This PowerPoint is provided to assist districts with the Indicator 13: Secondary Transition initial data collection through correction of noncompliance, if required.
Key Dates

Key dates to remember for the SY2018-19 Data Collection:
- **April 15**: Initial Data Entry Window Opens
- **May 15**: Initial Data Entry Window Closes
- **May 18**: Data Verification Window Opens
- **June 1**: Data Verification Window Closes
The number of files selected for each district is based on district enrollment:

- District enrollment of less than 5000 = 10 files
- District enrollment from 5000 to 24,999 = 15 files
- District enrollment of 25,000 and greater = 20 files

If the correct number of files did not upload for your district, please contact Leader Services Help desk at 877-456-8777
Indicator 13 data is being collected in the Kansas Integrated Accountability System (KIAS) authenticated application, https://apps.ksde.org/authentication/login.aspx.
A measurable postsecondary goal must be written for at least two areas: Employment; and Education/Training. A goal for Independent Living Skills should be used only as needed. If the information in the PLAAFPs 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.
In general, if you can say a student either did or did not do the post-secondary goal, that means it is measurable. That means that phrases like “wants to” or “is interested in” are not measurable.
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](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)

Question to help write this measurable post-secondary goal:
Where and how will student continue to learn and/or develop skills after graduation?
A wide variety of types of Education/Training will be needed by different students. It is important that the MPG be matched to the strengths, needs, preferences, and interests of the student as shown by the transition assessment. Some students may be able to engage in post-secondary education with appropriate accommodations. Those accommodations should not be included in the goal, but need to be addressed in other parts of the transition plan.
Each of the goals above follow the format of a measurable postsecondary goal, but have a range of specificity in the goals based upon results of ongoing transition assessment results. If the postsecondary transition goal in the IEP follows the required MPG format AND is based upon the information obtained from age appropriate transition assessments, then the postsecondary goal would be compliant with the requirement.

**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”, “will 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.
Non-Examples

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

Non-Examples—What’s the problem?
1. “Wants” 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. “would like to attend” is not measurable. Remember you need to be able to answer “yes, he did” or “no, he didn’t” for it to be a measurable outcome.
4. This goal not based on ongoing transition assessment results. You need to do the assessment and know the student’s preferences and interests before the IEP team writes the measurable post-secondary goal.

REMEMBER:
✓ The post-secondary goal must explicitly state that the outcome will occur after high school graduation or program completion.
✓ The outcome must be measurable.
✓ The outcome must be based on the student’s strengths, needs, preferences, and interests, based on an appropriate transition assessment.
Employment may include:

• paid (competitive, supported, sheltered)
• unpaid employment (volunteer, in a training capacity)
• military

Question to help write this measurable post-secondary goal:

Where will the student work or engage in productive activities after graduation?
A wide variety of types of Employment will be appropriate for different students. It is important that this MPG be matched to the strengths, needs, preferences, and interests of the student as shown by the transition assessment.

**Employment Examples**

- After graduation, Jaimie will work in construction as a welder.
- After completing her high school program, Linda will work as a volunteer caregiver in the animal shelter.
- After graduation, LaShay will work as a waitress in her aunt’s café.
- After graduation, Amy will work as a preschool teacher.
Each of the goals above follows the format of a measurable postsecondary goal, but they have a range of specificity in the goals, based upon results of ongoing transition assessment results. If the MPG follows the required format AND is based upon the information obtained from age appropriate transition assessments, then the measurable postsecondary goal would be compliant with the requirement.
Non-Examples—What’s the problem?
1. The problem with this MPG is that “wants” is not a measurable outcome. Also, it is not clear that this will occur after graduation.
2. The goal does not make it clear that this will occur after graduation. Also, “would like to work” is not a measurable outcome.
3. This goal is not based on transition assessment results. Those assessment results must inform the MPG to reflect a student’s strengths, interests, and preferences.
4. This goal is also not based on transition assessment results. The measurable postsecondary goal should enable a team to plan for services that will enable a student to move towards the MPG. This goal makes that impossible to accomplish.

REMEMBER:
✓ The MPG must explicitly state the outcome will occur after high school graduation or program completion.
✓ The MPG needs to reflect the student’s strengths, preferences, and interests as informed by a transition assessment.
✓ The MPG must be measurable.

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.

Questions to help write this measurable post-secondary goal:

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

1. After high school, Jodi will travel to and from work using the public transportation system with time-limited adult support.

2. After obtaining his certificate of completion, Kevin will participate in at least one age-appropriate community-based activity per week related to horticulture, socialization with young adults, animals, and/or music.

3. 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.

Other examples:

- After graduation, Jodi will pay for a share of living expenses by saving money earned at work.
- After graduation, Kevin will live at home and take care of his own laundry and room cleaning.

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.
Past guidance stated that one postsecondary goal could be written that included the areas of training, education and employment and where appropriate, independent living skills. There must be a minimum of two postsecondary goals (one for training/education and one for employment).
During an annual review of the IEP, the postsecondary goals must be reviewed but may not need to be changed if still appropriate for the student. This is still considered an update.
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. Transition assessment results might be found within the PLAAFPs (Present Levels of Academic Achievement and Functional Performance) or in a separate Transition section of the IEP.
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.
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.
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 as 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 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 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 guidance counselor may be involved in the IEP meeting should there be changes to the coursework.
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.

Each measurable postsecondary goal must be supported by one or more annual goals. Each annual goal may support more than one postsecondary goal. When developing the IEP, the team should understand what annual goals support each postsecondary goal.
Timeframe is usually specified in a certain date for completion, or the team may write “by the end of the IEP year.” 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. The conditions are *measurement* conditions about how the behavior or skill is measured. The annual goal should not include instructional conditions such as “given five community experiences” or “given two role play experiences”. Those instructional conditions are the choice of the teacher and may vary during the IEP year. The condition needs to focus on how the student will be asked to show progress in learning the behavior or skill.

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 of an Aligned Annual Goal

Postsecondary Education/Training Goal:
Upon graduation from high school, Jamarreo will attend the welding certificate program at Central Piedmont Community College.

Annual IEP Goal:
By the end of the IEP year, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy.

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

Is there is 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, but the district must document this invitation.

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 the Indicator 13 Checklist. Or, for 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.
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 or older, 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 Non-educational Agency to IEP Meeting form at http://www.ksde.org/Portals/0/SES/forms/IEP_Mtg_Consent_NonEd_Agency.pdf).
Resources for Completing the Secondary Transition Checklist

- Kansas Special Education Process Handbook

- National Technical Assistance Center on Transition (NTACT), http://transitionta.org/

- Copy of Transition Checklist with Methods for review of student files
  http://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind13-questions.pdf
State Performance Plan Indicator 13: Secondary Transition

Prevention, Data Verification, Identification and Correction of Noncompliance
Here are some lessons learned:

1. Many districts have a process in place that files are reviewed throughout the school year and any noncompliance found is then corrected.

2. The initial data entry window closes on **May 15, 2018**. It is critical to plan ahead to ensure there is district staff available during the data collection window to answer questions that may come up during this time. **Caution:** An IEP team cannot just change something in a student’s IEP, but must follow proper IEP amendment procedures.

3. Before data is submitted, ensure that the answers selected are correct (double check the answers). It is always good to have a second set of eyes review the responses before submitting.
NOTE: A district may have more than one student file selected for data verification.

Special education directors will be notified by e-mail through the KIAS web application whether student files were selected from their district(s) for data verification.

Special education directors may submit documentation of compliance if the district’s responses that self-reported noncompliance were in error.

**Special education directors must submit documentation to verify a district’s responses to questions 1, 2, 5, and 9 on the Indicator 13 checklist,** [http://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind13-questions.pdf](http://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind13-questions.pdf). The documentation must be uploaded according to instructions within the KIAS web application. The verification documentation will be reviewed by a KSDE team and final compliance status determined. Technical assistance may be assigned if the documentation submitted does not support compliance with implementing the regulatory requirement.

**NOTE:** Districts should submit copies of actual documents for data verification. Do not submit a table, or Word document with the information typed in for each KIDS ID number. Scan and upload the relevant portions of the student’s IEP file. Please make a notation on the section of the IEP or other documentation so that the review team is clear about what Indicator 13 question the section is substantiating.
Districts with Noncompliance

- The information in the following slides only pertains to districts that were notified of noncompliance for Indicator 13 data submitted for SY 2018-19 (July 1, 2018 through June 30, 2019).
If a district has one or more student files found to be noncompliant after the two week verification period, the district moves into the District Improvement Process.

The District Improvement Process is composed of three components. The district is required to complete all three components.

1. Completing a District Corrective Action Plan (DCAP);
2. Completing an Individual Corrective Action (ICA) form for each question found noncompliant; and
3. Updated Data Collection.


NOTE: ICAs and Updated Data are self-reported by responding to the questions in the KIAS authenticated application. Districts do not upload documents unless specifically requested to by KSDE for additional clarification.
A district has approximately one month from the time the district is notified to complete and submit a District corrective action plan to KSDE. A KSDE review team will either approve the DCAP or contact the district for needed revision.

A DCAP must identify and evaluate the implementation of appropriate strategies that demonstrate a thorough understanding of the root cause of the problem which led to the noncompliance(s).

It is very important that the DCAP be implemented so that updated data will be 100% compliant for files reviewed for SY2017-18.

Listed on this slide are three resources that are tools that team members can utilize in developing a DCAP.
Any noncompliance that has been identified in a specific student’s file must be corrected. Districts have approximately 3 months to correct identified noncompliance in each of the student file(s). Districts have until **February 10, 2019**, to fill out the individual student file corrections.

These are two resources that are listed that districts may be interested in reviewing: an example of completed ICA form, and a rubric in which the KSDE review team will be using when reviewing the submitted ICA forms.

**NOTE:** Don’t wait until the last minute to do individual corrections; and don’t forget this important part of the correction of noncompliance process.
KSDE selects the KIDS IDs to be used for the updated data collection through the KIAS web application.

As with the initial data submission, we recommend the following:

1. District should review the data before submission to determine accuracy.

2. If any of the answers are answered no, a district can take steps to correct any identified areas of noncompliance before the data collection window closes. This is an important reason why it is best to not leave correction of noncompliance until the last minute.

3. Any changes made to the student’s IEP require that a district follow proper procedures in acquiring an IEP amendment.

In order for a district to complete the Correction of Noncompliance process, a district must meet two requirements: 1. Has the district corrected each individual case of noncompliance (ICA forms); and 2. Is the district correctly implementing the specific regulatory requirements based on a review of updated data within a timeframe specified by KSDE but, in no case, later than one year from notification of noncompliance.

In the event a district has not corrected all finding(s) of noncompliance within one year from notification of noncompliance, written notification is sent to the district indicating the district will be given a Needs Intervention Level of Determination and enforcement action will be taken immediately.
A district will be assigned one of the four categories; Meets Requirements, Needs Assistance, Needs Intervention or Needs Substantial Intervention.

The district’s level of determination is included as part of the District’s Expanded Report that is available to directors in March of every year. Each level progressively becomes more restrictive directed and the potential of funds being withheld.
One of the criteria that is reviewed when determining a district’s level of determination is whether a district met the substantial compliance criteria for compliance indicators, this includes Indicator 13: Secondary Transition.

For Indicator 13: the substantial compliance criteria that must be met is:

"Percent of youth with 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 services 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))
Meets Requirements

- Summary of Rewards
  - Leadership stipend
  - Condensed TIP application
  - District may use 50% Maintenance of Effort (MOE) reduction
Listed is a summary of potential enforcements that may be directed by KSDE. A full listing of rewards and enforcements can be found within the KSDE Kansas Integrated Accountability System (KIAS) Overview.
This PowerPoint presentation and other resources can be found at:

**KSDE’s Website:**

Additional Resources:
**National Technical Assistance Center on Transition, NTACT Website:**
http://transitionta.org/

**TASN Website:**
Go to https://www.ksdetasn.org/, go to Resources, and search for Secondary Transition

The Secondary Transition Reset powerpoint and training materials are available at
https://www.ksdetasn.org/ksde/secondary-transition-reset