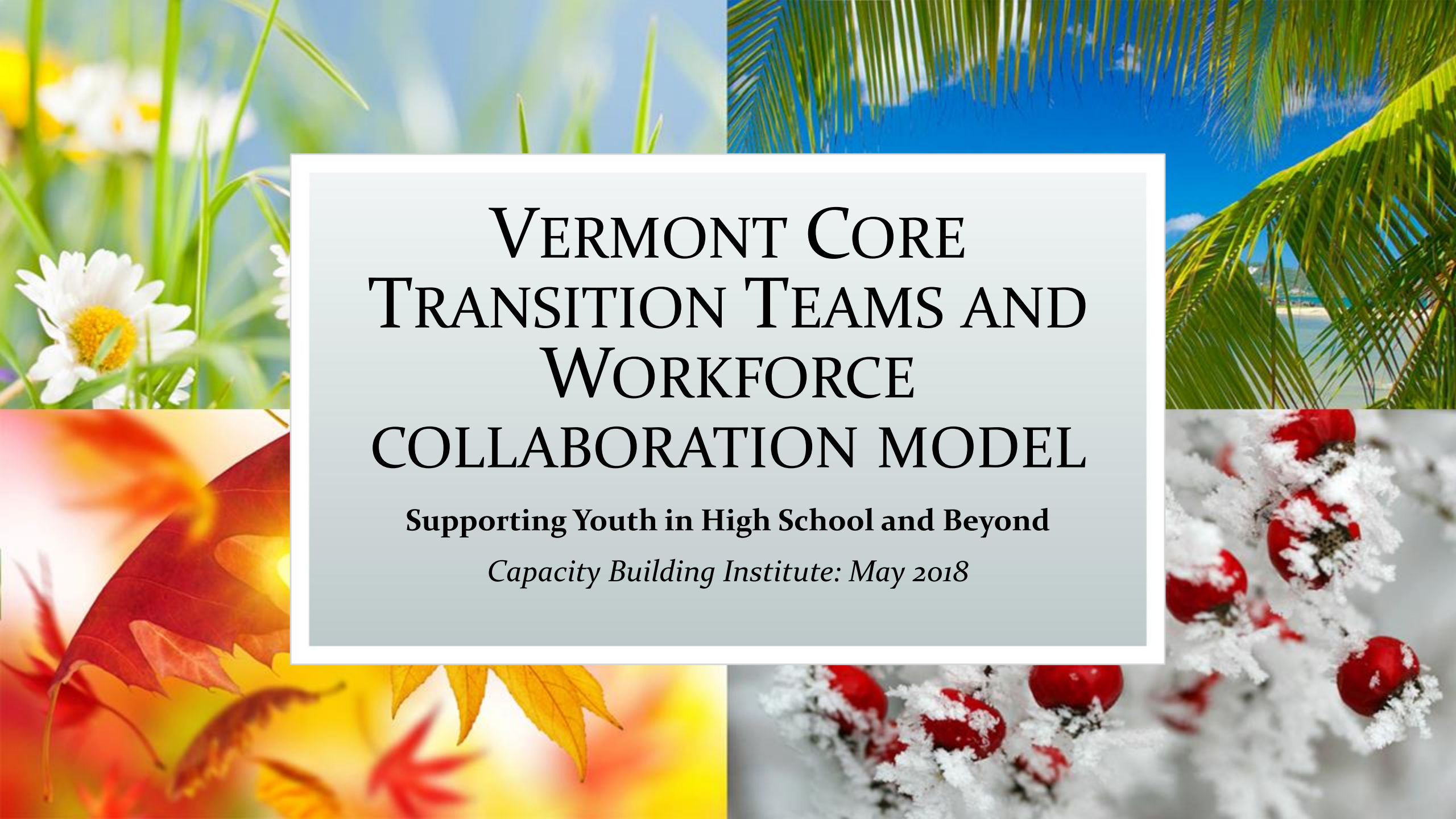


Vermont Core Transition Teams and Workforce Collaboration Model

Supporting Youth in High School and Beyond

Capacity Building Institute: May 2018

INTERAGENCY CORE TRANSITION TEAMS

Intention of interagency core transition teams

- Strategy for Pre-Employment Transition Services accessibility statewide and alignment with Interagency Collaboration;
- Increase capacity at the local level to develop, provide, and manage an effective transition process for students;
- Share resources and information, make connections with providers, and provide training to encourage the use of best practices;
- Provide input and information to local and regional school and policy boards regarding broader transition issues, especially when there are local obstacles (policy, practice, procedure) that stand in the way of successful transition;
- Liaison with the other transition initiatives.

Design of interagency Core Transition Teams

- Twelve teams across the state, with VR Transition Counselors as facilitators
- Meet monthly, bimonthly, quarterly at agreed upon location for 1 to 2.5 hours
- The roles of facilitator, timekeeper, minutes taker, and observer are shared
- Ongoing challenges:
  - Time and location that works for all members (especially school staff during the day)
  - All schools buy in

Design of interagency Core Transition Teams (continued)

- Representation from:
  - Schools (Special Educators, Work Based Learning Coordinators, 504 Coordinators, School Counselors, Special Education Directors)
  - College programs: Community Colleges, State and Private colleges, Transition College programs (College Steps, THINK College, SUCCEED, Project Search)
  - Designated agencies (both Developmental Services and Mental Health Services)
  - Department of Labor
  - Adult Learning
  - Employment partners (VABIR)
  - Vermont Family Network
  - Family Centers
  - Parents and students (in process)
  - Any local program that is working with youth!

Content of Interagency Core Transition Teams

- Share new initiatives both locally and statewide
- Training presentations on transition related topics (i.e., Agency of Education representative attending to discuss Transition plans)
- Share resources between teams– What does your program do? How can we collaborate?
- Transition/Career Fairs planned and implemented by team
- Identify needs/gaps in services and how to address this as a team

Interagency Core Team Event
October 17, 2017 at saint Michael's college

- Survey results from event:
  - 100% of those who responded rated the overall event as good to excellent!
  - 86% rated the World Café Opportunities (their choice of training topic) as good to excellent
- Comments from survey results:
  - "It was helpful to meet all the members of my Core Team group and to discuss our plans for moving forward".
  - "Inspiring stories, opportunity to connect with community partners"
  - "Collaboration and learning about successes and challenges from around the state"

Interagency core team event for October 2018

The committee is working on the following overall conference theme:

The transition implications of Flexible Pathways (PLPs, PBGRs, IEPs, Transition plans, etc.) and how it aligns with the services from team partners.

- ***Professional Development Day** dedicated to improving the transition to life after high school for students with disabilities*
  - **October 16, 2018 - 9am to 3:15pm/Killington Grand, Killington, VT**
  - ***Let's support our interagency teams through opportunities to share resources, learn from each other, and** create meaningful and effective transitions to adulthood for students with disabilities**!***

VERMONT AGENCY OF EDUCATION

Partnership with Agency of Education

- Regular meetings between VR Transition Program Director and AOE Post-Secondary Transition Coordinator
- Collaboration in Transition-related events, such as Interagency Core Team Collaboration Event and Work-Based Learning Team Series
- Shared investment in effective Core Transition Teams across the state
- Quarterly Agency of Education meetings with Division of Vocational Rehabilitation, Developmental Disabilities Service Division, Department of Labor, VT Assistive Technology, and Division for the Blind and Visually Impaired

Transition Readiness Tool

- Designed to address challenges for IEP teams in VT on graduation readiness
- Coordinated effort in developing the quantitative tool
- Used to determine the graduation date for students with disabilities, particularly developmental disabilities
- Graduation readiness includes preparation that is aligned with specific needs to be successful after high school

Vermont Graduation Readiness Tool

Non-Regulatory Resource for IEP Teams

Student engagement in the transition planning process has been identified as a predictor of success after high school. Instructions: IEP team members should award 0 - 2 points for each component. Note some sections may be not applicable (N/A) for a student.

	Student Name:	Points 0-2 Graduation Readiness	Points 0-2 Student Engagement
1	Student has met or will meet local general education requirements for graduation		
2	Student has an attendance rate that meets the graduation requirements of the school		
3	Student access to Transition Services via their IEP began at age 16		
4	Post-secondary transition plan in the IEP meets the 8 elements of Indicator 13		
5	The Summary of Performance is complete or a plan is in place to have it completed prior to the student graduating		
6	If the student has a para-educator, the team is considering ways to fade para-educator support in order to increase student independence		
7	If the student has a developmental disability, the team is working with the local developmental services agency to start the intake process		
8	If appropriate, the transition plan calls for work experiences and access to them is provided		
9	Student is eligible for dual enrollment and access is provided (if student was interested)		
10	For college bound students, the student and family has plans to visit the student support office at the college		
11	For college bound students, a plan is in place to get evaluations and the summary of performance to the student support office at the college (with student permission)		
12	If appropriate, as determined by transition assessment(s), the student has received training around independent living		
13	For students who will need services after high school, developmental services agencies, vocational rehabilitation (VR), or others were included in the transition planning for after the student completes high school (with parent/guardian permission)		
14	Student's IEP team has had early (age 16) cross-system involvement and information exchange between education, VR, and developmental services (if appropriate)		
15	Introduction of VR services to the student and family in collaboration with a VR counselor has occurred		
16	Supported decision making / alternatives to guardianship have been considered (typically only relevant for students with developmental disabilities)		

Graduation Readiness Key:
0= Not addressed
1= Parts of it were addressed
2= Completely addressed
Note: Zeros are different than N/A

Student Engagement Rating
0= Not engaged
1= Moderately Engaged
2= Very Engaged

Team Discussion:
In what areas is the student on track for graduation?
What areas does the team feel are lacking and what is the plan to address that?
Does the team feel that the student is ready to graduate/ exit high school?

Revised: October 2, 2017
Please send feedback on this document to
john.spinney@vermont.gov

VERMONT
AGENCY OF EDUCATION

(HTTP://EDUCATION.VERMONT.GOV/SITES/AOE/FILES/DOCUMENTS/EDU-SPECIAL-EDUCATION-VERMONT-GRADUATION-READINESS-TOOL.PDF)

AOE Indicator 13 Monitoring

- 10 Supervisory Unions per year
- Fall mandatory webinar-to train on development of transition plan and how to complete NSTTAC checklist
- 10 IEPs are selected and used for self review
- IEPs and self review checklist submitted to AOE for verification: November, February, April, and June (if necessary)
- Any individual instances of noncompliance will be identified and returned to for correction and resubmission
- 100% compliance is needed
- When 100% compliance is met, Supervisory Union is done for remainder of the year

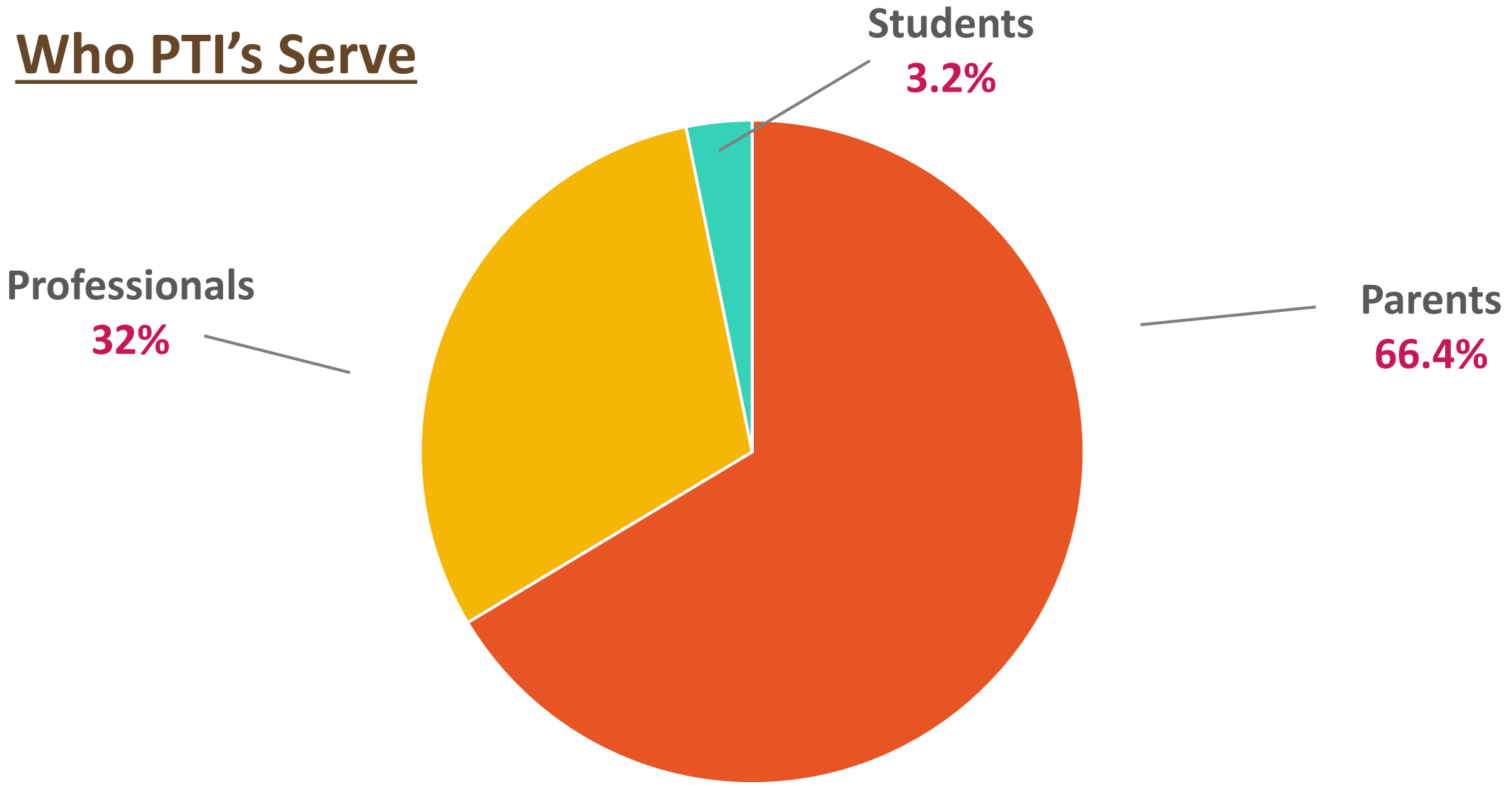
Vermont Family Network

(Parent Training Information Center)

The Vermont Family Network

- VFN is both the Parent Training Information Center and the Family to Family Health Information Center for Vermont.
- Provides up-to-date information and technical assistance to parents of children with disabilities regarding their children's disabilities, educational and developmental needs.
- Educates and assists youth ages 12 to 26 with attaining/improving self-advocacy skills, which is an integral part of transition planning.
- Educates and assists parents of transition-aged youth with disabilities to enable them to effectively participate in postsecondary transition planning for students with disabilities.
- Partnership with VR helps to build local capacity in addressing the needs of families of transition age youth with disabilities. Core team participation helps families stay involved and have a voice.

Who PTI's Serve



Collaboration with Vermont Family Network

- Vermont Family Network Transition Toolkit for Youth with Disabilities

http://www.vermontfamilynetwork.org/services/transition/transition-to-adulthood-toolkit/

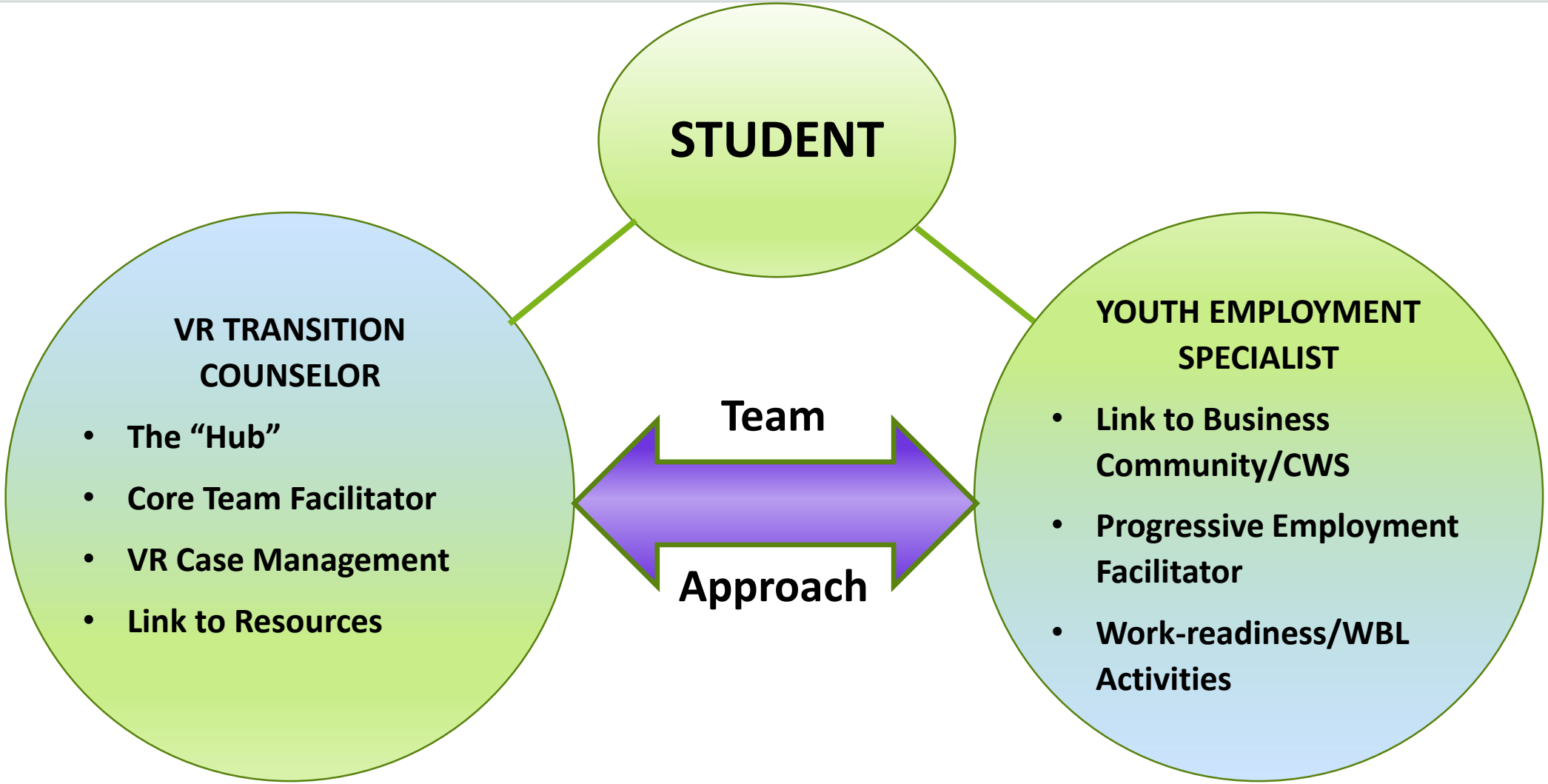
- Collaboration in planning for VocRehab (VR) and Statewide Transition training events
  - Interagency Core Team Collaboration Event
  - Vermont Student Assistance Corporation Transition Conference
  - Attendance at least one VR Transition Team monthly meeting
- Technical assistance for VR via phone and staff meetings (504 and IEP training)
- Role in gathering information for Needs Assessment via listening sessions
- Participation in the development of a Youth Advisory Committee and Youth Summit
- Sit on VR State Rehabilitation Council (SRC) and Division for the Blind and Visually Impaired SRC
- Involvement in reaching out to families about new initiatives, such as Linking Learning to Careers (LLC) Work-Based learning grant

WORKFORCE COLLABORATION MODEL

What is our model in Vermont?

- Close partnership with the Vermont Association for Business, Industry, and Rehabilitation
- Building a team around the dual customer approach
- Primary point of contact structure with employer outreach
- Making connections that work for both customers
- Thinking outside the box- utilization of Progressive Employment
- Partner connection and communication VR/VABIR/CWS

VR/VABIR Transition Model



Dual Customer - Make a good match

Employer

- Understand employer needs and challenges
- Under promise and over deliver
- Offer no risk low risk opportunities
- Build a long term relationship
- Provide support and recognition

Student

- Understand skills and interest
- Know challenges and barriers
- Offer no risk low risk opportunities
- Provide support and recognition
- Make good connections and meet them where they are at

VABIR Benchmark Activity Form

PRE-ETS BENCHMARK ACTIVITY REPORT FOR YES STAFF

AGENCY: Vermont Association of Business, Industry & Rehabilitation

Student Name_____

Date of referral_____

Date of Report_____

Check all services provided, and include date of service. Please make sure that there are case notes that correspond with each activity checked.

Service #1: Job Exploration Groups and Individual Activities
Job Exploration is defined as any of the below:

- Career Presentations (career speakers, labor market statistics and trends presentations) _____
- Interest and Ability inventories_____
- Resume and cover letter development (individual or group setting) _____

Service #2: Group Training in Workplace Readiness and Individual Training
Workplace Readiness Training is defined as any of the below:

- Communication (active listening, verbal and non-verbal communication) _____
- Financial literacy (budgeting, credit and debt management) _____
- Networking (general job search process, including interviewing) _____
- Orientation and mobility skills (teach students skills needed in order to travel independently and safely) _____
- Problem solving and critical thinking (conflict resolution) _____
- Professionalism _____
- Teamwork _____

Service #3: Work-Based Learning Experiences
A work based learning experience is defined as any of the below:

- Tier 1: Job shadows, work-site tours to learn about necessary job skills, informational interviews, business mentors or career mentoring, volunteering, service learning or workbased learning consultations with the schools
- Tier 2: Work experiences, internships, apprenticeships _____
- Tier 3: On-the-job trainings, paid competitive employment _____

Service #4: Opportunities for Post-Secondary Education/Training

Progressive Employment

- VocRehab Vermont believes in the value of Progressive Employment (PE) as a strategy to engage individuals with disabilities in work trials, build skills, enhance a resume, and explore career options.
- The purpose of Progressive Employment is to provide candidates with opportunities to explore careers, build skills, develop recent work experience, and establish relationships that will help them secure jobs in the community.
- PE also provides employers with a method to evaluate potential employees in an informal, low risk way.

Progressive Employment (continued)

The key principles are:

- Everyone is ready for something
- Small success leads to further success
- Progressive Employment provides flexibility and creativity based on each person's or employer's situation
- It is low risk for both the employer and the participant
- Progressive Employment is an engagement strategy and eliminates the need to be "job ready"

PROGRESSIVE EMPLOYMENT VIDEO

Progressive Employment (continued)

Progressive employment **IS**:

- A series of placement options geared to the skill level of the individual;
- A method to evaluate existing work skills, reduce fear and identify training, support or accommodation needs;
- A way to develop interpersonal and customer service skills;
- An opportunity for individuals to explore possible careers in short-term placements;
- A way to introduce a candidate to a prospective employer, especially for those individuals who struggle to get their foot in the door;
- A tool to build a resume and professional references;
- A continuum of potential placements: - company tour - job shadow - short-term work experience - on-the-job training - temp-to-hire;
- Negotiated by employment staff directly with the employer, and the purpose of training and skills/experience expectations are outlined in writing for both the employer and the participant;
- Provides a way for employment staff to “offer” a variety of options for an employer rather than “ask” for consideration of their customers for open positions; and
- A proven method to increase employers’ understanding of disabilities.

Progressive Employment (continued)

Progressive employment ***IS NOT***:

- A promise of employment;
- Providing a wage unless the employer places the person on their payroll through an On-the-Job Training option (Training offsets may be provided to the participant to cover transportation, meals, childcare or other out-of-pocket costs);
- Long-term subsidized employment or “warehousing” – generally work placements don’t last longer than 8 weeks;
- A violation of the Fair Labor Standard Act;
- Full time employment – generally the participant does not work in excess of 25 hours; or
- The only option – those who have skills and experience are placed directly into competitive

THANK YOU FOR YOUR TIME AND ATTENTION!!

VocRehabVermont
A PROUD PARTNER OF CREATIVE WORKFORCE SOLUTIONS

VABIR

Vermont Family Network

VERMONT
AGENCY OF EDUCATION