


State Performance Plan Indicator 13

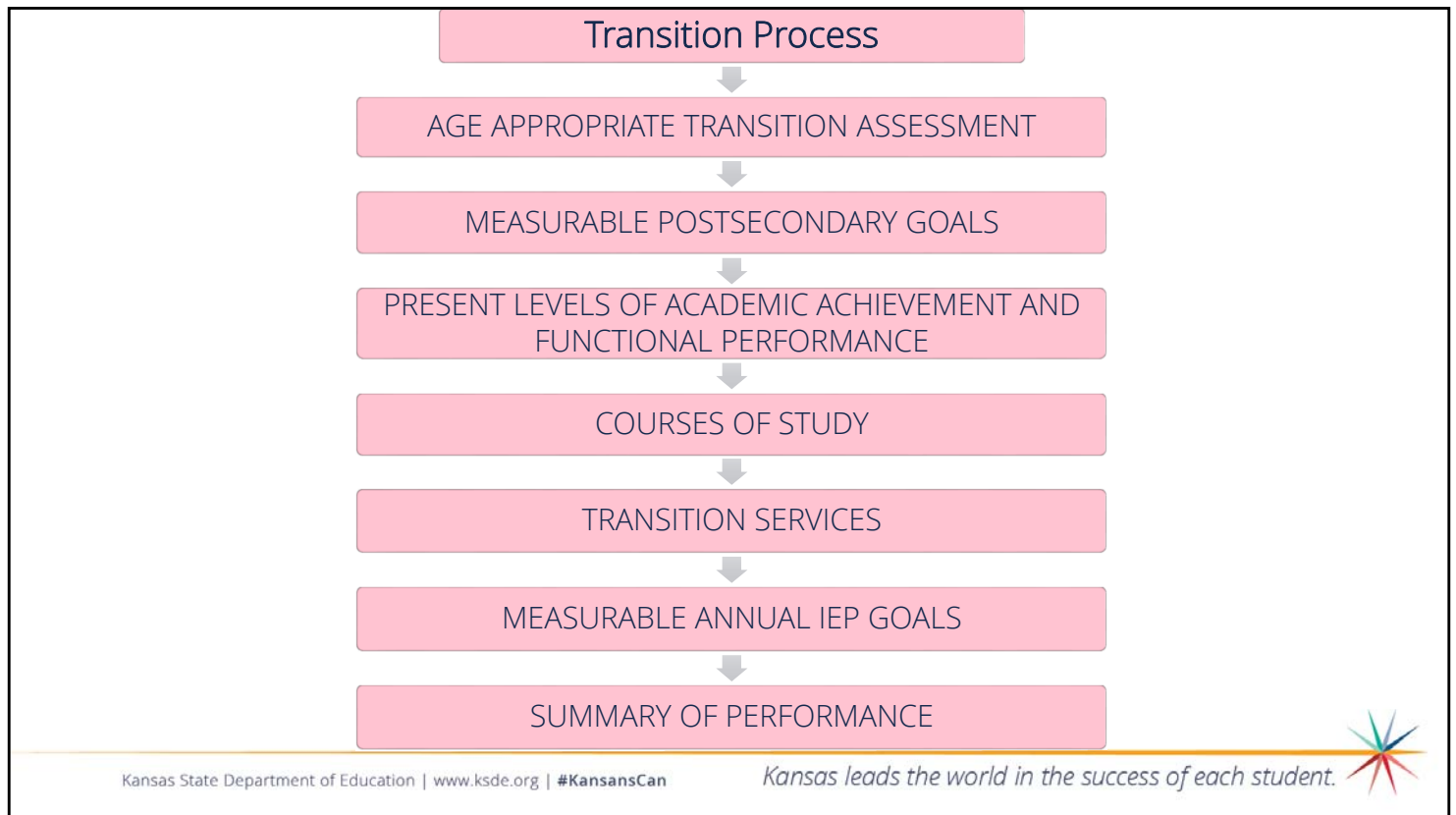


Indicator 13 Data Collection

Kansas leads the world in the success of each student.

The Kansas State Department of Education (KSDE) uses the National Technical Assistance Center on Transition (NTACT) Indicator 13 Checklist instrument to measure for State Performance Plan (SPP) Indicator 13. The NTACT checklist measures 8 items and does not include all the IDEA legal requirements. The SPP Indicator 13 requirements address compliance for IEPs developed for students who will be 16 or older during the course of the IEP. In Kansas, transition requirements begin at the age of 14 who are not included within this measure.

The SPP measurement is the percent of youth with Individualized Education Plans (IEPs) aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are 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 service needs. 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))



This is a flow chart of the Transition Process.

1. Beginning at age 14, conduct age appropriate transition assessment related to training, education, employment, and, where appropriate, independent living skills.
2. Beginning at age 14, develop postsecondary goals in the areas of education/training, employment, and if appropriate, independent living skills.
3. **Develop PLAAFPs, including information about the student's performance/needs related to instruction, related services, community, employment, daily living skills, adult living objectives, and functional vocational evaluation.**
4. Beginning at age 14, and reviewed annually, identify the courses of study needed to assist the student in reaching his/her measurable postsecondary goals.
5. Identify transition services in the areas of instruction, related services, community experiences, employment, other post-school adult living objectives, and if appropriate, acquisition of daily living skills and a functional vocational evaluation.
6. Develop annual IEP goals which support the student to meet his/her postsecondary goals.
7. Upon graduation or age 21, provide a summary of the student's academic achievement and functional performance, and recommendations to assist the student in meeting his/her postsecondary goals.

Preparing for Data Collection in the Kansas Integrated Accountability System (KIAS) for I-13 Web application

Level of Access for data entry and submission

Check the level of access for each team member that will be entering and submitting the data.

Quick Start Guide for LEA Users:

This guide provides step by step instructions for data entry. The guide is located within the KIAS Web Application under the Help link and here:

https://www.ksde.org/Portals/0/ECSETS/KIAS/KIAS_QSG_Ind13_IDEA_Gifted.pdf

Student Files to Review

- The number of representative sample files a district is required to review is based upon on the LEA's student enrollment.
- Student files selected are students age 16 and over, or students for whom the IEP is the one that will be effect when the student turns age 16.
- Student files are randomly selected and posted through the KIAS web application for LEAs.

Leader Services Help Desk Number: 877-456-8777



Measurable Post-Secondary Goals (MPG)

- The first questions in the Indicator 13 Checklist are about requirements related to Measurable Post-Secondary Goals (MPGs).
- There are multiple types of MPGs required:
 - ✓ Education/Training goal
 - ✓ Employment goal
 - ✓ If appropriate, Independent Living goal



Measurable Postsecondary Goals (MPGs) are required in the areas of education/training and employment. The decision as to whether or not to include an MPG in the area of independent living is an IEP team decision. If the information in the PLAAFP indicates that that student has problems in the area of independent living skills, then most likely a measurable postsecondary goal(s) should be written.

- Are the MPGs appropriate ?
- Are the MPGs measurable?
- Does each MPG focus on what the student will do after exiting the public school system?
- Do the MPGs state an actual outcome and not an activity or process?
- Are the MPGs stated as an outcome or end result?
- Do the MPGs succinctly state what the student will do?
- Are the MPGs based upon the results from transition assessment conducted with the student?
- Do the transition services and annual measurable IEP goals align with the MPGs?
- MPGs must be included regardless of the student's skill level or type and severity of disability.

Format of Measurable Postsecondary Goals (MPGs)

_____ will _____
(After high school, after graduation, after completion of high school) (Student) (Behavior) (Where and how)



It is helpful to follow this format when writing MPGs.

1. Is there an appropriate measurable postsecondary goal (MPG) or goals for Education/ Training?

- a) Can the goal(s) that covers Education or Training be counted or measured?
- b) Will the goal(s) that covers Education or Training occur after the student graduates from school?
- c) Based on the information available about this student (e.g., present level of performance, student interests, student preferences), does (do) the postsecondary goal(s) that covers Education or Training seem appropriate for this student?



A measurable postsecondary goal for Education/Training is required.

- Education - Examples are a 4 year college or university, technical college, 2 year college, etc.
- Training - Examples are a specific vocational or career field, independent living skills training, apprenticeship, on-the-job training, job corps, etc. On-the-job training could be a supported work environment, or working for a local farmer or rancher.

Examples are taken from NTACT (National Technical Assistance Center on Transition), <http://transitionta.org/transitionplanning>

Measurable postsecondary goals are outcomes that occur after the student has left high school. What a student **WILL** do (enroll in, attend, work)

How specific should the measurable postsecondary goals be?

They need to “measure the extent to which the goals were achieved so this means:

Use terms in which you can count whether the goal was achieved, such as “enroll in”, “will work”, “live in an apartment”

Use descriptors such as “full time” and “part-time”.

Consider where the student will be one year after high school and whether you will be able to determine if they achieved their goal or not

Do we need Postsecondary Goals in all areas?

A measurable postsecondary goal must be written for at least two areas: employment; and education/training. A goal for independent living is only if needed. If the information in the PLAAPPs indicate that the student has problems in the area of independent living skills, then a measurable postsecondary goals for independent living skills should be written.

Examples Come from NTACT and have been approved by OSEP as model measurable post secondary goals.

Examples: Education/Training Goals

- Upon graduation from high school, Jamarreo will attend a trade school to learn about welding.
- Upon graduation from high school, Jamarreo will attend a trade school to attain an entry level welding certificate.
- Upon graduation from high school, Jamarreo will attend Washburn Tech in Topeka to obtain an entry level welding certificate.
- Upon graduation from high school, Jamarreo will attend Washburn Tech in Topeka and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.



Education/Training Examples

Each of the goals above has a range of specificity in the postsecondary goals based upon results of ongoing transition assessment results.

Each of the goals above follow the format of a measurable postsecondary goal.

If the postsecondary transition goal in the IEP follows the format AND is based upon the information obtained from age appropriate transition assessments, then the postsecondary goal would be compliant with the regulatory requirement.

Non-Examples: Education/Training Goals

1. Jamarreo wants to attend Central Piedmont Community College and participate in the welding program.
2. Jamarreo will attend Central Piedmont Community College and participate in the welding program.
3. After high school, Jamarreo would like to attend a welding program.
4. After high school Jamarreo will get the education/training of his choice.



NonExamples

1. “Want” or “expressed interest” are not measurable outcomes. Also, it is not clear that this will occur after graduation.
2. It is not clear that this will occur after graduation.
3. “Expressed interest” (would like to attend) is not an outcome.
4. This goal not based on ongoing transition assessment results.

REMEMBER:

The postsecondary goal must explicitly state the outcome will occur after high school graduation.

2. Is there an appropriate measurable postsecondary goal or goals for Employment?

- a) Can the goal(s) that covers Employment be counted or measured?
- b) Will the goal(s) that covers Employment occur after the student graduates from school?
- c) Based on the information available about this student (e.g., present level of performance, student interests, student preferences), does (do) the postsecondary goal(s) that covers Employment seem appropriate for this student?



Employment

- paid (competitive, supported, sheltered);
- unpaid employment (volunteer, in a training capacity);
- military; etc.

Examples: Employment Measurable Postsecondary Goals

- Upon graduation from high school, Jamarreo will work in an automotive repair shop.
- Upon graduation from high school, Jamarreo will work as a shop helper in an automotive repair shop.
- Upon graduation from high school, Jamarreo will work part-time as a shop helper in an automotive repair shop.
- Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry.



Employment Goal Examples

There is a range of specificity in postsecondary goals based upon results of ongoing transition assessment results.

Each of the goals above follow the format of a measurable postsecondary goal.

If the postsecondary transition goal in the IEP follows the format AND is based upon the information obtained from age appropriate transition assessments, then the postsecondary goal would be compliant with the regulatory requirement.

Non-Examples: Employment Measurable Postsecondary Goals

1. Jamerreo wants to work in the automotive area.
2. Jamerreo will work as a shop helper in an automotive repair shop.
3. After high school, Jamerreo would like to work and earn money.
4. After high school, Jamarreo will get a job of his choice.

Retrieved from http://transitionta.org/sites/default/files/dataanalysis/l13_Jamarreo.pdf



NonExamples

1. “Want” or “expressed interest” are not measurable outcomes . Also, it is not clear that this will occur after graduation.
2. It is not clear that this will occur after graduation. “Expressed interest” (would like to work) is not a measurable outcome. Also, this goal is not based on ongoing transition assessment results.
3. This goal is not based on ongoing transition assessment results.

REMEMBER:

The goal statement must explicitly state the outcome will occur after high school graduation.

Retrieved from http://transitionta.org/sites/default/files/dataanalysis/l13_Jamarreo.pdf

3. Is there an appropriate measurable postsecondary goal or goals for Independent Living?

- a) Can the goal(s) that covers Independent Living be counted or measured?
- b) Will the goal(s) that covers Independent Living occur after the student graduates from school?
- c) Based on the information available about this student (e.g., present level of performance, student interests, student preferences), does (do) the postsecondary goal(s) that covers Independent Living seem appropriate for this student?



A postsecondary goal or goals for Independent Living is required only if applicable to the individual student. This goal could be related to adult living, daily living, independent living, financial, transportation, etc.

REMINDER on Post secondary goal questions:

Employment goal question: Where will student work or engage in productive activities after graduation?

Training goal question: Where and how will student continue to learn and/or develop skills after graduation?

Independent Living goal question: Where will student live and how will he or she access adult services, participate in the community, and have fun after graduation?

Examples: Independent Living Measurable Post-Secondary Goals

- After high school, Jodi will travel to and from work using the public transportation system with time-limited supports of a job coach or Community Alternative Program service provider.
- Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.

Retrieved from <https://transitioninc.org>



Retrieved from http://transitionta.org/sites/default/files/dataanalysis/I13_Jodi.pdf, and http://transitionta.org/sites/default/files/dataanalysis/I13_Kevin.pdf

Other examples:

- After high school, Jodi will assume responsibility for a share of living expenses by saving money earned at work and following a budget set by Jodi and her parents.
- After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
- After graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with him regarding needs, wants, and desires.

Non-Examples:

- Jodi will rely on Mom to take her to and from work each day.
- Kevin enjoys watching DVD's, looking at books, listening to his iPod, watching his younger sister play video games, sitting with family for meals, and making music on his electronic keyboard.

4. Are the postsecondary goals updated annually?

Are the postsecondary goals that cover Education or Training, Employment, and as needed Independent Living, addressed/updated in conjunction with the development of the current IEP?



NOTE: During an annual review of the IEP, the postsecondary goals must be reviewed and revised as needed but may not need to be changed if still appropriate for the student. This is still considered an update.

5. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?

Are age appropriate transition assessment(s) that provided information on the student's needs, taking into account strengths, preferences, and interests used to develop the postsecondary goal(s) and mentioned in the IEP or evident in the student's file?



For each postsecondary goal there must be evidence that at least one age-appropriate transition assessment was used to provide information on the student's needs, strengths, preferences and interests regarding postsecondary goals. Evidence would most likely be found in the student's file.

Even informal interviews and observations should be documented. Documentation can be in different forms, and the IEP team should adequately document the assessment in the IEP so that a reviewer can make a connection between the goals and the assessment.

NOTE: Reviewers should use professional judgment to determine if the transition assessments were age appropriate and were used in helping the IEP team in developing the student's measurable postsecondary goal.

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Collection of Transition Assessment Data

- Must be comprehensive and more than a single “snapshot”.
- Data collection methods may include:
 - computer or web-based assessment;
 - paper and pencil tests;
 - structured student and family interviews;
 - observations of school, community or work (situational or environmental);
 - curriculum-based assessments
 - formal or informal assessment
 - information from Vocational Rehabilitation Services or other agencies.



When planning transition assessment, ask the following questions:

- What do we need to know about the student?
- Where can we get the information?
- Who should be administering the assessment?
- How will we use the information?
- How should the information be organized?
- When do we begin and what do we do?

Link Between Transition Assessment and Postsecondary Goals

- Federal law requires “appropriate measurable postsecondary goals **based upon age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills”
- Transition assessment data serve as the common thread in the transition process and form the basis for defining goals and services for individual students
- Transition assessments help students learn about themselves so as to better prepare them for taking an active role in their career development
- Transition assessment is an **ongoing** process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments

National Secondary Transition Technical Assistance Center (2013). Age Appropriate Transition Assessment Toolkit Third Edition. University of North Carolina at Charlotte, A. R. Walker, L. J. Korterling, C. H. Fowler, D. Rowe, & L. Bethune.

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Remember that for each measurable postsecondary goal there must be evidence that at least one age-appropriate transition assessment was used to provide information on the student’s needs, strengths, preferences and interests regarding postsecondary goals. Transition assessment is not a one-time process. It needs to be updated on a regular basis since student’s preferences and interests can change frequently as they grow older. Remember to include consideration of the information from general education assessments when developing measurable postsecondary goals.

6. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

For measurable postsecondary goal(s) is there some type of transition services/activities listed in association with meeting the measurable postsecondary goal? These services might include the following:

- Instruction
- Related service
- Community experience
- Development of employment and other post-school adult living objectives
- If appropriate, acquisition of a daily living skill
- Functional vocational evaluation



When filling out the Indicator 13 Checklist, select *NA* when individual services/activities have been considered but are not necessary or appropriate in helping the student achieve measurable postsecondary goals.

The age 16 transition services should be a coordinated set of activities or strategies that support the student in achieving their desired postsecondary goals. The IEP team builds this set of activities from information contained in the PLAAFP that describe where the student is currently performing in relationship to his/her postsecondary goals. The IEP team should consider the individual child's needs, taking into account the child's strengths, preferences, and interests. With that as the starting point, the team needs to determine what skills, services, or supports the student will need in order to successfully transition from where (s)he is now to his/her desired postsecondary goals. For each postsecondary goal, there should be consideration of transition services.

7. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

Is the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help the student achieve the desired post-school goal(s) and align with the student's identified postsecondary goal(s)?



NOTE: IDEA Regulations do not require the courses of study to be a listing of individual courses. The courses of study may be identified on the student's IEP as a listing of individual courses or a statement of instructional program, as appropriate for the student and the desired postsecondary goal(s). *If the IEP contains a list of individual courses, the IEP must be amended to reflect any changes in courses the student takes.*

The IEP team should work closely with the guidance counselor who keeps a transcript of required courses toward graduation. The IEP team should review the transcript and ensure that the courses identified support the student's postsecondary goals. The IEP team, including the school counselor if appropriate, reviews the required courses leading to graduation or completion of a school program, and helps the student select courses and other educational experiences that are most likely to move the student toward his or her desired postsecondary goals (e.g., employment, education/training, independent living). The information obtained through the discussion about the student's courses of study (including information regarding both general education and special education career assessments) should be used during transition planning to avoid duplication of career assessments and to ensure alignment of information within the student's IEP and IPS (Individual Plan of Study).

Four Critical Components of a Well-written Annual Goal

- Timeframe
- Conditions
- Behavior
- Criterion



Timeframe is usually specified in the number of weeks or a certain date for completion. A year is the maximum allowed length for the timeframe.

Conditions specify the manner in which progress toward the goal is measured. Conditions are dependent on the behavior being measured and involve the application of skills or knowledge.

Behavior clearly identifies the performance that is being monitored, usually reflects an action or can be directly observed, and is measurable.

Criterion identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been reached. The goal criterion specifies the amount of growth the child is expected to make by the end of the annual goal period.

Example: Connection between MPG and Annual Goal

Postsecondary Education/Training Goal:

Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

Annual IEP Goal:

Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.



Example: http://transitionta.org/sites/default/files/dataanalysis/I13_Jamarreo.pdf

8. Is (are) there annual IEP goal(s) that are related to the student's transition services needs?

Do each of the postsecondary goal areas (i.e. training or education, employment, and where appropriate, independent living) have an annual goal or short term objective included in the IEP related to the student's transition services needs?



NOTE: Measurable postsecondary goals are different from measurable annual goals. The measurable postsecondary goals measure an outcome that occurs after a student leaves high school . A measurable annual goal measures annual progress of the student while in school. It is important that each postsecondary goal be supported by one or more annual goals, and each annual goal may support more than one postsecondary goal. When developing postsecondary goals, the team should understand what annual goals support the postsecondary goal.

9. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Is there clear documented evidence that the student was invited prior to the IEP conference?



Note: A signed, written student invitation dated prior to the IEP conference is not required. Students may be invited by written or oral invitation, and the district should document this invitation. Methods of written documentation could include Notice of Meeting addressed specifically to student or co-addressed with parents; Copy of a separate invitation to the student that contains all required elements (IDEA 300.322). An example of oral invitation the teacher orally invited the student to attend prior to the IEP meeting such as in person, phone call that also includes the required elements of an Notice of Meeting is documented within the student's file.

For example, if there is a note in the student's file recording that a teacher orally invited the student to attend prior to the IEP meeting, select Yes for this question on Indicator 13 Checklist. Or, if the students 18 or older, if required 10-day written notice of the IEP meeting was sent to the student prior to the meeting select Yes for this question on the Indicator 13 Checklist.

A student's signature of attendance on the participants page of the IEP does not meet this requirement.

10. If appropriate, is there evidence that 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?

Is there any evidence in the IEP that representatives of any of the following agencies/services likely to be responsible for providing or paying for transition services were invited to participate in the IEP development, including but not limited to:

- a) Postsecondary education
- b) Vocational education
- c) Integrated employment (including supported employment)
- d) Continuing and adult education
- e) Adult services
- f) Independent living
- g) Community participation

AND that consent was obtained from the parent or student if the student has reached the age of majority?



Select *NA* on the Indicator 13 Checklist if there are no transition services listed on the IEP that are likely to be provided or paid for by an outside agency or if it is too early to determine if this student will need outside agency involvement.

The IEP team must determine, to the extent appropriate, any other public agency that must be invited to the IEP meeting because they are likely to be responsible for providing or paying for transition services. The parents, or a student who is 18 years of age, must provide consent for the school to invite any outside agency to the IEP meeting (K.A.R. 91-40-17(g); 34 C.F.R. 300.321(b)(3)). Consent from the parent (or adult student) is required when inviting outside agencies to ensure the protection of confidentiality of information under FERPA (Federal Register, August 14, 2006, p. 46672). (See Consent to Invite Noneducational Agency to IEP Meeting form at http://www.ksde.org/Portals/0/SES/forms/IEP_Mtg_Consent_NonEd_Agency.pdf).

Resources for Completing Secondary Transition Checklist

- Kansas Special Education Process Handbook

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Legal-Special-Education-Law/Kansas-Special-Education-Process-Handbook>

- National Technical Assistance Center on Transition (NTACT)

www.transitioncoalitionta.org

- Transition I-13 Transition Checklist with Methods

<https://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind13-questions.pdf>

- TASN

www.ksdetasn.org





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