*The following questions address issues related to the graduation and dropout rates experienced by youth with disabilities in the district and or school.*

1. What percentage of former students graduated with a diploma last year?
2. What is the number of students with disabilities represented by this percentage?
3. Is the current year’s graduation rate similar to, higher, or lower than the graduation rate in past years?
4. What percentage of former students dropped out of school last year?
5. What is the actual number of students with disabilities represented by this percentage?
6. Is the current year’s dropout rate similar to, higher, or lower than the dropout rate of past years?

*The following questions address issues experienced by youth with disabilities in the district and or school.*

1. Considering the overall graduation and dropout rates for youth with disabilities from your school/district, what surprised you?
2. What do you think contributes to the graduation and dropout rates?
3. What types of classes, academic/vocational, do students who graduate (or dropout) from high school typically take while in high school?
4. What district-wide policies and or procedures contribute to students with disabilities dropping out of high school? What are barriers to their dropping out?

*If the competitive employment rate for youth with disabilities in your district/school is lower than the State’s employment rate or benchmark consider the following questions:*

1. What services does the district provide that contribute to youth becoming competitively employed once they exit school? For example, does the district provide job coaches; is there an interagency agreement between the school district and the local vocational rehabilitation office?
2. What district barriers limit competitive employment for youth with disabilities? How is the district addressing the barriers or preparing students to overcome them?
3. How is career awareness and job training an explicit part of the curriculum?
4. Is there a concerted district-wide effort to provide vocational and career technical education courses to youth with disabilities in high school?

*If you determine the enrollment rate for youth with disabilities in postsecondary education and training is lower than the State target or benchmark, consider the following:*

1. How are youth with disabilities provided specific opportunities to learn about a variety of post high school learning opportunities, including vocational and training programs, trade schools, community and adult learning programs (i.e., not just 2- or 4-year colleges)?
2. When do youth who are interested in attending a vocational, training, or trade school program have opportunities to visit the school, apply for scholarships, and receive help with admittance procedures? Are youth with disabilities specifically targeted to participate in these activities?
3. Do youth with disabilities have the skills, services, and supports to successfully complete their high school education, thereby preparing them to enroll in and complete postsecondary education or training programs?
4. How are youth with disabilities explicitly taught self-advocacy and self- determination skills that they will need to successfully avoid or overcome a variety of challenges they may face once they leave high school and seek further education?
5. How are youth and their parents informed about postsecondary education/training programs?
6. How are parents and youth active participants in the decision making process relative to identifying post-school goals for further education?

**Strategies to Encourage Participation**

1. Provide Pre-Notification & Create Familiarity
	* Discuss the follow-up interview with students before they leave school. Tell them what to expect and why.
	* The most motivating factor for completing interviews was the chance to help other students. Tell them how the information they share will be used to help others like them.
	* Include PSO information (e.g., the PSO postcard they will be receiving about the interview) along with other information distributed at the end of school (e.g., information about diplomas, graduation).
	* During the last IEP meeting, ask students to address the PSO post card to themselves (copy available on TCN). This card will be mailed as a reminder to complete the Follow- Up interview.

# Show Interest When Conducting the Survey

1. Making Contact
	* Use PSO logo on all materials and reminders

|  |  |  |  |
| --- | --- | --- | --- |
| **Example- most current district data** | **District** | **District Trend** | **State** |
| Graduation Rate (4 year) | 67% | Increase(state increase)1 | 59% |
| Graduation Rate (5 year) | 68% | Increase(state increase)1 | 63% |
| Drop Rate | 3.7% | Decrease(state decrease) | 5% |
| Students with quality IEP’s as measured by compliance on all 8 transition standards | 100% | Increase(state increase) | 80% |
| Students in post-secondary school 1 year out | 38% | Increase(state increase) | 60% |
| Students competitively employed one year out & in post-secondary school 1 year out | 65% | Increase(state increase) | 60% |
| Total engagement | 83% | Increase(state increase) | 75% |

1Modified diplomas included as graduates