



# Research Matrix

|               | School to Mature Work Stage |                      |                  |
|---------------|-----------------------------|----------------------|------------------|
| Type of Study | Education                   | Education/Early Work | Established Work |
| Population    |                             |                      |                  |
|               |                             |                      |                  |
|               |                             |                      |                  |
| Intervention  |                             |                      |                  |
|               |                             |                      |                  |
|               |                             |                      |                  |
| System        |                             |                      |                  |

Goal is to eventually have research in each cell



# Transitions RTC Research

| Type of Study | School to Mature Work Stage               |  |  |
|---------------|---|--|--|
|               | Education                                 | Education/Early Work   | Established Work   |
| Population    | <b>Making a Difference in High School</b> | <b>Making a Difference in High School</b><br><i>Goal: identify factors to target in new secondary education to help school-to-</i>     | <b>Experiences and</b><br><i>hat hance</i><br><i>periences</i><br><i>for those with and without justice system involvement (yr4)</i>   |
|               |   | <b>“So I feel working for me is very important to me and also the world cause I’m part of the society and helping them do things.”</b> | <b>Young Adult Employment Study</b><br><b>Goal:</b> provide information that will form a better foundation for the next iteration of culturally informed employment with a particular focus on Latinos (yr1) |



# Transitions RTC Research

## School to Mature Work Stage

| Type of Study | Education | Education/Early Work   | Established Work |
|---------------|-----------|--|------------------|
| Intervention  |           | <p><b>Age-Associated Need, Services, and Outcomes of Participants Enrolled in Supported Education</b></p> <p><b>Goal:</b> <i>identify adaptations of supported education model needed for emerging adults (yr3)</i></p>  |                  |
|               |           | <p><b>Adapting Evidence-Based Supported Employment for Transition Age Youth.</b></p> <p><b>Goal:</b> <i>launch the scientific steps for developing a supported employment/supported education model tailored for transition age youth (yr1)</i></p>                            |                  |
|               |           | <p><b>Support of Schooling and Early Employment in Justice-System Involved Emerging Adults</b></p> <p><b>Goal:</b> <i>Complete early steps of the scientific process of establishing a vocational support model for 17-20yr olds with justice system involvement (yr1)</i></p> |                  |



# Transitions RTC Research

Type of Study

School to Mature Work Stage

Education

Education/Early Work

Established Work

System

**Program Factors that Enhance or Deter Innovative Approaches to Improve Child and Adult Mental Health Services Coordination**

*Goal: provide information that will enhance future innovative efforts to improve child-adult MH system coordination*



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# Transitions RTC Research

## Guiding Principles:

- Share knowledge in accessible formats for multiple stakeholders
- Infuse future research with knowledge gained in dialogue with stakeholders

Visit us at:

<http://labs.umassmed.edu/TransitionsRTC>



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# Transitions RTC Research

- Involve emerging adults with lived experience in meaningful research and dissemination partnership





*“Because Every Voice Counts”*

<http://voices4hope.wikispaces.com/>