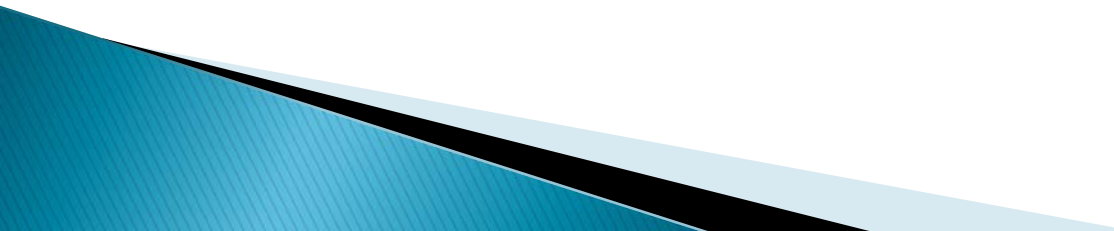# Preparing Youth with Disabilities
for
Postsecondary Education
and
Employment

IDEA's purpose includes…

To ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

▸ [34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

IEP Requirements

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

▸ Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; …

IEP Requirements (continued)

- The transition services (including courses of study) needed to assist the child in reaching those goals; and

- Beginning not later than one year before the child reaches the age of majority under State law, …a statement that the child has been informed of the child's rights under Part B…, if any, that will transfer to the child on reaching the age of majority under §300.520

[34 CFR 300.320 (b) and (c)]

"Transition Services" means…

A coordinated set of activities for a child with a disability that –

▸ Is designed to be within a results-oriented process, that is focused on improving…academic and functional achievement…to facilitate the child's movement from school to post-school activities, including…

"Transition Services" (continued)

- Postsecondary education,
- Vocational education,

- Integrated employment (including supported employment),
- Continuing and adult education,
- Adult services,
- Independent living, or
- Community participation;

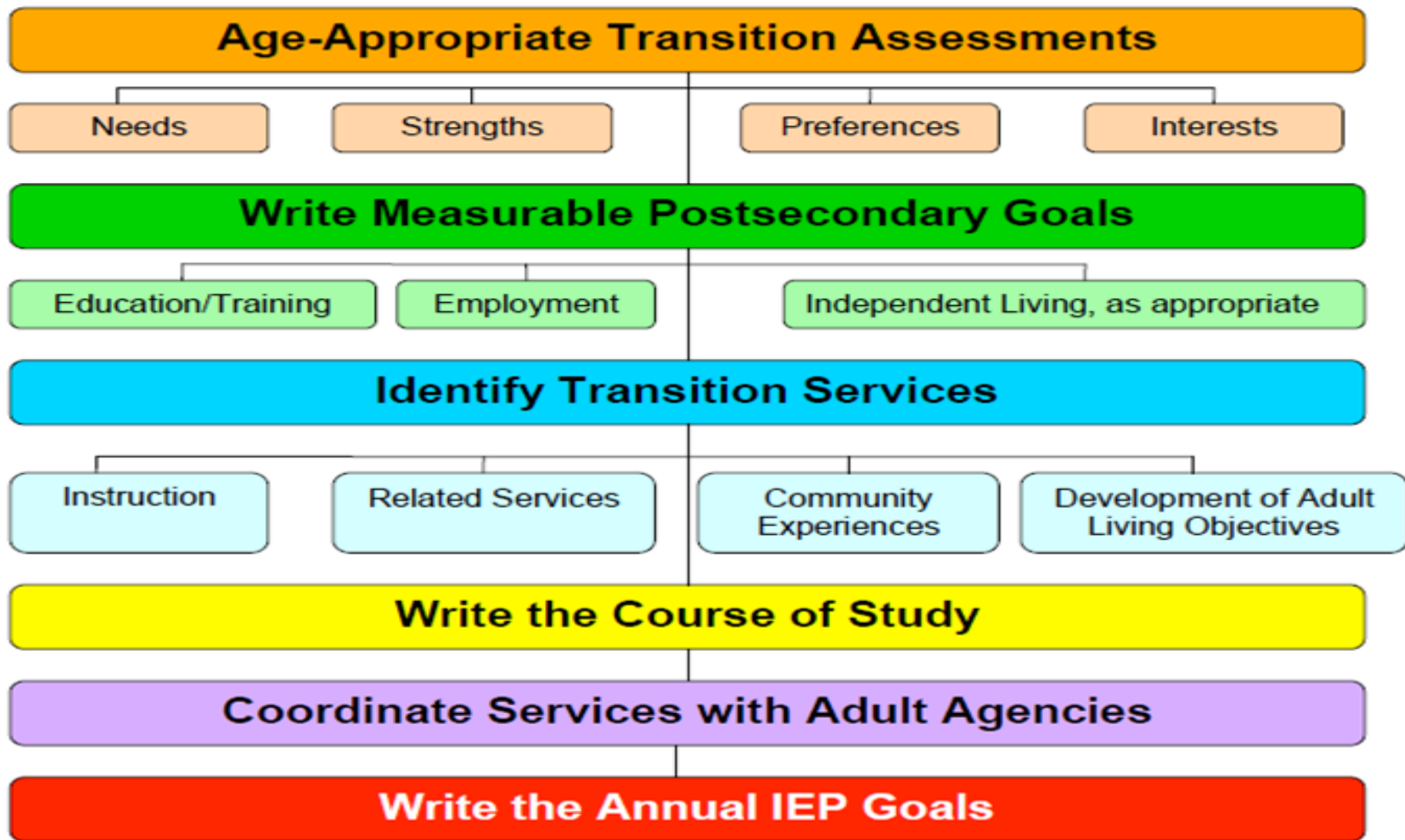# "Transition Services" (continued)

▸ Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

▸ Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

[34 CFR 300.43 (a))] [20 U.S.C. 1401(34)]

TRANSITION SERVICES FLOW CHART

Age-Appropriate Transition Assessments

- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals

- Education/Training
- Employment
- Independent Living, as appropriate

Identify Transition Services

- Instruction
- Related Services
- Community Experiences
- Development of Adult Living Objectives

Write the Course of Study

Coordinate Services with Adult Agencies

Write the Annual IEP Goals

Seattle University – Center for Change in Transition Services, 2010

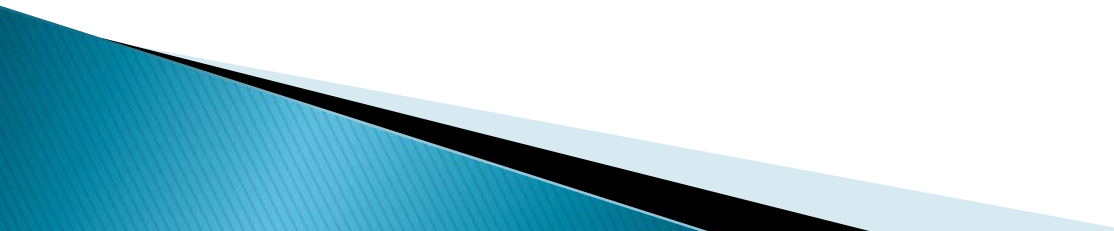# National Technical Assistance Center on Transition (NTACT):

Improving Postsecondary Education and Employment Outcomes for All Students with Disabilities

The Center is funded for $2.5 million per year as a collaborative effort with OSEP and RSA beginning January 1, 2015 and ending December 31, 2019.
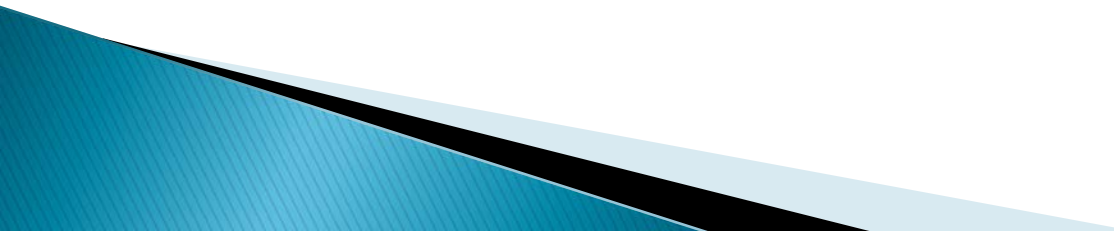
David W. Test, PhD, Project Director
University of North Carolina at Charlotte
dwtest@uncc.edu

NTACT's Purpose

- To assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers to implement evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

NTACT's Partners

- University of North Carolina at Charlotte
- University of Oregon
- Western Michigan University
- University of Kansas
- TransCen, Inc.
- …and a cast of many content expert advisors

NTACT's Outcomes

- Increased access/participation in rigorous academic preparation so students are prepared for success in postsecondary education
- Increased access/participation in career-related curricula so students are prepared for post-secondary employment and careers
- Improved quality of secondary transition services
- Increased use of data-driven decision-making
- Increased knowledge/implementation of strategies, including early warning and intervention systems, to reduce drop out and increase graduation

In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
•Career Awareness	X	X	
•Community Experiences		X	
•Exit Exam Requirements/High School Diploma Status		X	
•Inclusion in General Education	X	X	X
•Interagency Collaboration	X	X	
•Occupational Courses	X	X	
•Paid Employment/Work Experience	X	X	X
•Parental Involvement		X	

In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
•Program of Study		X	
•Self-Advocacy/Self-Determination	X	X	
•Self-Care/Independent Living	X	X	X
•Social Skills	X	X	
•Student Support	X	X	X
•Transition Program	X	X	
•Vocational Education	X	X	
•Work Study		X	

Work–Based Learning Experiences
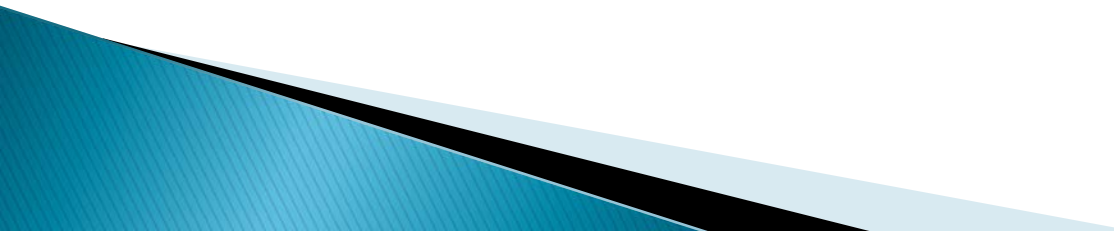(Promising practices…)

Type of WBLE	Audiences: Schools, Businesses, Youth Services Professionals, Families, Youth with Disabilities
Career Exploration	For each audience and type of WBLE the website contains materials on how to do it, as well as examples of how the WBLE is being done in schools and communities
Job Shadowing	
Work Sampling	
Service Learning	
Internships	
Apprenticeships	
Paid Employment	Youth to Work Coalition
Mentoring	http://www.nsttac.org/ytw/home

Outcome #2: Increased access/participation in career-related curricula so students are prepared for post-secondary employment and careers (Resources Available Now!)
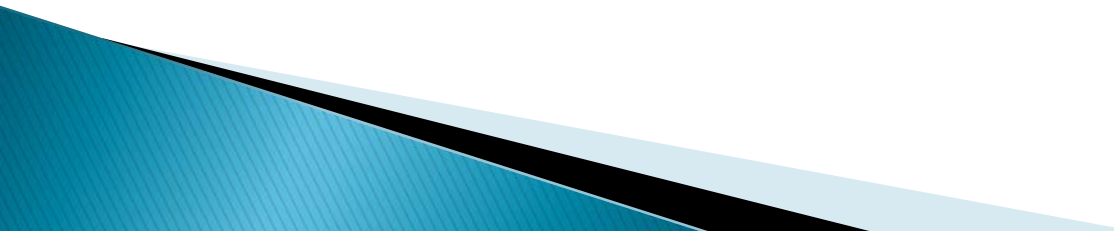
▸ Evidence-based predictors for employment skills
  ◦ http://www.nsttac.org/content/employment-skills
  ◦ http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/Predictor_Self-Assessment.final_06_24_13.pdf

▸ Youth to Work Coalition
  ◦ Work-based learning resources for schools, businesses, youth service professionals, families , and youth with disabilities
  ◦ http://www.nsttac.org/ytw/home

Model Demonstration Projects...

Take an intervention for which there is some evidence of efficacy in a research context and learn-by-doing what it takes to "install" it in a real-world setting with real-world practitioners.

Important questions are...

▸ Can practitioners learn the intervention and implement it with fidelity?

▸ What supports are needed to establish that learning and quality of implementation?

▸ Are the outcomes achieved in a more controlled setting replicated in the MDP context?

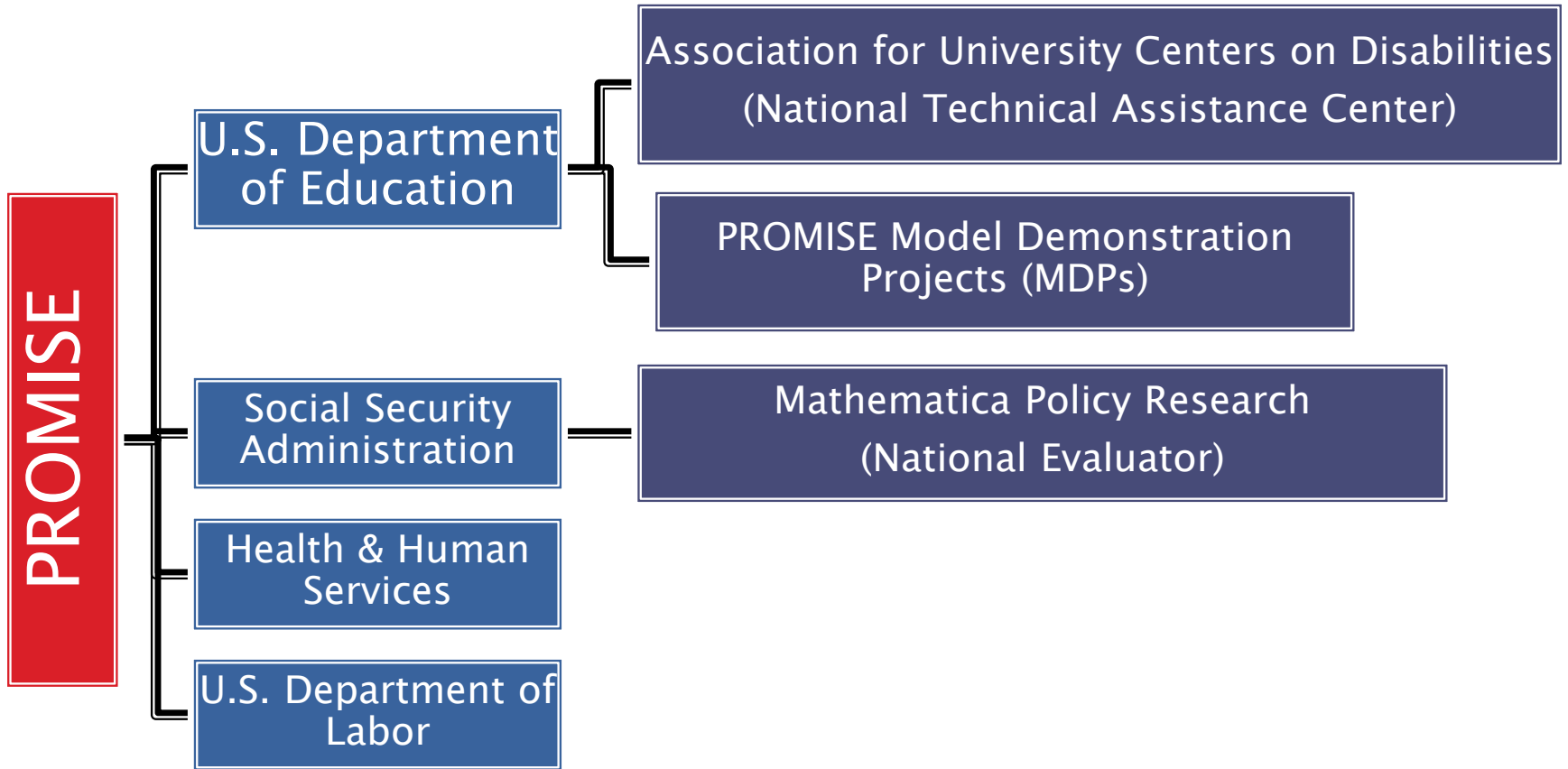▸ Is the intervention sustained after the MDP finishes its work and what conditions support that sustainment?

PROMISE

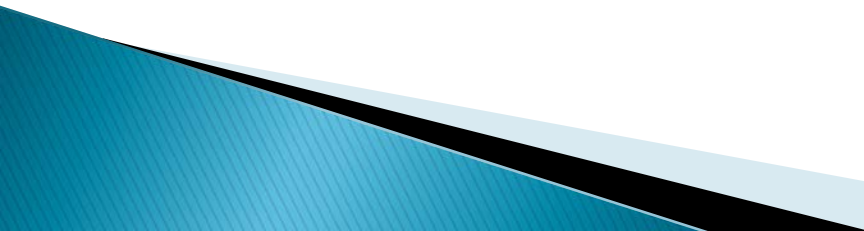# (Promoting the Readiness Of Minors In Supplemental Security IncomE)

See http://www.promisetacenter.org for more information

Federal Partners

Population

- Youth, 14-16 years of age, enrolled in the supplemental security income (SSI) program through the Social Security Administration

- Six grant awardees will recruit 13,172 participants for the study (each MDP will recruit 2,000 participants , except CA will recruit 3,172 participants)

- Half of the participants (6,586) will receive an intervention protocol developed from research that predicts positive outcomes for SSI eligible youth

- Half of the participants will be in a control group and receive the typical services available to them in their state

PROMISE Project Sites

- ASPIRE: Arizona, Colorado, Montana, North Dakota, South Dakota, and Utah
- Arkansas
- California
- Maryland
- New York
- Wisconsin

Interventions

▸ PROMISE MDPs include customized interventions

▸ MDPs <u>must</u> also provide:

- Partnerships among State agencies responsible for programs that serve the target populations
- Family outreach, recruitment, and involvement
- Case management
- Benefits counseling
- Career and work-based learning experiences
- Parent/guardian training and information

Thank you!

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