

BIG IDEAS

for **REAL WORK**
and **REAL PAY** for

YOUTH with DEVELOPMENTAL DISABILITIES.

WHO

48 people from 24 agencies with responsibilities for the education, preparation, and support of youth with intellectual and other developmental disabilities (IDD).

WHAT

Raising expectations and aligning public policies, practices, and funding to help youth in the successful transition from school or college to integrated competitive employment (“ICE”).



HOW

5 workgroups effecting change within individuals, families, agencies, and wider systems for ICE.



Products developed by each group addressing specific areas of focus.



7 Local Employment Collaborative Teams

demonstrating successful practices for achieving ICE.



Youth Advisory Committee

contributing youth voice & perspective to all program activities.



Community Conversations

engaging families, educators, local officials, and employers in developing solutions for ICE.

to ACHIEVE

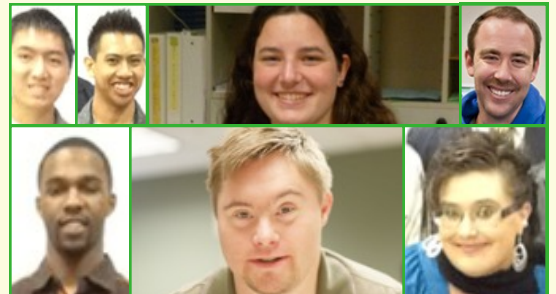
integrated competitive employment

“Part- or full-time work, with or without supports, for which **an individual is compensated at or above the minimum wage**, but not less than the customary wage & level of benefits paid by the employer for the same or similar work performed by individuals who do not have a disability.”

& RESULT in

Empowering Youth and Young Adults with IDD

- to work in jobs of their choosing,
- advance their careers, and
- contribute to their communities.



The Issue.

Youth and young adults with IDD experience greater levels of unemployment, under-employment, low wages, and poverty compared to those without disabilities. In California, only 13% of working age adults with IDD get a paycheck. Their average earnings are \$5,818 a year.

So How Do People with IDD Spend Their Days?

75,450 people with IDD receive day program or employment services from California's 21 regional centers. The vast majority (72%) attend daytime activity programs, and only 28% receive employment services. Of those receiving employment services:

- 14% are in segregated non-competitive work activity programs (i.e., sheltered workshops).
- 8% are in group-supported employment, including enclaves that do not meet the definition of ICE.
- 6% receive individual support services (ICE).

California's Effective Transition and Employment Practices for Youth with IDD that are Advanced by CECY.

- **East Bay Innovations** (San Leandro): Builds partnerships with the health care industry to find high-paying, high-value jobs with high job retention.
- **Glenn County Office of Education** (Willows): Prepares transition-age youth to obtain industry skills and certificates for ICE in a rural community that has a high unemployment rate.
- **Irvine and Whittier Unified School Districts** (Irvine and Whittier): Crafting a compilation of best practices for transition specialists.
- **Sweetwater Union High School District** (Chula Vista): *Partnerships in Job Placement* maximizes interagency collaboration and resources for individual vocational assessment, job development, and job placement.
- **TAFT College** (Taft): *Transition to Independent Living (TIL)* activates parent networks to assist in job development and placement to reduce the 'downtime' youth experience when transitioning back to their home community after college.
- **TransCen** (San Francisco): *WorkLink* utilizes a 'hybrid' funding model, braiding day services and employment services to achieve direct-hire, integrated employment.
- **College to Career (C2C)**: a statewide partnership between five designated community colleges and the Department of Rehabilitation. C2Cs are three-year inclusive programs for young adults with IDD designed to maximize student success in college to achieve ICE.

California Employment Consortium for Youth (CECY) is funded by the Administration on Intellectual and Developmental Disabilities, U.S. Dept. of Health and Human Services (Grant #90DN0284, 2011-2016). Administered at the UCLA Tarjan Center.



ADMINISTRATION ON
INTELLECTUAL AND
DEVELOPMENTAL
DISABILITIES

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