



**Abstract: A Professional Development and Case Management (PDCM) Model for Seamless Transition Planning**

Kent State University has received a five-year grant from the Administration of Community Living's National Institute on Disability, Independent Living and Rehabilitation Research to evaluate the efficacy of a Professional Development and Case Management (PDCM) Model for Seamless Transition Planning. The project's **goal is to improve employment outcomes** for youth identified as having cognitive disabilities through a collaborative approach to Individual Education Plan and Individual Plan for Employment development, coordinated case management, and service delivery.

Project personnel will work with representatives from the Office of Opportunities for Ohioans with Disabilities, the Ohio Department of Education, and the Ohio Department of Developmental Disabilities to identify teams of vocational rehabilitation (VR) counselors with school caseloads, secondary educators, transition coordinators, and service and support administrators (SSAs) to receive professional development and test the feasibility of the PDCM concept. The proposed model includes processes related to: a) professional development for VR counselors, educators, and SSAs serving transition-age youth, and b) a collaborative case management process where these professionals plan over the last three years of high school and the first year after exit.

Project **objectives** include:

1. Engaging a Design Team of VR, education, DD, and family and community stakeholders to refine a PDCM across systems with differing case management protocols.
2. Recruiting 25 teams of VR counselors, educators, and SSAs who share transition students in Northeast and East Central Ohio.
3. Providing professional development in the PDCM planning components to the teams resulting in the development of joint goals, progress, and improvement monitoring plans related to areas of identified need.
4. Implementing coaching in collaborative case management and data-informed decision making to teams through quarterly planning meetings in Year 2 (focus on assessment and postschool goals); Year 3 (focus on course of study, transition services, and yearly annual goals); and Year 4 (focusing on the coordination between final year in school and first year postschool).
5. Advising and consulting with teams to support placement of 125 youth with CD into competitive integrated employment during Year 4 of the project.
6. Replicating PDCM model processes with a second cohort of 25 teams of VR counselors, educators, SSAs, and youth with CD.
7. Maintaining and evaluating PDCM model processes and outcomes (i.e., exit IEPs, Summary of Performance documents, and the IPE/IEP/ISP interface for degree of seamlessness, collaboration, vocational experiences and employment outcomes).
8. Developing and disseminating PDCM materials to prepare for state and national utilization.

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