

Onondaga Pathways to Careers Community of Practice February 22, 2018 - Transcript

Meera: Thank you everybody for joining us, this is our monthly OPC Community of Practice meeting. We have some new folks joining us, presenters as well as participants. We are excited to have you. Each month we get together on the last Thursday around Noon EST for about 1.5 hours to discuss the implementation of our projects, the strategies that we are using to support students as they go through education and training programs with an eye toward work base learning and internships with their needs to ultimately achieving career outcomes. We discuss some of the barriers we may be facing and strategies to overcome them, those that we're contemplating and we ask others to share those that have worked for them. We hope that for the new members this proves to be useful, we look forward to hearing from you. I hear other folks joining by phone; we can go through the roll call. This is a week where I know a lot of colleges are on a break, so some folks have told me that they either have a meeting or are on break. But, I signed them up for next month. I see that we have Jefferson Community and Technical College; Terry you are actually in the meeting. You are one of our new members and as I mentioned prior to the meeting to Helga, thank you for the introduction. We look forward to hearing about your program and we hope that we can provide resources as well. I've been talking to many of your sister colleges in Kentucky and I hope to one day be able to put on in one of these meetings. Long Beach City College, Maria I see we have you as well and you are going to introduce yourself at the end of our meeting so I look forward to hearing from you too. Of course OCC, this is the program that hosts this meeting and funds our group to get together. We have heard much about their good practices and we're in the midst of approaching year 4 of our project now and starting to think about work base learning experiences, employment outcomes, and sustainability for the program. Pellissippi State is our sister college funded by the Office of Disability Employment and Labor. Do we have anybody from Pellissippi on?

Pellissippi: Yes, we are here.

Meera: University of South Florida St. Petersburg, is one of our speakers and we'll be getting ready to hear from you right at the beginning. Hi again. We have me from Burton Blatt Institute at Syracuse University, and one of my colleagues on the line. Also, we have my colleagues from the Southeast ADA Center. One of them, Barry Whaley, will be presenting to us today also. From the National Disability Institute Lead center, we have Rebecca joining us. She'll be another one of our presenters. Do we have anybody else from there?

Nicki Dallas: I am here from NDI.

Meera: Great to have you joining us, I know you are doing great work with Career Pathways programs around the country too. It always helps to have the insights that your group brings to the table. Do we have someone from Nebraska VR today?

Jan: Yes I am here.

Meera: Great to have you again. Sheldon I heard we have you from ODEP, do we have anybody else in your party as well?

Sheldon: I believe that Janet and Karen were in a meeting but trying to participate as soon as they can.

Meera: Have I left anybody out? I heard a lot of dings so please introduce yourself. I see Mindy Larson is listening from the computer.

Tessa Turner: I am with Project Case from Kentucky.

Meera: Excellent, welcome to our group. We can start with our meeting, I know Jordan might have to hop off so I don't want to take too long. Just another quick run through; welcome everyone new and formally of our group. We have presentations from Jordan Knab, Barry Whaley, and Rebecca on blending and grading funding resources, an important topic for our host college as we think to sustainability and funding as we look beyond the life of this original project we had through the Department of Labor. Briefly, I will mention a possible funder through America Job Centers with a sample of a local job center seeing our work. I hope to have them join us, they will be joining us in our March meeting. As you know, we love to have our members introduce themselves, we have folks at all levels of implementation for this group. Some like ourselves, who have been implementing for years and some who are very interested in getting started but may have been doing very interesting things we can learn from too. Maria has volunteered to introduce herself to the group so we can hear our voices and names associated with them, and just get started having a conversation with each other. We had on our agenda to learn about Universal Design for learning from William who is a part of our program at OCC, and Richland community college will introduce themselves. With that, I will turn to Jordan Knab who is joining us from the University of South Florida College of Education in St. Petersburg. She is the Principal investigator of K-16 Initiatives, concludes the Florida Consortium on Inclusive Higher Education, Project 10: Transition Education Network, SEDNET Statewide Administration project and Florida Check and Connect. She's also president of Florida's APSE, and is going to tell us interesting strategies. In the email I sent there were two PDF files he will be referencing for his presentation. The content of those should all be accessible, if you hit any bumps let us know. I hope that the content is fully accessible. With that, I turn it over to you.

Jordan: Thanks Meera, I really appreciate the opportunity to speak with you all. I hope that the folks on the call will find this information useful. The history goes back to 2010 from the first round of awards from the US Department of Education. Prior to that time, about one year before we developed a model program for students with disabilities to participate on a university

campus. The model was developed at the University of Florida St. Petersburg. It came about as a recommendation, at the time we had under the governor under the commission of disabilities. They wanted to solve the issues around disability with subcommittees: transportation, aging, and education. There was a recommendation out of the education subcommittee that they were aware of research going on at the University of Massachusetts around students with disabilities going on to post-secondary education. They were finding that these individual outcomes had better employment opportunities in the community so they began to implement such programs. We opened the program in 2009 so in 2010 the US department of education for awards for TIPSA and programs based on 2008 higher-ed reauthorization. TIPSA reflects transition programs for students with intellectual disabilities. They awarded in the mid-20s across the nation. In 2015, there was a second awarding of 27 across the country. In 2010, we use the funding from the FED to start a single program, as many of the awards did do. We wrote the application that we would provide start-up funding to programs supporting students with disabilities so we did sub awards. Some other states also did that, California and Ohio too. In the 2015 awards more states did that where they broke up the main award into sub awards to other institutions. We were able to get a number of programs up in running to the state of Florida. The community college models and adult In tech models, we partnered with the Florida developmental disabilities council and they created their own funding to start pilots in that arena. If you all would like I can provide Meera with that link for the first round of developmental disabilities council. They had the community colleges develop a replication guide. It covers everything from program design to sustainability. That program took off well, they created that design and the Florida developmental disabilities council created another award to fund an adult career in tech-ed center. That went to a career center in Miami that now has a program running. As far as sustainability, we looked ahead from 2010 to 2015 with a federal award. We did not know if we would get a 1520 award so we talked to state legislators about sustainability. The handouts that I sent Meera, at the very start of 2010 we all met in Virginia and brought together the heads of RSA and the folks from the US Department of Education. They talked at the time about how the vocational rehabilitation systems would help these because they were directly impacting employment of young adults with intellectual disabilities. When we brought that information back to our state leaders, they basically asked us to write a letter to RSA to ask for clarification. One of the letters that you see is a response from Rene Rutledge from rehab services outlining how the programs can help these students. We shared that with colleges at the timer because at the time states were running into roadblocks of getting support from vocational rehab centers. We asked permission and then shared that letter nationwide. It's still on Think College's website. The follow up was the bureau of Special Education and director of vocational education did a joint memo out to the school districts letting them know that VR will be providing them funding and support for the student who are enrolled. To this day, the students' uniforms, books, transportation to employment sites, are supported for VR to post-secondary students. We recognized that there was on-going support needed for the students and the institutions of higher ed to sustain these programs. Our state legislator put together a bill that would sponsor institutions of higher education to apply up to

300,000 to establish and enhance the program on their campus and also provided the state clearing house to 7,000 once they're found eligible annually for student scholarships. They're awarded that and vocational rehab can then step in and provide to attend and participate in that program. Any questions on what I have been doing in Pennsylvania?

Sheldon: I was interested in some of the work base learning that may be applicable to the programs that you're doing as well as employment outcomes leading to careers

Jordan: During the first five years, the average employment was anywhere between 74-80% within three months. Some of the students earn certificates, some graduate, but ninety days out they were averaging the 72-80% employment. Most were above minimum wage, the salary at the time was 11.50 and about 52% had benefits in addition to the wages. They vary from program to program, but our model was that the students were involved in work base learning from the start. Typically for their first semester, they would rotate on internships on campus based on what they thought they would enjoy. They were then rotated throughout positions on campus. The goal was then during the second year, they would be involved in work base opportunities in the community with the ultimate goal of being at least half-time employed by the time they left.

Stephanie: How did you engage the students to maintain a relationship and follow through on the work base learning? How did you track students once they graduated with the certificate from the program and get the data regarding their employment.

Jordan: Tracking was actually easy because it was a small number of students exiting each year. Either through telephone communication or Facebook. We created an alumni group because the students wanted to stay in contact with others once they left. We created an alumni organization just for this group and their mentors. They were back on campus, they did participate on evening events. I found that throughout the other Florida programs, there was strong communication so following up was actually one of the requirements through Think College. As far as keeping the students engaged, it was a requirement in the program, part of them achieving satisfactory progress was staying engaged with the employment aspect of their program. It was one of 5 domains that we kept hourly accountability of participation of. They were evaluated by supervisors in the workspace learning too.

Jordan: I know that when you asked me about speaking you were talking about funding and I immediately thought of having worked with PA, they had a parent advocacy organization with the mission of involving more students with disabilities with post-secondary. Their organization is named Dream, they are listed on Think College. They were able to do a reverse funding rather than VR funding individual students; they were able to get funding to their office of vocational rehab to provide funding to the Dream organization to assist them in recruiting post-secondary institutions to develop programs. They awarded a designated grant to the Dream partnership and called it the Aces grant. They created the initial program and funding and then worked with dream and the Med waiver and their special education department. Between all of those, they

do presentations on funding for these students with disabilities using a combination of all of that. In some areas, they have a dual enrollment partnership with all of the districts where the district will provide funding for the student and med waiver forms to help provide mentoring support. As long as the program is approved by the US department of Ed as a comprehensive education program, saying it's providing all the needed supports and services that institution can apply for VR funding directly in the state of PA. They have a complex system of funding to support their students throughout the state. With the new workforce innovation, here in Florida we are able to pull in some of those supports. Currently they are training mentors across the state. VR will be providing mentoring for any student who is VR eligible. So in addition to their participation within a career tech ed program or a university program, any of their workbase learning experiences VR will additionally support paid mentor to provide mentorship to that individual as well. Any questions on that?

Meera: Thank you, that's a very interesting model.

Jordan: Am I on target with what you and Barry were looking for?

Meera: Absolutely. While you were talking Mindy from IEL was able to post the link from the dream partnership in our chat box. I can certainly put that up in our archive. As I mentioned, resources and funding are always an issue for programs like this, we want to be thinking about that and know how to put funded partnerships together or just look to other federal funders, so all of this was great.

Jordan: Think College has a webinar series and the dream partnership is going to provide more detailed information so as soon as we move on I'll post that link in the box.

Sheldon: Would it be okay to contact you for specific information on the students and employment outcomes? If I could get your contact info I would love to follow up. Meera if you could capture that I would be happy to follow-up.

Meera: If there's no other immediate questions for Jordan I can move forward to our next speaker who will be continuing on the topic with some examples from other states. We're going to talk about post-secondary inclusion in Kentucky. On the line to help us, we have Barry Whaley who is the director of the SEADA Center.

Barry: I am a colleague of hers at BBI. Previously, I worked at the University of Kentucky as the director of the supported higher education project. We along with Jordan were the first to establish one of these grants in Kentucky. Our program ran from 2010-2015. I want to talk about where we have been and where we are going from here. I draw your attention to Tip, the post-secondary inclusion project. It was our first exploration into inclusive higher ed. Some of those students earned credentials through colleges they were at. At least one of those students got a four year degree at U. of Kentucky. The higher education opportunity act in 2008 allowed for the establishment of comprehensive transition program and allowed for students who maybe did not get a high school diploma, so they would have the same opportunities as others to

participate in post-secondary education. In addition, it also provided for those students to have access to work study and Pell grants. The legacy of what we call the Shep program project was the establishment of 4 comprehensive transition programs to draw your attention to those, they occurred in 2013, 2014, and 2015. There was an interesting mix of colleges that we worked with. This project, like Think College, has the technical assistance hub in Kentucky. From Kentucky, we were establishing this project across the state. We had a number of colleges who did not proceed to have a comprehensive education program on their campus but they realized they had students with disabilities that were impacting their success in college and we worked with those schools as well. These comprehensive transition programs were a mix of both public and private universities, both two year and four years. Our first program, which is still operating today at Murray State, was at the four year institution, then BCTC in Lexington, which is a two year community college. We have programs at Spalding, a four year institution, Nazareth, a four year institution, and then Northern Kentucky in Ohio formed our fourth program. The common denominator of these 4 CTPs is the three pillars to inclusive higher education: academic, work experience, social opportunities. You really can't separate one from the other, the academic and work go hand in hand as well as the social opportunities. If you imagine students between the ages of 18-21 who are still IDEL eligible, still in the high school environment as they age and mature have less and less in common with 13-14 year old students. We ask ourselves in what environment would that be better for those students, and clearly it was in the college environment. Our funding ended in 2015, and the University of Kentucky is now running a program called DEPP, the dual enrollment pilot project. Here we have the opportunity for students to begin their day in the high school environment and then go to a college campus where they are taking classes. The final word on the Higher education opportunity act- at the time in 2008, HEOA only said that students had to be in an integrated environment 50% of the time. In each of the 4 CTPs in the state and other institutions we worked with, we had an agreement and understanding that our students would be integrated 100% of the time. The peer mentors in many instances were earning college credit, and in other cases we had students who were previously involved in the CTP who may have had academic impact of their disability who came back and acted as mentors. Our legacy is that in total we worked with 79 students over that 5 year period. 64 of those students enrolled in college credits and 16 students earned a college credential. They may have been involved in a certificate program like graphic arts, education programs. Then we have 3 students who are sitting for their Bachelor of Arts degree, 2 at the U of K and then the student at Spalding University. She is a student of mine as well as somebody I have known her entire life. Her name is Trisha, it was very important for her from the onset of enrolling that she received letter grades for her work as opposed to an alternate portfolio. This is a student who scored an 11, 12 and 13 on the ACT. We used the vehicle of the CTP for her to enroll in college. In her first three quarters, she was holding a GPA between a 3.5 and 3.8. She came back to us and said that she wanted to get a degree, so we petitioned the university for her to be a matriculating student and they said okay. Trisha will graduate this spring with a degree, she has exceeded every expectation so we are very proud of all those

students. We had two students at Northern Kentucky who met at CTP fell in love and now are working and living together in their own apartment.

Meera: Has your program tracked employment outcomes?

Barry: We have not tracked employment but the office of vocational rehab has. I do not have what those numbers are. One of the other legacies of SHEP was the P Service Memorandum. Going back to those three pillars, that work pillar has the service memorandum that allows colleges and universities to draw down funds as long as that work was in line with that students course of study. We had students working in health alliance programs, working in bookstores, community theater. We have that service memorandum because our partnership with voc rehab we want to show them our employment outcomes. We did not track those outcomes.

Meera: Would the VR be able to share that memorandum? As we do planning here, it may be a useful template to start a conversation.

Barry: I am writing a note in as we speak; I can get that to you and you can share it with the members of the COP. I can get it from my colleagues at VR. This slide comes from think college, from looking at 2004-2018, the explosion of inclusive higher education programs nationally. It started out as a handful of colleges engaged in 2004, and today they report 264 institutions of higher education are admitting students with intellectual disabilities. Not all of those are CTP, many of them just have other set-aside programs. We see a tremendous growth in these programs. On the Higher Education Opportunity Act slide, there's Ryan and Julianne who upon graduation married and are now working in Cincinnati. The other thing that we did, was that in Kentucky we had Tease money. This was scholarship dollars based on your high school performance that could then be used to offset the price of college. It had originally only been allowed to be used by students who graduated with their high school diploma. We used legislation to pass House Bill 45 and HB 158. Both of these allow nontraditional students without a diploma or with an alternate diploma to have the same opportunity to use Tease money like any other student would in Kentucky. The original legislation allowed for 250 dollars per semester or 125 if you were in 6 or fewer credit hours. Then we went back and amended HB 45 to HB 158 that now allows for \$500 dollars for students taking over 6 credit hours and 250 for under. Again, you don't have to have a standard diploma but you do have to be enrolled in one of these CTP. John Betterworth has done a lot of research looking at vocational outcomes for students who are involved in inclusive higher education programs. People impacted by disabilities aged 18-26 lag behind other people in regard to employment. John has found that students with ID who both relied on Voc rehab and attended a inclusive higher education program were 25% more likely to exit that program with a paid job than you were if you were to only use those services. In addition to that, 75% of those students who exited that program were earning a higher income than those students who rely on those VR services alone. This is our fee service memorandum, it required that authorization would occur- meaning that it would result in employment and that the classes reflect the students course of study. We had three programs that we relied on for students and we would pay 1500 per semester or 3000 for an academic

year to those colleges. We had started a sub-committee of Kentucky Works to reinvigorate inclusive higher education in Kentucky. Our partners include the division of ID, our counsel on DD as well as the Council of Postsecondary education, and we had some real direction to reinvigorate higher ed.

Meera: I apologize for that, we have a busy schedule and Barry has to go to a rather large webinar that we are putting on. I can provide his contact information for further information. We just got the nice small grant from think college to continue our work. Our goals include promoting greater knowledge, helping students participate, and aligning the policy and guidance. They have various work groups and objectives that they have put together, a state-level post-secondary work team, that will focus on policy, family/advocacy and marketing. They are also working on a community conversation that will get the state holders involved and help support the work they do. They are also developing and maintaining those resources. The resources will be useful for these employers as well. In terms of the membership in the group, we wanted to highlight the members and point out we have community and technical colleges. We hope that there may be some connection point from their work and the work that we do, so that they can come and present some of their strategies with us, and certainly join us when we talk about what we are engaged in. I have provided Barry's contact information, and I will also try to get the fee for service memo to promote a funding mechanism. Because we had these speakers, talking about the TPSID grant and Think College, I wanted to give some resources related to that. It involves the workforce development system, various community colleges, the ARC, and they have an interesting model. I want to introduce our third speaker, Rebecca. She is the project director for the lead center currently. You have so many years of experience. Thinking about all of these different funding streams, blending them, sustaining them, and looking at the outcomes. We really appreciate you joining our group.

Rebecca: I just wanted to be able to provide some resources to some of the projects the lead center has worked on over the years. There are multiple agencies that administer different funding streams. There is no single funding source that can report to people with disabilities who face multiple barriers to employment. As a response, in Lead center's first year, we did a public policy roundtable. I'll make sure to copy the link. There's a report called making collaboration real, several days of leaders came together to talk about the leveraging of resources across the systems to employ outcomes and advances from youth and adults with disabilities. On the next slide, there is a link as part of that public policy round table, people thinking about how to best use the resources that are available. It includes both resources as well as funding streams and recommendations on how different organizations can better work together. The public policy roundtable focused on blending and braiding resources. Braiding was where there were multiple funding streams separately, but at the same time, were supporting a program outcome or a specific service. There was the talk of sequencing funding, which occurs when multiple funding streams act separately and people may be funded sequentially, rather than being supported at the same time. What we learned is that there is very little blending happening because funding sources want to keep track of their funding so

putting it into a pot makes it more difficult to track the impact of funding and be able to keep the date. A lot of braiding was really sequencing, people weren't using their individual funding at the same time. A number of federal agencies convened to try and figure out what to do about that. What we learned is that most of what is in states and regulation is still thought of as prohibiting or restricting the blending and braiding of resources. The reality is they encourage federal agencies to leverage each other's resources and to collaborate. But with VR being the last resort, there are four or five agencies that are also that and everybody cannot be the last resort. It's really important to sink through how to enable federal funding sources to be used in combination to support individuals. Part of what I do is working on the government's department of disability services. We have both VR and the Developmental disabilities association, and the reality is there are people who are funded by both at the same time while they are working with an employment network and getting support from their American job centers and being enrolled in either secondary education or post-secondary education. There really aren't conditions that would prohibit you from supporting the same person, it's just bringing the right people together to figure out who is paying for what piece. There are lots of ways to leverage those resources. One of the ways to do that is to support resource mapping. There is information on this on the lead centers website, there's a lot more information on the National disabilities website. It allows you to more systemically look at what communities or organizations may identify strengths and weaknesses. It doesn't just look at what can be publically funded, it looks at how one's community and technology can support them too. There are so many resources supporting employment that are community based, mentoring programs, making sure that people have networks to get jobs. Resource mapping can go a long way. It enhances cross-collaboration between agencies working on the same goals that can lead to economic self-sufficiency which is a goal for employment and post-secondary education. It enhances referrals to other organizations that can assist someone in achieving their goals. It creates opportunities that we're used to that can happen between organizations. It is an important strategy in integrated resources, it's an opportunity for braiding and leveraging resources, and identifying gaps that can be filled in other ways like family and community. I wanted to put in an example of integrated resource teams. It's a wonderful example of braiding and leveraging resources. IRTs are for the job seeker identified with barriers to employment and an increased need for services. It increases braiding and leveraging by enhancing cross-program collaboration and service alignment developing an integrated plan and results in a service delivery strategy that aligns the different parts to a person's employment goal, making the resources go much further. It's something that doesn't require new structures, just bringing people together and changing how they are funded. There is a brief on the ABLE Act and Employment for people with disabilities, and what it does is to go through system by system on how the ABLE act can be used on people who are receiving social security benefits, funded by Medicaid, interacting with VR. It explains how each different system can use what the ABLE act has to offer for people with disabilities. People who have a disability that started before the age of 26 are able to have the tax advantage, savings that undo the 529, and allows people not to be affected by the asset limits that a lot of public benefits have so that the funding doesn't cause

them to lose Medicaid or SSI. You're allowed to use it for qualified disability expenses such as job coaching, or premiums, or transportation to work, certificate programs, etc. The ABLE act opens the door to collaborate with many organizations, certainly HHCs, workforce development, VR, all should be able support people with ABLE acts. There are lots of opportunities for collaboration and lots of opportunities to discuss ABLE act with job seekers, employers, educators. Anytime there is an opportunity to engage in planning to create opportunities to discuss how ABLE acts can assist someone is another opportunity. It creates funding that can be created. Each state is slightly different but the national disability institute hosts the ABLE national resource center so there is state by state information. You can do comparisons between states, you can open an account for the state you are living in; it creates a real opportunity. I encourage you to go to the Leadcenter.org to see the different documents and webinars. That's just a quick overview. It continues to be an area of interest because it is key for people to achieve that. Thank you for the chance to speak today.

Sheldon: Is there any relationship between ABLE accounts and college loans or scholarships? I know some loans are offset by some category.

Rebecca: I know that they don't count for most asset tests unless you're over whatever the limit may be. I know you can stay on SSI with a cash benefit up to 100,000 dollars and in an ABLE account you can only put in 15,000 a year to have it be tax-advantaged. Then you can go above the 100,000 dollars; you may lose your cash benefit but they'll stay on Medicaid. I think for scholarships it would be treated the same way but I don't know that for a fact. I would be happy to look into that and pass the information along.

Meera: Thanks Rebecca, I appreciate that. I want to make sure Maria had time to introduce herself.

Maria: My name is Maria Ewell and I am the intern director the disabled student program at Long Beach City College. Our disability population is at 1,053 students. One of the biggest populations we provide support to is students with technological disabilities. All of our deaf and hard of hearing students, 42 students we provide support to with a lot of interpreting services. Our program is currently trying to reach out to the workforce development program to establish some coordination because right now DSP is not represented in workforce development. Some of the Barriers I came across are that they may not be aware of our presences. I have been working hard with ODEP to build those relationships not only with workforce development but also other offices. I just want to add the presentations were very informative. Our ID representation is increasing but at times, our classes that provide remedial support like our basic adult education courses do not know how to work with our SAT student populate so it's kind of good to hear about all these resources. I definitely plan to study more and research more. I don't know if there was any questions specifically regarding LBCC?

Meera: No Maria, I didn't have any, I welcome the group to ask any. I did highlight on our slide elements from your brochure where it mentions that you do provide support towards vocational

goals on and off campus, obviously that would be your workforce development office. It indicates that you do provide academic career and disability management counseling. Thank you for introducing yourself.

Maria: Yes, we do. We have six full-time DSPS counselors and one part-time. We also have two disability specialists so we do a lot of our assessments in-house. Though we do provide, we have certificated programs and our counselors definitely do provide the county with regards to vocational education, but I also think that's an area we need growing in at the community college. So I do thank you for the time and I look forward to learning more about this program.

Terry: I was wondering about the learning disabilities assessment? That's always a stumbling place for our students who come in and don't have any kind of documentation of a learning disability. You actually have people in-house who can do that?

Maria: Yes we do have one full-time learning specialist and one part-time. So I do see the dilemma because often students are not identified in K-12 so they come in, they've been struggling their whole life, and we do have a process. We do an intake to see if it truly is a learning disability as opposed to a different disability and after that process they get referred to our learning specialist.

Geri: Well I'd love to talk to them. Could I contact you and find out?

Maria: Yeah absolutely.

Meera: And I can facilitate an introduction electronically and put your contact information on our archives online as well in case any others want to reach out. Great, I will zip back a couple slides just to point out I hope to have our American Job Center join us if not the next meeting then the meeting after. Our local job center, CNY Works, is someone we've connected with before for our projects and there is a program that we've used there as well, they provide internship and work opportunities for students that are paid. Previously one of OCC's students applied for that through the American Job Center and then Syracuse University hired or offered a position to that student to say yes we would like to do the internship with them and the work place at my department with our IT folks. And that worked out so well that we've hired them part-time on a permanent basis, it's still going on a year later. With OCC folks on the line I hope we can do something like that again this year. It's one of those opportunities that's presented for all of our programs when we're looking to get work-based learning opportunities going. All our local American Job Centers have these programs where they fund youth and they could provide the funding to those that our in our programs as well. As I was looking through this one example I found, and I wish we could have had our speaker but I didn't want to over information for a couple months because I was so intrigued by it, there's an apprenticeships accelerator career training program in collaboration with Onondaga Community College. It's in one of our target identified areas that's high growth, but I think it's one those areas that's high growth all across the country and that's advanced manufacturing. So qualified applicants can do a 10 week intensive training program at OCC, but they're also getting paid while they get paid into a four

year apprenticeship. This builds credentials and education as well as offering funding to them as they move through their career pathway. So employers, certainly locally, have a need and there are partner employers in this program and then you have the educator and the funder coming together. It all works and I hope it's one that will continue to benefit our local students, but I hope it's a model that might be useful for some others and perhaps even for our local project it may be a model that we can replicate over the other industries that's part of our target. Are there any thoughts about that? I may not be able to answer any specific questions without our AJC counselor.

Sheldon: Do you know if anyone else on the call today has any information regarding apprenticeship programs either through their colleges or educational organizations or others in the areas that they're currently working?

Meera: I can post that as a question to our listeners for the folks who aren't with us.

Sheldon: Okay that would be great. That's always an area where the administration and others are interested in opportunities for employment so if anyone does have knowledge I would love to hear about it.

Meera: Absolutely.

Geri: I was just wondering will there be able we can go on the web to have access to the slides?

Meera: Yes, absolutely. The second reminder email that went out this morning should have had a handout for the slides but the PowerPoint itself will be posted online and this session is being recorded and will also be posted online as well as all the resources that are being provided. Don't hesitate to contact me by email if there's something specific you need that I somehow missed and I'll definitely get it to you. This last slide I just wanted to put together some resources overlapping in addition to those that our other speakers have provided around blending and trading resources including from one of our partners on the line, Wendy. NCWD had a brief that I wanted to make sure I highlighted that. Rebecca and I have overlapped, I apologize for your grief as well the resources you provided. NTACT which is a technical assistance center for VR agencies has also posted a guide to developing collaborative school and community partnerships which has some funding examples and some partnership models, an example that I thought would be interesting, and has a very comprehensive document that lists some of these ideas as well. So I hope these resources may be useful. And finally just as a reminder, I would like to say new members and resources are always welcome. If you know about anybody else that might want to join our group or listen in please let me know and I'll make sure to add them and get resources to them. Our next meeting, again it's the last Thursday of every month, it'll be March 29th at noon eastern time and we will be hearing from William and the OCC project to talk about universal design and learning and we'll be hearing from Richmond Community College about their program. Thank you very much, I appreciate every one joining us today especially if your school is also on break.