Cross-Sector Collaboration and Services to Support Successful Youth Outcomes

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Learning Objectives

1. The current school to work landscape—including barriers, challenges and promising practices
2. Opportunities for youth resulting from the Workforce Innovation and Opportunities Act (WIOA)
3. The intersection of special education, vocational rehabilitation and workforce development around transition planning for youth
Barriers and Facilitators for Transition-age Youth with Disabilities

**Barriers**
- Limited access to planning
- Limited community linkages
- Public benefits and entitlements
- Limited community engagement
- Lack of expectation
- Lack of understanding of shared roles

**Facilitators**
- Person-centered planning
- School/community partnership
- Benefits and work incentive planning
- Development of adaptive skills in authentic settings
- Dedicated transition personnel and roles

Predictors of Post-School Success

- Inclusive education ✓
- Paid employment/work experience ✓
- Vocational education ✓
- Work Study ✓
Predictors of Post-School Success (cont.)

- Career awareness
- Program of study/occupational courses
- Community experiences
- Self-advocacy/self-determination
- Exit exam requirements/high school diploma
- Self-care/independent living
- Interagency collaboration
- Social skills
- Student support
- Parental involvement


The Essential Questions for Transition, Career Development – and Life!

The Student –Today
- What are their talents?
- What are their interests?
- What are their challenges?

The Student – In The Future
- How will they earn a living?
- How will they continue their education/training?
- Where will they live?

How to Get There?
- What classes/diploma do they need?
- What do they need to learn?
- What experiences should they have?
- Which agencies can help?
- IEP, annual goals, and appropriate transition-related services, activities

Implemented education program (IEP) transition assessment and present levels of performance

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NYS CASE
Youth services and vocational rehabilitation
ACCES-VR Transition Evaluation

- Nearly half of ACCES-VR youth and young adults had a learning disability; about one-fifth had a developmental disability and other mental health disabilities.
- Young adult consumers had a 4% lower likelihood of successful case closures compared to adult counterparts.
- Youth with minority statuses were 3 to 7% less likely to achieve a successful closure compared to Caucasian youth.
- Youth with mental health disabilities were 4% less likely to achieve a work outcome than youth with learning disabilities.
- Youth who participated in training for work, postsecondary education services and rehabilitation technology services had 15-16% higher likelihood of successful case closures than peers who only received pre-vocational services.


How Are We Doing Serving Youth?

Voc Rehab and Transition

The 1998 Rehabilitation Act Amendments

The regulations made it clear that state VR agencies are to be actively involved in the transition planning process with the school districts, including:
- Outreach to, and identification of, students with disabilities who may need transition services, as early as possible during the process
- Consultation and technical assistance to assist school personnel in transition planning
- Involvement in transition planning with school personnel that facilitates development of the special education IEP

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WIOA Title IV and Voc Rehab

Workforce Innovations and Opportunity Act of 2014

Places significant emphasis on the provision of services to youth with disabilities, specifically:

- The need for youth to have increased opportunities to practice and improve their workplace skills, explore interests, and gain real work experience, starting as early as age 14
- Defines the roles and responsibilities of the state vocational rehabilitation and workforce development system in serving and meeting the needs of students with disabilities, youth with disabilities and out-of-school youth

WIOA Title IV (2 of 3)

- Requires state vocational rehabilitation agencies to make Pre-Employment Transition Services available to all students and youth with disabilities
- Requires state vocational rehabilitation agencies to expend at least 15% of their federal funds to provide these services
- Allows state vocational rehabilitation agencies to prioritize serving students with disabilities
- Allows state vocational rehabilitation agencies to support advanced STEM training
- Dedicates half of the federal supported employment program funds to provide youth with the most significant disabilities with the supports they need to obtain competitive integrated employment

WIOA Title IV (3 of 3)

- Placed increased emphasis on competitive integrated employment, limiting access to sub-minimum wage employment for youth under the age of 26
  - Placed requirements on state vocational rehabilitation agencies and local education agencies to document the provision of requisite transition services
  - Required annual reviews for individuals in sub-minimum wage employment to increase options for competitive integrated employment
WIOA Title I Services to Youth

- Services include:
  - paid and unpaid work experiences with instructional/academic component, job shadowing, OJT, occupational skills training, financial literacy and entrepreneurial skills training
  - Co-enrollment in VR and other services is possible
  - Youth with disabilities broadly eligible (emphasis on out-of-school age 16 to 24)
  - Connection to job-driven training programs

WIOA section 188 requires:

- Physical and programmatic accessibility
- Electronic accessibility where applicable and practicable
- Provide reasonable accommodation/modification:
  - Application and registration process
  - In receiving services including to both the environment and the way they are performed
- Equal access to benefits and privileges of services
- Participation in an interactive process to identify a modification
Opportunities to collaborate

• WD has strong business relationships…but is uncertain about how to present jobseekers with disabilities to employers
• WD is not really aware of which employers might be motivated to hire PWDs, or how to capitalize on this
• WD personnel need training to improve “disability confidence”

Opportunities to collaborate, continued

• Create seamless service integration that considers reasonable modification as needed
• Advocate for job seekers with disabilities within the WD system
• Improve accessibility in career pathway and training programs

Systems collaboration is necessary … but not always easy!
Transition in the IEP: Opportunities to collaborate with schools

7 Principles of the Individuals with Disabilities Education Act

1. Zero rejection
2. Nondiscriminatory evaluation
3. Free appropriate public education
4. Least restrictive environment
5. Parent and student participation
6. Procedural due process
7. Preparation for adult life

Key Elements of Transition

Based on IDEA and NYS Requirements

Transition is intended to be a results-oriented process to:
• identify student strengths and needs
• determine future goals
• develop needed skills
• coordinate supportive activities and services
• Required elements in the IEP create opportunities to collaborate!

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SPP Indicator 13: appropriate measurable postsecondary goals

Required Elements
- Are the goals measurable (S.M.A.R.T.)?
- Attainment will occur after high school
- Goals are appropriate for the student
- Includes age-appropriate assessment

**Collaboration Strategies**
- Discovery process that leads to better MPSGs
- Help create goals informed by labor market information and career competency requirements

SPP Indicator 13: Activities to facilitate the student’s movement from school to post-school

**Required Elements**
- Include as needed:
  - Community experiences
  - Development of employment objectives
  - Functional vocational evaluations

**Collaboration Strategies**
- Assessments that include vocational skills observation in REAL workplaces
- Work exploration activities that provide occupational variety

SPP Indicator 13: the school district invites a representative of any participating agency that is likely to be responsible (with parent consent)

**Required Elements**
- Invites service providers with consent, or
- Takes steps to involve identified agencies in transition planning as appropriate

**Collaboration Strategies**
- Opportunity for meaningful participation in transition planning
- Build foundation for future relationships with the student/family and education system
Career Development & Occupational Studies Credential (CDOS): Option 1

- Commencement credential or 4+1 graduation pathway option
- Career Plan & Employability Profile
- Requires total 216 hours of CTE/WBL coursework
- Minimum 54 hours (school supervised) WBL experiences, including, not limited to:
  - Job shadowing
  - Volunteering
  - Community-based work programs
  - Paid employment

Summary of Requirements for the CTE and CDOS Graduation Pathways, and CDOS Credential:
Further guidance & Career Plan:

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References


