


**The Importance of Student and Parent Involvement in the IEP/PTP**

Jenny Jacobs  
Post School Outcomes Outreach  
Transition Improvement Grant




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**The 26th Annual Children's First Conference**

**"INCLUDE ME!"**

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**DON'T LIMIT ME!**  
by Megan Bompers



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## Predictors of Post School Success

Grouping	Categories
Career Choices	1. Career Awareness 2. Occupational Courses 3. Vocational Education
Work Preparation	4. Paid Employment/Work Experiences 5. Work Study
Delivery of Instruction	6. Test Preparation/Accommodations 7. Inclusion in General Education 8. Program of Study
Personal Competence Skills	9. Self-Advocacy/Self-Determination 10. Self-Care/Independent Living Skills 11. Social Skills 12. Community Experiences
Networking	13. Family Engagement 14. Student Support 15. Interagency Collaboration 16. Transition Programming

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## Research Shows

When parents are involved, students have:

- Higher grades, test scores, and graduation rates
- Better attendance
- Increased motivation
- Lower suspension
- Decreased use of drugs, alcohol, violence

When middle and HS parents stay involved, students:

- Make better transitions
- Maintain quality of work
- Develop realistic plans for their future
- Have higher graduation rates
- Seek postsecondary education

As adapted from WSPEI  
Family Engagement

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## School and Family Partnership

- Research shows that work-based learning and employment experiences during the school years leads to better post-school employment outcomes.
- Research also shows that family involvement in planning employment and the use of personal networks as a job search strategy are key factors for employment success.

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## Wisconsin Post School Outcomes Data

- Helps us describe further education and competitive employment experiences of youth with disabilities as they transition from high school to adult life.
- Students with disabilities do not attend post-secondary education or enter employment at the same rate as their peers.
- Gives us data to look at progress and areas of need.

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## Indicator 14

**Indicator 14 of the State Performance Plan (SPP) requires that states report an unduplicated count of the:** "Percent of youth who are not longer in secondary school, had IEPs in effect at the time they left school and 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.
- Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving school" 20USC 1416(a)(3)(B)

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## How are Youth with Disabilities in WI Doing One Year after Exiting High School?

- 2015 Survey Response Rate
  - 55%
- 1925 students exited school during the 2013-2014 school year that were part of the survey sample
- Of the students on the exiting list 77 were ineligible to participate in the survey (may have returned to school, wrong exiting class, deceased)
- 1068 successfully completed the Post School Outcomes Survey

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## 2015 Outcomes of 2013-2014 Exiters for Indicator 14

### • Higher Education

- Completion of at least one term of college at a 2-yr College or Technical College or 4-year College or University – regardless of participation in Employment or other Postsecondary Education or Training.

2015 Count	2015 % N=1068	2014 % N=887
288	27.0%	27.51%

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## 2015 Outcomes of 2013-2014 Exiters for Indicator 14

### • Competitive Employment

- 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater and Never engaged in High Education regardless of engagement in other Postsecondary Education or Training or Other Employment.

2015 Count	2015 % N=1068	2014 % N=887
398	37.3%	37.43%

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## 2015 Outcomes of 2013-2014 Exiters for Indicator 14

### • Other Post-Secondary Education or Training

- Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program and Never engaged in Higher Education or Competitive Employment regardless of engagement in Other Employment.

2015 Count	2015 % N=1068	2014 % N=887
15	1.4%	2.7%

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## 2015 Outcomes for 2013-2014 Exitors for Indicator 14

### • Other Employment

- 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training.

2015 Count	2015 % N=1068	2014 % N=887
128	12.0%	9.92%

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## What Does this Mean?

2015 Outcomes of 2013-2014 Exitors for Indicator 14	2015 Count	2015 % N=1068	2014 % N = 887
A. Higher Education	288	27.0%	27.51%
B. Higher Education and Competitive Employment	686	64.23%	64.94%
C. Higher Education and Competitive Employment or Training and Other Employment	829	77.6%	77.56%
Not Engaged	239	22.4%	22.44%

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## Postsecondary Transition Plan (PTP)

- Assists school districts to document the post high school transition requirements while meeting individual student needs.
- Guides the IEP team through the transition process by asking a set of questions.
- The PTP will be done during the IEP team meeting with input from all team members.

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