Next Steps NH Pre/Post Training Assessment

**Similar to the need for teachers to gain data on student understanding, we need to determine what impact our training has on your understanding of the training topic/content.**

- **Purpose:** Evaluate Next Steps NH Training NOT participants
- **Measure the Impact of Knowledge**
  - Pre-test - assess prior knowledge
  - Post-test - assess knowledge gain
  - Additional questions - quality & usefulness

### Sustainability PD Series Pre/Post Results

<table>
<thead>
<tr>
<th>Module</th>
<th>Pre</th>
<th>Post</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>39%</td>
<td>61%</td>
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<tr>
<td>Module 2</td>
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<td>Module 3</td>
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<td>Module 4</td>
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<td>51%</td>
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<td>Module 5</td>
<td>70%</td>
<td>73%</td>
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Average: 52% Pre, 93% Post

### Making the Most of a GTM

- Muting & unmuting
- Using chat function
- Group activities
- Participation via Go To Meeting

### NSNH Essentials

Next Steps NH offers training and coaching on embedding evidence-informed **transition practices** in schools to increase the graduation rate of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.

**Training** introduces and illustrates the practice.

**Coaching** supports putting the training to use.
NSNH Essentials

Transition practices include:
- Enhanced transition planning, activities & opportunities, including RENEW
- Best practice Extended Learning Opportunities (ELOs)
- High level family-school engagement

Evidence shows that embedding new practices requires multi-stage implementation.

Implementing practices with fidelity is a primary focus. The use of planning tools ensures fidelity.

<table>
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<tr>
<th>Not In Place</th>
<th>Partially In Place</th>
<th>In Place</th>
<th>Critical Component of Practice</th>
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<tbody>
<tr>
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<td></td>
<td>Students-at-risk and students with IEPs participate meaningfully in the development of their post-school goals.</td>
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When implemented with fidelity these practices will increase the graduation rates of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.
AGENDA- Day 2

- Day 1 Recap
- Maintaining Supports & Professional Development
  - Supports and training for key transition staff
  - Family engagement supports
  - Interagency collaboration
  - PALS

Learning Objectives

- Participants will be able to:
  - Identify training and education needs and resources for staff working with transition-aged youth
  - Identify resources for working with families and agencies
  - Create an action plan using PALS

Module 1

- Program structures are needed to sustain transition-focused education effort
- Learned about resources to support those structures
- Discussed specific actions that support sustainability in your Cohort School

Managing our Resources Effectively

How many initiatives/programs is your school currently involved in?

- Next Steps
- RENEW
- SWIFT
- PBIS

How do staff learn and maintain skills?
Transition Related Staffing Positions

- Transition Coordinator
  - The connector to pull the pieces together

- Extended Learning Coordinator
  - Position may also be related to Work Based Learning Coordinator or Internship Coordinator

- RENEW Facilitators
  - Facilitators chose to take on this role

Transition Coordinators

- Participate in IEP’s and the development of measureable post-secondary goals
- Administer and interpret formal and informal assessments
- Work with families and students in post-school planning
- Collaborate with community support agencies

  Source: NSTTAC, What Transition Specialists Need to Know

Extended Learning Coordinator

- Work with educators, students, families and community partners to develop credit bearing educational opportunities outside of the traditional classroom setting
- Ensure compliance with all federal, state and school rules and regulations
- Confirm competencies and programmatic requirements are met

  Source: NH Extended Learning Opportunity Program Design Handbook

RENEW Facilitators

- Paired with students to develop maps and support plans
- Facilitate student RENEW team and supports
- Communicates with school, families and related supports

  Source: IOD
Staffing

- What training and resources do Transition Coordinators, ELO Coordinators & RENEW facilitators need to work effectively in their jobs?
- How will you know that staff have the training and support they need?
- As a group, take 5-10 mins to answer the questions above

Training Resources

- Several training resources areas are available for Special Educators, Transition Coordinators, ELO Coordinators and Administrators.
  - National Technical Assistance Center on Transition
  - Transition Coalition
  - ELO Coordinators group
  - RENEW Training
  - www.Nextsteps-NH.org
  - Parent Information Center

Transition Specialists

- The National Technical Assistance Center on Transition (NTACT) offers a wide variety of resources related to transition, graduation, post school success & data
- The Transition Coalition offers trainings and resources on a variety of transition related topics. Also offers reviews of transition assessments and resources

ELO Coordinators

- ELO Collaborative Ring
  - Meets monthly to discuss ELO’s, to share best practices, discuss policies and practices.
  - Is developing a handbook that provides guidance on developing an ELO program
RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges. RENEW has substantially increased the high school completion, employment, and post-secondary education participation rates among our most vulnerable youth.

**RENEW training**

Source: IOD website

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**Family Engagement**

- Collaboration with families is critical to student success
- Schools and families need to work together to create an environment that embraces both parties
- Utilizes the knowledge and expertise of everyone involved in the student’s life

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**Promoting & Sustaining Family - School Partnerships on February 9th**

Training reviews the many roles and ways parents are engaged in their child’s education, and the conditions necessary to provide support to develop both parents and school staff to develop the capacity for meaningful partnerships.

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- Facilitate the development of an action plan for improving family-school partnerships in special education and on-going support for implementation
- Provide resources, tools and best practice strategies for improving family-school partnerships in special education
- Provide a variety of professional development training—both families, students & staff
NH State Transition Community of Practice (CoP)

- A group of people united over a shared passion, issue(s) or experiences, who work collaboratively to share, plan and take action
- Meeting monthly- 1st Thursday of the month from 9:00-11:00 in Concord
- For more information email nhtransitionstatecop@gmail.com

Local Community of Practices

- Southwest (MCST): Betsy Street, Keene State College, bstreet@keene.edu
- Greater Seacoast: Heidi Wyman, Transition Resource Network at Strafford Learning Center, hwyman@slc.k12.nh.us
- South Central NH: Dawn Breault, Alvirne High School, dbreault@alvirnehs.org.
- Manchester: Mariellen MacKay, Moore Center, Mariellen.MacKay@moorecenter.org

Interagency Collaboration Toolkit

- Provides a variety of resources designed to assist in developing and maintaining relationships with community partners such as social service agencies and employers

Agreement Form Templates

- Business Internship Agreement
- Extended Learning Opportunity
- Interagency Collaboration
Training + Coaching = Success

- It's one thing to know what to do - it's another to know how to do it.
- Coaching/PALS offers the opportunity to engage in self-reflection to ensure a deep understanding of the skills learned and how to apply them.

Participatory Adult Learning Styles
Ways to Provide Coaching

- Coaching can come in different ways:
  - Peer-to-peer supervision
  - Supervision/Observation
  - Learning communities
  - Connecting with other Next Step schools

Working with PALS

- Chose a transition strategy you have begun to implement in your school or that you want to implement in your school.
- Using the stages of PALS, brainstorm ways to support staff to implement the strategy

ACTION PLAN

- Thinking over the 2 days—what is your action plan for moving forward?
- Create a goal related to the transition strategy, and 3-5 action steps your team can take to work on full implementation of the strategy

Summary

- Maintaining and ensuring the work started under Next Steps continues takes planning
- There are national and local resources for staff to receive training and support as Transition Coordinators, ELO, RENEW staff and in Family Engagement strategies
- To fully implement new skills, staff need the opportunity to practice and receive feedback. PALS offers a model to provide that support
Wrap Up

- Thoughts?
- Questions?
- Feedback?
- Interest in sharing contact information between schools?

Thank You!

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