



COLORADO
Department of Education

2021 Post-school Outcome Interview Results

STATE LEVEL

October 2021

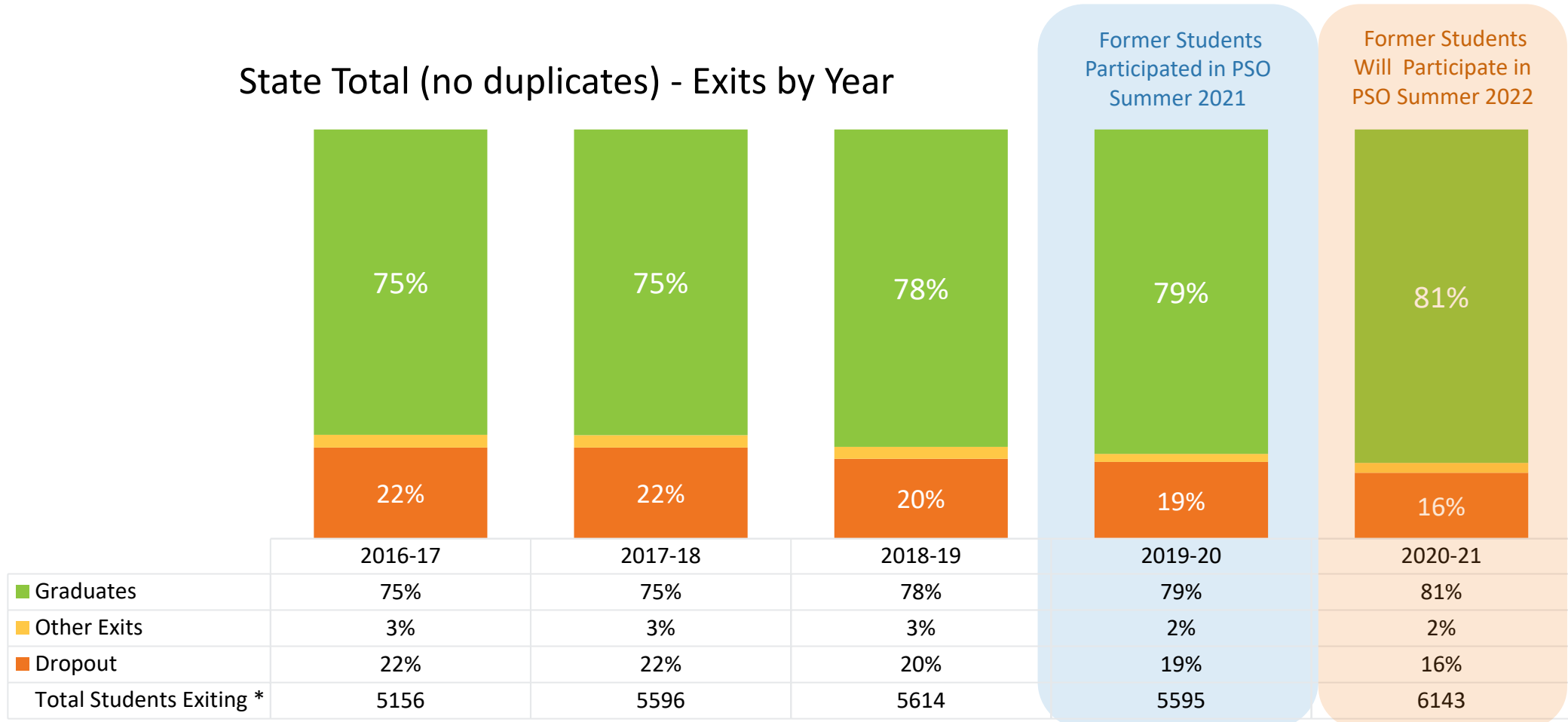
Transition Leadership Institute 2022

Using Post-school Outcomes Data to Design Effective Secondary Transition Programming

Exit Rates: Graduation, Dropout, and Other Exits



State Total (no duplicates) - Exits by Year

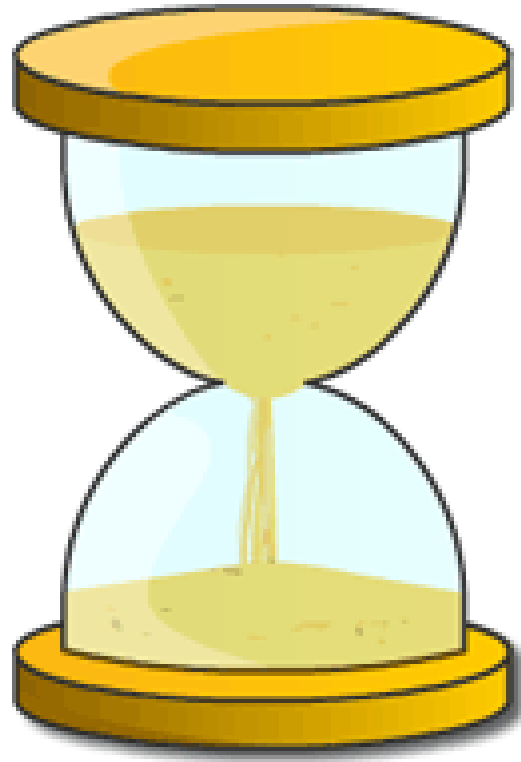


*Total Students Exiting includes Graduates, students who dropped out, and who left school without transferring to another school or program. This total no longer includes students who have passed away.



(1) Take 2 minutes....

review Graduation Rates



Post-school Outcome Interview

What are we measuring?

- What Colorado's former students with IEPs are up to 1 year after they exit from high school.

Why?

- So that AUs and the state learn if their programs worked/didn't work, and to use the information for review and improvement of their current programs.
- To report the post-school outcomes of Colorado's former students (Indicator 14) to the Office of Special Education Programs (OSEP) at the US Department of Education.

How?

- Between June and September 2021, AUs called their former students who exited high schools during the 2019-2020 school year.
- All interviews were recorded in the Data Management System.

Thank you AU directors, transition coordinators, social workers, teachers, and people in any other positions who made this interview process happen!!

This report summarizes the results of the post-school outcome interview for the state.

Interview Participation

Post-school Outcome Interview 2021



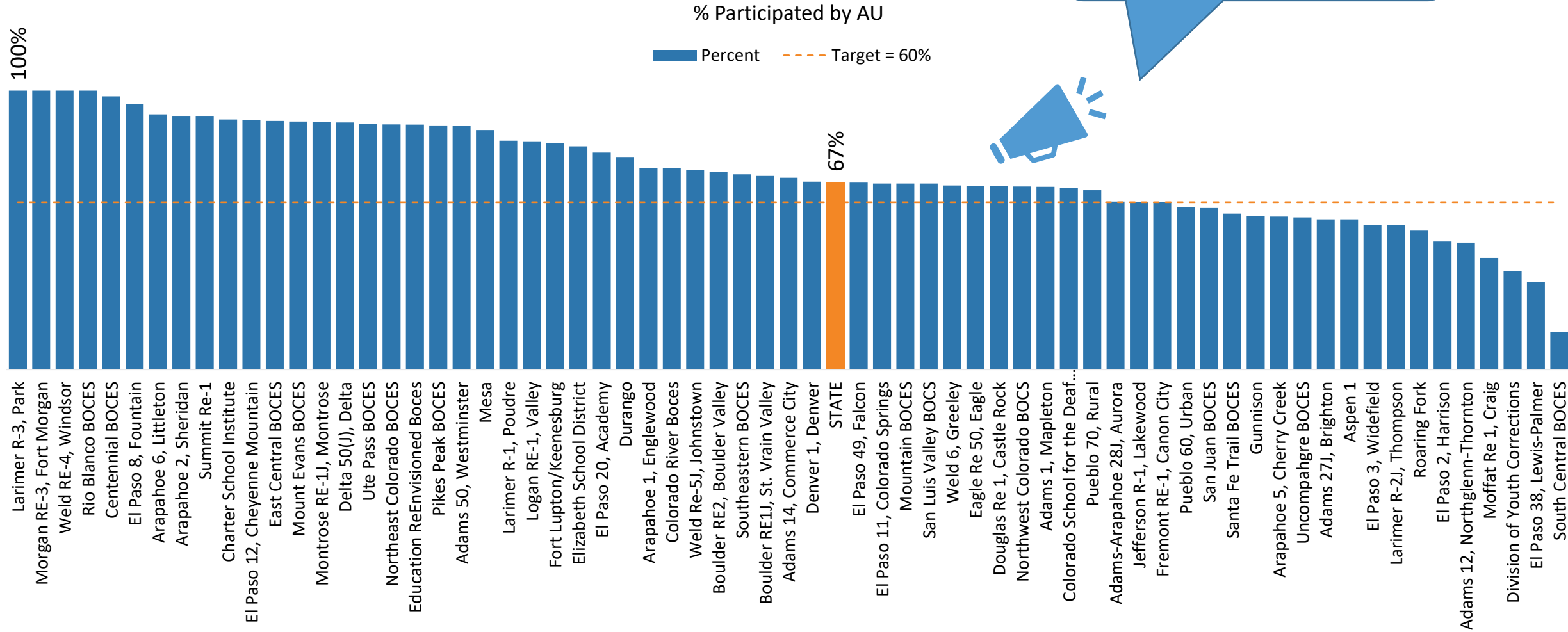
Quick STATE Stats

As a state,

- We had approximately **5493 “exiters”** in SY2019-20.
- **3954** of them were selected in the interview sample.
- This sample was reduced by 56 students who either returned to High School, were incarcerated, or passed away.
- Among the remaining **3898** students in the sample,
2619 (67.2%) participated in the interview.
- This means approximately **47.7%** of ALL former students who had IEPs at the time of leaving secondary education were interviewed.

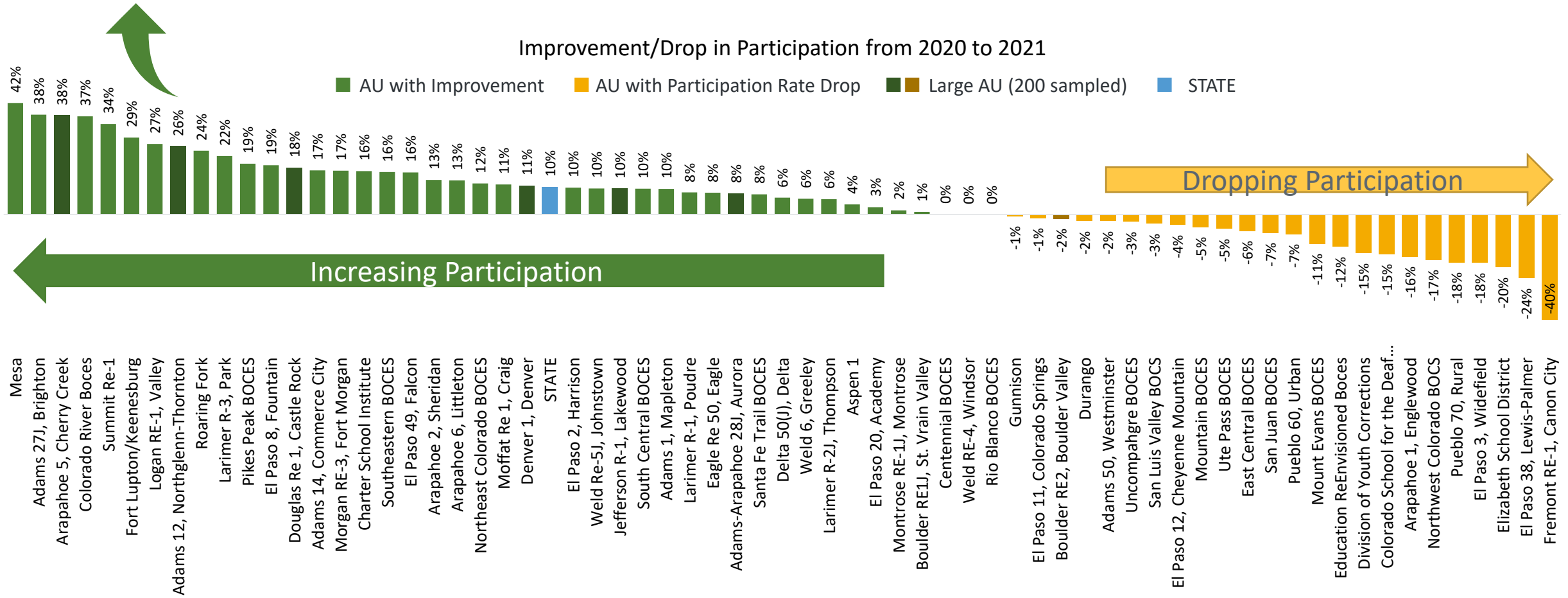
What % of former students participated in the interview?

As a State, our participation rates increased from 57% to 67% this year



The state met the 60% participation rate target for the first time. Fifty AUs also met this target. Fifteen of these AUs moved past the participation target after failing to meet it last year.

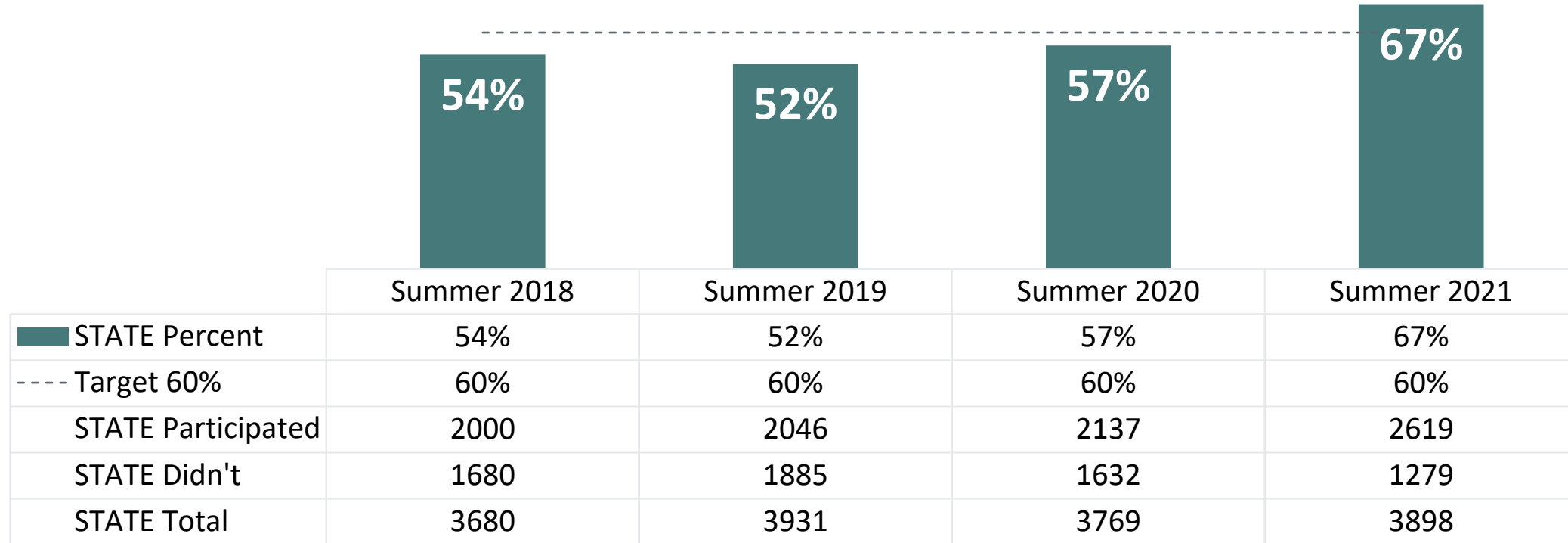
We had a 10% improvement Statewide in Participation. What did this look like at the AU level?



40 AUs showed an increase in participation this year, including the 6 of the Big 7 (Sample size 200) in the Metro Area (darker green). Twelve of these were already meeting participation targets but improved. However, 15 were below participation targets last year and met or exceeded them this year.

Who participated in the PSO interview? 4-Year Overall

State - Four Year Participation

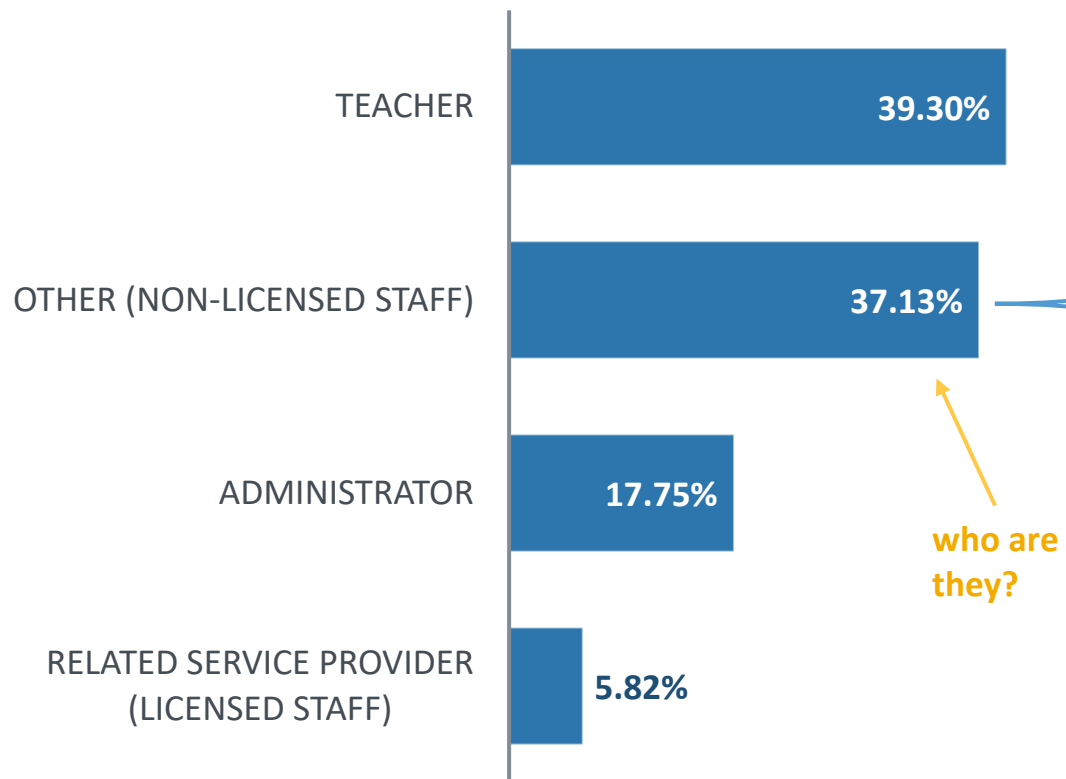


Strategies to improve participation

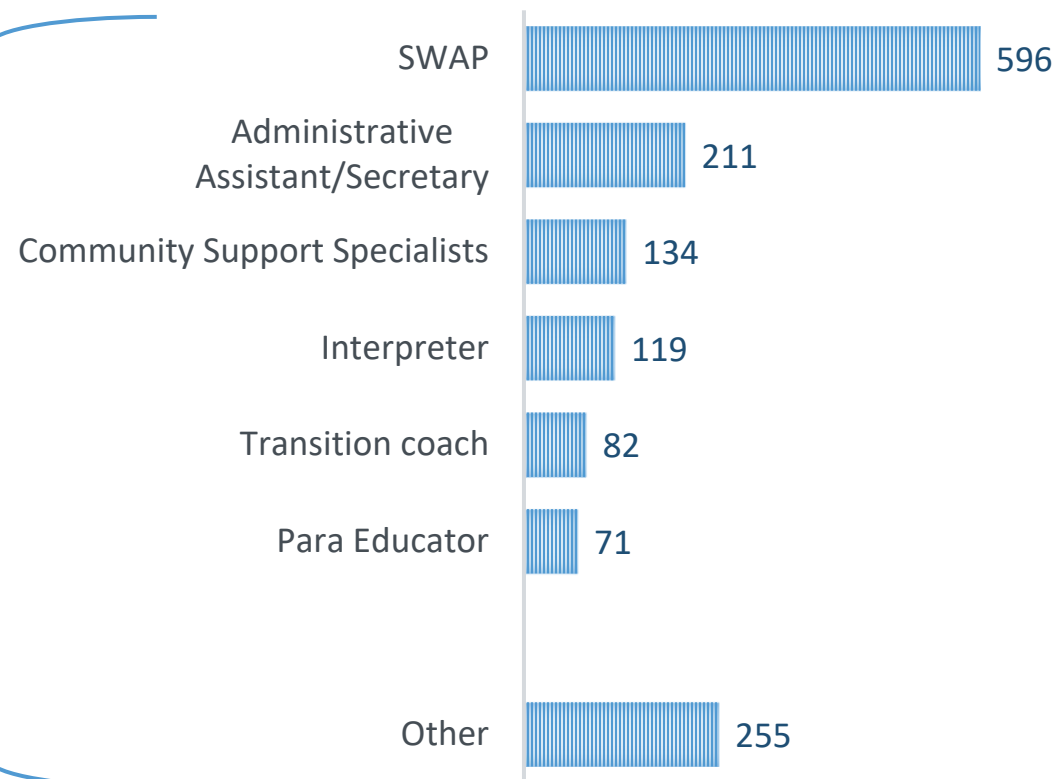
- **Teachers, counselors, and other school personnel**
 - Oftentimes, school personnel have cell phone number of students and know of other students in the school who are close friends who might be able to help find the student in question
 - Online phone directories (Anywho.com) Use the parent name along with address or phone number
- **Social Media** • Search Facebook to find student and information about where they have lived, the high school they attended, and where they are working • Then make a home visit or visit the place of employment
- **Fill out PSO interview postcards at the exit meeting**
- **Districts offer reward systems**, i.e., coffee card for each completed interview • Reunion nights-very similar to back to school nights
- Discuss PSO interviews at regional meetings
- Discuss the interview with youth and parents during each **IEP meeting**.
- Provide information about the interview in **graduation packets**.
- Discuss the interview during the **Summary of Performance meeting** and collect current contact information – multiple phone numbers and email addresses.
- Send pre-notification letters or post cards to parents and youth (1-2 week notice prior to phone contact)

Who were our interviewers? A State Level View

Who made the calls?

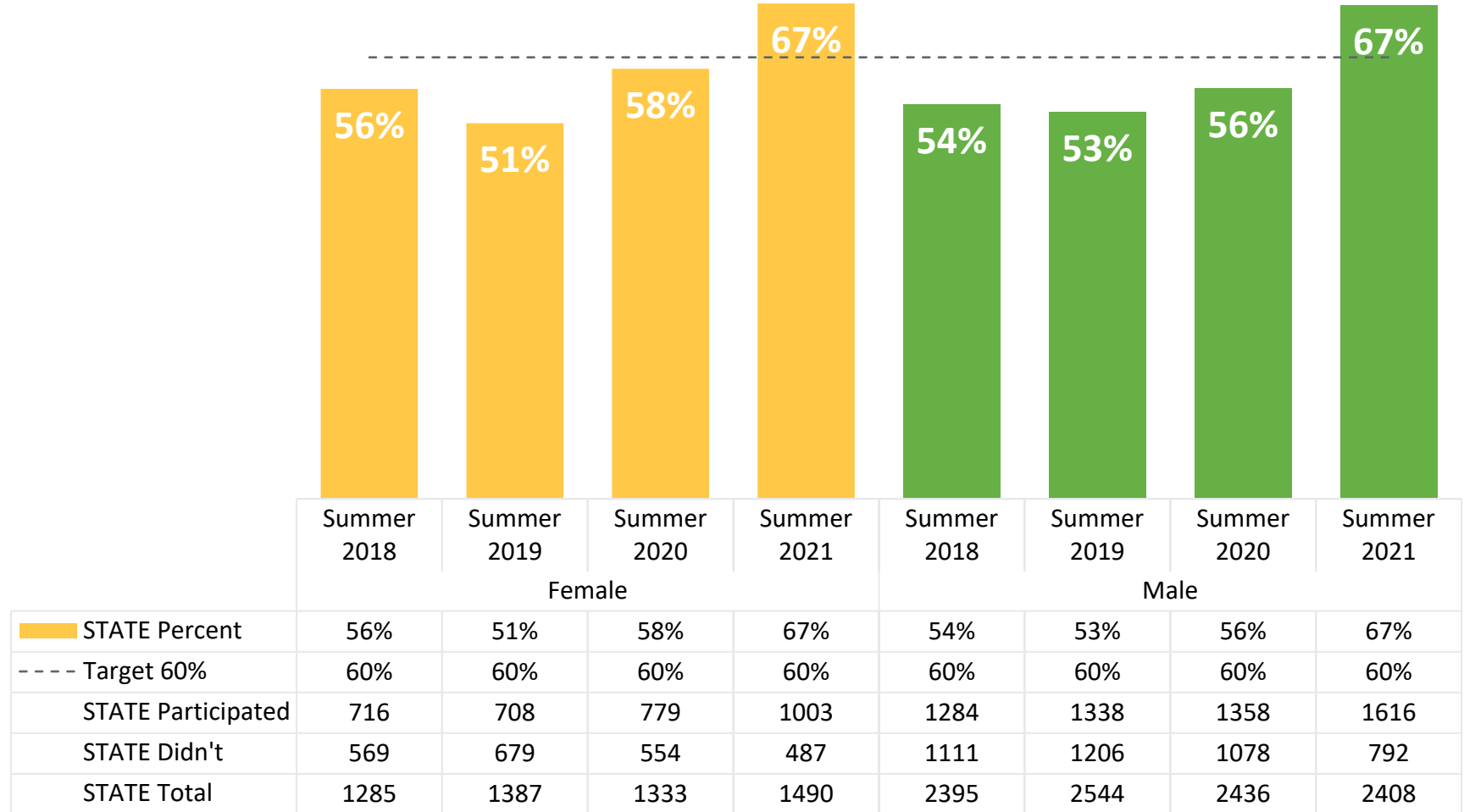


OTHER (NON-LICENSED STAFF)



Who participated in the PSO interview? 4-Year Gender

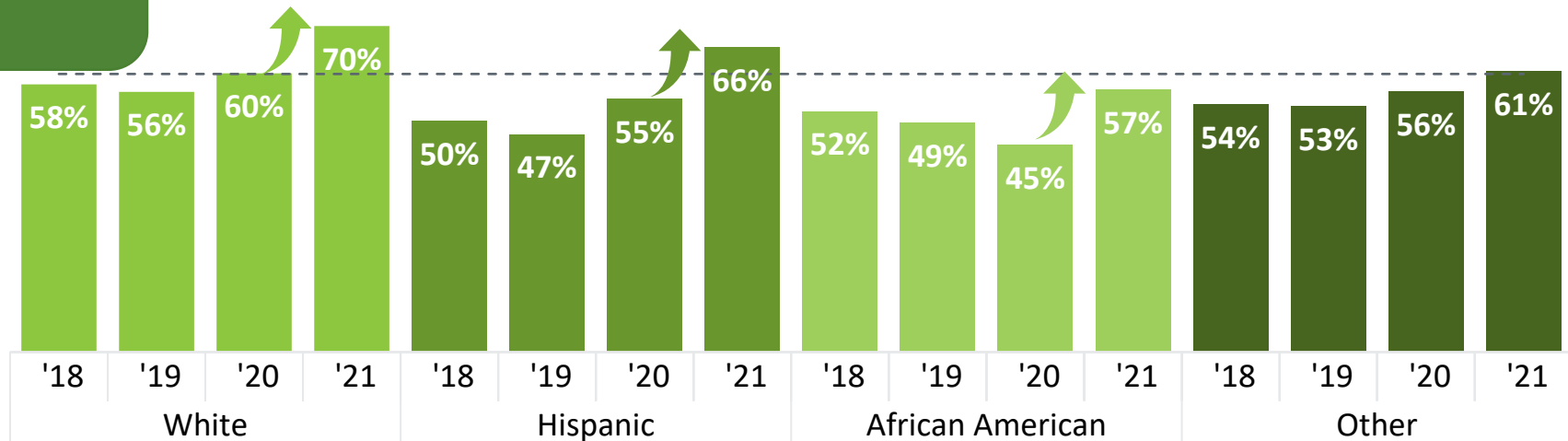
State - Gender Four-Year



Who participated in the PSO interview? Race

More than 10% participation rate increase for White, Hispanic, and African American former students! :D

State - Race 4-Year



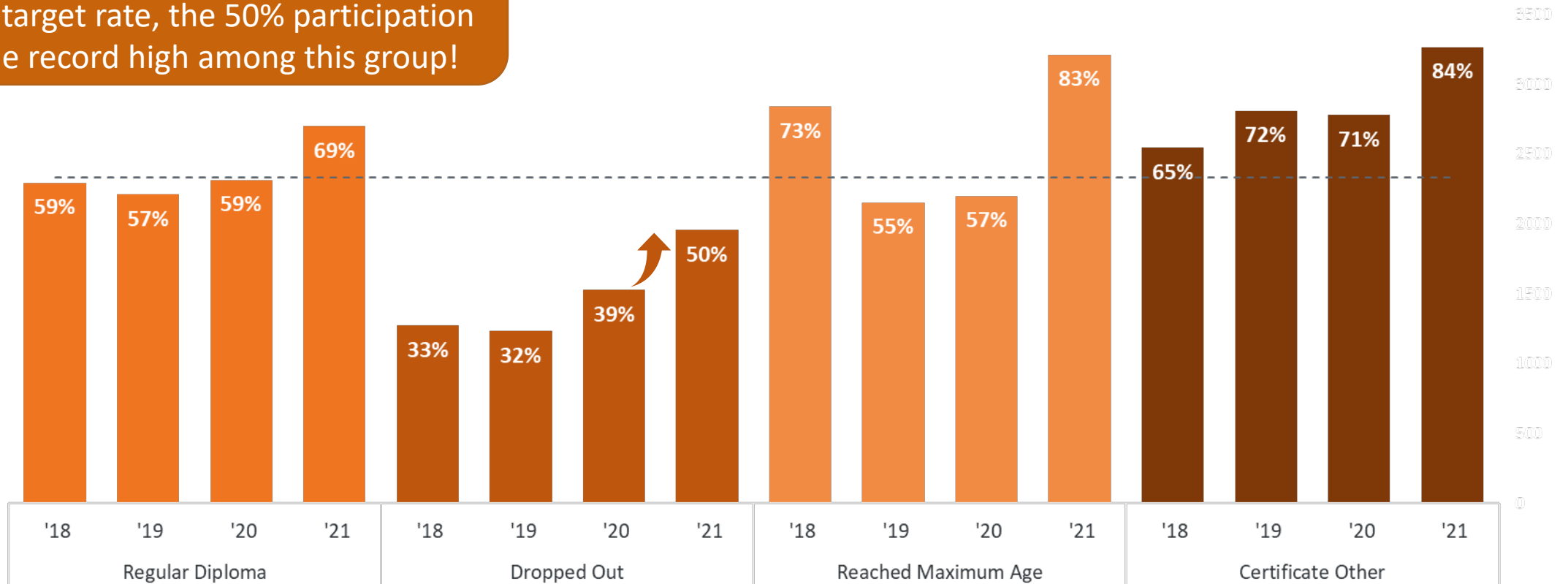
	'18	'19	'20	'21	'18	'19	'20	'21	'18	'19	'20	'21	'18	'19	'20	'21
	White				Hispanic				African American				Other			
State Percent	58%	56%	60%	70%	50%	47%	55%	66%	52%	49%	45%	57%	54%	53%	56%	61%
Target 60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
STATE Participated	1107	1091	1065	1341	653	700	823	1005	118	131	115	128	122	124	134	145
STATE Didn't	809	852	705	565	656	789	681	522	109	134	142	98	106	110	104	94
STATE Total	1916	1943	1770	1906	1309	1489	1504	1527	227	265	257	226	228	234	238	239

Who participated in the PSO interview? Exit Type



Though participation in the PSO by former students who dropped out did not reach the 60% target rate, the 50% participation rate is the record high among this group!

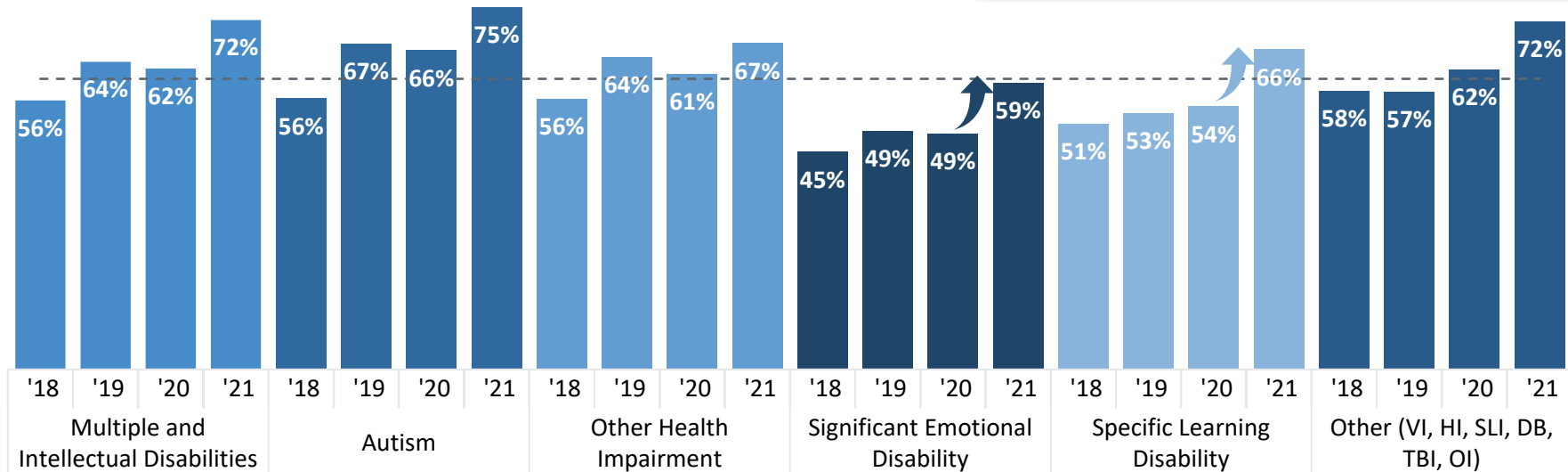
State - Exit Type 4-Year



Who participated in the PSO interview? Disability Type

Students with SLD is our largest group of students and they reached the target for the first time this year. Students with SED are our most underrepresented group and they almost reached the target this year.

State - Disability Type 4-Year



	'18	'19	'20	'21	'18	'19	'20	'21	'18	'19	'20	'21	'18	'19	'20	'21	'18	'19	'20	'21	'18	'19	'20	'21
	Multiple and Intellectual Disabilities				Autism				Other Health Impairment				Significant Emotional Disability				Specific Learning Disability				Other (VI, HI, SLI, DB, TBI, OI)			
STATE Percent	56%	64%	62%	72%	56%	67%	66%	75%	56%	64%	61%	67%	45%	49%	49%	59%	51%	53%	54%	66%	58%	57%	62%	72%
Target 60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
STATE Participated	215	216	233	285	94	154	183	234	76	230	310	361	155	189	161	188	901	1031	1130	1434	260	188	120	117
STATE Didn't	172	124	142	110	74	75	95	79	60	127	198	175	190	195	170	130	878	919	953	739	192	140	74	46
STATE Total	387	340	375	395	168	229	278	313	136	357	508	536	345	384	331	318	1779	1950	2083	2173	452	328	194	163

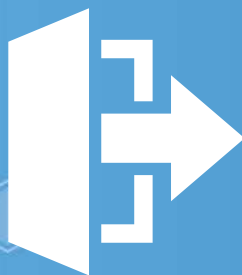
(2) Take 2 minutes....

To review slides about *participation*. Slides 7-9 Data Discussion sheet q 2a, 2b



Post-school Outcomes

What are students up to after they exit from High School?



4 categories of post-school outcomes

When CDE examines the data and reports to OSEP (office of Special Education Programs) at USDoE, we use 4 categories of post-school outcomes:

- **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**

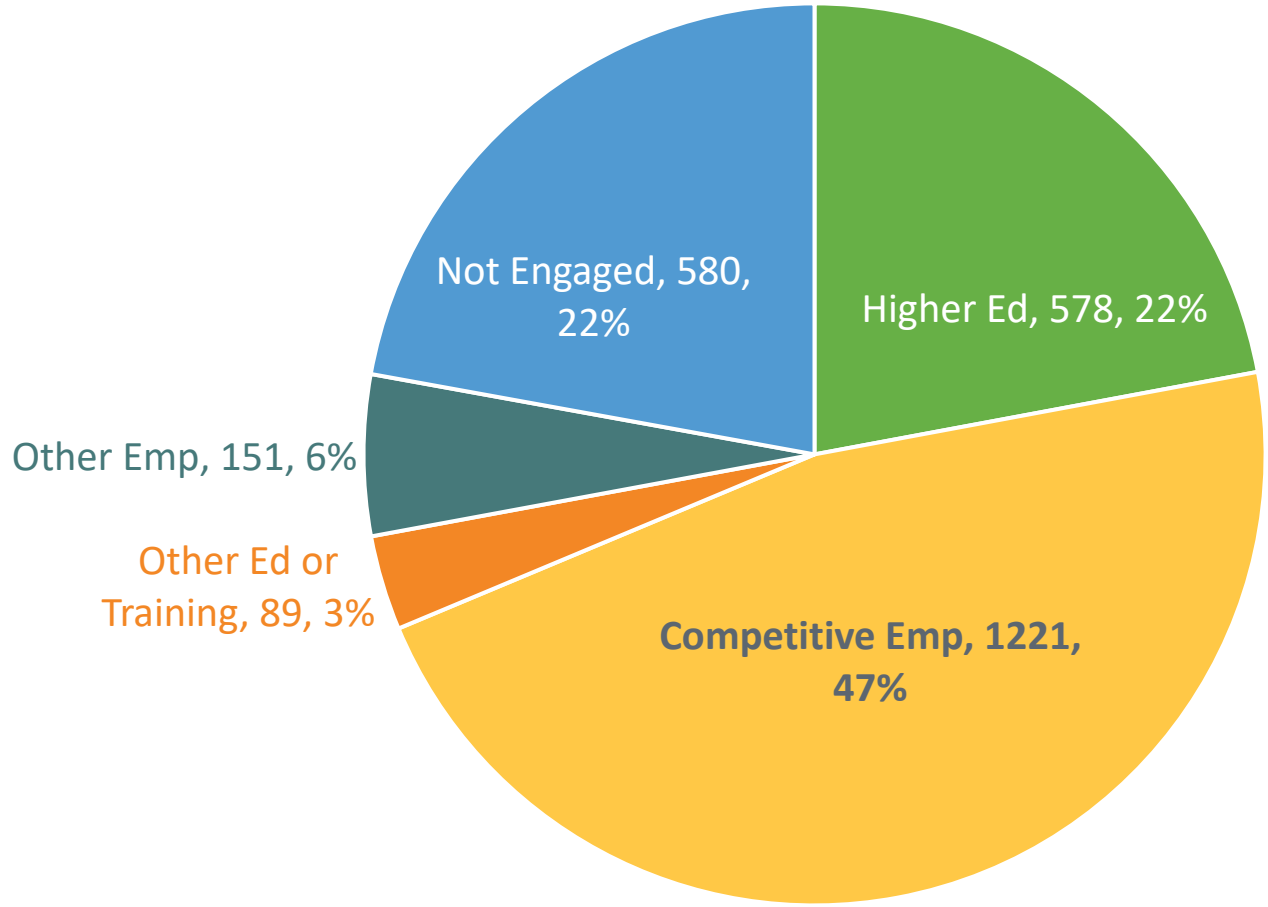
- Youth has worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

When a student is not in any of the above categories, the student is considered as “not engaged in the community.”

What are the Post-school Outcomes?

Percentage of students reporting different outcomes Statewide

State PSO Interview Results Summer 2021

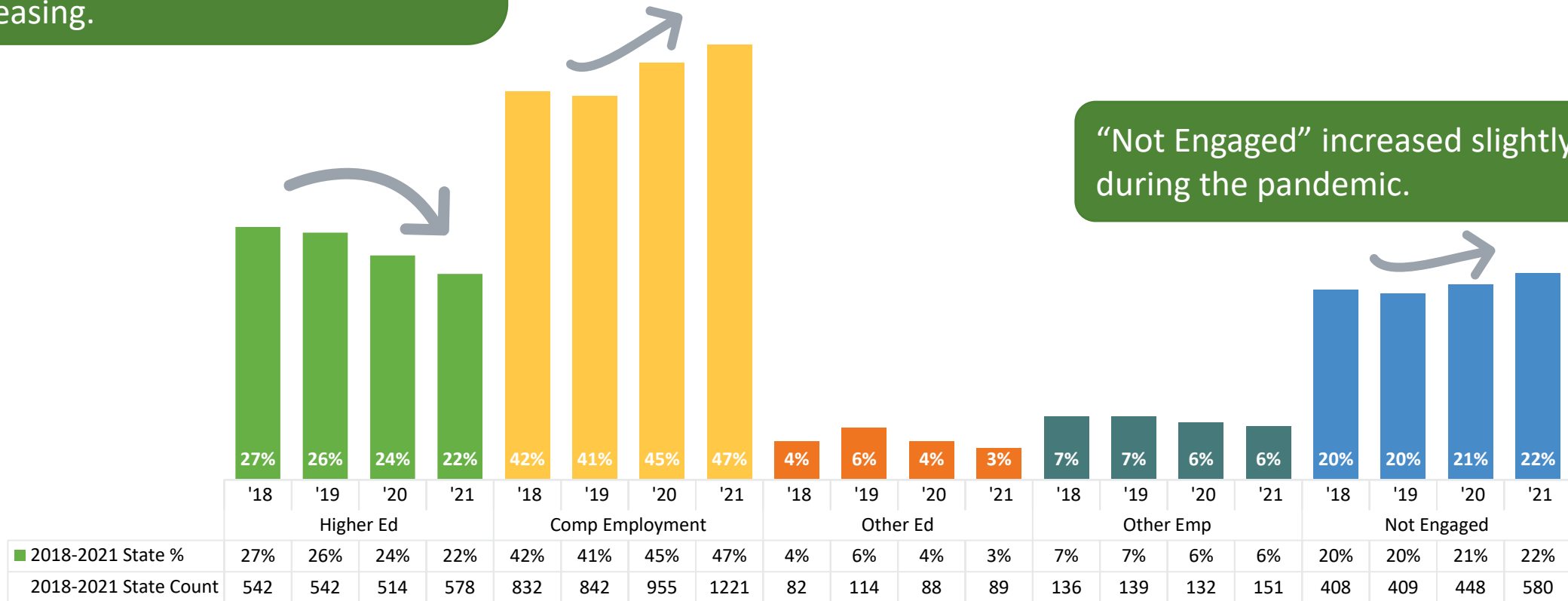


How are your students engaged?

As a state, former students with IEPs who enroll in higher ed has been decreasing, while those who are competitive employed has been increasing.

	Summer 2018	Summer 2019	Summer 2020	Summer 2021
STATE Percent	54%	52%	57%	67%
--- Target 60%	60%	60%	60%	60%
STATE Participated	2000	2046	2137	2619
STATE Didn't	1680	1885	1632	1279
STATE Total	3680	3931	3769	3898

State 2018-2021



“Not Engaged” increased slightly during the pandemic.



(3) Take a couple of minutes....

Post School Outcomes Slides 16-17 data discussion q 3a and 3b



Measurements ABC



The 4 PSO categories feed into measurements ABC under State Performance Plan Indicator 14, upon which Colorado and AUs are evaluated.



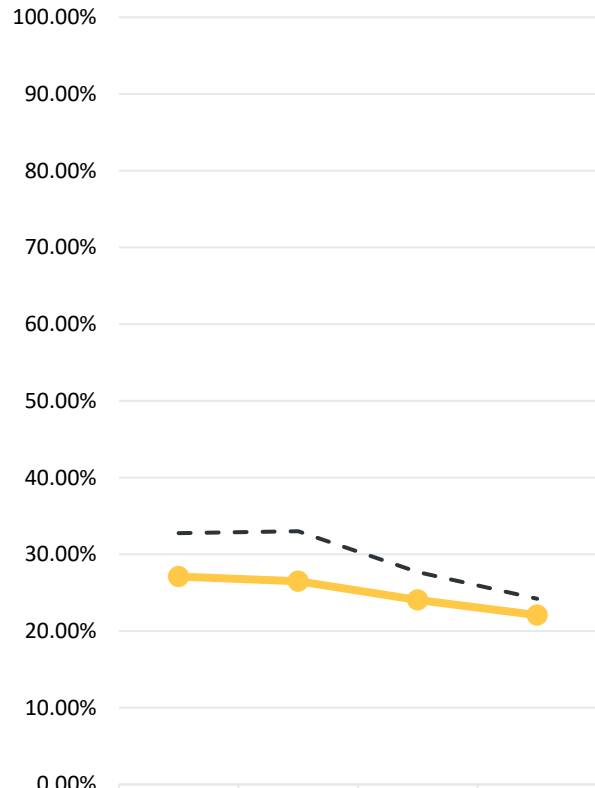
When a student is not in any of the above categories, the student is considered as “Not Engaged in the Community.”



Indicator 14 Results 2018 to 2021

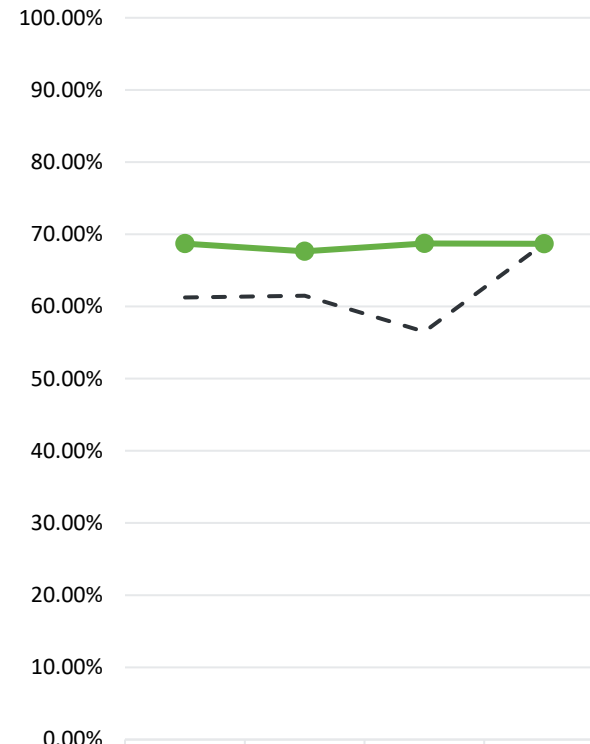


State - Indicator 14 A Higher Education



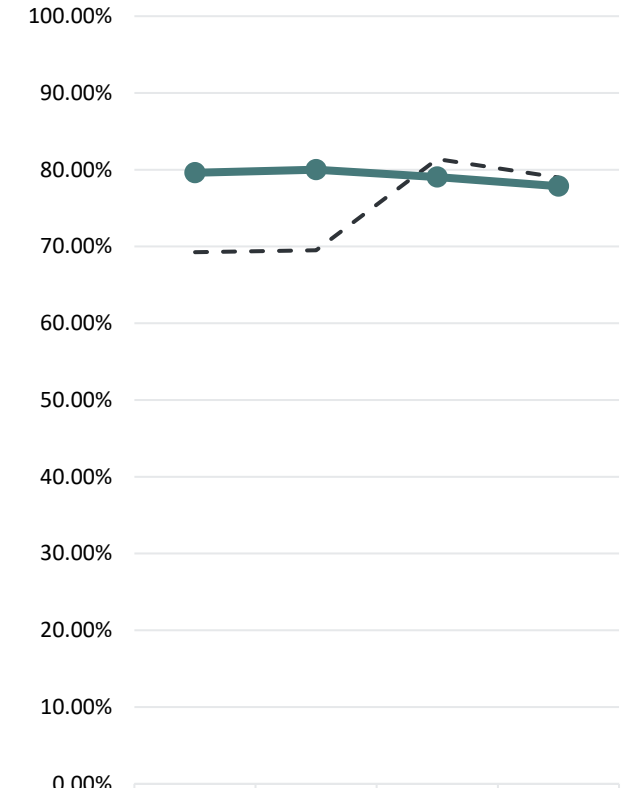
	2018	2019	2020	2021
14A Target	32.75%	33.00%	27.70%	24.20%
AU 14A	27.10%	26.49%	24.05%	22.07%

State - Indicator 14 B Higher Ed & Comp. Employment



	2018	2019	2020	2021
14B Target	61.25%	61.50%	56.50%	68.71%
State 14B	68.70%	67.64%	68.74%	68.69%

State - Indicator 14 C All Engagement



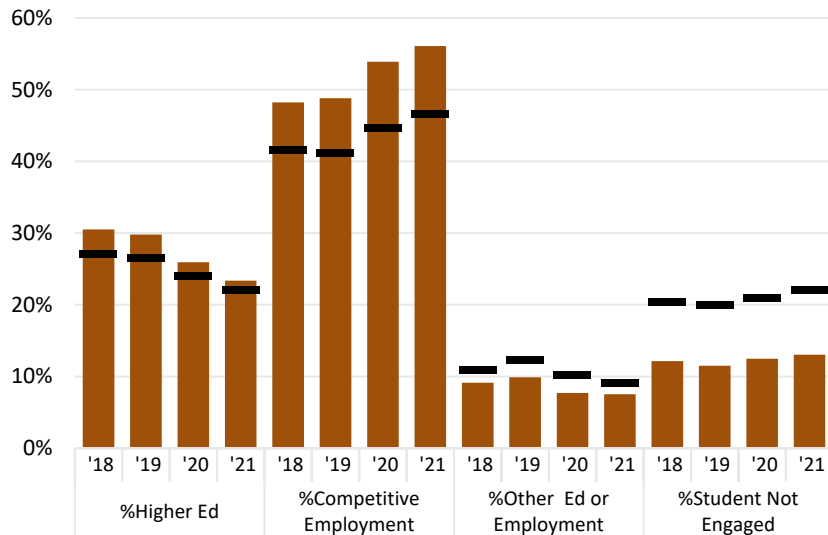
	2018	2019	2020	2021
14C Target	69.25%	69.50%	81.40%	79.00%
State 14C	79.60%	80.01%	79.04%	77.85%

Do engagement patterns differ by students' disability? (Page 1 of 3)

State - by Disability

Students with SLD represent the greatest number of students in Special Education. These students appear to be decreasing their participation in higher ed at a faster rate than their peers while increasing their Competitive Employment

SLD

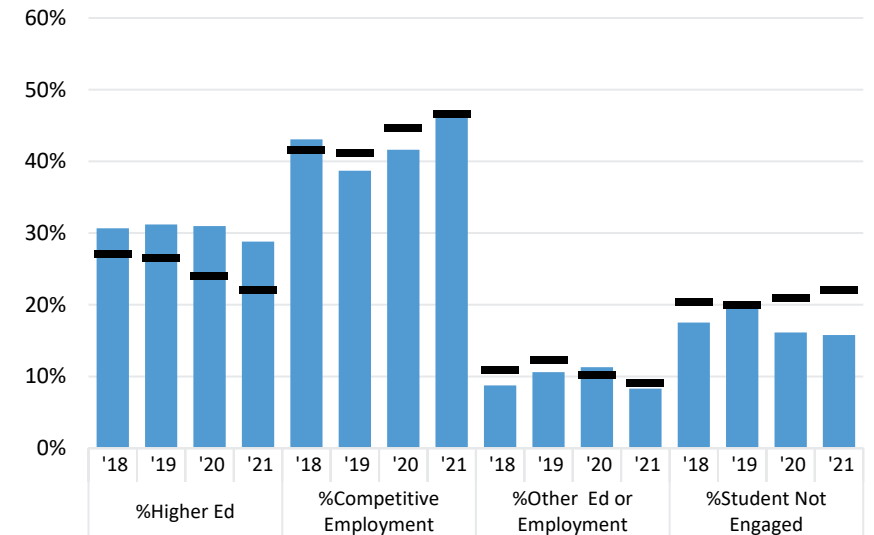


■ Significant Learning Disability %	31%	30%	26%	23%	48%	49%	54%	56%	9%	10%	8%	8%	12%	12%	12%	13%
— State Overall Comparison	27%	26%	24%	22%	42%	41%	45%	47%	11%	12%	10%	9%	20%	20%	21%	22%
Significant Learning Disability Count	334	325	293	335	528	533	609	804	100	108	87	108	133	126	141	187

State - by Disability

Students with OHI enroll in higher ed at a higher rate than their peers, but this enrollment appears to be decreasing similar to exiters as a whole. These students remain engaged, shifting to Competitive Employment

OHI



■ Other Health Impairment %	31%	31%	31%	29%	43%	39%	42%	47%	9%	11%	11%	8%	18%	20%	16%	16%
— State Overall Comparison	27%	26%	24%	22%	42%	41%	45%	47%	11%	12%	10%	9%	20%	20%	21%	22%
Other Health Impairment Count	84	88	96	104	118	109	129	170	24	30	35	30	48	55	50	57

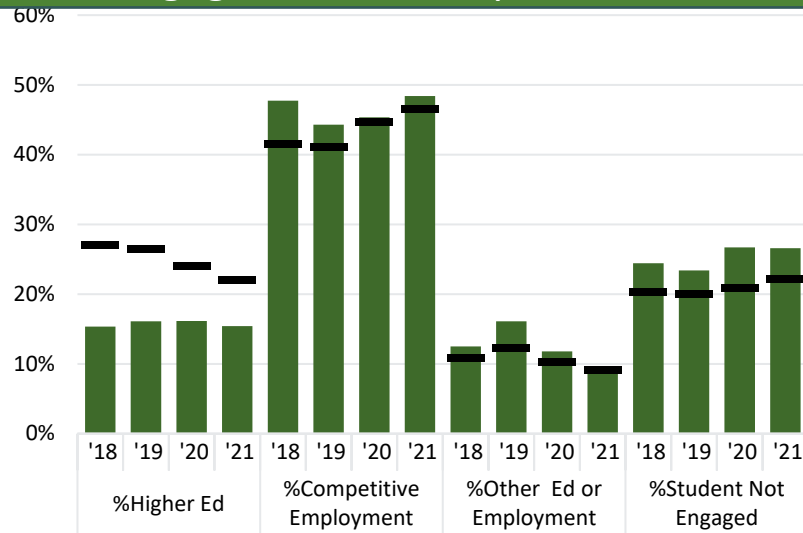
Black bar is State's Overall %

Do engagement patterns differ by students' disability? (Page 2 of 3)

State - by Disability

Students with SED enroll in higher ed at a lower rate than their peers. However, this rate has remained steady, while the whole group has dropped. Students with SED are more likely to be Competitively Employed and Not Engaged than their peers.

SED

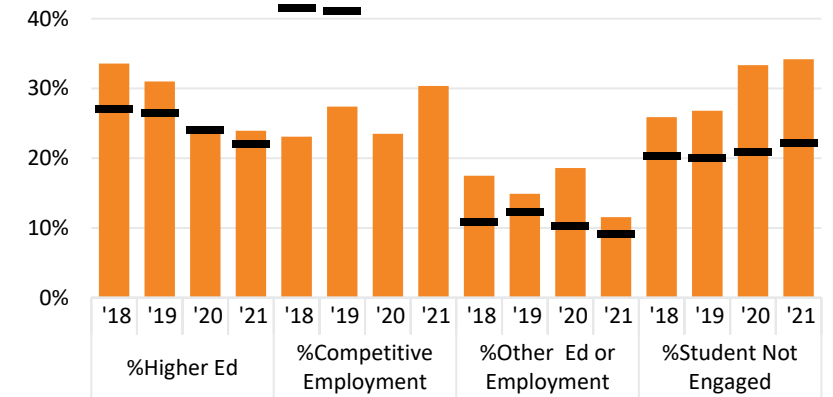


■ Serious Emotional Disability %	15%	16%	16%	15%	48%	44%	45%	48%	13%	16%	12%	10%	24%	23%	27%	27%
— State Overall Comparison	27%	26%	24%	22%	42%	41%	45%	47%	11%	12%	10%	9%	20%	20%	21%	22%
Serious Emotional Disability Count	27	31	26	29	84	85	73	91	22	31	19	18	43	45	43	50

State - by Disability

Students with ASD have shown a steeper downward trend in college enrollment over the last 4 years compared to peers but remain above the average. These students are more likely to be “Not Engaged” than Competitively Employed. However, many of the students in this group who are “Not Engaged” are or have worked with community agencies.

ASD



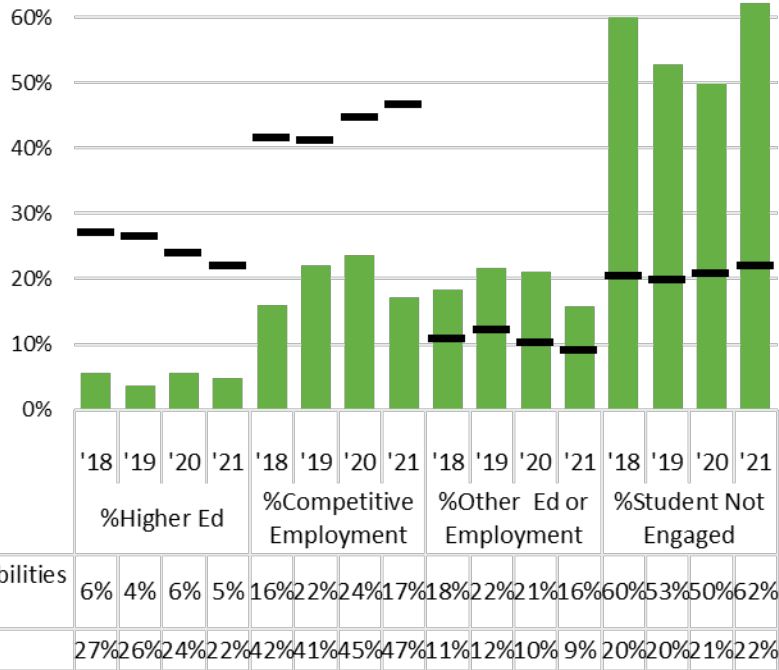
■ Autism Spectrum Disorders %	34%	31%	25%	24%	23%	27%	23%	30%	17%	15%	19%	12%	26%	27%	33%	34%
— State Overall Comparison	27%	26%	24%	22%	42%	41%	45%	47%	11%	12%	10%	9%	20%	20%	21%	22%
Autism Spectrum Disorders Count	48	52	45	56	33	46	43	71	25	25	34	27	37	45	61	80

Do engagement patterns differ by students' disability? (Page 3 of 3)

State - by Disability

Students with Intellectual Disabilities are the most likely to fall under OSEP's definition of Not Engaged. However, many of these students were or are being served at Community Agencies.

ID & MD

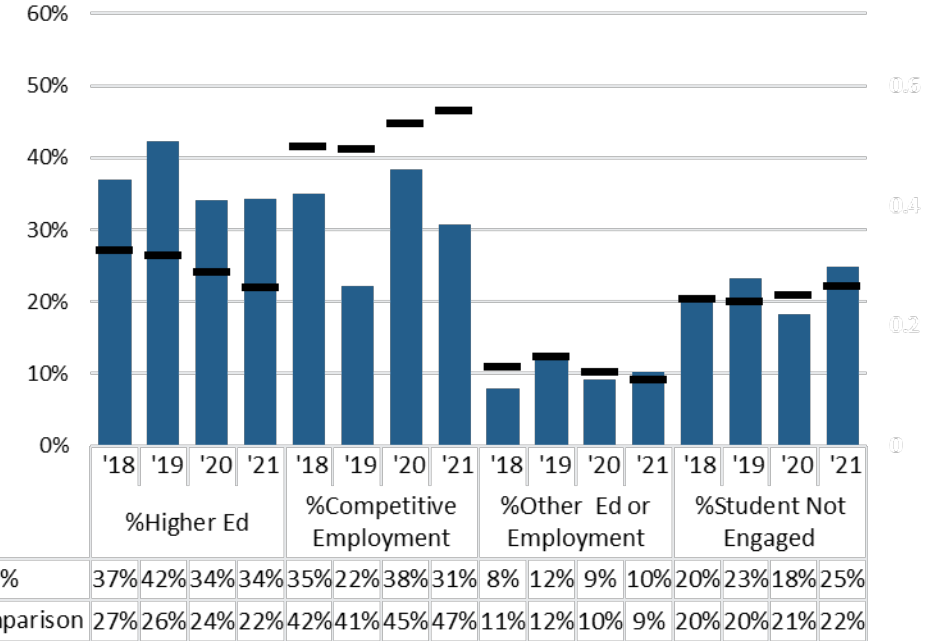


Black bar is State's Overall %

State - by Disability

Students with low incidence disabilities appear to be more likely to move into Higher Education.

All Other Disabilities



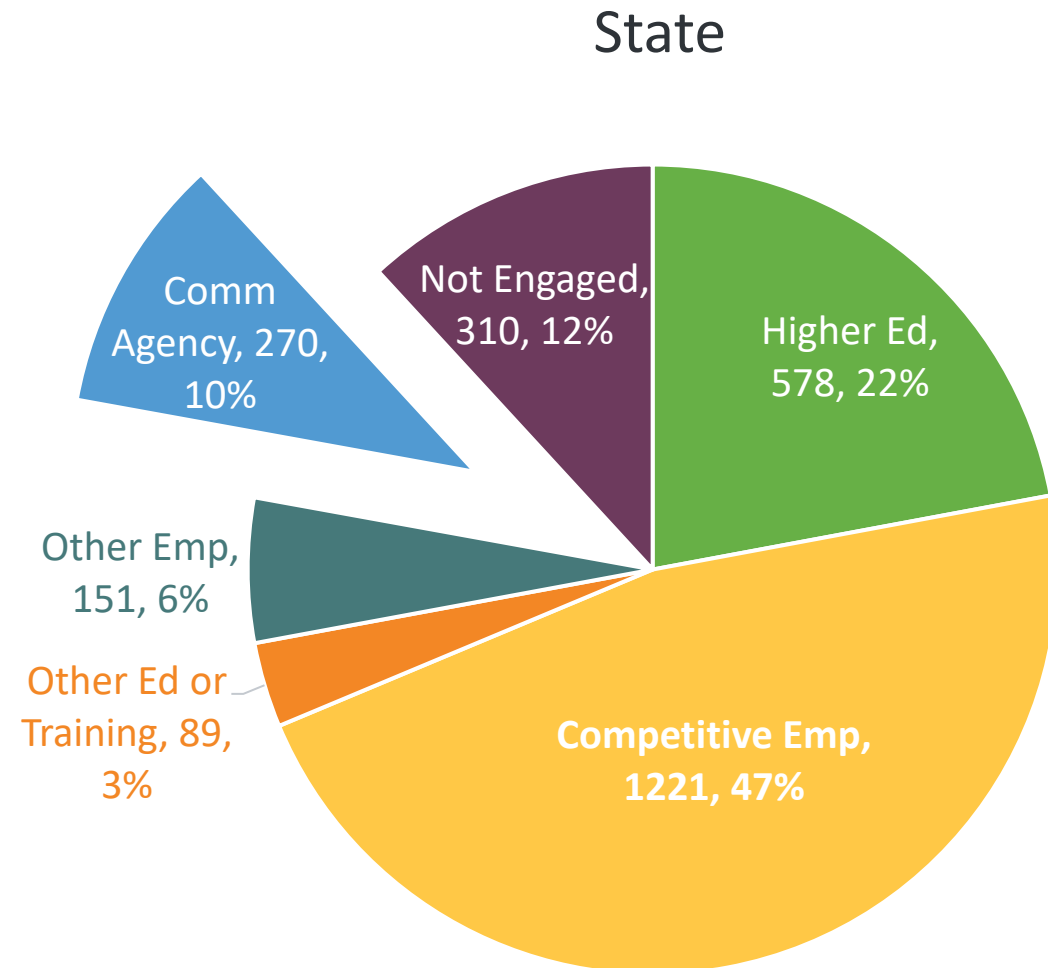
(3) Take 3-5 minutes....

Indicator 14 measures A,B,C Slides 19-25 data discussion q 4a and 4b





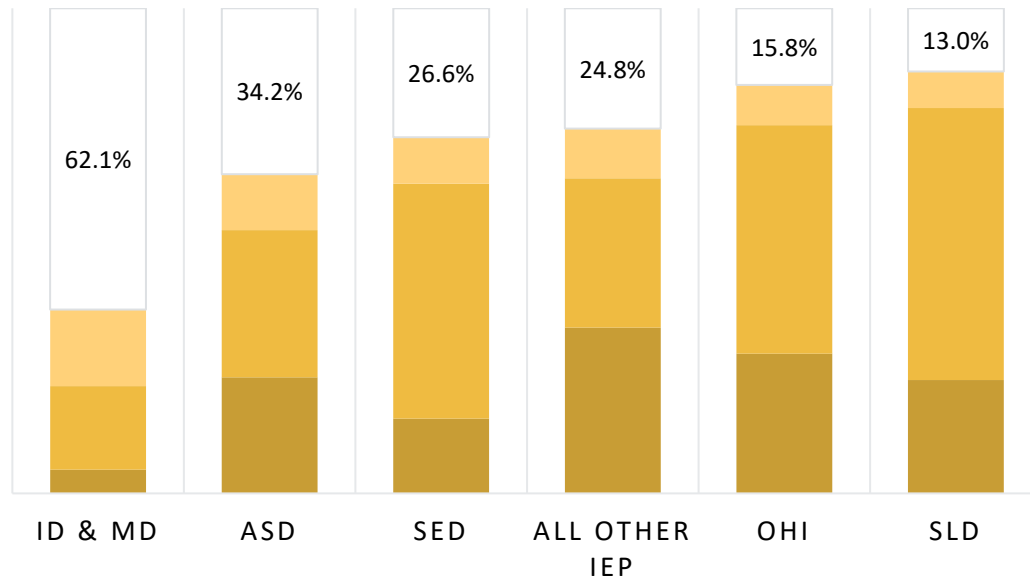
- If we were to add the “Working with a community Agency” category as one of the post-school outcomes, 270 out of 580 “Not Engaged” fall into that category.
- Students who qualify for “working with a community agency” are considered “not engaged” according to OSEP’s definition. However, these are students whom AUs reported as are/were working with community agency(ies) such as a community center board, workforce center, and independent living center.



Who is engaged with Community Agencies in Colorado?

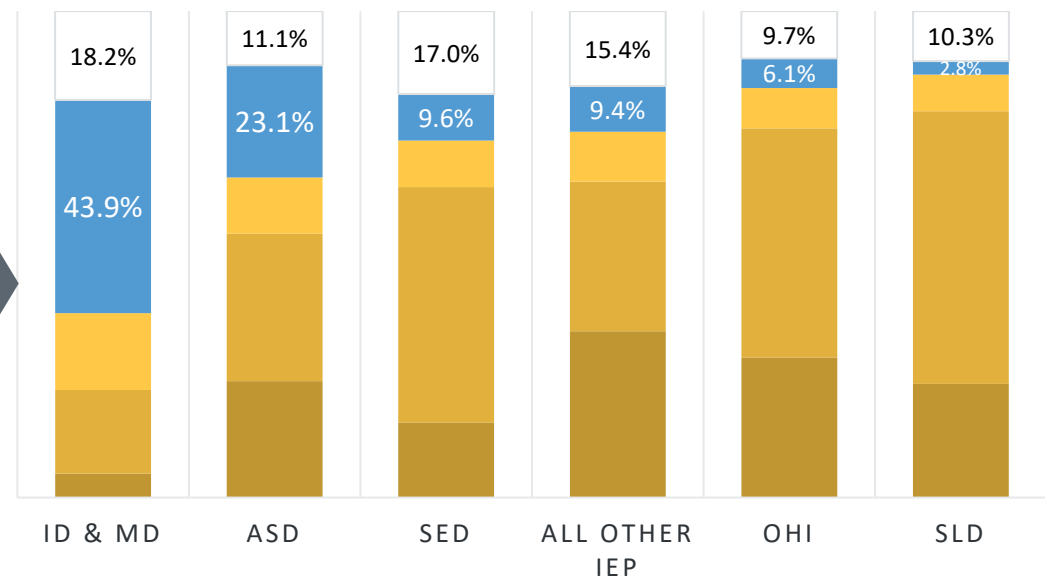
STATE - ENGAGEMENT WITH OSEP DEFINITION

- Higher ed
- Competitive Employment
- Other Ed/Employment
- Not Engaged



STATE - ENGAGEMENT WITH COMMUNITY AGENCY

- Higher ed
- Competitive Employment
- Other Ed/Employment
- Are/were with Community Agency
- Not Engaged



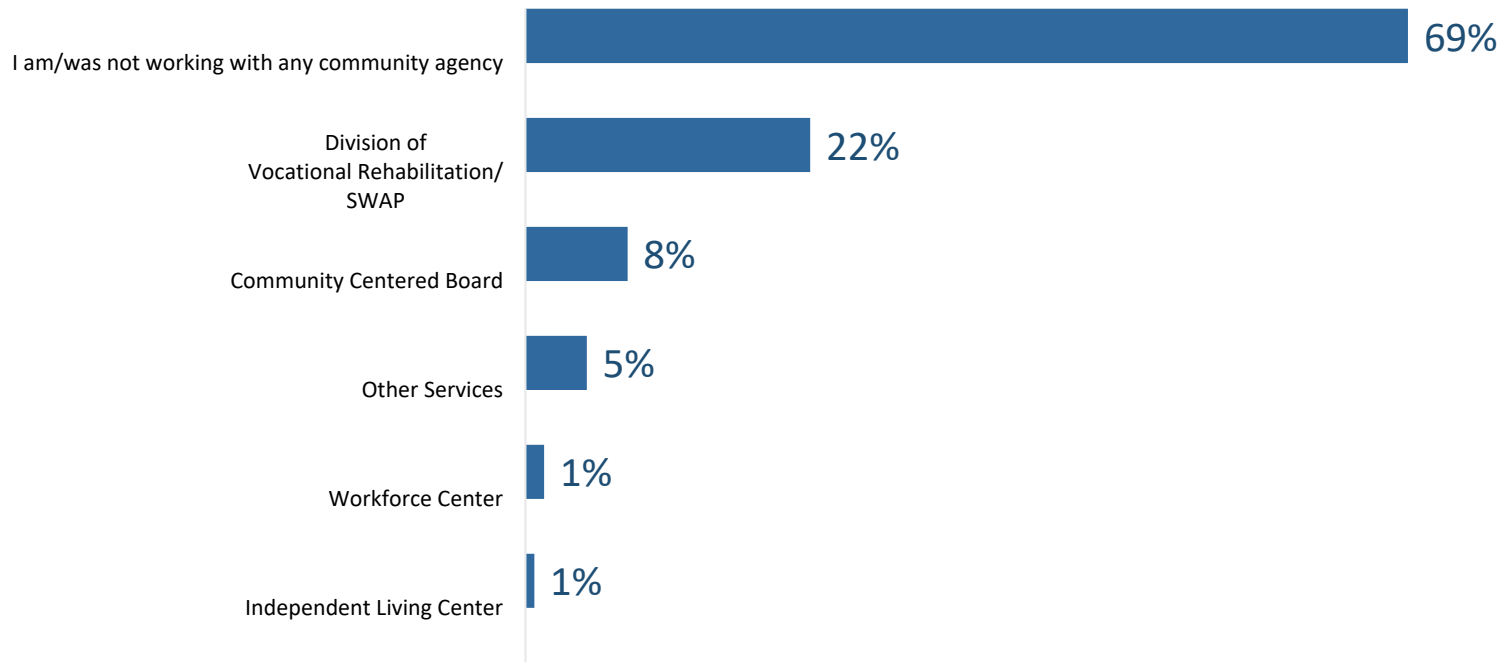
Students with ID and MD are still the least engaged, however, their gap shrunk to within 1% of the next lowest engagement group, students with SED. Students with Autism also show a remarkably lower “not engaged” percentage when Community Agencies are taken into consideration.



Community Agency

Which Community Agency are/were you working with?

State - Community Agency

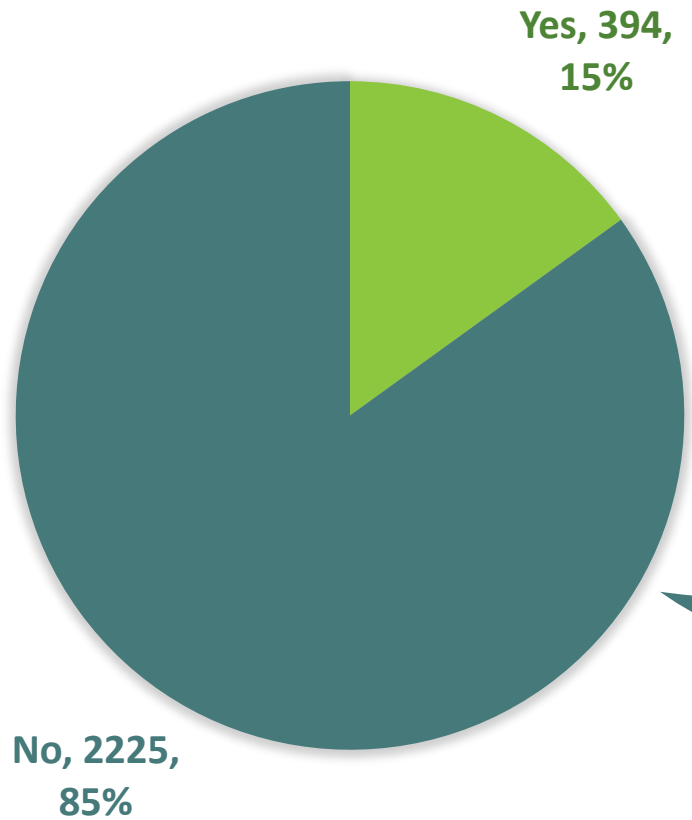


	Independent Living Center	Workforce Center	Other Services	Community Centered Board	Division of Vocational Rehabilitation / SWAP	I am/was not working with any community agency
■ State %	1%	1%	5%	8%	22%	69%
State Count	18	38	125	208	580	1798

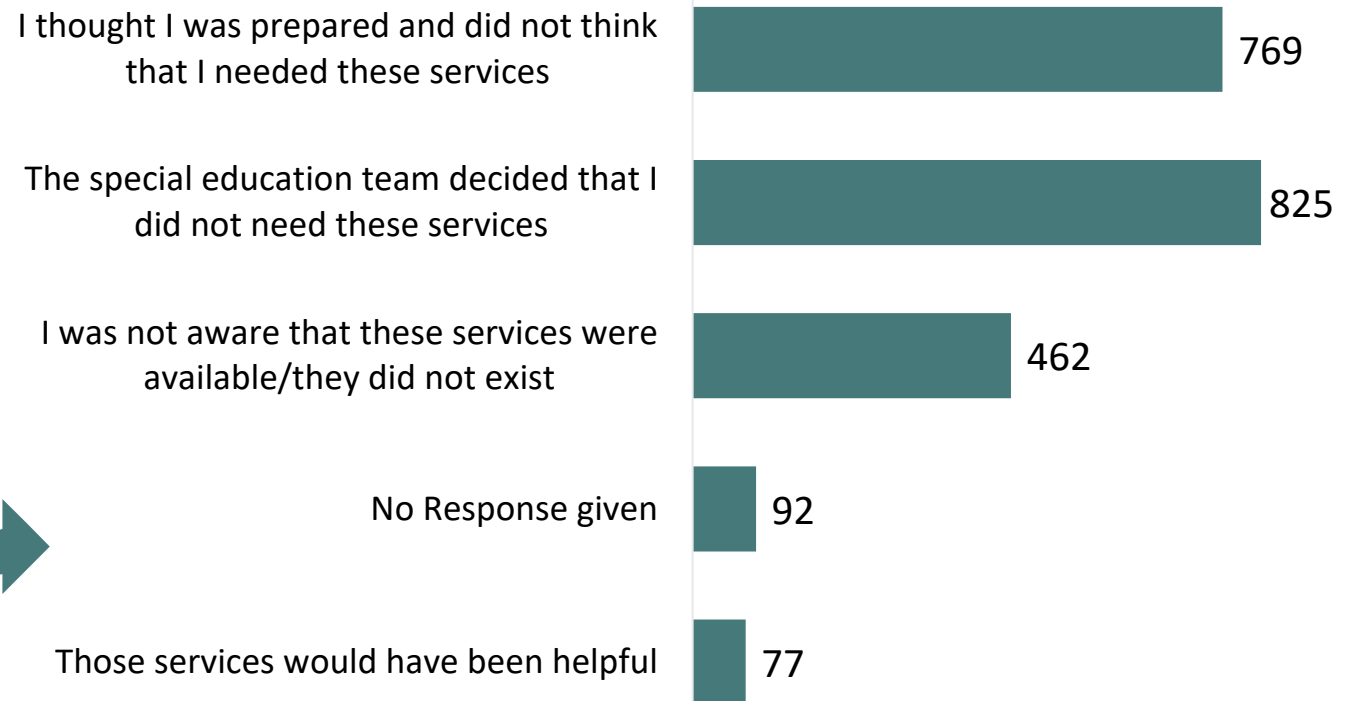




STATE - 18-21 Services Participation



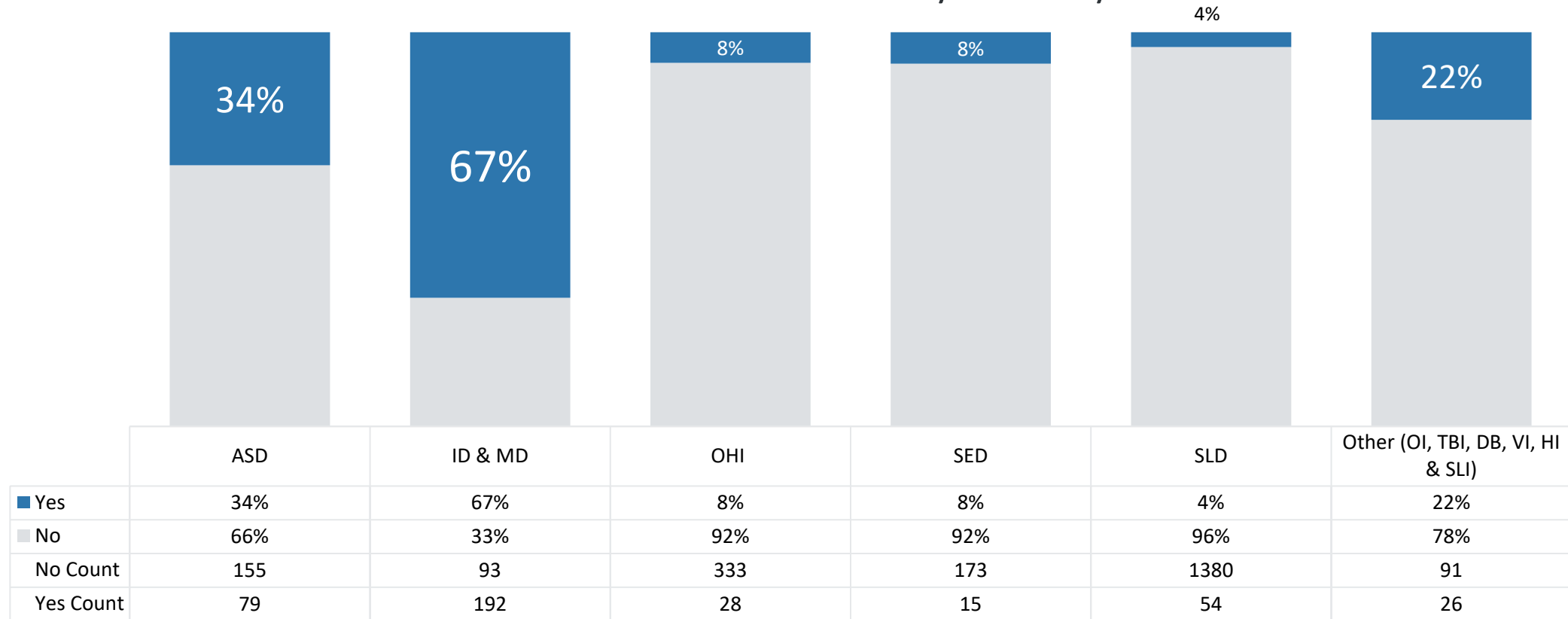
State - Reasons students didn't participate



Who is using 18 to 21 Services?

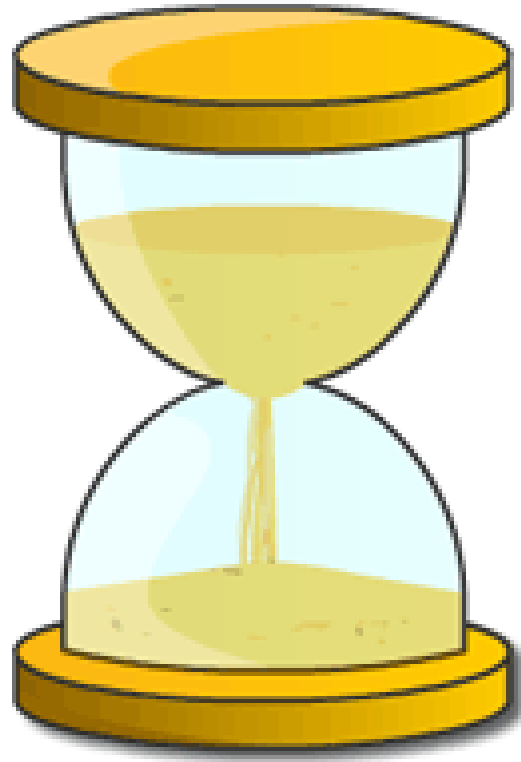


STATE - 18 to 21 Services by Disability



(3) Take **2** minutes....

Adult agency connections...slide 29 Q 5 on Data Discussion sheet.



- CDE – Transition Resources
- http://www.cde.state.co.us/cdesped/transition_resources

- Technical Assistance Documents
 - [Technical Assistance: Adult and Community Agencies \(PDF\)](#)
 - [Technical Assistance: Important Ages and Milestones \(PDF\)](#)
 - [Technical Assistance: Concurrent Enrollment \(PDF\)](#)
 - [Technical Assistance: Grading and Transcripts \(PDF\)](#)
 - [Technical Assistance: Graduation and Diplomas \(PDF\)](#)
 - [Technical Assistance: Individual Career and Academic Plan \(ICAP\) \(PDF\)](#)
 - [Technical Assistance: School to Work Alliance Program \(SWAP\) \(PDF\)](#)

- Note: these are great handouts for providing transition information to families!



- If you'd like to chat about any of the following;
 - The PSO interview contents
 - Secondary transition
 - Increasing graduation and decreasing dropout
 - How to engage students in the community after they exit high school
- Contact the ESSU Secondary Transition Team!!
 - Gail Lott Lott_g@cde.state.co.us
 - Gloria Durosko Durosko_G@cde.state.co.us
 - Romie Tobin – Consultant ESSU rtobin54@gmail.com
 - Alyssa Ohlyer - Accountability Specialist Ohlyer_A@cde.state.co.us

Questions?