

Alabama SSIP Theory of Action

Key Strands of Action	If the SEA...	Then the LEA (teachers, administrators)...	Then Teachers/ Families...	...So that
<p>Create and publicize a model of comprehensive, research-based transition services for high school students with disabilities (SWD) through the development of transition demonstration sites.</p>	<p>...identifies SSIP high school demonstration sites, with at least one site added per year, to address improvement in secondary transition and preparation for post-school outcomes to serve as a site of best practices for schools within the region</p> <p>...offers professional development, coaching, and resources to high school demonstration sites regarding implementing a transition class for SWD</p> <p>...provides funding to high school demonstration sites to purchase transition curriculum for implementation in transition classes</p> <p>...offers professional development and coaching to high school demonstration sites</p>	<p>...has the leadership, staff, and policies in place to support the implementation of secondary transition programs</p> <p>...will offer a credit-bearing transition class for SWD and design student schedules for students on the Essentials Pathway to attend the class</p> <p>...will ensure all special education teachers receive professional development regarding transition and preparing for post-school outcomes</p> <p>...will establish and foster new community partnerships for vocational instruction</p> <p>...will develop protocols and resources for schools within the region who visit the transition demonstration site</p>	<p>...will develop a transition course, using a transition curriculum, which addresses the areas of students' IEP goals</p> <p>...will identify and use appropriate vocational and interest assessments for SWD that guide IEP planning</p> <p>...will work with families of SWD regarding transition in a collaborative relationship</p> <p>...will assist in the placement of SWD in appropriate in-school and community-based vocational settings, and provide support</p> <p>...will model and share ideas with other teachers within the region regarding transition practices</p>	<p>SWD have the knowledge and skills to assist with post-secondary planning.</p> <p>A greater percentage of high school SWD participate in their IEP meetings.</p> <p>SWD gain competitive employment skills through vocational instruction.</p> <p>SWD graduate from high school.</p> <p>Participating schools have increased number of SWD who are college and career ready.</p> <p>SWD enroll in post-secondary education or find competitive employment after graduation.</p> <p>Teachers, administrators, district administrators, and parents communicate and collaborate to better serve</p>

	<p>regarding community-based vocational instruction (CBVI) and establishing job site connections for SWD</p> <p>...partners with the Alabama SPDG and the Alabama PTI to provide secondary transition resources for parents</p>	<p>...will work with families of SWD regarding transition in a collaborative relationship</p>		<p>SWD transitioning from high school.</p>
<p>Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.</p>	<p>...updates the Alabama Post-School Outcomes Survey administration schedule to ensure that all LEAs collect data biannually</p> <p>...provides technical assistance and information dissemination to teachers and parents regarding transition best practices and strategies that lead to improved student post-school outcomes</p> <p>...collaborates with national TA&D Centers to develop and implement a statewide transition infrastructure and coordinate transition services among the ALSDE-SES and other transition state teams</p>	<p>...will administer the Alabama Post-School Outcomes Survey bi-annually</p> <p>...will review the transition modules and information, and have a greater awareness of transition best practices</p> <p>...will compare transition best practices with existing district practices and create a plan to address needed policies, programming, and resources</p> <p>...will receive consistent and coordinated information from the ALSDE regarding secondary transition policies, the transition information on the IEP, and best practices regarding transition, and share that information with teachers and building administrators</p>	<p>...will engage with parents in discussions regarding secondary transition practices and assessments for SWD</p> <p>...will implement new district transition plans to demonstrate best practices in secondary transition</p> <p>...will communicate with students and parents regarding district transition plans and the effect on students</p> <p>...will have a greater awareness of the state policies and practices regarding secondary transition and will use that information for IEP development and transition planning with students</p>	<p>The ALSDE and LEAs have access to more accurate post-school outcomes (Indicator 14) data.</p> <p>The ALSDE and LEAs use the Alabama Post-School Outcomes Survey results to modify or create new transition programming and practices.</p> <p>Students, parents, teachers, and district administrators report greater communication and collaboration regarding secondary transition practices and planning.</p> <p>Parents' involvement rates will increase.</p> <p>SWD enroll in post-secondary education or find</p>

				<p>competitive employment after graduation.</p> <p>Transition partners at the state level report greater collaboration for transition discussions and planning</p>
<p>Engage parents and stakeholders in training, information sharing, and feedback for program improvement.</p>	<p>...convenes multiple stakeholder meetings across groups, including SEAP members, parent groups, and community and professional settings to solicit contributions and feedback for SSIP program improvement</p> <p>...collaborate with the AL PTI around the development and dissemination of relevant resources for parents and other stakeholders related to evidence-based practices, including transition services</p> <p>...with the AL PTI, convene parent focus groups and/or interviews to solicit feedback and perceptions about the progress of the SSIIP related to parent concerns, including transition information and resources</p>	<p>...will have participation among district and community stakeholders in SSIP planning and feedback</p> <p>...will assist the ALSDE and AL PTI with the dissemination of resources and information for parents and other stakeholders related to evidence-based practices</p>	<p>...will have increased awareness among parents of SWD of SSIP practices, including transition, and evaluation data for those sites</p> <p>...will offer parent feedback regarding the SSIP implementation</p> <p>...will participate in AL PTI training and receive resources for parents that will assist parents in helping their children make successful secondary transitions</p> <p>...will participate in parent interviews/focus groups and offer ideas and feedback regarding program improvement at the state and district levels, materials developed for parents of SWD, and needed resources and training related to transition</p>	<p>A higher percentage of parents report having increased awareness and skills related to helping their child make a successful secondary transition.</p> <p>There is a higher rate of parent involvement.</p> <p>More parents at SSIP sites are satisfied with the programs and services related to transition at the school, district, and the ALSDE-SES.</p> <p>There is a greater collaboration among community partners, parents, and the ALSDE-SES.</p>