

LEGISLATIVE RESEARCH COMMISSION ON  
INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (I/DD)



## **Supporting Strong Transitions for Youth with Intellectual and other Developmental Disabilities**

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### **Legislative Research Commission Request**

#### **Identify:**

- Needs of individuals with intellectual or other developmental disability (I/DD) from K-12 to post-secondary education and/or work
- Gaps as identified in the 2017 report: *Education Opportunities for Students with Disabilities*
- Recommendations

## **Relevant Federal Law & Transitions for Youth with I/DD**

### **2014 Workforce Innovation & Opportunity Act (WIOA)**

- **2008 Higher Education Opportunity Act (HEOA)**
- **Degree, Certificate, or non-degree College programs for students with Intellectual Disabilities (ID) Advanced Under HEOA**
- **Competitive integrated employment (WIOA)**
- **Home and community based standards – final settings rules**

Session Law (SL) 2015-241, Section 11.19.(a), Education Opportunities for Students with Disabilities

## **Needs of Individuals and Families**

- **Access to information well ahead of life transitions**
- **Availability of responsive supports and cross-system care management**
- **Consistency and accuracy of information**
- **System stability**
- **Adequate array of services (including skilled direct support professionals)**
- **Creative options for designing services and supports (Self-determined, Self-directed, Person and Family Centered)**

## **General Gaps**

- **Dual approaches: segregated & integrated**
- **Support needs & requests outpace resources**
- **Prevalence of low expectations of students**
- **Low expectation or “charity” mindset of employers**
- **Complicated system of supports with limited flexibility**
- **Inconsistency and service gaps across counties**

## **Gaps & Challenges (MH/DD/SAS, DMA, VR)**

- **Federal & State policy not fully aligned to advance competitive integrated employment**
- **Wages allowed below federal minimum standard**
- **Evolving home and community standards (final rules)**
- **Post-school success defined in terms of educational, employment, and independent living outcomes**

## **Gaps & Challenges (VR, DMH/DD/SAS)**

- **Robust array of services promoting youth autonomy and career exploration**
- **Systems information that promotes informed choice and high expectations**
- **Array postsecondary education opportunities**
- **Skills training needed by employers**
- **Widely available work-based learning options**

SOURCE: Session Law (SL) 2015-241, Section 11.19.(a), Education Opportunities for Students with Disabilities

## **Recommendations (Overarching)**

### **Starting at Birth:**

- **Foster attitudes and perspectives of high expectations for youth with I/DD (Parents, Teachers, Peers, Employers)**
- **Expand opportunities for integration and inclusion**
- **Plan for transitions – early and often**
- **Strengthen person and family centered approaches**
- **Build and expand natural supports and community presence and involvement**

## **Recommendations (MH/DD/SAS, VR, DMA)**

- **Dissemination and implementation of evidence-based and promising policies and practices**
- **Promote understanding of the definition of competitive integrated employment within North Carolina's employment stakeholder community**

## **Recommendations (MH/DD/SAS, VR, DMA)**

- **Promulgate a vision about quality employment and inclusive postsecondary education for people with the most significant disabilities**
- **Adopt a position statement on competitive integrated employment and inclusive postsecondary education as a pathway to employment and inclusive community living for students and youth, ages 14 to 24**
- **Consider revisions to supported employment service definition**

## **Recommendations (VR, DMH/DD/SAS)**

- **Increase capacity for customized employment**
  - Addresses the employment needs of individuals with IDD with the most significant limitations through the “discovery” process
- **Devise a systems “map” available through print and web formats that provides families with information on state and federally funded transition services across the continuum of transition (Pre-K to exit)**
  - Common resources across disability groups
  - Utilizes prompts that help families to consume the most meaningful and relevant chunks
    - (e.g., “Are you interested in exploring career options?,” “Do you want education and skills training after high school?”)
  - Connects families with service-delivery system navigation tips and resources specific to NC

SOURCE: Session Law (SL) 2015-241, Section 11.19.(a), Education Opportunities for Students with Disabilities

## **Recommendations (VR, DMH/DD/SAS)**

- **Promote the development or enhancement of postsecondary education and training programs**
- **Includes contextualized instruction, provide work-based learning opportunities, promote stackable credentials, and align to connect students with job placement and on-the-job supports**
  - Promote a variety of training options, including employer-based partnerships
  - Engage business in educational program development and consider options for credential attainment or pre-credential skills training
  - Overlay on-the-job supports and soft skills training

SOURCE: Session Law (SL) 2015-241, Section 11.19.(a), Education Opportunities for Students with Disabilities

## **Recommendations (VR, DMH/DD/SAS, DMA)**

- **Expand technical assistance to promote Competitive Integrated Employment**
- **Data collection: National Core Indicators**
  - **Tracks highest education level & status/outcomes in integrated employment**
- **Collaboration with postsecondary education alliance**
- **In Process:**
  - Align service definitions to support competitive integrated employment & career exploration**

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LEGISLATIVE RESEARCH COMMISSION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (I/DD)

13

## **Recommendations (DMH/DD/SAS, VR, DMA)**

- **Consider conducting a cost analysis of the benefits of Competitive Integrated Employment**
- **Collect /Use data, along with other states in the country, relevant to Secondary and Postsecondary Education for students with Intellectual and other Developmental Disabilities (I/DD)**

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LEGISLATIVE RESEARCH COMMISSION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (I/DD)

14

## **Summary of System Strengths**

- **Meaningful employment is strongly supported the advocacy community**
- **Greater collaboration is evident among various state agencies**
- **The NC Postsecondary Education Alliance is large and active**
- **Active business leadership network**
- **Examples of excellence being replicated**
- **Investment in employment innovations occurring**