



Pennsylvania Post School Outcomes Exit Process Survey Cohort 3

February 21, 2023



Agenda

- Make connections to the Pa State Performance Plan (SPP)
- Identify the Target Population for Indicator 14 Exit Process
- Demonstrate accessing the online system
- Review the SAAFP Pilot form



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



Training Session Materials

- ❑ *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 A blank Exit Process Form (SAAFP pilot)*
- ❑ *Frequently Asked Question Guide*



Family Engagement Application to PaPOS



Communicate timelines and expectations

Engage families to ensure youth participation in exit and post processes



State Performance Plan (SSP)

Required for
each state

Evaluates the
efforts of the
state to
implement IDEA

Describes how
the state will
improve IDEA
implementation



**State
Performance
Plan (SSP)**



Indicator 14 – Students achieving their Postsecondary goals

Indicator 1 & 2 - Students staying in school and graduating

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

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



Pennsylvania Post-School Outcome Survey





PaPOS is a **2**
year process

2022-2023

- Complete **EXIT** process for all potential leavers during **2022-23** school year

2023-2024

- Complete **POST SCHOOL** surveys for those same leavers from **2022-23** school year



PaPOS is a **2**
year process

2022-2023

- Complete EXIT PROCESS for all potential leavers during **2022-23** school year

2023-2024

- Complete POST SCHOOL surveys for those same leavers from **2022-23** school year



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)

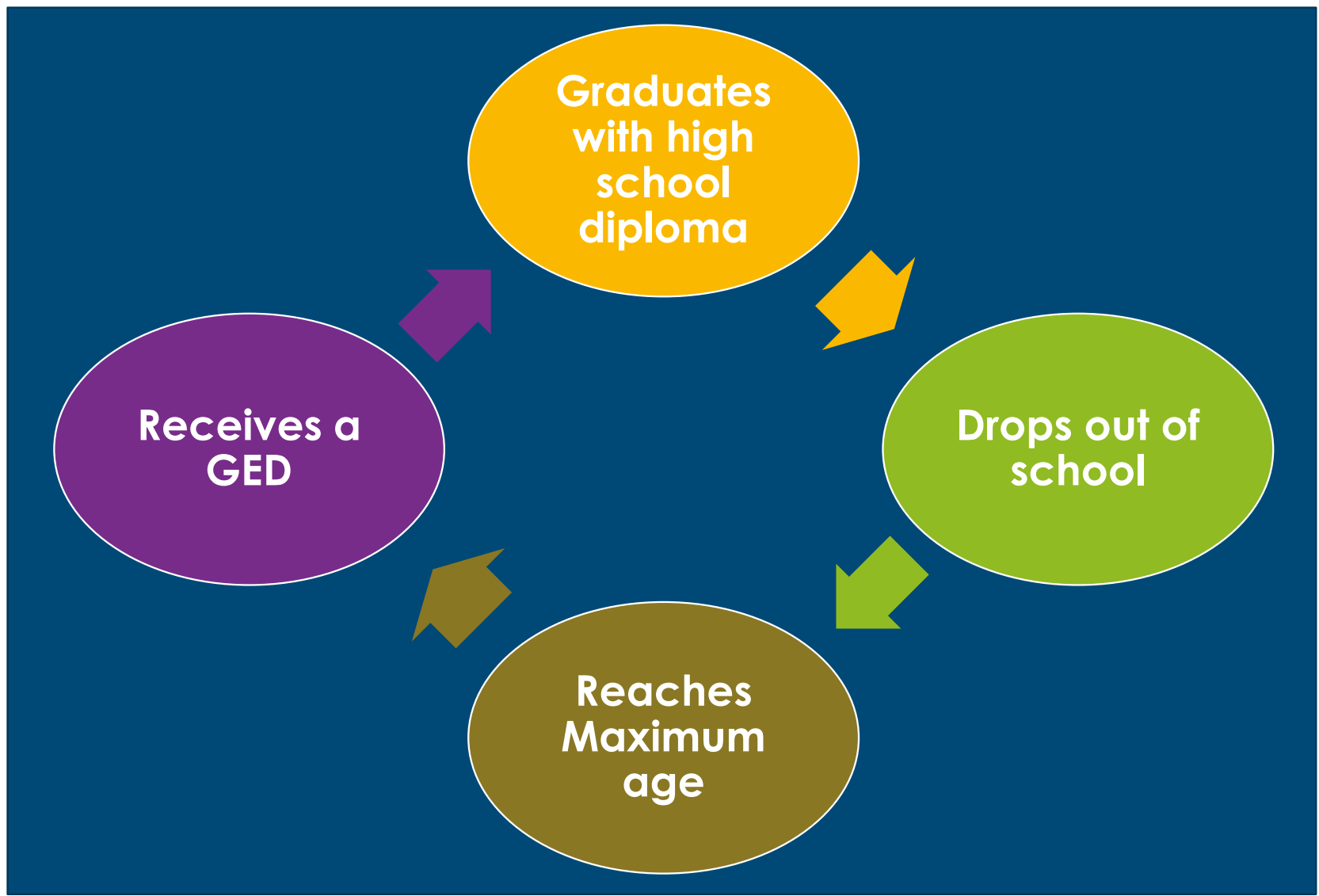
be completed with leaving students and families

streamline the PaPOS process and reduce clerical demands

provide information to be used to support future students' successful outcomes and Post PaPOS survey



Survey Population for the Exit Process





Survey Population Definitions

Graduated with HS diploma – Any student with an IEP who graduated with a HS diploma between 9/1/2022 and 6/30/2023

Dropped Out – Any student with an IEP who dropped out of school between 9/1/2022 and 6/30/2023

Reached Maximum Age – Any student with and IEP who reached the age of 21 between 9/1/2022 and 6/30/2023; note select leave due to maximum age if not graduating with HS diploma

Received a GED – any student with an IEP who received GED between 9/1/2022 and 6/30/2023.



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**.



Exceptions to June 30, 2023

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

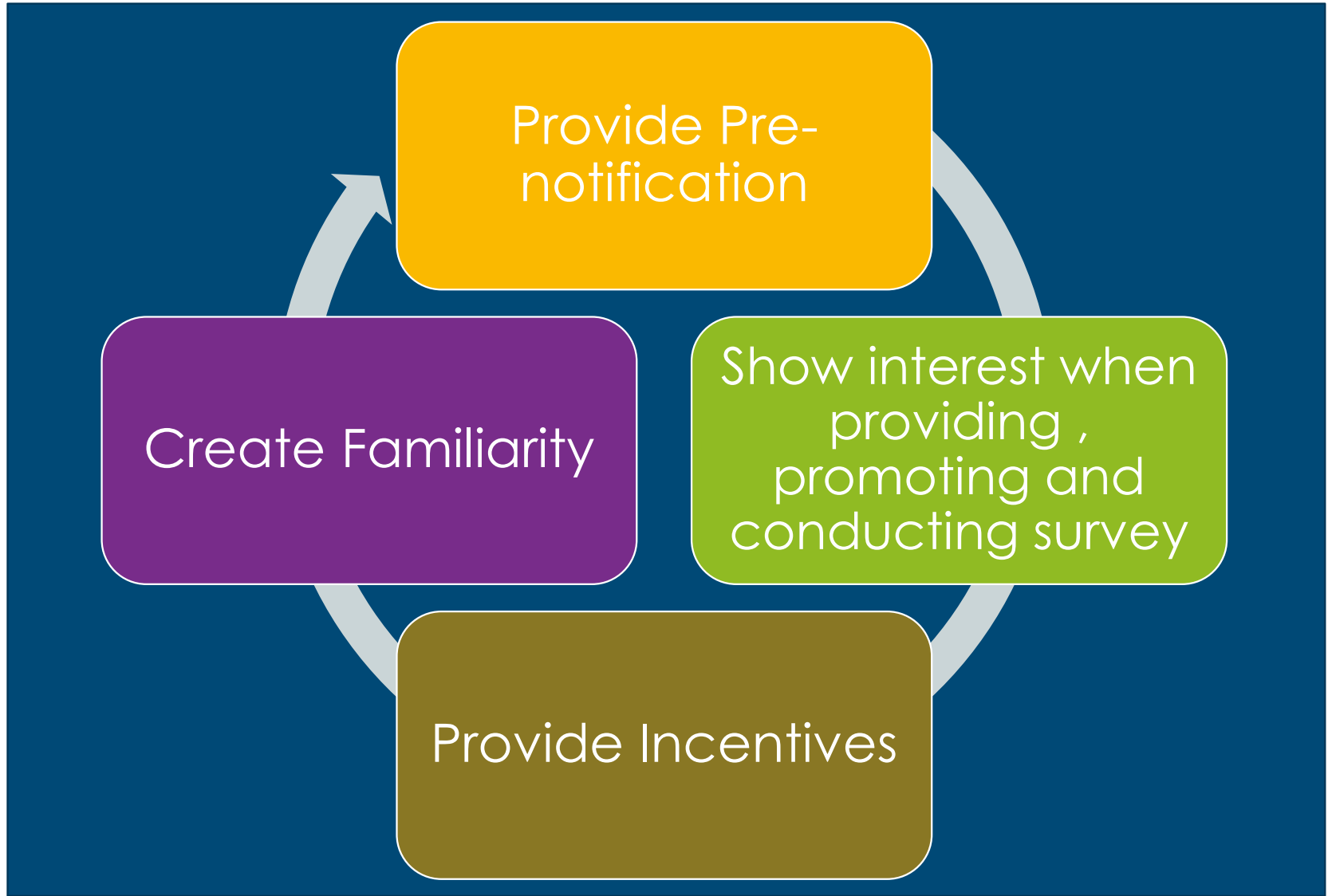


Complete
paper revised
SAAFP for those
who leave prior
to the end of
the school
year!





Setting the Groundwork of the Post Survey




National Technical Assistance Center on Transition

- www.transitionta.org



The screenshot shows the website for NTACT THE COLLABORATIVE, National Technical Assistance Center on Transition. The navigation menu includes: About Us, Training & TA, Topics, COVID-19 Related, Search, and Account. The main content area features a graphic with the NTACT logo and the word "Resource" in a large font. Below this, the title "Indicator 14 Post-School Outcomes Data Collection and Analysis Resources" is displayed. At the bottom of the graphic, there are social media icons for Twitter, Facebook, LinkedIn, Email, and a bookmark icon.

A Pennsylvania Resource Publication

 **Post-Secondary Survey**

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 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.

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 more 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. (He was 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."

LESSONS LEARNED

- "I had positive relationships with parents and students by supporting their special education programs in the PaOS 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 PaOS 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."



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*

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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.

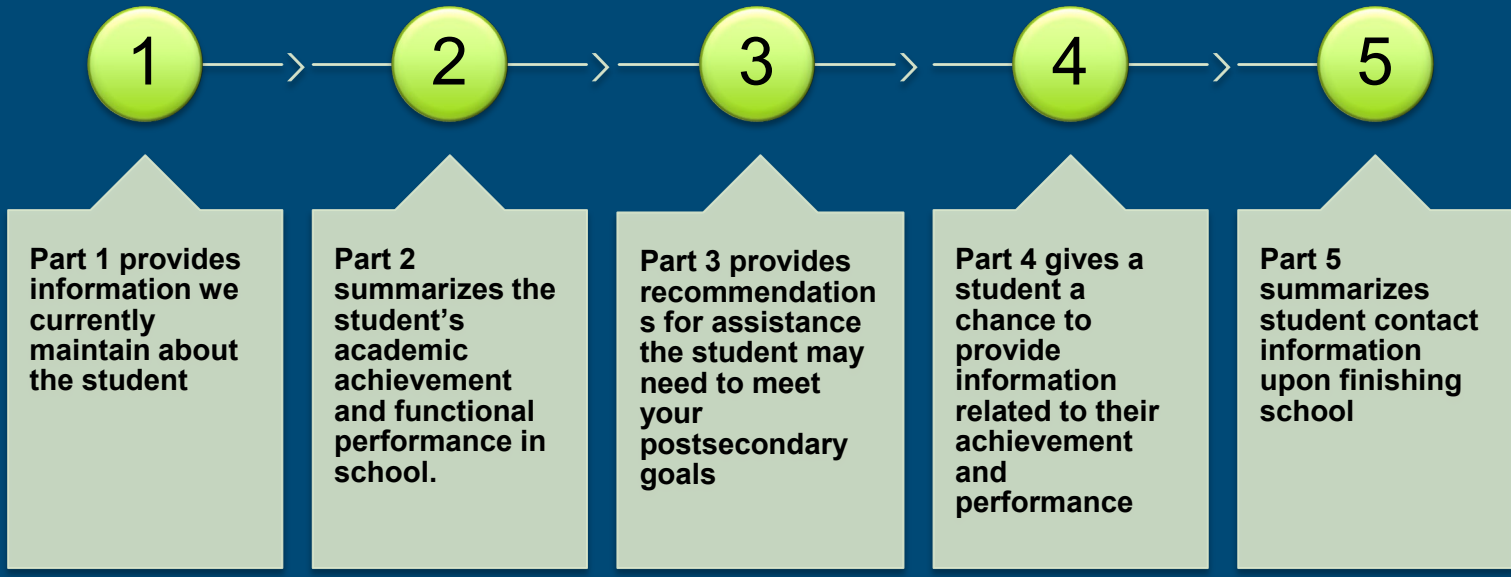
Part 1: Student Information

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

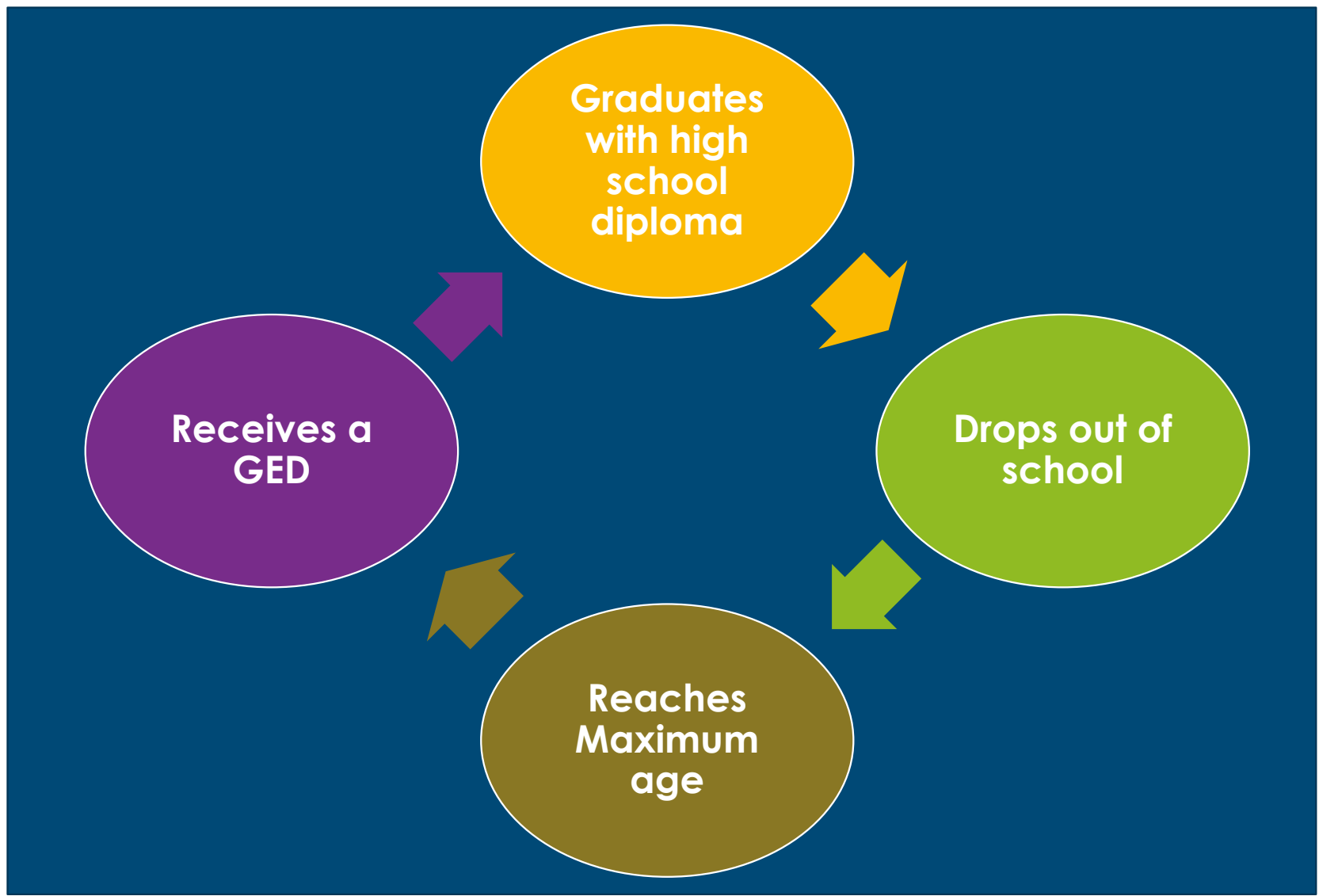


Exit Process Pilot SAAFP Sections/Parts





Remember
your Survey
Population for
PaPOS





Which students am I responsible for as a school district?

YES

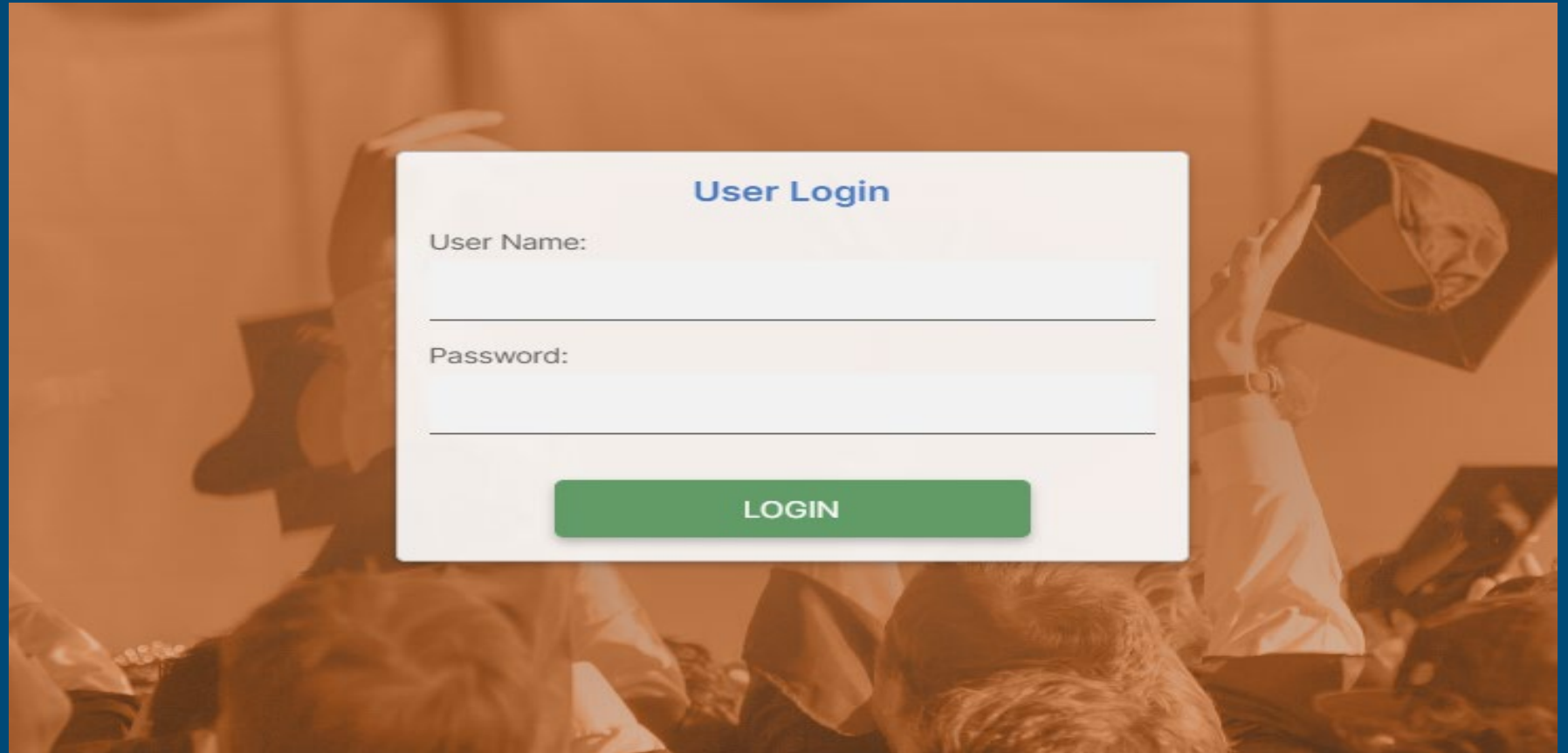
- Approved Private Schools
- Career and Tech Ed Center
- AEDY Facility
- Adjudicated youth
- Anyone currently in your LEA

NO

- Charter Schools
- Cyber Charter Schools



Accessing The Online Survey



Accessing The Student List Page

Indicator 14

 **Lea Admin**
Leader School District

 Dashboard

 **Student List**

 Emails

 Reports

 Maintenance

PA Indicator 14 - Post Secondary Outcomes | Student List

+ Add new student

Search Users

Show

10

Student	PA Secure ID	Exit Survey	Post Survey	Notification	Action
Adam Lazar	1234567890	In Review	Created	[Message]	
Derek Lutz	6354821795	In Progress	Created	[Message]	
Jim Calvey	654852753	Created	Created	[Message]	
Joelle Serafin	753258159	Created	Created	[Message]	
Ted Smith	6543214567	Created	Created	[Message]	

Accessing The Online SAAFP/Exit Process

Indicator 14



Lea Admin
Leader School District



Dashboard



Student List



Emails



Reports



Maintenance



PA Indicator 14 - Post Secondary Outcomes |

Summary of Academic Achievement and Functional Performance - School Age

Student First & Last Name
Adam Lazar

District/School Name
Leader School District

Date Summary Issued to Student
[Date Summary Issued]

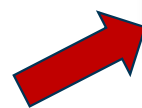
Dear Adam Lazar


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.

VIEW SURVEY

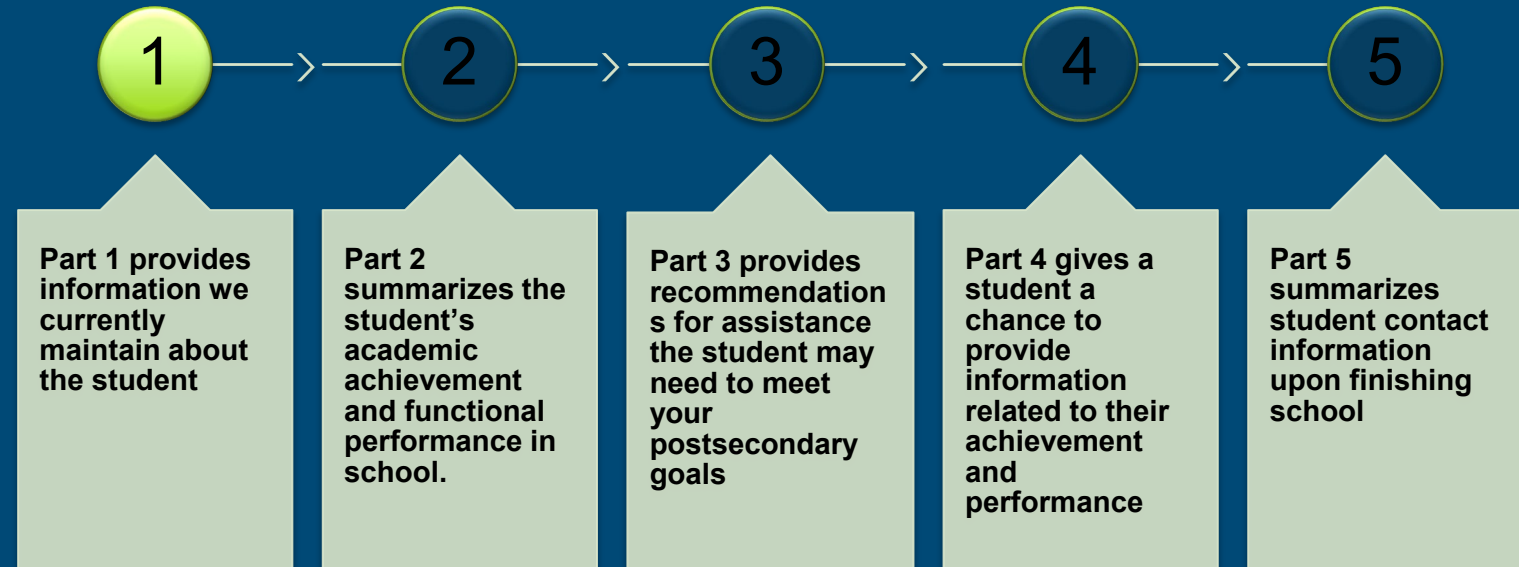


CANCEL





Exit Process Pilot SAAF Sections/Parts





SAAFP Part/Section 1

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				



Part 1: Student Information

(All fields are required unless specified optional)

Student Information

Date of Birth: 09/22/1993 PA Secure ID: 1234567890

Date of Graduation/Exit: 06/12/2012

Student Current Primary Address

Address 1: 1 Test Street

Address 2 (optional):

City: Hazleton State: - Select a state - Zip Code: 18202

State field is required

Student School Information

District of Residence (LEA): - Select an LEA -


Current School: School District 1 Current School Phone: (555) 555-5555

Student exited school as: - Select student exit status -

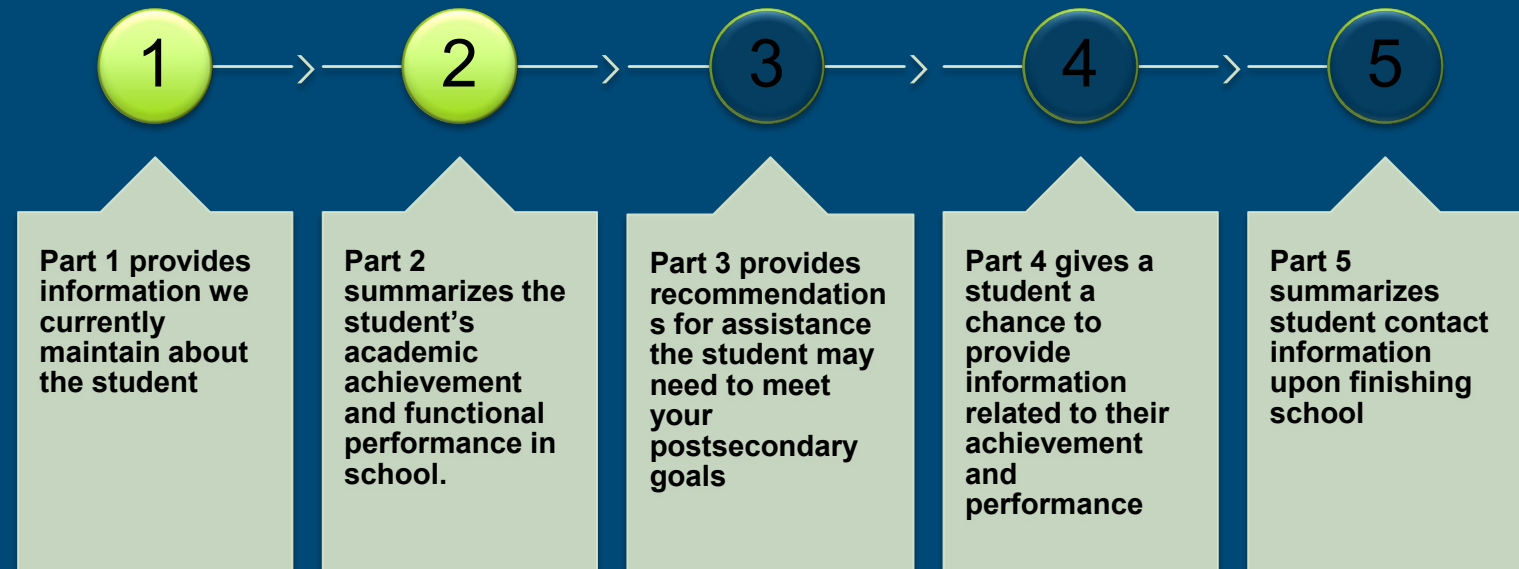
SAVE AND NEXT SECTION

PREVIOUS SECTION **QUICK SAVE**

If Answer is:	The date of Exit /Graduation is:
Graduate with diploma	The date of the school's graduation
Drop-Out	The date the student dropped out of (or withdrew from) school
Reach maximum age	The date of the student's last day of school within the school term of the student turning 21
Receive GED	The date the student received the GED (not the day the student left school to obtain the GED). If the student has not obtained a GED during the 22-23 school year, then the student is considered a dropout



Exit Process Pilot SAAFP Section/Part 2





Part 2 Summary of Student Performance (based on IEP Goals)

Part 2: Summary of Student Performance (based on IEP Goals)

ACADEMIC ACHIEVEMENT (If appropriate)	ACCOMMODATIONS	RECOMMENDATIONS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Functional Performance (If appropriate)	ACCOMMODATIONS	RECOMMENDATIONS
Career/Vocational: <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills and Behavior: <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Living Skills: <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accessing The Online Survey Part/Section 2



Section 2: Summary of Student Performance

(Based on IEP Goals)

(All fields are required unless specified optional)

Academic Achievements

(If appropriate)

Academic Achievement *(optional)*

Accommodations *(optional)*

Recommendations *(optional)*

+ Add Academic Achievement

Functional Performance

(If appropriate)

Career/Vocational

Accommodations *(optional)*

Recommendations *(optional)*

Social Skills and Behavior

Accommodations *(optional)*

Recommendations *(optional)*

Independent Living Skills

Accommodations *(optional)*

Recommendations *(optional)*

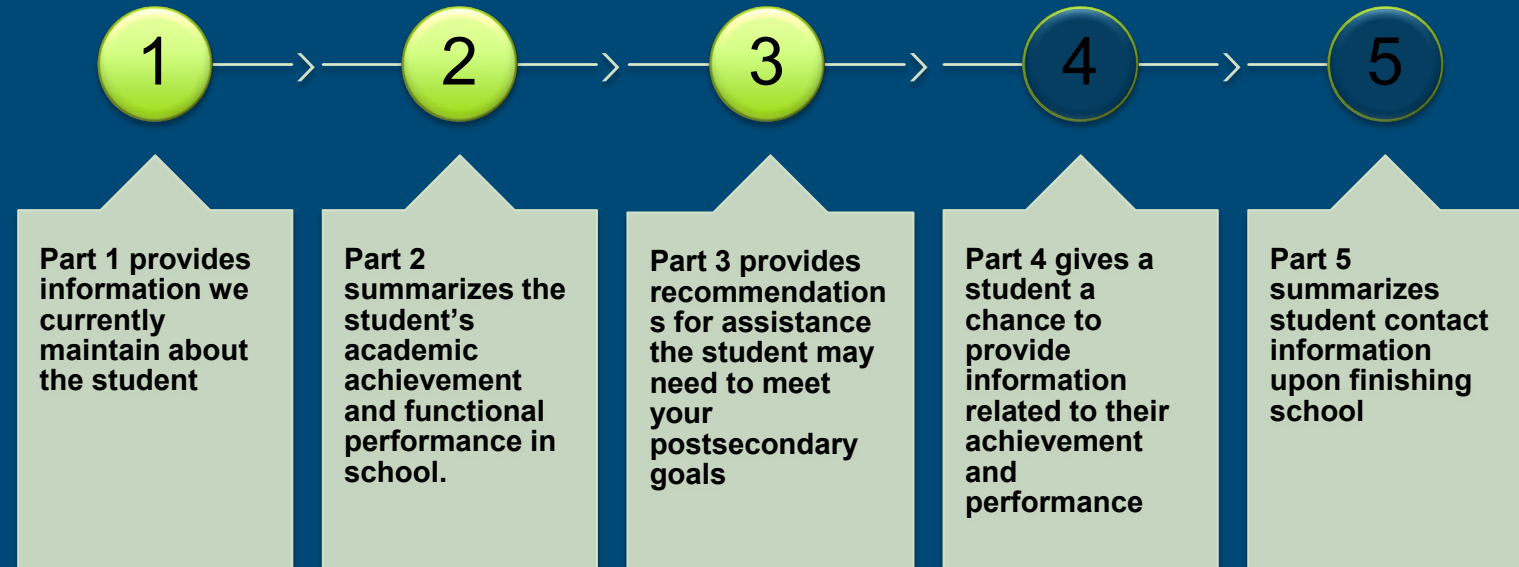
SAVE AND NEXT SECTION

< PREVIOUS SECTION

QUICK SAVE



Exit Process Pilot SAAFP Section/Part 3





SAAFP Part 3

-Education/
Training Goal

-Employment

-Independent
Living

For each Goal section there is a Office and Agency field for:

- Office/Agency Contact Information:
- Next Steps and Purpose of Contact:

Examples Office/Agency: *Office of Rehabilitation Services, Community vocational programs or Independent Living Agencies.*

Actions: *Register/apply for services with specific contact or staff's title*

Part 3 Employment Goal

Check only ONE option	
What <u>employment</u> post secondary goal is included in this student's IEP for the period immediately following high school?	Competitive employment <input type="checkbox"/>
	Military <input type="checkbox"/>
	Employed in family business <input type="checkbox"/>
	Self-employment <input type="checkbox"/>
	Supported employment (paid work in a community setting with support services) <input type="checkbox"/>
	The IEP team has determined that this post-secondary goal is not applicable for the student <input type="checkbox"/>

- ✓ Locate the student's most recent IEP.
- ✓ In Section 3, Secondary Transition Activities and Services (the grid), find the post-secondary goal for employment and then record what it is by checking the corresponding box in Question #13
- ✓ Only check ONE option
- ✓ If the IEP team determined that no employment post-secondary goal was needed, it is OK to check the last box
- ✓ Review with student and family




Part 3 Independent Living Goal

Check only ONE option	
What independent living post secondary goal is included in this student's IEP for the period immediately following high school?	Independent living <input type="checkbox"/>
	Family Support (will access community resources and programs with family support) <input type="checkbox"/>
	Agency Support (will access community resources and programs with agency support) <input type="checkbox"/>
	Other independent living goal area Please describe: <input type="text"/> <input type="checkbox"/>
	The IEP team has determined that this post-secondary goal is not applicable for the student <input type="checkbox"/>

- ✓ Locate the student's most recent IEP.
- ✓ In Section 3, Secondary Transition Activities and Services (the grid), find the post-secondary goal for independent living and then record what it is by checking the corresponding box in Question #14
- ✓ Only check ONE option
- ✓ If the IEP team determined that no independent living post-secondary goal was needed, it is OK to check the last box
- ✓ Review with student and family

Accessing The Online Survey Part/Section 3



Section 3: Recommendations to Assist Student in Meeting Postsecondary Goals

(All fields are required unless specified optional)

Post-Secondary Education and Training

What **education/training** post-secondary goal is included in this student's IEP for the period immediately following high school?

- 2- or 4-year college
- Post-secondary vocational training program
- Short-term education or employment training program
- Community or technical college
- Apprenticeship program
- On-the-job training
- Licensing program (Nursing, Cosmetology, etc.)
- Adult continuing education courses
- Adult training facility
- Adult center program
- Adult in-home program
- Other training program
- The IEP team has determined that this post-secondary goal is not applicable for the student

Office/Agency Contact Information Next Steps and Purpose for Contact

* What contact information will go here? *

Employment

What **employment** post-secondary goal is included in this student's IEP for the period immediately following high school?

- Competitive integrated employment
- Military
- Employed in family business
- Self-employment
- Supported employment (paid work in a community setting with support services)
- Sheltered employment (where most workers have disabilities)
- Employment that allows for technological and medical supports
- The IEP team has determined that this post-secondary goal is not applicable for the student

Office/Agency Contact Information Next Steps and Purpose for Contact

* What contact information will go here? *

Upon exiting high school, was the student employed in a competitive intergrated setting?

No

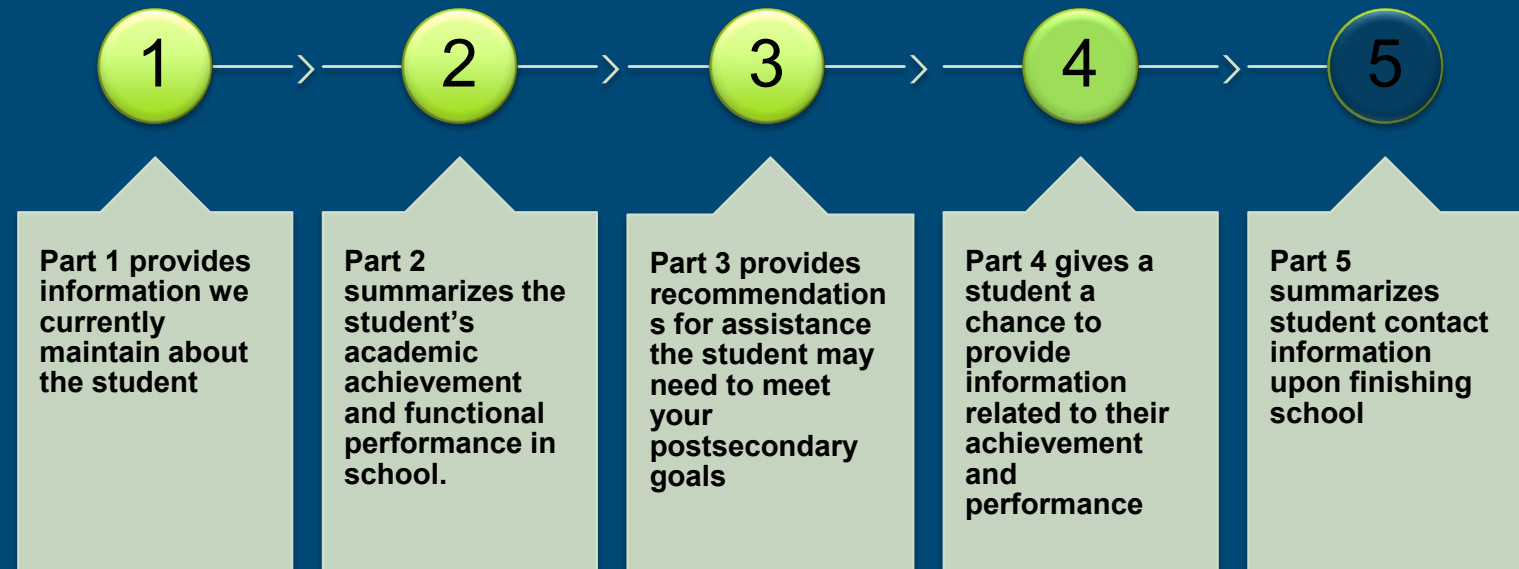
Independent Living

What **independent living** post-secondary goal is included in this student's IEP for the period immediately following high school?

- Independent Living
- Family Support (will access community resources and programs with family support)



Exit Process Pilot SAAFP Section/Part 4





Part 4 Student Perspective:

Classes/Activities in High School

		Check ALL that apply
15. Identify each class/activity in which you took part in high school.	Career/technology education (vo-tech)	<input type="checkbox"/>
	Community-based work instruction	<input type="checkbox"/>
	Community-based life skills instruction	<input type="checkbox"/>
	Unpaid work experience	<input type="checkbox"/>
	Paid work experience	<input type="checkbox"/>
	College prep	<input type="checkbox"/>
	Academic instruction	<input type="checkbox"/>

- ✓ Ask the student this question
- ✓ If the student is unsure of the answer, you can refer to the student's most recent IEP or school record for assistance
- ✓ You should check ALL boxes that apply to this this question



Part 4 Student Perspective: Accommodations in High School

Check ALL that apply	
16. Identify each accommodation you received in high school.	A note-taker <input type="checkbox"/>
	Extra time on tests or assignments <input type="checkbox"/>
	Books on tape <input type="checkbox"/>
	Electronic textbooks read to me using a computer <input type="checkbox"/>
	A tape recorder <input type="checkbox"/>
	A reader <input type="checkbox"/>
	Someone writing for me during tests <input type="checkbox"/>
	Personal care attendant <input type="checkbox"/>
	Sign Language Interpreter <input type="checkbox"/>
	Assistive Technology: Please describe: <input type="text"/> <input type="checkbox"/>
	Other: Please describe: <input type="text"/> <input type="checkbox"/>
	None <input type="checkbox"/>

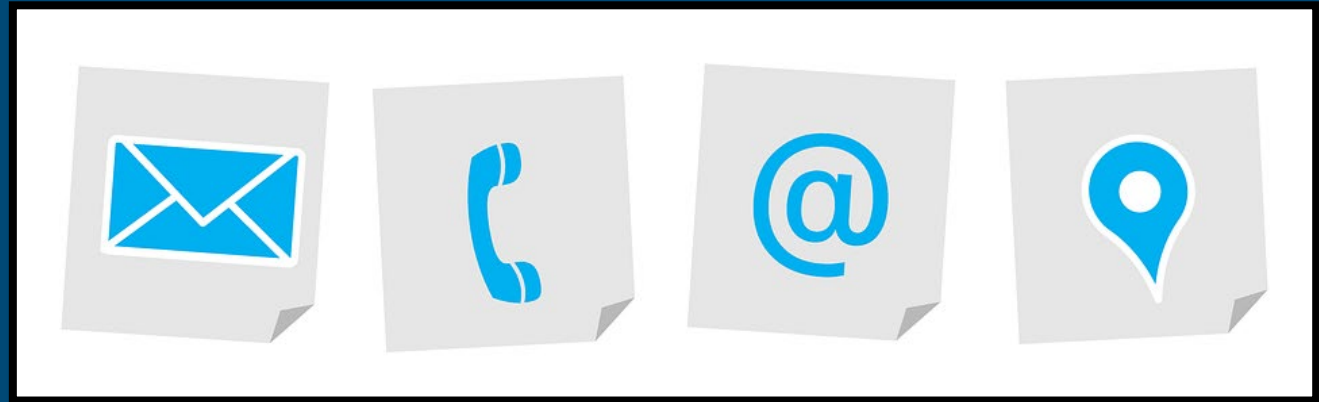
- ✓ Ask the student this question
- ✓ If the student is unsure of the answer, you can refer to the student's most recent IEP or school record for assistance
- ✓ You should check ALL boxes that apply to this this question, checking primary accommodations only
- ✓ If you choose a box where additional information is needed (AT or other), please briefly describe
- ✓ You have the option of answering "None" on this question



Contact
Information
After
Leaving
High
School

Student Information

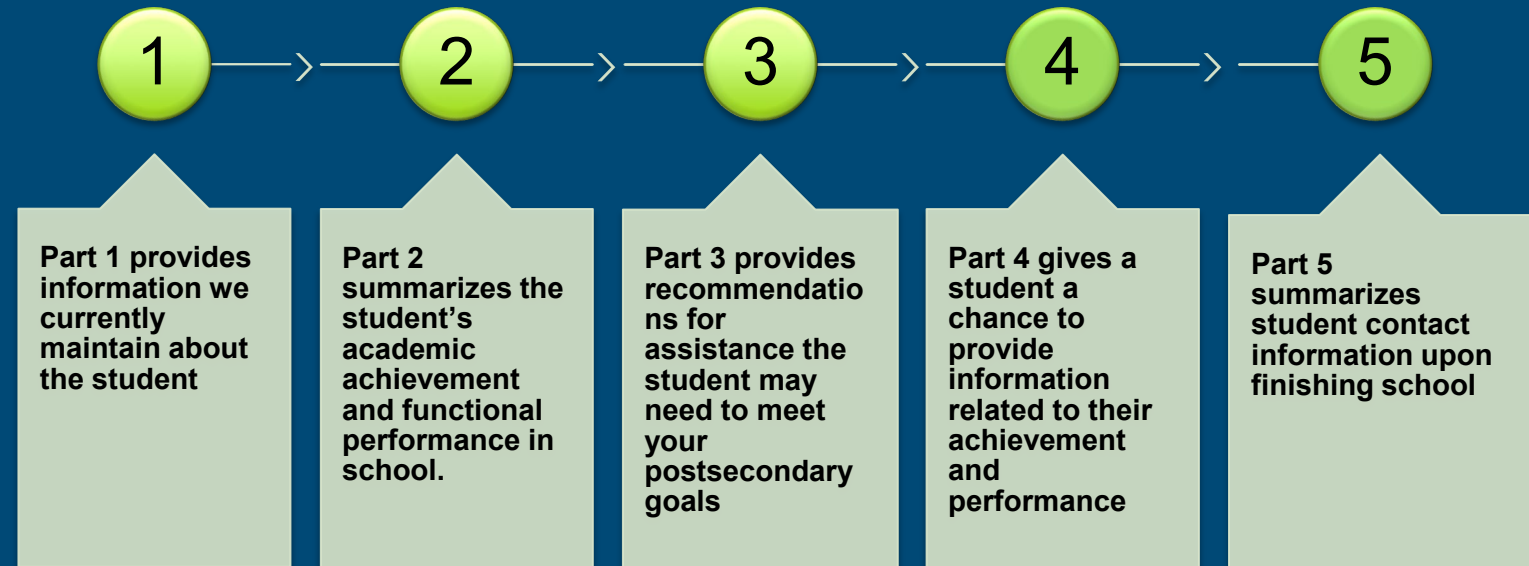
Primary Contact other than the Student



For use in Post-School Surveys next year



Exit Process Pilot SAAFP Sections/Parts





Part/Section 5 Student Information

Student Information	
Home Phone:	4125555555
Cell Phone:	4125555555
Email Address:	
Street Address:	292 Jones Street
City:	Pitt
State:	Pennsylvania ▾
Zip Code:	22222

This information is critical in order to better assist you next year when attempting to engage the student leaver in order to complete the post-school survey



Primary contact other than student

Last Name:	Cowboy
First Name:	Christine
Relationship to Student:	mother
Home Phone:	555-555-5555
Cell Phone:	555-555-5555
Email Address:	zzz@zzz.net
Street Address:	Country Road
City:	Nowheresville
State:	Pennsylvania ▼
Zip Code:	55555

If you are not able to get in touch with the student next year given the information on the previous slide, it will be crucial for you to contact someone who can get you in touch with the student in order to complete the post-school survey.

Part/Section 5 Person Conducting the Interview

Person Conducting Interview	
Last Name:	<input type="text"/>
First Name:	<input type="text"/>
Phone:	<input type="text"/>
Email Address:	<input type="text"/>
Check only ONE option	
Primary Role of Interviewer	Teacher <input type="checkbox"/>
	Administrator <input type="checkbox"/>
	Transition personnel <input type="checkbox"/>
	Paraprofessional / education assistant <input type="checkbox"/>
	School psychologist <input type="checkbox"/>
	School counselor <input type="checkbox"/>
	Other <input type="checkbox"/>
Please describe:	<input type="text"/>

This information will be used if a follow-up is needed. Provide the contact information for the person completing the exit survey with the student. Also, choose the interviewer's primary role. Select only one option – the interviewer's primary role.

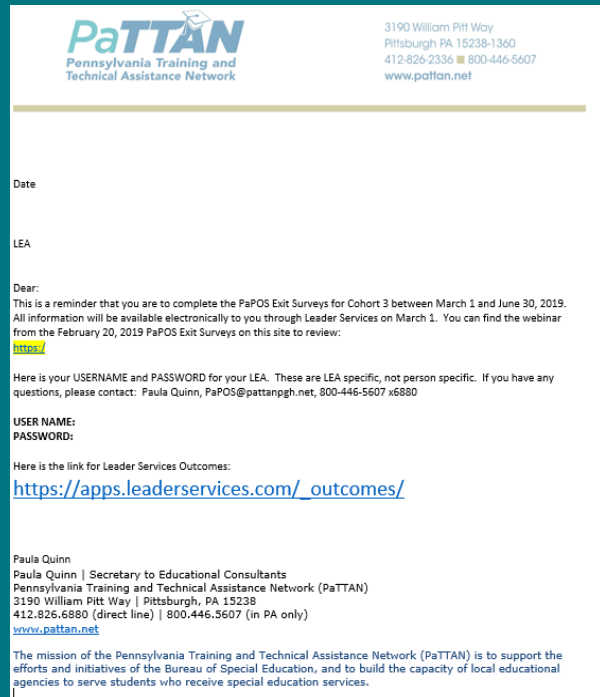


Determine who will complete the surveys with the students and who will enter the exit data into Leader Services



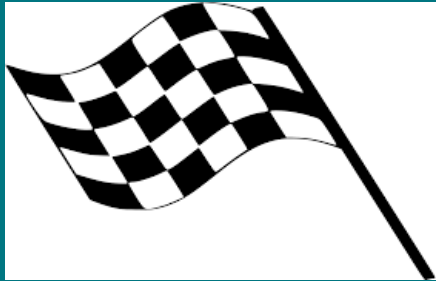
Supervisors/Directors, Teachers, Guidance Counselors, Transition Coordinators, Secretaries, etc.

Login Information



Identified LEA contacts will receive an email that shows both the username and password following

3/15/2023



Important Dates

Training in the new exit process	2/21/2023	Questions, please contact PaTTAN After the webinar you will receive login information
Window Opens to enter data	3/15/2023	Enter data already connected Check to ensure all students are entered
Window closes	5/29/2023	Ensure all students are entered and information is correct
	June 1 2023- June 2024	Maintain Connections to students Ensure changes in district contact information if necessary
Training on the Post Survey	April 2024	You can ensure contact information is correct to ease the Post Graduation Interview Process

Questions



For Leader Services
Technology Questions:



For PaPOS Content
Questions:
PAPOS@pattanpgh.net

**Commonwealth of
Pennsylvania**
Josh Shapiro, Governor

PaTTAN West:

Elaine Neugebauer - eneugebauer@pattanpgh.net

Lisa Bolla - lbolla@pattanpgh.net

PaTTAN Central:

Ryan Romanoski - rromanoski@pattan.net

PaTTAN East:

Lisa Russo - lrusso@pattan.net