Representation and Geographic Location for Indicator B14

For Indicator B14, representation needs to be considered at two points in time if the State samples youth:

1. When drawing a sample to ensure the sample is representative of the population prior to data collection; and
2. At analysis when determining whether respondents represent the sample or population.

Geographic location is a new consideration for FFY2018. Below are relevant statements regarding representation, specific to geographic location, from the General Instructions and Measurement Table. This document also contains guidance regarding setting a new baseline and targets for Indicator 14 based on changes to the Measurement Table.

Sampling Procedures	Representativeness for Response Procedures
Part B SPP/APR General Instructions, under Sampling, states: *The description [of the sampling methodology] must describe the: … (b) similarity or differences of the sample to the population of children with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented)* and *Samples from LEAs must be representative of each of the LEAs sampled considering such variables as disability categories, age, race, and gender.*	**Measurement Table Indicator B14, under section III. Reporting On the Measures/Indicators, states:** *Include the State's analysis of the extent to which the response data* [emphasis added] *are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States should* [emphasis added] *consider categories such as race and ethnicity, disability category, and geographic location in the State.* **OSEP Guidance:** Should means should. OSEP does not have the authority to require States to disaggregate or analyze data in any particular way when reporting Indicator B14. The measurement table provides examples that include the categories OSEP would encourage states to look at as best practice.
Geographic location is not a criterion for drawing a representative sample.	Geographic location is a criterion for determining whether those youths /designees who responded to the survey, or

	were matched to leavers from an administrative database, represent the sample when sampling or the population when conducting a census.
Guidance for resetting baseline and targets: In order to have comparable data across years, consistency in how data are defined, collected, and analyzed is important. **OSEP Guidance:** If a State changes its methodology it must revise the baseline. If the change in the definition for competitive employment in Indicator 14 led to a new methodology for collecting/analyzing data, then a baseline change would be required. States would also be required to obtain stakeholder input to revise targets.	

Resources

[1] Regulations Implementing the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act available from https://www2.ed.gov/about/offices/list/osers/rsa/wioa-meetings-on-final-regs.html

[2] Rehabilitation Services Administration (RSA): Integrated Location Criteria of the Definition of "Competitive Integrated Employment" FAQs available from https://www2.ed.gov/about/offices/list/osers/rsa/wioa/competitive-integrated-employment-faq.html#question5

Part B Measurement Table available from
See https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33309

Part B SPP/APR General Instructions available from
https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33307

For assistance implementing these changes, please contact us:

Deanne Unruh, Ph.D.
dkunruh@uoregon.edu
541-346-1424

Charlotte Alverson, Ph.D.
calverso@uoregon.edu
541-346-1390

This document was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). 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. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez.