**Recommendations to Improve Transition Outcomes for students with Deaf-Blindness and Additional Disabilities**

Drop in call # 4, February 6, 2019 highlights:

The *Recommendations to Improve Transition Outcomes for Students with Deaf-Blindness and Additional Disabilities* were developed to ensure that students with deaf-blindness and long-term support needs are included and can access quality lives in their communities. Based on current laws, policies, and best practices, they provide information and recommendations in six essential areas:

* + Training and technical assistance to increase expectations
  + Work experiences
  + Community activities and living
  + School-adult agency collaboration
  + Qualified personnel in schools and adult service agencies
  + Family education and engagement

Recommendation #3: Work Experiences: Building from interests, strengths and support needs #1; introducing the possibility of Employment for All students with deaf-blindness and preparation from work through an evolution of work experiences.

Best practices around work experiences would direct us to begin work experiences for students with disabilities early, support an evolution of experiences to prepare students to work in the community after graduation, and to have at least one paid position before they exist school.

**Are students with deaf-blindness getting access to community work experiences?**

We got a similar answer from attendees on this call that we did last time; it varies by state, and several attendees expressed that although students with less significant impact of disability may be getting access to work experience, students with deaf-blindness and additional disabilities mostly are still being left out.

**Some questions that came up from the session are:**

Do schools, families, state deaf-blind projects know that all students with disabilities have access to Pre-Employment Transition Services as early as 14-16 (age varies by state) since the passage of WIOA in 2014? All students with disabilities are eligibly and can receives Pre-ETS without applying to VR and opening a case with VR.

What do Pre-ETS services look like in your state?

Who do you need to ask to find out about Pre-ETS?

For students who receive education in segregated schools, are the expectations low to begin with for their post school outcomes? Are work experiences less available in some settings?

How do we get the message to families that their son or daughter can work in the community when they have been encouraged to have low expectations by professionals for a long time?

How do we ensure that families know what funding is available and how it works?

Where can you find more information about advocacy efforts and capacity building in your states?

The DD Council [https://acl.gov/programs/aging-and-disability-networks/state-councils-developmental-disabilities](https://messaging.umt.edu/owa/redir.aspx?C=zsA-NDhv83aopj_i3ovMozU6x8zi6McdHYf4fnYd9sobg3GGeozWCA..&URL=https%3a%2f%2facl.gov%2fprograms%2faging-and-disability-networks%2fstate-councils-developmental-disabilities)

The Protection and Advocacy Network

http://www.ndrn.org/about/paacap-network.html

The Parent Training and Information Center https://www.parentcenterhub.org/find-your-center/