

U.S. Department of Education

Washington, D.C. 20202-5335



**OFFICE OF SPECIAL EDUCATION PROGRAMS FY 2007 GRANT PERFORMANCE
REPORT FOR CONTINUATIONS
CFDA # 84.323A
PR/Award # H323A070028
Budget Period # 1
Report Type: Annual Performance**

OMB No. 1890-0004, Expiration Date: 01/31/2009

****Table of Contents****

Forms

1. Grant Performance Report Cover Sheet (ED 524B) - Revised 2005	e1
ED524BExecSummary.doc	e3
2. Grant Performance Report (ED 524B) Project Status Chart - Section A - 1	e5
3. Grant Performance Report (ED 524B) Project Status Chart - Section A - 2	e7
4. Grant Performance Report (ED 524B) Project Status Chart - Section A - 3	e10
5. Grant Performance Report (ED 524B) Project Status Chart - Section A - 4	e13
6. Grant Performance Report (ED 524B) Project Status Chart - Section B & C	e14
Budget524BSectionBC.doc	e15
NH RESPONDS Evaluation Plan (4.28.08).pdf	e17

This report was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this report. Some pages/sections of this report may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Report's PDF functionality. Page numbers created by the e-Report PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

- No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2008 (mm/dd/yyyy)
 Approving Federal agency: ED Other (Please Specify)
 Type of Rate (For Final Performance Reports Only): Provisional Final Other (Please Specify)
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :
- Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects ((See instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? Yes No
 N/A

Performance Measures Status and Certification ((See instructions.)

11. Performance Measures Status
- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)
12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Lyonel B Tracy	Title: Commissioner of Education
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : ED524BExecSummary.doc
 File : C:\Documents and Settings\AJenks\My Documents\SPDG
 APR\ED524BExecSummary.doc



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #: H323A070028

NH RESPONDS Executive Summary

The purpose of New Hampshire's 2007-2012 State Personnel Development Grant, *NH RESPONDS – Professional Development for Excellence in Education* is to reform and improve pre-service and in-service personnel preparation systems in order to improve the knowledge and skills of general and special education teachers, early intervention personnel, related services personnel, paraprofessionals and administrators in designing, delivering and evaluating scientifically-based practices in two areas: (1) response to intervention (RtI) systems of positive behavioral interventions and supports (PBIS) and literacy instruction (LI); and (2) intensive-level secondary transition supports (STS) for students with emotional/behavioral disorders (in participating high schools). We also aim to improve the systems for recruiting, hiring, and retaining education and related service personnel who are highly qualified in these areas.

The ultimate goal of participation in NH RESPONDS is for schools to have a highly developed integrated 3-tier system of academic and behavior support at the end of the grant period. In order for this to occur, school districts will have developed a coordinated system of district-wide and individual professional development plans and activities. The primary strategies for accomplishing these goals include intensive work with schools in five demonstration sites, workshops offered statewide, the creation of course work at the undergraduate and graduate levels, and the revision of education certification requirements in certain specialty areas.

New Hampshire's original grant proposal had the following four goals to accomplish the grant goals and objectives:

Goal 1: To improve the knowledge and skills of NH special and general education teachers, related service personnel and school administrators from five ECE programs and 10 K-12 public schools in designing, implementing with fidelity and sustaining scientifically-based response to intervention (RtI) systems of PBIS and LI and tertiary STS for students with EBD.

Goal 2: To improve strategies for recruiting, hiring, and retaining highly qualified early childhood and K-12 special and general education teachers, related service personnel and school administrators who can design, implement with fidelity and sustain scientifically-based response to intervention (RtI) systems of PBIS and LI and tertiary STS for students with EBD.

Goal 3: To meet the needs of, and improve the behavior, performance, achievement and secondary transition success of, children and youth with disabilities ages 3-21 in NH.

Goal 4: To reform and improve personnel preparation and PD systems to include scientifically-based RtI systems of PBIS, LI and tertiary STS for students with EBD that are aligned with federal regulations, state certification standards, statewide initiatives, and the state performance plan (SPP) in special education through collaborative

partnerships between the NHDOE, NH DHHS, Institutions of Higher Education (IHEs), family organizations, and LEAs.

The NH RESPONDS leadership team that includes Bureau core staff, key partners and program evaluator, have met frequently and reviewed our goals, objectives, and outcomes of the original grant proposal. Based on this review, logic models and a comprehensive evaluation plan have been developed. As noted in Section C, the original four goals have been collapsed into two logic models that incorporate all proposed goals objectives and activities in the grant submission.

NH RESPONDS activities began in late October 2007 once the DOE received approval of partner contracts through the state contracting process. Upon contract approvals, the Leadership team began meeting in November on a trice-monthly basis the following activities have been completed to date, or are in process.

- ◆ Public relations dissemination statewide regarding the NH RESPONDS grant.
- ◆ Development of logic models and an evaluation plan to accomplish our NH RESPONDS goals, objectives and activities.
- ◆ Development of the Early Childhood Work team to advise on the early childhood component of the grant.
- ◆ Recruitment for 5 SAU Demonstration Sites from across the state
 - Developed and disseminated application for SAU demonstration sites
 - Held SAU Demonstration Sites Application Information session on March 12, 2008 (33 of the 84 School Administrative Units attended this session)
 - Currently providing NH RESPONDS Overview Presentations to SAU staff interested in applying to be a NH RESPONDS SAU Demonstration site (10 SAU presentations are scheduled, application requires 80% buy in of faculty)
- ◆ Development of NH RESPONDS Advisory Board to provide advice and oversight at quarterly meetings.
- ◆ Additional contracted partners such as IHEs, Parent Information Center, Family Resource Connections have been contacted to begin discussions with the Leadership Team.

Upcoming NH RESPONDS grant activities between now and Fall 2008 include:

- ◆ Further development of remaining NH RESPONDS work teams,
- ◆ Development of competencies in each of the initiative areas,
- ◆ Review of NH RESPONDS SAU Demonstration site applications and Selection of 5 SAU sites,
- ◆ Development of training to SAU's,
- ◆ SAU Leadership training beginning in Summer 2008 and School team training beginning in September 2008,
- ◆ IHE Consortium work with Professional Standards Board and Council for Teacher Education around Pre-service Education and certifications, and
- ◆ Development of evaluation instruments to track grant progress.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A070028**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1 . **Project Objective** Check if this is a status update for the previous budget period.
State Personnel Development Grant Program - Long Term Measures

1a. Performance Measure	Measure Type	Quantitative Data					
Long-Term Measure 1: The percentage of personnel completing training supported by the SPDG program that are knowledgeable and skilled in scientifically- or evidence-based practices for infants, toddlers, children and youth with disabilities.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90 / 100	90		999 / 999	100
1b. Performance Measure	Measure Type	Quantitative Data					
Long-Term Measure 2: The percentage of SPDG projects that successfully replicate scientifically- or evidence-based instructional/behavioral practices on a statewide or district-wide basis.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a Long-term Measure 1: This measure will be operationalized as the number of training participants reporting they are knowledgeable and skilled in scientifically- or evidence-based practices for infants, toddlers, children and youth with disabilities, divided by the number of participants who participate in SPDG PD events. Data regarding the knowledge and skills of participants will be collected at individual PD events and via the annual Participating Personnel Survey. Formalized professional development has not begun, so data can not be reported until next year. It is expected that 90% of participants will respond that the SPDG enhanced their knowledge and skills.

1b Long-term Measure 2: All but one of the PD activities under Goal 1 are focused on district (SAU)-wide replication. All PD activities listed under Goal 2 have a state-wide focus. Each of the proposed activities has an evidence base to support its effectiveness. This measure will be operationalized as the $\frac{\text{[number of Goal 1 PD activities (other than objective 1.7) + \# of Goal 2 PD activities]}}{\text{Total \# of PD activities}}$. As there are activities important to NH Responds that do not necessarily have a scale-up focus, we have a set a target of 80% for this activity. No data have been collected at this time.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A070028**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2 . Project Objective Check if this is a status update for the previous budget period.
State Personnel Development Grant Program Performance Measures 1-4.

2a. . Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #1: The percentage of SPDG projects that implement personnel development/training activities that are aligned with improvement strategies in their State Performance Plan (SPP).	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			5 / 5	100		4 / 5	80
2b. Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #2: The percentage of professional development/training activities provided through the SPDG program that are based on scientific- or evidence-based instructional/behavioral practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90 / 100	90		999 / 999	100

2c. Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #3: The percentage of professional development/training activities based on scientific- or evidence-based instructional/behavioral practices, provided through the SPDG program, that are sustained through on-going and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry)	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90 / 100	90		999 / 999	100
2d. Performance Measure	Measure Type	Quantitative Data					
Program Performance Measure #4: In States with SPDG projects that have special education teacher retention as a goal, the Statewide percentage of highly qualified special education teachers in State-identified professional disciplines (e.g., teachers of children with emotional disturbance, deafness) who remain teaching after three years of employment.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2a Program Performance Measure #1: The four primary initiatives conducted by NH Responds under Goal 1 are PBIS, literacy, tertiary secondary transition supports, and early childhood. Each of these initiatives is aligned with NH's SPP.

Activities under Goal 2 are not specifically listed as an activity in the SPP, in part as the SPP does not specifically address IHE issues. However, these activities are in alignment with activities conducted in conjunction with NH's participation with the OSEP-funded Personnel Center.

2b Program Performance Measure #2: This measure will be operationalized as the number of PD activities based on scientific/evidence-based practices, divided by the number of all PD activities. The determination of whether or not an activity is scientific/evidence-based will be determined by project evaluators in conjunction with project staff. Formalized professional development has not begun, so data can not be reported until next year. It is expected that a minimum of 90% of the SPDG PD activities will be based on scientific/evidence-based practices.

2c Program Performance Measure #3: This measure will be operationalized as the number of sustained PD activities, divided by the number of all PD activities. PD will be considered sustained if it is part of a continuous series of activities, as opposed to one-shot training events. Examples of sustained PD will include coaching/on-going technical assistance, modeling through demonstration sites, etc. Formalized professional development has not begun, so data can not be reported until next year. By the end of the project, it is expected that 90% of the PD will be sustained.

2d Program Performance Measure #4: NH Responds is not formally addressing shortages of highly qualified special education teachers.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A070028**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . Project Objective Check if this is a status update for the previous budget period.

Goal 1 - To improve the knowledge and skills of NH special and general education teachers, related service personnel, and school administrators from 5 ECE programs and 10 K-12 public schools in designing, implementing with fidelity and sustaining scientifically-based RtI systems of PBIS, literacy, and tertiary secondary transition supports for students with EBD.

3a. Performance Measure	Measure Type	Quantitative Data					
PBIS Indicator: The percentage of participating schools that fully implement universal PBIS strategies.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100 / 100	100		999 / 999	100
3b. Performance Measure	Measure Type	Quantitative Data					
Literacy Indicator: The percentage of schools that fully implement universal literacy strategies.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100 / 100	100		999 / 999	100
3c. Performance Measure	Measure Type	Quantitative Data					
Tertiary STS: The percentage	PROJ	Target			Actual Performance Data		

of participating STS schools that implement RENEW features with fidelity.		Raw Number	Ratio	%	Raw Number	Ratio	%
			100 / 100	100		999 / 999	100
3d. Performance Measure		Measure Type		Quantitative Data			
Early Childhood: The percentage of participating schools that fully implement early childhood PBIS strategies.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100 / 100	100		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

3a PBIS Indicator: The percentage of participating schools that fully implement universal PBIS strategies will be determined by the number of schools scoring 80% on the School-wide Evaluation Tool, divided the number of participating schools. The target is that 100% of participating schools will achieve 80% on the SET.

3b Literacy Indicator: The percentage of schools that fully implement universal literacy strategies will be determined by the number of schools scoring 80% on the NH RESPONDS Literacy Readiness and Implementation Self-Assessment Tool, divided by the number of participating schools. (This instrument will be piloted in year 1 & 2, and fully implemented in years 3-5.) The target is that 100% of participating schools will achieve 80% on the Literacy Readiness and Implementation Self-Assessment Tool.

3c Tertiary STS indicator: The percentage of participating STS schools that implement RENEW features with fidelity will be determined by the number of STS schools scoring 70% on the RENEW fidelity of Implementation tool, divided by the number of participating STS schools. (JoAnne Malloy, STS Director, is in the process of developing this tool and will implement it in year 2 for use in years 3-5). The target is that 100% of participating schools will achieve 70% on the RENEW fidelity of Implementation tool.

3d Early Childhood: The percentage of participating schools that fully implement early childhood PBIS strategies will be determined by the number of schools scoring 80% on the Preschool School-wide Evaluation tool, divided by the number of participating schools. The target is that 100% of participating schools will achieve 80% on the Preschool School-wide Evaluation tool.





**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A070028**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective Check if this is a status update for the previous budget period.

Goal 2: To reform and improve personnel preparation and PD systems to include scientifically-based RtI systems of PBIS, Literacy Instruction (LI) and tertiary Secondary Transition Supports (STS) for students with EBD that are aligned with federal regulations, state certification standards, statewide initiatives, and the state performance plan (SPP) in special education through collaborative partnerships between the NHDOE, NH DHHS, Institutions of Higher Education (IHEs), family organizations, and LEAs.

4a. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
Number of IHEs courses revised to reflect best practices in scientifically-based RtI systems of PBIS, Literacy Instruction (LI) and tertiary Secondary Transition Supports (STS) for students with EBD.	PROJ	Raw Number	Ratio	%	Raw Number	Ratio	%	
			100 / 100	100		999 / 999	100	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4a IHE Goal: This indicator will be operationalized by the number of potential IHE courses related to these disciplines that have had course syllabi and/or content revised to reflect best practices in scientifically-based RtI systems of PBIS, Literacy Instruction (LI) and tertiary Secondary Transition Supports (STS) for students with EBD. The target is for all impacted courses to have revised course syllabi and content.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **H323A070028**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : Budget524BSectionBC.doc
File : C:\Documents and Settings\AJenks\My Documents\SPDG
APR\budget524BSectionBC.doc

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title : NH RESPONDS Evaluation Plan (4.28.08).pdf
File : C:\Documents and Settings\AJenks\My Documents\SPDG APR\NH Responds Evaluation
Plan (4-28-08).pdf



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award
#:H323A070028

SECTION B - Budget Information *(See Instructions. Use as many pages as necessary.)*

1. The reported budget expenditures for the current reporting period (9/1/07-04/30/08) as report on the cover page of this report is \$111,921.00.
2. Grant obligations in the amount of \$111,921.00 have not been drawn down from GAPS to pay for budget expenditure amounts reported in item 8b. on this report cover page. Obligations cannot be drawn down until actual payments are made by the state for these obligations.
3. We did not expend funds at the expected rate during the reporting period due to the following reasons:
 - ◆ As mentioned earlier in our executive summary, grant contracts in NH requires approval from the state contracting process which leads to a delayed start up with key contractors.
 - ◆ Given the overlap in literacy and transition initiatives between our SIG II and NH RESPONDS grant we have used some of our remaining SIG II funds to support NH RESPONDS activities.
 - ◆ With Bureau grant personnel working on both SIG II and NH RESPONDS activities the personnel costs under NH RESPONDS are not 100% at this time.
4. No changes were made to our budget that affected our ability to achieve our approved project outcomes.
5. Yes, we do expect to have unexpended funds at the end of the current budget period in the approximate amount of \$120,000.00. The reasons for these unexpended funds are noted above in item 3. Within the next six months we will have all contracts and agreements approved and in place with additional partners in compliance with the goals and objectives of our NH RESPONDS grant.
6. At this present time we do not see any anticipated changes in our budget for the next budget period that requires approval from the Department.

SECTION C - Budget Information *(See Instructions. Use as many pages as necessary.)*

1. Current partners list for NH RESPONDS grant (same as submitted in our original grant):
 - NH – Center for Effective Behavioral Interventions and Supports
 - Institute on Disability at UNH

Parent Information Center
Family Resource Connection
Institutions of Higher Education (Keene State College, University of New Hampshire, Rivier College, and Plymouth State University)
DOE- Division of Career Technical and Adult Learning (Vocational Rehabilitation)
NH School Administrators Association
NH Bureau of Developmental Services
NH Association of Special Education Administrators
NH Association of School Principals
NH Division for Children and Youth and Families
Council for Teacher Education
Professional Standards Board

2. There are no statutory reporting requirements for this grant.
3. No requested changes to grant activities for the next budget period.
4. No changes in key personnel.
5. See NH RESPONDS logic models and evaluation plan submitted as Section C.

NH Responds Logic Models and Evaluation Plans

April 22, 2008

Presented by:

**Evergreen Educational Consulting, LLC
Brent Garrett, Ph.D.
Pat Mueller, Ed.D.**

New Hampshire Logic Model – Goal 1 – Professional Development Efforts (4-17-08)

PR/ward # H323A070929

Objectives	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
1.1 To recruit SAU s who shows readiness & commitment to adopt or expand RtI systems.	At least 1 SAU from each region participates in SPDG activities.	SAU personnel report that their central office and school board facilitated the implementation of RTI	SPP 1: Increase the percentage of all students (including youth with IEPs) who <u>graduate HS</u> with a regular diploma & reduce the “graduation gap” between the two groups of students.
1.2: To recruit EC SPED programs & K-12 schools that show readiness & commitment to adopt RtI implementation.	At least 1 EC SPED & 2 K-12 schools within the SAU participate in SPDG activities.	Stakeholders (teachers, administrators, related personnel, and families) report satisfaction with SAU implementation of RTI systems.	
1.3: To develop & incorporate competencies required for (a) building administrators, (b) behavior support coaches & (c) program/school-based team members necessary to design, implement with fidelity, & sustain a 3-tiered system of PBIS. LI. & tertiary STS into all NH Responds PD	Building administrators, behavior support coaches and team members in, or available to, participating PBIS-NH ECE schools will meet competency standards in PBIS, LI, & tertiary STS.	Participating SAUs will hire & retain the services of (a) building administrators, (b) behavior coaches, (c) program/school-based team members who demonstrate competencies in PBIS, LI, & tertiary STS.	SPP 2: Reduce the dropout rates for all students (including youth with IEPs) & reduce the “dropout gap” between the two groups of students.
1.4: To increase the capacity of SAU leadership teams to design, implement with fidelity, assess, & sustain RtI systems.	At least 5 SAU leadership teams participate in SPDG activities.	Increased knowledge & skills of SAU LTs & primary, secondary, & tertiary teams & coaches to design, implement with fidelity, assess, & sustain RtI systems.	SPP 3: Increased percentage of all students (including youth with IEPs) achieving reading proficiency on statewide assessments & reduce the “performance gap” between the two groups of students
1.5: To increase the capacity of site-based primary, secondary, & tertiary teams & coaches to design, implement with fidelity, assess, & sustain RtI systems.	At least 15 site-based teams & coaches participate in SPDG activities.	PBIS, LI, & tertiary STS initiatives are implemented with a high degree of fidelity	SPP 4: Reduced problem behavior, suspensions & expulsions of all students (including youth with IEPs) & reduce the “misbehavior gap” between the two groups of students.
1.6: To build ECE program capacity in early literacy & PBIS by providing TA & support to child care programs/Head Start & Early Head Start programs.	At least 5 ECE programs participate in SPDG activities.	Participating ECE/LEA personnel report increased knowledge & competency in early literacy & PBIS.	
1.7: To build statewide capacity of K-12 special & general education teachers, related service personnel, school administrators, & family members in the systems, evidence-based practices, & fidelity of implementation & process assessment tools of RtI systems of behavior support and literacy instruction.	At least 400 K-12 special & general education teachers, related service personnel & school administrators & 40 family members participate in SPDG activities.	Stakeholders (teachers, administrators, related personnel, and families) report satisfaction with statewide implementation of RTI systems.	SPP 14: Increased percentage of youth with IEPs who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving HS.
1.8: To build statewide capacity to provide individualized, self-directed school-to-career transition services to youth with emotional & behavioral challenges by increasing the capacity of school personnel & community-based providers in the use of RENEW strategies & supports.	School-to-Career Collaborative meets regularly and provides guidance to field	Increased knowledge & skills of school-based teams to provide individualized, self-directed school-to-career transition services	SPP 7: Increased percentage of <u>preschool children</u> with IEPs who demonstrate (a) improved positive social-emotional skills, (b) acquisition & use of early literacy knowledge & skills, & (c) reductions in major problem behaviors, suspensions & expulsions
	Increased knowledge & skills of site-based teams to provide individualized, self-directed school-to-career transition services	School staff will be collecting and analyzing data regularly using data-based decision making	

New Hampshire Logic Model – Goal 2 – IHE April 21, 2008

Objectives	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p>4.1: To work with the NHDOE Professional Standards Board (PSB) to reform & improve state standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD.</p>	<ul style="list-style-type: none"> • NH RESPONDS staff participates in PSB subcommittee meetings for each targeted area. • PSB representative participates on NH RESPONDS advisory board or subcommittees 	<p>PSB reforms state standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD.</p>	<p>All appropriate certification & endorsement programs have infused identified competencies of scientifically-based RtI systems of PBIS, LI and STS for students with EBD.</p> <p>State standards reflect the competencies of scientifically-based RtI systems of PBIS, LI & STS</p>
<p>4.2: To revise educator preparation programs to reflect state standards & competencies in scientifically-based RtI systems of PBIS, LI, & STS for students with EBD.</p>	<p>IHE Consortium meets quarterly, with consistent attendance from each IHE.</p> <p>Commitment gained from IHE leadership to review & revise specific preparation programs.</p> <p>Four PBIS on-line modules developed.</p> <p>Faculty to revise program identified in each IHE.</p>	<p>Action plan is implemented with fidelity</p> <p>Faculty submits drafts of program revisions to appropriate institutional review process.</p> <p>Four PBIS on-line modules implemented</p> <p>New course proposals reflect state standards & competencies.</p>	<p>Educator preparation programs at 4 IHEs reflect state standards & competencies in scientifically-based RtI systems of PBIS, LI, & STS for students with EBD.</p>
<p>To create an advanced certificate program in (1) Adolescence & School-to Career Secondary Transition Services & (2) Literacy Supports for Adolescents.</p>	<p>Needs assessment data gathered to develop necessary competencies for certificate program</p>	<p>Proposal for certificate program is developed & submitted</p>	<p>An advanced certificate program in Adolescence and School-to Career Secondary Transition Services is implemented & (2) Literacy Supports for Adolescents.</p>

Objective 4.3 has been incorporated into Objective 1.

NH Responds Evaluation Plan
Goal 1 – Professional Development

April 21, 2008

Presented by:

Evergreen Educational Consulting, LLC
Brent Garrett, Ph.D.
Pat Mueller, Ed.D.

Outputs	2
Short-Term Outcomes	8
Intermediate Outcomes	12
Long-Term Outcomes	16

Abbreviations

ID = Initiative Director
ET = Evaluation Team
PPS = Participating Personnel Survey

NH Responds List of Outputs – (Page 1)

Activities	Critical Outputs	Data Collection Methods	Timelines
Objective 1.1: To recruit at least one SAU in the 5 regions of NH who shows readiness and commitment to adopting or expanding RtI systems of PBIS and LI and tertiary STS for students with EBD.			
1.1.a. Provide informational overviews to central office administrators and school boards to determine interest in adopting LEA-wide RtI implementation.	<ul style="list-style-type: none"> Copies of informational overviews & other marketing materials 	<ul style="list-style-type: none"> ID provides copies to ET 	
1.1.b. Secure formal commitments for SAU-wide RtI adoption including (a) the organization of an SAU-wide leadership team that uses data-based decision-making processes, (b) the identification of a lead person on the team responsible for implementation & (c) school-by-school adoption procedures.	<ul style="list-style-type: none"> Letters of SAU commitment, with a, b, & c specified 	<ul style="list-style-type: none"> ID provides copies of letters & other documentation to ET 	
Objective 1.2: To recruit at least 1 EC SPED program & 2 K-12 schools from each LEA			
1.2.a. Provide orientations to faculties of EC SPED programs & K-12 schools to determine faculty interest in adopting RtI implementation at school level.	<ul style="list-style-type: none"> Copies of orientation materials Schedule of meetings Meeting summaries 	<ul style="list-style-type: none"> ID provides copies of materials, list of meetings, & summaries to ET 	
1.2.b. Secure formal commitments for RtI adoption from building administrators and staff through a formal voting process	<ul style="list-style-type: none"> Letters of school commitment Meeting summary when adoption is approved 	<ul style="list-style-type: none"> ID provides copies of letters & other documentation to ET 	
Objective 1.3: To develop & incorporate a set of competencies required for (a) building administrators, (b) behavior support coaches & (c) program/school-based team members to be considered qualified to design, implement with fidelity, & sustain a 3-tiered system of PBIS, LI, and tertiary STS into all NH Responds PD efforts.			
1.3.a . Review the existing literature and survey IHEs, state initiatives and the national content centers to gather current resources and thinking related to competencies.	<ul style="list-style-type: none"> Literature review Survey results 	<ul style="list-style-type: none"> ID provides documentation to ET 	
1.3.b. Create a draft set of competencies for each group based on the review.	<ul style="list-style-type: none"> Copy of drafted competencies 	<ul style="list-style-type: none"> ID provides documentation to ET 	

NH Responds List of Outputs – (Page 2)

Activities (Objective 1.3 Continued)	Critical Outputs	Data Collection Methods	Timelines
1.3.c. Liaison with the PSB as a member of their subcommittee that reviews the competencies, to share concerns and ideas.	<ul style="list-style-type: none"> Documentation of communication/ meetings with PSB 	<ul style="list-style-type: none"> ID provides documentation to ET 	
1.3.d. Liaison with CDB DHHS and NH TC liaison to review competencies, to share concerns of the grant project.	<ul style="list-style-type: none"> Documentation of communication/ meetings with CDB DHHS and NH TC 	<ul style="list-style-type: none"> ID provides documentation to ET 	
1.3.e. Revise competencies if necessary.	<ul style="list-style-type: none"> Revisions of competencies 	<ul style="list-style-type: none"> ID provides documentation to ET 	
1.3.f. Disseminate competencies to NH DOE, NH IHEs, LEAs ECEs and others.	<ul style="list-style-type: none"> Dissemination log 	<ul style="list-style-type: none"> 	
1.3.g. LEA job descriptions will address relevant competencies (see Objective 2(a) 1.)	<ul style="list-style-type: none"> Copy of job descriptions & competencies 	<ul style="list-style-type: none"> ID provides documentation to ET 	
1.3.h. New hires for relevant positions in participating schools will be required to show evidence of relevant competencies.	<ul style="list-style-type: none"> Documentation of competencies of new hires 	<ul style="list-style-type: none"> ID provides documentation to ET 	
1.3.i. Current personnel involved in participating schools will be trained in, and required to show relevant competencies in, PBIS as applicable to their role (see objective 2.1(b)).	<ul style="list-style-type: none"> Training schedule, agendas, & curriculum Workshop evaluation results 	<ul style="list-style-type: none"> ID provides documentation to ET 	
1.3.j. Develop and field test assessment protocols utilizing the competencies developed for each group.	<ul style="list-style-type: none"> Copy of assessment Copy of field test results 	<ul style="list-style-type: none"> ID provides documentation to ET 	
Objective 1.4 To build SAU capacity by increasing the knowledge and skills of 5 SAU LTs in designing, implementing with fidelity, assessing & sustaining RtI systems of behavior support & literacy instruction.			
1.4.a. Create an advisory committee of current and former central office staff.	<ul style="list-style-type: none"> List of approved & accepted Advisory Committee members 	<ul style="list-style-type: none"> ID provides copies to ET 	
1.4.b. Gather input from the advisory committee to plan a leadership academy series on RtI for SAU-wide teams	<ul style="list-style-type: none"> Meeting minutes & documentation of other feedback provided 	<ul style="list-style-type: none"> ID provides copies to ET 	
1.4.c. Provide a 3-part yearly leadership academy series on RtI for SAU-wide teams	<ul style="list-style-type: none"> SAU-wide team trained in their role for designing, implementing, & sustaining RtI systems # of SAUs, schools, & personnel trained Leadership academy evaluation data 	<ul style="list-style-type: none"> ID provides pertinent data to ET 	

NH Responds List of Outputs – (Page 3)

Activities (Objective 1.4 Continued)	Critical Outputs	Data Collection Methods	Timelines
1.4.d. Provide on-site TA to SAU-wide teams quarterly	<ul style="list-style-type: none"> Amount & type of TA provided 	<ul style="list-style-type: none"> TA log 	
1.4.e. Support participating SAU-wide teams in development, implementation and review of an action plan	<ul style="list-style-type: none"> Meeting minutes/other documentation of TA provided related to action plan development Copies of SAU action plans 	<ul style="list-style-type: none"> ID provides documentation & action plans to ET 	
1.4.f. Support participating SAU-wide teams in collecting & analyzing process assessments for each tier & assessing fidelity of implementation	<ul style="list-style-type: none"> Meeting minutes/other documentation of TA provided related to collecting & analyzing process assessments Copies of assessments & instruments 	<ul style="list-style-type: none"> ID provides documentation & process assessments to ET 	
1.4.g. Support participating SAU-wide teams in collecting and analyzing student outcome measures (Goal 3).	<ul style="list-style-type: none"> Meeting minutes/other documentation of TA provided related to analyzing student outcomes Data reports 	<ul style="list-style-type: none"> ID provides documentation & data reports to ET 	
Objective 1.5 To build program/school capacity by increasing the knowledge and skills of 15 participating site-based primary, secondary and tertiary teams and coaches in designing, implementing with fidelity, assessing and sustaining RtI systems of behavior support and literacy instruction.:			
1.5.a. Provide 3-year training cycle to participating program and school teams	<ul style="list-style-type: none"> The ULT will have been trained in the systems, data and practices of RtI # of SAUs, schools, & personnel trained Training evaluation data 	<ul style="list-style-type: none"> ID provides pertinent data to ET 	
1.5.b. Provide TA to school teams monthly on-site & via technology supports.	<ul style="list-style-type: none"> The school staff will have been trained in the systems, data and practices of RtI Type & amount of TA provided 	<ul style="list-style-type: none"> TA log 	
1.5.c. Support program & school teams in development & implementation of action plans	<ul style="list-style-type: none"> Meeting minutes/other documentation of TA provided related to action plan development Copies of school action plans 	<ul style="list-style-type: none"> ID provides documentation & action plans to ET 	
1.5.d. Support school teams in collecting & analyzing process assessments for each tier & assessing fidelity of implementation through web-based relational data-base.	<ul style="list-style-type: none"> Meeting minutes/other documentation of TA provided related to collecting & analyzing process assessments Copies of assessments & instruments 	<ul style="list-style-type: none"> ID provides documentation & process assessments to ET 	

NH Responds List of Outputs – (Page 4)

Activities (Objective 1.5 Continued)	Critical Outputs	Data Collection Methods	Timelines
1.5.e. Support program and school teams in collecting and analyzing student outcome measures identified (Goal 3).	<ul style="list-style-type: none"> • Meeting minutes/other documentation of TA provided related to analyzing student outcomes • Data reports 	<ul style="list-style-type: none"> • ID provides documentation & data reports to ET 	
1.5.f. Work with the RtI teams at sending middle schools and high school to develop transition plans for all 8 th graders entering high school who are at –risk for problem behavior and/or literacy-related challenges.	<ul style="list-style-type: none"> • Documentation of type & amount of TA provided related to transition plans • School documentation of amount/quality of transition plans 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
1.5.g. Work with the secondary & tertiary level teams at the high schools to ensure that transition plans for at-risk students are implemented with fidelity and students are receiving the individualized behavior and academic support services they need.	<ul style="list-style-type: none"> • Documentation of type & amount of TA provided related to transition plans • Copies of fidelity instruments • Documentation of supports provided 	<ul style="list-style-type: none"> • TA log • ID provides copies of instruments & lists of supports provided 	
1.5.h. Using experiences from PBIS high schools in NH CEBIS and APEX, develop a 1-2 exemplar high schools	<ul style="list-style-type: none"> • Documentation of exemplar high schools 	<ul style="list-style-type: none"> • ID provides to ET 	
1.5.i. Disseminate info about exemplar schools and provide training through existing structures	<ul style="list-style-type: none"> • Documentation of dissemination activities 	<ul style="list-style-type: none"> • Dissemination log 	
Objective 1.6: To build ECE program capacity by increasing the knowledge and competency of early care and education professionals in the areas of early literacy and PBIS by providing individualized TA and support to five child care programs/Head Start and Early Head Start programs across NH.			
1.6.a. Create or adapt existing curricula, assessment & data management tools & training products in a variety of formats.	<ul style="list-style-type: none"> • Copy of curriculum (validated?) 	<ul style="list-style-type: none"> • ID provides copy of curriculum to ET 	
1.6.b. Provide a series of state-wide trainings on systems of RtI that are	<ul style="list-style-type: none"> • The ECE leadership team has been trained in their role for designing, implementing, and sustaining RtI systems • # of LEAs, schools, & personnel trained • Training evaluation data 	<ul style="list-style-type: none"> • ID provides pertinent data to ET 	

NH Responds List of Outputs – (Page 5)

Activities (Objective 1.6 Continued)	Critical Outputs	Data Collection Methods	Timelines
1.6.c. Disseminate curricula, assessment and data management tools and training products in a variety of formats.	<ul style="list-style-type: none"> • Documentation of dissemination activities 	<ul style="list-style-type: none"> • Dissemination log 	
Objective 1.7: To build statewide capacity by increasing the knowledge and skills of 400 K-12 special and general education teachers, related service personnel and school administrators and 40 family members .			
1.7.a. Form a literacy collaborative (LC)	<ul style="list-style-type: none"> • List of members of the LC • LC meeting agendas & minutes 	<ul style="list-style-type: none"> • ID provides list and materials to ET 	
1.7.b. Develop a comprehensive curriculum for Emergent LI.	<ul style="list-style-type: none"> • Copy of curriculum (validated?) 	<ul style="list-style-type: none"> • ID provides copy of curriculum to ET 	
1.7.c. Develop a comprehensive workshop series that integrates the ELI curriculum and the Promoting Social and Emotional Competence Curriculum.	<ul style="list-style-type: none"> • PD activities have been designed and scheduled across the state 	<ul style="list-style-type: none"> • ID provides PD schedule to ET 	
1.7.d. Deliver the workshop series two times per year to no fewer than 40 individuals per session.	<ul style="list-style-type: none"> • # of LEAs, schools, & personnel trained • Training evaluation data 	<ul style="list-style-type: none"> • ID provides pertinent data to ET 	
1.7.e. Create a research protocol for evaluation of effectiveness	<ul style="list-style-type: none"> • Literature review used to research protocol • Copy of protocol 	<ul style="list-style-type: none"> • ID provides to ET 	
Objective 1.8: To build statewide capacity to provide individualized, self-directed school-to-career transition services to youth with emotional and behavioral challenges by increasing the capacity of school personnel and community-based providers in the use of RENEW strategies & supports.			
1.8.a. Form and facilitate the work of a School- to-Career collaborative (StCC) .	<ul style="list-style-type: none"> • List of members of the StCC • LC meeting agendas & minutes 	<ul style="list-style-type: none"> • ID provides list and materials to ET 	
1.8.b. Develop a comprehensive curriculum for RENEW school-to-career services.	<ul style="list-style-type: none"> • PD activities have been designed & scheduled across the state 	<ul style="list-style-type: none"> • ID provides PD schedule to ET 	
1.8.c. Work with the StCC to develop a workshop series & manual for RENEW services & supports.	<ul style="list-style-type: none"> • Meeting minutes • Copy of manual • Outline of workshop series 	<ul style="list-style-type: none"> • ID provides to ET 	

NH Responds List of Outputs – (Page 6)

Activities (Objective 1.8 Continued)	Critical Outputs	Data Collection Methods	Timelines
1.8.d. Create a research protocol for evaluation of effectiveness, including IRB approval at UNH.	<ul style="list-style-type: none"> • Literature review used to research protocol • Copy of protocol 	<ul style="list-style-type: none"> • ID provides to ET 	
1.8.e. Pilot the curriculum and develop a fidelity of implementation instrument.	<ul style="list-style-type: none"> • Copy of curriculum (validated?) 	<ul style="list-style-type: none"> • ID provides copy of curriculum to ET 	
1.8.f. Deliver the workshop 2 times per year to no fewer than 12 individuals per session	<ul style="list-style-type: none"> • # of SAUs, schools, & personnel trained • Training evaluation data 	<ul style="list-style-type: none"> • ID provides pertinent data to ET 	
1.8.g. Continuously evaluate & improve the curriculum, including random assessment of fidelity.	<ul style="list-style-type: none"> • Evaluation data 	<ul style="list-style-type: none"> • Collaborative effort between ID & ET 	
1.8.h. Disseminate RENEW outcomes, in a wide variety of accessible formats	<ul style="list-style-type: none"> • Documentation of dissemination activities 	<ul style="list-style-type: none"> • Dissemination log 	

NH Responds Short-Term Outcomes – (Page 1)

Short-Term Outcomes	Measures	Data Collection Methods	Analysis	Timelines
Objective 1.1: To recruit at least one LEA in the 5 regions of NH who shows readiness and commitment to adopting or expanding RtI systems of PBIS and LI and tertiary STS for students with EBD.				
Commitments secured from at least 1 SAU in each region	<ul style="list-style-type: none"> Letters of SAU commitment 	<ul style="list-style-type: none"> ID provides copies of letters to ET 	<ul style="list-style-type: none"> Review of letters 	
The SAU will have identified the point of contact for the initiative	<ul style="list-style-type: none"> Roster of contact personnel & other team members for each SAU 	<ul style="list-style-type: none"> ID provides roster to ET 	<ul style="list-style-type: none"> Review & entry of contact info for future evaluation activities 	
Objective 1.2: To recruit at least 1 EC SPED program & 2 K-12 schools from each LEA				
At least 1 EC SPED & 2 K-12 schools within the SAU will have obtained commitments from 80% of the faculty to implement RtI	<ul style="list-style-type: none"> Summary of EC SPED & school commitments 	<ul style="list-style-type: none"> ID provides documentation of school commitments to ET 	<ul style="list-style-type: none"> Review of commitment documentation 	
At least 1 EC SPED & 2 K-12 schools within the SAU will have identified one or more coaches on the <u>universal</u> leadership team	<ul style="list-style-type: none"> List of universal leadership team members, by level of responsibility Roster of coaches 	<ul style="list-style-type: none"> ID provides roster to ET 	<ul style="list-style-type: none"> Review & entry of contact info for future evaluation activities 	
At least 1 EC SPED & 2 K-12 schools within the SAU will have identified one or more coaches on the <u>targeted</u> team	<ul style="list-style-type: none"> List of targeted team members, by level of responsibility Roster of coaches 	<ul style="list-style-type: none"> ID provides roster to ET 	<ul style="list-style-type: none"> Review & entry of contact info for future evaluation activities 	
At least 1 EC SPED & 2 K-12 schools within the SAU will have identified the point of contact for the <u>intensive</u> team	<ul style="list-style-type: none"> List of intensive team members, by level of responsibility Roster of coaches 	<ul style="list-style-type: none"> ID provides roster to ET 	<ul style="list-style-type: none"> Review & entry of contact info for future evaluation activities 	

NH Responds Short-Term Outcomes – (Page 2)

Short-Term Outcomes	Measures	Data Collection Methods	Analysis	Timelines
Objective 1.3: To develop & incorporate a set of competencies required for (a) building administrators, (b) behavior support coaches & (c) program/school-based team members to be considered qualified to design, implement with fidelity, & sustain a 3-tiered system of PBIS, LI, and tertiary STS into all NH Responds PD efforts.				
Sets of competencies are identified & created so that participating personnel are qualified to design, implement, & sustain 3-tiered systems of PBIS, LI, & a system of tertiary STS for students with EBD.	<ul style="list-style-type: none"> • Competencies are identified • Validation of competencies by experts in the field 	<ul style="list-style-type: none"> • ID provides list of competencies & other materials to ET 	<ul style="list-style-type: none"> • Content analysis 	
Building administrators, behavior support coaches and team members in, or available to, participating PBIS-NH ECE schools will meet competency standards in PBIS, Literacy Instruction, & tertiary STS for students with EBD.	<ul style="list-style-type: none"> • Competency Assessment 	<ul style="list-style-type: none"> • Personnel complete assessment by end of each school year 	<ul style="list-style-type: none"> • Frequencies, descriptive, & qualitative analyses 	
Objective 1.4: To build SAU capacity by increasing the knowledge and skills of 5 SAUs LTs in designing, implementing with fidelity, assessing & sustaining RtI systems of behavior support & literacy instruction.				
Increased knowledge & skills of SAU LTs	<ul style="list-style-type: none"> • Participants report training curriculum & TA increased their knowledge of RtI systems • Pre/post results from workshops 	<ul style="list-style-type: none"> • PPS/Interviews • Workshop evaluation data 	<ul style="list-style-type: none"> • Frequencies, descriptive, and qualitative analyses 	
The SAU-wide leadership team will have completed process assessments and identified priority areas to address	<ul style="list-style-type: none"> • Completed process assessments & identified priority areas for each SAU • Formative data from LT 	<ul style="list-style-type: none"> • ID provides assessments & other data to ET 	<ul style="list-style-type: none"> • Content analysis 	
SAU-wide team meets regularly to review data and action plan	<ul style="list-style-type: none"> • Meeting agendas & minutes • Copies of action plans 	<ul style="list-style-type: none"> • ID provides copies to ET 	<ul style="list-style-type: none"> • Content analysis 	

NH Responds Short-Term Outcomes – (Page 3)

Short-Term Outcomes	Measures	Data Collection Methods	Analysis	Timelines
Objective 1.5: To build program/school capacity by increasing the knowledge and skills of 15 participating site-based primary, secondary and tertiary teams and coaches in designing, implementing with fidelity, assessing and sustaining RtI systems of behavior support and literacy instruction.				
Increased knowledge & skills of site-based teams	<ul style="list-style-type: none"> • Participants report training curriculum increased their knowledge of RtI systems • Pre/post results from workshops 	<ul style="list-style-type: none"> • PPS/Interviews • Workshop evaluation data 	<ul style="list-style-type: none"> • Frequencies, descriptive, and qualitative analyses 	
The ULT will have completed process assessments and identified priority areas to address	<ul style="list-style-type: none"> • Completed process assessments & identified priority areas for each SAU • Formative data from LT 	<ul style="list-style-type: none"> • ID provides assessments & other data to ET 	<ul style="list-style-type: none"> • Content analysis 	
Objective 1.6: To build statewide capacity by increasing the knowledge/skills of 400 K-12 special & general ed teachers, related service personnel & school administrators & 40 family members .				
At least 400 K-12 special & general education teachers, related service personnel & school administrators & 40 family members participate in SPDG activities.	<ul style="list-style-type: none"> • Meeting agendas & minutes • List of schools and family members 	<ul style="list-style-type: none"> • ID provides copies of materials and rosters to ET 	<ul style="list-style-type: none"> • Content analysis 	
Each participant creates an action plan to address next steps at their respective K-12 schools	<ul style="list-style-type: none"> • Copies of action plans 	<ul style="list-style-type: none"> • ID provides assessments & other data to ET 	<ul style="list-style-type: none"> • Content analysis 	

NH Responds Short-Term Outcomes – (Page 4)

Short-Term Outcomes	Measures	Data Collection Methods	Analysis	Timelines
Objective 1.7: To build <u>ECE program capacity</u> by increasing the knowledge & competency of EC & ed professionals in early literacy & PBIS by providing individualized TA & support to 5 child care programs/Head Start/Early Head Start programs.				
Increased knowledge & skills of early care and education professionals in early literacy and PBIS.	<ul style="list-style-type: none"> Participants report training curriculum & TA increased their knowledge of early literacy & PBIS Pre/post results from workshops 	<ul style="list-style-type: none"> PPS/Interviews Workshop evaluation data 	<ul style="list-style-type: none"> Frequencies, descriptive, and qualitative analyses 	
Commitments secured from at least one ECE in each region	<ul style="list-style-type: none"> Letters of SAU commitment 	<ul style="list-style-type: none"> ID provides copies of letters to ET 	<ul style="list-style-type: none"> Review of letters 	
The ECE leadership team will have identified the point of contact for the initiative	<ul style="list-style-type: none"> Contact person identified 	<ul style="list-style-type: none"> ID provides roster to ET 	<ul style="list-style-type: none"> Review & entry of contact info for future evaluation activities 	
The ECE leadership team will have completed process assessments and identified priority areas to address	<ul style="list-style-type: none"> Completed process assessments & identified priority areas for each SAU 	<ul style="list-style-type: none"> ID provides assessments & other data to ET 	<ul style="list-style-type: none"> Content analysis 	
The ECE leadership team meets regularly to review data and action plan.	<ul style="list-style-type: none"> Meeting agendas & minutes Copies of action plans 	<ul style="list-style-type: none"> ID provides copies to ET 	<ul style="list-style-type: none"> Content analysis 	
Objective 1.8: To build statewide capacity to provide individualized, self-directed school-to-career transition services to youth with emotional & behavioral challenges by increasing the capacity of school personnel & community-based providers in the use of RENEW strategies & supports.				
School-to-Career Collaborative meets regularly and provides guidance to field	<ul style="list-style-type: none"> Meeting agendas & minutes Participants report StCC is helpful 	<ul style="list-style-type: none"> ID provides copies of agendas & minutes to ET PPS/Interviews 	<ul style="list-style-type: none"> Descriptive analysis 	
Workshops & curriculum are implemented with fidelity	<ul style="list-style-type: none"> Fidelity instruments 	<ul style="list-style-type: none"> ID provides copies of instruments to ET 	<ul style="list-style-type: none"> Frequencies, descriptive, and qualitative analyses 	
Increased knowledge & skills of site-based teams to provide individualized, self-directed school-to-career transition services	<ul style="list-style-type: none"> Participants report training curriculum increased their knowledge of RtI systems Pre/post workshop results 	<ul style="list-style-type: none"> PPS/Interviews Workshop evaluation data 	<ul style="list-style-type: none"> Frequencies, descriptive, and qualitative analyses 	

NH Responds Intermediate Outcomes – (Page 1)

Intermediate Outcomes	Measures	Data Collection Methods	Analysis	Timelines
Objective 1.1: To recruit at least one LEA in the 5 regions of NH who shows readiness and commitment to adopting or expanding RtI systems of PBIS and LI and tertiary STS for students with EBD.				
The SAU-wide leadership team in each region is in place and functioning effectively	<ul style="list-style-type: none"> Participating school personnel report that the SAU-LT is functioning effectively 	<ul style="list-style-type: none"> PPS/Interviews 	<ul style="list-style-type: none"> Frequencies, descriptive, and qualitative analyses 	
Objective 1.2: To recruit at least 1 EC SPED program & 2 K-12 schools from each LEA				
At least 1 EC SPED & 2 K-12 schools within the SAU will have a <u>universal</u> leadership team in place and functioning effectively	<ul style="list-style-type: none"> Participating school personnel report that the ULT is functioning effectively School SET scores (?) School SWIS data (?) School RTI checklist data (?) 	<ul style="list-style-type: none"> PPS/Interviews Obtain SET & RTI data from EC SPED/school contact person 	<ul style="list-style-type: none"> Frequencies, descriptive, and qualitative analyses Annual comparisons & comparisons with state averages. 	
At least 1 EC SPED & 2 K-12 schools within the SAU will have a <u>targeted team</u> in place and functioning effectively	<ul style="list-style-type: none"> Participating school personnel report that the targeted team is functioning effectively Log of targeted activities <i>Description of targeted activities – student level behavior data?</i> 	<ul style="list-style-type: none"> PPS/Interviews Activity logs 	<ul style="list-style-type: none"> Frequencies, descriptive, and qualitative analyses Synthesis of activities 	
At least 1 EC SPED & 2 K-12 schools within the SAU will have identified the point of contact for the <u>intensive team</u>	<ul style="list-style-type: none"> Participating school personnel report that the targeted team is functioning effectively Log of intensive activities <i>Description of intensive activities – student level behavior data?</i> 	<ul style="list-style-type: none"> PPS/Interviews Activity logs 	<ul style="list-style-type: none"> Frequencies, descriptive, and qualitative analyses Synthesis of activities 	

NH Responds Intermediate Outcomes – (Page 2)

Intermediate Outcomes	Measures	Data Collection Methods	Analysis	Timelines
Objective 1.3: To develop & incorporate a set of competencies required for (a) building administrators, (b) behavior support coaches & (c) program/school-based team members to be considered qualified to design, implement with fidelity, & sustain a 3-tiered system of PBIS, LI, and tertiary STS into all NH Responds PD efforts.				
There is an increase in the number/percentage of personnel hired and/or retained at participating SAUs who have demonstrated competencies in PBIS.	<ul style="list-style-type: none"> Roster of teachers from participating SAUs who were trained in PBIS 	<ul style="list-style-type: none"> ID/LEAs provide roster to ET 	<ul style="list-style-type: none"> Frequency analysis 	
Objective 1.4: To build SAU capacity by increasing the knowledge and skills of 15 SAU LTs in designing, implementing with fidelity, assessing & sustaining RtI systems of behavior support & literacy instruction.				
Increased knowledge & skills of SAU leadership teams to design, implement with fidelity, assess, & sustain RtI systems	<ul style="list-style-type: none"> Participating personnel report increased knowledge & skills SAU-wide SET scores SAU-wide SWIS data SAU-wide RTI checklist data 	<ul style="list-style-type: none"> PPS/Interviews Obtain SET & RTI data from SAU contact person 	<ul style="list-style-type: none"> Frequencies, descriptive, and qualitative analyses Annual comparisons & comparisons with state averages. 	
SAU-wide team communicates expectations to staff and informs board of progress regularly.	<ul style="list-style-type: none"> Staff & board members report that SAU-wide team communicates expectations regularly 	<ul style="list-style-type: none"> PPS/Interviews Activity logs 	<ul style="list-style-type: none"> Frequencies, descriptive, & qualitative analyses Synthesis of activities 	
Professional development activities have been integrated into professional development plan and scheduled	<ul style="list-style-type: none"> List & summary of PD activities PD evaluation feedback 	<ul style="list-style-type: none"> ID provides ET with evaluation summaries & list of PD 	<ul style="list-style-type: none"> Synthesis of activities Content analysis 	
Objective 1.5: To build program/school capacity by increasing the knowledge & skills of 15 site-based primary, secondary and tertiary teams and coaches in designing, implementing with fidelity, assessing and sustaining RtI systems of behavior support and literacy instruction.:				
Increased knowledge & skills of school-based teams to design, implement with fidelity, assess, & sustain RtI systems.	<ul style="list-style-type: none"> Participating personnel report increased knowledge & skills 	<ul style="list-style-type: none"> PPS/Interviews 	<ul style="list-style-type: none"> Frequencies, descriptive, & qualitative analyses 	

NH Responds Intermediate Outcomes – (Page 3)

Intermediate Outcomes (Objective 1.5 continued)	Measures	Data Collection Methods	Analysis	Timelines
School staff will collect & analyze data regularly using data-based decision making	<ul style="list-style-type: none"> • Personnel report increased use of data for decision making • School reports & data analyses 	<ul style="list-style-type: none"> • PPS/Interviews • ID provide reports & analyses to ET 	<ul style="list-style-type: none"> • Frequencies, descriptive, & qualitative analyses 	
Schools will implement RtI practices with fidelity	<ul style="list-style-type: none"> • School SET scores • School RTI checklist data 	<ul style="list-style-type: none"> • Obtain SET/RTI data from EC SPED/school contact person 	<ul style="list-style-type: none"> • Annual comparisons & comparisons with state averages. 	
Stakeholders (teachers, administrators, related personnel, and families) report satisfaction with SAU implementation of RTI systems.	<ul style="list-style-type: none"> • Stakeholders report satisfaction with SAU implementation of RTI systems 	<ul style="list-style-type: none"> • Stakeholder Survey/ Interviews 	<ul style="list-style-type: none"> • Frequencies, descriptive, & qualitative analyses 	
Reduced Office Discipline Referrals	<ul style="list-style-type: none"> • School SWIS Data 	<ul style="list-style-type: none"> • Obtain SWIS data from EC SPED/school contact person 	<ul style="list-style-type: none"> • Annual comparisons & comparisons with state averages. 	
Schools will implement NH Responds Literacy practices with fidelity	<ul style="list-style-type: none"> • NH RESPONDS Literacy Readiness and Implementation Self-Assessment Tool 	<ul style="list-style-type: none"> • ID provides ET with completed instruments 	<ul style="list-style-type: none"> • Frequencies, descriptive, & qualitative analyses 	
Objective 1.6: To build statewide capacity by increasing the knowledge/skills of 400 K-12 special & general ed teachers, related service personnel & school administrators & 40 family members .				
Stakeholders report satisfaction with statewide implementation of RTI systems	<ul style="list-style-type: none"> • Stakeholders report satisfaction with SAU implementation of RTI systems 	<ul style="list-style-type: none"> • Aggregate Stakeholder Survey/interview data from across the state 	<ul style="list-style-type: none"> • Frequencies, descriptive, & qualitative analyses 	
Increase in the number of LEAs and schools fully implementing PBIS and RTI	<ul style="list-style-type: none"> • School SET scores • School RTI checklist data 	<ul style="list-style-type: none"> • Aggregate SET & RTI data from across the state 	<ul style="list-style-type: none"> • Annual comparisons across participating schools & comparisons with state averages. 	

NH Responds Intermediate Outcomes – (Page 4)

Intermediate Outcomes	Measures	Data Collection Methods	Analysis	Timelines
Objective 1.7: To build ECE program capacity by increasing the knowledge & competency of EC & ed professionals in early literacy & PBIS by providing individualized TA & support to 5 child care programs/Head Start/Early Head Start programs.				
Participating ECE personnel report increased knowledge & competency in early literacy & PBIS	<ul style="list-style-type: none"> Participating personnel report increased knowledge & skills 	<ul style="list-style-type: none"> PPS/Interviews 	<ul style="list-style-type: none"> Frequencies, descriptive, & qualitative analyses 	
ECE leadership team communicates expectations to staff and informs board of progress regularly	<ul style="list-style-type: none"> Staff & board members report that ECE leadership team communicates expectations regularly 	<ul style="list-style-type: none"> PPS/Interviews 	<ul style="list-style-type: none"> Frequencies, descriptive, & qualitative analyses 	
PD activities have been integrated into PD plan and scheduled	<ul style="list-style-type: none"> List & summary of PD activities PD evaluation feedback 	<ul style="list-style-type: none"> ID provides ET with evaluation summaries & list of PD 	<ul style="list-style-type: none"> Synthesis of activities Content analysis 	
Schools will be implement early literacy & PBIS strategies with fidelity	<ul style="list-style-type: none"> NH Responds Emergent Literacy Self-Assessment Tool 	<ul style="list-style-type: none"> ID provides ET with completed instruments 	<ul style="list-style-type: none"> Frequencies, descriptive, & qualitative analyses 	
Objective 1.8: To build statewide capacity to provide individualized, self-directed school-to-career transition services to youth with emotional and behavioral challenges by increasing the capacity of school personnel and community-based providers in the use of RENEW strategies & supports.				
Increased knowledge & skills of school-based teams to provide individualized, self-directed school-to-career transition services	<ul style="list-style-type: none"> Participating personnel report increased knowledge & skills 	<ul style="list-style-type: none"> PPS/Interviews 	<ul style="list-style-type: none"> Frequencies, descriptive, & qualitative analyses 	
The school staff will be collecting and analyzing data regularly using data-based decision making	<ul style="list-style-type: none"> Personnel report increased use of data for decision making School reports & data analyses 	<ul style="list-style-type: none"> PPS/Interviews ID provide reports & analyses to ET 	<ul style="list-style-type: none"> Frequencies, descriptive, & qualitative analyses 	
Schools will be implement RENEW strategies & supports with fidelity	<ul style="list-style-type: none"> RENEW Fidelity of Implementation Tool 	<ul style="list-style-type: none"> ID provides ET with completed instruments 	<ul style="list-style-type: none"> Frequencies, descriptive, & qualitative analyses 	

NH Responds Long-Term Outcomes

Long-Term Outcomes	Measures	Data Collection Methods	Analysis	Timelines
3.1: Increased % of preschool children with IEPs who demonstrate (a) improved positive social-emotional skills, (b) acquisition & use of early literacy knowledge & skills, & (c) reductions in major problem behaviors, suspensions & expulsions	Part B - SPP Indicator #7 Part C - SPP Indicator 3	Dept of Ed/SAU/school provides data to evaluators (student identifiers removed)	<ul style="list-style-type: none"> • Regression analysis, making year-to-year comparisons (longitudinal) & comparisons with state averages (cross-section) 	Annually, upon release of data
3.2: Increased percentage of youth with IEPs achieving reading proficiency on statewide assessments	Part B - SPP Indicator #3	Dept of Ed/SAU/school provides data to evaluators (student identifiers removed)	<ul style="list-style-type: none"> • Regression analysis, making year-to-year comparisons (longitudinal) & comparisons with state averages (cross-section) 	Annually, upon release of data
3.3: Reduced problem behavior, suspensions & expulsions of youth with IEPs.	Part B - SPP Indicator #4	Dept of Ed/SAU/school provides data to evaluators (student identifiers removed)	<ul style="list-style-type: none"> • Regression analysis, making year-to-year comparisons (longitudinal) & comparisons with state averages (cross-section) 	Annually, upon release of data
3.4: Increased percentage of youth with IEPs who graduate HS with a regular diploma compared to the percent of all youth who graduate with a regular diploma leaving HS.	Part B - SPP Indicator #1	Dept of Ed/SAU/school provides data to evaluators (student identifiers removed)	<ul style="list-style-type: none"> • Regression analysis, making year-to-year comparisons (longitudinal) & comparisons with state averages (cross-section) 	Annually, upon release of data
3.5: Increased percentage of youth with IEPs who have been competitively employed or enrolled in some type of postsecondary school, or both within one year of leaving HS.	Part B - SPP Indicator #13	Dept of Ed/SAU/school provides data to evaluators (student identifiers removed)	<ul style="list-style-type: none"> • Regression analysis, making year-to-year comparisons (longitudinal) & comparisons with state averages (cross-section) 	Annually, upon release of data

NH Responds Evaluation Plan
Goal 2 – Institutes of Higher Education

April 21, 2008

Presented by:

Evergreen Educational Consulting, LLC
Brent Garrett, Ph.D.
Pat Mueller, Ed.D.

Outputs	2
Short-Term Outcomes	5
Intermediate Outcomes	6
Long-Term Outcomes	7

Abbreviations

ID = Initiative Director
ET = Evaluation Team
PPS = Participating Personnel Survey

NH Responds List of Outputs (Page 1)

Activities	Critical Outputs	Data Collection Methods	Timelines
4.1: To work with the NHDOE Professional Standards Board (PSB) to reform & improve state standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD			
4.1.a. (1). Grant personnel will liaison with Council for Teacher Education to give input around and suggest <u>possible revisions to educator preparation programs</u> to reflect state standards and competencies regarding the in scientifically-based responsiveness to intervention (RtI) systems of <u>a) PBIS, b) LI and c) STS.</u>	<ul style="list-style-type: none"> • Documentation of possible revisions to educator prep programs & alignment with state standards 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
<u>Objective 4.1(b)</u> To work with subcommittees under the PSB in their efforts in reforming and improving state standards for certification and endorsement programs, such that, all programs not currently containing competencies infused with scientifically-based <u>RtI systems of LI</u> , include them as state standards are revised.	<ul style="list-style-type: none"> • PSB subcommittee agendas, minutes, & other materials related to RtI systems of literacy instruction. 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
Activity 4.1.b. (1). Project will <u>join PSB subcommittee on state standards to review competencies</u> and <u>PSB will consider input from NH RESPONDS concerns and issues.</u>	<ul style="list-style-type: none"> • PSB subcommittee agendas, minutes, & other materials. • Roster of CTE subcommittee 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
<u>Objective 4.1(c)</u> To work with subcommittees under the PSB in their efforts in reforming and improving state standards for certification and endorsement programs, such that, all programs not currently containing competencies infused with scientifically-based <u>secondary school-to-career transition supports</u> , include them as state standards are revised.	<ul style="list-style-type: none"> • PSB subcommittee agendas, minutes, & other materials related to secondary school-to-career transition supports. 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
Activity 4.1.c. (1). Project will join <u>CTE subcommittee</u> on state standards to review competencies and PSB will consider input from NH RESPONDS concerns and issues.	<ul style="list-style-type: none"> • CTE subcommittee agendas, minutes, & other materials. • Roster of CTE subcommittee 	<ul style="list-style-type: none"> • ID provides documentation to ET 	

NH Responds List of Outputs – (Page 2)

Activities	Critical Outputs	Data Collection Methods	Timelines
4.2: To revise educator preparation programs to reflect state standards & competencies in scientifically-based RtI systems of PBIS, LI, & STS for students with EBD. To create an advanced certificate program in (1) Adolescence & School-to Career Secondary Transition Services & (2) Literacy Supports for Adolescents.			
4.2.a. Create a consortium of Institutions of Higher Education (IHEC) to include UNH, PSU, KSC, and RC and ECE programs at NH Tech. Colleges.	<ul style="list-style-type: none"> • Schedule & agenda of consortium meetings 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.b. Gain commitments from leadership at each institution on the specific preparation programs to be addressed & work to be performed & the lead faculty.	<ul style="list-style-type: none"> • Letters of commitment from IHE leadership 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.c. Work with primary stakeholders from the Depts of Ed at each of the 4 IHEs to identify primary faculty who will represent the IHE on the consortium.	<ul style="list-style-type: none"> • List of “primary” faculty 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.d. Gain commitments from the consortium representatives on work to be performed.	<ul style="list-style-type: none"> • Letters of commitment from consortium representatives 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.e. Meet quarterly as a consortium to develop, implement and assess action plan including a summer institute program facilitated by national experts.	<ul style="list-style-type: none"> • Schedule & agenda of consortium meetings • Copies of action plans 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.f. Develop an action plan for the consortium members to <i>curriculum map</i> identified educator preparation programs against competencies and standards to (a) identify needs and gaps, (b) develop plans for curriculum revisions to address gaps, when necessary, including identification of the specific courses to be revised (c) problem solving around barriers to curriculum revision, and (d) monitor progress with input from stakeholder groups.	<ul style="list-style-type: none"> • Copies of action plans • Documentation of curricula maps • Summary of process 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.g. Revise identified educator preparation programs and individual courses based as per action plan.	<ul style="list-style-type: none"> • Documentation of revisions to educator preparation programs & individual courses 	<ul style="list-style-type: none"> • ID provides documentation to ET 	

NH Responds List of Outputs – (Page 3)

Activities	Critical Outputs	Data Collection Methods	Timelines
4.2.h. Ensure that course proposals are developed, proposed and approved.	<ul style="list-style-type: none"> • Copy of course proposals & documentation of approval 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.i. Provide PD/TA for faculty members who teach courses affected by the revisions as needed.	<ul style="list-style-type: none"> • PD/TA schedule & curriculum • PD curriculum 	<ul style="list-style-type: none"> • ID provides copy of schedule, curriculum, & data to ET 	
4.2.j. Ensure that the revised courses are delivered.	<ul style="list-style-type: none"> • Copy of course schedule 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.k. Develop web-based on-line modules for 4 PBIS courses in existing RC and PSU PBIS programs.	<ul style="list-style-type: none"> • Copies of development materials/ outlines 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.l: Develop and engage at least one IHE in the development of an advanced certificate program in <u>Adolescence and School-to-Career Secondary Transition (StCT) services and Literacy Supports for Adolescents (LSA)</u> .			
4.2.m. Survey practitioners and educators who work with adolescents, including at-risk adolescents, and develop a set of competencies for each advanced certificate program.	<ul style="list-style-type: none"> • Copy of survey • Survey results 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.n. Develop a detailed outline, description, and plan for approval of advanced certificate programs.	<ul style="list-style-type: none"> • Copy of outline, description, and plan for approval of advanced certificate program in StCT 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.o. Develop proposals for certificates and submit to appropriate institutions.	<ul style="list-style-type: none"> • Copy of StCT proposal 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.p. Obtain approval for certificate.	<ul style="list-style-type: none"> • Documentation of approval for StCT certificate 	<ul style="list-style-type: none"> • ID provides documentation to ET 	
4.2.q. Enroll students and deliver program to no fewer than 8 students per year.	<ul style="list-style-type: none"> • Marketing materials for recruiting students • Strategy for targeting students 	<ul style="list-style-type: none"> • ID provides documentation to ET 	

NH Responds List of Short-Term Outcomes

Short-Term Outcomes	Measures	Data Collection Methods	Analysis	Timelines
4.1: To work with the NHDOE Professional Standards Board (PSB) to reform & improve state standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD				
NH Responds personnel attend & provide input to appropriate subcommittees	<ul style="list-style-type: none"> • Subcommittee agendas & minutes 	<ul style="list-style-type: none"> • ID provides documentation to ET • PPS/Interviews 	<ul style="list-style-type: none"> • Frequencies, descriptive, & qualitative analyses 	
NH Responds' recommendations are useful & acted upon by the pertinent subcommittees.	<ul style="list-style-type: none"> • PSB and CTE subcommittee personnel report that NH Responds personnel provided useful input to subcommittees 	<ul style="list-style-type: none"> • PPS/Interviews 	<ul style="list-style-type: none"> • Frequencies, descriptive, & qualitative analyses 	
4.2: To revise educator preparation programs to reflect state standards & competencies in scientifically-based RtI systems of PBIS, LI, & STS for students with EBD.				
IHE Consortium meets quarterly, with consistent attendance from each IHE.	<ul style="list-style-type: none"> • Meeting agendas, minutes, & roster of attendance • Consortium personnel report meetings are useful 	<ul style="list-style-type: none"> • ID provides documentation to ET • PPS/Interviews 	<ul style="list-style-type: none"> • Content analysis • Frequencies, descriptive, & qualitative analyses 	
Faculty to revise program identified in each IHE	<ul style="list-style-type: none"> • Documentation of faculty commitment • Draft materials used in revision process 	<ul style="list-style-type: none"> • ID provides documentation to ET 	<ul style="list-style-type: none"> • Content analysis 	
Quality action plan is developed	<ul style="list-style-type: none"> • Copy of action plan 	<ul style="list-style-type: none"> • ID provides documentation to ET 	<ul style="list-style-type: none"> • Content analysis 	
To create an advanced certificate program in (1) Adolescence & School-to Career Secondary Transition Services & (2) Literacy Supports for Adolescents.				
Needs assessment data gathered to develop necessary competencies for certificate program	<ul style="list-style-type: none"> • Needs assessment summary • Raw data 	<ul style="list-style-type: none"> • ID provides documentation to ET 	<ul style="list-style-type: none"> • Frequencies, descriptive, & qualitative analyses 	

NH Responds List of Intermediate Outcomes

Intermediate Outcomes	Measures	Data Collection Methods	Analysis	Timelines
4.1: To work with the NHDOE Professional Standards Board (PSB) to reform & improve state standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD				
PSB reforms state standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD.	<ul style="list-style-type: none"> Documentation of reformed standards for certification & endorsement programs 	<ul style="list-style-type: none"> ID provides documentation to ET 	<ul style="list-style-type: none"> Content analysis 	
4.2: To revise educator preparation programs to reflect state standards & competencies in scientifically-based RtI systems of PBIS, LI, & STS for students with EBD.				
New course proposals reflect state standards & competencies	<ul style="list-style-type: none"> Listing of new courses 	<ul style="list-style-type: none"> ID provides documentation to ET 	<ul style="list-style-type: none"> Content analysis 	
Four PBIS on-line modules implemented	<ul style="list-style-type: none"> Users of on-line modules report they are useful and of high quality 	<ul style="list-style-type: none"> ID provides documentation to ET 	<ul style="list-style-type: none"> Frequencies, descriptive, & qualitative analyses 	
To create an advanced certificate program in (1) Adolescence & School-to Career Secondary Transition Services & (2) Literacy Supports for Adolescents.				
Proposal for certificate program is developed & submitted	<ul style="list-style-type: none"> Copy of certificate program proposal & related materials 	<ul style="list-style-type: none"> ID provides documentation to ET 	<ul style="list-style-type: none"> Content analysis 	

NH Responds List of Long-Term Outcomes

Long-Term Outcomes	Measures	Data Collection Methods	Analysis	Timelines
All appropriate <u>certification & endorsement programs</u> have infused identified competencies of scientifically-based RtI systems of PBIS, LI and STS for students with EBD.	<ul style="list-style-type: none"> • Course syllabi • Faculty & other experts report certification & endorsement programs have infused identified competencies 	<ul style="list-style-type: none"> • ID provides syllabi to ET • PPS/Interviews 	<ul style="list-style-type: none"> • Content analysis • Frequencies, descriptive, & qualitative analyses 	
<u>State standards reflect the competencies of scientifically-based RtI systems of PBIS, LI and STS</u>	<ul style="list-style-type: none"> • Copy of standards & documentation of scientifically-based RtI practices • Experts report that standards reflect competencies of scientifically-based RtI systems 	<ul style="list-style-type: none"> • ID provides standards & documentation of RtI practices to ET • PPS/Interviews 	<ul style="list-style-type: none"> • Content analysis • Frequencies, descriptive, & qualitative analyses 	
<u>Educator preparation programs</u> at 4 IHEs reflect state standards & competencies in scientifically-based RtI systems of PBIS, LI, & STS for students with EBD	<ul style="list-style-type: none"> • Course syllabi • Faculty & other experts report that educator preparation programs have infused identified competencies 	<ul style="list-style-type: none"> • ID provides syllabi to ET • PPS/Interviews 	<ul style="list-style-type: none"> • Content analysis • Frequencies, descriptive, & qualitative analyses 	
An advanced certificate program in (1) Adolescence and School- Career Secondary Transition Services is implemented & (2) Literacy Supports for Adolescents.	<ul style="list-style-type: none"> • Documentation of certificate program 	<ul style="list-style-type: none"> • ID provides documentation of certificate program to ET 	<ul style="list-style-type: none"> • Content analysis 	