

## NTACT: In-School Predictors to Post School Outcomes - Definitions

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.
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.
Exit Exam Requirements / High School Diploma Status	<p>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.</p> <p>High School Diploma status is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits.</p>
Goal-Setting	<p>Students with disabilities' participation in Individualized Education Program (IEP) prevocational and vocational goal-setting were more likely to be engaged in post-school employment (Carter, Austin, &amp; Trainor, 2012).</p> <ul style="list-style-type: none"> <li>• 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, &amp; Tsai, 2012).</li> </ul>
Inclusion in General Education	requires students with disabilities to have access to the general education curriculum and be engaged in regular education classes with peers without disabilities.
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.
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.

Paid Employment / Work Experience	<p>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.</p> <p>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.</p>
Parent Expectations	Parents expecting their child to attend a postsecondary education institution and to be employed in the community were correlated with those outcomes in recent research.
Parental / Family Involvement	Parent or family 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)
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.
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.
Self-Care / Independent Living	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.
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).
Student Support	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.

Transition Program	program that 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.
Travel Skills	<ul style="list-style-type: none"> <li>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, &amp; Trainor, 2012; McDonnall, 2011).</li> </ul>
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.
Work Study	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.
Youth Autonomy / Decision-Making	<p>Youth autonomy was correlated with enrollment in postsecondary education and positive employment outcomes in recent research.</p> <ul style="list-style-type: none"> <li>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, &amp; Kaplan, 2012; Doren, Gau, &amp; Lindstrom, 2012).</li> <li>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, &amp; Trainor, 2012; Doren, Gau, &amp; Lindstrom, 2012).</li> </ul>

Definitions taken from: Predictor Implementation School/ District Self-Assessment LAST UPDATED: 07/03/2019

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This tool provides operational definitions of each of the research-based predictors of post-school success (Test, Mazzotti, et al., 2009; Rowe et al., 2014) and suggestions for teams to assess the level of implementation of each.