

# U.S. Department of Education

Washington, D.C. 20202-5335



## **OSEP FY 2012 Grant Performance Report Continuation Funding**

**CFDA # 84.323A**

**PR/Award # H323A120003**

**Budget Period # 1**

**Report Type: Annual Performance**

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**U.S. Department of Education  
Grant Performance Report  
Cover Sheet (ED 524B)**

*Check only one box per  
Program Office instructions.*

**Annual  
Performance  
Report**                       **Final  
Performance  
Report**

**General Information**

1. PR/Award #: H323A120003

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 33

(See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants  
(Enter the same title as on the approved application.)

4. Grantee Name: EDUCATION, NEW HAMPSHIRE DEPARTMENT OF  
(Block 1 of the Grant Award Notification.)

5. Grantee Address:  
(See instructions.)

Street: 101 PLEASANT ST

City: CONCORD

State: NH Zip: 03301 Zip+4: 3852

6. Project Director:  
(See instructions.)

First Name: Mary

Last Name: Steady

Title: Project Director

Phone #: 6032713730

Fax #: 6032711099

Email Address: mary.steady@doe.nh.gov

**Reporting Period Information (See instructions.)**

7. Reporting Period: From: 10/01/2012 To: 03/31/2013  
(mm/dd/yyyy)

**Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)**

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0	0
b. Current Budget Period	10,602	0
c. Entire Project Period (For Final Performance Reports only)		

**Indirect Cost Information (To be completed by your Business Office. See instructions.)**

9. Indirect Costs

a. Are you claiming indirect costs under this grant?                       Yes  No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government?                       Yes  No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement:  
(mm/dd/yyyy)

From: 07/01/12 To: 06/30/13

Approving Federal agency:

ED  Other (Please specify):

Type of Rate (For Final Performance Reports Only):

Provisional  Final  Other (Please specify):

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :

Is included in your approved Indirect Cost Rate Agreement?  Complies with 34 CFR 76.564(c)(2)?

**Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)**

10. Is the annual certification of Institutional Review Board (IRB) approval attached?  Yes  No  N/A

**Performance Measures Status and Certification (See instructions.)**

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart?  Yes  No

b. If no, when will the data be available and submitted to the Department? 09/30/2017 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: SANTINA THIBEDEAU

Title: STATE DIRECTOR OF SPECIAL EDUCATION

Signature:

Date:





**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary**

OMB No. 1894-0003

PR/Award # (11 characters): H323A120003**(See Instructions)**

The New Hampshire Department of Education (DOE) was awarded a State Personnel Development Grant (SPDG) in October 2012. Upon funding, the NH SPDG was named Next Steps NH. The Next Steps NH proposal was targeted to increase the number of students with disabilities graduating from high school who are college and career ready, through the implementation of evidence based transition practices. Four strategies to achieve this goal: (1) increasing student competency through increased use of Extended Learning Opportunities (ELOs), (2) enhanced transition planning and increased transition activities and opportunities, (3) greater family – school engagement, and (4) sustaining practices through our state Institutions of Higher Education (IHEs), regional professional development intermediaries, a transition Community of Practice, and the use of technology. These strategies are aimed at school districts, parents, regional professional development intermediaries, Vocational Rehabilitation, IHEs, and other community members. The expected outcomes of the Next Steps NH proposal are (1) increased graduation rates for students with disabilities (SPP Indicator 1), (2) decreased dropout rates (SPP Indicator 2), (3) improved degree and quality of family school engagement related to transition (SPP Indicator 8), and (4) sustained use of evidence-based transition practices (SPP Indicators 13 and 14) introduced through Next Steps NH.

While the NH DOE was awarded the SPDG in October 2012, it was December 2012 before the DOE could post the two state-level positions responsible for day-to-day implementation of Next Steps NH. The Grants & Contract Technician was hired in March 2013 and the Grant Coordinator in April 2013. A new Grant Coordinator was needed as Amy Jenks, the previous Grant Coordinator, took a new position at the DOE. Grant partners include the NH Parent Information Center, four regional intermediaries (Monadnock Developmental Services, Stafford Learning Center, Granite State Independent Living, North Country Educational Services), Keene State College, the QED Foundation, Vocational Rehabilitation, Institute on Disability at the University of New Hampshire, and Evergreen Evaluation and Consulting, Inc. As of the end of this first reporting period, no contracts were yet in place with project partners. It is expected that all contracts will be approved on May 1, 2013.

Even with the delayed start and having no Memorandums of Understanding/contracts in place with project partners, initial planning efforts begun in January 2013 with DOE personnel. The project Leadership Team met in February and March 2013, with monthly follow-up meetings planned. Initial planning meetings have focused on establishing roles and protocols for the Leadership Team, reviewing evaluation requirements, and focusing on selection criteria. The current timeline has the Leadership Team meeting formally monthly and more often as small groups to fine tune the Next Steps NH interventions. An application for the first cohort of four schools is expected mid to late summer, 2013, with implementation expected to occur in later fall/early winter 2013. In future years, applications will go out in late spring, with initial training occurring the summer prior to the first year of implementation.

This report contains no data as professional development has not begun. We have completed the accompanying 524B form, though, listing performance indicators and targets for each objectives, as well as the methodology to be used to assess each performance indicator. In future years, a full evaluation narrative will accompany the 524B form, providing a more comprehensive review of the data than is possible with the online reporting system.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

**PR/Award #: H323A120003**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

Program Measures

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1 By the end of our 2nd year of funding the Next Steps NH, 75% of the evidence-based professional development components will score 3 or 4 (per the rubric).	PROGRAM		75 / 100	75		999 / 100	999
2 After two years of implementation, 80% of participating schools will achieve fidelity of intervention of ELOs, transition planning, and family engagement.	PROGRAM		80 / 100	80		999 / 100	999
3 60% of SPDG Next Steps NH funds are used for activities designed to sustain the use of ELOs, transition planning, and parent engagement strategies.	PROGRAM		60 / 100	60		999 / 100	999

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Performance Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies. - The Evidence-Based Professional Development Worksheet is included in Section C. Performance Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time. - Next Steps NH will use an integrated fidelity of intervention tool that builds on practice profiles for Extended Learning Opportunities (ELOs) and evidence-based transition planning developed by NH's Secondary Transition Community of Practice. Each profile has a component addressing family engagement. The practice profiles are currently being organized into a rubric that will be used by participating schools and Next Steps NH professional development providers to assess the fidelity of intervention of each of the three transition-related practices. Prior to use, the rubric will be tested with schools not participating in Next Steps NH and modified as necessary. The initial rollout of the Next Steps NH fidelity tool will be with the first cohort of four schools in the fall or early winter 2013, and will serve as a baseline measure for those schools. A second instrument of the fidelity tool will occur at the end of the 2013-14 school year. Performance Measure 3: Initiative uses SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. - As the Next Steps NH scope of work focuses on providing on-going sustained professional development to a set number of LEAs over the course of the grant period, it is expected that most of the funds will be spent on sustained activities. These activities include initial selection efforts, needs assessments with selected schools, development of training and coaching materials, provision of initial training, follow-up coaching, booster training as necessary, training for administrators, and the sustaining of activities through a transition portal and the strengthening of pre-service teacher programs in the area of ELOs, transition planning, and family engagement. Sustained efforts also include evaluation activities designed to support each of the professional development activities listed in the previous sentence. The goal is to spend 60% of the SPDG funds on activities designed to sustain the use of Next Steps NH activities. As of March 31, 2013, the end of the current reporting period, funds only have been expended by the NH DOE, for initial planning activities.



U.S. Department of Education  
 Grant Performance Report (ED 524B)  
 Project Status Chart

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**2 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

Objective 1: To develop the capacity of those providing PD on ELOs, transition planning, and family engagement, and to define the expectations and commitment of those receiving PD.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1a By the last year of the project, 20 New Hampshire high schools are recruited, and implement NH SPDG activities with fidelity.	PROJECT	20	/		999	/	
1b Each LEA has identified a transition liaison, who has been trained, and oversees project fidelity.	PROJECT	20	/		999	/	

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

This objective (the selection driver) focuses on identifying the competencies required of those who will be providing professional development on ELOs, transition strategies, and family engagement practices, as well as the LEA staff who will serve as transition liaisons to facilitate project activities within participating LEAs. Needs assessments will be conducted with interested LEAs to inform selection, as well as to inform professional development for LEAs ultimately selected. Two project indicators have been identified. The first indicator focuses on insuring that the desired number of LEAs are recruited (20 LEAs by the end of the grant period). The second indicator assesses whether transition liaisons are identified, trained, and provide oversight in their LEA (20).



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

**PR/Award #: H323A120003**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**3 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

Objective 2: To increase and expand the use of ELOs in all regions of NH, by increasing the knowledge and skills of NH special and general educators, related service personnel, and administrators in the design, implementation with fidelity, and sustainability of EB ELOs.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2a Each year, 80% of the participants in ELO professional development (including parents) report that the training they received increased their knowledge of ELOs.	PROJECT		80 / 100	80		999 / 100	999
2b Each year, 80% of the participants in ELO professional development (including parents) report that the coaching they received increased their skills to implement ELOs.	PROJECT		80 / 100	80		999 / 100	999

Explanation of Progress (Include Qualitative Data and Data Collection Information)

This objective addresses the training driver, picking up where the previous objective, the selection driver, ended. Needs assessment data gathered in Objective 1 will be reviewed to determine status of ELO offerings in each participating LEA. Concurrently, Next Steps NH staff, particularly partners at QED will review and refine training materials as necessary. Training will be provided to the first set of four LEAs, with an emphasis on building the capacity of regional intermediaries to sustain the professional development through ongoing training and coaching. QED staff will provide ongoing coaching to the NH SPDG LT, regional coaches, and LEA Transition Liaisons. The first indicator provides data on the impact of Next Steps NH professional development on the knowledge of LEA staff, participating community agencies, and parents/families related to the use of ELOs. The second indicator assesses the impact of the professional development on the skills of LEA staff, participating community agencies, and parents/families in successfully implementing ELOs. These data will be collected through the annual survey of all professional development recipients.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

**PR/Award #: H323A120003**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**4 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

Objective 3: To increase the use of best practice, evidence-based transition planning, including enhanced family engagement strategies.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3a Each year, 80% of the participants (including parents) in transition planning professional development report that the training they received increased their knowledge of transition planning and family engagement strategies.	PROJECT		80 / 100	80		999 / 100	999
3b Each year, 80% of the participants (including parents) in transition planning professional development report that the coaching they received increased their skills in transition planning and implementing family engagement strategies.	PROJECT		80 / 100	80		999 / 100	999

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

Objective 3 also addresses the training driver, but related specifically to transition planning and family engagement than the ELO work described in Objective 2. Needs assessment data gathered in Objective 1 will be reviewed to determine status of transition planning and family engagement offerings in each participating LEA. Next Steps NH staff at the NH DOE, four regional intermediaries, Keene State, and the NH PIC will review and refine existing training materials and develop/adopt new training materials as necessary. Training will be provided to the four new LEAs each year, with follow-up coaching discussed in Objective 4. The first indicator assesses the impact of Next Steps NH professional development on the knowledge of LEA staff, participating community agencies, and parents/families related to transition planning and family engagement. The second indicator measures the impact of the professional development on the skills of LEA staff, participating community agencies, and parents/families in successfully implementing transition planning and family engagement. These data will be collected through the annual survey of all professional development recipients.



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Grant Performance Report (ED 524B)  
Project Status Chart

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**5 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

Objective 4: To sustain the use of ELO, transition planning, and family/parent engagement strategies, through evidence-based and quality coaching.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4a Each year, 80% of the regional coaches report that the professional development they received (training and coaching) increased their capacity to support LEA Transition Liaisons.	PROJECT		80 / 100	80		999 / 100	999
4b Each year, 80% of the LEA Transition Liaisons report that the professional development they received (training and coaching) increased their capacity to support implementation in their schools/district.	PROJECT		80 / 100	80		999 / 100	999
4c By the end of the grant, two new, local COPS have been developed and sustained.	PROJECT	2	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

This objective addresses the coaching driver. The NH DOE is contracting with Carol Trivette to institutionalize the use of PALS as a framework for professional development provided by Next Steps NH, particularly ongoing coaching. The NH SPDG Leadership Team will meet monthly with the regional intermediaries' coaches to review implementation status and to provide and facilitate support as needed. Similar meetings will occur between the regional coaches and LEA transition liaisons to support the capacity of LEAs to implement ELOs, transition planning, and family engagement practices. The last set of activities relate to the development, stabilization, and ongoing support of local transition Community of Practices. The first indicator measures the degree to which regional intermediary coaches felt they received adequate support from the Next Steps NH Leadership Team. The second indicator assesses the impact of the professional development provided by the regional coach on the LEA transition liaison and other impacted school and community personnel. These data will be collected through an annual survey of all professional development recipients. The third indicator is a count of the number of local transition Communities of Practice that have been developed and/or stabilized through Next Steps NH support.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

**PR/Award #: H323A120003**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**6. Project Objective**

[ ] Check if this is a status update for the previous budget period.

Objective 5: To increase the use of implementation, intervention, and outcome data to support decision making at the school, LEA, and state level.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
5a Each year, professional development provided on ELOs, transition planning, & family engagement is implemented with 90% fidelity.	PROJECT		90 / 100	90		999 / 100	999
5b Annually, state, regional, and local coaches submit 100% of required data.	PROJECT		100 / 100	100		999 / 100	999

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

Objective 5 is the performance assessment driver, addressing data collection and reporting activities. Two performance indicators are provided. The first indicator assesses the degree to which training and coaching on ELOs, transition planning, & family engagement were implemented with fidelity. Fidelity checklists (aligned with the PALS model, Trivette & Dunst) will be used to monitor the fidelity of professional development provided. The second indicator addresses the ongoing challenge of data collection from participating schools. Participating schools/districts will receive a checklist of data required to be submitted, along with a data collection schedule. As the project evaluators are part of the project Leadership Team, evaluation will be a standing agenda item at each management team meeting.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

**PR/Award #: H323A120003**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**7. Project Objective**

[ ] Check if this is a status update for the previous budget period.

Objective 6: To ensure administrators are trained to support their staff to implement ELOs, evidence-based transition planning, and parent engagement strategies.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
6a Each year, 80% of the LEA & school administrators report that the professional development they received (training and coaching) increased their knowledge of ELOs, transition planning, and family engagement strategies.	PROJECT		80 / 100	80		999 / 100	999
6b Each year, 80% of the LEA & school administrators report that the professional development had a large impact on their ability to sustain ELO, transition planning and family engagement activities in their school/district.	PROJECT		80 / 100	80		999 / 100	999

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

Objective 6, the facilitative administrative and systems support driver, focuses on developing the capacity of administrators to support and sustain the implementation of ELOs, transition planning, and family engagement strategies activities in their schools and districts. Training and coaching will be provided to insure administrators are knowledgeable of each intervention and have the capacity to support implementation in their schools and districts. The first indicator assesses the impact of Next Steps NH professional development on the knowledge of administrators related to the use of ELOs, transition planning, and family engagement. The second indicator measures the impact of the professional development on the skills of administrators to sustain these activities in their schools and districts. These data will be collected through the annual survey of all professional development recipients.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

**PR/Award #: H323A120003**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**8 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

Objective 7: To enhance the inclusion of evidence-based training materials on ELOs, transition planning, and parent/family engagement in IHE pre-service training programs to sustain delivery of grant services throughout the state.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
7a By the end of the project, a minimum of one new IHE infuses evidence-based training materials on ELOs, transition planning, and parent/family engagement into their special education pre-service training programs. (Will be a qualitative indicator)	PROJECT	999	/		999	/	
7b Each year, Next Steps NH participants rate the TRP portal and materials to be of high quality, relevant, and useful.	PROJECT		80 / 100	80		999 / 100	999

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

The purpose of Objective 7 is to support the work performed by NH DOE staff, regional intermediary coaches, the PIC, and other project partners through the previous six objectives. This will be done through two sets of activities. The first set of activities focus on the selection of a second IHE in NH to better integrate pre-service on ELOs, transition planning, and parent/family engagement into their special education pre-service training programs. A needs assessment, aligned with the needs assessment used with LEAs (described in Objective 1), will be used to select the IHE and to inform the coaching needed by the IHE. The second set of activities are designed to disseminate materials that support the use ELOs, evidence-based transition planning, and parent/family engagement through the refinement and enhancement of a transition resource web portal. The first indicator is a qualitative assessment that analyzes the selection, training, and coaching strategies used with the IHE seeking to infuses evidence-based training materials on ELOs, transition planning, and parent/family engagement into their special education pre-service training programs. The second indicator measures the quality, relevance, and utility of the web-based transition portal. Data will be collected through the annual survey of all professional development recipients.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: **H323A120003**

**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

Title : NH SPDG 2013 APR Section B and C - H323A120003

File : [NH SPDG 2013 APR Section B and C H323A120003.pdf](#)

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

Title : NH SPDG 2013 APR Evidence-based Professional Development Components - H323A120003

File : [NH SPDG 2013 APR Evidence based Professional Development Components H323A120003.pdf](#)

**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 04/30/2014

PR/Award # (11 characters): H323A120003

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**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

1. The reported budget expenditures for the current reporting period (10/1/2012-3/1/2013), as reported on the cover page of this report, are \$10,602.83.
2. We did not expend funds at the expected rate during the reporting period due to the following reasons:
  - As mentioned earlier in our executive summary, Grant contracts in NH require approval from the state contracting process (Governor and Council) which leads to a delayed start up with key contractors. In this case, all partner contracts are expected to be approved as of May 1, 2013.
  - The previous Grant Coordinator, Amy Jenks, took a new position in the NH Department of Education which required the hiring of a new Grant Coordinator as well as the Grants and Contracts Technician position. SEA hiring policies and procedures needed to be followed in the hiring of both these positions. Therefore, both positions were not able to be posted until December 2012 resulting in the hiring of the Grants and Contracts Technician in mid- March 2013 and the Grant Coordinator was hired April 1, 2013. Our project officer, Corinne Weidenthal was already notified and sent resumes for our new Grant staff in April 2013: Grant Coordinator and our Grants and Contracts Technician.
3. Funds were not expended at the expected rate due to the fact that we needed to hire new staff for the grant following SEA policies and procedures. As previously stated, we had not planned on having to hire a new grant coordinator and we are required to have all partner contracts approved by the state contracting process (Governor and Council) which takes months to accomplish. All partner contracts will be in place as of May 1, 2013. At which time we will move forward with accomplishing the grant goals, objectives and activities as written in our proposal.
4. No changes were made to our budget that affected our ability to achieve our approved project outcomes.

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**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

1. Current Partners for Next Step NH include:  
NH Parent Information Center, four regional intermediaries (Monadnock Developmental Services, Stafford Learning Center, Granite State Independent Living, North Country Educational Services), Keene State College, the QED Foundation, Vocational Rehabilitation, Institute on Disability at the University of New Hampshire and Evergreen Evaluation and Consulting, Inc
2. There are no statutory reporting requirements for this grant.
3. No requested changes to grant activities for the next budget period.
4. No other information to report at this time on our Grant.

**Next Steps NH: College, Career and Life Readiness (PR/Award #: H323A120003)**

**SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities <b>(please note if you are attaching documents)</b>	Project's self rating
A(1) Selection	Clear expectations are provided for Professional Development (PD) participants. Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants  (LF, NIRN, Guskey)	<ul style="list-style-type: none"> <li>• <b>Roles</b></li> <li>• <b>Responsibilities</b></li> <li>• <b>Other descriptions of expectations</b></li> <li>• <b>Requirements for schools/districts described; or</b></li> <li>• <b>The form(s) used for these agreements is provided</b></li> </ul>	<p>A competitive application will be disseminated each year for any New Hampshire public high school interested in applying to receiving professional development through the Next Steps NH project. This application will require each participating school to provide qualitative and quantitative data necessary to assess their current secondary transition practices and needs. In applying, each school is committing to Next Steps NH principles, which are:</p> <ol style="list-style-type: none"> <li>1. Transition planning is student driven.</li> <li>2. Families should be actively engaged in transition planning.</li> <li>3. Transition planning must be a transparent process (i.e. staff, parents, and students are all aware and have input in the process).</li> <li>4. Transition programs will increase in the use of evidence-based transition practices.</li> <li>5. Transition programs will implement the 10 NH Transition Practice Profile components with fidelity.</li> <li>6. Participants will design and implement an evidenced-based professional developed plan.</li> <li>7. Transition programs will include Extended Learning Opportunities (ELOs).</li> <li>8. Transition programs and participants will pursue sustainability.</li> </ol> <p>An application scoring rubric will be developed based on criteria outlined in the application. A grant review team will read and score the applications using the rubric.</p> <p>Using the rubric, four high schools will be selected each year (one from each of the four intermediary regions) to receive evidenced-based professional development. These high schools will enter into a Memorandum of Understanding (MOU) which outlines their roles and responsibilities of those providing the professional</p>	

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities <b>(please note if you are attaching documents)</b>	Project's self rating
			<p>development. This includes the development of annual action plans, submission of outcome and fidelity data, and commitment of time and resources by both staff and administration.</p> <p>A competitive application will be disseminated to all New Hampshire Institutes of Higher Education (IHE) interested in increasing their capacity to provide in-service and pre-service professional development on secondary transition. In applying, each IHE is agreeing to assess and enhance their existing curricula to better reflect best practice transition planning and resources. An application scoring rubric will be developed based on criteria outlined in the application. A grant review team will read and score the applications using the rubric.</p> <p>One IHE, with the highest score on the application rubric, will be selected to work over the four remaining years of the grant on increasing their capacity to provide in-service and pre-service professional development on secondary transition. The IHE will enter into a MOU which outlines their roles and responsibilities including department and administrative commitment, development and documentation of syllabi changes.</p>	
A(2) Selection	Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (NIRN)	<ul style="list-style-type: none"> <li>• Roles</li> <li>• Responsibilities</li> <li>• Other descriptions of expectations</li> </ul>	<p>Professionals providing training for ELOs, RENEW, and family engagement (our State's PTI) strategies to schools and regional coaches were selected based on their experience and expertise. Each provider entered into a contract with the New Hampshire Department of Education (NHDOE) depicting their roles and responsibilities as trainers for the project in accordance with the proposal's goals and objectives.</p> <p>Regional Intermediaries (RI) were chosen to participate in the project based on their regional representation and experience with the development, training, and coaching of secondary transition practices. Each RI entered into a contract with the</p>	

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			<p>NHDOE depicting their roles and responsibilities as trainers and coaches for the project.</p> <p>One IHE was pre-chosen to participate in the project based on their experience in greatly increasing their capacity to provide in-service and pre-service professional development on secondary transition, as well as their creation and maintenance of the current state Transition Resource Portal. The IHE entered into a contract with the NHDOE depicting their roles and responsibilities as consultant and mentor to work with the additional IHE to be selected from the competitive application process for the project in accordance with proposal's goals and objectives.</p> <p>The project director, coordinator, grants and contracts technician and consultants from the NHDOE make up the <i>Management Team</i>. These individuals were chosen based on a predetermined list of job expectations and responsibilities required by the NHDOE upon hire in accordance with SEA required hiring policies and practices. The management team will ensure that each provider is trained on all transition practices and adult learning methodologies (PALS, ELOs, RENEW, Family Engagement Strategies, and Taxonomy of Transition).</p>	
B(1) Training	Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and supported)	<ul style="list-style-type: none"> <li>• Role/job descriptions provided</li> <li>• Expectations for roles provided</li> </ul>	<p>The project's <i>Leadership Team</i>, which includes all professional development providers, Management Team, project evaluators, and relevant SEA agency members, meets monthly and works together to design all training models and materials.</p> <p>The project's Evaluation Work Group (E-WG), which includes the Management Team and the project evaluators, will monitor the efficacy of trainers as well as the overall training models and report those findings to the Leadership Team.</p>	
B(2) Training	Adult learning principles used (NIRN, LF)	<ul style="list-style-type: none"> <li>• Provides a description of effective learning</li> </ul>	All training will include the use of effective adult learning principles as outlined in the Participatory Adult Learning Strategy (PALS) approach.	

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		strategies used (see Trivette & Dunst document)	The Management Team will ensure that all providers receive PALS training to ensure they are provided examples of effective strategies and trainer/trainee roles for each phase of professional development, including <i>Planning, Application, and Deep Understanding</i> .	
B(3) Training	Skill-based (NIRN, Guskey)	<ul style="list-style-type: none"> <li>• Describes how training is skill-based</li> <li>• Participant behavior rehearsals to criterion with an expert observing</li> <li>• Data is collected that demonstrates an increase in the skills of the participants (e.g., post/post testing of skills)</li> <li>• Plans are in place to track the participants' use of new skills</li> </ul>	<p>Participants in all evidence-based transition practices training (ELOs, RENEW, Family Engagement Strategies, and Taxonomy of Transition), are expected to have the following skills:</p> <ul style="list-style-type: none"> <li>• Can effectively implement the transition practices.</li> <li>• Can use and analyze progress monitoring measures.</li> <li>• Can identify transition needs of students.</li> <li>• Can adjust initiative according to progress monitoring data.</li> </ul> <p>Pre and post training tests will be created to plan and track the participant's use of transition practices and make decisions about necessary adjustments.</p> <p>RI and ELO, RENEW, Family Engagement Strategies trainers will observe participants in their initial implementation of the transition practice to ensure participants are applying skills and knowledge to effectively implement the practice.</p>	
B(4) Training	Outcome data collected and analyzed (pre and post testing) of participant knowledge and skills (NIRN)	<ul style="list-style-type: none"> <li>• Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching</li> </ul>	<p>Each evidenced based transition practices training is evaluated, gathering pre/post knowledge data and formative data on the impact of training. A formal evaluation report, including quantitative and qualitative data is completed by project evaluators within a month following each training, summarizing the data collected. The report is shared with training providers and the Leadership Team to inform future professional development and make decisions about necessary adjustments.</p> <p>Annually, a follow-up survey is sent to all professional development participants to</p>	

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			gauge the impact of <u>training</u> on participants' knowledge, confidence, disposition, and skills, again collecting quantitative and qualitative data. These data are reported in the annual performance report and shared with the Leadership Team for program improvement.	
B(5) Training	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	<ul style="list-style-type: none"> <li>• Describes how fidelity measures are collected and analyzed related to training (e.g. schedule, content, processes, qualification of trainers)</li> <li>• Describes how fidelity measures are used to work with trainers (NIRN)</li> <li>• Describes how participant feedback is used to improve trainer skills and revise the training content</li> </ul>	<p>The project's E-WG, will ensure that each provider is trained on all transition practices and adult learning methodologies (PALS, ELOs, RENEW, Family Engagement Strategies, and Taxonomy of Transition).</p> <p>The High Quality Professional Development Checklist (Noonan, Langham, Gaumer Erickson) or a tool aligned with the PALS process, is used to inform the fidelity of implementation of training. These data are collected by the E-WG.</p> <p>Fidelity of intervention tools are used to inform degree of implementation in participating schools. These data are collected at the school level, with 20% of schools having an outside observer from the Management Team validate the fidelity assessment. Both sets of data are then forwarded to the project's external evaluator for validation. Trainers use the validated data in working with schools to determine future training needs.</p>	
C(1) Coaching	Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)	<ul style="list-style-type: none"> <li>• Provides a description of responsibilities for the person in charge of coaching and who this person is.</li> <li>• Description of how implementation and outcomes data are used to modify coaching strategies</li> </ul>	<p>The project's Leadership Team, meets monthly and works together to design all coaching strategies and materials.</p> <p>The project's E-WG, will monitor the efficacy of the coaches as well as the overall coaching models and report those findings to the Leadership Team to determine if any modification to coaching strategies are necessary.</p> <p>Coaches will use a Participatory Adult Learning Strategy (PALS) Checklist as an implementation fidelity measure to inform their coaching strategies and determine</p>	

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		<ul style="list-style-type: none"> <li>Description of supports that are provided to coaches as a result of having these data</li> </ul>	<p>if modifications are necessary. Intervention fidelity measures such as the NH Transition Practice Profile and the ELO Checklist will be used to inform degree of implementation of the intervention in participating schools. These data are also used to inform coaching strategies and determine if modifications are necessary.</p>	
C(2) Coaching	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.	<ul style="list-style-type: none"> <li>Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). (LF)</li> <li>Describe how coaches monitor implementation progress</li> <li>Describe how coaches help sustain continuous improvement.</li> </ul>	<p>Fidelity of intervention tools are used to inform degree of implementation in participating schools. These data are collected at the school level, with 20% of schools having an outside observer from the Management Team validate the fidelity assessment. Both sets of data are then forwarded to the project's external evaluator for validation. Coaches use the validated data in working with schools to determine future coaching needs</p> <p>Annually, a follow-up survey is sent to all professional development participants to gauge the impact of <u>coaching</u> on participants' knowledge, confidence, and skills, again collecting quantitative and qualitative data. These data are reported in the annual performance report and shared with the Leadership Team for program improvement.</p> <p>These data are used to inform future coaching.</p>	
D(1) Performance Assessment (Data-based Decision Making)	Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)	<ul style="list-style-type: none"> <li>Role/job description provided</li> <li>Describe how fidelity measures are compared with outcomes, are available on a regular basis, and are used for decision-making (NIRN)</li> <li>Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet</li> </ul>	<p>Each school/district/SAU has a designated Leadership Team that meets monthly with their Next Steps NH coach to review implementation data, student outcome data, and project action plans to inform all decision-making. Each team has a designated Liaison who is responsible for submitting implementation data, formative/screening data, and other student/school data. A sample set of responsibilities for the leadership team and the data person is included in the school's MOU.</p> <p>The LEA Leadership Teams are required to reflect on progress, challenges and learning as a result of the Next Steps NH support. The Leadership Team is responsible for comparing fidelity of intervention data with student and school-level data to assess the impact of the intervention on outcomes. Findings from</p>	

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		PD participants' needs	these analyses drive future professional development. The E-WG support leadership teams in this work.	
D(2) Performance Assessment	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	<ul style="list-style-type: none"> <li>Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students.</li> </ul>	<p>Data are reviewed at monthly Next Steps NH Leadership Team and E-WG meetings to inform future project-level professional development. Similar efforts occur at the LEA Leadership Team meeting, as they determine professional development needs specific to their school. Annual meetings with the external evaluator provide a summative overview of data collected at that point in time.</p> <p>Data used for this purpose include:</p> <ul style="list-style-type: none"> <li>PD Tracking Log (assesses project outputs and the amount/duration/type of professional development activities.</li> <li>Implementation fidelity data (assesses fidelity of training and coaching)</li> <li>Intervention fidelity data (assesses degree and quality of implementation of interventions)</li> <li>Participating Personnel Survey (annual participant feedback on professional development provided).</li> <li>Quarterly and annual reports (summarizing data captured at those intervals).</li> </ul> <p>The projects outcome data are also shared with the projects advisory board, New Hampshire State Transition Community of Practice, which includes relevant State education agencies, parent organizations, LEA representatives, and other agencies focused on transition services.</p>	
D(3) Performance Assessment	Implementation and student outcome data are <u>shared regularly w/</u> stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	<ul style="list-style-type: none"> <li>Describe the following (at least 2 of the following):</li> <li>How schools/districts plan for proactive staff orientation to the process and procedures</li> <li>Use of Appropriate Data Sources (e.g. for competency -</li> </ul>	As part of the Next Steps NH Leadership Team meetings, decisions are made as to which data to share, to whom, and how. The data sources are listed in the previous row (D-2). Data are shared through ongoing training evaluation reports, quarterly implementation data evaluation reports, and annual reports provided by the projects external evaluator. The external evaluator will produce interim reports as requested. The reports will be shared through the NH Transition State Community of Practice and the New Hampshire Department of Education's website.	

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		<ul style="list-style-type: none"> <li>observation) (NIRN)</li> <li>• Use of multiple sources of information to guide improvement and demonstrate its impact. (LF)</li> <li>• Prepares educators to apply research to decision making. (LF)</li> </ul>	<p>Information/decisions from the Next Steps NH Leadership Team meetings are also shared with Next Steps NH regional coaches to insure LEA Leadership Teams are knowledgeable of any project changes.</p> <p>Training related to data presentation and data sharing are part of Next Steps NH professional development offerings. This insures schools have the capacity to share implementation and outcome data with their stakeholders.</p>	
D(4) Performance Assessment	Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	<ul style="list-style-type: none"> <li>• Describe how fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN)</li> <li>• Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (LF)</li> <li>• Describe positive recognition processes in place for participation</li> </ul>	<p>Goals/targets are created at the project and school level using an action planning process based on our intervention fidelity tools. Project targets are established and reported through the annual report/continuation reporting process. These data are reviewed annually in light of the targets and actual performance data to celebrate successes and determine any mid-course corrections that might be needed.</p> <p>Schools set similar targets for implementation and student data. These data are reviewed on an ongoing basis for accountability and program improvement.</p> <p>Both sets of data (project and student/school level) are used to inform selection, training, and coaching data. This is done through ongoing Next Steps NH Leadership Team meetings and shared with the NH Transition State Community of Practice.</p>	
D(5) Performance Assessment	Participants are instructed in how to provide data to the SPDG Project	<ul style="list-style-type: none"> <li>• Procedures described for data collection</li> <li>• Guidance provided to schools/districts shared</li> </ul>	<p>The E-WG provides training and technical assistance to Next Steps NH coaches, who support school/district personnel on data collection. Coaches have direct access to external evaluation for support in data collection and analysis activities.</p> <p>Next Steps NH coaches provide training and assistance to school/district staff</p>	

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			utilizing the projects implementation tools. Coaches provide ongoing support in the use of the tools and data analysis.	
E(1) Facilitative Administrative Support / Systems Intervention	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation	<ul style="list-style-type: none"> <li>• Role/job description relative to program implementation provided</li> <li>• Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs</li> </ul>	School administrators receive professional development in evidenced-based transition practices. Next Steps NH regional coaches will also support administrators in their participation in the planning and implementation of transition practices as well as allocating resources and personnel necessary to support the project.	
E(2) Facilitative Administrative Support / Systems Intervention	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.	<ul style="list-style-type: none"> <li>• Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success.</li> <li>• Describe processes for revising policies and procedures to support new way of work.</li> </ul>	Data are reviewed at monthly Next Steps NH Leadership Team and E-WG meetings and shared through ongoing training evaluation reports, quarterly implementation data evaluation reports, and annual reports provided by the external evaluator to provide feedback to school administrators as necessary. Areas of weakness and challenges to implementation are discussed with school administrators and changes to project approaches are discussed and determined.	