nsttac

National Secondary Transition
Technical Assistance Center

Team Planning Tool for State Capacity Building: Secondary Education and Transition Services

A Resource for the Secondary Transition State Planning Institute

May 7 – 9, 2008

Charlotte, NC

TEAM PLANNING TOOL FOR STATE CAPACITY BUILDING: SECONDARY EDUCATION AND TRANSITION SERVICES

Developed by:

Paula D. Kohler, Ph.D., Professor and Co-Principal Investigator
National Secondary Transition Technical Assistance Center
Department of Special Education and Literacy Studies
Western Michigan University
3506 Sangren Hall
Kalamazoo, MI 49008
269.387.6181

 May 2008

Additional resources are available at:

http://www.nsttac.org
http://www.wmich.edu/ccrc
http://homepages.wmich.edu/~kohlerp/research
‣ Taxonomy for Transition Programming
‣ Worksheet for Student-Focused Planning
‣ Worksheet for Student Development
‣ Worksheet for Interagency Collaboration
‣ Worksheet for Family Involvement
‣ Worksheet for Program Structures and Practices

Bibliography

Guskey, T. R. (2000). *Evaluating Professional Development.* Thousand Oaks, CA: Corwin Press.

Kohler, P. D. (1996). *Taxonomy for transition programming: A model for planning, organizing, and evaluating transition education, services, and programs.* Champaign: Transition Research Institute, University of Illinois at Urbana-Champaign. Available at http://homepages.wmich.edu/~kohlerp.

McDonnell, L. M., & Elmore, R. F. (1987). Getting the job done: Alternative policy instruments. *Educational Evaluation and Policy Analysis, 9(2),* 132-152.

Patton, M. Q. (1997). *Utilization-Focused Evaluation: The New Century Text.* Thousand Oaks, CA: Sage Publications.

W. K. Kellogg Foundation. (October 2000). *Logic Model Development Guide.* Battle Creek, MI: Author (www.wkkf.org).

Wholey, J. S., Hatry, H. P., Newcomer, K. E. (1994). *Handbook of Practical Program Evaluation.* San Francisco: Jossey-Bass.

Team Planning Tool for State Capacity Building: Secondary Education and Transition Services

Team Name: _____

Primary Contact: _____

Position: _____

Organization: _____

Address: _____

_____

Phone: _____ Fax: _____

E mail: _____

Team Member: _____

Position: _____

Organization: _____

Address: _____

_____

Phone: _____ Fax: _____

E mail: _____

Team Member: _____

Position: _____

Organization: _____

Address: _____

_____

Phone: _____ Fax: _____

E mail: _____

Team Member: _____

Position: _____

Organization: _____

Address: _____

_____

Phone: _____ Fax: _____

E mail: _____

Team Member: _____

Position: _____

Organization: _____

Address: _____

_____

Phone: _____ Fax: _____

E mail: _____

Team Member: _____

Organization: _____

Address: _____

_____

Phone: _____ Fax: _____

E mail: _____

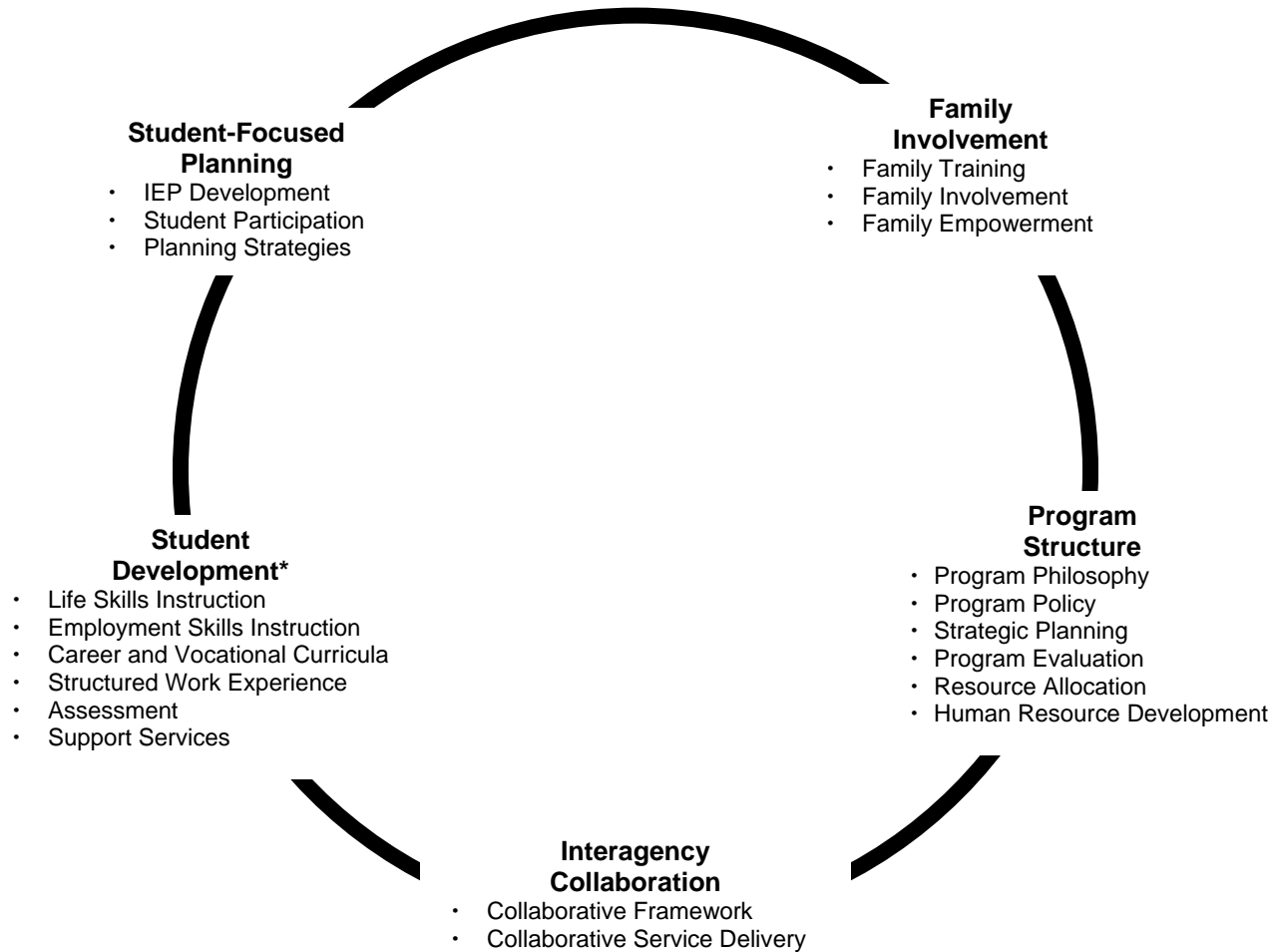*To include all members, use back of page if necessary*

Transition-Focused Education

This planning tool focuses on assisting state teams to review and plan their strategies for increasing capacity within the state to implement **transition-focused education.** Over the past decade, transition practices research has illustrated that post-school outcomes of students with disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education. In general, this concept of transition-focused education represents the perspective that "transition planning" is the fundamental basis of education that guides development of students' educational programs, rather than an "add-on" activity for students with disabilities when they turn age 14 or 16**.** The impact of transition-focused education is greatly enhanced when service systems and programs connect and support the implementation and application of such learning.

Transition-focused education is directed toward adult outcomes and consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches, and responsive to the local context and students' learning and support needs. Primary to the concept of transition-focused education is the expectation for *all* students to achieve a quality life, valued within the context of their family, school, and community. Quality of life outcomes include those in four general areas: independent living (home and family), employment (including postsecondary education and training that lead to employment), community citizenship and participation, and leisure and recreation. To prepare students to achieve such outcomes, transition-focused education builds student competence through academic, occupational, and social development. Further, to insure that all our students can develop and achieve at their greatest potential, transition-focused education provides a variety of instructional pathways that may include few or no specialized supports to extensive applied experiences or supports. This framework of transition-focused education provides a structure for educational planning that is outcome-oriented and promotes greater involvement and ownership in the decision-making process by key stakeholders, particularly students and their families.

The *Taxonomy for Transition Programming*, represented on the next page, provides concrete practices—identified from effective programs—for implementing transition-focused education. (A copy of the complete *Taxonomy* model is included in your handout pack.) As described subsequently, this tool is designed to help you reflect broadly on the status and effectiveness of transition-focused education and services in your state.

TAXONOMY FOR TRANSITION PROGRAMMING

Student-Focused Planning
- IEP Development
- Student Participation
- Planning Strategies

Family Involvement
- Family Training
- Family Involvement
- Family Empowerment

Student Development*
- Life Skills Instruction
- Employment Skills Instruction
- Career and Vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

Program Structure
- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

Interagency Collaboration
- Collaborative Framework
- Collaborative Service Delivery

* These student development practices are **in addition** to academic skills development, which provide a fundamental basis for transition education.
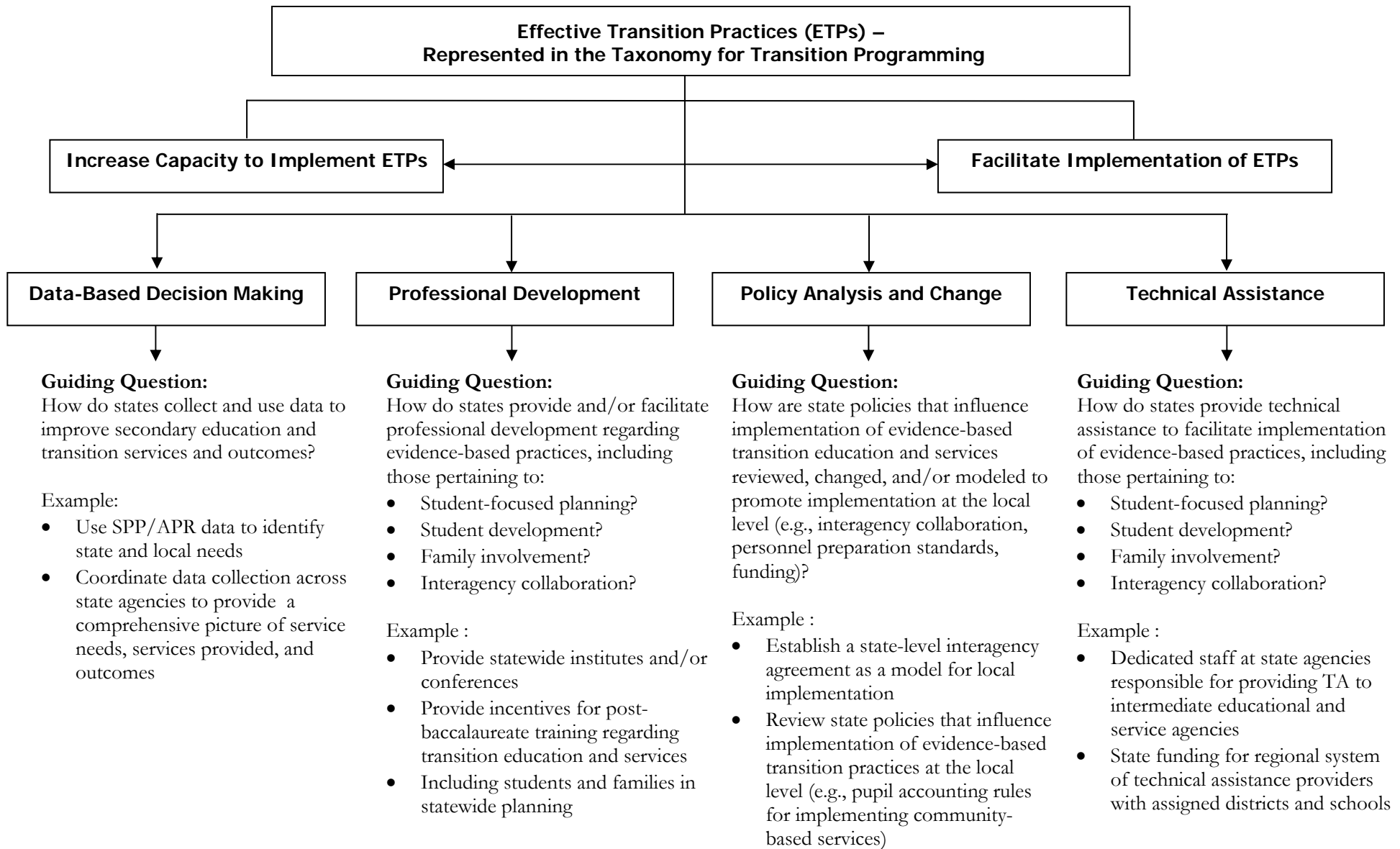
NSTTAC's Model for State Capacity Building

Building capacity within one's state is important to assuring that the state's young people with disabilities are successful in achieving valued adult outcomes. Several factors influence how transition-focused education and services are implemented within a state, as well as within local communities, such as federal policy, state policy, and local values and resources. An important NSTTAC goal is to facilitate state capacity building to implement practices generated from transition research, and organized through the *Taxonomy for Transition Planning.* The NSTTAC model for extending transition research to practice within a state (illustrated on the next page) focuses on two important components: **increasing local capacity** and **facilitating implementation**. Aligned with typical state agency functions, the NSTTAC model includes activities in four primary, but integrated areas designed to foster increased capacity and facilitate implementation of evidence-based practices: **data-based decision-making at state and local levels, professional development, technical assistance, and policy analysis and change**.

Data-based decision making represents the concept that program planning, improvement, and resource allocation are based on data and assessment information that are valid and reliable. Professional development encompasses many approaches that focus on developing competence in educators and other transition service providers. Technical assistance supports implementation of effective transition strategies and is a fundamental aspect of insuring a change in practice. Policy analysis and change provide an important tool to ensure that state or local policies facilitate, rather than inhibit, implementation of effective practices. These capacity building tools typically fall within the realm of state responsibility, and when well focused and coordinated, provide powerful strategies to improve transition education and services and thus, student outcomes.

NSTTAC's Model for State Capacity Building

Effective Transition Practices (ETPs) – Represented in the Taxonomy for Transition Programming

Increase Capacity to Implement ETPs	Facilitate Implementation of ETPs

Data-Based Decision Making	Professional Development	Policy Analysis and Change	Technical Assistance

Guiding Question:
How do states collect and use data to improve secondary education and transition services and outcomes?

Example:
- Use SPP/APR data to identify state and local needs
- Coordinate data collection across state agencies to provide a comprehensive picture of service needs, services provided, and outcomes

Guiding Question:
How do states provide and/or facilitate professional development regarding evidence-based practices, including those pertaining to:
- Student-focused planning?
- Student development?
- Family involvement?
- Interagency collaboration?

Example :
- Provide statewide institutes and/or conferences
- Provide incentives for post-baccalaureate training regarding transition education and services
- Including students and families in statewide planning

Guiding Question:
How are state policies that influence implementation of evidence-based transition education and services reviewed, changed, and/or modeled to promote implementation at the local level (e.g., interagency collaboration, personnel preparation standards, funding)?

Example :
- Establish a state-level interagency agreement as a model for local implementation
- Review state policies that influence implementation of evidence-based transition practices at the local level (e.g., pupil accounting rules for implementing community-based services)

Guiding Question:
How do states provide technical assistance to facilitate implementation of evidence-based practices, including those pertaining to:
- Student-focused planning?
- Student development?
- Family involvement?
- Interagency collaboration?

Example :
- Dedicated staff at state agencies responsible for providing TA to intermediate educational and service agencies
- State funding for regional system of technical assistance providers with assigned districts and schools

Overview of Planning Tool

This planning tool focuses specifically on assisting state teams to review the extent of implementation and effectiveness of transition education and services in their state. The transition practices are organized through the *Taxonomy for Transition Programming* and include student-focused planning, student development, interdisciplinary and interagency collaboration, family involvement, and program structures and attributes. In addition, this tool is designed to help you reflect on the capacity building strategies you have used or are using in your state to facilitate implementation of the practices.

Use **Part 1—Current Implementation Assessment,** to reflect on the degree to which you are implementing the practices described. To assist with this reflection, we provide a set of questions and indicators that focus on each *Taxonomy* area and capacity building strategy. These questions are designed to help you go beyond simple "yes" or "no" answers as you reflect on implementation and identify **evidence** that supports your reflection. Evaluation findings and data you have collected regarding the SPP indicators will help you identify implementation levels, as well as effectiveness. As you reflect on levels of implementation, also consider the availability and quality of your data.

In **Part 2—Needs Assessment,** consider your findings from Part 1 to identify your current strengths regarding the transition practices, as well as current strengths of your capacity building efforts. Also indicate areas where you find need for improvement. For example, you may determine that some districts have high levels of student and parent involvement in IEP development, but others less so. In this case, you might determine that statewide professional development regarding student involvement has been limited and additional training and technical assistance are needed.

Use **Part 3—Planning State Capacity Building Activities** to develop capacity building plans that address the transition education and service needs you identified. In developing your plans, be specific. Refer to the resources in the appendix to help you set meaningful, achievable, and measurable goals. It is helpful to identify specific goals that your team can achieve in the next year, and then the activities you will implement to achieve your goals.

Remember that the purpose of these efforts is to improve student outcomes! **Thus, one's efforts must begin and end with the knowledge of what students are achieving after leaving high school.** Your SPP/APR Indicator 14 data can help provide this information. The questions included herein focus primarily on educational processes and services, designed to provide students with the skills they need to live and work independently. Specific reflective questions focused on students' post-school outcomes are listed below. They should guide your reflection and provide the basis for all your decisions regarding educational and transition programs and services.

Fundamental Questions

‣ Regarding short-term outcomes, do your students have the skills they need to be successful?
  ▪ Academic skills?
  ▪ Independent living skills?
  ▪ Occupational skills and work behaviors?
  ▪ Self-determination skills?

‣ Do your students stay in school and graduate?

‣ Regarding long-term outcomes, are your students
  ▪ Employed?
  ▪ Attending postsecondary education?
  ▪ Living independently?

‣ Do your students have the educational and community supports and services they need to be successful?

PART 1: CURRENT IMPLEMENTATION ASSESSMENT
A. Transition Education and Services Practices
B. State Capacity Building Strategies

This section of the team planning tool guides you to reflect on:
(A) the extent to which transition education and services practices included in the Taxonomy are implemented in your state, and
(B) the extent to which the state has engaged in capacity building activities designed to facilitate implementation of transition education and services.

As you consider transition practices implementation, use the **Implementation Rating Scale** to indicate the *extent* to which the practices or activities are implemented in schools and/or districts in your state. Use the **Evidence Rating Scale** to indicate the extent to which your implementation rating is based on **data** that describe the extent of implementation or effectiveness of the practice or activity. Use the space provided to note how the practice or activity is implemented and what you know about effectiveness.

For each set of practices and capacity building strategies, we include a set of reflective questions and suggested indicators as resources to help provide meaning. We suggest you use these questions and indicators to help clarify and expand your reflective process. The reflective questions are designed to help you go beyond simple "yes" and "no" responses and substantively reflect on the degree or extent of implementation. The questions and indicators also provide examples of evidence you might examine to determine implementation levels and effectiveness. We provide two examples.

Implementation Rating Scale	Evidence Rating Scale
DK - We don't know what or how we are doing in this area.	DK - We don't know if data are available, or if so, what they indicate.
1 - This activity or practice is not occurring.	1 - We *do not have* any data regarding this practice.
2 - We are developing this activity or practice, but it is not yet occurring.	2 - We have *very limited* data regarding this practice **OR** the quality of the data we have is not very good.
3 - This activity or practice occurs some of the time or with some of our students, but implementation is not consistent.	3 - We have *some* data that indicate implementation and/or effectiveness of the activity or practice.
4 - This activity or practice occurs regularly, widely, and consistently.	4 - We have *high quality* data that indicate implementation and/or effectiveness.

Example: Part A – Transition Education and Services Practices (Student-Focused Planning Practices)

Practices	EXTENT IMPLEMENTED					EXTENT/QUALITY OF EVIDENCE				
1. Students' IEPs include **measurable post-school goals** in (a) education and/or training, (b) employment, and (c) independent living	DK	1	2	(3)	4	DK	1	2	3	(4)

Description: Review of IEPs in our state indicated that 30% of students' IEPs include measurable post-school goals. So – we have **limited** implementation, but **good quality data** showing where we need to improve. However, our IEP forms were somewhat difficult to evaluate, because people were not consistent about where they put the information. Need to improve content of IEPs, quality of IEP planning; new standardized IEP form would help.

Example: Part B – State Capacity Building Activities (Data-Based Decision Making)

DATA - BASED DECISION MAKING	EXTENT AND EVIDENCE OF IMPLEMENTATION AND EFFECTIVENESS
Data collection methods produce valid and reliable data on Indicator 13 – content of the IEPs; results used to identify professional development and TA needs	‣ Indicator 13 data were collected via a statewide sample using the NSTTAC Indicator 13 Checklist (or TOPs checklist). ‣ Results varied by school/district; IEP format varied by district ‣ Documentation in some districts still missing ‣ Ability to target professional development improved since going to the sampling with checklist method of data collection, as compared to district self-report

Part A – Transition Education and Services Practices

STUDENT-FOCUSED PLANNING PRACTICES	EXTENT IMPLEMENTED					EXTENT/QUALITY OF EVIDENCE				
1. Students' IEPs include **measurable post-school goals** in (a) education and/or training, (b) employment, and (c) independent living.	DK	1	2	3	4	DK	1	2	3	4
Description:										
2. Students' IEPs include **measurable annual goals** that will enable them to achieve their post-school goals.	DK	1	2	3	4	DK	1	2	3	4
Description:										
3. Students' IEPs include coordinated transition activities and services (e.g., instruction, community experiences, etc.), including a course of study, that will enable them to achieve their post-school goals.	DK	1	2	3	4	DK	1	2	3	4
Description:										

STUDENT-FOCUSED PLANNING PRACTICES – CONT'D	EXTENT IMPLEMENTED					EXTENT OF EVIDENCE				
4. Age-appropriate transition assessment information is (a) used to identify students' preferences, interests, choices, and needs; (b) reflected in the summary of students' present level of academic achievement and functional performance; and (c) used as the basis for the IEP.	DK	1	2	3	4	DK	1	2	3	4
Description:										
5. Students, families, educators, and relevant service providers work together to plan and provide instruction and services.	DK	1	2	3	4	DK	1	2	3	4
Description:										
6. Students are prepared to participate and do participate meaningfully in development of their IEP and in their IEP meeting.	DK	1	2	3	4	DK	1	2	3	4
Description:										

Student-Focused Planning Practices – Reflective Questions and Indicators

Reflective Questions

‣ To what extent do students and their parents actively participate in the development of their individual education program (IEP)? What strategies are used to foster student and parent participation? How are students prepared to participate?

‣ How is information regarding students' interests, preferences, and needs used to identify postsecondary goals?

‣ To what extent and how is transition-related assessment information (i.e., academic, cognitive, occupational, and/or adaptive behavior assessment information) used in developing annual goals and objectives and to determine related service needs?

‣ To what extent and how is information gathered through career awareness and exploration activities subsequently linked to a student's educational program?

‣ To what extent do students' educational programs include goals and objectives identified by the student?

‣ To what extent are the goals and objectives identified in students' educational programs (including "transition services") implemented and evaluated?

‣ What strategies are used to insure that agency personnel (with parent/guardian permission) and other appropriate individuals actively participate in planning meetings?

‣ To what extent and how are the responsibilities assigned through the IEP process reviewed? To what extent do identified services go undelivered?

‣ What procedures are used to address discrepancies between services promised and services provided?

Suggested Indicators (Many of these data can be collected using the NSTTAC Indicator 13 Checklist)

▪ # students whose present level of academic achievement and functional performance (PLAAFP) regarding transition goals and services are based on transition-related assessments

▪ # students with measurable post-school goals

▪ # IEP goals that are student-initiated

▪ # students with goal-related annual objectives and transition services

▪ # students attending their IEP meeting; level of student participation

‣ # students whose course of study aligns with post-school goals

Notes and/or Ideas

STUDENT DEVELOPMENT PRACTICES	EXTENT IMPLEMENTED					EXTENT/QUALITY OF EVIDENCE				
1. Age-appropriate transition assessment information (e.g., academic, cognitive, career/occupational, adaptive behavior, etc.) is routinely collected.	DK	1	2	3	4	DK	1	2	3	4
Description:										
2. Academic skill development	DK	1	2	3	4	DK	1	2	3	4
Description:										
3. Life skills development, including self-determination skills	DK	1	2	3	4	DK	1	2	3	4
Description:										

Note. These student development practices are **in addition** to academic skills development, which provide a fundamental basis for transition education.

STUDENT DEVELOPMENT PRACTICES – CONT'D	EXTENT IMPLEMENTED					EXTENT OF EVIDENCE				
4. Employment and occupational skills development, including paid work experience	DK	1	2	3	4	DK	1	2	3	4
Description:										
5. Identification and provision of support services that foster students' skill development and achievement of post-school goals (e.g., environmental adaptations; accommodations; related services such as AT, OT; etc.)	DK	1	2	3	4	DK	1	2	3	4
Description:										

Student Development Practices – Reflective Questions and Indicators

Reflective Questions

‣ What transition-related assessment information is collected (i.e., academic, career/occupational, and/or adaptive behavior information)? When is it collected? By whom? How is it collected?

‣ How are target skills determined and subsequently evaluated? What do these assessments indicate regarding student learning/achievement of target skills?

‣ Do students' educational programs align with their post-school goals?

‣ To what extent do all students participate in work-based education, including paid and/or unpaid work experiences, during high school?

‣ In which occupational areas are students employed during their work experiences?

‣ Are students' work experiences aligned with their post-school goals?

‣ Are students' work experiences aligned with their course of study?

‣ How are students informed of and recruited for co-curricula and extra-curricular activities?

‣ Do students have the skills they need to be successful, including: Academic skills? Independent living skills? Occupational skills? Employability and work behaviors? Self-determination skills?

‣ To what extent do students have the supports, accommodations, and/or related services they need to access work experiences?

‣ How are student accommodation needs identified?

‣ What methods are used to help students generalize their accommodation needs from school to community environments?

Suggested Indicators

‣ # and % of students receiving services in specific settings

‣ Cognitive, academic, occupational, and adaptive behavior assessments used; student performance on assessments

‣ Specific strategies for student recruitment to co- and extracurricular activities

‣ # students participating in work-based, co-curricular, and extracurricular activities

‣ # and % of accommodation needs met and unmet

‣ % mastery of target skills

Notes and/or Ideas:

INTERAGENCY COLLABORATION PRACTICES	EXTENT IMPLEMENTED					EXTENT/QUALITY OF EVIDENCE				
1. Formal collaborative agreements and structures are established among schools, employers, employment-related agencies, and post-secondary institutes. These agreements clearly articulate the roles and responsibilities to assure the following occur in culturally appropriate ways: a. Methods of communication b. Information sharing protocols c. Referral protocols d. Service and task responsibilities e. Funding responsibilities f. Points of contact	DK	1	2	3	4	DK	1	2	3	4

Description:

INTERAGENCY COLLABORATION PRACTICES – CONT'D	EXTENT IMPLEMENTED					EXTENT OF EVIDENCE				
2. Educators, service providers, and employers work together to identify and address transition education and service needs of *individual students in ways that are responsive to their cultural and linguistic backgrounds.*	DK	1	2	3	4	DK	1	2	3	4

Description:

3. Educators, service providers, and employers work together to identify and address *school and community level* transition education and service issues, including program development and evaluation, based upon *the community context.*	DK	1	2	3	4	DK	1	2	3	4

Description:

Interagency Collaboration Practices – Reflective Questions and Indicators

Reflective Questions

‣ How many schools have up-to-date collaborative agreements with their local service agencies, employment agencies, youth development programs, etc.?

‣ What agencies and/or organizations are included in the agreements?

‣ Are formal meetings held? How often?

‣ Is information available and disseminated regarding agency services, eligibility requirements, and referral protocols?

‣ How and to what extent do various educators and service agencies coordinate, collect, and share assessment information?

‣ To what extent do rehabilitation counselors, and/or other relevant service providers actively participate in IEP development and/or meetings?

‣ How are parents and students informed about the differences between secondary IDEA services and post-secondary and/or adult services under 504 and ADA?

‣ How are businesses and labor unions involved in identifying standards, developing curricula, participating in career awareness and exploration, providing work-based education, and providing professional development for teachers?

‣ How are community-level transition service needs identified?

‣ What services do students need but do not get?

Suggested Indicators

‣ # and content of agreements

‣ Action plans; assessment results of action plan implementation

‣ Agency information products; dissemination records

‣ Agency fairs: # participants, # attendees, attendee satisfaction

‣ Record of student service needs identified by students, parents, educators, service providers

‣ # of service providers invited and attending IEP meetings

‣ # and description of business and community partners

‣ # and type of projected service needs; # and type of unmet needs

‣ # students referred for agency services; # students receiving services

Notes and/or Ideas:

FAMILY INVOLVEMENT PRACTICES	EXTENT IMPLEMENTED					EXTENT/QUALITY OF EVIDENCE				
1. Families are *involved* in the education of their children and educational planning process in a variety of ways.	DK	1	2	3	4	DK	1	2	3	4
Description:										
2. Parent and family involvement and *empowerment* are promoted and supported through a variety of strategies based on their needs.	DK	1	2	3	4	DK	1	2	3	4
Description:										
3. *Training* opportunities and *resources* are provided for parents and families regarding transition education and services.	DK	1	2	3	4	DK	1	2	3	4
Description:										

Family Involvement Practices – Reflective Questions and Indicators

Reflective Questions

‣ To what extent and how are parents and/or families of all students included in providing professional development activities, program planning, program implementation, and/or program evaluation?

‣ How satisfied are parents and family members with their involvement program activities?

‣ How are family needs identified?

‣ How is information regarding IEP and other school meetings communicated to families?

‣ How are family decisions supported?

‣ How and when is transition services information provided?

‣ Are parents aware of services available for their children?

‣ To what extent are training opportunities provided for parents and family members? How effective are these activities in increasing parents' knowledge and skills?

‣ Do parents understand their legal rights?

Suggested Indicators

‣ # and % of parents/family members who attend their child's IEP meeting

‣ # and % who participate in specific program activities

‣ # and % who participate in some aspect of their child's education (e.g., provide assessment information)

‣ Parent satisfaction with transition education and services their individual children receive

‣ # and % of parent IEP notices that include: purpose of meeting is transition, student is invited, agency is invited with parent consent

‣ Parent/family knowledge of transition services and potential providers, transition planning procedures, their legal rights, family resources

‣ # of positive contacts with parents; ratio of positive to negative

‣ # and % of family needs identified, addressed, and met

‣ # and types of training activities provided

‣ # and % of parents who attend training activities

‣ Parent satisfaction with training activities

Notes and/or Ideas:

PROGRAM STRUCTURES AND CHARACTERISTICS	EXTENT IMPLEMENTED					EXTENT/QUALITY OF EVIDENCE				
1. Educational planning, programs, and curricula are transition-oriented and feature outcome-based education, cultural and linguistic sensitivity, a range of curricular options, and emphasize access and success for all students.	DK	1	2	3	4	DK	1	2	3	4
Description:										
2. Ongoing program evaluation that includes analysis of post-school outcomes is used for community needs assessment and program improvement.	DK	1	2	3	4	DK	1	2	3	4
Description:										
3. Strategic planning is conducted to identify and address community, district, and state-level issues and services regarding transition education and services.	DK	1	2	3	4	DK	1	2	3	4
Description:										

PROGRAM STRUCTURES AND CHARACTERISTICS – CONT'D	EXTENT IMPLEMENTED					EXTENT/QUALITY OF EVIDENCE				
4. Specific and consistent policies and procedures that support implementation of effective practices are established, clearly communicated, and implemented within and between educational and community service agencies.	DK	1	2	3	4	DK	1	2	3	4
Description:										
5. Educators and other transition service providers meet established transition-related competencies through initial and continuing professional development that includes technical assistance and transition resources regarding evidence-based practices.	DK	1	2	3	4	DK	1	2	3	4
Description:										
6. With student and family input, sufficient resources are allocated to meet identified needs and optimize impact, including provision of services in integrated, community-based settings.	DK	1	2	3	4	DK	1	2	3	4
Description:										

Program Structures and Characteristics – Reflective Questions and Indicators

Reflective Questions

‣ To what extent is transition-focused education reflected in local and district mission statements? To what extent is this mission implemented?

‣ What are local schools' expectations for all their students, including students of different abilities, genders, and cultural and language backgrounds?

‣ To what extent are a range of placement and service options available? How are placement decisions made?

‣ What aspects of transition-related education and services are evaluated? How are they evaluated?

‣ What outcomes do students achieve with respect to employment, postsecondary education, independent living, social and recreation, and community participation?

‣ Do current data collection systems at local and district levels satisfy data information needs? Are these systems compatible?

‣ To what extent and how are data collected, combined, and used to identify and address service and funding needs?

‣ To what extent and how are student outcome data and other program evaluation information used in strategic planning?

‣ How is information generated through state and local strategic planning used to inform regional and state planning and service delivery?

‣ How do local and district policies facilitate and/or inhibit implementation of effective transition practices?

‣ How do local and district policies facilitate and/or inhibit school completion?

‣ How are results for students with disabilities included in accountability standards? What incentives and/or disincentives are used to foster accountability for students' post-school outcomes at the local level?

‣ Do educators and service providers meet transition-related competency standards?

‣ To what extent are state and local resources adequate to meet the education and transition service needs of all students?

‣ How do resource policies need to be changed to enhance or expand resource allocation for transition education and services?

Notes and/or Ideas:

Program Structures and Characteristics – Indicators

Suggested Indicators

‣ Existence of inclusive mission statement; list of activities and policy actions that indicate implementation of mission

‣ # and % of students receiving services in specific settings and/or programs (e.g., career and technical education)

‣ # and % of students with an IEP who drop out of school compared to # and % of students without disabilities

‣ # and % of students with an IEP who complete school compared to # and % of students without disabilities

‣ Evaluation plans that include evaluation questions, information sources, time frame, analysis, and reporting procedures

‣ Students' post-school outcomes (Indicator 14 data)

‣ Summary of student service needs generated from IEP documents

‣ Strategic plans

‣ Protocol for providing local needs information to regional and state bodies

‣ Policies and/or criteria for student participation in academic programs, career and technical education, and co-curricular and extracurricular activities, including paid work experience

‣ Policies regarding IEP planning and development

‣ Policies regarding collaboration within education, and with families, service providers, and businesses

‣ Transition-related competencies for educators and service providers

‣ Performance on state certification exams

‣ Accountability standards and evidence

‣ Needs assessment regarding transition resource materials, professional development (PD), and technical assistance (TA)

‣ Student, family, educator, and service provider satisfaction with resource materials, professional development, and TA

‣ Educational and service agency funds allocated for transition services

‣ Service delivery needs assessments with corresponding cost projections and funding sources

‣ Transition-related positions funded by "blended" sources (e.g., rehabilitation counselor licensure)

‣ Analysis of funding-related policies (e.g., use of state education funds for providing transition education and services)

Notes and/or Ideas:

B. State Capacity Building Strategies

DATA-BASED DECISION MAKING	EXTENT AND EVIDENCE OF IMPLEMENTATION AND EFFECTIVENESS

‣ State data collection methods and systems yield information that is valid and reliable
 	
‣ State SPP indicator data are used to identify successful implementation and outcomes, as well as areas for improvement.
 	
‣ Data from a variety of educational and adult service systems are aligned to produce a comprehensive picture of education and service provision and outcomes (e.g., rehabilitation, career and technical education, mental health).
 	
‣ Results from state performance and compliance data are compiled and communicated to a variety of audiences through relevant and appropriate media.
 	
‣ Results from state performance and compliance data are used to:
  ▪ Develop strategic plans
  ▪ Identify and address professional development needs
  ▪ Allocate resources
  ▪ Determine technical assistance needs
  ▪ Identify and address policy issues	

Data-Based Decision Making – Reflective Questions

‣ What methods are used to collect data for each of the SPP indicators (i.e., what are the information sources and how is the information collected)?

‣ Who is responsible for actual data collection?

‣ Who is responsible for data analysis?

‣ Have the data collection methods produced valid and reliable results?

‣ How can data collection and analysis be better connected and/or coordinated to facilitate reporting and using data to foster program improvement?

‣ What are the best formats and/or media for conveying the information to your various audiences?

‣ In what ways do your program and monitoring staff *collaborate* to use the information generated around the transition indicators (1,2,13,14) for program improvement?

‣ *How* does your staff use the information generated around the transition indicators for program improvement:

  ▪ Improve data collection?
  ▪ Provide professional development?
  ▪ Make policy change?
  ▪ Allocate resources?
  ▪ Provide technical assistance?

Notes and/or Ideas:

PROFESSIONAL DEVELOPMENT	EXTENT AND EVIDENCE OF IMPLEMENTATION AND EFFECTIVENESS

‣ Professional development needs are identified through analysis of implementation and effectiveness data at the state and local levels.
 	
‣ Professional development activities are designed through a collaborative process that includes PD providers and consumers.
 	
‣ Professional development includes follow-up support and evaluation.
 	
‣ Professional development is based on consideration of the organizational characteristics and motivation and reward structures within schools and/or agencies.
 	
‣ Professional development is tied to local change initiatives that include feedback and continuous improvement as integral components.
 	
‣ Professional development is provided by individuals with significant knowledge and skills regarding:
  ▪ Effective transition education and services
  ▪ Effective professional development models and strategies	

Professional Development – Reflective Questions

‣ How are professional development needs identified?
‣ How do they relate to evidence-based practices?
‣ Who is responsible for planning professional development activities regarding transition education and services?
‣ Who is involved in planning?
‣ How is professional development funded?
‣ What professional development has been provided regarding transition education and services
  ▪ Statewide?
  ▪ District?
  ▪ Local?
‣ Has professional development been tied to local change initiatives that include feedback and continuous improvement? How?
‣ Have university partnerships been used to design and provide professional development?
‣ How has professional development been evaluated?
‣ What did the evaluation results indicate regarding:
  ▪ Satisfaction of participants?
  ▪ Usefulness of materials?
  ▪ Change in knowledge or skills of participants?
  ▪ Change in practice?
  ▪ Improvement of student outcomes?

Notes and/or Ideas:

POLICY ANALYSIS AND CHANGE	EXTENT AND EVIDENCE OF IMPLEMENTATION AND EFFECTIVENESS
‣ A context for analysis of state and local policy regarding implementation of effective transition education and services is established (e.g., a state interagency transition coordinating council) ‣ State and local policies *within* education and service systems facilitate implementation of effective transition education and services. ‣ State and local policies *across* education and service systems facilitate implementation of effective transition education and services. ‣ A variety of policy instruments are used to facilitate and promote implementation of effective transition education and services: 　▪ Mandates 　▪ Inducements 　▪ Capacity building 　▪ System change ‣ The impact of various policy instruments on implementation of effective transition education and services is evaluated.	

Policy Analysis and Change – Reflective Questions

‣ What structure is used to routinely identify and address policy issues?

‣ Do policies within relevant agencies facilitate implementation of effective transition education and services?

‣ Do agency policies exist that serve as barriers to implementation? Which policies are problematic?

‣ Do policies at the state and local levels promote or inhibit collaborative service delivery? How?

‣ How does information regarding policy implementation flow from the local to the state level?

‣ What policy instruments have been used specifically to foster implementation of effective transition education and services?

  · Mandates

  · Inducements

  · Capacity building

  · System change

‣ Have these policies produced the intended results or outcomes?

Notes and/or Ideas:

TECHNICAL ASSISTANCE	EXTENT AND EVIDENCE OF IMPLEMENTATION AND EFFECTIVENESS

‣ Technical assistance needs are identified through analysis of implementation and effectiveness data at the state and local levels.
‣ Technical assistance activities are designed through a collaborative process that includes TA providers and consumers.
‣ Technical assistance activities are provided to facilitate implementation of evidence-based practices for program improvements.
‣ Technical assistance is based on consideration of the organizational characteristics and motivation and reward structures within schools and/or agencies.
‣ Technical assistance is tied to local change initiatives that include feedback and continuous improvement as integral components.
‣ Technical assistance is provided by individuals with significant knowledge and skills regarding:
  ▪ Evidence-based transition education and services
  ▪ Effective TA models and strategies
‣ Effects of TA on improvement are evaluated	

Technical Assistance – Reflective Questions

‣ How are TA needs identified?
‣ Who is responsible for planning TA regarding evidence-based transition education and services?
‣ Who is involved in planning?
‣ How is TA funded?
‣ What and how has TA been provided regarding transition education and services
  ▪ Statewide?
  ▪ District?
  ▪ Local?
‣ How has TA been tied to local change initiatives that include feedback and continuous improvement?
‣ How has TA been evaluated?
‣ What did the evaluation results indicate regarding:
  ▪ Satisfaction of participants?
  ▪ Usefulness?
  ▪ Knowledge of providers?
  ▪ Change in knowledge or skills of participants?
  ▪ Change in practice?
  ▪ Improvement in student outcomes?

PART 2: NEEDS ASSESSMENT

A. Transition Education and Services Practices

B. State Capacity Building Strategies

Use the responses on your **Current Implementation Assessment** to identify the current strengths of your transition-focused education and services and capacity building activities. Then use this information as a baseline to identify specific education or service and capacity building needs. Subsequently, code your identified needs with respect to their priority or immediacy (e.g., high priority/immediate need, moderate priority/intermediate need, or lower priority/long-term need).

Example: A—Transition Education and Services Practices (Student-Focused Planning Practices)

STUDENT-FOCUSED PLANNING PRACTICES	CURRENT STRENGTHS	NEEDS	PRIORITY

1. Students' IEPs include **_measurable_** post-school goals in the following areas:
  a. Education and/or training
  b. Employment
  c. Independent living
	‣ Many districts have process to examine IEPs
	‣ Many districts using modified IEP format based on I-13 checklist
	‣ Site review indicates moderate use of student involvement strategies to generate post-school goals
		‣ Greater implementation of evidence-based strategies to support student involvement	High

Example: B—Capacity Building Activities (Data-Based Decision Making)

DATA COLLECTION & DECISION MAKING	CURRENT STRENGTHS	NEEDS	PRIORITY
Data collection methods produce valid and reliable data on Indicator 13 – content of the IEPs; results used to identify professional development and TA needs	‣ District examples of I-13 data collection and analysis ‣ Models of adapted IEP document available ‣ Local evaluation data indicate good performance on pre and post assessments of student participation	‣ Need to standardize data collection on I-13 to produce reliable and valid results for decision making ‣ Improve state suggested IEP form to facilitate better planning ‣ Wider implementation of student involvement strategies	High/ immediate High High

A. Transition Education and Services Practices

STUDENT-FOCUSED PLANNING PRACTICES	CURRENT STRENGTHS	NEEDS	PRIORITY
1. Students' IEPs include **measurable** post-school goals in the following areas: a. Education and/or training b. Employment c. Independent living			
2. Students' IEPs include **measurable** annual goals and transition services (e.g., instruction, community experiences, etc.), including course of study, that will enable them to achieve their post-school goals.			
3. Age-appropriate transition assessment information is used to identify students' preferences, interests, choices, and needs.			
4. Students, families, educators, and relevant service providers work together to plan and provide instruction and services.			
5. Students participate meaningfully in their IEP development.			

STUDENT-DEVELOPMENT PRACTICES	CURRENT STRENGTHS	NEEDS	PRIORITY
1. Age-appropriate transition assessments			
2. Academic skill development			
3. Life skills development, including self-determination skills			
4. Employment skills development, including paid work experience			
5. Identification and provision of support services			

INTERAGENCY COLLABORATION PRACTICES	CURRENT STRENGTHS	NEEDS	PRIORITY
1. Formal collaborative agreements and structures are established that facilitate collaborative service delivery, including designated roles and responsibilities or educators and service providers.			
2. Educators, service providers, and employers work together to identify and address transition education and service needs of *individual students in ways that are responsive to their cultural and linguistic backgrounds.*			
3. Educators, service providers, and employers work together to identify and address *school and community level* transition education and service issues, including program development and evaluation, based upon *the community context.*			

FAMILY INVOLVEMENT PRACTICES	CURRENT STRENGTHS	NEEDS	PRIORITY
1. Families are *involved* in the education of their children and educational planning process in a variety of ways.			
2. Parent and family involvement and *empowerment* are promoted and supported through a variety of strategies based on their needs.			
3. *Training* opportunities and *resources* are provided for parents and families regarding transition education and services.			

PROGRAM STRUCTURES	CURRENT STRENGTHS	NEEDS	PRIORITY
1. Educational planning, programs, and curricula are transition-oriented and feature outcome-based education, cultural and linguistic sensitivity, a range of curricular options, and emphasize access and success for all students.			
2. Ongoing program evaluation that includes analysis of post-school outcomes is used for community needs assessment and program improvement.			
3. Strategic planning is conducted to identify and address community, regional, and state-level issues and services regarding transition education and services.			

PROGRAM STRUCTURES CONT'D	CURRENT STRENGTHS	NEEDS	PRIORITY
4. Specific and consistent policies and procedures that support implementation of effective practices are established, clearly communicated, and implemented within and between educational and community service agencies.			
5. Educators and other transition service providers meet established transition-related competencies through initial and continuing professional development that includes technical assistance and transition resources regarding evidence-based practices.			
6. With student and family input, sufficient resources are allocated to meet identified needs and optimize impact, including provision of services in integrated, community-based settings.			

B. State Capacity Building Activities

Data –Based Decision Making	Current Strengths	Needs	Priority
Consider: ‣ Is data collection adequate to meet decision needs? ‣ Do we need better or additional data? ‣ Are we using our data to make decisions regarding professional development and technical assistance? ‣ Do we need to report data findings more broadly or to different or additional stakeholders?			

PROFESSIONAL DEVELOPMENT	CURRENT STRENGTHS	NEEDS	PRIORITY
Consider: ‣ Who needs what? ‣ How do we deliver professional development? ‣ How is professional development tied to local change initiatives that include feedback and continuous improvement as integral components? ‣ Has the professional development we have provided resulted in a change in practice? ‣ How will we provide and evaluate professional development?			

POLICY ANALYSIS AND CHANGE	CURRENT STRENGTHS	NEEDS	PRIORITY
Consider: ‣ Is there a context for analysis of state and local policy? ‣ Do state and local policies *within* education and service systems facilitate implementation of effective transition education and services? ‣ Do state and local policies *across* education and service systems facilitate implementation of effective transition education and services? ‣ Are policy instruments used effectively to facilitate and promote implementation of effective transition education and services: 　▪ Mandates 　▪ Inducements 　▪ Capacity building 　▪ System change			

TECHNICAL ASSISTANCE	CURRENT STRENGTHS	NEEDS	PRIORITY
‣ Who needs what? ‣ How do we deliver TA? ‣ How is TA tied to local change initiatives that include feedback and continuous improvement as integral components? ‣ Has the TA we have provided resulted in a change in practice? ‣ How will we provide and evaluate TA?			

PART 3: PLANNING STATE CAPACITY BUILDING

The purpose of this section is to help you plan capacity building activities for the coming year. Use the responses from your **Part 1—Current Implementation Assessment** and **Part 2—Needs Assessment** to develop capacity building plans that address the transition education and service needs you identified. In developing your plans, be specific. Identify specific capacity building activities, the person(s) responsible for the activity, and the timeframe for implementation. As you are planning, also identify (a) the outputs or products to be produced, (b) your anticipated or expected outcomes, (c) indicators that will determine whether the outcomes were achieved, and (d) data sources by which evidence will be collected. Finally, identify resource or technical assistance needs that would assist your state team to implement and achieve the targeted goals. The appendices include several resources to help you clarify your plans, identify professional development needs, and analyze your transition policies.

Example:

Transition Education and Services Focus (e.g., Taxonomy area): Student-Focused Planning and Student Development

Capacity Building Strategy: Professional Development and Technical Assistance

Goal: Increase the # of students whose post-school goals are based on transition-related assessments

SPECIFIC CAPACITY-BUILDING ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME
1. Implement a statewide capacity-building institute focused on student-focused planning practices 2. Through institute, assist local school teams to develop strategic plans to implement transition-assessments with their students 3. Identify "content experts" to present and work with teams at institute 4. Develop institute agenda, team planning tool, and evaluation ….. 5. Provide follow-up TA through regional meetings and site visits … etc	‣ State Transition Team ‣ " ‣ Karen (state SPDIG coord) ‣ State Transition Team ‣ Reg. TA providers, content res.	1. by May 31, 2009 2. by May 31, 2009 3. by Dec 31, 2008 4. by Feb 28, 2009 5. Bi-monthly, Sept 08 – May 09

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
‣ Institute agenda, tool, materials ‣ Local strategic plans ‣ TA needs assessment and schedule ‣ Assessment resources	‣ Increased student participation in transition assessments ‣ Increased student awareness of abilities, interests, needs, & pref. ‣ Increased grad. rate	‣ # & % of students participating in transition assessments ‣ # & % of students with measurable goals aligned with assessment info ‣ # of students in defined course of study	‣ Assessment results ‣ IEP analysis ‣ Indicator 1 grad data

RESOURCE AND TECHNICAL ASSISTANCE NEEDS: Samples of statewide institutes and agendas, planning tools, content resource contacts

Transition Education and Services Focus (e.g., Taxonomy area):

Capacity Building Strategy:

Goal:

SPECIFIC CAPACITY-BUILDING ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

Resource and technical assistance needs:

Transition Education and Services Focus (e.g., Taxonomy area):
Capacity Building Strategy:
Goal:

SPECIFIC CAPACITY-BUILDING ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

Resource and technical assistance needs:

Transition Education and Services Focus (e.g., Taxonomy area):

Capacity Building Strategy:

Goal:

SPECIFIC CAPACITY-BUILDING ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

Resource and technical assistance needs:

Transition Education and Services Focus (e.g., Taxonomy area):

Capacity Building Strategy:

Goal:

SPECIFIC CAPACITY-BUILDING ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

Resource and technical assistance needs:

Transition Education and Services Focus (e.g., Taxonomy area):

Capacity Building Strategy:

Goal:

SPECIFIC CAPACITY-BUILDING ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

Resource and technical assistance needs:

Checklist for Identifying and Evaluating
Program Goals, Activities, Outputs, and Outcomes

FOCUS AREA	CONSIDERATIONS AND CRITERIA	
Goals	- Be specific. - Identify what you are trying to accomplish. - Think in terms of outcomes rather than process or products. - Is the goal achievable within the specified timeframe?	- Is the goal measurable? - Is the goal within the scope of your control? - Is the goal action-oriented? - Is the goal realistic?
Activities	- Is the activity action-oriented? - Will the activity move you toward your goal?	- Is the activity theoretically-based? - Is the activity do-able with available resources?
Outputs	Think in terms of "product" – something that will be produced?	- Is the "product" producible with the available resources? - Will the outputs move you toward your goal?
Expected Outcomes	- Think in terms of impact—what do you expect to happen as a result of your activities and outputs? - Is the expected outcome an important aspect of your goal(s)?	- Is the expected outcome specific? - Is the expected outcome meaningful? - Is the expected outcome measurable?
Outcome Indicators	- Are specific indicators needed or required by specific audiences (e.g., Feds, state, etc.?) - What information do you need to answer the important evaluation question(s)? - Is the indicator specific?	- Is the indicator measurable? - Is the indicator meaningful? - Is the indicator short or long-term (need both)? - Is the indicator possible with available resources?
Outcome Data Collection	- Are information sources identified? - Available from existing sources? - New sources must be developed? - What methods will you use to collect information? - Must information be collected about all students? - Can sampling methods be used?	- Who will collect the information? - Do arrangements need to be made for data collection? - Do data collection instruments need to be developed?