SOUTH DAKOTA COOPERATIVE AGREEMENT CONCERNING TRANSITION SERVICES FOR YOUTH WITH DISABILITIES

July, 2008

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COOPERATIVE AGREEMENT
CONCERNING
TRANSITION SERVICES FOR YOUTH WITH DISABILITIES

AMONG

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
DIVISION OF WORKFORCE AND CAREER PREPARATION

DEPARTMENT OF HUMAN SERVICES
DIVISION OF REHABILITATION SERVICES
DIVISION OF SERVICE TO THE BLIND AND VISUALLY IMPAIRED
DIVISION OF MENTAL HEALTH
DIVISION OF DEVELOPMENTAL DISABILITIES

DEPARTMENT OF LABOR

DEPARTMENT OF SOCIAL SERVICES

JULY 2008

Vision

Enabling students with disabilities to reach their maximum potential in their transition from high school to the adult world

I. INTRODUCTION

State and national trends are challenging our service delivery systems to build functional bridges which will span the gulf between the often limited opportunities for persons with disabilities and the infinite possibilities inherent within our society. Improvements in special education and community-based services are opening up new possibilities for vocational and community participation for persons with severe disabilities.

Historically, the transition from school to adult life has left students with disabilities ill-prepared for independent living, work and post-secondary education and has typically consigned many individuals with more severe disabilities to sheltered workshops and activity centers. Studies of students with disabilities graduating from secondary schools indicate that the majority were under or unemployed, socially inactive, and still living at home with their parents. This lack of knowledge, resources, and skills demonstrated by these graduates often results in continued dependence upon society as well as the loss of potential human resources.

Current philosophies and technologies are challenging our past "best practices" as we re-evaluate the potential contributions of citizens with disabilities. As the panorama of possibilities unfolds, the traditional human services structures, previously, often seen as obstacles to the general application of the new philosophies and technologies, are challenged to change and to modify so that they once again are on the fore-front of developing greater opportunities for the people they serve.

South Dakota's human service agencies and education system have accepted the challenge, and have forged a strong coalition to implement the necessary changes. This agreement presents a common policy and conceptual framework for addressing interagency transition planning at the local level, thus insuring that youth with disabilities have access to the services and resources needed to enter adult life (and the world of work) successfully. Cooperating agencies will benefit from maximum coordination of services, more efficient utilization of agency resources, increased service options, and improved interagency communication.

Timeline for Transition Service Provision

Each agency below provides their respective services and the expected contact time when they are typically involved in the transition process. This timeline is to serve as a reference for all cooperating agencies, school districts and families and students with disabilities.

At age 14	Services
Education	Student may have a transition plan if determined necessary by the IEP team
Human Services	Division of Rehabilitation Services: Tracking and guidance is typically provided. Division of Service to the Blind and Visually Impaired: Tracking and guidance is typically provided. Division of Developmental Disabilities: Individuals with a developmental disability on the Family Support Program receive support to access resources within the community to assist in transition. Initial point of contact to access the Family Support Program is the Statewide Family Support waiting list.
Social Services	Youth who are wards of the State of South Dakota though a court order granting custody and/or placement and care responsibility to Child Protection Services shall be provided a safe living environment in the least restrictive setting consistent with the best interest of the child. The youth shall be involved in the development of an individualized case plan that meets the identified needs of the youth to transition into an appropriate permanent living arrangement. Youth referred to the Child Protection Services', Independent Living (IL) Program will be provided with assistance with coordinating IL services as needed to ensure seamless services for youth in foster care and youth transitioning from foster care.

At age 15	Services
Education	Student may have a transition plan if determined necessary by the IEP team. Transition assessments must be completed and transition plans in place upon turning age 16.
Human Services	Division of Rehabilitation Services: Tracking and guidance is typically provided. Division of Service to the Blind and Visually Impaired: Tracking and guidance is typically provided. Division of Developmental Disabilities: Individuals with a developmental disability on the Family Support Program receive support to access resources within the community to assist in transition. Initial point of contact to access the Family Support Program is the Statewide Family Support waiting list.
Social Services	Youth who are wards of the State of South Dakota through a court order granting custody and/or placement and care responsibility to Child Protection Services shall be provided a safe living environment in the least restrictive setting consistent with the best interest of the child. The youth shall be involved in the development of an individualized case plan that meets the identified needs of the youth to transition into an appropriate permanent living arrangement. Their case plan shall also relate to their independent living skills and goals. Youth referred to the Child Protection Services' Independent Living Program will be provided with assistance in coordinating IL services as needed to ensure seamless services for youth in foster care and youth transitioning from foster care. Youth have access to independent living services and activities offered by the Child Protection Services and Community Resource Persons. Youth are invited to independent living workshops, group or individual sessions and services provided by the Community Resource Persons.

At age 16	Services
Education	Student shall have a transition plan, utilizing transition assessments, addressing any needed transitional services, addressed via a coordinated set of activities including postsecondary education, vocational training, integrated employment (including supported employment) continuing and adult education, adult services, independent living or community participation, and a course of study.
Human Services	Division of Rehabilitation Services: Individuals with disabilities should be referred to DRS to determine eligibility, develop Individual Plan for Employment, and provide VR services identified in their IPE. Typically Project Skills and vocational rehabilitation guidance and counseling are provided at this stage. Division of Service to the Blind and Visually Impaired: Individuals with disabilities should be referred to SBVI to determine eligibility, develop Individual Plan for Employment, and provide VR services identified in their IPE. Typically Project Skills and vocational rehabilitation guidance and counseling are provided at this stage. Division of Developmental Disabilities: Individuals with a developmental disability on the Family Support Program receive support to access resources within the community to assist in transition. Coordinators discuss adult services with individuals such as Adjustment Training Centers and Post Secondary Education.
Social Services	Youth who are wards of the State of South Dakota through a court order granting custody and/or placement and care responsibility to Child Protection Services shall be provided a safe living environment in the least restrictive setting consistent with the best interest of the child. The youth shall be involved in the development of an individualized case plan that meets the identified needs of the youth to transition into an appropriate permanent living arrangement. Their case plan shall also relate to their independent living skills, goals, and IL assessment. Youth referred to the Child Protection Services' Independent Living Program can be provided with assistance in coordinating IL services as needed to ensure seamless services

At age 17	Services
Education	Student shall have a transition plan, utilizing transition assessments, addressing any needed transitional services, addressed via a coordinated set of activities including postsecondary education, vocational training, integrated employment (including supported employment) continuing and adult education, adult services, independent living or community participation, and a course of study. Inform student of transfer of parental rights upon reaching age 18. If needed, address graduation requirements one year prior to graduation.
Human Services	Division of Rehabilitation Services: Individuals with disabilities should be referred to DRS to determine eligibility, develop Individual Plan for Employment, and provide VR services identified in their IPE. Typically Project Skills and vocational rehabilitation guidance and counseling are provided at this stage. Division of Service to the Blind and Visually Impaired: Individuals with disabilities should be referred to SBVI to determine eligibility, develop Individual Plan for Employment, and provide VR services identified in their IPE. Typically Project Skills and vocational rehabilitation guidance and counseling are provided at this stage. Division of Developmental Disabilities: Individuals with a developmental disability on the Family Support Program receive support to access resources within the community to assist in transition. Coordinators discuss adult services with individuals such as Adjustment Training Centers and Post Secondary Education. Families can contact ATC's directly or with the assistance of their Coordinator. Coordinators also discuss guardianship, voting, application for SSI, public assistance, benefits planning, employment, and other community resources to develop community connections.
Social Services	Youth who are wards of the State of South Dakota through a court order granting custody and/or placement and care responsibility to Child Protection Services shall be provided a safe living environment in the least restrictive setting consistent with the best interest of the child. The youth shall be involved in the development of an individualized case plan that meets the identified needs of the youth to transition into an appropriate permanent living arrangement. Their case plan shall also relate to their independent living skills, goals, and IL assessment. Youth referred to the Child Protection Services Independent Living Program will be provided with assistance in coordinating IL services as needed to ensure seamless services for youth in foster care and youth

	transitioning from foster care. Youth shall participate in the "Turning 17 Planning Meeting" with the Community Resource Person, Child Protection Services Family Service Specialist, group care staff, foster parents, mentor, advocate, or a special friend. Youth are invited to independent living workshops, teen conferences, group or for youth in foster care and youth transitioning from foster care. Youth are invited to independent living workshops, teen conferences, group or individual independent living sessions, and services provided by the Community Resource Persons.
At age 18	Services
Education	Student shall have a transition plan, utilizing transition assessments, addressing any needed transitional services, addressed via a coordinated set of activities including postsecondary education, vocational training, integrated employment (including supported employment) continuing and adult education, adult services, independent living or community participation, and a course of study. Transfer of parental rights upon reaching age 18 (unless declared incompetent or has limited rights) If needed, address graduation requirements one year prior to graduation.
Human Services	Division of Rehabilitation Services: Individuals with disabilities who are determined eligible will continue on with the Individual Plan for Employment, and provide services identified in their IPE. Typically the plan and services are becoming more focused on the vocational goal and services post high school. Division of Service to the Blind and Visually Impaired: Individuals with disabilities who are determined eligible will continue on their Individual Plan for Employment, and provide services identified in their IPE. Typically the plan and services are becoming more focused on the goal and services post high school Division of Developmental Disabilities: Family Support Coordinators discuss adult services with individuals on the program such as Adjustment Training Centers and Post Secondary Education. Conversation may center around whether the participant wants to continue receiving Family Support services or begin receiving services at an ATC. Families can contact ATC's directly or with the assistance of their Coordinator. Coordinators also discuss guardianship, voting, application for SSI, public assistance, benefits planning, employment, and other community resources to develop community connections. Individuals receiving services from an Adjustment Training Center will receive support to make the

	transition from child services to adult services, apply for SSI, make decisions regarding independent living environments, and explore employment and opportunities for community involvement.
Social Services	Youth who were wards of the State of South Dakota through a court order granting custody and/or placement and care responsibility to Child Protection Services may be allowed to continue in placement until completion of the 12 grade if the youth is regularly attending school full time. The placement terminates on completion of the 12 grade or when the youth attains the age of 21, whichever occurs first. The youth shall be involved in the development of an individualized case plan that meets the identified needs of the youth. Their case plan shall also relate to their independent living skills, goals and IL assessment. Youth referred to the Child Protection Services' Independent Living Program can be provided with assistance in coordinating IL services as needed to ensure seamless services for youth in foster care and youth transitioning from foster care. Youth are invited to independent living workshops, teen conferences, group and individual independent living sessions and services provided by the Community Resource Person. Youth exiting foster care at age 18 are eligible to receive housing and medical assistance, post-secondary educational planning, and Education and Training vouchers.

At age 19-21	Services
Education	Student shall have a transition plan addressing any needed transitional services, addressed via a coordinated set of activities including postsecondary education, vocational training, integrated employment (including supported employment) continuing and adult education, adult services, independent living or community participation, and a course of study if still in a school setting. If needed, address graduation requirements one year prior to graduation.
Human Services	Division of Rehabilitation Services: If individuals are still involved in the secondary education program, DRS will continue to work with the consumer and school on the services identified in the IEP. Typically, eligible consumers at this stage are involved in post-secondary training or employment training. Services provided by DRS are individualized based upon the consumer goal, ability, and interests. Some services require a financial need tests and searching for comparable benefits before provided by DRS.

	Division of Service to the Blind and Visually Impaired: If individuals are still involved in the secondary education program, SBVI will continue to work with the consumer and school on the services identified in the IEP. Typically, eligible consumers at this stage are involved in post-secondary training or employment training. Services provided by SBVI are individualized based upon the consumer goal, ability, and interests. Some services require a financial need tests and/or searching for comparable benefits before provided by SBVI. Division of Developmental Disabilities: Family Support Coordinators discuss adult services with individuals on the program such as Adjustment Training Center's and Post Secondary Education. Conversation may center around whether the participant wants to stay on Family Support or begin receiving services at an ATC. Families can contact ATC's directly or with the assistance of their Coordinator. Coordinators also discuss guardianship, voting, application for SSI, public assistance, benefits planning, employment, and other community resources to develop community connections. Individuals already receiving services from an Adjustment Training Center will receive support to make the transition from child services to adult services, apply for SSI, make decision regarding independent living environments, and explore employment and opportunities for community involvement.
Social Services	Youth who were considered to be in foster care upon their 18th birthday are eligible for an array of independent living services. Their case plan shall relate to their independent living skills, goals and their IL assessment. Youth referred to the Child Protection Services' Independent Living Program can be provided with assistance in coordinating IL services as needed. Youth exiting foster care at age 18 are eligible to receive housing and medical assistance, post-secondary educational planning, and Education and Training Voucher funding consideration, starter kits, assistance with career exploration services, and assistance with locating and connecting with resources within their community.

II. POLICY STATEMENTS

The collaborating state agencies strongly believe, endorse, and support the following policy statements. It is the policy of South Dakota's human service agencies and education system that:

A. All South Dakota citizens, including youth with disabilities, will have opportunities for full participation in work and community life.

B. All human services systems in South Dakota will assist individuals to achieve independence and self-sufficiency.

C. All human services systems in South Dakota recognize organized constituent groups of persons with disabilities as a primary source of information for program development by consulting with and advising such groups.

III. POLICY OBJECTIVES

In order to carry out South Dakota's common policy, the collaborating agencies agree that:

A. All young people with disabilities will be prepared for and offered "integrated" work settings for "competitive" wages with access to necessary support services or be prepared to enter and succeed in post-secondary education training with access to necessary support services.

B. All work opportunities will be geared to employer/industry needs.

C. All work and learning opportunities offered will be commensurate with young people's level of ability, interest, and informed choice and should be expected to change over time (i.e. career ladder opportunities).

D. All youth with disabilities shall have access to "functional" life skills curriculum and independent living services designed to prepare them to live and function in domestic, recreational, social, community and vocational environments.

E. A transitional planning process, as a component of the Individual Education Plan (IEP), including identification of resources for implementation (e.g. case management), will be initiated for every youth with a disability age 14 and older or at a younger age as determined by the Local Education Agency (LEA) IEP team.

F. Upon exit from school, all youth with a disability will have incorporated into their IEP all transition services necessary for the individual to successfully transition to the next environment or service delivery system.

G. All young people with disabilities will have access to appropriate independent living options in integrated community based settings.

H. To the extent possible, the Individual Education Plan will be integrated into the planning documents of all coordinating agencies, and where possible, eliminate duplication of such plans.

IV. COORDINATION

In order to operationalize South Dakota's transition process, LEA and adult service agency efforts must be coordinated to best serve the transition needs of these youth and young adults. Coordination maximizes existing resources, thus avoids duplication and promotes continuity of service provision.

A. IEP team

The IEP team develops the transition plan, identifies needed services and ensures that case coordination occurs for each student. The IEP team is composed of the student, parents/guardians, school personnel, community agency service providers, and other appropriate individuals. The team's purposes are:

1. to develop the Individual Education Plan describing necessary transition services;
2. to assign service responsibilities;
3. to implement the Individual Education Plan; and
4. to determine case management responsibility for each student who is eligible for VR services, or services from another adult service provider of case management services.

B. Transition Services Liaison Project (TSLP)

Through a joint effort between Department of Education (DOE) and (DRS) VR, regional transition liaisons and one project coordinator, will provide support, services and assist in the continuity of case management as students move from secondary school settings to post-school settings. The liaisons will assists schools, VR counselors, and students with disabilities to access appropriate transition services.

C. Transition Services for Students under SBVI

The Division of Service to the Blind and Visually Impaired, through a cooperative agreement effort with the South Dakota School for the Blind and Visually impaired has funded and implemented a full time staff person to work with transition aged students who are blind and visually impaired. This staff person works as a case manager for the student and provides supports and services to students as they move from school settings to post- secondary school settings.

D. Data

In order for state and local agencies and LEAs to carry out effective planning and assessment of transition services, meaningful data on student needs and service outcomes must be available. The cooperating state agencies agree to share with each other data on the needs of students with disabilities and the outcome of services and programs.

E. Confidentiality of personal information:

To provide a seamless transition for students with disabilities, student specific information must be made available to appropriate agencies. The individual, or their representative, must be informed that providing such information is voluntary; however, lack of information will not interfere with the determination of eligibility or the

development of the Individualized Education Plan (IEP) and/or Individualized Plan for Employment (IPE).

When individuals apply for services, they are also approving the exchange of information with cooperating departments in state government for the purpose of collecting, reporting, analyzing data and to facilitate access to services/programs offered by the cooperating agencies.

Proper procedures for maintaining confidentiality of shared student information will be adhered to by all agencies entering into this agreement.

F. Training

The cooperating agencies will encourage staff to take part in training sponsored by other cooperating agencies. Each agency will provide a copy of its annual training plan to the other cooperating agencies. Both agencies will ensure that services are provided by qualified and appropriately certified staff.

G. Resolving Difference between LEAs and Cooperating Agencies

ARSD 24:05:27:13.01. Agency responsibilities for transition services provide the following:

If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate an IEP team meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the students IEP.

Nothing in this section relieves a participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

A participating agency is a state or local agency, other than the public agency responsible for a student's education that is financially and legally responsible for providing transition services to the student.

The LEA, therefore, must "identify alternative strategies" for implementing the transition services while pursuing resolution of the difference with a public agency through this process.

During the pendency of the dispute resolution procedures described herein, the LEA has the responsibility to ensure that services required to provide free appropriate public education (FAPE) will continue. Disputed service(s) currently being provided will continue until the outcome of the dispute resolution process. The implementation of disputed service(s) not previously provided will be pursuant to a decision through the described resolution process.

1. All attempts will be made to resolve disputes at the lowest possible level.
2. When disputes cannot be resolved by designated department representatives, a written explanation of the dispute will be sent to the Director of Special Education, Office of

Special Education and the Director of the respective agency involved in the dispute. These individuals, in consultation with each other, shall review the issues and make a determination as to how the dispute should be resolved. The decision will be shared in writing with each level involved within twenty (20) calendar days of receipt of request for the determination and will include reasons for the decision.

3. If a resolution is not obtained by the Director of the Office of Special Education and the director of the agency involved in the dispute, the matter will be referred to the Secretary of the Department of Education and the Secretary of the other department involved in the dispute. These individuals will jointly make a final determination within 30 calendar days.

V. DEFINITIONS

1. Special Education Definitions — taken from the Administrative Rules of South Dakota (ARSD 24:05)

A. Free appropriate public education (ARSD 24:05:13:02)

For purposes of this article, the term, free appropriate public education, or FAPE, includes special education and related services which meet the following requirements:

1. Are provided at public expense, under public supervision and direction, and without charge;

2. Meet the standards of the state board in this article and the implementing regulations for Part B of the Individuals with Disabilities Education Act as in effect December 3, 2004, and 34 C.F.R. Part 300, published in the Federal Register on August 14, 2006;

3. Include preschool, kindergarten, elementary school, and secondary school education in South Dakota; and

4. Are provided in conformity with an individual educational program and this article.

FAPE shall be made available to any eligible individual child with a disability who needs special education and related services even though the child has not failed or been retained in a course or grade and is advancing from grade to grade. FAPE shall also be provided to eligible children with disabilities who have been suspended or expelled from school consistent with chapters 24:05:26 and 24:05:26.01. The determination that a child is eligible under this article must be made on an individual basis by an IEP team.

B. Least Restrictive Environment (ARSD 24:05:13:01.20)

...a learning environment for a child in need of special education or special education and related services, including a child placed in a public or private institution or another care facility, that includes to the maximum extent appropriate children who are not in need of special education or special education and related services, as determined through the child's individual educational program.

C. Related Services (ARSD 24:05:13:01:27)

...services that support the provision of special education, including transportation and those developmental, corrective, and other supportive services determined by an IEP team to be required for an eligible child to benefit from special education.

D. Special Education (ARSD 24:05:13:01:32)

...instruction specially designed to meet the unique needs of a student with disabilities at no cost to parents or guardians, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals, institutions, and other settings.

E. Student with Disabilities (ARSD 24:05:24:01:01)

... are students evaluated in accordance with chapter 24:05:25 as having autism, deaf-blindness, deafness, hearing loss, cognitive disability, multiple disabilities, orthopedic impairment, other health impairments, emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, or vision loss, including blindness, which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services. If it is determined through an appropriate evaluation, under chapter 24:05:25, that a student has one of the disabilities identified in this chapter, but only needs a related service and not special education, the student is not a student with a disability under this article. If, consistent with this chapter, the related service required by the student is considered special education, the student is a student with a disability under this article.

F. Transition services (ARSD 24:05:27:13:02)

... are a coordinated set of activities for a student with a disability, designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to postschool activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other postschool adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

G. Qualified Personnel (ARSD 24:05:16:16)

To ensure that all personnel necessary to carry out the purposes of Part B and Part C of the Individuals with Disabilities Education Act are appropriately and adequately prepared and trained, including ensuring that those personnel have the content knowledge and skills to serve children with disabilities, the department shall determine that all personnel providing special education or related services, including related services, paraprofessionals and assistants, early intervention, and early childhood personnel, perform these functions under state-approved or state-recognized certification or licensure or other comparable requirements that apply to the area in which the person is providing special education or related services. The department shall ensure that related services personnel who deliver services in their discipline or profession meet the requirements of this section and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

2. Vocational Rehabilitation Definitions

A. Competitive employment

Work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

B. Community rehabilitation program

A community based program that provides directly or facilitates the provision of vocational rehabilitation services to individuals with disabilities to enable those individuals to maximize their opportunities for employment, including career development.

C. Comparable services and benefits

Comparable services and benefits are those services available to the individual through other Federal, State, local public agencies, health insurance or by employee benefits. Section 361.5(a) (10) of the regulations provides a more comprehensive definition.

D. Employment outcome

...entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market to the greatest extent practicable; supported employment; or any other type of employment that is consistent with an individuals strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

E. Financial needs

The State Vocational Rehabilitation Agencies have established policies that some vocational rehabilitation services cannot be purchased until a financial needs test has been completed. The financial needs test takes into consideration the size of the family, annual income, income producing property, other income sources, and extenuating expenses. Exceeding the financial needs level does not disqualify an individual from receiving financial assistance from the Division of Rehabilitation Services. The dollar amount exceeding the financial needs test is the amount the consumer will need to apply towards their cost of vocational rehabilitation services. Individuals who are eligible for Social Security Income (SSI) or Social Security Disability Insurance (SSDI) are exempt from the financial needs test requirement.

F. Individualized Plan for Employment (IPE)

Students determined eligible and meeting the Order of Selection criteria will jointly develop with the Vocational Rehabilitation Counselor written document called the Individual Plan for Employment (IPE). The IPE is the blueprint for achieving the students vocational employment goal, services necessary, and individuals responsible for funding of services.

G. Integrated setting

1. With respect to the provision of services, integrated setting means a setting typically found in the community in which students with disabilities interact with non-disabled students.

2. With respect to an employment outcome, means a setting typically found in the community in which VR consumers interact with non-disabled individuals, other than non-disabled individuals who are providing services to those consumers, to the same extent that non-disabled individuals in comparable positions interact with other persons.

H. Ongoing support services

Services that are:

1. Provided, at a minimum, twice monthly and are needed to support and maintain an individual with the most significant disability;
2. Identified based on a determination by the designated State unit of the individual's needs as specified in an individualized written rehabilitation program; and
3. Furnished by VR from the time of job placement until transition to extended services, unless post-secondary services are provided following transition, and thereafter by one or more extended service providers through the individual's term of employment.

I. Order of Selection

"Order of selection" is when the Division of Rehabilitation Services does not have sufficient financial resources to serve all people who are eligible for services. The Order of selection uses waiting lists to manage the available financial resources while giving priority for services to eligible persons with the most significant disabilities. During or shortly after the eligibility determination, individuals will be assigned an order of selection category based on the severity of their disability. Depending upon which category an individual is classified into, some individuals may be placed on a waiting list while others can proceed with developing their employment plan and receiving services.

J. Substantial impediment to employment

...means that a physical or mental impairment (in light of attendant, medical, psychological, vocational, educational, and other related factors) hinders an individual from preparing for, entering into, engaging in, or retaining employment consistent with the individual's abilities and capabilities.

VI. INDIVIDUAL AGENCY RESPONSIBILITIES

The Special Education Programs will:

A. Develop policy and provide technical assistance to LEAs enabling them to:

1. Provide evaluations (work assessments, vocational evaluations, or independent living evaluations) for student's planning needs.
2. Provide transition planning and service to students who have disabilities.
3. Ensure that all transition planning and transition services as described on the IEP are implemented.
4. Refer all interested students with disabilities to appropriate adult service for determination of eligibility for services and obtain necessary releases from parents allowing adult service agencies to review the student's file.
5. Collaborate with DRS/DSBVI and other adult service agencies in the development of the IPE and IEP.
6. Request parent consent to provide a copy of the IEP to the Rehabilitation Counselor or other adult service agency staff member, if the Counselor is unable to participate in the development of the IEP.
7. Assist the student and family in identifying the appropriate adult service providers.
8. In conjunction with other agencies as appropriate, develop jobs for students that they can keep after graduation or exiting from the education system.
9. Provide/monitor work experiences for students.

B. Collaborate with other agencies in this agreement in the development and distribution of a survey to LEAs to determine the number of students projected to be in need of specific adult services, to include projected date of needed services.

C. Collaborate with the Office of Career and Technical Education in providing training and technical assistance on enabling special education and career and technical education staff to work in teams.

2. The Office of Career and Technical Education in partnership with the Transition Services Liaison Project will offer the following services for special needs students:

A. Technical assistance to secondary schools to enable them to inform and involve students and parents in career cluster/pathway planning;

B. Technical assistance to schools and communities in developing partnerships to provide authentic learning experiences for students with disabilities; and

C. Technical assistance to secondary schools and post-secondary technical institutes in coordinating the use of articulation agreements.

To accomplish the above the following partnership activities are suggested:

1. A Transition Liaison will serve on the Steering/Advisory Committees of each of the four Tech Prep Consortia.
2. Staff development on the following topics: accommodations for students with special needs; delivery of curriculum; career education concepts, including Personal Learning Plans; and training on career cluster/pathways models.
3. Participation by the OCTE and/or Technical Institute staff in the postsecondary portion of the Youth Leadership Forum to be held each summer.
4. Implementation of all Perkins IV provisions for special population students.

3. The Division of Rehabilitation Services will:

A. Establish a referral process with each LEA insuring that school personnel are aware of the referral process, eligibility requirements and scope of vocational rehabilitation services.

B. Meet with LEA personnel to identify potential referrals as is necessary.

C. Offer an application for services on any youth with disabilities who is 16 years of age or younger when appropriate.

D. Determine eligibility for vocational rehabilitation services within 60 days of application unless the applicant grants an extension or the applicant receives a trial work experience.

E. Participate in the Individualized Education Plan (IEP) for students determined eligible, when appropriate.

F. Complete an IPE with each eligible student on a timely basis, but no later than prior to the students exit from the school system unless documented why.

G. Assist students in making a career choice consistent with the unique strengths, resources, priorities, concerns, abilities, capabilities, interests and the informed choice of the eligible individual.

H. Purchase vocational assessments and diagnostic services when needed for vocational purposes and not available from the school.

I. Provide vocational rehabilitation services to students in the course of transition to competitive employment taking into consideration any other services or benefits for which the student might be eligible.

J. When job placement, job coaching or follow-along services are being purchased by DRS, the consumer will be offered a choice of providers available to provide these services including the LEA.

K. Offer LEAs the opportunity to enter into a cooperative agreement to participate in Project Skills.

L. Sponsor qualified DRS consumers in the annual Youth Leadership Forum.

4. The Division of Service to the Blind and Visually Impaired will:

A. Establish a referral process with each LEA insuring that school personnel are aware of the referral process, eligibility requirements and scope of vocational rehabilitation services.

B. Meet with LEA personnel to identify potential referrals as is necessary.

C. Offer an application for services on any youth with disabilities who is 16 years of age or younger when appropriate.

D. Determine eligibility for vocational rehabilitation services within 60 days of application unless the applicant grants an extension or the applicant receives a trial work experience.

E. Participate in the Individualized Education Plan (IEP) for students determined eligible, when appropriate.

F. Complete an WE with each eligible student on a timely basis, but no later than prior to the students exit from the school system.

G. Assist students in making a career choice consistent with the unique strengths, resources, priorities, concerns, abilities, capabilities, interests and the informed choice of the eligible individual.

H. Purchase vocational assessments and diagnostic services when needed for vocational purposes and not available from the school.

I. Provide vocational rehabilitation services to students in the course of transition to competitive employment taking into consideration any other services or benefits for which the student might be eligible.

J. When job placement, job coaching or follow-along services are being purchased by SBVI, the consumer will be offered a choice of providers available to provide these services including the LEA.

K. Offer LEAs the opportunity to enter into a cooperative agreement to participate in Project Skills.

L. Sponsor qualified SBVI consumers in the annual Youth Leadership Forum.

5. The Division of Developmental Disabilities will:

A. Provide case management services and assist with living arrangements for students through the family support system.

B. Develop a funding structure for community providers that promotes and facilitates the purchase of individual adult services (including assistive technology) by LEA and provides for the development of integrated employment programs that lead to supported and/or competitive employment settings and integrated living arrangements.

C. Develop and manage the system for documenting an adult services waiting list when LEAs refer students to community service providers and the services needed cannot be immediately provided.

D. Provide technical assistance to LEAs in accessing the adult service system.

E. Collaborate with other agencies and organizations in making person centered planning training available and encourage community providers to utilize the process.

6. The Division of Mental Health in its services targeted for adults with severe and persistent mental illness and youth with serious emotional disturbances in transition to adulthood will:

A. Purchase, based on financial eligibility, mental health services for adults with severe and persistent mental illness and youth with serious emotional disturbances.

B. Examine and redesign services available to youth with serious emotional disturbances to focus on consumer needs and service delivery to facilitate the transition to adult life.

C. Endorse technical assistance and training for mental health center staff on transition planning, support needs and supported employment for youth with mental illness.

D. Encourage Community Mental Health Center staff to participate on transition planning teams for individuals with mental illness.

7. The Department of Social Services will:

A. Establish a local process with LEAs to:

1. Share information on available programs;
2. network locally with other interested parties; and
3. disseminate program eligibility criteria and standards.

B. Establish a local referral process with LEAs for youth with disabilities in the custody of DSS for successful transition.

8. The Department of Labor will:

A. Collaborate with LEA's and DRS/DSB VI in the development of permanent job sites for students.

B. Certify students and employers for the Work Opportunity Tax Credit program.

C. Provide technical assistance to LEAs and DRS/DSBV regarding use of the Department of Labor's self-registration site for career planning and for job seeking. The web site can be accessed at any time by the youth, LEA members, DRV/DSBV reps. Items on the web include: a free career assessment, ideas for developing a resume, preparation methods for interviewing, and listing of job openings.

D. As requested, local DOL representatives and contractors may participate in IEP and/or IWRP meetings when invited by LEAs and/or DRS/DSBVI to provide technical assistance regarding career planning, information regarding area businesses/employers, and area employment opportunities.

E. For youth determined appropriate and eligible within DOL workforce preparation programs, DOL representatives will provide access to the workforce training services. DOL representatives will provide direction for the youth on the worksite; maintain contact with the worksite supervisor concerning training progress, and make LEA and/or DRS DSBV representatives of progress or concerns at the worksite

VII. METHODOLOGY

This Transition Cooperative Agreement and conceptual framework will be implemented throughout the state, and continuing evaluation of its effectiveness will provide further direction to the participating state agencies. Based on feedback, the collaborating state

agencies will revisit the agreement on a bi-annual basis. They will also provide coordination, technical assistance, and training necessary for implementation.

It is recommended that each community establish a local transition implementation plan for this agreement, which identifies elements such as coordination and management responsibilities, service options, and lead agency designation.

VIII. ASSURANCES

In accordance with the established procedures and practices, this cooperative agreement will be distributed to the Office of Special Education, the Division of Rehabilitation Services, the Division of Service to the Blind and Visually Impaired, Division of Workforce and Career Preparation, Division of Mental Health, Division of Developmental Disabilities, Department of Labor and Department of Social Services.

It is further agreed that each party will identify and designate staff who will be responsible for coordinating the activities.

This agreement will be reviewed at least bi-annually by all parties and revised if necessary.

This cooperative agreement shall become effective **July 1, 2008**

In witness thereof, the parties have executed this agreement.

Ann Larsen
Special Education Programs,
Department of Education

Grady Kickul
Division of Rehabilitation Services

Office of Career and Technical
Education

Division Service to the Blind and
Visually Impaired

Division of Mental Health

Department of Labor

Division of Developmental Disabilities

Department Social Services

Reference Section

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Bernie Grimme – Division Assistant Director
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Sioux Falls
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Sioux Falls, SD 57103-1650
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2001 9th Ave, Suite 200
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3113 Spruce, Suite 115
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SERVICE TO THE BLIND AND VISUALLY IMPAIRED

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Eric Weiss – Assistant Director
Hillsview Properties Plaza
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Rapid City Area Office- SBVI
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Rapid City, SD 57701
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Toll Free: 1-800-439-8861

Sioux Falls Area Office- SBVI
Dept 22 811 E. 10th Street
Sioux Falls, SD 57103-1650
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Toll Free: 1-800-265-9679

Rehabilitation Center for the Blind
2900 W. 11th St., Ste. 101
Sioux Falls, SD 57104
Phone/ TTY: (605)367-5260
Fax: (605)367-5263
Toll Free: 1-800-658-5441

Division of Developmental Disabilities
Family Support Coordinators

Aberdeen Area Family Support Program
Phone: 605-996-2032
Location: *Aberdeen area including: McPherson, Brown, Marshall, Day, Spink, Faulk, and Edmunds counties.*

Black Hills Family Support Program
Phone: 605-423-4444
Location: *Rapid City/Northern Hills area including: Butte, Harding, Meade and Lawrence counties.*

Brookings Area Family Support Program
Phone: 605-692-7852
Location: *Brookings, Kingsbury, Miner, Lake, Moody, McCook and Minnehaha counties (not including Sioux Falls).*

Central SD Family Support Program
Phone: 605-423-4444
Location: *Perkins, Corson, Campbell, Walworth, Dewey, Ziebach, Stanley, Hughes, Sully, Potter Counties.*

East Central Family Support Program
Phone: 605-996-2032
Location: *Aurora, Beadle, Kingsbury, Brookings, Moody, Lake, Miner, Sanborn, Jerauld, Buffalo, Brule, Davison, Hanson, McCook, Nennehaha (not including Sioux Falls)*

Mitchell Family Support Program
Phone: 605-996-2032
Location: *Mitchell/Huron area including: Beadle, Buffalo, Jerauld, Sanborn, Brule, Aurora, Davison, Hyde, Hand and Hanson counties.*

East Central Family Support Program
Phone: 605-996-2032
Location: *Aurora, Beadle, Kingsbury, Brookings, Moody, Lake, Miner, Sanborn, Jerauld, Buffalo, Brule, Davison, Hanson, McCook, Nennehaha (not including Sioux Falls)*

Northeast Family Support Program
Phone: 605-996-2032
Location: *Watertown/Milbank/Sisseton area including: Roberts, Day, Hamlin, Grant, Clark, Codington and Deuel counties.*

Sioux Falls Family Support Program
Phone: 605-367-4293
Location: *Sioux Falls.*

Sioux Falls 2 Family Support Program
Phone: 605-367-4293

Location: *Sioux Falls.*

Sioux Falls 3 Family Support Program
Phone: 605-367-4293
Location: *Sioux Falls.*

South Central Family Support Program
Phone: 605-996-2032
Location: *Haakon, Jackson, Jones, Lyman, Tripp, Mellette, Todd, Bennett and Shannon counties.*

Southeast Family Support Program
Phone: 605-624-4419
Location: *Yankton, Vermillion area including: Charles Mix, Douglas, Gregory, Hutchinson, Bon Homme, Yankton, Turner, Union, Lincoln and Clay counties.*

Southern Hills Family Support Program
Phone: 605-423-4444
Location: *Rapid City, Pennington, Custer and Fall River counties.*

Statewide Family Support Program
Division of Developmental Disabilities
%500 E. Capitol
Pierre, SD 57501-5070
Phone: 605-773-3438
Toll Free: 800-265-9684
Fax: 605-773-5483
Location: *Statewide coverage--any family not being served in a local program*

Northeast Area PLANS
Phone: 605-352-5698
Location: *Beadle, Brown, Clark, Codington, Day, Deuel, Grant, Hamlin, Marshall, Roberts, Spink*

Southeast Area 1-Sioux Falls
Phone: 605-367-5265
Location: *Aurora, Brookings, Davison, Hanson, Jerauld, Kingsbury, Lake, Minnehaha, McCook, Miner, Moody, Sanborn*

Southeast Area 2-Sioux Falls
Phone: 605-367-7144
Location: *Bon Homm , Charles Mix, Clay, Douglas, Hutchinson, Lincoln, Minnehaha, Union, Turner, Yankton*

Western Area- Rapid City
Phone: 605-394-5120
Location: *Butte, Custer, Fall River, Harding, Lawrence, Meade, Pennington, Perkins, Shannon*

Division of Developmental Disabilities
Resource Coordinators

PIERRE OFFICE
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OAHE, Inc. - Pierre, SD
South Central ATC-Winner, SD
Yankton Area Adjustment Training Center- Yankton, SD
DakotAbilities-Sioux Falls, SD
SESDAC, Inc.-Vermillion, SD
Chamberlain Adjustment Training Center- Chamberlain, SD
ECCO, Inc-Madison, SD
LIVE Center-Lemmon

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111 New York Street
Rapid City, SD 57701-1196
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Black Hills Workshop and Training Center- Rapid City, SD
Northern Hills Training Center - Spearfish, SD
Black Hills Special Services Cooperative -Sturgis, SD

REDFIELD OFFICE
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SDDC, Granite Building,
Redfield, SD 57469
Phone: (605) 472-4489
Toll Free: 888-507-6357
FAX: (605) 472-4457FAX: (605) 394-1824
Adjustment Training Center, Inc. - Aberdeen, SD
ADVANCE - Brookings, SD
ATCO-Watertown, SD
Huron Area Center for Independence-Huron, SD

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811 E 10th, Dept. 23
Sioux Falls, SD 57103
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Toll Free: 888-510-9388
FAX: (605) 367-5327
Sioux Vocational Services - Sioux Falls, SD
Mitchell Area Adjustment Training Center-Mitchell, SD
Turning Point/West Oak-Sioux Falls, SD Southeastern Behavioral Healthcare Education & Integration Services-Sioux Falls, SD