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

Drop in call #5, March 20, 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 4: School and Agency Collaboration.**

**Promote a seamless transition from school to adult life by encouraging schools and adult agencies to work together to provide and fund transition services during high school.**

**This call discussed the need to go beyond having adult agencies and schools at the same transition meeting to actually having adult agency staff providing services to students while they are still in school to prepare them for community work and or living.**

**Some states have piloted programs where employment staff from adult agencies (funded by school funding, Vocational Rehabilitation and or Developmental Disabilities funding) are located part time in schools working with students in their last years of high school. Agency staff get to know the student and their family, create work experiences in the community and ideally place the student in a paid job prior to high school exit. (See Promising Practices in Recommendation #4 for examples).**

**In states where there are not established programs we discussed looking into alternative resources such as Social Security Work Incentives such as PASS plans, IRWEs, and Blind Work Expenses; Ticket to Work; and the ABLE accounts. Connecting families and students to a qualified SSA Benefits Counselor as part of Transition Planning would be a suggested transition service. Benefits Counselors will inform them of the true impacts of income on their health insurance, financial benefits and any public assistance they intend to access and should also explain opportunities for SSA work incentives that could be a source of additional funding for community employment.**

**In addition to forming partnerships with adult agencies we also discussed school and business partnerships, and looking into other resources in the community such as low income housing to support a young adult to rent and or purchase their own home.**

**Addition resources we discussed included:**

NTACT Interagency Tool Kit - Discussion Prompts- Local Level and State Level

[https://www.transitionta.org/system/files/toolkitinteragency/3.DiscussionPrompts-Interagency%20Agreement.LocalLevel.FINAL\_.pdf?file=1&type=node&id=1304](https://messaging.umt.edu/owa/redir.aspx?C=HeNtnU5rqOx6fU3Ng1Kz-zqv1nWg_aYa_sWpxRd7--p89v0nB67WCA..&URL=https%3a%2f%2fwww.transitionta.org%2fsystem%2ffiles%2ftoolkitinteragency%2f3.DiscussionPrompts-Interagency%2520Agreement.LocalLevel.FINAL_.pdf%3ffile%3d1%26type%3dnode%26id%3d1304)

NTACT School and Business Partnerships

https://transitionta.org/sites/default/files/Partnership\_Guide.pdf

Social Security Red Book

[https://www.ssa.gov/redbook/](https://messaging.umt.edu/owa/redir.aspx?C=w8986XryqN2IS6ew6Vbqy6ep6Fdt3oxA5kbkQiYUHlB89v0nB67WCA..&URL=https%3a%2f%2fwww.ssa.gov%2fredbook%2f)

The Able Act National Resource Center

http://www.ablenrc.org/about/what-are-able-accounts