



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Performance Matters Forum 2020

Secondary Transition Discussion with CT State Agencies



November 4, 2020

For audio, you must connect to your computer's audio or telephone using the phone number provided in the registration email from SDE GO TO Webinar.

The webinar will begin at 1:00pm. Thank you!

Welcome!

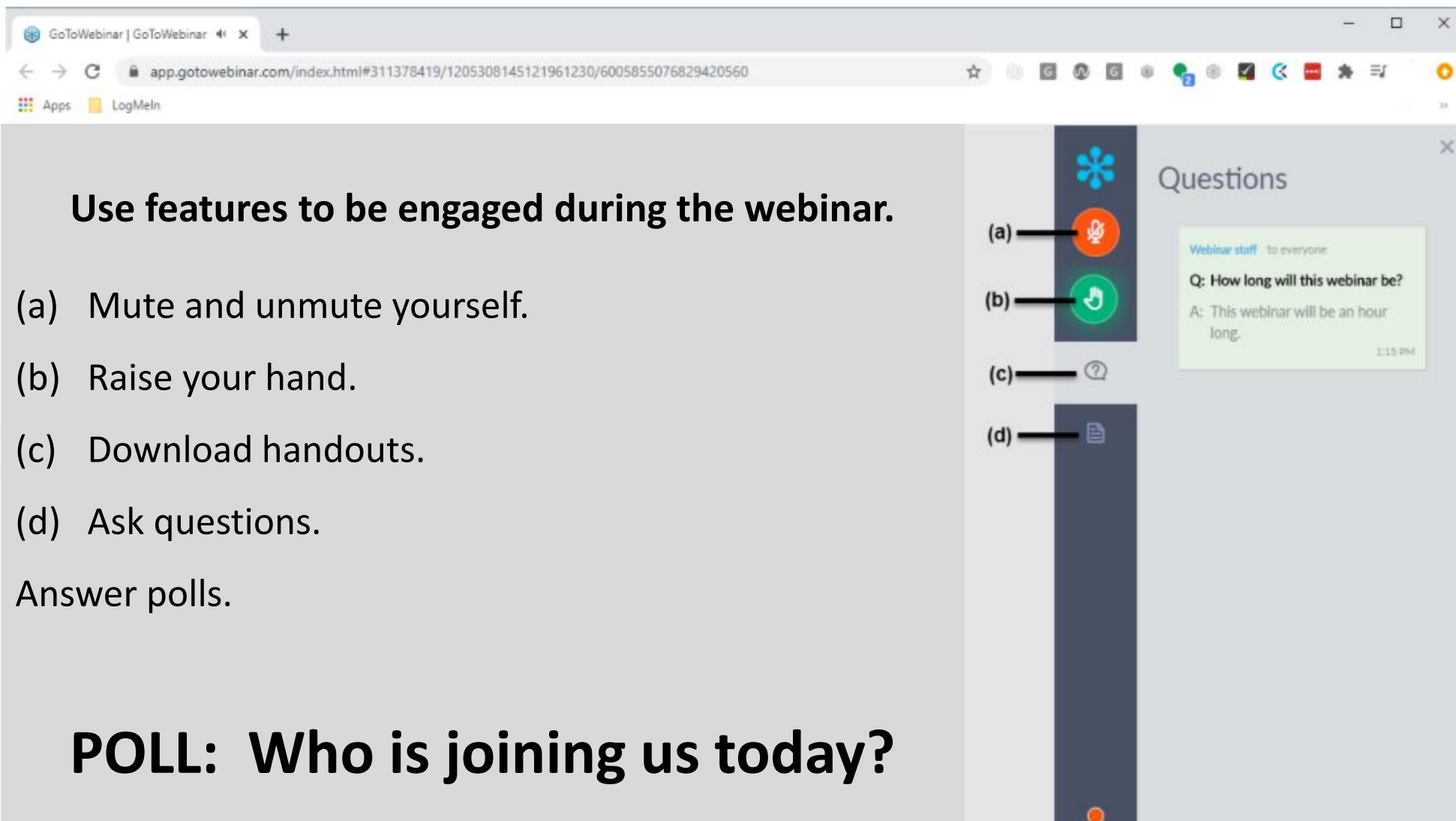
Attendee Reminders

- Thank you for attending!
- All attendees will be placed on mute for the duration of the webinar.
- For audio, you must connect to your computer's audio or telephone using the phone number provided in the registration email from SDE GO TO Webinar.
- This session is being recorded and will be posted to the [CSDE Performance Matters Forum 2020 Webinar Series](#) page.
- Closed captioning is available for this webinar. Please see chat box for the website.

**RECORDING IN
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Use features to be engaged during the webinar.

(a) Mute and unmute yourself.

(b) Raise your hand.





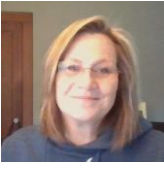

(c) Download handouts.





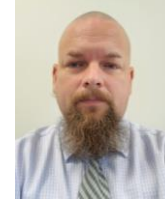



(d) Ask questions.

Answer polls.

POLL: Who is joining us today?

Session Presenters

	<p>Ruth Carvalho Level Up Supervisor Aging and Disability Services (ADS) Bureau of Rehabilitation Services (BRS) Office: 860-612-3566 Cell: 860-256-9538 Ruth.Carvalho@ct.gov</p>	
	<p>Jill Larmett Disability Resource Coordinator Capital Workforce Partners (CWP) 860-899-3446 Jlarmett@capitalworkforce.org</p>	
	<p>Karen Quesnel Operations Coordinator / RETAIN Project Lead CT Department of Labor (DOL) 860-263-6527 Karen.Quesnel@ct.gov</p>	

	<p>Cynthia Randolph, LCSW Behavioral Health Clinical Manager Department of Mental Health and Addiction Services (DMHAS) Young Adult Services (YAS), Office of the Commissioner (OOC) Office: 860-262-6932 Cell: 860-759-0400 Cynthia.Randolph@ct.gov</p>	
	<p>Barry Rita Transition Coordinator Aging and Disability Services (ADS) Bureau of Education and Services for the Blind (BESB) Office: 860-602-4069 Cell: 860-549-2485 Barry.Rita@ct.gov</p>	
	<p>Brian K. Smith Assistant Regional Director – West Region Department of Developmental Services (DDS) Individual and Family Support Division 203-805-7417 Brian.K.Smith@ct.gov</p>	
	<p>Alycia M. Trakas Education Consultant CT State Department of Education (CSDE) Bureau of Special Education (BSE) 860-713-6910 Alycia.Trakas@ct.gov</p>	



Session Overview

- Review of Federal and State Secondary Transition Requirements
- Review of Current Statewide Data
- Review of Tools, Resources, and Professional Learning Opportunities
- Overview of CT State Agencies
 - Department of Developmental Services (DDS)
 - Bureau of Rehabilitation Services (BRS)
 - Bureau of Education and Services for the Blind (BESB)
 - Department of Mental Health and Addiction Services (DMHAS)
 - Department of Labor (DOL) and American Job Centers (AJCs)
- Q & A



Secondary Transition Requirements

Federal

Individuals with Disabilities Education Act (IDEA)

- [§ 300.1 Purposes](#)
- [§ 300.43 Transition services](#)
- [§ 300.101 Free appropriate public education \(FAPE\)](#)
- [§ 300.102 Limitation – exception to FAPE for certain ages](#)
- [§ 300.305\(e\) Additional requirements for evaluations and reevaluations](#)
- [§ 300.320\(b\) Definition of IEP](#)
- [§ 300.321\(b\) IEP Team](#)
- [§ 300.520 Transfer of parental rights at age of majority](#)

State

Regulations of CT State Agencies (RCSA)

- [§ 10-76 Children Requiring Special Education](#)
- [§ 10-76d-1\(a\) General Requirements](#)
- [§ 10-76d-12\(b-h\) Transfer of rights; exception](#)

CT General Statutes (CGS)

- [§ 10-76d Duties and powers of boards of education to provide special education programs and services](#)
- [§ 10-221a High School graduation requirements](#)

[PA 19-49: An Act Concerning Transitional Services For Children With Autism Spectrum Disorder](#)

[A.R. v. Connecticut State Board of Education](#)



IDEA § 300.1 Purposes

The purposes of this part are—

- (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living;**
- (b) To ensure that the rights of children with disabilities and their parents are protected;
- (c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and
- (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.



Transition Planning and Services Requirements

Beginning not later than the first individualized education program (IEP) to be in effect when the student turns 14 (with the diagnosis of Autism)* and beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the planning and placement team (PPT), and updated annually, thereafter, the IEP must include—

- (1) **Appropriate measurable postsecondary goals based upon age appropriate transition assessments** related to **training or education, employment,** and, where appropriate, **independent living skills;** and
- (2) The **transition services (including courses of study) needed to assist the student in reaching those goals.**

[CGS § 10-76d(a)(9), as amended by PA 19-49]

[IDEA § 300.320(b) Definition of IEP]

*ADS (formerly known as DORS) is not required to address transitional services for students until age 16.



Transition Services PPT Membership

For PPT meetings where a purpose of the meeting will be the consideration of the postsecondary goals for student and the transition services needed to assist the student in reaching those goals, the school district **must invite student with a disability. If the student does not attend** the PPT, the school district must take other steps to **ensure that the students' preferences and interests are considered.**

Additionally, to the extent appropriate, with the consent of the parents or a student who has reached the age of majority, the school district must invite a **representative of any participating agency** that is likely to be responsible for providing or paying for transition services.

[IDEA § 300.321(b) IEP Team]



Transition Goals

Post-School Outcome Goal Statement (PSOGS)

- Written as measurable statements in terms of what the student will achieve **after** leaving secondary school.
- Every student must have a minimum of **two PSOGS**:
 - One PSOGS related to **Postsecondary Education** or **Training**; and
 - One PSOGS related to **Employment**; and, where appropriate
 - One PSOGS related to **Independent Living Skills** (which incorporates Community Participation).

Annual Transition IEP Goals and Related Objectives

- For each PSOGS, there must be **a minimum of one separate, corresponding annual IEP goal with related short-term objectives related to transition service needs**.
 - More than one box may be checked at the top of page 7, but **only ONE transition box may be checked per annual IEP goal** (i.e., postsecondary education/training OR employment OR independent living skills).
 - All short-term objectives must relate to the PSOGS transition area checked at the top.



IDEA Eligibility Until Age 22

Timeline:

- **June 10, 2020:** United States District Court for the District of Connecticut published the [A.R. v. CT State Board of Education](#) summary judgement.
- **July 10, 2020:** Judge Haight, United States District Court, District of Connecticut, filed the *Permanent Injunction Judgement and Order* and denied the State's application to stay the injunction during the pendency of the appeal.
- **August 27, 2020:** The Second Circuit Court of Appeals denied the State's request for a stay of the A.R. decision.

CSDE Guidance:

- [Updated Guidance Regarding IDEA Eligibility Until Age 22 \(September 4, 2020\)](#)
- [Updated Guidance Regarding IDEA Eligibility Extended Until Age 22 \(July 24, 2020\)](#)
- [Memorandum: IDEA Eligibility Extended Until Age 22 \(June 19, 2020\)](#)

Highlights:

- The judgement displaces the state law and practice to exit students at the end of the school year in which they turn 21 years of age. This decision supersedes prior guidance issued by the CSDE related to that law and practice.
- As a result of this court decision, all students who have not yet turned 22 years old and who have not received a regular high school diploma, which includes students who were exited on or before June 30, 2020, due to reaching the maximum age of eligibility in accordance with then effective state law, remain eligible for special education services under the IDEA up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever occurs first.
- Students whose eligibility terminated when they graduated with a regular high school diploma are not subject to an extension of eligibility until they turn 22, nor entitled to compensatory education.
- The CSDE and Plaintiffs will be moving forward with notification and implementation of compensatory services when appropriate under the District court decision.



Indicator #13 Secondary Transition Cumulative Data

School Year	Indicator #13 (% of students)	Target	# of LEAs	% of LEAs
2009-2010	77.80%	100.00%	124	86.71%
2010-2011	93.80%	100.00%	74	51.75%
2011-2012	99.70%	100.00%	13	9.09%
2012-2013	99.98%	100.00%	2	1.40%
2013-2014	99.71%	100.00%	9*	6.29%
2014-2015	99.92%	100.00%	9*	6.29%
2015-2016	99.93%	100.00%	7* (2)	4.90%
2016-2017	99.87%	100.00%	10* (1)	6.99%
2017-2018	99.92%	100.00%	8	5.59%
2018-2019	99.97%	100.00%	3	2.10%
2019-2020	99.91%	100.00%	10* (5)	6.99%

* Citations through both the SEDAC Desk Audit and BSE File Review. (#) Citations through BSE File Review.
Total LEAs = 143 due to the number of LEAs providing



APR Highlights: Continue to be in substantial compliance!

Indicator #14 Post-School Outcomes

Cumulative Data

Measurement Category		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A. Enrolled in Higher Education	Data	49.12%	49.73%	46.66%	51.34%	86.40%	90.21%	
	Target	49.00%	49.00%	49.00%	49.00%	49.00%	49.10%	80.00%
B. Higher Ed. or Comp. Employed	Data	63.27%	73.57%	65.24%	66.62%	91.60%	94.78%	
	Target	63.00%	63.00%	63.00%	63.00%	63.00%	63.10%	85.00%
C. Higher Ed., Training, or any employment	Data	77.69%	86.51%	78.74%	79.23%	95.32%	96.08%	
	Target	77.00%	77.00%	77.00%	77.00%	77.00%	78.75%	90.00%

APR Highlights: The use of National Student Clearinghouse Data (P20WIN) in FFY 2018 and FFY 2017 was responsible for improvements in our response rate. Response rates in FFY 2018 (38.0%) and FFY 2017 (40.7%) when compared to FFY 2016 (13.8%). Additionally, as a result of using P20WIN data in FFY 2018 and FFY 2017, we had the GREATEST GAINS in all measurement categories!

Notes:

- Data reported as a percentage of responders.
- New targets have been set for FFY 2019.



Indicator #14 Resources

Resources for the CT Post-School Outcome Survey (PSOS)

- [PSOS Reminder Postcard](#) (English & Spanish)
- [PSOS Sample Letter](#) (English & Spanish)
- [PSOS Survey](#) (English & Spanish)
- [PSOS Informational Video](#)
- [PSOS Companion Document/Resource List](#) (English & Spanish)
- [PSOS Flyer for LEA's to use during Exit PPT](#) (English & Spanish)

Results from Previous CT Post-School Outcome Survey

- [2019 CT Post-School Outcomes Survey \(PSOS\), 2017-2018 School Year Exiters of Special Education Services, Final Report \(March 2020\)](#)
- [2019 CT PSOS Infographic \(June 2020\)](#)



Secondary Transition Resources

Federal

- Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA) - [Letter on the Important of Collaboration Between Special Education and Vocational Rehabilitation Related to Secondary Transition](#) (August 31, 2020)
- Office of Special Education and Rehabilitation Services (OSERS) - [A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#) (Revised August 2020)

National

- Workforce Innovation Technical Assistance Center (WINTAC), National Technical Assistance Center on Transition (NTACT), and TransCen – [Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners](#) (May 2020)

CT State Department of Education

- [COVID-19 Resources for Families and Educators](#)
 - [Adapt, Advance, Achieve: CT's Plan to Learn and Grow Together](#) (September 4, 2020)
 - [Addendum 6: Reopening Guidance for Educating Students with Disabilities](#) (August 12, 2020)
- [CT Learning Hub](#)
- [CSDE Events Calendar](#)

Bureau of Special Education


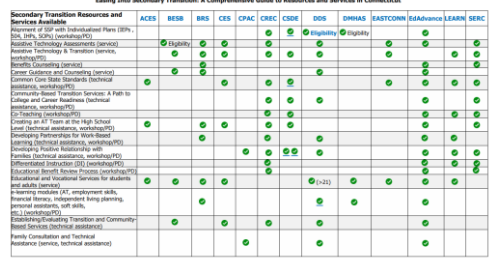
- [BSE Guidance and Resources for COVID-19](#)
- [The Bureau Bulletin](#)
- Youth Leadership Opportunities:
 - [Special Education Youth Advisory Council \(SEYAC\)](#)
 - [CT Secondary Transition Youth Advisory Board \(YAB\)](#)
- [Secondary Transition - Planning From School to Adult Life](#)



Secondary Transition – Planning From School to Adult Life



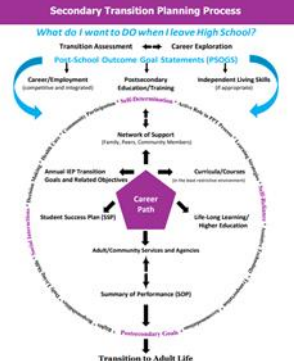

- [Documents/Forms](#)
- [Related Resources](#)
- [Resources for Students and Families](#)
- IDEA Part B Indicators: 1, 2, 13, and 14
 - [Indicator 13: Secondary Transition](#)
 - [Indicator 14: Post-School Outcomes and Post-School Outcomes Survey \(PSOS\)](#)
- [Laws/Regulations](#)
- [CT Transition Programs Offering Transition-Only Services for Students with Disabilities](#)
 - For a list of CT Transition Programs, go to [EdSight](#);
 - Select Overview, then Find School/District; and
 - In the left hand column, select Transition Programs.

- [Easing Into Secondary Transition: A Comprehensive Guide to Resources and Services in CT](#)

 <p>Contacts</p>	 <p>Related Resources</p>
<p>Frequently Asked Questions (FAQs)</p>	



Secondary Transition Resources (One-Pager)

			
<p>*REVISED* Providing Transition Services Flow Chart (2020)</p>	<p>*NEW* Proporcionar Servicios de Transición (2020)</p>	<p>*REVISED* Secondary Transition Planning Process (2020)</p>	<p>*NEW* Proceso de Planificación de la Transición Secundaria (2020)</p>



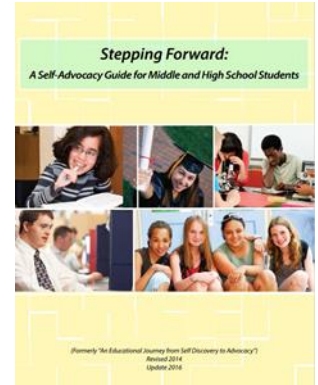


[Building A Bridge: A Resource Manual for High School Students \(2009\)](#)

[Construyamos un Puente: Un Manual de Recursos para Estudiantes de Escuela Secundaria \(2009\)](#)

[Transition Bill of Rights for Parents of Students Receiving Special Education Services \(2016\)](#)

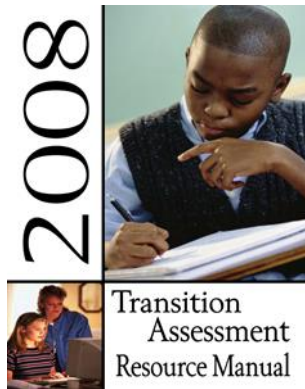
[Declaración de Derechos de Transición Para Padres de Estudiantes que Reciben Servicios de Educación Especial \(2016\)](#)



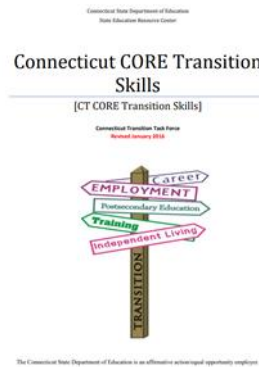
[Stepping Forward: A Self-Advocacy Guide for Middle and High School Students \(2016\)](#)



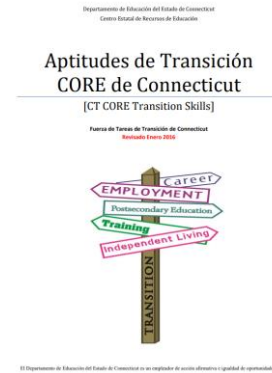
[Connecticut's Transition Training Manual and Resource Directory \(2004\)](#)



[Transition Assessment Resource Manual \(2008\)](#)



[CT CORE Transition Skills \(2016\)](#)



[Aptitudes de Transición CORE de Connecticut \(2016\)](#)



Secondary Transition

Professional Learning Opportunities

SAVE THE DATE: Friday, January 29, 2021

6th Annual Secondary Transition VIRTUAL Symposium

- [CSDE/SERC 2020-21 Secondary Transition At-A-Glance](#) (Register at www.ctserc.org/events)
- CSDE/SERC Secondary Transition Webinars
COMING SOON!
 - Secondary Transition Five-Part Webinar Series: Providing Services in a Variety of Learning Models**AVAILABLE ON DEMAND:**
 - [CSDE/SERC Training Module: Transition Assessment](#)
 - [CSDE/SERC Training Module: Transition Goals 101](#)
- CSDE/RESC Alliance 2020-2021 LifeCourse Planning Tools



Department of Developmental Services



The **Mission** of the Department of Developmental Services is to **partner** with the individuals we support and their families, to **support lifelong planning** and to join with others to **create and promote meaningful opportunities** for individuals to **fully participate as valued members of their communities.**

Department of Developmental Services



VISION.....

All citizens supported by the Department of Developmental Services are valued contributors to their communities as family members, friends, neighbors, students, employees, volunteers, members of civic and religious associations, voters and advocates.



Each year the number of NEWLY eligible exceeds the number of individuals leaving services.

DDS has a **SINGLE POINT OF ENTRY** for all individuals seeking eligibility for services. This approach is designed to simplify the application process and assure statewide consistency in reviewing and determining eligibility across the three regions.

DDS Eligibility Application Forms

- [Application for Someone under the age of three \(Birth to Three Services\)](#)
- [Application for Someone with Intellectual Disability \(formerly known as Mental Retardation\)](#)
- [Application for Someone with Autism and NO Intellectual Disability over the age of 3](#)
- [Application for Previous DDS Consumer, Someone with Missing Documents, or Someone who needs a Guardian/Conservator or Title 19](#)

[Eligibility Information Video](#)

[Eligibility Information Video \(Spanish\)](#)



[DDS ELIGIBILITY WEBSITE LINK](#)

FACTS ABOUT NEW REFERRALS

- Every month more than 90 people apply for services
- 65% of new referrals are for children (<18 yrs old)
- About 25% of new referrals are for adults older than 20 yrs of age
- The remaining 10% are young adults age 18-20 yrs.



IDD Eligibility

3 Primary Factors Used to Determine Eligibility Based on CGS 1-1g:

1. Significant Deficits in Intellectual Functioning

- IQ profile <70 on standardized IQ test

2. Deficits in Adaptive Behavior

- evaluate using standardized measure
- consistent profile across social, economic & self-help domains

3. Manifest during Developmental Period

- clear evidence of both intellectual and adaptive deficits before age 18
- medical records, school records, standardized testing

***Includes individuals with Prader Willi Syndrome.**

Autism Eligibility

- Legal Residency in the State of Connecticut
- A **PRIMARY** diagnosis of Autism Spectrum Disorder (an evaluation for Autism Spectrum Disorder must **include** a standardized diagnostic instrument such as the Autism Diagnostic and Observation Schedule (ADOS), Childhood Autism Rating Scale (CARS), or Gilliam Autism Rating Scales (GARS). Evaluations that do not include standardized diagnostic instruments will not serve to qualify individuals for DDS service).
- A full scale IQ of 70* or higher (a diagnosis of intellectual ability **must include** tests such as the Wechsler or Stanford-Binet which assess the applicant's intellectual/cognitive ability and generate IQ scores. Psychological testing must indicate current (within 3 years) cognitive/IQ results).
- *For children ages 3-7 where a valid IQ cannot be determined, eligibility will be based upon a diagnosis of an ASD and developmental delays.
- Impairment in at least **three** areas of adaptive functioning (To be eligible for DDS Division of Autism Spectrum Services, impairment in adaptive functioning must be determined by Adaptive Skills Testing. **Adaptive Skills** tests such tests Vineland and Behavior Assessment System for Children (BASC) evaluate the applicant's capability with daily activities such as dressing, grooming, and social skills).
- Live in either their own home or their family home (individuals living in residential or school settings are not eligible for the autism waiver services).
- Medicaid Eligibility (Applications will not be processed for individuals 18 years and older unless there is a copy of the Medicaid Card.)
- Impairment prior to age 22 years
- Impairment expected to continue indefinitely (chronic)

The logo for the Department of Developmental Services (DDS) of the State of Connecticut, featuring the letters "DDS" in a bold, white, sans-serif font on a dark blue rectangular background.

Who are we.....

Divisions:

Individual and Family Support
Private
Public
Self Determination

Other:

Equal Employment Opportunity Office
Human Resources
Education Support and Staff Development
Investigations
Legislative and Executive Affairs
Legal Affairs
Quality and Systems Improvement
Business Information and Analytics Unit
Fiscal Services
Information Technology
Audit and Rate Setting
Medicaid Operations/Waiver Services
Health and Dental Services
Psychological Services
Communication
And more.....



DDS – One partner in the total support plan.



DDS Services

Informed Choices



- Family Supports
 - Helpline
 - Respite
 - Family Support Teams
 - Family Grants
- Transition Services
- Case Management
- Waiver Supports

Supports Services can be managed as:

- Self-Directed Services
- Agency With Choice Services
- Private Agency Services



More Control

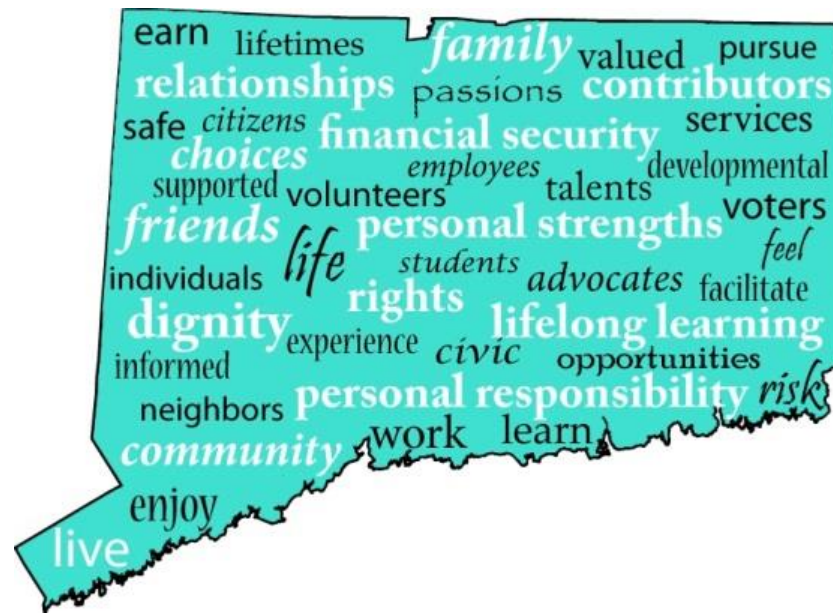
Less Control



DDS – One partner in the total support plan.



All supports and services provided to an individual should result in enhanced self-advocacy, self-determination, interdependence, productivity and enhanced relationships and inclusion.



“CT’s EMPLOYMENT FIRST INITIATIVE”

In April of 2011, Connecticut DDS was officially recognized as an “Employment First” State Agency, but what exactly does this mean?



We Believe...

- Everyone can work and there is a job for everyone. Our job is to be creative and persistent in providing supports that help people with intellectual disabilities to find, get and keep real pay.
- Not working should be the exception. All individuals, schools, families and businesses must raise their expectations.
- People will be hired because of their ability not because they have a disability.
- Communities embrace people who contribute.
- Everyone has something to contribute and needs to contribute.
- People are healthier, safer and happiest with meaningful work.
- True employment is not a social service.
- Employment or everybody.



Employment & Day Services

EMPLOYMENT FIRST!

Age 21



Retirement

Support Service Options

- Competitive Employment
- Individual Supported Employment
- Group Supported Employment
- Individualized Day (Voc/Non-Voc)
- Pre-Vocational Services (Paid and Non Paid)
- Transitional Services
- Senior Supports.....

<http://www.ct.gov/dds/cwp/view.asp?a=4189&q=492514>



DDS Resources

Department of Developmental Services (DDS)

- [DDS Eligibility](#)
- [Family Website](#)
- [Family Connection](#)
- [LifeCourse](#)
- [Topics A to Z](#)
- [Employment/Day Services](#)
- [Qualified Provider List](#)
- [Transition Resources](#)
 - [DDS Transition Timeline](#)
(Also available in [Spanish](#))
- [Self-Advocacy](#)
- [Self Determination](#)
- [Employment First Overview](#)
- [Career Planning Process: A Guide to Person Centered Career Planning in CT](#)
- [Real Work for Real Pay](#)



Department of Aging and Disability Services (ADS)

Bureau of Rehabilitation (BRS)

Level Up Services

- Job Exploration
 - Counseling for Post-Secondary
 - Work Based Learning Experience
 - Work Readiness Training
 - Self-Advocacy
-
- Students ages 16-21
 - IEP, 504 Plan, documented disability
 - Attending secondary, post-secondary



ADS & SERC Partnership

- ADS and the State Education Resource Center (SERC) entered into an agreement to coordinate and provide timely provision of services to youth with disabilities in CT
- Building the infrastructure for a collaborative and comprehensive Pre-Ets program within CT to achieve the five required services (Job Exploration Counseling, Work-Based Learning, Post-secondary Education Counseling, Workplace Readiness Training, Self-Advocacy)

ADS & SERC Partnership Goals

1. Increase the service provision rate for all students with disabilities ages 16-22
2. Maintain & enhance the positive relationships that Level Up Counselors have established within the school systems
3. Increase access to LU Services for existing and potentially eligible students with disabilities statewide
4. Improve communication structure with CRP's and BRS-funded services to reduce cancellations



BRS Vocational Rehabilitation (VR)

The **Bureau of Rehabilitation Services** strives to create opportunities that enable individuals with significant disabilities to work competitively and live independently. Staff works to provide individualized services, develop effective partnerships, and share sufficient information so that consumers and their families may make informed choices about the rehabilitation process and employment options.

The Connecticut Vocational Rehabilitation (VR) program can help individuals with disabilities to prepare for, find and keep a job.

We offer individualized services for persons with disabilities who are eligible for VR and provide supports in planning for and achieving their job goals.

To be eligible for the VR program, an individual must have a significant physical or mental condition which poses a substantial barrier to employment, and must require VR services in order to prepare for, find and succeed in employment.



BRS Vocational Rehabilitation (VR)

BRS may provide a full range of individualized services, including:

- Vocational counseling
- Benefits counseling
- Job search assistance
- School-to-work transition services
- Skills training and career education in college and/or vocational schools
- On-the-job training in business and industry
- Assistive technology services such as adaptive equipment for mobility, communication and work activities
- Vehicle and home modification
- Supported employment services
- Services to assist in restoring or improving a physical and/or mental impairment
- Help accessing other programs and services

The VR program serves persons with all disabilities except legal blindness. Individuals with legal blindness are served by the Bureau of Education and Services for the Blind (BESB).

The VR program is supported by a combination of state and federal funds. To learn more about the vocational rehabilitation program, go to <https://rsa.ed.gov/>.



Bureau of Education and Services for the Blind (BESB)

What can a ADS-BESB student expect from ADS-BESB?

- **Work** – help students discover and experience work opportunities in a career field of interest.
- **Live Independently** – Help students to gain skills and confidence in both their homes and in community activities.
- **Prepare for college** – Help students experience life on a college campus while still in high school.
- **Get around safely** – Orientation and Mobility Specialists work directly with students to teach travel skills in the community, at a job site, or on a college campus.
- **Learn self-advocacy** – Help students become comfortable discussing their disability in a manner that projects confidence and proficiency to others.
- **Meet a mentor** – Students can interact with and learn from mentors who are blind, focusing on all aspects of life with special insight about accomplishing career goals.



BESB

What can a ADS-BESB student expect from ADS-BESB?

- **Assistive Technology** – BESB Vocational Rehabilitation and Children’s Services work collaboratively to provide adaptive technology devices and training to enable students to progress to the next level.
- **Recreation** – These types of activities enhance mobility skills and provide valuable peer mentoring opportunities to students. These activities help students develop self-determination skills and confidence, which transfers to a variety of other settings throughout life.
- **Pre-vocational** – Help students explore who they are; those traits lead to success in certain occupational fields and BESB can help students learn about these opportunities.
- On the job supports to help a worker get up to speed on a job. Working with Community Rehabilitation providers in your community, BESB can support you while you earn and learn.
- Programs are offered at local, regional and national locations, including college campuses, at employer sites and at residential camps.



ADS Resources

Aging and Disability Services (ADS)

- [Bureau of Rehabilitation Services \(BRS\)](#)
 - [Level Up](#)
 - [Level Up Brochure](#) (Also available in [Spanish](#))
 - [Level Up Coverage Map](#)
- [Bureau of Education and Services for the Blind \(BESB\)](#)
- [Benefits Counseling](#)
- [Connect Ability](#)
- [CT Tech Act Project \(CTTAP\)](#)



DMHAS YAS

YAS Serves Youth 18-25 who have:

- Complex psychiatric diagnosis or multiple hospitalizations
- Multiple co-morbid conditions that result in severe limitations/behavioral disorders
- Complex trauma or a history of physical, sexual, emotional abuse or neglect
- Significant attachment disorders which make it extremely difficult to engage in treatment
- Have not had the opportunity to learn any of the necessary life skills or emotion regulation skills to cope with daily challenges
- Have not had the opportunity to experience and transition through the typical developmental tasks of young adulthood
- May have co-morbid substance abuse issues, legal involvement, developmental disorders

YAS Can Provide:

- Assessment and consultation
- Psychiatry services
- Individual and group therapies
- Case management services
- Nursing services
- Trauma-informed care
- Social rehabilitation
- Skill building
- Linkage to vocational and educational services
- Transitional living programs
- Programming to support young parents



Department of Mental Health and Addiction Services (DMHAS) Young Adult Services (YAS)

Serves adults 18+ for mental health and substance use treatment:

Standard Adult Outpatient Teams

- Clients may be seen as frequently as 1-2 times a month or once every three months

Community Support Programs (CSP)

- Clients seen at least 3 times a month

Assertive Community Treatment (ACT)

- Clients seen frequently, at least once a week

Young Adult Services 18-25 (YAS)

- Clients seen frequently, at least four times a week

Young Adult Services Referral Process:

- **DCF involved**: DCF worker will submit a referral packet to DCF Central Office at age 16; the referral will be forwarded to DMHAS OOC Statewide Young Adult Services for eligibility determination
- **Non DCF involved**: Close to young person's 18th birthday, the young person can be assisted by guardian and current provider to contact the local mental health authority in the person's area to request an intake appointment



DMHAS Resources

[Department of Mental Health and Addition Services \(DMHAS\)](#)

- [DMHAS Divisions and Offices](#)
- [DMHAS Young Adult Services \(YAS\)](#)
- [Find DMHAS Services in Your Area](#)
- [DMHAS Learning Inventory of Skill Training \(L.I.S.T.\)](#)



American Job Centers

The American Job Center is a partnership of the **CT Department of Labor**, the **Workforce Development Boards** and other partner agencies providing employment and training programs and services for all job seekers of working age.



Workforce Development Boards



North Central



East



Northwest



Southwest



South Central

Youth Programs

- Workforce Innovation and Opportunity Act (WIOA) Youth
- Youth Build (CWP, WorkPlace, Northwest WIB)
- Summer Youth Employment
- Job Corps (Hartford and New Haven)
- Tech Hires (Northwest WIB and Workforce Alliance)
- Apprenticeship CT Initiative

Programs and training vary by region and eligibility varies by program: check the Workforce Development Board websites in your area for more information.

Hint: Start looking in March for Summer Youth Opportunities

WIOA Youth Eligibility

Young Adults Ages 18 through 24

This program is for young adults not currently attending school.

Young adults with one of the following barriers:

- Foster Care
- Disability
- Parent/Parenting
- Involved with Justice System
- High School Dropout
- Homeless
- Basic Skills Deficient
- English Language Learner

Income information may be required to determine eligibility

WIOA Young Adult Services

- Case Management
- Soft Skills/Pre-employment Training
- Community College Setting
- Supportive Services
- Paid Work Experience
- Industry-Recognized Credentials
- Job Placement
- 1-Year Retention Follow Up
- Financial Literacy



DOL Resources

CT Department of Labor

- Today's Youth – Tomorrow's Workforce
 - A Look at CT's Entry Level Occupations (2016)
 - CT Career Paths
 - CT Job Journeys
 - CT's Manufacturing and Other Middle-skills Jobs (2017)
- Labor Market Information
 - LMI for Students
- Job Seeker Services
- American Job Center Partners
 - Capital Workforce Partners
 - Eastern CT Workforce Investment Board
 - Northwest Regional Workforce Board
 - Workforce Alliance
 - The Workplace Inc.
- CT Hires
- SkillUp CT – Free Online Training
- Job & Career ConneCTion – Explore Careers
- Education & Training ConneCTion – Find Training

Thank you for joining us!

Q&A

