



**College Bound  
Arkansas  
June 6-8**



**Freshman Fifteen  
June 13**



**Summer Agency Connections  
July 20**



and



**Mental Health Conference  
w/ Dr. Eric Hartwig  
July 21**

**Registration is available  
on our website  
([www.arkansastransition.com](http://www.arkansastransition.com))  
under the Registration tab!**

# Arkansas Transition Services Newsletter Spring 2016

## 2016 Summer Events

by Jennifer Harte

### College Bound Arkansas

(June 6-8 at the University of Central Arkansas)

A Program for Students with Disabilities interested in making the transition to College

CBA will increase student's knowledge of accommodations, assistive technologies, leadership skills, and other exciting aspects of college life. The program is open to entering high school juniors, seniors and entering college freshmen.

Parents and professionals are welcome to attend as well!

### The Freshman Fifteen

(June 13 at the University of Central Arkansas)

A one-day introduction to college life for students with disabilities and their parent, guardian or teacher

This program will touch on fifteen important topics to consider if you are thinking about going to college. It will prepare high school freshmen to attend College Bound Arkansas.

### AITP Summer Agency Connections

(July 20 at the Embassy Suites)

An important meeting and time to gather information that is critical to students' post-school success

Several agencies, both big and small, will be on hand to present information on services and eligibility requirements and talk one on one with those in attendance. Attendees will also have the opportunity to hear about transition programs involving agency collaboration in the districts, as well as updates on the Workforce Innovative Opportunities Act. Three representatives from districts are invited.

### Mental Health Conference

(July 21 at the Hilton Garden Inn)

A one-day session on Shaping Emotional and Behavioral Competence  
AITP and ARMEA have recognized that mental health issues are a significant concern in the transition process of students. Spend the day with us to learn strategies and tools from expert, Dr. Eric Hartwig. This session will give you the opportunity to learn how to address these concerns, making the transition process more successful.

### IN THIS ISSUE

#### 2016 Summer Events

Page 1

#### Assessing Students with Multiple and Significant Disabilities

Page 2

#### NEW! Summer Trainings at Coops

Page 2

#### Celebrating Ten years of College Bound Arkansas

Page 3

#### Transition Fair Highlights

Page 3

#### Increasing the Intensity!

Page 4

#### Workforce Innovation & Opportunity Act

Page 5

#### District Spotlight

Page 6

## NEW! Summer Trainings at Coops

### Transition Practice for Post-School Outcomes for Student Success (½ day)

Southeast Coop—June 21  
 Arkansas River Coop—June 23  
 PCSSD—June 23  
 Arch Ford Coop—June 24  
 Wilbur Mills Coop—June 27  
 Great Rivers Coop—June 28  
 South Central Coop—June 28  
 Crowley's Ridge Coop—July 5  
 North Central Coop—July 6  
 Ozarks Unlimited Coop—July 7  
 DeQueen/Mena Coop—July 12  
 Northwest Coop—July 15  
 Southwest Coop—July 15  
 Northeast Coop—July 18  
 Dawson Coop—July 19  
 Guy Fenter Coop—July 19

### Transition Planning for Students on the Autism Spectrum and Intellectual Disabled (½ day)

Southeast Coop—June 21  
 Arch Ford Coop—June 23  
 Arkansas River Coop—June 23  
 PCSSD—June 23  
 Wilbur Mills Coop—June 27  
 Great Rivers Coop—June 28  
 South Central Coop—June 28  
 North Central Coop—July 6  
 Ozarks Unlimited Coop—July 7  
 DeQueen/Mena Coop—July 12  
 Northwest Coop—July 15  
 Southwest Coop—July 15  
 Northeast Coop—July 18  
 Dawson Coop—July 19  
 Guy Fenter Coop—July 19  
 Crowley's Ridge Coop—July 26

### Interactive Toolkit (1 day)

Crowley's Ridge—June 15  
 North Central Coop—June 15  
 Great Rivers Coop—June 16  
 Southeast Coop—June 20  
 Arch Ford Coop—June 21  
 Arkansas River Coop—June 22  
 PCSSD—June 22  
 Northeast Coop—June 27  
 South Central Coop—June 27  
 Wilbur Mills Coop—June 27  
 Ozarks Unlimited Coop—July 6  
 Northwest Coop—July 8  
 DeQueen/Mena Coop—July 11  
 Southwest Coop—July 14  
 Dawson Coop—July 18  
 Guy Fenter Coop—July 18

## Assessing Students with Multiple and Significant Disabilities

by Karen Randolph

How do I write a transition plan for students who are limited in expressing their interest, desires and preferences? The key to writing a meaningful Transition Plan is finding the appropriate transition assessments related to employment, education/training and when appropriate independent living. By answering the following questions we can get a handle on writing the goals:

Where do I want to live? Where do I want to work? Where/what do I want to learn?

To find these answers, it's often helpful to ask parents or other educators/providers. Below are a few assessments that can assist you in learning more about your students in this population. Some are meant for educators or caregivers, others are meant for only parents, and some give all the opportunity to provide input. These assessments can be found on our website on the Assessing Tools page at [www.arkansastransition.com](http://www.arkansastransition.com) or contact your Transition Consultant.

**Enderle-Severson Transition Rating Scale** – There is a form for the parent and educator. This assessment addresses all the areas as well as a range of disabilities. (\$)

**Employment Support Indicators** – addresses social, work settings and work style support. (Free)

**Employment/Life Skills Assessment** – for ages 14- 21. This assessment addresses the social behavior and daily living skills that are needed for employment and to be successful in the work place. (Free)

**Life Skill Inventory: Independent Life Skill Assessment Tool** - This assessment is completed by all who know the student on independent living skills. (Free)

**Picture Interest Career Survey** – Career Exploration for non-readers. Helps you and your student discover career choices. (\$)

**Parent Survey** – A survey for parents to complete so others on the IEP team have a better understanding of their expectations. Parents only answer questions that are relevant to their child. This is also available in Spanish. (Free)

**Personal Preference Indicators and Applying the Personal Preference Indicators** - with these assessments you can interview the student or discuss the questions with individuals who know the student. These assessments are a great way to get information from the student who is verbal as well as from the care given of those students who are nonverbal. This can be accomplished through casual conversations using these instruments. These assessments address all areas. (Free)

These are just a few of the Transition Assessments that are available on our website. If you are interested in learning more about writing a meaningful Transition Plan for students in this population, please register at your Co-op to attend **Transition Planning: Consideration for students on the Autism Spectrum and Students with Intellectual Disabilities**. We look forward to seeing you this summer at our trainings.

# Celebrating Ten Years of College Bound Arkansas!

by Carrie Tuttle

College Bound Arkansas will be celebrating its 10<sup>th</sup> Anniversary this year! This is an exciting milestone for me. In 2005, I started researching summer experience programs held anywhere in the country. That fall, we attended the national DCDT conference in Albuquerque, New Mexico. While there I went to a presentation about a program titled, College Bound, which was held on the campus of Virginia Tech University. This program sounded exactly like what I was hoping to create here in Arkansas. Now I needed a partner school, so I approached Crystal Hill with the University of Central Arkansas and we created a plan. In the summer of 2006, Crystal and I attended College Bound at Virginia Tech as we wanted to see the ins and outs of how their program was run. It was a fantastic

experience and gave us motivation to get our program up and running. In the summer of 2007, College Bound Arkansas was launched! Since that time we have had 193 students and 108 parents/professionals attend College Bound! We currently have 23 students and 16 parents/professionals registered to attend College Bound Arkansas, June 6-8, 2016. Over the past ten years our staff has been told, "College Bound changes lives." We would love to have you and your students attend and share in the College Bound Arkansas experience. There are still a few registration slots open! Go to <http://www.arkanastransition.com> and click on the registration link at the top of the page if you would like to be a part of College Bound Arkansas 2016. If you have current 8<sup>th</sup> graders we are also offering our

very first College Bound Arkansas Freshman 15 event on June 13, 2016 and we would love the opportunity to plant the seeds to planning their post-secondary education futures at this event. Registration for this event is also on our website.

Teachers, if you have stories about you or your student's College Bound Arkansas experiences, we would love to hear from you. Also, if you know where College Bound Arkansas alumni are currently attending college or if they have completed their education and are working, we want to know! Sharing successes of students who attended the program will only help it grow! Feel free to contact me, Carrie Tuttle at [ctuttle@conwaycorp.net](mailto:ctuttle@conwaycorp.net).

## Transition Fair Highlights

11 transition fairs were held this year, probably more! Participation ranged from a few students and parents attending to over 300 students attending.

- 55% were held during school
- 45% were held during evening or weekend hours (in an attempt to get more parents to attend)
- 73% were held on a school campus
- 27% involved students in the planning process

### What some districts said worked with their Transition Fair:

- A variety of breakout sessions
- Student incentives were offered: "principal approved day off from school" if student brought a parent
- Door prizes
- Student preparation – script was given beforehand

### What didn't work:

- Allowing students to decide what breakout they would like to attend
- Not having a wide variety of schools (barbering, cosmetology, culinary arts)
- Not preparing students

# Increasing the Intensity!

by Bonnie Boaz

Arkansas Transition Services is excited to announce that Arkansas has been identified for intensive technical assistance (TA) from NTACTION! This was an application process that we submitted in January 2016. Arkansas Transition Services, the Special Education Unit, and Arkansas Rehabilitation Services, all had input in the application process.

So what does that mean? Many of you may remember that we were an intensive state with the National Secondary Transition Technical Assistance Center (NSTTAC) years ago and that we greatly benefitted from their expertise knowledge and support. Now, The National Technical Assistance Center on Transition (NTACT) will assist with the development and implementation of a technical assistance/professional development plan based on the goals and outcomes identified in our application to support the improved life outcomes (graduation and post-school goals) of youth with disabilities. To develop and implement this TA plan, we will build a Core Leadership Team, and a State Implementation Team. We included the following goals as priority in our application:

- Goal 1: To increase implementation and analysis of data collection practices at varying levels (district/school/student) to improve transition programs and student outcomes.
- Goal 2: To increase awareness of and capacity to assess and implement predictors of post school success using evidence based practices

in the area of secondary transition based on district and state data available.

- Goal 3: To improve our provision of technical assistance services and capacity building strategies reaching more educators through varied opportunities.

The Core Leadership Team (CLT) will be comprised of members from the Special Education Unit and Arkansas Rehabilitation Services, who will work with NTACTION staff and lead the NTACTION work across the designated state.

The State Implementation Team (SIT) is led by the Core Leadership Team (CLT) and is comprised of individuals identified by each state as critical to developing and implementing an NTACTION Intensive TA Plan statewide.

We are excited about this great opportunity to build capacity not just at the state level, but at the district and school levels as well. Our work will begin soon as a team of us travel to Charlotte, NC, for the State Capacity Building Institute. We will not only present at this Institute on how Arkansas' local teams are planning and using strategies like we are at the state level (the Taxonomy for Transition Programming, the Cadres and ATS Summits, STEPSS, etc.), but we will learn from other states and our lead supporters, NTACTION. We look forward to sharing with you all over the next two years!



## Arkansas Transition Summit

October 19-20, 2016

Hot Springs Convention Center

Registration now available on our website!

[www.arkansastransition.com](http://www.arkansastransition.com)

Start getting your local transition team together now and make plans to attend!!

# The Workforce Innovation & Opportunity Act - July 22, 2014

by Adrienne Robinson, Deputy Chief of Field Services, Arkansas Rehabilitation Services

The Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers access employment, education, training and support services to succeed in the labor market and match employers with skilled workers they need to compete in the global economy (*Employment and Training Administration-U.S. Department of Labor*).

*WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. WIOA authorizes the Job Corps, YouthBuild, Indian and Native Americans, and Migrant and Seasonal Farmworker programs, in addition to the core programs.*

## Highlights

- **Aligns Federal Investments to Support Job Seekers and Employers**-WIOA establishes unified strategic planning across "core" programs (i.e., Unified and Combined State Plan) these programs include Title I Adult, Dislocated Work and Youth programs; Adult Education and Literacy programs; the Wagner-Peyser Employment Service; and Title I of the Rehabilitation Act programs.
  - *Under WIOA, the Governor of each state must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system*
- **Strengthens the Governing Bodies that Establish State, Regional and Local Workforce Investment Priorities**-Streamlines membership of business-led, state and local workforce development boards-emphasizes the role of boards coordinating and aligning workforce programs
- **Improves Services to Individuals with Disabilities**-WIOA increases individuals with disabilities' access to high-quality workforce services to prepare them for competitive integrated employment. Youth with disabilities receive extensive pre-employment transition services to obtain and retain competitive integrated employment as well.
- **Student with a Disability**-Not younger than the earliest age for transition services under the Individuals with Disabilities Education Act (IDEA); is not older than 21 (or the state's maximum age); and is an individual with a disability on a 504 plan
- **Youth with a Disability**- Is not younger than 14 and is not older than 24

## Funding Requirements under Vocational Rehabilitation

-Designates ½ of Federal Supported Employment funds to youth with most significant disabilities

-Designates 15% of VR funds targeted at *pre-employment transition services* for students

## Pre-Employment Transition Services

Work-based learning experiences during or after school, or experience outside the traditional setting (internships) provided in an integrated environment to the maximum extent possible

### Five Core Areas

- Job Exploration Counseling
- Work-based learning experiences
- Counseling on opportunities for post-secondary training
- Job readiness skills training to develop social and independent living skills
- Self-advocacy instruction

Visit [www.doleta.gov/WIOA](http://www.doleta.gov/WIOA) to read more on WIOA and access guidance and resources developed by the Employment and Training Administration (ETA).

# District Spotlight

## Cutter Morning Star - A Smorgasbord of Transition

by Cathy Davis, Special Education Teacher

Exciting things are happening in the transition program at Cutter Morning Star and the energy is electrifying as the program continues to grow and help students and their parents make the transition from high school to adult life. Since joining the Cutter Morning Star team, Cathy Davis hit the ground running by collaborating with local agencies coming in to visit with her students and has events scheduled through the end of school.

Libby Vines, Senior Vice President of Bancorp South, spoke to the students about banking and finance.

In December, the transition students visited Jackson House, where they organized supplies—mainly toiletries—to hand out to those in need. They helped prepare meals for the people in the community and were given the opportunity to directly interact with the clients by distributing the lunches.

Kitty Conrad from hospice introduced our students to the world of volunteering. The transition class visited the residents at an assisted living home on St. Patrick's Day, where they served food and drinks.

Mike Dingler from COTO visited to discuss programs for high school students – notably welding and cosmetology.

Amanda Stephanus, Youth Coordinator for Youth Employment Services (YES) through Workforce Center, came to visit with the students about resume building, professional dress for interviews and other employability soft skills. This information will be incorporated into our lessons about resume writing and how to fill out applications. They are working on a PowerPoint to introduce themselves and to discuss skills needed to be successful in school and outside of school. A select group of students will participate in a panel format application/interview process with selected members of the community.

On April 21, the CMS transition team will host dinner and a parent night. Resort TV cable will provide dinner and Lori Height from RTV will talk about jobs at Resort TV. Donna Hill from Class 101 will talk about life after high school and especially about financial assistance for school or vocational training. Representatives of Arkansas Career Training Institute will be on hand to answer questions about services they provide students during and after high school. Lisa Washington will give useful information about transition and encourage parents that the transition staff is here to help their student during and after high school. Sheila Galbavy will talk about dental assisting training available in our community.

Cutter Morning Star transition students will attend the Recreational Therapeutic Arts Festival, May 6<sup>th</sup>, hosted by the Parks and Recreation of Little Rock. This program enriches the lives of people with disabilities by encouraging their creativity through the arts. Students will set up a booth and help attending students make a craft to take home with them.

And Mrs. Davis and her students are not finished yet! Mrs. Davis says that before the end of the year they'll visit such places as the hospitals, restaurants, hotels, Petra Allied Health, where students can get transition ideas and knowledge. She is providing her students a vast array of occupational options and resources by making those community agencies and contacts.

"The students have had such a great time this year with transition and so have I. Words fail me when I try to describe how amazing it has been to see our students in action at these events and activities. Thank you CMS and the staff for allowing me to be a part of such a great group of students and the transition program."

