

Prepare the Future Workforce

Indicator 14: Post-School Outcome Survey

Employment Works Task Force
August 5, 2013

Background

Reauthorization of IDEA 2004

- Purpose: To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
- Required United States Office Special Education Programs (OSEP) to create the State Performance Plan

What is Indicator 14?

A data collection on **Post-School Outcomes** –

- Percent of *youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:*
 - Enrolled in **higher education** within one year of leaving high school.
 - Enrolled in **higher education** or **competitively employed** within one year of leaving high school.
 - Enrolled in **higher education** or in some other **postsecondary education** or **training program**; or **competitively employed** or in **some other employment** within one year of leaving high school

(20 U.S.C. 1416(a)(3)(B))

Key Definitions and Calculations

Higher Education means...

- youth have been enrolled on a full- or part-time basis
- in a community college (2-year program) or
- college/university (4- or more year program)
- for at least one complete term, at anytime in the year since leaving high school.

Competitive Employment means...

- that youth have worked for pay
- at or above the minimum wage
- in a setting with others who are nondisabled
- for a period of 20 hours a week
- for at least 90 days at any time in the year since leaving high school.
- includes military employment.

Postsecondary education or training means...

- youth have been enrolled on a full- or part-time basis
- for at least 1 complete term at any time in the year since leaving high school
- in an education or training program (e.g., Job Corps, adult education, vocational technical school that is less than a 2-year program).

Some other employment means...

- youth have worked for pay or been self-employed
- for a period of at least 90 days at any time in the year since leaving high school.
- includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

States are not required to report those former students who were “doing something other than” or “not engaged” in 1, 2, 3, or 4. However, those leavers will be part of the “total respondents”.

1 = # Higher Ed	2 = # Competitive Employed	3 = #Postsecondary Education or Training	4 = # Other Employed	# Other or Not Engaged (States are not required to report this # but it is in the denominator)
A = 1/ Total respondents				
B = 1+2/ Total respondents				
C = 1+2+3+4/ Total respondents				
Total Respondents				

What Does the Data Reveal?

Who are the students?

- All the data discussed was collected in 2012
 - Students left high school in 2010-2011
 - Left by high school diploma, aged out, or dropped out
 - Students surveyed in 2012
- Note: 2013 Survey data for students who exited (left high school in 2011-2012) is currently being collected by Black Hills State University, Dr. Gregory Cooch.

South Dakota exiters in 2010-11 surveyed in 2012:

There were 339 total respondents.

1 = 35 respondent leavers were enrolled in “higher education”. 10.32%

2 = 180 respondent leavers were engaged in “competitive employment” (and not counted in 1 above). 53.1%

3 = 20 of respondent leavers were enrolled in “some other postsecondary education or training” (and not counted in 1 or 2 above). 5.9%

4 = 25 of respondent leavers were engaged in “some other employment” (and not counted in 1, 2, or 3 above). 7.4%

Thus,

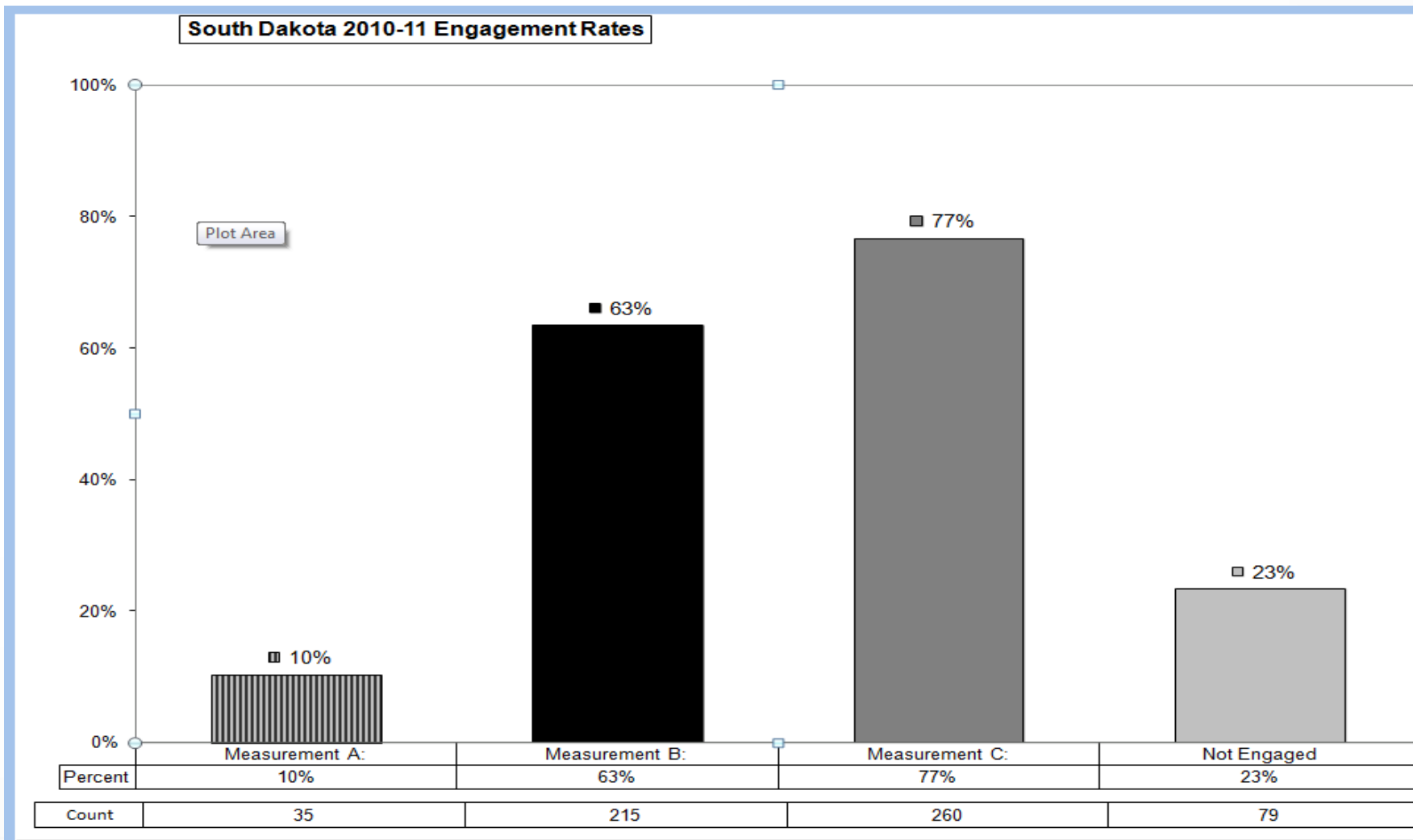
A = 35 (#1) divided by 339 (total respondents) = 10.32%

B = 35 (#1) + 180 (#2) divided by 339 (total respondents) = 63.42%

C = 35 (#1) + 180 (#2) + 20 (#3) + 25 (#4) divided by 339 (total respondents)

76.7% Respondents are Engaged in 2012

What does the engagement rate look like?



POST-SECONDARY EDUCATION

Data Breakdown

Percentage of respondents in post-secondary education and training

- 12% - University or 4-year college.
- 16% - Vocational/Technical College (less than 2-year program)
 - Currently include South Dakota Technical Schools
- 2% - participate in an Employment training program such as the Job Corps.
- 1% - Community college or 2-year college
- 1% - entered the Military.
- 1% - attend a Vocational/Technical program.
- 1% - attend a High School Completion program, including a GED program.
- 0% - participate in a Union Apprenticeship program.

EMPLOYMENT

Data Breakdown

EMPLOYMENT

- 50% are or have been **competitively employed** since leaving high school.
- 79% have been **employed at any time.**
- 67% employed **90** days.
- 40% competitively employed **Full-Time.**
- 25% competitively employed **Part-Time.**

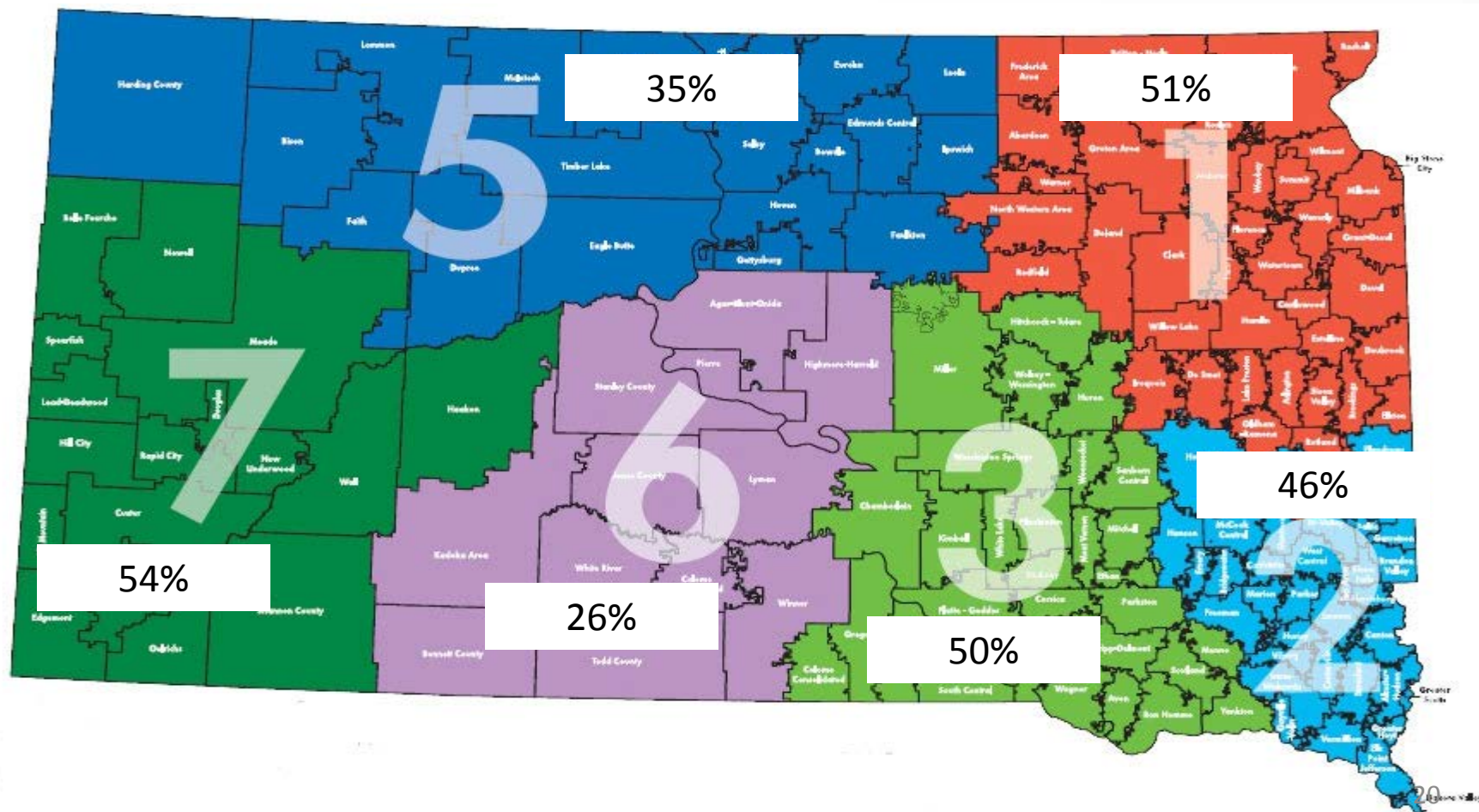
Of the respondents who are or have been employed for pay:

- 96% are employed in a setting with others **who are not disabled.**
- 76% work an average of **20 hours** per week.
- 86% earn **minimum wage** or greater.

Why students have not worked since leaving high school?

- 28% Student is enrolled in post secondary school
- 21% Health issues keep student from working
- 19% Lack necessary employment skills
- 13% Family obligations
- 15% Does not want to work
- 11% Lack of Employment opportunities in the immediate locale
- 11% Has not received necessary services from community agencies (e.g., VR)

Percent Competitively Employed Per Region



TRANSITION PROGRAMS AND INITIATIVES

Data Analysis

Four Specific Events

- Catch the Wave Event:
 - College day for students with disabilities
- Youth Leadership Forum:
 - Four day leadership training
- Project Skills:
 - Paid work experience by Vocational Rehabilitation and Schools
- Self Advocacy Training:
 - Develop skills to advocate for supports they need.

Improved Outcomes

- Students participate in 1 to 4 programs
 - 60% more likely to be employed or in post-secondary education
- Students participate in Project Skills
 - More likely to be in post-secondary education and competitively employed.

INDICATOR 14 TREND DATA

South Dakota

Tiers	2008-09 engagement per Tier <u>BASELINE YEAR</u>	2009-10 engagement per Tier	2010-11 engagement per Tier
1 (Higher Education)	14.6%	8.7%	10.3%
2 (Competitive Emp.)	45.3%	48.8%	53.1%
3 (Some other PS)	7.3%	5.3%	5.9%
4 (Some other Emp)	11.4%	10.2%	7.4%
Total Engagement	78.6%	73.0%	76.7%

State Performance Plan (SPP)

http://doe.sd.gov/oess/sped_SPP.aspx

- District reports are provided individually at the bottom of the webpage
- State submitted report is found under Documents on the right hand side of the webpage
- Links to information about each indicator is found in the body of the website



Accreditation and Certification | **Assessment and Accountability** | **Curriculum and CTE** | **Finance, Grants Data Management** | **Health, Nutrition After School** | **Title Programs SPED, Head Start**

Calendar of Events



QUICK LINKS
 2013 Legislature
 A-Z Index
 About the Department
 Board of Education
 Common Core
 Content Standards
 Indian Education
 Report Card
 School Directory
 Statistical Digest
 Stimulus

PRESS ROOM
 News Releases
 Publications

CONTACT INFORMATION
 Contact Us

RESOURCES
 K-12 Data Center
 SD Codified Laws
 State Library
 Teacher 411
 Virtual School

BACK TO HOME

Google™ Custom Search

State Performance Plan
 INDICATORS | LEA PUBLIC REPORTING | CONTACT

The Individuals with Disabilities Act (IDEA) of 2004 requires all states to have in place a State Performance Plan (SPP) that evaluates the State's efforts to implement the requirements and purposes of IDEA and describes how the State will improve student performance/achievement. (See US Dept. of State Performance Plans])The SPP describes how each state will improve results for students and comply with the IDEA. It is a six-year plan covering FFY 2005-2010, with annual performance reports each February through which the state will report on its progress in meeting the targets established in the SPP.

INDICATORS

Below you will find information to be used for each indicator. Please check back periodically as this site will be updated as new materials are created.

This page will become the access page for the public reporting of the SPP indicators for the state and districts.

2013 SPP Spring Data Entry Training

Indicator 1 - Graduation Rate
2011 Indicator 1 TA Guide

Indicator 2 - Dropout Rate
2011 Indicator 2 TA Guide

DOCUMENTS

Annual Performance Report
 Data Collection Calendar
 Determination Letter
 State Performance Plan Overview

618 Reporting Data Tables
 618 Reporting Tables
 2008 Discipline
 2008 Child Count
 2008 Environment
 2007 Child Count
 2007 Assessment
 2007 Environment
 2006 Child Count
 2006 LRE
 2006 Exit data
 2005-2006 Personnel data
 2005-2006 Dispute Resolution

Questions



Contacts

Melissa Flor

Office of Special Education Programs

Assistant Director

Melissa.Flor@state.sd.us

605-773-8195

Conducts survey and completes statistical analysis

Black Hills State University

Dr. Gregory Cooch

605-642-6859

Gregory.Cooch@bhsu.edu