

Understanding the Department on Disability Services (DDS) for LEAs

Today's Agenda



➤ The “ABC’s” of DDS

- Overview of the Department on Disability Services

➤ Youth Case Studies

- Guided Questions & Discussion

➤ Additional Resources

- Education, Employment, Independent Living



Mission of DDS:



To provide innovative, high quality services that enable people with disabilities to lead meaningful and productive lives as vital members of their families, schools, workplaces, and communities in every neighborhood in the District of Columbia.

DDA

Developmental Disability Administration

- Responsible for the oversight and coordination of services / supports provided to qualified persons with **Intellectual Disability (ID/D)** in D.C.

RSA

Rehabilitation Services Administration

- Provides vocational and rehabilitative services to **individuals with disabilities** to help them prepare for, secure, or retain **employment**.

DDD

Disability Determination Division

- Determines eligibility for Social Security Income/SSDI and related benefits.



Youth Case Studies



Guiding Questions:



- What can parents do to prepare their children for transition out of secondary school?
- **What should students do to prepare for their post-secondary futures?**
- What are LEAs doing to support students in transitioning out of high school?
- **What services & supports does DDS offer for transitioning youth?**



Youth Profile #1: John

- 18 year old male student
- 4th year in DCPS Non-Public school
- IDEA Disability Classification:
Autism (high-functioning)
- In a full-time CES Program
 - CES Program: Communication & Education Support Program for students with autism spectrum and related disorders. Can be full-time or percentage-based.
- IQ Score is around 79
- On a 6-year diploma track (agreed upon by IEP team)
- Slated to graduate with a HS diploma at age 20



Youth Profile #1: John



- What can John's family do to prepare him for transitioning out of high school?
- What should John do to prepare for his post-secondary future?
- What is John's LEAs doing to support John in transitioning out of high school?
- What services & supports does DDS offer for John?



Youth Profile # 2: Jose

- 16 year old male student
- Attending a PCS



- IDEA Disability Classification:
 - Specific Learning Disability (SLD)
- In general education program but placed in self-contained classes for English and Math
- On CEIP track for graduation

Youth Profile #2: Jose



- What can Jose's family do to prepare him for transitioning out of high school?
- What should Jose do to prepare for his post-secondary future?
- What is Jose's LEAs doing to support him in transitioning out of high school?
- What services & supports does DDS offer for Jose?



Youth Profile #3: Alisha

- 14 year old female student
- Attending special education PCS
- [IDEA Disability Classification:](#)
Multiple Disabilities
- Non-verbal and has Assistive Technology supports for communication



Youth Profile #3: Alisha



- What can Alisha's family do to prepare her for transitioning out of high school?
- What should Alisha do to prepare for his post-secondary future?
- What is Alisha's LEAs doing to support him in transitioning out of high school?
- What services & supports does DDS offer for Alisha?



Youth Profile #4: Courtney

- 17 year old female student
- Attending DCPS high school
- IDEA Disability Classification:



Specific Learning Disability (SLD) and Attention Deficit Hyperactivity Disorder (ADHD)

- Has considerable deficits in Executive Function skills.

Youth Profile #4: Courtney



- What can Courtney's family do to prepare her for transitioning out of high school?
- What should Courtney do to prepare for his post-secondary future?
- What is Courtney's LEAs doing to support him in transitioning out of high school?
- What services & supports does DDS offer for Courtney?



Examples of VR Services

Counseling
and Guidance

Assessments
(psychological,
vocational, assistive
technology, etc.)

**Job
Placement**

**Provision of
Assistive
Technology**

**Supported
Employment**

**Financial support
for postsecondary
education and / or
training***

Development of
Individualized Plan
for Employment
(IPE)

**Benefits
Counseling**

Pre-Employment Transition Services (Pre-ETS) for Youth



**Job
Exploration
Counseling**

**Work-Based
Learning
Experiences**

**Counseling on
Post-secondary
Education /
Training**

**Workplace
Readiness
Training**

**Instruction in
Self-Advocacy**



Benefits of VR Transition Services



Decrease gaps in services between exiting secondary education and post-secondary employment;

Preparation and engagement of youth in post-secondary training programs; and

Focused plans for employment that result in earlier attainment of long-term employment goals.



Work-Based Learning Experiences



WDC Program @ RTEC



ProjectSEARCH
Program



CVS Externship
Program



DCPS General
Explorations Program



DCPS CEO Academy
Program



PCS High School
Internship Program
(HSIP)



PCS Alternate Spring
Break Program



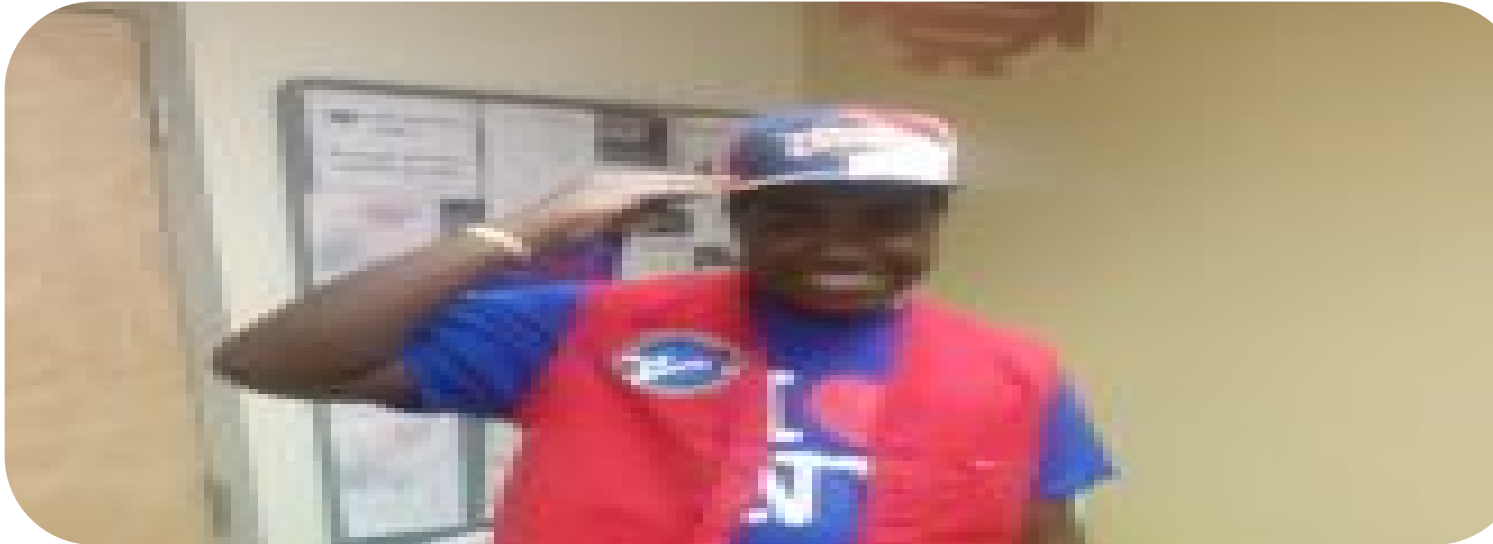
MBSYEP Jumpstart
Program

CEO Academy Program

Comprised of 3 distinct academies, CEO meets the needs of students at varying stages of their transition planning process to help them reach their career and postsecondary training goals.



NAF/CTE/General Explorations Internship Program



Students shadow various careers outside of the educational environment. Students are exploring a “day in the life” of a particular career utilizing situational job sampling.

WDC @ RTEC

Full day, year-long workforce development training option for DCPS students, aged 18-22. Center focus on providing transition services to students who require instruction through workforce development curricula, independent living and career skills. For CIEP students.



ProjectSEARCH @ Capital Area Hilton / Embassy Suites



One-year “school-to-work” transition program designed to prepare DCPS adult students with intellectual and other developmental disabilities for competitive employment.

CVS Externship Program



Retail-based internship opportunity at CVS Health Stores located across Washington, DC.



High School Internship Program



Students learn skills to further enhance their work readiness by participating in a 8-week job sampling experience at varying employer host sites in DC.

Eligibility Requirements

RSA Youth Transition Services

- ✓ The person is a student enrolled in an educational program between the ages of 14 and 24.
- ✓ The person has a documented disability with an IEP or a 504 plan.
- ✓ The documented disability presents a substantial impediment to employment.
- ✓ The student will benefit from VR services in becoming gainfully employed.

Eligibility Requirements for DDA



The person has a documented Intellectual or Developmental (ID/D) disability prior to age 18.



IQ Score below 69.



The person faces challenges in at least two adaptive abilities, documented prior to age 18.

Vocational Rehabilitation Journey



STEP 1

Open Case with RSA

LEA (school) supports the student in completing RSA Application and/or Pre-ETS Consent Form.

School submits application & provides required IEP documents to assigned VR Counselor (VRC) via school liaison.

STEP 2

Explore what you want to do

Student attends intake interview at school with VRC.

RSA determines eligibility. Student explores interests, strengths, and abilities with support of VRC to develop an employment goal.

School provides RSA with supplemental school records and assessments as needed / requested.

STEP 3

Develop IPE

Student and VRC collaboratively develops Individualized Plan for Employment (IPE). The IPE is based on the student's informed choice.

RSA and school collaborate to share information that impacts IPE such as transition plans and vocational assessments / interest surveys.

STEP 4

Prepare for Employment

Implement IPE

Student receives services identified in IPE that will help build skill-sets necessary to achieve his/her employment goal.

RSA and school collaborate on how implementation of IPE impacts IEP and transition plan.

STEP 5

Search for a job & get hired!

Student continues to receive services that will help him / her search for a job and get hired upon exiting from high school.

RSA and school communicate on student's progress, employment opportunities, etc. which may impact the IEP and / or transition plan.

-----up to 60 days----->

-----up to 90 days----->

LEA's Role in the VR Process



- Provide student's VR Specialist with all the necessary documentation to advance through the VR process.
- Be an active participant in the student's VR case – Advocate for your student's goals!
- Update the student's IEP Transition Plan on an annual basis – be sure to include student input!
- Collaboratively work with the school-based RSA VR Specialist to provide transition services for students.
- Encourage Self-Advocacy in your students!



Youth Transition Resources:



RSA Youth In Transition Toolkit:

- <http://www.dctransition.org/rsa/index.cfm>

OSSE's Secondary Transition Website:

- http://dc-transition_guide.frameweld.com/

DC Transition Website:

- <http://www.dctransition.org>

List of RSA VR Specialists & Schools:

- <https://dds.dc.gov/node/741712>





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