


Raised Expectations and Opportunities for Transitional Age Youth with Developmental Disabilities



Olivia Raynor, Ph.D., Director
Tarjan Center Lecture Series
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Transition to Adulthood

Open the Doors to College



Resources and information on postsecondary education for students with intellectual and other developmental disabilities

Got Questions?
Tarjan Center at UCLA
750 Westwood Plaza
5A-228 Samuel Institute
Los Angeles, CA 90095-1759
Phone: (310) 206-2426



Open the Doors to College

Mission: Open the Doors to College provides information about California's higher education options for students with intellectual disabilities and autism.


This site provides a directory of programs in California, student stories, resources on services and supports, and tools for program development to assist students, families, and professionals.

Latest news


Open Mind Film Screening: Jane Wants a Boyfriend - 8 Feb 16
3-Day PEERS Certified Training in New York - 25 Jan 16
PEERS Research in 2015 - 25 Jan 16
Funds are Available: The Arts and Accessibility Technical Assistance Grants Program - 22 Jan 16
The Tarjan Center is on Facebook - 21 Jan 16

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Students' Success Stories



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California Employment Consortium for Youth

BIG IDEAS
for **REAL WORK**
and **REAL PAY** for
YOUTH with DEVELOPMENTAL DISABILITIES.

TARJAN
CENTER AT UCLA

What Do You Want to Be When You Grow Up ?





We started calling this kind of life, “an enviable life” – a life, that would have no double standard; a life that we, Kate and others would want for ourselves; a life that would enable Jay to live his life to the fullest.

Ann Turnbull, 2010
Professor & Founder Beach Center on Disability
Parent

(http://www.cmcgc.com/media/handouts/101103/140_Ann_Turnbull.pdf)

What is Transition?



- Critical for ALL Youth
- Acquire knowledge and skills to maximize independence, self sufficiency in their communities
- Involves multiple domains: vocational training, obtaining employment, finding stable housing, and accessing health care and other resources

Topics to be Addressed

- The need for change – current outcomes for youth with developmental disabilities
- The new vision and expectations for youth with disabilities set forth in federal and state policies
- The “new norm” for services and service delivery intended by these policies
- Strategies and recommendations for self advocates, families, and professionals

The Need for Change

Individuals with IDD experience the poorest post-school outcomes

- Only 38% of young adults with ID and 37% of those with autism were employed up to 8 years after leaving high school (NLTS-2)
- Most exit high school and enter a lifetime of sheltered employment and earn subminimum wage (Winsor & Butterworth 200; Gidugu & Rogers, 2012; Siperstien, Parker, & Drascher, 2013)

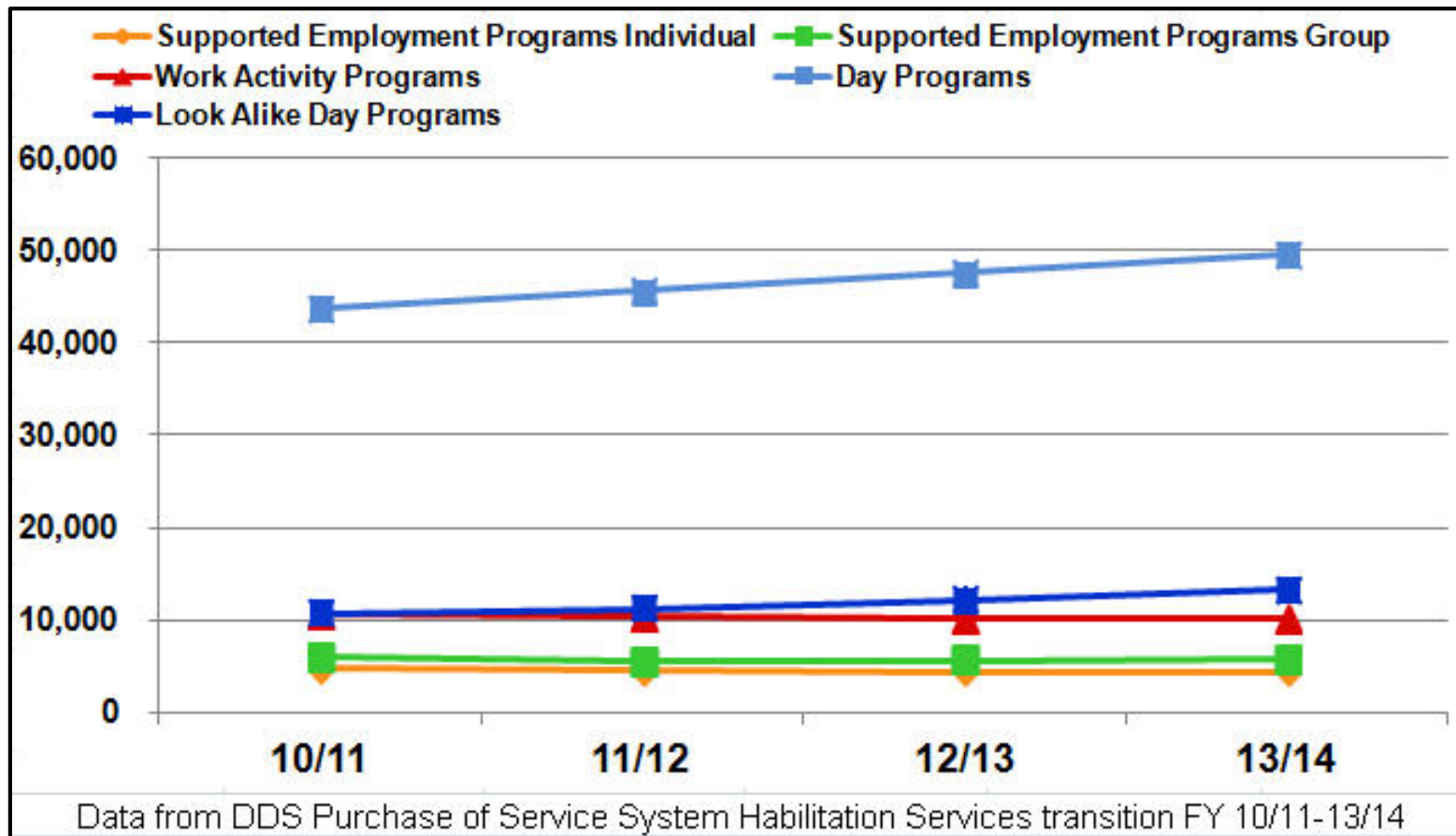
California: Employment Status for Individuals with IDD

In California, less than **13% of working age adults with IDD get a paycheck**. Their average earnings are **\$5,818 a year**.

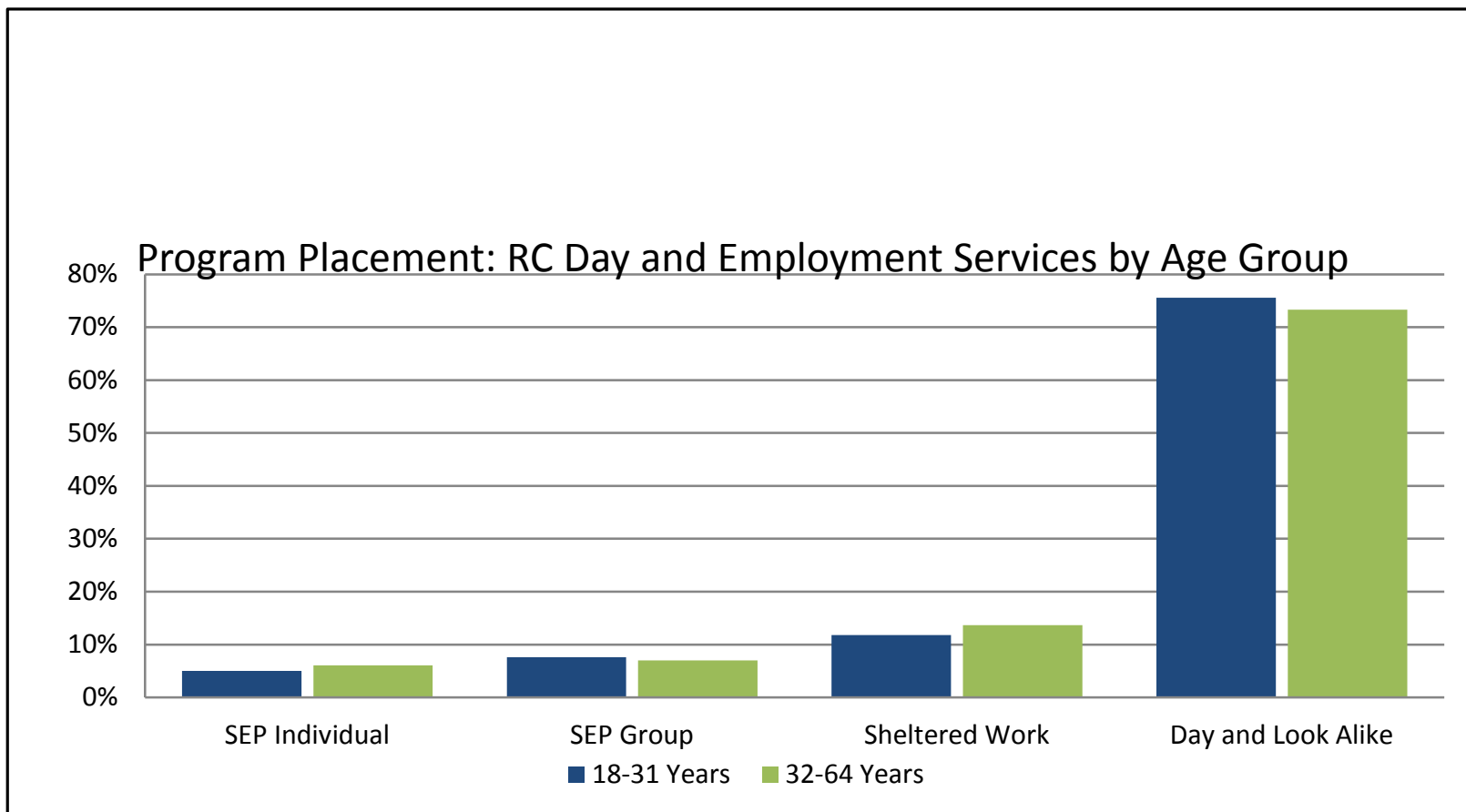


http://www.scdd.ca.gov/employment_data_dashboard.htm

Use of Day Programs is GROWING



Early Service Choices Have Life Long Impact

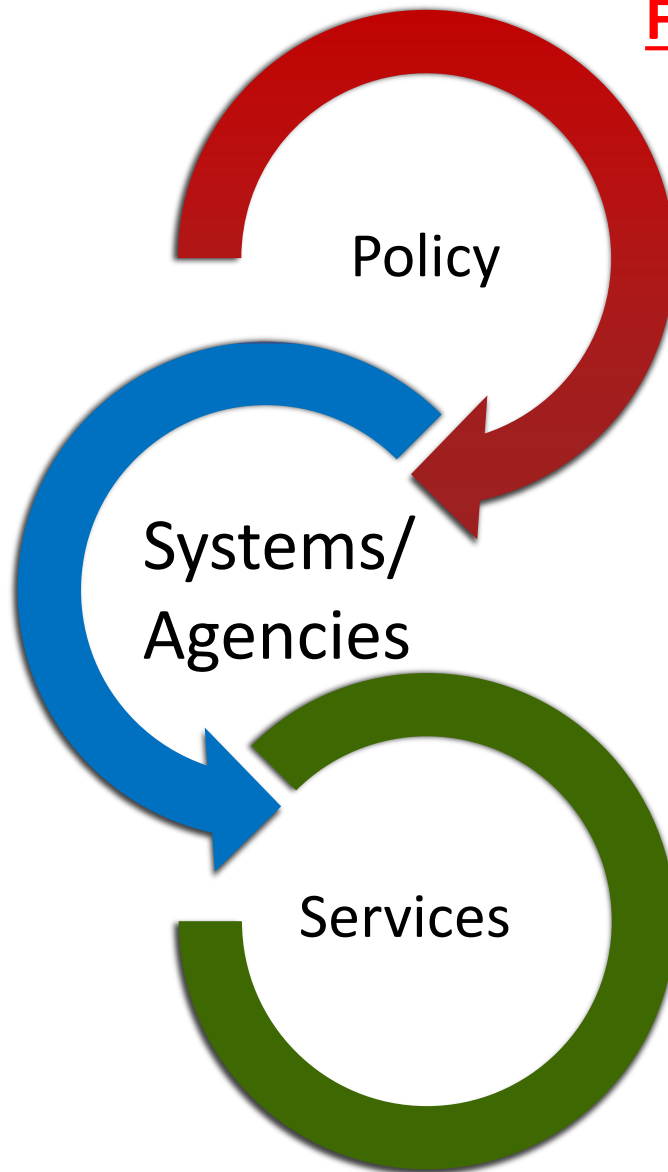


Source: Data from DDS Purchase of Service and Client Development Evaluation Report 12/13

Driving Change: Youth Expectations



- Youth today experienced the benefits of ADA, IDEA, technology, and K-12 inclusion
- Most 15-19 year olds with IDD expected to go to some PSE and get a paid job in their future (NLTST-2)
- Youth want to learn and socialize with age appropriate peers, make friends, have a life!
- Youth want to work, earn money, buy things!



FEDERAL LAW & POLICIES

- ADA (1990)
- IDEA (2004)
- HEOA (2008)
- HCBS/ Medicaid (2014)
- WIOA (2014)

STATE LAW & POLICIES

- Lanterman Act
- Employment First (2013)
- Self Determination (2013)

What are the Core Values and Vision Articulated in Federal and State Public Policy ?

- Disability is part of the normal human experience
- High expectations and equal opportunity
- The right to choice, self-direction, integration and productivity
- Coordination and collaboration across systems
- Measurable results
- Ultimately, the priority is for ALL YOUTH WITH IDD to achieve paid employment in an integrated community with appropriate Supports

Enforcement of Civil Rights

- **Americans with Disabilities Olmstead/US vs Rhode Island:**
 - **First statewide settlement that addressed the rights of people with disabilities to receive state funded employment and day services in the community rather than segregated sheltered workshops and facilities**

Facilitate Choice, Integration and Inclusion

- **Home and Community Based Waiver Services (HCBS) /Centers for Medicare & Medicaid Services (CMS). New settings rule**
 - The rule emphasizes personal autonomy, community living, integration, and choice
 - New regulations to ensure that services and programs provide full access to the community and are offered in the most integrated settings guided by consumer's person –centered plan. This includes , including opportunities to seek employment and work in integrated settings.

Transition to Competitive Integrated Employment

➤ **Workforce Innovation and Opportunity Act (WIOA)**

- Larger role for VR to make transition from school to adult life (15% of funds for pre-employment transition services)
- Limits use of subminimum wage
- Defines competitive integrated employment as optimal outcome
- Enhanced role for Workforce System and One Stops (American Job Centers) and improved coordination of employment and training with DD system

Higher Education Opportunity Act

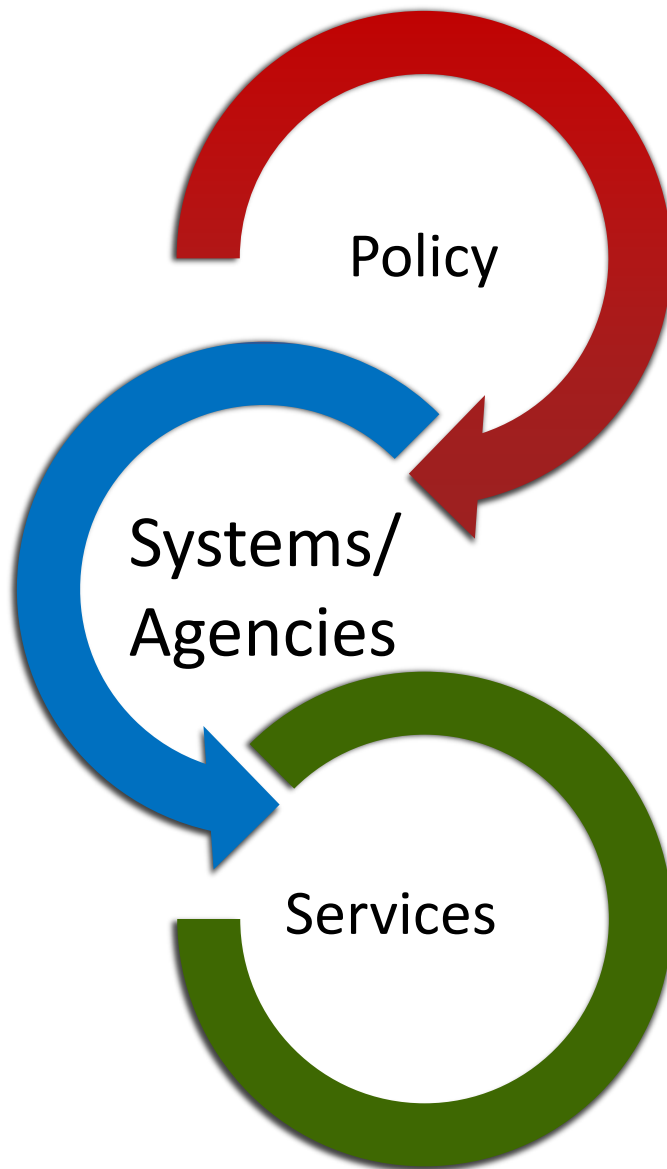
- Access to federal financial aid for students with ID
- Program Model
- Funding for Model Transition Demonstration programs
- Coordinating Center – Think College

Raising Expectations: California's Employment First Policy, 2013

Melissa Quintanilha



4869. (a) (1)it is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.



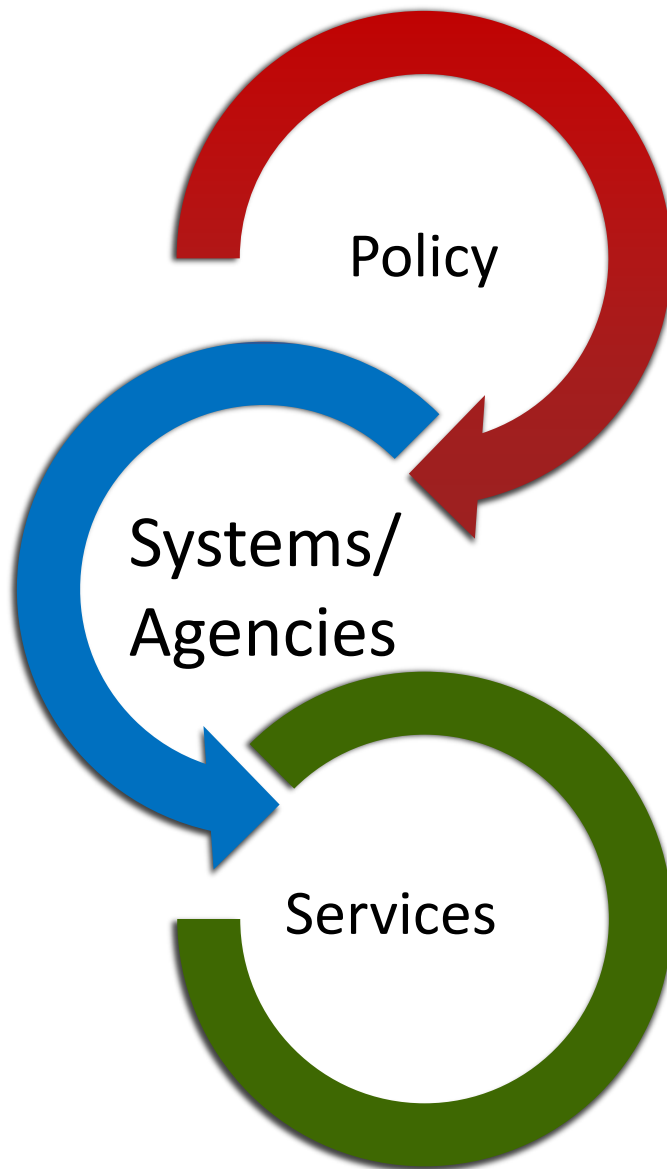
STATE AGENCIES

- Education
- Rehabilitation
- Developmental Services/Regional Cntr
- Employment Development Dept
- Higher Education

Changing Systems to Create Opportunities for CIE

CA Blueprint for CIE by the Depts. of Education, Rehabilitation and Developmental Services

- 1. Prioritize CIE outcome**
- 2. Build capacity – within and across agencies and the service systems**
- 3. Sequenced and coordinated services across agencies**
- 4. Measurable progress**



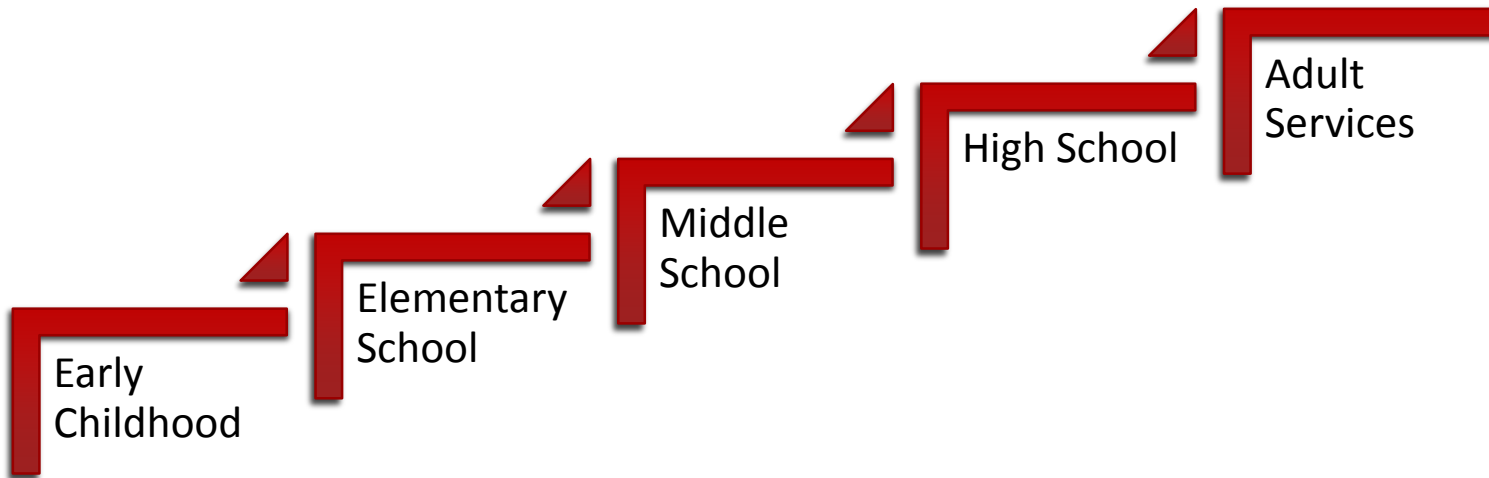
TRANSITION SERVICES

- Education/Special Ed
- Developmental Services/Regional Cntr

What Are Some of the Big Questions About Services?

- How are expectations limiting the opportunities youth get?
- How can we better prepare youth with IDD for PSE or Employment?
- How can we best help youth to achieve their goals of further education, employment and independent living
 - What is the role of education, rehabilitation, regional centers?
 - What is the role of families? Youth with disabilities?

When Systems Work Together We Can Support Successful Transition



What Will be the New Norm for Transition Services?

Informed Choice and Person Centered Planning: Consumer control of budget, services and supports

Greater Preparation in High School for Transition to College and/or Work- Job exploration counseling, work based learning, work placed readiness, self advocacy training

Integration in the Community

Access to Postsecondary Education: College is kept in the mix of opportunities

Measurable Results: “Real Work for Real Pay”

College Life

Making Choices, Decisions and Managing Your Own Time
Course Work.. Friends...Campus Activities

Postsecondary Education Programs

COLLEGE OPTIONS FOR PEOPLE WITH INTELLECTUAL DISABILITIES, APRIL 2015 (N=236)

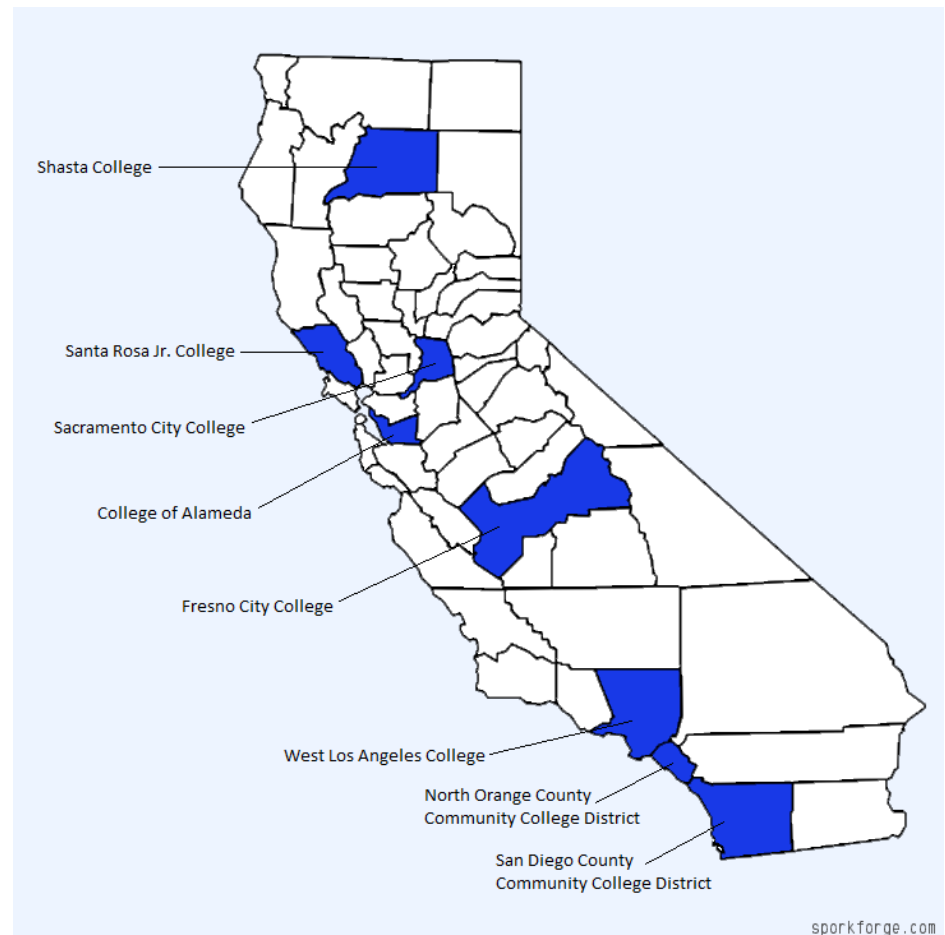


think
COLLEGE!

WWW.THINKCOLLEGE.NET

College to Career

- **VR funded 5 CCCs at implement C2C**
- **3 year postsecondary and vocational training programs**
- **Designed to maximize student success in college and transition students to integrated competitive employment. Program design from HEOA**



Recommendations for Families

Parent involvement and expectations are key predictors of post school outcomes

(Doren, Gau & Lindstrom, 2012)

- Know your rights and responsibilities under the law
- Help ensure that your child is active in the transition planning process (attends his/her own IEP)
- Encourage your youth to create a vision of his or her own future
- Advocate for early work experiences, unpaid and paid work experience, transition goals that include PSE and/or competitive integrated employment
- At home set expectations for work by completing chores and other family responsibilities along with other family members

Recommendations for Youth with IDD

Self-determination is an idea that includes people choosing and setting their own goals, being involved in making life decisions, self-advocating, and working to reach their goals. Students who are more self determined fare better in employment, independent living, access to health care (Wehmeyer & Palmer, 2003)

- Take an active role in transition planning – to express your interests and goals
- Understand your disability and explain your disability to others
- Develop skills to self advocate and access needed services and supports

Recommendations for Professionals

- High expectations which build upon the young person's strengths, interests, and needs and fosters their ability to achieve independence and self sufficiency;
- Support family and student access to information about employment, further education and community resources;
- Ensure that youth gain a variety of work based learning and work experience while in high school
- Align and utilize systems resources and generic community resources to enable youth to locate, obtain and maintain a job



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