

***New Community Opportunities Center at ILRU
Presents...***



**Expanding CIL Capacity through Youth Transition Services:
Collaborating with School Districts and Vocational Rehabilitation**

The View from Education

**August 13, 2014
3:00 p.m. – 4:15 p.m.**

Presenters:
Kenneth Duesing
Amy Noone
Susan Pesavento

Kenneth Duesing

Manchester (NH) School District

Manchester School District (MSD)

- City population = 100,000
- School District = 14,737
- High School = 4,834
- Four high schools
- Students identified with a disability = 2,680 (18%)
- HS students identified with a disability = 834 (17%)
- Languages spoken = 62 (22 spoken by > 10 students)
- 4 year graduation rate = 75.1% (NH = 87.8%)
- 4 year dropout rate = 4.4% (NH = 1.3%)

Connection to IL

- Board of School Committee adopted policy on Extended Learning Opportunities (ELOs) in 2009
- Allows for earning credits in non traditional ways
- Granite State Independent Living (GSIL) previously provided services to MSD through a School to Work program
- GSIL made proposal to MSD

Preconceived Notions and Expectations

- Drop out age raised from 16 to 18
- How to re-engage students and keep them in school?
- Not traditional programming, but meaningful and substantial

Why GSIL?

- Proven track record of success
- Partnership with MSD and Vocational Rehabilitation (VR)
- Academic Instruction
- Vocational opportunities
- Three sessions throughout year
- Small number of students (5 from each HS)

Barriers and Resolutions

- Funding
 - ARRA
 - Shared between MSD, VR, GSIL
- Structure
 - Advisory group
 - Assistant Superintendent, Student Services
 - Assistant Director, Student Services
 - HS Assistant Principals and Guidance Counselor
 - GSIL Reps
 - VR Reps
 - Monthly meetings

Barriers and Resolutions, cont'd.

- Cycle of sessions (Fall, Spring, Summer)
 - Did not align with full semester (10 week sessions)
 - Overlap between current session and referral for new session
 - Increased length of sessions
- Appropriate student referrals
 - Area of identification
 - Age
 - Credits previously earned

Barriers and Resolutions, cont'd. 2

- Credit approval through Extended Learning Opportunities
 - On line
 - Certified / highly qualified teacher

Recommendations

- Create Advisory group
- Monthly meetings
- Be clear about requirements from each partner
- CILs need to come with a plan to address potential barriers

Contact



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Susan Pesavento & Amy Noone Commonwealth Connections Academy

Commonwealth Connections Academy

Overview



- An accredited public cyber school since 2003 authorized by the Pennsylvania Department of Education
- A free K-12 program; no tuition
- Pennsylvania certified teachers providing instruction
- Offices in Harrisburg, Bryn Mawr, Philadelphia, Seven Fields, Lehigh, Dickson City, and Williamsport; drop-in centers in Center City Philadelphia and Midtown Harrisburg
- Total enrollment
 - As of 6/2/14 = 8,350

Overview, cont'd.

- Special education enrollment
 - As of 6/2/14 = 1535
 - ~18% of total enrollment
 - Increase in higher needs populations (Autism, ID, ED)
- Transition aged enrollment
 - As of 6/2/14 = 897
 - ~half of total special education enrollment

Overview, cont'd. 2



- Transition needs in a cyber environment
 - Independent living
 - Job shadowing
 - Social skills
- Cyclical audit (every 6 years) identified community partners as a need for CCA
- Indicator 13 requirements
 - Greater focus on college and career readiness for all students

How did the school know about the CIL?

- Student experience and request from family
 - S2L program
- Transition conference
 - Presentation
 - Student presence
 - Informational literature
- Internet research

What expectations did the school have about the CIL?

- Expectations:
 - Hesitation due to cyber setting
 - Meet needs identified by CCA
 - Daily living skills
 - Social skills
 - Travel training
- Surprises:
 - Open collaboration and flexibility
 - Executive functioning skills
 - Person Centered Planning
 - So many programs and services to offer

What led the school to purchase the services from a CIL rather than another provider?



- Total package (one stop shop)
 - Pre-employment skills training
 - Social skills training
 - Daily living skills
 - Travel training
 - Job shadow/community based work experience/volunteer opportunities
 - Financial skills
 - Executive functioning skills
- Other providers offered one area of service and one area only; limited flexibility

What were key discussion points in launching purchasing of service and how were they achieved?

- Points of discussion:
 - Legal contract
 - Points of contact:
 - Management company handles invoices, contracts, etc.
 - School handles referrals, service agreements, approval of hours, etc.
 - Transportation of students
 - Progress monitoring and reporting
- Methods of achievement:
 - Communication
 - Rapport
 - Mutual understanding that it's all about the students

Recommendations for CILs in other states—what facts, details should a CIL be prepared to provide to their school administrators?

- Facts
 - Services offered
 - Counties served
 - Ages served
 - CIL history
 - Staff certifications and clearances (or willingness to obtain)
 - Current relationships with other school districts (if applicable)
 - Success stories

Facts and Details, cont'd.

- Details
 - Related fees
 - Service agreements
 - Points of contact
 - Progress reporting (forms, frequency, content, etc.)
 - Referral process (forms, timelines, etc.)

Student Stories–(Meet CZ)

- 18 years old
- Specific Learning Disability
- Speech and Language Impairment
- Social Skills Group—in place of OT
- Agency services began 2013
- Attended S2L 6 week summer program
- Desires to work, currently exploring interests

Student Stories—(Meet KJ)

- 19 years old
- Other Health Impairment (ADD/OCD)
- Speech and Language Impairment
- Occupational Therapy
- Physical Therapy
- Agency support began 2012; dual agency involvement
- Initial interest web development; clerical better fit

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Summary and Wrap-Up of Day 2

**August 13, 2014
4:15 p.m. – 4:45 p.m.**

***Facilitator:*
Judith Holt**

New Community Opportunities Attribution



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