



NYS APSE Employment First Training Institute 2019

Cross-Sector Collaboration and Services to Support Successful Youth Outcomes

Dr. Thomas Golden, C.R.C., and Ellice Switzer, MA
K. Lisa Yang and Hock E. Tan
Institute on Employment and Disability

The NYS CASE is sponsored by the New York State Education Department, ACES-VR

CREATING A *foundation for excellence* BY
 ENHANCING THE *capacity and proficiency* OF
 EMPLOYMENT SERVICE PROVIDERS
in New York State



K. Lisa Yang and Hock E. Tan
 Institute on Employment and Disability

www.NYSCASE.org

Learning Objectives 

1. The current school to work landscape—including barriers, challenges and promising practices
2. Opportunities for youth resulting from the Workforce Innovation and Opportunities Act (WIOA)
3. The intersection of special education, vocational rehabilitation and workforce development around transition planning for youth



www.NYSCASE.org



Barriers and Facilitators for Transition-age Youth with Disabilities

<p>Barriers</p> <ul style="list-style-type: none"> • Limited access to planning • Limited community linkages • Public benefits and entitlements • Limited community engagement • Lack of expectation • Lack of understanding of shared roles 	<p>Facilitators</p> <ul style="list-style-type: none"> • Person-centered planning • School/community partnership • Benefits and work incentive planning • Development of adaptive skills in authentic settings • Dedicated transition personnel and roles
---	---

www.NYS CASE.org

Predictors of Post-School Success

- Inclusive education ✓
- Paid employment/work experience ✓
- Vocational education ✓
- Work Study ✓

NYS CASE Test, Fowler, Richter, White, Mazzotti, Walker, Kohler, & Korterling. (2009).
www.NYS CASE.org

Predictors of Post-School Success (cont.)

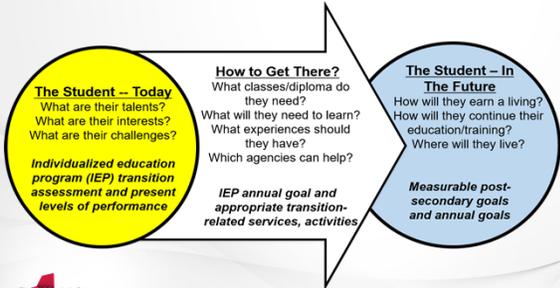
- Career awareness
- Program of study/occupational courses
- Community experiences
- Self-advocacy/self-determination
- Exit exam requirements/high school diploma
- Self-care/independent living
- Interagency collaboration
- Social skills
- Student support
- Parental involvement



NYS CASE Test, Fowler, Richter, White, Mazzotti, Walker, Kohler, & Korterling. (2009).

www.NYS CASE.org

The Essential Questions for Transition, Career Development – and Life!



NYS CASE Used with permission from the NYS Transition Services PDSC

www.NYS CASE.org

NYS CASE

Youth services and vocational rehabilitation



www.NYS CASE.org

ACCES-VR Transition Evaluation

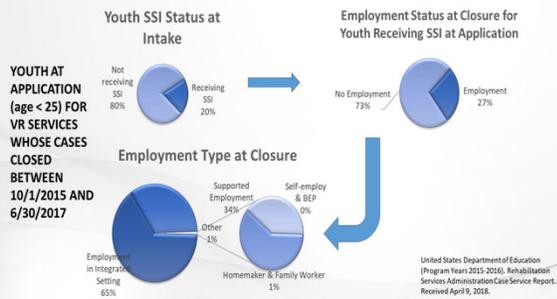
- Nearly half of ACCES-VR youth and young adults had a learning disability; about one-fifth had a developmental disability and other mental health disabilities.
- Young adult consumers had a 4% lower likelihood of successful case closures compared to adult counterparts.
- Youth with minority statuses were 3 to 7% less likely to achieve a successful closure compared to Caucasian youth.
- Youth with mental health disabilities were 4% less likely to achieve a work outcome than youth with learning disabilities.
- Youth who participated in training for work, postsecondary education services and rehabilitation technology services had 15-16% higher likelihood of successful case closures than peers who only received pre-vocational services.



Karpur, Nazarov, Brewer, & Golden. (2011).

www.NYS CASE.org

How Are We Doing Serving Youth?



Voc Rehab and Transition

The 1998 Rehabilitation Act Amendments

The regulations made it clear that state VR agencies are to be actively involved in the transition planning process with the school districts, including:

- Outreach to, and identification of, students with disabilities who may need transition services, as early as possible during the process
- Consultation and technical assistance to assist school personnel in transition planning
- Involvement in transition planning with school personnel that facilitates development of the special education IEP



www.NYS CASE.org

WIOA Title IV and Voc Rehab

Workforce Innovations and Opportunity Act of 2014

Places significant emphasis on the provision of services to youth with disabilities, specifically:

- The need for youth to have increased opportunities to practice and improve their workplace skills, explore interests, and gain real work experience, starting as early as age 14
- Defines the roles and responsibilities of the state vocational rehabilitation and workforce development system in serving and meeting the needs of students with disabilities, youth with disabilities and out-of-school youth



www.NYSCASE.org

WIOA Title IV (2 of 3)

- Requires state vocational rehabilitation agencies to make Pre-Employment Transition Services available to all students and youth with disabilities
- Requires state vocational rehabilitation agencies to expend at least 15% of their federal funds to provide these services
- Allows state vocational rehabilitation agencies to prioritize serving students with disabilities
- Allows state vocational rehabilitation agencies to support advanced STEM training
- Dedicates half of the federal supported employment program funds to provide youth with the most significant disabilities with the supports they need to obtain competitive integrated employment



www.NYSCASE.org

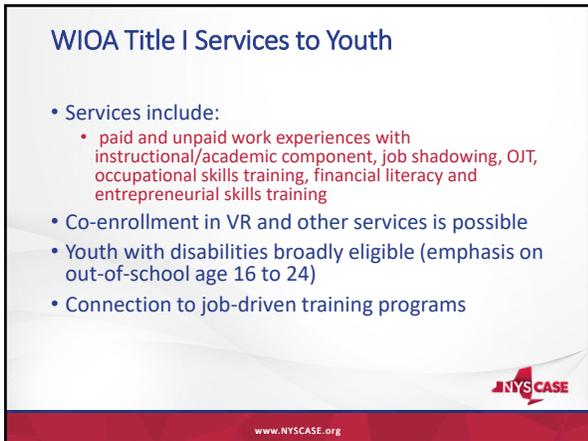
WIOA Title IV (3 of 3)

- Placed increased emphasis on competitive integrated employment, limiting access to sub-minimum wage employment for youth under the age of 26
 - Placed requirements on state vocational rehabilitation agencies and local education agencies to document the provision of requisite transition services
 - Required annual reviews for individuals in sub-minimum wage employment to increase options for competitive integrated employment



www.NYSCASE.org







NYS CASE

Transition in the IEP: Opportunities to collaborate with schools



www.NYS CASE.org

7 Principles of the Individuals with Disabilities Education Act

1. Zero rejection
2. Nondiscriminatory evaluation
3. Free appropriate public education
4. **Least restrictive environment**
5. **Parent and student participation**
6. Procedural due process
7. **Preparation for adult life**



www.NYS CASE.org

Key Elements of Transition

Based on IDEA and NYS Requirements



Transition is intended to be a results-oriented process to:

- identify student strengths and needs
- determine future goals
- develop needed skills
- coordinate supportive activities and services

• Required elements in the IEP create opportunities to collaborate!

Used with permission from the NYS Transition Services PDSC



www.NYS CASE.org

SPP Indicator 13: appropriate measurable postsecondary goals

Required Elements	Collaboration Strategies
<ul style="list-style-type: none">• Are the goals measurable (S.M.A.R.T.)?• Attainment will occur after high school• Goals are appropriate for the student• Includes age-appropriate assessment	<ul style="list-style-type: none">✓ Discovery process that leads to better MPSGs✓ Help create goals informed by labor market information and career competency requirements



www.NYS CASE.org

SPP Indicator 13: Activities to facilitate the student's movement from school to post-school

Required Elements	Collaboration Strategies
<ul style="list-style-type: none">• Include as needed:<ul style="list-style-type: none">• Community experiences• Development of employment objectives• Functional vocational evaluations	<ul style="list-style-type: none">✓ assessments that include vocational skills observation in REAL workplaces✓ Work exploration activities that provide occupational variety



www.NYS CASE.org

SPP Indicator 13: the school district invites a representative of any participating agency that is likely to be responsible (with parent consent)

Required Elements	Collaboration Strategies
<ul style="list-style-type: none">• Invites service providers with consent, or• Takes steps to involve identified agencies in transition planning as appropriate	<ul style="list-style-type: none">✓ Opportunity for meaningful participation in transition planning✓ Build foundation for future relationships with the student/family and education system



www.NYS CASE.org

Career Development & Occupational Studies Credential (CDOS): Option 1

- Commencement credential or 4+1 graduation pathway option
- **Career Plan & Employability Profile***
- Requires total 216 hours of CTE/WBL coursework
- Minimum 54 hours **(school supervised)** WBL experiences, including, not limited to:
 - Job shadowing
 - Volunteering
 - community-based work programs
 - Paid employment

Summary of Requirements for the CTE and CDOS Graduation Pathways, and CDOS Credential:
<http://www.p12.nysed.gov/cte/policy/CTEgradpathways.html> Updated March 8, 2019
 Further guidance & Career Plan:
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf>



www.NYSCASE.org



Thank You!

To get credit towards your Employment Services Provider Certificate from NYS CASE for this course, please log into your account at www.nyscase.org and complete the course SURVEY found under My Completed Courses on the Courses page (next to the Professional Development Plan page)

NYSCASE Contact Us

K. Lisa Yang and Hock E. Tan
 Institute on Employment and Disability
 Cornell University
 201 Dolgen Hall, Ithaca NY 14853

607.255.4349

nyscase@cornell.edu



References

- Cort, R. (2011). Transition planning and services for students with disabilities. Albany, NY: New York State Education Department
- Karpur, A., Nazarov, Z., Brewer, D., and Golden, T.P. (2011). Analysis of Adult Career and Continuing Education services-Vocational Rehabilitation (ACCES-VR) Case Management Systems (CaMS) Data: A Brief Report. Ithaca, NY: Employment and Disability Institute, Cornell University.
- Newman, L., Wagner, M., Cameto, R., & Knokey, A., (2009). The Post-High School Outcomes of Youth with Disabilities up to 4 Years After High School. A Report of Findings from the National Longitudinal Transition Study-2 (NLTS2) (NCESER 2009-3017). Retrieved from www.nlts2.org/reports/2009_04/nlts2_report_2009_04_complete.pdf.
- Test, D. W., Fowler, C. H., Richter, S. M., White, J., Mazzotti, V., Walker, A. R., Kohler, P., & Korterling, L. (2009). Evidence-based practices in transition. *Career Development for Exceptional Individuals*, 32(2), 115-128.



www.NYS CASE.org

NYS CASE
Consortium for Advancing
and Supporting Employment

Cornell University *K. Lisa Yang and Hock E. Tan*
Institute on Employment and Disability

The Center for
Human Services
Education

NEW YORK STATE
APSE
Employment First
Employment for All

NEW YORK
**ALLIANCE FOR
INCLUSION & INNOVATION**
Strength Together

NYS CASE is sponsored by the New York State Education Department, ACCES-VR
