

Center for Studying Disability Policy

# Expanding Work-Based Learning and Transition Opportunities: Lessons from Vermont

August 24, 2021



# Tools and Resources

## Questions

Submit questions using the **Q&A** panel found in the lower right corner of your screen

Select **All Panelists** in the **Ask:** field

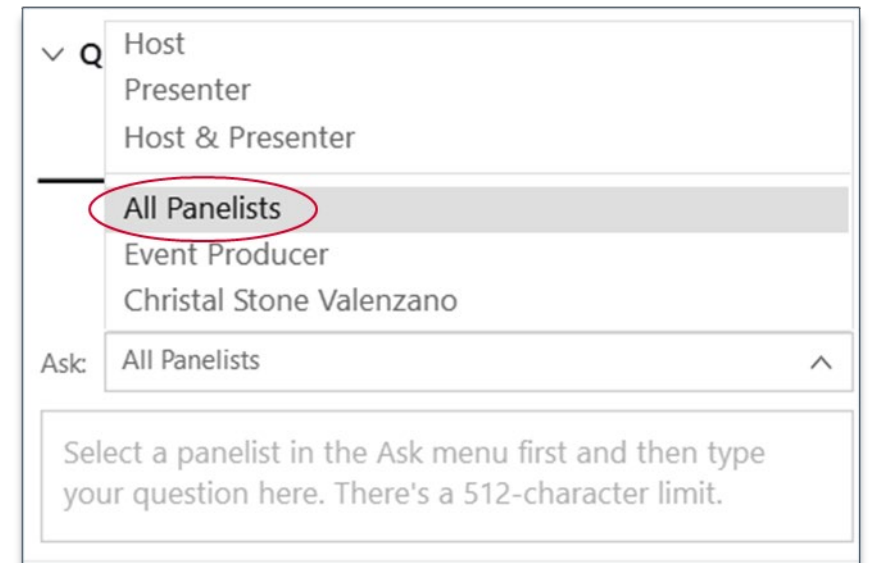
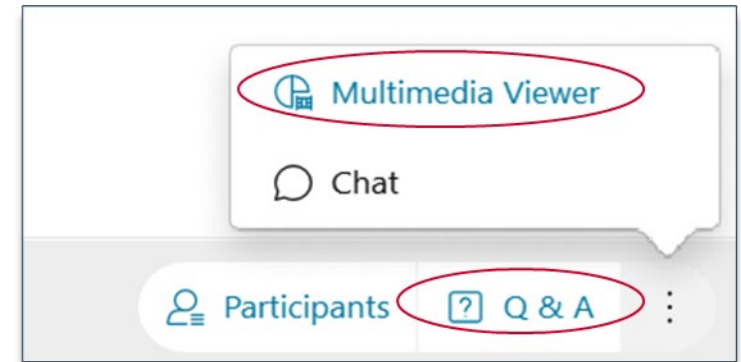
For technical assistance, send the **Host** a message with **Chat** or **Q&A**

## Closed Captioning

Open the **Multimedia Viewer** panel found in the lower right corner of your screen

## Meeting Materials

<https://www.mathematica.org/events/expanding-work-based-learning-and-transition-opportunities>





# Welcome

## Todd Honeycutt, Mathematica



# Agenda



**INTRODUCTION**



**PANEL DISCUSSIONS**



**QUESTIONS & ANSWERS**



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# Linking Learning to Careers (LLC): Design and Evaluation Findings



# LLC funding and design

- / The Vermont Division of Vocational Rehabilitation (DVR) was one of five state vocational rehabilitation agencies to receive a five-year grant from the U.S. Department of Education's Rehabilitation Services Administration to implement and evaluate demonstration projects that offer work-based learning experiences (WBLEs) for students with disabilities.**
- / DVR designed LLC to build on its core services for high school students.**



# LLC services

Unpaid and paid  
WBLEs in integrated  
environments

College exploration  
and coursework  
opportunities at the  
Community College  
of Vermont

Team-based guidance  
and support from  
DVR staff

Dedicated support for  
assistive technology

Additional  
transportation funding





# Evaluation design: Randomized controlled trial

- / From April 2017 to December 2018, LLC staff recruited 803 participants, assigning 413 youth to a treatment group with access to enhanced LLC services and 390 youth to a control group that could access usual transition services.**
- / An implementation evaluation tracked outcomes for 18 months after enrollment.**
- / An impact evaluation tracked outcomes for up to two years after enrollment.**
- / Data sources included baseline and follow-up surveys of youth and families as well as administrative data from DVR, state unemployment insurance records, and National Student Clearinghouse data.**

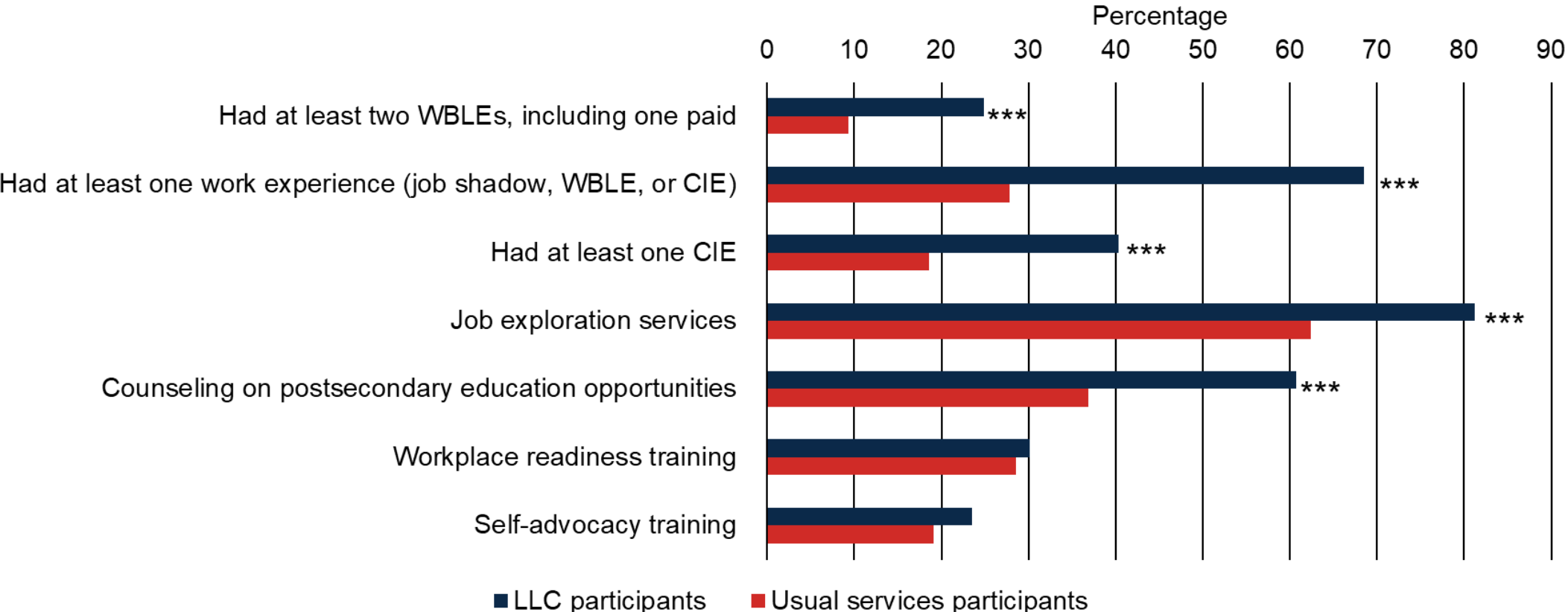


# Key implementation evaluation findings

- / **The students who enrolled in LLC had similar characteristics across the treatment and control groups.**
- / **Most LLC participants engaged in at least one WBLE.**
- / **Key LLC staff (transition counselors, career consultants, and youth employment specialists) were equally involved in engaging LLC participants.**
- / **About one in five participants used LLC's postsecondary education, assistive technology, or transportation services.**
- / **Most LLC participants (93 percent) applied for DVR services and had an open vocational rehabilitation case, as opposed to receiving services as a student without applying.**



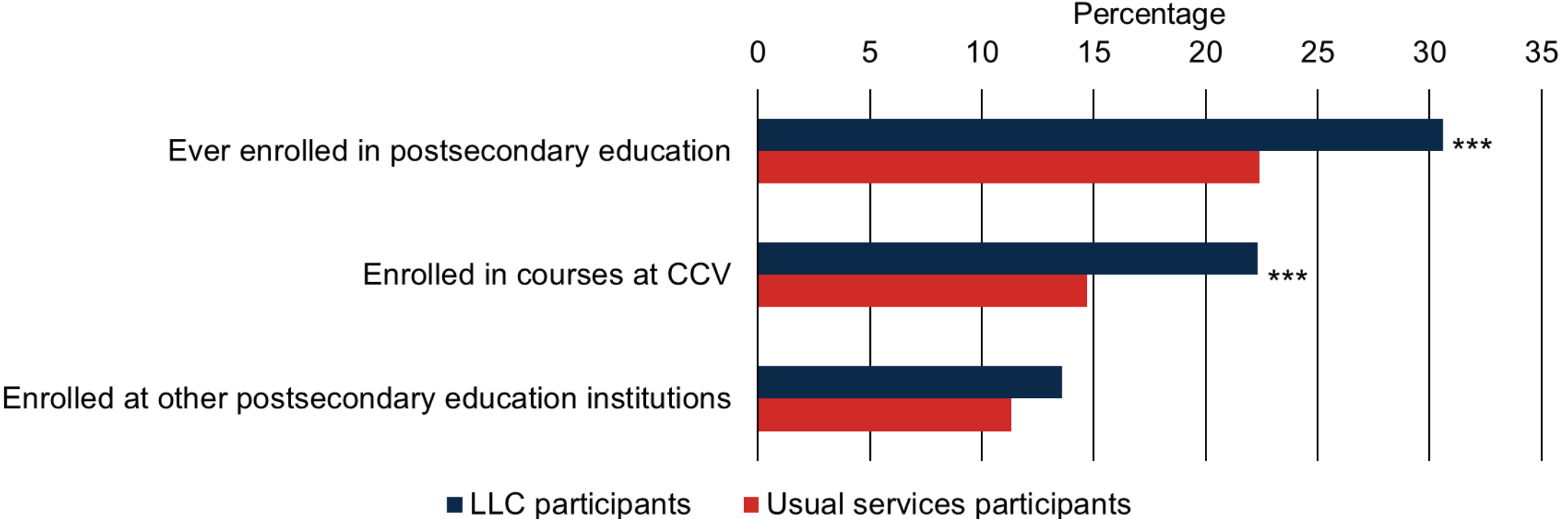
# LLC had a large impact on service use, particularly services that LLC intended to offer



/ Source: DVR administrative data.  
Notes: N = 413 treatment group members and 390 control group members. \*/\*\*/\*\* Impact estimate is significantly different from zero at the .10/.05/.01 levels, respectively. CIE=competitive, integrated employment.



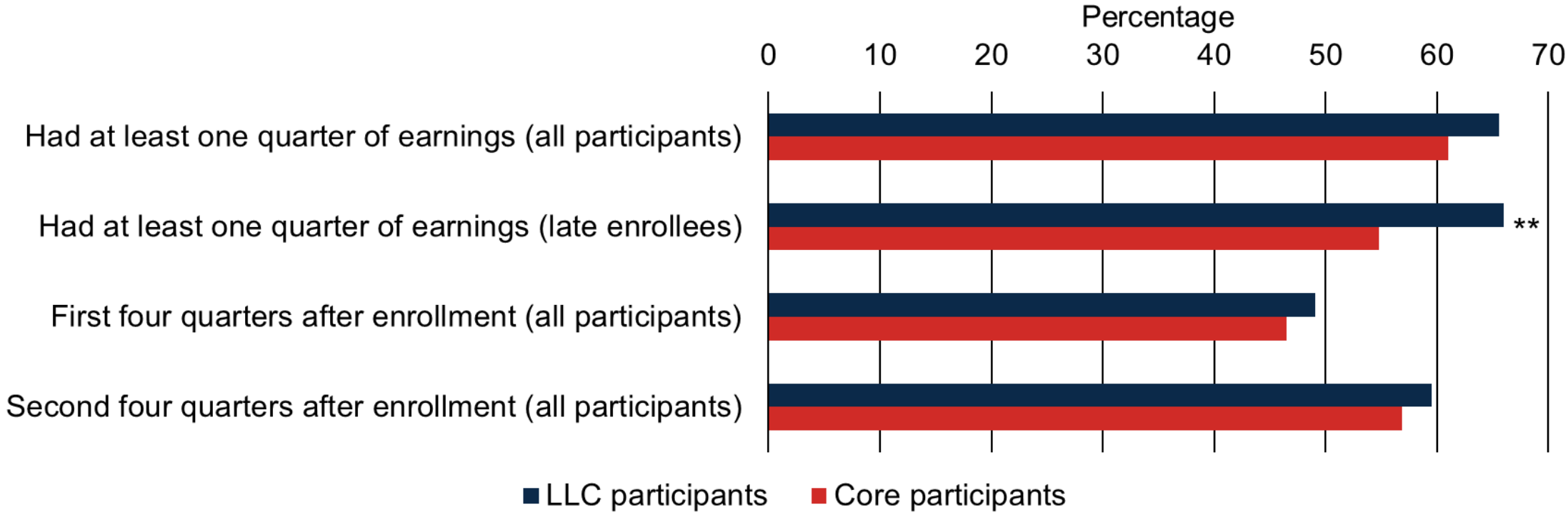
# LLC had a large positive impact on enrollment in postsecondary education



/ Source: National Student Clearinghouse data.  
Notes: N = 413 treatment group members and 390 control group members. \*\*\*/\*\*\* Impact estimate is significantly different from zero at the .10/.05/.01 levels, respectively. CCV = Community College of Vermont.



# LLC affected employment outcomes for late enrollees, but not all participants



/ Source: DVR administrative data and Vermont unemployment insurance data.  
Notes: N = 339 treatment group members and 299 control group members that provided Social Security numbers at enrollment.  
\*/\*\*/\*\* Impact estimate is significantly different from zero at the .10/.05/.01 levels, respectively.



# Evaluation summary

- / The positive impacts on services and education were consistent with LLC logic model.**
- / Lack of impacts on employment could be because:**
  - Many youth entered the program with work experience.
  - Most youth did not graduate high school within 24 months after enrollment.
  - DVR's usual services were particularly strong, or the LLC intervention was not sufficiently different from those usual services.
- / DVR can continue to track outcomes for participants.**



# Panel discussion: Using teams and ancillary services

- / **Frank Martin, Mathematica (facilitator)**
- / **Richard Tulikangas, Vermont Division of Vocational Rehabilitation**
- / **Laurie Cook, Vermont Division of Vocational Rehabilitation**
- / **Elizabeth King, Community College of Vermont**



# Panel discussion: Perspectives from a program participant and VR counselor

- / **Kathleen Feeney, Mathematica (facilitator)**
- / **Samantha Brennon, Vermont Division of Vocational Rehabilitation**
- / **Maegon Courville, Student**





# Panel discussion: Role of technical assistance

- / **Frank Martin, Mathematica (facilitator)**
- / **Brian Guy, Vermont Division of Vocational Rehabilitation**
- / **Kelli Crane, Center for Transition and Career Innovation, University of Maryland**



# Questions?

