PSO Training 1 of 4 – What is PSO?

Zoom link to video: 2021 Series 1 What is PSO? Link to Video

Full Edited Script

Slide 1: Welcome to What is PSO?

Hi everyone, I'm Charlotte Alverson with the University of Oregon and on behalf of the Oregon Department of Education Post-School Outcomes initiative, I want to welcome you to this first training series, this one is entitled what is Post-School Outcomes.

The purpose of this first session is just to familiarize you with Post-School Outcomes in Oregon. The next 3 training series, we will provide much more detail.

Slide 2: Objectives

We have six objectives for this first training series:

- We are going to define what Post-School Outcomes are, Post-School Outcomes or PSO,
- We are going to talk about why we are collecting Post-School Outcome data,
- We are going to define the student engagement categories,
- Talk about who is eligible for Post-School Outcome data collection,
- We will talk about what the Exit and Follow-Up interviews are, and
- We will describe response rate and representativeness and why these two things are important

We will conclude this (training) with some resources for you.

Slide 3: Indicator 14

So, defining Post-School Outcomes, you might hear it referred to as Indicator-14.

Post-School Outcomes Indicator-14 is one of 17 Indicators that the State Department of Education are required to report to the Office of Special Education Programs (OSEP). The states do this federal reporting each year in February.

For Indicator-14, it is the percent of us who are no longer in secondary school, had an IEP in effect at the time they left school and were enrolled in higher education, competitively employed, enrolled in other post-secondary education or training, or in some other employment.

There is a fifth category that isn't required for reporting, but it is an important use category, which is the percent of those who are not engaged.

Slide 4: Why Collect PSO?

So, why do we collect Post-School Outcomes? First, all Post-School outcomes are required as a federal reporting requirement, as I said. Every state in the nation much collect these data and report them to the Office of Special Education Programs.

Indicator-14 is used as a measure of whether or not the state is meeting the purpose of IDEA, the Individuals with Disabilities Education Act. But, most importantly, Post-School Outcome data is a source of informing your local data-based decision making process.

Slide 5: Student Engagement

There are four categories of student engagement, you see those down the left-hand side. Higher Education, Competitive Employment, Other Postsecondary Education or Training and some Other Employment.

To be counted in Higher Education, the student must be enrolled full or part-time in two or four-year programs and they must complete one complete term.

To be counted in Competitive Employment, the student must have worked for pay at or above minimum wage in a setting with others who are non-disabled for an average of 20 hours a week in 90 days since they left high school. That can be 90 consecutive days or it can be 90 cumulative days. For students that enter the military, they are counted here as Competitive Employment.

To be counted in the category of Other Postsecondary Education or Training, again, the student must be enrolled full or part-time in a training or education program such as adult education, vocational training, or school. Job Corps or anything that is less than a two-year program, is counted here in a postsecondary education or training program. Again, the student must complete at least one term.

The fourth category, some Other Employment, is defined as being working for pay or being self-employed for 90 days since leaving high school. This includes family business, fishing, ranching, farming, catering services – would all count under some Other Employment.

Slide 6: Who is Eligible for these Interviews?

So, let's talk about who is eligible for these surveys. I am going to talk about, first, the Follow-Up Interview. Again, this Follow-Up Interview is required, it is conducted one year after the student has left high school. So, for youth that are ages 16 to 21, had an IEP in effect at the time they left school, and it doesn't matter how they left school. They may have left by graduating or by again out, dropped out, or maybe they were a student that you expected to return to high school, but they did not. These interviews are conducted one year after the student has permanently exited high school.

The Exit Interview. The students are eligible if they meet the criteria for the Follow-Up Interview, are in the last year of IDEA services before they exit school or if they are at risk of dropping out of school and not returning. You want to do the Exit survey with them before they exit school.

Slide 7: The PSO Process

The Exit Interview is optional, districts are not required to do an Exit Interview with students. The reason we encourage it is that is helps you to obtain contact information for a student and gives multiple choices and opportunities to contact them (for the Follow-Up Interview). You can conduct the Exit Interview at any time, the opportunity to input the data into the PSO Application will be from February through September.

The Follow-Up Interview is required to be completed one year after the student has left school and the window for the input into the PSO Application will be June 1 through September 30.

ODE expects that every student who left the school during the previous school year will be attempted to be contact, so, 100% attempt on contacts of eligible student. They (ODE) has a goal of 85% completion rate. Of those interviewed, we want to attempt to contact 100% of the students, that means you need that contact information and we want to have a completion rate of 85% of the interviews.

Slide 8: The Exit and Follow-Up Interviews

The Exit Interview provides multiple contact information in order to reach the student a year later. It is also an opportunity for the student to learn about the Follow-Up Interview – to know and anticipate that they are going to be contacted in a year from now. What we know from research is that school districts that complete exit interviews are more likely to have a successful contact with students, a year later. We also know that for people who are in a relationship with that student, someone the student knows, maybe it's a teacher, an administrator, in Oregon it might be the YTP contact. Those people are who are doing the interviews with the students are much more likely to respond to the interview.

What we are looking for with the Follow-Up Interviews is engagement, are our students' outcomes positive and are they improving over time. We also want to be able to look at the differences and outcomes by subgroups as comparing males to females or different disability categories, seeing the differences in those outcomes. There are a large number of students who aren't engaged and, if so, how do we increase outcomes and decrease that non-engagement rate. Ultimately, we want to know how we can improve transition programs.

Slide 9: What is a Response Rate?

We often hear that data collected through an interview or a survey are not reliable. What we want to talk about here are two measures of a quality survey, the first one here is response rate. The response rate is simply the percentage and former youth or their designated family members who are contacted and completed the post-school outcome follow-up questions. Again, Oregon's rate is a response rate of 85% or higher. When a response rate is too low, then it's possible that those data do not accurately reflect the outcomes of all former students and the idea is that the information that we collect on those students who respond represent the outcomes for all the leavers, so response rate is that first quality indicator of a survey.

The second quality indicator the survey is representativeness. How well does one student represent other students? Specifically, representativeness refers to how similar the demographics of respondents are to the demographics of the target population. So, how similar are those who responded to all those students who left school in that year.

When respondents are very different from the target population, then those data don't represent all leavers. We have to be careful about how we talk about the results. We can't say that Oregon has the majority of their students being employed if we're only heard from a small fraction of those former leavers.

Slide 10: What is Representativeness?

The response rate of the Follow-Up Interviews is the percentage of former students or their family members who were contacted and responded to the interview questions. If response rates are below 85%, these data may not accurately reflect whether all former students are experiencing successful outcomes.

Slide 11: Oregon Response Rates

Just to give you an idea of what the response rates are over time, you see that Oregon's five-year response rates, starting just a little above 40% in 2016, see a positive trend headed into 18 and 19. And, of course, with COVID last year, we saw slight drop in Oregon's overall response rate.

When we talk about representativeness in Oregon, typically students who dropped out of school are underrepresented; so we can't say that 65% of our students are positively engaged. We can only say that 65% of our students who didn't drop out of school are positively engaged, so we want a high response rate with good representation of the different subgroups of students.

Slide 12: Resources and Contacts

Lastly, watch for notification in the coming weeks about the TransitionOregon.org website. This is a new website that will be supporting transition services in Oregon and Post-School Outcomes.

Very soon you'll be able to log into the ODE PSO Application to do your Post-School Outcome data collection, that website is also posted here. Watch for that it's also under construction at the moment. We'll also have resources on the TransitionOregon.org website around Oregon PSO At-a-Glance so it'll tell you how data being collected in Oregon. And, a federal handout on what is indicator 14. So if you need to share information with parents or you need to share information with your school administrator or district administrator you'll have a couple of resources to do that.

Again I'm Charlotte Alverson I'm the Project Director the PSO initiative you see my email here calverso@uoregon.edu, (also our PSO email address – pso@uoregon.edu) don't hesitate to reach out if you have questions.

And, you also see the Oregon Department of Education Specialist Sally Simich who oversees Secondary Transition in Oregon We look forward to having you participate in other training events. Thank you so much.