EMPLOYMENT FIRST

Realizing Employment First for Youth

Evidence Based Predictors for Post-School Success

Ohio Employment First Transition Framework
Evidence Based Predictors Tool

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

Practices and Predictors

The Evidence Based Practices and Predictors provide transition professionals with research-based strategies useful across all systems to build youth skills for community employment. The National Secondary Transition Technical Assistance Center (NSTTAC) identified sets of Evidence Based **Practices** and **Predictors** based on high quality research. The NSTTAC website (www.nsttac.org) provides the supporting literature, research methodology and a number of tools, additional links and information about the **Practices** and **Predictors.**

This tool focuses on Evidence Based **Predictors**.

Evidence Based **Practices** are instructional methods and strategies proven through research to be effective to teach youth specific transition-related skills. Evidence Based Practices can be used in a variety of settings, such as, classrooms, work sites, community environments, social settings, etc. Evidence Based Practices are useful to teach a variety of skills, such as those associated with employment, daily living, communication, academics, job-routines and tasks, independence, and workplace behavior. Please also see the **Ohio Employment First Transition Framework Evidence Based Practices Tool**.

IMPORTANT: These Evidence Based Predictors are only as effective as the integrity with which they are implemented and the degree of match with the youth's learning styles and needs. Learn more about Evidence-Based Predictors on www.nsttac.org. Click on the link to 'Evidence Based Predictors'.

Why Are Evidence Based Predictors Important?

Research shows that youth who engaged in the predictors reflected in this tool improved the likelihood that they learned new skills and/or achieved desired adult life outcomes. Of course, the interventions, supports and services selected for the individual and tailored to his/her needs and desired outcomes must be based on assessment data and monitored for successful implementation.

Who Can Use Evidence Based Predictors?

All professionals, family members and youth can make use of the Evidence Based Predictors. Individual transition plans for youth are most comprehensive when developed by a multi-agency team that is knowledgeable of and promotes the use of Evidence Based Predictors. The multi-agency team creates a broader perspective of the possibilities and potential for the youth's future than when a single agency or family works alone.

What are Evidence Based Predictors of Post School Success?

Evidence Based Predictors of Post School Success:

- Reflect activities, services and supports

- Occur during the school years

- Associated with higher rates of success as youth enter adulthood

- Critical to be considered by multi agency teams providing transition services

How Are Evidence Based Predictors Reflected in Services and Planning?

Predictors represent activities, programs and services often provided to groups or available school-wide. Educators, community and agency personnel may need to plan at a regional or community level to ensure the capacity exists to provide the Predictors at the individual level. Collaborative efforts among regional and community partners are especially effective for extending the resources that each agency contributes toward development and implementation of Evidence Based Predictors.

Transition planning is about applying the Predictors to an individual youth. 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.

Planning decisions made by the team require:

- An individualized approach, with the youth, and not agency procedures, at the center of all decisions

- A multi-agency team focused on the 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 Is This Documents Organized?

This Evidence Based Predictors document provides:

- A description for each predictor

- A sampling of the research that supports its effectiveness

- Some examples of the potential impact of the predictor as professionals incorporate it as a standard practice in working with transition youth.

- A Team Review and Planning Tool

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Predictor One:

Collaborative Networks for Student Support

Research shows that youth benefit from having a support network. Both 'formal' (agency based) networks and 'informal' (friends, family, community members) networks enhanced youth success.

Descriptor

As a youth moves towards graduation, a variety of agencies, organizations and people can and should become part of the transition team. Adding agency partners and others to the team provides the youth with the support of a network of people who provide services and resources in multiple environments to prepare students to achieve their specific post school outcomes. Interagency collaboration and coordination is a clear, purposeful, and carefully designed process. It promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.

Student support includes both formal and informal networks of people (e.g., family, friends, educators and adult service providers). Research indicates that youth success is enhanced by a network of people that provide support and resources, regardless of the formal or informal nature of that network. These networks promote individualized planning and services to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.

Evidence from Research

Findings:

- Students who received assistance from 3 to 6 community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education

- Interagency collaboration and coordination, which is a clear, purposeful, and carefully designed process, promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.

- Students with support from self-family-friend network to find a job were more likely to be engaged in post-school employment

- Students with formal or informal mentors had higher self-esteem and were more likely to be employed during high school

- Students with informal mentors are more likely to have greater academic success

- Students who had support from informal (family/friends) or formal (vocational rehabilitation service) were more likely to work in community based work settings

Predictor One:

Collaborative Networks for Student Support

Research shows that youth benefit from having a support network. Both 'formal' (agency based) networks and 'informal' (friends, family, community members) networks enhanced youth success.

Implications for Practice

- In-person and other ongoing communication/collaboration strategies with partners in multiple agencies are key to successful youth outcomes.

- Create outcome for each youth that is shared by all team members through the use of common data and information

- Identify and record the name and contact information of partners in a variety of systems including:

    - Middle school and high school intervention specialists

    - Other educators, such as transition coordinators

    - County Board of Developmental Disabilities personnel such as SSAs (Service and Support Administrators)

    - Opportunities for Ohioans with Disabilities personnel such as VR (Vocational Rehabilitation)

- Create connections for youth in the community that support the youth's preferences, interests and strengths

- When meeting together as a cross-agency team, develop plans that expand resources and reduce duplication of effort

- Ensure personnel from multiple agencies are familiar with each systems' terms and vocabulary

- Institute mentoring programs within the school and specialized for individual youth

- Create a network of informal support for each youth, in addition to any formal (agency) support available.

- Assure that the youth's network includes individuals that can assist youth to explore financial support/benefits for which he/she may be eligible.

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Predictor Two:

Individualized Career Development

Career Development refers to the process used by an individual to form a work identity.

It is ongoing and spans a lifetime.

Descriptor

Career Development refers to the process used by an individual to form a work identity. It is ongoing and spans a lifetime. Career development begins with a person's earliest awareness of the ways in which people make a living and continues with focused career exploration to decide on a career path. The ongoing nature of career development includes changes in employment, career advancement, and/or changing the focus of the career path.

Individualized career development means that the strategies, supports and services are selected to align with how the youth learns and also provides access to careers that reflect the youth's preferences, interests and skills. Youth are then able to make informed decisions about choices for types of occupations to pursue. The Ohio Department of Education is a partner with other state agencies to promote the Career Connections Framework that describes various stages of career development and the typical age frame for each to occur. You are encouraged to explore the resources at http://education.ohio.gov/Topics/Career-Tech/Career-Connections

All youth develop a sense of themselves as a future adult along a continuum as they develop their 'career maturity'. **Career maturity** is influenced by the youth's developmental needs and experience with the world of work and some youth require more instruction and guidance than others.

Children often express interest in high profile careers such as professional sports stars, heroes, and those highlighted on popular TV shows. This is typical and healthy. However, as the youth develop self-awareness and learn what it takes to achieve these careers of interests, they should be assisted to expand their career interests and build on skills and experiences that align with careers that match their own preferences, interests, needs and skills. There is no need to eliminate the early interest from a youth's life as they can form the basis for leisure activities, volunteer opportunities and positions in related occupations, thus providing an outlet for satisfying the interest.

Professionals in all systems have responsibility to work with youth to develop their level of career maturity, supporting each youth to pursue a motivating and fulfilling career on the Path to Employment.

Evidence from Research

- Students in the School to Work Transition Program (Oregon) who exited school with high career awareness and high job search skills were more likely to be engaged in post-school employment or education

- Students who participated in the Youth Transition Program (Oregon) with 4+ transition goals met were more likely to be engaged in post-school employment or education

- Students who had measurable post- secondary goals on their IEP were more likely to participate in work experience and have successful VR referrals in-school

- Students with vocational goals written in their IEP goals were more likely to engage in employment

- Students with high occupational guidance and preparation were more likely to work in community-based work.

Predictor Two:

Individualized Career Development

Career Development refers to the process used by an individual to form a work identity.

It is ongoing and spans a lifetime.

Implications for Practice

- All professionals need to regard 'Planning' as important as 'Service'

- Professionals need to offer stage-appropriate career exposure in a variety of competitive work settings

- Career development begins at the kindergarten level

- School leadership should set the tone that career development is a district-wide priority, beginning in pre-school and kindergarten.

- Ongoing, individualized assessment data is critical to determine career goals that are appropriate, meaningful and valued by the youth.

- Integrate/assimilate assessment data done by different agencies into one profile of the youth to determine effective service and support needs

- Design work and community experiences so that youth can identify high interest areas as well as situations and careers for which they have no interest or skill.

- Agencies/providers should take an active role in developing work experiences as part of the youth's career plan.

- Transition Services and annual goals need to focus on providing individualized career development activities.

- Youth with disabilities must be included in all whole school career activities, including guidance counseling

Notes

Predictor Three:

Authentic Community Based Work Experience

During the high school years, participation in real life work experiences that closely resemble adult environments has been identified as a high predictor of successful adult outcomes.

Descriptor

During the high school years, participation in real life work experiences that closely resemble adult environments has been identified as a high predictor of successful adult outcomes. **Work experience** could include a variety of activities or strategies that place the student in an authentic workplace such as: work sampling, job shadowing, internships, apprenticeships, and paid employment. **Paid employment** while in high school, when the pay is competitive and paid directly to the student by the employer, is highly correlated with improved post school outcomes.

Other community-based experiences have been show to improve functional skills and the achievement of success in adult life. These include activities occurring **outside of the school setting**, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.

This predictor is connected to clear and convincing research data across disability categories.

Evidence from Research

Youth who:

- Participated in the Youth Transition Program (Oregon) with 2 or more paid jobs during high school were more likely to be engaged in post-school employment or education

- Had year round paid job for one full year during high school were 5 times more likely to be engaged in post-school employment and education

- Worked for pay during high school were more likely to be living independently and more likely to be engaged in post-school employment

- Had a job at the time of high school exit were 5.1 times more likely to be engaged in post-school employment

- Had paid work experience were more likely to have employment in the first two years after graduation

Predictor Three:

Authentic Community Based Work Experience

During the high school years, participation in real life work experiences that closely resemble adult environments has been identified as a high predictor of successful adult outcomes.

Implications for Practice

- Advocate for work-based programs that are embedded in the whole school curriculum

- Explore OhioMeansJobs as a partner for providing youth work experience programs https://jobseeker.k-12.ohiomeansjobs.monster.com/seeker.aspx

- Identify general worker skills and career development activities as primary goals/services within the youth's IEP.

- All youth should exit school with meaningful and individually determined community based work experience.

- When doing longitudinal planning with the youth, teams should consider how to provide the service and support for ongoing paid employment during the last year of high school.

- Provide job development before the youth exits school as a key to successful community based employment.

- Use Community Based Work Experience as an opportunity for assessment. Collect data about the youth's performance, such as time on task, following directions, interaction with co-workers, response to the environment, etc.

Notes

Predictor Four:

Social and Social-Emotional Instruction and Skills

Social competencies are critical to successful participation in the adult community life. Employers report that inability to meet the social expectations of the community and workplace remains as a top reason why employees (disabled or not) lose their jobs.

Descriptor

Social competencies are critical to successful participation in adult community life. Employers report that inability to meet the social expectations of the community and workplace remains as a top reason why employees, disabled or not, lose their jobs. Social competencies are skills, 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). The development of such skills should be reflected in a plan based on individual assessment. Instruction and support are then provided using proven methods that align with the youth's learning style and needs.

Youth who do not easily generalize concepts from one environment to another are likely to need repetition of instruction on specific social skills in a variety of situations and environments. Some youth may require ongoing prompts and supports for the appropriate use of social skills expected in a variety of environments.

Evidence from Research

- High peer social skills were 3.5 times more likely to obtain postsecondary employment

- High social skills (based on teacher ratings from the Life Centered Career Education rating scales) were more likely to have higher qualify of life and be engaged in post-school employment

- Students with severe disabilities who are perceived to have less difficulty related to communication and self-care skills were more likely to have paid employment

- High social skills in high school was a significant predictor of students' capacity to perform self-determination behaviors and opportunities to engage in self-determined behavior in-school

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Predictor Four:

Social and Social-Emotional Instruction and Skills

Social competencies are critical to successful participation in the adult community life. Employers report that inability to meet the social expectations of the community and workplace remains as a top reason why employees (disabled or not) lose their jobs.

Implications for Practice

- Employers cite that social skills (or lack of them) are among the top reasons adults lose their jobs. Therefore, social skills, and the related 'soft skills', must be a primary focus of assessment, planning, support and service.

- Standard social skill curricula taught in group settings may **not** be sufficient to teach the contextually based social skills of adult environments. Individualize direct instruction for the youth in targeted environments.

- Provide opportunities for youth to practice communication, interpersonal, negotiation, conflict resolution and social conventions in a variety of authentic environments such as work sites, community environments, school, home.

- Assist youth to use problem-solving skills in context when difficult interpersonal situations arise

- Peer mentorship may offer opportunities to enhance social skill learning across multiple settings

- Assess the environment for the level of social competence expected in that setting. Then assess the youth's skills compared to the required level of social competence in order to target social skills goals for the youth to achieve.

- Utilize technology for self-monitoring, fostering independence and age-expected behavior for the youth.

- Identify natural social supports in community settings. Collaborate and communicate with each person involved to understand their role in providing natural supports.

Notes

Predictor Five:

Academic, Vocational, Occupational Education and Preparation

Youth with disabilities require a well-designed, coordinated, and unique education and preparation program.

The program requires aspects of academic preparation as well as vocational/ occupational preparation.

Descriptor

Youth with disabilities require a well-designed, coordinated, and tailored education and preparation program. The program requires aspects of academic preparation as well as vocational/occupational preparation. This is frequently referred to as a 'program or course of study'. Program or **course of study** is defined, as "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" (NSTTAC).

The following are examples of methods that have been found to be effective to provide the necessary structure to implement the desired 'course of study' for a transition youth.

- Transition Program: Prepares students to move from middle school/high school to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve post-school goals in education/training, employment, and independent living.

- Occupational Courses: 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.

- Vocational Education: A sequence of courses that prepares students for a specific job or career at various levels from trade positions to technical, business, or professional careers.

- Work Study Program: 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.

Evidence from Research

Students who participated in:

- Vocational education were 2 times more likely to be engaged in full-time post-school employment

- Work study were 2 times more likely to be engaged in full-time post-school employment

- School sponsored work were more likely to have employment after high school

- A targeted School to Work program the last year of high school and completed an internship were 4 times more likely to be employed

- Programs with career skill assessment, jobs skills training and internship, tech-prep, or entrepreneurship programs were more likely to engage in paid employment.

- School-based programs that included career major, cooperative education, school- sponsored enterprise and technical preparation were 1.2 times more likely to be engaged in post-school employment

- Students with vocational goals written in their IEP goals were more likely to engage in employment

Predictor Five:

Academic, Vocational, Occupational Education and Preparation

Youth with disabilities require a well-designed, coordinated, and unique education and preparation program.

The program requires aspects of academic preparation as well as vocational/ occupational preparation.

Implications for Practice

- Use web-based searches to research the literacy skills (reading, math and technology) expected for the youth's desired community based employment outcome. Target instruction to these skills.

- The youth's high school course of study needs to be aligned to skills/academic background required to achieve post school goals.

- Embed connections to careers and work in **all** learning

- Begin exploring the full range of course of study options (including Career/Tech Ed) no later than middle school

- Essential background information and foundational academic skills are taught beginning in primary/elementary grades. Ensure youth with disabilities have the opportunity to learn these critical skills in integrated settings.

- Recognize and utilize the dual role of work experiences as beneficial to both the youth's career development and as an opportunity to gather transition assessment data in authentic settings.

- Ensure that youth with disabilities have access to all school-wide career tech, work-based learning, vocational and occupation courses and orientation activities

- Ensure school guidance counselors who advise all other students about course of study options include youth with disabilities.

Notes

Predictor Six:

Supporting Parental Involvement and Expectations

Parent, guardian or other caretaker participation is essential to an individual's ongoing success.

Parental impact also encompasses the expectation of the family.

Descriptor

Parent, guardian or other caretaker participation is essential to an individual's ongoing success. Involvement means parents /families/guardian are active and knowledgeable participants in all aspects of transition planning. Parental impact also encompasses the expectation of the family. Expectations include parents' and families' planning and articulating an expectation that their child will be employed in integrated settings in the community after high school.

Evidence from Research

- Youth with one or more parents who participated (as measured by the percentage) in more IEP meetings during the 11th and 12th grade year were more likely to be engaged in post-school employment

- Youth who had parents with high expectations were more likely to be engaged in postsecondary employment

- Youth who had support from self-family-friend network to find a job were more likely to be engaged in post-school employment

- Youth with positive perceptions of career skills parents taught them had greater postsecondary self-determination skills

- Youth with positive perceptions of independent living skills parents taught them had greater postsecondary self-determination skills as measured by the Psychological Empowerment subscale of the ARC's Self-Determination

- Youth who spent more time per week with friends during school where more likely to experience higher quality of life

- Youth with positive perceptions of their parents' involvement in the IEP meeting (e.g., active participants, provided some input, attended meetings but did not actively participate) had higher postsecondary self-determination skills as measured by the Psychological Empowerment subscale of the ARC's Self-Determination Scale.

Predictor Six:

Supporting Parental Involvement and Expectations

Parent, guardian or other caretaker participation is essential to an individual's ongoing success.

Parental impact also encompasses the expectation of the family.

Implications for Practice

- Transition plans need to avoid jargon and be written in 'agency neutral' language.

- Support families to become comfortable in their role as the ongoing 'case manager' for their son or daughter. In this role a few important contributions include:

    - Assisting in community connections and 'social capital'

    - Providing meaningful assessment information

    - Acting as the 'historian' to carry information forward from one system to another

- Families need to be valued as active partners and decision makers in transition planning.

- Promote early discussion with families about high expectations and possibilities for youth with disabilities, beginning with the first IEP

- Use the 'Future Planning' discussion requirement in the IEP to have respectful and real discussions with families and youth about plans for adulthood

- Make active involvement of youth in preparing for and leading IEP meetings a standard practice in the school district.

- Assist families in cultivating an informal support network of family members, community members, friends

- Families need information and examples of ways to use everyday life events to talk with their sons and daughters about working and careers

Notes

Predictor Seven

Self-Determination, Independent Living Skills Instruction and Skill Building

A successful adult reflects self-management and direction, often referred to as Self-Determination.

Description

A successful adult reflects self-management and direction, often referred to as **Self-Determination.** Many skills can support the development of self-determination such as the ability to make choices, solve problems, set goals, evaluate options, and take initiative to reach goals, and accept the consequences of actions.

Self-care and independent living skills are also skills necessary for adults to function effectively and safely in the community and as part of the community. These include skills such as personal management needed to interact with others, daily living skills, financial management skills, and managing decisions about healthcare/wellness needs.

Evidence from Research

Youth with:

- High self-care skills were more likely to be engaged in post-school education, employment, and independent living

- High daily living skills (based on teacher and student ratings from the Life Centered Career Education rating scales) were more likely to have higher QOL and be engaged in post-school employment

- Higher self-determination skills were more likely be engaged in post-school employment

- Strength based adaptive behavior skills were more likely to be engaged in post school independent living

Predictor Seven

Self-Determination, Independent Living Skills Instruction and Skill Building

A successful adult reflects self-management and direction, often referred to as Self-Determination.

Implications for Practice

- Emphasize the importance of teaching skills for independence.

- Early in the child's life, create the expectation that the youth will be self-sufficient as an adult. Initiate early and ongoing conversations with families about ways their child can develop independence skills.

- Make self-determination and independence skills a focus of assessment. Identify specific skills the youth can develop, and ways to provide ongoing accommodations/services in areas in which they will always likely need support.

- Foster independence through the types, intensity and duration of school-based supports that are provided.

- Use authentic environments and situations to teach, assess and practice skills for independence

- Team with parents and other community partners to teach and support the development of skill in this area.

- Take advantage of typical community activities and opportunities to support skill development. Provide support and accommodations as needed. Community agency partners can support the implementation.

- By the time youth are in high school the focus and purpose of modifications and accommodations provided to the youth needs to change from 'supporting him/her to do well in school' to 'teaching him/her support strategies that afford a maximum level of independence.'

- Some youth will need explicit, systematic instruction to learn complex skills such as problem solving and goal setting. Not all interventions, strategies and instructional materials are effective with all youth.

- Use the skills that the youth will need for adult life as the standard to determine skills the youth can learn to do on their own and skills the youth will always need support to perform.

- IEP goals and transition services need to include instruction and experiences designed to maximize the youth's self-sufficiency.

- Intensive accommodations provided to youth, instead of intensive instruction in skills to develop self-determination and independence, is counterproductive to the youth becoming independent.

Notes

Predictor Eight

Inclusive Practices and Programs

Participation in inclusive settings during the school years provides opportunities to prepare for integration into the adult community

Descriptor

Participation in inclusive settings during the school years provides opportunities to prepare for integration into the adult community. Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in regular education classes and whole school activities with peers w/o disabilities. Inclusive practices refer to engagement and participation, not simply access to an environment.

Evidence from Research

- Youth who took more hours of academic and occupational courses, and spent more time in regular education were more likely to be engaged in post-school employment

- Youth who participated in community-based training which involved instruction in non-school, natural environments focused on development of social skills, domestic skills, accessing public transportation and on-the-job training were more likely to be engaged in post-school employment

- Youth who had the highest degree of integration with age-appropriate peers were more likely to engage in post-school employment

- Youth who were integrated into a regular school setting for most of their schooling were more likely to be engaged in post-school employment

- Youth who spent more hours in regular education courses where more likely to be living independently.

- Youth who had teachers who expected them to be employed were more likely to participate in summer employment activities

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Predictor Eight

Inclusive Practices and Programs

Participation in inclusive settings during the school years provides opportunities to prepare for integration into the adult community.

Implications for Practice

- Expose youth to role models that provide high levels of expectation for achievement in both school and community environments.

- Pre-employment activities in a segregated setting are not supported by the research if the goal is to work in the community. Data does not support 'Train and Place'.

- Much recent research confirms that youth with significant disabilities learn 'complex' academics to grade level performance when teachers have high expectations and content expertise.

- Academic accommodations must preserve academic rigor.

- Use of technology can enhance the youth's access to and participation in the instruction and learning offered in integrated environments.

- Consider expanding planning team to include peers from integrated environments to bring authentic peer input the plan design and content.

Notes

Evidence Based Predictors for Post-School Success

Team Review and Planning Tool

Collaborative Networks for Student Support

Individualized Career Development

Inclusive Practices and Programs

Authentic Community Based Work Experiences

Self-Determination Individual Living Skills Instruction and Skill Building

Evidence Based Predictors

Social and Social-Emotional Instruction and Skills

Supporting Parental Involvement and Expectations

Academic, Vocational, Occupational Education/ Preparation

Team Review and Planning

Research provides clear 'evidence' that youth who have benefit of involvement with the Evidence Based Predictors for Post School Success are more likely to be productively engaged in working, learning and living as an adult.

School Based or Multi-Agency teams may use this tool to assess the level to which the Evidence Based Predictors of Post School Success are present in a district or school building, and with agency/community partners.

How to Use the Evidence Based Predictors for Post School Success Team Review and Planning Tool

1. Understanding the Predictors.

- Review the information in the *Employment First Evidence Based Predictors of Post School Success* tool.

2. Team Review and Planning Tool - Section One:

- Determine if the focus of the review is district –wide or narrowed to a specific school building.

- Select the statement that most closely describes the current implementation of each predictor in the school or district.

- Briefly explain the rating.

3. Team Review and Planning Tool - Section Two:

- Summarize Impressions of the review

- Record suggestions for action steps to improve the implementation of evidence based predictors.

Team Review and Planning Tool - Section ONE

1. Determine whether the ratings will reflect implementation district-wide or for a specific school building.

☐   A global profile of the school district _____
(name of school district)

☐ OR   A profile of _____ in the school district of _____
(name of school building)   *(name of school district)*

2. Select the rating statement that most closely describes the current implementation of each predictor in the school or district. Select an in-between rating (1.5 or 2.5) when implementation of the predictor falls somewhere between two rating statements.

3. Briefly make note of factors considered when deciding on the rating. Use this information during your summary discussions.

Predictors	Current Implementation Statements and Ratings							
1. Collaborative Networks for Student Support	☐ 3 Consistent and effective partnerships and communication occurs between school staff and many community/agency partners. Youth are connected to agencies early. Agency partners routinely meet with school teams to engage in transition planning with youth.	☐	2.5	☐ 2 Inconsistent partnerships and communication between school staff and community/agency partners. Youth are sometimes connected early. Some agency partners attend IEP meetings for some youth.	☐	1.5	☐ 1 Little to no evidence of implementation.	☐ No Rating Not enough data to determine implementation
Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why?								
2. Individualized Career Development	☐ 3 Youth with disabilities are included in all whole school career development activities, including guidance counseling. All teachers make connections between academics and careers. Youth are afforded individualized experiences and counseling to develop career awareness, exploration and planning.	☐	2.5	☐ 2 Youth with disabilities inconsistently included in whole school career development activities or guidance counseling. Some teachers make connections between academics and careers. Some youth are afforded individualized experiences and counseling to develop career awareness, exploration and planning.	☐	1.5	☐ 1 Little to no evidence of implementation. Or not individualized.	☐ No rating Not enough data to determine implementation
Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why?								

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Predictors	Current Implementation Statements and Ratings								
3. Authentic Community Based Work Experience	☐ 3 All youth have access to school supported, community-based work experience programs. The culture of the school and community encourages youth to seek employment, volunteering and/or internships while in high school.	2.5	☐ 2 Some youth have access to school supported, community-based work experience programs. Some youth seek employment, volunteering and/or internships on their own, but it is not seen as a priority within the school.	1.5	☐ 1 Little to no evidence of implementation. Or not individualized.	☐ No Rating Not enough data to determine implementation
Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why?						
4. Social and Social-Emotional Instruction and Skills	☐ 3 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 the authentic environments in which they will be required.	2.5	☐ 2 Social Skills are not systematically assessed and taught to all youth. Instruction is sometimes individualized for youth with the greatest needs in this area. Opportunities for practice are limited to rehearsal within the school.	1.5	☐ 1 Little to no evidence of implementation. Or no individualization	☐ No Rating Not enough data to determine implementation
Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why?						
5. Academic, Vocational, Occupational Education/ Preparation	☐ 3 All youth have access to options for academic, vocational, and occupational courses of study, classes and programs that are aligned with their desired post school outcomes.	2.5	☐ 2 Youth with disabilities have limited options, or limited access to options, for courses of study, classes and programs that are aligned with their desired post school outcomes.	1.5	☐ 1 Little to no evidence of preparation programs and/or not individualized.	☐ No rating Not enough data to determine implementation
Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why?						

Predictors	Current Implementation Statements and Ratings							
6. Supporting Parental Involvement and Expectations	☐ 3 The team cultivates a welcoming environment where families are valued as active partners and decision makers in transition planning. Youth have active roles in making plans for and communicating about their plans for the future.	2.5	☐ 2 Family input is welcomed, but families and youth are mostly passive attendees at formal meetings.	1.5	☐ 1 Little to no evidence of parental/family support	☐ No Rating Not enough data to determine implementation

Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why.

| 7. Self-Determination Ind. Living Skills Instruction & Skill Building | ☐ 3 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 for practice and use skills in the authentic environments where they will be required. | 2.5 | ☐ 2 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 needs in this area. Opportunities for practice are limited to rehearsal within the school. | 1.5 | ☐ 1 Little of no evidence of availability of instruction and skill building and not individualized. | ☐ No rating Not enough data to determine implementation |

Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why.

| 8. Inclusive Practices and Programs | ☐ 3 Consistent availability of a continuum of programs and community activities to all youth. Consistent and effective efforts to accommodate modify and develop curriculum and activities to be relevant and meaningful to all youth. | 2.5 | ☐ 2 Inconsistent availability of programs and community activities to all youth. Or lack of continuum of inclusive options. And/or some curriculum and activities are not accommodated or modified to be relevant and meaningful to all youth. | 1.5 | ☐ 1 Little or no evidence of inclusive programs. Little effort to accommodate or modify. | ☐ No rating Not enough data to determine implementation |

Explain the rationale for the selected rating. What elements related to the predictor influenced your decision and why.

EMPLOYMENT FIRST

Review and Planning Tool - Section TWO: Summarize Implementation and Identify Action Steps

Use Section Two to: 1) Summarize impressions as to how well Evidence Based Predictors of Post School Success are considered and implemented in the school/district in collaboration with agency partners to support youth with developmental disabilities and 2) Suggest potential strategies for improvement.

Evidence Based Predictors of Post School Success

| 1. Collaborative Networks for Student Support | 2. Individualized Career Awareness and Direction | 3. Authentic Community Based Work Experiences | 4. Social and Social-Emotional Instruction and Skills | 5. Academic, Vocational, Occupational Education/ Preparation | 6. Supporting Parental Involvement and Expectations | 7. Self-Determination Ind. Living Skills Instruction & Skill Building | 8. Inclusive Practices and Programs |

Summarize Discussion.

• Review rationale for ratings to identify areas of strengths and need.

• Suggest ideas and potential action steps to improve implementation of the Evidence Based Predictors of Post School Success within the school or district.

Summary Discussion Points

• What evidence is available that there is (or is not) awareness, knowledge and/or implementation of EB Predictors in the district/school?

• Is the available data sufficient to make decisions for planning? If not, how can data be collected?

• What avenues or resources exist to improve the knowledge or awareness of EB Predictors? (This may include professional development/training to improve skills and knowledge, expanded opportunities for youth to access EBP, coaching/mentoring in the region, web based resources, etc.)

• What EB Predictors does the team wish to learn more about?

• What are the priorities? Which EB Predictors should be addressed first?