

Alaska DEED State Systemic Improvement Evaluation Plan by Priority Area: Implementation, Analysis, and Evaluation

State Infrastructure

Intended Outcomes	Evaluation Questions -- How Will We Know the Intended Outcome Was Achieved?	Measurement Tool/Data Collection Method	Timeline
Alaska DEED, with NTACTION, will establish and facilitate the Alaska Interagency Transition Council (AITC).	How many times did the AITC meet each year? What are the goals of the AITC? Is the AITC effective in meeting its goals?	Annual survey of AITC members AITC meeting notes	Ongoing through 2025
The AITC will coordinate transition activities across agencies and work together to support districts and schools to implement evidence-based practices to improve graduation rates and post-school outcomes for students with disabilities.	Does the AITC coordinate specific transition trainings across agencies? Does the AITC provide support to districts and schools to implement evidence-based practices? Have the activities and support lead by the AITC contributed to improved graduation rates and post-school outcomes?	Annual survey of AITC members 618 and APR data: (All students with disabilities compared to Alaska Native students with disabilities) 5-year cohort data (All students with disabilities compared to Alaska Native students with disabilities)	Ongoing through 2025
The AITC will increase collaboration between agencies who focus on strategic priorities that positively impact Alaska Native students.	How many opportunities has the AITC facilitated between AITC members and wider stakeholders that contributed to the co-development of resources? How many opportunities has the AITC facilitated between AITC members and wider stakeholders that contributed to co-sponsored events?	Annual survey of AITC members Resource and Event Data included on Transition Alaska 5-year cohort data (All students with disabilities compared to Alaska Native students with disabilities)	Ongoing through 2025
The AITC will increase knowledge of strategic priorities aimed at improving graduation rates and outcomes for Alaska Native students.	How many meetings include the sharing of strategic priorities, tools, or resources aimed at improving graduation rates and outcomes for Alaska Native students during AITC meetings?	Annual survey of AITC members AITC meeting notes	Ongoing through 2025

School Capacity

Intended Outcomes	Evaluation Questions -- How Will We Know the Intended Outcome Was Achieved?	Measurement Tool/Data Collection Method	Timeline
Distribute a regular secondary transition newsletter to teachers with professional development opportunities and information.	How many teachers and administrators received regular newsletters? Did newsletters provide information on opportunities for professional development?	Formative surveys on each newsletter Annual survey to recipients	Ongoing through 2025
Provide virtual training for teachers and administrators on evidence-based practices to improve graduation rates for students with disabilities and examples of how those practices can be implemented in Alaska.	Did training provide evidence-based practices to improve graduation rates for students with disabilities? Did the training provide examples of how those practices are being implemented in Alaska? Do teachers report that the training increased their capacity to provide transition planning and improve graduation rates for students with disabilities?	Formative surveys after virtual trainings	Ongoing through 2025
Increase distribution of training materials and resources specifically those that include culturally responsive programming for rural districts with large Alaska Native students with disabilities.	Does increased access to culturally responsive programming and tools increase use by schools and teachers? Does increased access and use lead to improve transition planning and graduation rates for Alaska Native students with disabilities?	Transition Alaska resource download data Data collection of number of resources printed and disseminated by AITC partners. 618, APR, and 5-year cohort data (All students with disabilities, Alaska Native students with disabilities)	Ongoing through 2025
Incorporate culturally responsive programming into statewide transition training.	Do increased training opportunities on culturally responsive training increase use in the classroom? Do increased opportunities lead to improved transition planning and graduation rates for Alaska Native students with disabilities?	Number of training sessions that include culturally responsive curricula Survey responses for usefulness, relevance, and quality of sessions including how many teachers used materials in their classroom	Ongoing through 2025

Student Instruction and Intervention

Intended Outcomes	Evaluation Questions -- How Will We Know the Intended Outcome Was Achieved?	Measurement Tool/Data Collection Method	Timeline
Implement JOBZ curriculum to teach students the skills and knowledge necessary for successful transition and graduation.	Do parents, teachers, and students report that the JOBZ Club was effective?	Annual evaluation of JOBZ Club including evaluation by participants, parents, teachers & administrators (conducted by DVR, analyzed by AITC)	Annual evaluation conducted in January – ongoing through 2025
Implement S’Cool Store program to teach students the skills and knowledge necessary for successful transition and graduation.	Do parents, teachers, and students report that the S’Cool Store was effective?	Annual evaluation of S’Cool Store including evaluation by participants, parents, teachers & administrators (conducted by DVR, analyzed by AITC)	Annual evaluation conducted in January – ongoing through 2025
Implement ATOP Transition Camps to teach students skills and techniques necessary for successful transition and graduation	Do students report that participation in ATOP transition camps were valuable?	Annual evaluation of ATOP Transition Camps by participants. Conducted by DVR, analyzed by AITC.	Ongoing through 2025
Collect data on and categorize current job opportunities for high school special education students based on employers who participate in summer work.	What are the current job opportunities for high school special education across the state? How many special education students have access to work experience in high school? How do IEP teams make decisions about work experience?	Data report to be analyzed by DEED and AITC stakeholders.	21-22 school year
Make available, develop and/or modify curricula to incorporate culturally responsive programming.	Does the development of culturally responsive programming increase use in schools across the state? Does the increased use of culturally responsive programming improve transition planning and graduation rates for Alaska Native students with disabilities?	Number of developed or modified curricula as reported by teachers Transition Alaska resource download data	Ongoing through 2025

Community Involvement and Integration

Intended Outcomes	Evaluation Questions -- How Will We Know the Intended Outcome Was Achieved?	Measurement Tool/Data Collection Method	Timeline
<p>Stone Soup Group Regional Parent Navigators will provide inclusive trainings for all parents of students with disabilities to improve community integration and involvement.</p>	<p>How many parents attended each training? How do parents and students benefit from the training? Did any students attend an afterschool workshop or club as a result of the training? Did students and parents report that they more effectively participated in IEP meetings to discuss transition services for their students as a result of the training? How many parents responded to materials and resources shared? i.e., made a decision to be more involved in their child’s education and post-school outcomes?</p>	<p>Evaluations collected at and following up on each training, including data about race/ethnicity of students and families</p> <p>Indicator 8 supplemental survey questions</p>	<p>Ongoing through 2025</p>
<p>Stone Soup Group Regional Parent Navigators will attend local school resource fairs and community gatherings to share information regarding school-related services, to include IDEA Part B, to build relationships with schools and connect families to resources.</p>	<p>Did students and parents report that they more effectively participated in IEP meetings to discuss transition services for their students as a result of SSG’s participation in resource fairs and community gatherings?</p>	<p>Evaluations collected at and following up on each event</p> <p>Indicator 8 supplemental survey questions</p>	<p>Ongoing through 2025</p>
<p>Community members will be participants in local stakeholder groups and report higher quality integration with the school and a focus on graduation and post-school outcomes.</p>	<p>How many schools held stakeholder meetings to discuss graduation and post school outcomes? How many stakeholder meetings included community members that represent potential employers? How many stakeholder meetings included parents of children with disabilities?</p>	<p>Survey of school administrators</p>	<p>Ongoing through 2025</p>