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
( ) 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: ______________________

**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: _________________________________

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 DisabilitiesExiting 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