Indicator 13 Issues: Developing DIP Goals and Strategies that are Built Upon TPSA Data

Presented by:

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How was the TPSA developed?

- **Partnership**
  - Illinois State Board of Education/IS-TAC and Loyola University Chicago – Center for School Evaluation, Intervention & Training

- **Developing, refining and validating the TPSA**
  - Using the Kohler Transition Taxonomy and a four question evaluation framework
    - If you train, do people implement?
    - If they implement, do they do so with fidelity?
    - If they implement with fidelity, do the interventions sustain?
    - If the interventions sustain, what is the impact on your clients?

- **Alignment process**
  - Data sources, level (e.g., system, practice, data), and the Kohler Taxonomy
  - State Performance Plan

- **Validity checks** - internal and external
Purpose of the TPSA

• Self assessment and reporting tool to be used for schools to:
  – reflect on status of implementation
  – conduct action planning
  – Develop activities for the school improvement plan (SIP)

• Based on the work of Dr. Paula Kohler in Taxonomy for Transition Programming

• Challenges
How will the TPSA support schools?

(Evaluation Purposes)

- **Assessment of merit and worth**
  - Assist school districts in determining current practices and setting priorities
    - Internal decision-making
    - Building awareness of staff

- **Program and organizational improvement**
  - Action planning to “scale up” transition practices, service delivery and collaborative planning
    - Assessment of change over time
    - Team validation

- **Oversight and Compliance**
  - Support for Indicator 13 improvement

- **Accessing transition-specific technical assistance and training through ISBE and the Statewide Technical Assistance Center (IS-TAC)**
Why engage in the TPSA process?

• Promotes communication
• Essential for school transformation
• Future-oriented and results-based
• If you fail to plan, you plan to fail
Strategic Planning

• Critical questions should be answered with respect to the implementation of evidenced-based transition services.
SWOT Analysis is a **strategic planning** method used to evaluate strengths, weaknesses, opportunities and threats revealed through the self-assessment (TPSA).
In order for change to occur, the driving forces \((strengths)\) must exceed the opposing forces \((weaknesses)\) thus shifting the balance of power or equilibrium (Lewin, 1948)
The Taxonomy for Transition Programming

Student-Focused Planning
- IEP Development
- Student Participation
- Planning Strategies

Family Involvement
- Family Training
- Family Involvement
- Family Empowerment

Student Development
- Life skills Instruction
- Career & Vocational Curricula
- Structured Work Experience
  - Assessment
  - Support Services

Program Structure
- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
  - Human Resource Development

Interagency Collaboration
- Collaborative Framework
- Collaborative Service Delivery

# Program Structure

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Transition Practice</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Started</td>
<td>Program structures (e.g., supports and services) are features that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development.</td>
<td>High</td>
</tr>
<tr>
<td>In Progress</td>
<td>TPSA – PS1</td>
<td>Medium</td>
</tr>
<tr>
<td>Achieved</td>
<td>District program values, principles, and mission articulate and clearly support full access and participation of students with disabilities in transition activities and all other educational initiatives (e.g., academic, career development, vocational, adult living).</td>
<td>Low</td>
</tr>
<tr>
<td>Maintaining</td>
<td>TPSA – PS2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education planning, programs and curricula include the following characteristics: • community-referenced, • outcome-based, • provided in integrated and least restrictive environments, • flexible to meeting students’ needs, • culturally and ethnically sensitive, • provide access to all secondary and post-secondary educational options; and • address all age levels from elementary through post-secondary education.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TPSA – PS3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition-related policies, procedures, and practices are described and articulated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TPSA – PS4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ongoing evaluation of program and student outcomes are used for program improvement (e.g., revisit TPSA, Indicator 14 post-school outcome data, district FACTS data for Indicator 13).</td>
<td></td>
</tr>
<tr>
<td>Current Status</td>
<td>Transition Practice</td>
<td>Priority for Improvement</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Not Started</td>
<td>Collaboration practices facilitate involvement of community businesses, organizations, and agencies in all aspects of transition-focused education. Collaboration is fostered by interagency agreements that clearly articulate roles, responsibilities, communication strategies, and other collaborative actions that enhance curriculum and program development.</td>
<td>High</td>
</tr>
<tr>
<td>In Progress</td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td>Achieved</td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Maintaining</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TPSA – COLAB1**

District/building administration and staff develop partnerships with external agencies (e.g., employers, human service agencies, post-secondary institutions, generic community service agencies) to provide supports related to transition for students with disabilities (e.g., development of interagency agreements that include methods of communication, information sharing protocols, protocols for referring students, service and task responsibilities, points of contact).

**TPSA – COLAB2**

Educators, service providers, and employers work together to identify and address transition education and service needs of individual students (e.g., school to work activities, formalized partnerships with local businesses, strategies for accommodations).

**TPSA – COLAB3**

All professional staff (e.g., special education teachers, social workers, guidance counselors, regular education teachers) receive training on transition strategies and practices.
- Employers and community/adult service agencies are involved as appropriate
- Student and parent empowerment are addressed
<table>
<thead>
<tr>
<th>Current Status</th>
<th>Transition Practice</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Student-focused planning practices focus on using assessment information and facilitating students’ self-determination to develop individual education programs based on students’ post-school goals.</em></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

**TPSA – SFP1**

Student transition plans include post-secondary goals that are measurable statements (i.e., relating to employment, education and/or training and adult living).

**TPSA – SFP2**

Post-secondary goals are based on person-centered planning meetings and conversations, and age-appropriate assessment information (e.g., formal and/or informal, student and family interviews, observation, intelligence tests, career or employability tests, aptitude tests, interest inventories, social skills inventories, life skills inventories, college entrance exams, environmental analysis, etc.).

**TPSA – SFP3**

Present levels of performance include student’s statements about student’s strengths, preferences, interests, and needs related to transition.

**TPSA – SFP4**

Courses of study reflect career interests, student’s cultural context, and career development (e.g., technical education, career development coursework).

**TPSA – SFP5**

Annual goals are developed incrementally (e.g., based on resources to move toward and achieve his/her post secondary goals).
## Student Development

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Transition Practice</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Started</td>
<td><strong>Student development practices emphasize life, employment, and occupational skill development through school-based and work-based learning experiences.</strong></td>
<td>High, Medium, Low</td>
</tr>
<tr>
<td>In Progress</td>
<td><strong>TPSA – SD1</strong>&lt;br&gt;Instructional strategies (e.g., involving the student in instructional planning) are directly related to teaching students personal skills (e.g., related to self-determination, social interactions, and independent living).</td>
<td></td>
</tr>
<tr>
<td>Achieved</td>
<td><strong>TPSA – SD2</strong>&lt;br&gt;Ongoing assessment data (e.g., academic, cognitive, vocational and adaptive behavior) with student participation (e.g., review program) are used for planning individualized education and career plans.</td>
<td></td>
</tr>
<tr>
<td>Maintaining</td>
<td><strong>TPSA – SD3</strong>&lt;br&gt;Appropriate natural supports and accommodations are identified and developed across environments (e.g., classroom, school-based activities, extra-curricular activities, community-based) within all age levels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TPSA – SD4</strong>&lt;br&gt;Students are provided opportunities in natural settings (e.g., at school, extracurricular activities, in the community, at home) to:&lt;br&gt;- refine social skills,&lt;br&gt;- explore recreation/leisure opportunities,&lt;br&gt;- refine community-based independent living skills,&lt;br&gt;- build relationships with individuals in natural settings (social capital),&lt;br&gt;- learn job related social skills,&lt;br&gt;- build career and vocational skills based on expressed interests; and&lt;br&gt;- explore interests with accommodations or modifications.</td>
<td></td>
</tr>
</tbody>
</table>
## Family Involvement

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Transition Practice</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Started</td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>In Progress</td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td>Achieved</td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Maintaining</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Family involvement practices are associated with parent and family involvement in planning and delivering education and transition services, including facilitating such involvement. Family involvement should be evident often and as early as possible for all students.*

**TPSA – FI1**

Training opportunities and resources are provided for families of students with disabilities/needs that address all ages and disability levels:

- advocacy,
- family empowerment,
- supporting student self-determination,
- transition planning; and
- types and function of community agencies and responsibilities.

**TPSA – FI2**

Parent/family involvement is promoted and supported, including:

- communication in their native language,
- presentation and explanation of options and choices,
- support in decision-making,
- attendance in planning meetings; and
- participation in planning meetings.

**TPSA – FI3**

Specific strategies are utilized to identify family needs (e.g., surveys, focus groups, interviews, conversation groups).

**TPSA – FI4**

Families are included in school improvement planning (e.g., program planning, implementation, and evaluation).

**TPSA – FI5**

The IEP invitation identifies agencies outside of the school system that will be invited (e.g., Division of Rehabilitation, post-secondary education institution, Independent Service Coordination Agency, community service agency, adult service agency) using the following process:

- The parent/family and/or student have provided informed, written consent for other agencies to be
Using the TPSA to conduct a SWOT analysis

- Current TPSA has 35 statements
  - Program Structure (PS), 6
  - Collaboration (COLAB), 5
  - Student-Focused Planning (SFP), 11
  - Student Development (SD), 8
  - Family Involvement (FI), 5
- Please review the TPSA reports for each section
<table>
<thead>
<tr>
<th>Current Status</th>
<th>PROGRAM STRUCTURE</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining</td>
<td>PROGRAM STRUCTURE <em>(Program structures)</em> are features that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development.</td>
<td>High</td>
</tr>
<tr>
<td>Achieved</td>
<td>TPSA – PS1. District program values, principles, and mission articulate and clearly support full access and participation of students with disabilities in transition activities and all other educational initiatives <em>(e.g., academic, career development, vocational, adult living)</em>.</td>
<td>Med</td>
</tr>
<tr>
<td>In Progress</td>
<td>TPSA – PS2. Education planning, programs and curricula include the following characteristics: community-referenced, outcome-based, provided in integrated and least restrictive environments, flexible to meeting students' needs, culturally and ethnically sensitive, provide access to all secondary and post-secondary educational options; and address all age levels from elementary through post-secondary education.</td>
<td>Low</td>
</tr>
<tr>
<td>Not Started</td>
<td>TPSA – PS3. Transition-related policies, procedures, and practices are described and articulated.</td>
<td></td>
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<tr>
<td></td>
<td>TPSA – PS4. Ongoing evaluation of program and student outcomes are used for program improvement <em>(e.g., revisit TPSA, Indicator 14 post-school outcome data, district FACTS data for Indicator 13)</em>.</td>
<td></td>
</tr>
</tbody>
</table>
Transition Practices Self-Assessment (TPSA)

TPSA Comparative Summary Report
01/01/2008-12/11/2008

PROGRAM STRUCTURE
Current Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining</td>
<td>2.08%</td>
</tr>
<tr>
<td>Achieved</td>
<td>29.17%</td>
</tr>
<tr>
<td>In Progress</td>
<td>66.67%</td>
</tr>
<tr>
<td>Not Started</td>
<td>2.08%</td>
</tr>
</tbody>
</table>

PROGRAM STRUCTURE
Priority for Improvement

<table>
<thead>
<tr>
<th>Priority</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>18.75%</td>
</tr>
<tr>
<td>Medium</td>
<td>68.75%</td>
</tr>
<tr>
<td>Low</td>
<td>12.50%</td>
</tr>
</tbody>
</table>
Transition Project
Transition Practices Self-Assessment (TPSA)
Overall Mean Implementation Score Per Section of TPSA

- Mean Implementation Score
  - PROGRAM STRUCTURE: 3.06
  - COLLABORATION: 3.14
  - STUDENT-FOCUSED PLANNING: 3.24
  - STUDENT DEVELOPMENT: 3.20
  - FAMILY INVOLVEMENT: 3.13

TPSA Section
2008-2009 (n=16)
Using the TPSA to conduct a SWOT analysis

PHASE 1-
- Analyze the TPSA as whole and compare to this table:

<table>
<thead>
<tr>
<th>Implementation Level</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Maintaining”</td>
<td>4.0 – 3.5</td>
</tr>
<tr>
<td>“Achieved”</td>
<td>3.5 – 2.5</td>
</tr>
<tr>
<td>“In Progress”</td>
<td>2.5 – 1.5</td>
</tr>
<tr>
<td>“Not Started”</td>
<td>1.5 – 1.0</td>
</tr>
</tbody>
</table>
Using the TPSA to conduct a SWOT analysis

• PHASE 2- Analyze the subsections
• Use the “Tally” report that states the number of in-place items for each sub-section

<table>
<thead>
<tr>
<th>Practice Area</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., Program Structure, Collaboration, Student-Focused Planning, Student Development, Family Involvement)</td>
<td></td>
</tr>
<tr>
<td>“Maintaining”</td>
<td>4.0 – 3.5</td>
</tr>
<tr>
<td>“Achieved”</td>
<td>3.5 – 2.5</td>
</tr>
<tr>
<td>“In Progress”</td>
<td>2.5 – 1.5</td>
</tr>
<tr>
<td>“Not Started”</td>
<td>1.5 – 1.0</td>
</tr>
</tbody>
</table>
Using the TPSA for Action Planning

• Analyze subsections to determine
  – Areas of celebration (top three items in place per subsection)
  – Areas of need (top priority items ranked as highest need)
Using the TPSA to conduct a SWOT analysis

• Understand facilitators and barriers that impact sustainable change

• SWOT the various subsections
## SWOT

<table>
<thead>
<tr>
<th></th>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td>What does your school do well?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td>What does the school not do well?</td>
<td>What resources are missing that can improve the operation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Opportunities</strong></td>
<td>What internal and external opportunities are open to the school that can minimize or eliminate the identified weaknesses and or threats? What did your team rank as the highest priority?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Threats</strong></td>
<td>What are the barriers (internal or external to the school) that impact your ability to address your weaknesses?</td>
<td>What are the threats if the weaknesses are not addressed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
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<tr>
<td>-------------</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student data and input are used to develop future plans</td>
<td>Current student experiences are not community-based</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>We have community partners that are willing to support students, staff ranked this as a high priority on the TPSA</td>
<td>We do not have time to develop formal partnership</td>
</tr>
</tbody>
</table>
Discussion Questions

- Are there weaknesses that are beyond your control?
- Do the opportunities available to the school outweigh the threats/barriers?
- How can you build the capacity to address your weaknesses?
- What resources (human, financial, etc) are available or needed to address your weaknesses?
<table>
<thead>
<tr>
<th>Transition Practice</th>
<th>Task</th>
<th>Person Responsible</th>
<th>When</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPSA – SD7 Multi, varied community work experiences are provided for students prior to school exit</td>
<td>• Administration reviews current roles of school counselor to determine if additional FTE can be reallocated to support developing partnerships • Check school improvement plan for next steps for</td>
<td>School Team Admin</td>
<td>Spring 2009</td>
<td>Change in role/FTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School Improvement Plan</td>
</tr>
</tbody>
</table>
Action Planning for Change

- Process repeats until you have developed a systematic plan to address the various subsections on the TPSA
Transferring the Action Plan to the District Improvement Plan (DIP)

- **DIP Section II Action Plan: Action Plan Objectives**
  - Use the transition practice statements as objectives

- **Method 1: Individual priorities** (e.g., **TPSA – PS5**, Transition-related planning and services are integrated with educational restructuring)

- **Method 2: Overall practice area** (e.g., **Student-focused planning** practices in District XYZ will focus on using assessment information and facilitating students’ self-determination to develop individual education programs based on students’ post-school goals.)
Transferring the Action Plan to the District Improvement Plan (DIP)

- DIP Section II-B Action Plan: Strategies and Activities
  - Method 1: Articulate tasks and cross reference the TPSA priority areas that are to be addressed through the task
    - e.g., District personnel will in-service all special education staff on the IND 13 checklist and responsibility chart for transition planning including the data collection schedule (TPSA PS3, SD2)
    - e.g., Transition team members will receive staff development that includes multiple examples of high quality transition plans that include: present level of performance, transition assessments, post-school outcomes, course of study, transition services and annual goals. (TPSA SFP1, SFP2, SFP4 and SFP 9)
### Section II-B Action Plan - Strategies and Activities for Students

**Objective 1 Title:** Corrective Action for District-level Findings - Indicator 13

<table>
<thead>
<tr>
<th>Strategies and Activities</th>
<th>Timeline</th>
<th>Budget</th>
</tr>
</thead>
</table>
| 1 District personnel will develop a short checklist (for use by IEP managers as a visual support for the transition planning process), including a chart for assessment data collection, for the process of creating appropriate transition plans for students with disabilities including the specific responsibilities for team members (TPSA PS3, SD2) | Start Date: 12/01/2009  
End Date: 05/28/2010  
Fund Source: Title I  
Amount($): 1000 |        |
| 2 Survey special education personnel regarding implementation of the transition process checklist to determine further needs for support in FY11 (TPSA PS3) | Start Date: 05/17/2010  
End Date: 06/04/2010  
Fund Source: Title I  
Amount($): 0 |        |
| 3 Policies and procedures (complete version) will be developed and distributed to all district staff (TPSA PS3) | Start Date: 08/17/2009  
End Date: 12/18/2009  
Fund Source: Title I  
Amount($): 0 |        |
| 4 A transition fair will be held with representatives of agencies, school service personnel, and other stakeholders to share information regarding transition services for students (TPSA COLAB3) | Start Date: 01/11/2010  
End Date: 02/26/2010  
Fund Source: Title I  
Amount($): 1000 |        |
| 5 District Transition Planning Team will meet quarterly throughout the school year to review progress on transition program implementation and develop strategies to address identified needs (TPSA COLAB4) | Start Date: 11/13/2009  
End Date: 05/28/2010  
Fund Source: Title I  
Amount($): 2000 |        |
| 6 District Transition Planning Team will invite additional stakeholders to include general education counselors, general education teachers, and others so that these staff can provide input into the transition planning process and to provide exposure of the transition planning process to general education staff (TPSA COLAB4) | Start Date: 03/25/2010  
End Date: 05/28/2010  
Fund Source: Title I  
Amount($): 0 |        |
### Section II-C Action Plan - Professional Development Strategies and Activities

#### Objective 1 Title:
Corrective Action for District-level Findings - Indicator 13

<table>
<thead>
<tr>
<th>Strategies and Activities</th>
<th>TimeLine</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. District personnel will in service all special education personnel on the checklist and responsibility chart for transition planning including the data collection schedule (TPSA PS3, SD2)</td>
<td>Start Date: 01/11/2010, End Date: 05/28/2010, Fund Source: Before School, Amount($): 0</td>
<td></td>
</tr>
<tr>
<td>2. Middle school and high school staff will be in serviced on the transition section of the Special Services website to familiarize them with the resources provided (TPSA COLAB3)</td>
<td>Start Date: 01/19/2010, End Date: 04/23/2010, Fund Source: Before School, Amount($): 0</td>
<td></td>
</tr>
<tr>
<td>3. Transition team members will receive in service on multiple examples of well-done transition plans including post-school outcomes, assessment, courses of study, and related present levels of performance to use as guides for their students' transition plans (Sue Walter will be contacted for assistance with these examples) (TPSA SFP1, SFP2, SFP4, SFP 9)</td>
<td>Start Date: 02/01/2010, End Date: 05/28/2010, Fund Source: During School, Amount($): 0</td>
<td></td>
</tr>
</tbody>
</table>

### Section II-D Action Plan - Parent Involvement Strategies and Activities

#### Objective 1 Title:
Corrective Action for District-level Findings - Indicator 13

<table>
<thead>
<tr>
<th>Strategies and Activities</th>
<th>TimeLine</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. District staff will actively recruit parents/guardians to attend the transition fair (TPSA FI11)</td>
<td>Start Date: 01/11/2010, End Date: 02/26/2010, Fund Source: During School, Amount($): 0</td>
<td></td>
</tr>
<tr>
<td>2. Special Services Resource Committee (parent-led) will receive results of TPSA and corresponding action plan to provide input and identify further actions (TPSA FI11)</td>
<td>Start Date: 02/09/2010, End Date: 04/13/2010, Fund Source: After School, Amount($): 0</td>
<td></td>
</tr>
</tbody>
</table>
Transferring the Action Plan to the District Improvement Plan (DIP)

• DIP Section II-B Action Plan: Strategies and Activities
  – Method 2: Re-state the TPSA priority practices (as determined from your TPSA reports and SWOT analysis)
    • e.g., SFP2: Post-secondary goals for students in District XYZ are based on person-centered planning meetings and conversations, and age-appropriate assessment information including but not limited to student and family interviews, observation, intelligence tests, career or employability tests, aptitude tests, interest inventories, social skills inventories, life skills inventories, college entrance exams, environmental analysis, etc. in accordance with the needs of the student.
      – TPSA original statement: Post-secondary goals are based on person-centered planning meetings and conversations, and age-appropriate assessment information (e.g., formal and/or informal, student and family interviews, observation, intelligence tests, career or employability tests, aptitude tests, interest inventories, social skills inventories, life skills inventories, college entrance exams, environmental analysis, etc.).
Use your data!

- TPSA implementation must lead to the generation of actionable steps
  - Simply filling out the TPSA is a waste of time

- Use your District Improvement Plan (DIP) to include goals, activities and strategies that are known to all in the district and are considered “district” goals.

- School districts who have been issued a “finding of non-compliance” for IND 13 are required to implement the TPSA and use the data to develop goals, strategies and activities for their DIP.
Transition Practices Alignment: Evidenced-Based Practices, Tools and Resources, and Lesson Plans

- Assists in the development of goals, strategies and activities for district and/or school improvement plans.
- Provides a go-to resource for teachers or any transition stakeholder to find evidenced-based practices, peruse a variety of tools and resources, and/or research lesson plans.
- Uses the TPSA categories of program structure, interagency collaboration, student-focused planning, student development and family involvement for easy correlation with TPSA data.

Questions/Answers

• For information about transition see

• For information about completing the TPSA or other transition questions contact
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