



Deanne Unruh, Co-Director • 541-346-1424 • dkunruh@uoregon.edu
Jane Falls, Co-Director • 541-346-0354 • jafalls@uoregon.edu
Selete Avoke, OSEP Project Officer • 202-245-7260 • selete.avoke@ed.gov
Visit us at: www.psocenter.org

Frequently Asked Questions: Revised Part B Indicator 14 Post-School Outcomes

Jane Falls and Deanne Unruh
National Post-School Outcomes Center
University of Oregon

Revised May 2010
(Revisions indicated by red font)



Disclaimer

This document was developed by the National Post-School Outcomes Center, Eugene, Oregon, (funded by Cooperative Agreement Number H324S040002) with the U.S. Department of Education, Office of Special Education and Rehabilitative Services. This document has been reviewed and approved by the U.S. Office of Special Education Programs. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education.

 <p>NATIONAL POST-SCHOOL OUTCOMES CENTER</p>	<p>Frequently Asked Questions</p> <p>Revised Part B Indicator 14 Post-School Outcomes</p> <p>Revised May 2010</p>
---	--

The purpose of this FAQ is to assist States in understanding and implementing the February 2009 Part B Indicator 14 changes and further clarification provided in Part B SPP/APR Indicator/Measurement Table, OMB NO: 1820-0624. Expiration Date: 2/29/2012. This FAQ contains clarification of definitions, as well as important information on timelines and how to count the components of the measurement and calculate Indicator 14 for submission in the State Performance Plan and Annual Performance Report (SPP/APR).

This FAQ and training PowerPoint and additional tools, resources and products to support States in adapting systems to respond to the changes are also available at <http://www.psocenter.org>

**Indicator 14 Requirements
Defined in the
Part B SPP/APR Indicator/Measurement Table
OMB NO: 1820-0624/Expiration Date: 2/29/2012**

Note: *italics* in the following 3 pages indicate direct quotes from this newest Indicator/Measurement Table. Strike through indicates changes from the Feb. 2009 Indicator/Measurement Table. Bold emphasis added.

Indicator 14: Percent of 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.*
- 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))*

Data Source and Measurement

- A. *Percent of youth 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 on a full or part time basis in a community college (2-year program) or college/university (4 or more year program) 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 of youth enrolled in **higher education or competitively employed** within one year of leaving high school = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.
- C. Percent of youth enrolled in **higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment** = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.

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 (2-year program) or college/university (4- or more year program) for at least one complete term, at anytime in the year since leaving high school.

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, vocational technical school which is less than a 2-year 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.).

II. Data Reporting

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. *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.

III. Reporting On the Measures/Indicators

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the HEA) within one year of leaving high school must be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program or in some other employment.

Describe the calculations and results using actual numbers and compare these results to the targets. Include a description of how the State has ensured that survey data are valid and reliable, including how the data represent the demographics of the State.

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

Highlights of Indicator 14 Changes

As of February 2009, there were significant changes to the Part B Indicator Measurement Table for Indicator 14. In May 2010, OSEP released Part B SPP/APR OMB NO: 1820-0624, Expiration Date: 2/29/2012 which provided additional clarification. Highlights of the Feb. 2009 changes and May 2010 clarifications include:

- It is a New Indicator.
- No reporting is required in the February, 2010 State Performance Plan/Annual Performance Report (SPP/APR) submission.
- Baseline will be reported in the FFY 2009 SPP due February 1, 2011 (this will be the one year out data on students who left high school during the 2008-09 school year).
- The indicator now requires reporting 3 percentages (A, B, C).
- Reporting categories are post-high school enrollment in higher education, competitive employment, other postsecondary education or training, and some other employment.
- Former students will be counted in only one of these four reporting categories, and counted only in the highest category (with “enrollment in higher education” being highest).
- The definitions of “enrolled in higher education” and “enrolled in other postsecondary education or training” were clarified; reference to Higher Education Act was removed; reference to enrollment in a “degree” program was removed.
- NPSO has revised the “Post-School Outcome Data Collection Protocol, Stage 1: Recommended Questions” to Report Part B SPP/APR Indicator #14. It is available at www.psocenter.org

SPP/APR Reporting Timelines

FFY	Leave High School	Collect one year out data	Report in SPP/APR
2008	2007-08	Not required	Not required in Feb. 2010
2009	2008-09	One year after students leave school	Feb. 2011 Use the SPP Template New baseline, targets, and improvement activities
2010	2009-10	One year after students leave school	Feb. 2012 Use APR template Report to the public

Indicator 14 Data Reporting

Q-1: States are not required to report on Indicator 14 for FFY 2008 due February 1, 2010; however, if a State chooses to report Indicator 14 data in the APR due February 2010, must the State use the “new” requirements, or can they use the “previous” requirements?

A-1: States may choose to collect and report data consistent with the previous requirements or the new requirements. States have four options for the FFY 2008 submission due February 1, 2010:

- 1) Collect the data for 07-08 leavers and report the data in February 2010 consistent with the previous requirements;
- 2) Collect the data for 07-08 leavers and report the data in February 2010 aligned with the February 2009 Indicator Measurement Table;
- 3) Not collect the data for 07-08 leavers nor report the data in February 2010, make needed changes and start data collection for the students leaving school during the 2008-09 school year; or
- 4) Collect the data using either set of requirements, use them for internal planning, and not report any data in February 2010.

Any data submitted in the APR is subject to Office of Special Education Programs (OSEP) review and may be used in making determinations. Regardless of how States choose to collect and report the data, they are encouraged to maintain or enhance their systems to collect current contact information on students, and let current students and families know they may be contacted a year after the student leaves high school.

Sampling

Q-2: Since States are not required to submit Indicator 14 data for FFY 2008 (representing the one-year-out data for students who left during the 2007-08 school year), what should States do regarding districts that would have been in this year’s data collection?

A-2: If the State samples districts, every district must be part of the sampling frame during the six years of the SPP. If districts are not sampled this year, they will need to be included before the end of the six-year SPP cycle (FFY 2008, FFY 2009, and FFY 2010). States may need to adjust their sampling plan to ensure all districts are included and submit revisions to their OSEP State contact for approval.

Q-3: The revised Instruction Sheet for the Indicator Measurement Table (page 2) requires that if the State Education Agency uses sampling, it must describe in the APR the “*similarity or differences of the sample to the population of students with disabilities,*” e.g., how respondents are representative of the target population related to disability category, race, age, and gender. Likewise, if the State Education Agency uses sampling procedures, it must “*address any problems with: (1) response rates; (2) missing data; and (3) selection bias.*” If a State conducts a census, must they describe in their APR these same features related to respondents?

A-3: Yes, whether a State samples or conducts a census, a State must report the similarity or differences in the respondents to the target population in the SPP/APR and must address any problems with: (1) response rates; (2) missing data; and (3) selection bias.

Definitions:

Higher Education/Other Postsecondary Education or Training

Q-4: What is the definition of “*higher education*” and “*other postsecondary education or training*” for the purposes of this collection? What changed?

A-4: As used in measures A, B and C, enrolled in “*higher education*” means youth have been enrolled on a full or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term at anytime in the year since leaving high school.

What changed? The following was removed from the definition of “enrolled in higher education”:

- “...or other institution that meets the definition of ‘Institution of Higher Education’ in the Higher Education Act (HEA)” and
- “(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.”

As used in measures A, B and C, enrolled in “*other postsecondary education or training*” 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, vocational technical school which is less than a two year program).

What changed? In the “e.g.,” the following was added: “vocational technical school which is less than a two year program.”

Q-5: How do we count a former student who is or has been enrolled in a 2 or 4-year community college, college, or university in any of the following types of classes:

- Remedial classes
- Non-credit classes

- Class such as public speaking, an art class or basis skills class?

A-5: All of the above would be counted as higher education because they are at a 2- or 4-year college or university.

Q-6: In the definition of “enrolled in other postsecondary education or training” is the list "e.g., (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two year program) an exhaustive list or can a State include other types of program such as rehabilitation services and programs?

A-6: This is not an exhaustive list; States may include other programs such as rehabilitation services and other programs.

Q-7: In both “higher education” and “other postsecondary education or training,” the definition includes “for at least one complete term.” Does “for at least one complete term” mean any credit bearing term no matter the duration (e.g., summer, between semesters “inter-terms,” online courses, credit bearing independent study, etc.)?

A-7: Enrollment should be continuous for one complete term, including semester, quarter, summer, between semester “inter-terms,” online course, or credit bearing independent study. It is the responsibility of the State to define the “term.”

Q-8: Some adult education programs and workforce development programs have open enrollment or exit dates, others have short timeframes (e.g., month-long resume writing class or a 10-week welding class). Would completion of these examples be counted as “one complete term” and included as “enrolled in other postsecondary education and training?”

A-8: Yes, completion of short-term education and training programs would be considered “enrolled in other postsecondary education and training.”

Q-9: Would programs such as a mission, Peace Corps, Vista, or AmeriCorps be considered “other postsecondary education or training?” If so, how would “for at least one complete term” be defined?

A-9: These examples should be treated as “other postsecondary education or training.” Any formal program (e.g., a program that contains a formal application/approval process), that is at least in part about skill-building and experience-building, qualify as “other post-secondary or training.” This could include Peace Corps, Vista, AmeriCorps programs, and others.

Q-10: How should stay at home parents be counted?

A-10: Stay at home parents would be counted as “not engaged” for the SPP/APR. However, a State may choose to collect these data and report such a category if stakeholders deem this information useful for system or program improvement.

Definitions:

Competitive Employment and Some Other Employment

Q-11: In the definition for both “*competitive employment*” and “*some other employment*” what does “*at least 90 days at any time in the year since leaving high school*” mean?

A-11: Either ninety (90) cumulative days or three months of continuous work at an average of 20 hours per week.

Q-12: In the definition of “*competitive employment*” does “*20 hours a week*” mean a minimum of 20 hours a week or an average of 20 hours a week over time? For example, if a person worked 15 hours one week, and 25 the next, would that count as “*20 hours a week*?”

A-12: “*20 hours a week*” includes:

- 1) At least 20 hours a week for 90 cumulative days;
- 2) 20 hours or more a week for 90 cumulative days;
- 3) An average of 20 hours a week for 90 cumulative days.

Q-13: Would a youth who was employed but out on paid sick leave (e.g., worker's comp, health insurance), still count?

A-13: Yes, a youth who was employed but on paid sick leave is still counted as employed.

Q-14: What if the youth is on unpaid leave or short-term lay off and then returns to work?

A-14: No, time laid off would not count toward the 90 cumulative days of paid work.

Q-15: Can a State choose to NOT include “*military*” as competitive employment and rather, report it elsewhere (e.g., postsecondary training)?

A-15: No, military is included in the definition of competitive employment.

Q-16: “*Some other employment*” 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. Are number of hours per week and the earnings per hour considered?

A-16: For “*some other employment*” hours and wages are not considered. However, the “*other employment*” needs to be “*for a period of at least 90 days at any time in the year since leaving high school.*” (See above for definition of “*90 days.*”)

Q-17: Does “some other employment” include sheltered employment?

A-17: Yes, “some other employment” includes sheltered employment.

Q-18: How is “supported” employment counted?

A-18: If “supported” employment meets the criteria for “competitive employment” (e.g., 90 cumulative days, averaging 20 hours per week, and is at or above minimum wage) then it can be counted as “competitive employment.” If “supported” employment does not meet the criteria, it is counted as “some other employment.”

Q-19: How is “self-employment” counted?

A-19: If “self-employment” meets the criteria for “competitive employment” (e.g., 90 cumulative days, averaging 20 hours per week, and is at or above minimum wage) then it can be counted as “competitive employment.” If “self-employment” employment does not meet the criteria, it is counted as “some other employment.”

Q-20: If a youth meets all the criteria of “competitive employment” (i.e., community setting, above minimum wage, 90 cumulative days) except they are working 16 hours per week, is that “some other employment?”

A-20: Yes, this is “some other employment,” because the youth is working 16 hours per week rather than 20 hours per week and thus not meeting the definition of “competitive employment.”

Q-21: Under “some other employment,” “family business” is listed, and as examples, “store” and “catering” are provided. If the youth is working in these settings and meets all the other criteria of “competitively employed,” could he or she be counted under “competitive employment” instead of “some other employment?”

A-21: Yes, if youth work in a family business and meet all of the requirements of being competitively employed, the individual would be counted under competitive employment. However, if the youth works for “room and board,” it would not count as competitive employment.

Baseline and Targets

Q-22: Must States set a baseline and a target for each of the measures of the indicator (e.g., for A, B, and C)?

A-22: Yes, three baseline percentages need to be provided for FFY 2009 SPP and three targets need to be set for FFY 2010 APR, one for each of the measures A, B, and C.

Timing of Data Collection

Q-23: On the Indicator Measurement Table, the “Data Source and Measurement” column indicates “...within one year of leaving high school” and the “Instructions for Indicators/M Measurement” column indicates “... timing the data collection so that at least one year has passed since the students left school.” Are States to collect the data to reflect engagement “...within one year” or when “...at least one year has passed?”

A-23: Data collection starts when students have been out of school at least one year and reflects whether they have been enrolled in higher education, competitively employed, etc. within one year of leaving high school. Data collection should be timed so that students have been out of school for at least one year. States may set a timeframe for data collection that is at least one year after the end of the school year. To capture, students who drop out, States may choose to collect the data in a “rolling fashion” collecting the data a year after the student left school.

Example scenarios:

- **Can a dropout be contacted at any time after one year has passed from the date the student drops out? For example, for the 08-09 leavers, could a September 2008 dropout be interviewed in October 2009?**
 - Yes, since the student who dropped out has been out of school for 12 months.
- **Can a mid-year graduate (e.g., diploma or GED) be interviewed at any time after one year has passed?**
 - Yes, since the graduate has been out of school for 12 months.
- **For a student who left school on January 15, 2009 should higher education that occurred between January 16, 2009 and January 15, 2010 only be considered?**
 - Yes, since 12 months after leaving school.

Data Reporting: Calculations

Q-24: What are the indicator measure denominators?

A-24: For each of the three measures (A, B, and C), the denominator is the total number of respondent leavers.

Q-25: What are the indicator measure numerators?

A-25: Each respondent leaver is to be counted in ONLY ONE of the following AND ONLY in the highest appropriate category (with 1 being the highest). First calculate the following:

1 = # of respondent leavers enrolled in “higher education.”

2 = # of respondent leavers in “competitive employment” (and not counted in 1 above).

3 = # of respondent leavers enrolled in “*some other postsecondary education or training*” (and not counted in 1 or 2 above).

4 = # of respondent leavers in “*some other employment*” (and not counted in 1, 2, or 3 above).

➔ **REMEMBER:** For purposes of the SPP/APR reporting, leavers should be counted in only ONE of the above categories. Count the leaver in the highest applicable category, with 1 being the highest, 2 second highest, etc.

For Example: If an individual is enrolled in higher education and competitively employed, count the individual ONLY in (1) higher education and NOT in (2) competitively employed.

Then to calculate the indicator percentages, States should use the following calculations:

A = 1 divided by total respondents

B = 1 + 2 divided by total respondents

C = 1 + 2 + 3 + 4 divided by total respondents

Here is another way to visualize it:

1 = # Higher Ed	2 = # Competitive Employed	3 = # Postsecondary Education or Training	4 = # Other Employed	# Other or Not Engaged (States are not required to report this # but they are part of the denominator)
A = 1/ Total respondents				
B = 1+2/ Total respondents				
C = 1+2+3+4/ Total respondents				
Total Respondents				

Note:

Remember that each leaver is only counted once and counted only in the “highest” category.

**The National Post-School Outcomes Center
provides technical assistance to States and their partners
to design and implement practical and rigorous post-school
outcome data collection systems.
For assistance implementing these changes:**

Please contact us:

Deanne Unruh

dkunruh@uoregon.edu

541-346-1424

Charlotte Alverson

calverso@uoregon.edu

541-346-1390

Jim Leinen

jsleinen@uoregon.edu

541-346-0370

And visit our website:

<http://www.psocenter.org>

