

# ILLINOIS 2013 TRANSITION PLANNING INSTITUTE

## Team Planning Tool for Student-Focused Planning Practices

March 21 - 22, 2013

Crowne Plaza Hotel  
Springfield, IL





## Team Planning Tool for Student-Focused Planning Practices

Developed by:

Paula D. Kohler, Ph.D., Professor and Co-Principal Investigator  
National Secondary Transition Technical Assistance Center  
Department of Special Education and Literacy Studies  
Western Michigan University  
3506 Sangren Hall  
Kalamazoo, MI 49008  
269.387.6181 or 269.387.8283

June 2009, revised September, 2011

Additional resources are available at:

<http://www.nsttac.org>

<http://www.wmich.edu/ccrc>

<http://homepages.wmich.edu/~kohlerp/research>

- Taxonomy for Transition Programming
- Worksheet for Student-Focused Planning
- Worksheet for Student Development
- Worksheet for Interagency Collaboration
- Worksheet for Family Involvement
- Worksheet for Program Structures and Practices

### Bibliography

Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

Kohler, P. D. (1996). *Taxonomy for transition programming: A model for planning, organizing, and evaluating transition education, services, and programs*. Champaign: Transition Research Institute, University of Illinois at Urbana-Champaign. Available at <http://homepages.wmich.edu/~kohlerp>.

McDonnell, L. M., & Elmore, R. F. (1987). Getting the job done: Alternative policy instruments. *Educational Evaluation and Policy Analysis*, 9(2), 132-152.

Patton, M. Q. (1997). *Utilization-Focused Evaluation: The New Century Text*. Thousand Oaks, CA: Sage Publications.

W. K. Kellogg Foundation. (October 2000). *Logic Model Development Guide*. Battle Creek, MI: Author ([www.wkkf.org](http://www.wkkf.org)).

Wholey, J. S., Hatry, H. P., Newcomer, K. E. (1994). *Handbook of Practical Program Evaluation*. San Francisco: Jossey-Bass.

# ILLINOIS 2011 TRANSITION PLANNING INSTITUTE

## TEAM PLANNING TOOL FOR STUDENT-FOCUSED PLANNING PRACTICES

Transition-Focused Education .....	3
Team Planning Tool Overview .....	6
Team Information .....	8
Part 1 – Assessing Current Implementation .....	9
Part 2 – Identifying Strengths and Needs .....	14
Part 3 – Setting Goals and Planning .....	18
Checklist for Identifying and Evaluating Program Goals, Activities, Outputs, and Outcomes .....	19

## TRANSITION-FOCUSED EDUCATION

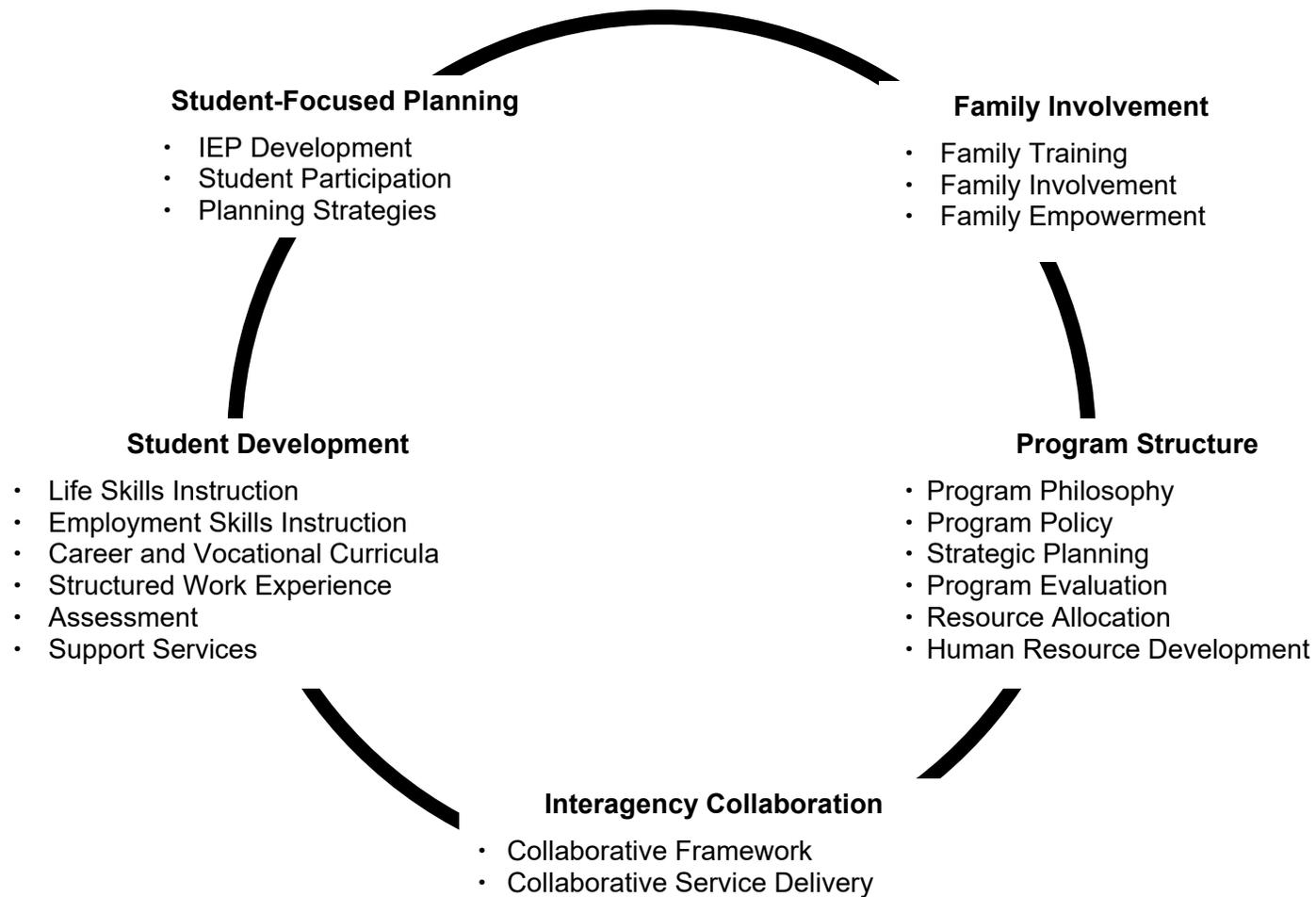
This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing *transition-focused education*. Over the past decade, transition practices research has illustrated that post-school outcomes of students with disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education. In general, this concept of transition-focused education represents the perspective that “transition planning” is the fundamental basis of education that guides development of students’ educational programs, rather than an “add-on” activity for students with disabilities when they turn age 14 or 16. The impact of transition-focused education is greatly enhanced when service systems and programs connect and support the implementation and application of such learning.

Transition-focused education is directed toward adult outcomes and consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches, and responsive to the local context and students’ learning and support needs. Primary to the concept of transition-focused education is the expectation for *all* students to achieve a quality life, valued within the context of their family, school, and community. Quality of life outcomes include those in four general areas: independent living (home and family), employment (including postsecondary education and training that lead to employment), community citizenship and participation, and leisure and recreation. To prepare students to achieve such outcomes, transition-focused education builds student competence through academic, occupational, and social development. Further, to insure that all our students develop and achieve at their greatest potential, transition-focused education provides a variety of instructional pathways that may include few or no specialized supports to extensive applied experiences or supports. This framework of transition-focused education provides a structure for educational planning that is outcome-oriented and promotes greater involvement and ownership in the decision-making process by key stakeholders, particularly students and their families.

The *Taxonomy for Transition Programming*, represented on the next page, provides concrete practices—identified from effective programs—for implementing transition-focused education. As described in the next section, this tool is designed to help you reflect broadly on your application of the *student-focused planning* practices in the taxonomy.

Illinois developed the Transition Practices Self-Assessment (TPSA), modeled on the Taxonomy for Transition Programming, to support and assist school districts in determining their current practices and setting priorities for collaborative planning of new and/or evolved transition practices and services by using self-assessment data to engage in action planning and appending the district improvement plan. The TPSA is a critical first step for school districts that are 1) working to continuously improve transition services, 2) seeking access to transition-specific technical assistance, and/or 3) addressing Indicator 13 LEA Determinations. The Student-Focused Planning Practices from the TPSA are used in Parts 1 through 3 of this planning tool.

# TAXONOMY FOR TRANSITION PROGRAMMING



# TAXONOMY FOR TRANSITION PROGRAMMING



STUDENT  
DEVELOPMENT

INTERAGENCY  
COLLABORATION

FAMILY  
INVOLVEMENT

PROGRAM  
STRUCTURE

## STUDENT-FOCUSED PLANNING

IEP Development	Student Participation	Planning Strategies
<ul style="list-style-type: none"> <li>▶ Options identified for each outcome area or goal</li> <li>▶ Post-secondary education or training goals and objectives specified in the IEP</li> <li>▶ Occupational goals and objectives specified</li> <li>▶ Community-related and residential goals and objectives specified (e.g., voting)</li> <li>▶ Recreation and leisure goals and objectives specified</li> <li>▶ Educational program corresponds to specific goals</li> <li>▶ Goals are measurable</li> <li>▶ Personal needs are addressed in planning (e.g., financial, medical, guardianship)</li> <li>▶ Specific goals and objectives result from consumer choices</li> <li>▶ Progress or attainment of goals is reviewed annually</li> <li>▶ Responsibility of participants or agencies specified</li> <li>▶ Evaluation of participant fulfillment of responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>▶ Planning team includes student, family members, and school and participating agency personnel</li> <li>▶ Assessment information is used as basis for planning</li> <li>▶ Transition-focused planning begins no later than age 14</li> <li>▶ Meeting time adequate to conduct planning</li> <li>▶ Preparation time adequate to conduct planning</li> <li>▶ Planning meeting time and place conducive to student and family participation</li> <li>▶ Accommodations made for communication needs (e.g., interpreters)</li> <li>▶ Referral to adult service provider(s) occurs prior to student's exit from school</li> <li>▶ Planning team leader identified</li> </ul>	<ul style="list-style-type: none"> <li>▶ Self-determination facilitated within the planning process</li> <li>▶ Planning decisions driven by student and family</li> <li>▶ Planning process is student-centered</li> <li>▶ Student involvement in decision making</li> <li>▶ Documentation of student interests and preferences</li> <li>▶ IEP education for students</li> <li>▶ Career counseling services provided to student</li> <li>▶ Student self-evaluation of process</li> </ul>

## Overview of Team Planning Tool

Adapted for the 2011 Illinois Transition Planning Institute, this planning tool focuses on assisting teams to review specific practices within the Student-Focused Planning category of the Transition Practices Self-Assessment (TPSA), such as identifying and articulating students' post-secondary goals, collecting and using transition-related assessment information, and planning and implementing educational programs that prepare students to achieve their goals. This effort is aligned with the work of the Illinois State Board of Education to provide a variety of resources to assist districts and local schools to collect and evaluate data that provide specific information about students' transition plans and outcomes, including data regarding the transition indicators 1, 2, 13, and 14 of the State Performance Plan (SPP) and Annual Performance Report (APR). Effective for the 2011 data collection cycle and 2012 annual performance report, these indicators are described as follows:

### Indicator 1:

Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

### Indicator 13:

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416 (a)(3)(B))

### Indicator 2:

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

### Indicator 14:

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416 (a)(3)(B))

This planning tool focuses specifically on assisting local teams to summarize implementation of their transition practices associated with Indicator 13, which are aligned with those in the Student-Focused Planning practices section of the TPSA. Institute content sessions will provide information about the practices and strategies for implementation; team planning meetings will allow you to apply this information to the local context and (a) reflect on the extent to which you currently implement these practices, (b) determine your current strengths and needs, and (c) develop specific goals to address your needs. This planning tool is designed to help guide you through this process. Further, this tool will help you identify effectiveness of the practices, and assess the availability and integrity of the data associated with determining program effectiveness in terms of student achievement and outcomes.

Use **Part 1—Current Implementation Assessment**, to reflect on the degree to which you are implementing the practices described. To assist with this reflection, we provide a set of questions and indicators for the student-focused planning practices. These questions are designed to help you go beyond simple “yes” or “no” answers as you reflect on implementation and identify **evidence** that supports your reflection. Evaluation findings and data you have collected regarding the SPP/APR indicators will help you identify implementation levels, as well as effectiveness.

In **Part 2—Needs Assessment**, consider your findings from Part 1 to identify your current strengths regarding the transition practices. Also indicate areas where you find need for improvement. For example, you may determine that you have only some of your students and their parents involved in IEP development. In this case, you might determine that you need to provide professional development regarding student involvement and/or implement new curriculum or planning practices that foster student involvement.

Use **Part 3—Setting Goals and Planning**, to develop plans that address your needs. In developing your plans, be specific. Refer to the checklist provided to help you set meaningful, achievable, and measurable goals. It is helpful to identify specific goals that your team can achieve in the next year, and then the activities you will implement to achieve your goals. Also think about the things you will produce (products), the outcomes you expect to achieve, and how you will tell if you achieved them.

Remember that the purpose of these efforts is to improve student outcomes! **Thus, one’s efforts must begin and end with the knowledge of what students are achieving after leaving high school (SPP/APR Indicator 14).** The questions included herein focus primarily on educational processes and services, designed to provide students with the skills they need to live and work independently. Specific reflective questions focused on students’ post-school outcomes are listed below. They should guide your reflection and provide the basis for all your decisions regarding educational and transition programs and services.

### Fundamental Questions

Regarding short-term outcomes, do your students have the skills they need to be successful?

- Academic skills?
- Independent living skills?
- Occupational skills and work behaviors?
- Self-determination skills?

Do your students stay in school and graduate?

Regarding long-term outcomes, are your students

- Employed?
- Attending postsecondary education?
- Living independently?

Do your students have the educational and community supports and services they need to be successful?

# Team Planning Tool for Student-Focused Planning Practices

# Team Information

<b>Team Name:</b> _____ <b>Primary Contact:</b> _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____	<b>Team Member:</b> _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____
<b>Team Member:</b> _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____	<b>Team Member:</b> _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____
<b>Team Member:</b> _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____	<b>Team Member:</b> _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____

*To include all members, use back of page if necessary*

## Part 1: Assessing Your Current Implementation

This section of the team planning tool guides you to reflect on the extent to which you are implementing the transition practices included in the Student-Focused Planning category. Use the **Implementation Rating Scale** to indicate the extent to which the practices or activities are implemented in your school or district. Use the **Evidence Rating Scale** to indicate the extent to which your implementation rating is based on **data** that describe the extent of implementation or effectiveness of the practice or activity. Use the space provided to note how the practice or activity is implemented and what you know about effectiveness. For each set of practices, we include a set of reflective questions and suggested indicators as resources to help provide meaning to the practice statements. The reflective questions are designed to help you go beyond simple “yes” and “no” responses by providing substantive examples of the transition practices. The suggested indicators provide examples of evidence you might examine to determine implementation levels and effectiveness.

Implementation Rating Scale	Evidence Rating Scale
DK - We don't know what or how we are doing in this area.	DK - We don't know if data are available, or if so, what they indicate.
1 - Not Started – the activity occurs less than 24% of the time.	1 - We <i>do not have</i> any data regarding this practice.
2 - In Progress – the activity occurs 25% to 74% of the time	2 - We have <i>very limited</i> data regarding this practice <b>OR</b> the quality of the data we have is not very good.
3 - Achieved – the activity occurs 75% to 100% of the time	3 - We have <i>some</i> data that indicate implementation and/or effectiveness of the activity or practice.
4 - Maintaining – the activity was rated as achieved in the last assessment and continues to occur 75% to 100% of the time	4 - We have <i>high quality</i> data that indicate implementation and/or effectiveness.

### EXAMPLE: Student-Focused Planning Practices

Practices	Extent Implemented					Extent/Quality of Evidence				
1. Student transition plans include post-secondary goals that are measurable statements (i.e., relating to employment, education and/or training and adult living).	DK	1	2	(3)	4	DK	1	2	3	(4)
<p><b>Description:</b> Review of IEPs in our school indicated that 30% of students' IEPs include measurable post-school goals. So – we have <b>limited</b> implementation, but <b>good quality data</b> showing where we need to improve. However, our IEP forms were somewhat difficult to evaluate, because people were not consistent about where they put the information. Need to improve content of IEPs, quality of IEP planning; new form would help.</p>										

## Student-Focused Planning Practices – Part 1

Student-Focused Planning Practices	Extent Implemented					Extent/Quality of Evidence				
1. Student transition plans include post-secondary goals that are measurable statements (i.e., relating to employment, education and/or training and adult living).	DK	1	2	3	4	DK	1	2	3	4
<b>Description:</b>										
2. Post-secondary goals are based on person-centered planning meetings and conversations, and age-appropriate transition assessment information (e.g., formal and/or informal, student and family interviews, observations, intelligence tests, career or employability tests, aptitude tests, interest inventories, social skills inventories, life skills inventories, college entrance exams, environmental analysis, etc.).	DK	1	2	3	4	DK	1	2	3	4
<b>Description:</b>										
3. Present levels of performance include student’s statements about their strengths, preferences, interests, and needs related to transition.	DK	1	2	3	4	DK	1	2	3	4
<b>Description:</b>										
4. Courses of study reflect career interests, student’s cultural context, and career development (e.g., technical education, career development coursework).	DK	1	2	3	4	DK	1	2	3	4
<b>Description:</b>										

Student-Focused Planning Practices	Extent Implemented					Extent of Evidence				
5. Annual goals are developed incrementally (e.g., based on resources to move toward and achieve his/her post-secondary goals).	DK	1	2	3	4	DK	1	2	3	4
<b>Description:</b>										
6. Needed activities and supports are identified in the transition plan (e.g., instruction, related services, community experiences, development of employment and other post-school living objectives, and when appropriate acquisition of daily living skills, functional vocational evaluations, accommodations).	DK	1	2	3	4	DK	1	2	3	4
<b>Description:</b>										
7. The transition plan reflects active participation of post-school agencies with students, families and schools (e.g., rehabilitation services, mental health, developmental disability services, health, post-secondary education, generic community service agencies).	DK	1	2	3	4	DK	1	2	3	4
<b>Description:</b>										

Student-Focused Planning Practices	Extent Implemented	Extent of Evidence
8. The transition plan reflects coordination between school district activities and those of participating agencies (e.g., designed to help the student work incrementally toward attainment of the post-secondary goals).		
<b>Description:</b>		
9. There is an observable relationship among the present levels of performance and the transition plan (e.g., post-secondary goals and transition needs, annual goals, course of study and the coordinated set of activities recommended for the student).	DK 1 2 3 4	DK 1 2 3 4
<b>Description:</b>		
10. All students (e.g., multiethnic and multicultural perspective, free from disability and gender bias, out-of-school youth, regardless of level of need) have the opportunity to participate in all career development activities (e.g., planning, guidance, education experiences, development experiences) with appropriate accommodations and/or modifications when necessary.	DK 1 2 3 4	DK 1 2 3 4
<b>Description:</b>		

## Reflective Questions and Indicators

### Reflective Questions

- ▶ To what extent do students and their parents actively participate in the development of their individual education program (IEP)? What strategies are used to foster student and parent participation? How are students prepared to participate?
- ▶ How is information regarding students' interests, preferences, and needs used to identify *postsecondary goals*?
- ▶ What transition-related assessment information is collected (i.e., academic, career/occupational, and/or adaptive behavior information)? When is it collected? By whom? How is it collected?
- ▶ To what extent and how is transition-related assessment information (i.e., academic, cognitive, occupational, and/or adaptive behavior assessment information) used in developing *annual goals and objectives* and to determine related *service needs*?
- ▶ To what extent and how is information gathered through career awareness and exploration activities subsequently linked to a student's educational program?
- ▶ To what extent do students' educational programs include goals and objectives identified by the student?
- ▶ To what extent are the goals and objectives identified in students' educational programs (including "transition services") implemented and evaluated?
- ▶ What strategies are used to insure that agency personnel (with parent/guardian permission) and other appropriate individuals actively participate in planning meetings?
- ▶ To what extent and how are the responsibilities assigned through the IEP process reviewed? To what extent do identified services go undelivered?

### Suggested Indicators

- ▶ # students whose present level of academic achievement and functional performance (PLAAFP) regarding transition goals and services are based on transition-related assessments
- ▶ # students with measurable post-school goals
- ▶ # IEP goals that are student-initiated
- ▶ # students with goal-related annual objectives and transition services
- ▶ # students attending their IEP meeting; level of student participation
- ▶ # students whose course of study aligns with post-school goals

### Notes and/or Ideas

## Part 2: Identifying Your Strengths and Needs

Use the information from **Part 1—Assessing Current Implementation** to summarize the current strengths of your transition-focused education and services. Building on the information regarding your strengths, identify specific transition education or service **needs**.

You may find that your needs include a range of activities. In some cases, you may determine that you need to change **practice** in your school or district, such as expanding the opportunities for students to participate in paid work experiences through the curriculum. In other cases, you may determine that to change practice requires a **policy** change at the school, district, or state level. For example, integrating opportunities for work experience in the curriculum may require a change in how staff funding can be used or in the assignment of personnel. In other cases, you might determine that a change in a **form** can improve planning or data collection, such as a change in the IEP form to facilitate addressing the IDEA transition requirements.

To help develop plans that address your needs, use the space provided to code your identified needs with respect to their **priority and/or immediacy** (e.g., high priority/immediate need, moderate priority/intermediate need, or lower priority/long-term need).

**Priority:**

- ▶ High
- ▶ Medium
- ▶ Low

**Immediacy:**

- ▶ Immediate
- ▶ Intermediate
- ▶ Long-term

### EXAMPLE

CURRENT STRENGTHS	NEEDS	PRIORITY/ IMMEDIACY	RELATED STUDENT-FOCUSED PLANNING PRACTICE(S)/TPSA ITEM
<ul style="list-style-type: none"> <li>▶ IEP review indicated about 75% of students attended their IEP meeting</li> <li>▶ Site review indicates some teachers integrating IEP planning and involvement strategies in their curricula</li> </ul>	<ul style="list-style-type: none"> <li>▶ Evaluations of the IEP meetings indicated many students were only passively involved in identifying their interests and preferences</li> <li>▶ Greater implementation of evidence-based strategies to support student involvement is needed</li> </ul>	High Immediate	Student-Focused Planning #2

**Student-Focused Planning Practices – Part 2**

<b>CURRENT STRENGTHS</b>	<b>NEEDS</b>	<b>PRIORITY/ IMMEDIACY</b>	<b>RELATED STUDENT-FOCUSED PLANNING PRACTICE(S)/TPSA ITEM</b>

CURRENT STRENGTHS	NEEDS	PRIORITY/ IMMEDIACY	RELATED STUDENT-FOCUSED PLANNING PRACTICE(S)/TPSA ITEM

### Part 3: Setting Your Goals and Planning

The purpose of this section is to help you make plans for the coming year. Use the responses from your **Part 1—Assessing Current Implementation** and **Part 2—Identifying Strengths and Needs** to identify specific goals that address your identified needs. Then identify specific goal-related activities, the person(s) responsible for the activity, and the timeframe for implementation. As you are planning, also identify (a) the outputs or products to be produced, (b) your anticipated or expected outcomes, (c) indicators that will determine whether the outcomes were achieved, and (d) data sources by which evidence will be collected. As a resource, use the **checklist** on the next page to help you clarify your goals, activities, outputs, and anticipated outcomes. If you need to include additional stakeholders in your plan and/or need technical assistance to implement your plan, indicate in the space provided.

#### EXAMPLE

Student-Focused Planning			
<b>Our focus for student-focused planning is on:</b> Using transition assessments to develop post-school and annual goals			
<b>Our goal for student-focused planning is:</b> Develop annual transition goals based on students' present level of performance.			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
<ul style="list-style-type: none"> <li>▸ Identify additional transition-related assessments</li> <li>▸ Establish assessment schedule/context</li> <li>▸ Implement at least 1 assessment with current 11<sup>th</sup> graders</li> </ul>		<ul style="list-style-type: none"> <li>▸ Scott and Emily</li> <li>▸ Transition council</li> <li>▸ Scott oversee, with teachers</li> </ul>	<ul style="list-style-type: none"> <li>▸ By Oct. 15</li> <li>▸ By Dec. 15</li> <li>▸ By March 15</li> </ul>
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
<ul style="list-style-type: none"> <li>▸ List of assessments</li> <li>▸ Assessment schedule</li> <li>▸ Assessment report for each student</li> </ul>	<ul style="list-style-type: none"> <li>▸ Increased student, teacher, family, service provider knowledge of students' transition-related skills and/or behaviors</li> <li>▸ Increased # of student IEPs with PLAAFP regarding transition goals</li> </ul>	<ul style="list-style-type: none"> <li>▸ Student scores</li> <li>▸ # students assessed</li> <li>▸ # IEPs with assessment info</li> </ul>	<ul style="list-style-type: none"> <li>▸ Assessment profile, report</li> <li>▸ IEP documents</li> </ul>

## Checklist for Identifying and Evaluating Program Goals, Activities, Outputs, and Outcomes

FOCUS AREA	CONSIDERATIONS AND CRITERIA	
Goals	<ul style="list-style-type: none"> <li>• Be specific.</li> <li>• Identify what you are trying to accomplish.</li> <li>• Think in terms of outcomes rather than process or products.</li> <li>• Is the goal achievable within the specified timeframe?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the goal measurable?</li> <li>• Is the goal within the scope of your control?</li> <li>• Is the goal action-oriented?</li> <li>• Is the goal realistic?</li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Is the activity action-oriented?</li> <li>• Will the activity move you toward your goal?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the activity theoretically-based?</li> <li>• Is the activity do-able with available resources?</li> </ul>
Outputs	<ul style="list-style-type: none"> <li>• Think in terms of “product” – something that will be produced?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the “product” producible with the available resources?</li> <li>• Will the outputs move you toward your goal?</li> </ul>
Expected Outcomes	<ul style="list-style-type: none"> <li>• Think in terms of impact—what do you expect to happen as a result of your activities and outputs?</li> <li>• Is the expected outcome an important aspect of your goal(s)?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the expected outcome specific?</li> <li>• Is the expected outcome meaningful?</li> <li>• Is the expected outcome measurable?</li> </ul>
Outcome Indicators	<ul style="list-style-type: none"> <li>• Are specific indicators needed or required by specific audiences (e.g., Feds, state, etc.?)</li> <li>• What information do you need to answer the important evaluation question(s)?</li> <li>• Is the indicator specific?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the indicator measurable?</li> <li>• Is the indicator meaningful?</li> <li>• Is the indicator short or long-term (need both)?</li> <li>• Is the indicator possible with available resources?</li> </ul>
Outcome Data Collection	<ul style="list-style-type: none"> <li>• Are information sources identified?                             <ul style="list-style-type: none"> <li>• Available from existing sources?</li> <li>• New sources must be developed?</li> </ul> </li> <li>• What methods will you use to collect information?</li> <li>• Must information be collected about all students?</li> <li>• Can sampling methods be used?</li> </ul>	<ul style="list-style-type: none"> <li>• Who will collect the information?</li> <li>• Do arrangements need to be made for data collection?</li> <li>• Do data collection instruments need to be developed?</li> </ul>

**Part 3: Setting Your Goals and Planning**

<b>STUDENT-FOCUSED PLANNING PRACTICES</b>			
Our focus for student-focused planning is on:			
Our goal for student-focused planning is:			
<b>SPECIFIC GOAL-RELATED ACTIVITIES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMEFRAME</b>	
<b>OUTPUTS/PRODUCTS</b>	<b>EXPECTED OUTCOMES</b>	<b>POTENTIAL INDICATORS</b>	<b>DATA SOURCES</b>
<b>Additional stakeholders and/or TA needs:</b>			

**STUDENT-FOCUSED PLANNING PRACTICES**

Our focus for student-focused planning is on:

Our goal for student-focused planning is:

SPECIFIC GOAL-RELATED ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

Additional stakeholders and/or TA needs:

**STUDENT-FOCUSED PLANNING PRACTICES**

Our focus for student-focused planning is on:

Our goal for student-focused planning is:

SPECIFIC GOAL-RELATED ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

Additional stakeholders and/or TA needs:

**STUDENT-FOCUSED PLANNING PRACTICES**

Our focus for student-focused planning is on:

Our goal for student-focused planning is:

SPECIFIC GOAL-RELATED ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

Additional stakeholders and/or TA needs: