transition Committee.
<p>Delaware Barbara Riley Barbara.Riley@state.de.us</p>	<p>Yes; DVR + DOE, 120 participants, cost = \$10,000.</p>	<ol style="list-style-type: none"> 1. Career Transition Program (CTP) – youth with emotional/behavioral problems. 2. Early Start to Supported Employment. 3. Back to Basics – DVR & DE Technical College.
<p>District of Columbia Darlene Gripper (202) 442-8085</p>	<p>No.</p>	<p>Youth & Transition Services (YTS) both in-school and out-of-school youth; 2-year program then transferred to regular VR counselor.</p>
<p>Florida</p>	<p>Yes; in partnership with DOE</p>	<p><u>School to Work (STW)</u> policy and practice has been revised</p>

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Donni Sorrell donni.sorrell@vr.fldoe.org	Bureau of Exceptional Education and Student Services; one-day conference in February; three-day conference in fall; cost estimate \$34,000; lessons learned – state and local level agency collaboration, advanced planning and input from field practitioners is helpful.	encouraging younger students (age 16) to apply to VR if they are or will be involved in community work experiences. DVR is offering financial assistance through a Third Party Cooperative Agreement (TPCA) to interested school districts statewide that will help them fund Employment Specialists who will provide community based work experiences (CBWE) to VR eligible students with an IPE.
Hawaii	No	Considering specializing services.
Idaho Dave Hawkes dhawkes@vr.idaho.gov	Yes; Idaho DOE, Interagency Transition Council and AT Project sponsor this event; 544 attendees, cost estimate \$69,000.	Cooperative Agreements for space in high schools and non-federal funds from schools; provides for a dedicated VR school counselor.
Illinois Monacampbell-pruitt@illinois.gov	Yes; year 1 - 300 participants, \$10,000; year 2 – 500 participants; Interagency Coordinating Council (13 state agencies), RCEPs, CIL, Mayor’s Office, Family Resource Centers; lessons learned – attention to school year schedule; allow for growth, student-specific activities/sessions, programs to multiple audiences.	IL VR staff attended National Leadership Summit, Wash. DC.
Kentucky Brad W. Mills BradW.Mills@ky.gov	No.	Community-Based Work Transition Program – KY DOE, OVR, Office for the Blind, Human Development Institute at University of KY; locals contribute a 25% match; 900 participants in 04-05 school year.

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Louisiana Rosemary Morales Rmorales@dss.state.la.us	Yes – A statewide transition summit is held annually; it’s sponsored by Dept. of Education; it is a two-day summit that included Interagency Networking, Updates from Office for Citizens with Developmental Disabilities (OCDD), Louisiana Rehabilitation Service (LRS); cost of the summit was \$15,000; included approximate 200 people. Key Lessons Learned: Collaboration is the key to success and more involvement with partner agencies.	<ol style="list-style-type: none"> 1. <u>Bridging the Gap</u>: Intensive work readiness skills pilot program in two high schools; developing strengths in regards to work behaviors, attitude and work skills; anticipated length of the program can be up to 18 months; areas that will be part of the training include: work maturity, social & functional skills, general career exploration, pre-employment skills, employment and job retention; assisted with job development and job placement; job follow along services will be provided. 2. <u>Establish a transition counselor for each region.</u> 3. <u>Working with partner agencies including Dept. of Education and OCDD in forming a statewide core team</u>: making field visits with Dept. of Ed. to the different regions to discuss transition services. 4. <u>Formative stages of developing a fee-for-service “Connections Mentorship Pilot Project”</u> with a Families Helping Families Chapter in one region of the state; program will arrange one-on-one relationships between youth with disabilities and adults. 5. <u>Adult mentors will act as positive role models and provide support, understanding and guidance to the mentee</u>; and, individualized goals will be established as the mentee strives to reach their career goal.
Maryland Berenda Riedl briedl@dors.state.md.us	Yes; 500 participants; VR, Spec. Ed., CTAL; tremendous community interest.	<ol style="list-style-type: none"> 1. Specialized VR counselors. 2. Assistive Technology Transition Agreements. 3. High School/High Tech Projects. 4. Youth Leadership Forum. 5. Summer Youth Employment Programs.
Massachusetts Jane Buckley Jane.buckley@mrc.state.ma.us (617) 204-3635	MRC sponsored a statewide Transition Conference for MRC Vocational Rehabilitation counselors and Community Services staff entitled: <u>No School Left Behind</u> on Nov. 17, 2006. There were 150 MRC staff and state/local partners who participated in the event; the cost was approximately \$6000.	<ol style="list-style-type: none"> 1. <u>Career Quest</u>: An innovation public-private partnership provides an array of transition and customized employment services to approximately 270 students with disabilities in South Coastal Career Centers under a PWI grant to assist students (ages 16-22) transition from school to work. It is now working with 22 local school districts. 2. <u>Work Boston Collaborative</u>: WBC is a broad-based partnership with the Boston Public Schools functioning as the lead agency and MRC and other community partners such as Easter Seals and Boston Private Industry Council working together with BPS high school

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		<p>staff to ensure a smooth transition from school to work for students with disabilities.</p> <p>3. <u>MA Partnership for Youth in Employment (MPYE)</u>: MRC was involved in four demonstration projects across the state; the project activities were integrated into a statewide initiative called <u>Pathways to Success by 21 (P21)</u> that is focused on improving the outcomes for vulnerable youth ages 16-21 including both those who are in school and those who are out-of-school and out-of-work.</p>
<p>Massachusetts Blind Joeweisse@state.ma.us Lynnpaulson@state.ma.us</p>	<p>Yes, ICI lead with DOE, VR, Commission for the Blind, MH, DD; participants included LWIBS and one stops; lessons learned – early work experience leads to vocational success, VR involvement early, collaboration is the key.</p>	<ol style="list-style-type: none"> 1. Internship Program – public/private partnership; 20 students each receive a stipend. 2. Younger Students – exploration, job shadowing, mentoring, worksite visits; LWIB & CRP collaboration.
<p>Michigan Blind Shawnese McVay Shannon Lowry-Johnson (800) 292-4200</p>	<p>Yes; lead – MI Transition Services Association (see website); lessons learned – transition services starting at age 14.</p>	<ol style="list-style-type: none"> 1. HS/HT – Michigan Connections. 2. Cash Match agreements with providers – pre-employment and soft skills development. 3. Summer Youth Transition Programs. 4. Summer Internship Program. 5. College Prep Program. 6. Rehabilitation Aide works with transition students in one school district through a cash match agreement. 7. Youth Leadership Forum.
<p>Minnesota Services for the Blind Pam Brown Pamela.Brown@state.mn.us 651-642-0793</p>	<p>No, there is no annual statewide transition conference.</p>	<ol style="list-style-type: none"> 1. Summer Transition Program is for students for whom competitive employment is a goal. Students live in a college dorm for two weeks, grocery shop and prepare all of their own meals, travel via mass transit to various career exploration activities including three different job shadowing opportunities, visit the U of MN Disabled Student Services and offices to obtain information about services. 2. LIFE—Learning Independence from Experience – Developed in conjunction with the state Academy for the Blind and provides a summer independent living experience for students for whom competitive employment may or may not be realistic; primary focus is independent living.

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Mississippi Patty Horton phorton@mdrs.state.ms.us .	Yes; 1 st conference Oct. 2006; Dept of Rehab. & MS DOE; 600 attendees; lessons learned – plan early, broad range of topics; communication between sponsors.	<ol style="list-style-type: none"> 1. Established a Transition Team; Vision, Resource Mapping, Action Plan. 2. Hired 16 new counselors and 4 counselor assistants dedicated to Transition caseloads. We have 8 positions left to fill in this area—4 counselors and 4 assistants. 3. 50/50 match for local transition specialists (seven contracts in place). 4. MS Model Youth Transition Innovation (MYTI)—SSA Transition Demonstration Grant—Plans are being initiated for sustainability of “best practices” interventions between Vocational Rehabilitation and school districts.
Missouri Dorothy Parks dorothy.parks@vr.dese.mo.gov	No; last conference was held in 2002.	<ol style="list-style-type: none"> 1. Comprehensive Transition Assessment (CTA) – assessments for transition students conducted by CRPs; 170 MOUs in place between CRPs, SE providers, LEAs. 2. Transition Fairs – hosted by VR at local school districts. 1. Transition Alliance Meetings – county meetings with VR, LEA staff and other agencies. 2. Missouri Career Center - Special Education cooperative for full time/part time community work experience.
Montana bwinfield@mt.gov	Several transition conferences; Office of Public Instruction, Universities.	<ol style="list-style-type: none"> 1. Requested FTE to locate in a school; geographic challenges. 2. Working with Regional Transition Teams. 3. Work directly with MYLF Program in transition activities.
Nebraska Jack.sheppard@vr.ne.gov	Yes; 1 st conference March 06, 55 participants, roundtable for VR staff; one outside presenter – Career Ed; every two years, Special Population Office sponsors a 1-day transition summit .	<ol style="list-style-type: none"> 1. Transition Program age 14 & up; quarterly transition newsletter a guide for educators and a planner for students and parents. 2. Development of a Partnership Planning Process with schools. 3. VR sponsored activities to connect students with disabilities with employers (employer panels, job fairs, tours of businesses). 4. Development of Scholarship Programs for students with disabilities with community businesses. 5. Partnering with the Teammates Mentoring Program for students with disabilities. 6. Partnering with HHS to provide services for youth in the juvenile justice system returning to their home community.

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<p>New Hampshire Tina Greco tgreco@ed.state.nh.us</p>	<p>NH held its first Transition Summit in Oct. 06 as a result of our involvement in NASDSE's National Transition Community of Practice; also held first "Working the Systems" conference in Nov. 06 in which stakeholders from VR, Special Ed. and Developmental Services arenas came together.</p>	<ol style="list-style-type: none"> 1. Counselors with dedicated caseloads as well as specific schools that they serve. 2. Transition counselors meet bi-monthly with Transition coordinator to engage in training opportunities. 3. One of several partners in Disabilities Mentoring Day linking 50 youth to employers in four regions. 4. Have state and/or local representation on federal transition initiative. 5. Lead partner in designing a summer post secondary program for 2008 which would offer activities on a college campus during a four-week period for youth with disabilities.
<p>New Jersey</p>	<p>Yes. Allies Inc., Kean University., Statewide Parent Advocacy Network (SPAN), State Spec. Ed. We do not conduct them, but assist in planning and coordination with Allies for their conference, participate in workshops and send staff to attend. We have learned that there is a need for more to be done in this area and that working cooperatively in partnerships brings the best results.</p>	<ol style="list-style-type: none"> 1. A state cooperative was formed by a group of agencies coming together as a result of the National Leadership Summit 2003 in Washington to work collaboratively on a transition related problem in our state. NJDVRS, NJ Dept. Of Education, Office of Special Education, Division of Developmental Disabilities (DDD); University of Medicine and Dentistry-BOGGS Center and the Division of Disability Services (DDS) joined together to work on the need to eliminate DDD's extensive list of developmentally disabled young adults awaiting vocational services. 2. Lead Transition Counselors: All of our local offices have an LTC, who is an experienced Vocational Rehabilitation Counselor. The duties of the Lead Transition Counselor are: <ol style="list-style-type: none"> a. To function as resource person for the staff of the local office. b. To collect transition data and information to view transition activities statewide. c. To serve as local office liaison to Central Office. d. To train local office counselors. e. To function as the primary contact to school districts. 3. Promoting Self Advocacy: The Department of Education, NJDVRS and our Centers for Independent Living have collaborated in this effort to enlarge transition services provided by our local CILs. The project was initiated and funded by DOE for three years. In that time, the centers hired transition personnel and their goal was to reach out to schools and the community to advertise their services

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		<p>and begin working with students directly. This program has developed and the (part B state) CILS, are under the oversight of NJDVRS. Now that the DOE project has come to a close, we plan to continue the funding.</p> <p>4. NJDVRS provided transition age youth with mentoring activities as a part of National Disability Mentoring Day: This is a two-day program of activities now in its second year. On the first day, transition students participate in DMD activities with the coordination of many schools, public and private agencies including NJDVRS. On the second day, the annual transition conference is held and mentors and protégés share their experiences as a part of the transition conference.</p>
<p>New Mexico Debbie.hambel@state.nm.us</p>	<p>Yes; NM DOE (lead) DVR, Health Dept., universities; 150 attendees; rural and diversity issues.</p>	<ol style="list-style-type: none"> 1. Beginning to establish specialized caseloads. 2. Statewide Transition Coordinating Council. 3. Quarterly Cadre meetings, local staff.
<p>New York djamison@mail.nysed.gov</p>	<p>No. Regional TA sites hold training or technical assistance conferences 1-3 times per year, depending on the region; attendees include VR, other agencies, schools and families, colleges, community rehabilitation programs. We work with existing organizations to get transition on agendas; e.g., Empire State APSE Supporting Employment Training Institute April 29 – May 1, 2007 will have a transition track.</p>	<ol style="list-style-type: none"> 1. Youth are integrated in all caseloads. 30% of caseload are youth. In total, 125 FTEs of counselors serve youth in transition. Co-located 16 counselors within districts and regional education agencies. 2. Transition web page provides ongoing information, including brochures for students and families to address their questions about transition and vocational rehabilitation services. 3. Regional Technical Assistance Centers, called Transition Coordination Sites provide ongoing training, technical assistance and leadership to schools, agencies, families and others. Use a Transition Work Day strategic planning model to help teams of schools, families and agencies focus on specific needs and develop plans for improvement by school programs. 4. TransQual on-line school district self-assessment, planning and evaluation tool based on the NYS Transition Quality Indicators. 5. Person Centered Transition Planning Models. 6. Post-secondary Transition Models. 7. Independent Living Transition Models. 8. Social Security Incentive Projects. 9. School/Community Rehabilitation Program Partnerships. 10. School-Based Work Experience Models.

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		11. Local Interagency/School/VR agreements. 12. Model Transition Program (MTP) – Approximately 100 high schools will receive resources to develop transition programs based on evidence-based practices. The objective is to increase the number of students with disabilities on the State VR caseload, increase postsecondary results and competitive employment outcomes.
North Carolina Alma.taylor@ncmail.net	No; NC Council for Exceptional Children holds an annual conference, a number of VR staff attend.	1. MOAs with a majority of local systems – dedicated counselors, shared funding and admin. support; information sharing. 2. In-School Work Adjustment Stipends and Community-Based Assessments.
North Carolina Blind David.arthur@ncmail.net	Yes; Dept. of Instruction, VR and Services for the Blind.	1. Two dedicated positions – Transition Counselor and a Community Employment Specialist. 2. Career Clubs. 3. Summer Programs at Raleigh Center – IL and summer jobs.
Ohio Darlene R. Britford 614-781-8732 Darlene.britford@rsc.state.oh.us or Michael Kinney 614-781-8717 Michael.kinney@rsc.state.oh.us	Yes; biennial basis with attendance over 500; provide stipends for parents & consumers to attend; lead sponsors are Kent State Univ., Ohio Rehab. Services Commission, Ohio Dept of Ed., Ohio Dept. of Mental Health, Ohio Dept. of Mental Retardation & Developmental Disabilities, Ohio Dept. of Youth Services, Ohio Coalition for the Education of Children with Disabilities, Nisonger Center at Ohio State Univ., Ohio Development Disabilities Council, RSA Region V CRP-RCEP, Univ. of IL. Lessons learned: It's a collaborative effort & commitment by all parties. You need to have a level of funding commitment and lead agency or organization for planning and implementation .	1. Interagency Agreements with the Ohio Dept. of Educ., Office for Exceptional Children. 2. Interagency Agreement with the Ohio Board of Regents—focuses on the provision of auxiliary aids and services to students receiving services from college or university's disability services office. 3. E-Mentoring Project—in partnership with the Nisonger Center and the Ohio State Univ., an electronic mentoring model. 4. Transition Career Awareness Weekends—focus on the areas of independent living, career development and the transition to employment and/or post-secondary education. 5. Transition Guidelines and Best Practices, Second Edition—a publication for students, families, advocates and professionals.

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Oklahoma Melinda Fruendt mfruendt@drs.state.ok.us	Yes; 1 st conference June 2006 – VR, DOE, Employment Security, Human Services, OSU, etc., 400 attendees; \$30,000.	40 Regional Transition Teams partner with regional career technology centers.
Oregon Clayton Rees Clayton.z.rees@state.or.us	Yes; State YTP Conference, February 2005.	<u>Youth Transition Program (YTP)</u> – OVRs, Oregon DOE, University of Oregon; established in 1990; ensures IEP and IPE are merged; expanded in 1996 to work with community colleges; operates in 36 local sites, 113 high schools and 1336 students.
Pennsylvania Joan E. Kester 717-787-6695 joakester@state.pa.us	Yes; Pennsylvania has had statewide transition conferences for the past six years, primarily sponsored financially by the Bureau of Special Education (BSE). The conference costs approximately \$200,000 and has 700-1000 folks attend. Lessons Learned -- Diverse partnership and collaboration is the key. Have a clear vision and purpose of the conference A one-shot approach does not work to improve post-school outcomes of youth. It is essential to have a strong state leadership team.	<ol style="list-style-type: none"> 1. A number of local transition models have developed through projects funded by BSE and OVR (12 page list is available). 2. List of statewide OVR transition projects which the majority have been sustained: <ul style="list-style-type: none"> • PA Communities of Practice—Capacity Building. • Cross-System Portfolio Assessment Strategies. • 2004 PA Transition Communities of Practice Conference—Reaching our Outcomes Together. • 2005 PA Community on Transition Conference—Strengthening Outcomes/Achieving Results. • Statewide Needs Assessment.
Puerto Rico Ircas Hernandez Arroyo	No	<ol style="list-style-type: none"> 1. Eleven (11) regional transition coordinators; one central coordinator. 2. Negotiating with Labor Dept. for summer employment. 3. SRC collaborating with Special Ed. director. 4. Planning questionnaire for Special Ed. staff.
Rhode Island Kathleen Grygiel Burrell kburrell@ors.ri.gov 401-421-7005, ext. 373	No state-wide Transition conference but some discussions underway for a statewide meeting. ORS actively participates in regional transition meetings with local educational authorities. ORS participates in the planning of the annual college forum.	<ol style="list-style-type: none"> 1. <u>ORS School Outreach</u>: Rehabilitation Counselors are assigned to high schools throughout the state. Counselors provide consultation to the high school faculty, orientation and intakes to students and their families. Transition Counselors for Deaf & Hard of Hearing students and Visually Impaired students work with the high schools on a state-wide basis. Transition Counselors meet monthly with Transition Supervisor and Department of Ed Transition Coordinator to enhance coordination and communication.

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	<p>ORS staff participates on several state wide committees addressing transition issues</p>	<ol style="list-style-type: none"> 2. <u>Transition Materials</u>: ORS has transition fact sheets that are distributed to all the schools. 3. <u>Vocational Evaluations</u>: Through an MOU with the Rhode Island Department of Education, 230 students have an opportunity on an annual basis to participate in vocational evaluations through five regional assessment centers. 4. <u>Summer Work Experiences</u>: ORS has cultivated a vendor network throughout the state that provides summer work experiences to students as part of transition planning 5. <u>Mentoring Opportunities</u>: Every October, the agency Work Force Development supervisor assists the Transition Counselors in developing mentoring day opportunities for high school & college students. 6. <u>Youth Leadership Forum</u>: ORS participates in the planning & implementation of the annual forum. 7. <u>Transition Academies</u>: ORS provides partial funding for school to work preparation for students needing expanded school programming in order to graduate from high school.
<p>South Carolina Linda Lieser llieser@scvrd.state.sc.us</p>	<p>Multiple Conferences; 2 one-day transition coordinators conferences; two other conferences have transition “strand”; SCVRD just completed Transition Institute for 80 staff members.</p>	<ol style="list-style-type: none"> 1. Co-funding transition specialists with 4 local districts. 2. YLF and National Mentoring Day. 3. HS/HT Program – expanded from 5 local areas to 9. 4. Established statewide transition specialist.
<p>South Carolina Blind</p>	<p>No; planning one-day conference in Sept. 2007 for Special Ed. directors and teachers for the visually impaired.</p>	<ol style="list-style-type: none"> 1. Information and networking including SC School for the Blind and RFB&D. 2. Mentoring. 3. Assessment and readiness of college-bound students.
<p>South Dakota Bernie Grimme 605-280-6284 Bernie.Grimme@state.sd.us</p>	<p>South Dakota has two conferences annually where transition topics are part of the conference but the conference is not totally dedicated just to transition. The lead sponsors are the State VR agencies, SD Transition Project, and SD</p>	<p>Co-fund with the State Special Educ. Agency a program called:</p> <ol style="list-style-type: none"> 1. Transition Services Liaison Project—this project takes the lead in our transition activities for the state. 2. Project Skills—Paid Work Experience Program. 3. Catch the Wave—Exposure to post secondary training. 4. Youth Leadership Forum. 5. Transition Tackle Box.

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	RehabACTion. Annual costs are approximately \$15,000 and 150 are in attendance.	
Tennessee Juanita.Flakes@state.tn.us	No.	Contracts with LEAs to provide for VR counselors and admin. support.
Texas Diane Miller Diane.Miller@dars.state.tx.us	No; VR counselors encouraged to participate in Association of Vocational Adjustment Coordinators conference.	<ol style="list-style-type: none"> 1. Implemented new philosophy for Transition and nine goals effective August 2005. 2. Created 100 TVRCs serve 3-4 large high schools each. 3. Flexible work schedule for evening meetings with parents; link employers with schools.
Texas Blind Bill Agnell bill.agnell@dors.state.tx.us	Yes; conduct multiple conferences and training sessions across the state on an annual basis; examples are Lubbock Annual Parent Conference, Corpus Christi Annual Foundation for Life Conference.	<ol style="list-style-type: none"> 1. VR Transition services begin at age 10 and may last through age 24. 2. Transition counselors work with a set of six (6) core services: adjustment to blindness, IL skills, travel, communication, support systems, vocational development. 3. Transition students participate in “World of Work” activities prior to leaving high school: vocational classes, workshops and seminars, volunteer experiences, paid employment.
Utah Mark Thompson pmthompson@utah.gov	No, Utah does not have an annual statewide transition conference. We have biennial roundtables that will be explained in the response to question 2.	<ol style="list-style-type: none"> 1. Every other year we have two roundtable discussions. VR counselors, supervisors and administrators meet with representatives from the school districts including special education directors, teachers and administrators to discuss transition issues. 2. Every Utah high school has a VR counselor assigned to it that acts as a liaison. 3. We have twelve dedicated transition caseloads where the counselor works exclusively with transition students. 4. In Southern Utah, VR helps fund two positions for transition coordinator positions housed in the schools, with time dedicated to serving needs of students who will be transitioning from school. 5. Serves on the Utah Special Education Advisor Panel. 6. Helps sponsor the Mentoring Day activities along with the Governor’s Council for People with Disabilities. 7. A Transition Fair is planned in connection with Mentoring Day.

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Vermont Renee.kievet-kyler@dail.state.vt.us	Yes; 4 th Governor's Summit June 2006 focus Transitioning; TD Barknorth, Verizon, IBM, VR, Senator Jeffords; lesson learned – conference product – recommendation to Governor; keynote that attracts media; involve all the partners.	<ol style="list-style-type: none"> 1. VR Transition Counselors with youth only caseloads covering 3-5 high schools each, early intervention. 2. Jump on Board for Success (JOBS) Program for out-of-school youth with serious emotional/behavioral issues, with wraparound services; 11 sites statewide, MH, Corrections, Children and Families are partners. 3. Benefit counseling. 4. Youth Transition Demonstration pilot project for the SSA; to focus earlier intervention services for youth who receive SSA benefits to lead to competitive employment and independent living. 5. State Level Interagency Task Force on Youth with Disabilities, created a “white paper” on transition. 6. Local Core Transition Teams convened by VR Transition Counselors.
Virginia Blind Susan.Payne@dbvi.virginia.gov	Yes; SDOE, VR; DBVI; GWU, VA Assoc. of Voc. Ed. Special Needs Personnel, Career Development and Transition Division; 1,000 participants - \$90,000.	<ol style="list-style-type: none"> 1. Focus Groups with MSU. 2. Enhanced engagement and communication with DOE, and local school personnel. 3. Summer work program for transition students (age 15 and older) which provides opportunity to learn “world of work” and earn hourly wage. VRCs arrange jobs. Wages paid by employer or through agency stipend.
Virginia (General) Erica.lovelace@drs.virginia.gov	Yes; We have had a transition conference for the past 22 years. Beginning with 200 attendees and now over 1000. Planning partners are Department of Education, Career and Technical Ed, VR, DBVI, VADCDDT, Assoc. of Voc. Ed. Special Needs Personnel and GWU. Approximate cost over \$90,000.	<ol style="list-style-type: none"> 1. Provide early intervention--may begin 3 years before graduation. 2. Establish school-based job clubs. 3. Conduct career assessments during summer. 4. Offer joint trainings with LEA staff. 5. Developed a <u>Shared Vision</u> with Higher Education, Public Ed. and VR, to include cooperative agreements with all 135 school divisions, VR counselor covering every school division. 6. Collaborative partnership with WIA, VR, DJJ, DCE, DOE, DSS and other community partners to conduct Statewide Regional Youth Forums to formulate strategies for resource sharing and collaboration to meet the needs of our neediest youth in transitioning to the adult world with an employment focus.

Agency/Contact	Transition Conference	Emerging/Innovative Practices
Washington Lynnae Rutledge ruttlm@dshs.wa.gov	No.	Website indicates assigned VRC liaison to each school.
Washington Blind Alan Garrels alagarrels@dsb.wa.gov	No.	Early intervention to assure seamless transition; apply to VR through Child & Family consultants.
West Virginia LuAnn.Summers@wv.drs.org	Yes; School Rehab Counselors meeting annually; 80 participants; University Center for Excellence in DD Ed. helps sponsor; \$5,000.	<ol style="list-style-type: none"> 1. Dedicated VRS; office space at schools. 2. Strong relationship with DOE.
Wisconsin Cynthia.cain@dwd.state.wi.us	Wisconsin Department of Public Instruction Statewide Transition Conference; VR presents a breakout session – 550 participants; also a presence at an annual conference for CRP, VR, advocates, with a transition training track – 600 participants.	<ol style="list-style-type: none"> 1. Started a Statewide Transition Team. 2. Statewide Interagency Agreement Dept. of Public Instruction; currently expanding the agreement to a 3-way interagency agreement to include the Department of Health and Family Services and LTS services. 3. VRCs in every VR service district dedicated to Transition caseloads. 4. Website indicates assigned VRC liaison to each school.
Wyoming Kmckin@state.wy.us	No.	<ol style="list-style-type: none"> 1. Participate in statewide transition team. 2. Strengthening memorandum of understanding with Department of Education. 3. Considering hiring statewide Transition Coordinator.