

Postschool Success: What Kansas Students are Saying

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Kansas Multi-Tier
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What is Indicator 14?



Indicator 14 requires states to report: 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 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))

What is Indicator 14?



Each year, states must report a percentage for each A, B, and C in the SPP/APR and to the public.

Definitions:

Enrolled in 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.



Definitions (cont'd):

Enrolled in 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, workforce development program, vocational technical school which is less than a 2-year program).

Some 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).

States must also provide the actual numbers for each 1, 2, 3 and 4.

Number and Percent of Exiters Who Have Engaged in Employment and/or Education

Measure 1. Enrolled in higher education	102	36.4%
Measure 2. Engaged in competitive employment (but not in Measure 1)	77	27.5%
Measure 3. Enrolled in other postsecondary education or training (but not in Measure 1 or 2)	15	5.4%
Measure 4. Engaged in some other employment (but not in Measure 1, 2, or 3)	22	7.9%

What is Indicator 14?



The Survey



- Calls are conducted by a contracted call center
- Calls occur each year from June 1 through September 1 on a sample of the previous year's exiting students
- Schools get their results the following spring

Types of Questions



- Postsecondary Education & Training: Considering all the different kinds of further education and training, such as college, adult or community education, job training or vocational school, which of the following best describes your **current educational status**, keeping in mind that military service is considered employment? (*Choose one*)
- Competitive Employment: *Now I want you to think of all of the places you have worked within the 12 months since leaving high school. Answer the questions thinking about your current or most recent job. If you work more than one job, you can combine the hours and salary.* Which of these best describes your **employment status in the 12 months after leaving high school?** (*Choose one*)

More Questions



- The following questions are about plans you had while you were in high school and things that you're doing right now: Are you currently living where you planned to live after leaving high school?
- Thinking about the things you are doing now, what is something positive that happened while you were in high school to help you reach your goals?

Purpose of the Study



- Use student voice to continuously improve high school programs
- Why Question 23
Thinking about things you are doing now, what is something positive that happened to you in high school to help you reach your goals?
- Provides programmatic details from categorized responses

Methods



- Qualitative Study
- Coded 644 responses from 4 years worth of data
- Identified 18 initial themes
- Collapsed similar themes together
- Developed 9 focused themes - codes
- Defined and recoded looking for these 9
- Intercoder agreement – 32% of responses, agreement at 80%

Results



Rank	Category	# of Responses
# 9	Teacher-Directed, Transition Planning	25
# 8	Supportive Friends and Social Network	38
# 7	Supportive Family	45*
# 6	Graduating from High School	46*
# 5	Extracurricular Activities (sports, clubs)	60
# 4	Classes of Interest within the school day – Not CTE (choir, band, debate)	85**
# 3	Career and Job Skill Development Coursework (CTE, work experience, career awareness)	100**
# 2	Internal Success Skills (goal setting, drive, decision making)	131
# 1	Supportive Staff Member	162
Total Number of Responses		692***

So what does
this tell us?



Let's consider the top 5. What do we know about these:

1. Supportive Staff Member
2. Success Skills
3. Career and Job Skill Development Courses
4. Other Courses of Interest
5. Extracurricular Activities

Crosswalk Discussion



- Around the Room – Easel Paper with the Top 5 Categories and 1-2 questions for each
- Use sticky notes located with Easel Paper to answer questions – AS A GROUP, preferably
- We will then share out the responses so everyone can see the results to take back to your schools and communities.

Discussion Questions



1. What opportunities exist for your student(s) to develop supportive relationships in their school(s)?
2. What steps have your school(s) taken for your student(s) to develop success skills?
3. Does your student(s) have career interests and goals for after high school?
 1. How were those developed?
4. Was your student(s) enrollment driven by his or her interests?
 1. What is the process for selecting elective classes within your school(s)?
5. Is your student(s) involved in clubs or team sports in your school?
 1. What factors influenced the involvement?

Follow up & Next Steps



- Responses from Senior Exit Survey
- Responses from Post-school Follow up
- Refining strategies to impact practice

Questions?
Comments?



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