

# Kentucky Post School Outcomes Center

**2018**  
**Annual Report**

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## Introduction

The Kentucky Post School Outcomes Center (KyPSO) is the Kentucky Department of Education's contractor for the collection of data on post school outcomes for students who, at the time they left high school, had an IEP. This includes the federal requirement for indicator 14 under IDEA as well as other post school outcome data that are necessary and appropriate to improve transition services for youth with disabilities throughout the state of Kentucky. Data are collected through the Youth One Year Out (YOYO) former student interview developed by KyPSO and administered by district level personnel who are trained by KyPSO. The YOYO is pre-populated with demographic information provided by the state and includes a series of questions related to post school employment and education; factors contributing to a student's personal experiences; involvement with agencies; living arrangements; and community engagement. The YOYO also asks for general feedback regarding how former students' high school prepared them for adult life. All former students who exited public high schools in Kentucky during the 2016-17 school year and had IEPs in place at the time of exit were attempted to be interviewed. Because the YOYO includes student identification numbers KyPSO is able to link findings from the YOYO to other databases to identify malleable factors related to post school success.

## Response Rate and Representativeness

The response rate for the 2018 YOYO was 55.7%. Previous administrations of the YOYO have had response rates between 57% and 60%. We believe that response rates in this range are good for a telephone interview given to young adults, and that our rates are favorable when compared with other states. KyPSO has worked in the past year with the Department of Education as well as school districts to stress the importance of collecting more accurate and up-to-date contact information for exiting students. Doing so will help in alleviating what interviewers report is the leading cause of not being able to conduct interviews, which is not being able to contact for students.

KyPSO tracks representativeness of the YOYO by the numbers in our target population (all eligible former students who had an IEP at the time of exit) to the numbers that responded to the interview. The table below displays how close these two groups were proportionally for several important subpopulations. Respondents were representative (within 3 percentage points) of the population in terms of gender and disability; however, in terms of race and exit from high school, African-Americans and dropouts were underrepresented. Contacting dropouts has consistently been a problem when collecting post school outcome data. Because the interview is voluntary for former students, there is no way to compel dropouts to respond. Improving contact information will be one potential way of improving responses on dropouts; however, it is likely that persons who exited high school by dropping out are less willing to be contacted by their former school district to complete an interview. Recent changes in the state's law that prohibit students from dropping out of school

before the age of 18 will likely decrease the number of dropouts in our population. Still, it is important when reviewing YOYO data to keep in mind that dropouts were underrepresented and therefore the data presented is representative of a sample that is likely to have better or worse outcomes than the overall outcomes of the full population. We also examined geographic representativeness by comparing response rates to population rates in each of the state's nine educational cooperative regions. Eight regions had response rates within three percentage points of their population. One urban region was slightly under-represented.

<b>Kentucky YOYO 2018</b>	<b>Target Group</b>	<b>Respondents</b>	<b>difference from target</b>
Female	31.7%	31.9%	0.2%
African-American	15.0%	11.8%	-3.2%
Dropped Out	12.3%	4.9%	-7.4%
Mild / Functional Mental Disability	24.0%	25.3%	1.4%
Emotional-Behavioral Disability	10.5%	8.8%	-1.7%
Specific Learning Disability	26.4%	25.3%	-1.1%

## Indicator 14

Federal data collection requirements mandate that states report the “percent of youth who are no longer in secondary school, had IEP’s 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” (20 U.S.C. 1416(a) (3) (B).

### *Definitions*

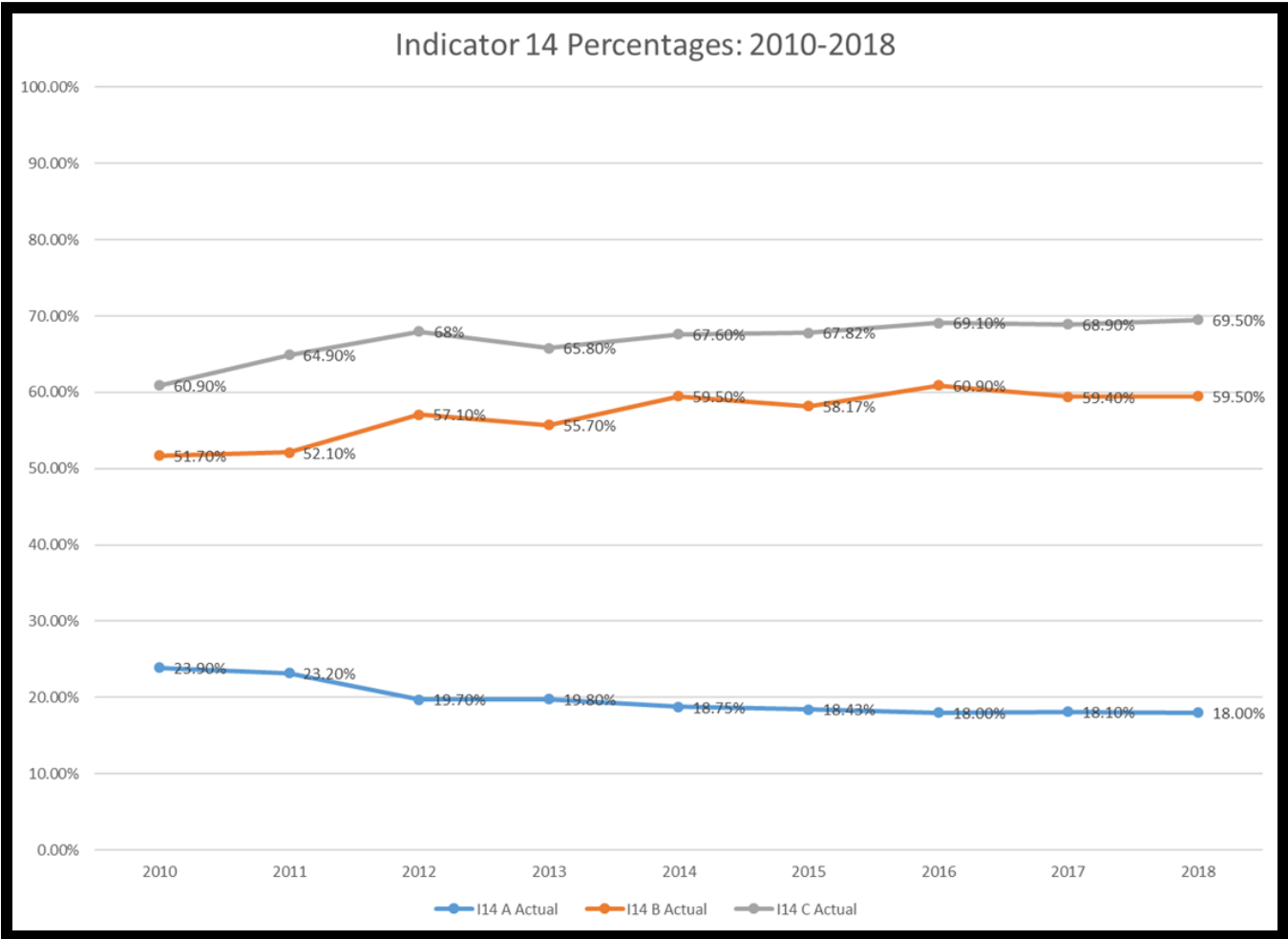
- A. *Enrolled in higher education* means youth have been enrolled on a full- or part-time basis in a community college (2-year program) or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.
- B. *Competitive employment* means that 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.
- C. *Enrolled in other postsecondary education or training* means youth 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).

*Some other employment* means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

"Former students who received special education" are defined as those students, with IEPs, who exited school one year prior with a standard diploma, a certificate of attainment or alternate diploma, dropping out, or aging out.

The 2018 YOYO data based on 2534 respondents show a rate of 18.0% for Indicator 14A, 59.5% for 14B, and 68.5% for 14C. The chart below shows how Indicator 14 data have changed since 2010. 14A, which is solely higher education has seen a slow but steady decrease over this time but remained virtually even in the past year. 14B, which includes competitive employment has improved over this period, but dropped a bit in the most recent year. 14C has remained consistently between eight and 10 points higher than 14B, which indicates that approximately 10% of former students with IEPs go on to noncompetitive employment or postsecondary

education that is not a two or four-year college or university within one year of leaving high school. Over 30% of former students report being unengaged in any post school outcome related to education or employment.



KyPSO believes that it is important to examine the intersection of these two important dimensions of post school success. The chart below shows how education and employment outcomes intersect. One can see again that 18.0% of former students went on to higher education, but also that many (186) were at the same time competitively employed. Adding in those who were employed non-competitively (71) one can see that over half of those former students who have gone on to higher education are employed in some manner. This number has risen somewhat in the past year. Alternatively, we can see that the majority of those who are competitively employed are not in any school or training program. The implications for this are clear: if a young person is planning on furthering their education after leaving high school, instructional personnel should bear in mind that they will likely be working in some capacity as well. For those with employment as their primary post school goal it is more likely that they will not additionally be pursuing education after high school.

<b>KENTUCKY 2018</b>	Competitive Employment	Other Employment	No Employment	<i>Education Totals</i>
Higher Education	186 (7.3%)	71 (2.8%)	198 (7.8%)	455 (18.0%)
Other Education	78 (3.1%)	19 (0.7%)	72 (2.8%)	169 (6.7%)
No Post-Secondary Education	975 (38.5%)	162 (6.4%)	773 (30.5%)	1910 (75.4%)
<i>Employment Totals</i>	1239 (48.9%)	252 (9.9%)	1043 (41.2%)	2534 (100.0%)

### *Disaggregated Outcomes*

Whenever possible KyPSO aggregates findings by demographics of interest. The following table considers five non-mutually exclusive outcomes: higher education, other education, competitive employment, other employment and non-engagement. A respondent can, and often does, get counted in both an educational and employment outcome. When examining outcomes by gender we can see that females fare about 9% better than males in terms of educational outcomes while males fare about 7% better in terms of employment outcomes. Largely driven by the differences in employment outcomes, females are 5% more likely to be not engaged one year after exiting high school. We cannot tell from our data whether differences and employment outcomes are related to the types of jobs that are available, the type of training that young persons are receiving or some other set of factors. Over two thirds of the former students in our population are male.

Black students fared better in terms of competitive employment and enrollment in higher education than White students this year, a trend that had been seen in our data previously. African American students (12.1%) were also more likely to be non-competitively employed than were White students (9.7%). Higher education rates for African-Americans have exceeded those of Whites for students with IEPs exiting in Kentucky ever since the YOYO first began. KyPSO staff have attempted to isolate the cause for this and have not yet been able to do so. One potential hypothesis is that African-American students are over identified for special education and thus have outcomes more representative of students without IEPs. However, our attempts to analyze this have not shown a correlation between identification rates at the district level and outcomes. Further, the phenomenon seems to be specific to higher education as employment levels have historically been very similar.

Hispanic students had far better competitive employment and educational outcomes than any other sub-group we examined. Hispanic students have tended to have more positive outcomes across the years. This may be

due to the fact that just under half of the respondents were identified as having a specific learning disability, a disability category with the highest positive outcomes, compared to 25% or lower for white and black students.

Not surprisingly, non-engagement rates for whites are the highest (31.4%) while rates for African-Americans are 25.8% and the rate for Hispanics is the lowest at 23.0%. There were not enough former students of other ethnicities to be included in this table.

Differences in outcomes based on a former student's primary disability classification are striking. Due to space limitations we have only included four disability types in the table below. Students with Specific Learning Disabilities fare better in terms of higher education and competitive employment, and are the least likely to be not engaged. Students with Functional Mental Disabilities fare poorly in both higher education and competitive employment. They are however the most likely to engage in "other employment" which is often based in a segregated setting. Almost three-fourths of students with FMD are not engaged in any educational or employment outcome. Although the numbers for students with FMD enrolled in higher education are discouragingly low, it is important to note that there are some students with this disability that have managed to enroll in higher education. Perhaps the most interesting disability is autism. In terms of higher education, persons with autism have among the best outcomes (23.83%). However, rates for competitive employment among respondents with autism are among the worst at 16.9%. For most disability types these two outcomes are positively correlated with each other, for persons with autism the opposite is true. Persons with orthopedic impairments follow a similar pattern with 45% going on to higher education while none went on to competitive employment this year. Persons classified as having multiple disabilities have poor outcomes on both dimensions (5% higher education, 17.5% competitive employment). Respondents classified as having "Other Health Impairments" have generally positive outcomes (22.2% higher education, 58% competitive employment). Most other disability types have too few respondents in order to make meaningful inferences about their outcomes.

A final way in which KyPSO disaggregated outcomes is based on manner of exit. Because students who exited by aging out and those who exited by receiving alternate diplomas are indistinguishable based on our data we combine them into a single category. It is fair to assume that all members of this group are on the alternate diploma track. It is not surprising that those who graduated with a regular diploma have the best outcomes. Students who exited high school by dropping out are obviously very unlikely to enroll in higher education, but have considerably higher competitive employment rates than those who exited from the alternate diploma track. More than two-thirds of students on the alternate diploma track are unengaged a year after exiting high school. These trends have remained in place for several years.



Outcome	Higher Ed	Other Ed	Competitively Employed	Other Employed	Not Engaged	Total
<i>Gender</i>						
Male	15.0%	6.7%	51.5%	9.7%	29.0%	1726
Female	24.3%	6.6%	43.3%	10.5%	33.8%	808
<i>Race /ethnicity</i>						
White	17.7%	7.0%	48.2%	9.7%	31.4%	2088
African American / Black	19.5%	4.4%	52.0%	12.1%	25.8%	298
Hispanic	20.7%	6.9%	60.9%	6.9%	23.0%	87
<i>Disability Category</i>						
SLD	24.0%	7.6%	67.2%	7.6%	15.3%	641
EBD	14.4%	5.0%	53.2%	8.1%	30.6%	222
MMD	10.6%	7.1%	46.3%	9.8%	35.0%	492
FMD	2.0%	3.3%	10.0%	14.0%	71.3%	150
Autism	21.3%	7.7%	16.3%	14.9%	47.1%	221
<i>Manner of Exit</i>						
Regular Diploma	21.1%	7.0%	54.4%	9.5%	24.3%	2119
Alt. Diploma / Aged Out	2.8%	4.8%	8.2%	14.8%	71.0%	290
Dropped Out	0	5.6%	49.6%	6.4%	42.4%	125

One of the strengths of the YOYO is that it allows us to probe deeper into a young person's outcomes. We did this by asking a series of follow up questions in the areas of employment, education, and community living.

#### *Follow-Up Questions Related to Employment and Unemployment*

We recognize that according to the federal definition a person could be considered employed (either competitively or other), if they have worked for a total of at least 90 days since leaving high school even if they were not currently employed at the time of the interview. Of the 1690 respondents who indicated that they had had a paying job at some point since leaving high school, 1491 met the federal definition for employment. We asked all the respondents (1690) if they were still working, 83% (1402/1690) indicated they were employed at the time of the interview. This indicates that 55% of all students who left high school with an IEP one year ago are currently working for pay.

For a young person with a disability, finding and maintaining a job can be dependent upon employment supports. We asked respondents who indicated that they have been employed since leaving high school whether or not they received any of the following support/accommodations at their job: Job Coach; Personal Assistant; Special Equipment; or other accommodations. 13% of the respondents who had been employed indicated that they had used a job coach. Very few (< 1%) indicated the use of a personal assistant or special equipment.

We also asked respondents who had been employed how interesting they found their job. 61% indicated that they found it very or somewhat interesting, while only 11% indicated that they found it not very interesting or not interesting at all.

We asked students who reported that they had not been employed since exiting high school an additional question, “What is the main reason you are not working or not working more hours?”, and 1729 responded. Almost one quarter of the respondents stated that they are going to school; one fifth stated that they are out of work, looking for a job or not able to find a job; 16% reported work time was limited by the position for which they were hired; and 7.4% reported severity of their disability as the reason. Other respondents mentioned reasons that included health issues, childrearing, lack of transportation, volunteering without payment, not interested in working, satisfied with current working conditions, and taking a break before enrolling in college.

Another question we asked was whether respondents contacted the Office of Vocational Rehabilitation since leaving high school. For respondents who contacted OVR, we asked what kind of help they were getting. The majority of respondents who contacted OVR reported receiving assistance with finances (13.9%) and pre-employment services (39.5%) such as career counseling, job search, and job placement. Other assistance received from OVR included: job coaching, job training, supported employment, assistance with postsecondary education, and accommodations. Results indicated that only 8.2% of respondents had contact with OVR. Given that a significant number of respondents indicated that they could benefit from resources and supports (e.g., assistance with job search, job coaching) that would have made it possible for them to work, it is unclear why they have not accessed these services from OVR. More education and communication about the services provided by OVR with students and parents may improve utilization of those services.

### *Follow-Up Questions Related to Postsecondary Education*

For respondents who indicated that they had gone on to some form of postsecondary education we asked what type of school or training program they had enrolled in. The highest number (39%) indicated that they had enrolled in a two-year college; 28% indicated a four-year college; 14% indicated enrollment in a Vocational School; 12% indicated that they were enrolled in some type of short-term program, while 2% indicated that they were pursuing some form of adult education or GED. We also asked what degree they expected to get when they were finished with school. 31% indicated a Bachelor’s degree and 24% indicated that they were pursuing an Associate’s degree. 22% indicated that they were in a certificate program, while 11% indicated that they were not degree seeking, including those who were auditing classes.

To understand experiences of students who were attending postsecondary education we asked additional questions. When asked what, if any, problems they have faced in their postsecondary school/training program, 60% of respondents reported that they did not experience any problems. However, 16.7% of respondents stated that they had academic problems (e.g., difficulties with coursework), 6.8% reported that they had

difficulty accessing needed supports (e.g., transportation, financial aid, accommodations), and 6% reported having difficulty adjusting to college life (e.g., lack of social support, work-school balance). Other difficulties experienced included difficulty with choosing a major, large class sizes, the pace of lectures, not being able to get services from OVR, mental or medical problems, and becoming a parent.

These difficulties may have been mitigated by supports from disability services coordinators, yet only 44% of those who went on to postsecondary education had contacted their Disability Services Coordinator. This number has been going down slightly over the years that we have been measuring it, and we believe it is an important indicator for educators to be aware. We recognize that some students may not be comfortable, or even feel liberated by not disclosing their disability to their college or university, however it is important to realize the services and accommodations that may not be available to someone who chooses not to do so.

We also asked young people who are enrolled in postsecondary education where they live when their school is in session. Two thirds indicated that they live with their family. While it is tempting to believe that “going to college” involves a residential experience whereby young persons may learn valuable social skills including independent living while in a relatively safe environment, educators should be aware that for most of this population their residence is likely the same as it was while they were in high school.

For students who did not go on to postsecondary education we followed up by asking the reasons for not continuing their education. Among 1697 respondents who answered this question, 28% did not want to go to school and another 28% had to work. Some respondents (7.4%) explained that they wanted to work and save money to go back to school later. It is worth noting that 6.7% of students indicated a lack of support for school including, but not limited to, a need for extensive supervision, financial help/affordability, and transportation. Other reasons for not enrolling in postsecondary education included: medical problems, severity of their disability, not having a high school diploma, joining the military, taking a break from school and work, pregnancy or caring for child or other family members, incarceration, social anxiety, not interested in moving away from family, and not having assistance from OVR. A number of students reported that their parent or guardian did not want them to go to school, while a few respondents said that they are “not smart enough for school.” Similar to employment options, more accommodations and supports may be needed to increase enrollment in postsecondary education. Additionally, mentorship and encouragement from teachers and counselors during high school may improve self-efficacy and increase young people’s interest in pursuing higher education. Parents may need to be educated on the availability of accommodations, support services, and the importance of integrating their child into the larger community so that they can be a productive member of the society.

For respondents who indicated that they dropped out of high school without graduating, almost all (90%) agreed to share their reasons why. One in two respondents said that they did not like school, which is almost doubled compared to last year (26%). Others reported they were failing (21%), were pregnant or had childcare issues (11%), or were in trouble *a lot* (9%). Additional reasons given include had to work, lack of support, personal and family issues, and bullying.

In order to reduce the dropout rate of high-school youth with disabilities, we followed up by asking respondents “What might have helped you stay in school?”. Among the 110 respondents, 29% said that more relevant/real-life classes might have helped keep them in school. While 27% stated flexible hours. Other ideas included teacher preferences (if I had had..., or if I had not had...). Other students indicated they could continue high school education if they had more support from family and/or friends, they had childcare, they could participate in distance learning, or their health improved.

### *Community Participation*

The format of the YOYO allows us to gather details on community participation that, along with employment and post-secondary education, gives us a broader picture of students’ post school outcomes. Two items that we think are relevant are whether or not a young person has a driver’s license and are registered to vote. Half of our respondents indicated that they did have a driver’s license, while 55% indicated that they were registered to vote. Although the national trend for young persons with driver’s licenses has been dropping for years, the rate of our respondents is well below the overall national average (with and without disabilities) of 69% (Sievak and Schoettle, 2016). On the other hand, our respondents may be ahead of the general population in terms of voter registration, as Kentucky’s general population of 18-24 year-olds report a 42% registration rate (US Census Bureau, Current Population Survey 2014). This also represents a substantial increase from last year’s figure of voter registration. While a larger percent of our population may be less engaged than their non-disabled counterparts, our data suggest that they are not less interested.

We also asked respondents where they lived for most of the past year. The vast majority (79%) indicated that they live with their family. 6% indicated that they live with a spouse or partner. 4% indicated that they live with friends, while another 4% indicated that they live alone. 6% indicated that they lived most of the previous year in a college dormitory or military housing. Roughly 1% indicated that they lived in a foster/group home, a shelter/correctional facility, or had unknown whereabouts.

The YOYO also included additional questions about life after high school. Students were asked about the most important thing from high school that helped with their life after high school. The majority of students reported that the help and encouragement they received from teachers and other staff (e.g., coaches, guidance counselors, speech therapists, principals) were most helpful. They reportedly benefited greatly from many of their classes, particularly math, English, agriculture, welding, and other trade school classes where they had the opportunity for hands-on learning. Students also highlighted the benefits of the social aspect of high school including support from friends, social interactions, and involvement in extracurricular activities. Others stated that they liked the smaller classes, accommodations, getting extra support from teachers and support staff, and earning their high school diploma.

Students who had not been employed or enrolled in further education since high school were asked how they spend their time. Two thirds of these students responded, with the vast majority (90%) indicating that they spend their time at home. Just under half of the students who spend time at home indicated that they help with family chores or caring for family members. Since students were able to give multiple answers, almost half of the respondents reported spending time on hobbies, including community organizations and church groups. Others reported spending time at appointments (< 20%) and working without pay outside the home (8%).

Part of the YOYO involves the interviewer having the opportunity to share information with the respondent. We asked interviewers to note at the end of the interview what information they shared with the interviewees. Information about Vocational Rehabilitation was shared with 17% of the participants. This is encouraging, not only because it is hopeful that these young persons will then get the supports that they may be lacking, but because it indicates that school systems and their personnel are still invested in their former students with disabilities. 17% of interviews ended with the interviewer giving information about their special education transition consultant, which KyPSO recommends is the go to resource when an interviewer is unsure where to direct a respondent. 18% of the participants were provided information about higher education and 17% about employment. Smaller numbers gave information about the Michelle P waiver or Medicare/Medicaid. Interviewers voluntarily gave 23% of the respondent their own information to be used if they needed a resource.

When asked “Is there anything else you would like to add about how things have been going for you since you left school?” Several quotes from respondents provided additional insight into the transition experience of youth with disabilities are presented below:



## ILP Data

We have been able to use data from the ILP Senior Survey for several years for two critical purposes: to examine how in-school factors correlate with post school outcomes; and to examine differences between the experiences of students with and without IEPs. It should be noted that there is no mechanism in place to do this in the future, although KyPSO has made itself available to help facilitate similar data collection for students prior to exit. We do have access to the 2017 ILP data, and are able to make several noteworthy findings.

Not surprisingly, we see that measures of self-determination (measured by the item, ‘to what extent do you feel you are in control of what you will do after high school) and self-advocacy (to what extent do you make important decisions in your life) are significantly and positively correlated with post school success, both in terms of going on to higher education and gaining competitive employment. Students that indicate their plans are to go on to a 4-year college are significantly more likely to do so than those that do not have this plan. Working while in high school continues to be strongly correlated with obtaining competitive employment.

While many of the findings are fairly intuitive, several findings were not at all intuitive and are worthy of note. Planning to enter the workforce was **negatively** correlated with gaining competitive employment. Ironically, planning to go to a 4-year college was positively correlated with a competitive employment outcome. Students with disabilities reported feeling less prepared to enter the workforce than students without IEPs, despite the fact that they were nearly twice as likely to list this as their goal. While working during high school is a strong predictor of later competitive employment, students with IEPs are significantly less likely to have paying jobs while in high school. Students with IEPs were significantly less likely to say they felt there was someone at their school that they could talk to about a personal problem. Additionally, they reported lower feelings of self-determination and self-advocacy than students without IEPs.

## Conclusion

Given the number of years for which we have consistent data we are able to speak with greater certainty about developing trends. The findings from this year’s analysis might best be viewed as a normalization in patterns established from previous years. Prior to this year, the trend seemed to be that young persons are more and more likely to go on to competitive employment outcomes while they are somewhat less likely to go onto education outcomes. Last year we saw a very slight improvement in education outcomes and a decrease in employment outcomes. While students with IEPs still enroll in postsecondary education at levels of less than a four-year college or university, it appears that more are expecting to eventually obtain a four-year degree. The employment outcomes, both competitive employment and noncompetitive employment, has remained steady.

Disparities exist in many outcomes related to gender, disability type and exit from high school. This report highlights some of the disparities and draws some conclusions and assumptions.

*Students with significant disabilities tend to have the lowest percent of successful outcomes and the highest for non-engagement at 70%. Of the students reporting they did not work because of their disability, 70% were students who were identified in the following disability categories: autism, functional mental disability, and multiple disabilities. This may suggest that parents, educators and/or students may not be aware of employment possibilities for individuals with significant disabilities, therefore lacking high expectations for employment. ILP data indicates most of these students do not have paid work experiences while in school; do not have job coaches and accommodations on the work site; and/or have not taken advantage of the resources offered by OVR. This might indicate a need for instruction on self-determination and self-advocacy skills across the grade levels to teach students with disabilities how to advocate for needed supports, resources and accommodations to work as a valuable member of their community. Research consistently demonstrates that these factors can improve outcomes for students with significant disabilities.*

*The ILP data indicated that planning to enter the workforce was **negatively** correlated with gaining competitive employment, however 86% of students who reported in the YOYO that they participated in transition activities while in high school, were either employed, attending college or both. Transition activities reported included taking CTE courses, attending vocational school, working with a job coach, participating in CWTP, learning self-advocacy and self-determination skills, volunteering, and working while in school. This may inform teachers, counselors and administrators of the need to guide students who plan to enter the workforce towards these types of transition activities.*

We are hopeful that this report highlights some findings that will allow educators to make informed decisions to help students succeed. KyPSO staff are available to work with districts, co-ops and the state to identify best practices based on data.

We believe that improved contact information can increase both our response rate and the ability to be representative of our population. We must recognize however that we are all limited by the quality of contact information that districts collect. We also recognize that many students do change contact information and often simply do not wish to be contacted by their former school. Encouraging district personnel to make an effort to get the most appropriate contact information just before the student exits high school, including information from emergency contacts can only help to increase the interviewer's ability to successfully complete an interview.

KyPSO dramatically changed its reporting system last year in ways that we believe will help both educators and related service providers greater access to data from which to make decisions upon. Statewide data, which show the intersection of education and employment outcomes, are publicly available from our website ([kypso.org](http://kypso.org)). These data can be disaggregated by gender, race/ethnicity, disability category and



manner of exit. For those administrators who have created accounts with our system and are eligible to view more granular data, we have made reports available at the district and coop levels, which include a detailed analysis of the items in this report. This reporting system is still new and additional reports are being development. Our staff have been working with districts to show them how to use this reporting system and to gather feedback on ways to make it more useful for them.

The possibility of greater in-school data collection is promising. KyPSO is well situated to coordinate such collection and offer technical assistance to districts for the purposes of data based transition planning.

Although our data are unique to the state of Kentucky many of the best practices related to secondary transitions hold true throughout the United States and elsewhere. We have been praised by our national partners as being among the most innovative in terms of data collection and reporting. We rely heavily on the National Technical Assistance Center for Transition (NT ACT) for our knowledge regarding best practices. We have a great deal of expertise both within KyPSO and HDI at working with schools and school systems, as well as other stakeholders and hope that we will continue to have opportunities to work at all levels to improve transition outcomes for students exiting high school with disabilities.