

Kick Off to DC's Transition Institute



District of Columbia's Secondary Transition
Institute

Sponsored by OSSE and DC's Transition
Community of Practice

May 1 & 2, 2014



**It's great
to be
here!**



What's an NSTTAC?



- **U.S. Department of Education, Office of Special Education Programs (OSEP) funded technical assistance & dissemination center**
- **NSTTAC = National Secondary Transition Technical Assistance Center**
- **January 1, 2006 - December, 2014**
- **Housed at UNC Charlotte and partner with Western Michigan University**

NSTTAC's Charge

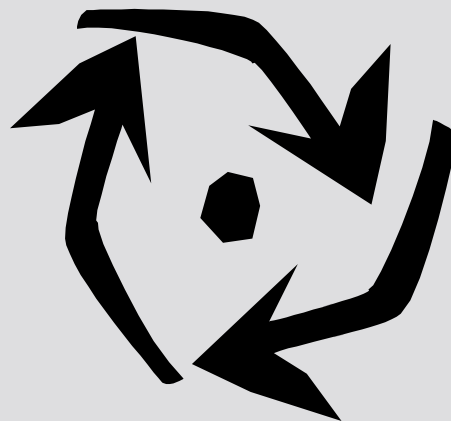


Provide TA
and
disseminate
resources

Build state
capacity

Foster data
collection
and use

Improve
student
outcomes



NSTTAC's Technical Assistance



Intensive: face
to face, intensive
work in LEA

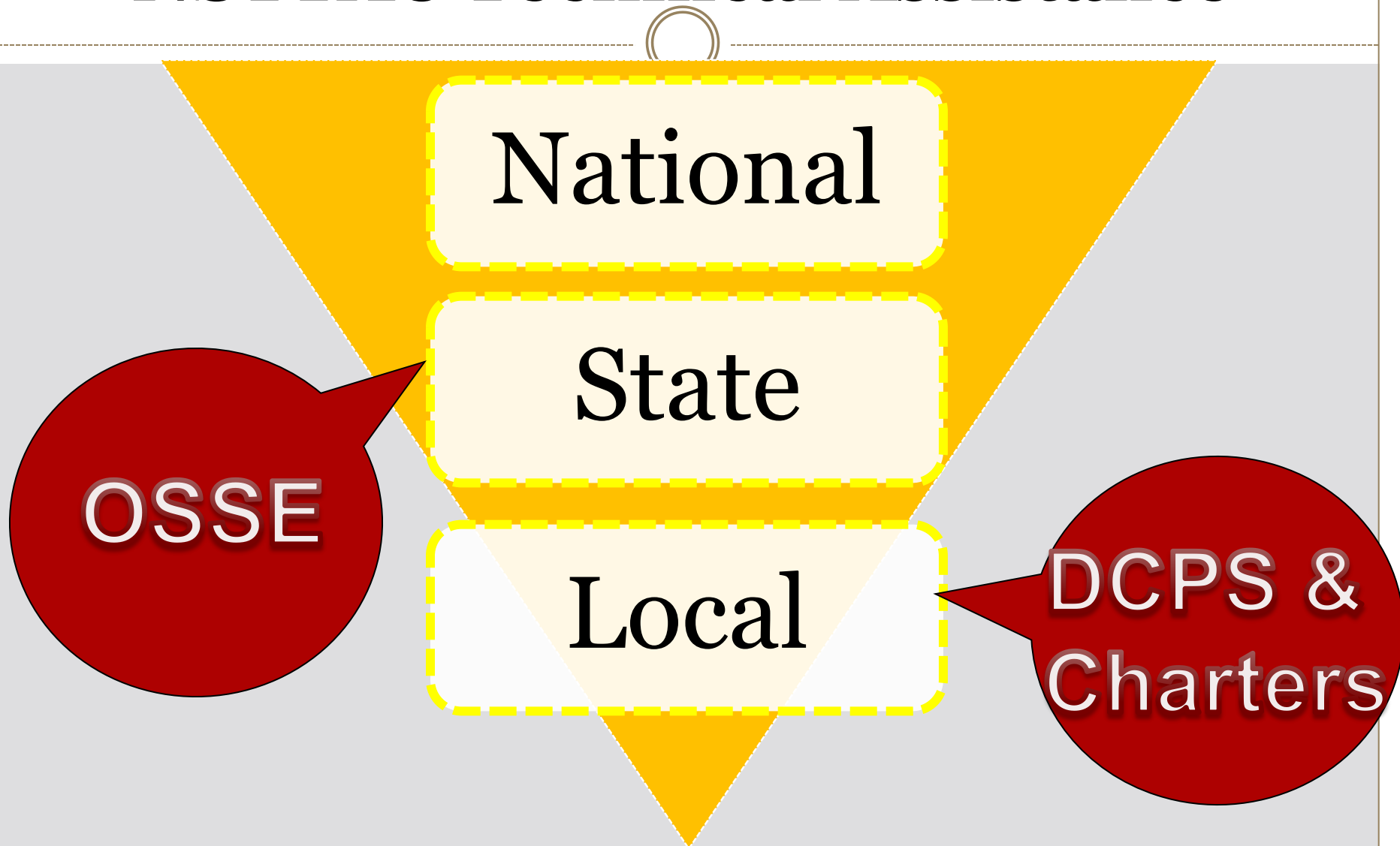
**Targeted/ Time
Limited:** workshops,
consultation

Universal: website, capacity
building institute, phone and e-
mail

Intensive TA States

- Bureau of Indian Education
- Delaware
- Florida
- Georgia
- Idaho
- Indiana
- Louisiana
- Maine
- Missouri
- Rhode Island
- Tennessee
- Utah
- **Washington, D.C.**

NSTTAC Technical Assistance



Why Are We in DC?

- We like to sight see?
- We like good food?
- Our daughter works at ASCD?



State Leadership Said

- DC has good practices (in pockets)
- DC has great resources for secondary transition planning (in pockets)
- DC has a strong interagency group that wants to improve outcomes for students
- DC wants to improve its in-school (compliance) and post-school data

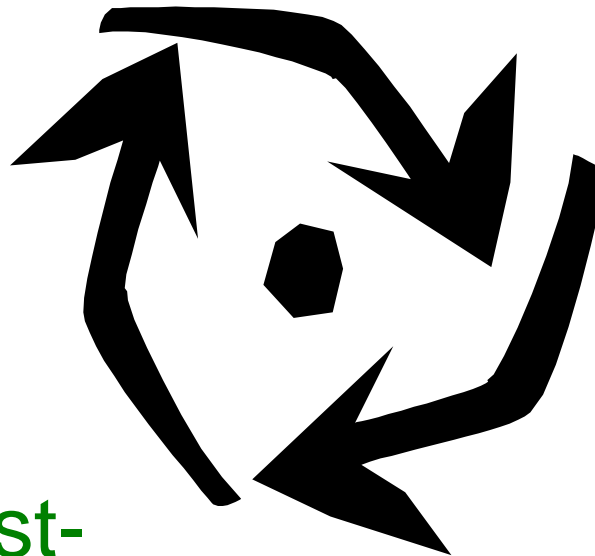


Critical Interrelationship



Quality IEPs

Staying in
School



Achieving post-
school outcomes

Graduating

DC's Institute



Purpose



**Improve
student
outcomes by
improving
what we do!**



Challenge



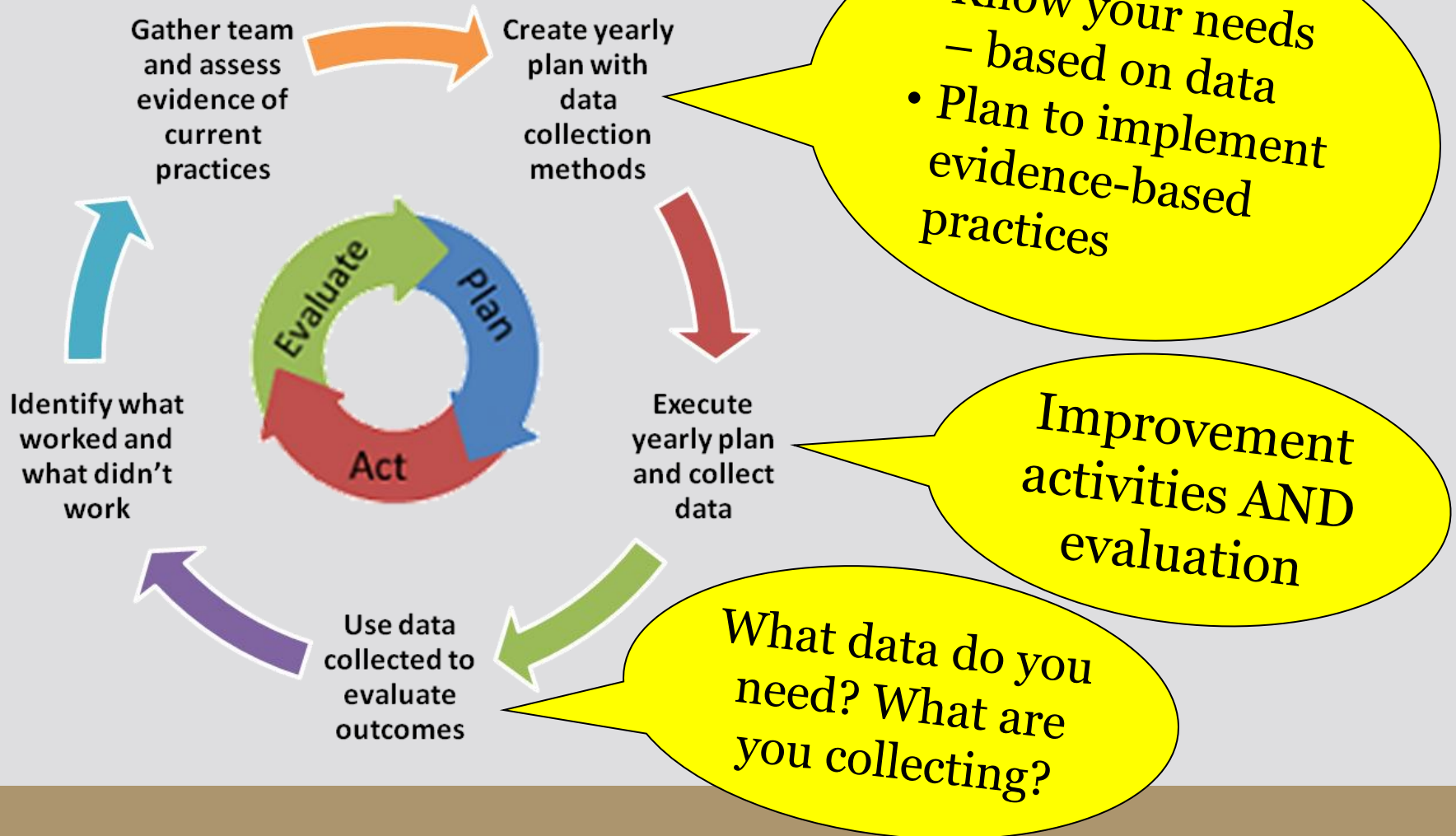
- How do we link what we've learned from transition research with practices in our schools and communities?



NSTTAC Model Strategies



Data-Based Decision-Making



Institute to Build Capacity

Purpose



- Increasing knowledge
- Reflecting on current practices
- Developing plans to address needs

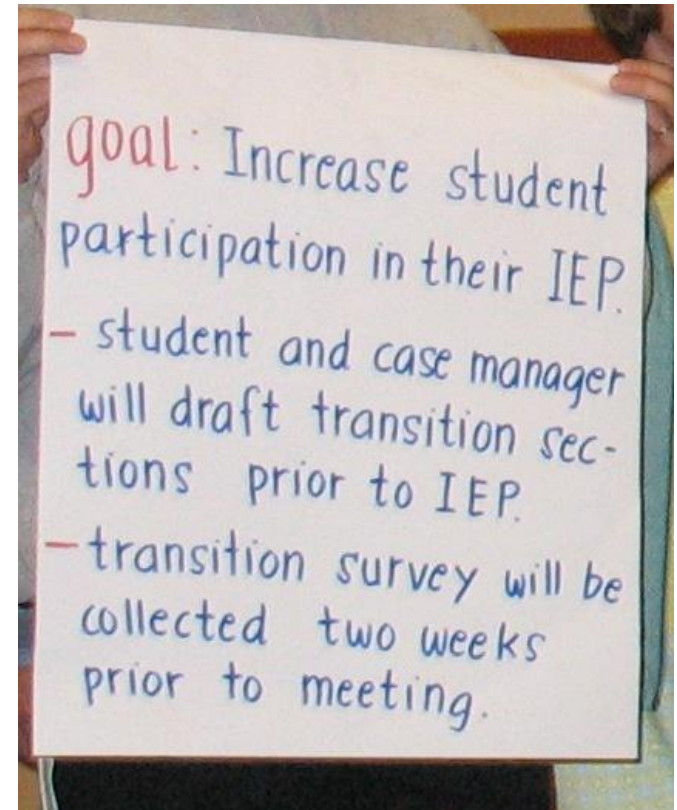
How do we do that?

- Content
- Data review and use
- Strategic planning
- Support each other
- Leave with an actionable plan!



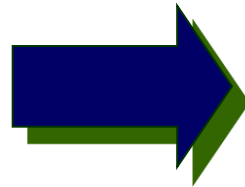
DC's Institute

- Institute format
 - ▶ Hybrid
“Institute/Conference”
model
 - ▶ Combines elements of a
conference with elements of
an institute

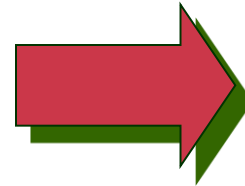


DC's Institute

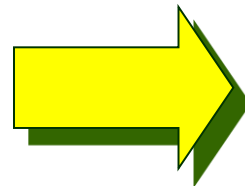
Structure
Matches
Intended
Outcomes



Keynotes



Breakout sessions

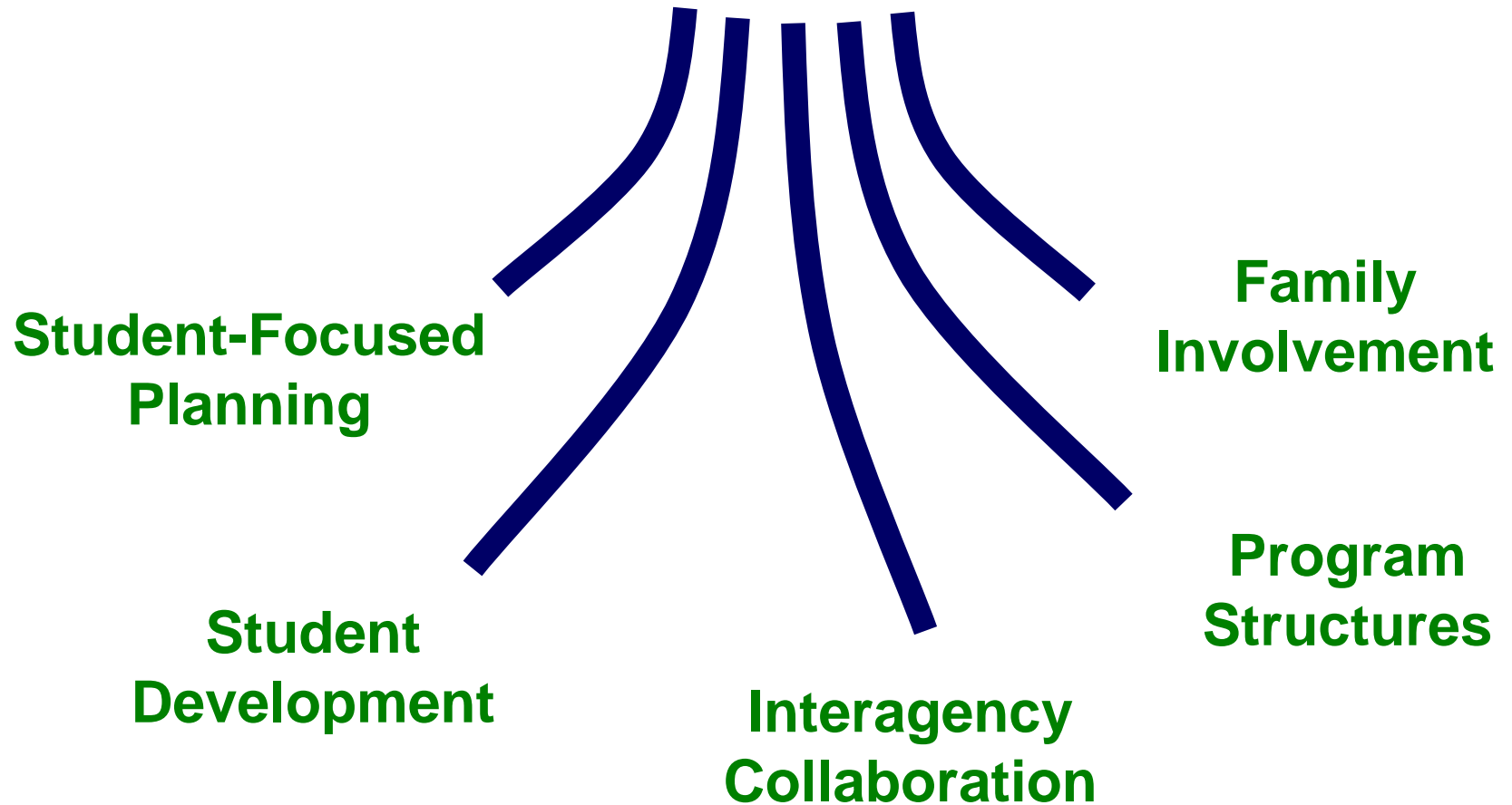


Team sessions
with *facilitators*

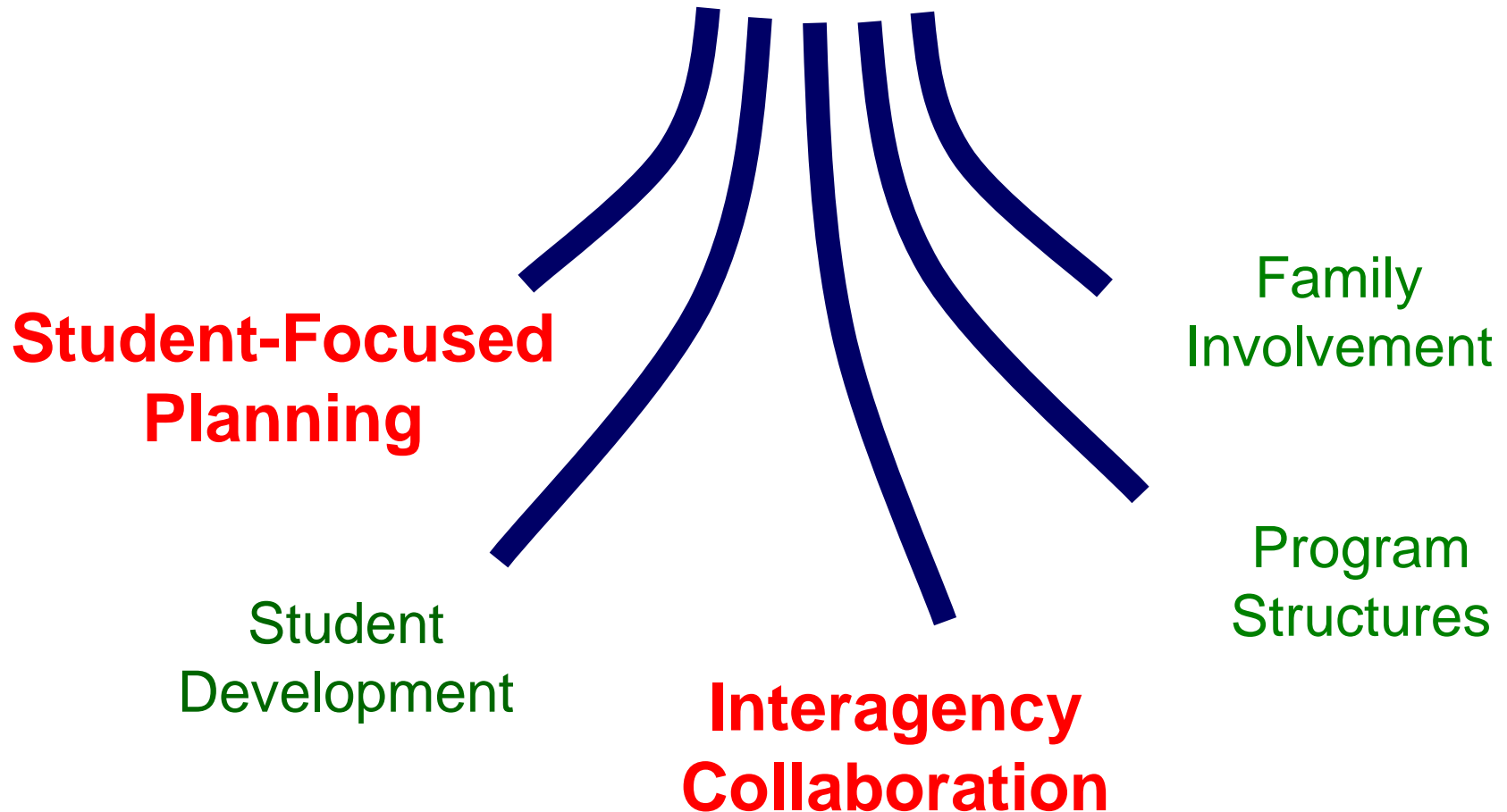
Intended Outcomes

- **Increase knowledge of evidence-based practices in student-focused planning**
- **Increase knowledge of effective strategies for interagency collaboration**
- **Increase knowledge of tools and resources**
- **Develop an actionable plan**

Taxonomy for Transition Programming



Taxonomy for Transition Programming



Taxonomy Focus Areas

- **Student-focused planning** = the process for developing a student's IEP
- **Interagency collaboration** = the necessary working partnerships

DC's Institute

Process

Come as a team

**Reflect on current
practices**

Learn new information

**Develop plans to
address needs**

And that's it?

- **Support to Implement Plans**
 - OSSE
 - NSTTAC Resources
 - CoP Resources



Institute Materials



Team Planning Tool

- **Provides a context for team discussions**
- **Assists teams to “leave” with concrete plans**
- **Provides the resources in one place**
- **Applies the process of data-based decision making**

Fundamental Questions Within the Planning Tool

- **What are you doing now?**
- **How well are you doing it?**
- **What do you need to do?**
- **What will you do?**
- **How will you measure your progress?**

Team Planning Tool for Improving Secondary Education and Transition Services

Steps 1 – 3:
Assign Team, Assess Status, Make a Plan

**Office of the State Superintendent of Education, Government of the
District of Columbia**

DC's Transition Institute, May 1 & 2, 2014

Assessment and Planning

This resource replicates the content of the online team planning tool at nsttacplanningtool.org. Our intention is to provide a paper document for use by team members that mirrors the content of the online tool. Thus, team members can make notes and comments about the status and planning for their local context as the team discussion progresses. The note taker can then enter all the relevant information from across team members into the online system so a complete picture of the discussions is recorded.

In the case where information is not relevant to this year's planning activities, we omit that information from this document. In other cases, the information may be presented somewhat differently to save space and paper.

Step 1: Enter Date and Add Team Members

State:				
Planning Date:				
Plan Title:				
Team members:				
Name	e-mail address	Organization	Position	Role on Team

Step 2: Assess Status

This section of the team planning tool guides you to:

- (a) determine the extent to which transition education and services practices included in the Taxonomy are implemented in your school or district,
- (b) identify the data available, and its quality, on which to make decisions about the effectiveness of your practices,
- (c) summarize your strengths and needs,
- (d) prioritize your needs, and
- (e) identify areas for planning.

As you consider transition practices implementation, use the **Implementation Rating Scale** to indicate the *extent* to which the practices or activities are implemented in your school and/or district. 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 labeled “description” to note how the practice or activity is implemented and what you know about effectiveness.

From this information, summarize your strengths and needs, prioritize your needs, and indicate whether you want to make a plan for this practice area. It pays to be thorough and accurate because in the future, you’ll be able to pull up this information to use in next year’s assessment and planning.

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 <i>do not have</i> any data regarding this practice.
2 - We are developing this activity or practice, but it is not yet occurring.	2 - We have <i>very limited</i> 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 <i>some</i> 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 <i>high quality</i> data that indicate implementation and/or effectiveness.

Step 2: Enter Current Status for Each Taxonomy Focus Area



Student-Focused Planning

Practice	Extent Implemented	Extent/Quality Of Evidence	Priority	Develop Plan?
1.1 Students' IEPs include <i>measurable post-school goals</i> in (a) education and/or training, (b) employment, and (c) independent living.	☆ ☆ ☆ ☆ ? View Reflective Questions	☆ ☆ ☆ ☆ ? View Indicators	☆ ☆ ☆	<input type="checkbox"/>
Description:	Current Strengths:		Needs:	
1.2 Students' IEPs include measurable annual goals that will enable them to achieve their post-secondary goals.	☆ ☆ ☆ ☆ ? View Reflective Questions	☆ ☆ ☆ ☆ ? View Indicators	☆ ☆ ☆	<input type="checkbox"/>
Description:	Current Strengths:		Needs:	

Student Focused Planning items



- 1.1 – 1.6
 - Measureable post-school goals
 - Annual goals toward post-school goals
 - Transition activities & services, including a course of study toward post-school goals
 - Age-appropriate transition assessment information used
 - Student, family, and others work together to plan
 - Student prepared to participate in the meeting

Interagency Collaboration items



- 1.1 – 1.3
 - Formal collaborative agreements and structures established (schools, agencies, employers, postsecondary institutions)
 - Collaborative planning around transition services for individual students
 - Collaborative planning around systems level transition services based on outcome data and community contexts

Step 3: Planning Program Improvement

The purpose of this section is to help you plan program improvement activities for the coming year. Use the responses from Step 2—Assess Status to develop an improvement plan that addresses the transition education and service needs you identified. In developing your plan, be specific. Refer to the instruction and resource guide for detailed information regarding goals and strategies. Although separate steps in the online system, in this paper example, we combine Steps 3a and 3b. Also, in the online system, the information from Step 2 will load in Step 3a for each area where a plan was indicated; and in Step 3b, the information from Step 3a will load.

In **Step 3a**, identify your program improvement **goals and strategies**. For each practice area, identify one or more goals and for each goal, identify one or more strategy. Again, we provide examples of evidence-based practices and effective strategies to prompt your thinking.

In **Step 3b**, identify the specifics of your plan to achieve each goal: tasks, person responsible, timeline, outputs or products, outcomes, indicators, and data sources. Then indicate the additional stakeholders, resources, or technical assistance you may need as you implement your plan.

Transition Education and Services Focus (e.g., Taxonomy area):			
Goal:			
Program Improvement Strategy:			
TASKS		PERSON	COMPLETION DATE
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	INDICATORS	DATA SOURCES
Additional stakeholders:			
Additional resources:			
Technical assistance needs:			

Sample Goals in SFP



- Increase student involvement in their IEP development
- Increase application of students' self-determination skills in their IEP meeting
- Increase student choice-making in developing IEP goals
- Increase use of transition assessments as a basis for post-secondary and annual IEP goals
- Increase agency involvement in IEP development
- Increase alignment of student's post-secondary goals, annual goals, and course of study

Sample Goals in IAC



- Increase student referrals
- Increase students' knowledge of agency options and services
- Increase students' and families' knowledge of access to disability services in postsecondary education
- Increase teachers' knowledge of agency options and services
- Increase # of students receiving services
- Increase # or % of IEPs that reflect input from outside agencies
- Develop system for effective collaboration between service providers and educators

Improvement Strategies



- **Expand Collaborations**
 - Collaborations & partnerships with families, businesses, service providers, other educators
 - Forming alliances to access resources and cooperate to remove barriers
- **Develop/ Revise Curricula or Materials**
 - Revisions to incorporate evidence-based practices
 - Implement or change programs or classes to develop specific skills
 - Improve evaluation or implementation of existing practices

Improvement Strategies continued...



- **Implement/ Change Events**
 - Transition fairs, parent nights, planning meetings....
 - Provide learning opportunities for different audiences
- **Develop/ Change Procedures**
 - Review, change or develop policies or procedures that facilitate use of evidence-based practices

Sample Tasks in SFP



- Develop a new IEP process or form
- Conduct teacher training to increase student involvement
- Conduct teacher training of resources/ agencies to engage in planning
- Purchase and implement *Whose Future Is It?* curriculum
- Develop new transition assessment procedures
- Develop new course of study document
- Conduct student training to increase student involvement
- Develop practice opportunities for skill development

Sample Tasks in IAC



- Develop a Memorandum of Understanding
- Develop an interagency council
- Establish new referral procedures
- Develop agency information guides
- Identify transition contact for each agency
- Host an agency fair for students and families
- Host a postsecondary disability services fair for students and families

Sample Outputs for SFP



- A new IEP planning form
- New course or curriculum to teach student involvement
- New classroom activities to teach student involvement
- Parent workshop
- Teacher workshop
- Parent and/or student planning guide
- Compilation of assessment information
- Assessment instrument

Sample Outputs for IAC



- MOU
- Interagency council
- Referral guide with procedures
- Agency information guide
- Agency contact directory for teachers

Sample Indicators (measures) for SFP



- # and % of students who attend their IEP meeting
- # and % of students who identify IEP goals
- # and % of goals identified by students
- Parent and/or student satisfaction
- # and % of IEPs compliant with Indicator 13 (or individual component items)
- # and % of students participating in curriculum
- Student's knowledge of transition planning process

Sample Indicators (measures) for IAC



- # and % of referrals
- # and % of students receiving services
- Scores on pre and post tests of knowledge of roles and services of outside agencies
- # appointments scheduled, kept, and missed

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

FOCUS AREA	CONSIDERATIONS AND CRITERIA	
Goals	<ul style="list-style-type: none"> ▸ 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? 	<ul style="list-style-type: none"> ▸ Is the goal measurable? ▸ Is the goal within the scope of your control? ▸ Is the goal action-oriented? ▸ Is the goal realistic?
Activities	<ul style="list-style-type: none"> ▸ Is the activity action-oriented? ▸ Will the activity move you toward your goal? 	<ul style="list-style-type: none"> ▸ Is the activity theoretically-based? ▸ Is the activity do-able with available resources?
Outputs	<ul style="list-style-type: none"> ▸ Think in terms of “product” – something that will be produced? 	<ul style="list-style-type: none"> ▸ Is the “product” producible with the available resources? ▸ Will the outputs move you toward your goal?
Expected Outcomes	<ul style="list-style-type: none"> ▸ 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)? 	<ul style="list-style-type: none"> ▸ Is the expected outcome specific? ▸ Is the expected outcome meaningful? ▸ Is the expected outcome measurable?
Outcome Indicators	<ul style="list-style-type: none"> ▸ 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? 	<ul style="list-style-type: none"> ▸ 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	<ul style="list-style-type: none"> ▸ Are information sources identified? <ul style="list-style-type: none"> ▪ Available from existing sources? ▪ New sources must be developed? ▸ What methods will you use to collect information? ▸ Must information be collected about all students? <ul style="list-style-type: none"> ▪ Can sampling methods be used? 	<ul style="list-style-type: none"> ▸ Who will collect the information? ▸ Do arrangements need to be made for data collection? ▸ Do data collection instruments need to be developed?

3 “Facilitated” Team Sessions

- Review your agenda
- Identify breakout session assignments
- Discuss content
- Work through “tool”
- Plan to share out with the whole group



By Tomorrow

- Tons of hard work
- Some answers
- New ideas
- Stronger networks



A plan!

Contact Us!



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