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National Technical Assistance Center on Transition

Scaling Up Statewide

Paula Kohler, Ph.D. – UCF
June Gothberg, Ph.D. – Wmich
and others



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Purpose of Our Work

Purpose



**Improve
student
outcomes!**



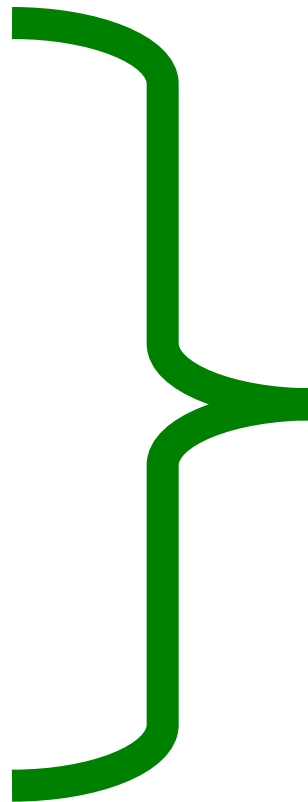
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Context for Improving Practice

Factors

- Federal policy
(e.g., IDEA,
WIOA)
- State and local
policy
- Community
- **Effective
practices**





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Our Challenge Continues

How do we link what we've learned from transition research with practices in our schools and communities?





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Transition Practices Research

- 2006 – ongoing
- NSTTAC, NDPC-SD, NPSO and others
- Capacity building and local program improvement
- Continued knowledge development
- Ongoing reviews of the literature
- IES levels of evidence
- Correlational studies and specific interventions



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Transition Practices Research: NTACT Expanded Emphasis

- Academic interventions in relation to transition focused education
- Keeping kids in school
- Vocational rehabilitation
- Success in postsecondary education
- CTE and work-based education

Taxonomy for Transition Programming 2.0

Student-Focused Planning

- IEP Development
- Planning Strategies
- Student Participation

Family Engagement ✓

- Family Involvement
- Family Empowerment
- Family Preparation

Student Development

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

Program Structures

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

Interagency Collaboration

- Collaborative Framework
- Collaborative Service Delivery



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Taxonomy for Transition Programming 2.0

- Newly updated – April 2016
- Embeds EBPPs for
 - Dropout prevention
 - Family engagement
 - Graduation
 - Human resource allocation in schools
 - Instructional context
 - Rehabilitation
 - School climate
 - School scale up
 - Social, emotional, and life skills
 - Transition to postsecondary education and employment



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Transition Practices Research

Macro Level

- Systems
- Programs
- “Generic” practices

Micro Level

- Specific interventions



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Transition Practices Research

Predictors!

Macro Level

- Systems
- Programs
- “Generic” practices

Practices!

Micro Level

- Specific interventions



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Transition Practices Research

Taxonomy 2.0

Macro Level

- Systems
- Programs
- “Generic” practices

EBPPs on
transitionta.org

Micro Level

- Specific interventions



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Moving from Knowing to Doing

transitionprogramtool.org

- Benchmarks
- Reflective questions
- Indicators
- Example goals
- Example outputs
- Example outcomes
- Evaluation strategies



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Is there a Benefit to Using transitionprogramtool.org?

- Our hypothesis predicted that using an online strategic planning tool versus a paper strategic planning tool would improve the technical soundness of annual strategic plans.



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Results

- Paired samples t test supported the hypothesis
- Found a **significant increase in technical soundness** of
 - online plans (M = 26.08, SD = 6.44)
 - compared to paper plans (M = 19.63, SD = 7.00)
- $t(37) = 6.26$, **$p < .0001$** , 95% CI [4.36, 8.54], $d = 1.04$

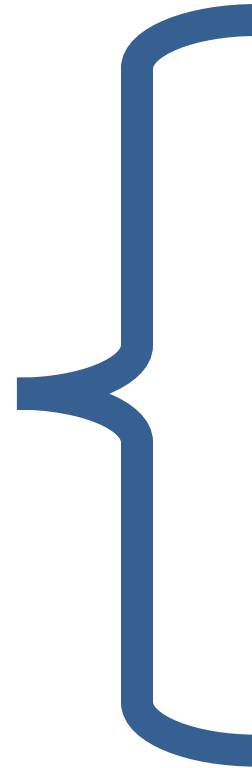


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Strategic Planning Process

- State level – build capacity
- Local level – program improvement



EBPs and predictor information integrated throughout with examples



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State-Level Capacity Building

- Use SPP/APR Indicator B 1, 2, 13, 14 & other data
- Build capacity to implement EBPPs
- Apply capacity building strategies
 - Data-based decision-making
 - Policy analysis and change
 - Professional development
 - Technical assistance



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Local-Level Improvement

- Use SPP/APR Indicator B 1, 2, 13, 14 & other data
- Plan, implement, evaluate local program improvement
- Apply program improvement strategies
 - Collaboration and partnerships (interagency, interdisciplinary)
 - Policies and procedures (IEP development, assessment)
 - Events (PD events, outreach events)
 - Curricula and materials



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Scaling Up Statewide

Using transitionprogramtool.org at Local Level

- Self-assessment and planning focus on using data
- Self-assessment and planning focus on implementation and evaluation of EBPP
- Built-in resources provide EBPP content, outcome indicators, and data sources



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Scaling Up Statewide

- The system creates a record, across time and through personnel changes
- The system fosters data downloads by the project team and state/local teams
- Data downloads foster
 - Technical soundness assessment
 - Tracking progress (or not) across time
 - Research regarding implementation science



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Benefits: Technical Soundness

When we provide teams in-depth feedback about the technical soundness of their plans:

- many go back and update
- many add or add to their evaluation plans



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Benefits: Progress Reporting

- Teams that report their progress at the Midyear Cadre are much more likely to complete their action steps and make “progress” toward completing their goal(s).



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Benefits: Evaluation

- Teams that plan for evaluation are much more likely to conduct evaluation
- Teams that conduct evaluation know what progress they've made toward or achieved their outcomes and are better equipped to plan next steps



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Benefits: TA & PD Strategies

- Regional TA providers – access to your local districts’/schools’ plans
- “Harvesting” needs data – ID TA & PD needs
- “Harvesting” strengths data – ID TA & PD providers, examples
- Get important data into the “right” hands – load into each local site’s site



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Benefits: Scaling Up Statewide

- “Harvesting” strengths data – ID TA & PD
providers, examples
- Identifying your local model from which to scale up
 - What’s the focus?
 - Is there a local commitment to share and to sustain?
 - Does the local site have social validity?

Expectations

- **Attendance at state transition institute**
- **Attendance at state cadre meetings**
- **Development of innovative action plan**
- **Access to local and state data**
- **Use data-based decision making**
- **Administrative support for implementation of action plan**
- **Some resources available for implementation of action plan**
- **Basic infrastructure in place (e.g., personnel)**
- **Access to state resources**
- **Appreciation for state resources**

Commitments of Local Partner Sites

- **Personnel commitment**
- **Administrative commitment**
- **Designated transition team contact**
- **Regular and routine correspondence with NSTTAC (no less than monthly)**
- **Plan implementation**
- **Progress assessments of plan implementation**
- **Collection of evaluation data to determine impact of action plan activities**



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Benefits and Strategies: Testimonials

- Utah
- Rhode Island
- Arkansas
- Others?



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Questions?

