

What is Indicator 13: Secondary Transition?

According to the Federal Office of Special Education Programs (OSEP) Indicator 13 is defined and measured as follows:

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 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))

NOTE: Vermont does not have a different age requirement than that established in federal regulations.

Indicator 13 is considered by OSEP to be a compliance indicator with its monitoring priority allocated to effective general supervision and effective transition.

What data needs to be collected and reported to OSEP?

Data to be reported to OSEP comes from State monitoring or a State data system.

OSEP requires state targets to be set at 100% and states are required to report on following:

- a. # of youth who are aged 16 and above with IEPs that contain each of the required components for secondary transition.
- b. data from the previous year about the timely correction of non-compliance, how the state verified corrections of non-compliance, and actions taken if non-compliance remains uncorrected.

This means that Vermont must collect data from LEAs during the annual monitoring cycle. The purpose is to provide OSEP with an accurate accounting of compliance in the area of post-secondary transition services for special education in Vermont. The information collected for indicator 13 is reported on both the State's Annual Performance Report as well as the Local Annual Performance Report. Data collected and reported for this indicator is one of the measures used to calculate both state and local determinations.

Why is compliance monitoring important?

Compliance monitoring is federally mandated for states and local school districts to receive federal special education (IDEA) grant funding.

General Instructions for Completing Data Collection Worksheet

1. Please enter data *only* in the sheet labeled “LEA-please enter data here”. A description of the required information is listed in the next section (“Description of data included in each column in the ‘LEA-please enter data here’ worksheet”). You will also find the same descriptions by clicking or hovering on the column headings.
2. The sheet labeled “AOE use only” is password protected by the AOE and you will not need to enter any data in it. The cells will automatically populate with the data entered in the “LEA” sheet. It contains color-coded columns with formulas. These columns are formatted with dark shading until such time as you will have entered all necessary data in the “LEA” sheet. If an error message appears, it is generally the result of incorrect data-input.
3. Cells C3 and D4: please include the LEA name and ID number.

Description of data included in each column in the “LEA-please enter data here” worksheet

- Col A.** Provides sequential numbering for up to 20 post-secondary transition plans in a given school year. If more than 20 are needed, please notify the AOE for additional reporting instructions. No data entry is needed in this column.
- Col B.** Case Manager’s full name.
- Col C.** Student Perm Number (as reported in Child Count).
- Col D.** Date of Birth for student.
- Col E.** LEA Submission Date.
- Col F.** Person reviewing for LEA (SU/SD) – special education administrator or designee.

Columns G through V are drop down menus for Yes – No (and N/A, in every Independent Living column. *Important: if an Independent Living plan is not appropriate for the student, please write N/A in the IEP. Blank spaces, in the original document or in the collection form, will be considered non-compliant.*) The responses will be based on specific questions embedded in the spreadsheet. To access instructions for any column, please click on the column heading in rows 5 or 6.

- Col W.** This is where the LEA will include any additional information necessary for the AOE to complete its review.

Description of data included in each column in the “AOE use only” worksheet

Columns A through F will populate automatically from the “LEA-please enter data here” sheet. You will not need to enter any data here and a password protection will make it impossible to accidentally do so.

Columns H, K, N, Q, T, W, Z, AC, AF, AI, AL, AO, AR, AU, AX, BA are the AOE assessment of the elements for I13.

Columns I, L, O, R, U, X, AA, AD, AG, AJ, AM, AP, AS, AV, AY, BB, BD indicate whether the LEA and AOE reviews are identical. If they are identical, “YES” will appear, if they are not, “NO” will appear.

Description of data in the “LEA Review-Chart” sheet

As the “LEA-please enter data here” is filled, a chart will automatically provide a visual representation of trends based on the LEA’s assessment of the I13 elements.

Description of data in the “AOE use only-AOE&LEA Review-Chart” sheet

As the “AOE use only” sheet is filled, a chart will automatically provide a visual representation of trends based on the AOE’s assessment of the I13 elements, side-by-side with the LEA’s trends.

Description of data in the “Formulas” sheet

The drop-down menus and charts contained in the sheets described above are based on lists and tables that are stored in this sheet.

For questions, please contact:

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