

Transition to Careers Subcommittee

Priority Recommendations

Committee Recommendations

Developed 24 specific recommendations

1. Early Work Experience
 2. Postsecondary Education
 3. Family Expectations
 4. System Integration/ Seamless Transition
 5. Professional Supports and Incentives
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Prioritize Recommendations

- ▶ All committee members participated in a survey and prioritized the 24 initial recommendations.
 - ▶ There was consensus across many recommendations as high or medium areas of importance.
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Recommendation

- ▶ With the Reauthorization of IDEA, the subcommittee will look closely at more specific recommendations.
- ▶ Two specific areas that were highlighted include:
 1. Indicator 14 (post-school outcomes) for annual benchmarking, compliance and quality improvement purposes, specifically differentiate sheltered employment outcomes from CIE.
 2. Assistive Technology assessment during school, having AT follow the student across settings / from school to employment.
- ▶ A call has been set up with Department of Education to inform our Committee.

Recommendation

- ▶ Federally funded grantees that have early contact with parents of children with I/DD should be required to engage families earlier and support high expectations.
- ▶ Committee is exploring more specific recommendations in this area that could include organizations that touch families early (i.e., Parent Training Centers, Family Support Programs, IDEA Part B/C.).

Recommendation

- ▶ DOL, ED, HHS, CMS should work together to leverage federal resources (including WIOA Title I and Title IV) so funding streams and services can work together. Specifically, CIE prior to exiting high school.
- ▶ Interagency alignment of outcome goals, coordination of supports, services, and funding oriented toward CIE must be mandated among ED, DOL, RSA, SSA, and CMS with a designated lead federal agency.
- ▶ Our team is in agreement in this area and we are moving toward with more specific recommendation.

Recommendation

- ▶ ED should increase investment in high quality multivariate correlational research to move from promising practices to evidence-based practices – which practices or combination of practices moves youth from school to careers.
 - ▶ Improve our research in this area to review the unanswered questions.
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Recommendation

- ▶ ED and SEAs must act to improve secondary teacher education requirements to include a strong focus on transition to CIE and postsecondary education.
 - ▶ ED, RSA, & DOL must promote and fund pre-service and in-service training for paraprofessionals & professionals across systems that focuses on building high expectations related to CIE.
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Recommendation

- ▶ ED must require PSE experiences to involve multiple competitive integrated employment experiences to include paid internships in integrated settings – to identify career path.

Recommendation

- ▶ Federal agencies must coordinate to develop a pilot and seek demonstration authority to increase flexibility and potentially waive requirements across multiple authorities. (IDEA, Elementary Secondary Education Act (ESEA), RSA, SSA, DOL, and CMS).

Moving Forward

Further analyze our recommendations organizing them into one of the following types of action.

- ▶ Congressional Action
- ▶ Administrative Action / Regulatory Action – intended to as a way to enforce the law
- ▶ Research, Demonstration and/or Innovative Pilot

Work Group

- ▶ Work with the Complexity Subcommittee on wrap around supports for people who are working but not full time.
- ▶ Important issue to families who are moving from a model that provides door to door services to a model that is more complex.