

Monday Bulletin on Services to Youth

To Coordinate... To Enhance... To Serve... Through Communication...

Focus on Research

This edition of Monday Bulletin takes a look at recent research findings related to transition services. You will also find resources to assist in data collection at the local level.

Now Available

Updated MRS On-Line Transition Course

Michigan Rehabilitation Service's Transition course was substantially revised with assistance from many MRS counselors and transition partners. The updates reflect changes brought about as a result of the amendments to IDEA (IDEA 2004). Unit II now includes information on the following:

- Updated assessment requirements
- The Present Level of Academic Achievement and Functional Performance (PLAAFP)
- The Michigan Merit Curriculum
- The Summary of Performance
- The Personal Curriculum
- The Education Development Plan

MRS staff members who completed the Transition Course before July 23, 2007 and received CRC credit for the course may now complete the revised Unit II for an additional one credit. Contact Carole Shepherd at sheppcas@msu.edu for details.

The course is also open to people who do not work for MRS. Please go to <http://www2.mrs.state.mi.us> and select the Non-MRS option to register.

National Longitudinal Transition Study 2 (NLTS2)

The NLTS2 is a comprehensive research project of the U.S. Department of Education, National Center for Special Education Research (NCSE). Each year, NCSE publishes findings and posts them on the NLTS2 web site at:

<http://www.nlts2.org/index.html>



Sampling & Methodology

<http://www.nlts2.org/studymeth/index.html>

Because the NLTS2 involves a large, nationally representative sample of students receiving special education, statistical data will generalize to students receiving special education nationally. The NLTS2 includes students age 13-16, who were in at least the 7th grade on December 1, 2000. The oldest youth will be 26 years old at the time of the final data collection. Youth in the study are also representative of each of the 12 federal special education disability categories.

The NLTS2 collects information about youth repeatedly as they transition from secondary school to early adulthood. The information for NLTS2 is gathered from a variety of sources, including parents/guardians, teachers, principals, school records, and students themselves. Data sources and methods include:

- Parent/Guardian Interviews
- Youth Interviews
- Teacher Surveys
- School Program Survey
- School Characteristics Survey Information
- Student Assessment of students
- Transcripts

More information about each of these data collection techniques and sources is on the web site.

By including many of the same data elements as the National Longitudinal Transition Study conducted between 1985-1993, researchers can compare the transition experiences of youth to those in past decades.

An Overview of Findings From Wave 2 of NLTS2

Publication Number: 2006-3004

www.nlts2.org/reports/2006_08/index.html

An executive summary of two previously-released reports of findings from Wave 2 of the NLTS2 is available on the web. Reports included in the summary are “The Academic Achievement and Functional Performance of Youth With Disabilities” and “After High School: A First Look at the Postschool Experiences of Youth with Disabilities.”

Highlights

- A direct assessment of students’ language arts, mathematics abilities, and content knowledge in science and social studies suggests that from 77% to 86% of youth with disabilities have standard scores below the mean for the general population.
- While about 2% of youth in the general population have standard scores that are more than two standard deviations below the mean (i.e., below 70), among youth with disabilities who participated in the NLTS2 direct assessment, from 14% to 27% had scores that were more than two standard deviations below the mean across subtests.
- Up to 2 years after leaving high school, almost 8 in 10 out-of-school youth with disabilities have been engaged in postsecondary education, paid employment, or training to prepare them for employment.
- About 3 in 10 out-of-school youth with disabilities have been enrolled in some kind of postsecondary school since leaving high school, with one in five attending a postsecondary school at the time of the Wave 2 interview. This rate of current enrollment is less than half that of their peers in the general population (41%).

Wagner, M., Newman, L., Cameto, R., Levine, P, and Garza, N. (2006). An Overview of Findings From Wave 2 of the National Longitudinal Transition Study-2 (NLTS2). Menlo Park, CA: SRI International. Available at www.nlts2.org/reports/2006_08/nlts2_report_2006_08_complete.pdf.

Secondary School Experiences of Students with Autism

This fact sheet from the NLTS2 provides a national picture of secondary school experiences of students with autism who received education services at the time they were initially sampled for the study and provides a description of students’ secondary school experiences. The report is available at www.nlts2.org/fact_sheets/nlts2_fact_sheet_2007_04.pdf.

This study has a nationally representative sample of more than 11,000 students with disabilities. Approximately 1,000 youth with autism are included in the sample. The fact sheet addresses the following questions:

- What is the pattern of course taking of secondary-school-age students with autism and in what settings are courses taken?
- What are the characteristics of classroom instruction provided to students with autism, and how do they differ in general, vocational, and special education classes?
- What types of accommodations, services, and supports do schools provide to students with autism?

Newman, L. (April 2007). Facts from NLTS2: Secondary school experiences of students with autism. Menlo Park, CA: SRI International.

NLTS2 Data Briefs

Don’t have time to wade through pages of research? See NLTS2 Data Briefs on the following topics at http://www.nlts2.org/data_briefs/index.html

- Family Expectations and Involvement for Youth with Disabilities (September 2005)
- The Transition Planning Process (February 2005)
- The Characteristics, Experiences, and Outcomes of Youth with Emotional Disturbances (August 2004)
- Social Activities of Youth with Disabilities (March 2004)
- Youth Employment (December 2003)
- Who Are Secondary Students in Special Education Today? (June 2003)
- Introducing the NLTS2 (January 2002)

NLTS2 Data Tables On-Line

All NLTS2 Wave 1 and Wave 2 data tables are available on the web, including parent/youth interview, school survey, and student assessment data! In addition, Wave 3 parent/youth interviews are available now. Users can download and view the data in cross-tabular format. http://www.nlts2.org/data_tables/index.html

Michigan's Youth Forum Committee Receives Federal Funding

The Michigan Youth Forum Committee will receive \$120,000 from the U.S. Department of Labor's Employment and Training Administration (USDOL/ETA) to implement a pilot project to establish better coordination of youth services at both the state and local levels. The focus will be on developing successful partnerships and coordination of services and resources resulting in increased positive outcomes for Michigan's foster youth.

DLEG serves as the lead agency for the Michigan Youth Forum Committee. Partners/Team Members include Governor's Office, Michigan Works!, Department of Human Services, Department of Education, Michigan Rehabilitation Services, MiConnections, and the Hannahville Indian Community.

The success of this pilot program hinges on making the most of federal, state, and local interagency collaboration. If you represent a youth program that is not participating on the Michigan Youth Forum Committee, please contact Virginia Abdo, DLEG-Bureau of Workforce Programs at 517-373-4472 or abdov@michigan.gov.

REFERENCE POINTS: What & Where

Articles in the right hand column of this page are from REFERENCE POINTS, transition updates from the TATRA Project. REFERENCE POINTS features resources and information to help parent organizations, advocates and professionals better serve adolescents and young adults with disabilities, and their families. Administered by the TATRA Project at PACER Center www.pacer.org, REFERENCE POINTS was launched with the initial support from the National Center on Secondary Education and Transition www.ncset.org. TATRA is funded by the U.S. Department of Education, Rehabilitation Services Administration

To SUBSCRIBE to REFERENCE POINTS go to <http://www.pacer.org/tatra/list/>

Readers are invited to send information about new resources on secondary education, transition and vocational rehabilitation topics to tatra@pacer.org.

Note: There are no copyright restrictions on REFERENCE POINTS. However, please credit the source and support of federal funds when copying all or part of this material.

REFERENCE POINTS: Post-School Data Collection & Use: Teachers as Partners

Authored by Cinda Johnson, Assistant Professor, Seattle University and NPSO Technical Workgroup member, this paper describes how the State of Washington actively engages teachers in post-school outcome data collection, analysis, reporting and program improvement. Strategies are provided that other states may find useful as they involve teachers in their post-school outcome systems.

To access the paper, go to <http://www.psocenter.org/collecting.html#docs>

Research Project Evaluates 20 Years of What Works for Youth with Disabilities

The **What Works Transition Research Synthesis Project** funded by the Office of Special Education Programs (OSEP) has published the first report in a series to be released. The project was established to review and synthesize the past two decades of research and advancements in the area of transition for youth with disabilities. By reviewing 50 previous studies, this first report examines how teaching life skills as an intervention affected the lives of 482 youth with varying levels of intellectual disabilities.

To read the first report "A Systematic Review of the Effects of Curricular Interventions on the Acquisition of Functional Life Skills by Youth with Disabilities, What Works Transition Research Synthesis Project, 2006" go the National Secondary Transition Technical Assistance Center web site, http://www.nsttac.org/?FileName=what_works&type=1

As they become available, additional reports will be posted on the site.

Disability Data Resources

From Monday Morning in Washington DC: The U.S. Department of Labor, Office of Disability Employment Policy, provides direct web access to several comprehensive sources of disability statistics. Find, for instance, FedStats, Bureau of Labor Statistics, National Center for Health Statistics, Disability Statistics Center, and others. <http://www.dol.gov/odep/pubs/fact/finding.htm>

Please Forward or Print Monday Bulletin

E-mail your contributions or ideas for "Monday Bulletin on Services to Youth" to Julie Eckhardt: jewel@chartermi.net or call 231/590-2764. To subscribe, contact Julie Eckhardt. Views expressed in Monday Bulletin articles are not necessarily the views of the Michigan Department of Labor & Economic Growth nor Michigan Rehabilitation Services.

Symposium on Post-secondary Opportunities on College Campus for Students with Intellectual/Cognitive Disabilities

November 5, 2007 8:00 AM to 4:30 PM

University of Michigan Dearborn - Fairlane Center

National researchers from the Office of Special Education (OSEP) funded projects, Dr. Meg Grigal and Debra Hart will present. Michigan PSE Initiatives will be showcased.

Target audience: K-12 personnel, higher education, adult serving agencies, families, students, and all interested in transition for young adults with cognitive disabilities.

For updates on the Symposium:

www.ddi.wayne.edu/postsecondary_symposium.php

To request a conference brochure, contact Latosha Marshall at: du8586@wayne.edu

Save the Dates Events & Training

AUGUST

MPO's "Engaging the Disability Community in the Coordination Process: Success Stories in Planning and Accessibility"

August 22, 2007 2:00 - 3:15 p.m. EDT

Distance Learning Opportunity

Sponsored by ESPA. For information: http://projectaction.easterseals.com/site/PageServer?pagename=ESPA_distance_learning

SEPTEMBER

MALDE 34th Annual Conference

Nuts & Bolts of Differentiated Instruction

September 27-29

Shanty Creek Resort

Bellaire, MI

www.Mimalde.net

OCTOBER

ACMH 2007 Conference: Success One Day At a Time: Fostering Your Family's Mental Health

October 15-16, 2007

Kellogg Center at Michigan State University

East Lansing, Michigan

<http://www.acmh-mi.org/2007fallconf.pdf>

Learning Disabilities Association of Michigan:
Annual Conference

October 21-23

Kellogg Center, East Lansing, MI

www.ldaofmichigan.org

Michigan Rehabilitation Conference

October 24-26, 2007

DeVos Center

Grand Rapids, MI

www.MARO.org

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