

Crawford County

LOCAL INTERAGENCY AGREEMENT

for

Transition of Students with Disabilities
to the Workforce

Original Implementation: 8/01/19

Effective dates: 8/01/23 – 7/31/25

Local Interagency Agreement

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Crawford County Transition Initiative

Local Interagency Agreement

1. Statement of Need

Local Education Agencies (LEA's)/school districts in Crawford County, Opportunities for Ohioans with Disabilities (OOD), the Crawford County Board of Developmental Disabilities (CCBDD), and other community agency partners are clarifying their relationship in order to establish a common understanding regarding their roles, policies, and procedures related to providing transition services and supports to students with disabilities who are transitioning from secondary school to adulthood.

There are children being served in the six public school districts who have been identified with disabilities. Of these children, many may possibly qualify for CCBDD services. Federal and state regulations ensure that these students are provided a free, appropriate public education while of school age, thus entitling them to the necessary services and supports while in school identified under the Individuals with Disabilities Education Act (IDEA). As these students transition from school and enter adulthood, a variety of services are also available to them from agencies such as OOD, CCBDD, the Ohio Department of Jobs and Family Services (ODJFS), etc. Additionally, some students may have a disability as defined by the Americans with Disabilities Act (ADA) and have attempted to mainstream into life as typical teenagers and are not receiving special education services, yet they will ultimately require assistance from community agencies upon exiting the school system. Services and eligibility requirements for those services vary from agency to agency, making it difficult for students and their families to make a smooth transition from secondary school to adulthood.

To assist students, their parents, and the various stakeholders in Crawford County in understanding their roles and responsibilities in relation to provision of transition services, this Local Interagency Agreement constitutes a formal commitment from all local community partners that seek to improve communication, coordination, and services for students with disabilities who are transitioning from school to adulthood.

2. Purpose Statement

The purpose of this county-wide interagency agreement is to improve the coordination of services for students with disabilities who are transitioning from school to adulthood.

3. Authority and Scope

Transition services are mandated under IDEA Section 300.154(a)(B) under the Rehabilitation Act of 1973 as amended Section 101(a)(11)(D) and under the Ohio Department of Education's State Operation Standards 3301-51-07.

Mandated Transition Services

IDEA (34 CFR 300.43)

(a) Transition Services means a coordinated set of activities for a child with a disability that –

- (1) Is designed to be within a results- oriented process, which is focused on improving the academic and functional achievement of the child with a disability to facilitate the student’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing education, adult services, independent living, and community participation:
- (2) Is based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests; and includes –
 - i. Instruction;
 - ii. Related services;
 - iii. Community experiences;
 - iv. The development of employment and other post-school adult living objectives; and
 - v. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education (Authority: 20 U.S.C. 1401(34)).

Transition Services

Ohio extends the Federal requirements through SB 316 Section 3323:011:

(H) beginning not later than the first IEP to be in effect when the student turns 14 years of age, and updated annually thereafter, a statement describing:

1. Appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, and independent living skills;
2. Appropriate measurable post-secondary goals based upon age appropriate assessments related to employment in a competitive environment in which workers are integrated regardless of disability;
3. The transition services including courses of study needed to assist the student in reaching goals described in divisions (H)(1) and (2) of this section.

The Rehabilitation Act

Transition services must promote or facilitate the achievement of the *employment* outcome identified in the student’s Individualized Plan for Employment (IPE).

General Supervision and Monitoring Processes

States have a responsibility under Federal law to establish a system of general supervision that

monitors LEA implementation of IDEA and Am. Sub. HB1. The Ohio Department of Education (ODE) fulfills this responsibility through its Office for Exceptional Children (OEC). OEC, in coordination with the Office for Early Learning and School Readiness (OEL&SR), has developed a Comprehensive Monitoring System for Continuous Improvement that includes three levels of reviewing LEAs' implementation of IDEA. The Comprehensive Monitoring System is designed to ensure 100 percent compliance with the statutory requirements of IDEA and Ohio Operating Standards for Ohio Educational Agencies serving Children with Disabilities and improve services and outcomes for students with disabilities.

Secondary transition services are monitored through several methods under the General Supervision and Monitoring Process. The State Performance Plan (SPP) indicators measure rigorous targets for 20 indicators that the USDOE established for IDEA Part B (which address the needs of children with disabilities ages 3 through 21). Additionally, districts are monitored for special education compliance through the onsite monitoring of systems and services for students with disabilities. Transition services are mandated under IDEA section 300.154(a)(B), under the Rehabilitation Act of 1973 as amended section 101(a)(11)(D), and under the ODE's State Operation Standards 3301-51-07(H)(2).

4. Overview of Transition Services

The transition process for students in Ohio begins at the age of 14 and continues until the student exits the school system. The process includes the following steps:

- a. A discussion about future planning needs that address student and family needs, preferences, and interests for a vision of immediate and post-secondary life plans. The student begins to identify his/her vision of what he/she would like to do as an adult in regard to education/training, employment, and independent living. Younger students develop a general statement while older students develop a more specific statement of their perceived future. These statements appear in the student's IEP.
- b. Present levels of academic achievement and functional performance are identified. The student's team members conduct formal and informal assessments that identify baseline information about how the student is performing at the time that the IEP is developed, and identify where the student is functioning in relationship to what the student plans to do after finishing high school. Team members also identify specific student strengths, weaknesses, or challenges.
- c. Age appropriate transition assessments are used for developing post-school goals, the courses of study, and specific transition services that the student will receive. This assessment data forms the basis for defining goals and services to be included in the student's IEP.
- d. The student, parents, and IEP team members identify measurable post-secondary goals. Goals are based upon age appropriate transition assessments related to employment, education/training, and where needed, independent living skills. Post-secondary goals

should also be related to the student's future planning statement, and answer the question "What will the student do after high school?"

- e. The proposed course of study is determined and addresses the immediate post-school goals for the student. The proposed course of study reflects a direct relationship between the student's educational experiences in high school and the student's desired measurable post-secondary goals, and identifies the necessary coursework needed for the student to successfully reach the stated goals. The proposed course of study typically includes regular education courses, advanced placement courses, specially designed instruction, and community and employment experiences.
- f. Measurable, annual IEP goals are then established that support the student in meeting the post-secondary goals. The measurable annual goals are designed to meet the student's needs that result from the student's disability and enable the student to be involved in and make progress in the general education curriculum.
- g. Transition services and activities are then identified and reflect strategies and activities needed to assist the student in reaching the post-secondary goals. They may include instructional activities, community experiences, employment-related activities, adult living and post-school activities, daily living activities and other related services such as mental health counseling, speech/language therapy, occupational therapy, physical therapy, etc. Transition services must be a coordinated set of activities and strategies that need to happen that will assist the student in achieving the desired measurable post-school goals. Students, family members, appropriate adult services agencies or programs, appropriate community organizations and entities, and school personnel may be responsible for providing the activities listed on the students IEP, and for meeting the timelines for delivery of these services.
- h. IEP teams review/revise these services and activities annually.

5. Goals

- a. To maintain and improve communication, coordination, and services for students with disabilities who are transitioning from school to adulthood.
- b. Students with disabilities will leave school with a post-secondary education plan, or community employment at minimum wage or greater, so that they may enjoy the positive benefits of employment.
- c. Increase by joint efforts and coordinated services, the number of students with disabilities who make a successful transition from school to paid employment or post-secondary education.

Progress and Comments:

- Joint efforts are slow and there is room to improve.
- d. Foster innovation in program design and service delivery across agencies.

- e. Establish roles and strengthen collaboration and coordination between each party to this agreement when serving students with disabilities so that individuals and their families may experience seamless, non-duplicative, and transparent services.
- f. Work Collaboratively to design a coordinated service system that will produce positive employment outcomes and engage service coordinators, school districts, vocational rehabilitation, students with disabilities, families, service providers, workforce entities, and other stakeholders at the local level.
- g. Identify and disseminate information about transition services, employment services, best practices, and training strategies that create positive employment or post-secondary outcomes to agency staff, partners, families, individuals, and public and private stakeholders.
- h. Gather transition services and employment outcome data for analysis and development of best practices.

6. Participating Agency Commitments

Local School Districts (LEA)

LEA's will implement public education policies for eligible students with disabilities. The LEA's are responsible for ensuring education services are provided under IDEA, which includes planning and implementing transition services for students with disabilities.

Local Joint Vocation School District (JVS)

JVS will assist by officially enrolling and providing appropriate services and supports to all referred individuals who meet eligibility requirements.

Opportunities for Ohioans with Disabilities (OOD)

OOD will assist by processing applications for VR services for individuals who meet eligibility requirements. OOD will assist individuals in identifying their strengths, skills, interests, and abilities to develop an individualized plan for employment (IPE) that addresses the identified barriers. OOD will provide, and if necessary, purchase the VR services that are outlined on the IEP based on individual's needs.

Crawford County Board of Developmental Disabilities (CCBDD)

CCBDD will assist by officially enrolling and providing appropriate services and supports to all referred individuals who meet eligibility requirements. CCBDD provides services and supports to children and adults with developmental disabilities. These services and supports include but are not limited to: service coordination, development of individual service plans, assistance with individual education plans, Employment First Management, assistance with transition plans for students with disabilities, and pre-employment assessments. Staff from CCBDD will be made available to attend service planning meetings for eligible individuals and their families, if

invited, in an effort to provide coordinated services and supports. CCBDD is committed to increasing transition and employment opportunities for individuals with developmental disabilities.

Crawford County Jobs and Family Services (CCJFS)

CCJFS will assist by officially enrolling and providing appropriate services and supports to all referred individuals who meet eligibility requirements.

All Other Participating Agencies and Partners

These entities will assist by officially enrolling and providing appropriate services and supports to all referred individuals who meet their eligibility requirements.

7. Terms of Agreement

- a. Originally implemented – August 2019. Current version is in effect from 8/01/23 – 7/31/25.
- b. Subsequent revisions and/or reviews of the plan will be made as necessary, but at a minimum of once every two years.
- c. Changes to the plan may be made by agreement of affected parties, with the revisions mailed to all parties. In the case of changes in statute, the changes will be incorporated into the plan and all parties notified of the changes.

8. Resolution of Conflicts

For the resolution of disputes arising over issues addressed in this agreement, all parties will utilize the appropriate steps and methods described herein. Attempts will be made to resolve the issue at the lowest level of disagreement. Informal resolution will be the first step in dealing with disagreements relative to this agreement. The presented information will include: the regulation or requirement related to the dispute; the specific issue need resolution; the prior steps taken to resolve the issue; and any additional information that may be relevant to the dispute. Utilizing the information presented, a good faith effort will be made to reach a mutually satisfactory solution. Efforts must be made at each level of resolution in a timely manner.

9. Termination of Participation/Commitment

In the event that an agency is unable to continue participation or commitment to this agreement, notification shall be made to participating agencies.

10. Signatures

For CCBDD

Date

For Bucyrus City Schools

Date

For Buckeye Central Local School District

Date

For Colonel Crawford Local School District

Date

For Crestline Exempted Village School District

Date

For Galion City Schools

Date

For Wynford Local School District

Date

For Pioneer Career and Technology Center

Date

For The Center for Autism and Dyslexia

Date

For CCJFS

Date

For OOD

Date

For

Date

For

Date

For

Date

For

Date

For

Date

For

Date