**Post School Outcomes 2013 Follow Up Interviews with**

**Special Education Students One Year Out**

The Annual Performance Reports for the State Performance Plan requires states to report post school education and employment outcomes for students who are on an IEP when leaving school. Oregon districts reported 4,103 youth ages 14 to 21 left special education during the 2011-12 school year who did not return for services the following year. Of these, 2,660 were included in the sample selected for a follow-up interview one year after leaving (using a stratified sample process). Interviews were completed in 2013 with 1914 youth or their family members for a response rate of 72.0%. Within one year of leaving school:

1. 492 respondent leavers were enrolled in higher education. (26%)
2. 549 respondent leavers were engaged in competitive employment (and not counted in 1 above). (30%)
3. 114 respondent leavers were enrolled in some other postsecondary education or training (and not counted in 1 or 2 above). (6%)
4. 185 respondent leavers were engaged in some other employment (and not counted in 1, 2, or 3 above). (10%)
5. 574 were not in any of the above groups – not engaged by the Federal definition. (30%)

Federal reporting requires the number and percents for three measurements:

1. 25.7**%** = 492 youth enrolled in higher education at least 1 term divided by the 1,914 of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school
2. 54.4**%** = 1041 youth enrolled in higher education or competitively employed within one year of leaving high school divided by the 1,914 respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school
3. 70.0% = 1,340 youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment divided by the1,914 respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school

Measureable and rigorous targets have been established for the state and districts based on the three measurements. For 2013 follow up interviews, the measurable and rigorous state targets are A = 27%, B=53%, and C= 69%. For the districts, C, the overall engagement rate, is the key focus, as either higher education or competitive employment outcomes can be influenced strongly by the economy or family situation; however the overall ‘engagement’ during that first year out of school is a goal for the preparation of students.

The following sections summarize the demographics of the students, the procedures used in collecting the data, and results for the measurements. For Federal reporting requirements, some categories are collapsed (i.e. all non-white students are summarized into a ‘minority’ category). However, for state reporting, if the number of responses is sufficient to protect confidentiality, data from more subgroups are provided for review.

**What do these numbers mean? Are they representative?**

Since not all of the 4,103 students leaving were contacted for interviews, the group that was interviewed is compared against the actual distribution of leavers in four areas: gender, primary disability, ethnicity, and method of leaving. Oregon reported that the sampled group of interviewed students matched the population of all leavers in all comparison areas except the method of exit. While 348 students who had dropped out of school were interviewed, the dropout group was 8% less than the actual population (18% rather than 26%). A ± 3% difference or less is considered representative. Students who drop out often leave without providing contact information, and may not choose to complete the follow-up interview when contacted in a larger proportion than other groups. Districts and the state are working with the National Post School Outcome Center to learn strategies to involve these hard-to-find students in the Post School Outcome Collection. For all other comparison groups, the results obtained from the interviewed sample are representative, and can be used to describe the statewide population.

**Demographics and procedure**

Federally identified demographic variables - Of the 1,914 student interviews completed in 2013, 65% were male students, and 35% were female, the overall percentage of leavers in 2011-2012 showed 66% male and 34% female students. The number of interviews completed by students who dropped out (18%) was 8% less than the actual population, but the percentage of students leaving with a regular diploma were oversampled (46% of actual, 54% of interviewed students). Students finishing with a modified diploma made up 18% of the students interviewed and the population of leavers. Students exiting at maximum age, or receiving an alternate certificate made up 10% of the respondents and the population. The ethnic participation included 2% Asian, 4% Black, 2% Native American, 16% Hispanic, and 75% Caucasian. The participation for the disability groups included 2% low incidence disabilities, 4% communication disorders, 9% Emotional Disturbance, 7% Intellectual Disabilities, 9% Autism, 17% students identified as Other Health Impaired, and 52% with Specific Learning Disabilities. These distributions were similar to the population of leavers.

Other demographic characteristics of the population of leavers - The follow-up interview process includes students aged 14-21 on the special education Child Count in the year before they exit. The 2011-12 leavers included 7% who were 14-16 on that Child Count, 76% who were 17-18, and 17% who were 19-21

Procedures - Districts were asked to make at least six attempts to complete the interview. Overall, 65% were completed in one or two attempts, an additional 24% in three or four attempts. Some districts kept trying, and made nine or more attempts to complete interviews. Districts could select the staff to make the calls and complete the interviews: statewide 36% were completed by teachers/specialists, 18% by Educational assistants or Paraprofessionals, 18% by Youth Transition Program personnel (YTP), 22% by clerical staff, 6% by Administrators and 2% by other staff. Interviews could be completed with the former students (49%) with a family member (46%) or other person who knew the situation for the student (5%). Districts have the option of completing an exit interview with students during their last year before exiting, asking about further education and employment plans: 731 of the 1914 students (38%) completed the exit interview.

Districts with 15 or fewer leavers were required to interview all their exited students. Districts with more than 15 leavers were provided with 15 students per building or program to interview. The following table presents information on the districts by size of leaver group. The size group comparison information is useful for districts in evaluating their PSO response rate and engagement outcomes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| District Size Information | District size | | | |  |
|  | Very Small | Small | Medium | Large | Total |
| *Leavers per district* | 1-4 | 5-15 | 16-50 | 51-355 |  |
| *Number of districts* | 48 | 51 | 43 | 19 | 161 |
| *Total leavers* | 112 | 431 | 1,231 | 2,329 | 4,103 |
| *Selected for interviews* | 109 | 427 | 908 | 1,261 | 2,660 |
| *Number interviewed* | 61 | 243 | 699 | 911 | 1914 |
| *Response rate* | 56% | 57% | 77% | 75% | 72% |
| *Engagement Rate* | 80% | 71% | 72% | 67% | 70% |

**What have we learned about Oregon’s special education students one year after leaving?**

The current Measurement Table for this indicator looks first at higher education, then competitive employment, and finally other training or employment outcomes. Respondents are included in the highest category for which their experiences in the 12 months after leaving high school fit. If their education includes a 2 or 4 year higher education program with attendance of at least one complete term, they are not separately included in the competitive employment group even if they meet the definition of being competitively employed.

Higher Education Of the 1914 students, 492 were enrolled on a full- or part-time basis in a community college (two-year program), or college/university (four- or more year program) for at least one complete term, at any time in the year since leaving high school. This has been broken down by the size of the district providing services. For those districts with 1-4 total leavers and 5-15 leavers, 23% went on to higher education. For districts with 16-50 leavers, 24% were in the higher education group, and for the largest districts with 50-350 leavers, 28% were reported in the higher education group.

Competitive Employment Of the 1422 students who were not in the higher education group, 549 met the federal definition of competitive employment: 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 cumulative days at any time in the year since leaving high school. This includes military service. For those districts with 1-4 total leavers, 41% were in this group. For districts with 5-15 leavers, 28% were competitively employed. For districts with 16-50 leavers 32% of their students were in this group, and for districts with 51 to 350 leavers, 25% were competitively employed.

For this year’s outcome collection, when the two measurements above are combined, the overall participation rate was greatest for the students from the smallest districts, with 67% in higher education or competitively employed. For the small districts 51% of students met this level. For medium size districts it is 56% were in higher education or competitively employed and 57% met this level for the large districts.

The federal outcome definitions also include other education or training (i.e. Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program) and some other employment (i.e. farm, store, fishing, ranching, catering services, etc.). Of the 873 students who were not in higher education or competitively employed, 299 were included in this outcome group. 19% of students in districts with 5-15 leavers were in other education or other work category. 17% of very small district students, 16% of medium district students, and 15% of large district students were in this outcome group.

Not Engaged Federal reporting requirements do not include students who fail to qualify for the three outcome measurements. However the factors describing these 574 students (30% of all interviews) are of great interest to the districts and to the state. The following page contains a table summarizing the answers to the Follow Up questionnaire for the students who report no activity, or less than a 90 days experience in work or school activities, which results in their outcome group.

Trends Data from the districts with one to four students exiting must be looked at with caution, due to the very small number of students for each district. However, for the very small districts, the overall engagement rate HAS increased from 52% in 2010, 74% in 2011, 71% in 2012, to 80% in 2013. The closer the districts come to interviewing 100% of their leavers, the more representative the results will be. The small districts showed a response rate of 57% in 2013, medium districts interviewed 77%, and large districts 75% of their required number of leavers. The engagement rate for the small districts was 71%, 72% for medium districts, and 67% for the large districts.

The tables on the next page summarize the answers to some of the questions on the follow up data collection questionnaire for the four district size groups and the state totals. These results are by individual question and do not reflect the combined questions needed for Federal Reporting.

The following two tables present the responses to questions on the follow up survey for all students interview (1914) and the non-engaged students (574) by district size group. Not all students answered all questions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| All 1914 interviews | Percent answering question with Yes | | | | |
|  | Very small | Small | Medium | Large | All |
| Attend school during the 12 months? (% yes) | 44% | 45% | 42% | 48% | 45% |
| Attend a 2-4 year college or university? | 38% | 27% | 26% | 31% | 29% |
| Voc/tech school, mission, short term training | 8% | 12% | 10% | 8% | 9% |
| High School completion document | 5% | 3% | 4% | 4% | 4% |
| Completed entire term or semester? | 31% | 35% | 35% | 39% | 37% |
| Ever worked during the 12 months? | 75% | 63% | 67% | 60% | 63% |
| Competitive setting or military? | 56% | 48% | 57% | 47% | 51% |
| Self employed or Family business | 5% | 8% | 6% | 5% | 6% |
| Sheltered or Supported employment | 7% | 5% | 3% | 3% | 3% |
| No answer, skipped or missing | 33% | 40% | 35% | 45% | 40% |
| Work 90 cumulative days? | 66% | 54% | 59% | 49% | 54% |
| Work at least half time? | 62% | 49% | 52% | 45% | 49% |
| Receive same benefits as coworkers? | 62% | 42% | 44% | 42% | 43% |
| Earn at least minimum wage? | 69% | 56% | 60% | 54% | 57% |
| Why haven’t you worked since high school? |  |  |  |  |  |
| Don’t want or need to work | 30% | 10% | 7% | 8% | 8% |
| Baby/family | 0% | 3% | 2% | 2% | 2% |
| Disability | 2% | 3% | 3% | 5% | 4% |
| In school | 7% | 11% | 7% | 10% | 9% |
| Haven’t found job | 8% | 9% | 26% | 29% | 28% |
| Incarceration | 0% | 0% | 0% | 1% | 1% |
| All others or No answer | 53% | 64% | 55% | 45% | 52% |
| Have a driver’s license? Learners permit? | 54% +5% | 47% +9% | 46% +7% | 36% +9% | 41% +8% |
| Where are you currently living? |  |  |  |  |  |
| Family | 64% | 63% | 65% | 73% | 68% |
| Campus or military base | 5% | 3% | 5% | 4% | 4% |
| Independently or with friend | 28% | 28% | 21% | 17% | 20% |
| Foster home, group home | 0% | 1% | 2% | 1% | 2% |
| Homeless/ jail | 0% | 1% | 1% | 1% | 1% |
| No answer/ other/missing | 3% | 4% | 4% | 4% | 4% |

The following information reports on students who did not meet Federal definition of engagement: working at least half time for at least minimum wage for at least 90 cumulative days, or completing at least one term or semester of specific training or education. A total of 493 students were in this group, however not all students answered all questions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Percent answering question with Yes | | | | |
|  | Very small | Small | Medium | Large | All |
| Number of students | 12 | 71 | 194 | 297 | 574 |
| Attend school during the 12 months? (% yes) | 50% | 14% | 20% | 21% | 20% |
| Attend a 2-4 year college or university? | 25% | 4% | 3% | 4% | 4% |
| Voc/tech school, mission, short term training | 8% | 3% | 6% | 3% | 4% |
| High School completion document | 8% | 3% | 6% | 6% | 6% |
| Ever worked during the 12 months? | 25% | 20% | 21% | 23% | 22% |
| Competitive setting or military? | 8% | 11% | 15% | 17% | 16% |
| Self employed or Family business | 0% | 4% | 2% | 2% | 2% |
| Sheltered or Supported employment | 8% | 1% | 1% | 1% | 1% |
| Work at least half time? | 17% | 9% | 8% | 10% | 9% |
| Receive same benefits as coworkers? | 25% | 6% | 8% | 11% | 10% |
| Earn at least minimum wage? | 25% | 13% | 13% | 17% | 15% |
| Why haven’t you worked since high school? |  |  |  |  |  |
| Don’t want or need to work | 29% | 11% | 8% | 10% | 10% |
| Baby/family | 0% | 6% | 8% | 5% | 6% |
| In school | 8% | 4% | 2% | 3% | 3% |
| Haven’t found job | 25% | 27% | 18% | 20% | 20% |
| Incarceration | 0% | 0% | 2% | 2% | 2% |
| Have a driver’s license? Learners permit? | 33% + 0% | 17% + 10% | 17% + 4% | 14% +6% | 16% +7% |
| Where are you currently living? |  |  |  |  |  |
| Family | 92% | 73% | 66% | 74% | 72% |
| Independently or with friend | 8% | 16% | 14% | 11% | 13% |
| Foster home, group home | 0% | 5% | 3% | 2% | 3% |
| Homeless/ jail | 0% | 1% | 2% | 4% | 3% |