

Testimony of:
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Thank you for the opportunity to testify today. My name is David Hoff. I am a Program Director at the Institute for Community Inclusion at the University of Massachusetts. In my position I conduct research, training, and technical assistance on employment of individuals with disabilities, and have worked with a variety of public systems and community agencies throughout the United States. In my work, I also conduct extensive public policy work on the impact of public policies on the employment prospects for citizens with disabilities. My background also includes working for several years assisting individuals with significant disabilities to find and succeed in employment, as well as 10 years in the private sector.

I've been asked to testify as a national expert on employment of people with disabilities, with a focus on research that demonstrates the critical importance of employment experience while individuals with disabilities are still in school. In addition, I will discuss the goals of HB 2405 and how they are supported by legislative and policy changes at the federal level.

To put this issue in context, according to data from the US Census Bureau, there are approximately 861,000 individuals with disabilities in Pennsylvania between the ages of 18 and 64. Of these individuals of working age, 33% participate in the workforce as compared to 75% of Pennsylvanians without disabilities. In addition, 28% of people with disabilities in Pennsylvania live below the federal poverty level, compared to 11% without disabilities. Simply put, if you are

a person with a disability, not only are you much more likely not to be working, but you are much more likely to be poor. I think we can all collectively agree that this is a major societal issue both here in Pennsylvania and nationally. The good news there has been an increasing recognition over the past several years of the seriousness of this issue across the United States and the need to take steps to address it.

Like any socio-economic issue, the reasons for chronic lack of workforce participation of citizens with disabilities are complex - and the solutions are equally complex. There is no one right or simple answer. However, expectations in terms of employment are a key factor – the expectations of society, policymakers, government agencies, professionals, educators, businesses – and most importantly the expectations of people with disabilities themselves and their families. For many years, the view was that if you had a significant disability you were essentially unemployable. However, the last two decades have seen an evolution in the view of capabilities of people with disabilities, and our public policies are increasingly reflecting that. It is now clear that with the advances that have been made in terms of best practices regarding employment of people with disabilities in terms of placement strategies, supports, and accommodation strategies, even individuals with the most significant disabilities can be successfully employed. As a result, there is no doubt that many more citizens of Pennsylvania with disabilities could be participants in the labor force than is currently the case.

For individuals with disabilities, expectations regarding employment and becoming a full participant in the economic mainstream of our society must begin at an early age. It is absolutely critical that the young people with disabilities in Pennsylvania grow up with an expectation that

when they become adults, they will be working and earning a paycheck, side-by-side with their fellow citizens without disabilities. A young person's experiences during their teenage years are absolutely critical in reinforcing this expectation, and making it a reality. Over the past two decades, extensive research has been done on transition of young people with disabilities from school to adulthood. Research has clearly shown that a key factor in long-term employment success for people with disabilities is work experience during high school. This research has consistently found that "early, hands-on, and frequent work experiences are among the most consistent predictors of improved post-school employment outcomes" (Carter, et al., 2010). One research study found individuals with disabilities had an 87% chance of being employed 1 year after school if they had a job at the time they left school (Rabren, Dunn, Chambers, 2002). Such findings apply across the disability spectrum - whether they be individuals with emotional and behavior issues, autism, intellectual and developmental disabilities, learning disabilities, or other types of disabilities. Even for those young people with the most complex needs and challenges, data clearly show the benefits of employment experience while in high school.

In delving more deeply into these findings, research also shows that the type of work experience is also important, and that the more the work experience mirrors that of their non-disabled peers, the better. Too often, the work experiences for students with disabilities have been limited to created work experiences within the school environment, or possibly students working outside the school as a congregate group in what are called enclaves. The ideal work experience however is one that allows the young person to fully experience the realities of employment in our society – earning a paycheck in a typical setting in the general workforce, working side-by-side with co-workers without disabilities. This is reflected in the definition of

Competitive Integrated Employment contained in the recently passed federal Workforce Innovation and Opportunity Act. This new law defines Competitive Integrated Employment as full-time or part-time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities. Such experiences provide a natural context for learning and strengthening essential work-related competencies, such as interpersonal relationships, self-determination, and occupation-specific skills (Carter, Austin, Trainor, 2012). Expectations regarding behavior on the job and the nature of the supervisor-supervisee relationship are also critical competencies that can only truly be obtained in real work settings. Like any young person, these early employment experiences also enable a student with a disability to begin to view themselves as a capable worker, using their skills and abilities to earn a paycheck. Having a real job, at real wages, also starts to inform the individual's self-perceptions about the benefits of working, and developing a positive view of working. Beyond the actual tasks of a job, initial work experiences also help young people start to determine the critical features that are important to them about a work setting – such as whether they like to work outdoors or indoors, whether they like physical work or more sedentary tasks, a noisy or quiet work setting, dealing with the public or not – the list goes on and on. Frankly, I think we can all agree that early work experiences are as much about learning what we don't want to do, as much as what we want to do. As such, it is critically important that young people have the opportunity to experience an array of employment settings, based on their interests and preferences, rather than limiting young people with disabilities to a narrow set of employment options, which is too often the case. Ideally, the employment experiences of young people with disabilities should be fully reflective of the diversity of the local economy and labor market. Particularly for those with severe disabilities, successful work

experiences during high school have the potential to raise expectations among teachers, parents, employers, and young people themselves regarding the ways in which people with severe disabilities can and should participate in the workforce (Carter, Austin, Trainor, 2012).

In conjunction with real-world work experience, it is also important that transition and employment experiences begin early. For example, recent research regarding young people with Autism Spectrum Disorder, examined the differences in outcomes between young people who received transition services at age 14 vs. those who began to receive services at 16. The study not only showed that individuals that received transition services earlier were significantly more likely to be employed than individuals from the later transition group, but that they earned more wages and cost less to serve as adults (Cimera, Burgess, Wiley, 2013). Such research speaks to the importance of having OVR engage with young people with disabilities at an earlier age, rather than waiting until the last year or two of high school.

The positive impact of successful employment on the individual's life circumstances is important to recognize and is clearly a primary goal of preparing young people for the world of work - greater financial well-being, stronger self-esteem, and increased independence are just some of the obvious benefits to the individual. However, consideration should also be given to the ripple effects of successful employment in terms of society as a whole. Successful employment on an individual basis results in decreased reliance on a variety of public assistance programs as well as an increase in tax revenues. However, many individuals with more significant disabilities require a significant level of professional assistance to find employment and to also maintain employment. Therefore, a question that is often asked is whether the

benefits of assisting an individual to maintain employment outweigh the costs. Dr. Robert Cimera at Kent State University has done extensive work on this issue, in terms of supported employment services – i.e., employment assistance for individuals with disabilities with ongoing support services. In terms of transition, a study conducted by Dr. Cimera found that high school students with disabilities who participated in employment activities in high school were more cost-efficient from the taxpayers' perspective than were individuals who received only in-school transition services – i.e., no employment or other experiences in the community - or received no transition services at all (Cimera, 2010). In a more comprehensive look at individuals served in supported employment services by public vocational rehabilitation nationally, Dr. Cimera found that on average individuals in supported employment placements returned an average net annual benefit to taxpayers of over \$3,000 (Cimera, 2010), after accounting for the costs of services and supports. Dr. Cimera's work has also shown the significant cost effectiveness of supported employment services for individuals with significant disabilities vs. other service options. In work published in 2007, Dr. Cimera found that for individuals with intellectual and developmental disability the costs of supported employment services were 1/3 the cost of sheltered work services (Cimera, 2007). It's clear that investing in employment assistance and supports for young people with disabilities is not only a better deal for the individual – it's a better deal for the taxpayer.

Based on the research findings I've presented, the opportunity for young people with disabilities to gain employment experience while in school is critical. However, one of the major challenges in terms of effective transition to employment is the limited capacity of schools to assist young people with disabilities with obtaining employment. There are multiple reasons for

this. These include the focus of schools on academic achievement rather than employment, a lack of resources and expertise on job placement, among other issues. Therefore partnership with OVR is absolutely critical in terms of ensuring that the necessary expertise and assistance is available to ensure that young people with disabilities are able to obtain sufficient work experience while in school. This is certainly reflected in the Workforce Innovation and Opportunity Act (WIOA) that was recently passed by Congress. WIOA reauthorizes the Rehabilitation Act, the legislation that governs the public vocational rehabilitation system, including OVR. WIOA emphasizes the need for young people to consider their career interests, and gain real world work experience. As a result, WIOA allows state Vocational Rehabilitation agencies to prioritize serving students with disabilities, and significantly expands the mandates of OVR in terms of transition, in a way that is reflective and consistent with HB 2405. WIOA requires that OVR work with local education agencies to make “pre-employment transition services” available to any eligible student with a disability. Under WIOA, a minimum of 15% of OVR Federal funds must be used for pre-employment transition services to assist students with disabilities to make the transition to postsecondary education and competitive integrated employment. These services include:

- (1) job exploration counseling
- (2) work-based learning experiences
- (3) counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
- (4) workplace readiness training to develop social skills and independent living; and
- (5) instruction in self-advocacy.

OVR will be required to report on the number of individuals receiving pre-employment

transition services.

Under WIOA, each local office of OVR will be responsible for a number of transition-related activities including working with their workforce board, Pennsylvania Career Link centers, and employers to develop employment opportunities. OVR will also be required to work with schools to ensure provision of the pre-employment transition services outlined in the law. Also, as a result of WIOA, at least 50% of Pennsylvania's supported employment grant (totaling \$925,000 in the current year) must go to support youth with the most significant disabilities (up to age 24) to obtain the supports they need to enable them to obtain competitive integrated employment. The emphasis in WIOA regarding increasing the role of the public vocational rehabilitation system, is a clear message regarding the need to expand the resources available to support OVR involvement in assisting students with disabilities with their employment needs.

A final point I would like to emphasize - under WIOA, and with transition in general, there is an emphasis in part on such activities as "workplace readiness training" and "job exploration counseling". While these types of job preparation activities are of value, I cannot emphasize enough that such activities should not be used as a substitute for paid work experiences. Too often in the field of disability, there has been an over-emphasis on getting individuals ready for employment, to the exclusion of actual employment. Particularly for those individuals with more significant disabilities, in some ways there is no better teacher than the actual workplace (Carter, Austin, Trainor, 2012). Therefore as Pennsylvania undertakes an increased role for OVR in transition under HB 2405 and WIOA, it is critical that the emphasis be on work-based learning experiences, and particularly paid employment, and limiting the

emphasis on readiness-type activities.

In summary, the research has clearly shown the critical importance of work experiences for young people with disabilities at an early age. Like other young people, the opportunity for after school and summer jobs, is invaluable in moving forward on long-term career success. It is not only the right thing for these young people in terms of helping ensure adult lives characterized by financial well-being, independence, and a sense of self-worth, but is also the right thing for society as a whole. People with disabilities want to work, and people with disabilities can work. Through public policies that enable young people with disabilities to get the necessary assistance and support to gain invaluable work experiences while still in school, we can assure a brighter future for all.

References

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TRANSITION AND EMPLOYMENT

Brewer, D., A. Karpur, et al. (2011). "Evaluation of a Multi-site Transition to Adulthood Program for Youth with Disabilities." Journal of Rehabilitation 77(3): 3-13.

The New York State Education Department awarded sixty Model Transition Program (MTP) grants in 2007 to school districts throughout New York State. The objectives of the MTP were to (1) strengthen partnerships between the New York State Vocational Rehabilitation (VR) system and high schools, (2) increase participation of youth in employment, VR-related services, and post-secondary education, and (3) develop partnerships between the schools and community service partners, including postsecondary education and businesses. Preliminary findings indicate that students who had greater involvement in career development activities, measurable postsecondary goals in their Individualized Education Programs, and received services from community partners were more likely to engage in work-related experiences and the state-federal VR program.

Carter, E. W., Austin, D., Trainor, A. (2012). "Predictors of Post-school Employment Outcomes for Young Adults With Severe Disabilities." Journal of Disability Policy Studies 23(1): 50-63.

Although entry into the world of work is a prominent marker of post-school success in the United States, students with severe disabilities often leave high school without the skills, experiences, and supports that lead to meaningful employment. The authors examined the extent to which an array of student, family, and school factors was associated with employment during the 2 years following high school. Having held a paid, community-based job while still in high school was strongly correlated with post-school employment success. In addition, being male and having more independence in self-care, higher social skills, more household responsibilities during adolescence, and higher parent expectations related to future work were all associated with increased odds of employment after school for young adults with severe disabilities. Implications for transition policy and practice are presented along with recommendations for future research addressing the career development of youth with intellectual disabilities, multiple disabilities, and autism.

Carter, E., Trainor, A., Cakiroglu, Swedeen, B., Owens, L. (2010). "Availability of and Access to Career Development Activities for Transition-Age Youth With Disabilities." Career Development for Exceptional Individuals 33(1): 13-24.

Equipping youth with and without disabilities for the world of work has been the focus of ongoing legislative and policy initiatives. The authors examined the extent to which career development and vocational activities were available to and accessed by youth with severe disabilities or emotional and behavioral disorders attending 34 urban, suburban, and rural high schools. Although school-level representatives (e.g., administrators, guidance counselors, student services directors) identified an array of career development opportunities offered by their schools, participation by youth with disabilities in these experiences was reported to be fairly limited. Potential factors influencing the participation of youth included disability-related needs and limited

professional development opportunities for educators. The authors present recommendations for improving research and practice aimed at better preparing youth with disabilities for their future careers.

Carter, E. W., Trainor, A., Ditchman, A., Owens, L. (2011). "A Pilot Study Connecting Youth With Emotional or Behavioral Difficulties to Summer Work Experiences." Career Development for Exceptional Individuals 34(2): 95-106.

Despite the potential contributions of adolescent employment to post-school success, many youth who experience emotional and behavioral difficulties (EBD) do not access these opportunities. This intervention study examined the effects of a package of strategies designed to increase access to summer work experiences. Fifty-seven youth with EBD from seven high schools were randomly assigned to intervention and comparison groups. A significantly higher proportion of youth in the intervention group were employed toward the end of the summer relative to youth from their same schools in the comparison group. Intervention components were rated as feasible to implement and acceptable to relevant stakeholders. Steps to sharpen the intervention's ability to address the transition-related needs of youth with EBD are discussed.

Cimera, R.E., Burgess, S., Wiley, A. (2013). "Does Providing Transition Services Early Enable Students With ASD to Achieve Better Vocational Outcomes as Adults?." Research & Practice for Persons with Severe Disabilities, 38(2): 88-93.

This study investigated whether receiving transition services early (i.e., by age 14) promoted better vocational outcomes than receiving transition services later (i.e., by age 16) for young adults with ASD. To do this, the outcomes achieved by two matched groups were examined V 453 young adults from states requiring transition services be addressed by age 14 and 453 young adults with ASD from states requiring transition services be addressed by age 16. In each of the four years examined (i.e., 2006 Y 2009), individuals from the early transition states were significantly more likely to be employed than individuals from the later transition group. Further, early transition individuals who became employed appeared to earn more wages and cost less to serve.

Cimera, R.E. (2010). "The National Cost-Efficiency of Supported Employees with Intellectual Disabilities: The Worker's Perspective." Journal of Vocational Rehabilitation, 33(2): 123-131.

This study explored the outcomes achieved by 104,213 individuals with intellectual disabilities who were served by state vocational rehabilitation agencies and wished to be enrolled in supported employment. Result found that 62.08% of participants became employed within their community via supported employment and that these individuals, on average, received greater monetary benefits from working (i.e., wages earned) than monetary costs (i.e., taxes paid, forgone wages, reduction in governmental subsidies). Further, this result was found regardless of the number of disabling conditions present and the state in which they received services. However, employment outcomes (i.e., rates of employment, wages earned, hours worked, and cost efficiency) varied significantly between states.

Cimera, R.E. (2010). "Supported Employment's Cost-Efficiency to Taxpayers: 2002 to 2007." Research & Practice for Persons with Severe Disabilities, 34(2): 13-20.

This study explored the cost-efficiency of all 231,204 supported employees funded by vocational rehabilitation throughout the entire United States from 2002 to 2007. Results found that supported employees returned an average monthly net benefit to taxpayers of \$251.34 (i.e., an annual net benefit of \$3,016.08 per supported employee) and generated a benefit cost ratio of 1.46. Further, economic returns of supported employees were investigated across nine disabling conditions. Even individuals with the least cost-efficient disability (i.e., traumatic brain injuries) returned to taxpayers a monthly net benefit of \$111.62. Finally, this study determined that supported employees with multiple conditions were as cost-efficient as individuals with only one disability (i.e., benefit cost ratios of 1.49 versus 1.46, respectively).

Joshi, G. S., E. C. Bouck, et al. (2012). "Exploring Employment Preparation and Post-school Outcomes for Students With Mild Intellectual Disability." Career Development and Transition for Exceptional Individuals. 35(2): 97-107.

Employment is an important post-school goal for students with mild intellectual disability; yet, results for this particular population are often not disaggregated from other disability categories. In this study, data from the National Longitudinal Transition Study-2 (NLTS2) were used to explore the extent to which students with mild intellectual disability participated in employment-related transition activities, the relationship between participation in these activities and school demographic variables, and the relationship between these activities and post-school employment outcomes. The results revealed three main findings: (a) the majority of students with mild intellectual disability participated in employment-related transition activities, (b) participation in employment-related transition activities differed by school demographics, and (c) post-school employment status was related to participation in employment-related transition activities while in school.

McDonnall, M. C. (2010). "Factors Predicting Post-High School Employment for Young Adults With Visual Impairments." Rehabilitation Counseling Bulletin 54(1): 36-45.

Although low levels of employment among transition-age youth with visual impairments (VI) have long been a concern, empirical research in this area is very limited. The purpose of this study was to identify factors that predict future employment for this population and to compare these factors to the factors that predict employment for the general population. Participants in the study were young adults between the ages of 18 and 23 in 2002 whose data were obtained from the National Longitudinal Survey of Youth 1997. Multilevel modeling for longitudinal data was the technique used to analyze 5 years of employment data for the participants. Two models were developed and tested: one for persons with VI and one for the general population. Independent variables found to significantly predict employment for young adults with VI were number of jobs held as a teenager, math and verbal aptitude, parental support, and self-reported health. Participation in school-to-work programs and educational level did not significantly predict employment for this population. Results are compared and contrasted with results for the general population. The importance of having a number of early work experiences while also focusing on academic skills for youth with VI is discussed.

Nochajski, S. M. and J. A. Schweitzer (2014). "Promoting school to work transition for students with emotional/behavioral disorders." *Work* 48(3): 413-422.

The successful transition of students from high school to adult occupations, including work and independent living, has been a major focus of the educational reform movement in the United States. However, despite good intentions, students with disabilities have less favorable transition outcomes than do students in the general population and employment opportunities are even less promising for students with emotional/behavioral disorders (EBD). Objective: The purpose of this model demonstration project, funded by the US Department of Education, was to develop a program based on identified best practices to facilitate successful school to work transition for students with EBD. PARTICIPANTS: 47 students with EBD between the ages of 14 and 19 were participants in this project. The majority of participants in the project were white males with a generic diagnosis of a disruptive personality disorder. METHODS: Five cohort groups of students participated in a four phase program; Phase 1 - School-based Learning, Phase 2 - Community Involvement, Phase 3 - Paid, Supported Work Experience, and Phase 4 - Competitive Employment and Follow-Up. RESULTS: At the conclusion of the project, 30% of the project participants were competitively employed. Students had the most difficulty in Phase 3, but 81% of those who successfully completed Phase 3 obtained and retained competitive employment for a least one year. Four case studies are presented to illustrate findings. CONCLUSIONS: The School to Work Transition Program model shows promise for providing interventions to promote successful transition for students with EBD. Further research on the effectiveness of the overall model, as well as specific components of the model, is needed.

Rabren, K., Dunn, C., Chabers, D. (2002). "Predictors of Post-High School Employment Among Young Adults with Disabilities." *Career Development and Transition for Exceptional Individuals* 25(1): 25-40.

This study examined the employment status of 1,393 former special education students who had exited from 37 of Alabama's 128 school systems between 1996-2000. These 37 school systems served as demonstration sites through the state's transition systems change grant. Follow-up telephone interviews revealed that 73% (N=1,013) of these former students were employed one year after exit. Using a hierarchical logistic regression analysis, there was an 87% probability that these students would be employed one year after high school if they held a job at the time they exited school. Other significant findings include the relationship between employment status and gender, disability, and urban or rural setting. The probability of the student having a job one year after high school, for example, was greater if the student was male, had a learning disability, was from an urban school, and had a job at the time of school exit. In contrast, the probability of employment was less likely for females with a disability other than a learning disability, from rural schools, and without a job at the end of high school. These findings suggest that students with disabilities can benefit from participating in paid work experiences during high school and that females in rural settings need better transition planning and programs.

Simonsen, M. L. (2010). "Predictors of Supported Employment for Transitioning Youth with Developmental Disabilities." *Ann Arbor, University of Maryland, College Park*. 3443512: 232. <http://drum.lib.umd.edu/handle/1903/11109>

The Individuals with Disabilities Education Act of 2004 requires school systems to plan systematically for the transition from school to post-secondary education and/or employment and include measurable post-school goals in students' IEPs. Schools are required to coordinate activities, such as work experiences, to assist students in meeting their post-school goals. In addition, IDEA 2004 outlines a requirement for states to evaluate their performance on priority indicators including the percent of youth who had IEPs who are working in the community within the first year after exiting school (Indicator 14, IDEA 2004). Although youth with developmental disabilities (DD) typically stay in school longer than their peers and often receive costly long-term funded supports as adults, these students continue to transition to sheltered post-school employment rather than supported employment (paid work in the community). Studies examining the employment outcomes for youth with disabilities and predictors for favorable post-school outcomes proliferate in the field yet little is known about the types of employment outcomes for transitioning youth with developmental disabilities who receive long-term funded supports from community rehabilitation provider agencies (CRPs) or the variables that best predict supported employment outcomes. In this study, CRP staff members were asked to complete a survey on 560 individuals who received state DD funded supports from one of 81 CRPs across one Mid-Atlantic state. The final sample included 338 subjects (60.4% response rate) from 57 CRPs. Only 14.2% of the transitioning youth with DD were in individual supported employment positions in the community. Over one-third of the sample (36.9%) was in other supported work (e.g. enclaves, mobile crews) through a CRP and 57.1% were engaged in unpaid/sheltered or non-work activities at the CRP. Using multinomial logistic regression, five variables were identified as salient predictors of supported employment: Family expressed preference for supported employment, paid work experience during secondary school years, self-management skills, community mobility skills, and race/ethnicity. The findings are particularly meaningful because this is the first study to examine predictor variables that are relevant for transitioning youth with DD, such as typical secondary school experiences (e.g. post-secondary program participation, unpaid work experience) and the outcome variable reflects the spectrum of employment outcomes for individuals receiving funded supports from CRPs.

Webb, K., J. Repetto, et al. (2014). "Career development: Preparation, integration, and collaboration." *Journal of Vocational Rehabilitation* 40(3): 231-238.

Although outcomes for adults with disabilities are improving, many do not have the same quality of life experienced by their peers without disabilities; they are unemployed, underemployed, have frequent job changes, and may not enjoy friendships or social interactions. To diminish the gap between students with disabilities and their non-disabled peers demands career development and transition planning from high school to post school activities. Students with support from their families, contacts, schools, and agencies can plan, prepare, and organize reasonable and efficient connections to employment, education and independent living options. This article will guide the reader through (a) the history and impact of career development, (b) a discussion about models

of career development, (c) essential components and (d) how career development can be integrated into academic and community arenas. Finally, ideas for collaborative efforts that promote and enhance career development and transition are presented. [ABSTRACT FROM AUTHOR]

Wehman, P., F. Chan, et al. (2014). "Effect of Supported Employment on Vocational Rehabilitation Outcomes of Transition-Age Youth With Intellectual and Developmental Disabilities: A Case Control Study." *Intellectual and Developmental Disabilities* **52**(4): 296-310.

Abstract The purpose of this study was to examine the effect of supported employment intervention on the employment outcomes of transition-age youth with intellectual and developmental disabilities served by the public vocational rehabilitation system using a case-control study design. Data for this study were extracted from the Rehabilitation Services Administration Case Service Report (RSA-911) database for fiscal year 2009. The sample included 23,298 youth with intellectual and developmental disabilities aged between 16 and 25 years old at the time of application. The classification and regression tree (CART) method was used to estimate propensity scores and to adjust for selection bias on the basis of all prominent covariates relevant to the dependent variable (i.e., competitive employment). Results yielded six homogeneous subgroups, and receipt of supported employment was found to increase the employment rates across all of the groups. The effect of supported employment was especially strong for youth who were Social Security beneficiaries, special education students, and individuals with intellectual disabilities or autism who were high school graduates. These findings suggest that supported employment is an effective service for enhancing the vocational rehabilitation outcomes of young adults and provides valuable information for policy makers, health care providers, rehabilitation counselors, and educators.