



Students with Disabilities Education, Jobs, Outcomes

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Snapshot of Students with Disabilities in NC Public Schools



- We have several groups or categories of students with disabilities in our public school system.
- All are served under the Exceptional Children's Division.
- Some students are on diploma tracks, which includes the occupational course of study.
- Other students are not on a diploma track and rely on IEP goals to prepare them for life beyond high school.



Definition of 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.

Not all students with a developmental disability are in occupational course of study.

+ Graduation Rate Data



■ All Students 2013 Report

■ 4 year cohort:
82.5%

■ 5 year cohort:
83.1 %

■ Students with Disabilities

■ 4 year cohort: 62.3%

■ 5 year cohort: 65.5%

■ NC four year % is within national average

■ Over 70% in SD, AR, TX and NE

+ Graduation Rates for Students with an IEP



■ All Students 2013 Report

- 4 year cohort:
82.5%
- 5 year cohort:
83.1 %

■ Students with an IEP-2012 Reporting (DPI) (2006- 2007)

- 4 year cohort:
57.6% up 0.8%
- 5 year cohort:
64.9% up 1.3%

+ A Good Education Leads to Employment Options

- People with disabilities have statistically significant employment gaps.
- 20% of the U.S. population has a disability.
- People with disabilities are the largest minority group in the country.
- Only 18% of working age adults with disabilities are currently employed.
 - US Bureau of Labor-2014

+ Unemployment Figures for People with Developmental Disabilities

- According to the National Association of State Directors of Developmental Disabilities Services **88%** of working age adults who have a developmental disability are unemployed.

- July 24, 2011-NC Council on Developmental Disabilities
- <http://www.dphhs.mt.gov/dsd/ddp/seIndocuments/NationalCouncilonDevelopmentalDisabilities.pdf>

+ Education, Community, Employment



- Essential for students with disabilities to receive a high quality education with strong academic and social supports while in K-12.
 - Two tracks are not enough; we need more strong vocational and job skill options for students with disabilities.
- Important for our university system and our community college system to work with our K-12 system to provide transitions for students with disabilities.
- Encourage innovation between local school boards, community providers and vocational services.



Getting Students with Developmental Disabilities into the Work Force



- Remove targeted barriers for entry into and completion of existing community college certificate programs.
- Encourage local small business through incentive programs to offer these students apprenticeships and full time employment upon completion of their apprenticeship.

+ Recommendations

- Create a legislative study committee to look at improving outcomes and options for students with disabilities.
 - K-12.
 - North Carolina Community College and University Programs.
 - Innovative programs that exist in NC.
 - Programs that integrate community providers, local school systems and local business leaders.

+ Recommendations

- Study existing transitions for students with developmental disabilities as they move through elementary and secondary education. Examine what needs to be changed and improved.
- Review the current IEP process in K-12. Focus on the “I” in IEP. Parents have expressed that the IEP process is losing the spirit and intent of the law. The process is cumbersome and has become more about data collection than supporting children.
- Study how elementary and secondary schools can ensure students with developmental disabilities are employed or prepared for higher educational opportunities when they leave school. What are the outcomes of students served under the Exceptional Children’s Division?

+ Recommendations

- How do we strengthen vocational rehabilitation's role in supporting all students with disabilities in a more person-centered manner and **earlier** in the transition process?
- How do we plan to address the needs of students with disabilities in the new vocational track program? What is the integration opportunity for this program?
- Invite innovative programs to address a study committee to show the work they already do in North Carolina.

+ Recommendations



- Model programs to train and develop vocational expertise in students with developmental disabilities in the NC community college and university system.
- Ensure employment is an outcome of community college and university education for students with developmental disabilities.
- Examine barriers to employment for individuals with developmental disabilities and how community colleges and universities can address those barriers.
- Study how community colleges and universities partner with community-based organizations that provide vocational training and job placement.

+ Project SEARCH



- Project SEARCH Transition programs include:
 - Internships and opportunities in real work settings.
 - Collaboration with businesses to create opportunities for transferable skills training that leads to employment outcomes.
 - Programs that foster collaboration among schools and disability service agencies in order to maximize public resources, create innovative programming and reach better outcomes.
 - The program is based at the business and is a year long in duration.

+ Beyond Academics

