Creating a Collaborative Summary of Performance Process to Facilitate Postsecondary Engagement for Young Adults with Disabilities

Employment First: Changing Expectations
June 5, 2013
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Learning Outcomes

Participants will:

• Identify the role of the student, teacher, parent, agency provider and employer in the Summary of Performance Process (SoPP)
• Determine relevant information to include in a Summary of Performance (SoP) document
• Identify how to compile, share and use SoP information
• Identify the benefits of the SoPP for all stakeholders
Agenda

• Who Are We?

• Why & How did We Create a SoP Document?

• What is the SoPP?
  o SoPP Timelines
  o SoP Document
  o Roles of Stakeholders
  o Data Collection and Usage

• Next Steps for the SoPP
Regional Transition Councils (RTC), representing secondary transition stakeholders in schools and communities in Ohio, are dedicated to promoting strong transition plans, practices, and programs for students with disabilities leading to successful transition from school to adult life. Councils will...
Promote collaborative relationships between districts, community agencies, and families for the improvement of services to transition-age youth.
Regional Transition Councils

Build a regional knowledge-base by disseminating current information on secondary transition practices to schools, families, and community partners.
Regional Transition Councils

Establish communications and idea sharing, discuss concerns, and solicit feedback from transition stakeholders;

Promote greater transparency in order to remove barriers across service systems;
Regional Transition Councils

Work to improve performance on State Performance Plan Indicators 1, 2, 13 and 14 and promote Evidence-Based Practices
State Support Team Region 1
Regional Transition Council

Membership:
- School Districts (urban & rural)
  - Job Training Coordinator
  - Work Study Coordinator
- Educational Service Center
- Parent Mentor
- Rehabilitation Services Commission
- Board of Developmental Disabilities
- Colleges/Universities (two & four year)
- Career Technical Center
- Mental Health
- Social Security Administration
- Center for Independent Living
Goals:

• Develop effective transition plans to improve outcomes of employment, education/training, and independent living for students with disabilities transitioning into the adult world

• Disseminate information and training to educators, agencies and parents

• Facilitate agency linkages
State Support Team Region 1
Regional Transition Council

• Action Step:

Assist schools in enhancing the student
Summary of Performance
We looked at the data across the nation.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Table A-6 Employment Status, sex and age (Numbers in thousands)</td>
<td>April 2013</td>
<td>April 2013</td>
</tr>
<tr>
<td>TOTAL, 16 years and over</td>
<td>28,908</td>
<td>216,267</td>
</tr>
<tr>
<td>Participation rate</td>
<td>20.7%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Employed</td>
<td>5,215</td>
<td>138,509</td>
</tr>
<tr>
<td>Employment-population ratio</td>
<td>18.0</td>
<td>64.0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>770</td>
<td>10,245</td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>12.9%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>
We Looked at the Data Across Ohio

<table>
<thead>
<tr>
<th>Percent of youth who are no longer in school, had IEPs in effect at the time they left school, and were:</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Enrolled in higher education within one year of leaving high school</td>
<td>287</td>
<td>33.8%</td>
</tr>
<tr>
<td>B. Enrolled in higher education or competitively employed within one year of leaving high school</td>
<td>524</td>
<td>61.6%</td>
</tr>
<tr>
<td>C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of graduating or leaving high school.</td>
<td>570</td>
<td>67.1%</td>
</tr>
</tbody>
</table>

The Ohio Longitudinal Transition Study Annual State Report, Spring 2013
We looked at the data across Ohio.

Postschool outcome trends by year of graduation:

<table>
<thead>
<tr>
<th>Postschool Outcomes</th>
<th>2011</th>
<th>2005-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students</td>
<td>850</td>
<td>5985</td>
</tr>
<tr>
<td>Full-time Employment</td>
<td>27.9%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Part-time Employment</td>
<td>25.8%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Any Employment</td>
<td>52.6%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Predictors/Outcomes</td>
<td>Education</td>
<td>Employment</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>• Career Awareness</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Occupational Courses</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Paid Employment/Work Experience</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Vocational Education</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Work Study</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Community Experiences</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Exit Exam Requirements/High School Diploma Status</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Inclusion in General Education</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Program of Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predictors/Outcomes</td>
<td>Education</td>
<td>Employment</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Self-Advocacy/Self-Determination</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Self-Care/Independent Living</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Social Skills</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interagency Collaboration</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parent Expectations</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Transition Program</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
We Knew that
Schools Need to

• Complete a Summary of Performance for students who are graduating/aging out of services (This is a FEDERAL requirement!)

• Collaborate with agencies that can support students’ transition plans (State Performance Plan IDEA Indicator 13 Checklist, Element #8)
We Knew that

Adult Agencies Need to

- Obtain the necessary information to determine eligibility for students who are graduating/aging out of services

- Collaborate with schools and other agencies to obtain the information
We Knew that Students & Families Need to

• Be aware of the SoP’s function and purpose

• Have opportunities to engage in discussion around the student’s postsecondary goals

• Obtain pertinent and accurate information that transfers seamlessly from school to adult agencies
We Discovered

No one was getting what they needed!
We Discovered

***

No accountability for completion of the SoP
No consistent SoP document or process used by schools
SoP not shared with adult agencies
Students, families, agencies unaware of how to use the SoP
The SoP did not contain pertinent and accurate information for adult agencies

Students were not engaged successfully in postschool employment opportunities
So...

We Created
We Created

A **Summary of Performance** document that “meant something” to all parties and could actually help students obtain services, employment, etc.

Which developed into

An efficient **PROCESS** to transfer appropriate information that leads to post-school engagement in the areas of education/training, employment and independent living.
How?

WE ASKED
We Asked

• **Agencies**: What do you need to know to determine eligibility for services?

• **Schools**: What information can be reasonably provided/obtained?

• **Parents**: What information can you and your child provide?
Summary of Performance Packet

This Summary of Performance (SoP) Packet was created by the State Support Team Region 1 Regional Transition Council in an effort to facilitate an efficient, effective transition process that promotes interagency collaboration for students with disabilities who are graduating/aging out from school-age educational services. The documents are a compilation and, in some areas, an adaptation of various SoP forms and materials which are referenced in full at the end of the packet. The packet consists of a SoP form, guidance document, sample cover letter and resources page. Use of the documents within this packet is not mandatory to meet federal Summary of Performance requirements.

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Summary of Performance Packet

The SoP Document
is based on a Federal Requirement that a SoP is completed at the end of the student’s school program

We Realized…
The SoP was NOT just the completion of a document at the end of a student’s career but a PROCESS that begins at the age of 14 (or younger!)
Background Information

Student
Parent
School
Agency

• What is your role in this part of the process?
• Who will collect this data?
• How will it be used?

Part 1: Background Information

Date this Summary was completed: __________________________ Date of Birth: ____________

Name: ________________________________________________

Year of Graduation/Est: __________________________________

Address: _____________________________________________

St. (City, State) (Zip)

Telephone Number: _____________________________________

Primary Language: ______________________________________

If English is not the student’s primary language, what services were provided for this student as an English language learner?

Primary Mode of Communication: __________________________

Is the student in a foster care placement? Yes/No

If yes, the expected date of release: ________________________

This form was completed by: Name: ________________________

School: ______________________________ Title: ________________

Telephone Number: _____________________________________

Assessment Reports: Check and attach the most recent copy of assessment reports that clearly identify the student’s disability or functional limitations and that will assist in postsecondary planning.

- Psychological/educational
- Medical/physical
- Disabilities
- Social/behavioral
- Recommendations
- Self-determination
- Other (specify)
Information on Diagnosis of Disability

Student
Parent
School
Agency

• What is your role in this part of the process?
• Who will collect this data?
• How will it be used?
Services/Supports from Agencies Outside of the School

Student
Parent
School
Agency

• What is your role in this part of the process?

• Who will collect this data?

• How will it be used?
Measurable Postsecondary Goals

Student
Parent
School
Agency

- What is your role in this part of the process?
- Who will collect this data?
- How will it be used?
Present Level of Performance

Student Parent School Agency

Areas: Academic, Cognitive, Functional

- What is your role in this part of the process?
- Who will collect this data?
- How will it be used?

<table>
<thead>
<tr>
<th>Present Level of Performance</th>
<th>Essential accommodations/modifications and/or assistive technology previously utilized in high school. Explain how these will apply in a postsecondary environment.</th>
</tr>
</thead>
</table>
Recommendations to Assist the Student in Meeting Postsecondary Goals

Student
Parent
School
Agency

• What is your role in this part of the process?

• Who will collect this data?

• How will it be used?

Part 6: Recommendations to Assist the Student in Meeting Postsecondary Goals

Given the information listed in the above sections, provide recommendations that the student may need to enhance access in the following post-high school environments. Consider accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

<table>
<thead>
<tr>
<th>Higher Education or Career/Technical Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment:</td>
</tr>
<tr>
<td>Independent living:</td>
</tr>
<tr>
<td>Community Participation:</td>
</tr>
</tbody>
</table>
Student Input

Student
Parent
School
Agency

• What is your role in this part of the process?

• Who will collect this data?

• How will it be used?

Part 7: Student Input

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

B. Which supports were helpful in school, work and/or the community (aids, adaptive equipment, physical accommodations, other services)?

C. What doesn't work for you at School or Work or in the Community? (loud rooms, flickering lights, etc.)

D. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

I have reviewed and agree with the content of this Summary of Performance.

Student Signature: ___________________________ Date: _____________
Certificate

Student
Parent
School
Agency

• What is your role in this part of the process?

• Who will collect this data?

• How will it be used?
SoP Sample Cover Letter

To: My Postsecondary Service Provider
From: (Student’s name)
Date: (Date letter is written and sent)
Subject: Summary of Performance

Attached you will find my Summary of Performance (SoP). It contains the following information:

1. My background information.
2. Information on the diagnosis of my disability.
3. Services/supports that I receive (e.g., from agencies outside of my high school)
4. My postsecondary goals in the areas of education, employment and independent living, along with my top three areas of interest related to employment.
5. A summary of my high school academic achievement and functional performance as well as the essential accommodations, modifications and assistive technologies that I used in high school.
6. Recommendations from high school professionals regarding the supports and accommodations that may enhance my access to postsecondary settings.
7. My perceptions of my disability, what works best for me, and accommodations that may be addressed in postsecondary settings.

Each section contains information that is important to my success. Please review the information carefully. If you have any questions, I will be happy to schedule a time to visit with you about any of the information in my Summary of Performance.

Thank you for your time.

Sincerely,
John Doe
123 School Road
Anywhere, Ohio 11111
(555) 555-1111
student@email.com
Tyler's Story

1. A change in schedule. I was not used to this before.
2. It was hard for me to concentrate on my studies because studying was difficult and I sometimes missed classes. The teacher was helpful, but I had trouble understanding some of the words.
3. Using a computer to study helped. It was helpful to have the help in class and study hard.
4. A change in schedule. I was not used to this before.
5. My strengths are writing, studying, and having a good motivation.

My goals would be to learn more and getting my parents to be proud of me, where ever I get a degree.
Tyler’s Story

A. In most classes it was hard for me to concentrate. But adding, subtracting, multiplying and dividing were always easy.

   Integrated Science was also hard for me and I had trouble understanding some of the words.

B. Helpful supports and accommodations: Using a computer, smaller classes, needing a longer time, having help in class and study hall.

C. What doesn’t work for you at school? A change in schedule, concentrating and listening at the same time.

D. My strengths are: Using a computer, having a good sense of humor and having a good imagination.

   My needs are: Learning more about computers, wipe dishes and helping my parents with their groceries, and someone to drive me wherever I’m supposed to (go).
Next Steps

• Pilot study and Focus Groups
  Efficiency & Effectiveness
Next Steps...Maybe

- Part of the recommendations made to the Employment First Task Force through the Leadership Team and Advisory Committee.

- Concrete action step for Interagency Agreements

- Considered as a new “optional” statewide Summary of Performance form
What do YOU Think?

How will the SoPP benefit YOUR work?
Questions
Thank You!

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