

# **Charting My Path for Future Success – Evaluation of Transition Programs**

## **Memorandum of Understanding Between American Institutes for Research in the Behavioral Sciences and Mt. Diablo Unified School District**

### **1. Background**

This Memorandum of Understanding (“MOU,” “Agreement”) concerns the “Charting My Path for Future Success” project (the “Project”). The American Institutes for Research in the Behavioral Sciences (AIR) is leading the Project on behalf of the U.S. Department of Education (ED) (Evaluation of Transition Supports for Youth with Disabilities, Contract No. 91990019C0078). The demonstration is referred to as the “Project” in this MOU. AIR and the ED have offered Mt. Diablo Unified School District (the “District”) an opportunity to be a site in the Project. By participating, the District commits to the participation of District staff and resources during the term of the Project (defined in Section 2), and the selected schools agree to commit to the participation of school personnel during the term of the Project.

The goal of the Project is to implement two Transition Programs (“Transition Programs”), and to use a randomized controlled trial and collect data that will allow AIR and ED to test whether the programs are effective.

The first Transition Program, the SDLMI-Transition, is a flexible instructional model designed to increase self-determination and support students to plan and pursue their transition goals. The SDLMI-Transition includes three main supports:

- Structured lessons and activity guides to help students build self-determination skills, including making choices, setting appropriate short- and long-term goals, and making plans to attain their goals.
- Individualized instruction to apply self-determination skills to transition planning, by helping students evaluate their transition needs and advocate for their postschool goals so that they are reflected in their IEP transition plan and transition activities.
- Family engagement activities to inform families about and include families in the transition planning.

The second Transition Program, SDLMI-Transition with Mentoring, includes the supports from SDLMI-Transition and adds the following mentoring support for students to take action toward their postschool goals:

- Individualized mentoring that supports students to take active steps toward their postschool goals by creating a step-by-step plan for goal attainment, connecting to

relevant community and school resources, and building transition skills relevant to their postschool goal.

For both Transition Programs, instructors will work with students twice a week in small groups and will meet with the student and their family five times a semester. In addition, for SDLMI Transition with Mentoring, instructors will work with students twice a month 1-on-1 to support students in identifying and completing transition activities that are needed for postschool goal attainment. To facilitate coordination with the IEP/transition planning process, instructors will also meet regularly with Individualized Education Programs (IEP)/transition staff, review IEP plans, and attend students' IEP meetings to the extent allowed by district policies.

AIR will lead the Project and has assembled a "Study Team" that will work with the District during the Project. The Study Team consists of AIR and its partners, which include Social Policy Research Associates (SPRA); University of North Carolina, Charlotte (UNCC), and The University of Kansas' (KU) Center on Developmental Disabilities.

During the Project, approximately 16 school districts and 100 high schools will participate nationwide. Within each of the 100 high schools, students will be randomly assigned (by lottery) to receive project-funded transition related instruction and supports through the Transition Programs (the "Program Students") or to continue to receive transition related instruction and services as they do normally (the "Business as Usual Students").

*This MOU is conditional on enough eligible students (i.e., students with IEPs about two years away from high school completion) in the District enrolling into the Project as a result of family outreach and parent/student consent. An addendum to the MOU will be executed with specific information about the number of schools and students enrolled and specific monetary compensation and will be signed once family outreach and parent/student consent collection is completed. The estimated **minimum** number of students who need to enroll to the Project in each participating school is 12, and in the District is 90.*

This Agreement sets forth the respective roles and responsibilities of the District and AIR and the rest of the Study Team. By signing this document, you are committing to your District's participation in the Project as described in this document. We look forward to working with you!

## **2. Term**

The term ("Term") of this Agreement is from the **final execution date of this Agreement to December 31, 2028** to cover the period during which the evaluated Transitions Program will be implemented and the Study Team will collect data. Any changes to this Agreement will only be considered valid if they are formalized in writing and mutually agreed upon by both Parties.

### **3. Responsibilities of the Parties**

During the Term, the Parties agree to uphold and adhere to the specified responsibilities and expectations as set forth below and in this Agreement's Appendices. These Appendices include:

|            |   |
|------------|---|
| Appendix A | Reference Sheet                                       |
| Appendix B | Scope of Work   |
| Appendix C | Compensation  |
| Appendix D | District/School Staff Time Reimbursement Request Form |
| Appendix E | District Student Data Records Request                 |
| Appendix F | School Signature Acknowledgement Form                 |

#### **3a. District's Responsibilities**

By signing this Agreement, the District is agreeing to 1) participate in the Project as outlined herein, and especially as provided in this Section 3(a) and in Appendixes A through C; and 2) require participating schools in the District to participate as described in Section 3(b) and in Appendixes A to C. The District will identify:

1. Participating schools, which should be listed on the Reference Sheet;
2. "District Coordinator(s)," who will support family outreach and parent/student consent collection, coordinate the implementation of the Transition Programs, and primary data collection and completion of requests for extant student records requests at the district level;
3. "Instructors," who will be paid by the study to implement the SDLMI-Transition and SDLMI-Transition with Mentoring programs in participating schools;
4. "School Liaisons," who will coordinate and manage parent/student consent collection and student data collections within each study school.

The District also agrees to facilitate scheduling of the two Transition Programs in the participating schools. The District Coordinator and the Instructors will be considered "Key Personnel" (as defined in Section 5 below). The District acknowledges that an addendum to this MOU will be executed after family outreach and parent/student consent collection is completed to update the number of participating schools, enrolled students, and any information related to compensation that is affected by the number of enrolled students. The District understands that if not enough eligible students are enrolled after the family outreach and consent collection to make the implementation of the study feasible, the District and schools will not participate in the Project. The minimum estimated number of students who should enroll is 90 per district and 12 per high school.

### **3b. Participating Schools' Responsibilities**

Schools must be active participants in the Project. If a school is participating, its staff relevant to the Project (e.g., special education teachers, transition counselors/coordinators, guidance counselors, etc.) should participate in all offered orientation meetings and should make a significant effort to help with all study related activities, including family outreach and parent/student consent collection, changing schedules to accommodate delivery of the two Transition Programs, coordination of services and supports for students with IEPs with the study hired Instructors, and data collections (e.g., staff surveys, student surveys, and collection of IEPs). All these requirements are described in detail in Appendix B. Lastly, each participating school will work with the District to identify a "School Liaison," whose name the District will furnish to AIR, to assist in organizing the family outreach, parent/student consent collection, and student data collections.

**The District shall provide the Exhibit E – School Signature Acknowledgement Form along with a reference copy of the executed District MOU (*with necessary redactions*) for the school Principal to acknowledge that they are voluntarily participating in the Project. The signed School Signature Acknowledgement forms are to be sent to the Recruitment Lead, Seth Brown at [sbrown@air.org](mailto:sbrown@air.org) and copying the AIR Project Director, Tamara Linkow at [tlinkow@air.org](mailto:tlinkow@air.org). The District shall also provide the addendum to the MOU (Appendix C) that will be completed after parent/student consent collection to each school.**

### **3c. AIR and the Study Team's Responsibilities**

AIR and the Study Team will coordinate with and support the District during the Project (see Appendix B). In particular, AIR and the Study Team will conduct the evaluation of the Transition Programs as required by AIR's contract with ED. AIR and the Study Team will coordinate with district and school staff for data collection as detailed in Appendixes B and C, including collecting parent/student consent for student and family participation. AIR and the Study Team will provide project funding for hiring Instructors as detailed in Appendix C. The Project will use random assignment to place eligible, participating students (i.e., students with IEPs about two years away from high school completion for whom the study team has received consent) into SDLMI-Transition, SDLMI-Transition with Mentoring, or the Business as Usual condition. Random assignment will be conducted in accordance with procedures established by AIR in coordination with the District. Parent/student consent collection, random assignment of students, and hiring of instructors will be completed by mid-Fall 2024, approximately 10 to 12 weeks after the school year has begun.

## **4. Payments**

AIR will make payments to the District (and possibly directly to participating schools depending on District procedures) contingent upon satisfaction of the terms of the Agreement (as determined by AIR) and the continued funding of the Project by ED. The amount of some payments under this Agreement will be negotiated as the work goes forward, after parent/student consent collection has been completed. Full payment will be made to Districts that complete the full Program, and should it become necessary for the District to discontinue participation in the full Program, partial payments will be made to those that choose to discontinue participation in the Program. The planned payments are shown in Appendix C – Compensation, which is incorporated in this Agreement, and which shall be updated by modification to this agreement (an addendum) after the participating student sample, and therefore the amounts, are finalized.

### **4a. Instructor Wages**

AIR will make payments to the District to cover the time of the study Instructors who will deliver SDLMI-Transition and SDLMI-Transition with Mentoring in all participating schools in the District. For the SDLMI-Transition program Instructors will begin working with school staff in fall 2024; they will then, in coordination with school staff, work with students and families in spring 2025, fall 2025, and spring 2026. For the SDLMI-Transition with Mentoring program Instructors will begin working with school staff in fall 2024; they will then, in coordination with school staff, work with students and families in spring 2025, *summer 2025*, fall 2025, and spring 2026. The number of instructors hired will depend on the number of eligible students enrolled in the Project in the District. AIR and the District staff will work together to identify and interview the candidates and mutually agree upon the annual prices for the Instructors. The District will provide access to the AIR hired Instructor(s) to school buildings, district facilities, and student information as needed for adequate implementation of the Transitions Programs.

### **4b. District/School Staff Time in Orientation Sessions**

AIR will reimburse the District, or the school staff directly<sup>1</sup> (if preferred per the District's policies), for teachers and other school staff time involved in meetings that must occur outside existing labor contract hours or for which substitute teachers are required. The District shall make reimbursement requests by submitting to AIR a completed District/school Staff Time Reimbursement Request Form (see Appendix D Reimbursement Request Forms).

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<sup>1</sup> For direct payment to District staff, AIR requires individual W9s for each staff member.

#### **4c. School Staff Time for Assisting Data Collection Activities.**

Schools will be reimbursed for study activities. School staff are expected to aid in data collection activities, including family outreach and parent/student consent collection, and the administration of student surveys. See Appendix C for compensation schedule.

#### **4d. District/School Effort to Collect Extant Student Records**

AIR will provide payment for the District to fulfill requests for extant records on students. The payment will be made in three installments to offset District expenses related to extant data requests.

##### ***4d1. If AIR pays Schools directly (this option requires the Schools provide their specific W9 and payment address information)***

AIR will pay each school directly a share of Extant Records request costs, based on the proportion of the District's participating students enrolled at the school. The first installment will be paid to each participating school upon AIR's receipt of a signed letter of understanding from said school. AIR will make the second payment at the end of school year 2025-26 and the third/final payment at the end of school year 2027-28.

##### ***4d2. If AIR pays the District***

AIR will pay the District, and the District will ensure that, as needed, the payment is disbursed to each school. The first installment will be paid to the District upon AIR's receipt of a fully countersigned copy of the Agreement and an Addendum signed after consent collection. AIR will make the second payment at the end of school year 2025-26 and the third/final payment at the end of school year 2027-28.

#### **4e. Payment Requests**

The District will submit requests for payment using their own invoices or using the applicable District/School Staff Time Reimbursement Request Forms (See Appendix D, AIR-provided Excel form) by emailing the form to [accountspayable@air.org](mailto:accountspayable@air.org) with a copy to **the AIR Project Director, Tamara Linkow** ([tlinkow@air.org](mailto:tlinkow@air.org)).

### **5. Points of Contact, Notice and Key Personnel**

AIR and the District will designate primary supervising points of contact in connection with the completion of the Scope of Work for the Project.

#### **5a. Points of Contact**

As identified in Exhibit A, the following are points of contact for AIR's Study Team:

Tamara Linkow, Project Director  
Dina Lemmer, Implementation Support  
Vanessa Coca, Data Collection Lead

As identified in Exhibit A, the following are points of contact for the District:

Wendi Aghily, District Liaison  
Amy Sudrla, District Liaison

### **5b. Notice**

AIR or the District may, at any time, designate a new or alternative point of contact for its organization and will promptly notify the other party upon such designation.

All notices permissible or permitted to be given hereunder shall be sufficient: if in writing, personally delivered; if sent by certified mail, return receipt requested and postage prepaid; if sent by national recognized courier, signature delivery required; or if sent by email, delivery receipt required.

All such notices should be addressed as follows:

If to AIR:

Vanessa Humphreys, Sr. Contracts & Grants Specialist  
Email: [vhumphreys@air.org](mailto:vhumphreys@air.org)  
1400 Crystal Dr, Arlington  
VA 22202

If to the District:

Wendi Aghily, Chief, Pupil Services & Special Education  
Email: [AghilyW@mdusd.org](mailto:AghilyW@mdusd.org)  
1936 Carlotta Drive  
Concord, CA 94519

### **5c. Key Personnel**

As described above and specified in Exhibit A (Reference Sheet), the District shall select a District Coordinator(s), and name a School Liaison for each of the District's participating schools. The District will name the District Coordinator(s) (if already identified) on the Reference Sheet. The District will work with the AIR Study team to identify Instructors. The

District Coordinator(s) and Instructors shall be Key Personnel for the work contemplated herein. The District will notify AIR of any plans to divert Key Personnel from the Project.

If Key Personnel become unavailable for assignment under this Agreement or are unable to commit the level of effort required without substantial deviation (more than 10 percent), the District agrees to notify AIR at least thirty (30) days in advance, or as soon as possible. The District agrees to provide AIR with written justification (including background documentation) for any proposed substitution.

## **6. Review of Written Materials and Publicity**

As required under the agreement between AIR and ED, the District shall provide AIR, via written notice to the AIR Study Team Project Point of Contact set forth above in Section 5, with advance notice and copies of any District-created Project-related materials prepared for marketing, publicity, or presentation purposes. AIR will review these materials, provide the District with any comments, and submit to ED requesting the Department's approval for the District to use the materials. AIR will reply to District communications within 10 working days.

The District shall acknowledge the support of ED in publicizing in any materials published in any medium. This acknowledgement shall read substantially as follows:

"This project has been funded at least in part with Federal funds from ED under contract number 91990019C0078. The content of this publication does not necessarily reflect the views or policies of ED nor does it mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government."

## **7. District Information and Research Information/Rights in Data**

AIR considers all data and records within the District's custody that are collected and used in the ordinary course of business to be "District Information." "District" as used in this Section 7 refers to both the District and the District's participating Schools. The District shall retain ownership of all District Information at all times.

There are two types of Research Information, described in Subsections 7a and 7b.

### **7a. Research Information Resulting from Project Activities**

All data compiled or collected by the AIR Study Team and the District specifically for the Project (i.e., information that is not collected and used in the ordinary course of business, such as parent/student consent forms and student surveys described in Appendix B and C) are Research Information and is the property of AIR, regardless of whether such data are in the custody of the District or AIR.



## **7b. Research Information Transferred from the District**

AIR considers that when the District transfers copies of its District Information to AIR for AIR's research use, in accordance with this Agreement, those copies become Research Information and will be protected by AIR as described in Section 8 below. This category of Research Information includes, but is not limited to, the extant student records data described in Appendixes B and C.

## **8. Confidentiality**

All data collection activities shall be conducted in full compliance with ED regulations and requirements to maintain the confidentiality of data obtained on private persons and to protect the rights and welfare of human research subjects, per the Education Science Reform Act of 2002 (Title 1, Part E, Section 183). Data collection activities will also be conducted in compliance with other federal regulations, including the Privacy Act of 1974, P.L. 93-579, 5 USC 552 a; the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g, 34 CFR Part 99; and related regulations, including but not limited to: 41 CFR Part 1-1 and 45 CFR Part 5b.

The Study Team (i.e., AIR and its research partners) will protect the full privacy and confidentiality of all data collected for the study in accordance with relevant laws and regulations and will use it for research purposes only. The AIR project director shall ensure that all personally identifiable information about respondents remains confidential. When publicly reporting the results, the study team will present data only in aggregate form, so that individuals and provider sites are not identified.

### **8a. Confidentiality Assurances During Data Collection**

AIR and its research partners will take the following steps to protect confidentiality:

- All data collection staff at AIR and any data collection subcontractors will complete required background clearances (i.e., e-QIP) and will sign agreements that emphasize the importance of confidentiality and specify employees' obligations to maintain it.
- All members of the study team with access to the data will be trained and certified on the importance of confidentiality and data security. Staff will receive training regarding the meaning of confidentiality, particularly as it relates to handling requests for information and providing assurance to respondents about the protection of their responses. Measures to maintain confidentiality will include built-in safeguards concerning status monitoring and receipt control systems.
- AIR will establish a data governance and security plan for all information collected as part of the study. The data governance/security plan will specify procedures for managing these data, including: external requirements related to security (e.g.,

applicable regulations); roles and responsibilities of study team members, including processes for onboarding new staff, monitoring and granting access to data, and managing subcontractor compliance; processes for information security, including accessing, storing, and transferring data; and processes for data quality control and data disposition. AIR's Information Security Office will review the appropriateness of all elements of the data governance/security plan.

- Personally identifiable information (PII)<sup>2</sup> will be maintained on separate forms and files from other data, which will be linked only by study-specific identification numbers. All data containing PII will be stored in a cloud-based server system that meets ED's security requirements.
- Access to a crosswalk file linking study-specific identification numbers to PII and contact information will be limited to a small number of individuals who have a need to know this information. All staff with access to these data will go through required background clearances (i.e., e-QIP) and will receive training about confidentiality.
- Access to printed documents will be strictly limited. Documents will be stored in locked files and cabinets. Discarded materials will be shredded.
- Access to digital records from focus group data will be strictly limited and will use pseudonyms or otherwise only refer to participation in the aggregate. Digital recordings will be destroyed immediately following transcription.
- All data will be kept in secured locations, and identifiers will be destroyed as soon as they are no longer required. Access to electronic files will be protected by secure usernames and passwords that will be available only to approved users. All data collected in the field will be saved in fully encrypted laptops until the data can be moved to a cloud-based server system that meets ED's security requirements.
- To ensure that study participants are properly protected, AIR's Institutional Review Board will review the study design protocols, informed consent process, data security plan, and all data collection instruments and procedures.
- To assess how the study's transition support strategies are helping students to attain their long-term goals, IES may seek to collect longer-term outcome data after the current evaluation contract is over. To facilitate later use of administrative records for this purpose, the study team will provide a file with all study data, including PII, to IES. IES will store this file and the appropriate documentation in its secure data center.

All voluntary requests for information will be accompanied by statements indicating that:

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<sup>2</sup> Personally identifiable information (PII) includes information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information (<https://studentprivacy.ed.gov/content/personally-identifiable-information-pii>).

- Information collected for this study comes under the confidentiality and data protection requirements of ED's IES, as required by the Education Science Reform Act of 2002, Title 1, Part E, Section 183.
- The information will be used only for the purposes of research approved by ED.
- The study team shall hold in strict confidence all collected information and only disclose it for further refinements to the program.

### **8.b Confidentiality Assurance During Analysis**

The data collected for this study will be used for the purpose of program refinements. The Study Team will never provide information that identifies districts, schools, principals, teachers, students, or student family members to anyone outside the Study Team, except as required by law. More detail on the Study Team's procedures to ensure data security is provided below.

*Data storage:* The Study Team will store all data in compliance with a federally approved data security plan. Data collected from district records, students, parents, school staff, and the training/TA provider will be stored and processed in AIR's secure data enclave, accessible only to specific project staff identified by the data manager. Electronic district school staffing, student records, instructor and TA provider fidelity logs will be collected through a secure web portal data transfer by district administrators and staff. Consent documents will be kept in a separate, secure location at AIR to ensure participant data is decoupled from student/family consent documents. All data containing PII will be stored in AIR's secure data enclave or IES Data Center that comply with ED's security requirements.

*Method of data destruction:* All data containing individually identifiable records will be destroyed by an appropriate fail-safe method as soon as the data are no longer required, including physical destruction of the media itself or deletion of the contents on the Study Team's servers. Once the Study is completed, original data collected for the Study will be destroyed.

## **9. Insurance**

AIR and the District are each responsible for the acts and omissions of their respective employees and agents and shall maintain adequate insurance to cover any liability arising from the acts and omissions of their respective employees and agents. The Parties each represent to the other that they will, at all times, maintain liability insurance coverage with suitably licensed and rated carriers.

## **10. Liability**

Each party agrees to be responsible for any negligent actions or omissions by its own officers, agents, and employees in the performance or failure to perform under this Agreement.

The District agrees to be responsible for any and all claims, suits, expenses, damages or other liabilities, including reasonable attorney fees and court costs, arising out of the damage or injury to persons, entities, or property caused or sustained by any person(s) as a result of its performance or failure to perform pursuant to the terms of this Agreement.

Neither party shall be liable to the other party or any other person for any indirect, incidental, consequential, punitive, or special damages whatsoever (including without limitation any damages claimed for loss of income, revenue, or profits or for loss of goodwill) arising from or related to services provided pursuant to this agreement.

## **11. Termination**

AIR is expecting to enjoy a mutually beneficial relationship with the District during the Term. Both parties are committing to involvement for the entire Term. If, however, circumstances make either party's continued participation in the Study infeasible, that party will provide the other party with 60-day written notice to both the Point of Contact and Notice parties and offer the opportunity to try to resolve the matter.

AIR may unilaterally terminate or reduce the duration of this Agreement's Term as a result of a termination or reduction of its contract with ED upon written notice to the District. Should this occur, AIR shall notify the District promptly and proceed to unilaterally terminate this Agreement accordingly.

## **12. Changes and Modifications**

Except as otherwise provided herein, any changes to this Agreement will only be considered valid if they are formalized in writing and mutually agreed upon. AIR may unilaterally extend this Agreement via written notice to the District in order to accommodate timeline or scheduling changes in the Study.






## **13. Nondiscrimination**

The Parties agree that they shall not discriminate against any employee, applicant for employment, student, parent, contractor, or member of the public because of race, color, religion, disability, sex, age, national origin, genetic code, veteran status, or political affiliation during the term of this Agreement.

**14. Retention and Inspection of Records**

The parties shall retain and shall contractually require each District under this Agreement to retain, all books, accounts, reports, files and other records relating to the performance of the Agreement for a period of five (5) years after the end of the term of the Contract awarded to AIR by ED and to make such documents open to inspection and audit at reasonable times.

**The individuals signing below on behalf of the parties hereby represent and warrant that they are duly authorized to execute and deliver this Agreement on behalf of each respective party and that this Agreement is binding upon the parties in accordance with the terms herein.**

|   |   |
|---|---|
| <b>FOR American Institutes for Research in the Behavioral Sciences (AIR)</b>        | <b>FOR the Mt. Diablo Unified School District</b>   |
|   |   |
| AIR Signature   | District Signature  |
|   |        |
| Title   | Title   |
|  |       |
| Date  | Date  |
|   | EIN:  |

## APPENDIX A – Reference Sheet

For the convenience of the parties, we have prepared this Reference Sheet as an attachment for the Charting My Path for Future Success – Evaluation of Transition Programs Memorandum of Understanding. Below is information specific to the Project at the District.

|  |   |
|--|---|
| Name and Address of District:<br><i>(a W9 will be required)</i>                        | Mt. Diablo Unified School District<br>1936 Carlotta Drive<br>Concord, CA 94519                                  |
| District’s Signatory (Name and Title):   | Wendi S. Aghily, Ed. D.<br>Chief, Pupil Services & Special Education  |
| Payment Checks to be made out to the following name and sent to the following address: | Mt. Diablo Unified School District<br>1936 Carlotta Drive<br>Concord, CA 94519                                  |
| Organization’s EIN:  |   |
| District Coordinator(s):   | Amy Sudrla, Ed. D   |
| Names of Participating Schools and Estimated Number of Eligible Students:              | College Park High 100<br>Concord High 110<br>Mt. Diablo High 120<br>Northgate High 60<br>Ygnacio Valley High 80 |
| Transitions Project Director:  | Tamara Linkow<br><a href="mailto:tlinkow@air.org">tlinkow@air.org</a>   |
| Transitions Implementation Lead:   | Dina Lemmer<br><a href="mailto:blemmer@air.org">blemmer@air.org</a>   |
| Transitions Data Collection Lead:  | Vanessa Coca<br><a href="mailto:vcoca@air.org">vcoca@air.org</a>  |

## **APPENDIX B – Scope of Work**

### **Charting My Path for Future Success – Evaluation of Transition Programs**

#### **B1. Background**

With recent disruptions to students' learning, it is more essential than ever to ensure students with disabilities are preparing for life after high school. Transition planning, as required under the Individuals with Disabilities Education Act (IDEA), can help students with disabilities work toward their goals, but students may need additional support to strengthen skills that will help them identify goals for their future, develop plans, and act on those plans to achieve their goals.

To address the need for more evidence about promising strategies to help with the transition from high school to adult life, the National Center for Education Evaluation (NCEE) of the Institute of Education Sciences (IES) at U.S. Department of Education (ED) commissioned this Project, "Charting My Path for Future Success." The Project is being conducted by the American Institutes for Research (AIR), University of North Carolina, Charlotte (UNCC), Social Policy Research Associates (SPRA), and University of Kansas (KU) for NCEE as part of as part of the Evaluation of Transition Supports for Youth with Disabilities (Contract No. 91990019C0078). The goal of the study is to implement two Transition Programs (SDLMI-Transition and SDLMI-Transition With Mentoring) with fidelity in approximately 100 high schools across the United States, and assess the Programs' impacts on students' short- and longer-term outcomes (e.g., participation in transition planning meetings, high school graduation, post high school employment and earnings, educational attainment). These programs will be carried out by local Instructors, supported by the Project from Fall 2024 through Spring 2026 to work with students and their families in participating schools.

In addition to estimating the impact of the SDLMI-Transition and SDLMI-Transition with Mentoring Programs, the project will document the Programs' implementation and costs.

SDLMI-Transition is based on a model of self-determination instruction designed to help students to plan and pursue their transition goals and includes two main supports:

- Structured lessons and activity guides to help students build self-determination skills, including making choices, setting appropriate short- and long-term goals, and making plans to attain their goals.
- Individualized instruction to apply self-determination skills to transition planning, by helping students evaluate their transition needs and advocate for their postschool goals so that they are reflected in their IEP transition plan and transition activities.
- Family engagement activities to inform families about and include families in the transition planning.

SDLMI-Transition with Mentoring includes everything that SDLMI-Transition program does, and also includes the following support for students to take action toward their transition plans:

- Individualized mentoring that supports students to take active steps toward their postschool goals by creating a step-by-step plan for goal attainment, connecting to relevant community and school resources, and building transition skills (e.g., daily living skills, self-advocacy) relevant to their postschool goal.

To facilitate coordination with the IEP/transition planning process, the program instructor will also meet periodically with IEP/transition staff, review IEP plans, and attend students' IEP meetings to the extent allowed by district policies.

## **B2. Training & Implementation Support Plan**

From Fall 2024 to Spring 2026, the Project will provide the training and support activities described in Exhibit 1 (below) to ensure smooth implementation of the Transition Programs in participating schools in the District. Training and support activities will be provided by University of Kansas and AIR.



## Exhibit 1. Training and Support Activities

| Activity   | Mode of delivery   | Dosage               | Timing of delivery                           | Description   |
|--|--------------------|----------------------|--|---|
| <b>Fall 2024:</b> Total of four days of training for SDLMI-Transition instructors, total of five and half days of training for SDLMI-Transition with Mentoring instructors |                    |                      |  |   |
| Orientation meeting for SDLMI-Transition and SDLMI-Transition with Mentoring instructors   | In person          | ½ days               | August, September                            | This meeting will provide information about the study, delivery of transition programs, study procedures, data collection, and other program information as needed. In addition, this meeting will allow the instructors to meet with the staff from the school(s) in which they will work. |
| Initial content training for SDLMI-Transition and SDLMI-Transition with Mentoring instructors  | In person training | 1 ½ days             | Third or fourth week of September.           | The initial content training will cover all the content, processes, and materials used in SDLMI-Transition delivery.  |
| Additional Initial content training SDLMI-Transition with Mentoring instructors  | In person training | 1 ¾ days             | Third or fourth week of September.           | The initial content training will cover all the content, processes, and materials used in delivery of student mentoring.  |
| Small-group and individual TA meetings for SDLMI-Transition and SDLMI-Transition with Mentoring instructors  | Virtual            | 1 hour twice a month | Fall 2024                                    | The TA supports instructors to complete readiness activities with their schools, including scheduling, meetings with IEP teams, and learning about students' transition goals from IEPs.  |
| Readiness visits with district staff; district resource mapping; school readiness visits   | In person          | 5 days               | First, second or third week of October, 2024 | The readiness visit includes meeting(s) with the district staff, meeting with school staff, district resource mapping, reconfirmation of school schedules, etc.   |

| Activity  | Mode of delivery | Dosage  | Timing of delivery                                     | Description   |
|---|------------------|---------|--|---|
| SDLMI Phase 1 for SDLMI-Transition and SDLMI-Transition with Mentoring instructors  | Virtual          | 3 hours | Fourth week of October 2024                            | These 3-hour virtual trainings will extend the learning from in-person initial content trainings for both strategies. The main content will be presented to all participants together; breakout rooms will separate the instructors by SDLMI-Transition and SDLMI-Transition with Mentoring instructions.     |
| SDLMI Phase 2 for SDLMI-Transition and SDLMI-Transition with Mentoring instructors  | Virtual          | 3 hours | First week of November, 2024                           | Similar to SDLMI Phase 1 virtual follow up training.  |
| SDLMI Phase 3 for SDLMI-Transition and SDLMI-Transition with Mentoring instructors  | Virtual          | 3 hours | Second week of November, 2024                          | Similar to SDLMI Phase 1 virtual follow up training.  |
| Family and IEP Team Connection Strategies for SDLMI-Transition and SDLMI-Transition with Mentoring instructors              | Virtual          | 3 hours | Third week of November or first week of December, 2024 | Similar to SDLMI Phase 1 virtual follow up training.  |
| Implementation planning session for SDLMI-Transition and SDLMI-Transition with Mentoring instructors                        | Virtual          | 3 hours | First or second week of December, 2024                 | This meeting is meant to provide hands-on planning support, provide an opportunity for the instructors to clarify any remaining issues or ask questions, and ensure that instructors are ready to begin implementation in January 2025.   |
| Pre-scheduled just-in-time mini booster: Family connection and goal setting for SDLMI-Transition with Mentoring instructors | Virtual          | 1 hour  | Second or third week of December, 2024                 | These one-hour mini boosters will revisit core content from the initial content training shortly before that content needs to be implemented by the instructors. For example, a mini booster about family engagement would be delivered just before the instructors start scheduling initial family meetings. |

| Activity  | Mode of delivery | Dosage | Timing of delivery                      | Description  |
|---|------------------|--------|---|--|
| <b>Spring 2025:</b> Total of approximately 10 hours of TA for SDLMI-Transition and 20 hours for SDLMI-Transition with Mentoring instructors; a one-day site visit; half a day of pre-determined booster sessions for SDLMI-Transition and SDLMI-Transition with Mentoring instructors; half a day of potential ad hoc just-in-time implementation determined sessions for SDLMI-Transition and SDLMI-Transition with Mentoring instructors. |                  |        |   |  |
| Pre-scheduled just-in-time mini booster: Student resource mapping and transition skills (SDLMI-Transition with Mentoring instructors)   | Virtual          | 1 hour | First or second week of January, 2025   | Similar to Family connection and goal setting mini booster.  |
| Pre-scheduled just-in-time mini booster: ITAP and progress monitoring (SDLMI-Transition with Mentoring instructors)   | Virtual          | 1 hour | Fourth week of January, 2025            | Similar to Family connection and goal setting mini booster.  |
| Pre-scheduled just-in-time mini booster: Basics about summer planning (SDLMI-Transition with Mentoring instructors)   | Virtual          | 1 hour | Last week of March, first week of April | Similar to Family connection and goal setting mini booster.  |
| Pre-scheduled just-in-time mini booster: Reflection, ongoing family engagement, planning for summer (SDLMI-Transition with Mentoring instructors)   | Virtual          | 1 hour | Last week of April                      | Similar to Family connection and goal setting mini booster.  |
| Ad hoc trainings based on implementation data (SDLMI-Transition and SDLMI-Transition with Mentoring instructors)  | Virtual          | 1 hour | As needed, 1 to 3 times a semester      | These trainings will address issues identified in implementation data collection and will be delivered only as needed. These sessions would be in addition to the SDLMI follow up virtual trainings. |

| Activity  | Mode of delivery | Dosage     | Timing of delivery                       | Description  |
|---|------------------|------------|--|--|
| Small-group TA meetings (SDLMI-Transition and SDLMI-Transition with Mentoring instructors)  | Virtual          | ~10 hours  | An hour twice a month                    | These meetings will address issues that the trainers have identified based on implementation data or will provide the instructors opportunities to ask questions and problem solve together.   |
| 1:1 TA (SDLMI-Transition with Mentoring instructors)  | Virtual          | ~ 10 hours | An hour twice a month                    | The 1:1 TA with the trainers will allow for more individualized discussion of procedures and fidelity indicators for SDLMI-Transition with Mentoring   |
| TA site visits (SDLMI-Transition and SDLMI-Transition with Mentoring instructors)   | In person        | 1 day      | Once a semester, scheduled with district | TA site visits will provide opportunities for the trainer and TA lead for each district to observe delivery of both strategies, document and discuss implementation fidelity, and engage in problem solving with the instructors.                |
| <b>Fall 2025:</b> Total of approximately 10 hours of TA for SDLMI-Transition and 20 hours for SDMI-Transition with Mentoring instructors; a one-day site visit; one day booster training for SDLMI-Transition instructors, one and half day booster training for SDLMI-Transition with Mentoring instructors, half day of potential just-in-time implementation determined booster sessions for SDLMI-Transition and SDLMI-Transition with Mentoring instructors. |                  |            |  |  |
| Booster training (SDLMI-Transition and SDLMI-Transition with Mentoring instructors)   | In person        | 1 day      | August 2025                              | At the beginning of the fall 2025 semester, instructors will participate in a booster training, during which materials from the initial training will be reinforced based on needs identified in implementation data from the previous semester. |
| SDLMI-Transition With Mentoring booster training  | In person        | ½ day      | August 2025                              | At the beginning of the fall 2025 semester, instructors will participate in booster trainings, during which materials from the initial training will be reinforced based on needs identified in implementation data from the previous semester.  |

| Activity  | Mode of delivery | Dosage     | Timing of delivery                       | Description   |
|---|------------------|------------|--|---|
| Ad hoc trainings based on implementation data (SDLMI-Transition and SDLMI-Transition with Mentoring instructors)  | Virtual          | 1 hour     | As needed, 2-3 times a semester          | These ad hoc trainings will address issues identified in implementation data collection and will be delivered only as needed.   |
| Small-group TA meetings (SDLMI-Transition and SDLMI-Transition with Mentoring instructors)  | Virtual          | ~ 10 hours | An hour twice a month                    | These meetings will address issues that the trainers have identified based on implementation data or will provide the instructors opportunities to ask questions and problem solve together.                  |
| 1:1 TA (SDLMI-Transition with Mentoring)  | Virtual          | ~ 10 hours | An hour twice a month                    | The 1:1 TA with the trainers will allow deeper discussion about procedures and fidelity indicators for SDLMI-Transition with Mentoring and troubleshooting implementation issues with individual instructors. |
| TA site visits (SDLMI-Transition and SDLMI-Transition with Mentoring instructors)   | In person        | 1 day      | Once a semester, scheduled with district | TA site visits will provide opportunities for the trainer and TA lead for each district to observe, document and discuss implementation fidelity, and engage in problem solving with the instructors.         |
| <b>Spring 2026:</b> Total of approximately 10 hours of TA for SDLMI-Transition and 20 hours for SDLMI-Transition with Mentoring instructors; a site visit; half day of potential just-in-time implementation determined booster sessions for SDLMI-Transition and SDLMI-Transition with Mentoring instructors |                  |            |  |   |
| Ad hoc trainings based on implementation data (SDLMI-Transition and SDLMI-Transition with Mentoring instructors)  | Virtual          | 1 hour     | As needed, 2-3 times a semester          | These ad hoc trainings will address issues identified in implementation data collection and will be delivered only as needed.   |
| Small-group TA meetings (SDLMI-Transition and SDLMI-Transition with Mentoring instructors)  | Virtual          | ~ 10 hours | An hour twice a month                    | These meetings will address issues that the trainers have identified based on implementation data or will provide the instructors opportunities to ask questions and problem solve together.                  |

| Activity  | Mode of delivery | Dosage     | Timing of delivery                       | Description   |
|---|------------------|------------|--|---|
| 1:1 TA (SDLMI-Transition with Mentoring)  | Virtual          | ~ 10 hours | An hour twice a month                    | The 1:1 TA with the trainers will allow deeper discussion about procedures and fidelity indicators for SDLMI-Transition with Mentoring and troubleshooting implementation issues with individual instructors. |
| TA site visits (SDLMI-Transition and SDLMI-Transition with Mentoring instructors) | In person        | 1 day      | Once a semester, scheduled with district | TA site visits will provide opportunities for the trainer and TA lead for each district to observe, document and discuss implementation fidelity, and engage in problem solving with the instructors.         |

### **B3. Roles and Responsibilities**

This section describes the Roles of the Parties to this Agreement. Briefly, AIR is overseeing the Study Team in providing and supporting two high quality Transition Programs in selected District schools at no cost to the District. AIR will also provide funding for District and school level staff to assist in project activities (e.g., identifying eligible students, collecting parent/student consent, providing extant student records, coordinating other implementation and data collection activities). The benefits of participation include:

- The District will be provided funding to hire Instructors to deliver the two new Transition Programs that are backed by research.
- The District will receive all instructional materials related to the delivery of the Transition Programs for free.
- District and school staff will be compensated for their time spent coordinating and participating in data collection activities.
- The District and schools may learn from implementing these two programs and building the capacity to implementing the two Transition Programs, which may help inform decisions about the future provision of transition services.
- The Districts and schools will have the opportunity to contribute to the knowledge base about the effectiveness of transition supports for improving post-school outcomes.

#### ***B2a. Roles and Responsibilities of the District and Participating Schools***

The District and participating schools agree to assist the Study Team in the following ways.

**1. The District will assist the Study Team in securing any needed research approval for the study and the District and schools participating in the study will assist the study team in collecting informed consent for student participation and Social Security numbers (or alternative identification numbers [e.g., taxpayer identification numbers] as needed).**

- The Study Team will prepare research applications in accordance with District requirements. The District will provide assistance to the Study Team as needed in understanding the research application requirements and securing approval in a timely manner.
- The District and schools will assist in family outreach and parent/student consent collection (e.g., use of back to school and family nights, parent association groups, special education parent representatives, etc., for informing families about the study; assistance distributing and collecting consent forms).

**2. The District and schools will support the use of random assignment – conducted by the Study Team – whereby students will be assigned to either SDLMI – Transition or SDLMI-Transition with Mentoring, or to continue only with Business as Usual transition services.**

The Study Team will randomly assign eligible, participating students (i.e., students who are about two years away from high school completion and have consented for participation) through a lottery-like process to one of three groups within each participating school:

- One-third of the students will receive SDLMI-Transition for the spring 2025 semester and school year 2025-26;
- One-third of the students will receive SDLMI-Transition with Mentoring for the spring 2025 semester, summer 2025, and school year 2025-26;
- One-third of the students will continue with any existing practices and services related to transitions (this set of students is the Business as Usual or BAU group).

**3. The District and schools participating are expected to support the implementation of the two Transition Programs.**

- Hiring instructors to deliver SDLMI-Transition and SDLMI-Transition With Mentoring in Summer/Fall 2024
  - The District will identify and hire Instructors to deliver SDLMI-Transition and SDLMI-Transition with Mentoring in participating schools according to criteria for qualifications and experience established in coordination the study team. Hiring should be completed by the end of August 2024.
  - The number of Instructors working in Districts and schools will depend on the number of students enrolled in the study. The anticipated case load per Instructor is approximately 37 students for SDLMI-Transition and approximately 22 students for SDLMI-Transition with Mentoring.
- Parent outreach and support for study enrollment in Summer/Fall 2024
  - In coordination with District staff, school staff in the participating schools will:
    - Assist the study team in family outreach activities and collecting informed parent (and student, if the student is 18 years old or older) consent.
    - Contact parents who indicated that they do not want their child to participate in the study to learn reasons for non-participation (for informational purposes only, not to request that they consider changing their response; see section on data collection below).
- Participation in orientations and support for readiness activities, Fall 2024
  - School staff in the participating schools will attend a one-day orientation training for relevant school staff on the role of school staff in supporting Program delivery (e.g., coordination with IEP teams, support for Instructor scheduling with students/parents, access to extant student data).

**4. District staff and school staff in the participating schools will support implementation readiness activities.**

- Assist the provider team in finalizing implementation plans.



- Tailor/customize aspects of the implementation procedures to address differing school/district contexts and parent/family situations.
- Meet with the provider team and study instructors during implementation readiness visits to confirm implementation plans and procedures.

**5. Schools agree to not provide services similar to SDLMI-Transition and SDLMI-Transition with Mentoring during the Project implementation period (spring 2025, summer 2025, school year 2025-26)**

In order to understand the difference that the tested Transition Programs make in student outcomes, it is vital that the difference in services created by the random assignment of students to SDLMI-Transition and SDLMI-Transition with Mentoring and BAU be maintained during the period of the evaluation. If during the period of the study, schools consider changing their transition related services for the students in the BAU condition, they must discuss any possible changes with District staff and the Study Team and reach agreement on any such changes prior to implementation. It is similarly important that students who are randomly assigned to the BAU condition will not be transferred to receive instruction from the tested Transition Programs. If students must be transferred from the BAU condition to one of the tested Transition Programs, the schools should inform the study-hired Instructor(s) and the Study Team’s data collection lead about the changes.

**6. The District and schools will encourage school staff, family, and student participation in data collection activities during the Study.**

Exhibit 2 presents data collection activities relevant for this MOU that require assistance from District or school personnel to be successfully completed.

**Exhibit 2. Description of data collection activities**

| Data Source                               | Sample                                   | Respondent                                    | Mode and Timing  |
|---|--|---|--|
| Study consent forms                       | Eligible students                        | Parents / guardians and students (if age 18+) | Electronic or paper forms collected from the families of eligible students during the study enrollment period (Spring/Fall 2024) |
| Interviews with nonparticipating families | Families that decline to be in the study | Parents / guardians                           | Telephone interviews during the study enrollment period, from Spring to Fall 2024  |
| District contextual information forms     | Participating districts                  | District staff                                | Electronic or paper data forms collected in Fall 2024  |
| District cost interviews                  | District coordinator(s)                  | District coordinator(s)                       | One-hour virtual interviews that occur in Fall 2024, Spring 2025, Fall 2025, and Spring 2026.                                    |

| Data Source                   | Sample                                     | Respondent                   | Mode and Timing   |
|-------------------------------|--|------------------------------|---|
| District records for students | Eligible students / participating students | District staff               | <p>Electronic records for eligible students: directory information; family contact information; and summary statistics for student characteristics, achievement, and school participation and progress as of Spring/Summer and Fall 2024</p> <p>Electronic records for participating students: (a) identifying information as of Fall 2024; (b) family contact information as of Fall 2024; (c) directory information as of Spring 2025 and Spring 2026; and (d) individual-level data on characteristics, achievement, and school participation and progress as of Fall 2024, Spring 2025, Fall 2025, Spring 2026, and the summers of 2026, 2027, and 2028</p> <p>Electronic copies of IEP forms for participating students in Fall 2024 and Spring 2026</p> |
| Student surveys               | Participating students                     | Students                     | Electronic or paper surveys administered in Fall 2024, Fall 2025, and Spring 2026.  |
| Staff survey                  | Participating students                     | Special education teacher(s) | Electronic survey administered in Fall 2024 and Spring 2026   |

**Study consent forms.** The study will obtain informed consent from parents/guardians, and from students who are ages 18 or above. Only students whose parents or guardians consent (or who consent themselves if age 18+) will be included in the study and be randomly assigned to receive the Programs being tested.<sup>3</sup> Parents/guardians of eligible students (and students, if age 18+) will be asked to return a form that indicates whether the parent/guardian and student agree to participate in the study. The consent form will include information about how the Project works, including the random assignment process to determine participation in the Programs being tested, student participation in data collection activities, and use of the student’s name, date of birth, and Social Security number (SSN) by the study team to obtain post-school outcomes data from federal sources. The consent forms will request student and parent/guardian names and signatures. If the student’s SSN for the purposes of matching to federal extant data can be requested from the district, the study team ask for permission for District to release to the Study Team. In cases where the district does not have student SSNs, we will ask parents to submit the SSN through a secure online system, or through prepaid secure FedEx envelopes.

**Interviews with nonparticipating families.** The study will conduct telephone interviews with a small number of nonparticipating families (i.e., families who decline their child’s participation) to better understand reasons for which parents/guardians and/or students do not wish to participate in the study.

**District contextual information forms.** The study team will prepopulate a form with available information on the district’s business-as-usual transition practices from public sources and early discussions with district staff. The study team will ask district staff to review the collected information for accuracy.

**District cost interviews.** The district cost interviews will capture the amount of time that district and school staff spend to get *SDLMI - Transition* and *SDLMI – Transition with Mentoring* up and running, as well as any other resources the district devotes to implementation.

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<sup>3</sup> We will include the district record requests on the consent form as well if the district requires it.

**District extant student records.** The district records will be used to identify eligible students (e.g., using class rosters) and to describe study sample. For students participating in the study, the district records will include students’ social security numbers (if the district keeps these records), date of birth, demographic, disability, and socioeconomic characteristics; prior test scores; IEP forms; and outcomes related to progress towards high school completion. AIR will provide payment for the District to fulfill extant data requests as described in Appendix C. Please see Appendix E for a detailed description of the student records request.

**Student surveys.** The student survey will capture student’s self-determination, their knowledge about transition resources, and their participation in activities to prepare for post-school goals. Student surveys will be conducted with all students who participate in the study. Each school staff person facilitating survey collection will be compensated \$750 for each of the three rounds of surveying.

**Staff surveys.** The staff survey will be administered to at least one school staff member who can answer questions about each participating student’s use of transition services, completion of school-based activities and parent engagement in transition planning. School staff members taking this survey will be compensated \$20 per student.

In addition to the data collected from District and school staff, and students, the Study Team will collect cost and implementation data about the two Programs, and will use data from a number of federal data sources to collect information on student outcomes—including the National Student Clearinghouse (NSC) for postsecondary education outcomes, the National Directory of New Hires (NDNH) for employment and earnings outcomes, the Rehabilitation Services Administration for participation in vocational rehabilitation services, and Federal Student Aid for college preparation outcomes.

Exhibit 3 shows the timing of all the study data collection activities.

**Exhibit 3. Timeline of Data Collection Activities**

| Data source  | 2024 |      | 2025 |     |      | 2026 |     |      | 2027 |     |      | 2028 |     |      | 2029 |
|--|------|------|------|-----|------|------|-----|------|------|-----|------|------|-----|------|------|
|  | Spr  | Fall | Spr  | Sum | Fall | Spr  | Sum | Fall | Spr  | Sum | Fall | Spr  | Sum | Fall | Spr  |
| <b>Data related to student and family participation in the study</b>                   |      |      |      |     |      |      |     |      |      |     |      |      |     |      |      |
| Study consent forms  |      | ✓    |      |     |      |      |     |      |      |     |      |      |     |      |      |
| Interviews with nonparticipating families  |      | ✓    |      |     |      |      |     |      |      |     |      |      |     |      |      |
| <b>Data related to implementation and cost of programs</b>                             |      |      |      |     |      |      |     |      |      |     |      |      |     |      |      |
| District contextual information collection   |      | ✓    |      |     |      |      |     |      |      |     |      |      |     |      |      |
| District cost interviews   |      | ✓    | ✓    |     | ✓    | ✓    |     |      |      |     |      |      |     |      |      |
| <b>Baseline, service contrast, and intermediate outcomes</b>                           |      |      |      |     |      |      |     |      |      |     |      |      |     |      |      |
| Student survey   |      | ✓    |      |     | ✓    | ✓    |     |      |      |     |      |      |     |      |      |
| Staff survey   |      | ✓    |      |     |      | ✓    |     |      |      |     |      |      |     |      |      |
| District student records   | ✓    | ✓    | ✓    |     | ✓    | ✓    |     |      | ✓    |     |      | ✓    |     |      |      |
| Rehabilitation Services Administration (RSA) <sup>a</sup>                              |      |      |      |     |      |      | ✓   |      |      |     |      |      |     |      |      |
| <b>Post-school outcomes – no original district, school, or student data collection</b> |      |      |      |     |      |      |     |      |      |     |      |      |     |      |      |
| National Directory of New Hires (NDNH) <sup>a</sup>                                    |      |      |      |     |      | ✓    |     |      | ✓    |     |      | ✓    |     |      | ✓    |

| Data source  | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
|--|------|------|------|------|------|------|
| Federal Student Aid (FSA) office at Department of Education <sup>a</sup> |      |      | ✓    | ✓    | ✓    |      |
| National Student Clearinghouse (NSC) <sup>a</sup>                        |      |      | ✓    | ✓    | ✓    |      |

<sup>a</sup>These data are maintained by national and federal data systems, and do not require direct involvement of District staff.

Upon receiving the administrative data from the District, AIR will replace student names and/or district ID numbers with a Project-generated research ID and will use the Research ID to link data from multiple sources. Exact procedures for linking will be worked out by the Study Team in collaboration with District data staff.

The District will transmit data in a secure fashion under procedures developed by the Study Team.

For all data collection activities described above, the Study Team will work with the District Coordinator(s) and School Liaisons in each school in the 2024-25 and 2025-26 school years. These liaisons will assist the Study Team with data collection by providing student rosters to identify students for consent collection and data collection; helping to schedule data collection activities; securing private space within the school buildings for data collection activities as needed; distributing and collecting consent materials and surveys as needed; and setting up site visits by the Study Team. As discussed above, AIR will provide the District and schools with additional resources to compensate liaisons for these efforts. Details on the compensation for this support are provided in Appendix C.

***B2b. Roles and Responsibilities of the Study Team under its Agreement with the U.S. Department of Education***

As the lead for the Project, AIR agrees to the following responsibilities:

- Provide training and support for the two Transition Programs and funding to the District as detailed in this Agreement.
- Secure approval of AIR’s and the District’s (if applicable) Institutional Review Boards (IRB) and renew on an annual basis as needed.
  - AIR will prepare materials with assistance and feedback from the District for AIR’s IRB, and for securing and renewing the District’s research approvals.
- Collaborate with the District to encourage school sites to participate in all required training and data collection activities.
- Conduct a rigorous evaluation involving the District and other participating Districts.
- Oversee execution of all data collection activities:
  - Consent forms.
  - Interviews with nonparticipating families.
  - District contextual information forms.
  - District cost interviews.
  - District student records.

- Student surveys.
- Staff surveys.
- Protect the confidentiality of Project participants.
  - Transmit participants' PII from and to the District in a secure manner.
  - Maintain student data on secured electronic servers and drives at AIR.
  - Protect participants' PII from disclosure to any outside Parties, consistent with the informed consent form.
  - Maintain confidentiality of the District, District staff, school staff, and students in all written reports.
- Release a published, public final report discussing evaluation findings.
- Produce a restricted-use data file to be made available for use by other researchers. A restricted-use file is publicly available for research purposes. However, in order to access the file, researchers must apply to ED and agree to strict confidentiality standards. The file will maintain the confidentiality of sample members and will not identify participating districts or schools.

## **APPENDIX C – Compensation**

This section describes the costs that AIR will reimburse to the District. Exhibit 4 at the end of this section summarizes **all costs**. All compensation amounts may be changed by Modification. Furthermore, all compensation for staff costs will be modified as needed to reflect actual staff costs incurred by the District.

### **C1. Instructor Wages**

AIR will make an additional payment to the District to cover the time of the Instructors delivering SDLMI-Transition and SDLMI-Transition with Mentoring program in all participating schools. The case load for Instructors for SDLMI-Transition is about 37 students and the case load for Instructors for SDLMI-Transition with Mentoring is about 22 students. The final number of instructors in the District hired and compensated by the Project will depend on the number of high schools and students participating in the study. Instructors for SDLMI-Transition will be hired in spring or summer 2024 and trained in fall 2024; begin working with school staff in fall 2024; and then, in coordination with school staff, work with students and families for three semesters (spring 2025, fall 2025, and spring 2026). The instructors for SDLMI-Transition with Mentoring will be hired in spring or summer 2024 and trained in fall 2024; begin working with school staff in fall 2024, and then, in coordination with school staff, work with students and families for three semesters and one summer (spring 2025, summer 2025, fall 2025, and spring 2026). AIR and the District will mutually agree upon compensation for the Instructors and will compensate the District each year by the District's submission to AIR of a District/School Staff Time Reimbursement Request Form for the agreed upon total for the Instructors.

### **C2. District Staff Time for Orientation Meetings**

Based on the training plan and the District's prevailing rates, AIR will reimburse the District, or the Staff directly<sup>4</sup> (if preferred per the district's policies), for teacher and other staff time involved in meetings that

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<sup>4</sup> For direct payment to District Staff, AIR requires individual W9s for each participant.

must occur outside existing labor contract hours or for which substitute teachers are required. The reimbursement rate is assumed to be District’s professional development rate. Reimbursement requests shall be made by submission to AIR of a District/School Staff Time Reimbursement Request Form. Exhibit 4 assumes that five staff from each participating school will attend orientation for two hours.

### **C3. School Staff Time for Assisting Data Collection**

We will provide each school the following compensation for aiding with data collection activities:

Consent collection:

- \$320 to assist in identifying students who are eligible to participate in the Project (assuming a compensation rate of \$40 per hour for one person for 8 hours)
- \$1,000 to cover staff time to assist with the parent/student consent process (e.g., to host a parent convening, assist with direct outreach)
- \$360 to cover staff time to follow-up with nonresponding families

Student surveys:

- \$750 to assist with each of three rounds of student survey data collection, for a total of \$2,250
- \$20 per student for a school staff member provide information about students’ use of transition services and completion of school-based activities.

### **C4. District/School Effort to Collect Extant Student Records**

AIR will provide \$2,000 to the district for fulfilling requests for extant records on students.

- 1) Payment #1: \$800 upon AIR’s receipt of a fully countersigned copy of the Agreement.
- 2) Payment #2: \$600 upon AIR’s receipt of the data requested for the 2024-25 and 2025-26 school years.
- 3) Payment #3: \$600 after all data requests have been executed for the study (Summer/Fall 2028).

### **APPENDIX D – District/School Staff Time Reimbursement Request Forms**

Excel Forms will be provided to District by AIR as separate documents.

## APPENDIX E – District Student Data Records Request

### Overview of Student Records Requested for the Charting My Path for Future Success Project

Your district is piloting two new programs intended to help students with disabilities reach their goals after high school—SDLMI-Transition and SDLMI-Transition with Mentoring. The programs are part of a national U.S. Department Education project called *Charting My Path for Future Success*. This project includes a study to learn about ways to help students with disabilities succeed as they move from high school to college, careers, and independent living. The American Institutes for Research (AIR) is conducting the study with their partners, the University of North Carolina at Charlotte and Social Policy Research Associates.

As outlined in the Memorandum of Understanding (MOU) with your district, the study team will collect data on students enrolled in schools in your district that are part of this project. For those schools (listed in Table 1), the study team requires information to identify **eligible students** (i.e., a subset of students with IEPs who are about two years from completing high school), summarize their characteristics, and request informed consent for the students to participate in the project. The study team will also need information about the characteristics and outcomes of **project participants** (i.e., students whose parents submit consent forms) to evaluate the two new programs.

**Table 1. Participating Schools in Your District**

| School Name            |
|------------------------|
| 1. College Park High   |
| 2. Concord High        |
| 3. Mt. Diablo High     |
| 4. Northgate High      |
| 5. Ygnacio Valley High |

The study team will ask your district to provide the following types of information, based on extant records:

- **Student directory information**, including each student’s name, age, disability status, enrollment date, grade level, total credit hours earned, and teacher roster data (e.g., name of homeroom teacher) if still enrolled; initial extracts will also include the student’s expected graduation year and transition “pathway” (as defined in coordination with the study team). This information will be used by districts to identify *eligible students* in Spring/Summer and Fall 2024, and used by the study team to measure selected indicators for *project participants* in Fall 2024, Spring 2025, and Spring 2026.
- **Family contact information**, including the names, phone numbers, email addresses, and postal addresses of parents/guardians and the language spoken at home. This information will be used to request informed consent for participation from *eligible students* in Spring/Summer and Fall 2024 and to update records for *project participants* in Spring 2026.
- **Student characteristics, achievement, and school participation/progress information**, including gender, race/ethnicity, special education status, disability type, school program indicators (e.g., career and technical education or school lunch program), standardized test scores, credit hours by subject, school exit date, and graduation status. This information will be used by your staff to produce summary statistics on *eligible students* in Fall 2024; and by the study team to measure the characteristics and outcomes of *project participants* in Fall 2024, Spring 2025, Fall 2026, Spring 2026, Summer 2026, Summer 2027, and Summer 2028.
- **Student identifying information**, including birthdates and Social Security numbers (if recorded by the district). This information will be used by the study team to obtain records about students’ use of Vocational Rehabilitation services, use of federal student aid, college attendance, and work outcomes. The study team will request this information for *project participants* in Fall 2024.

Table 2 summarizes the schedule of the study team’s data requests.

**Table 2. Schedule for Data Requests**

| Date of Request       | Student Directory Information in Request | Family Contact Information in Request | Student Characteristics, Achievement, and School Participation/Progress Information in Request | Student Identifying Information in Request | Expected Date for Data Transfer |
|-----------------------|--|---------------------------------------|--|--|---------------------------------|
| Spring / Summer 2024* | Yes: eligible students                   | Yes: eligible students                | [None]   | [None]                                     | One month after request*        |
| Start of Fall 2024*   | Yes: eligible students                   | Yes: eligible students                | Yes: eligible students (summary statistics only)   | [None]                                     | One month after request*        |
| 10/15/2024            | [None]                                   | [None]                                | Yes: project participants  | Yes: project participants                  | 11/15/2024                      |
| 2/15/2025             | Yes: project participants                | [None]                                | Yes: project participants  | [None]                                     | 3/15/2025                       |
| 10/15/2025            | [None]                                   | [None]                                | Yes: project participants  | [None]                                     | 11/15/2025                      |
| 2/15/2026             | Yes: project participants                | Yes: project participants             | Yes: project participants  | [None]                                     | 3/15/2026                       |
| 6/15/2026             | [None]                                   | [None]                                | Yes: project participants  | [None]                                     | 7/15/2026                       |
| 6/15/2027             | [None]                                   | [None]                                | Yes: project participants  | [None]                                     | 7/15/2027                       |
| 6/15/2028             | [None]                                   | [None]                                | Yes: project participants  | [None]                                     | 7/15/2028                       |

\* Specific dates for the initial request for information about eligible students will be filled in by the study team when setting up an MOU with each district.

**The remaining four sections of this document present the details of each type of information request.**

Recognizing that districts may store information in a variety of ways, the study team will offer opportunities to discuss the availability, structure, and format of your district’s data before finalizing the specifications for a data file containing the requested information. The study team will also work with your district to ensure an efficient and secure transfer of data file(s). If you have any questions or concerns regarding this data request, please do not hesitate to contact Seth Brown at [sbrown@air.org](mailto:sbrown@air.org) or 781-373-7034.



## A. Details of Request for Student Directory Information

Table A below describes the specific data elements that the study team is asking your district to submit in response to this request for student directory information. The study team would like to discuss *{[If request is in/after Fall 2024]: any changes in}* the availability, structure, and format of your district’s data before finalizing the specifications for a data file containing the requested information. After talking to the study team, please respond to this by submitting one or more data files matching the structure agreed to with the study team, along with a description of contents or codebook.

*{[If request is for eligible students]:}* Please send this information for all eligible students enrolled in schools in your district that are part of this project, per the list of schools shared by the study team. The project focuses on students who have IEPs and are about two years from completing high school. However, a *subset* of these students will be eligible to participate in the project, depending on their transition “pathway” and the current/planned coursework and services associated with that pathway—per initial discussions between staff in your district and the study team. Please identify eligible students using the data elements and process agreed to with the study team, including potential review of IEP information to confirm the expected completion year and transition pathway.}

*{[If request is for project participants]:}* Please send this information for project participants (i.e., students whose parents have submitted consent forms for the project), based on the list of students shared by the study team.}

**Table A. Data Elements Covered by Request for Student Directory Information**

| Data Element                             | Definition/values  |
|--|--|
| School name                              | Unique school name   |
| 6. Student name                          | Name of student (Last, First Middle/Initial)   |
| 7. Student state ID                      | Unique ID number for student used in state data system   |
| 8. Age                                   | Age of student in years (2-digit integer)  |
| 9. Disability status                     | Whether student has IEP and/or Section 504 plan (1 = IEP only, 2 = both IEP and 504 plan [or provide dictionary/codes])  |
| 10. School enrollment date               | Date that the student first enrolled in school (MM/DD/YYYY)  |
| 11. Initial grade level at school        | The grade that the student was in at the date of first enrollment in the school (2-digit integer)  |
| 12. Current grade level                  | The grade that the student currently is in (2-digit integer)   |
| 13. Credit hours earned for graduation   | Number of credits completed in all courses counted for graduation requirements (2-digit integer)   |
| 14. Homeroom teacher name                | Name of student’s homeroom teacher (Last, First Middle/Initial)  |
| 15. Homeroom teacher ID                  | Unique ID number for student’s homeroom teacher used in local data system  |
| 16. Special education teacher name       | Name of student’s primary special education teacher (Last, First Middle/Initial)   |
| 17. Special education teacher ID         | Unique ID number for student’s primary special education teacher used in local data system   |
| 18. Expected high school completion year | Year in which student is expected to complete high school (4-digit integer) – <i>Note: this data element to be included in the Spring/Summer and Fall 2024 requests only</i>   |
| 19. Planned transition pathway           | Focus of current/expected coursework and transition services in preparing student for life after high school (provide codes/dictionary based on initial discussion with study team) – <i>Note: this data element to be included in the Spring/Summer and Fall 2024 requests only</i> |

## B. Details of Request for Family Contact Information

Table B below describes the specific data elements that the study team is asking your district to submit in response to this request for family contact information. The study team would first like to discuss *{[If request is in/after Fall 2024]: any changes in}* the availability, structure, and format of your district’s data before finalizing the specifications for a data file containing the requested information. After talking to the study team, please respond to this request by submitting one or more data files matching the structure agreed to with the study team, along with a description of contents or codebook.

*{[If request is for eligible students]}*: Please send this information for all eligible students whose records are included in the student directory information file you have produced.}

*{[If request is for project participants]}*: Please send this information for project participants (i.e., students whose parents have submitted consent forms for the project), based on the list of students shared by the study team.}

**Table B. Data Elements Covered by Request for Family Contact Information**

| Data Element                        | Definition/values   |
|-------------------------------------|---|
| 1. School name                      | Unique school name  |
| 2. Student name                     | Name of student (Last, First Middle/Initial)  |
| 3. Student state ID                 | Unique ID number for student used in state data system                                      |
| 4. Parent/guardian #1 name          | Name of first parent or guardian (Last, First Middle/Initial)                               |
| 5. Parent/guardian #1 relationship  | Relationship between first parent/guardian and student (mother, father, grandmother, etc.)  |
| 6. Parent/guardian #1 home number   | Home phone number(s) of first parent/guardian (XXX-XXX-XXX)                                 |
| 7. Parent/guardian #1 cell number   | Mobile/cell phone number(s) of first parent/guardian (XXX-XXX-XXX)                          |
| 8. Parent/guardian #1 e-mail        | Primary email address of first parent/guardian  |
| 9. Parent/guardian #1 home address  | Home postal address of first parent/guardian  |
| 10. Parent/guardian #2 name         | Name of second parent or guardian (Last, Second Middle/Initial)                             |
| 11. Parent/guardian #2 relationship | Relationship between second parent/guardian and student (mother, father, grandmother, etc.) |
| 12. Parent/guardian #2 home number  | Home phone number(s) of second parent/guardian (XXX-XXX-XXX)                                |
| 13. Parent/guardian #2 cell number  | Mobile/cell phone number(s) of second parent/guardian (XXX-XXX-XXX)                         |
| 14. Parent/guardian #2 e-mail       | Primary email address of second parent/guardian   |
| 15. Parent/guardian #2 home address | Home postal address of second parent/guardian   |
| 16. Student’s home language         | Primary language spoken by student at home, if known (provide codes/dictionary)             |

## C. Details of Request for Student Characteristics, Achievement, and School Participation/Progress Information

Table C below describes the specific data elements that the study team is asking your district to submit in response to this request for student characteristics, achievement, and school participation/progress information. The study team would like to discuss *{[If request is in/after Fall 2024]: any changes in}* the availability, structure, and format of your district's data before finalizing the specifications for a data file containing the requested information.

*{[If request is for eligible students]:}* After talking to the study team, please produce a codebook with summary statistics for all eligible students whose records are included in the student directory information file you have produced. Summary statistics should cover data elements #4 through #30 in Table C, including means for continuous variables and simple/one-way tabulations for binary or categorical variables. The study team will work with you to avoid reporting information for small numbers of students by establishing rules for combining categories or suppressing values when tabulating data.

*{[If request is for project participants]:}* After talking to the study team, please respond to this request by submitting one or more data files matching the structure agreed to with the study team, along with a description of contents or codebook. Please send this information for students who are project participants (i.e., students whose parents have submitted consent forms for the project), based on the list of students shared by the study team.

**Table C. Data Elements Covered by Request for Student Characteristics, Achievement, and School Participation/Progress Information**

| Data Element                             | Definition/values  |
|--|--|
| 1. School name                           | Unique school name   |
| 17. Student name                         | Name of student (Last, First Middle/Initial)   |
| 18. Student state ID                     | Unique ID number for student used in state data system   |
| 19. Gender                               | Student's gender (M, F, other values [provide codes/dictionary])   |
| 20. Race                                 | Student's reporting category/categories for race (I = American Indian, A = Asian, B = Black or African American, P = Native Hawaiian or Other Pacific Islander, W = White, T = Two or More Races, X = No information OR district-designated codes [provide codes/dictionary]; multiple values allowed) |
| 21. Ethnicity                            | Student's reporting category/categories for ethnicity (H = Hispanic, N = not Hispanic, X = No information OR district-designated codes [or provide codes/dictionary]; multiple values allowed)   |
| 22. Special education status             | Whether student has IEP (1 = yes, 0 = no [or provide codes/dictionary])  |
| 23. Special education determination date | Date at which student was first designated as eligible for special education (MM/DD/YYYY)  |
| 24. Disability type                      | Provide codes/dictionary   |
| 25. English language learner             | Whether student is has not yet developed English proficiency (1 = yes, 0 = no)   |
| 26. CTE concentrator                     | Whether student has completed at least two credits in a single career and technical education (CTE) program or program of study (1 = yes, 0 = no)  |
| 27. School lunch program participation   | Student's participation in free and reduced-price lunch programs (F = free lunch, R = reduced-price lunch, N = not participating in either program, X = no information [or provide codes/dictionary])  |
| 28. 8 <sup>th</sup> grade math test code | Status of student's participation in state standardized test for math in 8 <sup>th</sup> grade (S = has score, A = absent, X = no information for subject, Z = no information for student [or provide codes/dictionary])   |

| Data Element                                    | Definition/values  |
|---|--|
| 29. 8 <sup>th</sup> grade math test score       | Student's scale score on standardized test for math in 8 <sup>th</sup> grade (Provide codes for invalid/out-of-range values)   |
| 30. 8 <sup>th</sup> grade math test language    | Language of state standardized test for math in 8 <sup>th</sup> grade taken by student (E = English, S = Spanish [or provide codes/dictionary])  |
| 31. 8 <sup>th</sup> grade math test version     | Version of state standardized test for math in 8 <sup>th</sup> grade taken by student (R = Regular, M = Modified, A = Alternate [or provide codes/dictionary])   |
| 32. 8 <sup>th</sup> grade reading test code     | Status of student's participation in state standardized test for reading in 8 <sup>th</sup> grade (S = has score, A = absent, X = no information for subject, Z = no information for student [or provide codes/dictionary])  |
| 33. 8 <sup>th</sup> grade reading test score    | Student's scale score on standardized test for reading in 8 <sup>th</sup> grade (Provide codes for invalid/out-of-range values)  |
| 34. 8 <sup>th</sup> grade reading test language | Language of state standardized test for reading in 8 <sup>th</sup> grade taken by student (E = English, S = Spanish [or provide codes/dictionary])   |
| 35. 8 <sup>th</sup> grade reading test version  | Version of state standardized test for reading in 8 <sup>th</sup> grade taken by student (R = Regular, M = Modified, A = Alternate [or provide codes/dictionary])  |
| 36. Current grade level                         | The grade that the student currently is in (2-digit integer)   |
| 37. Credit hours earned for graduation          | Number of credits completed in all courses counted for graduation requirements (2-digit integer)   |
| 38. English/language arts credit hours          | Number of credits completed in English/language arts courses counted for graduation requirements (2-digit integer)   |
| 39. Math credit hours                           | Number of credits completed in math courses counted for graduation requirements (2-digit integer)  |
| 40. Social studies credit hours                 | Number of credits completed in social studies courses counted for graduation requirements (2-digit integer)  |
| 41. Science credit hours                        | Number of credits completed in science courses counted for graduation requirements (2-digit integer)   |
| 42. GPA   | Student grade point average (numeric, X.XX)  |
| 43. High school exit date                       | Date that the student last attended the school (MM/DD/YYYY or X if student is still attending school)  |
| 44. High school exit code                       | Reason that the student left the school, if student has exited (1 = expected to remain in district, 2 = transferred out of district, 3 = dropped out, 4 = completed, 5 = expected to return after a break, 6 = unable/unlikely to return [or provide codes/dictionary])  |
| 45. High school completion status               | Diploma/credential/certificate that the student received, if the student completed high school (1 = regular/advanced/IB diploma, 2 = alternate diploma, 3 = GED or other equivalency diploma, 4 = other diploma [provide additional codes/dictionary], 5 = completed school with state-recognized equivalency certificate [provide additional codes/dictionary], 6 = completed school with other credentials [provide additional codes/dictionary], 7 = completed grade 12 but did not meet graduation requirements [or provide codes/dictionary]) |

## D. Details of Request for Student Identifying Information

Table D below describes the specific data elements that the study team is asking your district to submit in response to this request for student identifying information. The study team would like to discuss the availability, structure, and format of your district's data before finalizing the specifications for a data file containing the requested information. After talking to the study team, please respond to this request by submitting one or more data files matching the structure agreed to with the study team, along with a description of contents or codebook. Please send this information for students who are project participants (i.e., students whose parents have submitted consent forms for the project), based on the list of students shared by the study team.




**Table D. Data Elements Covered by Request for Student Identifying Information**

| Data Element               | Definition/values                                      |
|----------------------------|--|
| 1. School name             | Unique school name                                     |
| 46. Student name           | Name of student (Last, First Middle/Initial)           |
| 47. Student state ID       | Unique ID number for student used in state data system |
| 48. Birthdate              | Student date of birth (MM/DD/YYYY)                     |
| 49. Social Security number | Student SSN (XXX-XX-XXXX)                              |

**APPENDIX F – School Signature Acknowledgement Form**

**For the American Institutes for Research and the District’s Memorandum of Understanding for the Charting My Path for Future Success – Transition Study Evaluation**

The District is providing this form to each school along with a reference copy of the executed District MOU. The School Principal will sign below to acknowledge that they are voluntarily participating in the research project. The signed forms are to be sent to the Recruitment Lead, Seth Brown, [sbrown@air.org](mailto:sbrown@air.org), CCing Director, Tamara Linkow, [tlinkow@air.org](mailto:tlinkow@air.org).

|  |
|--|
|   |
| <b>School Name</b>   |
| <br>   |
| <b>Principal Signature</b>   |
|   |
| <b>Principal Printed Name</b>  |
|  |
| <b>Date</b>  |