Predictor Implementation School/ District Self-Assessment

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

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

March 2013

This document was developed by the National Post-School Outcomes Center, Eugene, Oregon, (funded by Cooperative Agreement Number H326U090001) with the U.S. Department of Education, Office of Special Education and Rehabilitative Services, and The National Secondary Transition Technical Assistance Center, Charlotte, NC (funded by Cooperative Agreement Number Grant # H326J11001) with the U.S. Department of Education. This document has not been reviewed and approved by the Office of Special Education Programs. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officers: Dr. Selete Avoke and Marlene Simon-Burroughs

Draft

Predictor Implementation School/ District Self-Assessment

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 which 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. See http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/CorrelationalProcedures.pdf for more information on the process by which these predictors were identified. The operational definitions and essential program characteristics were derived from experts in the field through a Delphi study (Rowe et al., in progress).

A team should consider the descriptions of predictor categories and each individual program characteristic below, as well as the Degree of Implementation and the Evidence of Implementation scales to guide decisions regarding program strengths, needs, and priorities for change. To ask questions or contribute comments on this or other NPSO/NSTTAC tools, please contact NPSO, drowe3@uoregon.edu or NSTTAC, chfowler@uncc.edu.

Degree of Implementation Scale

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

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

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

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

Types of Implementation Evidence

- No evidence
- copies of curricula, copies of training materials, in some IEPs
- referenced in school or district procedures and policies, documented in IEPs
- Consistent evidence of implementation and impact (e.g., documented in IEPs, program evaluation data, marketing materials)

Draft

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. • 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. • Identify skills and qualifications required for occupations aligned with core content areas. • Embed career awareness in the general curriculum to teach about occupations related to the core content areas. • Make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes. • 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. • Provide instruction in how to obtain a job in chosen career path.		
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. • Embed career awareness activities, career planning, and vocational assessments in all occupational courses. • Design curriculum for each course to include technology, 21st century skills, and employability skills for specific career/career cluster content. • Provide hands-on and community-based opportunities to learn occupational specific skills within each occupational course. • Incorporate Universal Design for Learning principles in CTE programs including cooperative education programs to provide access to students with disabilities. • Provide course offerings throughout the school day so scheduling conflicts do not restrict student access to occupational courses. • Provide occupational courses that represent a wide variety of occupational clusters to provide students course choices that match their preferences, interests, needs, and strengths.		

Draft

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. • Provide opportunities to participate in job shadowing, work-study, apprenticeships, or internships. • Provide instruction in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation). • Provide transportation training. • Conduct job performance evaluations by student, school staff, and employer. • Provide instruction in obtaining (e.g., resume development) and maintaining a job. • Develop a process for community-based employment options in integrated settings with a majority of non-disabled co-workers. • Conduct situational vocational assessments to determine appropriate job matches. • Develop a process to enable students to earn high school credit for paid employment work experience. • Link eligible students to appropriate adult services (e.g. Vocational Rehabilitation, Developmental Disabilities Services) services prior to exiting school. • Involve appropriate adult services (e.g., Vocational Rehabilitation or job coach when needed) in the provision of community-based work experiences. • Use age-appropriate assessments to ensure jobs are based on students' strengths, preferences, interest, and needs. • 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.		

Draft

Vocational Education *Student Development Program Structures*	**Vocational 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. • 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. * • 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. • Provide connection to postsecondary education and/or employment. • Provide opportunities to earn certificates in certain career areas (e.g., Certified Nursing Assistant, Welding, Food Handlers Certification). • Develop business partnerships to ensure a relevant curriculum. • Provide career counseling and guidance to assist students in career planning and development aligned with the students' preferences, interests, and needs. • Provide instruction in career development through volunteer work, job shadowing, work-study, apprenticeships, or internships. • Provide accommodation and supports in Career Technical Education (CTE) courses to ensure student mastery of content. • 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). • 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).		
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. • 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. • 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. • Provide supervision and guidance during the development of work behaviors and skills to address problems, concerns, insights, and learning.		

Draft

	• Develop business/school partnerships, by educating employers about the resources of potential employees, to set up training sites. • Develop policies to address liability, including student insurance, and other Department of Labor issues/concerns. • Develop a process to match student interests with available sites both on and off campus • Provide experiences in applied real-work settings supported by instruction. • Place students in work settings that match their preferences, interests, needs, and skills. • Provide transportation to vocational training sites. • Provide qualified trained staff to job coach as needed. • Provide self-evaluation and monitoring instruction to students. • Provide students school-based opportunities to reflect, discuss, and share their work placement experiences. • Have school personnel and site employees assess and monitor students' progress by using job duty forms and task analysis for various sites.		
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. • Allocate sufficient resources to support meaningful community-based experiences. • Conduct ecological assessments to determine skills needed for various community environments. • Provide instruction on skills needed to access community environments as identified via ecological assessments. • Conduct transition assessments with students and families to determine appropriate community environments for current and future activities. • Use community-based instruction to teach, assess, and monitor the obtainment of desired academic and/or functional skills. • Observe and document students' attainment of desired behaviors and skills across diverse environments. • Instruct students to use public transportation. • Provide supervision during community experiences to guide and direct students in the development of appropriate behaviors and skills needed for specific environments. • Involve parent and adult service providers to support student involvement in community experiences.		

Draft

	• Cooperate with community partners (e.g., employers, recreation facilities) to develop community experience sites. • Provide supports for parents to arrange community experiences after school hours. • Train teachers and paraprofessionals in necessary safety, health policies, and liability coverage necessary for students to participate in community experiences.		
Exit Exam Requirements/ High School Diploma Status *Student Development Program Structures*	**Exit exams** 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. **Diploma status** is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits. • Teach test-taking strategies and study skills instruction. • Assist students to plan for and use appropriate accommodations when taking the test. • Administer standardized practice tests periodically to monitor progress towards benchmarks. • 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). • Offer students, meeting criteria, appropriate accommodations, alternate, or alternative assessment procedures. • Provide student remediation assistance if they fail the test. • Provide students with multiple opportunities to take the test.		
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 to the greatest extent possible. • 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. • Provide specific instruction to support students with disabilities who are included in general education (e.g., differentiate instruction, learning strategies, study skills, organizational skills, personal management skills). • 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, learning style, etc.). • Develop a receptive school atmosphere for including students with		

Draft

	disabilities in general education by educating teachers and students about person-first language and disability rights. • 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. • Use diverse instructional strategies to meet the learning needs of all students including universal design for learning, technology, and linking instruction to student interests. • Provide professional development for secondary personnel to ensure personnel are qualified to use universal design for learning and evidence-based instructional strategies. • Engage students as active participants in general education instructional processes utilizing multiple models of inclusive learning.		
Program of Study *Student Development Program Structures*	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. • Ensure program of study is inclusive, academically rigorous, and supported by Universal Design for Learning principles. • Design multiple pathways in the general curriculum for satisfying standard diploma requirements. • Provide clearly defined graduation requirements leading to a state sanctioned exit document. • Establish planning process to assist students in developing their program of study. • Provide multiple opportunities (e.g., career technical education; community-based work, independent living, and community access experiences; school-based enterprises; duel 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.		
/Self-Determination/ Self-Advocacy *Student Development*	**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. • Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy. • Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills. • Teach students to self-monitor self-determination skills (e.g.,		

Draft

	accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy. • 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. • 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. • Provide opportunities for students to develop self-awareness by engaging in honest and respectful discussions with students about their self-determination assessment responses. • Provide direct instruction in self-determination using a structured curriculum, with guided practice in natural school and community-based settings. • Foster the development of students' leadership skills. • Expect and support students to make many routine choices for themselves through the course of a school day. • Work collaboratively with students to facilitate achievement of their goals by informing them of their options and the potential consequences of their choices.		
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. • Use age-appropriate transition assessments to identify individualized self-care /independent living skills for instruction. • 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. • Embed self-care/independent living skills instruction into academic coursework to help students connect academic skills to post-school goals. • Provide instruction in self-care independent living skills in multiple settings including general education, special education, and community. • Provide individual, small group, or whole class instruction in independent living and self-care skills, as appropriate.		

Draft

	• Provide students multiple opportunities to practice independent living skills throughout the school day in real-life situations using real-life materials and equipment. • Provide transition services (e.g., completing housing application, obtaining Social Security Disability) for students to accomplish postsecondary independent living goals. • Conduct ongoing assessment of self-care/independent living skills to evaluate levels of skill attainment, maintenance, and generalized use of skills in other settings where use of skills are required. • Teach home and community recreation skills that can be done alone or with others in both organized and informal settings.		
Social Skills *Student Development*	**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). • Integrate social skills instruction across the curriculum (e.g., general education and community). • Use a direct instruction curriculum to teach communication, interpersonal, conversational, negotiation, conflict, and group skills. • Provide opportunities for students to practice communication, interpersonal, conversational, negotiation, conflict, and group skills in context. • Assist students to use problem-solving skills when difficult interpersonal situations arise in context. • Provide parent a school staff education in age-appropriate social skills. • Use augmentative communication (AC) and assistive technology (AT) devices to encourage communication for students who use AC/AT. • Use ecological assessments to identify the social skills students will be expected to perform in each context. • Provide opportunities for students to practice social skills that foster authentic friendships. • Teach students to self-evaluate their use of social skills in the appropriate context. • Teach students the social expectations for various environments (e.g., church, school, work, recreation).		

Draft

Interagency Collaboration *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. • Develop wide reaching state interagency teams that includes 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. • Develop and implement formal and informal agreements between agencies responsible for the delivery of transition services. • Develop an agreed upon vision and mission of transition services and programs. • 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. • Coordinate the development of policies and procedures for service delivery and sharing of resources by both school and community agencies. • 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. • Conduct asset/resource mapping to identify all community agencies that support youth with disabilities in the area as well as gaps in service delivery. • Clearly define roles and responsibilities of each organization a part of the interagency agreement. • 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). • Develop procedures for shared problem-solving to address needs of students with disabilities ad the barriers they may face during transition process. • Develop procedures for school staff to have 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 refer families to meet with agency, when to provide information sheet to family) • Establish multiple methods of communication and information sharing		

Draft

	across agencies. • Provide cross-discipline professional development opportunities for all members of interagency council to ensure members are knowledgeable about services and eligibility criteria. • Identify leadership structure in school and community agencies.		
Parental 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). • 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. • Link parents with support networks (e.g., networking opportunities with other parents, advocacy groups). • 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. • 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). • 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). • Provide staff training on culturally competent transition planning (e.g. recognizing and honoring differences such as ethnic, socioeconomic, and values of the family). • Actively engage parents in interagency transition councils. • Collaborate with families to identify how the school and family/guardian can support the student in achieving their desired post-school goals. • Share transition assessment results with parents so that parent 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*	**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 post-secondary goals aligned with their preferences, interests, and needs. • Develop and implement procedures for cultivating and maintaining school and community networks to assist students in obtaining their		

Draft

Family Involvement Interagency Collaboration Program Structures	postsecondary goals. • Provide academic differentiation. • Provide access to assistive technology for all aspects of life. • Provide support for financial planning, navigating the health care system, adult services, or transportation. • Link to a community mentor. • Provide opportunities for meaningful engagement in the community (e.g., clubs, friends, advocacy groups, sports, etc.). • Provide ongoing transition assessment to assist in planning for needed supports and resources in school and beyond.		
Transition Program *Student-Focused Planning Student Development Interagency Collaboration Program Structures*	A **transition program** prepares students to move from high school to adult-life, utilizing comprehensive transition planning that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living. • 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. • 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. • 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). • Provide instruction and training in natural environments supported by classroom instruction. • Provide individualized transition services based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g., self-determination and financial planning). • Provide opportunities for engagement with non-disabled peers and the community. • 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. • Monitor and assess students' progress in the domains of academics, daily living, personal and social, and occupational. • Use multiple strength-based assessments across multiple domains at		

Draft

	different points in time to assist student and IEP teams in post-school planning. • Provide training and resources to families to involvement them in transition planning and connect them to support and information networks. • Conduct program evaluation to assess effectiveness of transition program.		

Draft

References

Baer, R. M., Flexer, R. W., Beck S., Amstutz, N., Hoffman, L., Brothers, J., et al. (2003). A collaborative followup study on transition service utilization and post-school outcomes. *Career Development for Exceptional Individuals*, *26*, 7-25.

Benz, M. R., Lindstrom, L., & Yovanoff, P. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children*, *66*, 509-541.

Benz, M. R., Yovanoff, P., & Doren, B. (1997). School-to-work components that predict post-school success for students with and without disabilities. *Exceptional Children*, 63,

151-165.

Blackorby, J., Hancock, G. R., & Siegel, S. (1993). *Human capital and structural explanations of post-school success for youth with disabilities: A latent variable exploration of the National Longitudinal Transition Study*. Menlo Park, CA: SRI International.

Bullis, M., Davis, C., Bull, B., & Johnson, B. (1995). Transition achievement among young adults with deafness: What variables relate to success? *Rehabilitation Counseling Bulletin*, *39*, 130-150.

Carter, E.W., Austin, D., & Trainor, A.A. (2011). Factors associated with the early work expericences of adolescents with severe disabilites. *Intellectual and Developmental Disabilities, 49,* 233-247.

Carter, E.W. Austin, D., Trainor, A.A. (2012). Predictors of postschool employment outcomes for young adults with severe disabilites. *Journal of Disability Policy*, *23*, 50-63.

Chiang, H.M., Cheung, Y.K., Hickson, L., & Tsai, L.Y. (2012). Predictive factors of participation in postsecondary education for high school leavers with autism. *Journal of Autism and Developmental Disabilities*, *42*, 685-696.

Doren, B., & Benz, M. R. (1998). Employment inequality revisited: Predictors of better employment outcomes for young women with disabilities in transition. *The Journal of Special Education*, *31*, 425-442.

Doren, B., Gau, J.M., & Lindstrom, L.E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children*, *79*, 7-23.

Fabian, E. S., Lent, R. W., & Willis, S. P. (1998). Predicting work transition outcomes for students with disabilities: Implications for counselors. *Journal of Counseling and Development*, 76, 311-316.

Fourqurean, J. M., Meisgeier, C., Swank, P. R., & Williams, R. E. (1991). Correlates of postsecondary employment outcomes for young adults with learning disabilities. *Journal of Learning Disabilities*, *24*, 400-405.

Halpern, A.S., Yovanoff, P., Doren, B. & Benz, M.R. (1995) Predicting participation in postsecondary education for school leavers with disabilities. *Exceptional Children, 62,*

151-164.

Draft

Harvey, M. W. (2002). Comparison and postsecondary transitional outcomes between students with and without disabilities by secondary vocational education participation: Findings from the National Education Longitudinal Study. *Career Development for Exceptional Individuals*, *25*, 99-122.

Heal, L. W., Khoju, M., & Rusch, F. R. (1997). Predicting quality of life of youths after they leave special education high school programs. *The Journal of Special Education*, *31*, 279-

299.

Heal, L. W., Khoju, M., Rusch, F. R., & Harnisch, D. L. (1999). Predicting quality of life of students who have left special education high school programs. *American Journal on Mental Retardation*, *104*, 305-319.

Heal, L. W., & Rusch, F. R. (1994). Prediction of residential independence of special education high school students. *Research in Developmental Disabilities*, *15*, 223-243.

Heal, L. W., & Rusch, F. R. (1995). Predicting employment for students who leave special education high school programs. *Exceptional Children*, *61*, 472-487.

Leonard, R., D'Allura, T., & Horowitz, A. (1999). Factors associated with employment among persons who have a vision impairment: A follow-up of vocational placement referrals. *Journal of Vocational Rehabilitation, 12,* 33-43.

Luecking, R. G., & Fabian, E. S. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals*, *23*, 205-221.

Rabren, K., Dunn, C., & Chambers, D. (2002). Predictors of post-high school employment among young adults with disabilities. *Career Development for Exceptional Individuals*,

25, 25-40.

Repetto, J. B., Webb, K. W., Garvan, C.W., & Washington, T. (2002). Connecting student outcomes with transition practices in Florida. *Career Development for Exceptional Individuals, 25,* 123-139.

Roessler, R. T., Brolin, D. E., & Johnson, J. M. (1990). Factors affecting employment success and quality of life: A one year follow-up of students in special education. *Career Development for Exceptional Individuals, 13,* 95-107.

Rowe, D. A., Alverson, C. Y., Unruh, D., Fowler, C. H., Kellems, R., & Test, D. W. (2013). Operationalizing evidence-based predictors of post-school success: A delphi study. In progress

Shandra, C. L., & Hogan, D. P. (2008). School-to-work program participation and the post-high school employment of young adults with disabilities. *Journal of Vocational Rehabilitation*, *29*, 117-130.

Wehmeyer, M. L., & Schwartz, M. (1997). Self-determination and positive adult outcomes: A follow-up study of youth with mental retardation or learning disabilities. *Exceptional Children*, *63*, 245-255.

White, J., & Weiner, J. S. (2004). Influence of least restrictive environment and community based training on integrated employment outcomes for transitioning students with severe disabilities. *Journal of Vocational Rehabilitation, 21*, 149-156.

Draft