

STATE

Data use Toolkit

Preparing and Sharing State
Post-School Outcomes

December 2009 - version 1

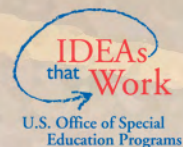
Charlotte Y. Alverson
Jane Falls
Deanne Unruh

National Post-School
Outcomes Center
University of Oregon

NATIONAL



POST-SCHOOL OUTCOMES CENTER



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To date, some States and districts have multiple years of PSO data that can be used to inform programming at the State and local districts. Therefore, this first version of the **NPSO Data Use Toolkit** is for use with PSO data submitted to OSEP prior to February 1, 2011.

We will revise the **Data Use Toolkit**, version 2.0, to meet the *new* data collection and reporting requirements due in the February 1, 2011 submission to OSEP.



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Data Use Toolkit

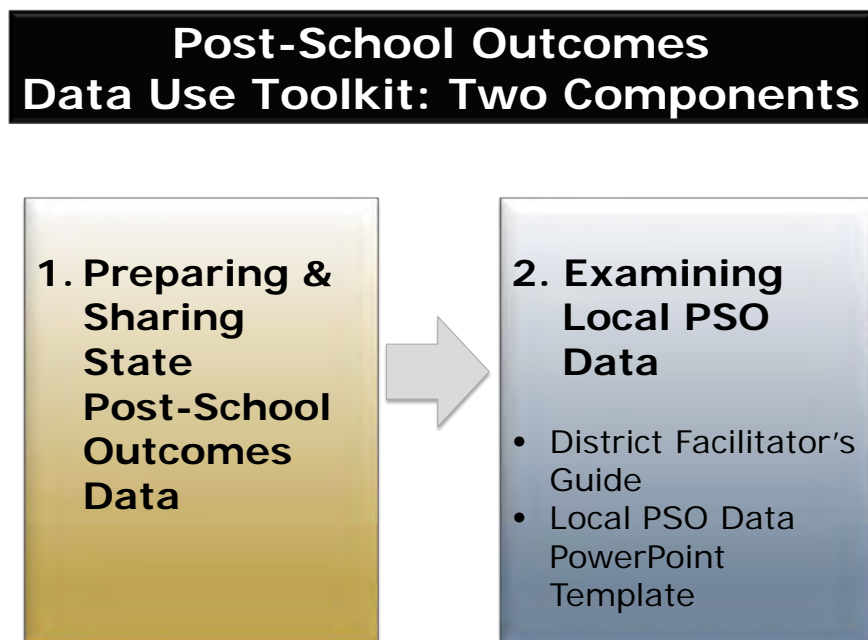
An Overview

Since 2004, 60 States, including the U.S. jurisdictions and territories, have collected information from former students with disabilities about their employment and further education activities in the year after leaving high school. Purposes for this national data collection effort are twofold: (a) measuring the State's implementation of the Individuals with Disabilities Education Act (IDEA, 2004), and (b) determining how well the State meets one of the purposes of IDEA:

“... ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living” (34 CFR §300.1(a)).

States report the results of the data collection efforts to the U.S. Department of Education, Office of Special Education Programs and the general public through the State Performance Plan and Annual Performance Report (SPP/APR). Beyond fulfilling a reporting requirement, the collection of post-school outcomes (PSO) data provides valuable information to State and local education personnel, parents, and other community stakeholders whose responsibility it is to prepare children with disabilities for further education and employment. The National Post-School Outcomes Center (NPSO) developed a toolkit to assist States and local education agencies, their stakeholders, and partners in using post-school outcome data to improve programs for youth with disabilities. The Data Use Toolkit consists of two components as shown in Figure 1.

Figure 1. Components of the NPSO Data Use Toolkit



Each component of the Data Use Toolkit has a specific purpose, audience, and materials list (see Figure 2).

- Component 1: **Preparing and Sharing State Post-School Outcomes Data** guides the SEA to organize and disseminate the State level PSO to local school districts.
- Component 2: **Examining Local Post-School Outcomes Data** includes a **District Facilitator's Guide** that assists a district or school person prepare for and lead a guided discussion about local PSO using the **Examining Local Post-School Outcomes PowerPoint Template (PPT)** and other resources to help local stakeholders in programmatic decision-making.

Ideally, the SEA would use Component 1, **Preparing and Sharing State Post-School Outcomes Data**, to organize and disseminate the State level PSO data to the local school district. The district facilitator would use Component 2, **A District Facilitator's Guide for Examining Local Post-School Outcomes**, to prepare the **Examining Local Post-School Outcomes: A Guided Discussion PowerPoint**. The District Facilitator's Guide includes procedures for locating and organizing the State and school district data.

Figure 2. NPSO Data Use Toolkit Components Purpose, Audience and Materials

Purpose-Audience-Materials		
	Preparing & Sharing State PSO Data	Examining Local PSO Data
Purpose	To help SEA personnel disseminate State PSO data to the LEA	To help a district person organize, disseminate, and use PSO data with stakeholders
Audience	SEA personnel	LEA leadership personnel, school personnel, and stakeholders
Materials	<ul style="list-style-type: none"> • Glossary of terms • Materials list • Questions to consider 	District Facilitator's Guide <ul style="list-style-type: none"> • Description of slides • Glossary of terms • Questions to consider • Handout masters PSO PowerPoint Template

To date, some States and school districts have multiple years of PSO data that can be used to inform programming at the State and local school districts. Therefore, the first version of the **NPSO Data Use Toolkit** is for use with PSO data submitted to OSEP prior to February 1, 2011. We will revise the **Data Use Toolkit**, version 2.0, to meet the *new* data collection and reporting requirements due in the February 1, 2011 submission to OSEP.

Preparing and Sharing State Post-School Outcomes Data

Introduction

This is the first of two components in the Data Use Toolkit to guide State and local education agencies in the assembly, organization, and examination of their State and local post-school outcome (PSO) data relative to Indicator 14. Specifically, Indicator 14 reads:

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B)).

The purpose of this component of the NPSO Data Use Toolkit, Preparing and **Sharing State Post-School Outcomes Data**, is to help State Education Agency (SEA) personnel disseminate State post-school outcomes (PSO) data to local education agencies (LEA). SEA personnel are the intended audience for this component.

It is beneficial for the State to share PSO data with district and school personnel, students, parents, and other stakeholders for two reasons. First, in many instances, local school personnel collected these data. Reporting the PSO to the people who collected these data lets them see the results of their collective work.

Second, and more important, the local entities are the people closest to youth who leave school. These individuals have the power to maintain, and when necessary, make changes to the programs, services, and supports that contribute to the positive post-school outcomes for students with disabilities. Youth benefit when educational and community leaders, parents, and youth see the nexus of in-school experiences (e.g., IEPs that support graduation and work-based learning opportunities) and post-school outcomes (i.e., enrolling in further education and working). The materials in this component of the NPSO **Data Use Toolkit**, listed below, are described in the following sections.

Materials List:

- PSO Glossary
- Directions for Sharing PSO Data Collection Efforts and Findings with Local District Personnel
- Questions for SEA to consider
- Resources for displaying PSO Results Graphically

Remember, this version of the **Data Use Toolkit** is designed for use with existing PSO data States and school districts currently have available. NPSO encourages States and school districts to use the existing data and we recognize the need to revise these materials. We will revise the **Data Use Toolkit**, version 2.0, to meet the *new* data collection and reporting requirements due in the February 1, 2011 submission to OSEP.

PSO Glossary Listed Alphabetically

The glossary defines key terminology relative to the Data Use Toolkit and Indicator 14. The SEA should add State specific terms and definitions to the glossary as appropriate. State specific definitions that may need revising are in **bold** and noted as 'Defined by the State.'

Term	Explanation
Annual Performance Report (APR)	This report is submitted annually by States to the Office of Special Education Programs (OSEP) for the purpose of reporting to the public and to the Secretary of Education on the performance of each of its local educational agencies according to the targets in its State Performance Plan (SPP). The State reports on 20 Part B Indicators.
Competitive Employment Defined by the State	OSEP encourages, but does not require, States to use the definition of competitive employment found in the Vocational Rehabilitation Act: Competitive employment means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)).
Drop out Defined by the State	Refers to youth no longer enrolled in any public school NOTE: Graduation and dropout rates vary depending on the data source and calculation formula specified in the various reporting requirements. For example, rates using section 618 data or reported in the Consolidated State Performance Report (CSPR) <i>may</i> be different than the rates reported in the State Performance Plan (SPP). It is important to know what data and calculation formula the State used in the SPP.
Engagement Rate	Refers to the percent of youth who responded to the State's data collection method (e.g., survey or interview). Engagement rate for Indicator 14 is calculated using the following formula: <div style="margin-left: 40px;"> Competitively Employed only + Enrolled in postsecondary school only + Both* competitively employed and enrolled in postsecondary education/training </div> Divided by the total number of respondents to the survey or interview. *Both refers to youth who <ul style="list-style-type: none"> • Worked <i>and</i> attended postsecondary school/ training at the same time, or • Worked for some amount of time, then stopped working and enrolled in postsecondary school or training, or • Attended school for some amount of time, then stopped going to school and began working.

<p>Graduation Rate</p> <p>Defined by the State</p>	<p>Refers to the percent of youth who earned the State’s minimum criteria of high school units to earn a high school diploma.</p> <p>The State may or may not include modified diploma earners or alternate certificates of completion in the calculation for graduation rate.</p> <p>NOTE: Graduation and dropout rates vary depending on the data source and calculation formula specified in the various reporting requirements. For example, rates using section 618 data or reported in the Consolidated State Performance Report (CSPR) <i>may</i> be different than the rates reported in the State Performance Plan (SPP). It is important to know what data and calculation formula the State used in the SPP.</p>
<p>Indicator 14, for SPP/APR submissions prior to 2/1/2011</p>	<p>Reads “Percent of youth who had IEPs are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school” (20 U.S.C. 1416(a)(3)(B)).</p>
<p>Method of Exit (i.e., exit type)</p>	<p>Refers to the different ways a youth leaves the public high school. For example,</p> <ul style="list-style-type: none"> • Graduating with a regular or modified diploma • Dropping out of school • Reaching the maximum age (i.e., aging out) for which they are eligible to receive special education services (e.g., 21 years old)
<p>Non-returners</p>	<p>Refers to youth who were expected to return to high school, but did not.</p>
<p>Office of Special Education Programs (OSEP)</p>	<p>The Office of Special Education Programs (OSEP) is the agency at the U.S. Department of Education responsible for overseeing the Individuals with Disabilities Education Act (IDEA). OSEP supports a variety of programs and projects authorized by the Individuals with Disabilities Education Act (IDEA) that improve results for infants, toddlers, children, and youth with disabilities.</p>
<p>Postsecondary Education/ Training</p> <p>Defined by the State</p>	<p>Refers to classes, coursework, or training beyond high school. This could include:</p> <ul style="list-style-type: none"> • High school completion document or certificate (e.g., Adult Basic Education, GED) • Short-term education or employment training program (e.g., WIA, Job Corps) • Vocational Technical School—less than a 2-year program • Community or Technical College (e.g., 2-year college) • College/University (e.g., 4-year college) • Enrolled in studies while incarcerated
<p>Response Rate</p>	<p>The ratio of the number of completed surveys (i.e., respondent group) to the total number of surveys intended to be completed (i.e., the target leaver group).</p>

Respondent Group	The group of youth who responded to the State's survey or interview.
Representative	The extent to which the proportion of responders in the categories of disability, gender, race/ethnicity, age, and method of exit is similar to the proportion of total leavers in each category.
State Performance Plan (SPP)	Each State is required to have a performance plan evaluating the State's implementation of Part B of IDEA and describing how the State will improve such implementation. This plan is called the Part B State Performance Plan (SPP). The State is required to post the SPP on the State's Web site.
Target Leaver Group	The original representative sample or census of youth who left school in a given year or timeframe.

Directions for Preparing and Sharing State PSO Data with Local School District Personnel

Local Education Agency (LEA) personnel need to be familiar with the federal mandate to collect information about what happens to youth with disabilities relative to employment and further education. Understanding how the State collects and reports these data will help LEA personnel understand the purpose for the data collection efforts, as well as how the information can be used to improve or maintain effective in-school secondary transition programs that lead to positive post-school outcomes (PSO) for youth with disabilities.

The State Education Agency (SEA) should provide information to help the LEA personnel understand the (a) purpose and intent of the federal collection and reporting requirements, (b) State's process for collecting PSO data, and (c) State's findings relative to graduation and dropout, and engagement rates. Suggestions for sharing this information are described in this document.

DESCRIBE the purpose and intent of the data collection efforts, including:

- The federal mandate for data collection and reporting requirements, and
- How data are or can be used at the federal, State, and local levels.

Examples of how PSO data are or could be used include:

- At the federal level, OSEP "...has established a set of performance measures, including long-term measures, that are designed to yield information on various aspects of the effectiveness and quality of the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities program" (Federal Register, July 17, 2009 p.34737). Furthermore, Indicator data are used by the Secretary of Education to determine whether the State is meeting the requirements and purposes of Part B of IDEA.
- At the State level, the SEA uses PSO to set rigorous measurable targets in the State Performance Plan (SPP). Progress toward achieving these targets are reported to OSEP and the public in the Annual Performance Report (APR). Furthermore, State PSO data should be used, along with other data, to allocate and leverage resources, build capacity, and communicate the State's vision for preparing children with disabilities for further education, employment, and independent living.
- At the local school district level, PSO data from the State and district should be used to identify program strengths and areas in need of improvement. Furthermore, PSO data, along with data about graduation (Indicator 1) and dropout (Indicator 2) rates and effective transition planning (Indicator 13) provide information for program evaluation, professional development, student and family involvement, and interagency collaboration.

PROVIDE a 1-page summary of the State's process for collecting PSO data. Oregon's 1-page information sheet entitled, *At a Glance*, is provided in the appendix of this document as an example of a 1-page summary. When creating your State's 1-page summary, consider describing:

- Whether a census or sample was taken,
- Who contacted the former students,
- How the data were obtained (i.e., phone interview, mail-out survey, etc.),
- When data were collected,
- What questions were asked,
- Definitions of competitive employment and postsecondary education/school,
- A glossary of terms (e.g., target leaver group, respondents, etc.), and
- Definitions of graduation and dropout calculations.

PROVIDE LEAs with the State's results for the transition indicators (i.e., Indicators 1, 2, 13, & 14), and specifically, the engagement rate reported in Indicator 14. We suggest displaying these data graphically. In this component of the **Data Use Toolkit**, we briefly describe resources designed to assist States in this endeavor. All of the resources described here are available on the NPSO website (www.psocenter.org) with detailed instructions for use.

Ideally, the SEA would modify approximately 12 specific slides in the PowerPoint, **A District Facilitator's Guide for Examining Local Post-School Outcomes**, for distribution to all LEAs in the State. We recommend that the State modify the slides numbered: 8, 11, 12, 14, 15, 17, 18, & 19. Additionally, it would be helpful if the State modified slides numbered: 25, 26, & 27. Modifying and distributing these slides ensures each LEA receives consistent and accurate information. Download the PowerPoint, **A District Facilitator's Guide for Examining Local Post-School Outcomes**, at www.psocenter.org.

Finally, **CONSIDER** questions relevant to State level policy and programmatic changes that would improve outcomes for young adults with disabilities. General questions for consideration follow.

Questions for the State Education Agency to Consider

Looking at the graduation, dropout, and PSO data from the State, SEA personnel may want to answer the following questions:

- What patterns can be seen in the State graduation, dropout, and PSO data when you look at the categories of (a) disability type, (b) gender, (c) method of exit, and (d) race/ethnicity?
- What are the trends in State graduation, dropout, and engagement for each category?
- Is there a region or geographic area in the State where youth are (a) graduating, (b) dropping out or (c) engaged at higher rates? What do you think contributes to the higher rates in this area?
- What State policies and/or procedures may be contributing to the graduation, dropout, and engagement outcomes for youth with disabilities?
- What action does the State need to take to improve or maintain the current outcomes for graduation and engagement rates?
- What action does the State need to take to decrease or maintain the current outcomes for youth who dropout of school?
- What role do pre-service training programs have in facilitating positive post-school outcomes for youth with disabilities? For example, do all pre-service training programs teach the same information for the required components of an IEP?

- What does the State need to do to improve or maintain post-school outcomes in general? For example, does the State need to:
 - Provide training/professional development, or technical assistance;
 - Clarify/examine/develop policies and procedures;
 - Improve systems administration and monitoring;
 - Improve collaboration/coordination;
 - Improve data collection;
 - Develop programs; and
 - Evaluate activities or programs?
- What implications do these data have relative to the effective transition in the areas of:
 - Student-focused planning;
 - Student development;
 - Interagency collaboration;
 - Family involvement; and
 - Program structure?
- How will the State incorporate information from these data into the Improvement Activities of the State Performance Plan/Annual Progress Report (SPP/APR)?

Resources for Displaying PSO Results Graphically

NPSO, in partnership with State University of New York (SUNY) Potsdam and Westat, has created a variety of tools designed to facilitate visual displays of post-school outcomes data. We include samples of these tools on the following six pages. A brief description and screen shots of each display are provided in this component of the Data Use Toolkit. The NPSO website contains step-by-step directions for downloading and using each display template. NPSO staff is available to assist as needed. All of the resources described are available at <http://psocenter.org/analysis.html>.

As the SEA, you may want to display the State's results using one or more of these displays. The displays are built as stand-alone files and can be used independently of each other; however, they were designed to complement each other.

The Why and How of Creating Data Displays: A Checklist

We provide a checklist that SEA personnel can use to guide their development of data displays. The checklist is a tool for creating good visual data displays for different audiences.

Display 1: Linking Transition Indicator Data to Improve Outcomes

This display, created by the National Secondary Transition Technical Assistance Center (NSTTAC), shows data for each transition indicator (i.e., Indicators 1, 2, 13, & 14). This display serves as a prompt for thinking about the data across the four indicators. It displays multiple years of data for each indicator efficiently.

Display 2: Reporting 2 graph from the *NPSO Data Display Template*

The *NPSO Indicator 14 Data Display Templates* produce tabular and graphical presentations from data entered on two EXCEL worksheets. This display presents the engagement rate disaggregated by the categories of: (a) competitive employment, (b) enrollment in postsecondary education/training, (c) both, (d) other, and (e) neither.

Display 3: *NPSO Trend Data Display*

This display creates a display of the Baseline, Measurable & Rigorous Targets, and Actual Target Data (Achieved) percentages for Indicator 14 with a trend line. This tool can be used to display trend data for other indicators, as well as Indicator 14.

Display 4: *NPSO District-by-District Post-School Outcomes Table*

This display produces a table containing percentages and frequency counts for each school district's post-school outcomes. This display can be used to compare a single school district to the State's performance or to show the performance of all the school districts in a State.

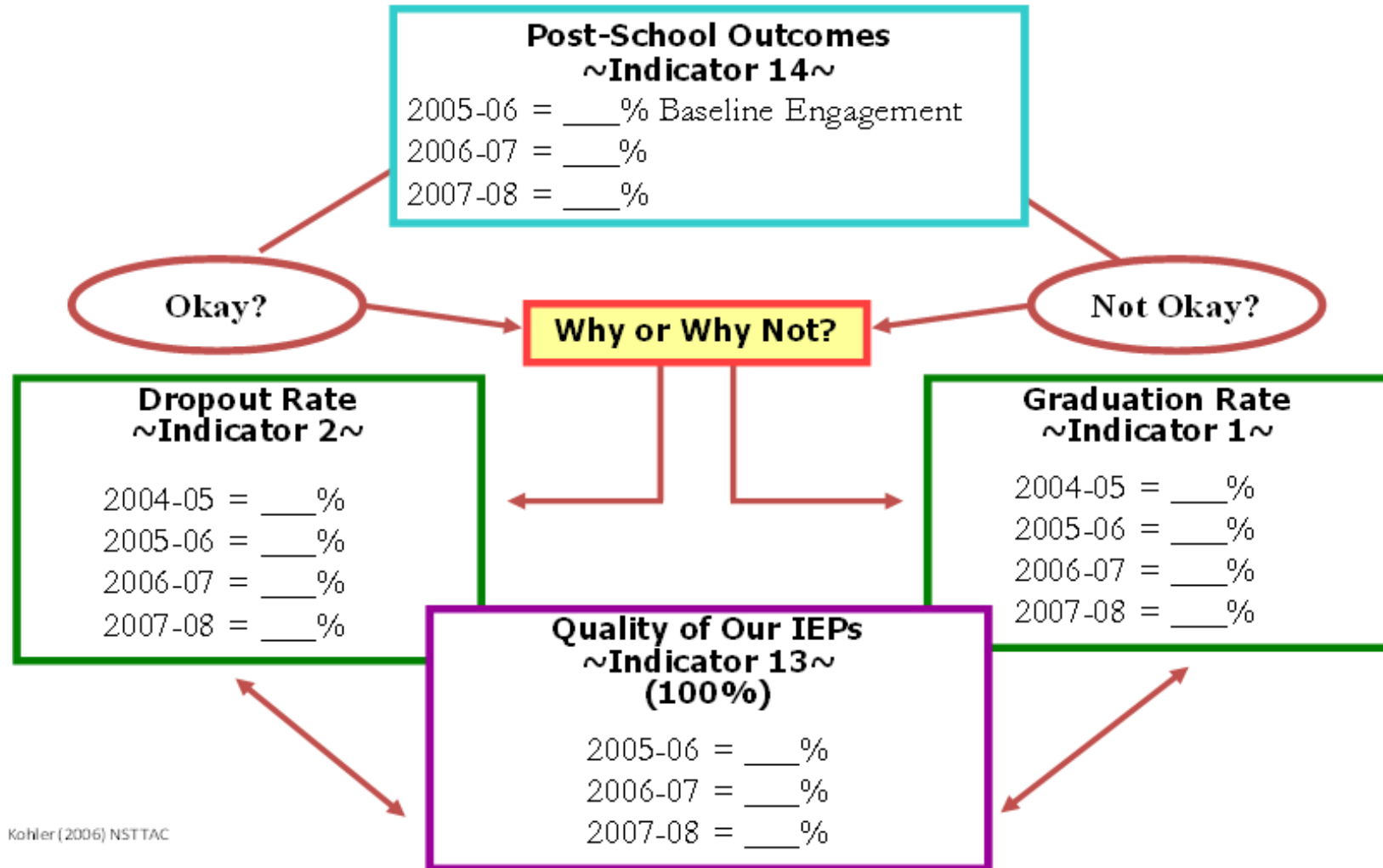
These resources are displayed on the following pages.

The Why and How of Creating Data Displays: A Checklist For SEA Personnel on the Creation of Data Displays

Remember:

1. When creating data displays you want to facilitate accurate & efficient interpretation of data while minimizing misinterpretation of data.
2. Specifying the question you want to answer is key to developing an effective data display.
3. Make sure you have identified the message you want to convey.
4. Identify the data you will need to answer your question.
5. Data displays must compare data.
6. Specify your audience(s) and consider how best to display data for each audience or multiple audiences.
7. Pick the type of data display you will use based on the:
 - a. Question you want to answer,
 - b. Message you want to convey,
 - c. Audience(s) you are trying to reach, and
 - d. Pros and cons of different types of data displays.
8. Answer the following questions to assess whether you have created a data display that facilitates accurate and efficient interpretation of data while minimizing misinterpretation of data (checklist item #1):
 - ✓ Is the display self-explanatory?
 - ✓ Does it clearly represent the data?
 - ✓ Does it provide accurate data?
 - ✓ Does it define acronyms, technical terms, and any calculations used?
 - ✓ Are the titles descriptive of the data presented?
 - ✓ Are the labels clear and descriptive of the data used?
 - ✓ Does the display ensure readability?
 - ✓ Does it comply with Section 508 of the Rehabilitation Act?
 - ✓ Does it avoid using 3-dimensional displays?
 - ✓ Was the display checked by someone who knows the principles of good data display?

Linking Transition Indicator Data to Improve Outcomes

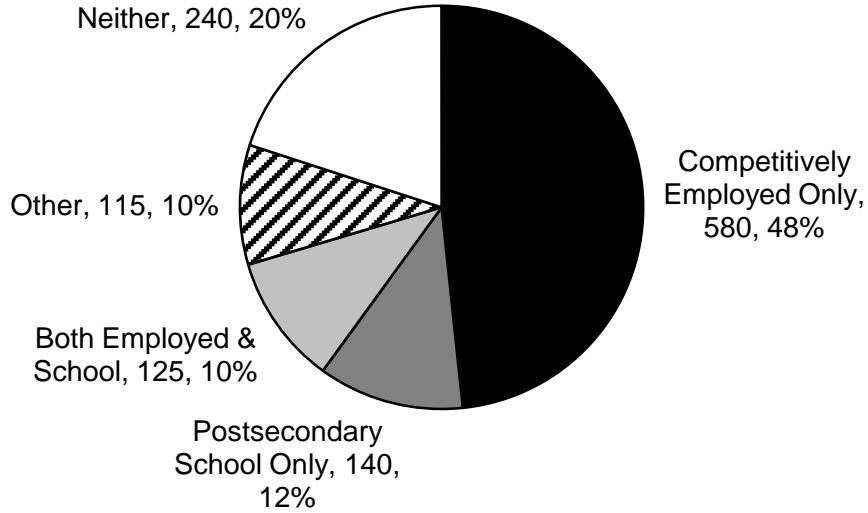


Kohler (2006) NSTTAC

Display 2: Reporting 2 Graph from the NPSO Data Display Template

Example: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. 2005-06 Respondent Data

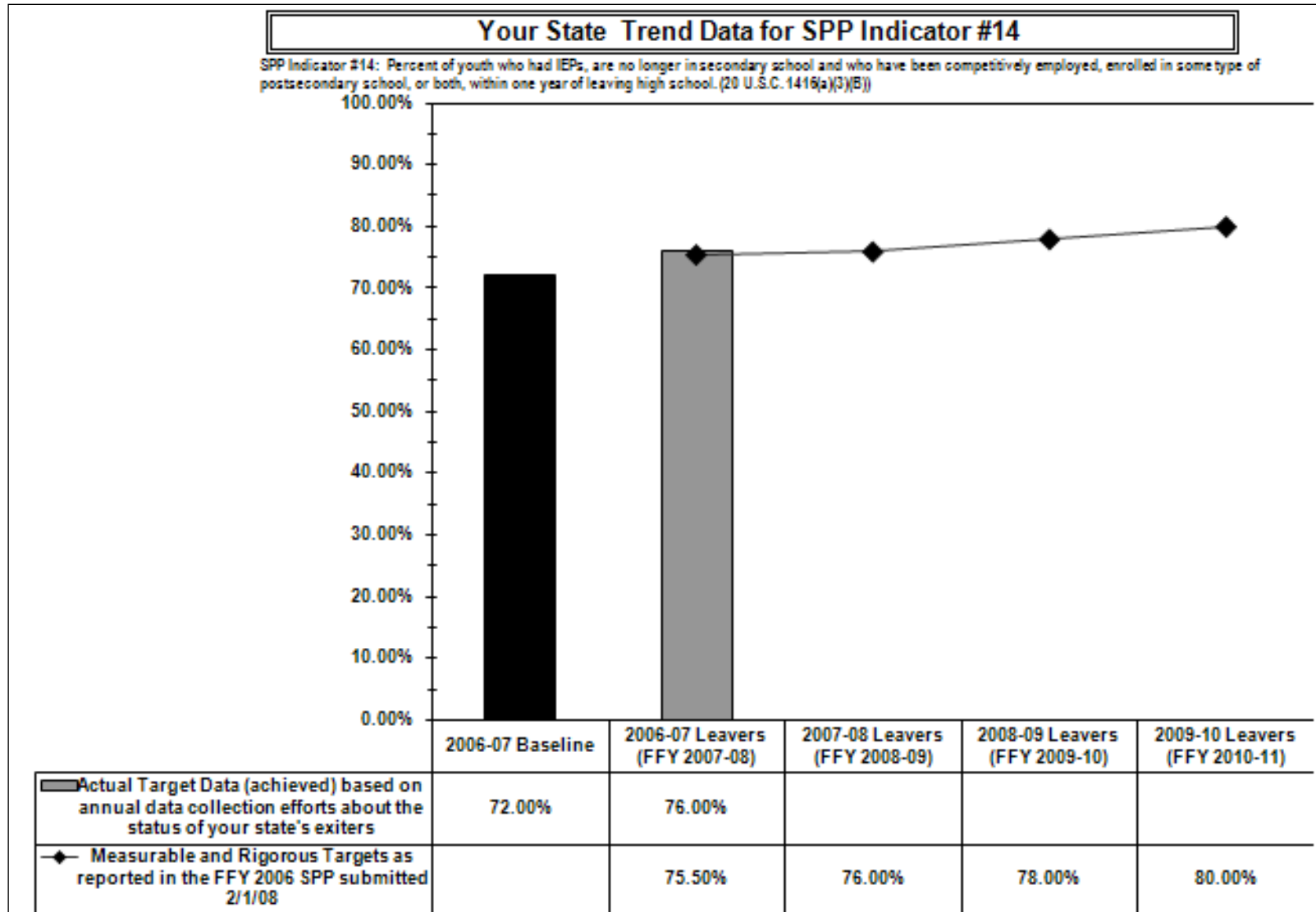
Indicator 14 Total positively	70%
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■ Competitively Employed Only	■ Postsecondary School Only
■ Both Employed & School	■ Other
□ Neither	

Use this text box to enter comments about the chart.

Display 3: NPSO Trend Data Display using Indicator 14 Data



Display 4: NPSO District-by-District Post-School Outcomes Table

IDEA Part B SPP/APR Indicator #14 District-By-District PSO Table of counts & percentages for 2006-07 Exiters from SAMPLE DATA								
Line Number	District Code	District Name	Total Leavers	Employed only	Enrolled in post-secondary school only	Both employed & enrolled in post-secondary school	Neither employed nor enrolled in post-secondary school	Total Reported
		WIDE	1,100	215	90	70	25	400
		WIDE	0%	20%	8%	6%	2%	34%
1	District A	Appleseed District	200	50	25	10	15	100
2		Appleseed District		25%	13%	5%	8%	50%
3	District B	Blackberry District	400	65	15	10	10	100
4		Blackberry District		16%	4%	3%	3%	25%
5	District C	Cantaloupe District	500	100	50	50	0	200
6		Cantaloupe District		20%	10%	10%	0%	40%



Oregon's Post School Outcome Information

What is it?

Indicator 14 of the SPP requires that school districts must collect, and Oregon Department of Education (ODE) must report, the percentage of all students who are no longer in high school (this includes students with disabilities who drop out, graduate, and age out) and who are competitively employed¹, attending post-secondary school², or both.

Why is this collection required?

- Federal reporting
- Public reporting
- District improvement
- Successful transition for all Oregon's children with special needs to adulthood

Who collects these data?

ODE must ensure that data are collected from each district each year. School districts are responsible for their data collection procedures, including staff assigned. The interview forms are posted on <http://www.tcntransition.org/>.

Who gets interviewed?

The names of students to be interviewed, contact information, and online data entry form, are available on the secure district web site <https://district.ode.State.or.us>. Follow up interviews are required, however exit interviews of students the year they leave district services are not required. Any information districts provide on exiting students, such as contact information, will be provided along with the selection of students for the follow-up interviews.

How many interviews are required?

Districts with 15 or fewer exiters are required to interview all students the following spring. Districts with more than 15 leavers are required to interview up to 15 students from each school or program reporting leavers on the Spring Exit Collection the previous year.

When are the data collected?

These data are collected between April and June in the spring after the student has left school.

Why is this collection required?

- Federal reporting
- Public reporting
- District improvement

What performance level is required to meet compliance?

- Stakeholders set targets based on baseline performance
- Targets must be measurable and rigorous
- Districts expected to meet State target goals for each of the indicators

Resources Available:

At the website, <http://www.tcntransition.org/> documents for Exit interviews and Follow up interviews are available in the District Resource section. These include forms, timelines, and training materials.

Contact Information: Jackie Burr, jackie.burr@State.or.us, 503-947-5639 Pattie Johnson, johnsop@wou.edu, 503-838-8779

¹Competitive employment is work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting, and for which an individual is compensated at or above the minimum wage, but not less than the customary wage paid by the employer for the same or similar work performed by individuals who are not disabled.

² Postsecondary education is defined as course work at any college, university, community college, trade school, distance learning, or vocational training school.