



Vermont
Interagency
Core Team -
Winter Summit
February 12th,
2024

Agenda

- Introductions
- Welcome and Overview
- DS Transition Outline
- HireAbility Overview
- Supported Post-Secondary Programs
 - Project Search and College Steps
- Best Practices Document
- District Breakouts (40 Minutes)
- Report Out
- Wrap-Up

Facilitator Introductions

- Jessica Nadeau – Developmental Disabilities Services Division (DDSD)
 - Supported Employment Specialist
 - Project Search Coordinator
 - Post-Secondary Education Coordinator
- Kara Haynes – HireAbility Transition Program Manager
 - Supports HireAbility Transition Programming serving youth ages 14-25
 - Supports HireAbility's 25 Transition Counselors
- Betsy Choquette – HireAbility Program Manager
 - Supports DS supported employment programs
 - Supports Certified Work Incentive Counselors Team
 - Supports Career Training and Education Coaches

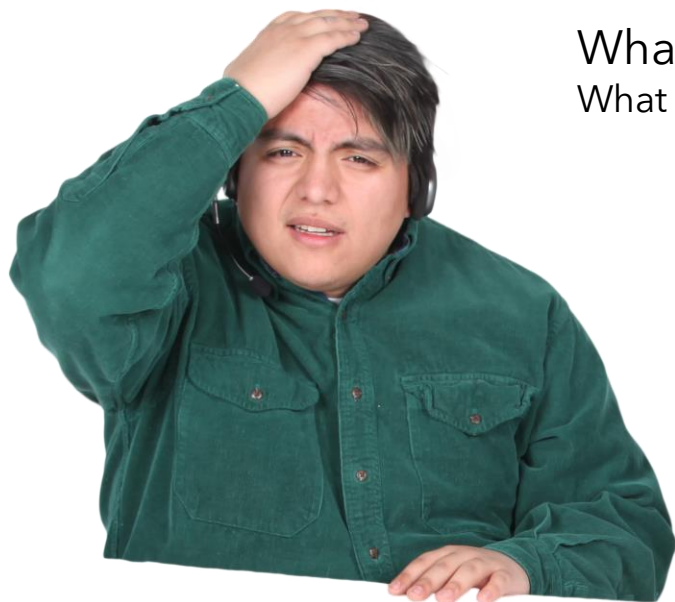




Transition to Developmental Services & Supported Employment

Life After High School

Riding the wave to Supported Employment Services



What?

What can Supported Employment Services provide?

Where?

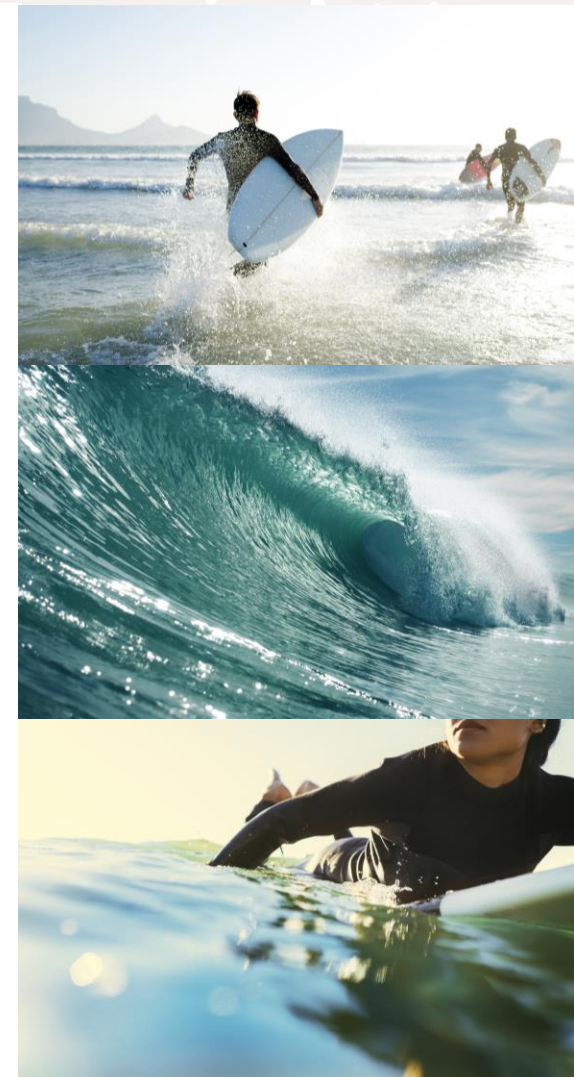
Where do we begin?

When?

When do we begin?

WHY?

Why now?

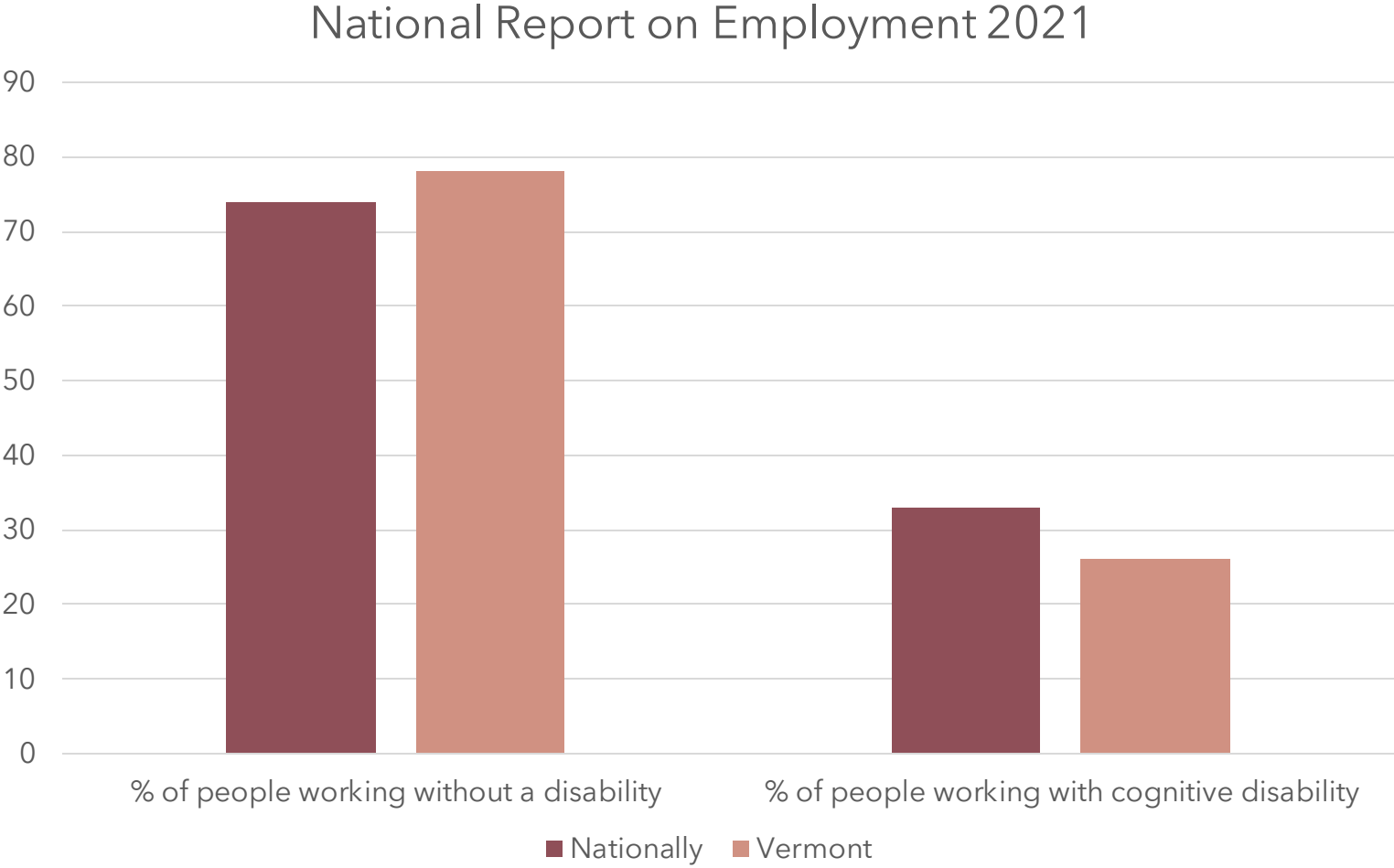


Why do we need to emphasize employment or post-secondary education/training prior to graduation?



Because students who leave high school with a desired goal or outcome are on track to experience better long-term outcomes

Just the facts, Jack!



*"First, think. Second,
dream. Third, believe.
And finally, dare."*

Walt Disney



Landing on Employment Beach!

HOW DID WE GET HERE?

- Jamie expressed interest in cooking and food, one day being a prep cook
- Jamie's transition team met regularly to discuss options and develop a plan. His transition counselor connects him with 2 separate WBL experiences at local diners in his community
- In his final year of high school, Jamie is working with his local DA to start the process of receiving an adult developmental services waiver. His goal is still working in a restaurant environment
- Near the end of his senior year, he has an additional WBL opportunity in a restaurant, where the employer makes him a promise of employment after he graduates



WHO BROUGHT THE SUNSCREEN?!

- No later than 3 months prior to graduation, Jamie has been found clinically eligible for DS services by intake
- Bridge team facilitates transition to Service Coordinator & Supported Employment team
- DS Supported Employment team shadows at the WBL experience to develop a support plan & identify support needs
- A needs assessment is completed with information from the SE team about what Jamie needs for on the job supports
- Jamie meets the funding priority for supported employment. A funding proposal is written to ensure Jamie receives the 1:1 supports he needs to be successful at work
- Jamie begins working after high school. He has 1:1 supports who bring him to work and provide him the supports he needs
- Jamie is connected to the SE team at the agency, so when Jamie is ready to increase his skills at work, the team will work with his employer to help him realize his dream of becoming a prep cook

What's in the treasure chest?



- Jamie is earning his own money and feeling more independent
- He is able to buy things on his own, learn how to manage and save money



- Jamie has a sense of pride & accomplishment.
- He is a contributing member of his community
- Jamie builds relationships at work

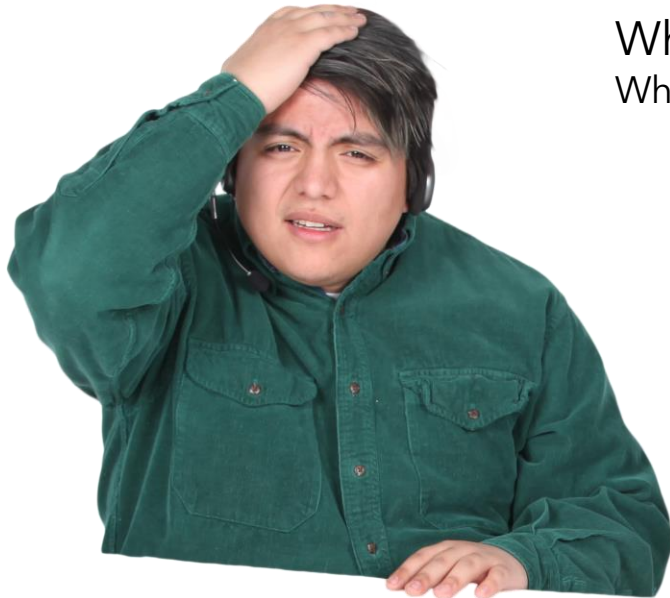


- Jamie can achieve his goal of becoming a prep cook
- He has a team in place to support him to gain skills that will advance his career



- There is no gap in services
- The SE team is in place and has the funding to provide all levels of SE
- Jamie is connected to his community

Why we want to avoid the detour...



What?

What services will I get without Employment/PSE?

Where?

Where can I feel like I'm a part of my community?

When?

When will SE be able to help me?

WHO?

Who do I call for support?



Graduating without employment/PSE...



- Funding priority is not met, Jamie is not able to receive 1:1 supports
- Clinical eligibility means Targeted Case Management, which does not provide job development



- Jamie spends a lot of time at home.
- He becomes disconnected from his community
- Jamie misses out on building relationships



- The hope of finding a job and reaching his goals begins to diminish
- Jamie is at high risk of depression, anxiety, and other mental health concerns



- The clock is ticking. There is no state employment funding after age 26
- SE services are minimal
- With only TCM/respite, there is no money to convert to support job development

*"I cannot but think we have much to be thankful
for, and more still to hope for in the future."*

- WINSTON CHURCHILL





**WHERE ABILITY
MEETS OPPORTUNITY**

WHAT DOES THE STATEWIDE TRANSITION PROGRAM LOOK LIKE ?

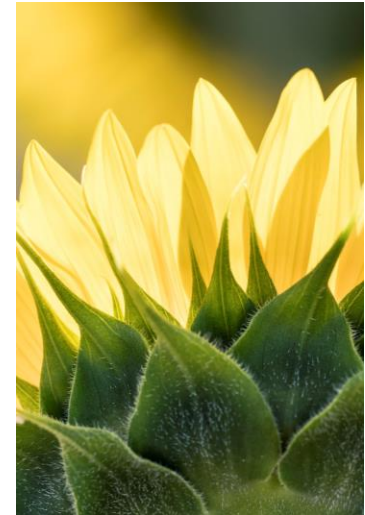
- 26 Transition Counselors (TCs) serving high schools to young adults – ages 14 through 24
- Student eligible in HS through IEP or 504
- TCs have established relationships with schools in their area (split up by 12 AHS districts)
- Each TC works with a Youth Employment Specialist (employment arm of the work)
- Services/activities are dependent upon the needs of the student – focus on Pre-Employment Transition Services to engage:
 - Career Exploration
 - Work Readiness Skills
 - Work Based Learning (WBL)
 - Self-Advocacy
 - Post-Secondary Exploration

WHAT DOES THE STATEWIDE ADULT SERVICES PROGRAM LOOK LIKE?

- Adult Counselors serve individuals who are aged 24 and up.
 - They provide services in each of our 12 District Offices Statewide and have the capacity to meet virtually or in person.
 - Anyone with a disability or chronic health condition may be eligible for services.
 - Designed to meet the needs of the individual participant
- Services provided:
 - Vocational Counseling and Assessment.
 - Case service funding
 - Work Incentives Counseling
 - Progressive Employment/Education
 - Job placement and retention services
 - Assistive Technology

Work Incentives Counselors

- Assist individuals receiving assistance via State or Federal Agencies to understand work incentives available
 - Health care, 3Squares, Housing, SSI, SSDI,
- Support Participants by:
 - What happens to benefits when you go to work and earn wages
 - Help use work incentives that increase the amount of money available and could include working off benefits
 - Discuss programs that could allow them to keep necessary cash or health benefits while working
 - Explain notices received from SSA or ESD
 - Teach people how to report earnings to ESD and SSA

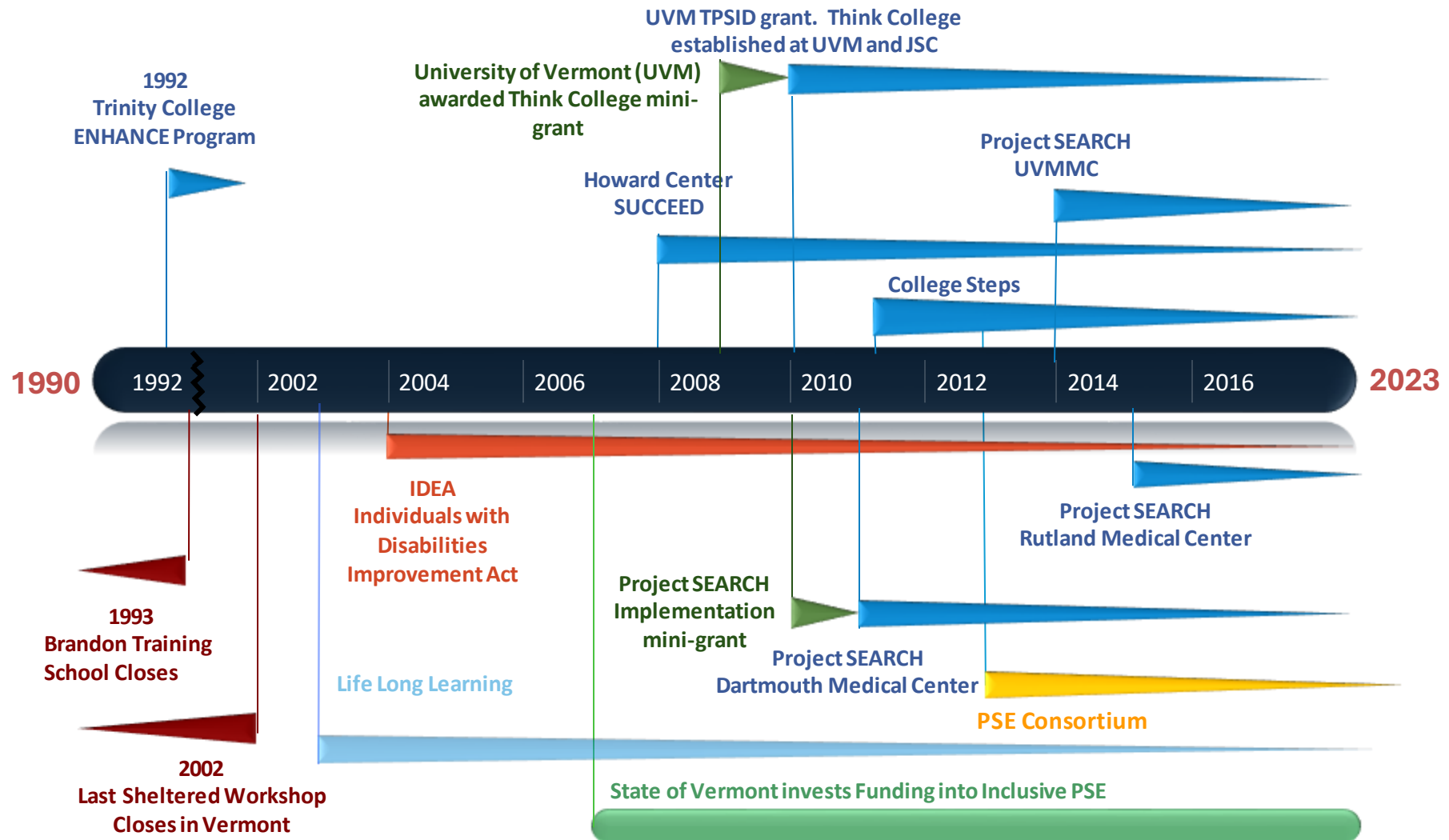






Why Refer to a Work Incentives Counselor?

- Review available SSDI/SSI work incentives
- Explore benefits a participant may be entitled to.
- Explain how health insurance could change with employment.
- Analyze how work will impact benefits to make informed decisions
- Benefits are complex & unique, be proactive to help prevent future benefit fiascos.



Inclusive PSE in Vermont



<i>Click on program name for its website</i>	<i>High School Transition</i>	<i>College Campus Programs</i>		
<i>Program</i>	<u>Project SEARCH</u> 	<u>Howard Center SUCCEED</u> 	<u>Think College Vermont</u> 	<u>College Steps</u> 
<i>Primary Focus</i>	Vocational training & employment	Independent Living, College inclusive academics, employment	Inclusive academics, transition services & employment	Inclusive academics transition services & employment
<i>Credential</i>	High School Diploma	SUCCEED Certificate	UVM Certificate of College Studies, Degree	Certificate of Higher Learning or Degree
<i>Population Served</i>	High school students and young adults with developmental disabilities and autism	Students on autism spectrum & intellectual disabilities	Students with developmental disabilities and autism	Students living with social, communication or learning challenges
<i>Length of Program</i>	1 year (final year of high school)	2-3 years	2-4 years	2-4 years
<i>Housing</i>	NO	YES	Independent living option	YES @ Castleton U only
<i>Age-Range</i>	18-35	18-25	16-30	16-30
<i>Locations</i>	<ul style="list-style-type: none"> • Windsor County – Dartmouth/Hitchcock • Chittenden County - UVM Medical Center • Rutland County – Rutland Regional Medical Center 	<ul style="list-style-type: none"> • Burlington area colleges 	<ul style="list-style-type: none"> • University of Vermont • Champlain College 	<ul style="list-style-type: none"> • Northern Vermont University - Lyndon • Northern Vermont University - Johnson • Castleton University



Best Practices In Transition To Developmental Services Tool

- Why did we develop the tool?
 - Statewide – teams reporting loss of institutional knowledge in all partner organizations
 - Starting point for new team, something that can be useful right away
- What does the tool contain?
 - Suggested activities and guiding questions for each year of high school and the first two post-secondary years.
 - Activities are related to AOE, HireAbility, and DS timelines. Questions encourage teams to think about the big picture for youth.
- What are our hopes for how team will use the tool?
 - Teams will use it to inform how they discuss life after high school with students/youth and families and create robust plans for post-secondary life for all.

Sample of Document

10th Grade (2nd Year of High School)

<i>Suggested Team Activities</i>	<ul style="list-style-type: none">• If student turns 16 this year, add Transition Plan to IEP• Review Graduation Readiness Tool as a team in preparation for 12th Grade (4th Year of HS)• Engage student in Career Assessment (interest, values, aptitude, etc.)• Discuss transition goals with student and family.• If HireAbility <u>not</u> already involved, refer student to HireAbility Transition Counselor.• Student/family meet with Guidance Counselor for College/Career Counseling.• Visit CTE Center.
<i>Guiding Questions</i>	<ul style="list-style-type: none">• Does the student have an interest in the local CTE?• Is the student a candidate for HireAbility's Summer Career Exploration Program (SCEP)?• Is the student interested in CCV's Introduction to College and Careers? Are there other Dual Enrollment options they would like to explore?• What are the student's goals and family's hopes about possible post-secondary options?• Is the student able to access Driver's Education through high school? Do they need to be referred for an adaptive driving assessment?• Is the student connected with HireAbility and school WBL Coordinator to explore/obtain employment? Have they identified a career interest for further exploration? Have the student's needs for support been assessed (transportation, supervision/support, coaching, etc.)?

District Breakouts

- Please assign a notetaker
- Breakouts will last 40 minutes, please take a moment to introduce yourselves
- Suggested discussion questions:
 - Based on presentations and practice document, how do you think you can incorporate this information into your local team(s)
 - What is causing excitement or hope?
 - What is causing worry or confusion?
 - Any questions remaining?

Wrap Up

Send notes from breakouts to Kara at:

Kara.Haynes@vermont.gov

*Thank
You*

Next Steps:

- DS Office Hours –
 - Consultation time - Mondays at 10am (2/26, 3/11, 3/25, 4/8, and 4/22) to support teams this June Grad season.
- DS and HireAbility Listening Tour
 - Ongoing information gathering with local teams about transition practices statewide