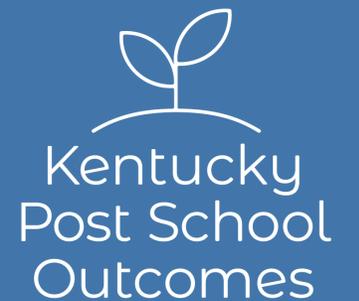




YOYO Training 2026

New Interviewers



Housekeeping

- If you have questions during the training, please unmute yourself or use the chat feature.
- Remember to keep yourself muted when not speaking.
- If you're here as a group, please put your **individual** names in the chat for attendance purposes.
- Closed captions are available.

What We'll Cover Today

- Why we collect Post-School Outcome (PSO) data
- How we collect PSO
- Roles and responsibilities of interviewers
- Contacting former students
- Interviewing skills
- A few unique sets of items
- Directing former students to resources
- Utilizing the Data Collection & Reporting site



Why We Collect Post-School Outcome Data



Federal Requirement

U.S. Department of Education, Office of Special Education Programs

- All states are required to report the “percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - A. Enrolled in higher education within one year of leaving high school.
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school”.

(20 U.S.C. 1416(a)(3)(B))

State Requirement

- The Office of Special Education and Early Learning (OSEEL) at the Kentucky Department of Education (KDE) wants to help districts improve transition outcomes.
- OSEEL contracts with the Kentucky Post School Outcomes Center (KYPSO) to develop the Youth One Year Out (YOYO) former student interview, collect secondary data, analyze, and report.
- OSEEL wants to know about items in addition to Indicator 14:
 - Residence
 - Support services
 - Community engagement

To Help Districts and Educators Make Informed Decisions!

- Directors of Special Education (DoSE's) can examine district reports.
- KYP SO staff and Transition Consultants can work with you to identify ways to improve outcomes.
- As an interviewer, you can provide former students with access to resources.
- Hear first-hand stories about your former students and use that knowledge to help others.





How We Collect Post-School Outcome Data



The Youth One Year Out (YOYO) Interview



An online interview of about 35 questions



The system tells you who to contact



What questions to ask

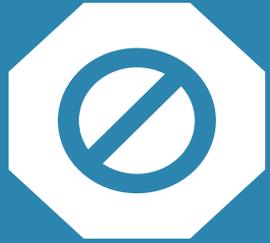


How to provide support if needed

Who Should Be Interviewed?

- Any student that exited in the 2024-25 school year, had an IEP in place at the time of exit, and exited by:
 - Graduation with a regular diploma
 - Graduation with an alternative diploma
 - Reaching maximum age
 - Dropping out
- KYPSO works with OSEEL to identify these former students and assign them to the correct district.

Sometimes It Doesn't Work...



If a student “exits” in 2024 or 2025 but re-enrolls before the YOYO starts, they should be removed.



If a student moves to another district but never enrolls there, they are considered a dropout from your district.



Sometimes students who are on your list should not be.



It's important for you to obtain up-to-date contact information.

What To Do?



To add students:

Download “Add Students Spreadsheet” from the [KYP SO For Educators page](#).

Fill out all information.

Upload it to our secure Student Information Portal on [the KYP SO For Educators page](#)



To delete students:

Document reason for deletion (usually an IC screenshot).

Upload it to our secure Student Information Portal on the [KYP SO For Educators page](#)



In all cases, KYP SO will make the final decision regarding who can be added or removed. We will often consult with KDE.

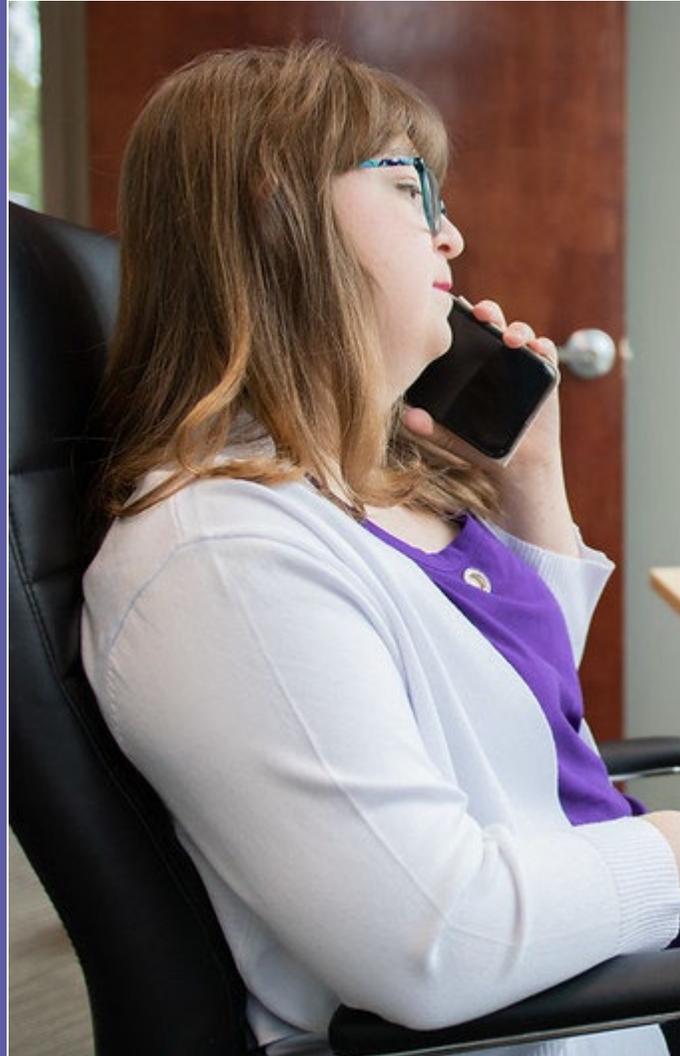


Roles and Responsibilities of Interviewers



Being a YOYO Interviewer is a Big Responsibility

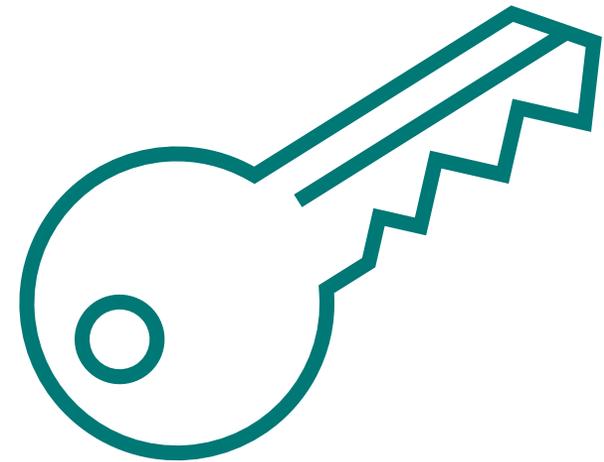
- You are collecting data that tells us about Post School Outcomes of Former Students (FS) with disabilities across Kentucky.
- The information you collect will be compiled and reported to districts, the state, and federal governments
- Important decisions will be made based on these reports and recommendations.



- The information you obtain can help future students be more successful after high school. It might even help the very student you are talking with!
- Remember, you may be the last person from the school to ever speak with this FS again! So, it's important to show the FS you care about them and what is happening in their life now that they're on their own.

Confidentiality

- Youth are protected by ensuring that all their personal information is confidential.
- All paper and electronic information containing Personally Identifiable Information (PII) must not be available to anyone outside of school personnel with designated access.
- Never leave YOYO materials in public (e.g., leaving your computer screen open to a former student interview).
- Never allow unauthorized persons to look at them.
- Notify your supervisor if you lose any confidential materials.
- Never talk about who you interviewed or what they say.





Contacting Former Students



Response Rates

- Every interview will end in one of four ways:
 1. You'll make contact and complete an interview (~60%)
 2. You'll make contact, but they'll refuse to be interviewed (~4%)
 3. You'll be unable to make contact (~35%)
 4. You'll make no attempt to conduct an interview (~1%)
- Each of these rates is reported to the state.
- We understand that not all former students can be contacted. But there are ways to increase response rates!
- There is no excuse for not making an attempt.

Can I Interview a Family Member?



- Yes! You can interview a family member if you cannot get in touch with the former student or if the former student says they want their family member to answer their questions.
 - This is typically the case with 1/3 of completed interviews.
- Remember – it's the former student's answers that we want, not the parents.
- **Ask the parent how their son/daughter would likely respond.**

Contacting Former Students

- You can find student contact information in Infinite Campus.
- Or – use the contact information you collected from your students before they exited HS.
 - Work with your DoSE to see what may be available. Think ahead for ways to gather this information for next year's YOYO!
 - Check out the resources on our 'For Educators' page (Preparing Students & Families for the YOYO):
<https://www.kypso.org/educators/>
 - Districts with consistently high contact rates make strong efforts to collect up-to-date contact information on students **before** they exit HS.
- If you have better ways to contact former students, **use them!**
- They don't have to respond, but you have to try.
 - They may not want to talk to someone from the school.
 - Be personable and open
- Start early!
 - The YOYO opens on April 1, 2026.

Inform Former Students That You Will Be Contacting Them



Former students should be informed that you will contact them approximately 2 weeks before you plan to begin your YOYO interviews.

The easiest way to do this is to send the former student a letter, a postcard, or even a text message! Examples can be found at kypso.org/educators (Preparing Students/Families for YOYO)



Be Prepared to Interview

- Computer with internet access.
- Telephone with speakerphone capability or headset.
- Approximately 15 minutes per interview.
- A quiet area as free of distractions as possible.
 - You may want to post a sign on the door of the office/area you use to notify people of a telephone interview.
- Know who you are calling.
 - Do they have communication needs?
 - Do you remember anything personal about them?

What If They Don't Answer My Call?

You can leave the former student a voicemail or text to schedule an interview time. Example voicemail/text script:

“Hi! This is _____ from _____ school. I’m trying to connect with <Former Student Name> to see if you’d be open to a short interview about how things are going since leaving high school. You can call or text me back at _____. Thanks!”

What If I Just Can't Get In Touch With Someone?

- If you have exhausted all options, or tried at least three phone calls with no response, simply mark “Could Not Contact” and submit the interview. Never complete the interview according to how you think they would answer.
- Remember, you can also interview the respondent in person. Some interviews have even texted questions one by one.
- Try calling during the evening or on weekends. Be creative but not invasive.

What Can I Say to Encourage Participation?

- Inform the Former Student (FS) that the survey is voluntary.
- Inform the FS that they can refuse to answer any particular question.
- Assure the FS that the survey is important to their school district and the state.
- Assure the FS that what they say is protected and will be kept private and confidential.
- Explain that their name won't appear in any report and that their responses will be combined with many other surveys.
- Inform the FS that they can have someone help them answer any part of or all of the interview.



Interviewing Skills



Be Sensitive and Listen

- Some former students who respond to the survey may become upset during the interview.
 - You ask if they are working, which they desperately want to do, but have not been able to find a job or get the help they need.
 - It is understandable that they might be very upset by the questions.
 - This rarely happens, but if it does, it may be necessary to stop the interview, talk with them until they calm down, and then end the call and note why.
- The same is true for parents!

Rephrasing

- While we want all questions to be asked the same way, we also want to get full and complete answers.
- You may need to rephrase certain questions. Do so in a neutral way.
- Example: You can say, “From the time you left high school have you ever had a paying job?”
 - Former student: “What do you mean?”
 - Bad rephrasing: “You never worked, did you?”
 - Good rephrasing: “Do you go to work? Do they pay you? Did you ever go to work in the past year?”

Redirecting

- Often, former students will give answers that are not relevant to the question being asked.
- Be aware of this and try to redirect their response.
- Example: You can say, “I’d like to talk more about that later. Can we work on this question first?”
 - If they’re still not responding to the question being asked, enter their comments at the end of the interview in the interviewer comments section.
 - Please do not enter those comments under the “other” responses if they’re not answering the question asked.

Clarifying Your Meaning

Become familiar with items before you start an interview.

They may not be forthcoming or understand what you mean.





Unique Sets of Items

Competitive Integrated Employment Items



Items regarding integrated setting, comparable pay, benefits, and opportunities for advancement. We realize that these are difficult questions for anyone to answer.



Selecting “Don’t Know” is perfectly acceptable and will not result in the former student being considered non-competitively employed.



Do your best to determine if you think their job meets the underlying concepts of these items.



The military is considered employment.

Accommodations Items

- Disability Disclosure
 - Did you tell your employer about your disability?
- Accommodations
 - Do you receive any supports or accommodations at your job
 - Look to next question to see examples
 - Only if they answer yes, ask what they receive (check all that apply)
 - How were they obtained?
- Instruction Manual to guide you through these items

Guardianship Item

- The former student is asked, “Do you have a legal guardian?”
 - The student may not know, and that’s ok.
 - Just select the “Not Sure” option.
- If the former student (or their parent) is interested in learning about guardianship and its alternatives, you might refer them to My Choice Kentucky (mychoiceky.org/)



Probes

- Sometimes, it can be difficult for a young person to fully explain what he or she is trying to get across.
- This does not allow for the best data to be captured, nor does it encourage the former student to fully explore her or his thoughts and experiences.
- Probes are used to address this.
- We have restricted the YOYO to only have a few response options, so probes are very important.

General Probes

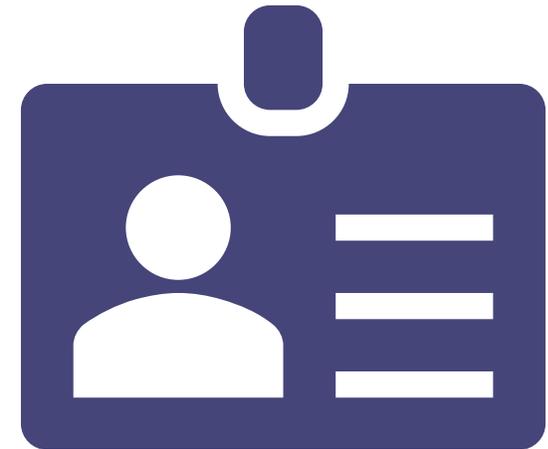
- General probes can be used for almost any question.
- Examples:
 - “What do you mean by that?”
 - “Please tell me more about that.”



Specific Probes

Agencies & People

- We don't know the name of every agency or person in the state.
- For agencies, please don't use abbreviations that are not obvious (OVR is okay).
- Please tell us what service the agency provides (college tuition, supported employment, personal care, etc.)
- For people, do not use names. Tell us what they do and how they were helpful (or unhelpful).



Specific Probes - 1

Activities

- “What do you do on most days?”
- Please probe if they say, “Stay home.”
- Ask them how they spend their time at home.
 - Are they watching TV?
 - Spending time with family?
 - Working on a hobby at home?
 - Staying home by themselves and not engaging in any activity?



Specific Probes - 2

Postsecondary Education

- We often hear references to a lack of contact with the Disability Services Center (DSC).
- Good probes would be:
 - “Why did you not contact DSC?”
 - “Was it because you did not want to be identified?”
 - “Was the DSC unavailable or unhelpful?”
 - “Something else?”





Directing Former Students to Resources



Kentucky Disability Resource Guide



- Human Development Institute (HDI) University of Kentucky (UK) Disability Resource Guide
- resources.hdiuky.org/

Linking the YOYO to the Kentucky Disability Resource Guide



- The top of each YOYO interview section provides a link to relevant information in the online Kentucky Disability Resource Guide.
- Have this guide open while interviewing. If possible, send links to former students.
- Additional information can be found in the [Supplemental YOYO Resource Manual](#)
- There are many other resources, including transition-related videos, on our [Helpful Resources](#) page. Feel free to share!

Other Resources

- At the end of the YOYO Interview, you may note which, if any, resources you referred the former student to.
 - Reminder – please don't list specific teacher/parent/student names in interviewer notes.
- The Transition Consultant is the best for general information.
 - Name and contact information will appear at the end of the YOYO.
- Other options:
 - Vocational Rehabilitation
 - Medicare/Medicaid
 - Michelle P. Waiver
 - Information related to employment (including supported employment)
 - Information related to higher education
 - Your personal information

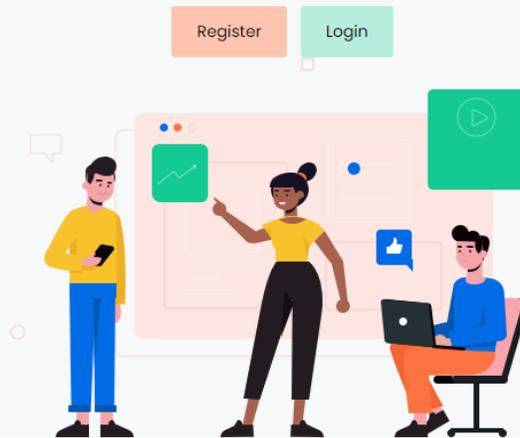


Kentucky Post School Outcomes Center

Welcome to the Data Collection and Reporting page for the Youth One Year Out (YOYO) former student interview.

If you are a Director of Special Education or have been asked by your DoSE to be a YOYO interviewer, you can request an account here. If you have already completed the registration process, this is where you can go to conduct interviews, view reports (if you have that role) and check on the progress of interviews in your district. Remember that we need permission from your DoSE before we can activate your account (and you will need to pass a quiz too). You can ask your DoSE to email us to give you permission at information@kypso.org. You can use the same email form to ask any questions or have us help with any issues you are having.

Note: Please do not register for a KYP SO account as a parent. If you need to access the Parent Survey, please visit kypso.org and look for the link to the Parent Survey at the top of the page



Let's Look at the YOYO!

kypsodata.org/

Contact Us

KYPSO email: information@kypso.org

KYPSO website: www.kypso.org/

KYPSO Data Collection & Reporting Site: kypsodata.org/

KYPSO Facebook page: facebook.com/KyPSO1/

KYPSO & YOYO Discussion Forum (private FB group): facebook.com/groups/1247375618932347

