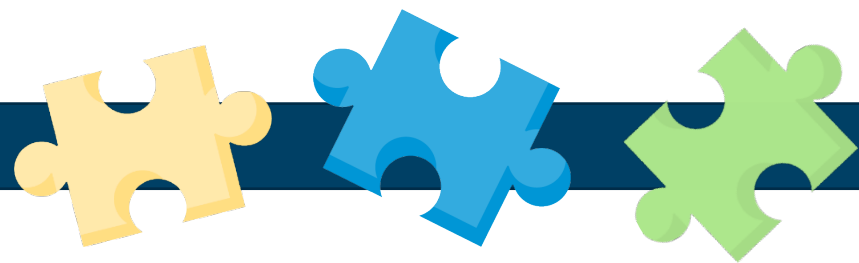


WATCH PARTY

State and Tribal VR Working Together:

Partnerships That Allow
Students and Youth with
Disabilities to Succeed



Acknowledgement & Disclaimer

This training was developed with support from the: [Center for Innovative Training in Vocational Rehabilitation \(CIT-VR\)](#), the [National Technical Assistance Center on Transition: The Collaborative \(NTACT:C\)](#), and the [American Indian Vocational Rehabilitation Training and Technical Assistance Center \(AIVRTTAC\)](#), funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Rehabilitation Services Administration (RSA).

Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education.



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Learning Objectives

- ✓ Describe the importance of implementing the MOU/MOA between State and Tribal VR.
- ✓ Recognize examples of effective roles, relationships, and communications between partners.
- ✓ Identify promising programs and practices when State and Tribal VR work effectively to support students and youth with disabilities.
- ✓ Access to resources that will assist in developing new partnerships or strengthening existing partnerships.



Reasons for Partnership Between State Vocational Rehabilitation and Tribal Vocational Rehabilitation

MOA's in the law and regulations. § 361.30 § 361.24 § 371.21

- Ensures that critically needed services can be provided to Native American/Alaskan Native people with disabilities by allowing both agencies to braid funding and services.
- Provides the opportunity for Tribal VR consumers to have state VR information translated into their native language since English is not the primary language for many Tribal communities.
- Provides the opportunity to learn from each other and to acknowledge and understand the diversity between Native American cultures and other minority cultures.
- Allows strong state VR commitment and full tribal involvement to better serve mutual consumers, especially youth and students with disabilities.



New Mexico



[Watch the Video > State and Tribal VR Working Together: New Mexico](#)

Followed by Q&A Discussion

New Mexico Students Working - 1



New Mexico Students Working - 2



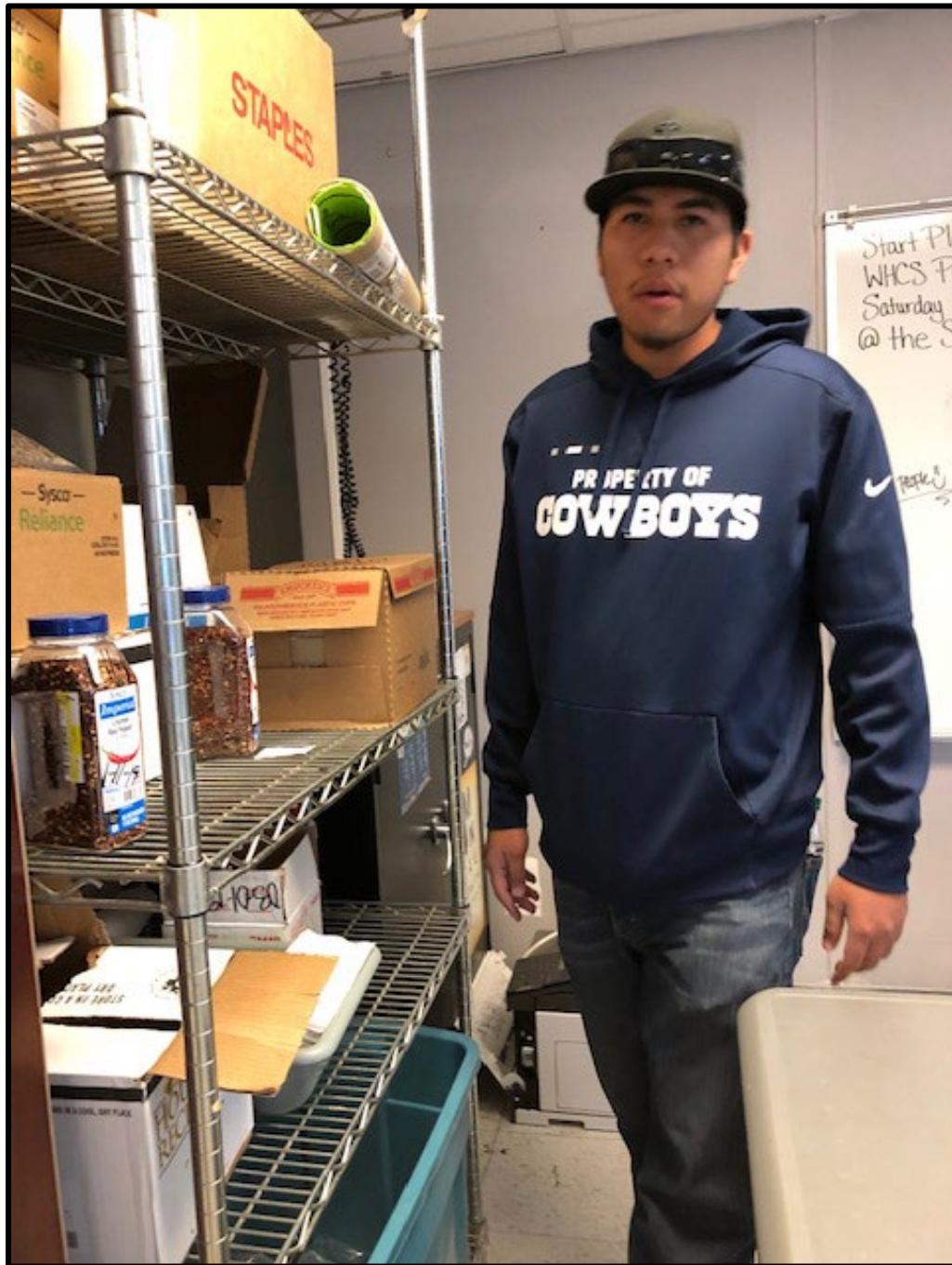
New Mexico Students Working - 3



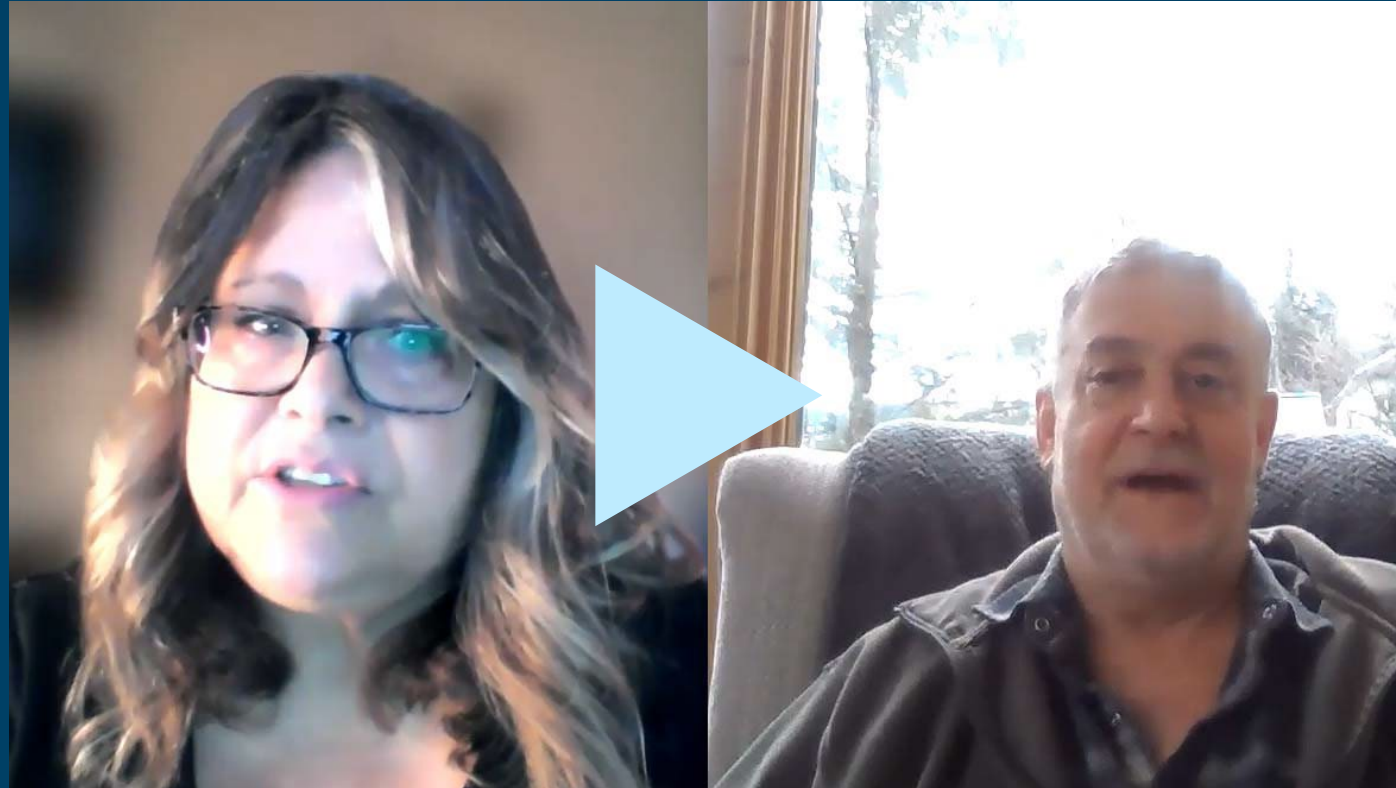
New Mexico Students Working - 4



New Mexico Students Working - 5



Alaska



[Watch the Video > State and Tribal VR Working Together: Alaska](#)

Followed by Q&A Discussion

Wisconsin



[Watch the Video > State and Tribal VR Working Together: Wisconsin](#)

Followed by Q&A Discussion

Strategies and Opportunities for Collaborating

- Invite tribal representation on the state interagency team for transition and state VR representation on a TVR Advisory committee.
- Use of Peer Mentoring - as a method of service delivery and to build self-advocacy, cultural strengths, values, pro-social behavior and empowerment.
- Work and partner with Title I Youth programs to serve Native and non-Native students and youth with disabilities.
- Collaborate with Boys and Girls Clubs of America to provide self-advocacy and leadership skills.
- Use the pre-ets authorized activities available under the state VR program to provide co-training on transition to VR, TRV and Education staff.



Resources

- [Project HOPE 2020 Jemez Pueblo, NM Video](#)
- [Picture Your Future: Exploring Your Transition Goals](#)
- [Preparing for the future: Collaboration is key to success for Bad River, Red Cliff summer youth program](#)
- [Center for Innovative Training in Vocational Rehabilitation \(CIT-VR\)](#)
- [American Indian Vocational Rehabilitation Training and Technical Assistance Center \(AIVRTTAC\)](#)
- [National Technical Assistance Center on Transition: The Collaborative \(NTACT:C\)](#)
- [Northwest Indian College, Tribal Vocational Rehabilitation Institute](#)



Thank You!

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