Indicator 14 Webinar Transcript

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00:00:08.634 --> 00:00:22.945

Good afternoon and welcome everyone to the indicator 14 webinar. I thank you for attending. My name is Kelley Blas. I am the IDEA technical consultant, and I have on the phone with me Beverly Colwell.

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00:00:22.945 --> 00:00:24.234

Would you like to introduce yourself?

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00:00:26.640 --> 00:00:37.170

Yes, thank you. Kelley this is Beverly Colwell. I'm the consultant for intellectual disability and secondary education at division.

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00:00:38.484 --> 00:00:39.204

Thank you,

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00:00:39.534 --> 00:00:41.755

thank you all for being here this afternoon,

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00:00:41.755 --> 00:00:43.075

if you are on this call,

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00:00:43.314 --> 00:00:55.494

you were most likely invited because your district is on the sampling plan to call students who have exited in the 2020-21 school year to collect their post school outcomes survey data.

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00:00:55.494 --> 00:01:02.395

I'm going to walk through some WebEx navigation real quick with you and then we'll jump into the content.

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00:01:05.844 --> 00:01:19.465

So, at the far, right bottom of your control panel, you should see an option, a little ellipsis that gives you an access to the chat feature. If you would like to use the chat to ask questions, we appreciate that.

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00:01:19.465 --> 00:01:33.325

You can also raise your hand or unmute your phone if you're having difficulty unmuting just raise your hand, and I can unmute you so that you can speak to us directly and we welcome all questions.

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00:01:33.325 --> 00:01:35.605

We welcome you to unmute your line.

12

00:01:38.275 --> 00:01:51.864

If we are showing content and you're unable to see it, there is a zoom in and out feature on WebEx on the left-hand side of your screen. If you hover over, you'll see a plus minus magnifying glass. You'll click on that.

13

00:01:51.864 --> 00:01:56.334

It will zoom in and allow you to access the content a little closer.

14

00:01:58.230 --> 00:02:08.310

There's also a WebEx speech to text and that has been enabled. And so, you should be seeing the

15

00:02:08.694 --> 00:02:23.664

Captioning on the screen, and there is a multimedia if you were at the bottom if there is a globe. I am not 100% sure that that's available. But if you need another language, please let us know in the chat, and we will figure out how to get that to you.

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00:02:26.664 --> 00:02:38.634

Okay, so, why are we here today? We are going to go over the why in the invitation to this session and we're also going to go over the requirements and definitions for indicator. 14.

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00:02:39.025 --> 00:02:52.194

I'm going to review with you, the exit data, and the new survey process, and for indicator 14, and Beverly is going to give you some next steps and tips on how to increase your response rate for indicator 14.

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00:02:54.900 --> 00:03:06.985

So, jumping right in, "What is indicator 14?" Indicator 14 looks at the percent of youth who are no longer in secondary school and had an IEP in affect at the time that they left school.

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00:03:07.314 --> 00:03:11.185

And we're looking for students who are we're looking for.

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00:03:11.844 --> 00:03:13.615

exited,

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00:03:13.615 --> 00:03:17.844

they're no longer students, that are enrolled in higher education within 1

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00:03:17.844 --> 00:03:19.134

year of leaving high school,

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00:03:19.735 --> 00:03:22.074

or be enrolled in higher education,

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00:03:22.074 --> 00:03:25.134

or competitively employed within 1 year

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00:03:25.134 --> 00:03:26.275

of leaving high school,

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00:03:26.305 --> 00:03:30.264

or C enrolled in higher education or in some type of

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00:03:30.569 --> 00:03:34.590

Post-secondary education, our training program.

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00:03:34.590 --> 00:03:39.150

Or competitive employment

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00:03:39.150 --> 00:03:48.180

Beverly is going to walk through each one of those categories with you in just a moment.

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00:03:48.180 --> 00:03:53.099

I am seeing the questions about the PowerPoint at the end of this

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00:03:53.099 --> 00:04:04.020

presentation, we will link the PowerPoint, in the chat for you, and you'll have access to all the resources that are in the power point. So, we will be sharing that with you.

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00:04:04.020 --> 00:04:07.560

Beverly, would you like to talk about higher education?

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00:04:07.560 --> 00:04:18.660

Yes, so over the next few slides, I'm going to review in a little more detail those, a B and C measures that Kelley just mentioned.

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00:04:18.954 --> 00:04:30.355

And then, as we get to the survey and Kelley pulls up the survey, you'll see a little more closely, then where these are located and captured within the survey.

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00:04:30.355 --> 00:04:41.574

So, we're going to go through a little sequence of learning a little bit more about each of these categories as we move through the session with you today. I also wanted to let, you know, that there is a reference docent.

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00:04:42.084 --> 00:04:51.324

We will provide that to you as a resource, but it's also linked in this slide that reiterates these measures A, B, and C that we're going to talk about.

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00:04:51.598 --> 00:05:00.358

And so, it will help you kind of remember what they are because these are things that kind of, as you see,

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00:05:00.358 --> 00:05:11.999

Are not something that you easily remember in full details so looking back and at the definition is sometimes helpful. So, we'll start with higher education.

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00:05:12.024 --> 00:05:13.463

Enrolled in higher education,

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00:05:13.494 --> 00:05:19.913

as it's used in those measures that Kelley mentioned means that the youth have been enrolled in a full time,

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00:05:19.973 --> 00:05:23.363

or part time basis in a community college,

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00:05:24.204 --> 00:05:27.113

a 2-year type program or a.

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00:05:27.449 --> 00:05:28.764

College University,

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00:05:28.764 --> 00:05:37.584

4 year or more type program for at least 1 complete term at any time in the year since leaving school and you'll find,

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00:05:37.584 --> 00:05:39.024

as we look at the survey,

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00:05:39.713 --> 00:05:44.483

it will show a little more detail in how you identify that term piece.

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00:05:46.139 --> 00:05:53.668

So, for the next definition, the competitive employment, this is used in measures B and C.

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00:05:53.668 --> 00:05:58.043

And it means youth who have worked for pay at,

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00:05:58.043 --> 00:06:06.144

or above minim wage in a setting with others who are non-disabled for a period of 20 hours a week,

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00:06:06.233 --> 00:06:08.574

for at least 90 days at any,

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00:06:08.574 --> 00:06:11.244

given time in the year since leading heights.

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00:06:11.843 --> 00:06:14.334

And this includes military employment.

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00:06:16.228 --> 00:06:19.918

And then for the other post-secondary education.

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00:06:20.244 --> 00:06:35.004

Program or training, this is what is measured in C. this means youth who have been enrolled on a full time, or part time basis for at least 1 complete term at any time.

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00:06:35.783 --> 00:06:39.894

In the year since leaving high school in an education or training program,

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00:06:40.343 --> 00:06:43.194

those programs may include job core,

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00:06:43.194 --> 00:06:43.524

adult,

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00:06:43.553 --> 00:06:44.064

Ed,

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00:06:44.723 --> 00:06:46.764

workforce development programs,

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00:06:46.764 --> 00:06:52.973

vocational technical schools these are less than the 2-year programs.

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00:06:53.394 --> 00:06:58.913

So sometimes that might mean it's 1 of the 1-year certificate programs. Those types of things.

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00:06:59.218 --> 00:07:03.209

And then the last definition is.

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00:07:03.209 --> 00:07:08.069

Some other employment, and this is used in the measure C.

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00:07:08.069 --> 00:07:13.348

It means youth who have worked for pay or have been self-employed.

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00:07:13.348 --> 00:07:27.923

For a period of at least 90 days at any time in the year since leaving high school, and this may include working in family businesses, like a family store on the farm fishing ranch and catering that sort of thing.

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00:07:28.704 --> 00:07:42.293

So, remember, you don't have to commit all these to memory. We have a resource document and then, as you get into the survey, you're going to notice that There'll be some reminders of what you would capture under each of these categories.

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00:07:42.293 --> 00:07:51.653

I just wanted to make you feel a little more comfortable about not having to memorize these as we were moving through the session today. Alright, I think it's back to you Kelley.

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00:07:52.884 --> 00:08:00.504

Okay, so we're going to give an overview of what that sampling data looks like. So, we, we collect 2 pieces of data.

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00:08:01.163 --> 00:08:02.783

1 of them is your exit data,

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00:08:02.783 --> 00:08:08.004

and those that's the data that you submit in September of every year for your end of your reports through E,

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00:08:08.004 --> 00:08:18.413

cats and the other piece are going to be your survey data and that's going to also be collected any cats by the designated colors and the.

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00:08:18.718 --> 00:08:25.348

The period in which you would collect this information is going to be May 1st, through September 1st of 2022.

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00:08:27.144 --> 00:08:34.764

So, in collecting the exit data, that's where we're looking at their demographics, their disability, their race ethnicity.

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00:08:34.943 --> 00:08:47.333

We would also have access to programs and school data, like their post school goals, and the types of programs that they attended your survey data is going to collect the data for their post school outcomes.

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00:08:47.333 --> 00:08:56.274

So, they're working school experiences, the type of job or school that they go to their number of hours that they work, or that they attend school.

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00:08:56.543 --> 00:08:59.453

And then how long youth have worked,

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00:08:59.484 --> 00:09:02.244

or been enrolled in school so,

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00:09:02.274 --> 00:09:02.964

all of those,

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00:09:02.964 --> 00:09:06.323

all these elements are now collected in,

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00:09:06.923 --> 00:09:12.264

which is going to make it so much easier for you to put all this information together.

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00:09:14.364 --> 00:09:29.274

So, who are the experts that we're looking at? So, we're looking at students that are ages, 16 and above, and for this year, we're looking at the 2020-21 school year, and they're being called in 2022 and specifically we're looking for students who have the exit reason of graduated.

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00:09:34.349 --> 00:09:38.369

Dropped out, reached maximum age.

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00:09:38.394 --> 00:09:53.004

Or received a certificate, and specifically those students who have not yet returned to school and that question is on the survey. And if that question is answered, you'll see, as we get into the survey, , that it automatically ends the survey.

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00:09:53.004 --> 00:09:56.484

If the student has returned to school and the example of a drop out.

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00:09:57.119 --> 00:10:05.249

So, we're going to pause right there before we go into the survey. are there any questions about what we showed you so far?

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00:10:06.778 --> 00:10:15.778

Kelley, I think the main question was around the PowerPoint, and you did answer that we would give them that at the end of the session. And then I also put it in the chat.

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00:10:15.778 --> 00:10:21.749

Okay, thank you. Okay.

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00:10:22.583 --> 00:10:35.124

So, once again, we have moved, uh, the Post School outcome survey from a Qualtrics survey tool in, which you would go into and pull your exit data and then use Qualtrics to record the data.

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00:10:35.453 --> 00:10:42.413

Now, it is in and can enter, , in the student record their information for their Post School outcomes.

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00:10:42.774 --> 00:10:53.754

, and once again, you should not start collecting this data until May 1st, 2022, and that's because you need to give them a full year of exit before you could start asking some of these questions.

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00:10:56.548 --> 00:11:02.009

So, we're going to walk through what it looks like to

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00:11:02.009 --> 00:11:14.484

Do this process in, and this resource will also be linked to you in the PowerPoint. , so the 1st thing we're going to start with is pulling your exit data and your cats for the previous year.

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00:11:14.874 --> 00:11:18.053

So, you're going to go to reporting and standard reports.

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00:11:18.389 --> 00:11:24.509

Special Education and exit count that should be familiar to most of you who run the exit count.

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00:11:25.073 --> 00:11:37.193

Your data source should be the offset final reporting database. So, when you get to the exit count report, you have an option here for data source, make sure you choose and then your account period should be September 2021.

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00:11:37.193 --> 00:11:46.913

you can select all schools, unless you are a 1 of the big 5 that call every year, then you can select the schools that are on your sampling plan for this year.

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00:11:48.479 --> 00:11:55.979

Once you have your report, , you're going, you're going to highlight the header row.

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00:11:55.979 --> 00:12:00.089

And then you can click on data and filter.

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00:12:00.089 --> 00:12:08.428

And for your exit reasons, you're going to filter it just by the 4 exit reasons that we're looking for. So, graduated is.

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00:12:08.604 --> 00:12:18.024

Dropped out is D. O reach maxim age is m a, and received a certificate as CP. So those are the 4 extra reasons you need.

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00:12:18.053 --> 00:12:28.193

And once that data is filtered that is going to be the list of students that are on your indicator 14. that will need to be called so you'll save that.

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00:12:28.469 --> 00:12:33.089

And use that for your call list and, .

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00:12:33.089 --> 00:12:39.239

To access the survey, you're going to go to admin school system administration.

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00:12:39.239 --> 00:12:48.028

And then inactive students, so, in that inactive students search, you can pull from your list, their student ID and begin to search for the record.

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00:12:48.028 --> 00:12:57.058

Once you click on the student record, you'll go to easy process and you'll see at the bottom, there is a new link for post school outcome survey.

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00:12:57.058 --> 00:13:01.048

And you click on that link, it will take you to the survey form.

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00:13:01.048 --> 00:13:15.149

Then if the student is eligible to be counted on indicator, 14, the information will be filled out for the student and then you'll be able to select information from the drop list. So.

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00:13:15.149 --> 00:13:22.139

For example, the 1st question that you'll answer is, was the survey completed, I'm going to switch over to the screen.

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00:13:22.139 --> 00:13:35.249

And you can see what it looks like. So, if I selected no, that the survey was not able to be completed, I would just submit the information. I can also select unable to reach students.

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00:13:36.114 --> 00:13:50.933

And student declined a comment all of those would allow me to submit this information. I can also make notes. We'll talk a little bit about this question number 10 and what that means and how to use it as we get further into the, the webinar.

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00:13:51.234 --> 00:13:51.592

But.

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00:13:51.899 --> 00:13:57.719

This is what it looks like within E cats so if I'm selecting yes.

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00:13:57.719 --> 00:14:07.528

Then it opens the survey tool and the very 1st question that we're going to ask is, do you go to high school now if the student says yes, I am still in high school.

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00:14:07.528 --> 00:14:11.519

It will automatically close out the survey and you can submit the data.

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00:14:11.519 --> 00:14:20.428

If the student is not in high school, then you can continue to answer the questions. 1st 1 is since leaving high school. Did you have a job?

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00:14:20.428 --> 00:14:32.369

If they say, yes, then you can start talking to them about what type of job they've worked, where they work and how long they've worked there when you have various choices.

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00:14:32.369 --> 00:14:35.879

To select for the type of employment that they have.

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00:14:35.879 --> 00:14:41.969

And then again, you're asking them how long have you worked there? Is it 90 days? Is it 3 full months?

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00:14:43.379 --> 00:14:48.208

Did you work for an average of 20 hours a week or more? Do you work full time or part time?

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00:14:49.408 --> 00:14:54.899

Do you earn minim wage, or you can ask him how much do you make per hour at this job?

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00:14:55.764 --> 00:15:10.464

Yes. Or no so Beverly’s going to talk about the conversational tone that you should have, or that the caller should have with the student to make this easier to get the information that you need to fill in the survey.

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00:15:10.769 --> 00:15:20.219

Then, once you get down to the education questions, you can ask them. Are you in enrolled in any school or are you taking, , are you?

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00:15:20.219 --> 00:15:27.269

Taking any classes yes, I'm enrolled and intending classes then they'll walk you through the types of.

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00:15:27.269 --> 00:15:30.418

Schools that they're in the types of classes that they're taking.

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00:15:30.418 --> 00:15:35.129

As well, as whether, they've at least completed 1 term or semester.

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00:15:35.129 --> 00:15:42.839

And if they're attending some other type of training or program, did they complete 1 course term or semester?

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00:15:42.839 --> 00:15:46.979

Once you enter all your

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00:15:46.979 --> 00:15:53.244

Information you hit submit and this will start to populate your indicator 14 report.

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00:15:53.244 --> 00:16:03.803

And the indicator 14 report is different from all your other count reports in that it will be empty until you start to populate the data.

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00:16:04.043 --> 00:16:09.953

So, your 1st report that you start out with is your exit account report once you filter it on the students that are.

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00:16:10.229 --> 00:16:21.808

That are supposed to be included in indicator 14 that's your starting point. As you begin to enter data into E and click submit those students will be added to your indicator. 14 report.

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00:16:21.808 --> 00:16:25.469

And your indicator, 14 report.

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00:16:25.469 --> 00:16:35.308

Is located in the same place as your exit count report under reports, special education and then you'll see indicator 14.

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00:16:36.354 --> 00:16:50.453

So, once all of your students have been documented, whether they responded to the survey or not, whether you were not able to access them or they chose not to answer your questions, you may certify the data in the reporting system.

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00:16:50.754 --> 00:16:59.364

And I just want to pause right here and say that it's really important that you make multiple attempts. So don't just call 1 time and say, .

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00:16:59.639 --> 00:17:08.038

You know, this, that you were unable to reach the student, try multiple ways of contacting the student so that you can get the information.

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00:17:08.394 --> 00:17:10.044

Before you close out that file,

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00:17:11.604 --> 00:17:13.074

but once you have completed,

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00:17:13.314 --> 00:17:18.503

and your indicator 14 report has all the data on it that you entered for all your students,

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00:17:18.773 --> 00:17:21.473

then you can go into the federal reporting,

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00:17:21.473 --> 00:17:24.503

the reporting state reporting certification,

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00:17:24.503 --> 00:17:26.874

and select indicator 14 for the 2021 school year,

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00:17:26.874 --> 00:17:40.403

you'll check the box that says I certify that my information was accepted by, and you'll check the number of records matches the number of records that students that responded to your survey and then you can certify indicator 14.

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00:17:42.719 --> 00:17:50.159

All the way until we close the indicator 14 window in September, you can.

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00:17:50.513 --> 00:18:04.044

De certify and re, enter data on those screens also before you certify if you go, if you submit the data, and you need to go back and change something, that will still be open for you to go back in and change something.

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00:18:04.074 --> 00:18:08.903

So, if you're only using to docent and the 1st time you call you click.

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00:18:09.239 --> 00:18:20.993

Unable to reach student and hit submit that will show up on your report and you can go back in there when you call them the next time you may change that to yes. And start entering in the survey and information.

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00:18:21.233 --> 00:18:27.653

So, you're able to do that all the way until we close out the certification window and all the districts are certified.

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00:18:30.743 --> 00:18:36.054

So, before I move on, oh, 1, other thing, I wanted to mention about the indicator 14 report.

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00:18:36.473 --> 00:18:50.273

So, there's 2 tabs and indicator 14 report your student detail, which you'll have all your student information as well as all the responses that you have documented in the indicator 14 slide screens, .

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00:18:50.519 --> 00:18:55.888

On the student details, there's also a summary page that gives you the.

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00:18:55.888 --> 00:19:06.989

S, categories a B and C and the percent of students in each 1 of those categories I need to let, you know, and I hate to do this that category C.

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00:19:06.989 --> 00:19:18.898

It's not calculating correctly. It's not pulling in the number of students that are in higher education. PCG is aware of this error, and we are working on a change request to get that that.

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00:19:18.898 --> 00:19:20.003

Column fixed,

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00:19:20.364 --> 00:19:24.834

so, if you notice that you have a certain percentage in a,

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00:19:25.193 --> 00:19:26.213

and a certain percentage,

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00:19:26.213 --> 00:19:26.693

and B,

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00:19:26.693 --> 00:19:29.663

and then your percentage kind of drops down and see,

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00:19:29.933 --> 00:19:36.084

it's because that that C category on the indicator 14 report is not pulling in your students,

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00:19:36.084 --> 00:19:37.584

who are enrolled in higher education.

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00:19:38.939 --> 00:19:44.068

Did I see a question come in.

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00:19:47.699 --> 00:19:50.729

It says, and the.

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00:19:50.729 --> 00:19:57.088

I guess is can we see the indicator 14 report now in or not? Until May 1st.

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00:19:58.229 --> 00:20:06.659

I believe the indicator 14 report is available any cats however, , until you start entering data, that report will be empty.

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00:20:06.659 --> 00:20:19.769

So, what you're wanting to run right now is your exit count report and filter it by the students you need and until you start entering data after May 1st, your indicator 14 reports should be empty.

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00:20:24.058 --> 00:20:30.568

Okay, so just a little information about our past year survey. So, in our.

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00:20:30.568 --> 00:20:40.739

Year 19-20 students who were surveyed in 2021 of the 3276 youth exited.

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00:20:40.739 --> 00:20:54.778

We had 1385 or 4228% of those editors respond to the interview. So of those 19.64 responded that they are enrolled in higher education.

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00:20:54.778 --> 00:21:01.348

We had 50.90% that we're either enrolled in higher education or competitively employed.

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00:21:01.673 --> 00:21:14.273

And we had 57.98% that we're engaged in some type of post-secondary activity, whether that was higher education, some other kind of education, or training program competitively employed, or in some other employment.

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00:21:14.544 --> 00:21:17.874

I will bring your attention to that.

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00:21:17.874 --> 00:21:23.453

Last number is 42.02% of our students were not engaged of our 920 expert and when Beverly,

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00:21:23.453 --> 00:21:25.614

and I did the,

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00:21:25.614 --> 00:21:26.634

that we ended in February,

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00:21:26.634 --> 00:21:33.443

we talked a lot about that 920 year and how had impacted opportunities,

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00:21:33.743 --> 00:21:40.673

especially for younger people coming out of high school as regards in regard to enrolling in college and getting jobs in the workforce,

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00:21:40.673 --> 00:21:42.503

do to cope it.

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00:21:42.923 --> 00:21:53.483

So, we do believe that that number is much higher than it should be. And we're hoping to see that come down and as the years go forward and students.

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00:21:58.919 --> 00:22:02.519

Are able to participate in per secondary activities.

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00:22:06.209 --> 00:22:16.709

Any questions so far there is a comment there is a comment from 1, this district not able to see indicator 14 in their report list.

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00:22:17.483 --> 00:22:29.634

Okay, if you're not able to see it yet, I know that PCG has talked to us this weekend that they are configuring that for all districts. , it should be there for you pretty quick.

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00:22:29.634 --> 00:22:32.604

I can't give you a specific date, but they are working on that right now.

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00:22:41.548 --> 00:22:49.199

No, other new questions, Beverly, I'll turn it back to you.

184

00:22:49.284 --> 00:23:03.144

Okay, thank you. All right, so I'll continue on with talking about why Post School outcomes are important, and then give you some tips that we've collected over the years from districts, and then talk about the next steps.

185

00:23:03.743 --> 00:23:05.513

So, why is, .

186

00:23:06.088 --> 00:23:20.394

Post school, the gathering of Post School outcomes important, mainly because it is part of the purpose of individuals with Disabilities Education Improvement Act, as you can see in the slide.

187

00:23:20.574 --> 00:23:20.933

,

188

00:23:20.963 --> 00:23:25.614

our purpose is to ensure that all children with disabilities have available to them,

189

00:23:25.644 --> 00:23:31.943

a free appropriate public education that emphasizes special education and related services,

190

00:23:31.973 --> 00:23:37.703

designed to meet their unique needs and prepare them for further education,

191

00:23:37.703 --> 00:23:39.564

employment and independent living.

192

00:23:39.983 --> 00:23:42.324

So, gathering this information.

193

00:23:42.628 --> 00:23:46.828

The Post School outcomes is 1 measure of.

194

00:23:46.828 --> 00:23:57.868

That States can use to indicate how well, they are meeting this purpose of, and this is what we report in part of our state.

195

00:23:57.868 --> 00:24:03.598

Performance plan that is submitted to the U. S. Department of.

196

00:24:04.949 --> 00:24:08.699

So, I'll talk to you now, a little bit about some tips.

197

00:24:08.699 --> 00:24:15.419

Now, we've gathered these tips over the years, as I said, from districts who've been sharing.

198

00:24:15.443 --> 00:24:25.403

Things that have worked for them and we have found that particularly the districts that are in that big 5 category that Kelley mentioned earlier,

199

00:24:25.433 --> 00:24:33.354

and they're calling a sampling of their schools every year because they are the larger districts in the state.

200

00:24:33.564 --> 00:24:46.463

So, they've had a lot more practice at this than most of the districts, and they've been kind enough to share strategies and tips and we've just kind of collected them and we're offering those up to share with you.

201

00:24:47.003 --> 00:24:49.223

So, , some of the districts.

202

00:24:49.854 --> 00:24:59.723

Have shared with us that they review those survey questions with the students prior to them exiting so that they know what to expect.

203

00:25:00.054 --> 00:25:13.374

, so that is something that you can consider in future years when you are going to be calling that you might want to set up a system where the students are reminded before they leave that. They're going to be called.

204

00:25:13.374 --> 00:25:17.634

They're reminded of the kind of questions that are going to be asked those kinds of things.

205

00:25:18.173 --> 00:25:30.084

Some of the districts also send out reminder postcards just remind them that the student that we're going to be calling in 3 months or 6 months out, whatever is determined appropriate.

206

00:25:30.354 --> 00:25:35.574

So, the students are kind of looking out anticipating that phone call.

207

00:25:35.878 --> 00:25:48.058

And sometimes it's helpful to get your high school teachers together and have them talk about strategies that they could put in place prior to students exiting.

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00:25:48.058 --> 00:25:51.628

To prepare them for these phone calls that are going to be coming.

209

00:25:52.523 --> 00:26:04.433

Some other strategies that they've shared with us involved, kind of tracking down the students, and some ways that they have used to track the students down has been social media.

210

00:26:04.644 --> 00:26:19.493

Sometimes the phone is disconnected, or a student may move between the time they leave school. And the time you're trying to reach them, but if they have social media, which a lot of our young folks have these days, you can kind of track them down that way.

211

00:26:19.493 --> 00:26:31.763

So, some districts have used that they have also contacted relatives. Other people who know the student, and they've reached out to them to locate the student to ask these questions.

212

00:26:32.243 --> 00:26:46.913

Another tip that they've shared with us is that they train those people making the calls, and they train them by helping them understand, and letting them practice going through the survey questions.

213

00:26:46.913 --> 00:27:00.144

So, they can be familiar with what they're asking. Also, they train in terms of setting the tone for the phone call when we're calling the students to find out this information. It really is a conversation.

214

00:27:00.144 --> 00:27:11.304

It's not an interrogation. It's really just intended to say, I'm calling to check in on you, you graduated and we're just trying to find out what you've been doing in the last year.

215

00:27:11.364 --> 00:27:15.894

And so, I want to ask you these questions just to find out about those things.

216

00:27:17.038 --> 00:27:28.169

Another thing that they've shared with us that's been really helpful is to be strategic in conducting those interviews. And so, you would want to, in doing that.

217

00:27:28.169 --> 00:27:32.878

Bury the calling times, , if you call it 8 o'clock.

218

00:27:32.878 --> 00:27:42.239

In the morning, and you're not getting a student, then you might want to call in the afternoon the next time to try to reach them those kinds of things.

219

00:27:43.134 --> 00:27:56.124

And then, of course, before closing the file out, make 1 last attempt to get that call in and get that information because this information, this data is very important for planning purposes.

220

00:27:56.124 --> 00:27:58.163

And as I talk about, .

221

00:27:59.634 --> 00:28:14.604

The next steps well I can talk about it. Now, there's a question that was item number 10 that I think Kelley mentioned earlier and its item number 10 on the survey.

222

00:28:14.693 --> 00:28:23.574

That's not 1 of the questions that we report. But it's 1 that we offer for you to gather more information.

223

00:28:23.574 --> 00:28:36.473

And as you see on the screen, is there anything you would like to share about your education training and or work that I haven't asked so that's really a question that you can use to benefit your district.

224

00:28:36.743 --> 00:28:40.104

And 1 of the things that some of the districts have shared with us,

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00:28:40.104 --> 00:28:40.973

that they do,

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00:28:40.973 --> 00:28:44.814

when it comes to this final question is they ask things,

227

00:28:44.814 --> 00:28:45.114

like,

228

00:28:45.114 --> 00:28:52.554

is there anything that you didn't learn in high school that you find that you need to know more about now,

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00:28:52.913 --> 00:28:55.644

and by finding out those kinds of things,

230

00:28:55.673 --> 00:28:57.713

they can take that back to their teachers,

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00:28:57.713 --> 00:29:12.653

and they can look at their data and see if there's a trend in some information that maybe the students are needing after they graduate then the teachers can try to figure out a way to get that extra training in before they leave school.

232

00:29:13.644 --> 00:29:26.844

Also, some of the district will ask questions, just helping them find resources. Is there anything in terms of resources that you need? That we might be able to help you locate now?

233

00:29:26.993 --> 00:29:35.243

So, those kinds of things that you can consider asking us the questions. We really want that to be something that benefits you and your district.

234

00:29:35.933 --> 00:29:36.683

And as I said,

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00:29:36.683 --> 00:29:41.634

a lot of times the question that you ask mainly to training for your teachers,

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00:29:41.634 --> 00:29:50.243

that may lead to may lead to developing some type of resource to help the students that you have now,

237

00:29:50.243 --> 00:29:51.594

before they graduate.

238

00:29:51.594 --> 00:29:56.903

So that is the intent of that question is for you to use it to be helpful.

239

00:29:57.239 --> 00:30:00.929

For you and your district, and now the next step.

240

00:30:00.929 --> 00:30:08.519

1 of the suggestions that.

241

00:30:09.929 --> 00:30:14.124

The districts have shared with us is around inputting the data.

242

00:30:14.124 --> 00:30:27.473

Now, Kelley went through the process and showed you the questions, any tasks that you'd be responding to, and you can ask the questions as you go along and input the date data as you're going along.

243

00:30:28.374 --> 00:30:41.663

Or you can print out a copy of the survey and record your responses on that docent. , some of the districts have told us that they like that method because they can scratch notes on there.

244

00:30:42.384 --> 00:30:42.983

They can,

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00:30:43.044 --> 00:30:43.314

you know,

246

00:30:43.314 --> 00:30:44.933

when they get to that question number 10,

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00:30:44.933 --> 00:30:46.163

particularly they can,

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00:30:46.493 --> 00:30:50.034

if they're going to send the student a resource or something along that line,

249

00:30:50.034 --> 00:30:57.564

they can put a little note there about that or they can track information about maybe something that they want to address in their PLCs,

250

00:30:57.564 --> 00:31:00.023

that kind of thing you can.

251

00:31:00.298 --> 00:31:11.818

Input our copy it or write it on the printed copy and then once you get a stack of those together, then you can sit in front of the computer and enter several, you know.

252

00:31:11.818 --> 00:31:23.699

Back-to-back, if you want to do it that way, or you can enter it and as you go along with the conversation, so you want to choose as you're planning what works best for you and your district.

253

00:31:25.013 --> 00:31:36.173

Another thing that is very important in the next steps is making a plan to get your contact person lined up as soon as possible if you have not already done.

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00:31:36.173 --> 00:31:48.443

So, so, this would be the person who is heading up, verifying the, , exit list and making sure that the people conducting the interviews are trained and are ready to go.

255

00:31:48.443 --> 00:31:59.574

And that's somebody who would be managing that. The interview information is entered during the survey window. And certainly, in there before it closes out that sort of thing.

256

00:31:59.993 --> 00:32:10.433

So that would be 1 of the vital next steps would be to make sure you have the person who's going to be managing this process in your district in place and identified.

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00:32:10.433 --> 00:32:22.374

And that maybe you, you're attending today and that maybe you, or it may not there. Maybe someone else who will be filling that role but that's 1 of the most critical next steps.

258

00:32:22.679 --> 00:32:30.118

And I think that's it for the reminders. Do we have any questions?

259

00:32:30.118 --> 00:32:33.179

At this point, oh, we will have resources. 1st.

260

00:32:34.709 --> 00:32:40.949

Let's go ahead and okay, go ahead and ask answer questions. All right. Let's see if we have questions.

261

00:32:41.844 --> 00:32:55.703

So, 2 of the questions that have come in, can we go ahead and pull last year's exit report and get started on our list to find addresses and phone numbers without entering data until after May 1st.

262

00:32:55.979 --> 00:33:02.729

Absolutely, I would say, pull that information and get your list ready as soon as possible.

263

00:33:03.929 --> 00:33:11.429

And the next question is, can we enlist the actual teachers who the former students know to make the calls.

264

00:33:14.338 --> 00:33:28.403

Uh, Kelley, I'll take that 1. yeah. Pretty much up to you in your plan for your district. If that's the way you want to do it. That's fine. Or you can have someone else calling.

265

00:33:28.554 --> 00:33:30.023

, that's totally up to you.

266

00:33:30.353 --> 00:33:43.584

, I do understand the benefit of someone that they're familiar with calling because, you know, the, There'll be more inclined to answer the question, but sometimes you just can't logistically make that happen.

267

00:33:46.679 --> 00:33:59.969

Thank you so, as far as resources go, , on this slide, you'll have links to the PDF survey of, uh, the questions. , this is from our Qualtrics.

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00:33:59.969 --> 00:34:14.574

Survey from last year, all the questions are the same and they're laid out neatly for you to be able to go ahead and answer those questions. If you choose to do it on paper. 1st. , there's also the instructions that I showed you already.

269

00:34:14.934 --> 00:34:15.474

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270

00:34:15.778 --> 00:34:25.259

This docent that walks you through how to pull the Exit Count report and then how to access the screens for, , entering the survey data.

271

00:34:26.153 --> 00:34:32.184

Pkg has also created a YouTube training video. That is that goes along with the data entry.

272

00:34:32.844 --> 00:34:46.373

, and then the resource that Beverly pointed you to, in the beginning, what is indicator, 14 that goes through the categories and the calculations that link is also available to you as well as a link to the district sampling plan.

273

00:34:46.614 --> 00:34:55.614

, you guys all know that you're on for the call for 2022 and that's the 2020-21 exiting data, but I'm going to go ahead and exit out of here and get you.

274

00:35:00.389 --> 00:35:04.588

Ah, the link to this.

275

00:35:07.079 --> 00:35:14.489

Pop it into the chat.

276

00:35:21.389 --> 00:35:35.938

And also, , this PowerPoint as well as the recording, and all the resources that are shared within this PowerPoint will be posted to our division website.

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00:35:36.684 --> 00:35:45.443

And that link is linked at the bottom of the PowerPoint under, uh, indicator 14. so, all those resources will also be available.

278

00:35:45.443 --> 00:35:59.994

If you have, if you lose track of the link to the PowerPoint, you'll be able to go to the division website and access those resources as well. , you also have the contact information for myself and Beverly, you can feel free to contact us and ask us any question.

279

00:35:59.994 --> 00:36:09.204

You'd like about your exit data or your indicator, 14 data as you're collecting the survey. But we are here to support you and we hope.

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00:36:09.509 --> 00:36:16.858

That this has been helpful to you and, , getting you started and being able to collect this information for this year.

281

00:36:16.858 --> 00:36:22.498

And I'm going to pause again and just see if there's any questions before we end.

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00:36:26.849 --> 00:36:29.969

There are no new questions coming in through the chat.

283

00:36:32.878 --> 00:36:43.528

Okay, Beverly, did you have anything else you wanted to add before we go? No, I just wanted to thank everyone for joining us today. And thank you for the great questions that you ask.

284

00:36:46.079 --> 00:36:48.659

Thank you we hope this has been helpful to, you.