

POST-SCHOOL OUTCOMES

SECONDARY SUCCESS

INDICATOR
14

OFFICE OF SPECIAL EDUCATION RESOURCES



Technical assistance for LEAs can be requested to access direct consultation and professional development for the performance and compliance indicators.



The New Jersey Transition Toolkit is designed to assist school staff and students with disabilities and their families in their efforts to prepare students with disabilities for entry into a successful adult life after high school.



Explore **Person-Centered Approaches in Schools and Transition (PCAST)** for training, coaching and other learning opportunities.

EXTERNAL RESOURCE



Evidence-Based Practices and Predictors in Secondary Transition: What We Know and What We Still Need to Know (NTACT).



FOCUS QUESTION

Are students with disabilities exiting school, prepared for work, post-secondary education, and independent living?

DEFINITION

This performance indicator evaluates the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and within one year of exiting high school were:

- Enrolled in higher education
- Enrolled in higher education or competitively employed
- Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment

DATA SOURCE

The New Jersey Department of Education (NJDOE), Office of Special Education (OSE), is responsible for conducting an annual survey of former students with disabilities one year after they exit from school to determine what, if any, activities related to employment and education these young adults have been engaged in during the year since leaving high school. The survey is conducted in partnership the Bloustein Center for Survey Research at Rutgers University and a representative cohort, or “mini NJ” of LEAs. Every local educational agency (LEA) in New Jersey with a secondary program participates in this survey approximately once every six years.

CALCULATION



of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in A, B, or C (see above)



of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school

x 100