Predictor Implementation School/ District Self-Assessment

National Technical Assistance Center on Transition: the Collaborative
www.transitionta.org

August 2021

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The checklist below is intended to provide schools, districts, or other stakeholders in secondary transition with a framework for determining the degree to which their program is implementing practices that are likely to lead to more positive post-school outcomes for students with disabilities. The predictor categories listed have been extracted from high quality correlational research including students with disabilities. The operational definitions and essential program characteristics were derived from experts in the field through a Delphi study (Rowe et al., 2014). The areas of The Taxonomy for Transition Programming (Kohler, 1996) corresponding to each predictor are listed under the name of each predictor.

A team should consider the definition of the predictor and each individual program characteristic, as well as the Degree of Implementation and the Evidence of Implementation scales, to guide decisions regarding program strengths, needs, and priorities for change. Teams may find it helpful to consider the predictors in clusters. The following clusters are suggestions for grouping the predictors by similar topics or themes to facilitate discussion. Our suggested predictor clusters are:

- **Student Skills**: Community Experiences, Self-Determination/Self- Advocacy, Goal-Setting, Youth Autonomy/Decision Making, Social Skills, Self-Care/Independent Living, Travel Skills, Psychological Empowerment, Self-Realization Technology Skills
- **Career Development:** Career Awareness, Occupational Courses, Paid Employment/Work Experiences, Work Study, and Career Technical Education
- **Collaborative Systems**: Interagency Collaboration, Parental Involvement, Transition Program, Student Support
- **Policy**: Exit Exam Requirements/High School Diploma Status, Inclusion in General Education, Program of Study

To ask questions or contribute comments on this or other NTACT:C tools, please contact **ntact-collab@uncc.edu**

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Degree of Implementation Scale

1- Not Currently Being Implemented means 0 to 25% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.

2- Intermittent Implementation means 25-50% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.

3- Emerging Implementation means 50-75% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, this is a priority in the school or district and concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development. There is consistent implementation school or district wide.

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

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

No Evidence (0)

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

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

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

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Predictor Cluster: Student Skills			
Predictor Category	**Operational Definition and Essential Program Characteristics**	**Degree of Implementation**	**Evidence of Implementation**
Community Experiences *Program Structures*	**Community experiences** are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills. 1. Allocate sufficient resources to support meaningful community-based experiences. 2. Conduct ecological assessments to determine skills needed for various community environments. 3. Provide instruction on skills needed to safely access community environments as identified via ecological assessments. 4. Conduct transition assessments with students and families to determine appropriate community environments for current and future activities. 5. Use community-based instruction to teach, assess, and monitor the attainment of desired academic and/or functional skills. 6. Observe and document students' attainment of desired behaviors and skills across diverse environments. 7. Instruct students in use of public transportation. 8. Provide supervision during community experiences to guide and direct students in the development of appropriate behaviors and skills needed for specific environments. 9. Involve parent and adult service providers to support student involvement in community experiences. 10. Cooperate with community partners (e.g., employers, recreation facilities) to develop community experience sites. 11. Provide supports for parents to arrange community experiences after school hours. 12. Train teachers and paraprofessionals in necessary safety, health policies, and liability coverage necessary for students to participate in community experiences.		
Self-Determination/ Self-Advocacy	**Self-Determination** is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions.		

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Predictor Cluster: Student Skills			
Predictor Category	**Operational Definition and Essential Program Characteristics**	**Degree of Implementation**	**Evidence of Implementation**
Student Development	1. Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy. 2. Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills. 3. Teach students to self-monitor self-determination skills (e.g., accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy. ***As you work with students, take into consideration the cultural nuances involved in teaching self-determination skills and providing opportunities to develop self-determination to students from CLD backgrounds.* 4. Ensure all students, including those with significant disabilities, have a functional communication system to engage in choice making, problem-solving, goal setting, taking initiative to reach goals, and accepting consequences for one's actions. 5. Conduct age-appropriate transition assessments in order for students to learn about themselves, set goals, solve problems, use information, make decisions, and to identify long-range goals. 6. Provide opportunities for students to develop self-awareness by engaging in honest and respectful discussions with students about their self-determination assessment responses. 7. Provide direct instruction in self-determination using a structured curriculum or evidence-based instructional strategy, with guided practice in natural school and community-based settings. 8. Foster the development of students' leadership skills. 9. Expect and support students to make many routine choices for themselves through the course of a school day. 10. Work collaboratively with students to facilitate achievement of their goals by informing them of their options and the potential consequences of their choices.		
Goal Setting	• Students with disabilities' participation in Individualized Education Program (IEP) prevocational and vocational goal-setting		

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	were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012). • Students with disabilities who had a post-school goal focused on attending a postsecondary college or university were more likely to be engaged in post-school education (Chiang, Cheung, Hickson, Xiang, & Tsai, 2012).		
Psychological Empowerment	• Students with disabilities, who exhibited psychological empowerment (i.e., belief that actions impact outcomes), were more likely to be engaged in post-school employment, education, and independent living (Petcu et al., 2017; Shogren et al., 2017)		
Self-realization	• Students with disabilities, who exhibited self-realization (i.e., understanding strengths, needs, and abilities) were more likely to be engaged in post-school employment and education (Shogren et al., 2017).		
Youth Autonomy	• Students with disabilities, who exhibited more autonomy and decision making (e.g., planned weekend activities, volunteered, make own decisions, make long-range plans) were more likely to be engaged in post-school education (Berry, Ward, & Kaplan, 2012; Doren, Gau, & Lindstrom, 2012). • Students with disabilities, who exhibited more autonomy and decision making (e.g., planned school activities, make long-range plans, follow directions), were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012; Doren, Gau, & Lindstrom, 2012).		
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). 1. Integrate social skills instruction across the curriculum (e.g., general education and community).		

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Student Development	2. Use a direct instruction curriculum to teach communication, interpersonal, conversational, negotiation, conflict, and group skills in context.		
	3. Provide opportunities for students to practice communication, interpersonal, conversational, negotiation, conflict, and group skills in context.		
	4. Assist students to use problem-solving skills when difficult interpersonal situations arise in context.		
	5. Provide parent and school staff information and training in supporting age-appropriate social skill development for their child, taking into consideration the family's cultural standards.		
	6. Use augmentative communication (AC) and assistive technology (AT) devices to encourage communication for students who use AC/AT.		
	7. Use ecological assessments to identify the social skills students will be expected to perform in each context.		
	8. Provide opportunities for students to practice social skills that foster authentic social interactions that foster the development of friendships.		
	9. Teach students to self evaluate their use of social skills in the appropriate context.		
	10. Teach students the social expectations for various environments (e.g., church, school, work, recreation).		
Self-Care/ Independent Living Skills *Student Development*	**Self-care/independent living skills** are 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. 1. Provide instruction, as needed based on assessment data, in (1) financial planning, (2) self-help, (3) cooking, (4) housekeeping, (5) home maintenance, (6) using transportation, (7) clothing care, (8) accessing community services, (9) time/ organizational management, (10) self-determination, (11) social roles/ citizenship, (12) community/peer relationships, or (10) critical thinking and problem solving.		

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	2. Embed self-care/independent living skills instruction into academic coursework to help students connect academic skills to post-school goals.		
	3. Provide instruction in self-care independent living skills in multiple settings including general education, special education, and community.		
	4. Provide individual, small group, or whole class instruction in independent living and self-care skills, as appropriate.		
	5. Provide students multiple opportunities to practice independent living skills throughout the school day in real-life situations using real-life materials and equipment.		
	**Independent living skills may include skills for functioning in an environment that requires interaction with people from different CLD backgrounds.		
	6. Provide transition services (e.g., completing housing application, obtaining Social Security Disability) for students to accomplish postsecondary independent living goals.		
	7. Conduct ongoing assessment of self-care/independent living skills to identify and evaluate levels of skill attainment, maintenance, and generalized use of skills in other settings where use of skills are required.		
	8. Teach home and community recreation skills that can be done alone or with others in both organized and informal settings.		
	**and in culturally diverse settings		
Technology Skills	• Students with disabilities, who could effectively use technology (i.e., exhibited computer competence and skills), were more likely to be engaged in post-school employment (Wehman et al., 2015; Zhou et al., 2013).		
Travel Skills	• Students with disabilities who could travel independently outside the home (e.g., school, local store, neighbor's house), were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012; McDonnall, 2011).		

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Predictor Category	**Operational Definition and Essential Program Characteristics**	**Degree of Implementation**	**Evidence of Implementation**
Career Awareness *Student Development* *Program Structures*	**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. 1. Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs. 2. Identify skills and qualifications required for occupations aligned with core content areas. 3. Embed career awareness in the general curriculum to teach about occupations related to the core content areas. 4. Make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes. 5. Provide systematic, age appropriate student assessment of career awareness (e.g., interest inventories, aptitude tests) for students to learn about their preferences and aptitudes for various types of career. 6. Provide instruction in how to obtain a job in chosen career path.		
Career Technical Education (was Vocational Education) *Student Development* *Program Structures*	**Career Technical Education** 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. 1. Provide a sequence of entry level and advanced integrated academic and vocational courses designed to improve students' reasoning and problem-solving skills, academic knowledge, work attitudes, specific occupational and/or technical skills, and general skills needed for employment. * 2. Provide a combination of in-school and community-based academic, competency-based applied, and hands-on learning experiences in the career pathways based on the local labor market. 3. Provide connection to postsecondary education and/or employment through site visits and connections with support services (e.g., vocational rehabilitation, disability support services).		

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	4. Provide opportunities to earn certificates in certain career areas (e.g., Certified Nursing Assistant, Welding, Food Handlers Certification).		
	5. Develop business partnerships to ensure a relevant curriculum.		
	6. Provide career counseling and guidance to assist students in career planning and development aligned with the students' preferences, interests, needs, and skills.		
	7. Provide instruction in career development through volunteer work, job shadowing, work-study, apprenticeships, or internships.		
	8. Provide accommodation and supports in Career Technical Education (CTE) courses to ensure student access and mastery of content.		
	9. Provide instruction in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation).		
	10. Measure achievement in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation).		
Occupational Courses *Student Development* *Program Structures*	**Occupational courses** are individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals. 1. Embed career awareness activities, career planning, and vocational assessments in all occupational courses. 2. Design curriculum for each course to include technology, 21st century skills, and employability skills for specific career/career cluster content. 3. Provide hands-on and community-based opportunities to learn occupational specific skills within each occupational course. 4. Incorporate Universal Design for Learning principles in CTE programs including cooperative education programs to provide access to students with disabilities. 5. Provide course offerings throughout the school day so scheduling conflicts do not restrict student access to occupational courses.		

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	6. Provide occupational courses that represent a wide variety of occupational clusters to provide students course choices that match their preferences, interests, needs, and strengths.		
Paid Employment/ Work Experience *Student Development* *Program Structures*	**Work experience** is any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment. **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. 1. Provide opportunities to participate in job shadowing, work-study, apprenticeships, or internships. **Consider work study, apprenticeships, and internship environments that are culturally sensitive to students from different cultural backgrounds. 2. Provide instruction in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation). 3. Provide transportation training, including the use of public transportation and job-site and community safety. 4. Conduct job performance evaluations by student, school staff, and employer. 5. Provide instruction in obtaining (e.g., resume development) and maintaining a job. 6. Develop a process for community-based employment options in integrated settings with a majority of co-workers without disabilities. 7. Conduct situational vocational assessments to determine appropriate job matches. 8. Develop a process to enable students to earn high school credit for paid employment work experience.		

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	9. Link eligible students to appropriate adult services (e.g. Vocational Rehabilitation, Developmental Disabilities Services) services prior to exiting school that will support student in work or further education.		
	10. Involve appropriate adult services (e.g., Vocational Rehabilitation or job coach when needed) in the provision of community-based work experiences.		
	11. Use age-appropriate assessments to ensure jobs are based on students' strengths, preferences, interest, and needs.		
	12. Ensure employment training placements offer opportunities for (1) working 30+ hours/week, (2) making minimum wage or higher, with benefits, and (3) utilizing individualized supports and reasonable accommodations.		
Work Study *Program Structures*	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. 1. Provide options for paid and nonpaid work experiences both on and off-campus with options for gaining high school credit for completing program requirements in all 16 occupational clusters. 2. Develop a plan for earning academic credit on the job through an integrated curriculum focused on work-related skills with school personnel, the student, and his/her parents. 3. Provide supervision and guidance during the development of work behaviors and skills to address problems, concerns, insights, and learning. ***Consider culturally responsive behaviors and skills that address cultural concerns of culturally and linguistically diverse (CLD) students* 4. Develop business/school partnerships, by educating employers about the resources of potential employees, to set up training sites. ***Provide businesses with culturally responsive strategies to understand the cultural needs, behaviors, and practices of students from CLD backgrounds.*		

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	5. Develop policies to address liability, including student insurance, and other Department of Labor issues/concerns.		
	6. Develop a process to match student interests with available sites both on and off campus.		
	**Increase the number of available sites by recruiting site partners that reflect the cultural backgrounds of students.		
	7. Provide experiences in applied real-work settings supported by instruction.		
	8. Place students in work settings that match their preferences, interests, needs, and skills.		
	**Consider partnerships with businesses owned by CLD communities		
	9. Provide transportation to vocational training sites.		
	10. Provide, or partner with adult services to provide, qualified trained staff to job coach as needed.		
	**Staff qualification should include some cultural competencies or training		
	11. Provide self-evaluation and monitoring instruction to students.		
	12. Provide students school-based opportunities to reflect, discuss, and share their work placement experiences.		
	13. Have school personnel and site employees assess and monitor students' progress by using job duty forms and task analysis for various sites.		

Predictor Cluster: Collaborative Systems			
Predictor Category	**Operational Definition and Essential Program Characteristics**	**Degree of Implementation**	**Evidence of Implementation**
Interagency Collaboration	**Interagency Collaboration** is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.		
	1. Develop wide reaching state interagency teams that include disability related and non-disability related agencies (e.g., Developmental Disabilities, Vocational Rehabilitation, Department of Labor, Social		

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Interagency Collaboration	Security Administration) with a common interest in transition service delivery.		
	2. Develop and implement formal and informal agreements between agencies responsible for the delivery of transition services.		
	3. Develop an agreed upon vision and mission of transition services and programs.		
	4. Develop an organizational structure that includes a process for identifying membership (e.g., criteria for membership), terms of services, procedures for replacing members, orientation for new members, and web-based and print membership directories.		
	5. Coordinate the development of policies and procedures for service delivery and sharing of resources by both school and community agencies.		
	6. Implement a state-wide plan that (1) addresses gaps, (2) includes strategies for blending and braiding funding of other resources, (3) streamlines the transition process, and (4) eradicates duplication of service delivery.		
	7. Conduct asset/resource mapping to identify all community agencies that support youth with disabilities in the area as well as gaps in service delivery.		
	8. Clearly define roles and responsibilities of each organization as part of the interagency agreement.		
	9. Schedule regular times for planning, developing, and measuring the progress and effectiveness of implementing a shared transition service delivery system at all levels (e.g., individual student, school, local, region, state, and nation).		
	10. Develop procedures for shared problem-solving to address needs of students with disabilities and the barriers they may face during transition process.		
	11. Develop procedures for school staff to have a systematic way to include students, families, community members, and agencies at different levels of the transition process (e.g., when to invite to IEP meetings, when to		

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	refer families to meet with agency, when to provide information sheet to family)		
	12. Establish multiple methods of communication and information sharing across agencies.		
	13. Provide cross-discipline professional development opportunities for all members of interagency council to ensure members are knowledgeable about services and eligibility criteria.		
Parent Expectations	• Students with disabilities who had parents who expected their child to attend postsecondary education were more likely to be engaged in post-school education (Chiang, Cheung, Hickson, Xiang, & Tsai, 2012; Papay & Bambara, 2014; Wagner, Newman, & Javitz, 2014). • Students with disabilities who had parents who expected their child get a paid job were more likely to be engaged in post-school employment and education (Doren, Gau, & Lindstrom, 2012) • Students with disabilities who had parents who expected their child to gain employment were more likely to be engaged in post-school employment and education (Papay & Bambara, 2014). • Students with disabilities who had parents who expected their child to attend postsecondary education were more likely to have more social interactions post-school (Papay & Bambara, 2014). • Students with disabilities who had parents who expected their child would probably have a job or definitely have a job were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012). • Students with disabilities who had parents who expected their child would probably be self-supporting or definitely be self-supporting were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012).		

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Predictor Category	**Operational Definition and Essential Program Characteristics**	**Degree of Implementation**	**Evidence of Implementation**
Parent Involvement *Family Involvement*	**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). 1. Provide relevant information about transition planning to parents through a variety of means (e.g., written, face-to-face, community-based trainings such as Autism Society) at each stage of the transition planning process such as transition from middle to high school, age of majority, graduation. 2. Link parents with support networks (e.g., networking opportunities with other parents, advocacy groups). 3. Provide multiple options for involvement (e.g., pre-IEP planning input, flexible IEP meeting times) and alternate ways to obtain input in the transition planning process. ***Consider parents' perceptions in transition planning that may conflict with mainstream professional ideas. Some parents from CLD backgrounds may not be supportive of transition activities if they feel the plans are contrary to their expectations.* 4. Establish a welcoming atmosphere in the school by developing a system of ongoing communication and interaction (e.g., e-mail, notes home, home visits, regularly scheduled meetings in addition to IEP meetings). ***Consider the language and cultural needs of parents from CLD backgrounds* 5. Provide fairs, brochures, or workshops to educate parents about adult services and post-school supports in the community (e.g., vocational rehabilitation, mental health resources, postsecondary education institutions and supports). ***Consider developing material in languages accessible to target communities.* 6. Provide staff training on culturally competent transition planning (e.g. recognizing and honoring differences such as ethnic, socioeconomic, and values of the family). 7. Actively engage parents in interagency transition councils.		

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	8. Collaborate with families to identify how the school and family/guardian can support the student in achieving their desired post-school goals.		
	9. Share transition assessment results with parents so that parents can use the information to provide training for their child in the home and the community and identify natural supports.		
Student Support *Student-Focused Planning* *Family Involvement* *Interagency Collaboration* *Program Structures*	**Student support** is 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 their annual transition and post-secondary goals aligned with their preferences, interests, and needs. 1. Develop and implement procedures for cultivating and maintaining school and community networks to assist students in obtaining their postsecondary goals. **Consider networks that are culturally, racially, and ethnically representative to accommodate the needs of CLD students.* 2. Provide students access to rigorous, differentiated academic instruction. **As well as teachers who use culturally responsive teaching strategies* 3. Link students to appropriate individuals who can assist student in obtaining access to assistive technology resources and teach students to use technology to enhance their academic and functional performance. 4. Link students to appropriate individuals that can provide support for financial planning, navigating the health care system, adult services, or transportation. 5. Link students to a community mentor and/or school based mentor/ graduation coach. 6. Provide opportunities for meaningful engagement in the community (e.g., clubs, friends, advocacy groups, sports, etc.). 7. Ensure teachers and other service personnel provide ongoing transition assessment to assist in planning for needed supports and resources in school and beyond.		

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Transition Program *Student-Focused Planning* *Student Development* *Interagency Collaboration* *Program Structures*	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. 1. Provide 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. Provide integrated instruction in all areas of independent living (e.g., community living, transportation, recreation leisure, self-advocacy, goal setting, decision making) for all students with disabilities. 3. Provide individualized transition focused curriculum and instruction based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g., self-determination and financial planning). 4. Provide instruction and training in natural environments supported by classroom instruction. 5. Provide individualized transition services based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g., self-determination and financial planning). 6. Provide opportunities for engagement with non-disabled peers in the school and community. 7. Use interagency collaboration with clearly defined roles and responsibilities to provide coordinated transition services (e.g., Vocational Rehabilitation, Mental Health) at multiple levels (i.e., student, school, districts, region, state) to assist students in meeting their postsecondary goals. 8. Monitor and assess students' progress in the domains of academics, daily living, personal and social, and occupational. 9. Use multiple strength-based assessments across multiple domains at different points in time to assist student and IEP teams in post-school planning.		

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	10. Provide training and resources to families to involve them in transition planning and connect them to adult agencies and support and information networks.		
	11. Conduct program evaluation to assess effectiveness of transition program.		

Predictor Cluster: Policy			
Predictor Category	**Operational Definition and Essential Program Characteristics**	**Degree of Implementation**	**Evidence of Implementation**
Exit Exam Requirements/ High School Diploma Status *Student Development* *Program Structures*	**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. 1. Teach test-taking strategies and study skills instruction. 2. Assist students to plan for and use appropriate accommodations when taking the test. 3. Administer standardized practice tests periodically to monitor progress towards benchmarks. 4. Provide exit exams at the end of targeted courses designated by the state or at the end of a specific grade level (e.g. 11th). 5. Offer students, meeting criteria, appropriate accommodations, alternate, or alternative assessment procedures. 6. Provide student remediation assistance if they fail the test. 7. Provide students with multiple opportunities to take the test as allowed by the school/district for all students.		

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Inclusion in General Education *Student Development Program Structures*	**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. 1. Provide administrative support (e.g., professional development for teachers and paraprofessionals, common planning, providing paraprofessionals) to teachers for students with disabilities included in general education classrooms. 2. Provide specific instruction to support students with disabilities who are included in general education (e.g., differentiated instruction, learning strategies, study skills, organizational skills, personal management skills). 3. Evaluate the effectiveness of inclusive programming by using formative assessment to identify when adjustments are needed to accommodate all students' learning differences (e.g., pace, communication skills). 4. Develop a receptive school atmosphere for including students with disabilities in general education by educating administrators, teachers, other staff, and students about person-first language and disability rights. 5. Observe and assess integrated environment to identify and provide interventions for needed academic, social, behavior, and communication skills to ensure a conducive learning environment for all students. 6. Use diverse instructional strategies to meet the learning needs of all students including universal design for learning, technology, and linking instruction to student interests. 7. Provide professional development for secondary personnel to ensure personnel are qualified to use universal design for learning and evidence-based instructional strategies. 8. Engage students as active participants in general education instructional processes utilizing multiple models of inclusive learning.		
Program of Study *Student Development*	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. 1. Ensure program of study is inclusive, academically rigorous, and supported by Universal Design for Learning principles. 2. Design multiple pathways in the general curriculum for satisfying standard diploma requirements. 3. Provide clearly defined graduation requirements leading to a state sanctioned exit document.		

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Program Structures	4. Establish planning process to assist students in developing their program of study. 5. Provide 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 standard diploma and ensure a seamless transition to postsecondary education and employment settings.		

Note: Double asterisks (**) indicate recommendations from the Equity Assistance Center (EAC) and Office of Special Education Programs (OSEP) to address cultural relevance and competency. EAC also suggests considering, for every factor or indicator, its impact on students from culturally and linguistically diverse backgrounds. Use of mainstream, value-based approaches may not serve the needs of all students. Those working with students from communal and interdependent cultural backgrounds will need patience and understanding as students acquire individualistic and independent transitional strategies. Educational equity requires that every child be provided with the support and resources they need to be successful in life.

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