

Recommended Practices and Principles for School-Age Youth





SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015

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Chicago, IL; May 27-28, 2015
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NTACT

National Technical Assistance Center on Transition

SSIP Activities by Phase

Year 1— FFY 2013 Delivered by April 2015	Year 2— FFY 2014 Delivered by Feb 2016	Years 3-6— FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	Phase II Plan	Phase III Evaluation
<ul style="list-style-type: none"> • Data Analysis; • Infrastructure Analysis; • State-identified measureable result; • Coherent Improvement Strategies; • Theory of Action. 	<ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan. 	<ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation; • Extent of Progress. • Revisions to the SPP.

Phases of the SSIP

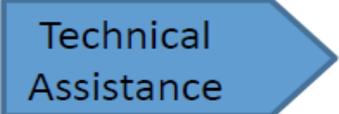


SiMR Topics Across States: Who's Doing What?

- **Graduation:** AK, DC, FL, GA, MN, MT, NC, ND, NJ, PA, RMI, VA, WV
- **Reading/ELA:** AR, AS, AZ, CNMI, CO, CT, DE, FSM, GU, HI, IA, ID, IL, IN, KS, LA, MI, MS, NE, NV, NM, NY, OH, OK, OR, Palau, SC, SD, TN, TX, VI, WA, WI, WY
- **Math:** KY, MD, ME, PR, RI, UT, VT
- **Reading and Math:** CA, MO
- **Early Childhood Outcomes:** MA, NH
- **Post-school Outcomes:** AL, BIE
- **Variations:** Disability category, race/ethnicity, gender, grades, English learner, poverty status, subset of districts

OSEP Theory of Action

Vision: All infants, toddlers, children, and youth with disabilities will achieve improved educational results and functional outcomes. : All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings.

Strands of Action	If OSEP	Then	Then	Then
 Leadership	<ul style="list-style-type: none"> ... provides guidance in a timely and responsive manner ...communicates its vision effectively 	<ul style="list-style-type: none"> ... States will have the information they need to align their activities to OSEP's vision ...States will promote higher expectations for CWD 	<p>...States, LEAs and EIS providers will have higher expectations for CWD, will access resources to provide effective interventions and services to infants, toddlers, children, and youth with disabilities</p>	<p>...All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings and demonstrate improved educational results and functional outcomes</p>
 Collaboration	<ul style="list-style-type: none"> ... engages strategically with other ED programs, Federal agencies, States, grantees and outside organizations 	<ul style="list-style-type: none"> ... OSEP will more effectively leverage resources to improve services for CWD OSEP will increase the reach and impact of its work 		
 Technical Assistance	<ul style="list-style-type: none"> ... provides differentiated resources and evidence-based information ...supports the development of effective personnel that support CWD 	<ul style="list-style-type: none"> ... States have increased capacity to support LEAs and EIS providers to deliver effective interventions ...the number of effective personnel will increase 		
 Accountability	<ul style="list-style-type: none"> ... holds States and grantees accountable for clearly identified, measurable results 	<ul style="list-style-type: none"> ... States put systems in place that lead to improved results for CWD and protect the rights of children and families 		
 RDA	<ul style="list-style-type: none"> ...engages States in planning, assessment and evaluation 			

What Does State Leadership Look Like in Support of School Completion?

- The State has a vision in mind and develops an achievable plan to address it.
 - Plan includes realistic and measurable outcomes and a set of coherent strategies and activities
- State clearly communicates this vision to the stakeholders in a timely manner
- State develops and implements policies and procedures that support the work
- State provides appropriate guidance and needed resources and support to accomplish the work

Collaboration

- The State identifies appropriate partners to help support the work
 - State, federal and local agencies
 - Parent and community groups
 - TA centers
 - Foundations, etc.
- State and partners with appropriate groups develop joint agreements to support and conduct the work

Technical Assistance

State prepares and empowers LEAs to support students with disabilities in persisting and succeeding in school

- State assures that ***state and local policies*** support implementation of EBPPs
- State ensures that its ***TA support*** to LEAs is adequate to build necessary capacity to accomplish the work and to sustain it
- State promotes and provides ***professional learning*** opportunities to ensure that LEAs understand selected EBPP and can implement with fidelity
- State promotes ***data-driven decision-making*** and provides adequate training on ***evaluation*** practices and procedures

Accountability

- The State holds LEAs accountable for implementing evaluation policies and procedures that will demonstrate whether measurable outcomes were achieved
- State will provide appropriate feedback and guidance to LEAs regarding evaluation procedures and results in a timely manner

Strategies at the *State* Level

- Use data systems and tools (STEPSS, nsttacplanningtool.org) to identify State- and district-level areas of need
- Prioritize needs – by topic, magnitude, region, etc. – and develop the SiMR
- Develop theory of action: goals, outputs, outcomes...
- Examine and adjust related State policies and procedures
- Examine current, related State initiatives and supports – Can any be extended or modified to address this work?
- Identify EBPP to address the SiMR: install, implement, and evaluate

Strategies at the *Local* Level

- Use data systems and tools (Dropout Data Tools) to identify building-level needs for curricula and programs
- Use student-level data tools (The Risk Calculator) to estimate individual student risk level and areas of need
- Based on local root-cause analyses, use strategic planning tools (nsttacplanningtool.org/local level) to develop a comprehensive program improvement plan
 - Install and support interventions that address mentoring, behavior, attendance, rigorous academic preparation, social and problem-solving skills
 - Deliver quality instruction, engage parents and students, conduct transition planning, and/or foster nurturing school climate

Resources and Tools

- <http://transitionta.org> for access to the Dropout Data Tools, nsttacplanningtool.org, STEPSS, and The Risk Calculator
- www.ndpc-sd.org/
- www.nsttac.org
- <http://www.psocenter.org/>
- <https://www.urbancollaborative.org/>
- www.attendanceworks.org

For More Information



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<http://ideadata.org/>



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