

The Art of Possibility

Seamless Transition from School to Work and Adult Life

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**WORK
IS
GOOD!**

What we believe:

There's a job for everyone who wants one,
regardless of disability, need for support,
or economic vitality of their community

What we know

- Work experience is valuable for all categories of youth with disabilities
- Youth with any category of disability can perform work that is valuable to employers

What we know

- Successful high school work experience = higher adult employment rates
- Continued post-school support is necessary for some categories of youth in order to sustain employment success

What is possible?

- Work experience success for all categories of students receiving secondary special education
- Post secondary employment success for nearly all categories of youth exiting special education

What is the norm?

- Sporadic or episodic work experiences during secondary school
- Poor post-school employment success, especially for:
 - Youth with developmental disabilities
 - Youth with significant support needs

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

- entitlement vs. eligibility is only part of the story
- Early, pre-exit collaboration between systems is not common
- Resource integration is rare

Minimizing the disparity

- Willingness to “blend” and “braid” systemic resources

The background of the slide is a photograph of a sunset over a vast body of water. The sky is a deep blue with wispy white clouds. A bright rainbow is visible on the left side of the image, arching over the horizon. The water in the foreground is dark blue with gentle ripples.

One proven approach

Transition Service Integration for
youth with significant support
needs

Transition Service Integration

Target Group

- individuals with moderate to profound intellectual disabilities, many of whom also have a secondary sensory or physical disability

Partnerships

- Local school district, VR, state DD agency, adult service provider/hybrid agency (and Intermediary)

Transition Service Integration

- Transition instruction entirely community-based transition
- Paid employment, integrated workplaces
- Non-work activities in normalized settings

Transition Service Integration

- Individual choice of schedules and employment options
- Adult agency employment specialists working with school personnel
- Cost-sharing resources of school system, state VR, state funded DD agencies

Transition Service Integration

Intended Outcomes

- No Service Disruption: first day after school exit looks the same as last day of school
 - Same jobs
 - Same community activities
 - Same staff support



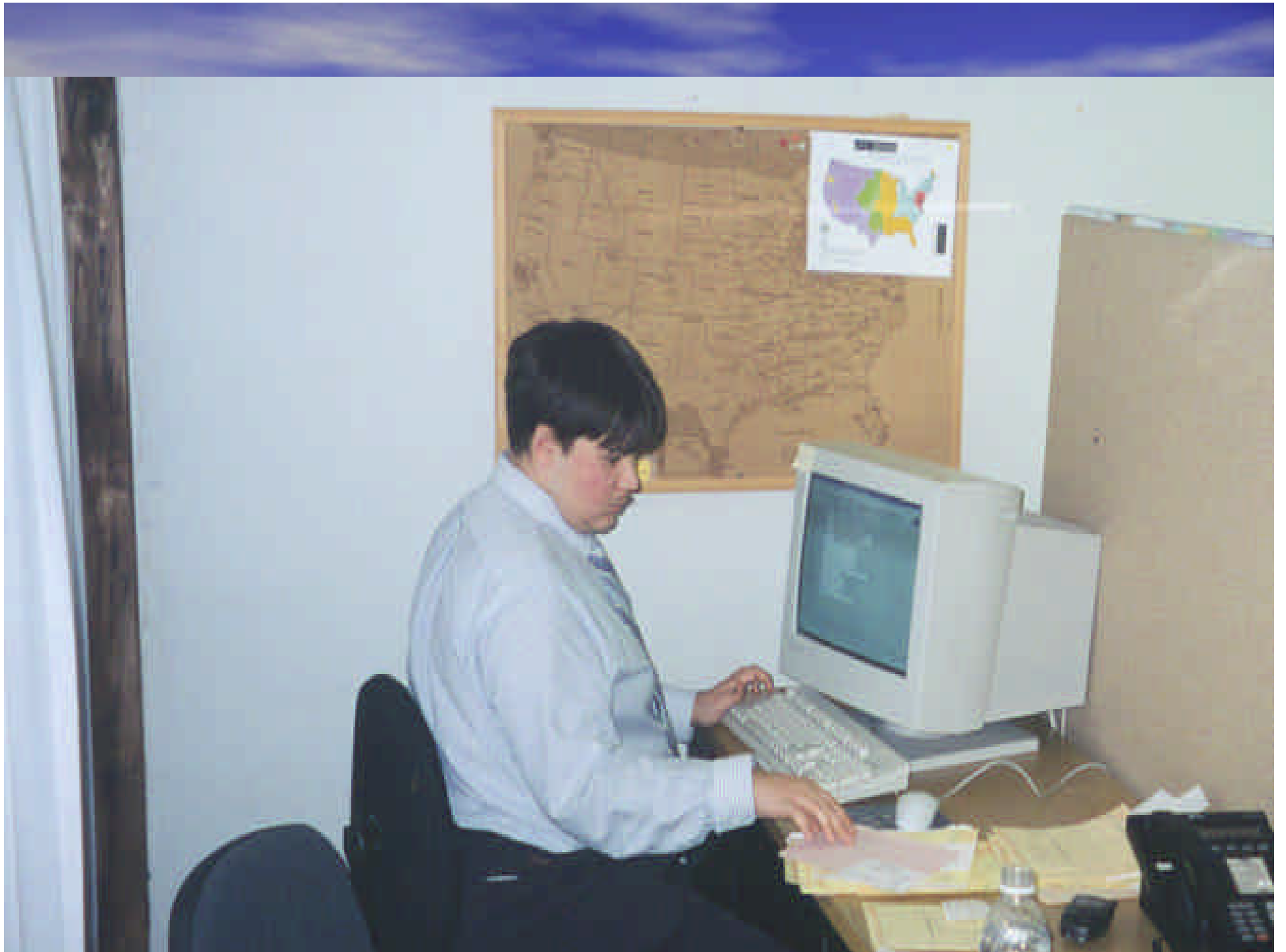




Kyndal at Sinai Hospital



- Loves to be with people
- Good interpersonal skills
- Has job in telecommunications department



Colin

- Enjoys people
- Basic reading skills
- Number recognition
- Likes to use his hands
- Interested in retail
- Likes to be organized
- Physically strong
- Likes to move around





What these are NOT

- Unpaid work experiences
- Jobs they later gave up when they left school
- Jobs they obtained after entering the adult service systems (VR and/or DD system)

BUT, they are jobs they got while in publicly supported special ed, and kept when they exited

Outcomes

- 60% employed at school exit
- 71% employed one year after school exit
- 89% experienced seamless transition to adult system

What does it take?

- Blending and braiding resources
- Identifying points of success for all elements of the collaborating systems
- Flexible applications of governing regulations of collaborating systems
- Often, an intermediary can bring collaborators together

Implications for Practice

- Develop curriculum that includes opportunities to develop and internalize work behaviors throughout secondary school years
- Increase opportunities for employer-based, paid work experiences prior to school exit

Implications for Practice

- Develop mechanisms for direct collaborations with post-school support services well before school exit
- Develop collaborations between service systems that share costs and resources

Collaborations: What do schools need?

- IEP compliance
- Collaboration to begin joint service BEFORE school exit

Collaborations: What do funders need?

- VR: Rehab closures
- MR/DD: SE goals met
- School systems: IDEA compliance

Collaborations: What do adult agencies need?

- Advance referrals – well before school exit
- Opportunity to get to know youth before school exit

IDEAL:

- Employment and supports in place for youth BEFORE school exit

What do youth and families need?

- Opportunities for self-directed IEPs
- Individualized, person centered service
- Responsive support
- JOBS!

The Ideal

Youth are jointly served by school
system, VR, CRPs
BEFORE school exit.

The Result

Seamless transition
from students to employed adults

Resources

- Service integration at the point of transition for youth with significant disabilities: A model that works
www.ncset.org
- TransCen, Inc. www.transcen.org

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