

Assessing Intermediate Outcomes Within the High School High Tech Program

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The High School/High Tech Program: Purpose

- A year-round enrichment program for high school students with disabilities
- Provides opportunities to explore careers in technology-related occupations and encourages students to pursue higher education
- Activities cover 4 evidence-based design features:
 - School-based preparatory experiences,
 - Connecting activities,
 - Work-based learning experiences, and
 - Youth development and leadership

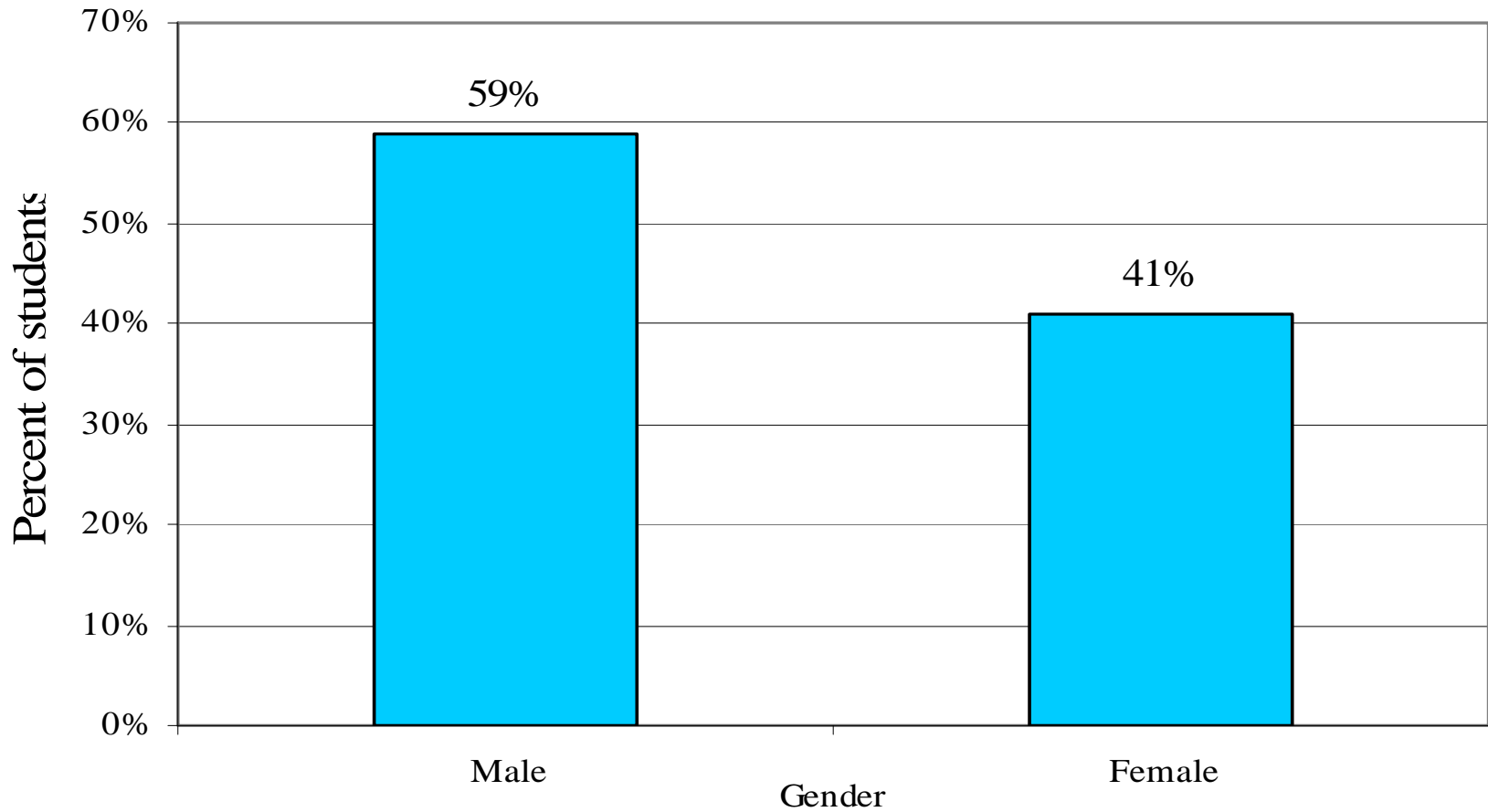
High School/High Tech Database

- The HS/HT database was designed to supplement the evaluation with information on intermediate outcomes among those who participated in the HS/HT program.
- To create the database, Westat developed student- and site-level data forms to be completed by the selected programs.
- ODEP and the National Collaborative on Workforce and Disability for Youth (NCWD/Y) recommended sites for inclusion in the database based on experience with providing services and completeness of available data.
- The five programs include: Florida (726), Maryland (29), Michigan (268), Oklahoma (285) and South Carolina (144)

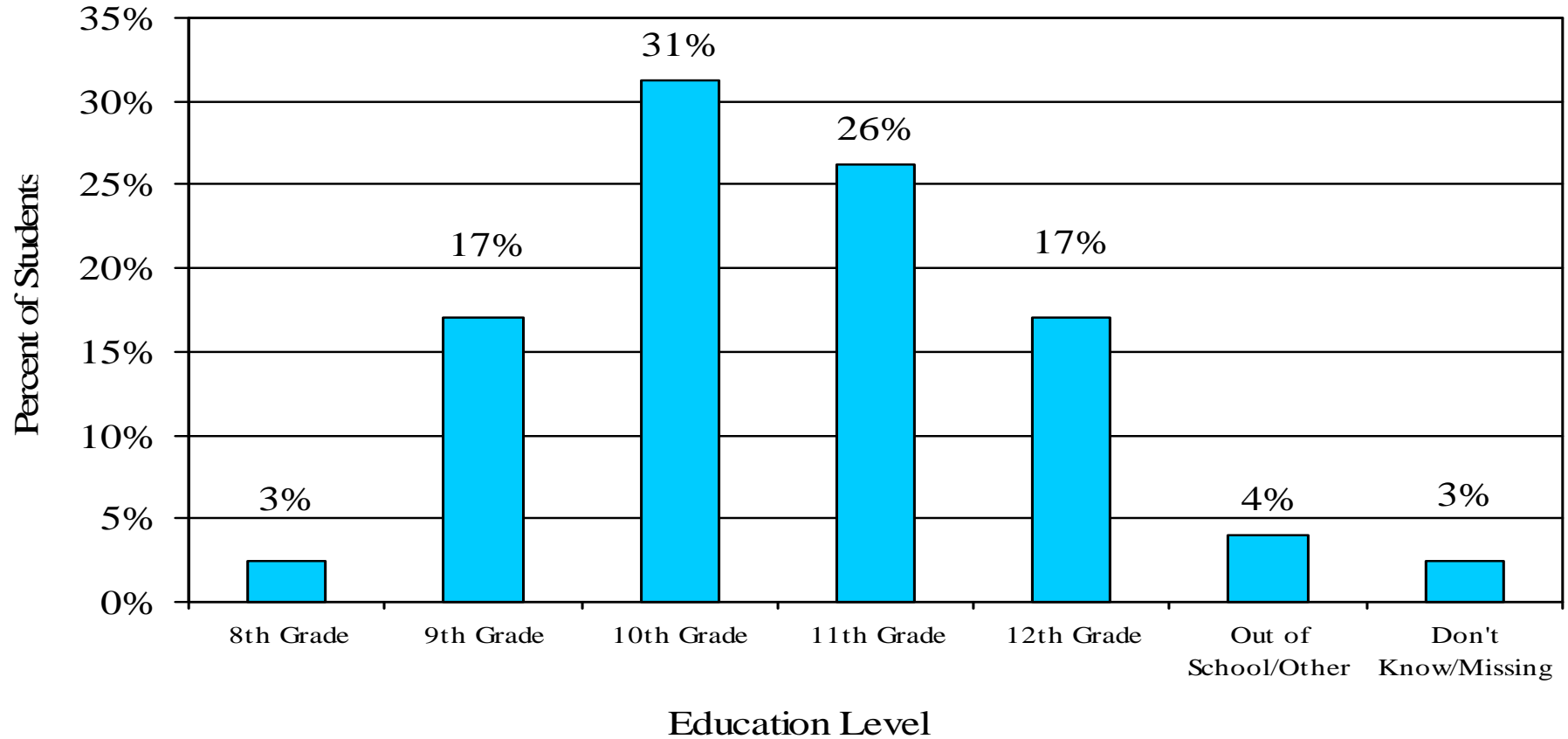
Students included in Database

- Criteria for inclusion in the database:
 - (1) Current or past participants of a HS/HT program; and
 - (2) In the program for at least 1 year; and
 - (3) Started the HS/HT program at the 8th grade level or above.
- The database includes information on 1,452 students who met all three criteria from 09/03 (or the start of ODEP funding) until 09/07. The data collection period was from 01/21/08 to 02/29/08.

Gender (N=1,425)

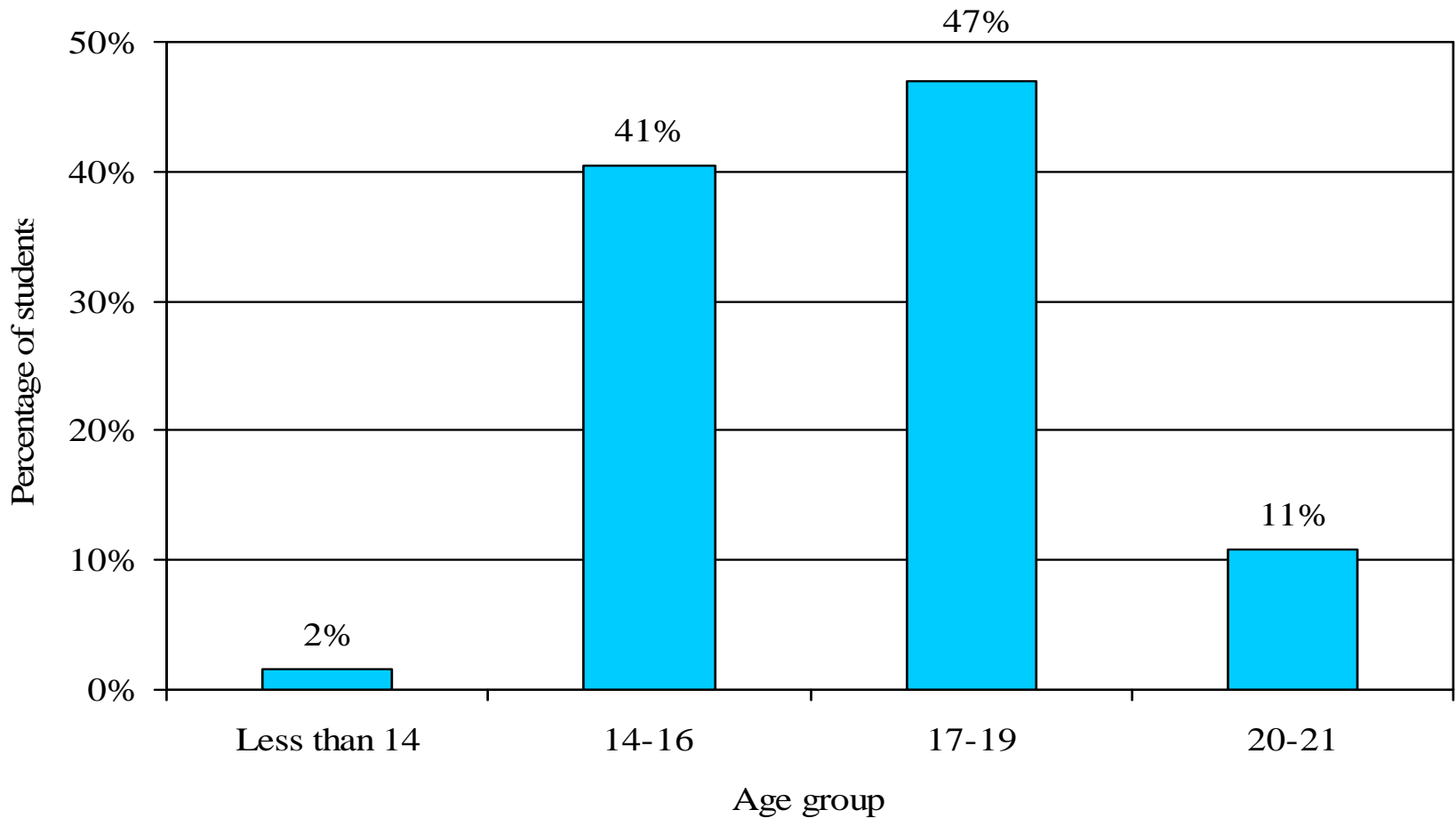


Grade at Program Enrollment (N=1,452)



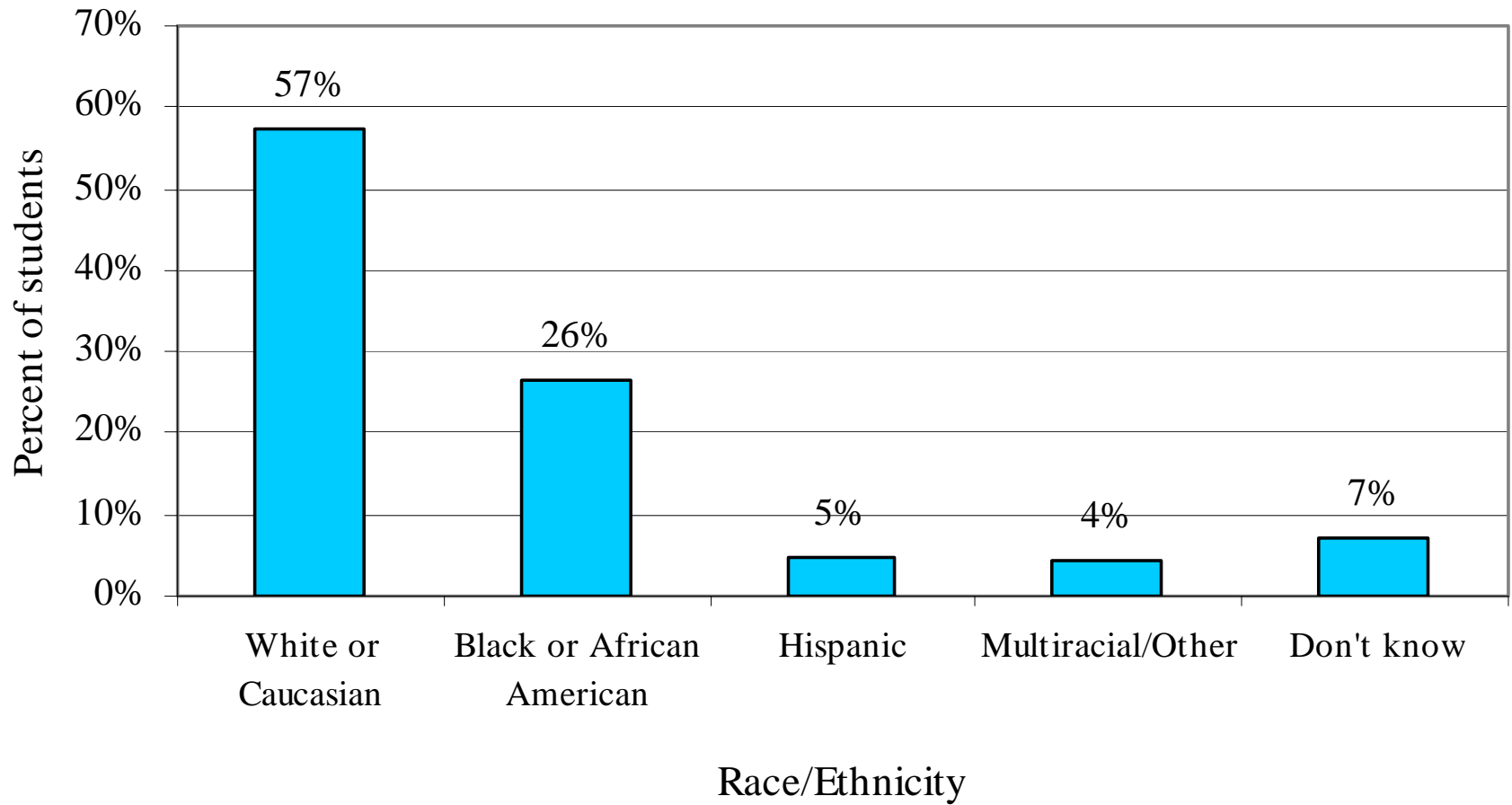
- Note: "Out of school" includes students who have received their high-school diploma/GED or who are enrolled in a Voc/Tech program. Other includes all other choices such as community college and adult alternative county school.

Age at Program Enrollment (N=1,395)



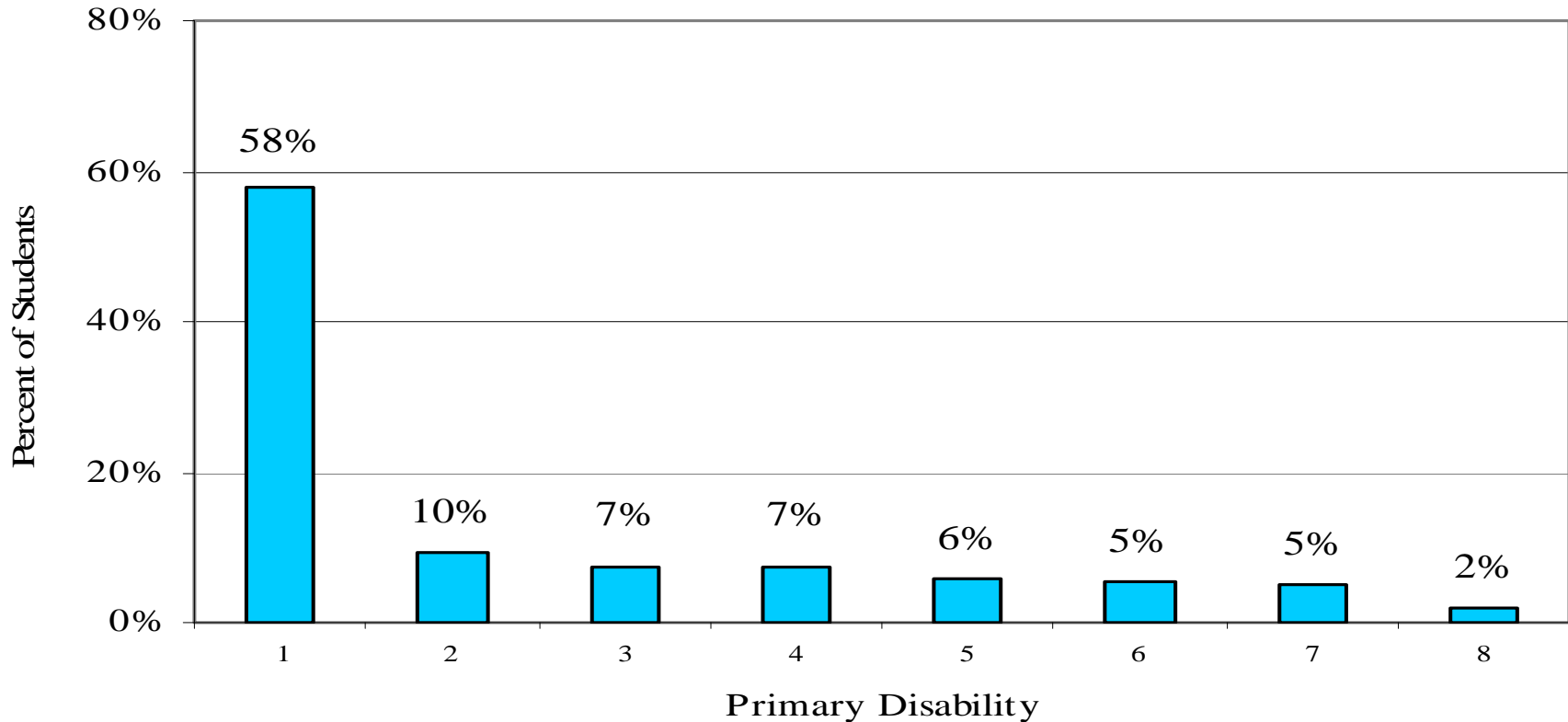
•Note: Excludes 57 students due to missing data

Race/Ethnicity (N=1,435)



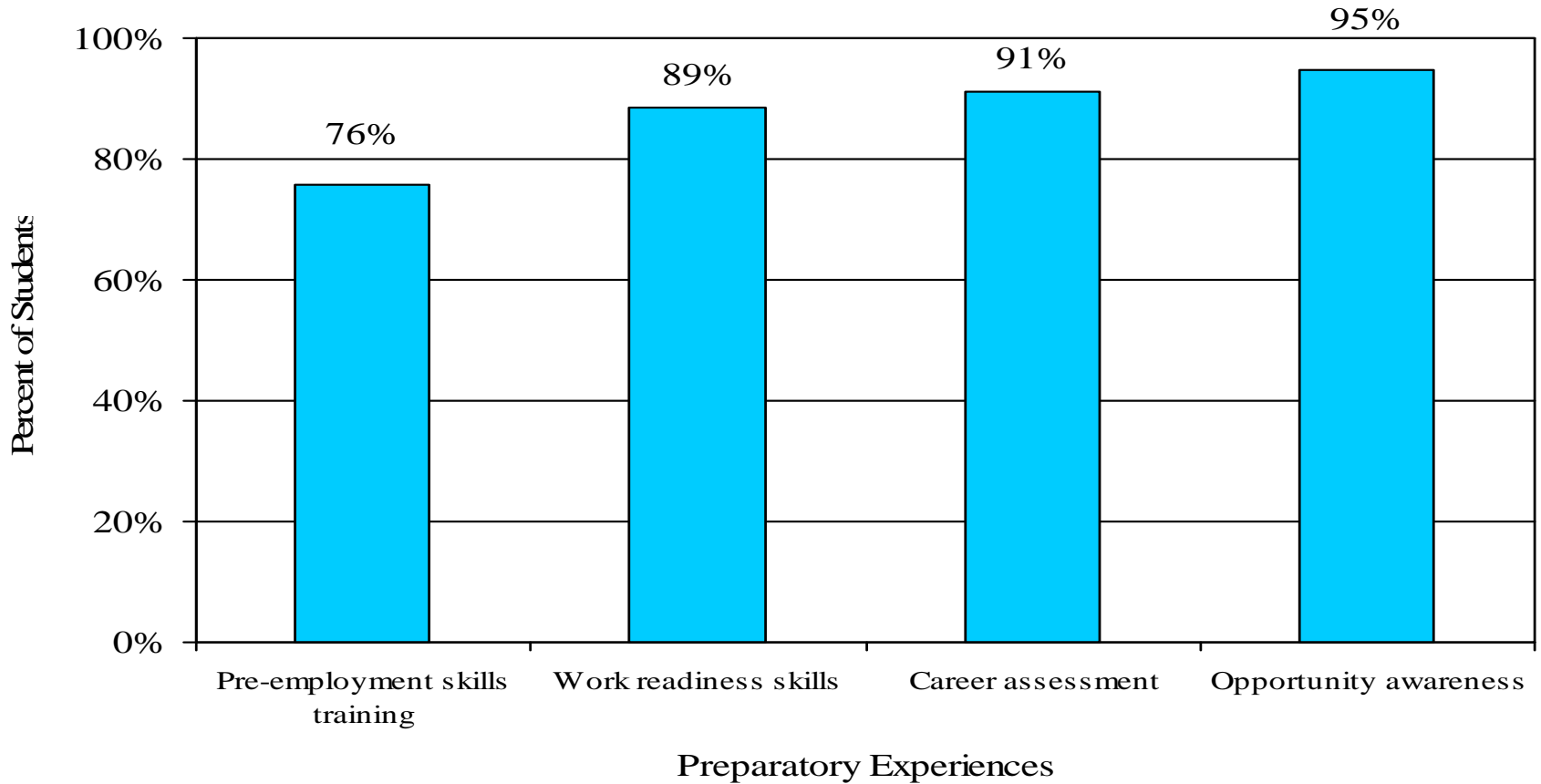
•Note: Excludes 17 students due to missing data

Primary disabilities (N=1,409)



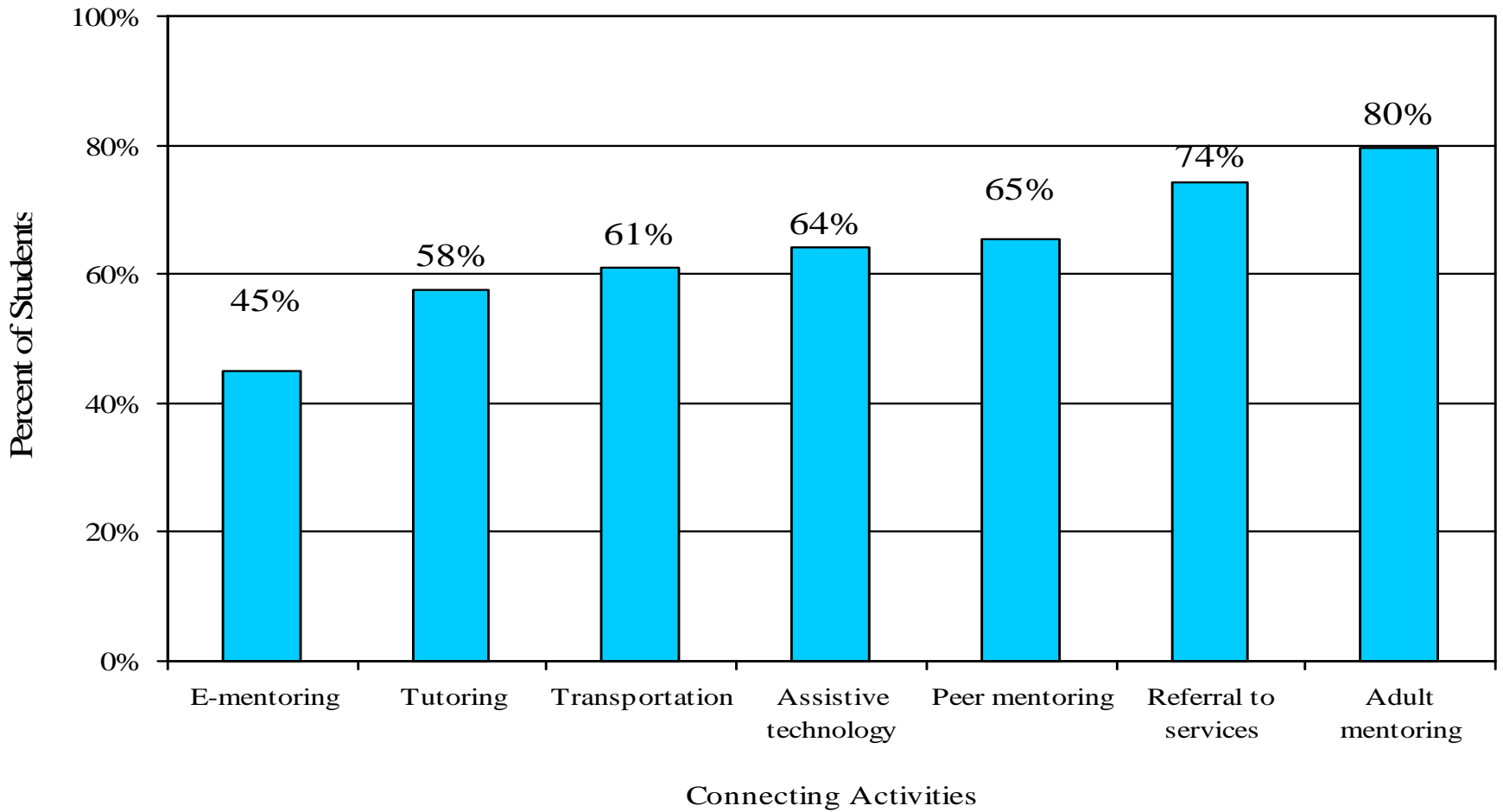
- Note: Each primary disability is represented by a number from 1 to 8. (1) Learning disability, (2) Psychiatric/ Emotional problems, (3) ADD/ADHD/Autism, (4) Multiple disabilities/Other, (5) Cognitive/Mental Retardation, (6) Hearing or Visual Impairment, (7) Orthopedic or Mobility Impairment/Traumatic Brain Injury, and (8) Don't know. Excludes 43 students with missing data.

Type of Preparatory Experiences (N=1,452)

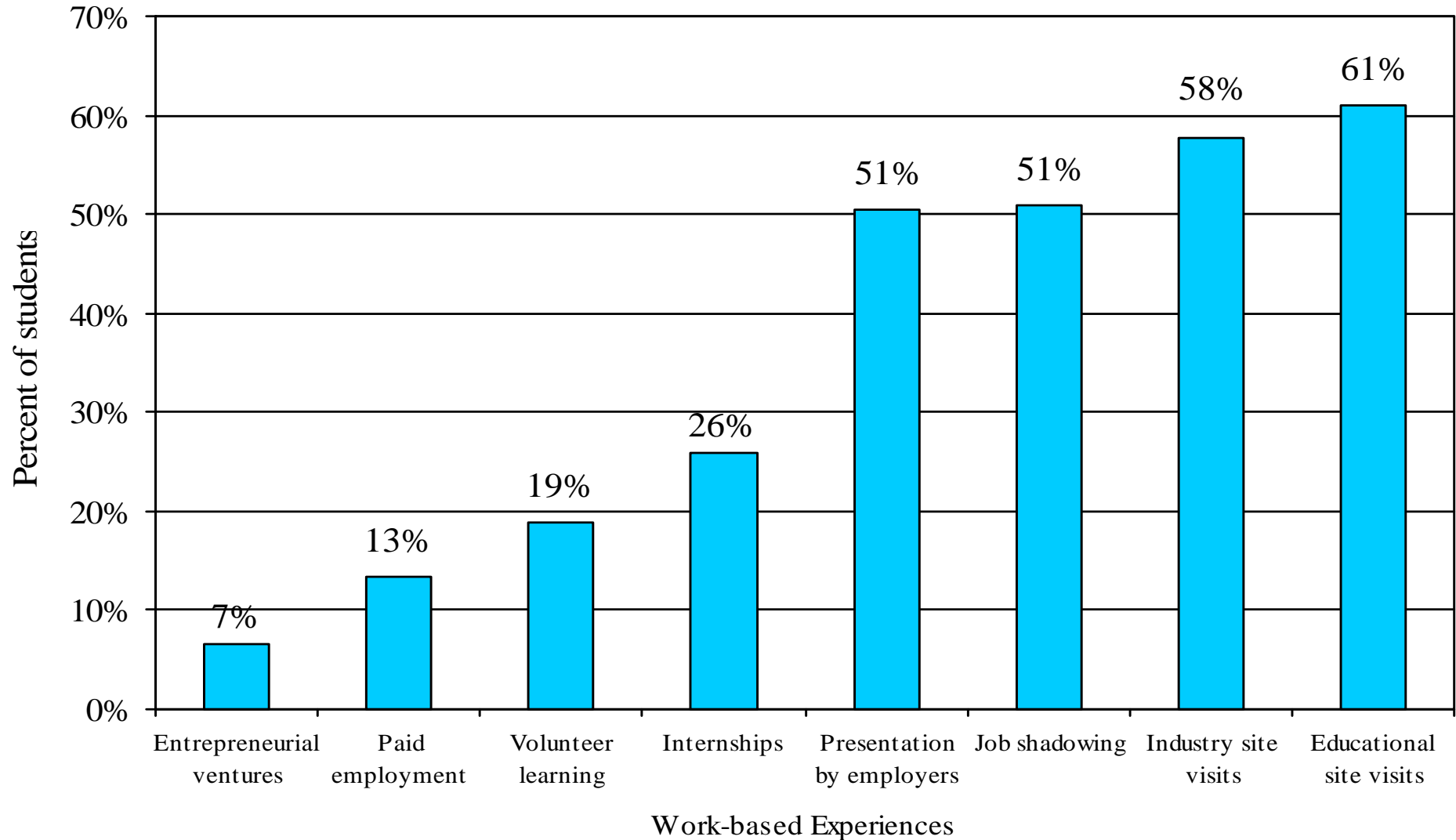


- Note: "Pre-employment skills" includes resume skills, interview skills, and job search strategies. "Referral to services" includes WIA, VR, independent living, and mental health services

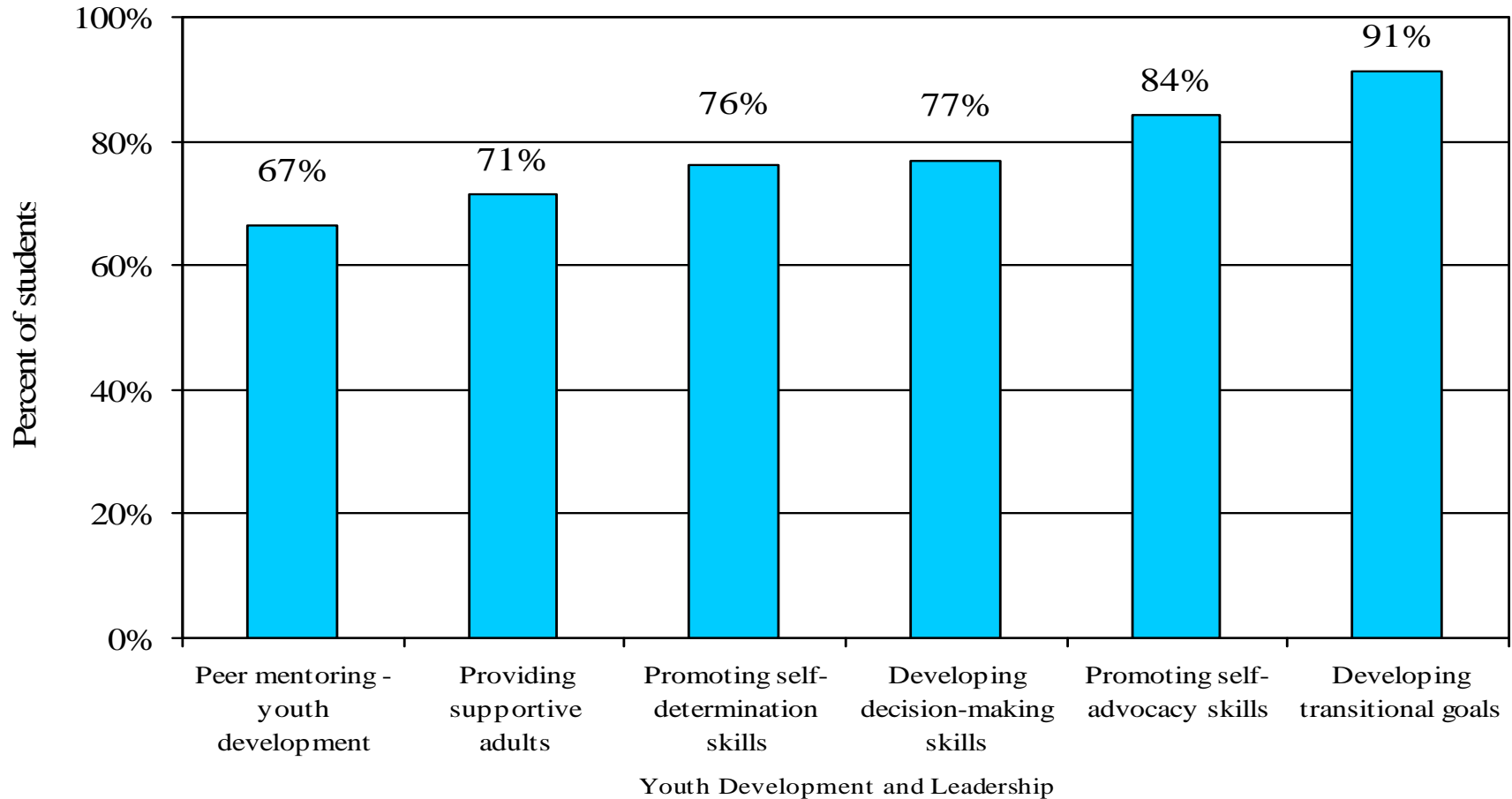
Type of Connecting Activities (N=1,452)



Type of Work-based Experiences (N=1,452)

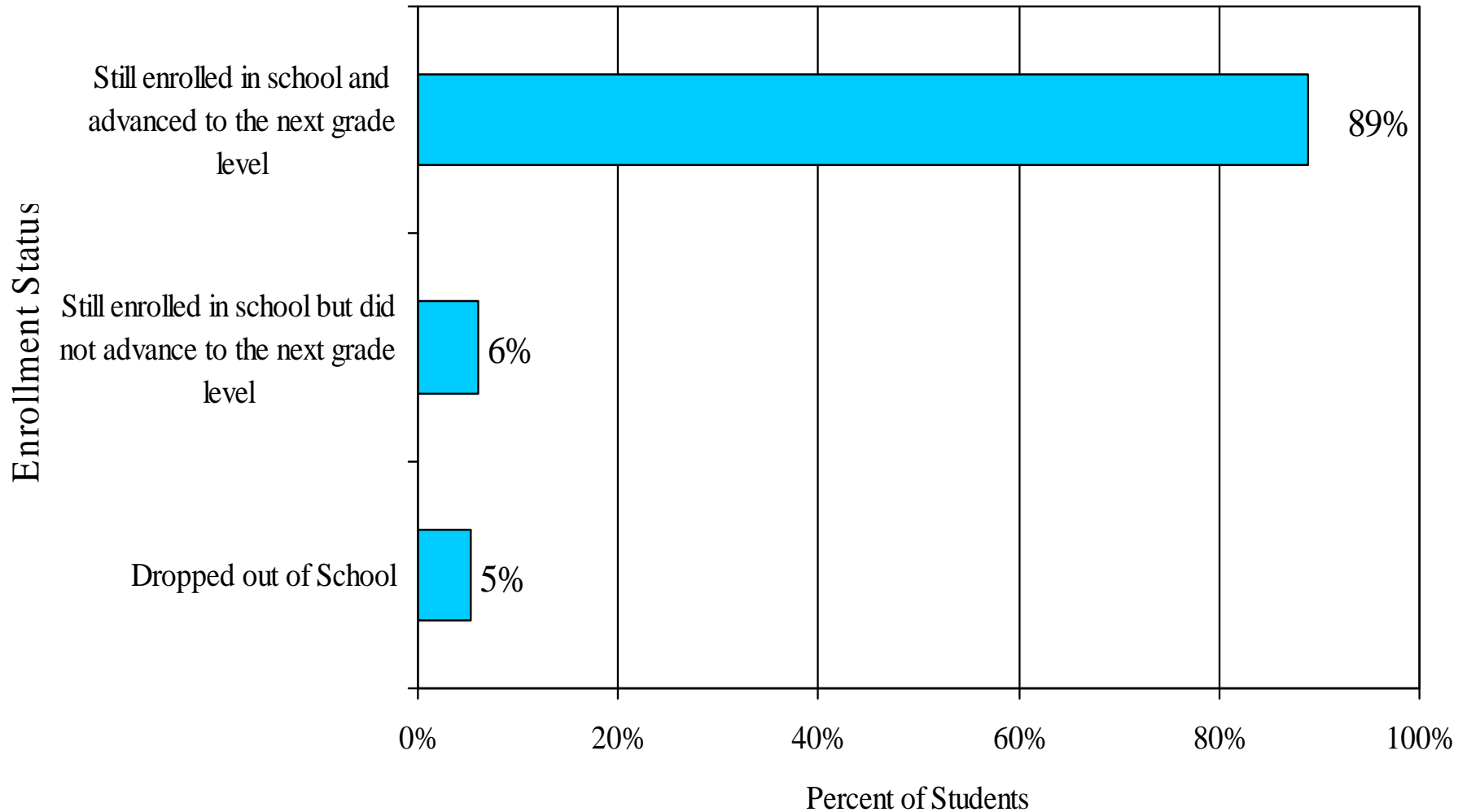


Type of Youth Development and Leadership Services (N=1,452)



Educational Progress

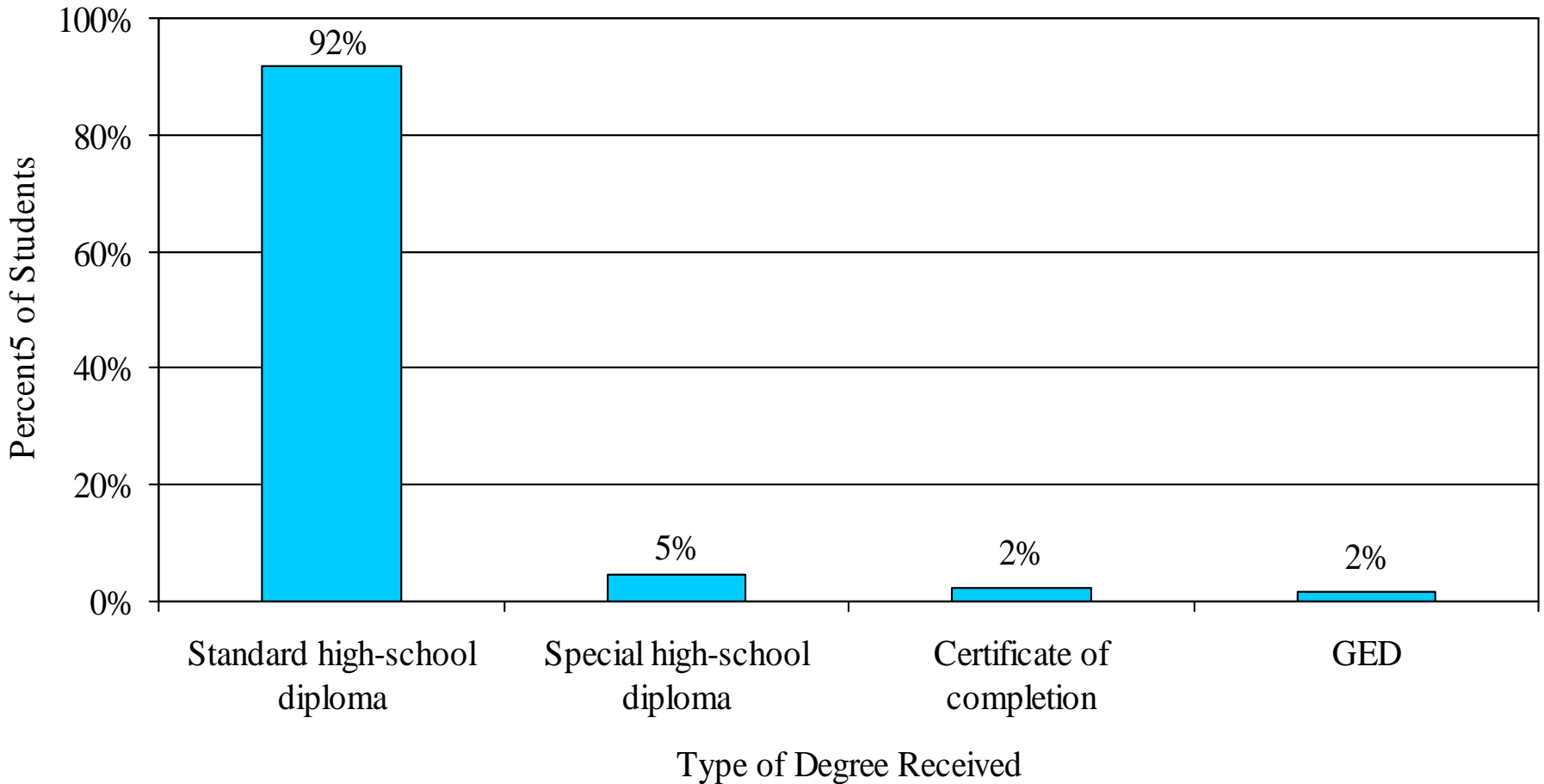
Status of enrollment during last academic year (06-07) among students below 12th grade (N=688)



- Note: This chart reports information on 688 students with valid responses.

Educational Progress

Type of degree received if the student completed high-school during the last academic year(06-07) (N=402)



Note: excludes 5 students with "Missing or N/A" response and 2 with "Don't know" response

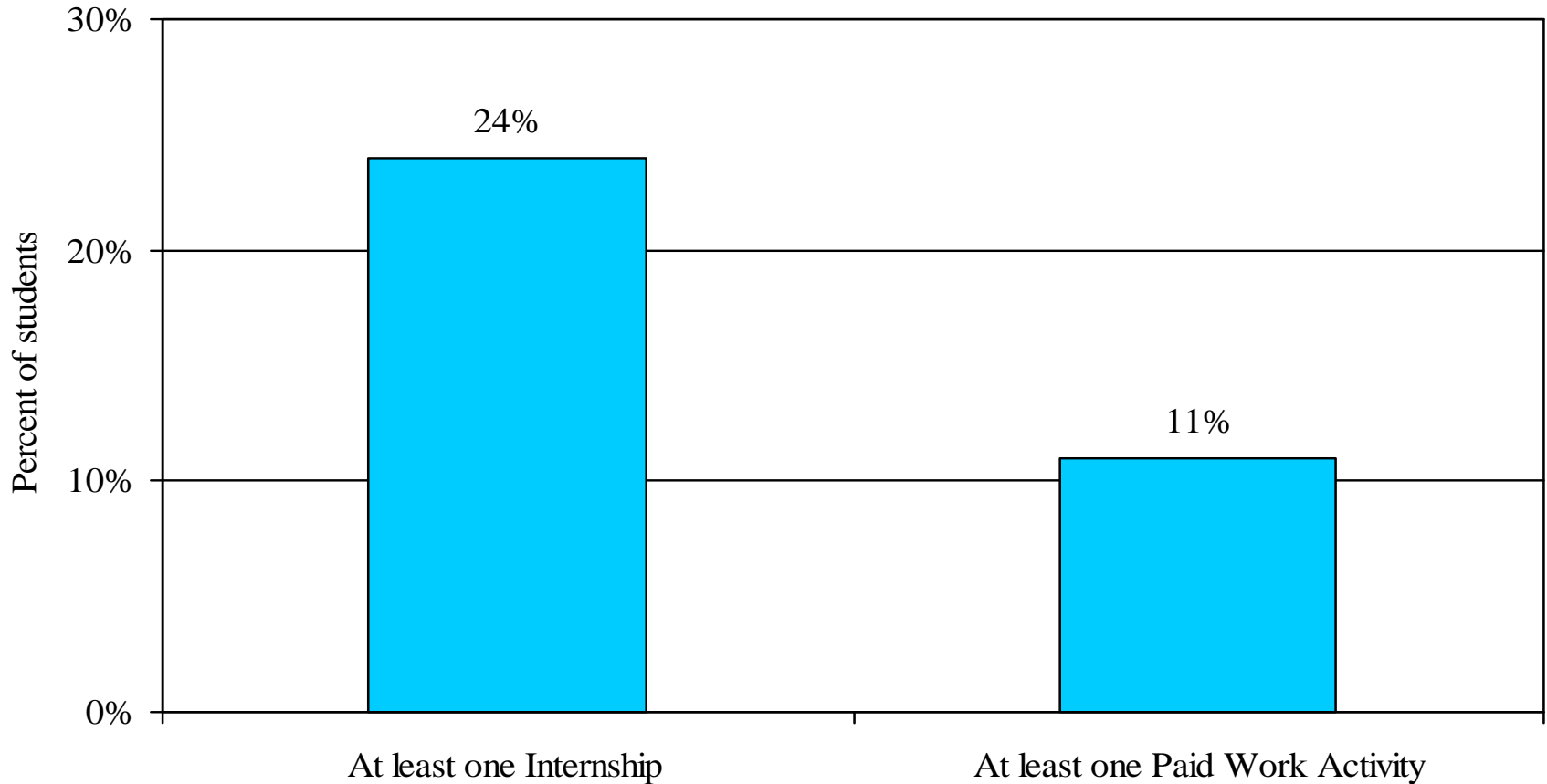
Educational Progress

	Engagement of the Student	
	Not at all/Sometimes	Always/Usually engaged
Percent advancing to the next grade level	75% (160/210)	90% (603/672)

	Involvement of Parents	
	Not at all/Not very involved	Very/Fairly involved
Percent advancing to the next grade level	82% (276/338)	90% (419/467)

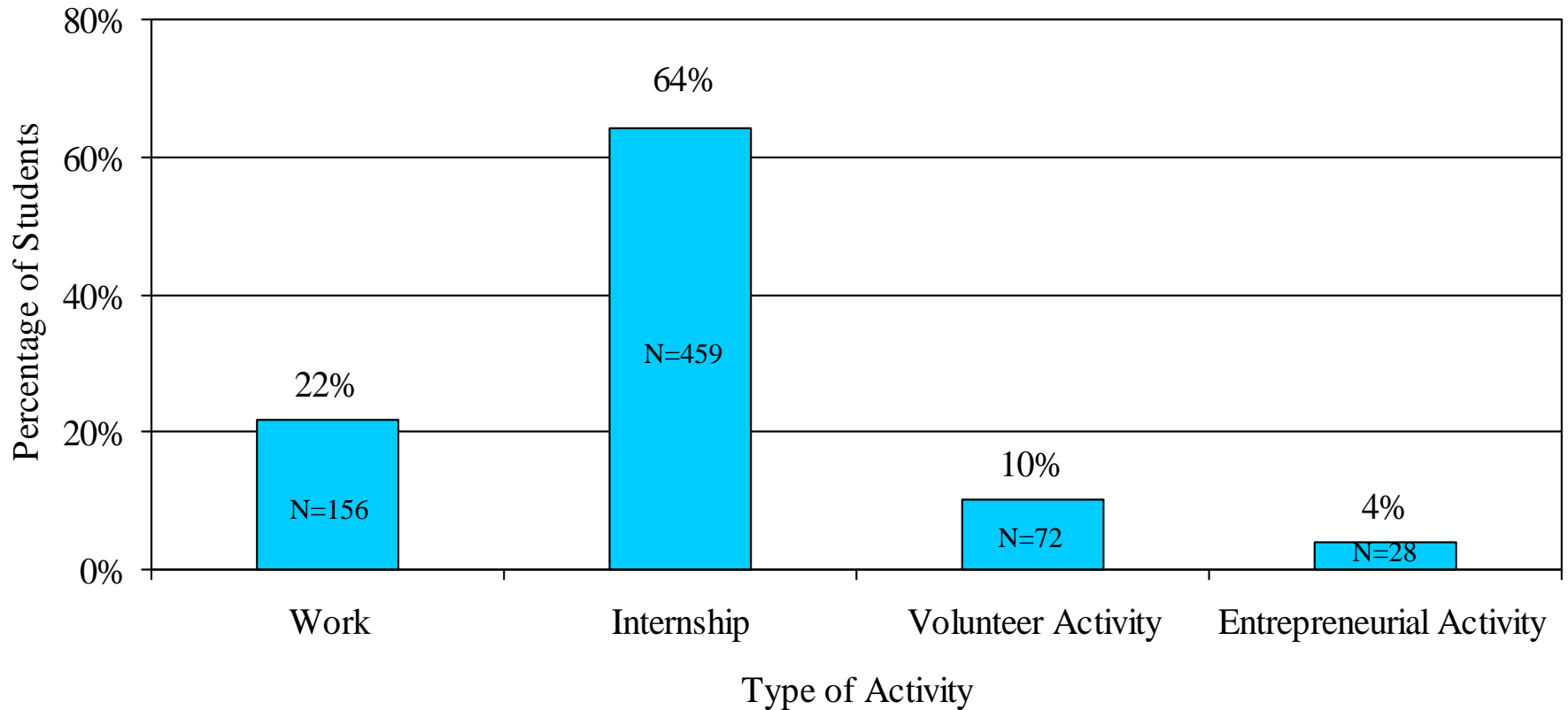
Work/Internship/Volunteer/Entrepreneurial Activities

Percent of Students with at least one internship or paid work activity during the program (N=1,452)



Work/Internship/Volunteer/Entrepreneurial Activities

Distribution of 715 Work/Internship/Volunteer/ Entrepreneurial activities reported while students enrolled in HS/HT program



Note: Programs reported 727 Work/Internship/Volunteer/Entrepreneurial activities. This chart excludes 12 activities with missing or unknown type.

Work/Internship/Volunteer/Entrepreneurial Activities

Top 7 Job Types (Including all activities)



Note: Students may have had more than one type of job. Percentages are reported as a fraction of all activities reported (N= 727).

Summary

- Preliminary evidence suggests that students with a high level of engagement in the HS/HT program had better intermediate outcomes than those that were less engaged.
- Parental involvement makes difference.
- These findings demonstrate that HS/HT programs made important contributions in the transition from school to work and community living of youth with disabilities.