

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



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

Profile of each CIL's Overall Youth Program and Services

August 12, 2014

10:30 a.m. – 12:00 p.m.

Presenters:

David Hancox

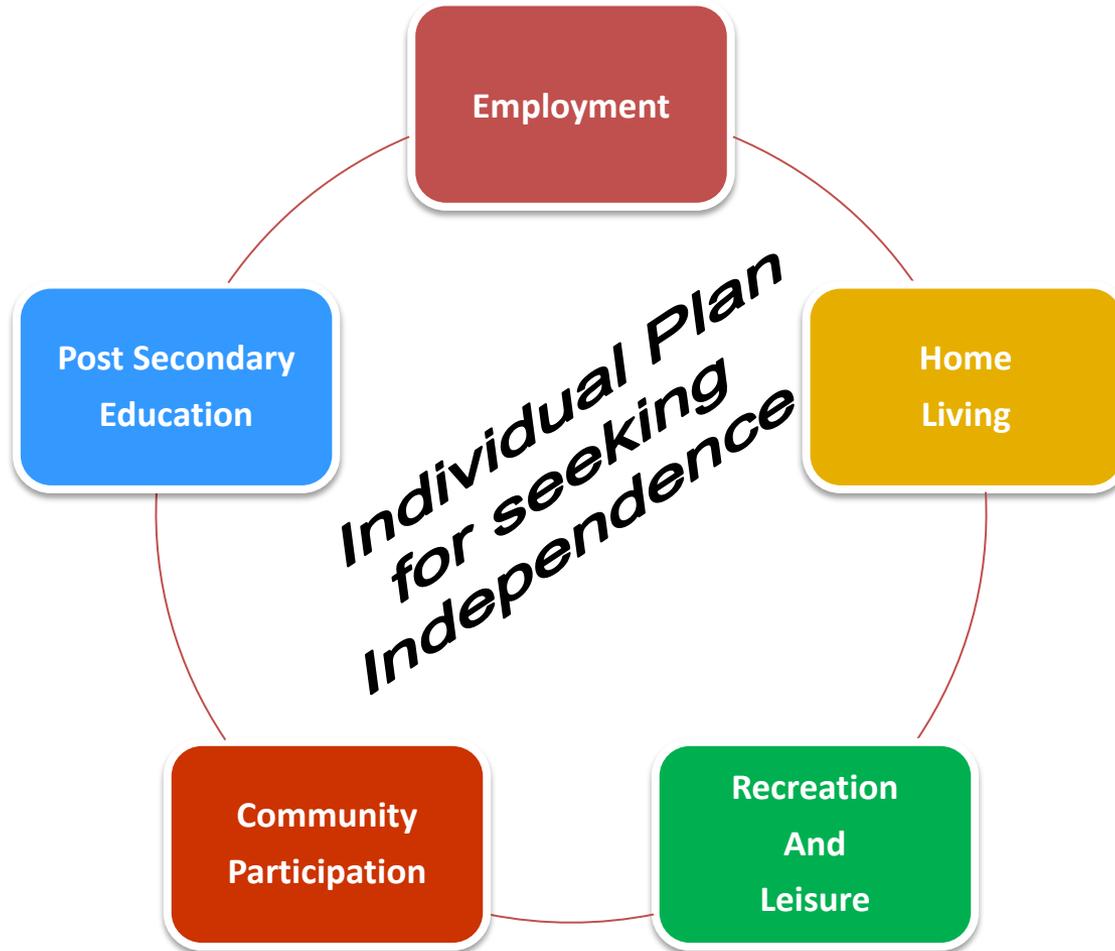
Seth Hoderewski and Joe Michener

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Metropolitan Center for Independent Living

What Is “Youth Transition”?



Purpose of Youth Transition



- Essentially, the purpose of Youth Transition is to ensure that the young adult will gain the skills, knowledge and interagency relationships that they may need to establish their long-range goals for their independence after high school.
- MCIL serves students generally aged 14-22 in the Transition and Transition Plus programs.

Driven To:

- Assist young adults with disabilities, to make a successful transition from high school to post-secondary education, employment and independent community living.

- It is about putting the pieces in place that a young adult may need to accomplish their dreams and lifelong happiness.



Funding and Supports



- Finding funding can be difficult...where to look?
- Originally, c. 1990, the Minnesota CILs received separate individual funding from MN Department of Education (DOE).
- In 1993, citing a lack of documentation, the DOE cut funding, but agreed to temporary funding.

Funding

- In legislative year 1994, the Minnesota Senate Education Finance Committee allocated \$250K, with the requirement that the funds be transferred to Vocational Rehabilitation (VR).
- Beginning in SFY 1995-96, the \$250K was included in our core service allocation.

Funding, cont'd.



- Beginning in 1994, MN CILS received a separate appropriation of \$250K specifically for Transition Services
- Currently, the eight MN CILs receive a total of \$2.6 million collectively.
- These dollars are now blended with our federal allocation, with no distinct separation of the dollars but with an understanding that Youth Transition will be a funded program.

Limited staff resources

- MCIL currently employs two individuals dedicated specifically to Youth Transition services.
- Additionally, other staff intermittently respond to Transition requests.

MCIL's Operation, cont'd.



- Select site “relationship building”
- Select 4 school programs where we insert MCIL Transition Staff for four full days per week.
- We also utilize specific web-based tools to build the Transition Program.

Workshops: Presented in the schools or in the classroom at MCIL

- Interpersonal Development/Self esteem
- Effective Self-Advocacy
- Being an Effective IEP Team Member
- Others

IL Skills Classes

- Cooking Classes
- Meal Planning
- Healthy Relationships
- Living Well with a Disability
- Money Management Skills
- Other

- Participation in student IEP Meetings and other general IEP assistance
- Web based online discussion boards, which allow students to have monitored direct conversations across various districts or locales.
- Transition with Technology—instructing students on the value of technology in their transition experience.
- General Information, Referral and Assistance (IR/A)

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Seth Hoderewski & Joe Michener

Lehigh Valley Center for Independent Living

School 2 Life (S2L) / Real World Lehigh Valley

- A program for young adults with disabilities who have the goal to live independently or with support one day
- Program services include a year-round seminar series, a 6-week intensive summer program, parents' meetings, person-centered planning, mentoring and an advisory board
- Goals (individual and group) and activities are determined by the young adults (including a leadership team) and are facilitated by LVCIL staff
- Topics include anything related to independent living – skills for daily living, social skills, self-advocacy, employment, etc.

S2L / RWLV, cont'd.

- Where it all began – 2008
- 30 to 35 active participants
- Ages 14 to 21, now 14 to 25
- Cross disability
- Originally grant funded, now fee-for-service with small supplemental grants / fundraising
- Full-time staff = 2 / Summer staff = 3
- All core services incorporated
- Activities occur at LVCIL and in the community
- Goal – successful transition into life after school



A program of LVCIL

S2L / RWLV, A Day in the Life...



S2L meetings

- Leadership meeting – finalize agenda for the meeting
- Young adults sign in and socialize
- Group updates and question of the day
- Dinner and socialize
- Seminar on advocacy and/or team building activity

RWLV Summer program – 3 days a week, 9am-3pm

- Fill in time sheet, check schedules , socialize
- Small groups volunteer in the community while other groups take part in activities like “ Top Chef”
- Lunch and opportunity to socialize
- Small group work on mini business
- Weekly review with staff

Career Path

- A program for young adults with disabilities who have the goal to get a job
- Services include an intensive, 8-week Skills Training, job shadowing and career exploration, person-centered planning, community-based work assessments, job coaching and extended services
- Goals are determined by consumers' interests through person-centered planning and supported by LVCIL staff
- Topics include anything related to obtaining and maintaining competitive employment – teamwork, meeting employer expectations, time management, personal hygiene, conflict resolution, etc.

Career Path, cont'd.

- Developed out of S2L – 2011
- 125 active participants
- Ages 18-25, but flexible depending on individual
- Cross disability
- Fee-for-service, with supplemental grants
- Full-time staff = 9, Part-time staff = 3
- All core services incorporated
- Activities occur at LVCIL and in the community
- Goal – successful transition into competitive, integrated and independent employment



Career Path—A Day in the Life...



- A participant in Career Path Skills Training starts his/her day at LVCIL at 8:30am.
- He fills out his timesheet and reviews the agenda for the day:
 - Morning seminar and activities to create a “Work Vision Statement”
 - Break 10:00a-10:15a
 - Video: “Good Frankie, Bad Frankie”
 - Seminar on best interview practices
 - Lunch 12:00p-12:30p
 - Afternoon work experience at Second Harvest Food Bank
- After group activities are over at 3:30p, he meets with LVCIL staff to work on his resume.

Living Independently for Everyone (LIFE)

- Working directly with school districts to supplement school curriculum and activities for young adults with disabilities.
- Services based off of IEP and person-centered planning
 - A la carte menu of services including: Skills Training, job development, job coaching, transition house skills, life coaching, travel training, etc.
- Goals are determined by consumers' interests through person-centered planning and supported by LVCIL staff
- Topics include independent living skills, mobility training, assistive technology research and implementation, vocational skills and exploration, etc.

LIFE continued...

- 2013
- 10 active participants
- Ages 14-21, but flexible depending on individual
- Cross disability
- Fee-for-service
- Part-time staff = 4
- All core services incorporated
- Activities occur at LVCIL and in the community
- Goal – successful transition into life after school



LIFE—A Day in the Life...

- A participant in LIFE starts her day at her school at 7:30am.
- She attends her homeroom and her first two classes of the day (science and math).
- After class, she travels to LVCIL via a school van, and meets with LVCIL staff.
- She spends the late morning preparing a meal for lunch. With the support of LVCIL staff, she searches the Internet for a recipe, determines ingredients needed, goes to the store and purchases items, and returns to LVCIL and prepares her food.
- After lunch, she travels to the local Zoo, where she completes a clerical work experience at their office.

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Granite State Independent Living

Overview—Earn and Learn Opportunities Program



Transitioning Youth: Pathways to Graduation and Employment

- At-risk high school students with disabilities (ages 16-21)
- Severe Emotional, Behavioral and Mental Health Challenges, Learning Disabilities, Attention Issues
- Engagement in Education and Work
- Assisting Students in finding Relevance
- Using the Community as the Classroom
- Obtainment of Academic Credits
- Program experience part of all students' IEP and Transition Plan

- Employment Skills Training
- Job Placement
- Education
- Independent Living Skills:
 - Public transportation training,
 - Personal Finance
 - Health, Fitness & Nutrition
 - Communication & Social Skills
 - Personal Growth
 - Advocacy

- 2009 ARRA funded by NHDOE/NHVR
- Response to:
 - High Dropout Rate for Students with Disabilities
 - Dis-engaged/Poor attendance/Lacking academic credits
 - Lack of Preparation and Awareness—for life ahead
 - General Lack of Soft Skills
- No current program models to follow
- Extended Learning Opportunities are a key component of the model

Extended Learning Opportunities

ELO Means: *the primary acquisition of knowledge and skills through instruction or study outside the traditional classroom methodology, including, but not limited to*

- Apprenticeships
- Independent Study
- Private Instruction
- Internships
- Online courses
- Performing Groups

Program Structure



Program at GSIL

Group Format, Small class size, 15 students

- 1 School District
- 3 Sessions a Year
 - Fall and Spring (14 weeks)
 - Summer (5 weeks)
- 4 days academic
- 1 day work experience

Program Structure, cont'd.



- Afternoon Computer Lab—Credit Recovery
- Extended School Year
- *Program is a Job* not a school
- 3 staff
 - Director
 - Transition Support Specialist / IL Coordinator
 - Employment Coordinator

Funding/Budget



- 2/3 Funded Manchester School District
- 1/3 Funded Vocational Rehabilitation

Approach

- PHILOSOPHY – “Self-efficacy” (*Albert Bandura*)

The belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations

Self-efficacy influences

The Choices we make

The effort we put forth

How long we persist

How we feel

Self-efficacy comes from

Mastery Experiences

Social Modeling

Social Persuasion

Psychological Responses

Key Ingredients

- ✓ Relationships, Rigor, Relevance
- ✓ High Expectations – No Rules
- ✓ Competency based not seat time
- ✓ Addressing the needs of the whole child
- ✓ Involving students, families, school personnel & VR in the process
- ✓ Connection to community
- ✓ Identification of Core Elements
- ✓ Advisory Group focuses on all aspects of service and support

Program Activities

- Application and Referral Process
- Orientation
- First Day-Hiring Procedures
- Expectations
- Soft Skills Development
- Blended Academics: Career Choice and Exploration, Independent Living, Personal Finance, Health, Physical Education, Functional English, Computer Technology (4 credits)
- Work Experience

Program Activities, cont'd.

- Computer Based Programs
- Community Resources/Partners: local businesses and colleges, transit authority, YWCA, Banks/Credit Union, families, VR, Manchester School District, Parent Information Center, Mayor, Politicians
- VR Counselor and Independent Living Coordinator play critical roles
- ELO Progress Review and Granting of Credit
- Exit plan meetings—Students become their own advocates
- Graduation

Highlights/Successes

- Group cohesion
- Attendance Rates
- Feedback from Stakeholders
- Graduation
- Success Stories

Outcomes July 2010 – June 2014

- **142** students graduated from the program
- **527** ELOs completed, **363.5** academic credits, and an additional **97** credits in afternoon computer lab
- **58** students have graduated from HS, **11** obtained GED
- Average attendance rate **94%**
- **119** work experiences in the community
- **89%** of students have graduated from high school, obtained their GED or are on track to graduate

For more information:

Visit our website at www.gsil.org



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New Community Opportunities Attribution



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