

IDEA Ombudsman and Outreach

August 15, 2024

Office of Federal Programs

The Georgia Department of Education, Office of Federal Programs provides technical assistance, program monitoring, and resources to local educational agencies (LEAs) implementing federal Every Student Succeeds Act (ESSA) grants and Individuals with Disabilities Education Act (IDEA) grants. Additionally, this office provides the necessary infrastructure to support local school districts in their efforts to provide special education-related services for students with disabilities and services and supports for English learners.



Office of Federal Programs - Organizational Chart

Division of Federal ESSA Programs

Division of Special Education Services and Supports



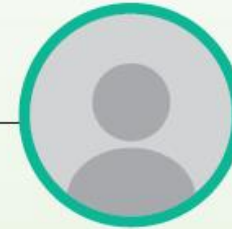
Shaun Owen
Deputy Superintendent



Kathleen Yarbrough
State Director (ESSA)



John Wight
Associate Superintendent



Vacant
State Director (IDEA)

Program Managers



Christopher Leonard
Title IIA



Dawna Hatcher
Title IVA



Eric McGhee
Grants Unit



James Barnett
21st CCLC



Sunita Holloway
Outreach



Margaritta Munoz
Title IC



Ken Banter
Title IA



Meg Baker
Title III / ESOL



Brittan Ayers
Coordinated Programs

Program Managers



Danielle Smith
Budget and Grants



Felicia Peavy
RDA Compliance



Lynn Holland
Programmatic Supports



Vickie Cleveland
GNETS



Malissa Roberts
Budget/Grants



Linda Castellanos
Data/GO-IEP



Belinda Tiller
Outreach



Katherine Johnson
Instruction/Systemic Improvement



Jamila Pollard
Dispute Resolution



Kriszti Kilpatrick
RDA Compliance



Scott Smith
Dispute Resolution

MEET OUR TEAM

IDEA Outreach Unit



BELINDA TILLER

IDEA Ombudsman
Program Manager Outreach Unit



K. ELISE JAMES

Program Specialist - Transition Postschool
Outcomes and Section 504



ANNE LADD

Program Specialist - Family Engagement



TRACY BARBER JONES

Program Specialist - Special Education
Helpdesk



TYRA MILLS

Communications and Visibility
Specialist

IDEA Ombudsman and Outreach

Belinda Tiller

Program Manager Outreach Unit



Outreach IDEA Unit Program Manager

Provides support and manages all components of the Outreach IDEA Unit to include:

- Communication and Visibility
- Family Engagement
- Special Education Help Desk
- Facilitated IEP Team Meetings
- Transition Postschool Outcomes
- Section 504

IDEA Ombudsman

- Builds a reputation for being a neutral party that is accessible.
- Is a neutral party that connects families, Local Agency Authorities (LEAs) and stakeholders at large in the interest of students with disabilities (SWDs).
- Serves as a source of information regarding state and federal laws and regulations governing special education.

IDEA Ombudsman

- Provides information to parents of SWDs to help them understand and navigate the special education process.
- Provides communication strategies to parents, LEAs and stakeholders at large for resolving disagreements and special education issues in a non-legal manner.
- Assists parents, LEAs, and stakeholders at large with developing strategies and informal options to address issues and concerns.

IDEA Ombudsman

- Promotes collaboration and positive communication between parents and school district personnel in addressing special education issues and concerns.
- Provides information and resources on available options for dispute resolution, such as mediation, state complaints, and due process hearings when collaboration efforts fail.

IDEA Ombudsman

- Serves as a resource for IDEA related information and referrals to available programs and services for individuals with disabilities.
- Identifies, track, monitor, and report to the Georgia Department of Education (GaDOE) Leadership on suspected systemic patterns of concerns that emerge from constituent contacts regarding special education services in local school districts to aid in addressing noncompliance with special education laws and regulations.

Navigating Communicating with Parents



Communication Tips



- Return the phone call
- Answer the email
- Be warm and respectful
- Listen with an open mind
- Be positive
- Be patient
- Use language and terms that parents can understand
- Make the parent feel welcome and feel like a valued team member at meetings and during conversations

Communication Tips



- Train staff on effective communication strategies
- Train staff on the ways to make parents feel welcome at meetings
- Take into consideration parent working schedules when planning meetings
- Set up procedures of when the school or staff should notify you of a potential issue
- Think about your communication as if you were on the "parent side of the table"

Do you have a communication plan?



Family Engagement

Anne Ladd

Family Engagement Specialist



Together, We Can!

Family Engagement and the GA Parent Mentor Partnership (GaPMP)



Georgia's System of Continuous Support



Why we focus on family engagement:

- Student Achievement
- Dropout Rates
- Post-secondary Outcomes
- Partnerships with School (IEP Team Participation)

What we see when family engagement is happening:

- Two-way communication
- Families show up for meetings and trainings
- Families provide input and buy-in for LEA priorities
- A change in mindset around possible outcomes (raised expectations)
- Collaboration in the IEP development process
- Partnerships between families, schools and communities

Build Your Family Engagement Toolbox

- Hierarchy of needs
- Family engagement constructs
- Family training (formal and informal)
- Vital behaviors
- Communication strategies
- Build on families' strengths
- Hire a Parent Mentor

Waterfall





- How can Parent Mentors help support family engagement?
or
- Who is your favorite Parent Mentor?

Working to Connect Families, Schools and Communities

The Mission of the Georgia Parent Mentor Partnerships is to build effective family, school and community partnerships that lead to greater achievement of students, especially those with disabilities.



Ga Parent Mentor Partnership



- Competitive grant offered by GaDOE
- Application will be available in January 2025 for FY26
- Over 100 mentors
- Family members who have the shared, lived experience
- Work to build capacity through collaboration with other agencies and organizations
- Promote family engagement as an integral strategy for school improvement & increased positive outcomes for students
- Provide family training & support

Range of Support



- Bring shared experience
- Assist families with understanding the special education process and parental rights
- Make connections to resources
- Find adaptive solutions to build family engagement
- Identify and reach out to their potential partners to address persistent challenges

Trailblazing to Success: Embracing New Paths on the Journey

2024-2025 Georgia Parent Mentor Partnership (GaPMP)

- Established in 2002
- 97 Districts participating in FY25
- Kickoff meeting on September 12th at Middle Georgia State University



Questions?



Special Education Helpdesk

Tracy Barber-Jones
Family Engagement Specialist



Special Education Helpdesk

What is it?

- Telephone and email options
- Designed to answer special education-related questions
- Provides useful information and resources

Who can use it?

- Parents
- Teachers
- School and district administrators
- Members of the community

Special Education Help Desk



Types of information provided:

- Explanation of IDEA procedural safeguards (Parents' Rights).
- Information about family engagement resources
- Information about dispute prevention and resolution processes
- Options for addressing concerns or disagreements about a student's special education program.

Special Education Help Desk

- Information relevant to the education of students with disabilities.
- Information about other agency resources and materials.



Special Education Help Desk

- **Who provides the information and support?**
 - Members of the Georgia Department of Education Outreach Unit.
- **How do I access it?**
 - Call: (404) 656-3963
 - Email: SPEDhelpdesk@doe.k12.ga.us



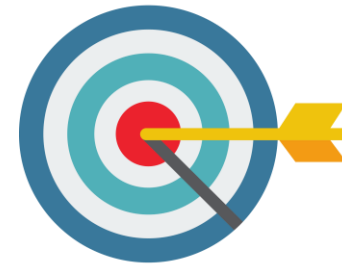


Facilitated IEP Team Meetings

Tracy Barber Jones
Family Engagement Specialist

Learning Targets- I Understand

- The purpose of Facilitated IEP (FIEP) Team meetings.
- FIEP Team meetings are not a requirement under IDEA.
- What the role of a facilitator in an IEP Team meeting.
- Who can request a FIEP team meeting.
- Where to locate the FIEP request form.



What Is IEP Team Meeting Facilitation?

- Same as an IEP team meeting but with a facilitator
- A collaborative dispute prevention and resolution process
- Useful when there's a history of communication challenges or expected to be complex or controversial.
- Optional, not required by the IDEA

What is IEP Team Facilitation?

- An impartial facilitator helps to keep members of the IEP Team focused on the development of the IEP
- Address conflicts and disagreements that may arise during the meeting.
- Ensures IEP Team members listen and work together to complete the development of a high-quality IEP.

What Is The Role Of The Facilitator?

- Develop group norms, an agenda, and desired outcomes with the IEP team
- Guides discussions by asking student-focused questions
- Keeps the IEP Team on task and the meeting on schedule
- Assist parties in identifying workable solutions

Facilitators



- **ARE NOT** members of the IEP team.
- **DO NOT** make decisions
- **DO NOT** address issues unrelated to the IEP
- **DO NOT** need a draft of the IEP prior to the meeting

What Are Some Benefits Of IEP Team Facilitation?



- No cost to the district or parent
- Members may feel heard when a facilitator is involved
- May build and improve relationships among IEP Team
- Allows all members of the IEP Team the chance to fully participate

What Are Some Benefits Of IEP Team Facilitation?



- Helps the IEP Team work more effectively and efficiently to create an IEP that benefits the student
- Keeps decision-making with the IEP Team members who know the student best
- Helps resolve disagreements more quickly than other dispute resolution processes

Who Can Request A Facilitated IEP Team Meeting?

- Parents or district personnel may initiate the process
- Both the parties (district and parents or student if 18 years or older) must agree to participate.

How Do You Request A Facilitated IEP Team Meeting?

- Complete and sign the request form
- Submit FIEP form and meeting notice to GaDOE at least 7-10 days before the scheduled IEP meeting
- Upon approval, a facilitator will be provided at no cost to the parent or district



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"

Facilitated Individualized Education Program (FIEP)
Team Meeting Request Form
"A Collaborative Dispute Prevention and Resolution Option"

Name of Student			Grade of Student		Date of Birth
Name of School District			Current School		
Name of Special Education Director or Designee			Name of Parent/Guardian		
Address			Address		
City	State	Zip	City	State	Zip
Contact Numbers	Work	Cell	Home	Work	Cell
Email			Email		
Who initiated this Facilitated IEP Team meeting request? <input type="checkbox"/> Parent <input type="checkbox"/> School District					

An IEP Team meeting is currently scheduled for:

Date	
Time	
Location	
Purpose	

Required Signatures: We understand that a Facilitated IEP Team meeting is a voluntary alternative dispute resolution option. We understand and agree to the seven (7) items listed on page one of this request form.

Signature of Parent/Guardian	Date Signed
------------------------------	-------------

Signature of Special Education Director	Date Signed
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Submit the signed FIEP Team Meeting Request Form and copy of the fully executed IEP Team meeting notice to:

Division for Special Education Services and Supports
205 Jesse Hill Jr. Drive, SE, 1870 Twin Towers East
Atlanta, Georgia 30334
eFax: 770-344-4458 or Email: spedhelpdesk@doe.k12.ga.us
Attention: FIEP Request

Electronic submissions are strongly encouraged

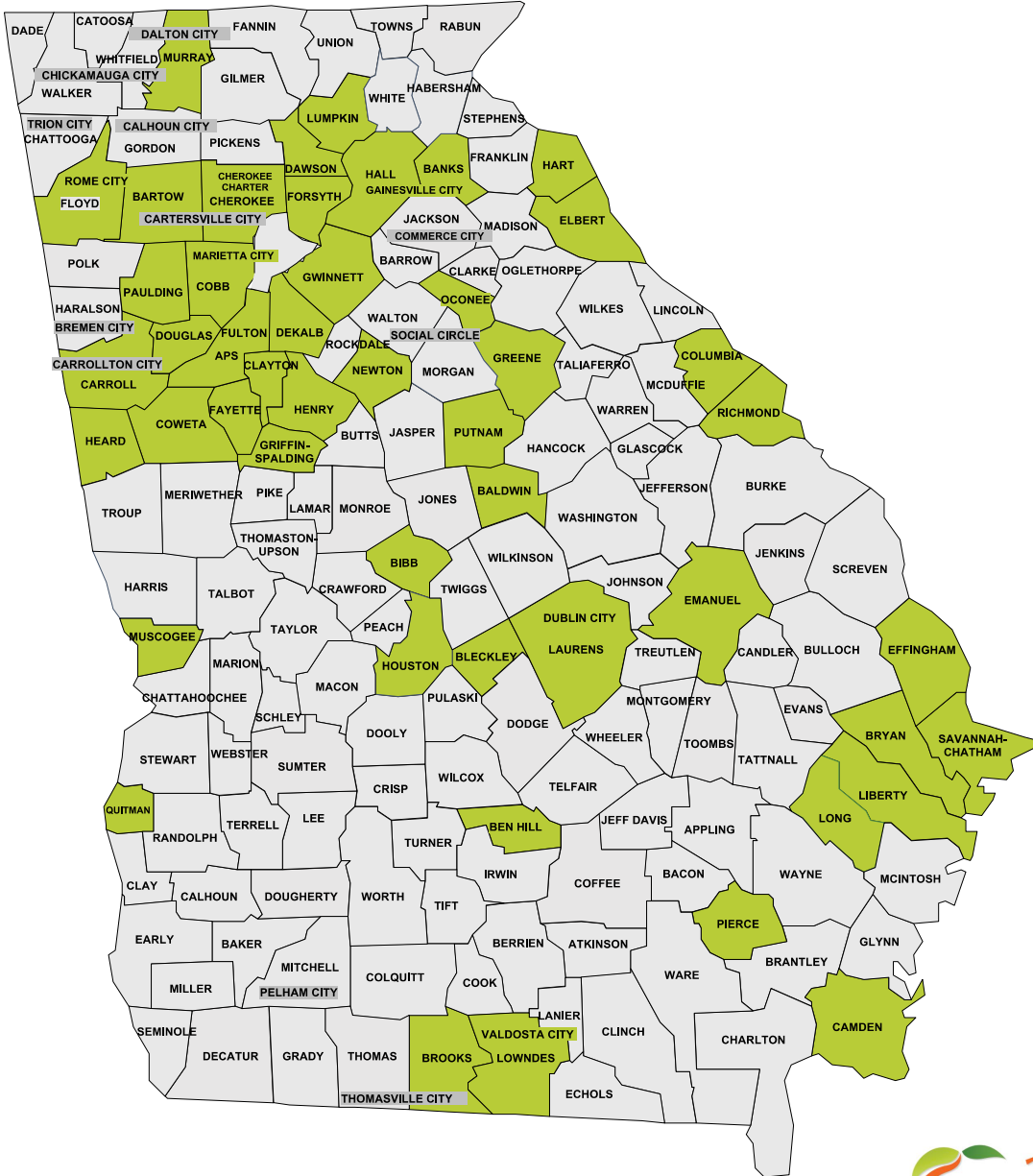
For questions, contact the Special Education Help Desk at (404) 657-9958 or spedhelpdesk@doe.k12.ga.us

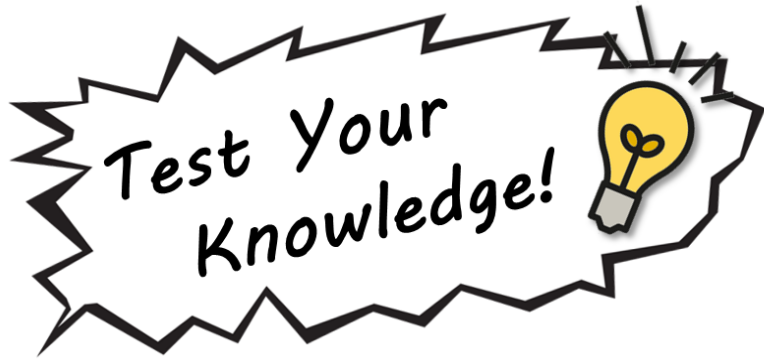
Facilitated Individualized Education Program (FIEP) Team Meeting Request Form



FY 24 LEAs That Utilized The FIEP Process

Number of FIEP's 184





WordCloud

- What are the benefits of the FIEP Process?
- What must be done prior to submitting a request for a facilitator?
- Wait until the question pops up on your screen, then submit your answer. You can submit more than one answer!

Section 504

Elise James
Program Specialist



Legal Reference

- Governance and authority belongs to the United States Department of Education [Office of Civil Rights \(OCR\)](#)
- GaDOE's Role
 - Guidance for districts, parents, and stakeholders
 - Provide tools and resources



Role of Section 504 Program Specialist

- Guidance for districts and parents
 - GaDOE has no authority
 - Governance and authority belongs to the United States Department of Education Office of Civil Rights (OCR)
- Technical Assistance for districts
 - Support in thinking through the process
 - Provide training to follow the law and debunk myths
 - Provide information on changes and precedence set through litigation
- Provide tools and resources for districts and parents

Section 504 Training

- August 29, 2024 (1:00pm-2:30pm)
- Invitees:
 - Section 504 Coordinators
 - Special Education Directors
 - School Psychologists
 - Others
 - Share the registration link
 - Do not share the “join” link

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Phases of the Moon: 4 ● 12 ● 19 ○ 26 ○



Questions are the path to learning

Effective Transition for Students with Disabilities and Pathful Explorer

Elise James
Program Specialist



Learning Targets

- I can identify compliance requirements for transition planning.
- I can identify best practices in for transition planning.
- I can list two reasons that transition programs should include self-determination building.

Why Do We Have Transition?



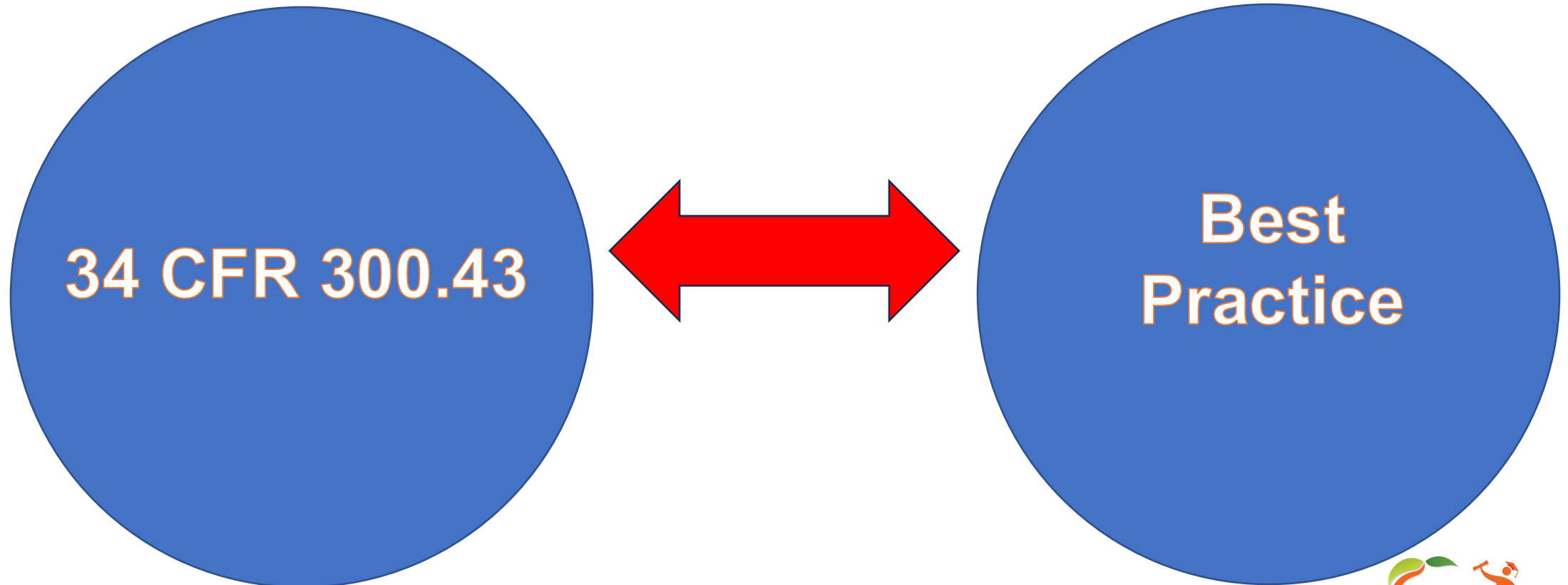
- Changing and expanding expectations for students with disabilities
- Basic structure for preparing students with disabilities to live, work and play in the community, as fully and independently as possible
- Supported by changes in laws and policies to promote equal access and opportunity

Why Do We Have Transition?

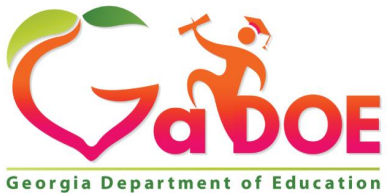


- Changes in laws and policies:
 - Educating all Handicapped Children Act (1975): Established free appropriate public education (FAPE)
 - Bridges from School to Work: First conceptual model of transition by the Office of Special Education and Rehabilitation focused on work (Will 1984)
 - Halpern Model of Transition: Residential, employment and social interpersonal networking focus (1985)
 - The Individuals with Disabilities Education Act of 1990: Transition plans required
 - IDEA (2004): Education, employment and independent living focus

Transition for Students with Disabilities



Compliance



Transition Services Defined (Sec. 300.43)

- A **coordinated set of activities** for a child with a disability that is designed to be a **results-oriented** process focused on improving the academic and functional achievement... to facilitate the child's movement from school to **employment, continuing adult education, adult services, and independent living or community participation**
- Based on child's **individual needs** and takes into account the child's **strengths, preferences and interests.**
- Beginning no later than the first IEP to be in effect **by a student's 16th birthday**, the IEP **must include transition services.**

Sec. 300.43 Transition Services

- (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

State Monitoring of District Plans

34 CFR 300.43

- Districts submit State-selected plans for review
- State reviews for compliance
- Non-compliance must be corrected
- Districts develop a Corrective Action Plan to ensure systemic compliance

Name: _____

Date: _____

Transition Planning Checklist



Preferences				
Checklist Items	Yes	No	Required	Comments
Course of Study	<input type="checkbox"/>	<input type="checkbox"/>	Required	State the student's diploma type, career pathway, or types of courses/classes/program.
Description of the transition Assessment	<input type="checkbox"/>	<input type="checkbox"/>	Required	Give the name or description of the assessment(s) used.
Transition Assessment Results	<input type="checkbox"/>	<input type="checkbox"/>	Required	Indicate the results from all assessments used.
Preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indicate things that the student prefers: you can mention what the student does during their free time.
Strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indicate what the student is good at doing.
Interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List the student's career and personal interests.

Desired Measurable Post-Secondary/Outcome Completion Goals				
Checklist Items	Yes	No	Required	Comments
a) Education	<input type="checkbox"/>	<input type="checkbox"/>	Required	Start with "After graduation, ____ will...". After that, tell what type of training the student will get and in what field. If the student is going into the military, you do not have to list the area/field.
b) Employment	<input type="checkbox"/>	<input type="checkbox"/>	Required	Start with "After graduation, ____ will...". After that, tell what type of job or career the student will have.
c) Independent Living (as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This section is optional. Only complete if the student needs to work on goals in the adult living skills or daily living skills section. Start with "After graduation, ____ will..." If not needed, leave it blank. If completed, you must write goals in the adult living skills or daily living skills section.

(Required Section) Education/Training Annual Transition Goals (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)

Checklist Items	Yes	No	Required	Comments
Annual Transition Goals	<input type="checkbox"/>	<input type="checkbox"/>	Required	Must have at least one, must be measurable, attainable in a year, be age and grade appropriate, and must be in line with the post-secondary Education/Training goal.
Activities/Services	<input type="checkbox"/>	<input type="checkbox"/>	Required	Must have at least one per transition goal. Write as steps to lead to the attainment of that goal. Indicate the person(s) or agency(ies) that will be involved for each.

(Required Section) Development of Employment Annual Transition Goals (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

Checklist Items	Yes	No	Required	Comments
Annual Transition Goals	<input type="checkbox"/>	<input type="checkbox"/>	Required	Must have at least one, must be measurable, attainable in a year, be age and grade appropriate, and must be in line with the post-secondary Education/Training goal.
Activities/Services	<input type="checkbox"/>	<input type="checkbox"/>	Required	Must have at least one per transition goal. Write as steps to lead to the attainment of that goal. Indicate the person(s) or agency(ies) that will be involved for each.

Adapted with permission by Dr. Jacquell Johnson

Georgia Department of Education Division for Special Education Services



Transition Documentation Checklist

System _____

Date _____

NAME	1. POSTSECONDARY (PS) GOAL FOR EMPLOYMENT	2. POSTSECONDARY (PS) GOAL FOR EDUCATION/TRAINING	3. POSTSECONDARY (PS) GOAL FOR INDEPENDENT LIVING	4. ANNUAL IEP TRANSITION GOALS TO MEET PS GOALS	5. PS GOALS BASED ON TRANSITION ASSESSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND/OR FUNCTIONAL TO FACILITATE MOVEMENT TO PS GOALS	7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS GOALS	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE MEETING INVITED TO MEETING	10. PRIOR PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND	ALL AREAS IN COMPLIANCE (Y=YES, N=NO)

Georgia Department of Education
Richard Woods, State School Superintendent
July 24, 2019



Contact Information

- Results Driven Accountability
 - District Liaison
 - Laurie Ponsell
 - lponsell@doe.k12.ga.us
- [Transition Compliance Website](#)

Transition for Students with Disabilities

BEST PRACTICES



This is WHY it is Important!

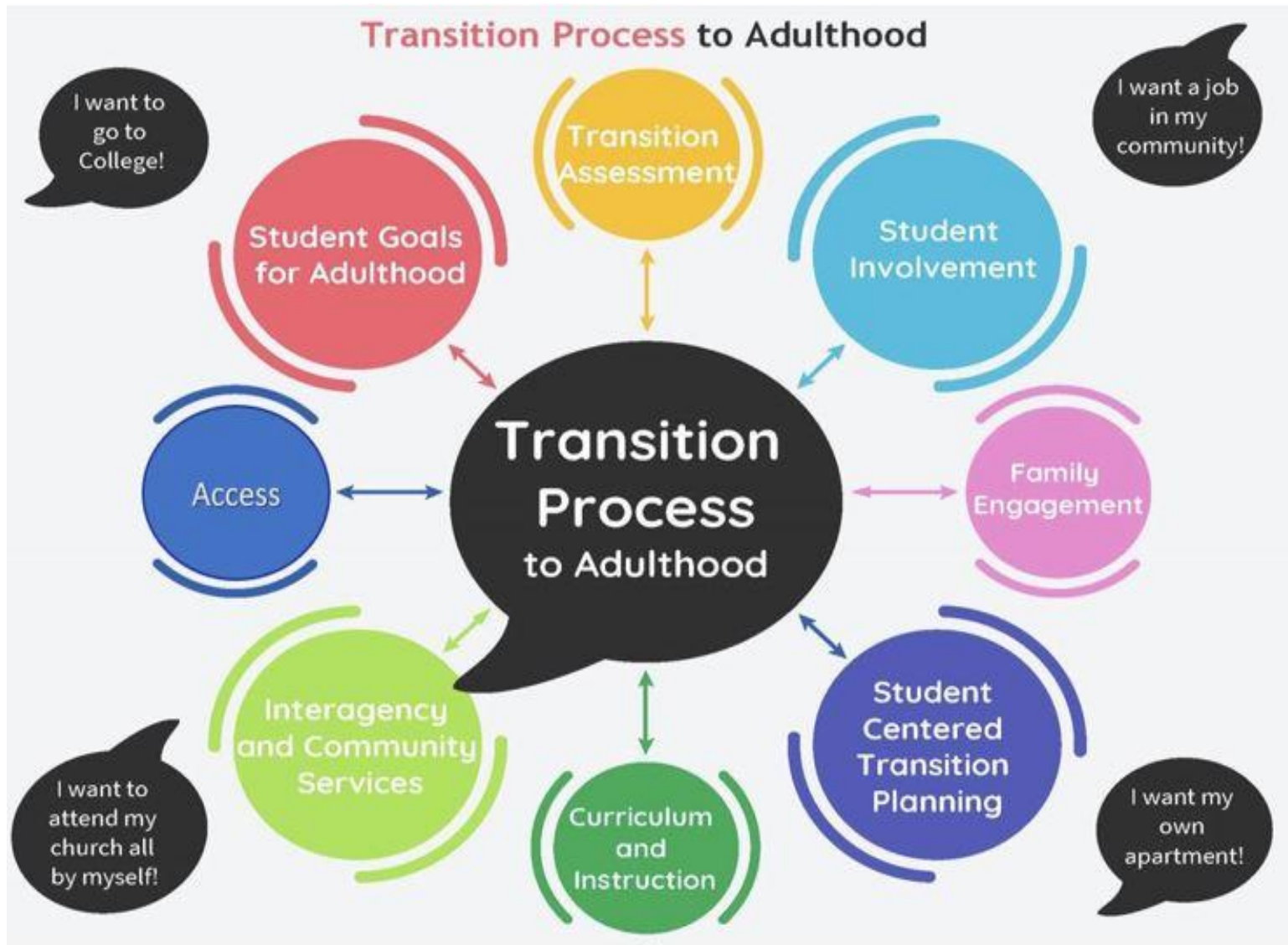
GRADUATION

POSTSCHOOL OUTCOME



- College or university
- Competitive employment
- Postsecondary training
- Vocational school





- Each area is necessary for students with disabilities to transition successfully to their postschool environment
- Every area should be monitored for progress and reporting

Adapted from "Your Complete Guide to Transition Planning and Services" (Morningstar and Clavenna-Deane, 2018)

Georgia's Systems of Continuous Improvement

- Identify Needs
- Select interventions/Strategies
- Plan Strategy Implementation
- Implement Plan/Strategies
- Examine Progress and Impact



Key Points



Begin with the End in Mind



Preschool



Elementary School



Middle School



High School



18- 22
Transition
Programs

- Coordinated activities and programming
- Results-oriented
- Strength-based
- Interest-based

Access

- General education curriculum
 - High School Diploma
 - State-Defined Alternate Diploma
- Technology access
- Career, Technical, and Agricultural Education
 - Pathways
 - Career Technical Education

Access

- Dual enrollment
- Interagency collaboration
 - Georgia Vocational Rehabilitation Agency (GVRA)
 - Georgia Behavioral Health and Developmental Disabilities (GBHDD)
- Intra-agency collaboration and support
 - Counseling
 - Building Resourceful Individuals to Develop Georgia's Economy (B.R.I.D.G.E.)
 - Career and Technical Education (CTI)
 - [Transition for all students](#)

Build Self-Determination Skills

- Self-regulation
 - Self-advocacy
 - Self-awareness
 - Self-efficacy
 - Choice-making
 - Decision-making
 - Problem-solving
 - Goal setting and planning
- State sponsored self-determination initiatives:
 - Student-led individual education program (SLIEP)
 - Self-Determined Learning Model of Instruction (SDLMI)
 - Self-Determination Inventory (SDI)

Transition Programming Guided by Data

- State Performance Plan
 - Indicator 1
 - Indicator 2
 - Indicator 3
 - Indicator 13
 - Indicator 14
- Student, parent, and teacher perception data
- Progress monitoring of transition plans
- Matching outcome data to students
- [Predictors of Postschool Success](#)

Technical Assistance and Webinars



- Check Email Blast for upcoming technical assistance.

Engagement/Quiz

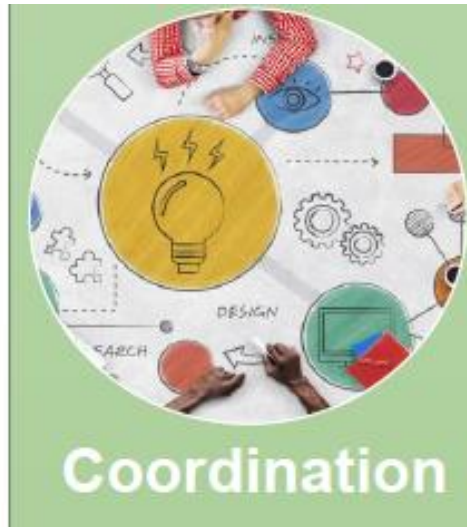
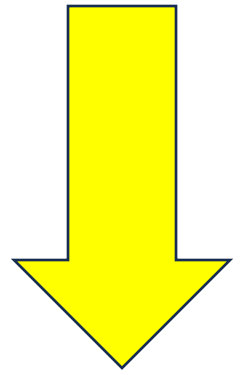
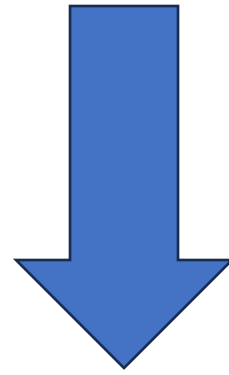


<https://padlet.com/lynche14/why-is-it-important-to-prioritize-compliance-and-best-practi-z1qe4tss07log32p>

Why Collaboration with Georgia Vocational Rehabilitation Agency (GVRA):

Pathful Explore and Transition Services





IDEA: The IEP Team

- “To the extent appropriate, ... the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services”

Collaborating with GVRA for Transition Planning

- What services can GVRA provide to begin transitioning the student to their postsecondary environment?
- How can GVRA transition personnel assist the student to reach their postsecondary goals?
- Are additional services available if the student is a client of VR?



IEP Transition Activities Supported by GVRA

- Transition assessments and interest inventories
- Interviewing techniques (college and work)
- Job Shadowing and Job Sampling
- Information and Referral to other adult service programs
- College exploration and counseling (includes technical schools)
- Social skills and self-advocacy Training
- Assistive technology
- Worksite accommodations
- Exposure to local employers

Pathful Explore and Pre- Employment Transition Services



Pre-Employment Transition Services (Pre-ETS)

Pre-ETS are short-term in nature.

Pre-ETS are designed to help students identify career interests, which may be further explored through additional vocational rehabilitation (VR) services, such as transition services and other individualized VR services.

Pre-ETS are provided to all who meet the definition of a student with a disability who may need such services.

Pre-Employment Transition Services (Pre-ETS)

The 5 Pre-ETS

- Instruction in Self-Advocacy
- Job Exploration Counseling
- Work-Based Learning
- Counseling on PST Options
- Workplace Readiness Training

Referring Students to GVRA for Pre-ETS

How can students receive Pre-ETS?

- At least 14 but not yet 22 years old
- Parental Permission Form* [NEW Electronic Form for SY24-25!](#)
- Copy of IEP or 504 Plan
- Coordination and Collaboration with HS
- Provided by vocational rehabilitation staff or by contracted providers

(High School High Tech, Georgia Career Technical (CTI), Goodwill Industries, Easter Seals, Tommy Nobis Center, and many more!)

Pathful explore for Pre-ETS

- ❖ Instruction in Self-Advocacy
- ❖ Job Exploration Counseling
- ❖ Work-Based Learning
- ❖ Counseling on Postsecondary Transition Options
- ❖ Workplace Readiness Training

Pathful Explore is loaded with Pre-Employment Transition activities. GVRA has purchased licenses for high school students to provide Pre-ETS using this platform.

Pathful Explore has created 25 custom flex lessons for GVRA to target CTAE standards and all 5 Pre-ETS.

Referring Students for Pathful Explore Accounts

GVRA receives the Parental Permission form and IEP/504 plan for each student to create their GVRA Participant ID

Students should be listed on the “Bulk Upload” template and sent to the GVRA contact for your schools.

Once the GVRA cases are created, the GVRA Participant ID will be added to the Bulk Upload form to complete it.

The Bulk upload form is then sent by GVRA to Pathful Explore which creates the student accounts.

Pathful Explore lets GVRA know when the student accounts are active and GVRA will notify the school contacts.

Referring Students for Pathful Explore Accounts

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Pathful Explore lets GVRA know when the student accounts are active and GVRA will notify the school contacts.

Explore District Designees for Pathful Explore Accounts

- Special education director submits names of designees
- Designees (including Special Education Director):
 - Submit documentation for referral to GVRA
 - Assigns teachers access to Pathful Explore
 - Submits Bulk Upload list for Pathful Explore to GVRA
 - Design implementation of Pathful Explore in the district
 - Attend training provided by GVRA and GaDOE

Vocational Rehabilitation (VR) Transition Services



VR Transition Services

- Available to students who have applied and been determined eligible for VR services
- Documented in the **Individualized Plan for Employment (IPE)**
- Based upon the unique needs of the student, AND
- Requirements to reach their specific vocational goal in competitive integrated employment
 - Allows for more intensive services Pre-ETS

Transition to College

- Technical College System of Georgia
 - TCC Programs
 - Diploma Programs
 - Associate's Degree Programs
- Two Year Colleges
- Four Year Colleges and Universities
- Private & Out of State Colleges
- Dual Enrollment

Transition to Inclusive Postsecondary Education (IPSE)

KENNESAW STATE UNIVERSITY ACADEMY FOR INCLUSIVE LEARNING

*Comprehensive Transition Program
Kennesaw, GA

EXCEL PROGRAM AT GEORGIA TECH

*Comprehensive Transition Program
Kennesaw, GA

DESTINATION DAWGS AT UNIVERSITY OF GEORGIA

*Comprehensive Transition Program
Kennesaw, GA

EAGLE ACADEMY AT GEORGIA SOUTHERN

*Comprehensive Transition Program
Statesboro, GA

IDEAL PROGRAM AT GEORGIA STATE UNIVERSITY

*Comprehensive Transition Program
Atlanta, GA

<https://thinkcollege.net>

[Georgia Inclusive Postsecondary Education Consortium - Home \(gaipsec.org\)](https://www.gaipsec.org)

Transition to Inclusive Postsecondary Education (IPSE)

EAST GEORGIA STATE COLLEGE CHOICE PROGRAM

*Comprehensive Transition Program
Swainsboro, GA

LEAP PROGRAM AT ALBANY TECHNICAL COLLEGE

*Comprehensive Transition Program
Albany, GA

GOALS PROGRAM AT COLUMBUS STATE UNIVERSITY

*Comprehensive Transition Program
Columbus, GA

GC THRIVE AT GEORGIA COLLEGE AND STATE UNIVERSITY

*Comprehensive Transition Program
Milledgeville, GA

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Roosevelt Warm Springs Residential Training Pathways

Roosevelt Warm Springs offers 6 Pathways provided to students to earn nationally recognized certifications
Coursework is 16 weeks, each semester

- Current Pathways include:
 - Hospitality,
 - Auto Detailing,
 - Logistics/Forklift,
 - CVS/Retail,
 - Low Voltage, and
 - CNA

What is Supported Employment

Supported Employment is competitive integrated employment for individuals with the most significant disabilities for whom such employment has not traditionally occurred, or as the result of a significant disability, requires intensive support services along with extended follow up for the life of the job to achieve and maintain meaningful employment.

VR Postsecondary Services & Funding

Services

- Postsecondary Training
- Inclusive Postsecondary Training
- Vocational Training, Supported Employment, & Job Placement Services

Funding

- Financial Aid, Need-Based Scholarships, Bud McCall Grant
- Georgia Student Finance Commission Grants (IPSE Grant), GVRA supports programs up to \$3000 per semester for Pre-ETS per student for up to 4 semesters
- GVRA funded – no cost to individuals and families.

Bud McCall Grant

Bud McCall Grant

for Students with Disabilities

Up to \$17,725

in Post-Secondary Education Funding

- Tuition
- Room and Board
- Books

Learn More: gvs.ga.gov/bud-mccall-grant



What to Do When Things Aren't Working

Strategies for Support and Technical Assistance

Troubleshooting with assigned VR Transition Staff	Contact the District Manager if you do not know your school district's assigned VR staff
Contact the VR District Manager	See handouts
Contact the Transition Coordinator	Brittanie.Burdette@gvs.ga.gov
Contact the Strategic Initiatives Manager	Rebecca.williamson@gvs.ga.gov
CALL US AT GVRA CALL CENTER	(844) 367-4872

Contact Information

Brittanie.Burdette

GVRA Transition Coordinator

Vocational Rehabilitation Program

Brittanie.Burdette@gvs.ga.gov

Elise James

GaDOE Program Specialist/Transition

Postschool Outcomes

Cell Phone: 404.326.0421

ejames@doe.k12.ga.us

What Did You Learn?

- What are two takeaways from the overall Outreach Unit presentation that you can begin to utilize in your work moving forward?
- Drop your answers in the chat!

Preparing students for life.

www.gadoe.org

   @georgiadeptofed

 youtube.com/user/GaDOEMedia



Georgia Department of Education

