

# Indicator 14 – Post-School Outcomes

SY2015-16

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.

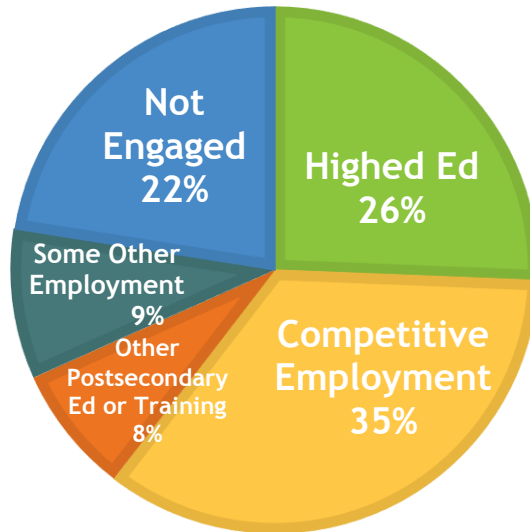
Out of 3,220 former high school students with IEPs who were selected for the interview,

52%

participated in the interview state-wide.



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



In Colorado, 78% of former students with IEPs were engaged in some way 1 year after leaving high school.

**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).

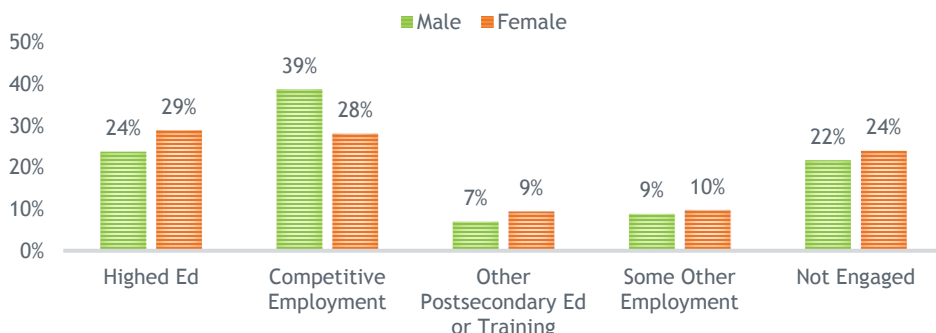
**Some other employment**

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.

**POST-SCHOOL OUTCOMES BY GENDER**



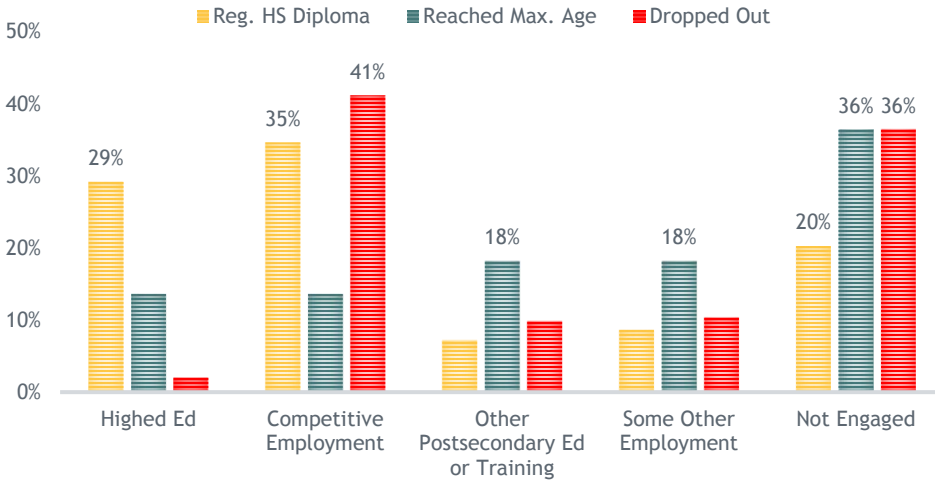
Male students were more likely to be competitively employed, while female students were more likely to be enrolled in higher ed. Females had slightly higher non-engagement rate than males.



# 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.

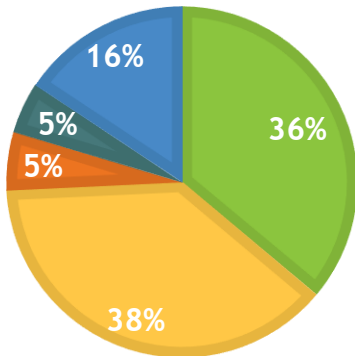
## POST-SCHOOL OUTCOMES BY HIGH SCHOOL EXIT REASON



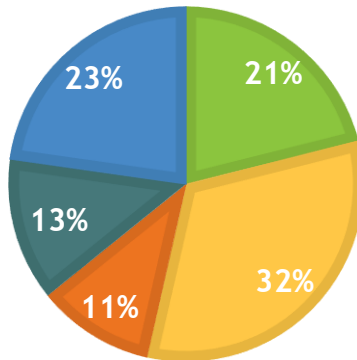
Graduating with a regular diploma was the most common way to exit from HS. 29% of students who graduated with a regular diploma enrolled in higher ed, and 35% were competitively employed 1 year after graduation. This group of students had the lowest non-engagement rate (20%) among all HS exiters. 41% of students who dropped out from HS were competitively employed, and 36% were not engaged 1 year later. The most common outcome for students who reached maximum age was non-engagement.

## DID YOU PARTICIPATE OR ARE YOU CURRENTLY PARTICIPATING IN THE SCHOOL TO WORK ALLIANCE PROGRAM (SWAP)?

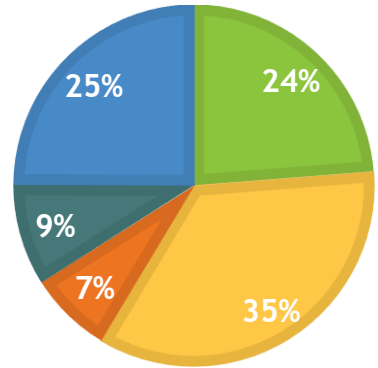
Legend: ■ Highed Ed ■ Competitive Employment ■ Other Postsecondary Ed or Training ■ Some Other Employment ■ Not Engaged



N/A (The student did not need these agencies/services)



Yes



No

For any questions about Post-School Outcomes of students with disabilities in Colorado, please contact  
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Approximately  $\frac{3}{4}$  of students who did not need SWAP were in Higher Ed or Competitive Employment 1 year later; they transitioned successfully without support from SWAP. Students who participated in SWAP were more likely to be engaged in Other Postsecondary Ed or Training and in Some Other Employment, whereas students who did not participate in SWAP were slightly more likely to be engaged in Higher Ed and Competitive Employment.

