

U.S. Department of Education

Washington, D.C. 20202-5335

OSEP FY 2013 Grant Performance Report

CFDA # 84.323A

PR/Award # H323A120003

Budget Period # 2

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 - Next Steps NH

(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: 03/01/2013 To: 02/28/2014

*(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	10,602	0
b. Current Budget Period	854,633	0
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

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: 07/01/2013 To: 06/30/2016

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:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : NH 2014 APR Executive Summary - H323A12003 (5-1-14)

File : [NH 2014 APR Executive Summary_H323A12003_5_1_14_.pdf](#)

**New Hampshire SPDG (Next Steps NH)
2014 APR Executive Summary**

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 New Hampshire: College, Career and Life Readiness. The Next Steps NH goal is to increase the number of students with disabilities and students at risk graduating from high school who are college and career ready, through the implementation of evidence based transition practices. Grant partners include the NH Parent Information Center, four regional intermediaries (Monadnock Developmental Services, Stafford Learning Center, Granite State Independent Living, North Country Education Services), Keene State College, the QED Foundation, The Institute on Disability at UNH, Vocational Rehabilitation, and Evergreen Evaluation and Consulting, Inc.

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 April 2013 before the Grant Coordinator was hired. The project Leadership Team has met monthly, with specific workgroups meeting more frequently. Meetings over the summer and fall of 2013 focused on selection criteria and processes for recruiting the first cohort of four schools. The application was released on September 13, 2013 and was due by October 4, 2013. Ten schools submitted applications, with at least two applications in each of the four regions of the state. A rubric was designed to support an objective evaluation of submitted applications. Each application was scored four times by Regional Intermediaries and Management Team members. The first cohort of schools is Kennett High School, Kingswood Regional High School, Mascoma Valley Regional High School, and Merrimack Valley High School.

Formal coaching with the four participating schools began in December 2013. This report contains data through February 28, 2014, so approximately three months of coaching has occurred during this reporting period. There were a total of 25 coaching contacts during the three month period. ELOs Implementation was the most frequent content addressed during coaching visits, followed by family engagement and RENEW. Of the specified content, the Transition Focused Education Framework was addressed the least.

The initial ELO trainings occurred outside this reporting period (March 12, April 10, and May 7, 2014). The kick-off Transition Focused Education Framework training for Cohort 1 was held on January

28, 2014. The purpose of the training was to provide information about the project and the framework for Transition Focused Education. Evaluation data were positive and participants reported increased knowledge of the Transition Focused Education framework.

Work on the IHE component has involved reviewing materials and professional literature related to transition competencies and/or standards for special educators in the context of the Next Steps NH Transition Focused Education Framework. The foundational reviews and sharing of IHE group member expertise yielded a draft set of transition competencies for pre-service special educators in training. The goal is to refine this draft by May 2014. The competencies will be used for an initial review of special education K-12 teacher certification curriculum at Keene State College. The Transition Resource Portal is under development. It is designed to support both the implementation of project activities and to disseminate materials that support the use ELOs, evidence-based transition planning, and parent/family engagement.

While little data are available for this reporting period, the project has made progress in establishing a systematic method for selecting, training, and coaching Next Steps NH school personnel. The selection process adhered closely with the principles put forth by Implementation Science. There is also a strong emphasis on making sure training and coaching are provided in an evidence-based manner. The NH DOE has contracted with Higher Peaks Research, in Black Mountain, NC, to institutionalize the use of Participatory Adult Learning Strategies (PALS) as a framework for professional development provided by Next Steps NH, particularly ongoing coaching. All Next Steps NH staff have received the initial PALS training. Extensive effort has also occurred in the establishment of evaluation tools, using a collaborative process between the project and evaluation staff.

The second cohort of schools, to be selected in the fall 2014 will benefit from the project learnings over the last year. The selection materials and processes are currently under review. Training and coaching content and methods will be modified as we receive and analyze evaluation data. The 2015 Annual Performance Report will have data to report for each performance indicator.

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.)

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		8 / 16	50
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		100 / 100	100

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

Explanation of Progress is too long. See in the Explanation of Progress section of the G5 submission package (Section A-1).

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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.)**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	/		4	/	
1b. Each LEA has identified a transition liaison, who has been trained, and oversees project fidelity.	PROJECT	20	/		4	/	

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

A deliberate process was implemented to ensure that the expectations and commitment required to participate in Next Steps NH were understood by all potential participants. Throughout the summer and fall of 2013, NH DOE and Next Steps NH personnel conducted a variety of outreach activities to share the expectations and expected outcomes with various stakeholder groups. This was accomplished with a thorough application package, a webinar made available to all interested parties, and available technical assistance. The Next Steps Leadership Team began working on the selection process in May 2013. The Next Steps NH High School Pilot Sites Application was developed through an iterative review process involving all project partners. A copy of the application can be found in Appendix A of the evaluation report uploaded in Section C. The application was disseminated to all NH high schools via e-mail as well as posted on the NH State Department of Education's Website. The application was released on September 13, 2013 and was due by October 4, 2013. The application contained five informative sections bulleted below, as well as 5 appendices where applicants were required to provide quantitative and qualitative data related to secondary transition to describe their readiness. These data were used to inform the selection process, as well as needs assessment data to inform training and coaching.

Next Steps NH Pilot Site Application Components • Part 1: Project Description • Part 2: Eligible Applicants • Part 3: Time Period and Number of Schools Selected • Part 4: Anticipated Outcomes for Selected Schools • Part 5: Application Content and Scoring Criteria To support the application process, Next Steps NH sponsored a 90 minute informational webinar on September 10, 2013. 45 people attended the webinar. The purpose of the webinar was to provide an overview of the application package and to respond to questions from school personnel. A rubric was designed to support an objective evaluation of submitted applications. The rubric, like the application, went through an iterative review process by all project partners. The components of the rubric are below. A copy of the full rubric is in Appendix B. Next Steps NH Pilot Site Application Rubric Criteria • Cover Page (5 points) • Readiness (40 points total) o Part 1: Commitment to the Project's Vision and Principles o Part 2: Resources and Personnel Commitments o Part 3: Performance Assessment Commitments o Part 4: Transition Planning Readiness o Part 5: Extended Learning Opportunities (ELO) Readiness • Alignment to School Priorities and Initiatives (30 points) • Administration Commitment (25 points) Ten schools submitted applications, with at least two applications in each of the four regions of the state. Each application was scored four times by Regional Intermediaries and Management Team members. Kennett High School, Kingswood Regional High School, Mascoma Valley Regional High School, and Merrimack Valley High School were accepted as the first cohort of Next Steps NH schools.

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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)

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. During the first year of implementation, the QED Foundation, an organization based in Amherst, NH, with seven years of experience in supporting schools and communities to implement ELOs, will provide the first set of three ELO workshops. However, they were all conducted after February 28, 2014 (March 12, April 10, and May 7) so data will be shared in the 2015 NH SPDG APR. In the third year of implementation, responsibility for training will shift from QED staff to the RIs, who will provide the training in subsequent years. QED staff will provide ongoing coaching to the NH SPDG LT, regional coaches, and LEA Transition Liaisons. The lead trainers for this first year of implementation are from QED and are expert ELO trainers. During the training development stage, there were numerous virtual meetings with QED to develop the trainings and to make sure the training was aligned with the PALS model. After each of the three workshops, QED staff will facilitate a virtual meeting to develop the capacity of the RIs, who will provide the training in subsequent years. QED staff will provide ongoing coaching to the NH SPDG LT, regional coaches, and LEA Transition Liaisons. After the first full year of implementation, performance indicator data will be collected and reported for the 2015 APR.

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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		23 / 27	85
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. Responsibility for and delivery of the Transition Focused Education Framework workshops is shared among NH DOE staff and the RIs. The kick-off training for Cohort 1 was held on January 28, 2014. The purpose of the training was to provide information about the project and the framework for Transition Focused Education. Teams from each of the four high schools had the opportunity to identify their school and district's strengths and needs related to postsecondary transition. Time was also provided for participants to begin to develop a plan to maximize their strengths and address their needs. Forty-seven (47) people attended the training. Of those 47, 28 were school personnel and 19 were NS NH staff. On the end of event evaluation form for the January 28, 2014 Kick-off Training, participants were asked six questions aligned specifically with the Participatory Adult Learning Strategy (PALS) model. Participants' average ratings were high, a 4.37 (on a five-point scale.), indicating participants "Agreed" to "Strongly Agreed," that their learning needs were met. The range of average scores was from a low of 4.21 (Provided opportunities for participants to interact with each other related to professional development content) to a high average of 4.50 (1 - Training content was organized and clearly presented and 2 - included opportunities for participants to ask question and express personal perspectives). Participants were also asked to rate their perceptions of their level of knowledge of the Kohler Taxonomy for Transition Focused Education prior to the training, and after. Participants' perceived their prior knowledge quite low, between "Somewhat Knowledgeable" and "Knowledgeable" (an average score of 1.70, on a four-point scale), Perceptions of participants' knowledge after the training increased to an average score of 2.85. Twenty-three of the 27 participants (85% reported they increased their knowledge as a result of the first training, suggesting participants were more knowledgeable of the Kohler Taxonomy for Transition Focused Education after the training. Data from the training were used to provide feedback to trainers. Participants were also asked open-ended items in order to gather more in depth information about the training. They felt the most helpful feature was the opportunity for collaboration and networking. Other helpful features included the overview and review that was provided, the logistics of the training, and the information related to RENEW. The majority of respondents plan on using the knowledge and skills to begin the implementation process. Other plans included sharing the information, following up with ELO implementation planning, involve parents and the community, and plans to work on the fidelity tool. A one-page summary of the training evaluation is included in Appendix C of the evaluation report uploaded in Section C.

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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		5 / 9	56
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	/		1	/	

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

Explanation of Progress is too long. See in the Explanation of Progress section of the G5 submission package (Objective 4, Section 1-5).

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.)**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		75 / 100	75

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

The external evaluation team at Evergreen Evaluation & Consulting, Inc., (EEC) work closely with NH DOE staff to ensure accountability for all data collection, analysis, and reporting. During the past year, evaluation has been a standing agenda item for each Leadership Team and Regional Intermediary Team meeting. As the project moves forward, regularly scheduled, stand-alone Evaluation Work Group meetings will be held. The Next Steps NH Project Coordinator has held, at a minimum, monthly meetings with EEC evaluators to make sure timelines are adhered to and evaluation products are designed and implemented as planned. Much of the evaluation work during reporting period was spent creating instruments, and subsequently, training Next Steps NH staff to use the evaluation instruments. Most data collection is the responsibility of the Regional Intermediaries, but they have been instructed on how to work with school personnel to collect data from them when necessary. All evaluation tools are set up either in Google Docs or SurveyMonkey so both the instruments and responses are available electronically. • Professional Development Activity Log • Transition Focused Education Framework Fidelity Tool • Extended Learning Opportunities Fidelity Tool • ELO Characteristics Database • ELO Teacher Survey • ELO Student Survey Implementation Fidelity The NH DOE has contracted with Higher Peaks Research, in Black Mountain, NC, to institutionalize the use of PALS as a framework for professional development provided by Next Steps NH, particularly ongoing coaching. All Next Steps NH staff received PALS training on November 21 and 22, 2013. The purpose of the training was to develop common protocols so that all staff providing professional development would be implementing with fidelity. After the training, there was some confusion about the connection between PALS and the Next Steps NH framework. At the January Leadership Team meeting, it was determined to delay further PALS work for a couple of months until NSNH could further develop the critical components of their Framework for Transition Focused Education. Robin Howse is scheduled to meet face-to-face with the Next Steps NH Leadership Team at their March 2014 meeting to discuss next steps. Follow up PALS training is also scheduled for May 15th and 16th, 2014. Data Collection At the time of this report, three of the four Cohort 1 schools had completed the Transition Focused Education Framework Fidelity Tool. The fourth school had not completed the tool due to staffing changes.

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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.)**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. Administrators are a key partner in successful implementation of Next Steps NH. Administrators are a required partner both for Transition Focused Education Framework and ELO activities. As discussed previously, only one formal training during this reporting period. Ten school and district administrators attended that training. They received an overview of the project that included discussions on implementation science, as well as how to analyze their needs as a school in order to develop professional development plans for project implementation. To better inform the Leadership Team of issues important to administrators and strategies for meeting the needs administrators, an LEA representative will be invited to be a member of the Next Steps NH Leadership Team. Part of the Next Steps NH professional development (training and coaching) will focus on developing the skills of LEA leadership in analyzing data gathered through the project to facilitate implementation and improvement in secondary transition outcomes. During the initial coaching visits (see data on page 11), administrators were the most frequent participants. This will provide a strong foundation as more formal administrator training occurs in the upcoming year. After the first full year of implementation, performance indicator data will be collected and reported for the 2015 APR.

**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	1	/		999	/	
7b. Each year, Next Steps NH participants rate the TRP portal and materials to be of high quality, relevant, and useful (an average of 4 out of 5 on a Likert scale).	PROJECT		80 / 100	80		999 / 100	999

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

Institutes of Higher Education (IHE) Component The kick-off meeting for the Institutions of Higher Education (IHE) component of the Next Steps project was held on November 20, 2013. The IHE work group included representation from Keene State College, the NH DOE, the Institute on Disability at the University of New Hampshire, the NH Transition Community of Practice, and a Regional Intermediary. To date, the work group has focused on the development of transition competencies, mission/purpose statements, projected activities, and a timeline. Most of the work for this component has involved reviewing materials and professional literature related to transition competencies and/or standards for special educators in the context of the Next Steps NH Transition Focused Education Framework. The foundational reviews and sharing of IHE group member expertise yielded a draft set of transition competencies for pre-service special educators in training. The goal is to refine this draft during May 2014. The competencies will be used for an initial review of special education K-12 teacher certification curriculum at Keene State College. The Transition Standards/Competencies reference the documents below that have been used to inform the work group include: 1. Taxonomy for Transition Planning 2. National Secondary Transition Technical Assistance Center (2011). Tool for What Secondary Special Education Teachers Need to Know. D. W. Test, O. M. Toms, and L. C. Scroggins. 3. National Secondary Transition Technical Assistance Center (2011). Tool for What for What Transition Specialists Need to Know. D. W. Test, and L. C. Scroggins , and O. M. Toms. 4. NH Community of Practice on Secondary Transition: Competencies Self-Assessment (2013) 5. Council for Exceptional Children: Initial Level Special Educator Preparation Standards (2013) 6. Specialty Set: CEC Advanced Special Education Transition standards (2013) 7. Next Steps NH Framework for Transition Focused Education (2014) Activities for the next reporting period include the refinement of the transition competencies reference above, review of existing Keene State College pre-service curriculum related to secondary transition, and the development of a Request for Proposals for a second IHE to participate in Next Steps NH. Transition Resources Portal To support both the implementation of project activities and to disseminate materials that support the use ELOs, evidence-based transition planning, and parent/family engagement, Keene State College (KSC) is supporting the development of a transition resource web portal. Since beginning work in May 2013, the following activities have occurred. The evaluation plan for the Transition Resource Portal is shown in Appendix I. • Reviewed current content on the existing transition resource website at KSC. • Surveyed statewide users for suggestions and needs re transition information and website usability. • Investigated options for new technical platforms and connections to the keene.edu website. The new website will be developed using WordPress, and for efficient development and testing, will remain separate from the KSC website until the first release. • Investigated website accessibility best practices. • Investigated other existing transition education websites. • Identified possible resources to be developed and made available on the new portal. • Drafted and began development of an architecture for the expanded and redesigned portal, with support of the Leadership Team for review and comment on a regular basis. The underlying structure will mirror the Framework for Transition-Focused Education; in addition, users will be able to enter the portal by role or topic. • Begun populating pages on the website with content. • Explored evaluation strategies for the website.

Project Narrative - Section A, Explanation of Progress

Title : Section A, Explanation of Progress

Attachment:

File :

1 [Explanation_of_Progress_Section_1_A_H323A12003_.pdf](#)

2 [Explanation_of_Progress_Section_1_5_H323A12003_.pdf](#)

3

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Explanation of Progress for Next Steps NH Program Measures 1 – 3

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. Average scores for each of the domains are listed below. Eight of the sixteen drivers (50%) were rated as a three by the project management team. The high ratings for the Selection driver validate the extensive work done this reporting period on developing selection processes and criteria.

- Selection – 3.5
- Training – 2.7
- Coaching – 2.0
- Performance Assessment - 2.6
- Facilitative Administrative Support / Systems Intervention – 2.0

Performance Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

- Fidelity of intervention tools were established for implementation of ELOs and the Transition Focused Education Framework. The Transition Focused Education Framework Fidelity Tool is based on Kohler’s Taxonomy for Transition Programming, incorporating the five necessary practices for successful transition (student-focused planning, student development, interagency collaboration, program structure, and family involvement). Small modifications to the instrument were made to meet the context of work in New Hampshire. An ELO fidelity tool had been previously established, but was amended to align with the Transition Focused Education Framework. Both of these instruments are contained in the Appendices (G and H) of the evaluation report uploaded in Section C. Each fidelity tool is to be completed annually by the school leadership team, facilitated by the Regional Intermediaries. The fidelity tools provide space for prioritizing competencies that are not in place, or need additional work, as well as planning for implementation if necessary. At the time of this report, the baseline Transition Focused Education Framework fidelity tool has been completed at three of the four Cohort 1 schools.

As shown below, the highest rated practices were Student-Focused Planning and Student Development, specifically for students with IEPs. This likely suggests strong compliance work in these schools. The school leadership teams also rated the Family Involvement Practice highly. These data will be validated by family focus groups conducted in the upcoming year. The lowest rated practice was Program Structures, which is important for sustaining this work. A second administration of the fidelity tool for Cohort 1 schools will occur during spring 2015. Cohort 2 schools will complete their baseline administration in the fall 2014 thru the winter of 2015.

A: Student-Focused Planning Practices	2.40
In addition, when a student has an IEP:	2.89

B. Student Development Practices	2.44
In addition, when a student has an IEP:	2.83
C. Interagency Collaboration Practices	2.21
D. Family Involvement Practices	2.61
E. Program Structures Practices	1.78
Average	2.45

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 work scope focuses on providing on-going sustained professional development to a set number of schools over the course of the grant period, all funds are to 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 all the SPDG funds on activities designed to sustain the use of Next Steps NH activities. As of February 28, 2014, all funds expended by Next Steps NH were for sustained activities.

Explanation of Progress for Next Steps NH Objective 4, Section 1 – 5

Regional Coaches

The NH DOE has contracted with Higher Peaks Research, in Black Mountain, NC, to institutionalize the use of PALS as a framework for professional development provided by Next Steps NH, particularly ongoing coaching. All Next Steps NH staff received PALS training on November 21 and 22, 2013. The purpose of the training was to develop common protocols so that all staff providing professional development would be implementing with fidelity. After the training, there was some confusion about the connection between PALS and the Next Steps NH framework. At the January Leadership Team meeting, it was determined to delay further PALS work for a couple of months until NSNH could further develop the critical components of their Framework for Transition Focused Education. Robin Howse is scheduled to meet face-to-face with the Next Steps NH Leadership Team at their March 2014 meeting to discuss next steps. Follow up PALS training is also scheduled for May 15th and 16th, 2014

The Regional Intermediaries have met face-to-face at least monthly during this reporting period to discuss common strategies for coaching participating schools. These meetings also included representation from the NH PIC (PTI). Numerous virtual and phone meetings have been held during this time. As the project moves further into implementation, similar meetings occur between the regional coaches and LEA transition liaisons to support the capacity of LEAs to implement transition planning and family engagement practices.

Formal coaching with the four participating schools began in December 2013. This report contains data through February 28, 2014, so approximately three months of coaching has occurred during this reporting period. One school has had ten visits, one had 8 visits, and two have had four visits. ELO content (n=8) was the most frequent content addressed during coaching visits, followed by family engagement (n=7) and RENEW (n=7). Of the specified content, the Transition Focused Education Framework was addressed the least (n=5). The “other” content addressed in three of the four visits was leadership team development. The most common activities (right two columns of Table 4) conducted during this three month period were completing fidelity tools, developing action plans, and facilitating meetings (each occurred on eight coaching visits).

In April 2014, the nine Next Steps NH staff responsible for direct provision of professional development were surveyed to determine their perceptions of their capacity to support their schools. They were asked five questions about the impact the professional development they received has had on their ability to support school personnel in ELO development and implementation, transition focused education, family engagement, RENEW, and the use of Next Steps NH evaluation tools. On average, five of the nine respondents reported large to very large impacts on their capacity to support schools. The highest impact was on their use of the project’s evaluation tools, while they felt the least impact was on their ability to support implementation of RENEW strategies. As there have been no formal RENEW training for Next Steps NH professional development providers, the low rating is to be expected. Item level data for the entire survey are available in the evaluation report uploaded in Section C.

LEA Transition Liaisons

In subsequent years, LEA Transition Liaisons will be surveyed to determine if the professional development they received (training and coaching) increased their capacity to support implementation in their schools/district.

Community of Practice

Next Steps NH is currently supporting two existing regional Communities of Practice (CoP) in Seacoast and Southwest, with plans to develop two additional regional CoPs in the North Country and Greater Manchester area. Next Steps NH has supported the development of the North County CoP, facilitating three meetings through February 28, 2014. GSIL is helping the Manchester region to develop one (transforming the current Transition Coalition into a Transition CoP).

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

1 [NH_s_Signed_Cover_Sheet_H323A120003.pdf](#)



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

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

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: Next Steps NH
(Enter the same title as on the approved application.)
4. Grantee Name *(Block 1 of the Grant Award Notification):* New Hampshire Department of Education, Instruction/Special Education
5. Grantee Address *(See instructions.)* 101 Pleasant Street, Concord, NH 03301
6. Project Director *(See instructions.)* Name: Mary Steady Title: Project Director
 Ph #: (603) 271 - 3730 Ext: () Fax #: (603) 271-1099
 Email Address: mary.steady@doe.nh.gov

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 03/01/2013 To: 02/28/2014 (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 <i>(Match/Cost Share)</i>
a. Previous Budget Period	\$10,602.83	-
b. Current Budget Period	\$854,633.86	-
c. Entire Project Period <i>(For Final Performance Reports only)</i>	-	-

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: From: 07/01/2013 To: 06/30/2016 (mm/dd/yyyy)
 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.

Santina Thibedeau
 Name of Authorized Representative:

Title: State Director of Special Education

Santina Thibedeau
 Signature:

Date: 5/2/14

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 2014 524B Section B and C H323A120003

File : [NH_APR_Section_B_and_C_H323A120003.pdf](#)

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

Title : NH 2014 Evidence-Based PD Worksheet Evaluation Narrative - H323A12003

File : [NH_2014_Evidence_Based_PD_Worksheet_Evaluation_Narrative_H323A12003.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

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

1. The reported budget expenditures for the previous reporting period (10/01/2012-03/01/2013 as reported on the cover page of this report is \$10,602.83. The reported budget expenditures for the current reporting period (3/1/2013-02/28/2014) as reported on the cover page of this report period is \$854,633.86.
2. Grant obligations in the amount of \$401,370.31 have not been drawn down from G5 System to pay for the budget expenditure amounts reported in item 8b on this report cover page. Obligations cannot be drawn down until actual payments are made by the state for these obligations.
3. We did not expend funds at the expected rate during the reporting period due to the following reasons:
 - As mentioned in the previous Annual Performance Report, 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 were approved by 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.
4. 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) which 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 were in place as of May 1, 2013 and we have moved forward with accomplishing the grant goals, objectives and activities as written in our proposal.
5. Yes, we do expect to have unexpended funds at the end of the current budget period in the approximate amount of \$674,763.31. The reasons for the unexpended funds are noted above in item 3. We anticipate spending down these funds in the next year now that contracts with partners are in place.
6. No changes were made to our budget that affected our ability to achieve our approved project outcomes.

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 Q.E.D. Foundation, Vocational Rehabilitation, Institute on Disability at the University of New Hampshire, Higher Peaks Research for PALs training, 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	Project Description of Related Activities (please note if you are attaching documents)	Project's self-rating
A(1) Selection	<p>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)</p>	<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 readiness and needs. In applying, each school is committing to the Next Steps NH Vision, Values and Mission, which are:</p> <p style="text-align: center;">Project Vision</p> <p>All students successfully transition to post-secondary education or training, employment and community living.</p> <p style="text-align: center;">Project Values</p> <p>We believe:</p> <ul style="list-style-type: none"> • The student is at the center of transition planning, and the student drives the plan. • All students must have access to the opportunity to prepare for postsecondary education, employment and independent living. • All students must have access to personalized learning strategies. • Everyone benefits when families actively engage as partners in transition planning. • All educators, including Institutions of Higher Education faculty, need to work together to improve transition outcomes for NH youth. • Positive working relationships with open communication and dialogue are foundational to the transition planning process. • Transition practices must be school-wide, evidence-informed, systematic, and sustainable. • All project activities must align with these values. <p style="text-align: center;">Project Mission</p> <p>The mission of Next Steps NH is to provide professional development and coaching to selected New Hampshire high schools to implement evidence-informed transition planning practices in order to increase the number of students with disabilities and students at-risk graduating from high school ready</p>	<p style="text-align: center;">3* Still Developing the IHE selection process</p>

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities (please note if you are attaching documents)	Project's self-rating
		<p>for college, career and adult life.</p> <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 as well as those of our professional development providers. Specifically it outlines:</p> <ul style="list-style-type: none"> • Financial Support: Each selected school will receive a mini-grant to support their participation in the project • Commitment to the Project's Vision, Values and Mission • Resource and Personnel roles, responsibilities and commitments <ul style="list-style-type: none"> ○ Transition Liaison ○ Project Leadership Team ○ Family Focus Groups • Performance Assessment Commitments • Transition Focused Education, ELO, and RENEW PD plan commitments <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</p>	

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities (please note if you are attaching documents)	Project's self-rating
		of syllabi changes.	
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)	<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 NHDOE depicting their roles and responsibilities as trainers and coaches for the project including how many LEAs they will be expected to provide training and coaching.</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 Transition focused Education).</p>	4
B(1) Training	Accountability for delivery and quality monitoring of training is clear (e.g. lead	The project's <i>Leadership Team</i> and <i>work groups</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.	2.5 * Still developing training

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities (please note if you are attaching documents)	Project's self-rating
	person designated and supported)	<p>The project's Evaluation Work Group (E-WG), which includes members of the Management and Leadership 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> <p>The project Management Team will also assess the capacity of all trainers and coaches by using a set of Secondary Transition Professional Competencies and will also develop PD plans to meet their needs.</p>	modules
B(2) Training	Adult learning principles used (NIRN, LF)	<p>All training will include the use of effective adult learning principles as outlined in the Participatory Adult Learning Strategy (PALS) approach.</p> <p>The Management Team will ensure that all PD 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>Foundations (Introduce and Illustrate)</i>, <i>Application (Practice and Assess)</i>, <i>Evaluation (Review, Reflect), and Mastery (Deep Understanding)</i>.</p>	3* PALS training and related tools are still in development
B(3) Training	Skill-based (NIRN, Guskey)	<p>Participants in all evidence-based transition practices training (ELOs, RENEW, Family Engagement Strategies, and Transition Focused Education), are expected to have the following skills:</p> <ul style="list-style-type: none"> • Can effectively implement the transition practices. • Can use and analyze progress monitoring measures. • Can identify transition needs of students. • Can adjust initiative according to progress monitoring data. <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>	3
B(4) Training	Outcome data collected and analyzed (pre and post	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	3* Still

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities (please note if you are attaching documents)	Project's self-rating
	testing) of participant knowledge and skills (NIRN)	<p>qualitative data is completed by project evaluators within a month following each training, which summarizes the data collected. The report is shared with training providers and the Management and 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 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.</p>	developing our Annual participant's survey
B(5) Training	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	<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 Transition Focused Education).</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> <p>The project's Management Team will also assess the capacity of all trainers and coaches by using a set of Secondary Transition Professional Competencies and will also develop PD plans to meet their needs.</p>	2* Still Developing the Tools for Assessment and Observation
C(1) Coaching	Accountability for development and monitoring of quality and timeliness of coaching	<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</p>	2

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities (please note if you are attaching documents)	Project's self-rating
	services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)	<p>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 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.	<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>	2
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)	<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 Transition 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 these analyses drive future professional development. The E-WG support leadership teams in this work.</p>	3

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities (please note if you are attaching documents)	Project's self-rating
D(2) Performance Assessment	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	<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"> • PD Tracking Log (assesses project outputs and the amount/duration/type of professional development activities. • Implementation fidelity data (assesses fidelity of training and coaching) • Intervention fidelity data (assesses degree and quality of implementation of interventions) • Participating Personnel Survey (annual participant feedback on professional development provided). • Quarterly and annual reports (summarizing data captured at those intervals). <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>	3
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)	<p>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.</p> <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>	3
D(4) Performance	Goals are created with benchmarks for	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	2* Still developing

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities (please note if you are attaching documents)	Project's self-rating
Assessment	implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	<p>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>	action planning tools to that will inform goals/targets
D(5) Performance Assessment	Participants are instructed in how to provide data to the SPDG Project	<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 utilizing the projects implementation tools. Coaches provide ongoing support in the use of the tools and data analysis.</p>	2
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	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.	2
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.	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.	2



**State Personnel Development Grant
(H323A12003)**

Annual Performance Report

March 1, 2013 – February 28, 2014

Prepared by

Brent Garrett, Ph. D.

bgarrett@evergreenevaluation.net

eec

Evergreen Evaluation & Consulting, Inc

May 6, 2014

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New Hampshire SPDG (Next Steps NH)

2014 APR Executive Summary

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 New Hampshire: College, Career and Life Readiness. The Next Steps NH goal is to increase the number of students with disabilities and students at risk graduating from high school who are college and career ready, through the implementation of evidence based transition practices. Grant partners include the NH Parent Information Center, four regional intermediaries (Monadnock Developmental Services, Stafford Learning Center, Granite State Independent Living, North Country Education Services), Keene State College, the QED Foundation, The Institute on Disability at UNH, Vocational Rehabilitation, and Evergreen Evaluation and Consulting, Inc.

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 April 2013 before the Grant Coordinator was hired. The project Leadership Team has met monthly, with specific workgroups meeting more frequently. Meetings over the summer and fall of 2013 focused on selection criteria and processes for recruiting the first cohort of four schools. The application was released on September 13, 2013 and was due by October 4, 2013. Ten schools submitted applications, with at least two applications in each of the four regions of the state. A rubric was designed to support an objective evaluation of submitted applications. Each application was scored four times by Regional Intermediaries and Management Team members. The first cohort of schools is Kennett High School, Kingswood Regional High School, Mascoma Valley Regional High School, and Merrimack Valley High School.

Formal coaching with the four participating schools began in December 2013. This report contains data through February 28, 2014, so approximately three months of coaching has occurred during this reporting period. There were a total of 25 coaching contacts during the three month period. ELOs Implementation was the most frequent content addressed during coaching visits, followed by family engagement and RENEW. Of the specified content, the Transition Focused Education Framework was addressed the least.

The initial ELO trainings occurred outside this reporting period (March 12, April 10, and May 7, 2014). The kick-off Transition Focused Education Framework training for Cohort 1 was held on January 28, 2014. The purpose of the training was to provide information about the project and the framework for Transition Focused Education. Evaluation data were positive and participants reported increased knowledge of the Transition Focused Education framework.

Work on the IHE component has involved reviewing materials and professional literature related to transition competencies and/or standards for special educators in the context of the Next Steps NH Transition Focused Education Framework. The foundational reviews and sharing of IHE group member expertise yielded a draft set of transition competencies for pre-service special educators in training. The goal is to refine this draft by May 2014. The competencies will be used for an initial review of special education K-12 teacher certification curriculum at Keene State College. The Transition Resource Portal is under development. It is designed to support both the implementation of project activities and to disseminate materials that support the use ELOs, evidence-based transition planning, and parent/family engagement.

While little data are available for this reporting period, the project has made progress in establishing a systematic method for selecting, training, and coaching Next Steps NH school personnel. The selection process adhered closely with the principles put forth by Implementation Science. There is also a strong emphasis on making sure training and coaching are provided in an evidence-based manner. The NH DOE has contracted with Higher Peaks Research, in Black Mountain, NC, to institutionalize the use of Participatory Adult Learning Strategies (PALS) as a framework for professional development provided by Next Steps NH, particularly ongoing coaching. All Next Steps NH staff have received the initial PALS training. Extensive effort has also occurred in the establishment of evaluation tools, using a collaborative process between the project and evaluation staff.

The second cohort of schools, to be selected in the fall 2014 will benefit from the project learnings over the last year. The selection materials and processes are currently under review. Training and coaching content and methods will be modified as we receive and analyze evaluation data. The 2015 Annual Performance Report will have data to report for each performance indicator.

Next Steps NH 2014 Annual Performance Report

Introduction

This report describes the Next Steps NH professional development activities that occurred between March 1, 2013 and February 28, 2014. The first six to seven months of this reporting period was spent on planning for the selection and training of the initial cohort of schools. Schools were selected in October 2013, with preliminary meetings occurring in November and December 2013. The kick-off training was in late January 2013. Other training scheduled for this reporting period were postponed due to weather. Immediately below, we provide information about activities of two key partners, the NH Parent Information Center (NH's Parent Training and Information Center) and Vocational Rehabilitation. Next Steps NH personnel are also collaborating with NH AIM, Pepnet, & North East Deaf and Hard-of-Hearing to be sure that we are aligning our practices. The Next Steps NH Project Coordinator, Mary Steady and Project Director, Donna Couture presented information about Next Steps NH.

Parent Training and Information Center

Kimm Phillips, of the NH PIC, is a member of the Next Steps NH Leadership Team and collaborates actively with all project partners. Below is a list of PIC activities conducted during this reporting period, current collaborative efforts, and ongoing work.

Activities This Reporting Period

- Participated in Next Steps NH Leadership Team meetings and all trainings.
- Attended Merrimack Valley High School, Kingswood Regional High School, and Mascoma Valley Regional High School Leadership Team meetings.
- Developed Family Engagement readiness factors for NSNH applications, along with input to the Fidelity Tool and developed Family Engagement Practice Profile.
- Participated in the Granite State Independent Living Center's Earn and Learn parent/student orientations and graduations.
- Participated in the Stafford Learning Center's Earn and Learn graduation.
- Participated in Keene State College's ACES graduation.
- Family Outreach and Information Booth at NH Transition Collaborative event at Pinkerton Academy.
- Outreach and networking with a number of local and regional agencies and groups (VR, project SEARCH, AXIS Program, parent groups, etc.).
- Updated, edited and printed Transition Toolkit for Parents.
- Created two sided- flyer for parents re: HS Transition.
- Developed vetted FFG benchmarks and orientation materials.
- Attended Massachusetts PTI's "Planning a Life Conference" to develop training for NH families.
- Organized no-cost workshop (*Application to Acceptance: Preparing Students with Disabilities to be Successful for Life after High School*) for parents of students with disabilities held on February 14, 2014. Data from the follow up survey promoted us to plan a full day workshop.

Collaboration Efforts

- Collaborated with the Granite State Independent Living Center, the Stafford Learning Center, Vocational Rehabilitation, and Keene State College to add family engagement components to program (Earn and Learn/ACES) orientations and graduations.
- Collaborated with NH Connections programs to provide outreach around family engagement in high school and individual parent support and coaching during the IEP process.
- Collaborated with Keene State College to share information about the Keene Commons transition website.
- Collaborated with Keene State College on embedding family engagement as an expected competency for Special Education graduate students.
- Collaborated with NH Council on Developmental Disabilities for three regional transition information events for families (10/13, 12/13 and 3/14).

Ongoing Activities

- Ongoing-Outreach to school districts and parent group regarding Next Steps.
- Posting resources on Family Engagement Breakout Group on NSNH/NH Networks.
- Participating in state COP transition meetings.
- Participating in Southern NH Transition COP meetings.
- Development of brochures, flyers and online modules.

Vocational Rehabilitation

Similarly, NH's Vocational Rehabilitation was an active Next Steps NH partner. Vocational Rehabilitation (VR) is an active member of the Next Steps NH Leadership Team. They are represented by Tina Greco, the state Transition Coordinator. Regional Vocational Rehabilitation personnel are also involved with the four Cohort 1 schools. Besides the ongoing work Vocational Rehabilitation performs with transitioning students, Next Steps NH is seeking strategies to expand two existing VR-sponsored programs, as well as creating new opportunities to further the relationship between school and Vocational Rehabilitation personnel.

A Chance to Experience Success (ACES)

Up to 12 students ages 16-17 experiencing LD/ADHD participate in a two-week on campus experience focusing on career development and building independent living skills. Students develop a portfolio of their experience to build stronger IEPs and IPEs. As part of their portfolio, students develop Measurable Post School Goals, Course of Study and Transition Activities, all essential elements of their transition plan within their IEP. During this reporting period, Next Steps NH sponsored an informational webinar for special education staff and administrators regarding the program and its funding.

Earn and Learn

A program to re-engage at-risk students into school, and preventing drop out, and developing career and work skills. This project used ELOs (Extended Learning Opportunities) to allow students to gain high school credit, and paid work experiences to gain employment skills.

Special Education Internship

Next Steps NH and VR are exploring the possibility of developing a program similar to NHVR's Teacher Internship Program, whereby special education staff participate in a 3-week internship to learn about VR. As a result of its success, we would like to see a program developed for VR staff to learn about the special education process.

VR involvement with Intermediaries

Next Steps NH and VR will be coordinating discussions with local level VR staff who are connected to the cohort schools. The purpose of these discussions will be to brainstorm ideas toward involvement on cohort school leadership teams. Discussions will include leadership teams in the future.

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 professional development.

This objective focuses on (1) the selection of organizations and personnel responsible for much of the project implementation, (2) the selection of LEAs to participate in the professional development, and (3) the selection of interventions and the degree to which they are determined to be evidence-based.

Performance Indicators

Two project indicators were used to assess progress on this objective.

- Over the course of the project, 20 high schools are to be recruited, and implement NH SPDG activities with fidelity. The expectation was four schools per year, for five years. Due to delays in initial implementation, some overlapping of implementation will need to occur to meet this target. The four Cohort 1 schools were selected in October 2013 and began to receive professional development during this reporting period.
- The second indicator is that each LEA has identified a transition liaison, who has been trained, and oversees project fidelity. Each of the four cohort 1 schools have identified a transition liaison and initial training has begun. More detail on these activities are included in Objectives 2 and 3.

1. Organizational Partners

Each of the organizations included in NH's SPDG proposal has assumed their roles and implementation is under way. Professional development is facilitated through four Regional Intermediaries (RIs), selected based on their regional presence and their previous experience in facilitating secondary transition for students with disabilities. The RIs provide professional development (training and coaching) to the pilot schools in their region. The RIs are:

- Granite State Independent Living Center
- North Country Education Services
- Monadnock Developmental Services
- Stafford Learning Center

Other critical partners include (1) QED, who are supporting the implementation of ELO professional development, (2) the NH PTI who are facilitating parent engagement activities in each of the pilot schools, (3) Keene State University, the lead on the project's IHE work and dissemination efforts through the Transition Resource Portal (TRP), (4) the Division of Career Technology and Adult Learning as well as the Bureau of Vocational Rehabilitation, (5) The Institute on Disability at the University of New Hampshire, who are supporting the implementation of RENEW professional development, and (6) Evergreen Evaluation & Consulting, Inc., the project's external evaluators.

Each of these partners are represented on the Next Steps NH Leadership Team, which has met monthly for two hours per meeting since the inception of the project. GoToMeeting has been used to facilitate involvement from partners not able to physically attend the meeting. The RIs also have monthly meetings, generally following the Leadership Team meeting, for three to four hours. Partners have met many times, in person and virtually, outside of these formal meetings to fulfill other functions of the project.

2. Expectations and Commitment of Those Receiving Professional Development

A deliberate process was implemented to ensure that the expectations and commitment required to participate in Next Steps NH were understood by all potential participants. Throughout the summer and fall of 2013, NH DOE and Next Steps NH personnel conducted a variety of outreach activities to share the expectations and expected outcomes with various stakeholder groups. This was accomplished with a thorough application package, a webinar made available to all interested parties, and available technical assistance. The Next Steps Leadership Team began working on the selection process in May 2013.

The Next Steps NH High School Pilot Sites Application was developed through an iterative review process involving all project partners. A copy of the application can be found in Appendix A. The application was disseminated to all NH high schools via e-mail as well as posted on the NH State Department of Education's Website. The application was released on September 13, 2013 and was due by October 4, 2013. The application contained five sections bulleted below. Applicants were also required to provide quantitative and qualitative data related to secondary transition to support their application. These data were used to inform the selection process, as well as needs assessment data to inform training and coaching.

Next Steps NH Pilot Site Application Components

- Part 1: Project Description
- Part 2: Eligible Applicants
- Part 3: Time Period and Number of Schools Selected
- Part 4: Anticipated Outcomes for Selected Schools
- Part 5: Application Content and Scoring Criteria

To support the application process, Next Steps NH sponsored a 90 minute informational webinar on September 10, 2013. 45 people attended the webinar. The purpose of the webinar was to provide an overview of the application package and to respond to questions from school personnel.

A rubric was designed to support an objective evaluation of submitted applications. The rubric, like the application, went through an iterative review process by all project partners. The components of the rubric are below. A copy of the full rubric is in Appendix B.

Next Steps NH Pilot Site Application Rubric Criteria

- Cover Page (5 points)
- Readiness (40 points total)
 - Part 1: Commitment to the Project's Vision and Principles
 - Part 2: Resources and Personnel Commitments
 - Part 3: Performance Assessment Commitments
 - Part 4: Transition Planning Readiness
 - Part 5: Extended Learning Opportunities (ELO) Readiness
- Alignment to School Priorities and Initiatives (30 points)
- Administration Commitment (25 points)

Next Steps NH 2014 Evaluation Report

Ten schools submitted applications, with at least two applications in each of the four regions of the state. Each application was scored four times by Regional Intermediaries and Management Team members. The four schools bulleted below were accepted as the first cohort of Next Steps NH schools.

1. Kennett High School
2. Kingswood Regional High School
3. Mascoma Valley Regional High School
4. Merrimack Valley High School

3. Selection of Intervention

The two interventions included in NH's SPDG proposal were the use of Extended Learning Opportunities (ELO) and secondary transition planning. The ELO component was implemented as proposed, with QED, an established provider of professional development on implementation of ELOs. For the secondary transition component, our proposal focused both on the use of Kohler's Transition Taxonomy (O'Leary, 1999) and TOPS (Kohler, 1996), but also was influenced by a secondary transition practice profile developed by NH's Transition Community of Practice. Extensive meetings and deliberation were spent on further defining the transition intervention. Ultimately, the decision was made to use the Kohler Taxonomy, with additional items from the NH Transition Community of Practice practice profile. The Next Steps Project Coordinator discussed the use of the Kohler Taxonomy with Dr. Kohler and received her support.

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.

SPDG PM 1 criteria include: (1) accountability for delivery and quality monitoring of training is clear, (2) trainings use adult learning principles and are skill-based, (3) outcome data collected and analyzed of participants' pre/post knowledge and skills, (4) trainers are trained, coached, and observed, and (5) data are used to improve trainer skills and the content of trainings.

Performance Indicators

Two project indicators were proposed to assess progress on this objective. Professional development recipients are surveyed at the completion of each training and then annually, just prior to the APR submission to determine the impact the professional development had on (1) participants knowledge and (2) skills to implement ELOs. As the initial ELO training was not held until March 18, 2014, project indicator data are not available for 2013-14 reporting period. A second ELO workshop has also been conducted prior to submission of this report. Data from those workshops will be included in the 2015 Annual Performance Report. Each workshop has been evaluated and the results have been shared with the Next Steps NH Leadership Team for review.

1. Accountability for Delivery and Quality Monitoring of Training

During the first year of implementation, the QED Foundation, an organization based in Amherst, NH, with seven years of experience in supporting schools and communities to implement ELOs, will provide the first set of three ELO workshops. However, they were all conducted after February 28, 2014 (March 12, April 10, and May 7) so data will be shared in the 2015 NH SPDG APR. In the third year of implementation, responsibility for training will shift from QED staff to the RIs, who will provide the training in subsequent years. QED staff will provide ongoing coaching to the NH SPDG LT, regional coaches, and LEA Transition Liaisons.

2. Trainings Use Adult Learning Principles and Are Skill-Based

QED staff, the lead trainers for this objective participated in the PALS training held in November 2013. PALS strategies were incorporated into QED's existing training structure that has also incorporated skill-based activities relying on adult learning principles. The training evaluation form provides data on participants' perception on how well the PALS strategies were employed.

3. Outcome Data Collected and Analyzed Of Participants' Pre/Post Knowledge and Skills

As the first set of three ELO workshops were conducted after February 28, 2014, no data are available for this objective. Pre/post assessments using multiple choice and short-answer questions have been developed for each of the three workshops.

4. Trainers Are Trained, Coached, and Observed

The lead trainers for this first year of implementation are from QED and are expert ELO trainers. During the training development stage, there were numerous virtual meetings with QED to develop the trainings and to make sure the training was aligned with the PALS model. After each of the three workshops, QED staff will facilitate a virtual meeting to develop the capacity of the RIs, who will provide the training in subsequent years. QED staff will provide ongoing coaching to the NH SPDG LT, regional coaches, and LEA Transition Liaisons.

5. Data Are Used to Improve Trainer Skills and the Content of Trainings

As the first set of three ELO workshops were conducted after February 28, 2014, no data are available for this objective at this time. Two ELO workshops had been completed prior to this report submission. Data from those workshops have been analyzed and shared with the Next Steps NH Leadership Team. Quantitative and qualitative formative data from each workshop will be analyzed and shared with project management to improve training.

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

SPDG PM 1 criteria include: (1) accountability for delivery and quality monitoring of training is clear, (2) trainings use adult learning principles and are skill-based, (3) outcome data collected and analyzed of participants' pre/post knowledge and skills, (4) trainers are trained, coached, and observed, and (5) data are used to improve trainer skills and the content of trainings.

Performance Indicators

Two project indicators were proposed to assess progress on this objective. Professional development recipients are surveyed at the completion of each training and then annually, just prior to the APR submission to determine the impact the professional development had on (1) participants knowledge and (2) skills to implement transition planning and family engagement strategies.

1. Accountability for Delivery and Quality Monitoring of Training

Responsibility for and delivery of the Transition Focused Education Framework workshops is shared among NH DOE staff and the RIs. The kick-off training for Cohort 1 was held on January 28, 2014. The purpose of the training was to provide information about the project and the framework for Transition Focused Education. Teams from each of the four high schools had the opportunity to identify their school and district's strengths and needs related to postsecondary transition. Time was also provided for participants to begin to develop a plan to maximize their strengths and address their needs. Forty-seven (47) people attended the training. Of those 47, 28 were school personnel and 19 were NS NH staff.

2. Trainings Use Adult Learning Principles and Are Skill-Based

On the end of event evaluation form for the January 28, 2014 Kick-off Training, participants were asked six questions (see Table 1) aligned specifically with the Participatory Adult Learning Strategy (PALS) model. Participants' average ratings were high, a 4.37 (on a five-point scale.), indicating participants "Agreed" to "Strongly Agreed," that their learning needs were met. The range of average scores was from a low of 4.21 (*Provided opportunities for participants to interact with each other related to professional development content*) to a high average of 4.50 (1 - *Training content was organized and clearly presented* and 2 - *included opportunities for participants to ask question and express personal perspectives*).

Table 1: Workshop #1: PALS Feedback

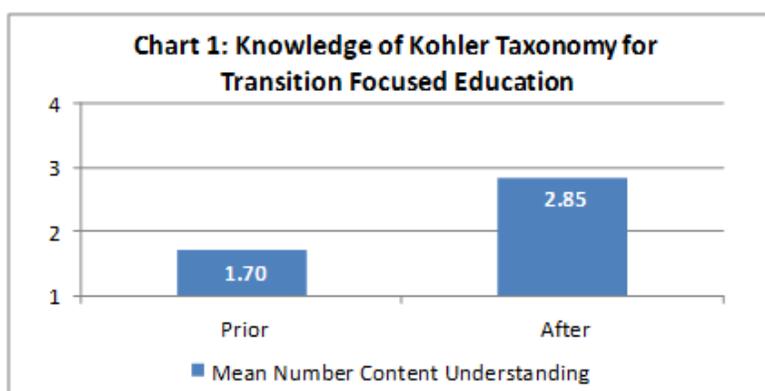
Items	Means (n=28)
Foundations: Training content was organized and clearly presented.	4.50
Applications: Included opportunities for participants to ask question and express personal perspectives.	4.50
Evaluation: Included time to practice and/or reflect on application and implementation of the training content.	4.36
Mastery: Training included time to plan follow-up activities that require participants to apply their new knowledge and/or skill(s).	4.36

Foundations: The objectives and outcomes of the training were clear.	4.29
Applications: Provided opportunities for participants to interact with each other related to professional development content.	4.21
Average	4.37

Scale: 1 = Strongly Disagree, 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

3. Outcome Data Collected and Analyzed Of Participants' Pre/Post Knowledge and Skills,

At the conclusion of the Kick-Off Training, participants were asked to rate their perceptions of their level of knowledge of the Kohler Taxonomy for Transition Focused Education prior to the training, and after. Participants' perceived their prior knowledge quite low, between "Somewhat Knowledgeable" and "Knowledgeable" (an average score of 1.70, on a four-point scale), Perceptions of participants' knowledge after the training increased to an average score of 2.85, suggesting participants were more knowledgeable of the Kohler Taxonomy for Transition Focused Education after the training. Chart 1 shows the mean scores in a graphical format.



Scale: 1 = Not Knowledgeable, 2 = Somewhat Knowledgeable, 3 = Knowledgeable, 4 = Very Knowledgeable

4. Trainers Are Trained, Coached, and Observed

The Kick-Off Training curriculum and process agenda were developed collaboratively by members of the Next Steps NH Leadership Team. The training curriculum and agenda were also received and approved by the NH SDPG DOE Management Team.

5. Data Are Used to Improve Trainer Skills and the Content of Trainings

Data from Table 1 and Chart 1 above were used to provide feedback to trainers. Participants were also asked open-ended items in order to gather more in depth information about the training. They felt the most helpful feature was the opportunity for collaboration and networking. Other helpful features included the overview and review that was provided, the logistics of the training, and the information related to RENEW. The majority of respondents plan on using the knowledge and skills to begin the implementation process. Other plans included sharing the information, following up with ELO implementation planning, involve parents and the community, and plans to work on the fidelity tool. A one-page summary of the training evaluation is included in Appendix C.

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

SPDG PM 1 criteria include: (1) accountability for delivery and quality monitoring of coaching is clear and (2) multiple sources of information to be used to support coaching.

Performance Indicators

Three project indicators were proposed to assess progress on this objective.

- Regional Intermediaries will be surveyed to determine if the professional development they received (training and coaching) increased their capacity to support LEA Transition Liaisons.
- Similarly, LEA Transition Liaisons will be surveyed to determine if the professional development they received (training and coaching) increased their capacity to support implementation in their school district.
- By the end of the project, two new local transition Communities of Practice will have been developed.

Accountability for Delivery and Quality Monitoring of Coaching

The NH DOE has contracted with Higher Peaks Research, in Black Mountain, NC, to institutionalize the use of PALS as a framework for professional development provided by Next Steps NH, particularly ongoing coaching. All Next Steps NH staff received PALS training on November 21 and 22, 2013. The purpose of the training was to develop common protocols so that all staff providing professional development would be implementing with fidelity. After the training, there was some confusion about the connection between PALS and the Next Steps NH framework. At the January Leadership Team meeting, it was determined to delay further PALS work for a couple of months until NSNH could further develop the critical components of their Framework for Transition Focused Education. Robin Howse is scheduled to meet face-to-face with the Next Steps NH Leadership Team at their March 2014 meeting to discuss next steps. Follow up PALS training is also scheduled for May 15th and 16th, 2014

The Regional Intermediaries have met face-to-face at least monthly during this reporting period to discuss common strategies for coaching participating schools. These meetings also included representation from the NH PIC (PTI). Numerous virtual and phone meetings have been held during this time. As the project moves further into implementation, similar meetings occur between the regional coaches and LEA transition liaisons to support the capacity of LEAs to implement transition planning and family engagement practices.

Multiple Sources of Information to Be Used to Support Coaching.

For this reporting period, three types of coaching data are available. They are (1) coaching competency data, (2) coaching logs, and (3) an analysis of the frequency and type of coaching. Beginning with the 2015 APR, data from coaching participants and coaching fidelity data will also be collected. Coaches will also have access to school-level data for decision making.

Competency Data

To make sure Next Steps NH Regional Intermediaries have the necessary competencies to coach schools to implement the Transition-Focused Education Framework, In January 2013, each Regional Intermediary completed the NH Community of Practice on Secondary Transition Competencies Self-Assessment. This assessment was a hybrid of two tools developed by the National Secondary Transition Technical Assistance Center (*Tool for what transition specialists need to know* and *Tool for what secondary special education teachers need to know*).

There are three levels of competencies

1. Competencies that should be possessed by any person who facilitates the transition process.
2. Critical knowledge and skills that a transition facilitator needs to possess in order to ensure positive transition outcomes.
3. Skills in supervising others in the transition process.

A three-point rating scale was used:

1. **Area of Strength:** You possess and can demonstrate this knowledge and skill
2. **Partially Attained:** You possess some of the knowledge and skill but may not be able to or have yet had the opportunity to demonstrate it.
3. **Area of Need:** This is a competency on which you need training and skills development.

As shown in Table 2, the Regional Intermediaries rated themselves the highest for the second level competencies. Most of the Regional Intermediaries have performed similar work previously and were selected to partner with Next Steps NH due to their knowledge and skills in the transition arena. Level one items focused in large parts on policy and evaluation issues that may not have been as common of an activity in previous work. It is not surprising that the third level competencies were rated the lowest, as these tasks are more broad and systems level. It is expected that these competencies will take at least a year to develop. Average scores for each competency are included in Appendix D.

Table 2: Coaching Competency Data

Level of Competency	Average Rating
Competencies that should be possessed by any person who facilitates the transition process.	61%
Critical knowledge and skills that a transition facilitator needs to possess in order to ensure positive transition outcomes.	79%
Skills in supervising others in the transition process.	54%

Concurrently, as part of the work under Objective 7, the IHE Workgroup is studying a number of other transition related competencies that will form the foundation of their work. As the IHE Workgroup move further along their work, their learnings will be shared with the Next Steps NH Leadership Team to inform the present work on coaching competencies for transition.

For project management and reporting purposes, data are collected on the number and type of coaching activities, as well as the number of individuals participating in the professional development. Formal coaching with the four participating schools began in December 2013. This report contains data through February 28, 2014, so approximately three months of coaching has occurred during this reporting period. As shown in Table 3, one school has had ten visits, two have had four visits, and one school, due to staff issues, has had no visits. Participants from Kennett High School have participated in the Kick-Off Training in January 2014.

Table 3: Coaching Visits

School	# of Coaching Visits
Mascoma Valley Regional High School	10
Kennett High School	8
Kingswood Regional High School	4
Merrimack Valley High School	4

As shown in the left two columns of Table 4, ELO content (n=8) was the most frequent content addressed during coaching visits, followed by family engagement (n=7) and RENEW (n=7). Of the specified content, the Transition Focused Education Framework was addressed the least (n=5). The “other” content addressed in three of the four visits was leadership team development. The most common activities (right two columns of Table 4) conducted during this three month period were completing fidelity tools, developing action plans, and facilitating meetings (each occurred on eight coaching visits).

Table 4: Coaching Content and Activity Data

Coaching Content	# of Coaching Visits	Coaching Activity	# of Coaching Visits
Extended Learning Opportunities	14	Completing fidelity tools	8
Family Engagement	10	Developing action plans	9
RENEW	11	Facilitating meetings	11
Transition Focused Education Framework	9	Reviewing action plans	7
Other	4	Collecting/working with data	3
		Other (please specify)	2

Table 5 (on the next page) lists the number of coaching participants. This is a duplicated count. The most frequent roles involved in the coaching visit was school administrators (n=27) and other school staff (n=25), which was not further specified. There were a few more general educators involved than special educators. The roles least involved included community partners, students, and Vocational Rehabilitation personnel.

Table 5: Role of Coaching Participants

Role	Number of Participants	Role	Number of Participants
School Administrators	37	Community Partners	3
Other school staff	25	Students	1
General Education - High School Teachers	15	Vocational Rehabilitation	1
Special Education - High School Teachers	16	Other	8
Parents	9	Total	106
District Administrators	13		

- **Coaching Charts**

A series of tools for tracking progress in coaching activities are used by each Next Steps NH partner who coach participating schools. These tools are housed on the projects' Google Drive for easy access by all partners. These charts list the coaching related activity, timeline and person responsible as well as space for each coach to report on progress at Cohort 1 schools. This is reviewed and updated monthly.

- Overall Coaching Chart
- Family Engagement Benchmarks
- ELO Coaching Chart
- RENEW Work Plan

- **Coaches Capacity to Support Coaching and Training**

In April 2014, the nine Next Steps NH staff responsible for direct provision of professional development were surveyed to determine their perceptions of their capacity to support their schools. They were asked five questions about the impact the professional development they received has had on their ability to support school personnel in ELO development and implementation, transition focused education, family engagement, RENEW, and the use of Next Steps NH evaluation tools. As shown in Table 6 below, the average rating of 3.53 suggests a moderate to large impact on their capacity to support schools. The highest impact was on their use of the project's evaluation tools (3.75), while they felt the least impact was on their ability to support implementation of RENEW strategies (3.29). As there have been no formal RENEW training for Next Steps NH professional development providers, the low rating is to be expected.

Table 6: Impact of Next Steps NH on Professional Development Providers Capacity to Support Schools

Item	Mean
Support LEA school personnel on ELO development and implementation.	3.57
Support LEA school personnel on the implementation of transition focused education.	3.43
Support LEA school personnel and Families on the implementation of family engagement strategies.	3.63
Support LEA school personnel on RENEW Implementation.	3.29
Support LEA school personnel on the use of Next Steps NH evaluation tools.	3.75
Average	3.53

Scale: 1 = No Impact, 2 = Little Impact, 3 = Moderate Impact, 4 = Large Impact, 5 = Very Large Impact

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The same personnel were asked to rate the impact of the professional development they received on their capacity to provide training on ELO development and implementation, transition focused education, family engagement, and RENEW (see Table 7). Ratings were lower for these items than the items in Table 6, on the previous page. The average rating was 3.07, indicating moderate support for the ability to conduct training on these topics at this time. Each of the four items were similarly rated.

Table 7: Impact of Next Steps NH on Professional Development Providers Capacity to Provide Training

Item	Mean
Conduct training on ELO development and implementation.	3.00
Conduct training on the transition focused education framework.	3.14
Conduct training on family engagement strategies.	3.13
Conduct training on RENEW strategies.	3.00
Average	3.07

Scale: 1 = No Impact, 2 = Little Impact, 3 = Moderate Impact, 4 = Large Impact, 5 = Very Large Impact

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

Accountability for fidelity measurement and reporting system is clear, (2) participants are instructed in how to provide data to the SPDG Project, (3) implementation and student outcome data are shared regularly with stakeholders at LEA, regional, and SEA levels, and (4) goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes.

Performance Indicators

Two project indicators were proposed to assess progress on this objective. (1) The professional development provided on ELOs, transition planning, & family engagement will be implemented with 90% fidelity and (2) state, regional, and local coaches will submit 100% of required data. 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.

1. Accountability For Fidelity Measurement And Reporting System Is Clear.

The external evaluation team at Evergreen Evaluation & Consulting, Inc, (EEC) work closely with NH DOE staff to ensure accountability for all data collection, analysis, and reporting. During the past year, evaluation has been a standing agenda item for each Leadership Team and Regional Intermediary Team meeting. As the project moves forward, regularly scheduled, stand-alone Evaluation Work Group meetings will be held. The Next Steps NH Project Coordinator has held, at a minimum, monthly meetings with EEC evaluators to make sure timelines are adhered to and evaluation products are designed and implemented as planned.

2. Participants Are Instructed In How To Provide Data To The SPDG Project.

During this reporting period, the following instruments have been created, and subsequently, Next Steps NH staff were trained to use the evaluation instruments. Most data collection is the responsibility of the Regional Intermediaries, but they have been instructed on how to work with school personnel to collect data from them when necessary. All evaluation tools are set up either in Google Docs or SurveyMonkey so both the instruments and responses are available electronically.

- Professional Development Activity Log
- Transition Focused Education Framework Fidelity Tool
- Extended Learning Opportunities Fidelity Tool
- ELO Characteristics Database
- ELO Teacher Survey
- ELO Student Survey

3. Implementation And Student Outcome Data Are Shared Regularly With Stakeholders At Multiple Levels To Make Decisions At LEA, Regional, And SEA Levels

As of February 28, 2014, preliminary data collection has only begun with the Transition Focused Education Framework Fidelity Tool. Training data from the January 2014 Kick-off Training were shared with the Next Steps NH Management and Leadership Teams. As the project evaluators are part of the project Leadership Team, evaluation is a standing agenda item at each Leadership Team meeting.

Data profiles have been developed for each Cohort 1 school and are stored in each school's respective Google Docs folder. The data profiles currently contain data from the state's Early Warning System, graduation and drop-out data, and needs assessment data provided by schools as part of the application process.

4. Goals Are Created With Benchmarks For Implementation And Student Outcome Data, And Plans Are In Place To Share And Celebrate Successes.

School-based professional development plans will be developed as schools' complete their Transition Focused Education Framework Fidelity Tool and the Extended Learning Opportunities Fidelity Tool have been completed. Each school will then set their targets. Baseline data for implementation and student outcome data are presented below.

Readiness Criteria

Schools applying to participate in Next Steps NH were asked to respond to a number of questions about their readiness to implement ELO, RENEW, and Transition Focused Education Framework strategies. Schools had the choice of reporting the strategy was not in place, partially in place, or in place. Table 6 provides a summary of the percent of strategies in place for the three initiatives. The full list of strategies and their reported implementation status is contained in Appendix E.

Table 8: School Self-Report Data for Percent of Strategies in Place

	Kennett	Kingwood	Mascoma Valley	Merrimack Valley	Average
ELO Implementation	13%	25%	75%	25%	34%
RENEW Implementation	21%	43%	57%	93%	54%
Transition Implementation	33%	67%	67%	67%	58%

Early Warning System Data

The New Hampshire Department of Education has developed an Early Warning System that utilizes data to help schools accurately identify individual students at risk for dropping out of school. This system provides schools with the necessary data to then identify, develop and provide effective and appropriate dropout-prevention strategies. At-risk indicators include attendance, failing core courses, and other course performance data such as credits earned and grade point averages. Students that have more than one indicator identified have an even higher probability of dropping out of school. Each school is required to submit data at the beginning and the end of the year.

Graduation/Dropout Data

Table 7 below documents graduation and drop-out data for the four participating schools and the state average for the last two years for which data are available, for all students. This is the most current data available. The NH Annual Drop-out rate uses a cohort rate defined by the New England Secondary School Consortium (NESSC) in parallel with national definitions. The cohort model includes all students during the past four years who were expected to graduate at the end of the 2009-2010 school year.

Table 9: Graduation and Drop-out Data – All Students

School	Graduating Cohort	Graduation		Dropouts			
		Graduated	Graduation Rate	Earned GED	Dropped Out	Total	NESSC Dropouts Only Rate
State Average							
2010-11	16,071	13,923	86.63%	366	531	897	3.30%
2011-12	15,994	13,866	86.70%	406	493	899	3.08%
Kennett							
2010-11	226	206	91.15%	6	0	6	0.00%
2011-12	206	190	92.23%	12	0	12	0.00%
Kingswood							
2010-11	227	221	97.36%	0	2	2	0.88%
2011-12	215	197	91.63%	2	4	6	1.86%
Mascoma Valley							
2010-11	122	102	83.61%	2	6	8	4.92%
2011-12	110	92	83.64%	2	3	5	2.73%
Merrimack Valley							
2010-11	193	161	83.42%	0	4	4	2.07%
2011-12	206	182	88.35%	2	1	3	0.49%

Source: <http://www.education.nh.gov/data/dropouts.htm#grads>

Table 8 provides graduation data for students with disabilities. Kingswood and Mascoma Valley did not have enough students to publicly report their graduation rate. Kennett and Merrimack Valley only had sufficient data for one year. Each school has their own data and will track these outcome locally.

Table 10: Graduation Data – For Students with Disabilities

Year	State Average		Kennett		Kingswood		Mascoma Valley		Merrimack Valley	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
Graduating Cohort	2,957	2,924	44	36	32	35	12	21	37	45
Graduation Rate	69.46%	70.31%	77.27%	**	**	**	**	**	**	73.33%

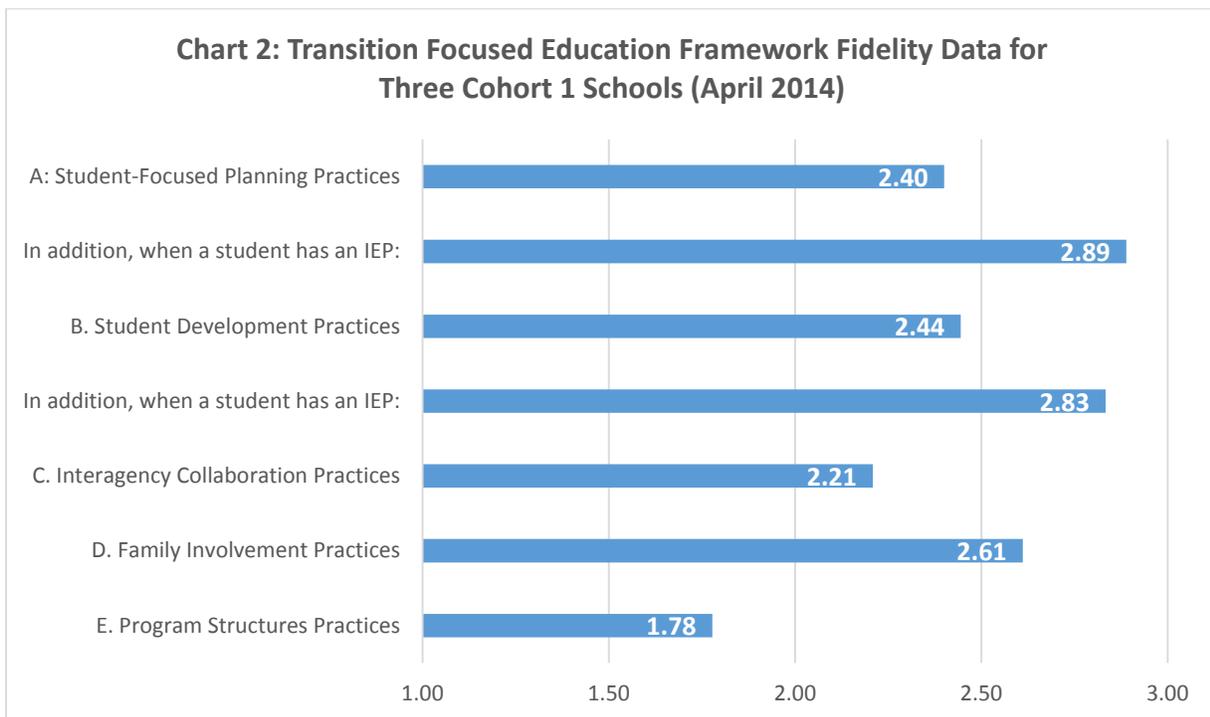
Source: <http://www.education.nh.gov/data/dropouts.htm#grads>

Fidelity Data

Fidelity of intervention tools were established for implementation of ELOs (Appendix F) and the Transition Focused Education Framework (Appendix G). As previously mentioned, the Transition Focused Education Framework is based on Kohler's Transition Taxonomy, incorporating the five necessary practices for successful transition (student-focused planning, student development, interagency collaboration, program structure, and family involvement). Small modifications to the instrument were made to meet the context of work in New Hampshire. An ELO fidelity tool had been previously established, but was amended to align with the Transition Focused Education Framework.

Each fidelity tool is to be completed annually by the school leadership team, facilitated by the Regional Intermediaries. The fidelity tools provide space for prioritizing competencies that are not in place, or need additional work, as well as planning for implementation of necessary. At the time of this report, the Transition Focused Education Framework fidelity tool has been completed at three of the four Cohort 1 schools.

As shown in Chart 2, the highest rated practices were Student-Focused Planning and Student Development, specifically for students with IEPs. This likely suggests strong compliance work in these schools. The school leadership teams also rated the Family Involvement Practice highly. These data will be validated by parent focus groups conducted in the upcoming year. The lowest rated practice was Program Structures, which is important for sustaining this work.



Scale: 1 = Not in Place, 2 = Partially in Place, 3 = In Place

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

This objective was designed to (1) make sure administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation and (2) LEA leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new ways of work.

Performance Indicators

Two project indicators were proposed to assess progress on this objective. First, 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** and (2) 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**. Beginning in the next reporting period, participating administrators will be surveyed to assess the impact of Next Steps NH professional development on their knowledge and skills to support implementation.

Administrators Trained Appropriately on Next Steps NH Practices/Support Implementation

Administrators are a key partner in successful implementation of Next Steps NH. Administrators are a required partner both for Transition Focused Education Framework and ELO activities. As discussed previously, only one formal training during this reporting period. Ten school and district administrators attended that training. They received an overview of the project that included discussions on implementation science, as well as how to analyze their needs as a school in order to develop professional development plans for project implementation.

Next Steps NH is currently supporting two existing regional Communities of Practice (CoP) in Seacoast and Southwest, with plans to develop two additional regional CoPs in the North Country and Greater Manchester area. These provide an infrastructure of ongoing support to LEA administrators and school personnel.

To better inform the Leadership Team of issues important to administrators and strategies for meeting the needs administrators, an LEA representative will be invited to be a member of the Next Steps NH Leadership Team.

LEA Leadership Analyzes Feedback/Makes Changes to Facilitate Implementation.

Part of the Next Steps NH professional development (training and coaching) will focus on developing the skills of LEA leadership in analyzing data gathered through the project to facilitate implementation and improvement in secondary transition outcomes. During the initial coaching visits (see data on page 11), administrators were the most frequent participants. This will provide a strong foundation as more formal administrator training occurs in the upcoming year.

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.

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 is 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.

Performance Indicators

Two project indicators were proposed to assess progress on this objective.

- 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.
- Each year, Next Steps NH participants rate the TRP portal and materials to be of high quality, relevant, and useful.

Institutes of Higher Education (IHE) Component

The kick-off meeting for the Institutions of Higher Education (IHE) component of the Next Steps project was held on November 20, 2013. The IHE work group included representation from Keene State College, the NH DOE, the Institute on Disability at the University of New Hampshire, the NH Transition Community of Practice, and a Regional Intermediary. To date, the work group has focused on the development of transition competencies, mission/purpose statements, projected activities, and a timeline.

Most of the work for this component has involved reviewing materials and professional literature related to transition competencies and/or standards for special educators in the context of the Next Steps NH Transition Focused Education Framework. The foundational reviews and sharing of IHE group member expertise yielded a draft set of transition competencies for pre-service special educators in training. The goal is to refine this draft during summer 2014. The competencies will be used for an initial review of special education K-12 teacher certification curriculum at Keene State College. The Transition Standards/Competencies reference documents that have been used to inform the work group include:

1. Taxonomy for Transition Planning
2. National Secondary Transition Technical Assistance Center (2011). *Tool for What Secondary Special Education Teachers Need to Know*. D. W. Test, O. M. Toms, and L. C. Scroggins.

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3. National Secondary Transition Technical Assistance Center (2011). *Tool for What for What Transition Specialists Need to Know*. D. W. Test, and L. C. Scroggins , and O. M. Toms.
4. NH Community of Practice on Secondary Transition: Competencies Self-Assessment (2013)
5. Council for Exceptional Children: Initial Level Special Educator Preparation Standards (2013)
6. Specialty Set: CEC Advanced Special Education Transition standards (2013)
7. Next Steps NH Framework for Transition Focused Education (2014)

Activities for the next reporting period include the refinement of the transition competencies reference above, review of existing Keene State College pre-service curriculum related to secondary transition, and the development of a Request for Proposals for a second IHE to participate in Next Steps NH.

Transition Resources Portal

To support both the implementation of project activities and to disseminate materials that support the use ELOs, evidence-based transition planning, and parent/family engagement, Keene State College (KSC) is supporting the development of a transition resource web portal. Since beginning work in May 2013, the following activities have occurred. The evaluation plan for the Transition Resource Portal is shown in Appendix H.

- Reviewed current content on the existing transition resource website at KSC.
- Surveyed statewide users for suggestions and needs re transition information and website usability.
- Investigated options for new technical platforms and connections to the keene.edu website. The new website will be developed using WordPress, and for efficient development and testing, will remain separate from the KSC website until the first release.
- Investigated website accessibility best practices.
- Investigated other existing transition education websites.
- Identified possible resources to be developed and made available on the new portal.
- Drafted and began development of an architecture for the expanded and redesigned portal, with support of the Leadership Team for review and comment on a regular basis. The underlying structure will mirror the Framework for Transition-Focused Education; in addition, users will be able to enter the portal by role or topic.
- Begun populating pages on the website with content.
- Explored evaluation strategies for the website.

Community of Practice

The third strategy for sustaining the efforts of Next Steps NH is through a statewide and regional Communities of Practices. In 2004, New Hampshire formed the New Hampshire Community of Practice Coordinating Group (CoP), which was fostered and supported by NH's second SPDG. The CoP is made up of approximately 50 individuals from across state, local and community levels throughout New Hampshire, who represent a wide array of experience and expertise. The CoP remains an important

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source for transition information in NH and conducts an annual conference each year. This statewide CoP also serves as the Advisory Board to Next Steps NH.

Next Steps NH staff participated in the NH CoP's 2013 Annual Transition Summit. The Next Steps NH Project Director hosted a poster session to share information about the project. The Summit experienced an increase in participation by Vocational Rehabilitation personnel, which was attributed to the involvement of Vocational Rehabilitation's Vocational Coordinator participation on the Next Steps NH Leadership Team.

Another key sustainability component is the development, stabilization, and ongoing support of local transition Community of Practices. Next Steps NH supports two established CoPs in the Seacoast and Southwest regions of the state. Project activities include developing other CoPs in the greater Manchester area (partnering with the GSIL) and in the North Country (NCES is the lead partner).

Appendix A

Next Steps NH Pilot Site Application



REQUEST FOR APPLICATIONS

Next Steps NH College, Career, and Life Readiness

High School Pilot Sites Cohort 1

This project is funded through the US Department of Education,
State Personnel Development Grant: H323A120003

Application Due Date: October 4, 2013
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Part 1: Project Description

With the growing complexity of the world and increasing demands of the 21st century workforce, there is little question that all students should graduate from high school fully prepared for post-secondary education or training, employment, and community living. However, planning for transition requires knowledge and skills that are often inaccessible or ineffectual for students with disabilities and students who are at risk for dropping out of school.

To help these students successfully navigate to life beyond high school, transition planning must involve a partnership between students, families, schools, post-secondary services and program providers, and local community members.

Next Steps NH: College, Career and Life Readiness is a NH Department of Education, Bureau of Special Education, 5 year federally funded, project designed to help NH school personnel develop these partnerships in order to recognize their students' current strengths, interests, preferences, and needs and then identify what services and supports they will need to achieve future success.

The project aims to increase the number of students with disabilities, and at risk students who graduate from high school, that are college and career ready. To accomplish this, the project will provide professional development to selected schools on evidence-informed, secondary transition practices and planning, family engagement, and extended learning opportunities (ELOs). Although this project is primarily focused on special education and at risk students, it will provide training on student-focused strategies that are beneficial to all students and requires the commitment and collaboration of all staff and administration in a high school.

Part 2: Eligible Applicants

New Hampshire Public High Schools are eligible to apply with the endorsement of their superintendent.

New Hampshire Public Academies, Public Charter Schools, and approved Special Education Schools are eligible to apply in a joint application with their participating LEAs.

Applicants will be prepared to begin training and implementation in 2013-2014 and have demonstrated a commitment to support the implementation of evidence-informed transition practices. These practices will involve family engagement strategies and Extended Learning Opportunities (ELOs).

Part 3: Time Period and Number of Schools Selected

The New Hampshire Department of Education expects 20 high school pilot sites to participate in Next Steps NH over the 5 years of the project. Schools will be separated into cohorts according to their year of selection.

Cohort 1: In the 2013-2014 school year, a total of four (4) schools will be selected as pilot sites. One school will be chosen from each region of the state:

- Northern Region
- Eastern Region
- Western Region
- Central and Southern Region

Regional boundaries and designations will be determined upon receipt of all applications.

Based on the model of Implementation Science (Blase, Fixsen), selected schools will receive intensive training and coaching as they move through the exploration, installation and initial stages of implementation. Upon full implementation schools will continue to receive consultation and technical assistance through the duration of the project.

Part 4: Anticipated Outcomes for Selected Schools

Selected schools will receive no cost, regional and onsite, professional development in the areas of:

- Transition Practices and Planning
- Extended Learning Opportunities (ELOs)
- Family Engagement Strategies
- Rehabilitation for Empowerment, Natural supports, Education, and Work (RENEW) (optional)

This professional development will strive to create links between academic content and transition planning, instruction, and goals. Specifically it will provide a framework for educators to merge instruction on both academic and transition education in order to provide meaningful content and promote student engagement. Further, the central goal of this project is to increase the skill and knowledge that school personnel bring to transition focused education.

Additionally, the following outcomes can be expected through participation in the Next Steps NH project:

- A greater percentage of students with disabilities and students at risk of dropping out of school graduating college and career ready.
- School personnel are more skilled in secondary transition planning and ELO implementation as a result of ongoing training and onsite technical assistance provided by regional intermediaries.
- Increased use of ELOs by students with disabilities and students at risk for dropping out of school.

- Increased and improved strategies to engage families in the secondary transition process thus leading to greater levels of satisfaction and greater knowledge about transition planning reported by parents.
- Transition practices and planning used by school personnel are evidence-informed.
- Increased involvement in local Transition Communities of Practices.
- Increased percentage of compliance with Indicator 13 and improved outcomes for Indicator 14.
- Parents report greater levels of satisfaction and greater knowledge about transition planning.
- Data are used regular to make decision regarding secondary transition planning and programming.
- Administrators and school board members have greater skills to analyze data, feedback from staff, and make changes to alleviate barriers and facilitate implementation of secondary transition planning and programming.

Part 5: Application Content and Scoring Criteria

Applications will be reviewed and scored using the following scoring criteria:

- Next Steps NH High School Pilot Site Application Cover Page completed and required signatures of assurances for the application (Appendix A - 5 points).
- The SAU and school have completed and demonstrated readiness and commitment to participate as a Next Steps NH Pilot Site (Appendix B - 40 points).
- School priorities and initiatives have been assessed to ensure alignment with Next Steps NH (Appendix C - 30 points).
- Superintendent and Principal have committed to participating in and supporting Next Steps NH (Appendix D - 25 points).

The total points will be an important factor, but not the only consideration in selecting pilot sites. Other factors may include geographic distribution, size and demographic diversity of applicants as well as a review of school/district's State Performance Plan data for Indicators 1, 2, 4, 8, 13, and 14 reported to the NH Department of Education.

The Department of Education reserves the right to seek clarification of any information contained in a submitted application for this initiative.

APPENDICES: Application Forms

Appendix A: Next Steps NH High School Pilot Site Application Cover Page

SAU # and Name	
Name of Person Completing Application	
Role/Title of Named Person Above	
Phone #	
E-mail Address	
Superintendent's Name	
District Level Special Education Administrator Name	
Name of High School	
Principal's Name	
School Address	
Town, State and Zip	
Phone #	
E-mail Address	
High School Special Education Administrator Name	
Date	

Appendix B: School Readiness

In addition to the readiness components below, the selection team will be reviewing the following data most recently available to the NH Department of Education:

- Graduation Rates/Drop Out Rates
- Suspension Data
- IDEA Part B Special Education State Performance Plan (SPP) data:
 - Indicator 8
 - Indicator 13
 - Indicator 14

Part 1: Commitment to the Project's Vision and Principles

The vision of **Next Steps NH** is that all students should graduate from high school fully prepared for post-secondary education or training, employment, and community living.

All project activities center around the following principles:

- Transition planning is student driven.
- Families should be actively engaged in transition planning.
- Transition planning must be a transparent process (i.e. staff, parents, and students are all aware and have input in the process).
- Schools will increase in the use of evidence-informed transition practices.
- Schools will implement the *Framework for Transition Focused Education** with fidelity.
- Participants will design and implement a professional development plan.
- Schools will include Extended Learning Opportunities (ELOs).
- Schools will pursue sustainability.

Applicants must ensure that school personnel are made aware of and are committed to the Next Steps NH vision and principles. Please briefly explain how you will ensure this:

* The *Framework for Transition Focused Education* will serve as the framework for all professional development provided under this project. It is adapted from the Kohler Taxonomy for Transition Programming, and NSTTAC Team Planning Tool for Improving Transition Education and Services, and aligned with New Hampshire's Transition Community of Practice Profile.

Part 2: Resource and Personnel Commitments

Transition Liaison

An essential element of the Next Steps NH project is the designation of a “Transition Liaison” – a primary contact person who will guide and promote the project implementation in your school. Your school’s Transition Liaison will be the conduit between the state and regional coaches and local personnel. This person can be someone already serving in a transition capacity, an administrator, guidance counselor, special education case manager, etc., but should also have a general knowledge and/or experience in the following areas:

- Special education at the high school level
- Adult services for individuals with disabilities including:
 - Employment
 - Community Mental Health
 - Area Agencies (developmental disability system)
 - Benefits
- Extended Learning Opportunities and/or work-based learning
- Parent, family, student engagement
- Transition planning, including Indicator 13 & 14 knowledge

The Transition Liaison can expect to devote 10-15 hours a month to this project.

Does your high school have a transition coordinator? Yes No

Who/what position from your high school might you consider fulfilling the role of Transition Liaison (this could be an existing transition position or related position (s) that could easily be enhanced to include these duties)?

Project Leadership Team

Effective implementation of the project requires the development of a Leadership Team that will address the comprehensive transition program elements specific to students with disabilities and students at risk for dropping out of school. This team can be an already existing team, but must include membership from the following areas:

- Administration
- Transition Liaison
- Special Education
- Guidance
- Certified School Personnel
- Community Partner

- Student(s)
- Parent(s)

This team can expect to meet monthly, however more frequent meetings may be required at the early stages of implementation.

Do you currently have a team at your high school that can fulfill this role? Yes No

If No, will you start a team to fulfill this role? Yes No

Family Focus Group

Family engagement in transition planning is a critical element to the Next Steps NH project. Families are key resources that are often underutilized in the transition process. Selected schools are asked to develop a Family Focus Group that will provide outreach and communication in formats that engage families and create collaborative relationships.

What are you currently doing to engage and partner with families in your high school?

Briefly describe how you will begin to develop a Family Focus Group in your high school:

Part 3: Performance Assessment Commitments

Applicants must commit to setting goals and targets for implementation. These targets/goals will be set using an action planning process based on the project's intervention fidelity tools. Progress and relevant data will be reviewed on an ongoing basis for accountability and program improvement.

Applicants are also required to identify a communication plan that will share targets, goals and other performance assessment data with building level staff, SAU administration, and school board members.

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Briefly explain what your current process is for communicating with building level staff, SAU administration, and school board members:

Part 4: Transition Planning Readiness

Applicants must report on their experience with conducting secondary transition planning for students with disabilities and students who are at risk for dropping out of school.

For each item in the table below, please check whether the activity is *Not In Place*, *Partially In Place*, or *In Place*. Then, please respond to the open-ended questions.

In our school:	Not In Place	Partially in Place	In Place
ALL students are involved in processes to identify and articulate areas of interest and career goals annually.			
There is a system for routinely collecting and utilizing academic and functional age-appropriate transition assessment data.			
There is a full range of academic, life skills, career development, and occupational skills development coursework available and there are policies in place that ensure they are available to all students.			
There is a process in place to identify, early, students at-risk for dropping out of school.			
IEP development procedures routinely ensure Indicator 13 compliance for all transition-age youth.			
All IEPs are developed using procedures that ensure students are prepared to participate meaningfully in the development of their transition plan.			

Describe any formal collaborative agreements and programs you have established with employers, employment-related agencies, and post-secondary institutes (such as Running Start courses, internship programs, VR collaborations, etc.)

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Do you collect any data other than the required SPP data to evaluate your transition programs? If yes, please describe.

Describe any collaborative agreements or processes your school has with community agencies that provide services to transition aged students (Wraparound groups, DD/MH services, substance abuse, etc.).

Has your district/school conducted or participated in any strategic planning related to secondary transition? If yes, please describe.

Does your school/district have written policies and procedures related to secondary transition? Yes No. If yes, please attach.

Please list transition-related professional development your staff has participated in during the last two years.

Briefly Describe PD	Who Participated	When

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How does your school involve families of students with disabilities and students at risk in secondary transition planning?

How does your school communicate and provide opportunities to learn about successful secondary transition practices for all families?

Between IEP meetings and/or progress periods, how do teachers and school staff engage in regular two-way meaningful communication regarding transition for students with an IEP?

What role do you think family members should have in the secondary transition planning for students with IEPs?

Please provide information about your school's policies, procedures, and practices for the timely provisions of Accessible Instruction Materials (AIM) to ensure that students with print disabilities access materials related to transition.

--

Part 5: Extended Learning Opportunities (ELO) Readiness

Applicants must report on their experience implementing Extended Learning Opportunities (ELOs).

For each item in the table below, please check whether the activity is *Not In Place*, *Partially In Place*, or *In Place*. Then, please respond to the questions below the table.

In our school:	Not In Place	Partially in Place	In Place
There is a written policy from the school board that allows for credit-bearing ELOs to be fully accessible and available for all students.			
School personnel know how to initiate an ELO or who to go to in order to do so.			
There is a process for students to inquire and learn about ELOs as well as a referral process that is available and known to all staff, students, and parents/families.			
There are qualified and trained ELO staff that have the knowledge, skills, and time to develop, assess, and support an ELO plan with each student.			
The staff designs ELOs to incorporate course competencies in order to ensure that credits will be earned.			
Resources and trained staff are utilized to develop and facilitate the ELO team.			
There is an oversight team that has as part of its mission to develop, support, and assess the ELO system in the school.			
There is annual measurement of the quality, rigor and depth of learning students experience through the ELOs.			

How many ELOs has your school implemented in the 2012-2013 school year?

Zero 1-5 6-10 11-20 More than 20

How many students receive credit for completing an ELO?

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Zero 1-5 6-10 11-20 More than 20

Have you implemented ELOs with students with disabilities? Yes No

Have you implemented ELOs with at risk students? Yes No

What percent of your staff have been trained in how to implement ELOs?

Zero <25% 26-50% 51-75% >75%

In the last two years, how many different ELO professional development events has your staff participated in?

0 1-2 3-5 More than 5

Do you have a written ELO policy? Yes No. If yes, please attach.

Please describe how your school informs students of opportunities regarding ELOs.

Please describe how your school informs families of opportunities regarding ELOs.

Part 6: RENEW Readiness (Optional Participation)

In addition to receiving evidence-informed professional development in secondary transition planning, Extended Learning Opportunities and family engagement strategies, schools will have the option to also participate in comprehensive training and coaching in *Rehabilitation for Empowerment, Natural supports, Education, and Work* (RENEW).

RENEW has taken strategies from the disability, transition, and mental health disciplines and has put them into a comprehensive package designed to meet the unique needs of youth with and without educational handicaps (IEPs) who struggle with emotional, behavioral or mental health disorders. RENEW combines person-centered planning with the intentional development of 1) natural and formal supports to help each youth to develop a network of resources that can be leveraged in order to graduate from high

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school, obtain employment, and move into other adult-life activities, 2) a plan for school to career and adult life activities to build self-determination skills and a positive self-concept, 3) strategies to increase the student's engagement through the development of a reciprocal mentor/youth relationship, and, 4) person-centered planning that results in personally-meaningful goal setting and vocational/academic activities (including personalized learning activities such as ELOs).

Applicants who choose to participate in RENEW option will receive RENEW Facilitators training, assistance with implementation, and coaching for new facilitators. Each school will have specific RENEW targets and goals that will be established based on the demographics of their school and a comprehensive action planning process.

Please indicate if you are interested in receiving RENEW coaching and training. This RENEW piece would be in addition to the required participation in the project's transition planning, ELOs, and family engagement activities.

Yes No Unsure If yes or unsure, please fill out the table below:

In our school:	Not In Place	Partially in Place	In Place
Administration supports the implementation of developmentally-appropriate evidence-informed transition practices for <i>all</i> youth.			
Services are flexible to ensure the success of all youth			
There is a systematic process in place to identify youth who need individualized planning and supports or for youth who did not respond positively to other interventions.			
There is a team in place that oversees, supports, assesses, and develops service delivery to youth.			
All youth who meet the level of need for RENEW will be referred for RENEW services.			
We have the capacity to provide behavior support and interventions to youth before being referred for intensive services.			
Administration provides ample time and resources to allow staff to receive training and coaching and to implement RENEW services with fidelity.			
There will be a point person and several staff members who will be supported to be trained in and provide individualized RENEW services.			
Staff embraces and demonstrates a commitment to facilitate and respond to student-led plans, including student-led IEPs or service plans.			
We have strong collaborative relationships with local vocational rehabilitation, mental health, juvenile justice, and child welfare agencies.			

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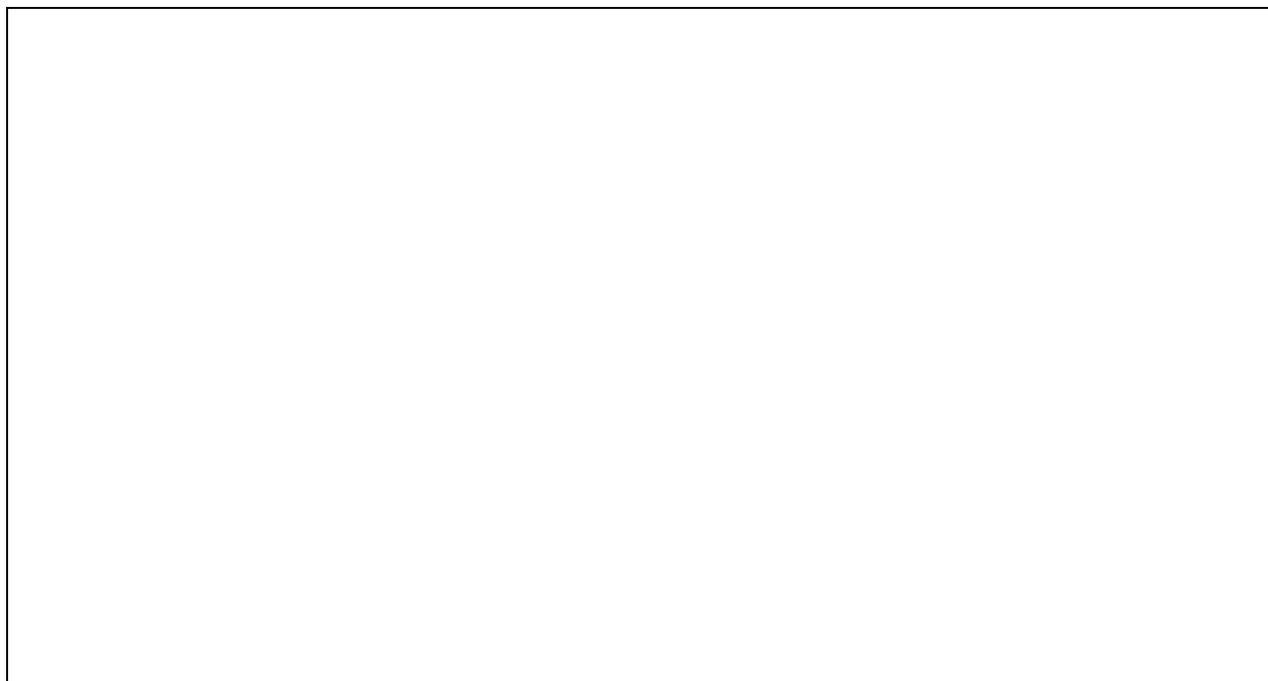
Staff and programs can access or provide employment, vocational, alternative education, and work-based learning options for all youth, including the youth at highest risk.			
The staff is welcoming to and collaborate with family and community members at all organizational levels.			
Staff are supported to provide adequate time, advocacy for, and mentoring to the students who receive RENEW services			
Staff embrace a philosophy of and there are policies and procedures that support “unconditional care,” when providing individualized services to youth			

Appendix C: School Priorities and Initiatives Narrative

To ensure that participation in Next Steps NH aligns with and will contribute to your existing and planned school priorities and initiatives, please answer the following questions:

Describe how Next Steps NH will contribute to your school’s improvement priorities.

Describe current and/or recent (within 5 years) involvement and extent of implementation of any secondary transition initiatives or programs. Please describe (and illustrate with examples) the level of administrative and staff commitment to both the implementation and sustainability of these initiatives.



Appendix D: Administrative Commitment

The school district's superintendent and special education administrator have reviewed this application and is committed to supporting this project. Yes No If yes, please sign:

Superintendent Name	
Superintendent Signature	
Date	
District Level Special Education Administrator Name	
District Level Special Education Administrator Signature	
Date	

The high school's principal and special education administrator have reviewed this application and is committed to supporting this project. Yes No If yes, please sign:

Principal Name	
Principal Signature	
Date	
High School Level Special Education Administrator Name	
High School Level Special Education Administrator Signature	
Date	

Appendix E: Application Checklist and Directions for Submission

Completed applications include the following:

- Application Cover Page (Appendix A)
- School Readiness and Commitments (Appendix B, Parts 1-6)
 - Part 1: Commitment to the Project's Vision and Principles
 - Part 2: Resource and Personnel Commitments
 - Part 3: Performance Assessment Commitments
 - Part 4: Transition Planning Readiness
 - Part 5: Extended Learning Opportunities (ELO) Readiness
 - Part 6: RENEW Readiness (Optional)
- School Priorities and Initiatives Narrative (Appendix C)
- Administrative Commitment (Appendix D)

An original application and 4hard copies must be received by **4:00pm on October 4, 2013**

Please submit applications to:
Donna Couture
Next Steps NH
NH Department of Education
101 Pleasant Street
Concord, New Hampshire 03301

For assistance in filling out this application, an Informational **Webinar** will be hosted on **Tuesday, September 10, 2013 from 1:00pm – 2:30pm** that will guide applicants through the process as well as answer any questions that may arise.

To pre-register for the webinar please email your name, SAU #, position, and phone number to janelle.cotnoir@doe.nh.gov

Any and all questions regarding this application must be directed only to Donna Couture: 271-1536 donna.couture@doe.nh.gov

The contents of this application were developed under a grant from the US Department of Education, H323A120003. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Corinne Weidenthal.

Appendix B

Next Steps NH Pilot Site Application Rubric



Cohort 1 High School Pilot Site Application Review

Reviewer's Name: _____

Applicant's Name: _____

Application Section		Possible Points	Points Earned	Comments
Cover Page (Appendix A - 5pts) All requested information is provided: <ul style="list-style-type: none"> • Contact information for both building and district level administrators and Special Education administrators • Public Academy, Charter School, or Approved Special Education School applicants have ALL participating LEA administrators must be named. 		5pts		
Readiness	Part 1: Commitment to the Project's Vision and Principles <ul style="list-style-type: none"> • Applicants provide a thoughtful description, of how they will ensure 	5pts		

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(Appendix B 40pts total)	school personnel are aware of and committed to the NSNH vision and principles. This description includes a communication plan as well as examples of how commitment is assessed.			
	Part 2: Resources and Personnel Commitments <ul style="list-style-type: none"> Applicants have indicated if they currently have a transition specialist and who or what position(s) might act as this project's transition liaison. (1 point) Applicants have indicated if they have a team that can fulfill the role of this project's leadership team. If not, they have agreed to start a team. (1 point) Applicants provided a thoughtful description of what they currently do to engage families. They also have a plan to begin the development of this project's Family Focus Group. (3 points) 	5pts		
	Part 3: Performance Assessment Commitments <ul style="list-style-type: none"> Applicants give a thoughtful description of their current process for communicating targets, goals and other performance assessment data with building level staff, SAU administration, and school board members. This can include oral and/or written communication. 	5pts		
	Part 4: Transition Planning Readiness <ul style="list-style-type: none"> Applicants fill out the chart completely, indicating which items are in Place, Not in Place and Partially in Place. <u>At least 3</u> of the items on the chart are In Place or Partially in Place. (5 points) Applicants have described any formal collaborative agreements and/or processes in place with employers, employment related agencies, and post-secondary institutions, and community agencies. (2 points) Applicants have indicated that staff has participated in <u>at least 2</u> transition-related PD opportunities within the last 2 years. (2 points) 	15pts		

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	<ul style="list-style-type: none"> • Applicants provide detailed descriptions of the family’s role in the secondary transition process at their school. This description must include how they currently engage families in the process and any specific learning opportunities/PD they provide. (2points) • Applicants provide a detailed description of how their faculty shares information regarding a student’s transition planning progress between IEP meetings and progress reports. (2 points) • Applicants provide information regarding any experience they have with AIM, any data collected beyond SPP indicators that help evaluate their transition services, and any strategic planning related to secondary transition they may have conducted (Any indicated written policies or procedures related to secondary transition are attached to the application). (2 points) 			
	<p>Part 5: Extended Learning Opportunities (ELO) Readiness</p> <ul style="list-style-type: none"> • Applicants fill out the chart completely, indicating which items are in Place, Not in Place and Partially in Place. <u>At least 4</u> of the items on the chart are In Place or Partially in Place. (3 points) • Applicants indicate that they have implemented and gave credit for <u>at least 1-5 ELOs</u> in the 2012-2013 school year. <u>At least 25%</u> of their staff has been trained to implement ELOs. (2 points) • Applicants indicate that their staff participated in <u>at least 1-2</u> different ELO PD opportunities in the last 2 years. (1 point) • Applicants include any existing written ELO policy of their district. (1 point) • Applicants provide a detailed description of how they inform students and families of opportunities regarding ELOs. (3 points) 	10pts		
	<p>Alignment to School Priorities and Initiatives (Appendix C - 30pts)</p> <ul style="list-style-type: none"> • Applicants make a compelling case, with examples, describing how their school’s 	30pts		

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<p>improvement priorities align with the Next Steps NH project. (10 points)</p> <ul style="list-style-type: none"> Applicants describe, with examples, their involvement and success in the implementation of secondary transition initiatives/programs. This description includes the level of administrative and staff commitments and how they contributed to their success. (20 points) 			
<p>Administration Commitment (Appendix D – 25pts)</p> <p>All requested information and signatures are provided.</p> <ul style="list-style-type: none"> Building and SAU level administration information and signatures are provided. Public Academy, Charter School, or Approved Special Education School applicants have signatures from ALL participating LEA administrators. 	25pts		
Total Points	100pts		

Appendix C

Next Steps NH Kick-Off Training Summary Report

Next Steps New Hampshire Kick-Off Training Evaluation Summary – January 28, 2014

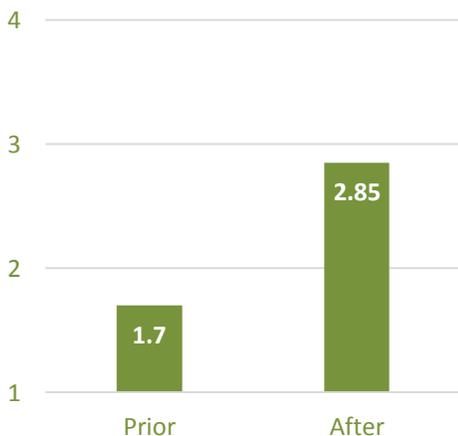
Purpose:

Next Steps New Hampshire (NH) conducted a Kick-Off Training for the first cohort of four high schools on January 28, 2014. The purpose of the training was to provide information about the project and the framework for Transition Focused Education. Teams had the opportunity to begin to identify their school and district's strengths and needs related to postsecondary transition. Time was also provided for participants to begin to develop a plan to maximize their strengths and address their needs. Forty-seven (47) people attended the training. Of those 47 individuals, 28 were school personnel and 19 were NS NH staff. The large majority of responses were from school personnel.

Figure 1: Formative Feedback Using PALS



Figure 2: Pre/Post Knowledge of Kohler Taxonomy



Scale: 1 = Not Knowledgeable, 4 = Very Knowledgeable

Summary:

At the conclusion of the training, Participants were asked six additional questions (see Figure 1) to gather formative feedback on how well the training met participants learning needs. These questions were all aligned specifically with the Participatory Adult Learning Strategy (PALS) model. Participants' average ratings were high, a 4.37 (on a five-point scale.), suggesting participants "Agreed" to "Strongly Agreed," that their learning needs were met.

Participants were asked to rate their knowledge of the Kohler Taxonomy for Transition Focused Education prior to the training, and after. Participants' perceived their prior knowledge quite low, between "Somewhat Knowledgeable" and "Knowledgeable" (an average score of 1.70 on a four-point scale), Perceptions of participants' knowledge after the training increased to an average score of 2.85, suggesting participants were more knowledgeable of the Kohler Taxonomy for Transition Focused Education after the training. Figure 2 shows the mean scores in a graphical format.

Appendix D

Next Steps NH Coaches' Competencies

Competencies Self-Assessment - July 2013

First-Level Competencies	% Reporting Area of Strength
1. Write IEPs that includes the required transition components of: <ul style="list-style-type: none"> • IDEA 2004 • Elements listed in Indicator 13 • Measures % of all students with IEPs in the school that have transition goals that meet the requirements 	33%
2. Have knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights.	0%
3. Administer formal and informal transition assessment (i.e., self-determination, academic, career and vocational, independent living)	80%
4. Use interest preferences of the individual with exceptional needs to develop post-school goals and educational objectives	100%
5. Evaluate students' educational program with respect to measurable post-school goals and alignment of those goals with instructional activities.	50%
6. Have knowledge of how to participate with a multi-disciplinary team	100%
Second-Level Competencies	% Reporting Area of Strength
1. Identify job seeking and retention skills identified by employers as essential for successful employment	100%
2. Participate with a multi-disciplinary team	100%
3. Collaborate with general education teachers to identify transition-focused instruction within academic content instruction	17%
4. Identify agencies outside of the education system in the community that are serving individuals with disabilities (e.g., disability services in college, developmental disability councils, Easter Seals, public transportation, mental health agency)	100%
5. Create opportunities for collaboration with other practitioners in the education system that are serving students with disabilities (e.g., curriculum coordinator, dropout prevention coach, career technical education coordinator)	100%
6. Provide information to families about transition-related education and services, and post-school options in specific outcome areas.	100%
7. Systematically identify family service needs related to transition outcomes and assist families to connect with support networks.	60%
8. Encourage a student-centered transition planning process	33%
9. Engage families in the transition planning process	100%

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Third-Level Competencies	% Reporting Area of Strength
1. Identify the roles of federal, state, provincial, and local legislation and implications for providing transition services at the local levels.	0%
2. Interpret results of transition assessment for individuals, families and professionals.	20%
3. Utilize methods for providing work-based instruction by setting up job site in the community.	100%
4. Provide community-based education for individuals with exceptional learning needs	100%
5. Provide career education and exploration	100%
6. Facilitate access into community services	100%
7. Utilize skills to seek strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with exceptional learning needs.	17%
8. Provide transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders.	25%
9. Develop coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families.	0%
10. Assess and use student support systems to facilitate the post-school transition of individuals with exceptional learning needs.	60%
11. Identify future post-school service needs using transition planning documents in conjunction with relevant agencies	66%
12. Match skills and interest of the student to skills and demands required by postsecondary education settings, vocational employment settings, community residential situation, and other community participation options	100%
13. Have knowledge of the Taxonomy for Transition Programming or other widely accepted frameworks for implementing secondary transition and education services	20%
14. Have knowledge of standard curriculum and education methods and models	17%
15. Have knowledge of career and vocational education methods, models, and curricula	75%
16. Have knowledge of instruction for: <ul style="list-style-type: none"> • teaching job seeking skills • matching students' skills to jobs • identifying job skill • identifying vocational preferences • identifying social skills 	100%
17. Have knowledge of resources for individuals with disabilities in high schools	25%

From:

Test, D. W., Scroggins, L. C. & Toms, O. M. (2011). Tool for what transition specialists need to know. *National Secondary Transition Technical Assistance Center*. Charlotte: University of North Carolina.

Test, D. W., Toms, O. M., & Scroggins, L. C. (2011). Tool for what secondary special education teachers need to know. *National Secondary Transition Technical Assistance Center*. Charlotte: University of North Carolina.

Levels of Competency:

- First level are basic competencies that should be possessed by any person who facilitates the transition process.
- Second level competencies are the critical knowledge and skills that a transition facilitator needs to possess in order to ensure positive transition outcomes.
- Third level skills are those possessed by the experienced and skilled individual who may supervise others in the transition process.

Appendix E

Next Steps NH Readiness Criteria Data

ELO Readiness Criteria Data

	Kennett	Kingwood	Mascoma	Merrimack	Average Percent In Place
There is a written policy from the school board that allows for credit-bearing ELOs to be fully accessible and available to all students.	2	2	2	2	100%
School personnel know how to initiate an ELO or who to go to in order to do so.	1	2	2	2	75%
There is a process for students to inquire and learn about ELOs as well as a referral process that is available and known to all staff, students, and parents/families.	1	1	1	1	0%
There are qualified and trained ELO staff that have the knowledge, skills, and time to develop, assess, and support an ELO plan with each student.	0	1	2	1	25%
The staff designs ELOs to incorporate course competencies in order to ensure that credits will be earned.	1	1	2	1	25%
Resources and trained staff are utilized to develop and facilitate the ELO team.	0	1	2	0	25%
There is an oversight team that has as part of its mission to develop, support, and assess the ELO system in the school.	0	0	2	1	25%
There is annual measurement of the quality, rigor and depth of learning that students experience through the ELOs.	0	0	0	0	0%
Percent in Place	13%	25%	75%	25%	34%

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RENEW Readiness Criteria Data

	Kennett	Kingwood	Mascoma	Merrimack	Average Percent In Place
Administration supports the implementation of developmental-appropriate evidence-informed transition practices for all youth.	2	2	2	2	100%
Services are flexible to ensure the success of all youth.	1	1	2	2	50%
There is a process in place to identify youth who need individualized planning and supports or for youth who did not respond positively to other interventions.	0	1	2	2	50%
There is a team in place that oversees, supports, assesses, and develops service delivery to youth.	1	1	1	2	25%
All youth who meet the level of need for RENEW will be referred for RENEW services.	0	0	0	1	0%
We have the capacity to provide behavior support and interventions to youth before being referred for intensive services.	2	1	2	2	75%
Administration provides ample time and resources to allow staff to receive training and coaching and to implement RENEW services with fidelity.	0	2	1	2	50%
There will be a point person and several staff members who will be supported to be trained in and provide individualized RENEW services.	1	2	2	2	75%
Staff embraces and demonstrates a commitment facilitate and respond to student-led plans, including student-led IEPs or service plans.	1	1	0	2	25%
We have strong collaborative relationships with local vocational rehabilitation, mental health, juvenile justice, and child welfare agencies.	2	2	2	2	100%
Staff and programs can access or provide employment, vocational, alternative education, and work-based learning options for all youth, including the youth at highest risk.	1	2	2	2	75%
The staff is welcoming to and collaborate with family and community members at all organizational levels.	1	2	2	2	75%
Staff are supported to provide adequate time, advocacy for, and mentoring to the students who receive RENEW services.	0	1	0	2	25%
Staff embrace a philosophy of and there are policies and procedures that support "unconditional care," when providing individualized services to youth.	1	1	0	2	25%
Percent in Place	21%	43%	57%	93%	54%

Transition Focused Education Framework Readiness Criteria Data

	Kennett	Kingwood	Mascoma	Merrimack	Average Percent In Place
All students are involved in processes to identify and articulate areas of interest and career goals annually.	1	2	2	2	75%
There is a system for routinely collecting and utilizing academic and functional age-appropriate transition assessment data.	0	1	1	1	0%
There is a full range of academic, life skills, career development and occupational skills development coursework available and there are policies in place that ensure they are available to all students.	0	2	1	2	50%
There is a process in place to identify, early, students at-risk for dropping out of school.	1	1	2	1	25%
IEP development procedures routinely ensure indicator 13 compliance for all transition-age youth.	2	2	2	2	100%
All IEPs are developed using procedures that ensure students are prepared to participate meaningfully in the development of their transition plan.	2	2	2	2	100%
Percent in Place	33%	67%	67%	67%	58%

Appendix F

ELO Fidelity Tool

A. Policy Level and Administrative Support				
Degree of Implementation	Critical Component indicators	Priority	Notes	Evidence
Not in Place - 1		Low - 1		
Partially in Place - 2		Medium - 2		
In Place - 3		High - 3		
	1. Written Policy			
	1.1: There is a written policy from the school board that allows for core and elective credit-bearing ELOs to be fully accessible and available for all students			
3	1.2: Students may earn core and elective credits toward graduation through ELOs, with no limits on how many credits can be earned through ELOs.			
	1.3: There is a written policy governing the grading and recording of ELOs that applies to all students.			
	2. Faculty/Staff/ Community Support			
	2.1: A majority of the faculty know that ELO options exist in the school			
	2.2: Most faculty know what an ELO is and how it is developed.			
	2.3: Most faculty know how to initiate an ELO or who to go to.			
	2.4: The resources exist to provide planning and support to all students in the school who want ELOs			
	2.5: Several faculty have initiated or supervised an ELO.			

B. Process for Development of ELOS				
Degree of Implementation	Critical Component indicators	Priority	Notes	Evidence
Not in Place - 1		Low - 1		
Partially in Place - 2		Medium - 2		
In Place - 3		High - 3		
	3.Referrals			
	3.1: There is an referral process for ELOs within the school that is easily available and known to students, parents, and all staff			
	4. Student-centered Planning			
	4.1: There is a process for students to inquire and learn about ELOs.			
	4.2: The resources and trained staff exist to provide person-centered planning to students who want ELOs.			
	4.3: The resources and trained staff exist in the school to provide high-quality ELO planning, supports and follow-along to all students who want ELOs.			
	4.4: The resources and trained staff exist to provide person-centered transition planning to students with IEPs and link those plans to ELO plans.			

C. ELO DEVELOPMENT AND MONITORING				
Degree of Implementation	Critical Component Indicators	Priority	Notes	Evidence
Not in Place - 1		Low - 1		
Partially in Place - 2		Medium - 2		
In Place - 3		High - 3		
	5. ELO Plan Development and Monitoring			
	5.1: There are sufficient highly qualified staff to provide ELO support to all students who want ELOs.			
	5.2: There are qualified and trained ELO staff that have the knowledge and skills to facilitate the development of an ELO plan with each student.			
	5.3: The staff use a shared design template, rubrics and other tools to develop/design ELOs that will result in deep learning.			
	5.4: The staff use a shared design template, rubrics and other tools to design ELOs that reflect the competencies of the discipline.			
	5.5: The staff use a shared design template, rubrics and other tools to ensure that credits will be given for the ELO.			
	5.6: The ELO plan clearly integrates student-informed application of the learning to meet a real need or contribute to a community.			
	5.7: There is a process for continuously assessing a student's progress during the ELO.			
	6. Planning Team Development and Facilitation			
	6.1: There is a learning team for each student, ensuring ELO integration of student plans to achieve postschool goals and supporting the student's success in the ELO.			
	6.2: The ELO community partner meets state/local approval standards and collaborates on the development, implementation, and assessment of the ELO.			
	6.3: The resources and trained staff exist to develop and facilitate the ELO team.			
	6.4: The resources and trained staff exist to develop and engage a community partner.			

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	6.5: The resources and trained staff exist to monitor the progress of the ELO both in the school and in the community.			
	6.6: The resources and trained staff exist to ensure that the student's ELO includes adequate and necessary supports based upon each student's needs, including students with IEPs or 504 plans			
	7. Inclusion of Parents/Families			
	7.1: The resources and trained staff exist to ensure that parents/family members are supportive of, understand, and have the opportunity to collaborate on the development, implementation, and assessment of the ELO.			
	7.2: There is a process for assessing parents' opinions about the ELO process both during and after.			
	8. Assessments			
	8.1: The ELO plan clearly outlines how work will be assessed, how frequently, and by whom.			
	8.2: The ELO process rubrics (research, reflection, product, and presentation) are used as the basis for formative and summative assessment of student learning.			
	8.3: The ELO plan clearly indicates the products, assessments, and artifacts to be used for assessment.			
	8.4: The student can articulate what is in the ELO plan and the assessment criteria.			
	8.5: There is a process in place for frequent student/team/ELO facilitator review.			
	8.6: There is clear evidence that the student has presented his or her work to the ELO team.			
	8.7: There is clear evidence of the student's knowledge as a result of the ELO.			
	8.8: There is clear evidence that the student's ELO has had value above and beyond school.			
	8.9: The student can articulate how the ELO will be graded.			

D. Program Evaluation				
Degree of Implementation	Critical Component indicators	Priority	Notes	Evidence
Not in Place - 1		Low - 1		
Partially in Place - 2		Medium - 2		
In Place - 3		High - 3		
	9. Program Goals			
	9.1: There is a team that has as part of its mission to develop, support, and assess the ELO system in the school.			
	9.2: The team sets measurable annual goals for its ELO implementation (numbers of ELOs, development goals).			
	9.3: The team measures achievement at the end of every year relative to the goals.			
	10. ELO Program Quality			
	10.1: There is annual measurement of student and parent satisfaction with the ELO process and outcomes.			
	10.2: There is annual measurement of the staff (faculty, related professionals) satisfaction with the ELO process and outcomes.			
	10.3: There is annual measurement of the community providers' involvement and satisfaction with the ELOP program and outcomes.			
	10.4: There is annual measurement of the quality, rigor and depth of learning of the ELOs.			

Appendix G

Transition Focused Education Framework Fidelity Tool

A: Student-Focused Planning Practices				
	Critical Components	Priority	Notes	Evidence
Not in Place - 1	Students-at-risk and students with IEPs participate in school-wide practices that ensure all students:	Low - 1		
Partially in Place- 2		Medium - 2		
In Place - 3		High - 3		
	A1: Are part of the process to receive annual career guidance and counseling that meets their needs and assesses progress towards high school completion.			
	A2: Are a part of a process to identify and articulate areas of interest and career goals annually.			
	A3: Align their course of study with their areas of interest and career goals			
	A4: Are prepared to participate and do participate meaningfully in the development of their post school goals and plans to achieve those goals, and in any relevant meetings.			
	A5: Families, educators, and relevant service providers collaborate to plan and provide instruction and services that will reasonably enable the students to reach their post school goals			
	In addition, when a student has an IEP:			
	A6: It Includes appropriate measurable post-secondary goals in (a) education and/or training, (b) employment, and, as needed, (c) independent living.			
	A7: Age-appropriate transition assessment information is (a) used to identify students' preferences, interests, choices, and needs; (b) reflected in the summary of students' present level of academic achievement and functional performance; and (c) used as a basis for the development of measureable post secondary goals in the IEP.			
	A8: The IEP includes coordinated transition activities and services (e.g., instruction, community experiences, etc.), including a course of study, that will reasonably enable them to meet their post-secondary goals.			
	A9: The IEP includes measurable annual goals related to their transition service needs.			

B. Student Development Practices				
	Critical Components	Priority	Notes	Evidence
Not in Place - 1	All students, Including students at-risk and students with IEPs, are able to:	Low - 1		
Partially in Place- 2		Medium - 2		
In Place - 3		High - 3		
		B1: Have access to school-based, extracurricular activities that develop social, emotional, physical, health and wellness, etc. of the student's choosing.		
	B2: Take part in assessments of college, career, and independent living readiness (e.g., academic, cognitive, career/occupational, adaptive behavior, etc.) that is routinely collected and used to inform student-focused planning.			
	B3: Acquire academic skills appropriate to support post-secondary goals through direct instruction and/or added support as necessary.			
	B4: Acquire skills for independent living development through direct instruction and/or added support as necessary.			
	B5: Acquire employment and occupational skills development, including paid work experience through direct instruction and/or added support as necessary			
	B6: Acquire the skills, behaviors, and attitudes through direct instruction and/or added support as necessary, that enable them to learn and grow in self-knowledge, social interactions, and physical and emotional health and self determination.			
	In addition, when a student has an IEP:			
	B7: Age-appropriate transition assessment information (e.g., academic, cognitive, career/occupational, adaptive behavior, etc.) that are routinely collected and used to inform student-focused planning.			
	B8: The IEP includes identification and provision of support services that foster students' skill development and achievement of post-school goals (e.g., environmental adaptations; accommodations; related services such as AT, OT; etc.)			

C. Interagency Collaboration Practices				
	Critical Components	Priority	Notes	Evidence
Not in Place - 1	School practices for students at-risk and students with IEPs ensure:	Low - 1		
Partially in Place- 2		Medium - 2		
In Place - 3		High - 3		
	C1: There are connections to community resources, supports, services.			
	C2: There are formal processes, structures and outcomes established among school, employers, and employment related agencies, community agencies, and post-secondary institutions, which clearly articulate the roles and responsibilities to assure the following occur in culturally appropriate ways: a. Methods of communication for all parties, b. Information sharing protocols, c. Referral protocols, d. Service and task responsibilities, e. Funding responsibilities, and f. Points of contact			
	C3: Educators, community services providers, students, families, and employers work together to identify and address transition education and service needs of individual students in ways that are responsive to their cultural and linguistic backgrounds.			
	C4: Educators, community service providers, students, families, and employers work together to identify and address school and community level transition education and service issues, including program development and evaluation, based upon the community context.			

D. Family Involvement Practices				
	Critical Components	Priority	Notes	Evidence
Not in Place - 1	School practices for all students, including students at-risk and students with IEPs, ensure:	Low - 1		
Partially in Place- 2		Medium - 2		
In Place - 3		High - 3		
	D1: Schools welcome and respect all families; valuing individual families' diversity (cultural, socio/economic, etc.) thereby supporting families to be active participants in the transition planning process.			
	D2: Families and school staff engage in regular, two-way, meaningful communication throughout the transition process.			
	D3: School staff supports student success by actively engaging families in shared decision-making in student assessment (including age appropriate transition assessment), service delivery, and program evaluation to assist in successful transition planning.			
	D4: Families understand special education laws and requirements to support, and their child in the transition process.			
	D5: School staff provides a connection between families and community resources that support them and their child in the transition process.			
	D6: The school provides and engages families in multiple transition related training opportunities in a variety of formats.			

E. Program Structures Practices				
	Critical Components	Priority	Notes	Evidence
Not in Place - 1	There is a school-wide data-driven system or framework that includes policies and procedures in place to identify and respond to the college, career and life readiness needs of every student. Embedded in that system or framework are practices that ensure that:	Low - 1		
Partially in Place- 2		Medium - 2		
In Place - 3		High - 3		
	E1: Educational planning, programs, and curricula are transition-oriented and feature competency-based education (that can be demonstrated in a variety of ways), cultural and linguistic sensitivity, a range of curricular options, and emphasize access and success for all students.			
	E2: Ongoing program evaluation that includes analysis of post-school outcomes is used for community needs assessment and program improvement.			
	E3: Strategic planning is conducted to identify and address community, district, and regional issues and services regarding transition education and services.			
	E4: Specific and consistent policies and procedures that support implementation of identified practices are established, clearly communicated, and implemented within and between educational and community service agencies.			
	E5: Educators and other transition service providers meet established transition-related competencies through initial and continuing professional development that includes technical assistance and transition resources regarding evidence- informed practices.			
	E6: With student and family input, resources are allocated to meet identified needs and optimize impact, including provision of services in integrated, community-based settings.			

Appendix H

Transition Resource Portal Measurement Plan

Next Steps NH Project Mission

The mission of Next Steps NH is to provide professional development and coaching to selected New Hampshire high schools to implement evidence-informed transition planning practices in order to increase the number of students with disabilities and students at-risk graduating from high school ready for college, career and adult life.

Portal Goal

Why does the website exist, really?

To provide an enduring and engaging resource on evidence-informed transition practices, including college and career readiness, to educators, families, and students in order to assist students to successfully transition to life after high school.

Summary of objectives and tactics		
Objective 1	Objective 2	Objective 3
Promote use of evidence-based and evidence-informed (EBEI) transition practices	Provide information and tools for practicing EBEI transition	Support cohort schools to implement change
Tactics	Tactics	Tactics
Promote educator, family and community partner involvement in and use of EBEI practices	Provide access to transition planning tools and resources	Provide review and reinforcement material to complement regional intermediary work with cohort schools
Highlight EBEI transition programs & practices, & stories of their use in NH	Provide clear instructions for adding transition plan elements into the NH online IEP system	Support cross-school collaboration on the NH Network
Connect users to the NH transition community	Provide federal and state I-13 compliance information	
Promote use of ELOs	Provide access to online training modules on transition topics	
Promote use of tools developed in the Next Steps project	Invite users to comprehensively explore the transition-focused education framework	
	Provide transition resources and information for educator preparation faculty	

Promote use of evidence-based and evidence-informed (EBEI) transition practices			
Tactics	Analytics KPIs	Targets	Segments
Promote community partner, family and educator involvement in and use of EBEI practices	Visits to user pages, site engagement from user pages, number of return vs new visits to user pages	50% of all site visits include a user page, comparative ratio 1:5:10 by user page, 100% of visitors go further in site, within six months, 50% of visits are return visits	none
Highlight EBEI transition programs and practices, and stories of their use in NH	Home page: blog entries expanded, videos watched and for how long, links clicked	50% click a link, 50% expand a blog entry, 25% watch a video, half of those watch at least half the video	New visitors, returning visitors
Connect users to the NH transition community	Sign-ups for COP email lists	10 email signups per month	none
Promote use of ELOs	ELO page visits, clicks on BC link. (BC site: time on site when clicking through from here)	25% continue on to BC site	none
Promote use of tools developed in the Next Steps project	Page visits and clicks/downloads on tools on these pages	50% of visitors download or click on a tool	Cohort school locations, rest of state

Next Steps NH 2014 Evaluation Report

Provide information and tools for practicing EBEI transition			
Tactics	Analytics KPIs	Targets	Segments
Provide access to transition planning tools and resources	which ones used, for how long	100% of resources viewed at least once/month	New users, returning visitors
Provide clear instructions for adding transition plan elements into the NH online IEP system	downloads, clicks to external links. I'm not sure if we can measure this.	?	?
Provide federal and state I-13 compliance information	engagement with I-13 pages, time on pages, videos watched and for how long, resource clicks	Average time per user on tool pages in total is at least 5 minutes	none
Provide access to online training modules on transition topics	Page visits, time on page	20% of users explore a training module	none
Invite users to comprehensively explore the transition-focused education framework	% of visits to the different parts of the framework	20% to each part	New visitors, return visitors
Provide transition resources and information for educator preparation	Page visits, time on page	25 NH page visits/month, ave duration 5 min	NH only

Support cohort schools to implement change			
Tactics	Analytics KPIs	Targets	Segments
Provide review and reinforcement material to complement regional intermediary and grant partner work with cohort schools	Page visits, new vs return visits	5 visits/month to targeted pages for each school, 75% are return visits after six months	Cities of cohort schools
Support cross-school collaboration on the NH Network	# clicks on NH Network links	5% of all site visitors go to NH Network	NH only

Definitions

Objectives:	Why does this website exist?
Tactics:	Measurable activities the website is doing to meet the objectives
Key Performance Indicators (KPIs):	Help us understand how the website is doing against our objectives

Analysis questions once we have data

1. Where are people coming from and where are they landing?
2. Which of the tools we develop are getting used? E.g.: Family Focus Group Protocols/templates, Transition Assessments, etc.
3. Which pages get the most use?
4. Which Indicator 13 resource links get used?
5. Which training modules and which parts of the modules get the most use?