

U.S. Department of Education

Washington D.C. 20202-5335

OSEP FY15 Grant Performance Report

CFDA #84.323A

PR/Award # H323A120003

Budget Period #4

Report Type: Annual Performance

Table of Contents

Grant Performance Report (ED 524B) Cover Sheet	3
Next_Steps_NH_Executive_Summary_H323A120003.pdf.....	5
Grant Performance Report (ED 524B) Project Status Report – Section A-1	6
Grant Performance Report (ED 524B) Project Status Report – Section A-2	12
Grant Performance Report (ED 524B) Project Status Report – Section A-3	17
Grant Performance Report (ED 524B) Project Status Report – Section A-4	20
Grant Performance Report (ED 524B) Project Status Report – Section A-5	22
Grant Performance Report (ED 524B) Project Status Report – Section A-6	24
Grant Performance Report (ED 524B) Project Status Report – Section A-7	26
Grant Performance Report (ED 524B) Project Status Report – Section B & C	31
Next_Steps_NH_Section_B_H323A120003.pdf.....	31
Next_Steps_NH_Section_C_H323A120003.pdf.....	32

b. If no, when will the data be available and submitted to the Department? 9/30/2017 (mm/dd/yyyy)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Amy Ajello	Title: Project Director
Signature: <i>Sybilina Ahmedeen</i>	Date: 5-3-16

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

New Hampshire SPDG (Next Steps NH) 2016 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, Strafford Learning Center, Granite State Independent Living, North Country Education Services), Keene State College, Plymouth State University, 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 2015, four Cohort 3 schools (InterLakes High School, Nute High School, Newport High School, and Timberlane High School) representing the four different regions of the state joined the three remaining Cohort 1 schools who began in fall 2013 and four Cohort 2 schools who began in fall 2014. At the end of the current reporting period, the application process for an additional four, Cohort 4 schools had begun.

ELO trainings for Cohort 2 schools were held at the beginning of this reporting period, in March 2015. Cohort 3 ELO training occurred after the end of this reporting period. A variety of secondary transition training occurred during this reporting period, including a kick-off webinar for Cohort 3, the Next Steps NH Administrator Sustainability Series, the Next Steps NH Online Transition Courses, three different parent training workshops were provided to six Next Steps schools, and RENEW training was conducted for two Cohort 2 and four Cohort 3 schools. On the annual participating personnel 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 330 coaching contacts to the 11 Next Steps NH 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 participating personnel 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 medium to large impacts from Next Steps NH 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. For Cohort 1 schools, the ELO Fidelity Tool was administered three times between October 2014 and December 2015. Over the course of 15 months, between baseline and final administration, progress was observed in all but one practice (*Written Policy*, which once developed, shouldn't change). Six of the 10 practices were rated to be at least partially in place. The ELO practices most in place were *Planning Team Development and Facilitation*, *Assessments*, and *ELO Plan Development and Monitoring*. The most growth was seen in the use of transition *Assessments* and *ELO Plan Development and Monitoring*.

Cohort 1 schools demonstrated growth in all five Transition Focused Education Framework practices between April 2014 and December 2015. By December 2015, on average, Cohort 1 schools were very close to having all TFEF practices in place. The highest rated practices were *Student-Focused Planning* and *Student Development*, specifically for students with IEPs. This suggests strong compliance work in these schools. The lowest rated practices were *Program Structures* and *Interagency Collaboration Practices*, although these two practices also showed the most growth over the 20 month period.

Across the 10 Next Steps NH schools implementing RENEW, 109 youth have enrolled, 63 have completed the mapping process, and 62 students have had teams formed to support them. Students' have achieved 60% of their goals in the short implementation time frame. On average, no school are implementing RENEW with a fidelity yet. However, two of the four Cohort 1 schools had achieved fidelity (above 80%) of RENEW practices.

Keene State College Special Education program faculty and staff continued their efforts to enhance their transition curriculum. They continue to work on the action plan from their 2014 needs assessment to inform their transition curriculum improvement. The first cohort of KSC students completed a pre-survey in January 2015 and a second in May 2015. Over the five-month period, KSC pre-service students perceived large increases in their knowledge and skills of transition competencies. During this reporting period, Plymouth State University became the second IHE to work with Next Steps NH. They have collected baseline needs assessment and pre-service student data.

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 (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 nd 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%		16 / 16	100%

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%		3 / 3	100%

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%		0 / 3	0%

1e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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%		670361 / 684041	98%

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. Thirteen of the sixteen drivers (81%) were rated as a three by the project management team.

- Selection – 3.5
- Training – 3.2
- Coaching – 3.5
- Performance Assessment 3.0
- Facilitative Administrative Support / Systems Intervention – 3.0

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.

Extended Learning Opportunities (ELOs) Fidelity Tool

1b: Below are the summary ELO Fidelity data for the first cohort of three Next Steps NH schools. The ELO Fidelity Tool uses a three point scale with 1 = Not in Place, 2 = Partially in Place, and 3 = In Place. Fidelity has been established as an average score of 2.5 on the three-point scale. While each school showed significant growth in their implementation of ELOs, at the completion of Cohort 1’s participation in Next Steps NH in December 2015, none of the three schools had achieved fidelity. Their post-scores were 2.10, 2.41, and 2.09. The average pre/post ratings are listed on the next page.

The components implemented with the highest level of fidelity were *Planning Team Development and Facilitation, Assessments, and ELO Plan Development and Monitoring*. The components with the lowest levels of fidelity were *ELO Program Quality, the Referral Process, Program Goals, and the Inclusion of Parents and Families*.

	October 2014	December 2015
1. Written Policy	2.2	2.2
6. Planning Team Development and Facilitation	2.7	2.5
2. Faculty/Staff Community Support	1.6	2.1
8. Assessments	1.6	2.4
4. Student-Centered Planning	1.9	2.3
5. ELO Plan Development and Monitoring	1.6	2.4
3. Referral Process	1.3	1.8
9. Program Goals	1.7	1.8
7. Inclusion of Parents/Families	1.3	1.8
10. ELO Program Quality	1.00	1.5
Cohort 1 Average	1.6	1.9

The Transition Focused Education Framework Fidelity Tool

The Transition Focused Education Framework (TFEF) 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. 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.

1c: Below are the summary TFEF Fidelity data for the first cohort of three Next Steps NH schools. The TFEF uses a three point scale with 1 = Not in Place, 2 = Partially in Place, and 3 = In Place. Fidelity has been established as an average score of 2.5 on the three-point scale. At the completion of Cohort 1’s participation in Next Steps NH in December 2015, all three schools had achieved fidelity. The average pre/post ratings are listed on the next page.

The components implemented with the highest level of fidelity were *Student-Focused Planning Practices for students with IEPs, Student Development Practices for all students and for students with IEPs*. The components with the lowest levels of fidelity were *Program Structures and Student-Focused Planning Practices for all students*.

	April 2014	December 2015
A: Student-Focused Planning Practices	2.4	2.5
In addition, when a student has an IEP:	2.9	2.9
B. Student Development Practices	2.4	2.9
In addition, when a student has an IEP:	2.8	2.9
C. Interagency Collaboration Practices	2.2	2.6
D. Family Involvement Practices	2.6	2.8
E. Program Structures Practices	1.8	2.4
Cohort 1 Average	2.5	2.7

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. One of the three Cohort 1 schools had achieved fidelity on 80% of RENEW practices at their last administration of the RENEW Implementation Checklist upon completion of Next Steps NH in December 2015.

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 of fidelity.

Indicator 1c: The fidelity target for the Transition Focused Education Framework was set as 2.50 across the five practices, to be achieved within two years of implementation. Per the data below, after the first year, all three schools achieved fidelity within the first year of implementation.

Indicator 1d: The RENEW Implementation Checklist has a fidelity target of 80%.

	ELO Fidelity Data	Transition Fidelity Data	RENEW Fidelity Data
School 2:	2.10	2.78	82%
School 3:	2.41	2.53	68%
School 4:	2.09	2.80	56%

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. Eight of the 359 professional development contacts (2%) coaching contacts provided after initial trainings were not sustained activities. As a result, \$670,361 of the total \$684,041 spent during this reporting period was on sustained activities.

School	Number of Professional Development Contacts
Kennett	10
Kingswood Regional	29
Mascoma Valley Regional	15
Merrimack Valley	31
Conval Regional	42
Lincoln-Woodstock	40
Somersworth	44
Winnacunnet	34
Inter-Lakes	38
Newport	29
Nute	36
Timberlane	33
Schools/programs outside of Next Steps NH	8
Total	389

**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					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
By the last year of the project, 16 New Hampshire high schools are recruited, and implement NH SPDG activities with fidelity.	Project	16	/		11	/	

2b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Each LEA has identified a transition liaison, who has been trained, and oversees project fidelity.	Project	16	/		11	/	

2c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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%		4 / 5	80%

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

2a: 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 and 2 schools, slight modifications were made to the application process during the spring of 2014 and 2015 for the Cohort 3 Application. 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. 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 for Cohort 3 Schools, Next Steps NH sponsored two informational webinars for schools interested in participating in Next Steps NH on February 18 and 20, 2015. Fifteen 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.

To support the application process for Cohort 4 Schools, two informational webinars were conducted on February 10 and 11, 2016 for schools interested in applying to become a Cohort 4 school beginning in September 2016. Applications were posted on February 1, 2016 and were due March 25, 2016. Cohort 4 Schools have been selected but selection occurred outside the reporting period so these will be included in the 2017 Annual Performance Report. The four schools bulleted below were accepted as the first three cohorts of Next Steps NH schools.

Cohort 1 Schools (December 2013 – January 2016)

1. Kennett High School (Dropped out)
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

Cohort 3 Schools (September 2015 – June 2017)

9. Inter-Lakes High School
10. Newport High School
11. Nute High School
12. Timberlane High School

2b: Each school has identified staff to serve in the role as transition liaison, who is the primary contact for professional development related to the TFEF.

2c: In April of the last three years, the 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). The five 2016 respondents reported higher levels of impact than in the previous two years. They perceived large to very large impacts on the capacity to support LEA personnel (and families when appropriate) on ELO development and implementation, transition-focused education, and family engagement. A lesser, but large impact was indicated on their capacity to use Next Steps NH evaluation tools and RENEW implementation tools.

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. Respondents perceived a greater impact on their capacity to provide training on ELOs, transition-focused education framework, and family engagement than in previous years. There was a small drop in the impact on respondents' capacity to conduct RENEW training.



**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.)

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%		17 / 27	63%

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%		20 / 25	80%

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 the last reporting period, responsibility for ELO training shifted from QED staff to the Regional Intermediaries, who now provide the ELO PD. 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 2 training, and participate in formal debriefing meetings after each Cohort 2 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.

Two ELO workshops were conducted for Cohort 3 schools in March, 2015. 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.

3a: On the annual participant survey, 17 of 27 (63%) respondents reported that training they received on ELOs had a moderate to very large impact on their knowledge of ELOs. There was little variation in responses between Cohorts 1 and 2, with 62% of Cohort 1 recipients and 64% of Cohort 2 participants perceiving a large impact on their knowledge of ELOs. Cohort 1 received ELO training in spring 2014 and Cohort 2 in spring 2015 Cohort 3's training occurred in spring 2016, after this survey was sent out. .

3b: Similarly, 20 of 25 (80%) respondents who had received coaching related to ELOs perceived that the coaching a moderate to very large impact on their skills to implement ELOs. For this indicator, the trend among cohorts was in the opposite direction. Cohort 1 respondents reported the largest impact, with 88% of respondents perceiving a moderate to very large impact on their skills to implement ELOs, followed by 77% of Cohort 2.

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%		28 / 41	68%

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)

Two new sets of training were developed, tested, and implemented during this reporting period, the Administrator Sustainability Training Series and the Online Transition Courses. The Kick-Off webinars and training on ELOs, RENEW, and parent engagement continued from previous years, although each training was reviewed after evaluation data were reported and modified accordingly. This approach will continue to be implemented so trainings are delivered and revised, as needed, based on the evaluation findings.

Kick-Off Webinar

The Cohort 2 Kick-Off webinar was held in September 2014. All four Cohort 2 schools attended this virtual, primarily information sharing event. The Cohort 3 Kick-Off webinar was held in May 2015. All four Cohort 3 schools attended virtually.

Sustainability Training Series

During the last reporting period, Regional Intermediaries, PIC and RENEW project partners developed training modules designed specifically to support Cohort school administrators and school personnel to support their staff to implement and sustain ELOs, evidence-based transition planning activities, and

parent engagement strategies for sustainability. The RIs conducted needs assessments with administrators in Cohort 1 schools to determine module content based on their school's action planning.

Five, two-hour, live online sustainability modules to support the full implementation and sustainability of project practices and activities were implemented in fall 2015. Each school participated in the webinar, together with their Regional Intermediary in the same room to act as a local facilitator. The sustainability modules are listed below.

Module 1: The Essentials of Full Implementation Part I: Program Structures

Module 2: The Essentials of Full Implementation Part II: Working Together to Build Capacity

Module 3: Promoting & Sustaining Family School Partnerships

Module 4: Developing and Sustaining ELO Programs

Module 5: Sustaining RENEW Implementation

The first round of training included district and school administrators, as well as other school personnel in the seven Next Steps NH Cohort 1 and 2 schools. An average of seven school and district personnel attended each the training events. Administrators comprised 44% of the participants. Evaluation data were collected for each module. A second round of training concluded in March 2016, those data will be reported in the 2017 APR.

Next Steps NH Transition Training Series

Based on transition fidelity data collected in Cohort 1, two areas of need were found to be related to (1) teaching students' self-determination skills and (2) determining and using appropriate transition assessments. Next Steps NH staff, Regional Intermediaries, and project partners developed three, two-hour online courses using a combination of PowerPoint slides, handouts, and activities. The courses were targeted to special education teachers, counseling staff, and administrators who supported those staff in the seven Next Steps NH Cohort 1 and 2 schools. There was a total of 93 participants, 43% of whom were Special Education teachers. An average of seven school and district personnel attended each of the three training events, from five of the Cohort 1 and 2 schools. The courses are listed below.

1. Transition Assessment: Knowing the Options and How to Use Them
2. Assessing & Teaching Self-Determination Skills to Students With Disabilities: What Are the Options?
3. Tips & Strategies for Engaging Students & Families in the Transition Assessment & Student Led Meeting Process

RENEW Training

During this reporting period, three sets of RENEW training were provided to Next Steps NH schools. They included a general training for Cohort 1 and 2 personnel, a RENEW Retreat focused on sustainability for Cohort 1 schools, and a RENEW Facilitator training for Cohort 2 personnel. Participants in the RENEW training were members of each school's RENEW Implementation Team.

RENEW Retrea

RENEW staff conducted a RENEW Retreat on December 16, 2015. The purpose of the RENEW Retreat was to assist Next Steps NH Cohort 1 schools to develop sustainability strategies for RENEW at their schools. Seven personnel from Mascoma Valley and Merrimack Valley High Schools attended the training. The third Cohort 1 school held their own sustainability coaching session in December 2015.

Cohort 2 Training

A two-day RENEW training (June 24-25, 2015) was provided to Cohort 2 personnel to give interested staff a set of skills and strategies to effectively work with struggling youth on a successful transition plan. Participants were from ConVal and Somersworth High Schools (Cohort 2) and new participants from Cohort 1 schools (Kingswood, Mascoma Valley, and Merrimack Valley).

RENEW Facilitator Training

A three day (October 7- 8 and November 3, 2015) in-depth training for RENEW Facilitators was provided to personnel in Cohort 3. The purpose of the training was to provide interested staff a set of skills and strategies to effectively work with struggling youth on a successful transition plan.

Individuals who participated in the Next Steps NH professional development were surveyed in April 2016 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 169 participants in Next Steps NH training surveyed, 89 responded to at least one question, for a response rate of 53%. The majority of respondents were high school special education teachers.

4a: 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 participating personnel survey, 28 of 41 (68%) 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 varied slightly by cohort, as 69% of Cohort 1, 67% of Cohort 2, and 70% of Cohort 3 respondents felt the training had a moderate to large impact on their skills in transition planning and implementing family engagement strategies.

4b: When asked about the impact of coaching on participants on their skills in transition planning and implementing family engagement strategies , 35 of 43 (81%) respondents who had received coaching related to ELOs perceived that the coaching a moderate to very large impact on their knowledge of ELOs. There were variations in perceptions of impact by cohort, as 90% of Cohort 1, 71% of Cohort 2, and 88% of Cohort 3 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%		8 / 11	73%

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. Eight of the 11 (73%) 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

One strategy for sustaining the efforts of Next Steps NH is through 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.

In November, the 2016 Transition Summit will celebrate 10 years of providing professional development focused on transition-related best practices for NH educators, community partners, families, youth & young adults and related service agencies and there will be three sessions that will highlight the work of Next Steps NH. Two project partners will deliver a “Do-It-Yourself” Next Steps session highlighting the project trainings, resources and materials that live on the Next Steps NH website and how NH schools can use what has been developed to increase the college and career readiness of their students with disabilities and/or those at risk of dropping out of school. A second session will focus on sharing exemplars from two of our cohort schools related to the work they have done with RENEW and the third session will be presented by an ELO Coordinator from one of our cohort schools and will highlight the work they have done to develop connections with businesses in the community to support Extended Learning Opportunities for students.

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 project partners 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. Our Regional Intermediaries and project partners from the QED Foundation contributed to the development of an ELO Program Design Handbook that was recently released and shared statewide on our Next Steps NH project website as well as on the BeyondClassroom.org site and copies were made available to our cohort schools to assist schools in their development of ELO programs.

Lastly, in their role as the project’s Advisory Board, the CoP reviews grant data and outcomes and provides stakeholder input to assist our project implementation. At the June 4, 2015 CoP meeting, the Project Coordinator presented Cohort 1 and 2 data from the Transition Focused Education Fidelity (TFEF) Tool, the ELO Fidelity Tool, and various RENEW Fidelity tools as well as website analytics. The input collected from the CoP included suggestions on revising our three-point rating scale for the TFEF tool to include decimals so growth could be seen if a school started at a “2” but wasn’t quite at a “3”. The group also suggested having the schools’ Family Engagement Group be responsible for completing the family engagement portion of the TFEF as opposed to having school staff complete that portion for a more accurate representation. This input was shared by the Project Coordinator with the project Management Team and both ideas were approved and implementation has begun.



**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.)

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, training provided on ELOs, transition planning, & family engagement is implemented with 90% fidelity.		90 / 100	90%		4 / 5

6b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Each year, coaching provided on ELOs, transition planning, & family engagement is implemented with 90% fidelity.	Project		80 / 100	80%		5 / 6	83%

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

The external evaluation team at Evergreen Evaluation & Consulting, Inc., (EEC) works 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.

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.

6a: During the last 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 developed by Noonan, Langham, & Gaumer-Erikson, and based on the PALS model, was used to evaluate five 2015-16 workshops. This checklist was designed to determine the level of quality of professional development training based on research-identified indicators of high quality training. The Next Steps NH Project Coordinator observed each of the five trainings, completed the HPQD tool, and reviewed the subsequent data with each trainer(s). Trainings were improved based on the data collected, although the data generally reflected high quality trainings. Four of the five trainings observed scored above 80%, indicated high quality training.

6b: A coaching fidelity of implementation tools was developed, based on tools developed by Noonan, Langham, & Gaumer-Erikson and aligned to the PALS model. The high quality coaching fidelity tool was adopted has been used by the Next Steps NH Management Team to observe and provide feedback to coaches. Six coaching observations were made during 2015-16. Similar to the process with the HQPD training tool, either the Next Steps NH Project Coordinator or another member of the Management Team observed a coaching visit. They collected the data, reviewed the results with the coach, and helped to create individualized action plans to improve coaching practices. Five of the six coaching visits observed scored above 80%, indicated high quality coaching.

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.)

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					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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%		14 / 16	88%

7b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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%		14 / 16	88%

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 ensure 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.

During the last reporting period, Regional Intermediaries, PIC and RENEW project partners began to develop 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. The RIs conducted needs assessments with administrators in Cohort 1 schools to determine module content based on their school's action planning. As discussed on page 12, five, two- hour, live online sustainability modules to support the full implementation and sustainability of project practices and activities were developed and implemented in fall 2015.

The modules were targeted to district and school administrators in the seven Next Steps NH Cohort 1 and 2 schools. An average of seven school and district personnel attended each of the training events, from five Next Steps NH schools. Administrators comprised 44% of the participants. Evaluation data were collected for each module. Training reports are available from the Next Steps NH Project Coordinator.

7a: Administrators were asked what impact the professional development they received (training and coaching) increased their knowledge of ELOs, transition planning, and family engagement strategies. On the annual participant survey, 14 of the 16 (88%) administrators who responded to this item reported that professional development they received on transition planning and implementing family engagement strategies had a moderate to very large impact on their knowledge of ELOs, transition planning, and family engagement strategies. Responses varied slightly by cohort. No Cohort 1 administrators responded, 83% of Cohort 2 and 90% of Cohort 3 administrators felt the training had a moderate to large impact on their knowledge of ELOs, transition planning, and family engagement strategies.

7b: Administrators were also asked what impact the professional development they received (training and coaching) had on their ability to sustain ELO, transition planning and family engagement activities in their school/district. On the annual participant survey, 14 of the 16 (88%) administrators who responded to this item reported that professional development they received on transition planning and implementing family engagement strategies had a moderate to very large impact on their ability to sustain ELO, transition planning and family engagement activities in their school/district. The differences among cohorts for this question was the same as for Indicator 7a above.

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.)

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

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

8a. Performance Measure	Measure Type	Quantitative Data					
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	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1				1	/

8b. Performance Measure	Measure Type	Quantitative Data					
Each year, Next Steps NH participants rate the Next Steps NH website and materials to be of high quality, relevant, and useful (an average of 4 out of 5 on a Likert scale).	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/ 100	80%		35 / 39	90%

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

During this reporting period, an RFP was released seeking an additional IHE to participate in Next Steps NH. Two proposals were received and reviewed by a committee composed of two project partners from our participating IHE and two NSNH Management Team members. Plymouth State University (PSU) was selected as the second Next Steps NH IHE. In reviewing the evaluation data below, it is important to keep in mind that PSU teaches transition via embedding the concepts across many courses, as compared to KSC's dedicated transition course. KSC was also a partner in NH's second SPDG.

Transition Competencies for Preservice Special Education Programs – IHE Needs Assessment

Each IHE conducted a 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 instrument is aligned with the Next Step NH's Transition Focused Education Framework Fidelity Tool, used to assess NH high school's capacity to support successful transitions for students with disabilities. IHE 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 met to further revise ratings. This information was used to develop an action plan that prioritized action items for curriculum development and program review.

Keene State College

In summer 2014, the KSC Special Education program faculty piloted the transition curriculum review and needs assessment to identify action items for transition curriculum improvement. Chart 41 displays the baseline data collected in October 2014. The second administration of the needs assessment will occur in summer 2016. Baseline data showed that on average, KSC faculty perceived the range to which the KSC required coursework addressed transition competencies was between Initial Implementation and Significant Implementation. The strongest area was Program Structures, while the Collaboration component was rated the lowest.

Plymouth State University

Beginning in summer 2015, the PSU Special Education Program faculty began to assess how required coursework in the Special Education program at PSU addressed transition competencies for special education teachers. This information was used to develop a Snapshot of how the program currently met competencies as a form of baseline data before revision to the program work began. Faculty members were also able to identify inconsistency of implementation of content across instructors and target courses where consistency could be achieved. A Focus Plan was developed to determine where curricula could potentially address transition competencies. Baseline data were collected at PSU in October 2015. The highest ratings were given to Family Involvement and Student Focused Planning, while the Student Focused Planning for Students with IEPs and Program Structures components were rated lower.

After completing the needs assessment, PSU faculty, in partnership with KSC faculty and staff, explored transition resources to develop a scope and sequence of activities where transition information could be infused into the program. Course revisions and the adoption of additional transition activities were discussed individually with each faculty member. A timeline for the implementation of revised coursework and syllabi was developed. Based on the results of the needs assessment, the PSU Action Plan for program revision is currently underway and additional course revisions and inclusion of transition resources will be piloted throughout the 2016-2017 academic year.

Pre-Service Special Education Transition & Career Development Survey

Similar to the Transition Competencies for Preservice Special Education Programs, the *Pre-Service Special Education Transition & Career Development Survey* was developed to assessment pre-service student's perceptions of their knowledge and skills related to secondary transition. This instrument is also aligned with the Next Step NH's Transition Focused Education Framework Fidelity Tool, used to assess NH high school's capacity to support successful transitions for students with disabilities.

Keene State College

The first cohort of KSC students completed a pre-survey in January 2015 and a second survey in May 2015. KSC pre-service students perceived their knowledge of transition competencies higher than their skills to implement the transition competencies. However, on average, the degree of change in knowledge and skills between pre- and post-survey were identical (+1.2). At post-survey, there was little variation in ratings of knowledge or skills. Students rated their knowledge and skills related to Program Structures the highest, while they perceived their knowledge and skills of Student Focused Planning Practices the lowest of the five components of the survey.

Results from the surveys were used to assess student progress and to create an action plan. The 2015-16 action plan continued the work begun in the previous year, taking explicit action to better infuse transition concepts into the whole program. A new class of students completed the pre-test in January 2016 and will complete the post-test in late April 2016.

Plymouth State University

The *Pre-Service Special Education Transition & Career Development Survey* was administered for the first time at PSU in January 2016. The PSU instrument was augmented by five additional questions from a similar survey developed at the University of Oklahoma. On average, PSU students expressed little variation between their knowledge and skills related to transition competencies. They rated their knowledge and skills related to Family Involvement the highest, while Program Structures received the lowest ratings. Students who took the survey have had no exposure to the additional transition materials and activities that PSU faculty have developed in the Action Plan. As Action Plan items are implemented in the summer and fall of 2016, and winter and spring of 2017 through program coursework, subsequent administration of the *Pre-Service Special Education Transition & Career Development Survey* should show significant gains in knowledge and skills. The survey will be administered again in September, December, February, and May to capture student growth throughout their pre-service special education program.

KSC Summary

The most significant improvement to date from the 2015-16 action plan is that KSC redesigned the January Field Experience to be an Extended K-12 Placement. The new placement has three parts: a full-day seminar in December to connect the transition class to the full-year Internship experiences and set the tone for foundational thinking on legal issues, standards and self-determination. This is followed by four days in internship schools during exam week in December, followed by two weeks in schools in January, with specific outcomes, activities, and knowledge and skill acquisition for the experience. Special Education teacher candidates in the program have the option to integrate the activities from this three-week experience into the school year. The change involved developing a new cooperative agreement with internship schools, as well as close coordination among faculty. Skills associated with self-advocacy, social skills and self-monitoring are now included in an assignment in one of the internship courses as well.

In addition, KSC redesigned the transition course sequence to better incorporate Indicator 13, improved the ELO component, and redesigned/updated the self-determination, transition to postsecondary education, and family engagement components based on Year 1 experiences. The transition case study and

scoring guides were revised to align them to transition competencies and elements. Last, all students in the transition course were required to work with an 8th grade, or higher grade level, student for the case study assignment.

KSC presented the Transition Competencies for Preservice Special Education Programs and shared their transition program improvement process and tools at a poster session at the CEC's Division of Career Development and Transition (DCDT) annual conference in 2015.

PSU Summary

The needs assessment and action planning process that KSC piloted in 2015 was used to guide Plymouth's curriculum improvement process. PSU administered the baseline Transition Competencies for Preservice Special Education Programs (program needs assessment) and the Pre-Service Special Education Transition & Career Development Survey (student survey) during this reporting period and developed an initial action plan.

Next Steps NH Website

The Next Steps NH website, <http://nextsteps-nh.org> was launched in fall 2014, and ongoing monitoring and updates occur on a regular basis. 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, a training materials section, publications and a large reference area organized according to the Next Steps Transition-Focused Education Framework. As the project has developed tools, they have been added to the website. Usability testing with end users informs the design and content throughout the ongoing development process.

Four performance indicators, listed below, were established to assess the quality and impact of the Next Steps NH website.

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

During 2015-16, several new sections of the Next Steps NH website were released and many pages were upgraded using an iterative design process. In addition, Google Analytics was used to investigate and measure site use. Significant additions this year included: an Interagency Collaboration Toolkit, a section to hold all Next Steps developed training materials and webinar recordings, a section to hold and explain the Transition-Focused Education Framework (TFEF) Fidelity Tool, a new Assistive Technology page, more exemplar IEP transition plans, and a page dedicated to transition IEP requirement videos. Improvements included: ongoing tweaks to support Regional Intermediaries and cohort school needs, simplifying the student and educator/parent portals, redesigning the

family engagement and program structures tools pages, incorporating more graphical elements, and building a shared resource page to support the IHE portion of the project.

Next Steps NH created a social media presence through Twitter (twitter.com/nextstepsnh) and Facebook (www.facebook.com/nextstepsNH). Users can connect to both platforms via the Next Steps NH website, and vice versa. Content has been posted according to a rotating schedule that moves through the major parts of the entire Next Steps NH project.

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. Seven of nine (77%) parents and 28 of 30 (93%) (90% when the two groups are combined) of school personnel agreed to strongly agreed that the Next Steps NH website and materials to be of high quality, relevant, and useful.

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

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

PR/Award #: H323A120003

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

1. The reported budget expenditures for the previous reporting period (10/01/2012-02/28/2015) as reported on the cover page of this report is \$1,416,097.45. The reported budget expenditures for the current reporting period (3/01/2015 – 02/29/2016) as reported on the cover page of this report period is \$684,041.31.
 2. Grant obligations in the amount of \$368,337.52 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 led to a delayed start up with key contractors. In addition, there were several changes in project personnel beginning in 2012 through Dec 2014 and as a result, funds were not expended at the expected rate. Our project officer, Corinne Weidenthal was notified of all changes as they occurred.
 - With both grant personnel fully on board in December 2014 (Project Coordinator started Oct. 2014 and Grants & Contracts Technician began Dec. 2014) a comprehensive financial review of past and current contracts with vendors was completed and it was discovered that some of our vendors left measureable amounts of unspent funds at the completion of contract periods. We have put into place a practice of sending quarterly updates to all of our contracted vendors with the status of the remaining funds of their contracts. In addition, monthly reminders are shared to ensure their documentation and reporting of all grant activities.
 4. We were successful in bringing on a second Institution of Higher Education (IHE), Plymouth State University (PSU) to the project as originally planned and their contract was in effect as of July 1, 2015.
 5. We do expect to have unexpended funds at the end of the current budget period in the approximate amount of \$979,861.24. The reasons for the unexpended funds are noted above in item 3. We anticipate spending down these funds in the next year as well as in our planning for a No Cost Extension year to complete the project initiatives.
 6. No changes were made to our budget that affected our ability to achieve our approved project outcomes.
-

Next Steps NH Section C Packet

Page 2 – SECTION C - Additional Information

Page 3 – Evidence-Based Professional Development Worksheets

Page 27– Next Steps NH 2016 Evaluation Report

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

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

PR/Award # (11 characters): H323A120003

SECTION 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, Plymouth State University, the Q.E.D. Foundation, Vocational Rehabilitation, the 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.

Evidence-Based Professional Development Worksheet

Program Measure 1

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.

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
A(1) Selection	<p>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Description of expectations for PD participants (e.g., attendance in training, data reporting).¹ 2. Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).^{2,3} 3. Description of how schools, districts, or other agencies were informed of their responsibilities.^{2,3} <p>Provide a brief description of the form(s) used for these agreements.</p>	<ol style="list-style-type: none"> 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. Twelve schools across three cohorts have signed MOUs and 11 schools have fulfilled project activities. Expectations for participating schools include: 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 3) were expected to attend the kick-off webinar (May 2015), project-wide ELO training (Cohort 2 – Mar. 2015, Cohort 3 – Mar. 2016), Transition Planning 3-part training series (Cohort 1 & 2 – Fall 2015), Administrator Sustainability training series (Cohort 1 – Fall 2015, Cohort 2 – Jan/Feb 2016), as well as participate in school-based coaching from their Regional Intermediary, PIC and RENEW staff. An application packet for Cohort 4 schools was provided to all high schools in the state on Feb. 1, 2016 with a due date of Mar. 25, 2016 and a review/selection date of Apr. 11, 2016. Six schools submitted applications. 2. Schools agreed to provide a Transition Liaison, who commits 10-15 hours per month to coordinate grant activities. Schools also agreed to either have in place or develop a Leadership Team that will address the comprehensive transition program elements specific to students with disabilities and students at risk for dropping out of schools. School administration ensured staff release time to attend trainings, coaching sessions, and participate in required team meetings. 3. Schools were informed of their responsibilities in the application packet sent to all high schools in the state and then in the MOU signed by accepted schools. In addition a webinar was held with all interested Cohort 3 schools on Feb. 18 & 20, 2015 shortly after applications were distributed to inform interested parties about school responsibilities and project expectations. Fifteen schools participated in this webinar. Two informational webinars were conducted on Feb. 10 & 11, 2016 for schools interested in applying to become a Cohort 4 school. 	4

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
A(2) Selection	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.¹</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Expectations for trainers' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ Description of role and responsibilities for trainers (the people who trained PD participants). 2. Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training). 	<p>1. Professionals developing and delivering training to cohort schools in the areas of transition planning, Extended Learning Opportunities (ELOs), RENEW, and family engagement were selected based on their extensive experience and expertise in these areas. 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: develop and deliver training using the PALS model for training, serve and contribute to the Next Steps NH (NSNH) Leadership Team (LT) and Evaluation Workgroup (EWG) team, collect and analyze training implementation data as well as intervention fidelity data to inform schools' action plans, and contribute training materials, evaluation instruments & assessments, and resource materials to the Next Steps NH website.</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 NSNH LT and EWG, serving on the LEAs LT that oversees the project, supporting the LEAs in the collection and analysis of data as well as developing and implementing their action plans, and observing and modeling transition-focused best practices.</p> <p>2b. One Institution of Higher Education (IHE) – Keene State College (KSC) – was chosen at the start of the project based on their experience is greatly increasing their capacity to provide in-service and pre-service PD on secondary transition, as well as their ability to create and maintain the Next Steps NH website. KSCs contract with the NHDOE depicts their roles and responsibilities as consultants/mentors to support an additional IHE which was selected from a competitive application process in accordance with proposal's goals and objectives. Beginning July 1, 2015, Plymouth State University (PSU) joined our efforts in incorporating secondary transition practices in our IHEs' SPED programs. KSC has mentored PSU in conducting a needs assessment of their program followed by an action plan to embed secondary transition practices in their program.</p>	3

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(1) Training	<p>Accountability for the delivery and quality of training.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of the lead person(s) accountable for training. 2. Description of the role and responsibilities of the lead person(s) accountable for training. 	<p>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).</p> <p>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 LT 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 EWG meetings (Aug 24, 2015, Nov 23, 2015, & Feb 29, 2016) which include the project evaluators, trainers, coaches, and other members of the Management and Leadership Teams. As part of the EWG, 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/update project trainings (3-part ELO training series for Cohort 3 schools, a similar team to develop a 5-part Administrator Sustainability training series for Cohort 1 & 2 schools and a team to develop a 3-part Transition Planning training series for Cohort 1, 2 & 3 schools). (iv) Ms. Aiello has reviewed and provided feedback to program developers on Family Engagement, ELO, Transition Planning & Sustainability trainings. She also facilitates debriefing sessions on trainings as they occur to discuss effectiveness, impact and make modifications for future trainings. Every two months, PD data are collected, analyzed, and reported on. A summary of 2015-16 professional development data is on page 21.</p>	4

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
B(2) Training	<p>Effective research-based adult learning strategies are used.^{4,5,6}</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of adult learning strategies used, including the source (e.g., citation). 2. Description of how adult learning strategies were used. 3. Description of how data are gathered to assess how well adult learning strategies were implemented. 	<p>1. All training includes the use of effective adult learning principles as outline in the PALS approach. PALS is an evidence-based strategy designed to make sure training (and other forms of PD) use effective strategies and trainer/trainee roles for each phase of PD, including Foundations (Introduce & Illustrate), Application (Practice & Assess), Evaluation (Review & Reflect), & Mastery (Deep Understanding). Staff were trained on the PALS model in 2013 with additional coaching in 2014. One set of data collected to assess the use of PALS is on p. 17-18.</p> <p>2a. Adult learning strategies are incorporated into the development of all trainings and the Project Coordinator and Management Team conduct 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 Foundations, Application, Evaluation, and Mastery characteristics in our programs.</p> <p>2b. When developing project trainings, we determined that an effective way to incorporate the PALS model was to adjust our delivery model to accommodate the needs of school staff we were training. We decided to offer many of our trainings in an online format using GoToMeeting (GTM) having one of our trainers deliver the foundational content during the GTM while our RIs facilitated the training activities onsite with the schools addressing their schools’ unique needs. School sites would use activity time to apply their learning and create an action plan based on their learning. RIs would coach them post-training on the implementation of their action plans.</p> <p>3a. On both end-of-event evaluation forms and annual participant surveys, PD recipients were asked if the training they received incorporated adult learning principles, and if so, how effectively. Results are 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.</p> <p>3b. The High Quality PD 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 following trainings (i) Mar 18 & 30, 2015 ELO Training for Cohort 2 schools, (ii) Jun 24 & 25, 2015 RENEW Facilitator Training for Cohort 1 & 2 schools, (iii) Aug 3, 2015 Administrator Sustainability Training on Essentials of Implementation Part 1 for Cohort 1 schools, (iv) Aug 4, 2015 Administrator Sustainability Training on Essentials of Implementation Part 1 for Cohort 1 schools, (v) Aug 11, 2015 Administrator Sustainability Training on Family Engagement for Cohort 1, 2 & 3 schools, and (vi) Nov 3, 2015 RENEW Facilitator Training for Cohort 3 schools.</p>	3

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(3) Training	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).^{3,5}</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Description of skills that participants were expected to acquire as a result of the training. 2. Description of activities conducted to build skills. 3. Description of how participants' use of new skills was measured. 	<p>1. Participants in all evidence-based transition practices training (ELOs, RENEW, Family Engagement Strategies, Transition Planning, and Project Sustainability) are expected to have the following skills: (i) Can effectively implement the transition practices. (ii) Can use and analyze progress monitoring measures. (iii) Can identify transition needs of students. (iv) Can adjust initiative according to progress monitoring data. (v) Can plan for sustainability of initiative. (vi) Can access resources via the project's TRP.</p> <p>2. Various trainings were developed and conducted to build skills including: (i) The Administrator Sustainability Series for Cohort 1 Schools: Module 1 & 2 The Essentials of Full Implementation, Module 3 Promoting & Sustaining Family-School Partnerships, Module 4 Developing & Sustaining ELO Programs, and Module 5 Sustaining RENEW Implementation (ii) The 3-part Transition Planning Series for Cohort 1 & 2 Schools: Course 1 Transition Assessment: Knowing the Options & How to Use Them, Course 2 Assessing & Teaching Self-Determination Skills to Students, and Course 3 Tips & Strategies for Engaging Students & Families in the Transition Assessment & Student-Led Meeting Process (iii) The 3-part ELO training series for Cohort 2 & 3 Schools "Creating Alternative Pathways for Students to Achieve Academic Credit in School (iv) The Family Engagement Trainings for Cohort 2 & 3 Schools: Planning for Life After High School, Planning for a Successful Transition, Learning Outside of the Classroom (v) The 3-part Student Training Series on Secondary Transition for Cohort 2 Schools: Empowering Youth, It's YOUR IEP...It's YOUR Life, and Taking it to the Next Steps, Pulling it All Together (vi) The RENEW Facilitator Training and the RENEW Sustainability Retreat for Cohort 1, 2 & 3 Schools. Action planning was an essential element of these trainings so participants could build upon their foundational knowledge by applying it terms of work plans that would be implemented post-training, evaluated with the assistance of their RI and other school staff all while working toward mastery and full implementation.</p> <p>3a. On end-of-event evaluation forms and on 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.</p> <p>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 on August 24, 2015 and February 29, 2016 to improve trainers' skills and the training curriculum.</p>	3

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
B(4) Training	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills.⁵</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of training outcome measure(s). 2. Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. 3. Description of how training outcome data were reported. 4. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching. 	<p>1. Training outcome measures from evidence-based transition practices training (ELOs, RENEW, Family Engagement Strategies, Transition Planning Series and Administrator Sustainability Series) include:</p> <ul style="list-style-type: none"> • Effective implementation of the specific practices. • Use & analysis of progress monitoring measures. • Identification of student's transition needs. • Adjustments of initiatives according to progress monitoring data. <p>2a. Each training was evaluated for utilization of adult learning principles, degree to which it was skilled-based, utilization of technology used to deliver training, 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. (A sample summary report is on page 24.)</p> <p>2b. Progress on the Transition-Focused Education Framework, ELO and RENEW fidelity tools also provided evidence of the impact of training on practitioner's skills to implement these practices. An example of the ELO and Transition fidelity data collected are on pages 22 – 23.</p> <p>2c. As training data were received, they were summarized, and shared at monthly Leadership Team meetings or every two months at our EWG 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 Leadership Teams for program improvement.</p> <p>3. 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>4. 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

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
B(5) Training	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.^{5,7}</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Description of training provided to trainers. 2. Description of coaching provided to trainers. 3. Description of procedures for observing trainers. 4. Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). 5. Description of procedures to obtain participant feedback. 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). 	<p>1. Partners received several trainings related to the project content. All RIs and partners were trained by Heidi Wyman in 3 transition planning 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>2. 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 were conducted after trainings to provide immediate feedback to trainers. Debrief sessions were held on: (i) 3.23.15 & 4.8.15 to review the ELO training for Cohort 2, (ii) 7.7.15 to review the RENEW Facilitator training for Cohort 2, (iii) 8.7.15 to review the Administrator Sustainability training on the Essentials of Implementation Part II for Cohort 1, (iv) 8.13.15 to review the Administrator Sustainability training on the Essentials of Implementation Part I for Cohort 1, (v) 8.14.15 to review the Administrator Sustainability training on Promoting Family-School Partnerships for Cohort 1 & 2, (vi) 11.13.15 RENEW Facilitator training for Cohort 2.</p> <p>3 & 4. The Project Coordinator and external evaluator monitor training effectiveness. Trainers and 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 in debriefing sessions 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>5. On training evaluations and annual participant surveys, participants are asked if the training used adult learning methods, was skill-based, and if they were more knowledgeable and skilled as a result of the training.</p> <p>6. The results are shared with trainers and the Management Team to inform future PD. In addition to these evaluative tools, the EWG met formally three times during this reporting period to discuss data and tools, and make recommendations for formative improvements (i.e. adjusted cohort school 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

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
C(1) Coaching	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.⁸</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of the lead person(s) responsible for coaching services. 2. Description of the role and responsibilities of the lead person(s) accountable for coaching services. 3. Description of how data were used to provide feedback to coaches and improve coaching strategies. 	<p>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 bi-weekly 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.</p> <p>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 EWG meetings (Aug 24, 2015, Nov 23, 2015, & Feb 29, 2016). 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 June 2015, we made slight contextual adaptations to the <i>Coaching Observation Checklist</i> (created by Brussow, et al at the University of Kansas), in addition to seeking evaluation feedback from participants of the coaching session, to evaluate effectiveness and impact for improving coaching. Debriefing sessions were conducted after coaching sessions (sessions included Facilitating School Leadership Teams or conducting Family Focus Groups) to provide immediate feedback. Debriefing sessions for various coaching observations were held on: 6.10.15, 9.9.15, 9.25.15, 10.7.15, 10.19.15, 11.2.15, 12.9.15.</p> <p>3. Coaches meet monthly at RI meetings to review data, and to share strategies and successes. All coaches also participated in the LT meetings and EWG 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.</p>	4

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
C(2) Coaching	<p>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).⁶ 2. Describe how SPDG coaches monitored implementation progress. 3. Describe how the data from the monitoring is used to provide feedback to implementers. 	<p>1. All coaching is based on the PALS approach. PALS is an evidence-based strategy designed to make sure coaching (and other forms of PD) use effective strategies for each phase of PD, including Foundations (Introduce & Illustrate), Application (Practice & Assess), Evaluation (Review & Reflect), and Mastery (Deep Understanding). Staff were trained on the PALS model (Nov. 21-22, 2013 and additional coaching was provided in subsequent LT meetings Jan. 27, 2014 and Mar. 24, 2014).</p> <p>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. Fidelity data were collected at baseline, again at 7 months to 1 year into the project (depending on the cohort) and a final set of data collection is completed when they exit the project at the end of year 2. Cohort 1 schools have collected all three data points for each fidelity tool, Cohort 2 schools have collected two data points with a final collection scheduled for June 2016, when they exit the project. Cohort 3 schools have completed their baseline data collection in fall 2015. 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. A web-based tracking system for tracking RENEW outcomes is currently under development.</p> <p>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 the school Leadership Teams to review data and the status of their action plans. 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).</p>	3

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(1) Performance Assessment (Data-based Decision Making)	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).¹⁰</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Provide a description of the role/responsibilities of the lead person and who this person is. 	<p>1. 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>EWG meetings (Aug 24, 2015, Nov 23, 2015, & Feb 29, 2016) were held three times this reporting period and included the project evaluators, trainers, project partners, and the Project Coordinator. 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>	3
D(2) Performance Assessment	<p>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Describe data systems that are in place for various education levels. 2. Describe how alignment or coherence is achieved between various data systems or sources of data. 3. Describe how multiple sources of information are used to guide improvement and demonstrate impact.¹⁰ 	<p>1. Google Docs is used as the platform for the collaborative use of data sharing and reporting. Each school LT 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.</p> <p>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.</p> <p>3. Data used to guide improvement and demonstrate impact include:</p> <ul style="list-style-type: none"> • Readiness data provided in the Next Steps NH application package • PD Tracking Log (assess projects outputs and the amount/duration/type of PD activities) • Implementation fidelity data (assesses degree and quality of implementation of transition practices, ELO, and RENEW) • ELO Characteristics data • RENEW Youth Tracker – A web-based tool for tracking RENEW outcomes • Participant feedback data (annual participant feedback on professional development provided) • Drop-out and graduation data • Quarterly and annual reports (summarizing data captured at those intervals) 	3

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>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).¹⁰</p> <p>Required elements:</p> <p>1a. Describe the feedback loop for each level of the system the SPDG works with</p> <p>1b. Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas.</p> <p>2. Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).¹⁰</p>	<p>1a. As part of the monthly LT meetings, decisions are made as to which data to share, to whom, and how. The data sources are listed in the previous row (D2). Data are shared through ongoing training evaluation reports, professional development output summaries, fidelity data summaries provided 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>1b. Information/decisions from the Management Team (MT) meetings are also shared with coaches to ensure program/site-level LTs are knowledgeable of any project changes. Training related to data presentation and data sharing are part of the EWG. 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>2. 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 – to include Family-School Engagement, ELO, and RENEW) are collected and reviewed annually, and are also reviewed to improve the quality of PD provided. Both sets of data (project and student/school level) are reviewed in the context of schools' graduation, drop-out, and Indicator 13 and 14 (when available) data and used to inform selection, training and coaching data. This is done through ongoing Next Steps NH LT meetings and shared with the NH Transition State Community of Practice.</p>	3

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(4) Performance Assessment	<p>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.¹⁰</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Describe how benchmarks are created and shared. 2. Describe positive recognition processes for achievements. 3. Describe how data are used to “market” the initiative. 	<p>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 (to include Family-School Engagement), and RENEW fidelity tools were established in Spring 2015. Summaries of these data are presented on pages 22 - 23. These data are reviewed annually in light of the targets and actual performance data to celebrate successes and determine any mid-course corrections that might be needed.</p> <p>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 Cohort with specific recognition of each participants. Cohort 1 schools celebrated their accomplishments in December 2015 by reviewing their final data collection from their fidelity tools and comparing the growth from baseline to final collection point and recognizing each member of their LT that made the results possible. The schools were awarded a trophy in recognition of their efforts and accomplishments by their RI/Coach and Project Coordinator and other project partners that were available to participate. Schools will use their final data collection results to continue their work post-grant.</p> <p>3. Project findings are summarized in detail in full evaluation reports, but are supplemented by one-page, easy and quick-to-read InfoGraphics (see an example on page 24). 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 ongoing effort to market our initiative is to submit proposals to and present at the State’s Annual Transition Summit held in November each year. Our RIs and project partners have delivered sessions on the project to encourage new cohort school applications each year of the project. Sessions have included information on the project website, school/student success stories, ELO design strategies, parent engagement strategies, RENEW implementation, and Interagency Collaboration. The Summit is attended by over 200 participants that include special education teachers, transition coordinators, administrators, counselors, area agency representatives, families, Institutions of Higher Education, etc. each year.</p>	3

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(5) Performance Assessment	<p>Participants are instructed in how to provide data to the SPDG Project.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Procedures described for data submission. 2. Guidance provided to schools/districts. 	<ol style="list-style-type: none"> 1. The EWG 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 supports 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. During the winter 2015-16, the project evaluator participated in the RENEW Retreat for Cohort 2 schools, as well as meeting four Next Steps schools to review the RENEW Youth Student Tracker, a web-based data collection tool. 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. 2. Next Steps NH coaches provided 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. 	3
E(1) Facilitative Administrative Support/ Systems Intervention	<p>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Role/job description of administrators relative to program implementation provided. 2. Describe how the SPDG trains and supports administrators so that they may in turn support implementers. 	<ol style="list-style-type: none"> 1. School administrators agreed 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 collecting and reviewing implementation data. The school administrators also ensure staff release time to attend trainings, coaching sessions, and participate in required team meetings. 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 were developed and delivered to Cohort 1 schools in the Fall of 2015 and Cohort 2 schools in Jan-Mar. 2016 to support administrators and their teams in sustaining the work of the grant after their involvement in the grant is over. Those modules include: Module 1: The Essentials of Full Implementation Part I, Module 2: The Essentials of Full Implementation Part II, Module 3: Promoting & Sustaining Family-School Partnerships, Module 4: Developing & Sustaining ELO Programs, and Module 5: Sustaining RENEW Implementation. 	3

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
E(2) Facilitative Administrative Support/ Systems Intervention	<p>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</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. 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). 2. Describe processes for revising policies and procedures and making other necessary changes. 	<p>1. Data are reviewed at monthly LT meetings. Data are also reviewed at monthly EWG meetings & shared through ongoing training evaluation reports, quarterly implementation data reports, PD logs, & annual reports provided by the external evaluator to provide feedback to school administrators as necessary. Areas of weakness & challenges to implementation are discussed with school administrators & changes to project approaches are determined. A detailed evaluation plan provides guidance on data collected through Google Docs, analyzed by project evaluators, & shared with all levels of the education system via a one-page InfoGraphic. Sustaining the work once a school exits the project is one area of challenge for schools & administrators. In anticipation of this challenge & in collaboration with school administrators, we developed topic-specific modules aimed at helping school administrators plan for sustainability (see E1 for more detail).</p> <p>2a. The LT oversees the work of the project. During our monthly meetings, project partners meet to identify what is working well in the various cohort schools & what areas are challenging. Collaboration amongst project partners allows us to share exemplars from schools finding success in areas that others schools may find challenging. When the LT identifies the need for course correction, they pass it along to the MT with possible recommendations. Final determinations are 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 (TFEFFT) for ease of implementation with cohort schools wrapping up their involvement in the project (promotes sustainability), and (iii) revisions of our fidelity tool to provide an at-a-glance view of data collected for multiple administrations (see report for more detail).</p> <p>2b. The NH Transition Community of Practice (CoP) serves as the project's Advisory Board. Membership is made up of various SEA, regional, LEA, & area agency representatives. The Project Coordinator presents project data & analysis on an ongoing basis & solicits input on successes/challenges/barriers to determine what changes need to be made or what successes need to be replicated. Data were shared at the June 2015 CoP Meeting highlighting the Cohort 1 & 2 data from the TFEFFT, the ELO Fidelity Tool, various RENEW fidelity tools, the Impact of Coaching on Knowledge & Skills, as well as an InfoGraphic displaying the data from our website report. The Project Coordinator collected input & shared it with the MT. Input received included (i) revise the 3-point rating scale for the TFEFF tool to include decimals so growth could be seen if a school started at a "2" but wasn't quite at a "3" & (ii) have the Family Engagement (FE) Group complete the FE portion of the TFEFF Tool as opposed to school staff for greater accuracy of data Both recommendations were approved by the MT and implemented moving forward.</p>	3

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

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

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

⁴ Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.

⁵ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 39-43).

⁶ <http://learningforward.org/standards/learning-designs#.U1GVhbHD888> .

⁷ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).

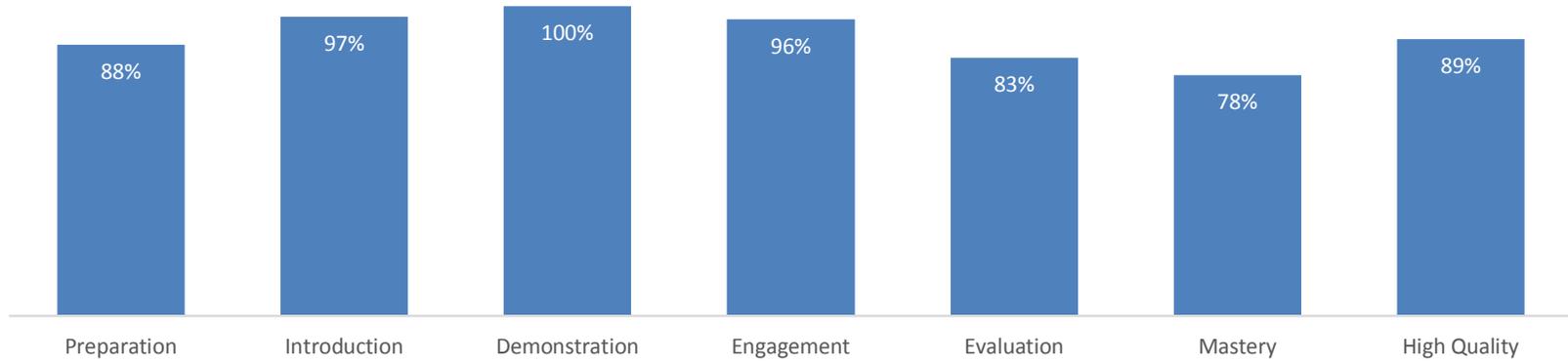
⁸ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).

⁹ http://learningforward.org/standards/data#.U2FGp_lidWYk .

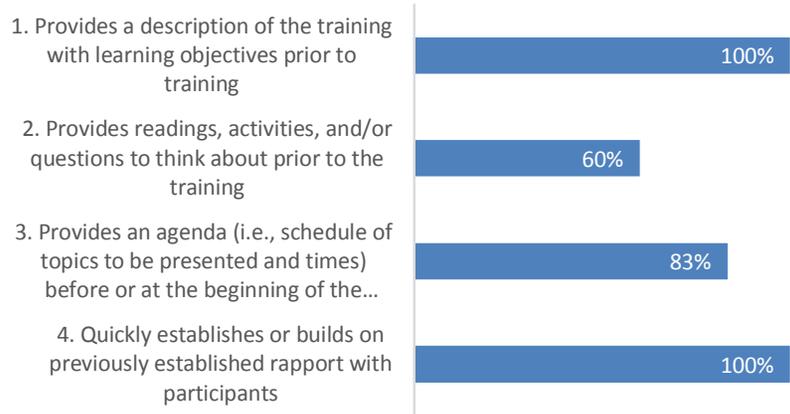
¹⁰ <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf> (pp. 15-16).

HIGH QUALITY PROFESSIONAL DEVELOPMENT TRAINING DATA

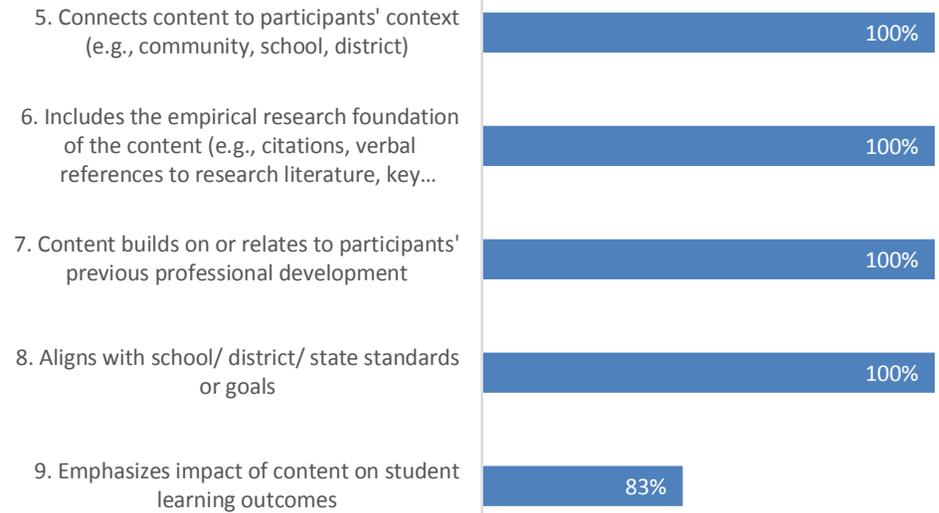
Percent of High Quality Training Practices in Place



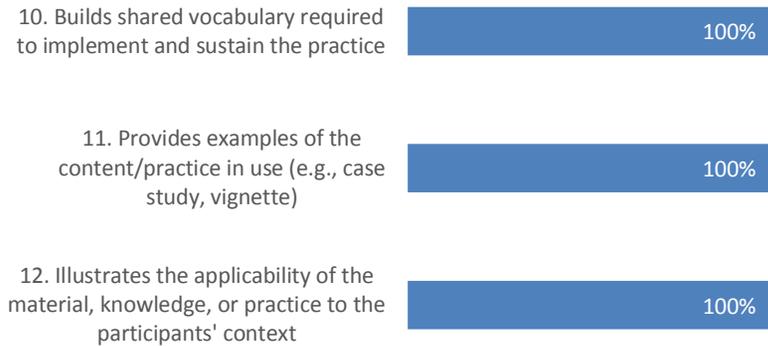
Preperation



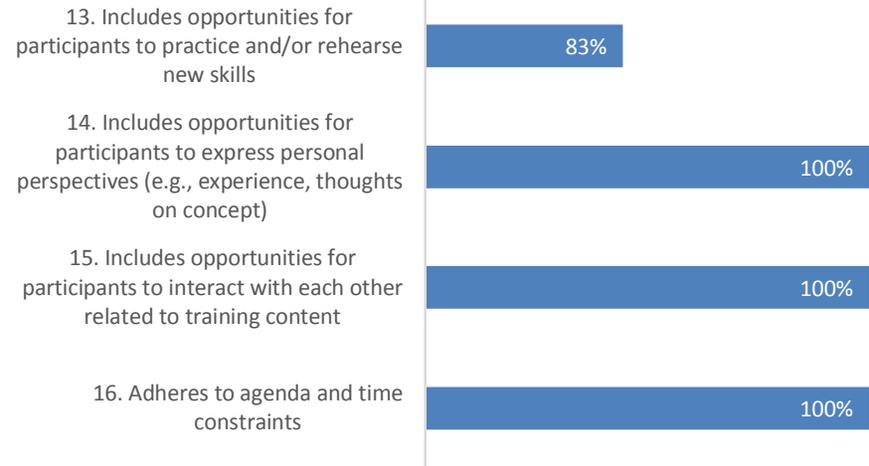
Introduction



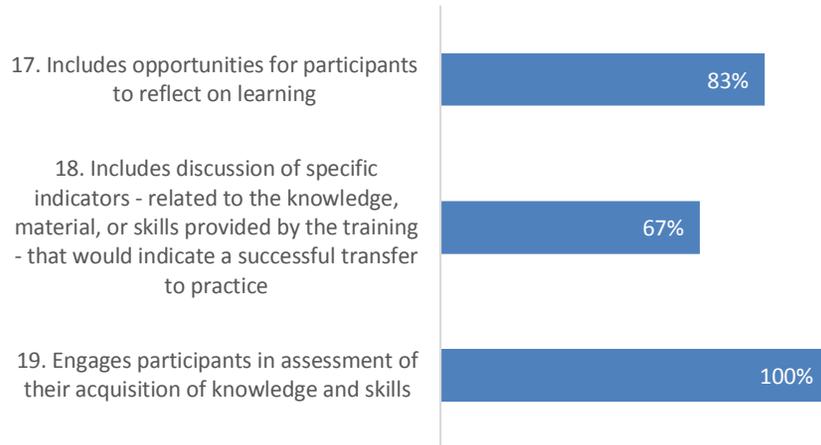
Demonstration



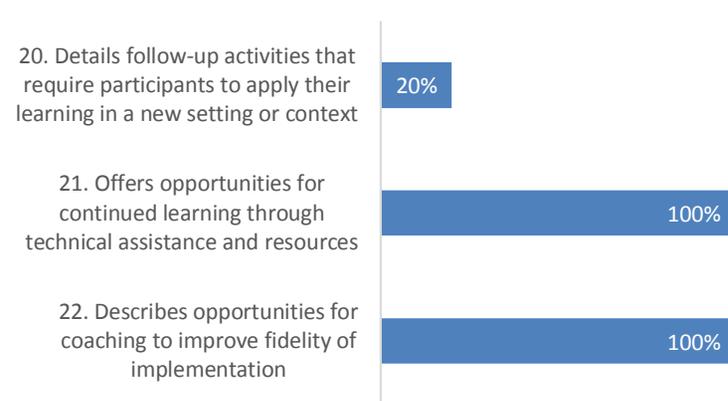
Engagement



Evaluation

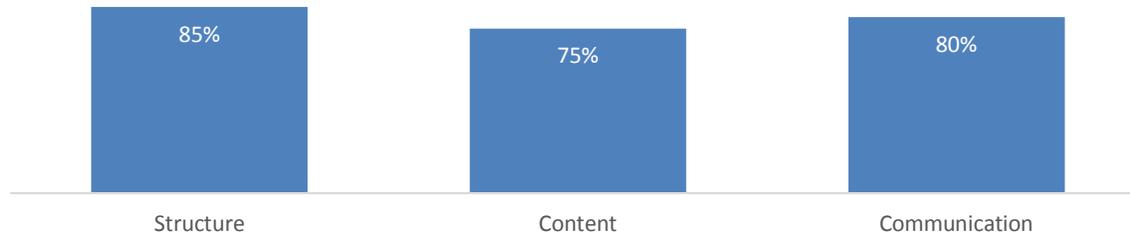


Mastery



HIGH QUALITY PROFESSIONAL DEVELOPMENT COACHING DATA

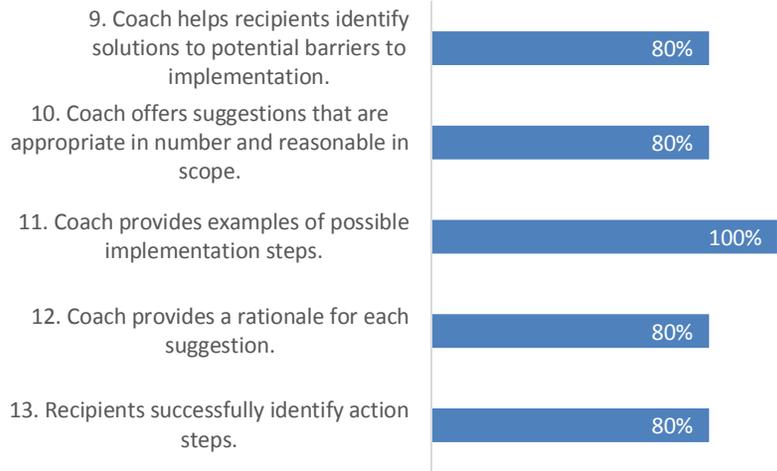
Percent of High Quality Coaching Practices in Place



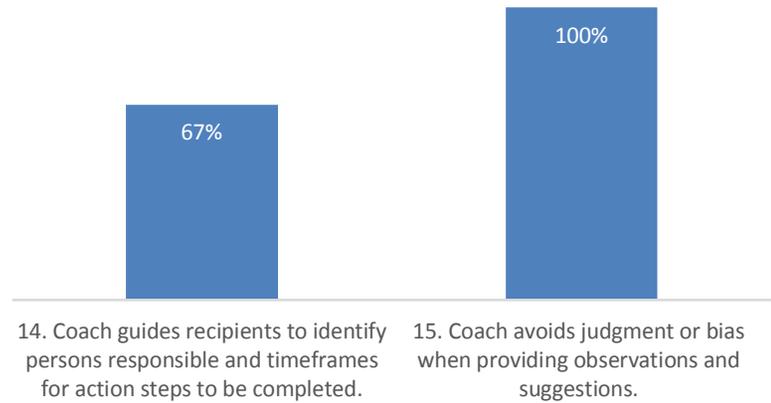
Structure



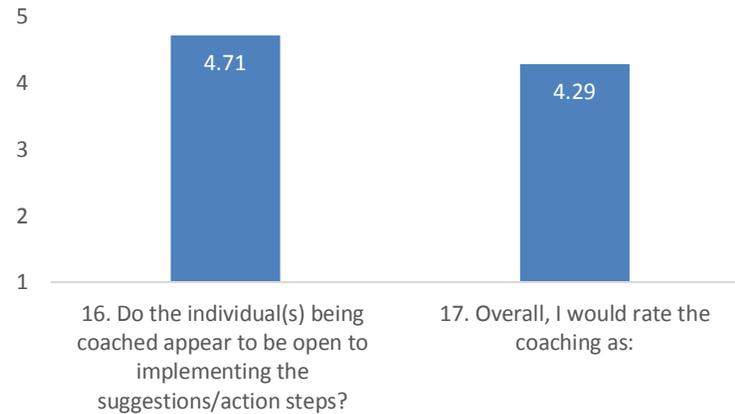
Content



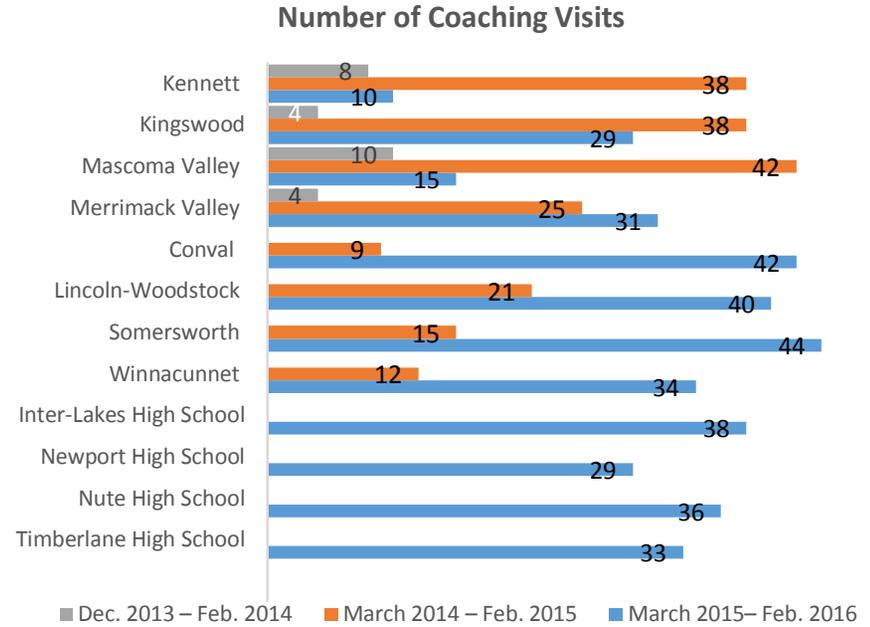
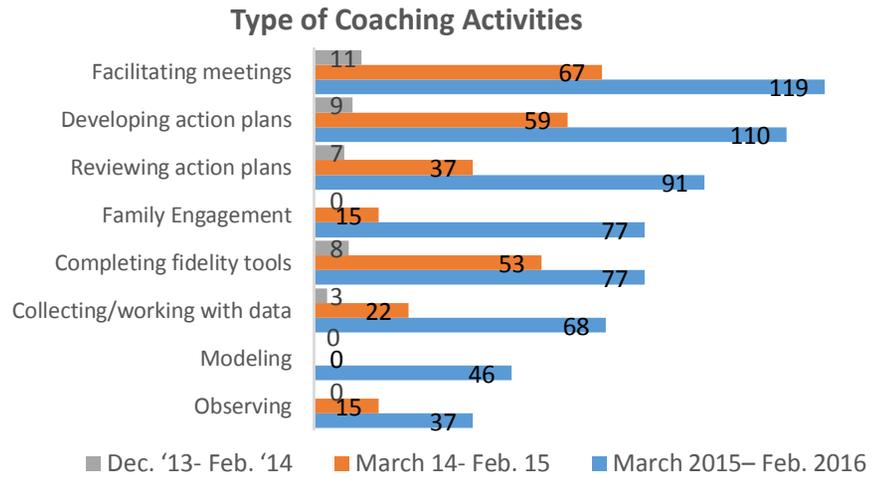
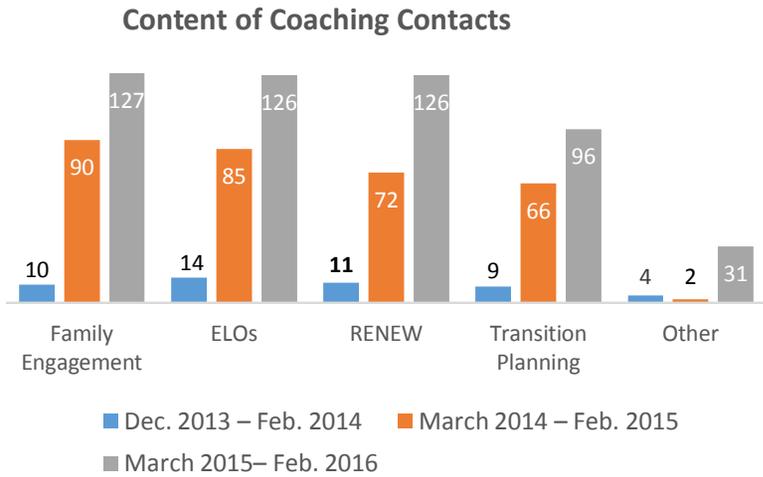
Communication



Efficacy



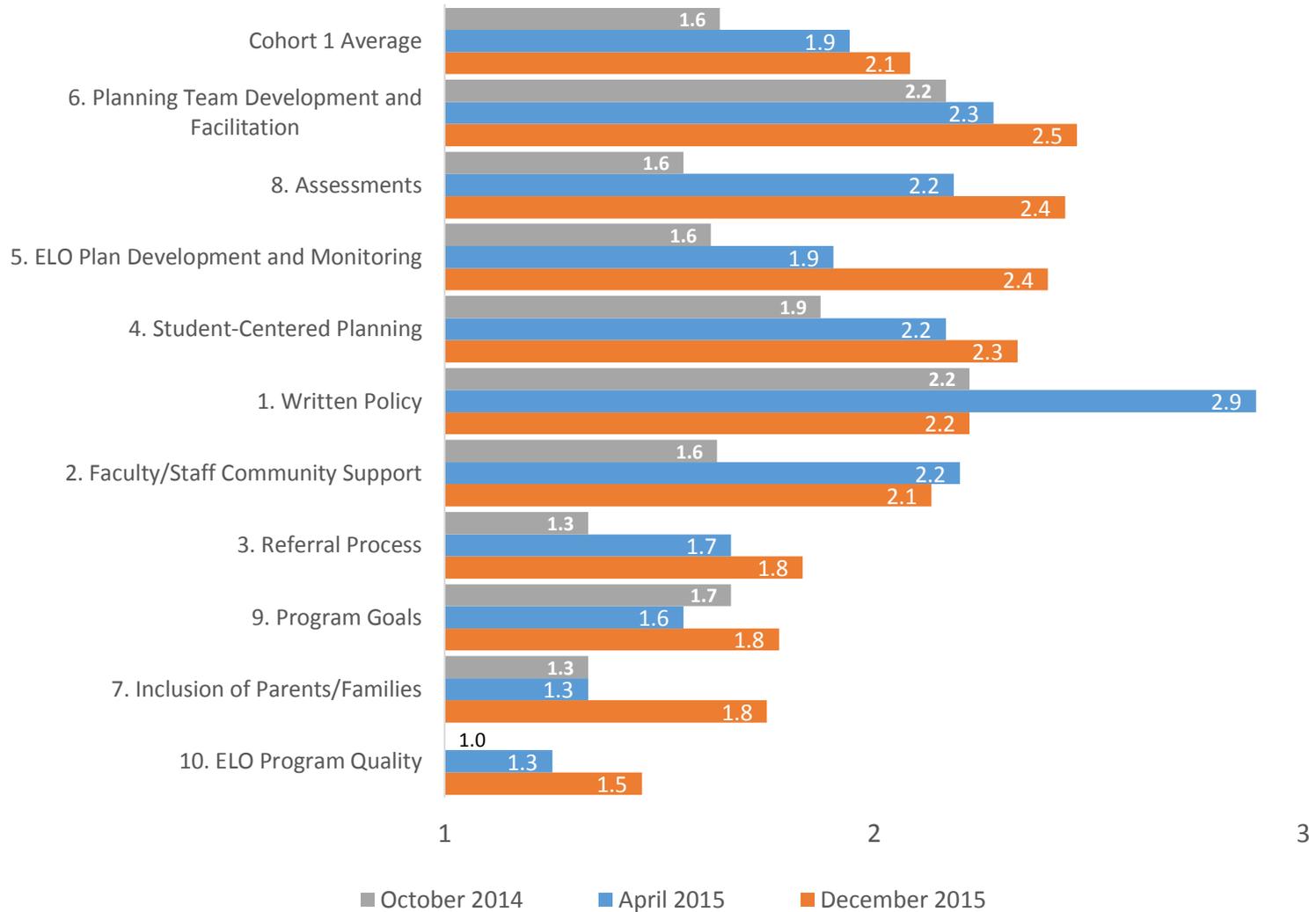
CUMULATIVE PROFESSIONAL DEVELOPMENT PROVIDED (MARCH 1, 2015 – FEBRUARY 29, 2016)



COHORT 1 ELO FIDELITY DATA

(Kingswood, Mascoma Valley, Merrimac Valley)

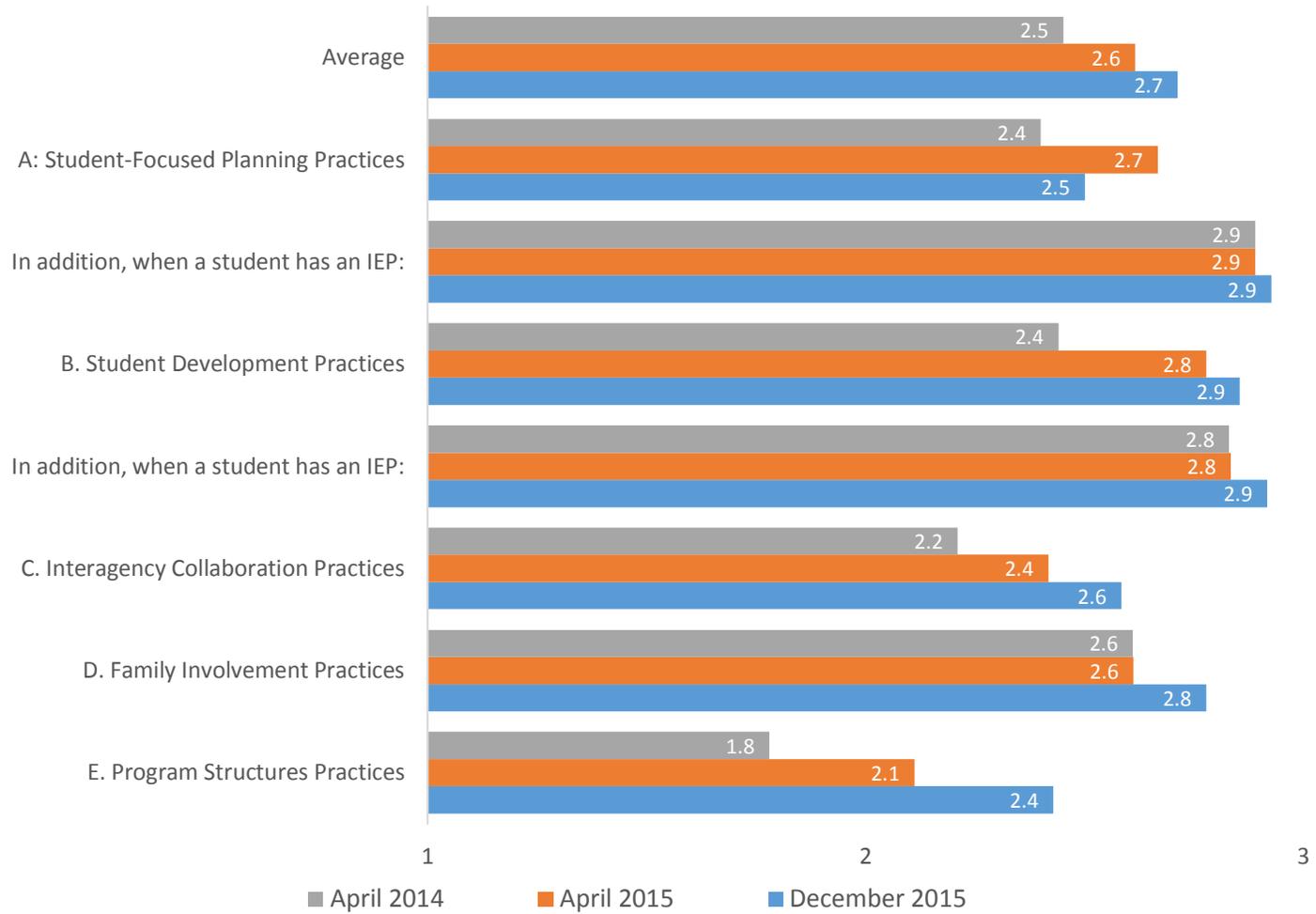
1 = Not in Place, 2 = Partially in Place, 3 = In Place



TRANSITION FOCUSED EDUCATION FRAMEWORK FIDELITY DATA

Cohort 1 Schools

(1 = Not in Place, 2 = Partially in Place, 3 = In Place)



**Next Steps New Hampshire
2016 Evaluation Report**

Next Steps NH Section C Packet

Page 2 – SECTION C - Additional Information

Page 3 – Evidence-Based Professional Development Worksheets

Page 27– Next Steps NH 2016 Evaluation Report

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

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

PR/Award # (11 characters): H323A120003

SECTION 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, Plymouth State University, the Q.E.D. Foundation, Vocational Rehabilitation, the 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.

Evidence-Based Professional Development Worksheet

Program Measure 1

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.

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
A(1) Selection	<p>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Description of expectations for PD participants (e.g., attendance in training, data reporting).¹ 2. Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).^{2,3} 3. Description of how schools, districts, or other agencies were informed of their responsibilities.^{2,3} <p>Provide a brief description of the form(s) used for these agreements.</p>	<ol style="list-style-type: none"> 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. Twelve schools across three cohorts have signed MOUs and 11 schools have fulfilled project activities. Expectations for participating schools include: 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 3) were expected to attend the kick-off webinar (May 2015), project-wide ELO training (Cohort 2 – Mar. 2015, Cohort 3 – Mar. 2016), Transition Planning 3-part training series (Cohort 1 & 2 – Fall 2015), Administrator Sustainability training series (Cohort 1 – Fall 2015, Cohort 2 – Jan/Feb 2016), as well as participate in school-based coaching from their Regional Intermediary, PIC and RENEW staff. An application packet for Cohort 4 schools was provided to all high schools in the state on Feb. 1, 2016 with a due date of Mar. 25, 2016 and a review/selection date of Apr. 11, 2016. Six schools submitted applications. 2. Schools agreed to provide a Transition Liaison, who commits 10-15 hours per month to coordinate grant activities. Schools also agreed to either have in place or develop a Leadership Team that will address the comprehensive transition program elements specific to students with disabilities and students at risk for dropping out of schools. School administration ensured staff release time to attend trainings, coaching sessions, and participate in required team meetings. 3. Schools were informed of their responsibilities in the application packet sent to all high schools in the state and then in the MOU signed by accepted schools. In addition a webinar was held with all interested Cohort 3 schools on Feb. 18 & 20, 2015 shortly after applications were distributed to inform interested parties about school responsibilities and project expectations. Fifteen schools participated in this webinar. Two informational webinars were conducted on Feb. 10 & 11, 2016 for schools interested in applying to become a Cohort 4 school. 	4

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
A(2) Selection	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.¹</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Expectations for trainers' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ Description of role and responsibilities for trainers (the people who trained PD participants). 2. Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training). 	<p>1. Professionals developing and delivering training to cohort schools in the areas of transition planning, Extended Learning Opportunities (ELOs), RENEW, and family engagement were selected based on their extensive experience and expertise in these areas. 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: develop and deliver training using the PALS model for training, serve and contribute to the Next Steps NH (NSNH) Leadership Team (LT) and Evaluation Workgroup (EWG) team, collect and analyze training implementation data as well as intervention fidelity data to inform schools' action plans, and contribute training materials, evaluation instruments & assessments, and resource materials to the Next Steps NH website.</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 NSNH LT and EWG, serving on the LEAs LT that oversees the project, supporting the LEAs in the collection and analysis of data as well as developing and implementing their action plans, and observing and modeling transition-focused best practices.</p> <p>2b. One Institution of Higher Education (IHE) – Keene State College (KSC) – was chosen at the start of the project based on their experience is greatly increasing their capacity to provide in-service and pre-service PD on secondary transition, as well as their ability to create and maintain the Next Steps NH website. KSCs contract with the NHDOE depicts their roles and responsibilities as consultants/mentors to support an additional IHE which was selected from a competitive application process in accordance with proposal's goals and objectives. Beginning July 1, 2015, Plymouth State University (PSU) joined our efforts in incorporating secondary transition practices in our IHEs' SPED programs. KSC has mentored PSU in conducting a needs assessment of their program followed by an action plan to embed secondary transition practices in their program.</p>	3

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(1) Training	<p>Accountability for the delivery and quality of training.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of the lead person(s) accountable for training. 2. Description of the role and responsibilities of the lead person(s) accountable for training. 	<p>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).</p> <p>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 LT 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 EWG meetings (Aug 24, 2015, Nov 23, 2015, & Feb 29, 2016) which include the project evaluators, trainers, coaches, and other members of the Management and Leadership Teams. As part of the EWG, 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/update project trainings (3-part ELO training series for Cohort 3 schools, a similar team to develop a 5-part Administrator Sustainability training series for Cohort 1 & 2 schools and a team to develop a 3-part Transition Planning training series for Cohort 1, 2 & 3 schools). (iv) Ms. Aiello has reviewed and provided feedback to program developers on Family Engagement, ELO, Transition Planning & Sustainability trainings. She also facilitates debriefing sessions on trainings as they occur to discuss effectiveness, impact and make modifications for future trainings. Every two months, PD data are collected, analyzed, and reported on. A summary of 2015-16 professional development data is on page 21.</p>	4

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
B(2) Training	<p>Effective research-based adult learning strategies are used.^{4,5,6}</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of adult learning strategies used, including the source (e.g., citation). 2. Description of how adult learning strategies were used. 3. Description of how data are gathered to assess how well adult learning strategies were implemented. 	<p>1. All training includes the use of effective adult learning principles as outline in the PALS approach. PALS is an evidence-based strategy designed to make sure training (and other forms of PD) use effective strategies and trainer/trainee roles for each phase of PD, including Foundations (Introduce & Illustrate), Application (Practice & Assess), Evaluation (Review & Reflect), & Mastery (Deep Understanding). Staff were trained on the PALS model in 2013 with additional coaching in 2014. One set of data collected to assess the use of PALS is on p. 17-18.</p> <p>2a. Adult learning strategies are incorporated into the development of all trainings and the Project Coordinator and Management Team conduct 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 Foundations, Application, Evaluation, and Mastery characteristics in our programs.</p> <p>2b. When developing project trainings, we determined that an effective way to incorporate the PALS model was to adjust our delivery model to accommodate the needs of school staff we were training. We decided to offer many of our trainings in an online format using GoToMeeting (GTM) having one of our trainers deliver the foundational content during the GTM while our RIs facilitated the training activities onsite with the schools addressing their schools’ unique needs. School sites would use activity time to apply their learning and create an action plan based on their learning. RIs would coach them post-training on the implementation of their action plans.</p> <p>3a. On both end-of-event evaluation forms and annual participant surveys, PD recipients were asked if the training they received incorporated adult learning principles, and if so, how effectively. Results are 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.</p> <p>3b. The High Quality PD 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 following trainings (i) Mar 18 & 30, 2015 ELO Training for Cohort 2 schools, (ii) Jun 24 & 25, 2015 RENEW Facilitator Training for Cohort 1 & 2 schools, (iii) Aug 3, 2015 Administrator Sustainability Training on Essentials of Implementation Part 1 for Cohort 1 schools, (iv) Aug 4, 2015 Administrator Sustainability Training on Essentials of Implementation Part 1 for Cohort 1 schools, (v) Aug 11, 2015 Administrator Sustainability Training on Family Engagement for Cohort 1, 2 & 3 schools, and (vi) Nov 3, 2015 RENEW Facilitator Training for Cohort 3 schools.</p>	3

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(3) Training	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).^{3,5}</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Description of skills that participants were expected to acquire as a result of the training. 2. Description of activities conducted to build skills. 3. Description of how participants' use of new skills was measured. 	<p>1. Participants in all evidence-based transition practices training (ELOs, RENEW, Family Engagement Strategies, Transition Planning, and Project Sustainability) are expected to have the following skills: (i) Can effectively implement the transition practices. (ii) Can use and analyze progress monitoring measures. (iii) Can identify transition needs of students. (iv) Can adjust initiative according to progress monitoring data. (v) Can plan for sustainability of initiative. (vi) Can access resources via the project's TRP.</p> <p>2. Various trainings were developed and conducted to build skills including: (i) The Administrator Sustainability Series for Cohort 1 Schools: Module 1 & 2 The Essentials of Full Implementation, Module 3 Promoting & Sustaining Family-School Partnerships, Module 4 Developing & Sustaining ELO Programs, and Module 5 Sustaining RENEW Implementation (ii) The 3-part Transition Planning Series for Cohort 1 & 2 Schools: Course 1 Transition Assessment: Knowing the Options & How to Use Them, Course 2 Assessing & Teaching Self-Determination Skills to Students, and Course 3 Tips & Strategies for Engaging Students & Families in the Transition Assessment & Student-Led Meeting Process (iii) The 3-part ELO training series for Cohort 2 & 3 Schools "Creating Alternative Pathways for Students to Achieve Academic Credit in School (iv) The Family Engagement Trainings for Cohort 2 & 3 Schools: Planning for Life After High School, Planning for a Successful Transition, Learning Outside of the Classroom (v) The 3-part Student Training Series on Secondary Transition for Cohort 2 Schools: Empowering Youth, It's YOUR IEP...It's YOUR Life, and Taking it to the Next Steps, Pulling it All Together (vi) The RENEW Facilitator Training and the RENEW Sustainability Retreat for Cohort 1, 2 & 3 Schools. Action planning was an essential element of these trainings so participants could build upon their foundational knowledge by applying it terms of work plans that would be implemented post-training, evaluated with the assistance of their RI and other school staff all while working toward mastery and full implementation.</p> <p>3a. On end-of-event evaluation forms and on 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.</p> <p>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 on August 24, 2015 and February 29, 2016 to improve trainers' skills and the training curriculum.</p>	3

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
B(4) Training	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills.⁵</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of training outcome measure(s). 2. Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. 3. Description of how training outcome data were reported. 4. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching. 	<p>1. Training outcome measures from evidence-based transition practices training (ELOs, RENEW, Family Engagement Strategies, Transition Planning Series and Administrator Sustainability Series) include:</p> <ul style="list-style-type: none"> • Effective implementation of the specific practices. • Use & analysis of progress monitoring measures. • Identification of student's transition needs. • Adjustments of initiatives according to progress monitoring data. <p>2a. Each training was evaluated for utilization of adult learning principles, degree to which it was skilled-based, utilization of technology used to deliver training, 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. (A sample summary report is on page 24.)</p> <p>2b. Progress on the Transition-Focused Education Framework, ELO and RENEW fidelity tools also provided evidence of the impact of training on practitioner's skills to implement these practices. An example of the ELO and Transition fidelity data collected are on pages 22 – 23.</p> <p>2c. As training data were received, they were summarized, and shared at monthly Leadership Team meetings or every two months at our EWG 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 Leadership Teams for program improvement.</p> <p>3. 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>4. 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

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
B(5) Training	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.^{5,7}</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Description of training provided to trainers. 2. Description of coaching provided to trainers. 3. Description of procedures for observing trainers. 4. Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). 5. Description of procedures to obtain participant feedback. 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). 	<p>1. Partners received several trainings related to the project content. All RIs and partners were trained by Heidi Wyman in 3 transition planning 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>2. 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 were conducted after trainings to provide immediate feedback to trainers. Debrief sessions were held on: (i) 3.23.15 & 4.8.15 to review the ELO training for Cohort 2, (ii) 7.7.15 to review the RENEW Facilitator training for Cohort 2, (iii) 8.7.15 to review the Administrator Sustainability training on the Essentials of Implementation Part II for Cohort 1, (iv) 8.13.15 to review the Administrator Sustainability training on the Essentials of Implementation Part I for Cohort 1, (v) 8.14.15 to review the Administrator Sustainability training on Promoting Family-School Partnerships for Cohort 1 & 2, (vi) 11.13.15 RENEW Facilitator training for Cohort 2.</p> <p>3 & 4. The Project Coordinator and external evaluator monitor training effectiveness. Trainers and 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 in debriefing sessions 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>5. On training evaluations and annual participant surveys, participants are asked if the training used adult learning methods, was skill-based, and if they were more knowledgeable and skilled as a result of the training.</p> <p>6. The results are shared with trainers and the Management Team to inform future PD. In addition to these evaluative tools, the EWG met formally three times during this reporting period to discuss data and tools, and make recommendations for formative improvements (i.e. adjusted cohort school 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

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
C(1) Coaching	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.⁸</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of the lead person(s) responsible for coaching services. 2. Description of the role and responsibilities of the lead person(s) accountable for coaching services. 3. Description of how data were used to provide feedback to coaches and improve coaching strategies. 	<p>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 bi-weekly 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.</p> <p>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 EWG meetings (Aug 24, 2015, Nov 23, 2015, & Feb 29, 2016). 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 June 2015, we made slight contextual adaptations to the <i>Coaching Observation Checklist</i> (created by Brussow, et al at the University of Kansas), in addition to seeking evaluation feedback from participants of the coaching session, to evaluate effectiveness and impact for improving coaching. Debriefing sessions were conducted after coaching sessions (sessions included Facilitating School Leadership Teams or conducting Family Focus Groups) to provide immediate feedback. Debriefing sessions for various coaching observations were held on: 6.10.15, 9.9.15, 9.25.15, 10.7.15, 10.19.15, 11.2.15, 12.9.15.</p> <p>3. Coaches meet monthly at RI meetings to review data, and to share strategies and successes. All coaches also participated in the LT meetings and EWG 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.</p>	4

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
C(2) Coaching	<p>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).⁶ 2. Describe how SPDG coaches monitored implementation progress. 3. Describe how the data from the monitoring is used to provide feedback to implementers. 	<p>1. All coaching is based on the PALS approach. PALS is an evidence-based strategy designed to make sure coaching (and other forms of PD) use effective strategies for each phase of PD, including Foundations (Introduce & Illustrate), Application (Practice & Assess), Evaluation (Review & Reflect), and Mastery (Deep Understanding). Staff were trained on the PALS model (Nov. 21-22, 2013 and additional coaching was provided in subsequent LT meetings Jan. 27, 2014 and Mar. 24, 2014).</p> <p>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. Fidelity data were collected at baseline, again at 7 months to 1 year into the project (depending on the cohort) and a final set of data collection is completed when they exit the project at the end of year 2. Cohort 1 schools have collected all three data points for each fidelity tool, Cohort 2 schools have collected two data points with a final collection scheduled for June 2016, when they exit the project. Cohort 3 schools have completed their baseline data collection in fall 2015. 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. A web-based tracking system for tracking RENEW outcomes is currently under development.</p> <p>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 the school Leadership Teams to review data and the status of their action plans. 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).</p>	3

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(1) Performance Assessment (Data-based Decision Making)	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).¹⁰</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Provide a description of the role/responsibilities of the lead person and who this person is. 	<p>1. 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>EWG meetings (Aug 24, 2015, Nov 23, 2015, & Feb 29, 2016) were held three times this reporting period and included the project evaluators, trainers, project partners, and the Project Coordinator. 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>	3
D(2) Performance Assessment	<p>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Describe data systems that are in place for various education levels. 2. Describe how alignment or coherence is achieved between various data systems or sources of data. 3. Describe how multiple sources of information are used to guide improvement and demonstrate impact.¹⁰ 	<p>1. Google Docs is used as the platform for the collaborative use of data sharing and reporting. Each school LT 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.</p> <p>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.</p> <p>3. Data used to guide improvement and demonstrate impact include:</p> <ul style="list-style-type: none"> • Readiness data provided in the Next Steps NH application package • PD Tracking Log (assess projects outputs and the amount/duration/type of PD activities) • Implementation fidelity data (assesses degree and quality of implementation of transition practices, ELO, and RENEW) • ELO Characteristics data • RENEW Youth Tracker – A web-based tool for tracking RENEW outcomes • Participant feedback data (annual participant feedback on professional development provided) • Drop-out and graduation data • Quarterly and annual reports (summarizing data captured at those intervals) 	3

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>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).¹⁰</p> <p>Required elements:</p> <p>1a. Describe the feedback loop for each level of the system the SPDG works with</p> <p>1b. Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas.</p> <p>2. Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).¹⁰</p>	<p>1a. As part of the monthly LT meetings, decisions are made as to which data to share, to whom, and how. The data sources are listed in the previous row (D2). Data are shared through ongoing training evaluation reports, professional development output summaries, fidelity data summaries provided 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>1b. Information/decisions from the Management Team (MT) meetings are also shared with coaches to ensure program/site-level LTs are knowledgeable of any project changes. Training related to data presentation and data sharing are part of the EWG. 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>2. 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 – to include Family-School Engagement, ELO, and RENEW) are collected and reviewed annually, and are also reviewed to improve the quality of PD provided. Both sets of data (project and student/school level) are reviewed in the context of schools' graduation, drop-out, and Indicator 13 and 14 (when available) data and used to inform selection, training and coaching data. This is done through ongoing Next Steps NH LT meetings and shared with the NH Transition State Community of Practice.</p>	3

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(4) Performance Assessment	<p>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.¹⁰</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Describe how benchmarks are created and shared. 2. Describe positive recognition processes for achievements. 3. Describe how data are used to “market” the initiative. 	<p>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 (to include Family-School Engagement), and RENEW fidelity tools were established in Spring 2015. Summaries of these data are presented on pages 22 - 23. These data are reviewed annually in light of the targets and actual performance data to celebrate successes and determine any mid-course corrections that might be needed.</p> <p>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 Cohort with specific recognition of each participants. Cohort 1 schools celebrated their accomplishments in December 2015 by reviewing their final data collection from their fidelity tools and comparing the growth from baseline to final collection point and recognizing each member of their LT that made the results possible. The schools were awarded a trophy in recognition of their efforts and accomplishments by their RI/Coach and Project Coordinator and other project partners that were available to participate. Schools will use their final data collection results to continue their work post-grant.</p> <p>3. Project findings are summarized in detail in full evaluation reports, but are supplemented by one-page, easy and quick-to-read InfoGraphics (see an example on page 24). 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 ongoing effort to market our initiative is to submit proposals to and present at the State’s Annual Transition Summit held in November each year. Our RIs and project partners have delivered sessions on the project to encourage new cohort school applications each year of the project. Sessions have included information on the project website, school/student success stories, ELO design strategies, parent engagement strategies, RENEW implementation, and Interagency Collaboration. The Summit is attended by over 200 participants that include special education teachers, transition coordinators, administrators, counselors, area agency representatives, families, Institutions of Higher Education, etc. each year.</p>	3

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(5) Performance Assessment	<p>Participants are instructed in how to provide data to the SPDG Project.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Procedures described for data submission. 2. Guidance provided to schools/districts. 	<ol style="list-style-type: none"> 1. The EWG 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 supports 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. During the winter 2015-16, the project evaluator participated in the RENEW Retreat for Cohort 2 schools, as well as meeting four Next Steps schools to review the RENEW Youth Student Tracker, a web-based data collection tool. 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. 2. Next Steps NH coaches provided 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. 	3
E(1) Facilitative Administrative Support/ Systems Intervention	<p>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Role/job description of administrators relative to program implementation provided. 2. Describe how the SPDG trains and supports administrators so that they may in turn support implementers. 	<ol style="list-style-type: none"> 1. School administrators agreed 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 collecting and reviewing implementation data. The school administrators also ensure staff release time to attend trainings, coaching sessions, and participate in required team meetings. 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 were developed and delivered to Cohort 1 schools in the Fall of 2015 and Cohort 2 schools in Jan-Mar. 2016 to support administrators and their teams in sustaining the work of the grant after their involvement in the grant is over. Those modules include: Module 1: The Essentials of Full Implementation Part I, Module 2: The Essentials of Full Implementation Part II, Module 3: Promoting & Sustaining Family-School Partnerships, Module 4: Developing & Sustaining ELO Programs, and Module 5: Sustaining RENEW Implementation. 	3

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
E(2) Facilitative Administrative Support/ Systems Intervention	<p>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</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. 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). 2. Describe processes for revising policies and procedures and making other necessary changes. 	<p>1. Data are reviewed at monthly LT meetings. Data are also reviewed at monthly EWG meetings & shared through ongoing training evaluation reports, quarterly implementation data reports, PD logs, & annual reports provided by the external evaluator to provide feedback to school administrators as necessary. Areas of weakness & challenges to implementation are discussed with school administrators & changes to project approaches are determined. A detailed evaluation plan provides guidance on data collected through Google Docs, analyzed by project evaluators, & shared with all levels of the education system via a one-page InfoGraphic. Sustaining the work once a school exits the project is one area of challenge for schools & administrators. In anticipation of this challenge & in collaboration with school administrators, we developed topic-specific modules aimed at helping school administrators plan for sustainability (see E1 for more detail).</p> <p>2a. The LT oversees the work of the project. During our monthly meetings, project partners meet to identify what is working well in the various cohort schools & what areas are challenging. Collaboration amongst project partners allows us to share exemplars from schools finding success in areas that others schools may find challenging. When the LT identifies the need for course correction, they pass it along to the MT with possible recommendations. Final determinations are 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 (TFEFFT) for ease of implementation with cohort schools wrapping up their involvement in the project (promotes sustainability), and (iii) revisions of our fidelity tool to provide an at-a-glance view of data collected for multiple administrations (see report for more detail).</p> <p>2b. The NH Transition Community of Practice (CoP) serves as the project's Advisory Board. Membership is made up of various SEA, regional, LEA, & area agency representatives. The Project Coordinator presents project data & analysis on an ongoing basis & solicits input on successes/challenges/barriers to determine what changes need to be made or what successes need to be replicated. Data were shared at the June 2015 CoP Meeting highlighting the Cohort 1 & 2 data from the TFEFFT, the ELO Fidelity Tool, various RENEW fidelity tools, the Impact of Coaching on Knowledge & Skills, as well as an InfoGraphic displaying the data from our website report. The Project Coordinator collected input & shared it with the MT. Input received included (i) revise the 3-point rating scale for the TFEFF tool to include decimals so growth could be seen if a school started at a "2" but wasn't quite at a "3" & (ii) have the Family Engagement (FE) Group complete the FE portion of the TFEFF Tool as opposed to school staff for greater accuracy of data Both recommendations were approved by the MT and implemented moving forward.</p>	3

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

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

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

⁴ Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.

⁵ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 39-43).

⁶ <http://learningforward.org/standards/learning-designs#.U1GVhbHD888> .

⁷ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).

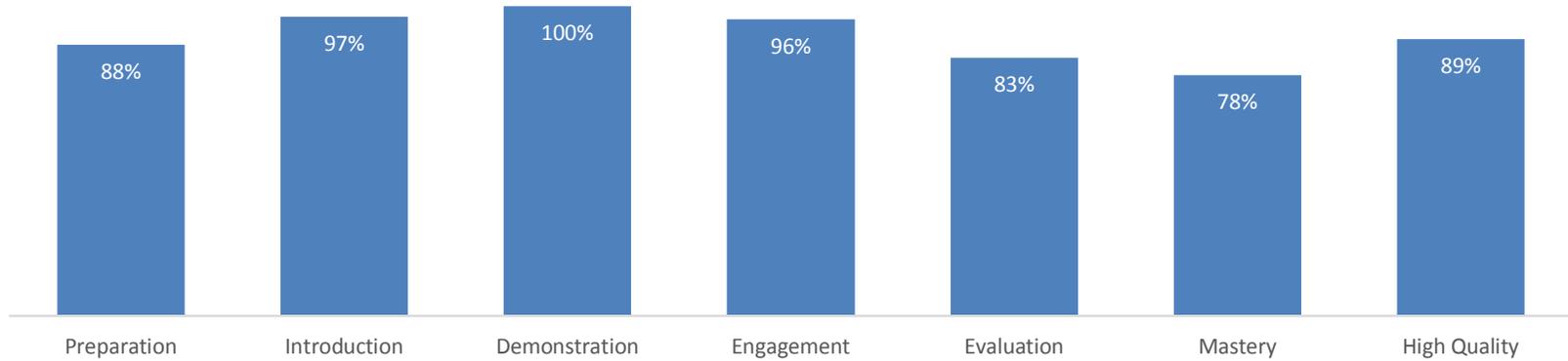
⁸ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).

⁹ http://learningforward.org/standards/data#.U2FGp_lidWYk .

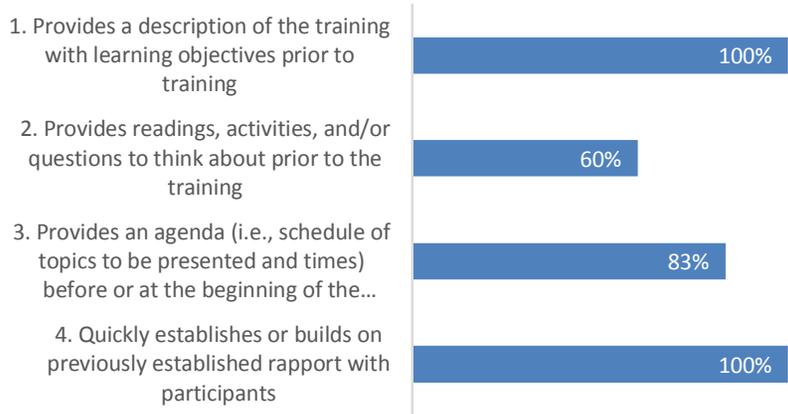
¹⁰ <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf> (pp. 15-16).

HIGH QUALITY PROFESSIONAL DEVELOPMENT TRAINING DATA

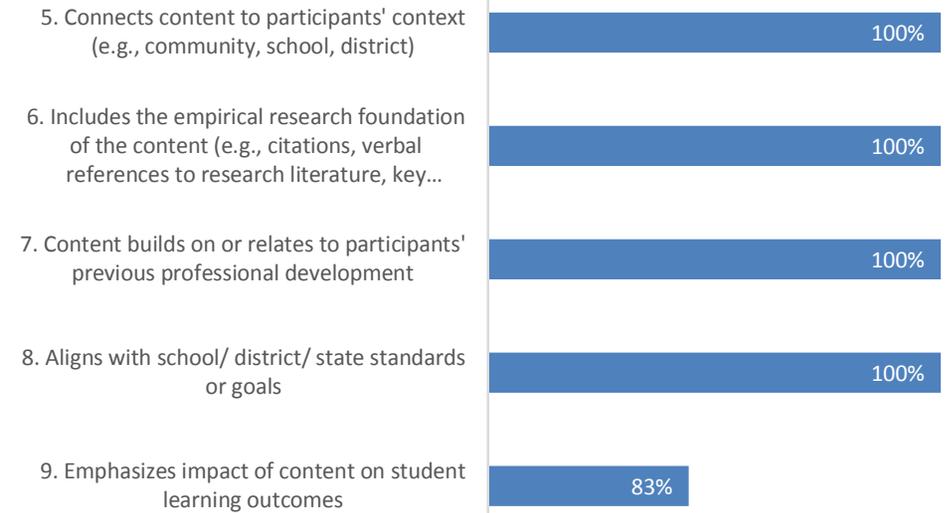
Percent of High Quality Training Practices in Place



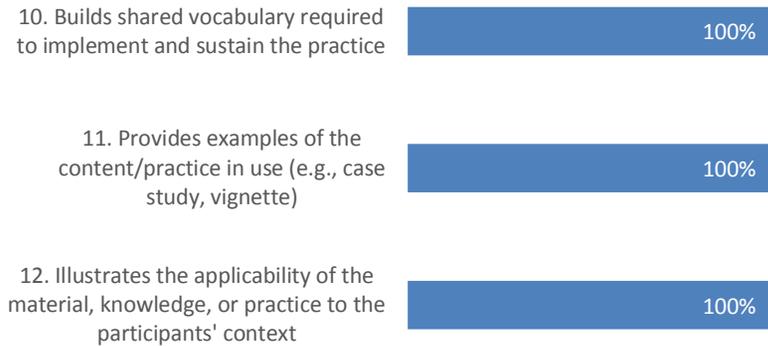
Preperation



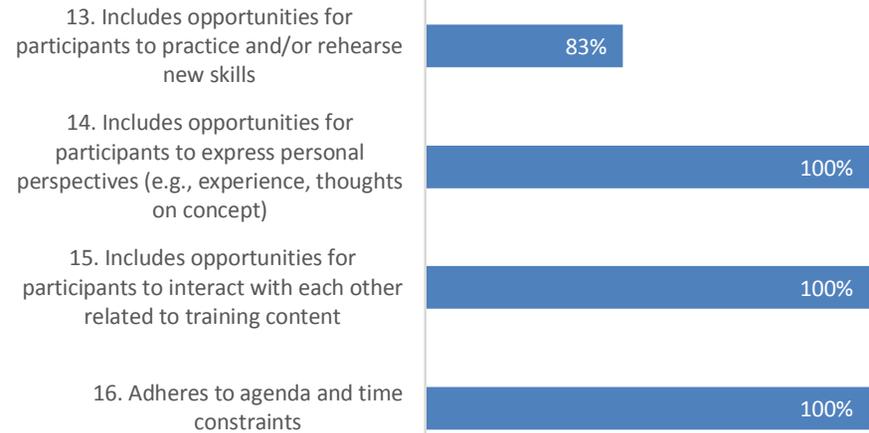
Introduction



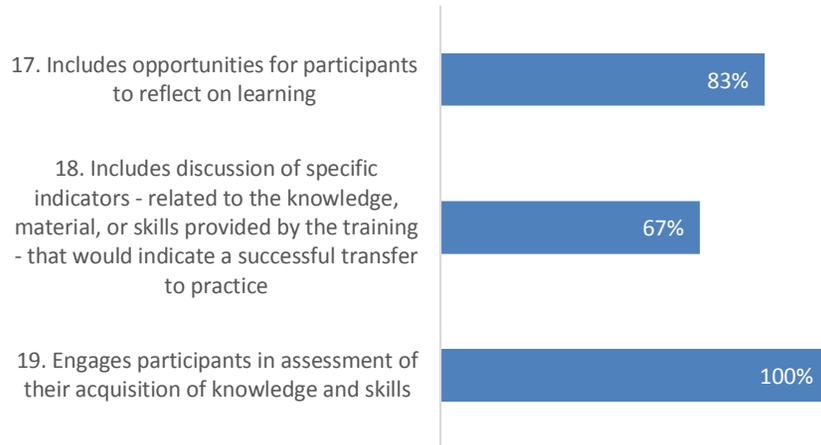
Demonstration



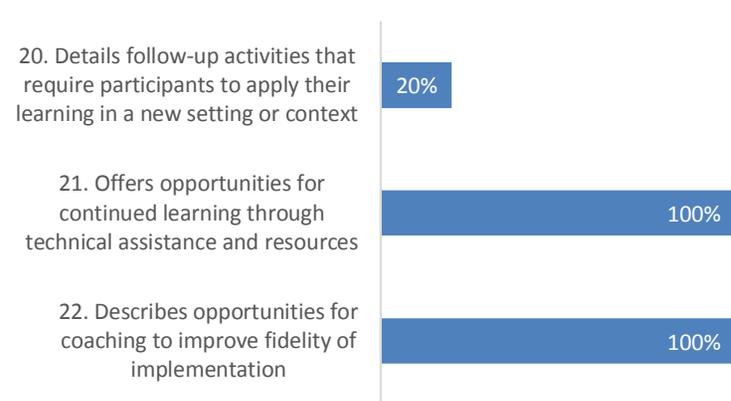
Engagement



Evaluation

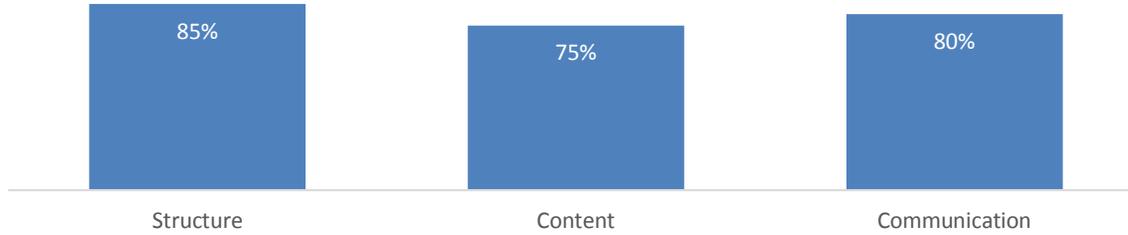


Mastery



HIGH QUALITY PROFESSIONAL DEVELOPMENT COACHING DATA

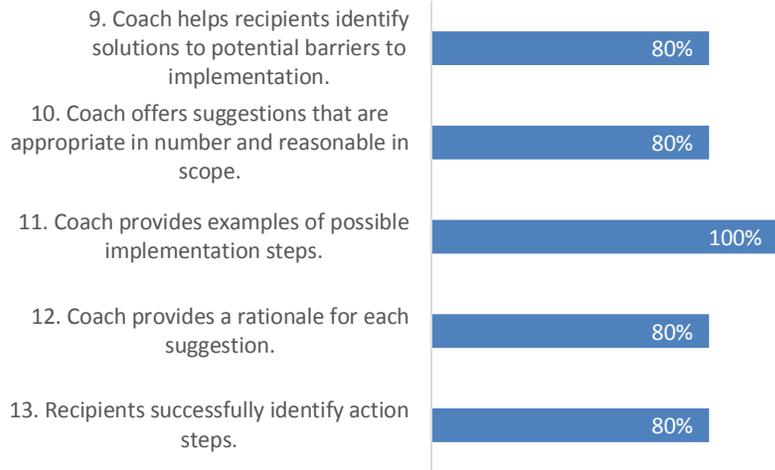
Percent of High Quality Coaching Practices in Place



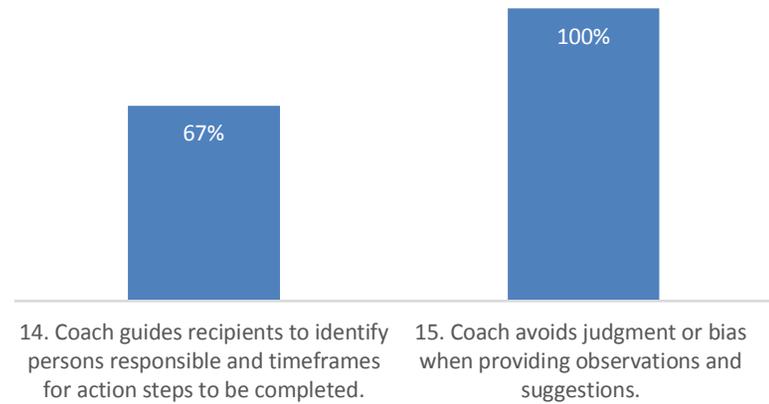
Structure



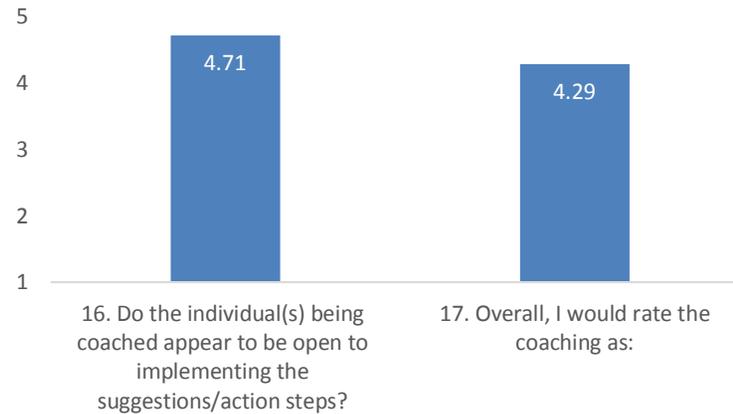
Content



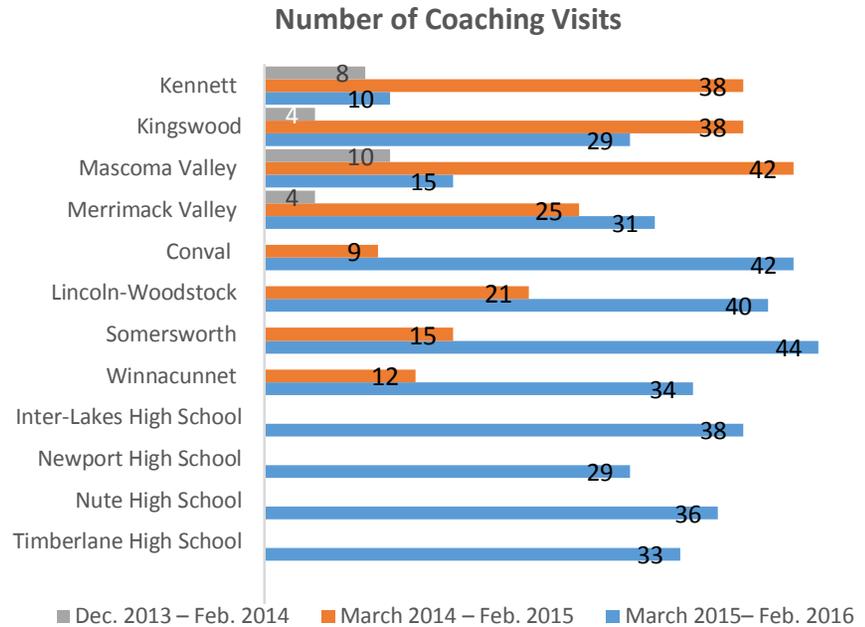
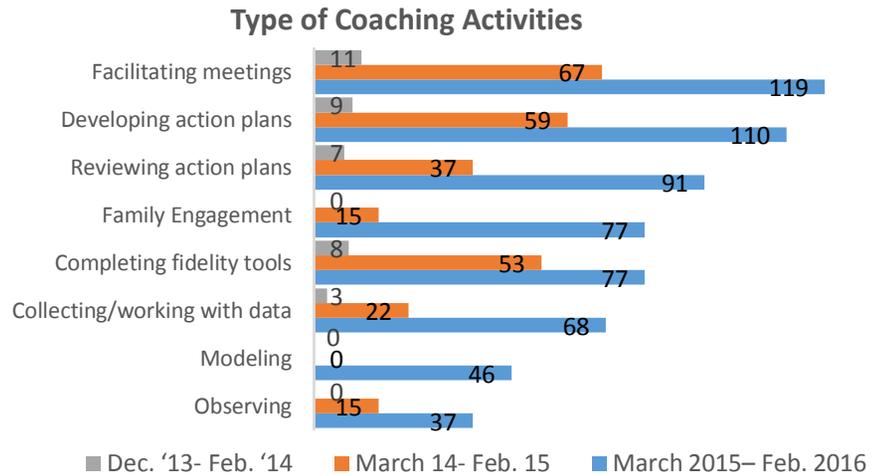
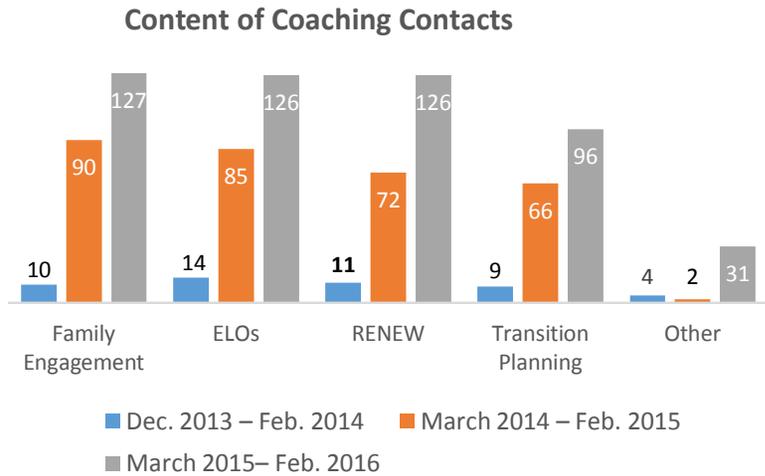
Communication



Efficacy



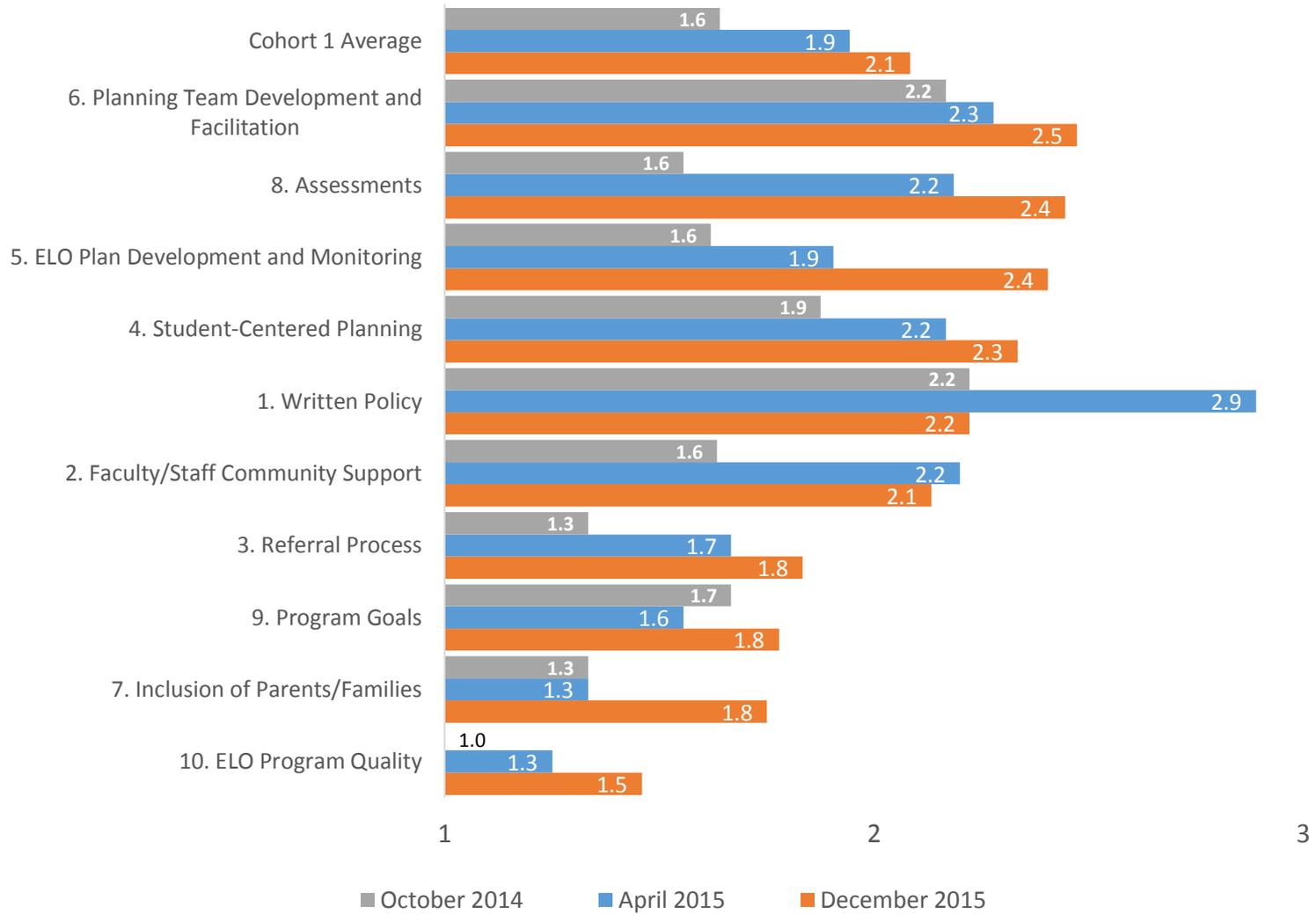
CUMULATIVE PROFESSIONAL DEVELOPMENT PROVIDED (MARCH 1, 2015 – FEBRUARY 29, 2016)



COHORT 1 ELO FIDELITY DATA

(Kingswood, Mascoma Valley, Merrimac Valley)

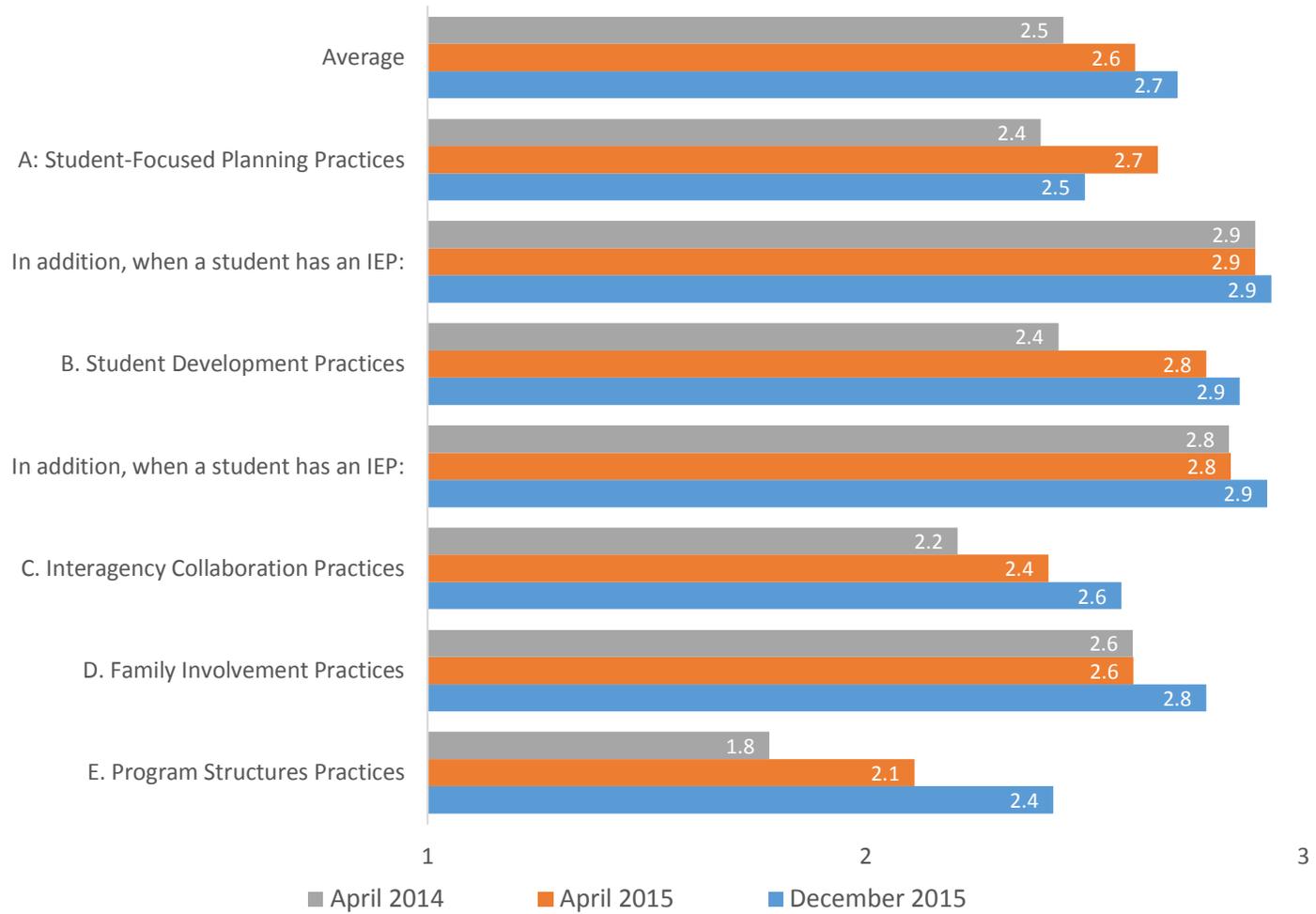
1 = Not in Place, 2 = Partially in Place, 3 = In Place



TRANSITION FOCUSED EDUCATION FRAMEWORK FIDELITY DATA

Cohort 1 Schools

(1 = Not in Place, 2 = Partially in Place, 3 = In Place)



**Next Steps New Hampshire
2016 Evaluation Report**



Evergreen Evaluation & Consulting, Inc



2016 Annual Performance Report

Evaluation Narrative

(March 1, 2015 – February 29, 2016)

Brent Garrett

bgarrett@evergreenconsulting.net

Carol Goodman

carol@evergreenconsulting.net

David Merves

david@eectvt.com

October 3, 2016

Table of Contents

Executive Summary	i
Introduction	1
Objective 1: Selection	3
Objective 2: ELO Training	7
Objective 3: Transition Focused Education Framework Training	10
Objective 4: Coaching	24
Objective 5: Evaluation	33
Objective 6: Facilitative Administrative Supports	44
Objective 7: Institutions of Higher Education and Next Steps NH Website	46

Appendices

Appendix A	Next Steps NH Professional Development Providers Qualitative Data	61
Appendix B	Next Steps NH LEA Application	63
Appendix C	Next Steps NH LEA Application Rubric	83
Appendix D	Administrator Sustainability Training Series InfoGraphic	89
Appendix E	Next Steps NH Transition Training Series InfoGraphic.....	91
Appendix F	RENEW Training InfoGraphic.....	93
Appendix G	Next Steps NH School Participating Personnel Survey Qualitative Data ...	95
Appendix H	Next Steps NH Family Participating Personnel Survey Qualitative Data ...	100
Appendix I	High Quality Professional Development Training Data	103
Appendix J	High Quality Professional Development Coaching Data	106
Appendix K	Next Steps NH Website Usage Data	109
Appendix L	Next Steps NH Website Usage InfoGraphic	118
Appendix M	Web Users Qualitative Data	120
Appendix N	Next Steps NH Website Participating Personnel Survey Qualitative Data...	125

New Hampshire SPDG (Next Steps NH) 2016 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, Strafford Learning Center, Granite State Independent Living, North Country Education Services), Keene State College, Plymouth State University, 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 2015, four Cohort 3 schools (InterLakes High School, Nute High School, Newport High School, and Timberlane High School) representing the four different regions of the state joined the three remaining Cohort 1 schools who began in fall 2013 and four Cohort 2 schools who began in fall 2014. At the end of the current reporting period, the application process for an additional four, Cohort 4 schools had begun.

ELO trainings for Cohort 2 schools were held at the beginning of this reporting period, in March 2015. Cohort 3 ELO training occurred after the end of this reporting period. A variety of secondary transition training occurred during this reporting period, including a kick-off webinar for Cohort 3, the Next Steps NH Administrator Sustainability Series, the Next Steps NH Online Transition Courses, three different parent training workshops were provided to six Next Steps schools, and RENEW training was conducted for two Cohort 2 and four Cohort 3 schools. On the annual participating personnel 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 330 coaching contacts to the 11 Next Steps NH 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 participating personnel 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 medium to large impacts from Next Steps NH 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. For Cohort 1 schools, the ELO Fidelity Tool was administered three times between October 2014 and December 2015. Over the course of 15 months, between baseline and final administration, progress was observed in all but one practice (*Written Policy*, which once developed, shouldn't change). Six of the 10 practices were rated to be at least partially in place. The ELO practices most in place were *Planning Team Development and Facilitation*, *Assessments*, and *ELO Plan Development and Monitoring*. The most growth was seen in the use of transition *Assessments* and *ELO Plan Development and Monitoring*.

Cohort 1 schools demonstrated growth in all five Transition Focused Education Framework practices between April 2014 and December 2015. By December 2015, on average, Cohort 1 schools were very close to having all TFEF practices in place. The highest rated practices were *Student-Focused Planning* and *Student Development*, specifically for students with IEPs. This suggests strong compliance work in these schools. The lowest rated practices were *Program Structures* and *Interagency Collaboration Practices*, although these two practices also showed the most growth over the 20 month period.

Across the 10 Next Steps NH schools implementing RENEW, 109 youth have enrolled, 63 have completed the mapping process, and 62 students have had teams formed to support them. Students' have achieved 60% of their goals in the short implementation time frame. On average, no school are implementing RENEW with a fidelity yet. However, two of the four Cohort 1 schools had achieved fidelity (above 80%) of RENEW practices.

Keene State College Special Education program faculty and staff continued their efforts to enhance their transition curriculum. They continue to work on the action plan from their 2014 needs assessment to inform their transition curriculum improvement. The first cohort of KSC students completed a pre-survey in January 2015 and a second in May 2015. Over the five-month period, KSC pre-service students perceived large increases in their knowledge and skills of transition competencies. During this reporting period, Plymouth State University became the second IHE to work with Next Steps NH. They have collected baseline needs assessment and pre-service student data.

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 2016 Annual Performance Report

Introduction

This report describes the Next Steps NH professional development activities on the first three cohorts of 11 schools (one school dropped out) that occurred between March 1, 2015 and February 29, 2016. The first cohort began in December 2013, a second cohort of four schools started in September 2014, and a third cohort of four schools began implementation in September 2015. Data sources include project outputs, training evaluations, annual participant survey, three sets of fidelity data, and student Extended Learning Opportunities (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, Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW), QED, and faculty staff from Keene State College and Plymouth State University.

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), Educational Consultants (Mary Lane and Sherry Burbank) 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

Staff from the Institute on Disability at the University of New Hampshire (UCEDD) 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 the last two years, 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 have provided support to Plymouth State University (PSU) the second Next Steps NH IHE (selected in the summer of 2015). KSC staff also manage the Next Steps NH website.

Plymouth State University (PSU)

Faculty and staff at Plymouth State University participate as our second IHE on the project focused on improving post-secondary transition competencies among per-service teachers. They work closely with KSC project staff to share resources as they develop curriculum and conduct program reviews.

Vocational Rehabilitation

Next Steps NH and NH VR continue to explore possibilities to develop stronger VR partnerships at the school level. VR representatives (Tina Greco – State Transition Coordinator for NH VR and Kevin Stevenson – Administrator of Transitioning Youth Services for NH VR) 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).

The reauthorization of WIOA in July 2015 required all states including the NH Office of Vocational Rehabilitation to fundamentally change the way youth are defined and served. VR is required to set aside 15% of its budget to provide Pre-Employment Training Services to youth 16 and older who have a disability or may have a disability. In our ongoing effort to communicate and collaborate on the best ways to support the work being done in our state and ultimately in our cohort schools, NSNH Management Team and Leadership Team member, Sherry Burbank (Secondary Transition Education Consultant from the Bureau of Special Education), joined a team with NH VR which reviewed the Notice of Proposed Rule Making, created an RFP in response to the new rules and regulations, received and reviewed proposals from bidders and ultimately made recommendations to the NH Governor and Executive Council about awarding the contract for provision of the Pre-Employment Training Services to students in all high schools in New Hampshire.

This ongoing communication and collaboration will continue to inform our work and help us prepare our cohort schools to support staff, students and their families, and other community organizations to better understand the overall transition process.

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 11 Cohort 1, 2, and 3 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 listed below.

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

Other key partners include (1) the NH PTI who are facilitating parent engagement activities in each of the Cohort schools, (2) Keene State College, the lead on the project's IHE work and dissemination efforts through the Next Steps NH website, (3) The Institute on Disability at the University of New Hampshire, who are supporting the implementation of RENEW professional development, (4) the Division of Career Technology and Adult Learning as well as the Bureau of Vocational Rehabilitation, (5) QED, who are supporting the implementation of ELO professional development, (6) Plymouth State University, working on the project's IHE work and (7) Evergreen Evaluation & Consulting, Inc., the project's external evaluators.

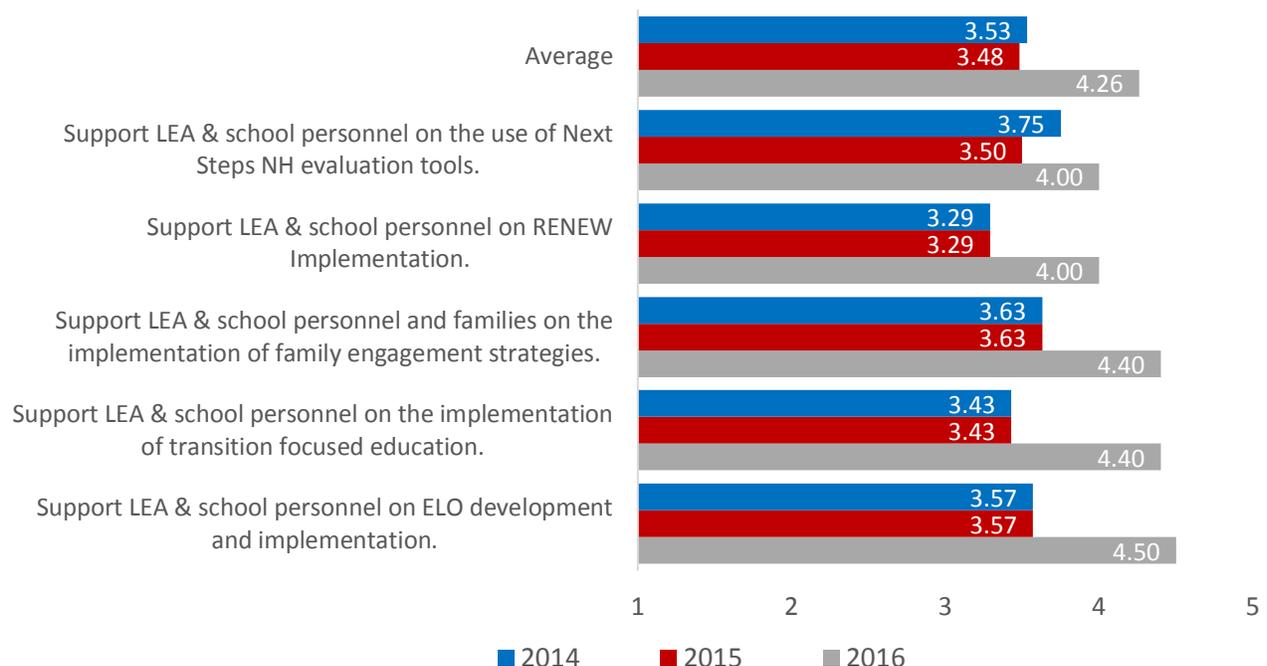
Each of these partners is represented on the Next Steps NH Leadership Team, which has met most months, for three hours per meeting since the inception of the project. GoToMeeting has been used to facilitate involvement from partners not able to physically attend the meeting. The RIs also have monthly 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 of the last three years, the 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. Qualitative feedback is included in Appendix A.

The five 2016 respondents reported higher levels of impact than in the previous two years (see Chart 1). They perceived large to very large impacts on the capacity to support LEA personnel (and families when appropriate) on ELO development and implementation, transition-focused education, and family engagement. A lesser, but large impact was indicated on their capacity to use Next Steps NH evaluation tools and RENEW implementation tools.

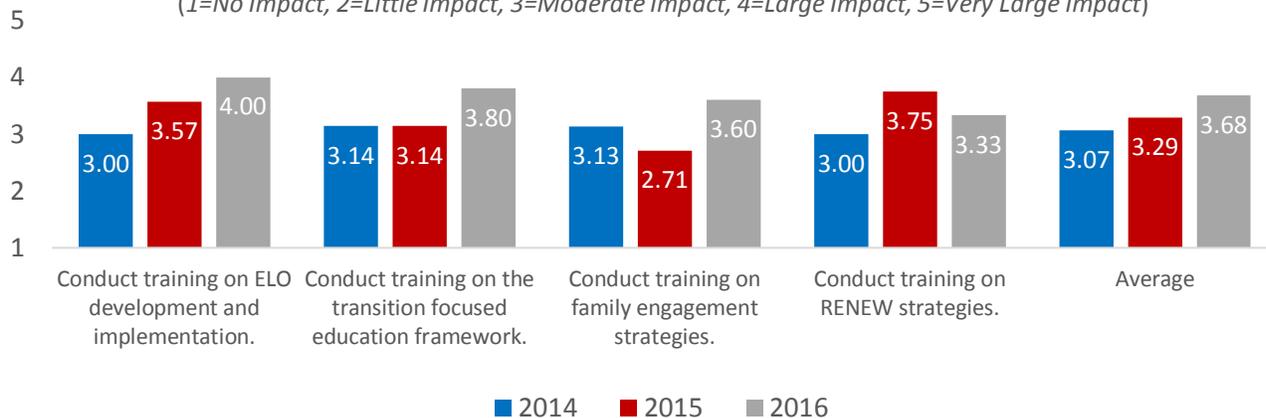
Chart 1: Impact of Next Steps NH on Professional Development Providers Capacity to Support Schools
(1=No Impact, 2=Little Impact, 3=Moderate Impact, 4=Large Impact, 5=Very Large Impact)



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 Chart 2 on the next page). Respondents perceived a greater impact on their capacity to provide training on ELOs, transition-focused education framework, and family engagement than in previous years. There was a small drop in the impact on respondents' capacity to conduct RENEW training.

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

(1=No Impact, 2=Little Impact, 3=Moderate Impact, 4=Large Impact, 5=Very Large Impact)



Next Steps NH School Expectations and 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 and 2 schools, slight modifications were made to the application process during the spring of 2014 and 2015 for the Cohort 3 Application. 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. 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 for Cohort 3 Schools, Next Steps NH sponsored two informational webinars for schools interested in participating in Next Steps NH on February 18 and 20, 2015. Fifteen 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.

To support the application process for Cohort 4 Schools, two informational webinars were conducted on February 10 and 11, 2016 for schools interested in applying to become a Cohort 4 school beginning in September 2016. Applications were posted on February 1, 2016 and were due March 25, 2016. Cohort 4 schools have been selected but selection occurred outside the reporting period so these will be included in the 2017 Annual Performance Report.

The schools bulleted below were accepted as the first three cohorts of Next Steps NH schools.

Cohort 1 Schools (December 2013 – January 2016)

1. Kennett High School (Dropped out)
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

Cohort 3 Schools (September 2015 – June 2017)

9. Inter-Lakes High School
10. Newport High School
11. Nute High School
12. Timberlane 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 after training and annually, just prior to the APR submission to determine the impact the training had on (1) participants knowledge and (2) skills to implement ELOs. Below, we provide data from two Cohort 2 ELO workshops conducted in spring 2014. Cohort 3 ELO workshops occurred after the February 29, 2015 reporting period, but will be included in the 2017 Annual Performance Report. Each workshop has been 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. Pre/post ELO fidelity data for Cohorts 1 and 2 are provided on page 35 and 36.

All Next Steps NH staff received training and ongoing coaching on the Participatory Adult Learning Strategies (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 ELO workshops with the understanding that they would be conducting the trainings moving forward with additional Cohorts with coaching support from QED.

During the last reporting period, responsibility for ELO training shifted from QED staff to the Regional Intermediaries, who have assumed responsibility for the ELO professional development. Data collected from the Cohort 1 ELO trainings 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 Leadership Team. A collaborative effort to revise the initial trainings, develop the content and implementation plan for Cohort 2 training, and participate in formal debriefing meetings after each Cohort 2 training event ensured effective training that met the needs of the Cohort schools. Next Steps NH staff have developed training PowerPoints and materials and activities to support future ELO trainings with new cohort schools. These materials are included in the ELO PD manual. Instruction by the Regional Intermediaries is supported by ongoing coaching from project partner QED.

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 was included in the 2016 NH SPDG APR.

Training Implementation Activities

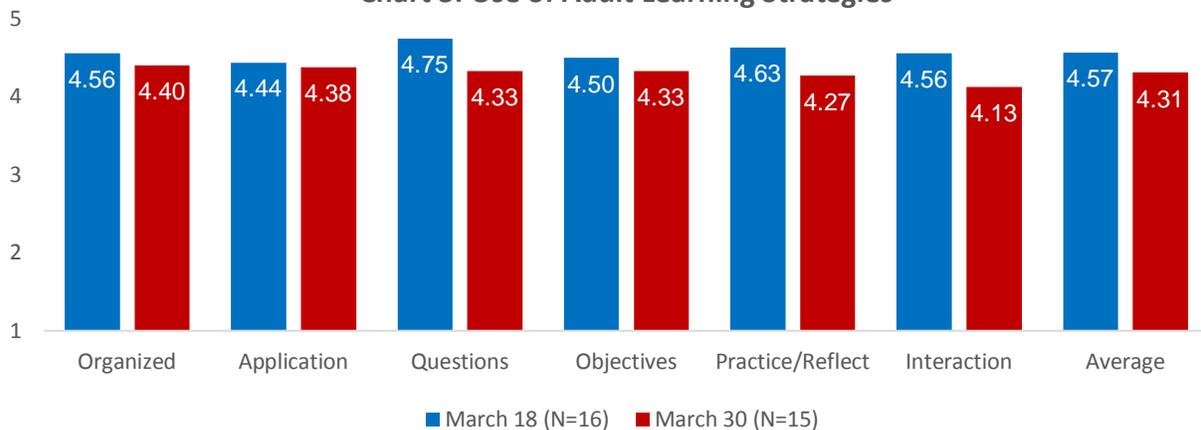
2.5: ELO training with first set of 4 LEAs

2.6: Regional trainers will facilitate local ELO training

2.7: Annual training to new LEAs

Two ELO workshops were held for Cohort 2 schools on March 18 and 30, 2015. The Regional Intermediaries conducted the workshops, supported by QED staff. Data were collected to determine the degree to which the training increased participants’ knowledge of the ELO content addressed at each workshop. Full 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 (Chart 3) and the degree of impact on participants’ knowledge (Charts 4 and 5). Participants generally agreed to strongly agreed that their learning styles were addressed at the two Cohort 2 ELO workshops, although ratings decreased slightly from the first to the second workshop (see Chart 4).

Chart 3: Use of Adult Learning Strategies



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 4 below. Pre-test data for the first workshop were relatively high (80%), with an 8% increase in the number of correct responses at post-test. At the March 30 workshop, participants scored lower on the pre-test (61%), but had a larger change between pre- and post-test (+18%).

At the completion of each Cohort 2 ELO workshop, participants were asked to rate their perceptions of their ELO content knowledge prior to, and after the workshop. The results shown in Chart 5 suggest a large perceived impact for each training. The second workshop had a larger impact (+1.00) and a higher post-test rating (3.40) than the first workshop. Extensive qualitative data was collected at each workshop and was useful in interpreting the quantitative data in Charts 4 and 5. Both sets of data were used to inform changes made to the Cohort 3 ELO workshops held in March 2016.

Chart 4: Percentage of Knowledge Questions Answered Correctly

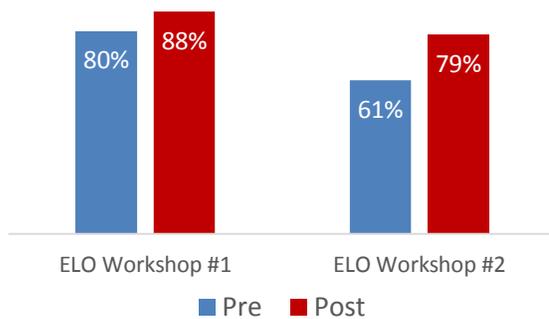
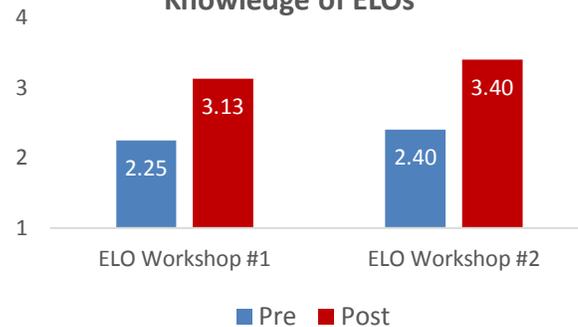


Chart 5: Participants' Perceptions of Impact of Training on their Knowledge of ELOs



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 Next Steps NH website.**

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 (TFEF) Fidelity Tool (which includes a component that assesses family engagement supported by the NH PIC) 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 in Chart 32 on page 36. For schools implementing RENEW, a similar process occurred.

To gather data on the family engagement component of the TFEF framework, family focus groups were conducted at nine of the 11 current Next Steps NH schools as a way to include parents in a review or assessment of school practices. It became evident that some schools were more successful in gathering larger number of parents while other schools struggled to recruit parents. As an initial effort to support RIs and schools, PIC created a Family Engagement Guide (that was included in the NH 2015 SPDG APR) that outlined the benefits and development considerations of putting such a group together was used with Cohorts 2 and 3. In 2015-16, the family focus groups were supplemented with a Family Focus Survey, which allowed for a larger data sample. The survey contained the same items as the TFEF Fidelity Tool, plus additional questions probing for more detail on each of the items. This was used in two schools this year.

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 15, Chart 8.

School-level TFEF fidelity data were aggregated for a project-level analysis (these results are displayed on page 16). 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 kick-off events for Cohorts 2 and 3 were held as webinars 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 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

Two new sets of training were developed, tested, and implemented during this reporting period, the Administrator Sustainability Training Series and the Online Transition Courses. The Kick-Off webinars and training on ELOs, RENEW, and parent engagement continued from previous years, although each training was reviewed after evaluation data were reported and modified accordingly. This approach will continue to be implemented so trainings are delivered and revised, as needed, based on the evaluation findings.

Kick-Off Webinar

The Cohort 2 Kick-Off webinar was held in September 2014. All four Cohort 2 schools attended this virtual, primarily information sharing event. The Cohort 3 Kick-Off webinar was held in May 2015. All four Cohort 3 schools attended virtually.

Administrator Sustainability Training Series

During the last reporting period, Regional Intermediaries, PIC and RENEW project partners developed training modules designed specifically to support Cohort school administrators and school personnel to support their staff to implement and sustain ELOs, evidence-based transition planning activities, and parent engagement strategies for sustainability. The RIs conducted needs assessments with administrators in Cohort 1 schools to determine module content based on their school's action planning.

Five, two-hour, live online sustainability modules to support the full implementation and sustainability of project practices and activities were implemented in fall 2015. Each school participated in the webinar, together with their Regional Intermediary in the same to room to act as a local facilitator. The sustainability modules are listed below.

- Module 1: The Essentials of Full Implementation Part I: Program Structures
- Module 2: The Essentials of Full Implementation Part II: Working Together to Build Capacity
- Module 3: Promoting & Sustaining Family School Partnerships

- Module 4: Developing and Sustaining ELO Programs
- Module 5: Sustaining RENEW Implementation

The first round of training included district and school administrators, as well as other school personnel in the seven Next Steps NH Cohort 1 and 2 schools. An average of seven school and district personnel attended each the training events. Administrators comprised 44% of the participants. Evaluation data were collected for each module. A one-page summary of the training series is included in Appendix D. A second round of training concluded in March 2016, those data will be reported in the 2017 APR.

Next Steps NH Transition Training Series

Based on transition fidelity data collected in Cohort 1, two areas of need were found to be related to (1) teaching students' self-determination skills and (2) determining and using appropriate transition assessments. Next Steps NH staff, Regional Intermediaries, and project partners developed three, two-hour online courses using a combination of PowerPoint slides, handouts, and activities. The courses were targeted to special education teachers, counseling staff, and administrators who supported those staff in the seven Next Steps NH Cohort 1 and 2 schools. There was a total of 93 participants, 43% of whom were Special Education teachers. An average of seven school and district personnel attended each of the three training events, from five of the Cohort 1 and 2 schools. A one-page summary from the first round of training is in Appendix E. The courses are listed below.

1. Transition Assessment: Knowing the Options and How to Use Them
2. Assessing & Teaching Self-Determination Skills to Students With Disabilities: What Are the Options?
3. Tips & Strategies for Engaging Students & Families in the Transition Assessment & Student Led Meeting Process

ELO Training

Next Steps (NS) New Hampshire (NH) conducted the two formal workshops, as part of a three-part series on planning for, implementing, and evaluating ELOs on March 18 and 30, 2015. Sixteen people from the four Cohort 2 school teams attended the training. A third day of training was held at each school, specific to each schools' needs. The Cohort 3 ELO workshops were held on March 22 and 30, 2016 and will be reported on in the 2017 APR. The purpose of the first two days of training was to:

- Train participants on how to develop and implement ELOs;
- Learn the role of students, families, educators, and community partners in the development of ELOs;
- Learn the critical components of a successful ELO program;
- Develop strategies to create an infrastructure to support ELOs within their schools; and
- Examine policies and practices that support ELOs within their schools.

RENEW Training

During this reporting period, three sets of RENEW trainings were provided to Next Steps NH schools. They included a general training for Cohort 1 and 2 personnel, a RENEW Retreat focused on sustainability for Cohort 1 schools, and a RENEW Facilitator training for Cohort 2 personnel. Participants

in the RENEW training were members of each school's RENEW Implementation Team. A summary of the evaluation data for each training is included in Appendix F.

RENEW Retreat

RENEW staff conducted a RENEW Retreat on December 16, 2015. The purpose of the RENEW Retreat was to assist Next Steps NH Cohort 1 schools to develop sustainability strategies for RENEW at their schools. Seven personnel from Mascoma Valley and Merrimack Valley High Schools attended the training. The third Cohort 1 school held their own sustainability coaching session in December 2015.

Cohort 2 Training

A two-day RENEW training (June 24-25, 2015) was provided to Cohort 2 personnel to give interested staff a set of skills and strategies to effectively work with struggling youth on a successful transition plan. Participants were from ConVal and Somersworth High Schools (Cohort 2) and new participants from Cohort 1 schools (Kingswood, Mascoma Valley, and Merrimack Valley).

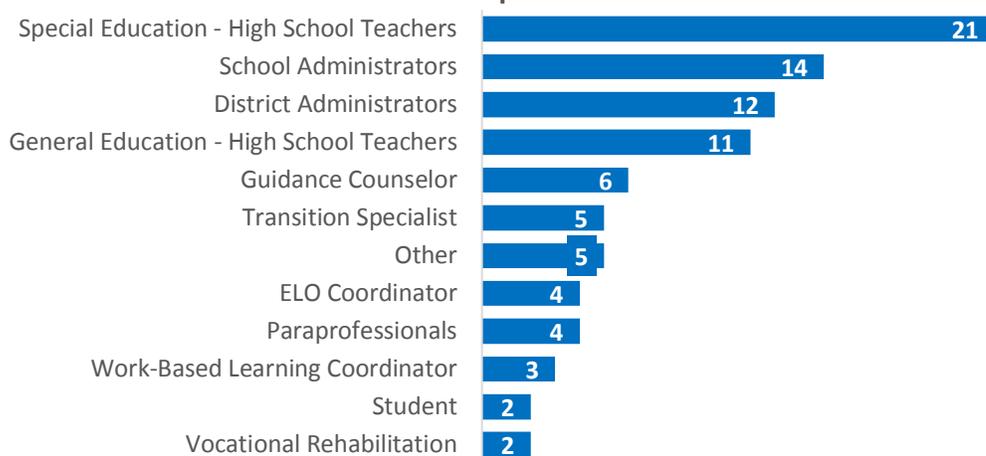
RENEW Facilitator Training

A three day (October 7- 8 and November 3, 2015) in-depth training for RENEW Facilitators was provided to personnel in Cohort 3. The purpose of the training was to provide interested staff a set of skills and strategies to effectively work with struggling youth on a successful transition plan.

Next Steps NH School Participating Personnel Survey

Individuals who participated in the Next Steps NH professional development were surveyed in April 2016 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 18. Of the 169 participants in Next Steps NH training surveyed, 89 responded for a response rate of 53%. The majority of respondents were high school special education teachers. The roles of the respondents are listed in Chart 6 below. "Other" respondents included a school nurse, a supervisor of Early Home Support, a parent educator, and a truant officer. Qualitative responses are provided in Appendix G.

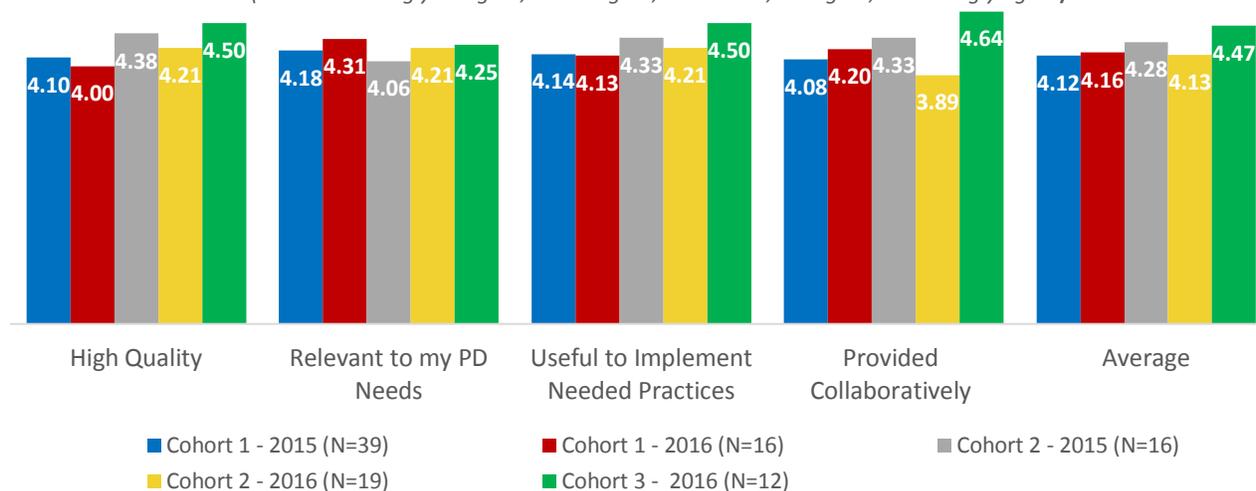
Chart 6: Respondents' Role



Participants were asked to rate the quality, usefulness, and relevancy of the Next Steps NH training they attended, as well as the degree to which training was provided collaboratively (see Chart 7). As Cohort 3 staff had not received training prior to February 20, 2016, they were not included in the results. Respondents rated each item relatively high, with an overall average of 4.12 and 4.16 for Cohort 1 and 4.28 and 4.13 for Cohort 2. On average, participants' perceptions of the degree to which the trainings were of high quality, relevant, useful for implementing needed practices, and provided collaboratively were very similar. There were no noticeable differences between cohorts' ratings within individual items. On average, across items, the highest ratings came from Cohort 2 participants in 2015.

Chart 7: Quality, Relevance, Usefulness, & Collaborative Nature of Next Steps NH Training

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



Participants were asked what impact the training they received had on their knowledge of, and skills to, implement the Next Steps NH Transition Focused Education Framework (TFEF), ELOs, and RENEW practices (Cohort 3 staff were not included in this question). Chart 8 (on the next page) displays the results of Cohorts 1 and 2 participants' perceptions of the impact training on their knowledge of the

different components of the TFEF, over the last two years. There was very little variation across the components, although the Interagency Collaboration component was rated slightly lower than the other components.

Participants were also asked to rate the impact of Next Steps NH training had on their knowledge and skills related to ELOs and RENEW (see Chart 9). Cohort 1 respondents reported a greater impact on their knowledge and skills of RENEW on this year’s survey, while Cohort 2 reported a decreased impact from 2015. Cohort 1 and 2 respondents reported greater impacts on their knowledge and skills to plan for ELO implementation, than for implementing and evaluating ELOs. Cohort 1’s 2015 ratings of their ELO knowledge and skills were much higher than this year. There was very little perceived change in ELO knowledge and skills between years for Cohort 2 participants.

Chart 8: Impact of Next Steps NH Training on Knowledge & Skills of TFEF

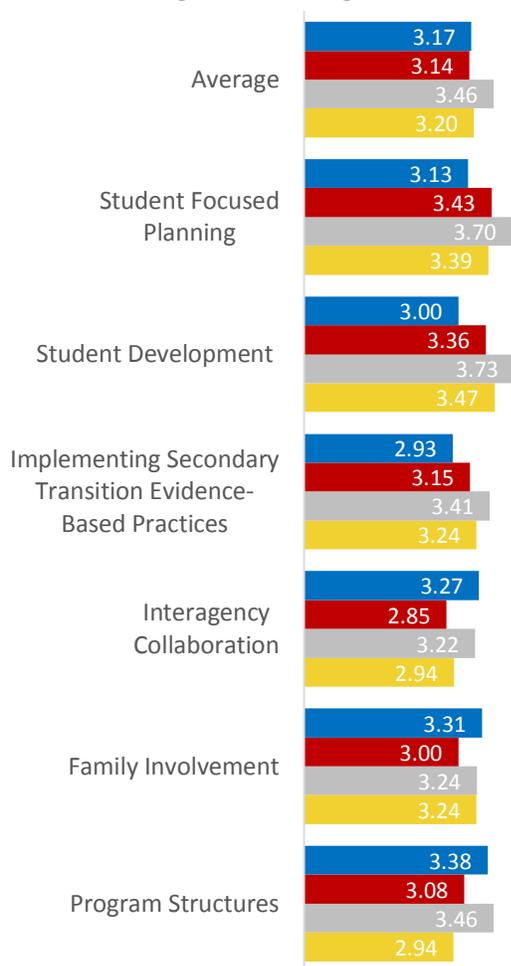
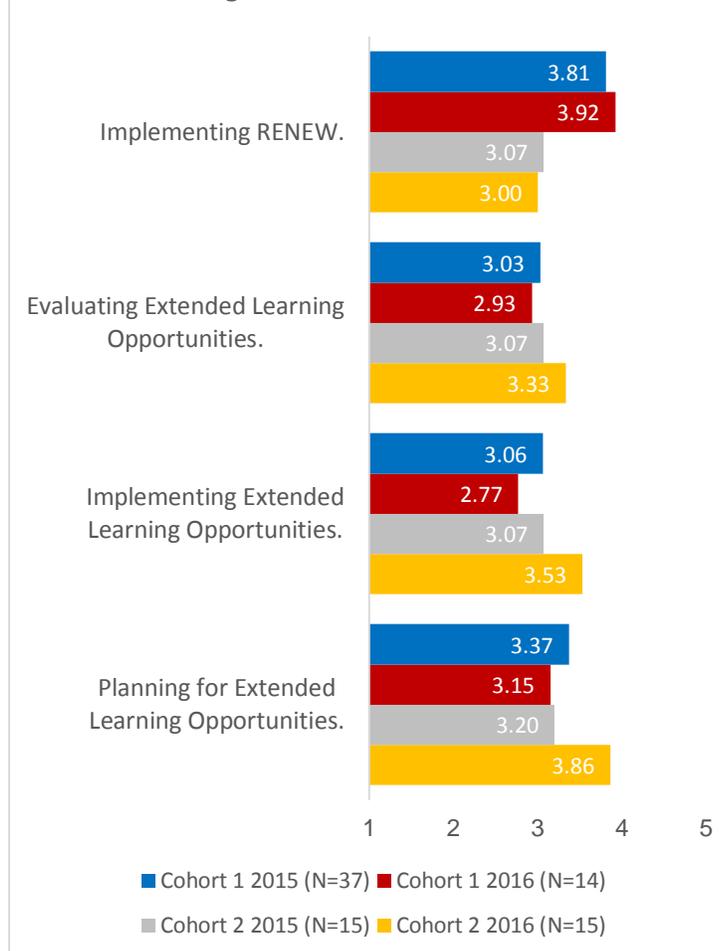


Chart 9: Impact of Next Steps NH Training on Knowledge and Skills of ELOs and RENEW



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 focused on two data collection processes, Family Focus Groups and Family Focus Surveys that helped to inform PIC and school trainings. Three sets of trainings were offered to five schools during this reporting period: *Empowering Youth: It's all about You!*, *Listening to Your Child's Voice While Building Independence*, and *Planning for Life after High School*.

Family Focus Groups

Continuing the work began with Cohort 1, the NH PIC facilitated Family Focus Groups in six of the eight Cohort 2 and 3 schools during this reporting period. The purpose of the Family Focus Groups is to gather family input to better complete the TFEF Fidelity Tool and determine school activities that address parents/family needs.

Family Focus Surveys

As discussed earlier in this section, the NH PIC developed a Family Focus Survey, to augment the use of Family Focus Groups. Both processes are designed to gather data to inform the TFEF Fidelity Tool. The survey provides a benefit of potentially reaching a larger sample of parents to collect data from. The survey contained the same items that are in the TFEF Fidelity Tool, plus additional questions probing for more detail on each of the items. The surveys have been administered at two Next Steps NH schools during this reporting period.

Empowering Youth: It's all about You

The NH PIC developed and conducted three workshops entitled, *Empowering Youth: It's all about You*, at Kingswood High School on December 8, 15, and 22, 2015. The purpose of the workshops was to inform students about self-advocacy skills, particularly as they relate to post-secondary transition. Seven students attended the workshops and completed the pre/post content assessment.

Planning for Life after High School

Earlier in the grant period, the NH PIC developed a Planning for Life after High school training curriculum. The purpose is to prepare students and families for the knowledge and skills needed 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* was created as an online module and participant assessment for parents focusing on the transition related component of the IEP. During this reporting period, this workshop was conducted at Kingswood, Merrimack Valley, Somersworth, Winnacunnet, and Newport High Schools.

Listening to Your Child's Voice While Building Independence

The NH PIC developed and conducted *Listening to Your Child's Voice While Building Independence* at Winnacunnet High School on October 26, 2015. The purpose of this interactive workshop was to provide

an opportunity for parents of current high school students to learn about how to include and support youth voice in IEP meetings, what changes when a student reaches the age of majority, and the difference between ADA and IDEA policies. Parents of current high school students heard from a panel of parents of students who have completed high school, who shared how they worked toward building independence in their lives.

Parent/Family Participating Personnel Survey Results

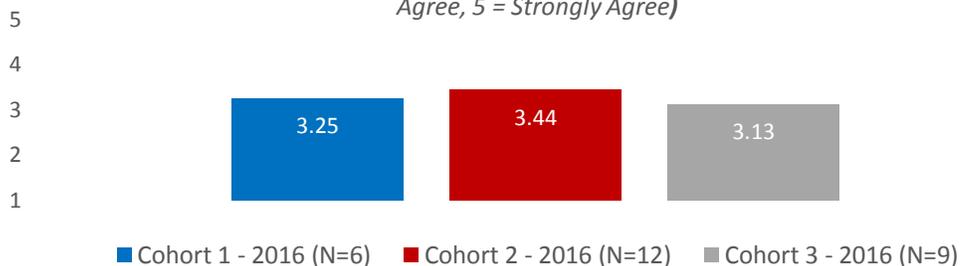
Parents and families who participated in professional development provided by the Parent Information Center (PIC) and supported by the Next Steps NH project were surveyed to gauge the impact the training had on their knowledge and implementation of the initiative. Of the 118 participants surveyed, 34 responded to various sections of the survey, for a response rate of 29%. Qualitative responses are provided in Appendix H. There were four sections of the survey, corresponding to different activities conducted by the NH PIC. The activities addressed were family focus groups, participation on school leadership teams, PIC training, and the Next Steps NH website (the website data are presented beginning on page 57).

Impact of Participation in Family Focus Groups

Parents and families at each school had the opportunity to be part of the information gathering process used by the Next Steps NH Leadership Team to inform the Family Involvement component of the Transition Focused Education Framework Fidelity Tool. Twenty-seven family members, from schools across all three cohorts of Next Steps NH schools, responded to this section of the survey. When asked if their child’s school has done a better job engaging parents, parents and families were neutral in their response, generally neither disagreeing, nor agreeing (see Chart 10). Cohort 2 parents and families were more likely to feel like their child’s school had done a better job engaging parents.

Chart 10: Over the last year, my child's school has done a better job engaging parents.

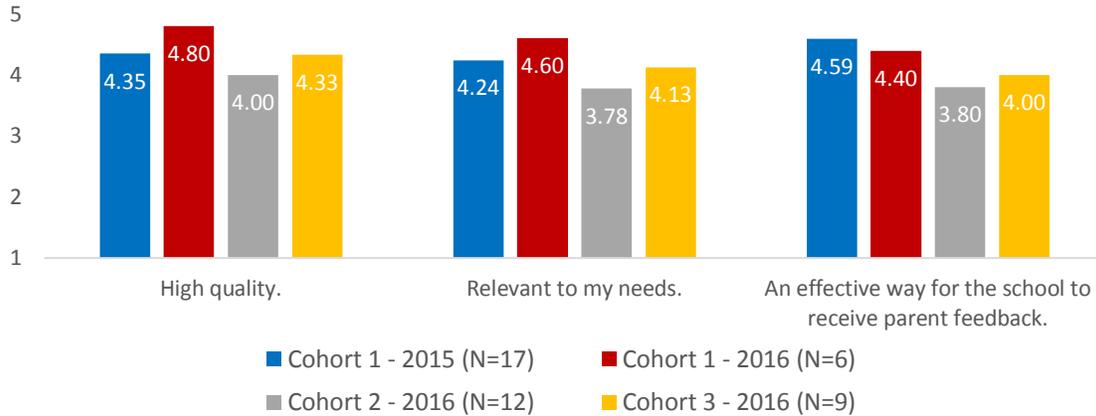
(1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)



Participants were asked to rate the quality, relevance, and effectiveness of the NH PIC Family Focus Group (FFG) activities in which they participated (see Chart 11 on the next page). On average, over a two year period, the Cohort 1 respondents agreed to strongly agreed that Family Focus Groups were of high quality, was relevant to their needs, and was an effective way

to gather feedback. While still generally reporting a large impact, parents and families from Cohort 2 and 3 schools provided slightly lower ratings for the quality, relevance, and effectiveness of the Family Focus groups.

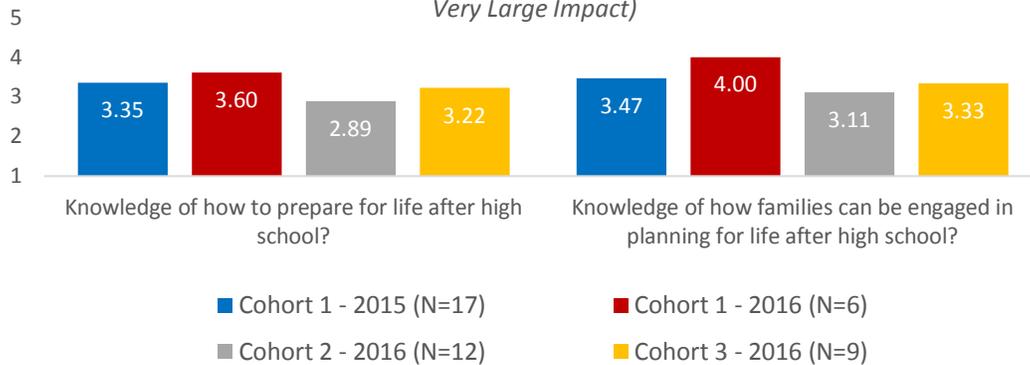
Chart 11: Quality, Relevance, & Effectiveness of Family Focus Groups
(1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)



To determine what impact the NH PIC focus group experience had on participants' knowledge of family engagement and the secondary transition process, they were asked to rate the impact that their involvement in the Family Focus Groups had on their knowledge of the secondary transition process and how to plan for life after high school. Respondents perceived a larger impact on their knowledge of how to be engaged with their child's school, than on their knowledge for preparing for life after high school (see Chart 12). Similar to the previous set of questions, Cohort 1 respondents reported a larger impact on their knowledge, than respondents from Cohorts 2 and 3. Cohort 1 respondents also reported a greater impact this year, than in 2015.

Chart 12: Impact of Family Focus Groups on Parents' Knowledge of Transition

(1 = No Impact, 2 = Small Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact)



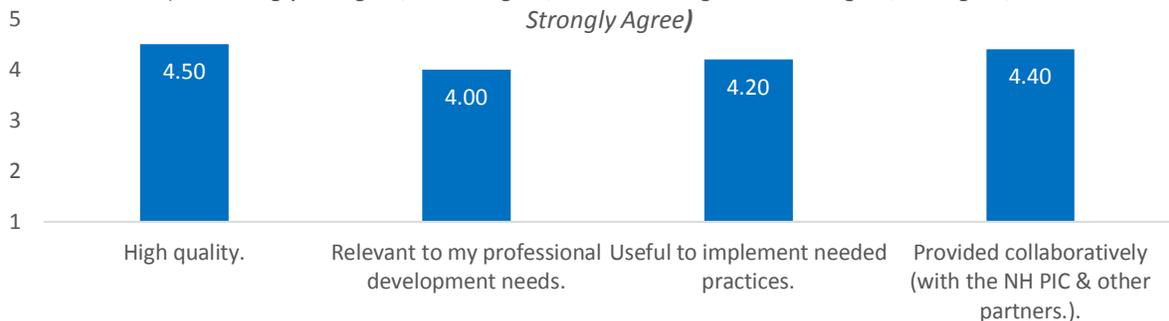
Impact of PIC Support on Leadership Team Participation

At each Next Steps NH school, parents and families are encouraged to participate on their school's Leadership Team. Eight parents and families who participated on school Leadership Teams responded to the survey. Two respondents were from Cohort 1, with three respondents from Cohort 2 and 3 schools. However, for many questions in this section of the survey, only four to six of the eight respondents answered each question. Due to the small number of responses, data in this section are not disaggregated by cohort.

The first set of questions sought feedback on the quality, relevance, and usefulness of Next Steps NH training parents and families attended in their role as a member of their school's Leadership Team. This could have included Planning for Life after High School, ELO training, the online Transition coursework, and/or the Administrator Sustainability series. There were two Cohort 1, three Cohort 2, and one Cohort 3 respondents for this question. The respondents at a minimum, agreed that the trainings they attended were of high quality, relevant and useful to them, and were provided collaboratively (see Chart 13). The highest ratings were given for the quality of the trainings and the degree to which they were provided collaboratively.

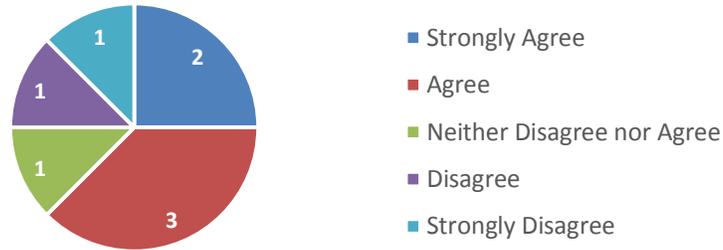
Chart 13: Quality, Relevance, & Usefulness of Training Attended by Family Members of Leadership Teams (N = 6)

(1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)



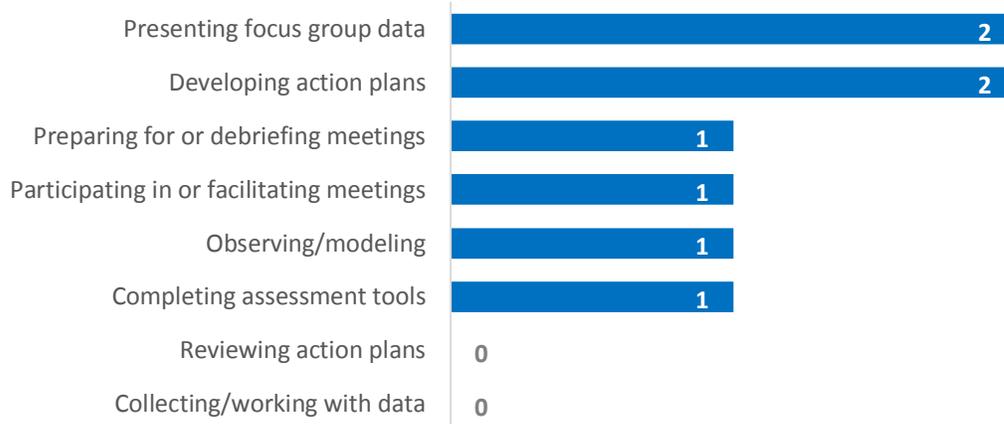
Next, parents and families were asked if they felt they were a valued member of their child's school's Leadership Team. Two participants strongly agreed and three agreed that they were valued as Leadership Team members. The other three respondents were less positive, with one reporting a neutral perception and the other two disagreeing or strongly disagreeing with the statement they were valued team members (see Chart 14 on the next page).

Chart 14: I feel that I was a valued member of our school's Leadership Team



Parents and families who participated on school Leadership Teams were asked to select which one topic they received from support on, from PIC. Presenting focus group data and developing action plans were mentioned the most frequently among responses (see Chart 15).

Chart 15: Topics that PIC Assisted With



Participants were asked to rate the quality, relevancy, usefulness, and collaborative nature of the support they received from the NH PIC (see Chart 16 on the next page). On average, the four to six responding parents and families on school Leadership Teams agreed to strongly agreed that the support they received was of high quality, relevant, useful, and provided collaboratively. Similar to the earlier question about Next Steps NH training, the highest rated items were the quality of the support provided and the degree to which support was provided collaboratively.

Chart 16: Quality, Relevance, & Usefulness of Support Provided to Family Members on Leadership Teams (N = 4-6)

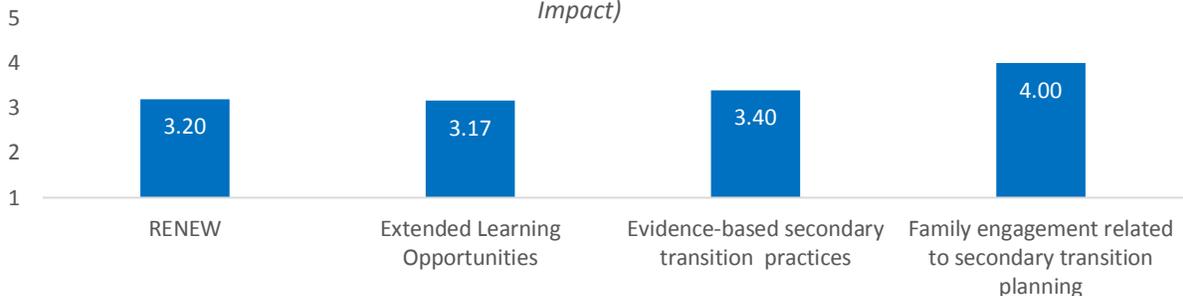
(1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)



As shown in Chart 17, the same respondents reported a medium impact from the PIC support they received on their knowledge of RENEW, ELOs, and secondary transition practices. They reported a large impact from the PIC on their knowledge of and family engagement related to secondary transition planning.

Chart 17: Impact on the Knowledge of Next Steps NH Practices Family Members on Leadership Teams (N = 5-6)

(1 = No Impact, 2 = Small Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact)



Last, parents and families on school Leadership Teams were asked to what degree the action planning and priority selection was completed in a timely manner, was of high quality, and was useful in moving the team forward to achieving their goals. Respondents agreed that the action planning and priority selection were of high quality. They provided slightly lower ratings for how efficiently the action planning and priority selection were completed and to what degree these processes moved the Leadership Team forward to achieving their goals (see Chart 18 on the next page).

Chart 18: Perceptions of Family Members on Leadership Teams of the Action Planning Process (N = 6)

(1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)



Impact of PIC Training

The third set of survey questions addressed training that PIC staff provided at Next Steps NH schools that was open to all parents and families. They were 10 respondents to this set of questions (two from Cohorts 1 and 3 and six from Cohort 2). These data are also not disaggregated by cohort due to the small sample size.

Participants who attended one or more PIC trainings were asked to rate the quality, usefulness, and relevancy of the training they attended (see Chart 19). Overall, respondents agreed to strongly agreed that the trainings were of high quality, relevant, and useful to them. The highest rated items were the quality of the trainings and the usefulness of the information. As shown in Chart 20, the respondents reported that the trainings had a medium to large impact on their knowledge of how to be more engaged in planning and preparing for life after high school.

Chart 19: Quality, Relevance, & Usefulness of PIC Training (N=10)

(1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)

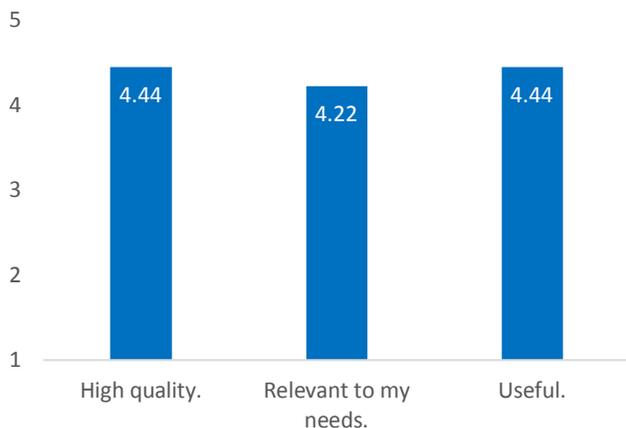
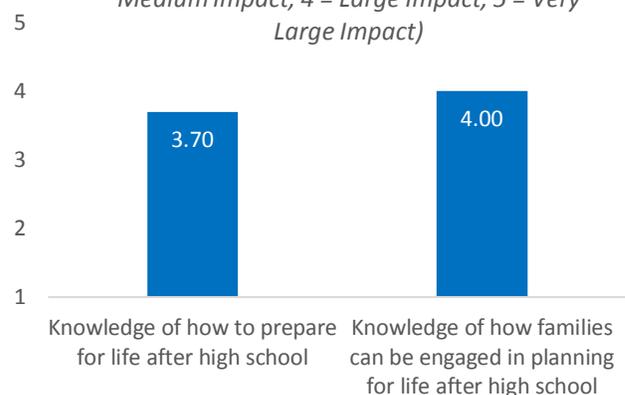


Chart 20: Impact on Family Members who Attended Training at Participating Next Steps NH Schools

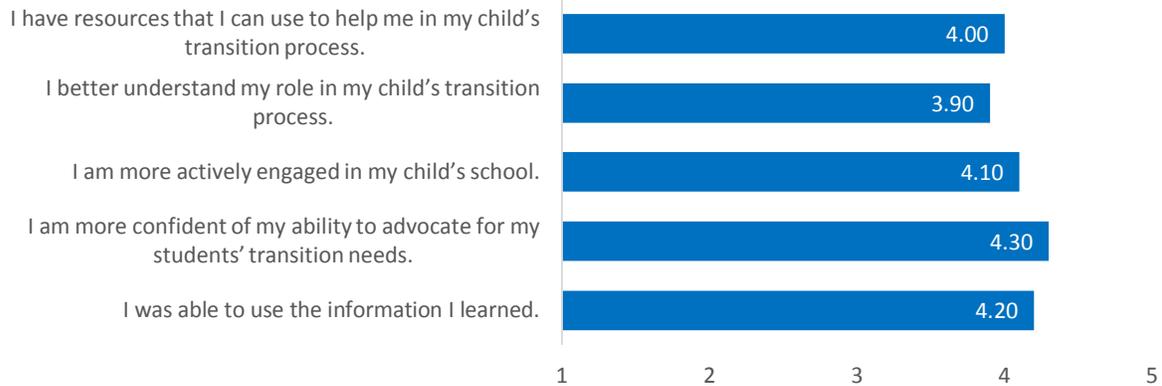
(1 = No Impact, 2 = Small Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact)



The last set of questions sought feedback from parents and families about their understanding of their role in the transition process, their confidence in advocating for their child’s transition needs, their engagement with their child’s school, and whether they have the resources necessary to plan for their child’s transition (see Chart 21). On average, the 10 respondents to this set of questions agreed that the PIC training impacted these outcomes. The largest reported impact was on parents and families confidence to advocate for their child’s needs and the usefulness of the information received. The lowest rated item was the degree to which respondents understood their role in the transition process.

Chart 21: Impact on Family Members who Attended Training at Participating Next Steps NH Schools (N=10)

(1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)



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 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. As shown in Chart 22, during the last year, family engagement (n=127) was the most frequent content addressed during coaching visits, closely followed by ELOs (n=126) and RENEW (n=126). Over the same time period, there were fewer coaching contacts related to transition specifically (n=96). As ELOs, RENEW, and transition planning all strongly encourage family involvement and engagement, the frequency of family engagement coaching was expected.

Chart 22: Content of Coaching Contacts

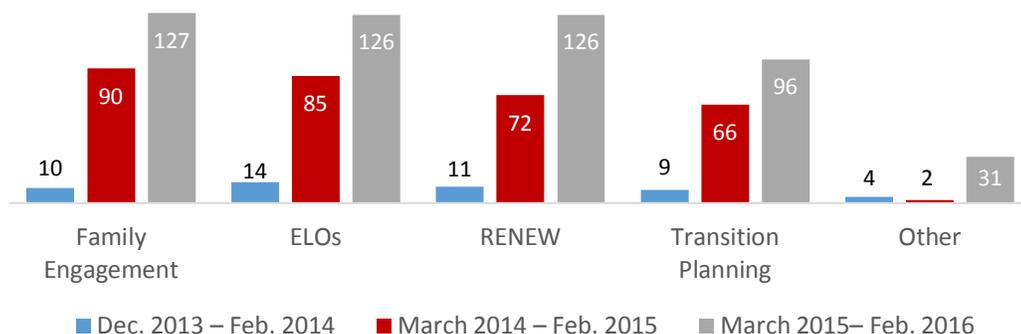


Chart 23 presents data on the type of coaching activity conducted with Next Steps NH schools. The most common activity for each time period was facilitating meetings (N=119 for the current reporting period), which often involved other coaching activities. The next most common coaching activities were developing (n=110) and reviewing action plans (n=91), followed by family engagement (n=77) and completing fidelity tools (n=77).

Chart 23: Type of Coaching Activities

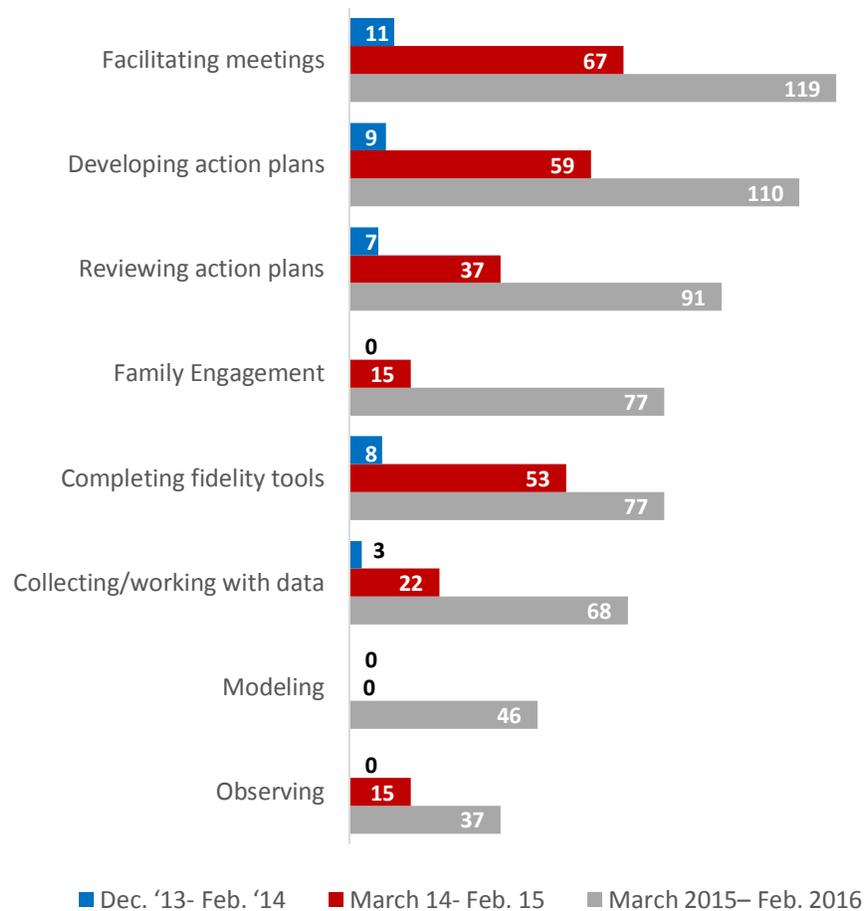


Chart 24 (on the next page) displays the number of coaching contacts with participating schools. The first four schools are from Cohort 1, the second set are Cohort 2 (started in summer 2014), and the last four schools listed are Cohort 3 schools (started in summer 2015). These data were reviewed and discussed every two months as part of Next Steps NH Leadership Team meetings.

Chart 24: Number of Coaching Visits

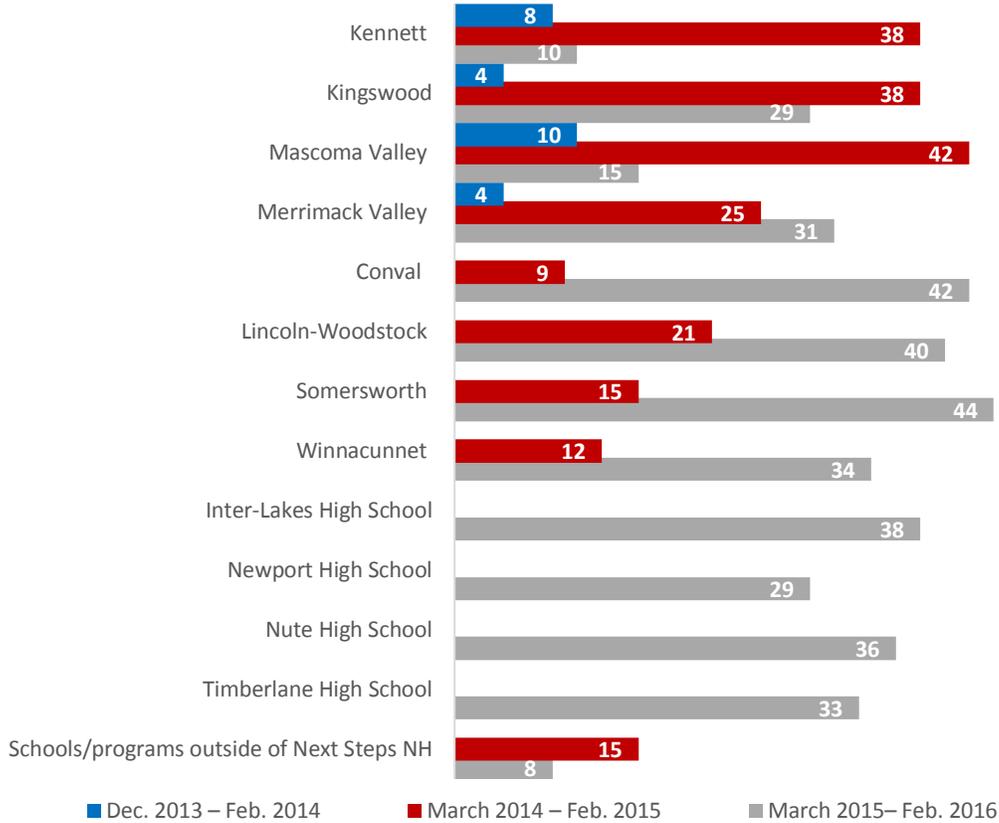
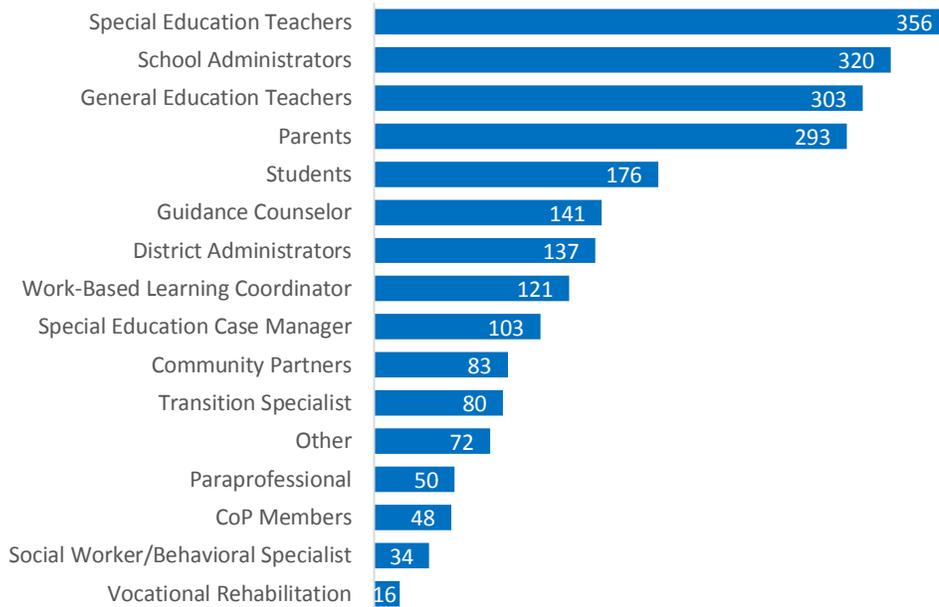


Chart 25 (on the next page) lists the number of coaching contacts, by recipients' roles, for the 2015-16 reporting period, which is a duplicated count. The unduplicated count of personnel who received coaching during 2015-16 was 169, across the 11 current Next Steps NH schools. Special and general education teachers, school administrators, and parents received the greatest amount of coaching this past year.

Chart 25: Number of Contacts and Role of Coaching Participants

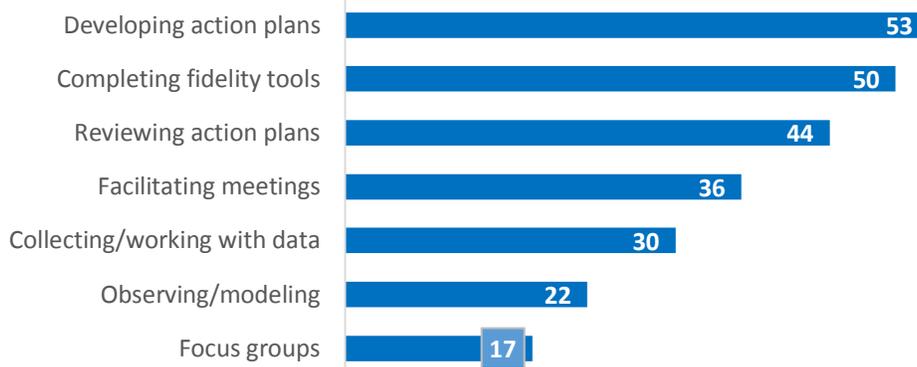


Next Steps NH Coaching Participating Personnel Survey

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 89 respondents to the survey, 45 to 54 of the respondents (depending on the question) replied to the coaching questions discussed over the next few pages.

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 (see Chart 26), most of the respondents indicated that they received coaching on developing action plans (n=53) and completing fidelity tools (n=50). The participants’ responses on the type of coaching activities is somewhat in agreement with the coaching data from the PD Activity Log discussed on page 25 (Chart 23).

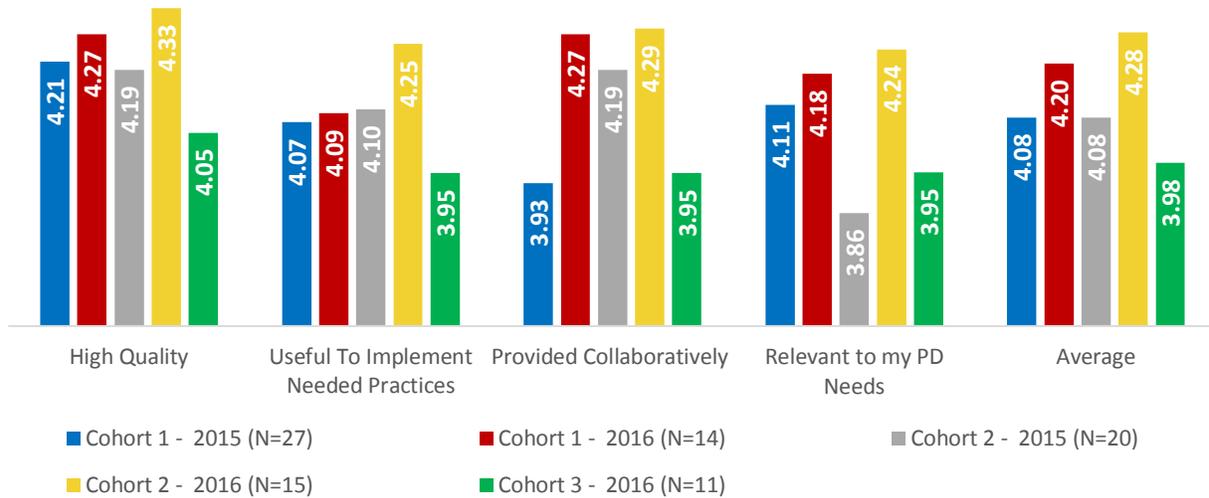
Chart 26: Type of Coaching Received



Participants were asked to rate the quality, usefulness, and relevancy of the Next Steps NH coaching they received, as well as the degree to which coaching was provided collaboratively (see Chart 27). Both Cohort 1 and 2 respondents provided higher ratings for the quality, usefulness, relevance, and the collaborative nature of the coaching they received in 2015-16, than they did in 2014-15. On average, Cohort 3 respondents provided the lowest ratings across cohorts.

Chart 27: Next Steps NH Coaching Formative Data

(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 Next Steps NH practices (TFEF, ELO, RENEW). Respondents reported that the coaching had a medium to large impact on their knowledge and skills to implement the TFEF components (see Chart 28 on the next page). Similar to the impact of Next Steps NH training on participants’ knowledge of the TFEF components discussed previously, coaching seemed to have a large impact on Cohort 1 participants in 2016, as they reported higher ratings than they had in 2015, for all components. Cohort 2 participants did not report a similar impact. Their ratings stayed the same, or had minor decreases between 2016 and 2015. Cohort 3 respondents provided overall high ratings across all TFEF components. Across components, Student Focused Planning and Student Development had the highest ratings. Interagency Collaboration, Family Involvement, and Program Structures had slightly lower ratings.

Chart 29 (on the next page) displays the results of the impact of Next Steps NH coaching on participants’ knowledge and skills related to RENEW and ELOs. Similar to the previous question, Cohort 1 respondents reported a much larger impact on their knowledge of RENEW in 2016, while those in Cohort 2 felt less of an impact on their RENEW knowledge in 2016 than in 2015. Regarding the impact of coaching on their knowledge of ELOs, both Cohort 1 and 2 respondents perceived greater knowledge of planning, implementing, and evaluating ELOs in 2016. The first year of Cohort 3 data fell between the first year of data for Cohorts 1 and 2. A larger impact was reported for planning ELOs, than for implementing and evaluating ELOs.

Chart 28: Impact of Next Steps NH Coaching on Knowledge and Skills of the Transition Focused Education Framework

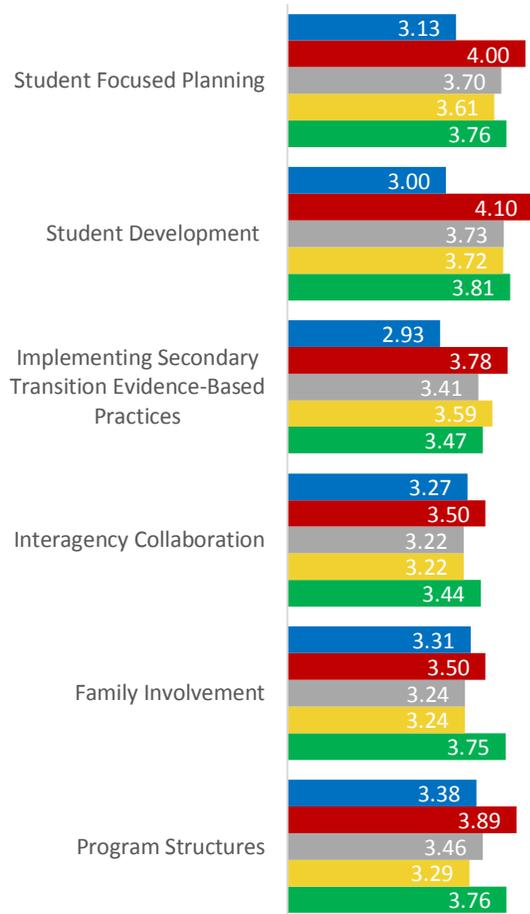
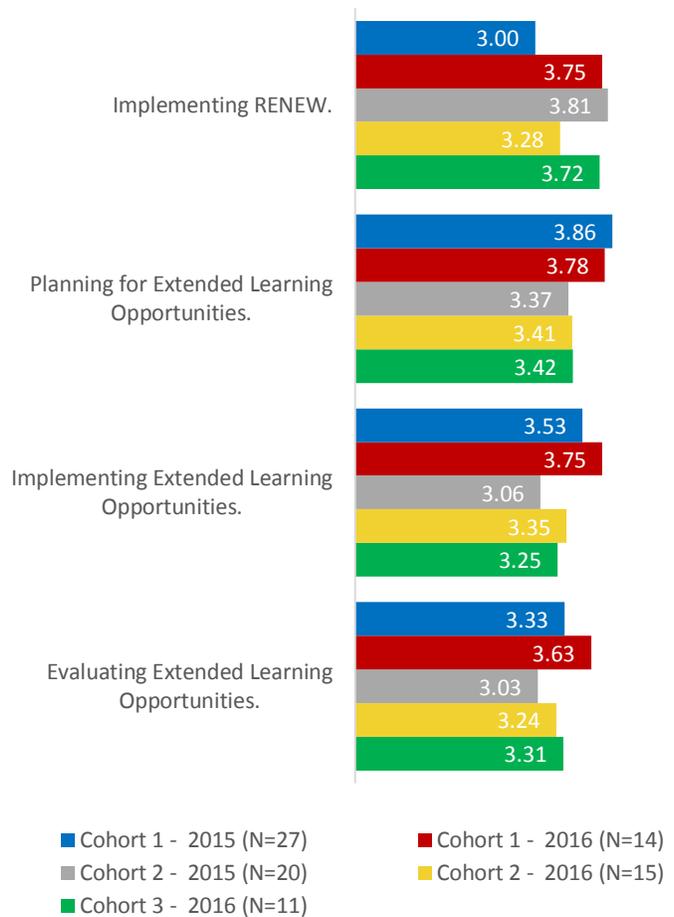


Chart 29: Impact of Next Steps NH Coaching on Knowledge and Skills of RENEW and ELOs

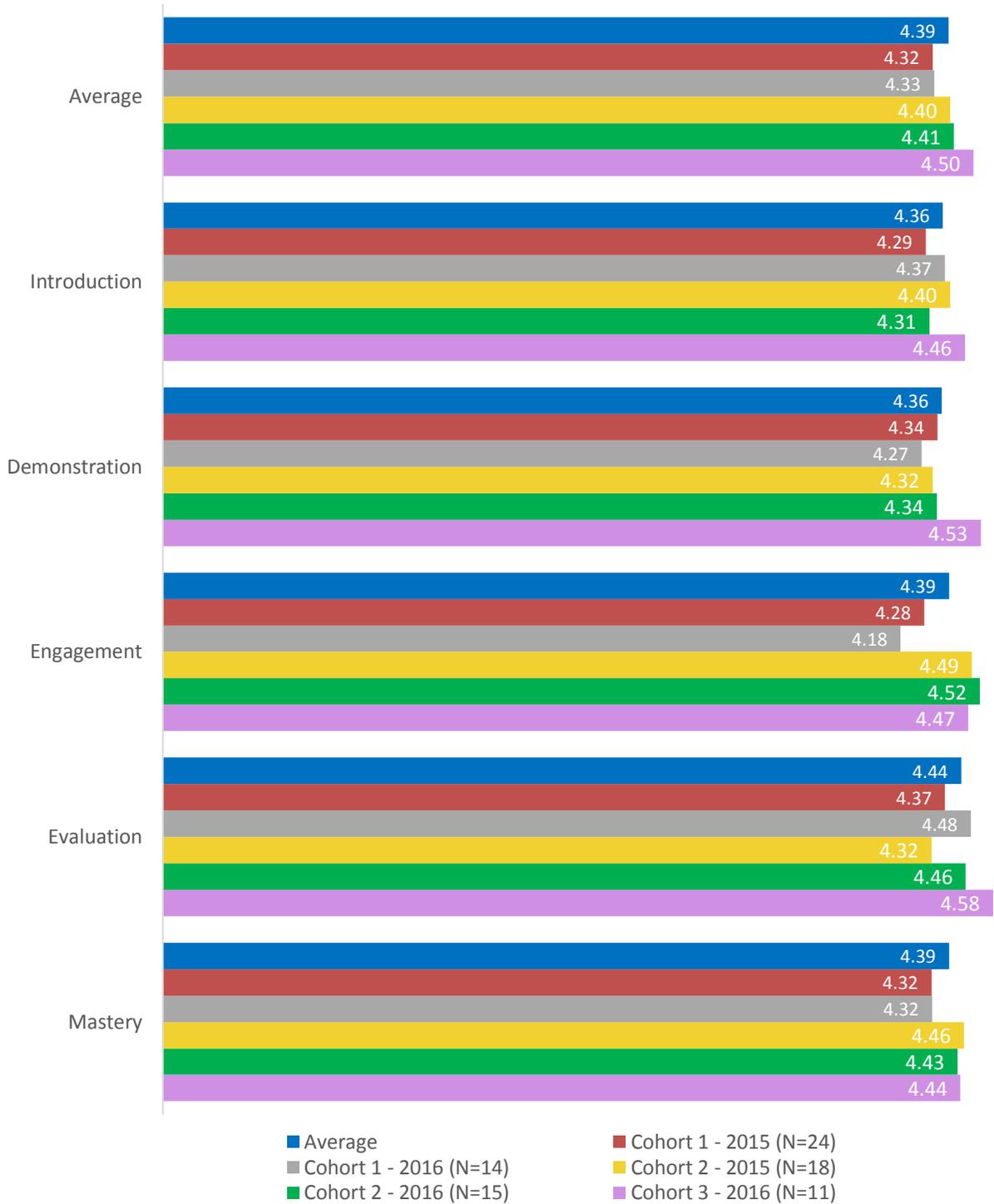


1 = No Impact, 2 = Small Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Participants were asked to rate the effectiveness of the coaching strategies provided by Next Steps NH. These coaching strategies are organized using the PALS framework. Chart 30 (on the next page) lists the averages for each of the five PALS components. On average, there was little variation in responses across years and cohorts. Cohort 3 respondents provided the highest ratings, while Cohort 1 participants reported the lowest (although they still rated the coaching as highly effective). There was almost no variation in average ratings of effectiveness across the PALS categories.

Chart 30: Effectiveness of the Coaching Strategies

(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>). As Cohort 3 came on, PIC encouraged two parents to serve on school Leadership Team committees to build in peer-to-peer support in addition to that provided by PIC.

Other PIC coaching activities focused on providing information to parents and students at Granite State Independent Living'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 as well as posting ongoing transition related information on ACES Facebook page.

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 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.

In November, the 2016 Transition Summit will celebrate 10 years of providing professional development focused on transition-related best practices for NH educators, community partners,

families, youth & young adults and related service agencies and there will be three sessions that will highlight the work of Next Steps NH. Two project partners will deliver a “Do-It-Yourself” Next Steps session highlighting the project trainings, resources and materials that live on the Next Steps NH website and how NH schools can use what has been developed to increase the college and career readiness of their students with disabilities and/or those at risk of dropping out of school. A second session will focus on sharing exemplars from two of our cohort schools related to the work they have done with RENEW and the third session will be presented by an ELO Coordinator from one of our cohort schools and will highlight the work they have done to develop connections with businesses in the community to support Extended Learning Opportunities for students.

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 project partners 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. Our Regional Intermediaries and project partners from the QED Foundation contributed to the development of an ELO Program Design Handbook that was recently released and shared statewide on our Next Steps NH project website as well as on the BeyondClassroom.org site and copies were made available to our cohort schools to assist schools in their development of ELO programs.

Lastly, in their role as the project’s Advisory Board, the CoP reviews grant data and outcomes and provides stakeholder input to assist our project implementation. At the June 4, 2015 CoP meeting, the Project Coordinator presented Cohort 1 and 2 data from the Transition Focused Education Fidelity (TFEF) Tool, the ELO Fidelity Tool, and various RENEW Fidelity tools as well as website analytics. The input collected from the CoP included suggestions on revising our three-point rating scale for the TFEF tool to include decimals so growth could be seen if a school started at a “2” but wasn’t quite at a “3”. The group also suggested having the schools’ Family Engagement Group be responsible for completing the family engagement portion of the TFEF as opposed to having school staff complete that portion for a more accurate representation. This input was shared by the Project Coordinator with the project Management Team and both ideas were approved and implementation has begun.

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, (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 earlier in the grant period. The Transition Focused Education Framework Fidelity (TFEF) Tool and the ELO Fidelity Tool were modified to allow for multiple administrations of each survey. A number of items in the TFEF Fidelity tool were modified to make them more clear and measurable. As a result, comparisons across cohorts must be made with caution. The TFEF Fidelity tool was also modified during this reporting period to allow for decimals to be used with the 1 to 3 scale (e.g., a school can now enter 2.50). The tools create instant data charts for each practice of 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)

Data Infrastructure

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 school's 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 of Implementation Results

During the last 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 I), developed by Noonan, Langham, & Gaumer-Erikson, and based on the PALS model, was used to evaluate six 2015-16 trainings. This checklist was designed to determine the level of quality of professional development training based on research-identified indicators of high quality training. The Next Steps NH Project Coordinator observed each of the six trainings, completed the HPQD tool, and reviewed the subsequent data with each trainer(s). Trainings were improved based on the data collected, although the data generally reflected high quality trainings. A summary of the data collected at the six trainings is included in Appendix I.

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 was adopted that has been used by the Next Steps NH Management Team to observe and provide feedback to coaches. Seven coaching observations were made during 2015-16. Similar to the process with the HQPD training tool, either the Next Steps NH Project Coordinator or another member of the Management Team observed a coaching visit. They collected the data, reviewed the results with the coach, and helped to create individualized action plans to improve coaching practices. A summary of the data collected at the seven coaching observations is included in Appendix J.

A similar tool, but more closely aligned to the HQPD checklist, was developed to gather feedback on the quality, relevance, and usefulness of the coaching from school personnel who have been coached. This survey was administered as part of the Participating Personnel Survey. The results of the survey are on page 27 of this report.

Fidelity of Intervention Summary

Fidelity of intervention tools were established for implementation of ELOs and the Transition Focused Education Framework. 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 established previous to this grant, but was amended to align with the Transition Focused Education Framework.

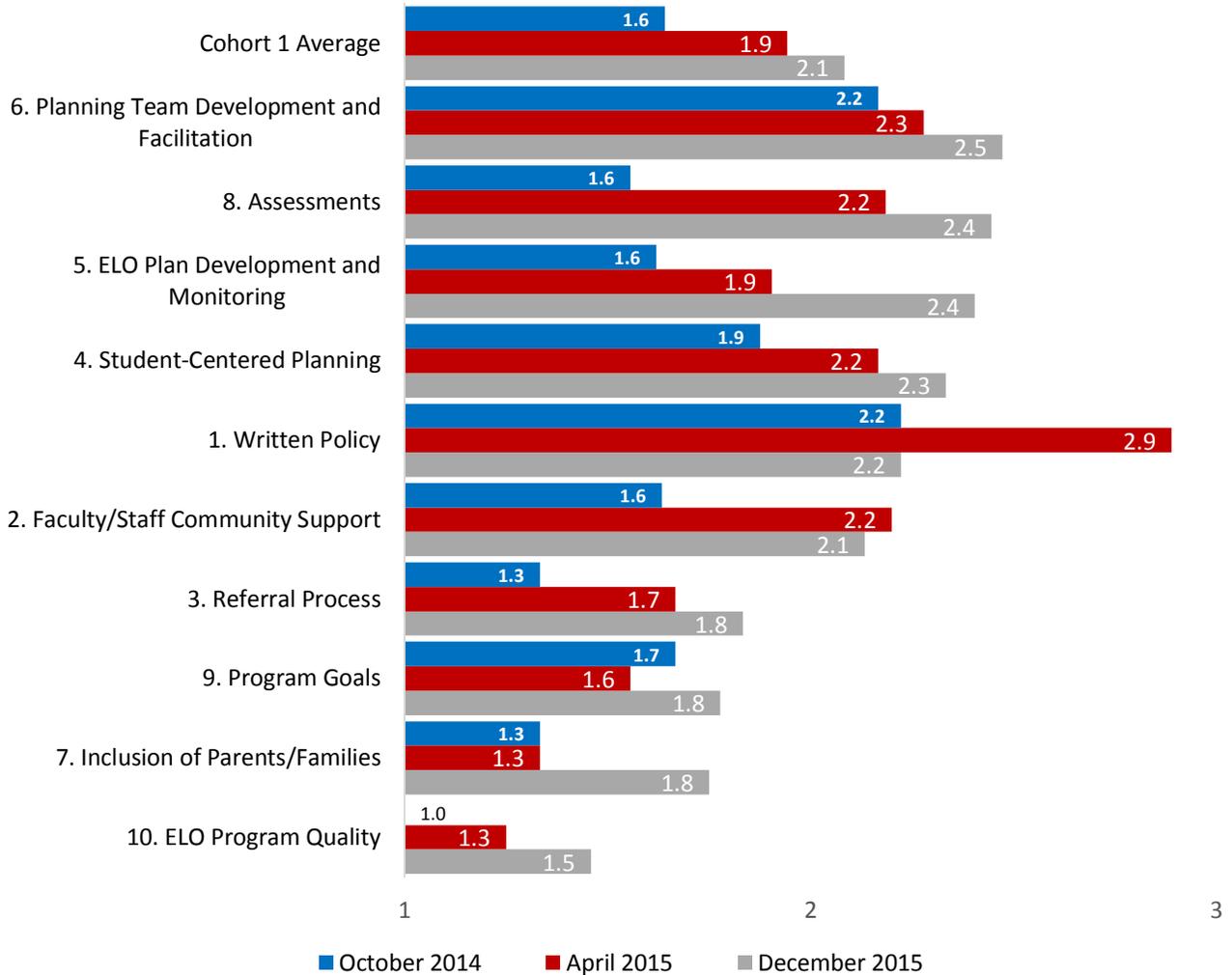
Each fidelity tool is to be completed three times over two years by the school leadership team, facilitated by the Regional Intermediaries. The fidelity tools provide space for prioritizing competencies that are not in place, or need additional work, as well as planning for implementation as necessary. At the time of this report, the Transition Focused Education Framework Fidelity and ELO Fidelity Tools has been completed three times by the three remaining Cohort 1 schools, twice by the four Cohort 2 schools, and once (baseline) by the four Cohort 3 schools.

ELO Fidelity Results

The results of the three administrations (October 2014, April 2015, and December 2015) of the ELO Fidelity Tool for Cohort 1 are shown in Chart 31 (on the next page). Over the course of 15 months, between baseline and final administration, progress was observed in all but one practice (*Written Policy*, which once developed, shouldn't change). Six of the 10 practices were rated to be at least partially in place. The four practices that were not rated as 'partially in place' were the *Referral Process*, *Program Goals*, *Inclusion of Parents and Families*, and *ELO Program Quality*. Growth was seen in each of these areas, but work remains to fully develop these areas of ELO implementation. The ELO practices most in place were *Planning Team Development and Facilitation*, *Assessments*, and *ELO Plan Development and Monitoring*. The most growth was seen in the use of transition *Assessments* and *ELO Plan Development and Monitoring*.

Chart 31: Cohort 1 ELO Fidelity Data

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

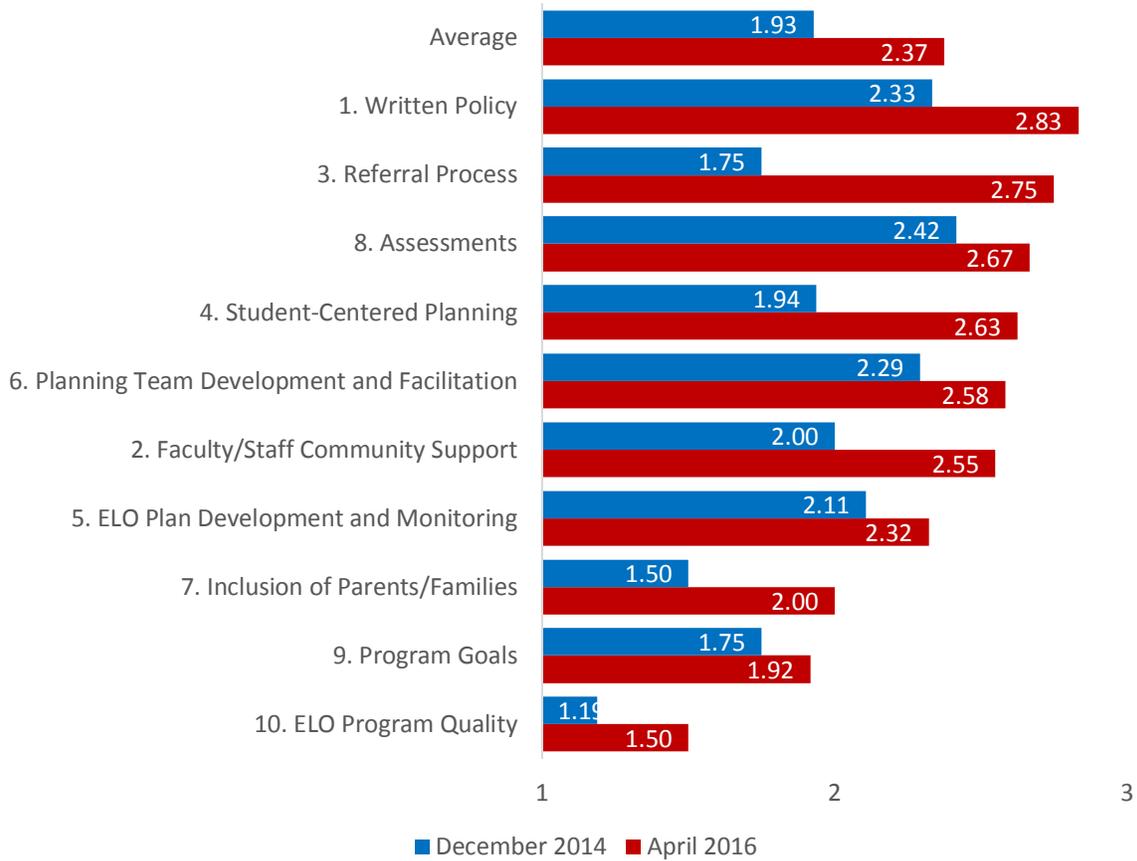


The results of the two administrations (fall 2015 and spring 2016) of the ELO Fidelity Tool for the four Cohort 2 schools are shown in Chart 32 (on the next page). Over the course of 16 months, between baseline and this second administration, progress was observed in every component of the ELO Fidelity Tool. The Cohort 2 schools' average ratings of the 10 ELO components was higher than the final ratings given for the three Cohort 1 schools (as shown in Chart 30, above). The Cohort 2, 2.37 average rating is close to the "2.50 fidelity level" established for this instrument.

Only two practices were not rated as 'partially in place': *Program Goals* and *ELO Program Quality*. These were also two of the four lowest ELO components for Cohort 1 schools. Growth was seen in each of these areas, particularly *ELO Program Quality*, but work remains to fully develop these areas of ELO implementation. The ELO practices most in place were *Written Policy* and *Referral Process*. The most growth was seen in *Referral Process*, *Student Centered Planning*, *Faculty/Staff and Community Support*, and the *Inclusion of Parents/Families*.

Chart 32: Cohort 2 ELO Fidelity Data

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



Transition Focused Education Framework Fidelity Results

As shown in Chart 33 (on the next page), Cohort 1 schools demonstrated growth in all five TFEF practices between April 2014 and December 2015. By December 2015, on average, Cohort 1 schools were very close to having all TFEF practices in place. The two subcomponents of Practices A and B that specifically addresses transition practices for students with IEPs were rated high at baseline (2.9 and 2.8), so they had little room for growth in subsequent administrations. Similarly, the parent engagement practice was rated somewhat high at baseline (2.6), but still showed an increase over the course of 20 months. 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* and *Interagency Collaboration Practices*, although these two practices also showed the most growth over the 20 month period.

**Chart 33: Transition Focused Education Framework Fidelity Data
Cohort 1 Schools**

(1 = Not in Place, 2 = Partially in Place, 3 = In Place)

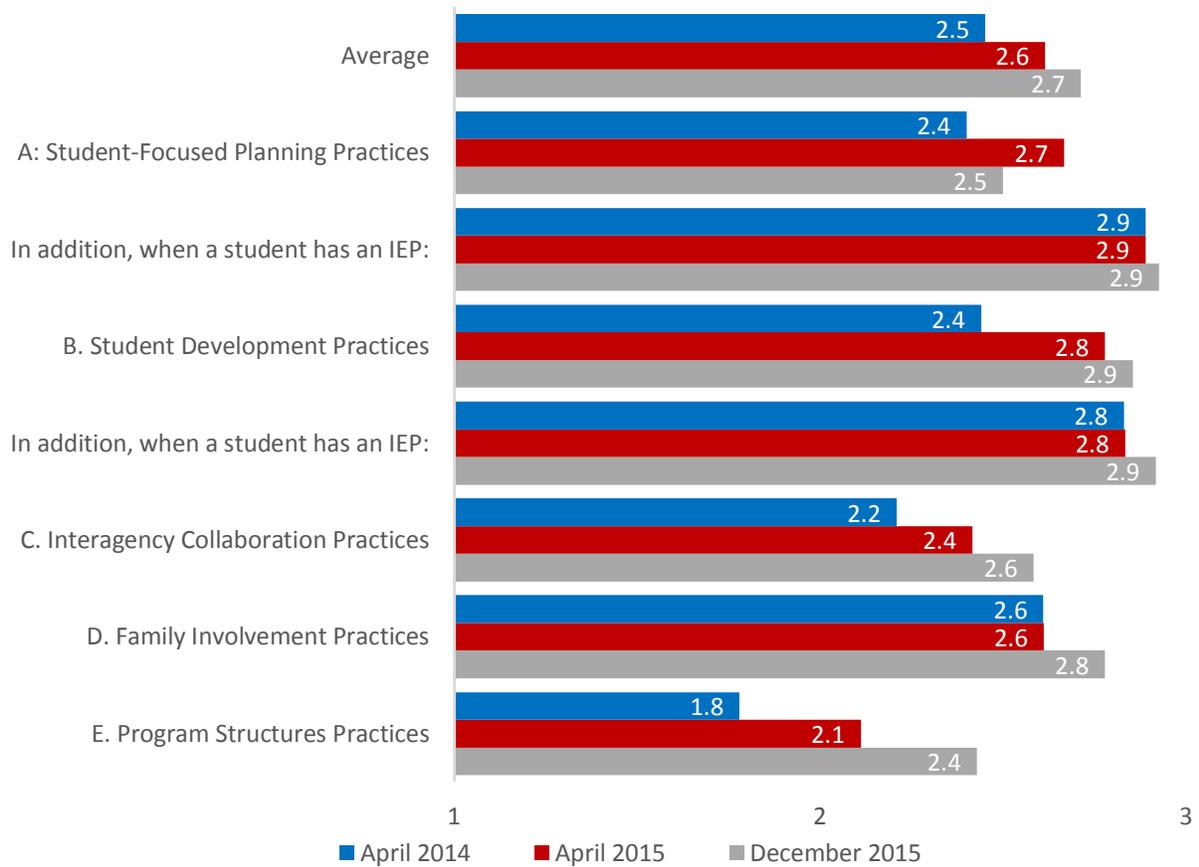
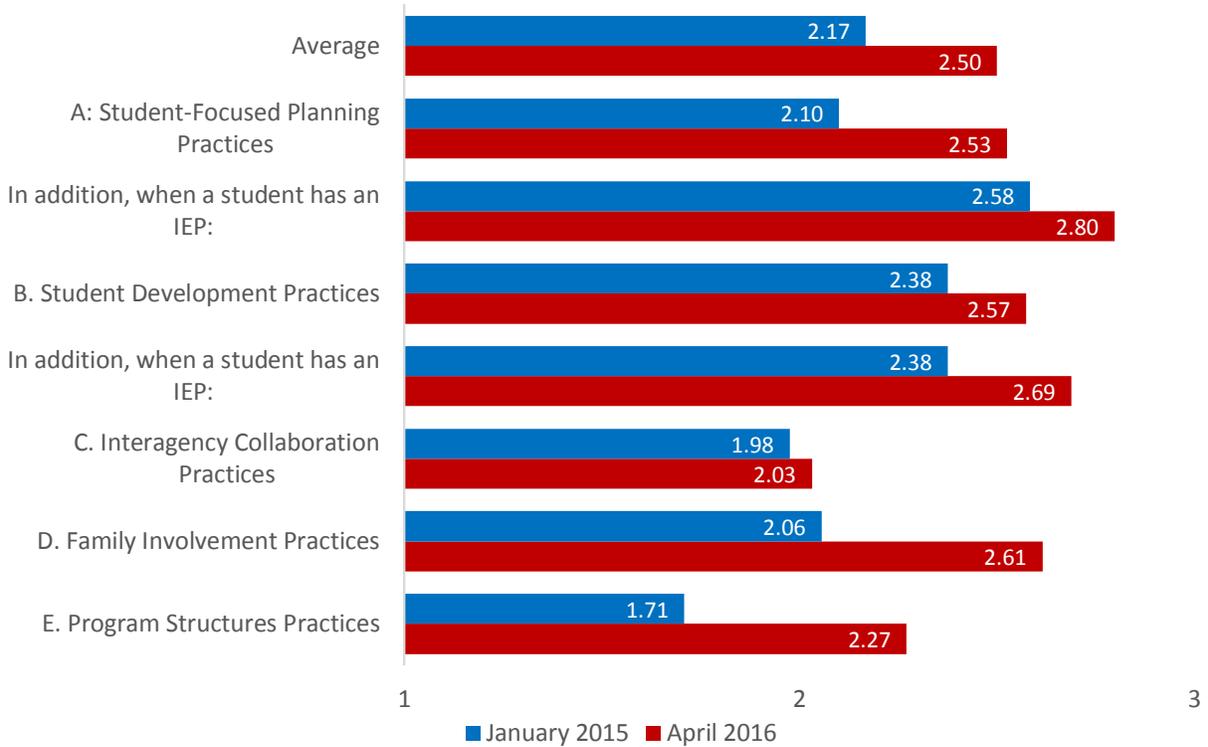


Chart 34 displays the results of two administrations of the TFEF Fidelity Tool by the four Next Steps NH Cohort 2 schools. On average, at baseline, Cohort 2 schools rated themselves as having fewer TFEF practices in place than Cohort 1 schools, with the average of all five practices “partially in place.” However, they exhibited significant growth between January 2015 and April 2016, when the TFEF practices were reported as between “partially in place” and “in place.” The two subcomponents of Practices A and B that specifically addresses transition practices for students with IEPs were not rated as high at baseline as they were with Cohort 1 schools, but were the highest rated items and demonstrated increased usage of these practices on the second administration of the TFEF Fidelity Tool. As with Cohort 1, *Program Structures* and *Interagency Collaboration Practices* were the lowest rated items for Cohort 2 schools.

Chart 34: Transition Focused Education Framework Fidelity Data for Cohort 2 Schools

(1 = Not in Place, 2 = Partially in Place, 3 = In Place)



RENEW Data

RENEW output data for all Next Steps NH schools are displayed in Table 1. “Mapping” is the planning process used to identify students’ strengths, desired goals, and activities necessary to achieve their identified goals. The 2015-16 data are preliminary, obtained prior to the completion of this school year. Two of the Cohort 3 schools have just begun to implement RENEW as this report was completed. Across the 10 schools (three schools have two years of data in this analysis), 109 youth have enrolled in RENEW, 63 have completed the mapping process, and 62 students have had teams formed to support them. 60% of students’ goals had been achieved in the short implementation time frame.

Table 1: RENEW Student Output and Outcome Data

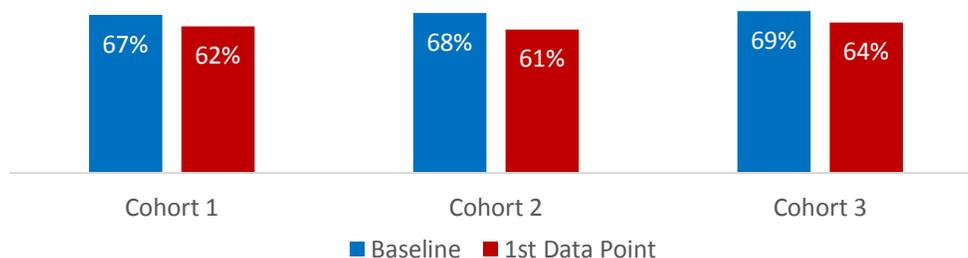
	# of Facilitators Trained	# of Facilitators – Active	# Youth Enrolled	# Youth Completed Mapping	# of Teams Formed	# Goals Identified	# Goals Reached	% Goals Reached
2014-2015								
School 1	Not Tracked	Not Tracked	6	5	3	13	11	85%
School 2	Not Tracked	Not Tracked	7	5	2	24	5	21%
School 3	Not Tracked	Not Tracked	8	2	13	11	8	73%
School 4	Not Tracked	Not Tracked	4	2	4	6	5	83%



	# of Facilitators Trained	# of Facilitators – Active	# Youth Enrolled	# Youth Completed Mapping	# of Teams Formed	# Goals Identified	# Goals Reached	% Goals Reached
2015-16								
School 2	Not Tracked		11	6	3	6	4	67%
School 3	13	5	7	7	5	8	5	63%
School 4	16	5	10	7	4	22	16	72%
Cohort 2								
School 5	30	23	36	19	18	17	12	71%
School 6	7	6	8	6	6	17	7	41%
Cohort 3								
School 7	3	3	4	0	0	0	0	0%
School 8	2	2	0	0	0	0	0	0%
School 9	3	2	3	1	1	5	3	60%
School 10	5	5	5	3	3	7	2	29%
Total/Average*								
	79	51	109	63	62	136	78	60%*

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 35 displays the average schools' self-assessment readiness data, by Cohort. Across the four Cohort 1 schools, only one school demonstrated growth over the first four months of implementation. Each cohort of schools 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.

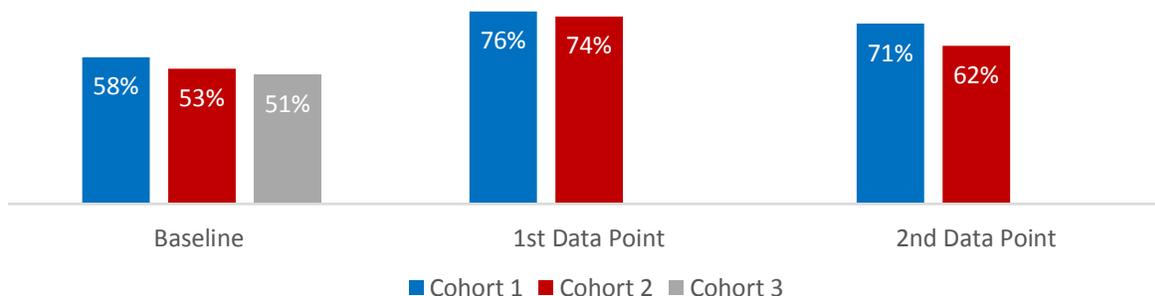
Chart 35: RENEW Readiness Checklist by Cohort



The RENEW Implementation Checklist (RIC) is completed by the RENEW external coach/trainer and RENEW Implementation Team, and is used to establish actions steps and goals. The RIC was administered two to four months after the RENEW Readiness Checklist was administered and some level of implementation had begun. Examining the fidelity of RENEW intervention data at the cohort level, on

average, no schools are implementing RENEW with fidelity yet (see Chart 36). However, two of the four Cohort 1 schools had achieved fidelity (above 80%) of RENEW practices.

Chart 36: RENEW Implementation Checklist by Cohort



5.6: Develop & implement training & coaching evaluation forms

Training evaluation forms were developed early in the project. 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 discussed on page 33 of this report, the High Quality Professional Development Checklist was adopted in 2014-15 to assess the fidelity of Next Steps NH training. A summary of the training fidelity data are in Appendix I.

As mentioned on page 33 of this report, two coaching fidelity of implementation tools were also adopted and adapted in 2014-15, both based on tools developed by national researchers and aligned to the PALS model. A high quality coaching fidelity tool was used by the Next Steps NH Management Team to assess the degree to which coaching was conducted with fidelity. A summary of the coaching fidelity data are in Appendix J. 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 29 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) works closely with NH DOE staff to ensure accountability for all data collection, analysis, and reporting. Evaluation is 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 (August 24, 2015, November 23, 2015, and February 29, 2016) were held three times this year. The meetings 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 TFEF Fidelity Tool and the ELO Fidelity Tool. Each school then set their targets. Data for implementation and student outcome data are presented below.

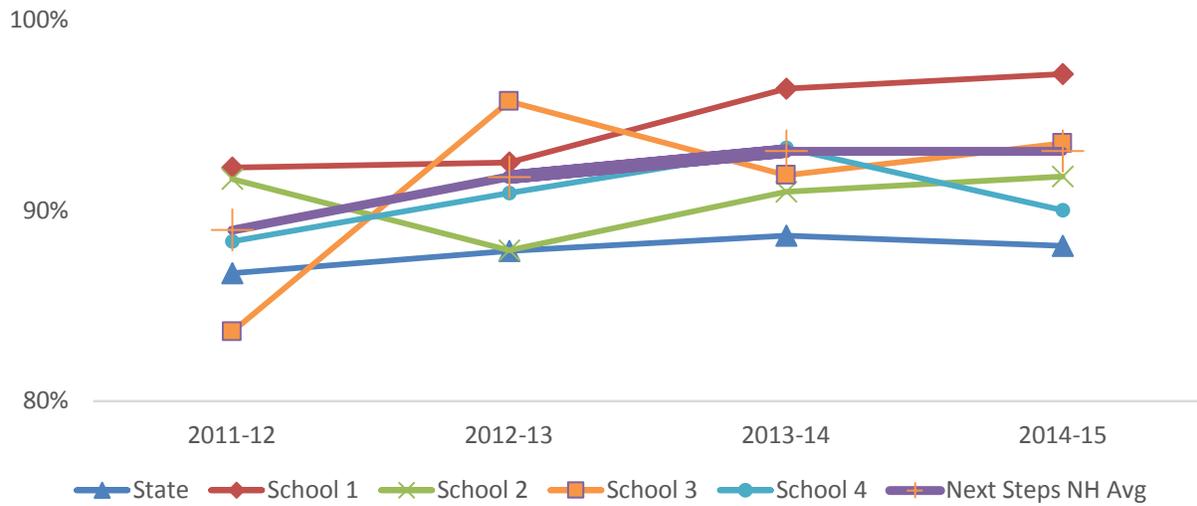
ELO Characteristics Data

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). Final ELO Characteristics data for Cohort 1 were presented in the 2015 NH SPDG APR. Cohort 2 and 3 ELO Characteristics data will not be available until the end of the 2015-16 school year.

Graduation/Dropout Data

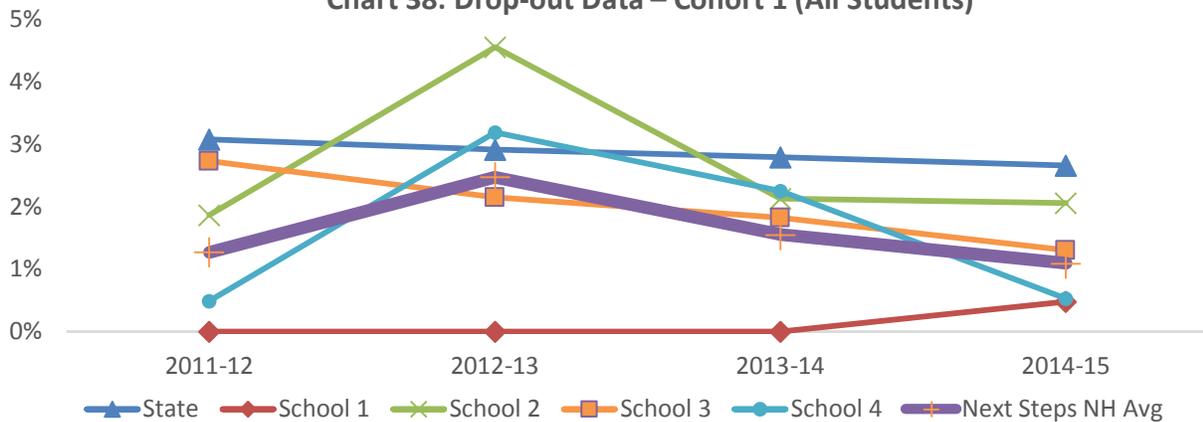
Chart 37 (on the next page) documents graduation data for all students, for the four Cohort 1 schools and the state average. Cohort 1 schools began implementation in fall 2013, so the first two years displayed are prior to their participation in Next Steps NH. The thicker, purple line represents the average graduation rate for Cohort 1 schools, which showed a steady increase prior to, and during their participation in Next Steps NH. Each individual school also has shown growth since joining Next Steps NH in 2013-14. Care must be taken in attributing the increased graduation rates to schools participation in the project. Rather, this support provides sufficient evidence to suggest Next Steps NH contributed to the positive results seen in Cohort 1 schools.

Chart 37: Graduation Data – Cohort 1 All Students



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. As shown in Chart 38, the average drop-out rate for all students in Cohort 1 schools has decreased since 2012-13, the year prior to implementation for Cohort 1 schools. All Cohort 2 schools experienced decreased drop-out rates at this time. This was true for the average state drop-out rate as well.

Chart 38: Drop-out Data – Cohort 1 (All Students)



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

We are not able to provide comprehensive graduation or drop-out data for students with disabilities, as most of the Next Steps NH schools are too small to publicly release data for students with IEPs. Project evaluators will work with NH DOE staff to see if they can conduct the analyses and provide average, aggregated data for the Next Steps NH final report.

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 Next Steps NH website

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.

During the last reporting period, Regional Intermediaries, PIC and RENEW project partners began to develop 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. The RIs conducted needs assessments with administrators in Cohort 1 schools to determine module content based on their school's action planning. As discussed on page 11, five, two-hour, live online sustainability modules to support the full implementation and sustainability of project practices and activities were developed and implemented in fall 2015.

The modules were targeted to district and school administrators in the seven Next Steps NH Cohort 1 and 2 schools. An average of seven school and district personnel attended each of the training events, from five Next Steps NH schools. Administrators comprised 44% of the participants. Evaluation data were collected for each module. To measure short-term change in participants' knowledge of the essentials of full Next Steps NH implementation due to the training presentations and activities,

participants were asked to complete a pre- and post-test that were developed by the Next Steps NH staff.

Chart 39 lists the pre/post test results for the five modules. On average, participants had a 22% increase, with an average post-test score of 73%. Participants were asked to rate their level of knowledge of sustaining Next Steps initiatives prior to, and after, the training (see Chart 40). Participants' perception data for each module was relatively correlated with the pre/post results from each module.

Chart 39: Percent of Pre/Post Questions Answered Correctly.

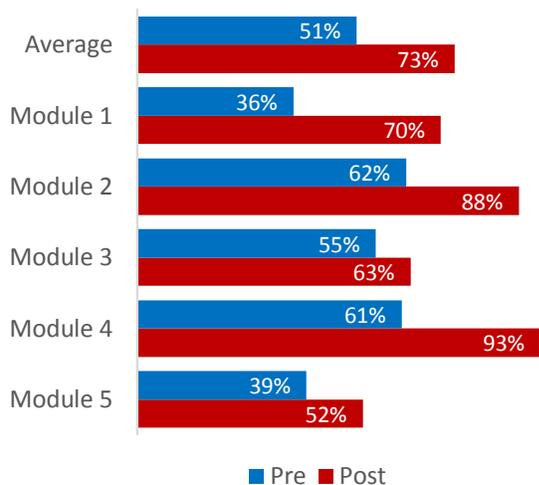
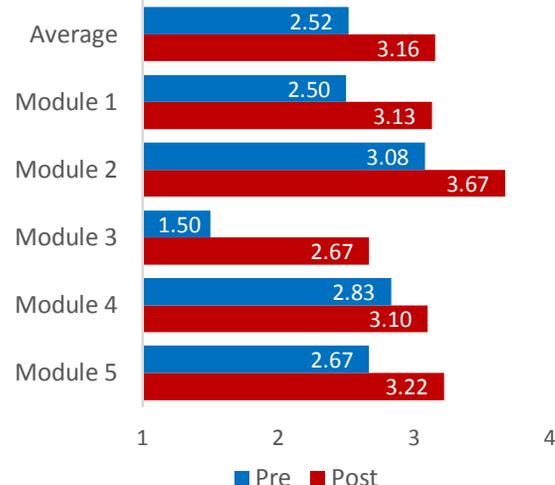


Chart 40: Participants' feelings of knowledge gain. (1-Low/4-High)

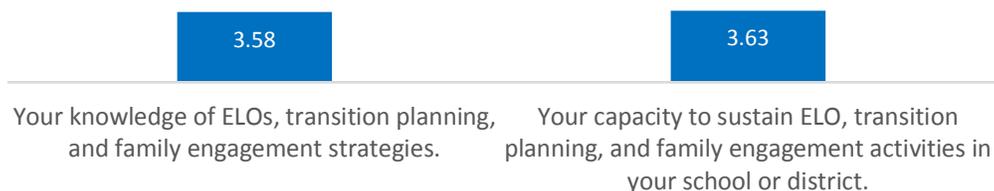


Participating Personnel Survey

As part of the Participating Personnel Survey administered in March 2015, administrators were asked what impact Next Steps NH professional development had on their knowledge of ELOs, transition planning, and family engagement strategies and their capacity to support the implementation of ELOs, transition planning, and family engagement strategies. Nineteen administrators from seven schools completed the two questions. As shown in Chart 41, administrators perceived medium to large impacts on their knowledge of, and capacity to, support implementation of ELOs, transition planning, and family engagement strategies, as a result of Next Steps NH professional development.

Chart 41: Next Steps NH Impact on Participating Administrators

(1=No Impact, 2=Some Impact, 3=Medium Impact, 4=Large Impact, 5=Very Large Impact)



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. 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.

Institutions 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

During this reporting period, an RFP was released seeking an additional IHE to participate in Next Steps NH. Two proposals were received and reviewed by a committee composed of two project partners from our participating IHE and two NSNH Management Team members. Plymouth State University (PSU) was selected as the second Next Steps NH IHE. In reviewing the evaluation data below, it is important to keep in mind that PSU teaches transition via embedding the concepts across many courses, as compared to KSC's dedicated transition course. KSC was also a partner in NH's second SPDG.

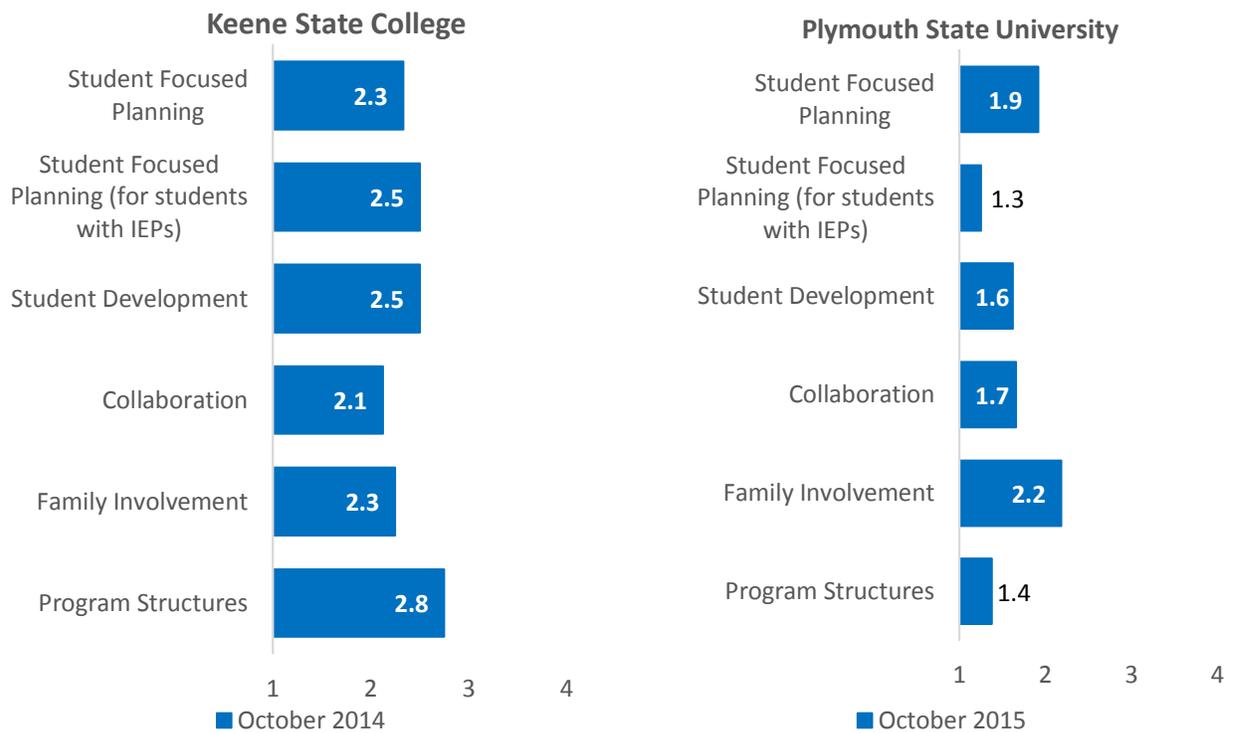
Transition Competencies for Preservice Special Education Programs – IHE Needs Assessment

Each IHE conducted a 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 instrument is aligned with the Next Step NH's Transition Focused Education Framework Fidelity Tool, used to assess NH high school's capacity to support successful transitions for students with disabilities. IHE 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 met to further revise ratings. This information was used to develop an action plan that prioritized action items for curriculum development and program review.

Keene State College

In summer 2014, the KSC Special Education program faculty piloted the transition curriculum review and needs assessment to identify action items for transition curriculum improvement. Chart 42 displays the baseline data collected in October 2014. The second administration of the needs assessment will occur in summer 2016. Baseline data showed that on average, KSC faculty perceived the range to which the KSC required coursework addressed transition competencies was between Initial Implementation and Significant Implementation. The strongest area was Program Structures, while the Collaboration component was rated the lowest.

Chart 42: Transition Competencies for Preservice Special Education Programs



Scale: 1 – Not Implemented, 2 – Initial Implementation, 3 – Significant Implementation, 4 – Full Implementation

Plymouth State University

Beginning in summer 2015, the PSU Special Education Program faculty began to assess how required coursework in the Special Education program at PSU addressed transition competencies for special education teachers. This information was used to develop a Snapshot of how the program currently met competencies as a form of baseline data before revision to the program work began. Faculty members were also able to identify inconsistency of implementation of content across instructors and target courses where consistency could be achieved. A Focus Plan was developed to determine where curricula could potentially address transition competencies. Baseline data were collected at PSU in October 2015 (see Chart 41 above). The highest ratings were given to Family Involvement and Student Focused Planning, while the Student Focused Planning for Students with IEPs and Program Structures components were rated lower.

After completing the needs assessment, PSU faculty, in partnership with KSC faculty and staff, explored transition resources to develop a scope and sequence of activities where transition information could be infused into the program. Course revisions and the adoption of additional transition activities were discussed individually with each faculty member. A timeline for the implementation of revised coursework and syllabi was developed. Based on the results of the needs assessment, the PSU Action Plan for program revision is currently underway and additional course revisions and inclusion of transition resources will be piloted throughout the 2016-2017 academic year.

Pre-Service Special Education Transition & Career Development Survey

Similar to the *Transition Competencies for Preservice Special Education Programs*, the *Pre-Service Special Education Transition & Career Development Survey* was developed to assess pre-service student's perceptions of their knowledge and skills related to secondary transition. This instrument is also aligned with the Next Step NH's Transition Focused Education Framework Fidelity Tool, used to assess NH high school's capacity to support successful transitions for students with disabilities.

Keene State College

The first cohort of KSC students completed a pre-survey in January 2015 and a second survey in May 2015. KSC pre-service students perceived their knowledge of transition competencies higher than their skills to implement the transition competencies (see Chart 43). However, on average, the degree of change in knowledge and skills between pre- and post-survey were identical (+1.2). At post-survey, there was little variation in ratings of knowledge or skills. Students rated their knowledge and skills related to Program Structures the highest, while they perceived their knowledge and skills of Student Focused Planning Practices the lowest of the five components of the survey.

Chart 43: Pre-Service Special Education Transition & Career Development Survey Results

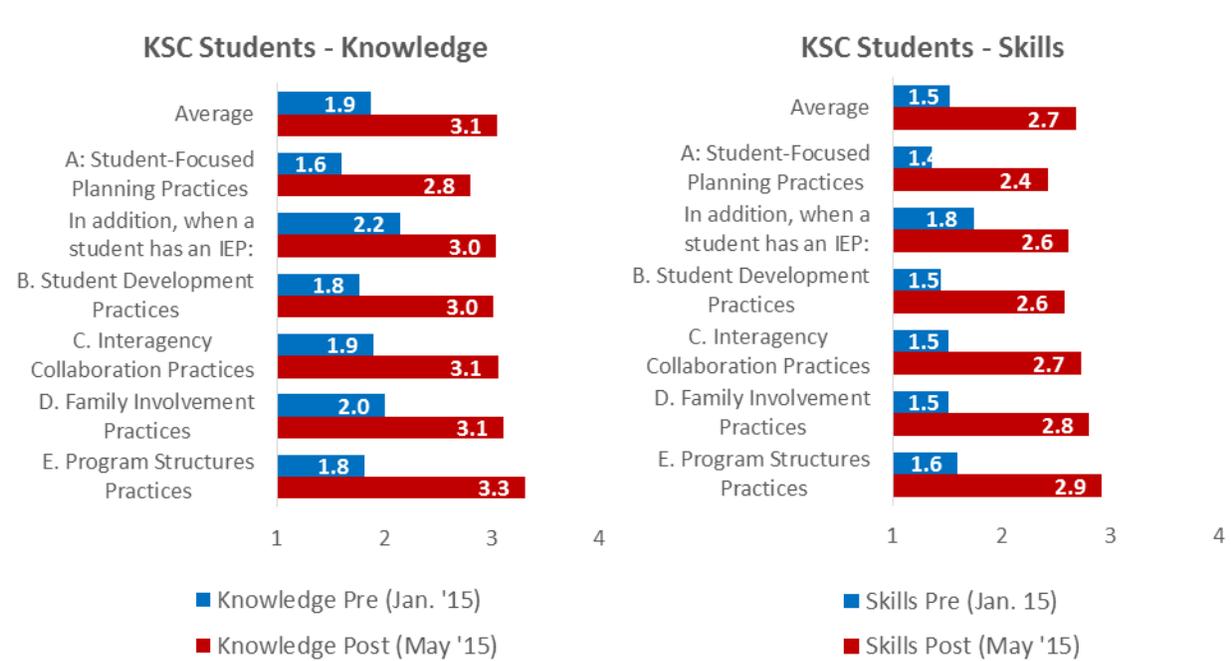


Chart 44: PSU - Baseline Knowledge (January 2016)

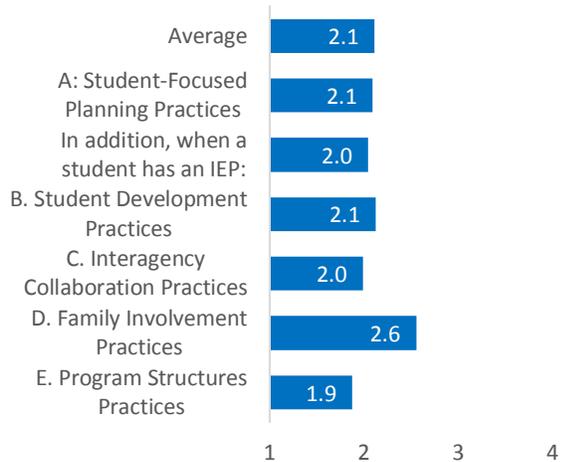
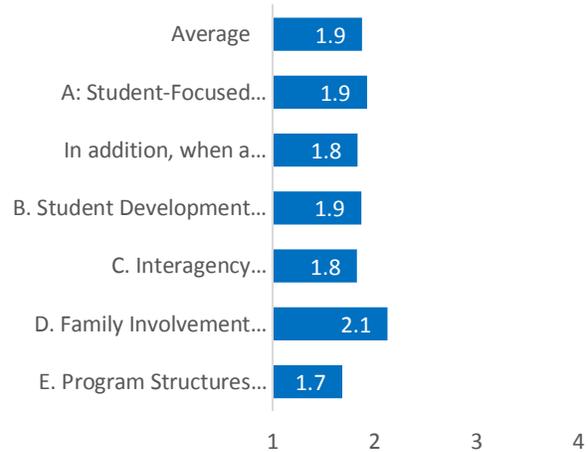


Chart 45: PSU - Baseline Skills (January 2016)



Scale: 1 = No Knowledge/Skills, 2 = Some Knowledge/Skills, 3 = Knowledgeable/Skilled, 4 = Very Knowledgeable/Skilled

Results from the surveys were used to assess student progress and to create an action plan. The 2015-16 action plan continued the work begun in the previous year, taking explicit action to better infuse transition concepts into the whole program. A new class of students completed the pre-test in January 2016 and will complete the post-test in late April 2016.

Plymouth State University

The *Pre-Service Special Education Transition & Career Development Survey* was administered for the first time at PSU in January 2016. The PSU instrument was augmented by five additional questions from a similar survey developed at the University of Oklahoma. On average, PSU students expressed little variation between their knowledge and skills related to transition competencies (see Charts 44 and 45 above). They rated their knowledge and skills related to Family Involvement the highest, while Program Structures received the lowest ratings. Students who took the survey have had no exposure to the additional transition materials and activities that PSU faculty have developed in the Action Plan. As Action Plan items are implemented in the summer and fall of 2016, and winter and spring of 2017 through program coursework, subsequent administration of the *Pre-Service Special Education Transition & Career Development Survey* should show significant gains in knowledge and skills. The survey will be administered again in September, December, February, and May to capture student growth throughout their pre-service special education program.

KSC Summary

The most significant improvement to date from the 2015-16 action plan is that KSC redesigned the January Field Experience to be an Extended K-12 Placement. The new placement has three parts: a full-day seminar in December to connect the transition class to the full-year Internship experiences and set the tone for foundational thinking on legal issues, standards and self-determination. This is followed by four days in internship schools during exam week in December, followed by two weeks in schools in January, with specific outcomes, activities, and knowledge and skill acquisition for the experience.



Special Education teacher candidates in the program have the option to integrate the activities from this three-week experience into the school year. The change involved developing a new cooperative agreement with internship schools, as well as close coordination among faculty. Skills associated with self-advocacy, social skills and self-monitoring are now included in an assignment in one of the internship courses as well.

In addition, KSC redesigned the transition course sequence to better incorporate Indicator 13, improved the ELO component, and redesigned/updated the self-determination, transition to postsecondary education, and family engagement components based on Year 1 experiences. The transition case study and scoring guides were revised to align them to transition competencies and elements. Last, all students in the transition course were required to work with an 8th grade, or higher grade level, student for the case study assignment.

KSC presented the *Transition Competencies for Preservice Special Education Programs* and shared their transition program improvement process and tools at a poster session at the CEC's Division of Career Development and Transition (DCDT) annual conference in 2015.

PSU Summary

The needs assessment and action planning process that KSC piloted in 2015 was used to guide Plymouth's curriculum improvement process. PSU administered the baseline *Transition Competencies for Preservice Special Education Programs* (program needs assessment) and the *Pre-Service Special Education Transition & Career Development Survey* (student survey) during this reporting period and developed an initial action plan.

Next Steps NH Website Activities

7.4: Review current Next Steps NH website 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

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

The Next Steps NH website, <http://nextsteps-nh.org> was launched in fall 2014, and ongoing monitoring and updates occur on a regular basis. 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, a training materials section, publications and a large reference area organized according to the Next Steps Transition-Focused Education Framework. As the project has developed tools, they have been added to the website. Usability testing with end users informs the design and content throughout the ongoing development process.

Four performance indicators, listed below, were established to assess the quality and impact of the Next Steps NH website.

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

Three sets of data are presented to respond to these indicators. A summary of the quarterly usage data informing the performance indicators are presented here (all website data are included in Appendix K). After the usage data for the Next Steps NH website, similar data for the ELO: Beyond Classroom website are shared, followed by the results of a survey of school personnel and family

members participating in Next Steps NH. A one-page infographic summarizing these data is included in Appendix L. Qualitative data from web users is included in Appendix M.

During 2015-16, several new sections of the Next Steps NH website were released and many pages were upgraded using an iterative design process. In addition, Google Analytics was used to investigate and measure site use. Significant additions this year included: an Interagency Collaboration Toolkit, a section to hold all Next Steps developed training materials and webinar recordings, a section to hold and explain the Transition-Focused Education Framework (TFEF) Fidelity Tool, a new Assistive Technology page, more exemplar IEP transition plans, and a page dedicated to transition IEP requirement videos. Improvements included: ongoing tweaks to support Regional Intermediaries and cohort school needs, simplifying the student and educator/parent portals, redesigning the family engagement and program structures tools pages, incorporating more graphical elements, and building a shared resource page to support the IHE portion of the project.

Next Steps NH created a social media presence through Twitter (twitter.com/nextstepsnh) and Facebook (www.facebook.com/nextstepsNH). Users can connect to both platforms via the Next Steps NH website, and vice versa. Content has been posted according to a rotating schedule that moves through the major parts of the entire Next Steps NH project.

Charts 46 to 50 (below and on the next page) provide data to inform the first website performance indicator. The data in Chart 46 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. Following an increasing trend, for the last quarter, 70% of NH visitors to the site were return visitors (Chart 47). NH visitors were more likely to spend more time when visiting the Next Steps NH website, an average of 4 minutes and 50 seconds during the last reporting period (Chart 48). On average, two-thirds of all Next Steps NH website visitors only go to one page. During the last quarter, 24% people visited between two to four pages and 11% visited more than four pages (see Chart 49). The bounce rate for NH visitors has been below 40% for each reporting period (see Chart 50), which means that 60% of NH visitors are interacting with the site when they find it.

Chart 46: Number of NH Visitors

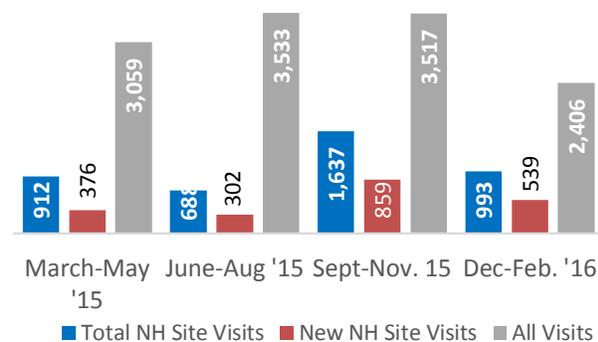


Chart 47: Percent of New and Returning NH Visitors

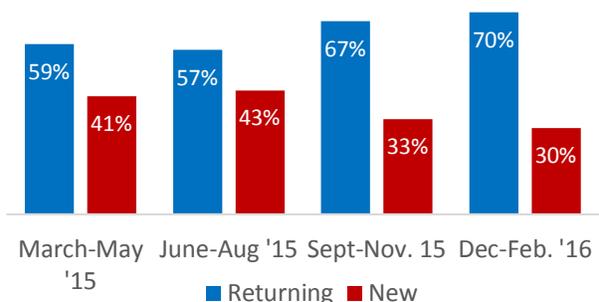


Chart 48: Average Number of Minutes Per NH Session

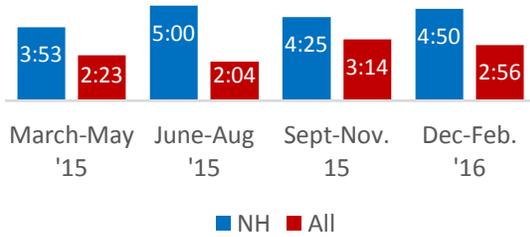


Chart 49: Number of Pages Visited in a NH Session

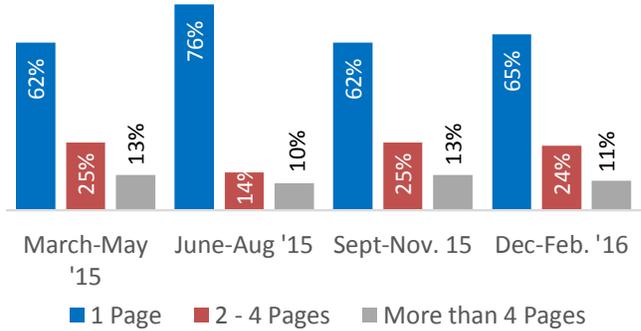
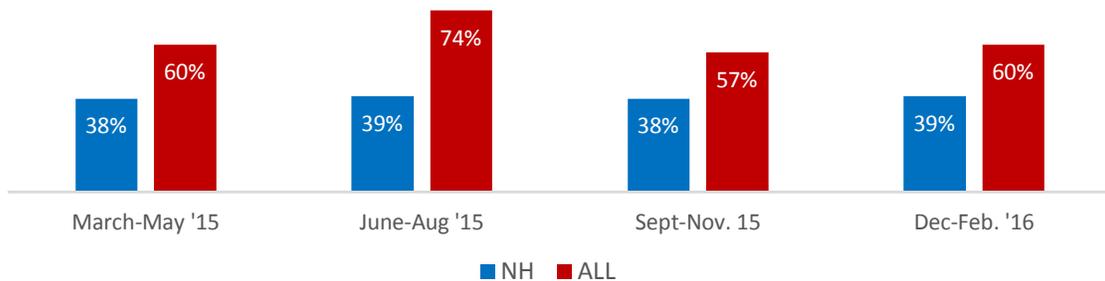


Chart 50: Next Steps NH Website Bounce Rate



The second indicator seeks to increase the traffic through the website user portals by students, families, educators, and community partners. Chart 51 (on the next page) displays the data that addresses this indicator. The community partner portal has had minimal use (12 to 19 visits per quarter) over the last year. The student and educator/parent portals had a drop off in visits during the last quarter. The previous quarter had the most traffic, 164 visits to the educator portal and 170 to the student portal. Chart 53 displays the percentage of visitors to each portal who went further into the website through the portal, rather than just exiting the page.

The third website performance indicator assesses the degree to which RENEW and ELO sections of the Next Steps NH website were accessed (see Chart 52 on the next page), and how much traffic the Next Steps site sends to the separate ELO website, BeyondClassroom.org. The RENEW page has received seven to 40 visits per quarter. The ELO page has had greater use, with 38 to 118 visits per quarter, over the last year. Sixteen to 31% of visitors per quarter clicked on the Beyond Classroom website link. Data on the Beyond Classroom website are presented in the next section of this report.

Chart 51: Number of Portal Visits

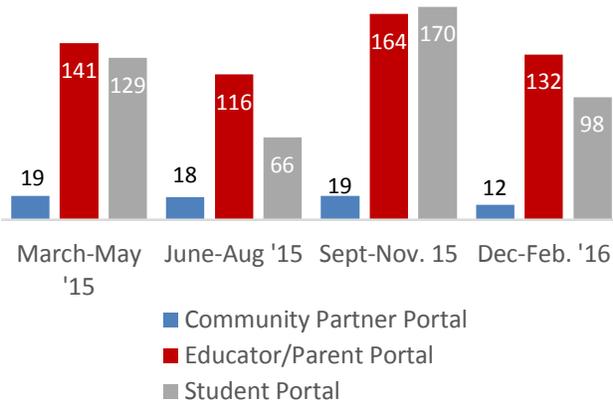


Chart 52: Number of Visits to ELO & RENEW Pages

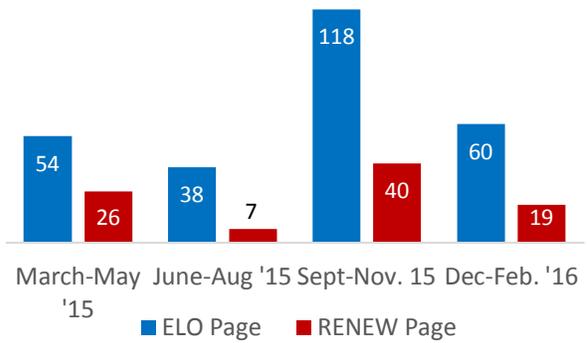
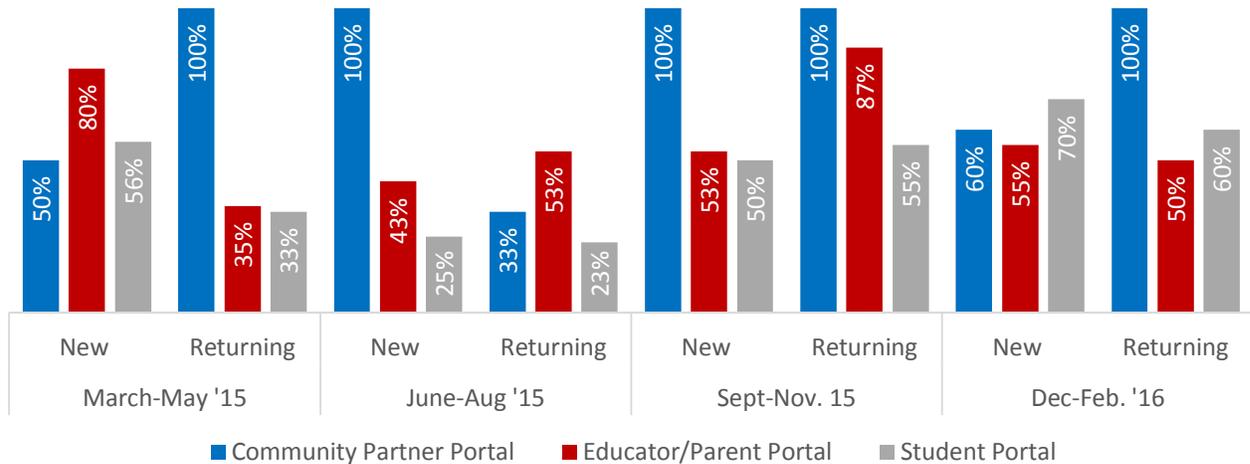


Chart 53: Percent of Web Visitors that Interact with the Portals



The Next Steps NH website reference area, Everything about Transition, 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). Chart 54 (on the next page) lists the number of visits to the Everything about Transition pages. The percent of visits to the different TFEF practice areas and visited for the last quarter are presented in Chart 55 (on the next page). Due to the relatively small number of visits to the TFEF pages, the percent of visits to each component of the framework has varied from quarter to quarter. Our goal is to have roughly equal percentage visits to each component.

Chart 54: Number of Visits to Website Reference Section

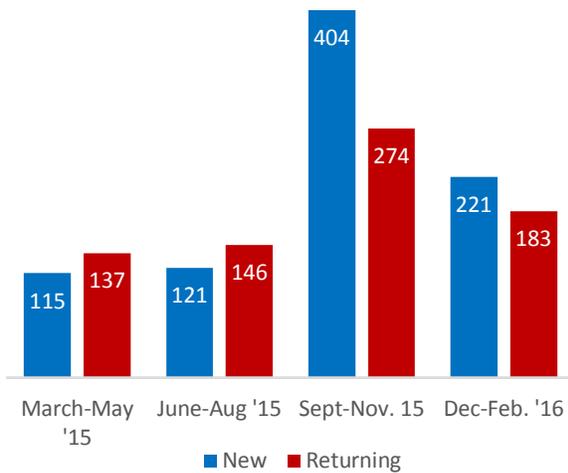


Chart 55: Percent of Visits to Each Transition Practice Area of the Reference Section for the Last Quarter

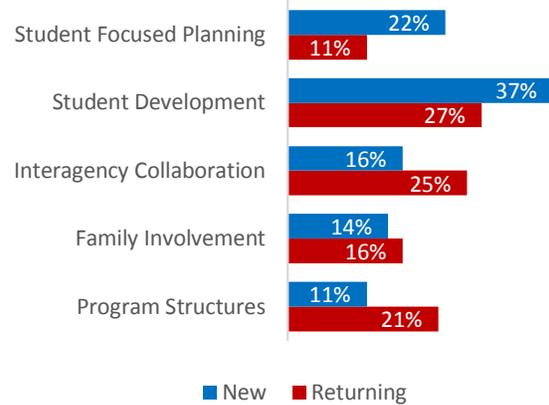


Table 2 lists the 10 most visited Next Steps NH webpages between December 1, 2015 and February 29, 2016. The first seven of the 10 pages listed below were also among the 10 most viewed pages in the previous three quarters, although the respective order varied by quarter. The average amount of time spent on each page suggests significant visitor engagement.

Table 2: Ten Most Visited Next Steps NH Webpages (December 1, 2015 – February 29, 2016)

Page	% of Unique Page Views	Length of Time on Page
Home	26%	2:17
IEP Tool –Measurable Postsecondary Goals	4%	4:29
IEP Tool, Age-appropriate assessment	3%	3:26
Educator/Parent Portal	3%	1:39
IEP Tool – Introduction	3%	2:16
IEP Tool – Annual Goals	3%	2:04
Exemplar IEPs	3%	2:57
Student Portal	2%	1:41
Training Materials	2%	2:32
IEP Tool – Transition Services	2%	3:30

ELO: Beyond Classroom Website

This website (<http://beyondclassroom.org>) was originally developed in 2011 by the Monadnock Center for Successful Transitions (MCST) at their Keene State College site, in collaboration with the Q.E.D. Foundation and an advisory group of educators from around New Hampshire. Support was initially provided by a Medicaid Infrastructure Grant.



The ELO: Beyond Classroom site was redesigned and upgraded by staff at Keene State College, as part of their work with the Next Steps NH project. The site has a new graphical layout, user-friendly navigation, a For Students section, updated tools including the Next Steps ELO Fidelity Tool, and examples of actual ELOs with supporting materials. The site design evokes the Next Steps site, while being clearly a separate entity. Both sites refer to, and support, each other.

As shown in Chart 56, visitation increased from 57 unique visitors at the old website to 201 visitors to the current Beyond Classroom site. The old site, as measured in February 2015, did not attract many new visitors (17%), but had a high number of returning visitors (83%). In February 2016, the percent of new visitors almost doubled (32%), while the percent of returning visitors decreased to 64% (see Chart 57).

Chart 56: Number of Beyond Classroom Visitors

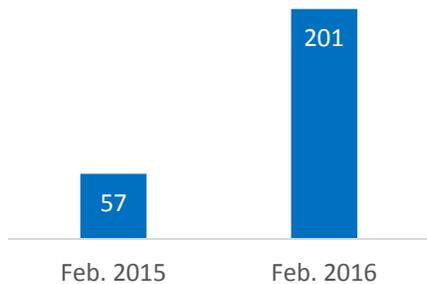
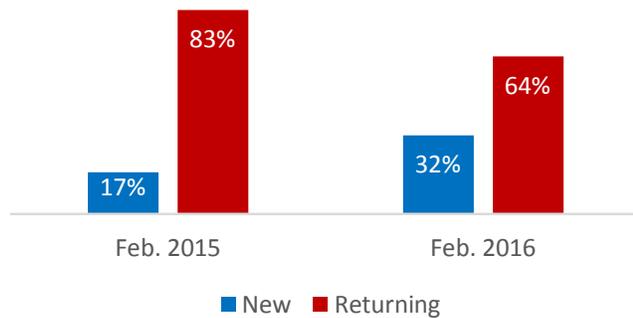


Chart 57: Percent of New & Returning Beyond Classroom Visitors



As to be expected, the Beyond Classrooms homepage was the most visited page, with almost a third of the people visiting that page (see Chart 58 on the next page). The ELO Samples, Tools/Resources, Introduction, and ELO Design were the most visited pages. The most time was spent on the Tools/Resources pages, approximately four and a half minutes were spent visiting that page (see Chart 59 on the next page). The home page, Dance Sample, and Introduction pages were the second most viewed by visitors, for length of time spent on the pages.

Chart 58: Most Visited Beyond Classrooms Pages

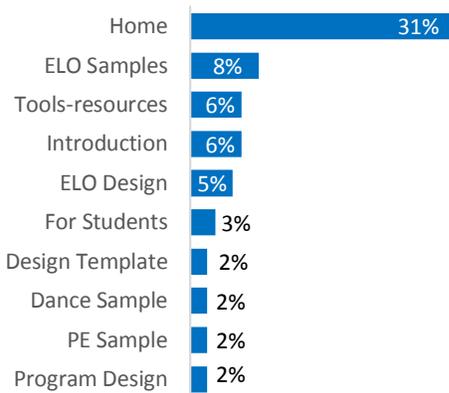
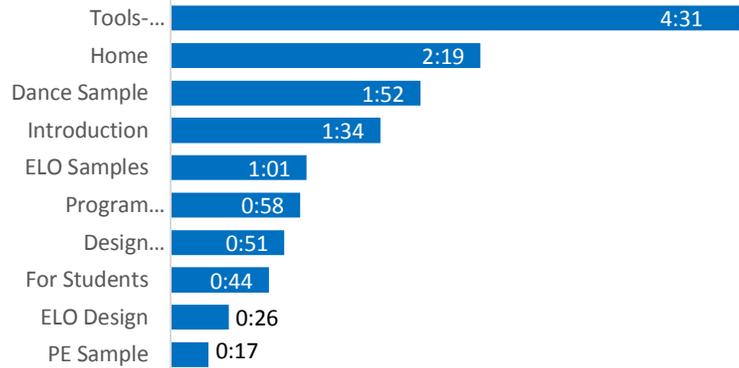


Chart 59: Time Spent on Most Visited Beyond Classrooms Pages



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 2016 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 3) and the frequency of their visits (Table 4). Forty-six respondents (62%) on the school survey and 11 (41%) 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 N.

Table 3: Next Steps NH Website Visits

	School		Parent	
	Yes	No	Yes	No
Have you visited the Next Steps NH website (http://nextsteps-nh.org/)?	46	28	11	16

Table 4: 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?	5	2	24	5	8	1	5	1
	Weekly		Every Other Week		Monthly		Every Other Month	
How often do you visit the home page articles?	0	0	1	0	5	3	3	4
How often do you visit the video of the month?	0	0	1	0	5	2	3	3

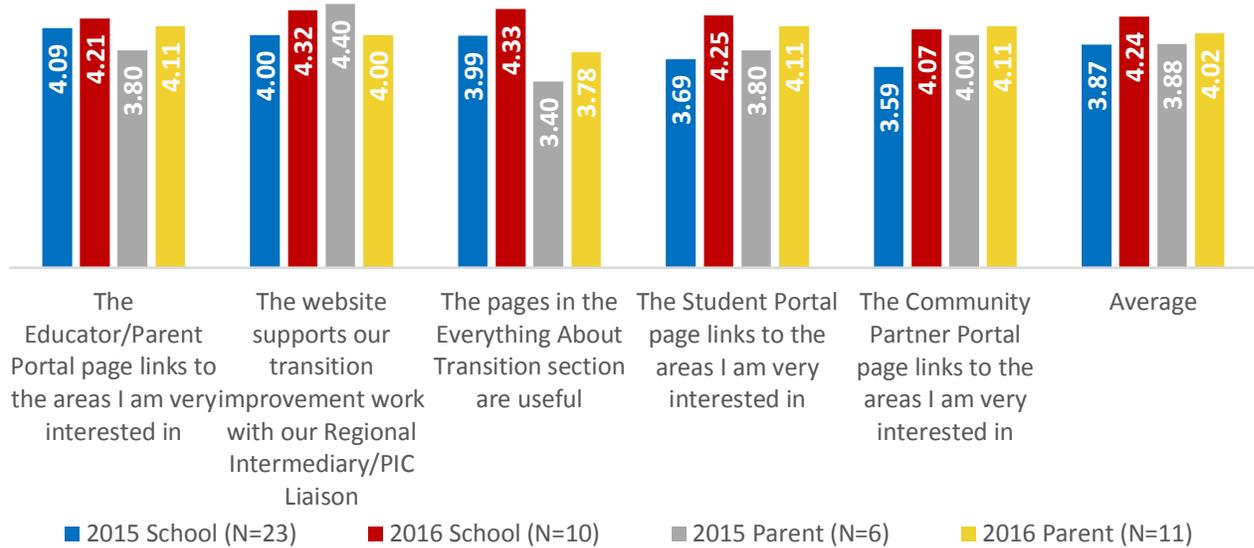
Participating school personnel and parents/family members were asked to rate various pages and sections of the Next Steps NH website. On average, respondents provided higher ratings this year than in 2015, generally agreeing that the specific webpages in Chart 60 (on the next page) were useful and



relevant. There was little variation in perceptions of usefulness of the pages. School personnel were less likely to use the *Community Portal* page and parents/family members reported less usage of the *Everything About Transition* section of the website.

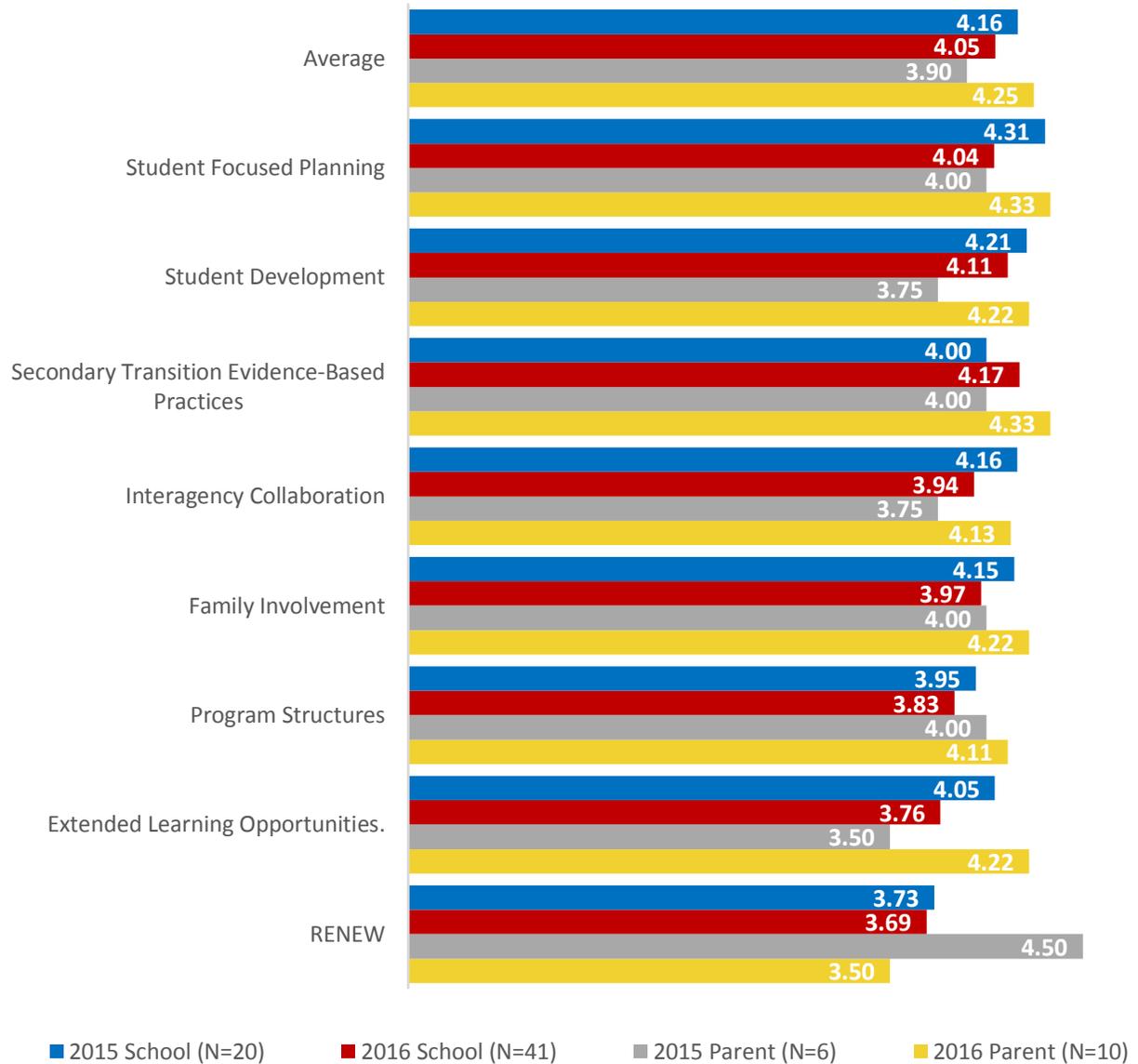
Chart 60: Relevancy and Usefulness of the Next Steps NH Website

(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 to large impact on their knowledge and skills to implement the Transition Focused Education Framework (TFEF) components, ELO, and RENEW (see Chart 61 on the next page). School personnel who responded to the 2016 survey reported a slightly smaller impact from the Next Steps NH website on their knowledge and skills related to ELO and RENEW, and for four of the six TFEF components, than the 2015 respondents. The small number of parents/family members who responded to this question perceived greater impacts from the website on their knowledge and skills of the TFEF framework and ELOs in 2016, although a lesser impact on their knowledge and skills of RENEW.

Chart 61: Impact of Next Steps NH Website on Participants' Knowledge & Skills
(Scale: 1 = No Impact, 2 = Little 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 Chart 62 on the next page). Respondents agreed with most items. On average, in 2015 and 2016, parents/family members were more satisfied than school personnel with the websites' quality, ease of navigation, relevance, and transition and ELO content information. In both years, however, there were about 75% fewer parent/family member respondents than school personnel so care must be taken in interpreting those data.

Chart 62: Feedback on Next Steps NH Website

(1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)

