

Indicators 13 and 14: Secondary Transition and Post School Outcomes Self-Assessment

Component 1: Postsecondary Goals				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Postsecondary goals for education, training, employment, and (if needed) independent living are addressed but are not measurable or are not appropriate (appropriate postsecondary goals align to present levels, strengths, and interests of student). 	<ul style="list-style-type: none"> Postsecondary goals for education, training, employment, and (if needed) independent living are appropriate and measurable but are not updated annually or based on age appropriate transition assessments. 	<ul style="list-style-type: none"> Postsecondary goals for education, training, employment, and (if needed) independent living are appropriate and measurable and updated annually but are not based on age appropriate transition assessments. 	<ul style="list-style-type: none"> Postsecondary goals for education, training, employment, and (if needed) independent living are appropriate and measurable and updated annually, and based on age appropriate transition assessments. 	<ul style="list-style-type: none"> Postsecondary goals for education, training, employment, and (if needed) independent living are appropriate and measurable and updated annually, and based on age appropriate transition assessments. <i>Data regarding post-school outcomes for previous students is used to assess the effectiveness of transition services in meeting postsecondary goals.</i>
<p>Comments/Documentation:</p>				
<p>Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.</p>				

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Component 3: Career Readiness				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Students do not participate in career assessments. Students are not provided opportunities to develop job preparation skills and personal skills related to employability. 	<ul style="list-style-type: none"> Students participate in career assessments to identify school and post school preferences, interests, skills, and abilities at least one time during their high school career. 	<ul style="list-style-type: none"> Students participate in career assessments to identify school and post school preferences, interests, skills, and abilities at least one time during their high school career. Students are provided limited opportunities to develop job preparation skills and personal skills related to employability based on program availability. 	<ul style="list-style-type: none"> Students participate in career assessments on an annual basis to identify school and post school preferences, interests, skills, and abilities. Students are provided multiple opportunities to develop job preparation skills and personal skills related to employability based on student identified preferences, interests, skills, and abilities. 	<ul style="list-style-type: none"> Students participate in career assessments on an annual basis to identify school and post school preferences, interests, skills, and abilities. Students are provided multiple opportunities to develop job preparation skills and personal skills related to employability based on student identified preferences, interests, skills, and abilities. <i>Students are provided information and opportunities to participate in job shadowing, part-time employment, and other activities located in the community.</i>

Comments/Documentation:

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Component 4: College Readiness				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Students are not provided information or resources on post-secondary education opportunities. 	<ul style="list-style-type: none"> Students are provided limited information and resources on post-secondary education opportunities. 	<ul style="list-style-type: none"> Students are provided information and resources through multiple means on post-secondary education opportunities. Students may participate in coursework to prepare them for college entrance exams. 	<ul style="list-style-type: none"> Students are provided information and resources through multiple means on post-secondary education opportunities. Students participate in coursework to prepare them for college entrance exams. 	<ul style="list-style-type: none"> Students are provided information and resources through multiple means on post-secondary education opportunities, including information regarding admission and scholarship requirements. Students participate in coursework to prepare them for college entrance exams. <i>Students are explicitly taught self-advocacy skills and methods for self-support in post-secondary institutions.</i>

Comments/Documentation:

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Component 5: Preparation for Adult Life				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Students are not provided information or resources on independent living, self-determination, or community participation. 	<ul style="list-style-type: none"> Students are provided limited information and resources on independent living, self-determination, or community participation. 	<ul style="list-style-type: none"> Students are provided information and resources through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life. 	<ul style="list-style-type: none"> Students are provided information and resources through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life. Students are provided opportunities to practice these skills in relation to their individual abilities. 	<ul style="list-style-type: none"> Students are provided information and resources through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life. Students are provided opportunities to practice these skills in relation to their individual abilities. <i>Students are explicitly taught self-advocacy skills and methods for self-support in adult life.</i>
<p>Comments/Documentation:</p>				
<p>Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.</p>				

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Component 6: Communication among Students, Families, and Schools				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> School professionals do not communicate with students and their families to provide reciprocal, meaningful and individualized support. 	<ul style="list-style-type: none"> School professionals do not consistently communicate with students and their families to provide support. 	<ul style="list-style-type: none"> School professionals regularly communicate with students and their families to provide support on an as needed basis. 	<ul style="list-style-type: none"> School professionals regularly communicate with all students and their families to provide individualized support. 	<ul style="list-style-type: none"> School professionals regularly communicate with all students and their families to provide <i>reciprocal, meaningful</i> and individualized support. <i>Students and families provide feedback regarding effectiveness of communication and supports.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

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Component 7: Community-Based Support Structure				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> School professionals do not collaborate with community partners. 	<ul style="list-style-type: none"> School professionals do not consistently collaborate with community partners to support students. 	<ul style="list-style-type: none"> School professionals frequently collaborate with community partners to provide support for students. Support is not directly connected to students' chosen post-school options. 	<ul style="list-style-type: none"> School professionals frequently collaborate with community partners to provide individualized support for students. Support is directly connected to students' chosen post-school options. 	<ul style="list-style-type: none"> School professionals frequently collaborate with community partners to provide <i>reciprocal, meaningful</i> and individualized support for students. Support is directly connected to students' chosen post-school options. <i>Students provide feedback regarding effectiveness of supports and services they receive.</i>

Comments/Documentation:

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Component 8: Student Participation in the Individualized Education Program (IEP) Meeting				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Transition age students are not invited to participate in the IEP meeting 	<ul style="list-style-type: none"> Transition age students are invited to the IEP meeting but do not play an active role. 	<ul style="list-style-type: none"> Transition age students are invited to the IEP meeting. School personnel encourage student to actively participate in the IEP meeting. 	<ul style="list-style-type: none"> Transition age students are invited to the IEP meeting. School personnel encourage students to actively participate in the IEP meeting. Student is provided information and their input is sought prior to the IEP meeting. 	<ul style="list-style-type: none"> Students of transition age are invited to the IEP meeting. School personnel encourage student to actively participate in the IEP meeting. Student is provided information and their input is sought prior to the IEP meeting. <i>Students are explicitly taught self-advocacy skills to enhance their participation in the IEP process.</i>
<p>Comments/Documentation:</p>				
<p>Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.</p>				

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Component 9: Student Contact Information				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> There is no process in place to ensure that student contact information is collected prior to student's graduation from high school. 	<ul style="list-style-type: none"> Student contact information is collected by various individuals prior to student's graduation from high school. 	<ul style="list-style-type: none"> A process is in place to ensure that student contact information is accurate and collected prior to student's graduation from high school. 	<ul style="list-style-type: none"> A process is in place to ensure that student contact information is accurate and collected prior to student's graduation from high school. Information is kept in a central location. Information (postcard) is sent to students prior to the survey. 	<ul style="list-style-type: none"> A process is in place to ensure that student contact information is accurate and collected prior to student's graduation from high school. Information is kept in a central location. Information is sent to students prior to the survey. <i>Teachers contact students individually for the survey.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.