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Good afternoon, this is Noreen with University of North Texas Workplace Inclusion Sustainable Employment. Before I introduce the presenters, I want to make sure all of you can hear me as usual. Go down to the control panel and find the question box. I fear it back and Walt have our design and saying hello. Good to have you guys on board. And as the rest of our participants that have already signed and could go down and see the question-and-answer box, hello, good to hear with you, hi, James, good to have you back. Anybody else? Okay, people can hear us. Patricia, Olivia, looking good. Oh, hi, Anita, good to have you on board. It looks like we have a good turnout for the webinar and I'm really excited about that because we have a wonderful presenter for you guys today. As you know, you can send questions and comments to the question box and I will share those with Mr. Richards as we go through his PowerPoint presentation. And, additionally, if you don't have access through the computer, you can also send those questions or comments to UNTWISE@unt.edu. This is also for CRC and CEU credits. You have to be registered to receive credits that if you are on the presentation, through your phone and not through the computer, he sure to send us an e-mail. In fact, you might want to do that now because that'll let us know that you are online. Or if you are in a group of people listening to the PowerPoint, the shore and just send us a comment to let us know who is there so that we make sure to get your name going. So, those are the organizational announcements for today. I'm so excited to introduce our speaker, Curtis Richards who will be speaking to us about college and career readiness for youth with disabilities. He has a nationally recognized leader in the disability community and has served previously in the Clinton administration as deputy assistant secretary for the office of special education and rehabilitation services. Then he joined the two core educational leadership and is currently working with the workforce and disbelief for the emphasis on issues with disability, education, employment and health care. These are all important issues for us today as an expert and career development for youth with disabilities, please welcome our speaker today, Mr. Curtis Richards. Good to have you with us, Curtis.

Thank you very much. I loved working with you, you guys are great and always have interesting workshops for me to participate in. So, we wanted to talk a bit about career development and what it looks like for folks with disabilities and all young people and I thought I would do this in the context of these fairly new tools that have crept up around the country called Individualized Learning Plan, Texas has one that they call a Texas high school graduation plan but other states call them different things. And so want to walk you through a little bit about what we have been doing in terms of researcher from that, give you a sense of what a quality plan is, some strategies for doing career development that we have pulled from a variety of places around the country, and, you know, we've got a whole set of recommendations around these things as part of the research that we have done. As was said, I'm with the institution for educational leadership. We are celebrating our 50th anniversary this year. A Washington DC based nonprofit organization, and I run the center here, called the Center for workforce development, and we pretty much pursue federal, mostly federal grants, other activities as well. Around working with transition age youth, hopefully a lot of you have heard of us and hurt of our guidepost for success. The grants that we have is from the US Department of Labor Office of Disability Employment Policy and we call it the national collaborative on workforce and disability for youth. A mouthful but only

you get in Washington DC. We are in our third around, actually. So in a 12 year. Into our 13th brother soon here. We are really focused on trying to help folks understand how to move young people, transition age youth, middle school, high school, and beyond, into the world of work. Moving home to a community, moving from school to additional education and we also run a couple of technical assistance centers here focused on the juvenile justice population, transition age youth, and we have a whole strand of work that we are doing around improving the knowledge, skills and abilities of folks on the ground are working directly with youth. It's a whole other topic we spend days on.

I want to talk career development because college and career development issues have grown in importance in the last several years. It's not all about college, there's lots of conversation about what we mean by career readiness and that is really the kind of thing that we are wanting to zero in on. There really are three pieces to look at as it relates to career readiness. The first is what we call self-exploration issues. That is taking a look at what the individuals personal interest and values and desires are. There are a number of instruments that people use, or if you are particularly working with folks with significant disabilities, there's a model called the discovery model to try to help figure out what the person's particular interest is. There is then the second phase of career development, really what we call career exploration which is where you try to learn more about values and interests by zeroing in on things that you can learn online and hands-on. So for example, we like to have you come visit the school with side, we go to places where there is hands-on work experience, whether in turn shapes -- internships service works, some jobs, whatever. And then there is the third place which ought to resonate for all of us, the career management and planning portion of career development. In other words, you know, are you keeping the plans and to have a plan and heavyweight articles enter tracking how you're moving forward on goals? And, all of the issues around pursuing the career, where we also talked about getting arrested in order to become employable and also to learn and focusing on the development of soft skills. I should also pause and say, I meant to mention this at the beginning, I am a person with individual -- visual impairment and I'm using Zoom text over the top of the PowerPoint which is why you're seeing my arrow -- arrow scroll around the screen because I have to make sure I want to cover everything I wanted to. As you can tell, I'm also not somebody who is going to read this stuff to you. I am trying to use what is on the PowerPoint as a way to stimulate the thought and be able to read it yourself. And I do believe that this PowerPoint will be available to you after we are done. So, back to the task here, we have approached our work here at the collaborative, and it has all been about what we know all young people need and need access to and what are the extra status things -- set of things around youth with disabilities and youth from other at-risk populations. So in this conversation, we really are talking about all youth as well as youth with disabilities in River is a separate set of issues, I will obviously point those out. We will also have a couple of points here and will stop to see if there are questions that people want to make. This slide walks you through benefits that we have seen, for getting young people involved in the career development process. Anywhere from improving their courses, setting goals and actually starting to accomplish goals. Their own ability to articulate their sense of direction and be able to demonstrate that they are truly engaged in school and figuring out their own life goals. Life direction. So, we wanted to, as I mentioned, talk a little bit about this relatively new strategy of using Individualized Learning Plans. This is not the same thing as an individualized education program or plan as people like to call it and it is certainly not the same as an IPE, individual plan for employment used in the rehab system, but when we

started this six or seven years ago, there were 21 states in the country who have required as part of state legislation or a proclamation of some sort, the use of individual planning tools as a way to help guide young people through the increasing graduation standards and guide them toward college. At that time, it was mostly focused on college fraction, but now it has become college and careers, which is why we talk about it in this context. Today as you can see from this slide, we now have 37 states, plus the District of Columbia, who are requiring or encouraging these sorts of plans. Like I said, Texas is one that has a high school graduation plan. We went into six states, or let me back up a second here, we went into six or four states, including New Mexico, and Louisiana, the state of Washington and the state of South Carolina and did a more intense look at what was going on in those states. Meaning, that is where we actually grew or two from looking at the individual plans, to see how they were connecting to career readiness and see how they were connecting to college readiness and training folks in that direction. And as part of this research that we did, we also did another nine or 10 states where we just did less intense focus group interviews with state leaders, state education leaders, basically school folks, family folks as a way to test out more about what was occurring. And the bottom line for us has been that what we consider to be a quality ILP as both a process and a document. If the documentation of your course taking pattern toward achieving your goals and the other kind of documentation, like letters of recommendation, a great paper that you did, and draft resume that you did, all of that documentation is critical, but it is also the process, the export reprocess that young people are going through as a part of learning, you know, what college and career options are out there for them, particularly, again, back to the three phrases -- basis of career exploration. Quality planning is really about both process and documentation, and I should say that we receive these things working the best, there really electronic portfolios, not just paper and pencil, so that everybody has access to them that comes into contact with that young person. The school counselor, teacher, family member, you know, and obviously the young person can go in and use these things at any point. So as I sent, we did the research and particular slide shows you the progression of what it is that we found in terms of students setting their goals, you know, their increase motivation to even be in school, to look toward their future, increases in their own self-efficacy, you know, and, you know, Dick increases in their decision-making process. This is, again, based on the place where we actually pulled plans and looks at what improvements they were making on an academic standpoint and a socioemotional growth standpoint.

The other things that we have found is pretty, we think, important. Which is that there became a serious silo busting, as I like to say, between some of the typical school-based, and even at the state level, school-based programs, where special ed does not talk to Tech Ed in the counselors are working on college readiness and not career readiness, you know, so, we found better connections with general education teachers thinking about career readiness and said if it only being that Tech Ed people. We found that the annual student teacher conference was really quite effective in helping make these plans live and work. We found an increase students and students with disabilities graduating from school. Just working on these plans, where they were working on these plans and I have to say not all of the states, some of the states actually exempt students with disabilities because they think they have the IEP and that's enough and in our view, it's not. The where we could see growth, we saw students with disabilities increase in their graduation rates and I have Artie mentioned the whole notion of access to a career electronic portfolio of some point.

Again, some more benefits to students. As I mentioned earlier, the difference, ILPs is not an IEP. IEP is federally mandated. These ILPs, and again, they all have different names, these ILPs are state-mandated, state requirements. They are tied to increased graduation standards at the state level. And, we are not arguing or advocating that they become federally mandated. So, they look different in each state. There are some commonalities, some familiarity is. They do not replace the IEP, and in fact, we believe MS office on our research, that where IEP goal setting for transition to use should be the same goal setting in the ILP but the IEP drives a set of services that need to occur, the education and set of services that need to occur in order to meet those goals whereas the ILP is the way to keep track of all of the documentation and use as the career exploration frame, you know, not as a place that drives the educational services. It really becomes a record of what was done and how it was done. The ILP has a lot more frequency of meetings, not just the annual meetings. And you know, really, in our view, the ILP should line up nicely to the IEP if done properly. And frankly, the ILP on to connect nicely to the vocational rehab required in the individual plan for employment as well, we just have not done the research to make those particular connections yet.

We wanted to give you a few strategies. This slide just gives you a few strategies for using the ILPs to move to our college career readiness. Again, the online tools, the planning piece, making the career, during the whole career development phases, being able to walk through those three phrases of self-exploration, career exploration and career planning and management. I also mentioned the notion of a student led parent-teacher conference, so ideally, the student is running, you know, this goal setting and tracking and one of the things, I don't think it's on this slide, but we also saw that there was clearly an increase. There was an increase in improvement in the relationships between a young person, the student and his or her parents, as they were sitting at home working on these ILPs because for the first time, they were beginning to see them as, you know, so this is my family slide, beginning to see them as adults, as the adults planning out the rest of their slides as they are sitting down at home.

Parents also became much better connected to the school and felt much better about what the school was doing because they were able to see it live while sitting there working on the plans with her students at home. So, --

We have a couple of questions.

Okay, this is a good time to stop and take a break.

Super.

Because I'm now going to walk separately into each of the three phases.

Oh, okay. One of the first questions that came up was in the slide where you have that, you know, 37 states that have adopted graduation plans, the question is, Texas is one of the 37 but I have not heard of an Individualized Learning Plan in Texas. So I guess the question is, does Texas have that also? Or do you know?

Give me a half a second to find the right piece of paper.

Okay.

Texas has one, and it is, Texas calls it the personal graduation plan. It is required for students at risk of dropping out. So, it's not required of all kids, yet. So somehow, if you are determined to somebody who is likely to drop out of school, you get put on one of these personal graduation plans. I will say that we also discovered, and this was particularly true in the state of South Carolina, originally, there plan was nothing more than a graduation plan. I will take extra courses in order to meet the requirements for a high school diploma and did not incorporate planning beyond graduation and any place that that has happened we found that they have not been as effective. In fact, South Carolina has gone back and rethought the way it has built its plan so that it's more aimed at college and career readiness. So you know, you would really need to touch base with your state education agency or even the local education agency to find out what is happening, how they are using it, where they're using the Texas graduation personal graduation plan for young people at risk of dropping out.

Well, that might tie in nicely with our next question from Gary who has asked if you could give an example of a student who is in juvenile court. So, using the ILP. And you might already have that in the presentation, but he is asking.

No, this is all school-based. All of our research has done on school-based. We do have a program that we are running right now in five communities where we are adapting a career development plan for use of young people getting involved in court or who are involved in the court system and trying to keep them from getting involved. But, the use of these tools in non-school settings has not yet been done.

Okay. And then one was just a comment, that ILP sounds like a person centered plan.

That's correct. It should be. If done properly. But again, it is both the documentation of course taking patterns, and all of the other stuff that goes around getting ready to go work, getting ready to go to college into the process itself. But yes, it should be, when done right, person centered.

Okay, that's all I have for now.

Excellent and thank you for reminding me to breathe. I know I have had enough coffee, I have a tendency to talk really fast. So this is just a set of examples around the whole self-exploration issue. The first phase of young people and it is all designed to answer the question, who am I? And where am I going and what am I interested in doing? So you know, with activities at school and home, and this is just a set of things that we have pulled together that we know families are able to help their young person do in that self-exploration phase. Sorry, I think I progressed too fast there.

Okay, and then the career exploration phase in which we are trying to answer the question, you know, now that I sort of have a sense of who I am, what do I need to do? Where am I going to be moving and how am I going to get there? What are the kinds of things that I need to be exposed to in order to figure out, you know, interests actually tied to certain career options? So I'm

interested in being, you know, a basketball player and as I think I'm interested in being a basketball player, what I really want to do is explore all of the avenues that I could be connected to basketball. Right? So in case I'm not going to become a great basketball player, I still could go into broadcasting basketball games. I could go into the management aspects of basketball. I could be, you know, the one that runs the arena or who hopes work at the arena during basketball games. So that is all part of the career exploration portion here, not just the one, you know, goal, but what is around the goal. Identifying the other kinds of things that connect to or that same goal and learning with the education and training requirements are going to be. Oh, sorry, I did not want to move that just yet. Down here you see the common activities. Both learning online, getting other information, this is where we really talk about doing guest speakers, you know, getting out and doing a job shadowing for a day, so that you can really see hands on big proponents of doing site visits. Like, let's go to Six Flags and instead of just ride the rides, let's see behind-the-scenes what it takes, what kind of jobs it takes to keep Six Flags moving every day. So, it's not just the people you see cleaning and running the rides, and the people you see taking the tickets in security, but there is a whole infrastructure behind all that to make sure that the safety checks are done, you know, the computers that do the books, the accounting, right? So, you're showing the whole infrastructure of what it takes at Six Flags, for example. And then the issues around career planning and management. Sorry, we have more issues about how families can help in the career exploration issues. Families tend to not realize that they bring powerful networks. People they can connect their young person to to help them explore jobs. To help them learn more about what kinds of requirements are out there. You know, both social and professional networks. How am I doing on time?

Oh, we are quite fine. We've got about an hour left for the presentation.

Okay, I'm not a good gauge of that sort of thing when I try to talk too fast and say too much. So here we get into the planning and management issues. What do I need to do now to make my goals happen? You know, and again, this involves all sorts of things from making sure that he got the job search skills, making sure that you are developing career readiness skills, making sure that you've got what we tend to call the soft skills. Join the hunt work in teams? Do I know how to communicate effectively? Do I know how to dress properly? Those sorts of things. And again, you see here some common activities that we characterize to fall in this area, including financial literacy. Part of planning and doing your career management is making sure that you know what you're doing with the money that you're going to be making so that you can plan your future and managed to the next level what it is you're going to do.

And some more here about career planning and management. Right? Things that you can do, a family or community rehabilitation facility can help do. Investigating options inside of communities, helping the young person create a resume. You know, and a whole electronic portfolio. Again, work on the soft skills. Work on the networking. Here, social media comes into play peer particularly LinkedIn, since that tends to be the one that I'm focusing on, but a word of caution here, around the social media, which is that young people need to realize as they are working in social media, and as they are played in social media and communicating through social media that employers look at that stuff all the time and they made, you know, obviously there are things that they need to be cautious about, you know, not posting and not talk about every party they've ever been to sort of thing, but, for folks with disabilities, there also issues

here around whether you are self-disclosing your disability and talking about yourself as a person with a disability in a way that is positive so that you are careful that you're not being inadvertently discriminated against because you got self-disclosure. The whole topic area that needs some exploring. The other thing for full with disabilities is in terms of career planning and management, making sure that you leave that senior year, that last year you are in school, with a really strong summary of performance that lays out what occurred during her school years around academic and functional abilities that become documentation to help get into college or show the employers, you know, your functionality. Suddenly, performance becomes an important part of this career planning and management portion of the ILP.

We have pulled together for you whole set of resources that I'm going to show, some of which I'm going to show. And in this case, this is around soft skills and wanted his folks need to think through. These are specific issues that have addressed during the soft skill development portion of what needs to happen and that show, getting out of myself here. And a particular tool that has been used to help build soft skills. Hoping youth build soft skills -- helping youth build soft skills for job success. This is an info brief, and again, you're going to get this power point but it is linked at things to be able to help young people with those and it works just as well for anybody else, frankly. When the right stuff for families, we tend to not write it in academic keys, but a little bit more, you know, what we call family-friendly language, so that they can see what they might be able to do to help them.

So here, and again, I'm not going to review each of these slides, but I want to come back to the first phase of career development self-exploration, in which you basically see the student competencies and then the set of activities that can be done to help meet those sets of student competencies. And, these activities are drawn from a variety of resources, right? Like ONET is a free federally available system that you can tap into with a lot of career exploration or self-exploration issues RSS means that you could do. There are a variety of others because we are not in the business of promoting things that people pay for for competition purposes since we are funded by the federal government, but there is a lot out there that you could be using, some of these other things like why I should hire you, some of these exist in other documents that I'm going to share with you.

We were asked by teachers in the states where we were working, doing the ILP work, to pull together curricula or lesson plans, if you will, on how you can use these ILPs . And so, this is a list of some of the items that are embedded in what we call, and you see it here at the bottom, what we call our ILP how to guide, that you can go in and use the actual tool. There is a whole set of exercises, I guess is the best way to put it, right? I am who I am is one exercise. And, you can go into that ILP how to guide, and just pick and choose whatever ones you want to use. In the area of career exploration, again, the set of competencies on the left, that we are trying to make sure that the young person is accomplishing and a set of activities on the right that folks are using, again, some of them are embedded in the how to guide, and some of them are in other materials that I will point you to.

Exploring customer service. Here is a generations at work, but NCWD, Utah education piece, these are different activities to help you move the largely online activities to help you do that career exploration issues. And again, these are all embedded in the how to guide that I have

mentioned. There are some other resources beyond the how to guide that we'll get to in a few minutes as well. And again, here in the career planning and management, again, the competencies aligned with some of the activities that tie to the competencies. That you can see. And then the set of resources. The set of resources that you can use to help achieve those competencies. Embedded in, in this case, an info brief. Oh, yeah, it's the same one. This is still a how-to guide. It just tells you which section. So, there are a couple of other career development resources that I wanted to point you to, where we have gone deeper and tried to find examples, give you examples. So, we will talk about, you know, what the issue is here, using career interest inventories, for example, as part of the self-exploration process. So, we will help define what that means and then we give you highlights from tools being used by different programs around the country that we happen to think are promising or innovative strategies. Likewise, on career exploration and action, and then, this is a really important one here, the one around youth work experience, as we are trying to get more and more folks to do. Work-based learning experiences, that particular brief draws from a number of great examples going on around the country. And then this other one here that I want to make sure you are aware of these skills to pay the bills. That is a former curricula developed embedded by the office of disability employment policy at the department of labor, to try to help young people with disabilities learn the soft skills. And so again, there's a whole set of exercises that they have developed. I think there is a whole 20 different exercises that you go through, all focused on growing some of those soft skills. And it is a free available publication for you to just download and use as you will. There are some places that have actually taken skills to pay the bills and broken it into a semester long class. Let's stop there and see if there are some questions before I start talking about things that we think need to be improved or a set of recommendations.

Sure. We have a couple of questions and comments. A couple of comments about getting a copy of the PowerPoint. A reminder to all participants, you should have already received a copy of the PowerPoint so be sure to look into your e-mail and see if you got a copy of it and especially if you want to make that as you go along. If not, send Amy a message at UNTWISE at UNT.edu and should look at those for you. A question is what is the age of most of the students to have a Individualized Learning Plan? Is it 18, at graduation?

A question that I should have covered in the beginning. Most states are requiring ILPs at least for Fulton high school, and probably about half of the states are requiring that you begin the ILP process while students are in middle school. So that by the time they are -- I'm sorry, a freshman in high school, they already have a percentage so that they can really zero in their course taking patterns towards the college and career taking goals that they have set. So, we are really talking middle and high school. You are beginning to see these used in some community college settings, and you're beginning to see these now expand out into non-school-based programming. As I said, you know, there is this program, this project that has been run, again, by the institution for educational leadership that is aimed at young people involved in the juvenile justice system that tend to be 14 to 18 age, where we are using a career development plan, but, other than that, there's not much else going on outside of the school-based arena. However, I do believe the department of labor, before too long, is going to be putting out some grant opportunities to be able to take these individual planning tools, and use them for what we would call, the workforce investment system would call the older youth categories as well, as the out of school groups.

Okay. Good. And that might lead into one of the next questions. And this is from Carla. We used to have an individual transition plan, which was separate from the individual education plan but it seemed to be more of a checklist. How do we get from paper to action? What are the quality indicators?

So, that's part of why the individual transition plan has now been really folded into the IEP, at least from a policy standpoint, a little more effectively. So, it is not just a checklist, and you are required to set goals and, you know, track accomplishments toward meeting those goals or card programs and services toward meeting those goals. I don't know that I would argue that it is being done will effectively in schools, to help drive kids towards careers just yet, because I do know that the level of specificity of the goal setting that occurs, you know, really is broken into the three career development categories that I mentioned. We are beginning to see some of that. We really ought to be making sure that when we are having the goal setting as part of the IEP, that if there is also an ILP requirement in the state, the goals tend to be the same and that the IEP then shows, let's just assume one of the goals is, I will, by my junior year, have at least two work-based learning experiences, right? That is the goal that ought to be the same goal over in the ILP. And the IEP onto drive and document how they are going to get the support and services necessary to do that so, that is where you will articulate, you know, that you are going to have, you know, a reasonable accommodation in the workplace, provided as part of that IEP, and the ILP will document the experience of being in that school-based work setting and in the letter of recommendation or reference that you got as a young person from that, so that that is how the two should nicely work together. There are no real indicators assigned at this stage. There is indicator 13 and indicator 14 required under IDEA the there is a lot of conversation about rethinking, as what is a process indicator, but, you know, breaking down the actual transition planning portion of the IEP , you know, hasn't really gotten to the level of what are the real indicators. And again, I would argue where this is where you would also want to make sure that the student leaves with really strong, well-developed summary of performance that can be used post school.

All right, we've got a couple of questions if that's okay.

Totally.

Oh, okay. One comes from Rachel and she wants to know, is this something that communities in schools can handle were teachers in the schools? Is the ILP required by the school?

It's typically required by the state and the state typically provides guidance to the schools as to how to do it. And you know, even at some points right now, right down to the actual format or electronic portfolio to be used. And yes, it's used largely in schools, and for the in school population.

Yeah, I'm not real sure what the question might be. If the state hasn't mandated it, can an organization like communities in school or a teacher independently use the tool?

Got it. So, in the 37+ the District of Columbia, what I did not tell you is that there are a handful of states, maybe four, maybe five, who receives rates to the top money from the US Department

of education and as part of their race to the top, they are having to also implement and personal learning plan of some sort. So, in Illinois, which I'm familiar with having recently been there, it is not a state requirement. It is a requirement for schools that are receiving rates to the top -- race to the top money through the state that they got from the feds and so they have a handful of high school that are required to use in and handful of middle and high schools or unified school districts that are required to use it, but not everybody in the state. And, the state is providing some general guidance, but a lot of local development is occurring here on how to use them, how to structure them, how to get the whole school to participate in it.

All right.

And let me just, I think I do believe that a school could make the decision that it wanted to use an ILP as a way to help strengthen the career development college readiness portion, but there is a serious infrastructure that needs to get put in place which we are going to talk through in a little summary fashion in a few minutes. It could be done, it's just not easy and depends on the schools, student information system, career information system, you know, their electronic portfolio capacity, whether they want to, you know, purchase it off the shelf software that could help you do this stuff or whether there is a free one made available by the state or whatever. So, [Pause] --

Okay, yeah. In the final question I have actually gets back to a comment you made about disclosure.

I wondered if that would raise a question for somebody.

Well, is there a curriculum for teaching disclosure issues or options for decision-making for a young adult?

[Laughter]

Actually, we happen to have probably our third most popular publication since our existence. Something that we call the 411 on disability disclosure. And it is a workbook that is written for high school youth that talks them through, walks them through, by them answering a set of questions, issues around why they may want to disclose their disability in school settings, and work settings, and in community-based settings. And as part of the workbook and questions that they walk through, we are introducing to them language around the Americans with disabilities act so that they begin to understand what is a reasonable accommodation, what is an undue burden, what is a hardship, what is required, what is not required once you leave school. And along that is a companion toolkit that is written at a higher level, and professionals like you folks to be able to walk for young person through side-by-side in how to use the toolkit. And we then have it, what do you call it, a supplement that we did to the 411 on disclosure that talks specifically about cyber disclosure and the things you really need to be thinking about before you start posting everything on her Facebook page or on your LinkedIn page. So, there are some resources. I would not call it a curriculum, per se, but it's a workbook that is really popular with teachers, particularly in community-based organizations to help introduce the notion of, you know, you are at this geeky age we just think you want to fit in and so you don't want to talk

about your disability but you really need to learn, you know, what the pros and cons are and what the benefits are going to be for you disclosing your disability, particularly when you get into employment settings or college settings, and you're going to need your accommodation, you're going to need the support that you have been accustomed to getting, you know, a set of rules kicks in for you. So, we are big proponents about working with young people early around disclosure.

Super. I will remind our participants that the 411 on affiliated disclosure is the name of the manual and that it is available through the UNTWISE website listed on our resource page.

I believe we did a session with you folks a year or so ago on the disclosures toolkit.

You did, it was excellent. All right. And that's all I have for now.

All right, so as I mentioned a bit ago, an answer to one of the questions, we developed, as a result of this research, a whole policy brief that I am only going to walk you through some of the pieces of around recommendations that we think need to happen as a result of where we know ILP stuff is working really well. And you know, as you see here, this particular slide, actions to be taken at the state level, there's a lot of stuff around messaging and what the message needs to be about the usefulness and why, you know, why ILPs are effective so that people get it is not just a mandate but the rationale for it and effectiveness of it. And you know, again, here, we really did see strengths in terms of promoting across different departments at the state level, so that you really got, at the state level, the general Ed people and the career tech people and fiscal reform people and the special ed people, you know, often times as most of you probably know, just like the disability piece, it becomes an afterthought and we really did see that that is not the case when ILPs are being done, you know, really well, really effectively. There is some infrastructure building that the states need to, here at the district level again, same thing, in order to make this work at a local level, you got to have the whole school by and, as we like to say. It does not work if only the counselors, the guidance counselors are the ones that believe in this see how it works. The principal, vice principal, all of the teacher corps, or special education people, they all need to come together and work around the local implementation of this. You know, and again, particularly trying to address some of the disability related issues, a lot of these information systems are not necessarily accessible to people with disabilities, like me. You know, they are not accessible to my screen reader, my document reader, and we need to make sure that as we are designing them, that the whole notion of universal design for learning and inclusiveness is built-in, you know, from the get go. And the other thing that is really important data local level is that connectedness to the community because you're going to want to be finding employers to do the job shadowing and do the job site visits and guest speakers. So you know, it's really incumbent on the school folks pulling this together to get the family members and other community leaders involved locally. Again, actions for states and districts. You've got to be able to set standards that are great specific. You know, what are the benchmarks? Some he talked earlier about the indicators. The state needs to agree on what those are as they connect to the common core or whatever the increase graduation standards are, and districts need to be doing the same thing. There are a number of vendors out there, you know, [Indiscernible] and career cruising, and there are six or seven vendors in this space that are really marketing to the states and districts and you need to make sure that what they have built, you know, meets the state-level standards and

meets accessibility standards so that all kids will be able to participate in this. Obviously, as you are hearing your cell phone to the session, there's a lot of staff development capacity building that needs to occur, that needs to be a key ingredient as a state and district is move forward on implementing, you know, zombies ILPs. Here's just a quick slide on the role of social education folks that they can play in developing the policy of the district or state level. Excuse me.

Okay, so now I mentioned that they were going to be a set of resources that I wanted to particularly draw your attention to. We've talked already about this how-to guide. It really does, the how-to guide, have a whole set of exercises that you can use. We have this quick and dirty two page fact sheets on ILPs that for your purposes, really what I would emphasize is, it really nicely breaks down the language around and issues around the three phases of career development. That we talked about. The phases of self-exploration and career exploration and career planning and management. And then as I mentioned, we had a whole policy brief that we did, about 15 or 16 pages that goes into it in a lot more detail and a whole host of recommendations including recommendations for families and advocacy organizations to get involved in. Issues for the federal government to get involved. But particularly, at the state level, you know, we are talking about -- excuse me -- making sure that the electronic portfolio system is well-developed, the infrastructure, the access to the career information system, connecting to the student information system, connecting to the way that you're going to be able to store these electronic portfolios, so that anybody who needs access to them will be able to sit down and do them with the student. So, we have a whole host of other career planning or career development briefs. I think I gave you three information briefs that we did earlier that are under what we call our innovative strategy section of our website. The NCWD-youth.info, but if you also look into the what's new section, last week we put in a brand-new career development information briefs aimed at families that lost families through each of the three career development phases that I mentioned and talks about what it is they can do with their young people in all three of those phases. Just as applicable to community service providers, community rehabilitation organizations as to family members. So, there will be more, where we are charged now in this new third round, with really trying to break down the career development phases and come up with examples, show people how it is being done effectively, work with schools, work with community-based organizations to try to help strengthen the career development piece of what needs to happen in terms of a young person making a transition from school to work, hopefully to work, from home to community. So here you see my basic information, if you need to contact me or wish to contact me, our website as well as the Department of Labor website, our funder rate can also find some nice resources, they've got a couple of pieces on soft skills. I think I told you also that they are the ones that have the skills to build the curricula, soft skills curricula, and you may want to explore and use. So with that, I think I'm fairly wrapped up. I know I am hoarse from talking so much.

Well, we are going to make you talk a little bit longer because we have questions that have come in. And we do have a little bit less than a half an hour still that we can work on these. One of the questions is from a NIDA and she says -- Anita, and she says I realize we are discussing Mammon college-bound students however we are beginning working on younger ages, i.e. middle school and junior high, have you heard of this, and did you have any ideas that are aimed at that population?

Well yes, I think we have been talking all along about the career development portion of what needs to happen. I am more focused friendly on the career development than the college readiness pieces. Because of our charge. You know, being funded by the Department of Labor, we are really about moving kids to work. What are you going to school for in the long run, you're going to school so that you can, you know, get out there and make a working or living wage. The work we get around individual learning plans and seeing how states are using them in middle schools, releasing the first base of career development, getting students and young people to start exploring their own values and interest, you know, through some of the online assessment inventory assessments that are out there is really more of what occurs inside the middle school years, six, seven, eight, and then you tend to see, buy them, nine, 10, 11, were you're actually going out and doing some more career exploration kinds of issues and you begin doing more of the career planning and management. The three phases are not linear, however. You're going to be doing them all along, all the way. It just tends to be the explore your self-phases, you see more of that going on in the middle school years. You still see it in the later years, but you don't tend to see as much of the career planning and management or the career exploration phases happening in middle school. It's more about learning who the young person is and what their interests are were met if we want to go -- or where they may want to go.

All right, and a question. I work for Goodwill Industries, and this is something we would love to collaborate with a school district on to provide. Do you know if any public schools coordinate with community agencies? I know you mentioned the Department of Labor might be coming out with some funding in the future.

So, we are working with Goodwill Industries, I want to say in Houston, on a career focused mentoring program that puts a lot of these activities in place, actually, as part of working with high school students, so, we are doing the career exploration issues in some of the self-exploration issues and career planning and management issues and in that case, they're using something called an individualized mentoring plan where they are connecting to a mentor, a community, somebody in the community who else helping them learn these activities. And it is really one-on-one, group and peer to peer mentoring going on and I can certainly send you some more information to what that goodwill is doing. I'm almost certain it is in the Houston area.

Okay, that would be something for us to look up. We sure will do that.

It's called already to achieve mentoring program, or RAMP, and it is RAMP.IEL.org. And we have a program in Louisiana and the program in Houston, I think the next closest program would be in Denver.

Good. Okay. And this goes back to the previous question about the age range and it says, where I work, schools not begin to develop the career development phase until high school that is something we should begin encouraging that type of thing at a younger age. -- At a younger age.

At least the self-exploration portion of career development. Maybe you can bring in some guest speakers but I don't know how practical it becomes, you know, for a seventh grader who is still trended here at who they are in life, I don't know how practical it is to get them job experience, per se, but you could certainly be working on some soft skill development, he could certainly be

working on goal setting, once the young person has learned a little bit about what his or her own values or interests are. I mean, when you think about where kids first get ideas about what they want to do, it starts at home. Like, I want to be wiped out if Torre don't want to be what God is. Or I really like what my uncle does and so I want to do that or, I think my grandma had a really great job and what do I need to do to do that? And so, we really like to stress that, you know, they need to explore, you know, what their own interests are, you know, what it is that they think they might want to do, by being exposed on these online applications, being exposed to, so, you think you want to work with your hands. Okay, here are 10 different jobs that allow you to work with your hands. Okay, let's look at three of those and see what you think. And these systems actually do some ratings and scoring to help start showing you what salaries he would be making and then you start learning what the education requirements or work experience requirements are. So at that junior high or middle school age, you really need to be doing those kinds of things so that you can be doing the more hands-on stuff when you get into high school.

Okay. Yeah, good. Okay, and I guess the question here is, does the data show that the Individualized Learning Plan results in youth leaving schools, school services with jobs they can keep?

We did not, in our research, ask any questions about landing work as a result of the work you did. Unfortunately, that is something we have recommended for additional research. We really were trying to understand better how they were being used in school, to guide people post school. You know, it is something that we certainly would love to figure out how to get more data on. And frankly, we are the only ones in the country that have been doing this level of analysis, this collaboration through ODEP, this level of analysis of what is going on through individual planning tools. There are. But the Remi Center in Boston that have done research, there are a couple of places like Rutgers University that did a local study but this is really the database that we have created. You know, it is what it is. It is the most available and the deepest look at this stage in the game.

The questions around, you know, whether you landed a job or whether it helps to get the job that you want and in the job that you are going to stay, you know, we have just gotten there. I will say also, that there is a lot of research out there that really shows these days that there is no one job anymore. Jobs are changing in a way, you know, that young people are going to, I can't remember what the number I saw just last week was, but young people are going to be expected to change jobs or anticipate changing jobs every three years and will have 10 different jobs before they are done. The whole world of what work is going to look like in the future is very different than at least somebody my age is accustomed to.

And kind of tying into that, how does this fit in the employment first initiative?

So I guess I would answer that in a couple of ways. The employment first initiative that has been growing around the country have not connected but well, yet, with the whole three phases of career development. I mean, it just hasn't connected that well, yet. You are beginning to see some states now who are Employment land first states that are really focusing a lot on the career exploration issues, on the self-exploration and career exploration issues and you just saw a court case in the state of Rhode Island that has settled in which, you know, the self-exploration and

career exploration, building into what the state and school districts are supposed to be doing in order to get folks with the most significant disabilities career ready, as some of the stuff has been built into the settlement agreement. But, so far, they really have been rarely -- fairly separate initiatives that are now beginning to make some connections to each other.

Okay, so we had a request to repeat the name of the court case where that was.

I don't know the name but it settled just last week in the state of Rhode Island, the US Department of Justice website, you could find it, it's a court case, basically shutting down the pipeline of funneling people from school into workshops. Into sheltered workshops.

Okay. All right, we will be sure to look that one up. That sounds pretty good. And we did have another question in regards to, it says, my son has an intellectual development disability and is 20 years old. I would like for him to go to mean the college instead of the regular school. Will the individual learning plan home do that?

If he has never been using one of these individualized learning plans, you know, then you have to start from scratch, basically. I know that there is a huge growth in community colleges and universities that have begun some of these 18 to 22 programs to help serve folks, like your son. You know, what I would suggest is that you go to the Institute for community inclusion, I believe that is it, ICI, housed at the University of Boston, Massachusetts that has on its website a whole host, a whole list of where these kinds of community colleges and other university programs for full with DD and ID exists, to see if there is one in your area. I don't think there is any reason why you cannot use one of these ILPs in one of those programs, to make sure that the work that is actually occurring during the community college days is guiding you toward, regarding her son towards the three phases of career development. There is no reason it can't, I just another they have made that connection yet.

Okay, well, and so that is actually the last question that I have listed in our question box. If there are any more questions or comments, you guys, please be sure and send them to me. I do have a comment that we need to get a presentation sent to a couple of those participants, so if both participants would still send an e-mail to amyatuntwise@unt.edu, and get those two. A reminder that you will receive an e-mail at the conclusion of the session, please complete that form and send that back to UNTWISE@unt.edu, and we will e-mail you your credit for this 90 min. course.

And I would appreciate that because I'm somebody who studies evaluations a lot and I know that I am not the greatest at this PowerPoint slide can learn from your evaluations.

Okay. And so I don't see any more questions, Curtis. But this has been an absolutely fantastic presentation and I have a couple of research things I need to do now that came up during the discussion. So I do appreciate your time on energy and knowledge.

Okay, well I'm happy to help you, if I can find, remind me what it is that you need to track down, I may have it easier at hand.

Oh, okay.

And certainly send you a link to the 411. Well, you have the 411. I don't know if you have a cyber-disclosure one but that would be fun to also forward.

Oh, okay. Well, have a cyber-disclosure, you have to RAMP program, and then I think I had something else that was going to be on Employment First. But anyway, I have written down my notes.

Okay, well I'm happy to help you follow up if you need.

Okay, thank you so much. And I don't see any more questions of everyone, I hope you have a good day. Thank you again, Mr. Richards, and we will talk to you soon.

Thanks a lot.

[Event concluded]