



The University of North Carolina at Charlotte

Transition Technical Assistance Center

A five state cooperative to improve transition services for students with disabilities

Fall 2001

Transition In Practice Sheet

Statewide Systems for Collecting Student Post-School Follow-Up Data

Why Track Outcomes of Students with Disabilities?

Since the 1960's there have been major initiatives to prepare students with disabilities for adult life. However, few consistent efforts have been made to describe, measure, and link specific educational efforts with outcomes for students with disabilities or measure student outcomes on a consistent basis. Without knowing post school outcomes, we cannot tell if our educational efforts are working to benefit youth with disabilities. Currently, two of the states that the TTAC is working with recommend that school systems collect post-school follow-up data -- Alabama and Indiana.

Alabama

The purpose of the Alabama Student Tracking System is to develop a statewide evaluation system for tracking the transition process and assessing outcomes of Alabama's youth with disabilities. Each participating school system is responsible for selecting a Student Tracking Coordinator who will oversee the local student tracking system including the distribution, administration, and return of the in-school and post-school surveys. The local Student Tracking Coordinator is responsible for identifying students who must be interviewed and for assigning interviewers. The interviews can be conducted by anyone, but it is recommended that a previous teacher or school employee who knows the student conduct the interview.

In-School Survey. The In-School Survey is administered to all eleventh grade students in special education, including those with all types of disabilities. Students with disabilities who are ungraded are given the survey when they are 17 years old.

Sample In-School Survey Questions:

- Which *one class* or activity is preparing you the *most* to work or live in the community?
- Have you been helped by any of the following agencies?
 - Vocational Rehabilitation Services
 - State Employment Services
 - MH/MR, Mental Health Center
 - Any other agencies
- What did you do to prepare for your Individualized Education Program (IEP) meeting?
- What do you plan to do after you leave high school?
- Is school preparing you to get a job?
- Is school preparing you to get along with others, make

- friends, and deal with personal problems?
- Is school preparing you to search for a job, fill out job applications, and write a resume?
- Is school preparing you to do things like cook, do laundry, clean, and repair things?
- Is school preparing you to make responsible choices, understand your rights, and express your opinions?
- Is school preparing you to do things like budget your money and understand taxes?
- Who do you plan to live with after you leave high school?

Post-School Survey. Post-School Surveys are administered to all high school students with disabilities who exited during the previous school year, including those who aged out, dropped out, graduated, or received a certificate.

Sample Post-School Survey Questions:

- I would like to ask you how you have been doing and what you are doing. Are you:
 - Working?
 - Attending technical school?
 - Attending college?
 - Enlisted in the military?
 - Involved in any other training?
- When you were in high school, was there *one class* or activity that prepared you the *most* to work and live in the community? If so, what was it?
- Have you been helped by any adult service agencies such as:
 - Vocational Rehabilitation Services?
 - State Employment Services?
 - MH/MR, Mental Health Center?
 - Any other agencies?
- Did school prepare you for what you wanted to do after leaving high school?
- Since leaving high school, have you had any of the following education or training?
 - Technical school?
 - Two-year college?
 - Four-year college?
 - Military?
 - GED training?
 - Any other training?
- Who do you live with?
- Do you have a job?
- What kind of job do you have? (*If working*)
- Who helped you find your job? (*If working*)

6. Who do you live with?
7. Do you have a job?
8. What kind of job do you have? (*If working*)
9. Who helped you find your job? (*If working*)
10. How many jobs have you had since leaving high school? (*If not working*)
11. Why aren't you working? (*If not working*)

For more information about the Alabama surveys contact Cheryl Holder at cholder@alsde.edu.

Indiana

The Indiana Graduate Follow-Up System (IGFU) is designed to collect outcome information on former special education students to study the vocational, educational, and personal advancement of these young adults. The IGFU collects information on the former student's employment and post-secondary education status, the student's current living arrangements, and overall life satisfaction.

Indiana has been collecting outcome information on former students who received special education services for the last five years. The Indiana Graduate Follow-Up System has three main objectives: 1) to obtain a broad measure of the status and experiences of young adults with disabilities since they exited special education services; 2) to use this information to improve policies and practices; and 3) to document continuing needs of former students for use in making decisions in school secondary curricula and transition practices. The IGFU has been developed to gather post-secondary information from students at two points in time: at exit from high school and four years post exit.

Sample IGFU Questions:

1. Did you have job training experiences in high school? (Employment)
2. Do you currently have a job? (Employment)
3. If not working, indicate the main reason why you are not presently working. (Employment)
4. Will you be pursuing a 2- or 4-year college or vocational training immediately after high school? (Post-Secondary Education)
5. Where will you be living after high school (e.g., 4 months from now)? (Living Arrangements)
6. In which of the following activities have you participated in during high school? (Leisure, Recreation, Social)
7. Are you connected with any agency or person who can help with the following? (Adult Services)
8. Do you feel your high school experience prepared you adequately for life? (Overall Satisfaction)
9. What class was most helpful in preparing you for getting a job? (High School Classes and Experiences)

For more information on the Indiana Graduate Follow-Up System, please contact Lynn Holdheide, 2126 Edgewood Drive, Charleston, IL 61920, 217-345-4852, hold93@net66.com.

TTAC Project

The Transition Technical Assistance Centers Project (TTAC) is a three-year project awarded to the University of North Carolina at Charlotte by the US Department of Education, Office of Special Education Programs. Through the TTAC Project, UNC Charlotte has identified six local education agencies in five different states to become transition technical assistance centers (TTACs). The TTAC sites are:

- Alabama: Scottsboro City Schools
- Indiana: Central Special Services District
- North Carolina: Shelby City Schools
- Ohio: Dublin City Schools
- Ohio: Franklin Heights High School
- South Carolina: Lexington School District Two

Over the three years of the project, UNC Charlotte will work with the TTAC sites to improve their own transition practices and to help them offer training, technical assistance, and support to other LEAs in their home states. Each TTAC site has demonstrated an array of transition "best practices" many of which are based on the TASSEL (Teaching All Students Skills for Employment and Life) model developed by the Shelby City/Cleveland County Schools in North Carolina in the 1990s. Please visit us at www.uncc.edu/ttac.



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