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

*Presenters:*

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**Slide template:** Blue bar with thin maroon line across top. On the left in white font: Center on Knowledge Translation for Disability and Rehabilitation Research. On the right in white font: A project of SEDL. At bottom, a maroon line with thin blue outline.

**Slide 1: Guideposts for Success to Support Employment Transition for Youths with Disabilities: Research, Policy and Vocational Rehabilitation Practice**

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**Slide 2: Agenda**

* Overview of Activity
* Presenters
* Discussion
* Wrap up

**Slide 3**: **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?

**Slide 4: 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

**Slide 5: 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

**Slide 6: Academic Preparation & Work: Phillip becoming a graphic designer**

Picture of Phillip sitting at a desk with a laptop.

**Slide 7:** **Youth Empowerment: Kyndal at Sinai Hospital**

* Job in telecommunications department as the result of leading her IEP

Picture of Kyndal seated in a wheelchair surrounded by 5 people

**Slide 8: Service Connections: Camille at Department of Corrections**

Picture of Camille standing behind a desk accompanied by a police officer

**Slide 9: Family Supports: Ramon at Dr. Morgenstern**

Picture of Ramon looking at a piece of paper next to shelves full of files

**Slide 10: Work!: Tamika at Department of Agriculture**

Picture of Tamika going through a rolodex

**Slide 11: Work!: Kirsten at Consumer Product Safety Commission**

Picture of Kirsten sitting at a desk

Photographs on slides 6-11 used with permission from TransCen, Inc.

**Slide 12: 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

**Slide 13: 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

**Slide 14: 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

**Slide 15: 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

**Slide 16: 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

**Slide 17: More Federal Policy (continued)**

* 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

**Slide 18: 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

**Slide 19: 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

**Slide 20: 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

**Slide 21: 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

**Slide 22: 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

**Slide 23: 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>

**Slide 24: How We Started**

* SCVRD implemented it’s 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>

Image of logo in bottom right corner: High School (two stylized people on left) – High Tech (stylized computer on right). Below image: South Carolina

**Slide 25: 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.

Bottom right corner: Image of a clipboard with check boxes and a pencil with the first box checked off.

**Slide 26: 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.

**Slide 27: Aligning VR Services with the Guideposts**

6 column Spreadsheet of Transition from School to Work Service Matrix

Column 1: Guideposts for Success- SCVRD Provided/ Arranged Services

Column 2: Preparatory Experiences- ACE Assessment, Career Exploration, Workforce Trends, Field Trips to Post-Secondary Training, Job Seeking and Survival skills instruction, Counseling and Guidance, Guest Speakers

Column 3: Work Experiences- Job readiness training, on-the-job tryout, internships, participation in work experiences provided through other entities, job shadowing, site visits to industry, part-time jobs

Column 4: Personal development and leadership- youth leadership forum (YLF); Junior Achievement; participation in service learning; participation in school sponsored extra-curricular activities; exposure to role models; mentoring; youth leadership activities i.e. self advocacy, building confidence, and communication skills; disability history, culture, and policy; goal setting

Column 5: Connecting services- diagnosis and treatment; rehabilitation technology; post-secondary training; information and referral to other community service providers; personal assistance services; transportation; benefits planning; tutoring; maintenance; interpreter services; occupational licenses, tools, equipment, etc. JOB PLACEMENT, supported employment.

Column 6: Family Involvement- consultation with parent(s)/Guardians(s) regarding assessments, services, progress and outcomes; communicating transition planning

**Slide 28: Current Practices**

* All new transition counselors attend Transition 101and are introduced to the Guideposts
* “Guidepost Activity” is a category used when documenting in Case Notes (cover of Guideposts for Success pictured)
* Each Guidepost will be included on the student’s IPE

Image of Guideposts for Success cover.

**Slide 29: Practice Guidelines Discussion**

**Slide 30: 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

**Slide 31: 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

**Slide 32: 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.

**Slide 33:** **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

**Slide 34: 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

**Slide 35: 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

**Slide 36: 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

**Slide 37: 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

**Slide 38: 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

**Slide 39: 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@air.org

[*Please fill out the brief evaluation form:*](http://www.surveygizmo.com/s3/1844943/Transition-Eval)

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**Slide 40: Disclaimer**

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