

Section VII - State Education/ Special Education Program

Date:

Your agency name and state:

Agency name:: _____

State:

- Alabama
- Alaska
- American Samoa
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Federated States of Micronesia
- Florida
- Georgia
- Guam
- Hawaii
- Idaho
- Illinois

- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Marshall Islands
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Northern Mariana Islands
- Ohio
- Oklahoma
- Oregon
- Palau
- Pennsylvania
- Puerto Rico
- Rhode Island
- South Carolina

- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virgin Islands
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

1. What is the role of facility-based work centers in State Department of Education policy regarding transition for youth with disabilities?

2. Where are facility-based work centers mentioned, referenced, or allowed in state special education policy, related guidance or publications?

3. Does the state agency track any of the following with regard to Special Education?

(Select all that apply. For each option selected, there will be a set of follow-up questions to answer on subsequent pages.)

IEPs for transition-age youth with disabilities that **include a post-secondary employment outcome**

Post-secondary employment outcome in IEPs for transition-age youth with disabilities in an **Individual integrated competitive employment setting**

Post-secondary employment outcome in IEPs for transition-age youth with disabilities in a **sheltered work setting**

Post-secondary employment outcome in IEPs for transition-age youth with disabilities in a **volunteering setting**

Post-secondary employment outcome in IEPs for transition-age youth with disabilities in a **small group supported employment (e.g. work crew/enclave) setting**

Post-secondary employment outcome in IEPs for transition-age youth with disabilities in a **non-work day option (e.g. day services/day habilitation) setting**

None of the above

IEP's for Transition-age Youth with Disabilities that Include a Post-secondary Employment Outcome

Number and percentage of IEPs for transition-age youth with disabilities that include a post-secondary employment goal.

Year 1:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Number and percentage of IEPs for transition-age youth with disabilities that include a post-secondary employment goal.

Year 2:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Number and percentage of IEPs for transition-age youth with disabilities that include a post-secondary employment goal.

Year 3:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

IEPs for Transition-age Youth with Disabilities in an Individual Competitive, Employment Setting

Please provide the number and percentage of IEPs with a post-secondary employment goal for transition-age youth identified in an individual competitive, integrated employment setting with disabilities that are identified as:

Year 1:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in an individual competitive, integrated employment setting with disabilities that are identified as:

Year 2:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in an individual competitive, integrated employment setting with disabilities that are identified as:

Year 3:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

IEPs for Transition-age Youth with Disabilities in a Sheltered Work Setting

Please provide the number and percentage of IEPs with a post-secondary employment goal for transition-age youth identified in a sheltered work setting with disabilities that are identified as:

Year 1:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in a sheltered work setting with disabilities that are identified as:

Year 2:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in a sheltered work setting with disabilities that are identified as:

Year 3:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

IEPs for Transition-age Youth with Disabilities in a Volunteering Setting

Please provide the number and percentage of IEPs with a post-secondary employment goal for transition-age youth identified in a volunteer setting with disabilities that are identified as:

Year 1:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in a volunteer setting with disabilities that are identified as:

Year 2:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in a volunteer setting with disabilities that are identified as:

Year 3:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

IEPs for Transition-age Youth with Disabilities in a Small Group Supported Employment Setting

Please provide the number and percentage of IEPs with a post-secondary employment goal for transition-age youth identified in a small group supported environment (e.g. work crew/enclave) setting with disabilities that are identified as:

Year 1:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in a small group supported environment (e.g. work crew/enclave) setting with disabilities that are identified as:

Year 2:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in a small group supported environment (e.g. work crew/enclave) setting with disabilities that are identified as:

Year 3:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

IEPs for Transition-age Youth with Disabilities in a Non-work Day Option Setting

Please provide the number and percentage of IEPs with a post-secondary employment goal for transition-age youth identified in a non-work day option (e.g. day services/day habilitation) setting with disabilities that are identified as:

Year 1:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in a non-work day option (e.g. day services/day habilitation) setting with disabilities that are identified as:

Year 2:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Please provide the number and percentage of IEPS with a post-secondary employment goal for transition-age youth identified in a non-work day option (e.g. day services/day habilitation) setting with disabilities that are identified as:

Year 3:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Youth with Disabilities Exiting School who are Employed in Competitive, Integrated Employment One Year after Exit

4. With regard to federal IDEA performance indicator #14, what is the number/percentage of youth with disabilities that are employed in competitive, integrated employment one year after exit?

Please provide this data on number/percentage for the three most recently completed years in which data for this indicator was collected. Please also provide this data by disability type, for the following disability types: cognitive disability; autism; traumatic brain injury.

Year 1:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

What is the number/percentage of youth with disabilities that are employed in competitive, integrated employment one year after exit?

Year 2:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

What is the number/percentage of youth with disabilities that are employed in competitive, integrated employment one year after exit?

Year 3:: _____

Cognitive Disability

Number: _____

Percentage: _____

Autism

Number: _____

Percentage: _____

Traumatic Brain Injury

Number: _____

Percentage: _____

Role of State Agencies in the Monitoring of Programs

5. Does the state agency responsible for special education monitor school districts' compliance with the statutory requirement of Least Restrictive Environment in the development of Individualized Educational Plans for transition-age students?

Yes

No

5.a. Please explain how this monitoring is done:

6. Does the state education agency monitor the use of either federal or state funding by school districts in the financing of services in Individualized Educational Plans (IEPs) for students of transition age?

Yes

No

6.a. Can the state identify when an IEP includes transition services to be delivered in a facility-based work center?

Yes

No

6.a.1. Does the state do any outreach or technical assistance specifically targeted at school districts that utilize facility-based work centers for transition services, with the intent to reduce the use of facility-based work centers for transition services?

Yes

No

6.a.2. Does the state track data to determine if the students who receive transition services in facility-based work centers ultimately end up working in facility-based work centers after school exit?

Yes

No

6.a.3. Does the state track data to determine if the students who receive transition services in facility-based work centers ultimately end up working in competitive, integrated employment after school exit?

Yes

No

Role of Special Education Teachers

7. Do special education teachers for students most likely to be placed in facility-based work centers as adults receive specialized mandatory training specific to best practices in facilitating competitive, integrated employment for their students?

Yes

No

7.a. Please briefly explain why this training is not offered or, if it is, why it is not mandatory:

8. Are special education teachers trained in the services that could be available to their students from:

a. The state Intellectual and developmental disabilities agency and/or Medicaid Home and Community Based Services waiver?

Yes

No

b. Vocational rehabilitation services?

Yes

No

c. Vocational rehabilitation's Pre-employment transition services as required by the Workforce Innovation and Opportunity Act (WIOA)?

Yes

No

d. The public workforce systems?

Yes

No

e. Behavioral health agency?

Yes

No

State Policies

9. Are there state policies that prohibit the payment of subminimum wage to people with disabilities?

Yes

No

10. Are there state policies that prohibit referrals of youth to programs that pay subminimum wage?

Yes

No

Post-School Referrals

11. Are students referred to the workforce system for summer or year-round youth services prior to school exit?

Yes

No

12. Are students referred to the workforce system for summer or year-round youth services at the point of school exit?

Yes

No
