

**Directions for Collecting Data Regarding
POST-SCHOOL OUTCOMES FOR STUDENTS WITH
INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)
State Performance Plan Indicator 14
School Year 2015-16**

I. Overview of Requirements

Under the federally required State Performance Plan, all school districts must participate in reporting on the percent of youth who are no longer in secondary school and had individualized education programs (IEPs) in effect at the time they left school and the post-school outcomes they achieved during the year since leaving high school. The State Education Department (SED) reports annually on this indicator by collecting data from a representative sample of school districts in New York State (NYS). School districts participate based upon their assigned school year according to the schedule posted at <http://www.p12.nysed.gov/sedcar/sppschedule2011-2017.html>.

SED has contracted with the Potsdam Institute for Applied Research (PIAR) located at the State University of New York (SUNY) at Potsdam. Given the names and contact information for the students, PIAR will conduct 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 are to be contacted one year after school exit;
- notify students and families to expect the post-school contact; and,
- submit student demographic and contact information to PIAR.

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

Beginning with students exiting during the 2009-10 school year, the outcomes to be reported are defined as the percent of youth with disabilities who are:

- A. **Enrolled in higher education within one year of leaving high school.** “Enrolled in higher education” means youth have been enrolled on a full or part-time basis in a community college or college/university or other institution that meets the definition of “Institution of Higher Education” in the Higher Education Act (HEA), for at least one complete term, at any time in the year since leaving high school (a) in an educational program to earn a degree or other recognized credential; OR (b) in a training program that lasts at least one academic year to prepare for gainful employment in a recognized occupation; and
- 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. “Competitively employed” means 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; including military employment; and

- 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” means youth have been 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 (e.g.: Job Corps, adult education, workforce development program, adult rehabilitation service programs, or other). “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.

II. Action Steps & Timelines for School Year 2015-16

1. Coordinate with PIAR: Contact Information

By October 16, 2015, your school district must assign one individual to serve as the “SPP #14 District Contact” person and provide contact information to PIAR including the school district name, and the name, title, address, telephone number and e-mail address of that individual. This will facilitate the exchange of information between PIAR and the school district. This information can be submitted electronically at <http://www.psiweb.potsdam.edu/nyspp14/> or by email 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. Identify Students and Submit to PIAR (Enrollment)

Per the schedule in the “**District Responsibilities and Timelines**” table below, each school district must identify and submit to PIAR a list of students with disabilities who received special education services between July 1, 2015 and June 30, 2016, had IEPs in effect at the time they left school, and who exited school between July 1, 2015 and June 30, 2016. 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, Career Development and Occupational Studies Commencement Credential, Skills and Achievement Commencement Credential for Students with Severe Disabilities, or high school equivalency diploma; reach maximum age for educational services; or who drop out 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 without waiting for the end of the school year. All school districts other than NYC must identify **all** exiting students with disabilities who meet the criteria.

Enrollment information to be submitted to PIAR (using a method as agreed between PIAR and the school district) includes:

- Student ID
- School district's 12-digit SED Code (aka BEDS Code)
- Building name
- Last name, first name, and middle name of student
- Date of birth
- Date of school exit
- Drop Out? (Yes or No)

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

4. Provide Student Contact and Demographic Information to PIAR

According to the “**District Responsibilities and Timeline**” table below, school districts will provide student contact information and demographic information to PIAR. PIAR is equipped to accept the data via direct data entry or secure file transfer on their password protected website, and will work individually with school districts to determine the method of sending data that works best for each school district. Demographic information must be provided for all students including students who decline participation in the interview to assure that the final group of students interviewed is representative of all students with disabilities who have exited. It is not necessary to send contact information for students who decline participation. 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 to PIAR is the most up-to-date available. To 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. PIAR will work with districts individually to determine what form of submission works best for each district.

Contact information for participating students to be submitted to PIAR includes: student address and phone number; parent/guardian(s) name(s), address(es) and phone number(s); plus a third contact name, address, and phone number. Whenever possible, email addresses are helpful, since they don't change as often as phone numbers or addresses when people move.

Demographic information to be submitted to PIAR includes: exit reason (e.g., name of diploma, reached maximum age, dropped out, or other); disability; gender; ethnicity; race;

student language; and reasonable accommodations that a student may need to take part in a phone interview.

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 fewer 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

	For Students Exiting From/To	Enroll Students with PIAR	Notify Student and Family About the Survey in Writing*	Submit Demographic and Contact Information*
Semester 1	07/01/2015 to 12/31/2015	By 01/31/2016	Before exit	By 02/12/2016
Semester 2	01/01/2016 to 06/30/2016	By 07/15/2016	Before exit	By 08/12/2016
* Note: PIAR will provide information directly to school districts to assist with notifying students and submitting contact and demographic information.				

5. Interviewing and Reporting on Post-School Outcomes

Beginning in the fall of 2016 and continuing through the summer of 2017, PIAR will contact students and conduct post-school interviews. Based on changes to this indicator, students may be interviewed after they have been out of school for a year. PIAR will periodically inform the school district contact person regarding district response rate, and will work with the contact person to identify strategies that maximize the number of interviews that PIAR can complete for the school district.

PIAR will compile the results and submit district and state-wide data and reports to SED for federal reporting and planning. PIAR will also send the Superintendent of Schools or Chief School Officer their district's report. This report includes comparable state-wide data.

III. Public Reporting of Data

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

IV. Technical Assistance Resources

Please contact PIAR for technical assistance to conduct the post-school data collection:

piar@potsdam.edu
315-267-2718 or 888-419-2697

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

- Transition Web Site: <http://www.p12.nysed.gov/specialed/transition/home.html>
- National Technical Assistance Center on Transition (NTACT) Improving Postsecondary Outcomes for All Students with Disabilities: <http://www.transitionta.org>

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 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 New York City, which is the only school 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)

Attachment

Purpose of this form: This form identifies the contact person at the school district who can facilitate the exchange of information between PIAR and the school district.

SCHOOL DISTRICT CONTACT FORM
State Performance Plan (SPP) Indicator 14: School Year: 2015-16

Directions:

By October 16, 2015, 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.

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 piar@potsteam.edu or 1-315-267-2718 or 1-888-419-2697.

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