What, Where, Why, How, and So What?

Youth with Disabilities:

What Happens After They Leave School?

A Report prepared for the Indiana Department of Education, Office Special Education

Systems Improvement Group

University of Minnesota 150 Pillsbury Dr. SE Minneapolis, Minnesota 55455

Table of Contents

Executive Summary i
Recommendations iii
Introduction 1
What is this report about? 1
What is the purpose of this report? 1
Why does IDOE have to report this information? 2
What does IDOE do with this information? 2
What's being reported? 3
W*hat* do you do with the three totals? 5
Method 6
Where did IDOE get the data for this report? 6
Why did IDOE select a random sample instead of just surveying everyone? 6
How representative was the sample and respondent group? 8
Results 10
What did you find? 10
What do these results mean? 11
How Many youth selected for the sample graduated or dropped out? 13
Where did they go after leaving school? 13
How Many youth were employed after leaving school? 14
Appendix A: *Indiana Post-High School Outcomes Survey* 16
Appendix B: Summary Statistics 19
Summary of Responses for All Survey Questions 19
Summary of High School Leavers by Exit Type 20
Summary of Post-Secondary Education Program by Exit Type 21
Summary of Employment by Exit Reason 22
Summary of Job Retention by Exit Reason 23
Summary of Work Hours by Exit Reason 24
Summary of Wages by Exit Reason 25
Summary of Work Hours and Wages 26
Summary of Work Hours and Job Retention 27
Summary of Disability Characteristics 28
Summary of Leavers Enrolled in Post-Secondary Education by Disability 29
Summary of Post-Secondary Education Programs by Disability 30
Summary of Employment by Disability 31
Summary of Job Retention by Disability 32
Summary of Work Hours by Disability 33
Summary of Wages by Disability 34
Summary of Leavers that Exited High School by Ethnicity 35
Summary of Leavers Enrolled in Post-Secondary by Ethnicity 36
Summary of Post-Secondary Education Program by Ethnicity 37
Summary of Employment by Ethnicity 38
Summary of Job Retention by Ethnicity 39
Summary of Work Hours by Ethnicity 40
Summary of Wages by Ethnicity 41
Appendix C: Sampling Plan 42

What, Where, Why, How, and So What?

Youth with Disabilities:

What Happens After They Leave School?

The Results of Indicator 14—Post-School Outcomes for 2014

Executive Summary

This report was developed to address one of the federal requirements under the Individual with Disabilities Education Act (IDEA) established by the Office of Special Education Programs (OSEP) of the U. S. Department of Education. Generally referred to as "Indicator 14" or "Post-School Outcomes." The intent of this report is to provide federal, state, local personnel and other stakeholders with information regarding the status of youth who are no longer in secondary school, had Individual Education Plans (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 post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

The three outcome categories above A, B, and C, represent what are referred to as "post-school outcomes." The guidelines for the collection and reporting of these outcomes is highly prescribed by the U. S. Department of Education and are used for reporting progress or slippage on Indiana's annual submission of the Annual Performance Report (APR). Thus, it is only within these parameters the data are reported and recommendations are generally restricted to how the Indiana Department of Education (IDOE) may address the requirements of Indicator 14 in future Annual Performance Report submissions. Any observations in this report outside the realm of Indicator 14 requirements are made for the purpose of highlighting data and trends that may be of interest to IDOE, but are *not* intended to be sources of policy guidance—such observations are put forth for the purposes of illumination only.

The results of the three outcome categories mentioned earlier, A, B, and C are expressed as percentages in which "Status" and "Slippage" are determined. "Status" is an OSEP term which indicates whether the State "Met Target" or "Did Not Meet Target." Status is determined by calculating the difference of percentages between the FFY 2014 Data and the FFY 2014 Target for each outcome category. In this case, the term "FFY Target" refers to what is often called the "rigorous and measurable target" set by IDOE for each Federal Fiscal Year (FFY) in collaboration with various stakeholders within the State. Targets are set for each A, B, and C outcome category over the "life" of the State Performance Plan (SPP). The term "FFY Data" refers to the obtained results of a statewide survey disseminated to youth no longer in secondary school, served under a IEP at the time they left school, and met the

criteria established for each outcome category (i.e., A, B and C) within any given Federal Fiscal Year. If the FFY Target percentage is *greater than* the percentage calculated for the FYY Data, the Status is designated as "Did Not Meet Target." On the other hand, if the FYY Target percentage is *less* than the FFY Data, the Status of "Met Target" is assigned. Another metric to consider is "Slippage." Slippage is determined in a similar manner, except in this case, the difference is calculated between the FFY Data obtained in the current year (FYY 2014) compared to that of last year (FFY 2013 Data). If the FYY 2014 Data of the current year is *greater than* that of last year, it is designated as "No Slippage." If the percentage of the FYY 2014 Data is *less than* that of the FFY 2013, it is called "Slippage." Refer to Table 2 which shows the Targets set for each outcome category from FFY 2014 to 2018. Also, see Table 5 in this report to review historical information about FFY Data and Targets from FFY 2009 to FFY 2013. Finally, refer to Table 4 which reflects the results obtained for the current year and includes FFY 2013 Data, FFY 2014 Data, and the FFY 2014 Target.

Determining whether each A, B, or C outcome category "Met" or "Did Not Meet Target" was accomplished by calculating the difference between percentages obtained for the FFY 2014 Data and the FFY 2014 Target. When the FFY 2014 Data was compared to that of the FFY 2014 Target, it was determined that that the State "Did Not Meet Target" for the outcome categories A and B. Outcome category A includes youth: "Enrolled in higher education within one year of leaving high school" (FFY 2014 Data = 35.68% and 2014 FFY Target = 36.80%), reflecting a difference of -1.12%. A similar finding was observed in outcome category B which includes youth: "Enrolled in higher education or competitively employed within one year of leaving high school" (FFY 2014 Data = 62.81% and FFY Target = 64.00%, reflecting a difference of -1.19%. The determination of "Slippage" or "No Slippage" was accomplished by calculating the difference in the obtained percentages of the FFY 2014 Data and the FFY 2013 Data. In doing so, it was found that a determination of "No Slippage" occurred for outcome categories A and B. This determination was based on an observed difference of +2.47% for outcome category A and a difference of +2.55%. for outcome category B. Thus, while neither category A or B met the Status criteria needed for "Met Target," both did meet the criteria established for "No Slippage."

Outcome category C, however, obtained a Status designation that it had both "Met Target" and obtained a rating of "No Slippage." Outcome category C represents the number of youth: "Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school." The percentage for the FFY 2014 Data (83.92%) was compared to that of the FFY 2014 Target of 78.00%, showing a difference of +5.92% which earned a Status designation of "Met Target." The magnitude of this difference appears to be outside the range set for the standard error of the mean, which suggests that the State had not only "Met Target" for category A, but did so to a significant degree. Similarly, a rating of "No Slippage" was based on calculating of the difference between the FFY 2014 Data (83.92%) with that of FFY 2013 Data (79.49%) in which reflected a difference of +4.41%.

These results are based on a randomly selected sample[1] of 780 youth that met criteria established by the U. S. Department of Education of which 205 respondents participated in completing the *Indiana Post-High School Outcomes Survey*, shown in Appendix A. The survey contained nine items which asked respondents about their post-school outcomes. The number of completed surveys represents a 26% response rate, which is consistent with that reported by many other states for this indicator. Based on survey data of those who participated in the survey, it was found that 88% of the respondent group received a regular High School Diploma while about 9% received a Certificate of Completion (e.g., General Education Diploma—GED). About 2% indicated they Dropped Out and 1% Reached Maximum Age. Of those that obtained a High School Diploma, 73% reported that they enrolled in a

[1] A detailed, OSEP-approved sampling plan is shown in Appendix C.

2- or 4-year college or university, followed by 15% that attended a vocational or trade school. Seven percent (7%) entered into a short-term education or training program (e.g., Job Corps) and 5% indicated "Other" without further specification regarding outcome type. For those who reported receiving a Certificate of Completion, about half indicated they either attended a vocational, trade, or technical school (30%) or a short-term training program (20%). Approximately, 10% of this group of respondents indicated they were enrolled in a 2- or 4-year college or university and 20% of the respondents indicated that they were in the midst of attending a high school completion program, but had not yet received a Certificate of Completion. A similar number elected to select the "Other," unspecified outcome option. Most of those who indicated they Dropped Out reported enrollment in some type high school completion program (e.g., GED). It is important to note that some of the percentages reported above are based on a small number of respondents and should be interpreted with some degree of caution. Frequencies (i.e., "counts") and percentages for all of the data reported above can be seen in Appendix B.

When asked about work hours and wages earned after one year of leaving high school, 97% of those working 20 hours or more reported earning at least the federal minimum hourly wage of $7.25. Of those who reported they worked 20 hours or less, 71% indicated earning the federal minimum wage rate. The most frequent type of job reported by 79% respondents were those related to the service industry which include retail sales, leisure and hospitality services, grocers, and other services which provide goods for sale to consumers. Other types of jobs reported by respondents included working in a family business (3%), self-employment (2%) or a job in the military (2%). About 4% indicated a job either through supported or sheltered employment. Note that a number of those reporting a job may also have enrolled in some type of post-school education program. For example, a respondent may have reported attending a 2- or 4-year college or university *and* was employed for at least 20 hours per week.

Readers are invited to examine Appendix B to review a wide range of "drill down" charts and graphs generated from "pivot charts" which allow one to arrange data in various ways (e.g., work hours and wages by ethnicity, exit type by attainment of high school diploma, Certificate of Completion, etc.). These charts and tables are intended to provide readers with various perspectives of the data and serve as a means of providing ideas about improvement activities, changes to the survey, etc.

Recommendations

Most of the recommendations contained herein are strategies for improving the data collection and reporting of Indicator 14. Also, several recommendations are focused on improving the post-secondary outcomes of youth. However, it is important to emphasize that IDOE has the discretion to use this information in any way that suits the purposes of improvement planning. Additionally, it is critical to note that the information contained in this report is but one "slice" of the issue concerning post-school outcomes for youth with disabilities and is best used when augmented by other information and data obtained from state and federal sources and from the research literature.

Given the wide array of state and federal requirements and responsibilities that must be assumed by local district teachers, administrators, and community service providers, marketing strategies which emphasize the importance of Indicator 14 are needed. Such strategies may include:

- Sharing the statewide report to reinforce the importance of the data collection process.
- Routinely including information about Indicator 14 in the Tips for Teachers communique and other information dissemination resources (e.g., newsletters) provided by IDOE.

- Providing brochures for teachers, administrators, and other appropriate agencies or groups to share with students, parents, and other stakeholders.
- Sending a flyer to schools included in each sampling cycle after the holidays so that information about the post-school survey can be included in the graduation packets distributed to youth.
- Sharing and reinforcing the importance of Indicator 14 at state and regional meetings and conferences.
- Work with the IDOE Transition Specialist to create a list of transition activities that will improve communication with students after they exit high school. (e.g., Teachers will assist students in creating a LinkedIn account prior to exiting high school; an email account).
- Share the survey and "Look-For" postcard with students and parents prior to the student exiting so they will be familiar with it when it comes in the mail several months later.
- When addresses and telephone numbers are verified for future respondents, an emphasis will be placed on obtaining the leaver's cell phone number in addition to the parent's home/cell number.
- Generate ideas regarding assistive technology devices that might be used for school leavers who are deaf or hard of hearing, the need for TTY, screen readers, large print, etc.

Youth with Disabilities: What Happens After They Leave School?

The Results of Indicator 14—Post-School Outcomes for 2014

FYI—For Your Information

Throughout this report, you will see "FYI" textboxes that contain either clarifying information or an elaboration of key terms and concepts used in guiding federal regulations. We're doing this in an attempt to keep the report as readable as possible and not bog down readers with terms they are already familiar with. However, the information in the FYI will be helpful for those who are not so familiar and would like to understand the "fine print," as it were, that support the implementation of the federal requirement and data collection and reporting activities for Indicator 14.

Introduction

What is this report about?

Over the past several decades, educational researchers, policymakers, administrators, and service providers of all types have grown increasingly concerned about the post-high school experiences of youth with disabilities. Early information from studies about students leaving school were not encouraging. Generally, it was found that such youth faced substantially higher levels of unemployment and underemployment, economic instability, and lower levels of participation in post-secondary education and training programs.

The intent of this report is to answer the questions "What, Where, Why, How, and So What?" with regard to what happens to youth with disabilities once leaving school. We will use an "FAQ" (i.e., "frequently asked question") format throughout this report for those who may not be familiar with the terminology, laws, and requirements pertinent to Indicator 14.

What is the purpose of this report?

First, it is important to remind readers that the information contained in this report is specific to what is referred to as "Indicator 14"—one of a series of indicators in which all

FYI—Indicator 14

Indicator 14 is one of 17 indicators which IDOE must report on through the Part B Annual Performance Report (APR). The APR is completed annually as part of a multi-year State Performance Plan (SPP). The SPP/APR represents the State's effort to meet accountability requirements established by the U. S. Department of Education under the Individuals with Disabilities Education Act (IDEA). The APR submission is overseen by the Office of Special Education Programs (OSEP).

You can find more detailed information about Indicator 14 or the SSP/APR by going to the GRADS 360 website: osep.grads360.org

states, including the Indiana Department of Education (IDOE) are required to report data under the federal requirements of the Individuals with Disabilities Education Act (IDEA). Indicator 14 includes youth who had an Individual Education Plan (IEP) in effect when they left school with a regular or modified diploma, those who have dropped out, those who have "aged out", and those who were expected to return to school but did not.

Second, it is important to keep in mind that the data collection and reporting requirements for Indicator 14 are steeped in some rather complex federal requirements. In these cases, we will guide you to references which contain specific regulatory information or other sources you might be interested in knowing. A good place to start is by perusing the information is on the OSEP GRADS360° website (link shown in the FYI above). Also, in our effort to impart this information in the clearest, most straightforward way possible, we'll define all key terminology.

Why does IDOE have to report this information?

In order to receive federal funding to help support its special education programs, all U. S. States and Territories are required to collect and report educational data to the federal government and the public according to rules governing the submission of a State Performance Plan and Annual Performance Report (SPP/APR). This report will only focus on the reporting of one of these indicators—Indicator 14: Post-School Outcomes for Youth with Disabilities.

What does IDOE do with this information?

The IDOE Office of Special Education is particularly interested in the results of this report. Like they do with the results of other APR indicators, they look at the data to see where the strengths and challenges are with regard to increasing positive school outcomes for youth with disabilities. IDOE wants to make sure they are meeting or exceeding the target they have set every year for each APR

FYI—Post-School Outcomes

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 post-secondary education or training program; or employed in some other employment within one year of leaving high school.

indicator. It's also a way of helping to generate improvement strategies for the future.

What's being reported?

Specifically, we are reporting on the "post-school outcomes" of students with disabilities after one year of leaving high school. A post-school outcome is defined by federal regulations. The Office of Special Education Programs (OSEP), the office charged with overseeing how Indicator 14 data are reported, has identified what we refer to throughout this report as four "input data types" for youth who had an individualized education program in effect at the time they left high school. Thus, we count the number of youth: (1) enrolled in higher education, (2) competitively employed, (3) enrolled in some other post-secondary education or training program, and (4) some other employment. Each data input type is accompanied with a definition which is supported by OSEP. Note the data input types are different than what must be reported for the outcome measures A, B, and C as shown in the *FYI—Post-School Outcomes*. Why? because Indicator 14 was revised by OSEP twice—once in February 2009 and again in May 2010. The purpose of these revisions was to provide states with more explicit "operational definitions" of the four data types—see *FYI Definitions of the 4 Data Input Types.* These four data types are used to calculate the percentages we use to measure what we call the "outcome categories" of A, B, and C shown in the *FYI—Post-School Outcomes* textbox.

The distinction between the two terms "data input type" and "outcome category" is important to understand. While the term "outcome" is also often used for what we are calling "data input type," we need to make a distinction between the two terms to avoid confusion. For one thing, we don't want to refer to both types as "outcomes"

FYI—Definitions of the 4 Data Input Types

1. **Enrolled in higher education means youth that 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.**
2. **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.**
3. **Enrolled in other postsecondary education or training means youth that 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).**
4. **Some other employment means youth have worked for pay or have been self-employed 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.)**

because there are important differences in the way they are counted. Another thing to keep in mind is that four data input types are used to calculate the percentages used for the three A, B, and C outcome categories.

Know also that data input types are *mutually exclusive* counts of youth in four discrete areas. This means that youth can be counted once—and *only* once—for each data input type. So, for example, if a youth reports attending a college or university *and* was competitively employed at the same time, that individual would be counted only once in the input data type "enrolled in higher

education," not in "enrolled in higher education" *and* "competitively employed"—just once. As such, counting students in each data input type is hierarchical and is ranked from 1 to 4 (see *FYI—Definitions of the 4 Data Input Types*). So, if one were to indicate entry into part-time competitive employment, but also attended a Job Corp training program at night, that individual would first be counted as one who is "competitively employed" because the criteria for data input type 2 would have been met (e.g., "youth have worked for pay at or above the minimum wage…"). Once again, when thinking about data types, remember that youth can only be counted in only one of the four data input type areas. On the other hand, when we consider the post-school outcomes (i.e., A, B, and C in *FYI—Post-School Outcomes*), these counts are *not* mutually exclusive—youth can be counted in more than one outcome category. This will be explained in the following section.

To understand how the four data input types are related to the three outcome categories (i.e., A, B, and C) we will use a "bucket" analogy to describe this process. Let's say we have three buckets—Buckets A, B, and C (i.e., our post-school outcome categories). Bucket A *only* includes the count of the number of youth with disabilities who have enrolled in a higher education program (i.e. data input type 1). Bucket B, however, includes the both number of youth counted in Bucket A (i.e., those who have enrolled in higher education) *plus* those who have entered competitive employment (e.g., data input types 1 *and* 2). In Bucket 3, we include the number of youth counted in both Buckets 1 and 2 *plus* those who had enrolled in some other type of training program *or* have found some other type of employment situation. As such, we simply add the count of the input types 1, 2, 3, *and* 4). Table 1 shows the relationship between the data input types and how they are counted in relation to each outcome category.

As stated, the data input types shown in the table are mutually exclusive counts of youth outcomes and these are the numbers used to calculate the results for each Bucket, which are both duplicative and cumulative. It should be noted that numbers in the Buckets are not "added up" and

Table 1—Data Input Types Used to Calculate Post-School Outcome Categories

Outcome Category	Data Input Type(s) Included in Calculation			
	Enrolled in higher education	Competitively employed	Enrolled in some other postsecondary education or training program	Some other employment
A. Enrolled in higher education.	✓			
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.	✓	+ ✓	+ ✓	+ ✓

reported as one "big" total. Rather, we obtain three separate totals, converted to percentages—one for each outcome category or "Bucket" A, B, and C.

What do you do with the three totals?

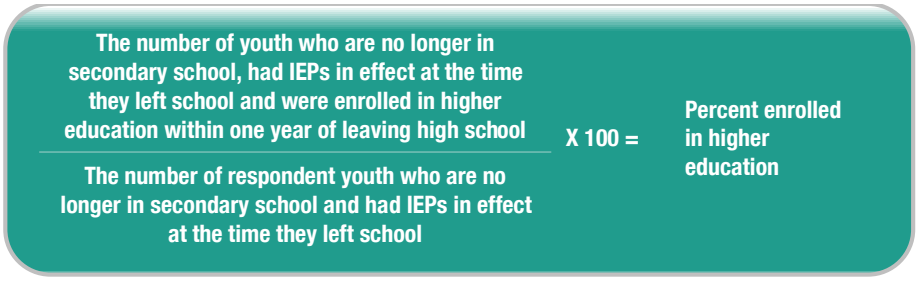
The numbers in each Bucket are converted to percentages. For example, Bucket A, which represents the "percent enrolled in higher education," is calculated by dividing two numbers. The types of numbers used in the calculation are explained in Figure 1. The same type of calculation is done for Buckets B and C as well. These percentages are simply referred to as "Data" and are compared in two different ways. The first way Data are compared is from the results obtained in the current year to the Data results obtained in the previous year. This years' Data is referred to as FFY 2014 Data, while last years' Data is called FFY 2013 Data. As explained earlier in this report FFY refers to "Federal Fiscal Year" and represents the annual time period set by the U. S. Department of Education for state accountability reporting. If the percentage of FFY 2014 Data in *any* outcome category, A, B, and C, is greater than that of reported for FFY 2013, it is called "No Slippage." If the percentage is less than last year's FFY data, it's called "Slippage." Another way the 2014 Data are compared is to the State "Target" that was set by IDOE staff in collaboration with State Advisory Council on the Education of Children with Disabilities (SAC), the State's stakeholder group. Targets set by the IDOE for from FFY 2014 to FFY 2018 are shown in Table 2. For the current reporting period, we use the FFY 2014 Target to calculate percentage differences for each outcome category. Thus, similar to the method we used to determine Slippage, we also compare the differences in percentages of our FFY 2014 Data to the FFY 2014 Target set by IDOE.

Table 2: Federal Fiscal Year Targets Set by IDOE (2014-2018)

	2014	2015	2016	2017	2018
Target A	36.80%	37.30%	37.80%	38.30%	38.80%
Target B	64.00%	64.50%	65.00%	65.50%	66.00%
Target C	78.00%	78.50%	79.00%	79.50%	86.20%

This comparison is made to determine what appears under the "Status" column shown in Table 4. If the percentage obtained for the FFY 2014 Data are *equal to or greater than* the FFY 2014 Target a Status designation of "Met Target" is assigned. One the other hand, if the percentage of the FFY 2014 Data is found to be *less than* the FFY 2014 Target, the Status designation becomes "Did Not Meet Target." As indicated previously, calculations are made for each outcome category A, B, and C to ascertain whether a State "Met Target" or "Did Not Meet Target." The results for the current reporting period can be seen in Table 4. The

Figure 1—Description of Calculation Used to Determine Percent Enrolled in Higher Education—Outcome Category A



purpose of this section is to explain how the calculations are completed.

Method

Where did IDOE get the data for this report?

The data for this report came from the *Indiana Post-High School Outcomes Survey*. The survey is displayed in Appendix A. This survey was sent to a random sample of 780 students who left school during 2013-2014 academic year. To be eligible, the students selected for the random sample included those who graduated, dropped out, or who were expected to return for the school year, but did not do so. Moreover, eligible youth only included those who had an Individual Education Plan (IEP) in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out. Summary results of the survey can be seen in Appendix B.

The *Indiana Post-High School Outcomes Survey* was modeled on the recommended item development process by the National Post-School Outcomes (NPSO) Center. In addition, the IDOE used survey strategies included in *Recommended Essential Questions to Report Part B SPP/APR Indicator #14: Student Demographic Profile and Post-School Outcome Survey*[2] to develop survey items that conform to OSEP requirements in relation to generating frequencies and percentages about school leavers in each A, B, and C outcome category. To collect survey data, postcards were sent to youth selected for the sample via U. S. Postal Service requesting that they participate in the data collection process. Respondents had three options: (1) to complete the survey online, or (2) to complete a "paper" survey which contained an addressed, stamped envelope for return, and (3) through a telephone interview. Also, sample youth were informed in the cover letter that surveys could be prepared in an alternative format (large print, screen reader) as necessary. In addition, the cover letter explained the consent process and provided assurances of confidentiality.

To increase the participation rate, youth were contacted based on their last known telephone number of where they could be reached. In this case, a staff member working on data collection activities offered to conduct a telephone interview. Three to five attempts were made to contact sample youth who did not respond to the initial request to complete the survey. Those staff who conducted interviews were provided an interview protocol to ensure that all data collected through this option was accomplished in a standardized way.

Why did IDOE select a random sample instead of just surveying everyone?

Those responsible for collecting valid and reliable survey data from large populations know that a random sample is much preferred over using a "census," where everyone is asked to complete a survey. At first glance, many think that obtaining a very large number of responses would be best, but this is simply not the case. A census would be a good strategy if you only had to collect data from say, 20 individuals, or if you were positive that you could get everyone to respond, but that's almost never the case, especially when many people need to be surveyed such as youth who have left school. While you can certainly get a large number of

[2] Falls, J. & Unruh, D. (2010) *Revised post-school data collection protocol: Essential questions*, National Post-School Outcomes Center University of Oregon.

responses, these results often contain some form of bias, sometimes to a point where it can render the results as practically useless. Many are surprised to learn that even the U. S. Census Bureau uses random sampling to check on the validity and reliability of the data collected on the entire U. S. population (i.e., "census"). A carefully selected random sample is much more accurate when considering such issues as validity and reliability from a classical statistical standpoint. In fact, you will see classical statistics applied in this report, something that would not have been possible if we had used a census, where we may have obtained a large number of responses, but discovered afterwards it was only fraction of the number needed to establish some degree of confidence in the obtained results. A complete description of the sampling process that was approved by OSEP is explained in Appendix C.

Who were the youth included in the sample?

Youth selected for the sample represented 11 of the 13 IDEA eligibility categories, including: Specific Learning Disability, Other Health Impairment, Autism, Cognitive Disability, Emotional Disturbance, Multiple Disabilities, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Speech and Language Impairment, and Traumatic Brain Injury. Eligibility categories not represented in the sample included Deaf-Blindness and Deafness. These two eligibility categories are considered "low incidence" disabilities and represent populations of youth with disabilities which have a fairly low probability of being included a sample selection process. In the future, "oversampling[3]" will be used for Deaf-Blindness and Deafness to ensure youth designated in these eligibility categories are included in future respondent samples. Oversampling is a term used to ensure that selected subgroups are provided with the opportunity to participate in a survey. It helps to reinforce equity by not penalizing youth who happen to represent low incidence eligibility categories. For example, the population of youth within the Deaf-Blindness eligibility category is less than one-tenth of one percent of the disability population served under IDEA.

At this point, it is necessary to make a distinction between the group of school leavers who comprised the sample and those in the sample that actually completed the survey. As indicated earlier, the sample consisted of 780 youth. Of this number, 205 respondents completed the survey, yielding a return rate of 26%. This rate is an increase of 7% from the previous year where a census strategy was employed to collect Indicator 14 data. The return rate is also consistent with the median percentage range calculated for all APRs submitted to the U. S. Department of Education according to a report overseen by OSEP and developed by various Technical Assistance and Dissemination (TA & D) Centers across the U. S.[4] When examining the APRs for 2013, the National Post-School Outcomes Center reported that response rates ranged from 7.25% to 100% with a median response rate of 31.40% (sd = 22.37). the "sd" shown in parentheses refers the "standard deviation," a statistic which indicates how variable the response rate was in relation to an average. In this case, a standard deviation of 22.37 is considered to be quite large and basically indicates that there is much

[3] Pew Research Center. *Oversampling*. A sampling strategy to "ensure that there are enough members of a certain subgroup in the population so that more reliable estimates can be reported for that group." Retrieved from: http://www.people-press.org/methodology/sampling/oversamples/

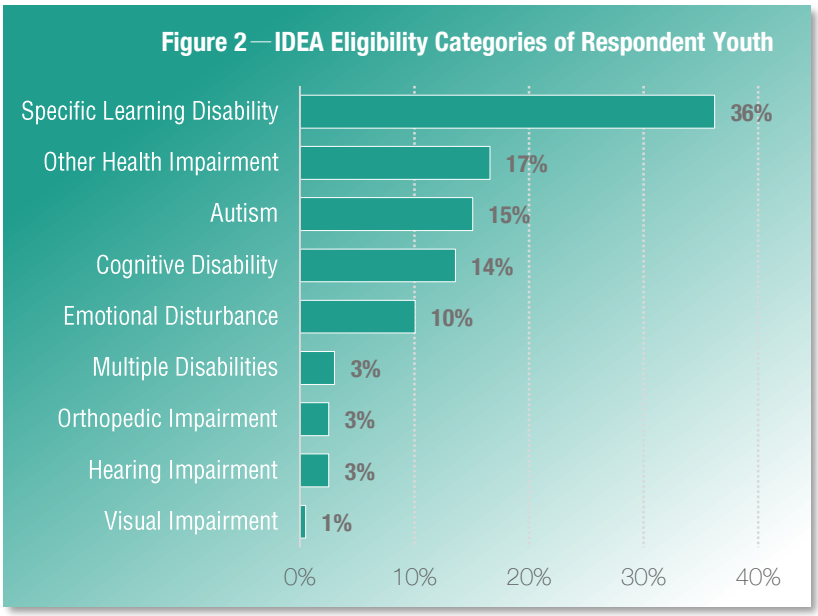
[4] U. S. Department of Education, Office of Special Education Programs (2014). *Part B State Performance Plan/Annual Performance Report 2014 Indicator Analyses: A* national picture of the implementation of the Individuals with Disabilities Education Act (IDEA) for the 2014 State submitted SPP/APRs.

variation in the manner in which U. S. States and Territories report return rate. In any event, the obtained response rate for Indicator 14 for the State of Indiana is well within the overall observed range.

How representative was the sample and respondent group?

While distribution of the sample was representative of statewide of 618 Child Count data, the respondents that actually completed surveys differed somewhat. The distribution of eligibility categories of those that responded to the survey is shown in Figure 2. One can see that more

ple Disabilities, Orthopedic Impairment, and Hearing Impairment, each comprising of 3% of the respondent group, respectively. Eligibility categories not represented by the respondent group, but included in the sample, included Speech or Language Impairment and Traumatic Brain Injury. Neither eligibility the categories of Deafness or Deaf-Blindness were represented in the sample or the respondent group. It is worth noting that even though the percentage of Speech and Language Impairment is reflected by about 21% of children and youth with disabilities ages 6-21 statewide, this eligibility category is represented by less than 1% of high school aged students and hence would be less likely to be included in a sample of school leavers.



than one-third (36%) of respondents were youth served in the disability eligibility category of Specific Learning Disability (SLD). This eligibility category was followed by Other Health Impairment (17%), Autism (15%), Cognitive Disability (14%), and Emotional Disturbance (10%). Smaller percentages were observed in such eligibility categories as Multi-

When examining the eligibility categories of the respondent group, we find that the obtained percentages shown in Figure 2 compares quite favorably to the 618 federal Child Count data reported by the State When a chi-square "goodness of fit" statistic was computed, for example, it was found that there was no significant difference in the percentages of the eligibility categories of respondents—

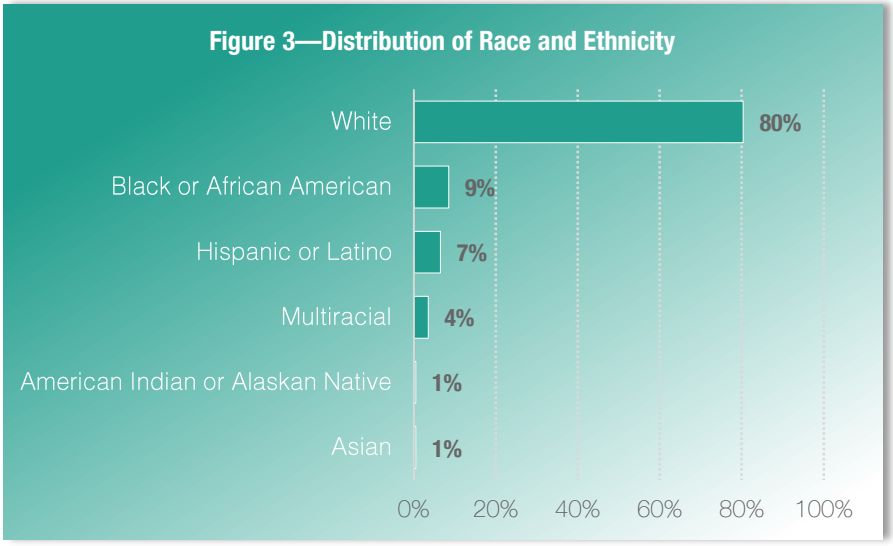
the "observed frequencies—compared to statewide percentages of disability eligibility categories ($\chi^2(8, N = 205) = 20.58$ $p>0.05$)—the "expected frequencies." The chi-square statistic is used to determine whether sample data are consistent with a hypothesized distribution—in this case, we used statewide percentages. The χ^2 expression shown above basically lets one know whether two groups are significantly different from each other based on the number of eligibility categories of respondents (9) and size of the group (N=205). The number 20.58 represents the obtained chi-square statistic and it is followed by "p>0.05" which indicates the chances of the two groups being "different" are greater than a probability level of 5%. A declaration that the two groups are "different" could have only occurred if the probability level was 5% *or less*. As such, we can assume the two groups are similar in relation to our "observed" (respondent group) and "expected" (State 618 Child Count data) groups in relation to eligibility category representation. While using this method does add some level of complexity to the analysis, it is important to keep in mind that it is a good, reliable way of knowing whether a difference between two groups exists. Simply "eyeballing" or guessing about a suspected difference or relationship can often lead to erroneous conclusions about the true nature of the data. Also, in cases such as this, one should always prefer a scientifically proven methodology over "opinion."

When the National Post-School Outcomes (NPSO) Center's *NPSO Response Calculator*[5] was used to examine differences between Target Leaver Representation and Respondent Representation[6], it was found that all except two eligibility categories met the ±3 (the symbol "±" means "plus or minus") percentage point criteria to establish representativeness. This occurred when comparing the difference between the Target Leaver and Respondent SLD category, which was calculated to be -9.59% and the "All Other" (AO) category, where a +11.10% rate was calculated. The AO category represents what is often referred to as "Low Incidence" populations of youth with disabilities, which include such eligibility categories as Deafblind, Visual Impairment, Other Health Impaired and whose percentages within the disability population are much smaller compared than the so-called "High Incidence" disability groups, such as Specific Learning Disability, Emotional Disturbance, and Cognitive Disabilities. These eligibility groups represent a significantly larger segment of the disability population served under IDEA. However, as indicated by the chi-square results previously discussed when we consider the respondent group as a whole in relation to the high and low incidence disability groups represented, the respondent group appears to reflect the general array of eligibility categories within the state and thus reflects a relatively high degree of representativeness. In summary, the chi-square statistic and *NPSO Response Calculator* confirm that the respondent group was representative of youth with disabilities that exited school within the State.

We also wanted to ensure that the selected sample reflected the general ethnicity characteristics of the State's disability population. As shown in Figure 3, it can be seen that the category of White accounts for about 80% of the sample, compared to the statewide population of 74%. Black or African American comprised about 9% of the sample, where the statewide percentage was about 14%. Hispanic/Latino were represented by about 7% of the sample, whereas statewide, the percentage of this group is 6.6%.

[5] LaPier, J., Bullis, M. & Falls, J. (2007). *Instructions for the National Post-School Outcomes Center Response Calculator*. National Post-School Outcomes Center, University of Oregon.

[6] Note: Terminology ("Target Leaver," "Respondent Representation," etc) are terms used by NPSO for the *Response Calculator.*



The remainder of the groups within the sample appeared to be consistent with their counterparts statewide. When we calculated a chi-square "goodness of fit" statistic, once again it was found that there was no substantive difference in the percentages of the general ethnicity characteristics observed between sample results and statewide percentages of disability eligibility categories ($\chi^2(5, N = 205) = 97.84$ $p>0.05$). This finding was also reflected in the *NPSO Response Calculator*, which indicated a representative sample not only with respect to ethnicity, but also to Female, Early Language Learners (ELL) and Dropout youth as well.

Results

What did you find?

Table 3 shows the results of the numbers and percentages entered for the four mutually exclusive data input types mentioned earlier. When all of the data were collected and analyzed, we had a total of 199 youth who indicated they were no longer in secondary school and had an IEP in effect at the time they left school. The data reveal that most school leavers (63%) either enroll in higher education or are competitively employed after one year of leaving high school. Of this total, 36% indicated that they enrolled in higher education within one year of leaving school and 27% were competitively employed within the same time period. Those who entered the military were also included in the competitively employed group. Fourteen percent (14%) reported they enrolled in some other post-secondary education or training program. This group of school leavers often represents those who entered Job Corps, an adult education or workforce development program, or a vocational technical school which offered a less than 2-year program. Eight percent (8%) of respondent youth reported being in some other employment within one year of leaving high school and did not enroll in higher education or some other post-secondary education or training program, nor did they enter into competitive employment.

The *Indiana Post-High School Outcomes Survey* did not collect information about the nature of this population of youth, so we know little about them, except to speculate

Table 3: Data Input Type Results

	Number	Percent
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	199	100%
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	71	36
2. Number of respondent youth who competitively employed within one year of leaving high school	54	27
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	27	14
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	15	8

on possible life circumstances under which less positive results would occur. For example, researchers Wagner and Blackorby (1996)[7], both associated with the National Longitudinal Transition Study-2 (NLTS2), a 10-year study funded by the U. S. Department of Education to obtain a national picture of the experiences and post-school outcomes of youth with disabilities, have suggested that poor outcomes were more likely to occur for school leavers who were more likely to be poor, African American, and from single-parent households than were youths in the general population. As such, various demographic factors play and important role in predicting post-secondary outcomes for youth with disabilities. Keep in mind that these data reflect the various percentages of respondent youth who were no longer in secondary school, but had IEPs in effect at the time they left school. We also found a group of youth, about 3% (N = 6) of our sample, who also reported they had an IEP in effect at the time of leaving school, but did not meet any of the operationally defined criteria established for one of the four data input categories. In other words, this group of respondents indicated that they had neither enrolled in higher education, entered competitive employment, participated in some other type of post-secondary education, training program, or some other type of employment. Simply put, these were youth which we were unable to match any of the criteria established for the four data input types. One might speculate that at least some of these youth are those who left school with a IEP in effect, but remained under the care and support of their families or some other type of caregiver option.

So What do these results mean?

As explained in an earlier section of this document, *What do you do with the three totals?* we essentially "plug" each of the four data input type numbers into the three outcome categories (i.e., A. B., and C) based on the calculation template shown in earlier in Table 1. For example, we take the number of youth who (1) enrolled in higher education, (2) entered competitive employment, (3) enrolled in some other post-secondary education or training program, and (4) some other some other post-secondary education or

[7] Wagner, M. M & Blackorby, J. (1996). Transition from high school to work or college: How special education students fare. *Future Child, 6*(1), 103-20.

Table 4—Outcome Category Results

Outcome Categories	Number of Respondent Youth	Number Of Respondent Youth Who Are No Longer in Secondary School and Had IEPs in Effect at the Time They Left School	FFY 2013 Data	FFY 2014 Target	FFY 2014 Data	Status	Slippage
A. Enrolled in higher education. (Data Input Type 1)	71	199	33.21%	36.80%	35.68%	Did Not Meet Target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school. (Data Input Types 1 + 2)	125	199	60.26%	64.00%	62.81%	Did Not Meet Target	No Slippage
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. (Data Input Types 1 + 2 + 3 + 4)	167	199	79.49%	78.00%	83.92%	Met Target	No Slippage

training program. These results are shown in Table 4. Note the Data Input Types 1-4 in parentheses to show how these are added together to calculate percentages in each outcome category. In this table, we see the percentages in each column for the outcome categories A, B, and C. When we look at category A: "Enrolled in Higher Education," we see that 71 respondent youth indicated they enrolled in a 2 or 4-year higher education program. In category B, "Enrolled in higher education or entered competitive employment," which includes the youth reported in category A, we see that 125 youth entered an institution of higher education and/or engaged in competitive employment. Finally, for category C, which includes the number of youth enrolled in some other post-secondary or training program plus the youth included in the counts of category A and category B, we can see that number is at 167. Using the number of youth in each category as the numerator and the entire respondent group who indicated they had exited high school with an IEP in effect (N = 199) as the denominator, we obtain the FFY 2014 Data for each category.

As explained earlier in this document, the FFY 2014 Data are compared to the FFY 2014 Target set by the State to determine the Status of "Met Target" or "Did Not Meet Target." For 2014, IDOE set Targets for each outcome category. As such, the Target set for outcome category A: "Enrolled in higher education within one year of leaving high school" was 36.80%, the Target set for outcome category B: "Enrolled in higher education or competitively employed within one year of leaving high school" was 64.00%, and the Target set for category C "Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school" was 78.00%. The difference calculated between the FFY 2014 Targets and the FFY 2014 Data determined whether an outcome category "Met Target," or "Did Not Meet Target." When this calculation was applied, it was found that both outcome categories A and B "Did Not Meet Target," due to percentage differences of -1.12% and -1.19%, respectively. Even so, one can see that the obtained differences are rather

small, suggesting minimal slippage. However, in the case of outcome category C a difference of +5.92% was found, indicating that the State "Met Target," rather substantially so.

When determinations were made regarding Slippage, it was found that—all outcome categories, A, B, and C—obtained the designation of "No Slippage." Slippage is calculated by examining the percentage difference between the FFY 2014 Data and the FFY 2013 Data for each outcome category. In doing so, a difference of +2.47% was found for outcome category A, a difference of +2.55% was calculated for outcome category B. The largest difference of 4.43% was recorded for outcome category C.

These results, along with other sources of information collected and analyzed by the State, will be used to determine what types of improvement strategies might be implemented in the future that will increase percentages for all outcome categories to meet or exceed the current 2014 Data and 2015 Target set for the next reporting period for the Annual Performance report submitted to OSEP in 2016. Table 5 shows a historical view of the State has performed on Indicator 14 for FFY 2010 to FFY 2013.

How Many youth selected for the sample graduated or dropped out?

The very first question asked on the *Indiana Post-High School Outcomes Survey* was "Have you graduated from high school or left high school for some other reason?" This question had to be answered to ensure that all youth selected in the sample were eligible to complete the remainder of the survey. When this question was asked, 97% of the sample indicated "Yes," while the remaining 3% indicated "No." For those whose response was "No," the survey was discontinued. Of the respondents who indicated "Yes," that they had left high school, 70% reported they did so because they received a diploma, while 15% said they received a certificate of completion. Four percent (4%) indicated they dropped out of school and about 2% reported they had met the maximum 22-year-old age limit set by Indiana for a free public education.

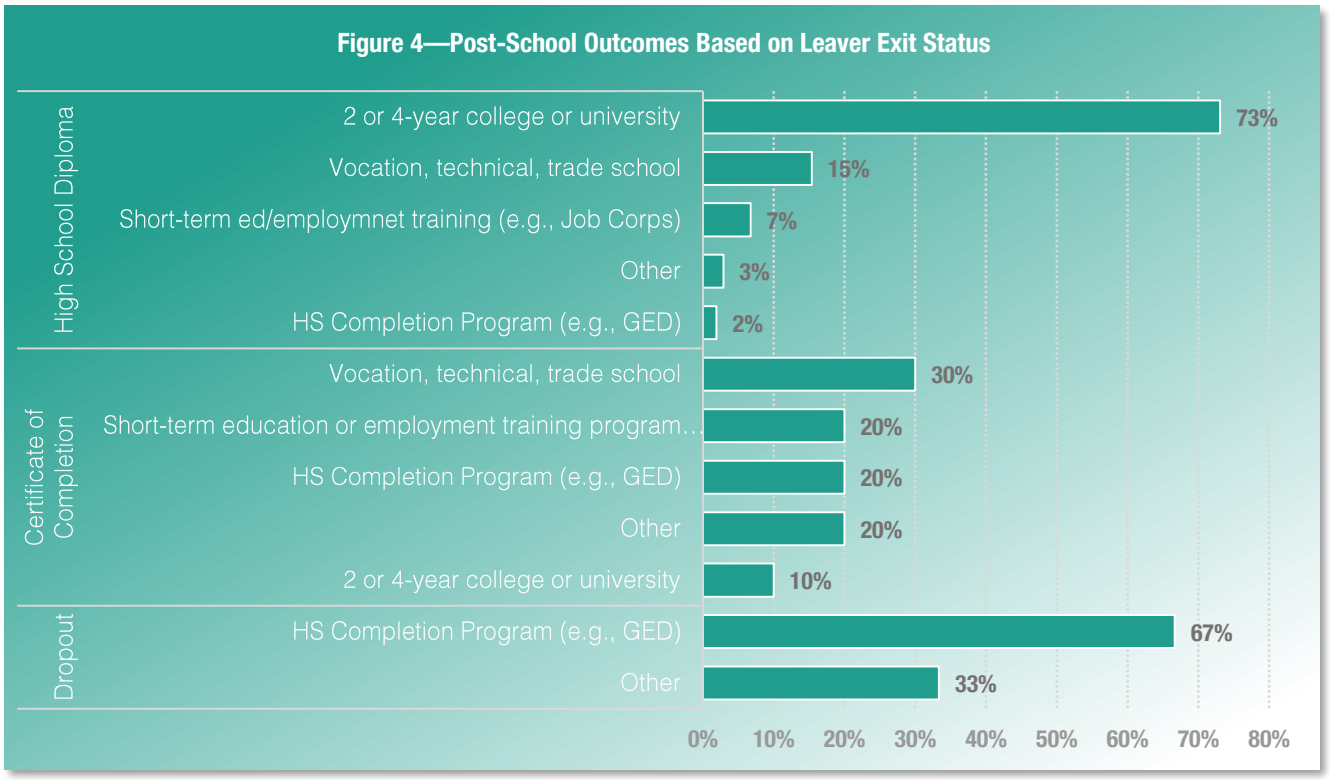
Where did they go after leaving school?

Figure 4 shows the relative percentages regarding the types of outcomes obtained for each group of school leavers. The percentages are based on the number of individuals per each of these categories; those who (1) obtained

Table 5: Historical Performance Data for Indicator 14

Outcome Category	Baseline Year	FFY	2009*	2010	2011	2012	2013
A	2009	Target≥		34.80%	35.30%	35.80%	36.30%
		Data	34.30	32 50%	33.90%	35.90%	33.21%
B	2009	Target≥		49.10%	49.60%	51.10%	63.50%
		Data	49.10	56.40%	62.10%	63.80%	60.26%
C	2009	Target≥		86.60%	87.10%	87.60%	77.50%
		Data	86.10	76.10%	77.90%	78.00%	79.49%

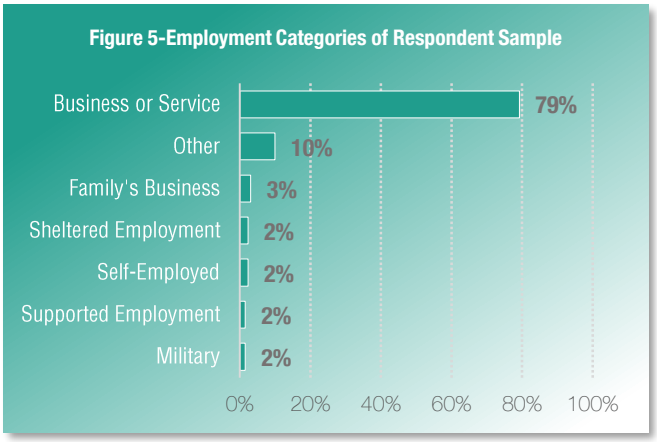
*FFY 2009 indicates year in which baseline measure was initially set by the State.



a high school diploma, (2) earned a certificate of completion, or (3) dropped out of school. Thus, each category will add to 100%. It is important to note that percentages for categories which have relatively few leavers—such as those who dropped out—should be interpreted with caution. As can be seen in Figure 4, the clear majority of those who indicated they obtained a high school diploma enrolled in a 2 or 4-year post-secondary institution, followed by entry into a vocational or technical school. These two types of institutions alone accounted for about 88% of this leaver group. Other options for those who obtained a high school diploma included short-term education or employment training (7%), and outcomes classified as "Other" (5%). The "Other" option represents those responses that could not be classified in the predefined outcome categories. Those who indicated they obtained a Certificate of Completion either entered into a vocational or technical school (30%), a short-term training program (20%), a High School Completion Program or indicated "Other" (20%). Ten percent (10%) of those who received a Certificate of Completion entered into a 2- or 4-year college or university. The majority of those reporting they dropped out of school (67%) indicated that they entered into a high school completion program (e.g., GED), while more than one-third indicated "Other" types of options.

How Many youths were employed after leaving school?

These data can be seen in Figure 5. Several items on the Indiana Post-High School Outcomes Survey focused on obtaining the employment outcomes of youth after one year of leaving high school. Respondents were asked questions about whether they were employed, type of job,



length of employment, hours worked, and hourly wage. With regard to whether they were employed or not, 66% of 196 respondents indicated "Yes" and 34% said "No." When asked what type of job in which they were employed, most (79%) indicated they worked in company, business, or service which also employed people with and without disabilities. Three percent (3%) indicated they worked in the family business, e.g., family farm, store, fishing, ranching, catering services, or other family operated business. Two percent (2%) of the respondents indicated employment in a Sheltered Workshop or other Support Employment option, while another 2% indicated they were self-employed or were in the military service. Most of the respondents who were employed (89%), reported they had been employed for at least three (3) months and 82% said they worked 20 or more hours of the week. The majority also reported they were paid at least the Federal Minimum Wage of $7.25 per hour.

Appendix A: Indiana Post-High School Outcomes Survey

Indiana Post-High School Outcomes Survey

This is your online survey ID: **XXXXX**

Student's Name
Student's Address
Somewhere. IN 4XXXX

Dear Student's Name,

Please take just a few minutes to complete the enclosed *Indiana Post-High School Outcomes Survey.* It should only take about 3-5 minutes, but completing it would be so important to helping the Indiana Department of Education and your School Corporation in creating educational programs that increase student success after leaving school. We've included some information below to help you understand what the survey is all about and what we are looking for.

Purpose of the Survey

The *Indiana Post-High School Outcomes Survey* is being led by the Systems Improvement Group (SIG) of the Institute on Community Integration in Minnesota. We are collecting this information on behalf of the Indiana Department of Education (IDOE) to better understand what happens to students that either graduate or leave high school. This information will be used by the IDOE for improvement planning to meet the needs of individuals like yourself once they leave school.

Competing the Survey

We would greatly appreciate your completing the enclosed survey and returning it either in the enclosed, self-addressed, stamped envelope or going online to this URL: https://umn.qualtrics.com/. If you choose to complete the survey online, you won't have to send us the enclosed paper survey. After entering URL, use the Survey ID: 253304 to complete the survey. The Survey ID is only used to track who has completed the online survey and who we need to send reminders. We are trying to get the most surveys possible. More surveys mean better and more accurate information—every survey counts!

We Guarantee Confidentiality

Your return of either a mailed or online survey indicates your consent to participate in the survey. Please be assured that your responses will be held in the strictest confidence, and the results will only be reported by group data—not by individual responses. As soon as we receive your completed survey, we will enter it into a secure database. Only SIG staff working on this survey will be able to view the data. Also, as we write up the results of this survey, no personally identification will be used.

Risks and Benefits

There are no risks involved in completing this survey and you don't even have to respond if you so choose. However, we would like to remind you of the potential benefits to students in the future will experience because of your participation. After you left high school, we believe that you have gained a lot of knowledge that would be useful in making things better for future students. You have a lot to contribute!

Contact Information.

If you have any questions, please contact our team at: post-hs-survey@indiana2015.org. or SIG Team Member Arlene Russell at (612) 625-6437. We look forward to learning from you!

Indiana Post-High School Outcomes Survey

This is your online survey ID: XXXXX

Please take just a few minutes to complete the *Indiana Post-High School Outcomes Survey*. This survey is being conducted by the Systems Improvement Group (SIG) for the Indiana Department of Education. This survey is intended for former students who finished or left high school during or at the end of the 2013-14 school year (including summer school in 2014). Your information will be used to measure how well Indiana schools are preparing students who had Individualized Education Plans (IEPs) before leaving or finishing high school. The results of this survey will be given to the U.S. Department of Education. However, all of *your* answers will be kept private and the results will be combined with others taking the survey so that your information will remain confidential. You may either fill out the survey and return it in the self-addressed and postage-paid envelope included OR fill it out on the web at https://umn.qualtrics.com/ and type in your Survey ID:XXXXX. Please complete the survey as soon as possible. Thank you for your help in providing us this important information!

1. Have you graduated from high school or left high school for some other reason?

☐ Yes → Go To Question 2
☐ No → STOP! The Survey Is Finished

2. In the 12 months after leaving high school, have you enrolled and participated in any school, job training, or education program?

☐ Yes → Go To Questions 3 & 4
☐ No → Go To Question 5

3. Did you complete an entire term? (A term can be quarter, semester, inter-session, summer, or on-line)

☐ Yes
☐ No

4. Describe the kind of school or job training program in which you were enrolled. CHECK ONE OPTION ONLY! If you enrolled in multiple programs, check only your primary one, or the one you were enrolled in the longest.

☐ High school completion program (e.g., Adult Basic Education, GED)
☐ Short-term education or employment training program (e.g., WIA, Job Corps)
☐ Vocational, technical, trade school
☐ 2- or 4-year college or university
☐ Religious or church sponsored mission
☐ Other (Specify): _____

See other side to complete survey

5. In the 12 months after leaving high school, have you ever worked?

☐ Yes → Go To Questions 6, 7, 8, & 9
☐ No → STOP! The Survey Is Finished

6. Since leaving high school, have you worked for a total of 3 months (about 90 days)?
(Days do not need to be in a row)

☐ Yes
☐ No

7. Did you work an average of 20 or more hours per week (or about half time of a 40-hour week)? (Hours may vary week to week)

☐ Yes
☐ No

8. Were you paid at least the minimum wage of $7.25 an hour?

☐ Yes
☐ No

9. Describe the job you have or have had. CHECK ONE OPTION ONLY! If you have held more than one job, please select only your primary or most recent job.

☐ In a company, business, or service with people with and without disabilities
☐ In the military
☐ In supported employment (paid work with services and wage support to the employer)
☐ Self-employed
☐ In your family's business (e.g., family farm, store, fishing, ranching, catering)
☐ In sheltered employment (where most workers have disabilities)
☐ Employed while in jail or prison
☐ Other (Specify): _____

Thank you for taking the time to fill out the survey. We rely on your feedback to help us improve IDOE services. Your input is greatly appreciated. If you have any questions, please contact our team at:

post-hs-survey@indiana2015.org.

Systems Improvement Group University of Minnesota 150 Pillsbury Dr. SE Minneapolis, Minnesota 55455
Phone: (612) 625-6437

Appendix B: Summary Statistics

Indiana Post-High School Outcomes Survey Summary Statistics

Summary of Responses for All Survey Questions

Response Rate	26%
Sample Size	780
Number of Completed Surveys	205

Methodology	Count	Percent
Online survey	7	3
Paper survey	53	26
Phone interview	145	71
Total	205	100

Q1. Exited High School?	Count	Percent
Yes	199	97
No	6	3
Total	205	100

Q2. Enrolled in Post-Secondary Education?	Count	Percent
Yes	122	62
No	76	38
Total	198	100

Q3. Completed a Semester?	Count	Percent
Yes	108	89
No	14	11
Total	122	100

Q4. Type of Post-Secondary Education Program	Count	Percent
2 or 4-year college or university	77	65
Vocation, technical, trade school	19	16
Short-term education or employment training program (e.g., Job Corps)	9	8
Other	8	7
High school completion program (e.g., GED)	6	5
Total	119	100

Q5. Employed after High School?	Count	Percent
Yes	130	66
No	66	34
Total	196	100

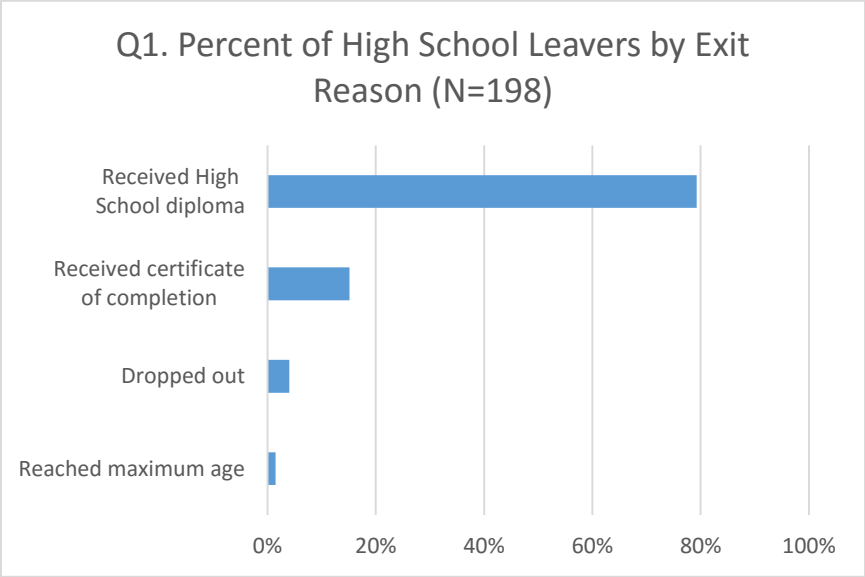
Q6. Worked for 3 months?	Count	Percent
Yes	116	89
No	14	11
Total	130	100

Q7. Worked 20 hours or more?	Count	Percent
Yes	106	82
No	24	18
Total	130	100

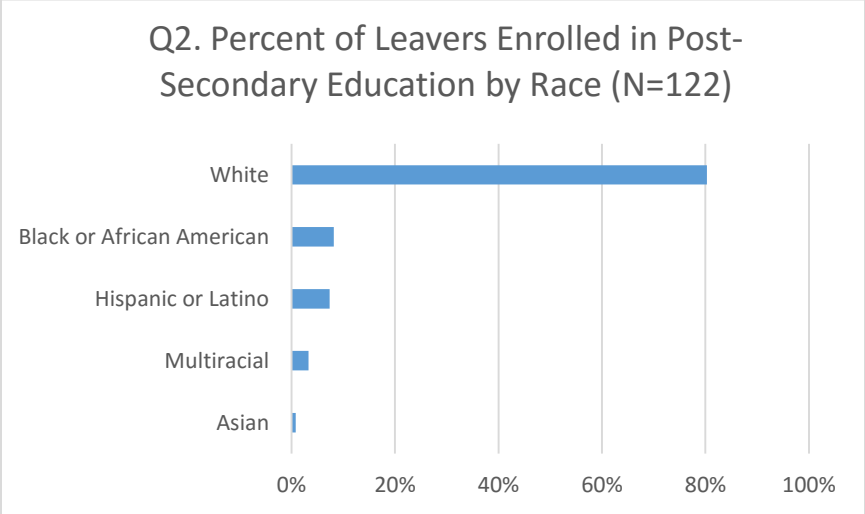
Q8. Earned 7.25 per hour or more?	Count	Percent
Yes	120	92
No	10	8
Total	130	100

Q9. Types of job	Count	Percent
In a company, business, or service with people with and without disabilities	103	79
Other	13	10
In your family's business (e.g., family farm, store, fishing, ranching, catering)	4	3
In sheltered employment	3	2
Self-employed	3	2
In supported employment (paid work with services and wage support to the employer)	2	2
In the military	2	2
Total	130	100

Summary of High School Leavers by Exit Type

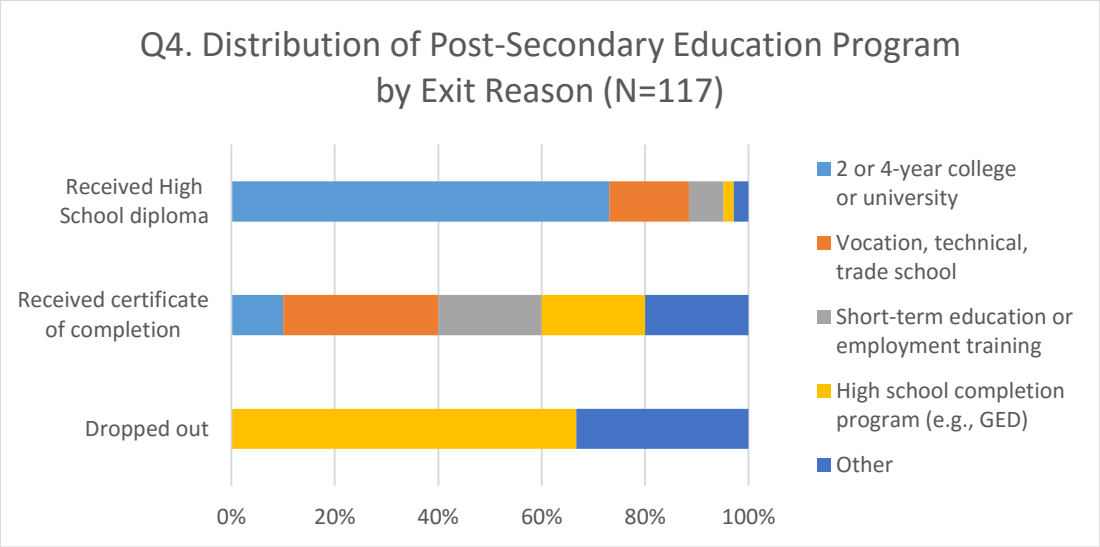


Q1. Exited High School	Count	Percent
Received High School diploma	157	79
Received certificate of completion	30	15
Dropped out	8	4
Reached maximum age	3	2
Total	**198**	**100**



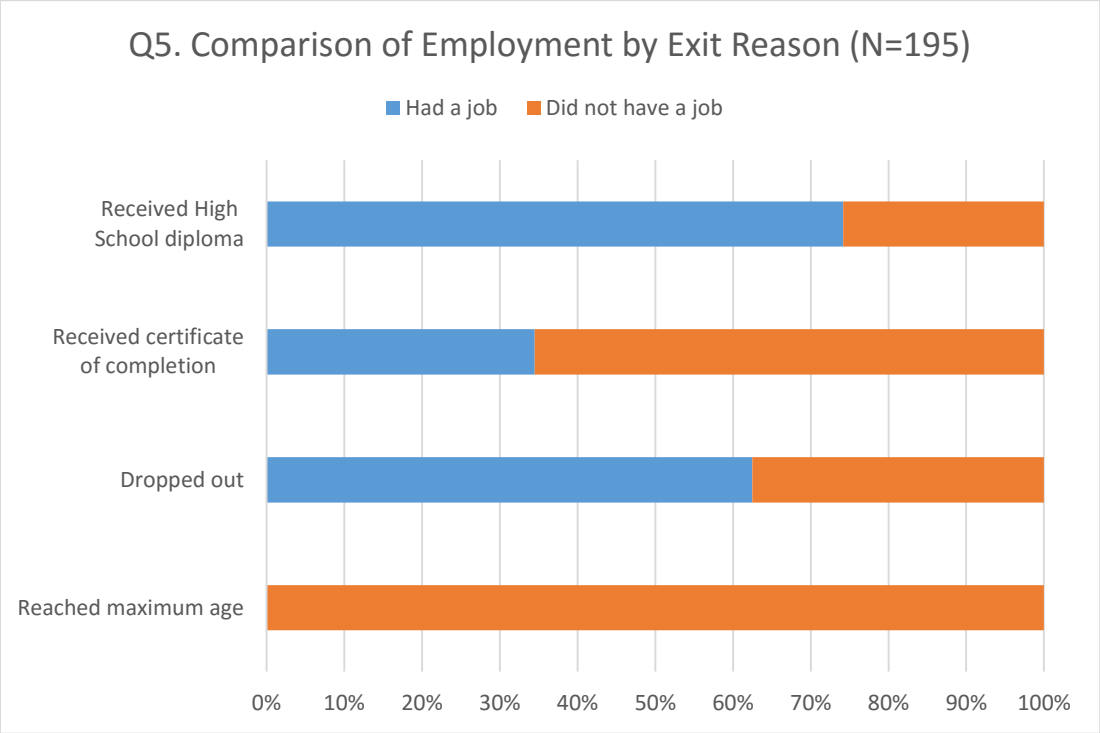
Q2. Enrolled in Post Ed	Count	Percent
White	98	80
Black or African American	10	8
Hispanic or Latino	9	7
Multiracial	4	3
Asian	1	1
Total	**122**	**100**

Summary of Post-Secondary Education Program by Exit Type



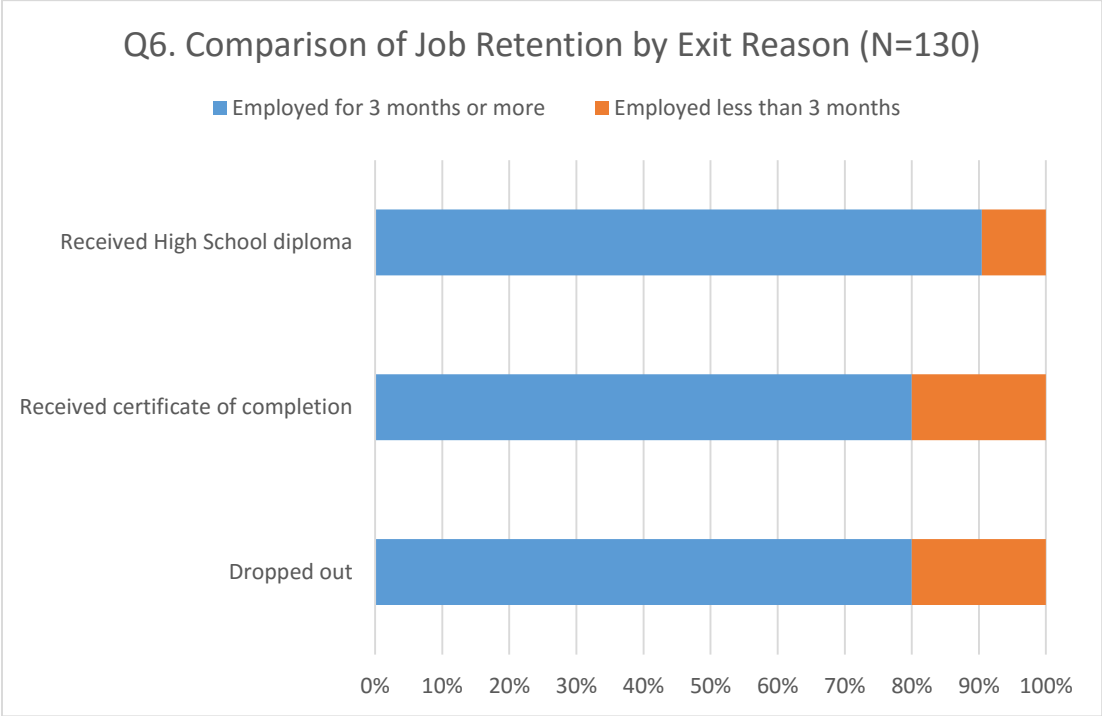
Q4. Post-Secondary Education Program	Count	Percent
Received High School Diploma	**104**	**88**
2 or 4-year college or university	76	73
Vocation, technical, trade school	16	15
Short-term education or employment training program (e.g., Job Corps)	7	7
Other	5	5
Received Certificate of Completion	**10**	**9**
Vocation, technical, trade school	3	30
Short-term education or employment training program (e.g., Job Corps)	2	20
High school completion program (e.g., GED)	2	20
Other	2	20
2 or 4-year college or university	1	10
Dropped Out	**3**	**3**
High school completion program (e.g., GED)	2	67
Other	1	33
Total	**117**	**100**

Summary of Employment by Exit Reason



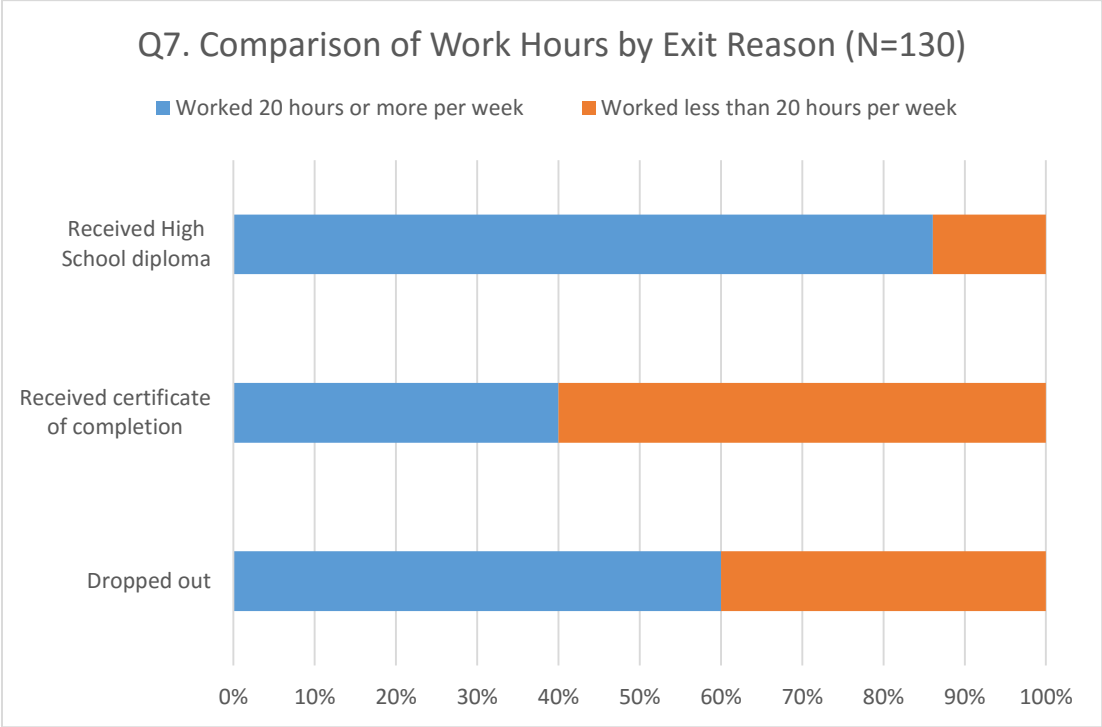
Q5. Employment by Exit Reason	Count	Percent
Received High School Diploma	**155**	**79**
Had a job	115	74
Did not have a job	40	26
Received Certificate of Completion	**29**	**15**
Had a job	10	34
Did not have a job	19	66
Dropped Out	**8**	**4**
Had a job	5	63
Did not have a job	3	38
Reached Maximum Age	**3**	**2**
Did not have a job	3	100
Total	**195**	**100**

Summary of Job Retention by Exit Reason



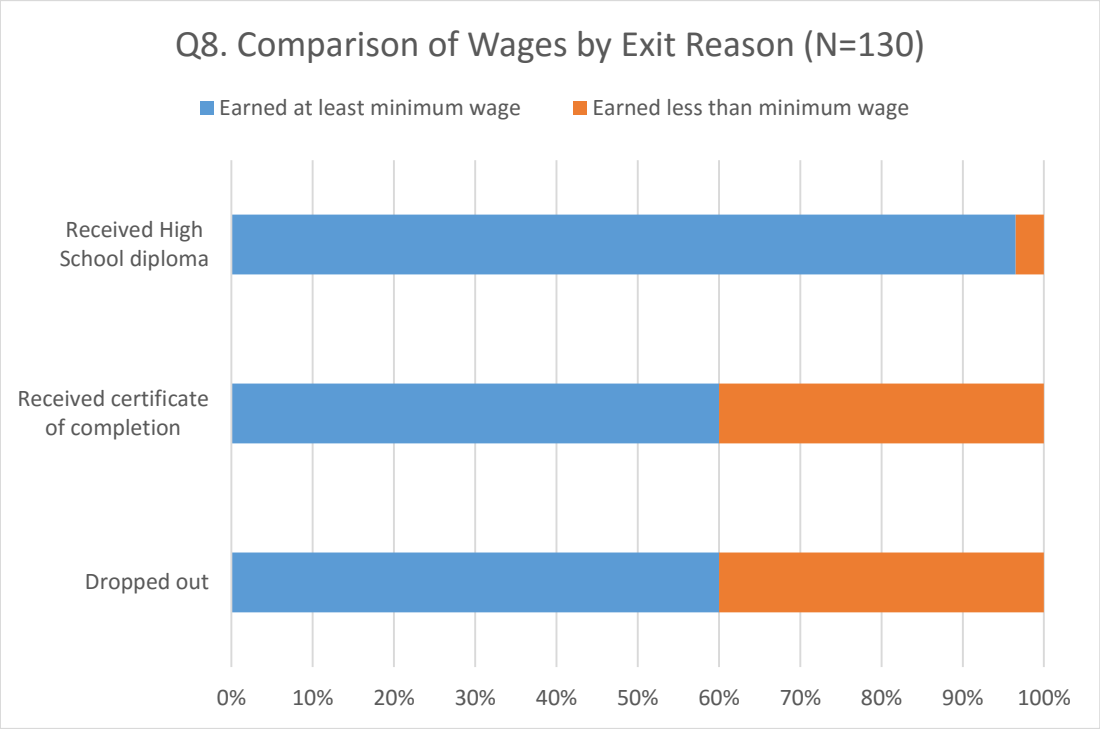
Q6. Job Retention by Exit Reason	Count	Percent
Received High School Diploma	**115**	**88**
Employed for 3 months or more	104	90
Employed less than 3 months	11	10
Received Certificate of Completion	**10**	**8**
Employed for 3 months or more	8	80
Employed less than 3 months	2	20
Dropped Out	**5**	**4**
Employed for 3 months or more	4	80
Employed less than 3 months	1	20
Total	**130**	**100**

Summary of Work Hours by Exit Reason



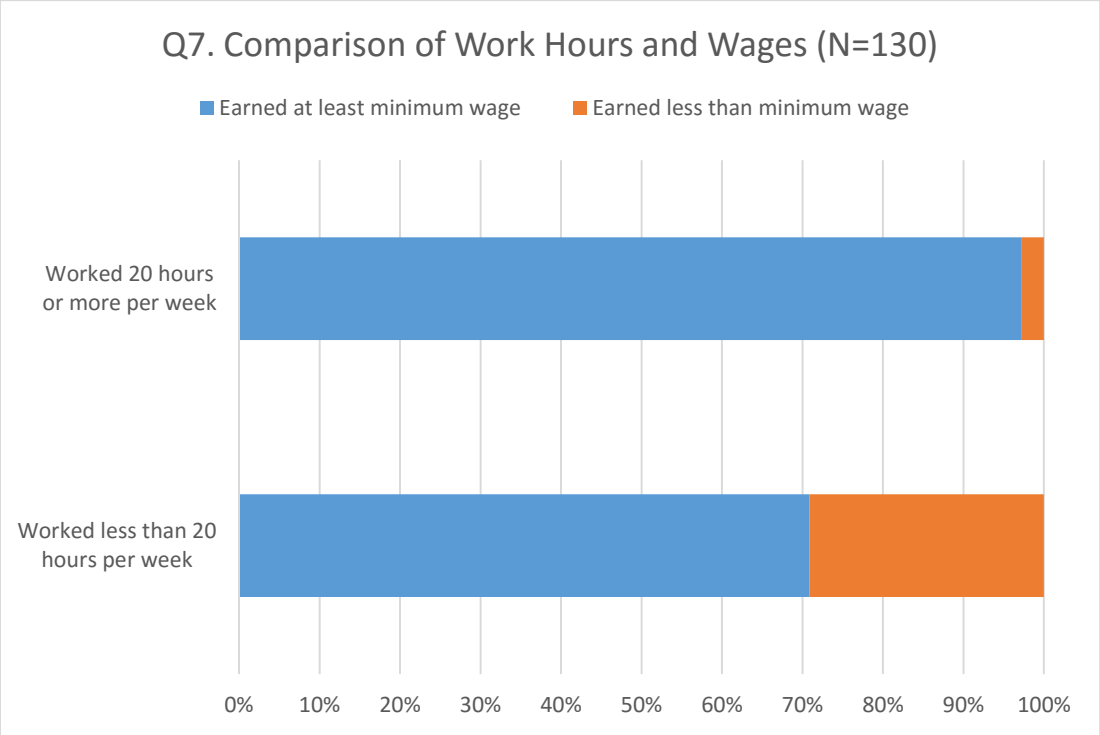
Q7. Work Hour by Exit Reason	Count	Percent
Received High School Diploma	**115**	**88**
Worked 20 hours or more per week	99	86
Worked less than 20 hours per week	16	14
Received Certificate of Completion	**10**	**8**
Worked 20 hours or more per week	4	40
Worked less than 20 hours per week	6	60
Dropped Out	**5**	**4**
Worked 20 hours or more per week	3	60
Worked less than 20 hours per week	2	40
Total	**130**	**100**

Summary of Wages by Exit Reason



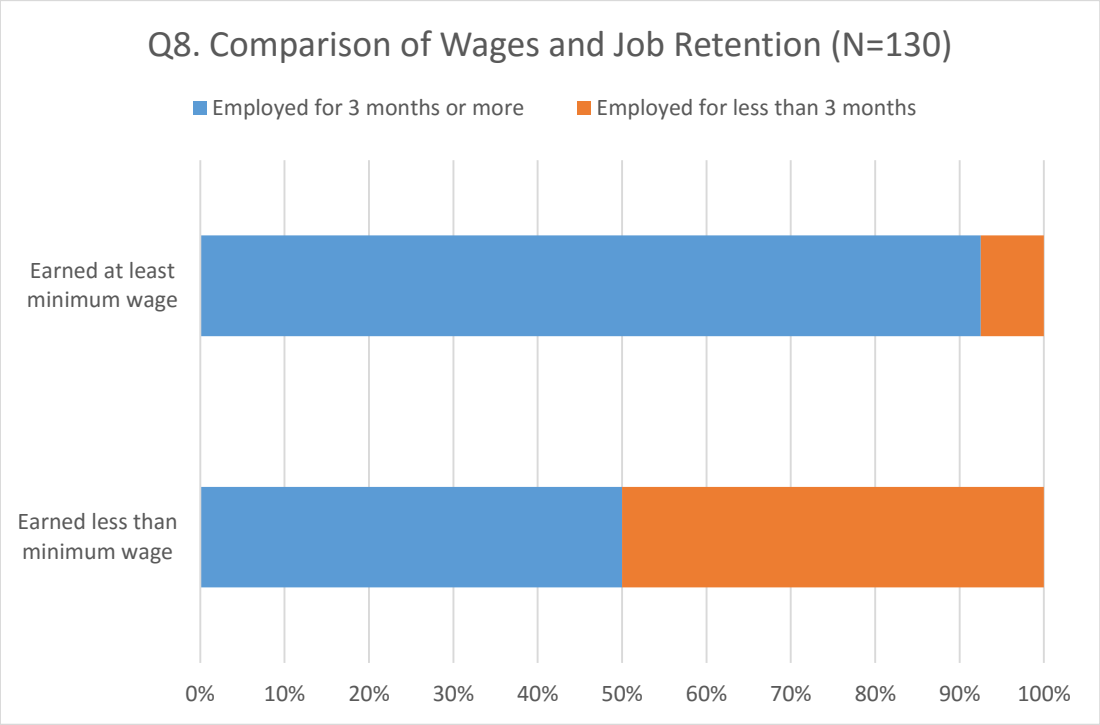
Q8. Wage by Exit Reason	Count	Percent
Received High School Diploma	**115**	**88**
Earned at least minimum wage	111	97
Earned less than minimum wage	4	3
Received Certificate of Completion	**10**	**8**
Earned at least minimum wage	6	60
Earned less than minimum wage	4	40
Dropped Out	**5**	**4**
Earned at least minimum wage	3	60
Earned less than minimum wage	2	40
Total	**130**	**100**

Summary of Work Hours and Wages



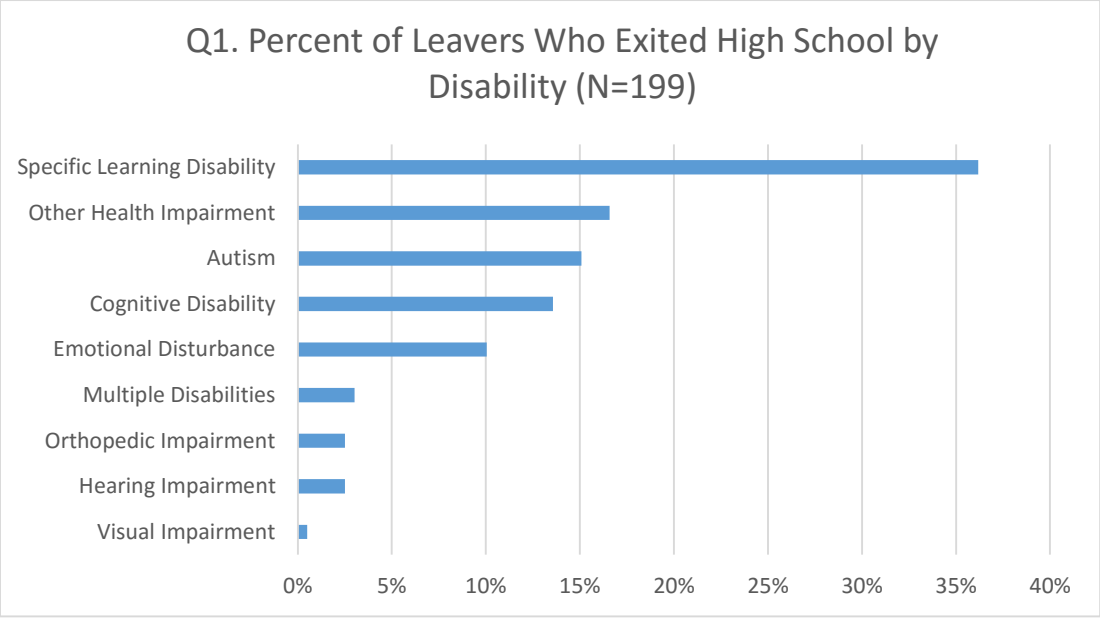
Q7 Work hour and Q8 Wage	Count	Percent
Worked 20 hours or more per week	106	82
Earned at least minimum wage	103	97
Earned less than minimum wage	3	3
Worked less than 20 hours per week	24	18
Earned at least minimum wage	17	71
Earned less than minimum wage	7	29
Total	**130**	**100**

Summary of Work Hours and Job Retention



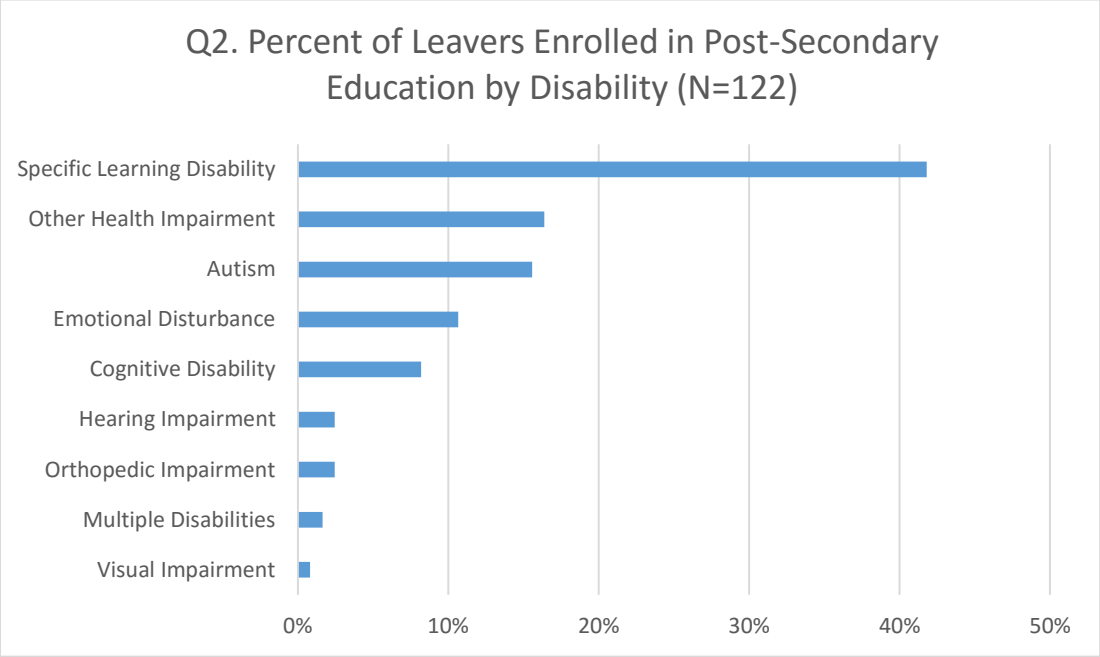
Q8 Wage and Q6 Work Retention	Count	Percent
Earned at least minimum wage	120	92
Employed for 3 months or more	111	93
Employed for less than 3 months	9	8
Earned less than minimum wage	10	8
Employed for 3 months or more	5	50
Employed for less than 3 months	5	50
Total	**130**	**100**

Summary of Disability Characteristics



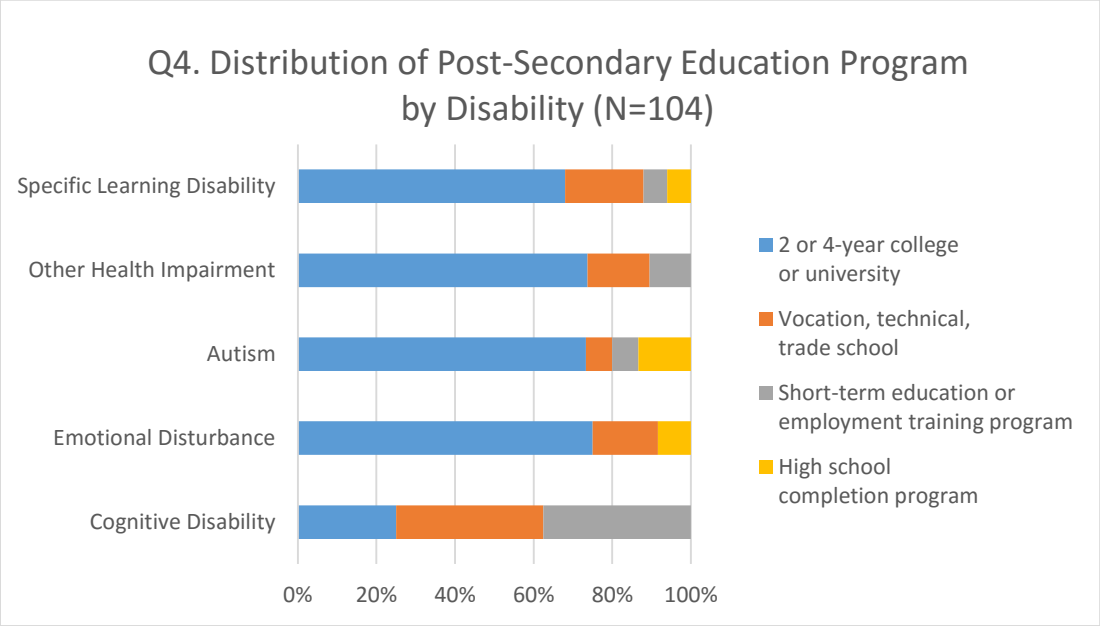
Q1. Exited High School	Rank	Count	Percent
Specific Learning Disability	1	72	36
Other Health Impairment	2	33	17
Autism	3	30	15
Cognitive Disability	4	27	14
Emotional Disturbance	5	20	10
Multiple Disabilities	6	6	3
Hearing Impairment	7	5	3
Orthopedic Impairment	7	5	3
Visual Impairment	8	1	1
Total		**199**	**100**

Summary of Leavers Enrolled in Post-Secondary Education by Disability



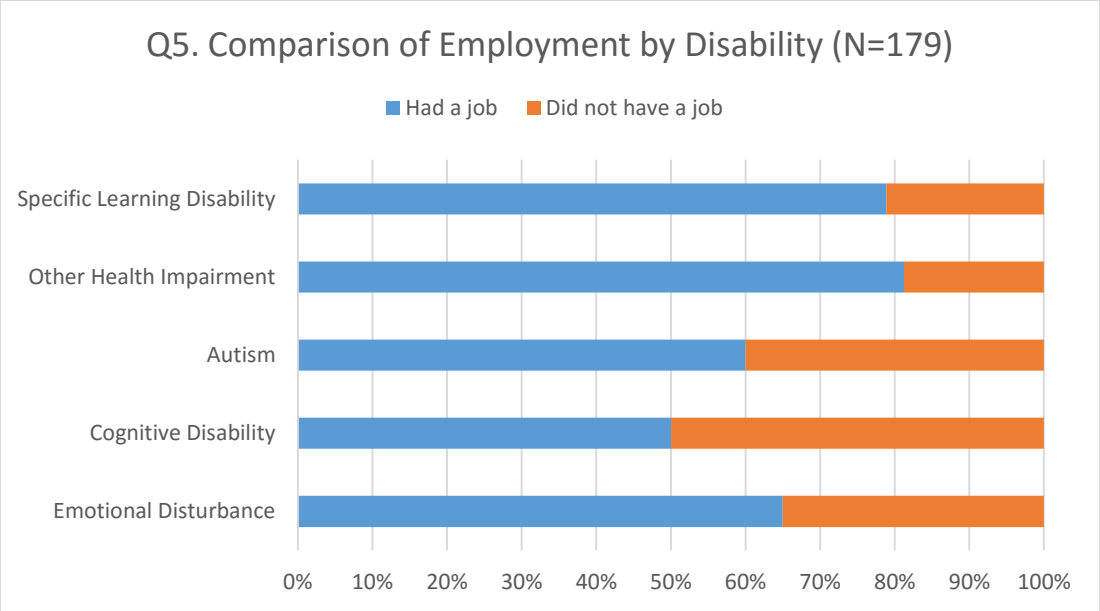
Q2. Enrolled in Post-Secondary Education	Rank	Count	Percent
Specific Learning Disability	1	51	42
Other Health Impairment	2	20	16
Autism	3	19	16
Emotional Disturbance	4	13	11
Cognitive Disability	5	10	8
Orthopedic Impairment	6	3	2
Hearing Impairment	6	3	2
Multiple Disabilities	7	2	2
Visual Impairment	8	1	1
Total		**122**	**100**

Summary of Post-Secondary Education Programs by Disability



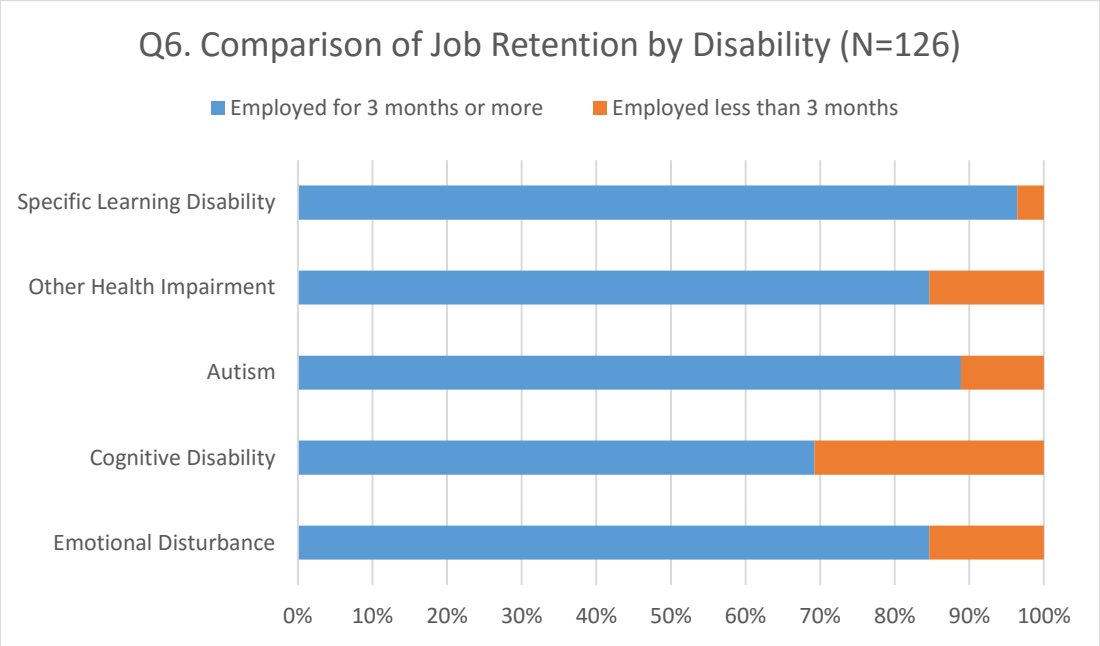
Q4. Post-Secondary Education Program	Count	Percent
Cognitive Disability	**8**	**7.7**
Vocation, technical, trade school	3	37.5
Short-term education or employment training program (e.g., Job Corps)	3	37.5
2 or 4-year college or university	2	25.0
Emotional Disturbance	**12**	**11.5**
2 or 4-year college or university	9	75.0
Vocation, technical, trade school	2	16.7
High school completion program (e.g., GED)	1	8.3
Autism	**15**	**14.4**
2 or 4-year college or university	11	73.3
High school completion program (e.g., GED)	2	13.3
Vocation, technical, trade school	1	6.7
Short-term education or employment training program (e.g., Job Corps)	1	6.7
Other Health Impairment	**19**	**18.3**
2 or 4-year college or university	14	73.7
Vocation, technical, trade school	3	15.8
Short-term education or employment training program (e.g., Job Corps)	2	10.5
Specific Learning Disability	**50**	**48.1**
2 or 4-year college or university	34	68.0
Vocation, technical, trade school	10	20.0
Short-term education or employment training program (e.g., Job Corps)	3	6.0
High school completion program (e.g., GED)	3	6.0
Total	**104**	**100.0**

Summary of Employment by Disability



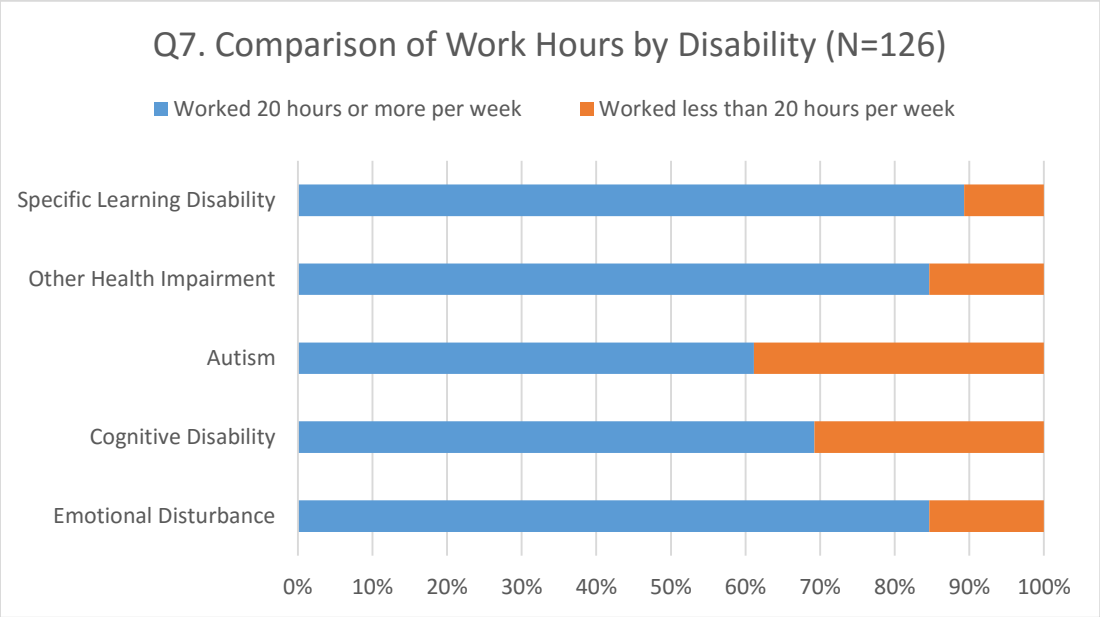
Q5. Employment by Disability	Count	Percent
Specific Learning Disability	**71**	**40**
Had a job	56	79
Did not have a job	15	21
Other Health Impairment	**32**	**18**
Had a job	26	81
Did not have a job	6	19
Autism	**30**	**17**
Had a job	18	60
Did not have a job	12	40
Cognitive Disability	**26**	**15**
Had a job	13	50
Did not have a job	13	50
Emotional Disturbance	**20**	**11**
Had a job	13	65
Did not have a job	7	35

Summary of Job Retention by Disability



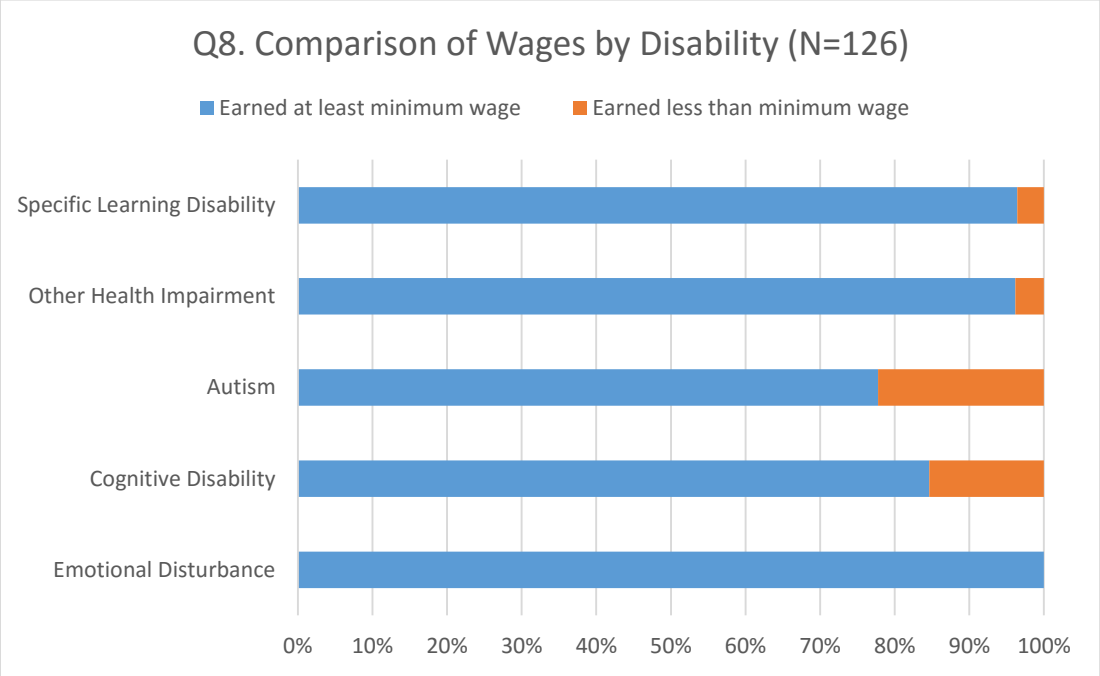
Q6. Work Retention by Disability	Count	Percent
Specific Learning Disability	**56**	**44**
Employed for 3 months or more	54	96
Employed less than 3 months	2	4
Other Health Impairment	**26**	**21**
Employed for 3 months or more	22	85
Employed less than 3 months	4	15
Autism	**18**	**14**
Employed for 3 months or more	16	89
Employed less than 3 months	2	11
Cognitive Disability	**13**	**10**
Employed for 3 months or more	9	69
Employed less than 3 months	4	31
Emotional Disturbance	**13**	**10**
Employed for 3 months or more	11	85
Employed less than 3 months	2	15
Total	**126**	**100**

Summary of Work Hours by Disability



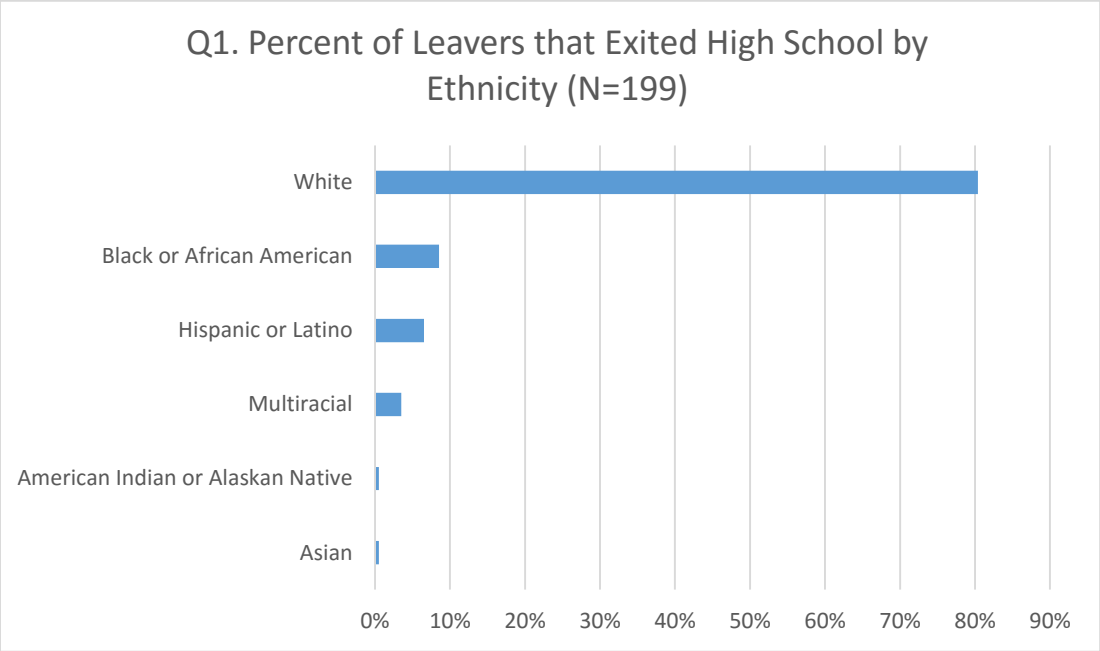
Q7. Work Hour by Disability	Count	Percent
Specific Learning Disability	**56**	**44**
Worked 20 hours or more per week	50	89
Worked less than 20 hours per week	6	11
Other Health Impairment	**26**	**21**
Worked 20 hours or more per week	22	85
Worked less than 20 hours per week	4	15
Autism	**18**	**14**
Worked 20 hours or more per week	11	61
Worked less than 20 hours per week	7	39
Cognitive Disability	**13**	**10**
Worked 20 hours or more per week	9	69
Worked less than 20 hours per week	4	31
Emotional Disturbance	**13**	**10**
Worked 20 hours or more per week	11	85
Worked less than 20 hours per week	2	15
Total	**126**	**100**

Summary of Wages by Disability



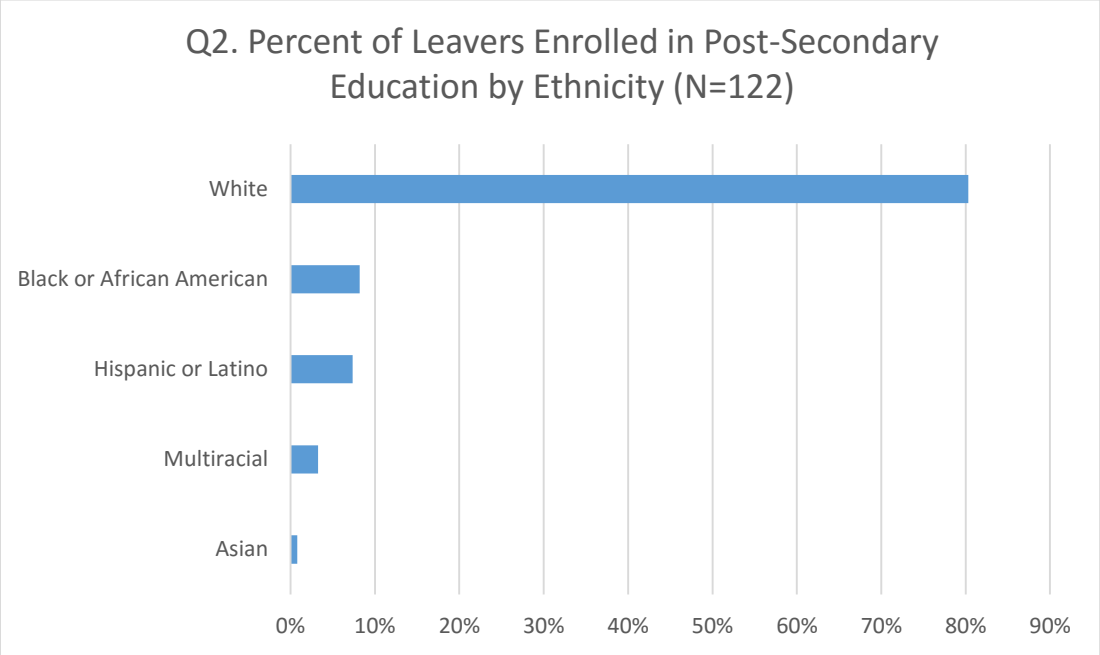
Q8. Earned at Least Minimum Wage	Count	Percent
Specific Learning Disability	**56**	**44**
Earned at least minimum wage	54	96
Earned less than minimum wage	2	4
Other Health Impairment	**26**	**21**
Earned at least minimum wage	25	96
Earned less than minimum wage	1	4
Autism	**18**	**14**
Earned at least minimum wage	14	78
Earned less than minimum wage	4	22
Cognitive Disability	**13**	**10**
Earned at least minimum wage	11	85
Earned less than minimum wage	2	15
Emotional Disturbance	**13**	**10**
Earned at least minimum wage	13	100
Total	**126**	**100**

Summary of Leavers that Exited High School by Ethnicity



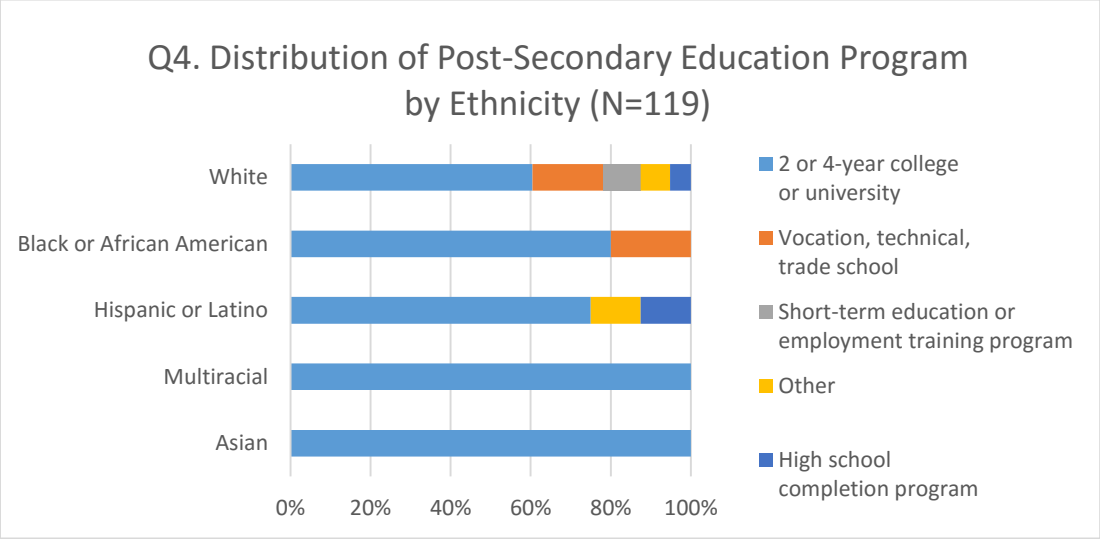
Q1. Exited High School	Count	Percent
White	160	80
Black or African American	17	9
Hispanic or Latino	13	7
Multiracial	7	4
Asian	1	1
American Indian or Alaskan Native	1	1
Total	**199**	**100**

Summary of Leavers Enrolled in Post-Secondary by Ethnicity



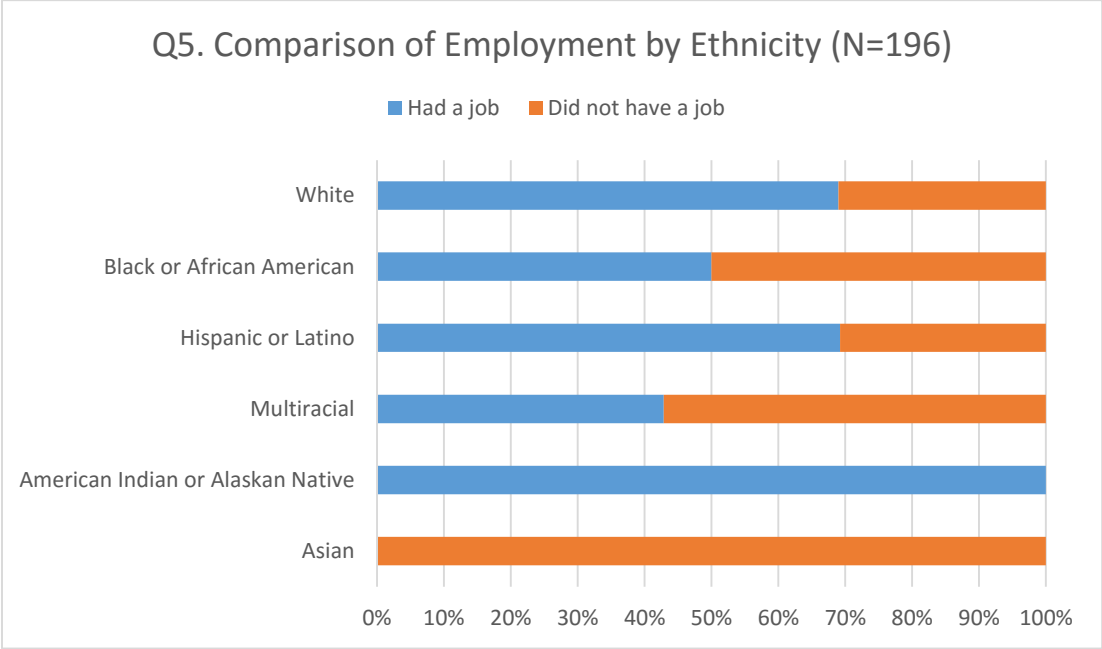
Q2. Enrolled in Post-Secondary Education	Count	Percent
White	98	80
Black or African American	10	8
Hispanic or Latino	9	7
Multiracial	4	3
Asian	1	1
Total	**122**	**100**

Summary of Post-Secondary Education Program by Ethnicity



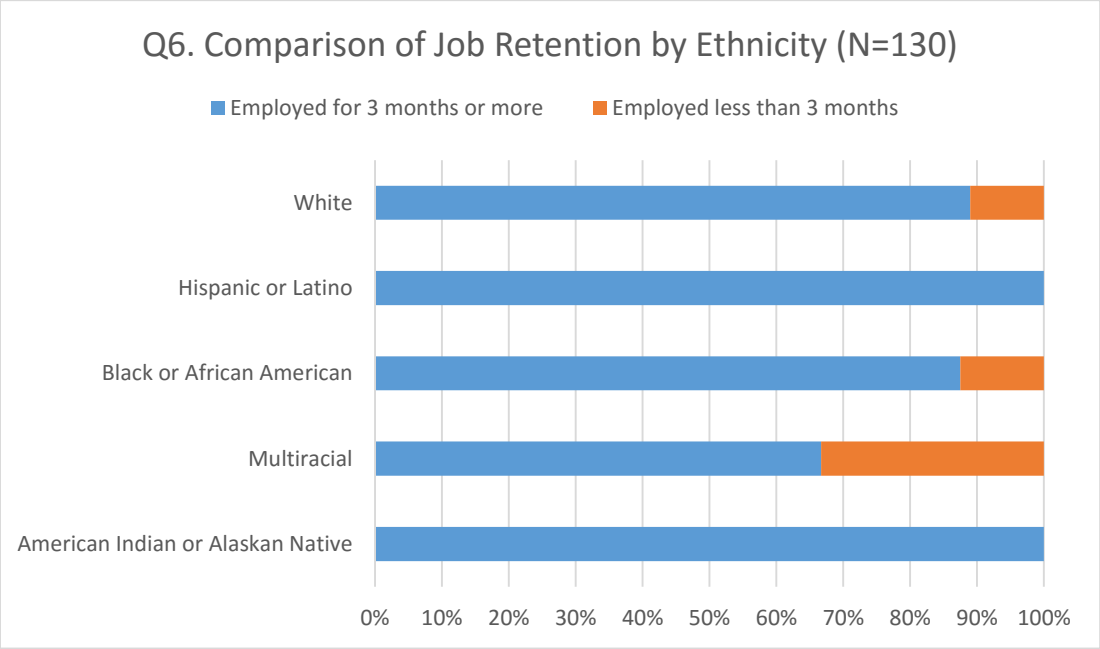
Q4. Post-Secondary Education Program	Count	Percent
White	**96**	**80.7**
2 or 4-year college or university	58	60.4
Vocation, technical, trade school	17	17.7
Short-term education or employment training program (e.g., Job Corps)	9	9.4
Other	7	7.3
High school completion program (e.g., GED)	5	5.2
Black or African American	**10**	**8.4**
2 or 4-year college or university	8	80.0
Vocation, technical, trade school	2	20.0
Hispanic or Latino	**8**	**6.7**
2 or 4-year college or university	6	75.0
Other	1	12.5
High school completion program (e.g., GED)	1	12.5
Multiracial	**4**	**3.4**
2 or 4-year college or university	4	100.0
Asian	**1**	**0.8**
2 or 4-year college or university	1	100.0
Total	**119**	**100.0**

Summary of Employment by Ethnicity



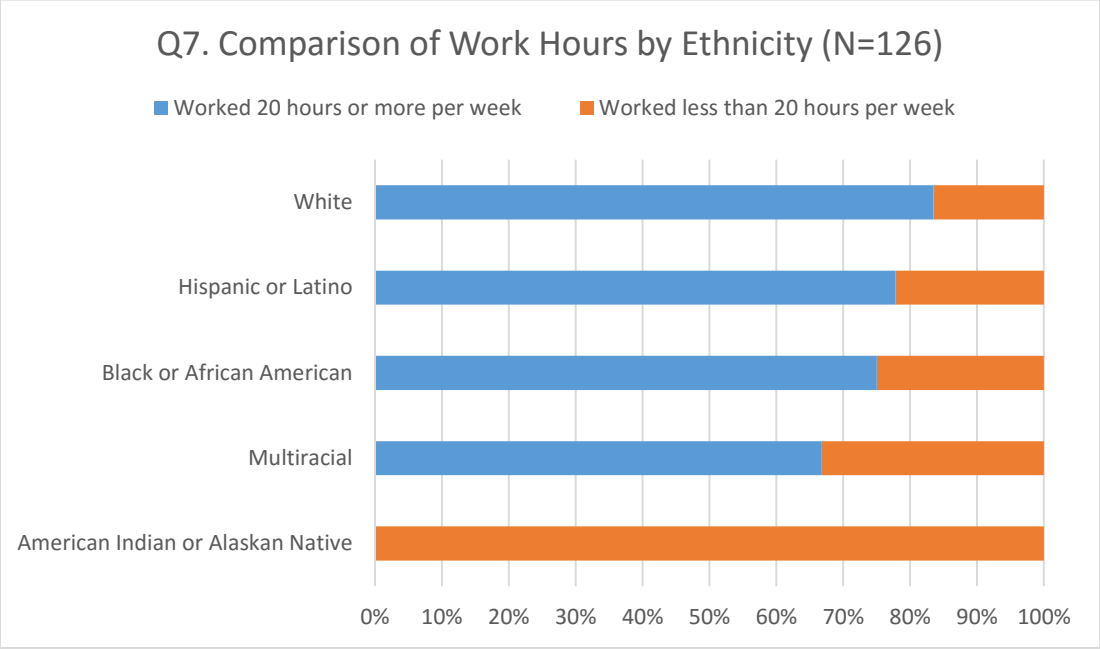
Q5. Employment	Count	Percent
White	**158**	**81**
Had a job	109	69
Did not have a job	49	31
Black or African American	**16**	**8**
Had a job	8	50
Did not have a job	8	50
Hispanic or Latino	**13**	**7**
Had a job	9	69
Did not have a job	4	31
Multiracial	**7**	**4**
Had a job	3	43
Did not have a job	4	57
Asian	**1**	**1**
Did not have a job	1	100
American Indian or Alaskan Native	**1**	**1**
Had a job	1	100
Total	**196**	**100**

Summary of Job Retention by Ethnicity



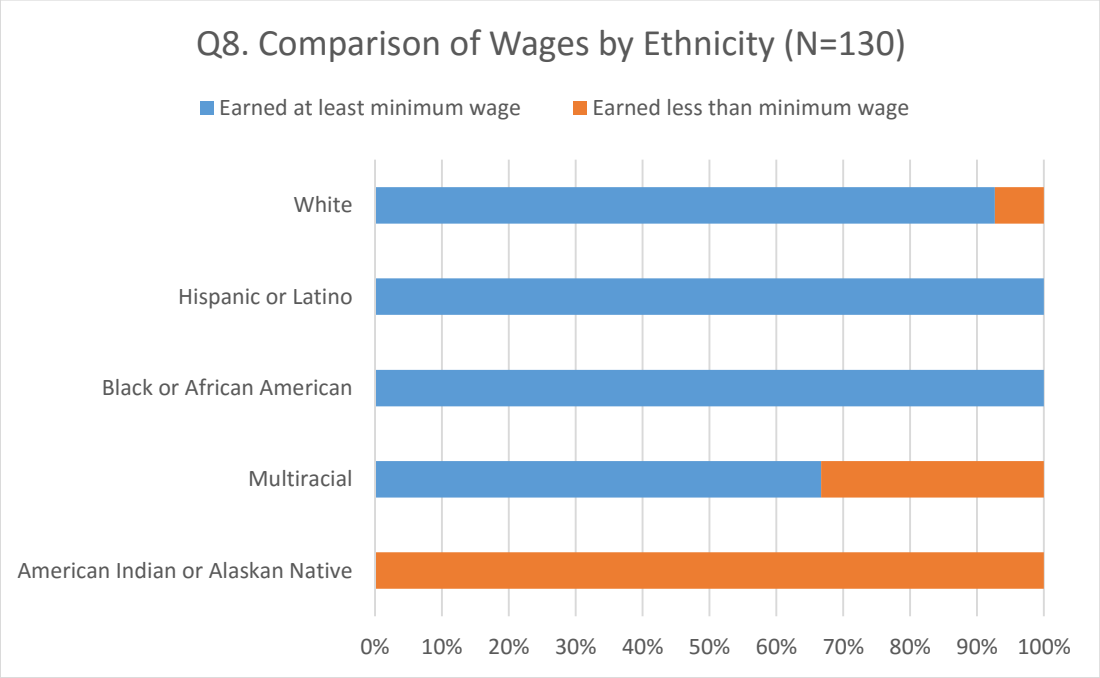
Q6. Work Retention	Count	Percent
White	**109**	**84**
Employed for 3 months or more	97	89
Employed less than 3 months	12	11
Hispanic or Latino	**9**	**7**
Employed for 3 months or more	9	100
Black or African American	**8**	**6**
Employed for 3 months or more	7	88
Employed less than 3 months	1	13
Multiracial	**3**	**2**
Employed for 3 months or more	2	67
Employed less than 3 months	1	33
American Indian or Alaskan Native	**1**	**1**
Employed for 3 months or more	1	100
Total	**130**	**100**

Summary of Work Hours by Ethnicity



Q7. Work Hours	Count	Percent
White	**109**	**84**
Worked 20 hours or more per week	91	83
Worked less than 20 hours per week	18	17
Hispanic or Latino	**9**	**7**
Worked 20 hours or more per week	7	78
Worked less than 20 hours per week	2	22
Black or African American	**8**	**6**
Worked 20 hours or more per week	6	75
Worked less than 20 hours per week	2	25
Multiracial	**3**	**2**
Worked 20 hours or more per week	2	67
Worked less than 20 hours per week	1	33
American Indian or Alaskan Native	**1**	**1**
Worked less than 20 hours per week	1	100
Total	**130**	**100**

Summary of Wages by Ethnicity



Q8. Earned at Least Minimum Wage	Count	Percent
White	**109**	**84**
Earned at least minimum wage	101	93
Earned less than minimum wage	8	7
Hispanic or Latino	**9**	**7**
Earned at least minimum wage	9	100
Black or African American	**8**	**6**
Earned at least minimum wage	8	100
Multiracial	**3**	**2**
Earned at least minimum wage	2	67
Earned less than minimum wage	1	33
American Indian or Alaskan Native	**1**	**1**
Earned less than minimum wage	1	100
Total	**130**	**100**

Appendix C: Sampling Plan

Indicator: 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 post-secondary 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))

Description of Methodology

Sampling Strategy

The strategy used to construct a sampling plan which can be generalized to the statewide population of school leavers with disabilities involved two (2) stages: In Stage I, we randomly sampled one-third of eligible educational entities in Indiana (e.g. "Districts"). In Stage II we selected a sample of youth within each of the districts to collect survey data in relation to the three outcome categories of Indicator 14 (i.e., A, B, and C). Details of each Stage are described in the following sections of this sampling plan.

Stage I: Selection of Districts

The Stage I, District selection process was accomplished by using data compiled by the National Center for Education Statistics (NCES). NCES maintains a database, *School District Mapping and Demographics*. This database constituted our sampling frame[8] for Stage I activities.

The *School District Mapping and Demographics* database contains numbers and types of Districts in Indiana that was used to establish our Stage I Sampling Unit[9]. In addition to our sample selection based on Districts numbers and types, we also used *School District Mapping and Demographics* to assist in the selection of a representative sample stratified by ethnicity and Indiana District types statewide. Thus the *School District Mapping and Demographics* database provided the sampling frame needed for categorizing and stratifying Districts of select student characteristics (e.g., Ethnicity and Geographic Locale).

The criteria we used to select the educational agencies followed the National Center for Educational Statistics (NCES) definitions of "District Type." However, we used the Indiana-equivalent District terms in our sampling plan. For example, NCES uses the term "Regular Local School District," while in Indiana, these are most commonly referred to as "School Corporations" (See Table 1 for terminology used by

[8] A "sampling frame" is a list or roster of the entire population, which in this case is all educational organizations within the state that serve students with disabilities meeting criteria established by OSEP for Indicator 14.

[9] A "sampling unit" constitutes a "set of observation units," in this case, District Types which in mutually exclusive and exhaustive categories; that is, all eligible Districts can only be classified in one category (e.g., no single District can be classified as both a "Regular School District" *and/or* a "State-Operated Agency."

Table 1 District Types

NCES District Type	Equivalent Indiana District Types	NCES Definition
Regular Local School District	School Corporations consist of the following: school townships, school cities and towns, township school corporations, county school corporations, consolidated school corporations, metropolitan school districts, community school corporations and united school corporations.	Locally governed agency responsible for providing free public elementary or secondary education; includes independent school districts and those that are a dependent segment of a local government such as a city or county.
Regional Education Service Agency	Special Education Cooperatives	Agency providing specialized education services to a variety of local education agencies.
State-Operated Agency	Indiana School for the Blind & Visually Impaired Indiana School for the Deaf Indiana Department Of Corrections	Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Includes the State Education Agency if this agency operates schools. Examples include elementary/secondary schools operated by the state for the deaf or blind; and programs operated by state correctional facilities.
Charter Agency	Charter Schools	All schools associated with the agency are charter schools.
Other Education Agency	University Operated Schools	Agency providing elementary or secondary instruction or support services that does not fall within the definitions of agency types 1-7.

NCES and Indiana). Using NCES terminology, we included the following District Types in our sample design: Regular Local School District, Regional Education Service Agencies, State-Operated Agencies, Charter Agencies, and Component Districts. These categories represent the *universe*[10] from which it is possible to select a sample of school leavers that have been served in any type of educational agency.

In the State of Indiana, Regular Local School Districts are referred to as *School Corporations*. School Corporations consist of the following types: school townships, school cities and towns, township school corporations, county school corporations, consolidated school corporations, metropolitan school districts, community school corporations and united school corporations. Thus, these eight (8) types of school districts are considered under Indiana law to be School Corporations[11]. School Corporation comprise the largest set of educational agencies from we conducted sampling activities.

We also included any Regional Education Service Agency that served eligible students with disabilities. The number of these agencies is very small, nevertheless, all eligible students attending these entities, however, had an opportunity to be selected in our sample. We also included eligible students with disabilities that were served in State-Operated Agencies, such as the Indiana School for the Blind and Visually Impaired, Indiana School for the Deaf, the In-

[10] A "universe" represents the source that all data that sample is drawn from.
[11] U.S. Census Bureau (2007). *Indiana.* Retrieved from http://www2.census.gov/govs/cog/2007/in.pdf

diana Department of Corrections and other state-operated educational agencies in the State of Indiana which have served eligible students with disabilities.

Charter Schools were included in the Stage I sampling plan. In Indiana, a charter school is considered to be its own Local Educational Agency (LEA). Therefore, it is treated as an autonomous entity that is independent from a school district. For some purposes, including funding and other purposes specified in law, charter schools can be treated as their own School Corporations[12]. In order to enforce the rule of creating mutually exclusive categories, we designated all Charter Schools, including those operating as a School Corporation as a "Charter School." Finally, Indiana has two (2) "Other Education Agencies" which have been operationalized by the NCES as an "Agency providing elementary or secondary instruction or support services that does not fall within the definitions of agency types 1-7." These two Districts are designated as "University-Operated Districts" and include the Indiana Academy for Science, Mathematics, and the Humanities and the Burris Laboratory School. Both schools are operated by Ball State University in collaboration with the Indiana Department of Education.

OSEP requires annual sampling of Districts with average daily memberships (ADM) exceeding 50,000. Indiana has no Districts that meet that criteria. However, given the relatively large size of the Indianapolis Public Schools (with an ADM of approximately 31,000) and the Fort Wayne Community Schools (with an ADM of approximately 30,000), we attempted to sample one-third of eligible schools within each District every year through the course of a three-year cycle. We believe that this strategy will reduce any possibility of selection bias and will yield school leaver samples which are more likely to be representative of the statewide population of school leavers. In these two cases, we sampled "qualifying" local education agencies; that is, entities in which school leavers can be identified and included in Indicator 14 reporting. Once again, the NCES *School District Mapping and Demographics* database was used as the sampling frame for this selection process.

Selection Process

Data from the *School District Mapping and Demographics* database was entered into IBM® SPSS Statistics program[13] where all educational agencies were coded according to District Type. We used the "Select Cases" command of SPSS to generate a random-sample of three cohorts of Districts that will comprise the sampling frame from which information about school leavers will be drawn from each cohort for a three-year cycle, beginning in FFY 2014-to FFY 2017. All sample selection iterations will be "without replacement" where each District can be eligible for selection in only one cohort. As such, each District can only participate once in the data collection process over the three-year period. In the case of Indianapolis Public Schools and Fort Wayne Community Schools, sampling will be conducted in a similar manner, except the sampling element will be qualifying "schools" rather than "Districts." Similarly, this will be done without replacement. Thus, at the Indianapolis Public Schools and Fort Wayne Community Schools have been selected to serve as educational

[12] *Indiana Charter School Board*. Retrieved from: http://www.in.gov/icsb/2447.htm.

[13] *IBM SPSS Statistics* is an integrated family of products that addresses the entire analytical process, from planning to data collection to analysis, reporting and deployment. Information retrieved from http://www-01.ibm.com/software/analytics/spss/products/statistics/

agencies in which post-school data collection procedures were conducted on behalf of school leavers. As required by OSEP, only the most recently available performance data for school leavers were reported in each respective FFY reporting year.

In selecting Districts, we took care to ensure the sample was representative in terms of District Type and Geographic Locale. Table 2 shows the number and percentage of Districts according to NCES definitional criteria the nomenclature used by IDOE (i.e., School Corporations, Special Education Cooperatives, State-Operated Schools, Charter Schools, and University-Operated Schools). Thus, selected proportional samples of each type to create the cohorts. In addition, we selected cohorts by geographical locale as well. The NCES has operationalized "Locale" general clusters and subsets of each cluster. For example, NCES uses "City," along with the sub clusters of Large, Midsize, and Small, "Suburb" with sub clusters of Large, Midsize, and Small, "Town" with sub clusters of Fringe, Distant, and Remote and "Rural" with sub clusters of Fringe, Distant, and Remote. For sampling purposes, we will aggregate each sub cluster to categorize locale as simply "City," "Suburb," "Town," and "Rural." This data can be seen in Table 3.

Based on the data obtained in Tables 2 and 3, we selected a random sample in proportion to District Type and Locale. For example, with regard to the Locale Type of School Corporations only, we randomly selected 97 Districts annually for a total of 290 over the three-year period. Of that number of School Corporations, 8% (N = 9) were selected from "City"; 16 % (N =16) were selected from "Suburbs"; 22% (N = 22) were selected from "Town": and 53% (N =52) will were selected from "Rural. Similarly, the same process was used and will be repeated for other District Types (e.g., Special Education Cooperatives, Charter Schools). Once again, we used SPSS to perform the selection process as random events.

The process used to select a representative sample based on ethnicity entailed a sampling procedure in which we selected school leavers in proportion to their relative percentage of the population of all students enrolled in Districts in the State of Indiana. This information was obtained from IDOE based on State data collection activities related to reporting race and ethnicity of the school population, including youth receiving special education services.

Table 2 Number and Percent of District Types

NCES District Type	Equivalent Indiana District Types	Number	Percent
Regular Local School District	School Corporations	290	81
Regional Education Service Agency	Special Education Cooperatives	1	>1
State-Operated Agency	State-Operated Schools	3	1
Charter Agency	Charter Schools	62	17
Other Education Agency	University Operated Schools	2	1

Table 3 Stratification Based on Number of Districts and Percentages of Locale Type

	City	Suburbs	Town	Rural
School Corporations	24	47	65	154
Special Education Cooperatives	0	1	0	0
State-Operated Schools	46	7	2	7
Charter Schools	2	0	0	1
University Operated Schools	2	0	0	0
Total N	74	55	67	162
Percent of Locale Type	*21%*	*15%*	*19%*	*45%*

Stage II: Student Sample Selection

In Stage II, we selected a random number of eligible students within each district to conduct the *Indiana Post-High School Outcome Survey* to obtain frequencies and percentages in relation to the three components of Indicator 14 (i.e., A, B, and C). Refer to the section of this documents for an explanation of each component.

Description of Stage II Student Sampling Activities

Sampling Element

The unit of analysis of the target population (i.e., sampling element[14]) for Indicator 14 was operationally defined by OSEP as a "Youth who was served as a student with a disability who is 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, or (C) Enrolled in higher education or in some other post-secondary education or training program, or employed or entered into some type of other employment within one year of leaving high school."

Sampling Unit

The sampling unit represented the population of youth that meet OSEP criteria as school leavers under Indicator 14. As such, it is the aggregate set of sampling elements that were considered for selection in Stage II sampling activities.

Sampling Frame

The sampling frame used to select the sample was created from a database compiled by the Indiana Department of Education (IDOE). This database provided information about the leaver's first and last name, home address, telephone number and e-mail address. Other data elements included information about the total population of school leavers, frequency and percent of student leavers by race and ethnicity and disability type based on OSEP disability eligibility categories.

We used the sampling calculator developed by the National Post-School Outcomes Center (NPSO) to

[14] *Sampling element:* This is that element or set of elements considered for selection in some stage of sampling. Retrieved from: https://www.uic.edu/classes/socw/socw560/Sampling1.htm

obtain post-school outcome information on school leavers with IEPs. IDOE sent a request to all Districts selected from the sampling procedures described in Stage I requesting that staff in these Districts forward contact information on *all* eligible youth no longer in secondary school, but had IEPs in effect at the time they left school based on FFY 2013 618 Federal Child Count data. As indicated earlier, "school leavers" was the term which was inclusive of all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out. "Dropouts" were also considered "school leavers" and as such, our sample included students who dropped out during 2013-2014 or who were expected to return, but did not return for the current school year.

To ensure we obtained a representative sample of statewide school leavers, we used a sampling calculator to determine the number of students within each District that were asked to complete a survey. Upon completion of this task, we then used our sampling frame to select random samples of eligible students stratified by the 13 IDEA eligibility categories. We also stratified the sample based on ethnicity. In some cases, we chose to oversample[15] to ensure that culturally and linguistically diverse populations are included in the sample. This selection process involved proportional sampling to ensure we obtained a balance of students represented by each disability category. Likewise, we oversampled to ensure students from low incidence populations (e.g., Deafblind) had an opportunity to be selected for the sample. We considered the need for oversampling would have been mitigated to a large extent by including data for all eligible youth in Districts with 25 or fewer school leavers. However, we were still not able to obtain youth that represent very low incidence populations. Even so, we will continue to oversample in the future to ensure equity of participation of youth served in very low incidence eligibility categories.

The actual number of students that were selected within each category or cluster was dependent on the results of a sample size analysis using a confidence level of 95 which means that we can be 95% certain the obtained sample results reflect those if we were to continuously draw random samples from the entire student population of eligible students. In addition, we established a confidence interval of 5%. This percentage represents the "margin of error" which gives us an idea of the range of variation of what the "true" percentage would be if we had obtained continuously repeated samples from the entire population of eligible students. For example, if we observe a percentage "agreement" on a survey of 67%," we can say that we are "95% confident that the "true" percentage is somewhere between 62% and 72%." This strategy is identical to the method used by many to report polling data, often referring to the confidence level as the "margin of error." The main idea about confidence levels and confidence intervals is that they tell us, with a rather high degree of precision, the extent to which percentages may fluctuate. By using a random sampling process such as the one used for this survey allows for making statistical inferences which would have not been possible with a nonrandom, "en masse" census survey. Districts with 25 or fewer school leavers with IEPs

[15] Pew Research Center. *Oversampling.* A sampling strategy to "ensure that there are enough members of a certain subgroup in the population so that more reliable estimates can be reported for that group." Retrieved from: http://www.people-press.org/methodology/sampling/oversamples/

were required to report data for *all* leavers. SIG staff documented at least 3 attempts to contact youth regarding the survey in order to obtain responses from all eligible school levers, particularly what are referred to as *Hard to Contact Students.*[16]

Data Collection Procedures

Prior to the actual administration of the survey, all eligible school leavers were contacted via mail, email or text messaging to notify them that they had been selected for the survey, the purpose of the survey, a description of the tasks they will be asked to perform, including information about time burden needed to complete the survey. School leavers living in what NCES has designated as "Fringe," "Remote," and "Distant" areas were sent postcards. In all cases, they were asked to select a preference format for completing the survey. These choices included: an online survey, alternative print formats, or a one-to-one interview. In the event an interview was selected, the school leaver was contacted by SIG staff to set a mutually agreeable time and date. SIG interviewers were provided with a standardized protocol that was used to collect survey information in a manner which reflects a high level of interrater reliability. Because of their work on similar projects in the past, SIG staff were experienced interviewers. Even so, "trial interviews" were conducted to field-test this option and to make any adaptations or modifications as necessary.

Irrespective of response format, eligible school leavers were invited to complete a survey modeled on the recommended item development process by the NPSO. We used survey strategies included in *Recommended Essential Questions to Report Part B SPP/APR Indicator #14: Student Demographic Profile and Post-School Outcome Survey* to develop survey items to conform to OSEP requirements in relation to generating frequencies and percentages about school leavers in the following areas:

A. Enrolled in higher education within one year of leaving high school.

Enrolled in higher education used in this measure means youth have been enrolled in a full- or part-time basis in a community college (two-year program) or college/university (four or more-year program) for at least one complete term, at any time in the year since leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

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 higher education or in some other post-secondary education or training program; or employed or in some other employment within one year of leaving high school.

Enrolled in other post-secondary education or training as used in measure C, 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

[16] National Center Post-School Outcomes. *Contacting Hard-to-Find Youth: Strategies for the Post-School Survey.* Retrieved from: http://www.psocenter.org/content_page_assets/content_page_8/Hard%20to%20Find_Final_02_04_13.pdf

than a two-year program). The term "some other employment" refers to youth that 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 included working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

As indicated earlier, to support the online survey, we were prepared to collect survey data through other accessible print formats such as Braille, large print and speech recognition software. Responsibility for developing and disseminating these options were assumed by University of Minnesota's SIG group with the support of the University's Disabilities Services Center and the Indiana Department of Education. We permitted survey responders to be both school leavers *or* a designated family member who we deemed capable of answering interview questions. Once again, *at least* 3 attempts were made by SIG staff to contact those included in the respondent sample to ensure that all school leavers have had an opportunity to participate in this data collection effort. SIG staff maintained documentation about follow-up activities in order to track school leaver characteristics with regard to why some opted not to participate in completing the survey.

The Stage I sampling process will be repeated until the three-year cycle has concluded. Each year, SIG will prepare and submit a comprehensive report on the results of these data collection activities to support IDOE efforts in submitting their Indicator 14 data to OSEP.