

Supplementing vs Supplanting at the Local Level

June 2, 2021



Objectives

Understand the difference between supplementing and supplanting transition services

Identify the criteria to determine VR and LEA responsibilities delivering Pre-ETS

Facilitated discussion from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C)

VR Survey Results - What do you want to learn about supplanting vs supplementing?

As much as possible!

What are the differences?

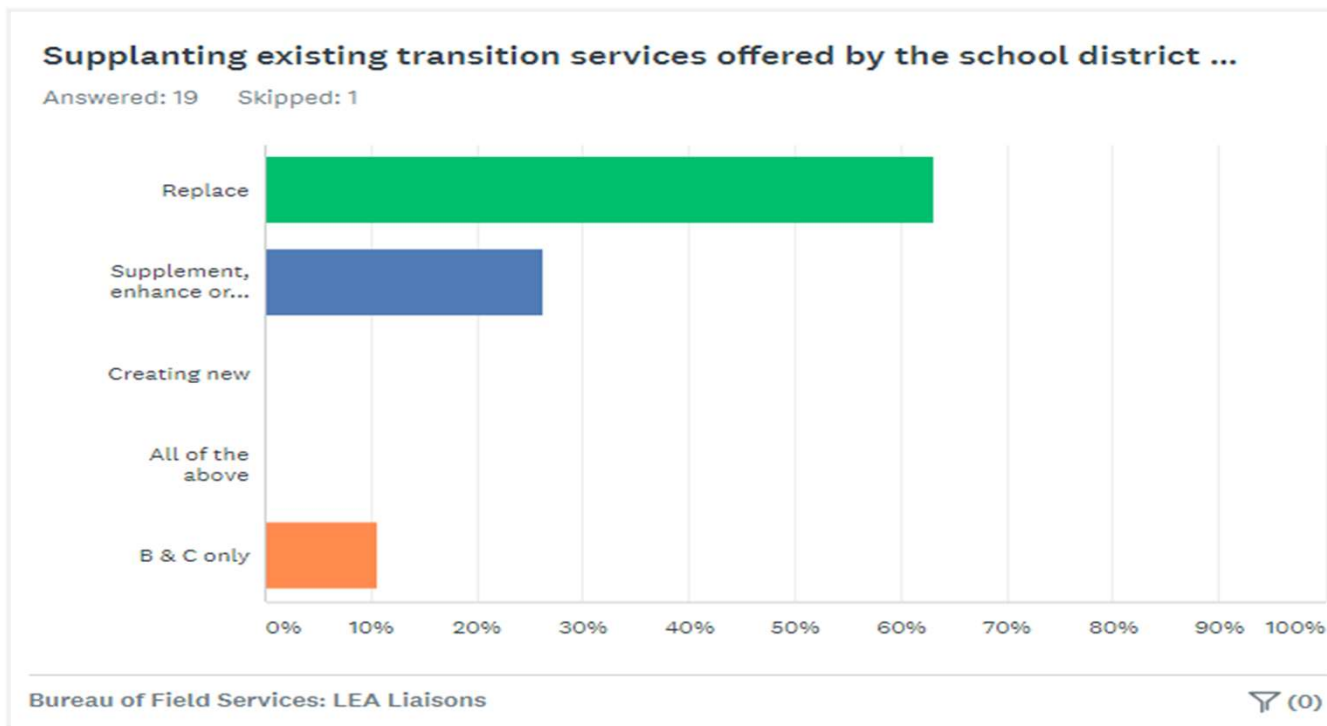
What is a good definition for each?

Any legal ramifications of what happens when supplanting occurs?

How to address the issue of supplementing vs. supplanting when the school is a provider of VR Pre-ETS services?

What is the best most collaborative way to supplement what schools are doing and how VR can best support this effort?

VR Survey Results - Supplanting existing transition services offered by the school district is...



19 people responded

→ approx. **64%** said “replace”

→ approx. **27%** said “supplement, enhance”

→ approx. **11%** said “B and C” (supplement, enhance, or create new)

Supplement vs Supplant - *Definition*

Supplement



- “To build upon” or “add to”
- Ensure federal grant funds are expended to benefit the intended population defined in the authorizing statute
- VR funds reserved for pre-employment transition services at the state or local level should either **enhance current services or create new services** for students

Supplant



- “To replace” or “take the place of”
- Federal funds are diverted to cover expenses that the LEA would have paid out of other funds in the event the federal funds were not available
- VR pre-employment transition service funds **should not** be used for expenses that are the responsibility of the school

Florida VR Staff Q - What Happens If VR Funds Are Used to Supplant IDEA Transition Services?



Depends on who
is **benefiting**

Depends on the
intentionality of it

What is VR doing to avoid supplanting?

Florida VR Staff Q - How Do You Address Supplementing vs Supplanting When the School is the Pre-ETS Provider?



Use the SEA/LEA Agreement as your compass to map out current services
Follow roadmap to ensure proper documenting/reporting of services
Communicate, communicate, communicate
Explore creative ways to expand or enhance existing IDEA transition services

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361.22(b) Formal Interagency Agreement

The State's formal interagency agreement lays the foundation and provides the basis for determining which agency pays for certain services.

Section 113 of the Rehabilitation Act, as amended by WIOA, requires VR to provide or arrange for the provision of pre-employment transition services in collaboration with local educational agencies.

Decisions as to who will be responsible for providing services that are both special education services and vocational rehabilitation services must be made at the State and/or local level as part of this collaborative process and will be further defined in the formal interagency agreement.

361.22 (c) Coordination with education officials

(c) Construction. Nothing in this part *[under Title 1 of the Rehabilitation Act]* will be construed to reduce the obligation under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) of a local educational agency or any other agency to provide or pay for any transition services that are also considered special education or related services and that are necessary for ensuring a free appropriate public education to children with disabilities within the State involved.

Florida - VR and LEA Agreement Template

Avoid duplication of services and/or supplanting

Supplementing Versus
Supplanting

Under this agreement, each partner at the local/state level will coordinate plans so that the Pre-ETS and other DVR transition activities supplement or enhance, but do not supplant transition and related services offered to the students under IDEA.

Florida - VR and LEA Agreement Template (Page 2)

The LEA provides transition services as described under IDEA in accordance with the student's IEP that may be used as a comparable benefit for Pre-ETS. Likewise, DVR may provide Pre-ETS or transition services to a student with a disability when that service is not identified on the IEP and determined by DVR as a necessary Pre-ETS or transition service.

No Partner will seek reimbursement from another Partner or LEA for services they have paid on behalf of a mutual student, even if those services would normally be the responsibility of the other Partner, unless required and directed to do so for compliance and adherence to federal and state regulations.

Florida - VR and LEA Agreement Template (Page 3)

DVR shall only authorize payment for transition services that are outside the scope of services available to students with disabilities under IDEA.

DVR will use the following criteria for determining the financial and programmatic responsibilities of each partner delivering Pre-ETS to students with disabilities, including situations where the LEA is a registered VR Pre-ETS provider:

Purpose - Customary - Eligible

Criteria To Determine Partner's Responsibility

Purpose of the Service...	Customary Service...	Eligibility...
<p>1. Is the purpose of the service related to an employment outcome?</p>	<p>1. Is the service one customarily provided under IDEA or the Rehabilitation Act?</p>	<p>1. Is the student with a disability eligible for special education or related services under IDEA?</p>
<p>If the answer is yes, it is the programmatic responsibility of DVR.</p>	<p>If the answer is yes, then it is either the LEA or VR that is responsible for providing the service, whoever customarily provides the service.</p>	<p>If yes, transition services provided under an IEP with IDEA funds may be considered comparable services for Pre-ETS; although it cannot be reported as such in the RSA 911. In this case it is the responsibility of the LEA.</p>
<p>2. Is the purpose of the service related to educational attainment?</p>	<p>2. Will the service enhance transition services available under IDEA?</p>	<p>2. Does the student have a 504 plan and/or are they an individual with a disability, for the purposes of section 504 of the Rehabilitation Act?</p>
<p>If the answer is yes, it is the programmatic responsibility of LEA.</p>	<p>If yes, then VR and the LEA must collaborate and coordinate the provision of such services. A conversation between each partner should take place to identify financial and programmatic responsibility of each partner.</p>	<p>If yes, it is the responsibility of VR to provide Pre-ETS. The population of students with disabilities served by the VR program is broader than that under IDEA because it includes students with disabilities under section 504 of the Act. IDEA does not cover SWD on a 504 plan.</p>

Facilitated Discussion - Zoom Breakout Rooms



WBLE



Workplace
Readiness



Self-advocacy

What are the gray areas and how do you resolve?

Report Out



Teams report out, share examples regarding what is currently happening, and ideas for how to implement the “criteria” resolve the gray areas.

Examples – WBLE Crosswalk

Pre-ETS (Vocational Rehabilitation)

- ✓ Recruit business mentors
- ✓ Paid or non-paid work experiences
- ✓ Informational Interviews
- ✓ Creating internships
- ✓ Job shadowing
- ✓ Worksite tours
- ✓ Leverage VR employer relationships to develop WBL opportunities for students
- ✓ Out of school WBL activities

IDEA Transition Services (Local Education Agency)

- ✓ Provide job shadowing activities
- ✓ Provide work experience rotations
- ✓ Provide school-based work preparation (e.g., mock interviews, resume writing, job applications, school-based enterprises)
- ✓ Invite guest speakers to present career information
- ✓ Coordinate with CTE for work based activities

Examples – Workplace Readiness Training Crosswalk

Pre-ETS (Vocational Rehabilitation)

- ✓ Assist students in understanding employer expectations
- ✓ Facilitate opportunities for students to apply soft skill knowledge within an integrated setting
- ✓ Teach students how to complete job applications, I-9 and W4 forms, the importance of having ID forms
- ✓ Assist students in gaining an understanding of independent living skills including financial literacy and orientation/mobility

IDEA Transition Services (Local Education Agency)

- ✓ Organize field trips to explore agency programs
- ✓ Connect students with agencies and encourage them to apply for adult services
- ✓ Teach students employability skills
- ✓ Transportation training and education

Examples – Self-Advocacy Crosswalk

Pre-ETS (Vocational Rehabilitation)

- ✓ Assist students in learning about their rights, responsibilities, and becoming self-aware
- ✓ Helping students learn about their disability and accommodation needs
- ✓ Educate students on available accommodations, including how to request accommodations, services, and supports
- ✓ Provide instruction to support student involvement in IPE development
- ✓ Develop leadership skills

IDEA Transition Services (Local Education Agency)

- ✓ Involve students in completing age-appropriate transition assessments in multiple areas (e.g., independent living, self-determination)
- ✓ Develop post-school goals aligned with transition assessment data (this may inform the identification of self-advocacy needs)
- ✓ Seek input from parents, students, and other IEP team members, related to post-school goals and transition planning
- ✓ Provide instruction on student led IEPs
- ✓ Provide instruction to support student involvement in transition planning, including research opportunities to identify what is needed to reach post- school goals
- ✓ Involve students in completing the Summary of Performance as a tool to access to services post-school, and instruction as to how the SOP can be presented by students to employers.

Florida VR Staff Q - What is the best most collaborative way to supplement what schools are doing and how can VR best support this effort?



Map out services to determine IDEA transition services that are currently being provided by the LEA, and new/enhanced services VR can provide



Discuss the sequence of these services



Determine the individual needs of the student (i.e. attend IEP meetings, etc.)



Coordinate goals and objectives in the IEP with student's projected post-school employment outcome and Pre-ETS services in the IPE

Determine what Pre-ETS the student needs

Example - Mapping Sequence of Services

		High School/VR Team			Current Pre-Employment Transition Services	
Gr.	Job Exploration Counseling	Work-Based Learning Experiences	Counseling on Post-Secondary Programs	Workplace Readiness Training	Instruction in Self-Advocacy	
EDUCATION						
9						
	VOCATIONAL REHABILITATION					
EDUCATION						
10						
	VOCATIONAL REHABILITATION					

Coming Full Circle - Example of Coordination IEP with IPE

IEP/Education - IPE/VR Service Provision

IEP/School Provided	IPE/VR Provided
Attending Career Tech Education in Auto Repair	Pre-ETS JEC including Labor Market Information on jobs in Auto Repair Pre-ETS Paid Work Experience at Car Dealership/Auto Repair
Identified IEP Goal of increasing competencies in Writing and Reading	Pre-ETS workplace readiness training (soft skills)
Goal of leading IEP Senior Year-School providing assistance in setting up a PowerPoint and how to lead an IEP	Pre-ETS Self Advocacy Program through local CIL to work on ability to understand and articulate accommodations, etc.
Post-School goal to attend community college for Automotive Auto Body Repair, Class tour of community college is arranged through the school.	PRE-ETS Counseling on enrollment in PSE and other training options and counseling on financial aid options.

Wrap Up



- The end game should always be about student outcomes – right?
- Supplementing IDEA transition services will reduce duplication and fill in the gaps – students get more!
- Lessons Learned from Maryland Promise Project – “*Collaborative Strategies for Improved Transition Outcomes*” – How to Be a Valued Partner
 - ✓ Demonstrate value
 - ✓ Build trust
 - ✓ Be consistent/set a schedule
 - ✓ Individualize services
 - ✓ Share Information

Thank You and
Please Complete
Your **Evaluation**

[NTACT:C Evaluation Link](#)

NTACT:C Staff

Christine Johnson

Brenda Simmons

Sandi Miller

Brigid Griffin

DJ Ralston

Amy Dwyre D'Agati

Find us on:  

#transitionTA | transitionTA.org | ntactmail@uncc.edu

NTACT
THE COLLABORATIVE


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Your Florida DVR Contacts

Johana Valdivieso

Johana.Valdivieso@vr.fldoe.org

(863) 837-1971

Brandi Boyer Rutherford

Brandi.BoyerRutherford@vr.fldoe.org

(850)872-4383

