Essentials for Participation in 2013 Post School Outcomes (PSO) Survey

Requirements, Data Collection, and Results

2013 Webinar

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Session Outcomes

- Identify Indicator 14 requirements, measurement, and definitions for Cycle 2 of Arizona's PSO Survey.
- Review the ADE/ESS-enhanced PSO Survey Protocol and web-based data application.
- Identify PSO resources and tips designed to facilitate efficient and meaningful participation.

Helpful Documents to Accompany This Session

- *At a Glance: Arizona's Post School Outcomes Information* (Arizona One-Page Summary PSO Survey)
- *Arizona Post School Outcomes (PSO) Survey / Indicator 14 Glossary of Terms*
- *Arizona's Post School Outcomes (PSO) Survey Protocol*
- *Screen Shots: Arizona PSO online application*

IDEA Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and *prepare them for further education, employment,* and independent living.

IDEA Regulations §300.1(a)

Critical Relationships

Quality IEPs
(Indicator 13)

Staying in School, Not Dropping Out
(Indicator 2)

Positive Post School Outcomes
(Indicator 14)

Graduating
(Indicator 1)

Kohler (NSTTAC), 2007

Linking Arizona Transition Indicator Data to Improve Outcomes (based on annual OSEP reporting)

Post-School Outcomes
~Indicator 14~ Engagement
Exit Year 2008–2009 = 71.8% (C)*
Exit Year 2009–2010 = 70.7% (C)*
Exit Year 2010–2011 = 73.6% New Baseline

Okay?

Not Okay?

Why or Why Not?

Dropout Rate
~Indicator 2~
SY 2007–2008 = 4.8%
SY 2009–2010 = 4.7%
SY 2010–2011 = 4.3%

Graduation Rate
~Indicator 1~
2009 Cohort = 64.9%
2010 Cohort = 65.8%
2011 Cohort = 66.9%

Quality of Our IEPs
~Indicator 13~(100%)
SY 2009–2010 = 90% Baseline
SY 2010–2011 = 89.2%
SY 2011–2012 = 78%

* Recalculated data 2013

Kohler (2006) NSTTAC

Data Source: FFY 2009, 2010 & 2011 SPP/APR

Indicator 14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. enrolled in *higher education*;

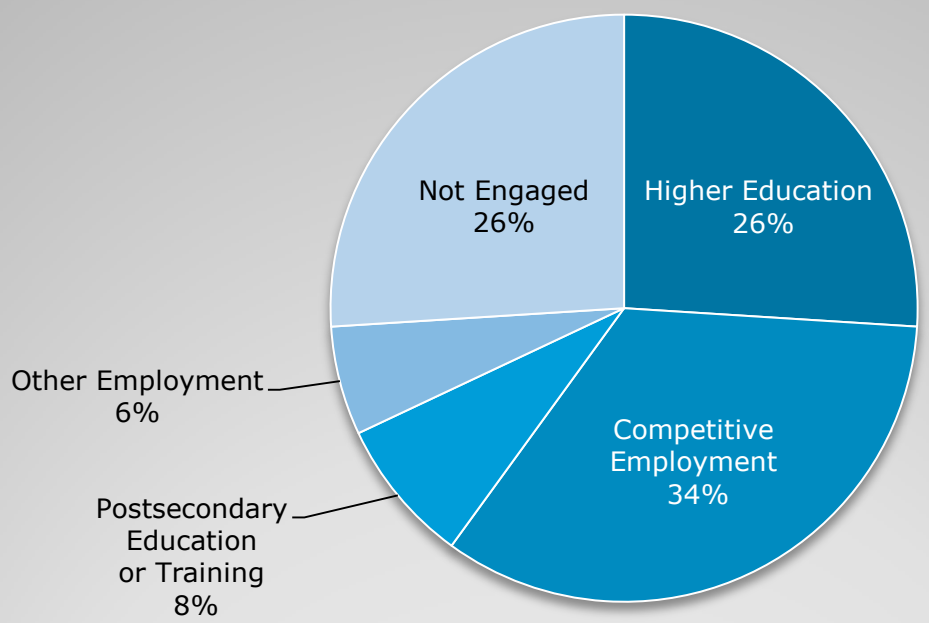
B. enrolled in *higher education* or *competitively employed*; or

C. enrolled in *higher education* or *competitively employed* or enrolled in *postsecondary education or training* or in some *other employment*

within one year of leaving high school.

Summary of 2012 PSO Outcomes in Arizona

Eligible for Survey	2,032		
Respondents	1,423		
Response Rate	70%		
	Represented	**Under-represented**	**Over-represented**
Gender	✓		
Ethnicity	✓		
Exit Reason (Dropout)		✓	
Categories of Disability:	**Represented**	**Under-represented**	**Over-represented**
SLD	✓		
ED	✓		
MR	✓		
All Others			✓



Summary of Arizona's Engagement SY 2010–2011 Exiters

Essential PSO Terms

Federal PSO Definitions

Higher Education

- **full- or part-time**
- **community college** (two-year program)
- **college/university** (four- or more year program)
- **one complete term**

Competitive Employment

- pay at or above **the minimum wage**
- **setting with others who are nondisabled**
- **20 hours** a week
- for at least **90 days (includes military)**

Other Postsecondary Education or Training

- **full- or part-time**
- at least **one complete term**
- **education or training program** (e.g., Job Corps, adult education, workforce development program, or vocational technical school that is less than a two-year program)

Other Employment

- **work for pay** or **self-employed**
- at least **90 days**
- includes working in a family business (e.g., farming, working in a store, fishing, ranching, catering services)

Frequently Asked Questions

Q: How do we count a former student who is or has been enrolled in a two- or four-year community college, college, or university in any of the following:

Remedial classes
Noncredit classes
Classes such as public speaking, art, basic skills?

A: All of these would be counted as higher education because the student's enrollment is in a two- or four-year college.

Q: Can a PEA choose to NOT include “military” as competitive employment?

NO

A. Military is defined as competitive employment.

Q: Is the list given in the definition,**"(e.g., Job Corps, adult education, workforce development, or vocational technical school that is less than a two-year program),"** an exhaustive list?

A: No, it is not exhaustive. Other programs, such as rehabilitative services, may also be included.

Q: Does *"some other employment"* include sheltered and supported employment?

A: **Yes**

Q: Are the number of hours per week and earnings considered in *"some other employment"*?

A: No, hours and wages are not considered.

However, the *"other employment"* needs to be "for a period of at least 90 days at any time in the year since a student left high school."

Q: If a youth meets all the criteria of competitive employment except the youth is working 16 hours per week, is that *"other employment"*?

A: Yes, this is *"some other employment,"* because the work does not meet the 20 hours/week definition of *"competitive employment*."

Q: In the definitions for both employment categories, what does "at least 90 days at any time since leaving high school" mean?

A: **"90 days"** means:

Either 90 ***cumulative*** days or three months of continuous work at an average of 20 hours per week at any time in the year since leaving high school.

- The days need not be consecutive, and
- The work may include more than one job.

Q: What does "20 hours a week" mean?

A: ***"20 hours a week"*** includes:

- At least 20 hours a week for 90 cumulative days;
- 20 hours or more a week for 90 cumulative days; or
- An average of 20 hours a week for 90 cumulative days.

Q: How do you count "supported employment"?

A: If it meets the criteria for "competitive employment" (i.e., 90 days, averaging 20 hours/week and is at or above minimum wage), then it counts as *"competitive employment."*

If the criteria for competitive employment is not met, then it counts as *"some other employment."*

Other Q & A:

Q: How should “stay-at-home parents” be counted?

A: Stay-at-home parents would be counted as “not engaged” by federal definitions.

Sample Scenarios – How Do You Categorize?

Indicator 14 Measurement

Required Reporting to OSEP

- Percentages for each of the three outcome categories (A,B,C)
  - A. Enrolled in higher education
  - B. A + Competitively employed
  - C. A + B + Some other education/training or employment
- Actual number of responses for each of the three outcome categories
- Each respondent is only counted once and in the “highest" outcome category.

Critical Factors for Meaningful Data and Federal Reporting

- Response Rate
  - Compares leavers who completed the survey to the total number of leavers.
- Representativeness
  - Identifies extent to which leavers who completed the survey are similar to the total number of leavers in terms of disability, gender, race/ethnicity, and method of exit.

What are the Indicator measure *denominators*?

For the three measures
(A, B, and C),
the denominator equals the

number of respondent leavers.

What are the Indicator measure *numerators*?

First calculate the following:

1 = # of respondent leavers enrolled in *"higher education"*

2 = # of respondent leavers in *"competitive employment"*

3 = # of respondent leavers enrolled in *"some other post-secondary education or training"*

4 = # of respondent leavers in *"some other employment"*

Calculations

To calculate the indicator percentages, use the following:

A = 1 divided by total respondents

B = 1 + 2 divided by total respondents

C = 1 + 2 + 3 + 4 divided by total respondents

Another Way to View I-14 Data

1 = # Higher Education	2 = # Competitively Employed	3 = # Post Secondary Education or Training	4 = # Other Employed	# Other/Not Engaged (States are not required to report this #.)
A = 1/ total respondents				
B = 1+2/ total respondents				
C = 1+2+3+4/ total respondents				
Total Respondents				

Remember! Each leaver is only counted once and in the "highest" category.

Completing Arizona's PSO Survey

When do PEAs begin the PSO Survey data collection process?

Data collection starts when students have been out of school

at least one year

and describes engagement in specific activities ***within one year of leaving high school***.

Which students are included in the data collection?

Students with IEPs who leave high school:

- with diplomas;
- by aging out; or
- by leaving early/dropping out.

***Note: Exit reasons are extracted from SAIS using student data uploaded by PEAs.**

Challenge: Finding early leavers!

What student demographic information is needed for the PSO Survey?

- Category of Disability
- Gender
- Race/Ethnicity
- Exit Reason

This demographic/exit data is extracted periodically and finalized in July 2013 from the data PEAs have uploaded to SAIS. It will come from the same data "snapshot" used to generate the state-reported Graduation Rate.

When is PSO data collected by Arizona?

- July 1 through September 30

Which PEAs are required to participate in the PSO Survey?

- Per OSEP, each PEA serving students aged 16 or older must participate before the end of the six-year SPP/APR cycle.

- Participation in the PSO Survey data collection in the assigned collection year is now part of PEA Determinations.

The Arizona PSO Survey Protocol

- Consists of eight questions (see Arizona's PSO Survey Protocol on the ADE/ESS PSO website) addressing student engagement since students have left high school in:
    - *Higher Education*
    - *Competitive Employment*
    - *Other Postsecondary Education or Training*
    - *Other Employment*

How is PSO data collected and reported by PEAs?

- One year prior to conducting the survey, identified PEAs collect accurate contact information on exiting students.
- One year post-student exit, PEAs conduct phone interviews using newly revised PSO Survey protocol and questions.
- Responses are recorded in the PSO Survey application through the ADE Common Logon.

Using PSO Data in Arizona and in PEAs

Arizona Uses PSO Data to:

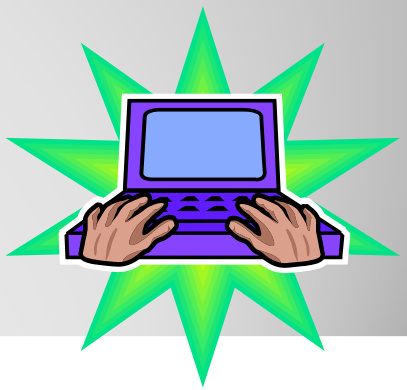
- Report at the national, state, and local levels through the SPP/APR;
- Set rigorous measurable targets to be included in the SPP/APR;
- Guide and improve transition services delivered to transition-aged youth with disabilities; and
- Engage stakeholders.

Arizona's PSO Survey Application

General Tips

- Multiple personnel can enter PSO data into the PSO Survey application. The PSO Survey application must be added to the staff person's ADE Common Logon access.

- To request that additional users be added to the ADE Common Logon (for the PSO Survey only), contact Sophia Estrella via e-mail at sophia.estrella@azed.gov or by phone at (602) 542-9412.



Demonstration of the PSO Survey Application

- See screenshot handouts.

Resources to Assist PEAs in Using PSO Data

- ADE/ESS PSO state and local reports will be available spring 2014, including:
  - Response rate and representativeness
  - Outcome data by category of engagement
  - Outcome data by subgroups: category of disability, gender, method of exit, and ethnicity
- New reports for this year's data collection:
  - County and size of PEA
- Technical assistance provided by ADE/ESS

Additional Assistance

- Consult the ADE/ESS PSO webpage.
- For questions regarding the PSO survey application or to request technical assistance support for using PSO data, contact Lorrie Sheehy via e-mail at PSOInbox@azed.gov.

Session Evaluation and PD Certificate

Go to: www.evalade.com/surveyresponse.php

- Enter your name along with the survey id below, a password is not applicable

  Survey ID for August 6, 2013 *Essentials for Participation in the 2013 PSO Survey* Webinar: **eghnx**

  Please answer all questions and click the Submit button
- Then select "CLICK HERE TO VIEW YOUR CERTIFICATE"
- Print your certificate

Contact Information

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