

South Dakota Board of Vocational Rehabilitation

Indicator 14 2013-14 Exiters

Pierre, SD.

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Dr. Greg Cooch

Professor Emeritus

Black Hills State University

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were enrolled in:

- A. higher education
- B. higher education or competitively employed
- C. higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C.

1416(a)(3)(B))

Higher Education means...

- youth have been enrolled on a full- or part-time basis
- in a community college (2-year program) or
- college/university (4- or more year program)
- for at least one complete term, at anytime in the year since 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.

Some other postsecondary education or training means...

- youth have been enrolled on a full- or part-time basis
- for at least 1 complete term at any time in the year since leaving high school
- in an education or training program (e.g., Job Corps, adult education, vocational technical school that is less than a 2-year program).

Other employment means...

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

To calculate the indicator percentages, the following calculations are used:

A = 1 divided by total respondents

B = 1 + 2 divided by total respondents

C = 1 + 2 + 3 + 4 divided by total respondents

(NPSO)

In South Dakota from 2013-14 exiter data (Appendix B):

There were 446 total respondents.

1 = 90 respondent leavers were enrolled in “**higher education**”. **20.2%**

2 = 241 respondent leavers were engaged in “**competitive employment**” (and not counted in 1 above). **54%**

3 = 6 of respondent leavers were enrolled in “**some other postsecondary education or training**” (and not counted in 1 or 2 above). **1.3%**

4 = 30 of respondent leavers were engaged in “**some other employment**” (and not counted in 1, 2, or 3 above). **6.7%**

Thus,

A = 90 (#1) divided by **446** (total respondents) = **20.2%**

B = 90 (#1) + **241** (#2) divided by **446** (total respondents) = **74.2%**

C = 90 (#1) + **241** (#2) + **6** (#3) + **30** (#4) divided by **446** (total respondents) = **82.2%**

NOTE: Of the 79 exiters in Tier 5 (disengaged) 26 had worked or gone to school but did not work at least 3 months or finish one term (semester) **If we measured exiters like we did the first 3 years of reporting engagement rates the engagement of the 2013-14 exiters would have been 88.1%.**

(NPSO)

2014 Target for FFY 2014:

A = 15.5% enrolled in higher education

B = 67.0% enrolled in higher education or competitively employed

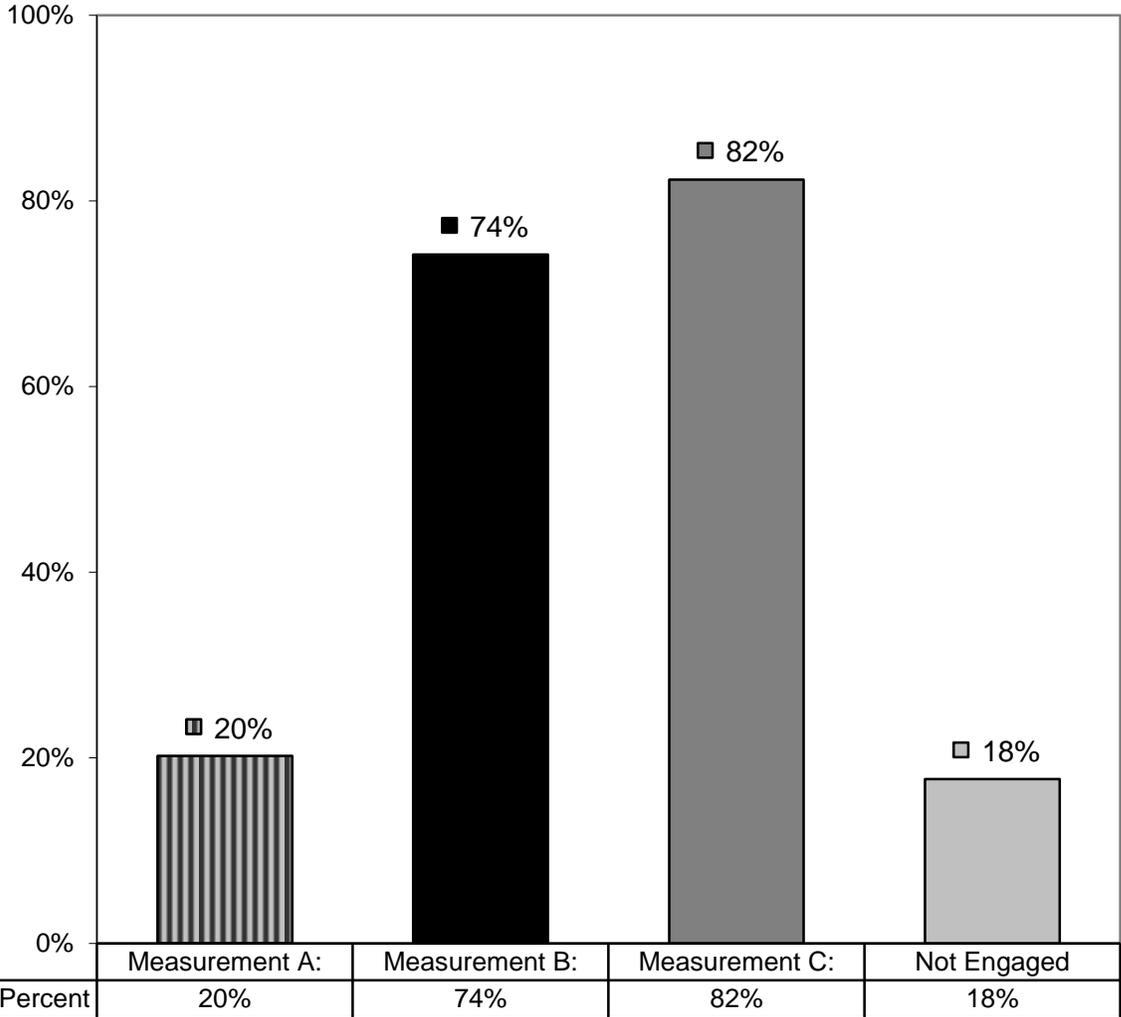
C = 81.00% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

Actual Target Data for FFY 2014:

A=20.17% enrolled in higher education

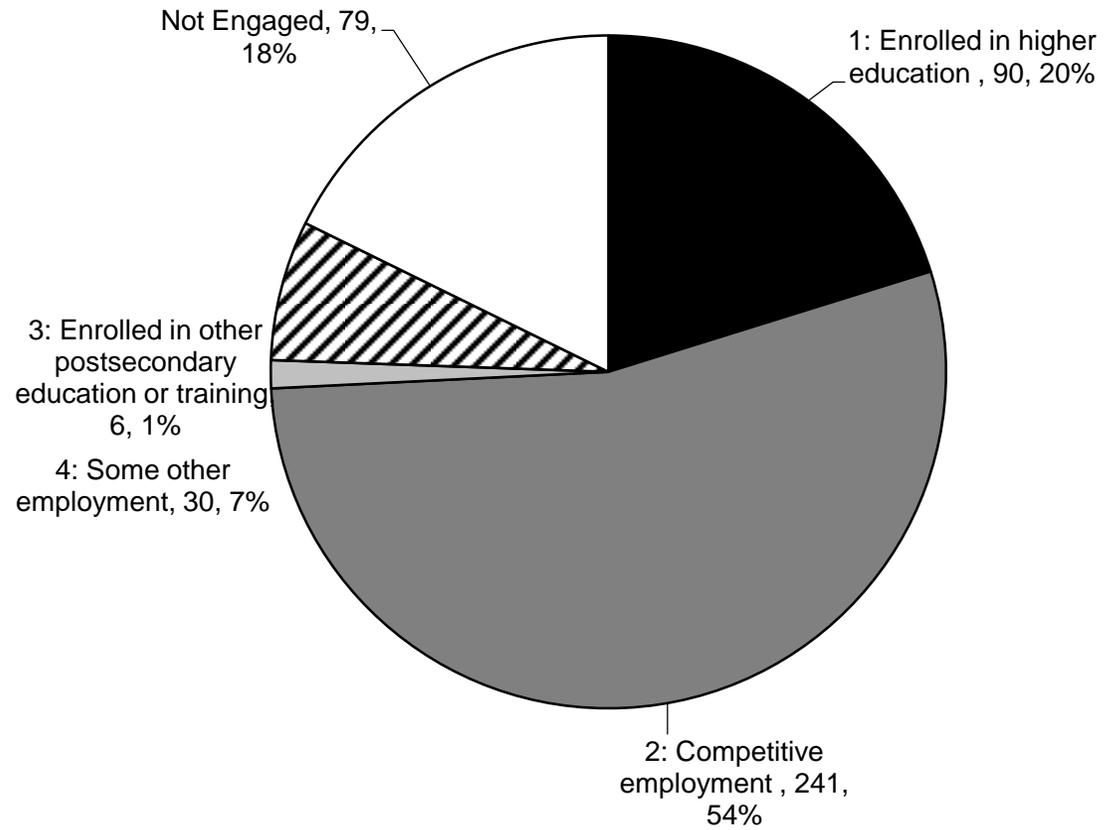
B=74.21% enrolled in higher education or competitively employed

C=82.29% enrolled in higher education or in some other postsecondary education or training program; or competitively employed in some other employment



Count	90	331	367	79
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South Dakota

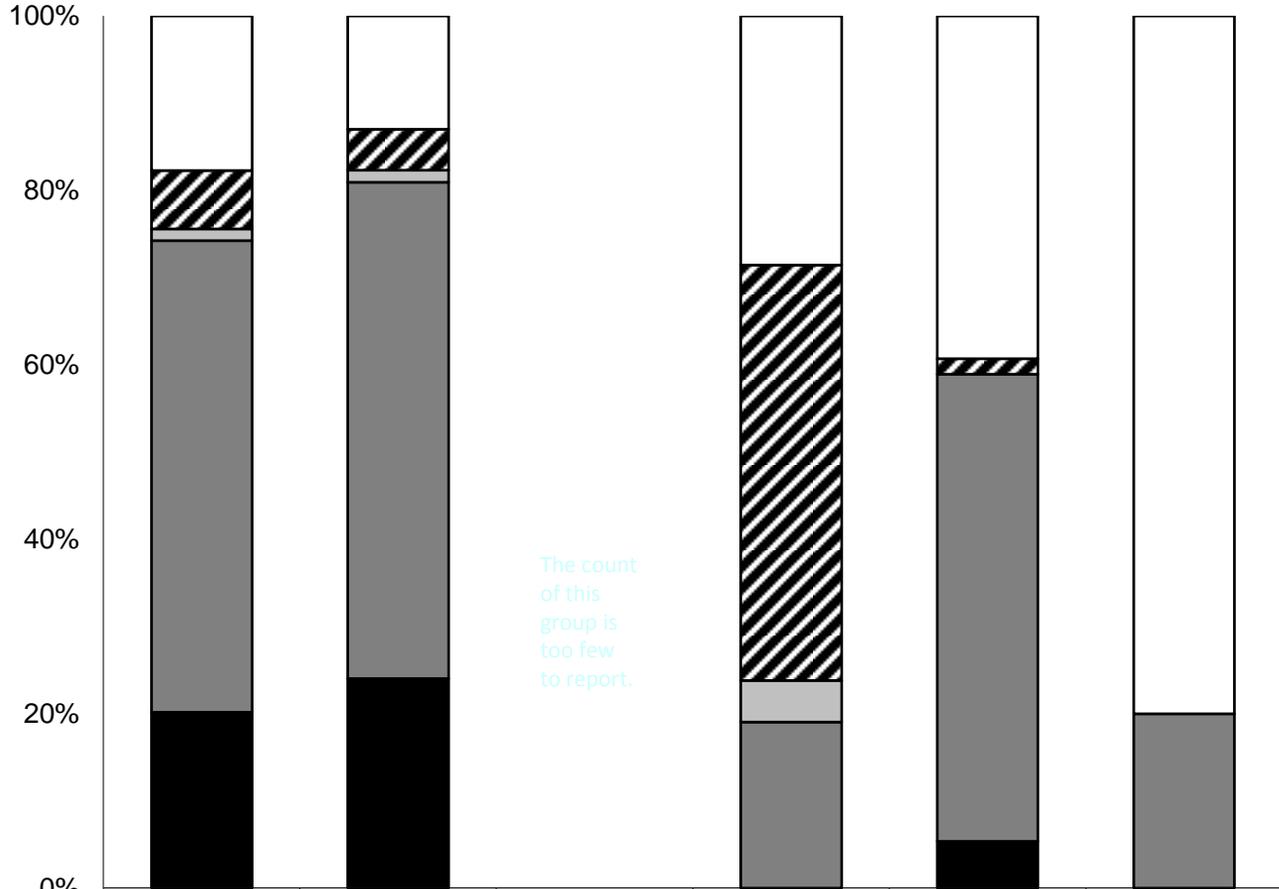


SPP #14 Measurement A:	20%	Equals Segment 1
SPP #14 Measurement B:	74%	Equals Segments 1+2
SPP #14 Measurement C:	82%	Equals Segments 1+2+3+4

<ul style="list-style-type: none"> ■ 1: Enrolled in higher education ■ 2: Competitive employment ▨ 3: Enrolled in other postsecondary education or training ▨ 4: Some other employment □ Not Engaged

South Dakota

Respondents by Type of Exit

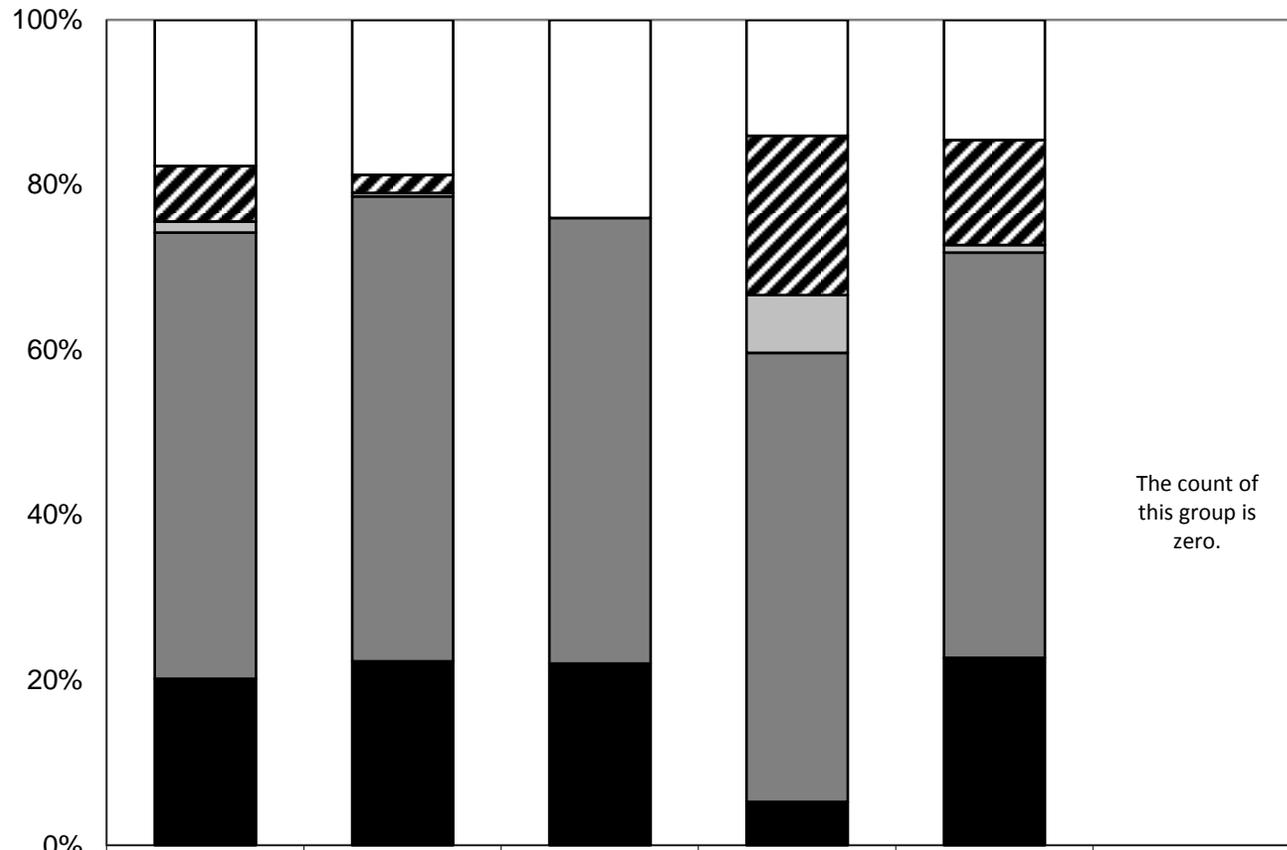


The count of this group is too few to report.

	Statewide Respondents n=446	High School Diploma n=362	Certificate or Modified Diploma n=2	Aged out n=21	Dropout n=56	Unknown: Exit Reason n=5
□ Not Engaged	18%	13%	0%	29%	39%	80%
▨ 4: Some other employment	7%	5%	0%	48%	2%	0%
▤ 3: Enrolled in other postsecondary education or training	1%	1%	0%	5%	0%	0%
■ 2: Competitive employment	54%	57%	0%	19%	54%	20%
■ 1: Enrolled in higher education	20%	24%	0%	0%	5%	0%

South Dakota

**Respondents
by Type of
Disability**



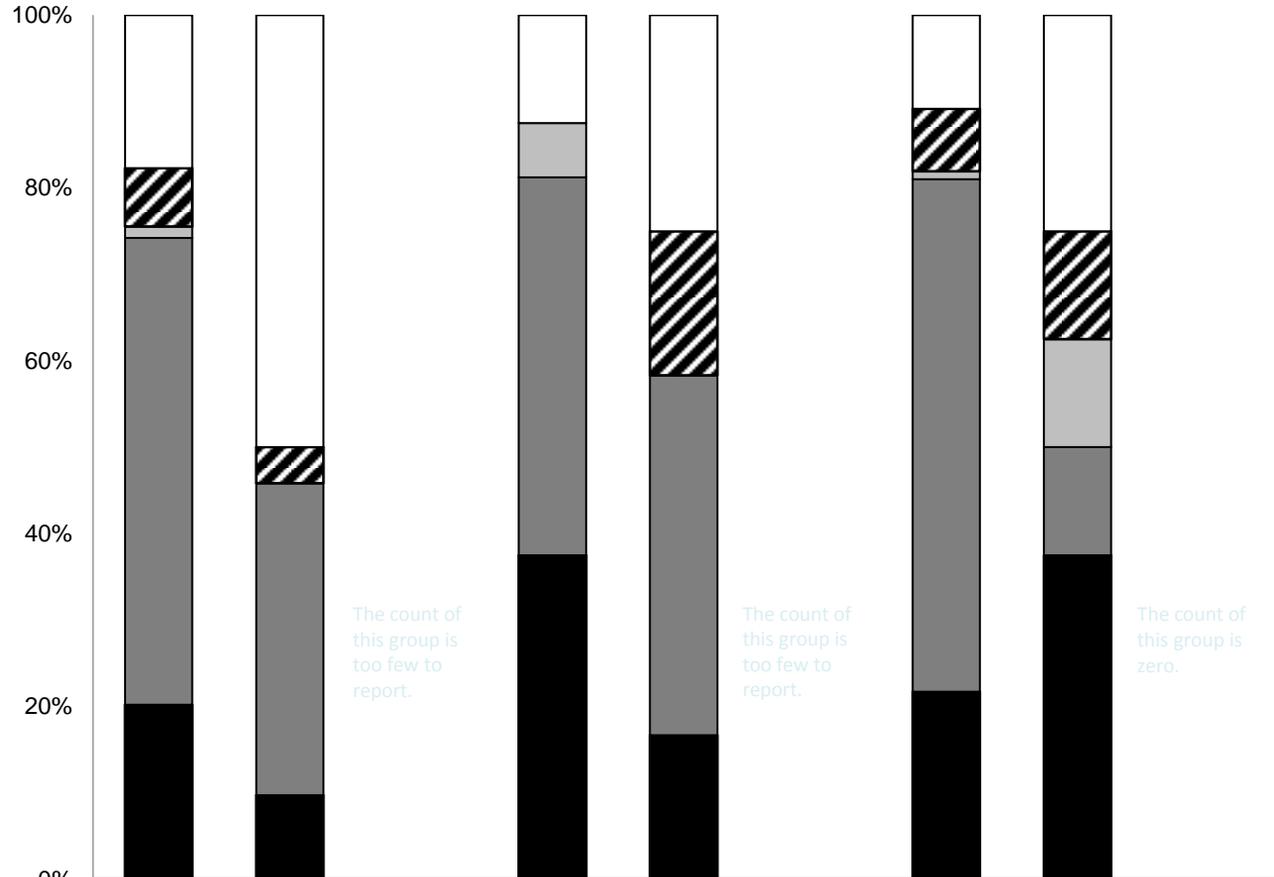
The count of this group is zero.

	Statewide Respondents n=446	Specific Learning Disability n=229	Emotional Disturbance n=50	Mental Retardation n=57	All Other Disabilities n=110	Unknown: Disability Type n=0
□ Not Engaged	18%	19%	24%	14%	15%	0%
▨ 4: Some other employment	7%	2%	0%	19%	13%	0%
▩ 3: Enrolled in other postsecondary education or training	1%	0%	0%	7%	1%	0%
■ 2: Competitive employment	54%	56%	54%	54%	49%	0%
■ 1: Enrolled in higher education	20%	22%	22%	5%	23%	0%

South Dakota

Axis Title

Respondents by Ethnicity



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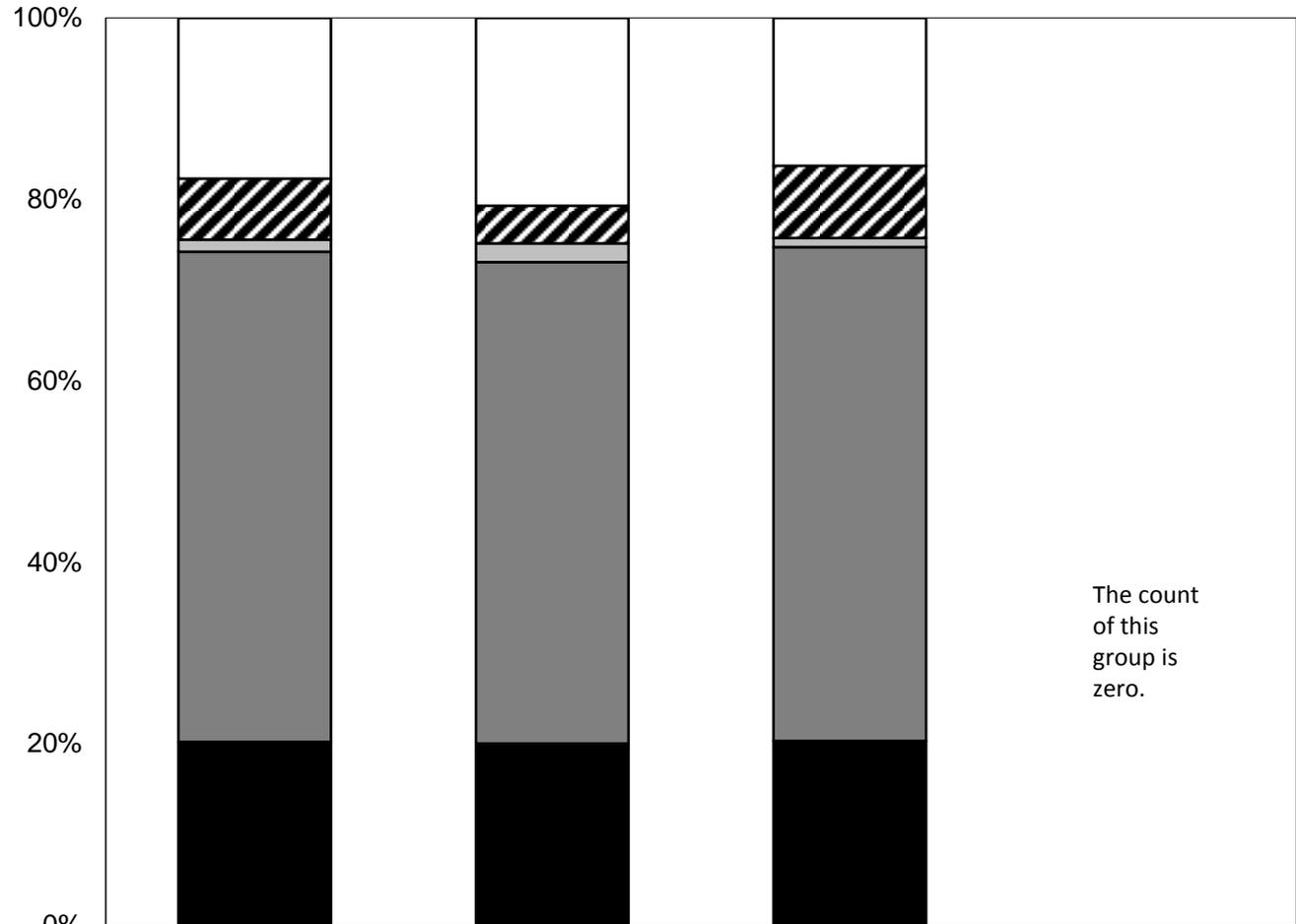
The count of this group is too few to report.

The count of this group is zero.

	Statewide Respondents n=446	American Indian or Alaska Native n=72	Asian n=3	Black (non Hispanic) n=16	Hispanic/Latino n=12	Native Hawaiian or Other Pacific Islander n=3	White (non Hispanic) n=332	Two or more races n=8	Unknown/ Other Ethnicity n=0
□ Not Engaged	18%	50%	0%	13%	25%	0%	11%	25%	0%
▨ 4: Some other employment	7%	4%	0%	0%	17%	0%	7%	13%	0%
▤ 3: Enrolled in other postsecondary education or training	1%	0%	0%	6%	0%	0%	1%	13%	0%
▥ 2: Competitive employment	54%	36%	0%	44%	42%	0%	59%	13%	0%
■ 1: Enrolled in higher education	20%	10%	0%	38%	17%	0%	22%	38%	0%

South Dakota

Respondents by Gender



The count of this group is zero.

	Statewide Respondents n=446	Female n=145	Male n=301	Unknown: Gender n=0
□ Not Engaged	18%	21%	16%	0%
▨ 4: Some other employment	7%	4%	8%	0%
▤ 3: Enrolled in other postsecondary education or training	1%	2%	1%	0%
■ 2: Competitive employment	54%	53%	54%	0%
■ 1: Enrolled in higher education	20%	20%	20%	0%

Difference between Target Leavers and Respondent Representativeness 2005-2008
Results from current year exiters 2012-13.

		LD	ED	CD	AO	Female	Minority	ELL	Dropout
A	2005-06	0.57%	-2.00%	-0.32%	1.76%	-2.50%	-7.72%	-0.31%	-6.41%
B	2006-07	-0.86%	-0.14%	-0.64%	1.63%	-2.02%	-2.13%	-.031%	-0.66%
C	2007-08	-0.17%	-1.35%	0.67%	0.86%	0.97%	-8.59%	0.41%	-6.44%
D	2008-09	0.13%	-0.35%	-1.23%	1.46%	-0.12%	-0.06%	-0.68%	-2.09%
	2012-13*	-1.93%	0.58%	-0.43%	1.79%	-1.51%	-2.17%	-0.25%	-1.61%

* current difference

A-Gathering of baseline information in each category

B-Application of an intervention and measurement of the effects of the intervention

C-Removal of intervention and return to baseline

D-Applying the intervention to determine if there is a return the desired outcome

Intervention: Contacting selected Sped Directors with hard-to-find exiters and having the schools conduct the surveys vs. only using mailings and phone interviews

Odds Ratio of Engagement for Students in *OVERALL 2006-07 thru 2008-09* participating in CTW, YLF, Self-Advocacy, or Project Skills

	# engaged	# not engaged
Participate in CTW, YLF, Self-Advocacy, or Project Skills	426	70
Did not participate in CTW, YLF, Self-Advocacy, or Project Skills	304	82

426/70

304/82 = 6.0857/3.7073 **OR** of **1.64**

n= 882

Here is an example of an Odds ratio calculator I found using Google.

Odds ratio

Cases with positive (bad) outcome

Number in exposed group: a=

Number in control group: c=

Cases with negative (good) outcome

Number in exposed group: b=

Number in control group: d=

Results

Odds ratio	1.6415
95 % CI	1.1553 to 2.3324
z statistic	2.766
	P = 0.0057

The odds ratio is the ratio of the odds of the outcome in the two groups.

Source: http://www.medcalc.org/calc/odds_ratio.php

Multiple regression:

2 purposes—Prediction and Explanation

The Independent variable is also known as the ‘Predictor’ variable—denoted by X

The Dependent variable is also known as the ‘Outcome’ variable—denoted by Y

In simple regression there is one Predictor variable (X) and an Outcome variable (Y).

In standard multiple regression there are two or more Predictor variables (X)

Multiple regression is a statistical tool that allows you to examine how multiple independent variables (X) are related to a dependent variable (Y).

Dependent Variable: Work for Pay one year after exiting the K12 system 2010-11

Independent Variable	Multiple R (ES)	R Square	P-value
	0.749903465 (Large)	0.562355206	
3+ months employed			<.001 (8.43033E-19)
20+ hours per week			<.001 (5.93371E-11)

Figure 1

Independent Variable	Multiple R (ES)	R Square	P-value
	0.260102111 (Small)	0.067653108	
Less than 10 hours per week			>.05 (0.139961545)
10-19 hours per week			<.05 (0.022664829)
Less than 1 month employment			<.05 (0.032275251)
1-3 months employment			<.001 (.000491953)

Interpretation: The Independent Variables in the above two examples explain a significant proportion of the variance R-Square in the dependent variable. However, 56%+ of the variance or outcome on the dependent variable occurs if the exiter has worked at least 3 months and at least 20 hours per week and been involved in Project Skills vs. approximately 7% of the variance (outcome) if working less than 3 months and less than 20 hours per week and being involved in Project Skills.

Example of 2011-12 Output—Summary and Explanation

<i>IV's</i>	<i>R</i>	<i>R-Square</i>	<i>Significance F</i>	<i>p-value</i>
< 20 hrs & < 3 mon.	.215	.046	.01	.05
> 20 hrs & > 3 mon.	.68	.47	.001	.001

R-indicates the correlation between the IV and the DV—DV in this case is W-F-P-Yes

R-Square-Identifies how much of the variation of the DV is explained by the IV's

Significance F-Significance level for the model as a whole e.g., a small Sign F. confirms the validity of the model

P-value-a P-value of 0.05 means that there is a 5% chance that the relationship emerged randomly and a **95% chance that the relationship is real**

Summary

In 2013-14 South Dakota had the **largest percentage (20%) of students considered to be in higher education** since data has been collected for Indicator 14 in baseline year (2008-09).

There has been a **9% increase in competitive employment** this year (2013-14) from baseline year (2008-09) 45.3% to 54%.

2013-14 exiters had the **second lowest percentage of disengaged since data has been collected with 17.8%** of the exiters being disengaged. The average percentage of exiters disengaged over the past 4 years has been 21.8%. This current year disengaged rate is 4% below the last four years average disengaged rate.

South Dakota's **response rate for 2013-14 was 66%**. Nationwide the response rate has historically been approximately **50%**.

The **median total engagement rate two years ago nationwide was 73.5%**. South Dakota's total engagement **rate this year was 82.2%**.

The aggregate median percentage for the engagement rate has increased by 1% nationwide since the baseline year of 2008-09.

South Dakota's total engagement rate has increased from baseline year (2008-09) of 78.6% to 82.2% or an increase of 3.6%.

Actual Target data for FFY 14 was better in A, B, and C than had been anticipated when originally setting Target data.