



## **College: An Unexplored Pathway to Employment for People with Intellectual and Developmental Disabilities**

Alliance for Full Participation: Real Jobs- Its Everybody's Business

November 18, 2011

National Harbor, MD

# Our Panel

Meg Grigal- Think College, ICI/UMASS-Boston

Adrian Forsythe-College Student and Advocate

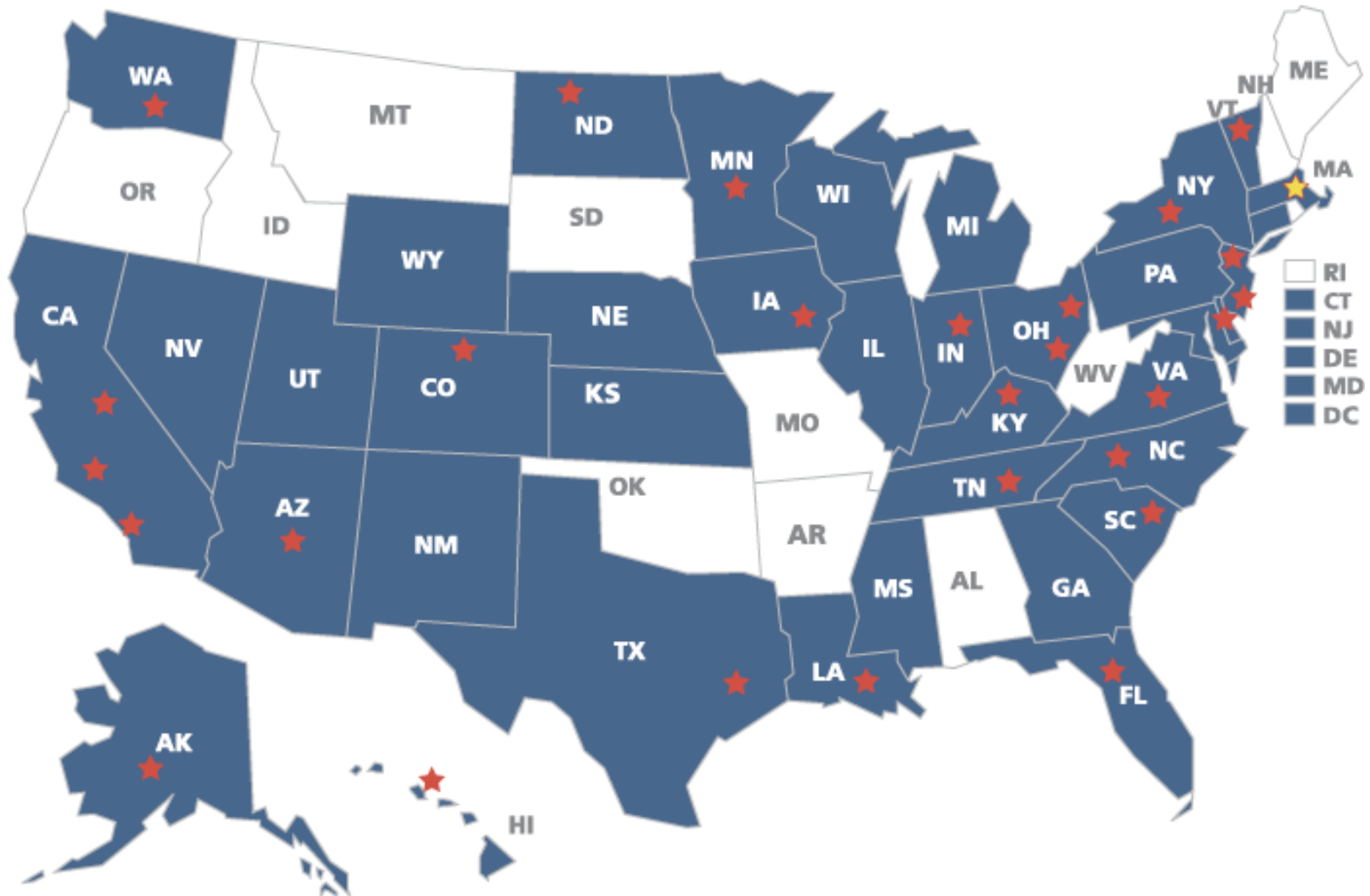
Amy Dwyre- TransCen, Inc.

Margo Izzo- Nisonger Center, the Ohio State  
University



# Successful Employment Means:

- Individually hired in a position that matches skills and interests
- Directly hired at a competitive wage
- Integrated, interesting environments
- Career advancement opportunities
- Employer commitment and involvement
- Customer satisfaction (employer/employee)



# Statewide Strategic Planning and Implementation Grants

2012

- Georgia
- Idaho
- Oregon
- Rhode Island

2011

- Illinois
- Kansas
- Nebraska
- Wisconsin
- Wyoming
- Utah
- Mississippi (P)
- New Mexico (P)

2010

- Vermont
- New York
- North Dakota
- New Mexico
- Florida
- Virginia
- Mississippi
- Nevada

# The Importance of Employment

- For youth with disabilities, one of the most important research findings shows that work experience during high school helps them get jobs at higher wages after they graduate. *NCWD/Youth, Hot topic: Work-Based Learning, 2003 Volume 2*
- Secondary school students with disabilities who worked for pay outside the home in the preceding year before exit and/or have participated in a work-study program at school, have an increased chance for employment in their post school years. *Changes over time in the Early Postschool Outcomes of Youth with Disabilities: A Report of Findings from the National Longitudinal Transition Study (NLTS) and the NLTS2.*

# Some surprising information

- National Council on Disability (NCD) study
  - No data that correlated VR services with increased employment outcomes for youth with disabilities
  - Data confirmed increased success from participation in postsecondary education
- The Rehabilitation Act: Outcomes for Transition Age Youth

## Postsecondary Education & Employment

- 26% more likely to exit the VR program with employment
- earned a 73% higher weekly income

Data Set: RSA 911

—Migliore, A. & Butterworth, J., Hart, D. 2009. *Postsecondary Education and Employment Outcomes for Youth with Intellectual Disabilities. Fast Facts Series, No. 1.* Boston, MA: Institute for Community Inclusion

# High School Employment

- Youth with ID less likely to be employed than youth with other disability labels.
- 14% work during summer
- 4% work during school year
- 17% worked both

NLTS-2

# Employment Outcomes

- 39.9% of 338 graduates with DD (including ID) receiving long term supports, in paid work one year after exiting high school
- Of those working, only 14.2% were employed in individual positions and paid minimum wage

*-Simonsen (2010)*

# Post School Goals- NLTS2

- 11% of students with ID attending a two or four year college or university
- 58% of students with other disabilities had the same goal
- 33% of students with ID had the goal of sheltered employment vs. 8% of students with other disabilities

-Grigal, Hart, & Migliore, 2011

Do you BELIEVE your students can  
work?

Your program goals and staffing will  
have a *greater* impact on a student  
becoming employed than will a  
student's skills

# Obtaining paid employment for students with intellectual disabilities

- Requires skill, training, and experience in job development
- Dedicated staff ideally with connections in the community
- An understanding of employer's needs
- An understanding of a student's skills

## Does your institution or program address employment job training or career preparation specifically for students with ID

- 81% said yes (105)
- 18 % no (23)
- 1 % didn't know

*From Hart, Grigal, Weir, (in press). Findings of a national survey of postsecondary education programs for students with intellectual disability. Journal of Policy and Practice in Intellectual Disabilities.*

# Most Likely to provide job development services (N=83)

- Job developer 20%
- School system SPED teacher 18%
- Adult services provider 13%
- VR 13%
- Family member 1%
- LEA job coach / transition specialist 12%
- Program coordinator 12%
- Job coach 4%
- Career center staff 1%

*From Hart, Grigal, Weir, (in press). Findings of a national survey of postsecondary education programs for students with intellectual disability. Journal of Policy and Practice in Intellectual Disabilities.*

# Paid Work

Individual paid work in the community

- None 18%
- Some 57%
- Most 24%
- All 1%

Individual paid work on campus

- None 57%
- Some 39%
- Most 3%
- All 1%

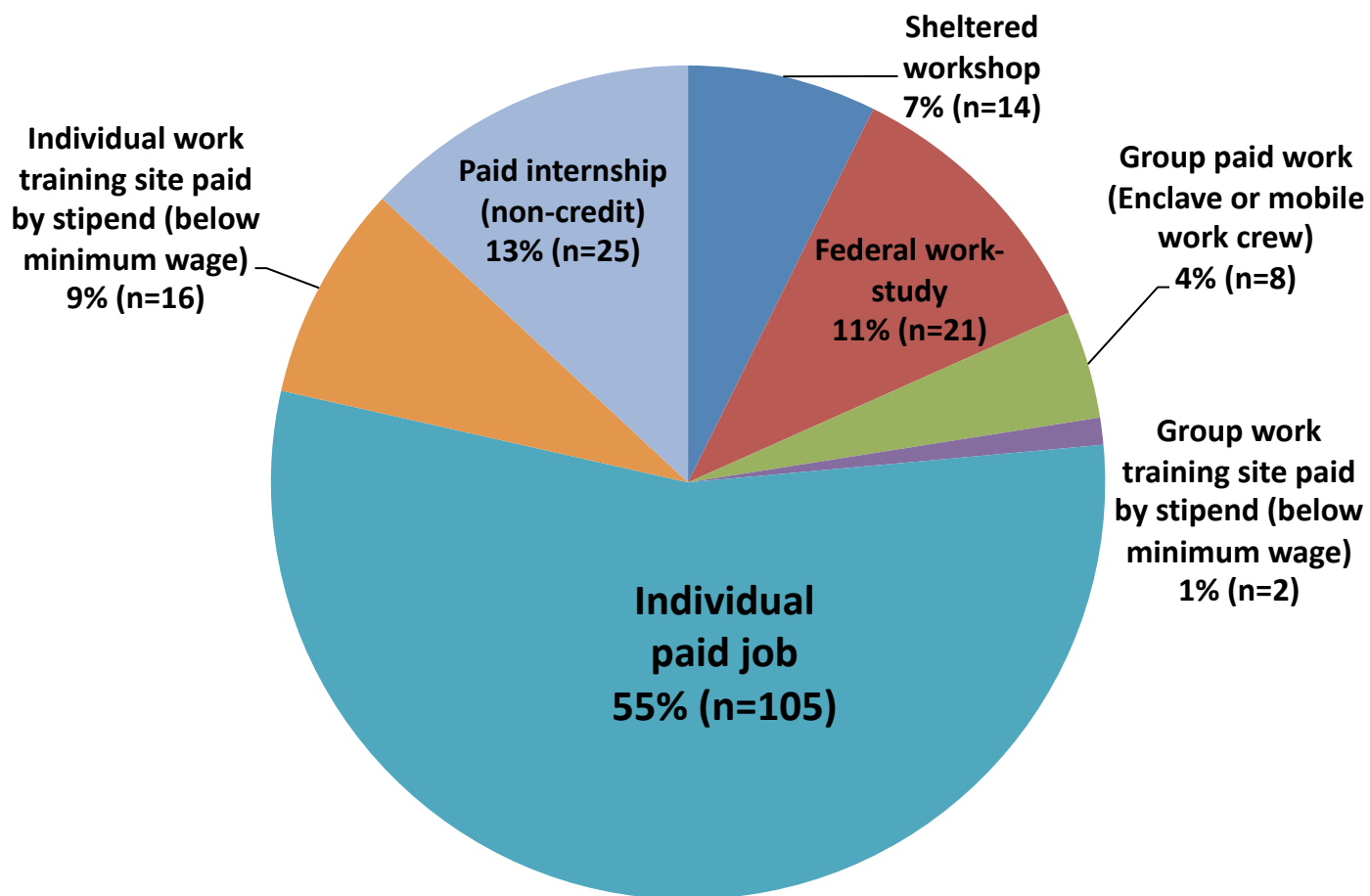
*From Hart, Grigal, Weir, (in press). Findings of a national survey of postsecondary education programs for students with intellectual disability. Journal of Policy and Practice in Intellectual Disabilities.*

# Employment 2010-11 (N=507)

- Employment History
  - 29% *had been employed* for pay prior to TPSID
  - 55% *had never been employed* prior to TPSID
- Employment Outcomes
  - 165 (33%) students held paid job
  - 55% jobs were individual paid jobs
  - 43% of working students had never had a paid job

Pilot Data on the TPSIDs Year I-National TPSID Coordinating Center

## Categories of Jobs Worked by TPSID Students



Pilot Data on the TPSIDs Year I-National TPSID Coordinating Center

# Job Attributes

Of the 193\* jobs held by TPSID students in 2010-11:

- 79% (n=145) paid at or above minimum wage
- 22% (n=40) paid below the minimum wage
- Majority of students worked between 11-20 hrs/wk
- 87% of jobs offered no benefits

Pilot Data on the TPSIDs Year I-National TPSID Coordinating Center

# The Promise of Postsecondary Education

- Students with ID will be expected to consider postsecondary education
- PSE will change employment outcomes, and self image and social value.
- Changing expectations and resources WILL change opportunities and outcomes.



Postsecondary education is a most important key to shaping a new reality for people with disabilities. It has the exciting potential to create a future based *not* on low expectations, the can't's and shouldn't, but on the high expectations of productivity and personal and economic freedom.

*-Madeleine Will*



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