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Using the Research-Based Predictors of Post-School Success

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Agenda

- Research basis
- Getting to know (and use!) the Predictor Implementation Self-Assessment
- A new predictor-based resource (we'd love your feedback)
- Evaluation

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Historically, students and youth with identified disabilities DO NOT experience the same post-school outcomes as their peers without disabilities.

(e.g., National Council on Disability, 2012 ; Newman et al., 2011; US DOE, 2020)

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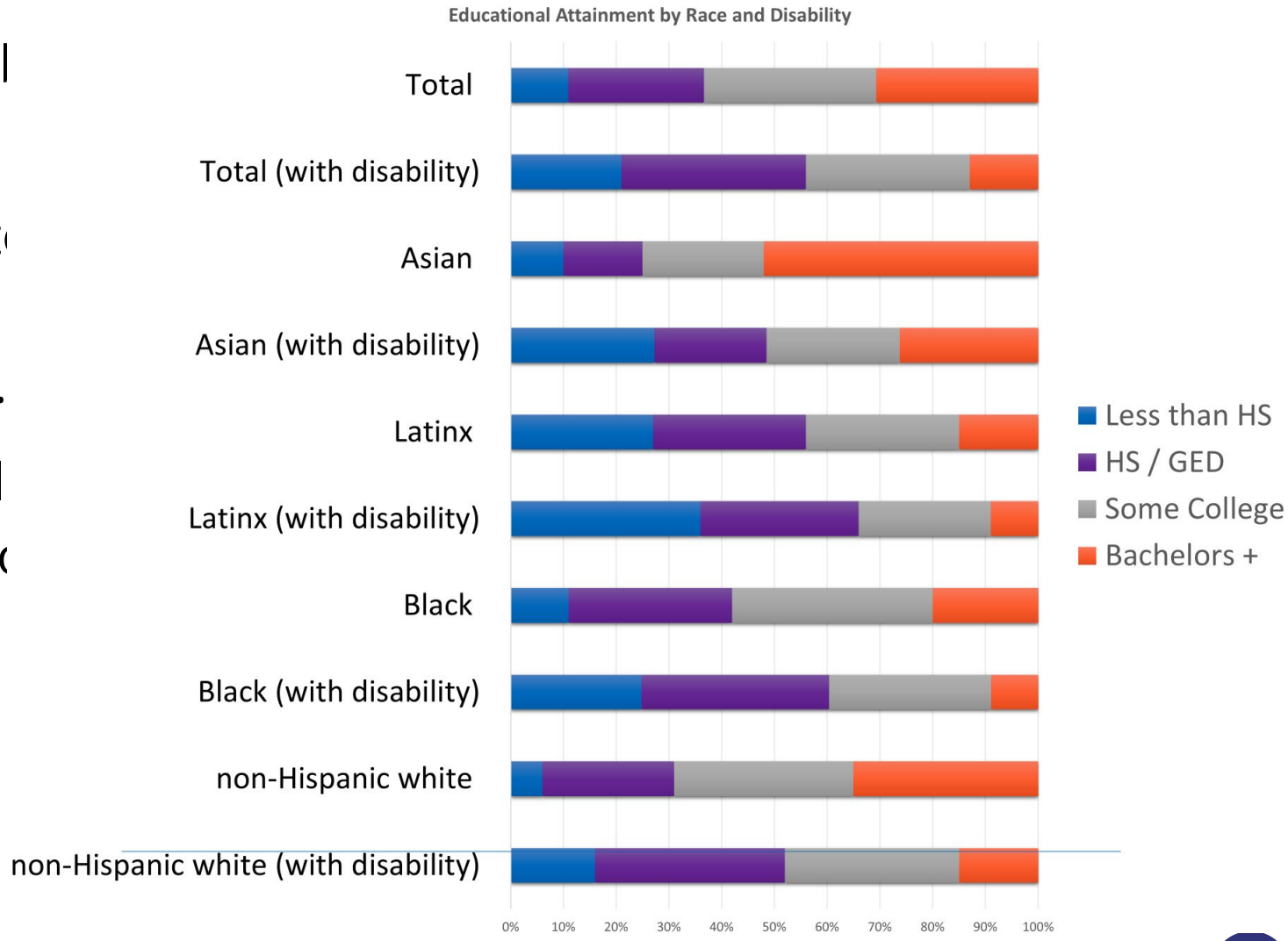
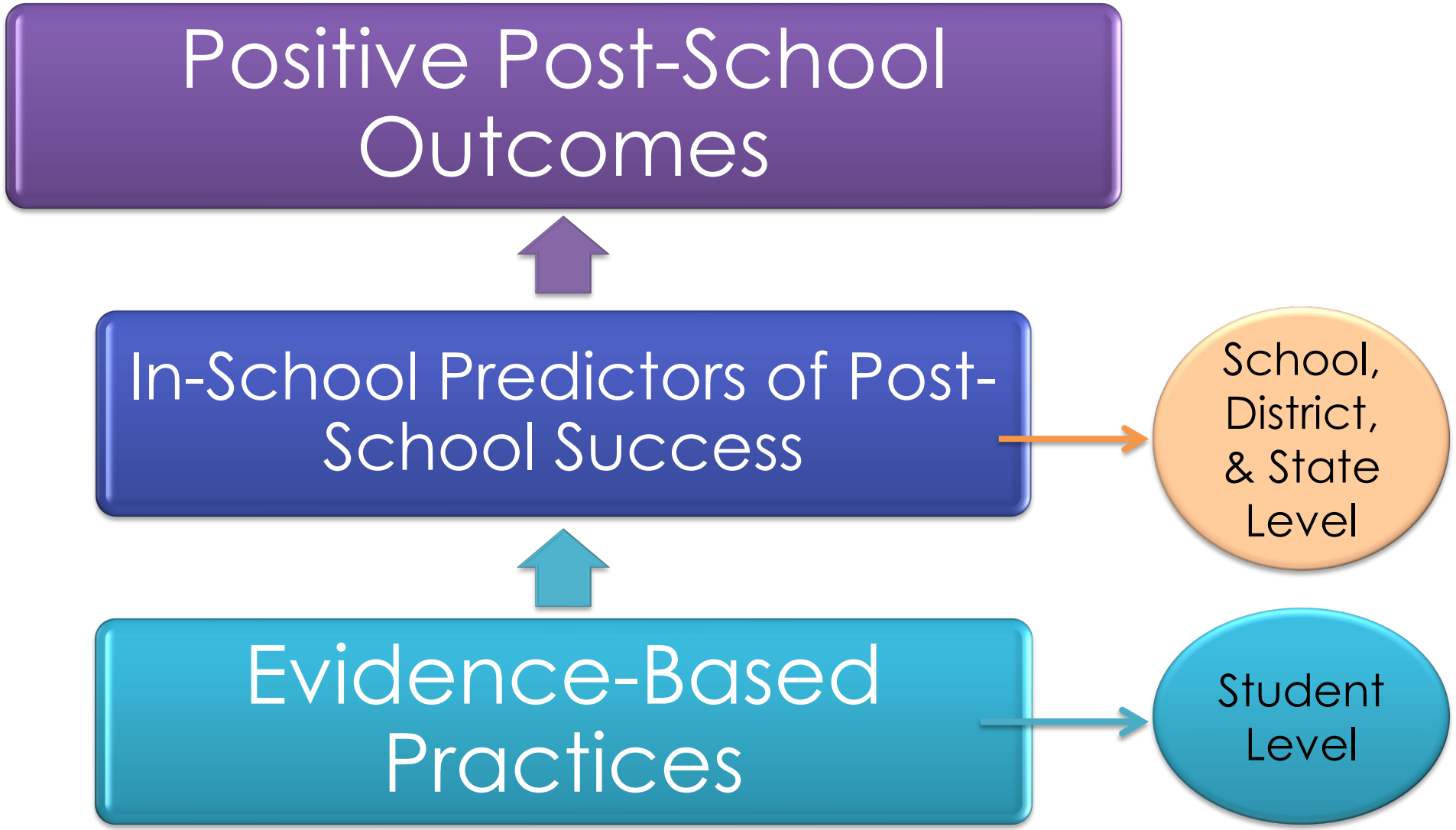
Outcomes for Youth with Disabilities

1. Educational attainment varies l race and disability.
2. Persons with disabilities tend t have lower levels of education than those without a disability.
3. Historically marginalized Peopl of Color with disabilities are mo likely to have a high school education or less.



Data obtained from the U.S. Census Bureau American Community Survey (2015-2021).

Secondary EBPs & Predictors to Support Post-School Success



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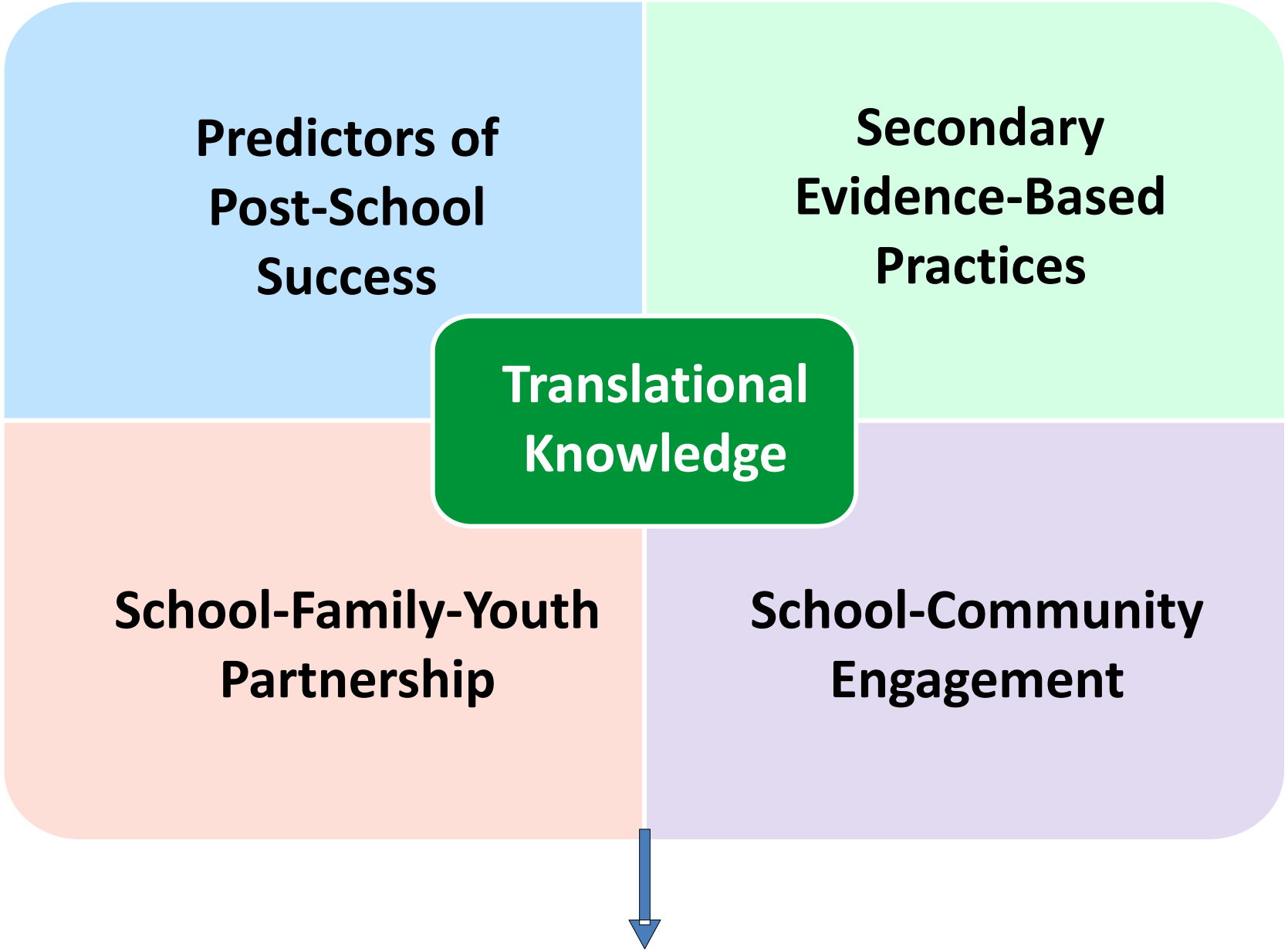
Predictors of Post-School Success
Secondary Evidence-Based Practices
Translational Knowledge
School-Family-Youth Partnership
School-Community Engagement
Systems Change

Predictors of Post-School Success

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

Predictor Findings

- Test, Mazzotti et al., 2009; Haber et al., 2016; Mazzotti et al., 2021. Secondary transition predictors of post-school success: An update for the field. *Career Development and Transition for Exceptional Individuals, 44*(1), 47-64.
- Education Outcomes: 8 research-based, 9 promising
- Employment Outcomes: 1 evidence-based, 11 research-based, 10 promising
- Independent Living: 3 research-based, 6 promising

Predictors of Post-School Success…

- Career Awareness
- CTE
- Community Experiences
- High School Diploma Status
- Goal Setting
- Inclusion in Gen. Ed.
- Interagency Collaboration
- Occupational Courses
- Paid Emp/Work Experience
- Parent Expectations
- Parent Involvement
- Program of Study
- Psychological Empowerment
- Self-Determination
- Self-Realization
- Social Skills
- Technology Skills
- Transition Program
- Travel Skills
- Work Study
- Youth Autonomy/Decision-Making

Predictor Implementation Self-Assessment

- Operationalizes the predictors by listing programmatic characteristics useful for implementation
- Helps programs assess if a predictor is being implemented (with fidelity)
- Provides common language across disciplines and agencies focused on improved outcomes for individuals with disabilities

Located here:

https://transitionta.org/pisa-self-assessment/

Predictor Implementation School/District Self-Assessment

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

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Using/Scoring the PISA

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

Predictor: Travel Skills

Operational Definition:

- Travel Skills refers to the confidence and skills students need to travel safely and independently throughout their communities utilizing various modes of transportation. (Alverson et al., 2024)

Travel Skills: Program Characteristics

1. Conduct assessment of each student's current and future transportation needs, including preferred mode of travel.

2. Have students explore and use multiple modes of transportation (e.g., walking, skateboarding, scootering, riding public transportation, riding a bike, taking a train, using a taxi, ridesharing, paying a neighbor, driving) to identify their preferred mode of transportation and develop their travel confidence and safety skills.

3. Provide individualized instruction and guidance in (a) using technology tools/apps for navigation (e.g., reading schedules/routes/maps), (b) managing costs, (c) following emergency and safety procedures, (d) problem-solving, and (e) accessing transportation options]

(Alverson et al., 2024)

Let's Break Down Travel Skills: Degree and Evidence of Implementation

Program Characteristic	Rating	Evidence of Implementation
Conduct assessment of each student's current and future transportation needs, including preferred mode of travel.	4	1 Assessment of students' transportation needs based on questions from the Student Transition Questionnaire at the beginning of the school year
Have students explore and use multiple modes of transportation (e.g., walking, skateboarding, scootering, riding public transportation, riding a bike, taking a train, using a taxi, ridesharing, paying a neighbor, driving) to identify their preferred mode of transportation and develop their travel confidence and safety skills.	2	2 Some students have transportation goals in their IEP; students have opportunities to take public transportation to community-based work sites
Provide individualized instruction and guidance in (a) using technology tools/apps for navigation (e.g., reading schedules/routes/maps), (b) managing costs, (c) following emergency and safety procedures, (d) problem-solving, and (e) accessing transportation options]	4	3 • At the beginning of the school year, students are taught to use Google Maps to get to and from school/work. • All special education teachers are providing instruction related to the cost of public/private transportation. • All students are administered the Student Transition Questionnaire each year to identify transportation …

Predictor: Parent Expectations

Operational Definition:

- Parent Expectations refers to the set of beliefs that parents have about their child's capacity and potential to achieve postschool outcomes. These beliefs may change across time and across settings. (Alverson et al., 2024)

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Parent Expectations: Program Characteristics

1. Teachers, program staff, and service providers model and reinforce high expectations for students' capacity, potential, and chosen postschool goals.
2. Provide opportunities for parents to learn about the secondary transition process and postsecondary options (e.g., through resources, providing information, visits to potential worksites and campus(es), and community event attendance).
3. Provide opportunities for parents to learn about predictors for postsecondary success and postsecondary outcomes.
4. Provide opportunities for parents to actively engage in the student's secondary transition process and share their support with team members and others.

Let's Break Down Parent Expectations: Degree and Evidence of Implementation

Program Characteristic	Rating	Evidence of Implementation
Teachers, program staff, and service providers model and reinforce high expectations for students' capacity, potential, and chosen postschool goals.	4	0 • No evidence
Provide opportunities for parents to learn about the secondary transition process and postsecondary options (e.g., through resources, providing information, visits to potential worksites and campus(es), and community event attendance).	2	1 • Informational fliers about community engagement opportunities • Family informational nights • Transition Fairs • Visits to local community college for families
Provide opportunities for parents to learn about predictors for postsecondary success and postsecondary outcomes.	1	0 • No evidence

Poll – Your Experience

Interagency Collaboration

Operational Definition:

- 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.

(Rowe et al., 2015)

Interagency Collaboration: Program Characteristics

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 Security Administration) with a common interest in transition service delivery.
2. Develop an agreed upon vision and mission of transition services and programs.
3. Coordinate the development of policies and procedures for service delivery and sharing of resources by both school and community agencies.

Let's Break Down Interagency Collaboration: Degree and Evidence of Implementation

Program Characteristic	Rating	Evidence of Implementation
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 Security Administration) with a common interest in transition service delivery.	3	3 • Implementing CIRCLES at the local level = local interagency teams • Collecting data on collaboration across community partners • Student-level data collection on the impact of CIRCLES on self-determination
Develop an agreed upon vision and mission of transition services and programs.	3	3 • Implementing CIRCLES • Collecting data on collaboration across community partners • Student-level data collection on the impact of CIRCLES on self-determination
Coordinate the development of policies and procedures for service delivery and sharing of resources by both school and community agencies.	3	0 • Implementing CIRCLES • Policy development has not occurred at this point • No sharing of resources

In-School Predictors of Post-School Success: Expect

Predictor	Pre-K	K-3	4-5	Middle	High	Post
Exit exam/ diploma	Dress Up	Guest Visitors/ Strategic instruction/ discuss diploma options	Guest speakers/ learning strategies	Study skill strategies/ credit asst.	Use of accommodations for standardized tests	CTE, tuition waivers, apprentice-ships
Inclusion	Activities (community, social)	Accessing academic content in general education setting, s/ modifications		Include in IEP meetings		
Parent expectations	Safe behavior, participation	Rule following, learning	Self-advocacy, graduation	Assignment completion, participation, graduation	College and/or career	Paid employment, participation

In-School Predictors of Post-School Success: Engage

Predictor	Pre-K	K-3	4-5	Middle	High	Post
Career & Technical Education (CTE)	Classroom jobs, identify observed careers in community		Summer camp or career focused enrichment activities	Enroll in CTE offerings	Enroll in sequence of CTE courses	Enroll in post-secondary tech program
Community experiences	Expose, follow instructions for safety	Identify community helpers	Learn functions of (banks, medical offices…)	School and other purposeful community experiences	Create a community resource map	Attend community events
Interagency collaboration	Inform of community resources	Work on academic/ functional goals across settings	Guest speakers, meeting invitations, waiting lists	Participate in PreETS	Referral/ enrollment VR transition services	Seamless

In-School Predictors of Post-School Success: Empower

Predictor	Pre-K	K-3	4-5	Middle	High	Post
Career Awareness	Pretend play, field trips	Classroom jobs, guest visitors	Identifying interests/ fostering hobbies/ school jobs	Complete interest & aptitude assessments, guests, tours, volunteering	Create resume, informational interview, job fairs, internship	Career fairs, apprentice-ship, paid internships
Goal setting & other self-determination related predictors		Identify skill or behavior to improve, actions have consequences	Sets weekly goals, creates and monitors plans	Identifies post-school goals in 3 areas	Meets with teachers to request accommodations, discuss progress	Independen t goal setting, planning, and implement-ting

Why Implement Predictors of Post-School Success?

Predictors provide:

- Evidence-based information to inform practices
- A framework to:
  - Evaluate, develop, and improve secondary transition programs and practices
  - Determine if programs, instruction, or services reflect effective practices
  - Foster conversations with partners (including families and students/ youth)

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How Can You Apply to Your Work?

Resources

- NTACT: C
- NTACT:C - Effective Practices
- Predictor Implementation Self-Assessment
- PreK-Post12 Predictor Resources

QUESTIONS?

Contact:
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What's Next?

→ Look for a follow up email regarding ....

Your Feedback is Encouraged

Take 5 minutes to tell us what you think…..

Watch for a follow-up email tomorrow with this link to the survey:

THANK YOU

for joining us!

Find us on:

#transitionTA | transitionTA.org | ntact-collab@uncc.edu

IDEAs that Work

Office of Special Education Programs
U.S. Department of Education

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