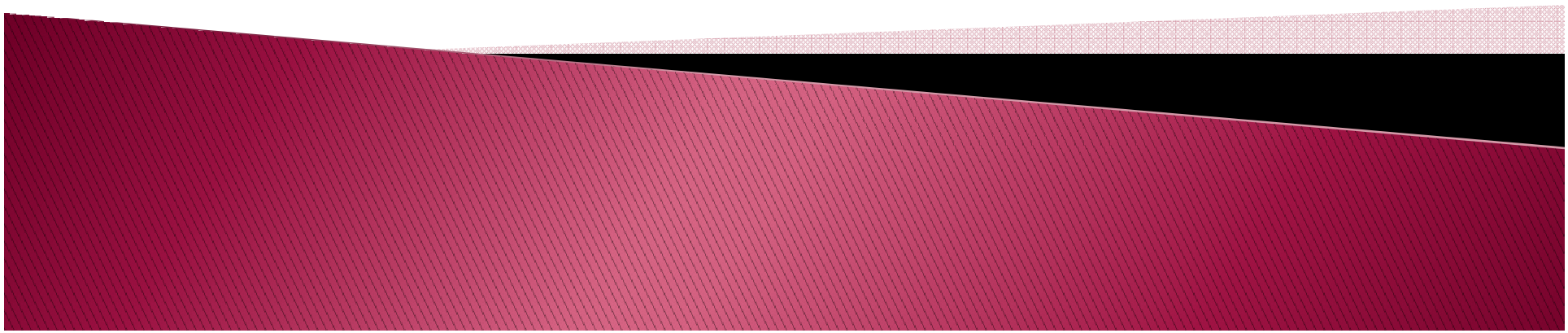
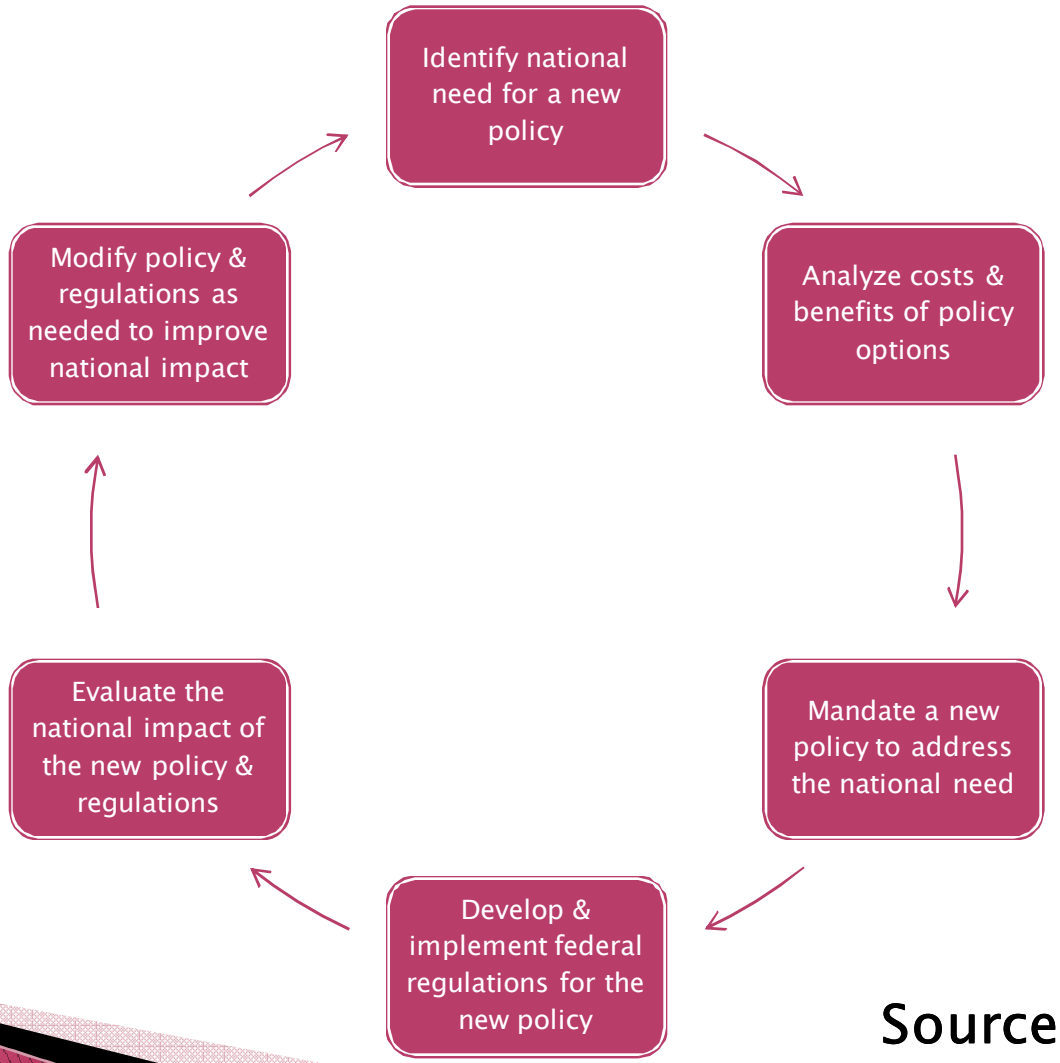
Science and Public Policies in the United States

Maurice McInerney, American Institutes for Research
Richard Luecking, TransCen
August 3, 2010



Six Phases of U.S (Federal) Policy Development



Source: Brewer, 1974

Three Eras of Education & Rehabilitation Policies in the United States

1990–1950

- Federal mandates to develop human service delivery systems in education and rehabilitation

1950–1990

- Federal mandates to protect the civil rights and ensure quality of access to services for all persons with special needs

1990–Present

- Federal mandates to use scientifically-based practices to improve educational and rehabilitation outcomes for persons with special needs

Landmarks in Human Service Delivery Systems in the United States

Education

1918

All states mandated schooling for children (6–12 years)

1925

U.S. Supreme Court ruled that children could be educated in public or private (e.g., Catholic) schools

1940

All states mandated schooling for children (6–18 years)

1900–1950

There was a significant increase in number of Americans enrolled in postsecondary education

Rehabilitation

Smith–Fess Act of 1920

Authorized federal funds for public rehabilitation & created Federal–state VR system.

Works Progress Administration Program (WPA) of 1935

Authorized Federal investments to employ millions of Americans to build public buildings & roads, distribute food & clothing, and provide other public services.

Randolf–Shepard Act of 1936

Gave states the authority to employ qualified persons who were blind as vendors in public buildings

Barden–LaFollette Act of 1943

Required states to develop service delivery plans and increased public funding for vocational rehabilitation

Employment Act of 1946 (Public Law 79–304)

Authorized federal investments to provide for employment of all Americans

U.S. Policies & Initiatives to Ensure Civil Rights of Individuals with Disabilties

1950s

- Family advocacy for individuals with disabilities
- Training of Professional Personnel Act of 1959 (Public Law 86-158)

1960s

- President's Committee on Mental Retardation
- 1962 Manpower Development and Training Act (Public Law 87-415)
- 1965 Elementary and Secondary Education Act (Public Law 89-10)

1970s

- 1973 Rehabilitation Act (Public Law 93-112)
- 1975 Education of All Handicapped Children Act (Public Law 94-142)

Federal Laws to Ensure the Civil Rights of Americans with Disabilities

1973 Rehabilitation Act

- Requires affirmative action and prohibits the employment discrimination of persons with disabilities by :
  - Federal agencies
  - Programs receiving Federal assistance
  - Federal contractors & subcontractors
- Requires reasonable accommodations & modifications for students and employees with disabilities

1975 Education of All Handicapped Children Act

- Ensures a free appropriate public education to all children and youth with disabilities
- Protects the rights of children and youth with disabilities and their families
- Assists states and local communities in providing early intervention and special education
- Assesses and ensures that early intervention and special education are effective

1990 Americans with Disabilities Act

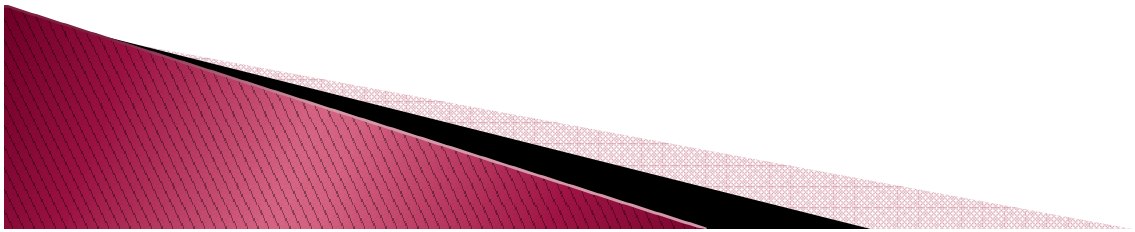
- Prohibits discrimination in hiring and requires reasonable job accommodations & modifications
- Prohibits discrimination by state and local governments and requires that all public buildings be accessible
- Prohibits discrimination by restaurants, hotels, retail stores, and other private businesses and requires that new buildings be accessible
- Requires telephone companies to offer telephone relay systems for persons who use telecommunication devices

Federal Knowledge Transfer Paradigm: Translating Scientific Research into Improved Practice

- *Knowledge production grants*
  Research, development and demonstration projects to discover and validate new practices

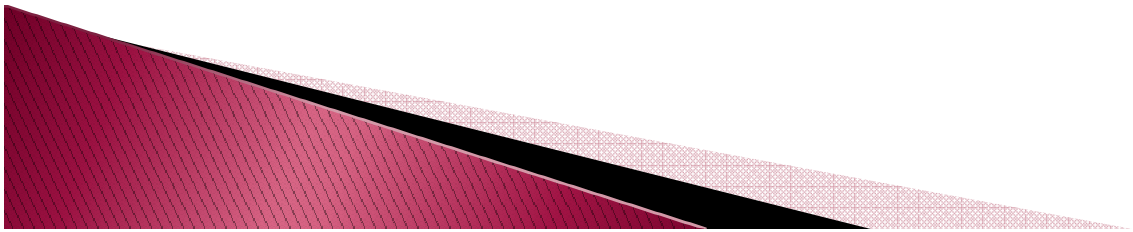
- *Knowledge utilization grants*
  Personnel preparation, implementation and adoption projects to help educators and families learn about validated practices and use them effectively

Source: James Gallagher
Associate Commissioner
Bureau of Education for the Handicapped
1968



IDEA Part D Portfolio: Investments to Improve Practice in Special Education and Early Intervention

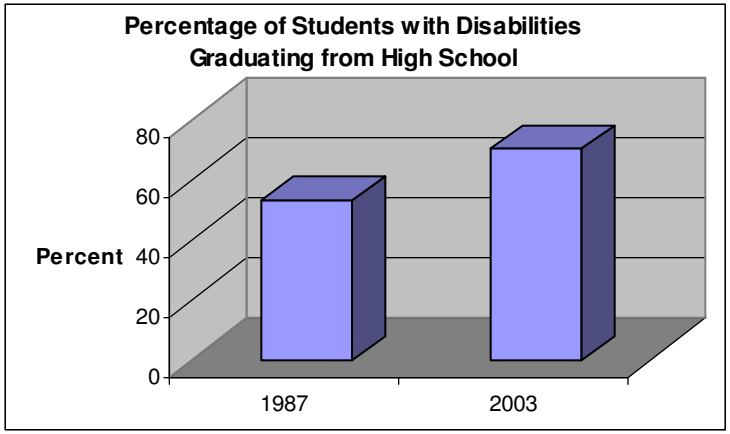
- Research
- Technology and Media
- Personnel Development
- Technical Assistance and Dissemination
- Parent Training and Information Centers
- State Personnel Development Grants
- Evaluation

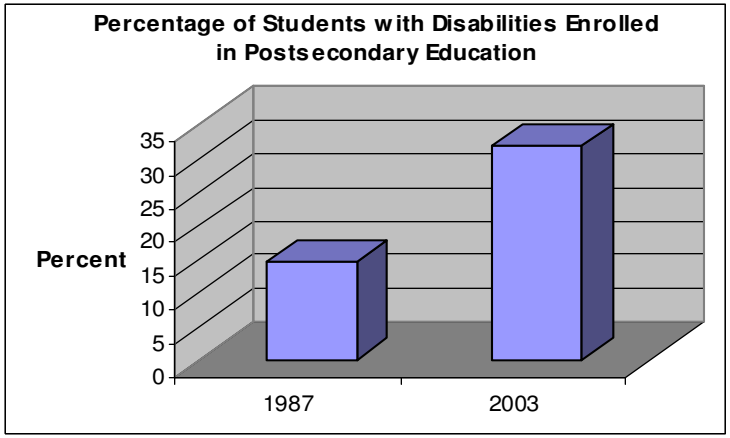


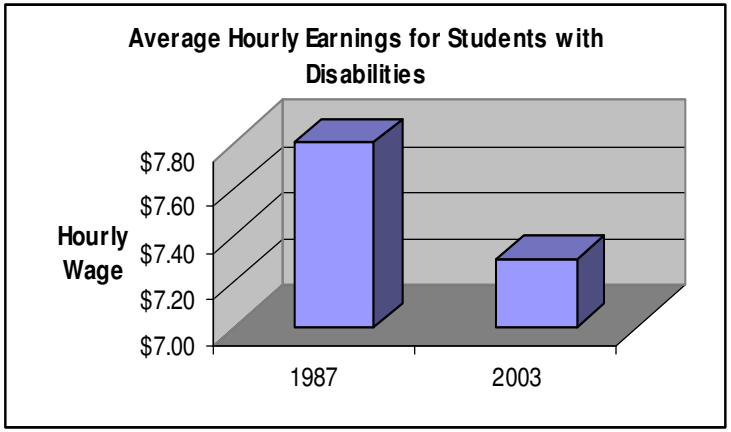
Impact of U.S. Laws To Ensure Equality of Access to Education and Rehabilitation

- Before Public Laws 93-112 & 94-142
  - 80 percent of children with disabilities were placed in institutions or separate facilities in 1975
  - Only 1 in 7 children with disabilities were educated in 1970
  - 20 U.S. States had laws prohibiting the education of children with mental retardation and mental illness in 1970
- After Public Laws 93-112 & 94-142
  - Over 6 million children with disabilities receive a free, appropriate public education in 2004
  - Over 160,000 students with disabilities completed high school in 2000 – a 14 percent increase since 1985
  - Over 400,000 young adults with disabilities enrolled in colleges and universities in 1998 – a 16 percent increase since 1978
  - Employment rates double for high school graduates with disabilities and triple for college graduates with disabilities

Post-High School Outcomes for Students with Disabilities, 1987-2003







Continuing American Challenges

High Unemployment

- 2/ 3 of Americans with disabilities are unemployed.
- 1/3 of Americans with disabilities have stopped looking for work.
- 1/ 4 of Americans with disabilities live in poverty

Psychological Barriers to Services

- Use of medical model
- Lack of family involvement
- Increased numbers of individuals from culturally and linguistically diverse families need services
- Limited access to needed services

Knowledge Transfer since 1990

Selected Areas of Advancement due to Research and Science:

- Contextual learning opportunities
- Assistive technology applications
- Supported and customized employment
- Workplace accommodations

Contextual learning
(illustration from one study)

Work internships for students with disabilities (n = 3,019)

- Overall Completion Rate: 86%
  - Rate high across all demographic categories
- Post-internship Job Offers from Host Company: 77%
  - Rate high across all demographic categories

Source: Luecking & Fabian, 2000

Implications

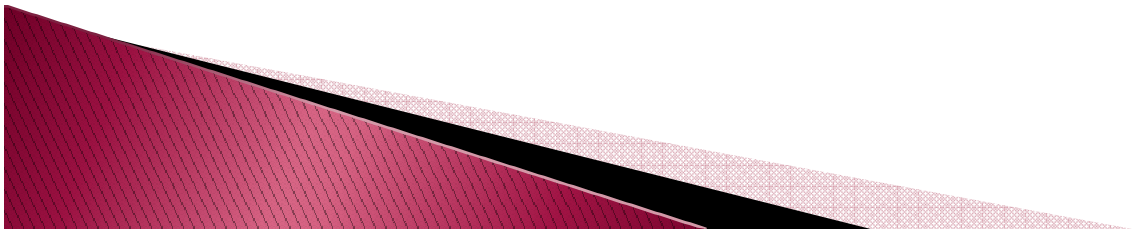
- Work experience is a valuable education tool for all categories of youth with disabilities
- Youth with any category of disability can perform work that is valuable to employers

Assistive technology

Any item or device that improves functional capabilities

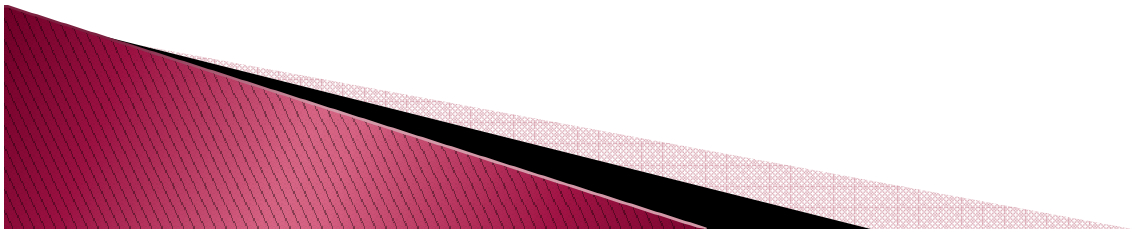
Selected examples:

- Voice recognition computer software
- Light scan keyboards
- Adaptive equipment



Assistive Technology
(Illustration from one study)

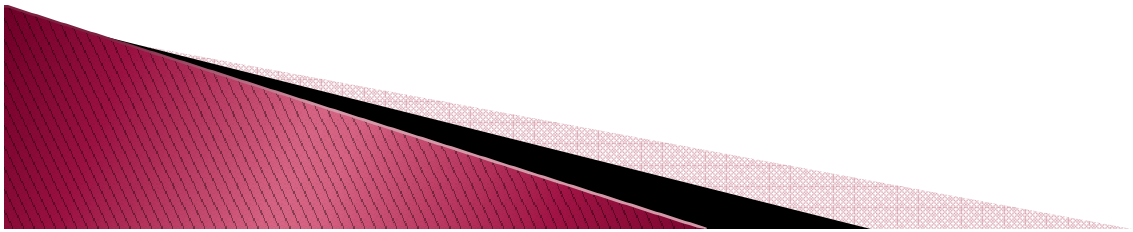
- Summarize findings of Inge study of employment of people using AT…



Supported and Customized Employment

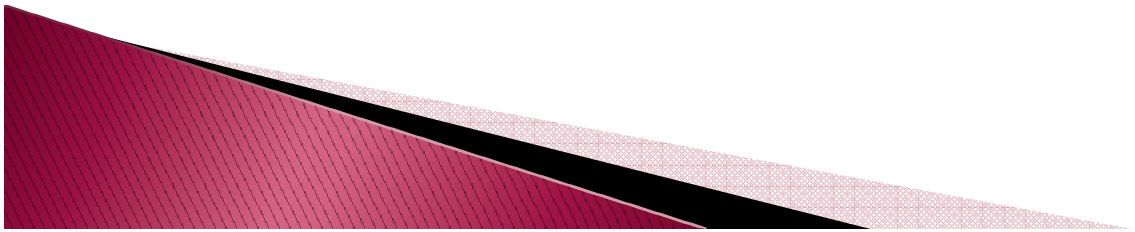
Studies from the last 20 years show:

- Growing number of people in employment
- etc



Workplace Accommodations

- Accommodations for physical disabilities more prominent (Rumrill, 2009)
- Accommodations for people with “invisible” disabilities, (e.g., mental illness) inexpensive but more difficult to obtain (Fabian, 2009)



Implications of key recent science and research

Presumed employability

All people can work, regardless of disability or need for accommodation

American legislation reflecting presumed employability

- Workforce Investment Act of 1998
- Ticket to Work and Work Incentive Improvement Act of 1999
- Assistive Technology Act of 2004
- Individuals with Disabilities Education Improvement Act of 2004

