

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new) +		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

Predictors of Post School Success Definitions

Career Awareness	Learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.
Career and Technical Education Pathways	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.
Community Experiences	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	Exit Exam 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 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.
Goal Setting	Developing individually- and self-determined short- and long-term goals for future adult living based on personal preferences and choice to the greatest extent possible; and includes specific measures to assess attainment and achievement over time.
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.
Interagency Collaboration	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	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	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.
Work Experience	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.
Parent Expectations	The set of beliefs that parents have about their child's capacity and potential to achieve post-school outcomes. These beliefs may change across time and across settings.
Parental Involvement	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	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.
Psychological Empowerment	Believing that one's actions and behaviors affect the outcomes one experiences.
Self-Advocacy / Self-Determination	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-Realization	Understanding one's strengths and support needs to engage in informed choice-making and self-reflection
Social Skills	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	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 postsecondary goals aligned with their preferences, interests, and needs.
Technology Skills	The capacity to use appropriate and functional technology (e.g., computers, tablets, phones) in a way to accomplish goals or have access to information and/or social interactions.
Transition Program	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.
Travel Skills	The confidence and skills students need to travel safely and independently throughout their communities utilizing various modes of transportation.
Work Study	A program with 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	Youth acting within their capacity on their own interests, preferences, and abilities and without undue influence.
Self-Care / Independent Living Skills	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.