Breaking the Cycle:
School-to-Work Transition that Leads to Real Employment and Real Wages

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What we know

* All youth can work with support and opportunity (presumed employability)
* Work experiences and jobs during secondary education = adult employment
* Ongoing support is necessary to sustain employment after school exit for many youth
Current Transitions Scenarios

* Youth exits school with no work experience

* Youth exits school with work experience, but no post-school supports available

* Youth exits school with work experience and seamless linkage to adult system supports
Why the disparity?

* Educational and adult service systems are seldom in synch
  * Early, pre-exit collaboration between systems is not always common – and has not been required
  * Resource integration is also rare – and has often been discouraged
What it takes to break the cycle:

* All partners presume employability
* Employment before school exit
* Early linkages to post-secondary support to retain employment
* Integrated employment remaining the focus of service
* Policy that reinforces all the above
The Ideal

Seamless Transition:

The last day of school looks no different than the day after:
Same integrated job, same support
Kyndal at Sinai Hospital

Work experiences in HS + Interagency collaboration = Job in telecommunications department
Resources

Seamless Transition and Long-Term Support for Individuals With Severe Intellectual Disabilities

(Certo, Luecking, et al., Research & Practice for Persons with Severe Disabilities, 2009)

Translating Research into a Seamless Transition Model

(Luecking & Luecking, Career Development and Transition for Exceptional Individuals, 2014)