

Improving Real Employment Outcomes for Students with Intellectual and/or Developmental Disabilities

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What Is An Intellectual or other Developmental Disability?

- Is attributable to a mental or physical impairment or combination of mental and physical impairments;
 - Is likely to continue indefinitely;
 - Results in substantial functional limitations in three or more of the following areas of major life activity: self-care, receptive and expressive language, capacity for independent living, learning, mobility, self-direction and economic self-sufficiency;
 - And reflects the person's need for a combination and sequence of special interdisciplinary, or generic care, treatment, or other services which are of a lifelong or extended duration and are individually planned and coordinated.

What Is An Intellectual or other Developmental Disability?

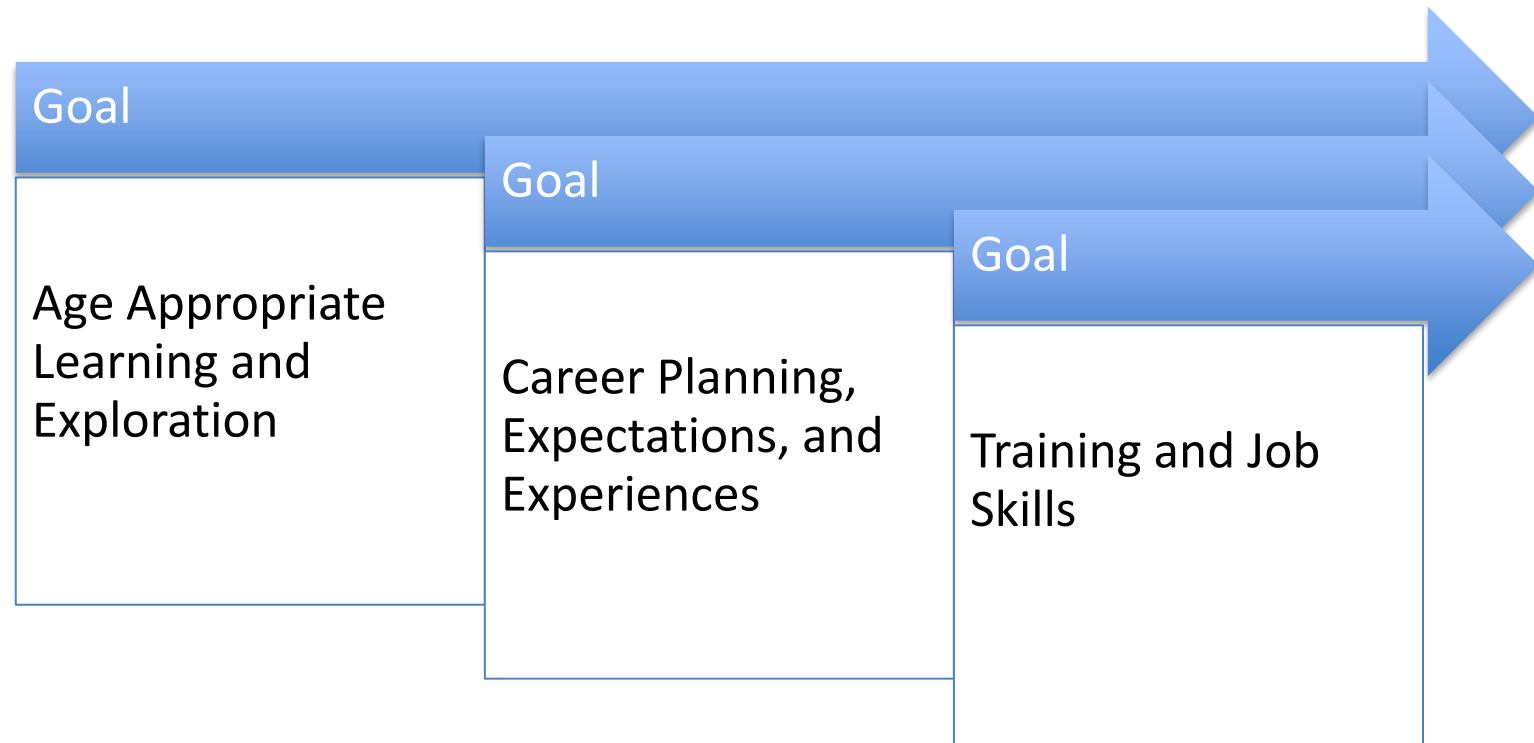
- Examples of IDD: Autism, Down Syndrome, Spina Bifida, Cerebral Palsy, Traumatic Brain Injury in children.
- Range of ability, disability and desired outcomes
- Link to state statute-North Carolina General Statute 122C-3(12a)
- 195,000 people in NC with I/DD

Education and Employment Outcomes

- Graduation Rate those with I/DD at 64.4%; compared to all students graduation rate 83.9%
- People want to work in a paid job
 - 80% of those with a disability
 - 78% of those without disability
- People actually working
 - 18% of those with a disability
 - 65% of those without disability
- Employer survey-- Workers with disabilities have:
 - same ability to learn skills
 - less turnover
 - same usage of flexible workplace arrangements

Transition and Employment For Individuals with Intellectual and other Developmental Disabilities

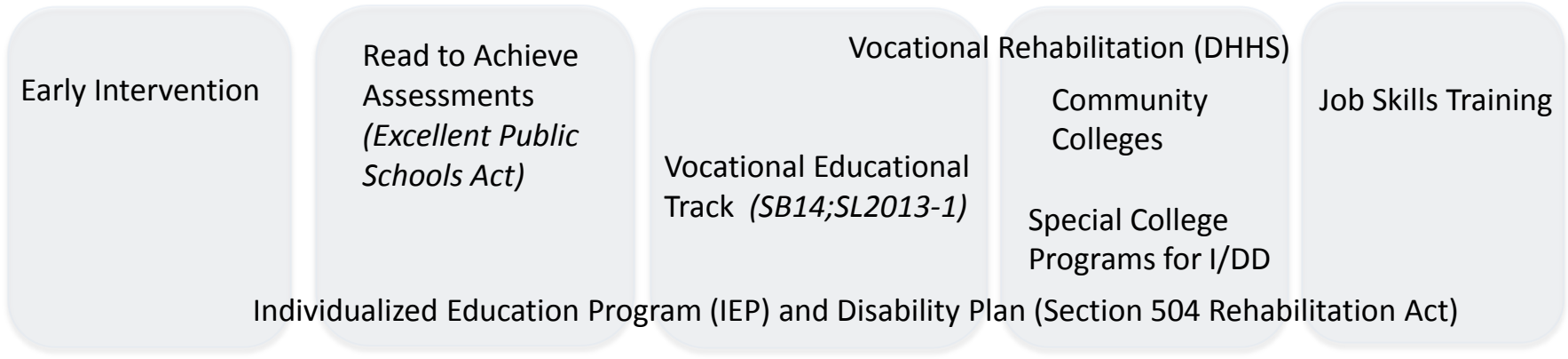
Lifelong Strategies



Transition Is Holistic



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BARRIERS

- Ineffective Transition Planning
- Shortage of special education teachers and programs K-12
- Lack of transition and career expertise school wide
- Lack of vocational and career experiences in middle and high school
- Need for greater agency collaboration and focus on shared outcomes
- Need improved data collection and data sharing cross-agency

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54% of kids get developmental screening but 20,000 not getting EI

EI proven return on investment: \$1.16 to \$17 for every dollar invested

Only 11% of students with IEPs have a transition plan for education and employment

33 states have Employment Policy:
NC has no statewide goals for Education and Employment for people with I/DD

Community Colleges

- Comp Ed funds have been eliminated
- Basic Skills Plus available
 - a tuition waiver that is not currently available to IDD
- Ongoing commitment to serving students with I/DD
- New position- Coordinator of Disability Services

Vocational Rehabilitation

- Intended to serve all individuals with I/DD
- Employment options and long-term supports through NCDHHS
- High School students with disabilities referred to VR as part of planning for transition from school to work

Workforce Innovation and Opportunity Act (WIOA)

- New federal policy creates new rules for community colleges and workforce development for persons with IDD

Post Secondary Programs

- 10 programs across NC with a variety of models
 - Public-private partnerships
 - Dual enrollment transition program
 - College program coordinated with adult services
 - Services for individuals on campus
 - Variation on above
- Demand outpaces slots
- Emerging outcome data: increased employment and community involvement, decreased use of services

North Carolina Resources

- Beyond Academics
- Post Secondary Alliance (10 NC Institutions)
- Middle school advance planning
- High School to Community College crossover programs
- Wilkes Community College program
- Learning and Earning after High School (Western Carolina) **Also a national program site*
- Project SEARCH
- State Employment Leadership Network
- NC Council on Developmental Disabilities
- NC Business Leadership Network
- Employment First Steering Committee
- State specific research (e.g., NC Institute of Medicine Studies)
- Strong disability and parent education network

Study Components and Next Steps

- Data collection improvements, common outcomes across systems
- Expand access to community college and post secondary programs
- Leverage IDEA funds in public schools to support placement in community college instead of extending high school
- Policy coordination across DPI, DHHS, CC, University
- Statewide policy that makes commitment to employment as an outcome
- Comprehensive vision of a transition continuum of options to support education and future employment, starting with small policy change and investments
- Family education and mentoring across lifespan, especially during transition
- Peer support programs linking youth to resources