

**THE STATUS OF TRANSITION IN NEVADA
PRELIMINARY REPORT
INTERAGENCY TRANSITION ADVISORY BOARD**

Presented to

**The Legislative Committee on Persons with Disabilities
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By

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In developing a state transition plan for students with disabilities, the Interagency Transition Advisory Board (ITAB) established that the first step in this process required the gathering of data to establish a comprehensive profile of our state's students with disabilities who are transitioning out of our school districts. In addition, it was determined that additional data needed to be collected from state transition services and resources, which are currently in place. At present, the ITAB is in the process of collecting such data; our efforts to date are noted below. Once this baseline data is collected from all identified stakeholders, a gap analysis and assessment of current practices will be completed to determine: 1) effectiveness of such practices, 2) if warranted, ways to improve current practices, and 3) any additional resources that may be needed to implement the proposed ITAB's transition plan and recommendations.

OVERVIEW OF LEGAL REQUIREMENTS, THAT HAVE IMPACT ON TRANSITION

The Individuals with Disabilities Education Improvement Act, 2004 – District K-12

- **Definition:** In accordance with the Individuals with Disabilities Education Improvement Act-2004 (IDEIA) transition services means, “ a coordinated set of activities for a child with a disability that--
(A) is designed to be within a results oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community partners.
(B) is based upon a child's individual needs taking in to account the child's strengths, preferences and interests; and
(C) include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living, or community participation.
- **Individualized Educational Program (IEP) Requirements:**
 - In Nevada, IEPs must address the course of study in transition planning at age 14.
 - In accordance with the IDEIA, the IEP in effect when a student with a disability turns 16 must include:
 - present levels of performance that consider results of age-appropriate transition assessments
 - desired post-school outcomes addressed for
 - Education/training
 - Employment
 - Independent living (if appropriate)
 - measurable post-secondary goals be written for
 - Education/Training
 - Employment
 - Independent Living

The Americans with Disabilities Act/Section 504 of the Rehabilitation Act – NSHE Postsecondary Institutions

- **The American with Disabilities Act (ADA)** is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to

employment in the private sector, transportation, public accommodations, services provided by state and local government, and telecommunications relay services. The significance of this legislation is no less than the civil rights acts in the 1960's for minorities.

- **Section 504 of the Rehabilitation Act** of 1973 states that:
"No otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance". One of the first areas that required further elaboration in the Act concerned the term "qualified handicapped individual." Congress passed the Rehabilitation Act Amendments of 1974 in an attempt to clarify participant eligibility. Section 7 (6) of the Act was amended by adding the following new sentence: "For purposes of Titles IV and V of this Act, such term means any person who (A) *has a physical or mental impairment which substantially limits one or more of such person's major life activities* (B) *has a record of such impairment*, or (C) *is regarded as having such an impairment*."

OVERVIEW OF ALL 17 DISTRICTS POPULATION OF STUDENTS WITH DISABILITIES

As of December, 2004, Nevada High Schools:

- Serve 7,525 students with disabilities between the ages of 16-21 who are of transition age. Of this population:
 - 5,203 or 69% are students who are learning disabled
 - 528 or 7% are students with an emotional disturbance
 - 481 or 6% are students with a health impairment
 - 901 or 12% are students that have multiple impairments including mental retardation.
- 64% of students with disabilities who are age 16-21 receive services in the Clark County School District.
- 22% of students with disabilities in Nevada earned a regular diploma in 2003-2004 (compared to 67% of all youth in Nevada).
- 7.4% of Nevada students with disabilities dropped out of high school in 2003-2004 (compared to 5.8% of all youth in Nevada).

In addition, No Child Left Behind (NCLB) establishes an expectation for academic performance for all students with disabilities as for other students (with limited exceptions for 1% with the most significant cognitive disabilities, and 2% with persistent academic disabilities).

OVERVIEW OF DISTRICT TRANSITION SERVICES

All 17 school districts in Nevada implement the federal transition requirements under IDEIA. Additionally, in collaboration with DETR, all 17 districts have an Interlocal Agreement with the DETR in order to better meet the transition needs of students qualified for DETR services.

Please see:

- Attachment A - Overview of School District and Rehabilitation Division Responsibilities.
- Attachment B - Transition Brochure –
“Vocational Rehabilitation Services for High School Students –
English and Spanish versions

Every school district in Nevada has Career and Technical Education (CTE) course offerings. Approximately, 4994 students with disabilities participated in district CTE courses during the 2005-2006 school year. In the 2005-2006 school year students with disabilities comprised approximately 8% of the students who participate in these CTE courses as part of the transition program compared to 14% during the 2002-2003 school year.

Rural District Transition Activities

The following are examples of rural district transition activities:

- Have job clubs for students with disabilities.
- Have business enterprise situations in schools where food is sold.
- Have career fairs for students to attend where employers are in attendance.
- Have career days for students to attend where businesses are in attendance.
- Have college day for students to attend where local community colleges and universities are in attendance.
- Have "take a student to work day."
- Have work experience programs.
- Have job shadowing during career week in the spring of year.
- Refer their students to Nevada Job Connect to learn about employment opportunities.
- Use the Nevada Career Information System for career exploration and career information purposes.
- Offer dual credit courses for both high school and college credit.
- Have parent night with VR so parents can learn about transition.
- Offer pre-vocational experience on campus.
- Provide job development to assist students in getting a part time or full time job
- Provide students with a transition manual or brochures to help them better understand the transition process.
- Offer small group activities where students can talk together about transition.

Washoe School District Activities

The following are examples of Washoe County School District transition activities:

- Career fairs for students to attend where employers are in attendance.
- Career days for students to attend where businesses are in attendance.
- College day for students to attend where local community colleges and universities are in attendance.
- Work experience programs.
- Nevada Job Connect to learn about employment opportunities.
- Nevada Career Information System for career exploration and career information purposes.
- Magellan Vocational Assessment program as a vocational exploration program.
- Parent night with Nevada PEP so parents can learn about transition.
- Job development to assist students in getting a part time or full time job
- Students with transition brochures to help them better understand the transition process
- Career planners to assist students through the transition process.

Clark County School District Activities

The following are examples of Clark County School District transition activities:

- Students in Magnet Schools
- Job Shadowing
- On and Off Campus work experiences
- Your Educational Success (YES) program in conjunction with Community College of Southern Nevada
- Programmatic Approach to Career Education (PACE) program
- Post-secondary Opportunities for Students in Transition (POST)
- Job Discovery Program (JDP) in cooperation with Opportunity Village
- Vocational and Transition assessments using the Nevada Career Information System
- Agency linkage with Vocational Rehabilitation
- Agency linkage with Desert Regional Center
- Looking into the Future Today (LIFT) transition exposition for students to talk to community agencies
- Students Talking About the Future (STAR) transition fair for students to talk to community agencies
- Regional Parents Night in conjunction with Vocational Rehabilitation and Nevada PEP
- Transition Connect in conjunction with Easter Seals and Vocational Rehabilitation where VR transition specialist goes into schools and talks to students about VR
- Dual credit courses for students to get HS and college credit
- Nevada Job Connect to learn about employment opportunities

OVERVIEW OF NSHE POPULATION OF STUDENTS WITH DISABILITIES

- Over 1,700 students with disabilities are currently being served through disability resource centers at NSHE campuses.
- The two highest percentages of students presenting to disability resource centers are students with specific learning disabilities and psychological disabilities (in particular Attention Deficit Disorder)

OVERVIEW OF NSHE TRANSITION SERVICES

All 6 NSHE campuses hold an Inter-Local Agreement with DETR in order to facilitate the transition process of students exiting the K-12 system who are planning on attending NSHE institutions of higher education.

Beginning in fall 2006 and updated annually, a NSHE transition brochure will be distributed to all Nevada high schools to be used by teachers and counselors working with students with disabilities.

Attachment C - Overview of NSHE and Rehabilitation Responsibilities.

Attachment D - NSHE Transition Brochure.

All disability service providers at NSHE institutions reported attendance at school district transition meetings to assist those students whose goal is to transition to NSHE campuses. NSHE will work with the districts to ensure that a NSHE disability service provider is included in all transition meetings where postsecondary education is being considered.

OVERVIEW OF NSHE & DETR PROGRAMS AND SERVICES

The following is a brief overview of programs and services NSHE and DETR have in place to assist students with disabilities in their transition to their postsecondary goals:

Agency	Requirements Eligibility for Services	Demographics	Services Provided
NSHE	<p>All NSHE institutions require that students with disabilities self-identify and directly request services in order to determine eligibility. Documentation of a documented disability which demonstrates the students' functional limitations and the impact that their disability has on learning in a postsecondary institutional setting is required. Students who received accommodations in a K-12 setting are not automatically eligible for accommodations in a postsecondary educational setting. Students should contact DSHE disability services directly to determine eligibility for services.</p>	<p>Over 1,700 students with disabilities are currently being served through NSHE disability resource centers.</p>	<p>Readers Scribes Braille Materials Classroom Aides Sign Language Interpreters CART Remote CART TypeWell Asst. Listening Devices Note Takers Tutors Alternative Testing Alternative Tests Alternative Texts</p>
University of Nevada, Reno	(Please see above)	<p>979 students with disabilities served through disability services</p> <p><u>Staff: 7</u></p> <p>Director, Asst Dir, Coordinator, Accommodations Assistive Tech Specialist Coordinator, Alt. Testing Coordinator, Note Taking TypeWell Transcriptionist</p>	(Please see above)

Agency	Requirements Eligibility for Services	Demographics	Services Provided
Truckee Meadows Community College	(Please see above)	403 students with disabilities served through disability services <u>Staff:</u> 3 Manager Assistive Technology Specialist Office Manager	(Please see above)
University of Nevada, Las Vegas	(Please see above)	346 students with disabilities served through disability services <u>Staff:</u> 4 Director Assistant Director Coordinator, Accommodations Office Manager Coordinator, Note Taking	(Please see above)
Nevada State College	(Please see above)	48 students with disabilities served through disability services <u>Staff:</u> 1 Director (also has other assigned duties)	(Please see above)
Great Basin Community College	(Please see above)	40 students with disabilities served through disability services <u>Staff:</u> 1 Director	(Please see above)

Agency	Requirements Eligibility for Services	Demographics	Services Provided
Western Nevada Community College	(Please see above)	187 students with disabilities served through disability services - multi- campuses <u>Staff: 2</u> Coordinator Program Assistant	(Please see above)
Community College of Southern Nevada	(Please see above)	750 students with disabilities served through disability services - multi- campuses <u>Staff: 8</u> Int. Director (2) Disability Specialists Coordinator, Deaf & HOH 4 Administrative Assistants	(Please see above)
DETR	<p>You may be eligible if you receive special education services or other assistance because you have a disability.</p> <p>Eligibility for VR can be determined within 60 days if you have a mental or physical impairment that prevents you from obtaining or keeping a job.</p> <p>If you are eligible, you and your VR counselor will work together to develop a career plan, called an Individualized Plan of Employment (IPE). It defines the VR</p>	<p>19 of the 46 rehabilitation counselors in Nevada who are assigned to provide transition assistance for students either full-time or part-time.</p> <p>Counselors and support staff are assigned to specific high schools and alternative schools.</p> <p>The goal for SFY 2006 is to serve 880 transition students.</p> <p>Through May 2006 811 transition students have been served.</p>	<p>Transition services involve a coordinated set of activities to promote movement from school to post-school activities.</p> <p>Those involved in the transition process include VR counselors and school staff who provide assistance and service to overcome vocational obstacles that confront students with disabilities.</p> <p>VR also provides evaluation services. Staff work closely with students and coordinate or provide</p>

Agency	Requirements Eligibility for Services	Demographics	Services Provided
DETR, cont.	services you need to achieve employment.		<p>assessments to find the best job match for the student's demonstrated work-related skills and abilities.</p> <p>Counselors assigned to transition services make regular campus visits to conduct orientations with newly referred students and current clients.</p> <p>School district occupational and transition specialists, teachers, parents, counselors, and Nevada PEP may refer students to the VR counselors assigned to designated high schools.</p> <p>Students meet with a VR counselor for orientation, and completion of a vocational rehabilitation application. When the application is completed an intake interview is conducted that leads to certification of eligibility for services.</p>

ATTACHMENTS:

Attachment A

Summary of 17 Interlocal Agreements between School Districts and Rehabilitation Division

School District Responsibilities:

- Refer Students with disabilities to the Rehabilitation Division
- Make available to qualified Students: Opportunity to acquire knowledge, skills and/or expertise commensurate with the Student's level of ability
- Provide Rehabilitation Division most current evaluations and summary of academic, vocational and functional levels for referred Student
- Assist in identification of Student-Client needs for development of Individualized Plan for Employment (IEP) as contained in Transition Plan documents
- Provide Rehabilitation Division with employment outcomes of Student-Client referrals
- Invite Rehabilitation Division Staff to participate in the IEP or Individualized Transition Plan (ITP) meeting
- Provide Rehabilitation Division with annual Transition Report and meet with the Division to review Report and engage in Long Range Planning for Student
- Provide career preparation/education and life skills per the Student's Transition Plan
- Distribute Division information Brochure to Parents and Student-Clients regarding: assessment and eligibility
- Utilize joint Consent Form developed between the School District and the Division

Rehabilitation Division Responsibilities:

- Assess, Plan Develop and Provide Vocational Rehabilitation services for eligible Students
- Based Upon: Student's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice
- Prepare Eligible Student's to engage in gainful employment
- Accept referral of Student's at the time work or career preparation has been identified in his/her Individualized Transition Plan (ITP)
- Provide Student assessment, as necessary in order to establish eligibility for VR services
- Share Assessment results with School District
- Provide School District quarterly results/outcomes of Student-Client referrals
- Identify Division Staff as Liaison for Transition Services to promote or facilitate the Student's Individualized Plan of Employment (IPE)
- Provide consultation and assist in the identification of Student-Client needs for the IPE and/or Individualized Transition Plan (ITP)
- Provide School District written consent for release of confidential information
- Provide the School District with the Division informational brochure

Attachment B

Transition Brochure – “Vocational Rehabilitation Services for High School Students” - English and Spanish versions

Brochures can be obtained from the following websites:

ENGLISH:

http://www.detr.state.nv.us/rehab/Transition_Youth_Services/TransitionBrochure.pdf

SPANISH:

http://www.detr.state.nv.us/rehab/Transition_Youth_Services/TransitionBrochure_Spanish.pdf

Attachment C –

Summary of the Nevada System of Higher Education (NSHE) and Rehabilitation Division Interlocal Agreement

NSHE Responsibilities:

- Provide access to educational training opportunities to students with disabilities as required by state and federal law.
- Determine and provide appropriate and reasonable accommodations for students with documented disabilities as defined in the Americans with Disabilities Act of 1990 as amended, and any other applicable federal or state law.
- Establish and maintain a process, including an appeal process, for students with disabilities to pursue requests for reasonable accommodations. Provide the DIVISION with copies of the institution of higher education appeal process for students with disabilities.
- Appoint a primary contact person to liaise for each participating NSHE institution with the DIVISION known as the NSHE institutional liaison.
- Share appropriate student information within the limitations of the data privacy laws, which include, but are not limited to the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g, the Rehabilitation Act of 1973, 34 CFR § 361.38, and NSHE's ability to programmatically supply such information.
- Refer individuals to the DIVISION for services.
- Cooperate to improve career and placement services for students with disabilities.
- Acknowledge and respect the different roles, requirements and definitions the DIVISION must abide by in eligibility, documentation of disability, assignment of services and accommodations. Nothing within this agreement shall obligate the DIVISION or NSHE to abandon or alter their policies in regards to such matters as they are used in guiding the provision of services/support.
- Collaborate with the DIVISION to provide information and training for appropriate DIVISION employees.
- The NSHE institutional liaison will collaborate and/or negotiate with the DIVISION liaison to further the goals of this contract and/or resolve conflicts on service delivery. This process will serve as the informal disputes resolution process regarding reimbursement as required under 34 CFR 361.53(d)(3)(iii).

Rehabilitation Division Responsibilities:

- Serve as the lead agency in Nevada for carrying out federal and state policies relating to vocational rehabilitation programs including:
- Assist in developing individualized plans for employment under 29 U.S.C. § 722 (b)
- Appoint a primary contact person to liaise for the DIVISION with NSHE known as the DIVISION liaison.

Attachment C – continued

- Provide assessments to determine whether an individual is eligible for vocational rehabilitation service to students who have been properly referred to the DIVISION by the colleges and universities and who have applied for vocational rehabilitation service.
- Provide individual tuition support and assistance to students when appropriate per DIVISION policy and the applicable law with such items as adaptive devices, technology and other materials that become the property of the student, under individualized plans for employment and in accordance with appropriate financial protocols of the DIVISION.
- Share appropriate student information within the limitations of the data privacy laws, which include, but are not limited to the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g, the Rehabilitation Act of 1973, 34 CFR § 361.38 and Division's ability to programmatically supply such information.
- Refer individuals to NSHE for services, as the DIVISION deems appropriate.
- Cooperate with NSHE to improve career and placement services for students with disabilities.
- Acknowledge and respect the different roles, requirements and definitions NSHE must abide by in eligibility, documentation of disability, assignment of services and accommodations as defined in the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act. Nothing within this agreement shall obligate the DIVISION or NSHE to abandon or alter their policies in regards to such matters as they are used in guiding the provision of services/support.
- Collaborate with NSHE to provide information and training for appropriate NSHE employees.
- The liaison for the DIVISION will collaborate and/or negotiate with the NSHE liaison to further the goals of this contract and/or resolve conflicts on service delivery. This process will serve as the informal disputes resolution process regarding reimbursement as required under 34 CFR 361.53(d)(3)(iii).

Attachment D – NSHE Transition Brochure