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| **LEA Name:** |  | | |
| **Date:** | |  |
| **Date Updated:** | |  |

## Essential Elements

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| **Data Collection Name:[[1]](#footnote-1)** Reference the name the collection is known by in the LEA. For accuracy of communication throughout the LEA, reference each data collection by only one name. |
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| **Secondary Transition Description** |
| Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. |
| **Data Staff**:[[2]](#footnote-2) Provide titles and names, contact information, department, and any notes for persons responsible for collection, validation, and submission. If there are multiple parties responsible for or involved in the process, list them all (e.g., special education coordinator/case manager, special education data manager, district data manager). |
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| **Data Source Description:** Provide a short description of the database or data system the LEA uses to process these data. |
| Data are to be taken from LEA monitoring or LEA data system that the state established. |
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| **LEA Submission Schedule:** Provide a list of dates when the data collection period opens and when data are due to the SEA from the LEA. |
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**Processes**

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| **Collection:** Provide detailed information about how the LEA pulls data from the database or how schools submit data to the LEA, including the titles of persons responsible.[[3]](#footnote-3) |
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| **Data Validation:** Describe the data cleaning processes the LEA uses to prepare these data for submission.[[4]](#footnote-4) |
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| **Report on Correction of Identified Noncompliance:** Describe the database, sources, and persons responsible for making corrections and conducting the verification of identified noncompliance to the SEA. |
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| **Internal Approval Process:** Describe any internal approval processes (e.g., who must sign off, timelines). |
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| **Submission:**[[5]](#footnote-5)Describe the process for generating and submitting the data to the SEA. |
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| **Responding to State Request for Information About Discrepancies in Data:** Describe how the LEA responds to the SEA’s requests for information about inconsistent or incomplete data submissions. Identify the position of the lead contact for handling this request and describe how the LEA communicates the request to the school level. Include information regarding the timeline for responding. |
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| **Data Analysis:[[6]](#footnote-6)** Describe the process for data analysis. |
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| **Data Use:** Record any strategies and procedures for the LEA to use Secondary Transition IEP Component data (e.g., for professional development, student supports, systems improvement). Describe how the LEA engages with the schools to help them utilize data for school improvement. |
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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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| **Blank Heading:** Use this row for additional topics. Create new heading rows as needed. |
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1. **Data Collection Name:** This template is customizable and users should update it to reflect the language used within the state. Local education agencies may be referred to as LEAs, districts, etc. [↑](#footnote-ref-1)
2. **Data Staff:** When reviewing processes and procedures for Secondary Transition IEP Component data collection and reporting, include all departments associated with this collection. This often includes data and special education personnel. [↑](#footnote-ref-2)
3. **Collection:** Attach a sample of the data collection instrument. Depending on the LEA, these data may be found in multiple sources (e.g., IEP, student invitation to conference, external partners invitation, consent forms). [↑](#footnote-ref-3)
4. **Data Validation:** Make sure the data are complete and current; ensure the right population is part of the dataset. [↑](#footnote-ref-4)
5. **Submission:** Describe where and how the LEA stores or accesses a copy of the submitted Secondary Transition IEP Component data for future reference. [↑](#footnote-ref-5)
6. **Data Analysis:** Review data year to year, looking for patterns districtwide and within schools, outliers, and information about whether targets are met or not met. [↑](#footnote-ref-6)