## Essential Elements

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| **Indicator Description** |
| Percent of youth who are no longer in secondary school, had IEPs[[1]](#footnote-1) in effect at the time they left school, and were  14A. 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.  14C. 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**[[2]](#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. |
| **Stakeholder Engagement:** Describe the process the SEA uses to engage stakeholders for the SPP/APR that includes broad stakeholder input and includes (a) the number of parents (parent members of organizations and individual parents) engaged in setting targets, analyzing data, developing improvement activities, and evaluating progress; (b) description of activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities to improve outcomes; (c) the mechanisms and timeline for soliciting input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and (d) mechanisms and timelines for making the results of the target setting, data analysis, development of improvement strategies, and evaluation available to the public. |
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| **Target Setting:** This is a results indicator.Describe the process the SEA uses to engage stakeholders to set targets. |
| Targets must be established for measures A, B, and C. |
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| **Online SPP/APR Submission Tool Information:** Describe login information, who has access, how to gain access for additional staff, and how to access online SPP/APR submission tool support. |
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| **Data Stewards:** Provide titles and names, contact information, department, and any notes on persons responsible for data collection, 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 the SEA 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 SEA 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 the SEA uses sampling, 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 the 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., collect data by September 2021 on students who left school during 2019–2021, 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. The actual number of “leavers” who are:  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);[[3]](#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);  4. In some other employment within one year of leaving high school (but not enrolled in higher education, 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. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program. |
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| **Data Validation:** Describe the data cleaning processes and any other processes the SEA uses to ensure high-quality data. |
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| **Data Analysis:**[[4]](#footnote-4) Describe the process for data analysis. |
| Include the SEA’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 must describe the metric used to determine representativeness. States must compare the response rate for the reporting year to the response rate for the previous year.  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.  Beginning with the FFY 2021 SPP/APR, due Feb.1, 2023, when reporting the extent to which the demographics of respondents 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, State(s) must include race and ethnicity in its analysis. In addition, the State’sanalysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process. |
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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 SEA makes the plan 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 the online SPP/APR submission tool. |
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| **Clarification:[[5]](#footnote-5)** Describe the process the SEA 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 SPP/APR. Note where the SEA posts the state's SPP/APR and the performance of the LEAs against the state targets. |
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1. Individualized education program. [↑](#footnote-ref-1)
2. **Measurement:** Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: For Federal Fiscal Year (FFY) 2020 Submission. [↑](#footnote-ref-2)
3. **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 2020 SPP/APR, due February 2022. [↑](#footnote-ref-3)
4. **Data Analysis:** Review data year to year, looking for patterns statewide and within LEAs, outliers, information about whether targets are met or not met, and slippage. [↑](#footnote-ref-4)
5. **Clarification:** OSEP generally sends clarification requests to SEAs about 60 days postsubmission. [↑](#footnote-ref-5)