

DELAWARE'S TRANSITION DATA

Transition can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living and community participation.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 14 – Post School Outcomes 1-Year after Exit (Measure A)

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.

Measurement:

Percent enrolled in higher education = (Measure A) 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 any time in the year since leaving high school.

Federal Fiscal Year	2013	2014	2015	2016	2017	2018	2019
Number of youth with IEPs in effect at the time they left school:	390	455	347	471	732	616	674
14A Number of youth with IEPs in effect at the time they left school who enrolled in higher education within one year of leaving high school:	77	286	219	233	303	281	360
14A Percent of youth with IEPs in effect at the time they left school who enrolled in higher education within one year of leaving high school:	20%	63%	63%	49%	41%	46%	53%
14A Year target:	21.0%	25.0%	29.0%	33.0%	37.0%	41.0%	45.0%