Transition Services Self-Assessment Tool (TSAT)

USER MANUAL AND DATA INTERPRETATION GUIDE

College of Education
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NIDILRR

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Overview and Purpose

You have downloaded this manual as a part of a larger statewide initiative to build collaborative partnerships between the Division of Vocational Rehabilitation (DVR) and local schools. You're access to this manual is an indication that you have completed the online self-assessment tool on the availability, accessibility, and coordination of transition services that align with one or more of pre-employment transition service categories that been identified under the *Workforce Innovation and Opportunities Act of 2014*. Thank you for your participation, and know that the information that you have provided will contribute to our states broader understanding of the statewide and regional accessibility and availability of school-based transition services.

In the meantime, this user manual is designed to support local teams in using the data that has been entered into the TSAT to evaluate the transition services that are available in their school, and to further develop and implement an action plan that address any gaps in services that the team identifies. This user manual will describe which stakeholders should be a part of each local team, and provide local teams with a series of discussion questions and activities that can help them to interpret the results of the TSAT and develop an action plan.

In order to successfully use this manual, a team must have access to the data that they have entered into the TSAT. If you have misplaced this information, please send an email to transitiontool@wsu.edu with your request for a new summary report (please include the name of your school in your request).

Goals and Objectives

The goals of this project include: (1) use the "Transition Services Self-Assessment Tool" to evaluate the extent to which transitions are available to potentially eligible students with disabilities in a school and district; (2) use the results from the assessment tool to support teams of stakeholders in developing a plan for addressing gaps in services that are identified in the assessment; and (3) support teams of stakeholders in the implementation of the data-driven plan that is developed from the assessment tool. This user manual will provide a step-by-step guide on how to work towards these goals and objectives.

STEP 1: Build a District and/or School Transition Leadership Team

An important part of building capacity within a school and/or district is to identify and recruit a team of invested stakeholders who are interested in working towards a common task – in this case, improving school-based transition services. Depending on the scope of your objectives, you should plan to build a team at the school level, district level, or both. This section of the manual will help describe the various stakeholders who you should try to recruit as you develop a school and/or district *transition leadership* team. The approach that you will take to recruit these individuals to be a part of your team will vary based upon your school context.

These teams will need to work together to review evidence, evaluate the availability of school-based transition services, and develop and implement a data-driven plan for addressing gaps in services.

The ***District Transition Leadership Team*** should include people in as many of the following roles as possible:

- Special Education Director
- Transition Educational Specialist
- Special Education School Lead Representative(s)
- Career and Technical Education Director
- School Psychologist or Counselor Representative(s)
- DVR Counselor Liaison
- DVR Transition Consultant
- Student(s)
- Family(s)

Each ***School Transition Leadership Team*** should include people in as many of the following roles as possible:

- Special Education School Lead
- School Career and Technical Education Representative(s)
- School Psychologist of Counselor Representative(s)
- School Administrator
- DVR Counselor Liaison
- DVR Transition Consultant
- Student(s)
- Family(s)

Each District and School Transition Leadership team should identify a "***Team Lead***" whose responsibilities will include:

- Acting as a participating member of the team
- Facilitating the team problem solving process and constructive communication
- Promoting engagement and on-task behaviors among team members through good listening, reflections, questions, and big-picture thinking
- Maintaining meeting records, and notes; an effective digital file management system accessible to team members; and, an email list to provide summaries, updates, and encourage correspondence
- Scheduling team meetings as necessary

STEP 2: Review the Transition Services Self-Assessment Tool

After you have identified your transition leadership team, the next step is to schedule a 1-3 hour meeting with your team to review the results of the Transition Services Self-Assessment Tool (TSAT) and begin building an action plan that addresses any gaps that you have identified. Some teams will separate this meeting into two parts, others may prefer to do it all at once.

> *As was previously indicated, in order to successfully review your schools data, a team must have access to the report generated by TSAT. If you have misplaced this information, please send an email to transitiontool@wsu.edu with your request for a new summary report (please include the name of your school in your request).*

This section of the user manual will discuss the process that teams can go through to review the TSAT.

Develop a Common Understanding of the Transition Services Self-Assessment Tool (TSAT)

To encourage a basic understanding of the TSAT, school teams should review the following overview:

The Transition Services Self-Assessment Tool (TSAT) has been purposely designed to provide information about the availability and coordination of school based transition services that align with one or more of the pre-employment transition services identified in the Workforce Investment and Opportunities Act of 2014. Pre-Employment Transition Services include activities that fall within five broad domains: (1) job exploration counseling; (2) work-based learning experiences; (3) counseling on post-secondary enrollment options; (4) workplace readiness training; and (5) instruction in self-advocacy and peer mentoring. The TSAT is web-based and consists of 97-items. It is designed to be completed by one or more school "transition services expert". Upon completion of the assessment, the data is recorded for statewide and regional use and interpretation, and the respondent is provided with the opportunity to download a summary report that summarizes their responses. This guide is focused on the use and interpretation of a respondents downloaded summary report.

Types of Questions Included on the TSAT

There are three question asked about each service included on the TSAT:

1. **Availability** refers to whether or not a respondent knows a particular service to be available in their school. This question is recorded as either "Yes" or "No".

2. **Accessibility** refers to a respondents best estimate of the total percentage of students with disabilities in their school who access a particular service. Students with disabilities include students who are on an IEP or 504 plan. This question type can be answered on a five-point continuum between 0-100%.

3. **Coordination** refers to a respondents best estimate of the total percentage of time that a service is delivered in coordination with Vocational Rehabilitation. For example, if a career related guest speaker comes to talk with students five times a year, a respondent will indicate their best estimate of the percentage of time that this activity is coordinated in partnership with Vocational Rehabilitation (on a five-point continuum between 0-100%). It is not uncommon for this percentage to be zero, or very low.

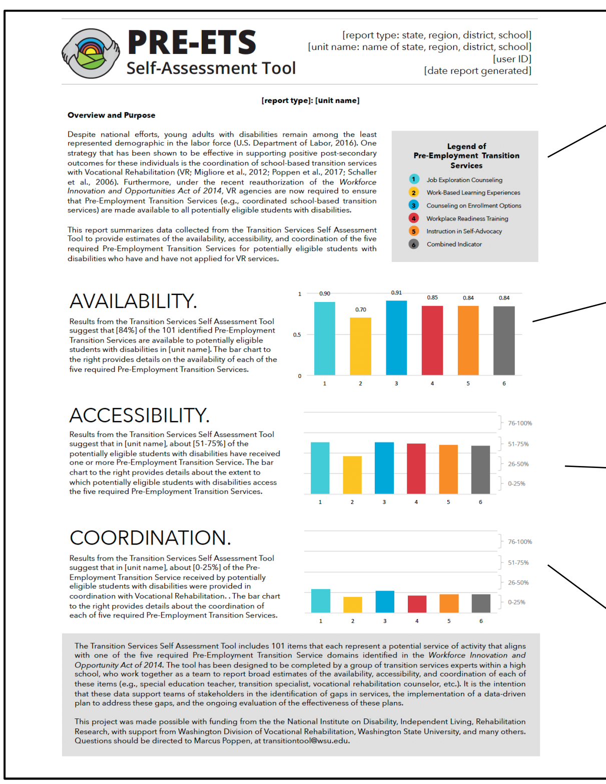
Orientation to the Summary Report

The downloaded summary report should be distributed to members of the transition leadership team, and a basic overview of the report should be provided.

The report consists of seven pages, and throughout the report, colors and the numbers 1-6 are used to represent the five pre-employment transition service domains, and a combined indicator. The first page of the report provides an overall summary of the availability, accessibility, and coordination of the 97 pre-employment transition services, which include: (1) Job Exploration Counseling with 9-items, (2) Work Based Learning with 13-items, (3) Counseling on Enrollment in Post-Secondary Education Options with 20-items, (4) Workplace Readiness Training with 35-items, and (5) Instruction in Self-Advocacy with 20-items. The combined indicator (6) summarizes data from each of the 97 services.

The images below highlight key elements of the report that teams should review prior to beginning the data use and interpretation process.

Orientation to the Summary Report (First Page)



Legend. Describes the colors and numbers that align with each of the five pre-employment transition services.

Availability. Estimates the percentage of services within each domain that are available (0.0 to 1.0; 0-100%).

Accessibility. Broad categorical estimate of the percentage of potentially eligible students with disabilities who have received one or more pre-employment transition service (<1 = 0-25%; 1-2 = 26-50%; 2-3 = 51-75%; 3-4 = 76-100%).

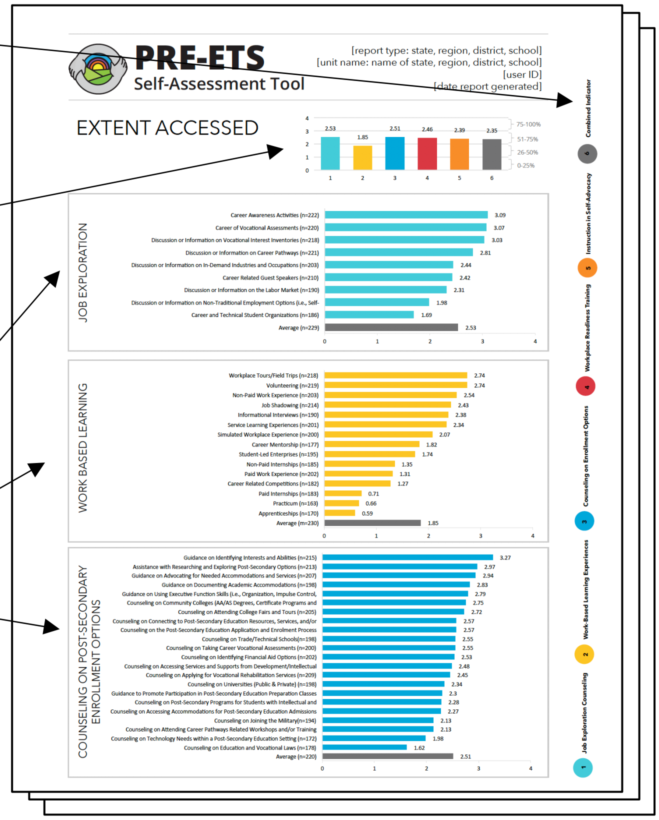
Coordination. Broad categorical estimate of the percentage of time a service was delivered in coordination with vocational rehabilitation (<1 = 0-25%; 1-2 = 26-50%; 2-3 = 51-75%; 3-4 = 76-100%).

Orientation to the Summary Report (Pages 2-7)

Legend. Describes the colors and numbers that align with each of the five pre-employment transition services.

Summary Table. Summary of availability, accessibility, or coordination averages by pre-employment transition service domain

Service Domain. Items within these boxes represent different domains of pre-employment transition services. For items that have a range of 0.0 to 1.0 (availability), the value represents whether or not a service is available (0 = no, 1 = yes). For items that have a range of 0.0 to 4.0, a value: less than 1 = 0-25%, between 1-2 = 26-50%, between 2-3 = 51-75%, and between 3-4 = 76-100%.



Facilitated Discussion of Observations

Once your team has a common understanding the TSAT and is familiar with the layout and content of the summary report, the data that is included in the report should be used to guide a discussion of observations. This discussion should begin with broad observations, which are slowly narrowed into specific action items. It is a common propensity for teams to jump right to action planning, without sufficiently discussing the various stories that the data can tell them. Doing so can overlook important themes that can be addressed. Facilitating this group discussion requires effective leadership and redirection skills, and is a good task for a "team lead".

While reviewing the data there are a couple of things to keep in mind: (1) it is important to understand that the data they lack the type of precision that would be found in student level data. For this reason, the results from the assessment are intended to serve as *broad estimates* and are to be used to identify general strengths and areas of need (e.g., as a starting point for discussions). These data may not represent everything that is going on in your school, and may be missing key perspectives from members of your team; (2) Furthermore, these data should not be used as indicators of quality; just because something is available, accessible, or coordination does not mean that it is implemented in such a way that will be helpful to students.

The following questions can be used alongside the TSAT data to facilitate interpretation.

Guiding Discussion Questions to Facilitate Interpretation

1. *Looking only at the first page of data, what jumps out to you in the areas of availability, accessibility, and coordination of transition services?*

2. *When looking at the estimated availability, extent accessed, and coordination of* ***transition services on pages 2 through 7*** *of the report,* ***what observations can we make?*** *For example, are there any domains where all of the services are available, accessed, or coordinated more or less often than the combined indicator; or, does it look like domains which are offered less often have some services that are offered a lot and some services that are offered less often?*

3. *In what ways are the observations that we're making consistent or inconsistent with what we know about the transition programming in our school? Do these data accurately tell the story of services for students in our [district/school]? If not, what adjustments do we need to make? Go ahead and make these adjustments to your reports now.*

4. *When thinking about the students in your [district/school] who have* ***not had access*** *to these services,* ***what factors are contributing to this*** *(e.g., age, gender, race or ethnicity, language, disability type, alignment with post-secondary goals or interests, program participation, motivation, factors outside of school, etc.)?*

5. *After reflecting on these questions, in what areas does it seem like your [district/school] is excelling? And, in what areas do you think there is room for improvement?*

6. *After reviewing the data and responses to these questions, please identify three to five gaps in services that you as a team feel are a priority for your team?*

Please see Appendix A for common responses to these questions. The sample observations provided may not fit your data exactly, but they can give you and your team an idea of the types of observations that have helped to lead teams in the direction of action planning in the past.

From Guiding Question to Action Planning

After your team has had an opportunity discuss some of the big picture observations based upon the data, it's now time for your team to identify one to three specific gaps in services that you hope to address. This process is aimed at utilizing the skills and roles of people on the team to accomplish a common goal that aligns with one or more gaps in services that were identified in the last question from the previous process.

From Guiding Questions to Action Planning

1. *What are the gaps of services that your team identified as a priority?*
2. *Which of these gaps, if addressed, is most likely to have an influence on the post-secondary outcomes of our students? And Why?*
3. *Which of these gaps do we, a team, have the support and skills to address?*
4. *Which of these gaps are most interesting to us, and do we want to focus on?*
5. *What is the first gap that we are going to work to address in an action plan?*

STEP 3: Developing an Action Plan

Once your team has completed the first two steps of this user guide, your team is ready to develop an action plan! A focused team will be able to complete Steps 2 and 3 in a single meeting; however, some teams have chosen to break between steps, and focus on Step 3 in a separate meeting. Completing both of these steps together is the recommended approach, as it's easier for teams to remember "why" their working to address a specific gap.

Establishing Goals and Objectives and Determining Criteria for Success

After completing the assessment and reviewing the assessment data, the next step in the process is to identify one or more goals that you and your team would like to work towards in the upcoming school year. The goal that you identify should be informed by the assessment data and conversations that you have had as a team, and should reflect the multiple perspectives and input from each of your team members. A helpful framework for goal development includes are SMART Goals: **S**pecific **M**easurable **A**ttainable **R**elevant and **Ti**me-Bound. For the purpose of this exercise, teams are encouraged to think about programmatic, or structural, changes that they can implement so that the impact is lasting.

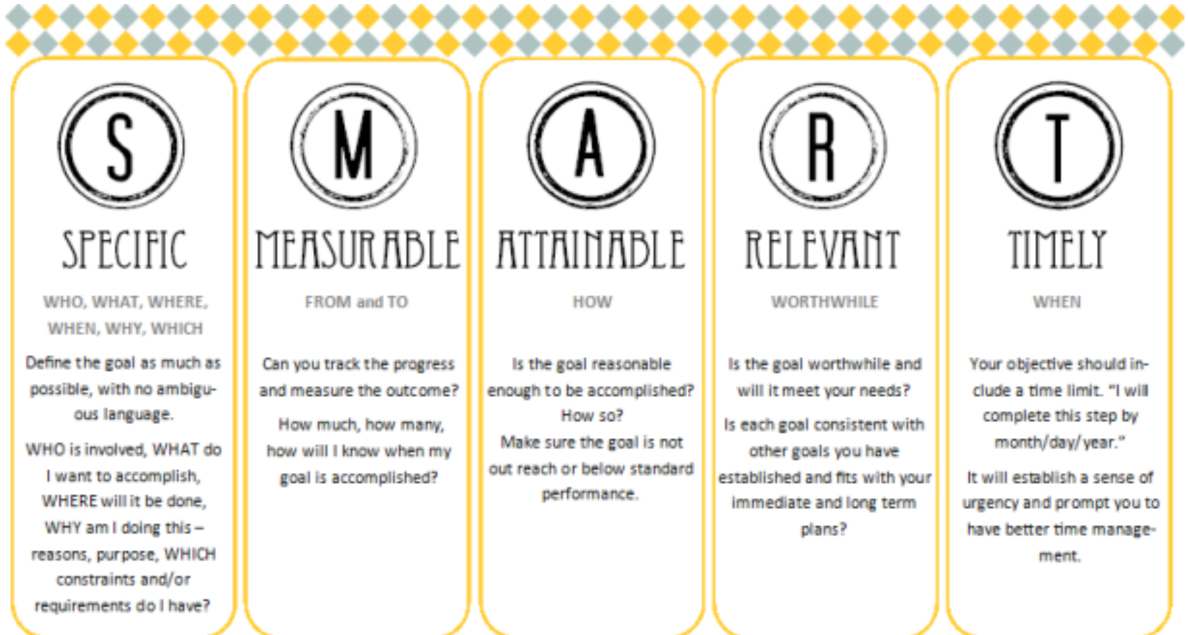
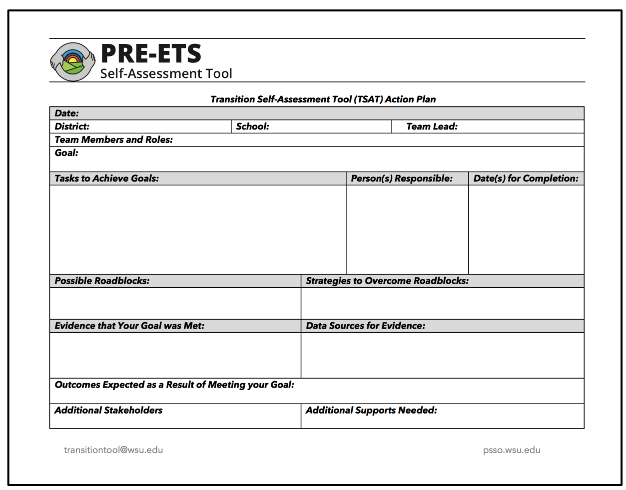


photo credit: simplynourishingblog.wordpress.com

Included as Appendix B in this user guide, team members will also find the "Transition Self-Assessment Tool Action Plan" document. This one page worksheet is intended to help teams in recording their goal(s) and determine criteria for success. Once a team has arrived to a SMART goal that they would like to work towards, they should shift their attention to this plan and identify the specific tasks that need to be completed in order to meet the goal, and which people will be responsible for completing these tasks and when. In this action plan, team members are also asked to brainstorm potential roadblocks, strategies that they will use to overcome these roadblocks, and what criteria they will use as evidence that their goal was met. Moreover, team members are asked to reflect on the overall outcomes that will be expected as a result of their goal being met, and provide any indication of additional stakeholders who need to be involved, and what supports they might need throughout the process.


PRE-ETS
Self-Assessment Tool

Transition Self-Assessment Tool (TSAT) Action Plan

Date:		
District:	School:	Team Lead:
Team Members and Roles:		
Goal:		
Tasks to Achieve Goals:	Person(s) Responsible:	Date(s) for Completion:
Possible Roadblocks:	Strategies to Overcome Roadblocks:	
Evidence that Your Goal was Met:	Data Sources for Evidence:	
Outcomes Expected as a Result of Meeting your Goal:		
Additional Stakeholders	Additional Supports Needed:	

transitiontool@wsu.edu psso.wsu.edu

Plan Implementation and Progress Monitoring

The last, and most important part of this process is to implement the action plan. In order to accomplish this, you and your teams are encouraged to come together on a regular basis (e.g., monthly) to report on the progress that has been made towards your action plan, and to make revisions or set new goals as needed. It is also encouraged that teams communicate electronically on their process, and remain focused addressing the specific gap that they have identified as a team.

If you're team is interested in receiving more support in this process, please contact transitiontool@wsu.edu.

Appendix A:

Sample Observations from Guiding Questions

Sample Observations from Guiding Questions

1. ***Observations about Global Data***
    a. *Coordination is lower than the rest of the pre-employment transition service domains*
    b. *Accessibility is lower than availability*
    c. *Work based learning is the lowest domain in each of the question types*
    d. *Job exploration counseling is the highest coordinated activity, but the second lowest that is available and accessed.*
    e. *Job exploration counseling and counseling on enrollment options are coordinated more often than work based learning, workplace readiness training, and instruction in self-advocacy.*

2. ***Observations about Specific Data***
    a. *There are more services being offered than not!*
    b. *There isn't one service that isn't available in at least 1 of the schools.*
    c. *There is area for growth possible in the availability of work-based learning experiences, and job exploration counseling.*
    d. *Work based learning is the lowest in accessibility of all the five categories.*
    e. *Job exploration counseling is the second lowest in accessibility of all the five categories.*
    f. *Students have the most access to work based readiness.*
    g. *We might want to go back to the accessibility of instruction in self-advocacy*

3. ***Factors contributing to students not accessing Pre-Employment Transition Services***
    a. *Schedule*
    b. *Case manager (maybe don't they have one)*
    c. *Maybe they're getting this in a different setting*
    d. *Disability type*
    e. *Gender/Sex*
    f. *Families*

4. ***Strengths, and areas for improvement***
    a. *There are more services being offered than not.*
    b. *There isn't one service that isn't available in at least 1 of the schools.*
    c. *Students have a lot of access to work based readiness services*
    d. *Would like to see more work-based learning and job exploration activities accessed by potentially eligible students with disabilities.*

5. ***Three to Five Gaps Services that we, as a team, feel are a priority:***
    a. *Increase Availability of Work-based Learning Experiences*
    b. *Increase Accessibility of Job-Exploration Activities*
    c. *Improving coordination of services with Vocational Rehabilitation (VR)*

Appendix B:

Action Plan and Action Plan Sample

Transition Self-Assessment Tool (TSAT) Action Plan

Date:				
District:	**School:**		**Team Lead:**	
Team Members:				
The Gap in Services that Needs to Be Addressed through this Action Plan:				
Goal to Address Gap:				
Tasks to Achieve Goals:			**Person(s) Responsible:**	**Date(s) for Completion:**
Possible Roadblocks:	**Strategies to Overcome Roadblocks:**			
Evidence that Your Goal was Met:	**Data Sources for Evidence:**			
Additional Stakeholders Needed (if needed):	**Additional Supports Needed:**			

TRANSITION
Services Self-Assessment Tool

Transition Self-Assessment Tool (TSAT) Action Plan

Date:		
District:	***School:***	***Team Lead:***
Team Members: *Team Lead, Sped Teacher, CTE Teacher, School Counselor, Administrator*		
The Gap in Services that Needs to Be Addressed through this Action Plan: *Students in our school have limited access to the specific job exploration counseling activity of "informational interviews" because this isn't something we've addressed in the past.*		
SMART Goal to Address Gap: *We will invite one business partner a month into the school for lunch sessions to share information about their business with students with a document disability (IEP or 504 plan) during the months of January, February, March, April, and May.*		

Tasks to Achieve Goals:	***Person(s) Responsible:***	***Date(s) for Completion:***
• *Informal Career Interest Survey of all students ages 16-21 with a documented disability (IEP or 504 plan)*	• *Sped Teacher*	• *October*
• *Using data from the Informal Career Interest Inventory, draft and send an informational letter inviting business participation*	• *CTE Teacher*	• *November*
• *Identify Dates, Times, Locations within the school for lunch sessions*	• *Administrator*	• *November & December*
• *Send out confirmation emails to business to confirm participations, and times*	• *CTE Teacher*	• *December*
• *Draft and distribute invitation to students and families*	• *School Counselor*	• *December*
• *Draft agenda and talking points for the businesses*	• *School Counselor*	• *December*
• *Draft questions for students to ask business partners*	• *Sped Teacher*	• *December*
• *Remind business partners two weeks prior to their visit*	• *CTE Teacher*	• *Two weeks before visits*
• *Identify a teacher to facilitate and supervise students during the informational interview*	• *Team Lead*	
• *Host informational interview*	• *ALL*	• *December-May* • *December-May*

Possible Roadblocks:	***Strategies to Overcome Roadblocks:***

• *Lack of Business Engagement* • *Stack of Student Engagement* • *Staff Supervision* • *Exposure and Advertising of the Event*	• *CTE teacher will work with Division of Vocational Rehabilitation (DVR), Worksource, and district CTE department to identify potential business partners.* • *Administrator will work to identify incentives for students attending the informational sessions* • *Each team member commits to at least one months supervision* • *Team Lead organizes letters home, emails, morning announcements, social media, staff meetings, etc.*
Evidence that Your Goal was Met:	***Data Sources for Evidence:***
• *Student Participation* • *Students provide feedback on each session that they attend via an exit survey* • *Business feedback via an exit survey*	• *Attendance/Sign-in Sheet tracked by the Team Lead* • *Exit Survey for students developed by Special Education Teacher* • *Exit Survey for business developed by the CTE*

Additional Stakeholders Needed (if needed):
• *District CTE Staff*
• *DVR*
• *Worksource*
• *Local Business Partners*
• *District Communications*
• *Family Members*
	Additional Supports Needed:
	• *Pre-ETS Workshops Coordinated by Team Lead:*
	  ○ *Preparing for Informational Interviews*
	  ○ *Non-verbal communication*
	  ○ *First Impressions*
	• *Supports with Incentives (coordinated by administrator)*