

# Transition to Careers

Advisory Committee on Increasing Competitive  
Integrated Employment for Individuals with  
Disabilities

8<sup>th</sup> Meeting, April 27-28, 2016

# Transition to Careers

## Recommendations for Final Report

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### Recommendation #1:

*As determined by research, early paid work experiences prior to the student's high school exit is the best predictor for competitive integrated employment success. Policy and funding provisions that support these experiences must be made available to students with significant disabilities so that they may make informed decisions about their career pathways. In particular:*

- *ED should strengthen and broaden the use of IDEA Indicator 14;*
- *ED should invest in evidence-based research to support new models and tools to assist transition age youth;*
- *Congress should reauthorize IDEA and the Perkins Act to align with the goals of WIOA.*



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### Recommendation #2:

*Research indicates that students are successful in pursuing their career pathways when their families expect them to be employed and when families have support in making connections with public post-school entities such as vocational rehabilitation, intellectual and developmental disabilities, mental health, workforce development, and other government agencies. Families must begin this effort early in their child's life and during their students' transition process so that they have the information necessary to provide the expectation of their student working in competitive integrated settings.*



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## Recommendation #2:

*In order to facilitate post-school competitive integrated employment:*

- *ED should issue guidance to SEAs and LEAs that monitoring and reporting to parents occur quarterly;*
- *ED, along with HHS and SSA, should incorporate into their grant priorities, training requirements, and activities stronger guidance on available transition to careers resources to families.*



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### Recommendation #3:

*Competency-based professional development programs are a critical component for the effective implementation of high quality transition services for youth with significant disabilities. Specifically, ED should:*

- *Update professional development grant programs to include predictors of post-school success for SWD;*
- *Reauthorize the HEA to reflect predictors of success for youth with significant disabilities.*



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### Recommendation #4:

*To effectively serve youth with significant disabilities and their families, key transition policy makers and other professionals must create an integrated, seamless system that aligns with predictors of post-school success and, ensures a comprehensive set of services and supports that are consistently available to promote access to competitive integrated employment and opportunities for career advancement.*



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### Recommendation #4:

*In order to facilitate a more integrated Federal system, Congress:*

- *Should provide limited authority to the four relevant federal agencies -- ED (RSA, OSEP, OCTAE), HHS (CMS, ACL, SAMHSA); DOL (ETA; ODEP); and SSA -- to waive requirements that make it challenging for states to effectively use and braid funds;*
- *Require Federal agencies to support state-driven pilots that demonstrate success in combining resources.*



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### Recommendation #4:

In order to facilitate a more integrated Federal system:

- U.S. Departments of Justice and Education should collaborate to issue specific joint agency guidance regarding the provision of Assistive Technology and quality Assistive Technology assessments as connected to the interpretation of Least Restrictive Environment, WIOA Section 511, and Americans with Disabilities Act Olmstead provisions.

