

Post School Follow-up, Performance Indicators 13 & 14

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Wisconsin Transition Conference

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Post school follow up and indicator 14



Overview of Presentation

Introduction of Indicators 13 & 14

- WI State Performance Plan (SPP)
 - Annual Performance Report (APR)
 - 20 Indicators Required by IDEA
 - Local Performance Plan (LPP)
- Indicator 13
 - Monitoring Procedural Compliance
- Indicator 14



Intent to measure transition results both in school and after a students exits

- Determine if youth aged 16 and above, with an IEP, have adequate goals and transition services, (Indicator 13)
- Connecting the Data, determine if students are competitively employed or enrolled in postsecondary school, or both, (Indicator 14)



Why measure student performance?

- To Improve
 - Results for students
 - Planning and Process
 - Meaningful involvement of youth
 - Meet requirements
- To align with general education reform



WI State Performance Plan (SPP)

Required by IDEA 2004 to improve outcomes for students with disabilities

- Ensure FAPE in the LRE
- Exercise general supervisory authority
- Ensure no disproportionate representation as a result of inappropriate identification



20 Indicators

Required by IDEA Regulation

- Each state must collect valid and reliable information as needed to report annually to the secretary on the indicators established by the secretary for the state performance plans.
300.600(d)(1)



Annual Performance Report (APR)

- How States report progress to Federal Government
- Due February 1
- Report progress on each indicator
- OSEP reviews (APR) to determine if the state is meeting the requirements of IDEA



Local Performance Plan (LPP)

- Replaces Local Sp. Ed. Plans
- Required by IDEA 2004 (Sec. 613)
- Consists of:
 - Assurances – required of all LEAs
 - Budget – required of all LEAs
 - Improvement activities required if below indicator target in SPP



20 Indicators (for student with disabilities)

New * Transition **

1. **High school graduation rates****
2. **Drop-out rates****
3. **Assessments**
4. **Suspension/expulsion***
5. **Ed Placements 6-21**
6. **Ed Placements 3-5**



20 Indicators (for student with disabilities)

New * Transition **

7. **Preschool Outcomes***
8. **Parent Involvement***
9. **Inappropriate Identification in Special Education***
10. **Inappropriate Identification in Specific Disability Area***



20 Indicators (for student with disabilities)

New * Transition **

11. **Timely Evaluation***
12. **Early Childhood Transition**
13. **Transition Goals – Age 16+* ****
14. **Post High School Outcomes* ****
15. **General Supervision System**



20 Indicators (for student with disabilities)

New * Transition **

16. **IDEA Complaints**
17. **Due Process**
18. **Resolution Sessions***
19. **Mediation**
20. **Timely and Accurate Data**

Transition related Indicators

- 1..... Graduation Rates
- 2..... Drop-out Rates
- 13..... 16 yr. old/Post-School Goals
- 14..... Post School Outcomes



Indicator 13

IEPs and Postsecondary Goals

- Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, **annual IEP goals and transition services** that will reasonably enable the child to meet the **postsecondary goals**. [20 U. S. C. 1416 (a)(3)(B)]

Compiling the Data

Reviewing and completing checklist



Indicator 13 baseline results for 05-06

- 17 Districts involved
 - 446 IEP's reviewed
-
- 7% Met Indicator 13
 - 93% Did not meet Indicator 13



Why so many not meeting standard?

- IEPs where written prior the regulations being finalized
- The final check list came out on September 13, 2006
- Technical assistance and support from the national center continues to develop



How to determine results for Indicator 13?

- Checklist of six questions
- Adopted from National Secondary Transition Technical Assistance Center (NSTTAC)
- Any “No” response on the checklist means the IEP reviewed does not meet standard
- Identify 16 yr. olds from the IEP list of students that meet the standard

Indicator 13 & the (NSTTAC) Checklist

The National Secondary Transition Technical
Assistance Center

<http://www.nsttac.org/>



NSTTAC Indicator 13 Checklist

1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?
2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?
5. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

Does the IEP meet the requirements of Indicator 13? (Circle one)

- **Yes** (all Ys or NAs are circled)
- **No** (one or more Ns circled)



Changes to Measurable Postsecondary Goals

- Based on regulations becoming final
- National Centers Check list on the overhead on September 13, 2006.
- Can be written as separate goals OR
- Combined as one goal
- Must include training or education and employment, and independent living, as appropriate

What is a measurable postsecondary goal?



A statement based on age
appropriate transition
assessment that articulates
what the student would like to
achieve after high school
taking into account the
student's strengths, preferences
and interests.

www.careerclusters.org

Who needs a measurable postsecondary goal?

Any student who will turn 14 during the timeframe of their IEP, or younger, if determined appropriate by the IEP team as required under IDEA 2004.





Measurable Postsecondary Goal Areas

- *1. **Training/Education**
- *2. **Employment**
- 3. **Independent Living**
(where appropriate)

*Can be written as separate goals **OR**
combined as one goal.*



Training or Education Training:

A program leading to:

- High school completion document or certificate (e.g., Adult Basic Education)
- General Education Development (GED)
- Short term employment training (e.g. Workforce Investment Act, Job Corps)
- Vocational Technical School (less than a two year program)

National Post-School Outcomes Center's Post-School Data Collection Protocol



Education:

- Community or Technical Colleges (two year programs)
- College/University (four year programs)
- Compensatory Education
- Continuing Education

National Post-School Outcomes Center's Post-School Data Collection Protocol



Employment:

- Paid
 - competitive
 - supported
 - sheltered
- Unpaid employment
 - volunteer
 - in a training capacity
 - military



Independent Living, where appropriate:

Examples

- Adult living
- Daily living
- Independent living
- Financial
- Transportation



How do I write measurable postsecondary goals?

- Begin with “After high school...”
- Use results-oriented terms such as “will
 - be enrolled in...
 - participate in...
 - work...
 - live independently”
- Use descriptors such as “full time” and “part time”



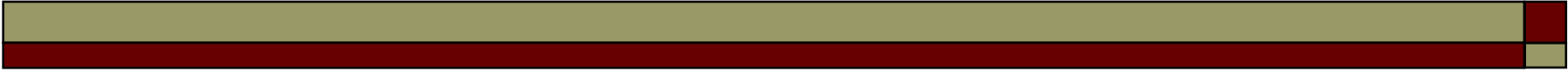
Go To: Session 25 12:45 Day 2

- Developing an Effective Long-Range Transition Plan
 - Linda Maitrejean and Ed O’Leary
 - Measurable Postsecondary Goals
 - Concrete examples of transition planning



Item #2: Annual IEP Goal(s)

- **For each postsecondary goal there must be an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)**



Annual goal(s) must reasonably enable the student to meet his/her measurable postsecondary goal(s)

- **Will the annual goal lead the student to reach his/her measurable postsecondary goals?**



For example...

- Study skills goals may logically lead to education/training, employment and independent living goals.
- Behavioral skills goals may logically lead to education/training, employment and independent living goals.
- Academic skills goals may logically lead to education/training, employment and independent living goals.



Item #3: Transition Services

- For each postsecondary goal, is there at least one of the following listed?
 - Instruction
 - Related Service(s)
 - Community Experience(s)
 - Development of Employment and Post-School Objectives
 - Acquisition of Daily Living Skills (if appropriate)
 - Functional Vocational Evaluation (if appropriate)



Examples of Transition Services (continued)

- Instructional support of guided notes for lessons
- Audio-taped texts for English 12
- Instruction related to social skills in a work setting
- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation
- Touring three university campuses, including admissions and disability services office



Examples of Transition Services

- Vocational Rehabilitation referral to determine eligibility for tuition assistance
- Paid after school work experience at Target
- Volunteer position at St. Peter's Kitchen
- Completing a career preference inventory
- Completing an adaptive behavior scale
- Completing a self-determination scale
- Job shadowing in a food services environment



Item #4: Evidence of Coordination

- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If so, look for:
 - Agency(ies) identified that would provide or pay for postsecondary services
 - Evidence of parent consent (student when age of majority) to invite agency(ies)
 - Evidence that agency(ies) were invited to the IEP meeting



Consent

- 300.321(b)(3) Consent to invite...
- 300.9 definition of Consent
 - Parent fully informed of all information
 - Parent understands and agrees in writing
 - To the carrying out of activity
 - Describes the activity and lists records (if any) that will be released
 - Is voluntary and may be revoked
 - New DPI form I-1-A



Examples of Coordination

- A consent form signed by John's father, indicating that the LEA may contact the disability services office at Ocean County Community College
- An invitation to conference in the file, mailed to an individual in the disability services office of Ocean County Community College
- Invitation to conference of the occupational therapist (assigned by Vocational Rehabilitation) in the file with corresponding parental consent



Item #5: Age-Appropriate Transition Assessment

- Transition assessment is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

(From: Sitlington, Neubert, & Leconte, *Career Development for Exceptional Individuals*, 1997, p. 70-71)



Item #5: Age-Appropriate Transition Assessment (continued)

- Age-appropriate: activities, assessments, content, environments, instruction, and/ or materials that reflect a student's chronological age
- Transition Assessment can be Informal or Formal
 - Task analysis
 - Observations
 - Meetings with student
 - Self-determination assessments (www.uncc.edu/sdsp/)
 - Interest inventories
- Documenting use of age-appropriate transition assessment
 - Present Level of Performance
 - Postsecondary Goals in 1st Person



Examples of Age-Appropriate Transition Assessment

- Record of student grades
- End of grade test scores
- Results of the ARC Self-Determination Scale
(Wehmeyer & Lawrence, 1995)
- The Supports Intensity Scale (AAMR, 2004) from
the past two years
- Postsecondary goal and annual goals written in
first person indicating the student's input on
stated interests, strengths, and needs.



Examples of Age-Appropriate Transition Assessment (continued)

- Report cards and progress notes since Paulo's 8th grade year (age 14), noting strengths and needs in areas of self-determination, community engagement, academic, employment, health, and social skills.
- Present level of performance statements for each annual goal that reference observations or student work samples relevant to student's independence with (a) transportation/ mobility, (b) work experience performance, and (c) functional math skills (e.g., telling time and using a schedule).



Item #6: Courses of Study Aligned with Postsecondary Goal(s)

- A multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year

Storms, O'Leary, & Williams[2000] *Transition requirements: A guide for states, districts, schools, universities, and families*. Minneapolis, MN:
Western Regional Resource Center



Examples of Courses of Study Aligned with Postsecondary Goal(s)

- For Mary's upcoming 12th grade year the courses listed include:
 - Psychology (semester)
 - English 12 (year)
 - Algebra II (year)
 - Band (year), Phys Ed. (semester)
 - Cooperative Work Experience (semester)
 - Advanced Biology (year)
 - Child Development (semester)
 - Resource Room (year)



Monitoring Procedural Compliance

Website

www.dpi.wi.gov/sped/spp-selfassmt.html

- **Selection of Districts (Monitoring Cycle)**
- **The Self-Assessment**
- **Training Activities/Resources**



From Monitoring to Professional Development and Program Improvement

- See nstattac.org for:
 - NSTTAC I-13 Checklist & instructions (available now)
 - An interactive NSTTAC I-13 Checklist with definitions, examples, and non-examples for each item (coming soon)
 - Transition Assessment Guide (coming soon)
 - Document aligning I-13 Checklist with the Taxonomy for Transition Programming and NASET Standards (coming soon, a sneak preview in Notebook)



Indicator 14

POST HIGH SCHOOL OUTCOMES

- Indicator 14 is new this year
- Wisconsin has collected outcomes for past 6 years
- Today:
 - Indicator 14 requirements
 - Outcomes survey process
 - Survey results for 2006



Indicator 14

Post High School Outcomes

Percent of youth who had IEPs, are no longer in secondary school and who have been:

- competitively employed
- enrolled in some type of postsecondary school
- or both

within one year of leaving high school



Indicator 14

Definitions

“and who have been competitively employed”:

- in an integrated community employment setting
- working 35 hours per week or more
- earning minimum wage greater
- includes the military and supported employment



Indicator 14

Definitions

“enrolled in some type of postsecondary school”:

- 2-year college or community college
- 4-year college or university
- Public Technical college
- High school completion degree
- Vocational school, apprenticeship or short-term training program
- On-the-job training program



Indicator 14

Definitions

“or both”

- Competitively employed and enrolled in postsecondary school

“within one year of leaving high school”

- outcomes data must be collected from former students between April and September following their exit from their secondary placement



Indicator 14

Reporting Requirements

The reporting requirement is an unduplicated count (reported as a percentage) of exiters who are or have been competitively employed, participating in any type of postsecondary education or training, or both, since leaving high school.

Example: if you have 24 exiters with disabilities, and 12 are or have been involved in postsecondary education or training and 20 are working or have worked (4 are doing both), your reporting would be: **“83%”**



Indicator 14

Sampling Plan

- Wisconsin will collect data from districts based on a six-year cycle that is aligned with other data collection activities (app. 1200 students included annually)
- This means that **over the next six years, each LEA in Wisconsin will need to collect and report outcomes data once**
- Milwaukee Public Schools will be sampled and included annually



Indicator 14

Post High School Outcomes Website

WDPI has granted a Discretionary Grant to CESA #11 to develop the Statewide Post High Outcomes Survey (WPHSOS) website:

www.posthighsurvey.org

- The outcomes website is a **tool** developed to assist LEAs with the requirements of Indicator #14
- Designed to ensure consistency in data collection and reporting in a time-efficient, cost-effective manner.



Indicator 14

Post High School Outcomes Survey

- Includes a 7 – 10 minute (St. Norbert College Survey Center) telephone interview with former students
- Assesses former students' current participation in:
 - independent living
 - postsecondary education
 - employment
 - high school employment and IEP planning
- 3 open-ended questions



Indicator 14

Post High School Outcomes

The post high website has 2 purposes

- Required for Indicator 14
 - During monitoring cycle year
 - One year after monitoring
- Elective to determine local outcomes and monitor improvement efforts
 - Can be used by any district any year
 - Working towards use for general education students



Indicator 14

Post High School Data and Reports

Data

- All interview questions can be sorted by gender, ethnicity, disability and diploma type

Reports

- Summary Report (auto-filled)
- District Report (partially-filled)
- Comparative Analysis Reports (auto-filled)
- District Improvement Planning Form (template)



Indicator 14

2006 Post High Outcomes Survey

Participants

- Spring 2006 (2004-05 exiters), 463 former students answered a telephone survey
 - 6% of all state exiters
 - 95% confidence level +/-5%

- Gender, ethnicity and disability reviewed
 - White/Minority combined
 - Low Incidence (LI) combined



Indicator 14

2006 Post High Outcomes

Independent Living

- 72% continue to live with their parents
 - 73% nationally (NLTS2)
- 27% live independently
 - 23% nationally (NLTS2)

Little gender difference

Minority youth more likely to live independently

Youth with EBD more likely to live independently

Youth with LD and LI most likely to live with parents



Indicator 14

2006 Post High Outcomes

Activities of Independent Living

- 80% get together socially
- 89% participate in a leisure activity
- 33% do community service
- 46% participate in a religious activity
- 30% have voted since leaving high school

White youth (51%) are more likely to use a checking account than minority youth (32%)

Youth with EBD are less likely to have a driver's license (52%) than youth with LD (81%)

Youth with EBD are less likely to participate in social/recreational activities than any other disability area.



Indicator 14

2006 Post High Outcomes

Postsecondary Education/Training

46% participate in some type (32% nationally)

- 12% 2-year college or community college
- 11% 4-year college or university
- 26% public Technical College
- 6% Vocational/short-term training
- 5% Formal Apprenticeship
- 10% High School Completion (Gen. Ed. Degree)



Indicator 14

2006 Post High Outcomes

Postsecondary Education/Training (continued)

- Throughout all outcomes survey years, nearly 1/2 of all exiters participate in some type of postsecondary education
- 7% start a program then discontinue (9% nationally)
- As many minority youth participate as white youth
- Youth with CD attend less than is represented in the population of youth with disabilities
- Youth with LD and LI represent the greatest majority of students participating in all types of postsecondary education and training



Indicator 14

2006 Post High Outcomes

Postsecondary Education: Disclosure & Accommodations

- 10% disclose disability to a counselor/advisor
- 11% disclose to a disability specialist
- 5% disclose to their classroom teacher
- 71% disclose to no one
- 16% use AT/Accommodations (varies greatly by disability area annually)



Indicator 14

2006 Post High Outcomes

Employment

- 78% are currently employed (48% nationally)
- 92% have worked at some time since leaving HS (70% nationally)
 - Most work in food service, factory or retail/sales
 - 52% have received a raise
 - 39% have benefits
 - 38% earn less than \$8.00 per hour
 - 56% earn \$8 - \$15 per hour



Indicator 14

2006 Post High Outcomes

Employment Assistance

- 44% found their own jobs
- 41% had help from family or friends
- 4% had assistance from a adult service agency
- 7% contacted former high school personnel
- 66% talked to no one about employment
- 6% requested a workplace accommodation
- 86% received the accommodation they requested



Indicator 14

2006 Post High Outcomes

IEP Planning

- 75% had a paying job in the community in HS
 - **40% kept that job for more than one year after HS**
- 53% intended to begin full-time employment
 - **63% report being employed as planned**
- 57% had primary postsecondary goal
 - **49% report attending p.s. ed. as planned**
- 46% planned to live independently after graduation
 - **71% report living as planned**



Indicator 14

Post High School Outcomes

Considerations

- Since participation in postsecondary education is an avenue to higher paying jobs and increased benefits, districts may wish to investigate ways to increase participation in 2-year, 4-year and technical colleges.
- Since a high percentage of students do not disclose their disability to anyone at their place of postsecondary education, consider student self-advocacy training.
- Since few youth discuss needed employment with adult employment agencies, district may wish to familiarize students with these and other community agencies as part of the student's transition plan.



Indicator 14

Post High School Outcomes

A BELIEF ABOUT TRANSITION...

“The future is not something we enter.

The future is something we create.

*And creating that future requires us to make
choices and decisions...*

That all begins with a dream.”

Leonard I. Sweet



Indicator 14

Post High School Outcomes

Summary

- Teachers in Wisconsin are doing a very good job at preparing youth with disabilities for life after high school
- Outcomes for state youth one year after HS are similar to results for youth 3 – 5 years after high school nationally (NLTS2)
- There is a lot that can be done on preparing youth with disabilities for living independently, entering postsecondary education or training, and being employed, so . . .



Indicator 14

Post High School Outcomes

Planning

- Start with good transition planning and create a vision and a path
- Use the outcomes website to determine local outcomes to identify areas of local strength and weakness
- Develop a plan for increased success
- Include the community (TAC/TAN)



Indicator 14

Post High School Outcomes

“The quality of transition planning at the individual level is directly linked to the quality of planning in the community where students will live and work.”

(1994 Minnesota Education Services, Parent Connection Guide)



Indicator 14

Post High School Outcomes

Next Steps

- Increasing improvement resources on both WSTI and WPHSOS websites

- Connecting Indicators
 - 1 (regular diploma)
 - 2 (drop-out rates)
 - 13 (transition goals)
 - 14 (post high outcomes)

Is there a relationship?



Indicator 14

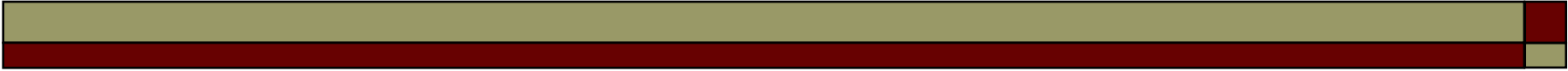
Post High Resources

- Past state outcomes reports available at:

www.dpi.state.wi.us/sped/posthigh.html

- Wisconsin Post High School Outcomes Website:

www.posthighsurvey.org



Indicator 13 & 14

Additional Assistance

- **Steve Gilles:** Indicator 13
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- **Linda Maitrejean:** WSTI project director and CESA coordinators, technical assistance regarding WSTI checklist, TACs and TANs
www.wsti.org; CESA contacts on the WSTI website
- **Mary Kampa:** Indicator 14, post school follow up, connecting the data
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