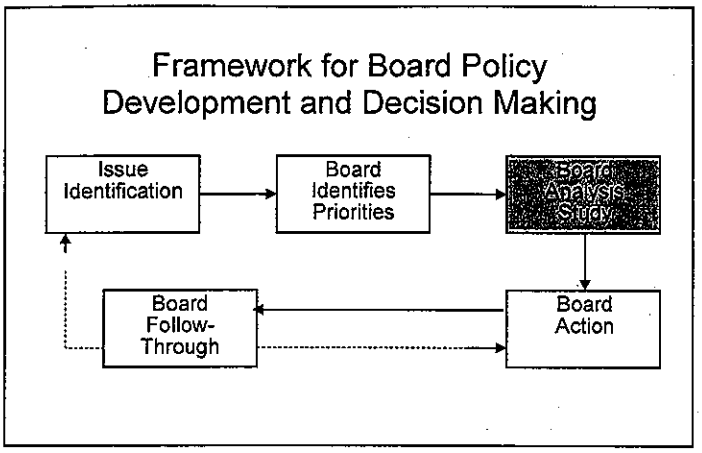
Iowa State Board of Education

Executive Summary

July 30, 2009



Agenda Item: Iowa Vocational Rehabilitation Services (IVRS) Strategic Plan Progress Report

Iowa Goal: IVRS Mission: We provide expert, individualized services to Iowans with disabilities to achieve their independence through successful employment and economic support.

Equity Impact Statement: Establishes the framework for services to be provided and improved to all individuals with disabilities in Iowa.

Presenter: Kenda Jochimsen, Bureau Chief
Ruth Allison, Consultant
Iowa Vocational Rehabilitation Services

Attachments: 1

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: Vocational Rehabilitation is a federal/state funded (78.7 percent federal funds matched by 12.3 percent non-federal funds) program. Upon receipt of a referral, an applicant is evaluated for eligibility according to federal criteria outlined in the Rehabilitation Act of 1973, as amended in 1998. Upon the determination of eligibility, the client may access services that are intended to lead to employment in the competitive marketplace. Services may include evaluation, guidance and counseling, training, assistive technology, and direct job placement.

Working Systems to Serve Students

Connecting systems where there are disconnects

Iowa Vocational Rehabilitation Services

Scenario

- Missy is a 16 year old high school student who reported that she required extended test time and was easily distracted when she applied for services through IVRS. The intake completed by the IVRS counselor reported that the student received special education services and was limited in the area of vocabulary, reading comprehension and math. Missy's Individualized Education Plan reported that she was provided direct instruction in special education to improve her math skills to perform basic arithmetic operations. Her Iowa Test of Educational Development (2005) indicated that she was performing at the 27th percentile for Iowa students. Her IEP also indicates that she is able to write simple sentences, develop paragraphs and to try to use minimal skills in writing and scores low in comparison to peers. Accommodations provided in the educational setting include: extended time to complete assignments, assessments in the special education setting, a distraction free environment, an opportunity to retake assessments when she scores below 60%, proof reading assistance, use of assistive technology, and services through special education.
- What is Missy's disability that will help to qualify her for adult services that are necessary?

Overview of Presentation

- Research Phase of CTP
- Implementation: Phase 1
- Implementation: Phase 2 (Statewide Roll out)

Framing the Problem....

- K-12 no longer routinely used assessments often reviewed or used by IVRS.
  - Assessments only used if "educationally relevant"
  - Many published standardized assessments "not relevant" when determining specific instructional needs

Framing the Problem....

- A mismatch occurred
  - Sharing of information not efficient
  - Data available from K-12 often did not assist IVRS
- Our systems were not working well together

Getting Together.....

- "The best way to predict the future is to invent it"

Framing the Issue

The past 5 years:

- Classification from labels to EI
- Little/no pysch assessments

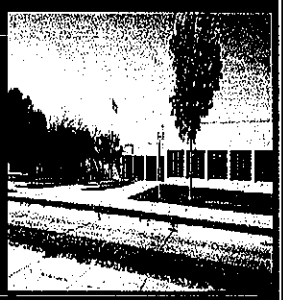
Common goals brought us together

Research Phase

Phase 1 – MCHS Pilot

Research Phase

- FFY 2003
- Research Project
  - Research Questions
  - Research Design
  - WIIFM
- Research Results
  - 33 Cases
  - 100% on Eligibility



Research Questions

- Can eligibility for IVRS be accurately determined using documentation from a non-categorical system?
- What effect does IVRS, AEA, and LEA interaction have on:
  - The quality of the IEPs
  - Changes in referral patterns and attendance at IEP meetings?

VR

- Identify content in a non-categorical system
- Identify actions of the VR counselor that fosters cooperative information gathering
- Expand options for transition counselors in decision making process

Educators

- Identify information available through adult service system that enhances transition planning
- Incorporate information to develop IEPS that connect the school with post school activities
- Incorporate information into educational programming
- Integrate the information gathering process to infuse transition across systems

Research Design

- Double Blind-Qualitative Case Study Approach
  - Psychologists assessment
  - Supervisory verification
  - Educator involvement
  - Application-Eligibility Timeframe

WIIFM

- Increase in referrals
  - Spring 2003 – 11 referrals
  - 2003-2004 School Year – 22 referrals
  - Added Bonus:
    - 15 referrals of 504 cases
- Exchange of information
  - Increased interaction
  - Insight on framing goals
  - Improvement in quality of IEPs

RSA & IVRS Collaboration

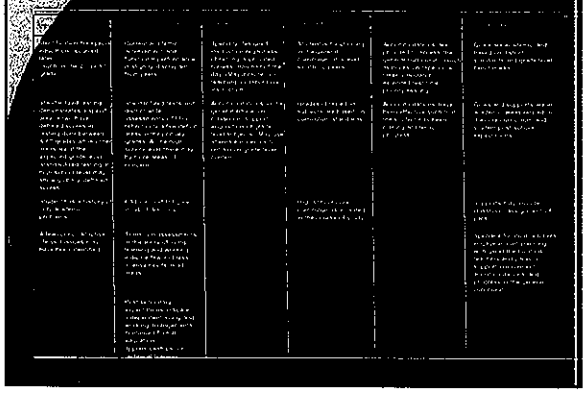
RSA:

- Appreciated functional limitation focus
- Appreciated work with the schools
- Appreciated the impact
- Denied Proposal

IVRS:

- Revisited reporting method
- Collaborated with the AEA
- Developed alternative proposal

LD Rubric



RSA Approval

- Coding Rubric
- IVRS Assurance on QA
- CFR 361.22 Coordination with education officials
- CFR 361.42(a)(1)(ii) Qualified Personnel

Implementation

Phase 2- Expansion

Implementation

- Year 1 – Research Phase
- Year 2 – Expand throughout IVRS Mason City Area Office
- Year 3 – Expand throughout Partner Territory (AEA 267)
- Year 4 – Statewide Implementation

Critical Requirements of CTP

- Local Buy-In
- Local Training of Educators
  - Infusing functional language
  - Not an add on
- Local Training of VR staff on IEP
- Local Training of VR on the CTP rubric

Collaboration

- Innovation Configuration
  - Demonstrate Buy-In
  - Contribute
  - Share Responsibility
  - Partner

Results Year 3

- 88 cases
- 100% Accuracy on RSA Coding
- 100% Accuracy on Eligibility Decision
- 100% Accuracy on Significance of Disability
- Collaboration Survey Developed

What we learned

- Follow the Protocol!
- Mentoring is Required!
- CTP added value in the IEP
- Teachers are Viable Resource
- VR is a valuable Resource
- Continued communications

Statewide Implementation

- Responsibilities at a glance
  - Steering Committee
    - Provides Oversight and Direction
  - Implementation Committee
    - Develops training packets
    - Communicates Protocol
  - Data Committee
    - Survey
    - Validation of Rubric

Where we are today:

- Call for Proposals
  - Specific implementation requirements
  - Review of proposal – VR Capacity
  - Continued oversight
  - Five year process

Questions?