Predictors of Post-School Success: The Administrator's Role in Secondary Transition

South Carolina CASE Spring Institute

Postsecondary Transition:

Successfully Preparing the South Carolina Graduate

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Objectives

- Review the current status of transition across the country (e.g., post-school outcomes data, trends in adult systems)

- Overview current secondary transition law and policy and connections across IDEA, ESSA, and WIOA, including implications for districts and schools

- Gain knowledge of in-school predictors of post-school success to support secondary transition programs and practices

Think…Pair…Share…
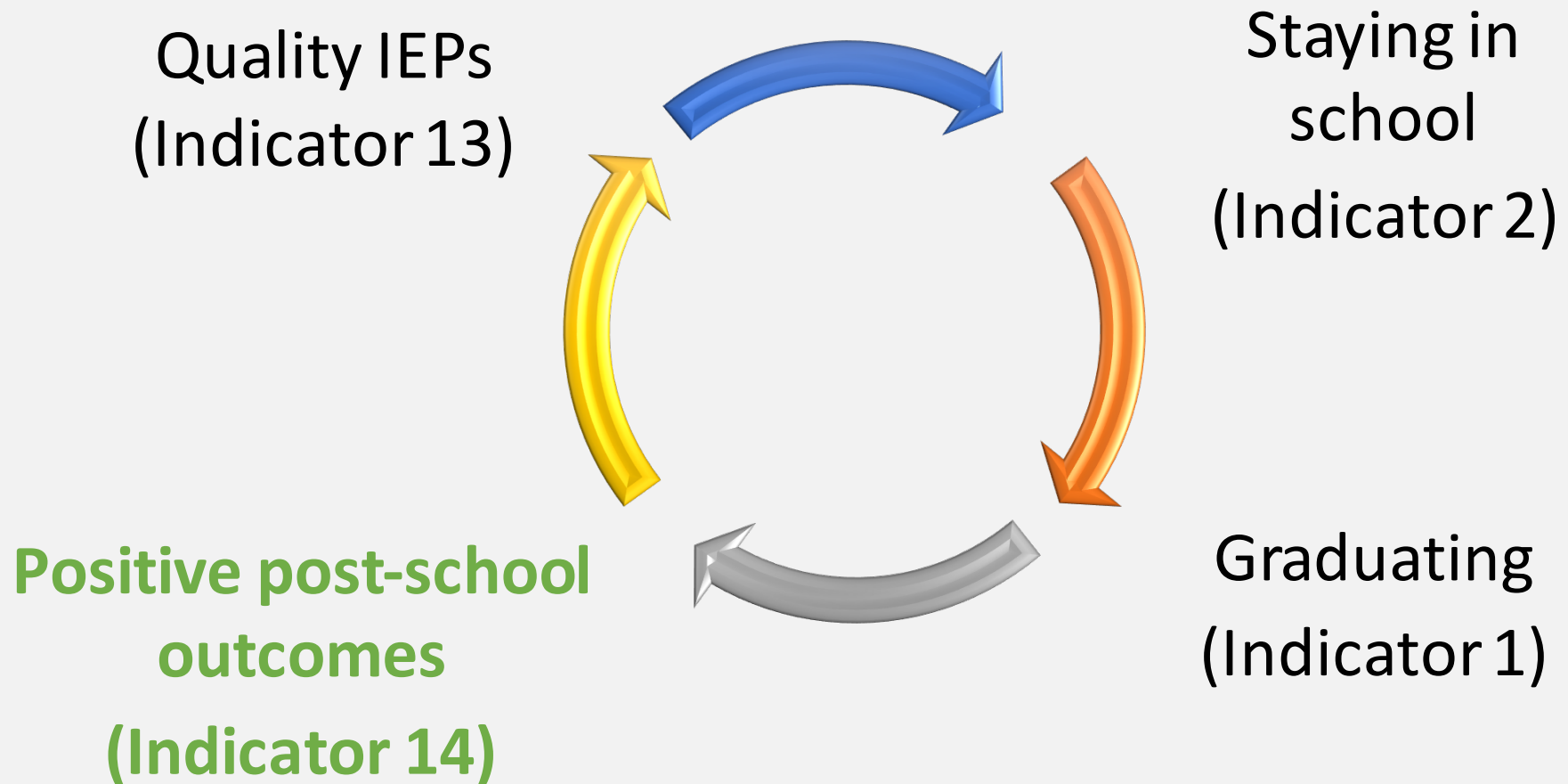## What is Your Local Context?

- What is your district currently doing related to transition planning, instruction, and services?

- What is your district working on related to improving graduation, dropout, transition-related compliance, and post-school outcomes for youth with disabilities?

Transition in the 21st Century

- Ensure all youth graduate high school prepared for college and careers
- Actively involve of general and special education (Morningstar et al., 2012)
- Prepare lifelong learners (NASSP, 2004)

Critical Interrelationships for Achieving PSO

Quality IEPs (Indicator 13)

Staying in school (Indicator 2)

Positive post-school outcomes (Indicator 14)

Graduating (Indicator 1)

| In-School Activities (Indicator 13) | Exiting School (Indicator 1 & 2) | Post School (Indicator 14) |

Quality Transition Components

- **Measurable post-school goals in education, training, employment, and independent living (if appropriate), updated annually**
- **Post-school goals based on age appropriate transition assessment**
- **Transition services that align with post-school goals**
- **Course of study aligned with post-school goals**
- **Annual IEP goals related to student's transition service needs**
- **Student participation in IEP meeting**
- **Participation of appropriate adult agency in IEP meetings**

Increased graduation rates for students with disabilities

Decreased dropout rates for students with disabilities

Increased number of students engaged in:

- **higher education**

- **Competitive employment**

- **some other postsecondary education and training**
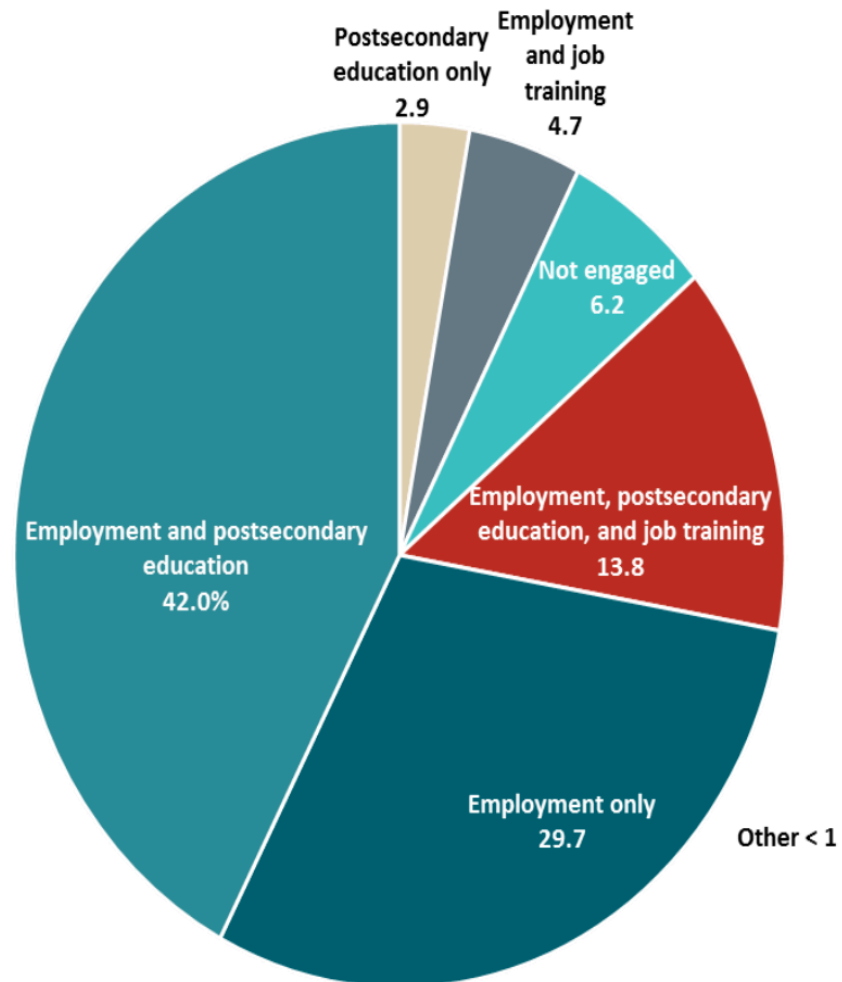
- **other employment**

National Picture of PSO Data Analysis

- Individuals with disabilities are less likely to be engaged in the community, as compared to individuals without disabilities:

  - Only 1/3 of individuals with disabilities were employed compared to 2/3 of individuals without disabilities (USDOL, 2015)

  - Underrepresented in management and professional technical jobs and overrepresented in entry-level jobs (e.g., service industry, manufacturing; USDOL, 2015)

  - Only 50% of youth with disabilities attend four-year colleges or universities,

    - 40% attend two-year colleges, and

    - 10% attend trade/technical schools (National Council on Disability, 2012).

National Picture of PSO Data

Post-High School Engagement

Most young adults with disabilities have been employed, participated in job training, or attended a postsecondary school following high school. Researchers for the National Longitudinal Transition Study-2 report that a large share of those young adults had been engaged in some combination of those activities. For instance, 42 percent had both worked and been enrolled in postsecondary education. Only 6.2 percent had not been engaged in any type of educational or job-related activity.
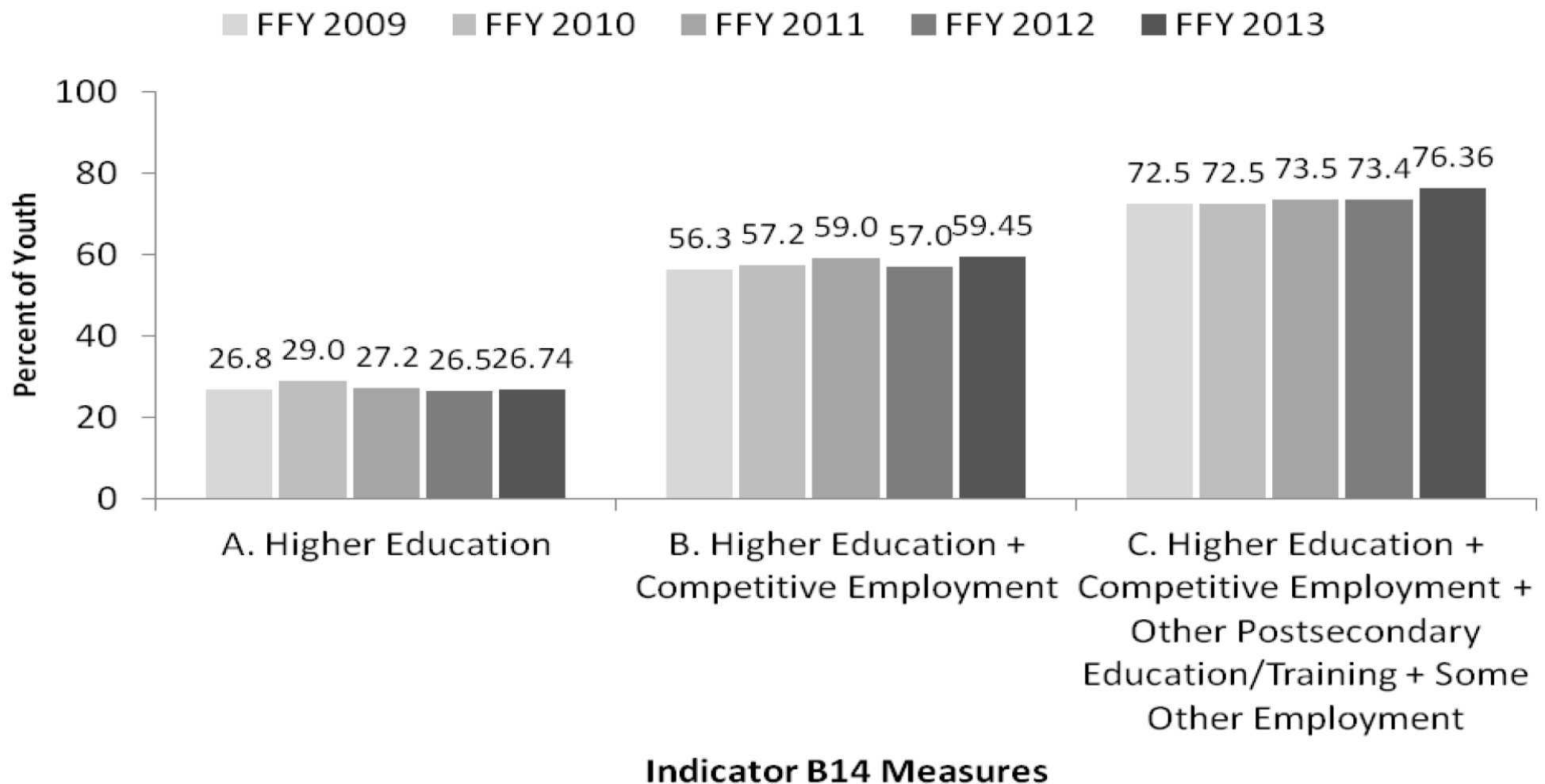

Postsecondary education only
2.9

Employment and job training
4.7

Not engaged
6.2

Employment, postsecondary education, and job training
13.8

Employment and postsecondary education
42.0%

Employment only
29.7

Other < 1

Percent reporting type of post-high school engagement (U.S.)

National Picture of PSO Data Analysis
(Median National PSO Data)

Trends of Median Percentages for Each Indicator B14 Measure

Legend: ■ FFY 2009 ■ FFY 2010 ■ FFY 2011 ■ FFY 2012 ■ FFY 2013

A. Higher Education: 26.8, 29.0, 27.2, 26.5, 26.74

B. Higher Education + Competitive Employment: 56.3, 57.2, 59.0, 57.0, 59.45

C. Higher Education + Competitive Employment + Other Postsecondary Education/Training + Some Other Employment: 72.5, 72.5, 73.5, 73.4, 76.36

Y-axis: Percent of Youth (0–100)
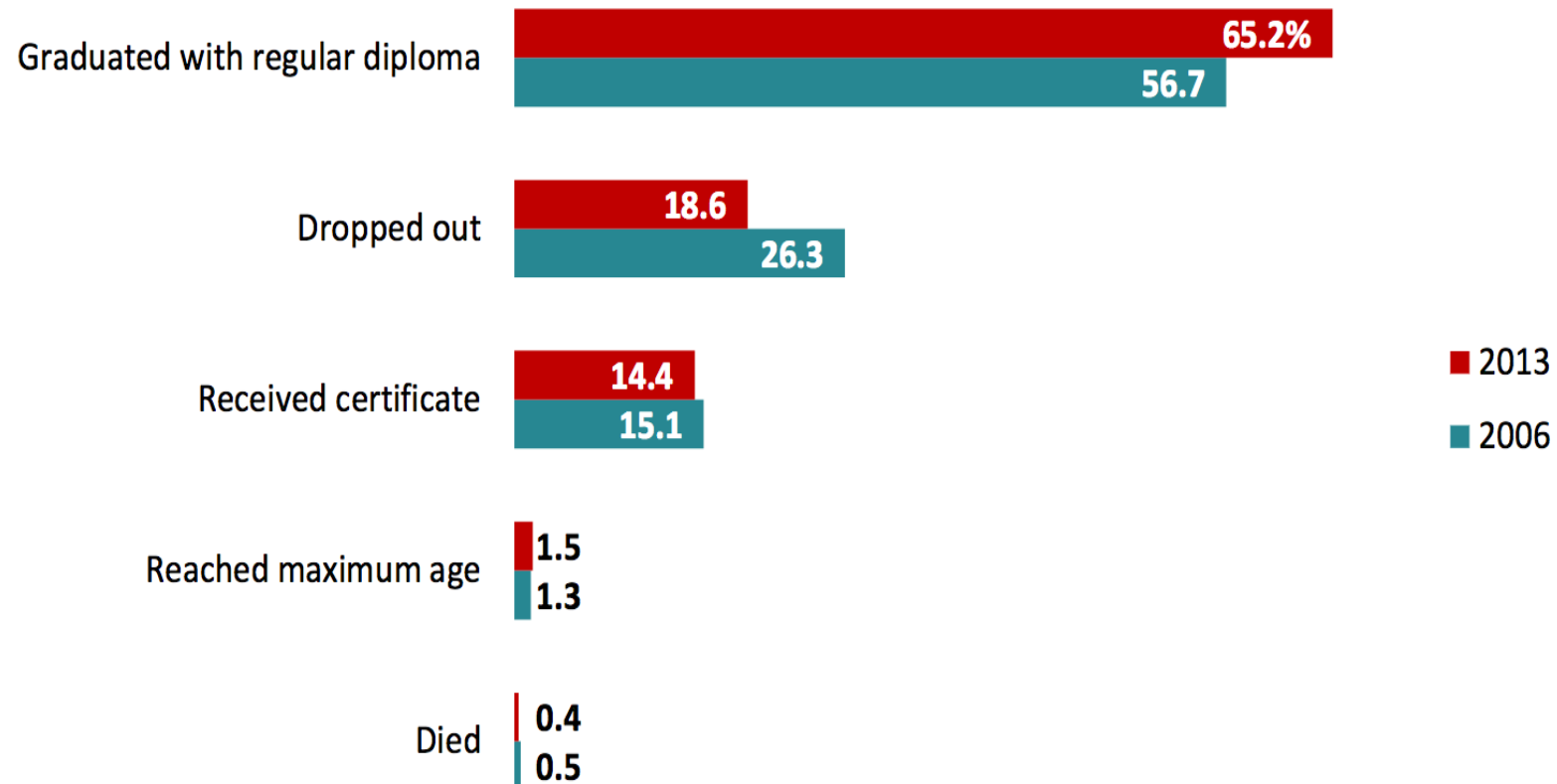
X-axis: Indicator B14 Measures

South Carolina Picture of PSO Data Analysis

Trends of Each Indicator B14 Measure for SC
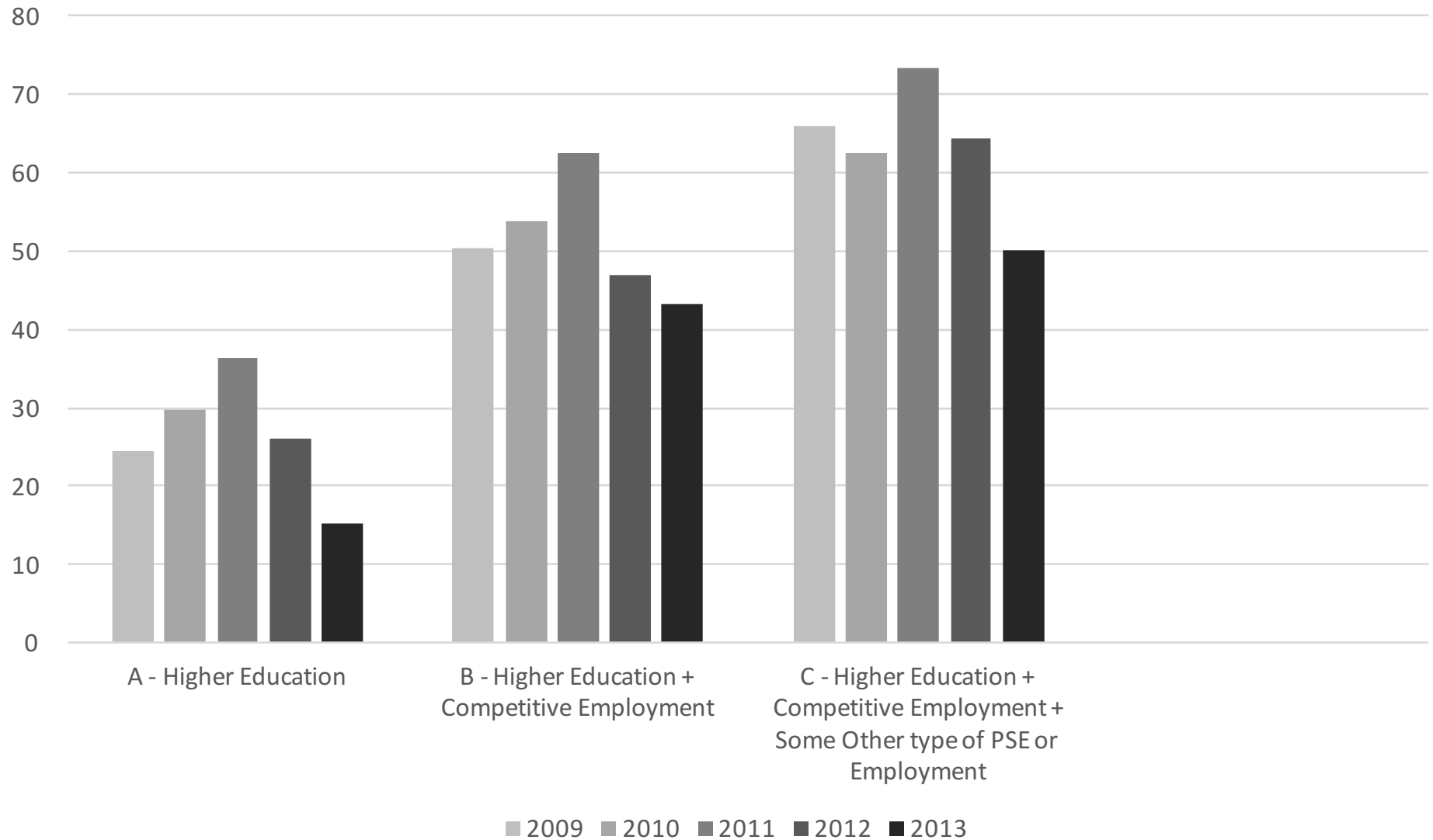
National Picture of Graduation & Dropout

High school exit status (ages 14-21)

Category	2013	2006
Graduated with regular diploma	65.2%	56.7
Dropped out	18.6	26.3
Received certificate	14.4	15.1
Reached maximum age	1.5	1.3
Died	0.4	0.5

Legend: ■ 2013 ■ 2006

NOTE: Due to methodological differences in calculations, data on high school exit status shown here are not comparable to ACGR graduation rates presented elsewhere in this report.

SOURCE: Education Week Research Center, 2015. Analysis of data from U.S. Department of Education Office of Special Education Programs (2005-06, 2012-13).

High School Exit Status: 2012-13

Students with disabilities (ages 14-21)	South Carolina (%)	Nation* (%)
Graduated with regular high school diploma	44.9	65.2
Received a certificate	6.2	14.4
Dropped out	41.8	18.6
Reached maximum age	6.7	1.5
Died	0.4	0.4

IDEA, WIOA, & ESSA:
Breaking It Down

Commonalities between
IDEA, WIOA, & ESSA

- Collaboration between schools and communities

- Employment outcomes, including partnerships with employers, IHEs, and other organizations

- Teacher Training and PD

- Evidence-based and promising practices

Purpose of IDEA

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and *prepare them for further education, employment,* and independent living

Purpose of ESSA

Every student should graduate from high school **ready** for **college** and a **career**. Every student should have meaningful opportunities to choose from upon graduation from high school.

ESSA

- The LEA, in partnership with stakeholders (including principals and other school leaders, teachers, and parents) will:
  - locally develop and implement a plan to improve student outcomes that is informed by all the indicators, including
    - student performance against state-determined long-term goals;
    - evidence-based interventions

ESSA

- SEA/LEA grants to:
  - Provide all students with access to a well-rounded education;
  - Improve school conditions for student learning; and
  - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.
- Must be coordinated with other schools and with community-based services and programs, and can be partnerships with higher education institutions, business, nonprofits, community-based organizations, or other public or private entities

WIOA Youth Services:
Opportunities for Partnerships & Collaborations

Vocational Rehabilitation

Workforce Investment

Education

Youth with Disability
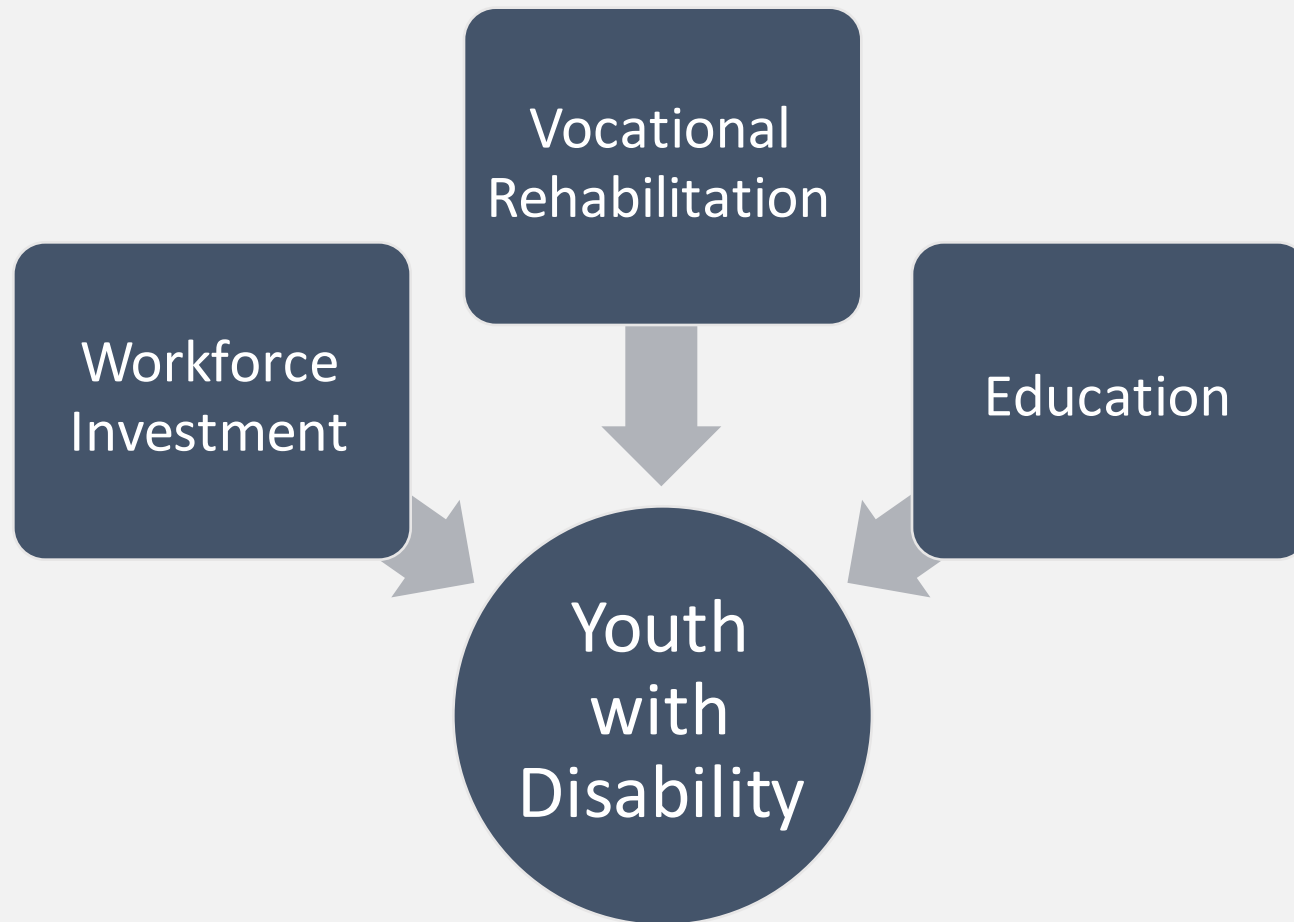
Workforce Innovation and Opportunities Act

- First reform to the public workforce system in more than 15 years

- Passed with majority of bipartisan support

- Signed into law on July 22, 2014

WIOA Increases $$ to Focus on Youth

- At least 20% of local youth formula funds must be used for work experiences including internships, job shadowing, and summer and year-round employment.
  - Administrative costs not subject to the 20% requirement
  - State and local areas must track funds spent on work experience beginning with PY 2015 funds
- 15% of all VR funding must be used for transition services including work-based learning experiences

WIOA Youth Services: Out-of-School Youth

- At least 75% of workforce development local youth formula funds must be used for out-of-school youth up to age 24.

- Eligibility:

  - Ages 16-24

  - Not attending school   **-AND-**

  - Individual with a disability or other qualifying condition

    - *(Basic skills deficient; English language learner; an offender; homeless, runaway, in foster care or aged out of the foster care system; pregnant or parenting; an individual with a disability; person who requires additional assistance to enter or complete an educational program or to secure and hold employment)*

WIOA Youth Services: In-School Youth

- Eligibility:

  - Ages 14-21

  - Low-Income   **-OR-**

  - Individual with a disability or other qualifying conditions

WIOA Youth Services Include:

- Tutoring and skills training
- Alternative secondary school offerings
- Paid and unpaid work experience
- Occupational skills training
- Leadership development activities
- Supportive Services
- Adult mentoring

- Follow-up services
- Counseling
- Education and training for specific occupation
- Financial literacy
- Entrepreneurial skills training
- Labor Market Information
- Post-Secondary preparation and transition activities

Greatest Impact on Schools:
Pre-employment Transition Services (PETS)

- Job exploration counseling

- Work-based learning experience

- Counseling on opportunities for post-secondary training

- Workplace readiness training

- Self-Advocacy

Pre-employment Transition Services (PETS)

Job Exploration Counseling

- Career exploration & planning
- Review labor market info
- Explore jobs & Careers

Work-Based Learning Experiences

- Mock interviews with employers
- Connect students with career technical education and/or non-traditional work experiences
- utilize & encourage local businesses for work experience opportunities

Counseling on PSE Opportunities

- Provide IHEs with information related to SWD
- Discuss accommodations for success in academic and employment settings
- Education and inform students about options for PSE

Workplace Readiness Training

- Connect students to local employees
- Identify and teach workplace readiness skills
- Support readiness through opportunity (e.g., career fairs, job shadowing)
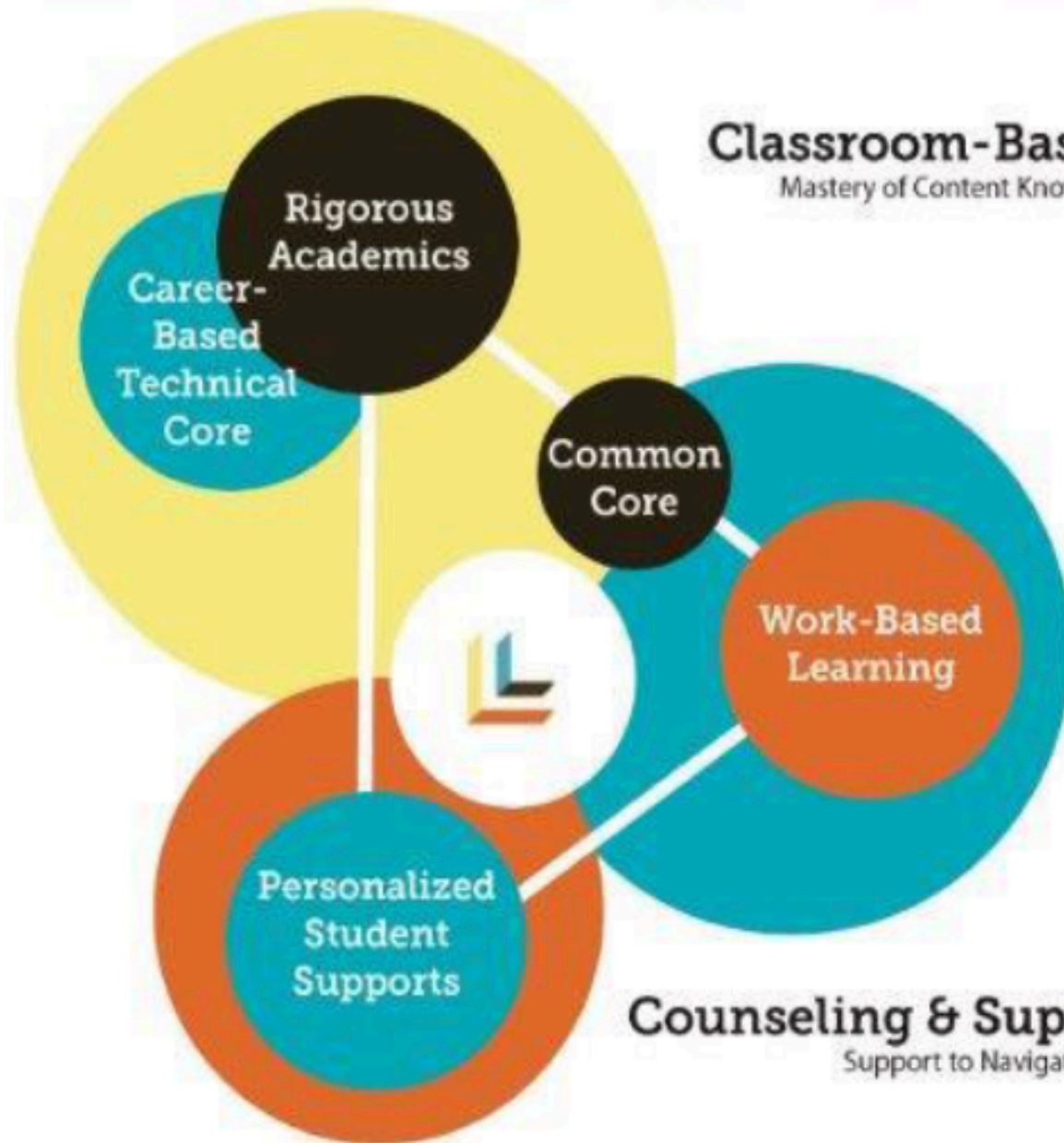
Instruction in Self-Advocacy

- Work with students to promote self-determination skills
- identify self-advocacy skills and why they are important
- Promote involvement in IEP and/or ILP planning

Classroom-Based Instruction
Mastery of Content Knowledge & Technical Skills

Rigorous Academics

Career-Based Technical Core

Common Core

Real World Application
Transfer Content Knowledge & Technical Skills to the Workplace

Work-Based Learning

Personalized Student Supports

Counseling & Supplemental Instruction
Support to Navigate College & Career Options

How do you know the services you provide to youth with disabilities ensures the purpose of IDEA, ESSA, & WIOA?

Administrator's Role in Transition

Administrator's Role in Transition

- Have current knowledge of what works in secondary transition for students with disabilities

- Understand how to effectively implement evidence-based practices

- Be aware of predictors of post-school success to ensure secondary transition programs are based on predictors

- Have tools for identifying key components currently or not being implementation that relate to predictors of post-school success

EBPs & Predictors to Support Post-School Success
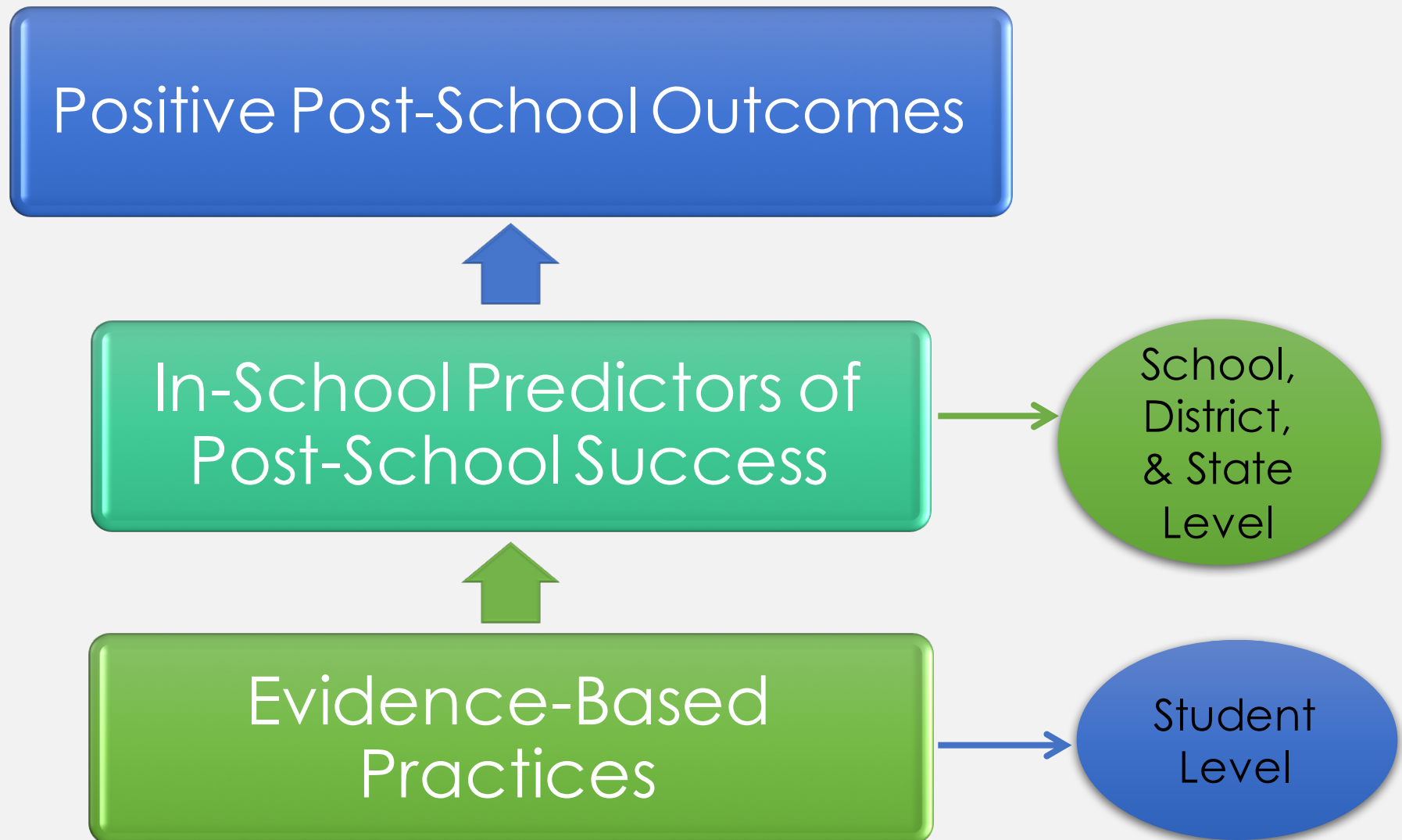
Predictors of Post-School Success

- A ***predictor*** is defined as an in-school experience, typically a program (e.g., a work-based learning experience) correlated with improved post-school outcomes.

What is a Predictor?

- Something used to forecast or tell about something in advance of its occurrence by means of special knowledge or inference

Types of Predictors

- *Program-level factors* relate to engaging youth in academic and career education, services, and supports

- *Student-level factors* related to academic proficiency, attendance, behavior, and engagement

- *Student demographics* (e.g., gender, ethnicity, disability, age)

Predictors of In-School and Post-school Success

- ***Predictors of In-School Success*** are student-level factors related to in-school outcomes such as academic proficiency, attendance, and behavior

- ***Predictors of Post-School Success*** are program-level factors related to post-school outcomes, for example, in-school experiences, such as work-based learning experiences correlated with improved post-school outcomes

Research to Identify Predictors in Secondary Transition

- Program of Study
- Self-Determination/ Self-Advocacy
  - Youth Autonomy/Decision-Making
  - Goal-Setting
- Social Skills

- Student Support
- Transition Program
- Vocational Education
- Work Study
- Self-Care/ Independent Living Skills
  - Travel Skills

(Mazzotti et al., 2015; Test et al., 2009)

Research to Identify
Predictors in Secondary Transition

- Career Awareness
- Community Experiences
- Exit Exam Requirements/ High School Diploma Status
- Inclusion in General Education

- Interagency Collaboration
- Occupational Courses
- Paid Employment/ Work Experience
- Parent Involvement
- Parent Expectations

(Mazzotti et al., 2015; Test et al., 2009)

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

Goal-Setting & Travel Skills:
New Predictor Definitions

- **Goal-Setting**

  - Participation in Individualized Education Program (IEP) prevocational and vocational goal-setting were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012).

  - Students who had a post-school goal focused on attending a postsecondary college or university were more likely to be engaged in post-school education (Chiang, Cheung, Hickson, Xiang, & Tsai, 2012).

- **Travel Skills**

  - Students with disabilities who could travel independently outside the home (e.g., school, local store, neighbor's house), were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012; McDonnall, 2011).

Youth Autonomy/Decision Making: New Predictor Definition

- **Youth Autonomy/Decision-Making**

  - Students with disabilities, who exhibited more autonomy and decision making (e.g., planned weekend activities, volunteered, make own decisions, make long-range plans) were more likely to be engaged in post-school education (Berry, Ward, & Kaplan, 2012; Doren, Gau, & Lindstrom, 2012).

  - Students with disabilities, who exhibited more autonomy and decision making (e.g., planned school activities, make long-range plans, follow directions), were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012; Doren, Gau, & Lindstrom, 2012).

Parent Expectations: New Predictor Definition

- **Parent Expectations**
  - Students with disabilities who had parents who expected their child to:
    - attend postsecondary education were more likely to be engaged in post-school education (Chiang, Cheung, Hickson, Xiang, & Tsai, 2012; Papay & Bambara, 2014; Wagner, Newman, & Javitz, 2014).
    - get a paid job were more likely to be engaged in post-school employment and education (Doren, Gau, & Lindstrom, 2012)
    - gain employment were more likely to be engaged in post-school employment and education (Papay & Bambara, 2014).
    - attend postsecondary education were more likely to have more social interactions post-school (Papay & Bambara, 2014).
    - probably have a job or definitely have a job were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012).
    - probably be self-supporting or definitely be self-supporting were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012).

An Evidence-Based Practice (EBP) is . . .

- A teaching method (i.e., strategy, curriculum) used to teach a specific skill that has been shown to be effective based on high-quality research

- Evidence-Based Practices **support implementation** of Predictors

Research to Practice: EBPs for Instruction

- IDEA & ESSA require schools to use Evidence Based Practices (EBPs)

- EBPs have a proven track record of improving academic and behavioral gains

- EBPs can help teachers make instruction more effective

- Especially important for students with disabilities

- Why don't we use them in the classroom more often?

Relationship between
Predictors & Evidence-Based Practices

Predictors

Macro Level

- School, district, state level

- Systems

- Programs

- General practices/ skills

Practices

Micro Level

- Student level

- Specific interventions, strategies, curriculum

Predictor:
Self-Determination/Self-Advocacy

Operational Definition:

- ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions.

Rowe, D. A., Alverson, C. Y., Unruh, D., Fowler, C. H., Kellems, R., & Test, D. W. (2015). Operationalizing evidence-based predictors of post-school success: A Delphi study. *Career Development and Transition for Exceptional Individuals, 38,* 113-126. doi: 10.1177/2165143414526429

Self-Determination/Self-Advocacy: Program Characteristics

- Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy

- Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills

- Ensure all students, including those with significant disabilities, have a functional communication system to engage in choice making, problem-solving, goal setting, taking initiative to reach goals, and accepting consequences for one's actions

Self-Determination EBPS to Support Implementation of the Predictor

Practices to teach general self-determination skills:
- Using the *Self-Determined Learning Model of Instruction*
- Using *Whose Future Is It?*

Practices to teach student participation in the IEP planning process:
- Using *Whose Future Is It?*
- Using *Check and Connect*
- Using Computer-Assisted Instruction
- Using *the Self-Advocacy Strategy*
- Using *the Self-Directed IEP*

Predictor:
Community Experiences

Operational Definition:

- activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills

Rowe, D. A., Alverson, C. Y., Unruh, D., Fowler, C. H., Kellems, R., & Test, D. W. (2015). Operationalizing evidence-based predictors of post-school success: A Delphi study. *Career Development and Transition for Exceptional Individuals, 38,* 113-126. doi: 10.1177/2165143414526429

Community Experiences: Program Characteristics

- Allocate sufficient resources to support meaningful community-based experiences.

- Conduct ecological assessments to determine skills needed for various community environments.

- Provide instruction on skills needed to safely access community environments as identified via ecological assessments.

- Conduct transition assessments with students and families to determine appropriate community environments for current and future activities.

- Use community-based instruction to teach, assess, and monitor the attainment of desired academic and/or functional skills

Community-Based Instruction EBPS to Support Implementation of the Predictor

Using Community-Based Instruction to teach:
- Employment skills
- Safety skills
- Communication skills
- Community integration skills
- Cooking skills
- Purchasing skills

Why Implement
Predictors of Post-School Success?

Predictors provide:

- Evidence-based information to inform what we do while youth are in high school

- A framework to:

  - Evaluate, develop, and improve secondary transition programs and practices

  - Determine if transition programs are implementing effective practices to increase the likelihood youth with disabilities will achieve positive outcomes post-school

Predictor Application to Transition Planning and Instruction

- Provide stakeholders information about secondary transition program characteristics that have been empirically linked to improved post-school success for students with disabilities

- Can be used to:

    - develop and expand programs

    - evaluate existing programs

- Can help IEP teams design transition services that are more likely to help students achieve their stated post-school goals

Is Your District Implementing Predictors
of Post-School Success?

- To what extent is your district implementing predictors of post-school success for students in your district, school building, or classrooms?

- How can you assist schools in your district in determining the level of implementation?

Predictor Implementation School/ District Self-Assessment

National Post-School Outcomes Center
University of Oregon
www.psocenter.org

National Secondary Transition Technical Assistance Center
University of North Carolina at Charlotte
www.nsttac.org

August 2015

National Post-school Outcomes Center (2013   )
National Secondary Transition Technical Assistance Center (2013)
Updated for dissemination by
the National Technical Assistance Center on Transition (2015)

Predictor Self-Assessment:
What it looks like

Predictor Category	Operational Definition and Essential Program Characteristics	Degree of Implementation	Evidence of Implementation
Career Awareness	**Career Awareness** is learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests. • Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers,		

Using the Self-Assessment:
Assess Your Degree of Implementation

Degree of Implementation Scale

1- **Not Currently Being Implemented** means students with disabilities with this predictor identified on their IEP or in their program of study **do not** experience this program characteristic as described or **do not** participate in this.

2- **Intermittent Implementation** means 25-50% of students with disabilities with this predictor identified on their IEP or in their program of study, experience this program characteristic as described. For example, implemented in some classrooms or schools but not frequently or with consistency.

3- **Emerging Implementation** means 50-75% students with disabilities with this predictor identified on their IEP or in their program of study receive this experience. For example, this is a priority in the school or district and that concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development.

4- **Currently Being Implemented** means most or all students with disabilities (e.g., 75%=100%) with this predictor identified on their IEP or in their program of study, experience this program characteristic as described. There is consistent implementation school or district wide.

Using the Self-Assessment:
Assess Your Evidence of Implementation

Evidence of Implementation Scale
(aligned with predictors of post-school success)

No Evidence (0)

Weak Evidence (1):
- Written policies and/or procedures
- Articulated agreements within and across agencies
- Curriculum, instructional, or training materials
- Meeting agenda/notes

Moderate Evidence (2):
- Teacher lesson plan/service plan
- IEP goal, objective, or transition services
- Transcripts

Strong Evidence (3):
- Data collection forms, progress monitoring, or service notes, unit/ lesson grades
- Work product, instructional artifact
- Program evaluation data supporting implementation

Let's walk through it:
Example Self-Determination Program Characteristics

- Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy.

- Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills.

- Teach students to self-monitor self-determination skills (e.g., accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy.

Note: See Predictor Self-Assessment hand-out for remaining characteristics

Let's walk through it:
Degree of implementation

For each program characteristic, consider your evidence, and decide whether it is:

1. Not currently being implemented
2. Intermittent implementation
3. Emerging implementation
4. Currently being implemented

Let's walk through it:
Degree of implementation

Program Characteristic	Degree of Implementation
Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy.	1
Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills.	2
Teach students to self-monitor self-determination skills (e.g., accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy. **As you work with students, take into consideration the cultural nuances involved in teaching self-determination skills and providing opportunities to develop self-determination to students from CLD backgrounds.	4

Using the Self-Assessment:
Assess Your Evidence of Implementation

What evidence do you have to support your decision about the degree to which you are implementing the self-determination/self-advocacy predictor characteristic?

- No evidence

- Copies of curricula, copies of training materials, in some IEPs

- Referenced in school or district procedures and policies, documented in IEPs

- Consistent evidence of implementation and impact (e.g., documented in IEPs, program evaluation data, marketing materials)

- Others?

Let's walk through it: Evidence of Implementation

Program Characteristic	Rating	Evidence of Implementation
Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy.	1	• No evidence
Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills.	2	• Teacher lesson plans include activities in which students have choices.
Teach students to self-monitor self-determination skills (e.g., accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy. **As you work with students, take into consideration the cultural nuances involved in teaching self-determination skills and providing opportunities to develop self-determination to students from CLD backgrounds.	4	• At the beginning of the school year, students write letters to their teachers describing accommodations needed. • All special education teachers are using the SDLMI to teach students to set goals, and monitor progress toward goals. • All students are administered the AIR self-determination scale each year.

Think-Pair-Share
with the Predictor Self-Assessment

- Work through the Paid Employment/Work Experience predictor

- Take notes regarding questions or concerns as you complete the task

- Consider the following as you discuss with your team:
  - Think about your district and issues that might arise as within your district related to providing access to paid employment/work experiences for students with disabilities
  - Discuss possible BARRIERS that might arise
  - Discuss possible SOLUTIONS to those barriers

Predictor:
# Paid Employment/Work Experience

Operational Definition:

- any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment.

- can include existing 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, D. A., Alverson, C. Y., Unruh, D., Fowler, C. H., Kellems, R., & Test, D. W. (2015). Operationalizing evidence-based predictors of post-school success: A Delphi study. *Career Development and Transition for Exceptional Individuals, 38,* 113-126. doi: 10.1177/2165143414526429

Paid Employment/Work Experience Predictor Program Characteristics

- Provide opportunities to participate in job shadowing, work-study, apprenticeships, or internships.

- Provide instruction in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation).

- Provide transportation training, including the use of public transportation and job-site and community safety.

- Conduct job performance evaluations by student, school staff, and employer

- Provide instruction in obtaining (e.g., resume development) and maintaining a job.

- Develop a process for community-based employment options in integrated settings with a majority of co-workers without disabilities.

- Develop a process to enable students to earn high school credit for paid employment work experience.

- BE PREPARED TO SHARE OUT YOUR THOUGHTS….
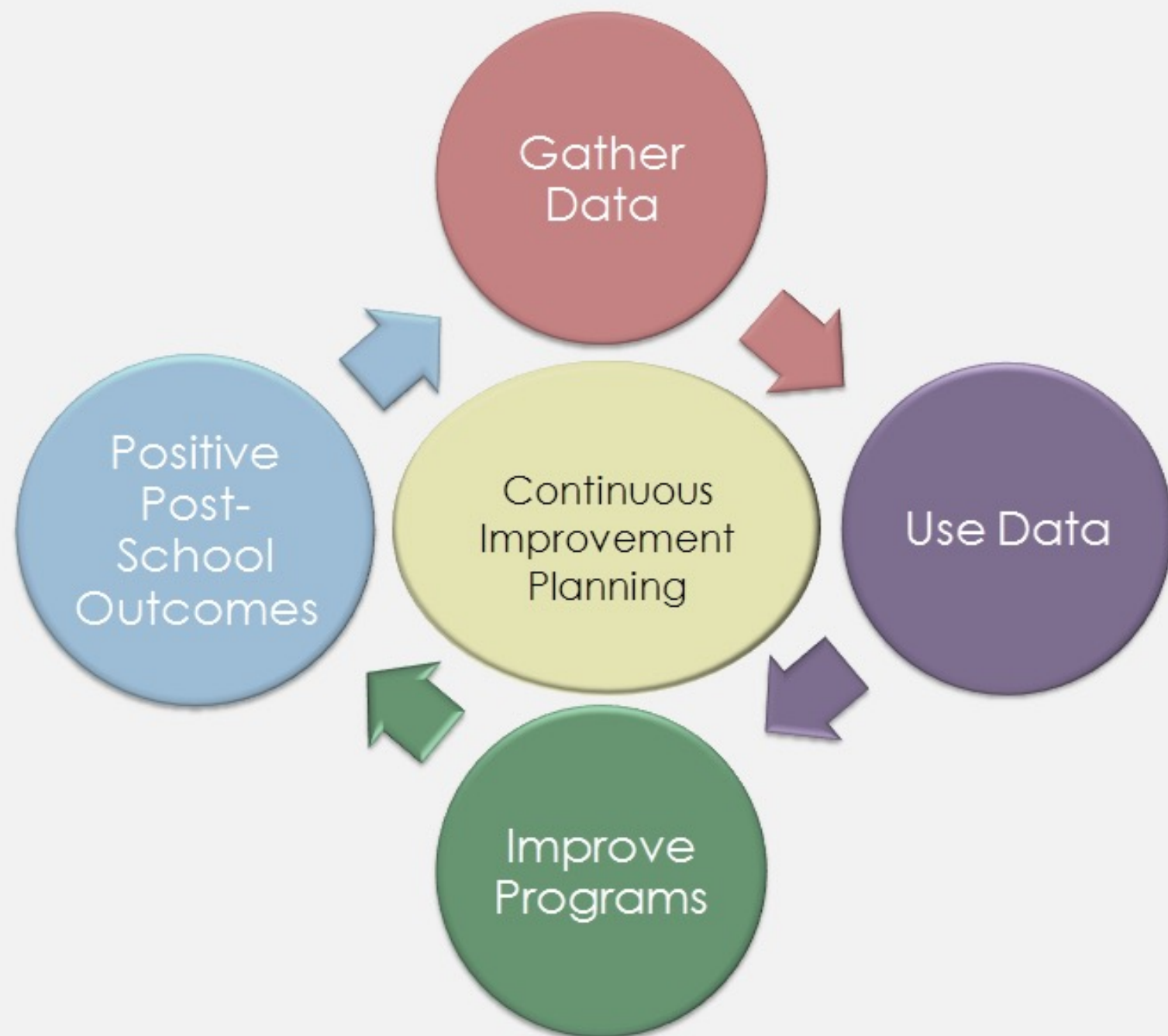
Data-Based Decision Making

STATE

DISTRICT

SCHOOL

Types of Data
- Input
- Process
- Outcomes
- Satisfaction

Information

Actionable Data

Types of Decisions to Drive Program Improvement

- Address students' needs (e.g., access to transition programs and skill development) relative to youth's post-school success
- Prioritize student needs to improve post-school success
- Set and assess progress toward goals in targeted action plan
- Develop targeted action plan for implementation
- Identify/ reallocate resources in reaction to youths' post-school success
- Enhance processes to improve outcomes
- Evaluate effectiveness of targeted action plan
- Assess whether student needs are being met

Time for Action: Guiding Questions

- How will you answer questions identified related to improving the outcomes of youth with disabilities?
    - How do I improve employment/education outcomes?
    - What practices am I currently implementing and how can they be improved?
    - What EBPs need to be implemented to improve the chance of youth obtaining positive outcomes?
    - What are the specific action steps we will take between now and our next meeting?
    - What resources do I need?
    - Who else needs to assist me?

How could you facilitate the conversation?

- Refer back to data, what area(s) need improvement?

- Prioritize area(s) of need.

- Choose one Predictor based on priority

- Rate the implementation status for each of the characteristics listed

- Identify which characteristics are not currently being implemented

- Is this a state, district, or school level action?

- Think about if state/district/school has the resources to implement the characteristics and the time it will take to get it up and running

Assumptions and Expectations

Assumptions

- Data are being used to drive decisions
- Local context drives decision making
- A process for action planning has been implemented

Resources for Secondary Transition Predictors & EBPs

- National Technical Assistance Center on Transition (NTACT) http://www.transitionta.org/

- National Autism Professional Development Center http://www.autisminternetmodules.org/user_login.php

- National Autism Center http://www.nationalautismcenter.org/

- Best Evidence Encyclopedia http://www.bestevidence.org/

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