

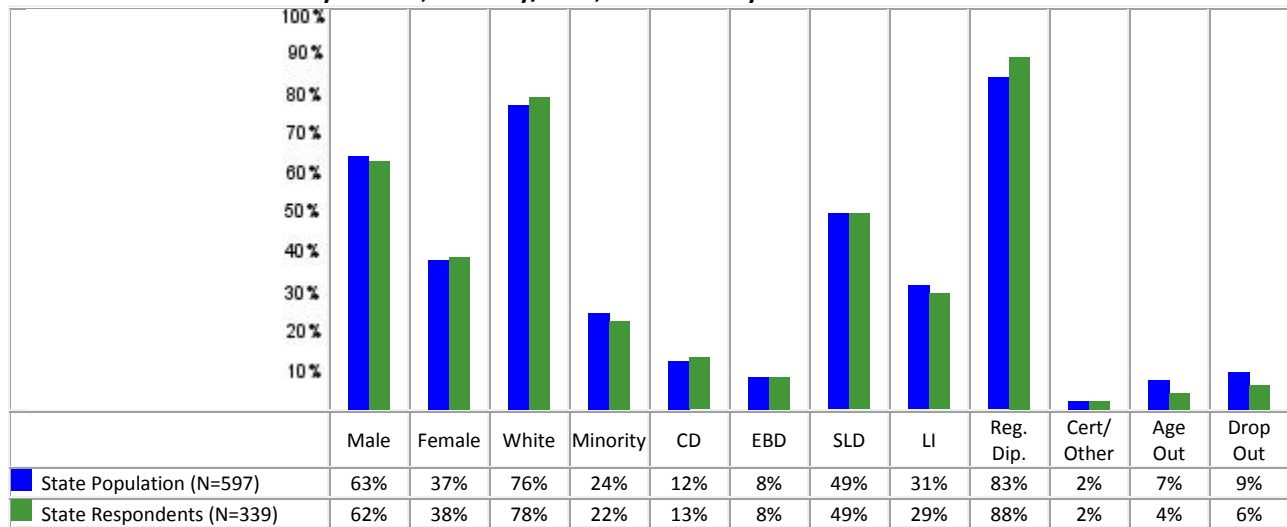
2012 South Dakota Statewide School District Post High School Outcomes Survey Report of 2010-2011 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2010-2011 school year and are now out of high school one year. Students exited with a regular diploma, with a certificate of attendance, reached maximum age of eligibility, or dropped-out. The results of the survey are organized around adult living, participation in higher education, other postsecondary education or training, competitive employment, and other employment. The outcomes for youth with disabilities for each area are provided in this report.

Survey Respondents

This table shows the comparison of former students with disabilities who exited their secondary placement and are eligible to participate in the survey (Population), and former students with disabilities who exited their postsecondary placement and who responded to the outcomes interview (Respondents).

**Comparison of State Population and State Respondents
by Gender, Ethnicity/Race, and Disability of 2010-2011 Exiters**



Attempts were made to contact all former students who exited their educational placement during the 2010-2011 school year. Of the 597 available former students, 339 interviews were successfully completed, representing 57% of exiters. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:

- 33% were the former student
- 56% identified themselves as family of the former student
- 8% identified themselves as someone else

Interviews could not be completed because:

- 0% had no phone
- 0% had a disconnected phone
- 0% had a wrong phone number listed
- 0% provided no phone number
- 100% listed another reason or did not specify a reason

Outcomes by Survey Area

Adult Living

The adult living section contains responses to questions about students' living arrangements and general community participation, including engagement in activities outside the home, residential independence, and social and civic activities. The ability to live on one's own is believed to be evidence of the ability of youth to perform many common adult tasks.

Living Arrangements

Respondents were asked several questions related to their living arrangements. Nationally, 73% of youth with disabilities live with a parent up to two years after exiting high school (NLTS2, 2005).

- One year after exiting high school, 58% of the respondents continue to live with their family or custodial guardian.

Adult Agencies/Support Services

Respondents were asked about their use of adult agencies and support services after they exited high school. 35% of former students report they had made contact with an adult service agency such as the Division of Vocational Rehabilitation, Division of Developmental Disabilities, etc.

Respondents report contact with the Agencies:

- 79% Division of Vocational Rehabilitation (DVR)
- 11% Division of Developmental Disabilities
- 9% Disabled Student Services (college)
- 3% Mental Health
- 3% Yes, but agency didn't know the name of the agency
- 5% Another agency

Respondents report contact with these Agencies

- Aspire
- OLN Voc Rehab
- SD Achieve
- Voc Rehab did not respond back
- Achieve

Respondents were asked about the type of insurance by which they were covered:

- 47% of respondents report being covered by their family insurance.
- 21% of respondents report being covered by any other insurance.

Respondents report the following types of insurance:

- SSI; Medicaid
- Medicaid
- IHS

Needs Related to Adult Living Outcomes

Respondents were asked what problems or difficulties, if any, they have had after high school. The following are some of the programs and services on which they would like more information, including those areas in which the respondent indicated an immediate need:

- Employment Opportunities: Yes 10% Yes, Crisis 0%
- Living in the Community: Yes 7% Yes, Crisis 0%
- Education: Yes 10% Yes, Crisis 1%
- Finances: Yes 10% Yes, Crisis 0%
- Medical Care: Yes 6% Yes, Crisis 0%
- Transportation: Yes 5% Yes, Crisis 1%
- Legal: Yes 3% Yes, Crisis 0%
- Social Leisure: Yes 4% Yes, Crisis 0%

- Any Other Areas of Need: **Yes 2% Yes, Crisis 0%**
 - Job Corps
 - CDL

Respondents were asked if they had any additional comments. The following are some of their responses:

- Student is in foster care; survey was answered by Social Worker.
- Mother was not happy with Project Skills; felt they did not give her daughter enough work based on qualifications.
- Would like to go to school.
- Would like more info to help him decide what to do in the future.
- Survey was not complete; the back of each page missing.

High School Planning

The following questions were entered into the survey based on the former student's IEP rather than through the postschool interview process.

Students indicated the following anticipated post-school outcomes:

- 14% University/4-Year College
- 7% Community/2-Year College
- 35% Vocational/Technical College (less than 2 years)
- 40% Employment
- 11% Supported Employment
- 6% Military
- 14% Supported Living
- 14% Independent Living
- 2% Don't Know/Left Blank
- 4% Other

Students made the following linkage with Adult Services while in High School *(Choose all that apply)*

- 60% Division of Vocational Rehabilitation
- 8% Division of Developmental Disabilities
- 17% Disabled Student Services (College)
- 5% Work Study
- 4% Mental Health
- 6% Don't Know
- 14% Other

1% of students were identified as an English Language Learner.

Students participated in the following Transition Programming during High School *(Choose all that apply)*

- 25% Project Skills
- 4% Youth Leadership Forum
- 21% Catch the Wave
- 42% Self-Advocacy

Students participated in the following Work Experiences during High School *(Choose all that apply)*

- 17% Volunteer
- 34% Work experience/work study
- 43% Competitive employment
- 18% Don't Know/Left Blank

Outcomes Reporting and Reporting Measures

This report provides two types of reporting.

Indicator 14 only considers an "**Unduplicated**" count, or participation in one type of activity within the year of leaving high school. Respondents are counted in only one category, and in the highest category. For example, if the former student completed one term at a 2-year technical college and is working full-time, only participation in the higher education program is counted and reported. If the former student is participating in a short-term vocational program and also working full-time, competitive employment is counted and reported. The hierarchy of reporting criteria includes:

- "**Higher Education**" - Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University, regardless of participation in employment or other postsecondary education or training.
- "**Competitive Employment**" - 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater AND never engaged in higher education, and regardless of engagement in other postsecondary education or training or other employment
- "**Other Postsecondary Education or Training**" - Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND never engaged in higher education or competitive employment and regardless of engagement in other employment
- "**Other Employment**" - 90 consecutive or cumulative days of employment in any setting AND never engaged in higher education or competitive employment or postsecondary education or training program.

"**Duplicated**" means the former student may have participated in or are participating in more than one type of activity within the year of leaving high school. On a district level, it is important to consider all of the postsecondary activities in which youth participate. Data provided in this report is Duplicated unless otherwise specified.

Higher Education and Other Postsecondary Education or Training

Postsecondary education includes any type of formal education program after high school. NLTS2 (2005) data indicate that among youth with disabilities out of high school up to two years, 32% enrolled in academic or technical postsecondary education programs.

Participation in Higher Education and Other Postsecondary Education by Gender, Ethnicity/Race, Disability and Exit Type

39% of respondents attend or have attended some type of higher education or other typed of postsecondary education or training in the year since leaving high school.

- 10% of respondents are or have participated in a higher education program.
- 19% of respondents are or have participated in a postsecondary education or training program.
- 4% of respondents are or have participated in another type of postsecondary education or training program.
 - 75% of respondents in a postsecondary education program have completed an entire term.
 - 72% of respondents in a postsecondary education program attend or have attended postsecondary training full-time (12 or more credits or hours).
 - 8% of respondents in a postsecondary education program report attending part-time (fewer than 12 credits or hours).

This table reviews the major postsecondary outcomes of respondents by gender, ethnicity/race, disability, and exit reason. Be cautious when interpreting low incidence, maximum age, certificate of attendance and drop out data. These categories are generally small in number so can represent wide variation. Also note that the percentages in this table represent a **duplicated count** of all the programs in which former students have participated.

Duplicated Percentage of 2012 Respondents Completing at least One Term in a Postsecondary Education Program by Gender/Race, Ethnicity, Disability and Exit Type (N=339)						
	Any Postsecondary Education	4-Year College	2-Year College	Voc/Tech College	Vocational Training Program	Employment Training
Total	39%	12%	1%	16%	1%	2%
Male	38%	11%	1%	15%	1%	2%
Female	40%	12%	0%	19%	1%	2%
White	40%	11%	1%	17%	2%	3%
Minority	36%	12%	0%	14%	0%	1%
Cognitive Disability	34%	5%	0%	7%	0%	7%
Emotional/behavioral disability	43%	4%	0%	14%	7%	4%
Specific learning disabilities	44%	16%	1%	22%	1%	1%
Low Incidence	31%	10%	1%	11%	1%	2%
Regular Diploma	42%	13%	1%	19%	1%	2%
Certificate of Completion/Other	17%	0%	0%	0%	0%	0%
Aged Out	7%	0%	0%	0%	0%	0%
Dropped Out	29%	0%	0%	0%	0%	5%

Additionally, 1% participated in a high school completion certification (e.g. GED, adult basic education), 0% participated in a Union Apprenticeship, 1% joined the military, and 0% reported another postsecondary program.

Respondents report the following "Other" types of postsecondary education:

No responses

54% of respondents that have not participated in a postsecondary education program report they have not enrolled in a program since leaving high school for the following reasons:

- 4% Lack of postsecondary opportunities in the immediate locale
- 13% Lacks necessary skills/qualifications to enter postsecondary education
- 3% Lack of transportation
- 4% Has not received necessary services from community agencies (e.g., VR)
- 43% Student is working
- 7% Personal/family obligations preclude going to postsecondary education
- 28% Student does not want to go to post-secondary education
- 7% Health problems preclude going to postsecondary education
- 9% Cannot afford to go to school
- 20% Cite another reason they discontinued their postsecondary education program

Employment

Two outcomes of employment were considered: "Competitive Employment" and "Other Employment". On the national level, 70% of youth with disabilities were competitively employed at some time within two years of leaving high school, and 48% were employed at the time of the survey (NLTS, 2005).

Employment by Gender, Ethnicity/Race, Disability and Exit Type

This table reviews the major employment outcomes of respondents by gender, ethnicity, disability and exit type.

Duplicated Percentage of 2012 Employment Outcomes By Gender, Ethnicity/Race Disability and Exit Type					
	Any Employment Since HS	Competitive Full-Time Employment	Employment Over 90 Days	Works 20+ Hours/Week	Earns Min. Wage or Greater
Total	79%	51%	85%	76%	86%
Male	84%	57%	86%	80%	89%
Female	71%	40%	81%	69%	80%
White	83%	51%	85%	77%	86%
Minority	62%	53%	82%	73%	87%
Cognitive Disability	77%	26%	74%	62%	65%
Emotional/behavioral disability	64%	56%	83%	83%	89%
Specific learning disabilities	81%	64%	88%	83%	95%
Low Incidence Disability	79%	39%	84%	70%	78%
Regular Diploma	80%	54%	86%	79%	89%
Certificate of Completion/Other	67%	50%	100%	50%	100%
Aged Out	87%	0%	62%	31%	8%
Dropped Out	57%	58%	75%	75%	92%

Employed respondents work in the following settings:

- 51% Competitive Employment for Pay Full Time
- 32% Competitive Employment for Pay Part Time
- 1% Military
- 1% Family member's home or business
- 4% Sheltered Employment for workers with Developmental Disabilities
- 5% Supported Employment program in community for workers with Developmental Disabilities
- 0% Working while incarcerated
- 2% Volunteer or training capacity
- 0% Work Study - College
- 0% Working more than one job
- 2% Other

Length of Employment

Of the youth with disabilities who are currently employed:

- 28% have been employed more than 12 months
- 16% have been working 9 to 12 months
- 12% have been working 6 to 9 months
- 16% have been working 3 to 6 months
- 16% have worked 1 to 3 months
- 6% have been working less than one month

Hours Worked

- 30% work more than 40 hours per week
- 27% work between 30 and 39 hours per week
- 19% work between 20 and 29 hours per week
- 9% work between 10 and 19 hours per week
- 8% work less than 10 hours per week

Unemployment

16% of respondents report that they have not worked at any time within one year of leaving high school. Unemployed respondents report they have not worked for the following reasons (*Note: respondents can select more than one reason youth have not worked since high school*):

- 11% Lack of Employment opportunities in the immediate locale
- 19% Lacks necessary employment skills
- 2% Lacks transportation
- 11% Has not received necessary services from community agencies (e.g., VR)
- 28% Student is enrolled in school
- 13% Family obligations
- 15% Does not want to work
- 0% Student believes they would lose benefits if employed (e.g., SSI/disability/etc.)
- 21% Health issues keep student from working
- 19% Cite another reason they have not been employed since high school
- 43% Don't Know (23)

Summary

View of Respondents by Gender, Ethnicity/Race, Disability and Exit Type

These tables review the major 2012 postsecondary outcomes of respondents who exited their secondary education during the 2010-2011 school year by gender, ethnicity/race, disability and exit reason. Outcomes are reported as both duplicated and unduplicated (Indicator 14) measures.

View of Duplicated Outcomes

This table reviews the major Duplicated postsecondary outcomes of respondents who exited their secondary education during the 2010-2011 school year by gender, ethnicity/race, disability and exit reason. All the post high school activities in which youth have participated are reflected in the outcomes. All the post high school activities in which youth have participated are reflected in the outcomes.

Duplicated Percentage of 2012 Engagement of 2010-2011 Exiters by Gender, Ethnicity/Race, Disability and Exit Type (N=339)				
	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
Total	10%	50%	19%	67%
Male	10%	58%	20%	72%
Female	9%	38%	19%	57%
White	10%	55%	20%	71%
Minority	10%	36%	15%	51%
Cognitive Disability	2%	39%	18%	57%
Emotional/Behavioral Disability	0%	50%	29%	54%
Specific Learning Disability	14%	54%	22%	72%
Low Incidence Disability	9%	49%	12%	66%
Graduated with a diploma	11%	54%	20%	69%
Certificate of Completion/Other	0%	33%	17%	67%
Aged Out	0%	7%	0%	53%
Dropped Out	0%	38%	19%	43%

View of Unduplicated Outcomes Indicator 14 percentages for the 2012 Post High School Outcomes Survey of 2010-2011 exiters.

The table below reviews the major 2012 postsecondary outcomes of respondents who exited their secondary education during the 2010-2011 school year by gender, ethnicity/race, disability and exit reason. Each respondent is counted in only one category, and in the highest category.

Indicator 14 reports the following three data points as an unduplicated count and 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:

- A. 10% (34) have been enrolled in higher education within one year of leaving high school.
- B. 57% (192) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 75% (253) have been 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))

25% of respondents do not meet the criteria of any of the indicator 14 measures. Of those,

- 10% report they have never been engaged in any postsecondary education or employment
- 12% report being under-engaged, meaning they worked less than 90 days, or did not complete at least one term in a postsecondary program, or declined to respond to questions such as salary range.

<u>Unduplicated</u> Percentage of 2012 Engagement of 2010-2011 Exiters by Gender, Ethnicity/Race, Disability and Exit Type (N=339)				
	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
Total	10%	47%	7%	11%
Male	10%	53%	6%	11%
Female	9%	36%	9%	10%
White	10%	50%	7%	12%
Minority	10%	33%	8%	7%
Cognitive Disability	2%	39%	7%	11%
Emotional/behavioral disability	0%	50%	7%	7%
Specific learning disabilities	14%	50%	9%	10%
Low Incidence Disability	9%	44%	5%	13%
Regular Diploma	11%	49%	7%	9%
Certificate of Completion/Other	0%	33%	17%	17%
Aged Out	0%	7%	0%	47%
Dropped Out	0%	38%	10%	5%