2019 Mid-Year Cadre Meeting

Wednesday, October 23, 2019
The Westin Seattle

Mid-Year Cadre Focus

This year, the Mid-Year Cadre Meeting is intended to provide interdisciplinary teams with an opportunity to:

– consider progress on their capacity building or technical assistance plans to improve student outcomes in their state - highlighting any goals/activities that specifically target students with complex support needs;
– increase their knowledge of effective resources, practices, and activities that support successful postsecondary outcomes for students with complex support needs; and
– connect with peers from other states.
Welcome

Selese Avoke
U.S. Department of Education, OSEP

Meeting Outline & Purpose

Catherine Fowler - NTACT
Michael Stoehr - NTACT
Agenda

9:00 a.m. – 10:00 a.m.  Cross-system overview - students with complex support needs
  • Collaborative presentation from NTACT and Y-TAC
    (Kim Osmani, Michael Stoehr)

10:00 a.m. – 10:30 a.m.  Team (or table) discussion: What’s happening now for students
  with complex support needs?
  • Teams will review current CBI plans and reflect upon how
    the issues discussed in the overview presentation are being
    addressed in their state
  • Focus on topical areas regarding states’ current strengths
    and areas of need (Jennifer Coyle)

10:30 a.m. – 10:40 a.m.  Break

10:40 a.m. – 11:30 a.m.  Topical area – Assessment and Person-Centered Planning
  • Brief introduction of assessment for students with complex
    support needs – (Kim Osmani, Michael Stoehr)
  • Content presentation – (Mary Morningstar)
  • Team reflection/discussion

Agenda

11:30 a.m. – 12:10 p.m.  Lunch
  • Review of upcoming NTACT Events
  • Team reflection/discussion
  • First round of barriers & solutions “check-in”

12:10 p.m. – 1:00 p.m.  Topical area - Postsecondary Education and Training
  • Brief introduction of postsecondary education and training for
    students with complex support needs
    (Kim Osmani, Michael Stoehr)
  • Content presentation - (Meg Grigal)
  • Team reflection/discussion

1:00 p.m. – 1:50 p.m.  Topical area – Employment
  • Brief introduction of Employment for students with complex
    support needs– (Kim Osmani, Michael Stoehr)
  • Content presentation – (Ruth Allison, Jacque Hyatt)
  • Team reflection/discussion
Agenda

1:50 p.m. – 2:00 p.m.  Break

2:00 p.m. – 2:50 p.m.  Topical area – Community Engagement and Self-Care
  • Content presentation – (Kim Osmani, Michael Stoehr)
  • Team reflection/discussion

2:50 p.m. – 3:45 p.m.  Effective practices panel presentation – King County, WA
  (Richard Wilson-facilitator)

3:45 p.m. – 4:45 p.m.  Next steps: state and local planning – (Jennifer Coyle)
  • Follow-up from morning activity
  • Utilization of information presented in topical area sessions
  • Networking connection with the day’s presenters

4:45 p.m. – 5:00 p.m.  Evaluation & wrap-up

5:00 p.m.  State defined alternate diploma group discussion
  (Catherine Fowler, Selete Awoke)

Part 1

Cross-System Overview – Students with Complex Support Needs

Kim Osmani – Y-TAC
Michael Stoehr - NTACT
Overview of the Youth Focused Training and Technical Assistance (TA) Centers

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.
NTACT Team

- PLUS cast of many content experts
- Collaboratively funded by OSEP & RSA
- January 1, 2015 – September 30, 2020

Agenda

- **Who** are students and youth with the most complex needs?
- **What** are legal considerations and predictors for successful transition outcomes for students with complex needs?
- **What** are barriers to successful outcomes?
- **What** constitutes a meaningful day?
- **How** can this information be utilized?
Core Belief: All people and their families have the right to live, love, work, play and pursue their life aspirations in their community.

Who are students and youth with the most complex needs?
Who are students and youth with the most complex needs?

**VR Perspective**

- Individuals with significant disabilities who has/require:
  - Severe physical or mental impairment which seriously limits one or more functional capacities (such as mobility, communication, self-direction, interpersonal skills, work tolerance or work skills);
  - Multiple vocational services over an extended period of time; and
  - One or more physical or mental disabilities (including specific learning disability) or another disability or combination of disabilities determined on the basis of an assessment to determine eligibility.

- A State VR agency develops criteria for determining an “individual with a most significant disability”
  - Most states define as an individual with three or more functional limitations, but there are states that only require two.

Who are students and youth with the most complex needs?

**Education Perspective**

Students with disabilities who have/require:

- 1:1 assistance for all activities of daily living;
- Very limited physical and/or mental stamina;
- Significant behavior issues;
- Limited communication response (1-2 second eye gaze for yes/no answers);
- Daily required supports from a medically trained professional; and
- 1:1 supports for social engagement activities.

NTACT
National Technical Assistance Center on Transition
**Complexity Continuum**

- Communication issues - frequently
- Self-care issues – almost always
- Intellectual issues – often, but not always
- “Multiple” systems - always

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**Important To and Important For**

- Although supports and needs may change across the lifespan, pursuit and enjoyment of **what is important to the person** remains the guiding force.
- Real person-centered planning provides an opportunity to guide people through a process of discovery to learn what is most important to them, and then partner to create a plan that supports a clear trajectory toward their personally defined “good life.”
- **Important TO:** Elements of life that are valued by the person and contribute to their happiness and/or contentment.
- **Important FOR:** Needs that should be addressed to support a person’s health and safety.
Think About Your Students

- Demonstrate diverse skills, strengths, limits, and support needs
- Multiple system impairments that impact the student, family, community participation, and severity of associated health conditions
- Two or more simultaneously occurring impairments
- Supports are usually pervasive and extensive in order to achieve community living, employment, and self-sufficiency

Think About Your Students

- What are critical outcomes for these students?
- What are your students’ hopes and dreams for their future?
- What are their parents’ hopes and dreams for their sons and daughters?
- Think about the transition to a supported adulthood:
  - Supported employment;
  - Supported living;
  - Supported membership in the community; and
  - Supported self-determination.
Legal Considerations

- The Rehabilitation Act, as amended by WIOA
  - WIOA Pre-Employment Transition Services
  - WIOA - Section 511

- Centers for Medicare and Medicaid Services (CMS) - Final Rule for Home and Community-Based Settings (HCBS)

Legal Considerations

1. 15% Pre-ETS
2. Age appropriate transition assessments
3. Extended services for youth
4. Limitations on subminimum wage (14c)
Legal Considerations

1. Students should be given the opportunity to work in competitive integrated employment first.
2. Services are received in settings which are integrated in and support full access to the greater community.

Predictors of Successful Outcomes for Students with Complex Support Needs

- paid employment while attending high school
- vocational skills instruction
- family expectations
- high school completion
- Individualized Education Program (IEP) goals relating to competitive employment, postsecondary education/training, and independent living
- self-determination
- participating in postsecondary education
Policy and Practice Recommendations from a School Perspective

• Student-Driven Planning including the family
• Collaboration and communication must occur between schools and community agencies including data sharing to prevent duplication and redundancy, reduce families’ fears of the system, and increase systems’ effectiveness and responsiveness to families’ needs.
• Special Education law should include work-based learning, self determination, family engagement and benefits/financial planning as part of transition planning.
• Work-based learning, internships, apprenticeships and employer paid work experience is a priority for all students.
• Promote CIE prior to school exit.

Potential Barriers

• Communication challenges
• One-to-one assistance necessary, staffing capacity issues
• Time and scheduling issues
• Physical ability, limitations
• Family needs/expectations
• Lack of allocation of resources
• Low expectations
• Systems—“Not our job”, lack of interagency collaboration/data sharing
• Lack of transportation options
Meaningful Day

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population.

The term “day” does not exclusively denote activities that happen between 9:00 a.m. to 5:00 p.m. on weekdays.

This includes:
• purposeful and meaningful work;
• substantial and sustained opportunity for optimal health;
• self-empowerment and personalized relationships;
• skill development and/or maintenance; and
• employment, educational, social, and community inclusion activities that are directly linked to the individual's vision, goals and desired personal outcomes.

What Makes Life Meaningful?

• Family & friends
• Employment (money & self-worth)
• Engagement in community
• A happy home, a sanctuary
• Health
• Choices/options
• Freedom & Independence
How to Live a Meaningful Life:
10 Inspiring Ideas to Find Meaning

1. Know what’s important to/for you
2. Pursue your passion
3. Discover your life’s purpose
4. Be self-aware
5. Focus
6. Spend money on people more than things
7. Live with compassion
8. Find a way to give back
9. Simplify your life
10. Set daily goals

David Loker https://www.lifehack.org/articles/lifestyle/10-ways-to-live-a-more-meaningful-life.html

Inclusion vs. Integration

• More than just buying a cup of coffee at Starbucks
• Requires routine opportunities to engage with others in meaningful ways
• Must “give back” and add value

Work, Volunteer, Help
Services vs. Programs

- Schedules designed around real life, not M-F 9 to 3.
- Flexible supports that can wrap around a job.
- Service provided based on what is meaningful for that individual, not what is broken and needs to be fixed.
- Activities (and groups) are not pre-determined by staff, but, instead, are based on mutual interest in activity or building a necessary skill.
- Supports designed to fade (to some degree)

Complex support needs of people don’t always fit in a box—may require multiple services

Day Services

Supported Employment
Individualized Planning

Katie's Weekly Schedule: June 6th – June 9th, 2017

<table>
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<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
<th>Staff</th>
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<tr>
<td>Monday</td>
<td>11:00 – 2:00</td>
<td>Work at Bi-Rite</td>
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<tr>
<td>Tuesday</td>
<td>9:00 – 11:00</td>
<td>Family House</td>
<td>Allison</td>
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<td>1:00 – 3:00</td>
<td>Project Open Hand</td>
<td>Jefferson</td>
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<tr>
<td>Wednesday</td>
<td>9:00 – 11:00</td>
<td>24 Hours Fitness</td>
<td>Allison</td>
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<td>1:00 – 3:00</td>
<td>SF Walk</td>
<td>Paul</td>
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<td>Thursday</td>
<td>10:00 – 2:00</td>
<td>Work at Bi-Rite</td>
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<td>Friday</td>
<td>9:00 – 2:00</td>
<td>Cooking Class</td>
<td>Jefferson</td>
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<td>Saturday</td>
<td>11:00 – 2:00</td>
<td>Work at Bi-Rite</td>
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<td>Sunday</td>
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<td>2017 Ashbury Street Fair – Ashbury District</td>
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Planning for the Future

Review:
• Josh’s Meaningful Day Example
• A Week At a Glance Template

Discuss with your team or the person sitting next to you.............
Planning for the Future

TRANSITION SERVICES FLOW CHART

Age-Appropriate Transition Assessments
- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals
- Education/Training
- Employment
- Independent Living, as appropriate

Identify Transition Services
- Instruction
- Related Services
- Community Experiences
- Employment, Adult Living & Daily Living Skills

Write the Course of Study

Coordinate Services with Adult Agencies

Write the Annual IEP Goals

Effective Transition Planning:

- **Interests**: a measure of opinions, attitudes, and preferences
- **Preferences**: what the student values and likes

**Identify Interests and Preferences**

- **Postsecondary Education and Training**
- **Employment**
- **Independent Living**

**Set Postsecondary Goals**

- **Abilities**: talents or acquired skills
- **Aptitudes**: characteristics that inform us of a student’s learning strengths or proficiency in a particular area

**Further Assess Abilities, Aptitudes, and Skills**

Postsecondary Goals

- **Should**:
  - reflect high expectations; and
  - reflect a “forward movement” instead of a “dead-end” approach; and

- **Can**:
  - be “mixed”, considering the student’s stamina, endurance and ability level; and
  - incorporate external supports;

- **May**:
  - initially be less specific, increasing in detail as the student approaches graduation; and
  - change from year to year, sometimes slightly, sometimes drastically.
Determine Essential Skills

Domains
• Home
• Health
• Love and happiness
• Work
• Community

Teach for independence
Teach hard and soft skills in each environment

Questions to Consider

• How are experiences integrated in IEPs, IPEs, ISPs?
• Have we created and/or selected the most appropriate experiences?
• Are “next steps” clearly apparent to all stakeholders and the youth regarding work-based learning/assessment and transition implementation?
• Has the youth helped direct the experience?
• What difficulties does the student/youth with a disability experience?
• What accommodations are available to reduce or eliminate these issues?
• Once accommodations are in place evaluating the effectiveness of the accommodations and determine whether additional accommodations are needed?
The Big Picture: Guiding Questions

Ask yourself:

• What is it that you are actually doing to support this student/youth?

• What assessments are being used?

• How are you applying the results?

• Are activities & services meaningful?

• Will what you are doing really help the student to achieve his/her postsecondary goals and to enjoy a quality of life/meaningful day?

CONTACT

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Michael Stoehr  mstoehr@uncc.edu
Part 2

Team (or table) discussion: What’s happening now for students with complex support needs?

Jennifer Coyle – Western Michigan University

What’s Happening Now?

• What are you and your team currently doing to support students with complex support needs?
• What is happening in your state to support students with complex support needs?

✔ How do you know?
Part 3

Topical Area – Assessment and Person-Centered Planning

Assessment drives the planning and implementation of a “Meaningful Day”

Without assessment we cannot:

- Plan;
- Set goals; or
- Achieve outcomes.
Defining Transition Assessment

What it is:
• Ongoing and cumulative
• Individualized
• Based on student’s strengths, needs, interests, & goals
• A process that increases student self-awareness
• Used to develop appropriate annual and postsecondary goals

What it is NOT:
• The same for all students
• Done “once a year”
• Only completed just before the IEP to fill out the forms
• Only the responsibility of the special education teacher

Adapted from B. Charton (2007). Arkansas Dept. of Ed. Transition Assessment Toolkit

When assessing youth and young adults, continually pose these questions:

• Whose needs are being met?

• What did the student/family and you learn from the assessment process?

• Where do you record the information – how is it interpreted?

• What do we do with the information – how is it utilized?
Transition Assessment for Students with Complex Support Needs

Mary E. Morningstar
mem28@pdx.edu

What is Our End Goal?

• What do you consider to be a successful adult life for students with significant disabilities?

• What information do you need about a student to support him/her and family to get there?


Questions to Answer

Who am I?

What are my unique talents & interests?

What do I want in life, now and future?

What are some of life demands that I can meet now?

What are my options for preparing me?

NTACT (2016) Age Appropriate Transition Assessment Toolkit www.transitionta.org

Transition Planning For Students with Significant Disabilities

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<tr>
<th>Transition Assessment Domains</th>
<th>Areas of Assessment to Consider</th>
<th>What do we already know about the student?</th>
<th>What do we need to learn about the student?</th>
<th>How will we gather this information?</th>
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<td>Interpersonal Relationships skills and supports</td>
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Ways to Assess Using Strengths-Based Approaches

- Preferences and Supports
- Person-Centered Planning

Assessing Preferences and Supports

- **Life Course Framework**
- **Person Centered Planning**
- Planning for the Future
- **Personal Preference Indicators: A Guide for Planning**
- **Employment Support Indicators**
- I’m Determined.org
What is Person-centered Planning?

• Person-centered planning is...“a **constellation of tools** developed to help a person or family who want to make a purposeful and meaningful change in their life.”

• “Is it easy? No. Does it always work? No. A plan is simply that: moving from 'hope' for a better future to the specific personal commitments that increase the chances of moving toward that future.”

• "The choice of a method is more like **choosing a musical instrument** than it is like selecting a hammer or a screwdriver from a toolbox.”

  Forest, Pearpoint & O’Brien (1997)

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**Person-Centered/Directed Planning**

**Life Course Framework**

- **Daily Life and Employment** *(school/education, employment, volunteering, routines, life skills)*
- **Healthy Living** *(medical, behavioral, nutrition, wellness, affordable care)*
- **Community Living** *(housing, living options, home adaptations and modifications, community access, transportation)*
- **Safety and Security** *(emergencies, well-being, legal rights & issues, guardianship options & alternatives)*
- **Social and Spirituality** *(friends, relationships, leisure activities, personal networks, faith community)*
- **Citizenship and Advocacy** *(valued roles, making choices, setting goals, responsibility, leadership, peer support)*

https://www.lifecoursetools.com/
Adapting the MAPS Questions for Transition

**MAPS Questions**
1. What is the individual's history?
2. Who is the individual?
3. What are their dreams?
4. What are their nightmares?
5. What are the individual's needs?
6. What are the individual's strengths?
7. What would an ideal school day look like?

**Adaptations**
1. Who is the individual?
2. What is the individual's history?
3. What is the vision for his/her adult life?
4. What are some things the individual does not want in his/her future?
5. What are the individual's greatest strengths and contributions for community involvement?
6. What does the individual need to be successful in his/her career?
7. What would an ideal day look like?

Mary E. Morningstar © 2019 Transition Coalition

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Making Dreams Happen:
How to Facilitate the MAPS Process

A MANUAL
Using A Personal Futures Planning Model to Develop IEP/Transition Plans

Written by:
Katie Shepherd Furney

With Contributions from:
Nancy Carlson
George Salembier
Lia Cravedi-Cheng
Stacy Blow

Adapted from:

Download pdf from:
www.transitioncoalition.org
## From PCP to Postsecondary Goals

<table>
<thead>
<tr>
<th>Community Participation</th>
<th>Postsecondary Education &amp; Training</th>
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<tr>
<td>• needs experiences with lots of different places</td>
<td>• go on to college</td>
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<td>• Expand her social life</td>
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<tr>
<td>• Transportation is problem</td>
<td></td>
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<tr>
<td>• going to movies, fishing, camping, horseback riding</td>
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<tr>
<td>• likes to help people</td>
<td>• needs experiences with lots of different places</td>
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<tr>
<td>• retail experience</td>
<td>• Expand her social life</td>
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<td>• wants to work &amp; save money</td>
<td>• Work on safety when alone (e.g., tipping out of wheelchair)</td>
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<tr>
<td>• Likes animals – possible job</td>
<td>• independent living skills</td>
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<tr>
<td>• Eager to please; friendly</td>
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Mary E. Morningstar © 2019 Transition Coalition
The Personal Preference Indicators: A Guide for Planning

Moss (2006). Center for Interdisciplinary Learning and Leadership/UCE, College of Medicine, University of Oklahoma Health Sciences Center

Go to: http://education.ou.edu/zarrow

Click on Transition Resources-
Significant Disabilities

Indicators

- Favorites
- Feelings
- Social
- Choices
- Body Clock
- Health
- Roles
Welcome to I'm Determined!

The I'm Determined project, a state-directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities, to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.

Mary E. Morningstar © 2019 Transition Coalition
I Like To

Recycling
Delivering the Paper
Stocking at Walmart
Shopping

In the Future I Want To

Attend Homecoming Parade
Attend Prom
Attend Senior Picnic
Live in a big house
Work!

Joe Benitez

Adapted From
Mary E. Morningstar © 2019 Transition Coalition

TO DO LIST: Transition Assessment for Students with Significant Disabilities

<table>
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<tr>
<th>To Do...</th>
<th>Completed, if not why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Individualized Planning for Transition Assessment</td>
<td></td>
</tr>
<tr>
<td>How to Assess: Expanding Your Methods for Assessing</td>
<td></td>
</tr>
<tr>
<td>Obtaining New Transition Assessments</td>
<td></td>
</tr>
<tr>
<td>Implementing Person-Centered Approaches to Transition Assessment for Preferences and Supports</td>
<td></td>
</tr>
<tr>
<td>Increasing Vocational and Career Assessments</td>
<td></td>
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<tr>
<td>Expanding Functional Skills Assessments</td>
<td></td>
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<tr>
<td>Considering Communication Assessments</td>
<td></td>
</tr>
<tr>
<td>Using Transition Portfolios</td>
<td></td>
</tr>
</tbody>
</table>
HOW to Assess

**Standardized**

- Major elements are consistent (test items, scoring, interpretation).
- Has specific instructions for administration.
- Typically paper and pencil tests.
- Information is available on internal and external validity, norms and reliability.
- Norm-referenced or Criterion-referenced.
- Commercially available.
HOW to Assess

**Informal**
- Analysis of background information
- Interviews
- Surveys
- Checklists
- Rating Scales
- Work samples
- Curriculum-based assessments
- Interest Inventories
- Observations & situational assessments
- Person-centered Planning

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HOW to Assess

**Assessing Environments**
- E-Jam
- Vocational Integration Index
- Ecological Inventories
- Postsecondary Supports Survey

- Employment Supports Survey

*Opening Doors to Employment*

Mary E. Morningstar © 2019 Transition Coalition
Guiding Questions
Assessment Plan
Assessment Selection
Using Data

What to Assess

- Temperament & Personality
- Learning Styles
- Aptitudes (academic, work, etc.)
- Social Skills, Communication Interpersonal
- Information needs for Student-focused Transition Planning
- Independent Living Skills
- Supports & Accommodations (including AT)
- Interests & Preferences
- Vocational & Occupational Skills
- Sensory Needs
- Communication
- Medical & Health
- Self-Determination
- Special Skills/Interests
- Self-advocacy

What to Assess: Skills & Supports

<table>
<thead>
<tr>
<th>General Transition Areas/Skills</th>
<th>Functional Life Skills &amp; Functional Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Interests, Awareness, Skills</td>
<td>Physical/Mobility</td>
</tr>
<tr>
<td>Preferences &amp; Interests</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>Sensory Needs</td>
<td>Leisure &amp; Social Skills</td>
</tr>
<tr>
<td>Communication</td>
<td>Medical &amp; Health</td>
</tr>
<tr>
<td>Self-Determination</td>
<td>Special Skills/Interests</td>
</tr>
</tbody>
</table>

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Find us on:

#transitionta
www.transitionta.org
Sign up for our listserv here

Team/Table Reflection & Discussion

TAKE SOME TIME TO Reflect
Working Lunch

- Review of Upcoming NTACT Events
- Team Reflection and Discussion
- First Round of Barriers & Solutions “Check-in”

Part 4

Topical Area – Postsecondary Education and Training
Meaningful Day

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population. The term “day” does not exclusively denote activities that happen between 9:00 a.m. to 5:00 p.m. on weekdays.

This includes:
• purposeful and meaningful work;
• substantial and sustained opportunity for optimal health,
• self empowerment and personalized relationships;
• skill development and/or maintenance;
• and employment, educational, social, and community inclusion activities that are directly linked to the individual’s vision, goals and desired personal outcomes.

Think About Your Students

Where and how is the student going to continue to learn and/or develop skills after graduation?

◦ What supports will the student need to be successful?
◦ What are the student’s employment/career goals & interests?
◦ What are the range of school, training, & program options?
  • Two- or four-year college
  • Certificate program
  • Apprenticeship program
  • Trade school program
  • Career or technical education program
  • Adult or continuing education classes
  • Volunteer opportunities
A National Picture of Higher Education for Students with Intellectual Disability

Meg Grigal, Ph.D.
Principal Investigator
National Coordinating Center
Institute for Community Inclusion
University of Massachusetts Boston

NTACT 2019

Think College National Coordinating Center
Federally funded since 2010 to provide coordination, training and technical assistance to any college or university who wants to establish or improve postsecondary education opportunities to students with intellectual disability on their campus.

www.thinkcollege.net
Why is this important for transition professionals?

- Impact on student IEP transition goals
- Engagement with parents
- Timeline of discussions
- Professional knowledge of local and national options
- Impact on partnerships and communication
Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID)

Data from 2010-2019

Since 2010, the TPSID initiative has supported the creation or expansion of...

- 93 programs at 90 colleges and universities serving almost 3,400 students with I/DD across 31 states
TPSID 2017-2018 AT A GLANCE

25 GRANTEES 48* PROGRAMS 19 STATES

18 AVERAGE NUMBER OF STUDENTS PER PROGRAM

25 APPROVED COMPREHENSIVE TRANSITION PROGRAMS

21 SERVING DUALLY ENROLLED STUDENTS

* at 44 IHE

Positive Impact of TPSIDs

• General public awareness
• Engagement with new institutions of higher education (IHE)
• Generation of new state policies, funding, legislation
• Data verifying that students with ID can go to college
“So what?”

• Boosts awareness of federal aid access and increases IHE financial aid office engagement in CTP process
• Provides data on transitioning youth who are attending TPSID via college based transition programs
• Offers insights into range of services, level of inclusion and outcomes from 2 and 4 year IHEs
### TPSID Students 2017 - 2018

**Age:**
- 90% Between 18–25 years old

**Disability:**
- 96% Either intellectual disability and/or autism
- 4% Autism (no intellectual disability)

**Gender:**
- 38% Female
- 62% Male

**Race/Ethnicity:**
- 82% White
- 11% Hispanic
- 27% Black or African-American
- 5% Asian

**Enrollment Status:**
- 18% Dually enrolled
- 82% Adult Student

---

The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston. The Center is funded by the Office of Postsecondary Education Grant #P407B100002.
In 2017-2018

837 students
enrolled in
5,653 courses
for an average of 7 courses (inclusive or specialized) per student per year.

ACADEMICS

53%
Enrollments in academically inclusive classes

3
Average number of academically inclusive classes per semester

31%
Courses taken for credit

64%
Received services from Disability Support Services office

TPSID DATA 2017-2018
Sample of Courses Attended by TPSID Students

- Arts: Painting II, Ceramics I, Ballroom Dance, Latin Dance, Vocal Performance Workshop, Introduction to Watercolor, Write Your Life Story, Drawing I
- Wellness: Personal Fitness, Introduction to Wellness, Swimming, Yoga I & II, Handling Medical Emergencies
"So what?"

• Raises more questions:
  • What are students looking for in terms of academic skills?
  • What are colleges offering?
  • How does this impact our transition plans?
  • College access during how school
    • How is it addressed?
    • Could we do more?

Employment
One Year Outcomes

61% students who completed a TPSID program had a PAID JOB one year after exit.
Twenty-six programs (54%) offered a credential that was approved by the IHE.

Earning a credential that was awarded by the IHE almost doubled the odds of having a paid job at exit.

So what?
It matters what students with ID get out of college.

What does everyone else get out of college?

How do other colleges view the credential?

How do employers view the credential?

What should you tell parents/students about the credential?

Our Professional Capacity

Do we know all current college options?

Do we share information with parents/students in a meaningful way?

Are ALL students included in college search and preparation activities?

Do ALL students with a disability get access to the HS counselor?
What messages are students hearing?

- Students with bad grades can’t go to college.
- Students with behavior issues can’t go to college.
- Only wealthy students can go to college.
- Only students who receive a HS diploma can go to college.

Who gets what information?

<table>
<thead>
<tr>
<th>Transition Fair</th>
<th>College Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Rehabilitation Providers</td>
<td>Community colleges</td>
</tr>
<tr>
<td>Employment Supports</td>
<td>Universities</td>
</tr>
<tr>
<td>Social service agencies</td>
<td>Career and technical colleges</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>Certificate programs</td>
</tr>
<tr>
<td>Special education staff</td>
<td>For profit universities</td>
</tr>
<tr>
<td>Transition Staff</td>
<td>Online colleges</td>
</tr>
<tr>
<td></td>
<td>Financial Aid info Sessions</td>
</tr>
</tbody>
</table>
Share Think College resources with your teams

- Innovation Exchange
- Affinity Groups
- Resource library
- Webinars
- Videos
- Student Stories
- Families Page
- College Search
- State Policy Summaries
Final thoughts

TPSIDs have provided opportunities for many students with ID to go to college.

There have been great advances in inclusive course access, campus membership, and credentials.

Professionals in secondary education and transition must be aware of the growing PSE options for students with ID.

Students and families need information and resources from transition professionals to prepare for and locate opportunities.

LET’S KEEP IN TOUCH

NEED ADVICE?
thinkcollegeTA@gmail.com

TO LEARN MORE
www.thinkcollege.net

Sign up for Think College Conversations
www.thinkcollege.net/convos
Team/Table Reflection & Discussion

A Time to Reflect

Part 5

Topical Area – Employment
Meaningful Day

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population. The term “day” does not exclusively denote activities that happen between 9:00 a.m. to 5:00 p.m. on weekdays. This includes:

- **purposeful and meaningful work;**
- substantial and sustained opportunity for optimal health,
- self empowerment and personalized relationships;
- skill development and/or maintenance;
- and employment, educational, social, and community inclusion activities that are directly linked to the individual’s vision, goals and desired personal outcomes.

Think About Your Students

Where is the student going to work or how will he/she engage in productive activities after graduation?

- What are the student’s employment/career goal & interests?
- What supports will the student need to be successful?
- What employment skills & community based activities does the student have in school?
- Who can assist the student with obtaining a competitive integrated employment position?
  - While still in high school
  - After graduation
Employment Section

Ruth Allison - NTACT
Jacque Hyatt - NTACT

Messaging and Expectations
Just like my peers.... I was asked what do you want to be when you grow-up?

"By being motivated and holding my own in the workforce, I feel those around me have gained a better and more realistic impression of disability in general. I am proud to say employment has made me an equal."

What Makes Life Meaningful?

- Family & friends
- Employment (money & self-worth)
- Engagement in community
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom & Independence
So, the question becomes.....
Where will I work?

Community Employment Models

Competitive Integrated Employment
- Supported Employment
- Customized Employment
- Self-employment
Competitive Integrated Employment
-Real work for real pay-

The employment must satisfy the requirements for all three components:
• Competitive earnings;
• Integrated Location; and
• Opportunities for advancement.

Thinking back to our students.....
So......

How are we setting expectations that all students will achieve competitive integrated employed?

What Leads to CIE?....
Strategies to Partner with Families

- Two-way communication
- Family interviews about expectations of employment
- Provide professional development on family engagement
- Utilize family connection and networks

What have you found to be successful?
Phases of Career Development

Awareness of Self → Awareness of the World

- Exploration
- Preparation
- Employment

Positive Personal Profile

<table>
<thead>
<tr>
<th>Future Life and Career Goals</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talents, Skills and Knowledge</td>
<td>Learning Styles</td>
</tr>
<tr>
<td>Values</td>
<td>Positive Personality Traits</td>
</tr>
<tr>
<td>Environmental Preferences</td>
<td>Dislikes</td>
</tr>
<tr>
<td>Work Experiences</td>
<td>Support System</td>
</tr>
<tr>
<td>Specific Challenges</td>
<td>Solutions and Accommodations</td>
</tr>
<tr>
<td>Career ideas and Possibilities to Explore</td>
<td></td>
</tr>
</tbody>
</table>
Services are Aligned & Coordinated

WBL Continuum Leads to CIE
Mapping Tool for WBL Continuum

<table>
<thead>
<tr>
<th>WBL Continuum Quick Check</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades</strong></td>
</tr>
<tr>
<td>4-8</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Career Defined Competencies</td>
</tr>
<tr>
<td>Unpaid Work Experience</td>
</tr>
<tr>
<td>Workplace Tours</td>
</tr>
<tr>
<td>Informational Interviews</td>
</tr>
<tr>
<td>Volunteering</td>
</tr>
<tr>
<td><strong>Guidance</strong></td>
</tr>
<tr>
<td>Job Sites</td>
</tr>
<tr>
<td>Job Shadowing</td>
</tr>
<tr>
<td>Service Learning</td>
</tr>
<tr>
<td>School-Based Experiences</td>
</tr>
<tr>
<td>Mentoring</td>
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<tr>
<td>Unpaid Work Experience</td>
</tr>
<tr>
<td>Internship</td>
</tr>
<tr>
<td>Apprenticeship</td>
</tr>
<tr>
<td>Paid Employment</td>
</tr>
<tr>
<td>On-the-Job Training</td>
</tr>
</tbody>
</table>

Flow of Services

NTACT
National Technical Assistance Center on Transition
Student Planning and Support

Positive Personal Profile

<table>
<thead>
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<th>Future Life and Career Goals</th>
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<td>Specific Challenges</td>
<td>Solutions and Accommodations</td>
</tr>
</tbody>
</table>

Data Collected and Shared
Example: Student Information Form

Matching student skills to business needs
Features to Benefits

TOOL 2.7
Job Seeker Features to Benefits Form
Whether for a jobseeker selling herself to an employer or a job developer selling a jobseeker, a good strategy to use is Features to Benefits. In the left column, record the great features and assets of the person that is being presented, these can come straight from a Positive Personal Profile. In the right column, list how each feature benefits the employer — and be specific! For example, a feature of a job seeker might be “detail oriented.” A benefit to a manager of a retail store is that she will always neatly fold and hang all the clothes so it is easier and more pleasant for customers to shop, and they will buy more. The more you can show a person positively affects a business’ bottom line, the stronger the sell. Now you have the makings of a great Marketing Speech!

<table>
<thead>
<tr>
<th>FEATURES of Job Seeker</th>
<th>BENEFITS to the business</th>
</tr>
</thead>
</table>

• Communication
• Assistive Technology
• Personal Care
• Transportation
• Identify specific skill development
Build Employer Relationships

• Get to know employers
• Determine business needs/informational interviews
• How do you get connected with businesses?

Specific Ways to Build Employer Relationships

• Leverage partnerships
• Use your network
• Engage families
• Join Chamber, etc.
• Invite businesses to school events
• Business Tours
Understanding Businesses

Resources

- Core Features of Quality Supported Employment Services (WINTAC)
- RSA Supported Employment FAQ
- A Guide to Developing Collaborative School-Community-Business Partnerships (NTACT)
Contacts

Ruth Allison, rallison@transcen.org
Jacque Hyatt, jhyatt@transcen.org

Team/Table Reflection & Discussion

A TIME TO REFLECT
Part 6

Topical Area: Community Engagement & Self-Care

Kim Osmani – Y-TAC
Michael Stoehr - NTACT

What Makes Life Meaningful?

- Family & friends
- Employment (money & self-worth)
- Engagement in community
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom & Independence
What Will Independence Look Like?
Questions to Consider

• What supports will the student need to make decisions?
• Where is the student going to live, and what supports will be needed?
• How is the student going to access adult services?
• How will the student develop his/her social network?
• How will the student participate in community activities?
• What will the student do for leisure and recreation?
• What will be the student’s primary mode of transportation?
• How will the student meet his/her health/medical needs?
• What type of financial support will the student need?

How will the student engage in the community?

• Independently
• Family support
• Community support
• Paid/agency support
Age of Majority Considerations

- IDEA mandates about transfer of rights and delegation of educational rights place IEP teams front and center for conversations about guardianship.
- For youth approaching the age of majority with complex support needs, guardianship is often assumed to be needed.
- Little research exposing these processes at play, but some common scenarios might be:
  - Outright recommendations from school personal, service providers, doctors, and other parents for guardianship without discussion of implications or alternatives (Jameson et al., 2015).
    - Hasty, misinformed conversations about transfer of rights.
    - No studies have shown guardianship to lead to increased safety or quality of life.
  - “Logical” criteria for guardianship being needed (e.g., student is nonverbal, student is in x classroom) (NCD, 2017).

Guardianship As A Last Resort

- Guardianship as a front line for adult decision-making support versus guardianship as a last resort
  - The first listed purpose of IDEA is “To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living” (34 CFR § 300.1).
- Need to understand your state’s policy on 18-21 transfer of education rights in the IEP process.
- Implement transition assessments and corresponding annual goals that reflect decision making support needs.
  - Self-determination skill building early and often
  - “Alan desperately needs guardianship, but we’ve never addressed the primary reasons for this need in his IEP”
Guardianship Facts

- Guardianship is a legal action that removes some or all decision-making from an adult.
- It is based on a decision that the adult person to be placed under guardianship lacks capacity for decision-making.
- Guardianship is held by the court and an agent is appointed and called the “guardian.”
- It can vary in scope--time-limited v. permanent; general v. limited.
- Guardianship laws vary by state.

Benefits of Self-Determination

People with greater self determination are:
- Healthier;
- More independent;
- More well-adjusted; and
- Better able to recognize and resist abuse.

(Khemka, Hickson, & Reynolds, 2005; O’Connor & Vallerand, 1994; Wehmeyer & Schwartz, 1998)
Supported Decision-Making (SDM)

- Emphasis on legal capacity as a “right”
- Provides for Meaningful Involvement by the Person needing support in Decision-Making
- Discusses the needs for self advocacy support and new strategies for safeguards
- Identifies Guardianship as the Most Restrictive Intervention

There are many ways to support people to make decisions.
- Guardianship AND SDM are both “tools” to be used to assist people.
- Goal = right tool, in the right amount, at the right time for each person.
Three Core Elements of SDM

(1) They recognize the person’s right to make decisions on an equal basis with others;
(2) They recognize people can create a decision-making process that does NOT result in the removal of their decision-making rights; and
(3) They recognize people will often need assistance in decision-making through various means.

(Dinerstein, 2012)

Common SDM Supports

- Help people to understand relevant information, issues, and available choices.
- Focus attention in making decisions.
- Assist people to weigh options.
- Base decisions on preferences and expressed desires.
- Facilitate interpretation and communicate decisions.
Critical Issues for Family Members

• Explore the connection between decision-making and life experience.
• Develop a vision for the future.
• Have a plan...do not wait until an important decision must be made.
• Understand all options for decision support:
  – Power of attorney;
  – Trusts;
  – Representative Payee;
  – Supported Decision-Making (SDM); and
  – Guardianship.

Resources
Travel

Why is it important?

– Have to figure out what is going to work.
  • Safety
  • Ability (Driving, Bus Route, RIDE)
– Increased independence and opportunities
– Can have a job
– Network will be stronger

Resources
Housing

Why is it important?
- Do they want to live at home?
- Do parents want or are they able to continue caring for their young adults?
  - Think about their peers
  - Puzzle - think about puzzle pieces, it will be many pieces fitting together to make it work.
    - Financial
    - Supports
    - Housing
    - Community

Housing Options Considerations

- Housing options must be affordable.
- Housing options should encourage community inclusion.
- Housing options should be accessible.
- Housing options should be developed to maintain and/or facilitate connections with needed services, supports, and programs.
- Housing options should incorporate natural supports.
- Housing options should take into consideration important life transitions.
- Housing options should be designed to enhance safety.

Housing Considerations

Consider a young adult’s vision, financial resources, and availability:

– With Family
– Section 8 Housing
– Shared or Support Living
– Adult Foster Care: Personal Care Attendant
– Residential Group Housing

Resources

• Autism Housing Pathways: http://autismhousingpathways.org
• The Clearinghouse for Home and Community Based Services: http://www.hcbs.org
• Technical Assistance Collaborative, Inc. (TAC): http://www.tacinc.org
• State Specific
  – Independent Living Center Housing Workshops
  – Individual State Housing Resources
Health and Medical Care

Why is it important?
– Young adults need to be able to:
  • Advocate for their health needs;
  • Know their disability/health needs;
  • Take their own medication; and
  • Know who to call or go to for help.

Strategies: Youth/Young Adult

• Active participation in health care and transition preparation
• Making use of transition resources and tools specific to youth
• Active participation in finding adult health care provider and specialists
<table>
<thead>
<tr>
<th>Stage</th>
<th>Professional</th>
<th>Parent</th>
<th>Child/ Young Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Child 6-11)</td>
<td>Lead responsibility</td>
<td>Participates &amp; Provides care</td>
<td>Receives care</td>
</tr>
<tr>
<td>2 (Young Adolescent 12-14)</td>
<td>Partner gives guidance &amp; support</td>
<td>Partner guides &amp; manages</td>
<td>Participates in care &amp; decision making</td>
</tr>
<tr>
<td>3 (Adolescent 15-17)</td>
<td>Consultant</td>
<td>Supervisor shared decision making</td>
<td>Manager shared decision making</td>
</tr>
<tr>
<td>4 (Young Adult 18+)</td>
<td>Resource</td>
<td>Consultant</td>
<td>Lead manages &amp; supervises</td>
</tr>
</tbody>
</table>

**Resources**

- Got Transition National Health Care Transition Center: [www.gottransition.org](http://www.gottransition.org)
- Florida HATS: [www.floridahats.org](http://www.floridahats.org)
- Access the Healthcare Notebook and Transition Care Notebook Now from the [Oklahoma Family Network](http://www.oklahomafamilynetwork.org).
Financial Planning

Why is it important?
- Everything is expensive.
- Plan ahead for a life without the current supports.
- You do not know what you are eligible for, so you need a backup plan.
- Understanding and management of potential government benefits.

Consider setting up a Special Needs Trust, Estate Planning, College Savings Account 529, ABLE account.

Resources

SSA - Benefits Planner
SSA Work Incentives Planning & Assistance
Cents and Sensibility
The Bean Game
Leisure, Recreation and Building Social Networks

Hobbies, Leisure, Recreation, Sports and Volunteering activities are essential elements of a well-rounded life.

In addition to the physical and mental health benefits of engagement in these activities, the ability to meet new people based upon a similar interest can expand an individual’s potential support system and can be extremely helpful throughout the person’s life.

Leisure, Recreation and Building Social Networks?

How are youth and young adults in your area engaging in Hobbies, Leisure, Recreation, Sports and/or Volunteering?
CONTACT

Kim Osmani  kosmani@cornell.edu
Michael Stoehr  mstoehr@uncc.edu

Team/Table Reflection & Discussion

Time to REFLECT
Part 7

Effective Practices Panel Presentation
King County, Washington
Richard Wilson – Facilitator

King County School-to Work
NTACT Mid-Year Cadre Meeting
October 23rd, 2019
Our Team

Student & Families
- Steve Barajas - ETP Graduate & Employee of Mt. Tahoma Montessori School
- Maria Barajas - Parent Advocate
- Naima Turki - Parent Advocate

Federal Way School District, Employment Transition Program
- Jessica Lex - Transition Teacher
- Becky Plett - Transition Teacher
- Jane Al-Tamimi - Assistant Director of Student Support Services & Principal

Trillium Employment Services
- Leah Denniston - Assistant Program Manager

Washington State Division of Vocational Rehabilitation
- Gabi Kasior - Vocational Rehabilitation Counselor
- Ann Martin - Region 2 Administrator

King County, Developmental Disabilities and Early Childhood Supports Division
- Richard Wilson - Program Manager

Our Aim for Today

- High Level Overview of a Countywide Partnership Program
- Closer Look Within a School Transition Program
- Student and Family Perspectives
- What’s Working/What’s Not/Goals
Washington’s Employment Funding Structure

State Department of Social and Health Services

State Agencies Funding DD/DD Employment Services

County Day Services Contractors & Funders

Contractors

WA/DSHS

DVR

DDA

County

County

Employment Service Agency

Employment Service Agency

Employment Service Agency

Before S2W

Six Months After Exiting School Programs

While Over 600 Supported Employees Were Working in King County,

Transition Students with ID/DD Weren’t Getting Results.

2003-- 7.7%
2004-- 14.6%
2005-- 14.3%
Service Gap

School (Entitlement)
18-21 Transition-Age Services

Adult Living (Eligibility)
Employment and Whole-Life Services

Complicated
Time Goes Fast
Difficult
Scary
Eligibility vs. Entitlement
Sequential Funding Barrier

DVR & King County Together

State Department of Social and Health Services
WA/DSHS

State Agencies Funding DD/ID Employment Services
DVR
DDA

County Day Services Contractors & Funders
County
County

Contractors
Employment Service Agency
Employment Service Agency
Employment Service Agency
What is the King County S2W Program?

A partnership that connects employment services to students with intellectual and developmental disabilities early: while they are still in their high school transition programs.
What is the Goal of S2W?

Assist students with intellectual and developmental disabilities to obtain paid employment prior to exiting their high school transition programs at age 21.

Who Does S2W Serve?

- Typically Last Year of Transition (Age 21)
  - Some Younger Students per Agreements with School Districts
- Want to Work / Working is a Priority
- WA State Developmental Disabilities Administration Client
- King County Resident
  - Some Partnering to Serve Students in Cross-County Districts
- Enrolled in WA State Division of Vocational Rehabilitation
  - Referrals 6-9 Months Prior to beginning employment services
- Has or Will Obtain Medicaid Based on Disability
  - No Later than Exiting School or Job Stabilization if post-June
Partners in S2W

Models & Partner Programs

- General S2W Model
  - Original approach open to all

- District Model
  - Districts co-fund an “embedded” employment agency

- Agency Collaboration Model
  - Districts co-fund longer services, agencies collaborate, built In TA

- Funding Employment Services Within Partnering Programs
  - Project SEARCH
  - Highline ACHIEVE college program
Essential Program Timeline

**Fall 2019**
- Enroll with DDA: 206-568-5770 Apply for SS: 800-771-1213
- Apply to School-to-Work by 10/31/2019
- Meet your DVR counselor and discuss services

**2020**
- Research, interview & select employment service provider
- Attend School-to-Work Transition Fair at Highline College &/or Microsoft
- Apply to Metro/Access
- Get your WA ID & Social Security card

**Summer to Fall 2020**
- Begin services with employment service provider
- Get real work experience in business, visit different job sites, attend informational interviews, job shadow
- Attend team meeting(s) to develop employment goal
- Deadline to begin services with provider: October 2020

**Summer 2021**
- Work towards future employment and career goals
- Develop a plan for a full life after school; learn about services and funding options
- Student stays enrolled in school even if they are employed!
- Job placements occur throughout the year

S2W Embodies Employment First

That Students Can Work
That We Will Commit to Supporting Students Who Want To Work
That Complex Support Needs are Our Challenge, Not the Student’s
That Work Experiences Will Be Available

High Expectations are the KEY to EVERYTHING
ETP Model for Effective Transition to Employment

- 100%
  - Well, who are you leaving out?
  - Mental shifts around support needs

- Collaborative & inclusive culture
  - 100% of students are referred
  - Individualized employment means individualized strategies
  - Utilizing all team members’ strengths & connections

- Employment challenges & successes

How Well is S2W Reaching Eligible Students?

Between exit years 2015 and 2018, 81% of eligible individuals requiring a medium level of support (i.e., medium acuity) were being served in S2W, compared to 61% of eligible individuals with high support needs.

Percent of eligible clients served in S2W by acuity, exit years 2015-2018:

- Grand Total: 62%, n=533
- High: 61%, n=205
- Medium: 81%, n=255
- Low: 66%, n=18
- Unknown: 31%, n=65

% Served
How Well is S2W Increasing Numbers Served?

- 2019 = 148
- 2020 est. 140

How Well is S2W Reaching More Diverse Communities

- Percent of King County population over the age of 18 by race/ethnicity compared to the percent of clients served by program, 2018*

<table>
<thead>
<tr>
<th></th>
<th>Native People &amp; People of Color</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KING COUNTY TOTAL</strong></td>
<td>30%, n=615K</td>
<td>64%, n=1,954K</td>
</tr>
<tr>
<td>School-to-Work</td>
<td>40%, n=55</td>
<td>57%, n=63</td>
</tr>
</tbody>
</table>

How Well is S2W Increasing Services to More Diverse Communities?

How Well is S2W Serving Students By Acuity?
How Well Is S2W Supporting Students to Achieve Job Starts?

Who is Working 6 Months After School Ends?
What are S2W Student’s Work Hours?

Average Monthly Hours Worked Among Employed Clients by Exit Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Avg Hrs Per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>34</td>
</tr>
<tr>
<td>2014</td>
<td>39</td>
</tr>
<tr>
<td>2015</td>
<td>42</td>
</tr>
<tr>
<td>2016</td>
<td>38</td>
</tr>
<tr>
<td>2017</td>
<td>41</td>
</tr>
<tr>
<td>2018</td>
<td>47</td>
</tr>
</tbody>
</table>

Notes: Average monthly hours worked are based on hourly rates are based on reported scheduled monthly hours for all S2W clients that are employed.

What are S2W Student’s Wages?

Average Hourly Wages Among Employed Clients by Exit Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Avg Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$9.63</td>
</tr>
<tr>
<td>2014</td>
<td>$9.97</td>
</tr>
<tr>
<td>2015</td>
<td>$10.64</td>
</tr>
<tr>
<td>2016</td>
<td>$12.89</td>
</tr>
<tr>
<td>2017</td>
<td>$12.07</td>
</tr>
<tr>
<td>2018</td>
<td>$12.83</td>
</tr>
</tbody>
</table>

Notes: Average hourly rates are based on reported monthly gross wages and reported monthly hours for S2W clients with a job placement. Hourly wages are monthly gross wages divided by monthly hours. For reference, the minimum wage in Washington State changed over those years. In 2012 it was $9.14, in 2013 it was $9.25. In 2014 it was $9.32. In 2015 and 2016 it was $9.47. In 2017 it was $11, and in 2018 it was $11.50. It should be noted that “end years” do not align perfectly with the January 1st minimum wage increases.
Individual & Employer Stories
Search: “King County School-to-Work”

Search YouTube: “WiseMovies”

شكراً جزيلاً
Next Steps: State and Local Planning

Jennifer Coyle – Western Michigan University

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Next Steps

- Follow-up from morning activity
  - Any more to discuss for current activities?

- Utilization of information presented in topical area sessions
  - Is there a topical area and/or strategy that you and your team could focus on this year?
    - Assessment and Person-Centered Planning
    - Postsecondary Education and Training
    - Employment
    - Community Engagement and Self-Care

- Networking connection with the day’s presenters
Part 10

Evaluation & Wrap-Up

Catherine Fowler - NTACT
Michael Stoehr - NTACT

THANK YOU for your participation!