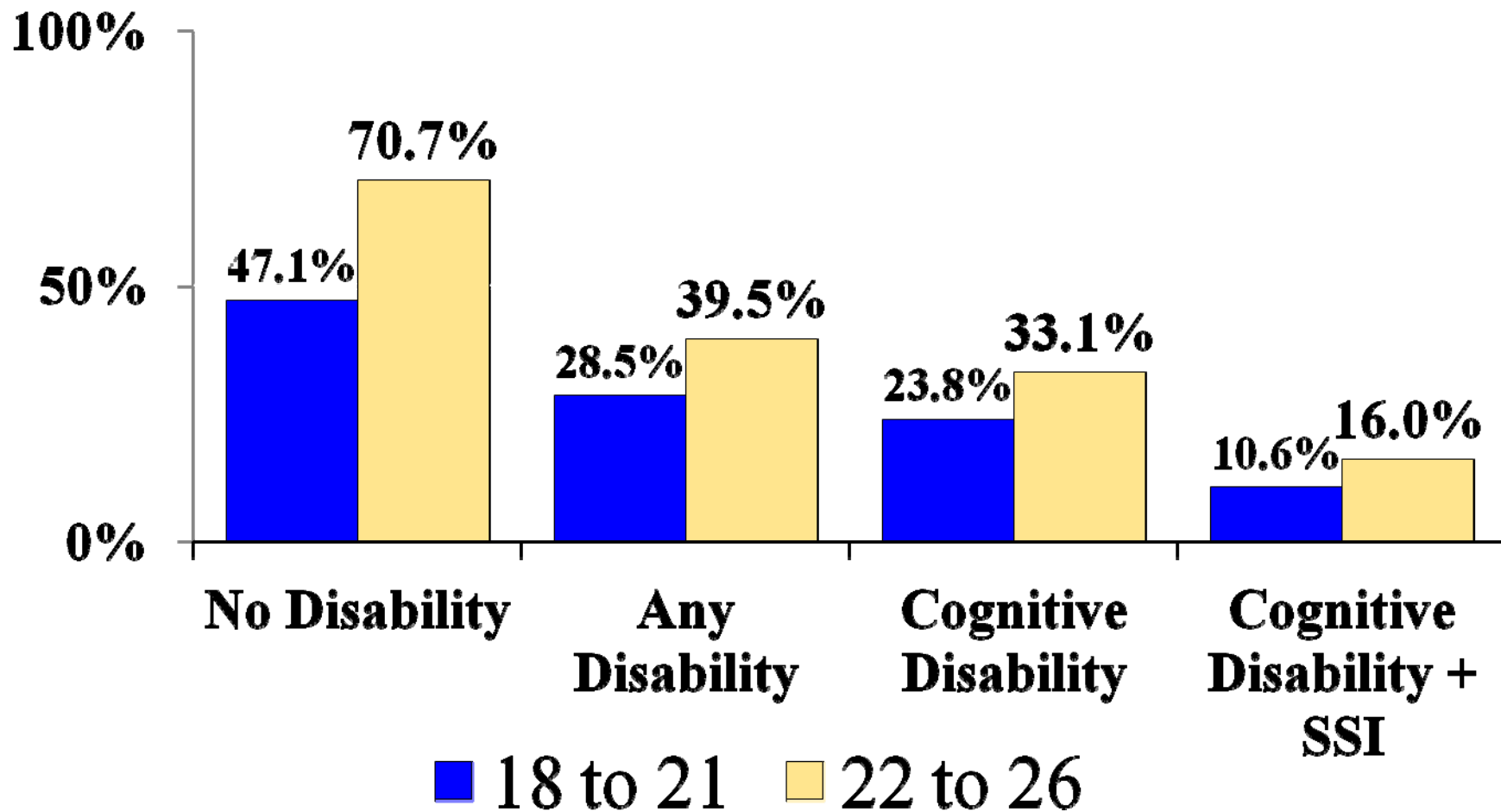


# Supporting a Seamless Transition to Adulthood\*

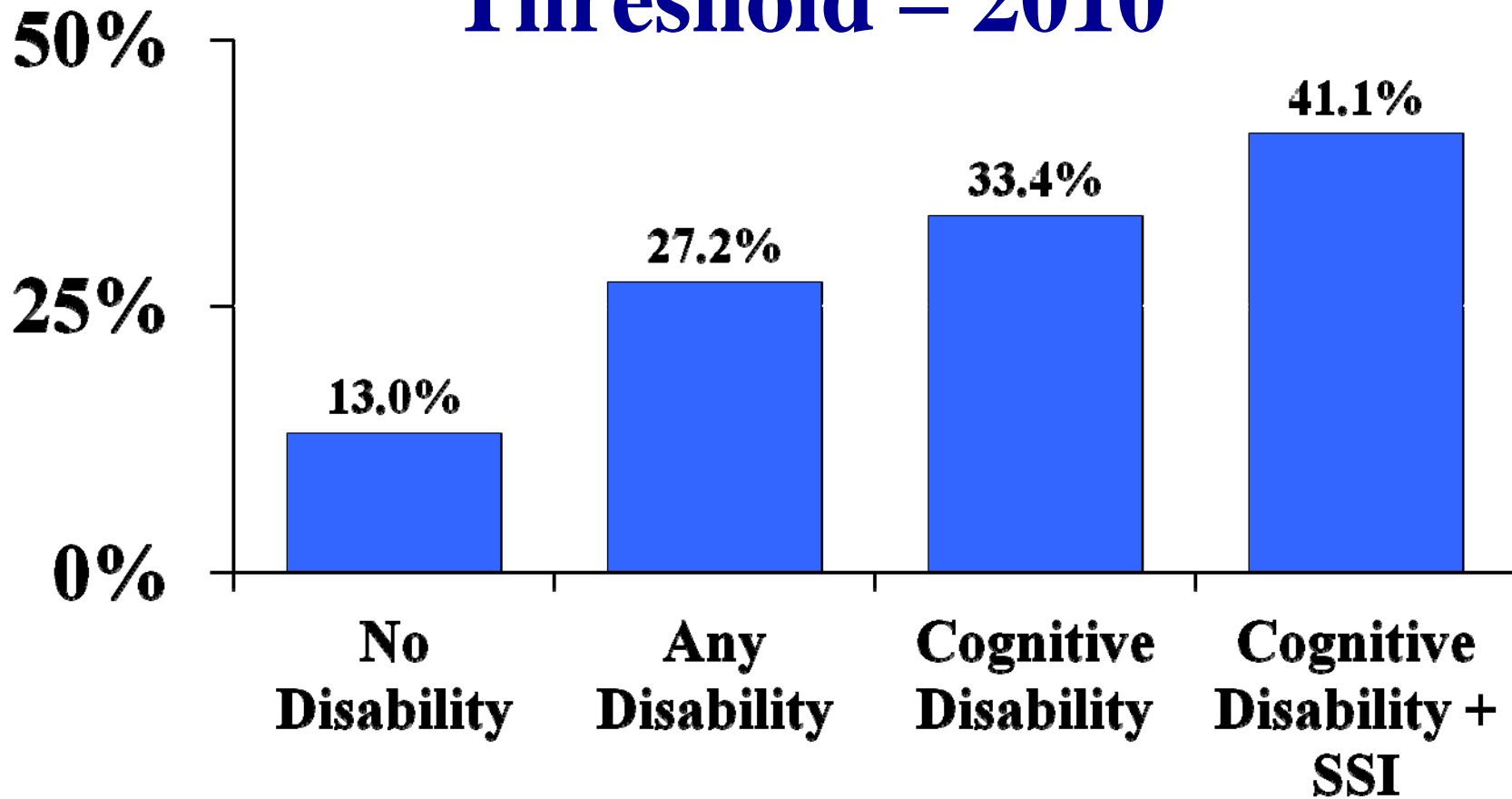


**John Butterworth**  
**TASH, 2011**

# Employment participation 2010



# Lives in Household Below Poverty Threshold – 2010

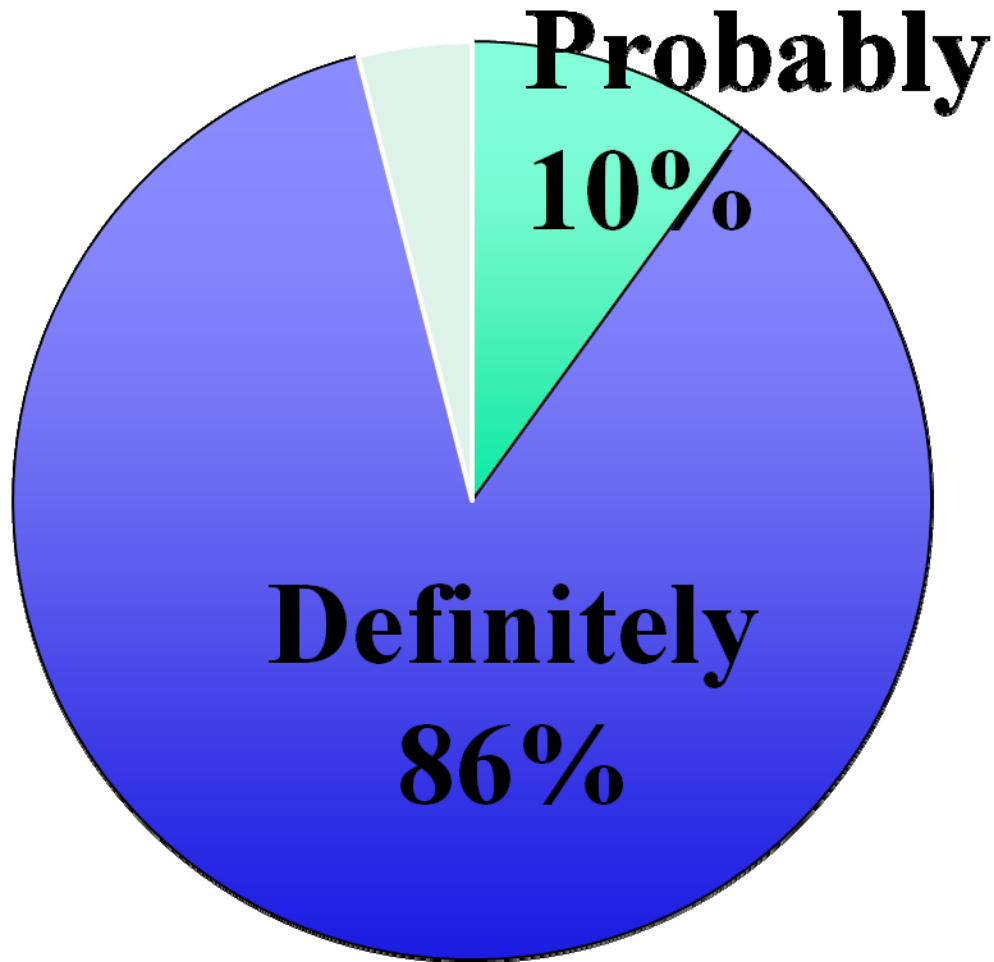


American Community Survey  
[www.StateData.info](http://www.StateData.info)

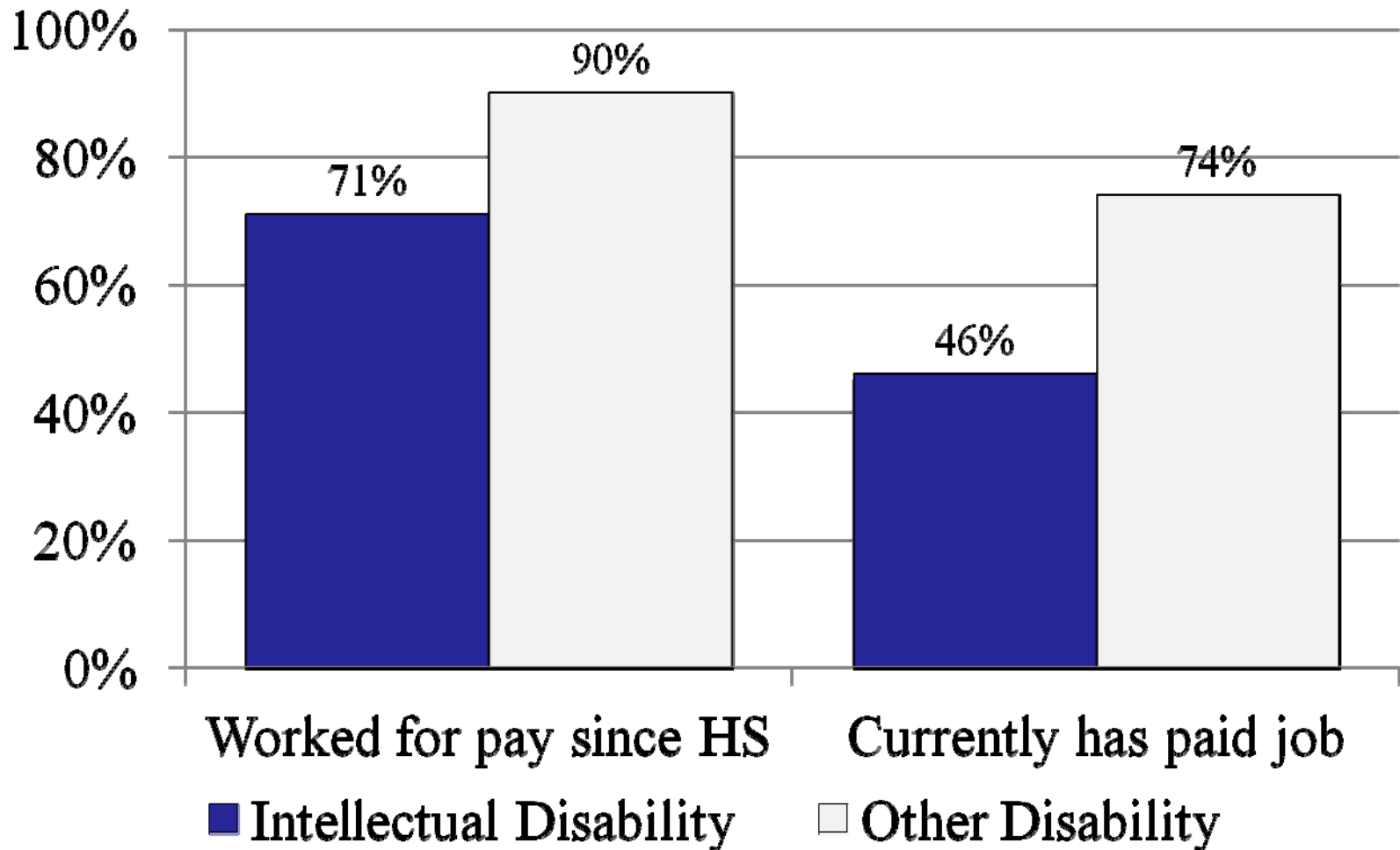


# NLTS2 ♦ Students with ID

*Will eventually get a paid job*



# Outcomes after high school?



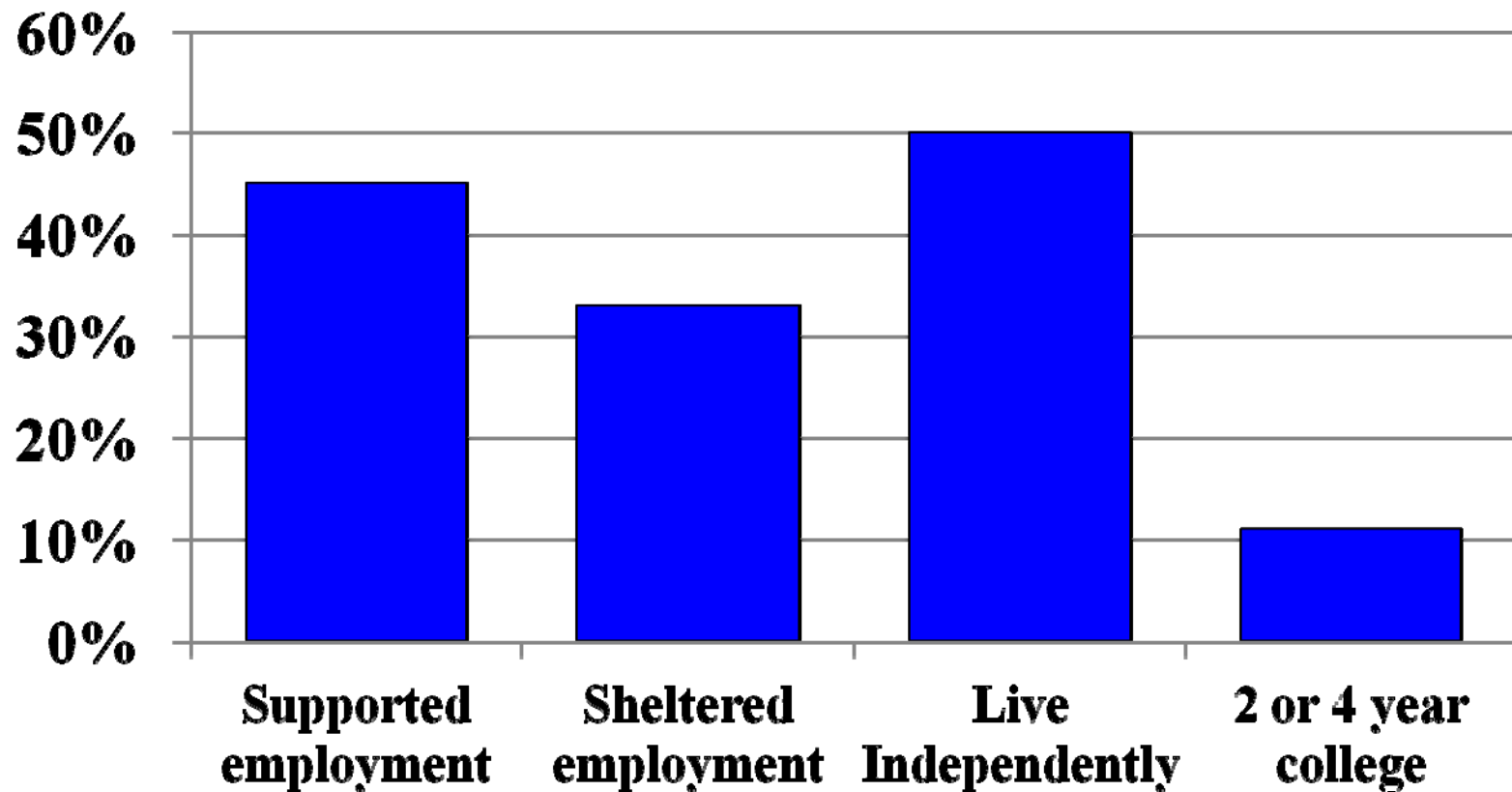
# Why are we stuck?



*Somebody has to do something and its just incredibly pathetic that it has to be us.*

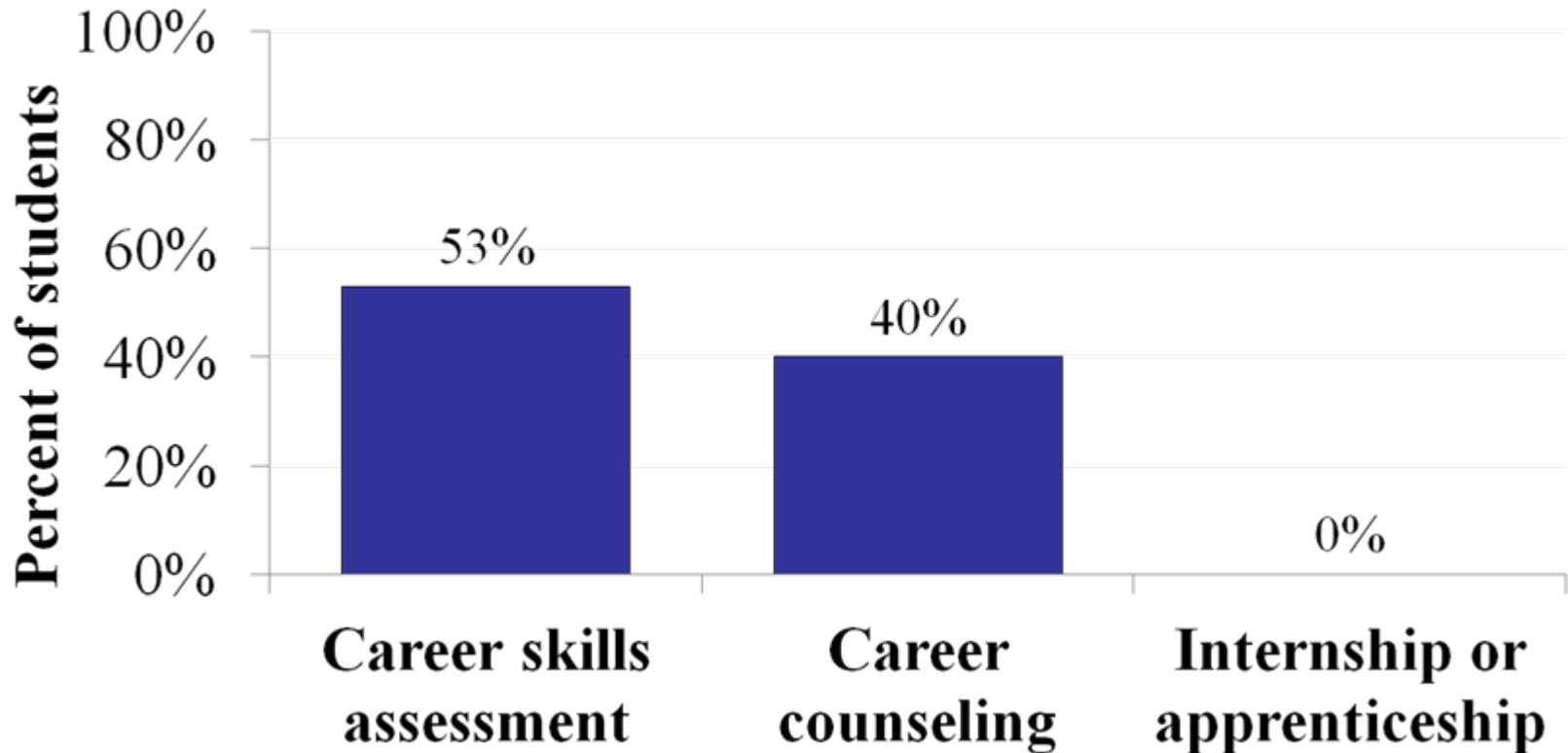
# Expectations

*What were the post-high school goals?*



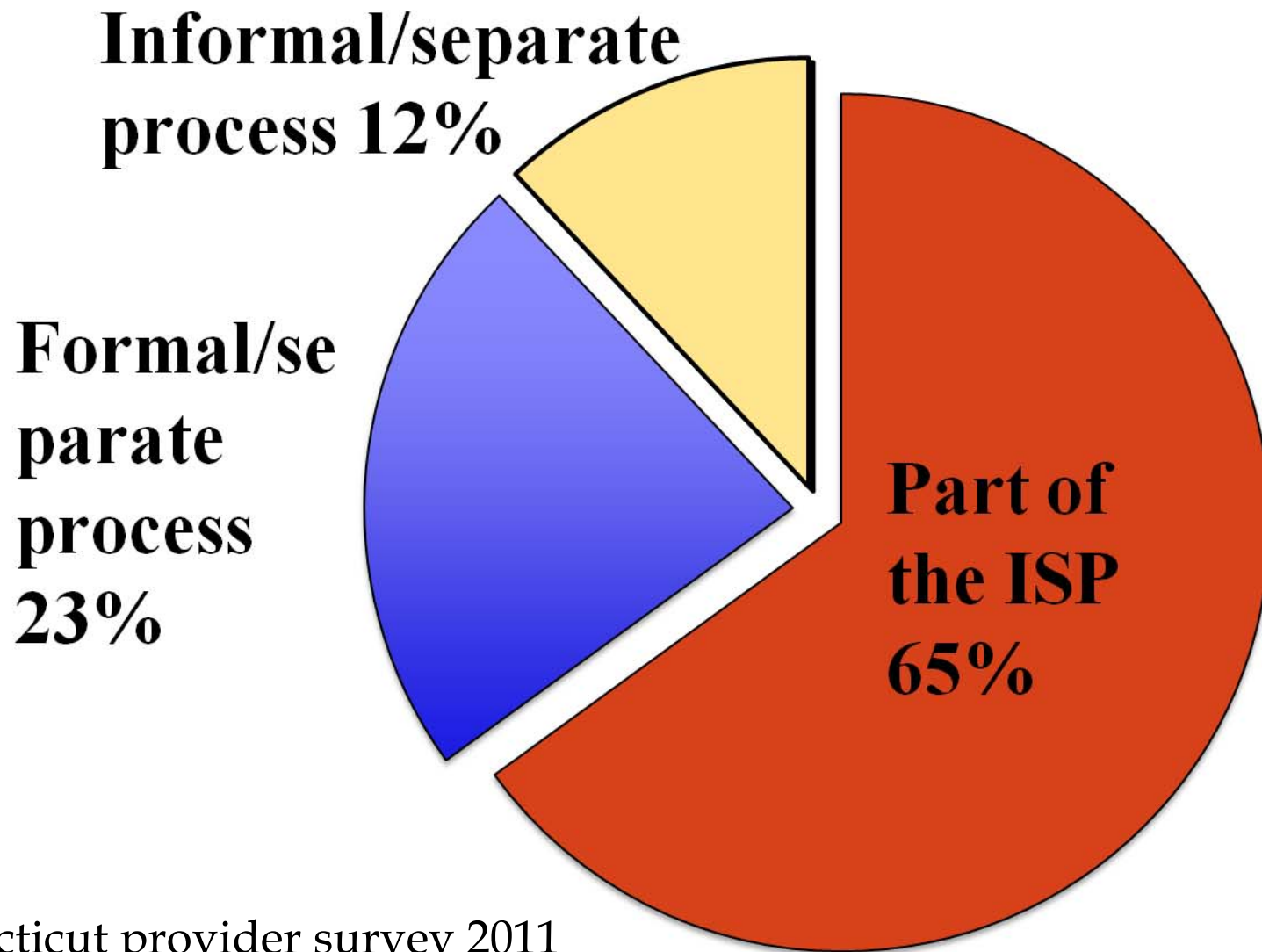
# Investment

*What services did the students receive?*



# Listening

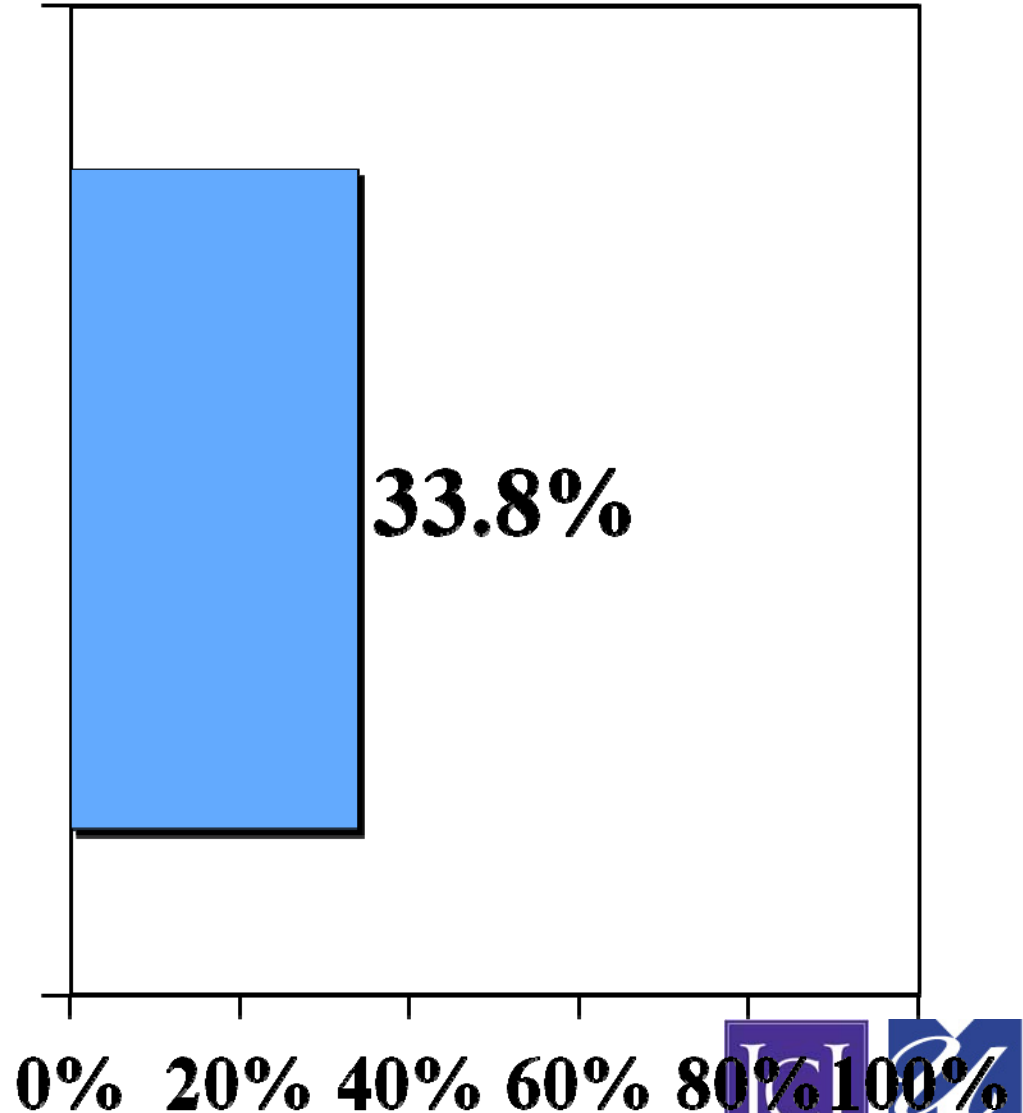
*How does career planning occur?*



# Collaboration & Networking

## *Building an employment team*

**I involved job seekers' family members and/or acquaintances in identifying business contacts (most or all)**



# Transition Service Integration Model

## Certo et al. – California

*The last day of school should be no different than the day after*

- Service delivery model shifts from public school to integration across multiple systems
- Schools integrate staff and resources with community providers, state VR, state DD

# Washington Jobs by 21 Partnership Project

**Expectations:** *High school students with developmental disabilities are expected and supported to*

- *get and keep jobs*
- *leave school with a job*
- *be identified as essential to Washington's workforce.*


# Statewide Stakeholder Committee

- Self Advocates & Parents
- County Employment Coordinators
- Office of Superintendent of Public Instruction
- Division of Vocational Rehabilitation
- Workforce Training & Education Board
- Educational Service District
- Center for Change in Transition Services
- Training & Technical Assistance Contractors
- Adult Supported Employment Provider
  
- Staffing: Division of Developmental Disabilities
- Evaluation: ICI/UMass Boston



# *Elements*

- MOU with key partners:  
Schools, DVR, DDD, providers, students, parents, parent organizations, employers, Work Source Center, WIA youth service providers, community and technical colleges, self-advocacy groups, ...
- Transition Councils or inter-agency groups
- Adult employment provider participation
- Transition Fairs or Conferences
- Transition Info & Education

- 
- TA & Training for teachers, employment providers, families, students and others.
  - Peer Mentor Groups or Job Clubs for young adults who are working or want to work
  - Business networks or other employer initiatives
  - Use of local workforce data, wage information, top county employers



# Sample strategies

- Family-to-family networks
- Use of personal agents to facilitate transition
- Early IWRP
- Early engagement with adult provider
- Jefferson County Flight Team (DVR, DD, parent)
- King County/DVR contract
- Routine person centered planning
- DD county contract for apprenticeships



# Employment Outcomes

## Washington Partnership Project

- Participants more likely to earn wages in 3 months before graduation
- Participants were more likely to earn wages in 3 months after graduation
- Participants were more likely to have long term employment supports in place, and those who did earned higher wages than Non-Participants

# Lake Washington Transition Academy Mission

Students, parents, school staff, and agencies working together to plan and provide a set of activities and services that are student centered, community based, predictable, accountable, and result in quality **transition outcomes**:

## *Places to go, people to see, things to do*

- *A full and meaningful schedule of work and other community activities at graduation*
- *Active and contributing community membership*

# Outcomes

- **Active, viable, and continuing personalized transition plan based upon the capacities and interests of the individual student**
- **A portfolio of community and work experiences**
- **An established network of support that continues with a student beyond their exit from the school system**
- **Active engagement in a weekly schedule of meaningful work and community activities**

# Location, location, location



Lindsey

# Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday
8:00	<b>Olive Garden</b>	<b>Olive Garden</b>	<b>Olive Garden</b>	<b>Olive Garden</b>
9:00 - 12:00				
12:30	Lunch	<b>Lunch Out</b> w/ Richard	Lunch	Lunch
1:00	1:04 Library 253		Copies, Mail Computer	<b>Drinks Out</b> With Heather
2:00	2:30 Class Meeting	2:30 Class Meeting	2:30 Class Meeting	2:30 Class Meeting
3:00	Metro home  Leave 2:54 253/221	Metro home  Leave 2:54 253/221	Metro home  Leave 2:54 253/221	Metro home  Leave 2:54 253/221



# Partners

- **Students**
- **Parents**
- **Staff: para eds, teachers, related service staff**
- **District Administration**
- **Employers**
- **Junior and senior highs**
- **Colleges and universities**
- **King County DDD School to Work**
- **DVR**
- **Provail: Embedded SE provider**
- **Other SE Providers**
- **WiSe**
- **Children's Response Center**

# **Provail**

## **Key Components of an Embedded Model**

- **Start early**
- **Relationships and Collaboration**
- **Transparency and Seamless Transition**
- **Creating a Whole Day**
- **Outcomes and Retention**

# Shoreline Community Based Transition Program



# Structure

- **School/County DDD/DVR co-fund employment consultant**
- **Two shifts**
  - 11-4
  - 12:30-5:30
- **Full access to college resources**
- **35 job sites**
- **Job placement in final year**

# Who

- ❑ **Completed 4 years of high school**
- ❑ **IEP recommends continued services**
- ❑ **Shoreline School District**

# Curriculum

- **Classroom instruction**
- **Community**
- **Employment internships**
  - 2-3 hours/day, 4 days/week
- **School-Work-Program in final year**
  - Northwest Center employment specialist
  - 2-3 work site assessments
  - Job search

# King Philip Regional High School



- Serving 3 towns: Norfolk, Plainville, and Wrentham
- Total # students: 1,296
- Total # of students receiving Special Education: 138



Independence

Community Services



Work



S

Continuing Education



K

Home



N




I

L

Linking Young Adults  
to their  
Communities

King Philip Regional High School

- 
- ✓ Student Centered
  - ✓ Individualized Goals and Programming
  - ✓ Employment is Priority
  - ✓ Community-Based Instruction in Actual Environments
  - ✓ Self-determination
  - ✓ Collaboration

# Program Development

- ❑ ARRA Stimulus Funds w/IDEA Earmark
  - ❑ Purchase of Van
  - ❑ Community Coaches
  
- ❑ Competitive Bids from local CRPs
  
- ❑ MOA with LifeWorks for Community Coaches

# Transition Planning Team

**HMEA**

**KP**

**DDS**

**DMH**

**One-Stop**

**MRC**

**SNCARC**

**CIL**

**LifeWorks**

# Delaware Early Start Project

- **DVR, DDD, DOE**  
**Higher education, schools, families**
- **Students engage at start of final year**
- **Selection of adult provider**
- **Career planning and job development begin in Fall (moving earlier)**
- **Funding primarily from DVR/DDD**

# Resources

- **Transition Service Integration Model**  
<http://www.ncset.org/publications/viewdesc.asp?id=705>  
Certo, N. J., Mautz, D., Pumpian, I., Sax, C., Smalley, T., Wade, H., et al. (2003). A review and discussion of a model for seamless transition to adulthood. *Education & Training in Developmental Disabilities*, 38(1), 3-18.
- **Washington Partnership Jobs by 21**  
<http://www.dshs.wa.gov/pdf/adsa/ddd/Jobs%20by%2021%20Report.pdf>  
Jane Boone, Jane.Boone@dshs.wa.gov
- **Lake Washington Transition Academy**  
<http://www.lwsd.org/school/ta>
- **Shoreline Community Based Transition Program**  
<http://learn.shorelineschools.org/shorewood/jgivenhelms/index.php>
- **King Philip Regional High School**  
Elena Varney
- **Delaware Early Start Project**  
[http://www.doe.k12.de.us/infosuites/students\\_family/specialed/transition/](http://www.doe.k12.de.us/infosuites/students_family/specialed/transition/)  
[http://www.communityinclusion.org/article.php?article\\_id=244](http://www.communityinclusion.org/article.php?article_id=244)

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[www.StateData.info](http://www.StateData.info)

[www.seln.org](http://www.seln.org)

[www.communityinclusion.org/aie](http://www.communityinclusion.org/aie)

[www.RealWorkStories.org](http://www.RealWorkStories.org)





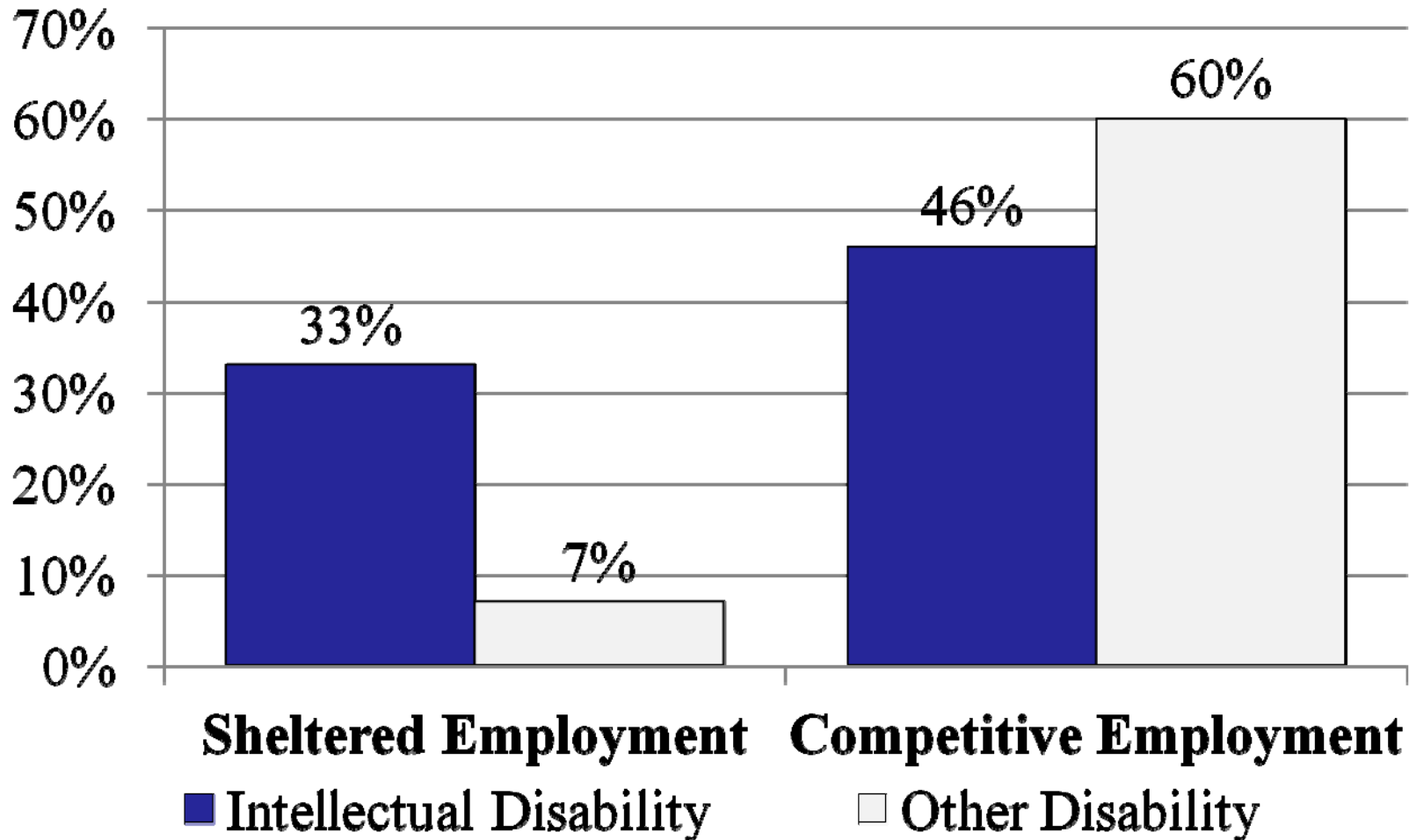


# Transition Service Integration Model

- ❑ **Completely community based class in last year of school**
- ❑ **Employment in integrated settings during their last year of school - hired directly by the employer**
- ❑ **Non-work activities in normalized settings**
- ❑ **Individualized schedules and choice of employment options**
- ❑ **Adult agency employment specialists working with school personnel**
- ❑ **Cost sharing: school system, state VR, state DD**
- ❑ **Paid work with post-school support in place before school exit.**

# Expectations

## *Primary Post-School Goals*



# First Year Result Highlights: Washington Partnership Project July 2007 to June 2008

- **90 new grads earning wages July-Sept '08**
- **57 school districts collaborated**
- **78 different employers hired**
- **Wide range of jobs – clerical, retail, medical office, hotels, grocery, and more**

# **Second Year Partnership Project Result Highlights: July, 2008 to June 2009**

- **11 urban and rural counties with Partnership Projects**
- **75 collaborating school districts**
- **96 new grads turning 21 and working July-Sept of 2009 for 78+ different employers**