

# Transition Improvement Planning



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## County Community on Transition (CCoT) Data Retreat

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# County Community on Transition

## Data Retreat

**We hope you find the review of County and Statewide Post School Outcomes and transition resources valuable as you develop your CCoT Plan today and well into the future.**



# Purpose of Reviewing PSO

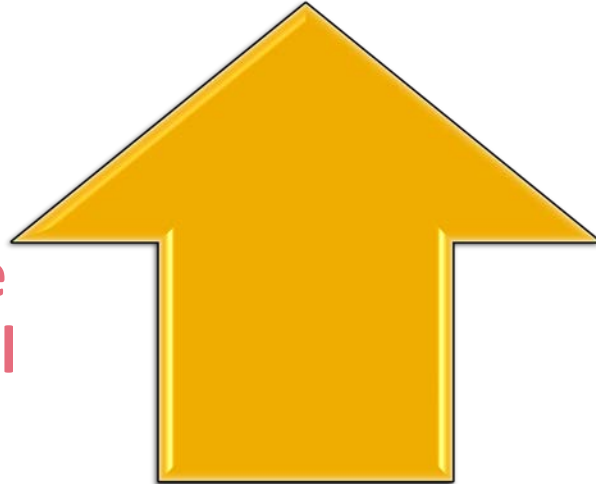
- 1. Familiarize** CCoTs with the post school outcomes (PSO) data that are collected in Wisconsin.
- 2. Learn** how these data can be used to improve programs for students with disabilities and to track improvements over time.
- 3. Talk** with county transition partners to identify program strengths and areas in need of improvement
  - increase outcomes of future students
  - Improve transition for young adults the first years after HS

# Why CCoT PSO Data Review is Needed



**Move beyond Federal Reporting Requirements**

**Build the capacity to consistently and efficiently disseminate and assess the effectiveness of transition data to local districts and CCoTs for program improvement**





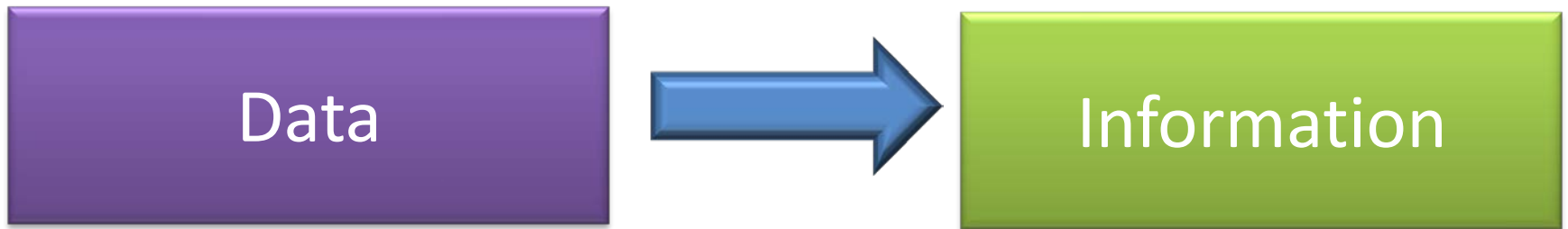
# How CCoT PSO Review will Improve the Transition Process

## Participants will:

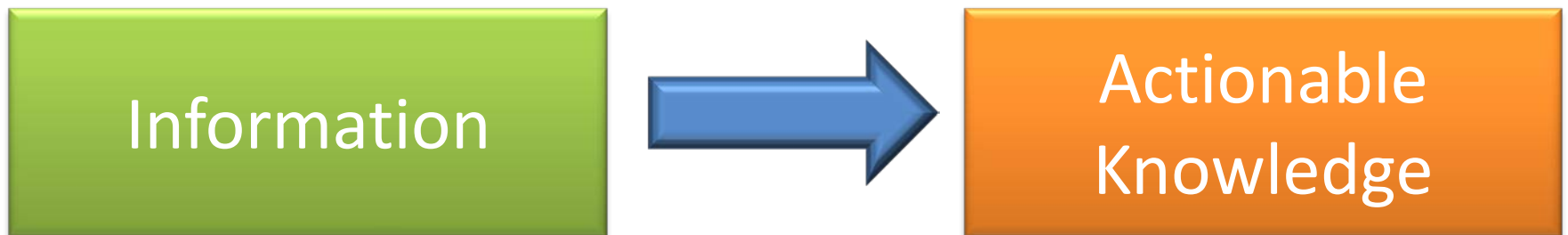
- **Engage** in a review of your county and statewide PSO data from combined survey years to engage in data-based decision making.
- **Participate** in content sessions and work sessions using secondary transition indicator data.
- **Develop** CCoT plan, OR if you do not have a full CCoT here today, connect with team members soon.

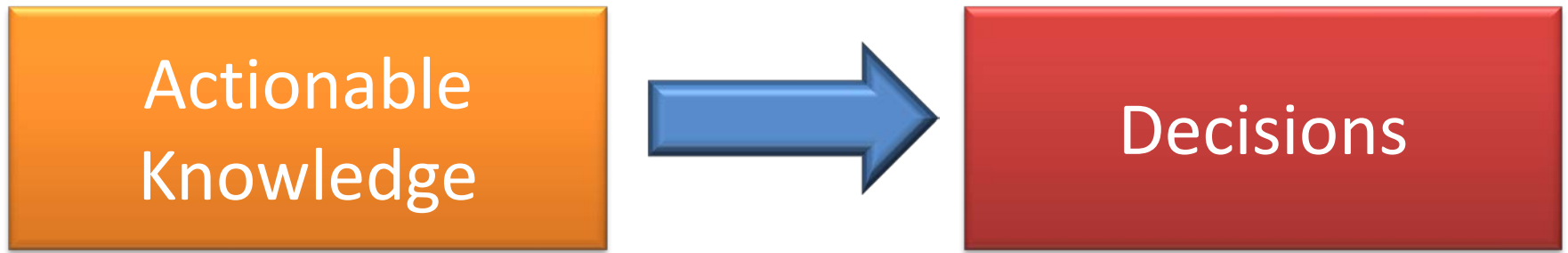
# Assessing Outcomes

- You're having an informed conversation about the data.
- Making meaning of the numbers and percents.



- Starting to applying judgment and consider the merits of different possible solutions.





Using Actionable Knowledge, decisions are made about what changes to make and what not to change

- Transition program components
- How students access transition services
- What transition services students need
- Fidelity of implementation

## Urban Education Policy Initiative's *Policy Brief* (2013):

- “Youth with disabilities face **complex uncertainties** as they move from high school to life beyond” (e.g. different eligibility requirements; application process; services).
- “Individuals and families often cannot acquire the information to successfully navigate the labyrinth of possible programs and services . . . that builds toward maximum independence in adulthood.”
- “The most important step for improving transition is implementing a systems approach in which governmental departments, community agencies, schools, and personnel **work cohesively and collaboratively.**”
- “Personnel in organizations , agencies and schools should be **trained** to better implement **evidence-based practices.**”





*Successful* transition  
requires purposeful planning

### Who in your organization

- needs to **hear about** the outcomes of youth with disabilities?

### Who can contribute to

- making **improvements** to in-school programs.
- identifying **challenges** to positive outcomes.
- **solutions** for overcoming challenges
- increase the likelihood of youth being **engaged** (i.e. obtaining competitive employment or higher education) after high school?

### Who has

- decision-making **authority** to change existing policies and procedures?
- A vested **interest** in the outcomes for youth with disabilities?

# We believe secondary transition data are important because...

Take one minute to think to yourself -

*“Why are secondary transition data important?”*

**Pair** - with a person sitting close by, take one minute to discuss your response

**Share** - as a group or in pairs, share your responses



# Wisconsin Post School Outcomes Survey and Indicator 14

- Interviews are conducted by either the district or St. Norbert College Strategic Research Institute on behalf of district the year the district is in **Self-Assessment Monitoring**.
- Every district is included once every 5 years; MPS annually.
- Districts can chose to survey more often and district representatives can be trained to conduct the interviews.
- Interviews are conducted with former students who had an IEP when they exited school one year after exiting:
  - with a regular diploma (includes GEDO2)
  - with a certificate of attendance (includes HSED)
  - at maximum age of eligibility (21 years old)
  - by dropping-out – age 14 and older did not return to school as expected (includes GED)



## Indicator 14 Post-school Outcomes

**Unduplicated count of activities in which youth participate within the year of leaving HS.**

The percent of youth who are **no longer in secondary school**, had Individualized Education Programs (IEPs) in effect at the time they left school, and **within one year of leaving high school**, were:

**A = Enrolled in higher education.**

**B = Enrolled in higher education or competitively employed.**

**C = Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment.**

# 1. Indicator 14 Outcomes

## Higher Education

- Enrolled full- or part-time
- Community/technical college (**2-year** program)
- College/university (**4-year or more year** program)
- **Completed at least 1 term**

## Competitive Employment

- Worked for pay at or above the **minimum wage**
- In a **setting with others who are nondisabled**
- Average of **20 hours** a week
- **90 days** at any time in the year since leaving high school
- Includes **military** employment

## Other Postsecondary Education or Training

- enrolled **full- or part-time**
- **education or training program** that is **less than a 2-year program** (e.g. adult education, vocational school, short-term training, humanitarian, GED, on-the-job training)
- **Completed at least 1 term**

## Other Employment

- **90 days** at any time since leaving high school
- Hours, wages and setting are not considered -hours may be less than 20/week; compensation may be below minimum wage; setting may be other than the community

# Indicator 14 for Federal Reporting

**Unduplicated** count - only one and in the highest category

| <b>1 =<br/># Higher Ed</b>                | <b>2 =<br/># Competitive<br/>Employed</b> | <b>3 =<br/># Postsecondary<br/>Education or<br/>Training</b> | <b>4 =<br/># Other<br/>Employed</b> | <b># Other or Not<br/>Engaged<br/><br/>(States are not<br/>required to<br/>report this #<br/>but it is in the<br/>denominator)</b> |
|---|---|--|-------------------------------------|--|
| <b>A = 1/<br/>Total<br/>respondents</b>   |   |  |                                     |  |
| <b>B = 1+2/<br/>Total respondents</b>     |   |  |                                     |  |
| <b>C = 1+2+3+4/<br/>Total respondents</b> |   |  |                                     |  |
| <b>Total Respondents</b>                  |   |  |                                     |  |



# National and Wisconsin Statewide PSO Data

- Nationally, 27% of youth with disabilities participate in any postsecondary education or training program within two years of leaving high school.
  - **WI: 42% - 55% within one year**
- The percent of youth with disabilities participating in Higher Education has tripled in the past 30 years, from 3% to 10%.
  - **WI: 12% - 21% within one year**
- Employment rates were three times higher for people without disabilities than with disabilities.
  - **WI: 46% - 49% Competitive Employment**





# Self-Assess Predictors of Post School Success

## Predictors of Post-School Success

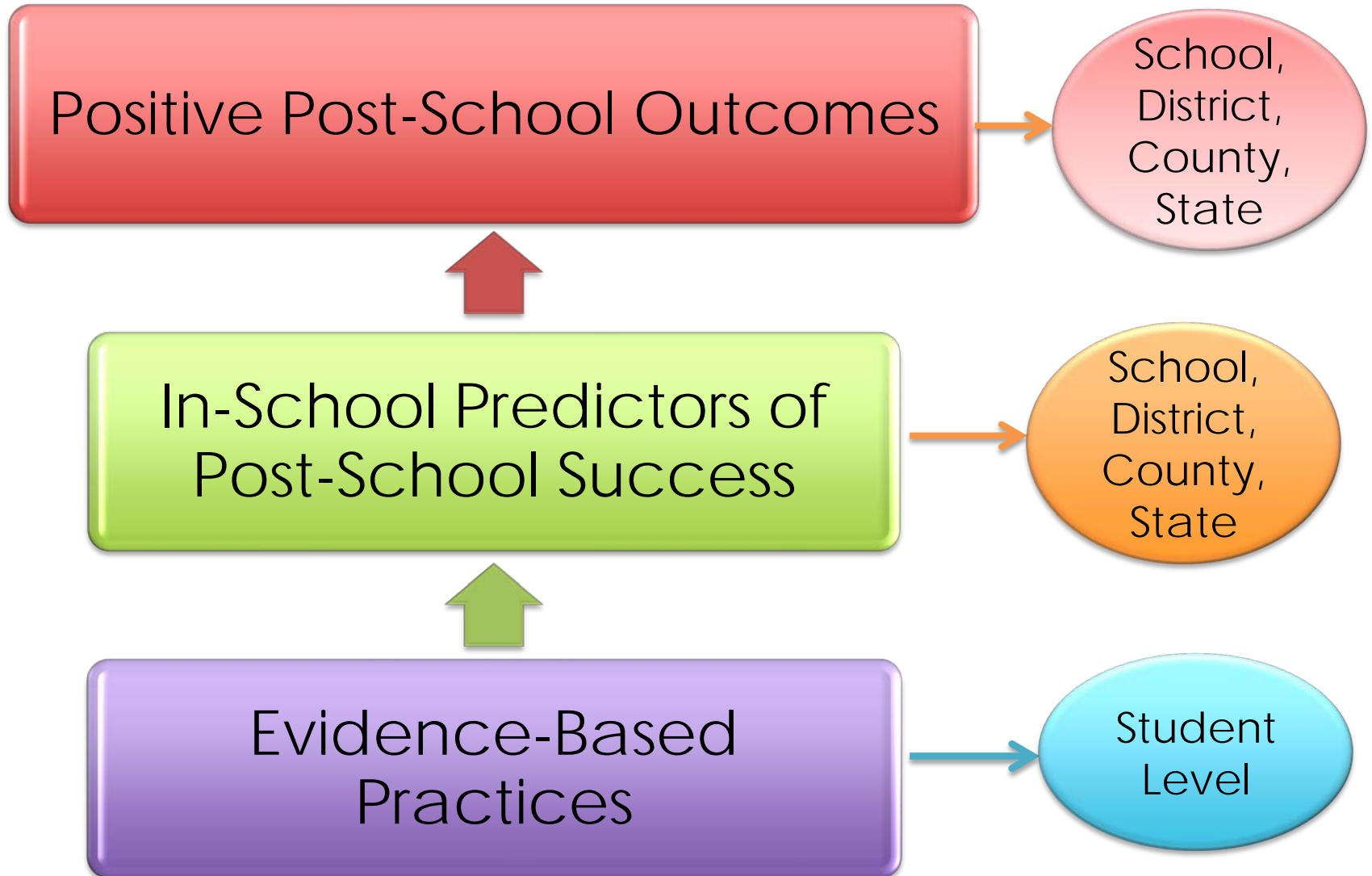
- an in-school experience, typically a program (i.e., work-based learning experiences) correlated with improved post-school outcomes.



## 2. Predictors of Post School Success

| Grouping                   | Categories  |
|----------------------------|---|
| Career Choices             | <ol style="list-style-type: none"><li>1. Career Awareness</li><li>2. Occupational Courses</li><li>3. Vocational Education</li></ol>   |
| Work Preparation           | <ol style="list-style-type: none"><li>4. Paid Employment/Work Experiences</li><li>5. Work Study</li></ol>   |
| Delivery of Instruction    | <ol style="list-style-type: none"><li>6. Test Preparation/Accommodations</li><li>7. Inclusion in General Education</li><li>8. Program of Study</li></ol>  |
| Personal Competence Skills | <ol style="list-style-type: none"><li>9. Self-Advocacy/Self-Determination</li><li>10. Self-Care/Independent Living Skills</li><li>11. Social Skills</li><li>12. Community Experiences</li></ol> |
| Networking                 | <ol style="list-style-type: none"><li>13. Family Engagement</li><li>14. Student Support</li><li>15. Interagency Collaboration</li><li>16. Transition Programming</li></ol>                      |

# EBPs & Predictors to Support Post-School Success

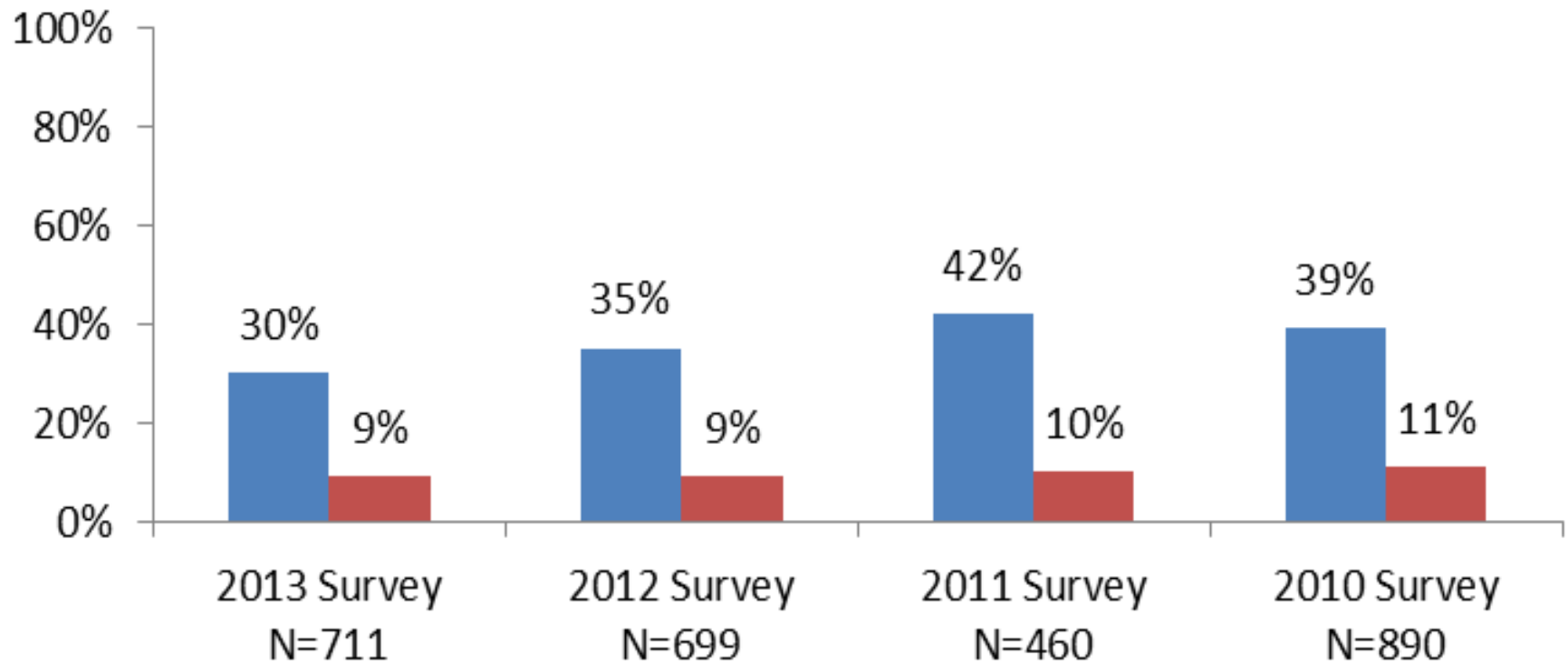


# Completed at Least One Term



## Postsecondary Education

- Duplicated Higher Education
- Duplicated Other Postsecondary Ed or Training



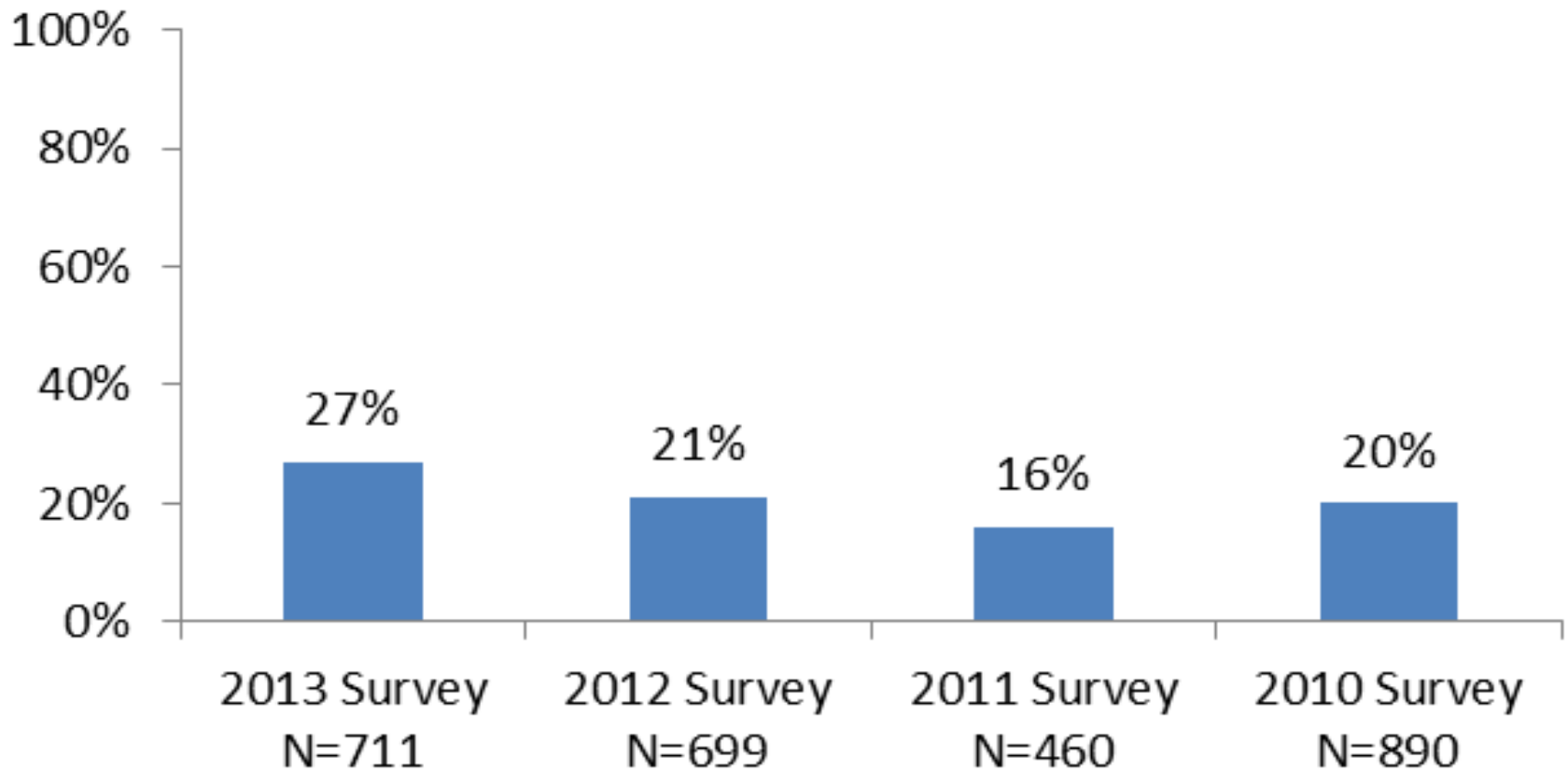
# Employment

- Duplicated Competitive Employment
- Duplicated Other Employment



## Indicator 14 Criteria Not Met

■ Indicator 14 Criteria Not Met



# Evaluate County and Statewide PSOs

Reviewing your district and state Indicator 14 Outcomes is an important first step in understanding the outcomes you are trying to improve.

| 2011-2013 Combined Wisconsin Statewide and County Survey Year Data |                   |   |
|--|-------------------|---|
| County %<br>n=8  | State %<br>N=1999 | Outcomes Area   |
| <b>Adult Living and Supports</b>                                   |                   |   |
| 50%  | 71%               | Living with parents or custodian guardian.  |
| 38%  | 25%               | Living independent of parents (with another family member, spouse, roommate, alone, in the military).   |
| 75%  | 43%               | Planned to live independent of their parents after high school.   |
| 50%  | 72%               | Are living after high school as they planned while in high school.  |
| 75%  | 87%               | Participated in a Leisure Activity (e.g. movies, sporting event) in past 6 months.  |
| 75%  | 57%               | Has a Valid Driver's License.   |
| 13%  | 25%               | Does not have a driver's license but plans to get one.  |
| 25%  | 16%               | Lack of transportation prevents participation in activities.  |
| 13%  | 7%                | Works with someone from an Independent Living Center or from Health and Family/Human Services to help them with things like shopping, transportation or scheduling appointments.  |
| 0%   | 19%               | Works with someone from an Employment Agency, such as DVR (the Division of Vocational Rehabilitation), the Job Center, Workforce Development Center on things like finding a job, help with transportation to work or college, driver's training, or paying for classes or books. |
| Discussion:  |                   |   |



# contacts

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