

Program Development for Transition Planning – Part II



UNIVERSITY OF
SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE

Center for Disabilities
University Center for Excellence in Developmental
Disabilities Education, Research and Service

Dedicated to *Life* Without Limits

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 **HUMAN
DEVELOPMENT
CENTER**
BUILDING CAPACITY INSPIRING CHANGE

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**This is Part II of a 2 part webinar series entitled
“Program Development for Transition Planning”**

**It is strongly advised that you view Part I of this
webinar, to have a complete understanding of the
issues involving a systems level approach to
Transition Program Development.**

Thank you!

REVIEW OF INTRODUCTION TO PART I

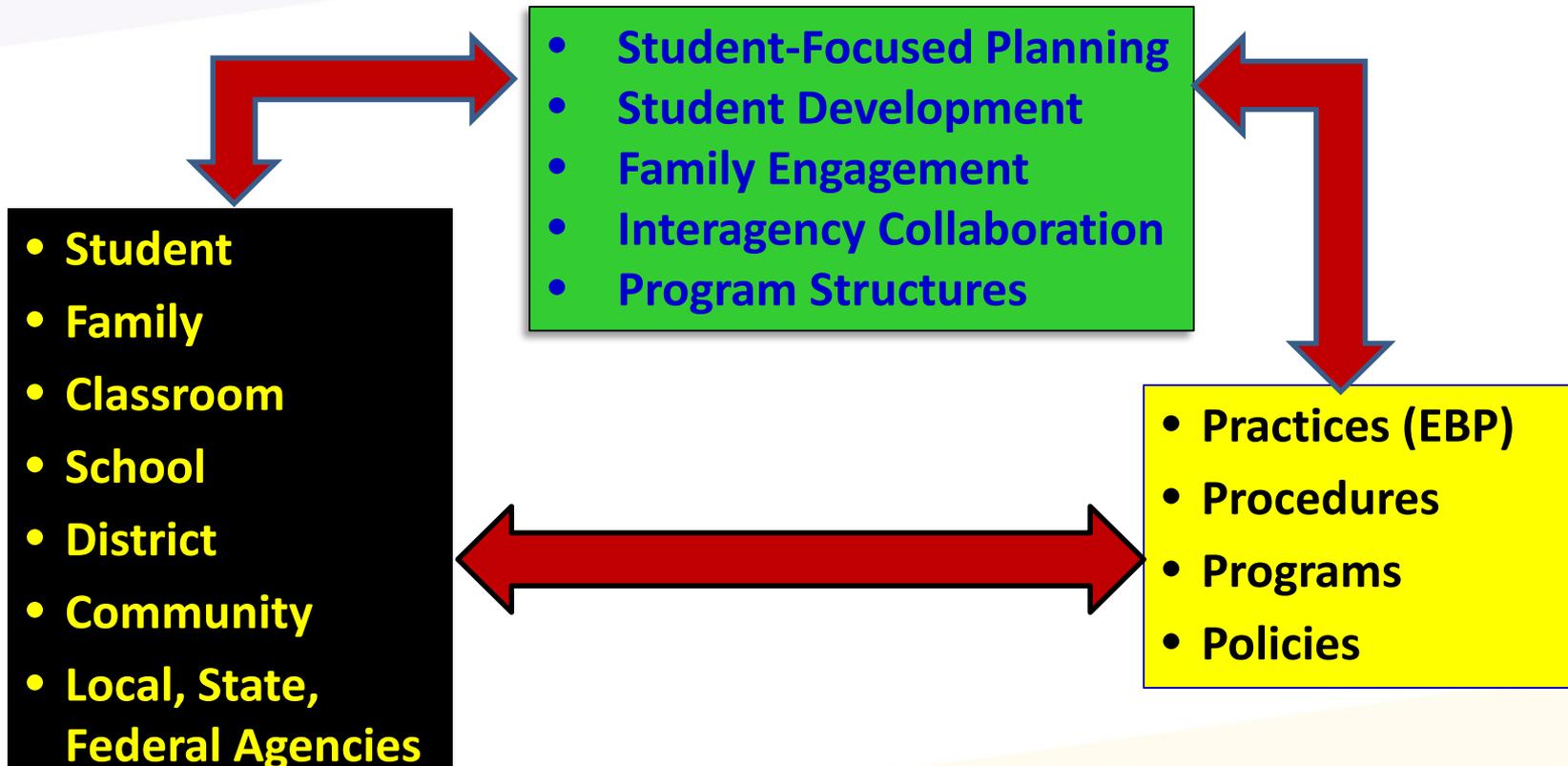
This does not include the information involving the 1st 6 questions addressed in Part I

Webinar Goals

1. Brief overview of transition program development
 2. Understand program development as a continuous and ongoing effort
 3. 12 key questions for a program development initiative
 4. Knowledge of strategies, resources, and tools for program development
 5. Strategies for evaluating and improving program development efforts
-

Coordinated Systems Approach

Full implementation of the transition provisions of IDEA requires a *coordinated systems* level approach (4Ps)



12 Questions & Steps to Continuous Program Development & Improvement

1. What are the postsecondary outcomes students should achieve?
 2. What skills or knowledge are needed by students that are essential to achieving outcomes?
 3. How do you know whether or not students have the skills and knowledge they need?
 4. What are practices, procedures, program, and policies (4Ps) are essential (minimally required) to achieve transition outcomes?
 5. What tools and resources do you need to implement the 4Ps you have and need?
 6. What kind of funding is needed to support the full implementation of 4Ps?
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12 Questions & Steps to Continuous Program Development & Improvement

7. What kind of staffing is needed to implement the 4Ps you have and need?
 8. What kind of staff support is needed to implement 4Ps?
 9. What policies and procedures support or inhibit full implementation of 4Ps?
 10. What kind of collaboration is needed from other local, state and federal agencies, parent organizations, advocacy organizations, community agencies, universities, employers, etc.
 11. How are you assessing, evaluating, monitoring and improving 4P effectiveness?
 12. How are you gathering and using information for program improvement, expansion, and sustainability?
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Question #4

What practices, procedures, program, and policies (4Ps) are essential (an absolute must) to achieve transition outcomes?

Conducting a 4P Review & Needs Assessment

- What essential 4Ps do you have in place?
 - Do you conduct a periodic 4P needs assessment? How frequently?
 - **DOI:** To what extent are the 4Ps you have in place fully implemented?
 - **Essential:** What essential 4Ps are not in place?
 - **Scope & Range:** Is the range of 4Ps sufficient to address student needs?
 - **Minimum Requirements:** What 4Ps not in place can you develop and implement with minimum effort and resources available?
 - **Priority:** What 4Ps are a high, medium and low priority for implementation?
 - **EBTP:** What evidence do you have that evidence-based transition practices are routinely implemented?
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Question #4

Essential 4Ps

- Use of Kohler's Taxonomy for Transition Programming as a framework for continuous program development and capacity building
 - Implementation of EBPs and assessment in the delivery of transition instruction, services and programs
 - Work-based learning in the community
 - Self-determination strategies (emphasis on goal setting & self-management)
 - Post-school survey for assessing student status and program needs
 - Strategic planning at local level
 - Interagency collaboration engagement and agreements
 - Ongoing professional development and support
 - Student, family and community involvement and engagement
 - Engagement of employers and business community
 - Ongoing program review, monitor, management and evaluation
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SELECTED NTACTION PLANNING TOOLS

Transition Program Planning Tool ([NTACT Evaluation Toolkit](#))

- [Introduction and Resources](#) (State transitionprogramtool.org Introduction and Resources)
- [Programmatic Inventory & Needs Assessment](#) (State transitionprogramtool.org Steps 1-3)

[Checklist for Identifying and Evaluating Program Areas](#)

[Examples for Planning and Evaluating Goals, Activities, Outcomes](#)

Transition Coalition QI-2 Needs Assessment

IMPORTANT NOTE: You will need to create an account to access this link.

- The QI-2 data is most useful if 10+ stakeholders complete the survey
- Transition Coalition can develop an aggregate report that will help you zoom in on problem areas and highlight your strengths.

Aggregated QI-2



Transition Coalition QI-2 Needs Assessment

- The individual QI-2 summary report (available to anyone who takes the QI-2) is a useful guide for making changes to your program.

Individual QI-2



Informal Program Asset Inventory

1. What are the possibilities (i.e., programs and services) for youth with disabilities after completing school?
 2. What are the requirements for accessing programs and services?
 3. Are there any costs to persons applying for programs and services?
 4. What is the average time between applying for services and actually receiving services?
 5. What do transition staff, students and parents/family members know about these programs and services?
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Informal Program Asset Inventory

6. How is information made available to staff, students and parents/family members?
 7. What are the strengths and limitations of available programs?
 8. What collaborative arrangements exist with organizations implementing programs and services?
 9. What do we know about the outcomes of available programs and services?
 10. To what extent are persons satisfied with the services they received?
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Local Program Inventory

Organizations	Programs & Services	Eligibility Requirements	Contact Information
Employment			
Post-secondary education			
Living independently			
Social-recreation			
Community participation			
Advocacy			
Financial Support			

Question #5

What tools and resources do you need to implement the 4Ps you have and need?

- ***Tools and resources depend on the activity being implemented***
 - ***Activities are specific to 4Ps (Is it instructional practice, a transition program, school policy, evaluation, etc.?)***
 - **Transition programming tools available online**
 - [NTACT](#)
 - [University of Oklahoma Zarrow Center](#)
 - [Beach Center on Disability](#)
 - [Transition Coalition](#) (need to create an account)
 - [University of Oklahoma Zarrow Center](#)
 - [Transition Assessment Goal Generator](#) (need to create an account)
 - [Autism Speaks Transition Toolkit](#)
 - [Institute for Community Inclusion](#)
 - [ThinkCollege](#)
 - [Florida Center for Students with Unique Abilities](#)
 - [National Collaborative on Workforce and Disability for Youth \(NCWD/Youth\)](#)
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Question #6

What kind of funding is needed to support the full implementation of which 4Ps?

- What can be implemented with existing resources?
 - What practices, programs or services need additional funding?
 - What are potential funding sources both public and private?
 - Are there other organizations implementing practices, programs or services that might be accessed?
 - What are their funding sources?
 - Can a satellite be organized?
 - Can a collaborative agreement be established to partially or fully implement practices, programs or services?
 - Who knows what about local, state and federal grants?
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Some Possibilities

- Greater New Orleans Foundation
 - GPOA Foundation
 - Grantsmanship Foundation
 - Louisiana Grant Resources
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Question #7

What kind of staffing is needed to implement the 4Ps you have and need?

- expertise/knowledge
 - Evidence-based transition practices
 - Effective local and state models of transition programming, employment, postsecondary education, independent living, 4Ps, etc.
 - Funding public and private at local, state and national level
 - Program planning, design and evaluation
 - Experience working in inclusive community-settings (e.g., public transportation, work settings, retail, public transportation, etc.)
 - Leadership
 - Ability to work with individuals in the community, various professional backgrounds/disciplines, advocacy organizations, parents and family
 - Emphasis on developing collaborative relationships
 - Ability to generate support for opportunities in community
 - Requires continuous professional development
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Question #8

What kind of staff support is needed to implement 4Ps?

- Training and professional development (type and frequency; 4P focused)
 - Adequate resources and funding
 - Access to tools
 - Time
 - Flexibility (operating in community)
 - Other
-

Question #9

What supports or inhibits full implementation of 4Ps?

Potential Barriers

- Lack of adult services & programs that match the capability or needs of youth transitioning from school (local program inventory)
 - Issues around security and liability (e.g., travel training)
 - Lack of knowledge & understanding of work incentives related to SSI
 - Late referrals for adult services (e.g., VR)
 - Limited district level support (compliance v. commitment)
 - Limited attention to implementation of EBTPs especially self-determination strategies (known to be related to better postschool outcomes)
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Question #9

What supports or inhibits full implementation of 4Ps?

Potential Solutions

- Professional development & training
 - Emphasis on program development & expansion focused on the implementation of EBTPs
 - Gathering & continuous dissemination of accurate information
 - Research models that appear to have solutions to security & liability issues
 - Collaborative agreements with local and state agencies regarding engagement in transition planning and referrals.
 - Use of social media and other forums to highlight successes
 - Continued advocacy
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Question #9

What supports or inhibits full implementation of 4Ps?

Potential Solutions

- ***Organization of a Transition Planning & Development Team that focuses on transition program development at three levels:***
 - ***Key stakeholders***
 - ***Core components of transition programming***
 - ***4Ps (Practices, procedures, programs and policies)***
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Transition Program Planning & Development Team

- Includes critical stakeholders
 - Administrators
 - Teachers
 - Parent/family members
 - Representatives from local and state agencies (e.g., VR, DD Council, SS)
 - Adult service agencies
 - Postsecondary education (esp. community colleges)
 - Independent living centers
 - Employers
 - Advocacy organizations
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Transition Program Planning & Development Team

- Conducts programmatic needs assessment
 - Current status of youth who have exited school system (key focus areas)
 - Degree of implementation of EBTPs
 - Availability of needed programs and services
 - Barriers to achieving transition outcomes
 - Assets & strengths that support successful outcomes
 - Priorities (immediate, short-term, long-term)
 - Develops a plan for program development, improvement, expansion & sustainability
 - Implements plan
 - Monitors, manages, evaluates, charts and reports progress
-

Recommended Tools

NTACT Evaluation Toolkit

[Planning Tools for Improving Transition Education](#)

- [2012 Indicator 13 Checklist Form B](#)
- [State transitionprogramtool.org Introduction and Resources](#)
- [State transitionprogramtool.org Steps 1-3](#)

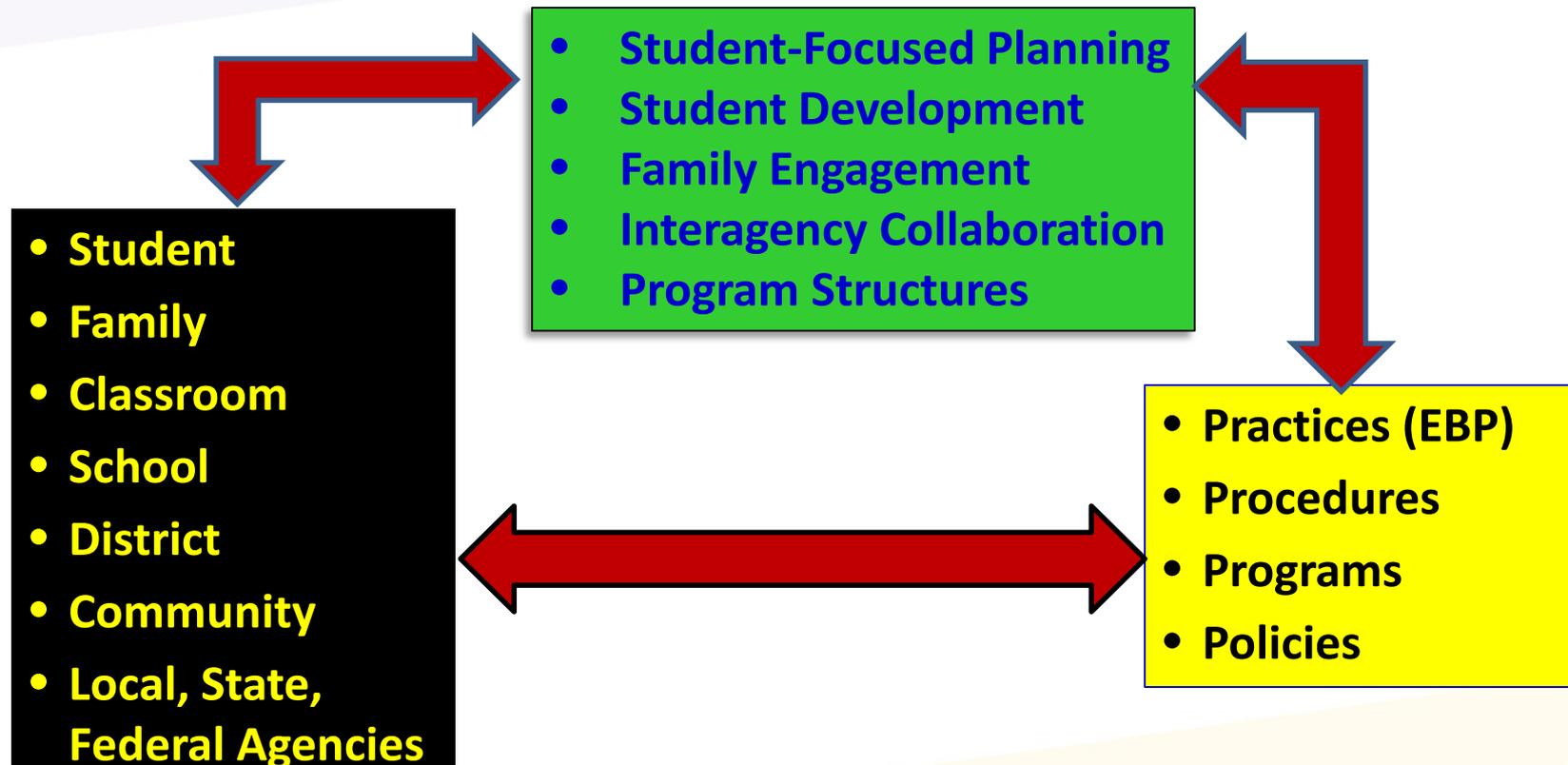
[Transition Coalition QI-2 Needs Assessment](#)

Question #10

What kind of collaboration is needed from critical stakeholders?

- Leadership
 - Respect and inclusion of experience, knowledge & expertise
 - Input
 - Inclusion
 - Engagement
 - Shared responsibility
 - Problem solving (solutions)
 - Commitment
 - Follow-through
 - Understanding leading to formal & informal collaborative agreements
-

Collaboration at the Systems Level - Who's at the table & what do they bring?



Question #11

How are you assessing, evaluating, monitoring and improving 4P effectiveness?

- Monitoring, reviewing and managing P4 implementation
- Documenting and recording implementation
- Assessing extent to which you actually achieving the outcomes you want to achieve (data/evidence of achievement)?

Understandings

- Evaluation is a tool not an outcome
 - Evaluation is intended for program improvement, expansion, & sustainability
 - Effective evaluation requires stakeholder input and engagement
 - Use of evaluation for compliance typically results in
 - Unreliable and inaccurate information
 - Stakeholder disengagement
 - Uninformed decision-making
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Question #11

How are you assessing, evaluating, monitoring and improving 4P effectiveness?

- Good Evaluation Addresses Key
 - Progress achieved
 - Assets that support progress
 - Barriers that inhibit progress
 - What 's necessary
 - What's next
-

Question #12

How are you gathering, reporting and using information?

Key sources of information

- Records of program implementation
 - Periodic needs assessment
 - Informal stakeholder input
 - Program evaluation
 - Student performance
 - Student follow-up after exit
 - Degree of implementation of EBTPs
-

Question #12

Purpose of program monitoring, management, review, and evaluation

- Improvement
- Expansion
- Sustainability
- Full implementation
- Fidelity of implementation
- Use of research & evidence-based practices
- Inform periodic needs assessment

How is information reported & used?

- Is it accessible & understandable?
 - Does it practical and useful?
 - Does it help to guide & inform?
 - Does it promote, empower & support stakeholder engagement?
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Summary

Transition program development involves

- Asking and answering key questions
 - Systems level approaches
 - Inclusive stakeholder engagement
 - Problem-solving
 - Multiple tools & resources
 - Transparent and informed data gathering and reporting
 - Stakeholder experience, knowledge & expertise
 - Technical and adaptive leadership
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THANK YOU!



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