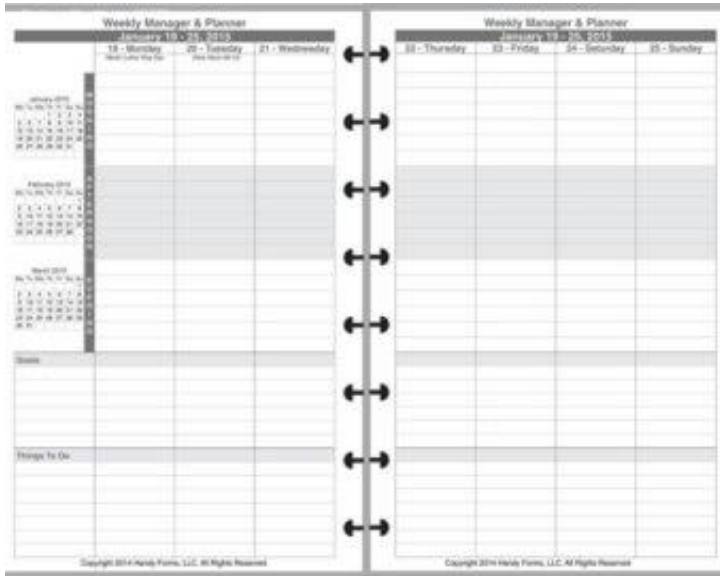


# TRANSITION FROM SCHOOL TO A FULL ADULT LIFE

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Ellen Condon and Melissa Dadmun  
University of Montana  
Rural Institute for Inclusive Communities  
[www.ruralinstitute.umt.edu/transition](http://www.ruralinstitute.umt.edu/transition)  
[ellen.condon@mso.umt.edu](mailto:ellen.condon@mso.umt.edu)  
[Melissa.Dadmun@mso.umt.edu](mailto:Melissa.Dadmun@mso.umt.edu)

# What is a full adult life?



# Advisory Committee ICIEID Final Report:

**Poor adult employment outcomes and poverty of young adults with significant disabilities are the result of:**

- Limited access to work experience in secondary school
- Disjointed service delivery
- Challenges accessing necessary AT
- Uneven access to information by families
- Lack of staff training in CIE strategies

# Work experience and CIE in high school are correlated with successful post-school employment...

- Work experiences throughout HS
- Begin early in HS
- Integrated, paid work before HS exit
- Family expectation that the child will work
- Families are supported to navigate the support systems for post-HS services

Communities where schools and agencies work together to support work experience and employment in high school have better employment outcomes...

- Vocational Rehabilitation
- Developmental Disabilities
- Workforce
- Schools
- Mental Health



[ACICIEID Final Report 9-8-16](#)

# High Expectations for Community Employment Leads to Paid Employment for Students with Disabilities



- How will MT engage, inform and support families to envision the possibility of employment?
- How will we raise the awareness of effective strategies for employment of people with significant disabilities (school staff, employers, VR, employment vendors, students and families)?

# When do we start talking to kids about work?

# AGE-APPROPRIATE CHORES

## AGES 2-3

- Pick up toys & books
- Wipe up messes
- Put laundry in hamper
- Put clothes in the dryer
- Dust (feather duster or rag)

## AGES 4-6

- Any previous chores
- Take care of pets
- Set & clear the table
- Help matching socks
- Putting away groceries
- Make bed
- Put away groceries
- Pick up their room
- Fold small laundry items
- Empty trash



## AGES 7-10

- Any previous chores
- Fold laundry
- Sweep
- Get mail
- Vacuuming
- Help washing car
- Water plants
- Take out trash
- Meal prep

## AGES 11+

- Any previous chores
- Wash dishes
- Unload dishwasher
- Take trash to the curb
- Mop floors
- Mow yard
- Pack lunches
- Clean bathroom
- Clean out the fridge
- Supervise siblings
- Wash windows





# Dream Big!

How do we start the conversation with families and encourage high expectations?



# The Path to Your Adult Life

Measurable Postsecondary Goals

Identify what supports you need to achieve your desired outcomes

- Connect with agencies that provide those supports
- Barter for those supports
- Design your activity to lesson the needed supports

Learn alternative strategies to perform the activity

Have experiences that prepare you for adult life

Improve your skills in needed activities

Current Levels of Performance

# IDEA 2004

- IEP teams must now include transition planning in the first IEP that will be in effect when the child turns 16 years of age (or earlier if the team deems it is appropriate); states might mandate an earlier date, but not a later one.
- Development of **appropriate measurable postsecondary goals** based upon **age-appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills.
- These **goals should reflect the student's strengths, preferences, and interests.**

# Age-Appropriate Transition Assessments

related to training, education, employment, and, where appropriate, independent living.



# IDEA 2004

- In determining such goals, the IEP team (including the student) must determine what instruction and educational experiences will help prepare the student for a successful transition from secondary education to post-secondary life.
- A student's courses of study should be meaningful to the student's future plans and motivate the student to complete his or her education.
- Under IDEA 2004, schools continue to be responsible for bringing in representatives from other agencies, such as rehabilitative services or post-secondary education, to be part of the transition planning process. Such agencies may also be responsible for the delivery of some of the services needed by the student.

# How do we encourage families and young adults to dream big?



# Do people who rely on others to get out of bed live alone?



- Home of your own
- With friends and roommates that provide some assistance
- In-law apartment near supports
- Host Homes, Supported Living, Group homes

[http://ruralinstitute.umt.edu/transition/EL\\_stories.asp](http://ruralinstitute.umt.edu/transition/EL_stories.asp)

Do people with ongoing support needs  
get married?

<http://www.valleyjournal.net/Article/16660/Lefthand-Irvine-Harrison-to-wed>



# DO PEOPLE WITH INTELLECTUAL DISABILITIES GO TO COLLEGE?

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[Think College](#) Home Page

[Rethinking College Video Trailer](#)

# Can people with Autism be business owners?

<https://youtu.be/2vhBSqnGDZU>

# Will businesses hire people with disabilities?

- Sam the Dancing Barista
- <https://www.youtube.com/watch?v=ukDKrwoL36g>

Can people with Down  
Syndrome be models?

<http://www.madelinestuartmodel.com/>

# Lance began his delivery business while still in school.

The delivery business met the needs of a bakery and employees at Corixa.

Initially the school supported his business; after graduation his family and DD provided support for him to run his business.

# Legislation and Policy that Impact Transition

- Employment First Initiatives
- WIOA - Workforce Innovation and Opportunity Act
- Medicaid Home and Community-Based Settings Final Rules 2014
- Integration Mandate of the ADA



# Employment First Movement

Prioritizes paid community employment as the preferred choice of employment.

Under this approach, publicly-financed systems are urged to align policies, service delivery practices, and reimbursement structures to commit to integrated employment as the priority option with respect to the use of publicly-financed day and employment services for youth and adults with significant disabilities. ODEP defines integrated employment as work paid directly by employers at the greater of minimum or prevailing wages with commensurate benefits, occurring in a typical work setting where the employee with a disability interacts or has the opportunity to interact continuously with co-workers without disabilities, has an opportunity for advancement and job mobility, and is preferably engaged full-time. Many states have formally committed to the *Employment First* framework through official executive proclamation or formal legislative action.

Workforce Innovation and Opportunity Act (WIOA) of 2014, emphasizes CIE as the preferred Transition outcome for students with disabilities. [ACICIEID Final Report 9-8-16](#)

# CIE is work performed on a full- or part-time basis (including self-employment) for which an individual:

- 1) Is compensated not less than minimum wage and not less than what is paid by the employer to other employees for similar work (\* a self-employed individual with a disability who is making less than minimum wage in the start-up phase of a business venture can still meet the definition of CIE);
- 2) Is at a location where the employee interacts with other persons who do not have disabilities to the same extent of someone in a comparable position; and
- 3) Has opportunities for advancement....

# CIE for People with Significant Disabilities

- “Research on supported employment services has yielded best practices for ensuring that individuals with disabilities are able to engage in employment in the most integrated setting appropriate, including ensuring that the employment services are individualized, sufficiently intense and of sufficient duration, provided in integrated settings and designed to achieve competitive integrated employment.”
- “PWD in or at risk of entering segregated employment settings must have the opportunity to make an informed decision about whether or not to work in an integrated employment setting.”

# Is Competitive Integrated Employment for Everyone?

# JUST BECAUSE YOU CAN'T COMPETE DOESN'T MEAN YOU CAN'T WORK FOR REAL PAY IN A COMMUNITY JOB

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It just means you need a different strategy to be successful getting a job.

# Federal Mandate for VR:

- 15% of their budget needs to be spent on Pre-Employment Transition Services for eligible students and youth
- Focus on preparation of students with disabilities to promote better employment outcomes after high school graduation
- Eligible students (as young as 14; states decide)
- Students with an IEP, 504 Plan, potentially eligible for VR

## WIOA's Impact on Employment Services:

- Students can be in secondary or post-secondary
- Mandated collaboration between Education and VR
- Preferred outcome of CIE
- **Customized Employment** & Supported Employment are both now defined services under the rehabilitation act



# Section 511 of WIOA

## For Youth with Disabilities Prior to Placement in Subminimum Wage

As of 7/22/2016, before a youth with a disability who is 24 or under starts subminimum wage employment, they must:

1. Receive either pre-employment transition services from their public vocational rehabilitation (VR) agency or transition services under IDEA from their school.
2. Be determined ineligible for VR services, or be accepted for VR services and be unsuccessful in achieving an employment outcome after a reasonable period of time.

## Section 511 of WIOA

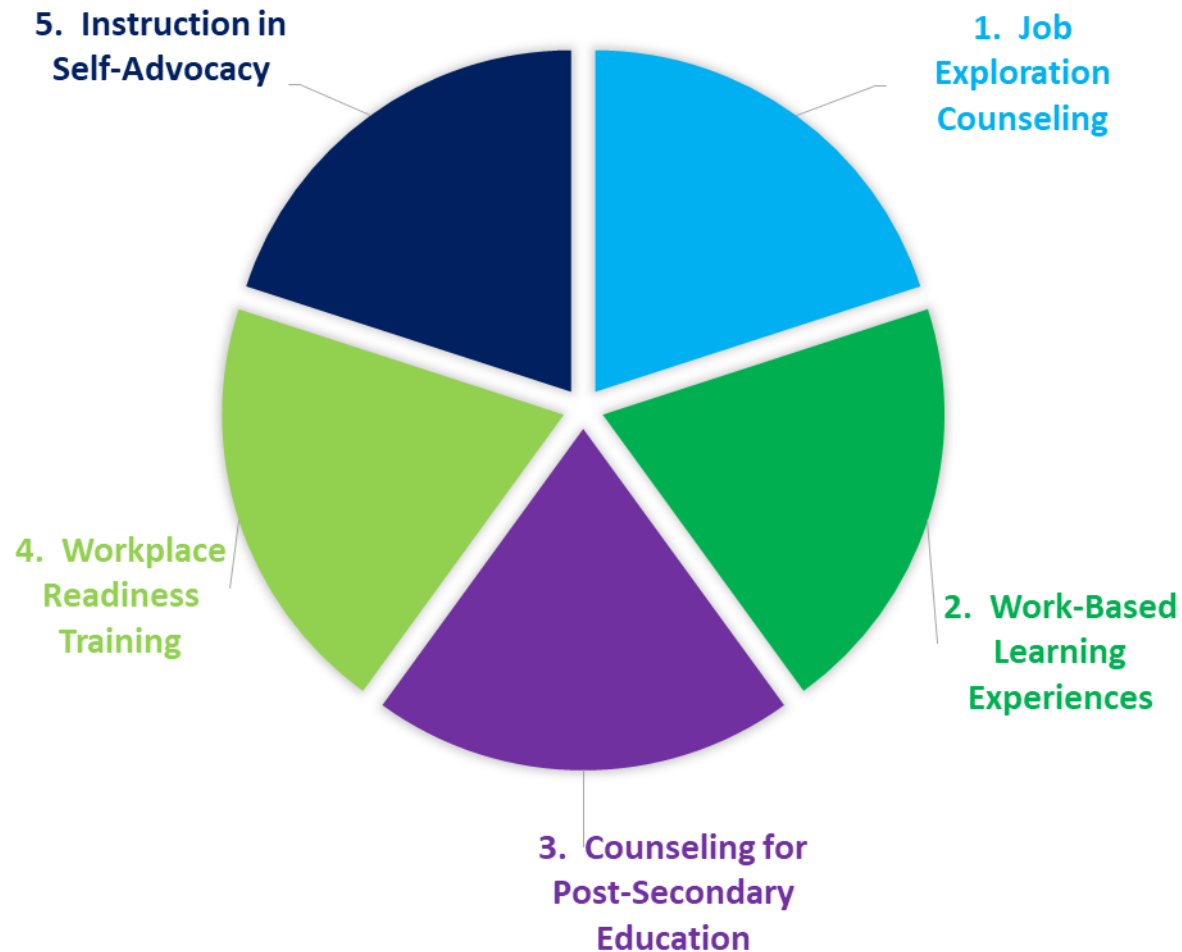
3. Receive career counseling, and information and referrals from the VR agency to programs and other resources in the local area that offer employment-related services designed to help the youth attain competitive integrated employment. This must be in a manner that facilitates informed choice and independent decision-making by the youth.

- Prior to employing a youth 24 or under at subminimum wage, a holder of a special wage certificate must review written documentation to ensure these steps have been followed, and keep a copy of this documentation on file.

# WIOA Directs VR and Schools to Work Together

- WIOA doesn't relieve schools of their obligations under IDEA
- Pre-ETS augments what a school has previously provided for career preparation
- Local VR agencies and counselors may be unfamiliar with IDEA and school culture and practices
- In some states schools relied on sheltered workshops as the postsecondary option for students with a significant impact of disability

## FIVE PRE-EMPLOYMENT TRANSITION SERVICES CATEGORIES



# Legislation and Policy that Impact Transition

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# The Americans with Disabilities Act Integration Mandate

- Public entities are required to “administer services, programs, and activities in the most integrated setting appropriate to the needs of the qualified individuals with disabilities.”
- Most integrated setting “is a setting that enables individuals with disabilities to interact with nondisabled persons to the fullest extent possible.”
- Competitive integrated employment is at a location where the employee interacts with individuals without disabilities and has access to the same opportunities for benefits and advancement provided to non-disabled workers.

# The Americans with Disabilities Act Integration Mandate

“A segregated setting includes settings that are managed, operated, or licensed by a service provider to serve primarily people with disabilities or whose workers are exclusively or primarily individuals with disabilities who are supervised by paid support staff. Employment services provided to a person in a sheltered workshop, or to a group of employees with disabilities who routinely work in isolation from their non-disabled peers or coworkers or who do not interact with customers or the general public in a manner similar to workers without disabilities performing similar duties, are examples of services provided in a segregated employment setting.”



# US Department of Justice

Lawsuits about unnecessary segregation:

- [Rhode Island](http://www.bhddh.ri.gov/developmentaldisabilities/consentdecree.php)  
<http://www.bhddh.ri.gov/developmentaldisabilities/consentdecree.php>
- [Oregon](https://droregon.org/wp-content/uploads/Oregon-.8.15.pdf)
- <https://droregon.org/wp-content/uploads/Oregon-.8.15.pdf>

# Role of Education

- “Offer timely and adequate transition services designed to allow students to understand and experience the benefits of work in an integrated setting.”
- “A school may be seen as putting students at risk of institutionalization and segregation if they are training students in tasks similar to those performed in sheltered workshops; encouraging students to participate in sheltered workshops; and/or routinely referring students to sheltered workshops as a postsecondary placement without offering such students opportunities to experience integrated employment.”

## Harold Birch Center

- <http://www.providencejournal.com/breaking-news/content/20130629-providences-birch-vocational-school-to-be-redesigned-after-justice-department-probe.ece>

# Questions?





MONTANA TRANSITION RESOURCES  
[ruralinstitute.umt.edu/transition](http://ruralinstitute.umt.edu/transition)



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