

## Slide 1

Presentation title: Promoting Youth Transition:  
Increasing Timely Access to Service

Slide text:

Richard Luecking

Ellen Fabian

Todd Honeycutt

Randy Loss

Slide image: RRTC logo

## Slide 2

Slide title: Recent Research Suggests

Slide text:

- 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)

## Slide 3

Slide title: Workforce Innovation Investment Act features:

Slide text:

- 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

## Slide 4

Slide title: One Transition Service Model that Integrates these Features

Slide text: 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

## Slide 5

Slide title: MSTC Services Flow Chart

Slide image: Starts with the student...

- 10th grade (or 3 years prior to exit)
  - Discovery (continues throughout)
  - Family support (continues throughout)

- Coordination with education (throughout)
- 11th grade (or 2 years prior to exit)
  - Work experiences
  - VR opens case
- 12th grade (or 1 year prior to exit)
  - Paid employment
  - Linkages to post-secondary supports, including CRPs and/or PSE disability supports
- Post School completion (2 years beyond high school)
  - Employment & post secondary education
  - Follow up supports as needed

## Slide 6

Slide title: MSTC Implementation

Slide text:

- 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

## Slide 7

Slide text: Methods

Slide text:

- 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

## Slide 8

Slide title: Participants (n=377)

Slide text:

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

- Other = 34%

## Slide 9

Slide title: Key Service Findings

Slide text: 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 ( $p < .001$ )

## Slide 10

Slide title: Key Service Findings

Slide text: 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 ( $p < .001$ )

## Slide 11

Slide title: Key Outcome Findings

Slide text: 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 ( $p < .001$ )

## Slide 12

Slide title: Discussion

Slide text: 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

## Slide 13

Slide title: Implications for Counselor Education

Slide text: 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*

## Slide 14

Slide title: More Information

Slide text:

- 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.

## Slide 15

Slide title: Way2Work Maryland

Slide text: Extending MSTC model via a rigorous research design

Slide image: RRTC logo

## Slide 16

Slide title: Way2Work MD Overview

Slide text:

- 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)

## Slide 17

Slide title: Way2Work Program Features

Slide text:

- 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

## Slide 18

Slide title: Way2Work Current Status

Slide text:

- 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

## Slide 19

Slide title: Outcomes & Future Vision

Slide text:

- 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

## Slide 20

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

Slide text: Todd Honeycutt, Presentation at NCRE Fall Conference, Alexandria, VA, October 26, 2018

Slide image: MPR logo

## Slide 21

Slide title: Purpose

Slide text:

- 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

## Slide 22

Slide title: WIOA Requires VR Agencies to Focus More Resources on Youth

Slide text:

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

### Slide 23

Slide title: Youth RRTC Study Examining VR Outcomes of Youth Applicants

Slide text:

- 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)

### Slide 24

Slide title: Similar Numbers of Youth VR Applicants Exited at Different Points

Slide image: This slide contains a bar chart showing the percentage of youth VR applicants ages 14 to 24 who exited before an individualized plan for employment (IPE; 32%), exited after an IPE without employment (30%), and exited after an IPE with employment (37%). Numbers do not sum to 100 due to rounding.

Slide text: 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.

### Slide 25

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

Slide Image: This slide contains a bar chart showing the percentage of youth VR applicants ages 14 to 24 by their education and employment status at VR application. At the time of application, 28% of youth were enrolled in high school, 16% had no high school diploma and were neither working nor enrolled in school, 12% had no high school diploma and were either working or enrolled in school, 8% had a high school diploma and were working, 5% had a high school diploma and were enrolled in post-secondary school, 29% had a high school diploma and were neither working nor enrolled in school, and 2% were missing education or employment data.

Slide text: 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.

### Slide 26

Slide title: High School Dropouts Not Working Were Least Likely to Receive Services

Slide image: This slide contains a figure showing the odds ratios of youth VR applicants ages 14 to 24 in obtaining an IPE by education and employment status at VR application. Relative to youth who were enrolled in high school, youth without a high school diploma and were neither working nor enrolled in school had an odds ratio of 0.74, youth with no high school diploma and were either working or enrolled in school had an odds ratio of 0.95, youth with a high school diploma and were working had an odds ratio of 1.07, youth with a high school diploma and were enrolled in post-secondary school had an odds ratio of 1.16, and youth with a high school diploma and were neither working nor enrolled in school had an odds ratio of 0.94. All odds ratios are significant at  $p < 0.05$ .

Slide text: 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.

## Slide 27

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

Slide image: This slide contains a figure showing the odds ratios of youth VR applicants ages 14 to 24 in obtaining an IPE by select individual characteristics. Females had an odds ratio of 1.03 relative to males. Youth who were black had an odds ratio of 0.80 relative to youth who were white. Relative to youth ages 14 to 18, youth ages 19 to 21 had an odds ratio of 0.92 and youth ages 22 to 24 had an odds ratio of 1.03. Youth receiving Social Security Disability Insurance-only benefits had an odds ratio of 1.01 and youth receiving Supplemental Security Income-only benefits had an odds ratio of 0.88, relative to youth receiving neither benefit. All odds ratios are significant at  $p < 0.05$ , except for the Social Security Disability Insurance-only odds ratio.

Slide text: 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.

## Slide 28

Slide title: Other Findings Associated with VR Service Receipt

Slide text:

- 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)

## Slide 29

Slide title: Promoting Readiness of Minors in SSI (PROMISE)

Slide text:

- 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

### Slide 30

Slide title: PROMISE Requirements for Career Experiences

Slide text:

- 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

### Slide 31

Slide title: PROMISE Process Analysis Statistics on Work Experiences

Slide text:

- 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

### Slide 32

Slide title: PROMISE Work Experiences: Lessons and Challenges

Slide text:

- 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



### Slide 33

Slide title: Conclusion

Slide text:

- 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?

### Slide 34

Slide title: Resources

Slide text:

- 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>

### Slide 35

Slide title: For More Information

Slide text: Please contact: Todd Honeycutt [thoneycutt@mathematica-mpr.com](mailto:thoneycutt@mathematica-mpr.com)

### Slide 36

Slide image: IEL logo

Slide text:

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).

### Slide 37

Slide title: Overview of the Youth-Focused Training and TA Centers

Slide image 1: WINTAC logo  
Slide image 2: Y-TAC logo  
Slide image 3: NCWD logo  
Slide image 4: NTACTION logo  
Slide image 5: PROMISE TA Center logo  
Slide image 6: Y-TAC logo

### Slide 38

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

Slide image 1: Y-TAC logo

Slide text 1: Y-TAC is led by...

Slide image 2: IEL logo

Slide text 2: 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

Slide image 3: Cornell University ILR School logo

Slide image 4: Boston University logo

### Slide 39

Slide title: What are the Y-TAC's goals?

Slide image 1: Y-TAC logo

Slide text:

- 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

### Slide 40

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

Slide text:

- 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

Slide image 1: TransCen logo

Slide image 2: University of Maryland logo

Slide image 3: Mathematica logo

Slide image 4: ICI logo  
Slide image 5: CSAVR logo