## Essential Elements

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| **Indicator Description:** |
| Percent of youth with IEPs[[1]](#footnote-1) 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. |
| **Measurement:**[[2]](#footnote-2) |
| 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) divided by the (# of youth with an IEP age 16 and above)] times 100.  If a State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR[[3]](#footnote-3), and ensure that its baseline data are based on youth beginning at that younger age. |
| **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 compliance indicator. |
| Target must be 100%. |
| **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, analysis, 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. |
| SEA is to take data from state monitoring or state data system. If data are from state database, include data for the entire reporting year. |
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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. |
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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. |
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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 assigned staff make the plan to address concerns and create a response. |
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| **Report on Correction of Identified Noncompliance:** Describe the databases, sources, and persons responsible for conducting the verification of correction reported in the previous SPP/APR. If the SEA reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2020 SPP/APR, the data for FFY 2019), and the SEA did not identify any findings of noncompliance, provide an explanation of why the state did not identify any findings of noncompliance. |
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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 entering the data and analyses into the online SPP/APR submission tool. Include information about the person authorized to certify the final report. |
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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 future 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. State Performance Plan/Annual Performance Report (SPP/APR). [↑](#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)