



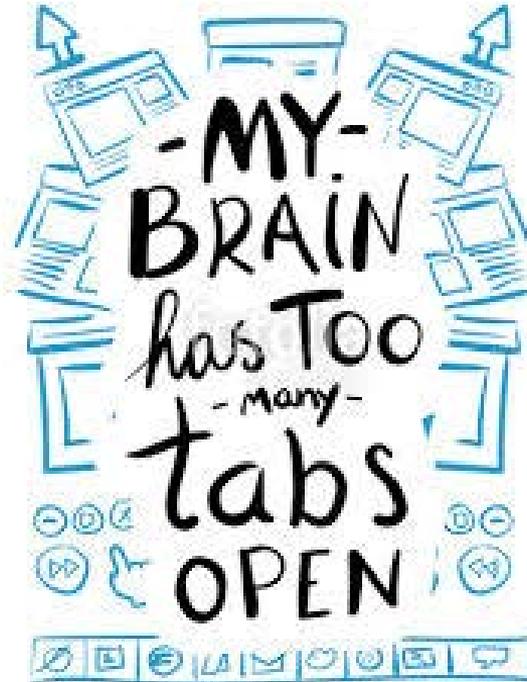
DDA Employment First Webinar

**Staci Jones, Statewide Career and Employment Services
Coordinator
Developmental Disabilities Administration**

March 16, 2018



Thank yous and Shout outs



#79150613

Transition

What are we talking about when we use that word:

- **Generically:**
 - The process of changing from one state or condition to another
 - This happens countless times throughout our lives
 - Some transitions need little support, others need intensive support
- **Specifically:**
 - Focus on the transition for students with disabilities from school to adult life



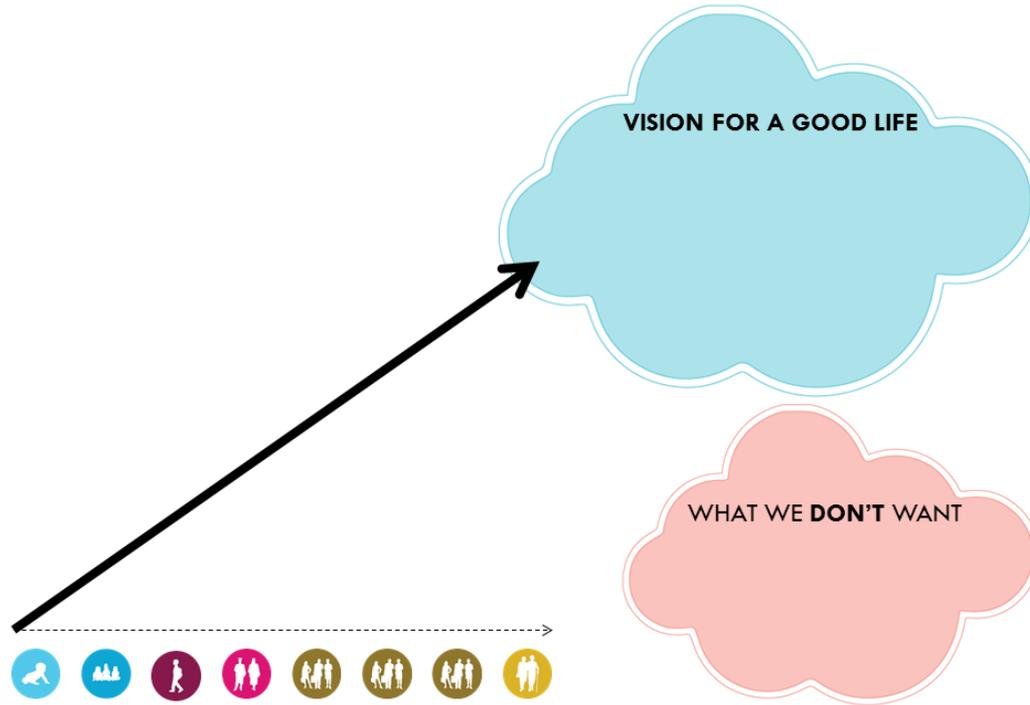
Transition

Why is it *important* to focus on this?:

- **Historically:**
 - Students and adults with disabilities have had limited options
 - Students and adults with disabilities have had lower expectations placed on them
 - We have focused on transition too late in a person's life



Charting the Life Course



Transition

2 Quick Polls :

1. Do you support a youth with a disability in some capacity?
1. What is your role



Welcome to our first co-presenter

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Secondary Transition Specialist

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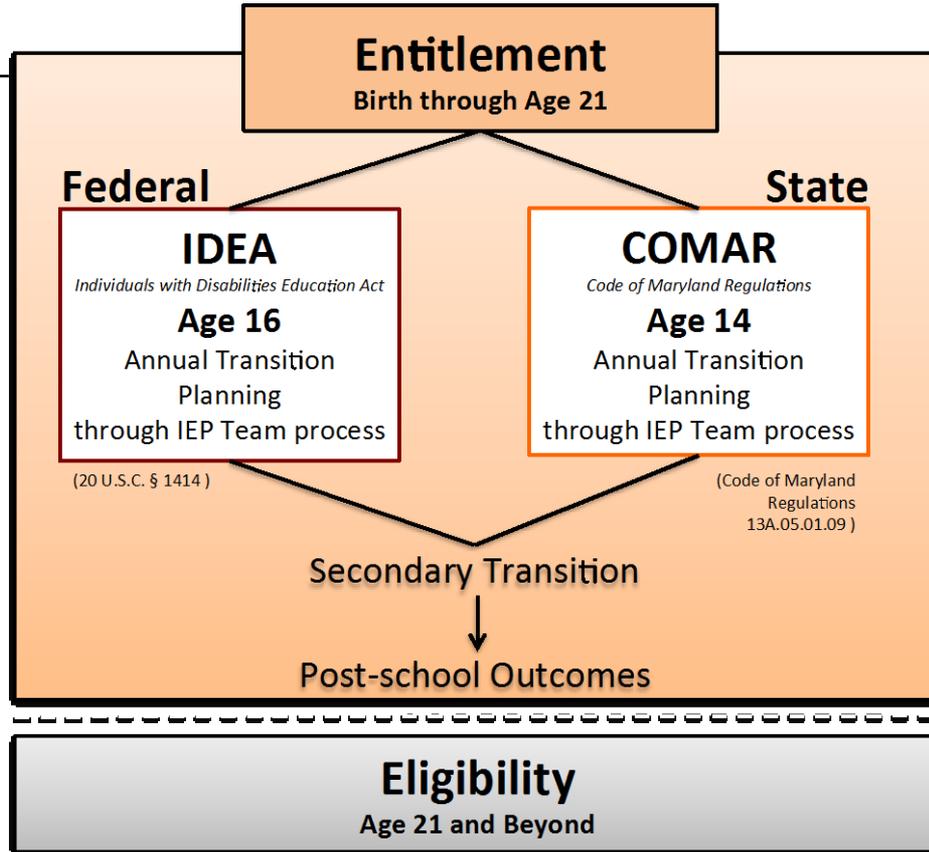


The Big Picture

“Your first day of adulthood should be no different than your last day of high school”



Secondary Transition in Special Education



Characteristics of the Perfect Transition Process

- ✓ Sequential delivery of specific transition service components beginning in early high school
- ✓ Braiding of resources of transition partners
- ✓ Resulting in uninterrupted, collaborative transition from public secondary education to employment and/or post-secondary education



Components of Transition IEP

- ✓ Measureable postsecondary goals (Annually updated)
- ✓ Based on age-appropriate transition assessments
- ✓ Transition Services=coordinated set of activities
- ✓ Transition services= Course of Study
- ✓ Annual Goals
- ✓ Student Invitation
- ✓ Outside Agency Invitation



Transition Planning & Programming



OUTCOMES

- Employment
- Education & Training
- Independent Living

Self

- Assessment
 - ✓ Future Aspirations
 - ✓ Interests
 - ✓ Preferences
 - ✓ Strengths & Needs



Opportunity

- Explore & Research
 - ✓ What's out there?
 - ✓ What's expected?
 - ✓ What supports will be needed?



Preparation

- Academics
 - ✓ Core Graduation Requirements
 - ✓ Modified Curricula
- Community & Work Experiences
 - ✓ School-Sponsored
 - ✓ Independent/Home
- Extracurricular Activity





Maryland's Transition Continuum

Movement towards meaningful participation in Community, Careers and Post-Secondary Education



CAREER DEVELOPMENT
For ALL Students

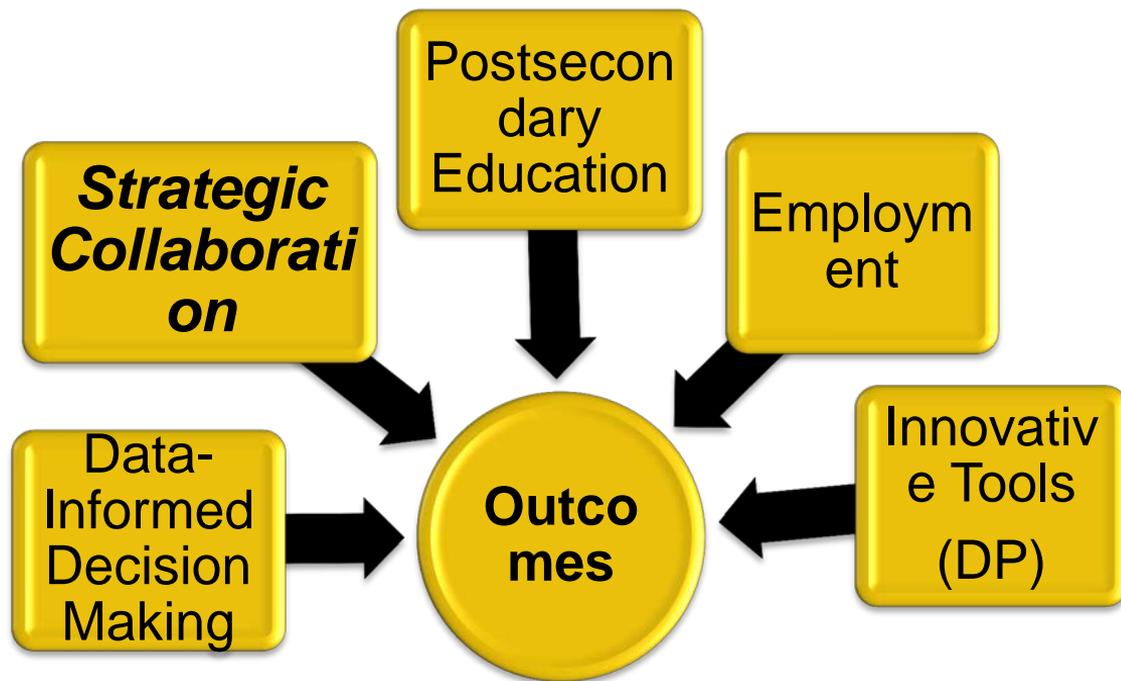
TRANSITION ACTIVITIES
For Students with Disabilities

	Birth through Elementary School	Middle School	High School through Age 21	Desired Post-High School Outcomes
Awareness of Self Activities to identify strengths, preferences, self-advocacy, and needs for support	Initial Career Exploration & Assessment – Futures Planning (School based and community based) Career Preparation Courses of study, Extracurricular activities	Community-based Career Exploration (Based on interests) Career Preparation Academics (CTE, Course of Study, electives) Work Experience (summer jobs, internships, service learning, dual enrollment, apprenticeships)	<i>Students will be engaged in:</i> Competitive Employment Higher Education Postsecondary Education/ Training or Employment Independent Living	
Awareness of Careers and Community Development of Skills Social, Employment Habits, Values, Activities of Daily Living, Exposing students to the Big Picture of Possibilities Identifying supports and strategies Community and job exploration Reinforce love of learning and school Cultivate abilities and interests through different experiences Exposure to quality IEP and 504 process Emphasis on expectations				
	Formal Transition Planning (IEP) ASSESSMENT Post-Secondary goals for Employment, Education & Training, Independent Living ACTIVITIES AND SERVICES Course of Study Annual IEP Goals Pre-Employment Transition Services (Pre-ETS) Students know their rights, responsibilities, support needs & strategies Begin Transition Digital Portfolio	Include multiple work-based learning opportunities HS program placement & course selection based on post-secondary goals Identify disclosure issues Transition Career Pathway Update Transition Digital Portfolio Connect with College Disability Support Services Identify needs for adult services & making linkages (DDA, DORS)		

SUMMARY OF PERFORMANCE

Common Themes Across Lifespan: Person-Centered Planning, High Expectations, Strengths-Based Planning, Cross-Agency Collaboration

State Secondary Transition Initiatives



NTACT's Purpose

- To assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers to **implement evidence-based and promising practices** ensuring students with disabilities, including those with significant disabilities, **graduate prepared for success in postsecondary education and employment.**



MD-NTACT Core Leadership Team Meeting

Purpose

- ❖ Prioritize activities ***to improve the state-level coordination of transition services to increase outcomes for students and youth with disabilities in Maryland.***

Outcome(s)

- ❖ *refine flow of services* document;
- ❖ *update Maryland Leadership* on work of MD-NTACT CLT; and
- ❖ *work to finalize* Maryland's Intensive Technical Assistance Plan (ITAP) to improve secondary programs and services in Maryland.

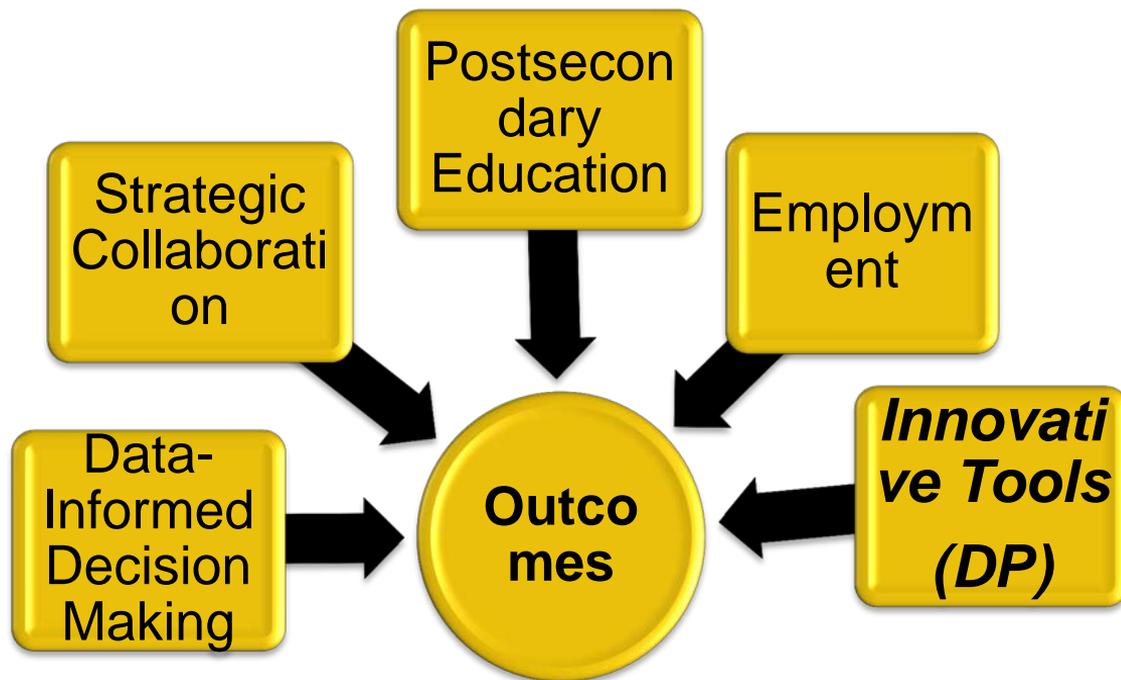


Maryland's Holistic Approach

- Intended to benefit ALL students with disabilities
- The DSE/EIS strategic plan- Action Imperative
- Cross-agency & cross-division coordination and collaboration
 - ✓ Professional development
 - ✓ Building capacity
 - ✓ Resource sharing



State Secondary Transition Initiatives





Welcome Sam

15 of 37 Suggested Items Completed

Portfolio is **Not Live**

Home

Click on a box below to get started



Profile

These tasks explain about me like who I am and what I enjoy.



Education

These tasks explain what I've learned, how I learn, and preparing for what's next.



Work

These tasks prepare me to find work that interests me.



Life

These tasks prepare me to succeed in the world outside of school.

In Maryland...

students now have a digital portfolio that tells their story and...

- ✓ Begins at age 14, during middle school
- ✓ Caters to multiple learning styles
- ✓ Encourages student self-reflection
- ✓ Allows students to see personal growth by developing motivation and self-confidence
- ✓ Provides a strengths-based perspective



Students use their Maryland Transition Digital Portfolio across the transition planning process...

- ❑ As a vehicle to showcase their employability skills and experiences toward obtaining employment
- ❑ As a repository of necessary documents to apply for college
- ❑ As a way to prioritize their steps to be self-sufficient and independent (e.g., living on your own, travel independence, understanding your personal finances)



Questions?

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Welcome to our co-presenters

Matthew Elburn

Transition Coordinator

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Alexandra Jones

Employment Specialist

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Transitioning from School to Community Resource Providers

- Worcester County Public Schools and the Worcester County Developmental Center (WCDC)
- Tri-County Transition Council (SWEET)
- Transitioning from WCPS to WCDC through DORS and Summer Youth Employment (SYE)
- Way2Work & Project SEARCH

School to Work: Education, Employment and Transition (S.W.E.E.T.)

- **Worcester, Somerset, Wicomico Counties**
- **Create new collaborative relationships between agencies, PSE/IHE, and the business community**
- **Created tri-county 18-21 Post-Secondary Transition Program at Wor-Wic Community College**
- **Identified areas in need of improvement such as job development, job coaching, and community linkages**
- **Combined resources for efficiency**

Way2Work



Way2Work

- **2-Year research study between UMD, LEA, DORS, CRP's, and PSE and other partners**
- **Enhanced or Usual Services Groups (28 students randomly assigned)**
- **All enhanced students assigned to CRP's**
- **Early engagement in Pre-ETS DORS services**
- **A minimum of 2 work-based learning experiences**
- **At least 1 PAID work experience (part or full-time) and paid employer**

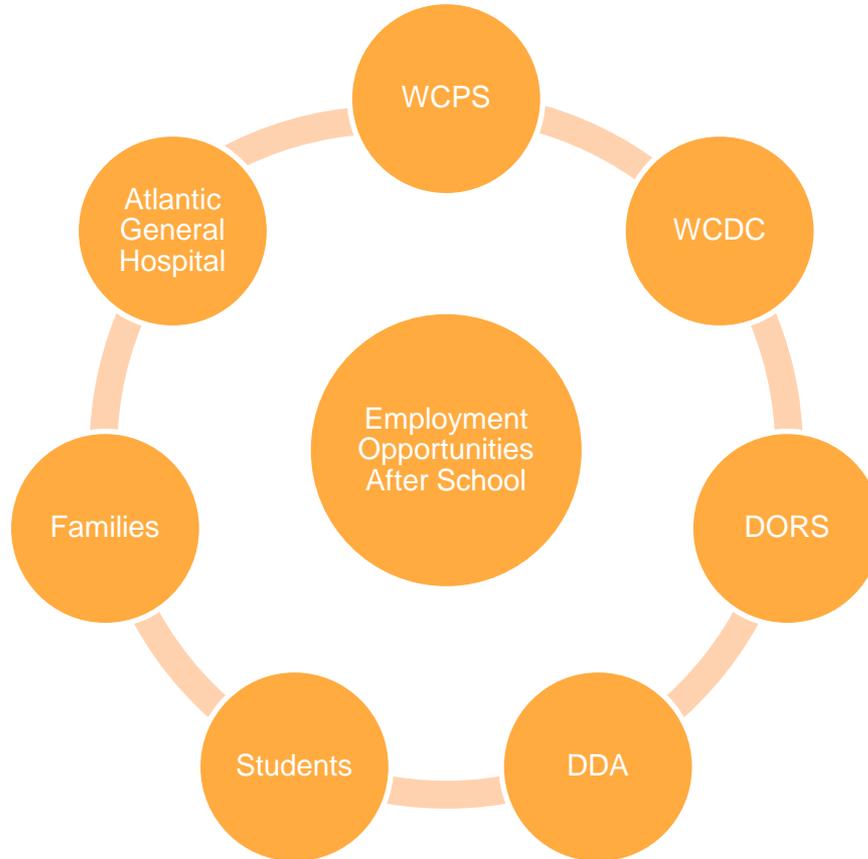
Benefits of Way2Work



Project SEARCH

- Originated from Cincinnati Children's Hospital
- 4 Counties in MD currently operating a PS Program
- Students in final year of school
- Students immersed in real-world job setting
- The day is split between 3 job rotations (WCDC), classroom instruction (WCPS), and other learning opportunities

Project SEARCH



Questions?

Bringing it back around...

- **Talk about transition early and often**
- **Have high expectations**
- **Collaborate**
- **Join or start a transition council at the local level**
- **Focus on employment and the path to employment**
- **??**

Community-Based Day Webinar Series

- Webinar #1- Friday, April 20, 1pm-3pm ET (overview of Quality Community-Based Day Supports)
- Webinar #2- Friday, June 15, 1pm-3pm ET (DSP role in Quality Community-Based Day Supports)
- Webinar #3- Friday, July 20, 1pm-3pm ET (DSP role in Quality Community-Based Day Supports cont).