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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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| **Post School Outcomes Description** |
| Youth who are no longer in secondary school, had individualized education programs (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; or  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. |
| **State Calculated Measurement:** |
| A. 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.  B. 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.  C. 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:** If the LEA has a process for establishing targets for this measure, please describe the process. (Include the state established target for this measure.) |
| The state targets are (A) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_. |
| **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/teacher, special education data manager, district data manager). If the state has contracted with an outside vendor to collect these data, indicate the state contact for this measure. |
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| **Data Source Description:** Provide a short description of the database, data source, and/or survey your LEA uses to collect and process data for this indicator. |
| Sampling is allowed (as the state directs). |
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| **LEA Collection Period and Submission Schedule:** Provide a list of dates necessary for this data collection, including when the data collection period opens and when data are due from schools. |
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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. |
| 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., 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 of students 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);[[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); and  4. 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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| **Internal Approval Process:** Describe any internal approval processes (e.g., who must sign off, timelines). |
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| **Submission:** 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:[[4]](#footnote-4)** Describe the process for data analysis. |
| Include the LEA’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. LEAs should consider categories such as race and ethnicity, disability category, and geographic location.  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 LEA will use to ensure that the response data are representative of those demographics in the future.  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, States must include race and ethnicity in its analysis. In addition, the State’s analysis 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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| **Data Use:** Record any strategies and procedures for the LEA or schools to use Post-School Outcomes data (e.g., professional development, student supports, transition service practices, interagency collaboration). 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 and procedures for archiving data. |
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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 Post-School Outcomes data collection and submission, include all departments associated with this collection. This often includes data and special education personnel. [↑](#footnote-ref-2)
3. **Collection:** Refer to state guidance for definitions of all reporting categories. [↑](#footnote-ref-3)
4. **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-4)