

The Effect of Future Quest Transition Workshops on High School
Students

by

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ABSTRACT

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The purpose of this study is to compare the effect of Future Quest Transition Workshops. Comparing the knowledge of school-to-work transition services among students who have participated in the Future Quest workshops to those who have not participated in the workshops. The comparison will be made between Bayfield County, WI students who have participated in the workshops and Douglas County students who have not. The workshops are designed to enhance the students' knowledge of what services and opportunities are available to them as they complete high school and beyond. The intent is to help students be successful in their move from school to independent living in the community. Many students experience great difficulty in

knowing what their options are and what community resources are available to them.

The review of literature presents the need for school-to-work transition services and an overview of the historical and legislative background of such services.

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Chapter One Introduction

The school-to-work transition of today's youth has been a major focus of educators for many decades. Educators help students plan for the future, assisting them with identifying interests and abilities, engaging in career education and career development activities. As transition relates to students with disabilities, the transition programming is viewed as a collaborative process involving the student, parents, educators and representatives of appropriate service agencies. The goal of transition services is to bridge the security of school and home to the risks and opportunities of adult life.

The Wisconsin Department of Public Instruction's vision for the transition of students with disabilities is that they will exit secondary education to live, work, recreate and pursue lifelong education and training in the community alongside their non-disabled peers (Kellogg, 1999).

"The concept of providing school-to-work transition services originated in an attempt to bridge the gap between the secondary school's protective environment and adult life, including employment, for the disabled students" (Lowry, 2000 pg. 1). Services are intended to help youth develop the skills and attitudes they need to find and keep employment, to develop

positive adult social interactions, and to maintain a meaningful adult life-style.

Transition started as a means to help improve the lives of disabled students. The huge push for much needed transition services started with the Individuals with Disabilities Education Act (IDEA) of 1990 (amended in 1997). The Individuals with Disabilities Education Act (IDEA) of 1990 defines transition services as a coordinated set of activities for a student designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation (Lakard, 2000 pg.1).

This act changed the focus of secondary special education to an out-come based model of instruction. This legislation requires that a process of transition be laid out for the students. This includes the multi-disciplinary team, multi-agency representation and responsibilities, coordinated instruction, community experiences, employment objectives, related services, other post-school adult living objectives, functional vocational evaluation and an acquisition of daily living skills.

In all areas of adult life, the evidence is clear that young adults with disabilities do not fare as well as their peers without disabilities. Students with disabilities have significantly higher drop-out rates, lower employment rates, lower rates of independent living, and they do not pursue college or post-secondary education (Morningstar, Kleinhammer-Tramill, 1999 pg. 2).

Nationwide today there are many different transition services and programs administered from different levels. Setting aside the transition theory, the question remains as to the effectiveness of these services and the role they play in truly turning young disabled students into responsible and productive adults.

One such transition program is Future Quest, offered to learning disabled students residing in Bayfield County, WI. Future Quest is sponsored by CESA #12, in conjunction with teachers and students from the following school districts: Bayfield, Washburn, South Shore and Drummond. Future Quest is a series of one-day transition workshops designed to motivate, educate and empower students to create their own transitional goals.

Today's youth are faced with an increasingly complex and rapidly changing economy. School-to-work transition services are needed in order to help them prepare for this context and engage in productive adult life. Transition services provide high school students with valuable information and skills needed to help them succeed in the adult world. Therefore, the research

hypothesis of this study is that students who participate in Future Quest training programs will have significantly more knowledge of transition, related services and community agencies, than do students who do not participate in Future Quest training's.

Statement of the Problem

The purpose of this study is to compare the level of knowledge of transition activities, as measured by survey results, for learning disabled students, who participate in Future Quest workshops, as compared to same age students who do not participate in Future Quest workshops.

The research question for this study is that there will be a statistically significant difference in the knowledge of transition for students who participate in Future Quest Transition workshops as compared to those who did not participate in the Future Quest Transition workshops.

TABLE OF TERMS

Future Quest: A series of one-day workshops on transition. Training sessions are designed to instruct, motivate and empower students on how to write their own transition statement, how to advocate for their own transitional services and build the necessary skills for a smooth school-to-work transition.

CESA # 12: Cooperative Educational Service Agency-#12; located in Ashland, WI.

Transtion: On outcome oriented process of moving from secondary educational institution to adult activities, including work and education.

Rehabilitation Services: Programs working in partnership with people with disabilities to individually pursue adult employment and self-sufficiency.

Chapter II Literature Review

The literature review will discuss four transition models and components within those models. Those models include: Cooperative Workstudy Programs, Career Education, OSER'S 'Bridge' Model of transition, and Halpern's Revised Transition Model. This section will also briefly review some pertinent legislation, as it relates to transition.

To "transition" is to move from one place to another. As per Sarkees (1985), life is a series of transitions from infancy on. Transition includes adolescence, education, the first job, marriage and retirement. The important outcome of education is to prepare individuals to make appropriate choices during these transitional phases so as to enjoy an independent and satisfying life.

Others have chosen to narrow the spectrum of transition to a period, which includes high school, the point of graduation, additional postsecondary education or adult services and the initial years of employment. Will (1984) considers transition as being the bridge between school and adult life with employment. Yet another transition perspective comes from Wehman (1985). He sees transition as a carefully planned process, initiated either by school personnel or other adult public service providers, which establishes and implements a plan for either employment or

additional training of disabled students as they graduate or leave school.

Wehman and Will both view transition as an outcome oriented process involving parents, students, school, and the community. The end result being sustained community involvement and employment, leading to enjoyable and responsible adult life.

Transition services for students with disabilities, although always evolving and changing are not new. Transition services for students with disabilities can be found as early as the 1930's for deaf students. In the 1940's services for students with mental retardation began.

Not until the 1960's, however, were educational and vocational models developed to comprehensively address the dimensions of adult adjustment. Early efforts included (a) cooperative workstudy programs, (b) career education, (c) OSERS "bridge" model of transition, (d) Halpern's revised model of transition, (e) IDEA; (f) the federal School-to-Careers initiative; and (g) standards-based reform. These mandatory transition services foreshadowed the development of an integrated academic, social and vocational curriculum in conjunction with work experience (Halpern, 1992 pg 205).

Transition Models

Cooperative Work Study Programs

Workstudy programs for students with mild disabilities can be considered a precursor to the present day transition models. Workstudy programs were developed cooperatively between public schools and local vocational rehabilitation offices through formal agreement. Such programs meant that teachers spent much time supervising students as they worked at community placements.

This model essentially died in the 1970's, due to a lack of funding and the 'similar benefits' requirements of the 1973 Vocational Rehabilitation Act.

This requirement stipulated that federal rehabilitation funds could not be used to pay for services of another agency (in this case, public schools, which now were required by the Education for All Handicapped Children Act (PL 94-142) to provide an appropriate education to all students with disabilities). With passage of PL 94-142, community work experiences were considered part of the student's educational program; therefore, rehabilitation agencies could no longer pay for this service. Schools, however, did not always consider this type of program as a top priority when it was their sole responsibility. Thus, these programs often were discontinued. (Morningstar; Kleinhammer-Tramill, 1999 pg. 2).

Career Education

In 1971 the concept of career education came about as result of high dropout rates among secondary students. This type of program came about under the Career Education Implementation Incentive Act (repealed in the early 1980's). The federal involvement with such programs was as 'seed money' to encourage and develop career education programs that could be integrated into general education programs. Initially these programs did not include disabled students, but by the time such programs ended they included all students. Career education programs ended in the early 1980's, as federal funding was no longer available.

OSER'S 'Bridge' Model of Transition

The Office of Special Education and Rehabilitation Services (OSERS) began just a few years after the repeal of the career education programs. They defined transition as:

A bridge between the security and structure offered by the school and the opportunities and risks of adult life...The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and secure opportunities and services, if needed, in adult life. (Will, 1984 pg. 3)

This model provided a foundation of skills, attitudes, personal relationships and employer contacts by focusing on services provided by the secondary special education programs, vocational education, and other school based agencies. OSERS programming operated on three basic assumptions. First, the program assumes that students are leaving an organized provider system and entering a more complex and confusing world. Second, that all students with disabilities leave school for adult services and opportunities. Finally, that sustained employment is the important and expected outcome for disabled students. In addition, such programs operate without *special services* for the disabled students. Students with disabilities must rely on their own resources or those generic to all students. Services are time-limited for students with disabilities. The nature of the services are specialized and designed for students who can make it on their own after reasonably short-term services. Examples

of such time-limited services are vocational rehabilitation, postsecondary vocational education and other appropriate job training programs.

Another span of OSERS services relates to ongoing services for students with disabilities. Ongoing services allows disabled students to work through 'supported employment', providing the necessary long-term support services. This component was designed to give severely disabled students on-going support services, which were generally custodial or non-vocational.

Halpern's Revised Transition Model

Andrew Halpern revised the OSERS bridge model in 1985. The model was expanded beyond the focus from school to employment to successful community life. His revised model suggests that the goals for transition need to include community adjustment as well as social and interpersonal networks.

Models such as these would not have been possible without mandated legislation. Services prior to 1990 varied from state to state, depending on federal funding. By this time the Education for All Handicapped Children's Act was called the Individuals with Disabilities Education Act (IDEA). This new act was introduced to address the inconsistencies of transition services. Now the planning of transition services for disabled students are to begin at age 16, or younger when appropriate.

This act suggests that transition planning not be left only to the schools, and that post school outcomes be achieved through services and supports by a variety of agencies.

Federal Legislation

The Individuals with Disabilities Education Act was amended in May of 1997 and includes some of the most up to date philosophies of transition. This act and many other pieces of legislation have played a critical role in the formation of current transition services.

After the Civil Rights Act of 1964 we saw the first true legal push for services as related to students with disabilities. One part of the Civil Rights Act was passed to ensure the educational rights on special needs students. Prior to this act such students were not considered to have the same educational rights, needs or opportunities.

Following that act, the Rehabilitation Act of 1973 (Public Law 93-112) came into effect. The purpose of this act was in part to ensure that all federally funded buildings and events held in those buildings are accessible to handicapped individuals. Individuals with disabilities must not be discriminated against with regard to federal contracts or federal employment. In addition it called for a non-discriminatory free and appropriate public education for disabled students. This act has since been reauthorized.

Public Law 94-142; The Education for All Handicapped Children Act of 1975 followed the act discussed above. This law contained 6 general themes: 1) a free and appropriate public education to all handicapped students, ages 3-21. Local school systems are to identify handicapped students with an education designed to meet their needs, 2) an individualized educational plan, 3) access to records, 4) the right to due process, 5) placement in the least restrictive environment, and 6) non-discriminatory testing.

The Job Training Partnership Act of 1982, PL-97-3000 was created to fund local school districts, as well as Technical school systems and Private Industry Councils, to target 'at risk' students, including students with disabilities, minority, and low income students. "The emphasis of the services must be to keep youth in school while learning work maturity skills, basic education skills and job specific skills" (Kellogg, 1999 pg.52).

The Education of Handicapped Act Amendment of 1984, Public Law 98-199 addressed the following services: 1) the development of transition services that lead to independent living, 2) establishment of models including vocational transition and job placement, 3) provision of demographic studies requiring numbers of students, types of impairments and their required services, 4) collaborative models between educational agencies and adult

services agencies, 5) the development of procedures for the evaluation of transition programs.

Public Law 98-524; the Carl D. Perkins Vocational Education Act of 1984 guarantees the following: 1) assessment of vocational interests, abilities and special needs, 2) career guidance and counseling by trained counselors, 3) allowance for early entrance into a vocational program if it is determined that the student is able to complete it and becomes employable, 4) notification of the student and parent about programming opportunities and options by the time the student is in the 9th grade, 5) inclusion of vocational services on the student's IEP, 6) counseling services designed to facilitate the school-to-work transition.

In 1990 the Individuals with Disabilities Education Act was amended and expanded. IEP's for disabled students who were at least 16 years of age were required to include transitional plans, including a specific transitional statement which focuses on postschool outcomes. A statement of transition must include the following two components: 1) A statement of the student's goals beyond secondary education and 2) a statement showing how planned studies or course of studies are related to the students goals.

Schools are now responsible for ensuring that a range of experiences and/or services is available to the students.

Examples of such include: daily living skills, functional vocational assessments, community experiences, employment experiences and instructional classes. Finally, the IDEA of 1990 stressed the importance of interagency linkages and active participation of the student and family. The transition plan is to be created to reflect the needs, preferences and interests of the students.

In May of 1994, President Bill Clinton signed the School-to-Work Opportunities Act (STWOA); Public Law 103-239. This law is now known as School-to-Careers. According to this piece of legislation, school-to-work systems should feature vocational and career exploration for disabled students no later than the 7th grade. By the 11th grade students may select career majors and related postsecondary training options. This law provided 'seed money' to states and local communities to bring together employers, educators and other stakeholders for the intent of building school-to-work systems that prepare young students for postsecondary education for high-skill and high wage jobs.

Authorization for this act is scheduled to end in 2001. Whether reauthorization is likely remains unclear.

In 1997 amendments were made to the Individuals with Disabilities Education Act to reflect the influence of standards-based reform. The unique aspects of the law that are impetus for change in schools include: developing interagency

linkages; broadening the scope of curricula and programs to include instruction, related services, community experiences, and employment; increasing performance expectations for students with disabilities in conjunction with standards-based curriculum and holding states and schools accountable for the postschool outcomes students achieve; involving students, parents and community agencies in the planing process; changing the role of many school professional's to one of services coordinator. (Morningstar, Kleinhammer-Tramill, 1999).

State of Wisconsin Legislation

The state of Wisconsin has several education and labor laws designed to complement and amplify the federal laws. These mandates and special programs, within the public schools, apply to all students but meet many of the transition principles designed to ensure the successful transition for students with disabilities. These mandates include Compulsory School Attendance, Education for Employment, Youth Apprenticeship, Technical Preparation, Youth Options and Youth Employment and Wisconsin's Child Labor Laws. A brief overview of these pieces of legislation follows.

Compulsory School Attendance

This includes programming options for all students some of which may be appropriate as transition services, for students with disabilities as determined by their IEP (Individual Education

Plan) team. These options include allowing any student who is at least 16 years of age and at risk to attend full or part-time programming at the Wisconsin Technical College System (WTCS). The WTCS must admit the child and offer day classes to meet the district's graduation requirements. Another part of this law allows students aged 16 or over to request work training or work-study programs. Work-study programs must comply with the Compulsory School Attendance statute, Wisconsin's Education for Employment legislation, Worker's Compensation Law, and child labor laws.

Education for Employment

Under this standard each school district is required to establish an Education for Employment Council. The council is made up of business and industry representatives from the community. The council assists the district by gathering economic and labor market data, providing assistance with developing appropriate vocational curriculum. "This council is a natural mechanism for which to build the interagency transition linkages required in IDEA as well as to introduce the new employment of people with disabilities requirements of the American's with Disabilities Act" (Kellogg, 1999 p. 63).

Youth Apprenticeship

Youth apprenticeship is administered in partnership by the following agencies: Department of Workforce Development,

Department of Public Instruction, Wisconsin Technical College Systems, local school districts, and local businesses. The program is designed to provide integrated school-based and work-based learning for youth, leading to both a high school diploma and certificate of occupational proficiency in a specific industry. The apprenticeship programs are paid work experiences. They prepare students in an occupational cluster for entering employment or post-secondary options.

Technical Preparation

This mandate allows high school students to establish a technical school preparation program. High school students are allowed to take a sequence of courses provided at their local WTCS. This allows the high school student advanced standing in a WTCS associate degree program upon graduation from high school.

Youth Options

This program allows public school juniors and seniors to take post-secondary courses from a UW Institution, Wisconsin Technical College, and a state participating private nonprofit institution of higher education or tribally controlled college. If approved, the student may take courses at the high school districts expense, for higher college credit.

Youth Employment and Wisconsin's Child Labor Laws

Wisconsin has specific youth employment and child labor laws designed to allow students adequate time for homework and

other school studies as well as rest, recreation and extracurricular activities. The Department of Workforce Development (DWD) administers these laws and has the authority to regulate all employment, places of employment and enforcement of law regulations to child labor and school attendance.

Federal and state legislation has mandated certain policies to ensure Transition services for students with disabilities. Although these laws provide guidance and direction, all stakeholders must be knowledgeable of them in order to monitor their implementation. The term transition has taken on new meaning and many changes for students, parents and professionals over the years.

In summary, early transitional planning, implementation of services, and interagency collaboration are critical for disabled students. If schools, students, parents and community agencies work together, the transition of school-to-work can be a smooth one.

Chapter III Methodology

Subjects

The purpose of this study is to compare the effect of Future Quest Transition Workshops. As noted earlier in this report, Future Quest Workshops are one-day workshops designed to inform, motivate and empower students in terms of school-to-work transition services. Future Quest workshops are offered to students grades 8-12, in Bayfield County, WI. School districts included are Ashland, Bayfield, Drummond, South Shore and Washburn. The participants for this study will be 9th and 10th grade students. A comparison of knowledge of transition services will be made with same age students in Douglas County, WI (school districts of Superior, Northwestern, and St. Croix) who have not had the opportunity to participate in Future Quest workshops. All students in the study have been diagnosed as Learning Disabled and are currently receiving special education services through the respective school district. There was a minimum of 30 students in each category. Meaning, 30 students who have participated in Future Quest trainings and 30 who have not.

Instrumentation

The survey, developed by this researcher, was one page in length, total of 10 short answer response items. Questions were

based on the objectives of Future Quest training. Demographic data in terms of students age and school attended were asked in the survey.

The intent of the survey was to determine if the students who did attend the Future Quest workshops do indeed have more knowledge of transition services and planning. The students had the option of either completing the survey independently or having this researcher read them the questions and record their responses. The survey was conducted at the respective schools. The survey took no more than 15 minutes to complete. The content of the survey questions was gathered through information discussed with students at the Future Quest Transition workshops.

This researcher gathered the information. The responses to the questions were tabulated. Written discussion followed to assist with drawing conclusions of the level of the knowledge of transition services among the students who participate in the study.

Procedures

On March 16th, Human Subjects Consent forms were sent to the parents of 61 students; Twenty-eight were for students who had participated in the Future Quest workshops and 33 who had not participated in Future Quest workshops. A cover letter was enclosed with each consent form explaining the purpose of the

survey. An addressed, stamped envelope was included for returning the consent. The consent form was to be returned by April 18th, 2001.

The survey content was as follows:

School Attending: _____

Student Age: _____

Transition Survey Questions:

1. In terms of your education, what do the initials IEP mean?

2. It is okay to work at a place of employment during the day as your educational plan? Yes No
3. As part of your educational plan it is okay to request your enrollment into classes of your choice? Yes No
4. Can you have the opportunity to earn technical school credit while still attending high school? Yes No
5. In your educational plan, it is okay to indicate a vocational plan? Yes No
6. Do technical school and/or colleges have resources available for students with learning disabilities? Yes No
7. As part of you high school educational plan can you request services from community agencies? Yes No
8. As part of you high school educational plan can you request accommodations for test taking? Yes No

9. Can independent living options for live beyond high school be requested in your educational plan? Yes No

10. It is necessary to register to vote? Yes No

Limitations

Limitations of this research will be considered. First, the sample may be small; hence it may not be generalizable. Permission will first need to be obtained by the students, those students whose parents do not authorize permission will not be included in the survey. The rate of response is important when attempting to generalize any conclusion. The rate of response was low. Of the 61 total surveys sent out, the total return rate was 22.

ANALYSIS OF DATA

Results of this survey will determine if there is a significant difference in the knowledge of transition services for students who did participate in Future Quest workshops, as compared to those who did not participate in the Future Quest workshops.

Significant difference is defined as different enough to conclude that the difference between the means represent a true difference rather than a chance difference. I plan to utilize "t-test" (for independent means) results, one common statistic used to determine if there is a statistical significance. The

calculated t will determine if the research question is to be rejected or accepted. (Crowl, 1993)

Chapter IV
RESULTS AND DISCUSSION

The purpose of this study was to assess the level of knowledge of transition services among 9th and 10th grade learning disabled students who had participated in Future Quest Transition workshops in comparison to same age learning disabled students who had not participated in the workshops. Students who had participated in Future Quest Transition workshops were from the following school districts: Bayfield, Washburn, Drummond and South Shore. Students not participating were from the St. Croix, Northwestern and Superior school districts.

A survey instrument was developed by this experimenter to obtain information from the students. The surveys along with a written permission form for parental permission were sent to the students. The survey asked for name of school attending and age of student. Questions were asked regarding transition services available to students during high school and post-secondary years. The questions were taken from information discussed with students during Future Quest Transition workshops.

Age Groupings

The survey was sent to a total of 61 students. Along with the survey was a written permission/consent form for parental/guardian signature. Surveys were sent to all 28 students who had participated in the grade Future Quest

workshops geared for 9th and 10th grade students. The remaining 33 surveys were sent to students who had not participated in the Future Quest workshops. Ages of students who returned surveys were between 14 and 19. Of the students who participated in the Future Quest workshops, 10 of the 28 were returned. Of students not participating 12 of the 33 surveys sent were returned. Average age of students who had participated in the Future Quest workshops was 16.1. The average age for students who had not participated in the workshops was 15.8.

Summary of Findings

Caution must be taken with the results of this survey due to the low response rates. T-test results, as indicated in chapter 3, are not available due to the low return rate of the surveys. Rather, this experimenter will discuss the results based on mean and standard deviation of scores.

Findings suggest that the research questions of this study need to be rejected. The researcher believed that there would be a statistically significant difference in the knowledge of school-to-work transition services for students who participated in Future Quest Transition workshops as compared to those who did not participate in the Future Quest Transition workshops. Survey results showed little difference in the level of knowledge of transition services among students who had participated in Future Quest Transition workshops as compared to

students who had not participated in the Future Quest Transition workshops.

A breakdown of specific question results, mean and standard deviation follows.

As per knowledge of what the letters IEP stand for, of students attending 5 out of 10 know the answer. Mean score for those attending the transition workshops was .5 with a standard deviation of .74. Mean score for those not attending the workshops was .42 with a standard deviation of .51. Of students attending, 5 out of 12 knew what letters IEP represent.

Knowledge of whether or not it is okay to work at a place of employment is allowed as part of an Individualized Education Plan, mean score for those in attendance of the transition workshops was 1, with a standard deviation of 0. The results were the same for students not in attendance of the workshops. All students who participated in the survey had the correct response.

Do the students know if it is okay to enroll into high school classes of their choice? Mean and standard deviation scores of those in attendance of the workshops were 1 and 0, respectfully. For students who did not attend the workshops the results were the same. All students were aware of this right.

Do the students know if it is okay earn technical school credit while attending high school? Eight of the 10 students

participating were aware that this is allowable. The mean score for attending the workshop was .8 with a standard deviation of .42. Results were close for those not attending the workshops, showing a mean score of .75 and a standard deviation of .45. Among these students, 9 out of 12 students responded correctly.

In determining whether or not it is okay to indicate a vocational goal as part of the students educational plan, all students attending the workshop responded correctly, the mean result was 1; standard deviation of 0. For students not attending the transition workshops, 9 of 12 responded correctly, resulting in a mean score was .75 and a standard deviation of .45. This is the only question of the ten asked that showed any sort of statistical difference, however, the numbers are too small to identify a significant difference.

Do the students know whether or not technical colleges and/or universities have educational resources available to students with learning disabilities? Seven of 10 students attending the workshops responded correctly, the mean and standard deviation scores were .7 and .48, respectively. Mean and standard deviation scores for students not attending the workshops were .75 and .45 respectively. Frequency of correct responses was 9 of 12.

Do students know they are able to request services for community agencies as part of the educational plan? Of the

students attending 6 of the 10 responded correctly. The mean score for those who attended the workshop was .6, with a standard deviation of .52. Six of the 12 students who did not attend the workshops responded correctly. Mean and standard deviation scores were .5 and .52, respectively.

When asked if test taking accommodations can be requested as part of the high school educational plan. Mean and standard deviation scores for those who attended the transition workshops were .7 and .48. Of these students 7 of 10 responded correctly. For the student who had not attended the workshops, 10 of 12 students responded correctly. Mean and standard deviation were .83 and .39, respectfully.

Do students know whether or not independent living options for life beyond high school can be requested as part of the student's educational plan? Mean result for those who attended the workshops was .7, with a standard deviation of .48. Frequency rate of correct responses was 7 of 10. Results for students who had not attended the workshops were, mean score of .75 with a standard deviation of .45. Frequency rate of correct responses was 9 of 12.

Finally, when inquiring as to whether or not one must register to vote. Students attending the workshops, 6 of 10 responded correctly. The mean score among these students was .6 with a standard deviation of .52. For students not attending 9

of 12 responded correctly. The mean was .75 with a standard deviation of .45.

In summary, it appears that there is little difference in the knowledge of transition services among student who had participated in Future Quest Transition workshops than those who did not. Again, a caution must be made that these results are based on low survey return rates and is therefore not generalizable to all students who were asked to participate in the survey. Additionally, survey results should not be used as an evaluation of the program, further investigation is necessary.

Chapter V

Summary and Conclusion

Statement of the Problem

The study compared the effects of Future Quest Transition workshops, as sponsored through CESA #12. Comparing the knowledge of school-to-work transition services among students who had participated in the Future Quest Transition workshops to those who did not participate in the workshops. Subjects were high school students in grades 9 or 10. Students who had participated in the workshops were from the following school districts: Bayfield, Washburn, Drummond and South Shore. Non-workshop participants were from the following school districts: Superior, Northwestern and St. Croix.

Methods and Procedures

The high school special education instructors identified the two groups of students. Participants were sent a 10 question short-answer survey. Along with this, a parental permission release form was enclosed, asking parents or guardians to give their written permission for student involvement in the study. Response to of the survey was low, hence the survey was tabulated using mean scores and standard deviations. All of the results were listed by question. This evaluator developed the survey and questions.

Findings and Conclusions

Based on the foregoing study and results of the same, it appears as though there is little difference in the level of knowledge of school-to-work transition services in students who participated in Future Quest Transition workshops, as compared to those who had not. However, due to the low number of surveys returned, the comparison relationship of this study is tentative at best. With this caution in mind, the following recommendation is offered for consideration.

The one-day Future Quest Transitions workshops, offered to students participating in special education services should continue, however an evaluation of the program should be conducted. Further research should be conducted to determine the long-term effectiveness of these workshops.

This evaluator would like to note, having shadowed the Future Quest workshops, it appears as though the students participating were truly learning and grateful of the opportunity to participate. It appears as though the workshop boosted their overall enthusiasm toward school and post-secondary options. Perhaps another area of investigation would include self-esteem ratings pre and post workshops.

Generally speaking the students are being prepared with the fundamental knowledge of transition services as required by the various pieces of legislation.

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Appendix A

Appendix A is the permission form sent to parents and/or guardians asking for written permission for the student involvement with the survey.

Permission form

Dear Parent of Guardian:

March 16, 2001

Your 9th or 10th grade child has an opportunity to take part in a study dealing with school-to-work transition services. The Learning Disability instructor at your school has fully supported this project. I am asking permission for your child to be included in this study.

Please take a few minutes to sign the release below and ask your child to complete the questionnaire on the following sheet. A self-addressed stamped envelope is included.

If you have any questions about the study please reach me at 1-800-228-2513. Please sign this form indicating whether or not you agree to have your child participate and return it by April 18th, 2001.

A report of the responses will be sent to the Learning Disability Instructor at your high school. You are welcome to read them. Each child's response will be kept anonymous.

Thank you for your time and support.

Sincerely,
Dr. Robert Peters
(Research Advisor)

Sincerely,
Sharon Bavlnka
(1-800-228-1523)

I, _____, do ___ do not___ (check one) agree to have my child _____ participate in this study.

Parental/guardian signature: _____ Date _____

Note: Questions or concerns about participating in the research or subsequent complaints should be addressed first to the researcher or the research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board of the Protection of Human Subjects in Research, 11 HH, UW-Stout Menomonie, WI 54751, phone (715) 232-1126.

Appendix B

Appendix B is the survey questions as completed by students.

Survey Questions

School Attending: _____

Student Age: _____

Transition Survey Questions:

1. In terms of your education, what do the initials IEP mean?

2. It is okay to work at a place of employment during the day as part of your educational plan? Yes No
3. As part of your educational plan it is okay to request your enrollment into classes of your choice? Yes No
4. Can you have the opportunity to earn technical school credit while still attending high school? Yes No
5. In your educational plan, it is okay to indicate a vocational goal? Yes No
6. Do technical schools and/or universities have resources available for students with learning disabilities? Yes No
7. As part of your high school educational plan, can you request services from community resources? Yes No
8. As part of your high school educational plan can you request accommodations for test taking? Yes No
9. Can independent living options for life beyond high school be requested in your educational plan? Yes No
10. Is it necessary to register to vote? Yes No