

2018 TASH-ANCOR Employment Webinar Series: *Youth Transition*

Presenter(s):

- Taryn Mackenzie Williams, Supervisor, Youth Policy Team, Office of Disability Employment Policy (ODEP), U.S. Dept. of Labor
- Mary E. Morningstar, University of Kansas; Portland State University (*Fall 2018*)

Moderator:

- Marie Campos, Education Director, ANCOR

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Before We Get Started...



Audio will be delivered through your computer speakers

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- Please double-check your computer speakers connection and volume.
- Refresh your internet connection.
- Use call-in option to listen by phone (phone number in chat box).

Questions: Use the **chat box** in the lower left of your screen to ask questions.

Webinar recording and slides will be available within a couple of days and distributed to all webinar registrants.

About the webinar series sponsors ...

ANCOR is a national nonprofit trade association advocating for and supporting

- Over **1,400 private providers** of services and supports to
- Over **one million people with disabilities** and their families
- And employing a workforce of well over **700,000 direct support professionals** (DSPs) and other staff
- Membership benefits include robust government relations representation at federal level, access to exclusive and timely ANCOR content, as well as discounts on technology and I/DD products through the ANCOR marketplace and Shared Resources Purchasing Network (SRPN).

Our mission is to advance the ability of our members in supporting people with intellectual and developmental disabilities to fully participate in their communities.

About the webinar series sponsors ...

ABOUT TASH

Founded in 1975, TASH advocates for human rights and inclusion for people with significant disabilities and support needs – those most vulnerable to segregation, abuse, neglect and institutionalization.

Learn more at:
www.tash.org



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ODEP
Driving Change



Creating Opportunity

Taryn Mackenzie Williams
Supervisor
Youth Policy Team
Office of Disability
Employment Policy (ODEP)

July 18th, 2018





- Part of U.S. Department of Labor
- Non-regulatory
- Promotes policies and coordinates with employers and all levels of government to increase workplace success for people with disabilities
 - Mission: To develop and influence policies that increase the number and quality of employment opportunities for people with disabilities

dol.gov/odep



Office of Disability Employment Policy (ODEP) Priorities

- Analyze, Research and Evaluate
- Develop Implementation Tools
- Develop Policies
- Conduct Outreach
- Collaborate
- Provide Technical Assistance



ODEP Policy Teams

- Employment-Related Support Policy
- Workforce System Policy
- Employer and Workplace Policy
- Youth Policy



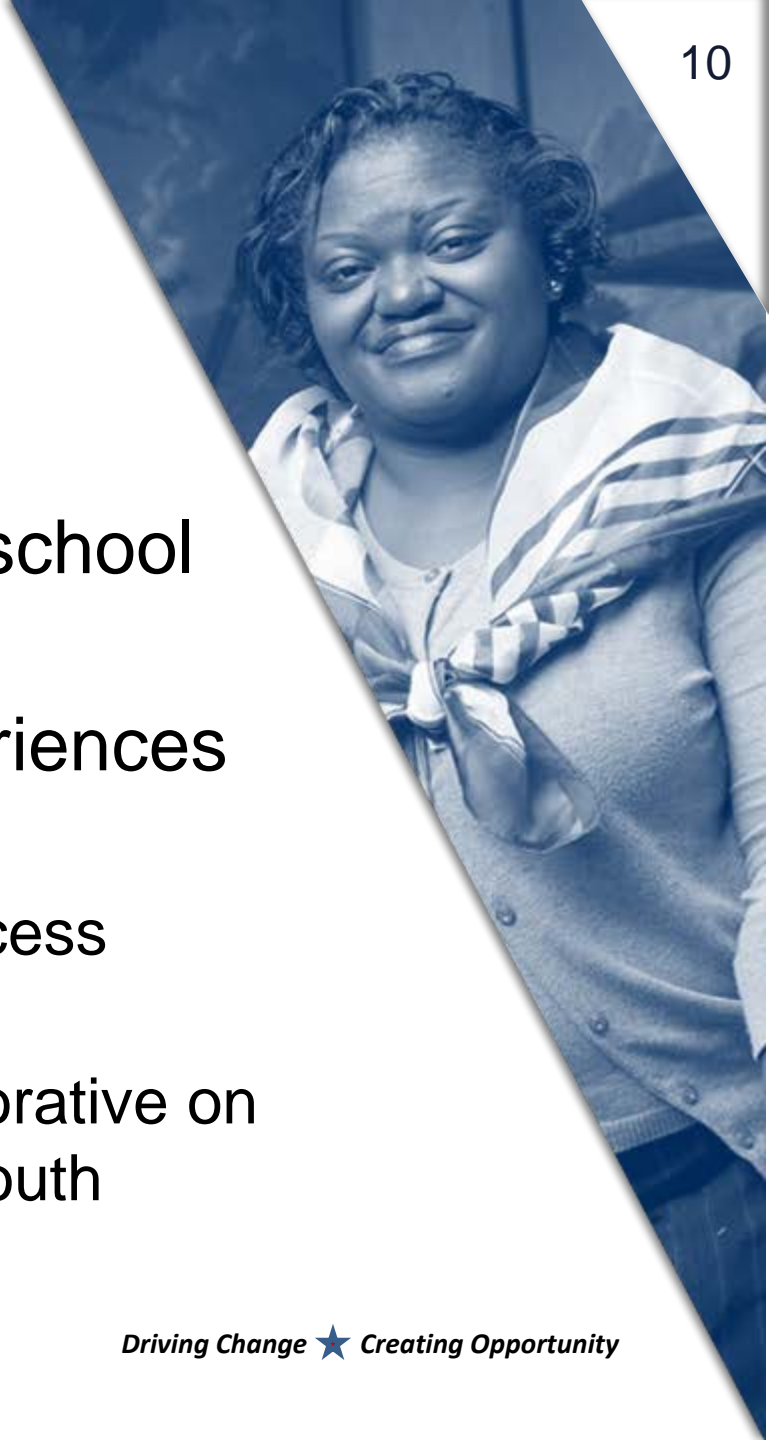
Key Issues – ODEP

- Stay at Work/Return to Work
- Accessible Technology
- State Policy
 - State Exchange on Employment and Disability (SEED)
 - Employment First State Leadership Mentoring Program (EFSLMP)



Key Issue – Youth Transition

- Help youth with disabilities successfully transition from school to adulthood and work
- Focus is on early work experiences and career exploration
 - Based on Guideposts for Success Policy Framework
 - Supported by National Collaborative on Workforce and Disability for Youth (NCWD/Youth)



Guideposts for Success

- School-Based Preparatory Experiences
- Career Preparation and Work-Based Learning Experiences
- Youth Development & Leadership
- Connecting Activities (housing, transportation, health care, etc....)
- Family Involvement and Supports



Workforce Innovation & Opportunity Act (WIOA)

Signed into law on July 22, 2014

WIOA is designed to help job seekers, including those with disabilities, access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.



Workforce Innovation & Opportunity Act (WIOA)

The Rehabilitation Act of 1973, as amended by WIOA:

- Prioritizes Competitive Integrated Employment (CIE)
- Emphasizes opportunities to practice workplace skills in CIE settings before leaving school
- Increases the population of students with disabilities and the types of services that vocational rehabilitation (VR) can provide youth and students with disabilities
- Requires that VR agencies reserve not less than 15% of their federal allotment, or arrange for the provision of, **pre-employment transition services** for students with disabilities



Workforce Innovation and Opportunity Act

Pre Employment Transition Services (Pre-ETS)



Pre-Employment Transition Services – In Depth

- Pre-employment transition services (section 7(30) of the Act and §361.5(c)(42)) are provided to “students with disabilities” who are:
 - Eligible for VR services; or
 - **Potentially** eligible for VR services (i.e., all students with disabilities, including those who have not applied or been determined eligible for VR services).
- Services may begin once a student requests (or is recommended for) one or more Pre-ETS and once the VR agency receives documentation of the disability



Pre-Employment Transition Services – In Depth

- The state must reserve 15% of its federal award for Pre-ETS for students with disabilities who are eligible or potentially eligible; this includes:
 - “Required” activities (section 113(b) of the Act and §361.48(a)(2));
 - “Authorized” activities (section 113(c) of the Act and §361.48(a)(3)); and
 - “Pre-employment transition coordination” activities (section 113(d) of the Act and §361.48(a)(4)).



Pre-Employment Transition Services – In Depth

Required Activities (5) – “must be provided to students with disabilities”

- Job exploration counseling
- Work-based learning experiences, which may include school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy, which may include peer mentoring



Pre-Employment Transition Services – In Depth

Authorized Activities (9) – “may be provided if reserve funds remain after all required services have been provided”

- Implementing effective strategies to increase likelihood of independent living and inclusion in communities and competitive integrated workplace
- Developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain CIE
- Providing instruction to VR counselors, school transition personnel, and other persons supporting students with disabilities
- Disseminating information about innovative, effective, and efficient approaches to achieve [goals]
- Coordinating activities with transition services provided by local education agencies under IDEA
- Applying evidence-based findings to improve policy, procedure, practices, and the preparation of personnel, in order to better achieve the [goals]
- Developing model transition demonstration projects
- Establishing or supporting multistate or regional partnerships involving States, local education agencies, designated State units, DD agencies, private businesses, or other participants
- Disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally underserved populations



Pre-Employment Transition Services – In Depth

Coordination Activities (4) – “must be carried out” and “reserve funds may be used”

- Attending IEP meetings for students with disabilities, when invited
- Working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships
- Work with schools, including those carrying out activities under IDEA, to coordinate and ensure the provision of Pre-ETS
- When invited, attend person centered planning meetings for individuals receiving services under Title XIX of the Social Security Act



Pre-ETS – In Practice

What Works

- All partners at the table and communicating a shared vision
- Services that build on each other – not one and done
- Strong family engagement – high expectations
- Strong employer engagement – career pathways



Pre-ETS – In Practice

Why It Matters

- Early self- and career-exploration builds students aspirations
- A variety of experiences builds students' skills
- Paid work experiences builds students' expectations



ODEP Resources

ODEP

www.dol.gov/odep

National Collaborative on
Workforce and Disability for
Youth (NCWD/Y)

www.ncwd-info.info



Additional Resources

Workforce Innovation Technical
Assistance Center (WINTAC)

www.wintac.org/

Youth Technical Assistance
Center (Y-TAC)

www.iel.org/vryouth-tac



Contact Information

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Youth Transitions: Pre-ETS Practices to Support Employment Outcomes

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What are the MOST Important Skills You Need as an Adult?



What Types of Employment Outcomes Do We Mean?

Competitive Integrated Employment

Rehabilitation Act Defines competitive integrated employment as:

Work performed on a **full-time or part-time basis** for which an individual is: (a) **compensated at or above minimum wage** paid by the employer to employees without disabilities **performing similar duties** and with similar training and experience; (b) **receiving the same level of benefits** provided to other employees without disabilities in similar positions; (c) at a **location where the employee interacts with other individuals without disabilities**; and (d) presented **opportunities for advancement** similar to other employees without disabilities in similar positions.

<https://www2.ed.gov/about/offices/list/osers/rsa/wioa/competitive-integrated-employment-faq.html>

Supported Employment Is....

- ... *competitive work*
- ... in an *integrated setting*
- ... for individuals with the *most severe disabilities*
- ... who, because of the nature and severity of their disabilities, need *ongoing support services*



Customized Employment

4 Key Elements

1. Meeting the job seeker's individual *preferences, strengths & interests*
2. Using a *personal representative* to assist the individual (e.g., counselor, job developer, advocate, employment specialist)
3. *Negotiating* successfully with employers.
4. Building a *system of ongoing supports* for the job seeker

What Leads to Employment?

- Work experience ... Work experience... Work experience..
- The MOST important predictor of post-school employment success
- Important during all phases of career development
- Students with disabilities should be provided opportunities to experience work-based learning in **integrated settings in the community** (not in school)
- **WIOA Pre-ETS is most recent**



NTACT

National Technical Assistance Center on Transition

Cross-Walk of Resources for Implementation of the Five Pre- ETS Priority Areas

<https://transitionta.org/system/files/events/Cross-Walk%20of%20Resources%20for%20Implementation%20of%20the%20Five%20Pre-ETS%20Priority%20Areas-6-18%20%281%29.pdf?file=1&type=node&id=1468&force=0>

Cross-Walk of Resources for Implementation of the Five Pre-ETS Priority Areas

Pre-ETS Area			
Job Exploration Counseling	Alabama	Transition Unlimited is an Alabama pre-employment transition services (Pre-ETS) initiative designed to build capacity and connect services to appropriately implement pre-employment transition services throughout the state. This site provides access to LEA Pre-ETS plans and provides links to related resources.	Auburn Transition Unlimited
	Florida	This site provides materials and resources related to career development to assist students with disabilities to define and refine their career paths. Included on this site are materials related to career exploration, assessment, and planning.	Project 10 - Career Development
	Iowa	This Iowa Department of Education website provides excellent information regarding transition assessment. The site includes an assessment matrix and a searchable index of over 400 assessment methods and tools.	Iowa Transition Assessment Website
	Minnesota	Minnesota's Pre-Employment Transition Services Toolkit provides Job Exploration Counseling definitions, preferred student outcomes and examples of possible job exploration activities to be completed in individual or group settings.	MN Pre-Employment Transition Services Toolkit
	Montana	Montana's Pre-ETS A Guide for Schools provides Job Exploration Counseling definitions, activity ideas for work plans and examples of allowable expenditure ideas for schools.	MT Rural Inst - Pre-ETS Guide
	Nebraska	Nebraska's Transition Planning Guide provides Job Exploration Counseling guidance questions, activities, and resources by grade level (middle school, grades 9-10, grades 11-12, and grades 12+)	http://transition.ne.gov/transition-planning-guide http://transition.ne.gov/sites/default/files/transition-guide-062216.pdf http://www.nebraskaworkplaceexperiences.com



1. Career/Job Exploration

Job Exploration & Counseling

- Activities to help students **explore career options and opportunities**
- Intended to foster **motivation, understanding** of options, and informed **decision-making**
- **Real-world activities** ensure that students recognize relevance of high school and post-school education
- **Individualized** with different experiences to support informed decisions about careers aligned to **preferences, interests and skills**.
- Activities at each grade level promote a **natural progression** with the **goal being the student is employed** after high school or after completion of their post-secondary training/education program

Examples: Job Explorations

- Career speakers
- Career and technical student organizations
- Course of study alignment with career interests
- Discovery
- Job shadowing
- Informational interviews
- Interests and ability inventories
- Labor market statistics and trends

2. Work-Based Learning Experiences

https://youtu.be/tl_SlLgPbSA

2. Work-based learning (WBL)

- Offers knowledge and skills to **connect school experiences** to **real-life** work activities
- **Employer & community involvement** ensures student engagement in most integrated setting possible.
- WBL can be both an **evaluation of skill attainment** and also student self-evaluation
- Work-based learning experiences can include paid or unpaid work experience, internships, apprenticeships, short-term employment, fellowships and on-the job training

Examples: Work-based learning

- Apprenticeships
- Business and career mentors
- Career related competitions
- Informational interviews
- Internships
- Job club
- Job shadowing
- On the job training
- Paid employment
- School-based work experiences
- Service learning
- Volunteering
- Work site tours
- Non-paid work experiences
- exploratory, expose student to make choices

3. Postsecondary Educational Counseling

3. Counseling

- Academic planning
- Information on Accommodations and Services in Post-Secondary Education
- College Affordability Planning
- College and Career Exploration and Selection Process
- Post-Secondary Education Application and Admission Process

4. Workplace Readiness

4. Workplace readiness for social & independent living

- Communication
- Financial Literacy
- Networking
- Orientation and mobility
- Problem solving & Critical thinking
- Professionalism
- Teamwork

5. Self-Advocacy Instruction

Including Peer Mentoring

5. Instruction in self-advocacy

- Requesting and Utilizing Accommodations
- Decision making
- Disability Disclosure
- Leadership skills
- Personal rights and responsibilities
- Self-Awareness and knowledge



Competitive Integrated Employment Toolkit

Effective Practices and Predictors of Post-School Success

NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Effective practices and predictors have been identified based on the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently NTACT is not identifying “unestablished” practices, but recognizes there are practices in the field for which there is not yet evidence of effectiveness.

The following table describes effective practices (based on experimental research) and predictors (based on correlational research) around the five core transition services that were outlined in the previous section. To learn more about EBPS and predictors follow the links below to the NTACT website.

Job Exploration Counseling	
*Career Speakers	
Research-Based Practices <ul style="list-style-type: none">• Supported employment• Impact of counselor education and consumer outcomes	Predictors <ul style="list-style-type: none">• Career Awareness
Career Student Organization	
Research-Based Practices <ul style="list-style-type: none">• Supported employment• Impact of counselor education and consumer outcomes	Predictors <ul style="list-style-type: none">• Career Awareness

- National Technical Assistance Center (NTACT) Employment Resources
 - Competitive Integrated Employment Toolkit (2017)
<https://transitionta.org/cietoolkit>
 - Cross Walk of Resources for Pre-ETS:
<https://transitionta.org/system/files/events/Cross-Walk%20of%20Resources%20for%20Implementation%20of%20the%20Five%20Pre-ETS%20Priority%20Areas-6-18%20%281%29.pdf?file=1&type=node&id=1468&force=0>
- Vocational Rehabilitation Youth Technical Assistance Center
<http://iel.org/vryouth-tac>
- Workforce Innovation Technical Assistance Center
www.wintac.org
- National Collaborative on Workforce and Disability-Youth
<http://www.ncwd-youth.info/>

More Resources

- Fair Labor Standards <http://www.dol.gov/whd/flsa/>
- Ensuring that Work-based Learning for Students with Disabilities Aligns with the Fair Labor Standards Act Training Agreement <http://transitioncoalition.org/blog/webinar/ensuring-that-work-based-learning-for-students-with-disabilities-aligns-with-the-fair-labor-standards-act-training-agreement/>
- Customized employment from the Rural Institute: <http://ruralinstitute.umt.edu/transition/careerplanning.asp>
- Griffin Hammis Associates <http://www.griffinhammis.com/>
- Work Support <http://www.worksupport.com/>
- Institute for Community Inclusion <http://www.communityinclusion.org/>
- Healthy and Ready to Work <http://www.hrtw.org/>
- National Center on Workforce and Disability <http://www.onestops.info/>
- National Collaborative on Workforce and Disability for Youth <http://www.ncwd-youth.info/>
- One Stops <http://www.onestops.info/>
- Start-up USA <http://www.start-up-usa.biz/>
- Free Curriculum to Support School-Based Enterprise:
http://www.lausd.net/lausd/offices/spec_ed/dots/School_Based_Enterprise/classroom%20project%20handbook.pdf

My Vision for Our Future!



Questions?



Contact Information

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