

Kentucky District Self-Assessment for Improving Transition Education and Services

Version April 2017

Based on Team Planning Tool for
Improving Transition Education and Services
National Secondary Transition Technical Assistance Center

Team Planning Tool for Improving Transition Education and Services

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Part 3 is included in a separate document entitled *CCR District Action Plan for Improving Transition Education and Services*

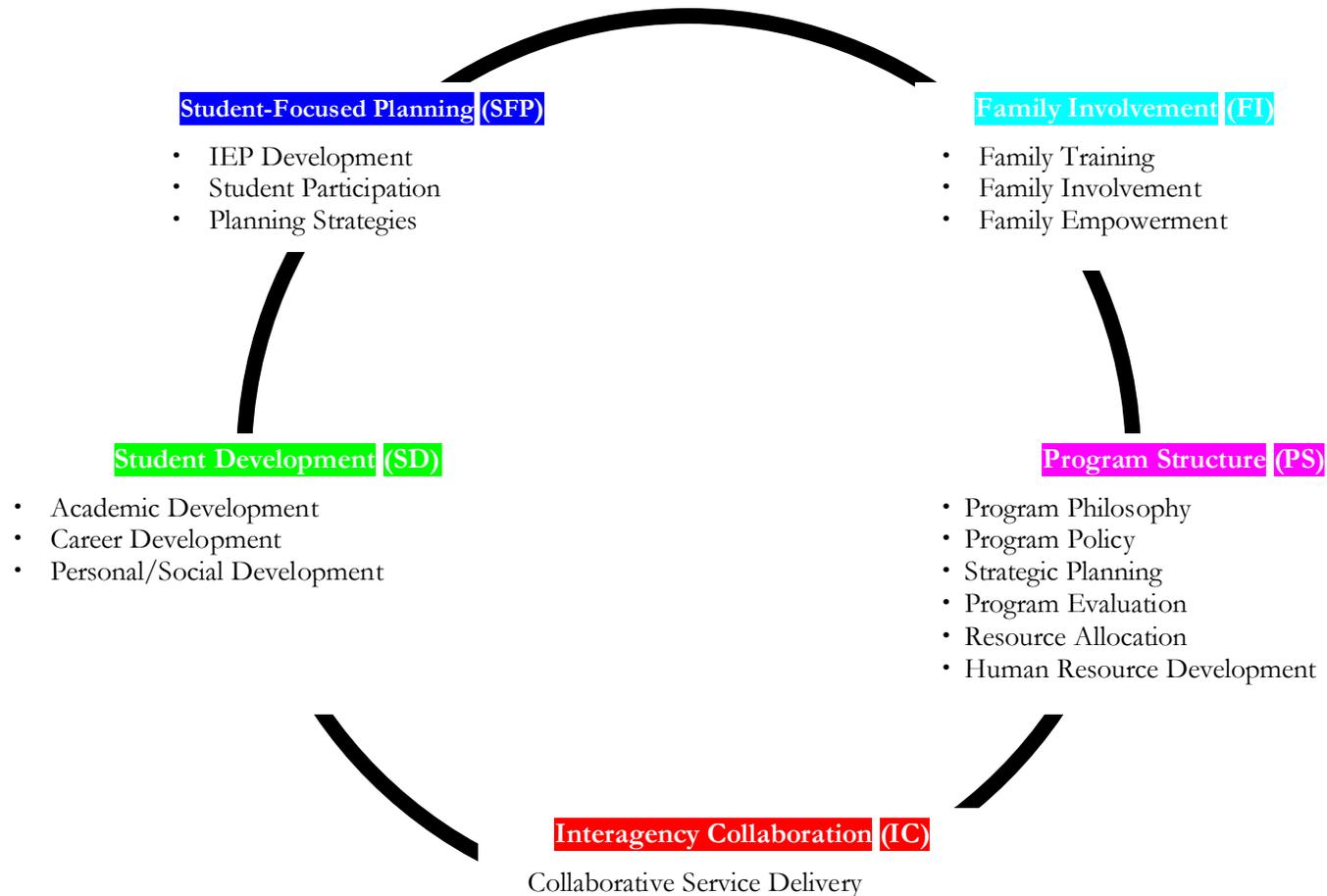
TRANSITION-FOCUSED EDUCATION

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, career, and personal/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 *Kentucky 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 on implementation and effectiveness of these practices in your school or district.

TAXONOMY FOR TRANSITION PROGRAMMING



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.

Added to this tool are attributes related specifically to the revised College and Career measures for students participating in the alternate assessment. Activities and practices included will assist districts in being prepared for the state-wide pilot years for the career measures. The activities and practices are indicated by an asterisk. Communicative Competence is also denoted with an asterisk. Meeting the communication needs is imperative to improve student postsecondary outcomes.

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 rate the level of 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.

Use **Part 2—Needs Assessment** to 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 Developing Action Steps**, to address your needs in developing and improving transition education and services. In developing your plans, it is helpful to identify specific goals that your team can achieve in the next year. Then develop the action steps you will implement to achieve your goals. Also think about the person(s) responsible for each action step and the desired date of completion. **Part 3 is included in a separate document.**

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? <ul style="list-style-type: none">▪ Academic skills?▪ Independent living skills, including communicative competence?▪ Occupational skills and work behaviors?▪ Self-determination skills?	Regarding long-term outcomes, are your students <ul style="list-style-type: none">▪ Employed?▪ Attending postsecondary education?▪ Living independently? Do your students have the educational and community supports and services they need to be successful?
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Part 1: Assessing Current Implementation

This section of the team planning tool guides you to reflect on the extent to which you are implementing the taxonomy practices. Use the ***DK-1-2-3-4 Rating Scale*** to indicate which practices or activities are implemented in your school or district. 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 determine 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

DK - We don't know what or how we are doing in this area.

1 - This activity or practice is not occurring.

2 - We are developing this activity or practice, but it is not yet occurring.

3 - This activity or practice occurs some of the time or with some of our students, but implementation is not consistent.

4 - This activity or practice occurs regularly, widely, and consistently.

Space is included to add any Notes/Ideas related to the item and what you know about effectiveness. Evidence related to the area may be indicated below the rating.

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). Part 1 and Part 2 are linked together for efficiency of completion.

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:	Immediacy:
▸ High	▸ Immediate
▸ Medium	▸ Intermediate
▸ Low	▸ Long-term

Part 2 Example: Student-Focused Planning Practices

CURRENT STRENGTHS	NEEDS	PRIORITY/ IMMEDIACY	
<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 	<u>Priority</u> High X Medium Low	<u>Immediacy</u> Immediate X Intermediate Long-term

Activities Specific to the Kentucky Taxonomy for Transition Programming

STUDENT FOCUSED PLANNING (SFP)

Reflective Questions and Indicators

Reflective Questions

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

Suggested Evidence

- ▶ Results from IEP record reviews
- ▶ Results from ARC conference summary record reviews
- ▶ Review of district policies and procedures
- ▶ ARC meeting observations
- ▶ Other

STUDENT FOCUSED PLANNING (SFP)

Part 1 Assessing Current Implementation						
DK: Don't Know	1-Not Occurring	2-Developing, Not Occurring	3-Not Consistent	4-Regularly, Widely, Consistently		
IEP Development includes:	DK	1	2	3	4	Notes
assessment information as a basis for planning						
* assessment of Employability and Foundational Academic Standards-Alternate Assessment as a basis for planning						
academic achievement <u>and</u> functional performance						
needed related services (e.g., OT, PT, speech therapy, transportation)						
documentation of student needs, strengths, interests and preferences						
postsecondary goals based on individualized transition assessment						
postsecondary goal for education or training						
postsecondary goal for employment						
postsecondary goal for independent living, if appropriate						
recreation and leisure goals and objectives specified, if appropriate						
course of study designed to help achieve post-secondary goal(s)						
* course of study designed for students participating in the alternate assessment to help achieve post-secondary goal(s)						
*course of study for students participating in the alternate assessment includes courses leading to the Career Work Experience Certification						
student personal needs (financial, medical, transportation, guardianship, etc.), if appropriate						
documentation of needed supports and linkages						
responsibility of agencies specified in transition services						
referral to adult service provider(s) prior to student's exit from school						
annual review date						
Evidence:						

STUDENT FOCUSED PLANNING (SFP)

Part 2 Identifying Strengths and Weaknesses			
Strengths:		<u>Priority</u>	<u>Immediacy</u>
		High	Immediate
		Medium	Intermediate
		Low	Long-term

Part 1 Assessing Current Implementation						
DK: Don't Know 1- Not Occurring 2- Developing, Not Occurring 3- Not Consistent 4- Regularly, Widely, Consistently						
Admissions and Release Committee (ARC) meetings include:	DK	1	2	3	4	Notes
Adequate meeting time to conduct planning						
Adequate preparation time to conduct planning						
Time and place conducive to student and family participation						
Accommodations made for communication needs (e.g., interpreters)						
Student, family members, school and participating agency personnel						
Transition-focused planning beginning no later than age 14, or earlier as appropriate						
Student involvement in transition planning meetings						
Annual review and discussion of progress toward secondary goals						
Evaluation of agency fulfillment of transition services						
Evidence:						

Part 2 Identifying Strengths and Weaknesses			
Strengths:	Needs:	<u>Priority</u>	<u>Immediacy</u>
		High	Immediate
		Medium	Intermediate
		Low	Long-term

STUDENT FOCUSED PLANNING (SFP)

Part 1 Assessing Current Implementation						
DK: Don't Know	1-Not Occurring	2-Developing, Not Occurring	3-Not Consistent	4-Regularly, Widely, Consistently		
Transition planning strategies include:	DK	1	2	3	4	Notes
Student self-determination within the planning process						
Decisions driven by students and family						
Student-centered process						
Student involvement in decision making						
IEP participation training for students						
Career counseling services provided to student						
Person-centered planning approaches						
Evidence:						
Part 2 Determining Strengths and Weaknesses						
Strengths:	Needs:			Priority	Immediacy	
				High	Immediate	
				Medium	Intermediate	
				Low	Long-term	

STUDENT DEVELOPMENT (SD)

Reflective Questions and Indicators

Reflective Questions

- › 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?
- › How are target skills determined and subsequently evaluated? What do these assessments indicate regarding student learning/achievement of target skills?
- › Do students have communicative competence? Are their communication needs being met? Has the student's current level of communication been determined through observations and evaluations? Prior to consideration for placement into Performance Dimension B did the Admissions and Release Committee convene to develop a communication plan as part of the student's Individual Education Program? Was the documentation of this decision included, as required, on the IEP?
- › Do students' educational programs align with their post-school goals?
- › To what extent do all students participate in work-based learning options, including paid and/or unpaid work experiences, during high school?
- › Are students' work-based learning experiences aligned with their post-school goals?
- › Are students' work-based learning experiences aligned with their course of study?
- › In which occupational areas are students employed during their work experiences?
- › How are students informed of and recruited for co-curricular and extra-curricular activities?
- › 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 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?
- › What methods are used to help students generalize their accommodation needs from school to community environments?

Suggested Evidence

- › IEP record review data
- › Review of student services by specific settings
- › Record review of student performance on assessments
- › Specific strategies for student recruitment to co- and extracurricular activities
- › Review of student participation data in career technical education programs, work-based learning, co-curricular, and extracurricular activities
- › Review of course enrollment records
- › Review of student data, i.e., progress, course completion

STUDENT DEVELOPMENT (SD)

Part 1 Assessing Current Implementation						
DK: Don't Know 1- Not Occurring 2- Developing, Not Occurring 3- Not Consistent 4- Regularly, Widely, Consistently						
Career-Related Academic Development includes:	DK	1	2	3	4	Notes
Work-related behaviors and skills instruction						
Job seeking skills instruction						
Occupation-specific skill instruction						
Academic skill instruction embedded in the career work experience curriculum (experiential curriculum)						
Evidence:						
Part 2 Determining Strengths and Weaknesses						
Strengths:	Needs:				<u>Priority</u>	<u>Immediacy</u>
					High	Immediate
					Medium	Intermediate
					Low	Long-term

STUDENT DEVELOPMENT (SD)

Part 1 Assessing Current Implementation									
DK: Don't Know		1- Not Occurring		2- Developing, Not Occurring		3- Not Consistent		4- Regularly, Widely, Consistently	
Career Development includes:	DK	1	2	3	4	Notes			
Career work experience curriculum (experiential curriculum)									
Authentic experiential work opportunities									
Authentic experiences with applied academics									
Evidence:									
Part 2 Determining Strengths and Weaknesses									
Strengths:				Needs:				<u>Priority</u>	<u>Immediacy</u>
								High	Immediate
								Medium	Intermediate
								Low	Long-term

STUDENT DEVELOPMENT (SD)

Part 1 Assessing Current Implementation						
DK: Don't Know	1-Not Occurring	2-Developing, Not Occurring	3-Not Consistent	4-Regularly, Widely, Consistently		
Work-Based Learning options include:	DK	1	2	3	4	Notes
Internship (paid or non-paid)						
Paid work experience						
Non-paid work experience						
Work exploration and work training						
Job placement services (prior to school exit)						
Entrepreneurship						
Mentoring						
School-based enterprise						
Service learning						
Shadowing						
Cooperative Education						
Evidence:						
Part 2 Determining Strengths and Weaknesses						
Strengths:	Needs:			Priority	Immediacy	
				High	Immediate	
				Medium	Intermediate	
				Low	Long-term	

STUDENT DEVELOPMENT (SD)

Part 1 Assessing Current Implementation											
DK: Don't Know		1- Not Occurring	2- Developing, Not Occurring	3- Not Consistent	4- Regularly, Widely, Consistently						
Transition assessment provides:					DK	1	2	3	4	Notes	
Ongoing, formative transition assessment utilized for instructions (including formal, informal, curriculum-based and situational assessment)											
Academic, cognitive, communication and adaptive behavior assessments utilized for instructional planning											
Evidence:											
Part 2 Determining Strengths and Weaknesses											
Strengths:				Needs:				Priority	Immediacy		
								High	Immediate		
								Medium	Intermediate		
								Low	Long-term		

STUDENT DEVELOPMENT (SD)

Part 1 Assessing Current Implementation						
DK: Don't Know	1-Not Occurring	2-Developing, Not Occurring	3-Not Consistent	4-Regularly, Widely, Consistently		
Individualized Support Services include:	DK	1	2	3	4	Notes
Identification and development of environmental adaptations						
Identification and development of natural supports						
*Identification and development of communication supports						
Identification and development of social supports						
Provision of related services (e.g., OT, PT, speech therapy, Orientation & Mobility, travel training, transportation)						
Mentoring/peer support						
Identification and development of any other needed accommodations						
Evidence:						
Part 2 Determining Strength and Weaknesses						
Strengths:	Needs:			<u>Priority</u>	<u>Immediacy</u>	
				High	Immediate	
				Medium	Intermediate	
				Low	Long-term	

STUDENT DEVELOPMENT (SD)

Part 1 Assessing Current Implementation						
DK: Don't Know	1-Not Occurring	2-Developing, Not Occurring	3-Not Consistent	4-Regularly, Widely, Consistently		
Personal/Social Skills Development includes:	DK	1	2	3	4	Notes
Leisure skills training						
Community skills training						
Social skills training and opportunities with peers						
Self-determination skills training, including goal setting and decision making						
Self-advocacy skills training						
Independent living skills training						
Learning strategies skills training						
*Development of communicative competence						
Evidence:						
Part 2 Determining Strength and Weaknesses						
Strengths:	Needs:			<u>Priority</u>	<u>Immediacy</u>	
				High	Immediate	
				Medium	Intermediate	
				Low	Long-term	

INTERAGENCY COLLABORATION (IC)

Reflective Questions and Indicators

Reflective Questions

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

- › Interagency agreements
- › Action plans; assessment results of action plan implementation
- › Agency information products; dissemination records
- › Data from Agency fairs: # participants, # attendees, attendee satisfaction
- › Records of student service needs identified by students, parents, educators, service providers
- › Records of student services provided
- › Review of service providers invited and attending IEP meetings
- › Description of business and community partners
- › Review of type of projected service needs; # and type of unmet needs
- › Review of # students referred for agency services; # students receiving services

INTERAGENCY COLLABORATION (IC)

Part 1 Assessing Current Implementation						
DK: Don't Know	1-Not Occurring	2-Developing, Not Occurring	3-Not Consistent	4-Regularly, Widely, Consistently		
Coordinated Service Delivery includes:	DK	1	2	3	4	Notes
Collaborative funding and staffing of transition services (e.g., CWTP)						
Active participation of adult service agencies (e.g., Vocational Rehabilitation, Behavioral Health and Developmental and Intellectual Disabilities (BHDID), Commission for Children with Special Health Care Needs (CCSHCN), Office for the Blind (OFB))						
Collaborative development and use of assessment data						
Coordinated and shared delivery of transition-related services						
Systems information disseminated among cooperative agencies						
Collaborative program planning and development, including employer involvement						
Collaborative consultation between special, regular, and career technical educators						
Collaboration between post-secondary education institutions and the school district						
Evidence:						
Part 2 Determining Strength and Weaknesses						
Strengths:	Needs:			Priority	Immediacy	
				High	Immediate	
				Medium	Intermediate	
				Low	Long-term	

FAMILY INVOLVEMENT (FI)

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 Evidence

- ▶ # 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
- ▶ Review of types of training activities provided
- ▶ Review of # and % of parents who attend training activities
- ▶ Parent satisfaction with training activities

FAMILY INVOLVEMENT (FI)

Part 1 Assessing Current Implementation						
DK: Don't Know	1-Not Occurring	2-Developing, Not Occurring	3-Not Consistent	4-Regularly, Widely, Consistently		
Family involvement includes:	DK	1	2	3	4	Notes
Contribution to student assessment						
Participation in evaluation of student's program						
Involvement of parents/families in making decisions						
Parent/family participation during IEP meeting						
Parents/family role in providing natural supports						
Evidence:						
Part 2 Determining Strength and Weaknesses						
Strengths:	Needs:			<u>Priority</u>	<u>Immediacy</u>	
				High	Immediate	
				Medium	Intermediate	
				Low	Long-term	

FAMILY INVOLVEMENT (FI)

Part 1 Assessing Current Implementation						
DK: Don't Know	1-Not Occurring	2-Developing, Not Occurring	3-Not Consistent	4-Regularly, Widely, Consistently		
Family Empowerment includes:	DK	1	2	3	4	Notes
Pre-IEP planning activities for parent/families (e.g., vision planning, person-centered planning)						
Parents/families presented with choices						
Transition information provided to parents/families prior to student's age 14						
*Information about the Career Work Experience Certification is provided to parent/families of students participating in the alternate assessment prior to student's age 14						
Structured method to identify family needs						
Evidence:						
Part 2 Determining Strength and Weaknesses						
Strengths:	Needs:			<u>Priority</u>	<u>Immediacy</u>	
				High	Immediate	
				Medium	Intermediate	
				Low	Long-term	

FAMILY INVOLVEMENT (FI)

Part 1 Assessing Current Implementation						
DK: Don't Know	1-Not Occurring	2-Developing, Not Occurring	3-Not Consistent	4-Regularly, Widely, Consistently		
Family Training in Transition and Secondary Education Topics includes:	DK	1	2	3	4	Notes
Training to promote self-determination						
Training about advocacy						
Training about natural supports						
Training focused on their own empowerment						
Training on transition-related planning process (e.g., IEP Individual Learning Plan)						
Training about agencies and services						
Training on legal issues (e.g., guardianship, due process, age of majority, wills and trusts)						
Evidence:						
Part 2 Determining Strengths and Weaknesses						
Strengths:	Needs:			<u>Priority</u>	<u>Immediacy</u>	
				High	Immediate	
				Medium	Intermediate	
				Low	Long-term	

PROGRAM STRUCTURE (PS)

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 Evidence

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

Suggested Evidence

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)

PROGRAM STRUCTURE (PS)

Part 1 Assessing Current Implementation						
DK: Don't Know	1- Not Occurring	2- Developing, Not Occurring	3- Not Consistent		4- Regularly, Widely, Consistently	
Program Philosophy includes:	DK	1	2	3	4	Notes
Community-reference curricula						
Outcome-based curricula						
Systemic, evidenced based instruction						
Student inclusion in general education, to the extent appropriate						
Student opportunities to interact and develop friendships with peers without disabilities						
Work experience provided in the least restrictive environment						
Student access to educational options (secondary and postsecondary)						
Flexible programming to meet student needs						
Chronologically age-appropriate instructional materials and performance of activities						
Principles of Universal Design of Learning (UDL) utilized for making content available						
Outcome-based program planning						
Longitudinal approach to transition provided from early childhood to adult						
Principles of student-directed learning utilized for decision making						
Evidence:						
Part 2 Identifying Strengths and Weaknesses						
Strengths:	Needs:	Priority		Immediacy		
		High		Immediate		
		Medium		Intermediate		
		Low		Long-term		

PROGRAM STRUCTURE (PS)

Part 1 Assessing Current Needs						
DK: Don't Know		1- Not Occurring	2- Developing, Not Occurring	3- Not Consistent	4- Regularly, Widely, Consistently	
Program Evaluation includes:	DK	1	2	3	4	Notes
Data-based evaluation system						
Data analysis for program improvement						
Ongoing program evaluation						
Specific evaluation of student outcomes						
Student/family role in program evaluation						
Self-assessment of services provided at the secondary-level						
Annual evaluation of program policy and procedures as integral components of the process						
Evidence:						
Part 2 Determining Strengths and Weaknesses						
Strengths:	Needs:				Priority	Immediacy
					High	Immediate
					Medium	Intermediate
					Low	Long-term

PROGRAM STRUCTURE (PS)

Part 1 Assessing Current Implementation						
DK: Don't Know		1- Not Occurring	2- Developing, Not Occurring	3- Not Consistent	4- Regularly, Widely, Consistently	
Strategic Planning includes:	DK	1	2	3	4	Notes
Community-level interagency transition teams focused on local issues and services included in the planning process						
Link to Regional Interagency Transition teams focused on regional/state issues						
Link to State Interagency Transition Council focused on regional/state issues						
*District CCR team focused on implementing the College and Career Readiness measures for students participating in the alternate assessment and the corresponding instructional practices						
Evidence:						
Part 2 Determining Strengths and Weaknesses						
Strengths:	Needs:				Priority	Immediacy
					High	Immediate
					Medium	Intermediate
					Low	Long-term

PROGRAM STRUCTURE (PS)

Part 1 Assessing Current Implementation						
DK: Don't Know 1-Not Occurring 2-Developing, Not Occurring 3-Not Consistent 4-Regularly, Widely, Consistently						
Program Policy includes:	DK	1	2	3	4	Notes
Education system with transition-related planning and services as integral components						
Administrative, school board, and community support for the program						
Clearly articulated program values, principles, and mission						
Specific and consistent transition-related policies and procedures between and within agency and education participants						
Clearly articulated transition planning program structure and process						
Community-based instruction (CBI)						
Evidence:						
Part 2 Determining Strengths and Weaknesses						
Strengths:	Needs:				Priority	Immediacy
					High	Immediate
					Medium	Intermediate
					Low	Long-term

PROGRAM STRUCTURE (PS)

Part 1 Assessing Current Implementation						
DK: Don't Know	1- Not Occurring	2- Developing, Not Occurring	3- Not Consistent	4- Regularly, Widely, Consistently		
Program Administration provides:	DK	1	2	3	4	Notes
Transition practices resource materials to personnel, families and employers						
Assigned staff are qualified						
Pre-service training on transition practices						
Sufficient allocation of personnel						
Transition-related technical assistance						
Establishment of transition-related personnel competencies						
Ongoing interdisciplinary staff development						
Evidence:						
Part 2 Determining Strengths and Weaknesses						
Strengths:	Needs:				Priority	Immediacy
					High	Immediate
					Medium	Intermediate
					Low	Long-term

PROGRAM STRUCTURE (PS)

Part 1 Assessing Current Implementation						
DK: Don't Know	1- Not Occurring	2- Developing, Not Occurring	3- Not Consistent	4- Regularly, Widely, Consistently		
Resource Allocation includes:	DK	1	2	3	4	Notes
Chronologically age-appropriate instructional materials are utilized						
Appropriate use of resources						
Sufficient allocation of resources						
Educators provided with strategies for working with culturally and linguistically diverse populations						
Resources targeted to community-based and/or integrated settings as opposed to sheltered and/or segregated facilities						
Evidence:						
Part 2 Determining Strengths and Weaknesses						
Strengths:	Needs:				Priority	Immediacy
					High	Immediate
					Medium	Intermediate
					Low	Long-term