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

Vocational Rehabilitation (VR) and State Education Agencies (**SEA) performance indicators align:** Post-school outcomes for students with disabilities are impacted by many partners, including VR and Education. The Workforce Innovation and Opportunity Act (WIOA) and Individuals with Disabilities Education Act (IDEA) 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.

Note: The VR program has six performance indicators (only five are reflected in this document) that align with the four transition priorities and indicators (1, 2, 13, 14) outlined in IDEA.

VR Performance Indicator	IDEA Part B Indicator
4. 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.	1. **Percent of youth with IEPs graduating from high school with a regular diploma.** 2. Percent of youth with IEPs dropping out of high school.

Note: Supporting the attainment of a high school diploma may help decrease dropout rates.

VR Performance Indicator	IDEA Part B Indicator
4. 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. 5. 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.	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.

Note: Measureable secondary and postsecondary goals, while tracking and documenting courses of study and skills gained, may increase student performance and education outcomes.

VR Performance Indicator	IDEA Part B Indicator
1. Percentage of program participants who are in unsubsidized **employment during the 2nd quarter after program exit.**	14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:
2. Percentage of program participants who are in unsubsidized **employment during the 4th quarter after program exit.**	A. **Enrolled in higher education within one year of leaving high school.** B. **Enrolled in higher education or competitively employed within one year of leaving high school.**
3. The median earnings of participants who are in unsubsidized **employment during the second quarter after exit** from the program.	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 leaving high school.**
4. 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** AND who were **employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit.**	

Note: Successful transition planning that includes postsecondary and employment goals, with continued engagement and partnership with VR and Education, may increase students' ability to perform and the agencies' long-term education and employment outcomes.

Strategic planning considerations for VR and Education in supporting student outcomes and improving agency performance:

- Do both agencies understand how the performance indicators support each other's goals?
- What documentation requirements are needed to verify outcomes for each program?
- How can the partner agency help support these documentation requirements?
- Do local practices support shared cases and common outcomes?
- Where is cross-training needed?
- How can each agency help their partners achieve their outlined outcomes?
- What systems or processes need to change in order to support these shared outcomes?
- How can agencies help with continued engagement in order 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?
- Other?