

Kentucky Post School Outcomes *for* *Individuals with Disabilities*



Executive Summary

Year 5

The ultimate goal of the Kentucky Department of Education (KDE), Division of Learning Services is the successful transition of all students from school to post-school activities - whether postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation.

In keeping with this goal, it is imperative to determine the kinds of outcomes our students experience after high school and to use this information for planning and school improvement so that ALL students will experience a successful transition from school to community.



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The 2004 regulations of the Individuals with Disabilities Education Act (IDEA) state that the major purposes of IDEA are to ensure:

- ◆ That all children with disabilities have available to them a “free appropriate public education” emphasizing special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- ◆ That the rights of children with disabilities and their parents are protected;
- ◆ To help States, localities, educational service agencies, and Federal agencies provide for the education of all children with disabilities; and
- ◆ To assess and ensure the effectiveness of efforts to educate children with disabilities.

The KyPSO at the HDI/UK provides districts with a process for examining their post school outcome data, identifying areas of need, and improving the outcomes of all students.

Summary of Key Outcomes for 2008-2009 Exiters

Independent Living

- 76% ~ reported living with their family
- 5% ~ reported either living by themselves or with friends.
- 51% ~ reported that they spent their free time visiting family and/or friends

Employment

- 47% ~ reported being employed at time of interview
- 60% ~ employed who reported holding same job for 6 months or more
- 32 ~ average number of hours worked per week
- \$6.56 - \$10.00 ~ average earnings per hour

Postsecondary Education

- 29% ~ reported current enrollment in postsecondary education and/or training
- 43% ~ reported current enrollment in 2 year college

Study Background

Examining the outcomes of students who received special education began approximately ten years after the passage of the Individuals with Disabilities Education Act (IDEA), when Congress approved the National Longitudinal Transition Survey (NLTS) which ran from 1987 through 1993. The NLTS provided us with a first look at the outcomes of youth who had received special education. Subsequently, the NLTS-2 was conducted between 2001 through 2010. During this time period (2005), the Office of Special Education Programs (OSEP) began requiring every state to collect post school outcome data on former students who had received special education.

The Kentucky Post School Outcome Study (KyPSO) began in the spring of 2005. The study collects data at two points: during the students' final year of high school to determine post school plans and one year after high school exit to determine actual post school outcomes. These data are collected with the intent of assisting Local Education Agencies (LEA) with planning and program improvement at the local level which will help students with educational disabilities successfully transition from high school to community engagement.

Limitations of Study

The KyPSO has several limitations. Lack of representativeness in terms of former students who dropped out and/or do not have telephone access; data are collected via student self-report; second; former students interviewed were those with educational (mainly cognitive) disabilities.

Although some research has shown that reliability and validity of data collected by telephone from individuals with disabilities are equivalent to rates observed in the general population (Ciemnecki & CyBulski, 2004), there are well documented biases that may arise when interviewing individuals with cognitive disabilities (Heal & Sigelman, 1996).

Respondents

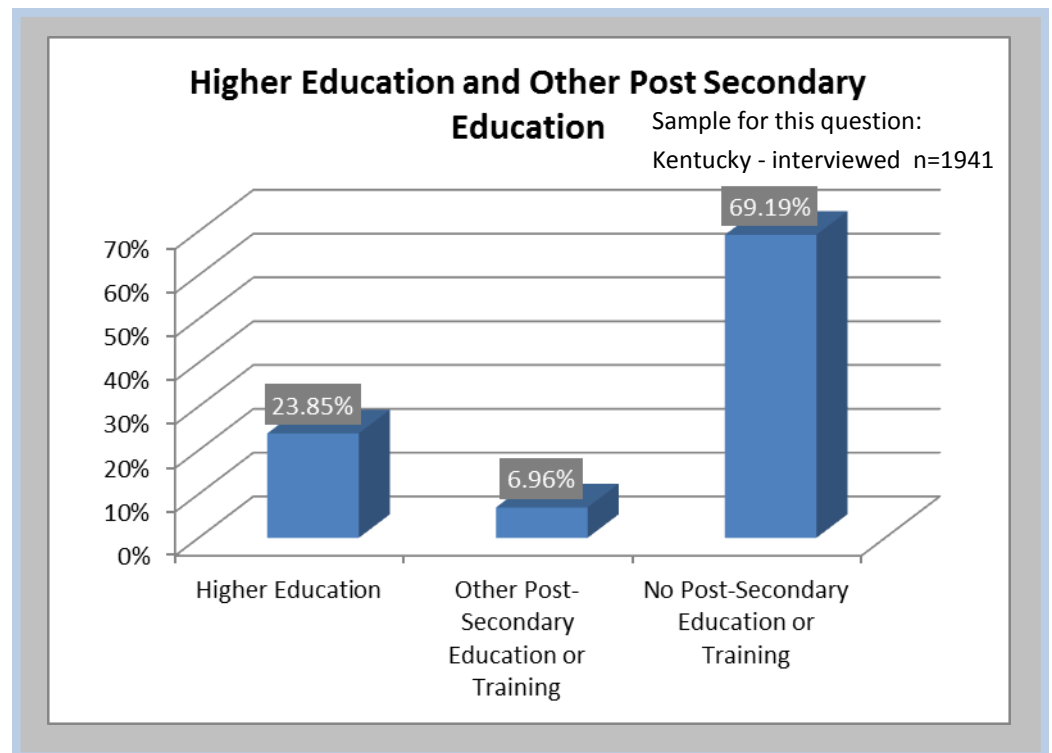
The population for this study was students with disabilities who exited their high school education during, or at the conclusion of, the 2008-2009 school year from each of Kentucky's 174 school districts. Of the 3,209 exiters, 1,941 or 61%, were able to be contacted and gave their consent to be interviewed during the Spring of 2010. Consent was given directly by 40% of former students and consent was given by parents/guardians of the student 21% of the time. 39% were either unable to be contacted or declined to be interviewed.

Enrollment in Higher Education and/or Enrolled in Other Post-Secondary Education or Training

Enrollment in Higher Education is defined as youth who have been enrolled on a full or part time basis in a community college (2-year program) or college/university (4- or more year program) for at least one complete term,* at any time in the year since leaving high school.

Enrollment in Other Post-Secondary Education or Training is defined as youth who have been enrolled, on a full or part time basis, for at least 1 complete term* at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program).

This chart represents the post-secondary education outcomes as defined by the National Post School Outcome Center (NPSO) relevant to the Office of Special Education Programs (OSEP) Indicator 14



➡ About 3 in 10 out-of-school youth with disabilities have been enrolled in some kind of postsecondary school since leaving high school, with one in five attending a postsecondary school at the time of the Wave 2 interview. This rate of current enrollment is less than half that of their peers in the general population (41%) (Wagner, M., Newman, L., Cameto, R., Levine, P, and Garza, N. (2006)).

*The 2010 KyPSO measure did not include data on term completion.

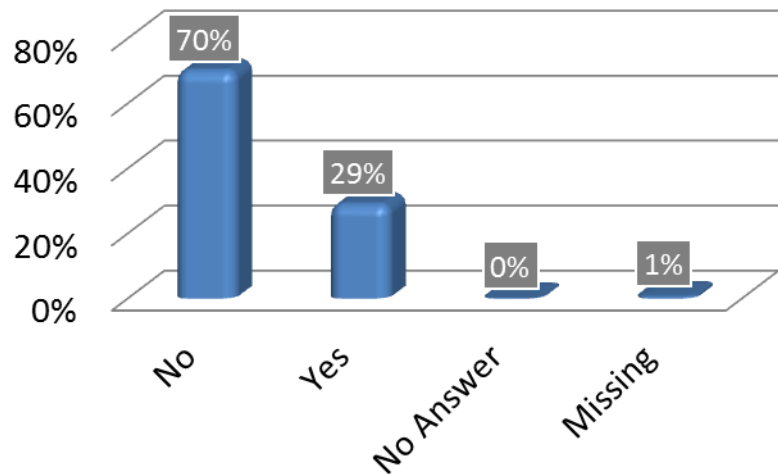
Degree Expected to Earn:

- ➡ 34% of former students said they were working toward some type of certificate
- ➡ 32% reported they were not working toward any degree
- ➡ 17% reported working toward an Associates' degree
- ➡ 5% reported working toward a Bachelors' degree

‘29% of former students reported being currently enrolled in school and/or in some type of post-secondary training program.’

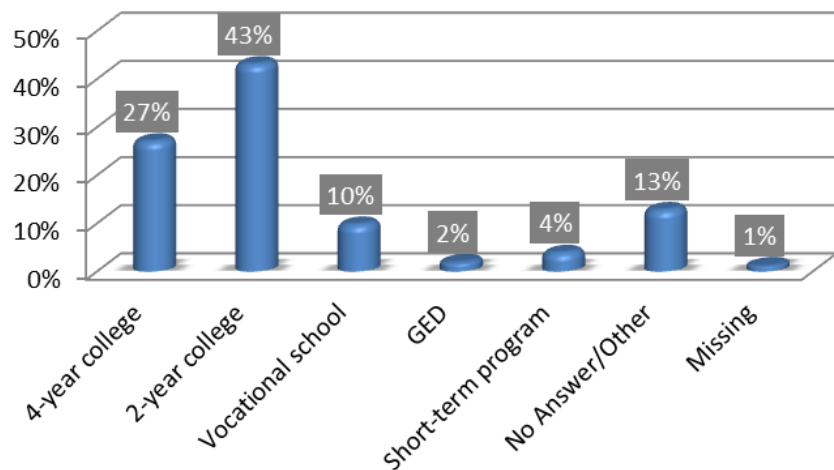
Any Current School or Training (Q44)

Sample for this question:
Kentucky - interviewed n=1941



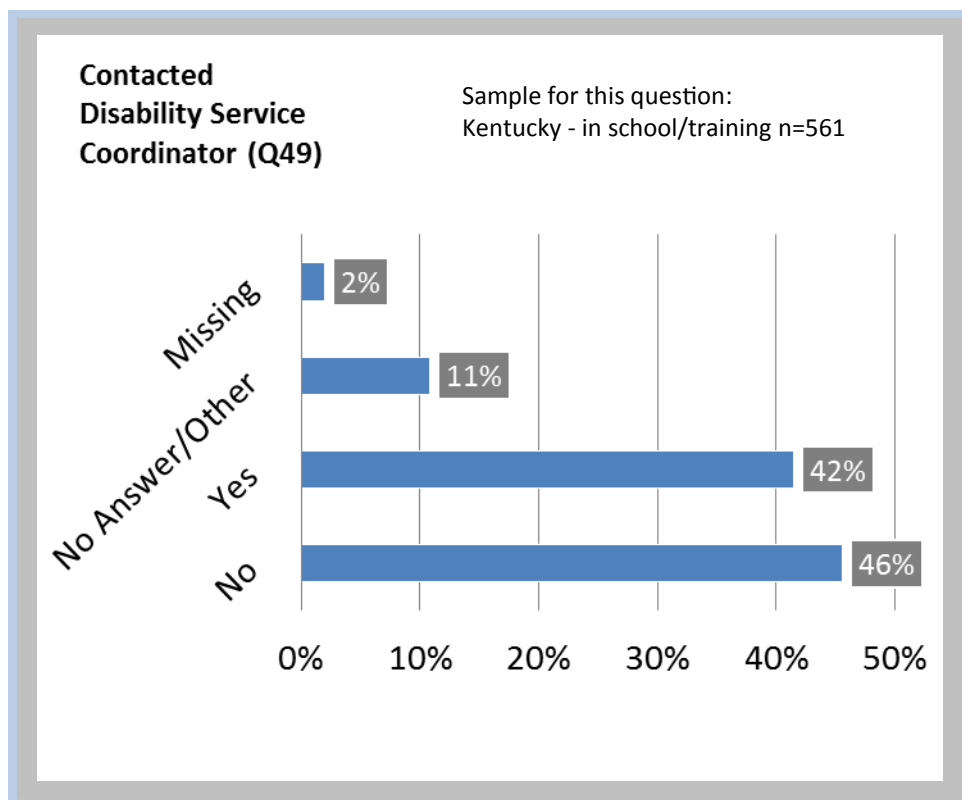
Type of School (Q45)

Sample for this question:
Kentucky - in school/training n=561



‘43% of those reporting enrollment were enrolled in a 2 year college.’

‘46% of students enrolled in some type of postsecondary education reported that they had contacted the Disability Resources Office at their institution.’



Migliore, Butterworth and Hart (2009) found that consumers of vocational rehabilitation services with Intellectual Disabilities (ID) who took part in postsecondary education had better employment outcomes than consumers with ID who did not, and earned more money in their work.

➔ Students were given the opportunity to include comments about their experiences with post-secondary education. Some of these comments, edited for clarity include:

- ◆ **Living Arrangements while School is in session**
 - Tried living on campus but had to move back with family

- ◆ **Factors that influenced decision to further education**
 - Family expectations and encouragement
 - Secondary education faculty and staff
 - Desire for greater financial stability

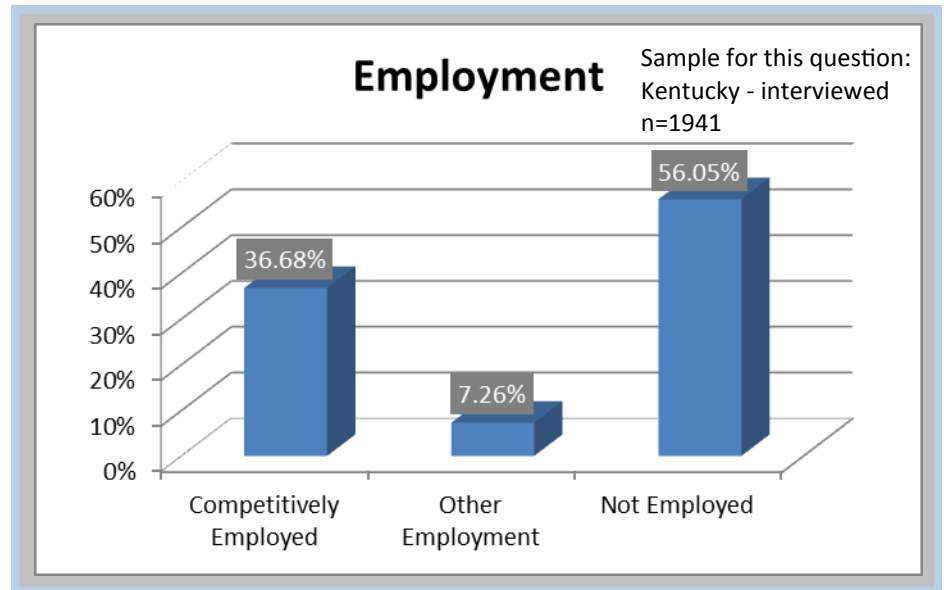
- ◆ **Barriers faced in post-secondary education**
 - Unaware of services that could be provided
 - Need for more accommodations, especially tutoring
 - Lack of services for hearing impaired students
 - Behavioral difficulties
 - Financial strain, and lack of financial skills
 - Course specific difficulties
 - Time management
 - Transportation difficulties
 - Unavailability of more convenient schedule (night courses)

- ◆ **Factors influencing not enrolling or leaving post-secondary program**
 - Difficulty of program
 - Substance abuse
 - Pregnancy / family responsibilities
 - Change in plans / career / major
 - General dislike of program
 - Financial difficulties
 - Not ready at this time / waiting

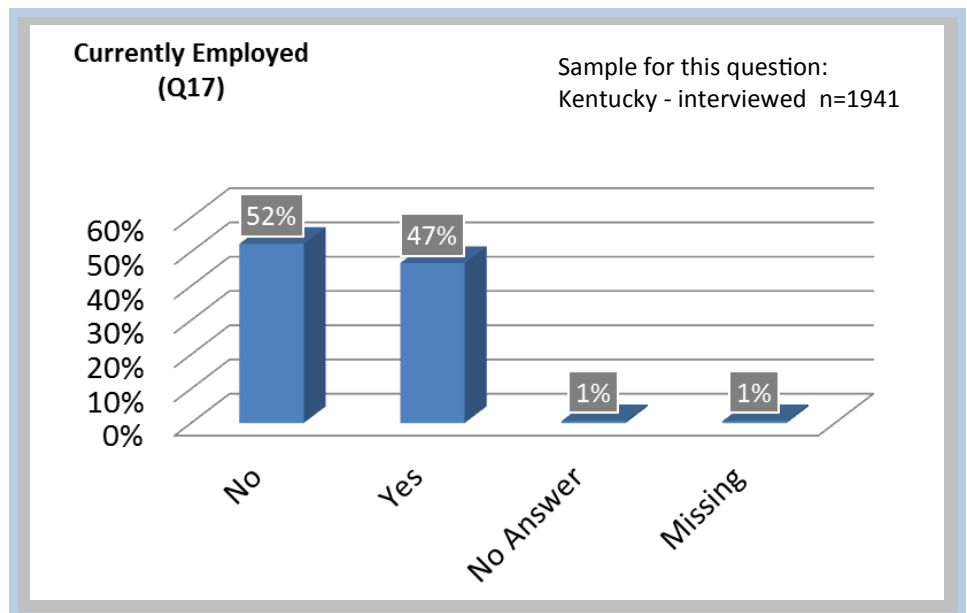
Employment ~

Competitive Employment means youth have 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 days at any time in the year since leaving high school. This includes military employment.

This chart represents the post-secondary education outcomes as defined by the National Post School Outcome Center (NPSO) relevant to the Office of Special Education Programs (OSEP) Indicator 14



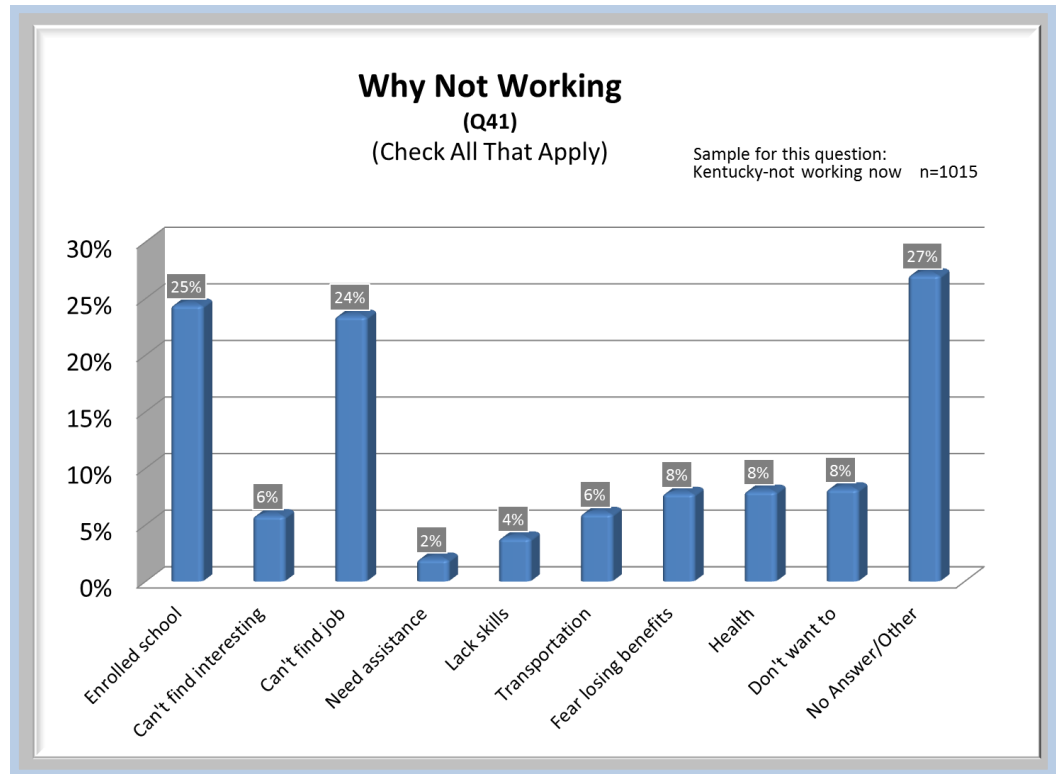
‘ This 47% of Exiters reported currently working for pay at the time of the interview ’



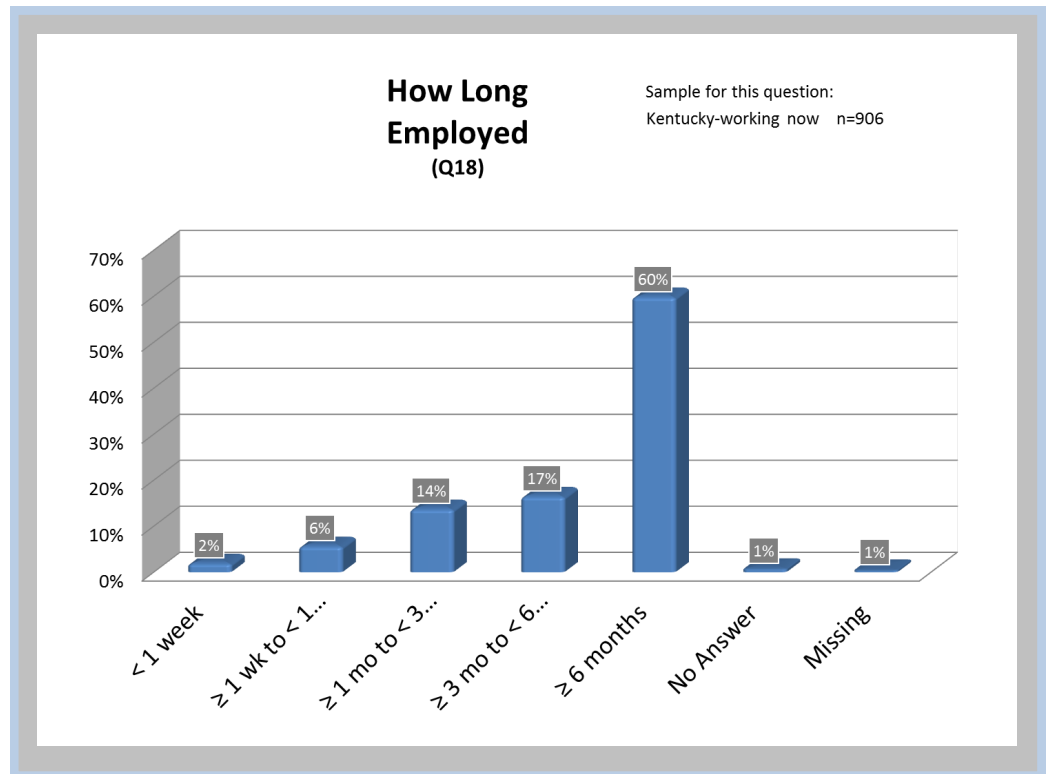
➡ Data for the general population demonstrate that 55% of 2003 high school graduates were employed by the following fall, including 42% of those who were going to college and 78% of those who were not (Bureau of Labor Statistics, 2004b).

*The 2010 KyPSO measure did not capture workplace integration

6 Of the Exiters who reported not working, 25% reported not working because they were enrolled in school while 24% said the reason for not working was that they could not find a job.



6 60% of Exiters who reported being employed had been employed 6 or more months





Although the number of functional domains affected by a youth's disability reduces the likelihood of employment, high social skills, experience gained in previous employment, and increasing age positively affect the likelihood that youth with disabilities are employed (Newman, L., et al..(2009))



→ Students were given the opportunity to include comments about their experiences with employment and seeking employment. Some of these comments, edited for clarity include:

◆ **Type of job**

- Automotive
- Childcare/Daycare
- Food service
- Military
- Landscaping

◆ **Factors affecting not working/not working more**

- Education (also pursuing)
- Lack of childcare
- Legal/institutional barriers (age, probationary period)
- Inability to find a job
- Transportation

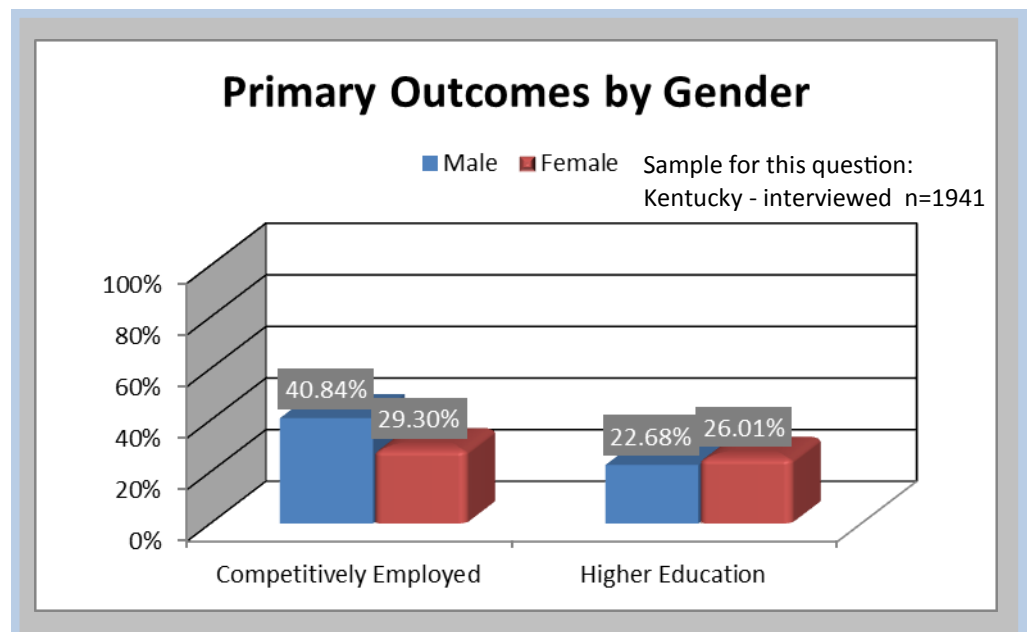
◆ **Factors influencing desire to obtain employment**

- Family, Friends, Teachers, Counselors & mentors
- To attend college or a summer job while in college
- Work Transition Programs (Ahrens/CBWTP)
- Job coaches, Family consumer & co-op classes
- Poverty, responsibilities, expenses
- Pride, to gain independence, better future & life
- Purchase transportation and insurance
- Social aspect of meeting and being around people
- Serve my Country, ROTC and recruiter

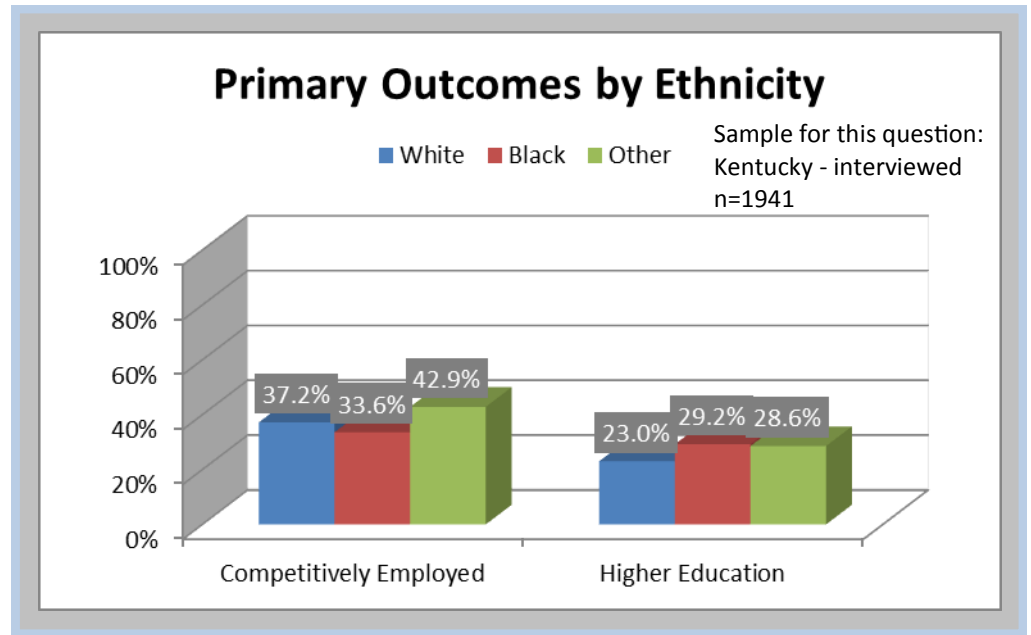
◆ **Accommodations which might have made employment possible**

- Tolerant work environment
- Personal assistance
- Communication technology/interpreter
- Child care
- Ability to retain benefits while working (SSI, Medicare)
- Transportation issues
- More involvement from OVR

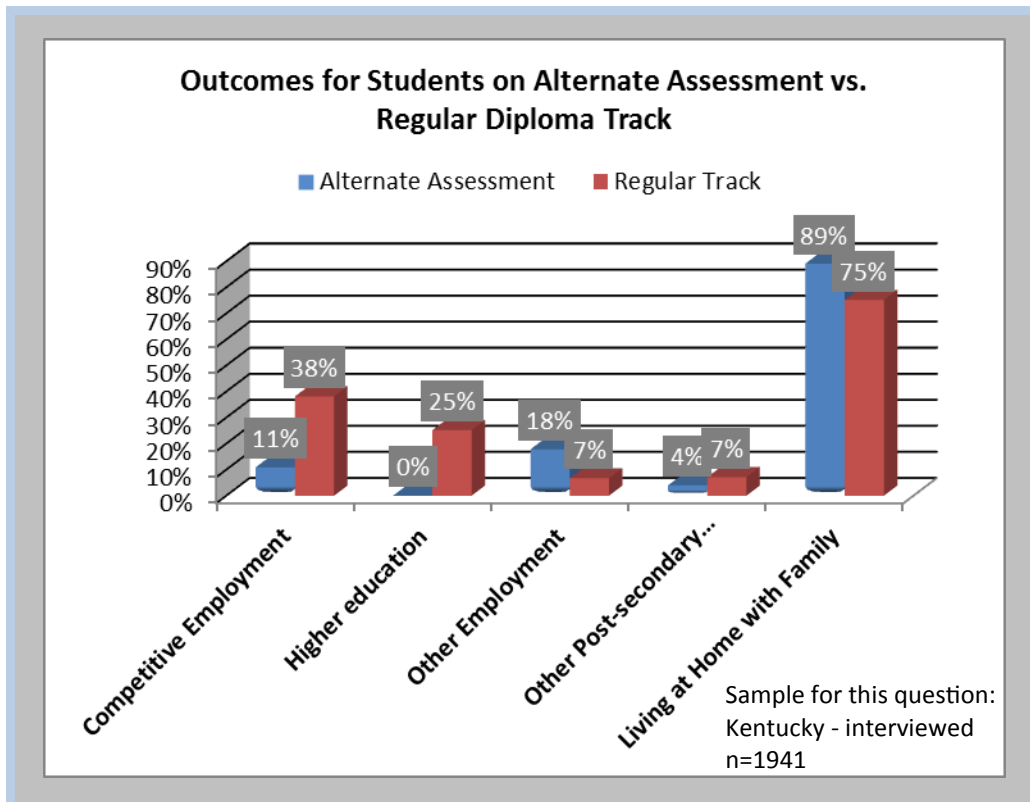
‘Males tended to be competitively employed at higher rates than females while females were more likely to be enrolled in higher education.’



‘African American (Black) Exiters were more likely to be enrolled in Higher Education.’



While national data support the connection between higher education and better employment outcomes, it is troubling that the overall proportion of youth with ID receiving postsecondary education remains significantly low (Migliore et al.). Of the 182 of former students interviewed who exited with a Certificate of Attainment during the 2008-2009 school year, none reported enrollment in higher education.



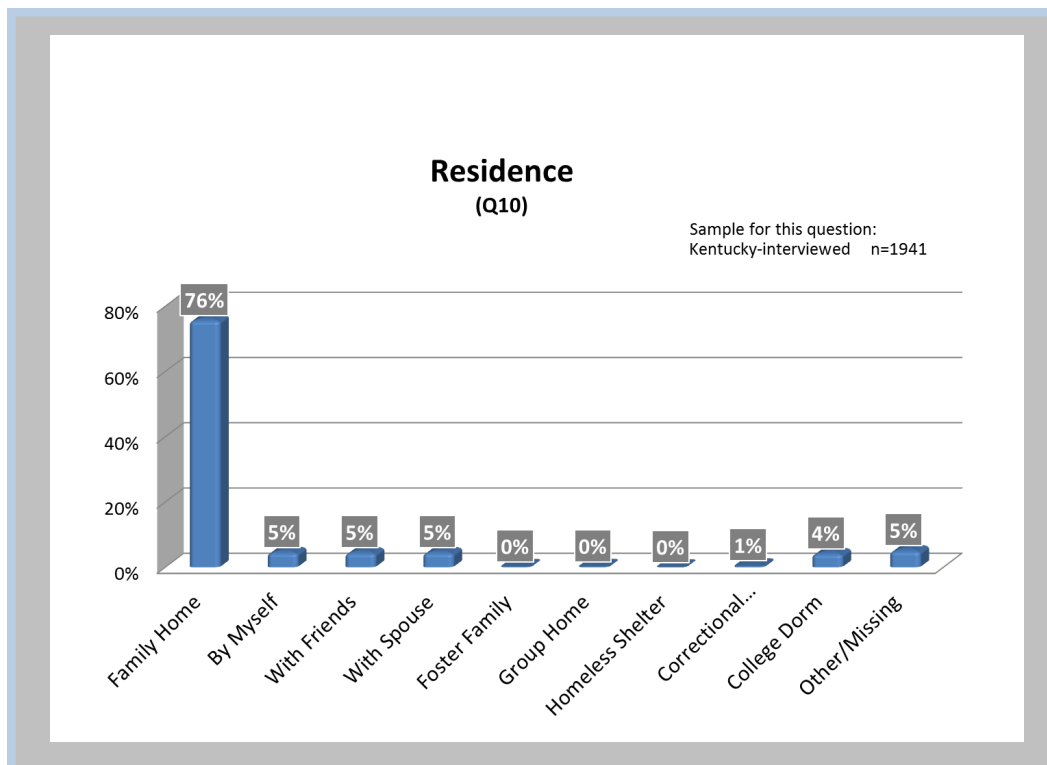
Community Engagement ~

Certainly post high school outcomes of postsecondary education and/or employment are important for youth with educational disabilities. However, the field of disability takes a broader perspective in terms of what constitutes a successful transition and also looks at involvement with ones' community.

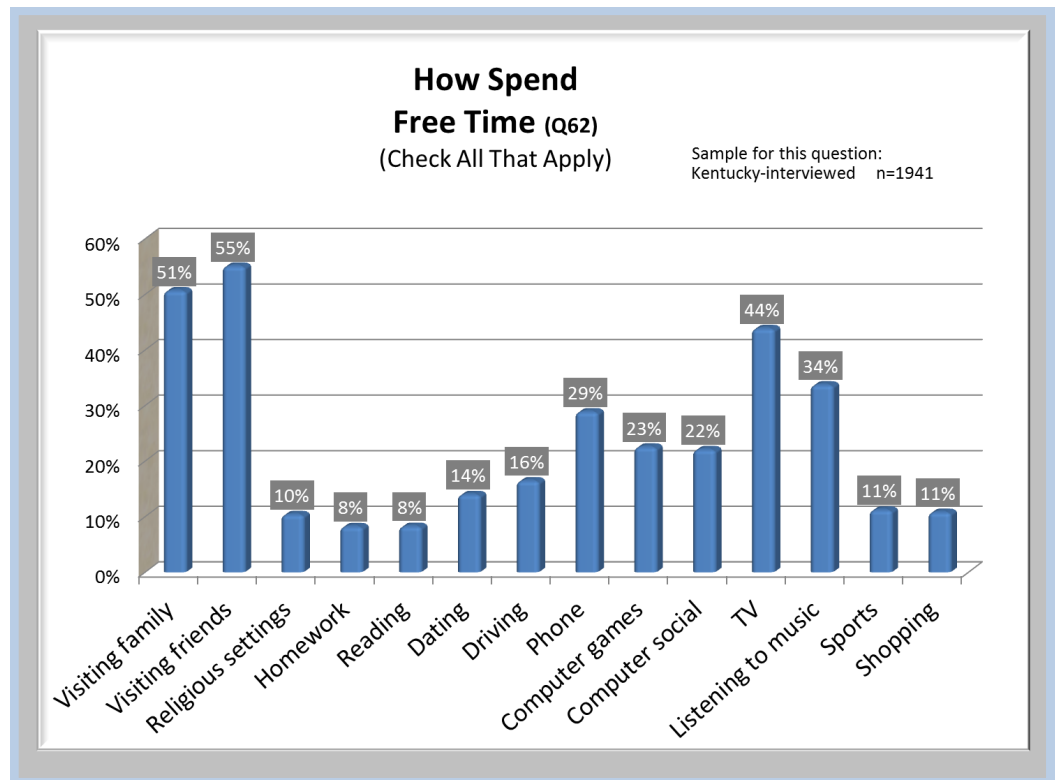
KyPSO examines Community Engagement by looking at Exiters place of residence, social and recreational activities, and overall quality of life.

➡ Living Arrangements One Year After Exiting High School

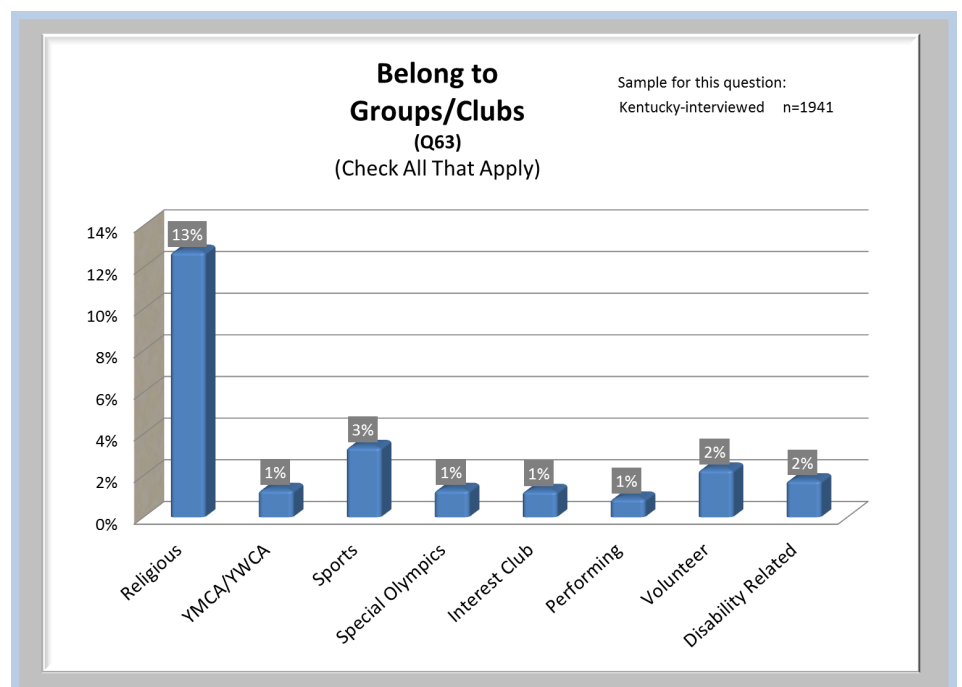
- ◆ 76 % of Exiters reported living in their family home
- ◆ 5 % reported living with a spouse
- ◆ 5 % reported living alone
- ◆ 5 % reported living with friends
- ◆ 4 % reported living in a college dormitory
- ◆ 1 % reported living in a correctional facility



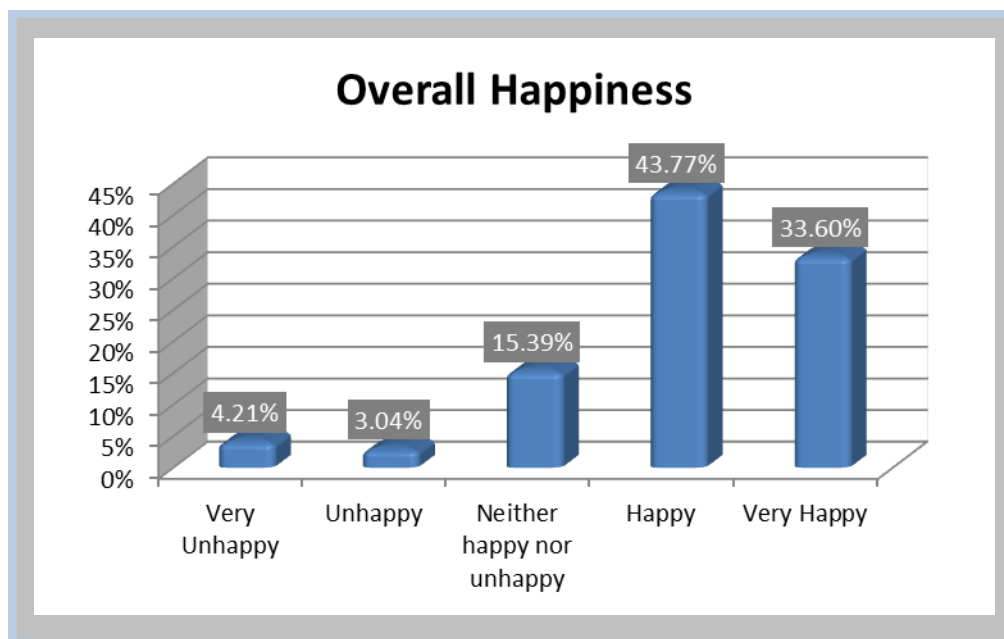
Of the 1,941 Exiters interviewed, 55% reported spending their free time with friends and 51% reported they spent their time with family.



When respondents were asked whether they belonged to any community groups, 64% reported that they did not while 13% reported belonging to a religious group.



6 We conceptualize quality of life by a five point Likert Scale which measures overall happiness. This chart shows the results of that scale for 2008-09 Exiters'



“Quality of life is the combination of objectively and subjectively indicated well-being in multiple domains of life considered salient in one’s culture and time...”
(Wallender, Schmitt, and Koot 2001, p. 574).

➔ Students were given the opportunity to include comments about their overall post-school experience and quality of life. Some of these comments, edited for clarity include:

◆ **Waiting for plans to materialize**

- Mother said she thought son was maturing very well and she is proud of him. He is enlisting in the Navy to finish schooling.
- I plan to start college soon.
- Trying to secure accommodations/finances/requirements to start college.
- General desire, without planning, to attend higher education.
- Ready and willing to work, just waiting to find job
Want to move out (of family home), but can’t find job with benefits

◆ **Barriers to greater quality of life**

- Caring for children takes up time
- Lack of adequate transportation/driver’s license
- Service and supports not as readily available as they were in high school

◆ **High school and transition planning**

- Misses high school and wishes it wasn’t over
- Thankful for help in preparing for transition
- Feels that high school does not prepare students for practical aspects of life.
- Praise for specific teachers/schools/programs
- Dreams and plans change
- School did not adequately test and treat dyslexia

◆ **Overall quality of life**

- Since leaving high school things are going great, love college life and living the dream!
- Feel more independent than in high school
- Growing up in more difficult than anticipated
- Disability and/or secondary conditions make full participation in the community difficult
- Proud of success in college/employment/relationships

References

- Migliore, A., Butterworth, J., & Hart, D. (2009). Postsecondary education and employment outcomes for youth with intellectual disabilities. *Think College! Fast Facts, 1*. Retrieved July 3, 2010, from Think College Web site: <http://www.thinkcollege.net/publications>
- 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 (NLTS2) (NCSE 2009-3017)*. Menlo Park, CA: SRI International. Available at www.nlts2.org/reports/2009_04/nlts2_report_2009_04_complete.pdf.
- Wagner, M., Newman, L., Cameto, R., Levine, P, and Garza, N. (2006). *An Overview of Findings From Wave 2 of the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International. Available at www.nlts2.org/reports/2006_08/nlts2_report_2006_08_complete.pdf.

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