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December 1, 2022

The Honorable L. Louise Lucas
Chair, Senate Education and Health
Committee
Virginia General Assembly
P.O. Box 700
Portsmouth, VA 23705-0700

The Honorable Glenn R. Davis, Jr.
Chair, House Education Committee
Virginia General Assembly
One Columbus Center #695
Virginia Beach, VA 23462

Dear Madams:

I am pleased to submit the enclosed report titled, *Statewide Plan to Ensure Effective Local Implementation of Secondary Transition Planning and Services*.

Senate Bill 1299 and House Bill 2299 from the 2021 session of the Virginia General Assembly required that the Virginia Department of Education issue a report no later than December 1 of each year updating the leadership of the Senate Committee of Education and Health and the House Committee on Education on its progress in implementing the statewide plan for improving ongoing oversight of local practices related to transition planning and services and technical assistance and guidance provided for post-secondary transition planning and services.

Please direct questions to Dr. Leslie Sale, Director of Policy, by email at Leslie.Sale@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Dicky Shanor".

Dicky Shanor for Jillian Balow

JB/SMH

Enclosure

**STATEWIDE PLAN TO ENSURE
EFFECTIVE LOCAL
IMPLEMENTATION OF
SECONDARY TRANSITION
PLANNING AND SERVICES**

Presented to:

General Assembly of Virginia

Senate Education and Health and the House Education

December 1, 2022

STATEWIDE PLAN TO ENSURE EFFECTIVE LOCAL IMPLEMENTATION OF SECONDARY TRANSITION PLANNING AND SERVICES

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Legislative Directive

This report has been prepared and submitted to fulfill the requirements of Senate Bill 1288 and House Bill 2299 from the 2021 session of the Virginia General Assembly which required the Virginia Department of Education (VDOE) to develop and maintain a robust statewide plan for improving (i) its ongoing oversight of local practices related to transition planning and services and (ii) technical assistance and guidance provided for post-secondary transition planning and services. At a minimum, such plan shall articulate how VDOE will reliably and comprehensively assess the compliance and quality of transition plans for children with disabilities on an ongoing basis and communicate findings to local school division staff and local school boards.

The Department shall, no later than December 1 of each year, update the Chairmen of the Senate Committee of Education and Health and the House Committee on Education on its progress in implementing such plan.

Background Information

Federal and state regulations governing transition planning and services

Transition planning is a process mandated by the Individuals with Disabilities Education Act (IDEA) for all students who have an Individualized Education Program (IEP) in K-12 education. This planning aims to facilitate the student's move from school to post-school activities. Requirements for transition planning are outlined in federal and state regulations.

Federal regulations define transition services as a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities; including postsecondary education, vocational education, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation ([34 CFR §300.43](#)). Transition services are based on the individual child's needs, taking into account the child's strengths, preferences, and interests. These services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation. Transition services for children with disabilities may require special education if provided as specially designed instruction, or a related service if required to assist a child with a disability to benefit from special education.

Virginia Code requires secondary transition services before the student enters secondary school, but not later than the first Individualized Education Program (IEP) that will be in effect when the child turns 14, or younger if determined appropriate by the IEP Team. Transition services are required to be updated annually and include age-appropriate goals based upon age-appropriate

transition assessments related to training, education, employment, and as appropriate for individual students, and independent living skills. The inclusion of transition services, which include courses of study, are required as needed to assist the child in reaching these identified goals taking into account the child's strengths, preferences, and interests. These services are required to begin no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually. The IEP shall also include a statement, if appropriate, of interagency responsibilities or any linkages (34 CFR 300.43 and [34 CFR 300.320\(b\)](#)).

Both IDEA and Virginia code require a Summary of Performance (SOP) be provided to the student before graduation or ages out of the public school program at 22 years of age. The SOP summarizes academic and functional performance levels and transition needs when the student completes school. It must be specific, meaningful, and written so the student can understand it. The SOP must make recommendations about how to help the student meet his or her postsecondary goals. This summary should be reviewed at the student's final transition planning meeting.

IDEA requires that the school must inform the student at least one year before the student reaches the "age of majority" and legally becomes an adult, of his or her new, upcoming responsibilities as an adult. Notices of upcoming meetings are then provided to the student as well as the parents, while all other notices will go only to the student for example, notices for scheduled individualized education program meetings. States determine what the "age of majority" is, thus this age can vary from state to state. When the student reaches the age of majority, he/she will assume legal control over educational placement, educational records, eligibility, evaluations and programming, and any conflict resolution proceedings. In Virginia, the "age of majority" is 18, so the meeting to document the transfer of rights has to take place no later than the year the student is 17 years of age.

IDEA requires each state to report to the public 14 areas of state-level data and individual school division data concerning the performance of students with disabilities and whether those results met targets described in the state's special education State Performance Plan/Annual Performance Report (SPP/APR). The SPP/APR for special education is also required to provide the public with a report on progress toward meeting state targets. School divisions are required to submit information and data for reporting, monitoring, and compliance purposes. The VDOE is required to report to the U. S. Department of Education (USED) all identified noncompliance and verification of corrections each year in the State's Annual Performance Report (APR) for Special Education. Data provided in the State's APR determines if the State: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. Data submitted by school divisions to the VDOE is used to develop their Report to the Public and Local Determination Accountability Matrix. The division's Report to the Public compares the division's performance to the State's target in each area. The Local Determination

Accountability Matrix is the local division's report of the implementation of IDEA from the VDOE using both compliance and results from data submitted by each division. Determination categories for local divisions are the same as those assigned to the State, based upon the APR: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. All school divisions' performance ratings are used to calculate Virginia's performance rating which is reported to USED's Office of Special Education Programs (OSEP).

Federal and state required data collection and reporting

The secondary education and transition indicators in the APR are Indicator 1 - Graduation, Indicator 2 - Dropout, Indicator 13 - Secondary IEP Goals and Transition Services, and Indicator 14 - Postsecondary Outcomes.

Indicator 13 is specific to data collection and reporting on compliance for transition including secondary IEP goals and transition services and is collected for a percentage of youth aged 16 and above with an IEP. To meet the data-reporting requirement for Indicator 13 in Virginia's SPP/APR, each school division is required to review a minimum of twenty percent (20%) of IEPs for youth 16 and older, including students placed in other settings including private schools and community settings such as employment or internships. The reviewer may need to look at more than just the current IEP to complete the checklist. Schools are required to use a random selection process that represents only IEPs developed between July 1 and June 30 of the reporting school year, all ages 16-21, all schools within the division, all disability categories proportionately represented, and all public placements in settings outside of the public schools. When 20% of the school division's IEPs are 15 or less, all records for students 16 years and older must be reviewed.

Indicator 14 is specific to data collection and reporting about the percentage of youth who are no longer in secondary school, had IEPs in effect at the time they left school, were enrolled in higher education within one year of leaving high school, enrolled in higher education or competitively employed within one year of leaving high school, and enrolled in higher education or some other postsecondary education or training program; or competitively employed, or in some other employment within one year of leaving high school. Youth considered enrolled in higher education are those who enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school. Competitive employment is defined as youth who have worked for pay at or above the minimum wage in a setting with others who are nondisabled for 20 hours a week for at least 90 days at any time in the year since leaving high school. This description includes military employment. Other postsecondary education or training program refers to youth who have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, a vocational or technical school which is less than a two-year program). Some other employment means youth

have worked for pay or been self-employed for at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

To meet the data-reporting requirement for Indicator 14, school divisions must report on all school exiters from the previous school year. Exiters are considered past students who graduated or left school under the following circumstances: earning an Advanced Studies, Standard, or Applied Studies, a High School Equivalency (HSE) Credential (GED), a certificate of program completion, a general achievement adult high school diploma (GAAHSD), National External Diploma Program (NEDP), a diploma authorized by the local school board, any students with IEPs who dropped out of school from ninth to twelfth grade, and students who exceeded the age of eligibility (age 22). Students with disabilities who were publicly placed in a private school that meet the definition of an exiter are included (20 U.S.C.1416(a)(3)(B)).

Transition requirements not limited to participation by students identified with disabilities were implemented in the 2013-2014 academic year when all Virginia schools were required to begin the development of a personal Academic and Career Plan (ACP) for each seventh-grade student with completion by the fall of the student's eighth-grade year. The components of the ACP were to include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The ACP was to be developed following guidelines established by the board and signed by the student, the student's parent or guardian, and a school official designated by the principal. The ACP was to be included in the student's record and reviewed and updated, if necessary before the student entered the ninth and eleventh grades. Beginning in the middle school years, students would be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field before high school graduation.

Academic and Career Plans

Beginning with the 2018-2019 academic year, all elementary, middle, and secondary schools are required to provide for the identification by all students, including students with disabilities, of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support includes the provision of information concerning the exploration of career cluster areas in elementary schools and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school. Beginning in the elementary school years, students are to explore the different occupations associated with career clusters and select areas of interest. Students shall begin the development of an academic and career plan portfolio (ACPP) in elementary grades to include information about interests, values such as dependability

and responsibility, and skills supporting decisions about their future interests and goals. The ACPP is a repository for planning notes, class projects, interest inventory results, awards and recognitions, and other information related to academic and career plans and preparation. The ACPP is student-led and updated and revised as the student continues to plan for the student's future throughout their school years. The information contained in the ACPP shall serve as the foundation for creating the ACP in grade 7.

In middle school, all students are to complete a locally selected career interest inventory and select a career pathway. To support the development of the ACP, students shall complete a career investigations course selected from the career and technical education state-approved list or a school division-provided alternative means of delivering the career investigations course content. This course will address planning for academic courses, work-based learning opportunities, completion of industry certifications, possible independent projects, postsecondary education, and demonstration of personal, professional, and technical workplace readiness skills. The personal ACP will be completed by the end of the fall semester of the student's eighth-grade year. The components of the ACP include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. In high school, a career-related learning experience will be chosen by the student and documented in the ACP, which will be included in the student's record and reviewed and updated annually ([8VAC20-131-140](#)).

Current Policies, Procedures, and Practices

Ongoing Oversight of Local Practices

School divisions must annually self-report to the VDOE the percentage of youth, aged 16 and above, with individual education programs (IEPs) that include appropriate measurable postsecondary goals. These goals must be annually updated and based upon an age-appropriate transition assessment. Transition services, including courses of study, which will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs are required to be annually reviewed and updated based on these transition assessments. There must also be evidence that the student was invited to the IEP meeting where transition planning and services are discussed. If appropriate, evidence is required that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority. The school division will review student IEPs and respond to eight questions, Indicator 13, documenting the existence of these required aspects of transition planning. If the response to any question is "no," the division is out of compliance. If less than 100% compliance is reported, the division will receive a written notice of noncompliance. The division is then required to make corrections. Virginia school divisions are required to begin discussions and document transition planning and services, including transition goals, by the age of 14.

The Department of Special Education and Student Services has dedicated Monitoring Specialists who provide oversight to divisions to ensure federal and state compliance and that LEAs have policies, procedures, and practices that focus on improving educational results and outcomes for all children with disabilities. A comprehensive review involves multiple activities to ensure that all educational facilities that operate as LEAs are monitored every five years, at a minimum. A targeted review which is narrower in scope and focus may be conducted when concerns or complaints are brought to the VDOE's attention. Technical assistance may also be offered to the division regarding improving compliance. VDOE Monitoring Specialists' tasks include, but are not limited to:

- Reviewing the division's current data and compare it with previous years' data to determine if the data reflects a pattern of noncompliance or a significant decrease in compliance.
- Determining if the division is following the prescribed protocols to include following directions on pulling IEPs for review and completing or reviewing the [Indicator 13 training](#) on how to review and report accurately their Indicator findings. From this data, the Monitoring Specialist will determine if a Corrective Action Plan (CAP) is required.
- Conducting a Two Prong Approach to verify correction of noncompliance: initial review of individual student records for compliance, then a review of sample additional student records (remotely or face-to-face) to ensure that IEPs have been corrected to reflect compliance with the eight questions of Indicator 13 and that the division is correctly implementing the regulatory requirement.
- Consulting with the Local Director of Special Education to discuss factors influencing the compliance rate.
- Ensuring closure of the student-specific noncompliance and that the CAP, if applicable, is completed within one year of written notification of the noncompliance. Notification of completion will be done through email.

State-Level Technical Assistance Activities

Currently, the VDOE and partner agencies implement procedures, practices, programming, and resources to support post-secondary transition planning and services. The examples included below demonstrate the variety of support and resources available statewide but should not be considered an exhaustive list.

Beginning in 2021, the VDOE utilized the [National Technical Assistance Center on Transition: The Collaborative](#) to assist with organizing resources and bringing staff from the Center on Transition Innovations (CTI) and the regional Training and Technical Assistance Centers (TTAC) together to build regional support teams. These support teams meet regularly to provide transition-focused materials, resources, and Communities of Practice for each region. Communities of Practice provide access to transition-focused professional development

opportunities, dissemination of resources, and opportunities for collaboration with transition professionals within each region.

State Agency Collaborations and Partnerships

Virginia Department of Aging and Rehabilitative Services (DARS), which is Virginia's State Vocational Rehabilitation Agency, has initiated transition-focused collaborative events involving Local Education Agency transition staff, DARS staff, Pre-Employment Transition Services (Pre-ETS) providers, and community partners. Attendees develop monthly calendars establishing regular interagency meetings (as described in cooperative agreements between DARS and LEAs) and collaboratively plan transition service activities for students with disabilities. These meetings provide the foundation for expanding interagency collaboration which will expand workplace readiness skills instruction and work-based learning opportunities for students. Planning is underway to extend these meetings throughout the state, focusing on VDOE Superintendent Regions 1-8.

Partnerships between DARS and LEAs also have a direct impact on students' progress toward post-secondary goals. With permission from the parent to attend, DARS can serve as a valuable transition IEP team member assisting with transition assessments, goal-setting, and planning opportunities for work-based learning.

Further, DARS collaborates with LEAs to provide Pre-ETS directly to students as early as age 14. Pre-ETS providers work with students on career exploration, work-based learning experiences, exploration of post-secondary education and training programs, workplace readiness skills (including social skills and independent living skills), and self-advocacy.

The [Wilson Workforce and Rehabilitation Center](#) (WWRC) is a vocational-educational facility which is operated under the scope and mission of the Department for Aging and Rehabilitative Services (DARS), specifically the Division of Rehabilitative Services (DRS). WWRC supports approximately 400 16-22 year olds with disabilities annually through the Post Secondary Education Rehabilitation Transition Program (PERT) Program so these individuals can enter or remain in the workforce. WWRC provides comprehensive vocational evaluations, holds a credentialing week to assist youth with earning a workforce credential, provides training to local school divisions on providing an Independent Living Assessments in the youth's community, and provides the opportunity for youth to return to the Center for a number of other workforce and rehabilitation programs.

Resources and support for work-based learning (WBL) and career and technical education (CTE) have been expanded. The VDOE established work-based learning coordinators to provide technical assistance across the state and develop the [High-Quality WBL](#) site that contains additional resources. Further, the [CTE Resource Center](#) houses virtual resources on course

content for all CTE courses taught. This resource enables teachers, youth, and family members to see the content, lessons, resources, and accompanying credentialing exams and requirements.

VDOE Funded Technical Assistance Centers and Projects

In 2011, the VDOE created and continues to provide funding, leadership and direction for the [Center on Transition Innovations](#) (CTI). The CTI website is a centralized statewide portal for information, resources, demonstration, and research for educators and other stakeholders in the transition of youth with disabilities. CTI provides online courses for educators, students, and families that include video lectures, readings, and resources on the following topics: [Work-Based Learning](#), Transition: Changing the Outcomes, [Get Ready for Independent Living](#), [Get Ready for Your Career](#), and Get Ready for College. Additional CTI resources include webcasts, Fast Facts, Transition Tips, and guides for using transition data and implementing WBL (including Start on Success and Project SEARCH).

The need for continued training and technical assistance is evidenced in part by the increased access to the professional development opportunities provided by the CTI. In the 2020-2021 year, the [CTI website](#) had a 20% increase in new users and a 40% increase in page views, with Training being the most viewed page. The most commonly accessed training opportunities included examining the strategies and use of evidence-based practices for transition planning, development and implementation of work-based learning activities for students with disabilities, navigating the college preparation, selection, and disability services process, building work-based learning opportunities in the home, school, and community, and enhancing independent living skills at home.

In collaboration with VDOE and DARS, CTI partners with school divisions to establish WBL programs. Additionally, CTI, VDOE, and DARS collaborate with State Council for Higher Education for Virginia (SCHEV) to develop programs that provide youth with disabilities postsecondary options, for traditional students and non-traditional students.

Self-determination is a strong predictor of positive post-school outcomes. Both the [I'm Determined](#) Project developed in 2006, and the [Inclusion Project](#) developed in 2012, provide opportunities for youth to learn, practice, and generalize self-determination skills. These state-directed projects are prioritized by providing funding, collaborative leadership and facilitation with partners that implement the Departments initiatives and priorities.

The I'm Determined Project is led by a team composed of university faculty working for the Training and Technical Assistance Centers (TTACs) and transition-aged youth with disabilities from across Virginia. The team is structured into geographic regions encompassing six public universities. TTAC faculty (called Determinators) are paired with transition-aged youth leaders (5 per university) and are tasked with providing professional development to youth with disabilities, educators, and families, including the annual three-day I'm Determined Youth and Family Summit at James Madison University (JMU).

I'm Determined youth leaders are selected through an application process and must have demonstrated leadership potential as measured by their participation in at least one Youth and Family Summit. The youth leaders participate in two multi-day face-to-face trainings per year and monthly web-based calls focusing on the core components of self-determination including decision-making, goal-setting, self-advocacy, and problem-solving (Raley et al., 2018). The multi-day training is delivered by Determinators and veteran youth leaders. Topics include disability awareness, dealing with barriers (internal and external), high expectations, and community-building. Additionally, Determinators are responsible for providing professional development to K-12 educators (both general and special) throughout the state and are encouraged to co-facilitate with youth leaders. These additional opportunities for youth to practice self-determined behaviors serve as an invaluable experience to help generalize skills learned in a real-world setting. Further, students can participate in echo events. Echo events are smaller I'm Determined events that occur throughout the state, often regionally, that "echo" the larger I'm Determined summit that occurs at JMU. These echo events increase access for both students with disabilities and their families across the Commonwealth.

The Inclusion Project is a collaboration among Partnership for People with Disabilities at Virginia Commonwealth University, VDOE, and youth across Virginia. These youth plan projects that promote inclusive practices as well as provide grants to schools and organizations that plan local/regional activities to promote inclusion. This is a youth-led initiative that has existed for 11 years during which youth have produced a variety of resources related to self-determination, disability history, and support decision-making.

State and Local Implementation Workgroup

The workgroup identified in Appendix B also provided anecdotal data, based on the respective positions within Virginia school divisions, state funded agencies that implement VDOE initiatives and priorities, and community partnerships to assist in the development of this plan. The stakeholder group is representative of five of the eight superintendent's regions and includes small, medium, and large division sizes as well as urban, suburban, and rural locations across the Commonwealth. State funded agencies, and community partners represent different vocational and rehabilitation centers as well as parent advocacy and support. Input gathered from the workgroup indicates that while divisions have access to resources regarding transition, the ability to put these practices into place with fidelity is limited. Support for how to plan for transition and engage in transition activities that goes beyond one-time training and includes activities such as coaching would be beneficial. While many educators are aware and have basic knowledge of transition, division policies and procedures including hiring practices and funding do not always align with the needs of the divisions. Consistent division procedures for transition planning and services are often not in place which places a high emphasis on classroom educators to be both content experts as well as develop these procedures. Despite training that has occurred over a number of years, a lack of understanding of community resources, including how and when to contact support for transition planning and services, is a consistent theme across the

Commonwealth. Additionally, while school counselors are heavily involved in the transition planning for non-disabled students and students with disabilities who have less significant transition support needs, they are often not involved in transition planning for students with significant support needs. This collaboration is identified by the workgroup as critical for supporting transition planning and services for all students, including students with disabilities.

Many divisions have implemented successful within-school programs to support transition. However, not all divisions have access or funding to implement school-to-work programs which have been shown to be beneficial for students gaining and maintaining meaningful employment postsecondary school; particularly for students with significant support needs. Access to these programs is not consistent across the state and the programs that may be available in larger communities may not be appropriate to replicate in smaller, more rural communities.

Communication Strategy

Clear and consistent communication is critical in ensuring all stakeholders remain informed of and engaged in the implementation of the proposed plan. VDOE staff supporting transition planning and services for students with disabilities will drive the implementation, but will require support from other colleagues to ensure all educators have the knowledge and resources to support transition. Additionally, communication between the VDOE and other stakeholders including outside agencies and local school divisions is essential for successful implementation, including dissemination of training and technical assistance opportunities as well as feedback from divisions on the success of the supports identified in the plan and additional needs that are identified.

The VDOE distributes any legislative requirements via the Superintendent of Public Instruction Memorandums posted to the agency's website. Additionally, communications that are related to professional development, training, and/or resources will be disseminated using the Superintendent of Public Instruction Emails to local Superintendents, and also through Assistant Superintendent Emails to local Special Education Directors. Other communication strategies may include distribution via Teacher Direct, GovDelivery, and Special Education and Student Services Council meetings/worksessions, etc.

The following values, identified by the workgroup based on state and local data and research regarding transition, are some of the underlying assumptions and key outcomes driving the implementation of this work. These values will be central to the transition planning and service actions implemented to support compliance and quality of the transition plans for students with disabilities in Virginia.

- All individuals, including those individuals with the most significant disabilities, are capable of full participation in Competitive Integrated Employment (CIE) and community life (Office of Disability Employment Policy, n.d., para 1).

- Transition planning and services are essential for preparing young people to be a part of their communities.
- Transition planning begins with the first IEP, not just at age 14. Transition planning is an ongoing, collaborative process that starts with the first IEP. This occurs as early as elementary school and gears up in middle school. Transition planning involves students at all stages.
- All students, including all students with disabilities, must be a part of academic and career planning. Students with disabilities may need additional support and services to meet their individual needs in addition to and not instead of school-based academic and career planning.
- Youth with disabilities deserve to belong to something bigger than themselves including having and making decisions about money, developing hobbies and independence, and developing relationships outside of their family. Transition planning and services support students in building the skills necessary to have these outcomes.

A Plan to Improve

Although many efforts have been made to support secondary transition planning and services, current state data and results from the JLARC study indicate a need for continued improvement in the compliance and quality of transition planning and services to support postsecondary outcomes. Based on this data, the workgroup has developed the following plan to ensure effective local implementation of secondary transition planning and services.

Each component identified in this plan is tied to one of the 23 in-school predictors of post-school success. These predictors are evidenced-based practices that can be used “to design, evaluate, and improve transition programs” (Mazzotti, et al., 2021, p 47). Each predictor has been rated by the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) as promising, evidence-based, or research-based according to systematic literature reviews of transition planning research by Test, et al. (2009) and Mazzotti et al. (2021). The predictors are:

- career awareness
- career technical education
- community experiences
- exit exam/high school diploma status
- goal setting
- inclusion in general education
- interagency collaboration
- occupational courses
- paid employment/work experience
- parent expectations
- parent involvement
- program of study
- psychological empowerment
- self-care/independent living skills
- self-determination/self-advocacy
- self-realization
- social skills
- student support
- technology skills
- transition program
- travel skills
- work study
- youth autonomy/decision making

A list of these predictors of post-school success and the predictor evaluation can be found in Appendix D.

The VDOE and other partner agencies will continue to provide training and resources to build awareness of and knowledge about transition planning and services. The VDOE will also continue to provide general and targeted training and technical assistance to school divisions to ensure they are able to follow federal and state regulations and meet compliance requirements through IEP development and implementation. As the state education agency the VDOE will also seek additional support and technical assistance as needed from professional organizations and the U. S. Department of Education’s Office of Special Education Programs funded centers such as the National Technical Assistance Center on Transition (NTACT).

Although not excluded from attending, school counselors are often not identified as a target audience for receiving professional development as it relates to transition planning and services for students with disabilities. Most school counselors are trained to support students with social emotional learning skills (including critical executive functioning skills needed to gain and maintain employment and independent living), as well as academic and career planning in addition to their other roles and responsibilities. Despite this level of expertise, informal data from the field suggests school counselors do not provide the same level of support to students with disabilities who may require more intensive and individualized transition supports. Training and technical assistance efforts will focus on supporting school counselors in being able to support all students in their transition planning and services and support division leadership in ensuring policies and procedures are in place to support school counselors in these efforts.

The VDOE will convene a workgroup with a variety of stakeholders to explore secondary transition strategies, both from research and high-performing states in the area of transition, that can be adopted and/or applied in the state of Virginia. Examples of these strategies may include innovative professional development to support skill development (ex. Virtual simulation) and

implementation planning to support sustainable change efforts. As a part of this work, the workgroup will also explore ways to incorporate and adopt an Employment First focus within education to ensure all Virginians with disabilities have employment as their ultimate goal.

Research suggests that higher levels of self-determination, as supported by the I'm Determined project, are a key component of a successful transition for students with disabilities (Shogren et al., 2015). This stakeholder group will also explore innovative ways to continue to promote self-determination as well as ways to measure self-determination to monitor progress and outcomes.

From this data, the workgroup will develop a coordinated professional learning plan to ensure that educators, families, and community members have both the knowledge and understanding of transition planning and services and the ability to successfully implement transition services and drive meaningful post-secondary outcomes for students with disabilities. Professional learning will include coaching and mentoring support to ensure a continuum of instruction can be provided to all students with disabilities, from the general transition curriculum to our most intensive work/career learning programs.

The VDOE will also convene a workgroup with a variety of stakeholders, including technology specialists, to explore a community mapping platform for Virginia's community resources and transition services/opportunities. This platform would allow educators, families, and communities to easily view and connect with the various school and community partners that provide varying forms of support to transition planning and services, as well as resources and opportunities for students after graduation. This community mapping platform will also help to address identified barriers to employment such as identifying job openings, transportation, and access to personal assistance and assistive technology services.

The VDOE will update transition guidance for school divisions to support the additional instructional and systems needs of divisions based on the actions within this plan. Professional learning should include understanding both the updated guidance as well as building upon individual skills identified by this guidance including teaming structures, the importance of transition work, and ensuring a continuum of transition support available to SWD. Training must be differentiated between infrastructure development and implementation of practices to ensure divisions build capacity and sustainability. Part of this work includes supporting divisions in updating their policies and procedures to ensure all staff is responsible for supporting transition and processes are documented to ensure turnover does not affect implementation fidelity. This includes identifying and documenting the process for connecting with outside agencies, as appropriate to support transition services and post-secondary needs. Professional learning opportunities will also be updated to ensure the consideration of assistive technology needs for all students with disabilities to ensure they are able to access the instruction and transition services including WBL and CTE opportunities.

The VDOE will expand the use of the Applied Studies Curriculum Map to support divisions in aligning curriculum, evidence-based practices, and Community Based Instruction (CBI) in the areas of Employment, Education, Training, and Independent Living for students working towards an Applied Studies Diploma.

The VDOE will partner with regional TTAC and the Virginia Assistive Technology Network to ensure assistive technology is being considered by all teams not only to ensure access to classroom instruction but as an imperative part of transition planning and services to ensure the student has access to and can engage in transition opportunities as independently as possible.

The VDOE will explore the Indicator 14 survey to identify what criterion eliminates individuals who are working from being counted as having competitive employment as well as students with disabilities in higher education. Data gathered may be used to suggest changes to the Indicator 14 survey as well as support professional learning opportunities to ensure all students who meet this indicator are identified.

Training and technical assistance, including coaching, will be provided to support divisions in building practices around data, including the implementation of a division transition self-assessment, the development of a data system, collecting data to monitor progress, and analyzing data to make informed decisions from the individual student to division level. The VDOE will partner with regional TTACs and the Virginia Tiered Systems of Support (VTSS) to ensure alignment and integration within the division's established Multi-Tiered Systems of Support (MTSS). This partnership will also help to support the implementation of a systematic framework for supporting transition across the Commonwealth while allowing for individual school and division data to drive local decision-making.

The VDOE, in partnership with other stakeholders, will develop and disseminate a variety of resources available to students, educators, families, and the community that addresses a wide range of topics regarding transition planning and services including writing effective transition plans, considering all areas of transition for all students in transition planning, transition assessment, specially designed instruction for transition services, youth voice, engagement in Pre-Employment Transition Services (Pre-ETS) and establishing work-based learning opportunities, post-school completion planning, and community resources. Specific resources for families including understanding Transfer of Rights, Standards of Learning (SOL) vs. Virginia Essentialized Standards of Learning (VESOL) and the impact on curricula modification, and accessing community resources will be included. Resources may include fact sheets, newsletters, lesson plans, and modules. Professional learning opportunities will be provided to support the understanding and implementation of the actions and concepts identified within these resources.

The success of this plan is dependent on the collaboration of VDOE with a variety of state, regional, and local partnerships. Collaborative partners may include, but are not limited to:

- Students with Disabilities
- Families

- Virginia School Division Staff
- Regional Training and Technical Assistance Centers
- Department for Aging and Rehabilitative Services
- Woodrow Wilson Rehabilitation and Training Center
- Department of Behavioral Health and Developmental Services
- Department for the Blind and Visually Impaired
- Virginia Community College System
- State Council for Higher Education for Virginia (SCHEV)
- Center on Transition Innovations
- Partnership for People with Disabilities
- Virginia Assistive Technology Network
- Local Parent Resource Centers
- Parent Educational Advocacy Training Center
- Centers for Independent Living that provide services to school age youth ages 14-21
- Private entities, such as Employment Services Organizations
- Allied Professional Organizations, such as Virginia’s Council for Exceptional Children’s Division on Career Development and Transition (DCDT)

Recommendations and Implications

To ensure this work meets the desired outcomes, the VDOE in collaboration with relevant stakeholders will develop a plan to measure the impact of professional development and the implementation of interventions. Consistent ongoing collection of qualitative and quantitative evidence is essential. Sample metrics may include:

- Number of work-based learning experiences tied to the ACP and high-quality content such as a CTE course or CTE completer
- Number of referrals with adult agencies, resulting in the development of a postsecondary plan
- Number of students receiving Pre-employment transition services (Pre-ETS)
- Number of students completing a CTE course or a sequence(completer)
- Number of students who have received industry credentials
- Post-program success rate of those youth attending programs such as those offered through Wilson Workforce and Rehabilitation Center (WWRC)
- Indicator 13 and 14 data (and additional evidence as identified) data before and after a school participates in Community Regional Education and Assistance Transition Teams (CREATT) to measure progress and identify services/supports that work

This plan identifies a number of actions to support transition planning and services that are in addition to the current work being done to support compliance and quality of transition plans

across the state of Virginia. As such, there are fiscal implications that must be considered to ensure quality implementation. These include but are not limited to:

- Development and dissemination of high-quality professional learning materials (i.e. modules)
- In-person strategic planning and training event costs
- Community mapping web development and maintenance
- Considerations for local school division staffing and implementation

Conclusion

In preparation for students with disabilities to access meaningful and successful postsecondary outcomes, quality transition planning and service implementation are of high importance. Recommendations from JLARC and the proposed legislation have provided an opportunity to further analyze student outcomes, engage and collaborate with stakeholders, and examine current practices and supports in secondary transition. Annual updates will be provided to the Senate Education and Health and the House Education committees on its progress in implementing the improvement plan.

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Appendix A: Available Data Sources to Drive the Work

Indicator 14 Data

The VDOE utilizes responses regarding Indicator 14 as data to indicate the impact of transition planning and services. Through transition planning and services, the goal is to prepare students with disabilities to have a place in their community where they can work, play, and develop meaningful relationships. Meaningful employment provides all individuals, including students with disabilities, an opportunity to have a purpose for their day, take ownership in their work, build independence, and build friendships. As with all students, we are preparing our students with disabilities to take our place in the community. Through transition planning and services, we are providing students the ability and resources to do just that.

In addition to gathering the required data regarding Indicator 14, the VDOE collects additional data to gather information to drive decision-making and planning for transition services. In the VDOE Indicator 14 Survey, students are asked about support they received from outside agencies while in school and after graduation, if they had an Academic and Career Plan, took the Career Investigation course in Middle School, courses they felt were most helpful and courses they wish they had taken, and barriers that exist for students who are not enrolled in a two- or four-year college, postsecondary training, or are employed in part-time or full-time work. The survey also collects information in reference to the individual's feelings about his or her current quality of life.

School divisions make their best efforts to gather this data from every student with a disability one year after graduation. With the data collected, divisions are able to review their previous students' post-school outcomes and design a targeted division plan of action, to increase positive post-school outcomes for current and future students.

The data provided is based on the results of students with disabilities who participated in the Indicator 14 survey during the data collection years of 2017-2021.

Representativeness of Survey Respondents

Across the five years of data, the survey respondents were representative of the population of exiters. When comparing the demographics of primary disability, race/ethnicity, and gender of the sample to the population, the sample had less than +/- 1% discrepancy in every primary disability and gender and less than +/- 3% discrepancy in race/ethnicity from the population of all exiters.

Survey Response Rate and Respondents

Each year of the survey data collection summarized here, Virginia has achieved over a 60% response rate. The rates range from 60.5% to 66.7%. The majority (85%) of the survey respondents are former students or a parent/guardians. Former students represent 38% of the respondents and parents/guardians represent 47%.

Transition Outcomes

Of those students with disabilities who met the Indicator 14 definition of competitive employment, over 80% were part of a business or company, with a third of the respondents receiving benefits (vacation/sick leave or health insurance). A majority of the students with disabilities who are attending higher education are enrolled full-time.

Challenges of Unengaged Students

The top two issues preventing survey respondents (across the 5 years of data) from obtaining employment were health concerns and lack of transportation. Other issues identified were a lack of jobs in their area, no one to assist in helping them obtain a job, and a lack of support services (i.e. personal assistance, assistive technology). When asked if their challenges were related to the Coronavirus pandemic (added in the 2021 data collection year), 42% responded yes.

When asked about the challenges of attending postsecondary education, the top two responses provided in three of the data collection years (2017, 2019, and 2020) were health issues and transportation. In the other two years (2018 and 2021), the challenges were health issues and a lack of support services (i.e. personal assistance services, academic support services, or assistive technology). Another challenge frequently identified was the lack of programs in their geographic area. When asked during the 2021 data collection year if their challenges were related to the Coronavirus pandemic, 28% of the respondents said yes.

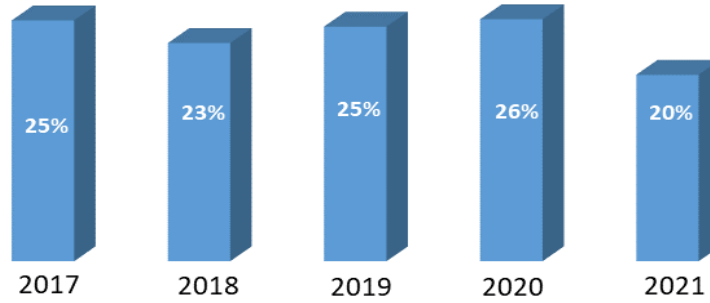
Satisfaction with Life One Year Post High School

Survey respondents were asked to rate their satisfaction by responding to the question: “How satisfied are you with your life at the present time?” Consistently across the 5 years of data collected, three-fourths of the respondents expressed some level of satisfaction (very satisfied/somewhat satisfied) with their life at the present time.

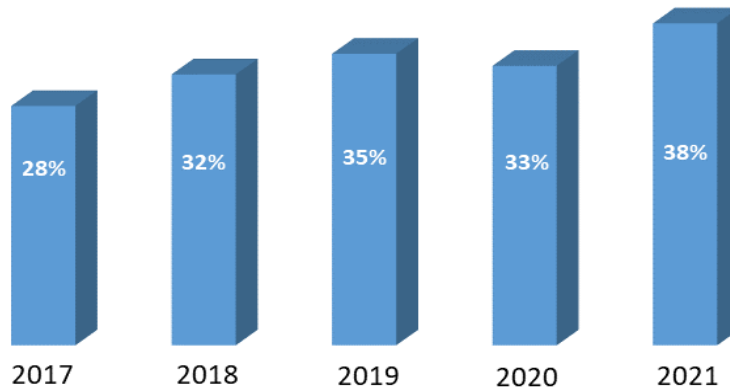
Indicator 14 Results on DARS Involvement

The following graphs represent the self-reporting of students with disabilities or other respondents who (1) provided data and (2) meet the requirements of participation in the Indicator #14 survey. The years used in the graphs represent the data collection years, which are one-year post-high school exit of the participants.

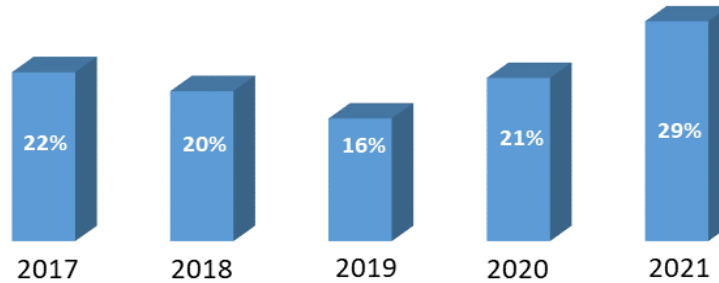
Percentage of students **Enrolled in Higher Education (2 or 4 year)** who received DARS services



Percentage of students **Competitively Employed** who received DARS services



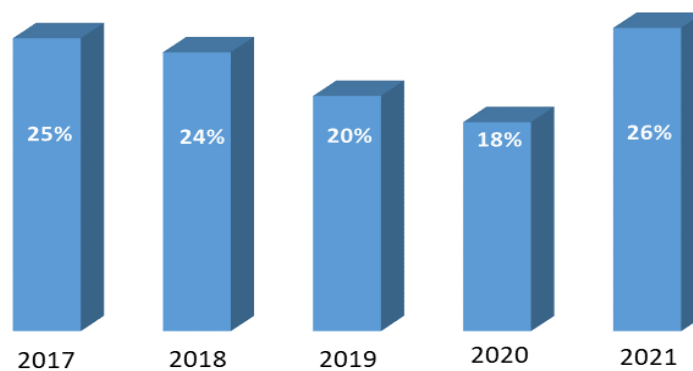
Percentage of students **Unengaged** who received DARS services



Two other categories were also reported: (1) Enrolled in some other Post-Secondary Education or Training, and (2) In some other employment. In the first category, values over the five years reported ranged from 7% to 18%. In the second category, values over the five years reported ranged from 6% to 10%. The 2021 reporting year was the lowest for “Enrolled in some other Post-Secondary Education or Training” and the second lowest for “In some other employment.”

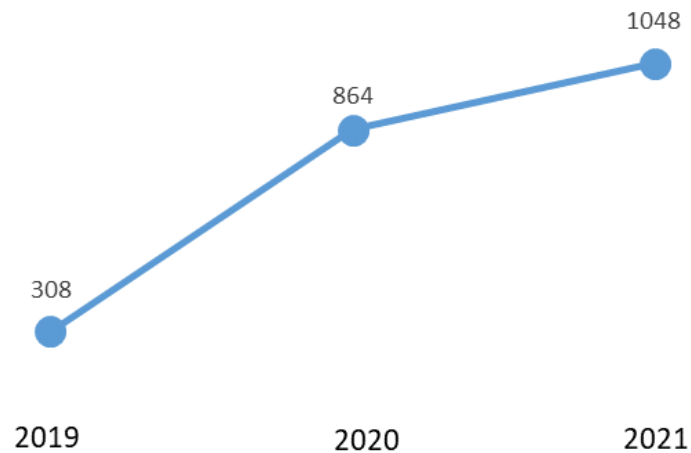
The following graph represents those same students (who met the indicator participation requirements and responded to the survey) who indicated that DARS helped them to obtain employment.

Of those who met the indicator and obtained DARS services, this graph represents those students who received help from DARS to find employment



The following graph shows the number of students who received Pre-Employment Transition Services (Pre-ETS) during high school (data collection years 2019-2021).

Number of students who received Pre-ETS while in high school



Indicator 14 Data Summary and Implications

Based on the Indicator 14 survey data, Virginia's results in higher education, competitive employment, some other postsecondary education/training program, and some other employment have remained relatively constant across the 5 years of data presented here. The variations in numbers are not statistically meaningful which makes it difficult to identify trends. However, one identified trend is the number of students with disabilities who are receiving Pre-ETS services prior to exiting secondary education. Over the past three data collection years, this number has increased.

Some areas of note in responses are those related to attending higher education and the unengaged (students who since leaving high school have never been in higher education, employed, or in postsecondary education/training) rate of students by diploma type. Virginia did not meet the state target of 35.5% for enrollment in higher education (both 2- and 4-year) between 2017 and 2021, although many students ($\geq 65.50\%$) are competitively employed or enrolled in some other postsecondary education or training program. As for students with disabilities identified as unengaged, the highest percentage of students are those who exited public school with an Applied Studies Diploma.

What the data does not reflect are students with disabilities who do not meet one or two of the criteria for a specific indicator. For example, the two most recent years of data show that 17% of those employed did not meet the criteria for meeting the Indicator 14 competitive employment definition, yet a majority were working in businesses and companies. Further work is needed to explore what criteria eliminate them from the state's reported outcome data. It would be worthwhile to explore this same issue for students with disabilities in higher education who do not meet this indicator.

The state has maintained a strong response rate to the Indicator 14 survey and the data are representative of student exiters. High levels of satisfaction are expressed (students/families) with respondents' quality of life one-year post-high school. Survey respondents across the five years identified classes they wish they had taken more of, including computer and career/tech classes (two highest), followed by Education for Employment or math classes. Student exiters reported engagement with DARS, and while in secondary education, increasing numbers of students received Pre-ETS services.

Appendix B: Statewide Transition Improvement Plan Workgroup

Name	Title/Role	Organization
Lisa Holland	Transition Training Associate	Center on Transition Innovations at Virginia Commonwealth University
Matthew Luther	Regional Transition Specialist	Virginia Department of Aging and Rehabilitative Services
Marianne Moore	Secondary Transition Specialist	Virginia Department of Education
Samantha Gregory	Specialist - Autism, Intellectual Disabilities, and Assistive Technology	Virginia Department of Education
Amanda Randall	Co-Director - Autism, Transition, Behavior Analysis	Virginia Department of Education's Training and Technical Assistant Center at James Madison University, Region 5
John McNaught	Co-Director & Principal Investigator - I'm Determined, Transition, Behavior, Self-determination	Virginia Department of Education's Training and Technical Assistant Center at James Madison University, Region 5
Karen Akom	Secondary Transition Associate	Center on Transition Innovations at Virginia Commonwealth University
Richard Chapman	Assistant Director, Center for Disability Leadership	The Partnership for People with Disabilities at Virginia Commonwealth University
Heidi Lawyer	Curriculum Support Specialist	Parent Educational Advocacy Training Center (PEATC)
Rebecca Saunders	Career and Technical Education Coordinator	Halifax County Public Schools, Region 8
Martha Brizendine	Director of Special Education	Halifax County Public

		Schools, Region 8
Joseph Martin	Transition Teacher , Grades 6-12	Halifax County Public Schools, Region 8
Sandra Ramsey	Special Education Director	Richmond County Public Schools, Region 3
Meaghan Lawson	Director of Special Education	Stafford County Public Schools, Region 3
Annie Cavataio-Villanueva	Assistant Director of Special Education	Stafford County Public Schools, Region 3
David Williams	Supervisor, Transition Services	Prince William County Public Schools, Region 4
Dave Cofer	Transition Specialist	Bristol City Schools, Region 7
Martin Kurylowski	Transition and Education Services Coordinator	Virginia Department of Aging and Rehabilitative Services
Daniel Biegun	Educational Specialist	Virginia Department of Education's Training and Technical Assistant Center at Old Dominion University, Regions 2 and 3
Chris Martin	Director of Employment Services	SOAR365
Rebecca Ceja	Coordinator, Intensive Support Programs	Richmond Public Schools, Region 1
Kendra Belcher	Monitoring Specialist	Virginia Department of Education
Zenia Burnett	Director of Instructional Services	Virginia Department of Education
Elizabeth Getzel	Director, Employment of Transition Age-Youth with Disabilities	Rehabilitation Research and Training Center at Virginia Commonwealth University

Appendix C: Indicator 14 Survey

Appendix D: Predictors

Virginia Department of Education
Indicator #14 Survey

To Be Completed by the Interviewer

First name:

Last name:

STI number: [What is this?](#)

Student Telephone Number(s):

Home:

Cell:

Work:

Dates and Times of Contacts:

Date:

Time:

Date:

Time:

Date:

Time:

Date:

Time:

Demographic Information

Each of the following fields is required.

Student's PRIMARY special education disability category in school records:

- Autism
- Child with a disability
- Deaf/blindness
- Emotional disability
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment

Sex in school records:

- Female
- Male

Ethnicity in school records:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Hispanic / Latino
- White (not Hispanic)
- Two or more races
- Unspecified

Is the student identified as Limited English Proficient (LEP) or English Learner (EL) in school records?

- Yes
- No
- Information is not available / don't know

Manner in which student exited school:

- Graduated with an advanced studies diploma
- Graduated with a standard diploma
- Graduated with an applied studies diploma
- Graduated with a modified standard diploma
- High School Equivalency (HSE) Credential (GED)
- Certificate of Program Completion
- General Achievement Adult High School Diploma (GAAHSD)
- National External Diploma Program (NEDP)
- Diploma authorized by Local School Board
- Exceeded the age of eligibility
- Dropped out

During high school, was the student referred to any of the following? (Check all that apply.)

- VA Division of Rehabilitative Services (DRS)
- VA Department for the Blind and Vision Impaired (DBVI)
- VA Department of Social Services (DSS)
- Centers for Independent Living (CILS, ILC, RIL)
- Community Services Board (CSB)
- Virginia Employment Commission (VEC)
- Social Security Administration (SSA)
- Virginia Workforce Center
- Job Corps
- Community College Workforce Alliance (CC-WA)
- Not referred to any agency
- Don't know

While in middle or high school, did the student participate in any of the following? (Check all that apply.)

- Credit accommodations
- Dual enrollment at a 2 or 4 year college
- Project SEARCH
- Self-Determination Program (i.e. I'm Determined, Youth Leadership Academy)
- Work Based Learning (real-life work experiences that can be applied to academic and technical skills to develop their employability) [Examples of WBL experiences](#)
- Discovery Process [define this term](#)
- Customized Employment
- PERT (Postsecondary Education Rehab Transition) Program
- Start on Success (SOS)
- Pre-Employment Transition Services (PRE-ETS)
- Development of Academic and Career Plan
- Discovering ME
- Supported Employment Initiative -- School Division Implementation

Virginia Department of Education Indicator #14 Survey

Please choose from one of the following three options:

1. If any of the following statements is true regarding this student, please click the radio button next to that statement and then click the **Close [Student's Name] File** button below:

- Student is deceased
- Student is incarcerated
- Student declined to be interviewed
- Family member declined to be interviewed
- Unable to reach student and family after 4 attempts
- Contact information is incorrect

Close [Student's Name] File

2. If you would like to proceed to the Indicator #14 survey for [Student's Name], please press the following button:

Proceed to Indicator #14 Survey

3. If you would like to return to the main menu in order to enter another student's information or perform another task, please press the following button:

Return to Main Menu

Indicator #14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.
 - C. Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
- (20 U.S.C. 1416(a)(3)(B))

Virginia Department of Education

Indicator #14 Survey

Who did you interview for the survey?

- Former student
- Parent or guardian
- Relative
- Teacher or school staff
- (Adult) service provider

Completed by all Respondents

1. Which classes did you take in high school that you found to be most helpful? (Check all that apply.)

- Math
- Science
- English
- Foreign language
- Career / technical ed classes
- Computer classes
- Education for employment
- History
- None of the above

2. Which classes in high school do you wish you had taken that would be helpful to you now? (Check all that apply.)

- Math
- Science
- English
- Foreign language
- Career / technical ed classes
- Computer classes
- Education for employment
- History
- None of the above

3. Since leaving high school, have you received services, or are you currently receiving services, from any of the following agencies? (Check all that apply.)

- VA Division of Rehabilitative Services (DRS)**
- VA Department for the Blind and Vision Impaired (DBVI)**
- VA Department of Social Services (DSS)**
- Centers for Independent Living (CILS, ILC, RIL)**
- Community Services Boards (CSB)**
- Virginia Employment Commission (VEC)**
- Social Security Administration (SSA)**
- Virginia Workforce Center**
- Community College - Workforce Alliance**
- Have not received and am not currently receiving any services**
- Don't know**
- Declined to answer**

4. How satisfied with your life are you at the present time?

- Not satisfied at all
- Somewhat unsatisfied
- Neutral
- Somewhat satisfied
- Very satisfied
- Don't know

Virginia Department of Education

Indicator #14 Survey

Higher Education or Postsecondary Education or Training Programs

5. Since leaving high school, have you ever been enrolled in a two-year or four-year college?

Note: Higher education is defined as a two- or four-year degree program provided by a community or technical college (two-year) and/or college/university (four- or more year program)

- Yes
- No [Skip to Question 8]
- Don't know [Skip to Question 8]
- Declined to answer [Skip to Question 8]

6. Did you finish an entire semester?

Note: Enrollment should be continuous for one complete term, including semester, quarter, summer, between semester "inter-terms," online course, or credit bearing independent study.

- Yes
- No [Skip to Question 8]
- Don't know [Skip to Question 8]
- Declined to answer [Skip to Question 8]

7. Are you or were you enrolled:

- Full-time (12 credit hours or more)** [Skip to Question 11]
- Part-time (11 credit hours or fewer)** [Skip to Question 11]
- Remedial classes** [Skip to Question 11]
- Non-credit classes** [Skip to Question 11]
- Don't know** [Skip to Question 11]
- Declined to answer** [Skip to Question 11]

Note: Individuals attending 2- or 4-year higher education programs and taking remedial or non-credit classes are considered enrolled in higher education.

8. Since leaving high school, have you ever been enrolled in any of the following postsecondary education or training programs?

- Adult / continuing education** [define this term](#)
- High school completion document or certificate (Adult Basic Education, GED)**
- Employer-based sponsored training (apprentice)** [define this term](#)
- Short-term education or employment training program (WIA, Job Corps, WWRC, etc.)**
- Vocational technical school--less than a 2-year program**
- Peace Corps, VISTA or AmeriCorps** [define this term](#)
- Day support / prevocational program** [define this term](#)
- Compensatory education programs**
- No participation in any postsecondary education or training program** [Skip to Question 11]
- Don't know** [Skip to Question 11]
- Declined to answer** [Skip to Question 11]

9. Did you finish an entire semester?

Note: Enrollment should be continuous for one complete term, including semester, quarter, summer, between semester "inter-terms," online course, or credit bearing independent study. In addition, completion of a semester of an "other postsecondary education or training" can include short-term education and training programs (e.g., 10 week welding class, month-long resume writing). Any formal program that contains a formal application/approval process that is at least in part skill-building and experience building qualify as "other postsecondary or training".

- Yes**
- No** [Skip to Question 11]
- Don't know** [Skip to Question 11]
- Declined to answer** [Skip to Question 11]

10. Are you or were you enrolled full-time or part-time?

- Full-time
- Part-time
- Don't know
- Declined to answer

Employment

11. Since leaving high school have you been employed in:

- One job with the same employer
- Multiple jobs (one or more different employers)
- Not employed since leaving high school

12. Have you worked at least a total of 90 days (3 months) in the job or jobs that you have held? (Note: the 90 days do not need to be in a row, but the total days at one or more jobs are 90.)

- Yes
- No
- Don't know
- Declined to answer

13. In the job or jobs that you worked, did you typically work 20 hours or more per week?

- Yes
- No
- Don't know
- Declined to answer

Note: An individual working 20 hours or more a week is defined as a) working at least 20 hours a week for 90 cumulative days, b) 20 hours or more a week for 90 cumulative days or c) **an average** of 20 hours a week for 90 cumulative days.

14. In the job or jobs that you worked, were you paid at least minimum wage (\$7.25) or above?

- Yes
- No
- Don't know
- Declined to answer

15. Did the job or jobs provide you with benefits (for example, health insurance, vacation, or sick leave)?

- Yes
- No
- Don't know
- Declined to answer

16. Describe the type of employment setting where you currently work or worked.

- In a business, company or service [define this term](#)
- In the military
- In sheltered employment (where most workers have disabilities)
- In supported employment [define this term](#)
- Self-employed [define this term](#)
- Family business (e.g., farm, store, fishing, ranching, catering)
- Don't know
- Declined to answer

17. Who helped you the most in finding your job or jobs?

- Division of Rehabilitative Services counselor
- Friend
- Parent / relative
- School personnel (teacher, transition coordinator, job coach)
- Community program / agency (Virginia Employment Commission, Workforce Development Center, Job Corps, AmeriCorps)
- Found job on your own
- Don't know
- Declined to answer

Questions for Respondents who have Never Been Employed, and who have Never Been Enrolled in Postsecondary Education or Training Programs

18. Have you attempted to find a job since leaving high school?

- Yes
- No
- Don't know
- Declined to answer

19. If you have never been employed, what do you think makes it difficult for you to get a job? (Check all that apply.)

- No transportation available
- Lack of jobs in my area
- No one to help me find a job
- Lack of training programs
- Don't want to lose Social Security benefits
- Not able to work because of health
- Lack of support services (personal assistance services, assistive technology)
- Lack of affordable childcare
- Waiting list for services too long
- Not interested in employment at this time

20. Were any of the challenges in obtaining employment related to Covid-19?

- Yes
- No
- Don't know

21. If you have never been in postsecondary education or other training programs, what makes it difficult for you to participate in these programs? (Check all that apply.)

- Lack of financial support
- No transportation available
- Lack of programs in my geographic area
- Not able to attend because of health
- Lack of support services (personal assistance services, academic support services, assistive technology)
- Lack of affordable childcare
- Not interested in pursuing post-secondary education

22. Were any of the challenges to attending postsecondary education or other training programs related to Covid-19?

- Yes
- No
- Don't know

23. Are you a full-time homemaker?

- Yes
- No

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising