Transition To Employment: Evidence-Based Policies and Practices

NASDDDS – AUCD/CORE
Webinar Conference
May 24, 2012
Transition To Employment: Webinar Objectives

• Examine post-school employment outcomes for transition-age youth with intellectual disabilities, autism and other developmental disabilities;

• Gain an overview of recommended and promising practices that increase employment outcomes for students with significant intellectual and developmental disabilities;

• Discuss how research findings can be used to develop public policy to improve transition outcomes.
Webinar Overview

• Introductions and Overview of EBP Initiative
  – Margo Vreeburg Izzo and Charles Moseley
• Presentations
  • Erik Carter, Associate Professor, Vanderbilt University
  • Beth Swedeen, Executive Director, Wisconsin Board for People with Developmental Disabilities
  • Beth Wroblewski, Section Chief, Children and Family Services, Wisconsin
• Q&A (submit questions via chat box on right side of screen)
• Evaluation Survey
  – Please complete our short survey to give us feedback
Evidence Based Policy
NASDDDS - AUCD Collaboration

• Recognizes the need to work together to identify and document research evidence in support of progressive policy and practice
• Competition for resources
• Expectations for efficiency/cost effectiveness
• Demand for data-based decisions
• Attention to the sustainability of systems
• EBP Initiative is a “natural” point of collaboration between public agencies and universities
• Desire for accessible information by all stakeholders
NASDDDS: “Evidence-Based Policy”

Evidence-Based Policy is the responsible application of best available evidence to the design and management of programs, services and supports for persons with developmental disabilities in a manner consistent with achieving greater independence, productivity, inclusion and exercise of free will for individuals and cost-effectiveness in public expenditures.

Adopted NASDDDS Research Committee, 2009
The Evidence-Based Policy Commitment

We recognize that:
• Individual policymakers do not control all aspects of policymaking, and that competing interests may impede application of the best evidence.

But we believe that:
• Individual policymakers have a responsibility to acquire, understand and interject best evidence into policy deliberations.

Because we know that:
• Failure to use the best available evidence in policymaking reduces the likelihood of benefit and increases the likelihood of detriment in services provided to people with disabilities.
Two Major Parts of Evidence-Based Policy Initiative

1. Identifying and Synthesizing Existing Evidence:
   • Too little research is accessible to policymakers
   • Policymakers need brief authoritative summaries
   • Credible partners with research credentials
   • AUCD/NASDDDD synergy

2. Gathering and Analyzing Original Data: Policymakers need data that responds to current issues and is:
   • Reliable and accessible
   • Enables comparison of programs, funding, and outcomes
   • Provides answers to complex questions (low incidence disabilities, controlling for related factors)
   • Utilizes nationally recognized datasets - AUCD/NASDDDD partnership’s focus NCI
The Aspirations of Youth on the Edge of Adulthood
Worked for Pay Since High School (up to 2 years out)

Source: NLTS2 Wave 1/2 Parent and Youth Interviews
# Employment Status After High School (up to 4 years)

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disability</td>
<td>72%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>70%</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>67%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>64%</td>
</tr>
<tr>
<td>Autism</td>
<td>61%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>58%</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>57%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>56%</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>46%</td>
</tr>
<tr>
<td>Intellectual Disabilities</td>
<td>44%</td>
</tr>
<tr>
<td>Deaf-blindness</td>
<td>39%</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>39%</td>
</tr>
</tbody>
</table>

Source: NLTS2 Wave 3 Parent and Youth Interviews
Individuals with Disabilities Education Improvement Act (2004)...

to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...
How Do Young Adults with Significant Disabilities Fare? The Early Years After Exiting High School
Young Adults with Significant Disabilities

- Students with intellectual disability, autism, or multiple disabilities
  - Eligible for the alternate assessment in place of mandated standardized assessment
  - Parents reported particular challenges in functional skills indicators
- 1510 were students in Wave 1; 450 left school by Wave 3 or 4
Jobs in which most **other workers had a disability**

Average **hours** per week

Average hourly **pay**
Paid work experiences during high school (versus none)
Being male (versus being female)
Feeds/dresses self independently very well

High ratings on classroom social skills scale
Prior Work History

Student Demographic Factors

Family-Related Factors

Paid, Community-Based Job

**Expectations** that child will definitely get a paying job

**Expectations** that child definitely/probably will eventually be self-supporting

Moderate/high household **responsibilities** (versus low)
 Paid, Community-Based Job

Prior Work History

Student Demographic Factors

School-Related Factors
Rethinking Middle School and High School Experiences

Adolescence as a Critical Juncture
<table>
<thead>
<tr>
<th>Activities</th>
<th>Youth With Severe Disabilities</th>
<th>Youth With EBD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schools Offering (%)</td>
<td>Youth with Severe Disabilities</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>Few</td>
</tr>
<tr>
<td>Career interest assessments</td>
<td>3.4</td>
<td>20.7</td>
</tr>
<tr>
<td>Tours of colleges or technical schools</td>
<td>28.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Job-shadowing programs</td>
<td>16.0</td>
<td>48.0</td>
</tr>
<tr>
<td>Interviewing or resume-writing practice</td>
<td>4.3</td>
<td>30.4</td>
</tr>
<tr>
<td>Speakers brought in from local businesses</td>
<td>13.6</td>
<td>59.1</td>
</tr>
<tr>
<td>Career exploration courses</td>
<td>9.5</td>
<td>52.4</td>
</tr>
<tr>
<td>College fairs or college days</td>
<td>26.1</td>
<td>43.5</td>
</tr>
<tr>
<td>Tours of local businesses or industries</td>
<td>0.0</td>
<td>31.8</td>
</tr>
<tr>
<td>Career or job counseling</td>
<td>4.5</td>
<td>18.2</td>
</tr>
<tr>
<td>Career aptitude assessments</td>
<td>4.8</td>
<td>47.6</td>
</tr>
<tr>
<td>Apprenticeship programs</td>
<td>68.2</td>
<td>22.7</td>
</tr>
<tr>
<td>Paid or unpaid internships</td>
<td>35.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Job fairs or career days</td>
<td>10.5</td>
<td>26.3</td>
</tr>
<tr>
<td>Tech-prep programs</td>
<td>15.8</td>
<td>68.5</td>
</tr>
<tr>
<td>Career or job resource center</td>
<td>5.3</td>
<td>57.9</td>
</tr>
<tr>
<td>Written career plans for students</td>
<td>0.0</td>
<td>27.8</td>
</tr>
<tr>
<td>Cooperative education programs</td>
<td>46.7</td>
<td>33.3</td>
</tr>
<tr>
<td>School-based enterprises or businesses</td>
<td>11.8</td>
<td>52.9</td>
</tr>
<tr>
<td>Job placement services for students</td>
<td>0.0</td>
<td>46.7</td>
</tr>
<tr>
<td>Mentorship programs with employers</td>
<td>11.1</td>
<td>77.8</td>
</tr>
</tbody>
</table>
After-School and Summer Jobs During High School

Percentage of youth with disabilities working at any point in the past year:

- Learning Disabilities: 60%
- Other Health Impairment: 56%
- Emotional Disturbance: 53%
- Speech/Language: 50%
- Hearing Impairment: 47%
- Traumatic Brain Injury: 44%
- Intellectual Disabilities: 36%
- Visual Impairment: 36%
- Orthopedic Impairment: 27%
- Deaf-Blindness: 23%
- Multiple Disabilities: 22%
- Autism: 15%

Source: Marder, Cardoso, & Wagner (2003); NLTS-2 Wave 1 Parent Interviews
After-School and Summer Jobs During High School

Percentage of youth with disabilities working at any point in the past year:

- Intellectual Disabilities: 36%
- Multiple Disabilities: 22%
- Autism: 15%

Source: Carter, Austin, & Trainor (2011)
Improving Employment and Community Participation for Youth with Disabilities

Support for this research was provided by the National Center for Special Education Research (R324S060023)
The (Untapped) Possibilities of Summer Employment

• It is what youth do…

• More job openings

• Academics vs. work

• Reduces learning loss

• Provides *earlier* work experiences

• Provides *more* work opportunities
Participating Students with Disabilities

Gender:
- Male
- Female

Ethnicity:
- European American
- Other ethnicities

Grade:
- 9th
- 10th
- 11th
- 12th
- 18-21

Age:
- 14-15
- 16-17
- 18+

FRL:
- Yes
- No

Disabilities:
- Severe Disabilities (n = 136)
- Developmental Disabilities (n = 61)
- Emotional/Behavioral Disabilities (n = 70)
- Learning Disabilities (n = 105)
Participating Schools

- 34 high schools
  - Rural (27%)
  - Suburban (35%)
  - Large or mid-sized (38%)
- Average enrollment: 1329 students ($SD = 629$)
- Free and reduced lunch: 26.3% ($SD = 22.4$%)
- Students with disabilities: 15.7% ($SD = 8.5$%)
Summer Employment Experiences

Youth Without Disabilities

- Not Working: 60%
- Working: 40%

Learning Disabilities: 64%
Emotional Disturbance: 40%
Intellectual Disabilities: 35%
Significant Disabilities: 15%
Efficacy of Combined School & Community Strategies

Participating High Schools

- 7 rural, suburban, and urban high schools
- Average enrollment: 1910 students ($SD = 587$)
- Free and reduced lunch: 14.2% ($SD = 9.7%$)
- Students with disabilities: 12.4% ($SD = 3.6%$)
Students with Significant Disabilities

- 67 students with ID and/or ASD
- 7 rural, suburban, and urban high schools
- Average enrollment: 1910 students ($SD = 587$)
- Free and reduced lunch: 14.2% ($SD = 9.7%$)
- Students with disabilities: 12.4% ($SD = 3.6%$)
Employment Outcomes for Youth

- Youth Without Disabilities
  - Not Working: 26%
  - Working: 74%

Comparison Group
- Not Working: 71%
- Working: 29%
## Employment Outcomes for Youth

<table>
<thead>
<tr>
<th></th>
<th>Intervention Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Pay</td>
<td>$6.53</td>
</tr>
<tr>
<td>Average Hours</td>
<td>11.7</td>
</tr>
<tr>
<td>Checked on?</td>
<td>88%</td>
</tr>
<tr>
<td>Started in Spring?</td>
<td>46%</td>
</tr>
</tbody>
</table>
Breadth of Employment Connections

- Cleaning
- Childcare
- Food Service
- Clerical
- Animal Care
- Grounds Maintenance
- Lawn Mowing
- Computers
- Other
Where Might We Go From Here?

Policy Implications in Wisconsin
Responding to Poor Employment Outcomes

• Wisconsin’s DD Council and its Survival Coalition of more than 40 disability organizations are using data and research findings to frame proposals to the Governor’s office and to legislators to make Wisconsin an Employment First State of Wisconsin.

• Just met last week with our Health Services leadership to reduce new entries to facility-based pre-vocational programs.
Promoting Early Work Experiences

• Our Projects of National Significance youth employment grant is working with DPI on guidance for schools about the importance of community-based work experiences (originally proposed a minimum of 3 community-based work experiences before leaving high school.

• The grant also is working with OSEP on a definition of Least Restrict Environment for 18-21 year olds that defines what community-based looks like.
Raising Family Expectations

• Our employment project is using a training developed with MIG funding and shown through evaluation to elevate family expectations.
• Advocates are trying to embed that training into existing parent leadership trainings in the state and into DHS training/communication with families.
Increasing Career Development Opportunities

- Advocates are working with Legislators and Higher Education Institutions on a transition endorsement for Wisconsin.
Making Youth Employment a Statewide Issue

• Framing improved outcomes in youth transition employment as an economic issue in the state.
• Using data showing that individuals with disabilities who are employed use fewer public resources and make more economic contributions in their communities.
• Asking to be at the table as disability experts for larger employment discussions, such as Legislative Study Committees on employment and high school reform, and Government task forces on school redesign, school accountability.
For more Survival Coalition policy papers:

survivalcoalitionwi.org/

For more WI-BPDD policy papers:

Wi-bpdd.org
Youth in Transition

Beth Wroblewski, Deputy Administrator
State of Wisconsin
Department of Health Services
Division of Long Term Care (DLTC)
Youth in Transition – DLTC Sustainability Initiative

**Goal:** Develop and maintain integrated employment and living settings for youth that transition from children’s services to adult services, and address the needs of families so they can continue to work after their child graduates from school.

**Issue:** The transition of young adults into the adult service system provides a critical opportunity to support more integrated employment with earnings and more integrated living settings in the community.

**Data:** The experience of graduates with developmental disabilities in Dane County indicates that 88% of young adults were working in community employment at a median hourly wage of $7.25 for approximately 15 hours each week.
Youth in Transition


2. “Let’s Get to Work” Grant to test a set of evidence-based practices to expand competitive community employment, to disseminate policies and practices and to coordinate between systems.

3. Training and outreach within the Children’s Long Term Support MA Home and Community-Based Service Waivers – Families and Youth see their future as a worker.

Youth in Transition

Expected Outcomes:

• Early choices in school and in the community promote belonging and ordinary places.
• Youth start with community employment in valued roles and are contributing.
• Employment matches the person’s choices, interests and abilities.
Dimensions of Inclusion as developed by Connie Lyle O’Brien
Q & A

How to Ask a Question

• Type your question directly into the ‘chat’ box on the right side of your webinar control panel
Thank You!

For more information visit the Websites:

NASDDDS/AUCD Evidence-Based Policy Initiative  http://evidence-basedpolicy.org

AUCD Website:  http://www.aucd.org

This and all of AUCD’s webinars can be found at in our ‘Webinar Library’ at www.aucd.org/resources/webinars.cfm

Please take a few minutes to complete our survey!