

9-1-2011

# Data Note: Setting Higher Employment Expectations for Youth with Intellectual Disabilities

Alberto Migliore

*University of Massachusetts Boston*, [alberto.migliore@umb.edu](mailto:alberto.migliore@umb.edu)

Daria Domin

*University of Massachusetts Boston*, [daria.domin@umb.edu](mailto:daria.domin@umb.edu)

Follow this and additional works at: [http://scholarworks.umb.edu/ici\\_datanote](http://scholarworks.umb.edu/ici_datanote)



Part of the [Disability and Equity in Education Commons](#), and the [Education Policy Commons](#)

---

## Recommended Citation

Migliore, Alberto and Domin, Daria, "Data Note: Setting Higher Employment Expectations for Youth with Intellectual Disabilities" (2011). *Data Note Series, Institute for Community Inclusion*. Paper 5.  
[http://scholarworks.umb.edu/ici\\_datanote/5](http://scholarworks.umb.edu/ici_datanote/5)

This Occasional Paper is brought to you for free and open access by the Institute for Community Inclusion at ScholarWorks at UMass Boston. It has been accepted for inclusion in Data Note Series, Institute for Community Inclusion by an authorized administrator of ScholarWorks at UMass Boston. For more information, please contact [library.uasc@umb.edu](mailto:library.uasc@umb.edu).

## Setting Higher Employment Expectations for Youth with Intellectual Disabilities

By Alberto Migliore and Daria Domin

Integrated employment is a critical goal because it leads to greater economic self-sufficiency, social inclusion, and personal satisfaction. Unfortunately, high schools do not always include integrated employment as a primary goal in the transition plans of students with intellectual or developmental disabilities. Moreover, in some cases sheltered employment is listed as the primary goal. As Table 1 demonstrates, only 53% of students with intellectual or developmental disabilities had integrated employment listed as a primary goal in their transition plans, and 10% had sheltered employment listed as a primary goal.

**Table 1: Primary goals for students with IDD**

	#	%
Integrated employment	35,051	53%
Sheltered employment	6,681	10%
No employment	24,135	37%
Total	65,868	100%

Table 2 shows, however, that a substantial number of students who did not have integrated employment as a primary goal transitioned to work after high school (38%; N=9,183). The table also shows that many students did not transition to work after high school despite having had integrated employment as their primary goal (51%; N=17,769).

The relatively high number of students who worked despite not having integrated employment as a primary goal in their transition plans indicates that high schools may underestimate the employment potential of some students. At the same time, setting goals is not enough. The high number of students who did not progress

**Table 2: Integrated employment outcomes after high school, by transition goals**

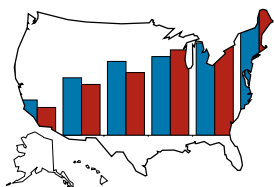
	Worked		Did not work		Total	
	#	%	#	%	#	%
Integrated employment goal	17,282	49	17,769	51	35,051	100
Sheltered employment goal	0	0	6,681	100	6,681	100
No employment goal	9,183	38	14,952	62	24,135	100
Total	26,466	40	39,402	60	65,868	100

to work—despite having had integrated employment as their primary goal—indicates that more needs to be done to assist students’ transition to employment. Overall, these data indicate that setting higher expectations in high school, followed by adequate support services, is critical for ensuring that students with intellectual or developmental disabilities achieve greater economic self-sufficiency, social inclusion, and personal satisfaction through employment.

These data are from the National Longitudinal Transition Study 2 (NLTS2). The NLTS2 dataset includes a nationally representative sample of students with any disabilities who were between the ages of 13 and 16 in December 2000 and who received special-education services between 2000 and 2007. Work was defined as “Youth worked for pay other than work around the house since leaving high school (if out-of-HS a year or more) and earning at least minimum wage (\$5.15 at the time of data collection).” A primary employment goal included either competitive or supported employment, but not sheltered employment. A primary sheltered-employment goal excluded both competitive and supported employment. General information about NLTS2 is available at [www.nlts2.org/](http://www.nlts2.org/)

## StateData.info

A project of the Institute for Community Inclusion at UMass Boston



### Suggested Citation

Migliore, A., and Domin, D. (2011). *Setting higher employment expectations for youth with intellectual disabilities. Data Note Series, Data Note 34.* Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

*This project is supported in part by the Administration on Developmental Disabilities, U.S. Department of Health and Human Services, under cooperative agreement #90DN0126. The opinions contained in this publication are those of the grantees and do not necessarily reflect those of the funding agency.*