

LD 924 TASKFORCE Update

Linda Lee & Maggie Hoffman

Parents/TF members



Young adults with disabilities often find themselves
after High School
“dropping off the cliff.”



LD 924 TASK FORCE REPORT 2022

Families, caregivers, and individuals share that life after high school feels like falling off a **cliff**. Young adults go from attending school everyday with purpose and social interactions to being isolated and disconnected.

The LD 924 Task Force members shared vision for this work is **to create a bridge** of systemic person-centered integrated approaches to ensure that every individual with disabilities and their families/caregivers experience a smooth transition from school to an *engaging and meaningful adult life* with the necessary services, education, and employment opportunities to make that a reality.

Every young adult should have access to every opportunity available to all Mainers.

*We make the mistake of talking about the 16% of young adults with intellectual disabilities who successfully transition from school to adulthood. **We must explore what goes wrong for the other 84%.***

LD 924 Task Force Member

Every year approximately 1,000 special education students leave public school in Maine. Some do graduate, although that graduation doesn't necessarily mean that the student is prepared for life as an adult in the community. Many simply reach the age of 20 and are, by law, no longer eligible for special education. These students have continuing needs for education and training and must cross an uncertain gap to obtain needed services from adult service agencies.

In Maine there is currently no overall systematic plan that provides a bridge linking the public school system with the system of adult service agencies. The planning and provision of services to handicapped youth by each system is now done quite independently, often with little or no communication or coordination between the separate systems.

The report also cited a lack of early and consistent career planning and vocational preparation, lack of adequate coordination between education and adult service programs; lack of coordination among adult service agencies, and inadequate opportunities for suitable employment.

Making the Transition from School to
Community Living:

*Preparing Handicapped Youth in Maine
for Fully Integrated Lives*

The Final Report to the 112th Maine Legislature

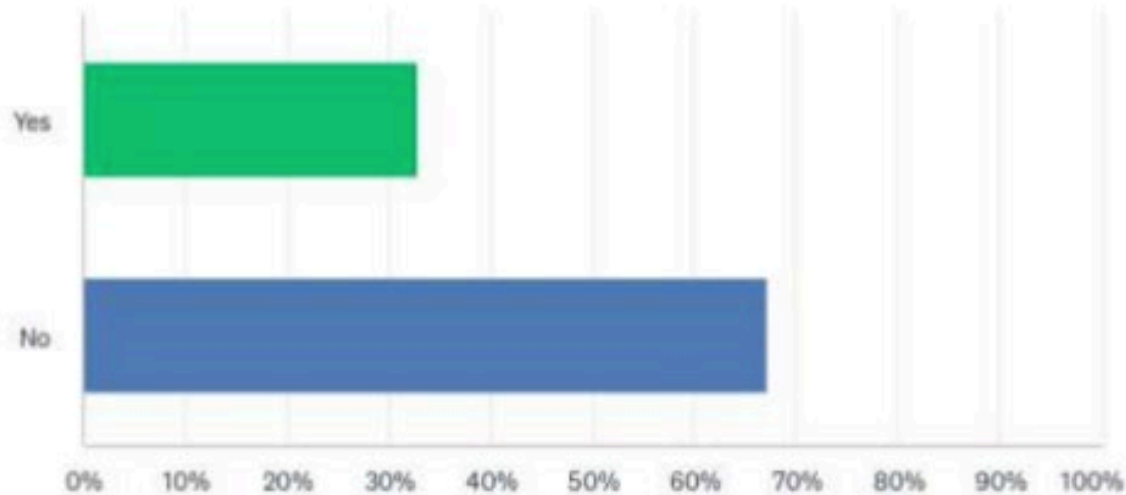
Select Committee to Address Training and Employment Opportunities
for Handicapped Persons Beyond School Age

March 1986

HV
889
.M2

Q1 Do you feel the needs of your son or daughter are currently being met by Government funded Services (examples: case management, community programs, direct supports, Employment Services, Behavioral Support)?

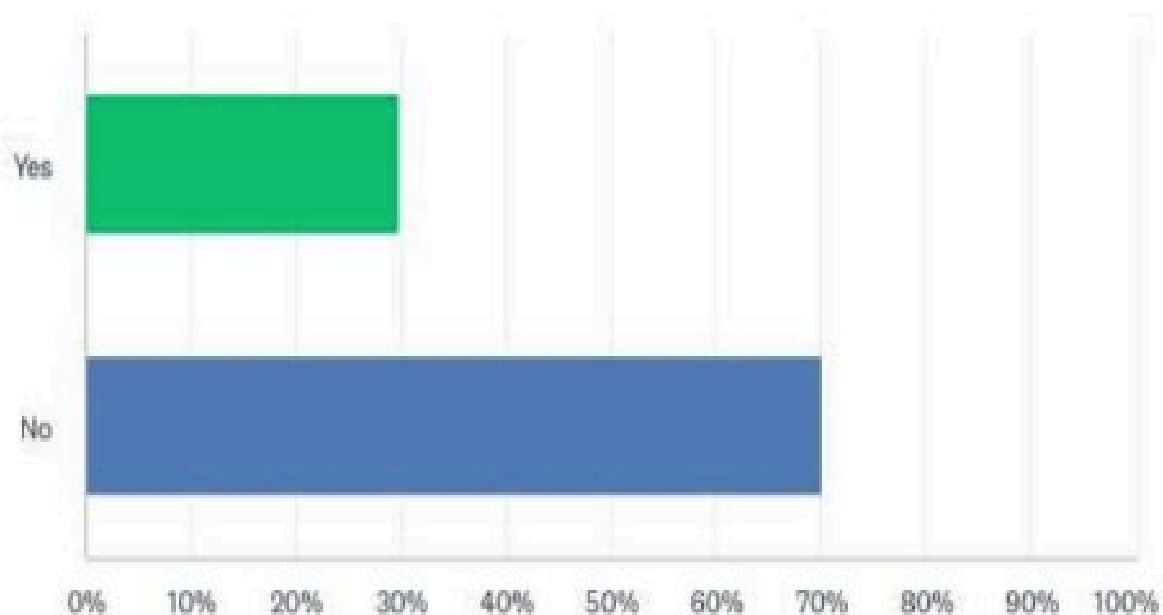
Answered: 85 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	32.94%	28
No	67.06%	57
TOTAL		85

Q2 Does your son or daughter have a Transition Plan in High School?

Answered: 84 Skipped: 1



ANSWER CHOICES

RESPONSES

Yes

29.76%

25

No

70.24%

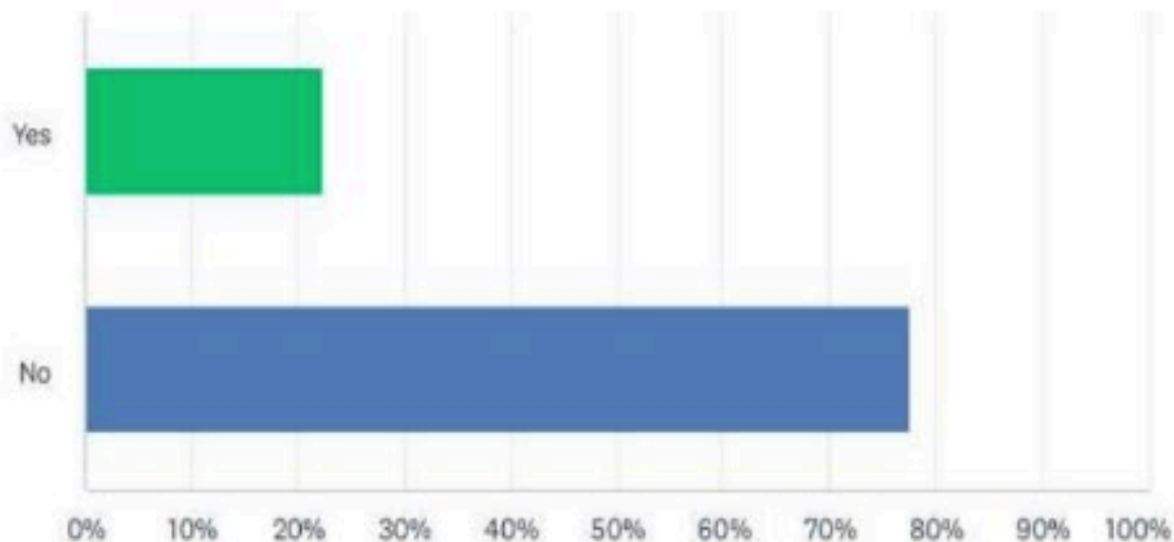
59

TOTAL

84

Q4 During High School do you feel that your son or daughter's involvement with Vocational -Rehab was effective?

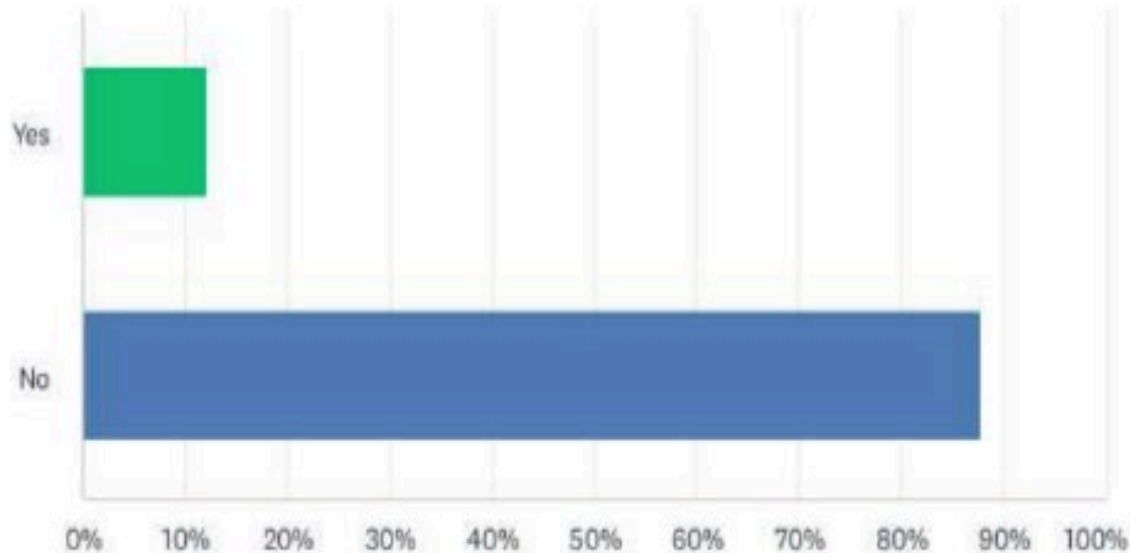
Answered: 116 Skipped: 15



ANSWER CHOICES	RESPONSES	
Yes	22.41%	26
No	77.59%	90
TOTAL		116

Q6 Is your adult-son or daughter employed in an integrated setting for more than 10 hours per week, earning at least minimum wage?

Answered: 124 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	12.10%	15
No	87.90%	109
TOTAL		124



“Do we have to wait another 36 years before change happens?”

(Task Force member with over 40 years in the field)

THANK YOU ALL FOR YOUR TIME

QUESTIONS for Maggie or Linda