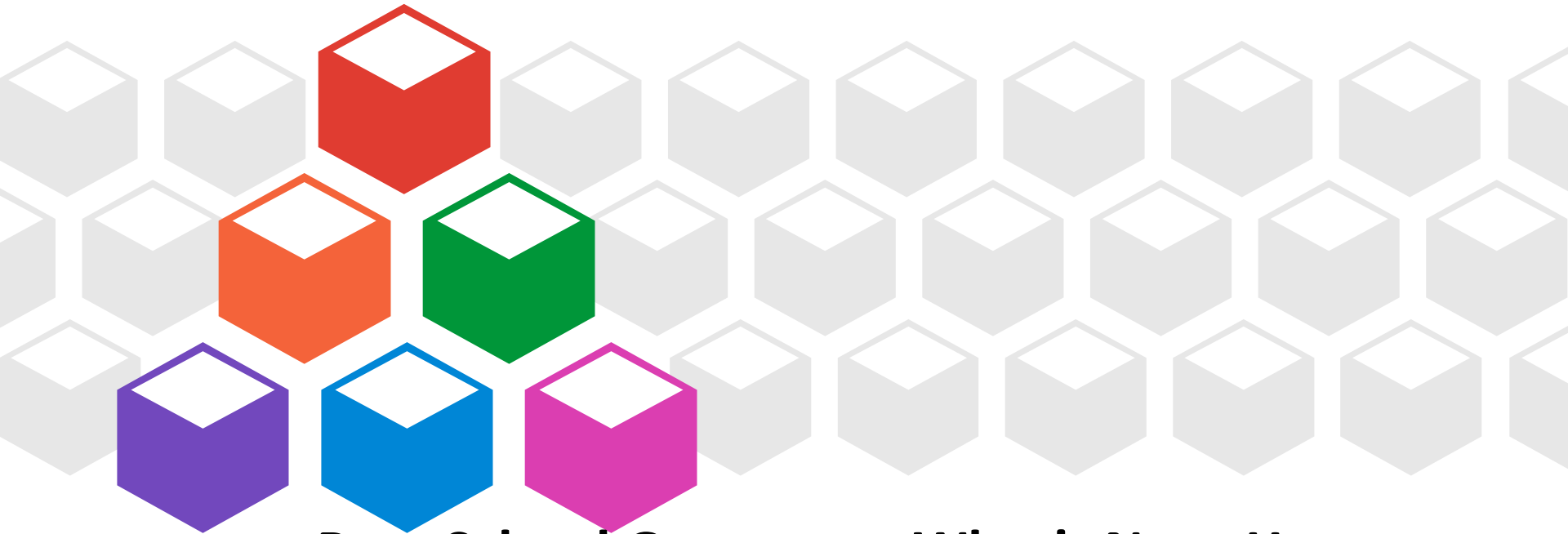


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Post-School Outcomes: What's New, How to Find, Improve, and Use Them

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CEC 2019

Indianapolis, IN



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This Session

- Overview of Federal historical I-14 data and description of FFY16 respondents
- Changes to Indicator Measurement Table for FFY18 SPP/APR Indicator 14 due February 2020
- Share where to find I-14 data, strategies for using PSO data, and how to improve PSO



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IDEA 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.



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Indicator B-14

- Percent of youth who are no longer in secondary school, had 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.



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Data Collection Methods-FFY16

- Census – 40 States
- Sample – 17 States
- 47 States reported how data are collected:
 - 3 states Use Administrative Database
 - 12 States Combination
 - 32 States Survey (in-person, phone, web, mailed)
 - 13 States did not report a method



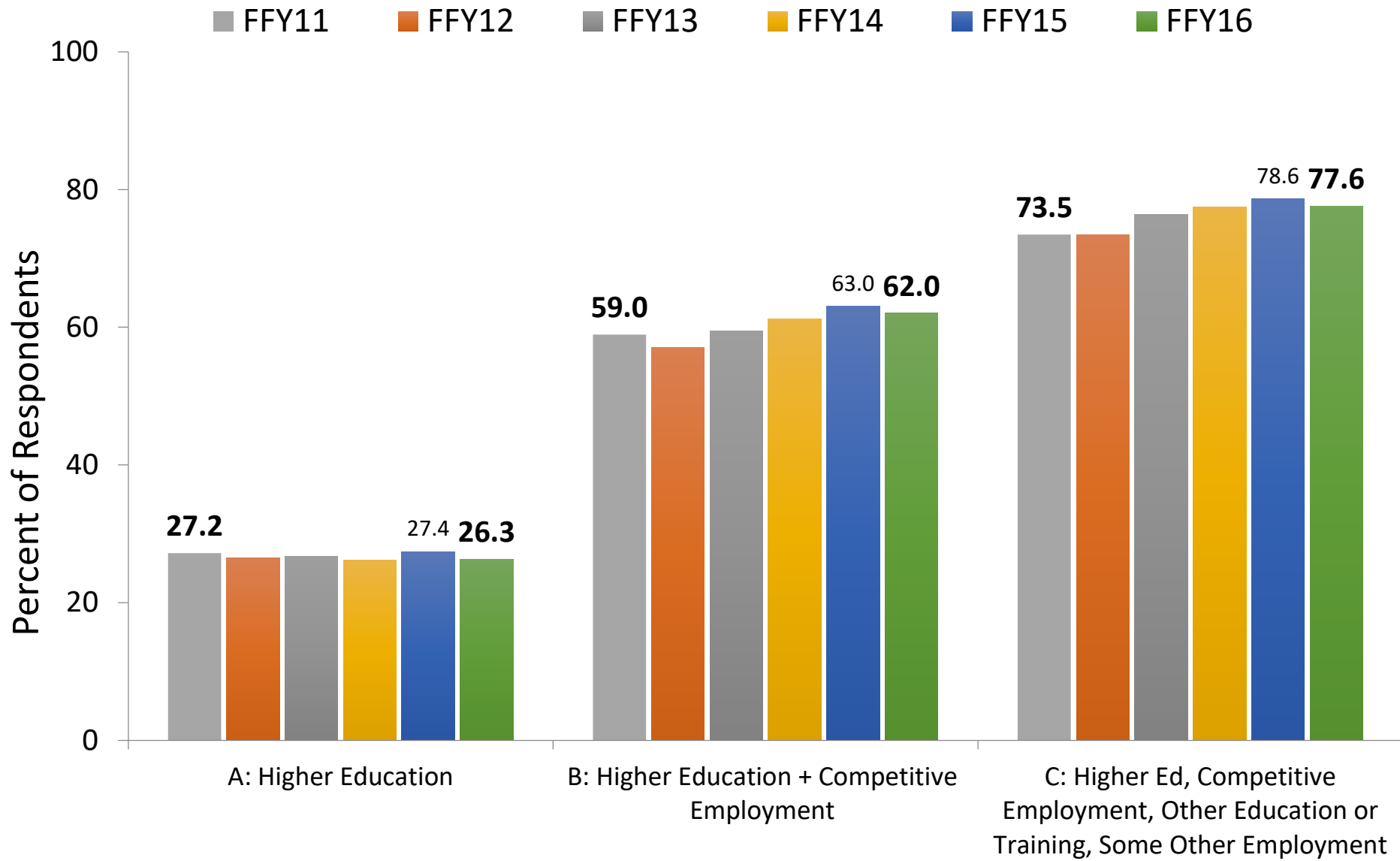
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Respondents FFY2016

- 137,084 Respondents
 - Students (n = 24 States)
 - Students, families, or others (n = 10 States)
 - Not Reported (n = 26 States)
- Data collected by
 - School (n = 22 States)
 - Organization (n = 6 States)
 - Not Reported (n = 32 States)
- 55% Median response rate (n = 30 States)
- 9% to 100% Range of response rates
- Insufficient data to determine representation.

National Median Trends for Each Indicator B14 Measure FFY16





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Reference Materials

Part B SPP/APR Indicator/Measurement Table

FFY 2016-2018 Part B SPP/APR

(OMB NO: 1820-0624 / Expiration Date:
8/31/2020);

RSA Regional Meetings on Program-Specific
Requirements under the Rehabilitation Act, as
amended by WIOA; and

RSA: Integrated Location Criteria of the Definition of
“Competitive Integrated Employment” FAQs.



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No Changes:

- Data Source: State selected
- Measurement calculations A, B, C
- Sampling
- Definitions for
 - Enrolled in higher education;
 - Enrolled in other postsecondary education or training ; and
 - Some other employment .

Current Definitions

Higher Education

- enrolled **full- or part-time**
- **community college** (2-year program)
- **college/university** (4- or more year program)
- **1 complete term**

Competitive Employment

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

Other Postsecondary Education or Training

- enrolled **full- or part-time**
- **education or training program** (e.g., adult education, vocational technical school that is **less than a 2-year program**)
- **1 complete term**

Other Employment

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



No Changes:

- Data Source: State selected
- Measurements A, B, C
- Sampling
 - Sampling plan submitted to OSEP describing
 - (a) sampling procedures (*e.g.*, random/stratified, forms validation); and
 - (b) similarity or differences of the sample to the population (*e.g.*, how all aspects of the population such as disability category, race, age, gender, etc. will be represented).
 - (c) how the SEA addresses any problems with: (a) response rates; (b) missing data; and (c) selection bias.
 - If using the currently-approved sampling plan and only changing the years for which it is used, the State can provide an assurance to this effect.
 - If a State proposes to use a sampling plan that was not previously used/approved or will revise its current sampling plan, the State must submit the sampling plan for approval.



Sampling Continued

- Samples from LEAs must be representative of each of the LEAs sampled considering such variables as disability categories, age, race, and gender.
- If sampling LEAs, all LEAs with average daily memberships (ADM) over 50,000 *must* be included in the sample.
- Do not report information that would result in disclosure of personally identifiable information.
- Report the most recently-available performance data on each LEA and the date these data were obtained.
- If sampling, must sample on the performance of each LEA at least once during the period of FFYs 2013 - 2018.
- If sampling, must collect data from a representative sample of LEAs each year



No Changes: Data Collection Timeline

- Collect data by September 2017 [2018, 2019]
- On students who left school during 2015-2016 [2016-2017; 2017-2018]
- Timing data collection so that at least one year has passed since the students left school
- Include students who had an IEP in effect at the time they left school, including those who:
 - Dropped out during 2015-2016;
 - Were expected to return but did not return for the current school year;
 - Graduated with a regular diploma,;
 - Some other credential; and
 - Aged out.



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What has Changed?

This document has been reviewed and approved by the OSERS.



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CHANGE: Competitive Integrated Employment

- **FFY2018 reported in FEB 2020:** States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act, as amended by WIOA, and 34 CFR §361.5(c)(9).



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Indicator 14: Competitive Employment

- No changes to previous criteria:
 - For pay at or above minimum wage
 - An average 20 hours per week
 - At least 90 days consecutive or cumulative
 - Includes military
- What's new:
 - Additional criteria re: level of interaction (integrated location); and opportunities for advancement.
 - Training data collectors to ensure selection of responses.

Competitive Integrated Employment— Components of W.I.O.A. Definition

Employment must satisfy the requirements for all three components:

- Competitive earnings;
- Level of Interaction; and
- Opportunities for advancement.

This means that if an individual's employment fails to satisfy any one of the above components, the employment will not meet the definition of "competitive integrated employment".

For I-14, they count as Other Employment

Source: RSA Regional Meetings on Program-Specific Requirements under the Rehabilitation Act, as amended by WIOA.



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Competitive Earnings Component

- A. Equal to or greater than the Federal, State, or local **minimum wage** rate, whichever is higher, where the place of employment is located.
- **No change: Currently ask,** At or above minimum wage



Competitive Earnings Component

- B. Comparable to the **customary rate** paid by the employer to employees without disabilities in similar positions with comparable skills, experience, and training.
- **No change: Currently ask**, Describe the job you have or have had?
 - **New**: Based on respondent's description of job, if company is known (e.g., Wal-Mart, Target), consider this to be known.
 - **Training**: If company is unknown, ask probing questions



Competitive Earnings Component

- C. Must receive **benefits** comparable to those of employees without disabilities in similar positions
- **No change:** **Currently ask**, Describe the job you have or have had?
 - **New:** Based on respondent's description of job, if company is known (e.g., Wal-Mart, Target), consider this to be known.
 - **Training:** If company is unknown, ask probing questions (e.g., social security, group insurance).



Competitive Earnings Component

- Self-Employed
 - **No change:** If the individual meets the criteria for competitive employment, they are counted in the category of *Competitive Employment*.
 - If the individual does not meet all the criteria for competitive employment, they are counted in the category of *Other Employment**
 - **under review by funding agencies*



Integrated Location Component

A. Employment is in a setting typically found in the community

– Slight change in the response category:

___ In a company, business, or service **typically found in the community** with people with and without disabilities (1)*

*under review by funding agencies



Integrated Location Component

- B. Employment is in a setting in which the employee with the disability **interacts with employees and other persons without disabilities** to the same extent that employees without disabilities in similar positions interact with these persons.
- **New Question:** When doing your job, do you interact with other employees without a disability?



Integrated Location Component

New Question: When doing your job, do you interact with other employees without a disability?

- **Training:** consider the interaction between the individual with a disability and employees without disabilities that occurs during the performance of the individual's job responsibilities, and not the casual and social contact that takes place in the work place.
- **Training:** Group and enclave settings in which the interaction of the individuals with disabilities with persons without disabilities is with persons working or visiting the work site, rather than with co-workers, do not satisfy the integrated location component of the definition of “competitive integrated employment.”



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Opportunities for Advancement Component

- The employee with the disability must be eligible for the same opportunities for advancement as are available to employees without disabilities in similar positions.
- **New Question:** In this job, will you be eligible for (or can you get) a pay raise or promotion?



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Additional Change: Analysis of Representativeness of Response Data

- When determining how representative respondents are to the target population, States should consider categories such as race and ethnicity, disability category, and **geographic location** in the State.
- If response data are not representative of the demographics of the target population, describe the strategies the State will use to ensure that in the future response data are representative of those demographics.
- In identifying such strategies, the State should consider factors such as how the State collected data.



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Geographic Location

- National Center for Education Statistics (NCES) has defined four major locale categories – city, suburban, town, and rural.
- A resource:

<https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>

Revised Definitions

Higher Education

- enrolled **full- or part-time**
- **community college** (2-year program)
- **college/university** (4- or more year program)
- **1 complete term**

Competitive Employment

- worked for pay at or above **the minimum wage**
- **customary pay rate, benefits, and opportunities for advancement** as those without disabilities
- **setting with others who are nondisabled**
- **20 hours** a week; **90 days** in the year since leaving high school
- includes **military** employment

Other Postsecondary Education or Training

- enrolled **full- or part-time**
- **education or training program** (e.g., adult education, vocational technical school that is **less than a 2-year program**)
- **1 complete term**

Other Employment

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



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Where to find Indicator 14 Post-School Outcomes

- States must post their State Performance Plan and Annual Performance Report on their website
- <https://osep.grads360.org/#program>





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How to Improve PSO

- Use best available evidence when developing, implementing, and evaluating programs for students with disabilities: evidenced-based practices and predictors for post-school success

Predictors of Post-School Success

Predictor	Indicators				
	I-1	I-2	I-13	I-14	
				Education	Employment
Career Awareness	X	X		X	X
Community Experiences		X	X		X
Exit Exam Requirements /High School Diploma Status	X	X	X		X
Inclusion in General Education		X	X	X	X
Interagency Collaboration	X	X	X	X	X
Occupational Courses	X	X	X	X	X
Paid Employment /Work Experience	X	X	X	X	X
Parental Involvement	X	X			X
Program of Study		X	X		X
Self-Advocacy /Self-Determination		X	X	X	X
Self-Care /Independent Living		X	X	X	X
Social Skills	X	X	X	X	X
Student Support	X	X	X	X	X
Transition Program	X	X	X	X	X
Vocational Education	X	X	X	X	X
Work Study	X	X	X	X	X



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How to Use PSO Data

Questions to ask:

1. Are former students across different disability categories and with similar abilities enrolled in postsecondary education/training and/or competitively employed at a similar rate?
2. What do you think contributes to the higher enrollment/employment rate for some groups?
3. Are males and females enrolled in postsecondary education/training and/or competitive employment at approximately the same rate?
4. How are youth with disabilities provided specific opportunities to learn about a variety of postsecondary learning opportunities, including vocational and training programs, trade schools, community and adult learning programs (i.e., not just 2- or 4-year colleges)? How do they learn about employment opportunities (e.g., pre-employment transition services)?
5. How are youth with disabilities explicitly taught self-advocacy and self-determination skills needed to successfully avoid or overcome a variety of challenges in further education and competitive integrated employment?



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Next Steps

- NTACT is collecting your specific questions or examples to update the Frequently Asked Questions for Post-School Outcomes
- Send questions to Charlotte at calverso@uoregon.edu





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