

the Sillerman Center

FOR THE ADVANCEMENT OF PHILANTHROPY

TRANSITION SERVICES FOR YOUTH WITH DISABILITIES: A Guide to High Impact Investments

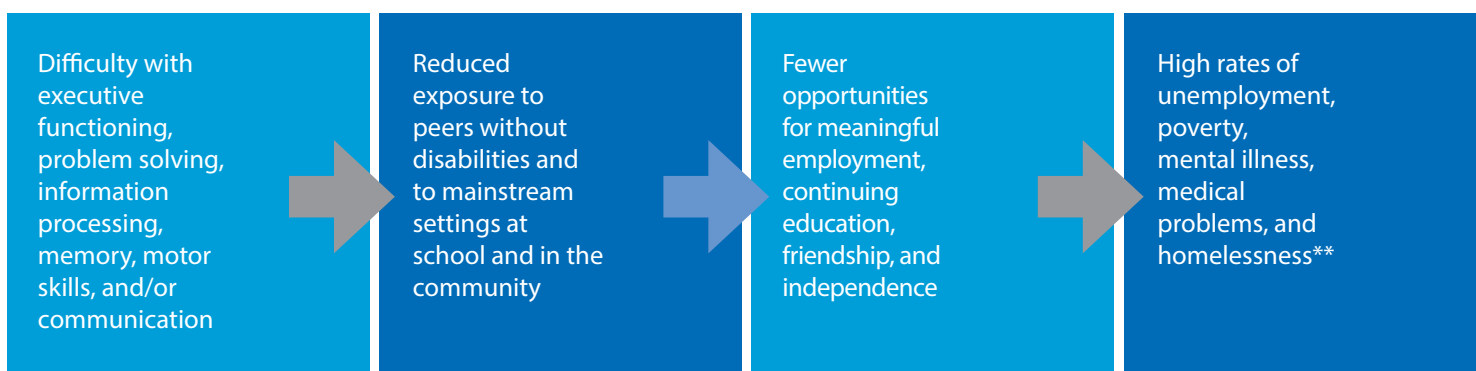


Public schools are federally mandated to develop transition plans with special education students, ages 14-22. These include individualized goals for adult life and detailed strategies for achieving those goals. High quality transition planning offers students challenging, customized experiences that put them on a pathway to better vocational, social, and independent living outcomes. In order to meet their transition goals, students may receive services within or outside of public schools, at public or private expense. Truly comprehensive transition services generally involve collaboration between multiple agencies and organizations.

6.5 MILLION

American school children with intellectual, developmental, or learning disabilities have an IEP (individualized education program) and receive special education services.*

Youth with intellectual, developmental, or learning disabilities experience:



*U.S. Department of Education, 2012-13 <http://eddataexpress.ed.gov/data-element-explorer.cfm/tab/data/deid/5/> <http://eddataexpress.ed.gov/data-element-explorer.cfm/tab/data/deid/2/>

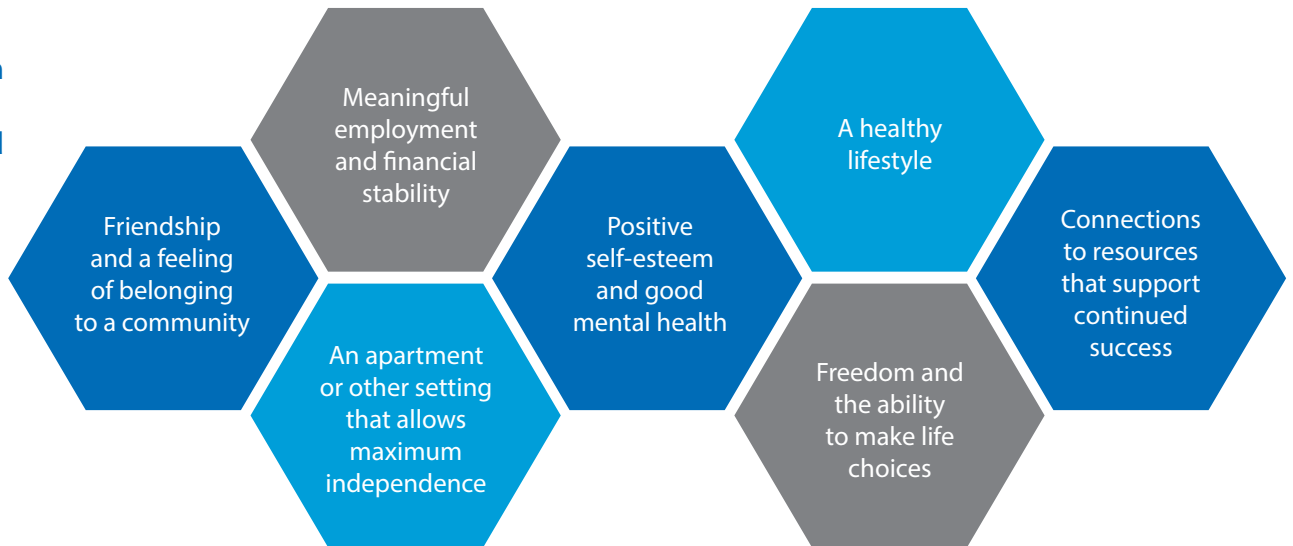
** U.S. Department of Labor, Office of Disability Employment Policy, 2010-12 <http://www.dol.gov/odep/pdf/20141022-KeyPoints.pdf>

U.S. Census Bureau, 2013 <http://www.census.gov/content/dam/Census/library/publications/2014/demo/p60-249.pdf>

Organizations involved in helping youth with disabilities transition into adulthood include:

- PUBLIC AND PRIVATE SECONDARY SCHOOLS
- COLLEGES AND UNIVERSITIES
- VOCATIONAL TRAINING PROGRAMS
- STATE AND FEDERAL DISABILITY AGENCIES
- RESIDENTIAL COMMUNITIES
- HOSPITALS AND REHABILITATION CENTERS
- ADVOCACY ORGANIZATIONS
- MENTORING AND FRIENDSHIP-BUILDING ORGANIZATIONS

The outcome of successful transition is an adult life that is fulfilling and satisfying to the individual. Often, this includes:



High impact transition programs should:

- Prioritize teaching skills that maximize students'/ clients' long term ability to access employment opportunities and community resources independently and minimize their reliance on benefits programs and service organizations
- Promote the inclusion of people with disabilities in mainstream educational experiences, competitive employment opportunities, and community life
- Create partnerships with other organizations and entities in order to provide comprehensive services
- Utilize evidence-based practices, when available, and track student and client outcomes in order to contribute to the knowledge base of best practices
- Foster the self-determination of their students/clients while supporting the development and achievement of personal goals
- Have a plan for financial sustainability that includes diversified funding streams

While transition plans originate in secondary schools, any organization involved in serving youth with disabilities may offer services designed to aid in the transition to adulthood, either independently or in partnership with schools.

For more information please visit:

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