



Cooperation and Collaboration: The Role of Interagency Coordination in Securing Competitive Integrated Employment for Transitioning Students

*March 22, 2017
3:00 – 4:30 PM EDT*

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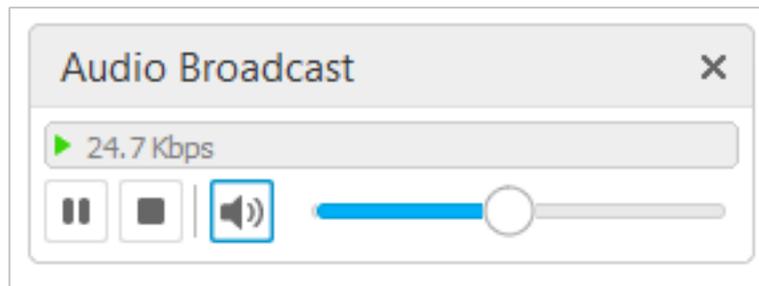
Michael Morris

Executive Director and
LEAD Center Public Policy Co-Chair
National Disability Institute



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LEAD CENTER MISSION

- To advance sustainable individual and systems level change that results in improved, competitive integrated employment and economic self-sufficiency outcomes for individuals across the spectrum of disability.



U.S. DEPARTMENT OF LABOR: OFFICE OF DISABILITY EMPLOYMENT POLICY

Amy M. Gonzalez

Senior Policy Advisor

Workforce Systems Policy Team



MODERATOR

Cori Di Biase

Director of Training and Technical Assistance
Social Dynamics, LLC



AGENDA

- The Foundation: Advances in Utah State EF Policy
- Transition Project Design and Key Elements
- Utah State Level Engagement
- Roles, Responsibilities and Lessons Learned State, Local Level
 - Special Education Services
 - Vocational Rehabilitation
 - WIOA Youth Counselors
 - ID/DD agency
 - Community Rehabilitation Provider-Employment Specialist
- Family/Student perspective



TODAY'S SPEAKERS

Tricia Jones-Parkin

Employment First Program Administrator
Division of Services for People with Disabilities

Aimee Langone

Transition and Supported Employment Coordinator
Utah State Office of Rehabilitation



TODAY'S SPEAKERS (CONTINUED)

Lavinia Gripentrog

Transition Specialist

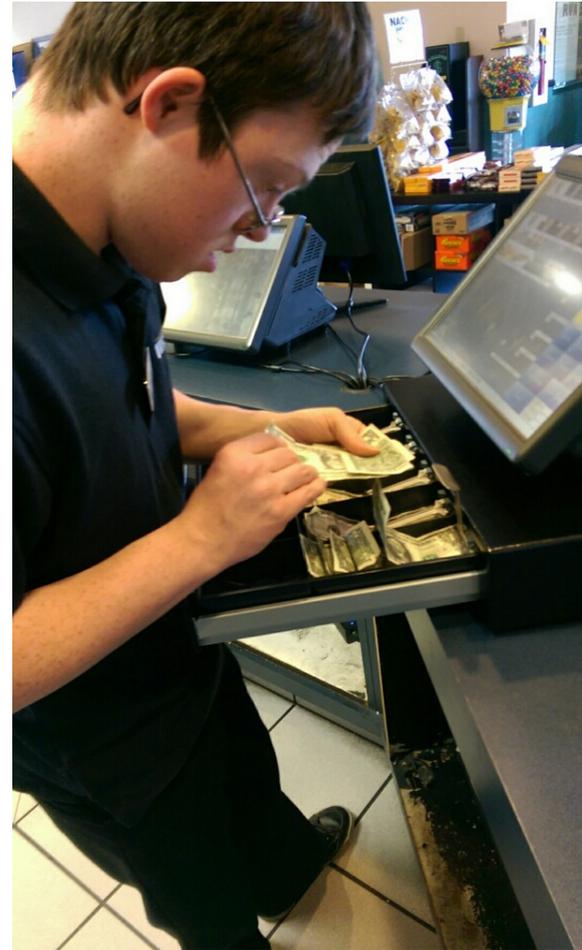
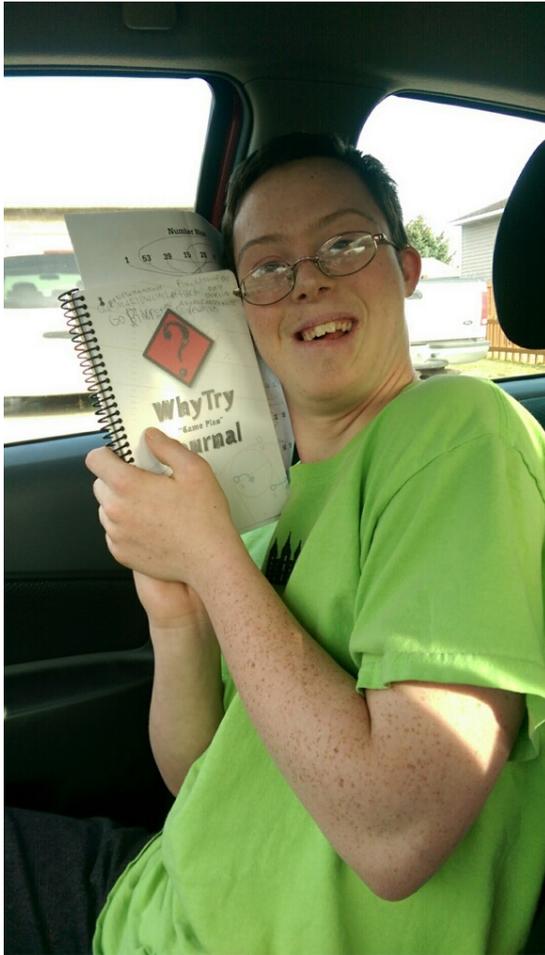
Utah State Board of Education

Local School to Work Team

with Betty and Laura Weeks



COLLABORATION-MARLOW'S STORY



EMPLOYMENT FIRST PRIORITY 2011 (UTAH HOUSE BILL 240)

- When providing services to a person with a disability, this bill requires that the:
 - Utah Department of Workforce Services;
 - Utah State Office of Rehabilitation;
 - Utah Division of Services for People with Disabilities; and
 - Utah Department of Substance Abuse and Mental Health,

- “...give priority to providing services that assist the person in obtaining and retaining meaningful and gainful employment.”

UTAH'S EMPLOYMENT FIRST TIMELINE

- Elst Legislation Passed
- Elst Partnership formed
- Utah Transition Action Team (UTAT) formed

- ID/DD/Griffin-Hammis Elst Demonstration Project begins

- Employment First Summit
- School To Work Transition CoP

2011

2012

2013

2014

2015

2016

- Elst Unified State Plan
- Mental Health Elst legislation
- Utah Pathways to Careers Project (Davis) 5 years
- Special Education Transition Strategic Plan

- ID/DD Elst Strategic Planning
- IPS Grant from SAMHSA to Mental Health
- HCBS Settings Rule
- WIOA
- Utah partnership with ODEP/EFSLMP awarded

- Renewed partnership with ODEP/EFSLMP
- WIOA State Plan developed
- Utah awarded PIE grant



GETTING STARTED: UTAH'S CUSTOMIZED EMPLOYMENT SCHOOL TO WORK PILOT

- Create coalition of transition educators, Community Rehabilitation Providers(Employment Specialists), VR Counselors, Workforce Counselors, ID/DD Case managers
 - Participated in a 40 hour ACRE Certificate Customized Employment Training and received intensive monthly technical assistance on principles of Discovery and Customized Employment from Griffin-Hammis Associates SMEs
 - Conducted monthly coalition meetings and team lead calls with ODEP SME, State Agency Leads, GHA SMEs
- **In Each Pilot Area:** Selected 5 students in post high school eligible for ID/DD HCBS waiver services
- **Goal:** Students to exit High School with paid work experience, long term employment and necessary support in place

KEY ELEMENTS

- Include ID/DD Support Coordinators/Case Managers in training and coalition
- WIOA Youth Counselors provide support, collaborate and coordinate internships to enhance individual digital portfolio/digital resume'
- Develop timelines and parent/student orientation night
- Local Coalition sustainability
 - Identifying additional students each year
 - Meet monthly
 - State level support (monthly calls with team leads)



ODEP-EFSLMP

- EFSLMP SME's facilitated a cross-collaboration School to Work Summit
- Developed the School To Work Interagency Transition Council
 - Created Vision Agreement signed by agency representatives
 - Foundation for expanding pilot projects



UTAH'S INTERAGENCY TRANSITION COUNCIL- VISION

“It is our fundamental belief that all individuals are employable. We, the undersigned Utah School to Work Interagency Transition Council, are committed to the vision of emphasizing, promoting, and supporting competitive, integrated and community-based employment for youth with disabilities so that all students have the opportunity to exit school employed and with a variety of meaningful, individualized work experiences leading to careers and other positive post-school outcomes.”



INTERAGENCY TRANSITION COUNCIL VALUED OUTCOMES

- 1) Youth exiting school with a paid job in the community;
- 2) Youth developing work access skills (ex. social, self-advocacy, organizational) and participating in work experiences during school;
- 3) Local teams, including agencies and organizations, schools, youth and families collaborating to provide services to support transition from school to work;
- 4) Students experiencing jobs in the community instead of isolation in a sheltered workshop;



INTERAGENCY TRANSITION COUNCIL

VALUED OUTCOMES (CONTINUED)

- 5) Families expecting and supporting their sons and daughters to work in the community;
- 6) Braiding funding across schools and Adult Service Agencies to provide work experiences for youth during the transition process;
- 7) Braiding funding across Adult Service Agencies to provide vocational supports to youth who have exited school; and
- 8) Using outcome data as the basis for ongoing service delivery guidance.



INTERAGENCY TRANSITION COUNCIL

ACTION STEPS

- Identify current best practice, roles and responsibilities for each agency represented on the Interagency Transition Council.
- Introduce purpose and vision of Interagency Transition Council to special education directors and secure their support and commitment.
- Determine/Establish valued data points; establish baseline data, methods for collection, frequency of data points, reporting, dissemination and use of data.



INTERAGENCY TRANSITION COUNCIL

ACTION STEPS (CONTINUED)

- Identify feasibility of a school to work transition pilot and multiple methods of training and outreach to engage students, families, providers and agencies in learning about and instigating change by networking, improving broad inclusive practices and focusing on work as a positive post school outcome.
- Ensure vision goals and activities of the Interagency Transition Council are aligned with the principles of the Individuals with Disabilities Education Improvement Act (IDEA), Workforce Innovation Opportunity Act (WIOA), and Utah Employment First legislation.

ODEP-EFSLMP PILOT PILOT SITE RECRUITMENT

- An Invitation Letter was sent to all school districts requesting responses:
 - 1. The desire to participate in the School-to-Work Transition Pilot Program;
 - 2. Commitment to participate in training, phone calls, and events regarding this project;
 - 3. Commitment to collect data and regular reporting for students and families participating in this project;
 - 4. Identification of needs and gaps where technical assistance and consultation could improve transition practices and outcomes for students with the most significant disabilities

CUSTOMIZED EMPLOYMENT SCHOOL TO WORK COP

- One day introduction and collaboration session
 - Representatives from Local Education Authority transition educators, WIOA Youth Administration, USOR Administration, Utah State Board of Education leadership, Provider agencies, DSPD administration and case managers
 - SMEs on site to share successes, facilitated team discussions, next steps
 - Fall Session keeps momentum going, highlight resources/support for students/families and time to learn from each other and previous sites (discussion groups by team role)



LEVERAGING RESOURCES

- Developed an MOU to leverage federal and state resources to augment EFSLMP resources and provide intense training and TA to coalition teams in 3 districts and replicate School To Work Customized Employment efforts
- Griffin-Hammis Associates Customized Employment ACRE Certificate training offered to School to Work local coalition teams over summer
- Onsite TA starts Sept/October with students and local teams

SPECIAL EDUCATION SERVICES

State Level

- Communicate with Special Education leadership team and Utah State Board of Education
- Share information with all Local Education Authority Special Education Directors
- Involvement in project design and necessary support to local teams
- Assist with coordination of training events

Local Level

- Identify potential student candidates
- Coordinate with DSPD to verify status
- Contact Parents
- Provide Individual Education Plans and other assessment for DWS/WIOA Youth Program
- Participate in team meetings



SPECIAL EDUCATION SERVICES CE PILOT PROJECT OUTCOMES

- Cache County School District personnel trained in Customized Employment through Utah CE Initiative in the Fall of 2014 by Griffin-Hammis Associates.
- 10 student participants enrolled in the CE pilot project;
 - 7 participants received paid internships.
 - 5 of those participants were offered paid employment after the internship ended.

SPECIAL EDUCATION SERVICES

LESSONS LEARNED

- Talk frequently with parents and students about vocational expectations, to build an early interest in competitive employment.
- Be clear with families and students on team responsibilities and roles (e.g. transportation to job, communicating with employers, finding internships/job, etc.).



SPECIAL EDUCATION SERVICES

LESSONS LEARNED (CONTINUED)

- Use Discovery as an effective assessment tool for identifying students vocational preferences, interests and skills.
- Conduct monthly meetings with all stakeholders involved.



VOCATIONAL REHABILITATION

State Level

- Provide leadership support and guidance on policy and practice to local areas.
- Provide guidance on accessing Pre-ETS Funding
- Gather feedback from pilot sites to inform necessary practice/policy changes

Local Level

- Complete application and eligibility process
- Potential services to fund may include (but are not limited to):
 - Discovery Process (DPG)
 - Internship Development and Coaching
 - Other Resources and Support as Determined
- Facilitate Referrals to Additional Resources
- Guidance to Partners



VOCATIONAL REHABILITATION LESSONS LEARNED

- Need for more specific guidelines, expectations for Community Rehabilitation for Providers participation in project.
- Need local level supervisory (VR) engagement/support.



WIOA YOUTH COUNSELORS

State Level

- Support and technical assistance to local counselors and management;
- Guidance to partners to understand agency's role in Employment First; and
- Guidance to pilot sites and partners on how local agencies can provide direct support to students, and what types of services can be provided.

Local Level

- Provide positive and employment-driven support to youth and family
- Provide overview of WIOA Youth Program and the program's expectations
- Participate in Employment Internship Opportunity Coordination (EIO)
- Assistance in identifying resources available at the Department of Workforce Services and community partners

WIOA YOUTH COUNSELOR LESSONS LEARNED

- Youth want to be treated the same and have the same opportunities, regardless of demographic.
- Teamwork is essential.
- Knowing when step back to let others on the team do their part, and how to present the ‘strengths’ and ideal inputs of our system in the process.



ID/DD AGENCY

State Level

- Communicate between leadership and local level
- Ensure participants are eligible for services
- Coordinate with partner agencies (MOU/Training)
 - (ID/DD co-lead with VR for ODEP-EFSLMP, and ID/DD holds contract with Griffin-Hammis Associates for CE training and TA)

Local Level

- Assist with applications for WIOA, VR, and other services as needed;
- Make funding requests for extended support;
- Attend local coalition meetings; and
- Support the family and individual in understanding each agency's role and responsibility in the process.



ID/DD

LESSONS LEARNED

- Case Manager engagement is critical
- Information from pilot sites used to inform policy/practice changes
- Coordinate eligible participants with team leads as early as possible



COMMUNITY REHABILITATION PROVIDERS

State Level

- Stakeholder engagement workgroup developed revised service definitions to ensure:
 - greater flexibility, and
 - provide braided resources to working age youth and adults.

Local Level

- Employment Specialist sets up initial home visit in coordination with person's VR counselor, educator, case manager, etc.
- Initiate and Coordinate Discovery process
 - Set up initial discovery activities and informational interviews
- Coordinates with team when developing potential jobs
- Provides On the job coaching

COMMUNITY REHABILITATION PROVIDER LESSONS LEARNED

- Understand the commitment and resources needed for Customized Employment process and the evolution of working with various funding streams
- Restructure TA to include some time with provider agency leadership to understand commitment to learning Customized Employment process and how to restructure/realign agency priorities/resources

PILOT PROGRAM: NEXT STEPS

- Support local teams as onsite TA starts and is provided throughout the year
- Collaborate efforts with Utah's Partnership in Employment Systems Change grant
- Utilize data collected to guide policies and practices at local and state level



LAURA



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Integrated Employment for Transitioning Students

QUESTION & ANSWER



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