Pathways to Success: Transitioning into Tomorrow Together

2017-18 National Community of Practice (COP) Webinar Series

Collaborative Post-Secondary Education and Training Initiatives

March 21, 2018


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The National Community of Practice on Secondary Transition

The National Community of Practice on Secondary Transition is a group of various stakeholders from states and organizations across the United States who work collaboratively to ensure appropriate transition outcomes for youth and young adults with disabilities.
Agenda

- **A Brighter Future: A National Picture of Higher Education for Students with Intellectual Disability**
  Debra Hart, Think College; Institute for Community Inclusion; University of Massachusetts Boston

- **The Pennsylvania Office of Vocational Rehabilitation (OVR) - Post-Secondary Programs**
  Kim Robinson, The PA Office of Vocational Rehabilitation (OVR) PA OVR

- **Wilson Workforce & Rehabilitation Center – Post-Secondary Training & Initiatives**
  James Hall and Sharon Mullen, Wilson Workforce & Rehabilitation Center
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

Higher Education Opportunity Act of 2008

- Legitimacy
- Comprehensive Transition Program (CTP)
- Access to federal financial aid
- Federal Funding
  - Transition Postsecondary Program for Students with Intellectual Disability (TPSIDs)
  - Think College National Coordinating Center
- Accreditation
- Focus on student credential
- Building a body of knowledge
Definition in HEOA:

A student—
“(A) with intellectual disability characterized by significant limitations in—
“(i) intellectual and cognitive functioning; and
“(ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and
“(B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act.

What is a Comprehensive Transition Program (CTP)?

• Pathway to Title IV (i.e., federal) financial aid for students with intellectual disability (ID)
• Traditional requirements for accessing Title IV financial aid:
  • Required to be working toward a degree or certificate
  • Required to have a high school diploma, GED, or have passed an ability-to-benefit test
  • Federal Pell Grant, Supplemental Education Opportunity Grant, Work-Study
Categories of College Programs

• Transition and Postsecondary Programs for Students with Intellectual Disabilities
  • Model Demonstration projects funded by the US Department of Education, Office of Postsecondary Education

• Comprehensive Transition Programs
  • Programs that have been through an approval process and can offer access to federal financial aid

• College-based Transition Program
  • Programs serving transition aged youth 18-22 in college settings for final 2-3 years of transition program.
4,726

Less than 6% of all the colleges in the US.
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 (TPSIDs)

Data from 2010-2016
TPSID COHORT 1 & 2 (2010–2016)

More than 2,700 students served

88 CAMPUSES

31 STATES

Changing Expectations. Increasing Opportunities.

TPSID 2010–2020 GRANTEEES

Changing Expectations. Increasing Opportunities.

TPSID Cohort 1 & 2 Trend Data (2010–2016)
Positive Impact of TPSIDs

• General public awareness
• Engagement with new institutions of higher education (IHEs)
• Generation of new state policies, funding, legislation
• Data verifying that students with ID can go to college
Cohort 2

PROGRAMS

- 25 grantees
- 44 Institutes of Higher Education (IHEs)
- 10 2-year IHEs
- 34 4-year IHEs
- 12 Comprehensive Transition Programs

15 serve transition-aged high school students

2015-2016 Data from TPSID Cohort 2 sites

Cohort 2

STUDENTS

- 449 students
- Median age = 20
- Student ages ranged from 16—42
- 59% male
- 41% female
- 31%: percentage of students who were receiving special education services under IDEA.

2015-2016 Data from TPSID Cohort 2 sites
“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

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**CAMPUS MEMBERSHIP**

- 78% of programs had students who joined campus organizations
- 17 of the 34 campuses that had residential options offered housing to students in the TPSID program
- 98% of students had an official student ID

2015-2016 Data from TPSID Cohort 2 sites
COURSE ACCESS
Inclusive vs. specialized course enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
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</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>62%</td>
<td>57%</td>
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<tr>
<td>2011-12</td>
<td>55%</td>
<td>57%</td>
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<tr>
<td>2015-16</td>
<td>55%</td>
<td>57%</td>
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Specialized courses

Inclusive courses

TPSID Cohort 1 & 2 Trend Data (2010–2016)

Changing Expectations. Increasing Opportunities.

ACADEMICS

3
Average number academically inclusive courses students enrolled in per year

Students who attended programs that were more inclusive were significantly more likely to have a paid job while in the program than students who attended less inclusive programs. (54.2% vs. 39.1%, p = .002)

60%
Percentage of students who received accommodations or supports from the disability services office

2015-2016 Data from TPSID Cohort 2 sites

Changing Expectations. Increasing Opportunities.
Paid employment in college

COHORT 1

% of students with a paid job during the TPSID program
% of full-time undergraduate students who were employed

27% 30% 41% 41% 41% 39% 41% 39% 41% 41% 41% 43%

*Source: National Center for Education Statistics

EMPLOYMENT

Career Development and Employment in 2015–16

- 56% of employed students had NEVER held a paid job prior to enrolling in the TPSID
- 14% Neither: no job nor CDE
- 18% Paid job only
- 25% Both paid job and CDE
- 43% CDE only
- 43% paid job

2015-2016 Data from TPSID Cohort 2 sites

ThinkCollege
Changing Expectations. Increasing Opportunities.
Mixed message on employment

- Paid jobs are increasing
- Demonstrates students can take classes and work
- Demonstrates student can hold internships and paid work simultaneously
- Cohort 2 YR1 (2015) employment rate is 59% higher than Cohort 1 YR1 (2010)

- College programs must address gaps in previous programming
- Staff need training/support/supervision on job development/support
- Overreliance on job tryouts
- Under emphasis on paid employment
- Need to identify whose job it is and hold them and the system accountable.
CREDENTIAL ATTAINMENT
Percentage of students who earned a credential

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<td>2014-15</td>
<td>80%</td>
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<tr>
<td>2015-16</td>
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<td>72%</td>
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TPSID Cohort 1 & 2 Trend Data (2010–2016)

One Year Outcomes

61% students who completed a TPSID program had a PAID JOB one year after exit
Additional One Year Outcomes

• 1/3 of individuals were living alone, with a roommate, with their significant other or their living situation was not reported
• 2/3 of individuals were living with family 1 year after completing TPSID
• 92% of individuals were either satisfied or very satisfied with their social life

It matters what students with ID get out of college

Think about:
• 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?

“So what?”
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

Students with ID can work while they go to college but there is room for improvement in the supports offered by programs

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

It’s all about expectations......
Postsecondary education is a most important key to shaping a new reality for people with disabilities. It has the exciting potential to create a future based *not* on low expectations, the cant’s and shouldn’ts, but on the high expectations of productivity and personal and economic freedom.

-Madeleine Will
The Pennsylvania Office of Vocational Rehabilitation (OVR) Post-Secondary Programs

Kim Robinson, M.S., CRC
Division Chief, Transition and 511
PA OVR Bureau of Central Operations
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Continuum of Post-Secondary Counseling

Early Reach begins group instruction
College events
Promoting Academic Success
Summer Academies
A Achieve

Pennsylvania Office of Vocational Rehabilitation

Early Reach: Group Instruction

Post-Secondary Group Instruction Concepts

- Why Post-Secondary?
- Options
- Searches
- Applications
- Disability Services
- Disclosure & Reasonable Accommodations
- Other Campus Resources and Supports
- Financial Aid Overview
- Am I Ready?

Pennsylvania Office of Vocational Rehabilitation
College Events

College Bound
Career Bound
Tours of Training Programs
Provider Events

Promoting Academic Success (PAS)

A one credit, 8-week class, typically in a college setting, which covers a variety of topics designed to help high school students with disabilities explore postsecondary options and prepare for the transition from high school to postsecondary training.

Topics include:
- Differences between high school and college
- Reading and study skills
- Disability disclosure and self-advocacy
- Decision-making strategies
- Disability law
- Assistive Technology
Summer Academies

- Day or overnight programs
- Offered at community settings like community colleges and universities
- Include career exploration, post-secondary exploration, and workplace readiness

Pennsylvania Office of Vocational Rehabilitation

Summer Academies

- Early Reach Academy (Harrisburg)
- Launch Academy (Pittsburgh)
- Pre-Employment Transition Experiential Training (Williamsport)
- The Academy (New Castle)
- Deaf/HH Summer Academy (Statewide)
- Summer Academy for Students who are Blind/Visually Impaired (Statewide)
- 2017 Early Reach Transition Academy (Allentown)

And more!
College Support Programs

**A ACHIEVE**

*An Autism College and High School Integration for Educational and Vocational Excellence*

- Edinboro University of Pennsylvania – BASIS Program
- Indiana University of Pennsylvania – Labyrinth Center
- Kutztown University – My Place
- West Chester University – Dub Cap Program

Questions?
Since 1947, when our first clients were admitted, WWRC has been making a difference in people’s lives by helping them gain independence and employment. We enjoy a strong legacy of service to people with disabilities in the Commonwealth of Virginia.
How Does a Client get to WWRC?

- WWRC accepts applications of any individual with a disability whose needs are compatible with the structure, staff, and other WWRC resources.

- Primary consideration is given to [Virginia Department for Aging and Rehabilitative Services](http://www.vdadr.org)'s clients pursuing vocational goals.

- Applications are accepted continuously throughout the year and are valid for 12 months from the date of completion.

- WWRC schedules weekly admissions throughout the year. Scheduled admissions are dependent on program availability and curriculum.

Admissions Criteria

1. Must be medically, physically and psychologically stable.
2. Must be screened/evaluated prior to admission if there is evidence of a current or past infection or colonization with a multi-drug resistant organism.
3. Current behavior will not jeopardize the health, safety, or rehabilitation program of self or others at the Center.
4. Willing and able to comply with WWRC community living standards (rules and regulations).
5. Documented plan for immediate removal from WWRC if deemed necessary.
6. In conjunction with the referral source, must have a viable plan for community reintegration (discharge plan) addressing residential options as well as community support service needs.
7. Possess a favorable prognosis to complete and benefit from the services requested.
8. Provide a primary care physician and contact information.
9. Upon request, provide current documentation from a physician, mental health or other professional providing treatment, or diagnostic services.
10. Must be 18 years of age or older to be admitted for residential services.
Order of Selection

• Categories

• Criteria for these priority categories are consistent with federal requirements and prohibitions (per 2016 Federal Regulation 34 CFR § 361.36). If the agency is operating under order of selection, the priority categories, from highest to lowest, shall be:

  Priority I: An individual with a most significant disability in accordance with the DRS definition of most significant disability. See Chapter 3, DISABILITY CRITERIA, Policy 1, Section B.

  Priority II: An individual with a significant disability that results in serious functional limitations in one (1) or two (2) functional areas and who requires two (2) or more substantial vocational rehabilitation services for at least six (6) months.

  Priority III: All other individuals determined eligible for the Vocational Rehabilitation program.

Vocational Evaluation:

• Vocational Evaluation is an educational process in which:

  • A client obtains greater self and work knowledge through participation in work activities designed to evaluate vocational skills, interests, and abilities

  • Clients learn about the functional impact of their disability in relation to their career options

  • Clients learn about assistive technology and the devices and accommodations needed to remove barriers to employment

  • The evaluation process encourages personal involvement in career planning and development and empowers clients by increasing their self-confidence in career decision making
Vocational Evaluation Continued:

- **Program Length:** One to four consecutive days
- **Location:** WWRC, Vocational Evaluation Department. Clients reside in a WWRC campus dormitory

This comprehensive evaluation uses hands-on experiences and career exploration in a variety of work areas. Primary assessment components of each work area include:

- work behavior/social skills
- work performance/abilities
- strengths relative to employment outcomes
- barriers to employment
- accommodation needs

- Specific work samples can be designed to focus on specific vocational objectives. Currently WWRC’s Vocational Evaluation Program offers 23 occupational cluster areas for exploration.

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Postsecondary Education Rehabilitation Transition (PERT) Program

- The PERT Program is a highly effective high school transition initiative supported by the [Virginia Department of Education](http://www.vde.org) and administered through the [Virginia Department for Aging and Rehabilitative Services (DARS)](http://www.vdae.org) at Wilson Workforce and Rehabilitation Center (WWRC)

- PERT Program services are provided on the WWRC Campus where high school students reside in a dormitory

- The PERT Program assists high school students in their transition from high school to post secondary options by helping them answer these questions:
  - What’s out there for me?
  - What are my talents?
  - What are my interests?
  - What types of jobs might I enjoy doing?
  - What skills do I need to become employed?
  - What do I need to learn to live on my own?
Pre-employment Readiness and Education Program (PREP)

• The PREP is a nine-week introductory program which is divided into three-week modules. Students participate in classes designed to provide a foundation of soft skills as part of their transition to employment. Goals include an introductory exposure to soft skills that support a student’s ability to:
  • Seek and secure employment
  • Increase awareness of interpersonal interactions that may impact employment
  • Expand and enhance personal management skills that will increase potential for successful employment
  • The PREP incorporates WWRC’s living and learning environment to build on and provide opportunities to practice and apply learned skills. On and off campus activities provide an introduction to develop skills across three areas:
  • Pre-Employment Skills
    Work behaviors, attitudes, habits, job seeking skills, customer service, effective communication and vocational exploration
  • Interpersonal Skills
    Social skills, self-determination, self-advocacy, disability awareness, interpersonal communication, initiative, and dependability
  • Personal Management Skills
    Money management, time management, self-management of chronic health conditions, leisure skills and education, and learner’s permit

Vocational Training

• WWRC’s Vocational Training Department provides workforce training, education and other supports that result in industry-recognized credentials and competitive employment outcomes for persons served

• This is achieved in partnership with DARS and through continuous employer engagement

• Vocational Training Programs are specifically designed to help clients achieve successful careers

• All instruction is competency-based and each program is updated regularly with the assistance of Advisory Committees to ensure that it meets current business and industry needs

• Faculty hold a variety of undergraduate and graduate degrees, with specialized skills in their subject matter

• Vocational Training Programs are accredited by the postsecondary accreditation body of the Accrediting Commission of the Council on Occupational Education (COE)
Vocational Training Continued:

- Vocational Training Graduations are held quarterly in March, June, September and December each year

- Clients who have fully completed their programs of study during that quarter are eligible to participate in the graduation

- Graduates are awarded a Certificate of Attainment bearing the accreditation seal of the Council on Occupational Education

- Transcripts are available upon request to the WWRC Records Management Department. Special awards are bestowed upon deserving clients during each graduation ceremony

AUTO MECHANICS

- ETO - General Service Technician
- Automotive Service Technology
- ASE Student Certification

- Auto Service Technician
- Maintenance and Light Repair
- ASE Student Certification

- Tire/Lube Technician

Assessment Process:
- Career Readiness Certificate
- Safety
- OSHA10
- Flagger Certification
- Customer Service (NHF)

Yellow denotes recognized industry-standard credentials
**GENERAL OFFICE/ADMINISTRATIVE ASSISTANT**

- Microsoft Office Master
- Microsoft Office Expert
- Microsoft Office Specialist
- Core Curriculum

Assessment Process:
- Career Readiness Certificate
- Introduction to Core Curriculum
- Customer Service (NRF)

Yellow denotes recognized industry-standard credentials

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**COMPUTER SUPPORT SPECIALIST**

- Security+ Certification
- Network+ Certification
- A+ Certification
- Microsoft Technology Associate

Assessment Process:
- Career Readiness Certificate
- Core Curriculum
- Customer Service (NRF)

Yellow denotes recognized industry-standard credentials
CULINARY SKILLS/FOOD SERVICE TRAINING

- Cook’s Assistant
- Kitchen Assistant
- Cafeteria Attendant
- Dishwasher

Assessment Process:
Career Readiness Certificate
ServSafe Food Handler
Customer Service (NRF)

EXTERNAL TRAINING OPTIONS

Program of Choice

- ETO RG (2-4 Weeks Additional Preparation)

Assessment Process:
Career Readiness Certificate
Customer Service (NRF)

Yellow denotes recognized industry-standard credentials
Assessment Process:

**Health Occupations**
- Certified Nurse Aide
- Personal Care Aide

Yellow denotes recognized industry-standard credentials

**Manufacturing Technology Training**
- Manufacturing Specialist
- Manufacturing Worker

Yellow denotes recognized industry-standard credentials

Wilson Workforce and Rehabilitation Center
MATERIALS HANDLING

Assessment Process:
Career Readiness Certificate
Customer Service (NRF)
Forklift
Osha10

Certified Logistics Technician
Certified Logistics Associate

CVS - Training

Stock Clerk

Assessment Process:
Career Readiness Certificate
Customer Service (NRF)
Forklift
Osha10

PRODUCTION AND ASSEMBLY

Certified Logistics Technician
Certified Logistics Associate

Production Worker

Assessment Process:
Career Readiness Certificate
Safety
OSHA10
Flagger Certification
Customer Service (NRF)
Student Internship Program

- WWRC Training Programs include a six-week community-based internship when mastery of skills and tasks in a classroom-based environment is attained.

- This allows students in these training programs to translate skills into practice and demonstrate a working understanding within a workplace setting.

- The Vocational Training Student Internship Program (SIP) Coordinator is responsible for working with the instructor and student to identify viable internship options.

- Wherever feasible and appropriate, community-based internships within the individual's home community are encouraged. This may result in a bona-fide placement for the Agency if the individual has performed well, a job opening is available for which he/she is qualified, and an offer of employment is made.

WWRC Partnerships

- Business (CVS)
- Higher Eduations(Virginia Community College System): Blue Ridge CC
- Federal Department of Labor (Pre-Apprenticeship Programs) MTT
- Virginia Department of Education (VDOE) State Operated Programs (SOP)
- Shenandoah Valley Workforce Development Board (SVWDB)
Questions

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April 18, 2018 (2:00 PM – 4:00 PM) EST
Youth Engagement/Self-Advocacy Practices
Contact Information

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NTACT
National Technical Assistance Center on Transition