









Back-to-Basics on Part B IEPs and Post-School Outcomes—What You Need to Know About Indicators B13 and B14

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Agenda

-  Connections and Terms
-  Requirements of the Indicators
-  Data sources
-  Methodologies
-  Considerations
-  Summary and Resources



Purpose of the *Individuals with Disabilities Education Act (IDEA)*

To ensure that all children with disabilities have available to them a free **appropriate public education** that **emphasizes special education and related services designed to meet their unique needs and *prepare them for further education, employment, and independent living***

IDEA 34 CFR §300.1(a)



Connections and Terms



(34) Transition Services - The term 'transition services' means a coordinated set of activities for a child with a disability that—

(A) is designed to be a **results-oriented** process, that is focused on **improving the academic and functional achievement** of the child with a disability **to facilitate the child's movement from school to post-school activities**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is **based on the individual child's needs**, taking into account the child's strengths, preferences, and interests;

(C) includes instruction, related services, community experiences, the **development of employment and other post-school adult living objectives**, and, when appropriate, acquisition of daily living skills and **functional vocational evaluation**.



Connections and Terms continued

And.....

(B) is **based on the individual child's needs**, taking into account the child's strengths, preferences, and interests;

(C) includes instruction, related services, community experiences, the **development of employment and other post-school adult living objectives**, and, when appropriate, acquisition of daily living skills and **functional vocational evaluation**.



What are some reasons why IDEA focuses on transition?

Know Your Indicator!



The term 'transition services' means a coordinated set of activities for a child with a disability that is:

- a) a results-oriented process
- b) focused on improving academic and functional achievement
- c) facilitates the child's movement from school to post-school activities
- d) all of the above

Know Your Indicator!



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Connections and Terms



B13—
Secondary
Transition
• Compliance

B2—
Dropout
• Results

B1—
Graduation
• Results

B14—Post-
School
Outcomes
• Results



Quality Transition Individualized Education Program (IEP) Indicator (B13)

Percent of youth with IEPs aged 16 and above with an **IEP** that includes appropriate **measurable postsecondary goals, 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.**



Quality Transition IEP Indicator (B₁₃) (cont.)

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 was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.** (20 U.S.C. 1416(a)(3)(B))



Requirements



1. Postsecondary Goals
2. Transition Services
3. Agency Involvement
4. Consent for Agency Invitation
5. Multi-year Course of Study
6. Related Annual Goal(s)
7. Transition Assessment
8. Student Involvement
9. Annual Update



B 13 Considerations

- ✓ Are there appropriate measurable postsecondary goals?
- ✓ Are postsecondary goals updated annually?
- ✓ Is there evidence goals were based on age appropriate transition assessment(s)?
- ✓ Are there transition services in IEP that will help student to meet his/her postsecondary goals?
- ✓ Do transition services include courses of study to help student meet his/her postsecondary goals?
- ✓ Are annual IEP goals related to student's transition services needs?
- ✓ Is there evidence student was invited to IEP meeting?
- ✓ If appropriate, is there evidence a representative of any participating agency was invited to IEP meeting with prior consent of parent or student at age of majority?

Know Your Indicator!



An IEP for a child age 16 or above must have:

- a) measurable postsecondary goals
- b) an eye-witness
- c) show that Student was invited to IEP meeting
- d) I.Q. results
- e) A and C

Know Your Indicator!



An IEP for a child age 16 or above must have:

- a) measurable postsecondary goals
- b) an eye-witness
- c) show that Student was invited to IEP meeting
- d) I.Q. results
- e) **A and C**



Measurement



of youth with IEPs aged 16 + with IEP that includes appropriate measurable **postsecondary goals** annually updated, based on age appropriate **transition assessment, transition services**, including courses of study, to help student meet postsecondary goals, **annual IEP goals** related to student transition service needs; evidence **student was invited** to IEP meeting where transition services are to be discussed and evidence a representative **of any participating agency was invited** to IEP meeting with prior consent of the parent or student who has reached age of majority

of youth with an IEP age 16 and above



Measurement



- Data from state monitoring and/or state data base
- Data collected annually
- Method of collection is described
- Actual numbers used in calculation must be used
- B-13 is Compliance Indicator
- **B-13 targets must be 100%.**

Know Your Indicator!



Where do the data for B 13 come from?

- a) from statewide monitoring of IEPs
- b) from state level data base
- c) from case studies
- d) from the Office of Special Education Programs (OSEP)
- e) A and B

Know Your Indicator!

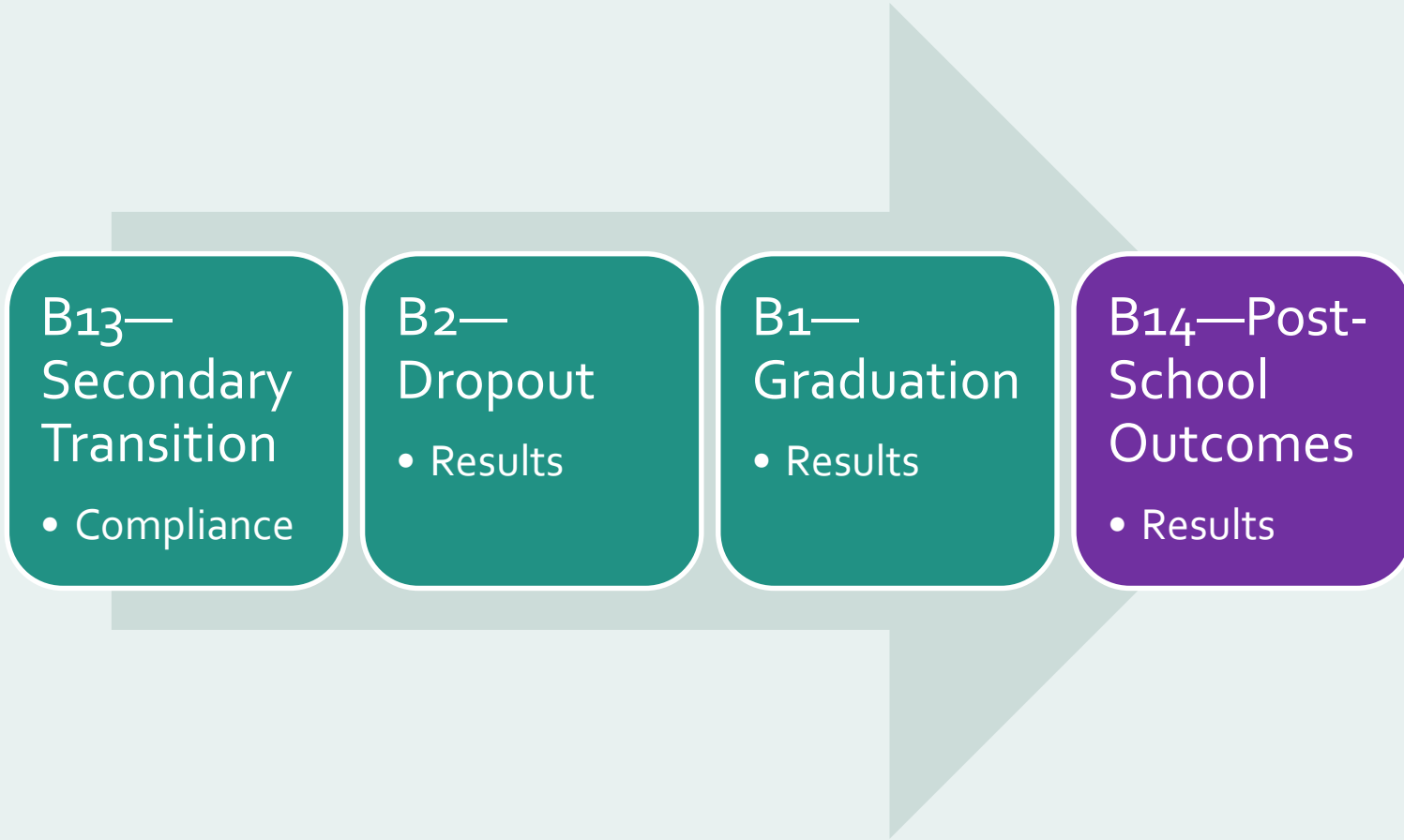


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- e) **A and B**

Questions/Comments About B13?







B-14 Helps Answer Questions Like:

- For students who are successful, did school help and how?
- For students who aren't successful, could school have done anything differently/better?
- What kinds of supports do young adults need most after high school?
- What changes are needed to better support students, families, schools, agencies?



Requirements



States must report 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 in:

14A. higher education

14B. higher education *or* competitively employed

14C. 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))



Higher Education

- Enrolled full- or part-time
- Community college (2 year)
- College/university (4+ year)
- Completed at least 1 term

Competitive Employment

- Worked for pay at or above the minimum wage
- Setting with others who are nondisabled
- Average of 20 hours a week
- Worked for 90 days at any time in year since leaving high school
- Includes military employment

Postsecondary Education or Training

- Enrolled full- or part-time
- Education or training program (e.g., adult education, vocational technical school that is less than a 2-year program)
- Completed at least 1 term

Some Other Employment

- Youth worked for pay or been self-employed
- For period of at least 90 days at any time in the year since leaving high school
- Includes working in family business (e.g., farm, store, catering services, etc.)



Requirements



- Data collected, annually, on youth with IEPs who exited school at least one year ago by:
 - graduating with a regular diploma or with some other form of modified diploma or certificate;
 - aging out;
 - dropping out; or
 - Were expected to return, but did not

Know Your Indicator!



Why do we collect Post-School Outcome data?

- a) because we are curious about what former students are doing
- b) because it helps measure how well our transition services actually helped students
- c) because it can identify possible improvement activities
- d) because it is an OSEP requirement
- e) B, C, and D

Know Your Indicator!



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- e) **B, C, and D**



Measurement



Percent enrolled in **Higher Education**

of youth enrolled in **higher education** within one year of leaving high school

of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school



Measurement

Continued



Percent enrolled in **Higher Education or Competitively Employed**

of youth enrolled in higher education or competitively employed within one year of leaving high school

of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school



Measurement



Percent enrolled in Higher Education, or Competitively Employed, or in **some other Employment**

enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment

of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school

Indicator 14 for Federal Reporting: A, B, C's and 1, 2, 3's...4 (and 5)

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 it is in the denominator)
A = 1/ Total respondents	r text styles			
B = 1+2/ Total respondents				
C = 1+2+3+4/ Total respondents				
Total Respondents				

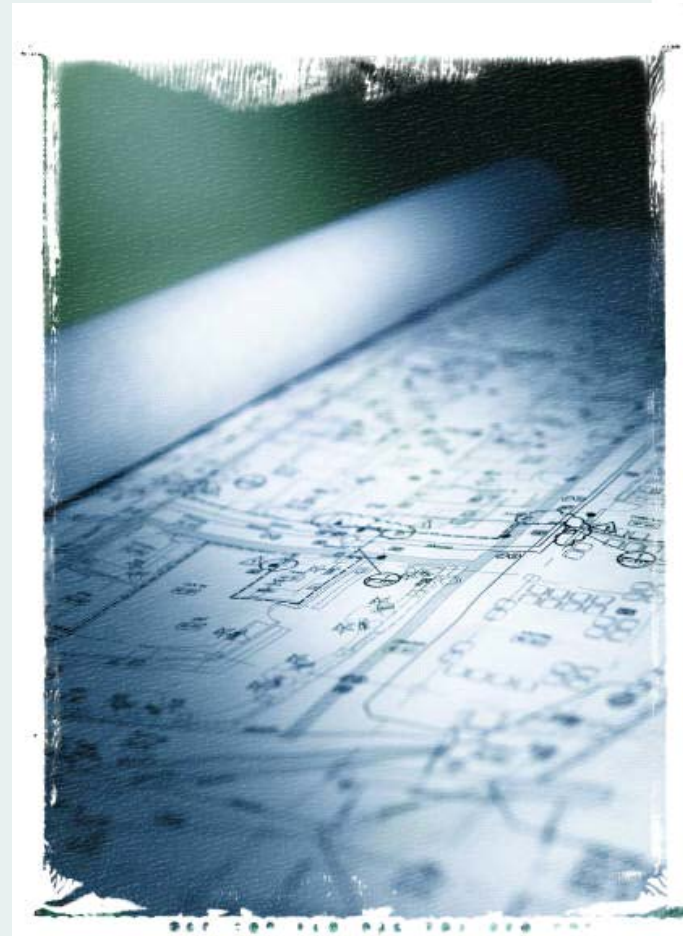
Methodologies

- Data can be from census or sample
- Method of Data Collection
 - Survey methodology
 - Administrative records

Indicator 14 Considerations



- District-level numbers can be small.
 - Totals can vary widely one year to next.
 - Confidentiality issues!
Please do not show data with sample sizes of 10 or less in any public setting.
- No direct comparison group
 - We don't know how result compares to general population.



Know Your Indicator!



The data collected for Indicator 14 are the number of former students who, one year after school exit were:

- a) enrolled in “higher education”
- b) in “competitive employment”
- c) enrolled in “some other postsecondary education or training”
- d) in “some other employment”
- e) all of the above

Know Your Indicator!



The data collected for Indicator 14 are the number of former students who, one year after school exit were:

- a) enrolled in “higher education”
- b) in “competitive employment”
- c) enrolled in “some other postsecondary education or training”
- d) in “some other employment”
- e) **all of the above**

Questions/Comments About B14?





Summary and Resources

Individualized Education Programs (IEPS) – B13



B13 is a
compliance
indicator

- Target must be 100%

Data Source

- Individual Education Programs (IEPs)
- State Monitoring and/or
- State Data Base

States can
choose

- State Monitoring
- State Data Base

Post School Outcomes – B14



B14 is a results indicator

- State sets targets

Data Collected

- Annually
- On students who exited one year prior

States can choose

- Census or sample
- Manner of data collection

Questions and Discussion



Important Resources



Resources



- GRADS360° SPP/APR Resources Tab

<https://osep.grads360.org/#program/spp-apr-resources>

- SPP/APR Measurement Table
- Related Requirements
- Indicator Analyses

- National Technical Assistance Center on Transition

<https://transitionta.org/>

- Indicator 13 Checklist
- Indicator 14 tools (e.g. response calculator)



For Assistance With These Topics

- Contact your IDC State Liaison (<https://ideadata.org/technical-assistance/>) or
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