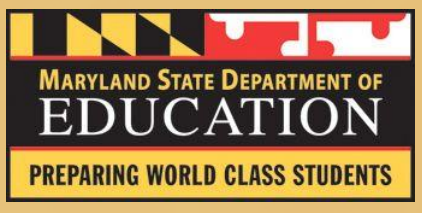
Maryland Indicators of

EFFECTIVE TRANSITION PRACTICES

A Self-Assessment Tool

For Local School Systems



The Maryland Coalition for Inclusive Education developed the **Maryland Indicators of Effective Transition Practices** (ETP) for **the Maryland State Department of Education, Division of Special Education/Early Intervention Services** through Grant No. 154331.
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THANK YOU!

A special note of appreciation goes to the school districts in Maryland that piloted the initial assessment tool and provided us with important feedback for improving the process and content. These are:

- Allegany County Public Schools
- Calvert County Public Schools
- Charles County Public Schools
- Montgomery County Public Schools
- Queen Anne's County Public Schools

We also thank the local stakeholders and national experts who rated the first revision of the ETP and provided us with valuable input regarding the rating scale, the language, and organization of specific items. These include:

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Finally, a fond THANK YOU to all of the Maryland Transition Coordinators who have met in small groups to discuss the use of this assessment tool and responded to surveys of local practices. Keep up the good work!

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MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

DIVISION OF SPECIAL EDUCATION EARLY INTERVENTION SERVICES

INTRODUCTION

Across the country, State Education Agencies and local school districts have been working to improve student achievement, graduation rates, and the successful transition of students with disabilities to post-secondary education, employment, and meaningful participation in their communities. In Maryland, the Maryland Coalition for Inclusive Education (MCIE) has worked closely with the Maryland State Department of Education's Division of Special Education/Early Intervention Services to review research and current practices in secondary transition services in middle schools and high schools as well as in post-secondary programs. Our goal was to identify what we know through research to result in positive post-school outcomes for students with disabilities as well as what national experts are recommending for effective transition practices. We also reviewed a variety of existing transition services indicators and standards in order to identify practices and a system of measuring implementation of those practices. In addition to the items that were initially developed, we used the stages of implementation defined by the National Implementation Research Network as our scale to measure implementation. See: http://nirn.fpg.unc.edu/learn-implementation/implementation-stages/research for additional information.

Some things we know from research:

- When students experience **paid employment during their high school** years, they are more likely to be employed after high school (Wagner, Newman, Cameto & Levine, 2006).
- When students are educated in separate special education classes, they have more absences from school, more referrals for disruptive behavior, and worse outcomes after high school in the areas of employment and independent living than do their peers who are **included in general education classes** (Wagner, Newman, Cameto & Levine, 2006).
- Instruction and coaching in **self-advocacy and self-determination** result in more positive school and post-school transition outcomes (Wehmeyer, Palmer, Shogren, Williams-Diehm, & Soukup, 2013; Wehmeyer, Shogren, Palmer, Williams-Diehm, Little, & Boulton, 2012).

- **Person-Centered Planning** processes to develop a vision and plan for employment and post-school community life result in increased participation in inclusive community activities (Malette, Mirenda, Kandborg, Jones, Bunz, & Rogow, 1992; Artesani & Mallar, 1998), increased academic engagement (Artesani & Mallar, 1998), increased participation by students in their own transition IEP meetings (Powers, Turner, Ellison, Matuszewki, Wilson, Phillips, & Rein, 2001; Miner & Bates, 1997), and increased knowledge and skills leading to enhanced self-determination (Phillips, 1990; Powers, et al., 2001).
- **Family involvement** is one of the most important contributors to school completion and success. The most accurate predictor of a student's school achievement is the extent to which his/her family encourages learning. Success is more likely if the family communicates high, yet reasonable, expectations for the student's education and future career and becomes involved in his/her education (Clark, 1993; Henderson & Mapp, 2002; Mapp, 2004; Schargel & Smink, 2001). Middle school and high school students whose parents remain involved tend to:
  - make better transitions,
  - maintain the quality of their work,
  - develop realistic plans for their future,
  - have higher graduation rates, and
  - advance to post-secondary education.
- **Graduating from high school** is a "cornerstone of future success," leading to better employment outcomes, reduced risk for poverty, poor health, and other life–limiting factors (NCSET, 2006).
- **Interagency collaboration and coordination of services** is positively correlated to post-school success in the areas of education, independent living, and employment (Bullis, Davis, Bull, & Johnson, 1995; Heal, Khoju, Rusch, & Harnisch, 1999; Repetto, Webb, Garvan, & Washington, 2002)). Interagency collaboration is necessary in providing a smooth transition for youth with disabilities.

Through a review of Maryland post-school outcome data and a survey of local Transition Coordinators in Maryland, it is clear that Maryland school systems are working to improve student outcomes. They are eager to share their successful practices, and also seek to improve their transition services so students with disabilities are engaged in meaningful work, post-secondary education, and community life after school.

Some things we know from **Maryland student outcome and survey data:**

- Overall, Maryland **dropout rates have fallen to new lows**, and are decreasing for both special education and regular education students. However, students with disabilities drop out of school at a rate almost twice as high as non-disabled students.
- **More** Maryland students are receiving their **high school diplomas** than ever before. Among students receiving special education services, the graduation rate has improved but is still unacceptably low.
- **Students** with disabilities, particularly **with intellectual and emotional disabilities,** are at higher risk for educational **placements that are separated** from their neighbors and friends without disabilities.
- **Curriculum alignment** with the College and Career Readiness Standards is front and center for most school systems. Instructional curricula **include employability skills** and in some cases, self-advocacy skills.
- Services for students who are eligible for post-high school special services (age 18 – 21) have limited but **improving opportunities for employment and recreation with similar age peers** without disabilities; customized planning for post-school living remains more of a wish than a reality.
- Some Local School Systems (LSSs) use **a variety of transition assessment methods** to determine transition goals and services; some LSSs use online assessment systems, and some use a single survey approach. Interest inventories appear to be common tools used across most school systems; there is variability in use of the many other assessment methods available. The time needed to conduct assessments needs to be built into transition services, as well as the competencies of staff to conduct a variety of assessments with students of different abilities.
- Community work-based experiences are underdeveloped. LSSs strive to improve and increase these opportunities.
- LSSs **want to provide or improve instruction in self-advocacy and self-determination skills**. One Coordinator noted that the new standards have led to an increase in self-advocacy and incorporating these skills in their high school curricula.

- **Employment preparation, training, and experiences are widely variable** across our school systems, and vary for students of differing abilities. Many of the respondents have strong employer partnerships and use job coaches to develop employment skills: “Job coaches work to tie jobs to course requirements. We have a strong network of employers that work well with the school system.” In other systems, there is a challenge in that educators “expect students to find their own jobs and will provide little to no assistance with students that have greater needs.”
- **The Career Research and Development (CRD) “completer” program may be an advantage** for students with disabilities and want to increase their participation to learn basic work protocol.
- Educators recognize and **value parent involvement** as an important factor in student success. They want to collaborate with families AND appreciate the importance of increasing student involvement in IEP meetings and decision-making about their transition goals and services. All survey respondents have opportunities for families to receive information and become connected with youth and adult service agencies.
- **Interagency collaboration** is a challenge and a process that all school systems actively work on.
- There is a desire to increase **real community job experiences**, particularly in rural areas.

The purpose of the Secondary Indicators of **Effective Transition Practices** (ETP) is to provide a framework for LSSs to develop a shared understanding of those practices that have been found through research to impact student outcomes. Conducted as a self-assessment, the ETP is a tool for LSSs to identify their strengths, establish priority areas for improvement, develop an action plan, and evaluate their progress over time, with an eye on continuous improvement. If LSS transition teams use this self-assessment coupled with student outcome data, they can identify what is working, what needs to be strengthened, and describe the impact of their services and improvements on their youth with disabilities and their families.

INDICATORS OF EFFECTIVE TRANSITION PRACTICES In SECONDARY EDUCATION

NATIONAL Transition Standards and Indicators of Effective Practices

Nationally, states and local school districts are focusing on efforts to improve student achievement, graduation rates, and the successful transition of students to inclusive post-secondary education, employment, and community living. This work has been encouraged by the U.S. Department of Education through a variety of policy, interagency, systems change, demonstration, and research efforts.

In 2003, a coalition of 30 national organizations joined together to create the National Alliance for Secondary Education and Transition (NASET). Their focus was on identifying research-based practices, programs, and services, with benchmarks for effective secondary education and transition practices. Consequently, they developed a Transition Toolkit with standards that would (a) reflect all youth; (b) be general enough to serve various audiences; (c) reflect both research-based practices and best practices in the field; (d) identify what is needed for youth to achieve successful participation in post-secondary education and training, civic engagement, meaningful employment, and adult life; and (e) focus on effective practices within secondary education and transition programs and services provided to youth with disabilities and other youth with special needs (NASET, 2005).

Following this, The U.S. Department of Education's Office of Special Education Programs (OSEP) funded a National Center on Secondary Education and Transition to assist States and local education agencies in promoting high quality transition services. They engaged over 50 professionals and family members from various advocacy and professional organizations with interest and expertise in transition services to focus on 5 key areas for transition program standards and develop indicators of quality practices, with an action-planning component.

A National Collaborative on Workforce & Disability for Youth created Guideposts for Success for Transition-Age Youth (NCWD, 2008), also organized into five key areas similar to the NASET and NSTTAC toolboxes. The MSDE's Division of Rehabilitation Services (DORS) used the Guideposts to develop and pilot a seamless transition services model called the Maryland Seamless Transition Collaborative (MSTC). The Guideposts were initially adopted to implement a High School/High Technology Grant awarded by the Department of Labor's Office of Disability Employment Policy, to align and coordinate services across various agencies and service providers to increase youth outcomes across Maryland.

The current National Technical Assistance (TA) Center funded by OSEP to provide support to States and local agencies on secondary transition practices has since developed an Evaluation Toolkit for secondary transition programs (NSTTAC, 2013). The National Secondary Transition Technical Assistance Center (NSTTAC) assists "transition educators and service providers to improve their programs and services by determining what is working, what is not working, and what needs to be changed or replicated" (NSTTAC, 2012, p.1). When developing their transition evaluation strategy, they heavily relied on the Taxonomy for Transition Programming developed by Kholer & Field (2003), research, evaluation studies, and the outcomes of model transition projects. Intended as a comprehensive evaluation, it contains 5 tools for information gathering on the curriculum, student demographics, IEP meeting practices, student feedback, and family feedback. They organized indicators into 5 key areas and recommend a continuous improvement cycle and action planning process with team collaboration and decisions that are based on an analysis of student and program data.

In May of 2013, the National Post-School Outcomes Center and NSTTAC collaborated to produce a checklist that could serve as a self-assessment for school districts to determine the degree to which their program is implementing practices which are likely to lead to more positive post-school outcomes for students with disabilities. Called a Predictor Implementation School/District Self-Assessment, the predictor categories and "essential program characteristics" were derived from high quality correlational research including students with disabilities. It expects a team to meet together to determine the degree of implementation for each of the 16 categories.

A thorough review of the work of national experts and organizations devoted to identifying the important standards for transition programs and the practices that result in positive student outcomes formed the base for Maryland's Effective Transition Practices.

Development of the **MARYLAND** Transition Standards and Indicators of Effective Practices

Why would Maryland want to develop its own indicators for secondary transition services? The answer is: to simplify, tailor the language to Maryland's schools, focus on quality actions over compliance, and support the use of this assessment as a practical process. We wanted a system for using a self-assessment tool that is electronic, embeds the stage-based work of implementation science (http://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation), is based in research of evidence-based practices, and is easy for teams to use in collaboration across a variety of stakeholders. We also wanted an easy action-planning approach for determining priorities and improvements that are based on the results of the assessment and monitoring progress over time.

When developing standards for secondary/transition programs for the state of Maryland, we reviewed, cross-referenced, and compiled nationally recognized standards (Kohler, 1996; Morningstar, 2011; NASET, 2005; and NSTTAC, 2008). We created an electronic tool (using Microsoft Excel as a vehicle for recording scores) based on Seattle University's Center for Change in Transition Services: the Quality Indicators for Secondary Transition (QuIST, 2009). Items from national standards were compared, indicator language was adapted, and a scoring rubric developed. Further, a function was added for immediate charting of results into graphic format for review by transition teams. A debriefing guide and action planning tool has been added to the process to support LSS planning.

The initial draft of the ETP was piloted in 5 school systems, and further edited based on feedback from Maryland Transition Coordinators and participants in the pilot assessment process. The resulting set of indicators was then reviewed by national experts and local stakeholders for final editing.

The development of a set of standards for secondary education and transition programs to use throughout the state of Maryland is critically important in helping all youth achieve positive school and post-school results. Statewide standards will establish a common vision, and a process for establishing goals and strategies for improving results for all youth across the state.

A note:

The indicators often refer to "all" students or "all" programs. In the pilot process, some school system teams realized that a particular practice was in place in some programs or schools for some students, and was considered of high quality. However, they were chagrined that they could not assign the highest score, even when there was exemplary evidence, since the practice was not implemented system-wide. Based on feedback from our reviewers, we have maintained that standard in the stage-based scoring rubric; the focus is on implementation of practices for ALL students across all secondary schools and program options.

Transition Program Areas

The Maryland ETP is organized into four areas: Education, Career Development, Family and Student Involvement, and Interagency Coordination.

1. Education

High school experiences and participation in general education curricula and extracurricular activities are critical for success: courses, school-based experiences, and course content lead to positive post-school outcomes. Students with disabilities need coursework that prepares them for a successful transition from school to their adult lives. This includes education during high school and post-high school for students who continue to be served by the public school system.

"Life skills" for students who have extensive support needs are the functional communication, social interaction, and interpersonal skills important for employment and community interaction success. These skills are best acquired with non-disabled peers who model these skills and can be interaction partners.

2. Career Development

Practice and research in secondary transition for students with disabilities have demonstrated the importance of work experiences in achieving post-school outcomes. Students who participate in paid employment and work experiences in high school, are more likely to be engaged in post-school employment, education, and independent living experiences (Benz, Lindstrom, & Yovanoff, 2000; Rabren, Dunn, & Chambers, 2002).

Paid employment is "standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer" (Rowe et al., 2014).

Work experience is "any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment" (Rowe et al., 2014).

3. Family and Student Involvement

All students depend upon their families to help them adapt to challenges, new experiences, new programs, new teachers, and new schools. Partnerships with families are important as students prepare to exit high school for adult lives in the community (Roy, 2012). Family involvement means "parents /families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child)" (Rowe et al., 2014). When students are involved in and contribute to their own plans for their future, they are more likely to have successful transition and post-school experiences.

4. Interagency Coordination

The Individuals with Disabilities Education Act of 2004 mandates the "development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to post-secondary activities" (20 U.S.C. 1411[d] § 300.704). In Maryland, there are four State agencies that may provide or purchase services for youth and adults with disabilities who have exited the public school system. Individuals must meet very specific criteria to be eligible for services from each of these agencies:

- MSDE Division of Rehabilitation Services,
- Department of Health and Mental Hygiene's Mental Hygiene Administration,
- Department of Health and Mental Hygiene's Developmental Disabilities Administration, and
- Department of Labor, Licensing, and Regulation's Office of Workforce Development and Adult Learning.

Local Transition Coordinators work with students, their families, and agencies that provide adult services to make connections for post-secondary success as students transition from the public school system to a meaningful life in the community.

THE MARYLAND **EFFECTIVE TRANSITION PRACTICES** ADMINISTRATION

Transition Self-Assessment **TEAM**

Members of the team who may contribute to the self-assessment include:

- Representative of the Special Education Administration
- Special Education high school teachers
- Regular Education high school teachers who are including students with disabilities
- High School Administrator(s)
- CTE/career education staff
- Support Personnel: counselor, psychologist
- Family representative
- Student

Administrative and Voting **PROCESS**

The process for conducting the self-assessment takes approximately 3 hours.

Room Set-up:

The team should sit around a conference-style table, each with electronic or paper copies of the indicators for reference. A projector and laptop are used to project an introductory presentation to orient the team to the process, and then project the assessment items in the Microsoft Excel document. A note taker will take notes on items that require follow up or actions that the team identifies; it is convenient for the team if the notes are written on poster paper for all to see.

Materials:

Projector and laptop with:

- ✓ PowerPoint presentation of the ETP guide
- ✓ Excel document to record item scores
- ✓ Debrief and Action Planning document to share for later discussion
- ✓ Copies of the ETP for all participants
- ✓ Note Paper for follow up items

Roles:

Administrator: A trained, external administrator who reads the items and answers clarifying questions related to the intent of the item.

Facilitator: The facilitator is a member of the local school system who understands the culture and services that are provided to transition age students with disabilities. The facilitator is able to put the items in local context, and when the team is ready, calls for the vote: "Ready-Set-Vote." The facilitator assists the administrator in determining the vote count.

Respondents: The team members vote by simultaneously holding out their hands with number of fingers indicating the score (see below).

Observer: There may be individuals who are there to observe the process and listen to the discussion. These may be principals, family members, or other district level personnel. They may clarify information about service delivery, but do not vote or contribute to the voting.

Voting Process:

When the facilitator calls for a vote, the team members hold out their hands to indicate their understanding about implementation of the transition practice.

Fully Implementing	**3 = We are fully implementing this practice and all secondary programs use data for continuous improvement.**	**3 points** 
Partial Implementing	**2 = We are implementing this practice with fidelity in targeted areas or with targeted groups in our high schools and secondary programs.**	**2 points** 
Installing	**1 = We are installing this practice by preparing the people and the organizational system to implement this practice.**	**1 point** 
Laying the Foundation	**0 = We need to develop this practice; we are gathering information to lay the foundation for implementation.**	**0 points** 

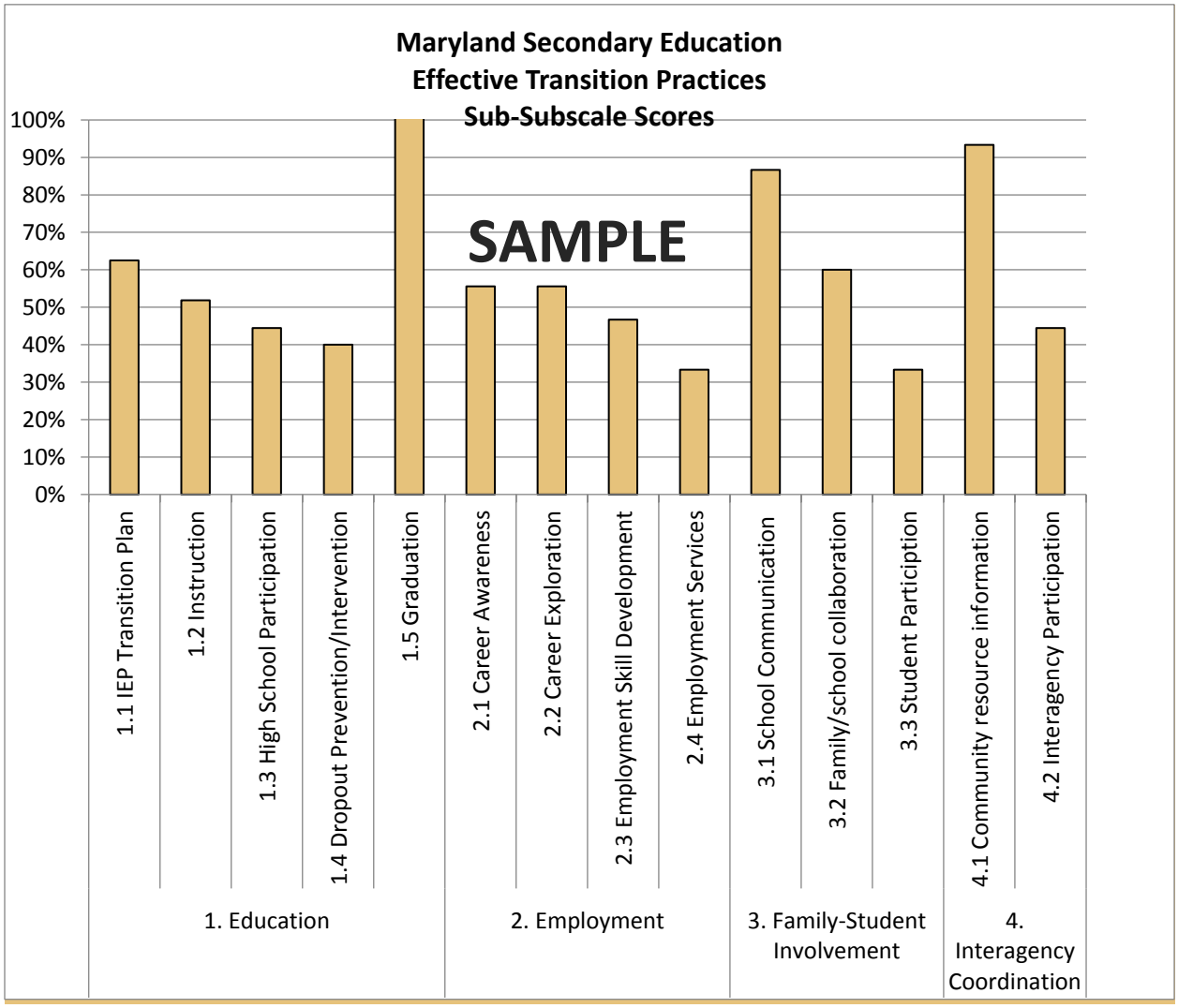
After initial vote, the facilitator checks votes of all respondents.

- ✓ **If all respondents vote the same, there is consensus.** The facilitator announces the consensus number and the administrator moves to the next item.
- ✓ **If respondents give different scores, consensus is not reached.** The facilitator asks respondents to discuss their reasoning, and then calls for a re-vote.

After the re-vote, the facilitator checks the votes of all respondents.

- ✓ **If all respondents vote the same, there is consensus.** The facilitator announces the consensus number and the administrator moves to the next item.
- ✓ **If respondents give different scores, the facilitator asks those with scores in the minority if they would accept the majority vote at this time.** The note-taker records team's concerns about this item for discussion at a later date. The administrator scores the number with the most votes.

Once the voting is complete and all items are scored, the administrator can show the charts that will automatically be generated.



Debriefing the Results and Setting **PRIORITIES**

Following the self- assessment and review of the charts, the team schedules a time to reconvene to debrief the results. The charts and items ratings will inform the team's discussion when they use the following form to note the areas of strengths in each section of the assessment, and celebrate the implementation of those practices. The team will also identify "opportunities," which are areas that may be easily changed, or – when implemented – will have an impact on several other areas of transition services, or will build capacity for addressing the transition needs of all students. Based on discussion and identification of strengths and opportunities, the team then identifies 2 to 4 priority areas. They may all be in one section, or spread across multiple sections. In order to be focused on targeted and measureable change, it is recommended that only 2 to 4 priorities in total be identified for initial action planning.

Debrief Guide to Inform Action Planning

Select strengths and areas for growth that will leverage your system's implementation of effective transition practices

SECTION	STRENGTHS	OPPORTUNITIES (leverage)	PRIORITIES
Education			
Career Development			
Family-Student Involvement			
Interagency Coordination			

Planning **ACTIONS** to Implement Practices to Improve Priority Areas

Once the team has identified the priority areas, they begin to plan actions to implement practices to improve them. As the team identifies actions, they can list them out, and should specify who is responsible for completing the action and when they will report the outcome. At each subsequent meeting – best to happen monthly – the team documents the status and records new actions to be implemented. The action planning process is ongoing over time and is not "done" until the end of the school year. At that time, they will want to identify when the EPT will be administered again, and renew the process.

Action Planning

Select the ETP Sections in which Priorities were identified
(delete other rows)
Review (update with accomplishments) and revise monthly

PRIORITY	ACTION	WHO	WHEN	STATUS UPDATE
1.				
2.				
3.				
4.				

Piloting the Indicators of Effective Transition Practices

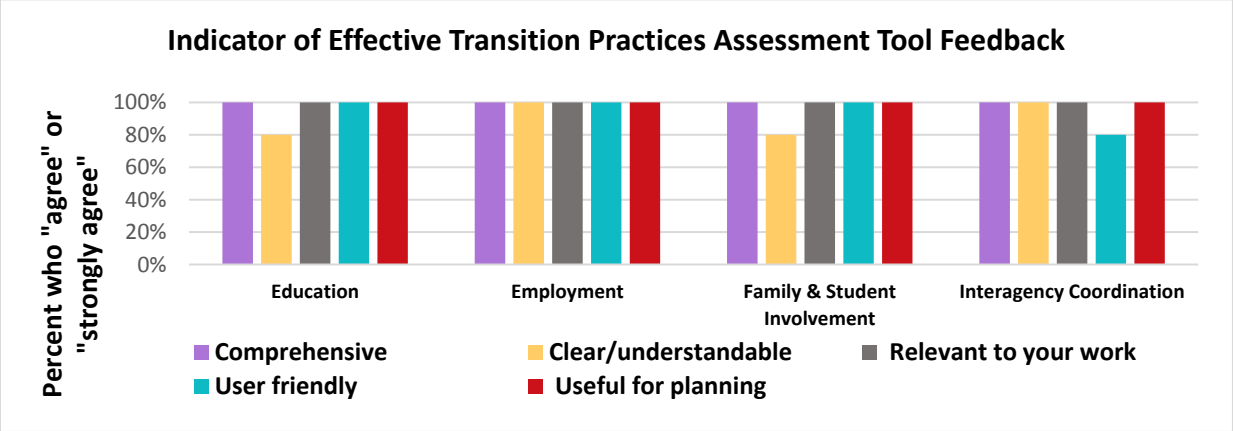
The pilot was conducted in five local school systems that volunteered during the summer and fall of 2015. Teams varied in size from four to nine members and included special educators, administrators, related service providers, representatives of Career and Technology Education (CTE) programs, guidance counselors, parents and recent student graduates. In each case, a MCIE staff member administered the assessment in a structured process. In addition to the MCIE administrator, a LSS member acted as facilitator of the process, assisting the team to interpret the items. Each team identified a note-taker for items that required follow-up discussion. Other team members served as respondents. Each team member was provided with a paper version of the ETP that was also projected on a screen. The administrator completed the assessment electronically and assisted participants in the voting process.

The overall implementation of indicators of effective secondary transition practices ranged from 40% to 80%, with wide variation in areas of strength. In several school systems, interagency coordination was actively in place, while career exploration and employment preparation activities were in early stages of implementation. In conducting the pilot, MCIE gathered structured feedback from the Transition Coordinator as well as from participants about the assessment tool and process.

The pilot process affirmed that this self-assessment process should be facilitated by a trained person who is external to the transition program. This allows for a neutral person, who does not have input into the scores, to guide the team in understanding the items and agreeing upon a score. The LSS Transition Coordinator is a critical member and serves as the “facilitator” of the assessment process. The facilitator can act as a note-taker, or another person can be assigned to take notes. These are helpful for the debriefing process, specifically for items on which there is not easy agreement on the extent of implementation of certain items.

Feedback from Transition Coordinators

Transition Coordinators reported positive feedback from the administration and outcome of the ETP assessment. When asked to rate the process, the feedback was overwhelmingly positive:



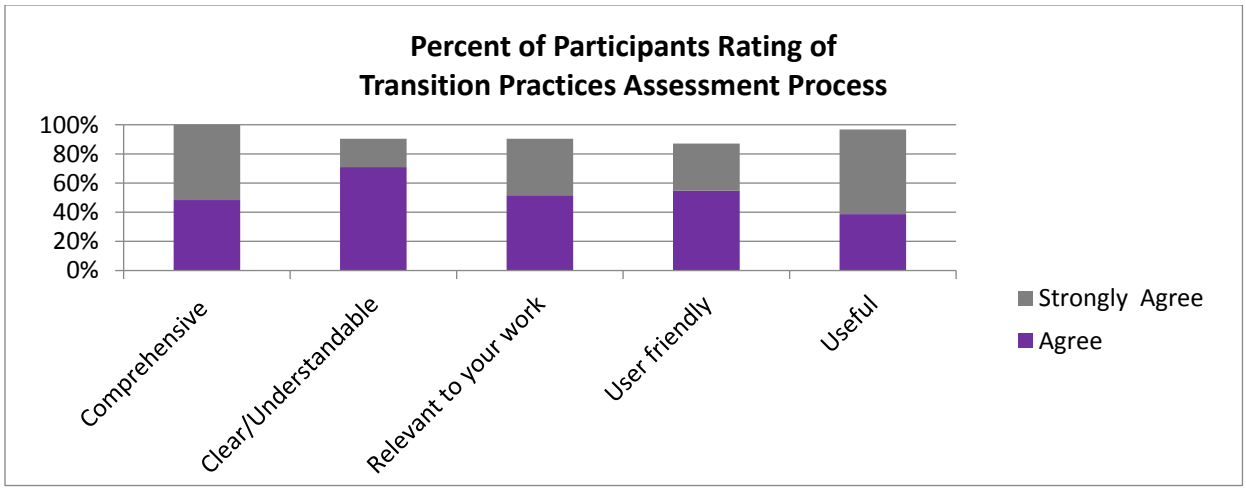
More input from Coordinators:

- *Excellent process! The discourse was amazing!*
- *There was a lot of discussion regarding the different populations, some of the items could be broken down to be more specific.*
- *Having an independent facilitator is important.*
- *Participants should have the indicators ahead of time – that helps to acquaint them with the process in advance.*
- *The discussion was more important than the scores. Individuals may not know the whole system, and while some practices might be in place, it may not be implemented system-wide. It's a great opportunity to think about why we do what we do.*
- *This is a process that empowers us to make change in a positive way; it gives us a guide to use in debriefing afterwards.*
- *Each area provides a great framework to develop an action plan as it relates to transition.*

Feedback from Team Members

Participants in the pilot were asked to rate the overall self-assessment tool as well as the assessment process. Everyone felt that the time spent, although long, was worth the outcome. The conversation enabled team members to gain insight into "what works" in transition services as well as areas where they agreed more attention for change was needed. They found the scoring easy and liked the voting process as well as the ability to see charted results immediately. The wording of some items was considered ambiguous which was taken into consideration in the final revisions. Respondents did not feel that there was any content missing but when asked what content should be changed the responses were:

- *The Information and content was not always applicable equally to all students with IEP's.*
- *Some of the questions should be broken down.*
- *Some questions were harder to answer because of wording.*



When asked what they **"really liked"** about the transition assessment, they said:

- *The willingness of participants to share*
- *It's great to be to see where we stand as a county*
- *A process to assess transition*
- *Format and representation of group*
- *The IEP transition plan section and the family – student involvement sections*
- *The ability to know better what's not working as well as it should*
- *Discussions*
- *Identified areas of immediate need*
- *The process to building consensus amount team members*

Participants also reported what they **"really didn't like:"**

- *Length of time*
- *Sometimes hard to be specific given the variety of students with IEP's*
- *Being unable to answer questions (if the team member does not have current information)*
- *Would like it to be more specific to middle school opportunities/activities*
- *Hard to be specific given the variety of students with IEPs: all content does not always apply equally*

Validating and Revising the Indicators of Effective Transition Practices

To be sure that the assessment would be considered a legitimate measure of effective transition practices, we conducted a content validity study examining the extent to which items are an acceptable and reasonable indicator of such practices. The primary questions are:

- *To what extent are ETP indicators an acceptable and reasonable standard of effective transition practices within secondary education?*
- *To what extent are items and measure representative and clear indicators of levels of implementation?*

The content validity analysis was based on protocol authored by Rubio, Werg-Weger, Tebb, Lee, and Rauch (2003). A panel of content experts and lay experts agreed to complete an ETP Instrument Validation Survey. Content experts were identified based on their work experience or publication in the field of secondary transition. Lay experts were people for whom the ETP was most salient and related to their advocacy and policy work. Specific procedures are outlined in the Appendix. Four criteria were used to evaluate each item of the ETP: 1) Item representativeness of the content domain (e.g., education, career development, family-student involvement, interagency coordination), 2) Item representativeness of the section to which the item was assigned within the content domain, 3) Item clarity, and 4) Suggestions for improvements to the item.

Each criterion was scored using a 4-point Likert scale (1=item is not representative/clear; 2=item needs major revisions to be representative/clear; 3=item needs minor revisions to be representative/clear; 4=item is representative/clear).

- Representativeness was determined by the extent to which an item represented the content domain (or section) as described in the description of the ETP.
- Clarity was evaluated based on how clearly the item was worded. At the conclusion of the survey, panel members were asked to evaluate the overall comprehensiveness of the entire measure and offers suggestions for the addition or deletion of items.

Estimates of percent agreement for domain representativeness, section representativeness, and item clarity ranged from 95 to 100%. Content validity and item clarity was met at the domain level for each of the four domains in the ETP with indices ranging from .920 to 1.000. The percent agreement for domain representativeness, section representativeness, and item clarity were 80.5%, 81.9%, and 77.8%, respectively. In order to identify specific sections and items in the ETP that may need revision, we calculated mean item Content Validity Indices (CVIs) on the sub-aggregate level by domain and by domain and section. Results show that content validity and item clarity was met at the section level for each of the 14 sections of the ETP with indices ranging from .833 to 1.000. Items that did not meet content validity were removed, revised or re-aligned based on expert input. Procedures are described in the Appendix.

Maryland Secondary Education

Indicators of **Effective Transition Practices**

Prepared for the

Maryland State Department of Education
Division of Special Education/
Early Intervention Services

By the

MARYLAND COALITION FOR INCLUSIVE EDUCATION

To be scored in the accompanying excel document.

Purpose:

Quality Indicators are designed for school districts to assess transition services for students with disabilities. By using this tool, school system teams will have a common understanding of best practices in secondary special education and transition to be able to identify priority practices to install or improve, and monitor their progress over time. By conducting this assessment annually, transition teams can engage in continuous improvement in services and post-school outcomes for students.

The Quality Indicators focus on four domains:

1. Education
2. Career Development
3. Family-Student Involvement
4. Interagency Coordination

Suggested Review Team Members:

1. High School or Post-Secondary Special Education Teacher(s)
2. High School General Education Teacher(s) who teach students with disabilities
2. Special Education Administrator or Supervisor
3. Support Personnel or Related Service Provider: Counselor, Psychologist, Speech Therapist
4. School Building or Secondary Program Administrator
5. Career/Technology Education Staff Member
6. Students and/or Family Member(s)

Directions:

1. This is an Excel spreadsheet document; enter all ratings on a computer.
2. There results will automatically calculate
3. This is a facilitated process; the facilitator reads the practice, team members rate the extent of implementation, and the facilitator helps the team to come to consensus on the rating according to the scoring definitions below.
4. When all items have been rated, the score sheet will calculate the score in each category and total.
5. To print the results, click on File, Print, Entire Workbook.

Scoring:

3 = We are fully implementing this practice and all secondary programs use data for continuous improvement.

2 = We are implementing this practice with fidelity in targeted areas or with targeted groups in our high schools and secondary programs.

1 = We are installing this practice by preparing the people and the organizational system to implement this practice.

0 = We need to develop this practice; we are gathering information to lay the foundation for implementation.

Effective Transition Practices
Self-Assessment Team Members

Local School System: insert name here

Date: insert name here

NAME	POSITION

1. EDUCATION					
INDICATORS **(mark only 1 X for each statement)**	**3 = We are fully implementing this practice**	**2 = We are implementing this practice with fidelity in some target areas**	**1 = We are installing this practice by preparing the people and system**	**0 = We need to develop this practice**	**Evidence/Notes**
1.1 IEP Transition Plan					
1.1.1 Schools inform students and families about transition services, transition assessments, post-secondary education, employment, and community support services.					
1.1.2 Schools IEP teams have all required members and know how to help students actively participate in transition planning.					
1.1.3 Students who have extensive support needs participate in a Person-Centered Planning process with their families and educators.					
1.1.4 Transition assessments are age-appropriate and include the student's current abilities, strengths, preferences and interests.					
1.1.5 The transition assessment process includes observations, interviews, record reviews, and testing and performance reviews that are varied based on the student's age.					
1.1.6 Student IEPs have measurable goals in the areas of postsecondary education/training, employment and community living based on student needs.					
1.1.7 School based transition services include a course of study and activities that lead to individualized transition goals for each student at each grade level.					

1. EDUCATION					
INDICATORS **(mark only 1 X for each statement)**	**3 = We are fully implementing this practice**	**2 = We are implementing this practice with fidelity in some target areas**	**1 = We are installing this practice by preparing the people and system**	**0 = We need to develop this practice**	**Evidence/Notes**
1.1.8 School and program leadership teams use student outcome data to evaluate current programs and plan services that will lead to positive post-school outcomes.					
Column scores	0	0	0	0	
Weighted Total:	0				

1.2 Instruction					
1.2.1 Teachers design lessons that include peer-assisted learning for academic content, behavioral expectations, and school routines.					
1.2.2 Teachers adapt instruction so that students with extensive support needs participate and make progress in the general education curricula.					
1.2.3 All students who do not have functional speech have an alternative system to communicate their ideas, interests, choices and knowledge.					
1.2.4 Students who have alternative communication systems are taught by classroom teachers how to use them for learning and communicating with their peers.					
1.2.5 Secondary schools proactively plan to promote positive peer interactions and social relationships.					

1. EDUCATION					
INDICATORS **(mark only 1 X for each statement)**	**3 = We are fully implementing this practice**	**2 = We are implementing this practice with fidelity in some target areas**	**1 = We are installing this practice by preparing the people and system**	**0 = We need to develop this practice**	**Evidence/Notes**
1.2.6 All secondary schools and programs for 18-21 year old students with disabilities teach self-advocacy skills.					
1.2.7 All secondary schools and programs for 18-21 year old students with disabilities teach self-determination skills (self-regulation, goal setting, etc.).					
1.2.8 All secondary schools and programs for 18-21 year old students with disabilities focus on age-appropriate and relevant goals - using age-appropriate materials, and skills that promote positive peer interactions.					
1.2.9 Programs for 18 - 21 year old students are based in age-appropriate locations, with students supported in inclusive dual enrollment programs on college campuses and/or competitive integrated employment, making minimum wage or greater.					
1.2.10 All students who need instruction in study skills and learning strategies receive it.					
Column scores	0	0	0	0	
Weighted Total:	0				

1. EDUCATION

INDICATORS (mark only 1 X for each statement)	**3 = We are fully implementing this practice**	**2 = We are implementing this practice with fidelity in some target areas**	**1 = We are installing this practice by preparing the people and system**	**0 = We need to develop this practice**	**Evidence/Notes**
1.3 High School Participation					
1.3.1 High schools offer broad career curricula that allow ALL students to organize and select academic, elective, career or technical courses based on their post-secondary goals.					
1.3.2 Career preparatory courses and activities align with labor market trends and community job requirements.					
1.3.3 Students with disabilities, including those taking the alternate assessment, participate in all general education career guidance systems.					
1.3.4 The Local School System (LSS) makes provisions for students with disabilities to participate in Career/Technical Education programs consistent with their employment goals.					
1.3.5 Schools support students so that all have equal access to non-academic and extra-curricular activities.					
Column scores	0	0	0	0	
Weighted Total:	0				

*ALL students mean all students with IEPs, regardless of disability type or intensity of supports needed.

1. EDUCATION

INDICATORS **(mark only 1 X for each statement)**	**3 = We are fully implementing this practice**	**2 = We are implementing this practice with fidelity in some target areas**	**1 = We are installing this practice by preparing the people and system**	**0 = We need to develop this practice**	**Evidence/Notes**
1.4 Dropout Prevention/Intervention					
1.4.1 The LSS promotes and supports research-based dropout prevention and intervention activities.					
1.4.2 School administrators and educators understand the factors associated with dropping out and address them early and systemically.					
1.4.3 Parents and families are an integral part of the dropout prevention and intervention activities.					
1.4.4 School staff receives current and relevant training in dropout prevention and intervention practices and procedures.					
1.4.5 LSSs and School Leadership Teams (SLT) use attendance, grade, behavior and achievement data to evaluate dropout prevention and intervention activities.					
Column scores	0	0	0	0	
Weighted Total:	0				

1. EDUCATION					
INDICATORS **(mark only 1 X for each statement)**	**3 = We are fully implementing this practice**	**2 = We are implementing this practice with fidelity in some target areas**	**1 = We are installing this practice by preparing the people and system**	**0 = We need to develop this practice**	**Evidence/Notes**
1.5 Graduation					
1.5.1 All students who take the standard assessment have a transtition plan that describes the course of study requirements that will lead to graduation.					
1.5.2 All students have a portfolio upon leaving school that is a comprehensive summary of their work histories and educational experiences.					
1.5.3 The IEP team determines the graduation date and age.					
Column scores	0	0	0	0	
Weighted Total:	0				

2. CAREER DEVELOPMENT

INDICATORS (mark only 1 X for each statement)	3 = We are fully implementing this practice	2 = We are implementing this practice with fidelity in some target areas	1 = We are installing this practice by preparing the people and system	0 = We need to develop this practice	Evidence/Notes
2.1 Career Awareness					
2.1.1 Career learning opportunities in school are valued by peers and reflect employment available in the community.					
2.1.2 Students in all schools have opportunities to visit employers and/or "shadow" employees in real jobs that are related to their interests and post-secondary goals.					
2.1.3 Informal and/or formal assessments are used to identify students' talents and employment interests.					
Column scores	0	0	0	0	
Weighted Total:	0				
2.2 Career Exploration					
2.2.1 There is a process for a LSS educator or job developer to conduct job skills analyses in various community employment sites.					
2.2.2 At or after the third year of high school, students participate in quality community-based work experiences (for pay or volunteer) that relate to their post-secondary goals.					
2.2.3 Schools obtain feedback about the community work experiences from the student, their employer, and job coaches.					

2. CAREER DEVELOPMENT					
INDICATORS (mark only 1 X for each statement)	**3 = We are fully implementing this practice**	**2 = We are implementing this practice with fidelity in some target areas**	**1 = We are installing this practice by preparing the people and system**	**0 = We need to develop this practice**	**Evidence/Notes**
2.2.4 Students participate in vocational assessments in order to determine career areas that match interests and aptitudes.					
2.2.5 Based on a job skills analysis, schools assess the job performance of students who are in community work experiences.					
Column scores	0	0	0	0	
Weighted Total:	0				

2.3 Employment Skill Development					
2.3.1 All students learn positive work habits through completer courses, community work experiences or other explicit instruction in natural school or community settings.					
2.3.2 Students participate in Career and Technical Education programs and courses aligned with their transition goals.					
2.3.3 All students exit school with job seeking skills.					
2.3.4 Students exit school able to find, request and use supports (including natural supports) and accommodations for work experiences.					
Column scores	0	0	0	0	
Weighted Total:	0				

2. CAREER DEVELOPMENT					
INDICATORS (mark only 1 X for each statement)	**3 = We are fully implementing this practice**	**2 = We are implementing this practice with fidelity in some target areas**	**1 = We are installing this practice by preparing the people and system**	**0 = We need to develop this practice**	**Evidence/Notes**
2.4 Employment Services					
2.4.1 Work experiences for students with disabilities are aligned with each student's interests and post-secondary goals.					
2.4.2 The LSS policies and procedures ensure that instructional work-based learning is in compliance with laws that govern work-based learning, including the Fair Labor Standards Act (FLSA) and the Americans with Disabilities Act (ADA).					
2.4.3 School staff who provide employment instruction or support receive on-going training in job development and placement.					
2.4.4 There is a process in place to identify the level and type of on-the-job supports needed by individual students.					
2.4.5 Schools evaluate the performance of students in community work experiences through observation; data collection; and feedback from students, employers and job coaches.					
2.4.6 Schools use work experience evaluations in transition planning.					
Column scores	0	0	0	0	
Weighted Total:	0				

3. FAMILY-STUDENT INVOLVEMENT					
INDICATORS **(mark only 1 X for each statement)**	**3 = We are fully implementing this practice**	**2 = We are implementing this practice with fidelity in some target areas**	**1 = We are installing this practice by preparing the people and system**	**0 = We need to develop this practice**	**Evidence/Notes**
3.1 School Communication					
3.1.1 School staff actively cultivate, encourage and welcome student and family involvement.					
3.1.2 Communication among families, students and school staff is respectful, collaborative and reciprocal in nature.					
3.1.3 Schools inform students and families about the variety of career options and entry requirements for careers and post-secondary education programs in their community.					
3.1.4 Schools inform parents and students about the transition requirements of IDEA 2004.					
3.1.5 The Local School System (LSS) actively solicits feedback from families and students about their participation in and satisfaction with the transition planning process.					
Column scores	0	0	0	0	
Weighted Total:	0				

3. FAMILY-STUDENT INVOLVEMENT

INDICATORS (mark only 1 X for each statement)	3 = We are fully implementing this practice	2 = We are implementing this practice with fidelity in some target areas	1 = We are installing this practice by preparing the people and system	0 = We need to develop this practice	Evidence/Notes
3.2 Family and School Collaboration					
3.2.1 Parents have opportunities to provide information on their child's interests, strengths, potential employment goals and other considerations for post-school success.					
3.2.2 School staff, families and students share frequent and timely reports of student behavior, performance and achievement.					
3.2.3 School staff considers family cultures, traditions and values in all aspects of transition planning.					
3.2.4 Parents or other family members are regular, active members of the IEP Team and contribute to IEP decisions.					
3.2.5 Schools engage in a partnership with families whose students are at risk for failure or drop out.					
Column scores	0	0	0	0	
Weighted Total:	0				

3.3 Student Participation					
3.3.1 Students are active and participating members of their IEP teams.					
3.3.2 Students with disabilities take on leadership roles in the school, and receive supports to do so.					

3. FAMILY-STUDENT INVOLVEMENT

INDICATORS (mark only 1 X for each statement)	3 = We are fully implementing this practice	2 = We are implementing this practice with fidelity in some target areas	1 = We are installing this practice by preparing the people and system	0 = We need to develop this practice	Evidence/Notes
3.3.3 Students with disabilities are involved with school counselors in the same way as students without disabilities.					
Column scores	0	0	0	0	
Weighted Total:	0				

4. INTERAGENCY COORDINATION

INDICATORS (mark only 1 X for each statement)	3 = We are fully implementing this practice	2 = We are implementing this practice with fidelity in some target areas	1 = We are installing this practice by preparing the people and system	0 = We need to develop this practice	Evidence/Notes
4.1 Community Resource Information					
4.1.1 The LSS provides information to students and parents at least annually on the change from education entitlement services to eligibility for employment and independent living services through the MD Developmental Disability Administration (DDA) and the Division of Rehabilitation Services (DORS).					

4. INTERAGENCY COORDINATION

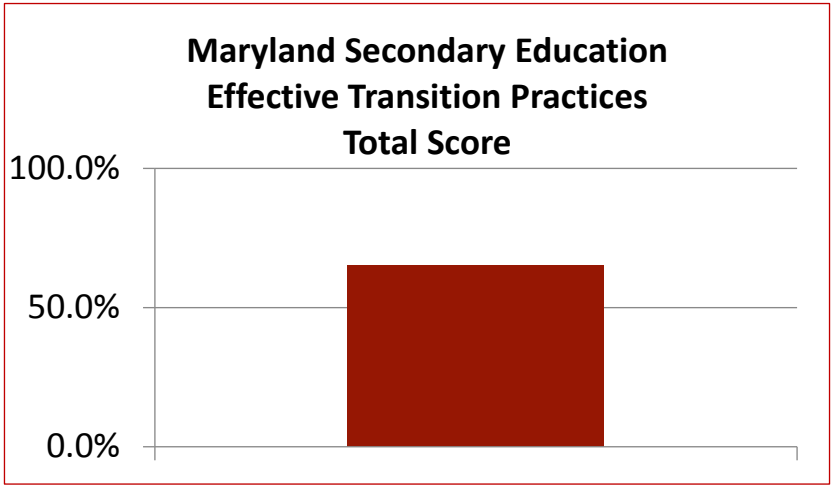
INDICATORS (mark only 1 X for each statement)	3 = We are fully implementing this practice	2 = We are implementing this practice with fidelity in some target areas	1 = We are installing this practice by preparing the people and system	0 = We need to develop this practice	Evidence/Notes
4.1.2 The LSS provides information and assistance to students and parents to connect to local adult service agencies and local service providers.					
4.1.3 The LSS provides information and/or support to students and parents about the variety of post-secondary education, training or employment opportunities in their communities and how to access them.					
4.1.4 Students and families participate in transition activities such as transition fairs, agency seminars and informational workshops.					
4.1.5 The LSS has a process in place for students to provide information to future employers and post-secondary education agencies (e.g., college, university, trade school) about accommodations and supports needed to be successful.					
Column scores	0	0	0	0	
Weighted Total:	0				

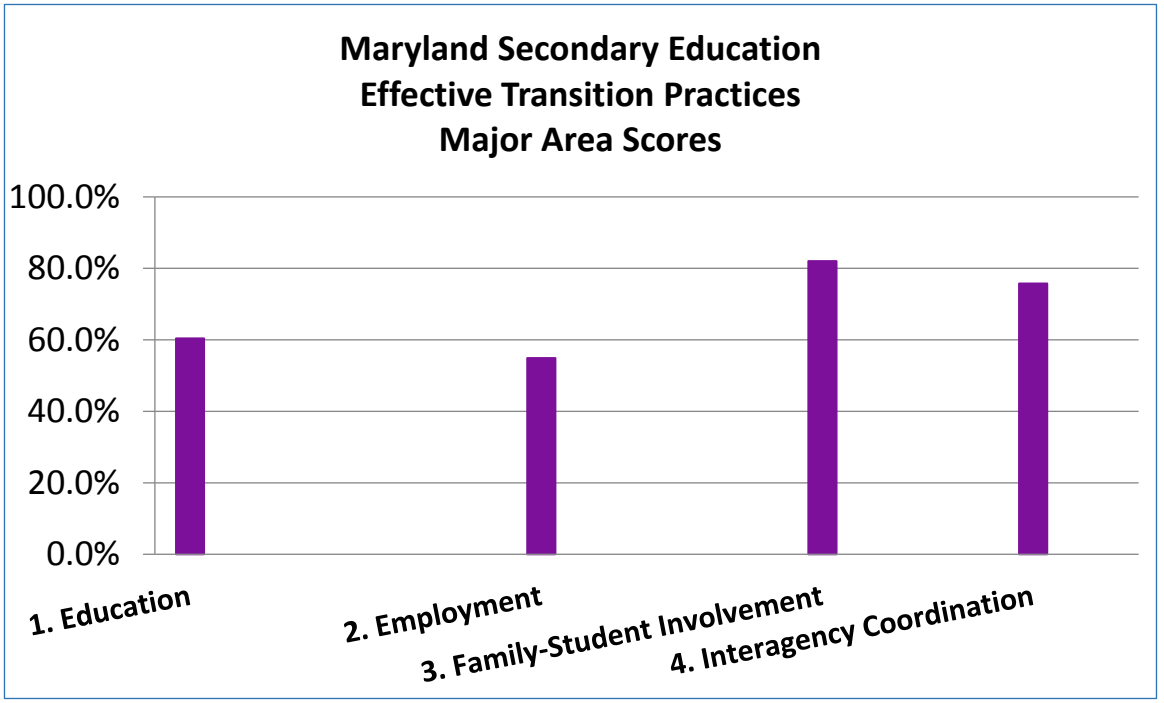
4.2 Interagency Participation					
4.2.1 The LSS and local adult agencies have Memoranda of Understanding (MOUs) to coordinate eligibility and service provision, and consider braided funding strategies so students can participate in the post-school options of their choice.					

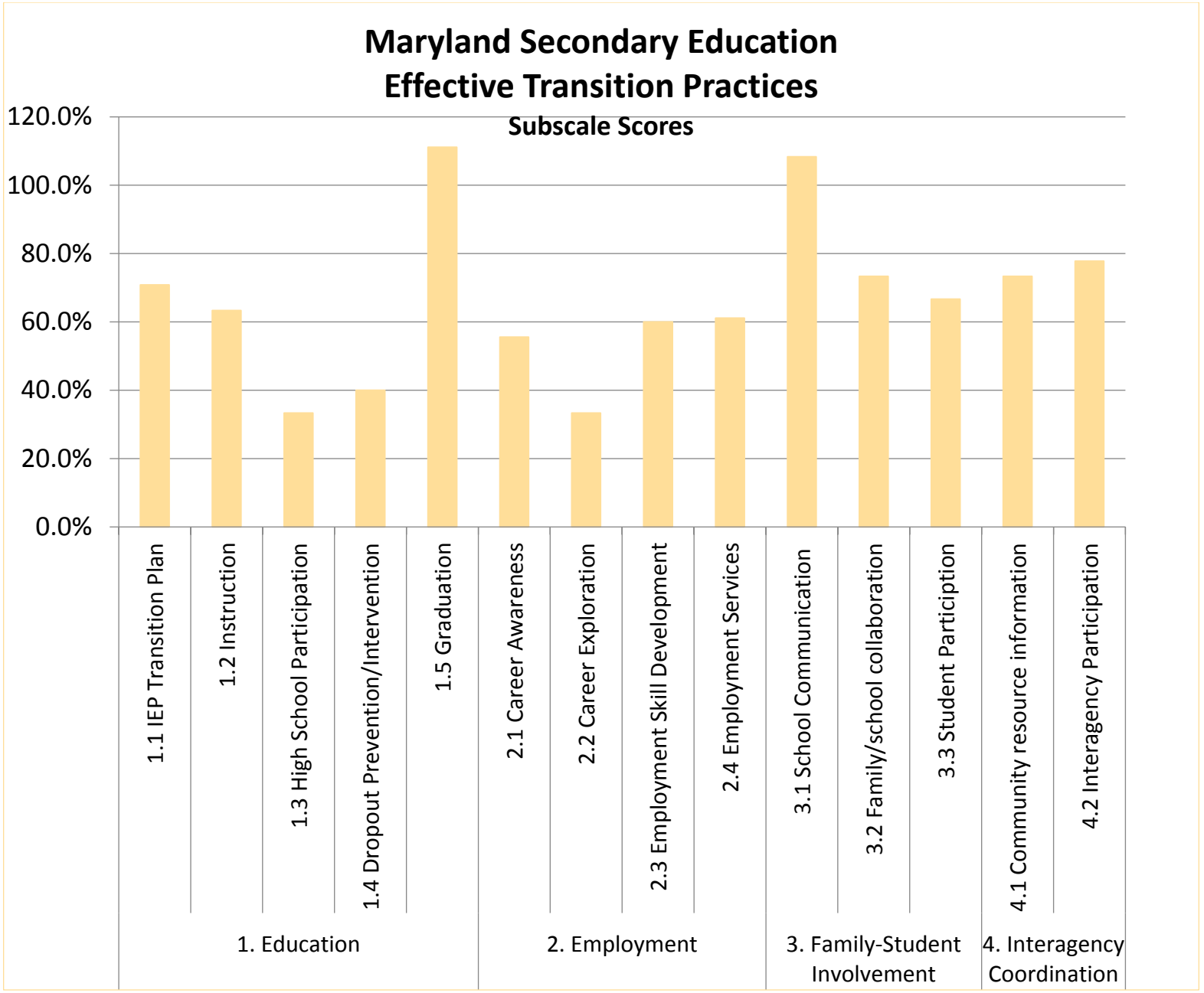
4. INTERAGENCY COORDINATION

INDICATORS (mark only 1 X for each statement)	3 = We are fully implementing this practice	2 = We are implementing this practice with fidelity in some target areas	1 = We are installing this practice by preparing the people and system	0 = We need to develop this practice	Evidence/Notes
4.2.2 Parents have a process to provide written consent for adult service agencies to participate in their child's transition planning and IEP meetings.					
4.2.3 Adult agencies participate in IEP/transition planning for individual students eligible for their services (e.g., DORS, DDA) in the last 2 years of the student's exit from school.					
4.2.4 The LSS has an interagency team process to refer students to services, accommodations and supports after high school (e.g., Transition Council).					
4.2.5 The LSS and adult agencies have processes to communicate about individual student talents and accommodations needed in order to seamlessly transition to adult services.					
4.2.6 Students eligible for adult services are referred to the appropriate adult agency at the agreed-upon age.					
Column scores	0	0	0	0	
Weighted Total:	0				

SAMPLE CHARTS:






Maryland Secondary Education
Effective Transition Practices
Subscale Scores
120.0%
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
1.1 IEP Transition Plan
1.2 Instruction
1.3 High School Participation
1.4 Dropout Prevention/Intervention
1.5 Graduation
2.1 Career Awareness
2.2 Career Exploration
2.3 Employment Skill Development
2.4 Employment Services
3.1 School Communication
3.2 Family/school collaboration
3.3 Student Particiption
4.1 Community resource information
4.2 Interagency Participation
1. Education
2. Employment
3. Family-Student Involvement
4. Interagency Coordination

Maryland Secondary Education
Indicators of Effective Transition Practices

Debrief Guide to Inform Action Planning

Select strengths and areas for growth that will leverage your system's implementation of quality transition practices

SECTION	STRENGTHS	OPPORTUNITIES (leverage)	PRIORITIES
Education			
Career Development			
Family-Student Involvement			
Interagency Coordination			

Maryland Secondary Education
Indicators of Effective Transition Practices

Action Planning

Select the ETP Sections in which Priorities were identified (delete other rows)
Review (update with accomplishments) and revise monthly

PRIORITY	ACTION	WHO	WHEN	STATUS UPDATE
1.				
2.				
3.				
4.				

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APPENDIX
Content Validity Analysis

The procedure for the content validity analysis was based on protocol authored by Rubio, Werg-Weger, Tebb, Lee, and Rauch (2003). We identified a panel of content experts and lay experts to complete the ETP Instrument Validation Survey. Content experts were identified based on their work experience or publication in the field of secondary transition. Lay experts were people for whom the ETP was most salient. Researchers have recommended using a range of 2 to twenty experts in a content validity analysis (Gable & Wolf, 1993; Walz, Strickland, & Lenz, 1991). Rubio, et al. (2003) suggest using at least three content experts and three lay experts in a content validity analysis. Within a week of soliciting input, we sent each panel member an email that contained: (a) a cover letter, (b) a description of the ETP, (c) instructions to complete the survey, and (d) the survey response form. Three content experts and three lay experts responded to our request; correspondingly, our content validity analysis included respnse data from six panel members.

Four criteria were used to evaluate each item of the ETP: (a) item representativeness of the content domain (e.g., education, career development, family-student involvement, interagency coordination); (b) item representativeness of the section to which he item was assigned within the content domain; (c) item clarity; and (d) suggestions for improvements to the item (e.g., wording, identification of factors not specified). Each criterion was scored using a 4-point Likert scale. Representativeness was determined by the extent to which an item represented the content domain (or section) as described in the description of the ETP. Clarity was evaluated based on how clearly the item was worded. At the conclusion of the survey, panel members were asked to evaluate the overall comprehensiveness of the entire measure and offers suggestions for the addition or deletion of items.

Rating Scales

Content domain representativeness - evaluate the extent to which each of the items is representative of (or measures) the secondary transition content domain (e.g., education, career development, family-student involvement, and interagency coordination):

- 1 = item is **not representative**
- 2 = item **needs major revisions** to be representative
- 3 = item **needs minor revisions** to be representative
- 4 = item **is representative**

Section representativeness - evaluate the extent to which each of the items is representative of (or measures) the section to which it is assigned (e.g., IEP transition plan, career awareness, school communication, community resource information, etc.) within a given domain:

- 1 = item is **not representative**
- 2 = item **needs major revisions** to be representative
- 3 = item **needs minor revisions** to be representative
- 4 = item **is representative**

Item clarity - evaluate the clarity of each item (i.e., how clear you think each item is):

- 1 = item is **not clear**
- 2 = item **needs major revisions** to be representative
- 3 = item **needs minor revisions** to be representative
- 4 = item **is clear**

Factor group representativeness - evaluate the extent to which each of the items is representative of (or measures) the factor group to which it is assigned (e.g., IEP transition plan, career awareness, school communication, community resource information, etc.) within a given domain:

- 1 = item is **not representative**
- 2 = item **needs major revisions** to be representative
- 3 = item **needs minor revisions** to be representative
- 4 = item **is representative**

Suggestions for improvements - please provide your suggestions for:

- **improvements** to the items
- identification of **other factors** not specified

Analysis

Two types of analysis were performed: assessment of internal reliability for the ETP measure and calculation of content validity indices (CVI) for domain representativeness, section representativeness, and item clarity. Internal reliability measures assess the extent to which the six experts were reliable in their ratings. The CVIs reflect the degree to which experts reported items were associated with the appropriate domain (i.e., domain representativeness) and domain sections (i.e., section representativeness) and used clear language (i.e., item clarity).

Internal reliability

Consistent with literature on conducting content validity studies (for example, Davis, 1992; Grant & Davis, 1997; Lynn, 1986), the 4-point survey response scales of the ETP were dichotomized (i.e., values of “1” and “2” were combined and values of “3” and “4” were combined) to represent expert agreement

or disagreement of item representativeness and clarity. Internal reliability values of .6-.8 reflect moderate to substantial strength of agreement and values of .8-1.0 reflect substantial to almost perfect agreement (e.g., Landis & Koch, 1977; Shrout; 1998). Internal reliability for representativeness and clarity across the six panel members was assessed using percent agreement (Rubio et al., 2003) and Cronbach's alpha (Morningstar et al, 2008). Table 1 presents internal reliability results.

Table 1. Internal Reliability Measures

	Percent Agreement	Cronbach's Alpha
Domain Representativeness	100%	.626
Section Representativeness	95.8%	.640
Item Clarity	95.8%	.817

Percent agreement is frequently used as measure of internal reliability in social science research. Percent agreement is calculated as the number of items considered reliable (substantial agreement across experts) divided by total number of items. When a small number of experts are involved, substantial agreement is assessed as 100% agreement across experts. However, as the number of experts increases, the likelihood of them all agreeing decreases (Rubio et al., 2003). Researchers advise using a "less conservative" approach to assess internal reliability when more than five experts are involved. Under this less conservative approach, when at least 80% of experts agree on an item response, the agreement is deemed substantial agreement (Rubio et al., 2003). Since our study involved more than five experts, we used this less conservative approach to assess percent agreement. Estimates of percent agreement for domain representativeness, section representativeness, and item clarity ranged from 95-100%. (Note: Under the conservative approach that requires 100% agreement to determine substantial agreement, percent agreement for domain representativeness, section representativeness, and item clarity were 80.5%, 81.9%, and 77.8%, respectively.)

Researchers suggest, however, that percent agreement estimates may not correct for chance agreement among the experts, and therefore may overestimate the level of agreement (Hallgren, 2012). In consideration of this limitation, we also calculated Cronbach's alpha; values for Cronbach's alpha reported in Table 1 maintain there was moderate to substantial agreement among the experts (e.g., Landis & Koch, 1977; Shrout; 1998).

Content validity and clarity indices

Content validity was determined by calculating content validity indices (CVI) for domain representativeness and section representativeness (i.e., the extent to which experts deemed items were representative of the domain / section to which they were assigned). First, we computed CVIs for each item by counting the number of experts who rated the item as "3" or "4" and dividing that number by the total number of experts who responded to the item. This represents the proportion of responding experts who deemed the item as content-valid. The aggregate CVIs for the measure reported in Table 2 reflect the mean CVIs for domain representativeness and for section representativeness across all items

(Rubio et al., 2003). Indices for domain representativeness (.976) and section representativeness (.953) fell well above the benchmark of 0.8 recommended by Davis (1992).
Clarity indices were calculated similar to the manner in which validity indices were computed. We computed a clarity index for each item by counting the number of experts who rated the item clarity as "3" or "4" and dividing that number by the total number of experts who responded to the item (i.e., we calculated the proportion of responding experts who rated the item description as clear with no more than minor revisions needed). The aggregate item clarity index reported in Table 2 (.955) also well exceeded the benchmark of 0.8.

Table 2. CONTENT VALIDITY INDICES

Aggregate Measure	Content Validity / Clarity Index
Domain Representativeness	.967
Section Representativeness	.953
Item Clarity	.955

Identification of sections and items that may need revision.

In order to identify specific sections and items in the ETP that may need revision, we calculated mean item CVIs on the sub-aggregate level by domain and by domain and section (see Tables 3a and 3b). Table 3a demonstrates that content validity and item clarity were met at the domain level for each of the four domains in the ETP with indices ranging from .920 to 1.000.

Table 3a. CONTENT VALIDITY INDICES By Domain

Domain	Domain Representativeness	Section Representativeness	Item Clarity
1	.956	.930	.967
2	.949	.928	.920
3	.987	1.000	.974
4	1.000	1.000	.954

Identification of sections and items that may need revision.

In order to identify specific sections and items in the ETP that may need revision, we calculated mean item CVIs on the sub-aggregate level by domain and by domain and section (see Tables 3a and 3b). Results reported in Table 3b show that content validity and item clarity were met at the section level for each of the 14 sections of the ETP with indices ranging from .833 to 1.000. Table 3b suggests it may be beneficial to further examine responses for Domain 1, Section 3 (section representativeness); Domain 2, Section 2 (domain represenativeness, section representativeness, and clarity), and Domain 2, Section 3 (section representativeness). CVIs at the item level identified specific items that may need revision (see Table 3c).

Table 3b. CONTENT VALIDITY INDICES By Domain and Section

Domain	Section	Domain Representativeness	Section Representativeness	Item Clarity
1	1	.938	.958	.938
1	2	.944	.918	.959
1	3	.939	.844	1.000
1	4	1.000	1.000	1.000
1	5	1.000	.944	.944
2	1	1.000	1.000	.944
2	2	.889	.889	.833
2	3	.927	.887	.927
2	4	.972	.944	.944
3	1	.967	1.000	1.000
3	2	1.000	1.000	.967
3	3	1.000	1.000	.944
4	1	1.000	1.000	1.000
4	2	1.000	1.000	.917

Table 3c. ITEMS THAT DID NOT MEET CONTENT VALIDITY REQUIREMENT (≥ .80)

Domain	Section	Item	Measure	Value	Notes
1	3	3	Section Representativeness	.60	2 experts rated this item as “2” 1 expert did not respond to this item
2	2	1	Item Clarity	.67	2 experts rated this item as “2”
2	3	2	Section Representativeness	.60	2 experts rated this item as “2” 1 expert did not respond to this item
2	4	6	Section Representativeness	.67	1 expert rated this item as “2” 1 experts rated this item as “1”
2	4	6	Item Clarity	.67	2 experts rated this item as “1”
4	2	3	Item Clarity	.67	2 experts rated this item as “2”

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