



Promoting Youth Transition: Increasing Timely Access to Service

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Recent Research Suggests

- Work-based experiences, especially paid employment, during HS predicts adult employment (Wehman, et al., 2014)
- Collaboration between schools, VR and other partners is effective to the extent it is outcome driven (Fabian, et al., 2016)
- Early VR case initiation is associated with successful youth engagement and successful case closure (Honeycutt et al., 2014)

Workforce Innovation Investment Act features:

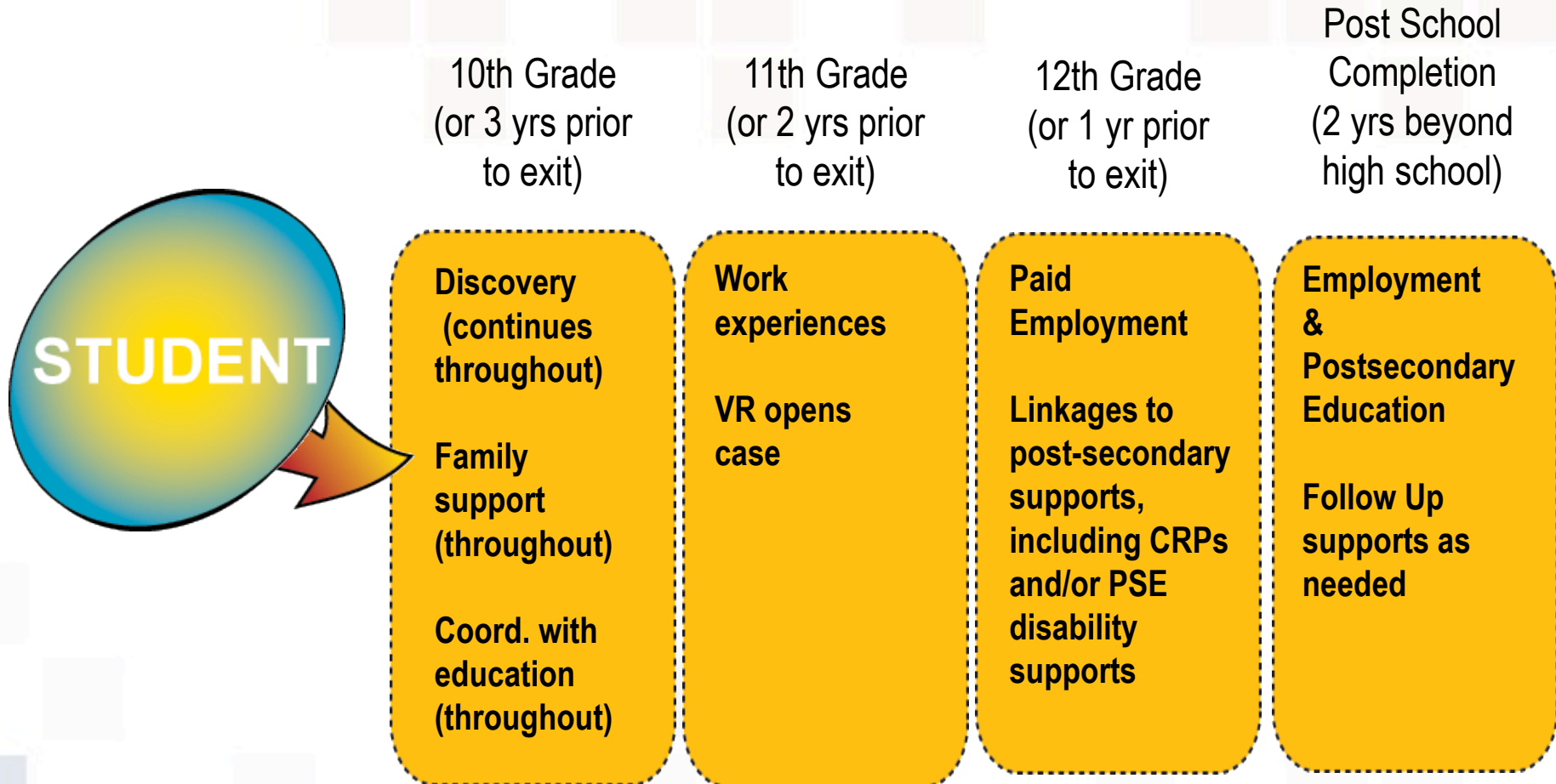
- Pre-Employment Transition Services (PETS), including work experiences
- Vocational Rehabilitation (VR)/Local Education Agencies (LEA) collaboration
- VR service case referral well before projected school exit for eligible, or potentially eligible, students

One Transition Service Model that Integrates these Features

Maryland Seamless Transition Collaborative (MSTC) interventions:

- Work-based experiences (informed by “discovery” of student characteristics)
- Paid employment
- Early VR agency case initiation
- Systems linkages and collaboration

MSTC Services Flow Chart



MSTC Implementation

- Led by Maryland Department of Rehabilitation Services (DORS) (2007 – 2012)
- Technical assistance from TransCen, Inc.
- 11 county-wide school districts, each with a local interagency team of collaborators
- Participants: eligible for DORS, consent to participate
- Targeted enrollment: 400

Methods

- Electronic administrative case service records extracted from DORS from 10/2007 – 1/2013 for 2 groups:
 - All MSTC youth (n=377)
 - Non-MSTC youth in MSTC counties (n=6844)
- Estimated propensity scores using youth characteristics
- All analyses conducted with inverse probability of treatment weighting (IPTW) to account for potential sample selection bias

Participants (n=377)

- Male = 70%
- White = 61%; Black = 36%
- Disability:
 - Intellectual = 14%
 - Psychiatric/behavioral = 14%
 - Specific learning disability = 20%
 - Autism = 18%
 - Other = 34%

Key Service Findings

Compared to matched comparison group of other VR service recipients in the same counties, MSTC participants:

- Had shorter time between eligibility and IPE by average of 104 days ($p < .001$)
- Received more job training, job search assistance, and on-the-job support services ($p < .001$)
- Received less assessment and diagnosis/treatment services ($p < .001$)

Key Service Findings

Compared to matched comparison group of other VR service recipients in the same counties, MSTC participants:

- Had lower service costs - \$1,096 less on average (p<.001)
- Experienced longer time between application and closure – average of 1,013 v. 844 days (p<.001)

Key Outcome Findings

Compared to matched comparison group of other VR service recipients in the same counties, MSTC participants at closure:

- Were more likely to be employed – 55% v. 33% (p<.001)
- Earned less per hour - \$8.07 v. \$8.60 (p<.001)
- Worked fewer hours/week – 22 v. 24.7 (p<.001)
- Earned \$36 less per week on average (p<.001)

Discussion

- Overall, the MSTC intervention:
 - Resulted in faster time to IPE, but cases open longer
 - Cost less in terms of VR service dollars
 - Included more work focused services
 - Resulted in higher employment, but lower earnings

Implications for Counselor Education

- VR use of work experience category of WIOA PETS is likely to yield higher employment outcomes: *Counselors need to learn how work experiences are most effectively facilitated*
- Collaboration toward work outcomes maximizes resources and improves likelihood of employment: *Counselor education should emphasize methods and parameters of collaborating with schools, VR vendors, and other community services on behalf of commonly served youth*

More Information

Luecking, R., Fabian, E., Contreary, K., Honeycutt, T., & Luecking, D. (2018). Vocational rehabilitation outcomes for students participating in a model transition program. *Rehabilitation Counseling Bulletin, 61*, 154-163.

Luecking, D., & Luecking, R. (2015). Translating research into a seamless transition model. *Career Development and Transition for Exceptional Individuals, 38*, 4-13.



Way2Work Maryland

Extending MSTC model via a rigorous
research design

Way2Work MD Overview

- Purpose: To evaluate the effectiveness of the Way2Work Maryland model on post-school academic and career outcomes for students with disabilities
- Study: 5-year Multi-site RCT implemented at 8 LEAs throughout the State in 2 cohorts (2017 & 2018)
- Partners:
 - MD Division of Rehab Services (grantee/manages)
 - UMD Center for Transition & Career Innovation (implements/monitors)
 - Mathematica (evaluates)

Way2Work Program Features

- Early referral (2 years prior to school exit) to DORS for Pre-employment transition services authorization
- Minimum of 3 work-based learning experiences in *integrated community* settings – at least ONE of which must be paid
- Strategic service coordination & fidelity monitoring at the LEA site level via local inter-agency teams

Way2Work Current Status

- Total enrollment (to date) = 327
 - 166 randomized to model intervention
 - 161 randomized to usual services
 - Across all disability groups; IEPs and 504 students
- Work-based Learning experiences (WBLES)
 - 72 completed; 76% of Cohort 1 youth completed at least one WBLE
- Inter-agency team collaboration/coordination
 - Fidelity of Implementation monitoring
 - Student-focused service coordination

Outcomes & Future Vision

- Demonstrate the benefits of community-integrated work-based learning experiences on post-school outcomes of students with disabilities via rigorous research protocol
- Demonstrate benefits of improved service coordination (via local inter-agency teams) on student post-school outcomes
- Disseminate lessons learned from MSTC & Way2Work into pre and in-service training via UMD Center for Transition & Career Innovation

Timing of VR Services and Work Experiences for Transition-Age Youth

Todd Honeycutt

Presentation at NCRE Fall Conference
Alexandria, VA

October 26, 2018

MATHEMATICA
— CENTER FOR —
STUDYING DISABILITY POLICY

Purpose

- **Present statistics on the extent that youth with disabilities access services**
 - Youth vocational rehabilitation (VR) applicants
 - Work experiences for youth Supplemental Security Income (SSI) recipients
- **Findings point to successes and limitations regarding the timing of services**

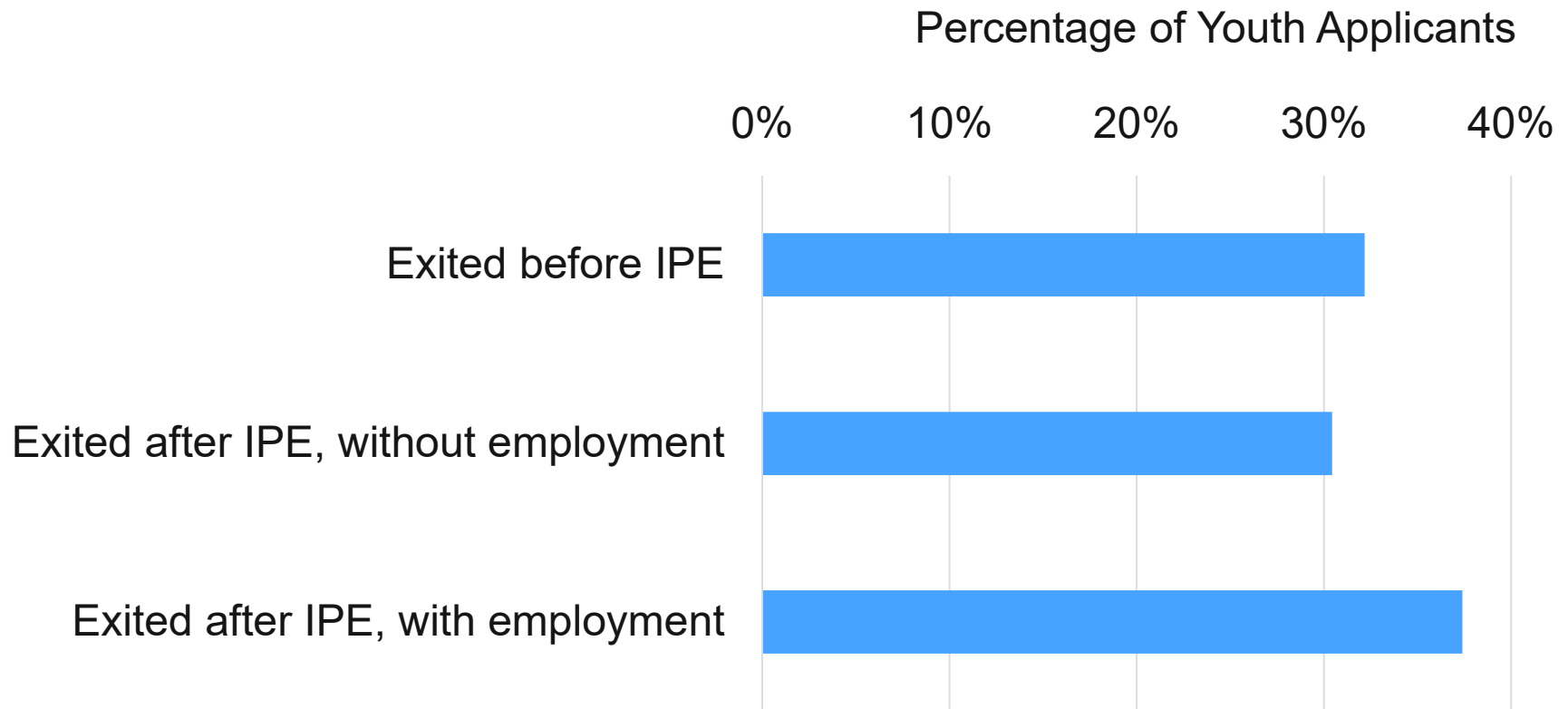
WIOA Requires VR Agencies to Focus More Resources on Youth

- **Deliver pre-employment transition services**
- **Target both in-school and out-of-school youth**
- **Improve workplace skills**
- **Provide supported employment opportunities**

Youth RRTC Study Examining VR Outcomes of Youth Applicants

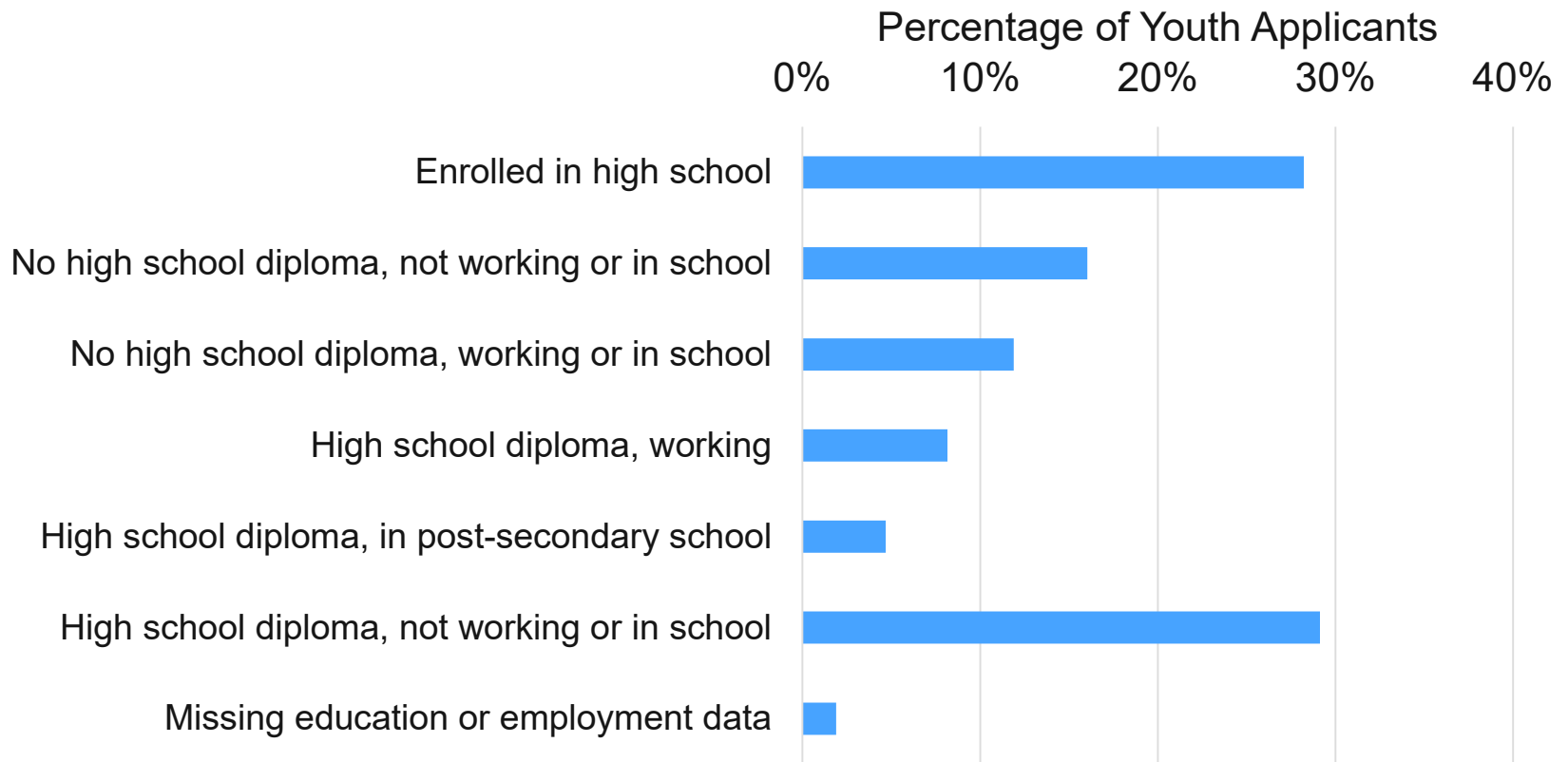
- **Analysis sample included all transition-age youth who applied to VR from 2004 through 2007**
- **Data sources:**
 - **Rehabilitation Services Administration data from fiscal years (FYs) 2004 through 2013**
 - **Social Security Administration's Disability Analysis File (DAF)**

Similar Numbers of Youth VR Applicants Exited at Different Points



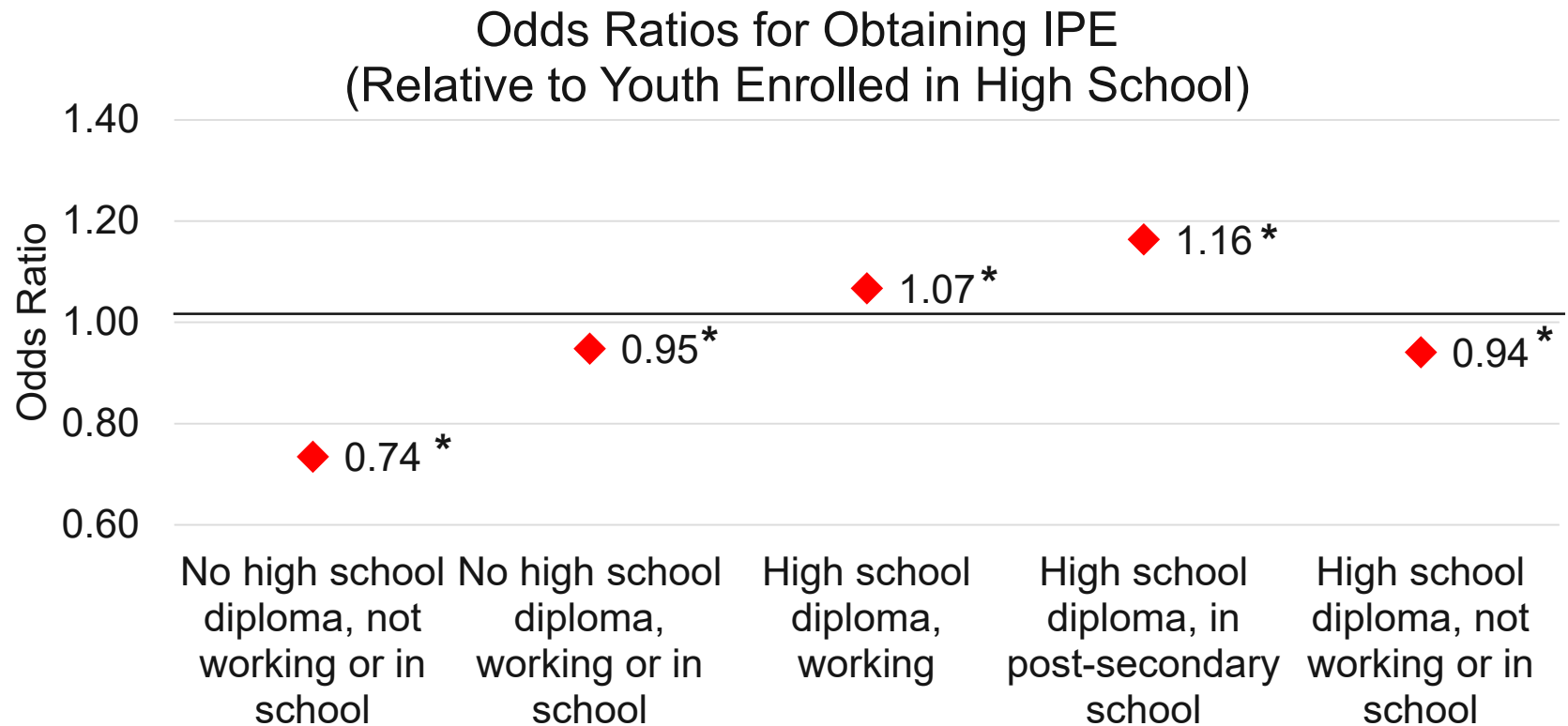
Note: Data from RSA-911, FYs 2004-2013, for VR applicants from 2004 to 2007, ages 14 to 24, eligible for services. N = 582,912. IPE=Individualized plan for employment.

Most Youth VR Applicants Were Enrolled in High School or Not Working But Had High School Diploma



Note: Data from RSA-911, FYs 2004-2013, for VR applicants from 2004 to 2007, ages 14 to 24, eligible for services. N = 582,912.

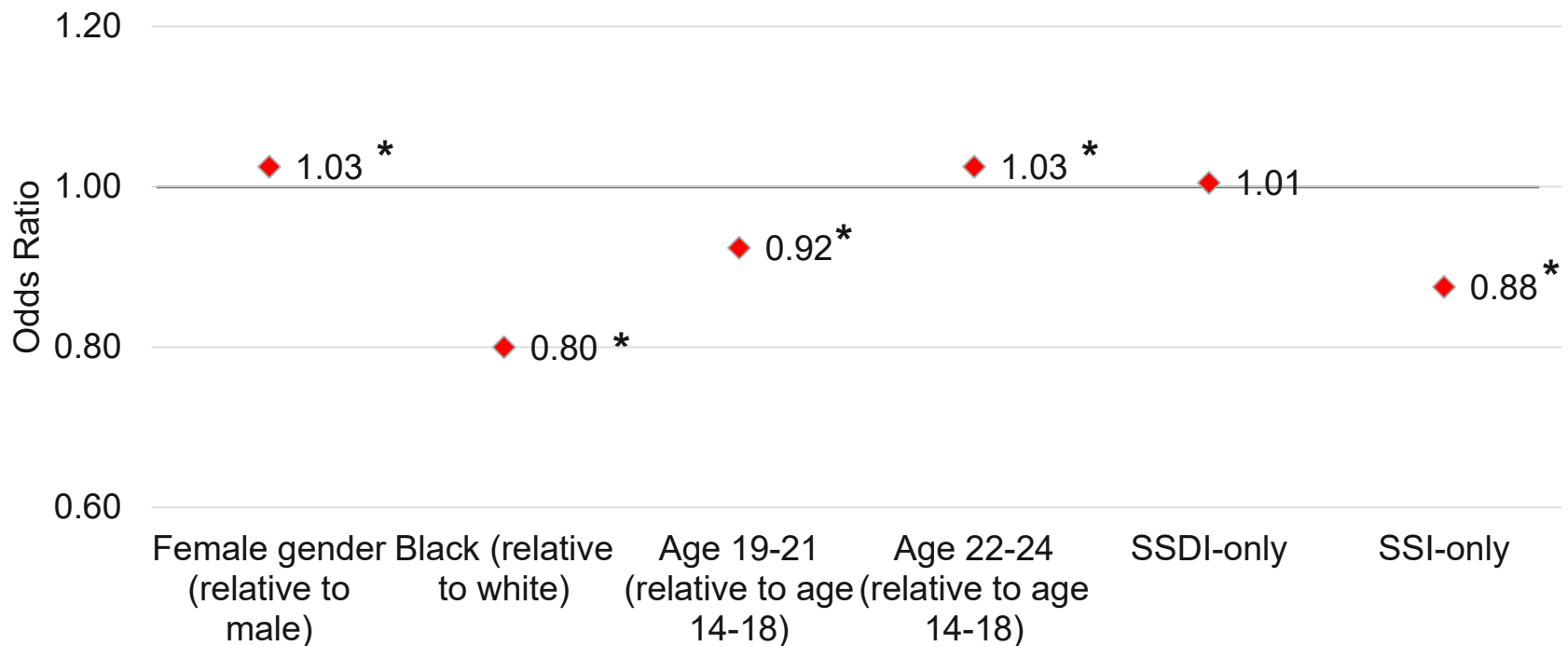
High School Dropouts Not Working Were Least Likely to Receive Services



Note: Data from RSA-911, FYs 2004-2013 and DAF, for VR applicants from 2004 to 2007, ages 14 to 24, eligible for services. N = 582,912. * $p < 0.05$. Odds ratios adjusted for individual and agency characteristics.

Black or SSI-only VR Applicants Were Least Likely To Receive Services

Odds Ratios for Obtaining IPE
(Select Individual Characteristics)



Note: Data from RSA-911, FYs 2004-2013 and DAF, for VR applicants from 2004 to 2007, ages 14 to 24, eligible for services. N = 582,912. * $p < 0.05$. Odds ratios adjusted for individual and agency characteristics.

Other Findings Associated with VR Service Receipt

- **Characteristics of youth associated with lower likelihood also associated with lower case closure with employment**
- **Agency characteristics with higher odds of receiving services**
 - **Not being in order of selection**
 - **Shorter times for services (application to eligibility and eligibility to having a signed IPE)**

Promoting Readiness of Minors in SSI (PROMISE)

- **Objective: To improve educational and employment outcomes of youth SSI recipients**
- **Targets youth recipients of Supplemental Security Income (SSI) starting at ages 14 to 16**
- **Joint initiative of the Social Security Administration and the U.S. Departments of Education, Health and Human Services, and Labor**
- **Six programs: (1) Arkansas, (2) California, (3) Maryland, (4) New York State, (5) Wisconsin, and (6) a consortium of six western states**

PROMISE Requirements for Career Experiences

- **Include at least one paid work experience**
 - In an integrated setting
 - While enrolled in high school
- **Along with other career preparation and work-based experiences provided in integrated settings**

PROMISE Process Analysis Statistics on Work Experiences

- **Arkansas**
 - Funds VR agency staff and workforce agency programs
 - 69% had at least one summer work experience
- **Maryland**
 - Leverages existing employers and work programs
 - 61% of youth had unpaid experiences and 41% had paid experiences
- **Wisconsin**
 - Leverages VR-agency providers
 - 39% of youth had paid work experiences

PROMISE Work Experiences: Lessons and Challenges

- **In some areas, providers were limited or had waiting lists**
- **Younger participants might have been slower to participate in work experiences, delaying take-up of services**
- **Staff benefited from technical assistance around work experiences**
- **Providers did not always connect youth to experiences that met youths' interests**

Conclusion

- **For VR agencies, youth with certain characteristics (high school dropouts, youth SSI recipients, black) typically were less likely to receive VR services**
- **PROMISE programs succeeded in connecting many youth SSI recipients to work experiences**
 - **Hard to serve population: significant health conditions, household poverty, still in high school**
- **Pre-employment transition services should improve timing of services, but will only certain youth receive them?**

Resources

- **Honeycutt, Martin, and Wittenburg 2017**
 - Transitions and Vocational Rehabilitation Success: Tracking Outcomes for Different Types of Youth
 - Journal of Vocational Rehabilitation, vol. 46, no. 2
- **PROMISE process analysis reports**
 - <https://www.mathematica-mpr.com/our-publications-and-findings/projects/evaluate-the-promoting-readiness-of-minors-in-supplemental-security-income-promise-grants>

For More Information

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The Y-TAC is a U.S. Department of Education’s Rehabilitation Services Administration (RSA)-funded Technical Assistance Center that is charged with providing State VR agencies and related rehabilitation and youth service professionals with technical assistance to help more effectively serve students and youth with disabilities, including disconnected youth who need to re-engage with education and/or work such as those involved in the juvenile justice system, the foster care system, and other traditionally underserved and/or isolated youth populations (Award # H264H150006).

Overview of the Youth-Focused Training and TA Centers



What is the Vocational Rehabilitation Youth Technical Assistance Center (Y-TAC)?

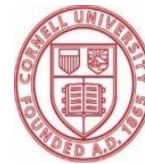


- Y-TAC is led by:



- Y-TAC Partners with:

- Cornell University ILR School's Yang-Tan Institute on Employment and Disability
- Boston University's School of Education
- Subject Matter Experts (SMEs) from across the field



Cornell University
ILR School



What are the Y-TAC's Goals?



- Identify the needs of youth with disabilities (focusing on out of school youth)
- Establish partnerships with state & local agencies
- Have effective outreach plans, training plans, & methods of delivering support services

Rehabilitation Research and Training Center on Vocational Rehabilitation (VR) Practices for Youth and Young Adults

- Addressing the gaps between knowledge and practice to improve VR practices and employment outcomes for youth and young adults with disabilities
- Funded by the U.S. Department of Health and Human Services, Administration for Community Living, National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), Grant Number 90RT5034-02-01
- The findings and conclusions expressed are solely those of the authors and do not represent the views of NIDILRR or any agency of the federal government

