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NATIONAL COUNCIL ON DISABILITY

An independent federal agency working with the President and Congress to increase the inclusion, independence, and empowerment of all Americans with disabilities.

July 1, 1999

Mr. Johnathan Young
The White House
Washington, DC 20500

Dear Mr. Young:

I wish to extend an invitation to you to attend a conference on the transitioning of youth with disabilities and the problems of underemployment and unemployment in disabled youth. The goal of the conference is to formulate policy recommendations for presentation to the President and the Congress on this important issue. The conference is sponsored by the National Council on Disability and the Social Security Administration and will be held in Washington, DC on July 21, 1999 at the Renaissance Hotel. It is located at 999 9th Street, N.W.

Prior to the conference, invited guests will receive copies of a "white paper" which is the focus of the conference for their comments. A teleconference on the "white paper" will be held before the end of June so that a revised copy of the paper can be mailed to attendees before the conference.

Enclosed you will find a copy of the "white paper" and two matrices which reflect the literature review conducted for the "white paper."

Any comments that you can add to strengthen the paper will be greatly appreciated. Please send these comments, either by FAX or e-mail by COB, Friday, July 9th.

If you are able to attend, please contact Ms. Brenda Bratton on 202-272-2004 who will make all arrangements for flights and hotel accommodations. Rooms have been reserved at the Renaissance Hotel in Washington, DC. Your hotel and travel expenses will be reimbursed by the National Council on Disability for this meeting. There, however, will be no honorariums. I hope that you will be able to attend the conference and assist us on this important issue.

Sincerely,

Lois T. Keck, Ph.D., M.P.H.
Chief Research Scientist

National Council on Disability

Draft

TRANSITION OF YOUTH WITH DISABILITIES FROM SCHOOL TO WORK OR HIGHER EDUCATION

This document was prepared by National Council on Disability
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INTRODUCTION

Approximately 54 million Americans have a disability (U.S. Bureau of Census, 1998), and the number of individuals with severe disabilities is increasing (Mainstream, 1998b). Between 1985 and 1994, the number of working-age persons receiving cash benefits from the Social Security Administration increased by almost 60 percent, from 4 million to 6.3 million (U.S. General Accounting Office, 1996). The costs of the Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) programs increased from \$25 billion to \$55 billion within this same period and it is estimated that one-third of working-age individuals with disabilities receive cash benefits (World Institute on Disability, 1996).

An increasing number of youth with disabilities apply for SSI or SSDI each year, despite the significant federal, state and local investments on special education. According to the Social Security Administration, (Alan Shafer, 1999) approximately 60,000 youth between 18 and 24 years of age come on the rolls for SSI or SSDI annually (for a total of 416,000).¹ Among SSDI recipients, less than one percent ever leave the program (Ross, 1996).

Do these numbers reflect the difficulties faced by individuals with disability in attaining economic and social independence, a failure of the schools in preparing them for adult life, or a mixture of both? This paper outlines what is known about the transition of youth with disabilities from school to work or higher education and sets forth a policy agenda designed to improve outcomes in this critical area.

¹Personal communication, April 16, 1999.

Are Individuals with Disabilities Attaining Economic Independence?

"The overall household income of persons with disabilities averages about three-fourths that of persons without disabilities; also, persons with disabilities are more than twice as likely to be living in poverty" (Kruse, 1998, p.20)

► ***Overall, individuals with disabilities are less likely to attain economic independence***

Research shows that individuals with disabilities, when compared with those without disabilities, are more likely to have higher unemployment rates, earn lower wages, live alone and be poor.² A 1994 poll by Louis Harris & Associates found that 84 percent of the disabled respondents were willing to work, but only 32 percent were employed (Botuck, Levy, Rimmerman, Murphy, Levy, & Kramer, 1993). A poll conducted four years later found that only three in ten working-aged adults with disabilities were employed, compared with eight in ten adults without disabilities. In addition, one in three adults with disabilities lived in households with less than \$15,000 annual income, versus one in eight non-disabled adults (Mainstream, 1998b). In 1994, 52 percent of adults with disabilities ages 21 to 64 were employed, compared to 82 percent of non-disabled adults. Among those with severe disabilities, the employment rate was 26 percent (U.S. Bureau of Census, 1998).

Individuals with disabilities also have difficulty changing jobs and attaining upward mobility. A study of 1,100 adults with disabilities found that, between 1990 and 1993, 90

²For studies' findings and descriptions, see Matrix A: Research on employment outcomes of persons with disabilities.

percent of those in sheltered employment or who were unemployed had not changed their situation. Only 25 percent of the total sample had moved into more integrated employment while 16 percent had regressed to less integrated employment or became unemployed (Schall, 1998).

Data on employment outcomes for young people with disabilities are equally discouraging. Research shows that youth with disabilities, when compared with their non-disabled peers, are more likely to dropout of school, be unemployed, live with parents and be socially isolated. A survey of 398 high school graduates with disabilities in different urban communities found that 48 percent were not employed or pursuing post-secondary education. Of those employed, 34 percent held competitive jobs, but only 16 percent received health coverage through their employers. Only 12 percent of the graduates lived independently, 74 percent received SSI and 16 percent SSDI (Johnson, Grew, Bloomberg, Bruininks & Lin, 1996). The analysis of a subsample of 1,990 youth and their parents from the National Longitudinal Transition Study of Special Education Students (NLTS)³ found that, three years after graduating from high school, 57 percent of the youth were competitively employed and 60 percent earned less than \$6.00 per hour (Blackorby & Wagner, 1996).

► *Outcomes vary across disabilities*

Employment and post-secondary education outcomes differ across disabilities. Sixty percent of the NLTS youth who were hard of hearing or deaf were enrolled in, or had graduated from college, while 70 percent of the youth with learning disabilities (LD) and 65 percent of the

³The NLTS is a national database of approximately 8,000 youth with disabilities who were between 13 and 21 years of age and in school in 1995.

youth with speech impairments were competitively employed. These rates are similar to the rates for post-secondary education and employment among non-disabled youth. On the other hand, only 16 percent of the youth who were deaf or blind were employed five years after graduation (Blackorby & Wagner, 1996).

Youth with emotional (ED) and multiple disabilities and those with developmental delays have the highest rates of unemployment and lowest completion rates in post-secondary education (Blackorby, Hancock & Siegel, 1993; Evers, 1996; Wagner & Blackorby, 1996). In a study of 152 adults with mental illness, 97 percent expressed realistic⁴ preferences in terms of potential type of jobs, hours and wages. However, only 12 percent were working competitively six months after placement, despite receiving help from rehabilitation providers (Becker, Bebout & Drake, 1998).

Post-secondary education outcomes for youth with disabilities also vary across disabilities. From 1988 to 1994, the percentage of college freshmen with learning disabilities grew from 15.3 to 32.2 percent, but that of students with visual impairment or blind fell from 31.7 to 21.9 percent. College students with disabilities are more likely to be white and older than their non-disabled peers (Gajar, 1998).

► ***Female, Ethnic Minorities, Low-Income and Rural Youth Face Specific Challenges***

Persons with disabilities mirror society at large in that women, minorities and persons from low-income families are more likely to be unemployed or underemployed than persons

⁴The study participants expected to obtain jobs that were appropriate for their level of skills and work experience, knew how much these jobs paid, and were clear about their limits on the number of hours that they could work per week.

outside these groups (Doren & Benz, 1998; Benz, Doren & Yovanoff, 1998; Botcuck, Levy, Rimmerman, Murphy, Levy & Kramer, 1993; Wagner & Blackorby, 1996). A research study with 500 youth with disabilities in Oregon and Nevada found that 47 percent of the women were employed one year after school, compared to 72 percent of the men. The women were also more likely than the men to be employed fewer hours per week, in lower-paying, unstable jobs that offered few or no benefits (Doren & Benz, 1998).

According to Meier-Kronick (1993), research on ethnic minorities with disabilities is scarce, and many studies have serious methodological flaws. A well-designed study among Native American youth with disabilities found an unemployment rate of 73 percent. Among those employed, 50 percent earned less than the minimum wage. The unemployment rate for non-disabled Native American youth was also high at 65 percent. However, 63 percent of the disabled earned above minimum wage and held jobs with career potential (Ramasamy, 1996).

Poverty is another important variable influencing outcomes for youth with disabilities, particularly in urban areas. Wagner & Blackorby (1996) found that employment rates for youth with disabilities from low-income families were not significantly different of those for youth from high-income backgrounds. However, youth from low-income backgrounds were more likely to earn lower wages and be employed in jobs with no career potential.

Rural areas present a different set of challenges for transitioning youth with disabilities. The long-term economic decline and poverty of many of these areas restrict the financial, technical and human resources required by these students. The geographic distance and isolation in relation to more dynamic centers create another barrier to employment and post-secondary

education. On the other hand, the sense of community that characterize rural areas may be an advantage for the youth, providing them with natural support networks that are not commonly found in urban areas (Gold & Williams, 1998).

► *Career focus on education and on-the-job training while in school are related to positive employment outcomes*

An analysis of the NLTTS database found that youth with disabilities who had taken a concentration of vocational education courses earned almost \$2,000 more than those who had completed a few vocational education credits. However, only 34 percent of the youth in the sample had a concentration of vocational education credits with a career focus (Wagner & Blackorby, 1996). Research also shows that youth who receive on-the-job training while in school are more likely to succeed in the workplace, although most work experience offered by schools is school-based, rather than community-based (Blackorby, Hancock & Siegel, 1993; Sample, 1998). A three-year longitudinal study of the 1990 class of seniors with disabilities found that only 50 percent of students with emotional disabilities (ED) and 45 percent of those with learning disabilities (LD) had participated in school-sponsored work experience (Benz & Halpern, 1993).

In a study in Oregon and Nevada, researchers found that youth who had two or more community-based jobs while in school were almost twice as likely to be competitively employed after graduation. Also, youth who found jobs through family-friend networks were twice as likely to be competitively employed if male, and four times as likely if female (but few women used this method). Self-esteem and socioeconomic status were important predictors of

employment, particularly among women. Women with high self-esteem and from high socioeconomic status were six times as likely to be competitively employed after school than women with low self-esteem and low socioeconomic status (Benz, Doren & Yovanoff, 1998; Doren & Benz, 1998).

► *Barriers to employment of persons with disabilities are numerous and assistance is either scarce or inadequate*

Responses to the NOD/Harris poll indicate that prejudice against persons with disabilities is still pervasive in the workplace. Fifty-eight percent of the respondents who were employed, and 64 percent of those unemployed, reported being refused a job due to their disability. Sixty-four percent of those employed and 81 percent of the unemployed had encountered supervisors or coworkers who were afraid that they would be unable to do their job. In addition, 51 percent of those employed, and 41 percent of the unemployed had found coworkers who complained that they were receiving special treatment due to their disability (Mainstream, 1998b).

In a survey of 116 individuals who were blind or visually impaired, 41 percent cited employers' attitudes as the most important barrier to employment. Other barriers were transportation and problems with mobility (17 percent), difficulty reading printed matter and computer screens (14 percent), and lack of adaptive equipment and accommodations (9 percent). Thirty-five percent of the respondents felt underemployed, not fully using their skills and knowledge, and with no chance of promotion, but all tried to hold on to their job, because they fear that they would not be able to find another one (Crudden, McBroom, Skinner & Moore, 1998).

Youth with disabilities who attend college experience negative self-concept, poor socialization skills, stress and anxiety, insecurity, loneliness, and are at increased risk for suicide or breaking the law. Professors are reluctant to help, and students are unsure as to how to ask for help, but when help is requested, both groups find their concerns unfounded (Cads & Sheldon, 1998). In a survey of 54 students with disabilities who graduated from college, 30 percent reported that they had been discouraged from pursuing their intended major, mostly (67 percent) by a faculty member. None of the students had pursued a science or computer-related major. After graduation, about half of the group had found jobs in a field related to their major (Silver, Strehorn, & Bourke, 1997).

Research on the role of rehabilitation providers in improving the employment outcomes of individuals with disabilities is limited and results are controversial. Overall, the most successful way for individuals with disabilities to find a job is through the personal network of family, friends, and coworkers, rather than a rehabilitation agency (Benz et al., 1998; McAfee & Naughton, 1997; Crudden et al. 1998). McAfee & Naughton (1997) surveyed 236 individuals with disabilities employed in 159 businesses across five states. All of them had found jobs through direct application, and none had been referred to their current jobs by a rehabilitation or a special education agency. In another study involving individuals who are blind or visually impaired, only 16 percent of the sample found employment through governmental agencies, rehabilitation providers or school staff. The majority used a family-friend-coworkers network or other traditional method of job search, such as job fairs (Crudden et al., 1998). Overall, researchers have found vocational rehabilitation agencies to have (Berry, 1998; Crudden et al,

1998; Fabien, Luecken & Tilson, 1995; Peterson, 1995):

- ▶ a misunderstanding of the real barriers to employment faced by persons with disabilities (transportation, for instance, is not a priority among rehabilitation providers, although individuals with disabilities consider transportation one of the most important barriers to employment)
- ▶ inadequate information about work incentives and federal, state and local government programs that fund adaptive equipment (less than 0.5 percent of SSI beneficiaries under the age 21 had approved PASSes)⁵
- ▶ limited focus of intervention (rehabilitation agencies focus on individual clients, rather than promoting campaigns to sensitize employers about disabilities and reduce stigma)
- ▶ lack of autonomy to re-target funding to address individual needs (funding is driven by state or federal regulations and definitions of disability and cannot be reallocated)

The American with Disabilities Act (ADA) has promoted significant progress to the employment of persons with disabilities. However, much still needs to be done, particularly to protect employees against disability-related discrimination (National Council on Disability, 1996; Mainstream, 1998a). The National Council on Disability is working to insure civil rights

⁵The Plan for Achieving Self-Support (PASS) is a work incentive for persons participating in the SSI program. It allows persons receiving cash assistance to set aside income and resources toward attaining economic independence.

compliance, especially in its report on Air Carriers Act. (NCD, 1999).

Are Schools Preparing Youth with Disabilities for Economic and Social Independence?

The concept of transition was outlined in the 1990 amendments to Education for All Handicapped Children Act (EAHCA), now called the Individuals with Disabilities Education Act (IDEA). It was also incorporated in other educational policies, such as the Carl D. Perkins Vocational and Applied Technology Act and the School-to-Work Opportunities Act of 1994.

The 1997 amendments to IDEA defines *transition services* as a “coordinated set of activities for a student with a disability” that promotes the student’s “movement from school to post-school activities.” These services must be: (a) coordinated, (b) outcome-oriented, and based on the student’s needs, while taking into account his or her preferences and interests. Among *post-school activities* are “post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.” The law defines *transition services* as “instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational valuation” (602(a)30, PL 105-17).

IDEA requires all students with disabilities to have an Individual Education Plan (IEP) that must include a transition statement or plan (ITP) when the student reaches the age of 16 or 14 (for individuals with Autism). The transition plan must contain the student’s transition goals, the steps necessary to attain these goals, the person or persons responsible for setting the steps in

motion, and a time line within which the goals are expected to be attained. However, according to Baer, Simmons & Flexer (1996), schools' compliance with the legal requirements is mostly procedural, while the spirit of the law is missing.

► *Actual transition plans do not reflect the spirit of the law*

Recent studies identify a series of shortfalls in the development of IEPs/ITPs (Anderson & Asselin, 1996; Baer, Simmons & Flexer, 1996; Grigal et al. 1997; Malian & Love, 1998; Nolan, 1998; Wehman & Revell, 1997; Wolfe, Boone, & Barrera, 1997), including:⁶

- Goals are vaguely defined, if defined at all; most statements confuse goals with means (e.g., "the student will explore jobs;" "the student will talk to counselor");
- IEPs/ITPs do not provide information on the steps necessary to attain the goals, the personnel responsible for these steps and the time line within which the steps must be accomplished;
- Parental involvement in the meetings tend to be superficial, meetings are organized to fit staff rather than parent schedules
- parents' expectations are rarely recognized in developing the plans;
- few IEP/ITP meetings include representatives of the adult agencies supposed to provide services after the student graduates;
- The meetings are rarely reconvened if a recommended service cannot be provided;
- IEP/ITP committees tend to recommend services that already exist, even if the services do not address the student's identified needs;

⁶For details, see Matrix B: Research on Transition Planning.

- ▶ Students and parents do not receive adequate information about existing adult services and resources
- ▶ Students and parents receive no training in self-advocacy

A common finding among researchers is the discrepancy between services provided and students' stated needs. For instance, according to Benz & Halpern (1993), teachers recognize that students with "mild" disabilities (mild mental retardation, learning disability and emotional disability) are the most in need of vocational education. However, one-fourth of the students with learning disability and one-third of those with emotional disability received neither vocational instruction nor work experience during their senior year. The disparity between needs and services is particularly significant among female students. Female students are rarely placed in work-based learning experiences and tend to be enrolled in vocational education classes that reflect the stereotypical view of gender-related work (Benz & Halpern, 1993).

▶ *Transition plans do not reflect ethnic and cultural diversity*

The discrepancy between staff values and the values and perspectives of the students and their families is an area of concern, particularly for students from ethnic minority or multicultural backgrounds. Ramasamy (1996) observes that being competitively employed and living alone are not necessarily priorities for Apache families and their children. These families may have other set of goals that are not considered relevant by school staff, particularly goals related to participation in family life, cultural and spiritual activities. Similarly, Meier-Kronick observes that "the Latino belief in protecting and caring for individuals with disabilities within their home should be given major consideration by professionals dealing with Latino youth with disabilities .

. .” (Meier-Kronick, 1993, p.35).

► ***Families are not actively involved in transition planning***

Family support is essential for the transition of youth with disabilities. For many of these youth, the parents are the primary source of transportation to and from work, and the main, if not the sole, source of social support. Research shows that parents of children with disabilities are no different from other parents. They share the same dreams and concerns of any parent whose child is making the transition from home to adult life. They are, however, more pessimistic about their children’s ability to gain economic self-sufficiency, expand their social networks, and find the necessary supports to succeed. They are afraid that their children will face stigma in the workplace, or will be abused by supervisors and coworkers. These fears are exacerbated by the lack of communication between families and schools (Bullis, Davis, Bull & Johnson, 1997; Lustig & Thomas, 1997; Whitney-Thomas & Hanley-Maxwell, 1996).

The need to actively involve families in transition planning is even more significant for ethnic minority youth with disabilities, particularly those of Hispanic origin. As Meier-Kronick (1993) observes, “the strong family and community orientation within the Latino culture is a rich support and intervention network currently untapped by professionals” (p. 35).

At the systems change level, parental participation in transition occurs mostly through membership in transition planning boards and the Parent Training and Information Centers (PTIs). PTIs are parent-run organizations that provide information and training to parents and other family members. PTIs receive federal funds and may subcontract with school districts and states to develop and implement training material related to special education topics, including

transition. Parental participation in planning boards and PTIs is increasing despite two major barriers: lack of financial support (e.g. reimbursement for expenses and child care to attend board meetings) and a tendency among educators to devalue parents' contributions (Guy, Goldberg, McDonald & Flom (1997).

► *Schools do not have enough resources for adequate transition planning*

According to Furney, Hasazi & DeStefano (1997), to promote the successful transition of students with disabilities, schools must:

- increase their capacity to provide appropriate services and curriculum options
- expand collaborative planning and service delivery efforts involving human service agencies
- broaden community networks to offer students opportunities beyond the school setting

All these are activities are time-consuming and many schools cannot either assign full time staff to coordinate transition services or provide enough training for the staff members who will assume these functions. In a survey of 135 school districts nationwide, Anderson & Asselin (1996) found that only four percent had staff dedicated full time to the coordination of transition services. Baer, Simmons & Flexer (1996) surveyed 690 special educators, administrators and coordinators in Ohio responsible for developing transition plans, and found that more than 30 percent had less than two hours of training on transition issues. Cook, Solon, Farrell, Koziel, & Jonikas (1997) also observe that essential functions, such as those of coordinators, case managers and job coaches, cannot be fulfilled for lack of personnel, and those assigned to the functions do

not have adequate training.

► *Best practices have already been defined but are not followed*

Researchers identified the following key elements of successful transition programs (Aspel, Bettis, Test & Wood, 1998; Donovan & Tilson, 1998; Harrington, 1997; Thomas & Bottersbusch, 1997; Wehman & Revell, 1997):

- Integration of a strong vocational component into the student curriculum to start before high school;
- Coordination among vocational, regular and special education teachers;
- Professional development activities, focusing on providing all staff with transition-related skills and knowledge
- Use of in-depth assessment of needs before developing a transition plan;
- Self-advocacy, interpersonal skills, and job-related skills training for students;
- Supervised on-the-job training in the community with continuous support for both the employer and the student;
- Involvement of students, parents, business and community representatives in interagency transition teams;
- Meaningful job placements that provide students with living wages and career opportunities;

- ▶ Coordination between school and post-school activities
- ▶ Provision of follow-up services until youth has made the connections with adult services

Recommendations

Based on research findings, this paper argues that the successful transition of youth with disabilities from school to adult life requires a concerted effort from diverse social institutions, including the schools, the workplace, health and mental health adult services and provide a range of publicly funded programs. The recommendations below are intended to stimulate and lead to further discussion, as a first step in articulating a policy agenda that will promote better transition outcomes for youth with disabilities.

School-Related Recommendations:

Research indicates that the following measures are essential to a successful transition for youth with disabilities:

Teach students with disabilities in integrated settings whenever possible, while offering support for an adequate integration

- ▶ Provide community-based work experiences and career-focused education for youth with disabilities, particularly for women, minorities and students from low income backgrounds
- ▶ Educate non-disabled students about disabilities and prejudice or discrimination to facilitate the integration of disabled students into regular classrooms

- ▶ Prepare students to practice self-advocacy
- ▶ Actively involve students, families, employers and adult service agencies in transition planning
- ▶ Provide supports for the students and their families during the transition period

Most of these recommendations are already articulated in the Individuals with Disabilities Education Act (IDEA), but either due to the lack of resources, or the lack of an accountability system, schools have not adequately implemented them. (see p.12)

Policy Goal 1:

Ensure that Federal laws, programs and regulations promote the economic and social self-sufficiency of young adults with disabilities.

Strategic Plan to Attain These Goals:

1. The Youth Subcommittee of the Access to Lifelong Learning Committee of the Presidential Task Force on Employment of Adults with Disabilities should review Federal laws, programs and regulations that affect young adults with disabilities to ascertain the extent to which these policies promote economic and social self-sufficiency for this population. To the extent that changes need to occur, the Presidential Task Force, working with appropriate Congressional Committees where legislative changes need to occur, should develop a short-term and long-term plan for removing barriers to self-sufficiency and employment for young adults with disabilities. Key components of this plan should involve the Departments of Labor, Education, Health and Human Services, Housing and Urban Development, and the Social Security Administration.
2. Congress should pass the Work Incentives Improvements Act and the Social Security

Administration should work to ensure that States take advantage of the Medicaid buy-in options and conduct appropriate outreach to young adults with disabilities and their families so that they take advantage of the new option.

Policy Goal 2:

Improve school resources related to transition and create an accountability system to ensure the adequate implementation by schools of transition training and planning for youth with disabilities.

Strategic Plan to Attain this Goal:

The Department of Education should seek additional funding from Congress to:

1. Improve resources for transition, school staff training, and parent training.
2. Improve mandated accountability by increasing State/Federal oversight of local educational agencies (LEAs).
3. Provide teacher continuing education to maintain and increase skills and knowledge regarding transition.
4. Establish universal national certification for special education teachers involved in transition to maintain and improve standards.

Vocational Rehabilitation Services Recommendations:

Changes in the way vocational rehabilitation providers currently work are also proposed by researchers. Among these proposals are:

- ▶ Use of consumer support groups and consumer mentors to expand support systems for youth with limited or negative family support
- ▶ Maintain an open dialogue with employers and persons with disabilities to better understand both groups' needs and expectations
- ▶ Educate individuals with disabilities, employers and the public in general on ADA, work incentives and governmental programs that help with equipment, adaptive technology and other necessary resources
- ▶ Inform smaller companies of governmental help, such as the Job Accommodation Network (JAN) and tax incentives to comply with ADA
- ▶ Increase the network of technical assistance offered to business and individuals in planning reasonable accommodations and supporting individuals with disabilities at work
- ▶ Establish mentoring or partnering programs to help individuals with disabilities adjust to the job and the workplace environment

These recommendations emphasize technical assistance and educational roles over the direct service provision that has been traditional for vocational rehabilitation providers. They also propose an expansion of services through incorporation of consumer groups and mentors, and a change on the service model, from short-term to long-term support. Neither of these services are funded under current funding sources for rehabilitation services, particularly Medicaid/Medicare.

Policy Goal 3:

Ensure that the vocational rehabilitation system promote practices that have been proven by research to be effective.

Strategic Plan to attain these goals:

1. Legislative mandates: The Department of Education should request Congress to provide funds which support the above recommendations to support continuing education. The Department of Education should work with the states to reach these goals. Agencies such as the Department of Education should work state governments regarding vocational rehabilitation to educate the practitioners regarding practices that have been proven effective in assisting people with disabilities to achieve employment. Funding and persuasion must be increased through Congressional action.

Workplace-related Recommendations

Even if schools promote the best transition practices possible, research indicates important barriers to the employment and promotion of individuals with disabilities. Changes in the workplace include:

1. Expand programs that educate employers about disabilities, the rights of persons with disabilities and the benefits for the workplace in hiring qualified individuals with disabilities
 2. Broaden and increase awareness by having Congress increase funding to provide greater education and technical assistance for employers related to reasonable accommodations.
- The Department of Labor needs to increase the awareness of employers, especially small

businesses, of their obligations under ADA and the technical assistance resources and tax incentives available to help them comply. An educational campaign focused on employment of youth with disabilities both during school and after graduation should be developed and run by the Department of Commerce and Small Business Administration.

Policy Goal 4:

Ensure that employers, unions and industries have adequate support to improve employment outcomes for individuals with disabilities.

Strategic Plan to Attain These Goals:

1. The Presidential Task Force should work with employers to ascertain what would be effective incentives to encourage employers to hire youth with disabilities during summers and vacation periods.

2. The Presidential Task Force should insure that these jobs are not menial jobs but provide career track experience and training.

Policy-related recommendations:

The coordination of different services is sometimes hampered by conflicting objectives and regulations of different public programs (federal, state and local). Currently, individuals with disabilities lose their health insurance when their SSI or SSDI benefits stop due to employment. However, a large number of individuals with disabilities are underemployed or employed in jobs that do not offer health insurance. For individuals with high health care costs, the fear of losing health care is a strong disincentive toward full employment (E.g., Krause, 1998). A review of the major pieces of legislation related to disabilities (IDEA, ADA,

Vocational Rehabilitation Act) and major federal programs (including SSI, SSDI and Medicaid) is urged in order to:

- ▶ Strengthen work incentives and simplify their requirements so that individuals with disabilities will be more likely to use them and trust that they will not be harmed as a consequence
- ▶ Allow for more funding flexibility that can respond to individual, rather than program needs
- ▶ Decouple health care benefits from income benefits in the disability program

Policy Goal 5:

Youth with disabilities should attain economic independence.

Strategic Plan to Attain These Goals:

1. Remove barriers such as poor IEPs, low educational attainment and employment barriers.

Path:

Cost of technology to employer and youth with a disability should be provided through increased government subsidies and the Department of Education should recommend legislation to Congress to address this issue. Every student with a disability should possess the appropriate equipment prior to seeking employment for which he/she has been trained. The Department of Education should draw up legislation to fund agencies such as Centers for Independent Living, state vocational rehabilitation agencies, and schools to ensure adequate funding for each youth with a disability. The need for appropriate accommodation and equipment is essential to be

successful in obtaining and retaining employment.

Policy Goal 6:

Persons with disabilities should be insured health/medical coverage despite health status.

Strategic Plan: Remove barriers to maintaining health coverage.

Path: The Department of Health & Human Services, especially through the Health Care Financing Administration, should recommend legislation to Congress that will insure people with disabilities adequate medical and health coverage which is not locked to an earnings ceiling; The Social Security Administration should continue to promote policies like the Work Incentives Improvements Act that would gradually increase individuals contribution to health insurance at an income level that is not discouraging or threatening to employment.

The Department of Health and Human Services should promote appropriate legislation to insure that people with disabilities receive appropriate and adequate medical health coverage.

Policy Goal 7:

Expand Independent Living programs to capture students while still in school before they graduate.

Strategic Plan: Increase Federal and state funding for CILs.

Path: The Department of Education will develop legislation to expand funding for services from CILs to start working with youth in school. The Department of Education should work to develop programs to be placed in schools to educate schools, students, community to CIL philosophy. Congress should expand and increase its funding to provide training to students to expect and appreciate the concept of "living independently." The Department of Education

and the Social Security Administration should seek Congress to fund programs designed to assist parents, educators and employers to understand and buy into the CIL philosophy.

Policy Goal 8:

Work in poor, rural and urban areas with minorities and low socio-economic status (SES) disabled populations.

Strategic Plan: Increase services in these areas for these populations.

Path: The Department of Education will work to develop legislation to present to Congress to increase number of CILs which will be in poor, low SES areas and rural and urban neighborhoods, specifically working to serve these targeted underserved populations.

Policy Goal 9:

Work on directing students into meaningful, lucrative employment areas such as technology and sciences.

Strategic Plan: The Department of Education, the Department of Labor and the Social Security Administration will work to create programs to increase sensitivity of faculty, school counselors and employers towards capabilities of youth with disabilities

Path: Provide learning and sensitivity training to these populations.

These agencies should create programs to insure

- Increased opportunities for work experience for youth in working age classes with internships, etc.;

- Train students in methods of “networking” in CILs and in schools;

- Teach students how to create workable resumes at an early age;

-Encourage and create programs that will provide students with disabilities, meaningful, sellable work experience and social skills and behaviors.

Policy Goal 10:

Attack the causes of low self-esteem among youth with disabilities

Strategic Plan: Increase and improve programs that assist youth with disabilities such as outward bound, etc.

Path: The Department of Education, working with other federal partners, should expand programs in schools to train counselors and to provide mentoring and leadership development opportunities for youth with disabilities while they are in school.

Policy Goal 11:

Increase sensitivity of vocational rehabilitation counselors to youth with disabilities

Strategic Plan:

Provide continuing education programs to increase professionalism among VR Counselors.

Path: The Department of Education should work with states to change laws requiring counselors to have a CRC, (Certified Rehabilitation Counselor) credential and make certification mandatory to practice and if possible have the certification examination administered by a national test of competency to standardize skills and practice.

Policy Goal 12:

Encourage compliance with national standards for all youth with disabilities- IEPs, instruction and skills training.

Strategic Plan: Require national standardize school procedure in developing IEPs.

Path: The Department of Education should recommend convening a Presidential Town Meeting on compliance with national standards for youth with disabilities in the school system to insure that civil rights mandates are being met and complied with.

Policy Goal 13:

Department of Education should develop a research protocol to further investigate why youth with disabilities, despite the Federal mandated that all disabled youth receive IEPs which is technically designed to educate them for entering the work force or progressing to higher education, is instead seeing youth entering the SSI roles each year and not obtaining employment or going on to higher education.

Strategic Plan: The Department of Education will seek additional funds from Congress to investigate exactly where the problem resides; are there problems within the IEP system where administrators are inadequately trained and lack appropriate skills. And the Department of Labor should investigate by requesting Congressional funds to see if the sensitivity and educational programs for employers are inadequate or ineffective.

The Social Security Administration should create a program to encourage the youth going on to the system to be required to seek services from Centers for Independent Living to see if there is any impact on the youths' decisions to seek SSI and SSDI benefits rather than employment.

Policy Goal 14:

The Department of Education should research problems with IEPs and the transition of students with disabilities.

Strategic Plan to Attain this Goal:

1. The Department of Education should develop an RFP to further investigate the findings of the researchers such as Anderson, Baer, Malian, Wehman, Wolfe and others who have found discrepancies in compliance and practice for IEPs as mandated by the IDEA.

Policy Goal 15:

According to authorities in the area (Meir-Kronick, 1993), there is inadequate information available regarding minority persons with disabilities.

Strategic Plan:

The Department of Education and NIDRR should initiate a research program that will address the issues of a lack of research and data on minorities with disabilities.

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Matrix 1: Research on Employment Outcomes for Persons with Disabilities

Author/Method	Findings
<i>Becker, Bebout, & Drake (1998)</i> Experimental design with 152 adults with mental illness	• 97% expressed job preferences that were realistic in terms of type of job, hours & wages • only 12% of both groups were working competitively 6 month later
<i>Benz, Doren & Yovanoff (1998)</i> Surveyed 315 women with disabilities and 107 in Nevada to see predictors of employment	• variables that predict productive engagement for both men and women • student self-esteem at the graduation point (men have higher self-esteem than women) • well developed personal-social skill area • well developed vocational education • variables that predict productive engagement for women • lack of parenting responsibilities (mothers were almost 6 times less likely to be working) • high family income (women from lower family income were 3 times less likely to be working) • parent-student agreement on goals (women who agreed with parents in postschool goals were 3 times more likely to be working)
<i>Blackorby, Hanckock & Siegel (1993)</i> Review a sample of 939 students with disabilities, a subsample of the National Longitudinal Transition Study of Special Education Students (NLTS)	• results varied according to disabilities and gender as such: • students with learning disabilities had outcomes similar to the general population • students with emotional disabilities, mental retardation and multiple disabilities had poor outcomes • males with disabilities have better postschool outcomes than females with disabilities • youth with mental retardation tend to come from poorer and less thriving family and attend lower-performing schools than students with other disabilities
<i>Blackorby & Wagner (1996)</i> Telephone interviews with an NLTS subsample of 1,990 students and their parents	• Three years after graduation, 57% of students with disabilities were competitively employed • competitive employment rates for students with learning disabilities (70%) and speech impairments (65%) were close to non-disabled youth of similar age (69%) • competitive employment for deaf/blind decreased and five years after graduation only 16% were employed • Three to five years after graduation, 20% of youth with disabilities were unemployed and not looking for jobs • predictors of success in finding competitive employment were gender (male), race (white non-Hispanic) and have completed high school • Three to five years after graduation, 40% of youth with disabilities earned \$6.00 or more per hour • youth with severe emotional disabilities showed the large wage increase during this period • Three to five years after graduation, 27% of youth with disabilities were attending or had attended postsecondary school • the highest concentration of college graduates with disabilities was among youth hard of hearing (60%) and deaf (60%) • rates of postsecondary enrollment did not differ by gender or ethnicity

Matrix 1: Research on Employment Outcomes for Persons with Disabilities

Author/Method	Findings
<i>Botuck, Levy, Rimmerman, Murphy, Levy, & Kramer (1993)</i> Describe program for 44 young adults with mental retardation in a major urban center providing pre-employment training for 12 weeks	• 80% finished the training ; 34% required up to 6 additional months • 94% of completers were competitively employment • 64% of those employed worked for 12 months or more • those working 12 months worked less than 20 hours/week • 46% were working on food services • 55% job separation occur in first 7 weeks • 44% of job separation were initiated by employee (better job, higher pay) • those from low income families, particularly in welfare, had more difficulty to find jobs • women tend to have jobs with lower pay and no benefits • need case managers to support families, particularly low income families
<i>Brooke, Green, Kregel, Barcus, Selvy, Bunting, Wehman & Sedillo (1998)</i> Briefs from a national disability business summit	• Louis Harris & Associates 1994 poll = 68% of persons with disabilities are unemployed, although 84% of these report that they want to work • Research indicate that employees with disabilities have good safety records, attendance records, are dependable and hard workers and rated higher in attendance, arriving to work, returning from breaks on time, acceptance authority and acceptance by the public
<i>Cads & Sheldon (1998)</i> Research on perceptions and social interactions between college professors and students with disabilities	• youth with disabilities who go into college report to experience negative self-concept, poor socialization skills, stress and anxiety, insecurity, loneliness, to be at increased risk for suicide and in trouble with the law • professors and their students with disabilities are reluctant and unsure about how to help/ask for help, but when help is requested, both groups find their concerns unfounded • students with disabilities maintain stereotypical views about other students with disabilities • at work, employees with disabilities interact with non-disabled but on work-related matters, no personal issues • need to develop interpersonal skills and work with community to reduce stigma

Matrix 1: Research on Employment Outcomes for Persons with Disabilities

<i>Crudden, McBroom, Skinner & Moore (1998)</i> Survey of 116 blind or visually impaired individuals from two national databases of people with visual impairment	• barriers to employment of persons who are blind/visually impaired: employer's attitude (41%); transportation and mobility difficulties (17%); difficulty reading printed matter and computer screen (14%); lack of adaptive equipment and accommodations (9%); lack of job opportunities (7%) • most respondents try to remain in the job because of difficulty finding another job • 35% felt underemployed (not using their education, no promotions) • employment was found through network with friends, coworkers, job fairs; only 16% found employment through governmental agencies, rehabilitation providers or school personnel • rehabilitation providers: • do not recognize the real difficulties of persons with disabilities, such as lack of transportation • are unaware of resources to obtain adaptive equipment through federal, state & local programs • should rely more on mentoring and existing consumer support groups to expand support systems for those with limited or negative family support
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Matrix 1: Research on Employment Outcomes for Persons with Disabilities

Author/Method	Findings
<i>Doren & Benz (1998)</i> 500 youth with disabilities in Oregon and Nevada	• literature shows that women with disabilities, when compared to male peers, are less likely to be competitively employed, are employed in lower status occupation, fewer hours per week, with no or few benefits, lower wages and greater job instability • NLTS data shows that they receive training mostly in service occupations (semi-skilled), tend to have parenting responsibilities earlier, and are seeing as less able than men by their parents • their research shows that 47% women with disabilities are competitively employed one year after school (72% for men) • predictors of employment for male & female students • number of jobs during school (those who had 2 or more jobs were almost twice as likely to be competitively employed after graduation) • method of job finding - males who found jobs through family-friend network were 2.33 times more likely to be competitively employed and females were 3.77 times more likely, but fewer females than males use this methods (77% vs 86%) • predictors that affect women only • higher family income • high self-esteem (women with low self-esteem and from poor families were 6 times less likely to be competitively employed after graduation than women with high self-esteem & high income) • recommendations: schools should improve vocational education and encourage work experience for poor women
<i>Fabian, Lueckin, & Tilson (1995)</i> Focus groups with employers and rehab personnel about perceptions and assumptions on job development and placement for persons with disabilities	• shift the focus of support from job coach to employer to de-emphasize the disability, mobilize existing support networkers and sensitize employers to issues related to disabilities • rehabilitation counselors focus on what is not controllable (the economy, the job market and the employer); employers look at improvements on follow-up and knowledge of business • to improve the effectiveness of job placement rehab counselors cite more money, time and staff; employer cite modifying employer and public attitudes through education and training • recommendations: • focus on service performance of the rehab agency, not only the employee (employers like a dependable agency) • more training and technical assistance for employers (awareness training) so they can support other employees • explore assumptions and perceptions and try to find common ground

Matrix 1: Research on Employment Outcomes for Persons with Disabilities

Author/Method	Findings
<i>Johnson, Grew, Bloomberg, Bruininks, & Lin (1996)</i> Survey of 398 high school graduates with disabilities in different urban communities	• 48% were not employed or in college • 66% were in paid employment and of those employed 34% were in competitive employment; 16% received health coverage through employer • the main type of service was "bench work" (assembling, repairing, fabrication) • 58% lived with a relative, 12% lived independently, 21% were in group homes • 74% received SSI and 16% received SSDI • 16% were waiting for adult services
<i>Mainstream, Inc (1998a)</i> Study from the American Bar Association	• American Bar Association review of more than 1,200 cases filed under Title I of ADA: employers prevailed 92% of time • review of administrative complaints resolved by the EEO Commission regarding Title I of ADA: employers prevailed 86% • problems with ADA: catch-22 language; doctrine of judicial estoppel; burden of proof • recommendation: suits must be on the basis of the discrimination, not on employee qualifications (legal argument must focus on whether a discrimination on basis of disabilities occurred, not whether the employee is disabled and how disabled he/she is)
<i>Mainstream, Inc (1998b)</i> 1998 survey of Americans with Disabilities by the National Organization on Disability and Louis Harris & Associates - 1,000 individuals with disabilities 16 and older	• large gaps between adults with disabilities and other adults with regard to employment, education, income, frequency of socializing and other basic measure of ten major indicators of life • gaps have not narrowed since 1995; but also seems that disabilities are more severe than before • adults with disabilities, when compared to adults without disabilities: 3 in 10 vs. 8 in 10 are working (working-age only); 1 in 3 live vs. 1 in 8 live in households with less than \$15,000 annual income; 1 in 5 vs. 1 in 10 have completed high school • however, more adults with disabilities believe that life has improved over the past decade (more access to public transportation and facilities and better public attitude) • of those working full or part-time: 23% had vocational rehabilitation; 21% got equipment; 6% required an interpreter or personal care attendance • 20% are working as craftsmen or foremen; 18% are service workers; 13% professionals; 13% unskilled workers; 10% clerical workers • barriers to find a job: low pay (48%); employer insensitivity (37%); do not know where to look for a job (22%) • 58% of those working and 64% of those not working reported being refused a job due to disability; other forms: given less responsibility than coworkers, being paid less, denied health insurance and refused a promotion • 64% of those working and 81% of those not working have encountered supervisors or coworkers afraid that a person with a disability cannot do the job; 51% and 41% found coworkers who thought that they were receiving special treatment

Matrix 1: Research on Employment Outcomes for Persons with Disabilities

Author/Method	Findings
<i>McAfee & McNaughton (1997)</i> Survey of 236 workers with disability in 159 business and 5 states	• no single job or individual characteristics can predict job satisfaction for persons with disabilities; • predictors of job satisfaction are: education received, participation in postsecondary education and vocational education received • all those surveyed had secured employment through direct application; none had been referred by a rehabilitation or special education agency • satisfaction is related to social aspects of jobs and dissatisfaction is related to pay and promotions • workers with higher academic and vocational education were more satisfied with their work, coworkers, and supervision • recommendations: transition professionals must help persons with disabilities to gain further education and work experience, and continue to advocate for workplace equity (better pay and promotion opportunities)
<i>Peterson (1995)</i> Survey of 28 supported employment programs in Michigan, mostly for developmental disabilities	• funding for supported employment services does not cover the actual costs of providing the services • caseloads are huge and not enough staff • state's disability definition, rather than individual's needs, drives the funding • agencies cannot re-target funding to fit individual needs (e.g. Medicaid does not pay for job coach) • transportation is a major program (to and from work) • recommendations: re-evaluate funding and policy issues; shift focus from human service agencies to employment brokers; emphasize natural supports; help families and communities to fill out a support role
<i>Ramasamy, R. (1996)</i> Interviews with 106 Apache students who exited from the high school reservation between 1988-1992.	• difficulties: reservations have high unemployment rates and scarce and substandard housing • overall, Native American adolescents with learning disabilities have a 70% unemployment rate • sample: 52 youth were special education (learning, emotional and multiple disabilities, or developmentally delayed) and 54 youth without disabilities • special education outcomes: 73% unemployed; of those employed, 71% were full-time, 50% earned below minimum wage; special education students held an average 2.2 jobs while in school, 51% get their jobs through family and friends; the rate for LD students was 71%; only 2 respondents used rehabilitation services • regular education outcomes: 65% unemployed; of those employed, 84% full time; 63% above minimum wage; general education students held 2.8 jobs; 10% get their jobs through family and friends • weakness of the concept: for Apache, being competitively employed and living alone is not necessarily a goal; participation in family chores, cultural and spiritual activities and ceremonies may be more appropriate goals; training is not related to local opportunities (sheep herding, care for siblings, lumber mill jobs are not included)

Matrix 1: Research on Employment Outcomes for Persons with Disabilities

Author/Method	Findings
<i>Rumrill, Roessler & Cook (1998)</i> literature review on barriers for employment of persons with multiple sclerosis	• 2/3 of those affected by MS are employed at the time of the onset • rate of attrition after onset is very high and higher for women, persons in the lower socioeconomic status and older • types of impairment and types of jobs are important factor for unemployment (e.g. visual impairments lead to higher attrition; jobs that require physical strength also lead to high attrition) • recommendations for rehabilitation providers: educate employers and employees about MS, resources under ADA, reasonable accommodation, and work incentives
Schall (1998) Review of research	• 35 to 45 million Americans with disabilities (1993 data) • 76.3% of persons with disabilities are unemployed although 79% would like to have a job • unemployment rate for persons with disabilities in 1994 was 13.4% vs 5.6% for nondisabled • between 1990 and 1993, a study with 1,100 adults showed that 59% had no changes in states, 25% engaged in more integrated employment, and 16% regressed to less integrated or no employment; of those in sheltered employment or unemployed, 90% remained in the same setting ("the black hole effect") • between 1992-96, EEOC received 72,687 ADA-related complaints of which 14.2% resulted in merit resolution with reasonable cause problems: • lack of training & experience • lack of information about Job Accommodation Network (JAN) and tax incentives to comply with ADA • recommendations: • support and train business to comply with ADA • readjust federal programs serving individuals with disabilities to reflect the values supported in ADA • reallocate funds so individuals can access money to share the cost of accommodations with business • educate individuals with disabilities in diverse settings • increase the network of technical assistance offered in designing reasonable accommodations • set a national goal to increase the employment of individuals with disabilities

Matrix 1: Research on Employment Outcomes for Persons with Disabilities

Author/Method	Findings
<i>Silver, Strehorn, & Bourke (1997)</i> Survey of 54 students with disabilities who graduated from a Northeast college; findings focus on 47 undergraduates	• 87% graduated with a bachelor's and 5.6% with an associate's degree • Preferred majors were : Social and Behavioral Sciences (34%), Humanities and Fine Arts (26%), Food and Natural Resources (13%) and Natural Sciences and Mathematics (11%) • 30% said they were discouraged from pursuing a certain major, mostly (67%) by a faculty member • 40% said that their disability was a factor in their choice of career • only 15% used career counseling while in the university • the mean number of years to complete college was 4.6 • While they were in college, 48% worked off-campus, 47% work on campus and 18% had internships • after graduation: 67% were employed full-time, 17% part-time; 55% were employed in a field related to their major; the mean number of jobs held since graduation was 3.3; the mean salary was \$301-\$400 per week
<i>Wagner & Blackorby (1996)</i> Analysis of the NLTS, a national database with 8,000 students who were between 13-21 years of age and in school in 1985	• students with disabilities earn more vocational education than academic credits and take few college required courses (12% had taken advanced math courses and 18% a foreign language course), except students with visual impairments • although 99% earn vocational education credits, only 34% concentrate the credits within a career focus • career focus is more common among white and male students • the most popular career for males is trade and industry and for females is office occupations • most work experience was school-based rather than community-based • 30% of those who started high school dropped out and 8% dropped out in middle school • generally dropouts stay in school as long as their peers who graduate but earned only an average of 10 credits • 3/4 of students with severe emotional disorder had failed courses and 50% dropped out • after leaving school, seniors with disabilities were planning: to find competitive employment (56%), to attend college (23%) or to attend a postsecondary vocational training school (28%) • students from low-income households were less likely to continue postsecondary education, and although they were employed in similar numbers than their high-income peers, they earned lower wages • youth who had taken a concentration of vocational education courses earned \$1,851 more than those earned isolated voc ed credits • youth with mild disabilities with a concentration of voc ed courses earned about \$7,000 than their peers without such a concentration

Matrix 2: Research on Transition Planning

Authors	Findings
Grigal, Test, Beattie & Wood (1997) Study of 94 special education student records	• problems with ITPs: vague statements of student outcomes, activities, responsible personnel and time lines; lack of long-range planning and annual revision; lack of best practices • 99% mention employment goals • 53% mention adult services but agency representatives were not involved
Guy, Goldberg, McDonald & Flom (1997) National survey on parental participation in transition system changes	• most frequent activity in which parents are involved is with the Parent Training and Information Centers (PTIs) and members of transition planning boards • PTIs that have subcontracts with school districts are more active in developing and implementing training material • although parental involvement is increasing, barriers to this involvement are lack of financial support and professional attitude
<i>Lustig & Thomas (1997)</i> Study the relationship between family structure & coping strategies among parents of 392 youth with developmental disabilities	• families of young adults with mental retardation are particularly fearful of the bias their children will find in the workplace (supervisor bias, coworkers and supervisors taking advantage of them etc) • parents are in charge to provide transportation for their children to and from work, what reduce their own working hours and is a toll on their lives • parents receive no supports from school to face these added fears and responsibilities
<i>Malian & Love (1998)</i> Survey with teachers, 1,285 special education students and parents in a southwestern state	• parents and students agreed on needed areas of instruction • parents reported that students did not receive enough instruction in reading, math, writing, handling, money, problem solving, exploring different jobs and looking for jobs • students reported that they did not receive enough instruction on handling money and exploring different jobs • teachers perceive students as receiving enough instruction in all • students who graduate receive more community-based instruction, spent more time in a mainstream classroom & more special education services than students who dropped out • 98% of the parents and 93% of the students had expectations about their future, mostly a full-time satisfying employment • 80% of parents and 79% of student expect their children to live by themselves and marry

Matrix 2: Research on Transition Planning

Authors	Findings
<i>Nolan, J (1998)</i> Focus groups with parents of students with severe disabilities living at home or in intermediate care facilities in South TX (rural and urban locations)	• no representation from outside agencies at ITP meetings • meeting treated as "just another form to fill out" • IEP committees tend to offer only what is already available • referral to community agencies were not made • few employment opportunities, mostly in stereotypical areas • few leisure activities outside Special Olympics • instruction not generalized • dichotomy between full inclusion and receiving special education services necessary for transition • students not trained emotionally to cope with the insensitivity of other students and community at large • parents not informed about guardianships and other legal implications • need improved communication between the school & parents • no parental involvement • not enough time to hold productive meetings • parents unaware of resources available • lack of motivation on the part of school personnel • role confusion among all parties
<i>Whitney-Thomas & Hanley-Maxwell (1996)</i> Survey of 204 family members of children with/without disabilities about perspectives on their children's future	• parents of children with and without disabilities have similar concerns and fears • parents of children with disabilities show greater level of concerns, particularly on their children's economic self-sufficiency and social networks • parents of children with disabilities are also afraid about employment discrimination • responsibility for their children's future fall back on them (no support from schools or adult services) • recommend that special educators work with families to enhance their sense of control of life events

Matrix 2: Research on Transition Planning

Authors	Findings
<i>Anderson & Asseling (1996)</i> Surveyed staff responsible for coordinating transition services in 135 school districts	• 4% had full time allotted to transition coordination • no school worked on stigma • 63% provided on-the-job training • community representative was involved in ITP only in 29% of the school districts • parents were involved in 82% • 65% of the districts had cooperation between vocational & special ed in writing ITPs • 46% had in service training for people responsible for transition services • 53% had interagency transition teams • cooperation between vocational & special education was correlated to integration of disabled & nondisabled peers, adequacy of instructional services, coordinated planning and support services.
<i>Baer, Simmons & Flexer (1996)</i> Surveyed 690 special educators, administrators & coordinators in Ohio	• 89% complied with IDEA requirement that a transition statement or plan be in the IEP by the age 16 • 80% invited students to the meeting • 23% reconvened the meeting if the planned services could not be provided • less than 50% had a policy regarding who was to monitor the plan • 33% had an interagency transition team (ITT) • 16% reported employer's involvement in advisory boards or ITT • 8% reported parental and student involvement in boards or ITT • quality of transition implementation was strongly correlated to: amount of transition training received by staff; presence of ITT; parent and student involvement • more than 30% had less than 2 hours of transition training • schools with high percentage of minority students had lower transition policy implementation scores
<i>Benz & Halpern (1993)</i> 3-year longitudinal study of 1990 class of seniors with disabilities	• recognition of need does not mean that students will receive services • 53% of students with disabilities participated in school-sponsored work experience (84% of students with mild MR participated, but only 50% of those with ED and 45% of LD) • parents and teachers rated students with disabilities as less able to perform than non disabled, and women as less able than men • only 50% of ED and LD students and transition planning needs addressed
<i>Bullis, Davis, Bull & Johnson (1997)</i> Research on 20 school programs in OR, WA & Idaho	• perspectives for the future for deaf and hearing students tend to be consistent with those of their families • transition experiences of deaf students were inconsistent with the plan developed • although they had not planned to work after high school, most of them were working on unplanned and low paying jobs • plans are standardized rather than carefully evaluated to adopt consumer and research perspective • instruction is at the core of transition

Matrix 2: Research on Transition Planning

Authors	Findings
Grigal, Test, Beattie & Wood (1997) Study of 94 special education student records	- problems with ITPs: vague statements of student outcomes, activities, responsible personnel and time lines; lack of long-range planning and annual revision; lack of best practices 99% mention employment goals 53% mention adult services but agency representatives were not involved
Guy, Goldberg, McDonald & Flom (1997) National survey on parental participation in transition system changes	- most frequent activity in which parents are involved is with the Parent Training and Information Centers (PTIs) and members of transition planning boards - PTIs that have subcontracts with school districts are more active in developing and implementing training material - although parental involvement is increasing, barriers to this involvement are lack of financial support and professional attitude
Lustig & Thomas (1997) Study the relationship between family structure & coping strategies among parents of 392 youth with developmental disabilities	- families of young adults with mental retardation are particularly fearful of the bias their children will find in the workplace (supervisor bias, coworkers and supervisors taking advantage of them etc) - parents are in charge to provide transportation for their children to and from work, what reduce their own working hours and is a toll on their lives - parents receive no supports from school to face these added fears and responsibilities
Malian & Love (1998) Survey with teachers, 1,285 special education students and parents in a southwestern state	- parents and students agreed on needed areas of instruction - parents reported that students did not receive enough instruction in reading, math, writing, handling, money, problem solving, exploring different jobs and looking for jobs - students reported that they did not receive enough instruction on handling money and exploring different jobs - teachers perceive students as receiving enough instruction in all - students who graduate receive more community-based instruction, spent more time in a mainstream classroom & more special education services than students who dropped out 98% of the parents and 93% of the students had expectations about their future, mostly a full-time satisfying employment 80% of parents and 79% of student expect their children to live by themselves and marry

Matrix 2: Research on Transition Planning

Authors	Findings
<i>Nolan, J (1998)</i> Focus groups with parents of students with severe disabilities living at home or in intermediate care facilities in South TX (rural and urban locations)	• no representation from outside agencies at ITP meetings • meeting treated as "just another form to fill out" • IEP committees tend to offer only what is already available • referral to community agencies were not made • few employment opportunities, mostly in stereotypical areas • few leisure activities outside Special Olympics • instruction not generalized • dichotomy between full inclusion and receiving special education services necessary for transition • students not trained emotionally to cope with the insensitivity of other students and community at large • parents not informed about guardianships and other legal implications • need improved communication between the school & parents • no parental involvement • not enough time to hold productive meetings • parents unaware of resources available • lack of motivation on the part of school personnel • role confusion among all parties
<i>Whitney-Thomas & Hanley-Maxwell (1996)</i> Survey of 204 family members of children with/without disabilities about perspectives on their children's future	• parents of children with and without disabilities have similar concerns and fears • parents of children with disabilities show greater level of concerns, particularly on their children's economic self-sufficiency and social networks • parents of children with disabilities are also afraid about employment discrimination • responsibility for their children's future fall back on them (no support from schools or adult services) • recommend that special educators work with families to enhance their sense of control of life events