

# What's Next? Pathways After High School

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# What's Next? Pathways After High School



## Learning Objectives

- Gain an understanding of public policies that support a new vision and expectation for employment
- Learn practical tips for preparing youth/young adults with intellectual and developmental disabilities for employment

# 5 Game-Changing Policies and Drivers Affecting Youth/Young Adult Pathways After High School



- From a 'service driven life' to person centered choice for a meaningful day
- From low expectations to presuming employment, regardless of the severity of the disability
- From segregation to integration and inclusion
- From no options for higher education to "Think College!"
- From subminimum wage to 'real work' for 'real pay' in the community

## Employment First Policy (2013)

“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.”

(Welfare and Institutions Code Sect. 4869(a)(1))

## Workforce Opportunity and Innovation Act: Pre-Employment Transition Services (Student Services)

Requires transition services for youth  
with disabilities ages of 16 and 21 who

- Have 504 Plan, or are eligible for one
- Have an IEP
- Have a disability and/or
- Others think you have a disability

(H.R. 803)

# Workforce Opportunity and Innovation Act (2014): Access to High Quality Jobs and Career Pathways

“Competitive integrated employment”,  
meaning full or part-time work at  
minimum wage or higher, with wages and  
benefits similar to those without  
disabilities performing the same work, and  
fully integrated with co-workers without  
disabilities.

Workforce Opportunity and Innovation Act (2014):  
Raised Expectations for CIE

Limits the use of subminimum  
wage

# Higher Education Opportunity Act (2008): College is a Real Option for Youth with Intellectual Disabilities

Defines what constitutes a higher education program for students with ID  
(Comprehensive Transition Program (CTPS))

Approved CTPs can offer federal financial aid, including work study



**Federal Home and Community-Based (HCB) Settings Final Rule (2014):  
Applies to day programs and services, employment options and work  
programs**

- ✓ **Maximizes opportunities and choices**
- ✓ **Promotes community integration**
- ✓ **Provides opportunity to work and spend time with other people in the community who do not have disabilities**
- ✓ **Ensures individual preferences, rights protected**
- ✓ **Facilitates choice regarding services and who provides them**
- ✓ **Establishes person centered planning process driven by the individual to identify needed services and supports**

# CA Competitive Integrated Employment Blueprint (2017): A Partnership Between the Departments of Education, Rehabilitation and Developmental Services

## Designed to:

- 1) Increase collaboration and coordination between the agencies
- 2) Increase opportunities to prepare and participate in employment
- 3) Support informed choice, preparation, transition to and engagement in CIE



# Improving Collaboration and System Linkages in School to Work Transition

School Services

Transition Services

Adult Services

**instead of**

School Services

Transition Services

Adult Services

# What Can Families Do? A Few Practical Tips that Support Employment

- Set expectations for work early –talk with your youth about their future, their interests, abilities and strengths
- Assign chores/responsibilities at home
- Practice money management
- Expand social and community support networks, including faith based communities
- Encourage volunteering
- Use your networks to paid employment opportunities
- Develop self determination and advocacy skills

# What Can Families Do? A Few Practical Tips That Support Employment

- Help your youth/young adult gain an understanding of their disability
- Plan for early work experiences, unpaid and paid work internships, apprenticeships
- Visit colleges or other post-secondary settings
- Apply early for adult services - think about educational and job support needs, assistive technology, work place accommodations
- Ask adult agencies to attend IEP meetings
- Learn about public benefits (i.e. Social Security) and how if you get a job, you can keep some benefits
- Be flexible! Prepare for surprises and change!

# For More Information.....

- California Competitive Integrated Employment Blueprint for Change (2017) [http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)
- California Employment First Policy <https://scdd.ca.gov/wp-content/uploads/sites/33/2016/10/Employment-First-Policy-Summary-SCDD-CECY.pdf>
- Home and Community Based Services (Final Rule) For Consumers and Families [www.dds.ca.gov/HCBS/docs/finalRule.pdf](http://www.dds.ca.gov/HCBS/docs/finalRule.pdf)
- Open the Doors to College <http://www2.semel.ucla.edu/opendoors>
- Transition Parent Briefs <http://www.pacer.org/publications/ncsetbriefs.asp>
- WIOA: What it means for persons with intellectual and/or developmental disabilities <https://www.thearc.org/document.doc?id=5183>



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