

# What is a TA Plan?

One strategy utilized by KITS to address the needs of an individual, local education agency or infant/toddler network is an individualized technical assistance (TA) plan. These plans are conceptualized to meet the needs of individuals or groups wishing to expand skills to build capacity for systems change in their own work environment, rather than in a traditional or formal training situation. Any representative of a Kansas school district early childhood special education program (Part B/619) or infant/toddler early intervention network (Part C) can request technical assistance from KITS. Priority will be given to requests related to improving local levels of determination or results on State Performance Plan (SPP) indicators. Technical assistance for Part B/619 programs is also available to support the Kansas State Board of Education goals/objectives, activities related to the State Professional Development Grant (SPDG), or implementation of the Kansas Multi-Tiered System of Supports (MTSS).

The design for focused intervention through development of an individualized TA plan is consistent with current research suggesting that “professional development is more likely to be effective when it is long term, focuses on changes at multiple levels (individuals, programs,

organizations, districts, states), and is aligned with policies, standards, and expected child and family outcomes” (Winton, McCollum, & Catlett, 2011, p. 263). The KITS TA plan combines training (knowledge acquisition) with assessment of implementation (knowledge utilization), two components predictive of effective systems change (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005). Further, a KITS TA plan can be developed to support the Individual Development Plan (IDP) process for professional relicensure. An example of a TA plan follows. In this example, a request for assistance from KITS came from the Part B/619 coordinator but it could just as easily have come from the Part C coordinator, since the topic relates to transition at age 3.

## References

- Fixen, D.L., Naoom, S.F., Blasé, K.A., Friedman, R.M., & Wallace, F. (2005) *Implementation research: A synthesis of the literature*. Tampa: University of South Florida, Louis de la Parte Florida Mental Health Institute.
- Winton, P.J., McCollum, J.A., & Catlett, C. (2011) *A framework and recommendations for a cross-agency professional development system*. In Winton, McCollum, & Catlett (eds) (2011) *Practical approaches to early childhood professional development*, Washington, D.C.: Zero To Three

National Center for Infants, Toddlers, and Families, pp. 263-272.

## Example of a Kansas Inservice Training System Technical Assistance Plan



### Kansas Inservice Training System Technical Assistance Plan

Name: Shannon Stewart	Position: Early Childhood Coordinator
Agency: USD 888	Phone number: 316-888-6440
Address: 2601 Sunflower Drive	Email: stews@usd.mail.com
City: Harvest Plains Zip Code: 67890	Other (AIM, Skype): AIM account; Moodle
Date of initiation: 9-2-10	TA Consultant: Jamie Baker
Date of completion: 6-23-11	Individual or program TA? program
Number directly impacted by this TA plan: __3__ Administrators __11__ Service Providers/ Early Intervention Practitioners __25__ Children _____ Families (Part C Only)	USD # (s), if appropriate: USD 888  SPED Coop. #, if appropriate: NA
Others to receive potential benefit: Harvest Plains Infant Toddler Services, Leslie Manning, Coordinator	<input checked="" type="checkbox"/> SPP/APR <u>Transition Indicator Part C to Part B</u> <input type="checkbox"/> SPDG _____ <input type="checkbox"/> KSBOE Goals _____ <input type="checkbox"/> MTSS _____  Part of TIP Application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> TBA

**Description of technical assistance plan interest** (Need(s) to be addressed):

In 2010, Shannon’s district was notified of noncompliance by the Kansas State Department of Education on State Performance Plan (SPP) Indicator #12: *Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.* Noncompliance notification on indicator 12 was based on 2 untimely transitions from Part C to Part B. In one instance, the referral from Part C was made to Part B less than 90 days prior to the child’s third birthday. In the other instance, the referral was made to the district 90 days prior to the child’s third birthday, but repeated cancellations of scheduled appointments on the part of the family reportedly prevented the completion of a timely evaluation and

determination of eligibility. In neither case could Harvest Plains or USD 888 provide accurate documentation of their repeated attempts to contact parents to schedule meetings at a time and place convenient to the family, nor specific dates and times that parents failed to make the child available for scheduled appointments, as was reported anecdotally by staff members questioned this year.

**Current status:** (Where are you now?)

Through file review the district identified multiple problems related to documentation of Part C transitions. Subsequently, an electronic database was developed to track all referrals from Harvest Plains infant toddler services. Through the review process, it also became clear to Shannon that her district needs to improve practices to support the timely and effective transition from Part C to Part B services, including

- 1) Working with Harvest Plains to ensure the transition conference occurs *at least 90 days* prior to the child's third birthday;
- 2) Working with Harvest Plains to ensure that family members are fully informed participants in the transition process and understand their procedural safeguards, the continuum of Part B special education services and potential placements options;
- 3) Ensuring Part C and Part B staff works cooperatively to implement effective transition procedures, follow established timelines, and provide necessary documentation of compliance with IDEA and the SPP transition indicator (12B and 8C).

Currently no written procedures exist to guide teams in the Part C to Part B transition process and the district has no written information on the transition process to share with prospective families.

**Proposed status:** (Where do you want to be in 10 months?)

Shannon would like to put procedures in place this year that will ensure that all children referred from Part C services have an initial evaluation completed, eligibility determined, and, if appropriate, an IEP in place prior to their third birthday. She believes that the first step would be ensuring that the transition conference always occurs *at least 90 days* prior to a child's third birthday and that transition timelines, roles, and responsibilities are clearly defined and agreed to by Part C and Part B programs. Shannon further believes that Part C and Part B staff can work together to better assist parents in fully understanding their rights and options for participation in the transition process as well as the continuum of services available through their school district.

**What are the anticipated outcomes of the technical assistance?**

Short-term outcome(s): Shannon would like to meet with the Harvest Plains Infant Toddler Services (Part C) staff involved in the referral and transition of children to Part B services at age 3 to discuss the transition process. The district would like to establish an agreement, perhaps even a formal memorandum of agreement (MOA), with the Harvest Plains Part C network. The agreement would address timelines, especially for the Part C referral to the district and scheduling of the transition conference, information to be shared with family members by Part C regarding Part B evaluation procedures, and

evaluation information to be shared between USD 888/Part B and Harvest Plains/Part C programs.

Long-term outcome(s): In 2011-2012, USD 888/Part B and Harvest Plains/Part C programs will work cooperatively to ensure that all (100%) children transitioning from Part C services have eligibility determined and, if appropriate, an IEP in place by their 3<sup>rd</sup> birthday.

**Action Plan:**

<b>Activities</b>	<b>Measures</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Time-line</b>	<b>Results</b>
1. Shannon will contact Harvest Plains Part C coordinator to schedule a collaborative meeting to discuss transition procedures in light of current guidance.	Meeting minutes	USD 888 will provide meeting space and notetaker; Shannon and Leslie will make key transition staff available. Jamie/KITS will participate.	Shannon	11-10	Meeting held 11-19-10 attended by all staff members with designated transition responsibilities. Minutes on file.
2. KITS will provide current information regarding IDEIA 2004 regulations and state guidelines that address transition from Part C to Part B services.	Electronic record of documents/ links sent to Shannon and Leslie	KITS TA packet on transition from Part C to B, Kansas Interagency MOA and Transition Q&A, Synthesis of Key Points from OSEP EC Transition FAQ	Jamie/ KITS	11-10	Jamie emailed links to Shannon and Leslie 10-23-10; transition packets disseminated to 6 participating staff members at meeting on 11-19-10
3. A written transition agreement will be jointly developed and signed by USD 888/Part B and Harvest Plains/Part C programs.	Signed and dated agreement on file	KITS Word template for sample Part C to B transition MOA modeled after Kansas Interagency MOA; Administrative signatures from USD 888 and Harvest Plains	Jamie/ KITS  Shannon and Leslie	1-11	Signed and dated MOA on file 1-21-11
4. Written materials will be developed to support implementation of transition procedures	Written procedures, inservice training agenda, and	KITS TA packet on transition from Part C to B; KSDE/KDHE	Jamie/ KITS	4-11	Completed and on file 4-26-11

identified in the new MOA.	PPT developed for staff; transition handbook developed for families	PPT on transition from C to B; sample transition materials for families from NECTAC website			
5. USD 888 and Harvest Plains team members will demonstrate understanding of roles, responsibilities, and timelines related to transition regulations and the new MOA.	Inservice agenda with learner objectives; TASN/KITS participant evaluation summaries; Pre/post quiz on procedures described in MOA	Standard TASN/KITS evaluation form; Quiz on timelines and staff responsibilities as described in MOA	Jamie/ KITS, Shannon, and Leslie	5-11	TASN/KITS evaluations on file, indicating 86% of Part C and B staff reported knowledge, skills, and motivation related to implementing transition procedures improved “quite a bit” or “a lot”. 89% said information would change their practices. Results of pre/post quiz regarding transition procedures indicate improved understanding by all participants (average pre-test score = 67% and average post-test score = 93%)
6. Changes implemented by USD 888 and Harvest Plains will result in 100% compliance with SPP transition indicator 12B/8C for 2011-2012 school year.	KSDE APR District Status Report; Minutes of annual MOA review meeting and edits to MOA	KSDE APR District Status report for Indicator 12B  KDHE APR Network report for Indicator 8C	Shannon will convene meeting with Harvest Plains and KITS to share district/network status reports and review/revise MOA as necessary	4-12	TBA

## Goal Attainment Follow-Up Guide

1. Considering the long term outcomes that are the focus of the TA plan, identify at least three (3) goals that describe *the intended effect or impact of the change you expect to see upon completion of your action plan*. [Alternately, you can develop three (3) attainment scales for one overarching goal.]
2. Give each goal, or scale, a brief title that conveys its intended effect or impact.
3. For each goal, or scale, begin by describing the expected level of effect or impact of your long-term outcome (0). This is your goal attainment “target”: the change you realistically expect to accomplish through your TA plan activities.
4. Next, describe what it would look like if you achieved SOMEWHAT MORE (+1) and SOMEWHAT LESS (-1) than expected. These are also realistically attainable outcomes.
5. Describe the MUCH MORE (+2) and MUCH LESS (-2) than expected levels of effect or impact. These represent the achievable limits for this specific goal: the outcomes that have a 5-10% chance of occurrence.
6. Repeat these steps for at least 3 goals or scales. Be as specific as you can with your goals and descriptions. You will be evaluating the level of achievement of each of your goals when your TA plan activities are completed, and again at 6 and 12 months following completion of your TA plan.

**Goal 1:** USD 888 and Harvest Plains ITS will develop, implement, review, revise and maintain a joint memorandum of agreement on transition from Part C to Part B services.

Level of Attainment	Description
Much more than expected <b>+2</b>	All of “expected level” is implemented <i>and</i> USD 888 and Harvest Plains ITS have <i>jointly</i> reviewed and/or revised the MOA on transition from Part C to Part B services, written procedures for all staff, <i>and</i> the transition handbook for families at least once.
Somewhat more than expected <b>+1</b>	All of “expected level” is implemented <i>and</i> USD 888 and Harvest Plains ITS have <i>jointly</i> reviewed and/or revised the MOA on transition from Part C to Part B services, written procedures for all staff, <i>or</i> the transition handbook for families at least once.
Expected level of outcome <b>0</b>	USD 888 and Harvest Plains ITS developed a joint memorandum of agreement on transition from Part C to Part B services. Based on the MOA, written procedures were developed and disseminated to <i>all</i> staff involved in transitioning children from Part C to Part B <i>and</i> a transition handbook was developed and disseminated to <i>all</i> families of a child transitioning from Harvest Plains prior to their third birthday.
Somewhat less than expected <b>-1</b>	USD 888 and Harvest Plains ITS developed a joint MOA on transition from Part C to Part B services. Based on the MOA, written staff procedures <i>and</i> a transition handbook have been developed but not yet disseminated to all staff involved in transition and all families of a child transitioning from Harvest Plains prior to their child’s third birthday.

Much less than expected -2	USD 888 and Harvest Plains ITS developed a joint MOA on transition from Part C to Part B services. Written staff procedures and/or transition handbook for families based on the MOA are still in development.
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Degree of Goal Attainment		
Completion of TA Plan Date Interviewer:	6 Months After Completion Date Interviewer:	12 Months After Completion Date Interviewer:
+2 +1 0 -1 -2	+2 +1 0 -1 -2	+2 +1 0 -1 -2
Comments:	Comments:	Comments:

**Goal 2:** All children potentially eligible for services from USD 888 are referred by Harvest Plains and a transition conference is convened with a school district representative at least 90 days prior to the child’s third birthday.

Level of Attainment	Description
Much more than expected +2	A referral is made by Harvest Plains to the USD 888 <i>and</i> a transition conference/IFSP meeting is convened with a district representative present for <i>all</i> children potentially eligible for USD 888 services <i>at least 90 days prior</i> to their third birthday <i>without exception</i> , <i>and</i> there is evidence of individualization in the transition process timeline (e.g., exceptions were made to accommodate for unique situations, such as earlier referral for a child with significant disabilities).
Somewhat more than expected +1	A referral is made by Harvest Plains to the USD 888 <i>and</i> a transition conference/IFSP meeting is convened with a district representative present for <i>all</i> children potentially eligible for USD 888 services <i>at least 90 days prior</i> to their third birthday <i>without exception</i> .
Expected level of outcome 0	A referral is made by Harvest Plains to the USD 888 <i>and</i> a transition conference/IFSP meeting is convened with a district representative present for <i>all</i> children potentially eligible for USD 888 services <i>at least 90 days prior</i> to their third birthday <i>except</i> for those situations where allowable justification is documented.
Somewhat less than expected -1	For one percent (1%) or less of potentially eligible children, the referral is not made by Harvest Plains <i>or</i> the transition conference/IFSP meeting is not convened with a district representative present <i>at least 90 days prior</i> to the child’s third birthday and no allowable justification is documented.

Much less than expected -2	For greater than one percent (1%) of potentially eligible children, the referral to USD 888 is not made by Harvest Plains <i>or</i> the transition conference/IFSP meeting is not convened with a district representative present <i>at least 90 days prior</i> to the child's third birthday and no allowable justification is documented.
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Degree of Goal Attainment		
Completion of TA Plan Date _____ Interviewer: _____	6 Months After Completion Date _____ Interviewer: _____	12 Months After Completion Date _____ Interviewer: _____
+2 +1 0 -1 -2	+2 +1 0 -1 -2	+2 +1 0 -1 -2
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>

**Goal 3:** All children referred by Harvest Plains will have eligibility determined and, if appropriate, an IEP in place by their third birthday.

Level of Attainment	Description
Much more than expected +2	All children referred by Harvest Plains prior to their third birthday have had eligibility determined and, if appropriate, an IEP in place by their third birthday.
Somewhat more than expected +1	All children referred by Harvest Plains at least 45 days prior to their third birthday have had eligibility determined and, if appropriate, an IEP in place by their third birthday.
Expected level of outcome 0	All children referred by Harvest Plains at least 90 days prior to their third birthday have had eligibility determined and, if appropriate, an IEP in place by their third birthday.
Somewhat less than expected -1	One percent (1%) of children referred by Harvest Plains at least 90 days prior to their third birthday did not have eligibility determined and, if appropriate, an IEP in place by their third birthday.
Much less than expected -2	Two percent (2%) or more of children referred by Harvest Plains at least 90 days prior to their third birthday did not have eligibility determined and, if appropriate, an IEP in place by their third birthday.

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<b>Degree of Goal Attainment</b>		
Completion of TA Plan Date _____ Interviewer: _____	6 Months After Completion Date _____ Interviewer: _____	12 Months After Completion Date _____ Interviewer: _____
+2   +1   0   -1   -2	+2   +1   0   -1   -2	+2   +1   0   -1   -2
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>

**The following people reviewed this plan and agree to the commitment of resources identified:**

\_\_\_\_\_  
 TA Consultant Date

\_\_\_\_\_  
 Program Administrator Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

The TA Consultant and the Program contact have reviewed this form jointly.