Essential Elements

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| Indicator Description: |
| Percent of youth who are no longer in secondary school, had individualized education programs (IEPs) in effect at the time they left school, and were14A. enrolled in higher education within one year of leaving high school;14B. enrolled in higher education or competitively employed within one year of leaving high school; or14C. enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school. |
| Measurement:[[1]](#footnote-2) |
| 14A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.14B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.14C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.Provide actual numbers in each mutually exclusive category. |
| Target Setting: This is a results indicator. Describe the process your state uses to engage stakeholders and set targets. |
| Targets must be established for measures A, B, and C. |
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| [GRADS360°](https://osep.grads360.org/#program) Reporting Information: Describe login information, location of manual, etc. |
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| Data Stewards: Provide titles and names, contact information, department, and any notes on persons responsible for collections, validation, and submission. If there are multiple parties responsible or involved in the process, list them all. |
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| Data Source Description: Provide a short description of the database or data system your state uses to process data for this indicator.  |
| State-selected data source. Sampling is allowed. |
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| State Collection and Submission Schedule: Provide a list of dates necessary for this data collection, including when the data collection period opens, when data are due from the local education agencies (LEAs), and when assigned staff pull the data after the collection closes. |
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Processes

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| Collection: Provide detailed information about the origin and collection of the data, including titles of persons responsible. When sampling is used, describe the state process for developing a sampling methodology that will yield valid and reliable estimates of the target population. |
| Include students who dropped out during previous year or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.Collect data by September on students who left school during the year two years prior (e.g., by September 2018, collect data on students who left school during 2016-2017), timing the data collection so that at least one year has passed since the students left school. Provide the actual numbers for each of the following mutually exclusive categories. Provide the actual number of students.1. Enrolled in higher education within one year of leaving high school;2. competitively employed within one year of leaving high school (but not enrolled in higher education);[[2]](#footnote-3)3. enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed); and4. in some other employment within one year of leaving high school (but not enrolled in higher education or some other postsecondary education or training program or competitively employed).Leavers should only be counted in one of the above categories, and the categories are organized hierarchically. For example, leavers who are enrolled in full-time or part-time higher education within one year of leaving high school should only be reported in category 1, even though they happen to also be employed. |
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| Data Validation: Describe the data cleaning processes and any other processes used to ensure high-quality data.  |
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| Data Analysis:[[3]](#footnote-4) Describe the process for data analysis.  |
| Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States should consider categories such as race and ethnicity, disability category, and geographic location in the State.If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data. |
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| Response to OSEP-Required Actions: Describe the procedures for reviewing Office of Special Education Programs (OSEP) feedback. Following the release of the OSEP determination, indicate who reviews OSEP feedback and how the plan is made to address concerns and create a response. |
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| Internal Approval Process: Describe any internal approval processes (e.g., who must sign off, timelines). |
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| Submission: Describe process for entering the data and analyses into [GRADS360](https://osep.grads360.org/#program)o. |
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| Clarification:[[4]](#footnote-5) Describe the process your state uses to prepare a response to OSEP’s request for clarification. |
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| Data Governance: Describe the process for reviewing potential or actual changes to the data collection and associated requirements.  |
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| Public Reporting: Describe the process and format for publicly reporting the performance of each LEA against the target of the state’s State Performance Plan/Annual Performance Report (SPP/APR) data. Note where your state posts the state education agency (SEA) and LEA SPP/APR data. |
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1. **Measurement:** Part B Indicator Measurement Table 2018, for FFY 2016 submission. [↑](#footnote-ref-2)
2. **Collection:** Refer to Measurement Table for definitions of all four reporting categories and note that the definition of competitive employment changes as of the FFY 2018 SPP/APR, due February 2020. [↑](#footnote-ref-3)
3. Data Analysis: Review data year to year, looking for patterns statewide and within LEAs, outliers, whether targets are met or not met, and slippage. [↑](#footnote-ref-4)
4. **Clarification:** OSEP generally sends clarification requests to states about 60 days post-submission. [↑](#footnote-ref-5)