



National Secondary Transition Technical Assistance Center's (NSTTAC) Model for Building Capacity for Evaluation

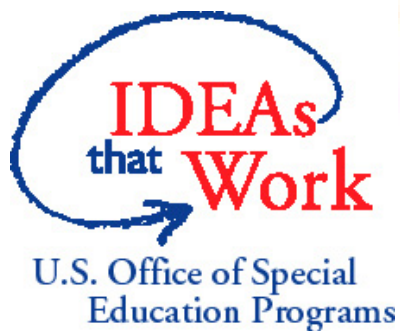
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NSTTAC



What is NSTTAC?



(OSEP, CFDA# 84.326J11001)

What is NSTTAC?

2008 State Planning Institute

Strengthen
our
transition-
focused
education



Knowledge of
transition education
and services practices



Knowledge of
effective capacity
building strategies



Tools and ideas to
adapt strategies



Factorial

INTRODUCTIONS

- Name
- Organization
- Any Experience

General Rules

- 1. Professional
- 2. Be respectful
- 3. Be open-minded
- 4. Listen for what is said
- 5. Don't speak and look at the floor
- 6. Don't be defensive
- 7. Don't be arrogant
- 8. Don't be rude
- 9. Don't be late
- 10. Don't be early
- 11. Don't be noisy
- 12. Don't be disruptive
- 13. Don't be disrespectful
- 14. Don't be dishonest
- 15. Don't be unprofessional

Just Role

- 1. Right
- 2. Right
- 3. Right
- 4. Right

For

- 1. For
- 2. For
- 3. For

10/10/08

- 1. 10/10/08
- 2. 10/10/08
- 3. 10/10/08

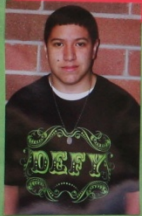
What is NSTTAC?



Mencia -
Dyscalculia/
Dyslexia



Cierra -
Dyscalculia/
Dyslexia



Mark -
Dyscalculia



Megan -
Dyscalculia/
Dyslexia



Jenna -
ADHD/Dyscalculia



Becca -
Dyscalculia/
Dyslexia



Kayla -
Dyscalculia/
Dyslexia



Quinton -
Dyslexia



Tyler -
Hearing/
Dyscalculia

LEARNING
(AND...)
EDUCATION
ABOUT
DISABILITIES

Critical Interrelationship

**Data-based
Decision Making**

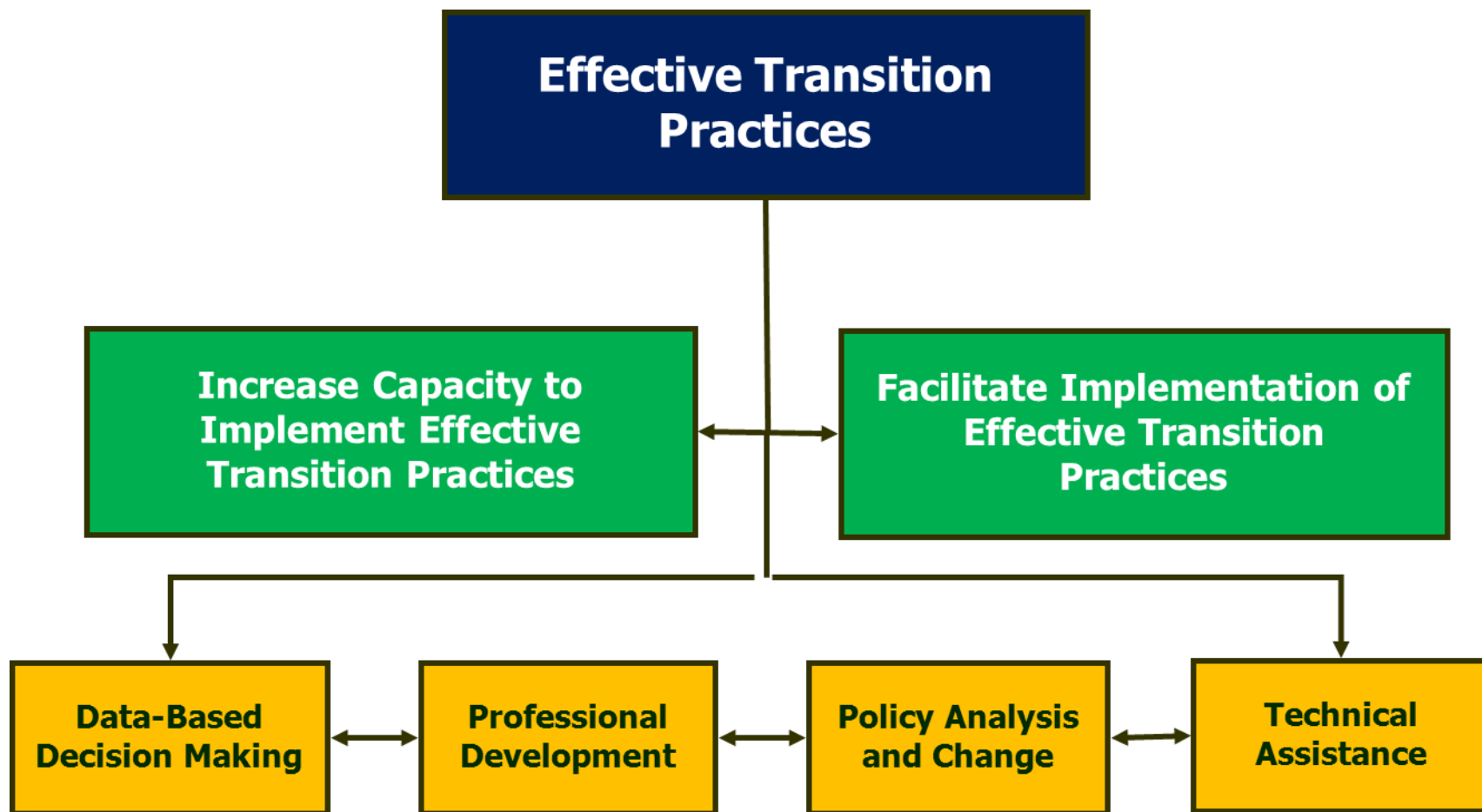
**Professional
Development**

**Policy Analysis and
Change**

**Technical
Assistance**



NSTTAC's Capacity Building Model



NSTTAC Capacity Building Institute

Purpose



- Increase knowledge
- Reflect on current practices
- Develop plans to address needs

NSTTAC Capacity Building Institute



Agenda I

- Introduction
- Purpose/Outcomes
- Identify Recorder *Kare*
- Ground Rules
- Brief Review (any issues)
- Planning Tool
- Identify Content Resources
- Afternoon Assignments

Ground Rules

- Active Participation
- Be a Good Listener
- Decisions by Consensus
- Keep Focus on Task
- Avoid Side bar Talking
- Work Hard & Have Fun!
- Be on Time
- Turn off Cellphone
- Be Open Minded
- Positive Thinking

Outline of Planning Tool

Part 1 - Current Implementation Issues

- Timeline List & Current Status
- State Capacity Building Strategy

Part 2 - Needs Assessment

- Timeline List & Status Update
- State Capacity Building Strategy

Part 3 - Planning State Capacity Building

- Checklist for Identifying and Evaluating Goals, Activities, Outputs and Outcomes

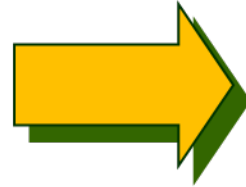
Agenda II

- Discussion with Content Resources
- Brief Review (Content Resources)
- Continue Team Planning Tool
- Select Thursday Planning Content (Assignments/Assignments)
- Identify Content Resources
- Identify and Create & C...

NSTTAC Capacity Building Institute



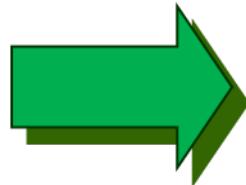
**Capacity
Building
Institute**



Keynotes



Breakout sessions

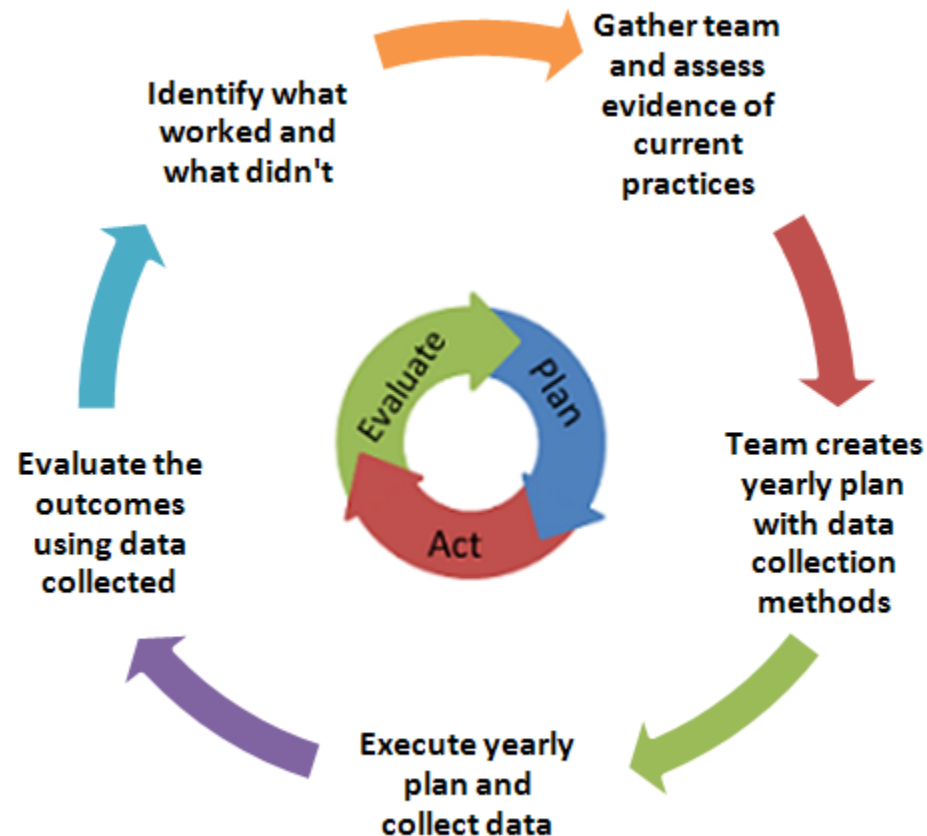


Content resources



**Team sessions
with *facilitators***

NSTTAC Capacity Building Institute



NSTTAC Capacity Building Tool

- **Current activities**
- **Needs assessment**
- **A plan**



- **What are we doing now?**
- **What do we need to do?**
- **What will we do?**
- **How will we measure our progress?**

NSTTAC Capacity Building Tool

Implementation

Evidence

NSTTAC Capacity Building Tool

**Strengths &
Needs**

**Priority &
Immediacy**

NSTTAC Capacity Building Tool

Setting Goals

**Planning for
Success**

NSTTAC Lessons Learned

The don'ts

The doesn't

NSTTAC Lessons Learned

Resources

Quality

Results

NSTTAC Evaluation Toolkit



<http://nstattac.org/content/evaluation-toolkit>

NSTTAC Evaluation Toolkit

Effective Practices

Evaluation Levels

NSTTAC Evaluation Model

Professional Development

Empowerment

Collaborative

Utilization

NSTTAC Six Levels of Evaluation

Evaluation Level One: Quality, Usefulness, and Relevance



Evaluation Level Two: Participant Learning Outcomes



Evaluation Level Three: Organizational Policies, Procedures, and Support



Evaluation Level Four: Program Implementation



Evaluation Level Five: In-school and Post-school Outcomes



Evaluation Level Six: Evaluation Use and Dissemination

NSTTAC Level 1

Quality

Usefulness

Relevance

Level 1: Quality, Usefulness, and Relevance

III. Institute Quality - Please indicate the **quality** of the institute logistics and content:

Topic	1 Needs Improvement	2 Satisfactory	3 High Quality
7. Overall quality of the institute	1	2	3
8. Overall relevance of the institute	1	2	3
9. Institute registration process	1	2	3
10. Time allocated for content sessions	1	2	3
11. Team planning process	1	2	3
12. Time allocated for team planning	1	2	3
13. Team facilitation	1	2	3
14. Structure of the institute	1	2	3
15. Facilities	1	2	3

IV. Usefulness of content (Team Session) - For each of the following topics, please indicate how **useful** you think the information will be for you in your job:

Topic	1 Not Useful	2 Useful	3 Very Useful
16. Preparing Youth for the World of Work (Luecking)	1	2	3
17. Transition Assessment (Lowenthal & Bassett)	1	2	3
18. Documentation Requirements and Portfolio Development (Palmer)	1	2	3

V. Relevance of materials (Team Session) - For each of the following topics, please indicate how **relevant** you think the materials provided are for you in your job:

Topic	1 Not Relevant	2 Relevant	3 Very Relevant
19. Preparing Youth for the World of Work (Luecking)	1	2	3
20. Transition Assessment (Lowenthal & Bassett)	1	2	3
21. Documentation Requirements and Portfolio Development (Palmer)	1	2	3

NSTTAC Level 2

Participant Learning Outcomes

Level 2: Participant Learning Outcomes

Administrative Unit	Date of Training	Location	# of Hours of Training

Circle the number that best represents your knowledge and skills **before** and **after** this training.

RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO:	AFTER TRAINING				
1	2	3	4	5	I-13 background (PowerPoint)	1	2	3	4	5
1	2	3	4	5	Writing measurable PSGs	1	2	3	4	5
1	2	3	4	5	Using transition assessment as a foundation for the IEP	1	2	3	4	5
1	2	3	4	5	Linking the transition services to the PSGs	1	2	3	4	5
1	2	3	4	5	Writing a multi-year course of study that links to the PSGs and is individualized	1	2	3	4	5
1	2	3	4	5	Linking annual goals/objectives to PSGs and transition services	1	2	3	4	5
1	2	3	4	5	How to document parental consent to invite an agency	1	2	3	4	5
1	2	3	4	5	Determining if each component of the IEP is compliant and providing a rationale to support that decision	1	2	3	4	5

COMMENT S: (COMMENT ON BACK IF NEEDED)

NSTTAC Level 3

Policies

Procedures

Support

Level 3: Organizational Policies, Procedures, and Support

III. This question focuses on your experience implementing the activities associated with the 2009-2010 goals created at the Colorado Transition Institute.

Please indicate your agreement to each of the following statements:

Topic	1 Strongly Agree	2 Generally Agree	3 Neither	4 Generally Disagree	5 Strongly Disagree
17. I had the resources I needed to implement the activities	1	2	3	4	5
18. I had adequate training to implement the activities	1	2	3	4	5
19. I had adequate technical assistance to implement the activities	1	2	3	4	5
20. I had the time I needed to plan for implementation	1	2	3	4	5
21. I had the time I needed to implement the activities	1	2	3	4	5
22. I had the support I needed from my administration	1	2	3	4	5
23. The activities fit nicely within the school year	1	2	3	4	5
24. The activities were appropriate for my students' level and abilities	1	2	3	4	5
25. My students benefited from participating in the activities	1	2	3	4	5
26. My students reacted positively to the activities	1	2	3	4	5

NSTTAC Level 4

Program Implementation

Level 4: Program Implementation

EXAMPLE Curriculum Name: ChoiceMaker Self-Directed IEP

Course Name/Section	# Students	Course Type	Check if Co-taught
<i>Lang. Arts – 1st Period</i>	<i>25</i>	<i>GEN ED</i>	<i>✓</i>
<i>9th Grade Lang. Arts – 5th Period</i>	<i>5</i>	<i>SPED</i>	

A. Curriculum Name (or letter from previous list): _____

a.

Course Name/Section	# Students	Course Type	Check if Co-taught

b. Timeframe curriculum was taught (e.g., 1 time/week for 1 semester; every day for 3 weeks, etc.):

c. How many of the lessons did you complete? ___ All ___ Some # completed = ___

d. How many of the lessons did you modify? ___ None ___ Some (# = ___) ___ All

Please describe modifications here or attach additional pages: _____

NSTTAC Level 5

**In-school
Outcomes**

**Post-school
Outcomes**

Level 5: In-school and Post-school Outcomes

TOOL 4: STUDENT FEEDBACK FORM STUDENT INVOLVEMENT IN THE IEP MEETING

Name: _____

School: _____ Age: _____ Grade: _____

Did you attend your IEP meeting this school year? Yes: _____ No: _____

If you answered no, please stop here and give this form back to your teacher.

If you answered yes, use this rating scale to answer Questions 1 – 9 about what you did at your IEP meeting this year.

- 1 No: I didn't do that
- 2 With help: I did that somewhat or with someone's help
- 3 Yes: I definitely did that

	Circle one number:		
	No	With help	Yes
1. I identified my post-secondary goals (what I want to do after high school)	1	2	3
2. I provided information about my strengths	1	2	3
3. I provided information about my limitations or problem areas	1	2	3
4. I provided information about my interests	1	2	3
5. I provided information about the courses I want to take	1	2	3
6. I reviewed my past goals and performance	1	2	3
7. I asked for feedback or information from the other participants at my IEP meeting	1	2	3
8. I identified the support I need	1	2	3
9. I summarized the decisions made at the meeting	1	2	3

NSTTAC Level 6

Dissemination

Use

Level 6: Evaluation Dissemination and Use

Measuring Levels of Evaluation		Targeted Participants & Instruments	Dates or Frequency of Administration	How will data be analyzed?	Person Responsible	Copy of Instrument Attached
	Level 1: Participant Reaction					Yes ___ No ___
	Level 2: Participant Learning					Yes ___ No ___
	Level 3: Organizational Support and Change					Yes ___ No ___
	Level 4: Participant Use of New Knowledge and Skills					Attached to Imp. an Innovation tool
	Level 5: Results-Student Learning Outcomes					No attachment needed

Evaluating Progress	Benchmarking Method Used:	___ Interim Progress Points ___ Theory of Change Progress Check ___ Levels of Evaluation Progress Check			
	Benchmarks			Adjustment Trigger	Action Triggered
	Benchmark #1				
	Benchmark #2				
	Benchmark #3				
	Final Evaluation				

Reporting Results		Who are the audiences?	What format will be used to report results?	When will results be reported?	Who is responsible for reporting results?
	Benchmark #1				
	Benchmark #2				
	Benchmark #3				
	Final Evaluation				

Structure to Build Evaluation Capacity

**Check &
Connect**

**Barriers &
Facilitators**

**Evaluation
Culture**



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