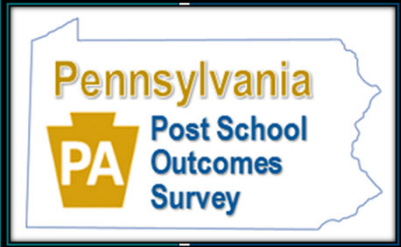


PaTTAN
Pennsylvania Training and
Technical Assistance Network

Pennsylvania Post School Outcomes Survey (PaPOS) 2022-2023

Exit Surveys: Cohort #3



The logo for the Pennsylvania Post School Outcomes Survey is contained within a white rectangular box with a blue border. It features a yellow outline of the state of Pennsylvania. Inside the outline, the word "Pennsylvania" is written in yellow, and "Post School Outcomes Survey" is written in blue. To the left of the text is a yellow square containing the letters "PA" in white.

1

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

2

<p>PDE's Commitment to Least Restrictive Environment (LRE)</p>	<p>Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.</p>
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3

<p>Logistics</p>	<p>Each individual attending the webinar needs to complete the attendance using the formsite:</p> <p>https://fs25.formsite.com/3fHiZQ/9-21-22Cohort3WebSign-in/index.html</p>
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4

<p>Training Session Materials</p> <p>Accessible at: www.pattan.net</p>	<ul style="list-style-type: none">• IU and PaTTAN Transition Consultants' Support Structure for PaPOS 2022-2023• Contacting Hard-to-Find Youth: Strategies for the Post-School Survey• Strategies to Contact Youth for the PaPOS Process: Lessons from Pennsylvania Schools• Today's PowerPoint for Cohort 3 (Exit Process)• Blank Pilot Only revised Summary of Academic Achievement and Functional Performance SAAFP
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5

<p>Background Information</p>	<p>PA State Performance Plan (SPP) Data System for Indicator 14 (PaPOS)</p>
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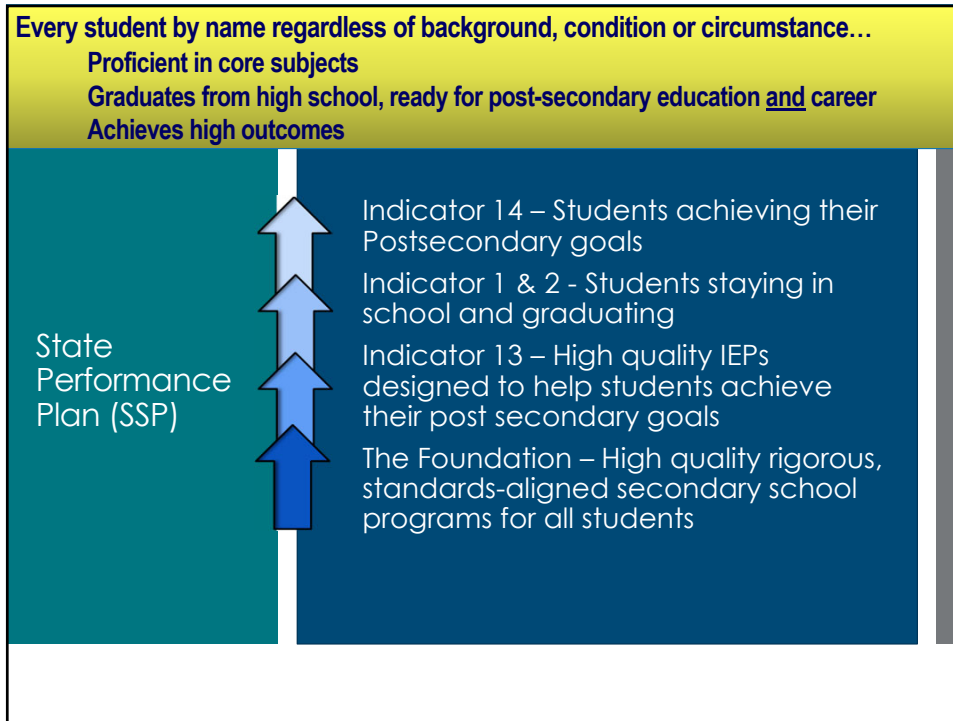
6

<p>State Performance Plan (SPP/APR)</p>	<ul style="list-style-type: none"> • Required for each state • Evaluates states efforts to implement the requirements of IDEA • Describes how the state will improve implementation of IDEA <ul style="list-style-type: none"> • 6-year plan • 20 indicators related to 3 priorities' • Annual performance report for each state and LEA
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7

<p>SPP/APR Indicators</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Graduation 2. Drop-Out 3. Participation and performance on statewide assessments 4. Suspension and expulsion 5. LRE school age students (6-21) 6. <i>LRE Preschool Early Intervention (3-5)</i> 7. <i>Preschool Child Outcomes</i> 8. <u>Parent involvement</u> </td> <td style="width: 33%; vertical-align: top;"> <ol style="list-style-type: none"> 9. Disproportionality by race/ethnicity 10. Disproportionality by race/ethnicity/disability 11. <u>Evaluation timelines</u> 12. <i>Early Childhood Transition (3-5)</i> 13. Transition goals (16-21) 14. Post-school outcomes 15. <u>Mediation sessions</u> 16. <u>Resolution sessions</u> 17. State Systemic Improvement Plan </td> <td style="width: 33%;"></td> </tr> </table>	<ol style="list-style-type: none"> 1. Graduation 2. Drop-Out 3. Participation and performance on statewide assessments 4. Suspension and expulsion 5. LRE school age students (6-21) 6. <i>LRE Preschool Early Intervention (3-5)</i> 7. <i>Preschool Child Outcomes</i> 8. <u>Parent involvement</u> 	<ol style="list-style-type: none"> 9. Disproportionality by race/ethnicity 10. Disproportionality by race/ethnicity/disability 11. <u>Evaluation timelines</u> 12. <i>Early Childhood Transition (3-5)</i> 13. Transition goals (16-21) 14. Post-school outcomes 15. <u>Mediation sessions</u> 16. <u>Resolution sessions</u> 17. State Systemic Improvement Plan 	
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8



9



10

Pennsylvania's Survey Sample

1/5 of LEAs annually and

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

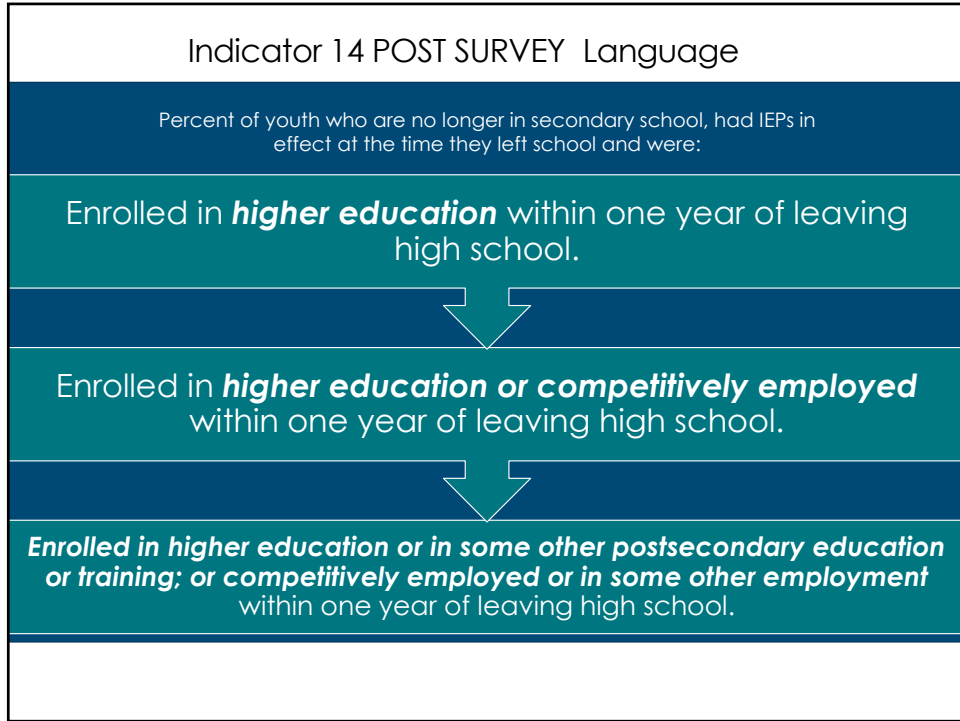
All LEAs have been selected and placed on the sampling plan for the 5 years (i.e. each district participates once every 5 years)

11

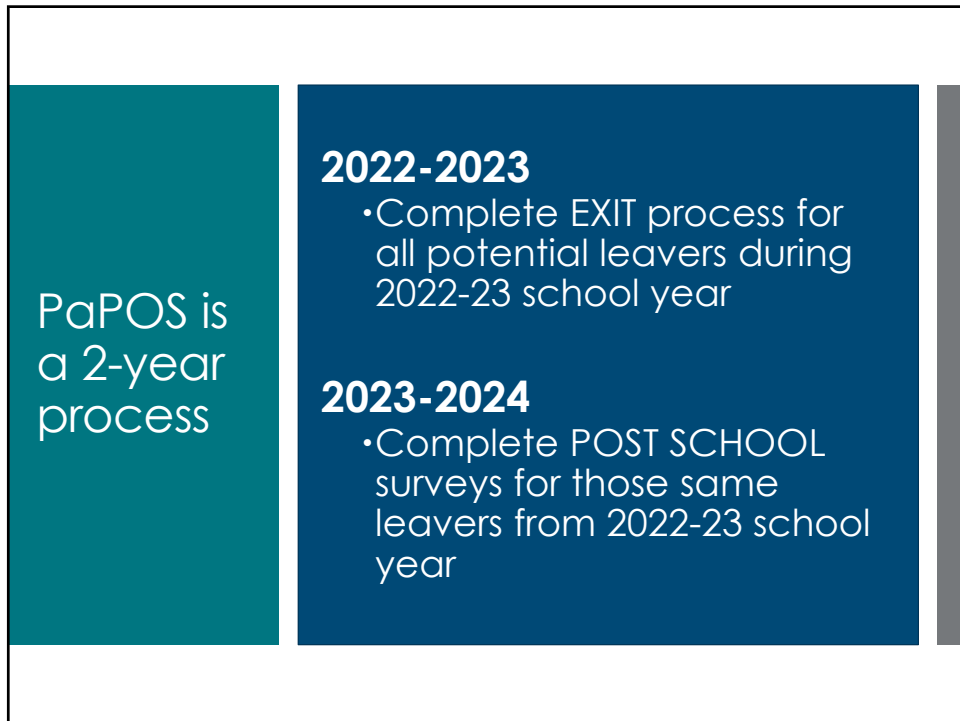
Sampling Variables

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

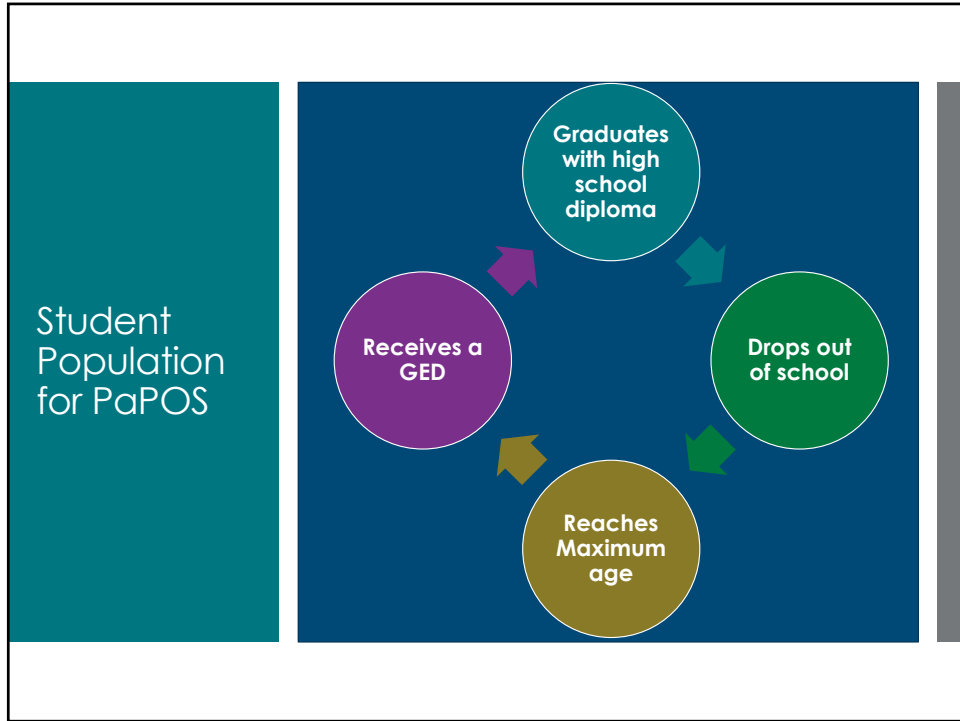
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13



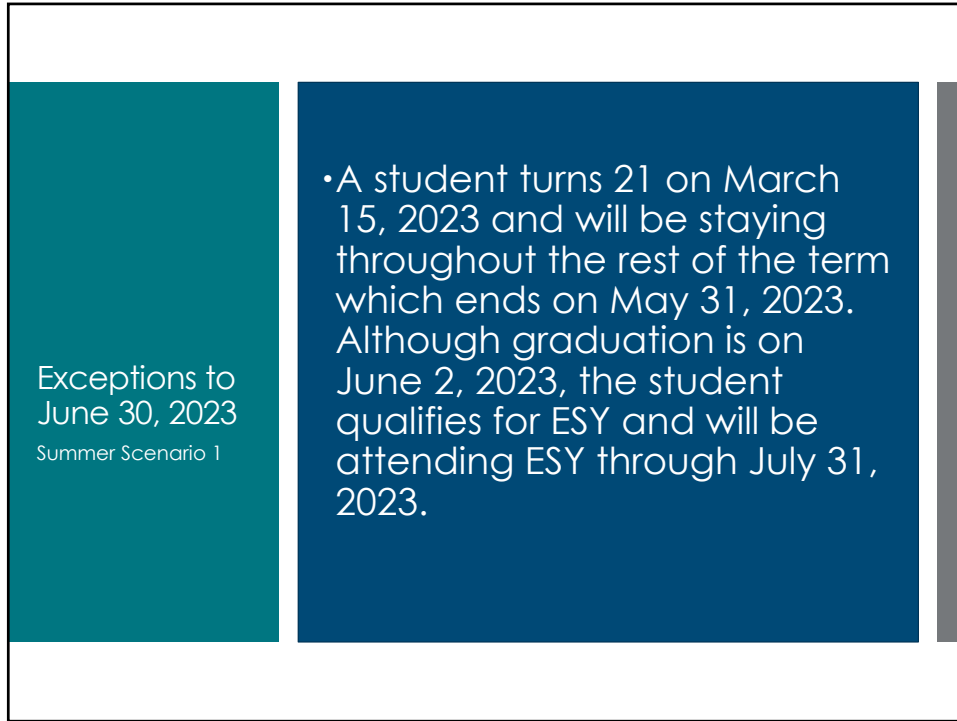
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Survey Population Definitions	<u>Graduated with HS diploma</u> – Any student with an IEP who graduated with a HS diploma between 9/1/2022 and 6/30/2023	<u>Dropped Out</u> – Any student with an IEP who dropped out of school between 9/1/2022 and 6/30/2023
	<u>Reached Maximum Age</u> – Any student with and IEP who reached the age of 21 between 9/1/2022 and 6/30/2023	<u>Received a GED</u> – any student with an IEP who received GED between 9/1/2022 and 6/30/2023.

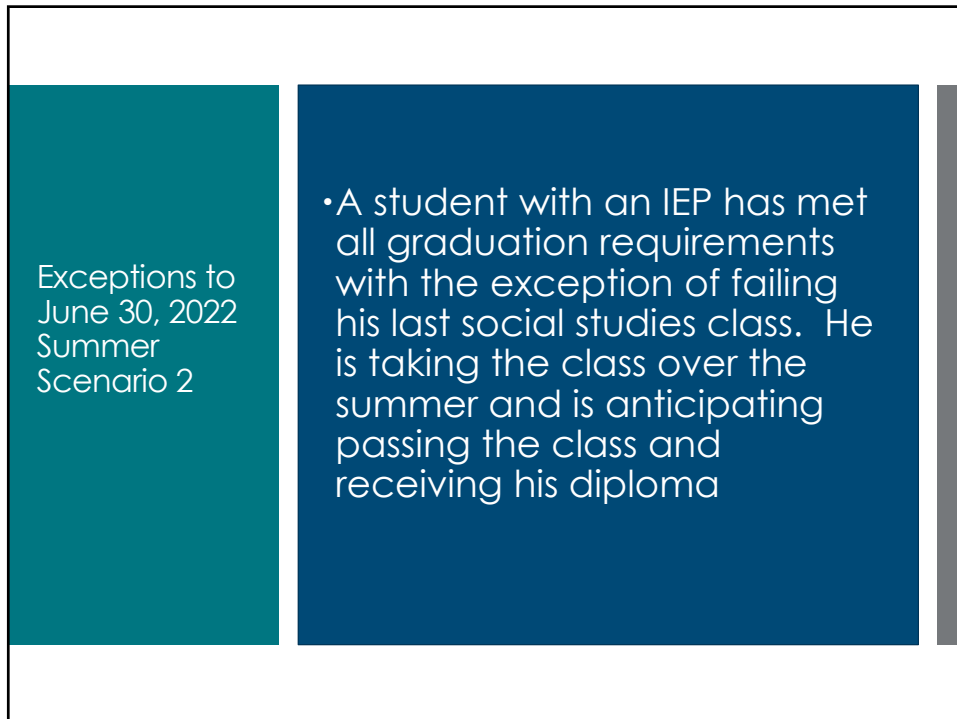
16



Exceptions to June 30, 2023
Summer Scenario 1

- A student turns 21 on March 15, 2023 and will be staying throughout the rest of the term which ends on May 31, 2023. Although graduation is on June 2, 2023, the student qualifies for ESY and will be attending ESY through July 31, 2023.

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Exceptions to June 30, 2022
Summer Scenario 2

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

18

<p>Which students am I responsible for?</p>	<table border="0"><thead><tr><th data-bbox="743 384 802 420">YES</th><th data-bbox="1052 384 1110 420">NO</th></tr></thead><tbody><tr><td data-bbox="646 443 886 825"><ul style="list-style-type: none">• 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 1, 2019)</td><td data-bbox="954 443 1195 537"><ul style="list-style-type: none">• Charter Schools• Cyber Charter Schools</td></tr></tbody></table>	YES	NO	<ul style="list-style-type: none">• 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 1, 2019)	<ul style="list-style-type: none">• Charter Schools• Cyber Charter Schools
YES	NO				
<ul style="list-style-type: none">• 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 1, 2019)	<ul style="list-style-type: none">• Charter Schools• Cyber Charter Schools				

19

<p>2022-2023 Exit Process Content</p>	<ul style="list-style-type: none">Demographic informationSummary of academic achievement and functional performanceRecommendations for assistanceStudent perspective informationContact information for post-school follow-up
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2022-2023 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

21

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/yyyy)	

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 leaving high school.

Part 1: Student Information

Date of Birth (MM/DD/YYYY)	
PA Secure ID:	
Date of Graduation/Exit:	
Student Current Primary Address:	
City:	State: <input type="text"/> Zip Code: <input type="text"/>
District of Residence (LEA):	
Current School:	
Current School Phone:	

Student exited school as:	Select only one: <input type="checkbox"/> Graduates with a high school diploma <input type="checkbox"/> Drop-out <input type="checkbox"/> Reaching maximum age <input type="checkbox"/> Receiving a GED
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Pilot Document to be used by Cohort 3 during the 2022-2023 PAPOS Process

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Exit Process for Cohort 3 Pilot Year

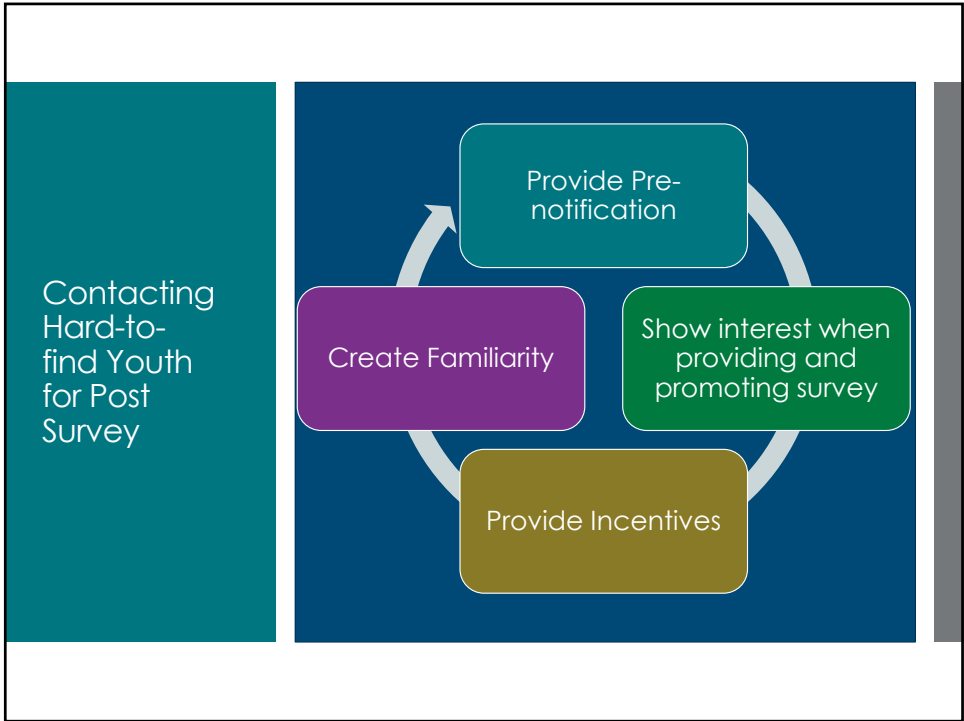
- The Exit Process for the first year of PaPOS will :
- Consist of the completion of the revised Summary of Academic Achievement and Functional Performance (SAAFP)
- Be completed with leaving students and families
- Streamline the PaPOS process and reduce clerical demands
- Provide information to be used to support future students' successful outcomes and Post PaPOS survey completion.

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Complete paper revised SAAFP for those who leave prior to the end of the school year!



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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 class rings, senior portfolios 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 at 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 and parents supporting special education programs. I developed extra-curricular activities such as buddy benefits and buddy buddies as a way to begin to reach out to the school setting."
- "I stressed the importance of being able to reach them as a continued resource for them in sending them necessary services. I stressed the need for both the student's and the parent's self-surveys for the future and this was the easiest way to reach the students."
- "I sat with the student's special education teacher to discuss a good time to meet with students and to give more information about students that 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 headteacher for youth and asked that person to inform the youth of the PaPOS process and/or conduct the survey with the youth.

LESSONS LEARNED

- "I received the survey and took interest in completing the activity. I asked to know personally what students accomplished after PaPOS. It gave me a reason to complete my PaPOS and it was well worth the time spent on the results of the survey and I provided this information at a staff meeting. Cheers to us all!"
- "Reviewed the actual survey with the students and parents in a meeting prior to completing the survey."
- "During senior staffing, we discussed the PaPOS survey and informed students that it would be returning 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 I seemed to make it easier for them to send it back. Even if they did not email it back, we 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 contact with a support counselor were willing to speak to her when they heard she was being contacted from home. A former classroom, 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."

26

The image shows a screenshot of the NTACT website. On the left, there is a teal sidebar with the text "National Technical Assistance Center on Transition" and the website URL "www.transitionta.org". The main content area has a dark blue background. At the top, there is a white navigation bar with the NTACT logo and menu items: "About Us", "Training & TA", "Topics", "COVID-19 Related", "Search", and "Account". Below the navigation bar is a graphic with the word "Resource" in the center, surrounded by various icons representing different aspects of technical assistance and education. Below the graphic, the text reads "Indicator 14 Post-School Outcomes Data Collection and Analysis Resources" followed by social media icons for Twitter, Facebook, LinkedIn, and YouTube.

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The image is a slide with a teal background. On the left, there is a dark blue vertical sidebar containing the text "Next Steps". The main area of the slide is teal and contains the following text: "Attend webinar on 2/21/2023" and "A Penn Link with registration information will come later in the year!".

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PaPOS Data Entry Status Submission Dates


Dates to remember Cohort 3	DATE	RESPONSIBILITY
	March 1, 2023	LEAs can start entering exit process data on individual students via Leaders Services
	May 2, 2023	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, 2023)
	May 31, 2023	Final submission of all completed Exit Surveys from Cohort 3 LEAs

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Plan for PaPOS Completion	<p>Think about:</p> <ul style="list-style-type: none"> - Who - How - When
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Login Information



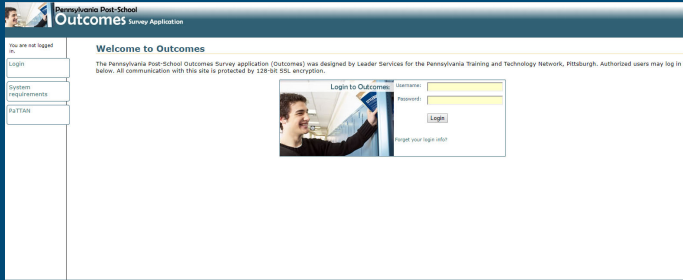
Identified LEA contacts will receive an email that shows both the username and password during the week of 2/21/23

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Accessing The Online Survey

[PaPOS Login Link](#)

Use the username and password sent to you the week of 2/21/2023 to login into Leader Services



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You can begin entering data in the leader services system beginning 3/1/2023

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Questions



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<p>System of Support</p>	<h2 style="text-align: center;">Field Technical & Management Support Procedures</h2> <ul style="list-style-type: none"> ☐ PaTTAN Educational Consultants ☐ Intermediate Unit Secondary Transition Consultants <p style="text-align: center;">If you have any questions or concerns regarding PaPOS please contact your IU contact or send an email to: PAPOS@pattanpgh.net</p>
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<p>Elaine Neugebauer PaTTAN West eneugebauer@pattanpgh.net</p> <p>Lisa Bolla PaTTAN West lbolla@pattanpgh.net</p> <p>Ryan Romanowski PaTTAN Harrisburg rromanoski@pattan.net</p> <p>Lisa Russo PaTTAN East lrusso@pattan.net</p> <p>Technical Support via Leader Services: outcomes@leaderservices.com</p> <p>For PaPOS Content Questions: PAPOS@pattanpgh.net</p>	<p>Commonwealth of Pennsylvania Tom Wolf, Governor</p> <p>Pennsylvania Department of Education Carol Clancy, Director, Bureau of Special Education</p>

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