



NTACT

National Technical Assistance Center on Transition

Model for State Capacity Building

Building capacity within one's state is important to assuring that the state's young people with disabilities are successful in achieving valued adult outcomes. Several factors influence how transition-focused education and services are implemented within a state, as well as within local communities, such as federal policy, state policy, and local values and resources. An important goal of the federally funded Technical Assistance and Dissemination Centers is to facilitate state capacity building to implement practices generated from research. NTACT organizes the research through the *Taxonomy for Transition Planning 2.0*. The model for extending transition research to practice within a state (illustrated on the next page), focuses on two important components: ***increasing local capacity*** and ***facilitating implementation***. Aligned with typical state agency functions, the model includes activities in four primary, but integrated areas designed to foster increased capacity and facilitate implementation of evidence-based and promising practices: **data-based decision-making at state and local levels, professional development, technical assistance, and policy analysis and change**.

Data-based decision making represents the concept that program planning, improvement, and resource allocation are based on data and assessment information that are valid and reliable. Professional development encompasses many approaches that focus on developing competence in educators and other transition service providers. Technical assistance supports implementation of EBPPs and is a fundamental aspect of insuring a change in practice. Policy analysis and change provide an important tool to ensure that state or local policies facilitate, rather than inhibit, implementation of effective practices. These capacity building tools typically fall within the realm of state responsibility, and when well-focused and coordinated, provide powerful strategies to improve transition education and services and thus, student outcomes.

Extending Research to Practice: Model for State Capacity Building

