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Presentation title: State Vocational Rehabilitation (VR) Agencies' Early Implementation Experiences with Pre-Employment Transition Services

Slide text: Purvi Sevak

Presentation at NCRE Fall Conference

Alexandria, VA

October 27, 2018

Slide image: Mathematica 50th Anniversary logo

Slide 2

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: CSVAR logo

Slide 3

Slide title: Purpose

Slide text:

- Describe the different approaches states have taken to expand services to transition aged youth, as required by WIOA
- WIOA, signed in 2014, requires state vocational rehabilitation (VR) agencies to provide pre-employment transition services (Pre-ETS) to all potentially eligible youth with disabilities

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Slide title: Who is potentially eligible?

Slide text:

- Students with a disability as defined by:
 - Receipt of special education or related services under Part B of the Individuals with Disabilities Education Act (IDEA)
 - Section 504 of the Rehabilitation Act

- Enrolled in a recognized educational setting
 - Usually ages 14-21
- Expanded target population for vocational rehabilitation (VR) agencies

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Slide title: Five required Pre-ETS

Slide text:

- Job exploration counseling
 - Discussion of job opportunities intended to foster motivation and informed decision-making
- Workplace readiness training
 - Development of social and other soft skills that are necessary for employment and independent living
- Work-based learning experiences
 - Placing students in workplaces to help them connect school experiences to future career opportunities
- Counseling on postsecondary enrollment
 - Discussion of college and other postsecondary opportunities
- Instruction in self-advocacy
 - Improving abilities to communicate, negotiate, and assert one's interests and desires

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Slide title: Early implementation experiences

Slide text:

- Collected information on 10 VR agencies' experiences in implementing Pre-ETS in fall 2017
 - AL, AK, MO (Gen.), NJ (Gen.), NC, OH, PA, TX, WA, WV
- Relied on structured interviews, presentations from agency staff, and reports
 - 7 agencies also shared counts of Pre-ETS authorizations
- Builds on National Council on Disability (2017) survey and publication, which identified a number of challenges agencies were having

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Slide title: Common agency challenges to expanding service population

Slide text:

- Cannot authorize support services for potentially eligible students who are not VR clients
 - E.g. transportation, technology, and equipment necessary to connect students with employers
 - For this reason, Pennsylvania initially limited WBLEs to students who had applied to VR

- Some agencies planned to encourage all potentially eligible students to apply for VR so they can access supports more easily

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Slide title: Who provides Pre-ETS?

Slide text:

- Traditional service providers
 - VR agency staff, including counselors
 - Contracted service providers
 - Community rehabilitation providers (CRPs)
 - Independent living centers (ILCs)
- New nontraditional contracted service providers
 - Teacher-vendors delivering after-school activity (AK)
 - State university system staff (MO)
 - State hired social workers as new early reach coordinators to provide outreach in schools (PA)

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Slide title: Majority of authorized Pre-ETS is for students potentially eligible for VR

Slide image: This slide has a stacked bar chart which shows for each of six VR agencies, the share of authorized pre-employment transition services that were provided to VR eligible students with disabilities in the bottom of the bars in red, and the share that were provided for potentially eligible students with disabilities on the top of the bar in green, with the two shares adding up to 100%. In Alabama, Alaska, Missouri, and Washington, VR agencies provided a greater proportion of Pre-ETS, 70-85%, to potentially eligible students with disabilities, and a smaller share – 15 to 30% to VR-eligible students during the time period. In contrast, in North Carolina more than 80% of Pre-ETS authorizations were for VR-eligible students and in Ohio, 100% of Pre-ETS were for authorized for VR-eligible students.

Slide text: Source: Reports from six VR agencies that provided data on services authorized July 1, 2017, through September 30, 2017.

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Slide title: Relative frequency of authorizations for each Pre-ETS varied

Slide image: This slide has a stacked bar chart which shows for each of six VR agencies, the share of Pre-ETS authorizations that were for each of the five Pre-ETS. The bottom section of each bar in speckled orange represents work-based learning experiences which were among the least frequently authorized service, 1% in Alabama, 51% in Alaska, 14% in Missouri, 12% in Ohio, 2% in Pennsylvania, and 17% in Washington. The next section in light blue shows the share that was authorized for workplace readiness training: 63% in Alabama, 23% in Alaska, 59% in Ohio, 42% in Pennsylvania, and 19% in Washington. The third portion of the bar is in orange and shows the share of authorizations for job exploration counseling: 26% in Alabama, 10%

in Alaska, 24% in Missouri, 29% in Ohio, 15% in Pennsylvania, and 20% in Washington. The fourth part of the bar is in green and shows the share of authorizations for counseling on post-secondary education, with 1% in Alabama, 5% in Alaska, 18% in Missouri, 0% in Ohio, 18% in Pennsylvania, and 13% in Washington. The top part of the bar is in red and shows the share of authorizations that were for instruction in self-advocacy: 9% in Alabama, 11% in Alaska, 21% in Missouri, 0% in Ohio, 24% in Pennsylvania, and 31% in Washington.

Slide text: Source: Reports from four VR agencies on services authorized July 1, 2017, through September 30, 2017 (AL, MO, OH, and WA) and two agencies on services authorized July 1, 2016, through June 30, 2017 (AK and PA).

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Slide title: Prioritization of individual Pre-ETS?

Slide text:

- Workplace readiness training and job exploration counseling most frequent
- Work-based learning experiences are more resource intensive
- Depended on offerings of existing service providers

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Slide title: Some agencies sequence Pre-ETS

Slide text: Ohio's progressive career development pathway

Slide image: This slide has a visual which illustrates the three sequences of Ohio's approach of delivering Pre-Employment Transition Services to VR clients through their progressive career development pathway. The first box is the first service, Summer Youth Career Exploration and a box below it lists that it includes educational programming for youth 15 and older, and that it is job exploration counseling. There is an arrow connecting this service to the next service in the sequence, Summer Youth Work Experience. The box below lists that it contains educational and work components, it can be school-based or other work readiness training. There is an arrow leading from this service to the third in the sequence, Summer Youth-Job Development. The box below it lists that this includes independent summer work activities, temporary placement in real work sites, and is a kind of work-based learning experience.

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Slide title: Examples of new programs to deliver Pre-ETS

Slide text:

- Texas's Summer Earn and Learn
- Alaska JOBZ clubs
- Missouri's Groundhog Job Shadow Month

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Slide title: Texas's Summer Earn and Learn

Slide text:

- A paid annual WBLE that also provides workplace readiness training
- 1,500 students participated in summer 2017; rose to almost 2,400 in summer 2018
- A model for expanding scale through partnerships
 - VR contracts with local workforce boards to provide services and placements
 - VR provides referrals, case management, and supporting services

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Slide title: Alaska's JOBZ club

Slide text:

- Clubs are afterschool activities that provide workplace readiness training
 - Follow seven-module curriculum
 - Focus on soft skills (communication, teamwork, attitudes, and professionalism)
- Using teachers as vendors expands reach of VR, with clubs at:
 - Urban areas
 - Remote, rural towns
 - Residential psychiatric facilities

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Slide title: Missouri's Groundhog Job Shadow Month

Slide text:

- Month-long annual WBLE
 - Opportunity to cover all five Pre-ETS in the context of an industry in which students are interested
- Collaboration between VR and:
 - School districts
 - Pre-ETS specialists at the state university
 - Local businesses (including libraries, restaurants, manufacturing facilities, grocers, and medical centers)

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Slide title: Conclusions

Slide text:

- Agencies have used varied approaches in implementing Pre-ETS
 - Delayed expansion to potentially eligible students
 - Incremental progress in covering all five Pre-ETS
 - Partnerships with new providers, organizations and businesses

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Slide title: Lessons for educators

Slide text:

- As agencies continue to scale up, counselors can look to other agencies for models of innovative approaches
- Lessons for potential future policy changes
 - No one-size-fits-all solution
 - Implementation requires creative, flexible approaches to serve different target populations in different environments
 - Partnerships and collaborations help

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Slide title: For more information

Slide text:

- State Vocational Rehabilitation Agencies' Early Implementation Experiences with Pre-Employment Transition Services, an issue brief of the RRTC on VR Practices for Youth.
 - <http://vrpracticesandyouth.org/vocational-rehabilitation-vr-practices/center-publications/>
- Please contact Purvi Sevak: psevak@mathematica-mpr.com
- <http://www.DisabilityPolicyResearch.org>

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Slide Title: VR Roles in Supporting Higher Education for students with IDD and/or autism

Slide text: Jennifer Sulewski, Ph.D., Senior Research Associate, Institute for Community Inclusion, University of Massachusetts Boston

Image 1: Think College logo

Image 2: three students sitting on a bench on a college campus

Image 3: students in a classroom

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Slide title: Study Background

Slide image: Study background: Increasing role of inclusive higher education and WIOA lead to the question, "How to VR and higher education entities partner to support people with IDD and/or autism?"

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Slide title: Phase I: Secondary Analysis

Slide text: Research Questions

- RQ1 - What is the frequency of interaction and role of VR agencies partnering with colleges serving students with ID/A?

- RQ 2 – What partnership attributes are related to positive outcomes for students?

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Slide title: Phase 1: Secondary Analysis: Approach

Slide text: Secondary analysis of program and student data from 52 Transition Postsecondary Programs for Students with Intellectual Disabilities

Slide image: United States map indicating the locations of all TPSID sites in 2010-2015. There are sites in Washington state, California, Arizona, Alaska, Hawaii, Colorado, North Dakota, Minnesota, Iowa, Texas, Louisiana, Indiana, Ohio, Kentucky, Tennessee, Vermont, New York, New Jersey, Delaware, Virginia, North Carolina, South Carolina, and Florida.

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Slide title: Phase I Findings

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Slide title: Most TPSIDs were partnering with VR

Slide image: Pie chart: 76% of TPSID programs had a partnership with VR, 24% did not.

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Slide title: VR provided financial assistance

Slide image: Bar chart.

- 24.1% of Programs with VR partnerships used VR funds to pay for tuition, vs. 6.3% of programs without VR partnerships
- 31.2% of programs with VR partnerships used VR funds to pay other expenses, vs. 7.8% of programs without VR partnerships

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Slide title: And played various other roles

Slide image: Among TPSID-VR partnerships, % reporting VR has the following roles:

- Direct service to TPSID students 67.5%
- Career development/employment opportunities 45%
- Project advisory committee 42.5%
- Consultant 35%
- Team/Consortia member 32.5%
- Participates in person centered planning 30%
- Training to TPSID students 27.5%
- Recruitment/outreach 25%
- Training to TPSID staff 5%
- Transportation for students 5%

- Other 5%

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Slide title: Phase 2: Case Studies Research Questions

Slide text:

1. How are higher education programs partnering with VR to support individuals with ID and/or autism?
2. How is the higher education-VR relationship established and maintained?
3. What financial, logistical, and case management supports does VR provide to higher education programs and students?
4. How do higher education/VR partnerships enhance supports and outcomes for individuals with ID and/or autism?

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Slide title: Phase 2: Case studies: Approach

Slide text: Interviews with

- program staff
- VR counselors & supervisors
- Students & alumni
- Parents

Slide image: Photo of a stack of books with an apple on top, in front of a sign on a brick wall saying "University."

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Slide title: Phase 2 findings

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Slide title: VR role starts with providing guidance on the college decision

Slide text:

- Inclusive higher education options
- What VR will pay for
- Other supports VR can provide
- How college compares to other options

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Slide title: Continues with counseling & other supports while in school

Slide text:

- Eligibility determination, intake, and planning
- Connecting students with financial and instrumental supports
- Meeting with students regularly

- Communicating and coordinating with higher ed program staff

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Slide title: And is part of a seamless transition from college to adulthood

Slide text:

- Coordination with IHE staff to support longer-term job placements & hand off supports
- Bringing adult service providers into the loop for post-college support

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Slide title: Conclusions

Slide text: VR support for higher education is important to success at multiple levels

- Agencies send message about value of higher education, set policies re: financial assistance for tuition and other expenses
- Regional offices and supervisors can support partnerships through formal contracts, meetings, logistical arrangements such as counselors on site
- Counselors can counsel students on decision to attend college, provide counseling & other supports while in college, and support the transition to employment upon program completion

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Slide title: Customized Employment Essential Elements

Slide text: Laura Owens, Ph.D., CESP, TransCen, Inc.

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Slide title: ODEP Defines Customized Employment

Slide text:

- “A flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both”
- “Customized employment is based on individual’s match between the strengths, conditions and interests of the job candidates and the identified business needs of an employer” (ODEP, 2012)

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Slide title: Customized Employment: Essential Elements

Slide text:

- Negotiation of job duties
- Individualization (a job for one person)
- Negotiated pay of at least minimum wage
- Businesses in the community or businesses owned by the individual
- Facilitates mutually beneficial voluntary employment relationship

- Job development “agents” represent job seekers

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Slide title: Customized Employment: Essential Elements (cont.)

Slide text:

- Presumption of employment
- Employment or Self-employment chosen by individual
- Used to assist job seekers with disabilities who have not been or unlikely to be successful with traditional demand-side employment strategies
- Source: WINTAC, 2017 (<http://www.wintac.org/topic-areas/resources-and-strategies-competitive-integrated-employment/resources#resc-ce>)

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Slide title: Discovery Essential Elements

Slide text: Determine strengths, needs and interests

- Qualitative approach
 - Interviews
 - Observations (multiple settings)
 - Job shadows
- Descriptive versus evaluative
- Asset versus deficit
- Sufficient time is essential
- Ongoing

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Slide image: Top box says “the most valuable assessment strategy” Arrow points to next box that says “spending time with the job seeker in a variety of settings”

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Slide title: Meet Mattie

Slide text 1: What the file said:

- Has a developmentally disability and deaf and blind
- Lived in an institution most of her life
- “Failed” at several work placements
- Nonverbal
- “Behavior outbursts”
- Moves slowly

Slide text 2: What we said:

- Very curious
- Loves variety and learning new things (including tactile communication)
- Likes working with her hands

- Always smiling
- Enjoys cooking (smelling the food, stirring, pouring)
- Loves swimming (especially sitting in the whirlpool)

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Slide title: What are good jobs for Mattie? What employer would value her?

Slide image: A venn diagram – top circle “Likes swimming”, bottom left circle “enjoys cooking”, bottom right “likes to keep busy; likes working with her hands”

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Slide text 1: 18 years at Pizza Hut

Slide image 1: Mattie folding pizza box and Pizza Hut

Slide text 2: 6 years at Menomonee Falls School District

Slide image 2: Mattie holding a paper with various folders on the table

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Slide title: Why was Mattie successful?

Slide text:

- Job matched not only her skills but also her interest and personality
- Mattie has skills (attributes) the employer valued and an interest for the work
- We found an employment setting, a supportive manager/supervisor, and a position that utilized Mattie’s skills and also minimized her disabilities

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Slide title: Job Development vs. Job Placement

Slide text:

- Job placement: looking at the opportunities that already exist in the community and putting job seekers in direct competition with other job seekers
- Job development: looking for the unique skills and abilities of job seekers to shape and develop employment through negotiations with business

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Slide title: Essential Elements of Job Development

Slide text:

- Identify idea employment situation with job seeker
- Use all connections and networks
- Avoid using job openings and typical personnel processes
- Develop strategies for assisting employers to identify areas of need
- Emphasize informational relationships with employers
- Customize job descriptions – Employment proposal/

- Negotiate a support plan
- Source: WINTAC, 2017 (<http://www.wintac.org/topic-areas/resources-and-strategies-competitive-integrated-employment/resources#resc-ce>)

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Slide title: Informational Interviews

Slide text:

- Foot in the door
- Low pressure
- Chance to make a great first impression
- Start of working relationship
- Opportunity to uncover possible opportunities

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Slide title: Customized Employment is...

Slide text: Employment where job tasks are reassigned from an existing job, restructured from one or more existing jobs, or created to match the skills and accommodation needs of the job seeker and...

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Slide title: ...Customized Employment approach MUST help the employer's operation in some specific way!

Slide image: Image of a magnifying glass with the word "Benefit" magnified; the word feature is written outside the magnifying glass

Slide 50

Slide title: Meet Ivan – Positive Personal Profile

Slide text 1:

- Loves all sports – Brewers, Packers, Bucks (baseball, football, basketball)
- Easy to work with
- Happy
- Full of potential
- Independent
- Sweet
- A great spirit
- Determined
- Close knit family

Slide text 2:

- Very persistent
- Funny/ humorous
- Friendly

- Jokes
- Caring
- Hard worker
- Very smart
- Good listener
- Champion bean bag tosser

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Slide title: Marquette University Student Recreation Complex needed help!

Slide text:

- Five full sized basketball courts
- About 2000 students and alumni used the facility every day
- Courts were filthy – especially in the winter
- Janitorial staff had to clean them constantly – which no one liked to do

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Slide title: What we did...

Slide text:

- Informational Interview - refined task list based on observed needs
- Compared task list with Ivan's Positive Personal Profile to determine match
- Presented employment proposal to Marquette
- Set up "working interview"
- Negotiated terms of employment

Slide 53

Slide title: Employment Proposal

Slide text 1: Ivan's skills

- Loves sports - especially Marquette
- Persistent
- Hard worker
- Funny
- Easy to work with

Slide text 2: Refined task list

- Clean five courts during high peak time
- Adapting the wet mop so Ivan could drag it behind him
- Pick up extra basketballs left behind and returning them to desk

Slide 54

Slide title: "Human Zamboni"

Slide image 1: Marquette University logo

Slide image 2: Ivan keeping score at score board

Slide image 3: Ivan using the adapted mop attached to his wheelchair and mopping floor