Capacity Building Virtual Institute
Improving Employment Outcomes
Coordinating Services and Engaging Partners
Phase 1

- Register your team by **May 15, 2020**
- Watch "Things to Know about the CBVI" (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to plan team’s participation in the CBVI activities (i.e., content presentations, team planning, state to state sharing groups) *This step may occur later;*
- If using a facilitator, look for email from facilitator about team planning times and expectations
- Set up team planning meetings, with team and facilitator

Phase 2

- Watch the “Kickoff” and four content presentations on the Transition Coalition Website available week of **May 25th, 2020**
- Use the provided note-taking resources from NTACT during and following the content presentations
- Participate in the content presentation discussion board(s) on the Transition Coalition Website
- After viewing content presentations, begin team planning meetings, if appropriate
- View resources for “Moving from Content to State to State Sharing Groups”

Phase 3

- Use resources posted to help your team “Move from Content to State to State Sharing Groups” (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to identify team’s selection of one or two of the state to state sharing groups to participate in OR discuss in team planning meeting (see State to state sharing groups list at https://transitionta.org/cbi/2020 posted by May 27, 2020).
- Identify context expert requests (up to 2), if desired, with your facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Register team for state to state sharing groups at by **June 5, 2020**
- Prepare for state to state sharing groups by referencing your notes and engaging with your team

Phase 4

- Participate in state to state sharing group selected (**Tentatively scheduled for June 15 – 18, and June 22 – 25, 2020, 1:00 – 2:30 p.m. EDT**)
- After participating in state to state sharing groups, continue team planning meetings, if appropriate
- Identify content expert requests (up to 2), if desired, with facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Conduct and finalize team planning

Phase 5

- Complete Institute evaluation
- Finalize team planning/ share a copy of the action plan with all team members and NTACT (if not using online program tool)
- Receive follow-up support from NTACT or other TA Center staff, regarding indicated TA needs in your state’s plan
- Network with other states on common goals, as you desire
- Participate in culminating webinar to share-out state plans in mid August
# Phase 2: Watch Content Presentations

**Timeline:** May 25 to June 5, 2020

<table>
<thead>
<tr>
<th>State Team Lead</th>
<th>State Team Members</th>
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<tbody>
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2020 Capacity Building Virtual Institute: Notetaking Framework

Pre-recorded presentation title: ____________________________________________________________
Current state goal: ________________________________________________________________
Current state goal: ________________________________________________________________
Current state goal: ________________________________________________________________

<table>
<thead>
<tr>
<th>Considerations for capacity building</th>
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1. What goal or current initiative does this content support?

2. What questions do you have for your team members?
   External experts/consultants?
   What do you want to know more about?

3. What partners are needed to do the work? Existing or new?

4. What barriers/challenges and actions need to be addressed to do this work?
**Notetaking Framework**

### Considerations for Capacity Building

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4. **What barriers/challenges and actions need to be addressed to do this work?**

*Based on Cornell Note Taking Strategy, Walter Pauk, Cornell University*
# Flow of Services

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<tr>
<th>Roles &amp; Responsibilities of:</th>
<th>Age 13</th>
<th>Age 14-16</th>
<th>Age 17-18</th>
<th>Age 19-24</th>
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<tbody>
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<tr>
<td>Families</td>
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Intended Audience

State-Level Agency Partners

District & Regional Agency Partners

Local Stakeholders
Purpose & Outcome

Provide State interdisciplinary teams an opportunity to collectively address their state goals while examining their coordination across partners of career development and employment experiences focused on improving student employment outcomes through

• Expectation of employment for each and every student
• Comprehensive Continuum of Career Readiness and Work Based Learning Experiences
• Alignment and Coordination of Services
• Engagement of all partners, including business and families
Employment should be the *Expectation* not the *Exception*.

“If people are treated as capable, they often surprise everyone and live up to expectations.”

~Ken Steele “The Day the Voices Stopped.”
Where we’ve been....

- Job “Readiness”
- Focus on jobs, not careers
- Low expectations ("realistic")

“People with disabilities should be spared the soft bigotry of low expectations”, Dr. Roy Grizzard, First Assistant Secretary of ODEP

- Focus on job placement (versus job development)
Begin with an end in mind
Multiple ways and doors to a meaningful life
Stages of Career Development

- Awareness
- Exploration
- Preparation
- Employment
WBL Continuum Leads to CIE

<table>
<thead>
<tr>
<th>Elementary/middle School</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
<th>Ages 18-21</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-exploration</td>
<td>Career exploration</td>
<td>Job shadowing</td>
<td>Job shadowing</td>
<td>Service learning</td>
<td>Internships</td>
<td>Internships</td>
</tr>
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<td>Career exploration</td>
<td>Job shadowing</td>
<td>Service learning</td>
<td>Service learning</td>
<td>Internships</td>
<td>Apprenticeships</td>
<td>Internships</td>
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<tr>
<td>Field trips</td>
<td>Career planning</td>
<td>Paid employment</td>
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<tr>
<td>Job shadowing</td>
<td>Workplace Tours</td>
<td>Job Clubs</td>
<td>Job Clubs</td>
<td>School Based Enterprise</td>
<td>Mentoring</td>
<td>On-the-job training</td>
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<tr>
<td>Volunteering</td>
<td>Informational Interview</td>
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</tbody>
</table>
WBL Continuum in Action

CTE Floral Design

CTE-Horticulture

Work Based Learning Experience - Floral Warehouse
- CTE Advisory Board

Engagement in Community & Independence

Paid Work Experience
Considerations for Building your Local WBL Continuum

- Recruit your critical partnerships
- Understand roles and responsibilities
- Identify strengths and gaps
- Determine the flow of services
- Increase alignment of student planning
- Engage families
Building your local WBL Continuum: Recruit your Partners

- Teachers
- Guidance Counselor
- Transition Specialist
- Work Experience Coordinators
- VR
- Career Technical Education
- Labor
- Community Rehabilitation Partners
- Business
- Families
- Post-Secondary
- Others
Building your Local WBL Continuum: Identifying Strengths and Gaps

- Minimize duplication
- Leverage Resources
- Resource Mapping
- Infrastructure Analysis
Building your Local WBL Continuum: Designing a Flow of Services

• Provides a road map for student, families and professionals
• Provides a visual of the WBL continuum leading to positive post-school outcomes
• Identifies services available to student
• Outlines roles and responsibilities of providing services
# Achieving Outcomes: Flow of Services

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<thead>
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<th>Age 14-16</th>
<th>Age 17-18</th>
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<tbody>
<tr>
<td>Student Outcomes</td>
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<tr>
<td>Connection with Agencies (referral / eligibility)</td>
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<tr>
<td><strong>Roles &amp; Responsibilities of:</strong></td>
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</table>
# Flow of Services (Local Level)

## Student Outcomes
- **Age 13**
  - Exploration of career preferences

- **Age 14-16**
  - Completion of Career Readiness activities
  - Connected to appropriate agencies

- **Age 17-18**
  - Paid work-based experience
  - Post-secondary preparation
  - Connected to appropriate agencies

- **Age 19-24**
  - CIE or enrolled in Post-secondary education
  - Enrolled in high school program
  - Connected to appropriate agencies

## Connection with Agencies (Referral/Eligibility)
- **Age 13**
  - Provide brochure for Community Mental Health (CMH)

- **Age 14-16**
  - Refer to VR for Pre-ETS
  - Refer to Blind Services for Pre-ETS
  - Provide brochure for CMH

- **Age 17-18**
  - Refer to VR services
  - Refer to CMH

- **Age 19-24**
  - Refer VR services

## Roles & Responsibilities of:

### Vocational Rehabilitation
- Career Interest
- Industry Tours,
- Present/discuss services-begin relationship
- Brochures provided by teachers to families to share information with during parent and/or IEP meetings
- Career Interest,
- Career Aptitude,
- Industry Tours,
- WBL experiences
- Soft Skills Development
- Paid Employment (Summer work program)
- Participate on IEP Team
- Connect with teachers, parents, students
- Participate on IEP Team
- Open VR Case as needed- Provide VR Services
- Open VR Case as needed- Provide VR Services
- Open VR Case as needed- Provide VR Services
- Employment supports as needed
- Participate on IEP Team
- Job Shadowing
- Participate on IEP Team
- Job development and placement, paid employment
- Gather information from teachers for intake, eligibility, IPE
- Participate on IEP Team
- Fall and Spring Collaboration meetings to review student needs

### Education
- Guest Speakers on careers
- Explore CTE Pathways, shadow classes
- Share Information about VR agencies and services
- Instruction in Self-advocacy
- Transition Assessments
- IEP Transition Planning
- Career Counseling
- Course of study to support graduation and career choices
- Job Shadowing
- CTE supports
- Summer work-based learning for high school credit
- Inform families and students
- Transition Assessments
- IEP Transition Planning
- Career Counseling
- Course of study to support graduation and career choices
- Job Shadowing
- CTE supports
- Summer work-based learning for high school credit
- Health literacy requirement
- Transition Assessments
- IEP Transition Planning
- Financial literacy
- Civil literacy
- Fall and Spring collaboration meetings to review student needs
- Complete Summary of Performance
- Mobility skill development
- Provide topical learning
# Individual Student Flow of Services

## Student Outcomes

<table>
<thead>
<tr>
<th>Earlier than 14</th>
<th>Age 14-16</th>
<th>Age 17-18</th>
<th>Age 19-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete career exploration activities</td>
<td>Completion of career readiness activities</td>
<td>Paid work-based experience</td>
<td>CIE in chosen career with needed supports</td>
</tr>
<tr>
<td>Identify careers of interest</td>
<td>Connected to appropriate agencies</td>
<td>Completes CTE series (3 classes) in same Pathway</td>
<td>Plan for job advancement</td>
</tr>
<tr>
<td>Community volunteer experiences</td>
<td>Enrolled in CTE</td>
<td>Services provided by Independent Living Center Identified</td>
<td>Community living option selected</td>
</tr>
</tbody>
</table>

## Agency/Community Connections

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<th>Age 14-16</th>
<th>Age 17-18</th>
<th>Age 19-24</th>
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<tbody>
<tr>
<td>Information shared with family about VR</td>
<td>VR referral for PreETS- age 14</td>
<td>Review Benefits</td>
<td>Review Benefits</td>
</tr>
<tr>
<td>Learn about Medicaid Services</td>
<td>Complete application for VR services- Age 16</td>
<td>Application for adult services are completed including Medicaid</td>
<td>Consider any additional supports that will be needed upon leaving school supports</td>
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<tr>
<td></td>
<td>Develop IPE</td>
<td>Ensure VR application has been completed</td>
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</tr>
<tr>
<td></td>
<td>Complete application for CMH</td>
<td>Services provided by Independent Living Center Identified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Receive Benefits counseling</td>
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## Roles & Responsibilities of:

### Vocational Rehabilitation

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<tr>
<td>Information provided about career and employment opportunities</td>
<td>Setup industry tours in areas of interest (horticulture/landscaping)</td>
<td>Develop paid employment based on past two years experiences</td>
<td>Continue to provide supports for CIE</td>
</tr>
<tr>
<td>Meet and talk with a VR Counselor</td>
<td>Select job shadows in career and environment with highest interest (Landscaping/Habitat for Humanity with youth group)</td>
<td>Identify CIE support needs</td>
<td>Explore CTE opportunities beyond high school program, visit to community college</td>
</tr>
<tr>
<td></td>
<td>Participate in Summer work experience in Department of Natural Resources</td>
<td>Gather information about job performance and share with IEP Team members, including student and family</td>
<td>Plan to visit community college</td>
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<td></td>
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<td>Provide AT evaluation for workplace supports</td>
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<td></td>
<td>Continue to provide supports for CIE</td>
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<td>Explore CTE opportunities beyond high school program, visit to community college</td>
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<td>Plan for supports after school exit</td>
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### Education

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<tr>
<td>Visit CTE programs of interest and talk with teachers</td>
<td>Meet w/ Guidance Counselor to identify classes to meet HS requirements and interests</td>
<td>Make adjustments to classes as needed</td>
<td>Complete financial literacy class</td>
</tr>
<tr>
<td>Select Community volunteer program of interest to complete</td>
<td>Shadow CTE classes in horticulture, building trades and manufacturing and select a pathway to enroll in w/ supports as needed</td>
<td>Continue enrollment in chosen CTE pathway w/ supports as needed</td>
<td>Complete Civil literacy class</td>
</tr>
<tr>
<td>Participate in IEP meeting to provide input in goal development</td>
<td>Enroll in Family/Consumer Science Independent Living I and II</td>
<td>Enroll in Transition Course</td>
<td>Continue mobility skill development</td>
</tr>
<tr>
<td></td>
<td>Assist in getting State ID card</td>
<td>Provide mobility skill development, including transportation</td>
<td>Complete a Summary of Performance reflective of accomplishments and recommendations for future needs</td>
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## Age Range

- **Age 14-16**: VR referral for PreETS- age 14 to Complete application for CMH
- **Age 17-18**: Review Benefits to Ensure VR application has been completed
- **Age 19-24**: Continue to provide supports for CIE

### Earlier than 14

- Assist in getting State ID card
- Continue enrollment in chosen CTE pathway w/ supports as needed
- Enroll in Transition Course
- Provide mobility skill development, including transportation
- Complete Health Literacy class
- Develop a service-learning project spending time with animals or children

### Age 14-18

- Identify CIE support needs
- Gather information about job performance and share with IEP Team members, including student and family
- Provide AT evaluation for workplace supports
- Continue to provide supports for CIE
- Explore CTE opportunities beyond high school program, visit to community college
- Plan for supports after school exit

### Age 19-24

- Complete financial literacy class
- Complete Civil literacy class
- Continue mobility skill development
- Complete a Summary of Performance reflective of accomplishments and recommendations for future needs
Building your local WBL Continuum:
Increase Alignment of Student planning:

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<th>Future Life and Career Goals</th>
<th>Interests</th>
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<tbody>
<tr>
<td>Talents, Skills and Knowledge</td>
<td>Learning Styles</td>
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<tr>
<td>Values</td>
<td>Positive Personality Traits</td>
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<td>Environmental Preferences</td>
<td>Dislikes</td>
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<td>Work Experiences</td>
<td>Support System</td>
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<tr>
<td>Specific Challenges</td>
<td>Solutions and Accommodations</td>
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Career ideas and Possibilities to Explore
## Document Student Information

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<thead>
<tr>
<th>Student Name</th>
<th>Anticipated Graduation Date</th>
<th>Family Interview about CIE</th>
<th>Positive Personal Profile</th>
<th>Workplace Tour</th>
<th>Job Shadow</th>
<th>Unpaid Work Experience</th>
<th>Paid Work Experience</th>
<th>Agency Contacts</th>
<th>Employed in CIE</th>
<th>Enrolled Higher Education</th>
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Notetaking Framework

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*Based on Cornell Note Taking Strategy, Walter Pauk, Cornell University.*
Family Expectations and Engagement
Building your local WBL Continuum: Engage Families

- Setting or reinforcing the expectation
- Facilitating communication
- Tapping into networks
- Practicing soft skills
- Consider strategies to navigate around apprehension
Are we asking the right questions of Families?

- What does a good life look like for your student?
- What worries you the most about transition?
- What are your student’s greatest skills?
- Are there local businesses you think your student would be interested in?
- Do you have contacts at any local businesses?
Include Outcomes of Parent Engagement

• Expand information sharing that increases work experience opportunities for students

• Families have an improved understanding regarding value and financial benefits of employment

• Increased use of supported decision making
**Intentional Family Engagement**

**Fidelity of Practice**

**Action Planning**

**Flow of Services**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Lead Agency</th>
<th>Critical Partners</th>
<th>Start Date</th>
<th>End Date</th>
<th>Technical Assistance/Training</th>
<th>Performance Measure/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review Alternatives to Guardianship and Supported Decision-Making best practices, as well as state legislation surrounding age of majority and transfer of rights.</td>
<td>Education</td>
<td>All</td>
<td>September 2019</td>
<td>December</td>
<td>Training provided by ABLE</td>
<td>Possess a thorough understanding of the process.</td>
</tr>
<tr>
<td>2. Increase knowledge of the “Stop, Look, &amp; Listen: Planning for Independence and Adult Decision-Making Support” Tool</td>
<td>Education</td>
<td>All</td>
<td>January 2020</td>
<td></td>
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</tr>
<tr>
<td>3. Provide information to families and youth on how to use the “Stop, Look &amp; Listen” Tool</td>
<td>Parent Center</td>
<td>All</td>
<td>January 2020</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Incorporate Supported Decision-Making practices into transition-related conversations, including use of the “Stop, Look &amp; Listen” Tool</td>
<td>Education &amp; VR</td>
<td>ALL</td>
<td>September 2020</td>
<td></td>
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</tr>
</tbody>
</table>

**Goal 1: Increase education, awareness and use of Supported Decision Making and other Alternatives to Guardianship.**

**Student Outcomes**

- Exploration of career preferences
- Completion of career readiness activities
- Connected to appropriate agencies

**Technical Assistance/Training**

- Paid work-based experience
- Post-secondary preparation
- Connected to appropriate agencies

**Performance Measures**

- CIE or enrolled in post-secondary education
- Enrolled in high school program
- Connected to appropriate agencies

**Role & Responsibilities of:**

- Families
  - Attend career information night
  - Provide opportunities for student to learn about careers
  - Participate on IEP Team
  - Set the expectation of work right after high school
  - Provide opportunities to develop self determination

- Schedule meeting was needed with agencies
  - Complete necessary applications for services
  - Participate in student planning sessions
  - Provide opportunities for support decision making
  - Provide input on WBL opportunities including connections to businesses
  - Assist with transportation

- Schedule meetings as needed with agencies
  - Complete necessary applications for services
  - Participate in student planning sessions
  - Provide opportunities for support decision making
  - Provide input on employment opportunities including connections to businesses
Building your Local WBL Continuum: Business Engagement

Strategies

• Get to know employers
• Determine business needs
• Emphasize services and benefits
• Promote services as a source of reliable workers
• Improved outcomes
How Engaging Business Improves Student Outcomes

**Short-term outcomes:**
- Gains insight into work experience opportunities in local community
- Receives information regarding employer and industry expectations
- Learns job skills related to the expectations set for a position
- Receives guidance from people practicing in an industry
- Develops networking relationships
- Strengthens self-advocacy skills
- Increased alignment of IEP and IPE goals as student identifies career interests

**Long-term outcomes:**
- Increased competitive integrated employment outcomes
- Increased opportunities for internships and apprenticeships that lead to higher-paying jobs
- Increased post-secondary credential attainment and/or measurable skills gain
### Dual Customer Approach Bridges the Gap

**Employer/Business**

- A new talent pool
- Reduce training & recruitment costs
- Fill training needs
- Meet diversity goals
- Increased opportunities for collaboration with higher ed

**Student/Family**

- “Real-time” labor market information
- Increased WBLE prior to HS exit
- Increased exposure to hiring personnel
- Access to job openings customized to individual student needs and abilities
- Higher-quality outcomes (wages, hours, benefits)
Shifting the Focus

- Engage employers
- Work with the local education agency/VR office
- Utilize VR business specialists and workforce partners expertise
- Pay students competitive wages
- Assist students in exploring multiple work experience opportunities
- Culture shift from job placement to career development
Key Players in Business Engagement

- Business and industry associations
- VR agencies
- Education entities or providers—K-12 schools, including elementary, middle and high schools; as well as career and technical education (CTE), charter schools, and alternate high schools; and post-secondary institutions including community and technical colleges
- Workforce providers—career centers, workforce investment boards, community-based organizations that provide education, training, and support services to youth and adults
- Intermediaries—entities that bring together educational and/or workforce development organizations to undertake employer engagement with employers or employer associations.

http://www.wintac.org/topic-areas/business-engagement-and-employer-supports/partnerships
“Employment” Looking Thru the Local Business Lens

• **Hiring** is a business decision, not a social issue or charitable cause

• **On-boarding and training** a new hire: Typically costs the company $7-$10K

• **Employment** is a mutually beneficial relationship, it is about adding value.

• **The right to work is earned** - acquire skills and/or recognized industry credentials for in-demand, occupations in competitive integrated employment settings.

• **Upskill/backfill model** - Companies upskill employees by providing opportunities to advance in their employment, and backfill these positions with current job seekers.
Utilizing State/Local Initiatives for Business Engagement

Building business relationships require awareness of your state and local business community:

- Tap into existing apprenticeship programs in place or planned
- Targeted workforce development programs designed for underserved/underrepresented groups
- Identify Tax Incentives for targeted populations
- Financing mechanisms like “Pay for Success”
Work-Based Learning Continuum (Business Engagement Thread)

- Awareness
  - Career related competitions
  - In-school work experience
  - On-site or on-line workplace tours
  - Informational interviews
  - Volunteering

- Exploration
  - Job clubs with interactive hands-on demonstrations
  - Job Shadowing
  - Service Learning

- Employment
  - Paid employment
  - Internships
  - Apprenticeships
  - On-the-job training

- Preparation
  - Student-led school-based enterprises
  - Career Mentoring
  - Unpaid work experiences
Flow of Services: Business Engagement

Consider......

• Agencies already engaging business

• Possibility of business leaders as team members

• Student activities across the continuum for business engagement
Resources

NTACT
• Resource Mapping Guide Toolkit https://transitionta.org/rescmaptoolkit
• Guide to Developing Collaborative School-Community-Business Partnerships https://transitionta.org/sites/default/files/Partnership_Guide.pdf

WINTAC
Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners:
http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta01-pre-ets/VRED-GUIDE-WINTAC-FINAL.pdf

NTACT hosted Webinars- Family Engagement
November 15, 2018: Family Engagement Strategies for Educators, Vocational Rehabilitation Counselors, Human Service, and Health Agencies Staff
January 24, 2018 National COP Collaborative Family Engagement Strategies
January 11, 2018 Engaging Families and Elevating Expectations: A Focus on Employment
2020 Capacity Building Virtual Institute: Notetaking Framework

<table>
<thead>
<tr>
<th>Considerations for capacity building</th>
<th>Notes</th>
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<tbody>
<tr>
<td>● Use of evidence-based practices</td>
<td></td>
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<tr>
<td>● Student and family engagement</td>
<td></td>
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<tr>
<td>● Systems alignment and cross-agency/department collaboration and coordination</td>
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<tr>
<td>● Data-based decision making</td>
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</tbody>
</table>

1. What goal or current initiative does this content support?  

2. What questions do you have for your team members?  
   External experts/consultants?  
   What do you want to know more about?  

3. What partners are needed to do the work?  
   Existing or new?  

4. What barriers/challenges and actions need to be addressed to do this work?  

*Based on Cornell Note Taking Strategy, Walter C. Cohn, Cornell University.*
## Phase 2: Watch Content Presentations

**Timeline:** May 25 to June 5, 2020

<table>
<thead>
<tr>
<th>State Team Lead</th>
<th>State Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Watch the “Kickoff” and four content presentations on the Transition Coalition website available week of May 25th, 2020</td>
<td>✓ Watch the “Kickoff” and four content presentations on the Transition Coalition website available week of May 25th, 2020</td>
</tr>
<tr>
<td>✓ Use the provided note-taking resources from NTACT during and following the content presentations</td>
<td>✓ Use the provided note-taking resources from NTACT during and following the content presentations</td>
</tr>
<tr>
<td>✓ Participate in the content presentation discussion board(s) on the Transition Coalition website</td>
<td>✓ Participate in the content presentation discussion board(s) on the Transition Coalition website</td>
</tr>
<tr>
<td>✓ After viewing content presentations, begin team planning meetings, if appropriate</td>
<td>✓ Attend team planning meeting(s), if appropriate</td>
</tr>
<tr>
<td>✓ View resources for “Moving from Content to State to State Sharing Groups”</td>
<td></td>
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</tbody>
</table>
### Notetaking Framework

#### Unanswered questions and A-ha’s:

<table>
<thead>
<tr>
<th>Questions/Insights</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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#### Summary:

Moving from content to state-to-state sharing groups

After viewing and interacting with the content for this presentation, reflect on your notes (and conversations with your team during team planning times), to determine areas of focus for: (1) additional team planning times; (2) focused state-to-state discussion opportunities; (3) planning for professional development and technical assistance with LEAs; (4) evaluation efforts and program development for LEAs; and (5) state-to-local capacity building.

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# Phase 3: Preparing for State to State Sharing Groups

**Timeline:** May 25 to June 12, 2020

<table>
<thead>
<tr>
<th>State Team Lead</th>
<th>State Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Look at and follow resource “Moving from Content to State to State Sharing Groups” (<a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a>)</td>
<td>✓ Help team leader with “Moving from Content to State to State Sharing Groups” (<a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a>)</td>
</tr>
<tr>
<td>✓ Gather your team virtually or by phone to identify team’s selection of one or two of the state sharing groups to participate in OR discuss in team planning meeting (see State to state sharing groups list at <a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a>)</td>
<td>✓ Attend virtual or phone team meeting, or team planning meeting(s)</td>
</tr>
<tr>
<td>✓ Register team for State sharing groups at by June 5, 2020</td>
<td>✓ Prepare for state to state sharing groups by referencing your notes and engaging with your team</td>
</tr>
<tr>
<td>✓ Prepare for state to state sharing groups by referencing your notes and engaging with your team</td>
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</tbody>
</table>
Contact information

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Ruth Allison  rallison@transcen.org

Brenda Martin  bksimmons@email.gwu.edu
NTACT invites you to...

- Explore our website: [www.transitionta.org](http://www.transitionta.org)
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- ...and on Twitter: [@transitionta](https://twitter.com/transitionta)
- ...and on Pinterest: [at transitionta](https://www.pinterest.com/transitionta)
- ...and on Teachers Pay Teachers
- Contact us: [ntactmail@uncc.edu](mailto:ntactmail@uncc.edu)
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- Sign up for our listserv:
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- ...and on Twitter: [@WINTAC_VR](http://www.wintac.org/request-ta)
- Contact us: [wintac-it@wintac.org](mailto:wintac-it@wintac.org)
- Request TA: [http://www.wintac.org/request-ta](http://www.wintac.org/request-ta)
THANK YOU for joining us!