

Research on Using Post-School Outcomes for Supporting High School Students with Disabilities



Response to Intervention Summit:
February 24 & 25, 2010



Session Outcomes

- Learn about Post-School Outcomes for youth With Disabilities
- Learn about the National Post-School Outcomes Center and their tools and products available for use
- Gain an understanding how PSOs can be used to improve in-school services to youth with disabilities

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Why are PSOs data important?



Completing School is Key to Post-School Success



Increasing school completion involves:

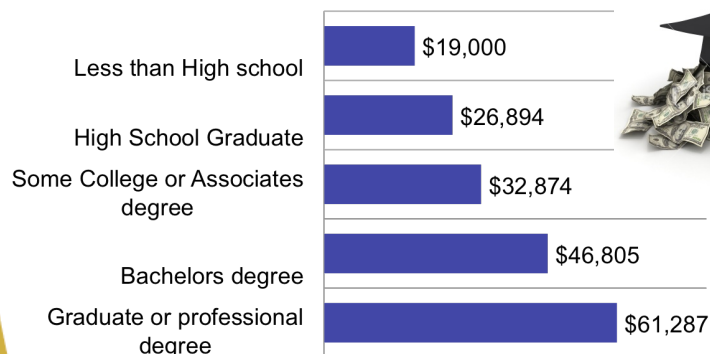
Sustained parental involvement

Supports for academic achievement

Relevant skills for college and work

Help with social relationships and problem solving

Completing High School Increases Earning Power



US Census Bureau

National Longitudinal Transition Study2:

Youth with disabilities ages 17 – 21 in 2005,
out of school 1 mo – 4 yrs

POSTSECONDARY EDUCATION

- 45% enrolled at anytime (53% general population)
- 32% 2-yr colleges
- 14% 4-yr colleges
- 37% self-identified having a disability & informed school
- 29% had completed program

EMPLOYMENT

- 72% employed at some time
- 57% working at interview (66% general population)
- 19% had informed employer
- 3% received accommodation
- 53% had quit their last job
- 89% had annual individual or household income of \$25,000 or less

Newman, L., Wagner, M., Cameto, R., & Knokey, A.-M. (2009). *The Post-High School Outcomes of Youth with Disabilities up to 4 Years After High School. A Report of Findings from the National Longitudinal Transition Study-2*

National Longitudinal Transition Study2:

Youth with disabilities ages 17 – 21 in 2005,
out of school 1 mo – 4 yrs

ADDITIONAL FINDINGS

- 82% ED stopped by police other than for a traffic violation
- 78% VI attended PSE
- 72% HI attended PSE
- 66% MR participating in PSE, work, or job training (i.e., engaged)
- 34% ED enrolled in PSE



Newman, L., Wagner, M., Cameto, R., & Knokey, A.-M. (2009). *The Post-High School Outcomes of Youth with Disabilities up to 4 Years After High School. A Report of Findings from the National Longitudinal Transition Study-2*

National Post-School Outcomes Center

Purpose of IDEA

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*



IDEA Regulations §300.1(a)

NPSO Mission

Help State Education Agencies develop practical, yet rigorous data collection systems to describe the **further education** and **competitive employment experiences** of youth with disabilities as they transition from high school to adult life.



Federal Reporting Requirements

Under IDEA, States are required to submit

- State Performance Plan (SPP)
- Annual Progress Report (APR)

Federal Requirements

State's plan and performance are based on **20 Part B indicators**

4 specific to secondary transition:

- #1 % of youth who graduate
- #2 % of youth who drop out
- #13 % of youth with transition components in the IEP
- #14 % of youth who achieve post-school outcomes

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A Critical Relationship:

Quality IEPs
(Indicator 13)

Positive post-school outcomes
(Indicator 14)



Staying in School,
Not dropping out
(Indicator 2)

Graduating
(Indicator 1)

Kohler (NSTTAC), 2007

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Findings from state data collection efforts are used to:

- Report at the national, state, and local levels through the State Performance Plan/Annual Progress Report (SPP/APR)
- Guide and improve transition services delivered to transition age youth with disabilities

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Collecting PSO Data

- **Who are data collected on?**
- **What data are collected?**
- **How are data collected?**
- **When are data collected?**
- **Who collects the data?**

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Who are data collected on?

Those with IEPs who leave high school:

- With diplomas
- With certificates, modified diplomas
- By aging out
- By leaving early /dropping outs

Challenge: finding early leavers

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What data are collected:

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

1. Enrolled in “higher education”
2. In “competitive employment”
3. Enrolled in “some other postsecondary education or training”
4. In “some other employment”

Other Data Variables Needed for Federal Reporting

- **Disability Type**
- **Exit status**
- **Gender**
- **Ethnicity/Race**

States/districts can then disaggregate their data across these variables to assess how various sub-populations are performing across the Indicator (employed and/or enrolled) for program improvement.

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How are data collected?

- **From extant data**
(1 State)
- **Survey**
 - **Phone survey**
(27 States)
 - **Mail survey**
(1 States)
 - **Combination**
(22 States)
- **Census (all leavers)**
36 states
- **Sampling (some leavers)**
22 states
 - **Every district/6 years**
 - **ADM > 50K**
 - **Representative sample**

Challenge: Contacting leavers 1-year out of school

February 2008 SPP (FFY 2006) Reports

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NPSO Resources

<http://www.psocenter.org>

Tools & Products

national post-school outcomes center

home contact sitemap

The National Post-School Outcomes Center

Our Mission is to help state education agencies establish practical and rigorous data collection systems that will measure and profile the post-school experiences of youth with disabilities. The results will be used for national, state, and local reporting and-most importantly-to guide and improve transition services to this population.

State Profiles
Community of Practice
Events
Tools & Products
Related Resources

Search

Staff
Partners
Technical Work Group (TWG)
Advisory Committee
Accountability Reports
States Most Recently Served

New! Revised Part B Indicator Measurement Table

Overview of National Post School Outcomes Center
Technical Assistance Model of NPSO
ABSTRACT: National Center on Secondary, Transition and Post-Secondary School Outcomes for Students with Disabilities. CRDA Number: 84-3245
Trees of Influences Developed by the Western Regional Resource Center, the Trees of Influences are flow charts for Part C and Part B illustrating relationships of influence among all indicators. OSEP approved July 2007

NATIONAL POST-SCHOOL OUTCOMES CENTER

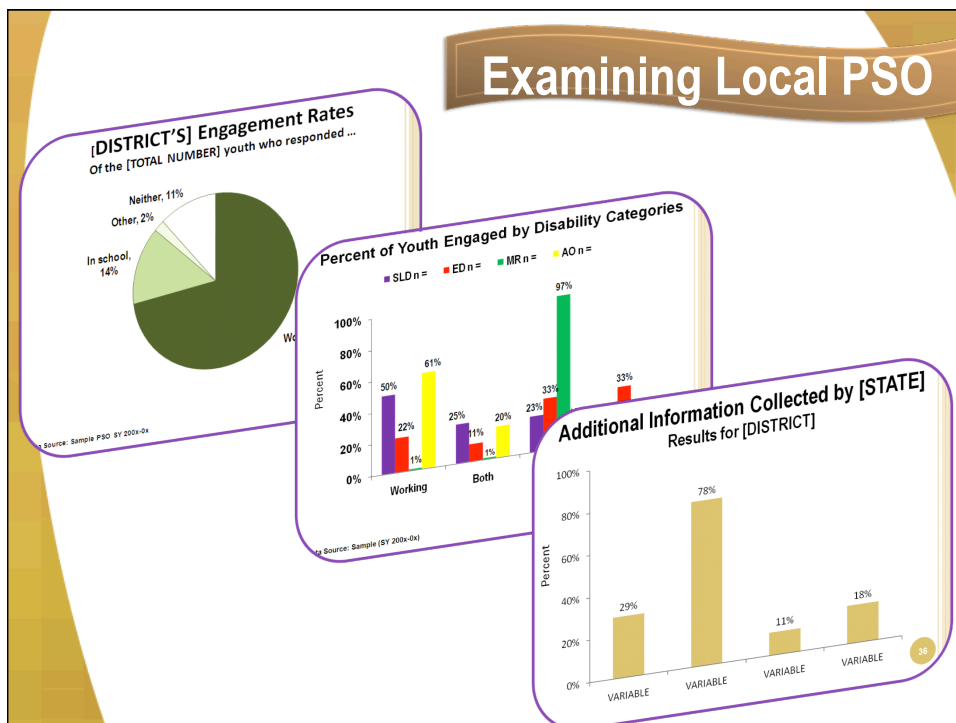
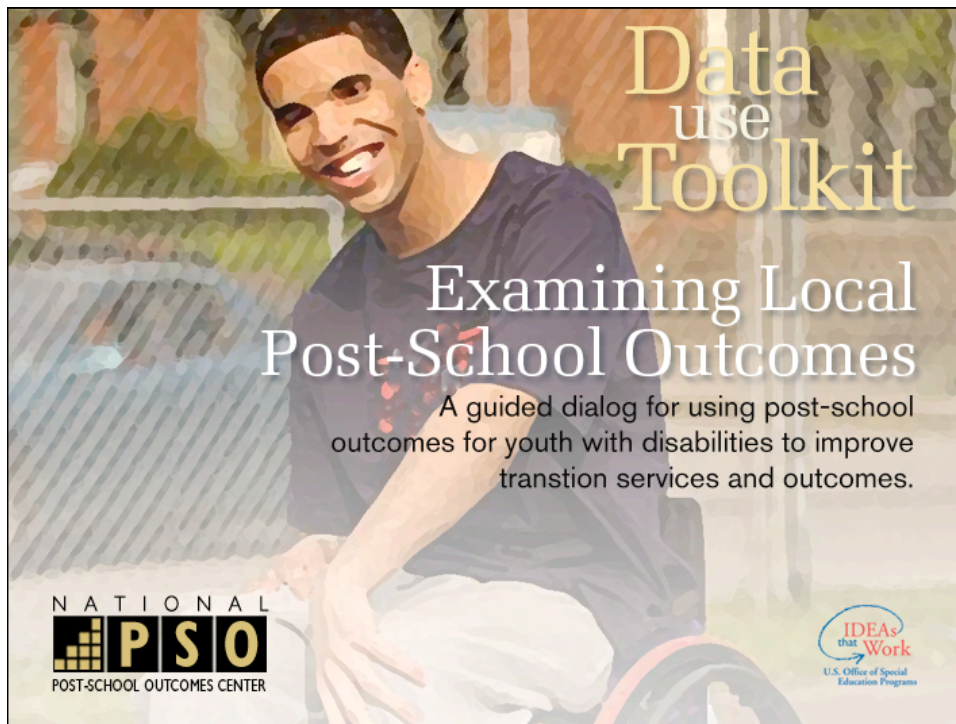
Tools to Use for Districts

Available NOW!!

- Student Flyer
- Parent Flyer
- District Data Use Tool

Available SOON!!

- Student-focused PPT
- Parent-advocate focused PPT
- You-Tube video for students



Student Flyer

1 YEAR STORY CHANCE

What will you be doing in one year?
Going to college or vocational school?
Working at a job?

WE WANT TO KNOW!

One year after you leave high school, we'll send you a survey asking about your life. It's quick, easy, and important!

PLEASE RESPOND!

Third Ave
ONE WAY

YOU TELL US!

It's Quick
• "Yes or no" and multiple-choice questions

It's Easy
• The survey asks if you are going to school or working
• It's private: no one will share your name
• It's voluntary

It's Important
Answer the survey and you will:
• Help schools prepare more youth with disabilities for college, vocational schools and good jobs
• Help schools know what to change or add to special education services
• Tell schools if teachers need help or training

Watch For It!
One year after you leave high school, someone from school may call, e-mail or send you a letter about the survey.

Please Respond!

Contact Information

NATIONAL POST-SCHOOL OUTCOMES CENTER
PACER CENTER
IDEA's that Work
U.S. Office of Special Education Programs

This document was developed by the PACER Center under contract to the National Post-School Outcomes Center, Eugene, Oregon, funded by Cooperative Agreement Number H124000120001 to the U.S. Department of Education, Office of Special Education and Rehabilitation Services. This document has been approved by the U.S. Office of Special Education Programs (OSEP). Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and does not constitute an official U.S. Department of Education position or policy.

Parent Informational Flyer

THE POST-SCHOOL OUTCOME SURVEY

Help us Prepare Students for Success after High School

Educators care about students with disabilities with a goal to prepare them for adulthood. By answering a short survey on your child's activities one year after high school will help improve special education services. You may be asked to complete a survey 1 year after your child leaves school.

WHY RESPOND?
By knowing how youth like your child are doing after high school can help schools prepare students with disabilities for further education or meaningful employment.

Responding is voluntary yet important! Your answers will:

- Tell schools how prepared students are for further education and employment;
- Help schools identify what services to adapt;
- Help schools focus on student's success beyond the classroom;
- Identify areas for teacher training and support.

WHO'S INCLUDED IN THE SURVEY?
Former students who had an Individualized Education Program (IEP) during their last year of high school and who are no longer enrolled in school will be asked to complete the survey. Information may be gathered from a parent, guardian or caregiver like yourself.

Did Your School Help Prepare Your Child?

WHAT'S INCLUDED?
The survey is short with "yes or no" and multiple-choice questions. Questions target your child's current educational and job activities.

States may send a notification letter that:

- Explains the survey;
- Asks you to participate;
- Tells you how and when you'll be contacted.

WHAT ABOUT PRIVACY?
Any personal information shared on the survey will be kept confidential. Your child's identity will not be known.

SHAPE THE FUTURE!
By completing the survey you can help shape school programs to prepare students with disabilities for successful adult lives. Please watch for the survey, complete, and return it.

WHEN?
States are required to survey young adults between April and September the year after leaving school. The survey may be a phone call, email or letter asking a few questions.

NATIONAL POST-SCHOOL OUTCOMES CENTER
PACER CENTER
IDEA's that Work
U.S. Office of Special Education Programs

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What's New in the Center

- Working with States to Incorporate Indicator 14 Data into their **State Longitudinal Data Systems**



- **Where is your state in this process?**

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N A T I O N A L



POST-SCHOOL OUTCOMES CENTER

<http://www.psocenter.org>

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