



Predictors of Post-School Success

Ohio Employment First Transition Framework
Predictors Tool

Guidance for educational services, vocational programs and employment supports to prepare youth to successfully transition to community and employment

Practices and Predictors

The Practices and Predictors tools provide transition professionals with research-based strategies useful for educators and adult service professionals to equip youth with the skills and resources needed for adult living and working in the community. [The National Technical Assistance Center on Transition Collaborative](#) (NTACT-C) identified sets of Practices and Predictors based on high quality research. The NTACT-C website provides the supporting literature, research methodology and several tools, additional links and information about the Practices and Predictors. See the Practices Document on the Employment First website for detailed information about the **Practices**.

This tool focuses on **Predictors**.

What are Predictors?

Predictors include a multitude of various kinds of services, programs, structures, and activities that do not fit neatly into any one type of entity. Some Predictors represent activities, programs and services that are provided to groups or available school wide. Other Predictors pertain to experiences afforded to individual youth, based on their needs.

Families and youth can gain information to share with Team members about possible programs and services to build community capacity and investment in serving transition youth. Multi-agency teams can plan for engaging youth in Predictor activities that begin while the youth is still in school and continue into adulthood. Teams can also consider how to institute and improve access to Predictor activities throughout a school district, community, or county.

Predictors of Post School Success reflect activities, services, and supports that are:

- Initiated during the school years
- Associated with higher rates of success as youth enter adulthood
- Critical to make available to transition youth

In essence, Predictors are about getting the conditions right for students to become productive adults, equipped with everything they need to live meaningful, satisfying lives as workers and community members.

IMPORTANT: These Predictors are only as effective as the fidelity with which they are implemented and the degree of match with the youth's learning styles and needs. Learn more about Predictors on the NTACT - C website at www.transitionta.org.

What Makes Predictors Important?

Research shows that youth who engaged in Predictor activities improved the likelihood that they learned new skills and/or achieved desired adult life outcomes.

The likelihood for improvement is enhanced by the degree of match or 'fit' between the chosen Predictor and the individual. There are several items to consider in creating an effective match:

- **the person's profile as a learner** - how does he or she prefer to learn new information or skills, or apply knowledge/skills to a task?
- **the purpose** - is the person learning something new? applying their skills to a new situation? looking to improve performance?
- **the environment or context** - is the person in a learning setting? on the job? at home? in the community? participating in leisure or recreational activities?

These questions, and more, are useful for planning to engage youth in Predictor activities at the right time, in the right situation to work toward meaningful adult life outcomes. Transition assessment data and information provide the foundation for addressing questions such as those above.

Who Can Use Predictors?

All professionals, family members and youth can make use of the Predictors. A multi-agency team that includes the youth, family, educators, and adult service representatives creates a broader perspective of the possibilities and potential for the youth's future than when a single agency or family works alone. Adult service partners, such as Opportunities for Ohioans with Disabilities (OOD) and County Board of Developmental Disabilities (CBDD) are able to leverage services for eligible youth still in school.

How Are Predictors Reflected in Services and Planning?

The Predictors represent an eclectic assortment of types of services, supports and programs. In planning, educators, the youth, family, community and agency partners need to consider how, at a regional or community level, the capacity exists to ensure the Predictors are accessible and available to individual youth.

What is the Value of Planning with Partners?

The Predictors represent a mixture of items to make available to youth. An alliance among families, schools and agency professionals creates the infrastructure that make a wide array of the Predictors possible.

Collaborative planning among regional and community partners helps to extend the resources that any single agency contributes toward development and implementation of Predictors. Planning as a multi-agency team increases the resources available to serve individual youth across systems.

The purpose of transition planning is to determine for an individual youth the services, supports, instruction, experiences, and linkages to community and adult serving agencies that position him/her to achieve desired adult outcomes. Comprehensive transition planning incorporates consideration of how/if various Predictors will benefit an individual youth.

Planning decisions made by the team require:

- An individualized approach, keeping the youth, and not agency procedures, at the center of all decisions
- A multi-agency team focused on the preferences, strengths, interests and needs of the youth
- Transition assessment data and information that creates a rich profile of the youth as a future adult

How are the Predictors Organized in this Tool?

NTACT-C has organized the 23 Predictors into four Clusters, also used in this document. The Clusters group the Predictors by similar topics or themes.

The Predictor Clusters are:

- Collaborative Systems for Youth Support
- Youth Skills
- Career Development
- Policy

The Predictor Tool has two main sections:

- Tables detailing the Predictors in each Cluster
- A Team Review and Planning Tool

Each Predictor Cluster table is set up the same way:

- An operational definition for the Cluster
- An operational definition for each Predictor in the Cluster
- Some examples of the Predictors in action
- A list of selected resources aligned with the Cluster

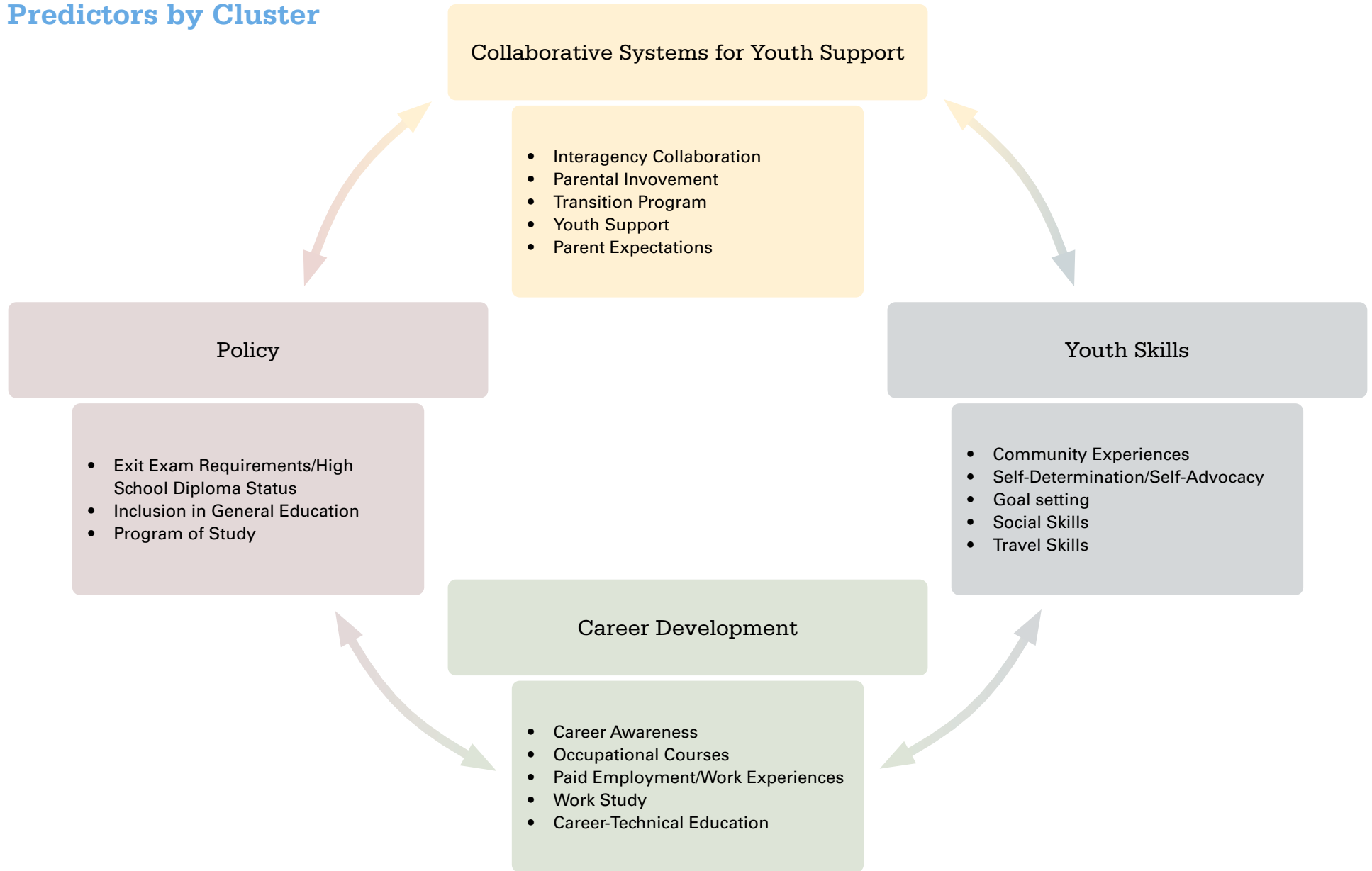
The Team Review and Planning Tool has two parts:

- Review and Scoring templates
- Profile templates

Using this Tool, it is possible to learn about and assess a school, county or community's capacity and ability to make the Predictors available to youth who will benefit from them.

A more in-depth Predictor assessment tool is available through NTACT-C. Check it out: [Predictor Implementation: School/District Self-Assessment](#)

Predictors by Cluster



The Predictors are illustrated by Cluster. The Predictors are all interrelated. Working on any of the Predictors, youth may experience positive gains in other Predictor areas. For example, a paid work experience could also result in a youth feeling more confident about their own skills and give them a renewed purpose to earn a diploma, as well as convincing their family that they will be safe working in the community.

Predictor Cluster One: Collaborative Systems for Youth Support

Predictors in Cluster One:

- Interagency Collaboration
- Parental Involvement
- Transition Program
- Youth Support
- Parent Expectations

Collaborative Systems designed to support youth are associated with better adult life outcomes. Collaborative Systems are most effective when it works 'top down' as well as 'bottom up'. This means that the system to facilitate collaboration among transition professional across systems is designed:

- With leadership approval, support and resources
- To encourage active participation by youth, families, educators, adult agency partners, community members at the community, school or agency, and individual youth level

Description: Interagency Collaboration

Interagency collaboration and coordination is a clear, purposeful, and carefully designed process. It promotes cross agency, cross program, and cross disciplinary efforts leading to tangible transition outcomes for youth. A variety of agencies, organizations, and people with a common interest in transition service delivery can become members of transition teams. Interagency teams become 'collaborative' when their central purpose is to coordinate across agencies to improve adult life outcomes for youth. Such networks provide continuity for the youth as they move from school based to adult agency services.

Description: Parental Involvement in Transition Planning

Parent 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).

The Individual with Disabilities Act (IDEA) defines parent involvement as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities that focus on a wide array of roles through which families might be involved in planning and delivering individual and community-level transition education and services, such as assessment, decision making, policy development, and as trainers.

Description: Transition Program

A transition program prepares students to move from secondary settings (e.g., middle school/high school) to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living.

Some characteristics of transition programs found to be effective include:

1. Systems level infrastructure (e.g., highly qualified staff and administrators with defined roles and responsibilities, sufficient budget) to monitor and guide students to obtain post-school goals;
2. Integrated instruction in all areas of independent living (e.g., community living, transportation, recreation leisure, self-advocacy, goal setting, decision making);
3. Individualized transition focused curriculum and instruction based on students' postsecondary goals for postsecondary education;
4. Instruction and training in natural environments supported by classroom instruction.

Description: Youth Support

Youth support refers to a network of people (e.g., family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain transition and postsecondary goals aligned with their preferences, interests, and needs. Interagency collaboration strengthens the impact of support to the student by broadening the circle of people to include those with firsthand experience in providing adult based services. Making linkages with the service system that will take over responsibility for ongoing support creates conditions for the youth to move successfully into adult living and working. Student support includes both formal and informal networks. Youth success is enhanced by a network regardless of whether it is formal or informal. These networks promote individualized planning and services to prepare students for adult life.

Description: Parent Expectations

The aspirations that families have for the adult lives of their children has an impact on that young person's outcomes. There are many dynamics within a family that affect how much parents think in specific terms about their child's future. There may be concerns about safety, health, independence, or any number of other areas. Especially when the young person has complex or significant needs, families can struggle to see beyond the current day. The benefit of families holding to high expectations for their son or daughter's future is significant. There is no downside to expecting youth to achieve at high levels.

Examples: Collaborative Systems of Supports in Action

- A region of several counties creates a Transition Council. Membership includes educators, families, disability services, mental health, vocational rehabilitation, adult service providers, community colleges, universities. They meet regularly, formalizing their Council with an interagency agreement.
- A model for increasing parent involvement includes these features: ongoing two-way communication, using brief texts, notes home, formal and informal reports re: successes as well as issues; plan for youth-led meetings; assist youth to present plans and progress at parent conferences; acknowledge, support and encourage the continued role parents play in the lives of their adult children.
- A collaborative of several districts developed transition planning training for families to increase parent knowledge and involvement. It is offered online and in person at varying locations in the county. Area parents are among the developers and presenters of the training.
- Be sensitive to the idea that families perceive transition through three lenses: bureaucratic (what agency, what do they do, how do we apply?); family life (change to daily routines or work schedules, getting around?); adult status (will he/she be safe, ready to be more independent? how will services change?)
- Ensure transition planning addresses common concerns of families: leaving the structure and support of the school system for the unknowns of adult services, fears about waiting lists for residential and employment services, and a lack of social networks for their child.
- Address possible differing expectations for adult life between families and their son/daughter. Young adults wish to be in community employment and live lives of typical young adults. Family members are concerned with safety and security. Often adult providers, school personnel, and families hold more restrictive expectations for the future than those held by young people.
- There is strong evidence that when parents participate routinely in IEP meetings during the 11th and 12th grade year, it is more likely their son/daughter will be engaged in stable post-school employment.
- Comprehensive and quality youth transition programs in high school are highly correlated with youth being more likely engaged in post-school employment and education
- Students who received some or all these support services while in school were more likely to be employed or attending post-secondary education: receiving career counseling, obtaining help finding a job, training for job skills, acquiring vocational education services at any time in high school

Resources

- [Ohio Transition Support Partnership](#) - The Ohio Transition Support Partnership (OTSP) connects students to Opportunities for Ohioans with Disabilities (OOD) in order to improve post-school outcomes. The OTSP increases the availability of Vocational Rehabilitation (VR) services for eligible students with disabilities beginning as early as age 14.
- [LEAD Center](#) - The National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD) is a Workforce Innovation and Opportunity Act (WIOA) policy development center. The LEAD Center delivers policy research and recommendations, technical assistance, and demonstration projects to promote inclusion and equity, and facilitate the adoption and integration of inclusive WIOA programs, policies, and practices
- [DCDT Fast Facts](#) - The DCDT (Division on Career Development and Transition) Fast Fact Sheets were developed to provide teachers, administrators, and families with information about, and ideas for, incorporating the secondary evidence-based predictors into the transition planning process. There are Fast Fact Sheets for areas such as Parental Involvement, Transition Programs, Transition Assessment, Community Experiences, Paid Employment and Work Experience, Workplace Behaviors and more. Each Fact Sheet includes research based essential characteristics associated with each topic and recommendations for implementation.
- [Predictor Implementation Self-Assessment](#) – Developed by NTACT (National Technical Assistance Center on Transition) the Self-Assessment provides operational definitions for each of the research-based predictors of post-school success (Test, Mazzotti, et al., 2009); Rowe et al., 2014) and suggestions for teams to assess their level of implementation of each predictor.
- [National Technical Assistance Center on Transition – The Collaborative \(NTACT-C\)](#) - The Collaborative (NTACT:C) offers information, tools, and supports to assist multiple stakeholders to deliver effective services and instruction for students and out-of-school youth with disabilities.
- [Employment First Transition Vocabulary Crosswalk](#) - Families, youth, educators, agency personnel and other transition professionals can gain awareness of terms and language frequently used by agency partners in transition planning. The Vocabulary Crosswalk is a reference tool and a sort of ‘secret decoder ring’ for facilitating communication and understanding about types of services, procedures, documents and personnel encountered during the transition process.
- [Ohio State Support Teams \(SST\)](#) – Ohio has a network of 16 regional state support teams. SSTs are charged with assisting schools with school improvement efforts. Check with the SST in your area, as they may have a Regional Transition Council or other transition related meetings, training or resources.
- [Team MAP – Multi Agency Planning in Action](#) - One of the ongoing efforts sponsored by the Ohio’s Employment First effort is to encourage and support local efforts for families and transition professionals to collaborate and coordinate across agencies. Team MAP (Multi Agency Planning) is a strategic planning process designed for local interagency groups to come together for planning at the regional or county level to improve the capacity for supporting transition youth to achieve post school goals. Includes short videos about each Team’s implementation strategies and products.

Predictor Cluster Two: Youth Skills

Predictors in Cluster Two

- Community Experiences
- Self-Determination/Self- Advocacy
 - Psychological Empowerment
 - Youth Autonomy/Decision Making
 - Self-Realization
 - Self-Care/Independent Living
- Goal setting
- Social Skills
- Travel Skills

The transition skills youth acquire position them to achieve adult life ambitions. Youth Skills are related to achievement in adult life when attention is paid to maximizing each youth's skill gains. Some skills concern a youth's personal development. Other skills are connected to learning, living and working in the community. Skill development in these areas is life-long. The foundations are learned while youth are in school, but continues as new experiences or challenges arise, such as a job change, moving, new people, health or mobility issues, changes in the family.

Fostering the learning of Youth Skills is an ideal opportunity for educators and adult service personnel to collaborate. The team can work in concert to create practice sites in the community or in workplaces, for example. Youth Skills in this Cluster are naturally inter-related. Teaching one skill leads to gains in other skills areas. Several of these same skills also have research behind them as an Evidence Based Practice. For more information on instructional strategies associated with these Youth Skills see the Effective Practices Tool at the Employment First website.

Description: Community Experiences

Community experiences are activities occurring outside of the school, program or institutional setting, supported with classroom instruction, where students apply academic, social, and/or general work behaviors and skills. Community experiences focus on activities with planned, intentional learning outcomes. The 'community' is defined as commercial businesses, workplaces, and community services and spaces such as stores, gyms, banks, restaurants, and parks. Some students may have a high degree of skill in applying what they know in the relatively controlled environment of the school, program or home. The community affords the opportunity to view the youth in environments with an element of unpredictability and can reveal that additional skills, coping mechanisms, sensory sensitivities, behaviors, etc. need attention and instruction. The community provides real life opportunities to observe and assess, as well as to teach. Any member of the team, especially the youth and family, and adult service providers can teach, assess and coach youth to practice these skills.

Description: Self-Determination and Self-Advocacy

Self-Determination/Self-Advocacy encompasses skills critical to a meaningful adult life. **Self-Determination** - the ability to make choices, solve problems set goals, and accept consequences of one's actions. **Self-advocacy** is the ability to speak-up for oneself and communicate what is important. It means asking for what one wants and relaying thoughts and feelings; knowledge of one's rights/responsibilities; understanding the difference between assertiveness and aggressiveness; communicating effectively, negotiation, compromise and persuasion; effective listening; leadership and team skills.

These two skill areas embrace numerous other closely related skills, defined below:

- **Psychological Empowerment** - an innate belief and understanding of the relationship between actions and outcomes experienced
- **Youth Autonomy/Decision Making** - the degree to which a person acts according to their own preferences, interests, and abilities; taking a leadership role in the transition planning process; using a process to make decisions:
- **Self-Realization** - understanding one's strengths and support needs and communicating them to others
- **Self-Care/Independent Living** - having functional living skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs. Importantly included are the skills of knowing when, and how, to ask for assistance and/or access emergency, medical, community and commercial services.

Self-Determination/Self-Advocacy skills are all closely related and intertwined. All people strive life-long for skill in these areas. While there is some knowledge base associated with these skills, they are contextually based and most effectively gained through practice and experience in the environments and situations where the skills are expected to be used. Taken all together, skills in this area are the foundation for what we refer to as 'common sense.'

Description: Goal Setting

Goal Setting entails applying many Self-Determination/Self-Advocacy skills to think through and formulate short- and long-term goals for adult life. Setting goals empowers youth to take charge of transition planning and activities and motivates success. Frequent feedback from the team about goals and progress assists youth to keep intentions top of mind and on track to move forward. Youth are taught a process for goal setting, such as: Set long term goals first; then break them down into more manageable steps; set benchmarks to measure progress and pace along a timeline.

Description: Social Skills

Social skills are behaviors and attitudes that facilitate communication and cooperation (e.g., social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication). Social skills can be context specific. It is important to know the social norms expected in various environments and situations (e.g., employee breakroom behavior, rock concert versus church behavior, job interviews). While there is some knowledge base related to social skills that can be taught in a classroom setting, practice in authentic settings and situations is the best 'teacher'.

Description: Travel Skills

Travelling independently, as a pedestrian, by public transportation, or driving is critical to maintaining quality of life and participation in the community. Travelling by car, cab, ride share services or by public transportation systems enables people to go to work, school, training programs and classes, visit friends, take care of daily errands, grocery shop, and enjoy recreational activities. Transportation provides access to the wider opportunities of society — employment, postsecondary education, job training programs, recreation, social opportunities, medical appointments, classes, job interviews, vacations and so on.

The travel skills needed differ for the geographic area or areas in which youth will be travelling. The type of community – urban, suburban, rural – impacts the transportation options that may be available. Some rural and suburban communities have county based on-demand and scheduled public transportation. Most urban areas have public transportation routes as well as on demand specialized transportation.

Examples: Youth Skills in Action

- Ecological assessments in various environments proved to be highly informative for transition assessment to identify skills youth needed to learn. Ecological assessments helped to determine environments in which the youth felt most comfortable (social/recreation) and most productive (workplaces, classrooms). This information was valuable in shaping or refining adult life goals.
- A team leveraged collaborative relationships with partner agencies into sites in the community for youth to practice community-based skills and behaviors. The community sites afforded ripe opportunities for assessment as well as instruction and practice.
- A team wanted to ensure that ALL youth had a functional communication system – voice, electronic, adaptive, alternative (sign language, braille), assisted, etc. The team enlisted the expertise of speech language pathologists from schools, agencies and in private practice to learn more themselves about modes, therapy and technology for communication. Equipped with a way to communicate, youth can move forward to learn and practice a cascade of skills essential to adult living, learning, and working.

- Mobily trainers used a simple 4 step process to teach travel skills:
 1. Plan for the travel (where, when, how);
 2. Review transportation options (driving, public transportation, cabs, ride shares);
 3. Teach and practice travel ‘behavior’ (appropriate conduct and social norms);
 4. Teach and practice staying safe – (avoid problems and manage unexpected situations).
- Curriculum in a high school provided lessons to teach and practice the knowledge and skills for traveling safely that include responding to lures from strangers, being lost in the community, road safety, bullying, first aid, and response to emergencies. Youth may need additional knowledge/practice with access/use of map and ride share apps, pedestrian safety, accessing/using bus schedules, a list of emergency numbers and contacts.
- A summer Self-Advocacy program teaches and provides practice to youth to learn an effective decision-making process:
 1. Listing relevant action alternatives.
 2. Identifying possible consequences of those actions.
 3. Assessing the probability of each consequence occurring (if the action were undertaken).
 4. Establishing the relative importance (value or utility) of each consequence.
 5. Integrating these values and probabilities to identify the most attractive course of action.
- At a regional team meeting, an OOD counselor noted that many of the youth on her caseload lacked decision making and problem-solving skills. She suggested disseminating information about Pre-ETS (Pre-Employment Transition Services) to teachers and offered to provide brief informational sessions for staff and answer questions.
- A school engaged families in teaching, assessing, modeling and providing practice for self-care and independent living skills at home: cooking, housekeeping, home maintenance, using transportation, clothing care, accessing community services, time/ organizational management, social roles/ citizenship, and critical thinking and problem solving.
- A CBDD SSA (County Board of Developmental Disabilities, Service and Support Administrator) mentioned that they provide a summer Transition Bootcamp for eligible youth. The Bootcamp provides instruction with many life skills that are then practiced in community settings, such as banks, libraries, restaurants. Youth visit a variety of worksites and can return to a few of them for a one-on-one job shadow experience.

Resources

- [STABLE Account](#) - STABLE Accounts give people with special needs more independence and financial security for their future. Offers individuals an opportunity for a tax-free savings plan for disability-related expenses as well as saves and invests money for individuals without losing needs-based benefits.
- [Disability Benefits 101](#) - Site provides information about employment and benefits and includes tools for individuals with disabilities to help plan for employment
- [Predictor Implementation Self-Assessment](#) – Developed by NTACT (National Technical Assistance Center on Transition) the Self-Assessment provides operational definitions for each of the research-based predictors of post-school success (Test, Mazzotti, et al., 2009); Rowe et al., 2014) and suggestions for teams to assess their level of implementation of each predictor
- [Envision IT](#) - Teacher-guided digital curriculum for students with and without disabilities in grades 8-12. It focuses on helping students develop key literacy and career skills needed for the 21st Century workplace

- [Student-Led IEP Power Point Templates](#) - Moving Students Forward provides templates for a student to create a presentation during the transition IEP meeting that highlights students' Strengths, Preferences, Interests, and Needs (SPINs) for life beyond high school.
- Tools for Multi Agency Planning - Research indicates that youth who have a plan for the next steps beyond high school graduation are more likely to achieve meaningful life outcomes. When multi agency teams engage in the planning process, youth and families have the opportunity to make informed choices about options and services for adult living, learning and working. This site includes informal tools to use to support teams in planning transition with youth and families. Whether youth are still in school or have graduated, it is never too early or too late to plan.
- [Ohio Department of Education, Secondary Transition and Workforce Development](#) – Resources and information for transition that includes policy, legal, training, innovative strategies, webcasts, youth follow-up data, links to adult agencies and more.
- [PACER's National Parent Center on Transition and Employment](#) - PACER's National Parent Center on Transition and Employment provides relevant information and resources to parents, youth, and professionals through a variety of services:
 - A new, cutting-edge website that inspires, educates, and engages families around transition.
 - Technical assistance and training to professionals on best practices for engaging families, including those who are underserved.
 - In-person and online workshops for parents of youth on topics such as assistive technology, postsecondary supports, and finding work in the community.
- [Ohio Employment First Effective Practices](#) – many of the Student Skills included here as a Predictor, are also backed by research as an effective instructional practice for teaching transition related skills. The Evidence Based Practices tool describes the practices and provides examples of use with individual youth in a variety of settings
- [Self-Determined Learning Model of Instruction \(SDLMI\)](#) -is designed to guide teachers in supporting students to achieve their self set goals and develop skills associated with self-determination (e.g., problem solving, self-evaluating). The SDLMI supports teachers in learning to shape their practices to provide students opportunities to develop and practice self-determination skills. The SDLMI is intended to be used by general and special education teachers and school professionals across a variety of academic (e.g., English, Math) and non-academic (e.g., social, behavioral, transition planning) areas to enable students to become more effective at initiating and self-regulating their actions as they work toward self-selected goals.

Predictor Cluster Three: Career Development

Predictors in Cluster Three:

- Career Awareness
- Occupational Courses
- Paid Employment/Work Experiences
- Work Study
- Career-Technical Education

Career development is a cornerstone to successful adult outcomes for youth. It provides the opportunity for families and transition professionals to assist youth to develop their career interests and to begin to view themselves as workers and adult consumers. Transition services focused on Career Development promote self-sufficiency at a critical time in the growth and development of youth. Development of a sense of self as an adult in the work force is developmental - one component builds on another - and for many people is life-long. Career development goes beyond just an occupation or job and should have a whole life planning perspective. Career development and transition processes require interdisciplinary and interagency collaboration, and new connections among parents and professionals in education, community services, and employment sectors.

Description – 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. Youth and their team begin building a profile of PINS (preferences, interests, needs and strengths). A youth's profile of PINS will be ever evolving, as transition activities, services and assessment add experiential learning and expanded knowledge. Youth, family, educators and adult agency personnel each contribute a unique perspective to transition planning as youth learn more about various career paths and options that are a good fit with the PINS profile. Career awareness develops a youth's self-awareness as well as occupational knowledge.

Description – Occupational Courses

Occupational courses are individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupationally specific skills through instruction, and experiences focused on their desired employment goals. Occupational courses may be available through the high school curriculum or offered through community colleges, career-technical adult education, and other training entities.

Description – Paid Employment/Work Experiences

Work experience is any activity that places the youth in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment. 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. Paid employment, of any kind and at any time while in high school, is the strongest predictor of post-school employment.

Description –Work Study

A work study program is a specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction. Features of effective Work Study programs include options for paid and nonpaid work experiences both in school and in the community, options for gaining high school credits and meeting graduation requirements, classroom instruction on employability skills and attitudes, practice and simulation with interviewing, inter-personal relationships, resume building, career exploration activities that include online as well as in-person experiences, development of adult living skills such as technology use and safety, communication (written and verbal), problem solving, decision making.

Description –Career Technical Education

Career Technical Education (CTE) is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers. Concentrated CTE programs are available for high school students to earn an industry credential and a high school diploma. CTE programs, of varying lengths, for adults are available through CTE Adult Ed programs, community colleges and other post-secondary providers.

Examples of Career Development in Action

- Twice a year, high school student in a district can attend a day-long visit to a Career Technical Center, where they can tour several programs. The school provides transportation. In the past, not all students with disabilities were included in the visits. With the assistance of the OOD (Opportunities for Ohioans with Disabilities) counselor assigned to the school, the team arranged for specialized transportation and for paraprofessionals to attend for support to some students.
- The County Board of Developmental Disabilities (CBDD) has Transition Specialists who take groups of students to community sites. Each student has unique career development, and other, goals they wish to achieve. Transition Specialists observe and assess youth progress on their goals. Information is shared with the student's team at regularly scheduled times.
- As part of a Language Arts Class students set up an account with [Ohio Mean's Jobs](#) (OMJ). A couple times a week as a class the students are guided through lessons using the OMJ website. Lessons include completing assessments, creating a profile or resume, and exploring videos about a variety of careers. The teacher assists individual students to relate information about specific careers to their academic lessons and goals in the IEP.
- A student with a high interest in auto mechanics takes a semester long class at the high school in small engine repair as a way to learn more about the field of mechanics and how well it is a fit with the student's PINS profile.
- Teachers in the middle school routinely relate academics being taught to careers in which those skills are needed. Students also have assignments to talk with family members about their jobs and the skills needed to do them well.
- In coordination with the school's assigned OOD counselor, teachers work with students to learn skills needed to participate meaningfully in a summer work experience. Teachers, the family and the youth work with the counselor to determine when each student is ready to gain the most benefit from the work experience.
- Students and their families receive information about programs at the Career Technical Center (CTC) in their area. Interested students are assisted to further explore various programs, the skills and academic background needed, and the employment prospects in that field. In a Pre-ETS (Pre- Employment Transition Service) Career Exploration class, students arrange a family visit to the CTC and bring information back to the class about what they learned.

Resources

- [Ohio Department of Education Career Connections Framework](#) - The Career Connections Framework is a planning tool for districts to provide students with opportunities to develop a vision and realistic plan for their futures. This framework aligns the many efforts around college and career readiness to support students in becoming productive and engaged citizens. The Career Connections Framework includes Guides for teachers, families and community members and businesses.
- [Ohio Means Jobs](#)– is an online portal for all things related to employment. Youth can set up a Backpack for storing documents, search results, assessments, etc. Youth can explore careers and watch videos about typical routines and duties of a career field. Youth can create a resume, get articles, resources, tools, and job recommendations that are tailored to their needs.
- [The Job Accommodation Network \(JAN\)](#) - is the leading source of free, expert, and confidential guidance on job accommodations and disability employment issues. Serving customers across the United States and around the world for more than 35 years, JAN provides free one-on-one practical guidance and technical assistance on job accommodation solutions, Title I of the Americans with Disabilities Act (ADA) and related legislation, and selfemployment and entrepreneurship options for people with disabilities. JAN provides individualized consultation to assist:

- Employers seeking guidance on practical ways to engage in the interactive process, provide job accommodation solutions, and comply with ADA;
- Individuals with medical conditions and disabilities seeking information about job accommodation solutions, employment rights under the ADA, and self-employment and entrepreneurship opportunities; and
- Family members and rehabilitation, medical, educational, and other professionals in their effort to support successful employment outcomes for individuals with medical conditions and disabilities.
- **[Opportunities for Ohioans with Disabilities](#)** - Opportunities for Ohioans with Disabilities (OOD) is Ohio's Vocational Rehabilitation Agency. OOD offers a range of services to help students with disabilities 14+ prepare for post-secondary education and employment. OOD works together with students, families, schools/colleges, and community partners to provide services that promote successful transitions to careers and adult life. Find out about services for students age 14+, eligibility processes, youth programs and more.
- **[Ohio Department of Developmental Disabilities \(DODD\)](#)** - Offering support across the lifespan of people with developmental disabilities, DODD oversees a statewide system of County Boards of Developmental Disabilities (CBDD) providing supportive services that focus on ensuring health and safety, supporting access to community participation, and increasing opportunities for meaningful employment. Find out about regional services. Find out about eligibility, services offered, regional specialists, resources for Job Seekers, supports for families and more.
- **[Ohio Department of Education, Office of Career and Technical Information](#)** – Includes links to information and resources for students or adults who are considering a Career-Tech program. There are links to assessment resources, information about the many CareerTech programs, links to find a CareerTech Center anywhere in Ohio and more.

Predictor Cluster Four: Policy

Predictors in Cluster Four: Policy

- Exit Exam Requirements/High School Diploma Status
- Inclusion in General Education
- Program of Study

Policies are rules, principles, guidelines or frameworks that are adopted or designed by an organization to achieve long term goals. In the context of Predictors, agency or school policies about transition planning are formulated to direct and exert influence on the decisions made within the organization to implement activities focused on improving adult life outcomes for youth.

Policies that facilitate implementation of the Predictors provide the permission professionals need in order to operationalize them for the benefit of the youth they serve.

Description: Exit Exam Requirements/High School Diploma Status

Exit exams requirements are standardized state tests, assessing single content area (e.g. Algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma. **High School Diploma status** is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits.

Even though Exit Exams and gaining a High School Diploma occur at the end of K – 12 education, policies that enable students to achieve these milestones have impact at the beginning of a child's formal education. The teaching of foundational academic concepts, knowledge, and skills begins in Pre-School. Young students are introduced to the norms and expectations of social behavior for school as well as the routines and strategies for academic learning. Policies that stress learning the general curriculum in general education classrooms for ALL students align with this Predictor.

Policies regarding remediation, preparation for formal test taking, and determination of appropriate learning and test setting accommodations all impact if and how students can accomplish these end point goals.

Description: Inclusion in General Education

Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities. It means applying the principle of Least Restrictive Environment to determine the optimal classroom setting for each student to make progress in learning. Least Restrictive Environment (LRE) is a legal principle in the Individuals with Disabilities Act (IDEA) and requires that students with disabilities are assigned to the most regular setting in which they can receive special education services and make progress. Inclusive education requires that a continuum of educational settings, from least to most restrictive, are available to all students and that the continuum is flexibly available across the school day.

Effective inclusion policies encompass establishing a receptive school climate, principles of Universal Design for Learning, frequent formative assessment and provision of interventions for social, behavioral, communication and learning needs. Policies for Inclusive practices also address collaboration among general, special, and therapy staff, such as providing common planning time, training, processes for assessment, models for co-teaching and others.

Description: Program of Study

A program of study is an individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals. Policies that support this definition of Program of Study allow for flexibility in student choices of classes and programs. Such flexibility could include providing multiple opportunities (e.g., career technical education; community-based work, independent living, and community access experiences; school-based enterprises; dual credit through a cooperative agreement) for students to acquire needed credits to achieve a diploma and ensure a seamless transition to postsecondary education and employment settings.

Effective policies supporting this Predictor would include establishing a planning process to assist students in developing their program of study that will offer the best preparation for achieving their individual post school aspirations.

Examples: Policy in Action

- A large urban high school established policies aimed at improving graduation rate and decreasing dropout rates for 9th and 10th graders. One of the strategies they used was to reorganize staff and students into ‘families’. Each family includes general education content area teachers, at least one intervention specialist, several paraprofessionals and a guidance counselor. Students are somewhat randomly assigned with the goal of creating a diverse mix of students across several variables – academic record, attendance, socioeconomic status, disability, and others. A ‘family’ stays together throughout the academic year and changes as students move from one grade level to the next. Students reported they felt more valued and supported. Students with disabilities, in general, spend more than 80% of the school day in general education classrooms. It will take a few years until the graduation/drop-out data can be used to determine if this strategy is proving effective.
- Students are provided regular practice with ‘formal’ test taking procedures. The school is continuing to review their district’s test data to determine if this strategy contributes to improved test scores. Staff report that they feel less stressed during test weeks because the formal test setting is more familiar. Students and families report that children feel they do better on the tests because they are more familiar with the formal test setting.
- A county based multi-agency team is focused on improving adult life outcomes for youth with disabilities. After reviewing adult life outcome data and data regarding access to and utilization of the Predictors by county high school students, the team has established a set of recommendations for school districts to consider regarding access to Career-Tech courses and work experiences. So far, one school district has made a commitment to provide at least one paid work experience for every high school student with disabilities.
- School districts in one county are implementing a policy pertaining to transition planning meetings for students with disabilities. The policy speaks to holding meetings when students are entering ninth grade that include a guidance counselor, who can advise about classes, courses of study and CareerTech options that are relevant to the student’s post school plans. The guidance counselor can also advise about colleges and adult training programs.
- A large suburban district developed a policy to make available a variety of options in learning settings for all students in the district. The options include individual and group tutoring, quiet rooms, requests to see the counselor or social worker, course sequences based on progress, attending ‘grade up’ or ‘grade down’ classes for certain subjects. Students can initiate requests and teachers work closely with students to encourage certain options. All students have access to these flexible choices that include classes co-taught by general educators and intervention specialists.

Resources

- [Coordinated Case Management and Employment Program \(CCMEP\)](#) - The CCMEP assists young adults ages 14-24 get the training and supports necessary to enter a career and break the poverty cycle. CCMEP is administered through the Ohio Department of Job and Family Services, Office of Workforce Development. There is a low-income requirement that is waived for youth with disabilities. This program is available to youth still in school and as well as those who have dropped out or graduated.
- [Ohio Department of Education Graduation Requirements](#) – There is no one-size-fits-all way to graduate. Ohio has several ways to qualify for a high school diploma. Choose the way that works best for the student. The school counselor can provide more details about various options. Ohio law enacted new, permanent graduation requirements that are available for the classes of 2021 and beyond. The Department works to continually update the graduation webpages to communicate the recent changes to Ohio’s state testing and graduation requirements. These pages include important information regarding requirements for early identification, intervention and supports for students not on track to satisfy the new requirements.
- [Ohio Department of Education Considerations for Meeting the Needs of Students with Disabilities](#) - This webpage is created to guide district planning teams through the process of considering 8 key areas of school operation to meet the needs of students with disabilities. The individuals on the teams will be able to identify the resources, opportunities and challenges in a specific district as they examine the considerations outlined on the page. The considerations are all relevant to the Predictors.

- **OCALI Teaching Diverse Learners** - Given the diversity of students in classrooms today, teachers are challenged with ensuring that each and every student is able to access standards based instruction and assessment. Many instructional methods and strategies are effective for a significant number of students across the content areas, but teachers are often faced with finding additional student specific tools and strategies that address the unique needs of some students enrolled in their classes. Universal Design for Learning, differentiated instruction, collaborative planning, technologies and IEP specific supports and services should be included throughout planning practices to ensure access and inclusive opportunity for ALL learners.



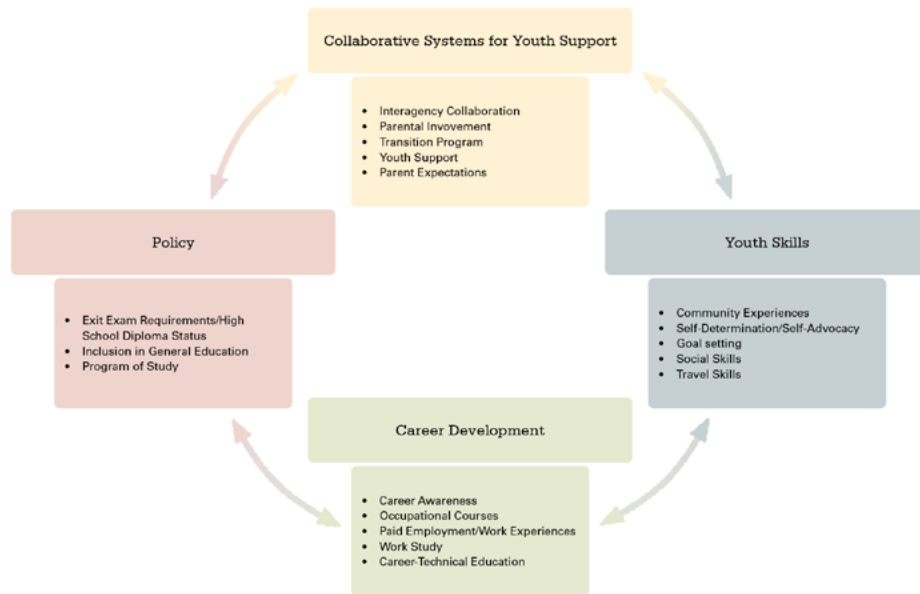
Predictors of Post-School Success

Team Review and Planning Tool

Ohio Employment First Transition Framework
Predictors Tool

Guidance for educational services, vocational programs and employment supports to prepare youth to successfully transition to community and employment

Team Review and Planning Tool



Research provides clear ‘evidence’ that youth who experienced the Predictors are more likely to be productively engaged in working, learning, and living as an adult.

Multi-Agency or School Based teams can use this tool to assess the level to which the Predictors are present and accessible to all students with disabilities within schools, a county, or community.

How to Use the Predictors Team Review and Planning Tool

Teams interested in improving adult life outcomes for youth with disabilities can use the Team Review and Planning Tool to:

- Take ‘inventory’ of the presence or absence of all the Predictors
- Create a snapshot of Predictor structures and services that an entity or locale has in place
- Target select Clusters or individual Predictors for further study or action
- Assess the effectiveness or accessibility of Predictors currently implemented

The **Team Review and Planning Tool** has two sections:

- **Section One** – Review and Scoring Templates
 - Each Predictor Cluster has a Review and Scoring template
 - Work through each Predictor in every Cluster or choose a few to on.
 - Each Scoring Template features the Cluster definition, a rubric to spark discussion and a rating scale
- **Section Two** – Score and Profile Templates
 - Each Predictor Cluster has a Score and Profile template
 - Space to briefly summarize discussions and ratings for each Predictor the team reviewed
 - Space to identify priorities for action and make note of items for follow-up

Refer to the Predictor Cluster Tables for definitions as needed.

The Team Review and Planning Tool has two sections: the **Review and Scoring** and **Score and Profile** templates. In general, as the Team works through the Review Tool keep in mind that the Predictors point to the services and strategies used by transition professionals across agencies. The Predictor definitions set the standard against which to compare the Predictor structures, mechanisms and methods currently in place in districts and agencies. Teams can reflect on the availability, accessibility and effectiveness of specific services, programs, supports and assess how close or how far they are from the standard. The Predictors are about getting the conditions right for young people to succeed in the adult world and live their best lives.

Below are some tips for setting your team up for a productive discussion and review.

Tips for an Effective Review Discussion:

1. What entity or geographic area is the focus for this Review? How wide or narrow of an area will the team be considering? A school district or building? A community or county? Using this Review Tool will result in a Profile for the entity or geographic area that describes the extent to which the Predictors are present, accessible, utilized and effective. The Profile will assist the team to identify areas of strength as well as areas for improvement.

Entity or area that is the focus of this review:

Geographic area/county or Name of School Building/District

2. Who should be on the Review Team? What roles and which agencies should be a part of the team? How many people can be directly involved in the review? Enough diversity in roles and background for a thorough review? Few enough members to allow for in-depth discussion? A group of 7 – 10 people is

suggested. Decide on the size and membership of the Review Team of people who will participate in conducting the review.

3. What is the purpose of this review? What are the goals for this review? Is the review 'formal' with a specified outcome, such as a set of recommendations for leadership to consider? Is the review 'informal', such as group of practitioners seeking to know the extent to which a few of the Predictors are embedded in school or agency programs? A clear idea of the purpose for the review assists the team to make decisions about how to proceed.

4. What Predictors will be reviewed? Will the team review all the Predictors? Certain clusters? The team can surface important information if they review all or just a few of the Predictors. Determine the scope for the review.

5. How will the results be utilized? Who will receive the results of the review? What is the format for displaying the Review Results? What outcomes does the Review Team wish the results to impact? Knowing how the results will be used and who they will go to up front is very helpful in deciding how to structure and keep a record of review meetings.

Review and Scoring Template Directions: Select the rating statement that most closely describes the current implementation status of each predictor included in your team's review. Select an in-between rating (1.5 or 2.5) when implementation of the predictor falls somewhere between two rating statements. When choosing 'No Rating' it is helpful to note the missing or incomplete information or data. A 'No Rating' has no numerical value associated with it. Briefly make note of factors, data and evidence considered when choosing the rating. The team's notes will be useful during the Profile discussions.

It is beneficial to briefly review this tool in its entirety while working through the tips above.

Predictor Cluster

Collaborative Systems for Youth Support

Predictor Implementation Ratings

Collaborative Systems designed to support youth are associated with better adult life outcomes. Collaborative Systems are most effective when it works ‘top down’ as well as ‘bottom up’. This means that the system to facilitate collaboration among transition professional across systems is designed

- with leadership approval, support and resources
- to encourage active participation by youth, families, educators, adult agency partners, community members at the community, school or agency, and individual youth level

	Implemented and Effective 3	2.5	Somewhat Implemented and/or Effective 2	1.5	1	No Rating
Interagency Collaboration	Ongoing and effective partnerships and communication occur between school and many community or agency partners.		Inconsistent partnerships and communication between school staff and community/ agency partners.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Parental Involvement	The team cultivates a welcoming environment. Families are valued as active partners and decision makers in all aspects of transition planning.		Family input is welcomed, but families and youth are mostly passive attendees at formal meetings.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Transition Program	Students have access to effective programs focused on transition as an option in their high school curriculum		Students have limited access to effective programs focused on transition		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Youth Support	All youth have a formal or informal network of support. Agency partners routinely meet with school teams to engage in transition planning with youth. Students are connected to agencies well before graduation.		Some youth have a support network. Some agency partners attend some IEP meetings for some youth. Students are sometimes connected to agencies early.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Parent Expectations	Families are encouraged and supported to hold high expectations for their child’s life as an adult. School and agency staff communicate high expectations to families in spoken word, decisions, and actions.		Some families are encouraged to have high expectations for their child’s life as an adult. School and agency staff inconsistently communicate high expectations.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation

List evidence and data that supports your ratings for this Predictors within this Cluster. Make note of specific facts, factors or examples the team considered.

Predictor Cluster Two

Youth Skills

Predictor Implementation Ratings

The transition skills youth acquire sets them up to achieve adult life ambitions. Youth Skills are related to achievement in adult life when attention is paid to maximizing each youth's skill gains. Some skills concern a youth's personal development. Other skills are connected to learning, living and working in the community. Skill development in these areas is life-long. The foundations are learned while youth are in school, but continues as new experiences or challenges arise, such as a job change, moving, new people, health or mobility issues, changes in the family.

Fostering the learning of Youth Skills is an ideal opportunity for educators and adult service personnel to collaborate. The team can work in concert to create group learning/practice community sites, or work with individual youth, for example. Several of these same skills also have research behind them as an Evidence Based Practice. For more information on instructional strategies associated with these Youth Skills see the Evidence Based Practices tool.

	Implemented and Effective 3	2.5	Somewhat Implemented and/or Effective 2	1.5	1	No Rating
Community Experiences	All youth have access to activities occurring outside of the school, program, or institutional setting, that are supported with classroom instruction, where youth apply academic, social, and/or general work behaviors and skills. Activities have planned, intentional learning outcomes.		Some youth have access to learning activities in the community. Or the community activities are not supported with classroom instruction, or the activities do not have planned learning outcomes.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Self-Determination / Self-Advocacy <ul style="list-style-type: none"> • Psychological Empowerment • Youth Autonomy/ Decision Making, • Self-Realization • Self-Care/ Independent Living 	Skills associated with Self-determination and independent living are assessed and taught with the same rigor as academic skills. Instruction is individualized and youth are afforded opportunities to practice and use skills in the authentic environments where they will be required.		Skills associated with Self-determination and independent living are not systematically assessed and taught to all youth. Instruction is sometimes individualized for youth with the greatest need. Opportunities for practice are limited to rehearsal within the school.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation

	Implemented and Effective 3	2.5	Somewhat Implemented and/or Effective 2	1.5	1	No Rating
Goal setting	Skills associated with Goal Setting are assessed and taught with the same rigor as academic skills. Instruction is individualized. Youth are empowered to take charge of transition planning. Youth have opportunities to set long term and short team goals and communicate them to their team.		Skills associated with Goal Setting are not systematically assessed and taught to all youth. Transition planning activities are managed by staff and youth are mostly passive attendees at formal meetings		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Social Skills	Social skills are systematically assessed and taught with the same rigor as academic skills. Instruction is individualized and youth are provided opportunities to practice and use skills in authentic environments where they are required.		Social skills are not systematically assessed and taught. Instruction is sometimes individualized and some youth are provided opportunities to practice and use skills in authentic environments where they are required.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Travel Skills	All youth have access to practice and experiences associated with travelling independently in their community that is supported by classroom instruction. Youth are exposed to the variety of public and private transportation options available in their community and as a pedestrian. Travel skills are taught and assessed with the same rigor as academic skills.		Some youth have access to practice and experiences associated with travelling independently in their community that is sometimes supported by classroom instruction. Youth are not exposed to the variety of public and private transportation options available in their community and as a pedestrian. Travel skills are not taught and assessed with the same rigor as academic skills.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation

List evidence and data that supports your ratings for this Cluster. Make note of specific facts or factors the team considered.

Predictor Cluster Three

Career Development

Predictor Implementation Ratings

Career development is a cornerstone to successful adult outcomes for youth. It provides the opportunity for families and transition professionals to assist youth to develop their career interests and to begin to view themselves as workers and adult consumers. Transition services focused on Career Development promote self-sufficiency at a critical time in the growth and development of youth. Development of a sense of self as an adult in the work force is developmental - one component builds on another - and for many people is life-long. Career development goes beyond just an occupation or job and should have a whole life planning perspective. Career development and transition processes require interdisciplinary and interagency collaboration, and new connections among parents and professionals in education, community services, and employment sectors.

	Implemented and Effective 3	2.5	Somewhat Implemented and/or Effective 2	1.5	1	No Rating
Career Awareness	All youth learn about training, education, and skills needed in various occupational pathways. All youth build a profile of PINS (preferences, interests, needs and strengths) to assist in learning more about career paths that are a good fit. All youth engage in career awareness designed to also develops the youth's self-awareness .		Some youth learn about the training, education, and skills needed in various occupational pathways. Some youth build a profile of PINS. Some youth engage in career awareness activities designed to develops the youth's self-awareness.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Occupational Courses	All youth have access to Occupational courses that are designed to develop occupational specific skills through instruction, and experiences focused on their desired employment goals.		Some youth have access to Occupational courses or available courses are not focused on their desired employment goals.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Paid Employment /Work Experiences	All youth have access to a continuum of communitybased work experience programs that are supported by classroom instruction. The culture of the school and community encourages youth to seek employment, volunteering and/or internships while in high school.		Some youth have access to a continuum of community-based work experience programs. Or there is no continuum of options. The culture of the school and community does not encourage youth to seek employment, volunteering and/or internships while in high school.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation

	Implemented and Effective 3	2.5	Somewhat Implemented and/or Effective 2	1.5	1	No Rating
Work Study	Youth have access to work study programs that include options for paid and nonpaid work experiences (in school and in the community), gaining high school credits, meeting graduation requirements, classroom instruction on employability skills and attitudes, practice and simulation with interviewing, inter-personal relationships, resume building, adult living skills such as technology use, communication (written and verbal), problem solving, decision making		Some youth have access to work study programs that include all the features of effective programs. Or available work study programs do not include all the features of effective programs.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Career-Technical Education	Youth have access to Career Technical Education (CTE) high school programs of their choice. Youth also have access to CTE programs, of varying lengths, for adults through CTE Adult Ed programs, community colleges and other post-secondary providers.		Some youth have access to CTE high school programs, or choices of programs are limited. Or youth are unaware of adult CTE options.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation

List evidence and data that supports your ratings for this Cluster. Make note of specific facts or factors the team considered.

Predictor Cluster Four

Policy

Predictor Implementation Ratings

Policies are rules, principles, guidelines or frameworks that are adopted or designed by an organization to achieve long term goals. In the context of Predictors, agency or school policies about transition planning are formulated to direct and exert influence on the decisions made within the organization to implement activities focused on improving adult life outcomes for youth.

Policies that facilitate implementation of the Predictors is critical to professionals being able to operationalize them for the benefit of the youth they serve.

	Implemented and Effective 3	2.5	Somewhat Implemented and/or Effective 2	1.5	1	No Rating
Exit Exam Requirements / High School Diploma Status	All students with disabilities have access remediation, preparation for formal test taking. and determination of appropriate learning and test setting accommodations. Student credit and graduation requirement status is reviewed regularly, and adjustments are made as indicated.		Some students with disabilities have access remediation, preparation for formal test taking. and determination of appropriate learning and test setting accommodations. Student credit/graduation status is not reviewed regularly,		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Inclusion in General Education	The school or agency has in place effective inclusion policies that include establishing a receptive climate, using the principles of Universal Design for Learning, frequent formative assessment, and providing interventions for social, behavioral, communication and learning needs. Policies for Inclusive practices also address collaboration among educators, therapy staff, and agency personnel.		The school or agency does not have in place effective policies for inclusion. Or policies do not address collaboration with professional partners in other systems.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation
Program of Study	The school has in place a planning process whereby students are assisted to create or modify a program of study designed to develop students’ academic and functional achievement to support the attainment of students’ individual post-school aspirations.		The school does not have a planning process that assists students to create or modify a program of study. Or options are limited or not aligned to support attainment of students’ individual post school aspirations.		Little to no evidence of implementation. Or not individualized.	Need more or different data to determine implementation

List evidence and data that supports your ratings for this Predictors within this Cluster. Make note of specific facts, factors or examples the team considered

Team Review and Planning Tool – Score and Profile Section TWO

Use Section Two for summarizing the results of the review.

1. Use the numerical scores from the review as a guide to indicate Clusters or individual Predictors that need attention as well as those that are currently available, accessible, and effective.
2. Select Clusters or individual Predictors as priorities.
3. Make note of relevant points from the Review discussion
4. List action steps and items for follow-up

Caution! ‘High need’ areas may not always be the best place to start. Teams should consider in between ratings, for items that have a good foundation but need refinement or expansion. The team may find they can accomplish more to immediately benefit youth by building on Predictors that already somewhat exist. Each Predictor, across all the Clusters, supports every other Predictor. Improving **any** Predictor has a positive impact on others.

Improving services and connections among systems is difficult and complicated. Teams can strategize to choose just a few areas for improvement and craft a longer-term plan to effect change in other areas over a multiyear timeline.

Below are two examples

Example One

Collaborative Systems for Youth Support	Score	x Priority
Interagency Collaboration	2.5	x
Parental Involvement	2	x
Transition Program	1	
Youth Support	1.5	x
Parental Expectations	2.5	

Total Cluster Score 9.5

Notes from Review Discussion

Agencies are loosely connected; a team is in place but meets sporadically for information updates.

We could do more to encourage active family involvement

Nothing that matches the definition of transition program is currently in place

Never thought about informal networks before

In general families we encounter do have high expectations. We can do more to leverage this into services and supports

Team Actions and Follow-Up

- Improve the operation of the existing interagency team; share the results of the review with them. Contact the team facilitator to set a date and agenda for a next meeting; recommend a regular meeting schedule for the team; invite others on this team to join efforts to improve Predictors across the county.
- Create (or find) training for staff on Parent Involvement; review district/agency policies on parental involvement.
- We really like the idea of every student leaving high school with a formal or informal network of people to support them. We want to learn more about how to do this. Could this idea be a piece of the parent involvement training?
- We feel we can better tackle establishing effective transition programs with the county wide interagency team. Some of our questions: do effective transition programs exist elsewhere in our community? Are there models for effective transition programs? Are there some we can visit?

Example Two

Youth Skills	score	x Priority
Community Experiences	1.5	x
Self Determination/Self Advocacy, including: <ul style="list-style-type: none"> • Psychological Empowerment • Youth Autonomy/Decision Making • Self-Realization • Self-Care/Independent Living 	2	
Goal setting	3	
Social Skills	1.5	
Travel Skills	3	x

Notes from Review Discussion

Students do go into the community, but more like field trips. Already have transportation, sites and staff.

Social skills are expected and problem behavior dealt with, but not effectively included in instruction.

Many students receive travel training, either through school therapy or services through the CBDD or OOD. High reviews and solid results

Total Cluster Score 11

Team Actions and Follow-Up

- We have some good foundations in community experiences on which to build. We wish to work with teachers and parents to individualize, add the instructional aspect and use these trips as AATA.
- We did not mark Self-Determination as a priority but these skills will be included to work on in connection with community experiences. We also see this batch of skills in particular as a way to actively involve families in actual steps to transition planning.
- Some teachers attended a workshop on a Self-determination curriculum. Are they implementing it? Is it good? Follow up with teachers
- Students routinely are coached to set their own goals. Setting goals is embedded in instructional activities. Can we extend this foundation to teach additional (and assess) self-determination skills? setting goals for social skills?
- Students and youth have access to effective mobility training. This provides a great starting point for embedding this instruction into the classroom; assessing travel skills during community experiences; ensuring every youth has multiple means of getting around (formal and informal) to work, community, recreation and leisure sites.

Collaborative Systems for Youth Support	Score	x Priority
Interagency Collaboration		
Parental Involvement		
Transition Program		
Youth Support		
Parental Expectations		

Notes from Review Discussion

Total Cluster Score _____

Team Actions and Follow-Up

Youth Skills	Score	x Priority
Community Experiences		
Self Determination/Self Advocacy, including: <ul style="list-style-type: none"> • Psychological Empowerment • Youth Autonomy/Decision Making, • Self-Realization • Self-Care/Independent Living 		
Goal setting		
Social Skills		
Travel Skills		

Notes from Review Discussion

Total Cluster Score _____

Team Actions and Follow-Up

Career Development	Score	x Priority
Career Awareness		
Occupational Courses		
Paid Employment / Work Experiences		
Work Study		
Career-Technical Education		

Notes from Review Discussion

Total Cluster Score _____

Team Actions and Follow-Up

Policy	Score	x Priority
Exit Exam Requirements/High School Diploma Status		
Inclusion in General Education		
Program of Study		

Notes from Review Discussion

Total Cluster Score _____

Team Actions and Follow-Up