

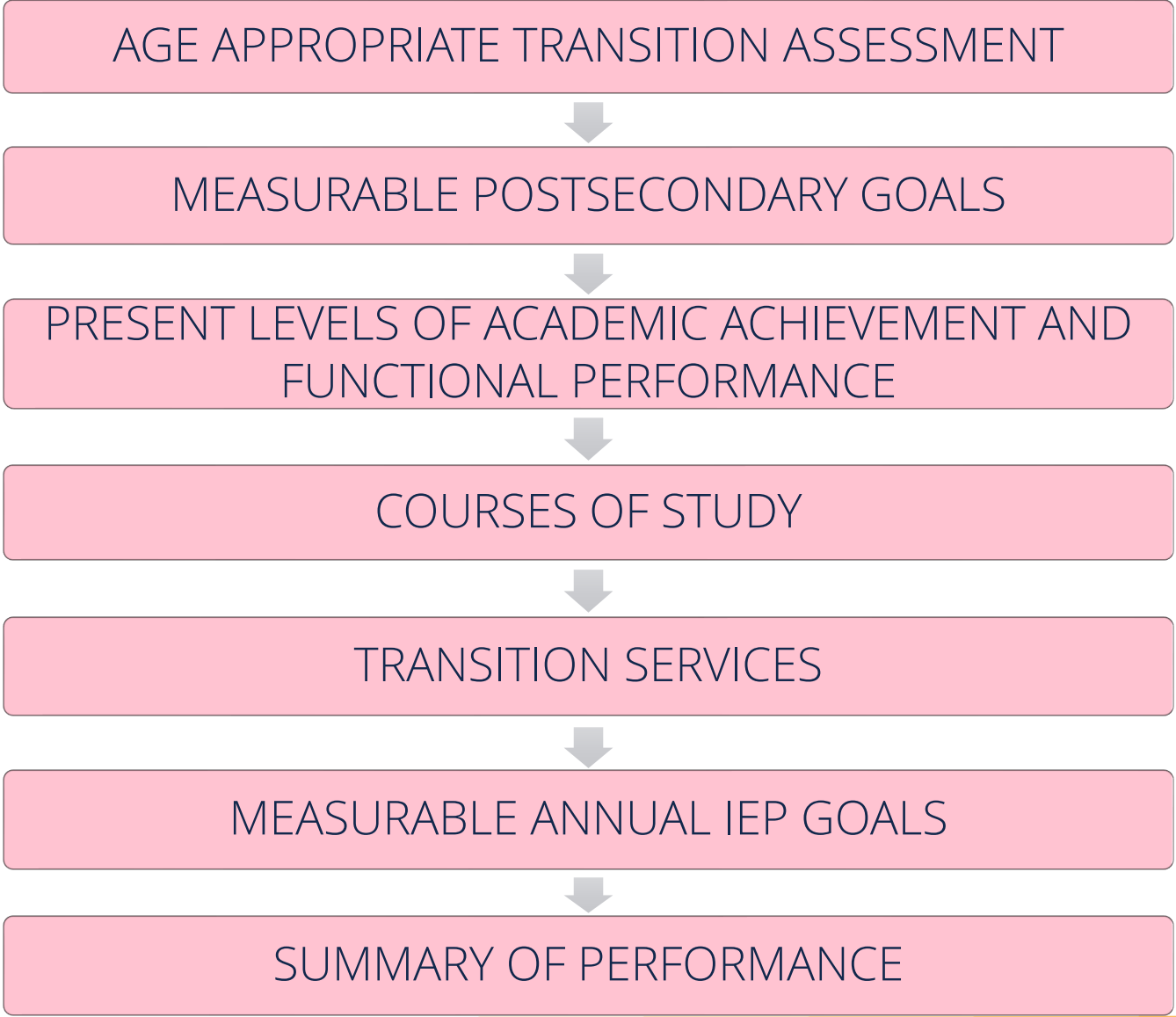


State Performance Plan Indicator 13

Data Collection



Transition Process



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.gov/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.





Measurable Post-Secondary Goals (MPG)

- The first question 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





Format of Measurable Postsecondary Goals (MPGs)

_____ will _____

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





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?





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.





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.





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?





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.





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/I13_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?





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>





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?





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?





Collection of Transition Assessment Data

- Must be comprehensive and more than a single “snapshot”.
- Data collection methods may include
 - Individual Plan of Study (IPS)
 - 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.





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. Kortering, C. H. Fowler, D. Rowe, & L. Bethune.





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

For measureable 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





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)?





Four Critical Components of a Well-written Annual Goal

- Timeframe
- Conditions
- Behavior
- Criterion





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.





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?





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?





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?



Resources for Completing Secondary Transition Checklist

Kansas Special Education Process Handbook

<https://www.ksde.gov/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 Collaborative

<https://transitioncoalitionta.org>

Transition I-13 Transition Checklist with Methods

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

TASN

www.ksdetasn.org



Technical Assistance

Questions regarding the KIAS application contact:

Leader Services Help Desk Number: 877-456-8777

Questions regarding program content contact:

Stacie Martin, Stacie.martin@ksde.gov or 785-296-6855





Stacie Martin
Education Program Consultant
Special Education and Title
Services
(785) 296-6855
Stacie.martin@ksde.gov

Revised 2022

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

