

2018 TASH – ANCOR Employment Webinar Series
Youth Transitions
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>> Hello, good afternoon. My name is Marie Campos. Welcome to second session of 2018 TASH-ANCOR employment webinar series. Our topic is youth transition.

>> Our presenters is Taryn Mackenzie Williams. And Dr. Mary Morningstar. Professional in special education of university.

Housekeeping tips and reminders for numerous attendees. Audio is broadcast through your speaker. If you are having problems, double-check the settings and connections. Second thing is to try to refresh your internet access. Listen by phone. I will provide a call-in number that you have if you have issues during the presentation. We are going to have time for Q&A at end of this session. If you have questions for presenters, used chat option.

We will have webinar recording after the meeting. Please keep an eye on e-mail for that materials to become available.

>> Unfamiliar, click brief introductions of both our organizations. My organizations ANCOR is based out of Washington, D.C. We ask to keep score over 1400 private providers of services and supports people with disabilities. We support people with intellectual disabilities.

Introducing us is Ruthy who is our director.

>> I'm delighted to be part of this effort this year to provide employment information out to people. TASH is a national organization as well. We have chapters in 16 states. Founded to focus on helping to identify and provide evidence-based support for people with significant disabilities. This is cross the life span -- across the our life span our primary focus of information. Our primary focus is are on human rights. Inclusive education and employment. We believe that these things will lead to people living full lives where they are not vulnerable to neglect or institutionalization. We appreciate the presenters taking part in this series with us today and look forward to sharing their content.

>> Thank you, that's a great segue to our presenters. Taryn Mackenzie Williams leads the ODEP in U.S. Department of Labor. Work with education system partners to insure that all youths have access to resources for transition into workplace. Among the prior experiences, she also previously served on detail assignment at White House and policy adviser at the U.S. senate committee for health, education, layer and pensions. Co-presenter is Dr. Mary Morningstar who is professor at special education at University of Kansas through this summer. Also the director of transition coal -- coalition.

Research encompasses three enter rated, college and career readiness. Pre-K education and secondary inclusive reform. We are delighted that they can join us on to do's presentation. With that, Taryn, I would like to turn this over to you to talk about federal overview, please.

>> Great, thank you for that introduction and thank you, again for both of you for having me here today. I will be talking to you about the office of disability employment policy or ODEP as we call it. A little bit about our work within the U.S. Department of Labor. Then share some work related to our youth policy team that I lead up for ODEP and finally provide an overview of federal landscape around WIOA and provision within the WIOA related to pre-employment transition services. Next slide.

Office of disability employment policy, I'm sure you know we have quite a few acronyms in the government. Forgive me in advance if I use that instead of full name. ODEP is within the U.S. Department of Labor. We were created within 2001. We are a non-regulatory agency. We are not enforcing particular statutes like the Department of Justice or equal employment opportunity, for example. We are in position to promote quality and coordinate with lawyers and all -- to increase workplace success for people with disabilities. We have as our mission to develop and influence policies that increase both the number but also the quality of employment opportunities for people with disabilities.

We have assistant secretary within our agency that reports to secretary of labor and we provide advisory services not only within other agencies within the Department of Labor and across federal government and various levels of government throughout the nation. This slide talks about our priorities as an agency and how we do our work as an entity devoted to policy. We as noted here do quite a bit of analysis, research and evaluation. Oftentimes implementing demonstration grants on new and innovative strategies for increasing employment opportunities for people with disabilities.

We develop implementation tools and tool kits that are designed to help service providers in all levels in implementation of new statutes and policies to improve employment opportunities. Develop policies and conduct outreach and quite a bit of technical assistance. We have quite a few technical assistance centers focused on stakeholders within the disability employment community and also we do a lot of collaboration at federal level with other agencies as I noted before but also again through our state focused work.

ODEP has four policy teams. Important to know how we approach this work with a little bit more detail. Employment-related support policy team. Focus on housing, healthcare, technology, act access -- accessible -- all of those supports that need to be in place for an individual to successfully be employed and retain that employment over time. We have a workforce system policy team that is focused on all partners within the workforce system. We have employer and workplace policy team focused on both employment in public sector and also employment in private sector. Youth policy team which is focused on youth and young adults with disabilities as transition from secondary environments into post-secondary education and employment. Next slide.

Key issues that we focus on here within ODEP, notably the stay at work, return to work policies. This is focus on new information, that is policy development related to ensuring that individuals who acquire an illness or disability on the job stay connected to their job. We have a funding opportunity available through the Department of Labor and partnership with Social Security Administration for demonstrated to state at work, return-to-work policies. Working with developers, large companies, tech companies on development of technology that will help

to ensure successful employment of people with disabilities.

And to significant state-focused related initiatives. One is state exchange on employment and disability. Working closely with national Governor's association, national conference on legislators. To develop policies that will improve opportunities for people with disabilities and employment first state leadership mentoring program that works with over two dozen states around the nation, various state agencies including vocational rehabilitation, developmental disability agencies, mental health, education, labor and others to coordinate of development and implementation that puts -- for individuals with disabilities. Next slide.

We have the focus area, of course, of youth and transition. Again, guiding philosophy of our team here is to ensure that youth with disabilities are successfully transitioning from schools or out of school settings such as foster care, juvenile justice systems or other secondary environments into post-secondary education and employment. We have a long-standing focus on early work experiences and career exploration. We carry out that work through support of technical assistance center called national collaborative on workforce and disability for youth. All of our work is grounded in evidence-based framework that articulates what all youth including youth with disabilities need in order to be successful. That is called the guidepost for success.

Guideposts for success is created by ODEP. And under girding is that youth with disability are youth first. When doing our work, we look at what youth need and additional supports that youth may need in order to ensure successful transition. We highlighted five things that encompass what leads to better employment outcomes. School-based preparatory experiences, career workplace learning experiences, youth development and leadership and opportunities to determine self -- independence that are critical to successful -- connecting activities like housing, transportation, healthcare that will enable them to make right choices for post-secondary success and family involvement and supports. I think it's important to note here, when we talk about family at ODEP, we are talking about presence of caring adult. We understand that not all youth come from traditional two-parent home, we do want to make the point that having a caring adult in the life of young person to help them navigate multiple systems is critical to their success. It's with the guidepost with success and work with team that we work closely with other agencies within the Department of Labor and Department of Education on implementation of workforce or opportunity act or WIOA. This legislation signed into law on July 22, 2014. This is designed to help job seekers including those with disabilities. Emphasis of disabilities to access employment, education, training and support services to succeed in labor market and dual customer. Corporates into services for employers so they can get the skilled that they need to compete in new global economy. Next slide.

As part of the reauthorization of what was once would WIOA, WIOA reworked the rehabilitation act of 1973. One and perhaps most important, prioritizes competitive integrated employment within WIOA and guidance that you see emerging from our department of both labor and education. All pathways lead to increased competitive employment for people with disabilities.

There also is new emphasis on opportunities to practice workplace skills and competitive integrated settings before a young person departs cool. WIOA also increases the population of students with disabilities and types of services that vocational rehabilitation can provide to youth and students with disabilities and then and also importantly requires VR agencies reserve not less than 15% of federal allotment for provision for preemployment transition

services. Next slide.

Now I'm going to talk a little bit more in-depth what's found in the parts of the statute related to preemployment transition services. I will be focusing on context in which you can find in language within the statute and Mary will talk about on the ground real life practices that we are seeing in action since the law has been passed. Next slide.

You note on the slides I provided notations where you can find guidance and definitions. There are few resources related to where you can find more or answers to particular questions about what is allowable. But I do want to note several things here. First is that preemployment transition services which has been called pre-ETS are available for those who have potentially VR services. Can apply to students with disabilities including those who have not applied or been determined eligible for VR services

So this widens the net who is eligible to receive these services from state VR agencies. In addition, services may begin once a astronaut requests or -- student requests or -- one or more of allowable preemployment services and once VR agencies has received appropriate documentation of their disability. Next slide.

Going into depth, as part of that statute, state must reserve 15% of federal award for pre-ETS who are potentially eligible. 15% of federal award. 15% what a state will get in award. Not 15% what they draw down. If you have a state where not drawing down, doesn't mean that they are only required to spend 15% what they draw down. They are required to reserve what their federal allotment is. Within the preemployment transition services, Section 113, articulation of set of authorized activities and set of coordination activities that can be covered as part of this new legislation. Next slide.

Required activities are those that must now be provided to students with abilities. And these five activities include job exploration counseling, work-base learning experiences that can include school or after school opportunities, counseling on opportunities for enrollment in comprehensive position or educational programs in institution of higher education. Workplace readiness training to develop social skills and independent living and introduction into self-advocacy. These are five required activities that must be provided to all students. Next slide.

In addition to five -- set of five required activities that must be provided to all students, you now see within the law a list of authorized activities. Activities that may be provided if there are reserve funds remaining after all of those required services have been provided. Here you have a more extensive list. Activities that are authorized under pre-ETS -- inclusion in communities and a competitive integrated workplace. Includes developing and improving strategies for individuals with intellectual disables and individuals with significant disabilities to live independently. To participate in post secondary education experiences and to obtain and retain competitive and integrated employment. Includes providing instruction to vocational rehabilitation counselors, school personnel and other persons -- professional development here. Includes disseminating information able to an innovative effective approaches to achieve the goals that articulated in Section 113. Coordinating with activities with transition services provided by local education agencies or schools under individuals with disabilities. Education act. Developing model transition demonstration products. Where there is a state or local community that is doing something innovative in the transition of youth and young adults with disabilities, there are now the opportunity to fund additional programs or research into that.

Applying evidence-based -- in support of personnel and achievement of these new

pre-ETS goals. Establishing new multistate or partnershiping involving state and local education agencies, businesses and other participants. And disseminating information and strategies to improve the transition to post secondary activities to individuals who are members of under-served populations. This is set of activities that are allowable if there are reserve funds remaining. I'm going through the landscape of what is allowable or federal context of what is in existence now or implemented by our department. Mary will talk about what this looks like at state level.

Finally, what we see in the new statute is set of allowable coordination activities. These are activities that must be carried out and possible to use for state VR agency to use that 15% of reserve funds for these activities. Attending meetings. Individualized education program for students with disabilities when invited. Something that is important to us with Department of Labor working closely with workforce development board. One stop centers and employers to develop those work opportunities for students with disabilities throughout the year. And including apprenticeship as options that are allowable. Working with schools and making sure that those activities carried out under IDEA.

So a little bit more about it vision that's been enacted by the departments of education and the Department of Labor as we continue to develop guidance and provide technical assistance around delivery of preemployment transition services. This is growing field. Been quite a few Q&As that have been distributed. And towards end of presentation, you will see links to websites that provide additional information about nuance of how we are deciding what's allowable under the different sets of activities.

Guiding this push is deeply held belief about what works. We know that having successful transition into employment needs and requires that all partners are at table and communicating in shared vision of where our youth will go as they exit high school. We know that services have to build on each other. We often talk about preemployment transition services as part of continuum services that can be provided to students with disability. Something that can has been consistently depending on what is the need of a young person. We also know and believe very strongly that providing these services in partnership with the families will help to improve the high expectations of both young person for themselves and what they can accomplish and also for that family member about what the life after high school can be. Finally, we have a particular emphasis on engaging employers in this process of determining what are appropriate work-base learning settings, what are appropriate workplace learning experiences that can provide access to career pathways for young person while they are still in high school.

So why does this matter to us? It's why you all do this work is what you are familiar with. We believe here through ODEP and federal partners and employment and training administration or ETA as we call it that we know that early self exploration and career exploration, interest and exploration of self that happens during high school is critical for them to build what their life is going to be like after school. Giving students access to variety of experiences before they leave that second tear school setting -- secondary school setting can build those soft skills and workplace readiness skills that will make that much equipped for employment setting upon departure or transition into post secondary education from high school. And finally, because that can be driven by what research has told and shown us and what evidence is very clear on, paid work experiences have been documented to make a significant difference in the employment that -- aspirations and earnings of youth with disabilities if they are provided while a student is still in high school.

So, again, we know from research, we knew this in development of this new statute that providing students with paid work experiences before they depart high school leads to better employment outcomes once they left. That's why we believe so strongly in division of preemployment transition services and working together with states to provide guidance on what is allowable within this new law.

Several resources that are available to you and I know we will have a Q&A period after Mary has delivered her part of the presentation. I wanted to note here is online one you can find resources related to work that we do at office of disability employment policy at ODEP and also through technical assistance center that is focused on youth and workforce development. That information is noted here. In addition, for the more technical questions related to implementation of WOIA particularly as amended rehabilitation act and delivery of preemployment transition services there are two we want you to know about first. WINTAC or Y-TAC are invaluable resources that provide quite a bit of detail and guidance to VR agencies and also to youth services professionals and community service providers throughout the nation how they can do pre-ETS in their particular communities. I'm look forward to your questions and now turn it over to Mary.

>> Hello, everyone. I'm happy to be here. Want to make one note. When you look at slide with contact information, Marie alluded to this, I have been a faculty member at University of Kansas in 20 years. I will be taking a position at Portland State University. If you don't already have my contact information, use the Portland state e-mail that I have available to me.

What I want to start with and bring my side of it. Taryn did great job with policy side. What I'm hoping to do with share with you because this is session on youth transition, some of the things that should be occurring while young adults with disability are still in high school and 18 to 21 programs and frankly, what I will talk about starts at young age for students if we are holding true to the expectations that young adults will be successfully employed post high school or transition from a program. I want you all to just think about what do you think are most important skills that you need as an adult? Whether that is different for student with disability. Learning disability or significant intellectual disability

That's your ten-second pause. Pause I have a lot more to say than I have time for. I'm going to go ahead and move along. When I think about this skill and when I ask teachers this skill. Academic instructions that's tied to outcomes. Making sure that students understand their accommodations that they are using while in high school and how to advocate for those. School and work-base career experiences. I will talk a lot about that in a moment. Interpersonal engagement. Some of adult roles and responsibilities that are critical to adulthood. Fiscal literacy. Navigating your community. We have post high school programs for youth with more significant ability.

What search has started to say, what we know from my role as a transition educator but also as member as national technical assistance center on transition that is National Center for School side of things, we work closely with WINTAC and Y-TAC. If we want young adults with disabilities to be contributing to their community through employment, then there are certain skills and experiences they need while they are still in high school.

If they have not been enrolled in -- occupational -- if they had a comprehensive learning program, that is number one indicators of success. This is equally critical to this process. So you can hit the next slide.

Before we begin, I would like to orient to when I talk about employment, what do I mean and clarify some of those outcomes that I think are -- we are all hoping and working hard from

a school perspective and from the agency side to achieve. And to -- let's go to next slide.

This is definition from competitive integrated employment. This is gold standard for all of us. No different for a student with any type of disability label. As you read this, I highlighted what are most critical elements of it. Given you a link to great FAQ that you can learn more about competitive integrated employment. Full time or part time. It's compensation at or above minimum wage. We are not talking about piece rate or sheltered settings. Receiving the same benefits in same locations as employees without disability. There is opportunities for advancement. That's often something we forget about when talking about employment for individuals with more significant disability. We get them their job and then we think that's their job for life. Where all of us continue to grow and expand our experiences whether work related or other.

Let's go to next slide. Supported employment, this definition for many of you, you know it's been around -- somebody can probably correct me since I believe 1984 and 1986 when first offered as set of rehabilitation services.

We see competition work, individual settings. Individuals with most significant disability. They are going to need ongoing support services. I would expect many of you who are listening to this webinar are among this group, you may be providing that ongoing support -- employment support services.

Third one. My go to information customized employment is ODEP website. It's a type of employment, I can't say that it is actually mandated in federal law. But builds on what we know about effective practices for supported employment. We are targeting the presence of job seeker. That mirrors what we find in transition process. We want a job that we are interested in and have some skills in or some strengths in that domain or career pathway. Focusing on that is critical element of customized employment.

You are using a job developer or advocate. Someone who is personal representative. I love that word who is acting on your behalf to negotiate successfully with employers and build a system of ongoing supports that includes services that many of you provide. May include natural supports on the job among coworkers and supervisors.

This reiterates what we know that leads to employment. If we want young adults with disability particularly those with significant disability, intellectual disability to be successful and employed post school, what we know is most critical is experience. Work experience and more work experience. Multiple opportunities for young adults while in high school or community transition programs to target all three phases of career development. I will talk about those three phases. Career awareness and exploration and training.

Nice that pre-ETS services that are now allowable meet all three areas of career development. If we want young adults to be working in integrated competitive employment with supports that they need, then really most substantial factor to have that outcome is that while they are in high school, their work-base learning experiences are also in integrated settings in the community. We have no research to show that some of the tasks that occur in schools lead to post school integrated employment. There are things that things that can and do matter. Some of traditional pre-vocational activities that are not in community settings are less likely to lead to outcome. Next slide, please.

I do want to share a wonderful resource that has just come out; and NACT and center that I have opportunity to participate with. We have completed a webinar on a cross-walk of resources across the five pre-ETS areas. This is screenshot from that crosswalk. You can

download this as PDF. Takes each of areas. It describes what every -- not what every state is doing but what prominent states most engaged in high quality pre-ETS and then gives you links to resources that they have available. If interested in digging deep into any one of the areas to learn more and what I appreciate that I want to know what other people are doing well before I try to attempt to do anything myself. Let's move on to next slide.

I'm going to talk about each of five pre-ETS. I'm going to give examples of practices in the field and I believe I have about 15 minutes. That's roughly three minutes per pre-ETS. I have lots of information that I can share with you. Give you the pig picture. I'm going to have to move fast.

When we talk about job exploration and career counseling. We are talking about those activities that help them explore career options and opportunities. This is career awareness component. We want to foster motivation of different options. Attention is focused on career decision making and how do we support young adults to make decisions for themselves. Real world activities, relevance of high school. When a lot of students who might be at risk of dropping out, once they understand that career pathway and how high school is relevant to post high school success, there is a change in focus for that student.

Again, we are talking about preferences, interest and skills and we want to make sure that activities occur around natural progression with goal that student is employed. That is our driving force behind it. I will share examples of job explorations. These are a range of some that are fairly easy to do like career speakers. If you are not able to get out into schools. Cannot take your class out on job sampling, you can bring your employers in to talk about different occupational areas that your student has expressed interest in maybe by completing interest inventories prior to identifying speakers. I'm a firm believer whatever is happening in general education and in the typical high school is critical for any student with a disability as well.

Career and technical student -- than it is to create separate ones just for special education. job shadowing. Many of you know about that. Those opportunities where students go out and vitae couple of different -- visit a couple of jobs they are interested in. As I talk with practitioners, they are creating innovative ways to job shadow. That's a phenomenal approach to pushing in job exploration when your community may not support that. Let's go on to the next one.

Work-based learning. This is where we are connecting what's going on in school when we think about school placed learning and taking classes, engaging in the typical career activities that are occurring in the school. Equally important part is how we take those experiences and tie them to real life work activities. This is where employers and communities need to be involved. School business relationship. Workplace learning in this capacity is learning experience for students. Paid learning experience, that's better. Focus is on how can we bring the business community to support better prepared workers for the future. Wide range of experiences that are on the next slide. Lots of examples. Some like career related competitions. These are parts of what could be occurring within those clubs and organization that is already occurring in school. Another and will that I'm through career tech -- another example that I'm familiar with is job olympics where competition around certain career skills that are occurring within for students with disability. Informational interviews. I find this to be powerful where students have opportunity with list of questions to go out and interview employers on the job and workers to find out if that job or career pathway is something they would be interested in. Wide range of other short activities listed here. I believe that services

learning is a critical, we know that when we volunteer or when young adults have opportunities to participate in maybe even extracurricular activities that are not tied to a curriculum that those are critical work-base learning activities as well. There is a limit. You can see on this slide paid employment. I'm a firm believer -- a firm believer in establishing through internship programs where community has internships that are available and relevant for high school students to try out. When I was in community organization providing supported employment, we had a paid internship program in our community so that we had strong involvement from employers. Not a guarantee that student after the internship was done would keep that job. We were able to build in paid internships which is exciting process. Let's go to next area of focus.

Maybe I can slow down a little bit. Third one is related to post-secondary educational counseling. Thank you. Go to next slide now. I appreciate that. When I look at list here, focus is on post-secondary education. These are equally valid for young adults who may go straight to employment post high school and academic planning. I tend to translate that up a little bit to early planning. And so which is critical college and career readiness skill. Young adults that may not know if swept to go to college, plan ahead whether that's post secondary setting or career in employment. You need to fill out a resume, whether you do that for a job or university or community college application, you have to turn in a resume. Some of other bulleted that are listed are self-explanatory in terms of affordability planning. Career exploration side of things. One I want to touch on is accommodations and understanding the importance not only that students have accommodations while in high school, but that they understand those accommodation and say understand them as -- accommodations and understand them as support means and able to communicate with post-secondary ed setting with employers about specific support needs.

We have program for youth with intellectual disability at KU, when we talk with those young adults, we are encouraging them to understand it not from a disability needs perspective, but these are supports that I need. They practice understanding and being able to communicate that post-secondary ed and with their others.

I think it's really critical set of skills that we often don't take to next level of ensuring our students understand their strengths and their support needs let's move on to next slide. My talking quickly is going to pay off. I will not slow down. Force pre-ETS is workplace readiness for social and independent living. When you look at list that has been associated with types of list that is are possible, when I see this list, I do research on college and career readiness. Every one of these is one of the characteristics of preparing people to be ready. Employability skills. Importance of this set of activities whether it's final literacy or teamwork is to have a strong understanding of where they occur best. If our goal is that our young adults are moving to competitive integrated employment. Supported employment, customized employment, most likely place to have skill and opportunities to practice is integrated settings.

In school, that would be within general education. How we think about communication skills particularly for young adults, high school students who use an augmented device or very little verbal communication. Working towards giving them access that they need for device and practicing in with others who are communicating is really important. That's a skill that will generalize into general community. Into an employment setting. Others of these like financial literacy, a lot of high schools still offer coursework in the high school related to that. There is also some nice curricula out there. There is one that ODEP promotes. I'm blanking on -- skills to pay the bills. Great curriculum associated fiscal financial literacy. Let's go to the last one.

When we talk about self-advocacy instruction and peer mentoring, one thing that I have not touched on yet if not evident what I had to say so far. Tremendous effort within preparing youth for transition for integrated employment and being a strong self-advocate, understanding themselves, appreciating themselves and being able to continue to advocate for what they need. This includes the family as well. I mentioned at beginning of this presentation that family expectations matter. They do for post-secondary education and families who have high expectations for future, young adults are most likely to be employed and headed towards post-secondary education programs. Continuing to work not only on the skills, decision making, leadership skills but equally important is that we provide the right opportunities for student to say edge cage in using those skills. Not making sense if they are not able to be in inclusive general environment. Whether in high school or community to be a self-advocate if they don't have opportunity to practice those skills as VR agencies are allowing the focus on self-advocacy, one of my suggestions would be to check out NTACTION website. We have several instructional practices and curricula related to self-determination and self-advocacy that have strong levels of evidence based. If you go to the next slide. This is screenshot of a tool kit that NTACTION has put together with group of that maybe some of you on the call today of experts and what is really nice about this. Again, you can see on this screenshot this one is about job exploration and counseling. It's a PDF you can download, each of these links take you to one of either the evidence-based practices that are identified or predictors of post school outcomes. This is all research base approach to offering wide range of information to those of you out there who are practitioners and want to know about -- I'm sure if you went to this document and went to number 5 that is training around self-advocacy, you would see links to evidence-based curricula that I just mentioned.

My final slide is some additional resources. So I have given you the NTACTION website and deep links into those tool kits and crosswalk and similarly to other slide, the deep link to Y-TAC and WINTAC. That's my use school and workplace learning and how they are equally essential leading to comprehensive program and integrated employment. So if you go to last slide, more resources. Too many to go through. All of them I don't claim that all of these links still work. Every time a website changes, you can Google it by the time of the organization or the agencies. And then let's go to the last slide. This, to me, if you have not figured it out already, my belief and what he work towards hopefully every day is that we are preparing young adults for meaningful and successful and fully included employment. Thank you very much.

Thank you, Mary. Thank you, Taryn, for your presentation today. Mary, your slides lead us to pretty good amount of time to address any question that is we might have from the audience today.

Just, again, as a recap. Folks joined us late, we are recording the webinar, if you miss anything from earlier part, you know, you will get instructions from ANCOR how to download the slides and captioned transcript. And then I also, we have here contact information for Taryn at Department of Labor and Taryn Mackenzie Williams in Portland starting this fall where she will be shifting her career from University of Kansas and be over the west coast later this year.

While we are waiting for questions from this group -- actually, here we go. We have one question for you guys. Can any high school participate in WOIA program and how do we get approved and registered. Taryn or Mary? One of you want to take a look at that question? >> I'm hoping Taryn.

>> I started to talk before taking me off of mute. I hope everyone can hear me. If high school has students with disabilities who are eligible or potentially eligible for VR services, then they would be able to participate in the delivery of those preemployment transition services for those students. In addition, a high school can and is absolutely we encourage that they work with their local employers and job centers commonly known as one stop centers in the development of work-based for students with disabilities as well. In regards to deliver of preemployment transition services for student for disabilities actually. Their resource will be the VR contact or VR agency within the state. I will try to type it into the link so you have it. One way to find that information is to go to for you particular state or federally, you can go to the website for rehabilitative services administration and they will provide contacts for each state.

>> I was going to add something if that is okay?

>> Yes, of course.

>> Only thing I may add, every state is different. Because each vocational rehabilitation agencies has flexibility to align with their state policies and context within that state. You do want to start with your state agencies and that resource that I shared around what states are doing neat things would be a great place to start. I know, for example, in Alaska, part of their pre-ETS services, they hire high school teachers to do summer youth work. So they are using the rehab money in that way. Other rehabilitation services who has counselors that might be doing the counseling or some activities or they may contract with community agencies and community rehabilitation services to provide some of the pre-ETS services.

There is not a single method and it's often unique to state that you live in. You do want to do exploration to find out what's going on in your state and how you can get involved in partnering with what that state is working towards.

>> I think that's a great point, Mary. We often say at federal level, if you know one VR program within a state, then you know one VR program because there is a lot of variation within the state similar to Medicaid, for example, great point.

>> So this is Marie. I have up on the slide the cross walk that you are emphasizing. Each state has its own program? Mary?

>> I was on mute. I think there is a WIN-TAC that has this. Transition unlimited is proceeding the pre-ETS services and you can get connected. Project 10 is not only agencies providing pre-ETS services in Florida. This will give you ideas of what is going on in your state. If your state is not listed, that may be indicative of the sort of the starting up of pre-ETS services. I'm done.

>> Sorry.

>> Sorry, Mary. I was going to say to follow-up on what you said, if you go to the website, link is provided by Mary. Whole section on preemployment transition services. One of those sections in resources, dropdown menu that gives you access to frequently asked questions and similar to what you see on the screen related to what is going on in the states. They have a resource section that goes into more detail what is actually happening in all of those states. So that's exactly right, you can find that information through WINTAC under those services. Thank you, for clarifying that. I think that would be helpful resource.

>> other question. Is there age or agreed that you -- grade that you recommend for pre-ETS. High school or younger or -- can you clarify?

>> Mary talk about it from research perspective. Best practice? Differs by state.

>> I hate to take out the. I took out the slide I had when it starts. 14 that rehab can get

involved.

>> Yes.

>> 14. What I would say, according to current policy guidance, it's 14. Could be 19. Could be 8th agreed. From research perspective, it's preschool that you want to be working with families. At minimum, I would say middle school. Most middle schools are -- every kid takes some type of career assessment or part of a portfolio. Schools are starting to build out all types of ways to build the college and career readiness focused skills early on.

First finding out what is going on in your high school, middle school. I would say by middle school, you should be thinking about it and starting it and a lot of career awareness activities can be occurring in middle school. High school is where you hit the ground on career exploration and training.

>> Something else I wanted to know -- sorry, Marie, is just that on the website that we looked at, there are a whole set of resources related to individualized learning plan and the process of doing career development, career exploration and self-exploration. We often advocate as a policy office that the earlier, the better, provide through that website NCWCDCU whole -- related to exercises that you can be doing at middle school level and out of school settings with students and youth with disabilities to help them begin that aspiration development and development where I could not emphasize that enough how important it is to do that early and often.

>> Thank you, I highlighted that. That's on the screen right now. Do we have any other questions for Taryn or Mary? We have about 15 minutes. We have time here to dig deep if folks wanted to ask more specific questions from either of presenters. Just send them by chat.

While we are giving folks some time to think about additional questions they might have, Mary or Taryn, is there anything that you folks wanted to kind of clarify? You wanted to make sure you covered all of your key points. I wanted to make sure that you had opportunity to reinforce key messages from your presentation. Key take away that is you want to do make sure folks walked away from today's session with.

>> Off the top of my head without going through and talking through my slides again, if this is first session you have attended where pre-ETS has come up, that's great. You want to explore and partner with your state and local agencies. Whether at school level or on employment side of community services and vocational rehabilitation. Depending on where you are philosophically or where you are, some folks are way out on end of it and know what to do and great ideas about types of services and they can contribute so that young adults are employed. Others are trying to figure out what they are cent doing to more inclusive -- focus on integrated employment and how do we best prepare young adults with evidence-based practices that we know are effective. That's a wide continuum. You may fall in between that. That's okay. Hopefully we have been able to provide some resources and materials and further conversations that you can have in order to promote and ensure that every student who identified in special education or rehab eligible for rehab services is getting the most that they can get to be successful.

>> And I would just add to that. There was a question that popped up related to best practices for developing relationship with post potential employers in the community. Combining that question with reflection on some of the things that want to notify, I would say two things. One that Mary reference and went into detail about resources of customized employment and discovery process that are available in ODEP website. We have a whole host of materials and initiative focused on employment first and working with states around the country to help in the

development of employment first policies and a key aspect of that work is helping providers to understand and implement the customized employment process which is process that involves the individual with disability and strong relationships with employers themselves and job development process, understanding what needs they have to be filled. In part, I would answer that question by directing you to our website. Looking at customized employment tool kit that is part of resources talks about how you can do that employer engagement tests to meet the needs of both individuals of disabilities and employers.

I would always note that because we have a policy team focused on both employer and workplace policy, that we have guides and resources related to employer engagement on ODEP website that is listed here on the top link, whole section called employer and employer engagement tool kits with developing relationships with employers. We have a resource network in addition to being a technical assistance center for employers themselves information provided to development with employers that lead to dirt employment resources. Within the resources that we provided on the slides and as you are going through this information and if you have additional questions, please do not hesitate to reach out using contact information. As I said, my focus area is on youth, we have a host of subject matter experts on wide range of activities including customized employment, competitive integrated employment and employer engagement that I would be happy to connect you with here at ODEP or other agencies. Thanks, Taryn. I put up your contact information. I think there are resources up that you have not referenced that we cannot dive into here. They can reach out to you both after this webinar and over the next few months or so as they are starting to get into pre-ETS content, get into the weeds of pre-ETS.

>> We don't have any additional questions from audience. We can conclude the webinar at this point. And I would encourage folks to when we send out these slides, don't hesitate to reach out. All of our contact information for winners. And folks to have additional questions as going through these slides. You guys take a look at this at your leisure. At this point, I think we can go ahead and conclude the webinar. I want to thank everyone for joining us today. Ruthy, Taryn and Mary presenters and participants who are listening in and being part of webinar on this transition. Thank you very much.

>> Thank you so much. Great to join.

>> Thank you so much for having us.

>> Thanks, everybody, have a good rest of the week.

>> Bye.

>> Bye-bye.

>> Bye.

>> Note From Captioner: Meeting is over. Thank you.