

OLD INDICATOR 14:

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Note: We had to define some of the terms, but OSEP did not supply guidelines as they are with the revised indicator

Current collections:

- MOSIS/Core Data Graduate follow-up collects the number of graduates in the categories listed below. Status is as of 180 days post-graduation.
 - **4-Year College IEP** – Number of IEP prior year graduates attending a 4-year college.
 - **2-Year College IEP** – Number of IEP prior year graduates attending a 2-year college.
 - **Non-College IEP** – Number of IEP prior year graduates attending a non-college credit postsecondary school.
 - **Military IEP** – Number of IEP prior year graduates serving in the military.
 - **Employment IEP** – Number of IEP prior year graduates who are competitively employed. (Employment includes only graduates that are compensated competitively (at or above minimum wage and not less than paid for similar work performed by individuals that are not disabled).)
 - **Unknown IEP** – Number of IEP prior year graduates with unknown follow-up status.
 - **Other IEP** – Number of IEP prior year graduates not included in specified categories.
- Dropout follow-up: Names of dropouts are obtained via dropout hotline & MOSIS and are sent to MU who runs the list against statewide databases for employment and higher ed. We get back a statewide total of the number of dropouts that they find in either or both databases. Not sure that the databases have detail on the length of enrollment or employment

NEW INDICATOR 14:

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.

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.

Sampling of youth who had IEPs and are no longer in secondary school is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See General Instructions page 2 for additional instructions on sampling.)

Collect data by September 2010 on students who left school during 2008-2009, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2008-2009 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.

I. Definitions

Enrolled in higher education as used in measures A, B and C means youth have been enrolled on a full- or part-time basis in a community college or college/university or other institution that meets the definition of "Institution of Higher Education" in the Higher Education Act (HEA), for at least one complete term, at any time in the year since leaving high school: (a) in an educational program to earn a degree or other recognized credential; OR (b) in a training program that lasts at least one academic year to prepare for gainful employment in a recognized occupation.

Competitive employment as used in measures B and C means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Enrolled in other postsecondary education or training as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program).

Some other employment as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

In the FFY 2009 submission, due February 1, 2011, establish a new baseline, targets and, as needed, improvement activities for this indicator.

OLD VS. NEW

Time period for follow-up (within one year of leaving high school): Didn't change, but we had the OK to use the graduate follow-up which was a 180 day follow-up, so didn't account for the second half of the year

Definitions: We basically defined the categories before, but now OSEP is defining the categories. The definitions include length of enrollment/employment that neither of the current collections considers.