

Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities

Seventh Meeting

JANUARY 27 – 28, 2016

Transition Sub-Committee

Subcommittee Focus Since October Meeting (Top 3 – 5 Emerging Recommendations)

- Early Work Experience
- Moving from Post Secondary to a broader category that we consider Post High School which is inclusive of post secondary education
- Access to General Education to include career and technical education which should look the same as peers without disabilities
- High Family / Parent Expectations



Possible Preliminary Recommendations for Final Report (New Topic Areas)

1. ED should increase investment in high quality multivariate correlational research to move from promising practices to evidence-based practices which would document new models and transition assessment methods and/or tools to move youth from school to careers.
2. ED must require a minimum of at least one CIE paid work experience required as a transition service prior to school exit.
3. Indicator 14 must reflect greater accountability to post school outcomes on all school exiters to include:
 - CIE outcome matches students job of choice.
 - Separate reporting related to postsecondary education.
 - Separate reporting on employment, with specific data on type of employment, hours worked, and wages.
4. State Education Agencies must establish policy for the provision of technical assistance to lower performing schools to improve accountability on indicator 14 post-school outcomes. Local Education Agencies should be required to develop improvement plans for lower performing schools.



Additional Recommendations for Final Report (from Interim Report)

5. ED must require PSE programs/experience to include individuals with significant disabilities and involve multiple CIE to include paid internships in integrated settings to identify career paths.
6. ED must clarify and establish an active protocol for engaging families in the transition planning process and in receiving regular progress monitoring. Reporting to parents must include the plan for implementing transition services, progress toward transition goals, and options for services and support.
7. ED and RSA must clarify use of Assistive Technology as a necessary CIE accommodation and that the assistive device follows the youth through transitions between systems and funding sources.



Additional Recommendations for Final Report (from Interim Report)

8. Federal agencies must work together to develop a pilot and seek demonstration authority to increase flexibility and potentially waive requirements across multiple authorities. (ED to include Career and Technical Education, RSA, SSA, DOL, and CMS).

9. A lead federal agency must be mandated, DOL-ODEP, to cause interagency alignment to occur among ED, DOL, RSA, SSA, and CMS to include outcome goals, coordination of supports, services, and funding that are oriented toward students with significant disabilities achieving CIE.

- Make WIOA and Carl Perkins CTE performance measures flexible so that individuals with significant disabilities are included in academic and technical skill development.



Additional Recommendations for Final Report (from Interim Report)

10. ED, RSA, DOL, and CMS must increase investment of pre-service and in-service training to focus on building high expectations of students achieving CIE, students receiving quality skill development, and clearly defining the roles and responsibilities of paraprofessionals, professionals and specifically secondary education teachers.



Possible Areas of Recommendations that may overlap with other sub-committees

- US Department of Labor's Wage and Hour Division should immediately stop issuing School-Based Work Experience Programs (SWEPs), a type of 14(c) subminimum wage certificate issued for schools and held by an employer and or public school.

