



Annual Report 2019

Kentucky Post School Outcomes Center

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Introduction

The Kentucky Post School Outcomes Center (KyPSO) is the Kentucky Department of Education's contractor for the collection of post-school outcome data for students who had an IEP in place at the time they exited high school. This includes data related to the federal requirement for Indicator 14 under IDEA as well as other post-school data 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 schools prepared them for adult life. Attempts were made in the spring and summer of 2019 to interview all former students who exited a public high school in Kentucky during the 2017-18 school year with an IEP in place at the time of exit. Because the YOYO includes student identification numbers, KyPSO has the ability to link findings from the YOYO to other databases to identify malleable factors related to post school success, including: LRE data, Pre-ETS data; CTE data, etc.

Response Rate and Representativeness

The response rate for the 2019 YOYO survey was 55.2%. The number of students who exited high school in the 2017-2018 school year was 4493 and of that, 2480 students responded to the survey. Previous administrations of the YOYO have had response rates between 57% and 60%. Even with response rates declining over the last several years, response rates in this

range are acceptable for a telephone interview given to young adults and our rates are favorable when compared with other states. We believe that improved contact information can increase both the response rate and the representativeness of the population of the YOYO. Doing so will help alleviate what interviewers report as the leading cause of not being able to conduct interviews, which is the inability to contact former students.

Therefore, KyPSO worked with the Department of Education, KY Interagency Transition Council, and school districts to identify strategies for collecting more accurate and up-to-date contact information for exiting students.

Having a system in place for district personnel to update contact information just before the student exits high school, such as having students complete a new contact information card at the time of exit, and using social media to announce the start of the survey were two of the strategies identified.

KyPSO tracks representativeness of the YOYO by comparing demographics of our target population (all eligible former students) to that of respondents.

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, race and disability; however, in terms of exit from high school, students who dropped out were underrepresented. Contacting these students 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 with this population; 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. It is important when reviewing YOYO data to keep in mind that students who drop out typically have poor post-school outcomes, which means the data is likely to indicate better outcomes than what they are for the full population. Therefore, it is

important to recognize when a population is under- or over- represented as this can inform how one interprets their data. 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 under-represented.

Kentucky YOYO 2019	Target Group	Respondents	Difference from Target
Female	30.2%	30.5%	0.3%
African American	15.2%	12.2%	-3.0%
Dropped Out	11.1%	4.1%	-7.0%
Mild / Functional Mental Disability	24.2%	25.9%	1.7%
Emotional-Behavioral Disability	9.7%	7.0%	-2.7%
Specific Learning Disability	26.9%	27.0%	0.1%

Indicator 14

Federal data collection requirements mandate that states report the “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" (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 and had similar wages, benefits and opportunities for advancement as their coworkers without disabilities. This includes military employment.

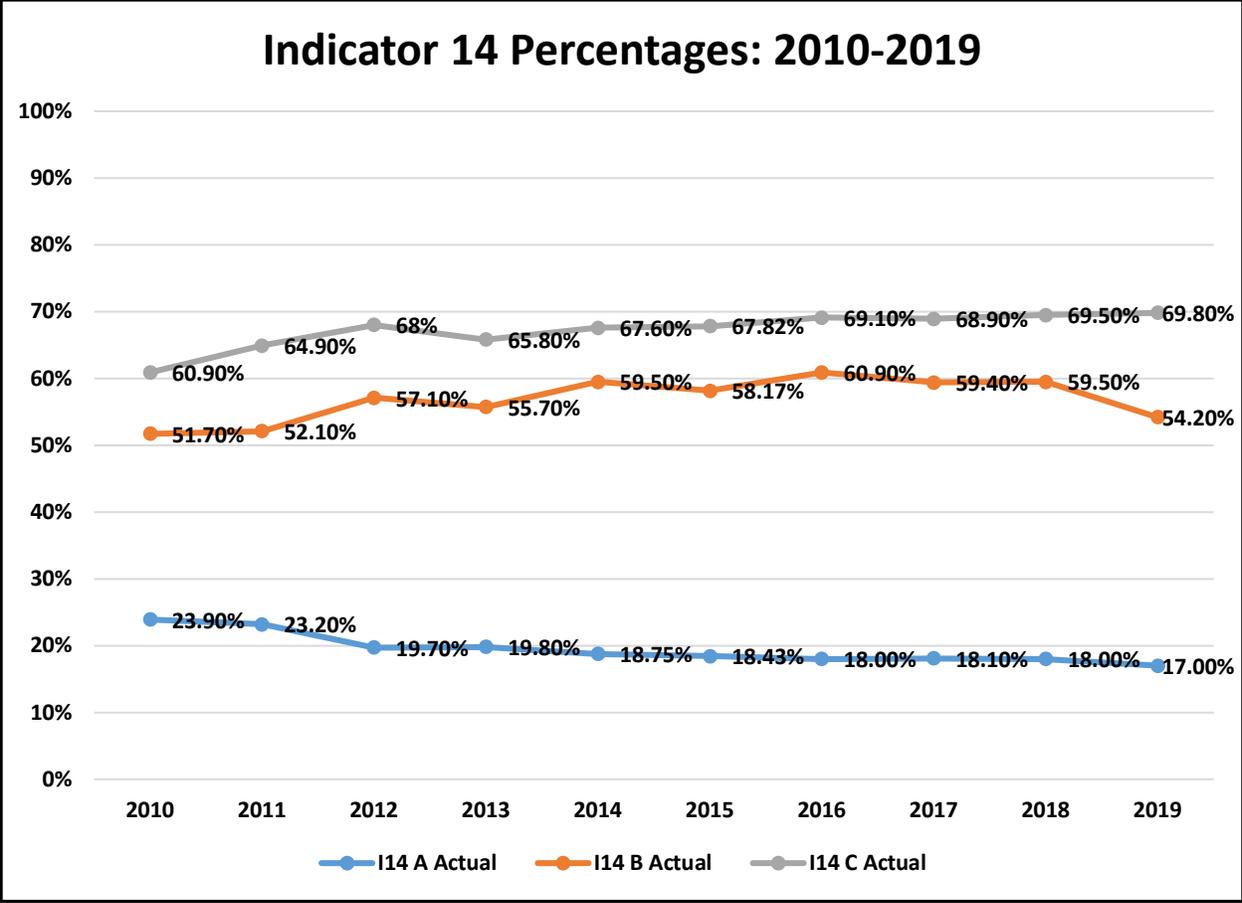
C). Enrolled in other postsecondary education or training means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational 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.). It also includes those indicating that they work in a segregated setting or do not receive comparable wages, benefits and opportunities for advancement as their non-disabled co-workers.

"Former students who received special education" are defined as those students who had an IEP in place at the time of exit and exited school one year previous with a standard diploma, a certificate of attainment or alternate diploma, or by dropping out or aging out.

The 2019 YOYO data based on 2480 respondents show a rate of 17.0% for Indicator 14A, 54.2% for 14B, and 69.8% for 14C. The chart below shows how Indicator 14 data have changed since 2010. Indicator 14A, which solely represents higher education has seen a slow but steady decrease over this time. Indicator 14B, which includes both higher education and competitive employment had improved over the first two thirds of this period but has seen a decline over the last several years, with the largest drop (5% points) this past year. Indicator 14C represents the percent of former students with IEPs who go on to noncompetitive employment or postsecondary education that is not a two or four-year college or university. Approximately 30% of former students report being unengaged in any post school outcome related to education or employment, which has remained consistent over the last four years.

The changes in Indicators 14B were expected due to the added requirements to the definition of competitive, integrated employment. Additional questions were included in the YOYO survey to determine if students had similar wages, benefits and opportunities for advancement as their coworkers without disabilities. If we were to use the previous definition of competitive employment, then the numbers for indicator 14B actually go up.



KyPSO believes that it is important to examine the intersection of education and employment, two important dimensions of post school success. The chart below shows how education and employment outcomes intersect. As stated earlier, 17.0% of former students went on to higher education. In addition, many of these students were either employed competitively (149) or non-competitively (106) while enrolled in higher education, indicating that over half of the former students who went on to higher education were also employed in some manner. Alternatively, we can see that a large 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 to further their education after leaving high school, instructional personnel should bear in mind that they will likely have a job in some capacity as well.

For those with employment as their primary post school goal it is more likely that they will not pursue additional education after high school.

KENTUCKY (2019)	Competitive Employment	Other Employment	No Employment	Education Totals
Higher Education	149 (6.0%)	106 (4.3%)	166 (6.7%)	421 (17.0%)
Other Education	77 (3.1%)	38 (1.5%)	88 (3.5%)	203 (8.2%)
No Post- Secondary Education	847 (34.2%)	259 (10.4%)	750 (30.2%)	1856 (74.8%)
Employment Totals	1073 (43.3%)	403 (16.3%)	1004 (40.5%)	2480 (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 6.8% (*down 2.2% points from last year*) better than males in terms of educational outcomes while males fare about 8.7% (*up 1.7% points from last year*) better in terms of employment outcomes. Largely driven by the differences in employment outcomes, females are 7% (*up 2% points from last year*) 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 continue to fare better in terms of competitive employment and enrollment in higher education (59.4%) than White students (53%), a trend that had been seen in our data previously. African American students (17.5%) were also more likely to be non-competitively employed than were White students (16.1%), although the difference is much smaller this year (2% points less). 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 have had far better competitive employment and educational outcomes than any other sub-group examined across the years. This year, Hispanic students continue to have the highest percentage in competitive employment (50.6%), but higher education outcomes have dropped by more than half, from 20.7% last year (and 17% the year before) to 9.6% this year. KyPSO is not able to identify the reason for this drop but believes that it is worthy of attention.

Not surprisingly, non-engagement rates for whites are the highest (31.6%) while rates for Hispanics is 26.5% and rates for African Americans are the

lowest at 24.1%. There were not enough former students of other ethnicities to be publicly reported.

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 well in terms of higher education (21.6%) and competitive employment (58.1%) and have the lowest percent of students who are non-engaged (14.6%). Students with Other Health Impairments fared almost as well, with 17.3% in higher education, 51.5% competitively employed, and 21.5% non-engaged.

Students identified as having a Functional Mental Disability fare poorly in both higher education (0.7%) and competitive employment (8.0%). These students are more likely to engage in "other employment" (11.3%) which is often based in a segregated setting or "other education" (7.3%). The biggest area of concern for students in this disability category is that three fourths report that they are not engaged in any educational or employment outcomes and this has been steadily rising since 2016, when two thirds reported to be not engaged.

Perhaps the most interesting disability category is autism. In terms of higher education, persons with autism have among the best outcomes (24.6%). However, rates for competitive employment are among the worst at 17.5%. When the data are further disaggregated. Autistic students who exit high school with a regular diploma have much higher rates of competitive employment (20.2%) and attendance in higher education (33.3%), and lower rates of non-engagement (32.7%) than students who exit high school with an alternate diploma or age out, with 0% attendance in higher education, 10.2% competitively employed, and 67.8% not engaged. This may reflect the presence or absence of certain indicators of post school success, such as inclusion in general education, high expectations, paid work

experience, or self-determination. It may also reflect an important disparity in how students on the regular vs. alternative diploma track are being prepared for life after high school.

Persons classified as having multiple disabilities have poor outcomes in both dimensions (9.7% for both higher education and competitive employment). Persons with a traumatic brain injury have generally positive outcomes in higher education (26.3%), but much lower outcomes in competitive employment (15.8%). Persons with hearing impairments have the lowest rate of non-engagement of all disability groups at 4.2%, resulting in high rates for higher education (58.3%) and competitive employment (54.2%). 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 or by receiving an alternate diploma 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 very unlikely to enroll in higher education (1.0%) 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 consistent for several years, indicating a need for informed program improvements.

Outcome	Higher Ed	Other Ed	Competitively Employed	Other Employed	Not Engaged	Total
<i>Gender</i>						
Male	14.9%	8.9%	45.9%	16.5%	28.1%	1724
Female	21.7%	6.5%	37.2%	15.7%	35.2%	756
<i>Race / Ethnicity</i>						
White	16.9%	8.3%	42.1%	16.1%	31.6%	2021
African American / Black	18.5%	7.9%	47.9%	17.5%	24.1%	303
Hispanic	9.6%	8.4%	50.6%	18.1%	26.5%	83
<i>Disability Category</i>						
SLD	21.6%	6.7%	58.1%	20.0%	14.6%	670
EBD	9.2%	6.9%	50.6%	8.6%	35.6%	174
MMD	9.1%	8.7%	41.0%	13.0%	38.1%	493
FMD	0.7%	7.3%	8.0%	11.3%	74.7%	150
Autism	24.6%	12.7%	17.5%	17.5%	42.1%	228
<i>Manner of Exit</i>						
Regular Diploma	19.9%	7.9%	48.1%	16.8%	23.9%	2102
Alt. Diploma / Aged Out	0.7%	11.2%	9.1%	13.4%	69.9%	276
Dropped Out	1.0%	4.9%	35.3%	11.8%	52.9%	102

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

For respondents who indicated that they dropped out of high school without graduating, three quarters agreed to share their reasons why. Just under half of the respondents said that they did not like school, which is consistent with 2018. Others reported they were failing (17%), 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 examine reasons for why some students dropped out of high school, we asked these former students, “What might have helped you stay in school”? Among the 80 respondents, 17.5% said that more relevant/real-life classes might have helped keep them in school. 32.5% stated flexible hours, while about six responded that they might have stayed in school in an alternative learning format such as distance learning and pursuing alternative diploma. It is noteworthy that some respondents indicated they would have stayed in high school in a bully-free environment. Others indicated they could have continued their high school education if they had more in-school support, support from family and/or friends, childcare, or improved health.

Follow-Up Questions Related to Employment and Unemployment

According to the federal definition for employment, 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 1647 respondents who indicated that they had had a paying job at some point since leaving high school, almost all (1476) met the federal definition for employment. We asked all respondents who indicated that they had worked in the past year (1647) if they were still working at the time of the interview. 82%

(1379/1647) indicated they were employed at the time of the interview. This indicates that 55.6% of all students who left high school with an IEP one year ago were currently working for pay at the time of the interview. These rates are basically the same as last year (<1% difference).

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 they received any of the following support/accommodations at their job: job coach; personal assistant; special equipment; or other accommodations. 15.8% of the respondents who had been employed indicated that they had used a job coach. Very few ($\leq 1\%$) indicated the use of a personal assistant or special equipment.

We also asked respondents who had been employed how interesting they found their job. 70% indicated that they found it very or somewhat interesting, while only 8% indicated that they found it not very interesting or not interesting at all.

We asked students who reported that they had not been employed for at least 90 days since exiting high school an additional question, "What is the main reason you are not working or not working more hours?" Of the 1682 responses 22.3% (n=375) chose not to work or not to work more hours because they were going to a university or college. 18.0% reported that their work time was limited by the position for which they were hired (summer job, part-time job, on-call job, etc.). Another 15% of respondents were not working because they could not find a job, had just lost a job, or were in the process of job hunting or training. 11.6% of students who did not work indicated they were negatively impacted by their health condition, with 8.4% reporting the severity of their disability as the reason. In addition, 2.8% of the respondents reported that they limited their work time in order

to receive disability benefits. Other respondents mentioned reasons that included lack of motivation/readiness, joining the military, limited resources such as transportation, volunteering without payment, incarceration, and self-employed.

Another question we asked was whether respondents have had any contact with the Office of Vocational Rehabilitation since leaving high school. Of the 341 respondents who said yes, we asked what kind of help they received. Among 318 responses, over 40% (n=135) reported that they received pre-employment services from OVR including job training, job coaching, and supported employment. 12.6% of respondents received financial support covering tuitions, books, laptops, and other materials; and 14.8% of students got help for other school issues such as finding a school and choosing classes. Other OVR supports included connecting students to other services, helping students to get a driver's license, and offering transportation assistance. As in 2018, about one in ten students could not get access to any services after contacting OVR. Of these students, some decided not to pursue those services and others never heard back from OVR since the initial contact. It was unclear why most students did not ask for help from OVR. It might be helpful to offer more education and communication about the services provided by OVR with students and parents to help improve utilization of those services.

Follow-Up Questions Related to Postsecondary Education

Of the 747 respondents who indicated that they had gone on to some form of postsecondary education, 84% completed an entire term or semester. 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, 22% indicated a four-year college, 15% indicated enrollment in a

Vocational School, 16.7% 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. 26% indicated a bachelor's degree and 27% indicated that they were pursuing an associate degree. 24% 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 the 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, 58.7% of respondents reported that they did not experience any problems. This number showed no significant difference over previous years. Among 462 responses, 15.4% stated that they had academic problems, including difficulty with online classes and with professors; 1.9% reported that they had difficulty accessing disability services; and 1.7% reported a lack of financial support. About 3.2% students dropped school for reasons such as: not liking school, failing, mental health, lack of transportation, and children. Juggling school, work and family was another common barrier that 3.9% students encountered.

These difficulties may have been mitigated by supports from disability services coordinators, yet less than half (45%) 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 it has been measured in the YOYO, and we believe it is an important indicator for which educators should be aware. We recognize that some students may not be comfortable, or actually feel liberated, by not disclosing their disability to their college or university, however it is important to realize that the services and accommodations are not available to someone who chooses not

to do so. It is also important to point out that students who were taught about the importance of disclosing their disability and how to access student support services stated that was one of the most beneficial learning experiences in high school.

We also asked young people who enrolled in postsecondary education where they live while classes are 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 1636 respondents who answered this question, approximately one third of the students (32.5%) did not want to go to school and another one third (30.9%) chose to work. The percentage of respondents who planned to go back to school later, after a break or saving enough money, went up slightly from 7.4% in 2018 to 8.4% in 2019. It is worth noting that 6.4% 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.” One predictor of positive post school outcomes is

parent expectations. This is an area where schools and districts may need to work with parents on addressing the barriers and fears associated with student safety and success after high school. 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 become an independent, productive member of the society. To ensure students are prepared to transition to higher education, as with employment, more instruction and practice utilizing self-determination and self-advocacy skills paired with structured career planning throughout high school may be needed to not only increase enrollment in postsecondary education but make it a successful experience. 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.

Follow-Up Questions Related to 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 a young person has a driver's license and is registered to vote. Half of our respondents indicated that they did have a driver's license, while 57.5% 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 52% registration rate (US Census

Bureau, Current Population Survey 2018). We have seen a substantial increase in voter registration over the last two years. 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. 5% 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.

To gather more information about how high school benefited students after high school, they were asked to state the most important thing from high school that helped with their life after high school. 2095 respondents answered this question with a response rate of 84%. Many students (36.0%, n=755) reported that the support and encouragement they received from teachers and other staff (e.g., coaches, guidance counselors, speech therapists, principals) were most helpful, as well as support from friends (4.4%) and family members (1.6%). Students also indicated that they benefited greatly from educational supports such as extra time for testing, one-on-one instruction, small classes, and hands-on learning (23.9%). Many students also mentioned that vocational training and work experience were very helpful post high school (22.2%). Others stated that they liked the benefits of the social aspect of high school including support from friends, social interactions, and involvement in extracurricular activities, as well as earning their high school diploma or alternative diploma.

Students who had not been employed or enrolled in further education since high school were asked how they spend their time. Three fourths of these

students responded, with the majority (75%) indicating that they spend their time simply "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%). These percentages have remained consistent from last year.

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 25% of the participants. This is up 8 percentage points from last year, which 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. 11% of interviews ended with the interviewer giving information about their special education transition consultant, which KyPSO recommends as the go to resource when an interviewer is unsure where to direct a respondent. Only 9% of the participants were provided information about higher education and 7.7% about employment. These numbers are down by half from last year. This may indicate that interviewers need more information on employment and education supports and programs available for students post school. Smaller numbers gave information about the Michelle P waiver or Medicare/Medicaid. Interviewers voluntarily gave 11% of the respondents 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?" respondents

provided additional insight into the transition experience of youth with disabilities. Several quotes are presented below:



Conclusion

Given the number of years for which we have consistent data, we can 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 on to 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, have 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 who exit high school with an alternate diploma or age out continue to have the lowest percent of successful outcomes and the highest rates of non-engagement at 70%. Of those students reporting they did not work because of their disability, 88% 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. This might indicate a need to help parents form a vision of the future for their children. Students may need more opportunities and instruction in self-determination and self-advocacy skills across the grade levels, so that students with disabilities learn how to advocate for needed supports, resources and accommodations in education, employment, and community involvement. Research consistently

demonstrates that these factors can improve outcomes for students with significant disabilities.

82% of students who volunteered in the YOYO that found transition activities helpful 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. In disaggregating this data further, it was discovered that 90% of students in this survey who exited high school with an alternate diploma or by aging out and were employed in the last year answered the question, "What helped you the most in high school"? Just over half mentioned transition activities such as vocational school, CWTP, job experience, and learning job skills. The other 50% were evenly split between teachers and classes, with Math being the only subject specifically mentioned.

Until this year, we have had ILP data that could be analyzed in relation to the YOYO data. This allowed us to draw stronger conclusions about things such as paid work experiences, job coaches and accommodations on the work site, and/or the resources offered by OVR. Access to additional data (CTE, LRE, etc.) alongside the YOYO data allows us to dig deeper into student outcomes and what, if any, specific indicators of positive post school outcomes are influencing student success. For instance, with access to CTE data, we could better determine the significance of the self-reported benefits of transition activities in high school by comparing the numbers of students who reported they are working in relation to the number of students who participated in CTE classes.

We are hopeful that this report highlights some findings that will allow educators to make informed decisions that help students succeed. KyPSO

staff are available to work with districts, co-ops, and the state to identify best practices based on data.

The changes KyPSO made to its reporting system in 2017 give both educators and representatives from other agencies (as well as parents, students and the general public) greater access to data from which to make decisions. Statewide data, which show the intersection of education and employment outcomes, are publicly available from our website (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. Districts can now also review their data across three years to see if changes are noted over time.

Our staff have worked with regional educational cooperatives and districts on how to use this reporting system, analyze the results, and make data-based decisions to improve transition programs and instruction.

Although our data are unique to the state of Kentucky many of the best practices related to secondary transition 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 (NTACT) 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.

If you would like to discuss the findings presented in this report, please contact Tony LoBianco at tflobi1@uky.edu