

# Enhancing School to Work Transition Partnerships

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Training

September 29, 2015

# Learning Objectives

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- ◆ Review of important special education indicators
- ◆ Transition defined and components
- ◆ Transition best practices
- ◆ Building relationships with families and high schools
- ◆ Visual portfolio's
- ◆ Community Action teams
- ◆ Vocational Themes
- ◆ Family Directed Discovery

# Promising Practices

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- ◆ Family members expressing interests in PAID community employment; and
- ◆ Students experiencing PAID community employment before leaving school

Are the TOP TWO predictors of students having paid integrated employment after graduation.

# School to Work Transition

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- ◆ Special Education Indicator 13- requires that all special education students have an “effective” transition plan
- ◆ Special Education Indicator 14- Requires the tracking of students served one year after leaving school and report on the percentage of students in higher education, COMPETITIVE EMPLOYMENT, OR BOTH!!
- ◆ Increasing numbers of families are taking legal action to attain compensatory education \$\$\$ to help students improve their 18.4% chance of being successfully employed after high school

# Individuals with Disabilities Education Act (IDEA)

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- ◆ Transition- is a “results-orientated process” that should support the academic and functional achievement of special education students so that they can go onto successful post-secondary education, independent living, and and work in the community

# Key Components of Successful Transition

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- ◆ Connecting with Adult Agencies
- ◆ Students Involvement/Self Determination
- ◆ “Nothing About Me Without Me”
- ◆ Individualization of the Transition Plan
- ◆ District Commitment to Transition Quality
- ◆ Appropriateness of the Transition Plan
- ◆ University of Iowa 208

# Agency Contacts/Adult System

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- ◆ Individual Education Planning (IEP) teams should involve bringing agencies that provide transition services to the table so that both school services and post school services can be identified and included the IEP as part of transition planning
- ◆ Motivating families to start the transition process early, good stories, parent to parent communication, be candid about your observations, parent educational functions, college night, agency night

# Individualization of the Transition Plan

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- ◆ In meeting the individual needs of students, we should develop a variety of “creative” solutions that include community-based programming that allows a student to apply the skills they have learned, functional skill development that can take place after a student has participated in graduation ceremonies with peers, provided in “real life” settings rather than “artificial settings.”
- ◆ Work-based learning experiences, which maybe in-school or after school opportunities, or experiences outside the traditional setting (including internships), that are provided in an integrated environment in the community to the maximum extent possible.  
Work Force Investment Act (WIOA 2015)



# Work Force Investment Act (WIOA)

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- ◆ Went into effect on 7/01/2015
- ◆ Enhanced School to Work
- ◆ “Congress makes clear that youth with significant disabilities must be given every opportunity to receive the services necessary to ensure the maximum potential to achieve competitive employment”

# What we hear from families

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- ◆ Most families feel lost in the adult system and get the best information from other parents
- ◆ Young people often report being confused and frustrated returning to school after graduating and not having their friends and neighbors around

# Building Relationships with Families and High Schools

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- ◆ “You can’t build a reputation based on what you are going to do” Henry Ford
- ◆ Often starting with ONE motivated family
- ◆ Staying focused on graduating with a job or soon after
- ◆ Helping families apply for Social Security SSA benefits
- ◆ Helping school’s and families to coordinate with the Office of Vocational Rehabilitation services (OVR)
- ◆ Helping families to sign up for Medicaid Waivers and other adult funding

# Subcontracting Transition Services with Community Rehabilitation Providers (CRP)

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- ◆ Families sometimes are interested in working with a (CRP) to work on employment activities in the community before graduation
- ◆ Some smaller high schools are interested in work with CRP's to assist students to Discover the World of Work and attain employment before graduation
- ◆ Often focusing on students with significant barriers to employment who usually require a more customized approach

# Betsy's Success Story

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- ◆ Betsy and her employment team used a power point presentation to represent her career development and attainment of a full time position

# Job Objective

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- ◆ I would like an office job close to my home
- ◆ I could use my computer skills and office skills in a small and friendly environment.
- ◆ I would like my own desk and my own computer

# Skills

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- ◆ Computer skills, excel, word, fourth shift
- ◆ AP Check Release ABRA, Check schedule
- ◆ Organizational Skills: Proofreading skills,
- ◆ Phone Skills and filling skills

# Job Experience

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- ◆ MBF Center Computer Skills
- ◆ Arbor Career Center Job readiness
- ◆ Work at CW Industrial Clerical work
- ◆ Holy Redeemer Hospital Clerical Work
- ◆ Harmelin Media filed book copies to be paid copies
- ◆ Worked in my DAD's office copying and filing and greeting patients



# Courses

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- ◆ Accounting
- ◆ MBF Center computers
- ◆ XP Workshop
- ◆ Office Machines
- ◆ Youth Empowerment program
- ◆ Media Production Workshop
- ◆ Digital Film Making
- ◆ Cosmetology
- ◆ Partners in Policy

# Life Objective

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- ◆ Live on my Own
- ◆ Live with friends
- ◆ Have a good job
- ◆ Have a good social life, enjoying many activities in the community
- ◆ Have safe and reliable affordable transportation

# Career Job

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- ◆ Betsy attained a full time position working for a marketing firm

# Community Action Teams

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- ◆ A person centered Customized Team that works closely with a job seeker on employment outcomes both wage and self-employment

# Some Thoughts on Developing Community Action Teams

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- ◆ If you feed them they will come!!
- ◆ Mood is social and casual
- ◆ EFFECTIVELY Explain why we are here and what is this Customized Employment thing?

# Moving from Interests to Vocational Themes

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- ◆ Students often have limited life experiences and are directed to look for work in just areas of interest
- ◆ Discovering Vocational Themes requires digging deeper into a student's ideal work conditions/work culture, personal attributes, skills, task competence, and broader Vocational Themes
- ◆ Theme area examples: Organization, Culinary, Fashion, Mechanical, Technology/Computers, Children, etc..

# Community Action Teams In Action

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- ◆ Family and Friends are recruited to assist with Transition beyond the School that worked in concert with the transition coordinator/school job developer on attaining positions based on students Vocational Themes
- ◆ Eastern Camden High School recently developed 3 jobs before graduation from leads provided by family and friends on the Community Action Team
- ◆ The School District is stepping up efforts in the Community in attempt to find more students jobs before graduation

# Working with the Community Action Team on Vocational Themes Mapping

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- ◆ As part of a School to Work Transition Initiative we focused on students we are concerned will fall through the cracks of the adult service system and work to identify their Ideal Conditions of Employment and Vocational Themes
- ◆ This included Identifying students
  - Personal Attributes
  - Interests
  - Skills and Tasks, including level of Competence
  - Exploring Vocational Theme areas
  - Discovering Personal Genius-Exploring the Community to learn from people and businesses who make \$\$\$ in these Theme areas



# Avoiding the Dream Job Trap

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- ◆ Many young people with and without disabilities sometimes get locked into an area of interest that perhaps we don't know how to develop competitive employment in, like computer game design, Anime, movies
- ◆ Themes mapping can help a person move from video games to broader themes like technology/computers, computer graphic design

# Working and Going to College

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- ◆ Donnie received support for his last three years in high school working two part time jobs to help pay for his freshman year in college, “just like everybody else”

# Successful School to Work Transition

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- ◆ High School Vocational Assessment
- ◆ Internship
- ◆ Schools
- ◆ VR
- ◆ Grant \$\$\$
- ◆ Family Involvement
- ◆ ID/DD follow along services

# Work Force Investment Act (WIOA) Partnership Opportunities

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- ◆ Instruction in self-advocacy (including person centered planning), and possible peer mentoring
- ◆ Working with 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

# Paid Internships

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- ◆ WIOA is advocating for collaborating on developing paid internships for students in transition
- ◆ This will create opportunities for increased collaboration with Work Force Development, Vocational Rehabilitation, High Schools, and Community Rehabilitation Providers

# Contact Information

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# Questions/Comments

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