



Pre-Employment Transition Services in Inclusive Higher Education Settings: The what, where, and how of good collaboration.



Meg Grigal, Ph.D
Russ Thelin, M.S., LVRC, CRC
Institute for Community Inclusion
UMASS Boston

Julie Pollard, M.Ed.
John Traugott, MPA
Highline College



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



A Little Bit About Us . . .



Meg Grigal, Ph.D.
Co-director, Think College
Senior Research Fellow
Institute for Community Inclusion
University of Massachusetts Boston
Meg.grigal@umb.edu



Russ Thelin, M.S., LVRC, CRC
Think College
Senior Policy Fellow
Institute for Community Inclusion
University of Massachusetts Boston
Russell.thelin@umb.edu



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A Little Bit About Us . . .



Julie Pollard, (M.Ed.)
ACHIEVE Project Director
Highline College
jpollard@highline.edu



John Traugott, MPA
Director, Community & Employment
Services
Highline College
jtraugott@highline.edu



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Today's Objectives

1. Share current partnership practices between VR and higher education
2. Identify strategies for effectively partnering with DVR to utilize Pre-ETS funding.
3. Learn effective approaches for establishing and maintaining relationships with employers
4. Develop and support internships based on student interest.
5. Explore strategies for developing person-centered career exploration plans with students.

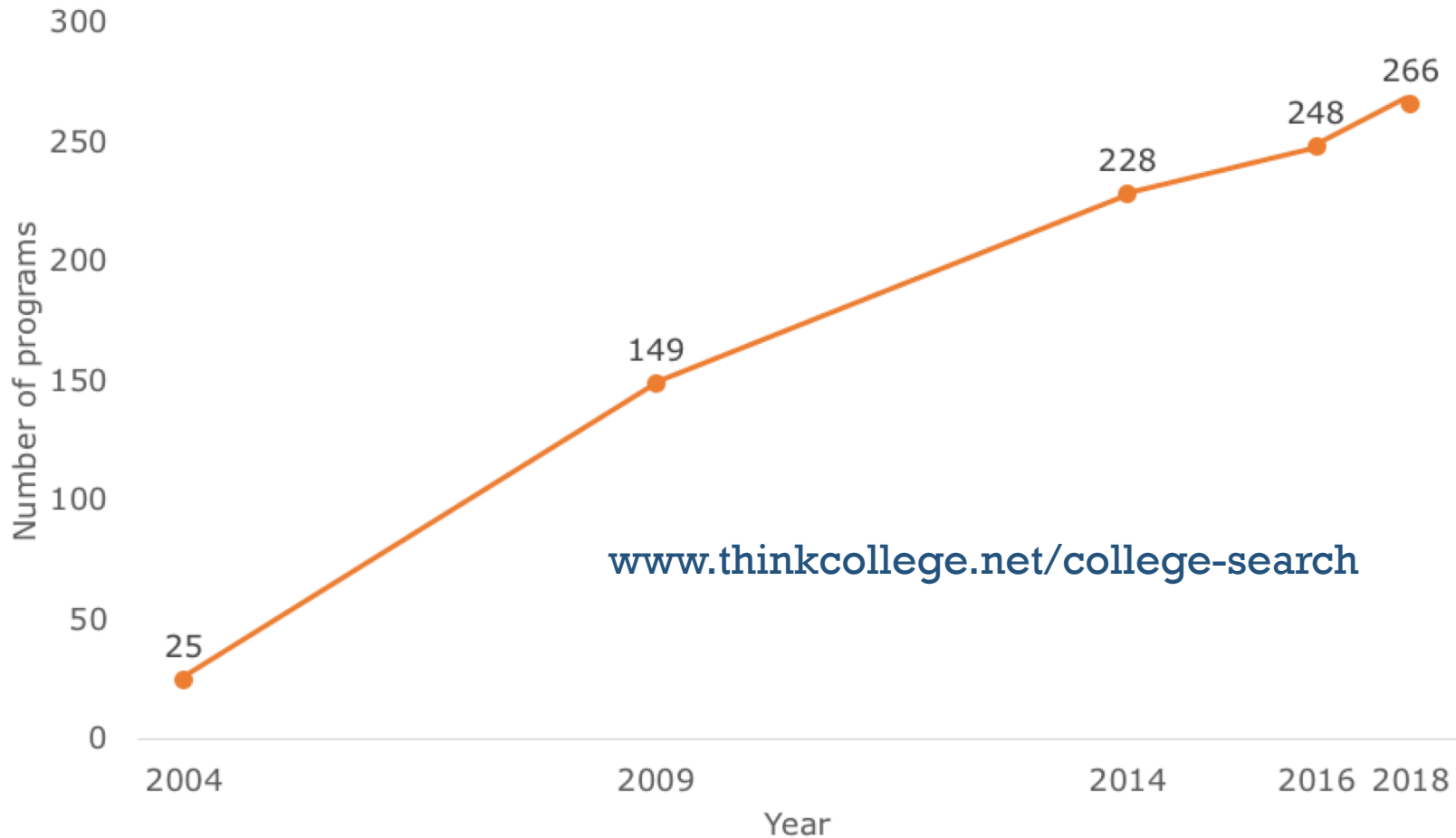


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Growth in Higher Education Programs for Students with Intellectual Disability in the U.S.



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Creates the Comprehensive Transition Program



Provides access to Federal Financial Aid



Provides funding for model demonstration projects and a coordinating center



Requires development of model accreditation standards



Requires collection of program level and student level data

**Higher
Education
Opportunity
Act, 2008**

What is a TPSID?

- Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)
 - Model Demonstration projects funded by the US Department of Education, Office of Postsecondary Education
- 27 projects funded 2010-2015
- 25 projects funded 2015-2020
- National Coordinating Center (Think College)



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Since **2010**

TPSID PROGRAMS HAVE EDUCATED

3,350 STUDENTS

ON

88 CAMPUSES

IN

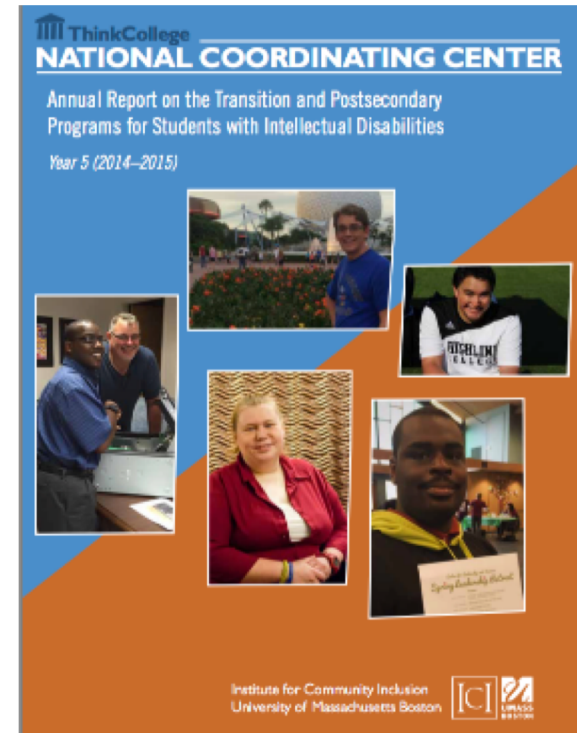
31 STATES



National Coordinating Center TPSID Data

Data includes:

- Course enrollment
- Credentials attainment
- Employment
- Residence Life
- Exit & Follow up data



For more information about the TPSIDs go to: <https://thinkcollege.net/tpsids>

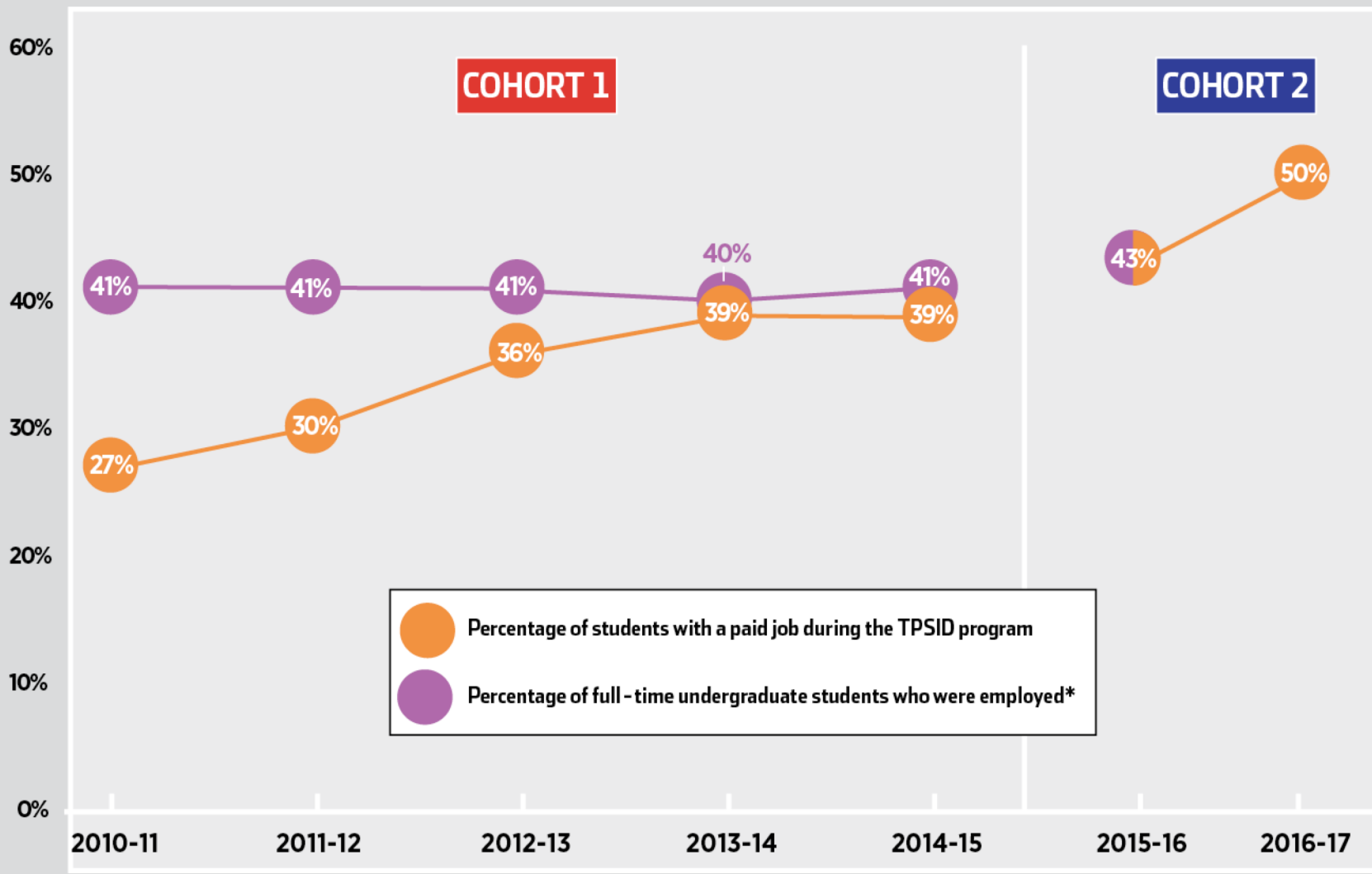


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PAID EMPLOYMENT IN COLLEGE



*National Center for Education Statistics

One Year Outcomes

61% students who completed a TPSID program had a PAID JOB one year after exit



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RRTC on Vocational
Rehabilitation
Practices and Youth



Study 1

Secondary analysis of
TPSID data to identify
levels of VR partnership,
role, financial support,
and impact on outcomes

Study 2

Case studies of 4 college
programs identified as
having effective
partnerships with VR

<http://vrpracticesandyouth.org>

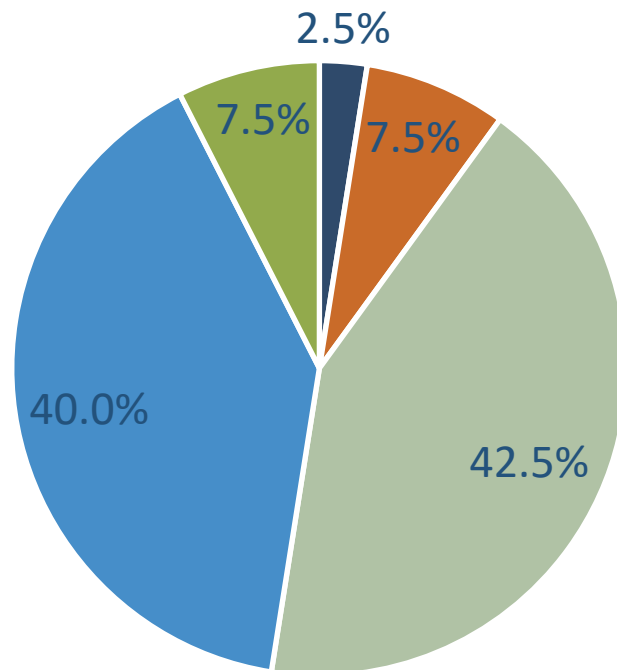


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High level of partnership and frequent interaction between VR Agencies and IHEs hosting TPSID programs



77% (40/52) of the TPSIDs partnered with VR

■ Annually ■ Bi-annually ■ Quarterly ■ Monthly ■ Weekly

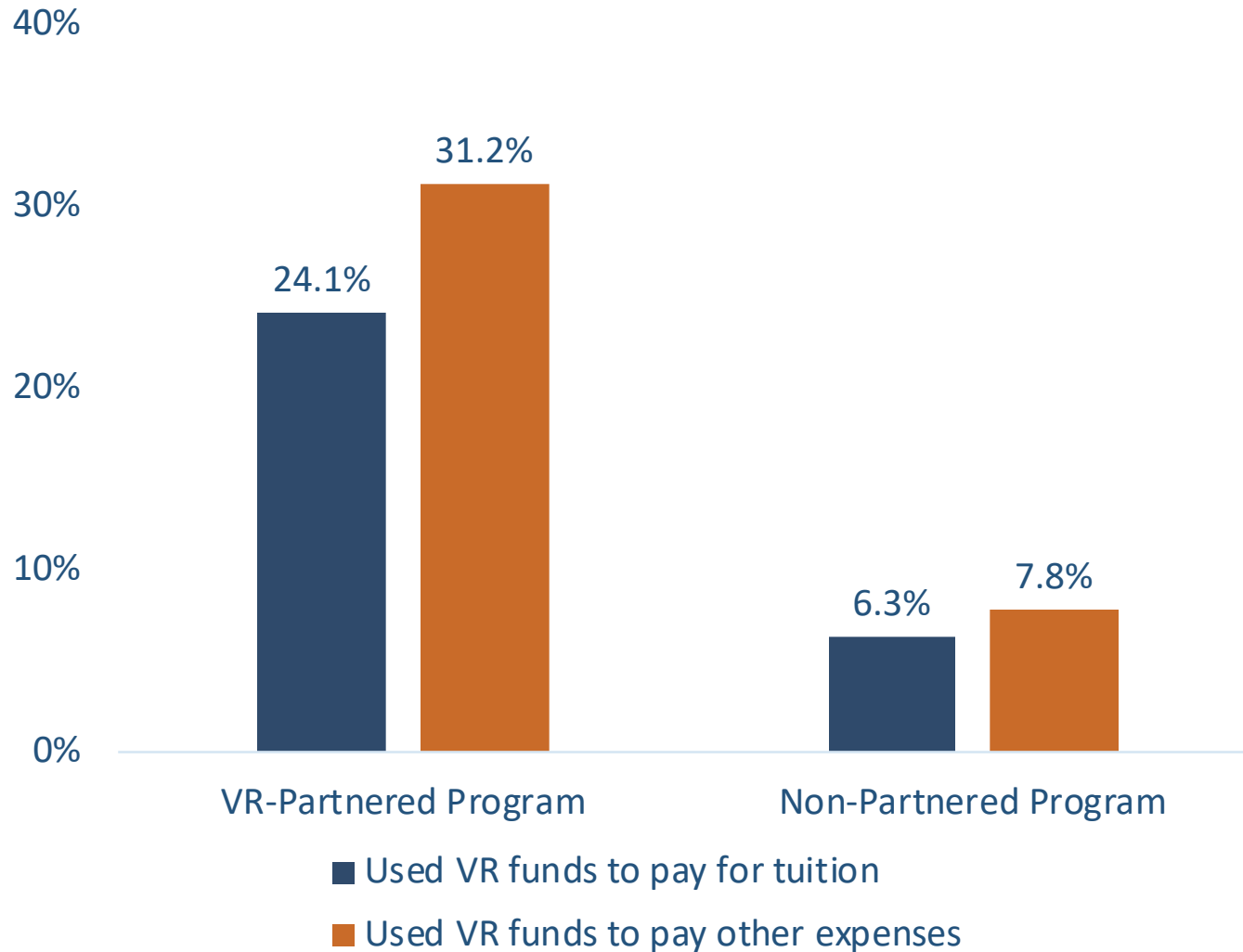


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VR Financial Support for Students



Primary Findings Summary

- Partnership status significantly affected the use of VR funds to pay for tuition and nontuition expenses for enrolled youth
- Programs that partnered with VR were more likely to have students enrolled in segregated classes
- Partnership status affected career development and employment at exit and type of credential attained



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A photograph of a university building with a brick wall in the foreground. The word "UNIVERSITY" is written in large, white, serif capital letters on the brick wall. In the foreground, on a grassy area, there is a stack of five books with colorful covers (red, blue, orange, teal, yellow) and a blue pen resting on top. A single green apple sits on top of the stack. The background shows a brick building with windows and some greenery.

UNIVERSITY

VR CASE STUDIES

Who did we talk to?

- 4 higher education programs (four serving adults, one serving transition-aged youth)
- Program length 1-4 years
- 1 junior college, 1 provided 2 & 4 year degrees, 2 were four-year colleges
- 2-3 day site visits
- Interviews with program staff VR counselors, supervisors, students and parents



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Primary Finding Themes

- Partnerships and elements of successful collaboration
- Role of VR in supporting higher education
- Student & family experiences & outcomes
- Counselor role
- Opportunities for personal growth
- Communication strategies



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Understand each other's goals

- **IHE is looking at the full picture**
 - Academic
 - Campus life and independent living
 - Employment
- **Each component of the program helps build employment capability and potential**
- **Providing a longer-term path to employment**
- **Historically VR has focused on shorter-term employment outcomes**



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“ A VR agency is a very different thing than a university [so you need to] be aware and respectful of the differences.”

-IHE staff



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THE BIG PICTURE

- ✓ Honor & understand each system
- ✓ Engage & communicate
- ✓ Be flexible & responsive
- ✓ Clear expectations & roles



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Origin of Pre-ETS Services under Vocational Rehabilitation (VR)

- The Workforce Innovation and Opportunity Act (WIOA) of 2014 amends the Rehabilitation Act of 1973 requires VR to set aside at least 15% of their federal funds to provide "pre-employment transition services" to "Students with Disabilities who are eligible or potentially eligible for VR services."



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Student with a Disability



- In a secondary, postsecondary or other recognized educational program who;
 - 1. Is not younger than the earliest age for transition services under IDEA, or a younger age if established by the state, **and**
 - 2. Not older than 21, unless the state sets an older maximum age, **and**
 - **3.** Is eligible, and receiving, SpEd or related services under part B of IDEA, **or**
 - Is an individual with a disability, under Section 504.



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Required Pre-ETS Services

- Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs
- Job exploration counseling
- Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting and/or internships
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy



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Current Provision of PreETS in TPSIDs

- 22 TPSIDs are partnering with VR on PreETS services
- 119 students were dually enrolled and attending programs that partnered with VR to provide pre-ETS
- Of these, 50.8% had a paid job and 40.7% were engaged in any type of career development



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Highline College - ACHIEVE

History

- Mid 1970's – began providing services
- 2001 – Services expand
- 2008 – HEOA
- 2010 – TPSID Grant
- 2015 – TPSID Grant
- 2016 – Pre-ETS partnership begins
- 2017 – Pre-ETS model incorporated into ACHIEVE



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Certificate Options

- Fast-track to Employment Certificate

Can be completed in one year

- Comprehensive Transition Certificate

Can be completed in two years



Three Core Competency Areas

- Classroom
- Campus
- Career



Community & Employment Services (CES)

- **What is CES?**

- Partner with DVR/DDA to provide employment support
- Around 20 Employment Consultants working with ACHIEVE students and other individuals referred by DVR
- CES services self-funded through DVR/DDA contracts

- **How is CES related to ACHIEVE?**

- Goal: Assist students in obtaining/retaining competitive integrated employment
- Year 1 – Pre-ETS – Paid internships, job clubs
- Year 2 – Community Based Assessments (CBA), job search, job support
- Post-graduation – Ongoing employment support



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Background with DVR + Pre-ETS

- CES has a longstanding relationship with DVR through a CRP contract to provide CBA, Job Placement, and Job Retention services to students
- DVR partnered with CES to fund “Future Launch” as a 2-year Pre-ETS pilot project in 2016 to work with high school students, consisting of 3 phases:
 - School-based Job Clubs
 - Summer Career Readiness Academy
 - Summer Internships
- Pre-ETS eligibility expanded to include post-secondary students in year 2 of Future Launch – opening the program to ACHIEVE students



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Incorporation of Future Launch into ACHIEVE

Goals:

- Increased support for students to access campus resources
- All 2-year ACHIEVE students to have individualized, integrated, paid internships while in college



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Incorporation of Future Launch into ACHIEVE

Structure:

- “Job Clubs” integrated into Advising Seminar course work in Fall and Winter quarters for first year students
- Quarter-long internships in Winter or Spring quarter for first year students
- Students begin connecting with DVR the summer after their first year to start CBAs in Fall quarter of their second year



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Incorporation of Future Launch into ACHIEVE

Staffing:

- Transition Career Specialist –
 - Coordinates site development/retention and internship job coaching support
 - Leads “job club” activities in Advising Seminar
- ACHIEVE Advisors – provide job coaching support, as needed



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Developing/Sustaining Individualized, Integrated, Paid Internships...

Engaging Students

- Prep Work (mostly done in “job club” group setting)
 - Discuss individual interests, skills, and goals
 - Create opportunities to show commitment prior to internship placement
 - Address appropriate workplace etiquette
 - Outline expectations for the student and the role of a Job Coach



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Developing/Sustaining Individualized, Integrated, Paid Internships...

Engaging Students...continued

- Placement
 - Ensure informed choice on student's part
 - Ensure internship site matches student interest and skill set
- Job Coaching Support
 - Discuss job coaching support with student ahead of time
 - Don't over support!
 - Establish clear expectations of what support looks like
 - Frontload support



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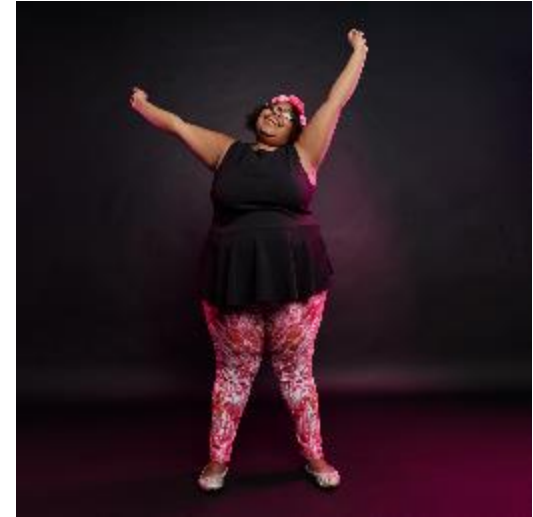
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Developing/Sustaining Individualized, Integrated, Paid Internships...

Roshawana

- Long term career goal is to become a fashion designer
- Interned at Bombsheller, a legging designer and manufacturer
- Created her own leggings:
 - Designed, printed, sewed, and marketed her own pairs
 - Legging for sale at:
<https://shop.bombsheller.com/collections/all/products/makeabetterplace?variant=8762454081653>
 - <https://shop.bombsheller.com/collections/all/products/lovestyle?variant=8762453721205>



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Developing/Sustaining Individualized, Integrated, Paid Internships...

Engaging Employers

- Outreach/Site Development
 - Provide an overview of the program
 - Explain the type of support they can expect from the program
 - Explain expectations of an internship site
 - Outline the role of a job coach
 - Discuss a specific intern role, be willing to help develop one if needed



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Developing/Sustaining Individualized, Integrated, Paid Internships...

Engaging Employers...continued

- Internship Support
 - Outline expectations up front
 - Discuss the support plan
 - Check in with the employer regularly
- Follow up
 - Thank them for participating as an internship site
 - Provide the opportunity to give feedback
 - Confirm commitment to host interns in the future



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Developing/Sustaining Individualized, Integrated, Paid Internships...

Employer

- Watertown Hotel, A StayPineapple Hotel
 - Student interested in interning as a front desk attendant
 - Approached a hotel in his neighborhood and was referred to corporate office
 - With corporate approval, worked with Hospitality Manager to design internship
 - Addressed concerns regarding liability and appropriateness of tasks



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QUESTIONS?



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RESOURCES

What is Inclusive Higher Education for People with Intellectual Disabilities, and How Does it Connect to Vocational Rehabilitation? A Primer for VR Leaders and Practitioners

Vocational Rehabilitation Partnerships with Higher Education Programs Serving Students with Intellectual Disability

Characteristics of Students that Attended Transition and Postsecondary Programs for Students with Intellectual Disability (TPSIDs) by VR Partnership Status

<http://vrpracticesandyouth.org/post-secondary/center-publications/>



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The VR Affinity Group

An online community for review and discussion of issues, strategies, and results related to the partnership between VR agencies and IHEs



For more information contact Russ Thelin at:

russell.thelin@umb.edu

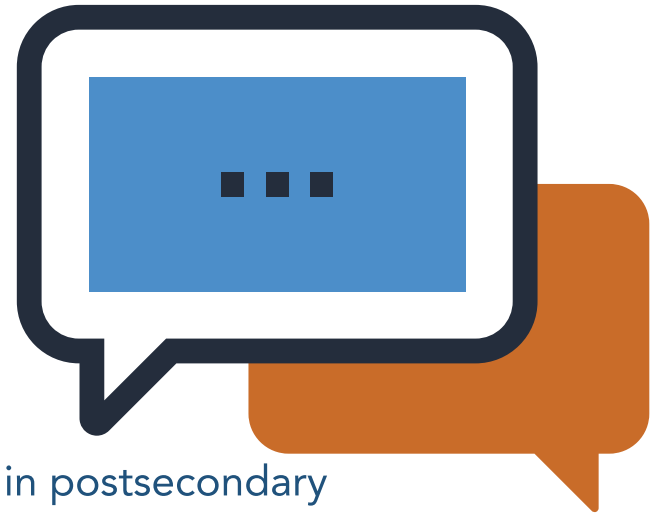


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Join Think College Conversations



Connect online with others interested in postsecondary education for students with intellectual disabilities.

To learn more and sign up, visit

www.thinkcollege.net/convos

Questions? Contact Rebecca Lazo at rebecca.lazo@umb.edu



NATIONAL COORDINATING CENTER



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