The Vermont Model Presentation
State of the Art PSE Conference
Syracuse University

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Chris Kennedy - College Steps
Betsy Choquette - Vermont Division of Vocational Rehabilitation
Jarrod James - Project SEARCH
Jennie Masterson - Vermont Developmental Disabilities Services Division
# Overview of Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>High School Transition</th>
<th>College Campus Programs</th>
<th>Life-Long Learning</th>
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<td>Population Served</td>
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<td>Age-Range</td>
<td>17-22</td>
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<tr>
<td>Locations</td>
<td>• Windsor County • Chittenden County • Rutland County</td>
<td>• Burlington area colleges</td>
<td>• University of Vermont</td>
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Cornerstones of the Vermont Model

Sustaining PSE’s beyond grant funding is dependent on three essential domains that require on-going attention.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tr>
<td>1992</td>
<td>Trinity College established the ENHANCE program for students with developmental disabilities. Ended in 2000 when the college closed.</td>
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<tr>
<td>1993</td>
<td>Brandon Training School closes</td>
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<tr>
<td>2002</td>
<td>Last Sheltered Workshop closes</td>
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<tr>
<td>2004</td>
<td>Changes in IDEA clarifies that transition services should begin at age 16, and should include a list of interagency responsibilities with needed resources including formal <strong>education</strong> or training beyond high school, including college, university, vocational school and trade school.</td>
</tr>
<tr>
<td>2008</td>
<td>Howard Center in Burlington started SUCCEED, a residential and PSE program at UVM and area colleges</td>
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<tr>
<td>2009</td>
<td>University of Vermont awarded a Think College mini-grant (9 months)</td>
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<td>2010</td>
<td>Project SEARCH implementation mini-grant</td>
</tr>
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<td>Year</td>
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</tr>
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<td>------</td>
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<tr>
<td>2010</td>
<td>University of Vermont awarded a 5-year federal Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) grant. Established sites at the University of Vermont and Johnson State College.</td>
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<td>2011</td>
<td>Project Search at Dartmouth-Hitchcock Medical Center, Dartmouth, NH (Vermont collaboration) co-funded by DDSD and VR</td>
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<td>2011</td>
<td>College Steps incorporates and replicates program at 4 Vermont State Colleges</td>
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<tr>
<td>2012</td>
<td>State DDSD creates PSE Initiative with annual budget to fund PSE providers and partnering agencies for PSE support services</td>
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<td>2013</td>
<td>Established a state of Vermont Post-Secondary Education Consortium to coordinate and expand PSE and Transition services. Developed PSE matrix and comprehensive brochure.</td>
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<td>2013</td>
<td>Think College VT is funded via HCBS Waiver when grant ends</td>
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<td>2014</td>
<td>Project Search at the Edge Fitness in Burlington, Vermont Funded by DDSD and local School Districts</td>
</tr>
<tr>
<td>2015</td>
<td>Project Search at Rutland Regional Medical Center, Rutland, Vermont Funded by DDSD and local School Districts</td>
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The Vermont Model is Founded on…

A network/consortium of PSE programs that share:

- Similar program fidelities
- Organizational partnerships
- Standard operating procedures
- Shared resources and unified advocacy/education
- Systematized recruitment
Collaboration

1. Establishment of Essential Partnerships
2. State Level Alliances
3. Unification of all Programs into PSE Consortium
Essential Working Relationships for Stability and Growth

PSE/Transition Consortium

- Parent Training and Information Centers
- PSE/Transition Programs
- Agency of Education & Local Schools
- ID/DD SE Providers
- Private Sector & Host Businesses
- Vermont Colleges
- State Funders
- University/CDCI
1. Establishment of Essential Partnerships

Schools
- Programs establish working relationships with High Schools & Colleges
- Disability Service Office

Career Development
- Vermont Businesses provide internships and competitive employment
- Coordinated job placement with supported employment programs

Agencies
- DDS Providers become key partners in recruitment and support services
- PSE Program representation on regional youth transition teams
- DVR Regional Staff become strong partners
- Parent Training and Information Centers

Funders/Partners
- VT Student Assistant Corp (VSAC) for student grants
- Transportation and Housing authorities
- IDEA for in school youth
- State Department Direct Service Funding

State of Vermont, 2017
2. State Level Alliances

Resources

All PSE programs work collaboratively with state DDSD and DVR

State Divisions of DDSD, AOE, DVR work in unison to support all programs

State funders agree to co-fund programs

State implements PSE Initiative through its work with programs

State Agency of Education promotes PSE with VT school districts ~ Dual Enrollment

Consortium’s Sustainability Committee works with State to shape future funding options

PSE Programs and state leadership convene annually to share outcomes, data, and challenges to transform the initiative as established long term services

Gaps

Inconsistent Public Awareness

Inconsistent Funding

Attitudinal Barriers

Underdeveloped Student Housing

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<td></td>
<td></td>
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<td></td>
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<td>College Steps</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mansfield Hall</td>
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<th>Inclusive academic transition services &amp; employment</th>
<th>Inclusive academics transition services &amp; employment</th>
<th>Residential, academic degree program</th>
<th>Life-long teaching &amp; learning</th>
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<td>High School Diploma</td>
<td>SUCCEED Certificate</td>
<td>UVM Certificate of College Studies</td>
<td>Certificate of Higher Learning or Degree</td>
<td>College Degree</td>
<td>Participants receive a certificate each semester</td>
</tr>
<tr>
<td>Population Served</td>
<td>High school students with intellectual &amp; developmental disabilities</td>
<td>Students on autism spectrum &amp; intellectual disabilities</td>
<td>Students with intellectual &amp; developmental disabilities</td>
<td>Students living with social communication or learning challenges</td>
<td>Students with disabilities who are matriculated in area colleges</td>
<td>High school students and adults with intellectual &amp; developmental disabilities</td>
</tr>
<tr>
<td>Length of Program</td>
<td>1 year (final year of high school)</td>
<td>2-3 years</td>
<td>2 years</td>
<td>2-4 years</td>
<td>4 years</td>
<td>Participants attend as long as they wish</td>
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<td>NO</td>
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<td>16-26</td>
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<td>All ages</td>
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<td>Locations</td>
<td>Windham County, Chittenden County, Rutland County</td>
<td>Burlington area colleges</td>
<td>University of Vermont college</td>
<td>Lyndon State College</td>
<td>Castleton State College</td>
<td>Southern Vermont College</td>
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State of Vermont, 2017
3. Unification of all Programs into PSE Consortium

- Shared community of practice and strategic planning
- Promote awareness of opportunities across VT
- Coordinated outreach and recruitment across programs
- Coordinated advocacy with funders for program stability and growth
- Presentations via students and graduates to market programs
Funding

Separate Costs

Direct Support Fees

College Tuition Expense
Direct Support Fees
pay for campus based coordinator and mentors

1. HCBS funds direct program supports
2. DDS provider agencies contribute funding
3. State DDSD grants to partnering agencies and students
4. Education’s IDEA funds on campus transition services
5. SSA PASS Plans and ABLE Accounts fund individual need
College Tuition Expense

PSE programs work with youth and families to avoid student loans

1. VSAC non-degree grant up to $3,000
2. DVR contributes up to $1200 per year
3. PASS Plans & ABLE Accounts
4. Education Dual Enrollment paid by VT State
5. Class audit for non-credit at reduced rates
6. Private pay
7. Community scholarships
8. Department of Children and Families grant
Diversification Potential

- TPSID funded programs transition to state funding
- DVR contracts
- Student Assistant Organizations (to defray cost of tuition)
- Dept. of Children and Families services for post age 18 contracts
- School district contracts via IDEA
- State Agency of Education grants
- Dept. of Blind and Visually Impaired
- College Support Services
- Program Expansion to neighboring states
PSE Implementation
How much attention is paid to ‘how’ to implement?

Stages of Successful Implementation

- Shared Vision & Practice Fidelity
- Community Inventory
- Stakeholder Development
- Process Development
- Fiscal Security
- Scaling
- Maintaining Braided Initiatives
Shared Vision & Fidelity

- VT PSE programs came to center on agreed upon model [what’s negotiable, what’s not]

- Co-created vision with attention to the needs of all PSE programs

- Developed consistent public messaging

- Developed intentional communication to endure beyond start up
Community Inventory

- Gathered data to determine student need/interest and student census per regions
- Dialogued with funders to ascertain commitment and availability long term
- Explored needs of potential partners so need might become shared purpose
Stakeholder Development

- Invite students/families to envision college as viable option
- Invite service providers to help develop PSE model and recruit
- Seek college input for design of campus supports
- Invite employers to be advisors and internship sites
- Partner with Supported Employment for recruitment and job development
- Develop state partners for endorsement and funding
- Create unified PSE Consortium
Process Development

- Agreed upon common fidelity across programs for authentic inclusion and youth empowerment
- **MOUs** with all partners (clear roles and responsibilities)
- Steering Committees and Advisory Groups formed by each program
- Agreed upon Indicators of success and data collection
- Program integrity audits developed internal and external
- Programs are customized but share mutual values and philosophy
Fiscal Security

- Understand how PSE can meet funders’ needs
- Set fee structures with input from funders and partners
- PSE Consortium meets regularly with State Leadership and Commissioner to advocate for continued fiscal support.
- Programs diversify beyond target population to increase revenues
Scaling Programs

• Assure practice fluency, the degree to which the implementation team understands the practice/fidelity to guide scaling.

• Make research and data available to expand the innovation and secure funding.

• Determine how scaling might change the program.

• Reestablish funder support and determine if population cohort might expand

• Perform Community Inventory at viable locations
Maintaining Braided Initiatives

- Reduces competition
- Expands resources
- Assures shared practice values and fidelity
- Unified cooperation with shared funding mechanism that forms enduring funding processes
- Empowers all to negotiate and have dialogue with funders and auditors to advance PSE systems change
- Advances true collaboration i.e. Vermont PSE Consortium and the VT PSE Model
Outcomes & Data

• 2017 data
  • 86% of grads became employed within 4 months of graduation
  • 65% of enrolled students had employment in addition to their coursework and internships
  • 5 sites had 100% employment rate at graduation
  • Wages ranged from $10 - $14/hr
  • Employment rates reflect success of targeting internships that can lead to paid employment
Parting ideas for Sustaining PSE

- Maintain communication to deepen working relationships between funders and programs
- Work with State ID/DD unit to incorporate PSE support services into State DD Medicaid Rules as a Medicaid reimbursable service
- Work with State ID/DD and VR units for the flexible use of funding to support PSE
- Negotiate with State funders to award service providers and PSE Programs outcome based PSE grants
- Establish an on-going Funder/PSE Program taskforce to sustain and expand post secondary options (VT Consortium and State meet regularly for continued work on long term security of funding)
- PSE programs may need to expand beyond ID/DD populations for fiscal security
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