



NTACT

National Technical Assistance Center on Transition



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

Steps 1 – 3:

Assign Team, Assess Status, Make a Plan

A Resource for Annual Capacity Building Institute

Assessment and Planning

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

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

Step 1: Enter Date and Add Team Members

State		Planning Date	
Plan Title			
Team Members			
First name		Email	
Last name		Organization	
Position			
First name		Email	
Last name		Organization	
Position			
First name		Email	
Last name		Organization	
Position			
First name		Email	
Last name		Organization	
Position			
First name		Email	
Last name		Organization	
Position			

Step 2: Assess Status

This section of the transitionprogramtool guides you to:

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

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

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

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

Step 2: Assess Status

Student-Focused Planning

Benchmark	Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
1.1 IEPs include measurable postsecondary goals in the three areas of: (a) education and training, (b) employment, and (c) independent living.	★ ★ ★ ★ ? View reflective questions	★ ★ ★ ★ ? View indicators	★ ★ ★	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
1.2 All annual goals included in the IEP will help prepare students to achieve their postsecondary goals.	★ ★ ★ ★ ? View reflective questions	★ ★ ★ ★ ? View indicators	★ ★ ★	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
1.3 IEPs and IPEs include coordinated transition activities and services that will prepare students to achieve their postsecondary goals.	★ ★ ★ ★ ? View reflective questions	★ ★ ★ ★ ? View indicators	★ ★ ★	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		

Benchmark	Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
1.4 Ongoing comprehensive age-appropriate transition assessment information is used as the basis for defining goals and services in the IEP and IPE.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:		Needs:	
1.5 Planning process, time, and place support student, family, educator, and service provider participation for transition planning.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:		Needs:	
1.6 Students actively participate in development of their IEP and IPE and in their meeting.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:		Needs:	

1.7 IEPs include a program or course of study that clearly aligns with the exit requirements associated with the selected graduation pathway.	★ ★ ★ ★ ? View reflective questions	★ ★ ★ ★ ? View indicators	★★★★	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		

Student Development

Benchmark	Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
2.1 Student assessment data are routinely collected to inform instruction and service planning and decision-making.	★ ★ ★ ★ ? View reflective questions	★ ★ ★ ★ ? View indicators	★★★★	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
2.2 Students receive rigorous and relevant instruction that engages them in learning and builds the skills needed to graduate and to achieve targeted in-school and post-school outcomes.	★ ★ ★ ★ ? View reflective questions	★ ★ ★ ★ ? View indicators	★★★★	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		

Benchmark	Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
2.3 Instruction and services are provided that improve students' classroom behavior, social, and independent living skills with an emphasis on autonomy and self-determination skills (e.g., goal setting, decision making, problem solving, self-advocacy, etc.).	☆☆☆☆? View reflective questions	☆☆☆☆? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
2.4 Instruction and services are provided that build students' employment and occupational skills development, including paid work experience prior to exit.	☆☆☆☆? View reflective questions	☆☆☆☆? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
2.5 Student supports are based on individual needs and provided to foster achievement of targeted in-school and post-school outcomes.	☆☆☆☆? View reflective questions	☆☆☆☆? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		

2.6 Students are encouraged and supported to participate in co-curricular, service learning, extracurricular, and community activities.	☆☆☆☆? View reflective questions	☆☆☆☆? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:		Needs:	

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

Interagency Collaboration

Benchmark	Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
3.1 Formal collaborative agreements and structures are established among school, service providers, community agencies, employers, and postsecondary institutions.	☆☆☆☆? View reflective questions	☆☆☆☆? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:		Needs:	

Benchmark	Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
3.2 Secondary and postsecondary educators, rehabilitation counselors, service providers, employers, and families collaborate to identify and address transition education and service needs of individual students.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:		Needs:	
3.3 Secondary and postsecondary educators, rehabilitation counselors, service providers, employers, and advocacy organizations collaborate to plan, implement, and evaluate programs for transition-age youth based upon community context.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:		Needs:	

Family Engagement

Benchmark	Extent Implemented	Extent/Quality Of Evidence	Priority	Develop Plan?
4.1 Families are seen as essential transition team members and involved in the entire transition planning process in approaches that are responsive to their cultural and linguistic backgrounds.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
4.2 Family empowerment is promoted and supported through respect, choices, and other relevant strategies.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
4.3 Family preparation is provided to increase their knowledge and skills regarding transition education and services.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		

Program Structures

Benchmark	Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
5.1 Educational planning, programs, and curricula are outcome-oriented, reflect high expectations, and rely on a tiered philosophy, viewing general and special education as a unified system offering increasingly intensive support as needed.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
5.2 Data systems and ongoing program evaluation are used to monitor student progress, analyze postsecondary outcomes, and guide program improvement.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
5.3 Strategic planning is conducted regularly, based on data, and guided by evidence-based and promising practices for transition education and services.	☆ ☆ ☆ ☆ ? View reflective questions	☆ ☆ ☆ ☆ ? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		

Benchmark	Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
5.4 Specific and consistent policies and procedures that support implementation of evidence-based and promising practices for transition are established, clearly communicated, and implemented within and between educational and community agencies.	☆☆☆☆? View reflective questions	☆☆☆☆? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
5.5 Sufficient personnel, material, and fiscal resources are allocated for provision of effective transition education and services.	☆☆☆☆? View reflective questions	☆☆☆☆? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		
5.6 The educational environment is safe, welcoming, and culturally responsive to students, families, staff, and other stakeholders.	☆☆☆☆? View reflective questions	☆☆☆☆? View indicators	☆☆☆	<input type="checkbox"/>
Description:	Current Strengths:	Needs:		

Step 3: Make a Plan

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

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

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

Indicate Transition Education and Services Focus Area (e.g., Taxonomy category such as Student-Focused Planning):

Goal:

Indicate 1 or more Capacity Building Strategy (data-based decision making, policy analysis and change, professional development, technical assistance):

TASKS		PERSON	COMPLETION DATE
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	INDICATORS	DATA SOURCES

Additional stakeholders:

Additional resources:

Technical assistance needs:

Indicate Transition Education and Services Focus Area (e.g., Taxonomy category such as Student-Focused Planning):

Goal:

Indicate 1 or more Capacity Building Strategy (data-based decision making, policy analysis and change, professional development, technical assistance):

TASKS		PERSON	COMPLETION DATE
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	INDICATORS	DATA SOURCES

Additional stakeholders:

Additional resources:

Technical assistance needs:

Indicate Transition Education and Services Focus Area (e.g., Taxonomy category such as Student-Focused Planning):

Goal:

Indicate 1 or more Capacity Building Strategy (data-based decision making, policy analysis and change, professional development, technical assistance):

TASKS		PERSON	COMPLETION DATE
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	INDICATORS	DATA SOURCES

Additional stakeholders:

Additional resources:

Technical assistance needs: