

South Dakota Board of Vocational Rehabilitation

Indicator 14 - 2020 Data
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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 Includes...

Youth who 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) or
- in a vocational technical educational program (2-year program)

for at least one complete term, at anytime in the year since leaving high school.

Other Postsecondary Education or Training Includes...

Youth who 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 that is less than a 2-year program).

Competitive Employment Includes...

Youth who 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.)

Other Employment Includes...

Youth who 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:

$A = \text{Tier 1} \text{ divided by total respondents}$

$B = \text{Tier 1} + \text{Tier 2} \text{ divided by total respondents}$

$C = \text{Tier 1} + \text{Tier 2} + \text{Tier 3} + \text{Tier 4} \text{ divided by total respondents}$

(NPSO)

In South Dakota from 2019-2020 Exiter Data (Appendix B):

There were **162** total respondents.

1 = 17 respondent leavers were enrolled in "**higher education**". **10%**

2 = 83 respondent leavers were engaged in "**competitive employment**" (and not counted in Tier 1 above). **62%**

3 = 5 of respondent leavers were enrolled in "**some other postsecondary education or training**" (and not counted in Tier 1 or Tier 2 above). **6%**

4 = 20 of respondent leavers were engaged in "**some other employment**" (and not counted in 1, 2, or 3 above). **9%**

Thus,

A = 17 (#1) divided by 162 (total respondents) = 10%

B = 17 (#1) + 83 (#2) divided by 162 (total respondents) = 62%

C = 17 (#1) + 83 (#2) + 5 (#3) + 20 (#4) divided by 162 (total respondents) = 77%

(NPSO)

Baseline and Targets

| FFY | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|-------------|---------------------|--------|--------|--------|--------|--------|
| Target A >= | Baseline: 10.49% | 11.50% | 12.50% | 14.00% | 15.50% | 17.00% |
| Target B >= | Baseline: 61.73% | 63.00% | 64.50% | 66.00% | 67.50% | 69.50% |
| Target C >= | Baseline: 77.16% | 78.00% | 79.00% | 80.00% | 81.00% | 82.50% |

What were the reasons for changing the baseline this year?

- Did not have the most current data
- Did take into consideration stakeholder input
 - Set in a manner that would allow time for employment and post-school attendance to recover and rebound
- Looked at information from the survey that talked about COVID impact

Target Data vs. Actual Data

TARGET DATA FFY 2020

No Target Data for FFY 2020- COVID

ACTUAL DATA FFY 2020

A = 10.49%

B = 61.73%

C = 77.16%

Comparison with North Dakota

SOUTH DAKOTA

Student Population: 139,442

Target A: 10%

Target B: 62%

Target C: 77%

NORTH DAKOTA

Student Population: 110,842

Target A: 29%

Target B: 62%

Target C: 81%

Comparison with Montana

SOUTH DAKOTA

Student Population: 139,442

Target A: 10%

Target B: 62%

Target C: 77%

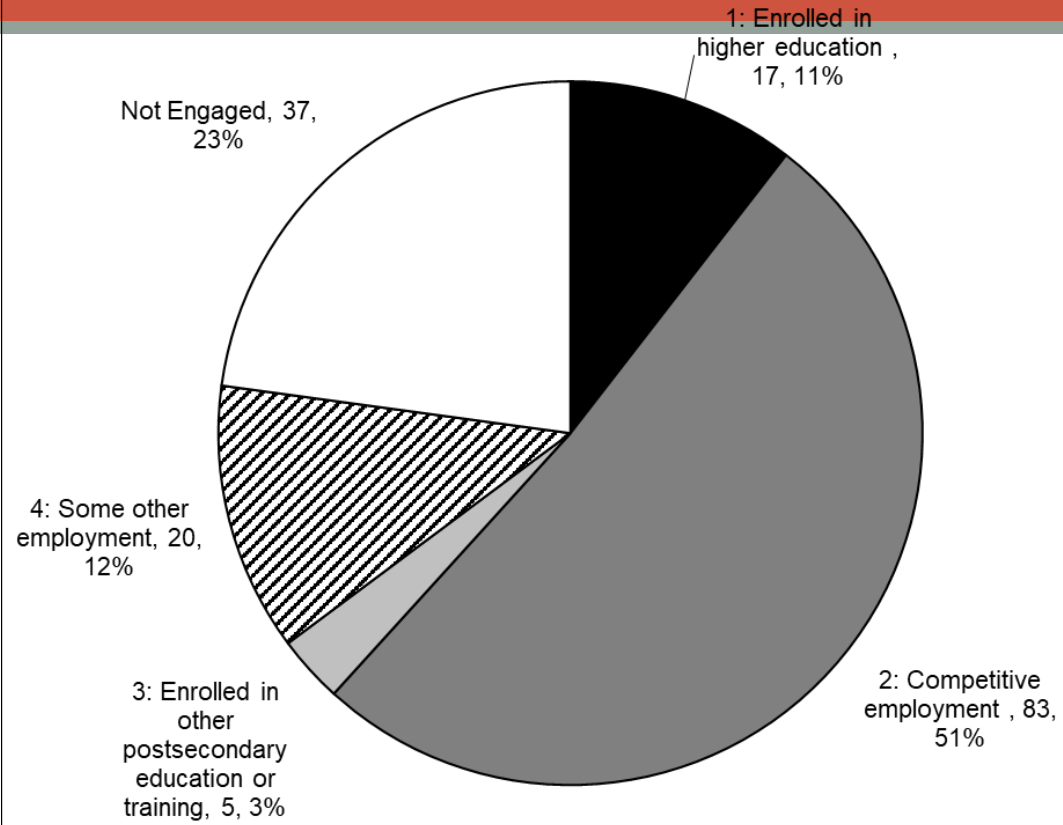
MONTANA

Student Population: 104,635

Target A: 17%

Target B: 63%

Target C: 78%

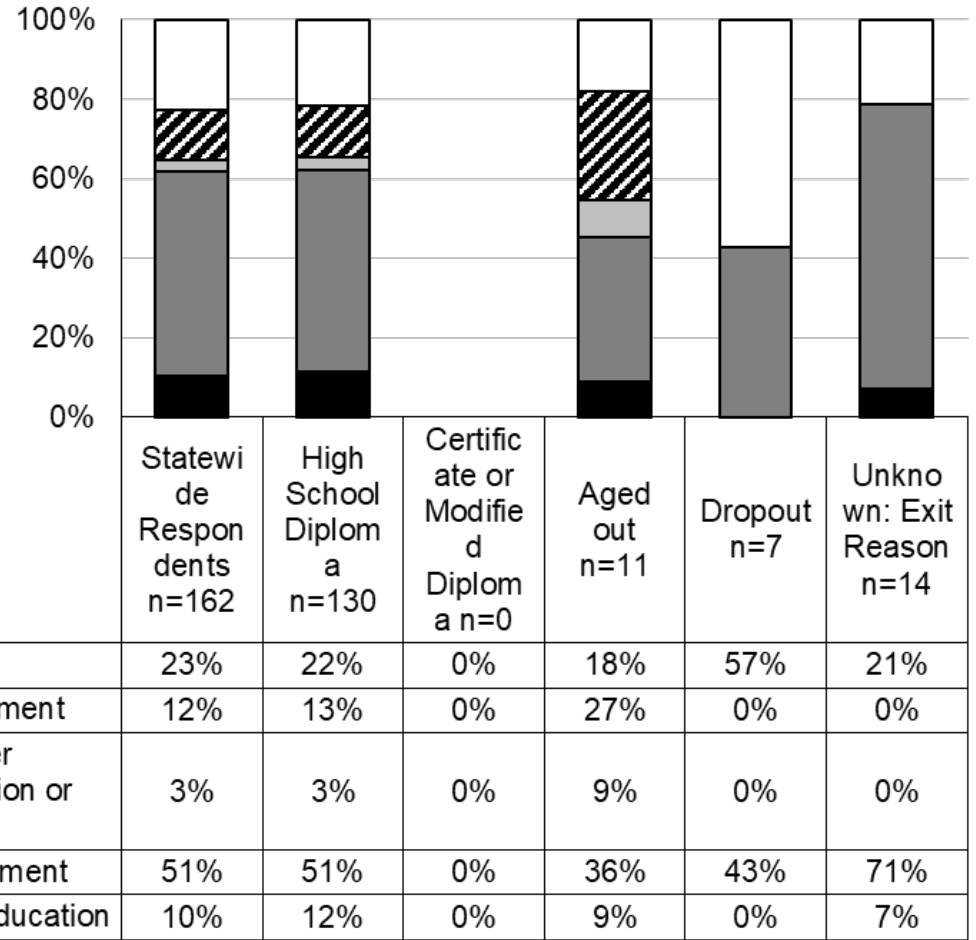


- 1: Enrolled in higher education
- 2: Competitive employment
- 3: Enrolled in other postsecondary education or training
- ▨ 4: Some other employment
- Not Engaged

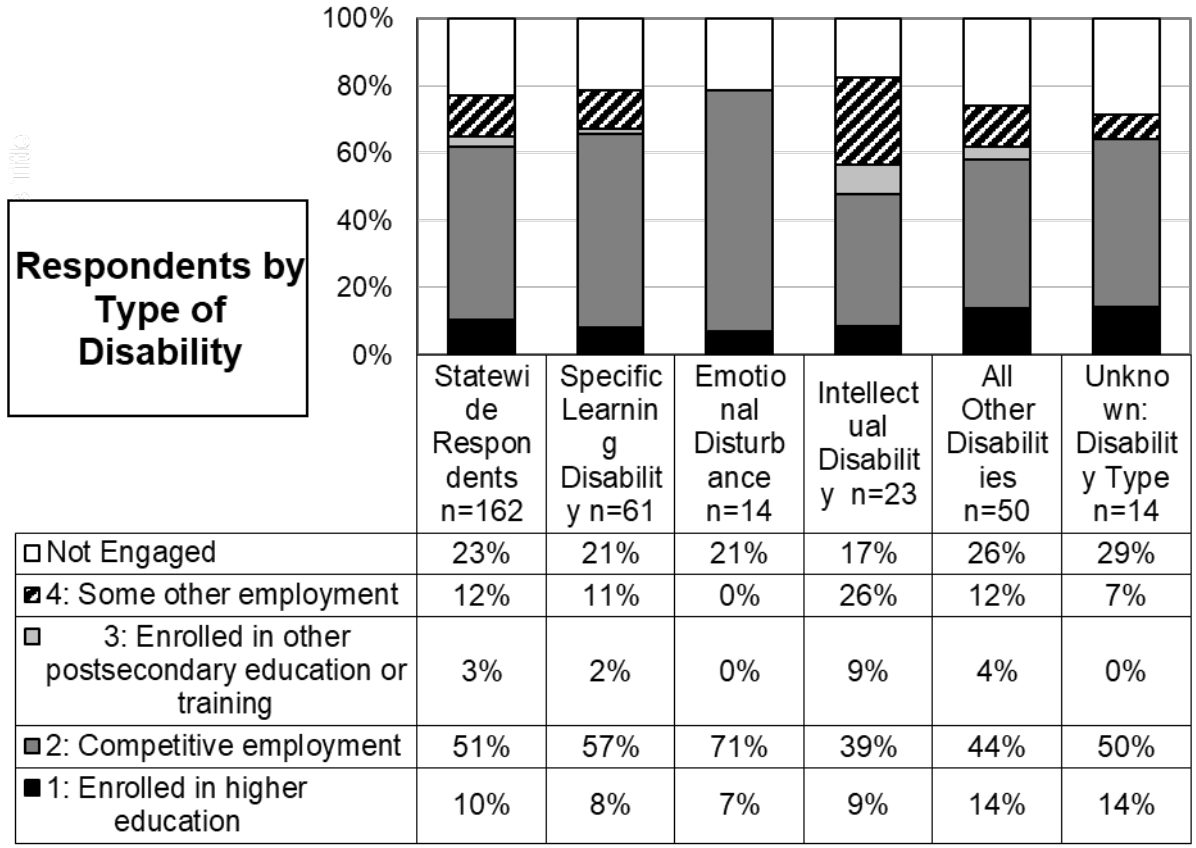
| | | |
|-------------------------------|------------|--------------------------------|
| SPP #14 Measurement A: | 10% | Equals Segment 1 |
| SPP #14 Measurement B: | 62% | Equals Segments 1+2 |
| SPP #14 Measurement C: | 77% | Equals Segments 1+2+3+4 |

Avalon Analytics

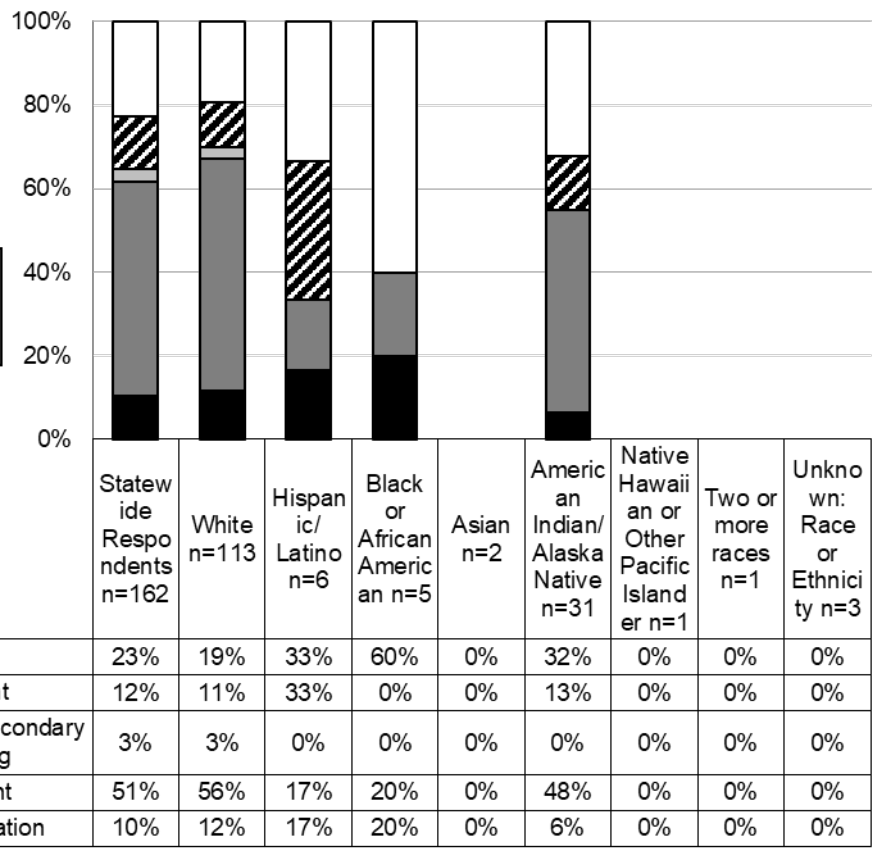
Respondents by Type of Exit



Respondents by Type of Disability



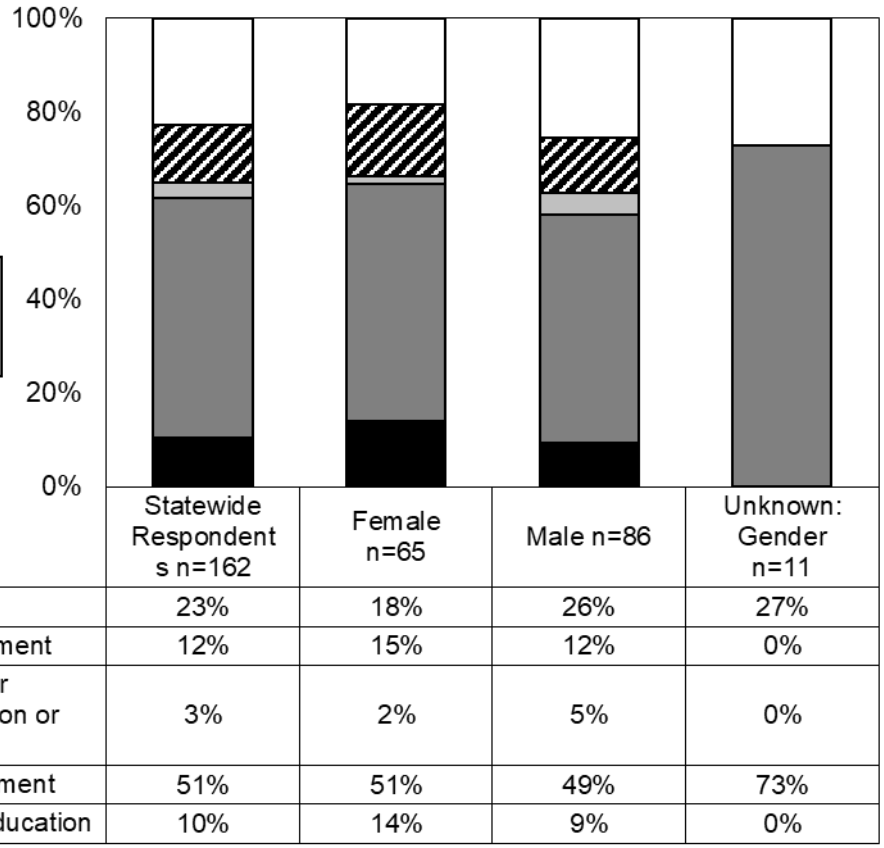
Respondents by Ethnicity



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Asst. Title

**Respondents
by Gender**



| | Overall | LD | ED | ID | AO | Female | Minority | Rural | ELL | Dropout |
|-------------------------------------|---------|--------|--------|--------|--------|--------|----------|--------|--------|---------|
| Target Leaver Totals | 688 | 307 | 52 | 81 | 199 | 232 | 180 | 522 | 21 | 50 |
| Response Totals | 162 | 61 | 14 | 23 | 50 | 65 | 49 | 82 | 2 | 7 |
| Target Leaver Representation | | 9.15% | 41.58% | 16.84% | 32.43% | 54.26% | 26.20% | 46.78% | 7.90% | 2.91% |
| Respondent Representation | | 13.91% | 44.04% | 11.92% | 30.13% | 64.24% | 4.64% | 51.66% | 7.62% | 1.66% |
| Difference | | 4.76% | 2.46% | -4.92% | -2.30% | 9.98% | -21.56% | 4.88% | -0.28% | -1.25% |

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at <http://www.psocenter.org/collecting.html>.

Difference between Target Leavers and Respondent Representativeness

| | LD | ED | ID | AO | Female | Minority | Rural | ELL | Dropout |
|---------|--------|--------|--------|--------|--------|----------|---------|--------|---------|
| 2014-15 | -1.68% | -0.02% | -1.47% | -0.20% | -2.79% | -0.20% | | -0.60% | -2.12% |
| 2015-16 | 3.51% | -0.79% | -1.26% | -1.47% | -0.26% | -3.54% | | 0.14% | -4.11% |
| 2016-17 | -6.63% | 1.13% | 0.22% | 5.28% | 1.37% | 1.52% | | 0.48% | -6.16% |
| 2017-18 | -2.60% | 0.05% | 2.67% | -0.02% | -3.41% | -3.67% | -9.33 | 0.62% | -0.14% |
| 2018-19 | 3.49% | 1.43% | -0.33% | -4.58% | 2.33% | 3.92% | -25.07% | 2.82% | 2.99% |
| 2019-20 | 4.76% | 2.46% | -4.92% | -2.30% | 9.98% | -21.56% | 4.88% | -0.28% | -1.25% |

*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

Table 3. Improvements and slippage per Tier (2008-09 thru 2019-2020)

| <u>YEAR</u> | <u>Tier 1</u> <u>Higher Ed</u> | <u>Tier 2</u> <u>Comp Emp</u> | <u>Tier 3</u> <u>S.O. Educ.</u> | <u>Tier 4</u> <u>S.O Emp.</u> | <u>Tier 5</u> <u>Disengaged</u> | <u>Total</u> <u>Engagement</u> <u>Rate</u> |
|-------------|-----------------------------------|----------------------------------|------------------------------------|----------------------------------|------------------------------------|--------------------------------------------------|
| 2009-2010 | 8.7 | 48.8 | 5.3 | 10.2 | 27.0 | 73.0% |
| 2010-2011 | 10.3 | 53.1 | 5.9 | 7.4 | 23.3 | 76.7% |
| 2011-2012 | 13.3 | 53.8 | 5.1 | 6.7 | 22.2 | 78.9% |
| 2012-2013 | 11.6 | 60.0 | 5.6 | 8.1 | 14.7 | 85.3% |
| 2013-2014 | 20.2* | 54.0 | 1.4 | 6.2 | 17.7 | 81.8% |
| 2014-2015 | 15.8 | 60.8 | 1.7 | 3.8 | 17.9 | 82.1% |
| 2015-2016 | 20.5 | 56.0 | 1.0 | 5.0 | 17.0 | 82.5% |
| 2016-2017 | 27.4 | 38.5 | 3.9 | 9.0 | 21.4 | 78.8% |
| 2017-2018 | 17.0 | 54.0 | 3.0 | 8.0 | 18.0 | 82.0% |
| 2018-2019 | 23.0 | 43.0 | 6.0 | 9.0 | 19.0 | 81.0% |
| 2019-2020 | 10.0 | 51.0 | 3.0 | 12.0 | 23.0 | 77.0% |

Began including VTI plus University (all VTI programs are 2 year with diploma)*

COVID Impact related to Indicator 14

Questions asked on the survey:

The place I work shut down during the pandemic.

The place I work stayed open, but I worked fewer hours than normal.

I lost my job during the pandemic.

I was not comfortable going to work during the pandemic.

I couldn't afford to attend school or any training.

I continued my education by taking classes online when my school shut down.

I was not comfortable attending school during the pandemic.

The COVID-19 pandemic did not affect me.

Responses to COVID Impact Survey Questions

| | responses |
|----------------------------------------------|-----------|
| Lost job | 14 |
| Not comfortable working | 19 |
| Hours cut at work | 35 |
| Employment wasn't affected by COVID | 9 |
| Quit school/not comfortable going to schools | 15 |
| Couldn't afford to go to school | 5 |
| Education not impacted by COVID | 4 |

Statewide Reports

<https://www.sdposthighsurvey.org/reports.statewide.php> - 10 years worth of data

- Statewide GEDE tables
 - Gender, Ethnicity, Disability, Exit
- Statewide Summary Report
 - Brief summary on adult living, post secondary education and training, and employment
- Statewide Reports
 - More in-depth report on adult living, post secondary and training, employment, and more
- Indicator 14 Reports

Summary

This year's response rate is disappointingly low. Several factors can be attributed to this, including but not limited to:

- Teacher burnout resulting in far less responses from districts across the state
- COVID pandemic-an uncertain time for so many; people were quarantined and had to figure out new methods of communication
- Decreased likelihood that exiters will answer a call from an unknown phone number

We Have Work to Do...

- Continue with **online survey**.
- **Postcards**
- Increased effort to recruit **district personnel**
- Contacting **district personnel earlier** so calls can be made before school is out
- Consider possible NPSO suggested strategies
 - Pre-notification (postcards)
 - Create familiarity with survey
- **Updated, extensive training** for hired callers
 - Training video
 - Calling strategies