



# NEWSLETTER

January 2012

Volume 3

## Kentucky's Post School Outcome Center (KyPSO)

The Kentucky Post School Study (KyPSO) @ the Human Development Institute (HDI), University of Kentucky, is a study conducted on behalf of the Kentucky Department of Education, Division of Exceptional Children Services (KDE/DECS). The purpose of the study is to determine the post school outcomes, one year after their school exit, of former students (FS) who received special education.

2011 was another exciting year for KyPSO! We continued to refine our process for data collection in ways that will make collecting post-school outcome data not only easier but also more meaningful. We finished our fifth overall YOYO administration and our second of a full statewide census of former students with IEP's who exited the previous school year. A Transition Services Inventory was developed to catalog the various transition related programs being offered throughout the state, and a needs assessment was conducted based on the

inventory to determine how frequently these programs are being used. We have worked with the National Post School Outcomes Center to provide districts with a customized Data Use Toolkit, and helped write the Kentucky Continuous Monitoring Process (KCMP) for Indicator 14. We have shared our research and collaborated with school and agency personnel, family groups and members, transition specialists and researchers at the local, regional, state, national and even international levels! We started a blog, a Facebook page, and even have a new logo! And that was just 2011 ... wait until you see what's in store for 2012!

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# Results of 2011 YOYO

Between April and July of 2011 our excellent YOYO Interviewers successfully connected and completed interviews with 2486 former students. This is over 500 more than in 2010. Not only do these individuals invest a substantial amount of time being trained and interviewing respondents, they are extremely valuable as transition specialists – often connecting their interviewees to programs or services that they may not have known existed!

## Indicator 14

The Office of Special Education Program (OSEP) requires that states report annually on three measures of post-school success. These measures are defined as:

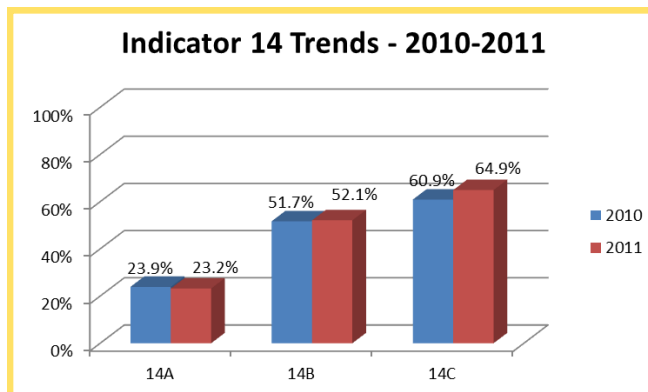
Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- I14A. enrolled in higher education
- I14B. enrolled in higher education *or* competitively employed
- I14C. 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.

Our 2011 findings indicate that roughly 23% of 2009-10 exiters were counted for 14A, 52% for 14B and 65% for 14C. Because this was our second year under OSEP’s new measurement strategy, we can compare our 2010 results to our 2011 results.

While we as a state went slightly down on 14A(higher education), we improved slightly in 14B and by a full 4% in 14C. Still, we see the about



35% of our youth are not engaged in educational or employment related outcomes one year after exiting high school.

## Cross-tab outcomes

While the Indicator 14 data are useful to get a quick snapshot of post-school outcomes, we recognize that the experiences of our youth are far more complex than these measures. One of the first things that we noticed when we began analyzing these types of data is that outcomes are not mutually exclusive. For instance, just because a person is enrolled in higher education does not mean that they aren’t *also* employed. In fact, they usually are! We decided to look at these data another way, and to encourage districts to do so as well. We took the three possibilities for educational outcomes suggested by OSEP (enrolled in higher education, enrolled in some other post-secondary education or training program, or not engaged in post-secondary education), and the three possibilities for employment outcomes (competitive employment, other employment, or no employment), and created a two-dimensional table that shows all possibilities of outcomes.

In this table we used a less restrictive definition of “other employment.” The OSEP definition (which we used for Indicator 14) requires a former student to have worked for at least 90 days. In our cross-tab analysis, we do not apply this restriction. You can see that this makes a big difference – the percent of those not engaged by OSEP’s definition is 35.1%, while in this table it is 24.5%.

## KENTUCKY - 2011 YOYO (2009-2010 school leavers)

	Competitive Employment	Other Employment	Not Employed	Education Totals ↴
Higher Ed	230 (9.3%)	129 (5.2%)	218 (8.8%)	577 (23.2%)
Other Ed	117 (4.7%)	99 (4.0%)	117 (4.7%)	333 (13.4%)
Not in School/Training	600 (24.1%)	366 (14.7%)	610 (24.5%)	1576 (63.4%)
Employment Totals ⇨	947 (38.1%)	594 (23.9%)	945 (38.0%)	<b>2486 (100.0%)</b>

We can see here that the total number enrolled in higher education is the same as what was reported in 14A (23.2%, or 577 respondents). But it be misleading to think of this group as distinctly focused on higher education. Of these 577 former students, 230 are also competitively employed, and another 129 are otherwise employed, meaning that 62% of those enrolled in higher education are simultaneously employed.

Viewing the data in this way allows for another important finding. Our overall competitive employment rate can now clearly be seen to be 38.1%. If we simply subtracted 14A from 14B, assuming that the only difference between the two figures was the rate of competitive employment, we would mistakenly underestimate our competitive employment rate to be 28.9% ( $52.1\% - 23.2\% = 28.9\%$ ). But this misses the important point that 14(a) also includes respondents who are competitively employed if they are enrolled in higher education as well.

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Sorry if we've gotten boring with the crunching of our numbers: the important point here is to recognize, and plan for a complex post-school experience which will likely include *both* educational and employment related outcomes.

There is of course much more going on in former students' lives than just what these measures tell us. Among the most interesting findings related to other YOYO items were:

Among respondents who were employed:

⇒ The average number of hours per week worked was 32

(Continued on page 4)

- ⇒ 36% reported that they would like to work more than they currently are
- ⇒ 70% reported that the either “liked” or “loved” their job

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Among those enrolled in post-secondary education

- ⇒ 25% were pursuing Bachelor’s or Associate’s degrees
- ⇒ 34% were in a certificate program
- ⇒ 32% were auditing or not seeking a degree
- ⇒ Only 47% had contacted their school’s Disability Service Coordinator
- ⇒ Rated both their happiness with their social life, and the extent that they feel a part of their post-secondary experience very highly (4.3 on 5 point scale)

Overall, former students reported very little involvement with support agencies. Only SSI/SSDI and OVR had more than 3% of respondents currently using their services.

## Comments

I have realized that my education at high school was less than helpful. in some way the education I received set me up to fail in college and did "not" prepare me in any way for what was expected of me.

I would love to do mechanic work all the time but there are no schools in this area and I'm not going to leave this area.

Parent feels the high school needed to do a better job of teaching a student with a mild disability how to stand on his own two feet and be more independent. He wasn't prepared to handle college coursework.

Felt the middle school "labeled" son as a bad kid and that sometimes he was provoked so they could call parent to come and pick him up so they would have him out of the school for the day. Some bullying involved also.

I have been on the Dean's List for two semesters and have a GPA of 3.82 at Murray State University.

I have been volunteering since September, 2010, at the school district where I attended school. I have a person that assists me in doing various jobs throughout the district.

Did not get enough transition information for parents (i.e. IQ test for waiver programs needed, etc.) need more information to be prepared for life after high school starting at the middle school level! Parents have a check list with phone numbers!!

Father wanted information about Voc Rehab....student does not want to be labeled special education and therefore refuses to use some of the help available

Student asked about availability of the high school counselor because he is interested in pursuing some type of post-secondary training. He wanted to utilize her assistance in possible placement at local tech school.

## Preliminary findings

We were able to link our 2011 YOYO results to the 2010 KISTS as well as the needs assessment data generated from the Transition Services Inventory to look at factors which predict post-school success. Here are what we found to be the top positive predictors for employment & education:

- ◆ Obtaining Competitive Employment
  - ◇ Working during high school
    - ⇒ A HUGE predictor! Students working in high school were 3.8 times more likely to be competitively employed a year later than those who didn't work during HS.
  - ◇ Individual student's plan to work after high school
    - ⇒ What's particularly interesting is that having the goal listed on the IEP is not significant. However, a student's response to the question, "Do you want to work after high school?" is a strong positive predictor.
  - ◇ If the district offers Student Focused Summary of Performance, and the Functional Skills Curriculum
    - ⇒ From the Transition Services Inventory, these two programs had significant effects on competitive employment
  - ◇ Being male, and not having autism
    - ⇒ These aren't very malleable, but males fared significantly better in terms of employment, and persons with autism were very significantly under-employed
- ◆ Enrolling in Higher Education
  - ◇ District involves students in transition planning
    - ⇒ This is the #1 predictor of going to college. Students in districts that reported involving them in their transi-

tion planning were 2.6 times as likely to be enrolled in higher ed than students in districts that did not directly involve students in transition planning.

- ◇ Student Desires and Goals
  - ⇒ This time, having higher education listed as an IEP goal was a significant positive predictor. But still not as strong as the students' response to a question.
- ◇ Involvement in Extra-curricular activities
  - ⇒ Students who were involved in extra-curricular activities while in high school were more likely to go on to higher education.

We plan to continue to look at more factors that may predict post-school success, and as we are able to link our data to other sources we should be able to present a more comprehensive view of how many factors contribute to positive outcomes.

## Upcoming Events 2012

### Webinars for LEA data & KCMP:

- 1/18 9:30 a.m.
- 1/24 11:30 a.m.
- 1/27 10:00 a.m.
- 1/27 1:00 p.m.,
- 2/15 10:30 a.m.
- 2/17 2:00 p.m.

### Webinars for YOYO Interviewers:

- 2/3 10:00 a.m.
- 2/7 1:00 p.m.
- 3/5 11:00 a.m.
- 3/14 2:00 p.m.

For more information, please visit  
[www.kypso.org](http://www.kypso.org)

## Changes in Data Collection System

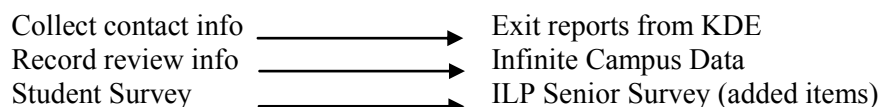
The biggest change for KyPSO in the upcoming year will be a completely revitalized YOYO. One of the biggest issues in previous years has been some degree of uncertainty about who exactly is eligible to be interviewed and who is not. In some cases this has meant that former students who really shouldn't have been interviewed were mistakenly contacted. In more cases, former students who should have been contacted were not. Both of these types of confusion resulted in less than fully complete pictures of our true population: former students with IEP's who exited public schools during the previous school year by means of graduation, certificate of attainment, ageing out or dropping out.

Last year we instructed school districts that these former students should be identified by their exiting reports. Midway through the reporting period we obtained exit reports from KDE and shared the relevant data with districts. It was clearly a step in the right direction, but we decided to take a giant leap next:

Starting in April of 2012, when this year's YOYO window opens, we will tell districts exactly who they need to interview. In fact, when registered interviewers log in to our Data Collection System, they will see a list of every former student that they are responsible for. Better still, we will pre-populate this list with contact information so the interview should literally just be a click (or phone call) away. In making these changes we should see a dramatic increase in the number of interviews completed, and a database of responses that is more representative of the population we are interested in.

Our ability to make this change has come about through many conversations with our data-friends at KDE. As we have continued to work with our colleagues in Frankfort we realized that we would be able to streamline our data collection process to make it both easier to use and more rich to analyze. The fact that we can now pre-populate the YOYO with these data is just one point in this process. Other data will allow us to look at student and district level factors which may be predictive of post-school success. One important outcome of this is that...

There is no longer a KISTS! 2011 was the final year of the Kentucky In School Transition Survey. We realized that we could get the information from other sources, and will start doing so this year. In the past, the KISTS served three purposes: to allow districts to collect contact information for the YOYO; to gather information from student records; and, to survey students about their time in school and transition plans. We have filled all three needs as follows:



In addition to the ease of using this approach, we will also gain new information from the ILP Senior Survey that we can use to compare the responses from students with IEP's to the general education population. The transition related items which we have asked KDE to add are really good measures of transition planning for everyone. Comparing these populations is something that we've never been able to do before, and are very excited to have this door open.

One more change to our 2012 Data Collection System is a change in the content of the YOYO. It is now dramatically shorter and more straightforward. Six years of analyzing these results has made us realize what the most important things to focus on are – and the new YOYO will do just that. We've simplified many of the education and employment items, changed our items about helpful classes, people and agencies, and asked more pertinent items that indicate community involvement. We're still excited about last year's data ... I can't wait to see next year's!

# Meet the Staff. . . .



*Beth Harrison*

Beth was KyPSO before KyPSO was, well, KyPSO! She has been working in the field of secondary transition for students with disabilities for over 20 years. Beth is the go to person if you need to know anything about state and national policy related to transitioning youth, and/or programs that can help encourage successful post-school outcomes.

*Tony LoBianco*

Tony joined the KyPSO team then it became apparent that we would be doing a lot of research! He loves asking questions, and is responsible for ensuring that our data are capable of answering those questions. If you have questions about how our data are generated, can be used, and relate to other data and research than Tony is the guy to talk to.

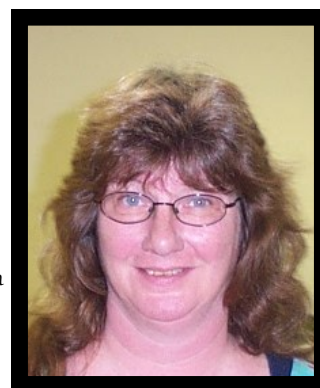


*Dana Manning*

Dana came to KyPSO so that we could expand our abilities to analyze and report our findings. She is our reporting guru and does an amazing job of putting our findings in a user-friendly format. If you're not sure about something that you find in your YOYO report, Dana is the person to contact.

*Judy Johns*

Judy is the center of the Kentucky Post School Outcomes Center! She keeps us organized and on task. Judy is in charge of our website and Facebook page, she puts our newsletter together and ensures that everyone can connect to our webinars. Whether you're looking for general information about KyPSO, or technical information about how to connect with us, Judy is the person to contact.





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