

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)