Why Partner or Collaborate?

- Build strong relationships
- Positive effect on students, improve post-secondary outcomes
- Helps to streamline the process as students transition into adult services
- Support school districts, acknowledge the challenges faced by school system personnel when understanding adult services
- Allows students to be better prepared for employment outcomes

Predictors of Post-School Success

- Inclusive education
- Paid employment/work experiences
- Vocational education
- Work Study
- Career Awareness
- Community experiences
- Interagency collaboration
- Social Skills
- Student support
- Parental involvement

Pre-Employment Transition Services (Pre-ETS)

- WIOA allows for the provision of services to students/youth with disabilities to ensure they have the opportunities to receive training and other services necessary to achieve competitive employment
- WIOA increases opportunities to practice and improve workplace skills (internships, work-based learning)
- Allow for youth to explore interests and gain real work experience starting as early as age 14

Strategies for Partnership

- Work more closely with schools—connect and determine needs of the district
- Help to support graduation requirements—negotiate processes with local schools that include graduation option/credentials being pursued by youth
- Stay engaged and participate—attend IEP Meetings when invited, support the transition to adult services
- Serve as a resource to school personnel, students and families

Creative Employment Partnerships

Kaitlyn Richardson, M.P.P.
Director, Employment Programs
Strong Center for Developmental Disabilities
SCDD Job Club – Where it began

- Pilot funding from Rochester Regional Center for Autism Spectrum Disorder (RRASD) & Strong Center for Developmental Disabilities (SCDD - UCEDD)
- Community Needs Assessment Results:
  - Need for increased support for individuals with ASD who are not found eligible for the state's intellectual/developmental disabilities (I/DD) agency's services, but would benefit from support that is more robust than what the state Vocational Rehabilitation agency is able to provide.
  - Need for individualized skills training specific to the diagnostic criteria of ASD.

SCDD Job Club - Structure

Meetings:
- Bi-weekly, hour length
- Additional individual support meetings
- Job fairs

Supports:
- Visual supports
- Structured schedule
- Behavior skills training:

SCDD Job Club – Community Partnerships

Community Partnerships:
- Referrals from local school districts & agencies
- ACCES-VR
- RochesterWorks! (DOL)
- Community workshops
- Monroe County employment initiatives
Skills Assessment
• Pre self-assessment
• Caregiver, school & counselor feedback
• Online member portal
• Post assessment

SCDD Job Club - Focus
• Goal setting
• Job discovery
• Resumes
• Cover letters
• Applications
• Interviewing
• Time management
• Self-advocacy
• Disclosure
• Financial literacy
• Networking
• Email/phone etiquette
• Email mentors

SCDD Job Club - Participants
Adults 18+ years old with ASD who:
• Are unemployed or underemployed
• Have completed school or are completing school within the next year
• Have a desire to work competitively in the community
• Are ready and willing to take steps toward getting a job
• May or may not be receiving state agency supports
SCDD Job Club - Staffing

- RRCASD
  - Two project coordinators (estimate 15% FTE each)
  - Curriculum implementation, market research, logistics coordination
  - Faculty support as needed
  - Self-Advocate support
  - Peer mentoring
- SCDD
  - Consult (estimate 5% FTE)
  - Seek & write grants to support additional staff / members, website build
  - Employment related expertise, systems knowledge

Future of Job Club - Expansion

- Grant application submitted for website build
- Grant application submitted to hire Project Coordinator (self-advocate) dedicated specifically to SCDD job club – 20 hours per week
  - Looking to expand beyond ASD diagnosis, but maintain partnership with RRCASD to meet the need locally
  - Partner with local Parent Center to host 3-4 family info nights per year
- Current focus on unemployed – want to expand to provide a network for underemployed and create a social group to support job retention
Program Goals & Desired Outcomes
• Provide employability skills training to people with significant disabilities through on-site emersion in a business.
• Obtain and maintain competitive employment in the business or like business in the community
• Provide supports to the business to encourage the hiring of individuals with disabilities
• Business will give consideration for employment to individuals with significant disabilities

Program Description
• One year program
• 9-12 participants – variety of disabilities
• Instructor and job coaches/developers
• Rotations through training site placements with continual feedback
• Outcome of employment

Typical Schedule

AUG

JUNE

2-week Orientation

1st Placement

Work Readiness Week

2nd Placement

Work Readiness Week

3rd Placement

Graduate & Apply for Employment at Business or in Community

Begin PS Program

Apply for Employment at Business or in Community
Project SEARCH® Partners

Long Term SE Support (agency)

Coordination: Strong Center for Developmental Disabilities

ACCES-VR

OPWDD

Project SEARCH® NYS Outcomes

- NYS Outcomes for program completers 2015-2016:
  - 71% employed (16 hours a week or more, minimum wage)
  - 2015 Monroe County study - graduates who maintain employment are growing in their positions over time

NYS High School Transition Programs

Upstate
- Beechwood Continuing Care, Buffalo
- University of Rochester Medical Center
- Wegmans, Rochester
- City of Rochester
- Ica Davenport Hospital, Bath
- SUNY Upstate Medical University, Syracuse
- Our Lady of Lourdes Memorial Hospital, Binghamton

Downstate
- Brooklyn Hospital Center, Brooklyn
- Staten Island University Hospital
- NY Presbyterian, Queens
- RXR, Manhattan
- Montefiore Hospital, Bronx
- Good Samaritan Hospital, Suffern
- Montefiore Hospital, New Rochelle
- Medford Multicare Center for Living, Medford
NYS Adult Transition Programs

- Del Monte Hotel Group, Rochester
- Finger Lakes Regional Health, Geneva
- New York Presbyterian, White Plains
- Syracuse University
- Herkimer Community College

Project SEARCH® New York

https://www.urmc.rochester.edu/strong-center-developmental-disabilities/programs/project-search.aspx

Laura McCaffrey
Assistant Director for Employment and Business Services
AHRC-NYC
Need for Collaboration
- Mutual needs are met – schools need to assure continuity and agencies need people.
- Schools or adult service providers can reach out to one another.
- Activities that meet the IEP transition activities.
- Expedition of the referral and enrollment process.
- Seamless transition allowing maintenance of skills.
- Allows for informed choice.
- Identify pre-graduation employment preparation activities.

Making the Connection
- D-75: NYC Special Education schools – one school wanted a more concise transition model
- AHRC-NYC – able to provide a variety of services and has a clearly defined enrollment model
- Based on existing relationship but, since, we have reached out to other schools.

The Process
- School identifies all their graduates in the second to last year of school.
- Meetings are held monthly to review each student’s needs and interests.
- Identify needs: evaluations, front door status, support needs, employability and program match.
- Make referrals to needed services: MSC, Comm Hab, Respite, Day Hab, Vocational services.
Outcomes

- Over the course of about six years of this process, AHRC-NYC has enrolled over 100 people into multiple programs.
- School has met their objectives.
- Additional schools are now looking to do the same process with us.
- Students are receiving the services that meet with interests and needs.

Other Options and Future Plan

- Work with the ETP Supervisor to identify students in school based ETP and work to move them into our adult based ETP services.
- Offer Pathway to Employment as a service for students in the last year of transition.
- Project SEARCH as a transition model.
- Work with schools to identify students who will benefit from Pre-ETS opportunities.

School Perspective

Building Partnerships: School to Work Employment Path

Josh Elias
Community Employment Specialist
The Center for Human Services Education

Audra Marang
Work Based Learning Coordinator
Gananda Central School District

Esther Weinstein
Kulanu Academy
Creating Creative Partnerships

- Collaboration between Community Employment Specialist, Work Based Learning Coordinator and Vocational Rehabilitation Counselor
- Participation in the scheduling of Student Intake meetings
- Involvement in planning and coordination of college and career related functions for transition students
- Frequent/Ongoing communication
- Work together for the same purpose: Help students successfully navigate through the transition process

Basic Premise

- Exposure/Explore
- Exploration/Assessment
- Internship/Primary Career Clusters

Know Thy Individual

- Full Team!
  - Health/Medical/Clinical Considerations
  - Learning Style
  - Impact of Disability
  - Communication Style
  - OT/PT
  - Speech and Language
  - Adaptive Equipment
Developing a Partnership
NOT Selling a Service

PRODUCT = VALUED labor force
Need to Shift Thinking: from Selling to Partners finding solutions

Marketing
• A process or function to EDUCATE, ENLIGHTEN, and EXPLAIN products and services to create a sense of demand for those products/services you have to offer

Key Ingredients to Partnership Development
• Know your service/what you can and cannot do
• Know those you serve
• Know the business partner’s industry
Top Ten Growth Industries

- http://www.careerinfonet.org/indview1.asp?id=8,&nodeid=45
- What Macro businesses/types of jobs are you missing?

Networking: Macro
- Chamber of Commerce
- Join in Local Events
- Join/Create Business Advisory Boards

Networking: Micro
- Newspapers, special publications
- Employment Service offices/one stops
- Government Job Listings
- Professional, technical schools
- Youth Employment job corps
- Neighborhood vendors
- Faith based connections
- Newsletters
- Business Directories
- Libraries
- Community Bulletin Boards
- Job Fairs/Community Fairs
- LinkedIn
- Internet Job sites/search engines
- College HR departments
School to Work Employment Path

- Normalization and Transition
- Planning Proactively and Reactively
- Person-Centered Planning Approach
- Who is the Team
- Knowing the Student: Comprehensive Perspective

Goals of Seamless Transition

- Identification of Major Clusters per student
- Linkage PRIOR to Graduation
- Supports / resources known to individual and family
- Job in place for those going directly to employment
- Vocational training in place for those seeking skill development in specific field

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