

Indicator 14: Post-School Outcomes

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: 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))

Data Source

State selected data source.

Measurement

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Instructions

Sampling of youth who had IEPs and are no longer in secondary school is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

Collect data by September 2023 on students who left school during 2021-2022, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2021-2022 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

I. Definitions

Enrolled in higher education as used in measures A, B, and C means youth have 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.

Competitive employment as used in measures B and C: States have two options to report data under "competitive employment":

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., 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.

Option 2: States report in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate of compensation for students working on a "part-time basis" under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Enrolled in other postsecondary education or training as used in measure C, 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 two-year program).

Some other employment as used in measure C 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).

II. Data Reporting

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);
3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);
4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2022 SPP/APR, compare the FFY 2022 response rate to the FFY 2021 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

III. Reporting on the Measures/Indicators

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school *must* be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

14 - Indicator Data

Historical Data

Measure	Baseline	FFY	2017	2018	2019	2020	2021
A	2022	Target >=	26.90%	27.00%	15.75%	15.75%	15.85%
A	13.08%	Data	22.85%	15.51%	17.30%	12.72%	12.73%
B	2022	Target >=	73.70%	73.80%	60.75%	60.75%	60.85%
B	63.76%	Data	75.30%	60.58%	62.87%	59.36%	65.58%
C	2022	Target >=	87.30%	87.40%	79.75%	79.75%	79.85%

C	79.83%	Data	87.58%	79.57%	78.48%	73.98%	80.52%
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FFY 2021 Targets

FFY	2022	2023	2024	2025
Target A >=		13.08%	13.18%	13.28%
Target B >=		63.76%	63.86%	63.96%
Target C >=		79.03%	79.50%	80.00%

Targets: Description of Stakeholder Input

Discussions and Stakeholder input of the State’s Performance Plan (SPP), Annual Performance Report (APR), State’s Systemic Improvement Plan (SSIP), and Results Driven Accountability (RDA)/Results Based Accountability (RBA) began in 2013 with our State Special Education Advisory Panel. The Panel is fully vested and broadly representative of Montana. Additionally, many of the panel members as well as SEA staff serve in other agency or organization leadership positions or on advisory groups in the disability community. This enables MT to draw insight and advice from a broad group of stakeholders with an understanding of Montana’s unique needs, strengths, and potential weaknesses.

Other stakeholder groups we sponsor and/or engage include:

- 1) Our Comprehensive System of Personnel Development (CSPD) includes both regional and state councils that regularly meet to assess APR data and to evaluate professional development priorities and results.
- 2) The State Education Agency (SEA) staff has developed strong working relationships with other Montana agencies that serve youth and adults with disabilities. The SEA staff participate as members of advisory councils for early childhood, vocational rehabilitation, low incidence disabilities, developmental disabilities, and the state independent living council. This has strengthened the commitments of the agencies working with Montana’s youth to facilitate smooth transitions from birth to adulthood.
- 3) Working with the Technical Assistance for Excellence in Special Education (TAESE) staff, the SEA has facilitated the Montana Higher Education Consortium (HEC). The HEC provides a mechanism for collaboration, networking, discussion, and advising of critical issues among Montana Institutes of Higher Education. The consortium works towards encouraging a more seamless educational system and merging general and special education into one unified system; understanding and promoting the use of evidence-based academic and behavioral strategies; and closely linking Montana teacher training and educational leadership programs to early childhood programs, K-12 education, and the SEA.
- 4) The SEA staff is engaged with the Schools Administrators of Montana (SAM) which include affiliates for Superintendents, Principals, Special Education Administrators, and Information Technology (IT) Directors. This partnership gives the SEA the opportunity to develop collaborative partnerships with the Local Education Agencies (LEAs). The SEA also provides SAM with a grant to help fund the Montana Recruitment Project. This program focuses on recruiting hard to fill positions such as speech/language pathologists, special education teachers, occupational therapists, and school psychologists for our districts.
- 5) Annually, the SEA brings together representatives from various stakeholder groups for a joint meeting facilitated by TAESE. This meeting brings stakeholders together to share up-dates and gather input from each other. There is a comprehensive representation of the Montana disability community, families and parents of children and students with and without disabilities.

During the FFY22 reporting period, the Student Support Services Senior Manager met with the parents and community members of the Montana School for the Deaf & Blind (MSDB) to start creating a graduate profile. In addition, our Early Assistance Program (EAP) Director presented to the parents of MSDB on the IDEA Framework (state purposes), general supervisory responsibilities and OPI’s role as an SEA. The EAP Director also provided information on dispute resolution options and where at the OPI parents could go for technical assistance.

The Montana Empowerment Center and the OPI conducted various virtual presentations for parents of students with disabilities birth through age 21 and LEA staff. During the reporting period, the OPI presented on Present Levels of Academic Achievement Functional Performance (PLAAFP), Measurable Annual Goals (MAGs), Multi-Tiered Systems of Support (MTSS), transitions, early childhood, and extended school year. Superintendent Arntzen hosted multiple community events in four geographically diverse cities across the state in December of 2022. Parents listened to the goals of legislators for education and then had the opportunity to ask questions of the legislators. Throughout the reporting period, OPI provided numerous virtual trainings for parents regarding student and school safety and supporting youth with ASD and other developmental disorders.

Annually, the OPI assists with the Montana Youth Transitions (MYT) Conference. The OPI team works in conjunction with MYT to present, coach, and mentor educators, parents, and students. This conference brings together the transition team of youth, parents, and professionals to learn strategies and resources to build a seamless transition plan from high school to the adult world. One parent stated the following, “This was my first time at the conference, and I had no idea there were so many things out there to help my son. The sessions on parenting techniques and educational tools were eye-opening, and I feel more equipped to support my child’s learning journey.”

In addition to the above mentioned input, the SEA meet with the Special Education Advisory Panel. Montana has chosen to reset baseline for Indicator 14 in the FFY2022 APR for two reasons: a change to the data set and updating the survey questions to increase data quality. Targets for FFY2023, FFY2024, and FFY2025 have also been reset.

Montana is changing the student data set used for indicator 14 to the Exiting Data reported in FS009. This will more closely align with the data reported in Indicators 1 and 2 and allow Montana to look at the same cohort of students when analyzing the data. Previously, Montana used the students certified in the graduation/drop out data collection as those were the students who were reported in the adjusted cohort graduation rate and aligned to the prior data reported for Indicators 1 and 2. Montana also updated the survey used to collect the information to remove two questions that were causing data quality concerns. The questions were difficult for the parents and students to answer, and the answers could be inferred by another question. In the January 2023 meeting of the state Special Education Advisory Panel, Montana presented these proposed changes. After some discussion, the Advisory Panel voted to support Montana moving forward with the changes. In May 2023, the OPI met with the Advisory Panel and multiple other stakeholder groups to discuss the changes again, and to set targets for FFY2023, FFY2024, FFY2025. Because Montana did not anticipate a large change to the baseline data with the changes made, stakeholders determined that leaving the targets as previously set was appropriate, and to revisit the discussion in FFY2023 when actual baseline data is available.

FFY 2022 SPP/APR Data

Total number of targeted youth in the sample or census	1,137
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	803
Response Rate	70.62%
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	105
2. Number of respondent youth who competitively employed within one year of leaving high school	407
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	48
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	81

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A. Enrolled in higher education (1)	105	803	12.73%		13.08%	N/A	N/A
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	512	803	65.58%		63.76%	N/A	N/A
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively	641	803	80.52%		79.83%	N/A	N/A

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
employed or in some other employment (1+2+3+4)							

Please select the reporting option your State is using:

Option 2: Report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Response Rate

FFY	2021	2022
Response Rate	70.64%	70.62%

Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

To assess the representativeness of the respondents with respect to the population, the distribution of population subgroups among respondents was compared to the distribution in the population. Montana’s threshold was +/- 3%. Response rates were also compared across groups to identify groups that may be systematically less likely to respond to the survey using a Chi-Squared test of independence to identify statistically significant differences in likelihood of responding to the survey. Montana’s threshold was $p < 0.05$.

Include the State’s analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in its analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

To assess the representativeness of the respondents, Montana compared the respondents to the target population of leavers that were sent the survey as required. The respondents were representative with respect to the exit reason, race/ethnicity, and disability category. Differences between respondents and the population for all categories analyzed were no larger than 2.5 percentage points.

Response rates were also compared across groups to identify groups that may be systematically less likely to respond to the survey. Since differences in response rates may be attributable to random, non-systematic factors, a Chi-Squared test of independence was used to identify statistically significant differences in likelihood of responding to the survey. Our analysis found no statistically significant differences in response rates between different race/ethnicity categories, exit reason, or across disability categories.

The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)

YES

If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.

Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

Montana removed two questions from the survey that appeared to cause responders confusion and result in surveys not being completed. The answers to these two questions can be inferred from the answers to other questions on the survey, providing valid and reliable data for respondents, and hopefully increasing the response rate overall.

The collection of post-school outcomes is completed by each LEA, not by the SEA or an outside contractor. The SEA has identified the LEAs that appear to be having the greatest problem with locating dropout and minority youths to survey in prior years. The SEA continues to work with these specific LEAs on strategies to find and survey these youth more effectively. Moving forward, Montana will continue to make TA available to all LEAs as they work to contact students and complete the surveys.

Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Montana worked with the IDEA Data Center (IDC) to utilize their non-response bias tool for the analysis of the FFY2022 Indicator 14 data. In that analysis we reviewed response rates by race/ethnicity (using American Indian, Hispanic, Multi-Racial, White, and grouping the others into one group as there are less than 20 students in each of those categories), disability category (using Autism, Cognitive Disability, Emotional Disturbance, Multiple Disabilities, Other Health Impairments, Specific Learning Disabilities, and grouping all other categories together into one as they all had less than 20 students in the population), and basis of exit. Analysis of representativeness of response rates indicates there is no nonresponse bias if underrepresented and overrepresented groups differ on the outcome of interest (e.g. post-secondary outcomes).

Sampling Question	Yes / No
Was sampling used?	NO
Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	YES
If yes, attach a copy of the survey	Pss Blank Survey 2023

Provide additional information about this indicator (optional)

Montana worked with the IDEA Data Center (IDC) to utilize their non-response bias tool for the analysis of the FFY2022 Indicator 14 data. In that analysis we reviewed response rates by race/ethnicity (using American Indian, Hispanic, Multi-Racial, White, and grouping the others into one group as there are less than 20 students in each of those categories), disability category (using Autism, Cognitive Disability, Emotional Disturbance, Multiple Disabilities, Other Health Impairments, Specific Learning Disabilities, and grouping all other categories together into one as they all had less than 20 students in the population), and basis of exit. Analysis of representativeness of response rates indicates there is no nonresponse bias if underrepresented and overrepresented groups differ on the outcome of interest (e.g. post-secondary outcomes).

14 - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must describe strategies which are expected to increase the response rate for those groups that are underrepresented.

In the FFY 2022 SPP/APR, the State must report whether the FFY 2022 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Response to actions required in FFY 2021 SPP/APR

Montana worked with the IDEA Data Center (IDC) to utilize their non-response bias tool for the analysis of the FFY2022 Indicator 14 data. In that analysis we reviewed response rates by race/ethnicity (using American Indian, Hispanic, Multi-Racial, White, and grouping the others into one group as there are less than 20 students in each of those categories), disability category (using Autism, Cognitive Disability, Emotional Disturbance, Multiple Disabilities, Other Health Impairments, Specific Learning Disabilities, and grouping all other categories together into one as they all had less than 20 students in the population), and basis of exit. Analysis of representativeness of response rates indicates there is no nonresponse bias if underrepresented and overrepresented groups differ on the outcome of interest (e.g. post-secondary outcomes).

14 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2022, and OSEP accepts that revision.

The State revised its targets for this indicator, and OSEP accepts those targets.

14 - Required Actions