

# 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)*

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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



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## 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.

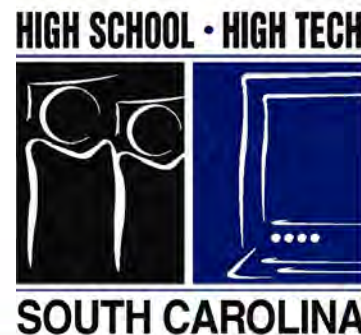
*State Perspective on Using the Guideposts for Success-South Carolina*

<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

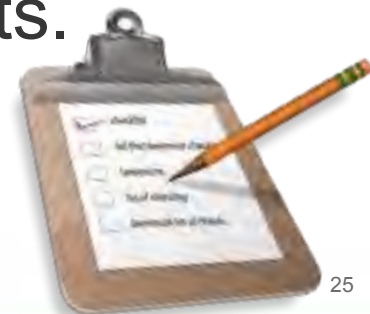
[http://www.abletrust.org/hsht/resources/doc/  
Activities-Toolkit-2012-2013-Introduction.doc](http://www.abletrust.org/hsht/resources/doc/Activities-Toolkit-2012-2013-Introduction.doc)





## 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

Transition from School to Work Service Matrix  
GUIDEPOSTS

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

## 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

## 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:*

<http://www.surveygizmo.com/s3/1844943/Transition-Eval>

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