Building Effective VR Partnerships with Inclusive Higher Education programs

2016 State of the Art Conference for Inclusive Higher Education
Fairfax, VA
December 1 – 2, 2016
Panel Members

- Barry Whaley
- Ed James
- D’Arcy Robb
- Jordan Knab
- Dana Baccanti
Growth in Number of Inclusive Postsecondary Education Programs in the Us
Inclusive Post-Secondary Education Partnerships

- Vocational rehabilitation agency
- LEAs
- University Centers for Excellence in Developmental Disabilities
- Employers
- Community Rehabilitation Providers
- State IDD services agency
- Private foundations
- Other IHEs
- DD councils
- Public transportation agency
- Parent/family advocacy or support groups
- State education agency
- Other
- State or local ARC
- Self-advocacy groups
- One-Stop Career Centers
- Chambers of Commerce/business councils
- Parent Training Information Centers
- Business Leadership Network (BLN)
- State department of labor

Think College  n=52
Funding For Inclusive Post-Secondary Education

- IHE resources: 33
- State VR agency funds: 22
- Local Education Agencies (LEAs): 19
- State IDD services agency funds: 13
- Individual and/or corporate donors: 13
- Private foundation grants: 12
- Other government-funded grants: 8
- Medicaid: 4
- Other funding sources: 1
- Funding from state budget: 1
- Veterans Affairs funds: 1
Funds Used By Students For Tuition Expenses

Private pay: 49%
State VR agency funds: 20%
Federal/state grant (not TPSID funds): 16%
Local Education Agency: 7%
Scholarships: 7%
Other funding source: 2%
Private student loans: 2%
Foundation/private grant: 2%
State IDD agency: HCBS Waiver funds: 2%
State IDD agency: state or local funds: 1%
Tuition waivers via VR or Social Security: 1%
Social Security funds, e.g., PASS plan: 0%

Think College n=829
Funding Sources Used By Students For Non-Tuition Expenses

Think College          n=829

- Private pay: 71%
- Federal/state grant: 18%
- Local Education Agency: 12%
- State VR agency funds: 26%
- State IDD agency: state or local funds: 11%
- Scholarships: 5%
- State IDD agency: HCBS Waiver funds: 4%
- Private student loans: 2%
- Social Security funds, e.g., PASS plan: 2%
- Foundation/private grant: 2%
- Other: 3%
- Tuition waivers via VR or Social Security: 0%
Post-Secondary Transition Services
Kentucky Vocational Rehabilitation

• Institutions are required to be Community Rehabilitation Programs (CRPs)
• Institutions must also be Comprehensive Transition Programs (CTPs)
• Available for students between the ages of 18-25
• $3,000 per student per academic year paid to institutions
• Fee is linked to vocational exploration activities for students
• Tuition assistance and rehabilitation technology are separate services and evaluated by individual case
Dual Enrollment Pilot Project

• Funded by the Kentucky Office of Vocational Rehabilitation

• Dual Credit and Dual Enrollment options for students eligible for FAPE under IDEA

• Geographic and Institutional Diversity

• Funding uses state dual credit funds or state SEEK (Support Educational Excellence in Kentucky) funds blended with federal match dollars
LEAs

Tuition and Transportation
Site Based Coordinator

$ Tuition

Post-Secondary Institutions

Negotiated tuition rate
Up to 6 credit hours
Work Exploration

State Dollars

Match Funds

Vocational Rehabilitation

Blending of state funds with federal

Project Funding

UK Human Development Institute

Technical Assistance
Training
Student Counseling
MOU Facilitation
PA Office of Vocational Rehabilitation

Creating an integrated service delivery model within VR for Inclusive Higher Education and Comprehensive Transition Programs

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• Identifying Need
• Capacity Building
• ACES Grant
• Interagency Collaboration
• Policy Updates
• Daughter expressed desire to attend college like her sibling to her parent.
• Parent researched opportunities for her daughter
• Parent found "Think College"
• Parent created the "DREAM" Partnership to advocate for "Comprehensive Transition Programs" in Pennsylvania
• One CTP in Pennsylvania when we started
• Need to increase number of CTPs in Pennsylvania in order to provide individuals with choice
• OVR issued a competitive bid utilizing available Unemployment Compensation Funds to develop/implement CTPs across the Commonwealth
• DREAM Partnership awarded the contract to develop 6 additional CTPs within 3 years
Access College=Employment Success (ACES) Grant

• Promotion of postsecondary, college-based programs for young adults with intellectual disabilities that provide a mix of credit and non-credit course offerings, and extracurricular activities that provide accessible, integrated and developmental opportunities for:
  • Community-Integrated, Customized and/or Competitive Employment
  • Academic Enrichment
  • Campus/Community Membership
  • Financial Literacy
  • Independent Living
  • Which may include community-integrated housing
  • Personal Mobility and Transportation Systems Training/Awareness
  • Socialization

• Collaboration with employers, workforce development programs, eligible colleges or universities, local education agencies, state agencies serving individuals with intellectual disabilities and private, for and not-for-profit community provider organizations to promote community-integrated, customized and/or competitive employment.
Interagency Collaboration

• DREAM Partnership convened a stakeholder workgroup
  • OVR
  • Bureau of Special Education
  • Office of Developmental Programs
    • Local Administrative Entities
  • PA State System of Higher Education (PASSHE)
  • Community Rehabilitation Provider Organizations

• Developed strategies for “braided funding model”

• Implemented policy revisions/updated service definitions
Policy Updates

• OVR's College Policy
• CMS Final Rule
  • Waiver Renewal
  • New Service Definitions
• PennLink
  • Guidance offered to LEAs by Bureau of Special Education regarding use of CTP Programs for Transition curriculum.

Still waiting...
Pennsylvania Higher Education Assistance Agency (PHEAA)
Programs Funded through ACES Grant/DREAM Partnership

- Arcadia University (CTP): Seven students have graduated from the program. Three of the students are currently employed and one student is continuing her postsecondary education at Millersville University.

- Mercyhurst University (CTP): Four students graduated in the Spring of 2016 and all are employed in their area of study.

- Millersville University (CTP): Millersville University started their program in 2014 with one student who graduated in May 2016. His course focus was culinary and business. He wanted to own his own dinner theater. He is currently working full time at a restaurant in Lancaster.

- Penn State Harrisburg: Penn State Harrisburg’s program started in the fall of 2015 with three students. One student graduated in the spring and is a full time employee at his internship site.

- Slippery Rock University (CTP): SRU’s program started in the Fall of 2016 and is a two-year program. There are 6 students on campus and 3 are currently working on campus (internships).

- Temple University: Temple University Academy for Adult Learners (AAL) began in 2008. A 2016 report of AAL outcomes demonstrated that the majority of 2008-2015 program graduates had either a full or part time job.
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Opportunities for IHE to Partner with VR

Presented by Jordan T Knab, USFSP
Historical Perspective

- State of the Art Conference, 2010
- Presentation by Federal Officers
- Meeting with FL Division of VR
- Written Communications with RSA
- Collaborative Training across FL
Why Does VR Support Students in IPSE?

- Education/Training is one of the most effective ways to eliminate barriers to employment.
- IPSE supports the personal growth and development of “all” the skills needed to become employed.
- Promotes inclusive programs with fair and equitable access to Institutions of Higher Ed.
- Adequate vocational guidance and counseling is often missing from postsecondary decisions.
VR and the Bureau of Exceptional Education and Student Services (BEESS) sought guidance from the Rehabilitation Services Administration (RSA) and the Office of Special Education and Rehabilitative Services (OSERS).

Specifically, VR requested clarification about what services it could provide to students in an IPSE who were also served under the auspices of the Individuals with Disabilities Education Act (IDEA).
VR is Allowed To:

Provide **Vocational Services**, Including:

- Tuition, books & supplies
- Maintenance
- OJT (work experiences/internships)
- Placement services
- Support services (e.g. assistive devices/tech, transportation, etc.)
VR Services Must Be:

- Individualized and based on the person’s own unique needs
- Provided only after pursuing comparable benefits and services from other public and private sources
VR Supports for Students under IDEA:

VR can assist with certain services needed to reach the vocational goal in the IPE.

- Guidance and Counseling
- Employer required uniforms and work supplies
- Needed IPSE background checks/screenings
- Related work experience or placement services
- Provision of information for accommodations
- Specific types of coursework (e.g. work readiness)
VR Funding of Coursework:

The courses must...

- **Not** be able to be funded through school district
- **Not** be available through comparable sources or benefits
- Be necessary to obtain the vocational goal identified in the VR IPE
- **Be** approved by the VR counselor
Courses Align with a Vocational Goal:

Some examples include:

- Taking an art class in Colors, Lines and Shapes with a goal of cake decorator
- Taking an education class in Early Childhood Development with a goal of daycare worker
- Taking a communication course in Communication Disorders & Treatment for a person with a speech impediment
- Taking a college remedial class required for a TABE waiver under a dual enrollment program
Additional VR Supports for Students Not Under IDEA:

- Tuition and fees
- Books, supplies and equipment
- Assistive services and devices needed to prepare for or be employed
- Transportation assistance
- Time limited medical treatment
- Time limited psychological treatment
IPSE Programs Vary:

“VR services are limited by the type of IPSE program”

VR *can't* assist with IPSE services provided through the school district under the auspices of IDEA:
- Dual Enrollment
- LEA FTE for Career or Independent Living classes
- Services supported with the McKay Scholarship

VR *can* assist with IPSE services for students that have exited HS or are not supported by the school district:
- Services must be needed & employment related
Untapped Potential for VR Services in an IPSE:

- Discovery
- Paid work experiences and internships (i.e. OJT)
- Self-Advocacy and Determination
- Peer Mentoring for community connections
- Work readiness training (i.e. Pre-Placement Training)
You have questions, we have answers:

Please contact the VR Transition Youth Team @ 1-800-451-4327

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Georgia Vocational Rehabilitation Agency & Inclusive Post-Secondary Education

State of the Art Conference
Ed James & D’Arcy Robb
Fall 2016
The new federal law that governs our public workforce system, including GVRA.

- services to STUDENTS and YOUTH with disabilities
  - Services to 14 year olds
  - 15% of funds on pre-employment transition services
- competitive integrated employment, supported employment, and customized employment...many paths to REAL JOBS
- inter-agency cooperation and accountability
- Limits SUBMINIMUM wage, especially for youth
We believe everyone can work.
So why + Inclusive
Employment Outcomes

Outcomes: GA IPSE Graduates
- Employed: 57%
- Continuing Education: 22%
- Not Currently Employed or in School: 21%

Outcomes: Peers without Post-Secondary Education
- Employed: 32%
- Not Currently Employed: 68%

Information in chart 1 provided by Kennesaw State University, August 2015.

How do we partner with Georgia’s IPSE programs?

Teaching staff in partnership with Ga DOE
Partnering to support students

- Getting IPSE students into GVRA transition services – THE EARLIER THE BETTER!

- Costs of attending a Comprehensive Transition Program can be covered as a service for appropriate GVRA clients who meet financial need criteria

- All appropriate support services offered by GVRA staff can be accessed by IPSE students
We are part of “the consortium”
There are **AS MANY PATHS** to employment success as there are **INDIVIDUAL STUDENTS**

*Work with team & customize!*
Questions???

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