

10th ANNUAL

**CAPACITY BUILDING
INSTITUTE**

2016

Charlotte North Carolina

May 3-5 2016



NTACT

National Technical Assistance Center on Transition

Capacity Building Institute Overview

Purpose

Interdisciplinary state teams will gain knowledge and skills – specific to program structures to implement effective practices and build capacity through data based decision making, planning and providing quality professional development, conducting policy analysis, and using effective technical assistance systems. Team members will participate in facilitated state team planning to target improved transition services, high school completion rates, and improved postsecondary outcomes for youth with disabilities.

Intended Outcomes

- a) Gain content knowledge for enhancing effective secondary transition programs including evidence-based intervention and implementation strategies to improve students' postsecondary outcomes.
- b) Increase knowledge and application of strategies to implement program structures (i.e., program characteristics, program evaluation, strategic planning, policies and procedures, resource development and allocation, school climate) effectively.
- c) Participate in a continuous improvement model to build capacity of the system that prepare students for success in college and careers.
- d) Gain knowledge and information from state team colleagues, national technical assistance and dissemination centers and organizations to support states' capacity building related to improved student outcomes.

Sponsor

National Technical Assistance Center on Transition (NTACT)

U.S. Department of Education, Office of Special Education and Rehabilitative Services

Institute Structure and Tips

- The Capacity Building Institute model is a hybrid of content delivered through whole group sessions, smaller group content sessions and workshop sessions, as well as resource sharing with peers or organizations, alternated with facilitated team planning times.
- This year be sure you
 - Access the resources and participate in the discussions during the Resource and Information Sharing
 - Have team members participate in as many content sessions as possible (divide and conquer!) to benefit from the wealth of information provided on Program Structures
 - Fully engage in the facilitated team planning process – using your data to identify goals, tasks, outputs, and outcomes
 - Invite content resources (presenters and representatives from organizations) to your state team planning times to help you think more deeply about how to apply new knowledge
 - Participate as a full team, or divide your team, in the workshop offerings – intended to “launch” the details of your plan into implementation
 - Build relationships with your colleagues from other states and organizations
 - Celebrate your accomplishments. Appreciate learning new things. Ask questions. Have a good time!

Agenda

Tuesday, May 3, 2016

7:45 a.m.—12:15 p.m.	NTACT Facilitator Preparation — <i>June Gothberg and Brian Molina</i>	Lakeshore 3
9:00 a.m. — 3:00 p.m.	CBI Registration	
9:00 a.m. — 1:00 p.m.	Orientation for NTACT Intensive States	University A
10:00 a.m.—12:00 p.m.	Transition 101 for Professionals or Family Members New to Transition — <i>James Martin, University of Oklahoma Zarrow Center</i>	Lakeshore 1
12:30 a.m. — 1:30 p.m.	Institute 101 for New Team Members — <i>Catherine Fowler, NTACT</i>	Lakeshore 1
2:00 p.m. — 2:30 p.m.	Introductions and Welcome — <i>David Test, NTACT UNC Charlotte; Selete Avoke, OSEP Project Officer and Larry Wexler, Director of Research to Practice Division OSEP</i>	University Ballroom
2:30 p.m.— 3:30 p.m.	Keynote Address: Building Capacity to Improve Outcomes that Matter — <i>Barbara Sims, State Implementation and Scaling Up of Evidence-Based Practices Center</i>	University Ballroom
3:45 p.m. — 5:00 p.m.	Individual State Team Planning Session 1 Planning session locations on your handout	
5:00 p.m. — 5:30 p.m.	Facilitator DeBRIEF	University B
5:00 p.m. — 6:30 p.m.	Resource and Information Sharing by State Teams, Technical Assistance, and Federal Partners	Lakeshore Ballroom & University E

Wednesday, May 4, 2016

8:30 a.m.— 9:45 a.m.	Content Session 1 — see pages 4 and 5 for titles, presenters, and locations	
10:00 a.m.—11:15 a.m.	Content Session 2 — see pages 6 and 7 for titles, presenters, and locations	
11:15 a.m.— 1:45 p.m.	Pick up Lunch (provided) and proceed to Team Planning Session 2	
2:00 p.m.— 3:15 p.m.	Content Session 3 — see pages 8 and 9 for titles, presenters, and locations	
3:30 p.m.— 5:00 p.m.	Team Planning Session 3	
5:00 p.m.— 5:30 p.m.	Facilitator DeBRIEF	Lakeshore 4

Thursday, May 5, 2016

9:00 a.m.—10:15 a.m.	Content Session 4 — see pages 9, 10, and 11 for titles, presenters, and locations	
10:30 a.m.—12:00 p.m.	Team Planning Session 4	
12:15 p.m.— 1:30 p.m.	Lunch Panel Presentation: Authentic Youth Engagement and Transition— see page 11 for presenters	University Ballroom
1:45 p.m.— 4:00 p.m.	Launching from the CBI Workshops — see page 12 for titles, presenters, and locations	

Content Session 1: Wednesday, May 4, 2016, 8:30—9:45 a.m.

Title, Description, and Subject Area	Presenters and Location
<p>Empowering Families to be Part of the Solution</p> <p>This session will equip participants with ready to use curriculum, resources, and tools to build the capacity of diverse parents to serve in leadership roles in decision-making groups.</p> <p>Following the session, participants will be able to implement strategies for building and supporting diverse families' leadership capacity for serving on groups that make decisions and engage families as critical partners for addressing disparities in discipline and disproportionality.</p> <p><i>Family Engagement, Strategic Planning, Resource Development and Allocation</i></p>	<p>Debra Jennings, Center for Parent Information and Resources at SPAN and Connie Hawkins, Region 2 Parent Technical Assistance Center at ECAC</p> <p>Host: Misty Terrell, NTACT</p> <p style="text-align: right;">University A</p>
<p>DC's Student Led IEP Project: Scaling Up an EBP</p> <p>Participants will: (1) increase knowledge of the student-led IEP process in DC and the initiatives being supported throughout the District, (2) increase awareness of how to develop a culturally responsive model to increase student participation in the IEP process, and (3) gain access to materials related to self-advocacy instruction and preparation for student engagement in the IEP process.</p> <p><i>Student-Focused Planning, Program Characteristics Resource, Development and Allocation, School Climate</i></p>	<p>Christopher Nace, DC Public Schools, Manager of Secondary Transition</p> <p>Host: Valerie Mazzotti, NTACT</p> <p style="text-align: right;">University B</p>
<p>Taking Care of Business: How Self-Advocacy Groups Are Working to Improve Employment for People with Disabilities</p> <p>Participants will increase their knowledge of strategies for using WIOA to improve employment outcomes; strategies for building strong foundational skills for employment success; and information on current efforts to improve employment outcomes.</p> <p><i>Student Development, Resource Development and Allocation</i></p>	<p>Josie Badger, Daniel Mellentin and LeDerick Horne, RAISE Center</p> <p>Host: Brian Molina, NTACT</p> <p style="text-align: right;">University E</p>
<p>Scaling Up: Transition in Our Cities</p> <p>This session will: (1) demonstrate knowledge of effective professional development patterns that advance effective IEP development, (2) identify no-cost tools for collaboration, data collection/sharing, and (3) identify initial steps for getting started with partners and funders.</p> <p><i>Program Evaluation, Policies and Procedures, Resource Development, Strategic Planning</i></p>	<p>David Brewer, Cornell University and Sue Barlow, Parent Network of Western New York</p> <p>Host: Deanne Unruh, NTACT</p> <p style="text-align: right;">Lakeshore 3</p>

Content Session 1: Wednesday, May 4, 2016, 8:30—9:45 a.m.

Title, Description, and Subject Area	Presenters and Location
<p>Career Pathway: How Do We Ensure Students with Disabilities Benefit as States Focus on Career Pathways for All Students? Part I</p> <p>This session will: (1) describe what career pathways are and how they can help students with disabilities, (2) describe the people, organizations, and processes necessary to establish or strengthen career pathways systems, and (3) identify possible entry points for district and state leaders wishing to strengthen career pathways systems for students with disabilities.</p> <p><i>Student Development, Strategic Planning, Policies and Procedures</i></p>	<p>Catherine Jacques, College and Career Readiness and Success Center (CCRSC)</p> <p>Host: Caroline MaGee, NTACT</p> <p align="right">Lakeshore 1</p>
<p>WIOA Section 511: Policy Impact on Employment Outcomes</p> <p>Participants will: (1) gain knowledge of Section 511 of the Rehabilitation Act, (2) identify actions SEAs, LEAs, and Vocational Rehabilitation Agencies need to take, and (3) identify resources to assist with Section 511 of the Rehabilitation Act implementation.</p> <p><i>Student Development, Interagency Collaboration, Strategic Planning, Policies and Procedures</i></p>	<p>Laura Owens, National Technical Assistance Center on Transition (NTACT) and Christine Johnson, Workforce Innovation National Technical Assistance Center at George Washington University (WINTAC)</p> <p>Host: Laura Owens, NTACT</p> <p align="right">Lakeshore 4</p>
<p>Overview and Application of the Taxonomy for Transition Programming 2.0</p> <p>The Taxonomy for Transition Programming 2.0 (Kohler, Gothberg, Fowler, and Coyle, 2016) builds upon the earlier Taxonomy for Transition Programming (Kohler, 1996) and provides concrete practices—identified from effective programs and the research literature—for implementing transition-focused education. This session will showcase the updates to the taxonomy, including research-based practices for dropout prevention, vocational rehabilitation, school climate, culturally and linguistically diverse youth, social and emotional learning, and more. In addition, attendees will leave with knowledge on how to use the taxonomy for capacity building and program planning and improvement in their state.</p> <p><i>Program characteristics</i></p>	<p>Paula Kohler, June Gothberg, and Catherine Fowler, NTACT</p> <p>Host: Catherine Fowler, NTACT</p> <p align="right">Lakeshore 2</p>

Content Session 2: Wednesday, May 4, 2016, 10:00—11:15 a.m.

Title, Description, and Subject Area	Presenters and Location
<p>Discovering My Life through the Discovery Process</p> <p>Participants will: (1) have an enhanced appreciation of the Discovery Process and their role in valuing and developing the Youth Voice, (2) be inspired by a grassroots story of youth leading you on a self-advocacy journey, and (3) have a deeper understanding of the importance and relevance of family engagement in the Transition IEP process.</p> <p><i>Student Development, Family Engagement, Resource Development and Allocation</i></p>	<p>Kevin Forunato, Christopher Coulston, Cheryl Forunato, Ellen Coulston – students and parents from Delaware team – facilitated by Catherine Burzio</p> <p>Host: Bradley Stevenson, NACT</p> <p style="text-align: right;">University A</p>
<p>Career Pathway: How Do We Ensure Students with Disabilities Benefit as States Focus on Career Pathways for All Students? Part II</p> <p>Increase your understanding of how to use the Guideposts for Success as a framework to ensure inclusion of youth with disabilities in your state and local area’s Career Pathways programs. Increase your understanding of how to use other strategies and models (i.e. the use of Individualized Learning Plans, the High School High Tech Model, and the Integrated Resource Team Model) to increase the participation of Youth with Disabilities in Career Pathways. Increase your understanding of public programs that can be leveraged to provide support to youth with disabilities seeking access to and participation in Career Pathways.</p> <p><i>Student Development, Program Characteristics Strategic Planning, Policies and Procedures</i></p>	<p>DJ Ralston and Curtis Richards, Institute for Educational Leadership (IEL)</p> <p>Host: Kelly Clark, NACT</p> <p style="text-align: right;">University B</p>
<p>Improving the Outcomes of Youth on Supplemental Security Income (SSI) through Information-Driven Counseling</p> <p>Participants will increase their understanding of a proposed pilot program to improve outcomes of SSI youth through information-driven counseling. If interested, may be able to participate in the pilot.</p> <p><i>Interagency Collaboration, Program Evaluation, Policies & Procedures</i></p>	<p>Manasi Deshpande and Rebecca Dizon-Ross, University of Chicago</p> <p>Host: Dawn Rowe, NACT</p> <p style="text-align: right;">University E</p>
<p>Examining Post School Outcomes: A Continuous Improvement Process for Post-Secondary Transition Practices</p> <p>Participants will learn about a systematic framework for using data inquiry and collaborative school teams to understand indicator data and apply it to the development and implementation of action plans to improve practices at a local level.</p> <p><i>Program Evaluation, Strategic Planning</i></p>	<p>Jan Cawthorn, Mesa Public Schools, Arizona</p> <p>Host: Charlotte Alverson, NACT</p> <p style="text-align: right;">Lakeshore 1</p>

Content Session 2: Wednesday, May 4, 2016, 10:00—11:15 a.m.

Title, Description, and Subject Area	Presenters and Location
<p>Infrastructure Analysis and Using Data for Program Improvement: Lessons from Intensive TA Work</p> <p>Increased knowledge of the steps to: (1) prepare for intensive technical assistance through NTACT, (2) build interagency collaborations, and (3) identify and partner to accomplish cross-agency goals.</p> <p><i>Program Evaluation, Resource Development, Strategic Planning</i></p>	<p>Jennifer Kane and Mark Hinson, Nevada Department of Education (NVDOE), Office of Special Education; Janice Johns, NV Department of Employment, Training and Rehabilitation; Randi Hunnewill, NVDOE, Office of Career Readiness, Adult Learning, and Education Options</p> <p>Host: Caroline MaGee, NTACT</p> <p style="text-align: right;">Lakeshore 2</p>
<p>Working Collaboratively to Implement Pre-Employment Transition Services</p> <p>This session will focus on: (1) relationship and coordination between education and vocational rehabilitation, (2) defining roles and responsibilities – interagency agreements, (3) services to groups, and (4) summer programs.</p> <p>The session will include examples and ideas from states regarding quality services that prepare students with disabilities for employment.</p> <p><i>Interagency Collaboration, Program Characteristics, Strategic Planning</i></p>	<p>Ruth Allison and Jacque Hyatt, NTACT and Melissa Diehl (WINTAC) at George Washington University (GWU)</p> <p>Host: Ruth Allison, NTACT</p> <p style="text-align: right;">Lakeshore 3</p>
<p>Selection of Evidence-Based Practices to Move the Needle for Results Driven Accountability</p> <p>The session will provide participants with a brief overview of Results Driven Accountability and present a summary of state systematic improvement plans (SSIPs) (Part B, Indicator 17). Emphasis will be placed on the state improvement measurable results (SIMR) focused on increasing graduation rates and post-school outcomes. Then the presenters will review NTACT's "Effective Practices and Predictors Matrix." Following the summary of the states' SSIPs and the effective practices matrix, the presenters will engage the audience in a rich discussion regarding successful strategies for supporting local education agencies (LEAs) in selecting and implementing appropriate evidence-based practices to increase outcomes for students with disabilities.</p> <p><i>Student-Focused Planning, Student Development, Program Characteristics, Program Evaluation</i></p>	<p>Katherine Bradley Black, WestEd; Tessie Bailey American Institute for Research (AIR) and David Test, NTACT</p> <p>Host: David Test, NTACT</p> <p style="text-align: right;">Lakeshore 4</p>

Content Session 3: Wednesday, May 4, 2016, 2:00—3:15 p.m.

Title, Description, and Subject Area	Presenters and Location
<p>Engaging Culturally & Linguistically Diverse Students and their Families in Transition</p> <p>This session will: (1) identify common challenges experienced by Culturally & Linguistically Diverse (CLD) students & families that prevent them from fully engaging in the transition planning process and (2) identify strategies to increase professional and agency capacity to serve CLD students and their families.</p> <p><i>Family Engagement, Resource Development and Allocation, School Climate</i></p>	<p>Miho Onaka, Open Doors for Multicultural Families</p> <p>Host: Tosha Owens, NTACT</p> <p style="text-align: right;">University A</p>
<p>Employability Skills: Supporting Students with Disabilities</p> <p>Participants will: (1) understand how employability skills (ES) relate to students with disabilities, (2) explore ways to leverage existing programs to better ensure that students with disabilities have opportunities to develop ES, and (3) explore ways in which ES work can help improve the prospects of postsecondary success for these students.</p> <p><i>Student Development, Policies and Procedures</i></p>	<p>Dalia Zabala and Tessie Bailey, College and Career Readiness and Success Center at AIR</p> <p>Host: Bradley Stevenson, NTACT</p> <p style="text-align: right;">University B</p>
<p>Early Lessons from the <i>Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Program: Suggestions for Promising Practice</i></p> <p>Acquire increased understanding of the impact of work experience while in school on Indicator 14. Gain knowledge of challenges/successes/lessons learned in designing work experiences for youth. Increase understanding of WIOA expectations and how to prepare for them.</p> <p><i>Program Characteristics</i></p>	<p>Ellie Hartman, Wisconsin PROMISE; Jade Gingerich and Kelli Crane, Maryland PROMISE</p> <p>Host: Selete Avoke, OSEP</p> <p style="text-align: right;">University E</p>
<p>Building Capacity Through Pre-Service Programs: What Influence Can States Have?</p> <p>Develop increased knowledge of how to identify state and local professional development needs when planning or revising pre-service programs. Learn how to share information for transition specialists from CEC with state personnel and plan for future professional development resources.</p> <p><i>Resource Development and Allocation, Strategic Planning</i></p>	<p>Mary Morningstar, NTACT</p> <p>Host: Kelly Clark, NTACT</p> <p style="text-align: right;">Lakeshore 4</p>

Content Session 3: Wednesday, May 4, 2016, 2:00—3:15 p.m.

Title, Description, and Subject Area	Presenters and Location
<p>Joint Personnel Development: Different Audiences Same Purpose</p> <p>This session will include a description and outline of training curriculum. Participants will appreciate the value of a common discovery process and tool to encourage cross-agency understanding and collaboration and see lessons learned and impact of cross-agency professional development.</p> <p><i>Program Characteristics, Resource Development, School Climate</i></p>	<p>Sandra Miller, Delaware Division of Vocational Rehabilitation; Dale Matusevich, DE Department of Education; and George Tilsen, Tilsen and Diaz Solutions</p> <p>Host: Jacque Hyatt, NTACT</p> <p style="text-align: right;">Lakeshore 1</p>
<p>Implementing Statewide in a Big, Rural, Diverse State</p> <p>Participants will: (1) gain understanding of different approaches to implementation of statewide programs in diverse states and (2) generate ideas for improving partnerships between state Departments of Education and Vocational Rehabilitation (which you can convert into consistent format with others).</p> <p><i>Program Evaluation, Strategic Planning, Resource Development</i></p>	<p>Alissa Trolinger, Arizona Department of Education and Alison Lowenthal, Idaho Department of Vocational Rehabilitation Services</p> <p>Host: Ruth Allison, NTACT</p> <p style="text-align: right;">Lakeshore 3</p>

Content Session 4: Thursday, May 5, 2016, 9:00—10:15 a.m.

Title, Description, and Subject Area	Presenters and Location
<p>Student's Role in the Transition Assessment Process and IEP Development</p> <p>Participants will learn: (1) the importance of involving students and becoming actively engaged in the transition assessment and IEP process, (2) methods to teach students how to become involved in the transition assessment and IEP process, and (3) how to create opportunities for students to become involved in the transition assessment and IEP process.</p> <p><i>Student Focused Planning, Program Characteristics, School Climate</i></p>	<p>James Martin, University of Oklahoma Zarrow Center</p> <p>Host: Brian Molina, NTACT</p> <p style="text-align: right;">University A</p>
<p>How to Develop and Implement an Engaging and Meaningful Youth Transition Summit</p> <p>Gain increased understanding of how to engage youth and young adults in your state in planning, implementing and sustaining a youth lead, and youth driven statewide event.</p> <p><i>Student Development, Resource Development and Allocation, Strategic Planning, School Climate</i></p>	<p>Michael Stoehr, Pennsylvania Department of Education, Bureau of Special Education, PA Transition Technical Assistance Network (PaTTAN), Marianne Moore, Virginia Department of Education, and Joan Kester, George Washington University</p> <p>Host: Caroline MaGee, NTACT</p> <p style="text-align: right;">University B</p>

Content Session 4: Thursday, May 5, 2016, 9:00—10:15 a.m. (continued)

Title, Description, and Subject Area	Presenters and Location
<p>Developing a Product Jointly to Improve Planning: Success Story from Nebraska</p> <p>Learn how Nebraska developed a Transition Guide to support Transition Planning capacity for students. The guide can be used to increase transition capacity (problem solving/collaboration/coordination) in several entities: (1) education staff-general educators/special educators, (2) agency staff (i.e. DDS,VR), (3) across agencies (e.g. school, VR, DDS, DOL, PTI), and (4) student/parent- IEP transition planning. Participants will receive a Nebraska Transition Guide.</p> <p><i>Resource Allocation, Resource Development</i></p>	<p>Rita Hammit, Brigd Griffen, and Donna Hoffman, Nebraska Department of Education</p> <p>Host: Catherine Fowler, NTACT</p> <p style="text-align: right;">University E</p>
<p>Collecting Quality Data: Why It Matters and Guidance to Improve Our Process</p> <p>Participants will: (1) increase knowledge of what constitutes high quality data, (2) increase knowledge of improving processes for collecting high quality data, and (3) increase knowledge of the use of high quality data for measuring program effectiveness.</p> <p><i>Program Evaluation</i></p>	<p>Nancy O’Hara, IDEA Data Center and Todd Honneycutt, Mathematica</p> <p>Host: David Test, NTACT</p> <p style="text-align: right;">Lakeshore 3</p>
<p>Beginning with the End in Mind: Helping Local Districts Plan Like We Do!</p> <p>Participants will learn about: (1) using data to develop district level plan and targeted interventions and (2) using the tool's Needs Assessment to prioritize strategic planning activities.</p> <p>Participants will increase knowledge of: (1) working with local transition teams to use the <i>Taxonomy for Transition Programming</i>, (2) working with local transition teams to learn and implement EBPS at the local level, and (5) strategies for interagency collaboration.</p> <p><i>Program Characteristics, Program Evaluation, Strategic Planning, Resource Development and Allocation</i></p>	<p>Jane Slade, Rhode Island Department of Education; Cindy Van Avery, Northern Rhode Island Regional Transition; Maryann Struble, Rhode Island; Bonnie Boaz, Arkansas Transition Services and Jody Fields, University of Arkansas at Little Rock</p> <p>Host: Misty Terrell, NTACT</p> <p style="text-align: right;">Lakeshore 1</p>

Content Session 4: Thursday, May 5, 2016, 9:00—10:15 a.m.

Title, Description, and Subject Area	Presenters and Location
<p>Cross-Boundary Work and Collaboration; Walking the Walk: A Discussion</p> <p>Join representatives from multiple youth-focused National TA and Training Centers to engage in a discussion around what it REALLY means to engage in cross-boundary work and collaboration. This team of professionals will share examples from the field, but will do so in the context of a discussion with state teams as they volunteer to share information about their own needs and efforts, including emerging practices and challenges. The purpose of this session is to help each individual think through their state’s current engagement in cross-boundary work, including challenges and roadblocks their state faces and areas for improvement and expanded efforts.</p> <p>Increase states’ knowledge around collaboration and cross-boundary work as it relates to transition.</p> <p>Allow state teams an opportunity to share and learn from each other about current transition efforts including emerging practices and challenges happening.</p> <p><i>Policies and Procedures</i></p>	<p>Loujeania Bost & Jacque Hyatt, NTACT; Leon Barnett, PROMISE Technical Assistance Center; Maureen McGuire-Kuletz, WINTAC at GWU; and DJ Ralston, VR Youth Technical Assistance Center (Y-TAC) at IEL</p> <p>Host: Janette Shell, RSA</p> <p style="text-align: right;">Lakeshore 4</p>

Lunch Panel Presentation: Thursday, May 5, 2016, Lunch begins at 12:15 p.m. Panel Presentation 12:45—1:30 p.m.

Title	Presenters and Location
<p>Authentic Youth Engagement and Transition</p>	<p>Taylor VanHaaren Michigan; Christopher Coulston, Delaware Project Search; Everett Diebler, Lehigh Valley Center for Independent Living, Pennsylvania; Clement Coulston, Delaware; Jameson Rawson, Aspire of Mid-Michigan</p> <p>Facilitator: Maria Peak, ASPPIRE of Mid-Michigan</p> <p style="text-align: right;">University Ballroom</p>

Launching from the CBI Workshops: Thursday, May 5, 2016, 1:45—4:00 p.m.

Title and Description	Presenters and Location
<p>Workshop 1: An Informed Family and Youth Engagement Plan</p> <p>This workshop will frame issues regarding the engagement of the most important partners in system change efforts. Participants will: (1) participate in deeper drive to become familiar with a framework to (a) address factors that influence engagement, (b) identify disengaged family stakeholders, and (c) create strategies for engaging families; (2) learn strategies to engage particular subgroups of families who are not typically engaged at local and state/regional levels; and (3) work collaboratively to (a) identify strategies to initiate efforts for expanding family engagement and (b) identify methods to evaluate whether efforts for engaging families are effective.</p> <p><i>Student Development, Family Engagement, Resource Development and Allocation, Strategic Planning, School Climate</i></p>	<p>Josie Badger, RAISE Center; Clement Coulston; Connie Hawkins, Region 2 RPTTAC; Daniel Melanthin, RAISE Center; Amy Pleet-Odle, Inclusion Coach; Sean Roy, PACER Center</p> <p>Host: Dawn Rowe, NTACT</p> <p style="text-align: right;">University A</p>
<p>Workshop 2: Evaluating the Impact of Your Efforts</p> <p>Your team just finished working on a plan for improvement of transition education and services. Perhaps you focused on student or family engagement in the transition planning process, improved collaboration across agencies, or increasing positive post-school outcomes for students with disabilities. What should you evaluate? What tools will you use? How will you know if you achieved your goals? How will you identify what worked, what didn't work, and why? What evidence do you need to determine impact to youth and other stakeholders? This hands-on workshop will provide information, resources, and guided work time for evaluating the goals, activities, outputs, and outcomes of your capacity building plan for transition. We will include an overview of NTACT's six levels of evaluation, examples from NTACT led evaluations, examples from your peers involved in transition improvement activities across the U.S., and hands-on time with NTACT staff to assist with creating or improving the evaluation components of your plan.</p> <p><i>Program Evaluation</i></p>	<p>June Gothberg, Brian Molina, and Jacque Hyatt, NTACT</p> <p>Host: June Gothberg, NTACT</p> <p style="text-align: right;">Lakeshore 1</p>
<p>Workshop 3: Getting the Research into Practice within a Planned System for Professional Development and Technical Assistance</p> <p>As a result of participating in this workshop, state and agency staff will: (1) increase understanding of factors that positively influence impact of professional development systems in states, (2) increase knowledge of strategies for delivery and implementation of professional development and technical assistance in both urban and rural areas, and (3) identify short term (3-month) activities to complete as a step toward developing effective professional development within the context of their team's plan to build capacity, developed during the CBI.</p> <p><i>Strategic Planning, Resource Development and Allocation</i></p>	<p>Dana Lattin, Caroline MaGee, and Catherine Fowler, NTACT</p> <p>Host: Caroline MaGee, NTACT</p> <p style="text-align: right;">Lakeshore 3</p>

