Youth Transition
presented by Cherie Takemoto, Executive Director
to the
President’s Committee on People with
Intellectual Disabilities
Forum on Employment
September 8, 2008
PEATC
Celebrating 30 Years of Building Better Futures for Virginia’s Children

• 1978 - Parent Training and Information Center
• 1983 – Local Parent Educator Resource Centers
• 1985 – NEXT STEPS Transition Team Training
• 1991 – Multicultural Team Training (with GMU)
• 1993 – Latino Outreach Initiative
• 1998 – Managed Care Maze
• 1999 – Literacy Access Online (with GMU)
• 2006 – Parent Information & Resource Center (NCLB)
• 2007 – Parent Training Information Center for Transition

Parent Educational Advocacy Training Center   www.peatc.org
Pete Scampavia

Age: 20

Likes: Wii, girls, friends, weather and dog

Wants to: be a history teacher, get married and live on his own
Why do anything?
National Longitudinal Transition Study -2 (NLTS2)

12% of youth have an intellectual disability and are most likely to live....

- In households with incomes less than $25,000 (54%)
- With a parent who is a high school drop out (32%)
- With a parent who is unemployed (29%)

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“...an overwhelming number of youth with disabilities are under educated, under qualified for today’s job market or unemployed, and unprepared for the rigors of post-secondary education.”

-Transition & Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post Secondary Education & Employment, 2000
Recent Census Report: Employment

56% people with disabilities employed

88% people without disabilities employed
President’s Commission on Excellence in Special Education

“...federal programs fail to direct the necessary resources to increase the successful transition of students with disabilities”

- GEAR UP/TRIO Upward Bound and Talent Search Programs
- Department of Rehab Services directives to States
- Workforce Investment Act
- SSA Ticket to Work/Work Incentives
What are some opportunities and challenges in IDEA 2004?
Congress finds:

_Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society._

This includes things such as:

- Living independently
- Making choices
- Enjoying self-determination
- Pursuing meaningful careers

- Enjoying full inclusion and integration in the economic, political, social, cultural, and economic mainstream of American society.
Individuals with Disabilities Education Improvement Act of 2004

Purpose: A free appropriate public education... designed to meet their unique needs and prepare students for further education, employment and independent living.

Shift in emphasis from a culture of compliance to a process of:

* Results oriented approach.
* Focus on improved results.
Transition

Results Oriented Focus

Improving

• academic and functional achievement
• movement from school to life
  – Postsecondary Education
  – Career and Tech Education
  – Integrated Employment
  – Adult Living
  – Independent living/Community Life

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Transition Planning

- Begins at 15 (before age 16) or whenever IEP Team decides.
- Driven by the student: considers the students’ strengths, preferences, interests.
- Can strengthen linkages among community agencies.
- Transfer of parent rights when students turns 18.
- Schools must provide a summary of performance when student graduates.
Student Must be the Focus

- Strengths
- Preferences & Interests
- Education after High School
- Adult Services
- Independent living
- Community Participation
What happens when the student turns 18?

- Sec. 300.520 Transfer of parental rights at age of majority.

- (a) …A State may provide that, when a child with a disability reaches the age of majority under State law that applies to all children …--(i) The public agency must provide any notice required by this part to both the child and the parents; and

- (ii) All rights accorded to parents under Part B of the Act transfer to the child.

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Summary of Performance

• Critical as a student transitions from high school to higher education, training and/or employment

• Documentation of eligibility/need for reasonable accommodations and supports under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act

• What the student needs for success in postsecondary settings and employment

• Useful for the Vocational Rehabilitation Comprehensive Assessment process.
Accountability in IDEA

“The primary focus of Federal and State monitoring activities ... shall be on—

“(A) improving educational results and functional outcomes for all children with disabilities; and

“(B) ensuring that States meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.”

Section 616 (a) (2)
State Accountability and State Performance Plans

- Graduation
- Drop out
- Assessment
- Suspension and Expulsion
- Parent Involvement
- Disproportionate Representation
- Secondary Transition
- Post School Outcomes
What will improve youth transition results?

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Transition Recommendations

1. **Begin with the end in mind** – make sure that students, families, teachers and providers understand that people with intellectual disabilities can be successful and what it takes to get there.
Transition Recommendations

1. Begin with the end in mind –
   • Start early – shift thinking from planning during high school to elementary/middle school.
   • General curriculum
   • Inclusion
   • Academic and Functional Goals
Transition Recommendations

2. Give families access to information – particularly families least likely to have information about the potential of children with intellectual disabilities and the importance of their involvement.
Transition Recommendations

3. Self advocacy/self-determination

- Students with intellectual disabilities the least likely to have choices or a say in their educational lives and futures
- Policy and initiatives needed that respect student hopes and dreams and make meaningful transition plans related to those dreams
- Spread the word – it can work!
Transition Recommendations

4. Make sure that students with intellectual disabilities count –
   • disaggregate students by disability in State/local performance plans through IDEA and NCLB
   • Ensure that schools can’t hide students in segregated or alternative placements
   • Ensure appropriate accommodations available
5. Federal leadership and intergovernmental coordination –

- Break down those walls!

Open access to...

- GEAR UP and TRIO college preparatory programs
- Work Incentive Act
- SSA – Ticket to Work
- RSA – guidance to states re: transitioning youth
Transition Recommendations

6. Age of Majority -
• Study options for maximum self-determination and self advocacy
• Balance rights of student with retention of parental rights
• Ensure that parents remain a part of the IEP Team
Takemoto’s Opinion

The greatest limitations from having an intellectual disability are having low expectations – or even worse - no expectations

Raise your Expectations!
Take on the challenge!
Create new opportunities to make IDEA 2004 work for students with intellectual disabilities

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PEATC
Parent Educational Advocacy Training Center

Toll Free 1-800-869-6782       Fax 1-800-693-3514
E-mail partners@peatc.org

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<thead>
<tr>
<th>PEATC Headquarters</th>
<th>Richmond Regional Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 North Washington Street</td>
<td>2922 West Marshall Street</td>
</tr>
<tr>
<td>Suite 234</td>
<td>Richmond, Virginia 23230</td>
</tr>
<tr>
<td>Falls Church, Virginia 22046-4523</td>
<td>1-804-819-1999 (Voice/TTY)</td>
</tr>
<tr>
<td>1-703-923-0010 (Voice/TTY)</td>
<td></td>
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Hablamos Español
También puede escribirnos a través del correo electrónico a la siguiente dirección, partners@peatc.org

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