

How does performance during and after high school impact long-term outcomes for students?

The Vocational Rehabilitation (VR) program, State Education Agencies (SEA) and Career and Technical Education (CTE) programs performance indicators align: Post-school outcomes for students with disabilities are impacted by many partners, including VR and Education. The [Rehabilitation Act of 1973](#), as amended by title IV of the Workforce Innovation and Opportunity Act ([WIOA](#)), Individuals with Disabilities Education Act ([IDEA](#)), and The Carl D. Perkins Career and Technical Education Act, as amended by the Strengthening Career and Technical Education for the 21st Century Act ([Perkins V](#)), require VR and Education agencies to collect data and report on results-driven outcomes. These agencies can support student outcomes and improve agency performance by understanding how they align, the potential impact on shared student data, timelines, and priorities.

The VR program has six performance indicators that align with the four transition priorities and indicators (i.e., 1, 2, 13, 14) outlined in IDEA, and the indicators outlined in Perkins V (secondary and postsecondary). The crosswalk below demonstrates agency and student performance indicators that naturally align across programs, which promote the opportunities for collaboration and partnership essential to improve student outcomes across programs. *(Note: Not all indicators are reflected in this document.)*

Graduation and Credential Attainment Indicators:

WIOA/VR Indicator	IDEA Part B Indicator	Perkins V Indicator
<p>4. Credential Attainment Rate: Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.</p>	<p>1. Percent of youth with Individualized Education Program (IEP) graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p>	<p>Secondary Measures Graduation & Credential Attainment: 1S1: Four-Year Graduation Rate 1S2: Extended Cohort Graduation Rate (Optional) 5S1: Attained Recognized Postsecondary Credential</p> <p>Postsecondary Measures Credential Attainment: 2P1: Earned Recognized Postsecondary Credential</p>

Measurable Progress and Credential Attainment Indicators:

WIOA/VR Indicator	IDEA Part B Indicator	Perkins V Indicator
<p>4. Credential Attainment Rate: Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.</p> <p>5. Measurable Skill Gains (MSG): Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational, or other forms of progress towards such a credential or employment.</p>	<p>13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>	<p>Secondary Measures Credential Attainment: 1S1: Four-Year Graduation Rate 1S2: Extended Cohort Graduation Rate (Optional) 5S1: Attained Recognized Postsecondary Credential</p> <p>Measurable Progress: 2S1: Academic Proficiency in Reading/Language Arts 2S2: Academic Proficiency in Mathematics 2S3: Academic Proficiency in Science 3S1: Postsecondary Placement 5S2: Attained Postsecondary Credit</p> <p>Postsecondary Measures Credential Attainment: 1P1: Postsecondary Placement 2P1: Earned Recognized Postsecondary Credential</p>



Vocational Rehabilitation

- Early engagement with students with disabilities
- Through pre-employment transition services, students gain skills and set employment goals prior to transitioning out of high school
- Increased potential for long-term employment success of students
- WIOA successful outcomes



Transition Student

- High school diploma
- Achieve employment and social skills during high school
- Increased post-school opportunities and supports
- Increased knowledge and esteem of personal capabilities
- Career Pathway opportunities with multiple on-/off-ramps
- Long-term employment success within their expressed career field



Teacher/Educator

- Increase in students' high school graduation rates
- Increased post-school opportunities and outcomes for students
- Increased partnerships and support
- Decreased student drop-out rates
- Increased academic and employment skills achievements
- IDEA/Perkins V successful outcomes (e.g., Credentials, employment)



When students succeed, we do, too!

Potential short-term student outcomes supported through agency collaboration:

- ⚙️ Alignment of postsecondary Individualized Education Program (IEP) and Individualized Plan for Employment (IPE) goals.
- ⚙️ Students' ability to identify an employment goal based on postsecondary education interests prior to High School exit.
- ⚙️ Students' ability to identify postsecondary training, supports, and other services needed to reach employment goal within their chosen career pathway prior to High School exit.
- ⚙️ Increased student-led IEP and IPE meetings and enhanced self-advocacy skills in career planning.
- ⚙️ Increased family engagement around postsecondary education and employment opportunities.
- ⚙️ Increase in students participating in work-based learning experiences that match their postsecondary education interests prior to High School graduation.
- ⚙️ Increased opportunities for students with disabilities to explore postsecondary training options, leading to more meaningful postsecondary employment and training goals in the IEP.
- ⚙️ Students' ability to complete steps (with or without support) for enrolling in postsecondary education, comprehensive transition programs or other training programs that lead to employment.

Strategic planning considerations for transition programs to support student outcomes and improve agency performance:

- ⚙️ Do each of the agencies understand how the performance indicators support each other's goals?
- ⚙️ What documentation requirements are needed to validate outcomes for each program?
- ⚙️ How can partner agencies support these documentation requirements (e.g., data-sharing agreements, student level data)?
- ⚙️ Do local practices support shared student cases and common outcomes?
- ⚙️ What systems or processes need to change in order to support these shared outcomes (e.g., Memorandums of Understanding/Agreements, cross-training, data-sharing agreements)?
- ⚙️ How can agencies maintain engagement with students to increase response rates and the ability to gather long-term outcome data?
- ⚙️ Can you identify areas where your state needs improvement in addition to areas of strength?