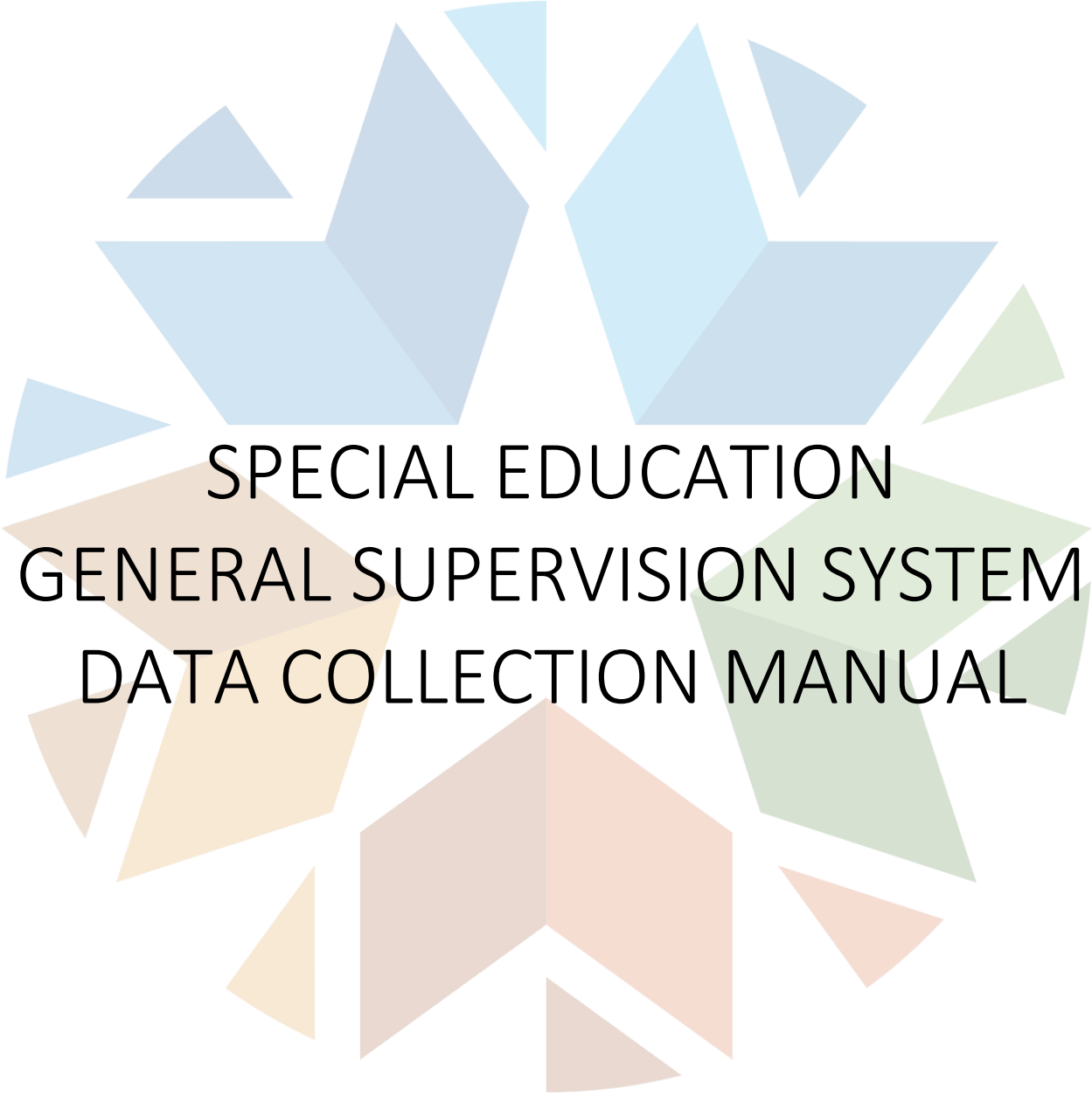




OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES
GENERAL SUPERVISION SYSTEM
DATA COLLECTION

2024





SPECIAL EDUCATION
GENERAL SUPERVISION SYSTEM
DATA COLLECTION MANUAL

REVISED APRIL 2024
STATE OF OKLAHOMA

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Overview

States have a responsibility under federal law to have a system of general supervision to monitor the implementation of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The main purpose of the system is to monitor the implementation of IDEA by local education agencies (LEAs). Using this system, states are accountable for enforcing requirements and ensuring continuous improvement. This system is designed to: a) ensure compliance with federal and state regulations and b) improve services and results for students with disabilities. These correspond to the monitoring and results-based accountability elements of the General Supervision System in Oklahoma.

The Oklahoma General Supervision System (GSS) consists of several components: district monitoring and enforcement for compliance to IDEA and fiscal health, data management and reporting, fiscal governance, and dispute resolution. All components have been developed according to the high standards set by OSEP. This document outlines the data management and reporting component of the Oklahoma GSS. Separate manuals have been developed to describe the monitoring and enforcement, fiscal, and dispute resolution components of the Oklahoma GSS. Please refer to the Oklahoma State Department of Education Office of Special Education Services (OSDE-SES) website at <http://ok.gov/sde/special-education> for these documents and various support materials.

Timeline and Deadlines

Special education data management is propelled by annual deadlines for the collection and reporting of data to meet federal requirements issued through IDEA. Table 1 shows the reports that pass from LEAs to the state education agency (SEA) or from the SEA to LEAs. The End of Year and Child Count data collections are the primary sources of data for all state and federal reports, though some elements come from other sources. The data are also used to report back to LEAs on their current compliance and performance status through the District Data Profile and Determination.

Table 1: State-local Reporting Requirements

Reporting to SEA			
	Opens	Closes*	Requirements*
End of Year	Continuous	June 30	Certification by July 15
Child Count	Continuous	October 1	Certification by October 15
LEA assurances/agreements	1 st Friday/May	June 30	Certification on July 1
Reporting to LEA			
	Distributed	LEA Response	Finalized
District Data Profile (DDP)	Mid October	2 weeks post	November 1
Determination	Mid November	2 weeks post	December 1
Significant Disproportionality	Mid November	2 weeks post	December 1

*If the deadline falls on a weekend, the report will close on the following business day.

Table 2 lists the required reports the state submits to OSEP. The reports listed with a “FS” in front are “EDFacts” files (<https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>) that are submitted in a specific format. The file specifications change periodically and dictate in part what we collect and how we report it. Although OSDE-SES provides the data, these files are processed and submitted by the agency’s EDFacts Coordinator. All other reports are submitted by SES data personnel directly to OSEP. Assessment files also contain data relevant to Special Education Services, but these files are managed by the Office of Accountability.

Table 2: Federal Reporting Requirements

Report	Opens	Deadline	Location
SPP/APR Indicators (Annual Performance Report, with the State Systemic Improvement Plan Report)	January	February 1	EMAPS
IDEA State Supplemental Survey	February	March	EMAPS
MOE/CEIS	July	Aug 21	EMAPS
Dispute Resolution	October 2	Nov 15	EMAPS
Public Data Reporting	N/A	Early spring	State agency website
"Child Count" EDFacts:	June 20	July 31	EDPass
FS002 Children with Disabilities (CWD) IDEA School-age (5 in KG through 21)			
FS089 CWD IDEA Early Childhood (3-5, not in KG)			
"Exiting" EDFacts: FS009 CWD IDEA Exiting SPED	December 11	February 19	EDPass
"Discipline" EDFacts:	January 8	February 21	EDPass
FS005 CWD IDEA Removal to Interim Alternative Educational Setting			
FS006 CWD IDEA Suspensions/Expulsions			
FS007 CWD IDEA Reasons for Unilateral Removal			
FS088 CWD IDEA Disciplinary Removals			
FS143 CWD IDEA Total Disciplinary Removals			
FS144 Educational Services during Expulsion			
"Personnel" EDFacts:	December 11	February 19	EDPass
FS070 SPED Teachers FTE			
FS099 SPED Related Services Personnel			
FS112 SPED Paraprofessionals			

District Data Quality

The data collection process consists of several activities that are done to ensure the validity and accuracy of all data submitted by districts. We are required to hold districts accountable for incorrect, incomplete, and/or untimely data submitted for state and federal reporting purposes.

District Activities

Districts are expected to dedicate effort to ensuring that student records are accurate and compliant with IDEA laws and regulations. District leaders—usually Superintendents—are expected to verify that any data submitted on the district’s behalf is complete and accurate. The certification process is the mechanism through which district leaders verify their data. A certification window is open for each data collection for two weeks following the submission deadline. Districts that do not certify their data will be marked as untimely.

Otherwise, districts will receive a negative data quality/timeliness rating on DDPs and determinations when any of the following occurs:

- data are not submitted at all or only partially submitted by the child count or end of year deadlines, including supplemental data used for monitoring and compliance purposes;
- data submitted are not accurate and must be corrected; or
- data are not corrected soon after the district is notified.

OSDE-SES Activities

Desk audits of district data will be conducted for the child count and end of year collections. These desk audits involve the following steps:

1. Running state-wide reports that identify actual and potential errors in student-level records, including missing data,
2. Contacting districts to correct identified errors, update omissions, and/or verify the accuracy of data entered, and
3. Tracking district responsiveness to notifications of incorrect, incomplete, and/or untimely data.

At minimum, desk audits will result in a data quality rating. Depending on the severity of the data quality issues, deeper monitoring may be initiated.

Public Reporting

States are required by 34 CFR §300.602(b)(1)(i)(A) to publicly report the performance of each LEA located in the State on the targets in the SPP/APR within 120 days following the State’s submission of its annual APR. Oklahoma publicly reports LEA performance by posting DDP and determination results on its website (<http://sde.ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>) as soon as practicable following the February submission. All posted data is redacted to protect student privacy. LEAs must make also their determinations available for public review, if requested by members of the public.

Data Management

The online IEP system is the primary storage location for all data reported in Oklahoma. Data are pulled from this system in a variety of methods and stored elsewhere in certain cases, including servers related to the Wave state student information system. All data cleaning related to student records should occur in the online IEP system (currently OK EdPlan), although demographic and enrollment data must be updated in the local student information systems and the Wave.

Data Collection Details

All data elements reported by the SEA in federal or LEA reports are described in this section (except for assessment data). The first large data collection is completed by statute on October 1, called “Child Count.” This collection is used to generate several state and federal reports as mandated by state and federal law. As of 2021, these elements are collected and verified separately from the state enrollment child count. The full list of data elements collected through Child Count is provided in Table 3, along with descriptions of the primary source of the data and the reporting output(s). The data elements are collected only for students with IEPs and ISPs with valid STNs (state testing numbers) and enrollment status, and include demographics, disability categories, and LRE category or early childhood environment category.

Table 3: Child Count Data Elements

Child Count Student Data	Description	Primary Source	Reporting Outputs
STN (State Testing Number)	Primary key assigned to each student at the state level in Oklahoma	Wave	Aggregated in all reports
County/district/site codes	Unique codes assigned by accreditation and the state board of education	SIS	All reports
Date of birth	The year, month and day on which a person was born	SIS	FS002, FS089, Indicators 1, 2, 5, 6
Gender	Male, female or other	SIS	FS002, FS089
Grade	The grade level or primary instructional level at which a student enters and receives services in a school/educational institution during a given academic session	SIS	FS002, FS089, Indicators 5 & 6, State Aid
LEP/EL/ELL Status	Displays whether or not a student has limited English proficiency (LEP)	SIS	FS002, FS089
Race/ethnicity	Indicator of a person’s race or ethnic origins	SIS	FS002, FS089, Indicators 9, 10, Significant Disproportionality
Primary disability	The major or overriding disability category that best describes a person's impairment	Online IEP system	FS002, FS089, State Aid, Significant Disproportionality

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Suspected disability	The suspected major or overriding disability category that best describes a person's impairment for students ages 3 through 9 when primary is "Developmental Delay"	Online IEP system	FS002, FS089, State Aid, Significant Disproportionality
Secondary disability	If applicable, an ancillary disability category that best describes a person's impairment	Online IEP system	FS002, FS089, State Aid
Related services	Services that help children with disabilities benefit from their special education by providing extra help and support in needed areas	Online IEP system	State Aid
Concomitant disability	Simultaneous conditions (other than deaf-blindness) with which a child has been found to be impaired	Online IEP system	FS002, FS089, State Aid
LRE category	The least restrictive environment (LRE) for a child with disabilities to receive their education, aged 5 in KG to 21	Online IEP system	FS002, Indicator 5, Significant Disproportionality
ECE category	The environment on which children aged 3 to 5 (in PK only) receive their special education services	Online IEP system	FS089, Indicator 6
ESY	Student receives ESY services. Only students with primary MD receive additional funding for ESY.	Online IEP system	State Aid

Data elements are also collected on July 1 to reflect student and district experiences throughout the previous academic year. This collection is used to generate several state and federal reports as mandated by state and federal law. The full list of data elements collected through the End of Year Data Collection is provided in Table 4, along with descriptions of the primary source of the data and the reporting output(s). Some elements are pulled in both the Child Count and End of Year collections, as reflected in the duplicated elements listed below. For reporting purposes, data from two collections are not joined. Elements can change during the year and may be reported differently from one collection to the next if that happens. All "district self-reported data" are collected as aggregated numbers through EDPlan via the District Summary Data page.

Table 4: End of Year Data Elements

End of Year Data	Description	Primary Source	Reporting Outputs
Student Testing Number (STN)	Primary key assigned to each student at the state level	Wave	Aggregated in all reports
County/district/site codes	Unique codes assigned by accreditation and the state board of education	SIS	All reports
Date of birth	The year, month and day on which a person was born	SIS	FS009, Indicators 1, 2, 7, 12, 13

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Grade	The grade level or primary instructional level at which a student enters and receives services in a school/educational institution during a given academic session	SIS	FS009, Indicators 3, 4, 5, 6, 7, 13
Gender	Male, female or other	SIS	FS009, "Discipline" reports
LEP/EL/ELL Status	Displays whether or not a student has limited English proficiency (LEP)	SIS	FS009, "Discipline" reports
Race/ethnicity	Indicator of a person's origins	SIS	FS009, "Discipline" reports, Indicator 4, Significant Disproportionality
Primary disability	The major or overriding disability condition that best describes a person's impairment	Online IEP system	FS009, "Discipline" reports, Indicator 4
Exit date	The year, month and day on which the student officially was removed from a district for any reason, i.e., the date on which the student's enrollment in a particular district ended	Online IEP system	FS009, Indicators 1, 2, 13, 14
Exit reason	The reason any student in special education was removed from a district/why the student's enrollment ended on the associated exit date	Online IEP system	FS009, Indicators 1, 2, 13, 14
Early childhood outcome (ECO) entry ratings	The baseline rating assigned to a student aged 3-5 in PK indicating proficiency in displaying positive social-emotional skills, acquisition and use of knowledge, or exhibition of appropriate behaviors	Online IEP system	Indicator 7
ECO entry rating date	Date the baseline ratings were assigned	Online IEP system	Indicator 7
ECO exit ratings	The ratings assigned to a student when the student exited from the early childhood program	Online IEP system	Indicator 7
ECO exit rating date	Date the exit ratings were assigned	Online IEP system	Indicator 7
New skill acquisition upon ECO exit	Indication of whether any new skills were obtained between date of entry rating date and exit rating date	Online IEP system	Indicator 7
Number of days of disciplinary removal by incident	The length (in school days) of an individual disciplinary action	Online IEP system	"Discipline" reports, Indicator 4, Significant Disproportionality

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Removal or Discipline Type	The type of removal used for the discipline of children with disabilities	Online IEP system	“Discipline” reports, Indicator 4, Significant Disproportionality
Interim Removal	The type of interim removal from current educational setting experienced by children with disabilities (IDEA)	Online IEP system	“Discipline” reports, Indicator 4, Significant Disproportionality
Interim Removal Reason	The reasons why children with disabilities were unilaterally removed from their current educational placement to an interim alternative educational setting	Online IEP system	“Discipline” reports
Services provided during disciplinary removal	An indication of whether a student was provided educational services when removed from the regular school program for disciplinary reasons	Online IEP system	“Discipline” reports
IEP Status	A student enrolled in public school who receives special education and related services under the IDE) according to an IEP	Online IEP system	Indicator 13
IEP End Date	The date the current IEP is scheduled to conclude	Online IEP system	Indicator 13
Total Count: Initial Consents for Evaluation	Count of students for whom the LEA received an initial parent consent to complete an eligibility determination <i>within the school year</i> (does not include 504s or re-evaluations).	District self-reported data	Indicator 11
Count of initial evaluations completed within 45 school days	Count of students who were evaluated within 45 school days, during the fiscal year.	District self-reported data	Indicator 11
Count of children who changed districts prior to eligibility determination	Count of students who were not evaluated within 45 school days due to the student exiting the LEA prior to eligibility determination.	District self-reported data	Indicator 11
Count of children whose parents failed or refused to produce the child for evaluation	Count of students who were not evaluated within 45 school days due to parents’ failure to produce the child.	District self-reported data	Indicator 11
Count of all other late evaluations	Count of students who were not evaluated within 45 school days due to any other reason.	District self-reported data	Indicator 11

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Maximum number of school days BEYOND the 45 th school day for most tardy evaluation	Count of school days the furthest any one student went past 45 school days between initial parent consent and an eligibility or non-eligibility determination within the fiscal year (the 46 th day begins the count).	District self-reported data	Indicator 11
The following elements indicate the reason(s) why one or more students did not have an eligibility determination or non-eligibility determination within 45 school days after initial parent consent was obtained. The reason indicates that...			
LEA failure to follow procedures	Delay was due to the fault of the district at or prior to the time the eligibility was due.	District self-reported data	Indicator 11
MEEGS team decided additional data was necessary	Delay was due to needing additional MEEGS data at or prior to the time the eligibility was due.	District self-reported data	Indicator 11
Lack of appropriate resources	Delay was due to the lack of LEA resources at or prior to the time the eligibility was due.	District self-reported data	Indicator 11
Breaks in school calendar and/or staff not on contract	Delay was due to breaks within the school calendar or not having staff on contract at or prior to the time the eligibility was due.	District self-reported data	Indicator 11
Late referral from SoonerStart	Delay was due to a referral from SoonerStart that occurred less than 90 days before the 3 rd birthday (when child had received SoonerStart services for at least 3 months).	District self-reported data	Indicator 11
Parents did not show for scheduled eligibility meeting or delayed meeting	Cause of delay: the LEA chose to wait for parent involvement and did not make the eligibility determination separately from the IEP and placement meeting.	District self-reported data	Indicator 11
Extreme weather or other atypical events such as pandemics	Delay was due to unforeseen but unexcused natural or man-made circumstances at or prior to the time the eligibility was due.	District self-reported data	Indicator 11
Count Early Intervention Without IEP	Total number of children receiving CEIS under the IDEA in the LEA/ESA during reported SY.	District self-reported data	MOE/CEIS
Count Early Intervention With IEP	Total number of children who received CEIS under the IDEA anytime in the past two school years and received special education and related services in the reported SY.	District self-reported data	MOE/CEIS
Total referred directly from SoonerStart	Count of children referred to LEA from Part C (SoonerStart) program whose <i>third birthday fell during the fiscal year.</i>	District self-reported data	Indicator 12

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Count of children determined not eligible for Part B services before their third birthdays	Count of children referred from Part C who were determined not eligible for Part B services prior to the third birthday.	District self-reported data	Indicator 12
Count of children found eligible who have an IEP developed and implemented by their third birthdays	Count of children referred from Part C who were determined eligible for Part B services and whose IEP was completed prior to the third birthday.	District self-reported data	Indicator 12
Count of children whose parents refused consent, could not ever be contacted, failed to produce the child for evaluation, changed districts or declined services, causing delays to or halting the evaluation and IEP processes	Count of children referred from Part C who were determined eligible and whose IEP was completed (or who were determined not eligible) after the third birthday due to one of several parent reasons.	District self-reported data	Indicator 12
Count of children found eligible for Part B who were also determined eligible for SoonerStart services less than 90 days before their third birthdays (late referral to SoonerStart)	Count of children referred from Part C who were determined eligible and whose IEP was completed (or who were determined not eligible) after the third birthday because the child enrolled in SoonerStart less than 3 months prior to the third birthday.	District self-reported data	Indicator 12
Count of children whose IEPs were not completed by their third birthday and not included in above groups	Count of children referred from Part C who were determined eligible and whose IEP was completed (or who were determined not eligible) after the third birthday for any other reason(s).	District self-reported data	Indicator 12
Maximum number of school days BEYOND the third birthday for most tardy IEP	Count of school days the furthest any one student went past the third birthday before an IEP was completed for an eligible child or the child was determined not eligible (day after third birthday starts the count).	District self-reported data	Indicator 12
The following elements indicate the reason(s) why one or more students did not have an IEP in place prior to their third birthday or determined not eligible prior to their third birthday. The reason indicates that...			

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LEA failure to follow appropriate procedures	Delay was due to the fault of the district at or prior to the time the eligibility was due.	District self-reported data	Indicator 12
MEEGS team decided additional data was necessary	Delay was due to needing additional MEEGS data at or prior to the time the eligibility was due.	District self-reported data	Indicator 12
Lack of appropriate resources	Delay was due to the lack of resources at or prior to the time the eligibility was due.	District self-reported data	Indicator 12
Breaks in school calendars and/or staff not on contract	Delay was due to breaks within the school calendar or not having staff on contract at or prior to the time the eligibility was due.	District self-reported data	Indicator 12
Late referral from SoonerStart	Delay was due to a referral from SoonerStart that occurred less than 90 days before the 3 rd birthday (but child had received SoonerStart services for at least 3 months).	District self-reported data	Indicator 12
Parents did not show for scheduled eligibility or IEP meeting or delayed meeting	Delay was due to parents' inability or unwillingness to meet in the required timeframe.	District self-reported data	Indicator 12
Extreme weather or other atypical events such as pandemics	Delay was due to unforeseen but unexcused natural or man-made circumstances at or prior to the time the eligibility was due.	District self-reported data	Indicator 12

For the following data elements, please refer to the Personnel guidance for detailed information on what qualifies any service provider to provide certified services to students. All data are self-reported by districts in aggregate and are used in the "Personnel" reports.

Audiologist - Cert	<p>Report the proportion of "full-time equivalent" positions your LEA employs or contracts in each related service area, based on time worked (e.g., quarter time is 0.25). If a position is not full-time, do not report 1.0.</p> <p><i>Only report the proportion of time worked that is in service to an IEP or specific to the needs of students with disabilities.</i></p> <p>For PE teachers, social workers, medical personnel and counselors employed or contracted by the LEA, do not report an FTE unless that portion of their time is dedicated to providing specific "IEP related services" (time spent on IEP teams and evaluations can be included).</p>
Audiologist - Not Cert	
SLP - Cert	
SLP - Not Cert	
Interpreter - Cert	
Interpreter - Not Cert	
Psychologist/ Psychometrist - Cert	
Psychologist/ Psychometrist - Not Cert	
OT - Cert	
OT - Not Cert	

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PT - Cert	Coops/ILCs must calculate service provision across their member districts and provide those districts the FTE counts for Coop personnel.
PT - Not Cert	
PE/Recreational Therapy- Cert	
PE/Recreational Therapy- Not Cert	
Social Workers - Cert	
Social Workers - Not Cert	
Nursing/Medical - Cert	
Nursing/Medical - Not Cert	
Counselors - Cert	
Counselors - Not Cert	
OM Specialists - Cert	
OM Specialists - Not Cert	
PK Para-professionals - Qualified	
PK Para-professionals – Not Qualified	
School-age Para-professionals - Qualified	
School-age Para-professionals - Not Qualified	

Some data elements required for state and federal reporting are collected from other sources, including the Office of Accountability, exited students, the Special Education Resolution Center, and parents. These collections are used to generate several state and federal reports as mandated by state and federal law. The full list of data elements collected through the Parent Survey and the Post-School Outcomes Survey are listed in Table 5, along with descriptions of the primary source of the data and the reporting output(s). The assessment data collection is not included in the list of elements in Table 5 because of its size and level of detail. OSDE-SES does not manage this collection.

Table 5: Other Collected Data Elements

Other Data Elements	Description	Primary Source	Reporting Outputs
County of enrolled school district	The county of the school district where the child is enrolled.	Parent Survey	Indicator 8
Name of enrolled school district	The school district where the child is enrolled at the time the survey is completed.	Parent Survey	Indicator 8

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<p>“I am considered an equal partner with teachers and other professionals in planning my child's education.”</p>	<p>Response requested to this question: Rarely or never Some of the time Most of the time All of the time</p>	<p>Parent Survey</p>	<p>Indicator 8</p>
<p>“Teachers encourage me to be involved in making decisions about my child's services.”</p>	<p>Response requested to this question: Rarely or never Some of the time Most of the time All of the time</p>	<p>Parent Survey</p>	<p>Indicator 8</p>
<p>“The school communicates with me regarding my child's progress on IEP goals.”</p>	<p>Response requested to this question: Rarely or never Some of the time Most of the time All of the time</p>	<p>Parent Survey</p>	<p>Indicator 8</p>
<p>“Administrators seek out parent input.”</p>	<p>Response requested to this question: Rarely or never Some of the time Most of the time All of the time</p>	<p>Parent Survey</p>	<p>Indicator 8</p>
<p>“Fill in the blank: _____ of my concerns and recommendations were addressed at this year's IEP meeting.”</p>	<p>Response requested to this question: None or few Some Most All</p>	<p>Parent Survey</p>	<p>Indicator 8</p>
<p>“I was offered special assistance and support so that I could participate in the IEP meeting (e.g., interpreter, mutually agreed-upon scheduling, etc.).”</p>	<p>Response requested to this question: Yes No Not sure N/A</p>	<p>Parent Survey</p>	<p>Indicator 8</p>
<p>“I have been given information about who to call if I am not satisfied with the services my child receives.”</p>	<p>Response requested to this question: Yes No Not sure</p>	<p>Parent Survey</p>	<p>Indicator 8</p>
<p>“The school offers parents a variety of ways to communicate with teachers and administrators.”</p>	<p>Response requested to this question: Yes No Not sure</p>	<p>Parent Survey</p>	<p>Indicator 8</p>
<p>Child's gender</p>	<p>Response requested to this question: Boy or Girl</p>	<p>Parent Survey</p>	<p>Indicator 8</p>

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Child's race/ethnicity	Response requested to this question (all that apply): American Indian/Alaskan Native Asian Black of African American Hispanic or Latino Native Hawaiian or Pacific Islander White or Caucasian	Parent Survey	Indicator 8
Child's primary disability	Response requested to this question: All thirteen categories listed Don't know	Parent Survey	Indicator 8
Age group of child	Response requested to this question: 3-5 years 6-10 years 11-13 years 14-18 years 19 years or older	Parent Survey	Indicator 8
The Post-Secondary Outcomes Survey of Exited High School Students is conducted annually. Respondents may not answer all questions, depending on their initial answers (some questions are skipped if not relevant). For most questions, respondents may voluntarily refuse to answer or say they do not know.			
STN		Post-School Outcomes Survey	Indicator 14
Full Name		Post-School Outcomes Survey	Indicator 14
Name of most recent school district		Post-School Outcomes Survey	Indicator 14
"Indicate which person is responding to the questions:"	Response requested to this question: Student Parent Guardian Other relative/family member	Post-School Outcomes Survey	Indicator 14
"At any time in the past year, have you attended any school, education, or job training program (for example, enrolling in a college or university and/or participation in an occupational training program, a church or humanitarian mission, or the job corps)?"	Response requested to this question: Yes No	Post-School Outcomes Survey	Indicator 14

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<p>“Did you attend high school any time during the 2020-21 school year, specifically sometime between September 2020 and May 2021?”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“Did the State of Oklahoma COVID-19 Executive Orders and public health mandates (e.g., social distancing, closing of non-essential businesses/services) impact your post high school activities surrounding education or training either positively or negatively?”</p>	<p>Response requested to this question: (1) Yes, it had a positive impact (2) Yes, it had a negative impact (3) No, it had no impact</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“If yes: How did it impact you?”</p>	<p>Response requested to this question: (1) I was able to attend classes virtually (2) I was able to enroll in school or some type of training program (3) I was NOT able to enroll in school or some type of training program (4) Other (explain: _____)</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“Have you attended a high school completion program including an Adult Basic Education or GED program?”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“Have you attended a short-term education or employment-training program such as the Job Corps, WIA, or Department of Rehabilitation Services?”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“Have you attended a vocational or technical school – (a certificate program or less than a 2-year program)?”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“Have you attended a training program that lasts at least a year for a particular occupation?”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“Have you attended a two-year community or technical college?”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“Have you attended a four-year college or university?”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>

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“Have you participated in a formal humanitarian program such as the Peace Corps, Vista, AmeriCorps, or a Church Mission?”	Response requested to this question: Yes No	Post-School Outcomes Survey	Indicator 14
“Have you attended an educational program while incarcerated?”	Response requested to this question: Yes No	Post-School Outcomes Survey	Indicator 14
“How many terms or semesters have you completed?”	Response requested to this question: (1) 1 (2) 2 (3) Currently finishing my first term (4) Currently finishing my second term (5) More than 2 terms	Post-School Outcomes Survey	Indicator 14
“Which of the following best describes your current employment status?”	Response requested to this question: (1) I am currently working for pay (2) I am not currently working for pay but I have worked for pay since leaving high school (3) I am not currently working for pay and I haven’t worked for pay since leaving high school	Post-School Outcomes Survey	Indicator 14
“Have you/did you work at this job for at least 90 days?”	Response requested to this question: Yes No		
“Is/was your job: Response requested to this question: (1) in an integrated, competitive employment setting where most employees are non-disabled? (2) in a home-based business? (3) as a homemaker?”	(4) in the military? (5) in a sheltered setting (where most workers have disabilities)? (6) in a supported employment setting (paid work in community with support services)? (7) within jail or prison? (8) an unpaid volunteer or internship?	Post-School Outcomes Survey	Indicator 14
“On this job, are you (were you) paid at least minimum hourly wage (\$7.25/hour in Oklahoma)?”	Response requested to this question: Yes No	Post-School Outcomes Survey	Indicator 14
“How many hours do you (did you) usually work per week at this job?”	Respond with a whole number.	Post-School Outcomes Survey	Indicator 14
“Were you laid off from your job as a result of COVID-19?”	Response requested to this question: Yes No	Post-School Outcomes Survey	Indicator 14
“Were your hours reduced as a result of COVID-19?”	Response requested to this question: Yes No	Post-School Outcomes Survey	Indicator 14

GSS: Data Collection, Management and Reporting

<p>“What is the name of the company for which you work?”</p>	<p>Respond with a company name.</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“When doing your job, did you interact or talk with co-workers without a disability to get your job done? If you are unsure, give your best guess.”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“In this job, were you or are you eligible for a pay raise or promotion? If you are unsure, give your best guess.”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“Were you paid the same as other people who work in a similar job with the same skills, experience and training? If you are unsure, give your best guess.”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>
<p>“In this job, did you receive benefits (such as group insurance like health, dental, vision, paid sick leave or vacation social security, unemployment insurance, workers’ compensation)? If you are unsure, give your best guess.”</p>	<p>Response requested to this question: Yes No</p>	<p>Post-School Outcomes Survey</p>	<p>Indicator 14</p>