

SPP-APR Indicator Target Stakeholder Input for Indicator 14

Purpose

The Individuals with Disabilities Education Improvement Act (IDEA) requires each state to have in place a State Performance Plan (SPP). This plan describes and evaluates the state's efforts to implement the requirements of the IDEA Part B. The SPP includes annual targets for 17 indicators identified by the U.S. Department of Education Office of Special Education Programs (OSEP). The SPP/APR (SPP/APR) includes indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA. Each year, states must report against the targets in its SPP in an annual performance report (APR). Vermont Agency of Education State Performance Plan/Annual Performance Report Target Setting process includes stakeholder involvement in setting the SPP targets.

Target Setting Process

Public Input for Target Setting Proposals will be open from May 15th until November 15th, 2021. Targets proposals may be submitted as a specific number or as a range. Target proposals may be submitted for all indicators, some or just one. Please email the completed form via email to: AOE.SpecialEd@vermont.gov and include "SPP APR Indicator Target Setting" in the subject line or by regular mail to the address below, or by hitting "Submit Form" button at the end of the document.

Ana Kolbach
Student Support Services Division
Agency of Education
1 National Life Drive, Davis 5
Montpelier, VT 05620

Contact Information

Name: _____

Date: _____

Email: _____

I represent:

- Parent of a students with a disability
- Educator
- Individual with a disability
- Parent
- Advocate
- Other: _____

Decline to Answer

I represent:

Hispanic

White

Black

Asian

American Indian or Alaskan Native

Native Hawaiian or Pacific Islander

Other: _____

Decline to Answer

Indicator 14	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
A: % 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	_____	_____	_____	_____	_____	_____
B: % 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	_____	_____	_____	_____	_____	_____
C: % 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	_____	_____	_____	_____	_____	_____

Rationale:

Other Comments: