

#### Slide 1

Presentation title: Promoting Youth Transition: Strategies for Increasing Collaboration and System Linkages

Slide text: Presenters:

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#### Slide 2

Logo: Think College

Slide image 1: three men talking outside

Slide image 2: one woman studying at a desk indoors

#### Slide 3

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.

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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 4

Slide title: Study background

Two smaller blue rectangles point to a larger third rectangle

Small rectangle 1 text: Increasing role of inclusive higher education

Small rectangle 2 text: WIOA

Large rectangle text: How do VR and higher education entities partner to support people with IDD and/or autism?

#### Slide 5

Slide title: Phase 1: 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?

#### Slide 6

Slide title: Phase I: Secondary Analysis: Approach

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

Image: Map of the U.S. with stars on states with TPSID Sites 2010-2015

States include: Vermont, New York, New Jersey, Delaware, Virginia, North Carolina, South Carolina, Florida, Ohio, Kentucky, Indiana, Tennessee, Louisiana, Texas, Iowa, Minnesota, North Dakota, Colorado, Washington, California, Arizona, Alaska, and Hawaii

Slide 7

Slide text: Phase 1 Findings

Slide 8

Slide title: Most TPSIDs were partnering with VR

Slide image: pie chart with more than 75% in partnership with VR, vs remaining with no partnership with VR

Slide 9

Slide title: Partners mostly interacted monthly or quarterly

Pie chart: Pie shows more than 80% interact either monthly or quarterly

Slide 10

Slide title: Students in programs with partnerships were more likely to have jobs during college...

Slide chart on slide shows the following:

VR-Partnered Programs (n = 606 students)

- Participation in any unpaid career development = 59.6%
- Had a paid job during the 2014-15 year = 38.8%
- Had a paid job in 2014-15 (students with no paid employment history prior to TPSID enrollment)\* = 35.6% (N=362)
- Paid job only (no unpaid CDE) = 13.4%
- Unpaid CDE but not paid job = 34.2%
- Both paid job and unpaid CDE = 25.4%
- Neither paid job and unpaid CDE = 27.1%

Non-partnered programs (n=128 students)

- Participation in any unpaid career development = 66.4%
- Had a paid job during the 2014-15 year = 31.3%
- Had a paid job in 2014-15 (students with no paid employment history prior to TPSID enrollment)\* = 38% (n=50)
- Paid job only (no unpaid CDE) = 14.1%
- Unpaid CDE but not paid job = 49.2%
- Both paid job and unpaid CDE = 17.2%
- Neither paid job and unpaid CDE = 19.5%

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Slide title: ...and at exit

Slide chart on slide shows the following: slightly higher rates of being employed among students who attend programs that interact with their VR partners quarterly compared to programs that interact with their VR partners monthly. This is the case for students in services and for students who exited their program.

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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 and supervisors, students and alumni, parents

Slide 14

Slide text: Phase 2 Findings

Slide 15

Slide text: Partnerships built on existing relationships

Slide image: A group of four coworkers discussing around an office table

Slide 16

Slide text: Based on shared values and understanding each other's goals and processes

Slide image: A compass pointing to the word "Goal"

Slide 17

Slide text: Formal contracts for services

Slide image: A man's hand points to a page, indicating to a woman's hand which is holding a pen

Slide 18

Slide text: Formal communication structures

Slide image: A woman stands at the head of an office table with both hands on the desk, leading a discussion with six people sitting around the table

Slide 19

Slide title: Conclusions

Slide text: There is a strong and growing role for VR & higher ed partnerships

Successful partnerships involve:

1. Strong formal processes and frameworks
2. Building on existing relationships and forming new ones
3. Shared values and goals
4. Frequent communication
5. Sense of teamwork

#### Slide 20

Slide Title: Service System Collaboration in Transition

Slide Image: VR and Youth logo, with words “Rehabilitation Research and Training Center”

Slide Text: Applying lessons learned in comparison of Two Model Transition programs

Ellen Fabian, Ph.D., CRC

University of Maryland

#### Slide 21

Slide title: Service System Collaboration in Transition

Slide text: Collaboration in transition a hallmark practice—but has generated little empirical support

We explored the effect of inter-agency transition team perceptions of collaboration on VR student outcomes using multi-site transition model demonstration program called “MSTC (Fabian et al., 2016).

Findings indicated that teams with a more instrumental or goal-oriented focus manifested better student outcomes than did teams who reported positive team “synergy” but lower goal-directed focus.

We used the information gained from this project to structure and design inter-agency transition teams on a new project – Way2Work Maryland.

The purpose of this presentation is to compare key difference in perceptions of collaboration for the two multi-site projects for our lessons learned.

#### Slide 22

Slide title: MSTC and Way2Work Maryland are similar:

Slide text: Maryland Seamless Transition Collaborative (MSTC)

1. 5-year federally funded model demonstration awarded to TransCen
2. 11 LEA implementation sites throughout the State
3. Model Features:

- a. Early referral to DORS
- b. Work-based learning experiences/paid employment
- c. Service system collaboration via local inter-agency teams

Way2Work Maryland

1. 5-year federally funded RCT awarded to DORS in partner with UMD
2. 8 implementation sites throughout the state
3. Model features:

- a. Early referral to DORS
- b. Work-based learning experiences
- c. Strategic Service coordination/collaboration via local inter-agency teams

#### Slide 23

Slide title: Service system collaboration across projects

Slide text: Both projects featured local level inter-agency teams convened by LEA

Similar key members of teams in both projects

Both projects enrolled students with disabilities

MSTC students were referred to project by LEAs or DORS (VR)

Way2Work students were recruited and randomized into treatment and control groups  
MSTC data collected by LEA representative using spreadsheets (monthly)  
Way2Work data collected by LEA representative using electronic MIS (weekly)  
Both projects' teams received intensive technical assistance on model implementation and fidelity  
Lessons learned from MSTC applied to team processes in Way2Work

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Slide title: Similarities and Differences in interagency teams

Slide has two columns.

Column 1 Title: MSTC

Column 1 text: 1. Monthly Meetings managed by LEA transition coordinator

2. LEA receive grant support money

3. Intensive TA

4. LEA, CRP, DORS key partners

5. Focus on service system (macro)

6. General discussion of fidelity

7. Demonstration project

8. Assessed collaboration perceptions of team members via on-line survey to members

Column 2 Title: Way2Work

Column 2 text: 1. Monthly meetings managed by LEA transition coordinator

2. LEA receive grant support money

3. Intensive TA

4. LEA, CRP, DORS key partners

5. Focus on student service coordination

6. Data-driven discussion of fidelity

7. RCT

8. Assessed collaboration perceptions of team members via on-line survey to members

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Slide title: Key Results on comparing Perceptions of Collaboration

Slide text: Findings presented on 2 key items

1. What benefit do team members derive from their participation on inter-agency team (are all members pulling in the same direction)?

2. How does each team member perceive the contribution or involvement of each other member toward achieving team goals (commitment to goals)?

Level of Collaboration Scale has 6 descriptive anchors (Frey et al., 2006):

1. No interaction

2. Networking

3. Cooperation

4. Coordination

5. Coalition

6. Collaboration

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Bar graph: This is a bar graph showing the frequency of response by the main benefit the representatives derived from participating on inter-agency teams for the Way2Work inter-agency teams. The graph shows the three highest response categories are: Providing and Receiving Information (72%), Build local capacity for transition services to youth (65%), and Network/sharing resources (58%).

#### Slide 27

Bar graph: This is a bar graph showing the frequency of responses for each of the five categories of main professional benefits respondents received from participation on the MSTC team. The most frequent was for Building local capacity (32%), Providing and Receiving information and Network/sharing resources were the same at 24.3%. In other words, the graph looks fairly flat.

#### Slide 28

Table: This is a table showing the respondent results of perceived levels of collaboration across groups that participated on the inter-agency teams for Way2Work MD. The three highest collaboration scores were for DORS, the Division of Rehabilitation Services (70%), special education personnel from the participating Local Education Agency (67%) and Community Rehabilitation Providers (51%).

#### Slide 29

Table: This is a table showing the perceived levels of collaboration for respondents across all inter-agency groups that participated on the inter-agency teams for MSTC. The three highest collaboration scores were for Division of Rehabilitation Services (70%), Special Education staff (67%) and Community Rehabilitation Program Providers (51%).

#### Slide 30

Bar graph: This is a bar graph that shows the comparison of perceptions of collaboration between all of the members of the inter-agency teams on the 2 projects: Way2Work and MSTC. Basically, the perceptions of collaboration among the Way2Work teams were higher for all personnel depicted in the graph: Division of Rehabilitation Services, Special Education Staff, General Education Staff, and Post-secondary, Education personnel.

#### Slide 31

Slide title: Take-aways - Lessons Learned

Slide text: Inter-agency teams benefit from establishing clear goals: Way2Work MIATs established specific team goals around achieving student transition outcomes - we're all pulling in the same direction

Inter-agency teams benefit from highly structured definition of roles and responsibilities - we're all committed to achieving our team aims.

Data-driven team agendas reinforce goals and responsibilities - "a little less fuzz, a little more focus".

#### Slide 32

Slide title: References

Slide text: Fabian, E., Dong, S., Simonsen, M., Luecking, D., & Deschamps, A. (2017). Service system collaboration in transition: An empirical explorations of its effects on rehabilitation outcomes for students with disabilities, *Journal of Rehabilitation*, 62, 3-10.

Frey, B. Lohmeier, J.H., Less, S.W. & Tollefson, N. (2006). Measuring collaboration among grant partners. *American Journal of Evaluation*, 27, 383-392.

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

Slide 33

Slide title: The Role of VR Partnerships in WIOA Implementation

Slide text: NCRE Fall 2018

Slide images: WINTAC Logo, and man moving down a sidewalk in a wheelchair

Slide 34

Slide title: WIOA and how we got here

Slide Text: The Workforce Investment Act and its One-Stop Vision

The recession of 2007

The changing and evolving workplace – what that meant for training and jobs

Major skills gap identified

Employment and training programs working in silos, even with WIA

Identified need for starting early and creating career pathways

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Slide title: What works to achieve the vision

Slide text: Engaging employers – Not just in hiring, but in training

Earn and learn – work experiences, internships, apprenticeships

Use of data to drive choices and decisions

Measurement of success of programs – program evaluation

Career Pathways

Engaging education partners

Breaking down barriers for people who have needs like child care, transportation, other support services, as well as people with disabilities

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Slide title: Core Partners

Slide text: DOL Programs Include: the Adult Program (title I), the Dislocated Worker Program (title I), the Youth Program (title I), the Wagner-Peyser Act Program (title III),

Department of Education Programs Include: the Adult Education and Literacy Program (title II), and the Vocational Rehabilitation Program (title IV).

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Slide title: Alignment for success

Slide image: word cloud in the shape of a graduation cap with “Transition” as the largest word

Slide text: Workforce Innovation Opportunity Act (WIOA)

1. Labor

- 2. Adult Education
- 3. Vocational Rehabilitation
- Employment First (EF)
- Career and Technical Education (CTE)
- Independent Living Centers
- State and Local Agencies and Initiatives
- 1. Employment of people with disabilities
- 2. Homeless projects
- 3. Mental Illness employment initiatives
- 4. Developmental Disability Agencies
- Family and Advocacy Groups

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Slide text: Emphasizes the need for youth with disabilities to have more opportunities to practice and improve their workplace skills, to consider their career interests, and to get real world work experience.

Requires consultation and technical assistance from the VR counselor in the transition of students from school to post-school activities.

Allows State VR agencies to support advanced training in STEM and other technical professions (Science, Technology, Engineering, Math)

#### Slide 39

Slide text: Partner with schools to provide transition services to students and youth with disabilities who are eligible for VR services.

Partner with schools to provide or arrange for the provision of pre-employment transition services to any student with a disability who needs those services, and is eligible or potentially eligible.

Engage employers and providers in developing a continuum of work-based learning opportunities for students with disabilities in competitive integrated employment settings.

Conduct outreach activities to students and families regarding VR transition services and pre-employment transition services in partnership with education.

#### Slide 40

Slide title: Work-Based Learning Experiences – Strong & Effective Partnerships

Slide text: Vocational Rehabilitation and Education work collaboratively to ensure students with disabilities have access to meaningful work-based learning opportunities that provide an early start at job exploration and enhance successful post-school employment outcomes.

Engage employers in developing work-based learning opportunities for students, including students with the most significant disabilities, to practice and improve workplace skills in competitive integrated work settings before HS exit.

Work with the local education agency to supplement IDEA transition services by developing, expanding or enhancing in-school, after school, or summer work experience opportunities in diverse career pathways, leading to more meaningful post-secondary employment and training goals in the IEP/IPE.



#### Slide 41

Slide text: Partner with schools to provide pre-employment transition services to eligible or potentially eligible students and transition services to students with disabilities who are eligible for VR services.

Partner with schools to provide or arrange for the provision of pre-employment transition services to any student with a disability who needs those services, and is eligible or potentially eligible.

Engage employers in developing work-based learning opportunities in competitive integrated employment settings.

Conduct outreach activities to students and families regarding VR transition services and pre-employment transition services in partnership with education.

Coordinate a referral process for students with disabilities in need of pre-employment transition services, and students or youth with disabilities interested in applying for VR services.

Determine eligibility for individual VR services and develop an IPE in coordination with the student or youths IEP or 504 plan, as early as possible during the transition planning process, but not prior to them leaving the school setting.

Attend the student's IEP meeting when invited.

#### Slide 42

Slide Title: Explore how educational and post-school performance indicators, goals and desired outcomes intersect

Slide Image: A young woman in safety glasses uses a drill press

Slide Image 2: The words "Students and Youth" are in a blue rectangle, from that rectangle there are three branching boxes of text

Box 1 Text:

Enhance transition planning

IDEA Part B Indicator 13 and VR Performance Indicators 4 and 5

Box 2 Text:

Improve post-school outcomes for students and youth with disabilities

IDEA Part B Indicator 14 and VR Performance Indicators 1, 2, 3, 4

Box 3 Text:

Expand opportunities for students and youth with disabilities to achieve competitive, integrated employment (CIE)

IDEA Part B Indicators 1, 2, 13, 14 and VR Performance Indicators 1, 2, 3, 4, 5

#### Slide 43

Slide text:

Provide the student FAPE, and transition services under IDEA. [34 CFR §300.43 (Authority: 20 U.S.C. 1401(34) )]

Ensure the Course of Study supports career and post-secondary education and training options. Collaborate with VR in the provision of transition services and pre-employment transition services.

Provide opportunities for students to develop employment skills and participate in community experiences.

Provide available student information to assist in VR eligibility determination, and receipt of pre-employment transition services.

Assist VR counselors with access to student and school environment and identify opportunities to work with students, and invite VR counselors to the student's IEP meeting.  
Collaborate with VR to determine who will be responsible for providing services that are both special education services and vocational rehabilitation services.  
Ensure they are not contracting with an entity for the purpose of operating a program under which a youth with a disability is engaged in work compensated at a subminimum wage.  
For students with disabilities who are seeking subminimum wage employment after HS exit, provide VR documentation of completion of appropriate transition services under IDEA.

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Slide text:

Communicate with your schools (identify a point of contact(s), start a conversation, and schedule an initial meeting

Maintain a consistent presence.

Be flexible and begin with what teachers think their student's need if the student has no idea...build from there.

Share your success stories. Ensure the success stories we hear at conferences are not the first time we have heard those stories.

Follow the schools process and procedures for meeting with students.

Identify a process for referrals, and coordinate regular meetings to discuss services provided.

Avoid duplication of services.

A VR counselor is not a teacher. VR does not provide IDEA transition services but can provide pre-employment transition services. Ensure everyone understands the difference.

Jointly identify services that may promote more successful post-school employment outcomes.

Build a relationship with your students.

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Slide text:

Respect that "Safety First" is often #1 rule in a school district .

The one thing teachers do not have enough of is TIME.

Help students succeed (graduate, succeed at a work site, stay connected with school, improve self-esteem, gaining confidence, improving self-advocacy & leadership skills, connect to post-secondary education).

Reach out to parents/families – it is often the goal of every State and Local Education Agency to improve the collaboration with parents. Ask about parent information nights.

Identify and respect student access (diploma track vs a non-diploma track).

Do what you say you are going to do.

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Slide text:

If student is not a minor remember to get their permission to talk with parent/family.

Listen to what parent/family feels is important to share, their goals for their child, and then frame your services around those thoughts/concerns.

Families need to be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support all individual members to achieve their goals.

Respect where they are, some have unrealistic expectations for their child, and some have low expectations and/or no interest in their child working at all, so gain an understanding of their values as a starting point.

Communicate with your parents/families so they can understand and support the services you are offering.

Maintain a consistent presence, don't just contact them one time when you need a signature. Do what you say you are going to do. Be professional.

Start meetings on a positive note (share even minor successes or opportunities for success).

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Slide title: VR and Pre-ETS Potential Impact on Education

Slide text:

Engages students with disabilities with VR earlier and prior to application for services.

May fill service gaps in schools.

Potentially increases students' ability and desire to engage and complete high school at higher rates.

Potentially increases students' ability and desire to engage and enroll in postsecondary education and employment.

Work-based learning experience may increase students' ability and desire to become employed and access adult service agencies.

Other (social, independent and self-advocacy skills).

Slide 48

Slide Title: Identify methods to connect with TA Centers to enhance education and employment opportunities for students and youth

Slide Image: A young male and female smiling while seated at a desk with a keyboard in front of them

This image points to three distinct circles with text

Circle 1 text: Universal TA

1. Website Toolkits and Resource Guides
2. Live and On-demand Webinars
3. Regional Listening Sessions with States
4. FAQs

Circle 2 Text: Targeted TA

1. Respond to States individual questions
2. One time individualized training needs/requests; policies/procedure review
3. Review agreements or MOUs with education agencies or external partners

Circle 3 Text: Intensive TA

1. Intensive, sustained relationship with a state to include a series of activities designed to reach a valued outcome and result in changes in policy, program, or practice.
2. May involve one or multiple on-site visits