

**NTACT**

National Technical Assistance Center on Transition

# **Building Capacity: Strategic Planning, Technical Soundness, and Results**

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## Background

- Demands for accountability have never been higher (Poister, 2010; Berry, 2007).
- Strategic planning is one of the most widely used strategies to:
  - build capacity (Allison, & Kaye, 2013),
  - improve programs, and
  - demonstrate results (Bryson, 2011; Rigby & Bilodeau, 2013; Whittington, 2006).
- On-going strategic planning is recommended as part of the continuous school improvement process with the simple model of plan-act-evaluate and measure-change-improve.



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# Background

- Much has been written and studied about the practice and praxis of strategic planning (Berry, 2007)
- Decades of research has explored the connection between planning, performance, and outcomes (Wolf & Floyd, 2013)
- The soundness of the actual plan produced has received much less attention and the literature is nearly silent on the subject.

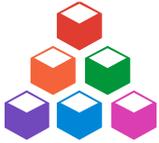


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## Strategic Planning System

- NTACT supports state and local-level planning to foster application of research-to-practice
- Although we've been supporting school improvement efforts since the mid 90s, we moved our planning process from a paper-based process into a web-based application beginning in 2012.



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# Strategic Planning Process

- State teams use the system to plan capacity building and support local program improvement
  - Local teams meet annually to update or create a plan
  - At the end of the planning year, teams report on whether or not they met their goals



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# Quality of Strategic Planning

Does quality of planning matter?

- We wanted to determine if the quality of a strategic plan correlated with goal attainment



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## Capacity Building Process





## Process and Outcome

- Review the implementation of evidence-based and promising practices
- Conduct a needs assessment and prioritize
- **Develop a quality capacity building plan!**





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# Strategic Planning System: Old vs. New

Online



## Assessment & Planning

1 Enter Date & Team

2 Assess Status

3 Make a Plan

### Step 3a: Create Goals and Improvement Strategies [Show Detailed Instructions](#)

#### 1.0 Student-Focused Planning Practices

Hide Goals

GOALS	IMPROVEMENT STRATEGIES	
<a href="#">View Example Goals</a> 1 By January 2017, Alpine School District will increase student involvement in their IEP development as measured by record of their participation in 2 of the 5 following areas: Assessment, goal development, meeting attendance, student led meeting, and agency invitation.	<a href="#">View Example Strategies</a> 1 Select all that apply ( <a href="#">definitions</a> ) <input checked="" type="checkbox"/> Collaborations and partnerships <input type="checkbox"/> Curricula or materials <input type="checkbox"/> Events <input checked="" type="checkbox"/> Policies or procedures	<div style="text-align: right;"> <a href="#">Edit Plan</a> <span style="color: red;">✕</span> <span style="color: red;">✕</span>  <b>Plan Started:</b> 01/28/2016  <b>Last Updated:</b> 01/29/2016         </div>
<a href="#">Add New Goal</a>	<a href="#">Add New Improvement Strategy</a>	

<b>Transition Education and Services Focus (e.g., Taxonomy area):</b> Student-Focused Planning and Student Development			
<b>Capacity Building Strategy:</b> Professional Development and Technical Assistance			
<b>Goal:</b> Increase the # of students whose post-school goals are based on transition-related assessments			
SPECIFIC CAPACITY-BUILDING ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME	
1. Implement a statewide capacity-building institute focused on student-focused planning practices 2. Through institute, assist local school teams to develop strategic plans to implement transition-assessments with their students 3. Identify "content experts" to present and work with teams at institute 4. Develop institute agenda, team planning tool, and evaluation ..... 5. Provide follow-up TA through regional meetings and site visits ... etc.	<ul style="list-style-type: none"> <li>State Transition Team</li> <li>"</li> <li>Karen (state SPDIG coord)</li> <li>State Transition Team</li> <li>Reg. TA providers, content res.</li> </ul>	1. by May 31, 2009 2. by May 31, 2009 3. by Dec 31, 2008 4. by Feb 28, 2009 5. Bi-monthly, Sept 08 – May 09	
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
<ul style="list-style-type: none"> <li>Institute agenda, tool, materials</li> <li>Local strategic plans</li> <li>TA needs assessment and schedule</li> <li>Assessment resources</li> </ul>	<ul style="list-style-type: none"> <li>Increased student participation in transition assessments</li> <li>Increased student awareness of abilities, interests, needs, &amp; pref.</li> <li>Increased grad. rate</li> </ul>	<ul style="list-style-type: none"> <li># &amp; % of students participating in transition assessments</li> <li># &amp; % of students with measurable goals aligned with assessment info</li> <li># of students in defined course of study</li> </ul>	<ul style="list-style-type: none"> <li>Assessment results</li> <li>IEP analysis</li> <li>Indicator 1 grad data</li> </ul>
<b>RESOURCE AND TECHNICAL ASSISTANCE NEEDS:</b> Samples of statewide institutes and agendas, planning tools, content resource contacts			



Paper



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## Strategic Planning System

- The web-based system supports teams through the planning process with:
  - mouse-over help
  - guiding questions
  - resources
- The system:
  - gives visual prompts to complete the plan
  - allows easy sharing of the plan with other stakeholders through online viewing and downloadable documents
  - seamlessly connects one year to the next



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## Fundamental Questions

- What are we doing now?
- How well are we doing it?
- What do we need to do?
- What will we do?
- How will we measure our progress?

# Strategic Planning Tool

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Name: **June Gothberg**

DASHBOARD OVERVIEW **ASSESSMENT & PLANNING** REPORTING TOOLS LOGOUT

## Assessment & Planning

1 Enter Date & Team

2 Assess Status

3 Make a Plan

### Step 2: Enter Current Status for Each Taxonomy Area

Student-Focused Planning

Student Development

Interagency Collaboration

Family Engagement

Program Structures

#### TAXONOMY FOR TRANSITION PROGRAMMING 2.0

**Student-Focused Planning**

- IEP Development
- Planning Strategies
- Student Participation

**Student Development**

- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context

**Family Engagement**

- Family Involvement
- Family Empowerment
- Family Preparation

**Program Structures**

- Program Characteristics
- Program Evaluation
- Strategic Planning
- Policies and Procedures
- Resource Development and Allocation
- School Climate

**Interagency Collaboration**

- Collaborative Framework
- Collaborative Service Delivery

# Strategic Planning Tool

Student-Focused Planning		Student Development	Interagency Collaboration	Family Engagement	Program Structures
BENCHMARK		Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
4.1	Families are seen as essential transition team members and involved in the entire transition planning process in approaches that are responsive to their cultural and linguistic backgrounds.	 <a href="#">View Reflective Questions</a>	 <a href="#">View Indicators</a>		<input type="checkbox"/>
Description:		Current Strengths:	Current Needs:		
<div style="border: 1px solid #ccc; height: 100px;"></div>		<div style="border: 1px solid #ccc; height: 100px;"></div>	<div style="border: 1px solid #ccc; height: 100px;"></div>		

## TAXONOMY FOR TRANSITION PROGRAMMING 2.0



# Strategic Planning Tool

DASHBOARD

OVERVIEW

ASSESSMENT & PLANNING

REPORTING

TOOLS

LOGOUT

## Assessment & Planning

1 Enter Date & Team

2 Assess Status

3 Make a Plan

### Step 3b: Create an Improvement Plan

**Date:**

05/05/2017

**Taxonomy Area:**

Student-Focused Planning Benchmarks

**Goal:**

Decrease dropout rate from 17.4% (2014) to 12.5% by May 2019.

**Improvement Strategy:**

- Collaborations and partnerships
- Curricula or materials
- Events
- Policies or procedures

**Evidence Based Practices:**

- Student Knowledge of Transition Planning
- Student Participation in the IEP Meeting

**Predictors of Post-School Success:**

- Student Support
- Transition Program

1. **Task List** [View Examples](#)

**Goal-related tasks** associated with specific interventions should be developed from an understanding of the research base or evidence base regarding the topic (e.g., strategies to increase students' self-determination skills). The tasks in your plan should be directly related to the goal, action-oriented, and achievable. Accomplishment of the tasks should increase the likelihood that the tasks will be achieved. Multiple tasks are often needed for goal achievement.

Task	Person Responsible	Projected Completion Date
• Develop (Update) Continuum of Services for High School grade levels based	Transition Team	08/26/2016
• Explore Career Fair/College Fair/Exploration Day	[REDACTED]	01/31/2017
• Create data management plan to monitor risk factors for students beginning	Transition Team	09/01/2017



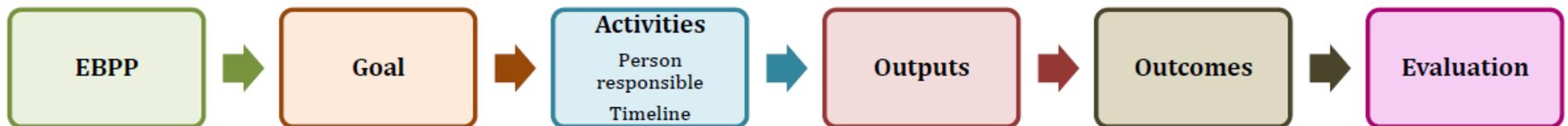


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## Technical Soundness

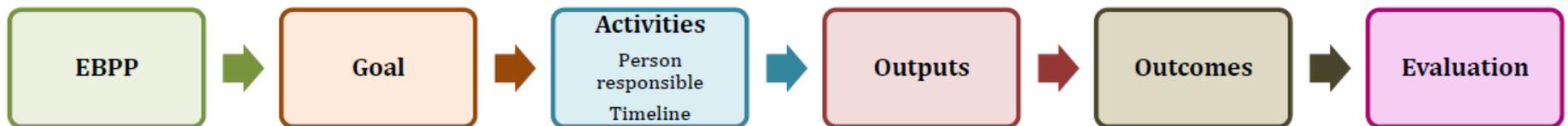
Using the literature, researchers operationalized the components of a technically sound strategic plan to create a scoring rubric





## Technical Soundness

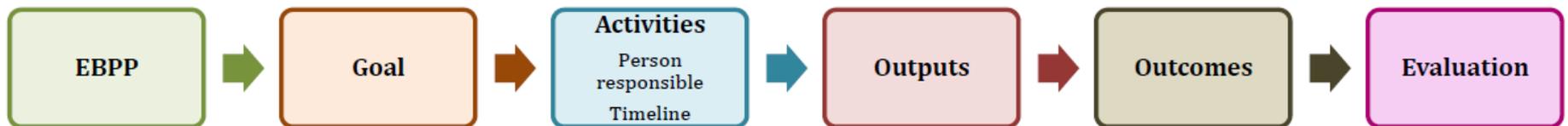
- The three-point scoring rubric was rigorously reviewed
- Feedback was collected from education, strategic planning, and evaluation experts to determine face validity





## Technical Soundness

- Interrater reliability was measured using ReCal2 to determine consistency among raters
- We met IRR with a high percent agreement (94.1%) and Kappa = 0.861 ( $p < .001$ ), indicating substantial agreement with a low level of chance agreement





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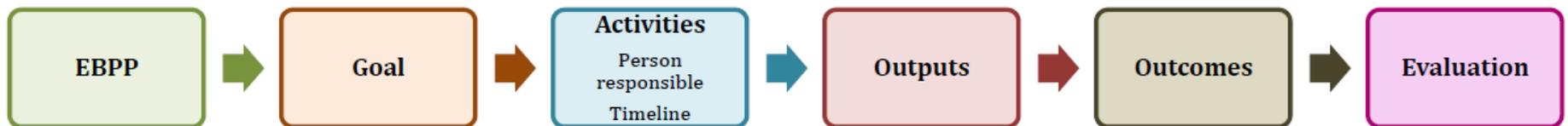
## Opportunity for Research

- With the new functionality, we are able to use the reporting data to analyze whether higher quality plans increase the likelihood of achieving school improvement goals.



## Technical Soundness and Goals

- We hypothesized that higher quality plans as indicated by technical soundness scores would correlate with the achievement of school improvement goals.





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## Data Details

- Plans with fully completed reports (n = 33)
- Goals reported as achieved (n = 13)
- Goals reported as in progress or not achieved (n = 20)
- Technical soundness of the plans ranged from 32 to 100 percent (M = 75.74, SD = 16.05)



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## Technical Soundness and Goals

- Teams with plans with higher technical soundness were more likely to reach their goals



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## Technical Soundness and Goals

Average technical soundness for goals completed:

88%

Average technical soundness for goals not completed:

68%

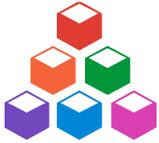


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## Example Goals Completed

- We will increase Indicator 13 compliance to 100%
- We will increase workforce readiness skills that directly relate to the individual student's postsecondary employment goals in both the classroom and community settings
- A predictor of post-school employment



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## Example Goals Completed

- Increase engagement of students in CTE programs that connect them to the appropriate postsecondary workforce and/or college prep pathway
- A predictor of post-school employment



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## Example Goals Completed

- The transition team will increase the percent of youth who, within one year of leaving the high school setting, are enrolled in higher education or competitively from 64% to 75%
- A post-school outcome

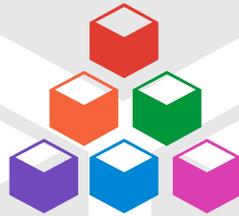


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## Conclusions

- The planning process is important
- Pay attention to the quality of the plans generated
- Provide feedback to improve the plans generated
- It takes work to generate technically sound plans but it pays off



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## Thank you!

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