Improving Employment Outcomes for Students with Disabilities

APSE
June 21, 2016

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Anticipated Outcomes

By the end of this presentation, participants will be able to identify/explain:

• Purpose and elements of the Workforce Innovation and Opportunity Act
• In-school predictors that lead to post-school employment
• The economic value of employment
• Components of The Ohio Transition Support Partnership
  o Students served
  o Referral and eligibility process
  o Services provided
  o Link to IEP transition planning
  o Contact information
Employment First in Ohio

“Community employment shall be the priority and the preferred outcome for working-age Ohioans with disabilities.”

Governor’s Executive Order, March 19, 2012
Codified in HB 2013, June 2013
“The foundation of the VR program is the principle that individuals with disabilities, including those with the most significant disabilities, are capable of achieving high quality, competitive integrated employment when provided the necessary skills and supports.”
“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 integrated employment.”
Federal Legislation

Individuals with Disabilities Education Act (IDEA)
Workforce Innovation and Opportunity Act (WIOA)
IDEA & WIOA

IDEA Purpose: to prepare students with disabilities for further education, employment, and independent living.

WIOA Purpose: increased access to employment, education, training, and support services to assist individuals with disabilities, including those with the most significant disabilities, to succeed in the competitive labor market.

Source: National Technical Assistance Center on Transition
Role of VR in Transition

At least 15% of each state’s Title I VR funds must be used for “pre-employment transition services”

<table>
<thead>
<tr>
<th>Required Pre-employment Transition Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Exploration Counseling</td>
</tr>
<tr>
<td>Work-based Learning Experiences</td>
</tr>
<tr>
<td>Counseling on post-secondary education opportunities</td>
</tr>
<tr>
<td>Workplace Readiness Training</td>
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<tr>
<td>Instruction in self-advocacy</td>
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</tbody>
</table>
Role of VR in Transition

Each VR agency, in collaboration with local school districts, must provide, or arrange for the provision of pre-employment transition services for all students with disabilities in need of these services eligible or potentially eligible for VR services, using funds from VR and other sources as necessary.
Role of VR in Transition

Each local VR office must undertake “pre-employment transition coordination:

<table>
<thead>
<tr>
<th>Pre-employment Transition Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending IEP meetings</td>
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<tr>
<td>Working with workforce development boards, One-stops and</td>
</tr>
<tr>
<td>employers to develop opportunities</td>
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<tr>
<td>Coordination with Schools for provision of pre-</td>
</tr>
<tr>
<td>employment services</td>
</tr>
<tr>
<td>Attending person-centered planning meetings for</td>
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<tr>
<td>individuals on waivers</td>
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</tbody>
</table>
Sub-minimum wage Limitations

Section 511:

As of July 2016, requires a series of steps before an individual 24 and younger can be placed in a job paying less than minimum wage (sheltered workshops or enclaves)

1. Receive pre-employment transition services
2. Apply for vocational rehabilitation services, and if eligible, made a serious attempt at competitive integrated employment
3. Receive counseling, information and referral about alternatives to subminimum wage employment.
Sub-minimum wage Limitations

➤ Section 511:
Individuals with disabilities currently employed at subminimum wage must be provided on least an annual basis:
• On going career counseling
• Information and referrals about community employment
• Notification of local training opportunities to move into competitive integrated employment, as appropriate

➤ Prohibits schools from contracting with sub-minimum wage providers.
Employment Outcomes
<table>
<thead>
<tr>
<th>Predictor</th>
<th>Education</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Awareness</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Community Experiences</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Exit Exams/High School Diploma Status</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Inclusion in General Education</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interagency Collaboration</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Occupational Courses</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Paid Employment/Work Experience</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parental Expectations</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program of Study</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Self-Advocacy/Self-Determination</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Self-Care/Independent Living</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Social Skills</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Support</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Transition Program</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Work Study</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Source: National Secondary Transition Technical Assistance Center
Employment Predictors

• Students who participate in transition programs with 2 or more paid jobs during high school are more likely to be engaged in post-school employment or education.

• Students who receive services from 3-6 community-based agencies are more likely to be enrolled in post-school employment.

• Students with learning disabilities are 30% more likely and students with other health impairments are more than three times more likely to enter full time employment if they have three or more semesters of career-technical education.

Sources: National Secondary Transition Technical Assistance Center, Ohio Longitudinal Transition Study
Ohio Transition Support Partnership (OTSP)
Ohio youth served by IEPs, ages 14-21

Big Gap!

11,000

70,000

OOD youth
OTSP Funding

• Governor Kasich’s budget included $2.5 million Special Education Enhancement dollars annually to create partnership
• ODE transferred dollars to OOD to use to leverage federal match for a total annual budget of more than $11.2 million
OTSP Structure

• 26 transition vocational rehabilitation counselors and 13 caseload assistants

• 3,300 students ages 14-21 served on an IEP who attend a local education agency
OTSP Regional Support Structures

Building local support structures to facilitate outreach, education and communication

Teams include:

• State Support Team (SST) Transition Contacts
• Career Tech Planning District Consultants
• Special Education Coordinators and Transition Coordinators
• OTSP Counselors, Caseload Assistants and Supervisors
• Bridges to Transition Counselors and Transition Specialists
OTSP
Roles & Responsibilities
Role of the OTSP Counselor

• Work with youth at a younger age to introduce the concept of work and begin to explore career options

• Active participant on IEP teams

• Backward planning for youth in to ensure consistency between IEP and IPE

• Person-centered vocational guidance and planning

• VR services are coordinated with and supplemental to school services

• Collaborate with SST Transition Contacts and CTPD Consultants
Role of the School Team

• Collaborate with OOD Counselors and SST Consultants.

• Disseminate Partnership information to school personnel, families, students.

• Meet with OOD Counselors to identify referral and service provision processes.

• Provide OOD counselor access (with parent consent) to materials needed for student eligibility determination.

• Consider OOD counselor as a resource for IEP Transition Planning.

• Partner with OOD counselor and families to establish comprehensive, streamlined services for transition-aged students.
Role of the State Support Team

• Provide schools with information about the OTSP.
• Assist OOD counselors in establishing contacts with schools.
• Provide OOD counselors technical assistance to develop an understanding of the IEP transition plan components.
• Collaborate with OOD counselors with ideas for potential transition services and activities that could be provided.
• Invite OOD counselors to relevant SST activities.
OTSP Referrals

October 1, 2015 – June 20, 2016

1, 807 student applications!

• Northeast 559
• Northwest 323
• Southeast 479
• Southwest 446
OTSP – Impact of first six months

• Youth applicants ages 14 to 18 increased 40.63% from FFY 2015 to FFY 2016

• Youth applicants ages 14 to 15 increased 107% from FFY 2015 to FFY 2016
OTSP

Eligibility & Services
Individualized Plan for Employment

Transition youth follow the same process as ALL VR applicants

Vocational Goal supported by Comprehensive Assessment process

Informed Choice and selection of Community Rehabilitation Program (CRP)

Negotiation of services and sharing costs
IPE Services

- Initial IPE is written to assume steady progress towards the employment goal.

- If students are referred later in the process, the counselor will work to adjust the time frames for the delivery of services to where they are in the developmental process.
Progressive Career Development Services

- Job Coaching
  - Including support for summer job

- Step 3: Job Development/Placement
  - Including Summer Job

- Step 2: Summer Youth Work Experience

- Step 1: Summer Career Exploration
OTSP

Comprehensive & Collaborative IEP Transition Planning
How can the OTSP enhance IEP Transition Planning?

• Transition services
• Age-appropriate transition assessment
• Backwards planning
• Postsecondary goals
• Person-centered planning
• Other ideas?
OTSP Lessons Learned
Questions or Comments?
Contact Us!

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