

**Directions for Collecting Data Regarding
POST-SCHOOL OUTCOMES FOR STUDENTS WITH
INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)
State Performance Plan (SPP) Indicator 14
School Year 2021-22**

I. Overview of Requirements

The Individuals with Disabilities Education Act (IDEA) requires each state to develop a State Performance Plan/Annual Performance Report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation. The SPP/APR is comprised of various indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA. Indicator 14 measures post-school outcomes for students with individualized education programs (IEPs). The New York State Education Department (NYSED) reports annually to the United States Department of Education (USDE) on Indicator 14 by collecting data from a representative sample of school districts in New York State (NYS). School districts in the sample for any given year must participate in reporting on the post-school outcomes achieved during the year since leaving high school of youth who are no longer in secondary school and who had IEPs in effect at the time they left school. NYSED has contracted with the Potsdam Institute for Applied Research (PIAR), located at the State University of New York (SUNY) at Potsdam. PIAR will conduct interviews with former students and report the results back to individual school districts and NYSED.

Districts participate based upon their assigned school year according to the schedule posted at <http://www.p12.nysed.gov/sedcar/sppschedule2017-2025.html>. Districts are responsible for:

- notifying students and families that PIAR will be contacting them regarding the post-school interview.
- confirming or correcting the list provided by staff at PIAR of students who are to be contacted one year after school exit; and
- providing PIAR with student contact information, accommodations that may be needed, and the preferred language of the former student and family.
- explaining to students that by completing the survey they are providing valuable information to help improve post-school outcomes for other students with disabilities like themselves.
- encouraging students to complete the survey to secure a sufficient response rate to ensure that data collected is representative of the target population.

PIAR can be contacted by e-mail at nysspp14@potsdam.edu or by telephone at 315-267-2718. Robert Shepherd of PIAR will be responsible for coordinating support to districts for Indicator 14.

Indicator 14 Outcomes

The percent of students with individualized education programs (IEPs) in the following post-school outcomes are reported for Indicator 14:

- A. **Enrolled in higher education within one year of leaving high school.** This outcome includes youth who have been enrolled on a full or part-time basis in a community college or college/university for at least one complete term, at any time in the year since leaving high school.
- B. **Enrolled in higher education or competitively employed within one year of leaving high school.** This outcome includes youth in higher education as defined in A above plus those who are competitively employed. Competitive employment is defined as working 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, including military employment.
- C. **Enrolled in higher education or in some other post-secondary education or training program or competitively employed or in some other employment within one year of leaving high school.** This outcome includes youth in higher education as defined in A above plus those competitively employed as defined in B above plus youth participating in some other post-secondary education or training or employment. Enrolled in some other post-secondary education or training is defined as being enrolled on a full or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program, such as Job Corps, adult education, workforce development program, or a vocational technical school which is less than a two-year program. Some other employment means youth have worked for pay or been self-employed at any time since leaving high school for a period of at least 90 days; this includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

II. Action Steps and Timelines for School Year 2021-22

1. Coordinate with PIAR: Contact Information

In order to facilitate the exchange of information between PIAR and the district, each district must designate one individual to serve as the “SPP #14 District Contact” person. Contact information for this individual must be submitted electronically to PIAR by December 1, 2021:

- School District Name
- Name and Title of District Contact
- Address
- Telephone Number
- Email Address

This information can be submitted at <http://www.psiweb.potsdam.edu/nyspp14/> or by email to nysspp14@potsdam.edu using Attachment #1 “School District Contact Form.”

PIAR will forward additional directions and forms necessary to complete SPP 14 to the District Contact prior to any deadlines.

2. Notify Students and Families to Expect the Post-School Contact

Districts are required to notify all students at risk of dropping out before the 2021-22 school year and all students exiting school in 2021-22, as well as the students' parent(s) or guardian(s), that the student may be contacted for a post-school interview. Students and parents/guardians must be informed that the survey is confidential, that it is important to participate, and that they will be contacted by PIAR interviewers in May and June 2023. Students should also be informed that they may decline to participate at any time. PIAR must be informed of any students who decline to participate.

Districts must also ensure that contact information for exiters is updated and current prior to the students exiting, to the extent practicable.

III. Action Steps and Timelines for School Year 2022-23

1. Set up a Secure File Transfer Account

PIAR will use their secure file transfer system to share and receive confidential student information with districts. PIAR will contact districts in the first half of the 2022-23 school year to set up an account in their system.

2. Compare the Preliminary Exiter List to Your Internal Records

In November or **December of 2022**, PIAR will make an exiter list available through the file transfer system. In prior years, districts have been required to identify students with disabilities who have IEPs in effect and were expected to exit school. Beginning with the 2021-22 school year, this information is being provided to PIAR by NYSED. The source of this information is NYSED's State Student Information Repository System (SIRS). For each district on the sampling schedule for 2021-22, NYSED will provide a list of students identified in SIRS as a student with a disability for which the district has Committee on Special Education (CSE) responsibility and who left school during the 2021-22 school year for the following reasons:

- Earned a completion credential such as the Regents diploma, local diploma, Career Development and Occupational Studies Commencement Credential (CDOS), Skills and Achievement Commencement Credential (SACC) for Students with Severe Disabilities or high school equivalency diploma; or
- Reached maximum age for educational services; or
- Dropped out.

District staff must confirm this list of students and inform PIAR of any discrepancies and of any students who have previously declined to participate. In the case of discrepancies, district staff must inform PIAR who should be added to or removed from the list and why.

Please refer to the “**District Responsibilities and Timelines**” table below for specific dates and timelines.

3. Notify Exiters and Parents that the Interviews Will Take Place

Districts must send a letter to each exiter to notify the student and the student’s parents or guardians that the student has been identified for a post-school interview. The district is not required to send the letter to exiters who have previously informed the district that they decline to participate.

PIAR will provide districts with a sample letter to 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. Districts must maintain documentation for all those who refused to participate.

4. Provide PIAR Current Contact Information

Districts are required to provide PIAR with the following contact information for each student identified on the NYSED list unless a student has declined to participate. PIAR will use the contact information for conducting the post-school interview:

- student address
- student phone number
- student email address
- parent/guardian(s) name(s)
- parent address(es)
- parent phone number(s)
- parent email address
- a third contact name, address, and phone number
- reasonable accommodations that the student may need to participate in the post-school interview
- the student’s preferred language

PIAR will accept the data via direct data entry or secure file transfer via their password protected website and will work individually with districts to determine the method of sending data that works best for each district.

In order to reach the most exiters and ensure an adequate rate of completed post school interviews, school districts should provide information for more than one contact person, such as family members and others who are likely to have ongoing contact with the student.

Please refer to the “**District Responsibilities and Timelines**” table below for specific dates and timelines.

Please note that providing personally identifiable student information to PIAR is consistent with 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, NYSED) and its authorized contractors (i.e., PIAR) access to personally identifiable information for program evaluation purposes. Personally identifiable information will be kept confidential and will only be used internally to aggregate information and analyze results. Individual names or other personal information will not be publicly reported. When publicly reporting data, suppression will be applied when aggregate results indicate fewer than five students in a particular category or when the total of a subcategory is equal to the total number of students interviewed.

District Responsibilities and Timelines	
Activity	Dates
Identify Exiting Students and Collect Contact Information	Throughout 2021-2022 school year
Notify Student and Family About the Survey in Writing*	Ideally before exit, or as soon as possible after exit.
Confirm or Correct Exiter List from PIAR	No later than January 13, 2023
Submit Contact Information* to PIAR	No later than January 31, 2023
* Note: PIAR will provide information directly to districts to assist with notifying students and submitting contact information.	

5. Interviewing and Reporting on Post-School Outcomes

Beginning in the spring of 2023 and continuing through the summer, PIAR will contact exiters who have been out of school for one year to conduct post-school interviews. PIAR may contact district staff to seek additional or more current contact information when the contact information initially provided by the district does not result in contact made with a former student or their family.

PIAR will compile the results and submit district and state-wide data and reports to NYSED for planning and federal reporting purposes. PIAR will also send a district report to the Superintendent of Schools or Chief School Officer during the Fall of 2023. This report will include comparable state-wide data.

IV. Public Reporting of Data

NYSED is required to report annually on this indicator. Statewide data is aggregated from the post-school interviews of students representing the individual districts included in each school year's sample of schools. In addition, NYSED provides a public report on the individual district's aggregated results. See <http://data.nysed.gov/lists.php?type=district>

V. Technical Assistance Resources and Questions

Please contact PIAR for technical assistance to conduct the post-school data collection:
nysspp14@potdam.edu

315-267-2718 or 888-419-2697

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

- USDE, Office of Special Education and Rehabilitative Services' [A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities \(August 2020\)](https://sites.ed.gov/idea/idea-files/policy-guidance-transition-guide-postsecondary-education-employment-students-youth-disabilities-august-2020/) (<https://sites.ed.gov/idea/idea-files/policy-guidance-transition-guide-postsecondary-education-employment-students-youth-disabilities-august-2020/>)
- [National Technical Assistance Center on Transition: The Collaborative \(NTACT-C\)](http://www.transitionta.org) (<http://www.transitionta.org>) co-funded by the U.S. Department of Education's (USDE) Office of Special Education Programs and Rehabilitation Services Administration
 - [Contacting Hard to Find Youth: Strategies for Post-School Survey](https://transitionta.org/wp-content/uploads/docs/ContactingHardtoFindYouth.pdf) (<https://transitionta.org/wp-content/uploads/docs/ContactingHardtoFindYouth.pdf>)
- NYSED, Office of Special Education's (OSE) field memorandum and policy brief [Transition Planning and Services for Students with Disabilities](http://www.p12.nysed.gov/specialed/transition/home.html) (<http://www.p12.nysed.gov/specialed/transition/home.html>)
- [OSE Educational Partnership](http://www.p12.nysed.gov/specialed/techassist/ed-partnership/home.html) (<http://www.p12.nysed.gov/specialed/techassist/ed-partnership/home.html>)

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

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 students who met the criteria for interview and, for those identified but who declined to participate, a copy of the student's or parent's declination to participate. For the New York City Department of Education which is the only district authorized to identify samples of students, the records that should be retained also include a description of the sampling protocol used to randomly select students, the list of all eligible students who were selected for the sample including their rank order of selection, and, for those identified but who declined to participate, documentation of the student's or parent's declination to participate.

VII. Attached Form

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

SCHOOL DISTRICT CONTACT FORM
State Performance Plan (SPP) Indicator 14: School Year: 2021-22

Use this form to identify the individual the school district has designated as the contact person for Indicator 14.

Directions:

Districts must send this completed form to PIAR via e-mail at nysspp14@potsdam.edu or submit the information electronically at <http://www.psiweb.potsdam.edu/nyspp14/> **no later than December 1, 2021.**

All information must be provided.

District Name	_____
District Designee	Last _____ First _____ M.I. ____
	Job Title _____
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, at nysspp14@potsdam.edu or 1-315-267-2718 or 1-888-419-2697.

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