Evaluating the Effectiveness of Pre-Employment Transition Services Using Reporting and Performance Data

12th Annual Summit on Performance Management Excellence, Portland Maine

WINTAC
### Workforce Innovation Technical Assistance Center

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Objectives

- Learn strategies to help overcome reporting challenges with the WIOA performance accountability system specifically related to evaluating the effectiveness of Pre-Employment Transition Services.

- Learn about some specific tools, creative approaches and strategic solutions related to quality assurance and program improvement that are being used in VR programs across the country.

- Attendees will have the opportunity to share their own best practices and ask questions throughout the presentation.

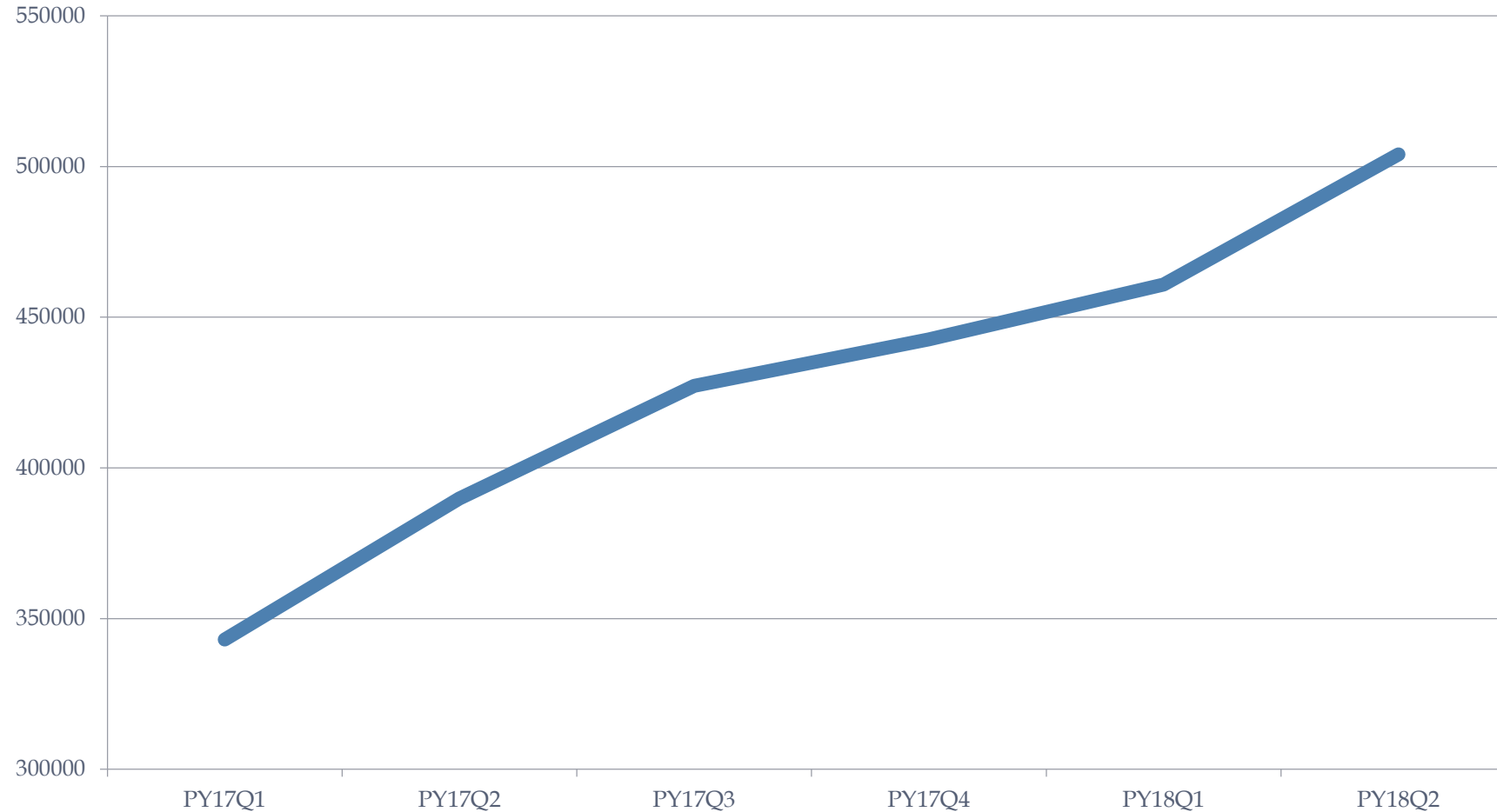# Individuals Under Age 25 vs. Individuals 25 and Older: Employment Outcomes

- Individuals under age 25
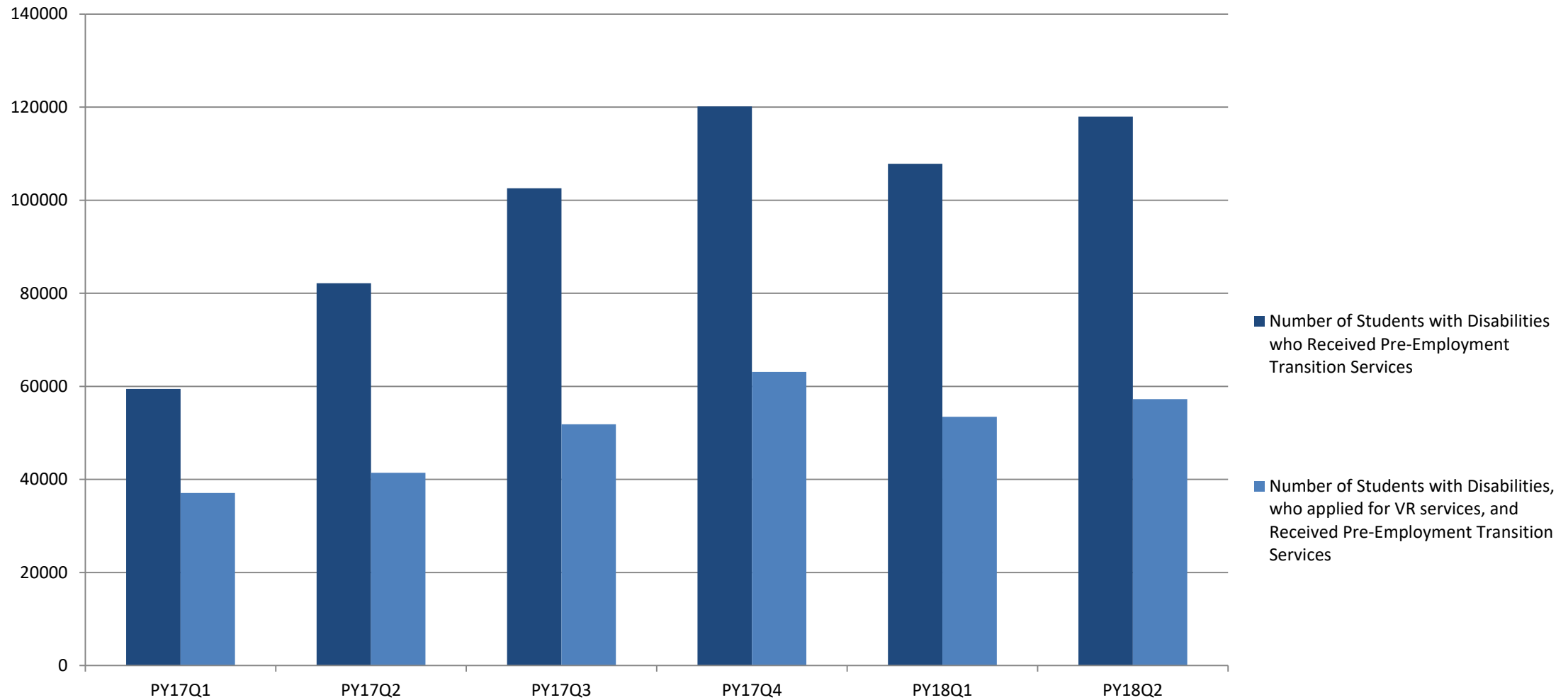- Individuals age 25 and older
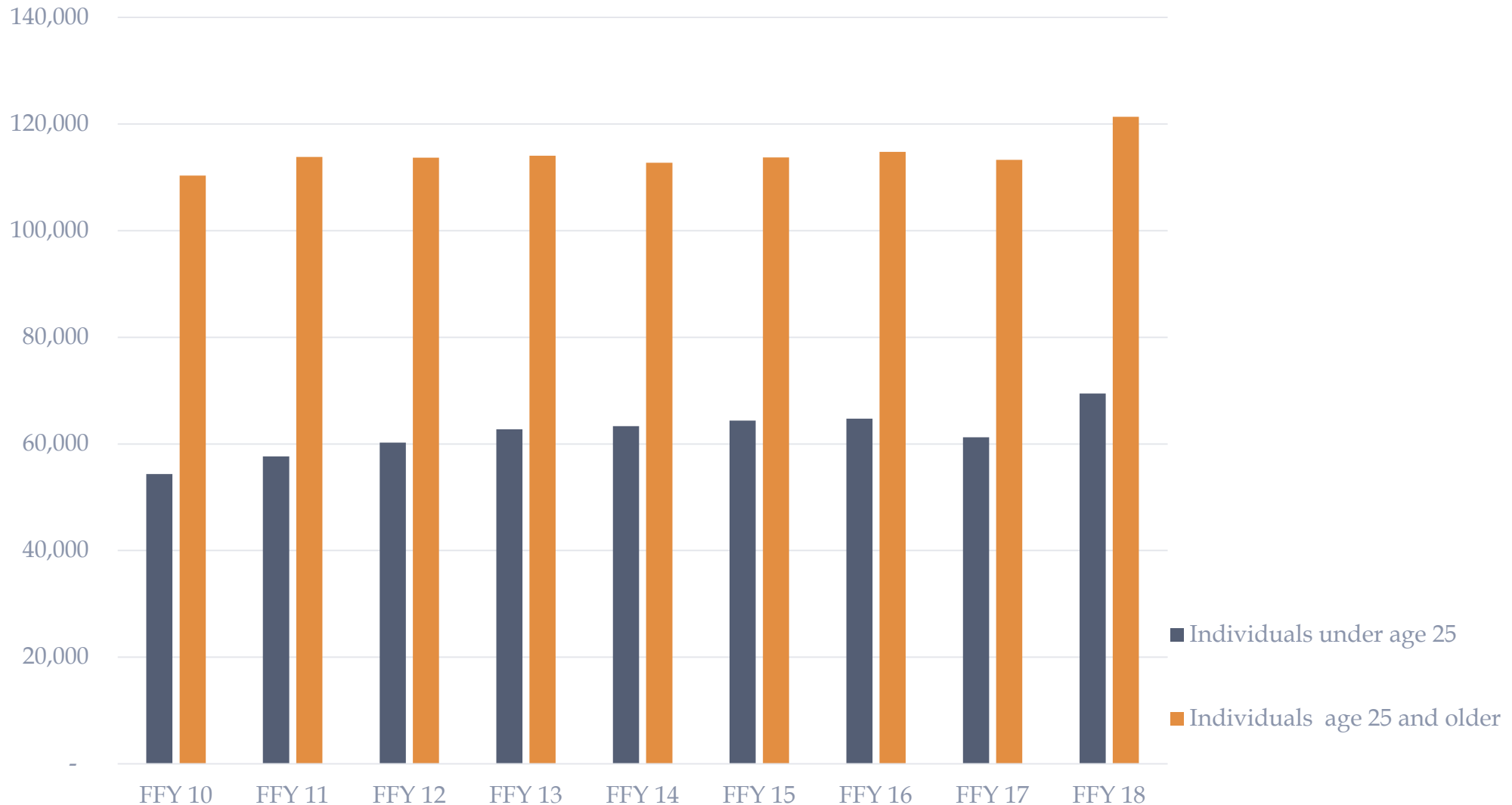
Individuals Under Age 25 vs. Individuals 25 and Older: Median Wages

Students with Disabilities Reported (by quarter)

Number of Students who Applied for VR Services and Received Pre-Employment Transition Services (by quarter)

What is the Data Telling Us?

Now that VR has been collecting data on both potentially eligible and eligible students with disabilities receiving Pre-ETS for two program years, what can we learn from the data?

- Validity

- Without studying the impact, we can't tell the story of what Pre-ETS is doing for students and what overall impact it has on the VR program.

Outcomes Measure Examples for Pre-ETS

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Questions to Consider

- Has your agency set outcome expectations for the Pre-ETS you are providing?

  o For purchased services?

  o For services provided by VR?

- Has your agency provided tools for staff to help determine when a student is no longer in need of Pre-ETS and the next step would be application for VR and provision of other transition and VR services?

- How do you know when you are "done"?

Job Exploration Counseling

- Identifies reasons to go to work

- Identifies personal interests, values, personality traits and current skills

- Identifies at least one career choice as related to personal interests, values, personality traits

- Describes the jobs of various family members

- Accesses information about various jobs in the community, state and country that are available to persons with and without disabilities

- Describes tasks, work environment, training and salary involved in various jobs (at least two)

- Evaluates job requirements and benefits for at least two career options

- Researches Local/State LMI that matches stated career interest

Work-Based Learning

- Conducts informational interviews with individuals to obtain information about employment

- Participates (or has participated) in job shadowing experience(s)/job site visit(s)

- Appropriately addresses employers' safety concerns

- Understands how to ask for assistance in the workplace

- Demonstrates understanding of workplace policies and procedures (e.g., work-related benefits, social security deductions, emergency procedures, etc.)
- Understands how to follow up after job interview

Workplace Readiness Training

- Maintains a calendar, keeps appointments and/ or meets deadlines

- Articulates the importance of timeliness and demonstrates time management skills

- Demonstrates ability to interact with individuals on the job site, including with supervisors and co-workers.

- Demonstrates manners and confidence in social settings

- Maintains good attendance and is punctual

- Maintains good health, personal hygiene, and grooming

- Demonstrates appropriate social and interpersonal skills in the workplace (e.g., teamwork, problem-solving, conflict resolution, empathy, professionalism, good manners, etc.)

- Identifies their network of resources at home, school and in community

- Identifies skills needed for communication in the workplace

Self-Advocacy

- Describes disability clearly to others

- Describes necessary accommodations for completing tasks

- Requests appropriate accommodations when needed

- Schedules own appointments (e.g., doctor, transportation, etc.)

- Identifies and utilizes resources available to assist with goals

- Demonstrates an understanding of their legal rights and responsibilities

- Accesses and uses information in medium of choice

- Demonstrates the ability to communicate their goals, support needs, interests, skills and abilities

- Understands academic and occupational training needed to succeed in the workplace

- Identifies how to set up a college visit

- Understands the application and admissions process for postsecondary education and training

- Understands how to access and apply for financial aid

- Demonstrates an understanding of various supports and assistive technology used by students who are blind at college, such as where and how to get alternative formats and textbooks

- Articulates the type of postsecondary education and training program options available such as degree, non-degree, diploma or certificate programs at a community college, college, university or vocational/trade school

State Examples of Reviewing for Quality To Ensure Providers Meet the Requirements of WIOA, Pre-ETS

- Review all pre-employment contracts and transition curricula and revise, as appropriate, to ensure services provided are allowed.

- Analyze which services are consistent with the definition of each of the five required activities and make adjustments to the contracts as necessary.

- Develop training for VR and CIL staff to address information and clarity regarding what constitutes the five required pre-employment transition services.

Other State Examples

- Texas DARS – Pre-Employment Transition Services Pre-and Post-Assessment: https://twc.texas.gov/manuals/standards/ch12.htm

- Indiana Bureau of Rehabilitation Services (BRS) – Pre-Employment Transition Services: https://www.in.gov/fssa/ddrs/5474.htm

- Alaska DVR – DVR Pre-Employment Transition Programs: http://www.labor.state.ak.us/dvr/transition-more.htm

QA and Pre-ETS

Questions to Consider

- How are agencies measuring performance with regard to Pre-ETS?
  - Counselor/ VR Staff Performance
  - Agency Performance

- Has the agency updated its QA tools to include Pre-ETS?
  - Serving Potentially Eligible SWD vs. Eligible SWD

QA Tools and Questions to Consider

Documentation requirements

- Student with a Disability

- Need for Pre-ETS

- Consent

- Required RSA-911 data elements

- For Eligible Students with Disabilities

  o Pre-ETS on the IPE

Case Documentation

- Is there documentation of the referral?

  o There is documentation that customer made an informed choice about applying or not applying for services.

- Is there evidence of parental consent if student is under the age of majority?

- Does the case record include supporting documentation for what is reported for the student in the case management system?

- Does the record include all needed RSA-911 data for a reportable individual?

  o Unique Identifier

  o Social Security Number (if available)

  o Date of Birth

  o Race – Required if student is in elementary or secondary education

  o Ethnicity – Required if student is in elementary or secondary education

- Student with a Disability

Student With a Disability

Does the record include documentation that the individual satisfies the definition of a student with a disability

- Disability (IEP, 504, medical documentation)
- Is the student currently enrolled in a recognized education program?
- Is the student within the established age range?

Need for Pre-ETS

- Is there information in the case record that identifies what transition services the student has received under IDEA from the education agency?

- Is there information in the case record that documents discussion between the counselor and student about anticipated Pre-ETS needs?

- Did the VR counselor document the student's need and is the agreement for those Pre-ETS provided? If yes, how is this documented and by whom?

Provision of Service

- If Pre-ETS was provided by VR staff, is there documentation of the service provided and the date it was provided?

- Has the student achieved the established outcome for the service provided?

- Were auxiliary aids and services needed by the student with a disability to access or participate in Pre-ETS?

  o If yes, is there sufficient documentation in the case record describing the need for such aids and services?

  o Is this auxiliary aid coded to the specific Pre-ETS being provided in order to access that service?

- If Pre-ETS are complete, is there documentation demonstrating that no further services are needed or requested at this time?

- If the student is not yet an applicant for VR, is there evidence in the case record that demonstrates the counselor described VR services and application for VR services?

Provision of Service (continued)

- Did the VR counselor document which of the five required Pre-ETS were provided?

  o Is there a start date for services?

- How were they provided and by whom? (e.g., individually or in a group setting; directly by the VR counselor or a vendor, etc.)

- Are the Pre-ETS provided in the case record "allowable" Pre-ETS in accordance with the agency's policies and procedures?

  o For potentially eligible students, is this information documented in accordance with the agency's policies and procedures?

- For eligible students with disabilities, are Pre-ETS documented in the IPE?

- If Pre-ETS were provided through a purchased service, is there documentation of the receipt of that service (e.g., report with invoice)?

Measuring Impact of Pre-ETS on the VR Program

- Comparing average cost per case of youth with disabilities pre- and post-WIOA

- Comparing average cost per case for those SWD who were served as potentially eligible vs. those who started as a VR applicant

- Comparing case life (time from application to closure) to determine if Pre-ETS is decreasing the amount of time a case remains open

- Comparing outcomes for youth with disabilities

- Cost – Assessing financial impact of Pre-ETS on the VR program

  o Reviewing agency's expenditures charged to the min. reserve

  o Reviewing costs for other VR services that are not allowable to be charged to the reserve that support the SWD in participation of Pre-ETS (e.g., if the student needs a job coach to participate in a WBLE, transportation, lodging)

- Caseload size

Coordination and Collaboration
with Partners

Examples of Coordination Opportunities

- Coordinating referrals across the two programs

- Promoting information-sharing between programs

- Collaborating to evaluate and improve services

- WIOA places heightened emphasis on coordination and collaboration at the Federal, State, and local levels to ensure a streamlined and coordinated service delivery system for all job-seekers, including those with disabilities, and employers (81 FR 55629, 55630 (August 19, 2016)) (ETA Training and Employment Guidance Letter (TEGL) 08-15: Second Title I WIOA Youth Program Transition Guidance).

- WIOA encourages collaboration around the strategic planning process, including the strategic vision and goals for preparing and educating all individuals served by the workforce system, including students with disabilities, and for meeting the needs of employers.

- Under Title I of WIOA, the State VR program is a core partner in the one-stop service delivery system, and it provides, in accordance with its authority under Title I of the Rehabilitation Act, individuals with disabilities the services needed to compete for, achieve, and sustain employment. Also as American Job Centers' partners, VR agencies play a critical role in working with employers that are interested in hiring qualified individuals with disabilities, including students and youth with disabilities.

- Local workforce development boards and VR agencies should coordinate and complement agency-specific services with each other, as well as educational agencies serving students with disabilities.

Education is a Key Partner

- Pre-ETS are to be provided in collaboration with State and local education partners.

- No longer can Transition be a hand-off; VR must work alongside its education partners:
  - Identifying roles and responsibilities of each partner
  - Identifying what education is providing to SWD
  - Assessing needs of SWD
  - Determining when services can be provided
  - Sharing of data and information

Tools and Resource Examples

- An Interagency Agreement Toolkit was developed jointly by the National Technical Assistance Center on Transition (NTACT) and Workforce Innovation Technical Assistance Center (WINTAC) to provide guidance on the development of the formal interagency agreement between the VR and education agencies as part of the implementation of WIOA.

- Montana: Website Link to the Pre-Employment Transition Services Guide: https://dphhs.mt.gov/detd/youthtransitions/policy-documents

- Transition Alliance of South Carolina: www.transitionalliancesc.org

- Alabama: Transition Unlimited https://web.auburn.edu/institute/

- Nevada: Career and Technical Education (CTE)/VR Collaboration: https://vrnevada.org/student-transition-services/

Questions and Further Discussion

- With which partners are you finding success in working? Sharing data, etc.?

- With which partners are you having challenges sharing data? How have you addressed those challenges?

- Do you have a strategy for utilizing the data you are collecting? (e.g., to use in your fiscal forecasting, reporting to state legislators, for your next state plan, etc.)?

- What data have you been able to use or pull to show the impact of Pre-ETS to date?

- MN Blind and Wyoming are two states that we know have adapted their case review instruments to include pre-ets. – Have others?

Additional Resources

- [WINTAC-NTACT-Interagency Agreement Toolkit Guide](#)

- [WIOA Performance Indicators - IDEA Part B Transition Performance Indicator Crosswalk](#)

- VR Education Collaboration Guide (coming soon/Fall 2019)

- [A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#)

- [The 2020 Youth Transition Plan: A federal Interagency Strategy](#)

- [What to Know About Transition Services for Students and Youth with Disabilities](#)

- [CRP Guidebook](#)