Using transitionprogramtool.org for State Capacity Building: Secondary Education and Transition Services

Introduction and Resources for the Planning Process

A Resource for the Annual Capacity Building Institute
Using transitionprogramtool.org for State Capacity Building: Secondary Education and Transition Services

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Additional resources are available at:
http://www.transitionta.org

This online strategic planning system, which fosters implementation of evidence-based and promising (EBPPs) transition education and services, was developed in collaboration with Cornell University’s Employment and Disability Institute in the School of Industrial and Labor Relations, with significant contributions from staff at Western Michigan University and the University of North Carolina at Charlotte: Karen Devries, Jennifer Coyle, and Catherine Fowler.

Bibliography

This planning system pulls strongly from the evaluation literature to guide the self-assessment, planning, and evaluation processes. The following list provides resources from this literature. The EBPP content is based on the Taxonomy for Transition Programming 2.0, which includes a reference list that represents the literature on which the Taxonomy 2.0 builds.


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Welcome to transitionprogramtool.org!

This strategic planning system is online at: transitionprogramtool.org. It focuses specifically on assisting state teams to review the extent of implementation and effectiveness of transition education and services in their state, identify their strengths and needs, and develop an implementation and evaluation plan to address their needs. To foster improvement grounded in evidence-based and promising practices (EBPPs), the planning process uses the Taxonomy for Transition Programming 2.0 (Kohler, 1996; Kohler, Gothberg, Fowler, & Coyle, 2016) to present transition practices content in five areas: student-focused planning, student development, interagency collaboration, family engagement, and program structure.

In addition, this tool is designed to help you reflect on the capacity building strategies you have used or are using in your state to facilitate implementation of the EBPPs. The planning process applies NTACT’s capacity-building model and strategies to organize improvement activities around four areas: data-based decision-making, professional development, technical assistance, and policy analysis and change. Use data from evaluation of your capacity building efforts to help guide your planning process. By knowing what works and what doesn’t, you can build on your strengths and avoid ineffective or inefficient strategies.

Regardless of the context for your planning, transitionprogramtool.org provides the following features to guide you and your team through the planning process:

**Dashboard:** The dashboard is your “home base” in transitionprogramtool.org. This page provides an up-to-date summary of where you are in the assessment and planning process. The dashboard is also a place to upload data files and add links to external sites for use in identifying your strengths and needs, access resources, and from where you can download copies of your plans, reports, and underlying data.

**Overview:** The overview provides information regarding the purpose and features of the online system.

**Assessment and Planning:** This component of the system provides three steps that lead you through the following: (1) forming your team, (2) assessing your implementation status and effectiveness, (3) and making a plan, including evaluation elements.

**Reporting:** At different times of the year, access this section to create progress and end-of-the-year reports through which you summarize your implementation progress and achievement of your goals and outcomes.

Whether the focus is on developing a state capacity-building plan or a local district or school improvement plan, this process is team-driven. A team of relevant stakeholders, including educators, related-service providers, and students and their families, is essential for gathering and reviewing current practices and outcomes; and subsequently for using this information to establish goals and related activities.

In addition to working with a team, it is also essential to keep your focus on results. These tools are designed to be used through a continuous improvement process that includes data collection and review, planning, evaluation, and assessment of goal attainment that addresses students' in-school and post-school outcomes.
Transition-Focused Education

This planning tool focuses on assisting state teams to review and plan their strategies for increasing capacity within the state to implement transition-focused education. Over the past two decades, 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 – including strategies that keep them in school, 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 that all students stay in school, experience academic and social success, and ultimately 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 ensure that all our students can develop and achieve at their greatest potential, transition-focused education provides a variety of instructional pathways that may include few or no specialized supports to extensive applied experiences or supports. This framework of transition-focused education provides a structure for educational planning that is learner-centered, 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 2.0, represented on the next page, provides concrete practices—identified from effective programs and the research literature—for implementing transition-focused education. As described subsequently, this tool is designed to help you reflect broadly on the status and effectiveness of transition-focused education and services in your state.
TAXONOMY FOR TRANSITION PROGRAMMING 2.0

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

Student Development
- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context

Family Engagement
- Family Involvement
- Family Empowerment
- Family Preparation

Program Structures
- Program Characteristics
- Program Evaluation
- Strategic Planning
- Policies and Procedures
- Resource Development and Allocation
- School Climate

Interagency Collaboration
- Collaborative Framework
- Collaborative Service Delivery

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## Dropout Prevention Practices Included within the Taxonomy for Transition Programming 2.0

<table>
<thead>
<tr>
<th>General Practices Related to Dropout Prevention</th>
<th>Area(s) of Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement comprehensive diagnostic systems</td>
<td>‣ Student Focused Planning&lt;br&gt;‣ Program Structure</td>
</tr>
<tr>
<td>Implement data tools, such as early warning systems, at the system and student level</td>
<td>‣ Student Focused Planning&lt;br&gt;‣ Program Structure</td>
</tr>
<tr>
<td>Provide personalized instruction and learning</td>
<td>‣ Student Development&lt;br&gt;‣ Program Structure</td>
</tr>
<tr>
<td>Provide rigorous and relevant instruction (and tailor the learning environment to the learner’s needs)</td>
<td>‣ Student Development&lt;br&gt;‣ Program Structure</td>
</tr>
<tr>
<td>Provide academic support</td>
<td>‣ Student Development&lt;br&gt;‣ Program Structure</td>
</tr>
<tr>
<td>Provide instruction on behavior and social skills</td>
<td>‣ Student Development</td>
</tr>
<tr>
<td>Provide a supportive school climate</td>
<td>‣ Program Structure</td>
</tr>
<tr>
<td>Connect at-risk youth with a caring adult (either through a formal mentoring program or a less formal arrangement)</td>
<td>‣ Program Structure</td>
</tr>
<tr>
<td>Provide instruction on occupational skills</td>
<td>‣ Student Development&lt;br&gt;‣ Interagency Collaboration&lt;br&gt;‣ Program Structure</td>
</tr>
<tr>
<td>Encourage family involvement and community supports</td>
<td>‣ Family Involvement&lt;br&gt;‣ Interagency Collaboration&lt;br&gt;‣ Program Structure</td>
</tr>
<tr>
<td>Teach self-determination and self-advocacy skills including student/person-centered planning</td>
<td>‣ Student focused planning&lt;br&gt;‣ Program Structure</td>
</tr>
<tr>
<td>Eliminate practices that push students out of school</td>
<td>‣ Program Structure</td>
</tr>
<tr>
<td>Help students address problems that interfere with learning</td>
<td>‣ Student Development&lt;br&gt;‣ Family Involvement&lt;br&gt;‣ Interagency Collaboration&lt;br&gt;‣ Program Structure</td>
</tr>
</tbody>
</table>
Model for State Capacity Building

Building capacity within one’s state is important to assuring that the state’s young people with disabilities are successful in achieving valued adult outcomes. Several factors influence how transition-focused education and services are implemented within a state, as well as within local communities, such as federal policy, state policy, and local values and resources. An important goal of the federally funded Technical Assistance and Dissemination Centers is to facilitate state capacity building to implement practices generated from research. NTACT organizes the research through the Taxonomy for Transition Planning 2.0. The model for extending transition research to practice within a state (illustrated on the next page), focuses on two important components: increasing local capacity and facilitating implementation. Aligned with typical state agency functions, the model includes activities in four primary, but integrated areas designed to foster increased capacity and facilitate implementation of evidence-based and promising practices: data-based decision-making at state and local levels, professional development, technical assistance, and policy analysis and change.

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

Evidence-Based and Promising Practices – Represented in the Taxonomy for Transition Programming 2.0

Increase Capacity to Implement EBPPs

Facilitate Implementation of EBPPs

Data-Based Decision Making

Professional Development

Policy Analysis and Change

Technical Assistance

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

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

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

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

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

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

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

Example:
- Designate staff at state agencies responsible for providing TA to intermediate and local educational and service agencies
- Fund a regional system of technical assistance providers to serve assigned districts and schools
Overview of Transitionprogramtool.org

This planning system focuses on assisting teams to review either one, some, or all five categories of practices within the Taxonomy for Transition Programming 2.0, such as collecting and using transition-related assessment information, improving development of students’ self-determination skills, or creating a positive and supportive school climate within the Student-Focused Planning, Student Development, and Program Structure categories. This effort is aligned with the work in many states to provide a variety of resources to assist districts and local schools to collect and evaluate data that provide specific information about students’ outcomes, including data regarding transition indicators 1, 2, 13, and 14 of the Special Education State Performance Plan (SPP) and Annual Performance Report (APR). These indicators are described as follows:

**Indicator 1:**
Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

**Indicator 2:**
Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Indicator 13:**
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416 (a)(3)(B))

**Indicator 14:**
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416 (a)(3)(B))
Instructions for Using transitionprogramtool.org

Start at the Dashboard, which will give you an up-to-date summary of where you are in the assessment and planning process: Not started, in progress, or complete. In addition, you can upload data or other files to the Dashboard for use in planning. Download an Excel file of your data or create a pdf file of your plan to save to your computer when you’re finished.

Use the navigation tabs on each side of the blue bar to place your working space on the left, center, or right on your monitor. This provides more room to place and view the various examples provided in each section.
Use the **Overview** tab to provide an orientation to your team about the basis for the planning system and some of its functions.
Use **Tab 1—Enter Date & Team** to name your plan and to **identify team members** and their roles. In the future, this information will be pre-loaded into your planning file so adding and deleting members is easy to do.
Use **Tab 2—Assess Status**, to reflect on the degree to which you are implementing the practices described. Use the space provided to **describe your findings** in each area. 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. As you reflect on levels of implementation, also consider the availability and quality of your data.

Next, consider your findings to summarize your **current strengths** regarding the transition practices, as well as **needs for improvement**. Then indicate those areas for which you want to develop a plan.
Use **Tab 3—Make a Plan** to develop a capacity building plan that addresses the transition education and service needs you identified. Each of the practice areas for which you identified “develop plan” will load automatically in **Tab 3**.

### 1.0 Student-Focused Planning Benchmarks

<table>
<thead>
<tr>
<th>Description</th>
<th>Current Strengths</th>
<th>Current Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> IEPs include measurable postsecondary goals in the three areas of: (a) education and training, (b) employment, and (c) independent living.</td>
<td>Quality Data showing clearly where improvements are needed.</td>
<td>Limited Implementation New Standardized IEP form Training for all partners involved</td>
</tr>
</tbody>
</table>

#### 1.1 Extent Implemented: 1.5 (Data is collected but limited)
Make a Plan consists of two steps. In Step 3a, identify your goals and the capacity building strategies you will use to achieve the goals. Use the detailed instructions to get in-depth information and examples about each strategy. Also use the “View” links in each planning component to view sample goals and specific strategies to build capacity in your state or district to implement the practices. In developing your plans, be specific.
In **Step 3b**, your goals and program improvement strategies from Step 3a will load for each area of planning. **Evidence-based practices** and **predictors** of post-school success examples are provided based on the Taxonomy category and goals on which the plan is focused. Use this information to help guide your planning. Aligned with the logic model process, each plan consists of the following elements: **Tasks, Outputs, Expected Outcomes, Indicators, and Data Sources**. To begin, identify **specific tasks, responsibility, and the time frame** for implementing your plan. Click **save all** after entering tasks. This example includes the following:

- Taxonomy area is Student-Focused Planning
- The goal is to increase use of transition assessments to develop post-school goals
- The capacity building strategy is to provide technical assistance
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Continued in Step 3b to identify the output—or products—to be produced. In working toward a goal, the goal-related activities typically result in the production of specific products or other outputs. These outputs are important in increasing the likelihood of goal achievement. Outputs might include a new curriculum (materials), new IEP meeting protocol (procedure), or a new way of documenting student assessment information for use in the IEP (procedure). Outputs should be directly associated with the specified goal and essential for goal achievement. Click save all after entries.

Again, we provide specific examples to assist with your planning. As illustrated here and on the following pages, click on the example links and drag the box to the side of the planning frame to view the examples as you work.
Next, identify the **expected outcomes** for each goal; for each outcome, specify the indicators and data sources you will use to evaluate your program improvement plan and achievement of your expected outcomes. This section further defines these elements and provides examples of each. Click **save all** after entries.
The final step in completing a plan for each goal is to identify the additional **stakeholders**, **resources**, and **technical assistance** you may need to implement the plan and achieve your goals. After adding this information (if relevant), click the button **to save and go to Step 3a** to plan the details for achieving your next goal.

<table>
<thead>
<tr>
<th>4. Additional Stakeholders</th>
<th>Do you need additional stakeholders to assist with implementation or to approve this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>State professional development provider, state data analyst support</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Additional Resources</th>
<th>Do you need additional resources to implement this plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Funds to bring participants to workshops, curriculum resources.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Technical Assistance Needs</th>
<th>Do you need additional technical assistance to implement this plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Information from TA center about other states who have implemented similar initiatives</td>
<td></td>
</tr>
</tbody>
</table>
Articulating Goals and Identifying Capacity Building Strategies

This online planning system is designed to lead your team through an empowerment process in which you review your data, reflect on your performance, develop plans for program improvement, and assess your outcomes. This page provides detailed information regarding NTACT’s capacity building model – information to help you develop substantive plans to improve secondary education and transition services for youth with disabilities.

Goals
A fundamental component of any good plan is the goal(s) on which the plan is focused. The goals in your team planning tool provide the foundation for your capacity building and program improvement activities. Goals must be succinctly articulated and aimed at ultimately producing a benefit for students. Good goals have the following characteristics:

- They are presented in action terms
- They are focused on outcomes rather than process
- They state what you intend to accomplish, not what you intend to “do”.

Capacity Building Strategies
The NTACT model for extending transition research to practice within a state focuses on two important components: increasing local capacity and facilitating implementation. Aligned with typical state agency functions, the NTACT model includes activities in four primary, but integrated areas designed to foster increased capacity and facilitate implementation of evidence-based and promising practices (EBPPs): data-based decision-making at state and local levels, professional development, technical assistance, and policy analysis and change.

In this section, we provide definitions, key characteristics, and reflective questions to help you identify the capacity-building strategies to be used in your plan.

Data-based Decision Making

<table>
<thead>
<tr>
<th>Definition</th>
<th>Data regarding student achievement and outcomes are collected, analyzed, and used at the state and local levels to improve secondary education and transition services.</th>
</tr>
</thead>
</table>
| Key Characteristics | - State data collection methods and systems yield information that is valid and reliable  
- State SPP indicator data are used to identify successful implementation and outcomes, as well as areas for improvement.  
- Data from a variety of educational and adult service systems are aligned to produce a comprehensive picture of education and service provision and outcomes (e.g., rehabilitation, career and technical education, mental health).  
- Results from state performance and compliance data are compiled and communicated to a variety of audiences through relevant and appropriate media.  
- Results from state performance and compliance data are used to:  
  - Develop strategic plans |
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Reflective Questions

- What methods are used to collect data for each of the SPP indicators (i.e., what are the information sources and how is the information collected)?
- Who is responsible for actual data collection?
- Who is responsible for data analysis?
- How can data collection and analysis be better connected and/or coordinated to facilitate reporting and using data across systems to foster program improvement?
- What are the best formats and/or media for conveying the information to your target audiences?
- In what ways do your program and monitoring staff collaborate to use the information generated around the SPP/APR transition indicators (1, 2, 13, 14) and other relevant system indicators for program improvement?
- Are data collection methods and systems yielding information that is valid and reliable for SPP Part B Indicator 13?
- Are data collection systems in place that support the collection of valid and reliable data and are disaggregated for disability groups, racial/ethnic groups, service settings, school-leaver status (e.g., dropout, graduate), and level of post-school engagement?
- How are results from SPP/APR Part B data compiled and communicated to a variety of audiences through relevant and appropriate media to:
  - Develop strategic plans (identify data shared, audiences, and media used)
  - Identify and address professional development needs (identify data shared, audiences, and media used)
  - Allocate resources (identify data shared, audiences, and media used)
  - Determine technical assistance needs (identify data shared, audiences, and media used)
  - Identify and address policy issues (identify data shared, audiences, and media used)
- How are results of other data sets (e.g., employment data from DOL, closure data from DVR, service access data from DD/MH) compiled and shared with stakeholders to help guide program improvements?

Policy Analysis and Change

Definition

- State policies that influence implementation of EBPPs for transition education and services are reviewed, changed, and/or modeled to promote implementation at the state and local level.

Key Characteristics

- A context for analysis of state and local policy regarding implementation of effective transition education and services is established (e.g., a state interagency transition coordinating council)
- State and local policies within education and service systems facilitate implementation of effective transition education and services.
State and local policies across education and service systems facilitate implementation of effective transition education and services. A variety of policy instruments are used to facilitate and promote implementation of effective transition education and services:

- Mandates
- Inducements
- Capacity building
- System change

The impact of various policy instruments on implementation of effective transition education and services is evaluated.

### Reflective Questions

- What structure is used to routinely identify and address policy issues?
- Do state and local policies across systems facilitate implementation of EBPPs?
- Do agency policies exist that serve as barriers to implementation? Which policies are problematic?
- Do policies at the state and local levels promote or inhibit collaborative service delivery? How? How does information regarding policy implementation flow from the local to the state level?
- Are a variety of policy instruments used to facilitate and promote implementation of (a) student-focused practices, (b) practices that promote college and career readiness of students, (c) practices that support graduation and reduce dropping out, (d) family engagement, and (e) interagency collaboration? Which policies?
- Mandates
- Inducements
- Capacity building
- System change
- Have these policies produced the intended results or outcomes?

### Professional Development

**Definition**

Professional development regarding EBPPs is provided to a variety of stakeholders within and across educational and service agencies to improve transition education and services.

**Key Characteristics**

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

- Effective transition education and services
- Effective professional development models and strategies

### Reflective Questions

- How are professional development needs identified?
- Is professional development provided on implementing evidence-based practices? Does this PD reflect high quality methods of delivery?
- Who is responsible for planning professional development activities regarding transition education and services?
- Who is involved in planning?
- How is professional development funded?
- What professional development has been provided regarding transition education and services
  - Statewide?
  - District?
- Does professional development include follow-up support (e.g., coaching) for implementing evidence-based instructional practices for academic and transition-related skills, as well as research-based practices for affecting school climate and reducing drop out?
- Do evaluations of professional development include measures of satisfaction, knowledge gains, organizational changes, practice changes, and impact on student behaviors?
- How has professional development been evaluated?
- What did the evaluation results indicate regarding:
  - Satisfaction of participants?
  - Usefulness of materials?
  - Change in knowledge or skills of participants?
  - Change in practice?
  - Improvement of student outcomes?
- Is professional development for secondary transition personnel tied to other local initiatives (e.g., general focus on college and career readiness programs, school completion initiatives, vocational rehabilitation services) that include feedback and continuous improvement as integral components?
- Is the professional development regarding secondary students with disabilities provided by and for educators (special, general, career-tech), other agency staff, and family consumers?
- Have university partnerships been used to design and provide professional development?
- Is content regarding EBPPs that affect student outcomes and student skill acquisition at the secondary level for students with disabilities included in pre-service programs?
### Technical Assistance

#### Definition

- Technical assistance is provided to a variety of stakeholders, within and across education, rehabilitation, and other relevant agencies, to facilitate implementation and evaluation of evidence-based transition education and services.

#### Key Characteristics

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

#### Reflective Questions

- How are TA needs identified?
- Who is responsible for planning TA regarding evidence-based transition education and services?
- Are technical assistance activities to support the implementation of each taxonomy focus area conducted through a collaborative process that includes TA providers and consumers?
- Is technical assistance based on consideration of the organizational characteristics and motivation and reward structures within schools and/or agencies?
- How is TA funded?
- How has TA been tied to local change initiatives that include feedback and continuous improvement?
- Are there state, regional, and local level implementation teams identified and meeting regularly regarding the implementation and scale up of a target initiative (relevant to reducing drop out and improving outcomes for students with disabilities)?
- Are there decision-makers and stakeholders on those implementation teams?
- Is technical assistance provided by individuals with significant knowledge and skills regarding:
  - Evidence-based practices relevant to the target
  - Effective technical assistance models and strategies
- Are the effects of technical assistance on system (organizational, professional practice, school climate) and student (satisfaction, involvement in educational planning process, outcomes) evaluated?
- What did the evaluation results indicate regarding: Satisfaction of participants? Usefulness? Knowledge of providers? Change in knowledge or skills of participants? Change in practice? Improvement in student outcomes?