*"Systems Thinking"*

*Michigan Association of Administrators of Special Education (MAASE)*

*April 10, 2012*

**SPP Indicator 14**
**Postsecondary Outcomes Survey**
**Process and Results**

WAYNE STATE
UNIVERSITY
THE CENTER FOR URBAN STUDIES

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## We're going to talk about......

I. **(State Performance Plan) SPP Indicator 14**

II. **Measuring SPP14 and survey process**

III. **FFY2010 SPP14 results**

IV. **Closer look at SPP14 survey data: Higher Education and Competitive Employment**

V. **Relationship between SPP14 and other indicators**

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**About Indicator 14:**
**Postsecondary Outcomes**

### Why measure Postsecondary Outcomes?

"Graduating from high school and pursuing a productive adulthood is one of the more significant transitions that adolescents face with long-term outcomes.

Indicator 14 provides one opportunity for States and Districts **to determine if youth with disabilities are positively engaged** (i.e., enrolled in postsecondary education/training or employed) **once they leave high school**."

U.S. Office of Special Education Programs

Source: National Post-School Outcomes (NPSO) Center / http://www.psocenter.org/

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### Indicator 14 defined

Defined by OSEP as………

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

o **14A**: Enrolled in _higher education_ within one year of leaving high school.

o **14B**: Enrolled in _higher education_ or _competitively employed_ within one year of leaving high school.

o **14C**: 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(1)(3)(B)]

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### _Higher Education_ defined

• Youth who have been enrolled on a full- or part-time basis:

o in a community or technical college (2-year program); or

o college/university (4- or more year program).

• Enrolled for at least one complete term.

• At any time in the year since leaving high school.

## Other Postsecondary Education or Training defined

- Includes all other postsecondary education or training programs, including (but not limited to):
  - Compensatory education programs
  - High school completion document or certificate classes
  - Short-term education or employment training program
  - Job Corps
  - Vocational technical school which is less than a two-year program
  - Adult education
  - Workforce development

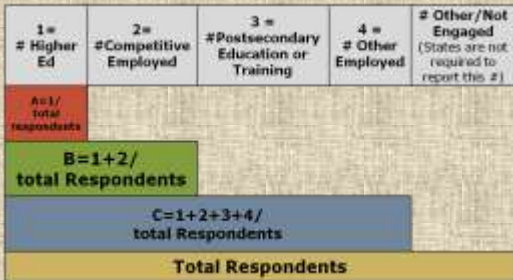- Enrolled for at least one complete term.

## Competitive Employment defined

- Youth who have worked for pay:
  - at or above minimum wage
    - $7.40/hour for 18+ years of age, $7.25/hour for under 18 years of age, $2.65/hour for wait staff in bars/restaurants
  - in a setting with others who are nondisabled
  - for a period of 20 hours per week
  - for at least 90 cumulative days

- Includes military employment.

- At any time in the year since leaving high school.

## Some Other Employment defined

- Youth who have worked for pay or been self-employed for at least 90 cumulative days.

- Includes family business (e.g., farm, store, fishing, ranching, catering services, etc.) and sheltered employment.

- At any time in the year since leaving high school.

## Federal Reporting INDICATOR 14

| 1 = # Higher Ed | 2 = #Competitive Employed | 3 = #Postsecondary Education or Training | 4 = # Other Employed | # Other/Not Engaged (States are not required to report this #) |
|---|---|---|---|---|

A=1/ total respondents

B=1+2/ total Respondents

C=1+2+3+4/ total Respondents

**Total Respondents**

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## Measuring Indicator 14 Postsecondary Outcomes and Survey Process

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## How can we find out?

*Have formers students attained competitive employment and/or enrolled in a postsecondary education and/or training program?*

Measure postsecondary outcomes

*BY......*

Conducting a survey* of former students

*THEN......*

Look at the responses

*Developed by the National Post-School Outcomes Center: http://www.psocenter.org/index.html
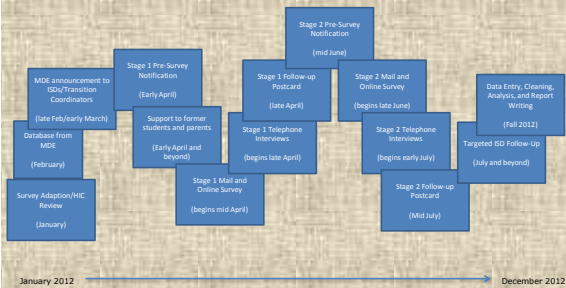
## Content of Survey

### Postsecondary Education/Training Program

1. At any time since leaving high school, have you ever attended any school, job training, or education program?

2. Did you complete an entire term?

3. Describe the kind of school or job training program you attended?
(Choices are offered to respondent)

### Employment

4. At any time since leaving high school, have you ever worked?

5. Since leaving high school, have you worked at any time for a total of 3 months (about 90 days)?

6. Think about your most recent job. Did you work on average 20 or more hours per week (or about half time of a 40-hour week)?

7. Again, thinking about your most recent job, were you paid at least minimum wage?

8. Where was your most recent job?
(Choices are offered to respondent)

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## Overview of the Survey Process

MDE announcement to ISDs/Transition Coordinators (late Feb/early March)

Database from MDE (February)

Survey Adaption/HIC Review (January)

Stage 1 Pre-Survey Notification (Early April)

Support to former students and parents (Early April and beyond)

Stage 1 Mail and Online Survey (begins mid April)

Stage 2 Pre-Survey Notification (mid June)

Stage 1 Follow-up Postcard (late April)

Stage 1 Telephone Interviews (begins late April)

Stage 2 Mail and Online Survey (begins late June)

Stage 2 Telephone Interviews (begins early July)

Stage 2 Follow-up Postcard (Mid July)

Data Entry, Cleaning, Analysis, and Report Writing (Fall 2012)

Targeted ISD Follow-Up (July and beyond)

January 2012 ⟶ December 2012

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## Survey Administration (Multi-Mode)

Via:

**1. MAIL**
- Pre-survey notification
- Survey packet
- Re-mails (per revised addresses, requests by phone, targeted follow-up)

**2. TELEPHONE**
- Will call ALL non-respondents with phone numbers

**3. ONLINE**

## Survey Administration

- All former students that do not opt-out or are not removed from the study by a parent, guardian, or caregiver will receive a survey via postal **mail**.

- The survey packet will contain:

  > Stage 1*: April 23
  > Stage 2*: June 29

  1. Cover letter from WSU
     - Provides information on completing the survey online
     - Offers Arabic- and Spanish-speaking students the toll-free number to complete the survey over the phone

  2. Survey form

  3. Postage-paid return envelope

  * Stage 1: Fall 2010 and Spring 2011 leavers
  * Stage 2: End of 10/11 school year leavers

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## Survey Administration, cont

> Stage 1: begins April 30
> Stage 2: begins July 9

- Computer Assisted **Telephone** Interviewing (CATI)
  - During follow-up, former students will be contacted via CATI to complete the survey over the telephone.
  - Will attempt to contact a former student up to eight times (during different times and days, including evenings and weekends).
  - Arabic- and Spanish-speaking interviewers available to conduct interviews.

- **Online**
  - Survey cover letter will include a user ID and password, and instructions on how to complete the online survey.
  - Former students with e-mail addresses will be sent a link to the survey.

- Follow-Up Postcard *(Stage 1: April 19; Stage 2: June 28)*

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## 2011 SPP14 Results
### Cohort 1 LEAs

## RESPONSE RATE – 2011 Survey of 2009-2010 School Year Leavers

| | |
|---|---|
| Number Surveyed (valid contact*) | **3,659** |
| Number Responded | **1,058** |
| Response Rate | **28.9%** |

\* Approx 600 records had invalid contact information (phone and/or address); not included in response rate.

## 2011 Response Rate – By Mode

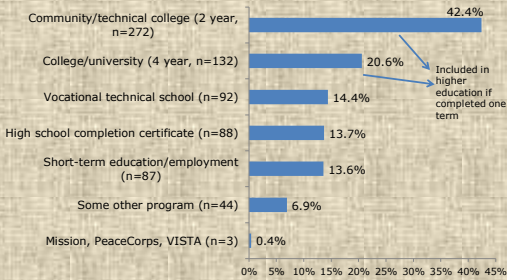| Completes | Mail | Phone* | Online | TOTAL |
|---|---|---|---|---|
| number | 419 | 623 | 16 | 1,058 |
| percent | 39.6% | 58.9% | 1.5% | 100% |

*Based on approx 25% valid phone numbers of total sample.
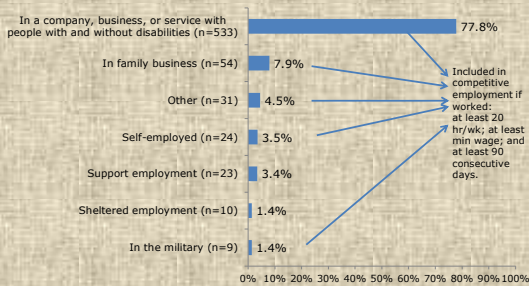
## SPP14 Results and Targets — for APR

| Measure | FFY 2009 Results Baseline (n=1,268) | FFY 2010 Results (n=1,058) | FFY 2010 State Target |
|---|---|---|---|
| School Year | 2008/2009 | 2009-2010 | 2009/2010 |
| Survey Year (Spring/Summer) | 2010 | 2011 | 2011 |
| A: Enrolled in higher education within one year of leaving high school | 32.6% | 31.6% | 34.3% |
| B: Enrolled in higher education or competitively employed within one year of leaving high school | 55.6% | 52.9% | 58.4% |
| 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 | 68.0% | 67.0% | 71.4% |

**A closer look at SPP14 survey data:**
**Higher Education &**
**Competitive Employment**

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## Type of School, Training, or Education Program Enrolled

| Program | Percentage |
|---|---|
| Community/technical college (2 year, n=272) | 42.4% |
| College/university (4 year, n=132) | 20.6% |
| Vocational technical school (n=92) | 14.4% |
| High school completion certificate (n=88) | 13.7% |
| Short-term education/employment (n=87) | 13.6% |
| Some other program (n=44) | 6.9% |
| Mission, PeaceCorps, VISTA (n=3) | 0.4% |

Included in higher education if completed one term

0% 5% 10% 15% 20% 25% 30% 35% 40% 45%

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## Type of Employment

| Type | Percentage |
|---|---|
| In a company, business, or service with people with and without disabilities (n=533) | 77.8% |
| In family business (n=54) | 7.9% |
| Other (n=31) | 4.5% |
| Self-employed (n=24) | 3.5% |
| Support employment (n=23) | 3.4% |
| Sheltered employment (n=10) | 1.4% |
| In the military (n=9) | 1.4% |

Included in competitive employment if worked: at least 20 hr/wk; at least min wage; and at least 90 consecutive days.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

## SPP 14 Higher Ed and Comp Employment:
### Survey Results by GENDER

While females were less likely to be in competitive employment, they were more likely to be enrolled in higher ed than males; these differences were statistically significant.

| Measure | Female (n=381) | Male (n=679) | All* (N=1,060) |
|---|---|---|---|
| Higher Education | 38.8% | 27.5% | 31.6% |
| Competitive Employment | 17.3% | 23.7% | 21.4% |

\* All results presented here are weighted by students' exit status; thus, the total number is 1060, not 1058 respondents).

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## Supporting Young Women with Disabilities

Why young women with disabilities lag behind:
1. Lack of role models and mentors
2. Young women may have different goals for transitions
3. Lack of match between aspirations and training
4. Low expectations, high fears
5. Low self-perception

Some recommendations for young women with disabilities:
1. Recruit and provide mentors and role models
2. Develop transition plans that matter to the student and her family
3. Provide training for social skills, job-search skills, and work experience during high school
4. Promote self-determination

Hogansen, J., Gil-Hashiwabara, E., Greenen, S., Powers, L., & Powers, K. (2006). Supporting girls with disabilities as they transition to adulthood: An awareness document for parents, youth, advocates and professionals (Brief # 3/22/06). Portland, OR: Portland State University, Regional Research Institute for Human Services.

Rabren, K., Dunn, C., & Chambers, D. (2002) Predictors of Post-High School Employment among Young Adult with Disabilities. *Career Development for Exceptional Individuals 25:25*.

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## SPP 14 Higher Ed and Comp Employment:
### Survey Results by RACE/ETHNICITY

Statistically significantly fewer **African-American** were enrolled in higher education or were competitively employed when compared to **White/Caucasian**.

| Measure | Native American (n=13) | Asian (n=10) | African-American (n=298) | White (n=707) | Hispanic (n=28) | Other (n=4) |
|---|---|---|---|---|---|---|
| Higher Education | 15.4% | 50.0% | 21.8% | 36.4% | 17.9% | 25.0% |
| Competitive Employment | 58.3% | 0.0% | 9.1% | 25.0% | 46.4% | 50.0% |

## Supporting African-American Youth with Disabilities

Why African-American Youth with disabilities lag behind:

1. African-American students were overrepresented in more restrictive educational environments and underrepresented in less restrictive environments relative to all other students with the same disabilities.

2. African-American youth were more likely to in social disadvantaged situations such as poverty, single parent families, etc. They also reported higher level of social isolation.

Some recommendations for African-American Youth:

1. Inclusion of students in typical educational and training programs.
2. Providing training for social skills and identity.

Russell J. S., Lori P., Sarah G., Ada B. S., Renae F., (2006). Disparate access: the disproportionality of African American students with disabilities across educational environments. *Exceptional Children;* Summer 2006; 72,4;Research Library pg. 411.

Fabian, E. S. (2007). Urban youth with disabilities: Factors affecting transition employment. *Rehabilitation Counseling Bulletin,* 50, 130–138.

Noguera, P. (2003b). The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. *Urban Education,* 38, 431-459.

## SPP 14 Higher Ed and Comp Employment: Survey Results by PEER GROUP

The proportion of former students from the largest ISDs was statistically significantly lower on **competitive employment**, as compared to those from the medium small ISDs and large ISDs.

| Measure | Smallest (n=23) | Small (n=51) | Medium small (n=138) | Medium large (n=109) | Large (n=239) | Largest (n=501) |
|---|---|---|---|---|---|---|
| *Higher Education* | 22.7% | 27.5% | 27.5% | 25.7% | 35.3% | 32.9% |
| *Competitive Employment* | 26.1% | 25.5% | 31.9% | 25.7% | 24.7% | 15.4% |

*Difference between peer groups are not significantly different in reported percentage of enrollment in higher education.

## Supporting Youth with disabilities in Urban Settings

Why youth in urban settings lag behind:

1. The fact that minority youth tend to experience higher unemployment than their counterparts may be related to the **lack of employment opportunities** in urban inner-city areas, or **the lack of available and accessible vocational interventions** that can connect these youth to available jobs (Kenny & Bledsoe,2005).

2. **Transition services** remain optional within many schools, or have been **cut back** significantly (Baer et al. 2003).

3. The minority youth with disabilities **lack access to transition services** within school, including important **vocational-related interventions** such as training, transition support services, and academic and employment accommodations (Geenen et al. 2003).

## Supporting Youth with disabilities in Urban Settings, cont.

Recommendations for youth with disabilities in urban settings:

1. Developing opportunities for youth with disabilities to experience paid employment during high school.

2. Providing vocational interventions before and after high school.

3. Promoting the increase in access to transitional services within urban areas.

4. Incorporating IEP team assistance in forging early links between school, adult services, funding agencies, families, and individuals with disabilities

Kenny, M. E., & Bledsoe, M. (2005). Contributions of the relational context to career adaptability among urban adolescents. *Journal of Vocational Behavior*, 66, 257–272.

Baer, R. M., Flexer, R. W., Beck, S., Amstutz, N., Hoffman, L., Brothers, J., et al. (2003). A collaborative follow-up study on transition service utilization and post-school outcomes. *Career Development for exceptional Individuals*, 26(1), 7–25.

Geenen, S., Powers, L., Vasquez, A. L., & Bersani, H. (2003). Understanding and promoting the transition of minority adolescents. *Career Development for Exceptional Individuals*, 26(1), 27–46.

Condon, E., & Callahan, M. (2008). Individualized career planning for students with significant support needs utilizing the discovery and vocational profile process, cross-agency collaborative funding and social security work incentives. *Journal of Vocational Rehabilitation*, 28, 85–96.

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## Relationship Between Indicator 14 and Other Indicators
### (LEA level data)

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## VARIABLES (INDICATORS)

| Indicator | Variable |
|---|---|
| 1 | % graduated |
| 2 | % drop out |
| 8 | % of parents reporting involvement at or above the target level (600) http://ernesto.cuswsu.wayne.edu/ecd/Default.aspx |
| 14a | % of students enrolled in higher education |
| 14b | % of students in higher education or competitively employed |
| 14c | % of students enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment |

## PURPOSE AND DATA SOURCE

- Examine the relationship between Indicator 14 and other SPP Part B Indicators

- Data
  - **LEA level data** on State Performance Plan (SPP) Indicators
    - https://www.micis.org/micis/Index.asp?GUID={36E97801-8759-411A-BD85-3652720BCD0D}
  - B8 and B14 data were obtained from the 2010 and 2011 survey year;
  - B1 and B2 data were obtained from the 2008-2009 school year (the most recent one).

## WHAT IS FACILITATED PARENT INVOLVEMENT (INDICATOR 8)?

*"Parent involvement includes the opportunity……*

- ❑ *to participate in the student's evaluation, IEP team meetings [including Transition];*

- ❑ *to understand the family's legal rights;*

- ❑ *to receive timely notice of meetings and changes in the IEP; and*

- ❑ *to receive progress reports and to be aware of their rights under IDEA"* (Worsham, 2007).

Worsham, Daphne L.M., "Effective Strategies for Increasing Parent Involvement in K-12 Special Education", Western Regional Resource Center Research Brief. Prepared for the Idaho SEA, December 2007.

## STRONG POSITIVE CORRELATIONS BETWEEN INDICATOR 14 AND OTHER INDICATORS

Graduation (B1)
Parent Involvement (B8)

Positive postsecondary outcome (B14)

| Indicator | **14a** (% in higher education) | **14b** (% in higher education or competitively employed) | **14c** (% in higher education or other postsecondary education or training program; or competitively employed or other employment |
|---|---|---|---|
| **1** (% of graduation) | .573** | .698** | .607** |
| **8** (% of parents reporting involvement at or above the target level) | .305* | ns | ns |

\* Statistical significance at the p<.05 level
\*\* Statistical significance at the p<.01 level

## STRONG NEGATIVE CORRELATIONS BETWEEN INDICATOR 14 AND OTHER INDICATORS

Dropout (B2)

Positive postsecondary outcome (B14)

| Indicator | 14a (% in higher education) | 14b (% in higher education or competitively employed) | 14c (% in higher education or other postsecondary education or training program; or competitively employed or other employment |
|---|---|---|---|
| 2 (% of dropout) | -.582** | -.576** | -.560** |

** Statistical significance at the p<.01 level

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## THE RELATIONSHIP – EXAMPLES IN THE LITERATURE

### Overall

Parent involvement in school was significantly associated with lower rates of high school dropout, increased on-time high school completion, and highest grade completed leading to more positive postsecondary outcomes.
(Barnard, M. W., ,2004. Parent Involvement in Elementary and Educational Attainment. *Children and Youth Services Review*, 26(1), 39-62.)

### Employment

Families have great influence on students' career aspirations.
(Keller, B. K., & Whiston, S. C. (2008). The role of parental influences on young adolescents' career development. *Journal of Career Assessment*, 16, 198–217.)

In general, "family support and advocacy and intentional career activities are positively related to career development".
(Lindstrom, L., Doren, B., Metheny, J., Johnson, P., & Zane, C., 2007. Transition to Employment: Role of the Family in Career Development. *Exceptional Children*, ; Spring 2007.)

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## THE RELATIONSHIP – EXAMPLES IN THE LITERATURE, cont.

### Postsecondary Education

Parents who had expectations for their children to attend a postsecondary education program had children who had a tendency to identify postsecondary education as a future plan.
(Hossler, D., & Stage, F. K. (1992). Family and high school experience influences on the postsecondary plans of ninth-grade students. *American Education Research Journal*, 29, 425–451.)

According to the National Longitudinal Transition Study (NLTS), students who attended some postsecondary education or training program tended to have parents that were significantly more involved in their child's education than those students who had parents who were less involved.
(Newman, L., Cameto, R. (1993). What makes a difference? Factors related to postsecondary school attendance for young people with disabilities. Menlo Park, CA:SRI International.)

## Potential Future Research Areas

## Predictors of Positive Postsecondary Outcomes

The following evidence-based predictor categories have correlated moderately with improved post school outcomes, including education, employment, and/or independent living.

1. Inclusion in general education

2. Paid employment/work experience in high school

3. Self-care/independent living skills

4. Transition program

5. Vocational education

6. Work study

Test, D.W.et al. (2009) Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. 2009. *Career Development for Exceptional Individuals*, 32(3), 160-181.

## Potential Future Research Areas

In line with previous research:

❑ Inclusion - Inclusion in general education.

❑ Transition - Students' perception of transitional program(s).

❑ Opportunity and Intervention - During and after high school employment experience and inclusion of vocational intervention.

❑ Life Skills - Self-care/independent living skills training.

*Part B
Postsecondary
Outcomes Survey
Research Team*

http://www.cus.wayne.edu/ecd/

*Publicly accessible, No password*

Presents Indicator 14 results for ISDs, LEAs, and PSAs with 11 or more respondents
2010 and 2011 survey results available

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