

# Indicator 14 – Post-School Outcomes

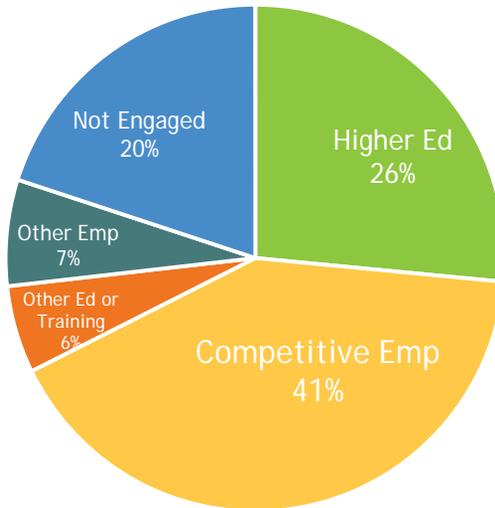
School Year 2018-19

Out of 3,931 former high school students with IEPs who were selected for the interview,

**52%**

participated in the interview state-wide.

In Indicator 14 - Post-school Outcomes, States report the % of former students with IEPs who are 1) enrolled in higher education, 2) competitively employed, 3) enrolled in some other postsecondary education, training program, or other employment, within 1 year of leaving high school. Those who did not qualify for any of the above categories are considered as "not engaged" in the community.



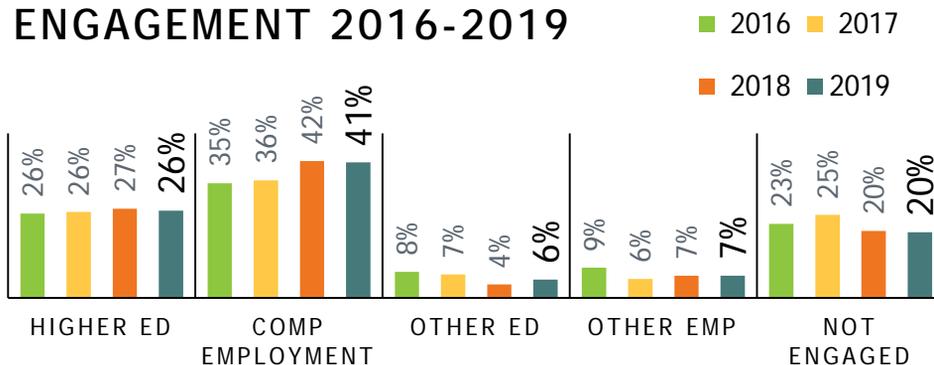
In Colorado, 80% of former students with IEPs were engaged in some way 1 year after leaving high school.

What does it mean to be "Enrolled in Higher Ed," "Competitively Employed," or in any of these categories?



- Enrolled in Higher Ed**  
 Youth has been enrolled on 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.
- Competitively Employed**  
 Youth has [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.
- Enrolled in other postsecondary education or training**  
 Youth has 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 two year program).
- Some other employment**  
 Youth has [worked for pay](#) or been [self-employed](#) for a period of [at least 90 days](#) at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).
- Not Engaged**  
 Youth does not qualify for any of the above categories.

## ENGAGEMENT 2016-2019

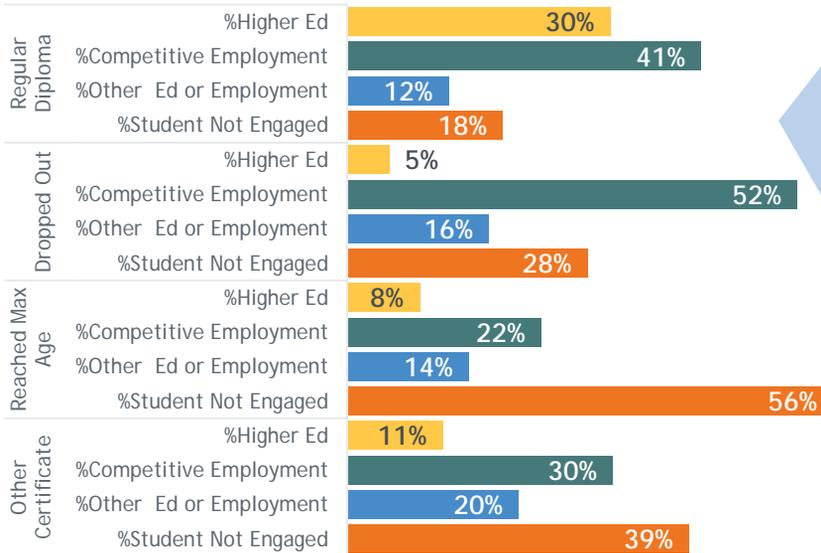


The last 4 years of post-school engagement data show that the % of students not engaged has dropped from 25% (2017) to 20% (2019). Competitive employment has shown the most dramatic gain from 35% (2016) to 41% (2019).

# Indicator 14 – Post-School Outcomes

Colorado conducts post-school outcome interviews every summer. Each administrative unit (AU)/district contacts former high school students with IEPs a year following their exit between May and September. The collected data are used by the AU to evaluate its effectiveness in preparing students with IEPs for post-secondary success and for State reporting to the Office of Special Education Programing at the U.S. Department of Education.

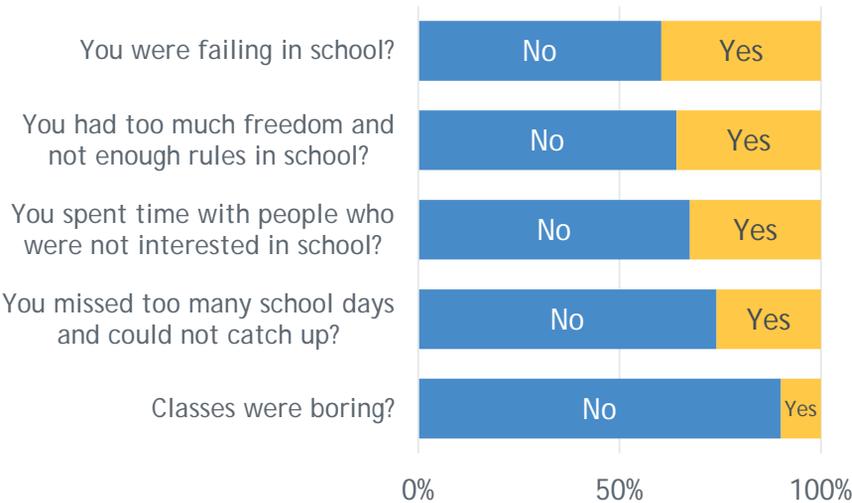
## Post-School Outcomes by High School Exit Reason



Graduating with a regular diploma was the most common way to exit from HS. 30% of students who graduated with a regular diploma enrolled in higher ed, and 41% were competitively employed 1 year after graduation. This group of students had the lowest non-engagement rate (18%) among all HS exiters. 52% of students who dropped out from HS were competitively employed, and 28% were not engaged 1 year later. The most common outcome for students who reached maximum age was non-engagement.

## FOCUS ON STUDENTS WHO DROPPED OUT

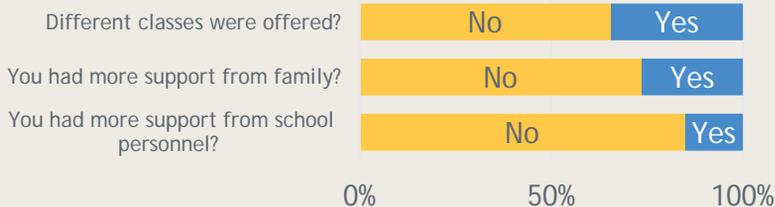
### Did You leave school because:



During SY2017-18, 1,244 students with disabilities exited high school by dropping out, which accounted for 22% of students with disabilities leaving school. Though this group of students had the lowest participation rate in the post-school outcome interview, 240 of them participated. They were asked why they dropped out and what might have helped them stay.

Failing classes was the most common reason given for leaving school. The majority of former students who dropped out indicated that none of the suggestions (e.g., different offering of classes, more support from family) would have helped them stay in school.

### Would You have stayed in school if:



For any questions about Post-School Outcomes of students with disabilities in Colorado, please contact Gail Lott ([Lott\\_G@cde.state.co.us](mailto:Lott_G@cde.state.co.us)). For data inquiry, please contact Miki Imura ([Imura\\_M@cde.state.co.us](mailto:Imura_M@cde.state.co.us)).