

Part B Indicator 14 APR Writing Suggestions For FFY 2013 (February 1, 2015 Submission)

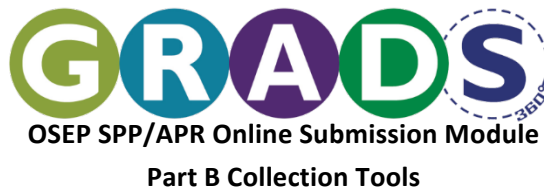
Due date February 1, 2015

National Post-School Outcomes Center
www.psocenter.org

University of Oregon
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This is the new GRADS 360 Template. All NPSO Suggestions are indicated in **purple text**.



Version 1.1
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How to Read the Collection Tools

Fields in data tables can be prepopulated with data from other sources (EDFacts, eMAPS, etc), preloaded with data from previous SPP and APR submissions, calculated values, or blank, fillable fields that will allow users to enter data. Cells throughout this document will be highlighted to indicate the type of field. White, blank fields in data tables are fillable fields that allow users to enter data.

Preloaded historical data	Prepopulated data from other sources	Calculated
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The system will have some built in business rules and calculations. This information is described in red italic font.

- *Explanatory text*

Narrative fields will display as outlined boxes. These fields will accept rich text in the system.

Narrative field prompt

You will find a key at the bottom of each page, as you see in the footer of this page.

Preloaded historical data	Prepopulated data from other sources	Calculated
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Explanatory text

Introduction [NPSO note: answer these questions as applicable to the entire SPP/APR.]

In order to ensure consistent data across indicators, please provide the number of districts in your State/Territory during the reporting year (FFY 2012).

This data will be used in calculating indicators B3A, B4A, B4B, B9, and B10. Click on the indicator number to go directly to that indicator's FFY13 Data page.

General Supervision System

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

Technical Assistance System

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

Professional Development System

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

Stakeholder Involvement

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

Reporting to the Public

How the State will report annually to the public on the performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its APR, as required by 34 CFR §300.602(b)(1)(i)(A).

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Explanatory text

Indicator 14 – Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Post-school outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Historical Data and Targets

Historical Data [NPSO note: These numbers are prepopulated based on previous SPP/APR data submitted to OSEP. Prior to FFY 2009, the definitions for Part B Indicator 14 were different than those used since 2009. Please use caution when making comparison across years.]

[Note: Please review numbers for accuracy and submit any corrections to OSEP]

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A		Target ≥								
		Data								
B		Target ≥								
		Data								
C		Target ≥								
		Data								

FFY 2013 – FFY 2018 Targets [NPSO note: State fills in the targets for each Measure A, B, & C.]

FFY	2013	2014	2015	2016	2017	2018
Target A ≥						
Target B ≥						
Target C ≥						

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Explanatory text

Targets: Description of Stakeholder Input

Setting an appropriate target or goal means a stakeholder team examines the data and determines what growth or change is reasonable to achieve. The target or goal should be purposely set given the time and resources available for implementing the changes, and starting point (or baseline). To determine the rigorous yet achievable targets, the stakeholder group should do the math. A simple way to think about setting a reasonable goal is to ask the stakeholders the question: **How many more students do we need to reach in order to reach a target?**

Consider this example: As stakeholders examined the post-school outcomes data, they noticed each year approximately 1,200 students are leaving high school from the state. For the last four years there has been a steady climb in the percent of students enrolling in higher education from 15% to 22% last year. The state’s target for the percent of youth enrolled in higher education is 25%. To determine the target, the stakeholder group assumed the number of leavers was similar this year, to meet the target of 25% of the state’s students enrolled in higher education, approximately 300 students (i.e., $1200 * .25 = 300$) needed to enroll and complete one term in a 2- or 4-year college or university next year. Last year, 22% of the youth or 264 students enrolled in a 2- or 4-year college or university and completed one term. In order to meet the states’s target of 25%, or 300 students enrolled in a 2- or 4- year college or university, the state needs to focus on getting 36 more youth to enroll and complete one term in higher education ($300 - 264 = 36$). For the coming year, increased efforts will be placed on getting **36 more** youth enrolled in a 2- or 4-year college or university.

FFY 2013 Data

Input Data

<p>Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school [NPSO note: This is the number of youth who responded to the survey or were matched in an administrative database. This is not your total number of leavers. The four numbers below will not add up to this number because the number of youth not engaged is not requested here. The number of youth not engaged will be the difference between the number entered in this box and the sum of the four numbers below.]</p> <p>[NPSO note: If your state used administrative records (e.g., SLDS) to collect Indicator 14 data, the denominator to be used when calculating each measure A, B, and C is the total number of leavers for the state, not the total number of students you were able to match in the administrative records.]</p>	
<p>1. Number of respondent youth who enrolled in higher education within one year of leaving high school [NPSO note: Each respondent leaver is counted only once in the highest category.]</p>	
<p>2. Number of respondent youth who are competitively employed within one year of leaving high school [NPSO note: Each respondent leaver is counted only once in the highest category.]</p>	
<p>3. Number of respondent youth 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) [NPSO note: Each respondent leaver is counted only once in the highest category.]</p>	
<p>4. Number of respondent youth who are 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). [NPSO note: Each respondent leaver is counted only once in the highest category.]</p>	

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Explanatory text

[NPSO note: the numbers in the table below are auto calculated by GRADS 360 based on numbers entered above in the input data section.]	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2013 Data
A. Enrolled in higher education <i>(1)</i>			
B. Enrolled in higher education or competitively employed within one year of leaving high school <i>(1 +2)</i>			
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment <i>(1+2+3+4)</i>			

Was sampling used (Y/N)? _____

If so, has your previously-approved sampling plan changed (Y/N)? _____

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

[NPSO note: Summarize data collection efforts to yield valid and reliable data specific to Indicator 14 by describing:

- Whether the State conducted a census or established a representative sample of leavers based on the categories of disability type, ethnicity/race, age, and gender;
- How the State ensured all LEAs are included in the sample at least once during the SPP;
- The school leaver groups included in the sample or census (i.e., those who graduated with a regular or modified diploma, aged-out, dropped out, or were expected to return but did not);
- The method used for data collection (e.g., survey methods or administrative records; who the respondents were; when data were collected; who collected the data).

Describe how the State addressed issues of (a) missing data, and/or (b) selection bias.

Report the State's response rate (calculated by the number of youth contacted who completed the survey divided by the total number of youth with an IEP who left in the year [Census: all youth; Sample: all youth within sampling plan for that designated year], minus any youth ineligible for the survey).

Describe Representativeness, that is, tell how similar or dissimilar the respondents are to the target population. Representativeness is a measure of confidence that the survey results reflect all students who left school. When examining whether the respondent group is representative of the target leaver group, examine five subgroups: (a) disability category, (b) gender, (c) race/ethnicity, (d) exit status, and (d) age.

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Explanatory text

When using **administrative data records**, the SEA should explain:

- What administrative data sources were used (e.g., SLDS, K-12, Special Education, Department of Labor, Post-secondary, National Student Clearinghouse, and any other state specific databases);
- Who conducted the administrative record exchange (e.g., the department of education, another state agency, or a third party contractor such as a university);
- How student-level data were matched across administrative record sources (i.e., records matched using the students' K-12 unique student identifier);
- Which database was the source of the demographic data; and
- If possible, list all of the data elements used to determine each of the numbers used to calculate the measures A, B, and C. Please refer to the *NPSO Indicator 14 Data Dictionary* for details.]

If your previously-approved sampling plan has changed, you will be asked to submit your sampling plan for approval.

Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table is here: <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html>. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table

[NPSO note: If you had a determination based on Part B Indicator 14, describe how you addressed it here.]

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Explanatory text