

**Directions for Collecting Data Regarding
POST-SCHOOL OUTCOMES FOR STUDENTS WITH
INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)
State Performance Plan Indicator #14**

I. Overview of Requirements

Beginning with the 2005-06 school year, all school districts must participate in reporting on the percent of youth with disabilities, who had individualized education programs (IEPs), are no longer attending secondary school and who have been competitively employed¹, enrolled in some type of postsecondary school², or both, within one year of leaving high school. The State Education Department (SED) will report annually on this indicator by collecting data from a representative sample of school districts in New York State (NYS). School districts will participate based upon their assigned school year according to the schedule posted at www.vesid.nysed.gov/sedcar/sppschedule.html.

SED has contracted with the Potsdam Institute for Applied Research (PIAR) located at the State University of New York (SUNY) at Potsdam. PIAR will conduct the actual follow-up interviews with former students and report the results back to individual school districts and SED. School district responsibilities are to:

- identify the students who will be contacted one year after school exit;
- notify students and families to expect the post-school contact;
- submit student demographic and contact information to PIAR; and,
- review compiled districtwide results prior to PIAR submitting the data to SED.

PIAR can be contacted by e-mail at piar@potsteam.edu or telephone at 315-267-2718. Robert Shepherd will be responsible for coordinating PIAR support to your district for Indicator #14.

II. Action Steps & Timelines for School Year 2007-08

1. Coordinate with PIAR: Contact Information

By December 15, 2007, your school district must provide contact information by e-mail to PIAR including the school district name, and the name, title, address, telephone number and e-mail address of one individual to serve as contact person. This will facilitate the exchange of information between PIAR and the school district. Submission of information will be done electronically whenever practical. This information can be submitted electronically at <http://www.psiweb.potsdam.edu/nyspp14/> or on paper using Attachment # 1-School District Contact Form.

¹ Employment is defined as competitive employment for at least minimum wage, either full time or part time, for any length of time.

² Post-secondary school enrollment is defined as participation in a two- or four-year college program, vocational or technical education beyond high school or adult basic education, either full or part time.

PIAR will forward additional directions and forms necessary to complete SPP #14 to the district contact prior to any deadlines.

2. Identify Students and Submit to PIAR

As per the schedule in the District Responsibilities and Timelines on the following page, each school district must identify and submit to PIAR a list of students with disabilities who received special education services between July 1, 2007 and June 30, 2008 and who exit school between July 1, 2007 and June 30, 2008. (Attachment # 2) This includes students with disabilities who are in district-operated programs, or under contract with Boards of Cooperative Educational Services (BOCES) or with other service providers (e.g., approved private schools) who leave school with a completion credential such as the Regents diploma, local diploma, IEP diploma, or high school equivalency diploma; reach maximum age for educational services; or who drop out³ during the reporting period. In cases where students drop out or graduate earlier than the end of the school year, it is recommended that contact and demographic information be collected and provided to PIAR as soon as possible. Only students with disabilities who have IEPs during the 2007-08 school year and exited during the reporting period should be included.

- School districts with fewer than 100 students with disabilities exiting during the reporting year must identify **all** exiting students with disabilities who meet the criteria.
- School districts with 100 or more exiting students with disabilities meeting the criteria, will use **random sampling** to select a sample size that meets at least a 95 percent confidence interval and plus or minus five percent margin of error. Over-sampling is encouraged to ensure a sufficient number of surveys can be completed. To determine the minimum number of students to sample, use the sample size calculator provided on-line at the following web address <http://eservices.nysed.gov/pdsystem/samplesizecalculator.jsp>. School districts must then use a random number table to select students to include in the sample. Directions are provided at <http://www.vesid.nysed.gov/sedcar/randomno.htm>. Please contact Robert Shepherd at PIAR piar@potsdam.edu or phone (315) 267-2718 with questions related to this indicator.

3. Notify Students and Families to Expect the Post-school Contact

The school districts must notify the student and the student's parents or guardians that the student has been identified for a post-school interview. Attachment # 3 is a "Sample Student Letter" that schools may use or adapt as appropriate. The sample letter is directed to students, with a copy to their parents or guardians. The letter offers students/parents the opportunity to decline participation in the interview. All students for whom there is no explicit declination will be included in the interview cohort. Those who decline will be excluded from the interview cohort. School districts must maintain documentation for all those that refused to participate. In the case of a declination, the school districts using sampling will need to randomly select another student to ensure that the minimum sample size is maintained.

³ Definitions for types of exit, including dropping out are found on the PD-5 form, "Exiting Data," at <http://www.vesid.nysed.gov/sedcar/forms/pdfforms/0506/05pdf/05pd5.pdf>. There is one major difference in PD-5 definitions and the requirements for Indicator #14. For those students who were previously reported as dropped out in PD 5 data, they will not be reported again in PD 06-07 data but must be reported for Indicator # 14.

4. Provide Student Contact and Demographic Information to PIAR

As per the schedule below, school districts will provide student contact information and demographic information (Attachment # 4), to PIAR. Demographic information will be provided for all students including students who decline participation in the interview. It is not necessary to send contact information for those students who decline participation. PIAR can accept the data via direct data entry on a password protected website, compact disc (CD) or in paper form. PIAR will work individually with school districts to determine the method of sending data that works best for each school district. Methods to obtain contact information might include emergency contacts listed with the school or asking students and families prior to the student exiting.

Providing personally identifiable student information to PIAR is consistent with the legal provisions of the Family Educational Rights and Privacy Act (FERPA) regulations (34 CFR 99.31(a)(3) and 99.35) and with the Individuals with Disabilities Education Act (IDEA) regulations (34 CFR 300.600 and 300.622) which allow the State Education Agency (in this case, SED) and its authorized contractors (i.e., PIAR) access to personally identifiable information for program evaluation purposes. Data will be kept confidential and only used internally to aggregate information and analyze the results with no individual's name being publicly reported. SED will also guard against divulging personally identifiable information by not reporting aggregate results publicly when there are less than five students for whom data are available or when those results can be easily calculated based on other data provided.

District Responsibilities and Timeline

	<u>Students Exiting From /To</u>	<u>Submit a Student List to PIAR Attachment # 2</u>	<u>Notify Student and Family About the Survey Attachment # 3</u>	<u>Submit Demographic and Contact Forms to PIAR Attachment # 4</u>
Semester 1	07/01/2007 to 12/31/2007	By 02/15/2008	At exit ⁴	By 04/30/2008
Semester 2	01/01/2008 to 06/30/2008	By 07/02/2008	At exit	By 08/15/2008

5. Interviewing and Reporting on Post-school Outcomes

Between April and June 2009, PIAR will contact students and conduct post-school interviews asking the questions indicated on Attachment # 4. PIAR will periodically inform the school district contact person regarding student participation in the interviews and will work with the contact person to identify strategies that maximize the number of interviews that PIAR can complete for the school district.

By September 30, 2009, PIAR will compile the results and post the data in a password protected website for review by individual school districts. The data will be considered to be draft until the

⁴ If your district is sampling please contact Robert Shepherd at PIAR (piar@potdam.edu or phone 315-267-2718) to how sampling changes this task.

Superintendent of Schools or Chief School Officer provides electronic affirmation that he/she has reviewed the data. This affirmation must be made to PIAR by **October 16, 2009**.

By October 30, 2009, PIAR will submit the school district results to SED and provide a copy to the school district for its use and files.

III. Public Reporting of Data

SED will report annually on this indicator. Statewide data will be aggregated from the post-school interviews of students representing the individual school districts included in each school year's sample. In addition, SED will provide a public report on the individual school district's results.

IV. Technical Assistance Resources

For technical assistance to conduct the post-school data collection, you may contact PIAR at the following.

Attention: SPP #14
Potsdam Institute for Applied Research (PIAR)
SUNY Potsdam
44 Pierrepont Ave, Van Housen Ext.
Potsdam, NY 13676
piar@potsteam.edu
315-267-2718

Other sources of technical assistance to improve post-school outcomes include:

- Transition Coordination Sites at: <http://www.vesid.nysed.gov/specialed/transition/tcslis.htm>
- Transition Web Site: <http://www.vesid.nysed.gov/specialed/transition/home.html>
- National Post-School Outcomes Center: <http://psocenter.org/secondary.html>

V. Questions

Questions regarding this memorandum should be directed to Special Education Policy (518) 473-2878, or to Robert Shepherd at PIAR, as indicated above.

VI. Maintaining Official Documentation

Documentation must be maintained for a period of seven years, counting the reporting year as the first of the seven years. Documentation must include the list of all student names who were included in the eligible population, a copy of the random number table that was used indicating the beginning number for selecting students, the list of all eligible students who were selected for the sample showing their number of selection, and, for those identified but who declined to participate, a copy of the student's or parent's declination to participate.

VII. Attached Tools and Forms

- **School District Contact Form** (Attachment #1)

- **SPP Indicator #14 Student Exiter List** (Attachment # 2)
- **Sample Student Letter** (Attachment # 3)
- **Student Demographic and Contact Data Form** (Attachment # 4)
- **Draft Post-School Interview Form** (Attachment # 5) PIAR staff will conduct interviews staff.

Purpose of this form: This form will identify a contact person at the school district to facilitate the exchange of information between PIAR and the school district.

SCHOOL DISTRICT CONTACT FORM
State Performance Plan (SPP) Indicator # 14: School Year: 2007-08

Directions:

By December 15, 2007, your school district must complete this form and submit it to PIAR via e-mail at piar@potsteam.edu or electronically at <http://www.psiweb.potsteam.edu/nyspp14/>. Use this form to identify the individual the school district has designated as the contact person for Indicator # 14. All information must be provided. Please mark the correspondence "Attention SPP #14" to distinguish it from other projects.

District Name	_____		
District Designee	Last _____	First _____	M.I. _____
	Title _____		
Address	_____		

	City: _____	State _____	
	Zip _____		
Phone 1	(__ __ __) _____	-	_____
Phone 2	(__ __ __) _____	-	_____
e-mail 1	_____		
e-mail 2	_____		
Other	_____		

For information about completing this form, contact the Potsdam Institute for Applied Research (PIAR), SUNY Potsdam, 44 Pierrepont Ave., Van Housen Ext., Potsdam, NY 13676 or piar@potsteam.edu or 315 267-2718. Please mark all written correspondence "Attention SPP 14" to distinguish it from other projects.

	Student ID	BEDS of Responsibility	Building Name	Last Name	First Name	Middle Name	Date of Birth	Date of school exit	Drop out?
70									
71									
72									
73									
74									
75									
76									
77									
78									
79									
80									
81									
82									
83									
84									
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95									
96									
97									
98									
99									
100									

Add additional rows as needed to include eligible students

Please contact Robert Shepherd at PIAR for more information at piar@potdam.edu or (315) 267-2718

Sample Student Letter

School Letterhead

Dear <student name>:

You were selected to participate in a survey during the spring of 2009. This survey will tell us how our students do after they leave school and help us decide what we can do to better prepare our students for work and college after high school.

Next year, between April and July 2009, an interviewer from the State University of New York at Potsdam will contact you by telephone. It will take you about 10 minutes or less to answer the questions. The interviewer will ask if you obtained a job or have gone to college or other training since you left high school. What you say during the interview is private and confidential. No one at our school will know what you said. Your name will not appear in any report.

Please share this letter with your parents. If you or your parents want more information or are concerned about participating, please contact <insert school contact person>. If you do NOT wish to participate in this survey, please check the "NO" box, sign and return the letter to <insert school contact person and address>. If we do not receive your form back by <insert date>, we will plan for you to participate.

Thank you for your help. Our goal is for every student to succeed. Your responses will help our school district better prepare students to continue their education and become employed after leaving high school.

Sincerely,

<Insert title of district person signing the letter>

c: <insert parent or guardian name>

.....

Student Name: _____

<input type="checkbox"/>	I do not want to participate in this post-school survey.
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Signed _____ Date _____

(If signed by someone other than the student, indicate relationship: _____)

Purpose of this form: This is a paper representation of the demographic and contact data requested for planning student interviews at one year beyond high school exit.

State Performance Plan (SPP) Indicator # 14: School Year: 2007- 2008

Each semester, the school district will complete and submit this form to PIAR for each student that the school district selected for post-school interviews.

Most of the required information can be obtained from the student's records. When completing the student contact information, the school district must confirm with the student and/or family that the contact information provided is the most up-to date available. To ensure an adequate rate of student responses for the post school interviews, school districts should obtain contact information for family members and others who are likely to have ongoing contact with the student.

PIAR can accept the data via direct data entry through a password protected website, compact disc (CD) or by paper form. Schools are encouraged to arrange with PIAR the method of transferring data that best works for them.

D1. School district (name): _____

D2. School district BEDS Code: _____

D3. School Building (name): _____

D4. School Building BEDS Code: _____

D5. Student's name: Last _____ First _____ M.I. _____

D6 Student's District ID: _____

D7. (If available) Student's State ID: _____

D8. Student's date of birth: Year (yyyy): _____ Month (mm): _____ Day (dd): _____

D9. Date of School Exit: Year (yyyy): _____ Month (mm): _____ Day (dd): _____

D10. Manner in which student exited school during July 1, 2007 to June 30, 2008. (mark only one option)

- 1 Graduated with a Regents diploma
- 2 Graduated with a Regents diploma with Career and Technical Education (CTE) Endorsement
- 3 Graduated with a Local diploma
- 4 Graduated with a Local diploma with Career and Technical Education (CTE) Endorsement
- 5 Graduated with a High School Equivalency Diploma
- 6 Graduated with an Individualized Education Program Diploma (IEP)
- 7 Graduated with an IEP diploma with Career and Technical Education (CTE) Skills Achievement Profile
- 8 Reached Maximum Age/Aged out of high school
- 9 Dropped-out (includes those who moved and are not known to be continuing)
- 10 Other, (please specify): _____

D11. Student's PRIMARY special education classification of disability (mark only one option):

- 1 Autism
- 2 Emotional disturbance
- 3 Learning disability
- 4 Mental retardation

- 5 Deafness
- 6 Hearing impairment
- 7 Speech or language impairment
- 8 Visual impairment (includes blindness)
- 9 Orthopedic impairment
- 10 Other health impairment
- 11 Multiple disabilities
- 12 Deaf-blindness
- 13 Traumatic brain injury

D12. Gender in school records

- F Female
- M Male

D13. Ethnicity in school records (check only one option that best represents the student)

- W White, not Hispanic
- B Black or African-American (not Hispanic)
- H Hispanic or Latino
- I American Indian or Alaskan Native
- A Asian or Pacific Islander

D14: Is it necessary to communicate with the student in a language other than English?

- 1 No
- 2 Yes, please specify: _____
- 3 Information is not available

D15: Are reasonable accommodations necessary to communicate with the student?

- 1 No
- 2 Yes, please specify: _____
- 3 Information is not available

STUDENT CONTACT INFORMATION AFTER LEAVING HIGH SCHOOL

Student Name	Last _____	First _____	M.I. ____
Address	_____		

	City: _____	State _____	Zip _____
Phone 1	(__ __ __)	__ __ __ - __ __ __ __	
Phone 2	(__ __ __)	__ __ __ - __ __ __ __	
e-mail 1	_____		
e-mail 2	_____		
Other	_____		

Family Member Name	Last _____	First _____	M.I. ____
	Relationship to Student: _____		
Address	_____		

	City: _____	State _____	Zip _____
Phone 1	(__ __ __)	__ __ __ - __ __ __ __	
Phone 2	(__ __ __)	__ __ __ - __ __ __ __	
e-mail 1	_____		
e-mail 2	_____		
Other	_____		

Other Contact Person	Last _____	First _____	M.I. ____
	Relationship or Significance to Student: _____		
Address	_____		

	City: _____	State _____	Zip _____
Phone 1	(__ __ __)	__ __ __ - __ __ __ __	
Phone 2	(__ __ __)	__ __ __ - __ __ __ __	
e-mail 1	_____		
e-mail 2	_____		
Other	_____		

For information about completing this form, contact the Potsdam Institute for Applied Research (PIAR), SUNY Potsdam, 44 Pierrepont Ave., Van Housen Ext., Potsdam, NY 13676 or piar@potsdam.edu or 315 267-2718. Please mark all written correspondence "Attention SPP #14" to distinguish it from other projects.

*Purpose for this form: The questions that **PIAR interviewers** will be asking former students are listed here for your reference. Not every student will answer every question and interviewers will assist with adapting language levels and defining terms. It is estimated that it will take 10 minutes or less to answer the questions. District staff should **not** administer this survey.*

POST-SCHOOL INTERVIEW FORM

SECTION 1: Only asked of students who were reported by their school to have received an IEP diploma or dropped out of school.

- Q1. School records indicate you left high school with an IEP diploma or dropped out. Do you go to high school now? (yes or no)
- Q2. If you **do** go to high school now, please tell us where.
- Q3. Please describe your program.
- General Educational Development (GED).
 - Returned to high school after receiving my IEP diploma.
 - Returned to regular classes (grade level 8, 9, 10, 11, 12).
 - Returned for vocational training.
 - Other (please specify).

(Questions 4 and 5 are asked only if school records indicated the student dropped out of school.)

- Q4. What is the main reason you left school without graduating?
- Q5. What might have helped you stay in school?

(All students answering Section 1 will proceed to Employment Section 2.)

SECTION 2: EMPLOYMENT SECTION: Asked of all students in the sample.

If currently employed....

- Q6. Are you working in a job at this time?
- Q7. Is your job full or part time?
- Q8. How many hours do you typically work per week?
- Q9. Please describe your job (competitive or noncompetitive).
- Q10. What is your typical hourly wage?

If NOT currently employed.....

- Q11. At any time since leaving high school, have you ever worked?
- Q12. Please describe that job (competitive or noncompetitive).
- Q13. When was the last date that you worked?

If never employed.....

- Q14. You said that you have not worked in a job since high school. Why not?

SECTION 3: POST-SECONDARY EDUCATION SECTION: Asked of all students in the sample.

If currently attending postsecondary education....

Q15. Are you in any type of school or training program now?

Q16. Describe the kind of school or training program.

College/University (4-year College)

Community or Technical College (2-year College)

Vocational Technical School for less than a 2-year program

High school completion document or certificate (Adult Basic Education, GED)

Short-term education or employment training program (WIA, Job Corps, etc.)

Other (please specify): _____

Q17. Are you enrolled full- or part-time?

If not currently attending post-secondary education....

Q18. Since leaving high school, were you ever in any type of school or training program?

Q19. Describe the kind of school or training program (same as list for Q15).

Q20. Were you enrolled full-time or part-time?

If never attended any postsecondary education....

Q21. Why haven't you enrolled in postsecondary education since high school?

SECTION 4: PARTICIPATION IN AGENCY SERVICES: Asked of all students in the sample.

In every community there are programs and services that young people sometimes use. I want to know if you currently use these services or if you have used them in the past.

(y) Yes

(u) Yes and still participating

(n) No

(d) I don't know

Q21. Vocational Rehabilitation (VESID/CBVH)

<y> <u> <n> <d>

Q22. Independent Living Centers

<y> <u> <n> <d>

Q23. Social Security Benefits (SSI, SSDI)

<y> <u> <n> <d>

Q24. Supported Employment

<y> <u> <n> <d>

Q25. Sheltered Employment

<y> <u> <n> <d>

Q26. Day Habilitation or Pre-Vocational Services

<y> <u> <n> <d>

Q27. Day Treatment

<y> <u> <n> <d>

SECTION 5: WRAP UP: Reported for all students in the sample.

Q28. Who served as the source for the majority of this information data?

Former student

Parent or guardian

Relative

Other (Please specify)

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