

Report on Indicator #14: Virginia's Postschool Outcomes

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SSEAC Meeting

July 18, 2013

Indicator #14: Definition

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:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. 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)).

Indicator #14 Data Collection Process

- School divisions attempt to contact all school exiters during a given school year (collection is done annually).
- Some states pull a sample to conduct their follow-up; Virginia's collection is a census.

Indicator #14 Data Collection Process

School exiters are past students who graduated or left school with a(n):

- Advanced Studies Diploma,
- Standard Diploma,
- Modified Standard Diploma,
- Special Diploma,
- General Education Development Certificate (GED),
- Diploma Authorized by Local School Board
- Certificate of Completion,
- Students who dropped out (includes students with disabilities who dropped out during the school year from 9th grade on up), and
- Students who exceeded the age of eligibility

Indicator #14 Data Collection Process

- School divisions use an online survey to input information on students.
- This information is reported to the federal government February 1st of each year.
- School divisions have access to all of their data and data summaries.
- Online training is provided, along with technical assistance through phone and email by VDOE.

Today's Presentation

- Will Indicator #14 results over a three year period (2010, 2011 and 2012).
- Presentation will be organized by survey sections (higher education, postsecondary education or training, and employment).
- Will discuss students who are unengaged one year post high school.

Response Rate

- How many individuals contacted by school divisions is critical for calculating the state's response rate.
- The more individuals contacted the more the data represents all student exiters in Virginia.
- The results will assist the state and localities in determining what is needed to improve outcomes for all students with disabilities.

Survey Attempted, Completed, and Response Rate across Three Years

	2010	2011	2012
Attempted Surveys	10,657	10,388	10,529
Completed Surveys	6,304	6,217	6,560
Response Rate	59%	60%	62%

Survey Respondents

- Over the three year period, approximately 85% of the respondents were either the student or parent/guardian.
- The remaining 15% included family relative, school personnel or adult agency representative.
- Black or African American students most likely subgroup to not complete a survey due to incarceration. Students were disproportionately represented across three years in category of incarceration.

High School Classes Most Helpful & Classes that would Help Them Now

- Across the three years, the top 3 classes respondents identified as most helpful:
 - Vocational/technical classes
 - Math
 - English
- Across the three years, the top 3 classes respondents identified as wishing they had taken that would help them now:
 - Vocational/technical classes
 - Computer classes
 - Math

Indicator #14 Statewide Percentages over Three Years

- Participation in higher education (2 or 4 year institutions):
 - Approximately 35% of survey respondents were enrolled in higher education (total number of students in this category across three years 6,813)
 - Approximately 26% of survey respondents were competitively employed (total number of students in this category across the three years 5,111)
 - Approximately 5% of survey respondents were in postsecondary education or training (total number of students in this category across three years 898)
 - Approximately 5% of survey respondents were in some other employment (total number of students in this category across three years 928)
 - Close to 15% of survey respondents were unengaged (total number of students in this category across three years 2671)

Higher Education Outcomes

- To meet definition of higher education for Indicator #14 a student must be in a two- or four-year degreed program provided by a community or technical college (two-year) and/or college/university (four- or more year program) **and**
- Must complete one term, including semester, quarter, summer, between semester “inter-terms,” online course, or credit bearing independent study.
- Students with ID who are participating in college for audit can be counted as being in higher education.

Higher Education Outcomes over the Three Years

- Students with learning disabilities are the highest percentage of students attending higher education (between 55% to 60%).
- Students with other health impairments represented a little over 20%.
- Students with emotional disabilities represented under 10% of the students.
- Students with autism represented 5% or less.

Higher Education Participation Trends

- Data results indicate that the rate of going to college across the three year period decreased at a slow, but significant pace for students with LD.
- Of those students with LD that did go to college, there was no significant differences among those who finished an entire semester across race and ethnicity.

Higher Education Participation Trends

- Students with autism are enrolled in part-time postsecondary education at a much higher rate than all other disabilities.
- Students with ID are enrolled in both full and part-time higher education at much lower rates than their peers with other disabilities.

Competitive Employment Outcomes

- Competitive employment definition is at any time in the year since leaving high school a student is:
 - Working at or above minimum wage in a setting with others who are nondisabled
 - Working for a period of 20 hours a week
 - Employed for at least 90 days
- Individuals can work one or more jobs to meet the definition

Employment Outcomes over the Three Years

- Employment outcomes based on survey respondents who were not in higher education, but competitively employed.
- The majority of students across the three years were employed in a business setting:
 - Over half of were students with a learning disability
 - Approximately 20% were students with other health impairments

Employment Outcomes over the Three Years

- The majority of students across the three years were employed in a business setting (cont.):
 - Students with emotional disabilities represented approximately 7%
 - Students with intellectual disabilities represented 5% or less
 - Disability categories of autism, sensory, multiple disabilities, orthopedic impairment, speech, and traumatic brain injury represented 1% or less.

Employment Outcomes by Manner of Exit over the Three Years

- Students with disabilities competitively employed in a business by manner of exit:
 - Standard diploma had the highest number of individuals competitively employed in a business setting 51%
 - Advanced diploma represented approximately 7%
 - Modified standard diploma represented 16%
 - Special diploma approximately 11%
 - Students who dropped out represented approximately 2%
 - Students earning GED, Certificate of Completion, and exceeded age of eligibility represented 1% or less

Employment Outcomes by Manner of Exit across Three Years

- Of those students indicating they held multiple jobs since leaving high school, there was no significant difference for those who held multiple jobs and disability type.

Other Postsecondary Education or Training

- Other postsecondary education and training is defined as enrolled on a full-or part-time basis for at least 1 complete semester at any time in the year since leaving high school.
- Examples of other PSE or training include:
 - Adult/continuing education
 - High school completion document or certificate (Adult Basic Education, GED)
 - Employer-based sponsored training (apprentice)
 - Short-term education or employment training program (WIA, Job Corps, WWRC, etc.)
 - Vocational technical school--less than a 2-year program
 - Peace Corps, VISTA or AmeriCorps
 - Day support/prevocational program
 - Compensatory education programs

Other Postsecondary Education or Training Over the Three Years

- Students with disabilities participating in this category represent 5% of the survey respondents.
- Data cannot be broken out by disability or manner of exit due to small numbers of student participation.

Some Other Employment

- Some other employment is defined as working for pay or self-employed for a period of at least 90 days at any time since leaving high school.
- Examples include working in a family business (i.e. farm, store, fishing, ranching, catering, etc.).
- Students represented 5% of survey respondents.

Unengaged Students with Disabilities across the Three Years

- Unengaged is defined as no participation in higher education, other postsecondary education or training, or employment at any time in the year since leaving high school.
- Across the three years, survey respondents who identified themselves as unengaged represented between 13 to 15% of the survey respondents.

Unengaged Students with Disabilities across the Three Years

- For those that identified barriers to work or postsecondary education, 80% cited lack of financial resources and/or lack of transportation.
- Assessing risk of unengagement was assessed on the number of adult services students participated in, ethnicity, disability type and gender. Only non-white status was found to be a significant risk factor in postschool unengagement.
- Involvement in adult services did not differ significantly between students who were unengaged or engaged one year post high school.

Postschool Engagement by Students' Manner of Exit

- Students who aged out of secondary education, completed a Certificate or Special Diploma were unengaged at disproportionately higher numbers than those with standard or modified standard diplomas.
- Students who earned an advanced diploma tended to have postschool outcomes at much higher rates.

Postschool Engagement by Students' Manner of Exit

- Lowest engagement rates were for those students who completed a certificate or exceeded the age of eligibility.
- Across all manner of exit categories, most students were engaged in some type of postschool activity (higher ed, employment, etc.).

Contact Information

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