

## Student-Focused Planning Practices – Reflective Questions and Indicators

### Reflective Questions

- ▶ To what extent do students and their parents actively participate in the development of their individual education program (IEP)? What strategies are used to foster student and parent participation? How are students prepared to participate?
- ▶ How are students' interests, preferences, and needs identified? What practices do you use?
- ▶ How is information regarding students' interests, preferences, and needs used to identify postsecondary goals?
- ▶ To what extent and how is transition-related assessment information (i.e., academic, cognitive, occupational, and/or adaptive behavior assessment information) used in developing annual goals and objectives and to determine related service needs?
- ▶ To what extent and how is information gathered through ELO's, career awareness and exploration activities subsequently linked to a student's educational program?
- ▶ To what extent do students' educational programs include goals and objectives identified by the student?
- ▶ To what extent are the goals and objectives identified in students' educational programs (including "transition services") implemented and evaluated?
- ▶ What strategies are used to insure that agency personnel (with parent/guardian permission) and other appropriate individuals actively participate in planning meetings?
- ▶ To what extent and how are the responsibilities assigned through the IEP process reviewed? To what extent do identified services go undelivered?
- ▶ What procedures are used to address discrepancies between services promised and services provided?
- ▶ What processes are in place to ensure annual goals will assist students in reaching their post-secondary goals?

### Suggested Indicators (Many of these data can be collected using the NSTTAC Indicator 13 Checklist)

- # students whose present level of academic achievement and functional performance (PLAAFP) regarding transition goals and services are based on transition-related assessments
- # students with measurable post-school goals
- # IEP goals that are student-initiated
- # students with goal-related annual objectives and transition services
- # students attending their IEP meeting; level of student participation
- ▶ # students whose course of study aligns with post-school goals

### Notes and/or Ideas

## Student Development Practices – Reflective Questions and Indicators

### Reflective Questions

- ▶ What College, Career, and Independent Living Readiness assessment information is collected (i.e., academic, career/occupational, and/or adaptive behavior information)? When is it collected? By whom? How is it collected?
- ▶ How are target skills determined and subsequently evaluated? What do these assessments indicate regarding student learning/achievement of target skills?
- ▶ Do students' educational programs align with their post-school goals?
- ▶ To what extent do all students participate in ELO's and work-based education, including paid and/or unpaid work experiences, during high school?
- ▶ Are students' work experiences aligned with their post-school goals? With their course of study?
- ▶
- ▶ How are students informed of and recruited for co-curricula and extra-curricular activities?
- ▶ Do students have the skills they need to be successful, including: Academic skills? Independent living skills? Occupational skills? Employability and work behaviors? Self-determination skills?
- ▶ To what extent do students have the supports, accommodations, and/or related services they need to access work experiences?
- ▶ How are student accommodation needs identified?
- ▶ What methods are used to help students generalize their accommodation needs from school to community environments?
- ▶ What method do you use to ensure all students have taken required classes? (Tracking tools, decisions for placement, decisions for awarding credit for ex. method for student out of district for freshman year?)
- ▶ How do students with IEPs select courses?

### Suggested Indicators

- ▶ # and % of students receiving services in specific settings
- ▶ Cognitive, academic, occupational, and adaptive behavior assessments used; student performance on assessments
- ▶ Specific strategies for student recruitment to co- and extracurricular activities
- ▶ # students participating in work-based, co-curricular, and extracurricular activities
- ▶ # and % of accommodation needs met and unmet
- ▶ % mastery of target skills

### Notes and/or Ideas:

## Interagency Collaboration Practices – Reflective Questions and Indicators

### Reflective Questions

- ▶ What collaborative agreements do you have with local service agencies, employment agencies, youth development programs, etc.?
- ▶ What agencies and/or organizations are included in the agreements?
- ▶ Are formal meetings held? How often?
- ▶ How are families and students made aware of the organizations and the services they offer?
- ▶ Is information available and disseminated regarding agency services, eligibility requirements, and referral protocols?
- ▶ How and to what extent do various educators and service agencies coordinate, collect, and share College, Career, and Independent Living Readiness information?
- ▶ To what extent do rehabilitation counselors, and/or other relevant service providers actively participate in IEP development and/or meetings? How are parents and students informed about the differences between secondary IDEA services and post-secondary and/or adult services under 504 and ADA?
- ▶ How are businesses and labor unions involved in identifying standards, developing curricula, participating in career awareness and exploration, providing ELO's and work-based education, and providing professional development for teachers?
- ▶ How do schools and business evaluate program effectiveness and areas of improvement?
- ▶ How are community-level transition service needs identified?
- ▶ What services do students need but do not get?

### Suggested Indicators

- ▶ # and content of agreements
- ▶ Action plans; assessment results of action plan implementation
- ▶ Agency information products; dissemination records
- ▶ Agency fairs: # participants, # attendees, attendee satisfaction
- ▶ Record of student service needs identified by students, parents, educators, service providers
- ▶ # of service providers invited and attending IEP meetings
- ▶ # and description of business and community partners
- ▶ # and type of projected service needs; # and type of unmet needs
- ▶ # students referred for agency services; # students receiving services

### Notes and/or Ideas:

## Family Involvement Practices – Reflective Questions and Indicators

### Reflective Questions

- ▶ To what extent and how are parents and/or families of all students included in providing professional development activities, program planning, program implementation, and/or program evaluation?
- ▶ How satisfied are parents and family members with their involvement program activities?
- ▶ How are family needs identified?
- ▶ What are in place to address cultural and language differences?
- ▶ How is information regarding IEP and other school meetings communicated to families?
- ▶ How are families made aware of social, community activities?
- ▶ How are family decisions supported?
- ▶ How and when is transition services information provided?
- ▶ Are parents aware of services available for their children?
- ▶ To what extent are training opportunities provided for parents and family members? How effective are these activities in increasing parents' knowledge and skills?
- ▶ Do parents understand their legal rights?

### Suggested Indicators

- ▶ # and % of parents/family members who attend their child's IEP meeting
- ▶ # and % who participate in specific program activities
- ▶ # and % who participate in some aspect of their child's education (e.g., provide assessment information)
- ▶ Parent satisfaction with transition education and services their individual children receive
- ▶ # and % of parent IEP notices that include: purpose of meeting is transition, student is invited, agency is invited with parent consent
- ▶ Parent/family knowledge of transition services and potential providers, transition planning procedures, their legal rights, family resources
- ▶ # of positive contacts with parents; ratio of positive to negative
- ▶ # and % of family needs identified, addressed, and met
- ▶ # and types of training activities provided
- ▶ # and % of parents who attend training activities
- ▶ Parent satisfaction with training activities

### Notes and/or Ideas:

## Program Structures and Characteristics – Reflective Questions and Indicators

### Reflective Questions

- › To what extent is transition-focused education reflected in local and district mission statements? To what extent is this mission implemented?
- › What are local schools' expectations for all their students, including students of different abilities, genders, and cultural and language backgrounds?
- › To what extent are a range of placement and service options available? How are placement decisions made?
- › What aspects of transition-related education and services are evaluated? How are they evaluated?
- › What outcomes do students achieve with respect to employment, postsecondary education, independent living, social and recreation, and community participation?
- › Do current data collection systems at local and district levels satisfy data information needs? Are these systems compatible?
- › To what extent and how are data collected, combined, and used to identify and address service and funding needs?
- › To what extent and how are student outcome data and other program evaluation information used in strategic planning?
- › How is information generated through state and local strategic planning used to inform regional and state planning and service delivery?
- › How do local and district policies facilitate and/or inhibit implementation of effective transition practices?
- › How do local and district policies facilitate and/or inhibit school completion?
- › How are results for students with disabilities included in accountability standards? What incentives and/or disincentives are used to foster accountability for students' post-school outcomes at the local level?
- › Do educators and service providers meet transition-related competency standards?
- › To what extent are state and local resources adequate to meet the education and transition service needs of all students?
- › How do resource policies need to be changed to enhance or expand resource allocation for transition education and services?
- › Do you have data teams? What current teams do you have? Is there a specific model that you use, what is it?
- › How is Common Core integrated with special education?
- › What evidence-informed practices are you using?
- › Do your PD plans align to this?

### Notes and/or Ideas: