



Team Planning Tool for Improving Transition Education and Services

Adapted from:

National Secondary Transition Technical Assistance Center

www.nsttac.org

Team Planning Tool for Improving Transition Education and Services

PARTICIPATING TEAM MEMBERS

| | |
|------------------------------|-------------------|
| WORK SESSION DATE(S): | |
| SCHOOL DISTRICT TEAM: | |
| Name/Title: _____ | Name/Title: _____ |

ALIGNMENT WITH QuIST SELF-STUDY TOOL

| Team Planning Tool Domain | QuIST Domain |
|---|-----------------------------------|
| A. Student-Focused Planning Practices | 1. School-Based Activities |
| B. Student Development Practices | 2. Work-Based Activities |
| C. Interagency Collaboration Practices | 5. Connecting Activities |
| D. Family Involvement Practices | 4. Family Involvement |
| E. Program Structures | 3. System Support |

Overview of Planning Tool

This planning tool focuses specifically on assisting state or local teams to review the extent of implementation and effectiveness of transition education and services in their locality. 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.

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. 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.

In **Part 2—Needs Assessment**, consider your findings from Part 1 to identify your current strengths regarding the transition practices. Also indicate areas where you find need for improvement. For example, you may determine that some schools have high levels of student and parent involvement in IEP development, but others less so. In this case, you might determine that you need to provide professional development regarding student involvement and/or develop new curriculum or planning practices that foster student involvement.

Use **Part 3—Setting Goals and Planning**, to develop plans that address your needs. In developing your plans, be specific. Refer to the checklist on the last page of this tool 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. Also think about the things you will produce (products), the outcomes you expect to achieve, and how you will tell if you achieved them.

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 (SPP Indicator 14).** 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?

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: Assessing Current Implementation and Effectiveness

This section of the team planning tool guides you to reflect on the extent to which you are implementing the taxonomy practices. Use the **Implementation Rating Scale** to indicate the extent to which the practices or activities are implemented in your school 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 provided to note how the practice or activity is implemented and what you know about effectiveness. For each set of practices, we include a set of reflective questions and suggested indicators as resources to help provide meaning to the practice statements. The reflective questions are designed to help you go beyond simple “yes” and “no” responses by providing substantive examples of the transition practices. The suggested indicators provide examples of evidence you might examine to determine implementation levels and effectiveness.

| 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. |

Part 1 Example: Student-Focused Planning Practices

| Practices | Extent Implemented | | | | | Extent/Quality of Evidence | | | | |
|---|--------------------|---|---|---|---|----------------------------|---|---|---|---|
| 1. Students' IEPs include <i>measurable post-school goals</i> in (a) education and/or training, (b) employment, and (c) independent living | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 |
| <p>Description: Review of IEPs in our school 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 form would help.</p> | | | | | | | | | | |

Part 2: Identifying Strengths and Needs

Use the information from **Part 1—Assessing Current Implementation** to summarize the current strengths of your transition-focused education and services. Building on the information regarding your strengths, identify specific transition education or service **needs**. To help develop plans that address your needs, use the space provided to code your identified needs with respect to their **priority and/or immediacy** (e.g., high priority/immediate need, moderate priority/intermediate need, or lower priority/long-term need).

You may find that your needs include a range of activities. In some cases, you may determine that you need to change **practice** in your school or district, such as expanding the opportunities for students to participate in paid work experiences through the curriculum. In other cases, you may determine that to change practice requires a **policy** change at the school, district, or state level. For example, integrating opportunities for work experience in the curriculum may require a change in how staff funding can be used or in the assignment of personnel. In other cases, you might determine that a change in a **form** can improve planning or data collection, such as a change in the IEP form to facilitate addressing the IDEA transition requirements.

Priority:

- High
- Medium
- Low

Immediacy:

- Immediate
- Intermediate
- Long-term

Part 2 Example: Student-Focused Planning Practices

| STUDENT-FOCUSED PLANNING PRACTICES | CURRENT STRENGTHS | NEEDS | PRIORITY/IMMEDIACY |
|---|---|---|--------------------|
| 6. Students are prepared to participate and do participate meaningfully in development of their IEP and in their IEP meeting. | <ul style="list-style-type: none"> ▸ IEP review indicated about 75% of students attended their IEP meeting ▸ Site review indicates some teachers integrating IEP planning and involvement strategies in their curricula | <ul style="list-style-type: none"> ▸ Evaluations of the IEP meetings indicated many students were only passively involved in identifying their interests and preferences ▸ Greater implementation of evidence-based strategies to support student involvement is needed | High Immediate |

Part 3: Setting Goals and Planning

The purpose of this section is to help you make plans for the coming year. Use the responses from your **Part 1—Assessing Current Implementation** and **Part 2—Identifying Strengths and Needs** to identify specific goals that address your identified needs. Then identify specific goal-related 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. As a resource, use the *checklist* on the last page to help you clarify your goals, activities, outputs, and anticipated outcomes. If you need to include additional stakeholders in your plan and/or need technical assistance to implement your plan, indicate in the space provided.

Part 3 Example: Student Development Practices

| STUDENT DEVELOPMENT PRACTICES | | | |
|--|---|--|--|
| Our focus for student-focused planning is on: Employment and occupational skills development, including paid work experience | | | |
| Our goal for student-focused planning is: Increase # of students participating in work experience and/or work-based training | | | |
| SPECIFIC GOAL-RELATED ACTIVITIES | PERSON RESPONSIBLE | TIMEFRAME | |
| <ol style="list-style-type: none"> 1. Identify possible community liaisons to develop training sites 2. Establish expected outcomes and expectations for students and community liaisons 3. Complete task analysis of work tasks for skill training in classrooms 4. Conduct student tours of potential training sites and “new employee orientation” 5. Identify key contacts (employers, job coaches, teachers) 6. Assess skills to determine readiness for sites 7. Place students at training sites | <ul style="list-style-type: none"> • Ellen (education) with Lynn and Anna (job coaches/para-educators), Audrey R. (rehab), Julia (transition coordinator), and community members | <ol style="list-style-type: none"> 1. Complete by December 31 2. Complete by December 31 3. Complete by January 20 4. Complete by February 10 5. Complete by February 28 6. Complete by February 28 7. Complete by March 10 | |
| OUTPUTS/PRODUCTS | EXPECTED OUTCOMES | POTENTIAL INDICATORS | DATA SOURCES |
| <ul style="list-style-type: none"> • Task analyses for various job skills • Creation guide (how to create training sites) | <ul style="list-style-type: none"> • Increased student participation in work experiences • Increased student employment • Increased life skills (budgeting) | <ul style="list-style-type: none"> • # of students participating in work experiences • # of students employed after training • # of students opening banking accounts, purchasing | <ul style="list-style-type: none"> • Teacher records • Job coach evaluations/records • Community member surveys |

A. Student-Focused Planning Practices

| | | | | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------|
| 1. Students' IEPs include <i>measurable post-school goals</i> in (a) education and/or training, (b) employment, and (c) if appropriate, independent living skills. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| 2. Students' IEPs include <i>measurable annual goals</i> that will enable them to achieve their post-school goals. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| 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. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |

| | | | | | | | | | | | |
|---|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| 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. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| 5. Students, families, educators, and relevant service providers work together to plan and provide instruction and services. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| 6. Students are prepared to participate and do participate meaningfully in development of their IEP and in their IEP meeting. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |

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

- ▶ # 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-FOCUSED PLANNING PRACTICES | | | |
|--|-------------------|----------------------|--------------|
| Our focus for student-focused planning is on: | | | |
| Our goal for student-focused planning is: | | | |
| SPECIFIC GOAL-RELATED ACTIVITIES | | PERSON RESPONSIBLE | TIMEFRAME |
| | | | |
| OUTPUTS/PRODUCTS | EXPECTED OUTCOMES | POTENTIAL INDICATORS | DATA SOURCES |
| | | | |
| Additional stakeholders and/or technical assistance needs: | | | |

B. Student Development Practices

| | | | | | | | | | | | |
|---|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| 1. Age-appropriate transition assessment information (e.g., academic, cognitive, career/ occupational, adaptive behavior, etc.) is routinely collected. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| 2. Academic skill development | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| 3. Life skills development, including self-determination skills | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |

| | | | | | | | | | | | |
|---|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| 4. Employment and occupational skills development, including paid work experience | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| | | | | | | | | | | | |
| 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.) | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| | | | | | | | | | | | |

Sample 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

STUDENT DEVELOPMENT PRACTICES

Our focus for student development is on:

Our goal for student development is:

| SPECIFIC GOAL-RELATED ACTIVITIES | PERSON RESPONSIBLE | TIMEFRAME |
|----------------------------------|--------------------|-----------|
| | | |

| OUTPUTS/PRODUCTS | EXPECTED OUTCOMES | POTENTIAL INDICATORS | DATA SOURCES |
|------------------|-------------------|----------------------|--------------|
| | | | |

Additional stakeholders and/or technical assistance needs:

C. Interagency Collaboration Practices

| | | | | | | | | | | | | |
|--|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|--|
| <p>1. Formal collaborative agreements and structures are established among schools, employers, employment-related agencies, and post-secondary institutes.</p> <p>These agreements clearly articulate the roles and responsibilities to assure the following occur in culturally appropriate ways:</p> <ul style="list-style-type: none"> a. Methods of communication b. Information sharing protocols c. Referral protocols d. Service and task responsibilities e. Funding responsibilities f. Points of contact | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | | |
| | Current Strengths | | | | | | Needs | | | | | |
| <p>2. Educators, service providers, and employers work together to identify and address transition education and service needs of <i>individual students in ways that are responsive to their cultural and linguistic backgrounds.</i></p> | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | | |
| | Current Strengths | | | | | | Needs | | | | | |

| | Extent Implemented | Extent/Quality of Evidence | Priority/Immediacy |
|---|--|--|--------------------|
| 3. Educators, service providers, and employers work together to identify and address <i>school and community level</i> transition education and service issues, including program development and evaluation, based upon <i>the community context</i> . | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> DK 1 2 3 4 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> DK 1 2 3 4 | |
| | Current Strengths | Needs | |
| | | | |

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

INTERAGENCY COLLABORATION PRACTICES

Our focus for interagency collaboration is on:

Our goal for interagency collaboration is:

| SPECIFIC GOAL-RELATED ACTIVITIES | PERSON RESPONSIBLE | TIMEFRAME |
|---|---------------------------|------------------|
| | | |

| OUTPUTS/PRODUCTS | EXPECTED OUTCOMES | POTENTIAL INDICATORS | DATA SOURCES |
|-------------------------|--------------------------|-----------------------------|---------------------|
| | | | |

Additional stakeholders and/or technical assistance needs:

D. Family Involvement Practices

| | | | | | | | | | | | |
|--|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| 1. Families are <i>involved</i> in the education of their children and educational planning process in a variety of ways. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| 2. Parent and family involvement and <i>empowerment</i> are promoted and supported through a variety of strategies based on their needs. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| 3. <i>Training</i> opportunities and <i>resources</i> are provided for parents and families regarding transition education and services. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |

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

| FAMILY INVOLVEMENT PRACTICES | | | |
|--|-------------------|----------------------|--------------|
| Our focus for family involvement is on: | | | |
| Our goal for family involvement is: | | | |
| SPECIFIC GOAL-RELATED ACTIVITIES | | PERSON RESPONSIBLE | TIMEFRAME |
| | | | |
| OUTPUTS/PRODUCTS | EXPECTED OUTCOMES | POTENTIAL INDICATORS | DATA SOURCES |
| | | | |
| Additional stakeholders and/or technical assistance needs: | | | |

E. Program Structures

| | | | | | | | | | | | |
|--|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| 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. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| | | | | | | | | | | | |
| 2. Ongoing program evaluation that includes analysis of post-school outcomes is used for community needs assessment and program improvement. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| | | | | | | | | | | | |
| 3. Strategic planning is conducted to identify and address community, district, and state-level issues and services regarding transition education and services. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| | | | | | | | | | | | |

| | | | | | | | | | | | |
|--|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| 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. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| | | | | | | | | | | | |
| 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. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| | | | | | | | | | | | |
| 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. | Extent Implemented | | | | | Extent/Quality of Evidence | | | | | Priority/Immediacy |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | DK | 1 | 2 | 3 | 4 | DK | 1 | 2 | 3 | 4 | |
| | Current Strengths | | | | | Needs | | | | | |
| | | | | | | | | | | | |

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 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?

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)
- ▶ 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

PROGRAM STRUCTURES

Our focus for program structures is on:

Our goal for program structures is:

| SPECIFIC GOAL-RELATED ACTIVITIES | PERSON RESPONSIBLE | TIMEFRAME |
|----------------------------------|--------------------|-----------|
| | | |

| OUTPUTS/PRODUCTS | EXPECTED OUTCOMES | POTENTIAL INDICATORS | DATA SOURCES |
|------------------|-------------------|----------------------|--------------|
| | | | |

Additional stakeholders and/or technical assistance needs:

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? • 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? |

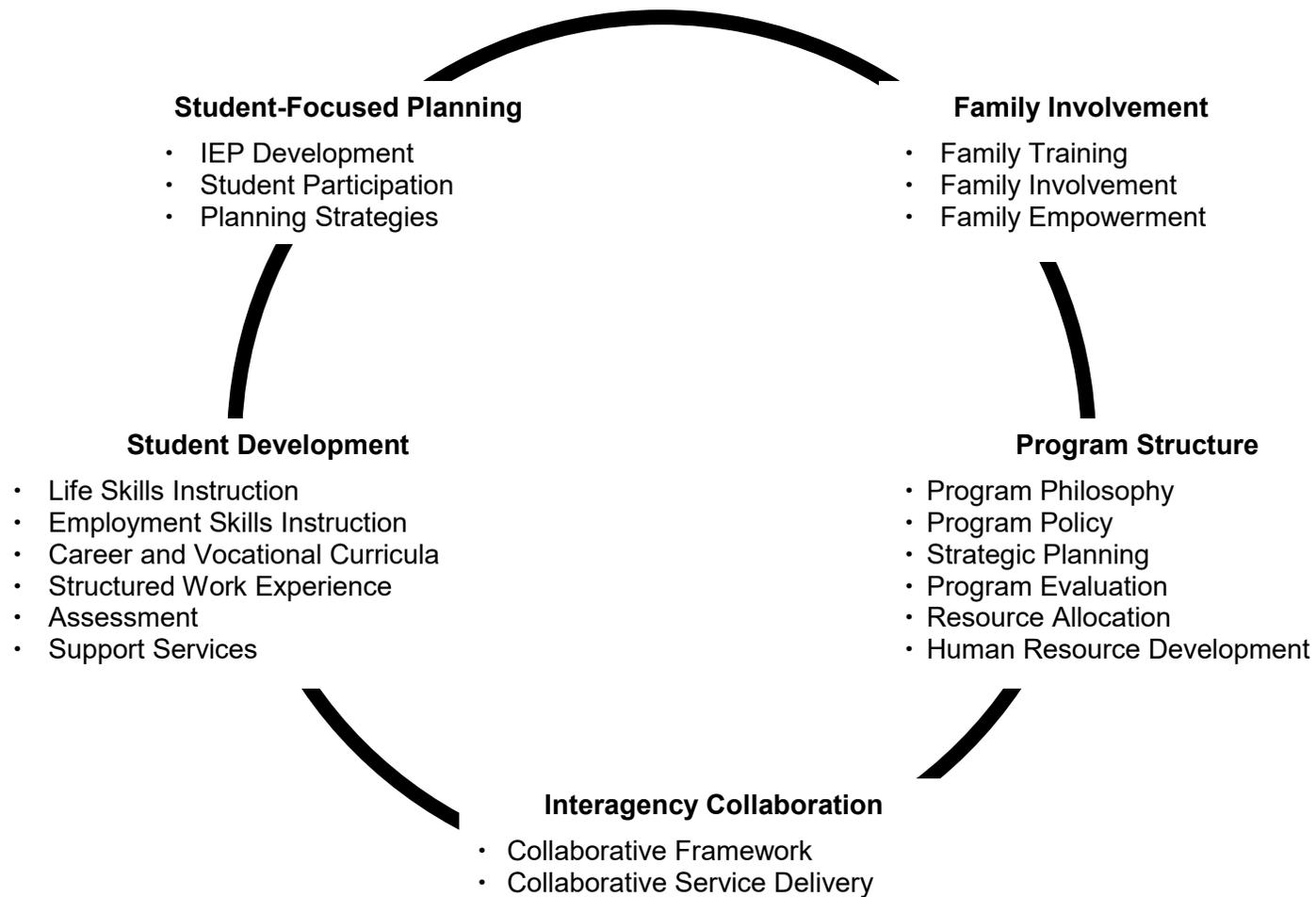
TRANSITION-FOCUSED EDUCATION

This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing *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.

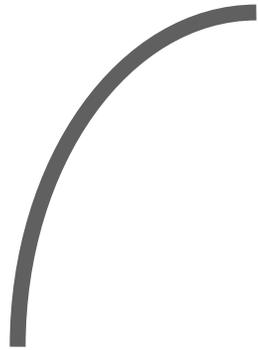
Transition-focused education is directed toward adult outcomes and consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches, and responsive to the local context and students’ learning and support needs. Primary 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 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. As described in the next section, this tool is designed to help you reflect broadly on implementation and effectiveness of these practices in your school or district.

TAXONOMY FOR TRANSITION PROGRAMMING



TAXONOMY FOR TRANSITION PROGRAMMING



STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE

STUDENT-FOCUSED PLANNING

| IEP Development | Student Participation | Planning Strategies |
|--|--|---|
| <ul style="list-style-type: none"> ▶ Options identified for each outcome area or goal ▶ Post-secondary education or training goals and objectives specified in the IEP ▶ Occupational goals and objectives specified ▶ Community-related and residential goals and objectives specified (e.g., voting) ▶ Recreation and leisure goals and objectives specified ▶ Educational program corresponds to specific goals ▶ Goals are measurable ▶ Personal needs are addressed in planning (e.g., financial, medical, guardianship) ▶ Specific goals and objectives result from consumer choices ▶ Progress or attainment of goals is reviewed annually ▶ Responsibility of participants or agencies specified ▶ Evaluation of participant fulfillment of responsibilities | <ul style="list-style-type: none"> ▶ Planning team includes student, family members, and school and participating agency personnel ▶ Assessment information is used as basis for planning ▶ Transition-focused planning begins no later than age 14 ▶ Meeting time adequate to conduct planning ▶ Preparation time adequate to conduct planning ▶ Planning meeting time and place conducive to student and family participation ▶ Accommodations made for communication needs (e.g., interpreters) ▶ Referral to adult service provider(s) occurs prior to student's exit from school ▶ Planning team leader identified | <ul style="list-style-type: none"> ▶ Self-determination facilitated within the planning process ▶ Planning decisions driven by student and family ▶ Planning process is student-centered ▶ Student involvement in decision making ▶ Documentation of student interests and preferences ▶ IEP education for students ▶ Career counseling services provided to student ▶ Student self-evaluation of process |

TAXONOMY FOR TRANSITION PROGRAMMING

STUDENT-FOCUSED
PLANNING

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE

STUDENT DEVELOPMENT

| Life Skills Instruction | Employment Skills Instruction | Career and Vocational Curricula |
|--|--|--|
| <ul style="list-style-type: none"> ▸ Leisure skills training ▸ Social skills training ▸ Self-determination skills training, including goal setting, decision making, and self-advocacy ▸ Independent living skills training ▸ Learning strategies skills training | <ul style="list-style-type: none"> ▸ Work-related behaviors and skills training ▸ Job seeking skills training ▸ Occupation-specific vocational skill training | <ul style="list-style-type: none"> ▸ Career education curriculum ▸ Tech prep curriculum |
| Support Services | Assessment | Structured Work Experience |
| <ul style="list-style-type: none"> ▸ Identification and development of environmental adaptations ▸ Identification and development of accommodations ▸ Identification and development of natural supports ▸ Provision of related services (e.g., OT, PT, speech therapy, transportation) ▸ Mentoring | <ul style="list-style-type: none"> ▸ Career assessments (including curriculum-based and situational assessment) ▸ Academic, cognitive, and adaptive behavior assessments | <ul style="list-style-type: none"> ▸ Apprenticeships ▸ Paid work experience ▸ Work study program ▸ Job placement services (prior to school exit) |

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

TAXONOMY FOR TRANSITION PROGRAMMING

STUDENT-FOCUSED
PLANNING

STUDENT
DEVELOPMENT

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE



INTERAGENCY COLLABORATION

| Collaborative Service Delivery | Collaborative Framework |
|---|---|
| <ul style="list-style-type: none"> ▶ Coordinated requests for information (e.g., to parents, employers) ▶ Reduction of system barriers to collaboration ▶ Collaborative funding and staffing of transition services ▶ Collaborative development and use of assessment data ▶ Coordinated and shared delivery of transition-related services ▶ Systems information disseminated among cooperating agencies ▶ Collaborative program planning and development, including employer involvement ▶ Collaborative consultation between special, “regular,” and vocational educators ▶ Collaboration between post-secondary education institutions and the school district | <ul style="list-style-type: none"> ▶ Interagency coordinating body that includes consumers, parents, service providers, and employers ▶ Formal interagency agreement ▶ Roles of service providers clearly articulated ▶ Established methods of communication among service providers ▶ Student information shared among agencies via established procedures (with appropriate release of information and confidentiality) ▶ Single-case management system ▶ “Lead” agency identified ▶ Designated transition contact person for all service providers |

TAXONOMY FOR TRANSITION PROGRAMMING

STUDENT-FOCUSED
PLANNING

STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

PROGRAM
STRUCTURE



FAMILY INVOLVEMENT

| Family Involvement | Family Empowerment | Family Training |
|--|--|--|
| <ul style="list-style-type: none"> • Participation in program policy development • Participation in service delivery • Involvement in student assessment • Participation in evaluation of student's program • Parents/families exercise decision making • Parent/family attendance at IEP meeting • Parents/family members as trainers • Parents/family members as mentors • Parents/family role in natural support network | <ul style="list-style-type: none"> • Pre-IEP planning activities for parents/families • Parents/families presented with choices • Transition information provided to parents/families prior to student's age 14 • Structured method to identify family needs • Parent/family support network • Child care for transition-related planning meetings (e.g., IEP, ITP) • Respite care • Information to parents/families provided in their ordinary language | <ul style="list-style-type: none"> • Training about promoting self-determination • Training about advocacy • Training about natural supports • Training focused on their own empowerment • Training on transition-related planning process (e.g., IEP, ITP) • Training about agencies and services • Training on legal issues |

TAXONOMY FOR TRANSITION PROGRAMMING

STUDENT-FOCUSED
PLANNING

STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT



PROGRAM STRUCTURES

| Program Philosophy | Program Evaluation | Strategic Planning |
|--|--|---|
| <p>Curricula reflect community values, standards, and needs</p> <p>Program planning and curricula are outcome-oriented</p> <p>Education is provided in least restrictive environments</p> <p>Education is provided in integrated settings</p> <p>Students with diverse needs have access to all educational options</p> <p>Program planning and options are sensitive to and reflect cultural and ethnic diversity</p> <p>Program options are flexible to meet individual student needs</p> <p>Student transitions are addressed across educational levels</p> | <p>Data collection is implemented to provide process and outcome information</p> <p>Program evaluation is ongoing, used for program improvement, and includes evaluation of student outcomes</p> <p>Students and families participate in program evaluation</p> <p>Needs assessments provide basis for secondary-level education and post-school community services</p> <p>Evaluation of interdisciplinary policy and procedures is conducted annually</p> | <p>Strategic planning activities focus on:</p> <ul style="list-style-type: none"> ▪ Community-level issues and services ▪ Regional-level issues and services ▪ State-level issues and services <p>Collaborative transition bodies and procedures provide structure and process for systemic change</p> |