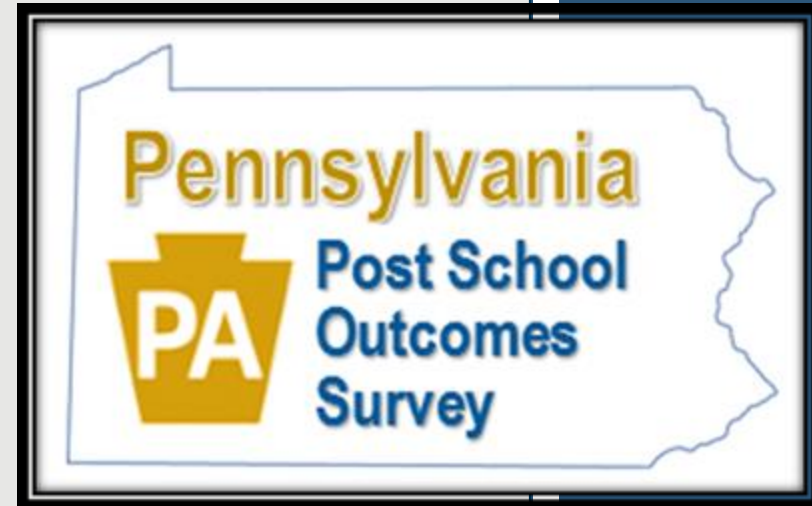


Pennsylvania Post School Outcomes Survey 2023-2024

Exit Surveys: Cohort #4



Attendance Formsite Link

<https://fs25.formsite.com/3fHiZQ/ExitCohort4-9-21-23/index>

Agenda

- ❖ Make connections to the PA State Performance Plan (SPP)
- ❖ Identify the Target Population for Indicator 14 Exit Process
- ❖ Review the rebranded and updated Exit Process and Post Survey
- ❖ Orient to accessing the online system for Myplan4success process

Training Session Materials

Accessible at:

<https://www.pattan.net/Events/Webinar/Course-1838/Events/Session-38479>

- ❖ IU and PaTTAN Transition Consultants' Support Structure for 2023-2024
- ❖ Contacting Hard-to-Find Youth: Strategies for the Post-School Survey
- ❖ Strategies to Contact Youth for the Post Survey Process: Lessons from Pennsylvania Schools
- ❖ Today's PowerPoint for Cohort 4 (Exit Surveys)
- ❖ Blank fillable Exit Survey/Student Info

BACKGROUND INFORMATION

- PA State Performance Plan (SPP) Data System for Indicator 14
- Myplan4success (MP4S)



STATE PERFORMANCE PLAN INDICATORS

1. Graduation

2. Drop-Out

3. Participation and performance on statewide assessments

4. Suspension and expulsion

5. LRE school age students (6-21)

6. *LRE Preschool Early Intervention (3-5)*

7. *Preschool Child Outcomes*

8. Parent involvement

9. Disproportionality by race/ethnicity

10. Disproportionality by race/ethnicity/disability

11. Evaluation timelines

12. *Early Childhood Transition (3-5)*

13. Transition goals (16-21)

14. Post-school outcomes

15. Mediation sessions

16. Resolution sessions

17. State Systemic Improvement Plan

- ❖ Plain text – Indicator includes SA only data
- ❖ Underlined – Indicator includes SA and PS data
- ❖ *Italics* – Indicator includes PS only data

Indicator Steps

The Foundation –
High quality
rigorous,
standards-aligned
secondary school
programs for all
students

Indicator 13 – High
quality IEPs
designed to help
students achieve
their post
secondary goals

Indicator 1 & 2 -
Students staying in
school and
graduating

Indicator 14 –
Students
achieving their
Postsecondary
goals

Every student by name regardless of background, condition or circumstance...

- * Proficient in core subjects**
- * Graduates from high school, ready for post-secondary education and career**
- * Achieves high outcomes**

Survey Designed to Achieve 2 Goals



Collecting information
required for federal
reporting

Collecting information to
inform program
improvements resulting in
better post-school outcomes
for youth with disabilities

Pennsylvania's Survey Sample

1/5 of LEAs annually and

1/5 of Philadelphia High Schools attempt to interview all leavers in LEA

All LEAs have been selected and placed on the sampling plan for the 5 years (i.e. each district participates once every 5 years)

A NEW WAY TO REALIZE INDICATOR 14 IN PENNSYLVANIA

What's Changed for 2023-2024?

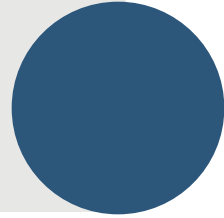
- **PaPOS is now MyPlan4Success**
- MyPlan4Success uses Leader Services
- MP4S is still a 2-Year Process
- Includes Year 1 Exit Process and Year 2 Post Survey
- **Both years will be entered into the MP4S site**
- **Streamlines the process for all stakeholders**
- **Combines the Exit Process and completion of the Summary of Academic Achievement and Functional Performance utilizing an Indicator 14 Cohort only, revised pilot (SAAFP)**

Sampling Variables

- ❖ District Size (urban, suburban, rural, charter schools)
- ❖ Disability Category
- ❖ Ethnicity
- ❖ LRE Status (percent of time in general education setting)
- ❖ Gender

MYPLAN4SUCCESS IS A 2-YEAR PROCESS

2023-2024



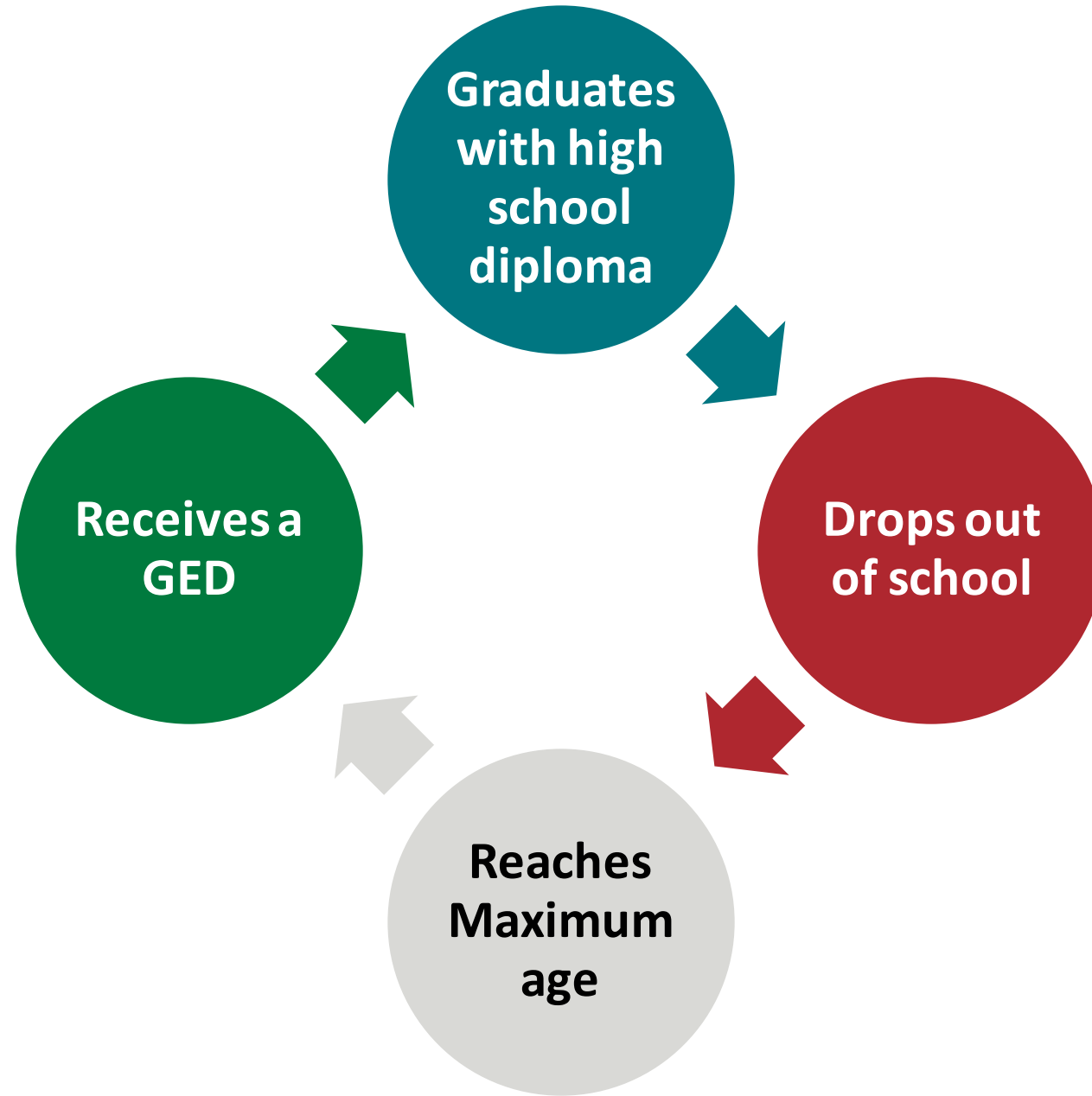
2024-2025

Complete **EXIT PROCESS** for all potential leavers during 2023-24 school year

Complete **POST SCHOOL SURVEYS** for those same leavers one year after their graduation



STUDENT POPULATION FOR THE EXIT PROCESS



SURVEY POPULATION DEFINITIONS

Graduated with HS diploma – Any student with an IEP who graduated with a HS diploma between 7/1/2023 and 6/30/2024

Dropped Out – Any student with an IEP who dropped out of school between 7/1/2023 and 6/30/2024

Reached Maximum Age
– Any student with an IEP who reached the last day of their 21st year between 7/1/2023 and 6/30/2024

Received a GED – any student with an IEP who received GED between 7/1/2023 and 6/30/2024

LEAVERS EXIT PROCESS IF LEAVING PRIOR TO MP4S OPENING

Complete the fillable revised pilot SAAFP form and the Student Info Form for leavers leaving prior to the February opening of the MyPlan4Success Exit Process system.

When the MP4S window opens you will enter the Exit Process data captured in the fillable forms manually for those leavers.

EXCEPTION TO JUNE 30, 2024 SUMMER SCENARIO

- A student with an IEP has met all graduation requirements with the exception of failing their last social studies class.
- They are taking the class over the summer and are anticipating passing the class and receiving their diploma.



This Photo by Unknown Author is licensed under [CC BY-NC](#)

Which district students am I responsible for?

YES

Approved Private Schools

Career and Tech Ed Center

AEDY Facility

Adjudicated Youth

Anyone currently in your LEA as reported
on your child count (from December 1st)

NO

Charter School

Cyber Charter Schools

Year One
2023-2024
Exit Process
Content

Demographic information

Revised Pilot Summary of academic achievement and functional performance

Recommendations for assistance

Student perspective information

Contact information for post-school follow-up

STARTING THE EXIT PROCESS

LEA LOGIN VIA PDEIMS.COM



Username:

Password:

Login

Monitoring Resources

Information

If you are receiving email notifications from Leader Services, you have access to IMS. If this is the first time that you are logging in to IMS, click [here](#) to reset your user and password to meet the current specifications.

[Forgot Username/Password](#) [Contact Us](#) [Request a Login](#)



Session time remaining --> 18 minutes

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STARTING THE EXIT PROCESS

The option for MyPlan4Success (Indicator 14) is not available within IMS yet but will be when you are tasked with the exit and post survey process later this year.



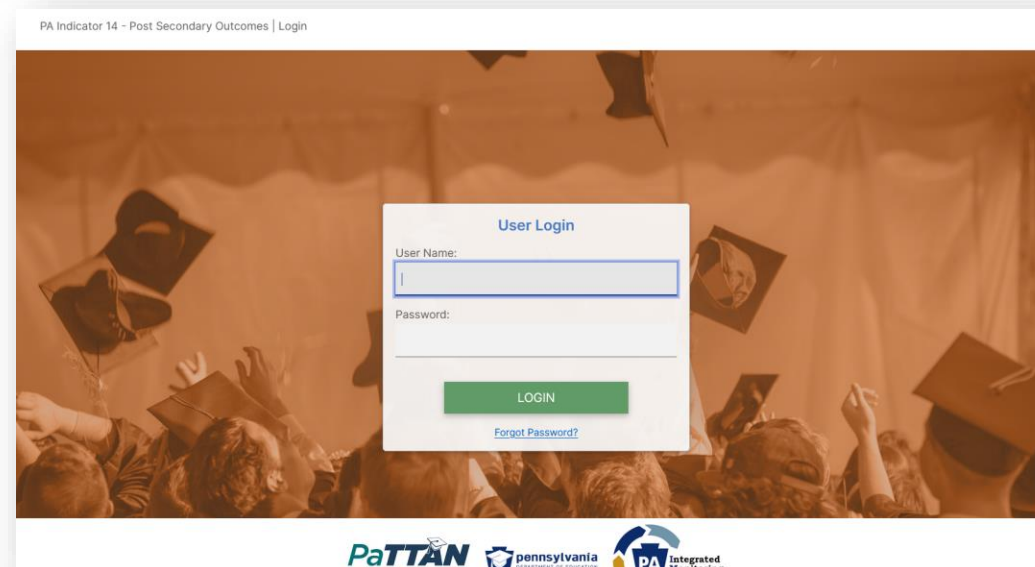
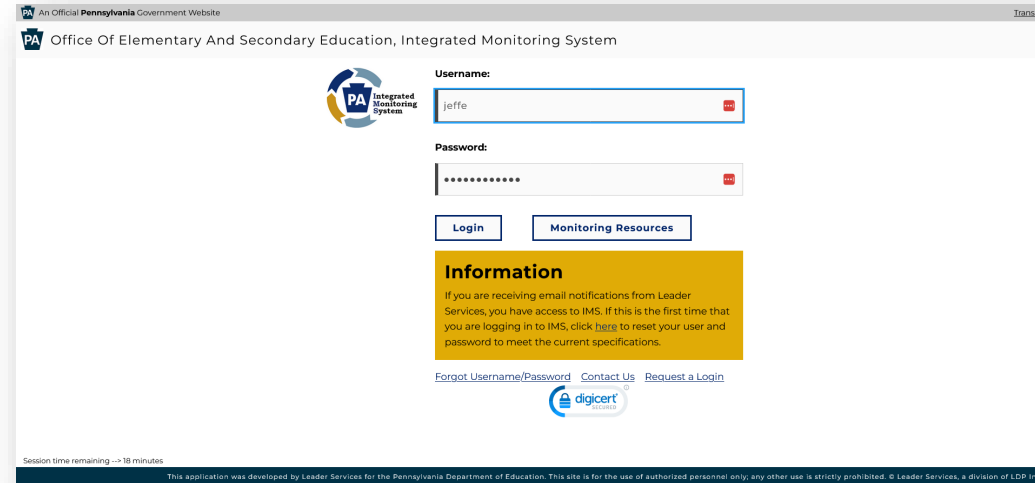
Bureau of Career and Technical Education	Safe School Office
Bureau of School Support	School Improvement Office
Bureau of Special Education	School Services Office
MyPlan4Success (Ind 14)	Admin Functions
About	Reports
Bureau of Curriculum, Assessment, and Instruction/Division of Federal Programs	
Program Monitoring and Accountability/AEDY	



LOGIN INFORMATION

Chief school administrators (CSA) will add one or more LEA team members so that they can access MyPlan4Success.org and begin inputting exit data.

PaTTAN will not be providing LEAs with user credentials or managing user accounts.



STUDENT LIST

All anticipated leavers are pre-populated.

Each student's exit form is accessed through this view.

Clicking on "Not Started" will begin the exit form process.

Students can be added if they are not in the system.

Indicator 14 PA Indicator 14 - Post Secondary Outcomes | Student List

Lea Admin
Leader School District

Dashboard

Student List

Emails

Reports

Maintenance

Logout

Survey Type
- Select Survey Type -

Show 10

Student	PA Secure ID	Exit Survey	Export Exit Survey	Leaver	Post Survey	Action
James, John	2584845111	Started	Export	Yes	Not Started	✎
Jones, James	6544444444	Completed	Export	Yes	Started	✎
Robins, Rick	4444444444	Not Started	Export		Completed	✎
Smith, Samuel	3333333333	Started	Export	Yes	Completed	✎
Student, JC Test	1234512345	Completed	Export	Yes	Completed	✎
test, test	1000000000	Not Started	Export		Completed	✎
test, test	1000000001	Not Started	Export		Completed	✎
test, test	1000000002	Not Started	Export		Completed	✎
test, test	1000000003	Not Started	Export		Completed	✎
test, test	1000000004	Not Started	Export		Completed	✎

Showing 31 Student(s)

First Previous 1 2 3 4 Next Last

© 2022 - PA_Indicator14.Web
Need Help? PAPOS@pattanpgh.net



Exit Survey

First, Create account for student leaver.

Then, Begin providing information for each section of the exit form.

1. Student Information
2. Summary of Student Performance
3. Recommendations to Assist in Meeting PSE Goals
4. Student perspective
5. Contact information after leaving HS: leaver *and* additional contact

Summary of Academic Achievement and Functional Performance - School Age

Student First & Last Name
Rick Robins

District/School Name
Leader School District

Dear Rick Robins

Now that you have graduated or are beyond school age, we are providing you with a *Summary of Academic Achievement and Functional Performance* to assist you in planning for the future. This summary is divided into five parts. [Section 1](#) provides information we currently maintain about you. [Section 2](#) summarizes your academic achievement and functional performance in school. [Section 3](#) provides recommendations for assistance you may need to meet your postsecondary goals. [Section 4](#) gives you a chance to provide information related to your achievement and performance. [Section 5](#) summarizes your contact information upon finishing high school.

START SURVEY

CANCEL

The screenshot shows the 'Exit Survey' form with a progress indicator on the right side. The form is divided into several sections:

- Exit Survey** (All fields are required unless specified optional)
 - Leaver**
 - Is student a leaver?
 - Yes
 - Student User Account Info**
 - Firstname: Rick
 - Lastname: Robins
 - User Name: [empty]
 - Email: [empty]
 - Password: [empty]
- Part 1: Student Information** (All fields are required unless specified optional)
 - Student Information**
 - Date of Birth: 06/01/2023
 - PA Secure ID: 4444444444
 - Date of Graduation/Exit: mm/dd/yyyy
 - Student Current Primary Address**
 - Address 1: test
 - Address 2 (optional): [empty]
 - City: test
 - State: Virginia
 - Zip Code: 20186
 - Student School Information**
 - District of Residence (LEA): Leader School District
 - Current School: Leader East HS
 - Current School Phone: [empty]
 - Student exited school as: - Select student exit status -

Navigation buttons at the bottom of the form include 'SAVE AND NEXT SECTION' and 'PREVIOUS SECTION'.

The Exit Process now includes the completion of the revised SAAFP

*PILOT DOCUMENT to be used for PAPOS Cohort 3 during 2022-2023 Exit Process

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student Name:

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE - School Age

Student First & Last Name:	
District/School Name:	
Date Summary Issued to Student: (mm/dd/yy)	

Dear _____ :

Now that you have graduated or are beyond school age, we are providing you with a *Summary of Academic Achievement and Functional Performance* to assist you in planning for the future. This summary is divided into five parts. Part 1 provides information we currently maintain about you. Part 2 summarizes your academic achievement and functional performance in school. Part 3 provides recommendations for assistance you may need to meet your postsecondary goals. Part 4 gives you a chance to provide information related to your achievement and performance. Part 5 summarizes your contact information upon finishing high school.

Part 1: Student Information

Date of Birth (MM/DD/YY)		
PA Secure ID:		
Date of Graduation/Exit:		
Student Current Primary Address:		
City:	State:	Zip Code:
District of Residence (LEA):		
Current School:		
Current School Phone:		
Student exited school as:	Select only one: <input type="checkbox"/> Graduate with a high school diploma <input type="checkbox"/> Drop-out <input type="checkbox"/> Reaching maximum age <input type="checkbox"/> Receiving a GED	

Pilot Document to be used by Cohort 3 during the 2022-2023 PaPOS Process

Remember...

**Complete paper
revised fillable
SAAFP and Student
User Account Info
form for those who
leave prior to the
end of the school
year!**

Provided in handouts



Year Two
2024-2025
Post-School
Survey
Content

Post-Secondary education history and related items

Employment history and related items

Probe if not employed or in post secondary training/education program

Check on independent living status

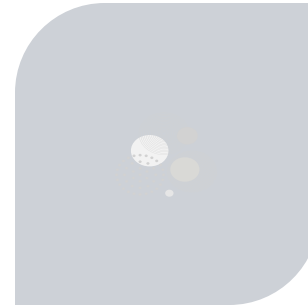
CONTACTING HARD-TO-FIND YOUTH FOR POST SURVEY



PROVIDE PRE-NOTIFICATION



SHOW INTEREST WHEN
PROVIDING AND PROMOTING
SURVEY



PROVIDE INCENTIVES



CREATE FAMILIARITY

A Pennsylvania Resource



Strategies to Contact Youth for the PaPOS Process: Lessons from Pennsylvania Schools

Provide Pre-Notification (while students were still in high school)

- ☐ Discussed the PaPOS process with students and/or parents; explained the purpose; provided the questions, and defined the timeline for conducting the survey.
- ☐ Informed the students and/or parents of how the PaPOS process was going to be managed (e.g., when it would occur, why youth were selected).
- ☐ Presented students with the number of former students who enrolled in college or other post-secondary education or training opportunities.
- ☐ Provided PaPOS information at the student's final IEP meeting.
- ☐ Outreached with students prior to contacting them for the PaPOS post-school survey.
- ☐ Included PaPOS information with other important information sent home to parents (e.g., information about state fairs, senior portraits and graduation information).
- ☐ Established any sort of social media campaign (e.g., Facebook, Twitter, etc.) to maintain contact with students for the PaPOS post-school survey.

LESSONS LEARNED

- "I had positive relationships with parents and students by supporting their special education programs in the PaPOS for 12 years as an administrator. I attended IEP meetings, met with students who had discipline issues, and was an advocate to students/staff/parents supporting special education programs. I developed extra-curricular activities such as buddy baseball and buddy football so I was able to relate to families outside the school setting."
- "Stressed the importance of being able to reach them as a continued resource for them in assisting with accessing services. Stressed the need for both the student's and the parent's cell numbers for the future and this was the easiest way to reach the students."
- "Met with the student's special education teacher to discuss a good time to meet with students and to gain more information about students that I may not have known."

Create Familiarity

- ☐ Explained to students and/or parents that they are helping other students like themselves by answering the questions on the PaPOS.
- ☐ Shared PaPOS survey with students and/or parents so they knew what questions would be asked and that the information being asked is legitimate, not a scam for personal information.
- ☐ Practiced completing the PaPOS interview with the student and/or parents.
- ☐ Showed students and/or parents specific examples of how PaPOS information can be used to make school better.
- ☐ Identified the person who had a relationship with the hardest-to-find youth and asked that person to inform the youth of the PaPOS process and/or conduct the survey.

LESSONS LEARNED

- "I received the surveys and took sincere interest in completing the activity. I wanted to know personally what students accomplished after HS. It gave me a reason to congratulate my HS staff on a job well done. We were proud of the results of the surveys and I provided this information at a staff meeting. Cheers to our staff!"
- "Reviewed the actual survey with the students and parents in a meeting prior to completing the survey."
- "During senior staffing, we discussed the PaPOS surveys and informed students that I would be notifying them after graduation/leaving to complete the survey."
- "One of our 12th grade support teachers put the PaPOS survey questions on a word document that could be emailed to some students and it seemed to make it easier for them to send it back. Even if they did not email it back, they had the questions if we reached them by phone so it was easier to conduct the interview. For most of our students, our first attempt at reaching them was from school personnel who knew them well. Some of our hard to find students who had worked with a support counselor were willing to speak to her when they heard she was trying to contact them from a former classmate, a friend who was still in school or email. We also did make some late afternoon/early evening calls for those we did not reach during the day."

NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION: THE COLLABORATIVE (NTACT:C)

• www.transitionta.org

ionta.org/about/

NTACT THE COLLABORATIVE National Technical Assistance Center on Transition

About Us Training & Technical Assistance

About Us

The National Technical Assistance Center on Transition: The Collaborative (NTACT:C) is a Technical Assistance Center co-funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA).

[Download the NTACTC Digital Brochure \(PDF\)](#)

Our Purpose

We provide information, tools, and supports to assist multiple stakeholders in delivering effective services and instruction for secondary students and out of school youth with disabilities.

We build state agency capacity to:

- Use data-driven decision-making processes
- Strengthen interagency partnerships
- Provide quality professional development
- Implement technical assistance (supports) in the form of:
 1. Universal TA – Take & Use
 2. Targeted TA – Teach & Coach
 3. Intensive TA – Coach, Scale-Up & Sustain

[Download the NTACTC Levels of TA \(PDF\)](#)

So that ALL students and youth with disabilities experience increased:

- Enrollment in postsecondary education
- Graduation
- Credential attainment
- Competitive integrated employment
- Community engagement

Address the "Know-Do" gap through:

- Current research findings
- Translating research findings for implementation
- Engaging stakeholders

1. Primary Audiences

- State Education Agencies
- State VR Agencies

2. Primary Stakeholders

- State Technical Assistance Centers
- State Technical Assistance Centers

3. Beneficiaries

- Students and Youth with Disabilities and Their Families

Watch the NTACT:C Overview

NTACT THE COLLABORATIVE

Welcome to the National Technical Assistance Center on Transition Collaborative

Watch on YouTube



Family Application for MP4S

Communicate
survey timelines
and expectations

Engage families to
ensure youth
participation in Exit
and Post process

System of Support Process and Document Completion

Field Management Support Procedures

PaTTAN Educational Consultants

Intermediate Unit Secondary Transition Consultants



If you have any questions or concerns regarding MP4S Exit Process completion, please contact your PaTTAN or IU contact or send an email to:

PAPOS@pattanpgh.net

System of Technical Support

Field Technical Support Procedures



If you have any questions or concerns regarding logging in to MP4S or technical issues please contact the IMS Team at

RA-edims@pa.gov if you need further assistance

MP4S Data Exit Process Entry and Submission Dates

DATE	RESPONSIBILITY
February 21, 2024	LEAs can start entering exit process data on individual students via Leaders Services
Weeks of April 1 2024 and May 2, 2024	PaTTAN will provide you with a status update of all completed student records (and how many more student records the LEA still must complete by May 31, 2024)
May 31, 2024	Final submission of all completed Exit Surveys from Cohort 4 LEAs



NEXT STEPS

Attend the February 21st Procedural webinar-walkthrough

Review the fillable SAAFP form and the Student Info form and complete for leavers leaving prior to the February opening of the MyPlan4sSuccess Exit Process system.

Reach out with any Exit Process completion (revised SAAFP) completion questions to your IU TaC or PaTTAN regional consultants

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Lisa Bolla

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PAPOS@pattanpgh.net

For technical application
support contact the IMS
Team at RA-edims@pa.gov
if you need further
assistance