

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**

## **OSEP FY14 Grant Performance Report**

**CFDA # 84.323A**

**PR/Award # H323A120003**

**Budget Period # 3**

**Report Type: Annual Performance**

PR/Award # H323A120003

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**Project Narrative - Optional attachment for Additional Section A text**

**Title :** Optional attachment for Additional Section A text

**Attachment:**

File :

1 [NH\\_SPDG\\_EBPD\\_524B\\_Full\\_Report\\_H323A120003.pdf](#)

## **Worksheet**

### **SPDG Evidence-based Professional Development Components**

#### ***Worksheet Instructions***

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the “PD components” column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The “PD components” column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
A(1) Selection	<p><b>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of expectations for PD participants (e.g., attendance in training, data reporting).<sup>1</sup></li> <li>2. Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).<sup>2,3</sup></li> <li>3. Description of how schools, districts, or other agencies were informed of their responsibilities.<sup>2,3</sup></li> </ol> <p>Provide a brief description of the form(s) used for these agreements.</p>	<p>1. Expectations for participating schools are provided in the Application packet sent to all high schools in the state and then formalized in the MOU signed by accepted schools. Eight schools across two cohorts have signed MOUs and fulfilled project activities. Expectations for participating schools includes the collection of ELO, transition, and RENEW fidelity data, tracking characteristics of ELO participation, working with families to increase their knowledge of the transition, ELO, and RENEW processes, and tracking student-level outcomes. Participating school personnel (Cohort 2) also were expected to attend the kick-off webinar (September 2014), project-wide ELO training (Cohort 1 - spring 2014 &amp; Cohort 2 – spring 2015), and school-based training, as well as participate in school-based coaching from their Regional Intermediary, and PIC and RENEW staff. An application packet for Cohort 3 Schools was provided to all high schools in the state on February 3, 2015 with a due date of March 27, 2015 and a review/selection date of April 15, 2015. 7 schools submitted applications.</p> <p>2. (i) Schools agreed to provide a Transition Liaison, who commits 10-15 hours per month to coordinate grant activities. (ii) Schools also agreed to either have in place or develop 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. (iii) School Administration ensured staff release time to attend trainings, coaching sessions, and participated in required team meetings.</p> <p>3. Expectations for participating schools were provided in the Application packet sent to all high schools in the state and then formalized in the MOU signed by accepted schools. A webinar was held with all interested Cohort 2 schools on June 2, 2014, shortly after applications were distributed to inform interested parties about school responsibilities and project expectations. 16 schools participated in this webinar. Eight schools across two cohorts have signed MOUs and are fulfilling project activities. Two informational webinars were conducted on February 18 &amp; 20, 2015 for schools interested in applying to become a Cohort 3 school.</p>	4

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
A(2) Selection	<p><b>Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.<sup>1</sup></b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Expectations for trainers' qualifications and experience and how these qualifications will be ascertained.               <ul style="list-style-type: none"> <li>o Description of role and responsibilities for trainers (the people who trained PD participants).</li> </ul> </li> <li>2. Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained.               <ul style="list-style-type: none"> <li>o Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).</li> </ul> </li> </ol>	<p>1. 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. Providers bring research, knowledge and expertise to; coordinate and provide Professional Development (PD) training, serve on the NH Leadership Team (LT) and Evaluation Workgroup (EWG) meetings, assist the NH LT in developing PD, collect training implementation data as well as intervention fidelity data, conduct focus groups, contribute training materials, evaluation instruments and assessments, and resource materials to the Transition Resource Portal.</p> <p>2a. Regional Intermediaries (RI), who serve as coaches, were chosen to participate in the project based on their regional representation and experience with secondary transition practices. Each RI entered into a contract with the NHDOE depicting their roles and responsibilities as coaches for the project. This includes serving on the NH LT and EWG, supporting LEAs in developing and reviewing action plans with cohort schools, collection and review of data and observation and modeling of transition-focused best practices.</p> <p>2b. 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 contract with the NHDOE depicts their roles and responsibilities as consultants/mentors to support an additional IHE to be selected from the competitive application process in accordance with proposal's goals and objectives. An RFP was developed and disseminated to all eligible IHE's with special education teacher preparation programs on January 20, 2015. We received two proposals by the RFP deadline of March 3, 2015. A team of reviewers read and scored the proposals on March 16, 2015. At this time we are following state contracting procedures with the selected IHE, expecting to begin July 1, 2015.</p>	3

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
B(1) Training	<p><b>Accountability for the delivery and quality of training.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Identification of the lead person(s) accountable for training.</li> <li>2. Description of the role and responsibilities of the lead person(s) accountable for training.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Project Coordinator, Amy Aiello, working under the supervision of the NHDOE Management Team, is responsible for overseeing all training provided. Ms. Aiello has 16 years of experience planning and overseeing training for PreK-12 educators, including multi-day seminars, conferences, institutes, Train-the-Trainers and online training programs. Her experience includes the development of training programs as well as execution and evaluation/analysis of program effectiveness. The Management Team meets monthly to support Ms. Aiello, and to review all project activities, including training. 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).</li> <li>2. As Project Coordinator, Ms. Aiello devotes approximately 1/3 of her time to conducting the following training-related roles and responsibilities(i) facilitating monthly Leadership Team meetings, which includes all professional development providers, Management Team members, project evaluators, and relevant SEA agency members, to plan for training, review all training materials, and evaluation data. (ii) She also participates in Evaluation Work Group (E-WG) meetings (Oct. 20, Dec. 10, Jan. 28) which includes the project evaluators, trainers, coaches, and other members of the Management and Leadership Teams. As part of this workgroup, the efficacy of trainers as well as the overall training models are reviewed and discussed. (iii) She also serves on a team with Regional Intermediaries to develop a 3-part ELO training series for Cohort 2 schools and also serves on a similar team to develop sustainability training modules for Cohort 1 schools. (iv) Ms. Aiello has reviewed and provided feedback to program developers on Family Engagement trainings as well as Transition Practices and Assessment trainings. She also facilitates debriefing sessions on trainings as they occur to discuss effectiveness, impact and make modifications for future trainings.</li> </ol>	4

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
B(2) Training	<p><b>Effective research-based adult learning strategies are used.</b><sup>4,5,6</sup></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Identification of adult learning strategies used, including the source (e.g., citation).</li> <li>2. Description of how adult learning strategies were used.</li> <li>3. Description of how data are gathered to assess how well adult learning strategies were implemented.</li> </ol>	<p>1. All training includes the use of effective adult learning principles as outlined in the Participatory Adult Learning Strategy (PALS) approach. PALS is an evidence-based strategies designed to make sure training (and other forms of professional development) use effective strategies and trainer/trainee roles for each phase of professional development, including Foundations (Introduce and Illustrate), Application (Practice and Assess), Evaluation (Review, Reflect), and Mastery (Deep Understanding). Staff were trained on the PALS model (Nov. 21, 2013 and Nov. 22, 2013). Additional coaching was provided in subsequent Leadership Team meetings (Jan. 27, 2014 and Mar. 24, 2014).</p> <p>2. Adult learning strategies are incorporated into the development of all trainings and the Project Coordinator and Management Team conduct content reviews prior to "approving" any training program to ensure the PALS approach is embedded in the training. PALS aligned checklists have been developed to review trainings and remind us in the development of trainings the importance of including Foundations, Application, Evaluation, and Mastery characteristics in our programs.</p> <p>3a. On both end-of-event evaluation forms and an annual participant surveys, professional development recipients were asked if the training they received incorporated adult learning principles, and if so, how effectively. The results are shared with training providers and the Management Team to inform future professional development. These data for the past year are included in the accompanying evaluation report.</p> <p>3b. The High Quality Professional Development Checklist (Noonan, Langham, Gaumer-Erikson) is used to track overall quality of all training, including the use of adult learning skills. The Project Coordinator is responsible for reviewing trainings using this tool. The results are shared with trainers to improve trainers' skills and the training curriculum. We used this tool to debrief the March 2015 ELO Training Series with the two Regional Intermediaries who delivered the training.</p>	3

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## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
B(3) Training	<p><b>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).</b><sup>3,5</sup></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of skills that participants were expected to acquire as a result of the training.</li> <li>2. Description of activities conducted to build skills.</li> <li>3. Description of how participants' use of new skills was measured.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participants in all evidence-based transition practices training (ELOs, RENEW, Family Engagement Strategies, and Transition Focused Education), are expected to have the following skills: <ul style="list-style-type: none"> <li>• Can effectively implement the transition practices.</li> <li>• Can use and analyze progress monitoring measures.</li> <li>• Can identify transition needs of students.</li> <li>• Can adjust initiative according to progress monitoring data.</li> </ul> </li> <li>2. All trainers have observed participants in their initial implementation of the evidence-based transition practice to ensure participants are applying skills and knowledge to effectively implement the practice. Various trainings were developed and conducted to build skills including: 1. "Transition Assessment: Knowing the Options" - conducted with two Cohort 1 schools to increase the knowledge of selection and use of various assessments on an ongoing basis to develop student's transition plans. 2. A 3-part training series on ELOs was provided to Cohort 1 &amp; 2 schools to build skills to develop, implement, and evaluate rigorous and relevant credit bearing learning experiences outside of the traditional classroom tied to competencies. 3. A training was developed and is available to all cohort schools on "Dual Capacity-Building Framework as a Compass for Family-School Partnerships" based on the work of Mapps &amp; Kuttner to guide school/district staff to engage parents and help them work successfully with schools to increase student achievement.</li> <li>3a. On end-of-event evaluation forms and an annual participant surveys, PD recipients were asked if the training they received was skill-based, and if so, how effectively. The results were shared with training providers and the Management Team to inform future PD. These data for the past year are included in the accompanying evaluation report.</li> <li>3b. The High Quality PD Checklist (Noonan, Langham, Gaumer-Erikson) is used to track overall quality of all training, including the degree to which the training was skill-based. The Project Coordinator is responsible for reviewing trainings using this tool. The results were shared with trainers to improve trainers' skills and the training curriculum.</li> </ol>	2

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(4) Training	<p><b>Training outcome data are collected and analyzed to assess participant knowledge and skills.</b><sup>5</sup></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Identification of training outcome measure(s).</li> <li>2. Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training.</li> <li>3. Description of how training outcome data were reported.</li> <li>4. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.</li> </ol>	<p><b>1.</b> Training outcome measures from evidence-based transition practices training (ELOs, RENEW, Family Engagement Strategies, and Transition Focused Education) include:</p> <ul style="list-style-type: none"> <li>Effective implementation of the transition practices.</li> <li>Use and analysis of progress monitoring measures.</li> <li>Identification of student's transition needs.</li> <li>Adjustment of initiatives according to progress monitoring data.</li> </ul> <p><b>2a.</b> Each training was evaluated for utilization of adult learning principles, degree to which it was skilled-based, and fidelity to the training content. Trainings were reviewed through a reflection on how practitioners were able to implement the training content. Trainings were further evaluated with pre/post knowledge and formative data to assess training impact.</p> <p><b>2b.</b> Progress on the Transition-Focused Education Framework, ELO, and RENEW fidelity tools also provided evidence of the impact of training on practitioners' skills to implement these practices.</p> <p><b>2c.</b> As training data were received, they were summarized, and shared at monthly Leadership Team meetings or every two month E-WG meetings. An annual survey was sent to all training participants to gauge the impact of training on participants' knowledge, confidence, and skills, collecting quantitative and qualitative data. These data are reported in the SPDG APR and shared with the Management and Leadership Teams for program improvement.</p> <p><b>3.</b> Project evaluators complete a formal training report, using quantitative and qualitative data within a month of each training, summarizing the data collected. A one-page InfoGraphic is also used to facilitate greater use of key training outcomes. The report is shared with training providers and the Management and Leadership Teams to inform future PD.</p> <p><b>4.</b> Data from these tools were used to adjust future training, and subsequently, coaching supports. A good example was evaluation data collected from the spring 2014 ELO training indicated a number of problems with the training delivery. The entire training was revamped, based on participant and trainer feedback.</p>	3

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## SPDG Evidence-based Professional Development Components

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(5) Training	<p><b>Trainers (the people who trained PD participants) are trained, coached, and observed.</b><sup>5,7</sup></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of training provided to trainers.</li> <li>2. Description of coaching provided to trainers.</li> <li>3. Description of procedures for observing trainers.</li> <li>4. Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended).</li> <li>5. Description of procedures to obtain participant feedback.</li> <li>6. Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified).</li> </ol>	<p><b>1.</b> Partners received several trainings related to the project content. All RIs and partners were trained by Heidi Wyman in 3 transition courses. She has over 10 years of experience as the Director of the Transition Resource Network at Strafford Learning Center. The QED Foundation (a nationally recognized organization with extensive background and experience in ELOs) provided 3 days of training to RIs and partners on the design, implementation, and assessment of proficiency-based, personalized ELOs. Training dates were 3-18-14, 4-1-14 and 5-7-14. PALS training was provided to the RIs and project partners in fall 2013 with follow-up training in March 2014. This follow-up training focused on the development and refinement of tools used when developing and executing trainings.</p> <p><b>2.</b> Data collected through training evaluations, end of year surveys, and the HQPD checklist are used to inform ongoing coaching and feedback to trainers. Debriefing sessions conducted after trainings provide feedback to trainers. Debriefing sessions were held on 3-23-15 and 4-8-15 to review the two days of ELO training and provide the RIs with immediate feedback.</p> <p><b>3 &amp; 4.</b> The Project Coordinator and external evaluator monitor training effectiveness. New trainers and new trainings are reviewed using the HQPD checklist. The Management Team uses the High Quality Coaching Fidelity Tool (based on the <i>Coaching Observation Checklist</i> created by Brussow, et al). Results are shared with trainers to improve their skills and the training curriculum. If needed, PD plans are developed to increase skills. All tools were developed to ensure alignment with the PALS model.</p> <p><b>5.</b> On training evaluations and annual participant surveys, participants are asked if the training used adult learning skills, was skill-based, and if they were more knowledgeable and skilled as a result of the training.</p> <p><b>6.</b> The results were shared with trainers and the Management Team to inform future PD. In addition to these evaluative tools, the E-WG has met every other month to discuss data and tools, and make recommendations for formative improvements (i.e., Adjusted Cohort 3 application timeline to accommodate school schedules and ensure optimal timing for project work, adding an additional data collection period to promote project sustainability, improving data collection tools, etc.).</p>	3

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Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
C(1) Coaching	<p><b>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.<sup>8</sup></b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Identification of the lead person(s) responsible for coaching services.</li> <li>2. Description of the role and responsibilities of the lead person(s) accountable for coaching services.</li> <li>3. Description of how data were used to provide feedback to coaches and improve coaching strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Project Coordinator, Amy Aiello, working under the supervision of the NHDOE Management Team, is responsible for overseeing coaching activities. Ms. Aiello has 16 years of providing and overseeing professional development, including multi-day seminars, conferences, institutes, Train-the-Trainers and online training programs. Her experience includes the development of training programs as well as execution and evaluation/analysis/coaching of program effectiveness. The Management Team meets monthly to support Ms. Aiello, and to review all project activities, including coaching. The management team will ensure that each provider is trained and coached on all transition practices and adult learning methodologies (PALS, ELOs, RENEW, Family Engagement Strategies, and Transition focused Education) and coached in their ability to deliver effective coaching to their LEAs and peers.</li> <li>2. The Project Coordinator's roles and responsibilities include (i) facilitating monthly Leadership Team meetings, which includes all professional development providers, Management Team members, project evaluators, and relevant SEA agency members, to plan for coaching, and to review data related to coaching. (ii) She also participates in E-WG meetings (Oct. 20, Dec. 10, Jan. 28). As part of this workgroup, the efficacy of coaches as well as the overall coaching models are reviewed and discussed. Ms. Aiello also facilitates debriefing sessions with coaches following coaching sessions focused on the effectiveness and impact of coaching provided. Beginning in the summer of 2015, we will use a newly created observation tool in addition to evaluation feedback from participants of the coaching session to evaluate effectiveness and impact.</li> <li>3. Coaches meet monthly at Regional Intermediary meetings to review data, and to share strategies and successes. All coaches also participate in the Leadership Team meetings and E-WG meetings, and have access to coaching data. Data includes fidelity data for each initiative, ELO Characteristics data, annual feedback from those being coached, and output data from the PD Activity Log, summarized every two months. A coaching observation tool has been developed, but not yet administered.</li> </ol>	4

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
C(2) Coaching	<p><b>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).<sup>6</sup></li> <li>2. Describe how SPDG coaches monitored implementation progress.</li> <li>3. Describe how the data from the monitoring is used to provide feedback to implementers.</li> </ol>	<ol style="list-style-type: none"> <li>1. All coaching is based on the Participatory Adult Learning Strategy (PALS) approach. PALS is an evidence-based strategy designed to make sure coaching (and other forms of professional development) use effective strategies for each phase of professional development, including <i>Foundations (Introduce and Illustrate)</i>, <i>Application (Practice and Assess)</i>, <i>Evaluation (Review, Reflect)</i>, and <i>Mastery (Deep Understanding)</i>. Staff were trained on the PALS model (Nov. 21-22, 2013 and additional coaching was provided in subsequent Leadership Team meetings Jan 27, 2014 and Mar. 24, 2014).</li> <li>2. SPDG coaches monitored implementation progress of their schools through the collection and analysis of ELO, transition, and RENEW fidelity data, as well as perception data from school personnel who have received coaching. The number, type, and recipients of coaching are collected through a PD Activity Log and reported on every two months. The summative data are included in the accompanying evaluation report.</li> <li>3. Data are summarized and shared on an ongoing basis with coaches and the Management Team to inform their work at the local level. Coaches meet monthly with school Leadership Teams to review data and the status of their action plans (developed after each bi-annual review of fidelity data). Each school has a Google Docs site that contains all their pertinent data, with project averages, to assist schools in decision making. These data sources are discussed in greater detail in D(2).</li> </ol>	3

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## SPDG Evidence-based Professional Development Components

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Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
D(1) Performance Assessment (Data-based Decision Making)	<p><b>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).<sup>10</sup></b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Provide a description of the role/responsibilities of the lead person and who this person is.</li> </ol>	<p><b>1.</b> The NH SPDG external evaluator (Evergreen Evaluation and Consulting, Inc.), working closely with the Management Team, is accountable for fidelity measurement, data collection and analysis, and reporting. The evaluation team currently works with four SPDGs and has over 15 years of experience in assessing similar initiatives. EEC has been the evaluator for NH's past three SIG/SPDGs.</p> <p>Fidelity data are shared with the project evaluator twice a year for analysis and reporting. Training data are shared more frequently with ongoing analysis and reporting of those data, both in comprehensive formal reports and one-page InfoGraphics for wider-scale distribution of project findings.</p> <p>Evaluation Work Group (E-WG) meetings (Oct. 20, Dec. 10, Jan. 28) are held every other month and includes the project evaluators, trainers, The workgroup meets to discuss data and possible mid-course corrections to trainings, data collection and reporting processes for better outcomes on grant objectives.</p>	4

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
D(2) Performance Assessment	<p><b>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Describe data systems that are in place for various education levels.</li> <li>2. Describe how alignment or coherence is achieved between various data systems or sources of data.</li> <li>3. Describe how multiple sources of information are used to guide improvement and demonstrate impact.<sup>10</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Google Docs is used a platform for the collaborative use of data sharing and reporting. Each school Leadership Team has access to a folder with the project evaluation plan, all evaluation instruments, a data profile visually displaying their relevant outcome data, and other supporting data. Fidelity tools are designed to chart multiple administrations of the pertinent survey to track trends.</li> <li>2. Each set of data shared at the school level is summarized at the project level to share with state staff. When local data are presented in their respective Google Doc files, project averages are also provided allowing local personnel to have a comparison piece of data.</li> <li>3. Data used to guide improvement and demonstrate impact include: <ul style="list-style-type: none"> <li>• Readiness data provided in the Next Steps NH application package</li> <li>• PD Tracking Log (assesses project outputs and the amount/duration/type of professional development activities.</li> <li>• Implementation fidelity data (assesses fidelity of training and coaching)</li> <li>• Intervention fidelity data (assesses degree and quality of implementation of transition practices, ELO, and RENEW)</li> <li>• ELO Characteristics data</li> <li>• Participant feedback data (annual participant feedback on professional development provided)</li> <li>• Drop-out and graduation data</li> <li>• Quarterly and annual reports (summarizing data captured at those intervals)</li> </ul> </li> </ol>	3

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
D(3) Performance Assessment	<p><b>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).<sup>10</sup></b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Describe the feedback loop for each level of the system the SPDG works with               <ul style="list-style-type: none"> <li>○ Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas.</li> </ul> </li> <li>2. Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).<sup>10</sup></li> </ol>	<p><b>1a.</b> As part of the monthly 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, fidelity data twice a year, and annual reports provided by the external evaluator. The annual reports are shared as applicable with partner organizations, the state Community of Practice that serves as the project Advisory Board, and the NH Department of Education's website.</p> <p><b>1b.</b> Information/decisions from the Management Team meetings are also shared with coaches to ensure program/site-level leadership teams are knowledgeable of any project changes. Training related to data presentation and data sharing are part of the Evaluation Work Group This ensures schools have the capacity to share implementation and outcome data with their stakeholders. Data are used up and down the "cascade" to inform and provide feedback.</p> <p><b>2.</b> Fidelity of implementation (training and coaching) data are reviewed on an ongoing basis to improve the quality of professional development. Fidelity of intervention data (transition-focused education framework, ELO, and RENEW) are collected and reviewed annually, and are also reviewed to improve the quality of professional development provided. Both sets of data (project and student/school level) are reviewed in the context of schools' graduation, drop-out, and Indicator 14 (when available) data and 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>	3

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
D(4) Performance Assessment	<p><b>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.</b><sup>10</sup></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Describe how benchmarks are created and shared.</li> <li>2. Describe positive recognition processes for achievements.</li> <li>3. Describe how data are used to “market” the initiative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Goals/targets were created at the project and school level using an action planning process based on our intervention fidelity tools. Two year project targets for the ELO, Transition Focused Education Framework, and RENEW fidelity tools were established in spring 2015. After one year, no schools had met the ELO target, one of three achieved fidelity on the Transition Focused Education Framework Fidelity Tool, and two of three schools met the RENEW fidelity target. These data are reported in more detail through the annual report/ continuation reporting process. These data are reviewed annually in light of the targets and actual performance data to celebrate successes and determine any mid-course corrections that might be needed.</li> <li>2. Data based recognition activities are built into all project activities to ensure participant motivation and sense of accomplishment. In addition, celebrations are planned for the end of each module with specific recognition of each participant. The Management Team in conjunction with the RIs and other project partners have added an additional visit after a Cohort of schools finishes their project work to celebrate their successes and recognize their accomplishments. At the same time, an additional collection of data will take place to promote project sustainability.</li> <li>3. Project findings are summarized in detail in full evaluation reports, but are supplemented by one-page, easy and quick to read Infographics. These are shared at the state, regional, and local level to illustrate project impacts and successes. In addition, we have cohort school sites sharing their experiences with components of the project with other cohort schools. In early 2015, a cohort school marketed their success with implementing RENEW to a new cohort school considering a RENEW implementation. Another effort to market our initiative was to submit proposals to and present at the State’s Annual Transition Summit held Nov 18, 2014. Our RI’s, PIC and QED representatives delivered sessions on the project to encourage new cohort school applicants. Sessions included information on the project website, ELO design strategies and parent engagement strategies. The Summit was attended by 205 participants that included special education teachers, transition coordinators, administrators, counselors, area agency representatives, families, Institutions of high education, etc.</li> </ol>	3

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
D(5) Performance Assessment	<p><b>Participants are instructed in how to provide data to the SPDG Project.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Procedures described for data submission.</li> <li>2. Guidance provided to schools/districts.</li> </ol>	<ol style="list-style-type: none"> <li>1. The E-WG provides training and technical assistance to Next Steps NH coaches, who support school/district personnel on data collection. Training on how to use and analyze data collected with the Transition Framework Fidelity Tool was initially conducted by the project evaluator in Jan. 2014 with ongoing support as needed. The project evaluator also provided training on the Data Profile, ELO Characteristics Database, ELO Fidelity Tool, and ELO Student and Parent Surveys in Jan. 2014. Coaches have direct access to external evaluation for support in data collection and analysis activities. Coaches work with their cohort schools to complete the tools that live on Google Docs.</li> <li>2. 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.</li> </ol>	4
E(1) Facilitative Administrative Support/ Systems Intervention	<p><b>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Role/job description of administrators relative to program implementation provided.</li> <li>2. Describe how the SPDG trains and supports administrators so that they may in turn support implementers.</li> </ol>	<ol style="list-style-type: none"> <li>1. School administrators agree to commit program resources and personnel to implementation activities when signing the MOU. They agree to provide a Transition Liaison to coordinate grant activities and they also agree to create a Leadership Team that will address the comprehensive transition program elements for their students. School administrators are participating members of the school's Leadership Team that take part in developing and reviewing their school's action plan as well as in collecting and reviewing implementation data. The school administrators will also ensure staff release time to attend trainings, coaching sessions, and participate in required team meetings.</li> <li>2. Administrators are trained along-side all Next Steps NH personnel and supported through coaches support of school Leadership Teams. In both roles, administrators are trained to gather and review implementation fidelity data to support sustained implementation. Training modules are under development that will support administrators in sustaining the work of the grant after their involvement in the grant is over. Module development began in March 2015 and will continue through June 2015. The Management Team is overseeing the content development.</li> </ol>	2

## Worksheet

## SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <b>(please note if you are attaching documents)</b>	Project's self-rating
E(2) Facilitative Administrative Support/ Systems Intervention	<p><b>Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers).</li> <li>Describe processes for revising policies and procedures and making other necessary changes.</li> </ol>	<p><b>1.</b> Data are reviewed at monthly Leadership Team meetings. Data are also reviewed at monthly E-WG meetings and shared through ongoing training evaluation reports, quarterly implementation data evaluation reports, PD logs, 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. A detailed evaluation plan provides guidance on data collected through google docs, analyzed by the project evaluators, and shared in an easy-to-read format with all levels of the education system via a one-page info graphic. Sustaining the work of the project after a cohort school exits the project is one area of challenge for schools and administrators. In anticipation of this challenge and in collaboration with school administrators, we are developing topic-specific modules aimed at helping school administrators plan for project sustainability.</p> <p><b>2.</b> The Leadership Team (LT) oversees the work of the project. During our monthly meetings, project partners report on school level progress, challenges, and successes. When the LT identifies the need for a course correction, they pass it along to the Management Team (MT) with possible recommendations. Finale determinations are then reported back to the LT from the MT. Examples of this include (i) modifying the project timeline for effective implementation based on our experiences with our first cohort of schools, (ii) revisions to our Transition Focused Framework Fidelity Tool for ease of implementation with cohort schools wrapping up their involvement in the project (promotes sustainability) and (iii) revision of our fidelity tool to provide an at-a-glance view of data collected for multiple administrations. (see report for more detail)</p>	2

<sup>1</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39).

<sup>2</sup> <http://learningforward.org/standards/resources#.U1Es3rHD888> .

<sup>3</sup> Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.



**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): H323A12003

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

**1.1. Project Objective**     Check if this is a status update for the previous budget period.

**Program Measures**

1a. Performance Measure	Measure Type	Quantitative Data					
By the end of our 2 <sup>nd</sup> year of funding the Next Steps NH, 75% of the evidence-based professional development components will score 3 or 4 (per the rubric).	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100	75%		13 / 16	80%

1b. Performance Measure	Measure Type	Quantitative Data					
After two years of implementation, 80% of participating schools will score at least a 2.50 (on a three-point scale) on the ELO Fidelity Tool.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80%		0 / 3	0%

1c. Performance Measure	Measure Type	Quantitative Data					
After two years of implementation, 80% of participating schools will score at least a 2.50 (on a three-point scale) on the Transition Focused Education Framework Fidelity Tool (which includes family engagement).	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80%		1 / 3	33%

1d. Performance Measure	Measure Type	Quantitative Data					
After two years of implementation, 80% of participating schools will implement 80% of RENEW practices with fidelity.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80%		2 / 3	66%

1e. Performance Measure	Measure Type	Quantitative Data					
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	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			60/ 100	60%		512302 / 550862	93%

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

**Performance Measure 1:** Projects use evidence-based professional development practices to support the attainment of identified competencies.

The Evidence-Based Professional Development Worksheet is included in Section C. 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 – 3.0
- Training – 2.7
- Coaching – 3.5
- Performance Assessment - 3.4
- 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, the Transition Focused Education Framework, and RENEW.

#### The Transition Focused Education Framework Fidelity Tool

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 (M and N) 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.

As shown below, there was growth in four of the five Transition Focused Education Framework practices for three of four Cohort 1 schools between April 2014 and April 2015. The two subcomponents of Practices A and B, that specifically addresses transition practices for students with IEPs were rated high at baseline (2.89 and 2.93) and had no growth at the second administration. Similarly, the parent engagement practice was rated somewhat high at baseline (2.61) and was rated the same in April 2015. 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 lowest rated practices were Program Structures (2.11) and Interagency Collaboration Practices (2.42), both of which are important for sustaining this work. Cohort 2 completed their baseline administration in the fall 2014 and will have a second administration in spring 2016.

A: Student-Focused Planning Practices	2.40	2.67
In addition, when a student has an IEP:	2.89	2.89
B. Student Development Practices	2.44	2.78
In addition, when a student has an IEP:	2.83	2.83
C. Interagency Collaboration Practices	2.21	2.42
D. Family Involvement Practices	2.61	2.61
E. Program Structures Practices	1.78	2.11
Cohort 1 Average	2.45	2.67

#### **Extended Learning Opportunities (ELOs) Fidelity Tool**

The results of two administrations (October 2014 and April 2015) of the ELO Fidelity Tool for three of four Cohort 1 schools are shown below. With only six months between administrations of the tool, progress was observed in eight of the 10 practices. Five of the 10 practices were rated to be at least partially in place. The most growth was seen in the use of transition assessments, faculty/staff and community support, and the development of written ELO policies. Conversely, the least growth was observed for ELO program quality and the inclusion of parents and families. The program goals component was rated lower during the second administration than at baseline.

	October 2014	April 2015
1. Written Policy	2.22	2.89
6. Planning Team Development and Facilitation	2.17	2.28
2. Faculty/Staff Community Support	1.63	2.20
8. Assessments	1.56	2.19
4. Student-Centered Planning	1.88	2.17
5. ELO Plan Development and Monitoring	1.62	1.90
3. Referral Process	1.33	1.67
9. Program Goals	1.67	1.56
7. Inclusion of Parents/Families	1.33	1.33
10. ELO Program Quality	1.00	1.25
Cohort 1 Average	1.64	1.94

## RENEW Fidelity Data

The RENEW Implementation Checklist is completed by the RENEW external coach/trainer and RENEW Implementation Team and to set actions steps and goals. This was administered 2-4 months after the readiness checklist and some level of implementation had begun. Two of the four Cohort 1 schools had achieved fidelity on 82% of RENEW practices at the time of the second administration of the RENEW Implementation Checklist, approximately four months after their baseline RENEW Implementation Checklist

### Summary

**Indicator 1b:** The target for the ELO Fidelity Tool was set as 2.50 across the ten sets of ELO practices, to be achieved within two years of implementation. As the data below shows, no schools had achieved that level fidelity within the first year of implementation, although School 4 had reached an average of 2.39.

**Indicator 1c:** The fidelity target for the Transition Focused Education Framework was set as 2.75 across the five practices, to be achieved within two years of implementation. Per the data below, after the first year, one of three schools achieved fidelity within the first year of implementation.

**Indicator 1d:** The RENEW Implementation Checklist has a fidelity target of 80%. Two of the three Cohort 1 schools had achieved fidelity in the first year of implementation.

	ELO Fidelity Data	Transition Fidelity Data	ELO Fidelity Data
School 2:	1.55	2.85	82%
School 3:	2.14	2.61	82%
School 4:	2.39	2.30	

### 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, almost all SDPG 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.

For project management and reporting purposes, a Professional Development Activity Log is maintained to track the number and type of coaching activities, as well as the number of individuals participating in the professional development. The number of coaching contacts with participating schools for this reporting period are listed below. Coaching with Cohort 2 schools did not begin until fall 2014. These data were reviewed and discussed every two months as part of Next Steps NH Leadership Team meetings. Fifteen of 215 (93%) coaching contacts provided after initial trainings were not sustained activities. As a result, \$512,302 of the total \$550,862 spent during this reporting period was on sustained activities.

School	Number of Coaching Contacts
Kennett	38
Kingswood Regional	38
Mascoma Valley Regional	42
Merrimack Valley	25
Conval Regional	9
Lincoln-Woodstock	21
Somersworth	15
Winnacunnet	12
Schools/programs outside of Next Steps NH	15
Total	215

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

PR/Award # (11 characters): H323A12003**SECTION A - Performance 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.**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.**

2a. Performance Measure	Measure Type	Quantitative Data					
By the last year of the project, 20 New Hampshire high schools are recruited, and implement NH SPDG activities with fidelity.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		16	/		8	/	

2b. Performance Measure	Measure Type	Quantitative Data					
Each LEA has identified a transition liaison, who has been trained, and oversees project fidelity.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		16	/		8	/	

2c. Performance Measure	Measure Type	Quantitative Data					
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	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80%		5 / 7	71%

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

A deliberate process was used to ensure that all potential participants understood the expectations and commitment required to participate in Next Steps NH. This was accomplished with a detailed application package, a webinar made available to all interested parties, and available technical assistance from the Next Steps NH Coordinator.

The Next Steps NH High School Pilot Sites Application was initially developed through an iterative review process involving all project partners in the summer of 2013. Based on the experience of selecting Cohort 1 schools, slight modifications were made to the application process during the spring of 2014. A copy of the application can be found in Appendix B of the evaluation narrative 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 Cohort 2 application was released on May 14, 2014 and was due by June 30, 2014. 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.

To support the application process, Next Steps NH sponsored a 90 minute informational webinar for schools interested in participating in Next Steps NH on June 2, 2014. Sixteen schools participated in this 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 C.

Four schools submitted Cohort 2 applications, with one application from each of the four regions of the state. Each application was scored by four Regional Intermediaries and Management Team members. The four schools bulleted below were accepted as the first two cohorts of Next Steps NH schools. Two informational webinars were conducted on February 18 and 20, 2015 for schools interested in applying to become a Cohort 3 school.

**Cohort 1 Schools (December 2013 – January 2016)**

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

**Cohort 2 Schools (September 2014 – June 2016)**

5. ConVal High School
6. Lincoln-Woodstock High School
7. Somersworth High School
8. Winnacunnet High School

In April 2014 and 2015, 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. Ratings of impact in 2015 were almost identical in 2014, with professional development providers reporting a moderate impact on their capacity to support their Next Steps NH schools. Four of the five items were rated the same in both years. Five of seven (71%) of the regional coaches reported that the professional development they received (training and coaching) had a moderate to large impact on their capacity to support LEA Transition Liaisons.



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

OMB No. 1894-0003  
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PR/Award # (11 characters): H323A12003

**SECTION A - Performance 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 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.**

3a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Each year, 80% of the participants in ELO professional development (including parents) report that the <u>training</u> they received increased their knowledge of ELOs.	Project		80 / 100	80%		44 / 51	86%

3b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Each year, 80% of the participants in ELO professional development (including parents) report that the <u>coaching</u> they received increased their skills to implement ELOs.	Project		80 / 100	80%		41 / 42	98%

**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 are 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, provided the first set of three ELO workshops. Data were gathered after each of the trainings to assess the impact of training on participants' skills and knowledge, as well as to ensure training was skilled-based, used adult learning principles, and was of high quality. Each of the successive trainings was modified due to data received at the previous training. Regional Intermediaries participated in this series of three ELO workshops with the understanding that they would be conducting the trainings moving forward with additional Cohorts with coaching support from QED.

During this reporting period, responsibility for ELO training shifted from QED staff to the Regional Intermediaries, who are providing PD currently and in subsequent years. Data collected from the Cohort 2 ELO training held in March through May 2014 were used to inform changes and guide the development of the training for Cohort 3 schools. QED staff also provided ongoing support and coaching to the Regional Intermediaries and the NH SPDG LT. A collaborative effort to revise the initial training, develop the content and implementation plan for Cohort 3 training, and participate in formal debriefing meetings after each Cohort 3 training event ensured effective training that met the needs of the Cohort schools. As a result, we now have developed training PowerPoints, materials and activities to support future ELO trainings with new cohort schools instructed by our Regional Intermediaries supported by ongoing coaching from project partner QED. These materials are what we consider our ELO PD manual.

Three ELO workshops were conducted for Cohort 1 schools in March - May, 2014. As mentioned previously, ELO staff, supported by the Regional Intermediaries, conducted these workshops. Data were gathered at each workshop to gain feedback on the degree to which the training increased participants' knowledge of the ELO content addressed at each workshop. Detailed training evaluation reports are available from the Project Coordinator, which includes the pre/post questions and item analyses for each of the trainings.

On the annual participant survey, 44 of 51 (86%) respondents reported that training they received on ELOs had a moderate to very large impact on their knowledge of ELOs. All of the 15 Cohort 1 respondents rated the ELO training as having a medium to very large impact on their knowledge of ELOs. Eighty-one percent (81%) of the 36 Cohort 2 respondents responded that the training impacted their knowledge of ELOs.

Similarly, 41 of 42 (98%) respondents who had received coaching related to ELOs perceived that the coaching a moderate to very large impact on their skills to implement ELOs. All of the 26 Cohort 2 respondents reported that the coaching they had received had a moderate to very large impact on their skills to implement ELOs, with 94% of the 16 Cohort 1 respondents replying in the same manner. More detail and qualitative data regarding the impact of coaching and training are in the evaluation narrative included in Section C.



**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): H323A12003

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

4a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Each year, 80% of the participants (including parents) in transition planning professional development report that the <u>training</u> they received increased their knowledge of transition planning and family engagement strategies.	Project		80 / 100	80%		55 / 74	74%

4b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Each year, 80% of the participants in transition planning professional development report that the <u>coaching</u> they received increased their skills in transition planning and implementing family engagement strategies.	Project		80 / 100	80%		37 / 44	84%

**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.

A variety of secondary transition training occurred during this reporting period, including a kick-off webinar, two transition workshops based on data from the fidelity tools, parent training, and RENEW training for Cohort 1 and Cohort 2 schools. The Kick-Off Webinar was held on September 9, 2014. All four Cohort 2 schools virtually attended this primarily information sharing event. This had been conducted as a face-to-face event for Cohort 1, but based on data and feedback from the first kick-off event, it was determined a webinar would be a more efficient means to provide the information needed by schools at that time.

Based on transition fidelity data collected, two areas of need were found to be related to (1) teaching students' self-determination skills and (2) determining and using appropriate transition assessments. Heidi Wyman, who has over 10 years of experience as the Director of the Transition Resource Network at Strafford Learning Center developed the training curriculum. In addition, other Regional Intermediaries and members of the Next Steps NH Leadership Team reviewed the curriculum. The trainings were first implemented in March 2015, so the results will be presented in the 2016 NH SPDG APR. The secondary transition trainings developed were:

- Teaching Self-Determination Skills to Students with Disabilities
- Transition Assessment: Knowing the Options and How to Use Them

Individuals who participated in the Next Steps NH professional development were surveyed in April 2015 to gauge the impact that all Next Steps NH training had on their knowledge and implementation of the initiative. This included training on transition planning, ELOs, and RENEW. A separate survey was conducted with parents and families. Of the 121 participants in Next Steps NH training surveyed, 74 responded for a response rate of 61%. The majority of respondents were school administrators and high school special education teachers.

Participants were asked what impact the training they received had on their knowledge of and skills to implement transition planning and implementing family engagement strategies. On the annual participant survey, 41 of 57 (72%) respondents reported that training they received on transition planning and implementing family engagement strategies had a moderate to very large impact on their knowledge of transition planning and implementing family engagement strategies. Responses from 17 parents on a parent survey found that 92% of parents felt the training they received had a moderate to very large impact on their knowledge of transition planning and implementing family engagement strategies. Responses varied slightly by cohort, as 73% of the 30 Cohort 2 respondents felt the training had a moderate to large impact on their skills in transition planning and implementing family engagement strategies, while 69% of the 16 Cohort 1 respondents reported the same level of impact.

When asked about the impact of coaching on participants on their skills in transition planning and implementing family engagement strategies, 37 of 44 (84%) respondents who had received coaching related to ELOs perceived that the coaching had a moderate to very large impact on their knowledge of ELOs. There was little variation in perceptions of impact by cohort, as 82% of Cohort 1 and 85% of Cohort 2 respondents reported that coaching had a moderate to large impact on their skills in transition planning and implementing family engagement strategies. More detail and qualitative data regarding the impact of coaching and training are in the evaluation narrative included in Section C.



**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): H323A12003

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

5a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Each year, 80% of the LEA Transition Liaisons report that the professional development they received increased their capacity to support implementation in their schools/district.	Project		80 / 100	80%		2 / 5	40%

5b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
By the end of the grant, two new, local COPS have been developed and sustained.	Project	2			0	/	

**LEA Transition Liaisons**

LEA Transition Liaisons were surveyed to determine if the professional development they received increased their capacity to support implementation in their schools/district. The responses from 12 questions from the Next Steps NH Coaching Feedback Survey were averaged to get a total score. Two of the five LEA Transition Liaisons who responded to this question reported that the coaching they had received had a moderate to large impact on their capacity to support the implementation of Next Steps NH practices.

**Community of Practice**

Another key sustainability component is the development, stabilization, and ongoing support of local transition Community of Practices. Next Steps NH supports three established CoPs in the Seacoast, Southwest and SouthCentral regions of the state with Regional Intermediary and other project partner

representation on each CoP. Our North Country Regional Intermediary has attempted to establish a CoP in this region of the state however has been unsuccessful due to the wide geographical span and lack of interest.

In May 2014, Amy Jenks did a presentation for a group in the Upper Valley Region of the state to promote the idea of a Transition Community of Practice as there had been interest expressed by one of our Cohort 1 schools in that region. There was interest by the group that attended however they realized that there was a group in that region with similar interests that met regularly and they felt that it would be best to hold off on creating another group at that time.

In addition to the state CoP, our Regional Intermediaries also participate in a statewide ELO group that shares similar membership as our CoP. The ELO group meets monthly with the goal of broadening the understanding of ELOs and increasing the rigor of ELOs in our state in addition to sharing information with ELO Coordinators and other passionate educators and group across the state to continue to grow the work we're doing with ELOs. The group is also working on developing a guidance document that our RIs have contributed to.



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**5. 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.**

	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		Each year, professional development provided on ELOs, transition planning, & family engagement is implemented with 90% fidelity.		90 / 100	90%		2 / 2

6b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Annually, state, regional, and local coaches submit 100% of required data.	Project		100 / 100	100%		7 / 8	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. Evaluation Work Group meetings were held four times during this reporting period. 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.

**Training 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. The Project Coordinator and external evaluator monitor training effectiveness. New trainers and new trainings are reviewed using the High Quality Professional Development (HQPD) Checklist created by Noonan, P., Langham, A., & Gaumer Erickson, A. in 2013. The HQPD checklist was developed to align with the PALS model. The HQPD Checklist was administered for the first time on the first two ELO Cohort 2 trainings that occurred in March and April 2015. The data for those trainings are not included in this report as they occurred after February 28, 2015. But findings from the HQPD that was completed by the Project Coordinator and trainers was that the trainings were implemented with fidelity. During this reporting period, this process will be institutionalized, along with a reporting system for the data.

**Data Collection**

Seven of the eight Cohort 1 and 2 schools had implemented data collection and reporting activities as intended. One school from Cohort 1, Kennett High School did not collect the required data. Kennett has not met data collection goals nor have they made efforts to meet all objectives of the project. Their Regional Intermediary has made every effort to support them however they are not prepared to take on this project in the manner in which it was intended and they do not have supports and leadership in place to help the project succeed. They were informed in January 2015 that, as of June 30, 2015, they will no longer receive support under the project. Our Evaluation Work Group has developed an evaluation plan for data collection that identifies each tool and its purpose along with a timeline of implementation for each cohort. This information is now shared with schools when they begin work on the project so they more clearly understand their commitment.



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**6. 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.**

7a. Performance Measure	Measure Type	Quantitative Data	
Each year, 80% of the LEA & school administrators report that the	Project	Target	Actual Performance Data

professional development they received (training and coaching) increased their knowledge of ELOs, transition planning, and family engagement strategies.		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			80 / 100	80%		/	

7b. Performance Measure	Measure Type	Quantitative Data					
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	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80%		/	

#### 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 key players in Next Steps NH. Their role is critical to sustainability and as a result, they are included in all professional development training and coaching activities. They serve on the project leadership team responsible for completing project fidelity tools and data collection as well as being part of the action planning process. In addition to their role on the Next Steps NH Leadership Team, in December 2014, Regional Intermediaries, PIC and RENEW project partners began discussions around the development of training modules designed specifically to support cohort school administrators in supporting their staff to implement ELOs, evidence-based transition planning and parent engagement strategies for sustainability sake. RIs have conducted needs assessments with administrators in Cohort 1 schools to determine module content that will be customized to suit their needs based on their school's action planning. The online modules are under development and will be available in the summer on 2015 and then on-demand as needed. Data on these activities will be reported in the 2016 NH SPDG Annual Performance Report.



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**7. 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.**

8a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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. <i>(Will be a qualitative indicator)</i>	Project						
		1				/	

7b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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%		23 / 34	85%

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

**Conducted Keene State College (KSC) Needs Assessment and Action Planning Pilot**

Beginning in summer 2014, the KSC Special Education program faculty piloted a transition curriculum review and needs assessment to identify action items for transition curriculum improvement. The *Transition Competencies for Preservice Special Education Programs* was used to frame the needs assessment and action plan development. This was an evolving process – the needs assessment format and action plan were refined as the process evolved. KSC Special Education faculty were asked to identify course learning outcomes, assessments, and activities where transition competencies were being addressed. Faculty individually rated each key element for implementation and the group determined an overall rating. This information was used to prioritize action items for curriculum development during the spring 2015 and beyond. See attached *KSC Needs Assessment and Action Plan*.

### **Transition Competencies for Preservice Special Education Programs**

The Transition Competencies for Preservice Special Education Programs including key elements were developed by the Next Steps NH Institutions of Higher Education (IHE) subgroup (IHE members, school district transition specialist, and community agency representative) and reviewed by the NSNH Leadership Team. Special education faculty at Keene State College also reviewed these standards for use and applicability. The Council for Exceptional Children's Advanced Special Education Transition Specialist Standards (2013) was used as the primary guide for the development of the competencies, adapting the statements for preservice special education. Additionally, the National Secondary Transition Technical Assistance Center (2011) identified key transition competencies for secondary special educators in What Secondary Special Education Teachers Need to Know. These national competencies were cross-referenced and verified with the NH Transition Competencies for Preservice Special Education Programs. The Council for Exceptional Education's Special Educator Initial Preparation Standards (2012), widely accepted as the framework for preparing special education teachers, and was also referenced for each key element. The competencies are framed by the Taxonomy for Transition Programming (Kohler, 1996) so that competency development is addressed in a larger context of established transition program improvement areas. The NSNH project also utilizes the Taxonomy to frame transition professional development in NH high schools. See attached Transition Competencies for Preservice Special Education Programs. Of note, a KSC Special Education faculty member is using the transition competencies and elements internationally. She is designing a survey for special educators in Greece to identify their level of transition knowledge and skills.

### **Keene State College Transition Curriculum Development**

The action planning process guided KSC's work in transition curriculum improvement. In late fall 2014, they began to focus their curriculum development efforts on redesigning KSC's Transition Planning and Programming course in the K-12 special education certification program. The first activity was to connect the transition course to the Winter Internship II experience for all students in the program by designing two activities to connect the course with the internship. They incorporated new learning outcomes into the course using the *Transition Competencies for Preservice Special Education Programs*. Other key improvements included developing and updating activities and materials for the course and connecting the course to resources offered on the Next Steps NH website. They also developed rubrics to assess some of the major activities in the course and tied them to the competencies. Dana Lattin, at the University of Kansas, Transition Coalition helped KSC to pilot two of their online modules, Best Practices in Transition and Secondary Transition and Cultural Diversity in our transition course. As a pretest, students in the transition course were asked to rate their transition knowledge and skills according to the transition competencies and elements. At the end of the course in May 2015, students will complete the posttest.

### **Assisted with Second IHE Recruiting and Development**

Keene State College provided feedback and guidance in the development of a request for proposals for a second IHE to engage in the project. Their role was outlined in the RFP to provide direct support to the second IHE and the manner in which they would interface with the second IHE and the NH Next Steps Management Team. KSC faculty and staff also participated in the evaluation of IHE proposals. The needs assessment and action planning process that was piloted with KSC will be used to guide the curriculum improvement process with the second IHE.

### **Next Steps NH Website**

An initial and general release of the Next Steps NH website, <http://nextsteps-nh.org/> was completed in fall 2014, using an iterative design process. The Next Steps NH website was released to a limited audience on September 15, 2014 and to the general public on November 17, 2014. The website's purpose is to promote the use of evidence-based and evidence-informed (EBEI) transition practices, provide information and tools for practicing them, and to support cohort schools to implement change. The measurement plan for the Next Steps website was developed by the transition resource portal workgroup and is aligned with the overall project objectives.

The website consists of targeted user portals for educators and parents, students, and community partners; a transition IEP reference tool, publications and a large reference area organized according to the Next Steps Framework for Transition Planning. As the project develops tools, they will be added to the appropriate place on the website. Usability testing with end users informed the design and content throughout the development process. Over the course of six months, several one-on-one and small group sessions were held with a variety of educators and parents. The NH PIC facilitated focus group for parents to provide input during the development of Next Steps NH website. The procedure was to briefly introduce the website, and then invite the testers to explore freely, thinking and reacting aloud as they went from page to page. After a period of observing their free exploration, observers asked questions about why testers went certain places and not others. Testers provided valuable insights and ideas for how to improve design, navigation and content.

As discussed in Objectives 3 and 4, school personnel and parents and families involved with Next Steps NH were surveyed in April 2015 to gather their perceptions on the quality and impact of Next Steps NH activities, as well as the website. Participants were asked to rate their level of agreement with questions asking about the quality, relevance and usefulness of the Next Steps NH website. Six of seven (78%) parents and 17 of 27 (63%) of school personnel agreed to strongly agreed that the Next Steps NH website and materials to be of high quality, relevant, and useful.



**State Personnel Development Grant  
(H323A120003)**

**Annual Performance Report**

**March 1, 2014 – February 28, 2015**

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## **New Hampshire SPDG (Next Steps NH)**

### **2015 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.

Beginning in fall 2014, four Cohort 2 schools (ConVal High School, Lincoln-Woodstock High School, Somersworth High School, and Winnacunnet High School) presenting the four different regions of the state joined the four Cohort 1 schools who began during 2013-14. At the end of the current reporting period, the application process for an additional four, Cohort 3 schools had begun.

During this reporting period, responsibility for ELO training shifted from QED staff to the Regional Intermediaries. QED staff provided ongoing support and coaching to the Regional Intermediaries. Data collected from the three Cohort 1 ELO trainings held in March through May 2014 were used to inform changes and guide the development of the training for Cohort 2 schools. Cohort 2 ELO training occurred after the end of the SPDG reporting period. A variety of secondary transition training occurred during this reporting period, including a kick-off webinar, parent training to one Cohort 1 school, and RENEW training for four Cohort 1 and two Cohort 2 schools. On the annual participant survey of impacted school personnel and parents and families, Next Steps NH training participants agreed that the trainings were of high quality, useful, collaborative, and relevant to their professional development needs. They also reported that the training had a medium impact on their knowledge of and skills to implement ELOs, transition planning, family engagement, and RENEW practices.

Next Steps NH's Regional Intermediaries and staff from the NH PIC and RENEW provided 215 coaching contacts to the eight schools during this reporting period. The largest number of contacts

related to family engagement, followed by ELOs and RENEW. Coaching activities included facilitating meetings, developing and reviewing action plans, and collecting/working with data, including fidelity data. Similar to the results from the annual participant survey about training, participants who received coaching agreed that the trainings were of high quality, useful, collaborative, and relevant to their professional development needs. They reported a slightly lower impact from coaching on their knowledge of and skills to implement ELOs, transition planning, family engagement, and RENEW practices.

Three types of fidelity data were collected to assess the degree to which ELOs, transition planning, and RENEW were implemented in the cohort schools. The results of two administrations (October 2014 and April 2015) of the ELO Fidelity Tool was increases in eight of the 10 ELO practices. Five of the 10 practices were rated to be at least partially in place. The most growth was seen in the use of transition assessments, faculty/staff and community support, and the development of written ELO policies. Similarly, there was growth in four of the five Transition Focused Education Framework practices between April 2014 and April 2015. The highest rated practices were Student-Focused Planning and Student Development, specifically for students with IEPs. Data from the second administration of the RENEW Implementation Checklist, collected within two to four months after initial implementation, showed that two of the four Cohort 1 schools had achieved fidelity of implementing RENEW practices.

Each of the Cohort 1 schools have already implemented more ELOs than in the previous year, although the amount of increase varied greatly. Cohort 2 schools experienced the opposite phenomenon, as the three schools with two data points saw a decrease in the number of ELOs, at least at the time of reporting. The percentage of students with IEPs implementing ELOs decreased by 5% from baseline to the current year for Cohort 1 schools. Concurrently, Cohort 2 schools saw a 12% increase in the percentage of students with IEPs using an ELO. There was a large drop in the percent of students at risk to dropout participating in ELOs for Cohort 1. This was due to one school that at baseline, had 68% of students working on ELOs were at risk students. At the second data point, the percent of at risk students participating in ELOs dropped to 25%.

Beginning in summer 2014, the KSC Special Education program faculty piloted a transition curriculum review and needs assessment to identify action items for transition curriculum improvement. The Transition Competencies for Preservice Special Education Programs was used to frame the needs assessment and action plan development. This information was used to prioritize action items for curriculum development during the spring 2015 and beyond. During this reporting period, an RFP was created and disseminated to recruit a second IHE. Applications were reviewed and the IHE will be selected in May or June 2015.

To disseminate findings and to sustain project activities the Next Steps NH website, <http://nextsteps-nh.org/> was completed in fall 2014. The website's purpose is to promote the use of evidence-based and evidence-informed (EBEI) transition practices, provide information and tools for practicing them, and to support cohort schools to implement change. The website consists of user portals for educators and parents, students, and community partners; a transition IEP reference tool, publications and a large reference area organized according to the Next Steps Framework for Transition Planning. Extensive evaluation data collected suggests increased use and value of the website.

## Next Steps NH 2015 Annual Performance Report

### Introduction

This report describes the Next Steps NH professional development activities on the first two cohorts of eight schools that occurred between March 1, 2014 and February 28, 2015. The first cohort began in December 2013, with the second set of four schools beginning in September 2014. Data sources include project outputs, training evaluations, annual participant survey, three sets of fidelity data, and student ELO data. Immediately below, we provide information about activities of key partners, the NH Parent Information Center (NH's Parent Training and Information Center), Vocational Rehabilitation, Regional Intermediaries, RENEW, QED, and faculty staff from Keene State College.

### New Hampshire Department of Education (NH DOE)

The Project Director (Santina Thibedeau) and Project Coordinator (Amy Aiello), along with the prior SPDG Coordinator (Amy Jenks), the Grants and Contracts Technician (Penny Duffy) and Educational Consultant (Mary Lane) compose the NH DOE SPDG Management Team. Ms. Aiello spends approximately 25 hours per week overseeing SPDG activities.

### Parent Training and Information Center

The NH PIC provides training and coaching related to family engagement components of the Next Steps NH Transition Focused Education Framework and ELOs. PIC staff collaborates with all project partners in provision of professional development and are active members of the Next Steps NH Leadership Team.

### Regional Intermediaries

The four Regional Intermediaries provide or support professional development to the schools in their region. Staff from the Strafford Learning Center, Monadnock Center for Successful Transitions, North Country Educational Services, and the Granite State Independent Living Center were selected due to their expertise.

### RENEW (Rehabilitation for Empowerment, Natural Supports, Education, and Work)

Staff from the Institute on Disability at the University of New Hampshire provided professional development related to RENEW. RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges. Four Cohort 1 and two Cohort 2 schools are participating in RENEW.

### QED

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, provided the first set of three ELO workshops. During 2014-15, QED staff supported the Regional Intermediaries to assume responsibility for ELO training in their regions.

## **Keene State College (KSC)**

Faculty and staff at Keene State College coordinate two initiatives. They were the first of two participating IHE's to improve post-secondary transition competencies among pre-service teachers. They will provide support to the second IHE, which will be selected the summer of 2015. KSC staff also manage the Next Steps NH website.

## **Vocational Rehabilitation**

Next Steps NH and VR continue to explore possibilities to develop stronger VR partnerships at the school level. VR representatives serve on the Next Steps NH Leadership Team as well as serving on the NH Transition Community of Practice (NSNH Advisory Board). VR also partners with two project partners (Strafford Learning Center and Granite State Independent Living) on the Earn and Learn program (a program that awards core content credit for ELOs in addition to providing vocational training and other community based experiences) and the ACES program (a 2 week residential program that explores career paths and how to live independently).

Tina Greco - State Transition Coordinator for NHVR attended a Regional Intermediary Meeting on January 12, 2015 to discuss ongoing collaboration opportunities between VR and cohort schools. Local VR Counselors in some cohort schools have had limited involvement with the project due to time constraints in their schedules though they are always invited to the table for Next Steps Leadership Team meetings at the school level. VR's role varies school-to-school depending on what the individual school has identified as priority areas in their action planning.

In addition, we currently do not have any cohort schools with students participating in the Earn and Learn program and the ACES program has taken a hiatus for 2015 to look at funding resources and impact data to determine the future of this program. Given the recent VR changes in legislation, Next Steps NH Regional Intermediaries and NHVR will continue to communicate and collaborate on the best ways to support the work being done in cohort schools. NHVR plans to inform the Next Steps NH project Leadership Team on changes in regulations with the possibility of providing training for cohort schools on the new regulations as soon as NHVR is prepared to conduct such trainings.

**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 and (2) the selection of LEAs to participate in the professional development.

**Performance Indicators**

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

- Over the course of the project, 16 high schools are to be recruited, and implement NH SPDG activities with fidelity. The expectation was four schools per year, for four years. With the third round of applications set to go out in spring 2015, the project is on target to meet this indicator.
- The second indicator is that each LEA has identified a transition liaison, who has been trained, and oversees project fidelity. Each of the eight Cohort 1 and 2 schools have identified a transition liaison and initial training has begun. More details on these activities are included in Objectives 2 and 3.

**Next Steps NH Partner Activities**

**1.1: Define grant roles and responsibilities among all SPDG partners**

**1.2: Identify competencies required of trainers/coaches**

**1.3: Recruit trainers/coaches in four regional PD intermediaries (RIs)**

Each of the organizations included in NH's SPDG proposal has assumed their roles and implementation has been under way since December 2013. 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 Regional Intermediaries provide professional development (training and coaching) to the pilot schools in their region. The Regional Intermediaries are:

- Granite State Independent Living Center
- Monadnock Developmental Services
- North Country Education Services
- Strafford 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 Cohort schools, (3) Keene State College, the lead on the project's IHE work and dissemination efforts through the Next Steps NH website, (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 is represented on the Next Steps NH Leadership Team, which has met monthly for two to three 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.

### Coaches Capacity to Support Coaching and Training

In April 2014 and 2015, 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 (see Table 1). Qualitative feedback is included in Appendix A.

Ratings of impact in 2015 were almost identical in 2015 to what they were in 2014, with professional development providers reporting a moderate impact on their capacity to support their Next Steps NH schools. Four of the five items were rated the same in both years. One item (Support LEA school personnel on the use of Next Steps NH evaluation tools) was rated slightly lower in 2015.

**Table 1: Impact of Next Steps NH on Professional Development Providers Capacity to Support Schools**

Item	2014 Mean	2015 Mean
Support LEA school personnel on ELO development and implementation.	3.57	3.57
Support LEA school personnel on the implementation of transition focused education.	3.43	3.43
Support LEA school personnel and Families on the implementation of family engagement strategies.	3.63	3.63
Support LEA school personnel on RENEW Implementation.	3.29	3.29
Support LEA school personnel on the use of Next Steps NH evaluation tools.	3.75	3.50
<b>Average</b>	<b>3.53</b>	<b>3.48</b>

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

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 2). Respondents perceived a marginally greater impact on their capacity to provide training in 2015 than they did in 2014. The ratings across content areas differed greatly. The professional development providers perceived the greatest impact on their capacity to conduct RENEW training, with the least impact on their capacity to conduct training on family engagement.

**Table 2: Impact of Next Steps NH on Professional Development Providers Capacity to Provide Training**

Item	2014 Mean	2015 Mean
Conduct training on ELO development and implementation.	3.00	3.57
Conduct training on the transition focused education framework.	3.14	3.14
Conduct training on family engagement strategies.	3.13	2.71
Conduct training on RENEW strategies.	3.00	3.75
<b>Average</b>	<b>3.07</b>	<b>3.29</b>

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

### **Next Steps NH School Activities**

**1.4: Recruit a minimum of 16 high schools in four different regions**

**1.5: Regional trainers assist high schools to identify 1-3 LEA coaches**

**1.6: Assess LEAs commitment-level on current initiatives**

**1.7: Assess LEA's capacity to add transition practices**

## **1. Expectations and Commitment of Those Receiving Professional Development**

A deliberate process has been used to ensure that all potential participants understood the expectations and commitment required to participate in Next Steps NH. This was accomplished with a detailed application package, a webinar made available to all interested parties, and available technical assistance from the Next Steps NH Coordinator.

The Next Steps NH High School Pilot Sites Application was initially developed through an iterative review process involving all project partners in the summer of 2013. Based on the experience of selecting Cohort 1 schools, slight modifications were made to the application process during the spring of 2014. A copy of the application can be found in Appendix B. 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 Cohort 2 application was released on May 14, 2014 and was due by June 30, 2014. 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.

To support the application process, Next Steps NH sponsored a 90 minute informational webinar for schools interested in participating in Next Steps NH on June 2, 2014. Sixteen schools participated in this 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 C.

Four schools submitted Cohort 2 applications, with one application from each of the four regions of the state. Each application was scored by four Regional Intermediaries and Management Team

members. The four schools bulleted below were accepted as the first two cohorts of Next Steps NH schools. Two informational webinars were conducted on February 18 and 20, 2015 for schools interested in applying to become a Cohort 3 school.

**Cohort 1 Schools (December 2013 – January 2016)**

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

**Cohort 2 Schools (September 2014 – June 2016)**

1. ConVal High School
2. Lincoln-Woodstock High School
3. Somersworth High School
4. Winnacunnet High School

**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.**

This objective focuses on (1) development of ELO training materials and (2) the implementation of ELO training.

### **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. Below, we provide data from three Cohort 1 ELO workshops conducted in spring 2014. Cohort 2 ELO workshops occurred after the February 28, 2014 reporting period, but will be included in the 2016 Annual Performance Report. Each workshop has been/will be evaluated and the results shared with the Next Steps NH Leadership Team for review. In Objective 3, we provide data from an annual participant survey that describes the perceived impact of all Next Steps NH training, including the ELO workshops.

### **Training Development Activities**

**2.1: Review existing ELO PD offerings in high schools**

**2.2: Partner with QED to develop an ELO PD manual**

**2.3: Usability test of ELO training material**

**2.4: QED trains NH SPDG LT & regional coaches to provide ELO training**

As part of the Next Step NH application process, schools responded to an ELO Readiness Survey, to provide their perceptions of the status of ELO implementation in their schools. Upon acceptance into the project, one of the first activities schools participated in was the completion of the ELO Fidelity Tool to gain a more objective overview of ELO implementation. The Regional Intermediaries facilitate the process of completing the fidelity tool with the school's Leadership Team. Baseline ELO fidelity data for Cohorts 1 and 2 are provided on page 30.

All Next Steps NH staff received training and ongoing coach on the PALS methodology during 2013 and 2014. PALS strategies were incorporated into the Next Steps NH training structure that also incorporated skill-based activities and relied on adult learning principles. After each of the trainings, data were collected regarding participants' perception on the degree to which adult learning strategies were used and that the training was skill-based.

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, provided the first set of three ELO workshops. Data were gathered after each of the trainings to assess the impact of training on participants' skills and knowledge, as well as to ensure training was skilled-based, used adult learning principles, and was of high quality. Each of the successive trainings was modified due to data received at the previous training. Regional Intermediaries participated in this series of three ELO

workshops with the understanding that they would be conducting the trainings moving forward with additional Cohorts with coaching support from QED.

During this reporting period, responsibility for ELO training shifted from QED staff to the Regional Intermediaries, who are providing PD currently and in subsequent years. Data collected from the Cohort 1 ELO training held in March through May 2014 were used to inform changes and guide the development of the training for Cohort 2 schools. QED staff also provided ongoing support and coaching to the Regional Intermediaries and the NH SPDG LT. A collaborative effort to revise the initial training, develop the content and implementation plan for Cohort 3 training, and participate in formal debriefing meetings after each Cohort 3 training event ensured effective training that met the needs of the Cohort schools. As a result, we now have developed training PowerPoints, materials and activities to support future ELO trainings with new cohort schools instructed by our Regional Intermediaries supported by ongoing coaching from project partner QED. These materials are what we consider our ELO PD manual.

The NH PIC, working with QED staff and Regional Intermediaries developed a two sided- brochure for schools/parents to better understand ELOs. The brochure is available on the PIC and Next Steps NH website, and is distributed at trainings and other events. It is included in Appendix D.

### **Training Implementation Activities**

**2.5: ELO training with first set of 4 LEAs**

**2.6: Regional trainers will facilitate local ELO training**

**2.7: Annual training to new LEAs**

Three ELO workshops were conducted for Cohort 1 schools in March - May, 2014. As mentioned previously, ELO staff, supported by the Regional Intermediaries, conducted these workshops. Data were gathered at each workshop to gain feedback on the degree to which the training increased participants' knowledge of the ELO content addressed at each workshop. Detailed training evaluation reports are available from the Project Coordinator, which includes the pre/post questions and item analyses for each of the trainings. Below and on the next page, data are provided to demonstrate the degree to which the PALS methodology was successfully implemented (Table 3) and the degree of impact on participants' knowledge (Charts 1 and 2).

**Table 3: Use of Adult Learning Skills and Skill-Based Training Strategies**

Items	Workshop 1 3-12-14 (n=28)	Workshop 2 4-10-14 (n=28)	Workshop 3 5-7-14 (n=20)	Average
<b>Foundations:</b> The objectives and outcomes of the training were clear.	4.21	4.00	3.65	<b>3.95</b>
<b>Foundations:</b> Training content was organized and clearly presented	4.00	3.95	3.40	<b>3.78</b>
<b>Applications:</b> Included opportunities for participants to ask question and express personal perspectives	4.46	4.36	4.10	<b>4.31</b>
<b>Applications:</b> Provided opportunities for participants to interact with each other related to professional development content	4.43	4.23	4.05	<b>4.24</b>

**Table 3: Use of Adult Learning Skills and Skill-Based Training Strategies (Continued)**

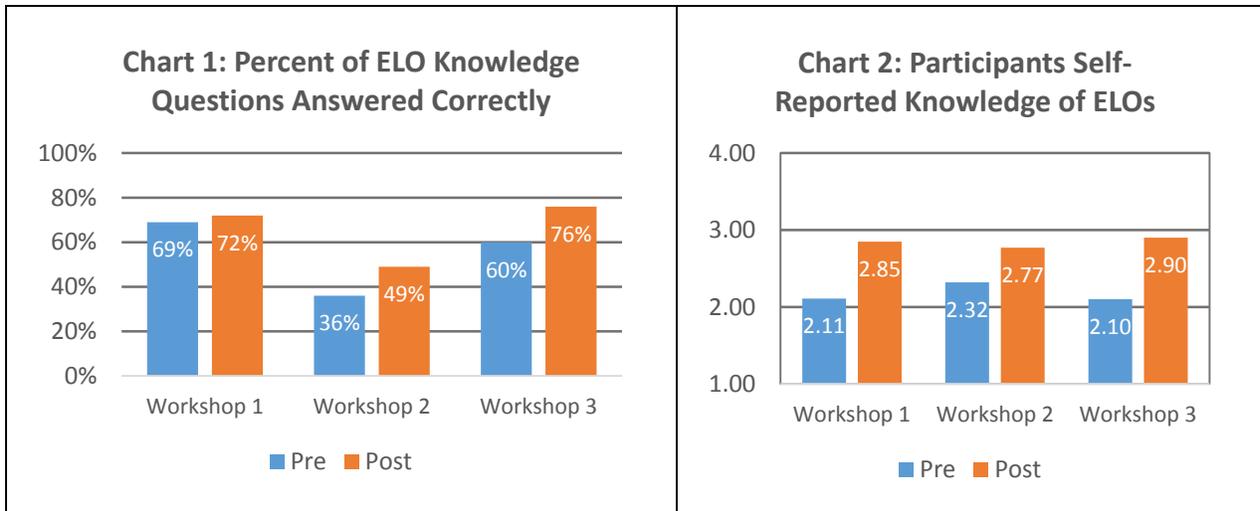
Items	Workshop 1 3-12-14 (n=28)	Workshop 2 4-10-14 (n=28)	Workshop 3 5-7-14 (n=20)	Average
<b>Evaluation:</b> Included time to practice and/or reflect on application and implementation of the training content	4.32	4.05	4.05	<b>4.14</b>
<b>Mastery:</b> Training included time to plan follow-up activities that require participants to apply their new knowledge and/or skill(s)	4.25	4.00	3.80	<b>4.02</b>
<b>Average</b>	<b>4.28</b>	<b>4.10</b>	<b>3.84</b>	<b>4.07</b>

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

Participants generally agreed that their learning styles were addressed, although ratings decreased slightly from the first to the third workshop (see Table 4). On average, the lowest rated items were related to the Foundational and Mastery domains of the PALS model, particularly for the third workshop. The highest rated items addressed the Application domain, indicating participants ‘agreed’ to ‘strongly agreed’ that they had opportunities to ask questions, to express personal perceptions, and to interact with other participants.

To assess the impact of training on participants’ knowledge, pre/post items were developed by the QED staff responsible for the training and the external evaluator. The results of the pre/post tests are displayed in Chart 1 on the next page. Developing quality pre/post ELO items was a challenge and the validity of the results is tenuous. As this report is being developed, Next Steps NH staff are revising the pre/post items for the Cohort 2 training (March – May 2014).

At the completion of each Cohort 1 ELO training, participants were asked to rate their perceptions of their ELO content knowledge prior to, and after the training. The results shown in Chart 2 (also on the next page) suggest a small perceived impact for each training. However, the average “after” rating never reached a “3,” the “knowledgeable” benchmark. Extensive qualitative data was collected at each training and was useful in interpreting the quantitative data in Charts 1 and 2. Both sets of data were used to inform changes made to the Cohort 2 ELO training held in March through May 2014. A one-page InfoGraphic is included in Appendix E.



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

The quantitative data discussed above, and qualitative formative data synthesized in each training evaluation report, were shared with QED staff, the Regional Intermediaries, and the Leadership Team to improve future training. Formal, face-to-face Regional Intermediary meetings were held monthly. The PALS data, along with the pre/post and self-report ELO knowledge data were discussed and training modified as necessary. Informal conversations and training material review occurred in between meetings to meet training timelines.

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

This objective focuses on (1) development of transition focused education, parent engagement, and RENEW training materials and (2) the implementation of those 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.

**Training Needs Identification and Dissemination**

- 3.1: Conduct yearly transition fidelity assessment.**
- 3.2: Leadership Teams identify areas in need of improvement.**
- 3.3: Develop annual plan for provision of further training in identified areas.**
- 3.12: All training materials and associated tools on TRP.**

As part of the Next Step NH application process, schools responded to a Transition Readiness Survey, to report their perceptions of the status of secondary transition practices in their schools. Upon acceptance into the project, one of the first activities schools participated in was the completion of the Transition Focused Education Framework Fidelity Tool (which includes a component that assesses family engagement) to gain a more objective overview of transition practices at each school. The Regional Intermediaries facilitate the process of completing the fidelity tool with each schools' Leadership Team. Baseline and transition fidelity data collected a year later for three Cohort 1 schools are provided on page 31. For schools implementing RENEW, a similar process occurred.

To gather data on the family engagement component of our framework, family focus groups were conducted during both cohorts as a way to include parents in a review or assessment of school practices. It became evident that some schools were more successful gathering larger number of parents while others struggled to bring parents to the table. As an initial effort to support RIs and schools, PIC created a Family Engagement Guide (see Appendix F) that outlined the benefits and development considerations of putting such a group together to be used for cohort two. Although the guide did seem to have a positive impact there was still an imbalance amongst groups at differing schools. Some of the reasons for this may be attributed to:

- The need for training at the school level on the importance, and role of family engagement groups.
- The person from the school assigned to reaching out to parents not having direct parent connections and relationships.
- Outreach methods used by the school.
- The timing of assembling the group being so closely tied to the initial establishment and convening of the school team and the timeline coinciding with the timeline to complete a thorough self-assessment.

For these reasons, changes in implementation are planned for cohort three. The timeline of activities has been modified to provide for PIC to work directly with school administrators and personnel prior to the self- assessment process to discuss and purposefully plan for effective parent outreach and engagement.

Upon completion of the baseline Transition Focused Education Framework Fidelity Tool, each schools' Leadership Team analyzes the fidelity and prioritizes which critical components should be addressed and in what order. The prioritized items are entered into school-level action plans that guide the work of the school Leadership Team. Data on the impact of school action plans are listed on page 16.

School-level fidelity data were aggregated for a project-level analysis (these results are displayed on page 31). This allowed the Next Steps NH Leadership Team to develop a formal training plan. Based on learnings from Cohort 1 in the 2013-14 school year, the training plan was modified for Cohort 2. The Cohort 2 kick-off event was held as a webinar and the ELO workshops were not scheduled until later in the school year, to provide schools more time to collect, analyze, and prioritize data and activities. Training curricula developed during this reporting period included the trainings bulleted below. All training materials have been uploaded to the Next Steps NH website and are discussed in greater detail beginning on page 42 of this report.

### **Training Development Activities**

**3.4: Develop EB transition training materials**

**3.7: Usability test of training materials with regional coaches and LT**

**3.8: Regional trainers are trained in SPDG practices**

**3.9: Regional trainers & partners provide training on transition planning & family engagement to participating LEAs**

**3.11: Trainers and partners participate in bi-monthly Transition Planning WG**

A variety of secondary transition training occurred during this reporting period, including a kick-off webinar, parent training, and RENEW training for Cohort 1 and Cohort 2 schools.

The Kick-Off Webinar was held on September 9, 2014. All four Cohort 2 schools virtually attended this primarily information sharing event. This had been conducted as a face-to-face event for Cohort 1, but based on data and feedback from the first kick-off event, it was determined a webinar would be a more efficient means to provide the information needed by schools at that time.

Based on transition fidelity data collected, two areas of need were found to be related to (1) teaching students' self-determination skills and (2) determining and using appropriate transition assessments. Heidi Wyman, who has over 10 years of experience as the Director of the Transition Resource Network at Strafford Learning Center developed the training curriculum. In addition, other Regional Intermediaries and members of the Next Steps NH Leadership Team reviewed the curriculum. The trainings were first implemented in March 2015, so the results will be presented in the 2016 NH SPDG APR. The secondary transition trainings developed were:

- Teaching Self-Determination Skills to Students with Disabilities
- Transition Assessment: Knowing the Options and How to Use Them

During this reporting period, RENEW training was provided to all four Cohort 1 schools and two Cohort 2 schools. Participants in the RENEW training were members of each school's RENEW Implementation Team. Table 4 provides a summary of the degree to which the objectives of the RENEW training were met. While there was some variability among schools, on average, participants agreed to strongly agreed that objectives were met (4.53 on a five-point scale).

**Table 4: Degree to which RENEW Training Objectives were Met**

Objectives	School 1 (N=8)	School 2 (N=7)	School 3 (N=5)	School 4 (N=7)	Avg.
I experienced a gain in knowledge as a result of attending.	4.75	4.57	4.80	4.71	4.71
My expectations were met regarding the content of the session.	4.63	4.57	5.00	4.57	4.69
I experienced a gain in skills as a result of attending.	4.88	4.57	4.8	4.43	4.67
The material presented was relevant.	4.25	4.57	5.00	4.57	4.60
This session was of high value in meeting my needs.	4.25	4.71	4.8	4.43	4.55
I feel prepared to implement what I learned in my work.	3.63	4.14	4.60	3.57	3.99
<b>Average</b>	<b>4.40</b>	<b>4.52</b>	<b>4.83</b>	<b>4.38</b>	<b>4.53</b>

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

Participants in the RENEW training perceived the training to have positively impacted their knowledge of how to implement RENEW strategies. There was slightly less variability in perceptions of impact across schools. There were similar levels of agreement as with the data in Table 5 on the next page, with an average rating of 4.41 across all items, from all schools. The highest rated items were the degree to which participants (1) felt that their beliefs, values and work as a professional were aligned with or could be adapted to the RENEW principles, (2) understood the importance of building and reinforcing social connections for youth (social capital) through the RENEW process, and felt that the training was organized and provided in a way that promoted learning and skill building.

**Table 5: Impact of RENEW Training**

Items	School 1 (N=8)	School 2 (N=7)	School 3 (N=5)	School 4 (N=7)	Avg.
I feel that my beliefs, values and work as a professional are aligned with or can adapt to the RENEW principles.	4.88	4.71	5.00	4.83	4.86
I understand the importance of building and reinforcing social connections for youth (social capital) through the RENEW process.	4.63	4.86	5.00	4.83	4.83
I felt that the training was organized and provided in a way that promoted learning and skill building.	4.75	4.71	5.00	4.83	4.82
I have a clear understanding of how the futures planning process relates to youth's goals and outcomes.	4.50	4.57	4.80	4.67	4.64
I feel as though I have a good foundation for using graphic facilitation.	4.38	4.29	4.80	4.50	4.49
I plan to continue to actively pursue ways to implement RENEW with youth.	4.00	4.57	4.80	4.17	4.39
I have a clear understanding of how to facilitate the futures planning and mapping process.	4.13	4.57	4.40	4.33	4.36
I feel prepared to communicate what RENEW is to youth and coworkers.	4.00	4.29	4.60	4.50	4.35
I feel I have strategies for successfully engaging and building rapport with potential RENEW participants.	4.25	4.43	4.40	4.17	4.31
I have clear next steps for implementing the information I have learned.	4.13	4.14	4.80	4.00	4.27
As a result of this training, I feel confident that I will be able to implement the RENEW process with youth.	4.13	4.57	4.60	3.83	4.28
I have clear strategies on how to engage family members through the RENEW process.	3.75	4.00	4.40	4.17	4.08
I have a clear understanding of how to develop and effectively maintain youth engagement by using the RENEW process.	3.88	4.14	4.40	3.83	4.06
I have a clear understanding and feel confident that I will be able to develop teams with each youth and facilitate team meetings.	4.00	4.14	3.80	4.00	3.99
<b>Average</b>	<b>4.24</b>	<b>4.43</b>	<b>4.63</b>	<b>4.33</b>	<b>4.41</b>

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

The quantitative data discussed above, and qualitative formative data synthesized in each training evaluation report, were shared with the RENEW staff, the Regional Intermediaries, and the Leadership Team to improve future training. Formal, face-to-face Regional Intermediary meetings were held monthly. The PALS data, along with the pre/post and self-report ELO knowledge data were discussed

and training modified as necessary. Informal conversations and training material review occurred in between meetings to meet training timelines. An InfoGraphic for the RENEW training is in Appendix G.

### **Next Steps NH School Participating Personnel Survey**

Individuals who participated in the Next Steps NH professional development were surveyed in April 2015 to gauge the impact that all Next Steps NH training had on their knowledge and implementation of the initiative. This included training on transition planning, ELOs, and RENEW. A separate survey was conducted with parents and families. The results of that survey begin on page 19. Of the 121 participants in Next Steps NH training surveyed, 74 responded for a response rate of 61%. The majority of respondents were school administrators and high school special education teachers. The roles of the respondents are listed in Table 6. Qualitative responses are provided in Appendix H.

**Table 6: Respondents' Role**

<b>My role is:</b>	<b>N</b>	<b>Percent</b>	<b>My role is:</b>	<b>N</b>	<b>Percent</b>
School Administrators	18	23%	Work-Based Learning Coordinator	3	4%
Special Education - High School Teachers	17	22%	Transition Specialist	3	4%
General Education - High School Teachers	11	14%	ELO Coordinator	3	4%
School Counselor/Guidance	5	6%	Postsecondary Transition	3	4%
Parent	4	5%	Vocational Rehabilitation	2	3%
District Administrators	3	4%	Other	6	6%
			<b>Total</b>	<b>78</b>	<b>100%</b>

Other = Community Partner, Director of School Counseling, RENEW Facilitator, Member of the RENEW Implementation team, Employment Coordinator, Secretary

Participants were asked to list the Next Steps NH trainings they participated in (Table 7). Most of the participants that responded to this question indicated that they attended more than one of the listed trainings. The majority of respondents participated in the ELO Training, the RENEW Facilitator Training, and the NSNH Project Kickoff Training.

**Table 7: Training Attended**

<b>Training:</b>	<b>N</b>	<b>Training:</b>	<b>N</b>
ELO Training (Cohort 1 - Spring 2014; Cohort 2 - Spring 2015)	30	Transition Assessment: Knowing the Options Training	16
RENEW Facilitator Training	26	NSNH Project Orientation Teleconference - Cohort 2 (Sept. 2014)	8
NSNH Project Kickoff Training - Cohort 1 (Dec. 2013)	21	Teaching Self-Determination Skills to Students with Disabilities Training	6

Participants were asked to rate the quality, usefulness, collaboration and relevancy of the Next Steps NH training they attended (see Table 8 on the next page). Respondents rated each item relatively high, with an overall average of 4.12 for Cohort 1 and 4.28 for Cohort 2. Participants mostly agreed that the training was *of high quality*. There was slightly less agreement with the *relevancy to their professional development needs*.

**Table 8: Impact of the Next Steps NH Training**

The Next Steps NH training I received was?	Means	
	Cohort 1 (N=39)	Cohort 2 (N=16)
Of high quality.	4.10	4.38
Useful to implement needed practices.	4.14	4.33
Provided collaboratively (with the NH PIC, Institute on Disability, (IOD) staff with RENEW, Regional Intermediaries, etc.).	4.08	4.33
Relevant to my professional development needs.	4.18	4.06
<b>Average</b>	<b>4.12</b>	<b>4.28</b>

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

As shown in Table 9, Cohort 2 respondents reported slightly higher levels of agreement that the action plans they developed were of high quality, useful, and completed in a timely manner than Cohort 1 personnel. Cohort 1 respondents mostly agreed that the *action planning/priority selection was completed in an efficient manner*; while they were least in agreement with the *finished action plan/priority area selection being of high quality*. Cohort 2 respondents rated the items in the opposite order of Cohort 1 personnel, with the quality of the action plans rated the highest and the efficiency of the process as the lowest rated item (but still above a 4.0 on a five-point scale).

**Table 9: Quality and Usefulness of the Action Plan/Priority Selection**

Please rate your level of agreement with the items below.	Means	
	Cohort 1 (N=27)	Cohort 2 (N=20)
The finished action plan/priority area selection was of high quality.	3.93	4.32
The action planning/priority selection was useful in moving our team towards its goals.	3.96	4.25
The action planning/priority selection was completed in an efficient manner.	4.00	4.10
<b>Average</b>	<b>3.96</b>	<b>4.22</b>

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

Participants were asked what impact the training they received had on their knowledge of and skills to implement the various Next Steps NH practices. Respondents reported that the training had a medium impact on their knowledge of and skills to implement the topics listed in Table 10, with overall averages of 3.40 (Cohort 1) and 3.27 (Cohort 2), on a five-point scale. The range of average scores for Cohort 1 was from a low of 3.03 (*Evaluating Extended Learning Opportunities*) to a high average of 3.86 (*Implementing RENEW*). For Cohort 2, the range of average scores was from a low of 2.93 (*Implementing secondary transition evidence-based practices*) to a high average of 3.86 (*Planning for Extended Learning Opportunities*).

**Table 10: Impact of Next Steps NH Training on Knowledge and Skills**

What impact did the Next Steps NH training have on your knowledge of and skills to implement?	Means	
	Cohort 1 (N=37)	Cohort 2 (N=15)
Planning for Extended Learning Opportunities.	3.37	3.86
Implementing Extended Learning Opportunities.	3.06	3.53
Evaluating Extended Learning Opportunities.	3.03	3.33
Supporting student focused transition planning.	3.70	3.13
Supporting student development for transition planning.	3.73	3.00
Implementing secondary transition evidence-based practices.	3.41	2.93
Facilitating interagency collaboration.	3.22	3.27
Supporting family engagement related to secondary transition planning.	3.24	3.31
Developing program structures that support secondary transition planning outcomes.	3.46	3.38
Implementing RENEW.	3.81	3.00
<b>Average</b>	<b>3.40</b>	<b>3.27</b>

Scale: 1 = No Impact, 2 = Small Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

### **PTI Training Implementation Activities**

**3.5: Develop EB family engagement PD materials for school personnel**

**3.6: Develop family engagement training for students & families**

**3.10: PIC provides family engagement training for students & families**

During this reporting period, New Hampshire Parent Information Center (PIC) staff developed two trainings, one of which was implemented during this reporting period. On June 1, 2014, PIC staff facilitated a Planning for Life after High School parent workshop at Kingswood Regional High School. The purpose of the workshop was to provide information about understanding the unique needs of life for teens/young adults with Asperger Syndrome and related conditions, how to work with college students to develop skills for academic and campus life, and understanding the skills needed to learn self-regulation and organization to help prepare for college or employment. Planning for Life after High School has been created as an online module and participant assessment for parents focusing on the transition related component of the IEP. It is housed on the Next Steps NH website. Thirty-nine (39) people attended the Kingswood training. An InfoGraphic for the PIC training is in Appendix I.

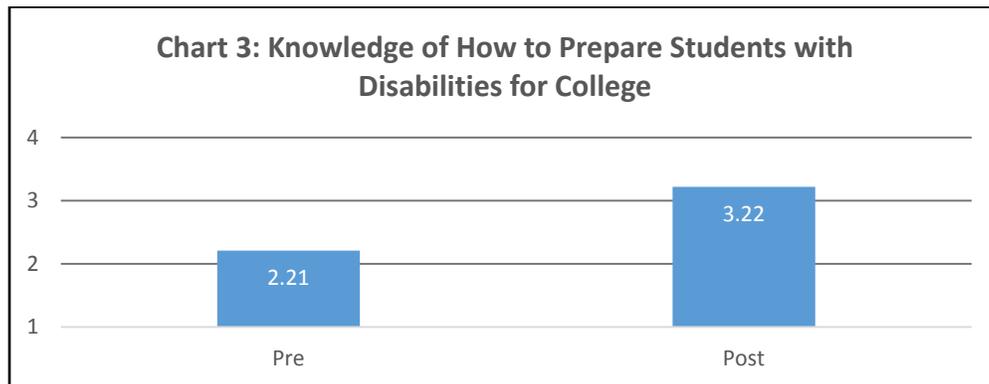
As with all Next Steps NH training, data were collected regarding participants' perception on the degree to which adult learning strategies were used and that the training was skill-based. As shown in Table 11 on the next page, parents overall agreed that the training was presented in a manner that met their learning needs and opportunities to learn about the topic.

**Table 11: PIC Training Data on the Use of Adult Learning Strategies**

Items	Means (n=30)
<b>Foundations:</b> Training content was organized and clearly presented	4.53
<b>Foundations:</b> The objectives and outcomes of the training were clear.	4.40
<b>Evaluation:</b> Included time to practice and/or reflect on application and implementation of the training content	4.23
<b>Applications:</b> Included opportunities for participants to ask question and express personal perspectives	3.72
<b>Applications:</b> Provided opportunities for participants to interact with each other related to professional development content	3.57
<b>Mastery:</b> Training included time to plan follow-up activities that require participants to apply their new knowledge and/or skill(s)	3.42
<b>Average</b>	<b>3.98</b>

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

After the training, participants were asked how knowledgeable they were prior to the workshop and afterwards. Participants perceived they were somewhat knowledgeable of how to students with disabilities prepare for college, but their knowledge of the content increased as a result of the workshop. These data are displayed in Chart 3.



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

The New Hampshire Parent Information Center (PIC) has developed a two-hour workshop to introduce the US Department of Education’s new family engagement framework, Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. Released in 2014 through collaboration between the US Department of Education and Southwest Educational Development Laboratory, the framework describes a process to guide school and district staff in engaging parents and helping them work successfully with the schools to increase student achievement and successful transition planning.

PIC’s workshop, Promoting Family–School Partnerships, introduces the Dual Capacity Framework and provides practice to help educators and family members develop the necessary skills, knowledge, confidence, and belief systems — their collective capacity — to sustain important relationships between home and school. Workshop evaluations were designed to measure a participant’s knowledge about

effective family engagement prior to and following the workshop. Ongoing monitoring of these evaluations will inform any future improvements or modifications to the training.

### **Parent/Family Participating Personnel Survey Results**

Individuals who participated in training provided by the Parent Information Center (PIC) and supported by the Next Steps NH project were surveyed to gauge the impact the training had on their knowledge and implementation of the initiative. Of the 54 participants surveyed, 17 responded for a response rate of 31%. Qualitative responses are provided in Appendix J.

Participants were asked to rate the quality, effectiveness, and relevancy of the NH PIC Family Focus Group (FFG) activities they received (see Table 12). Respondents rated each item relatively high, with an overall average of 4.39 on a five-point scale. Participants mostly agreed to strongly agreed that the training was *an effective way for the school to receive parent feedback*, followed by slightly less agreement with the *relevancy to participants needs*.

**Table 12: Impact of the NH PIC Family Focus Group (FFG) activities**

<b>The NH PIC Family Focus Group (FFG) activities I participated in regarding family engagement in planning for life after high school was:</b>	<b>Means (N=17)</b>
An effective way for the school to receive parent feedback.	4.59
Of high quality.	4.35
Relevant to my needs.	4.24
<b>Average</b>	<b>4.39</b>

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

Participants were asked to rate the quality, effectiveness, and relevancy of the NH PIC training, *Planning for Life after High School* (see Table 13). There was very little variance in perceptions of the quality, relevance, and the manner in which the information was delivered to receive parent feedback. Respondents rated each item relatively high, with an overall average of 4.31, on a five-point scale.

**Table 13: Impact of the NH PIC Planning for Life after High School Training**

<b>The NH PIC training, Planning for Life After High School, regarding family engagement was:</b>	<b>Means (N=15)</b>
Of high quality.	4.33
An effective way for the school to receive parent feedback.	4.33
Relevant to my needs.	4.27
<b>Average</b>	<b>4.31</b>

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

To determine what impact the NH PIC training or focus group experience had on participants' knowledge of family engagement and secondary transition process they were asked to rate the impact of the professional development on their knowledge of the secondary transition process and how to plan for life after high school. There was little variation in ratings (see Table 14); with most of the participants reporting that the training and/or focus group had a medium impact on their knowledge of

how families can be engaged in planning for life after high school (3.47) and the secondary transition process (3.35).

**Table 14: Impact of NH PIC Training on Knowledge**

What impact did the NH PIC training or focus group experience have on you knowledge?	Means (N=17)
Knowledge of how families can be engaged in planning for life after high school.	3.47
Knowledge of the secondary transition process.	3.35
<b>Average</b>	<b>3.41</b>

Scale: 1 = No Impact, 2 = Small Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

There was little variation in ratings of the impact of the PIC activities on families access to resources, their understanding of the transition process, their confidence to advocate for their child, and the degree to which they are engaged in their child's school, with an overall average of 4.14, on a five-point scale. Participants mostly agreed that the training/coaching provided *resources that can be used to help participants in their child's transition process*, while there was slightly less agreement with participants being *more actively engaged in my child's school* (see Table 15).

**Table 15: Impact of the NH PIC Planning for Life after High School Training**

As a result of the NH PIC training/coaching I received:	Means (N=15)
I have resources that I can use to help me in my child's transition process.	4.21
I better understand my role in my child's transition process.	4.20
I am more confident of my ability to advocate for my students' transition needs.	4.13
I am more actively engaged in my child's school.	4.00
<b>Average</b>	<b>4.14</b>

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

Last, participants were asked if their child's school has done a better job engaging parents over the last year. Nine (60%) participants agreed or strongly agreed that the school did a better job engaging parents, while three (20%) disagreed or strongly disagreed. Three respondents neither agreed nor disagreed with the statement in Table 16.

**Table 16: Degree of Family Engagement**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Over the last year, my child's school has done a better job engaging parents.	2 (13%)	1 (7%)	3 (20%)	7 (47%)	2 (13%)

**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.

- 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.

**Coaching Implementation**

**4.1: Regional personnel are trained in coaching strategies**

**4.2: Monthly meetings with regional coaches and NH SPDG LT**

**4.3: Monthly meetings with regional coaches and participating LEAs**

For this reporting period, two types of coaching data are available. They are (1) coaching output data (frequency and type of coaching), and (2) participant feedback data. Coaches will also have access to school-level data for decision making.

**Coaching Output Data**

For project management and reporting purposes, a Professional Development Activity Log is maintained to track the number and type of coaching activities, as well as the number of individuals participating in the professional development. Table 17 displays the number of coaching contacts with participating schools. Coaching with Cohort 2 schools did not begin until fall 2014. These data were reviewed and discussed every two months as part of Next Steps NH Leadership Team meetings.

**Table 17: Coaching Visits for Cohorts 1 and 2**

Cohort 1	Dec. 2013 – Feb. 2014	March 2014 – Feb. 2015	Cohort 2	Sept. 2014 – Feb. 2015
Kennett	8	38	Conval Regional	9
Kingswood Regional	4	38	Lincoln-Woodstock	21
Mascoma Valley Regional	10	42	Somersworth	15
Merrimack Valley	4	25	Winnacunnet	12
Schools/programs outside of Next Steps NH		15		

As shown in Table 18 on the next page, family engagement (n=90) was the most frequent content addressed during coaching visits, followed by ELOs (n=85) and RENEW (n=72). Twenty-nine (29) of the coaching contacts was facilitation of local Leadership Teams. More than one content area was

frequently reported for single coaching contacts. As ELOs, RENEW, and transition planning all strongly encourage family involvement and engagement, the frequency of family engagement coaching was expected.

**Table 18: Content of Coaching Contacts**

Content	Dec. 2013 – Feb. 2014	March 2014 – Feb. 2015	Content	Dec. 2013 – Feb. 2014	March 2014 – Feb. 2015
Family Engagement	10	90	Transition Planning	9	66
ELOs	14	85	Leadership Team	0	29
RENEW	11	72	Other	4	2

Table 19 presents data on the type of coaching activity conducted with Cohort 1 and 2 schools. The most common activity for both time periods was facilitating meetings, which often involved other coaching activities. There were similar amounts of coaching related to developing action plans and completing fidelity tools, as those two processes are connected. Other coaching activities were reviewing action plans, collecting and working with data, observing/modeling, and conducting focus groups.

**Table 19: Type of Coaching Activities**

Coaching Activity	Dec. '13- Feb. '14	March 14- Feb. 15	Coaching Activity	Dec. '13 – Feb. '14	March '14 – Feb. '15
Facilitating meetings	11	67	Observing/modeling	0	15
Developing action plans	9	59	Focus Groups	0	15
Completing fidelity tools	8	53	ACES	0	1
Reviewing action plans	7	37	Earn and Learn	0	6
Collecting/working with data	3	22			

Table 20 lists the number of coaching contacts, which is a duplicated count. The unduplicated count of personnel who received coaching during 2014-15 was 121, across the eight schools. So on average, there were 11 to 12 coaching contacts for each participant over the course of the reporting period. School administrators received the greatest amount of coaching.

**Table 20: Number and Role of Coaching Participants**

Role	Dec. '13- Feb. '14	March 14- Feb. 15	Role	Dec. '13- Feb. '14	March 14- Feb. 15
School Administrators	37	270	Work-Based Learning Coordinator	0	42
General Education Teachers	15	162	CoP Members	0	75
Special Education Teachers	16	161	Community Partners	3	55
Parents	9	103	Students	1	23
District Administrators	13	90	Vocational Rehabilitation	1	49
Other school staff	25	61	Other	8	30
Transition Specialist	0	49	<b>Total</b>	<b>106</b>	<b>1,415</b>

## **Next Steps NH Coaching Participating Personnel Survey**

The same individuals who were surveyed to gather data on Next Steps NH training (discussed in Objective 3) were asked if they had participated in Next Steps coaching activities. Of the 74 respondents to the survey, 42 to 50 (depending on the question) of the respondents replied to the coaching questions discussed below.

Participants were asked about the quality and impact of the coaching provided by (1) Regional Intermediaries, (2) staff at the NH Parent Information Center (PIC), and/or (3) NH Institute on Disability staff who facilitated RENEW professional development. When participants were asked to select which type of coaching they received for Next Steps NH (Table 21), most of the respondents indicated that they received coaching on completing fidelity tools and developing action plans. This is in agreement with the data from the PD Activity Log discussed on the previous two pages (Tables 17 to 20).

**Table 21: Type of Coaching Received**

<b>Coaching Type:</b>	<b>N</b>	<b>Percent</b>	<b>Coaching Type:</b>	<b>N</b>	<b>Percent</b>
Completing fidelity tools	38	19%	Collecting/working with data	26	13%
Developing action plans	38	19%	Focus groups	23	12%
Facilitating meetings	29	15%	Observing/modeling	13	7%
Reviewing action plans	29	15%	<b>Total</b>	<b>196</b>	<b>100%</b>

Participants were asked to rate the quality, usefulness, collaboration and relevancy of the Next Steps NH coaching they received (see Table 22). There was little variation in ratings between cohorts, with an overall average of 4.08 for both cohorts. Participants mostly agreed that the training was of high quality and was useful to implement needed practices. Cohort 2 respondents reported slightly more collaborative coaching, but perceived less relevancy to their professional development needs.

**Table 22: Impact of the Next Steps NH Coaching**

<b>The Next Steps NH coaching I received was?</b>	<b>Means</b>	
	<b>Cohort 1 (N=29)</b>	<b>Cohort 2 (N=21)</b>
Of high quality.	4.21	4.19
Useful to implement needed practices.	4.07	4.10
Provided collaboratively (with the NH PIC, Institute on Disability (IOD) staff with RENEW, Regional Intermediaries, etc.).	3.93	4.19
Relevant to my professional development needs.	4.11	3.86
<b>Average</b>	<b>4.08</b>	<b>4.08</b>

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

Participants were asked what impact the coaching they received had on their knowledge of and skills to implement the various components of the Next Steps NH (i.e., transition planning, family engagement, ELO, RENEW). Respondents reported that the coaching had a medium impact on their

knowledge of and skills to implement the topics listed in Table 23, with overall averages of 3.66 and 3.72 (on a five-point scale) for Cohorts 1 and 2. The range of average scores for Cohort 1 was from a low of 3.44 (*Implementing Extended Learning Opportunities*) to a high average of 4.08 (*Implementing RENEW*). For Cohort 2, the range of average scores was from a low of 2.93 (*Implementing RENEW*) to a high average of 4.05 (*Planning for Extended Learning Opportunities*). While all Cohort 1 schools participated in RENEW training and coaching, only two Cohort 2 schools participated in RENEW, which likely explains the difference in scores between cohorts.

**Table 23: Impact of Next Steps NH Coaching on Knowledge and Skills**

What impact did the Next Steps NH coaching have on your knowledge of and skills to implement?	Means	
	Cohort 1 (N=27)	Cohort 2 (N=19)
Planning for Extended Learning Opportunities.	3.52	4.05
Implementing Extended Learning Opportunities.	3.44	3.78
Evaluating Extended Learning Opportunities.	3.48	3.79
Supporting student focused transition planning.	3.79	3.74
Supporting student development for transition planning.	3.71	3.78
Implementing secondary transition evidence-based practices.	3.71	3.53
Facilitating interagency collaboration.	3.74	3.74
Supporting family engagement related to secondary transition planning.	3.50	3.75
Developing program structures that support secondary transition planning outcomes.	3.59	3.85
Implementing RENEW.	4.08	3.22
<b>Average</b>	<b>3.66</b>	<b>3.72</b>

Scale: 1 = No Impact, 2 = Small Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Participants were asked to rate the effectiveness of the coaching strategies provided by Next Steps NH. As shown in Table 24 on the next page, respondents reported that the coaching strategies were moderately to highly effective, with an overall average of 4.33 (Cohort 1) and 4.40 (Cohort 2) on a five-point scale. The range of average scores was from a low of 3.96 and 4.11 (*I had the opportunity to practice and/or rehearse new skills*) to a high average of 4.66 and 4.68 (*I had opportunities to interact with the coach*).

**Table 24: Effectiveness of the Coaching Strategies**

Please rate the effectiveness of each of the coaching strategies listed below.	Means	
	Cohort 1 (N=24)	Cohort 2 (N=18)
<b>Introduction</b>		
Coaching was aligned with my school's action plan goals or priority areas.	4.29	4.38
Coaching emphasized professional development to improve student learning outcomes.	4.29	4.41
<b>Demonstration</b>		
Coaching provided evidence-based practices and strategies for implementation.	4.38	4.16
Coaching provided examples on use and benefit of practice.	4.30	4.48
<b>Engagement</b>		
I had the opportunity to practice and/or rehearse new skills.	3.96	4.11
I had opportunities to express personal perspectives (e.g., experience, thoughts on concept).	4.23	4.68
I had opportunities to interact with the coach.	4.66	4.68
<b>Evaluation</b>		
I had an opportunity to reflect on areas of accomplishment.	4.51	4.54
Coaching included a discussion of evidence of a successful integration of a new practice	4.28	4.16
Coaching prepared me to implement content and identify next steps.	4.33	4.25
<b>Mastery</b>		
Coaching identified follow-up activities that helped me to apply my learning in a new setting or context.	4.20	4.31
I was provided continued feedback through ongoing coaching and resources.	4.43	4.60
<b>Average</b>	4.33	4.40

Scale: 1 = Not Effective, 2 = Minimally Effective, 3 = Moderately Effective, 4 = Highly Effective, 5 = Very Highly Effective

#### **4.8: PIC provides coaching for selected students & their families regarding secondary transition planning and practices**

During Cohort 1, there was a growing need expressed by parents who were serving on school Leadership Team groups. Parents often felt unprepared to assimilate into the school team culture, take a leadership role, and participate fully in the group process. As Cohort 2 began identifying parent liaisons, the PIC staff increased support to parents (and Cohort 1 parents) by providing pre-meeting support and coaching, attending school Leadership Team meetings with parents as requested, and debriefing with the parent following the meeting to identify potential opportunities to increase active, effective participation and confidence. PIC staff also shared information, materials and access to the

curriculum developed under a 2013 SPDG granted to WI Department of Public Instruction (WI FACETS) - *Serving on Groups that Make Decisions* (<http://servingongroups.org>).

Other PIC coaching activities focused on providing information to parents and students at Granite State Independent Living Center's Earn and Learn parent/student orientations and graduations regarding the availability of PIC support and coaching. Similarly, PIC provided the same information to parents and students at NH Vocational Rehabilitation/Keene State College ACES parent orientation. Posted ongoing transition related information on ACES Facebook page throughout ACES program.

### **Community of Practice Activities**

**4.4: Coaches support the development of local transition COPs**

**4.5: Coaches will participate in local COPs in the area of ELOs**

**4.6: Coaches will participate in local COPs related to transition planning**

**4.7: Coaches & PIC will develop mechanisms for including families & students in local/regional COPs**

One 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 source for transition information in NH and conducts an annual summit each year. This statewide CoP also serves as the Advisory Board to Next Steps NH. In their role as Advisory Board – they review grant data and outcomes, assist in marketing Next Steps NH opportunities such as requests for applications for new Cohorts and additional IHEs to work on the project and they also provide stakeholder input to specific questions and issues. This statewide CoP also sponsors the only statewide Transition Summit and NSNH helps fund this event. We also submit proposals to share our project best practices.

Next Steps NH submitted proposals to share our project's best practices for the NH CoP's 2014 Annual Transition Summit. Our Regional Intermediaries presented a session highlighting the work of the project as well as sharing the project website as a transition resource. This was the highest attended session at the Summit. Project partners PIC and QED also presented sessions at the Summit to share student and family engagement information and ELO content based on the work they are doing under Next Steps NH project.

Another key sustainability component is the development, stabilization, and ongoing support of local transition Community of Practices. Next Steps NH supports three established CoPs in the Seacoast, Southwest and SouthCentral regions of the state with Regional Intermediary and other project partner representation on each CoP. Our North Country Regional Intermediary has attempted to establish a CoP in this region of the state however has been unsuccessful due to the wide geographical span and lack of interest.

In addition to the state CoP, our Regional Intermediaries also participate in a statewide ELO group that shares similar membership as our CoP. The ELO group meets monthly with the goal of broadening the understanding of ELOs and increasing the rigor of ELOs in our state in addition to sharing information with ELO Coordinators and other passionate educators and group across the state to continue to grow the work we're doing with ELOs. The group is also working on developing a guidance document that our RIs have contributed to.

**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.

**Fidelity Instruments**

- 5.1: Review & adopt implementation fidelity instrument for PD on ELOs, transition planning, and family engagement**
- 5.2: Review & adopt intervention fidelity instrument for PD on ELOs, transition planning, and family engagement**
- 5.3: Review and adopt other implementation or intervention fidelity instruments as required**
- 5.4: Train coaches and partners on use of fidelity instruments**
- 5.5: Develop data management system for tracking implementation and intervention fidelity, and other process data**

The instruments bulleted below were created or adopted during the last reporting period. To prepare for the second rounds of data collection for the Transition Focused Education Framework Fidelity Tool and the ELO Fidelity Tool, the tools were modified to allow for multiple administrations of each survey. The tools create instant data charts for each practice of the both frameworks, and a summary chart across practices.

- Professional Development Activity Log
- Transition Focused Education Framework Fidelity Tool
- Extended Learning Opportunities Fidelity Tool
- ELO Characteristics Database
- ELO Teacher Survey
- ELO Student Survey
- RENEW Readiness Tool
- RENW Integrity Tool
- RENEW Implementation Checklist (RIC)

During the current reporting period, training and coaching fidelity of implementation tools were developed, but implementation did not begin until the end of the current reporting period. The High Quality Professional Development Checklist (see Appendix K), developed by Noonan, Langham, & Gaumer-Erikson, and based on the PALS model, was used to evaluate the first two of three Cohort 2 ELO workshops conducted in March and April 2015. The Next Steps NH Project Coordinator and the lead trainers reviewed the workshops in light of the HQPD checklist. This checklist was designed to determine the level of quality of professional development training based on research-identified indicators of high quality training.

After completing the checklist for both trainings, primary findings were that the lead trainers were very prepared to deliver the trainings, they provided appropriate introductions to the content for participants, followed by applicable opportunities for demonstration with adequate experiences for engagement. Additional opportunities for participants to practice new skills could further enhance the training experience along with additional time for them to reflect on and share their learning with others. Due to the nature of this training being a series of trainings that builds upon each other, there is great opportunity for reflection using this tool to continue to refine the lead trainers craft and content for future trainings to suit the needs of their audience.

Two coaching fidelity of implementation tools were developed, both based on tools developed by Noonan, Langham, & Gaumer-Erikson and aligned to the PALS model. A high quality coaching fidelity tool (see Appendix L) was adopted that will be used by the Next Steps NH Management Team to observe and provide feedback to coaches. A similar tool, but more closely aligned to the HQPD checklist, was administered as part of the Participating Personnel Survey. The results of the survey are on page 25 of this report.

All Next Steps NH staff that provide professional development have been trained on the use of the evaluation instruments. Most of the data collection is the responsibility of the Regional Intermediaries, who have been instructed on how to collect data from school Leadership Teams. All evaluation tools are set up either in Google Docs or SurveyMonkey so both the instruments and subsequent data are available electronically.

Data profiles have been developed for each Next Steps NH school and are stored in each school's respective Google Docs folder. The data profiles contain data in various formats, including Excel for ongoing analysis, PowerPoint for presentations, and Word for reporting. Data includes each schools' Transition Focused Education Framework, ELO, and RENEW fidelity data, ELO Characteristics data, graduation and drop-out data, SPP Indicator 14 data, and needs assessment data provided by schools as part of the application process.

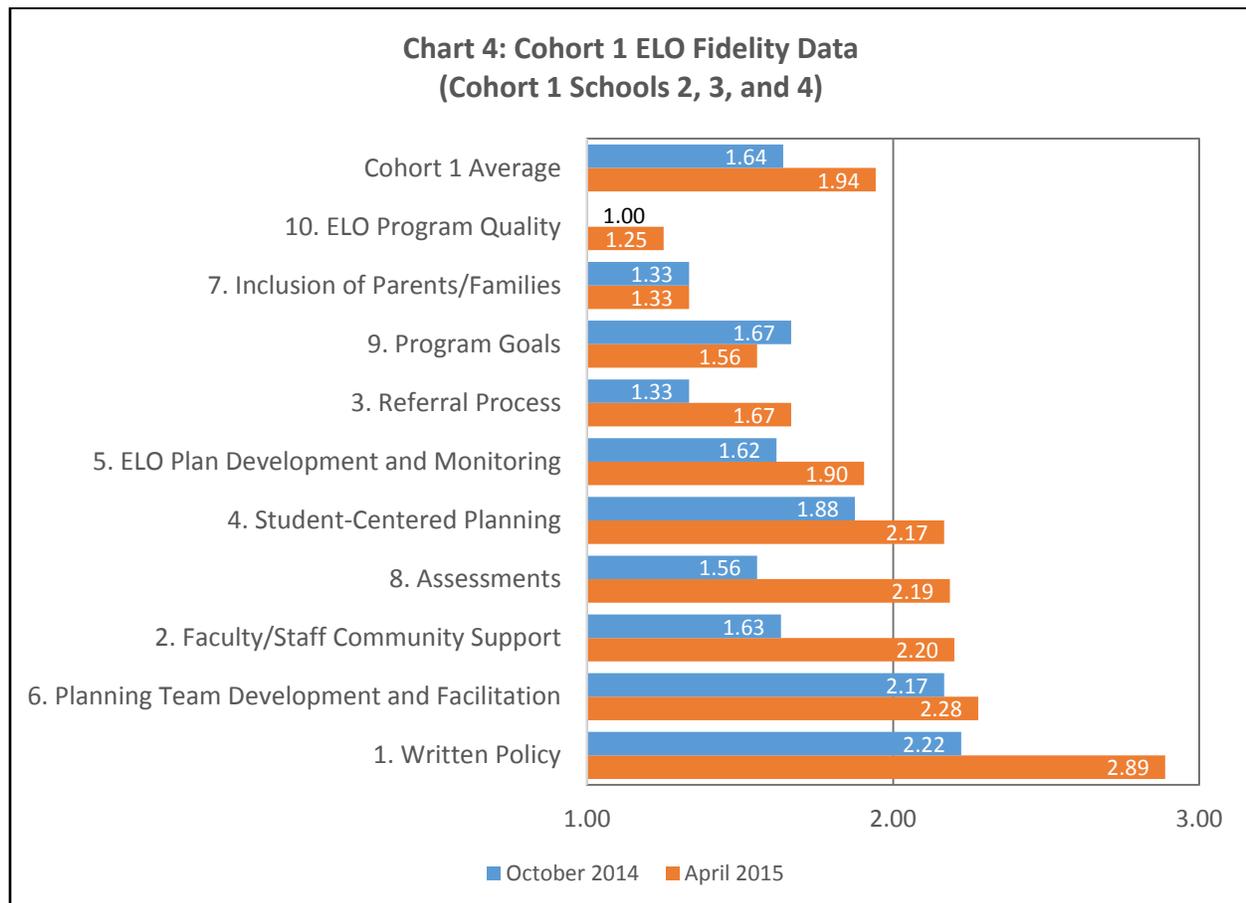
### **Fidelity Data**

Fidelity of intervention tools were established for implementation of ELOs (Appendix M) and the Transition Focused Education Framework (Appendix N). 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 and ELO Fidelity Tools has been completed twice by three of the four Cohort 1 schools and once (baseline) by the four Cohort 2 schools.

The results of two administrations (October 2014 and April 2015) of the ELO Fidelity Tool are shown in Chart 4. With only six months between administrations of the tool, progress was observed in eight of the 10 practices. Five of the 10 practices were rated to be at least partially in place. The most growth was seen in the use of transition assessments, faculty/staff and community support, and the development of written ELO policies. Conversely, the least growth was observed for ELO program quality and the inclusion of parents and families. The program goals component was rated lower during the second administration than at baseline.

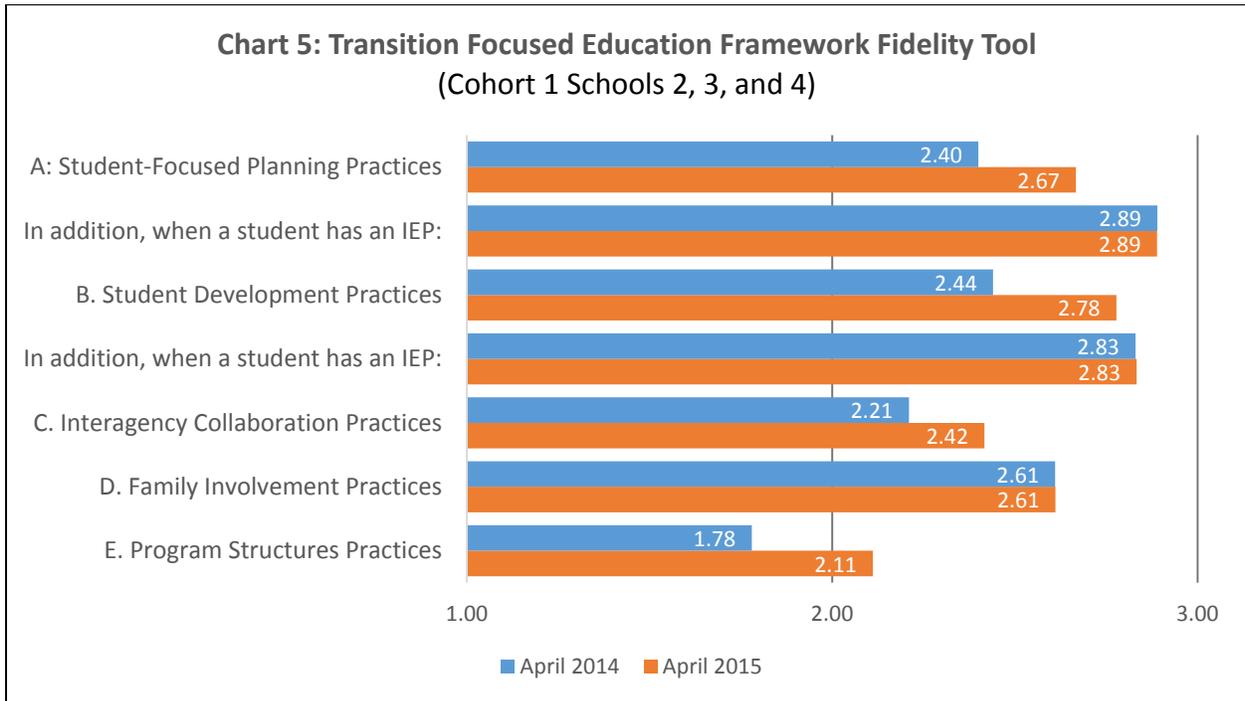


Scale: 1 = Not in Place, 2 = Partially in Place, 3 = In Place

As shown in Chart 5 on the next page, there was growth in four of the five Transition Focused Education Framework practices between April 2014 and April 2015. The two subcomponents of Practices A and B, that specifically addresses transition practices for students with IEPs were rated high

at baseline (2.89 and 2.93) and had no growth at the second administration. Similarly, the parent engagement practice was rated somewhat high at baseline (2.61) and was rated the same in April 2015.

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 lowest rated practices were Program Structures (2.11) and Interagency Collaboration Practices (2.42), both of which are important for sustaining this work.



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

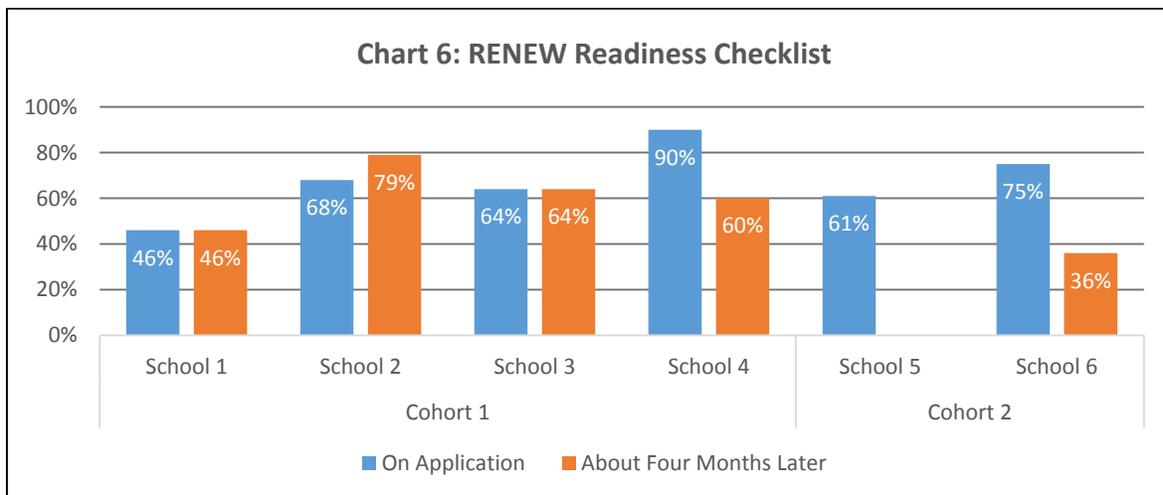
## **RENEW Data**

RENEW output data for the four Cohort 1 schools and one of two Cohort 2 schools are displayed in Table 25 (on the next page). A full qualitative summary of the status of RENEW implementation is included in Appendix O. The second Cohort 2 RENEW school is just beginning to enroll students at the end of this reporting period. “Mapping” is the planning process used to identify students’ strengths, desired goals, and activities necessary to achieve the identified goals. The data are preliminary, obtained in the middle of the current school year. Across the five schools, 63% of students’ goals had been achieved in the short implementation time frame. Student behavior and academic data are also being collected and will be available at the end of the current school year.

**Table 25: RENEW Student Output and Outcome Data**

Schools	# Total Number of Youth Enrolled	# of Youth Completed Mapping	# of Renew Youth Team Meetings	# of Goals Identified	# of Goals Reached	Goal Attainment
Cohort 1						
School 1	6	5	9	13	11	85%
School 2	7	5	2	24	5	21%
School 3	8	2	13	11	8	73%
School 4	2	2	3	6	5	83%
Cohort 2						
School 5	23	11	9	13	7	54%
<b>Average</b>	<b>9.2</b>	<b>4.6</b>	<b>6.8</b>	<b>13.4</b>	<b>6.8</b>	<b>63%</b>

As part of the Next Steps NH application process, schools rated themselves on the degree to which practices were in place to support RENEW implementation. Chart 6 displays schools' self-assessment readiness data. Across the four Cohort 1 schools, only one school demonstrated growth over the first four months of implementation. One Cohort 1 and one Cohort 2 school rated their readiness to implement RENEW lower at the second data point, than they did at baseline. RENEW staff hypothesized that schools rated themselves higher than they should have at baseline, which resulted in either no change or a lower score at the second administration of the assessment.



The RENEW Implementation Checklist is completed by the RENEW external coach/trainer and RENEW Implementation Team and to set actions steps and goals. This was administered 2-4 months after the readiness checklist and some level of implementation had begun. Two of the four Cohort 1 schools had achieved fidelity on 82% of RENEW practices at the time of the second administration of the RENEW Implementation Checklist, approximately four months after their baseline RENEW Implementation Checklist (see Chart 7 on the next page).

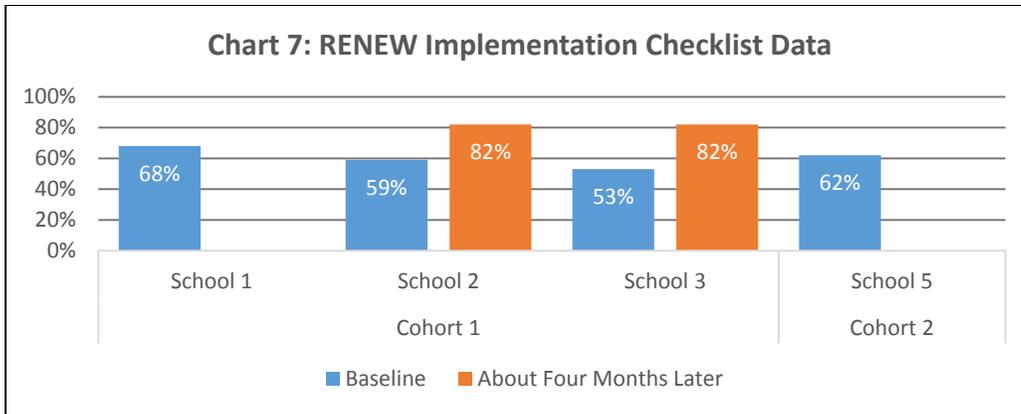
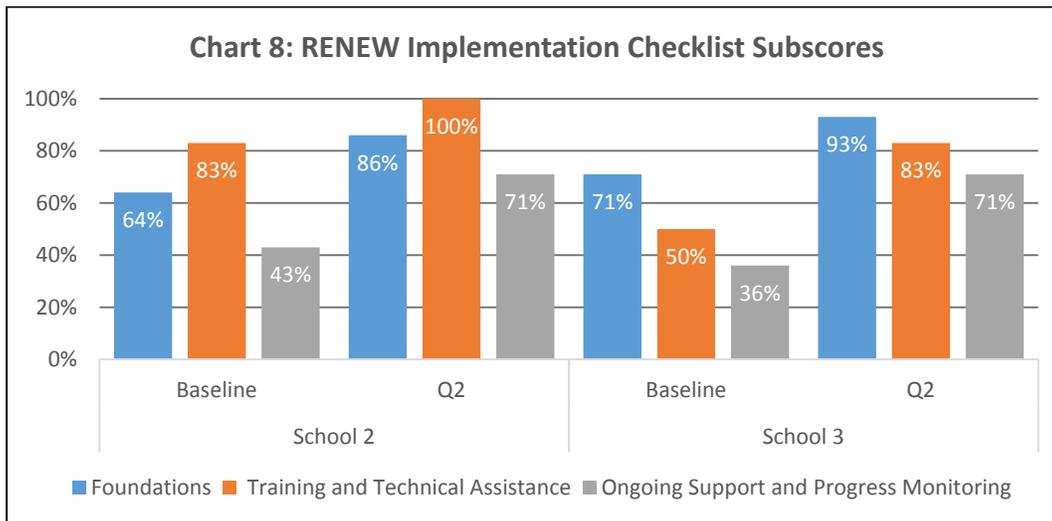


Chart 8 displays the three subcomponents of the RENEW Implementation Checklist for two of the four Cohort 1 schools. At both schools, the Foundations and Training and Technical Assistance components were rated the highest, with less evidence of Ongoing Support and Progress Monitoring. These data are used to inform ongoing RENEW coaching, implementation, and sustainability efforts.



**5.6: Develop & implement training & coaching evaluation forms**

Training evaluation forms were developed during the previous reporting period. The evaluation form includes pre/post content items; participant reflections on the impact of the training on their knowledge and skills; formative items that address the quality of training, the use of adult-learning principles, and the degree to which the training is skill-based; and open-ended items to gather qualitative feedback. Training evaluation data are included in Objectives 2 and 3 sections of this report.

As mentioned earlier in this section of the report, two coaching fidelity of implementation tools were developed, both based on tools developed by national researchers and aligned to the PALS model. A high quality coaching fidelity tool was adopted and will be administered for the first time in fall 2015. A similar tool, but more closely aligned to the HQPD checklist, seeking feedback from school personnel

who were coached, was administered as part of the Participating Personnel Survey. The results of the survey are on page 25 of this report.

### **Sharing and Using Data**

#### **5.7: Evaluation WG meets bi-monthly**

#### **5.8: Evaluation data shared quarterly with LT**

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 monthly Leadership Team and Regional Intermediary Team meeting. As part of the monthly Leadership Team meetings, decisions are made as to which data to share, with whom, and how. Data are shared through ongoing training evaluation reports, fidelity data collected twice a year, and annual reports provided by the external evaluator. The annual reports are shared as applicable with partner organizations, the state Community of Practice that serves as the project Advisory Board, and the NH Department of Education's website.

Evaluation Work Group meetings (October 20, December 10, and January 28, 2015) are held every other month and include the project coordinator, project evaluators, Regional Intermediaries, and PIC and RENEW staff. The workgroup meets to discuss data and possible mid-course corrections to trainings, data collection and reporting processes for better outcomes on grant objectives.

Google Docs is used as a platform for the collaborative use of data sharing and reporting. Each school Leadership Team has access to a folder with the project evaluation plan, all evaluation instruments, a data profile visually displaying their relevant outcome data, and other supporting data. Fidelity tools are designed to chart multiple administrations of the pertinent survey to track trends. Each set of data shared at the school level is summarized at the project level to share with state staff. When local data are presented in their respective Google Doc files, project averages are also provided allowing local personnel to have a comparison piece of data.

#### **5.9: Collect ELO/transition outcome data**

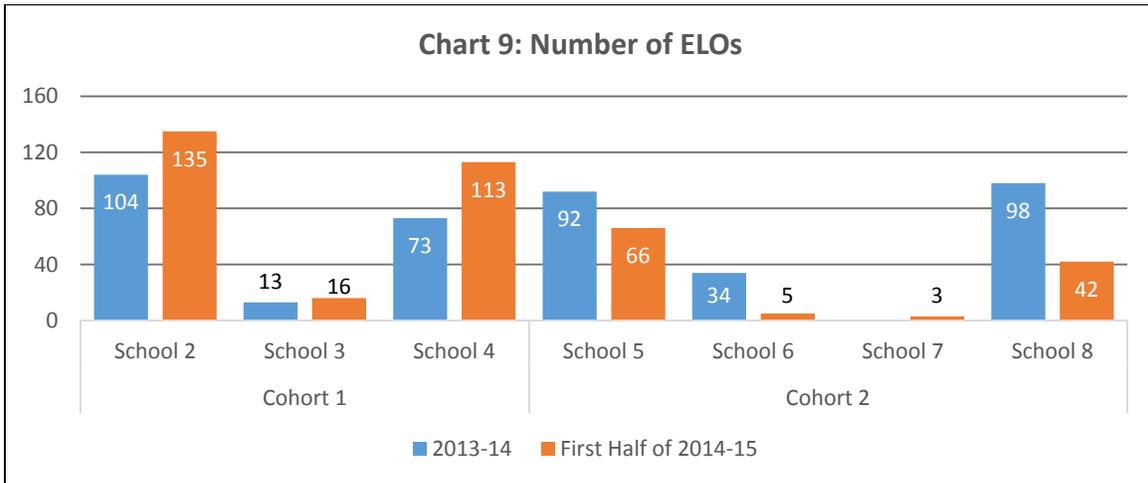
School-based professional development plans were developed as schools' completed their Transition Focused Education Framework Fidelity Tool and the Extended Learning Opportunities Fidelity Tool. Each school will then set their targets. Baseline data for implementation and student outcome data are presented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

### **ELO Characteristics Data**

Three ELO outcomes were identified in the Next Steps NH logic model. Over the course of the grant, the number of ELOs completed would increase, a greater number of students with IEPs and students at risk to dropout would complete ELOs, and a greater number of ELOs would address required academic courses (mathematics, English, social studies, and science). Baseline data from the 2013-14 school year were collected for three Cohort 1 and four Cohort 2 schools, as well as data from the first half of the 2014-15 school year. In reviewing the data in the next three charts, it is important to keep in mind that

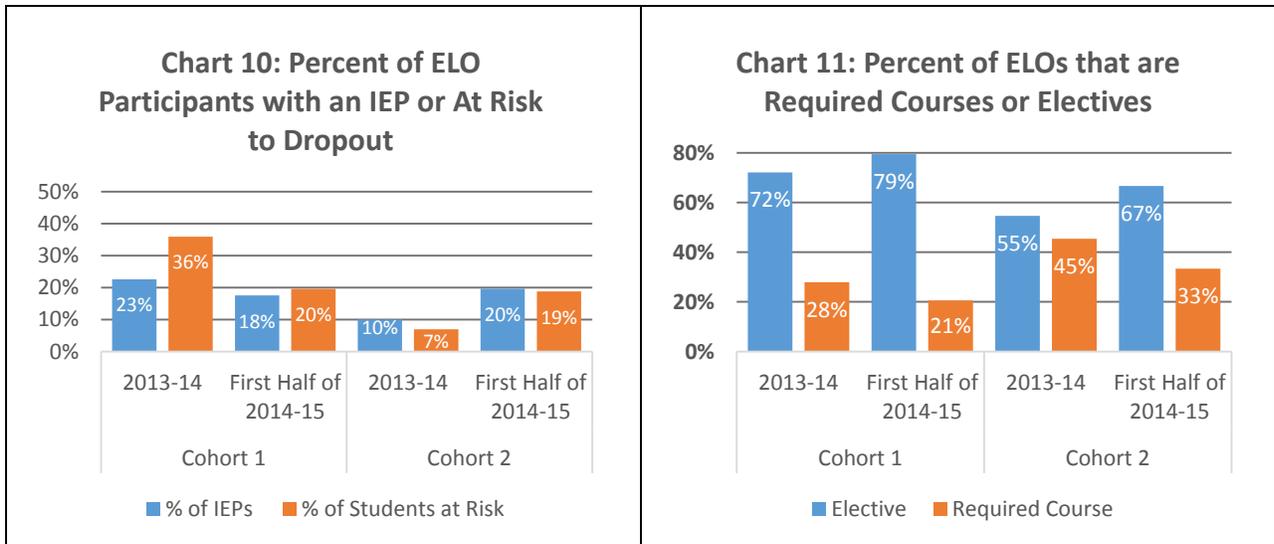
the second data point covered a shorter reporting period than the baseline data. Other descriptive ELO data are included in Appendix P.

As shown in Chart 9, each of the Cohort 1 schools have already implemented more ELOs than in the previous year, although the amount of increase varied greatly. Cohort 2 schools experienced the opposite phenomenon, as the three schools with two data points saw a decrease in the number of ELOs, at least at the time of reporting.



The percentage of students with IEPs implementing ELOs decreased by 5% from baseline to the current year for Cohort 1 schools (see Chart 10). Concurrently, Cohort 2 schools saw a 10% increase in the percentage of students with IEPs using an ELO. There was a large drop in the percent of students at risk to dropout participating in ELOs for Cohort 1. This was due to one school that at baseline, had 68% of students working on ELOs were at risk students. At the second data point, the percent of at risk students participating in ELOs dropped to 25%.

As shown in Chart 11, the large majority of ELOs for Cohort 1 were for elective credit. Cohort 2 schools implemented a greater percentage of ELOs for required courses. Although one Cohort 2 school relied heavily on online courses for their ELOs, most of which were for required courses.



**Graduation/Dropout Data**

Table 26 documents graduation and drop-out data for the Cohort 1 schools and the state average for the three years prior to participating in Next Steps NH, for all students. These data are all baseline data, as the intervention began in the 2013-14 school year. Those data are not available at the time of this report. 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 a specific school year.

**Table 26: Graduation and Drop-out Data – Cohort 1 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%
2012-13	15,520	13,635	87.85%	387	451	838	2.91%
Kennett							
2010-11	226	206	91.15%	6	0	6	0.00%
2011-12	206	190	92.23%	12	0	12	0.00%
2012-13	240	222	92.5%	6	0	6	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%
2012-13	198	174	87.88%	5	9	14	4.55%
Mascoma Valley							

2010-11	122	102	83.61%	2	6	8	4.92%
2011-12	110	92	83.64%	2	3	5	2.73%
2012-13	93	89	95.7%	2	2	4	2.15%
Merrimack Valley							
2010-11	193	161	83.42%	0	4	4	2.07%
2011-12	206	182	88.35%	2	1	3	0.49%
2012-13	188	171	90.9%	1	6	7	3.19%

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

Similar to Table 26, Table 27 on the next page lists the graduation and drop-out rates for the Cohort 2 schools and the state average for two of the three years (the third year, 2013-14 data are not available yet) prior to their participation in Next Steps NH, for all students. These data are all baseline data, as this cohort began in the 2014-15 school year.

**Table 27: Graduation and Drop-out Data – Cohort 2 All Students**

School	Graduating Cohort	Graduation		Dropouts			
		Graduated	Graduation Rate	Earned GED	Dropped Out	Total	NESSC Dropouts Only Rate
State Average							
2011-12	15,994	13,866	86.70%	406	493	899	3.08%
2012-13	15,520	13,635	87.85%	387	451	838	2.91%
ConVal							
2011-12	448	378	84.38%	20	8	26	3.27%
2012-13	209	186	89.00%	9	8	17	3.83%
Lincoln-Woodstock							
2011-12	30	27	90.0%	2	0	2	0.00%
2012-13	15	14	93.33%	0	1	1	6.67%
Somersworth							
2011-12	166	130	78.31%	11	10	21	6.02%
2012-13	162	136	83.95%	13	2	15	1.23%
Winnacunnet							
2011-12	317	287	90.54%	2	8	10	2.52%
2012-13	303	268	88.45%	7	9	16	2.97%

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

Table 28 (on the next page) provides graduation data for students with disabilities, collected as part of NH's State Performance Plan (SPP). Only three of the eight Next Steps NH schools had enough students to publicly report their graduation rate. As these data are available at the local level, school personnel are encouraged to review these data in completing their fidelity tools and developing their action plans.

Table 28: SPP Graduation Data

Cohort 1	Year	4 Year Graduation Rate	5 Year Graduation Rate	Cohort 2	Year	4 Year Graduation Rate	5 Year Graduation Rate
Kennett	2010-11	**	N/A	Conval	2011-12	82.93%	90.57%
	2011-12	77.27%	**		2012-13	83.02%	87.80%
	2012-13	**	83.33%	Lin-Wood	2011-12	**	**
Kingswood	2010-11	**	N/A		2012-13	N/A	**
	2011-12	**	**	Somersworth	2011-12	**	**
	2012-13	**	**		2012-13	NA	**
Mascoma Valley	2010-11	**	N/A	Winnacunnet	2011-12	76.92%	81.40%
	2011-12	**	**		2012-13	NA	79.63%
	2012-13	**	**	State Average	2011-12	69.46%	75.60%
Merrimack Valley	2010-11	**	N/A		2012-13	70.20%	76.42%
	2011-12	**	**				
	2012-13	N/A	**				
State Average	2010-11	71.56%	N/A				
	2011-12	69.46%	75.60%				
	2012-13	70.20%	76.42%				

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

**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.

**Facilitative Administrative Supports Activities**

**6.1: Provide PD for LEA & school administrators to support ELO use**

**6.2: Provide PD for LEA & school administrators on how to support evidence-based transition planning strategies**

**6.3: Provide PD for LEA & school administrators on how to support evidence-based family engagement strategies**

**6.4: All training materials will be posted on TRP**

Administrators are key players in Next Steps NH. Their role is critical to sustainability and as a result, they are included in all professional development training and coaching activities. They serve on the project leadership team responsible for completing project fidelity tools and data collection as well as being part of the action planning process. In addition to their role on the Next Steps NH Leadership Team, in December 2014, Regional Intermediaries, PIC and RENEW project partners began discussions around the development of training modules designed specifically to support cohort school administrators in supporting their staff to implement ELOs, evidence-based transition planning and parent engagement strategies for sustainability sake. RIs have conducted needs assessments with administrators in cohort 1 schools to determine module content that will be customized to suit their needs based on their school's action planning. The online modules are under development and will be available in the summer on 2015 and then on-demand as needed. Data on these activities will be reported in the 2016 NH SPDG Annual Performance Report.

**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 website.

**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 transition planning, parent/family engagement, and ELOs into their special education pre-service training programs.
- Each year, Next Steps NH participants rate the Next Steps NH website and materials to be of high quality, relevant, and useful.

**Institutes of Higher Education (IHE) Activities**

**7.1: Develop/ conduct a needs assessment of NH IHE teacher prep programs**

**7.2: Recruit an additional IHE through a competitive RFP process**

**7.3: Develop materials for review process/documentation of syllabi changes**

**Conducted Keene State College (KSC) Needs Assessment and Action Planning Pilot**

Beginning in summer 2014, the KSC Special Education program faculty piloted a transition curriculum review and needs assessment to identify action items for transition curriculum improvement. The *Transition Competencies for Preservice Special Education Programs* was used to frame the needs assessment and action plan development. This was an evolving process – the needs assessment format and action plan were refined as the process evolved. KSC Special Education faculty were asked to identify course learning outcomes, assessments, and activities where transition competencies were being addressed. Faculty individually rated each key element for implementation and the group determined an overall rating. This information was used to prioritize action items for curriculum development during the spring 2015 and beyond. See attached *KSC Needs Assessment and Action Plan*.

## **Transition Competencies for Preservice Special Education Programs**

The Transition Competencies for Preservice Special Education Programs including key elements were developed by the Next Steps NH Institutions of Higher Education (IHE) subgroup (IHE members, school district transition specialist, and community agency representative) and reviewed by the NSNH Leadership Team. Special education faculty at Keene State College also reviewed these standards for use and applicability. The Council for Exceptional Children's Advanced Special Education Transition Specialist Standards (2013) was used as the primary guide for the development of the competencies, adapting the statements for preservice special education. Additionally, the National Secondary Transition Technical Assistance Center (2011) identified key transition competencies for secondary special educators in *What Secondary Special Education Teachers Need to Know*. These national competencies were cross-referenced and verified with the NH Transition Competencies for Preservice Special Education Programs. The Council for Exceptional Education's Special Educator Initial Preparation Standards (2012), widely accepted as the framework for preparing special education teachers, and was also referenced for each key element. The competencies are framed by the Taxonomy for Transition Programming (Kohler, 1996) so that competency development is addressed in a larger context of established transition program improvement areas. The NSNH project also utilizes the Taxonomy to frame transition professional development in NH high schools. See attached Transition Competencies for Preservice Special Education Programs. Of note, a KSC Special Education faculty member is using the transition competencies and elements internationally. She is designing a survey for special educators in Greece to identify their level of transition knowledge and skills.

## **Keene State College Transition Curriculum Development**

The action planning process guided KSC's work in transition curriculum improvement. In late fall 2014, they began to focus their curriculum development efforts on redesigning KSC's Transition Planning and Programming course in the K-12 special education certification program. The first activity was to connect the transition course to the Winter Internship II experience for all students in the program by designing two activities to connect the course with the internship. They incorporated new learning outcomes into the course using the *Transition Competencies for Preservice Special Education Programs*. Other key improvements included developing and updating activities and materials for the course and connecting the course to resources offered on the Next Steps NH website. They also developed rubrics to assess some of the major activities in the course and tied them to the competencies. Dana Lattin, at the University of Kansas, Transition Coalition helped KSC to pilot two of their online modules, Best Practices in Transition and Secondary Transition and Cultural Diversity in our transition course. As a pretest, students in the transition course were asked to rate their transition knowledge and skills according to the transition competencies and elements. At the end of the course in May 2015, students will complete the posttest.

## **Assisted with Second IHE Recruiting and Development**

Keene State College provided feedback and guidance in the development of a request for proposals for a second IHE to engage in the project. Their role was outlined in the RFP to provide direct support to the second IHE and the manner in which they would interface with the second IHE and the NH Next

Steps Management Team. KSC faculty and staff also participated in the evaluation of IHE proposals. The needs assessment and action planning process that was piloted with KSC will be used to guide the curriculum improvement process with the second IHE.

### **Next Steps NH Website Activities**

**7.4: Review current TRP at KSC and revamp to be a transition portal that will include family, educator, and other resources**

**7.5: Post all grant training, coaching, assessments, & resource materials**

**7.6: Train and coach regional intermediaries trainers in how to use transition portal for their training and coaching with LEAs in their region**

**7.7: Track web usage data and make revisions to portal based on feedback**

An initial and general release of the Next Steps NH website, <http://nextsteps-nh.org/> was completed in fall 2014, using an iterative design process. The Next Steps NH website was released to a limited audience on September 15, 2014 and to the general public on November 17, 2014. The website's purpose is to promote the use of evidence-based and evidence-informed (EBEI) transition practices, provide information and tools for practicing them, and to support cohort schools to implement change. The measurement plan for the Next Steps website was developed by the transition resource portal workgroup and is aligned with the overall project objectives.

The website consists of targeted user portals for educators and parents, students, and community partners; a transition IEP reference tool, publications and a large reference area organized according to the Next Steps Framework for Transition Planning. As the project develops tools, they will be added to the appropriate place on the website. Usability testing with end users informed the design and content throughout the development process. Over the course of six months, several one-on-one and small group sessions were held with a variety of educators and parents. The NH PIC facilitated focus group for parents to provide input during the development of Next Steps NH website. The procedure was to briefly introduce the website, and then invite the testers to explore freely, thinking and reacting aloud as they went from page to page. After a period of observing their free exploration, observers asked questions about why testers went certain places and not others. Testers provided valuable insights and ideas for how to improve design, navigation and content.

Four performance indicators were established to assess the quality and impact of the Next Steps NH website. Two sets of data are presented to respond to these indicators. . Quarterly usage data informing the performance indicators are included over the next two pages. A one-page infographic summarizing these data is included in Appendix Q. Following the usage data are the website survey results from school personnel and family members participating in Next Steps NH. The Website Workgroup will meet during spring 2015 to review the first two quarters of data and set targets for the indicators.

1. To increase the number of visits, repeat visits, and engagement with the website.
2. To increase the traffic through the website user portals by students, families, educators, and community partners.
3. To increase visits and engagement with the Next Steps NH transition-focused education framework and tools.
4. To increase the number of visits to the ELO sections of the website.

The data in Table 29 are disaggregated by website use of people from inside and outside the state. The data indicate that more than half the hits come from outside NH, although a greater percentage of return visitors are from New Hampshire and they tend to spend more time on the site than out-of-state users. Approximately half the website visitors go directly to the website, while a quarter of the visitors are referred through another website, and 21 – 25% end up at the website via a search engine. The most visited pages include the Transition IEP tools, Age Appropriate Transition Assessment (AATA) and the Educator/Parent portal. Other pages related to IEPs and the student portal also received frequent visits. Slightly more than half the visitors went to only one page of the site and 29% visited two to four pages.

**Table 29: General Website Performance**

Key Performance Indicators:	Sept 15 – Dec 15, 2014	Dec 16, 2014 – Feb 28, 2015
NH site visits	914	868
Total site visits	1436	1886
New vs. returning visitors (NH)	60% new 40% returning	50% new 50% returning
New vs. returning visitors (All)	61% new 39% returning	62% new 38% returning
Average session duration (NH)	5:19 minutes	4:04 minutes
Average session duration (All)	4:32 minutes	3:43 minutes
Page depth	Not collected	1 page: 53% 2 pages: 14% 3 pages: 10% 4 pages: 5% Total 2- 4 pages: 29%
Bounce rate (% that leave without interacting further with the site)	Not collected	49%
Traffic sources (All)	Direct: 48% Referral: 24% Search: 25% Social: 2%	Direct: 51% Referral: 25% Search: 21% Social: 3%
Landing pages (All) (5% or more)	Home: 55% IEP tool, introduction: 6%	Home: 65%
Top 10 pages visited (All), and visit duration	Home: 23%, 1:45 min Ed/par portal: 5%, 0:58 IEP tool, intro: 4%, 1:27 Student Portal: 4%, 1:14 IEP tool, AATA: 4%, 3:13 Publications: 4%, 3:47 IEP tool, MPSG: 4%, 2:47 Framework: 3%, 1:24 Interest inventory: 3%, 4:45 IEP tool, AG: 2%, 1:56	Home: 32%, 1:39 min IEP tool, AATA: 5%, 3:44 Ed/par portal: 4%, 1:08 IEP tool, intro: 4%, 1:25 IEP tool, MPSG: 4%, 2:49 Student Portal: 3%, 1:16 Exemplar IEPs: 3%, 2:42 Framework: 3%, 1:06 IEP tool, AG: 2%, 2:09 Publications: 2%, 6:18
Top three Transition IEP Tool pages (All)	Introduction AATA MPSG	AATA Introduction MPSG
Device used for access	Desk/laptop: 82% Mobile: 9% Tablet: 8%	Desk/laptop: 86% Mobile: 8% Tablet: 6%

Table 30 provides data specific to the student, educator/parent, and community portals on the Next Steps NH website. The greatest number of visits was to the educator/parent portal, with the community partner portal receiving the fewest visits. The last three rows of data indicate the percentage of visits to each of the portals when the visitor did not interact with materials on the portal. The percentage of these occurrences decreased with returning users during the last quarter.

**Table 30: Promote Student, Family, Educator, & Community Partner Involvement in Use of EBEI Practices**

Key Performance Indicators:	Sept 15 – Dec 15, 2014		Dec 16, 2014 – Feb 28, 2105	
	New	Returning	New	Returning
Visits to student portal	86	64	76	51
Visits to educator/parent portal	113	74	107	63
Visits to community partner portal	11	10	15	9
Percent that don't interact with the student portal	0	60%	67%	18%
Percent that don't interact with educator/parent portal	50%	25%	25%	17%
Percent that don't interact with community partner portal	0	0	33%	0

The Next Steps NH website reference area was designed to reflect Kohler's Taxonomy, the guiding framework for Next Steps NH. The Taxonomy is composed of five practices: Student Focused Planning (SFP), Student Development (SD), Interagency Collaboration (IAC), Family Involvement (FI), and Program Structures (PS). The percent of reference visits to the different practice areas and the fraction of pages in each practice area visited are presented in Table 31. The large majority of visits in both quarters were to pages related to Student Focused Planning and Student Development.

**Table 31: Users Exploration of the NSNH Transition-Focused Education Framework and Tools**

Key Performance Indicators:	Sept 15 – Dec 15, 2014		Dec 16, 2014 – Feb 28, 2105	
	New	Returning	New	Returning
Percent of framework visits to each area of framework	Data available only for part of period	Data available only for part of period	SFP: 41% SD: 27% IAC: 11% FI: 11% PS: 10%	SFP: 47% SD: 32% IAC: 9% FI: 9% PS: 3%
Fraction of framework practice pages visited. SFP-10 pages, SD-9, IAC-5, FI-7, PS-7	SFP: 6/10 SD: none IAC: 1/5 FI: 4/7 PS: none	SFP: 6/10 SD: 4/9 IAC: 2/5 FI: 5/7 PS: 3/7	SFP: 8/10 SD: 6/9 IAC: 3/5 FI: 6/6 PS: 3/7	SFP:10/10 SD: 7/9 IAC: 4/5 FI: 4/6 PS: 3/7

Last, data on the number of visitors to the Next Steps NH website who were interested in ELOs and RENEW are provided in Table 32. The ELO page was the 14<sup>th</sup> most visited page on the website, while the RENEW page was 32<sup>nd</sup>. Data from the last quarter indicate that 15% to 21% 4 -14 visitors went on to the

Beyond Classroom website (a comprehensive ELO website) or to the RENEW website. Both of these sites provide greater level of detail on those subjects than the Next Steps NH website.

**Table 32: ELOs and RENEW Website Data**

Key Performance Indicators:	Sept 15 – Dec 15, 2014	Dec 16, 2014 – Feb 28, 2105
ELO page visits	43	71
ELO page rank	17	14
Clicks on Beyond Classroom website from ELO page and Educator Parent Portal	15	14
RENEW page visits	10	19
RENEW page rank	45	32
Clicks on RENEW website	40% (4 clicks)	21% (4 clicks)

### Participating Personnel Survey for the Next Steps NH Website

As discussed in Objectives 3 and 4, school personnel and parents and families involved with Next Steps NH were surveyed in April 2015 to gather their perceptions on the quality and impact of Next Steps NH activities, as well as the website. Participants were asked if they had visited the Next Steps NH website (Table 33) and the frequency of their visits (Table 34). Thirty-eight respondents (57%) on the school survey and seven (47%) parents/family respondents indicated that they had visited the website, with the majority of both groups visiting the website two to five times. When participants were asked how often they visited the home page articles and video of the month, the large majority visited monthly or every other month. Qualitative data from the survey are in Appendix R.

**Table 33: Next Steps NH Website Visits**

	School		Parent	
	Yes	No	Yes	No
Have you visited the Next Steps NH website ( <a href="http://nextsteps-nh.org/">http://nextsteps-nh.org/</a> )?	38	26	7	8

**Table 34: Frequency of Next Steps NH Website Visits**

	Once		2-5 Times		6-10 Times		>10 Times	
	School	Parent	School	Parent	School	Parent	School	Parent
How often have you visited the Next Steps NH website?	6	1	16	5	5	1	2	0
	Weekly		Every Other Week		Monthly		Every Other Month	
How often do you visit the home page articles?	0	0	2	0	4	2	12	4
How often do you visit the video of the month?	0	0	2	0	3	2	6	2

On average, both cohorts of school personnel rated the relevancy and usefulness of the Next Steps NH website similarly, with overall averages of 3.87 (Cohort 1) and 3.88 (Cohort 2), on a five-point scale. Participants mostly agreed that *the Educator/Parent Portal page links to the areas they are very interested in*, followed by slightly less agreement that *the Community Partner Portal page links to the*

areas they are very interested in. While parent/family member respondents had greater variance in their responses, their average was identical to Cohort 2 and almost identical to Cohort 1. Parents and family members reported that the degree to which the website supported their transition improvement work was the most useful aspect (4.40), with less agreement about the usefulness of the *Everything about Transition* section of the website (3.40) (see Table 35)

**Table 35: Relevancy and Usefulness of the Next Steps NH Website**

Please rate your level of agreement with the statements below.	Means		
	School		Parent
	Cohort 1 (N=12)	Cohort 2 (N=11)	(N=6)
The Educator/Parent Portal page links to the areas I am very interested in.	4.08	4.10	3.80
The website supports our transition improvement work with our Regional Intermediary.	3.91	4.09	4.40
The pages in the Everything About Transition section are useful.	4.07	3.92	3.40
The Student Portal page links to the areas I am very interested in.	3.75	3.64	3.80
The Community Partner Portal page links to the areas I am very interested in.	3.55	3.64	4.00
<b>Average</b>	<b>3.87</b>	<b>3.88</b>	<b>3.88</b>

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

Next, we gathered data on the impact of the Next Steps NH website on participants' knowledge and skills to implement the various transition related practices. Respondents reported that the website had a medium impact on their knowledge and skills to implement, the topics listed in Table 36, with overall averages of 4.20 (Cohort 1) and 3.94 (Cohort 2) on a five-point scale. Both cohorts indicated that *RENEW* (3.96 and 3.50) had the least impact on their knowledge and skills. For Cohort 1, the item that had the highest impact was *transition planning that is focused on the student* (4.63), while Cohort 2 participants felt that the (1) *practices that improve collaboration between the school and outside agencies and groups* and (2) *practices that support family engagement in their student's secondary transition planning* (4.16, both) had the highest impact. As previously, the parents/family members who responded had the same average rating as Cohort 2 school personnel. However, they rated the website as having the largest impact on their knowledge and skills of *RENEW* (4.50), with the least impact on their knowledge and skills on *ELOs* (3.50).

**Table 36: Impact of Next Steps NH Website on Knowledge and Skills**

What impact did the Next Steps NH website have on your knowledge of and skills to implement?	Means		
	School		Parent
	Cohort 1 (N=10)	Cohort 2 (N=10)	(N=6)
Transition planning that is focused on the student.	4.63	3.98	4.00
Transition practices that encourage student development.	4.44	3.98	3.75

Practices that improve collaboration between the school and outside agencies and groups.	4.16	4.16	3.75
Practices that support family engagement in their student's secondary transition planning.	4.13	4.16	4.00
Extended Learning Opportunities.	4.00	4.09	3.50
Secondary transition evidence-based practices.	4.25	3.75	4.00
Practices that improve how our school structures itself to support successful transition planning outcomes.	4.00	3.89	4.00
RENEW	3.96	3.50	4.50
<b>Average</b>	<b>4.20</b>	<b>3.94</b>	<b>3.94</b>

Scale: 1 = No Impact, 2 = Small Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Last, participants were asked to rate their level of agreement with questions asking about the quality, relevance and usefulness of the Next Steps NH website (see Table 37). Respondents agreed with most items, with an overall average of 4.14 (Cohort 1) and 3.97 (Cohort 2). Cohort 1 participants mostly agreed that the website was easy to navigate, while Cohort 2 participants were in most agreement that the website (1) *was of high quality* and (2) *provided useful information for planning life after high school*. Cohort 1 participants were in less agreement that the website *provided or guided me to useful information about ELOs*, while Cohort 2 participants showed less agreement with the website *helping them understand their role in transition planning*. Parents/family members had higher levels of agreement about the overall quality of the website (4.36). Similar to the last table, they reported less agreement with the usefulness of information about ELOs. Overall, there was strongest agreement about the overall quality of the website (4.57), the quality of the information and tools for planning for life after high school (4.43), and the ease in navigating the website (4.43).

**Table 37: Quality, Relevance and Usefulness of the Next Steps NH Website**

I found the Next Steps NH website:	Means		
	School		Parent
	Cohort 1 (N=15)	Cohort 2 (N=11)	(N=6)
Provided useful information or tools for planning for life after high school.	4.21	4.08	4.43
To be of high quality.	4.20	4.08	4.57
Easy to navigate.	4.27	4.00	4.43
Relevant to my needs.	4.13	4.00	4.29
Helped me understand more about the transition to life after high school.	4.13	3.92	4.33
Provided or guided me to useful information about ELOs.	4.00	3.90	4.17
Helped me understand my role in transition planning.	4.07	3.82	4.33
<b>Average</b>	<b>4.14</b>	<b>3.97</b>	<b>4.36</b>

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

## Appendix A: Next Steps NH Coaches' Competencies

## Feedback from Next Steps NH Professional Development Providers

### What additional support would be helpful for you in supporting your school(s)?

- If we had more time for all of us to be trained on each of these domains together to make sure the work is braided.
- It would be helpful to continue with extensive RENEW support around the implementation team and follow up with facilitators.
- Better communication and consistency of expectations would be helpful.
- Exploring alternative methods to gather information from families and not just relying on the family engagement groups, especially in rural areas.
- Clarity amongst all RIs around provision of transition-focused education practices.

### List one impact of the professional development you have participated in as a result of Next Steps NH.

- PALS training to improve our coaching and training and when we have had time as RI's and those who coach in ELO, renew and family engagement to plan , collaborate and train together.
- ELO training has helped me obtain a better understanding of the process, and resources available.
- I don't think any of the PD I have participated in has had any impact.
- PALS
- Much better understanding of RENEW and the RENEW process.
- Developing an ELO training for parents as a result of attending the Cohort I and II ELO trainings.
- PALS training helped me improve my development of training.

## Appendix B: Next Steps NH Pilot Site Application



## REQUEST FOR APPLICATIONS

### Next Steps NH College, Career, and Life Readiness

#### High School Pilot Sites Cohort 2

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

Application Due Date: June 30, 2014  
Published: May 14, 2014

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## Project Description

With the growing complexity of the world and increasing demands of the 21<sup>st</sup> 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 based on a Transition Focused Education Framework\* that includes practices related to student focused planning, student development, family engagement, interagency collaboration and program structures. Some examples of these practices are: the implementation of *Extended Learning Opportunities (ELOs)*, *Transition planning within the IEP*, *Family Focus Group development*, and *Rehabilitation for Empowerment, Natural supports, Education, and Work (RENEW)*.

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 require the commitment and collaboration of all staff and administration in a high school.

To learn more about our project visit our website at  
[http://www.education.nh.gov/instruction/special\\_ed/nextstepsnh.htm](http://www.education.nh.gov/instruction/special_ed/nextstepsnh.htm)

\* The *Transition Focused Education* framework 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 Practice Profile.

## **Eligible Applicants**

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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 planning and implementation in the fall of 2014 and have demonstrated a commitment to support the project's vision, values and mission.

### **Project Vision**

All students successfully transition to post-secondary education or training, employment and community living.

### **Project Values**

We believe:

- 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.

### **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.

### Number of Schools Selected and Implementation Timeline

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.

In 2013, four (4) schools were selected to be pilot sites for Cohort 1:

- Merrimack Valley High School
- Kingswood Regional High School
- Kennett High School
- Mascoma Valley Regional High School

In 2014, a total of four (4) schools will be selected as pilot sites for Cohort 2. 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.

This process will be spread out over two school years. The first year will largely involve orientation, team development, strength and needs assessments, and the development of an action plan based on a Transition Focused Education Framework. In the second year, schools will receive training and intensive coaching to support their action plans. Upon full implementation of the action plan, schools will continue to receive consultation and technical assistance through the duration of the project.

### Anticipated Outcomes for Selected Schools

Selected schools will receive no cost, state, regional and onsite, professional development based on a Transition Focused Education Framework involving:

- Student Focused Planning
- Student Development
- Family Engagement
- Interagency Collaboration
- Program Structures

Some examples of specific practices include:

- Transition planning within the IEP

- Extended Learning Opportunities (ELOs)
- Family Focus Group development
- Rehabilitation for Empowerment, Natural supports, Education, and Work (RENEW)

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:

- School personnel are more skilled in Transition Focused Education implementation as a result of state and regional training and onsite coaching provided by regional intermediaries.
- 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.
- Increased student voice in transition planning.
- Data are used regularly to make decisions 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.
- Increased involvement in local Transition Communities of Practices.
- An increase in the number of students with disabilities and students at risk of dropping out of school graduating college and career ready.
- Increased percentage of compliance with Indicator 13 and improved outcomes for Indicator 14.

### **Application Content and Scoring Criteria**

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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 (Section A - 5 points).
- The SAU and school have completed and demonstrated readiness and commitment to participate as a Next Steps NH Pilot Site (Section B - 80 points).

**Next Steps NH**

NH Department of Education  
Bureau of Special Education

High School Pilot Sites Application  
Cohort 1

- School priorities and initiatives have been assessed to ensure alignment with Next Steps NH (Section C – 10 points).
- Superintendent and Principal have committed to participating in and supporting Next Steps NH (Section D - 5 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 Early Warning System Data and 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.

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

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### High School Information

<b>Name of High School</b>	
<b>Principal's Name</b>	
<b>E-mail Address</b>	
<b>School Address</b>	
<b>Town, State and Zip</b>	
<b>Phone #</b>	
<b>High School Special Education Admin. Name</b>	

### Endorsing SAU Information

<b>SAU # and Name</b>	
<b>Phone #</b>	
<b>E-mail Address</b>	
<b>Superintendent's Name</b>	
<b>District Level Special Education Administrator Name</b>	
<b>Name of Person Completing Application</b>	
<b>Role/Title</b>	

## Section B: School Readiness

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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:

- Early Warning System Data
- Graduation Rates/Drop Out Rates
- Suspension Data
- IDEA Part B Special Education State Performance Plan (SPP) data:
  - Indicator 1, 2, 8, 13 and 14

### Section B, Part 1: Resource and Personnel Commitments

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#### 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.

1. Does your high school have a transition specialist?  Yes  No
2. Who/what position from your high school might you consider fulfilling the role of Transition Liaison (this could be an existing transition specialist 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 Specialist
- Special Education
- Guidance
- Certified School Personnel
- Community Partner
- Student(s)
- Parent(s)
- Next Steps NH project Transition Liaison

This team can expect to meet monthly, however more frequent meetings may be required at the early stages of implementation. There will likely be activities the Leadership Team will be asked to complete in between meetings.

1. Do you currently have a team at your high school that can fulfill this role?

Yes       No

If No, do you have staff and community connections that can become the project's Leadership Team?     Yes       No

### Section B, Part 2: Performance Assessment and Communication Commitments

Selected school's project Leadership Teams 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 Transition Focused Education Framework. 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.

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

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

Section B, Part 3: 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 collaborations you have established with employers, employment-related agencies, post-secondary institutes and/or community agencies that provide services to transition aged students:

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

3. 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.

4. Briefly describe the impact of AIM on the student’s postsecondary outcomes

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

Briefly Describe PD	Who Participated	When
<i>Example: Participated in the Annual NH State Community of Practice Transition Summit</i>	<i>Case managers, guidance counselor, transition specialist</i>	<i>November 2013</i>

Section B, Part 4: Family Engagement Readiness

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

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

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

Section B, 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.			
ALL school personnel know how to initiate an ELO or who to go to in order to do so.			

There is a process for students that are available and known to all staff, students and families to access and develop ELOs.			
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, made up of staff, students(s) and community partners 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.			

1. How many ELOs has your school implemented in the 2013-2014 school year?  
 Zero     1-5     6-10     11-20     More than 20
2. How many students receive credit for completing an ELO?  
 Zero     1-5     6-10     11-20     More than 20
3. Have you implemented ELOs with students with disabilities?     Yes     No
4. Have you implemented ELOs with at risk students?     Yes     No
5. What percent of your staff have been trained in how to implement ELOs?  
 Zero     <25%     26-50%     51-75%     >75%
6. 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
7. Do you have a written ELO policy?     Yes     No. If yes, please attach.
8. Please describe how your school informs students of opportunities regarding ELOs.

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

10. Please describe your high school's experience with competency-based instruction.

### Section B, Part 6: RENEW Readiness (Optional Participation)

Schools will have the option to participate in comprehensive training and coaching in *Rehabilitation for Empowerment, Natural supports, Education, and Work* (RENEW).

RENEW is a research-based, school-to-career planning process for youth who may benefit from extra support in designing and pursuing a plan for transition from school to adult life. This model was developed in 1996 in New Hampshire and has been implemented in schools and community-based settings. It has been shown to positively engage and assist young people who have emotional or behavioral needs and are at risk of dropping out of high school. RENEW combines person-centered planning with the intentional development of natural and formal supports to help each youth to develop a network of resources that can support the youth's goals and develop a plan for college, career, and life readiness.

Applicants who choose to participate in RENEW will receive RENEW Facilitators training, assistance with implementation, and coaching for new facilitators.

1. Please indicate if you are interested in receiving RENEW coaching and training.

Yes       No       Unsure, need further information

### KEY PERSONNEL AND TEAMS

An essential element of effective implementation of RENEW is the development of an RENEW Oversight Team and a point person to establish specific RENEW targets and goals

and address program structures to build sustainability.

2. Who/what position from your high school might you consider fulfilling the role of the RENEW point person?

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.

<b>In our school:</b>	<b>Not In Place</b>	<b>Partially in Place</b>	<b>In Place</b>
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.			

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			

**Section 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:

1. Please list your district or high school’s top three (3) school improvement goals and describe how Next Steps NH could contribute to these priorities.

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

**Section D: Administrative Commitment/Endorsement**

---

**High School Commitment**

The high school’s principal and special education administrator have reviewed this application and are committed to supporting this project.

Yes  No If yes, please sign:

**Principal  
Signature**

**Date:**

**High School  
Level Special  
Education  
Administrator  
Signature**

**Date:**

**District/SAU Endorsement**

The school district’s superintendent and special education administrator have reviewed this application and are committed to supporting this project.

Yes  No If yes, please sign:

**Superintendent  
Signature**

**Date:**

**District Level  
Special Education  
Administrator  
Signature**

**Date:**

\*Upon selection, Public Academies, Public Charter Schools, and approved Special Education Schools may be required to submit signatures from all participating SAUs.

## **Section E: Application Checklist and Directions for Submission**

---

Completed applications include the following:

- Section A: Application Cover Page
- Section B: School Readiness and Commitments
  - Part 1: Resource and Personnel Commitments
  - Part 2: Performance Assessment Commitments
  - Part 3: Transition Planning Readiness
  - Part 4: Family Engagement Readiness
  - Part 5: Extended Learning Opportunities (ELO) Readiness
  - Part 6: RENEW Readiness (Optional)
- Section C: School Priorities and Initiatives Narrative
- Section D: Administrative Commitment/Endorsement

An original application and four (4) hard copies must be received by

**4:00pm on June 30, 2014**

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 **Monday, June 2, 2014 from 10:00am – 11:30am** 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 [donna.couture@doe.nh.gov](mailto:donna.couture@doe.nh.gov)

Any and all questions regarding this application must be directed to:

Donna Couture  
 Next Steps NH Project Coordinator  
 603 - 271-1536  
[donna.couture@doe.nh.gov](mailto:donna.couture@doe.nh.gov)

## Appendix C: 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
<b>Cover Page (Appendix A - 5pts)</b> All requested information is provided: <ul style="list-style-type: none"> <li>• Contact information for both building and district level administrators and Special Education administrators</li> <li>• Public Academy, Charter School, or Approved Special Education School applicants have ALL participating LEA administrators must be named.</li> </ul>		5pts		
<b>Readiness (Appendix B 40pts total)</b>	<b>Part 1: Commitment to the Project's Vision and Principles</b> <ul style="list-style-type: none"> <li>• Applicants provide a thoughtful description, of how they will ensure 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.</li> </ul>	5pts		
	<b>Part 2: Resources and Personnel Commitments</b> <ul style="list-style-type: none"> <li>• Applicants have indicated if they currently have a transition specialist and who or what position(s) might act as this project's transition liaison. <b>(1 point)</b></li> <li>• 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. <b>(1 point)</b></li> <li>• Applicants provided a thoughtful description of what they currently</li> </ul>	5pts		

	do to engage families. They also have a plan to begin the development of this project's Family Focus Group. <b>(3 points)</b>			
	<b>Part 3: Performance Assessment Commitments</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>5pts</b>		
	<b>Part 4: Transition Planning Readiness</b> <ul style="list-style-type: none"> <li>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. <b>(5 points)</b></li> <li>Applicants have described any formal collaborative agreements and/or processes in place with employers, employment related agencies, and post-secondary institutions, and community agencies. <b>(2 points)</b></li> <li>Applicants have indicated that staff has participated in <u>at least 2</u> transition-related PD opportunities within the last 2 years. <b>(2 points)</b></li> <li>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. <b>(2points)</b></li> <li>Applicants provide a detailed description of how their faculty shares information regarding a student's transition planning progress between IEP meetings and progress reports. <b>(2 points)</b></li> <li>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). <b>(2 points)</b></li> </ul>	<b>15pts</b>		
	<b>Part 5: Extended Learning Opportunities (ELO) Readiness</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>10pts</b>		

	<p>the chart are In Place or Partially in Place. <b>(3 points)</b></p> <ul style="list-style-type: none"> <li>• 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. <b>(2 points)</b></li> <li>• Applicants indicate that their staff participated in <u>at least 1-2</u> different ELO PD opportunities in the last 2 years. <b>(1 point)</b></li> <li>• Applicants include any existing written ELO policy of their district. <b>(1 point)</b></li> <li>• Applicants provide a detailed description of how they inform students and families of opportunities regarding ELOs. <b>(3 points)</b></li> </ul>			
<p><b>Alignment to School Priorities and Initiatives (Appendix C - 30pts)</b></p> <ul style="list-style-type: none"> <li>• Applicants make a compelling case, with examples, describing how their school's improvement priorities align with the Next Steps NH project. <b>(10 points)</b></li> <li>• 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. <b>(20 points)</b></li> </ul>	<b>30pts</b>			
<p><b>Administration Commitment (Appendix D – 25pts)</b> All requested information and signatures are provided.</p> <ul style="list-style-type: none"> <li>• Building and SAU level administration information and signatures are provided.</li> <li>• Public Academy, Charter School, or Approved Special Education School applicants have signatures from ALL participating LEA administrators.</li> </ul>	<b>25pts</b>			
<b>Total Points</b>	<b>100pts</b>			

## Appendix D: NH PIC-Developed ELO Brochure

## WHY ELOs?

- Improved attitude toward school
- More opportunities to learn about and choose college and career options
- Stronger connections to adults and peers
- Improved health and ability to make healthy choices
- Lower drop-out rates and higher rates of school attendance<sup>2</sup>



**ELOs HELP  
STUDENTS TO TAKE  
AN ACTIVE ROLE IN  
THEIR EDUCATION**

The following sources are referenced in this brochure. For more information about ELOs please visit:

### **NH Department of Education**

[www.education.nh.gov](http://www.education.nh.gov)

### **Keene State College ELO Resource**

[www.beyondclassroom.org](http://www.beyondclassroom.org)

### **Concord High School**

*ELO Brochure* [chs.concordnhschools.net](http://chs.concordnhschools.net)

<sup>1</sup> **National Center on Inclusive Education at the Institute on Disability**, *Developing Extended Learning Opportunities (ELOs) for Students with Disabilities: Guidelines and Talking Points* [www.inclusiveed.org](http://www.inclusiveed.org)

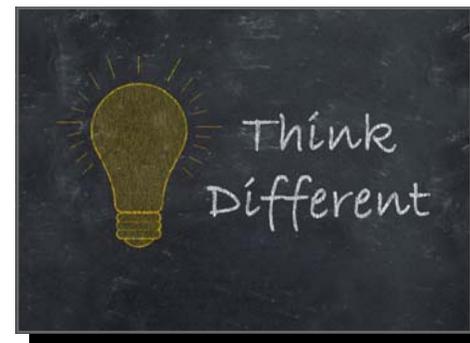
<sup>2</sup> **National Conference of State Legislatures and Harvard Family Research Project**, *ELO Research, Policy and Practice briefs*, Harris, E., Deschenes, S., & Wallace, A. (2011) [www.hfrp.org](http://www.hfrp.org)

The contents of this brochure 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. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: NH State Personnel Development Grant – Next Steps NH (2012-2017). New Hampshire Department of Education, Concord, New Hampshire, Parent Information Center, Concord, NH.



**PREPARING FOR LIFE  
AFTER HIGH SCHOOL**

**EXTENDED  
LEARNING  
OPPORTUNITIES**



## EARNING HIGH SCHOOL CREDIT BEYOND THE CLASSROOM

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### EXTENDED LEARNING OPPORTUNITIES (ELOS)

ELOs provide an opportunity to explore beyond school walls, to work with local experts, gain valuable real-world knowledge and skills, and earn high school credit.

ELOs address individual learning styles, talents, and interests.

ELOs have a plan that defines how the project works, the related competencies, and what is expected to complete the ELO successfully.

ELOs provide a hands-on way of exploring potential careers, gaining independent living skills, and providing a community service, all while earning elective or core credit.

ELOs look different at different schools. Each school district creates its own policy.

One thing all ELOs have in common is that a student earns high school credit in a non-traditional learning environment (outside of a classroom).

### HOW CAN PARENTS BE INVOLVED?

*Parents can...*

Learn about your school's ELO policy.

Talk to a Guidance Counselor to learn more about competencies and ELOs.

Work with your child to discuss his or her interests and talk about how these might fit into an ELO.

Help your child or school to identify a potential community partner (it could be a neighbor, relative or local business).

Support and prepare your child to self-advocate.

Work with your child and the school to ensure that program goals and activities are in line with larger learning goals.

Communicate about progress and concerns regularly with your child, community partner, and school staff.

### WHAT IF MY CHILD HAS A DISABILITY?

All students are eligible to participate in ELOs.

Encourage the ELO Coordinator or designated staff member to work with the student's Individualized Education Program (IEP) or 504 Plan Team.

Parents, students and other IEP Team members can contribute important information about how the student best learns, scheduling, transportation and supports that can be provided.

The IEP Team may also consider alternative means for assessing competence to accommodate each student's unique communication, learning preferences and needs.<sup>1</sup>

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**BEING INTERESTED AND INVOLVED IN YOUR CHILD'S EDUCATION IS A KEY TO BOOSTING THEIR SUCCESS IN SCHOOL**

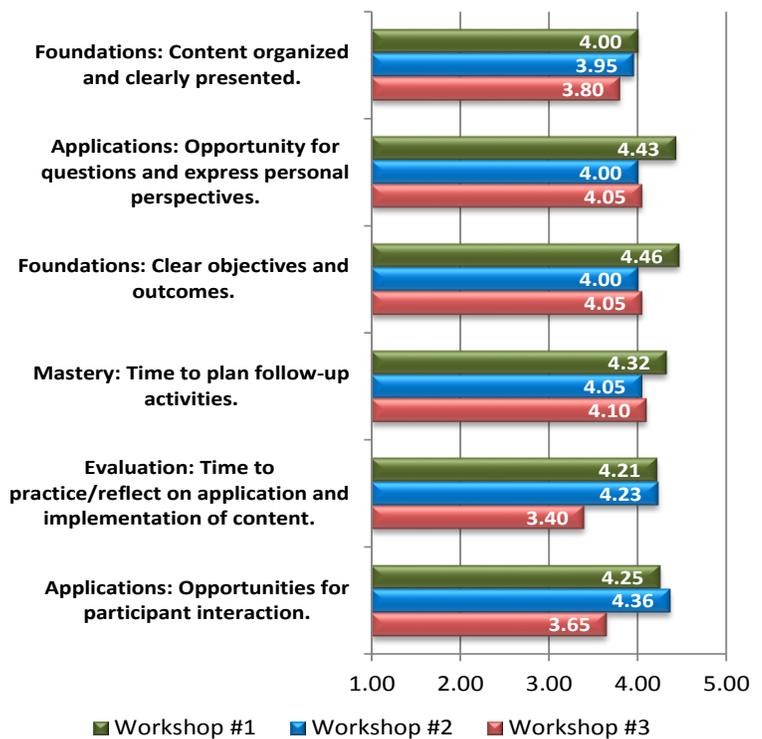
## Appendix E: Cohort 1 ELO Training InfoGraphics

# Next Steps NH Extended Learning Opportunities Workshop #3 - May 7, 2014 Evaluation Summary

## Purpose:

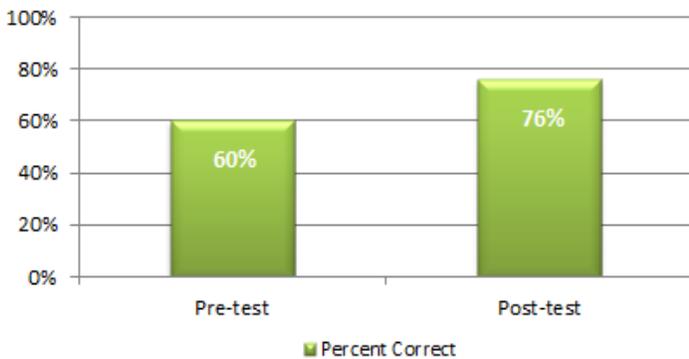
Next Steps (NS) New Hampshire (NH) conducted the third workshop in a three-part series on Extended Learning Opportunities (ELOs) on May 7, 2014. The workshop was facilitated by Elizabeth Cardine of the QED Foundation. The purpose of the workshop was to provide information about using assessment design protocols to support student-centered and competency-based learning by accessing a comprehensive toolkit. Participants had the opportunity to join a local network of practitioners committed to sharing resources, best practices, and solutions. 27 people attended the training. Of those 27, 21 responded to the pre- and post-test.

**Figure 1: Formative Feedback Using PALS Model**



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

**Figure 2: Percentage of Knowledge Questions Answered Correctly**



## Summary:

At the conclusion of the training, Participants were asked six additional questions (see Figure 1 above) 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 for workshop #3 were somewhat high, a 3.84 (on a five-point scale.), suggesting that most of the participants "Agreed" that their learning needs were met.

Participants were asked five knowledge questions at pre- and post-test that were developed to measure short-term change in participants' content knowledge due to the workshop presentations and activities. Figure 2 shows that participants demonstrated a 16% increase in their knowledge of ELOs.

### What do you plan to do with the knowledge and skills you acquired during this training?

- *Continue to build good solid communication and clear expectations for roles in the ELO process.*
- *Spread it throughout the school and be an ELO advocate.*

## Appendix F: NH PIC Family Engagement Guide

# Family Engagement Groups

## why FAMILY ENGAGEMENT GROUPS?

Research shows that when schools and families work together, students have higher grades and test scores, stay in school longer and have higher graduation rates. Next Steps NH requires schools to facilitate family engagement. One effective way to engage parents is through the creation of a Family Engagement Group. Most parents will welcome participating in an engagement group that ultimately leads to better preparation for life after high school for their children. Emphasize that by participating they are contributing to a much larger perspective that can make a difference for students and families in the postsecondary process at the high school.

### Choosing parents for FAMILY ENGAGEMENT GROUPS

Include parents of:

Students with IEPs

Students at Risk

Students placed out of district

Traditional Students

Graduated Students

Rely on multiple outreach methods: personal phone calls, mail, email, word of mouth, existing parent groups

### Benefits of FAMILY ENGAGEMENT GROUPS

- ★ Statements of one respondent initiate a chain reaction of additional comments
- ★ The group provides a comfort and encourages candid input
- ★ Dynamic exchange of opinions, personal reactions and experiences of members
- ★ Provides a depth of feedback that can't be achieved in surveys or 1:1 conversations
- ★ Group discussion generates excitement about a topic
- ★ Real-time feedback and input can be used in program and/or policy planning, development and evaluation

# Family Engagement Groups

Family Engagement Groups are a way to include parents in a review or assessment of school practices. They may be conducted as a follow up to a survey or as a sole means of soliciting parent input. Groups usually involve six to twelve participants.

Within this small group environment it's possible to obtain a great deal of information in a short period of time. Proper planning is required to conduct productive Family Engagement Groups with parents.

Family Engagement Groups often start as a focus group. A Focus Group provides an initial opportunity for parents to develop a comfort level while providing open and honest feedback about school practices. After the initial feedback is given to the School Family Engagement team, school personnel start meeting with the group regularly and work together to set priorities and provide real time feedback on initiatives.

## STARTING WITH A FOCUS GROUP; consider the following tips:

Focus Groups that are facilitated by a third party with no vested interest or bias provide the opportunity for participants to speak openly and honestly.

Having two facilitators for Focus Group allows the advantage of having one conduct the discussion while the other takes notes and acts as a back-up.

1. Schedule sessions that are about two hours in length at a time when parents are available. Avoid times near holidays or school vacations.
2. In advance of the session, develop questions that keep the group focused.
3. Hold sessions in a space that offers few distractions. A meeting room or library is ideal. Arrange chairs in a circle, with or without tables.
4. Recruit parents whose students have had a range of experiences in high school with a variety of outcomes.
5. Develop ground rules or norms as group (and post at each meeting)
6. Provide refreshments, particularly if parents are coming from work to participate
7. Provide nametags to facilitate communication.
8. Create an agenda. Include a welcome, review of the agenda and ground rules, meeting goals or purpose, introductions, questions & answers and wrap-up.
9. Determine how you will record the session. If a co-facilitator is not available, consider audio recording. Remember, you need permission from the participants if you audio record.
10. Always thank parents for their time and commitment. Consider offering a gift card or stipend.

## Reporting the DATA

- \* The feedback from your focus groups should be collated, summarized and presented in such a form as to make decision-making reasonably straightforward.
- \* Keep the report as objective as possible, and try to capture the mood or response of the whole group.
- \* If divergent views were expressed, this should be reflected in the report too.
- \* It is important to avoid using specific quotes from participants if it compromises confidentiality.
- \* A focus group report will consist of summaries of key points made in response to each question.

# FAMILY ENGAGEMENT GROUP QUESTIONS USING THE NEXT STEPS NH FRAMEWORK

**1. Schools welcome and respect all families; valuing individual families' diversity (cultural, socio/economic, etc.) thereby supporting families to be active participants in the transition process.**

- \* What types of transition related activities take into account parent/family education and socio/economic status?
- \* What types of transition related activities do you think might involve more parents?
- \* What resources might be needed to achieve involving more parents in the transition process?

**2. Families and school staff engage in regular two-way communication throughout the transition process.**

- \* How does the school communicate information to parents about preparing for life after high school?
- \* What are some ways your school solicits or invites feedback about transition?

## USING THE FRAMEWORK AS A GUIDE

Read and explain each of the six components from the Family Engagement section of the Framework. Use focused, supporting questions to encourage the discussion and parent participation.

- \* What have been some of the most effective ways of communicating life after high school materials and information?
- \* What might be some other ways or ideas around parents and schools effectively communicating about the high school transition process?

## NEXT STEPS NH

is funded by the Office of Special Education Programs at the US Department of Education with the goal of increasing the number of students with disabilities and/or at risk of dropping out of school that are college and career ready in NH through the implementation of evidenced based transition practices. Family engagement is one of the key components of the program framework.

**3. School staff support student success by actively engaging families in transition-related decision making around:**

**Transition Assessment Services  
Evaluating Services  
Evaluating Programs**

- \* How does your school/district engage families in assisting students in successfully planning for life after high school?
- \* What have been some of the most effective methods of engaging families in assisting students in successfully planning for life after high school?
- \* What are some other ways of engaging families in their child's transition process that you can think of?

(continued from previous page)

#### 4. Families understand special education law and requirements to support their child in the transition process.

- \* Does your school provide a variety of meaningful trainings, workshops or events around the transition-related special education laws?
- \* What transition-related special education trainings or workshops are you aware of that have been offered?
- \* In what ways other than workshops does the school promote understanding of the transition-related IEP components and related special education laws?
- \* How does the school help you to understand transition-related special education laws and regulations?

#### 5. School staff provides a connection between families and community resources that support them and their child in the transition process.

- \* What types of resources has the school connected you with to prepare for life after high school for your child?
- \* What type of community resources are you aware of that can help you and your child in preparing for life after high school?
- \* What types of community resources have been the most useful?
- \* What type of community resources would you like to be connected with?

#### 6. The school provides and engages families in multiple transition related training opportunities in a variety of formats.

- \* What training opportunities for planning for life after high school are you aware of that the school has offered?
- \* What formats might be most helpful to you?
- \* What transition-related family/parent activities has the school provided?
- \* Are there transition related topics or workshops that would be helpful to you?



# Strategies for **SUCCESS**

## BEFORE:

Develop your agenda and questions  
 Give yourself plenty of time to set up  
 Have someone greet attendees at the door or post signs to direct parents to the right room  
 Set out sign in sheet, name tags, pens  
 Set out refreshments on another table  
 Smile and welcome people

## DURING:

Begin on time or within 5 minutes  
 Introduce yourself to the group  
 Go over housekeeping issues (bathrooms/breaks)  
 Ask people to briefly introduce themselves  
 Review the agenda  
 Develop/post group norms  
 Avoid acronyms and jargon  
 Encourage questions at any time  
 Facilitate the discussion  
 Post responses on flipchart paper  
 Encourage participation from each person  
 Do not force participation  
 Keep a positive attitude and keep the group focused  
 Balance the needs of the group  
 End a few minutes early for wrap up and evaluations  
 Thank the group for coming  
 Let people know what the next steps are

## AFTER:

While the conversation is fresh in your mind, record any additional thoughts  
 Summarize the information shared, identify themes to consider addressing

## Examples of spontaneous FOLLOW-UP QUESTIONS

- 1) Please say more about that.
- 2) Can you give me more details?
- 3) Anybody else?
- 4) What caused you to...
- 5) What is it about...
- 6) What is your experience with...
- 7) What are your thoughts on...
- 8) How did you...
- 9) How did/can we...
- 10) What features of X do you particularly like/dislike?

# INVITING Parents

Personally identifying and contacting parents is an effective outreach method. Use the sample letter at the right to identify a few bullet points to include in a letter or script to explain the purpose of and commitment to the group.

Hello \_\_\_\_\_

This is \_\_\_\_\_ from \_\_\_\_\_. I would like to take just a few minutes of your time to tell you about a parent group focusing on family engagement related to preparing students for life after high school we are developing and to ask if you might be willing to participate.

First, let me tell you how you were selected. We are working to focus on and improve our practices related to helping students prepare for a successful life after high school. As part of this work, we are very interested in getting the feedback of parents of high school students. This includes all high school students, specifically students who might have special education needs and/or at risk of not graduating. You were identified through \_\_\_\_\_ (sample: your son's classroom teacher/case manager/guidance counselor, etc.) as a parent who might be interested in providing information to the school on your experience with your child's preparation for life after high school.

The purpose of the parent group is to determine the parents' perceptions of how the school informs and engages parents about preparing their student for life after high school.

You were selected for participation and we are hopeful that you'll agree to be part of the group of parents who will give us their feedback on this issue. What is important to know is that there is no right or wrong answers, but what we are interested in is what you think and how things are going for you related to this issue.

Please know that the initial group is a private forum for parents and will be facilitated by \_\_\_\_\_. Your contribution is very important because (the facilitator) is going to summarize the responses of the group and use this information to assist the high school in determining priorities and actions on how to increase parent awareness and engagement in the transition process. These two initial meetings will meet for about two hours (on date and time) to help guide our priorities.

Following that, school staff and parents will meet together several times a year to share ideas, receive feedback and keep the lines of communication open.

Your contribution is essential to help us better understand the parent perspective on this topic and we believe you are uniquely suited to assist us. You may have some questions, and I will do my best to answer them.

# PREPARING Parents

Use a similar letter to confirm participation and prepare parents:

Dear \_\_\_\_\_

Thank you for agreeing to participate in \_\_\_\_\_'s\_ (high school name) parent group focusing on family engagement related to preparing students for life after high school.

As \_\_\_\_\_ mentioned to you on the telephone, there will be several meetings and we're quite interested in your opinion about this topic. Following are the dates, time, and location of the initial group meetings.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Refreshments and beverages will be provided.

Please arrive a few minutes early so that the group can begin and end on time.

In order to acknowledge your time commitment on behalf of the high school, we will give you a \$25.00 gift certificate after attending the meetings.

Again, thank you for your support. If you have any questions, please call or email \_\_\_\_\_ at \_\_\_\_\_.

Sincerely,

# DEBRIEFING the Meeting

Use a similar form to debrief your group meeting:

Tell us about your experience at the Family Engagement Meeting.

1. Did you have enough information in advance of the meeting to fully participate?  Yes  No
2. Did you have an opportunity to express your ideas, concerns, and opinions?  Yes  No
3. Did you feel that your ideas and opinions were taken seriously?  Yes  No
4. Did you learn something about yourself as a result of this experience?  Yes  No
5. What was the most interesting part of this meeting?
6. What could have made this a better meeting?
7. Would you be interested in participating in other meetings like this?  Yes  No
8. Are you be interested in becoming involved in other school improvement efforts?  Yes  No

If yes, please provide contact information:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

# ACKNOWLEDGEMENTS

This guide was adapted from the Focus Group section of the Youth Development Toolkit Acknowledgement and appreciation is given to the National Resource Center for Youth Development, funded by the Administration for Children and Families Children's Bureau, in collaboration with FosterClub, the national network for young people in fostercare.

Vaughn, S., Shay Schumm, J., Sinagub, J, *Focus Group Interviews in Education and Psychology* ©1996

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10/14



## Appendix G: Cohort 1 RENEW Training InfoGraphic

# Next Steps (NS) New Hampshire (NH) State Personnel Development Grant (SPDG) RENEW Cohort 1 Training Evaluation Summary

## Purpose:

Next Steps (NS) New Hampshire (NH) partnered with the Institute on Disability to provide an in-depth training on the Rehabilitation for Empowerment, Natural Supports, Education, & Work (RENEW) model and its process to give interested staff a set of skills and strategies to effectively work with struggling youth on a successful transition plan. The following Cohort 1 high schools received the training: Kennett, Kingswood, Mascoma Valley, and Merrimack Valley.

## Comments from Participants:

- ***It was very fun and engaging! I'm excited to see how students will respond! (Kennett)***
- ***The training was great; we were given what we needed to succeed. Just a matter of trying it out and still putting it all together. (Kingswood)***
- ***I am looking forward to implementing this value plan with students. (Kingswood)***
- ***This was an excellent presentation with a presenter who sincerely believed what she was teaching and wanted us to learn and use the concepts being taught. (MVHS)***

Figure 1: Learning Objectives Met

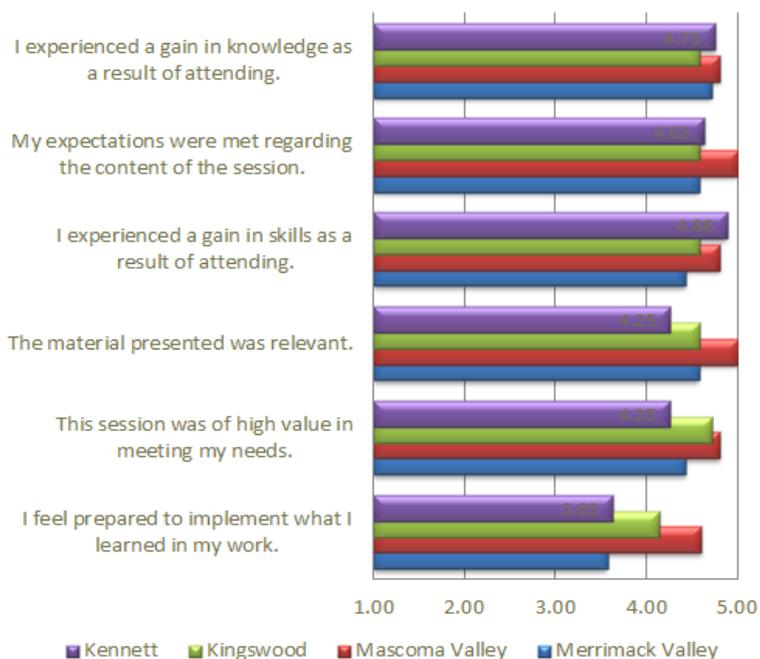
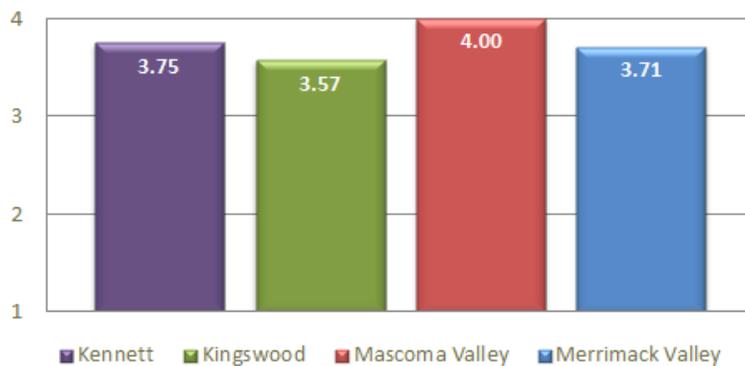


Figure 2: Satisfaction with Training



## Summary:

The participants were asked to evaluate the degree to which the meeting objectives were met. The average score across the four schools was 4.53, midway between “Agree” and “Strongly Agree” on a five-point scale (Figure 1). The range of average scores was from a low of 3.99 (I feel prepared to implement what I learned in my work) to a high of 4.71 (I experienced a gain in knowledge as a result of attending).

Participants were asked to rate their satisfaction with the training (Figure 2). Overall, participants were “Satisfied” to “Highly Satisfied” with the RENEW training. Mascoma Valley participants had the highest level of satisfaction on a four-point scale (4.00), while Kingswood had the lowest rating (3.57).

## Appendix H: Next Steps NH Participant Survey – Qualitative Responses

## Qualitative Feedback from the 2015 Participating Personnel Survey for Schools

### What could be done to improve training provided by Next Steps NH?

#### **Relevancy (8)**

- The training was great; I'm just not in a position to implement programs at my school.
- Have more speakers from other relevant area agencies.
- Since I have only participated in one workshop of a series of three, I feel that I cannot adequately address some of these questions.
- I was only involved for a short time. I did not finish RENEW training. I answered these as best I could.
- For one thing, I never received "transition training." RENEW training was very helpful. Not sure how to answer this because school culture is a very relevant variable here and Next Steps can't change that.
- I'm not sure I was the best person to be at the trainings, perhaps more evaluation by the school in terms of the staff member's availability.
- Not sure at this time, the training I received was great for mapping and ideas as a facilitator but I did not feel it was set up for me to plan, implement or evaluate extended learning opportunities. We did receive coaching but it was minimal.
- Although at the beginning of the grant, it was said that this would be for at-risk and students receiving special education services. It feels that we are only focusing on SPED students, even if not explicitly saying so, it is implied.

#### **Collaboration/Scheduling (6)**

- Just need more Kathy Francoeurs.
- The trainings have been great and informative. It would be nice to be able to have everyone on the same page and incorporating what the trainings are teaching us. I guess this would be a district/issue.
- Kathy did a wonderful job. Time and practice is what I need most. Kathy has been very responsive to my needs along the way.
- It is difficult to set up times when everyone is available to attend the meetings.
- "No Impact" on some areas because I have only had the ELO training thus far. To improve training, I recommend having more flexibility about what is offered each year during our two NSNH years.
- Similar to the reverse classroom approach, I believe that the meetings/conferences could be better run if participants were able to watch the videos/presentations before arriving so that more real life connections/conversations can take place. My personal experience from the one conference I was allowed to attend was that it was very focused around the ideas and concepts of the programs offered/run through the grant. This knowledge could have been easily gained beforehand so that more questions could be asked and more group collaboration could take place.

***None/Accolades (5)***

- Thought training was adequate.
- No thoughts at this time. I have thoroughly enjoyed all training.
- I thought this was a useful and informative training; no advice.
- We believe the RENEW training was the most effective. If we take anything away from Next Steps, RENEW has a powerful impact on our students.
- Nothing. I feel that the training has been exactly what is necessary to implement the RENEW program. Monthly support from Kathy has also been very helpful.

***Training Format (5)***

- Take less time. It could have been done more efficiently and required less time away from duties.
- My style of learning is best suited for lectures. I am aware that this is not best for everyone.
- Training done at local regional sites to provide easier access for those living a great distance from Concord.
- Too much information about too many different aspects make it very difficult to siphon through and feel one has a solid grasp of any of it. Much time spent sitting listening to a speaker, not a lot of hands on time putting in to practice.
- Provide more of an overview of the project at the beginning of the project with dates of the training to be provided during the school year. Provide an opportunity for the schools in the cohort group to gather at the beginning of the year to share where they are and why they got involved with NSNH and establish common ground.

***Strategies/Examples (5)***

- Use surveys for family input and not rely on meetings at night.
- Our greatest challenge is local resources and exploring how do we creativity provide human resources within our school with staff pretty well tapped into...training has been very helpful and validating.
- Appropriate and applicable knowledge should be given and appropriate and applicable activities should be used. Coming up with ingredients for favorite family recipes, watching a cooking show, and playing a clapping game for 15 minutes, for example, did not warrant time away from my classroom nor did it make us any more able to create, work, and evaluate ELO's.
- More success stories from a public setting viewpoint instead of alternative schools / charter academies.
- Working with a regional intermediary who understood the complicated real life dynamics of a small school community, resources, and staffing needs.

***Additional Training (3)***

- More of it!
- I didn't know that we had other trainings that were available to us besides ELO and RENEW. I would have definitely looked at assessments and teaching self-determination skills.

- It seems more sharing of best practices with respect to ELOs or time to do that and have discussions around the challenges the schools were having could be added. The training was ok, but not enough time to do real work with it. Even adding a workshop session, could be shorter, like a half day, would be okay. As a community partner in business, I was also surprised at how short the training day was. I understand it was set up to be in alignment with a typical school day, but even adding an extra hour for focused by the school team while together there might be helpful. This might be impossible to do (legally, contractually, etc.) so please ignore if that is the case.

#### ***Miscellaneous (2)***

- More emphasis on sustainability for when the project ends.
- We had our own RENEW training at ConVal; not sponsored by the grant.

<b>What could be done to improve coaching provided by Next Steps NH?</b>
--

#### ***None/Accolades (4)***

- Well done.
- Our coaches were excellent!
- The coaching and support from regional intermediaries has been tremendous. Jill & Heidi have been wonderful.
- I don't believe I participated in these.

#### ***Schedules/Collaboration (4)***

- Taking teacher schedules into consideration.
- Video conferencing opportunities.
- Difficult to schedule meetings when everyone is available.
- Set opportunities beyond set meetings.

#### ***More Information (2)***

- I think more could have been done to teach assessments. I feel that we had a lot of training last year, and then it sort of just fizzled this year. We do meet periodically, but I feel we have lost some of our momentum (everyone is so busy, too).
- While work on the fidelity tool was necessary, I'm sure, and helpful as a check and balance for Next Steps NH, I'm not sure how much it moved our school forward.

#### ***Miscellaneous (1)***

- Again, so much was thrown at us it was hard to siphon through and even to know what questions to ask to work through the process. I don't believe this was the coaches fault, I believe it was Next Steps putting too much on coaches plate, therefore making it difficult to follow a step by step process.

**Please describe any impact on your skills to implement transition planning, ELOs, RENEW, and/or family engagement strategies as a result of your participation in Next Steps NH.**

***More Prepared/Increased Knowledge (9)***

- We are much more knowledgeable about transitioning planning, ELOs, RENEW, and family engagement strategies.
- Gives me confidence and correct info to distribute and work with.
- I was an ELO coordinator prior to taking on the position in my current district. I was able to reconnect with many other coordinators through this process and refine my skills to implement research and assess these outside opportunities to better suit the needs of my current student body population. Through these practices the ELOs that I have collaborated on/created have been much more genuine and real life in practice.
- Increase in comfort working with and engaging families. Increased ability to support staff by offering and recommending professional development opportunities.
- I am very comfortable with the mapping process and am just getting started on goal planning and teams meetings.
- I have a better sense of resources that are available and how to tap into those resources for our students.
- I feel well equipped to work with students on ELOs and RENEW. I have had a lesser role with Family Engagement.
- Staff Awareness regarding competency education and breaking down the barriers of a traditional high school setting. A good exercise to update ELO policies and procedures. Useful feedback from parents (would have liked a larger sampling).
- I have recently started implementing RENEW with a student. While completing the first map, I could see a difference in the student and her involvement. I could never have done this without the exceptional training I received on RENEW. Watching RENEW grow at our school is exciting, more facilitators and more students are being serviced. It will take time before we see the real benefits from this. ELO's have taken off this year. There are so many students who are interested and there are more teachers who are involved and receptive to helping students who want to learn outside the classroom or pursue an interest that is not available within the classroom. We have had some real exciting ELO's. It's great to see what the students are learning and share in their excitement.

***Family Engagement (5)***

- Will reach out more/differently to parents. (E.g. SurveyMonkey).
- I believe my participation in the PIC meeting at our school and our continued relationship with them have improved my skills to keep parents and students informed about what is transition and why it is an important piece of their IEP.
- We have had consistent difficulty with engaging parents for a myriad of reasons. We had two groups this year and will have more next year.
- I can't say enough about RENEW. Family engagement was helpful in focusing us on areas that were beneficial for our families.

- Family engagement has been identified as a problematic issue and we are looking closer at alternatives to increase this.

### ***Collaboration (2)***

- Working with the high school team has improved communication and an understanding each other's jobs. The high school has been more interested in working with VR with transition.
- As a community member and individual in management/leadership at a manufacturing organization, it was interesting to cross into the world of education and be able to share some of the tools used in the business environment for strategic and tactical planning. Alternatively, the sharing of how things are structured in the educational world, both for teachers and administrators and how that feeds into the challenges of ELO acceptance, structure, and implementation was very interesting and provided some new perspectives for me. I was grateful to work with and learn from the educational team at the school.

### ***Transition (2)***

- I've begun looking at more services and programs that my students are offered and familiarizing myself with more and more ways to help their transition to life after high school.
- The transition planning and assessment workshops have given me more tools to use in this whole process, plus another angle to look at the process with parents.

### ***None/Little Impact (2)***

- Sorry, I am not involved in transition planning for my students.
- I do not believe that we are at a place where it has created an impact yet. We are certainly moving in that direction.

### ***Miscellaneous (4)***

- As a parent I see a huge need to have teachers in special education to be trained how to implement and the need for ELOs.
- My role has been largely to help the facilitators - matching students with an appropriate facilitator, and to help the facilitator through the mapping and goal setting process. I am also working in the building to build awareness and support for RENEW and hope to see more student enrolled in the program, matched with a trained facilitator and heading in the right direction.
- RENEW is fabulous, ELOs are in the works, and the family focus group sounds like it has done a lot to improve collaboration between parents/families and the school for our Special Ed department.
- This last round of training has re-energized and inspired my staff to work on doing this. I have a staff that is willing to function in the capacity of coordinate and push staff to complete assigned tasks.

**Please describe any impact on your students as a result of your participation in Next Steps NH.**

***Positive Impact (7)***

- She is enrolled in driver's education and is on her way to getting her license.
- RENEW has had a huge impact and we are currently recruiting new facilitators for our building.
- RENEW is a huge take away for me!
- RENEW was begun with three students at our school and has been very beneficial to those students.
- Students involved in the RENEW process are more independent and focused on their future. Students involved in ELOs have greater opportunities to earn credit in relevant areas of their lives.
- Our students benefited as we are discussing more ELO opportunities for them.
- Because we are in the first year of the process we have not assessed the impact on students. In regard to RENEW, it has impacted many students and staff in a positive way.

***Use of Tools/Strategies (5)***

- New links with RENEW and ELO staff to create/implement ELO's for RENEW students. Much more team effort and student focused.
- As a counselor for at risk students, my staff and I use many of these strategies already.
- An expanded repertoire of career-related resources.
- Implementing some materials/surveys.
- Our leadership team has determined that acquiring the Naviance software program will benefit student's college and career readiness. We are generating sub committees for Naviance, ELOs, and Family Engagement as a result.

***Increased Awareness/Knowledge (5)***

- Increase use of student ELO's and staff awareness for ELO's.
- I have a much clearer idea of the four elements that are in an ELO. I had a great understanding prior to Next Steps, but now I have a deeper understanding and feel I can advocate more effectively to my colleagues.
- It has given me the education/training (I probably should've had before I took this position) to improve my STW program. RENEW has also been a huge help to students.
- There are many students for whom the adults in a school are the one person who is consistent from day to day, listens and cares. Surviving day to day is a priority. Tier 2 and RENEW create opportunities and vehicles for reaching out to those students in a totally different capacity than academics. The personal connections created through that conversation build a trusting relationship and encourages and supports students to identify their wants/needs, goals and reasonable steps with support to achieve those goals.
- By participating in the NH Next Steps program our school has had to identify goals and reorganize the way that it has run ELOs. We have been fortunate that from these changes an overall understanding of non-traditional programs have been better integrated into school life.

Students now have more opportunities to gain from their outside learning, have been able to connect with teachers relating to their true passions and can individually understand the process that goes into their learning goals (since they have a part in writing them).

***Transition Plan (3)***

- I am a parent so I had my eyes opened as to needing a transition plan and the need to start one early.
- I am placing more and more emphasis on transition which in turn helps them consider their life after high school earlier and more in depth.
- I have one student who would be homeless and without a high school diploma. Thanks to RENEW he has a plan to graduate, and his birth certificate - he can now get his driver's license and steady employment, Hopefully he will attend college down the road or join the military. RENEW absolutely helped his outstanding young man that was facing homelessness.

***None/Impact not Related to Next Steps NH (2)***

- I do not believe that we are at a place where it has created an impact yet. We are certainly moving in that direction.
- As a community member, I really can't comment on this section.

***RENEW Implementation (2)***

- Allowed me to be a RENEW facilitator.
- The largest benefit that I see is how our ELO's have grown and the implementation of RENEW in our school. Next steps helped the administration support these programs in our school.

***Miscellaneous (2)***

- I look forward to our future! Working with my student through the RENEW process has been very beneficial, but unfortunately, my student has not been in school for a month so our work has not progressed where I would have hoped.

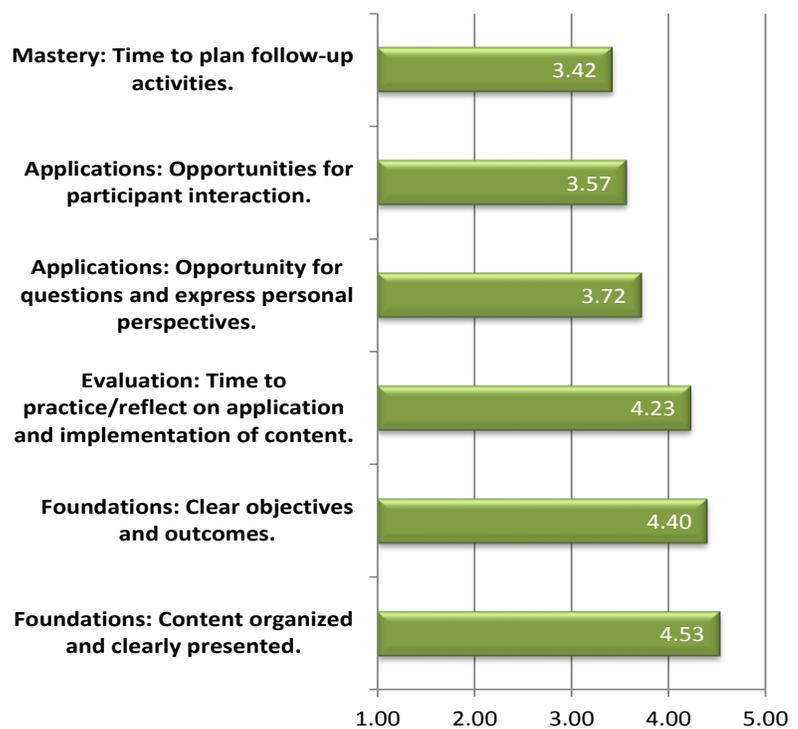
## Appendix I: Parent Engagement Training InfoGraphic

# Next Steps NH Preparing for College: Success after High School - June 1, 2014 Evaluation Summary

## Purpose:

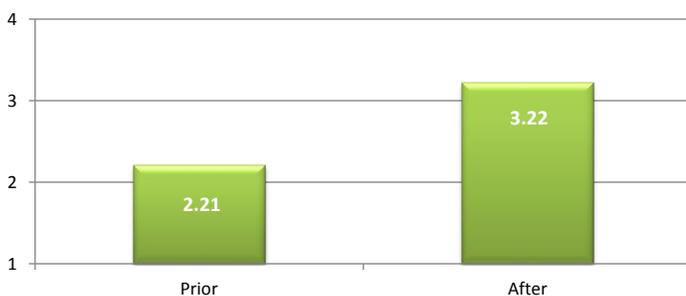
The NH Parent Information Center (PIC), with support from NH Family Voices, conducted a workshop on Preparing for College: Success after High School on June 1, 2014. The workshop was facilitated by Lorraine Wolfe, co-author of "Students with Asperger Syndrome: A Guide for College Personnel". The workshop provided information about the unique life needs for teens/young adults with Asperger Syndrome & related conditions, working with college students to develop skills for academic & campus life, & understanding the skills needed to learn self-regulation and organization to help prepare for college or employment. 39 people attended the training, 30 completed the evaluation form.

### Figure 1: Formative Feedback



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

### Figure 2: Perceived Change in Knowledge of How to Prepare Students with Disabilities for College



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

## What do you plan to do with the knowledge and skills you acquired during this training?

- *Put it to good use and share with others facing similar challenges.*
- *The information will help with my son transitioning from high school and starting college this fall.*
- *To really get to know our coordinator of disability services before going full on.*

## Summary:

At the conclusion of the training, Participants were asked six additional questions (see Figure 1 above) 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 for the workshop were somewhat high, a 3.98 (on a five-point scale.), suggesting that most of the participants "Agreed" that their learning needs were met.

Participants were also asked to rate their perceptions of their level of knowledge of how to prepare students with Asperger Syndrome and related conditions for college prior to the training and after. Figure 2 shows that participants demonstrated a 1.01 increase in their knowledge.

## Appendix J: Next Steps NH Parent/Family Survey – Qualitative Responses

## Qualitative Feedback from the 2015 Participating Personnel Survey - Parents

### What could be done to improve the Family Focus Group experience?

- I think it was very well done, no improvements at this time.
- More advance notice of meetings.
- I think the meetings could move a little faster from topic to topic. Push through topics faster - not to make the meeting shorter- but to cover more material and thus serve more families. Maybe provide a list of services and providers in area all on one page (or pages) with just an 'at a glance' format.
- I think having more families represented. First meeting had only four- so it wasn't really a good representation of families experience
- Getting more parents involved
- More parents but that is kind of out of your control
- Participation from all towns that feed into school.
- Not so late in the evening. Perhaps one long session with a break in between. Move along a little more.
- I believe that different note taking strategies would help in the future. Suggestions/Ideas: It may be more beneficial to use a computer with an overhead projector to take stronger notes which would be more easily accessible to all participants by using google docs to share with all members after the meeting. Then comments could be made by all. A follow up by providing notes of what was discussed at the last meeting would be helpful to have been provided at the beginning of the next meeting. Written summary (bullets) at the end of each meeting as a closing could be beneficial. Unfortunately, the meeting with those who were presenting was held too long after the focus groups and the notes were hard to decipher at times.
- Have more groups like this

### Please provide one example of a resource that you learned about that has been helpful for you in your child's transition process

- Website
- Vocational rehab
- PIC ELOs
- College coaches available to our students.
- College prep
- Ideas of knowing that my child may have been ready for college including knowing that she could wake herself up with an alarm, being more independent with her teachers, making sure the IEP included information that could be used for creating accommodations in college.
- I am not at the transition point with my child right now.
- N/A. My child is already post high school

**Please describe any impact on you and/or your child as a result of your learning more about ELOs, transition planning, and or family engagement strategies through the PIC and Next Steps NH.**

- I have been able to talk to other parents about the process and who and where they should go for more info. My child is not at a transition point right now.
- I feel the doors are always open and staff is ready to help.
- We learned that there is help and many resources available to us through not only the school but PIC
- It made me more aware of the challenges of transition planning.
- My child went two secondary school because of the push of secondary training. I feel it is important that PIC and Next Steps are not pushing families into secondary education (which is expensive) but instead helping them to find a good niche in the workforce and society. As I've said before some students go to work full time right away and do not get college degrees until later in life taking a few classes at a time. Let's not push students who are not ready into programs in which they will not succeed.

## Next Steps NH Website Qualitative Feedback

The parts of the website I find most useful are:

### **Examples/Resources (5)**

- Video examples.
- ELOs overall Navigation Educational videos/materials.
- The amount of resources available all in one spot.
- IEP goal information, resource information, forms, documents, career inventories
- Any information which enables to see a different perspective or alternative resources.

### **Miscellaneous (3)**

- ELO info.
- I haven't had enough time but I plan to spend more time.
- Only a single visit so not much basis for comment.

You could improve the website by:

### **Examples/Strategies (3)**

- Partnerships life after high school - more examples.
- Connect what cohort schools are doing such as their goals and activities on the website.
- Staying current with information and continuing has it available to students, parents, and teacher for reference. A good website.

### **Miscellaneous (2)**

- Making it work with most computers.
- Providing more time in my life to read it (LOL...don't think you can do that but...).

## Appendix K: High Quality Professional Development Checklist

## Observation Checklist for High-Quality Professional Development Training

The *Observation Checklist for High Quality Professional Development*<sup>1</sup> was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to peers who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

<b>Context Information</b>	
<b>Date:</b> _____	<b>Location:</b> _____
<b>Topic:</b> _____	<b>Presenter:</b> _____
<b>Observer:</b> _____	<b>Role:</b> _____

<b>The professional development provider:</b>	<b>Observed?</b> (Check if Yes)
<b>Preparation</b>	
1. Provides a description of the training with learning objectives prior to training	
<b>Evidence or example:</b>	
2. Provides readings, activities, and/or questions to think about prior to the training; materials are in accessible formats	
<b>Evidence or example:</b>	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	
<b>Evidence or example:</b>	
4. Quickly establishes or builds on previously established rapport with participants	
<b>Evidence or example:</b>	

<sup>1</sup> Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development in education*. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

<b>The professional development provider:</b>	<b>Observed?</b> (Check if Yes)
<b>Introduction</b>	
5. Connects the topic to participants' context (e.g., community, school, district)	
<b>Evidence or example:</b>	
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	
<b>Evidence or example:</b>	
7. Content builds on or relates to participants' previous professional development	
<b>Evidence or example:</b>	
8. Aligns with school/district/state/federal standards or goals	
<b>Evidence or example:</b>	
9. Emphasizes impact of content on student learning outcomes	
<b>Evidence or example:</b>	
<b>Demonstration</b>	
10. Builds shared vocabulary required to implement and sustain the practice	
<b>Evidence or example:</b>	
11. Provides examples of the content/practice in use (e.g., case study, vignette)	
<b>Evidence or example:</b>	
12. Illustrates the applicability of the material, knowledge, or practice to the participants' context	
<b>Evidence or example:</b>	
<b>Engagement</b>	
13. Includes opportunities for participants to practice and/or rehearse new skills	
<b>Evidence or example:</b>	

<b>The professional development provider:</b>	<b>Observed?</b> (Check if Yes)
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	
<b>Evidence or example:</b>	
15. Facilitates opportunities for participants to interact with each other related to training content	
<b>Evidence or example:</b>	
16. Adheres to agenda and time constraints	
<b>Evidence or example:</b>	
<b>Evaluation</b>	
17. Includes opportunities for participants to reflect on learning	
<b>Evidence or example:</b>	
18. Includes specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice	
<b>Evidence or example:</b>	
19. Engages participants in assessment of their acquisition of knowledge and skills	
<b>Evidence or example:</b>	
<b>Mastery</b>	
20. Details follow-up activities that <u>require</u> participants to apply their learning in a new setting or context	
<b>Evidence or example:</b>	
21. Offers opportunities for continued learning through technical assistance and resources	
<b>Evidence or example:</b>	
22. Describes opportunities for coaching to improve fidelity of implementation	
<b>Evidence or example:</b>	

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## Appendix L: Coaching Fidelity Tool

1 = Yes, the practice was used consistently

2 = Practice was used partially, sometimes done

3 = Practice was not used, opportunity missed

4 = NA, no opportunity to use the practice

### Next Steps NH HQPD Coaching Fidelity Tool

<b>Date:</b>	<b>School:</b>	<b>Observer:</b>	<b>Observed Coach:</b>
<b>Activity Observed:</b>			
<b>Content of the Coaching Session/Activity:</b>			

Coaching Behavior		Rating	Comments
<b>Structure</b>			
<b>SEQUENTIAL STEPS</b>	1. Coach shares the purpose of the coaching session with recipients of coaching, and its alignment to their action plan.		
	2. Before providing his/her own observations, coach asks recipients to identify the things they feel are going well (related to content of coaching session).		
	3. Coach offers his/her observations of things that are going well.		
	4. Coach asks questions of the recipients in order to elicit clarification and prompt reflection regarding areas of improvement.		
	5. Before providing his/her own observations, coach asks recipients to identify things they would do differently in the future, or have yet undertaken.		
	6. Coach allows recipients to offer clarification and/or reflect on areas for improvement.		
	7. Coach offers suggestions.		
	8. Coach guides recipients to identify solutions for problem areas in the form of action steps.		
	Comments:		

1 = Yes, the practice was used consistently

2 = Practice was used partially, sometimes done

3 = Practice was not used, opportunity missed

4 = NA, no opportunity to use the practice

Coaching Behavior		Rating	Comments
<b>Content</b>			
9. Coach helps recipients identify solutions to potential barriers to implementation.			
10. Coach offers suggestions that are appropriate in number and reasonable in scope.			
11. Coach provides examples of possible implementation steps.			
12. Coach provides a rationale for each suggestion.			
13. Recipients successfully identify action steps.			
Comments:			
<b>Communication</b>			
14. Coach guides recipients to identify persons responsible and timeframes for action steps to be completed.			
15. Coach avoids judgment or bias when providing observations and suggestions.			
Comments:			
<b>Efficacy</b>			
17. Do the individual(s) being coached appear to be open to implementing the suggestions/action steps?		<i>Unreceptive</i> 1 2 3 4 5 <i>Highly Receptive</i>	
18. Overall, I would rate the coaching as:		<i>Not Effective</i> 1 2 3 4 5 <i>Highly Effective</i>	
19. Overall Comments:			

This coaching observation checklist has been adapted from:

Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., Jenson, R. (2013). *Coaching Observation Checklist*. Lawrence, KS: University of Kansas, Center for Research on Learning.

This evaluation instrument was developed under a grant from the US Department of Education, #H323A120021. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Office of Special Education Programs.

This checklist was developed based on a number of resources discussing the elements of effective coaching practices. These references guided our thinking in conceptualizing and categorizing the items on this checklist.

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## Appendix M: ELO Fidelity Tool

## Introduction to the Extended Learning Opportunities (ELO) Fidelity Tool

Welcome to the online data system for tracking schools' progress in implementing Extended Learning Opportunities (ELOs). This tool will help schools track implementation progress across practices, as well as tracking implementation over time. This tool will be completed by your NSNH Leadership Team, using a consensus model to determine the actual degree of implementation.

This tool should be completed in conjunction with a review of the ELO Practice Profile. The ELO Practice Profile provides examples of unacceptable variations, emerging practices and the ideal 'Gold Standard' for each component.

### DIRECTIONS FOR COMPLETING THE NSNH ELO FIDELITY TOOL

There are four worksheets for data entry:

Practice A - Written Policies and Faculty/Staff/Community Support

Practice B - Referrals and Student-Centered Planning

Practice C - ELO Plan Development and Monitoring, Planning Team Development and Facilitation, Inclusion of Parents and Families, and Assessments

Practice D - Program Goals and ELO Program Quality

In each worksheet, please rate your school's degree of implementation for each of the critical components listed under each practice. Determine if the critical component is in place (3), partially in place (2), or not in place (1). Provide a rating for each critical component.

In addition, set a priority for working on each critical component that is not already in place. Use a 1 – 3 rating, where 3 is the highest priority.

You can also make notes on each critical component, as well as list the evidence you used to determine the degree of implementation.

Once you complete the implementation ratings, the chart for that practice (next to it in the bar below), will automatically display the results for that practice. The last worksheet (Summary Data) displays your degree of implementation across the four worksheets.

If you have any problem with this tool, please contact your Regional Intermediary or Brent Garrett at [bgarrett@evergreenevaluation.net](mailto:bgarrett@evergreenevaluation.net).

A. Policy Level and Administrative Support								
October-14	Date 2	Date 3		October-14	Date 2	Date 3		
Degree of Implementation			Critical Component indicators Written Policy	Priority			Notes	Evidence
Not in Place - 1				Low - 1				
Partially in Place - 2				Medium - 2				
In Place - 3				High - 3				
			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					
			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.					
			<b>2. Faculty/Staff/ Community Support</b>					
			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								
October-14	Date 2	Date 3		October-14	Date 2	Date 3		
Degree of Implementation			Critical Component indicators 3.Referrals	Priority			Notes	Evidence
Not in Place - 1				Low - 1				
Partially in Place - 2				Medium - 2				
In Place - 3				High - 3				
			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								
October-14	Date 2	Date 3		October-14	Date 2	Date 3		
Degree of Implementation			Critical Component indicators 5. ELO Plan Development and Monitoring	Priority			Notes	Evidence
Not in Place - 1				Low - 1				
Partially in Place - 2				Medium - 2				
In Place - 3				High - 3				
			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.					

C. ELO DEVELOPMENT AND MONITORING								
October-14	Date 2	Date 3		October-14	Date 2	Date 3		
Degree of Implementation			Critical Component indicators 5. ELO Plan Development and Monitoring	Priority			Notes	Evidence
Not in Place - 1				Low - 1				
Partially in Place - 2				Medium - 2				
In Place - 3				High - 3				
			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.					
			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					

C. ELO DEVELOPMENT AND MONITORING								
October-14	Date 2	Date 3		October-14	Date 2	Date 3		
Degree of Implementation			Critical Component indicators 5. ELO Plan Development and Monitoring	Priority			Notes	Evidence
Not in Place - 1				Low - 1				
Partially in Place - 2				Medium - 2				
In Place - 3				High - 3				
			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.					

C. ELO DEVELOPMENT AND MONITORING								
October-14	Date 2	Date 3		October-14	Date 2	Date 3		
Degree of Implementation			Critical Component indicators 5. ELO Plan Development and Monitoring	Priority			Notes	Evidence
Not in Place - 1				Low - 1				
Partially in Place - 2				Medium - 2				
In Place - 3				High - 3				
			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								
October-14	Date 2	Date 3		October-14	Date 2	Date 3		
Degree of Implementation			Critical Component indicators Program Goals	Priority			Notes	Evidence
Not in Place - 1				Low - 1				
Partially in Place - 2				Medium - 2				
In Place - 3				High - 3				
			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.					
			<b>10. ELO Program Quality</b>					
			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.					

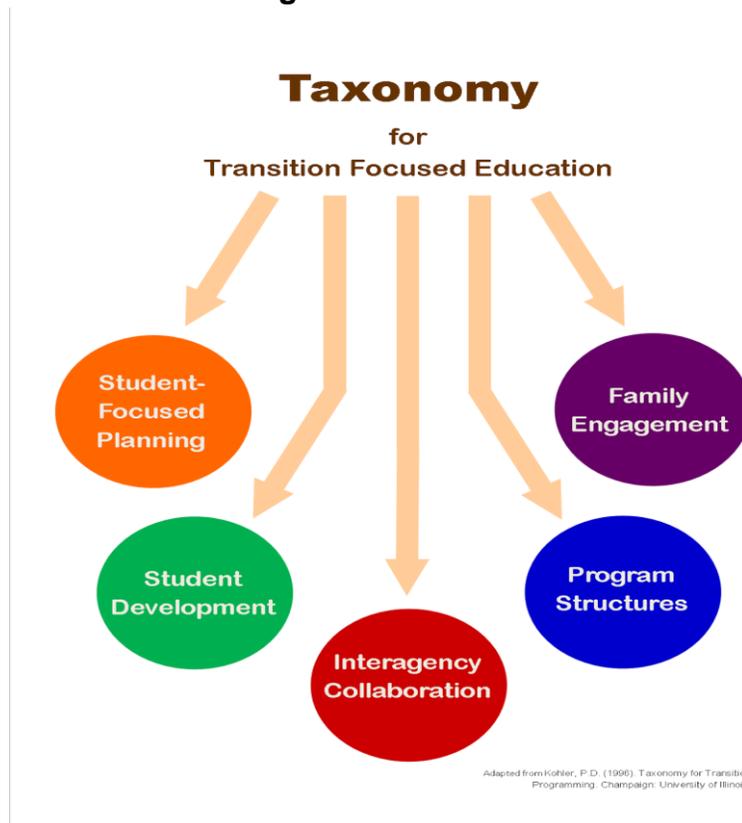
## Appendix N: Transition Focused Education Framework Fidelity Tool

## Introduction to the Transition Focused Education Framework Fidelity Tool

Welcome to the online data system for tracking schools' progress in implementing the Next Steps NH Framework for Transition Focused Education. This tool will help schools track implementation progress across practices, as well as tracking implementation over time. This tool will be completed by your NSNH Leadership Team, using a consensus model to determine the actual degree of implementation.

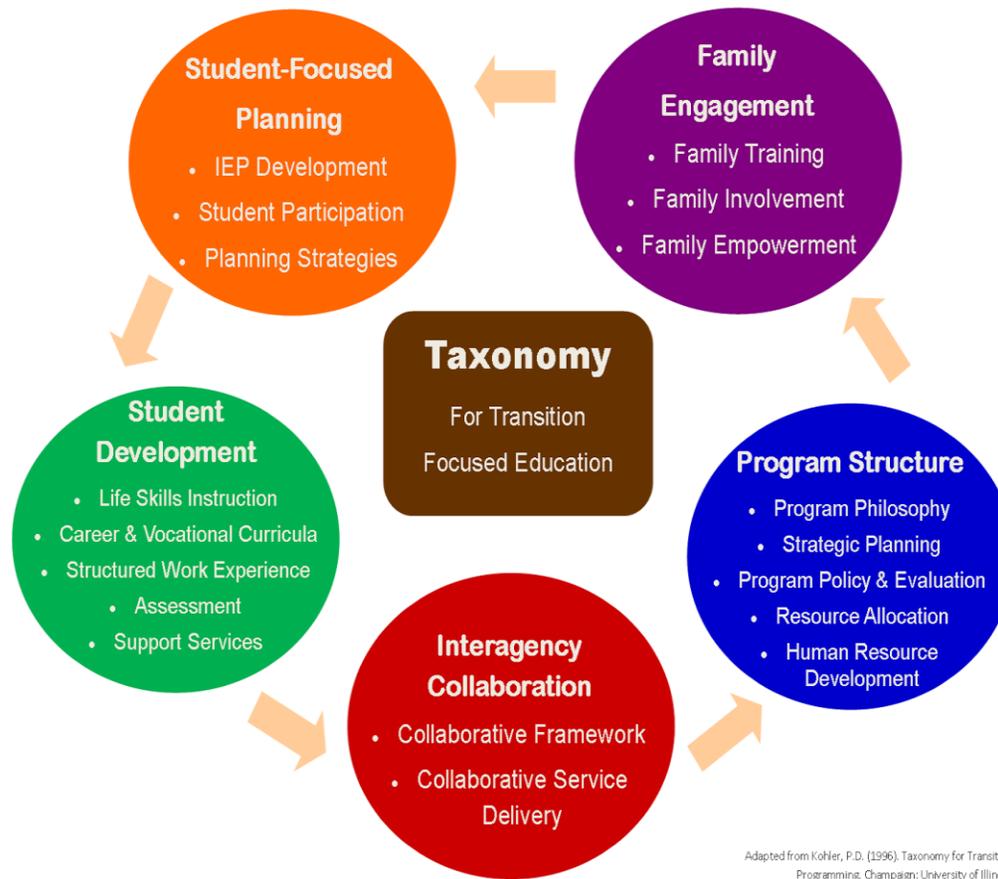
The Taxonomy for Transition Focused Education Framework is based on the work by Paula Kohler from the University of Illinois, and identifies five transition practices that have been comprehensively researched and validated (see Figure 1 below).

**Figure 1: Framework**



Within each of the five interconnected areas of the framework are specific activities that will have a positive impact on the overall effectiveness of delivering transition focused education (see Figure 2 below).

**Figure 2: Key Components of the Framework**



## **DIRECTIONS FOR COMPLETING THE NSNH FRAMEWORK FIDELITY TOOL**

**This fidelity tool is based on the Kohler Taxonomy for Transition Programming (1996), the NSTTAC Team Planning Tool for Improving Transition Education and Services (2008), the NH Transition Community of Practice Template for Secondary Transition (2012) and the NH Standards for Family-School-Community Partnerships.**

There are five worksheets for data entry:

- Practice A - Student-Focused Planning Practices (SFP)
- Practice B - Student Development Practices (SD)
- Practice C - Interagency Collaboration Practices (IC)
- Practice D - Family Involvement Practices (FI)
- Practice E - Program Structures Practices (PS)

In each worksheet, please rate your school's degree of implementation for each of the critical components listed under each practice. Determine if the critical component is in place (3), partially in place (2), or not in place (1). Provide a rating for each critical component.

In addition, set a priority for working on each critical component that is not already in place. Use a 1 – 3 rating, where 3 is the highest priority.

You can also make notes on each critical component, as well as list the evidence you used to determine the degree of implementation.

Once you complete the implementation ratings, the chart for that practice (next to it in the bar below), will automatically display the results for that practice. The last worksheet (Summary Data) displays your degree of implementation across the five practices.

If you have any problem with this tool, please contact your Regional Intermediary or Brent Garrett at [bgarrett@evergreenevaluation.net](mailto:bgarrett@evergreenevaluation.net).

A: Student-Focused Planning Practices									
	April 1, 2014	Date 2	Date 3	Critical Components	Date 1	Date 2	Date 3	Notes	Evidence
	Implementation				Priority				
General Topic	Not in Place - 1	Partially in Place- 2	In Place - 3	Students-at-risk and students with IEPs participate in school-wide practices that ensure all students:	Low - 1				
					Medium - 2				
					High - 3				
High School Completion				A1: Are part of the process to receive annual career guidance and counseling that meets their needs and assesses progress towards high school completion.					
Interest and Career Goal Identification				A2: Are a part of a process to identify and articulate areas of interest and career goals annually.					
Course Alignment				A3: Align their course of study with their areas of interest and career goals					
Student Participation				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.					
Collaborative Planning				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:					
Measureable Post Secondary Goals				A6: It Includes appropriate measurable post-secondary goals in (a) education and/or training, (b) employment, and, as needed, (c) independent living.					
Transition Assessment				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.					
IEP Transition Services				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.					
IEP Annual Goals				A9: The IEP includes measurable annual goals related to their transition service needs.					

B. Student Development Practices									
	April 1, 2014	Date 2	Date 3	Critical Components	Date 1	Date 2	Date 3	Notes	Evidence
General Topic	Implementation			All students, Including students at-risk and students with IEPs, are able to:	Priority				
	Not in Place - 1				Low - 1				
	Partially in Place- 2				Medium - 2				
	In Place - 3				High - 3				
Extracurricular Activities				B1: Have access to school-based, extracurricular activities that develop social, emotional, physical, health and wellness, etc. of the student's choosing.					
College Career & Life Ready				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.					
Academic Skills				B3: Acquire academic skills appropriate to support post-secondary goals through direct instruction and/or added support as necessary.					
Independent Living Skills				B4: Acquire skills for independent living development through direct instruction and/or added support as necessary.					
Career and Vocational Skills				B5: Acquire employment and occupational skills development, including paid work experience through direct instruction and/or added support as necessary					
Self-Knowledge Skills				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:					
Transition Assessment				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.					
Supports & Accommodations				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									
	April 1, 2014	Date 2	Date 3	Critical Components	Date 1	Date 2	Date 3	Notes	Evidence
General Topics	Implementation			School practices for students at-risk and students with IEPs ensure:	Priority				
	Not in Place - 1				Low - 1				
	Partially in Place- 2				Medium - 2				
	In Place - 3				High - 3				
Community Connections				C1: There are connections to community resources, supports, services.					
Roles & Responsibilities				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					
Cultural Sensitivity				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.					
Community Collaboration				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								
General Topics	April 1, 2014	Date 2	Date 3	Critical Components	Date 1	Date 2	Date 3	Notes	Evidence
	Implementation			School practices for all students, including students at-risk and students with IEPs, ensure:	Priority				
	Not in Place - 1				Low - 1				
	Partially in Place- 2				Medium - 2				
	In Place - 3				High - 3				
Respect Diversity				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.					
Communication Processes				D2: Families and school staff engage in regular, two-way, meaningful communication throughout the transition process.					
Shared Decision Making				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.					
Transition Law				D4: Families understand special education laws and requirements to support, and their child in the transition process.					
Connecting to Resources				D5: School staff provides a connection between families and community resources that support them and their child in the transition process.					
Family Transition Training				D6: The school provides and engages families in multiple transition related training opportunities in a variety of formats.					

E. Program Structures Practices									
	April 1, 2014	Date 2	Date 3	Critical Components	Date 1	Date 2	Date 3	Notes	Evidence
General Topics	Implementation			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:	Priority				
	Not in Place - 1				Low - 1				
	Partially in Place- 2				Medium - 2				
	In Place - 3				High - 3				
Program Philosophy				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.					
Program Evaluation				E2: Ongoing program evaluation that includes analysis of post-school outcomes is used for community needs assessment and program improvement.					
Strategic Planning				E3: Strategic planning is conducted to identify and address community, district, and regional issues and services regarding transition education and services.					
Policies & Procedures				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.					
Professional Development				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.					
Resource Allocation				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 O: RENEW School Updates

## **Summary Report for Next Steps NH: RENEW Transition Supports**

A staff member from The Institute on Disability at UNH provided a two-part training session on the RENEW secondary transition model to staff members in all four participating Cohort 1 schools during the summer of 2014. Over thirty teachers, special educators, school counselors and paraeducators, were identified to receive training as a RENEW facilitator to learn the strategies and skills needed to guide youth through the RENEW process. Technical assistance and follow up visits were provided on a monthly visit to allow trainees to initiate and sustain the practice. A mandatory third day of training was provided in January 2015 for all the trainees who had been working with youth. This day was provided to deepen their learning around RENEW strategies for accomplishing youth goals; understand how to turn the student's futures plan into concrete activities in school, at work, and in the community; learn how to help youth build resources; and, understand how to monitor progress based on the future's plan.

In addition, in 3 out of the 4 Cohort 1 schools developed RENEW Implementation Teams to develop program structures for successful and sustained establishment of RENEW in their schools. A staff member from The Institute on Disability at UNH provided monthly coaching to these team members around key elements necessary for successful implementation. RENEW Implementation Teams are responsible for 1) identifying staff to become RENEW facilitators, 2) identifying youth who are eligible for RENEW, 3) identifying training and coaching support for RENEW facilitators, 4) collecting and reviewing data on RENEW outcomes and implementation, 5) developing and embedding a referral process within existing school structures, 6) orienting families and community members about RENEW, 7) and, developing interagency collaboration. The staff member at the IOD uses implementation science to determine the readiness of the school to implement RENEW and uses various checklists to assist teams to assess their overall implementation and clear next steps to accomplish established goals.

### **High School Demonstration Sites - Cohort 1 Schools**

#### **Mascoma Valley Regional High School SAU #62:**

The RENEW Implementation Team continues to grow and refine its processes, putting program structures in place, developing a referral process, creating a continuum of interventions to support all youth in transition planning and embedding RENEW within this continuum, collecting data for progress monitoring, offering and scheduling coaching support for trained RENEW facilitators, providing community and staff awareness in regards to RENEW and transition planning, and problem-solving around implementation barriers. Faculty presentations have been given by the IOD staff on RENEW with follow up presentations given by RENEW facilitators at the school, as well as students. Outreach to build community awareness has begun. The RENEW Implementation Team has shown growth in their overall implementation, scoring at 53% in February and by developing action steps to address specific concerns, have achieved a total implementation score of 82%. This reflects substantial growth.

Thirteen staff were trained this year as a RENEW facilitator and 6 are currently working with students. Some of the staff trained were not able to work with a young person this year as they were involved with NEASC and time was a factor. This issue was brought to the Leadership Team at the school and discussions are happening with administrators to look at the school schedule to support staff within the school day in order to build capacity. The RENEW Implementation decided to pilot RENEW with six students this year. Currently, eight are enrolled and making good progress in achieving goals they identified in RENEW. Eight out of the eleven goals identified by youth participating in RENEW have been achieved. In addition, individualized teams have been formed with some youth in order to develop

resources to meet their goals. Two of these youth presented at a recent faculty meeting about their experience in RENEW in hopes to educate faculty and build awareness.

#### Kennett High School SAU#9

The RENEW Implementation Team at Kennett High School has been diligent in meeting and developing program structures to support RENEW. They built a diverse stakeholder group which includes district level representation, administrator representation, special education, school counseling, and a community member from the local mental health center. Currently, the team is actively recruiting teachers to be on the RENEW Implementation team to have this voice represented. The team has developed a mission statement, a referral flowchart and processes well as criteria to identify students eligible to access RENEW. They created a visual to educate faculty on how RENEW is embedded in their multi-tiered continuum of supports and have introduced this to their Child-Study Team and Intensive Team, with plans to roll this out to the entire faculty in Fall 2015. The team has also begun to review data at their monthly meetings and invite facilitators to attend the last part of the meetings to update and discuss the data. The exemplar work can be found on <http://nextsteps-nh.org/>.

They followed implementation science by spending the first few months exploring RENEW and developing needed resources to install and support RENEW. They intentionally decided to begin with a small pilot of 3 facilitators and 3 students as they felt this would be make the most sense as they were still really in the exploration and installation stage. Two additional students are now enrolled in RENEW and working with a trained RENEW mental health facilitator. They have seen success with this pilot, with maps completed, some teams identified, and eleven out of thirteen goals reached. Both students and faculty have begun asking for the RENEW intervention so the team has seen the need to build capacity. The baseline score on the RENEW Implementation Checklist (RIC) in March was 68%, which is a good baseline score. This will be done again, with the team in May to assess how they are doing on the steps they identified to improve their implementation (it was intended to do the first measure of the RIC in February but snow days interfered with the projected time table).

#### Kingswood Regional High School SAU #49

Kingswood Regional High School piloted RENEW in late spring 2014 by inviting selected staff to attend a RENEW Overview presentation in hopes to draw interest to be trained as a RENEW facilitator. All nine people selected attended a 2 Day RENEW facilitator's training in the summer of 2014 and began working with students in late October. Some choose to co-facilitator due to their role and commitment to meet with the student weekly, as well as their own confidence level. Four out of the 9 are co-facilitating. The major concern and challenge moving forward from this training was around time available in the school day to facilitate. This feedback went back to the Leadership Team and administrators who meet over the summer and came up with a schedule to accommodate both students and teachers. Time is one of the biggest barriers in implementation and to Kingswood credit, they actively problem-solved to address this barrier. Kingswood has built in a daily 45 minute intervention block known as Teacher Assisted/Student Centered (TASC) time in which the primary goal is to provide interventions and supports for students during the school day, provide enrichments and supplemental learning, and provide all students' access to their teachers during the school day. It was then decided that RENEW is an intervention that meets the unique needs of some students; therefore, should be considered a TASC intervention, allowing RENEW facilitators to use TASC time on a weekly basis to meet with student in RENEW.

During the summer the administrators and the Director of Special Education and Counseling Services used the Strength and Needs Checklist developed by the project RENEW staff and cross walked this with school data to identify and invite students to participate. The assistant principal personally met with

each of the 7 students to orient them to RENEW and invite them to participate. He personally oriented the family members as well. Through this process, a RENEW Implementation Team was created to help streamline the process, monitor data, problem solve around implementation barriers, and develop program structures to sustain RENEW. It has been recommended that the team begin identifying students in late May/early June so facilitators can begin working with the youth in September. Kingswood has made a commitment to sustain RENEW and feel it has made a big impact on the youth. They have agreed to host a 2 day training in which the IOD Project RENEW staff will facilitate the training for new facilitators both in their school and other Cohort 1 schools to build capacity and serve more youth.

In looking at their student data, they recently had one student who is no longer attending Kingswood Regional High school. Most have completed the mapping and identified goals. One student was so motivated about mapping her future she identified 8 goals to work on which is typically a rather large amount and difficult to achieve as some are in the distant future. Recognizing that, she numbered them 1 through 8 to set a priority and time line around them which will help her track her own progress.

#### Merrimack Valley High School

This school started with great enthusiasm and had 8 staff members attend the 2 day RENEW facilitators over the summer. However, only 4 have been committed to using the RENEW intervention with students. All four facilitators are co-facilitating; therefore, there is very low number of students enrolled. Both students are making very good progress but it would be ideal to build capacity and serve more students in need. It was recommended that the school form a RENEW Implementation team, as in other cohort schools, to support facilitators, problem-solve around implementation barriers, and develop program structures to sustain RENEW. Unfortunately, this was not done and is reflected in the overall readiness checklist scores beginning at 90% readiness at the start of the project and dropping to 60%. There was a significant change at the administrative level from the time of the application to initial installation of RENEW which explains for this decrease as well. Currently, the Leadership Team has recognized these challenges and are working to address it by forming a RENEW Implementation Team and recruiting more faculty to be trained as facilitators. The first RIC will take place in May. Recently, three other staff members have been trained and are excited to begin working with a student using the RENEW process.

#### **High School Demonstration Sites - Cohort 2 Schools**

##### ConVal High School

At the start of the Next Steps project, ConVal had been implementing RENEW since April, 2014. During this time, the school had developed a RENEW Implementation team, RENEW Coaching Team, had attended two Implementation Team retreats, and trained 21 facilitators to work with youth. All but 2 of those facilitators worked with youth in the spring, and 2 active facilitators picked up additional youth in the fall.

##### *ConVal Highlights:*

In January, an additional RENEW youth graduated high school, therefore achieving one of her goals. She is now presenting to adults for conferences and local groups about her RENEW accomplishments. The ConVal RENEW team was invited to present at the Association for Positive Behavior Supports International Conference as an exemplar in tertiary implementation of RENEW in a school setting. In April, the school decided to train 8 additional facilitators as well as a local community mental health

provider. The implementation team continues to collaborate with the school board, parents, and community stakeholders about RENEW and collaboration.

*ConVal Challenges:*

Of the 30 facilitators trained up to this point, there are 4 that have not implemented the process with a student yet. At this point, the RENEW implementation team has accepted the fact that they will not likely facilitate RENEW. The team does not believe that this will effect overall implementation, and has taught the team to be extra vigilant around who to train. One last challenge is that one of the internal coach was involved in a series of accidents causing her to take a leave of absence. The lack of one coach is felt throughout the staff, but is only minorly effecting implementation thanks to the dedication of Shawn King, the other coach, and the Implementation Team.

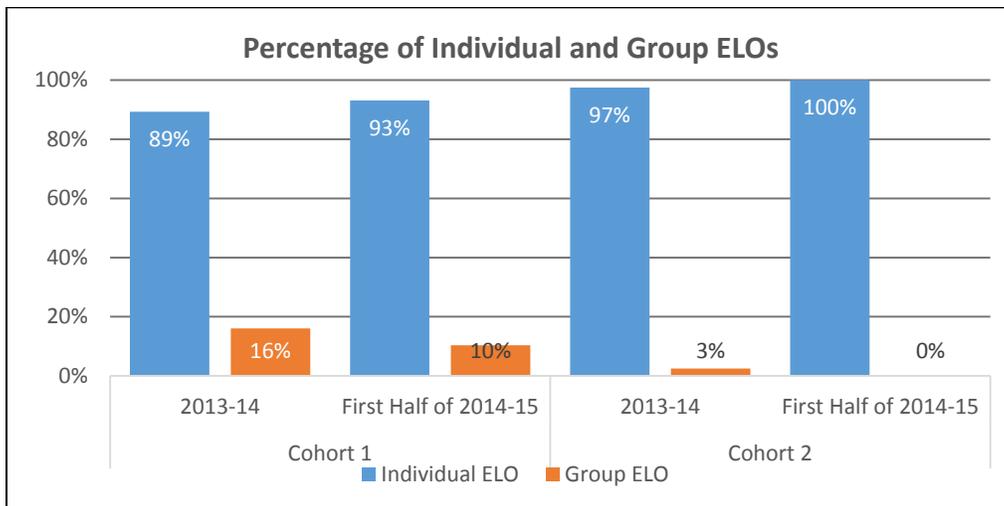
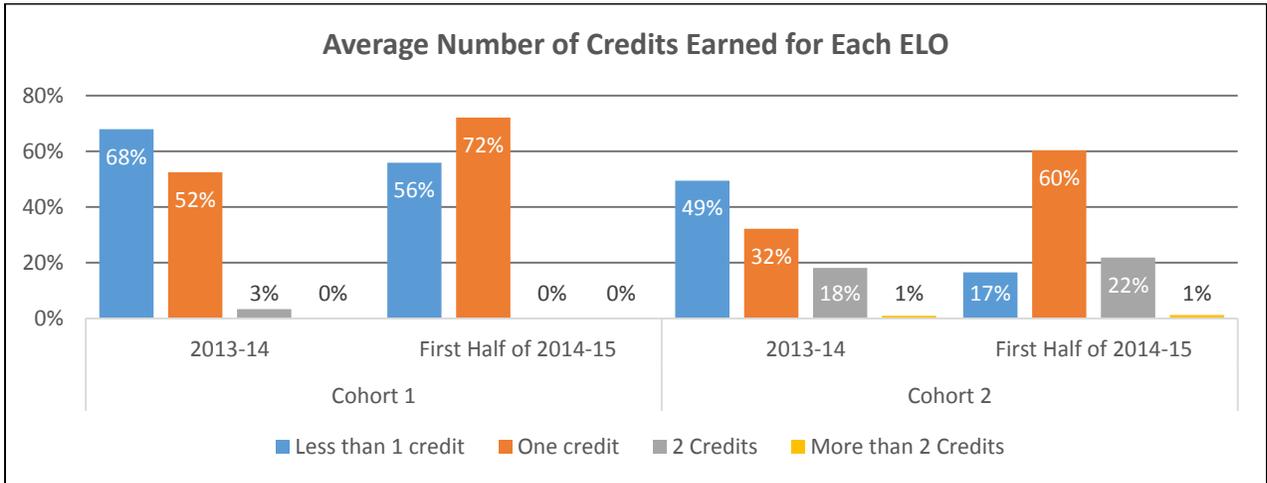
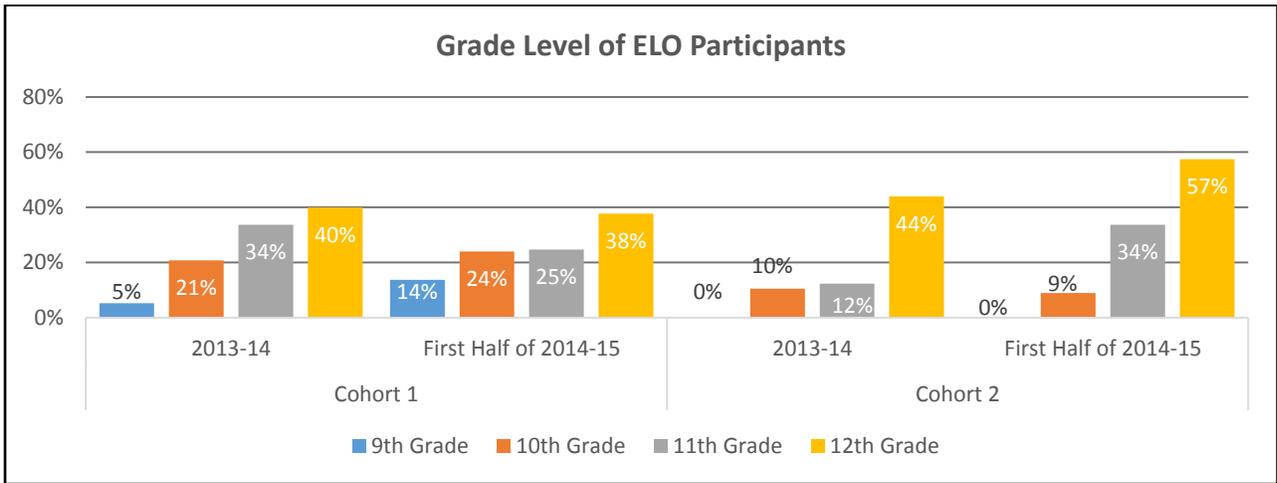
*Process Updates:*

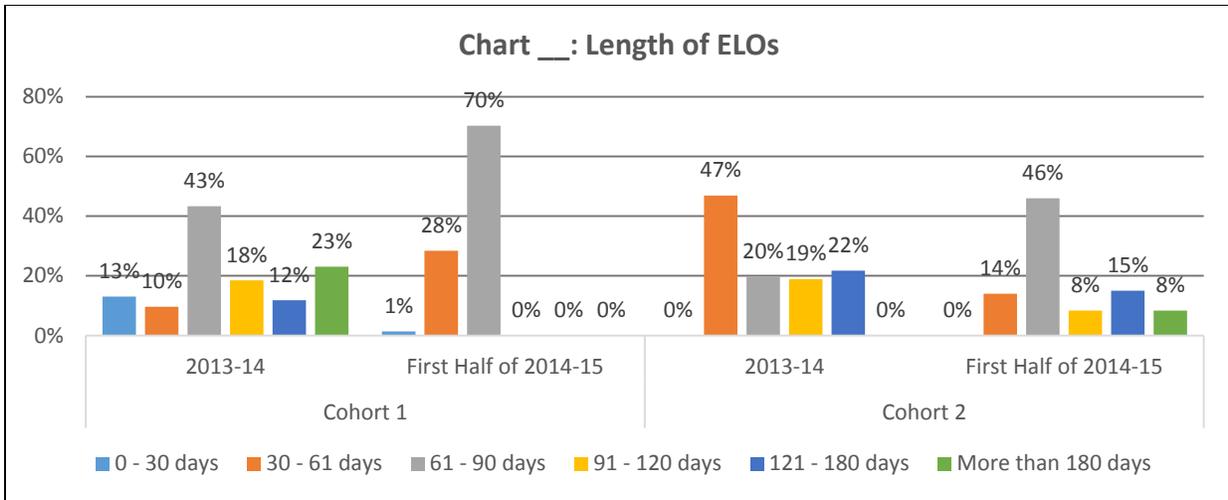
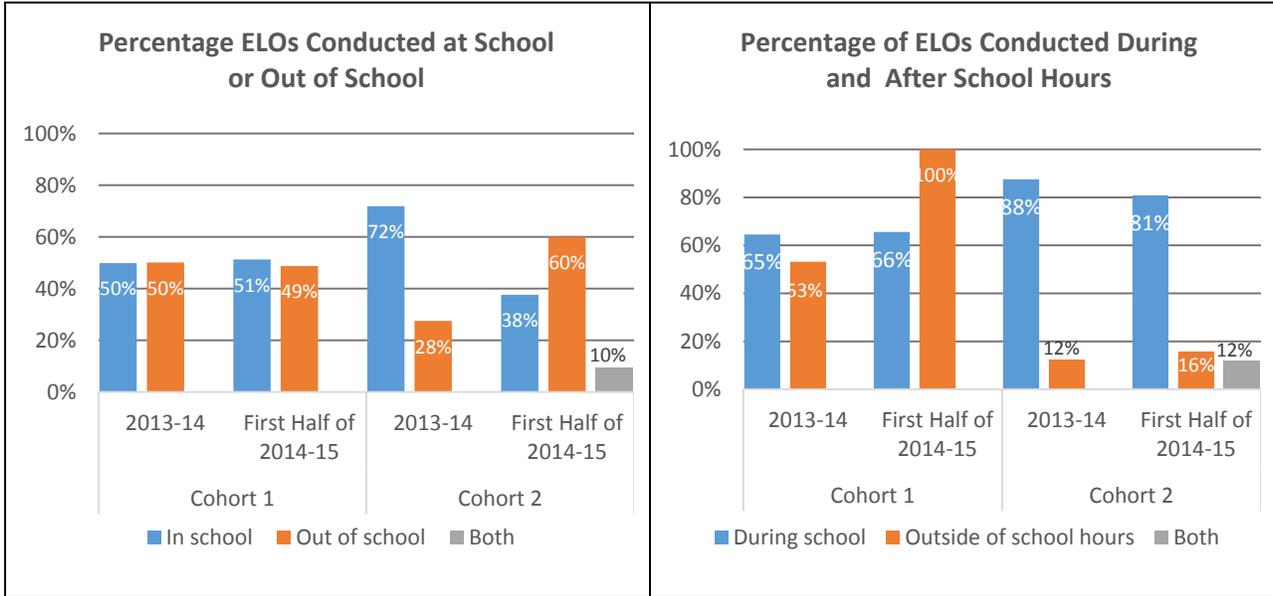
The team plans to do the RIC and RC in May to prepare for next year. At this point, they want to spend their meeting time planning outreach and supporting the implementation of RENEW with their newly trained facilitators. Most previously trained facilitators are at capacity, therefore, there has not been a major increase in youth served over the past few months. The team expects each new facilitator to begin working with youth the week of 4/28/15, following their school vacation.

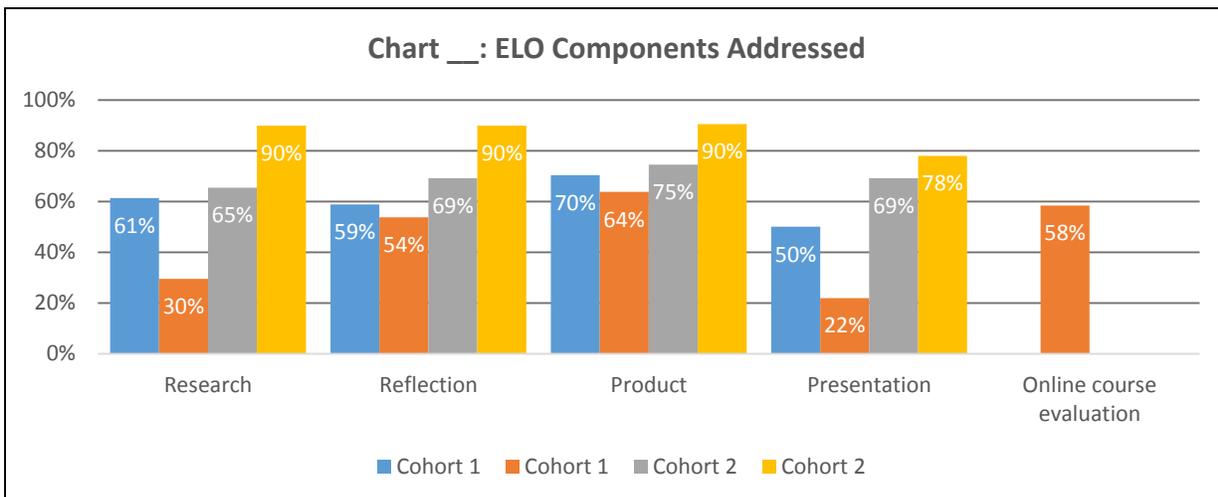
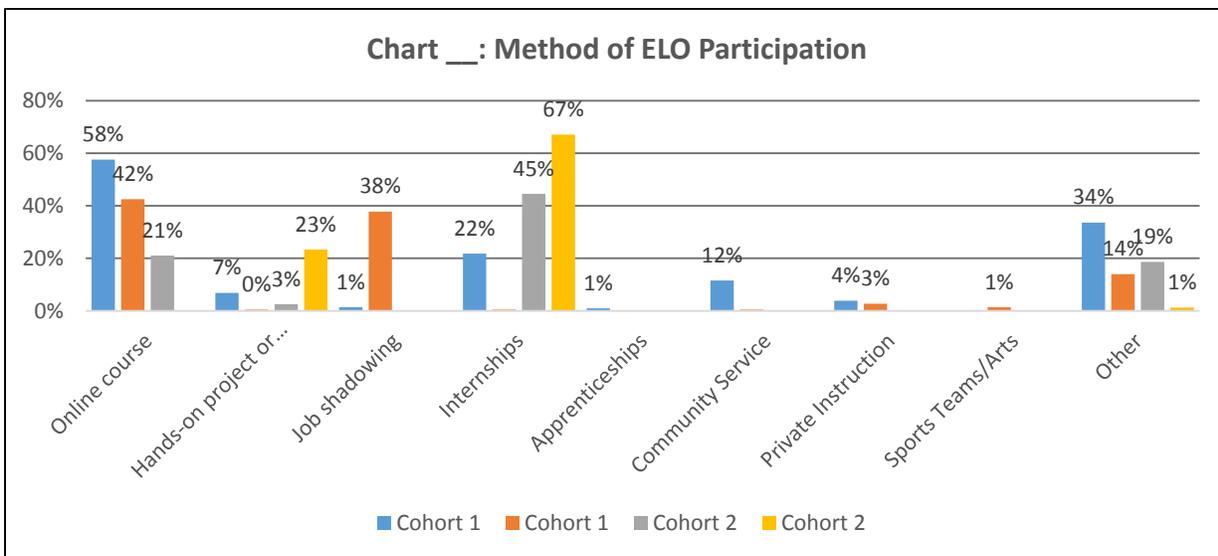
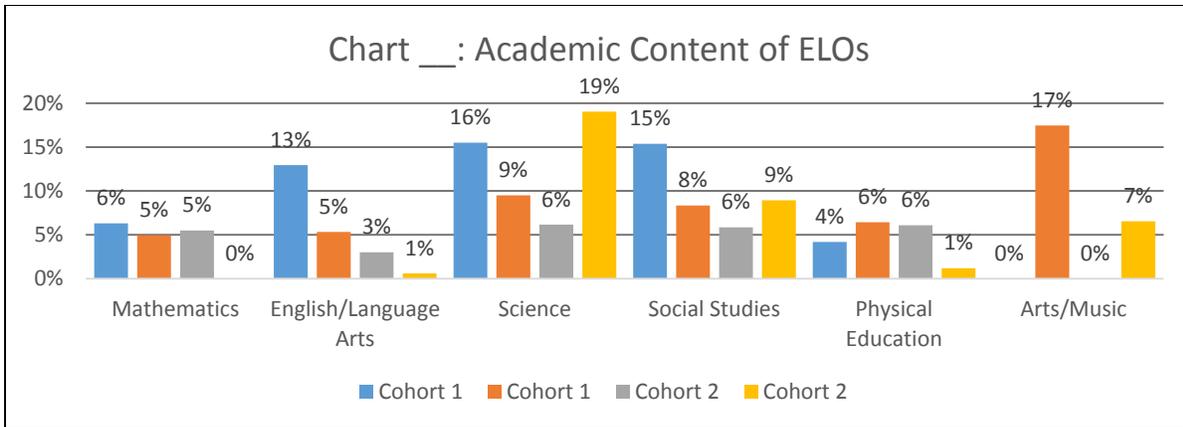
Somersworth High School

Due to the relatively low score on the RENEW Readiness Checklist completed by the Leadership Team at the school (36%) and the discrepancy of this score at the time of the application(75%), it was a priority that some initial meetings take place with the administrator prior to implementing RENEW to address initial barriers and concerns raised by the Leadership Team. Since then, consensus has been reached to form a RENEW Implementation Workgroup that will meet to address areas of implementation and work within the existing structures of the school to generate referrals. A RENEW point person has been identified who will serve as a liaison between the Leadership Team, the RENEW workgroup and facilitators. The baseline RIC score will be completed in June. Potential facilitators to be trained this summer have been identified. Somersworth would still be considered to be in their exploration/installation stage of RENEW.

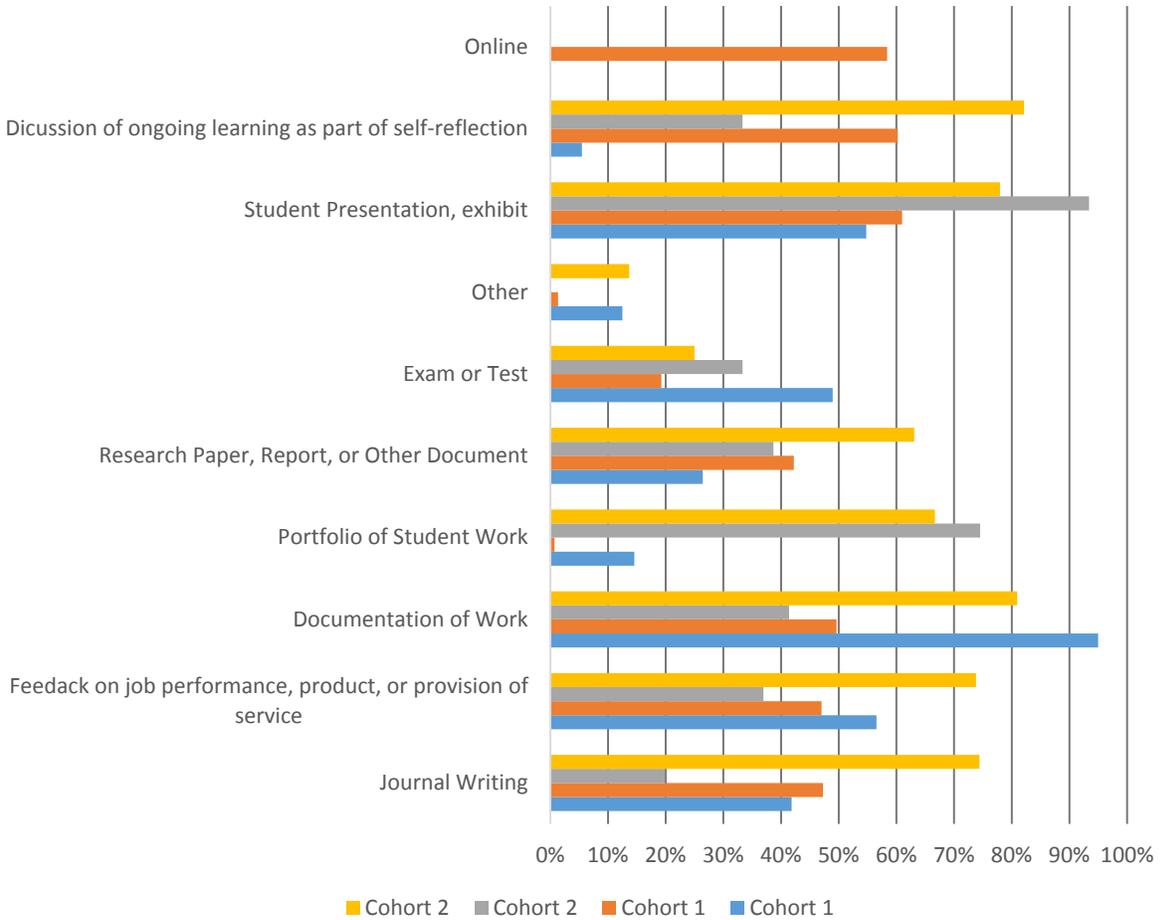
## Appendix P: ELO Descriptive Data







**Chart \_\_: Methods of Evaluating ELOs**

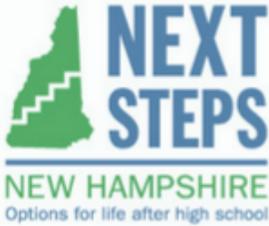


## Appendix Q: Next Steps NH Website InfoGraphic

# Website Status Report

Google Analytics data from Dec 16, 2014 to February 28, 2015

Pin it



I'm figuring out  
my life after high school

I help students  
figure out the future

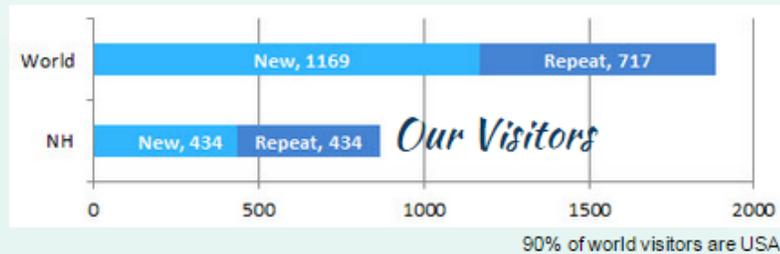
I mentor students  
in the workplace

Home page logo and user portals

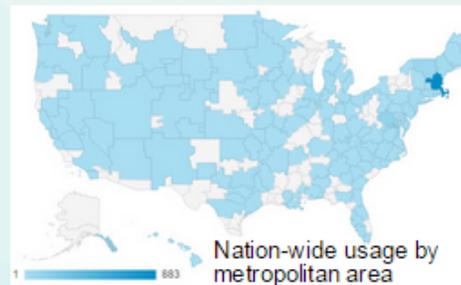
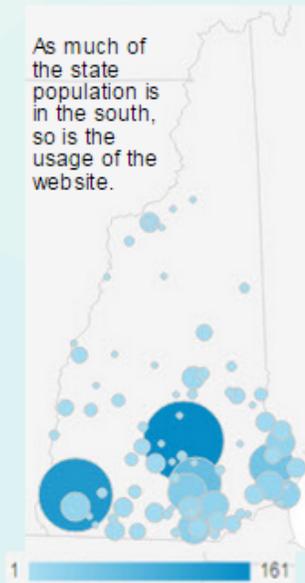


86% Desktop or Laptop  
8% Mobile  
6% Tablet

## We built it, and they came...



As much of  
the state  
population is  
in the south,  
so is the  
usage of the  
website.



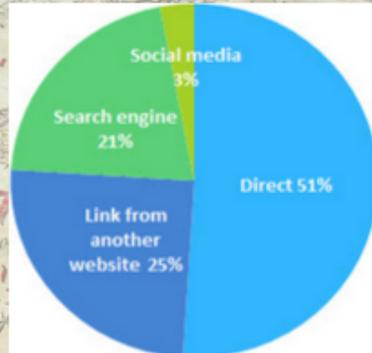
### Average visit length

NH 3:43 MINUTES  
World 4:04 MINUTES

### Top 10 Pages

1. Home Page
2. Transition Assessments (IEP Tool)
3. Educator and Parent Portal
4. Introduction (IEP Tool)
5. MPSGs (IEP Tool)
6. Student Portal
7. Exemplar IEPs
8. Transition Planning Framework
9. Annual Goals (IEP Tool)
10. Publications

Some  
people  
have the  
link, some  
search...



## nextsteps-nh.org

The contents of this report 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.

Keene  
STATE COLLEGE

Wisdom to make a difference.

## Appendix R: Next Steps NH Participant Survey Results

### Next Steps NH Website

## Next Steps NH Website Qualitative Feedback

The parts of the website I find most useful are:

### ***Examples/Resources (5)***

- Video examples.
- ELOs overall Navigation Educational videos/materials.
- The amount of resources available all in one spot.
- IEP goal information, resource information, forms, documents, career inventories
- Any information which enables to see a different perspective or alternative resources.

### ***Miscellaneous (3)***

- ELO info.
- I haven't had enough time but I plan to spend more time.
- Only a single visit so not much basis for comment.

You could improve the website by:

### ***Examples/Strategies (3)***

- Partnerships life after high school - more examples.
- Connect what cohort schools are doing such as their goals and activities on the website.
- Staying current with information and continuing has it available to students, parents, and teacher for reference. A good website.

### ***Miscellaneous (2)***

- Making it work with most computers.
- Providing more time in my life to read it (LOL...don't think you can do that but...).

**Project Narrative - Signed Cover Sheet**

**Title :** Signed Cover Sheet

**Attachment:**

File :

- 1 [NH\\_SPDG\\_ED524\\_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: Amy Aiello Title: Project Director  
 Ph #: (603) 271 - 1536 Fax #: (603) 271-1099  
 Email Address: amy.aiello@doe.nh.gov

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

7. Reporting Period: From: 03/01/2014 To: 02/28/2015

**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	\$865,235.00	-
b. Current Budget Period	\$550,862.45	-
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

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: 5 / 5 / 2015



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

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

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

**New Hampshire SPDG (Next Steps NH)  
2015 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.

Beginning in fall 2014, four Cohort 2 schools (ConVal High School, Lincoln-Woodstock High School, Somersworth High School, and Winnacunnet High School) presenting the four different regions of the state joined the four Cohort 1 schools who began during 2013-14. At the end of the current reporting period, the application process for an additional four, Cohort 3 schools had begun.

During this reporting period, responsibility for ELO training shifted from QED staff to the Regional Intermediaries. QED staff provided ongoing support and coaching to the Regional Intermediaries. Data collected from the three Cohort 1 ELO trainings held in March through May 2014 were used to inform changes and guide the development of the training for Cohort 2 schools. Cohort 2 ELO training occurred after the end of the SPDG reporting period. A variety of secondary transition training occurred during this reporting period, including a kick-off webinar, parent training to one Cohort 1 school, and RENEW training for four Cohort 1 and two Cohort 2 schools. On the annual participant survey of impacted school personnel and parents and families, Next Steps NH training participants agreed that the trainings were of high quality, useful, collaborative, and relevant to their professional development needs. They also reported that the training had a medium impact on their knowledge of and skills to implement ELOs, transition planning, family engagement, and RENEW practices.

Next Steps NH's Regional Intermediaries and staff from the NH PIC and RENEW provided 215 coaching contacts to the eight schools during this reporting period. The largest number of contacts related to family engagement, followed by ELOs and RENEW. Coaching activities included facilitating meetings, developing and reviewing action plans, and collecting/working with data, including fidelity data. Similar to the results from the annual participant survey about training, participants who received coaching agreed that the trainings were of high quality, useful, collaborative, and relevant to their professional development needs. They reported a slightly lower impact from coaching on their knowledge of and skills to implement ELOs, transition planning, family engagement, and RENEW practices.

Three types of fidelity data were collected to assess the degree to which ELOs, transition planning, and RENEW were implemented in the cohort schools. The results of two administrations (October 2014 and April 2015) of the ELO Fidelity Tool was increases in eight of the 10 ELO practices. Five of the 10 practices were rated to be at least partially in place. The most growth was seen in the use of transition assessments, faculty/staff and community support, and the development of written ELO policies. Similarly, there was growth in four of the five Transition Focused Education Framework practices between April 2014 and April 2015. The highest rated practices were Student-Focused Planning and Student Development, specifically for students with IEPs. Data from the second administration of the RENEW Implementation Checklist, collected within two to four months after initial implementation, showed that two of the four Cohort 1 schools had achieved fidelity of implementing RENEW practices.

Each of the Cohort 1 schools have already implemented more ELOs than in the previous year, although the amount of increase varied greatly. Cohort 2 schools experienced the opposite phenomenon, as the three schools with two data points saw a decrease in the number of ELOs, at least at the time of reporting. The percentage of students with IEPs implementing ELOs decreased by 5% from baseline to the current year for Cohort 1 schools. Concurrently, Cohort 2 schools saw a 12% increase in the percentage of students with IEPs using an ELO. There was a large drop in the percent of students at risk to dropout participating in ELOs for Cohort 1. This was due to one school that at baseline, had 68% of students working on ELOs were at risk students. At the second data point, the percent of at risk students participating in ELOs dropped to 25%.

Beginning in summer 2014, the KSC Special Education program faculty piloted a transition curriculum review and needs assessment to identify action items for transition curriculum improvement. The Transition Competencies for Preservice Special Education Programs was used to frame the needs assessment and action plan development. This information was used to prioritize action items for curriculum development during the spring 2015 and beyond. During this reporting period, an RFP was created and disseminated to recruit a second IHE. Applications were reviewed and the IHE will be selected in May or June 2015.

To disseminate findings and to sustain project activities the Next Steps NH website, <http://nextsteps-nh.org/> was completed in fall 2014. The website's purpose is to promote the use of evidence-based and evidence-informed (EBEI) transition practices, provide information and tools for practicing them, and to support cohort schools to implement change. The website consists of user portals for educators and parents, students, and community partners; a transition IEP reference tool, publications and a large reference area organized according to the Next Steps Framework for Transition Planning. Extensive evaluation data collected suggests increased use and value of the website.

**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: Amy

Last Name: Aiello

Title: Project Director

Phone #: 6032711536

Fax #: 6032711099

Email Address: Amy.Aiello@doe.nh.gov

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

7. Reporting Period: From: 03/01/2014 To: 02/28/2015

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

8. Budget Expenditures:

	<b>Federal Grant Funds</b>	<b>Non-Federal Funds (Match/Cost Share)</b>
a. Previous Budget Period	865,235	0
b. Current Budget Period	550,862	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: Amy Aiello

Title: Project Director

Signature:

Date:

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

Title : NH SPDG ED524 Executive Summary - H323A120003

File : [NH\\_SPDG\\_ED524\\_Executive\\_Summary\\_H323A120003.pdf](#)



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

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

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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: Amy Aiello Title: Project Director  
 Ph #: (603) 271 - 1536 Fax #: (603) 271-1099  
 Email Address: amy.aiello@doe.nh.gov

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

7. Reporting Period: From: 03/01/2014 To: 02/28/2015

**Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)****8. Budget Expenditures**

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 Type of Rate *(For Final Performance Reports Only):* \_\_\_ Provisional \_\_\_ Final \_\_\_ Other *(Please specify):* \_\_\_\_\_
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**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
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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: *Santina Thibedeau*

Date: 5 / 5 / 2015



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

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

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

**New Hampshire SPDG (Next Steps NH)  
2015 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.

Beginning in fall 2014, four Cohort 2 schools (ConVal High School, Lincoln-Woodstock High School, Somersworth High School, and Winnacunnet High School) presenting the four different regions of the state joined the four Cohort 1 schools who began during 2013-14. At the end of the current reporting period, the application process for an additional four, Cohort 3 schools had begun.

During this reporting period, responsibility for ELO training shifted from QED staff to the Regional Intermediaries. QED staff provided ongoing support and coaching to the Regional Intermediaries. Data collected from the three Cohort 1 ELO trainings held in March through May 2014 were used to inform changes and guide the development of the training for Cohort 2 schools. Cohort 2 ELO training occurred after the end of the SPDG reporting period. A variety of secondary transition training occurred during this reporting period, including a kick-off webinar, parent training to one Cohort 1 school, and RENEW training for four Cohort 1 and two Cohort 2 schools. On the annual participant survey of impacted school personnel and parents and families, Next Steps NH training participants agreed that the trainings were of high quality, useful, collaborative, and relevant to their professional development needs. They also reported that the training had a medium impact on their knowledge of and skills to implement ELOs, transition planning, family engagement, and RENEW practices.

Next Steps NH's Regional Intermediaries and staff from the NH PIC and RENEW provided 215 coaching contacts to the eight schools during this reporting period. The largest number of contacts related to family engagement, followed by ELOs and RENEW. Coaching activities included facilitating meetings, developing and reviewing action plans, and collecting/working with data, including fidelity data. Similar to the results from the annual participant survey about training, participants who received coaching agreed that the trainings were of high quality, useful, collaborative, and relevant to their professional development needs. They reported a slightly lower impact from coaching on their knowledge of and skills to implement ELOs, transition planning, family engagement, and RENEW practices.

Three types of fidelity data were collected to assess the degree to which ELOs, transition planning, and RENEW were implemented in the cohort schools. The results of two administrations (October 2014 and April 2015) of the ELO Fidelity Tool was increases in eight of the 10 ELO practices. Five of the 10 practices were rated to be at least partially in place. The most growth was seen in the use of transition assessments, faculty/staff and community support, and the development of written ELO policies. Similarly, there was growth in four of the five Transition Focused Education Framework practices between April 2014 and April 2015. The highest rated practices were Student-Focused Planning and Student Development, specifically for students with IEPs. Data from the second administration of the RENEW Implementation Checklist, collected within two to four months after initial implementation, showed that two of the four Cohort 1 schools had achieved fidelity of implementing RENEW practices.

Each of the Cohort 1 schools have already implemented more ELOs than in the previous year, although the amount of increase varied greatly. Cohort 2 schools experienced the opposite phenomenon, as the three schools with two data points saw a decrease in the number of ELOs, at least at the time of reporting. The percentage of students with IEPs implementing ELOs decreased by 5% from baseline to the current year for Cohort 1 schools. Concurrently, Cohort 2 schools saw a 12% increase in the percentage of students with IEPs using an ELO. There was a large drop in the percent of students at risk to dropout participating in ELOs for Cohort 1. This was due to one school that at baseline, had 68% of students working on ELOs were at risk students. At the second data point, the percent of at risk students participating in ELOs dropped to 25%.

Beginning in summer 2014, the KSC Special Education program faculty piloted a transition curriculum review and needs assessment to identify action items for transition curriculum improvement. The Transition Competencies for Preservice Special Education Programs was used to frame the needs assessment and action plan development. This information was used to prioritize action items for curriculum development during the spring 2015 and beyond. During this reporting period, an RFP was created and disseminated to recruit a second IHE. Applications were reviewed and the IHE will be selected in May or June 2015.

To disseminate findings and to sustain project activities the Next Steps NH website, <http://nextsteps-nh.org/> was completed in fall 2014. The website's purpose is to promote the use of evidence-based and evidence-informed (EBEI) transition practices, provide information and tools for practicing them, and to support cohort schools to implement change. The website consists of user portals for educators and parents, students, and community partners; a transition IEP reference tool, publications and a large reference area organized according to the Next Steps Framework for Transition Planning. Extensive evaluation data collected suggests increased use and value of the website.

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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	%
1a.  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		13 / 16	81
1b.  After two years of implementation, 80% of participating schools will score at least a 2.50 (on a three-point scale) on the ELO Fidelity Tool.	PROGRAM		80 / 100	80		0 / 3	0
1c.  After two years of implementation, 80% of participating schools will score at least a 2.50 (on a three-point scale) on the Transition Focused Education Framework Fidelity Tool (which includes family engagement).	PROGRAM		80 / 100	80		1 / 3	33
1d.  After two years of implementation, 80% of participating schools will implement 80% of RENEW practices with fidelity.	PROGRAM		80 / 100	80		2 / 3	67
1e.  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		512302 / 550862	93

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

Explanation of progress is longer than the 4000 characters allowed. Please see "NH SPDG EBPD 524B Full Report- H323A120003" pdf included under Project Narrative - Optional Attachment for Additional Section A

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)**2 . Project Objective**

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

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	%
2a.  By the last year of the project, 16 New Hampshire high schools are recruited, and implement NH SPDG activities with fidelity.	PROJECT	16	/		8	/	
2b.  Each LEA has identified a transition liaison, who has been trained, and oversees project fidelity.	PROJECT	16	/		8	/	
2c.  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 / 7	71

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

A deliberate process was used to ensure that all potential participants understood the expectations and commitment required to participate in Next Steps NH. This was accomplished with a detailed application package, a webinar made available to all interested parties, and available technical assistance from the Next Steps NH Coordinator. The Next Steps NH High School Pilot Sites Application was initially developed through an iterative review process involving all project partners in the summer of 2013. Based on the experience of selecting Cohort 1 schools, slight modifications were made to the application process during the spring of 2014. A copy of the application can be found in Appendix B of the evaluation narrative in Section A Additional Text . 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 Cohort 2 application was released on May 14, 2014 and was due by June 30, 2014. 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. To support the application process, Next Steps NH sponsored a 90 minute informational webinar for schools interested in participating in Next Steps NH on June 2, 2014. Sixteen schools participated in this 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 A in the Section A Additional Text. Four schools submitted Cohort 2 applications, with one application from each of the four regions of the state. Each application was scored by four Regional Intermediaries and Management Team members. The four schools bulleted below were accepted as the first two cohorts of Next Steps NH schools. Two informational webinars were conducted on February 18 and 20, 2015 for schools interested in applying to become a Cohort 3 school. Cohort 1 Schools (December 2013 - January 2016) 1. Kennett High School 2. Kingswood Regional High School 3. Mascoma Valley Regional High School 4. Merrimack Valley High School Cohort 2 Schools (September 2014 - June 2016) 5. ConVal High School 6. Lincoln-Woodstock High School 7. Somersworth High School 8. Winnacunnet High School In April 2014 and 2015, 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. Ratings of impact in 2015 were almost identical in 2014, with professional development providers reporting a moderate impact on their capacity to support their Next Steps NH schools. Four of the five items were rated the same in both years. Five of seven (71%) of the regional coaches reported that the professional development they received (training and coaching) had a moderate to large impact on their capacity to support LEA Transition Liaisons.

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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.

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	%
3a.  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		44 / 51	86
3b.  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		41 / 42	98

## 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 are 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, provided the first set of three ELO workshops. Data were gathered after each of the trainings to assess the impact of training on participants' skills and knowledge, as well as to ensure training was skilled-based, used adult learning principles, and was of high quality. Each of the successive trainings was modified due to data received at the previous training. Regional Intermediaries participated in this series of three ELO workshops with the understanding that they would be conducting the trainings moving forward with additional Cohorts with coaching support from QED. During this reporting period, responsibility for ELO training shifted from QED staff to the Regional Intermediaries, who are providing PD currently and in subsequent years. Data collected from the Cohort 2 ELO training held in March through May 2014 were used to inform changes and guide the development of the training for Cohort 3 schools. QED staff also provided ongoing support and coaching to the Regional Intermediaries and the NH SPDG LT. A collaborative effort to revise the initial training, develop the content and implementation plan for Cohort 3 training, and participate in formal debriefing meetings after each Cohort 3 training event ensured effective training that met the needs of the Cohort schools. As a result, we now have developed training PowerPoints, materials and activities to support future ELO trainings with new cohort schools instructed by our Regional Intermediaries supported by ongoing coaching from project partner QED. These materials are what we consider our ELO PD manual. Three ELO workshops were conducted for Cohort 1 schools in March - May, 2014. As mentioned previously, ELO staff, supported by the Regional Intermediaries, conducted these workshops. Data were gathered at each workshop to gain feedback on the degree to which the training increased participants' knowledge of the ELO content addressed at each workshop. Detailed training evaluation reports are available from the Project Coordinator, which includes the pre/post questions and item analyses for each of the trainings. On the annual participant survey, 44 of 51 (86%) respondents reported that training they received on ELOs had a moderate to very large impact on their knowledge of ELOs. All of the 15 Cohort 1 respondents rated the ELO training as having a medium to very large impact on their knowledge of ELOs. Eighty-one percent (81%) of the 36 Cohort 2 respondents responded that the training impacted their knowledge of ELOs. Similarly, 41 of 42 (98%) respondents who had received coaching related to ELOs perceived that the coaching had a moderate to very large impact on their skills to implement ELOs. All of the 26 Cohort 2 respondents reported that the coaching they had received had a moderate to very large impact on their skills to implement ELOs, with 94% of the 16 Cohort 1 respondents replying in the same manner. More detail and qualitative data regarding the impact of coaching and training are in the evaluation narrative included in Section A Additional Text.

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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.

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	%
4a.  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		55 / 74	74
4b.  Each year, 80% of the participants 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		37 / 44	84

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

Explanation of progress is longer than the 4000 characters allowed. Please see "NH SPDG EBPD 524B Full Report - H323A120003" pdf included under Project Narrative - Optional Attachment for Additional Section A

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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.

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	%
5a.  Each year, 80% of the LEA Transition Liaisons report that the professional development they received increased their capacity to support implementation in their schools/district.	PROJECT		80 / 100	80		2 / 5	40
5b.  By the end of the grant, two new, local COPS have been developed and sustained.	PROJECT	2	/		0	/	

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

LEA Transition Liaisons LEA Transition Liaisons were surveyed to determine if the professional development they received increased their capacity to support implementation in their schools/district. The responses from 12 questions from the Next Steps NH Coaching Feedback Survey were averaged to get a total score. Two of the five LEA Transition Liaisons who responded to this question reported that the coaching they had received had a moderate to large impact on their capacity to support the implementation of Next Steps NH practices. Community of Practice Another key sustainability component is the development, stabilization, and ongoing support of local transition Community of Practices. Next Steps NH supports three established CoPs in the Seacoast, Southwest and SouthCentral regions of the state with Regional Intermediary and other project partner representation on each CoP. Our North Country Regional Intermediary has attempted to establish a CoP in this region of the state however has been unsuccessful due to the wide geographical span and lack of interest. In May 2014, Amy Jenks did a presentation for a group in the Upper Valley Region of the state to promote the idea of a Transition Community of Practice as there had been interest expressed by one of our Cohort 1 schools in that region. There was interest by the group that attended however they realized that there was a group in that region with similar interests that met regularly and they felt that it would be best to hold off on creating another group at that time. In addition to the state CoP, our Regional Intermediaries also participate in a statewide ELO group that shares similar membership as our CoP. The ELO group meets monthly with the goal of broadening the understanding of ELOs and increasing the rigor of ELOs in our state in addition to sharing information with ELO Coordinators and other passionate educators and group across the state to continue to grow the work we're doing with ELOs. The group is also working on developing a guidance document that our RIs have contributed to.

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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.

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	%
6a.  Each year, professional development provided on ELOs, transition planning, & family engagement is implemented with 90% fidelity.	PROJECT		90 / 100	90		2 / 2	100
6b.  Annually, state, regional, and local coaches submit 100% of required data.	PROJECT		100 / 100	100		7 / 8	88

## 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. Evaluation Work Group meetings were held four times during this reporting period. 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. Training 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. The Project Coordinator and external evaluator monitor training effectiveness. New trainers and new trainings are reviewed using the High Quality Professional Development (HQPD) Checklist created by Noonan, P., Langham, A., & Gaumer Erickson, A. in 2013. The HQPD checklist was developed to align with the PALS model. The HQPD Checklist was administered for the first time on the first two ELO Cohort 2 trainings that occurred in March and April 2015. The data for those trainings are not included in this report as they occurred after February 28, 2015. But findings from the HQPD that was completed by the Project Coordinator and trainers was that the trainings were implemented with fidelity. During this reporting period, this process will be institutionalized, along with a reporting system for the data. Data Collection Seven of the eight Cohort 1 and 2 schools had implemented data collection and reporting activities as intended. One school from Cohort 1, Kennett High School did not collect the required data. Kennett has not met data collection goals nor have they made efforts to meet all objectives of the project. Their Regional Intermediary has made every effort to support them however they are not prepared to take on this project in the manner in which it was intended and they do not have supports and leadership in place to help the project succeed. They were informed in January 2015 that, as of June 30, 2015, they will no longer receive support under the project. Our Evaluation Work Group has developed an evaluation plan for data collection that identifies each tool and its purpose along with a timeline of implementation for each cohort. This information is now shared with schools when they begin work on the project so they more clearly understand their commitment.

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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.

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	%
7a.  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
7b.  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 key players in Next Steps NH. Their role is critical to sustainability and as a result, they are included in all professional development training and coaching activities. They serve on the project leadership team responsible for completing project fidelity tools and data collection as well as being part of the action planning process. In addition to their role on the Next Steps NH Leadership Team, in December 2014, Regional Intermediaries, PIC and RENEW project partners began discussions around the development of training modules designed specifically to support cohort school administrators in supporting their staff to implement ELOs, evidence-based transition planning and parent engagement strategies for sustainability sake. RIs have conducted needs assessments with administrators in Cohort 1 schools to determine module content that will be customized to suit their needs based on their school's action planning. The online modules are under development and will be available in the summer of 2015 and then on-demand as needed. Data on these activities will be reported in the 2016 NH SPDG Annual Performance Report.

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**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.

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	%
8a.  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	/		0	/	
8b.  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		23 / 34	68

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

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

Title : NH SPDG Budget Information Section B - H323A120003

File : [NH\\_SPDG\\_Budget\\_Information\\_Section\\_B\\_H323A120003.pdf](#)

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

Title : NH SPDG Additional Information Section C - H323A120003

File : [NH\\_SPDG\\_Additional\\_Information\\_Section\\_C\\_H323A120003.pdf](#)

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

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

1. The reported budget expenditures for the previous reporting period (10/01/2012-02/28/2014) as reported on the cover page of this report is \$865,235.00. The reported budget expenditures for the current reporting period (3/01/2014 – 02/28/2015) as reported on the cover page of this report period is \$550,862.45.
2. Grant obligations in the amount of \$362,446.00 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 (Janelle Cotnoir) in mid- March 2013 and the Grant Coordinator (Donna Couture) was hired April 1, 2013. Both primary staff then left their positions. The Grants and Contracts Technician (Janelle Cotnoir) took a new position in the NH Department of Education in May 2014 and the Grant Coordinator (Donna Couture) left her position in July 2014. A new Grant Coordinator (Amy Aiello) was hired in October 2014 and a new Grants and Contracts Technician (Penny Duffy) was hired in December 2014. Our project officer, Corinne Weidenthal has been notified of all changes as they occurred and resumes for our new Grant staff were sent.
4. Funds were not expended at the expected rate due to the fact that we needed to hire new staff yet again for the grant (following SEA policies and procedures). We had not planned on having to hire a new Grant Coordinator and Grants and Contracts Technician 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. In addition, we have received proposals in response to our RFP for a second Institution of Higher Education (IHE) with a special education teacher preparation program which will have a contract in place as of July 11, 2015.
5. Yes, we do expect to have unexpended funds at the end of the current budget period in the approximate amount of \$893,903.00. 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.

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

1. Current Partners for Next Step NH include:  
NH Parent Information Center, four regional intermediaries (Monadnock Developmental Services, Stafford Learning Center, Granite State Independent Living, North Country Educational Services), Keene State College, the 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.