

CHAPTER 9:

Managing for Performance Excellence— Program Evaluation and Reporting

This chapter provides a context and process for documenting the results of HS/HT programs, and offers guidance on program evaluation strategies. It highlights examples of common outcomes measures used by HS/HT programs around the country. It includes examples of tools that can easily be modified for use by any HS/HT program. With proper attention to data collection and program evaluation, the success of HS/HT can be clearly demonstrated.

Why Evaluate?

Programs evaluate their performance to ensure proper accountability for the expenditure of funds and to obtain information to facilitate program improvement and promote excellence in products and services.

Program performance has become increasingly important over the years, particularly with the passage of the Government Performance and Results Act (GPRA) in 1993. GPRA directs all federal agencies and the programs they administer to establish performance indicators and outcome measures to monitor their performance. As an outgrowth of this, the U.S. Office of Management and Budget has developed a tool, the Program Assessment Rating Tool (PART), which is used to assess and improve program performance so that the federal government can achieve better results. A PART review helps identify a program's strengths and weaknesses to inform funding and management decisions aimed at making the program more effective.

Consequently, the PART looks at all factors that affect and reflect program performance including program purpose and design; performance measurement, evaluations, and strategic planning; program management; and program results. Because the PART includes a consistent series of analytical questions, it allows programs to show improvements over time, and allows comparisons between similar programs. (For information on the results of various PART reviews, visit www.ExpectMore.gov.) The emphasis on program performance has also been expanded as Congress has increasingly incorporated mandates for greater accountability into pending legislation. The ripple effect of these trends has been felt throughout the country.

Program evaluation relies on the collection of relevant data and the establishment of other appropriate methods for tracking performance and results. However, program evaluation is more than just an accountability tool. The data and evaluative information gathered by HS/HT programs can also be used to provide a framework for self-assessment, continuous program improvement, and marketing.

How to Organize an Evaluation Process

Evaluation is a continuous process that is a core part of program management. A HS/HT program can use the information gathered about its success, uniqueness, and challenges, along with information on the

approaches taken by other HS/HT programs, to fine tune its program to achieve better results.

Figure 9.1, “The Planning, Implementation and Evaluation Cycle,” shows the cyclical nature of the planning, implementation, and evaluation process. It begins with a program being implemented and results being measured. The results are then examined and evaluated to determine what can be done to improve the program. Each local HS/HT site can be involved in determining what works and what does not work, and then use that information to improve their programming and operations. When shared widely, it has the potential of improving the programming and operations of other HS/HT programs.

Systems HS/HT Programs Use for Data Collection and Reporting

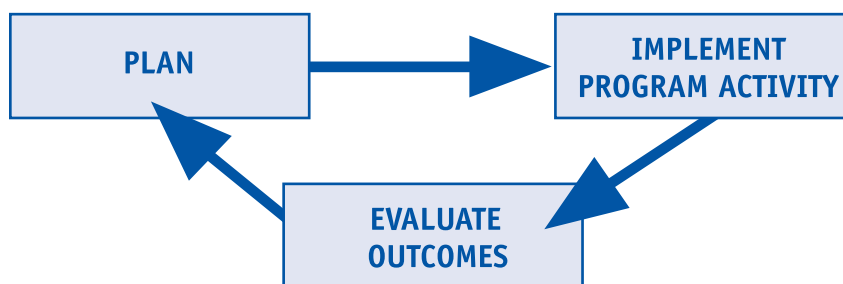
Although the ODEP-funded HS/HT grantees had a prescribed system for reporting data and outcomes, there is no mandated system that applies to HS/HT programs in other states and localities. Nevertheless, some degree of commonality across all programs is necessary to promote HS/HT as a national initiative. Most HS/HT programs routinely collect information

on the youth they serve, the activities/curriculum being used, the number of youth participating in specific activities, and the outcomes for participating youth. When a state infrastructure is in place, the state coordinator compiles the information to produce quarterly and annual reports. These reports are effective tools for

- capturing the results of the local sites;
- generating data that describes specific activities and their results;
- preparing quarterly and annual reports for entities providing financial support for HS/HT in general or for specific program activities;
- demonstrating outcomes to current and potential funding sources;
- developing program benchmarks;
- sharing information with other local HS/HT sites and with entities considering starting a HS/HT program;
- fine tuning program activities, promoting program improvement, and ultimately improving outcomes for participating youth;

FIGURE 9.1

The Planning, Implementation and Evaluation Cycle



GRAPHIC DESCRIPTION: To the extent possible, an evaluation plan should be developed prior to implementing program activities. In some situations, program planning and evaluation will occur primarily at the state level, while in others, each local site will be responsible for developing its own implementation and evaluation plans. Once a site begins implementing program activities, it is important to start evaluating the outcomes resulting from those activities. The information gathered through evaluating outcomes should be fed back into the planning to facilitate improved program activities...and so on. This process is graphically described as cyclical.

- recruiting students, schools, community-based organizations, teachers, transition coordinators, employers, etc., to participate in HS/HT;
- recruiting community leaders, employers, and representatives of the STEM industries to get involved in the program;
- marketing the program; and
- facilitating program expansion.

States also use the data collected from local sites to

- meet the requirements of partnering organizations such as state agencies;
- identify the training and technical assistance needs of local sites and develop plans to ensure that necessary supports are available to meet those needs;
- demonstrate the value of HS/HT and recommend policy changes, if needed, across multiple agencies within the state; and
- promote cross-agency accountability and the sharing of information on common program outcomes.

Data collection, then, supports local management and information needs and contributes to development, expansion, and sustainability of HS/HT. HS/HT programs have used web-based, electronic and paper-based reporting methodologies, including the methodologies developed specifically for the ODEP-funded HS/HT grantees.

Collecting National Data on HS/HT

As a requirement associated with the receipt of grant funds, the HS/HT programs that received ODEP funds to establish a state infrastructure had to collect data for submission to ODEP. Each grantee was required to submit quarterly and annual reports which included both data on program participants and narrative descriptions of how the program was developing and maturing. The participant data included age, racial/ethnic background, education level, disability, employment status, income for those earning wages, and any public assistance received. Programs were also required to report on the number of students

participating in specific components under each category of the *Guidepost for Success*, through both school-sponsored activities and activities sponsored by HS/HT, as well as the total number of employers that assisted with these specific activities. The grantees were also responsible for reporting on intermediate and final outcomes related to educational achievements and employment. The narrative section of the ODEP reports addressed grants management related to program implementation and progress on specific goals and objectives outlined in the grant application. The narrative section also sought information on

- entities receiving subawards under the ODEP grant,
- the involvement of stakeholders and building of collaborative relationships,
- outreach to customers and employers,
- trainings offered,
- dissemination of information through forums other than trainings,
- changes in policies and practices resulting from HS/HT's activities,
- plans for sustainability,
- staffing changes,
- the provision of technical assistance,
- media contacts,
- utilization of and dissemination of information on the Job Accommodation Network (JAN) and the Employer Assistance and Recruiting Network (EARN), and
- quarterly reports and activities planned for the next quarter.

The ODEP-funded HS/HT programs took different approaches to collecting this data. Most asked local sites to submit data on a quarterly basis and the state coordinator compiled the data for submission to ODEP. Florida HS/HT began by asking local sites to submit data to the state coordinator on a monthly basis. Towards the end of their ODEP grant, this procedure changed and the local sites were asked to submit data quarterly.

A Model for Performance Excellence in HS/HT

To develop a model for performance excellence for HS/HT that works, one must understand who the “customers” are, what “activities” are carried out during the program year, what “resources” are available, and what the “outcomes” were.

Customers

There are several categories of customers for HS/HT. Some things to consider regarding data collection and program evaluation as it relates to each category are highlighted here.

1. Students with disabilities: All HS/HT programs track the number of students served by each site. This is almost always accompanied by demographic data on participating youth, including age, gender, race/ethnicity, education/grade level, disability, and employment status. Some programs collect information on the student’s/family’s income and any public assistance and related services a student is receiving (e.g., welfare benefits, Social Security benefits, VR services, Medicaid, Title I-WIA youth programs, mental health services, and mental retardation/ developmental disabilities services, etc.). Some programs track where/with whom participating youth live (e.g., with parents or with relatives, in foster care, in a juvenile detention facility, etc.).

Additional questions related to participating students might include the following:

- What was the student’s grade point average upon entering, and annually thereafter?
- Did the youth participate in advanced placement classes, clubs, sports, service learning experiences, etc.?
- How long did the student participate in the program?

2. Employers and business partners: The success of a HS/HT program is dependent to some extent on the ability to engage employers in a variety of ways. Some employers provide financial support (e.g.,

through small grants to support discrete activities such as special events and scholarships for graduating students). Some sponsor site visits, job shadowing, and internships. Collecting information on the specific roles that business partners assume is an important part of program evaluation for HS/HT. Such information is then used to develop strategies for improving relationships with existing business partners and approaching additional businesses to establish partnerships. Thus, most HS/HT programs record, at a minimum, the names of participating companies, key contacts within those companies, the industries they represent, and the nature of their involvement with and support of HS/HT. Most programs also maintain a list of employers and business entities that should be involved with the program and use that information in developing their outreach and marketing strategies for business customers.

3. High schools and other educational entities: The customer base for high schools might include public, private, and alternative schools and the staff associated with such schools, including teachers (special and regular education), principals, school administrators, guidance counselors, transition counselors and coordinators, 504 coordinators, special events coordinators, local school board members, and district administrators.

Due to significant variations as to what constitutes a local HS/HT site, almost every HS/HT program tracks the number of participating schools, in addition to the number of participating youth to establish some commonality across all programs. HS/HT programs should also track the involvement of other educational entities such as community colleges, colleges, universities, and postsecondary training programs.

4. Service organizations: Service organizations such as state agencies, public and private employment and/or training programs, community-based organizations, youth programs, etc., are also important customers of HS/HT. In some places, service organizations have been delegated authority to lead the development effort for the state infrastructure for HS/HT. They are also regarded as the ones implementing HS/HT locally. In almost

every situation, partnering with service organizations is critically important to the success of the program. Thus, HS/HT programs generally keep records on the service organizations partnering with the program, including what type of support they provide. Such information can be useful in securing additional resources to support the program (both financial and in-kind). Many programs also keep a list of other service organizations and how they might benefit HS/HT and use that information in developing a strategy for outreaching to facilitate additional partnerships.

Activities

HS/HT programs should routinely collect data on how many students participate in the various activities under each category of the *Guideposts for Success*. This is important for two reasons. First, this information will ensure the comprehensiveness of program activities. Second, developing HS/HT programs/sites can use this information to identify areas under the *Guideposts* that have not yet been addressed or that need additional attention. This information can then be used to develop a plan to address gaps in program design.

Recently, programs have been looking for ways to promote parental involvement. By tracking their involvement in specific activities, a program can determine the most effective activities for facilitating parental participation. The following are examples of questions relating to activities:

- What combination of activities under each *Guidepost* is the program/site using?
- Have the activities been designed to complement the services already available at school and/or in the community?
- Are activities planned throughout the year?
- Is the program a multi-year program and, if so, are the activities age and developmentally appropriate and sequential in nature?

Some programs go so far as to report activities by the category of resources supporting them. Such information can be critically important in establishing the budget for HS/HT, in developing a plan to ensure

the comprehensiveness of the activities and curriculum offered, and in developing long-term sustainability of the program.

Resources

When looking at the resources needed to support HS/HT, it is important to consider all of the resources that are available to the program. While only a few partners may be willing and able to provide direct financial support, many may be willing to provide other types of support (see Chapter 8). The monitoring and evaluation system for HS/HT should track how the different categories of resources are being used and, to the extent possible, the specific outcomes or benefits that can be directly attributed to the use of those resources. This is particularly important when partner organizations are providing financial support and are being held directly accountable for the use of those funds.

In states where a state infrastructure supports local implementation, resources are usually tracked separately at the state level and for each local site. The following are questions relating to resources at both the state and local levels:

- What sources of funding are available to the program and how much is available through each source?
- Who staffs the program/site?
- What in-kind resources are available?
- Does the program have access to volunteers?
- What partnerships have been developed to benefit the HS/HT program and participating students?
- Are students able to/encouraged to access other programs and services that address different aspects of the *Guideposts*?

Outcomes

Measuring outcomes is probably the most important aspect of data collection and reporting. Since most HS/HT programs have evolved into multi-year programs, two levels for measuring outcomes for HS/HT participants have evolved. The first level looks at **intermediate outcomes** for students who have been

participating in and are continuing to participate in HS/HT, but have not yet graduated from high school.

On the individual level, intermediate outcomes look at such things as

- promotion to the next grade level,
- an increase in a student's grade point average,
- the assumption of leadership roles,
- retention in school, and
- employment or successful completion of a paid internship prior to exiting high school.

The second level of outcome measurements looks at **final outcomes** for students who have exited a HS/HT program. On the individual level, final outcome measure such things as the number of HS/HT students who

- graduated from high school (possibly broken down by type of diploma);
- enrolled in postsecondary education,
- entered a postsecondary training program,
- secured full or part-time employment (e.g., within one year of leaving high school), and/or
- stayed connected to the program after graduation (e.g., serving as mentors or site aides to assist other HS/HT students).

Under IDEA 2004, states are required to establish goals for the performance of children with disabilities. A variety of indicators have been established to assist states in setting these goals. Of particular interest, Indicator 1 looks at the percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma. Since states define graduation in different ways, a HS/HT program coordinator needs to be aware of the graduation options available to students (i.e., receipt of a "regular" diploma, a High School Certification, a Special Education diploma and/or a General Education Development (GED) certificate) and include those options in the HS/HT data collection system. In

addition, Indicator 2 looks at the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school. Since there is no standardized definition of what constitutes a dropout, a HS/HT program coordinators needs to be aware of how the state defines dropout and collect comparable data on students participating in HS/HT. While it may be difficult to attribute a higher graduation rate and a lower dropout rate directly to HS/HT, some implications may be drawn from the data.

Some HS/HT programs track additional outcome measures. These include tracking increases in the number of companies that provide financial support, sponsor work-based learning experiences, or hire HS/HT graduates.

Since HS/HT relies so heavily on partnerships to support program activities, it is often necessary to collect data and track outcomes that will address the accountability needs of partnering organizations/programs. In some places, local HS/HT sites or programs are responsible for developing their own goals and objectives, either as part of the proposal responding to an RFP or as part of the planning process prior to actual implementation. When local goals and objectives have been spelled out, appropriate outcomes measures will need to be identified to address those goals and objectives.

Year-Round Data Collection

Conducting an annual evaluation of a HS/HT program is less time consuming and more accurate if each local site is asked to track students, schools, employer participation, etc., throughout the year. Sites may keep track of students who are participating by using lists, enrollment forms, rosters, and other means.

Since most local HS/HT coordinators are part-time employees of other agencies/programs, the time and resources available to collect data and report results are often very limited. Consequently, most local sites are asked to report data to the state coordinator once a quarter, and the state coordinator often takes responsibility for compiling the data both quarterly and annually.

A Note on Tracking Final Outcomes for Students

Although tracking post-school outcomes for participating students is one of the most important aspects of data collection and program evaluation, it is not easy and can require a significant commitment of staff time. However, the passage of the 2004 amendments to IDEA, which require schools to track post-school outcomes for special education students, may ultimately make it easier for HS/HT to track final outcomes. As discussed under component 3 in Chapter 6, IDEA 2004 requires states to track the progress of special education students, including reporting on transition services and post-school outcomes. The U.S. Department of Education has developed indicators to operationalize these new requirements. Under the new indicator 13, states must report on the “percentage of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals.” Under the new indicator 14, states must report on the “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.”

The fact that schools must now report on these new indicators of performance will likely make it easier for HS/HT programs to obtain such information from the schools, so long as HS/HT can obtain signed releases for participating students. These new requirements also provide a unique opportunity to market HS/HT to schools and to state and local education agencies as a comprehensive transition program that has a demonstrated track record for improving post-school outcomes for youth with disabilities. This also increases the likelihood that HS/HT will be acknowledged as a legitimate program within the educational system.

The “Oklahoma High School Exit Survey” found in Exhibit 9.1 provides one example of how schools are addressing these new requirements. Of particular interest is the fact that Tech-Now, Oklahoma’s HS/HT program, is specifically listed as one of the programs that may have contributed to student success.

Beyond the Basics: Resources to Support an Ongoing Commitment to Evaluation and Continuous Improvement

While an integrated internal program evaluation system will require the collection of basic data such as that described previously, most programs go beyond such minimum requirements. For example, most HS/HT programs conduct surveys to determine overall customer and employer satisfaction with the program. Some go so far as to conduct follow-up evaluations and/or consumer satisfaction surveys for individual activities to determine the benefits to participating students and the students’ (and sometimes parents’) satisfaction with the activity, as well as the employer’s satisfaction when the activity is a work-based learning experience. Such information can be used to facilitate continuous improvement as activities are modified to address input from youth who have participated in the activity. Below are some things to consider when establishing an internal program evaluation system.

Satisfaction and Follow-up Surveys

Customer satisfaction and follow-up surveys are valuable for informal program self-assessments and quality improvement.

A **customer satisfaction survey** is a valuable way to make sure that the program is working as intended. As indicated earlier, HS/HT has several “customers,” including students, parents, schools, companies, employment programs, partner programs, organizations/people providing financial support, etc. Using a customer satisfaction survey for each of these “customers” lets them know that their opinions count. The information gathered provides a good indicator of how well the program is achieving its desired results for each of these customer groups, and has the potential to identify ways to improve those results.

Examples of customer satisfaction surveys for students, parents, and employers, which can be modified to fit your program’s activities and goals, can be found in Exhibits 9.2 and 9.3. Exhibit 9.2 contains a sample generic survey that can be used for different customers of the HS/HT program. Many of the questions focus on the five content areas of the *Guideposts for Success*.

Exhibit 9.3 contains separate survey forms designed specifically for four key customers of the HS/HT program: students, parents, employers, and educators.

Follow-up surveys are important tools for determining final outcomes for program participants. They are used to track what individual students did after they exited HS/HT. For example, they are effective tools for determining the number of HS/HT students who graduated from high school, the types of diplomas they received, the number who entered/continued in postsecondary education, and the number finding and retaining employment in STEM industries and other high-tech professions. Capturing and reporting this type of information clearly demonstrates the success of the HS/HT program, and can be a critical factor in securing future support for the program.

Follow-up surveys may be done by phone, e-mail, mail, or in-person. They can be done individually or in group settings. To the extent possible, HS/HT students should be encouraged to take responsibility for assisting with this type of follow-up. Ask exiting students to provide their contact information (address, telephone number, and e-mail address) prior to leaving the program and to let the program know if this information changes in the future. Keeping in touch and completing follow-up surveys should be presented as an opportunity for youth to give something back in exchange for the benefits they reaped from HS/HT and to demonstrate their ongoing commitment to the program. Setting up mentoring relationships between current and former members of the program can also facilitate the exchange of this data.

Follow-up should take place at regular intervals after students leave the HS/HT program. Follow-up surveys take time and resources. Some programs start with a six-month or one-year follow-up of last year's HS/HT seniors, and build the follow-up program gradually from there. Knowing where students end up after graduation and what they consider to be the benefits of HS/HT in light of their accomplishments, progress, and successes can be very valuable information to support program improvement.

In order to measure long-term outcomes such as completion of postsecondary education, securing a job and retaining it over time, and advancing in employment, follow-up for a number of years after

graduation is advisable. Sites with funding from other education, transition, and employment-related programs may have additional follow-up and outcome reporting requirements, including specific time requirements for follow-up reporting. Exhibit 9.4 contains a Sample HS/HT Follow-Up Survey that can be modified to meet the needs of any HS/HT program.

Some HS/HT programs have looked to other programs that have demonstrated success in meeting the needs of transition-age youth with disabilities to get ideas for program improvement, and to identify other outcomes (both intermediate and final) that might be appropriate measures of HS/HT success.

Quantitative Versus Qualitative Information

The data collected, analyzed and reported by HS/HT programs should portray the depth and breadth of the program, in addition to providing documented evidence of outcomes and impact. This will require a combination of both quantitative and qualitative data. Quantitative data looks at numbers and percentages, e.g., the number of youth participating in the program or in a particular activity, the number of participating students graduating from high school, the number of employers providing work-based experiences, the percentage of youth exiting the program and entering postsecondary education, the amount of wages and/or stipends paid to HS/HT interns, the percentage increase in students with disabilities graduating from high school, etc. Qualitative data is more descriptive and attempts to reflect the quality of a particular initiative. Customer satisfaction surveys are generally used to obtain qualitative data. However, qualitative data for HS/HT could also include descriptions of program activities that reflect the comprehensiveness of the program and success stories that emphasize how HS/HT has positively impacted the lives of participating students.

Continuous Improvement and Self-Assessment

To continually improve a HS/HT program and provide more opportunities for youth with disabilities, each HS/HT program and every local site it supports should undertake a self-assessment. Start with the ideas in this chapter and develop a specific self-assessment process that works for your program.

Getting Organized

The following outlines the initial steps necessary to establish, implement, and maintain a data collection system and a process for program evaluation:

- Define your program's overall objectives for data collection, monitoring, and evaluation.
 - Determine what types of data, both quantitative and qualitative, will be needed to meet these objectives.
 - Consider your limitations. Recognize any constraints that will impact your ability to collect and analyze data and to undertake monitoring and evaluation efforts. Take into consideration resource limitations (staffing, fiscal constraints, computer capabilities, etc.) at both the state and local level.
 - Develop methods and tools that will ensure consistency in gathering data across local sites.
 - Develop a system for tabulating and processing the data; determine who will be responsible for collecting, consolidating and analyzing data; and establish a timeframe for data collection and analysis. Some data will need to be collected after each event, and some will be collected and reported quarterly and annually.
- Have local sites collect and process the data based on the established system, process, and timeline.
 - Analyze the data that has been collected, looking for things to highlight, emerging trends, implications for training and technical assistance, etc.
 - Evaluate the program components and overall project activities as measured against your project goals. This is most effective when it is done at the state level for the overall project goals and at the local level to assess the accomplishment of local goals and objectives.
 - Prepare reports that reflect your program monitoring and evaluation objectives.
 - Disseminate those reports widely and use relevant information to develop and update your marketing and outreach materials.



Oklahoma High School Exit Survey—Part 1

Directions:

We are contacting you on behalf of your high school to find out what your plans are after you leave high school. This is an effort by the Oklahoma State Department of Education (OSDE), Special Education Services (SES) to ensure students with disabilities are being prepared to accomplish their goals after high school. One year after you leave high school, we will contact you again to see what you have accomplished toward reaching your post-school vision and what you are doing at that time. Please take a few moments to complete this survey and return it in the postage-paid envelope provided. Thank you for your honesty and cooperation. We look forward to hearing from you.

District Code _____ School Code _____

DEMOGRAPHIC INFORMATION

- Special Education Teacher's First Name _____ Last Name _____
- Student's First Name _____ Last Name _____
- Date of Birth: Month ____ Day ____ Year _____ Student's Home Telephone Number () _____
- Student's Home Address _____ City _____ Zip Code _____
- Gender (Please select one) _____ Male _____ Female Race/Ethnicity _____
- Primary Disability Category _____ Secondary Disability Category _____
- Educational Setting: Place an "x" by the amount of services that best describe your educational setting.
 - ____ 0 hours per week outside the general education classroom
 - ____ Less than 6 hours per week outside the general education classroom
 - ____ 6-21 hours per week outside the general education classroom
 - ____ Over 21 hours per week outside the general education classroom
- Number of people living in household _____ Number of siblings _____
- How long do you plan to stay in high school? Please place an 'x' to indicate your selection.
 - ____ Until I graduate ____ Until I turn 21 ____ I do not know yet. ____ I will probably drop out.
- Current Grade Level in School _____
- Date Survey Completed _____
- Please list contact information for two adults who will know how to contact you after leaving high school.

Name _____	Name _____
Relationship to you _____	Relationship to you _____
Telephone number () _____	Telephone number () _____
Address _____	Address _____
City, State, Zip Code _____	City, State, Zip Code _____

** For students under the age of 18, parent consent is required.

I hereby consent for the Oklahoma State Department of Education, Special Education Services, to survey my child for the purpose of collecting post-school information one year after leaving high school.

Parent Signature and Date

Oklahoma High School Exit Survey—Part 2

1. How do you spend your time when you are not in school?

(Mark all that apply.)

- Working
- Studying
- Hanging out with friends
- Watching TV
- Playing video/computer games
- Listening to music
- Volunteering
- Playing sports
- Doing hobbies (e.g., gardening, sewing, collecting)
- Going to church or community activities
- Going to the mall or movies
- Doing outdoor activities (e.g., hunting, fishing, hiking)
- Other: _____

2. While in high school, have you been involved in extracurricular activities? Yes No

If yes, please select all that apply from the list below and circle the number of years you were involved during high school. If no, please skip to question No. 3.

- Academics Club 1 2 3 4
- Art Club 1 2 3 4
- Athletics/Sports 1 2 3 4
- Band/Vocal Club 1 2 3 4
- Drama Club 1 2 3 4
- FBLA 1 2 3 4
- FFA 1 2 3 4
- Special Olympics 1 2 3 4
- Speech/Debate 1 2 3 4
- Tech-Now Oklahoma High School High Tech 1 2 3 4
- Other: _____ 1 2 3 4

3. Which groups or individuals provided a service to you while in high school? (Mark all that apply.)

- General Education Teacher
- Special Education Teacher
- Career/Technical Education Teacher
- Tech-Now Oklahoma High School/High Tech Instructor
- Job Coach
- School Counselor
- Rehabilitation Counselor
(Vocational Rehabilitation Services)
- OKDHS Case Manager
- WIA/Navigator
(Workforce Office/One-Stop Career Center)
- Athletic Coach
- Assistive Technology (ABLE Tech)
- Medical supports/healthcare/Mental Health Agency
- None
- Other: _____

4. Which classes or activities are preparing you the most to work and live in the community? (Mark all that apply.)

- General education academic class
- General education elective class
- Special education class
- Career/Technical education class
- Extracurricular activities (e.g., clubs or sports)
- Tech-Now Oklahoma High School/High Tech Course
- Work Study
- None
- Other: _____

5. Which people at your high school are most helpful in preparing you to work, get additional education, and live in the community? (Mark all that apply.)

- General education teacher
- Special education teacher

EXHIBIT 9.1 (CONTINUED)

- Career/Technical education teacher
- Tech-Now Oklahoma High School/High Tech Instructor
- Job Coach
- School Counselor
- Rehabilitation Counselor
- OKDHS Case Manager
- WIA/Navigator/One-Stop Career Center staff/Navigator
- Athletic Coach
- Assistive Technology Specialist
- Health Care Provider (doctor, nurse, etc.)
- Parent/Guardian
- None
- Other: _____

6. Who makes important decisions about your life?
(Mark all that apply.)

- Me
- My parent/guardian
- Other family members
- My friends
- Professionals in my school
- Professionals from other agencies
- Other: _____

7. What did you do to prepare for your Individualized Education Program (IEP) meetings? (Mark all that apply.)

- Nothing
- I considered possible goals and developed a plan for my future.
- I chose my own elective classes.
- I thought about what to say at the meeting.
- I talked to others about the meeting.
- I worked directly with the teacher in developing my IEP.
- I received education and training on self-determination and how to lead my own IEP meetings.
- Other: _____

8. What did you do at your IEP meetings? (Mark all that apply.)

- Nothing; others did all the talking.
- I answered questions.
- I set goals for myself.
- I led the meeting.
- I introduced and thanked those who participated.
- N/A; I did not go to the meeting.
- Other: _____

9. Have you participated in an on-the-job training activity while in high school?

- Yes No

10. If you have had a paying job while in high school, who helped you get the job? (Mark all that apply.)

- N/A, I did not work
- Myself
- Parent/Guardian
- WIA/Navigator/One-Stop Career Center staff
- Rehabilitation Counselor
- School staff
- Other family
- Friends/peers
- Juvenile Justice Worker
- Tech-Now Oklahoma High School/High Tech Staff

11. While in high school, when did you work?
(Mark all that apply.)

- N/A, I did not work.
- During the school day
- After-school and in the evenings
- During the weekend
- During the summer

12. What are your plans after immediately leaving high school?
(Please select only one.)

- Work
- Attend Career/Technical School
- Go to college

EXHIBIT 9.1 (CONTINUED)

Join the military

Volunteer/community service

Job Corps

Nothing

I don't know

Other training

Other: _____

13. What kind of job, if any, do you want to have when you leave high school? _____

14. Within a year after leaving high school, where do you plan to live? (Please select only one.)

With my parent/guardian

With my grandparents

With my siblings

In my own apartment/house

With my spouse/significant other

With other relatives

In a group home

In a foster home

In a shelter

Other: _____

15. After you leave high school, what challenges might you have? (Mark all that apply.)

No problems

My parents will not agree with what I want to do.

I will not be able to get a job.

I will not be able to get into college.

I will not be able to get academic support in college.

I will not have access to appropriate assistive technology.

I will not have access to medical supports or healthcare.

I will not have adequate medical supports or healthcare.

I will have legal issues.

I will lose benefits (e.g., SSI) if I work.

I will not have enough money to live on.

I will not have a place to live.

Lack of transportation

Other: _____

16. What things would help make your life better in the community? (Mark all that apply.)

Nothing

Having a job

Having a better job

Being able to make more choices about my life

Finding solutions to personal problems

Having more things to do in my free time

Having more friends

Having transportation

Having more money

Living in a different place

Having a boyfriend or girlfriend

Getting married or having a family

Getting more education/training

Volunteering/community service

Having access to appropriate assistive technology

Having access to medical supports/healthcare/insurance

Having adequate medical supports/healthcare/insurance

Other: _____

Source: Oklahoma Department of Education, April 2006.

EXHIBIT 9.2

Sample HS/HT Customer Satisfaction Survey (Generic)

We are interested in assessing our HS/HT program.
Your answers will help us understand how the program met your needs, and how we might improve the program.

Name _____ Today's Date _____

I am a (circle one): parent employer teacher VR Counselor Transition Coordinator
Other (specify: _____)

Issue	Question	Satisfaction Rating Scale
Overall Assessment	Overall, how satisfied were you with your association with this HS/HT program?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
Expectations	Did the HS/HT program meet your expectations?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
Competence	What is your level of satisfaction with the competency of the HS/HT staff?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
Information	To what degree were you satisfied that HS/HT staff informed you of everything you needed to do?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
School-Based Preparatory Experiences	What was your overall satisfaction with the program's school-based preparatory experiences (see below for description)?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
Career Preparation and Work-Based Learning Experiences	What was your overall satisfaction with the program's career preparation and work-based learning activities (see below for description)?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
Youth Development and Leadership Experiences	What was your overall satisfaction with the program's youth development and leadership activities (see below for description)?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
Connecting Activities	What was your overall satisfaction with the program's connecting activities (see below for description)?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:

EXHIBIT 9.2 (CONTINUED)

Issue	Question	Satisfaction Rating Scale
Family Involvement and Support	What was your overall satisfaction with the program's activities to facilitate family involvement and supports?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
Significance	How satisfied were you that the program provided a significant experience for students?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
Value	Overall, how satisfied were you with your investment in HS/HT.	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:
Recommendation	Were you satisfied with this HS/HT program to the extent that you would recommend it to other parents, teachers, employers, etc.?	Level of satisfaction: 1 = very dissatisfied; 2 = dissatisfied; 3 = neutral; 4 = satisfied; 5 = very satisfied Rating:

Definitions:

- *School-based preparatory experiences:* include academic programs based on standards, support from highly qualified staff, graduation standards that include options, access to specific learning accommodations, etc.
- *Career preparation and work-based learning experiences:* includes career exploration and assessments, presentations about different careers, industry site visits, job shadowing, and internships.
- *Youth development and leadership:* includes finding role models and supporting peer mentoring, personal development and growth, and leadership training.
- *Connecting activities:* includes program supports—such as academic tutoring, mentoring, assistive technology, transportation, and connections to the workforce system, vocational rehabilitation, and continuing education.
- *Family involvement and supports:* includes access to caring adults who have high expectations, taking an active role in transition planning, knowledge of and access to programs, services, supports and accommodations available to youth with disabilities.

Any other comments you would like to make: _____

EXHIBIT 9.3

High School/High Tech — Student Evaluation

Mark an X under the Best Answer	Strongly Disagree	Disagree	Disagree a Little	Agree a Little	Agree	Strongly Agree
1. Your grades have improved as a result of your participation in the HS/HT program.						
2. Your high school attendance has improved as a result of your participation in HS/HT.						
3. Your participation in the HS/HT program has helped you stay in school.						
4. Your social skills and relationships have improved as a result of your participation in the program.						
5. HS/HT participation has made your overall high school experience better.						
6. You plan to continue your education or training in a high tech area because of your experience with HS/HT.						
7. Participation in the HS/HT program has increased your access to training, employment opportunities, and career advancement.						
8. Your participation with HS/HT has made you more aware of career opportunities in high tech industries.						
9. Your experience with HS/HT has helped you make the decision to pursue a high tech career.						
10. HS/HT site visits and tours have helped you understand high tech careers.						
11. HS/HT job shadowing and mentoring experiences have helped you develop high tech career goals.						
12. HS/HT internships have helped you make career decisions.						
13. Overall, the HS/HT program has been a valuable and worthwhile experience.						
14. What did you like MOST about the HS/HT program?						
15. What did you like LEAST about the HS/HT program?						
16. Would you recommend the HS/HT program to other students? ____ Yes ____ No						

(n =)

(Note: In tabulating responses, indicate the percentage of people that responded to each item.)

Source: Colorado High School/High Tech Program.

High School/High Tech — Parent Evaluation

Mark an X under the Best Answer	Strongly Disagree	Disagree	Disagree a Little	Agree a Little	Agree	Strongly Agree
1. Your child’s grades have improved as a result of participation in the HS/HT program.						
2. Your child’s high school attendance has improved as a result of participation in the HS/HT program.						
3. Participation in the HS/HT program has helped your child stay in school.						
4. Your child’s social skills and relationships have improved as a result of participation in the program.						
5. Your child’s relationship with his or her teacher has improved as a result of participation in the program.						
6. HS/HT participation has improved your child’s overall high school experience.						
7. Participation in the HS/HT program has increased your child’s access to skills training, employment opportunities, and career advancement.						
8. Your child has fully participated in HS/HT site visits and tours.						
9. Your child has fully participated in HS/HT job shadowing and mentoring experiences.						
10. Your child has fully participated in a HS/HT internship.						
11. Overall, the HS/HT program has been a valuable and worthwhile experience for your family.						

12. What did you like MOST about the HS/HT program?

13. What did you like LEAST about the HS/HT program?

14. Would you recommend the HS/HT program to other families?

(n=)

(Note: In tabulating responses, indicate the percentage of respondents that replied to each item.)

Source: Colorado High School/High Tech Program.

High School/High Tech — Employer Evaluation

1. Describe the participation of your company in the High School/High Tech program (site tours, mentoring, job shadowing, internships, etc.) over the last year:

Employed Student = ____ Yes ____ No Provided Internship = ____ Yes ____ No Provided Site Tour = ____ Yes ____ No

Provided job shadowing opportunity = ____ Yes ____ No.

Statement:	Strongly Disagree	Disagree	Disagree a Little	Agree a Little	Agree	Strongly Agree
2. The goals of the HS/HT program were made clear to you at the start of your company's participation.						
3. The HS/HT program staff and coordinators were easy to work with.						
4. Your company's participation in the HS/HT program helped students understand high tech skills and career opportunities.						
5. Your expectations about the HS/HT program were met.						

6. Rate your overall satisfaction with the High School High Tech program:

Very Satisfied = ____ Satisfied = ____ Somewhat Satisfied = ____ Dissatisfied = ____ Very Dissatisfied = ____

7. What would you change to improve the program?

8. Would you recommend the program to other employers?

Yes = ____ No = ____ Unsure = ____

9. Would you be willing to participate in the HS/HT program in the future?

Yes = ____ No = ____ Not Sure = ____

(n =)

Employers: List the employers that completed the survey.

(Note: In tabulating responses, indicate the percentage of respondents that replied to each item.)

Source: Colorado High School/High Tech Program.

High School/High Tech — Educator Evaluation

Compilation of Responses

1. Total no. students in HS/HT program: ____% have 1 to 2 students in the program ____% have 3 to 5 students in the program ____% have 6 to 9 students in the program ____% have 10 or more student participating Average students per teacher =
2. Total number of years teaching experience: Average = ____ years: Range = ____ to ____ years
3. Schools represented: List individual schools or number of schools by district.

Statement:	Strongly Disagree	Disagree	Disagree a Little	Agree a Little	Agree	Strongly Agree
4. The goals of the HS/HT program were made clear to you at the start of your participation.						
5. The overall difficulty of participating in the HS/HT program was appropriate.						
6. The HS/HT program staff and coordinators were supportive of you.						
7. You received adequate notification of events and activities.						
8. The HS/HT program has become an important resource for you.						
9. Participation in the HS/HT program has made a positive difference in your classroom.						
10. Overall, the HS/HT program has been a valuable and worthwhile experience for you.						

11. What did you like most about the HS/HT program?

12. What did you like least about the HS/HT program?

13. Would you recommend the HS/HT program to other students and teachers?

Yes = ____% No = ____% Not Sure = ____%

14. Additional comments

(n =)

(Note: In tabulating responses, indicate the percentage of respondents that replied to each item.)

Source: Colorado High School/High Tech Program.

Sample HS/HT Follow-Up Survey

We are interested in finding out how our former HS/HT students are doing after exiting high school. Your answers will help us understand how the program helped you, and how we might improve our program.

Name of Former HS/HT Student: _____

Dates enrolled in HS/HT: from _____ to _____ Date graduated from high school _____ Today's date _____

The following questions relate to your employment or education situation right now.

1. Currently, are you (circle all that apply)

- | | |
|--|---|
| a. Enrolled at a 4-year university | b. Enrolled at a 2-year junior or community college |
| c. Enrolled at a vocational or technical school | d. Employed (full- or part-time) |
| e. Participating in an adult employment program
(like VR, WIA, private program) | f. Other (specify) _____ |

If only employed, go to Question 3

If only attending school, go to Question 2

2. What is your major area of study? _____

(If currently ONLY attending school, go to Question 9)

3. On average, how many hours per week do you work? _____ hours

4. How much do you earn in this position in a week? \$ _____ per week

5. How long have been working in this job?

- | | | | | |
|---------------------|---------------|---------------|-----------------|------------------------|
| a. 3 months or less | b. 4-6 months | c. 7-9 months | d. 10-12 months | e. more than 12 months |
|---------------------|---------------|---------------|-----------------|------------------------|

6. Do you receive medical insurance in your current job?

- | | |
|---|---|
| a. Yes | b. No, because they don't offer it |
| c. No, because I haven't worked there long enough | d. No, because I don't work enough hours per week |

7. Have you held any other jobs since you left high school?

- | | |
|-------------------------------|-------------|
| a. Yes (specify number) _____ | b. No _____ |
|-------------------------------|-------------|

8. Has anything hindered you from finding a job?

- | | |
|--|---------------------------------|
| a. My disability | b. Need more education |
| c. Need more experience | d. Lack transportation |
| e. Need a specific skill (specify) _____ | f. Other (please explain) _____ |
-

EXHIBIT 9.4 (CONTINUED)

The following questions explore the HS/HT activities in which you participated, and ask whether you found them valuable.

9. To what extent did the activities that you participated in while enrolled in HS/HT help you become better prepared for entry into a STEM career or other high-tech profession?
- a. To a great extent b. To some extent c. Not at all
10. To what extent have the activities that you participated in as part of your HS/HT experience helped you become better prepared for further education or training (e.g., community college, university/college, vocational technical school, or other adult learning opportunities)?
- a. To a great extent b. To some extent c. Not at all
11. To what extent have the activities you participated in during HS/HT helped you live more independently?
- a. To a great extent b. To some extent c. Not at all
12. How would you rate the quality of activities that you participated in/services you received from HS/HT?
- a. Excellent b. Good c. Fair d. Poor
13. Which HS/HT activities did you find most helpful?
-
-
-
-
-
-
-
-
-
-
14. Which HS/HT activities did you find least helpful?

Thank you for your time!

This instrument was adapted from documents used by the HS/HT program at UCP, in Cleveland, Ohio. The Research Triangle Institute prepared the Longitudinal Follow-up for HS/HT and the Follow-Up Questionnaires for a longitudinal study of the Vocational Rehabilitation Service Program in 1994.



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