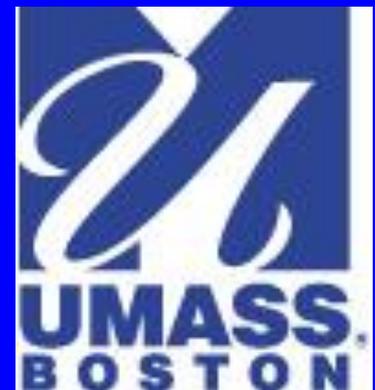


# **Transition: Facts, Expectations and Opportunities**

**Recovery and Reemployment  
Research Conference**

**ETA: U.S. Department of Labor**

**September, 2009**



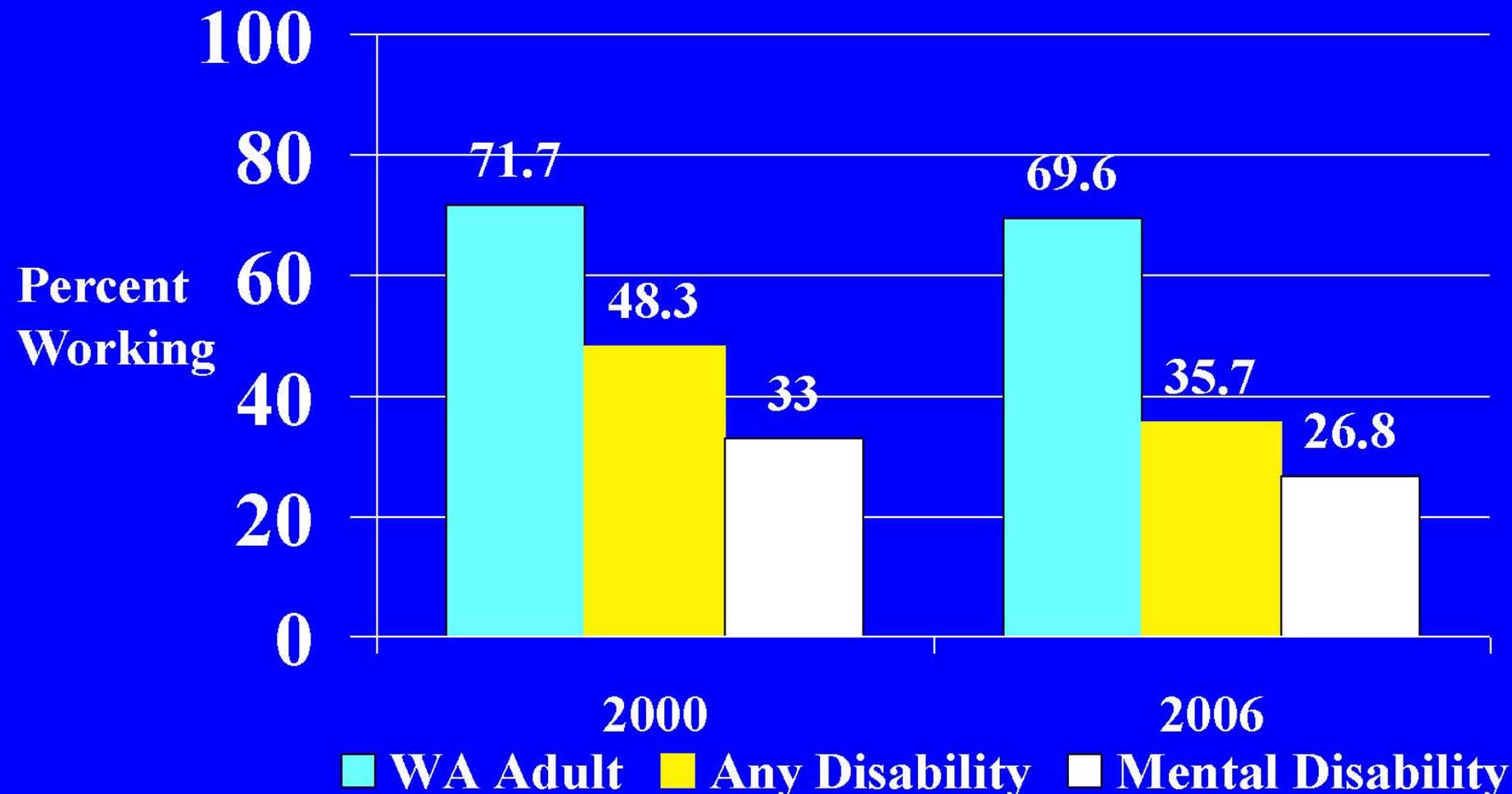
# **Transition: Facts, Expectations and Opportunities**

- ❖ What do we know?**
- ❖ Why are we concerned?**
- ❖ What has worked?**
- ❖ What are some of the critical elements in transition going forward?**

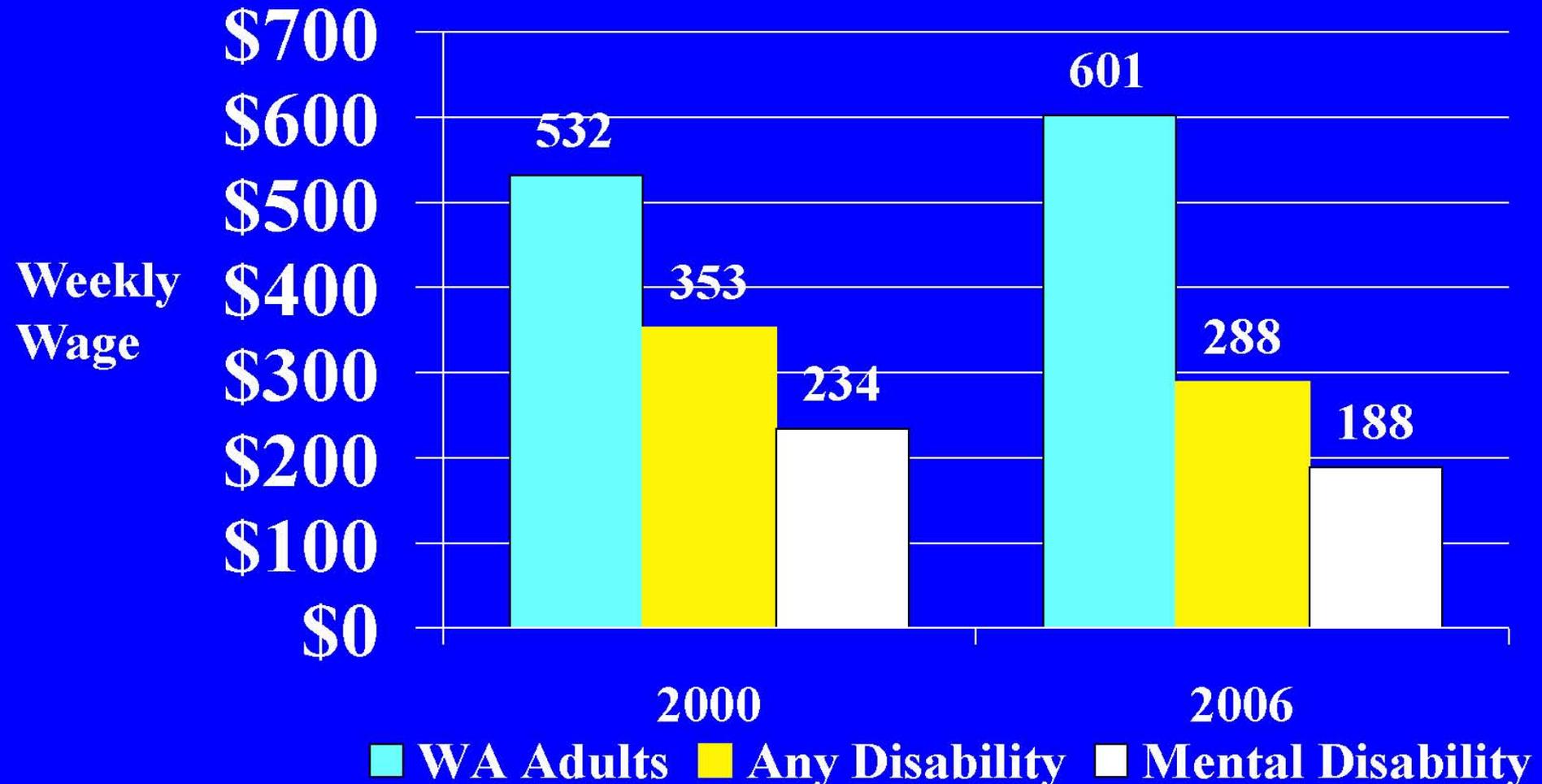
# **Expanding Employment for Persons with Intellectual Disabilities**

**What Do We know?**

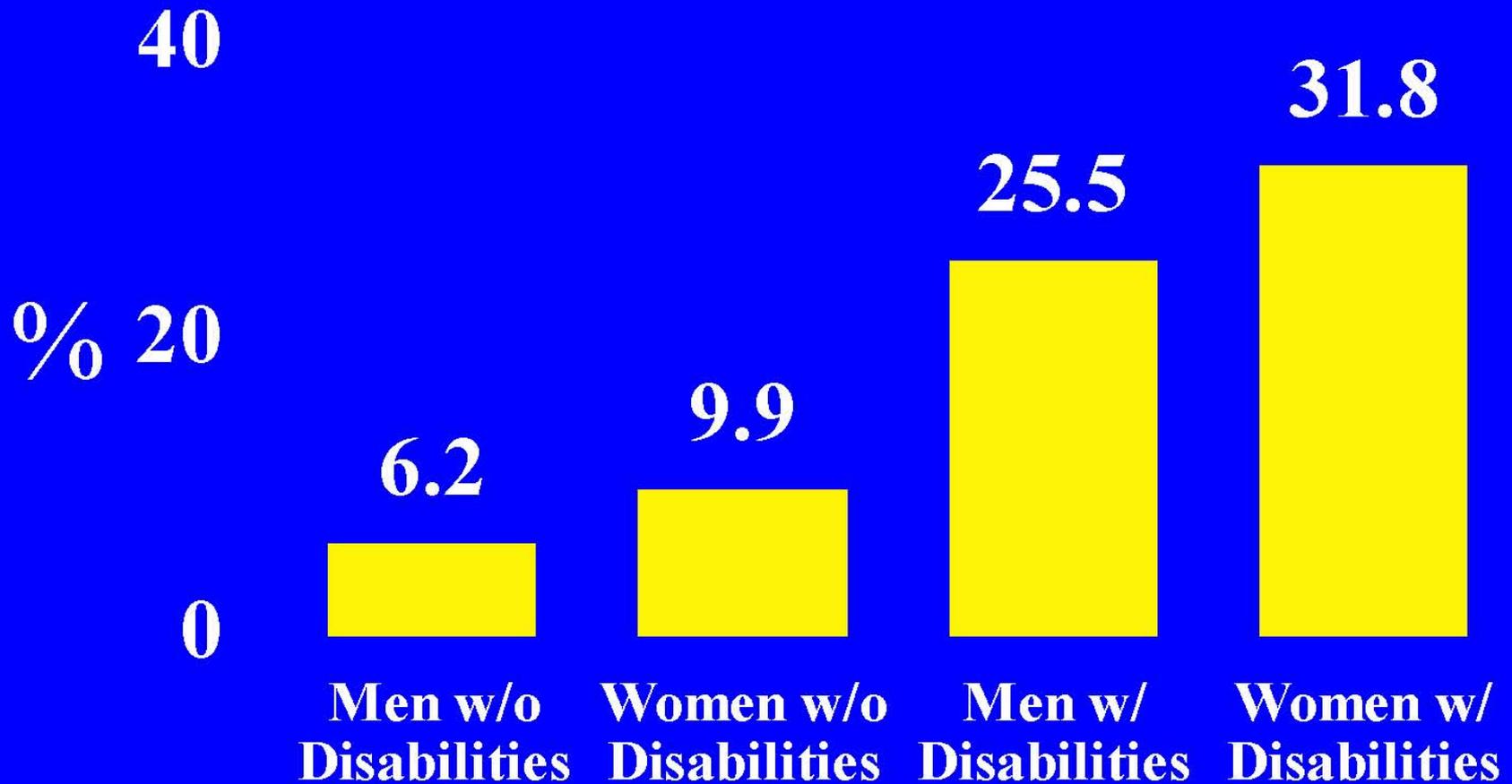
# Employment participation declined



# Wages declined



# Poverty Rates 2007



Census

# Outcomes of Youth After Leaving High School



# General notes

Data are from the National Longitudinal Transition Study-2 (NLTS2), funded by the National Center for Special Education Research at the Institute of Education Sciences, U.S. Department of Education

The NLTS2 is a 10-year-long study of the characteristics, experiences, and outcomes of a nationally representative sample of youth with disabilities who were 13 to 16 years old and receiving special education services in grade 7 or above in the 2000–01 school year.

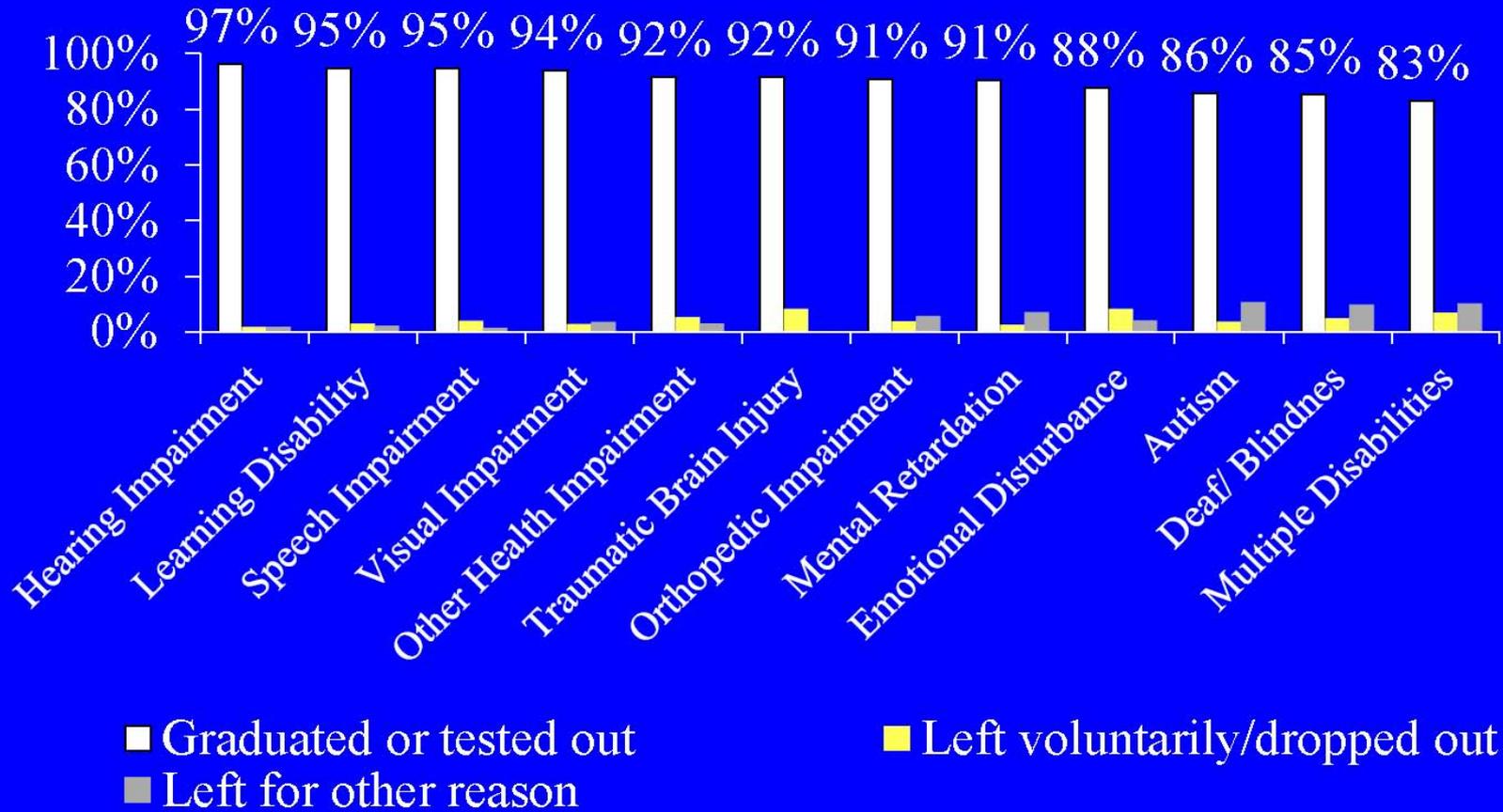
NLTS2 findings generalize to youth with disabilities nationally and to youth in each of the 12 federal special education disability categories in use for students in the NLTS2 age range. The study is designed to collect data on sample members from multiple sources in five waves, beginning in 2001 and ending in 2009.

Findings in these slides are based on youth with disabilities who at the time of the interviews were 17 to 21 years old and out of high school. Unless differently specified, data were collected in 2005 through telephone interviews with the parents and, whenever possible, with the youth.

When data were available, comparisons were made between youth with disabilities and the same-age youth in the general population. Comparison data were taken from The National Longitudinal Survey of Youth, 1997 (NLSY97), 2001 data collection, and The National Longitudinal Study of Adolescent Health, (ADD Health), Wave 3, collected in 2001-02.

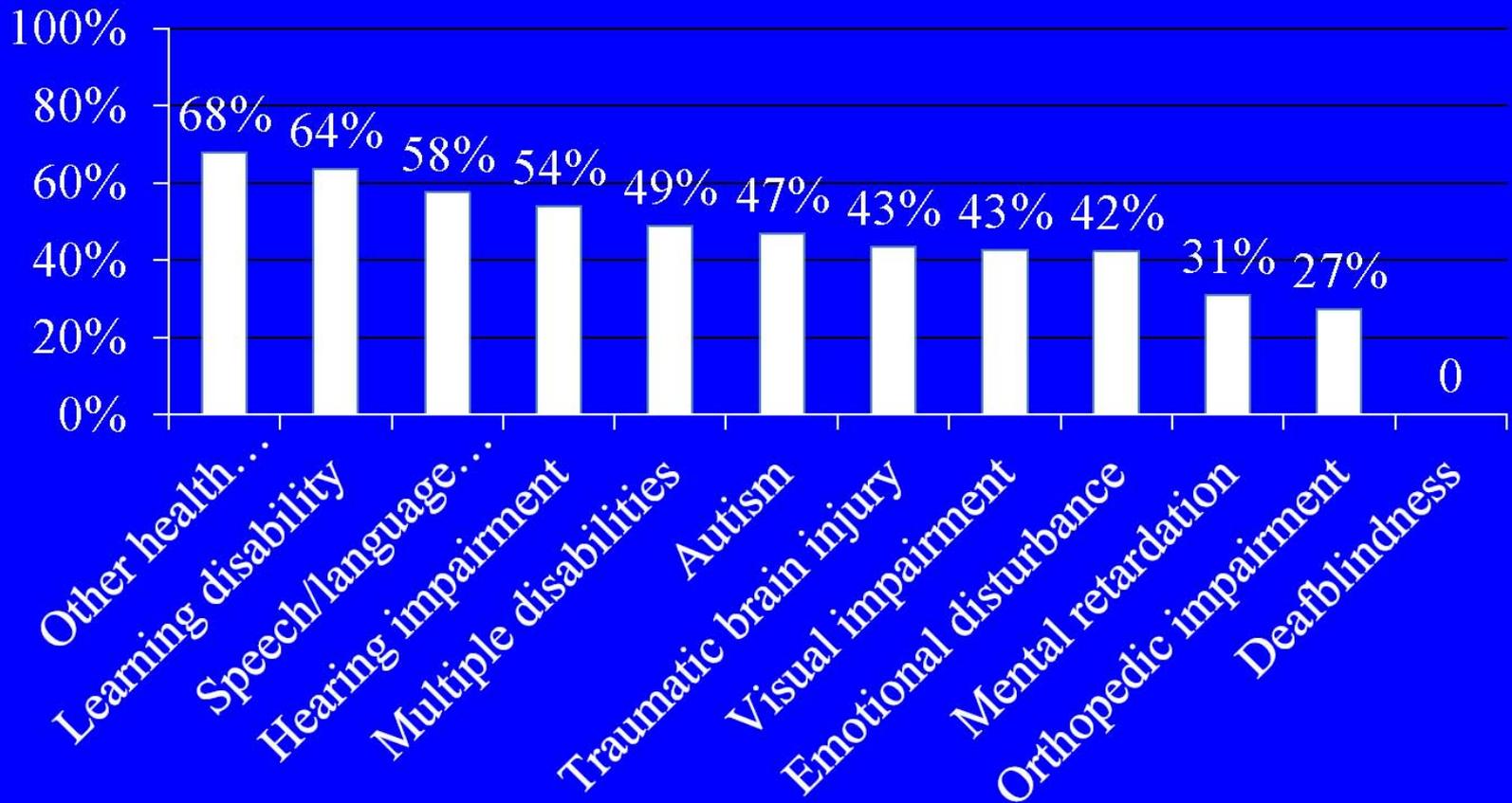


# If youth is out of secondary school, why he/she left school



Source: [http://www.nlts2.org/data\\_tables/index.html](http://www.nlts2.org/data_tables/index.html) (Year 2007)

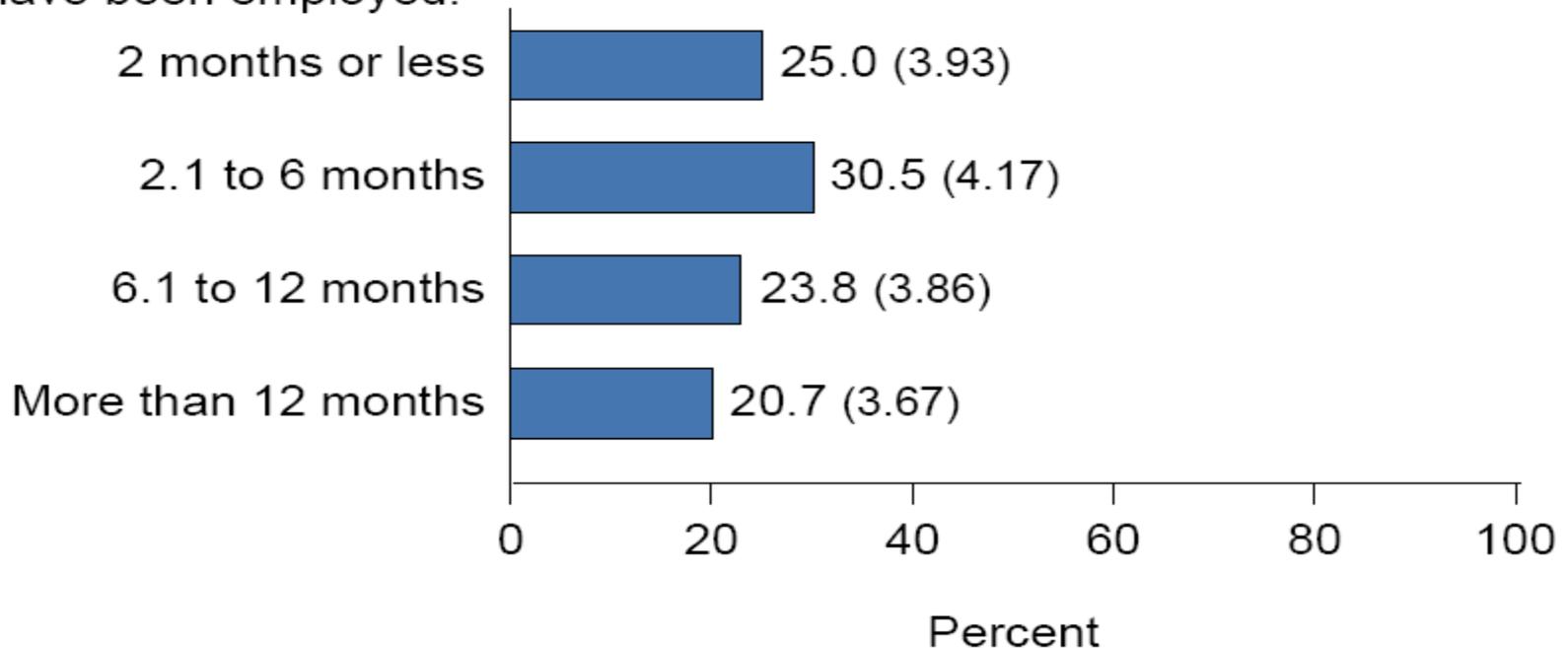
# Paid employment at the time of the interview, by disability



SOURCE: Newman, L., Wagner, M., Cameto, R., and Knokey, A.-M. (2009), pag. 48

# Duration of jobs

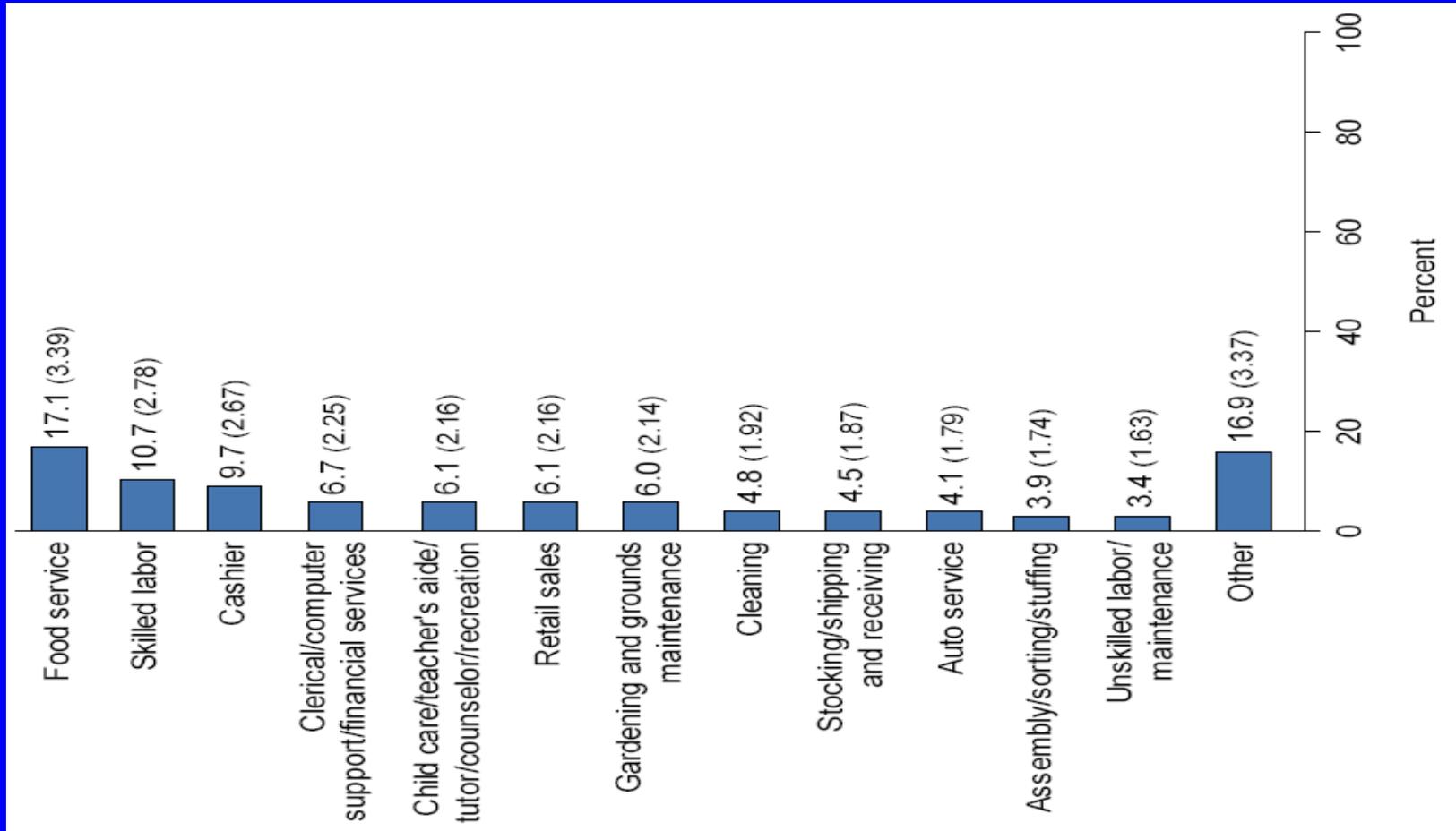
Percentage of youth with disabilities reported to have been employed:



Average duration of employment: 10 months for youth with disabilities and 14.7 months for youth in the general population

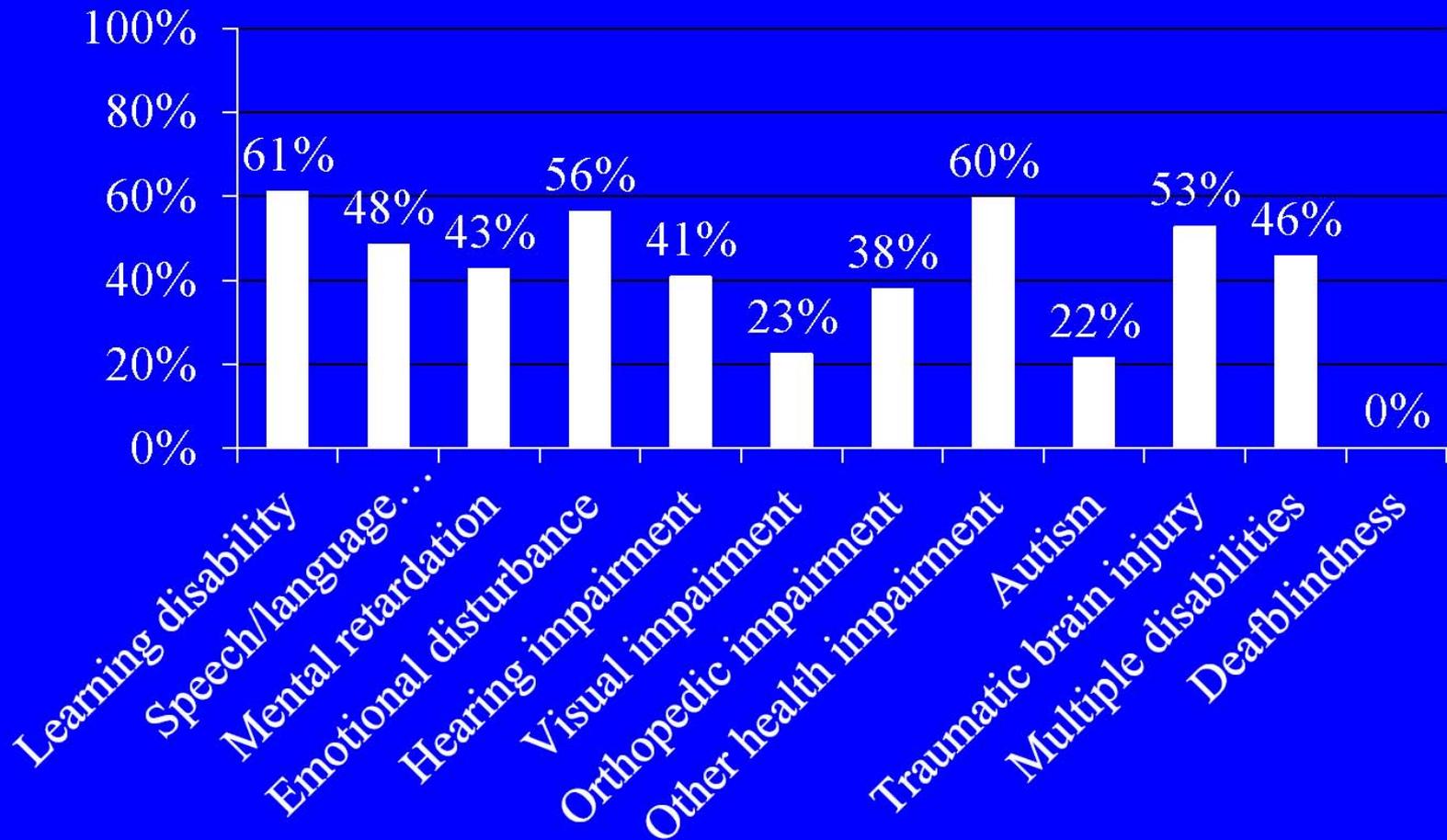
SOURCE: Newman, L., Wagner, M., Cameto, R., and Knokey, A.-M. (2009), *pag. 51*

# Types of jobs



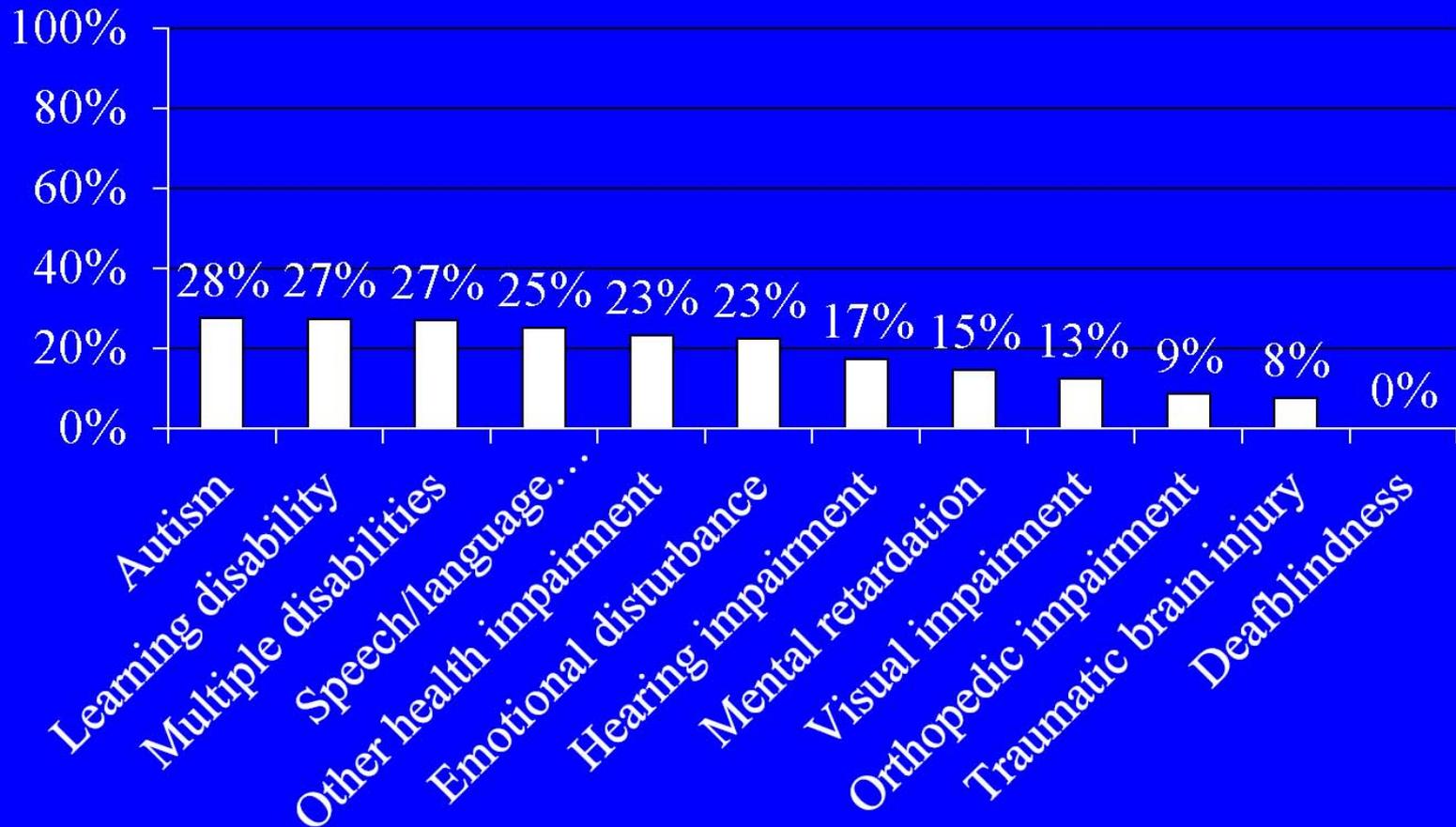
SOURCE: Newman, L., Wagner, M., Cameto, R., and Knokey, A.-M. (2009), pag. 55

# Percentage of youth working 35 or more hours per week, by type of disability



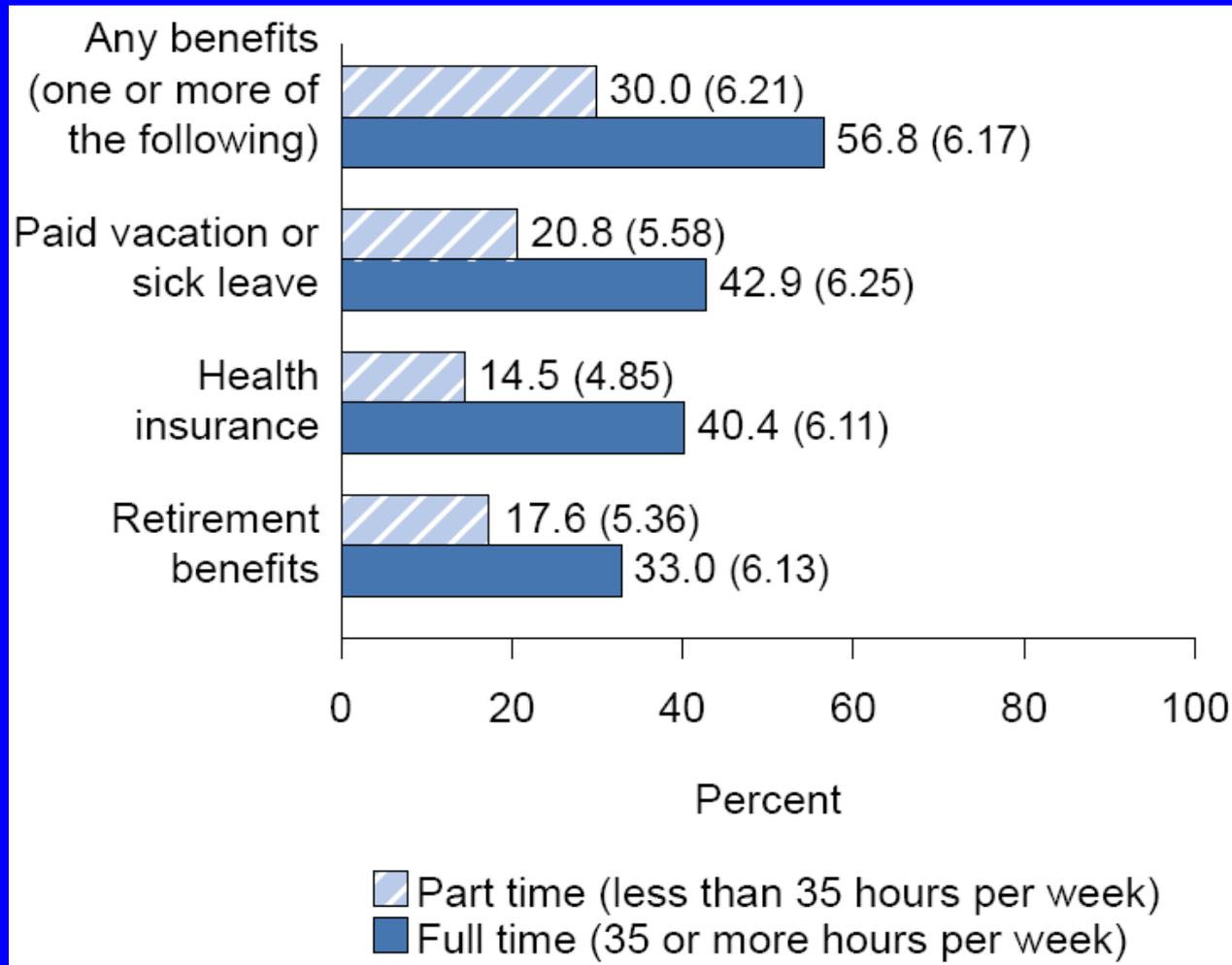
SOURCE: Newman, L., Wagner, M., Cameto, R., and Knokey, A.-M. (2009), pag. 60

# Earnings: Percentage earning over \$9 per hour by type of disability



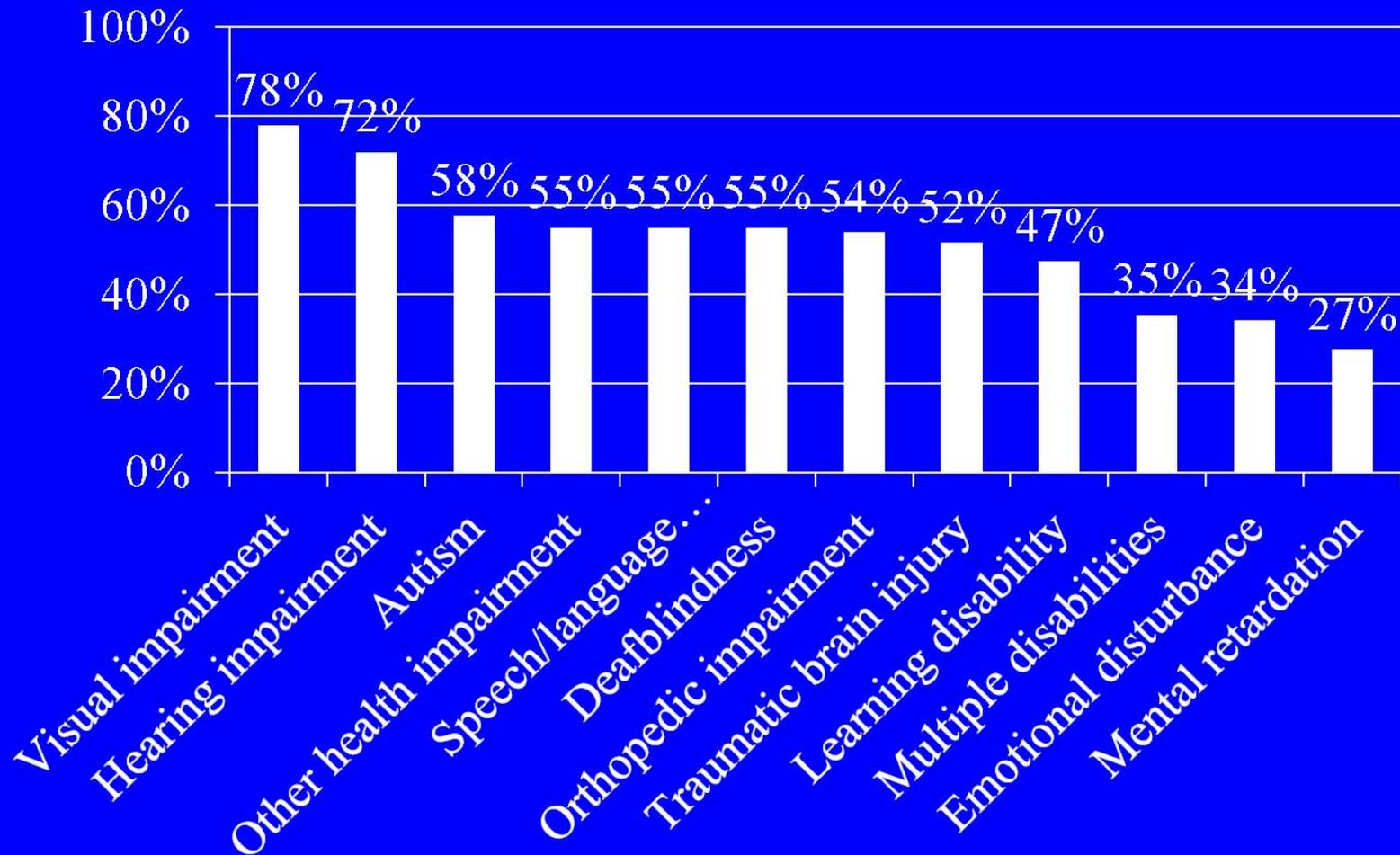
SOURCE: Newman, L., Wagner, M., Cameto, R., and Knokey, A.-M. (2009), *pag. 67*

# Earnings: Benefits received



SOURCE: Newman, L., Wagner, M., Cameto, R., and Knokey, A.-M. (2009), *pag. 65*

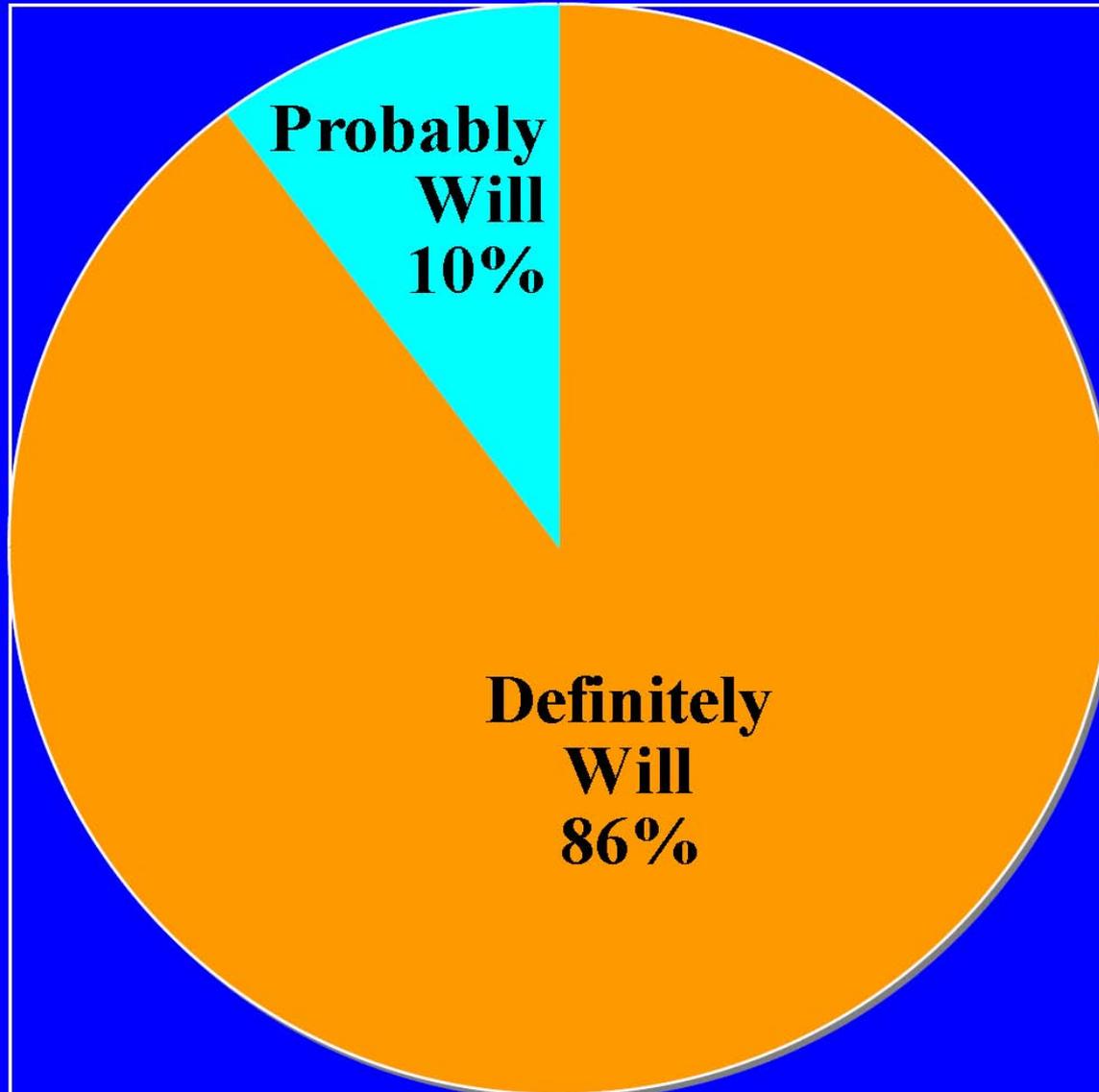
# Postsecondary school enrollment by type of disability



SOURCE: Newman, L., Wagner, M., Cameto, R., and Knokey, A.-M. (2009), *pag. 17*

# NLTS2 Students:

*I will eventually get a paid job*



**Why are we concerned?**

# **For youth age 14-21 with disabilities**

- ❖ 54% graduated with a standard diploma,**
- ❖ 28% dropped out,**
- ❖ 15% received a certificate of attendance, and**
- ❖ over 1% reached the maximum age to stay in school;**

# **Youth with Disabilities Compared to Those Without**

- ❖ half as likely to participate in postsecondary education;**
- ❖ three times likelier to live in poverty as adults, and**
- ❖ four times more likely to enter the juvenile justice system**

# Some Additional Facts

- ❖ Quarter of a million youth with disabilities transitioning sit on waiting lists,
- ❖ Youth with significant disabilities tend to be underemployed, working at sub-minimum wage jobs, and in segregated settings;
- ❖ Almost all youth with disabilities receiving benefits will spend a lifetime receiving them

# **Some Additional Facts**

- ❖ Unemployment rate for people with disabilities in May 2009 was 13.7% (8.9% for those with no disability).**
- ❖ Only 22.9% of all adults with disabilities participated in the labor force as compared with 71.1% of the non-disabled population**

# What Has Worked?

# Elements to Consider in Transition Planning

- ❖ **Transition should be driven by an underlying belief in high expectations for all youth, self-determination, and equality of opportunity (inclusion and integration).**

# Effective Transition Practices

- ❖ Student focused planning
- ❖ Student development
- ❖ Family involvement
- ❖ Interagency collaboration
- ❖ Flexible program structures

# Elements to Consider in Transition Planning

## ❖ Elements include

- school-based preparatory experiences,
- career preparation and work-based learning experiences,
- youth development and leadership,
- connecting activities (such as services, activities, and supports that help youth gain access to chosen post-school options), and
- family involvement and supports

# Transition Planning Strategies

- ❖ **Develop self determination skills**
- ❖ **Person Centered Planning**
- ❖ **Action planning**
- ❖ **Moving toward employment**
- ❖ **Innovations in transition**

# Building Self Determination

- ❖ Goal setting
- ❖ Choice making
- ❖ Problem solving
- ❖ Decision making
- ❖ Self advocacy
- ❖ Self Awareness and self knowledge

# Person Centered Planning

- ❖ Focus on the individual
- ❖ Consider interests and preferences
- ❖ Involving all interested parties (family, friends, students, educators, NGOs, agency representatives etc.)
- ❖ Friends talking the future (their vision for the student)
- ❖ Goal directed

# **Innovations in Transition**

- ❖ Universal Design for Transition**
- ❖ Concurrent enrollment**
- ❖ Postsecondary options for students with intellectual disabilities**

# Postsecondary Options

- ❖ **Participate in community college setting**
- ❖ **Auditing courses**
- ❖ **Attending social events on the campus**
- ❖ **Having meals in the common eating area**
- ❖ **Involved in student activities on campus**
- ❖ **Have employment experience while in community college or college**

**What are some of the  
critical elements in  
transition going forward?**

# Crucial Elements in Transition Planning and Implementation

- ❖ Beginning Early,
- ❖ Getting buy in from families and school personnel,
- ❖ Engaging others in the planning and implementation (friends, other agencies etc.), and
- ❖ Building a plan that is in the interest of the student.

# Resources to Consider

- ❖ **Vocational Rehabilitation and the One Stop Career Centers,**
- ❖ **School placement and supports,**
- ❖ **Postsecondary opportunities as matriculated or auditing student**
- ❖ **Volunteer experience and**
- ❖ **Engaging employers.**

# Rethinking the “Final Four”

- ❖ **Develop a transition plan involving all stakeholders,**
- ❖ **Have employment focused curricula,**
- ❖ **Consider postsecondary options for all students**
- ❖ **Volunteer experience and**
- ❖ **Real job placement.**

# **Transition: Facts, Expectations and Opportunities**

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