

Local Transition Coordinating Councils



Why did they develop?

Most IU/County based councils were formed about 20 years ago in response to both national and state events designed to promote successful student transition outcomes.

- 1. Development of the State Memorandum of Understanding (MOU) in 1989
- 2. The signing of the Rehabilitation Act Amendments of 1992 (PL 102-569)

Why did they develop?

- The original purpose of the Councils was to promote effective transition for students with disabilities, from school to adult life, with an emphasis on developing:

“.....a coordinated set of activities for a student, designed with an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student’s needs, taking into account the student’s preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation” [IDEA Sec. 1401.19; Rehabilitation Act Amendments 1992 Sec. 7 (35)]

How did they develop?

The major objectives of the LTCC were to:

- increase parent and student involvement in community transition systems
- establish local coordination of transition services, resources, participants, policies and procedures
- identify local community issues and suggest possible resolutions
- develop a comprehensive plan of local transition programs and services for students with disabilities from the age of 16 (or younger when appropriate)
- further develop and maintain state and local MOU groups and interagency agreements
- participate in public education and training activities
- advocate for and promote community-based training and employment

How did they develop?

Geographic Area

- The Local Transition Coordinating Councils were set up locally by IU staff and local school districts with most being organized based on IU and/or county locations.

How did they develop?

Membership

The following was the **required** membership of the LTCC

1. Agency Representation

- IU Representative
- School District Representative
- AVTS Representative
- County MH Representative
- County MR Representative
- District Office BVS Representative
- District Office OVR Representative
- Office for the Deaf and Hearing Impaired Representative

2. Parent, Family and Student Representation of 51%

How did they develop?

3. Community Representation – (suggested but not required)

- Local Businesses
- Local Providers Representative
- Elected Local Officials
- Post Secondary Representative
- Local Advocates
- Others as determined by the local council

How did they develop?

Leadership

- Required LTCC council leadership were provided by one parent or family representative together with one agency representative acting as co-chairpersons

Meetings

- LTCC meetings were conducted on a quarterly basis, at a minimum
- All meetings were considered open public meetings

How did they develop?

Provision of Service

- assist in resolving issues related to funding and service delivery at the local level
- assist students with coordinated and consistent services as they transition into the adult service delivery system
- assist in determining what local agencies are best suited to provide needed transition services

Follow-up

- Each LTCC were required to track the students who received transition services to determine ongoing needs and adjust programs as needed within each community.

What have they been doing?

Much has happened in the last 20 years

- councils changed, expanded, or disbanded
- new councils were formed
- membership and leadership structure shifted and changed
- focus of the LTCC – evolved and changed – (Information, Project, Staffing)
- meeting location and frequency often changed
- information and materials were developed and shared

And the future...

- build on past successes and strengthen local capacity around transition issues
- maintain focus on successful transition outcomes for students
- continue to develop as Communities of Practice