

|                          |                       | E. Program Structures Practices  |   |       |               |
|--------------------------|-----------------------|--|---|-------|---------------|
| General Topics           | Spring 2014           | Critical Components  | Date 1  | Notes | Evidence/Data |
|                          | Implementation        | E. Program Structures Practices  | Priority  |       |               |
|                          | Not in Place - 1      | There is a school-wide data-driven system or framework that includes policies and procedures in place to identify and respond to the college, career and life readiness needs of every student. Embedded in that system or framework are practices that ensure that: | Low - 1   |       |               |
|                          | Partially in Place- 2 |  | Medium - 2  |       |               |
|                          | In Place - 3          |  | High - 3  |       |               |
| Program Philosophy       |                       |  | E1: There is a data-driven leadership entity that identifies and responds to the college, career and life readiness needs of every student. <b>(New E1)</b> |       |               |
| Program Evaluation       |                       | E2: Ongoing program evaluation that includes analysis of post-school outcomes is used for community needs assessment and program improvement.  |   |       |               |
| Strategic Planning       |                       | E3: Strategic planning is conducted to identify and address school issues and services regarding transition education and services.  |   |       |               |
| Policies & Procedures    |                       | E4: Specific and consistent policies and procedures that support implementation of identified practices are established, clearly communicated, and implemented within educational community.   |   |       |               |
| Policies & Procedures    |                       | E5: Specific and consistent policies and procedures that support implementation of identified practices are established, clearly communicated, and implemented between educational and community service agencies. <b>(E4, split into 2 items)</b>                   |   |       |               |
| Professional Development |                       | E6: Transition educators and staff meet established transition-related competencies through initial and continuing professional development that includes technical assistance and transition resources regarding evidence- informed practices. <b>(Was E5)</b>      |   |       |               |
| Resource Allocation      |                       | E7: Resources are allocated to meet identified needs and optimize impact, including provision of services in integrated, community-based settings. <b>(Was E6)</b>   |   |       |               |