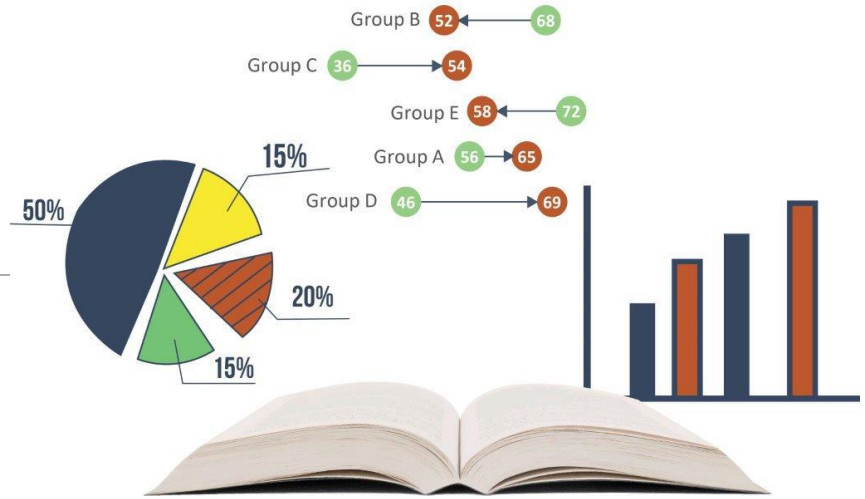
Using data to tell your implementation story



#AUCD 2015

RONDA JENSON, PHD

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Guiding Questions

1. What is my implementation story?
2. Where does data fit in?
3. How can I create data tools that tell my implementation story?
4. What are usable ways of sharing data story?
5. How can stakeholders be involved?

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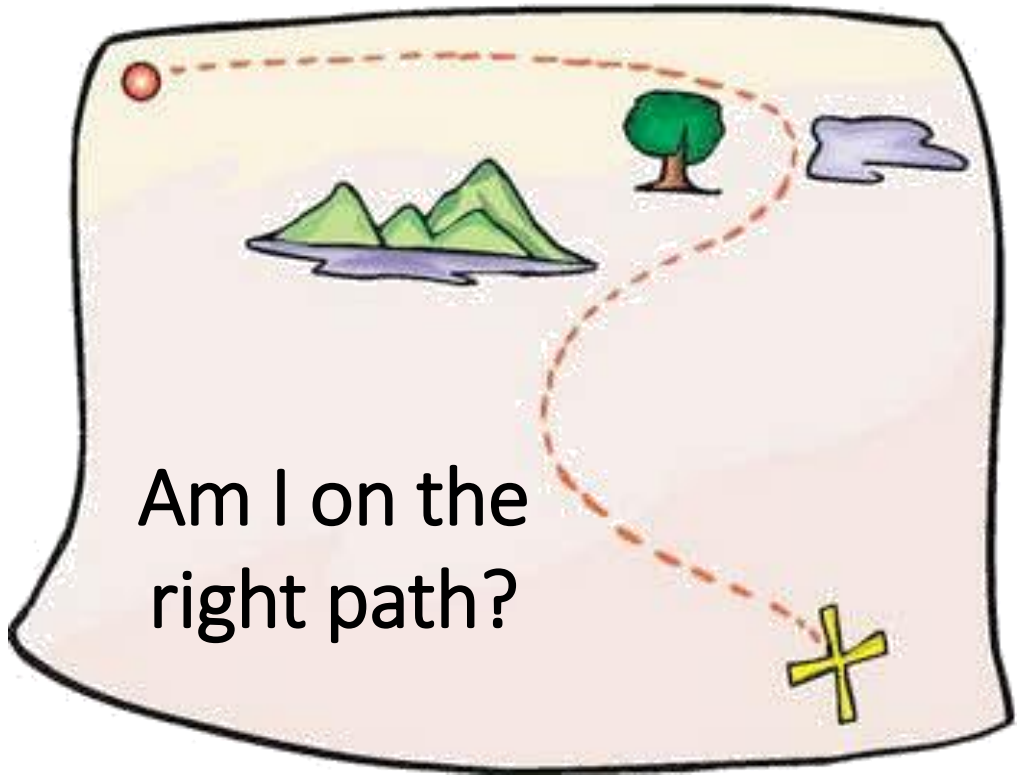
Pre-check

Bull's eye! I can do this well all of the time.

Getting better. I am starting to understand what to do.

Just beginning. Not sure how to do this yet.



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Linking Data & Implementation Effectively	Bull's eye! I can do this well all of the time.	Getting better, I am starting to understand what to do.	Just beginning, not sure how to do this yet.
I am clear about the implementation story I want to tell.	❑I have a clear perception of ideal implementation. ❑I have a clear perception of current implementation. ❑I understand the logic of growth in knowledge in skills leading to effective use of strategies for program improvement leading to results.	❑I have a general idea of what implementation should look like. ❑I have a general idea of the level of implementation. ❑I have a general idea of the logic of growth in knowledge in skills leading to effective use of strategies for program improvement leading to results.	❑I am not clear what ideal implementation looks like; I have no benchmarks. ❑I have no knowledge about the level of implementation. ❑I am lost. I do not understand how knowledge and skills fit with implementation and results.
I am clear on how data can be used to link implementation with outcomes.	❑I understand what evidence is needed to tell the implementation story. ❑The data I use to answer my implementation questions are observable, measurable and replicable.	❑I know some of the evidence needed to tell the implementation story. ❑Some of the data I use to answer my implementation questions are observable, measurable and replicable.	❑I do not know which data will best reflect level of implementation. ❑Few or none of the data pieces I used to answer my implementation questions are observable, measurable and replicable.

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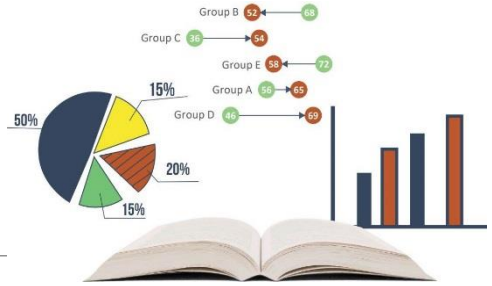
What is my implementation story?



Once upon a time, _____ had a vision
name of service or organization

of _____. To reach that vision, _____ was put
vision/goal description of services

into place. As time passed on, it seemed that the vision became real for some people and not for others.

Why is this?

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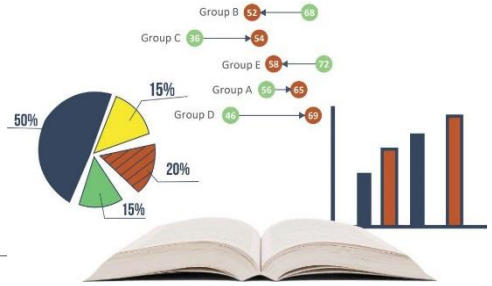
"The middle is messy. But it's where the magic happens."

Quote from Brene Brown (2015). Rising Strong

Where does data fit in?



When…

…describing your vision.

…describing your services.

…describing your impact.

…looking at how outcomes link with services.

…asking, “Is what we’re doing working?”

…exploring ways to improve services.

….??? Other….

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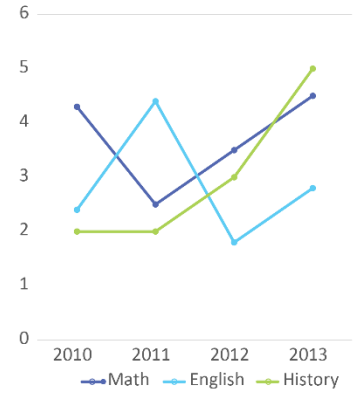
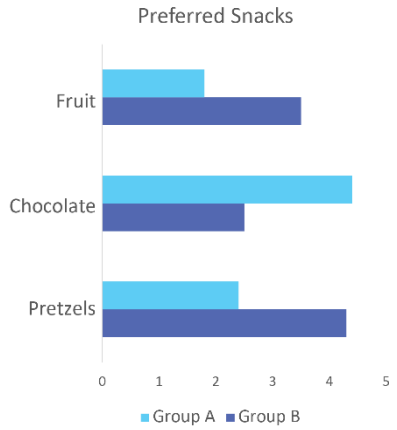
Line Graph

Use this type of chart to show change over time and can be used to compare trends with multiple lines.



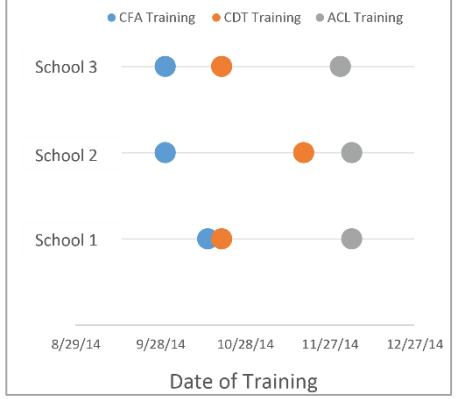
Bar Chart

Use to show survey responses, or compare subcategories.



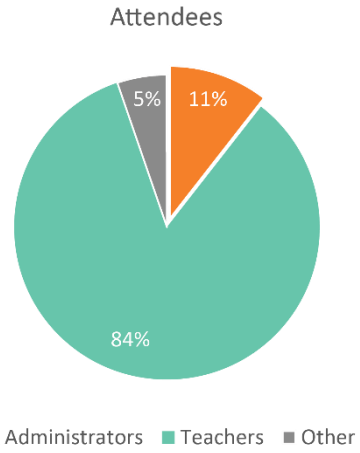
Dot Graph

Use a dot graph to show relationships between variables over time.



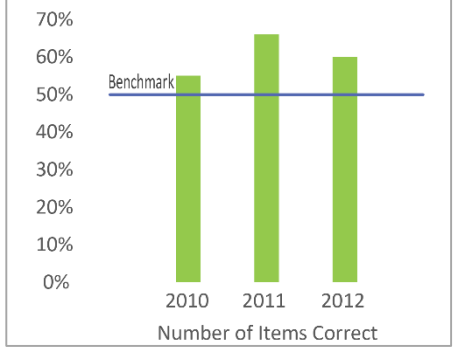
Pie Chart

Use to display an important number, or identify componets of something. Data must equal 100%.



Benchmark Line

Use to compare data to a target. Sometimes called combo or target graph. You can easily display performance compared to goal.



Implementation Data Tools

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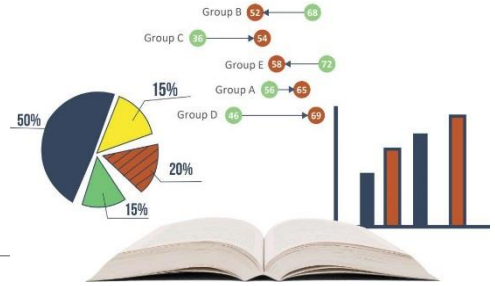
Implementation Data Tools



- ✓ Practice Profiles & Evaluation Rubrics
- ✓ Fidelity Checklists
- ✓ Data displays

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Practice Profiles & Evaluation Rubrics

Definitions

Rubric: A guide listing specific criteria.

Practice Profile: An outline, using a rubric structure, of implementation criteria toward a desired goal.

Evaluation Rubric: A form of a practice profile used to structure a program evaluation.

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Anatomy of a Practice Profile

Essential Functions: 3-4 specific objectives or sub-goals.

Implementation Levels: 3-4 levels for describing growth from no implementation to exemplary.

EXAMPLE

	Implementation Levels		
Essential Functions	**Bull's eye! I can do this well all of the time.**	**Getting better, I am starting to understand what to do.**	**Just beginning, not sure how to do this yet.**

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Practice Profile: Examples

Collaborative Data Teams

Reciprocal Teaching

Professional Development Center Scope of Work

Adult Mental Health

See appendix.

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Activity: Creating a Practice Profile

Being more healthy…

Essential Functions	Implementation Levels		
I can be more healthy by…	**Bull's eye! I can do this well all of the time.**	**Getting better, I am starting to understand what to do.**	**Just beginning, not sure how to do this yet.**
List 1-3 ways of being more healthy.			

For each healthy goal, what does each level look like?

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Activity: Creating a Practice Profile

Being more healthy…

Essential Functions	Implementation Levels		
I can be more healthy by…			

Activity: Example

Essential Functions	Being More Healthy Implementation Levels		
I can be more healthy by…	**Bull's eye! I can do this well all of the time.**	**Getting better, I am starting to understand what to do.**	**Just beginning, not sure how to do this yet.**
Improving my physical strength and endurance.	• Cardio exercise 3 times/week, at least 20 minutes. • Strength-building exercise 3 times/week, at least 10 minutes.	• Cardio exercise 1-2 times/week, less than 20 minutes. • Strength-building exercise 1-2 times/week, less than 10 minutes.	• Exercise less than 2 times/week OR for less than total of 15 minutes/session. • Looking for types of exercise that interest me.

Evaluation Rubrics

Align program implementation and desired outcomes

Can be used to evaluate program practices and systems change.

Can be a framework for synthesizing evaluation data

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Evaluation Rubric: Example

Transition to Employment Reflection Tool: State-Level Rubric Section 1: Collaborative System						
Systems Focus		**To what extent do partnering agencies…**	**None**	**Minimally**	**Partially**	**Extensively**
1	**Strategic Goals and Operating Policies**	Articulate the commitment to employment of people with I/DD as a preferred outcome in agency relevant documents (i.e. agency goals, vision statements, policies) and communications (i.e. websites, newsletters)?	Commitment is only *implied and not specifically stated* in relevant agency documents and communications.	Commitment is specifically stated in *some* relevant agency documents and communications.	Commitment is *specifically stated in most* but not all relevant agency documents and communications.	Commitment is *specifically stated* in relevant agency documents and communications.

See appendix

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Adding Data

Observation data

Surveys

Focus group

Outcome data

Fidelity data

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Fidelity Checklist: Tracking your Progress

To what extent are you following your plan?

	Steps/Activities	Yes	Partially/ Some	No/ None	Notes
1	3 cardio sessions this week.				
2	3 strength-building sessions this week.				
3	Recorded amount of time exercised.				

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Fidelity Checklist: Tracking your Progress

To what extent are you following your plan?

	Steps/Activities	Yes	Partially/ Some	No/ None	Notes
1					
2					
3					

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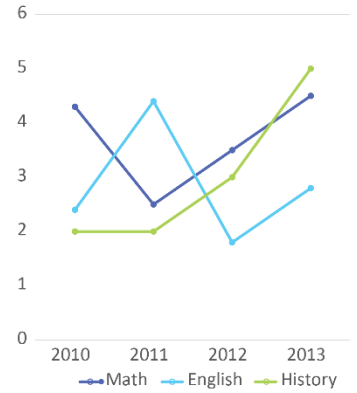

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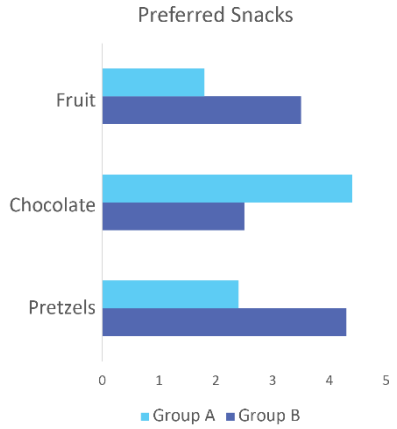

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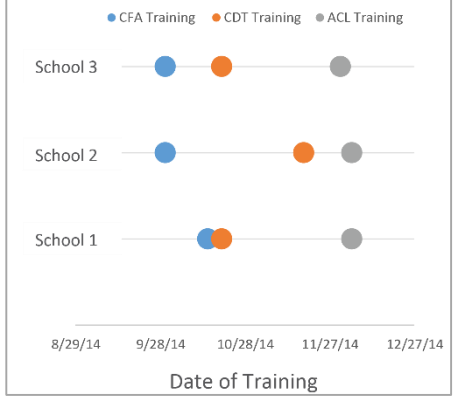

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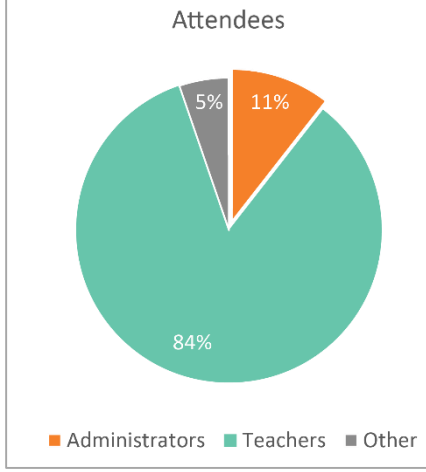

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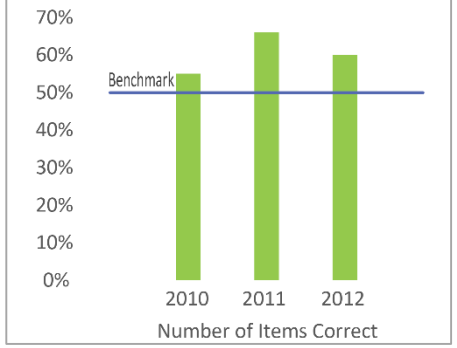

Data placemats

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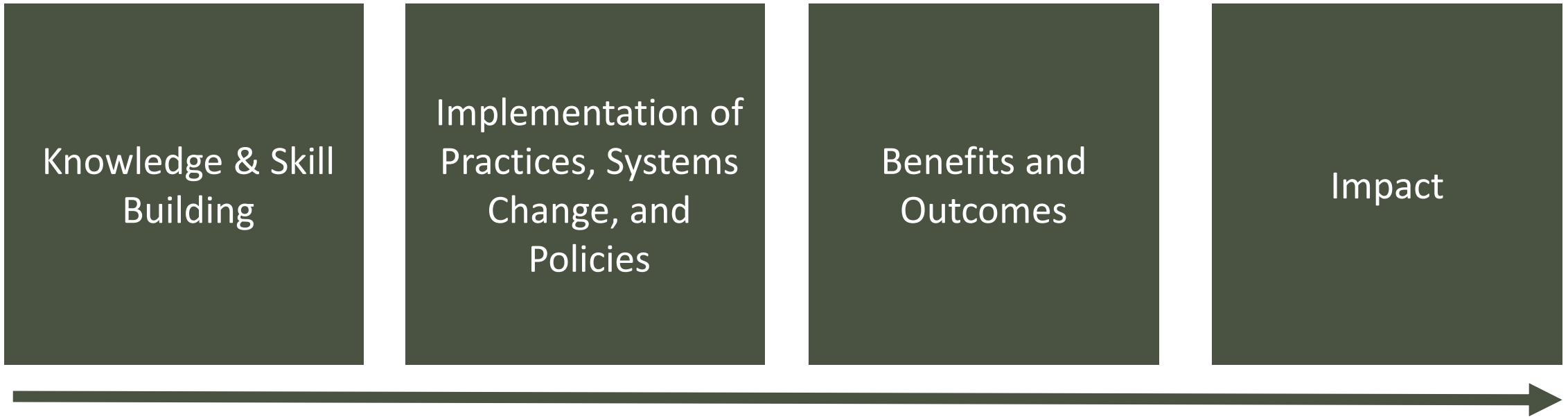
Data Placemat

1 page display



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Data Placemat

Name/Program		**Context Data**
Knowledge & Skills Growth • Training & coaching received • Team support/ collaboration • Mentoring	**Implementation Data** • Observation of practice • Tracking changes to systems • Fidelity checks • Tracking changes to participation or engagement	**Benefits & Outcomes** • Progress toward goals • Improvement trends
Next Steps:		**Impact** Annual data showing impact for persons served.

If…then…

Activity: Data Placemat

Name/Program: Being More Healthy		**Context Data: Age, Height**
Knowledge & Skills Growth # of times with personal trainer Peer support	**Implementation Data** Adherence to workout schedule --incremental increases to strength-building --incremental increases to distance	**Benefits & Outcomes** Weight loss Distribution of weight Less tired
Next Steps:		**Impact:** BMI, Cholesterol, blood pressure maintenance

Program: Transition to Integrated Employment

District enrollment: 12,000 students
3 High Schools

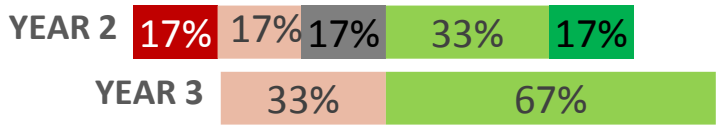
Knowledge & Skills Growth

Some to Most of Community Partners	Year 2	Year 3
Received training on self-determination and implications for employment.	80%	83%
Collaboratively planned and shared resources for early paid work experiences	66%	83%
Promoted the business case for hiring people with disabilities	80%	84%

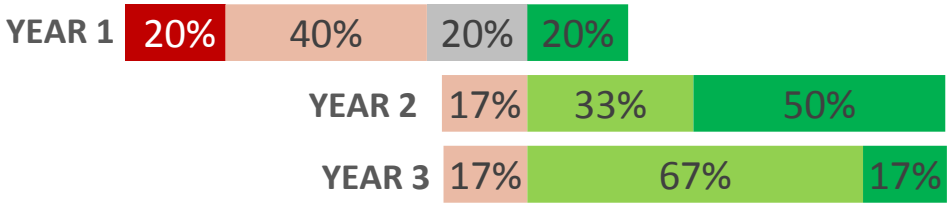
Scale: None | Few | Don't Know | Some | Most

Implementation Data

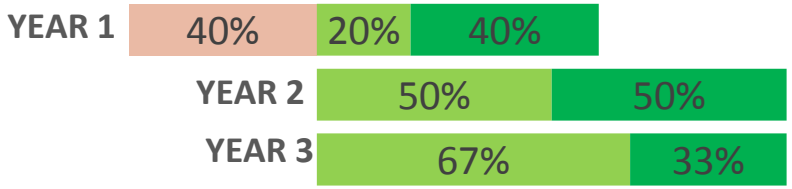
Community partners blend and/or braid funds for transition to employment



Work-based learning provided to students

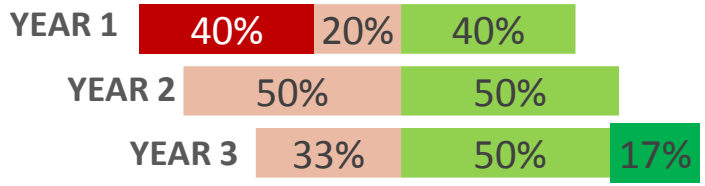


Career options exploration.

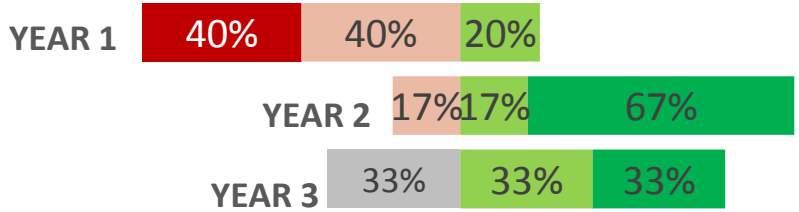


Benefits & Outcomes

Students network with community employers prior to graduation.



Students network with adult services prior to graduation.

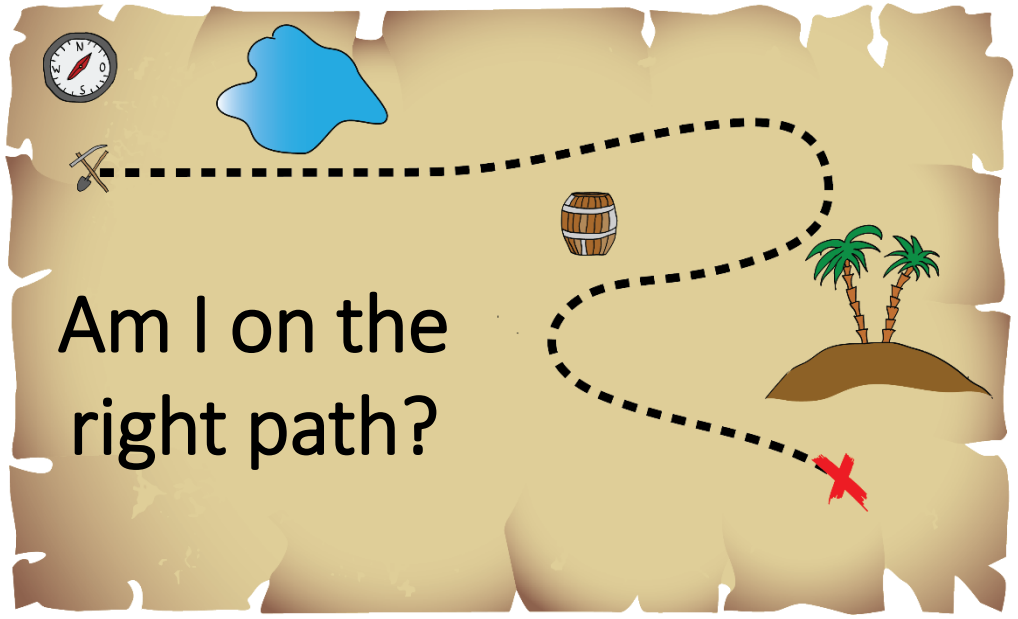


Impact

Next Steps:

Mid-check

- Bull's eye! I can do this well all of the time.
- Getting better. I am starting to understand what to do.
- Just beginning. Not sure how to do this yet.



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Linking Data & Implementation Effectively	Bull's eye! I can do this well all of the time.	Getting better, I am starting to understand what to do.	Just beginning, not sure how to do this yet.
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Next Steps

Practice Profile & Evaluation Rubrics

- Hints for Getting Started
  - Write one for the next training you're providing
  - Use the format when creating a role description for a stakeholder team
  - Always start with the Essential Functions, followed by the "ideal" column

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Next Steps

Data Placemats

- Hints for Getting Started
  - Draw one by hand. Don't get hung up on trying to get snazzy with technology.
  - Start with inserting words, then bring in the data.
  - Start by focusing on one aspect or function. Then let your reflections lead you to another placemat.
  - Create a placemat for a stakeholder or advisory group and let them brainstorm meaning.

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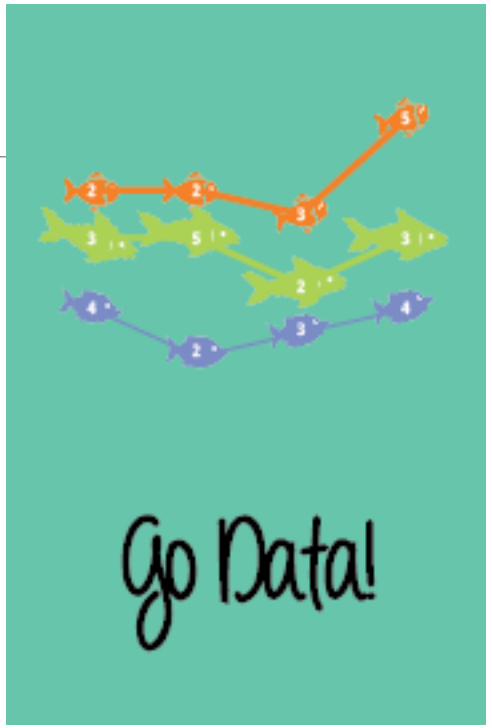
Next Steps

Effective Data Displays (aka Data Viz skills)

- Build your skills in creating effective data displays
- Build capacity of your stakeholder to talk about data

Challenge yourself to include data in all of your meetings



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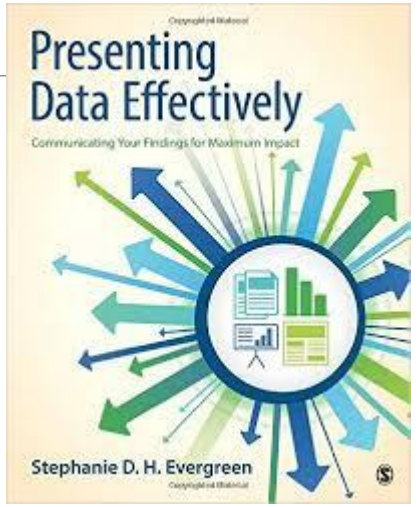
Resources

http://stephanieevergreen.com/category/blog/



Quiz yourself! Quiz your team!

http://www.perceptualedge.com/files/GraphDesignIQ.html

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Appendix

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Missouri Collaborative Work Practice Profile

Foundations present in the implementation of each essential function: *Commitment to the success of all students and to improving the quality of instruction.*

Collaborative Data Team (CDT)

	Essential Functions	**Exemplary Ideal Implementation** *(All items are in place.)*	**Proficient**	**Close to Proficient** *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)*	**Unacceptable Variation** *(Follow-up professional development and coaching is critical.)*	**Evidence**
1	Educators collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	Teams address <u>each</u> of the following at <u>least twice</u> monthly, as evidenced by agendas and minutes. 1. Discussing data and monitoring student progress 2. Identifying instructional practices that result in student learning 3. Identifying students needing re-teaching 4. Aligning instructional practices to academic standards	Teams address <u>each</u> of the following <u>at least monthly</u>, as evidenced by agendas and minutes. 1. Discussing data and monitoring student progress 2. Identifying instructional practices that result in student learning 3. Identifying students needing re-teaching 4. Aligning instructional practices to academic standards	Monthly agendas and minutes show <u>some but not all</u> of the four items are addressed.	Monthly agenda and minutes show <u>none</u> of the items are addressed.	Agendas/Minutes from each CDT indicate areas of focus addressed.
2	Educators effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	Teams meet weekly for approximately 45 minutes, with appropriate team members participating.		Meetings occur regularly as scheduled, but for less than 45 minutes or occur alternating weeks.	Meeting times are irregular, infrequent, and/or often cancelled.	Building schedule for CDT meetings, as well as minutes confirming fidelity to schedule.
		Teams utilize agendas which include: • Team/Group Name • Date/Time/Location • Outcomes (includes required materials) • Past items to review		Agenda include most recommended items, but not all.	Agendas include a few recommended items, no recommended	Agendas/Minutes from each CDT indicate areas of focus addressed.

Missouri Collaborative Work Practice Profile **Foundations present in the implementation of each essential function:** *Commitment to the success of all students and to improving the quality of instruction.*						
Collaborative Data Team (CDT)						
	Essential Functions	**Exemplary Ideal Implementation** *(All items are in place.)*	**Proficient**	**Close to Proficient** *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)*	**Unacceptable Variation** *(Follow-up professional development and coaching is critical.)*	**Evidence**
		• New items • Celebrations • Norms • Next meeting date			items, or are not developed.	
	[Continued] Educators effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	Teams utilize minutes and communication which include: • purpose for the meeting • where and when held • list of the attendees • what was achieved during the meeting • decisions made at the meeting • actions that were agreed, include the action itself, who it was assigned to, and the completion date • central place to store document (minutes won't get lost in inbox or on server) • easy access for all participants to provide updates and comments • distributed to all stakeholders • agenda serves as template for minutes		Minutes include most recommended items, but not all.	Minutes include a few recommended items, no recommended items, or are not developed.	CDT Minutes are archived and Communication structure is established.
		Teams have collaboratively developed and routinely use norms. They regularly evaluate their adherence to those norms and are willing to hold one another accountable.		Norms are developed, but not used routinely.	Norms are not developed.	CDT Meeting documents indicate norms are utilized in meetings.
		Teams utilize roles, with multiple people on the team able to assume various roles. Teams have developed roles that are appropriate to their setting, and have defined those roles.		Roles are usually assigned, but not always.	Roles are seldom or not assigned.	CDT Meeting documents indicate roles are agreed on and

Missouri Collaborative Work Practice Profile **Foundations present in the implementation of each essential function:** *Commitment to the success of all students and to improving the quality of instruction.*						
Collaborative Data Team (CDT)						
Essential Functions		**Exemplary Ideal Implementation** *(All items are in place.)*	**Proficient**	**Close to Proficient** *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)*	**Unacceptable Variation** *(Follow-up professional development and coaching is critical.)*	**Evidence**
						utilized in meetings.
3	Educators intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.	During <u>all</u> team meetings, problem-solving and sharing involves <u>all</u> of the following collaborative behaviors. (See module handout for detailed description of each) • Pausing • Paraphrasing • Posing questions • Putting ideas on the table • Providing data • Paying attention to self and others • Presuming positive intentions	During <u>80%</u> of team meetings, problem-solving and sharing involves <u>at least 5</u> of the following collaborative behaviors. (See module handout for detailed description of each) • Pausing • Paraphrasing • Posing questions • Putting ideas on the table • Providing data • Paying attention to self and others • Presuming positive intentions	< <u>80%</u> of team meetings, problem-solving and sharing involves <u>< 5</u> of the following collaborative behaviors. (See module handout for detailed description of each)	The collaborative behaviors do not occur during team meetings.	Team Functioning Checklist

Missouri Collaborative Work Practice Profile **Foundations present in the implementation of each essential component:** *Commitment to the success of all students and to improving the quality of instruction.*					
Reciprocal Teaching					
Essential Function		**Exemplary proficiency Ideal Implementation**	**Proficient**	**Close to Proficient** *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)*	**Far from Proficient** *(Follow-up professional development and coaching is critical.)*
1	Teacher models, practices, and scaffolds the usage of the four components of reciprocal teaching.	Evidence of the modeling and/or use of all four components: • predicting • clarifying • questioning • summarizing	3 of the 4 criteria are met.	2 of the 4 criteria are met.	1 or less criteria are met.
2	Before reading the teacher activates students' prior knowledge to anticipate learning.	All criteria are met. • Activates students' prior knowledge (i.e., asks what students know or what the text reminds them of). • Reviews all four strategies. • Has students PREDICT what the reading will be about. • Sets a purpose during reading (i.e., looking for words to CLARIFY or QUESTIONS to ask).	3 of the 4 criteria are met.	2 of the 4 criteria are met.	1 or less criteria are met.
3	During reading the teacher engages students in clarifying, questioning, predicting, and summarizing the reading material.	All criteria are met. • Coaches individual students in any of the four strategies. • Has students do the following as they read: --CLARIFY words or ideas --Ask QUESTIONS about portions of the text --PREDICT what the next portion of the text is about --SUMMARIZE small portions or chunks of the text.	3 of the 5 criteria are met.	2 of the 5 criteria are met.	1 or less criteria are met.
4	After reading the teacher engages students in learning reflections.	All criteria are met. Guides students as they • Return to PREDICTIONS and discuss them. • CLARIFY words or ideas. • Ask one another QUESTIONS. • SUMMARIZE what was read. • Reflect on strategy use and ask which strategies helped the most today.	3 of the 5 criteria are met.	2 of the 5 criteria are met.	1 or less criteria are met.

Missouri Collaborative Work Practice Profile **Foundations present in the implementation of each essential function:** *Commitment to the success of all students and to improving the quality of instruction.*				
Regional Professional Development Center (RPDC)				
Essential Function Critical component (non-negotiable)		**Exemplary Ideal Implementation**	**Acceptable Variation** *(Regional needs may require flexibility and adjustment.)*	**Unacceptable Variation** *(Fidelity drift is substantial and may negatively affect outcomes.)*
1	Develops and implements a plan outlining the professional development each Collaborative Work building in the region will receive.	RPDC and educators collaboratively review data to determine topic needs, scope, sequence, and format of professional development to addressing classroom-level teaching and learning. Designs a scaffolding model of professional development • building on strengths, • targeting current and anticipated needs, and • balancing needs for new information, deeper information, and implementation feedback.	The amount of available data is limited therefore initial plans for launching professional development is based more on perception of needs. Therefore, the professional development plan addresses the need for improving data systems for informing professional development needs.	The delivery of professional development lacks a purposeful, data-driven approach to addressing classroom-level needs for professional development.
2	Uses state vetted professional development materials	State vetted professional development materials are used, in entirety, when delivering professional development.	Activities and/or preparatory learning materials included in the vetted professional development materials are modified or replaced with alternatives in order to better engage the audience (e.g. due to space, prior learning, etc.). The full professional development package is separated into shorter units of learning in order to accommodate shorter blocks of available time. However, the combined units of learning should include all pieces of the complete package and should be spaced over a time period less than 4 months.	State vetted materials are not used. Portions of the professional development, beyond those identified as acceptable variation, are omitted or modified. When the professional development is separated into shorter learning units and spaced over time, the duration from first learning unit to last learning unit for a

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				given learning package is longer than 4 months.
3	Provides implementation feedback based on observation and data.	Educators are observed and receive feedback on their implementation of the practices learned through the professional development provided through the state vetted learning packages. Plans for observation and feedback are included in the professional development plan (see Essential Function #1). State vetted coaching materials and guidance documents are used when providing implementation feedback to educators.	Observations may be in person, virtual, or review of videotaped implementation. The schedule of observations and feedback may vary by school and educator in order to accommodate scheduling and timing of professional development delivered.	Observations of educators who received the professional development, implementing the practice, does not occur. State vetted coaching materials and guidance are not used.
4	Data is collected and reported.	State requests for data are met in a timely fashion. Professional development providers work with State Implementation Specialists to ensure 20% of professional development (training and coaching) are observed using the state vetted observation checklist (also see State Implementation Specialists Practice Profile). Professional development providers use the SPDG data portal to register the	When professional development packages are separated into shorter units of learning (see Essential Function #2) then the following variations may occur. • Each learning unit is registered on the SPDG data portal. • Each learning unit may be included in the determination of the 20% to be observed by a State Implementation Specialist. • Each learning unit should meet standards of high quality; therefore the modifications or additions may need to be made to the preparatory materials,	State requests for data are not met. Professional development providers pose obstacles to observations by the State Implementation Specialists by doing the following. • Not permitting observation to occur. • Not communicating about scheduled opportunities for observation.

Missouri Collaborative Work Practice Profile **Foundations present in the implementation of each essential function:** *Commitment to the success of all students and to improving the quality of instruction.*				
Regional Professional Development Center (RPDC)				
Essential Function **Critical component (non-negotiable)**		**Exemplary** **Ideal Implementation**	**Acceptable Variation** *(Regional needs may require flexibility and adjustment.)*	**Unacceptable Variation** *(Fidelity drift is substantial and may negatively affect outcomes.)*
		delivery of state vetted professional development. Professional development providers administer the pre and post assessments that accompany the state vetted professional development packages.	application learning, etc. (i.e. additional preparatory learning materials to assist the learner with retaining prior and prepping for new information, adding interactive-application type of activities that). • The pre-assessment occurs prior to launching the first unit of learning. • The post-assessment occurs after the last unit of learning.	

Foundations of the TIES model present in the implementation of each essential function: Family-focused, Culturally competent, Trauma-informed, and Interagency community of support				
Informed goal planning for adult health.	**ACTIVITIES**			**Assessment**
	Expected	***Developmental***	***Unacceptable***	
Effectively works with the family to secure preventative health care independently. Supports the family in addressing family planning needs. Supports the family to respond to health/mental health concerns. Assists the family to create healthy relationships and establish safety plans as needed.	Provides community connections for preventative care and empowers families to follow through independently. Provides family planning support within the context of the immediate family. Individualizes strategies for families to respond to health/mental health concerns and to follow through on provider recommendations. Provides individualized support for family to create or maintain healthy relationships and to create safety plans appropriate for the family context. Assists with strategies for implementing safety plan.	Provides information about the need for preventative care and provides referrals. Provides family planning support that inconsistently takes the context of the immediate family into account. Sometimes individualizes strategies for families to respond to health/mental health concerns and to follow through on provider recommendations. Provides support for the family to create or maintain healthy relationships and to create safety plans that sometimes consider the family context. Inconsistently assists with strategies for implementing the safety plan.	Focus stays on current health needs without discussion of preventative care. Family planning support does not consider the context of the immediate family. Strategies for families to respond to health/mental health concerns are not individualized. Support for the family to create or maintain healthy relationships and to create safety plans that sometimes consider the family context. Does not assist with strategies for implementing the safety plan.	Individualized Family Service Plan Consumer Satisfaction Survey Family Encounter Form Agency Encounter Form

Transition to Employment Reflection Tool: State-Level Rubric Section 1: Collaborative System						
Systems Focus		**To what extent do partnering agencies…**	**None**	**Minimally**	**Partially**	**Extensively**
1	**Strategic Goals and Operating Policies**	Articulate the commitment to employment of people with I/DD as a preferred outcome in agency relevant documents (i.e. agency goals, vision statements, policies) and communications (i.e. websites, newsletters)?	Commitment is only *implied and not specifically stated* in relevant agency documents and communications.	Commitment is specifically stated in *some* relevant agency documents and communications.	Commitment is *specifically stated in most* but not all relevant agency documents and communications.	Commitment is *specifically stated* in relevant agency documents and communications.
2	**Leadership**	Partner with leadership from other state agencies to develop a vision statement describing the characteristics of high quality school to integrated employment transition services?	*None* of the partner agencies have a vision statement describing the characteristics of high quality school to employment transition services.	A *few* of the partner agencies have a vision statement describing the characteristics of high quality school to employment transition services, but *collaborative vision does not exist*.	*Each* partner agency has a vision statement describing the characteristics of high quality school to employment transition services; *some were informed* by vision statements of other partner agencies.	*All* partnering state agencies contributed to the development of a collaborative statewide vision statement.
		Partner with leadership from other state agencies to develop and implement plans to enhance high quality school to inclusive employment transition services?	Meetings to develop and implement plans to enhance high quality school to inclusive employment transition services *do not occur.*	Meetings to develop and implement plans to enhance high quality school to inclusive employment transition services *do not include* leadership personnel.	Leadership personnel from partnering agencies *occasionally* attend joint meetings to develop and implement plans to enhance high quality school to inclusive employment transition services.	Leadership personnel from partnering agencies *frequently* attend joint meetings to develop and implement plans to enhance high quality school to inclusive employment transition services.

Transition to Employment Reflection Tool: State-Level Rubric Section 1: Collaborative System						
Systems Focus		**To what extent do partnering agencies…**	**None**	**Minimally**	**Partially**	**Extensively**
3	**Funding Mechanisms**	Collaboratively review funding sources and allocation policies with other agencies in order to identify and implement strategies for addressing gaps?	Funding streams, gaps, and policies are *rarely or never* reviewed and strategies for addressing issues are *never* addressed.	Funding streams, gaps, and policies are *rarely* reviewed and strategies for addressing issues are *rarely* addressed.	Funding streams, gaps, and policies are *occasionally* reviewed and strategies for addressing issues are *sometimes* addressed.	Funding streams, gaps, and policies are *frequently* reviewed and in response partner agencies collaboratively implement strategies for addressing funding issues.
		Establish funding mechanisms to incentivize inclusive employment of young adults with I/DD (e.g., supports for inclusive employment and transition supports to inclusive employment)?	*No* financial incentives are available to support outcomes-based inclusive employment and seamless transitions.	*Limited* financial incentives are available (e.g., limited by region, disability type, or wait list) to support outcomes-based inclusive employment and seamless transitions.	*Some* agencies offer financial incentives to support outcomes-based inclusive employment and seamless transitions.	*All* agencies offer financial incentives to support outcomes-based inclusive employment and seamless transitions.
4	**Training and Technical Assistance**	Collaboratively develop and implement a plan for providing statewide training and technical assistance to support implementation of evidenced based practices related to the guiding principles of inclusive school to employment transition services.	Training and technical assistance to support implementation of evidenced based practices related to the guiding principles of school to inclusive employment transition services are provided, *sporadically or not at all*.	Training and technical assistance to support implementation of evidenced based practices related to the guiding principles of school to inclusive employment transition services are provided, but are *not coordinated* across partner agencies.	A *few* of the partner agencies *collaborate to provide* training and technical assistance to support implementation of evidenced based practices related to the guiding principles of school to inclusive employment transition services.	*All* partner agencies *collaboratively provide* statewide training and technical assistance to support implementation of evidenced based practices related to the guiding principles of school to inclusive employment transition services.
5	**Interagency Collaboration and Partnerships**	Develop interagency agreements (i.e. MOUs) that support implementation of high quality school to employment transition services?	*None* of the partnering agencies have contributed to the development of interagency agreements (i.e. MOUs).	A *few* of the partnering agencies have contributed to the development of interagency agreements (i.e. MOUs).	The *majority* of the partnering agencies have contributed to the development of interagency agreements (i.e. MOUs).	*All* partnering agencies have contributed to the development of interagency agreements.

Transition to Employment Reflection Tool: State-Level Rubric Section 1: Collaborative System						
Systems Focus		**To what extent do partnering agencies…**	**None**	**Minimally**	**Partially**	**Extensively**
		Expect leadership personnel to attend joint meetings with other agencies to discuss school to inclusive employment transition services and supports?	Joint meetings to discuss school to inclusive employment transition services and supports *do not occur*.	Joint meetings where partnering agencies discuss school to inclusive employment transition services and supports are discussed *do not include* leadership personnel.	Leadership personnel from partnering agencies *occasionally* attend joint meetings where school to inclusive employment transition services and supports are discussed.	Leadership personnel from partnering agencies *frequently* attend joint meetings where school to inclusive employment transition services and supports are discussed.
		Collaborate with other key stakeholders to discuss school to inclusive employment transition services and supports?	Collaboration with other key stakeholders to discuss school to inclusive employment transition services and supports *does not occur*.	Collaboration with other key stakeholders to discuss school to inclusive employment transition services and supports is a *rare occurrence*.	Collaboration with other key stakeholders to discuss school to inclusive employment transition services and supports is an *occasional occurrence*.	Collaboration with other key stakeholders to discuss school to inclusive employment transition services and supports is a *frequent occurrence*.
6	**Services and Service Innovations**	Seek input, information, and data from the other agencies when making changes to design and delivery of services?	When making changes to design and delivery of services, partnering agencies *never* seek input, information, and data from the other partner agencies.	When making changes to design and delivery of services, partnering agencies *rarely* seek input, information, and data from the other partner agencies.	When making changes to design and delivery of services, partnering agencies *occasionally* seek input, information, and data from the other partner agencies.	When making changes to design and delivery of services, partnering agencies *frequently* seek input, information, and data from other partner agencies.
		Collaborate to provide resources and support for communities (i.e. schools, providers, families, individuals) to implement innovative school to employment transition services and supports?	Collaboration to provide resources and support for communities (i.e. schools, providers, families, individuals) to implement innovative school to inclusive employment transition services and supports *does not occur*.	Collaboration to provide resources and support for communities (i.e. schools, providers, families, individuals) to implement innovative school to inclusive employment transition services and supports is a *rare occurrence*.	Collaboration to provide resources and support for communities (i.e. schools, providers, families, individuals) to implement innovative school to inclusive employment transition services and supports is an *occasional occurrence*.	Collaboration to provide resources and support for communities (i.e. schools, providers, families, individuals) to implement innovative school to inclusive employment transition services and supports is a *frequent occurrence*.

Transition to Employment Reflection Tool: State-Level Rubric Section 1: Collaborative System						
Systems Focus		**To what extent do partnering agencies…**	**None**	**Minimally**	**Partially**	**Extensively**
7	**Performance Measurement and Data Management**	Participate in a collaborative review of state-level data pertaining to in-school transition to inclusive employment services and post-school employment outcomes?	State level data discussions *do not occur* and data is *not shared* among state agencies.	State level data discussions *occur,* but data is *not shared* among agencies.	State level data discussions *occur* and data *is shared* among a few agencies.	State level data discussions *occur* and data *is shared openly* among partner agencies.

Transition to Employment Reflection Tool: State-Level Rubric Section 2: Guiding Principles of School to Employment Transition							
Principles		**Indicators**	**To what extent do partnering agencies…**	**None**	**Minimally**	**Partially**	**Extensively**
1	**Career Planning and Early Work Experiences**	Youth with ID/DD participate in person-centered career planning and early work experiences.	Promote access to *person-centered early work experiences* to community organizations and schools?	Person-centered early work experiences are *not* promoted.	Person-centered early work experiences are promoted, but it is *limited*.	Person-centered early work experiences are promoted in *specific communities or regions* of the state.	Person-centered early work experiences are promoted *across* the state.
2	**Youth Development**	Youth with ID/DD participate in a curriculum aimed to increase self-determination skills.	Promote *self-determination practices and interventions* with students and young adults with intellectual and developmental disabilities?	Self-determination practices and interventions are *not* promoted.	Self-determination practices and interventions are promoted, but it is *limited*.	Self-determination practices and interventions are promoted in *specific communities or regions* of the state.	Self-determination practices and interventions are promoted *across* the state.
3	**Family Involvement**	Parents of young adults with ID/DD are involved in all stages of transition planning and services.	Promote *family involvement* in transition planning and services?	Family involvement *is not* promoted.	Family involvement is promoted, but is *inconsistent* across stages of transition.	Family involvement is promoted at *most* stages of transition.	Family involvement is promoted at *all* stages of transition.
4	**Integration of Systems**	Person-centered transition plans and services are coordinated across agencies for a seamless transition.	Facilitate collaboration among local and/or regional agency staff to support person-centered transition plans and services?	Collaboration is *not* facilitated among local and/or regional agency staff.	Collaboration is facilitated, but it is *limited*.	Collaboration is facilitated among agencies to provide coordinated transition planning services in *specific communities or regions of the state*.	Collaboration is facilitated among agencies to provide coordinated transition planning services *across the state*.
5	**Employer Engagement / Business Partnerships**	Employers are engaged as active partners in community school-to-career initiatives.	Promote *community employer partnerships*?	Community employer partnerships are *not* promoted.	Community employer partnerships are promoted *sporadically and limited* to specific communities or regions.	Community employer partnerships are promoted in *specific communities or regions of the state*.	Community employer partnerships are promoted *across the state*.

Transition to Employment Reflection Tool: State-Level Rubric Section 2: Guiding Principles of School to Employment Transition							
Principles		**Indicators**	**To what extent do partnering agencies…**	**None**	**Minimally**	**Partially**	**Extensively**
6	**Post-Secondary Education and Training**	Youth with ID/DD participate in academic and transition programs designed to prepare them for success in post-secondary educational settings.	Promote access to academic and transition programs designed to prepare individuals with intellectual and developmental disabilities for success *in post-secondary educational settings*?	Academic and transition programs are *not* promoted.	Academic and transition programs are promoted, but it is *limited*.	Academic and transition programs are promoted in *specific communities or regions* of the state.	Academic and transition programs are promoted *across* the state.