TRANSITION FROM SCHOOL TO A FULL ADULT LIFE

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What is a full adult life?
Advisory Committee ICIEID Final Report:

Poor adult employment outcomes and poverty of young adults with significant disabilities are the result of:

- Limited access to work experience in secondary school
- Disjointed service delivery
- Challenges accessing necessary AT
- Uneven access to information by families
- Lack of staff training in CIE strategies
Work experience and CIE in high school are correlated with successful post-school employment…

• Work experiences throughout HS
• Begin early in HS
• Integrated, paid work before HS exit
• Family expectation that the child will work
• Families are supported to navigate the support systems for post-HS services
Communities where schools and agencies work together to support work experience and employment in high school have better employment outcomes...

- Vocational Rehabilitation
- Developmental Disabilities
- Workforce
- Schools
- Mental Health

[Image: Image of puzzle pieces coming together]

[Link: ACICIEID_Final_Report_9-8-16]
High Expectations for Community Employment Leads to Paid Employment for Students with Disabilities

• How will MT engage, inform and support families to envision the possibility of employment?

• How will we raise the awareness of effective strategies for employment of people with significant disabilities (school staff, employers, VR, employment vendors, students and families)?
When do we start talking to kids about work?
AGE-APPROPRIATE

CHORES

AGES 2-3
- Pick up toys & books
- Wipe up messes
- Put laundry in hamper
- Put clothes in the dryer
- Dust (feather duster or rag)

AGES 4-6
- Any previous chores
- Take care of pets
- Set & clear the table
- Help matching socks
- Putting away groceries
- Make bed
- Put away groceries
- Pick up their room
- Fold small laundry items
- Empty trash

AGES 7-10
- Any previous chores
- Fold laundry
- Sweep
- Get mail
- Vacuuming
- Help washing car
- Water plants
- Take out trash
- Meal prep

AGES 11+
- Any previous chores
- Wash dishes
- Unload dishwasher
- Take trash to the curb
- Mop floors
- Mow yard
- Pack lunches
- Clean bathroom
- Clean out the fridge
- Supervise siblings
- Wash windows

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Dream Big!

How do we start the conversation with families and encourage high expectations?
The Path to Your Adult Life

Measurable Postsecondary Goals

- Identify what supports you need to achieve your desired outcomes
  - Connect with agencies that provide those supports
  - Barter for those supports
  - Design your activity to lesson the needed supports

Learn alternative strategies to perform the activity

Have experiences that prepare you for adult life

Improve your skills in needed activities

Current Levels of Performance
IDEA 2004

• IEP teams must now include transition planning in the first IEP that will be in effect when the child turns 16 years of age (or earlier if the team deems it is appropriate); states might mandate an earlier date, but not a later one.

• Development of **appropriate measurable postsecondary goals** based upon **age-appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills.

• These **goals should reflect the student’s strengths, preferences, and interests**.
Age-Appropriate Transition Assessments
related to training, education, employment, and, where appropriate, independent living.
IDEA 2004

• In determining such goals, the IEP team (including the student) must determine what instruction and educational experiences will help prepare the student for a successful transition from secondary education to post-secondary life.

• A student’s courses of study should be meaningful to the student’s future plans and motivate the student to complete his or her education.

• Under IDEA 2004, schools continue to be responsible for bringing in representatives from other agencies, such as rehabilitative services or post-secondary education, to be part of the transition planning process. Such agencies may also be responsible for the delivery of some of the services needed by the student.
How do we encourage families and young adults to dream big?
Do people who rely on others to get out of bed live alone?

- Home of your own
- With friends and roommates that provide some assistance
- In-law apartment near supports
- Host Homes, Supported Living, Group homes

http://ruralinstitute.umt.edu/transection/EL_stories.asp
Do people with ongoing support needs get married?

http://www.valleyjournal.net/Article/16660/Lefthand-Irvine-Harrison-to-wed
DO PEOPLE WITH INTELLECTUAL DISABILITIES GO TO COLLEGE?

Think College Home Page
Rethinking College Video Trailer
Can people with Autism be business owners?

https://youtu.be/2vhBSqnGDZU
Will businesses hire people with disabilities?

- **Sam** the Dancing Barista

- [https://www.youtube.com/watch?v=ukDKrwoL36g](https://www.youtube.com/watch?v=ukDKrwoL36g)
Can people with Down Syndrome be models?

http://www.madelinestuartmodel.com/
Lance began his delivery business while still in school.

The delivery business met the needs of a bakery and employees at Corixa.

Initially the school supported his business; after graduation his family and DD provided support for him to run his business.
Legislation and Policy that Impact Transition

- Employment First Initiatives
- WIOA - Workforce Innovation and Opportunity Act
- Medicaid Home and Community-Based Settings Final Rules 2014
- Integration Mandate of the ADA
Employment First Movement
Prioritizes paid community employment as the preferred choice of employment.

Under this approach, publicly-financed systems are urged to align policies, service delivery practices, and reimbursement structures to commit to integrated employment as the priority option with respect to the use of publicly-financed day and employment services for youth and adults with significant disabilities. ODEP defines integrated employment as work paid directly by employers at the greater of minimum or prevailing wages with commensurate benefits, occurring in a typical work setting where the employee with a disability interacts or has the opportunity to interact continuously with co-workers without disabilities, has an opportunity for advancement and job mobility, and is preferably engaged full-time. Many states have formally committed to the Employment First framework through official executive proclamation or formal legislative action.

- https://www.dol.gov/odep/topics/EmploymentFirst.htm
Workforce Innovation and Opportunity Act (WIOA) of 2014, emphasizes CIE as the preferred Transition outcome for students with disabilities.
CIE is work performed on a full- or part-time basis (including self-employment) for which an individual:

1) Is compensated not less than minimum wage and not less than what is paid by the employer to other employees for similar work (*a self-employed individual with a disability who is making less than minimum wage in the start-up phase of a business venture can still meet the definition of CIE);

2) Is at a location where the employee interacts with other persons who do not have disabilities to the same extent of someone in a comparable position; and

3) Has opportunities for advancement....

WIOA 2014
CIE for People with Significant Disabilities

• “Research on supported employment services has yielded best practices for ensuring that individuals with disabilities are able to engage in employment in the most integrated setting appropriate, including ensuring that the employment services are individualized, sufficiently intense and of sufficient duration, provided in integrated settings and designed to achieve competitive integrated employment.”

• “PWD in or at risk of entering segregated employment settings must have the opportunity to make an informed decision about whether or not to work in an integrated employment setting.”
Is Competitive Integrated Employment for Everyone?
JUST BECAUSE YOU CAN’T COMPETE DOESN’T MEAN YOU CAN’T WORK FOR REAL PAY IN A COMMUNITY JOB

It just means you need a different strategy to be successful getting a job.
Federal Mandate for VR:

• 15% of their budget needs to be spent on Pre-Employment Transition Services for eligible students and youth

• Focus on preparation of students with disabilities to promote better employment outcomes after high school graduation

• Eligible students (as young as 14; states decide)

• Students with an IEP, 504 Plan, potentially eligible for VR
WIOA’s Impact on Employment Services:

- Students can be in secondary or post-secondary
- Mandated collaboration between Education and VR
- Preferred outcome of CIE
- **Customized Employment** & Supported Employment are both now defined services under the rehabilitation act
Section 511 of WIOA
For Youth with Disabilities Prior to Placement in Subminimum Wage

As of 7/22/2016, before a youth with a disability who is 24 or under starts subminimum wage employment, they must:

1. Receive either pre-employment transition services from their public vocational rehabilitation (VR) agency or transition services under IDEA from their school.

2. Be determined ineligible for VR services, or be accepted for VR services and be unsuccessful in achieving an employment outcome after a reasonable period of time.
Section 511 of WIOA

3. Receive career counseling, and information and referrals from the VR agency to programs and other resources in the local area that offer employment-related services designed to help the youth attain competitive integrated employment. This must be in a manner that facilitates informed choice and independent decision-making by the youth.

• Prior to employing a youth 24 or under at subminimum wage, a holder of a special wage certificate must review written documentation to ensure these steps have been followed, and keep a copy of this documentation on file.
WIOA Directs VR and Schools to Work Together

- WIOA doesn’t relieve schools of their obligations under IDEA

- Pre-ETS augments what a school has previously provided for career preparation

- Local VR agencies and counselors may be unfamiliar with IDEA and school culture and practices

- In some states schools relied on sheltered workshops as the postsecondary option for students with a significant impact of disability
FIVE PRE-EMPLOYMENT TRANSITION SERVICES CATEGORIES

1. Job Exploration Counseling
2. Work-Based Learning Experiences
3. Counseling for Post-Secondary Education
4. Workplace Readiness Training
5. Instruction in Self-Advocacy
Legislation and Policy that Impact Transition

- Employment First Initiatives

- WIOA - Workforce Innovation and Opportunity Act

- Medicaid Home and Community-Based Settings Final Rules 2014

- Integration Mandate of the ADA
Legislation and Policy that Impact Transition

- Employment First Initiatives

- WIOA - Workforce Innovation and Opportunity Act

- Medicaid Home and Community-Based Settings Final Rules 2014

- Integration Mandate of the ADA
The Americans with Disabilities Act
Integration Mandate

• Public entities are required to “administer services, programs, and activities in the most integrated setting appropriate to the needs of the qualified individuals with disabilities.”

• Most integrated setting “is a setting that enables individuals with disabilities to interact with nondisabled persons to the fullest extent possible.”

• Competitive integrated employment is at a location where the employee interacts with individuals without disabilities and has access to the same opportunities for benefits and advancement provided to non-disabled workers.

10/31/16 DOJ Guidance on Integration
The Americans with Disabilities Act Integration Mandate

“A segregated setting includes settings that are managed, operated, or licensed by a service provider to serve primarily people with disabilities or whose workers are exclusively or primarily individuals with disabilities who are supervised by paid support staff. Employment services provided to a person in a sheltered workshop, or to a group of employees with disabilities who routinely work in isolation from their non-disabled peers or coworkers or who do not interact with customers or the general public in a manner similar to workers without disabilities performing similar duties, are examples of services provided in a segregated employment setting.”

10/31/16 DOJ Guidance on Integration
US Department of Justice

Lawsuits about unnecessary segregation:

- **Rhode Island**
  [http://www.bhddh.ri.gov/developmentaldisabilities/consent decree.php](http://www.bhddh.ri.gov/developmentaldisabilities/consent decree.php)

- **Oregon**
Role of Education

• “Offer timely and adequate transition services designed to allow students to understand and experience the benefits of work in an integrated setting.”

• “A school may be seen as putting students at risk of institutionalization and segregation if they are training students in tasks similar to those performed in sheltered workshops; encouraging students to participate in sheltered workshops; and/or routinely referring students to sheltered workshops as a postsecondary placement without offering such students opportunities to experience integrated employment.”
Harold Birch Center

SESSION 2: APRIL 10
Session 1: Highlights..

- Changing our perspective of who can work and what people can do for work;

- Informed choice about working in the community - Real Jobs for Real Pay;

- Opportunities for School and VR to collaborate;

- Need to inform and support family’s involvement;

- High expectations!!!
Work experience and CIE in high school are correlated with successful post-school employment…

- Work experiences throughout HS
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Age- Appropriate Transition Assessments
(related to training, education, employment, and, where appropriate, independent living)

• Discovery as an informal “assessment”:
  • Looking for rich and robust information
  • Non-judgmental
  • Descriptive, narrative and optimistic
  • Doesn’t evaluate, measure or compare
• Interest inventories and aptitude tests
• Interviews of support staff, family, outside agencies
• Work experience performance information
Formal Assessment vs Discovery:

- Evaluative
- Compare to a norm
- Highlights what needs to be improved

- Descriptive
- Factual
- Everyone who reads it has the same information
- Robust
- Optimistic
- Narrative
- Non-evaluative
Who is Wyatt?

School’s view:
- Prompt-dependent
- Needs 1:1 support at all times
- Too slow to work competitively
- Distracted by dogs and kids
- Never able to tie his shoes

What we learned:
- At home, helped mom with child care and assisted little sister
- His pace changed in different settings
- Strengths included: precision, organization, attention to details
- Lots of skills in childcare
Gathering input from the family:

• What is the student’s routine at home?

• What are their expectations and responsibilities?

• What do they do without being asked to do it?

• What would family members say is their greatest strength?
Wyatt’s work experiences:

- Super One Foods
- School’s pre-school class
- Essence of Nature
- Local Gym
Wyatt’s mother and paraprofessional shared that he enjoyed interacting with kids.
Challenges of Transition …

**School Services**
- Entitlement
- Case manager & all services work as a team
- School follows the same definition of disability

**Adult Services**
- Based on eligibility and availability (waiting list)
- Parent or youth may need to piece services together from various agencies
- Various agencies have differing eligibility requirements
<table>
<thead>
<tr>
<th>School Services</th>
<th>Adult Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services in school may look very different than post-school environments</td>
<td>Special education services in school vs. college</td>
</tr>
<tr>
<td>School services are typically Monday-Friday for an 8-hour day</td>
<td>School Work Experiences vs. Adult Supported Employment Services</td>
</tr>
<tr>
<td></td>
<td>A full-day program may not be available</td>
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</tbody>
</table>
Informal Supports

- Family
- Friends and neighbors
- Coworkers
- Supports that are naturally available in the work environment or in your community
Connecting to Adult Agencies

- Who is eligible?
- When do you apply? Get served? What is the wait?
- What services are provided?
- Do these services fit with your vision for the person’s adult life?
- Are they provided in your area?
- What are the alternatives if you are waiting for services?
Montana Adult Agency Information

- Vocational Rehabilitation
  - Pre-Employment Transition Services
  - Case Management
- Developmental Disabilities Services
  - Family Education Services
  - Targeted Case Management
- Mental Health Services
- MYTransitions
- MontanaWorks
Vocational Rehabilitation and Blind Services - DPHHS

- Pre-Employment Transition Services (Pre-ETS)
  - School Contracts
  - Special Projects
  - Counselor-Purchased Pre-ETS services
  - Contact local VR office
    (http://dphhs.mt.gov/detd/vocrehab/mvrofficesbycounty)

- Case Management
  - Order of Selection
  - Wait list for all categories (1-3)
Developmental Disabilities Program

- Resources to help navigate DDP:
  - Developmental Disabilities Program: Transitioning into Adult Waiver Services presentation
  - Guide to Success: Navigating Montana’s Developmental Disabilities Program
    (https://sites.google.com/a/pluk.org/ddpguide/)

- Key Take-Aways
  - Family Education and Support (FES: birth through age 21, waitlist)
    - Services may include family education and coaching, coordination of care, assistance with transition and other services to meet individualized needs.
  - Case Management
    - Waiver Case Management (ages 0-22 who are receiving waiver services)
    - Targeted Case Management (ages 16 and above, entitlement)
  - 0208 Waiver - Provides skills training, residential, recreational and vocational supports
Developmental Disabilities Program

- Already in DDP Services
  - Case Manager is required to be part of transition planning process and will continue to provide services after graduation

- Not in DDP Services
  - Contact regional office to determine eligibility for services
  - All eligible individuals over the age of 16 may receive Targeted Case Management (TCM)
    - Entitled, so even if the individual is not receiving any other DDP services, the individual can receive TCM.
  - Other DDP Adult Services are not entitled programs, which will likely include a waitlist.
Mental Health Services

- **Transitions to Adulthood Center for Research**
  (https://www.umassmed.edu/TransitionsACR/)
  - Mission is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions.

- **DPHHS: Public Mental Health Services for Adults**
  (http://dphhs.mt.gov/amdd/Mentalhealthservices.aspx)

- **DPHHS Children’s Mental Health Information**
  (http://dphhs.mt.gov/dsd/CMB)

- **Rural Institute for Inclusive Communities**
  - **Developmental Disabilities and Mental Health: What Young Adults Want YOU to Know**
Transition Resources

- **MYTransitions**
  - Soft Skills Curriculum
    - Soft Skills Youth Academy for students - *FREE through Sept. 30th*
    - Soft Skills Train-the-Trainer Course
  - Student-led IEPs: The Ultimate Transition Tool
    - Students learn about preference, interests, self-determination, family engagement, and available resources to meet transition goals.
  - Transition Planning Training
  - Regional Transition Handbooks and Resource Guides
MontanaWorks

- Montana Department of Labor and Industry
- Job Service Montana
  - Offices are part of a statewide network of workforce development centers.
  - Collaborate with community partners to provide customer-focused employment and training opportunities.
  - Centers assist in preparing, training, and connecting a highly skilled workforce to local businesses.
- Jobs for Montana’s Graduates
Other Resources

• Montana State University
  • Life Scholars Program

• Efforts in our state to expand resources:
  • Educating students with disabilities through the age of 21

• Getting creative with interagency collaboration
  • Regional Job Club Handbook- Transition Technical Assistance Resources for Eastern Oregon
Benefits Planning

- https://www.youtube.com/user/IdahoDeptofLabor
- https://www.youtube.com/watch?v=j5vtKDvMcLA

- Social security Work Incentives
  - PASS Plans
  - IRWEs

- ABLE Act (Achieving a Better Life Experience Act)
  - http://www.ablenrc.org/about/what-are-able-accounts
Other programs in high achieving states?

- WA
- IN
- NM
- DE
- PA
King County WA S2W

- King County DD funds
- PCP/AT Assessment/positive behavioral support plans
- Employment staff embedded in the schools
- Starts 2 years prior to graduation
- $500/month/student
- DVR outcome payment $8,670 ($4,000 goes to provider as a bonus)
- In 2016, 144 students enrolled; DVR paid on 100

Some years students who graduate with jobs are guaranteed LTS via the waiver

Lately the legislature has provided LTS for community employment for those who want to work

Long wait list for residential services

Individual Family Service Waiver
Indiana

- Collaborative of Community Employment

Long Term Supports (DD)

- Family support waiver - focus on support needed, not services available; what supports are natural and try to maintain those rather than replace them
- Community Integration Waiver - big waiver
- Employment First legislation passed last year

- Prioritize supports for graduating students- if you leave school with a job you will likely get LTS for the job
- S2W Adult employment providers embedded in the school, funded by VR at hourly rate for discovery, job coaching and placement. Assumes Pre-ETS will maintain this demo model
Indiana Collaborative…

- Single point of contact in school
- Contact works with schools, families and DVR
- Focus on quality work experiences, quality outcomes
- Providers work together
- Employment specialist demonstrates competence

Students receive:
- Discovery Profile
- Internship/work experiences
- Self-determination training
- Benefits planning
- Family training
New Mexico

- Very long wait for long-term supports through the waiver
- Recent legislature approved

Delaware

- In 2013, Governor Markel as chair of the National Governor’s Task Force took on creating Employment First policy and then legislation for DE.

- Delaware created several job preparation programs for students with disabilities that are available in all schools.
Delaware

Early Start to Supported Employment

- Schools refer students to DDDS early
- Family Support Services assist families to choose providers
- 9th-12th grade
- Must be determined DD-eligible
- Income requirement
- General VR is reaching out to middle schools
- DOE and DVI looking to cost share

Pathways Program

- Community-Based Assessments
- Work
- Not as much career exploration
- Seamless transition from school to needed long-term supports
- Not limited to students with DD/ID
- 14-24
- Could serve students with significant disabilities
- Focus on career exploration
The path to your adult life

Measurable Postsecondary Goals

- Identify what supports you need to achieve your desired outcomes
  - Connect with agencies that provide those supports
  - Barter for those supports
  - Design your activity to lesson the needed supports

Learn alternative strategies to perform the activity

Have experiences that prepare you for adult life

Improve your skills in needed activities

Current Levels of Performance
Resources

• Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities Final Report

• Statement of the Department of Justice on Application of the Title II of the Americans with Disabilities Act and Olmstead v L.C. to State and Local Governments’ Employment Service Systems for Individuals with Disabilities

• WINTAC
  http://www.wintac.org/topic-areas/pre-employment-transition-services/resources
Resources

- Montana Bridge to Benefits - Multi-state project focused on improving the well-being of families and individuals by linking them to public work support programs and tax credits. [http://mt.bridgetobenefits.org/](http://mt.bridgetobenefits.org/)

- Employment First Initiative - Montana State Employment Leadership Network (SELN) project team advocates that all working-age individuals in services should have the opportunity to participate in meaningful work in integrated community employment, earn at least minimum or competitive wages, and enjoy the benefits of community employment. [http://dphhs.mt.gov/dsd/developmentaldisabilities/ddpseln-empl](http://dphhs.mt.gov/dsd/developmentaldisabilities/ddpseln-empl)
Resource around Unpaid Work Experience

• "Unpaid Work Experiences, Volunteering, and Internships: What’s Allowed", updated November, 2015, developed by the State Employment Leadership Network.

Resources

• IDEA
  • Resources for families, professionals, and students
    http://www.parentcenterhub.org/transitionadult/

• WIOA
  WINTAC  Workforce Innovation Technical Assistance Center
    http://www.wintac.org/

• U.S. DOL
  www.dol.gov/odep/categories/workforce/CustomizedEmployment/
Resources

• NTACT National Technical Assistance Center on Transition
  https://transitionta.org/quickquides

• Competitive Integrated Employment Toolkit
  http://transitionta.org/cietoolkit

• VR Youth TAC
  http://iel.org/vryouth-tac

• Regional Job Club Handbook - Eastern Oregon
Mental Health Resources

• Transition to Adulthood Center for Research
  https://www.umassmed.edu/TransitionsACR/

• Evidence-Based Practices Resource Center
  https://www.samhsa.gov/ebp-resource-center

• Montana Youth Transition Mental Health page
  http://montanayouthtransitions.org/transition-to-what/health-issues/mental-health-resources/

• DPHHS Mental Health Information
  http://dphhs.mt.gov/amdd/Mentalhealthservices.aspx

• Rural Institute for Inclusive Communities- Developmental Disabilities and Mental Health Brochure

• Mental Health American of Montana
  http://www.montanamentalhealth.org/

• Montana’s Peer network
  http://mtpeernetwork.org/
The Medicaid Home and Community Based Services Settings Rules: What You Should Know!

Success Stories

- Olmstead Community Integration for Everyone
- https://www.ada.gov/olmstead/olmstead_about.htm
Questions?
This project is funded in whole or in part under contracts with the Montana Department of Public Health and Human Services and The U.S. Department of Education Office of Special Education Programs, Contract #H326T130015. The statements herein do not necessarily reflect the opinions of the Departments.