Guideposts for Success to Support Employment Transition for Youths with Disabilities: Research, Policy and Vocational Rehabilitation Practice

A webcast of the Center on Knowledge Translation for Disability and Rehabilitation Research (KTDRR)

Sponsored by the American Institutes for Research (AIR) and SEDL, an Affiliate of AIR

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Agenda

- Overview of Activity
- Presenters
- Discussion
- Wrap up
Overview

• What is the research and its evidence base on Guideposts for Success (or Guideposts)?
• What are the key issues that VR practitioners should consider when implementing Guideposts?
• What are the federal and state level policies surrounding Guideposts for transition youths with disabilities?
• What are some of the VR practices related to Guideposts?
• What is the role of practice guidelines in supporting VR practitioners to implement Guideposts with transition youth with disabilities?
Presenters

• **Richard Luecking**, Ed.D, President of TransCen, Inc., Co-Principal Investigator for the National Center on Transition to Employment for Youth with Disabilities

• **Curtis Richards**, Director, National Collaborative on Workforce & Disability for Youth, Institute for Educational Leadership

• **Laura Spears**, BA, Transition Services Coordinator, South Carolina Vocational Rehabilitation Department
Guideposts for Success (NCWD/Y, 2005)

- School-based preparatory experiences
- Career preparation and work-based learning experiences
- Youth development and leadership
- Connecting activities
- Family involvement and supports
Academic Preparation & Work:
Phillip becoming a graphic designer
Youth Empowerment: Kyndal at Sinai Hospital

• Job in telecommunications department as the result of leading her IEP
Service Connections: Camille at Department of Corrections
Family supports: Ramon at Dr. Morgenstern
Work!: Tamika at Department of Agriculture
Work!: Kirsten at Consumer Product Safety Commission

Photographs on slides 6-11 used with permission from TransCen, Inc.
Transitioning Youth: A Common Definition?

Definitions in use:

- Ages 16 – 21 (IDEA)
- Ages 16 – 24 (WIA)
- Ages 14 – 24 (YTD Demonstration)

A useful way for VR to consider transitioning youth:

- Begin service 2 years prior to projected school exit
- Continue service post-school until case closure
Research and the Guideposts framework

• National Youth Transition Demonstration (Fraker, et. al, in press)
  – Work and earnings of youth on SSI increase under certain conditions

• Maryland Seamless Transition Collaborative (Luecking & Luecking, 2013)
  – Youth exit school with employment and/or post-secondary education enrollment in place
Guideposts and VR Practice

- Early case initiation (two years prior to projected school exit) = higher rates of successful case closures
- Collaboration with education and other community partners = higher rates of successful case closures
- WORK and JOB EXPERIENCE prior to school exit = higher likelihood of adult employment
- Not just any job: Youth empowerment, family supports = better job matches and longer job tenure
Key policies for employment of transitioning youths with disabilities

- National Policies Grounded in Federal Law & Regulations
- Individuals with Disabilities Education Act (IDEA)
  - Age = Not later than 16
  - Planning for postsecondary education, employment, & community living
    - IEPs, Due Process, Student Involvement
  - Content of Transition Services
  - Outcome Indicators = 13 & 14
More Federal Policy

- Workforce Innovation & Opportunity Act (WIOA)
  - Title I Youth Services
  - Emphasis on career development and pathways
  - Emphasis on out-of-school youth (75%)
  - Work-based learning requirements (20%)
  - Improved Outcome Measures
- Title I Disability Provisions
  - Nondiscrimination, accessibility, & advisory board
More Federal Policy (cont.)

- WIOA Title IV: Vocational Rehabilitation Act
  - Required to work with schools
  - VR Can Pay for Transition Services
  - Emphasis on Competitive, Integrated Employment
  - New Emphasis
    - 15% of Transition, 50% of Supported Employment
    - Increased emphasis on exploring and practicing work
    - Pre-employment transition services
    - Discourages subminimum wage placements
State & Local Policy

- Implementing State Legislation & Regulations
  - IDEA age alignment (14 vs 16)
  - ILPs & IEPs
- State Agency Leadership Initiatives
  - Sparked by Federal Grants (e.g. YTDP, PROMISE)
  - Interagency Collaboration
- Resource driven
- Culture & Myth
Differences and Similarities in Policies Across States

- Lot of similarities aligned with federal policy
- Some big differences
  - IDEA age alignment
  - When VR is in schools
  - VR supporting postsecondary education
  - Cooperative Agreements
  - Work-based learning requirements
  - Sheltered employment placements
Policy Implication of Research on Guideposts for Success

- Guideposts built on 30 years of research & demonstration projects
- Only a little research based on the Guideposts
- Guideposts are helping influence policy & practice
- Guideposts are 10 years old
  - Lot of new research in the last 5 years
  - In midst of updating as we speak
Strategies for Stronger Impacts on Federal and State Policy

- Education of state and local agency and program staff
- In service & pre service training and professional development
- Creation of more implementation tools
- More research based on utilization
Your Advice for VR Practitioners when Implementing Policies Related to Guidepost for Success or Similar Models

- Guideposts are merely a framework for looking at the whole needs of youth
  - Use as a checklist of sorts
  - Use to identify resources & partners
- Look for professional development opportunities
- Learn from peers
- Use existing tools, create your own, ask for more
The Guideposts for Success & SCVRD Transition Services

South Carolina VR Department (SCVRD) uses the Guideposts for Success (the Guideposts) as a framework for defining, developing, and tracking its youth transition services and programs throughout the state.

State Perspective on Using the Guideposts for Success-South Carolina

http://www.ncwd-youth.info/innovative-strategies/state-perspectives/south-carolina
How We Started

- SCVRD implemented its first High School High Tech (HS/HT) program in 2005.
  - Looked at how Florida implemented HS/HT
  - Florida developed an activity guide based on the Guideposts

Taking it a Step Further

- In 2007 SCVRD was awarded a 5-year transition demonstration grant to fund a Youth Employment Services program in four sites.
  - Incorporated Guideposts-aligned activities
  - Developed a Student Profile to collect personal, social, work experience history to assess student’s strengths and interests.
Incorporating Guideposts into all Transition Services

- Exposing students to various career options and role models through career exploration activities (e.g. Disability Mentoring Day job shadowing, mentoring, and service learning);
- Helping students develop and practice soft skills through group activities with supportive peers;
- Engaging students in individualized work experiences while they are still in high school; and
- Promoting self advocacy and leadership skills development opportunities through participation in the state’s Youth Leadership Forum.
Aligning VR Services with the Guideposts

<table>
<thead>
<tr>
<th>Guideposts For Success</th>
<th>Preparatory Experiences</th>
<th>Work Experiences</th>
<th>Personal Development and Leadership</th>
<th>Connecting Services</th>
<th>Family Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE Assessment</td>
<td>Job Readiness Training</td>
<td>Youth Leadership Forum (YLF)</td>
<td>Diagnosis and Treatment</td>
<td>Consultation with parent(s)/guardian(s) regarding assessments, services, progress and outcomes</td>
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</tr>
<tr>
<td>Career Exploration</td>
<td>On-the-Job Tryout</td>
<td>Junior Achievement</td>
<td>Rehabilitation Technology</td>
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</tr>
<tr>
<td>Workforce Trends</td>
<td>Internships</td>
<td>Participation in Service Learning</td>
<td>Post-Secondary Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Trips to Post-Secondary Training</td>
<td>Participation in Work Experiences provided through other entities</td>
<td>Participation in school sponsored extra-curricular activities</td>
<td>Information and Referral to other Community Services Providers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Seeking and Survival Skills Instruction</td>
<td>Job Shadowing</td>
<td>Exposure to role models</td>
<td>Personal Assistance Services</td>
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<td></td>
</tr>
<tr>
<td>Counseling And Guidance</td>
<td>Site Visits to Industry</td>
<td>Youth Leadership Activities, i.e. self advocacy, building confidence and, communication skills</td>
<td>Community Services Providers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guest Speakers</td>
<td>Part-Time Jobs</td>
<td>Disability History, Culture, and Policy</td>
<td>Transportation Benefits Planning, Tutoring</td>
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<tr>
<td>SCVRD Provided/Arranged Services</td>
<td>Site Visits to Industry</td>
<td>Goal Setting</td>
<td>Interpreter Services</td>
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<td></td>
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<td>Occupational licenses, tools, equipment, etc.</td>
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</tr>
</tbody>
</table>
Current Practices

- All new transition counselors attend Transition 101 and are introduced to the Guideposts
- “Guidepost Activity” is a category used when documenting in Case Notes
- Each Guidepost will be included on the student’s IPE
Practice Guidelines Discussion
How can practice guidelines help VR practitioners to implement Guideposts to support employment of transition youth?

- Guideposts serves as a framework for optimum transition practice because they are research-based.
- For VR practitioners this points to those interventions that are most likely to lead to successful post-school employment for youth.
How can practice guidelines help VR practitioners to implement Guideposts to support employment of transition youth? (cont.)

- Guideposts ARE “standards of practice” or practice guidelines
- NCWD/Youth has a number of “guides” applying the Guideposts
  - LD, MHN, JJ, FC, SD, Families
  - YSP/KSA Standards & Study guide
  - Resource mapping tool
How can practice guidelines help VR practitioners to implement Guideposts to support employment of transition youth? (cont.)

- Provide structure in ensuring transition youth receive services that will provide the most successful outcomes.
- Broaden the scope of possibilities for students.
What type of information should the guide include?

- Guideposts components suggest these VR practices
  - Early case initiation (two years prior to projected school exit) = higher rates of successful case closures
  - Collaboration with education and other community partners = higher rates of successful case closures
  - WORK and JOB EXPERIENCE prior to school exit = higher likelihood of adult employment
  - Not just any job: Youth empowerment, family supports = better job matches and longer job tenure
What type of information should the guide include? (cont.)

- NCWD/Youth approach
- Guides should start with common definitions/populations
- Explanation of the Guideposts with all elements
- Application of each category with background information, examples, tools and resources
What type of information should the guide include? (cont.)

- The guide should be simple and easy to follow
  - A foundation to include the evidence that supports this is an effective model
- An explanation of what the Guideposts are
- Examples of how the Guideposts are utilized
- Outcome measures based on research of the Guideposts

Stergiou-Kita M, & Grigorovich A. J Occup Rehabil 2013
Who should be involved in developing the practice guidelines?

- People knowledgeable about the Guideposts, transition to employment, and VR including:
  - Researchers
  - VR counselors
  - State VR agency staff
  - Transition coordinators
  - Employers
  - Transitioning youth with disabilities and their family members
Who should be involved in developing the practice guidelines? (cont.)

- When developing the Guideposts, more than 50 national and state organizations/leaders were involved representing a broad stakeholder base
- Convened separate “practice networks” for each of the subpopulation Guideposts
- Always need to cast a wide net to capture multiple stakeholder input/advice
Who should be involved in developing the practice guidelines? (cont.)

- The developers of the Guideposts
- Professionals who can identify practices they use based on the Guideposts
- Any organization that serves transition youths to facilitate employment
- An employer(s) who is able to identify and understand the Guideposts
Wrapping Up  

Thank you for participating!

• We invite you to:  
• Provide your input on today’s webcast  
• Share your thoughts on future webcasts topics  
• Participate in the Community of Practice to continue the dialogue  
• PLEASE CONTACT US:  

   ktdrr@sedl.org

Please fill out the brief evaluation form:  
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