



Transition PLC Update July 2020

The Transition Peer Learning Community (PLC): Improving Transition Outcomes for Students with Deaf-Blindness and Additional Disabilities, kicked off in October 2019. Representatives from 17 states, NFADB, and HKNC have been meeting monthly since then. The purpose of the PLC is to increase the knowledge of and access to resources that enable the participants to understand and work with their state systems to improve the transition outcomes of students with deaf-blindness and additional disabilities.

In keeping with [the Transition Recommendations](#) we have begun exploring laws that impact Transition Services for students with disabilities, including WIOA (Workforce Innovation and Opportunity Act) and IDEA (Individuals with Disabilities Education Act). We explored how they can support high expectations of a rich full life for young adults with deaf-blindness. Through this work we are also becoming familiar with the federal and state systems—Vocational Rehabilitation, Department of Education, and eventually the Developmental Disabilities and or Mental Health Systems that are essential for successful transitions to adult lives.

Melissa Diehl, Carol Pankow, Christine Johnson, and Brenda Simmons from the [Workforce Innovation Technical Assistance Center](#) (WINTAC), met with the PLC for 3 consecutive months to answer all of our questions about Pre-Employment Transition Services. They clarified that as long as a young person has a disability, is an enrolled student, and meets their state's age requirements, that student is eligible to receive Pre-Employment Transition Services (Pre-ETs). They also explained that Pre-ETs are meant to just be an introduction to employment and they are not intended to supplant required transition services that schools are obligated to offer under IDEA. Vocational Rehabilitation has a continuum of services available to students in transition and for adults. WINTAC shared many resources with the group to increase our understanding of Pre-ETs.

Michael Stoehr from the National Technical Assistance Center on Transition (NTACT), joined the PLC as our guest speaker in April and May to share information on schools' requirements regarding serving students with disabilities in transition. He also had a wealth of resources to share with PLC members in the technical assistance efforts on transition.

Our national partners, State Deaf-Blind Projects, NFADB, and Helen Keller National Center Regional Representatives and Deaf-Blind Specialists have shared resources and information from their states with each other.

The next steps for members of this PLC is to explore resources and systems in their states to identify potential partners and opportunities for collaboration to improve outcomes for students with deaf-blindness and additional disabilities.

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