

Re:Con Conference 2019

Seamless Transition

Michigan Rehabilitation Services, Bureau of Services for Blind People, Michigan Department of Education Office of Special Education



Today's Outcomes

- Review project scope and expected outcomes
- Develop an understanding of the tools used in the Seamless Transition process
- Gain understanding of the essential elements of the model
- Develop an awareness of other State projects

What is Seamless Transition

As early as 2004, Rusch and Braddock called for a seamless transition from high school to adulthood by suggesting all students leave high school

- competitively employed or admitted to postsecondary education, and
- have access to necessary interagency supports to allow them to succeed.

History of Seamless Transition in Michigan

- Employment First Efforts
- Workforce Innovation and Opportunity Act (WIOA) Regulations
- Partners
 - ✓ *Bureau of Services for Blind Persons (BSBP)*
 - ✓ *Development Disabilities Council (DDC)*
 - ✓ *Office of Disability Employment Policy (ODEP)*
 - ✓ *Michigan Department of Education (MDE)*
 - ✓ *Michigan Rehabilitation Services (MRS)*
- Five Pilot Sites

History of Seamless Transition in Michigan Continued

- Five Current Sites
 - ✓ Lewis Cass
 - ✓ St. Joseph
 - ✓ Kent
 - ✓ Washtenaw
 - ✓ Crawford-Oscoda-Ogemaw-Roscommon (COOR)

Seamless Transition Expected Outcome

- Increased Interagency Collaboration
- Improved relationships with families
- Students participate in a continuum of work-based learning experiences including a paid work experience while in high school
- Improved coordination and improved service provision
- More efficient use of limited resources
- Increased competitive integrated employment
- Schools improve ability to meet Indicators 13 and 14
- Vocational Rehabilitation (VR) improved performance measures

Seamless Transition Model

Essential Elements

Seamless Transition Model: A Transition Framework

Research based essential elements of the model designed to address challenges of youth transition:

- System linkages and collaboration
- Individualized student planning
- Continuum of Work Based Learning (WBL) opportunities, including paid work
- Family Engagement
- Coordination and systematic delivery of services

Essential Elements provide a transition framework that...

- Develops a shared understanding of those predictors and practices that have been found through research to impact student outcomes.
- Provides school teams throughout the state a customizable, replicable structure that can be used to build effective and efficient transition programs that prepare students with disabilities for paid employment.
- Helps create a seamless transition process.

Fidelity Checklist

- ❑ Outlines the practices within the framework of the Seamless Transition Model.
- ❑ Provides a roadmap for teams in implementing the essential elements.
- ❑ Allows teams to determine strengths and needs of their Seamless Transition Model.
- ❑ Provides a mechanism for teams to identify priorities to improve/sustain.
- ❑ Completed on a regular basis by interagency team.

Completing the Fidelity Checklist

Group Activity

FLOW OF SERVICES

Flow of Services

- Developed by a local collaborative team
- Helps with understanding and clarification of roles and responsibilities
- Identifies strengths and gaps in service provision
- Helps with understanding the interconnectedness of agency services
- Assists in creating efficiencies and effectiveness of services
- Is a fluid document that is updated

Flow of Services

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Michigan Seamless Transition Model: Local Team Forms 2019-2020

Flow of Services

	Age 13	Age 14-16	Age 17-18	Age 19-24	Age 24-26
Student Outcomes					
Connections w/ Agencies (referral/eligibility)					
Roles & Responsibilities of:					
MRS					
Education					
BSBP					

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Example Flow of Services

FlowOfServices_combined LRC and Center Based Edits spring 2019.pdf 1 / 2

Flow of Services Map

	Age 13	Age 14-16	Age 16-18	Age 18-21	Age 26
Student Outcomes	Exploration of preferences	Development of work skills Soft Skills	Individualized career counseling	Holistic outcomes-- Comm. living/Education/Job Placement/recreation	Living/working/playing in the community
Student Services/Connections with agencies(referral/eligibility)	Complete EDP Complete Interest Surveys	Job tours Job Shadow	Post-Secondary Tours OJT WBL Career Scope	Enrollment in Postsecondary training Job Placement	
Roles & Responsibilities of:					
VR (MRS or BSBP) In Collaboration with families to facilitate transportation & participation with community agencies & resources	None	Provide Pre-ETS activities if needed through age 26 and enrolled in education program (Peer mentoring(self advocacy),job exploration, workplace readiness, work-based learning, counseling on post sec.	Introduce VR, provide informational brochure, open case as needed, provide VR Review turning 18 checklist(include benefit planning)/	Open VR case as needed, provide VR services	Open VR case as needed, provide VR services

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ACTION PLANNING

Why is an Action Plan important?

- Assists teams in identifying priorities
- Outlines what has been agreed upon
- Assists in identifying any changes needing to be made in moving the work of the partnership forward
- Outlines the data to be used to evaluate progress
- Allows partners a way to evaluate the effectiveness of their collaborative efforts

Michigan Seamless Transition

Local Team Action Plan

Seamless Transition Team:

Date:

For each goal, develop 2 to 5 action steps. List the lead agency and critical partners for each action. Then identify the timeline, technical assistance/training needs, and performance measure for each action.



Goal :

Action Step	Lead Agency	Critical Partners	Start Date	End Date	Technical Assistance/ Training	Performance Measure/s

Goal :

Action Step	Lead Agency	Critical Partners	Start Date	End Date	Technical Assistance/ Training	Performance Measure/s
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Student and Family Engagement

STUDENT AND FAMILY ENGAGEMENT

Selection of Students

- Includes students across grades/ages
- Includes students with varying support needs and those with complex support needs
- Include a minimum of 6-8 students
- Who have you identified?
- Describe your plan to recruit additional students if needed?

**MI Seamless Transition Model
Student Tracking Form (2019-2020)**

- *Include students that are identified for your Seamless Transition project for 2019-20*
- *Include summer WBL activities students were involved in*

Team:

Date:

Student Name	Anticipated Graduation Date	Family Interview about CIE	Positive Personal Profile	Workplace Tour	Job Shadow	Unpaid Work Experience	Paid Work Experience	Agency Contacts	Employed in CIE	Enrolled Higher Education



Family Engagement

- A necessary component of Seamless Transition
- Activities to inform and support families are also activities to support the student
- Families assist in setting expectation of employment or continuing education after high school
- Examines ways to dig deeper into information and supporting families each step of the way
 - Parent Interviews to populate assessments
 - Listening sessions
 - Assign a point person for parent outreach
 - Improved web-based information

OVERVIEW OF TECHNICAL ASSISTANCE

Technical Assistance

- Technical Assistance provided by TransCen and State Leadership Team:
 - On-site Facilitation of local team meetings
 - Family Engagement
 - Discovery and assessment
 - Employer Engagement/Job Placement
 - Virtual meetings with local leadership/teams
 - Both general and customized based on local community needs

Request for Training and Technical Assistance

<i>Model Essential Element</i>	<i>Identified Need (local team completes)</i>	<i>TA and/or Training to address need (State Leadership in consultation with Local Team)</i>
<i>System Linkages and Collaboration</i> <ul style="list-style-type: none"> ○ <i>Development of Local Transition Team</i> ○ <i>Identification of roles/responsibilities</i> ○ <i>Development of local action plan</i> 		
<i>Family Engagement</i> <ul style="list-style-type: none"> ○ <i>Common definition of family engagement</i> ○ <i>Development of a shared process for communication with Families</i> ○ <i>Alignment of activities to develop Family engagement</i> 		
<i>Coordination and systematic delivery of services</i> <ul style="list-style-type: none"> ○ <i>Flow of Service Development</i> ○ <i>Coordinated Outreach</i> ○ <i>Student Plans Aligned</i> ○ <i>Roles/Responsibilities for Supported and Customized employment services</i> 		
<i>Continuum of Career Readiness Opportunities</i> <ul style="list-style-type: none"> ● <i>Opportunities provided in a variety of settings</i> ● <i>Opportunities provided for students across all levels of support needs</i> ● <i>Job Development (including customized employment)</i> ● <i>Employer Engagement for Work Experience and Placement</i> 		
<i>Student Focused Planning</i> <ul style="list-style-type: none"> ● <i>Agency participation in Planning</i> ● <i>Student Led Process</i> ● <i>Alignment of Plans (Goals/activities)</i> ● <i>Focus on Paid Work experience before exit</i> ● <i>Process to address graduation and receipt of Diploma or Certificate</i> 		



Typical Seamless Transition Timeline

- Monthly Virtual Meetings – 8:00 a.m. -9:00 a.m.
 - October 14, 2019
 - November 4, 2019
 - December 9, 2019
- January 2020 Onsite Meeting
 - January 14, 2020
- MTSA Conference
 - March 16-18, 2020
- Seamless Transition Summit – all teams present
 - Date TBD

Other Considerations

- When will your local team meet?
- What is the communication process you will use?
- What TA needs to be scheduled?
- What date will forms be sent to the State Leadership?

Connection of Seamless to Other MI Initiatives

- Employment 1st – School to Work workgroup
- NTACT CBI – Michigan Interagency Transition Team (MITT)
- Building Your Future- START
- Customized Employment Project

Employment First

- Mentorship and Technical Assistance (TA)
- Executive Order
- Strategic Plan-Vision Quest
- Work Groups:
 - Cross Systems Collaboration
 - Capacity Building
 - Provider Transformation
 - School-to-Work
 - Business Engagement

Michigan Interagency Transition Team (MITT)

- Cross agency participation (Co-leads: MRS, BSBP, MDE OSE)
- Goal
 - Transition services will be aligned across State agencies to avoid duplication of services, promote a common understanding of secondary transition, and improve student outcomes.

Michigan Interagency Transition Team (MITT)

- Current Actions
 - Resource Mapping
 - Survey
- Outcomes
 - Statewide model for secondary transition agreed to and supported by all agencies
 - Positive student outcomes

Building Your Future – Statewide Autism Resources and Training Project (START)

- Intensive training for secondary transition
- Coaching model
- Cross agency teams
- Autism focus but universal application
- Discovery process (V3 Discovery)
- Customized employment and strategies of support
- Job development – Employer needs analysis
- Fidelity Checklist

Customized Employment

- Cross agency initiative
- Alignment of training including the Discovery Process
- Common language
- Certification and sustainability

Questions



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