



Cross-referencing the Taxonomy for Transition Programming with NASET National Standards & Quality Indicators and Guideposts for Success for Transition-Age Youth

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Overview of *Taxonomy for Transition Programming*

The *Taxonomy for Transition Programming* (Kohler, 1996) is an applied framework of secondary education practices associated with improving post-school outcomes for youths with disabilities. The *Taxonomy for Transition Programming* was developed as an outcome of four studies which sought to identify effective secondary transition practices supported with evidence through a review of the literature (Kohler, 1993), an analysis of exemplary transition programs identified through evaluation studies (Kohler, DeStefano, Wermuth, Grayson, & McGinty, 1994), a metaevaluation of model demonstration transition program outcomes and activities (Rusch, Kohler, & Hughes, 1992), and a concept mapping process (Kohler, 1996). The effective practices identified were organized into five major categories:

- 1) **Student-focused planning.** Student-focused planning practices focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals.
- 2) **Student development.** Student development practices emphasize life, employment, and occupational skill development through school-based and work-based learning experiences. Student assessment and accommodations provide a fundamental basis for student development that results in successful transition.
- 3) **Interagency collaboration.** Interagency collaboration practices facilitate involvement of community businesses, organizations, and agencies in all aspects of transition-focused education. Interagency agreements that clearly articulate roles, responsibilities, communication strategies, and other collaborative actions that enhance curriculum and program development foster collaboration.

- 4) **Family involvement.** Family involvement practices are associated with parent and family involvement in planning and delivering education and transition services. Family-focused training and family empowerment activities increase the ability of family members to work effectively with educators and other service providers.
- 5) **Program structure.** Program structures and attributes are features that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development. The structures and attributes of a school provide the framework for a transition perspective.

References

- Kohler, P.D. (1993). Best practices in transition: Substantiated or implied? *Career Development for Exceptional Individuals, 16*, 107-121.
- Kohler, P.D. (1996). *A taxonomy for transition programming: Linking research and practice*. Champaign: Transition Research Institute, University of Illinois.
- Kohler, P.D., DeStefano, L., Wermuth, T.R., Grayson, T.E., & McGinty, S. (1994). An analysis of exemplary transition programs: How and why are they selected? *Career development for Exceptional Individuals, 17*, 187-202.
- Rusch, F.R., Kohler, P.D., & Hughes, L (1992). An analysis of OSERS-sponsored secondary special education and transitional services research. *Career Development for Exceptional Individuals, 15*, 121-143.

Overview of *NASET National Standards & Quality Indicators*

The *NASET National Standards & Quality Indicators* were created as a framework for stakeholders to identify what all youth need in order to achieve successful participation in postsecondary education and training, civic engagement, meaningful employment, and adult life. The *NASET National Standards & Quality Indicators* framework has two purposes (a) to respond to increased requests from states, school districts, and service providers for information on research-based practices, programs, and services and benchmarks for effective secondary education and transition practices and (b) to address new responsibilities for states to focus on accountability for each and every young person. The *NASET National Standards & Quality Indicators* are based on best practices and are intended to (a) reflect all youth, (b) be general enough to serve various audiences, (c) reflect both research-based practices and best practices in the field, (d) identify what is needed for youth to achieve successful participation in postsecondary education and training, civic engagement, meaningful employment, and adult life, and (e) focus on effective practices within secondary education and transition programs and services provided to youth with disabilities and other youth with special needs. The *NASET National Standards & Quality Indicators* are organized into five key areas:

- 1) **Schooling.** Schooling is the process of imparting knowledge and skills to individuals through curriculum and instruction, experiential learning, and work-based learning.
- 2) **Career preparatory experiences.** Career preparatory experiences are designed to help young people prepare for success in postsecondary education, a career, and/or independent living.
- 3) **Youth development.** Youth development is a process that prepares a young person to meet the challenges of adolescence and adulthood and to achieve his or her full potential. *Youth leadership* is part of the youth development process and has internal and external

components, such as: (a) the ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks in order to fully participate in community life and effect positive social change); and (b) the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model.

- 4) **Family involvement.** Family involvement is defined as family participation in promoting the social, emotional, physical, academic, and occupational growth of youth.
- 5) **Connecting activities.** Connecting activities refers to a flexible set of services, accommodations, and supports that help youth gain access to and achieve success within chosen postschool options.

Reference

National Alliance for Secondary Education and Transition. (2005). *National standards and quality indicators: Transition toolkit for systems improvement*. Minneapolis, MN: University of Minnesota, National Center on Secondary Education and Transition.

Overview of *NCWD/Youth Guideposts for Success*

The *Guideposts for Success* was created based on an extensive literature review of research, demonstration projects, and effective practices covering a wide range of programs and services (e.g., lessons from youth development, quality education, workforce development programs). Based on the review of applicable literature there are six areas that youth need for successful transition including: (a) access to high quality standards-based education regardless of the setting; (b) information about career options and exposure to the world of work; including structured internships; (c) opportunities to develop social, civic, and leadership skills; (d) strong connections to caring adults; (e) access to safe places to interact with their peers; and (f) support services and specific accommodations to allow them to become independent adults. The *Guideposts for Success* parallel with the *NASET National Standards & Quality Indicators*. The *Guideposts* help steer families, institutions, and youth through transition process and are built upon six assumptions: (a) highest expectations for all youth, including youth with disabilities; (b) equality of opportunity for everyone, including nondiscrimination, individualization, and inclusion and integration; (c) full participation through self-determination, informed choice, and participation in decision making; (d) independent living, including skill development and long term supports and services; (e) competitive employment and economic self-sufficiency; and (f) individualized, person-driven, and culturally and linguistically appropriate transition planning. The *Guideposts for Success* are also organized into five key areas similar to the *NASET National Standards & Quality Indicators*:

- 1) **School-based preparatory experiences.** School-based preparatory experiences include (a) academic programs based on clear state standards, (b) career and technical education programs based on professional and industry standards, (c) curricular and program options based on universal design, (d) learning environments that are small and safe which provide extra supports as necessary, (e) supports from

highly qualified staff, (f) access to assessment systems that include multiple measures, and (g) graduation standards which include several options.

- 2) **Career preparation and work-based learning experiences.** Career preparation and work-based learning experiences are essential for youth to form and develop aspirations and make informed choices about careers. These experiences should be provided during the school day or through after-school programs in collaboration with other community organizations. Career preparation and work-based learning experiences include (a) career assessments to identify student preferences and interests, (b) structured exposure to postsecondary education and other life-long learning opportunities, (c) exposure to career opportunities that ultimately lead to living wages, and (d) training designed to improve job and work place skills.
- 3) **Youth development and leadership.** Youth development and leadership is a process that prepares a young person to meet the challenges of adolescence and adulthood and to achieve his or her full potential. *Youth leadership* is part of the youth development. In order for youth to make informed decisions and direct their own lives youth need exposure to (a) mentoring activities designed to establish strong relationships with adults, (b) peer-to-peer mentoring opportunities, (c) exposure to role models in a variety of contexts, (d) training in skills such as self-advocacy and conflict resolution, (e) exposure to personal leadership and youth development activities, and (f) opportunities that allow youth to exercise leadership and build self-esteem.
- 4) **Connecting activities.** Connecting activities refers to a flexible set of services, accommodations, and supports that help youth gain access to and achieve success within chosen postschool options. Youth may need to be connected to one or more of the following activities (a) mental or physical health services, (b) transportation, (c) tutoring, (d) financial planning and management, (e) post-program supports and adult service agencies, and (f) connections to other services and opportunities such as recreation.

- 5) **Family involvement and supports.** Family involvement is defined as family participation in promoting the social, emotional, physical, academic, and occupational growth of youth. Youth need parents, families, and other caring adults that (a) have high expectations built upon the youth's interests, strengths, and needs; (b) remain involved in their lives and assist them toward adulthood; (c) have access to information about employment, education, and community resources; (d) take an active role in transition planning with schools and community partners; and (e) have access to medical, professional, and peer support networks.

Reference

National Collaborative on Workforce & Disability for Youth. (2008). *Guideposts for success for transition-age youth*.

**Cross-referencing the *Taxonomy for Transition Programming Categories* with the
NASET National Standards & Quality Indicators Key Areas and *Guideposts for Success for Transition-Age Youth***

<i>Taxonomy for Transition Programming Categories</i>	<i>NASET National Standards & Quality Indicators Key Areas</i>	<i>Guideposts for Success</i>
Student-Focused Planning	Schooling (1) Career Preparatory Experiences (2) Youth Development and Youth Leadership (3) Family Involvement (4)	School-Based Preparatory Experiences (1) Career Preparation and Work-Based Learning Experiences (2) Youth Development and Leadership (3) Connecting Activities (4) Family Involvement and Supports (5)
Student Development	Schooling (1) Career Preparatory Experiences (2) Youth Development and Youth Leadership (3)	School-Based Preparatory Experiences (1) Career Preparation and Work-Based Learning Experiences (2) Youth Development and Leadership (3) Connecting Activities (4)
Interagency Collaboration	Schooling (1) Career Preparatory Experiences (2) Family Involvement (4) Connecting Activities (5)	Youth Development and Leadership (3) Connecting Activities (4) Family Involvement and Supports (5)
Family Involvement	Schooling (1) Career Preparatory Experiences (2) Family Involvement (4)	School-Based Preparatory Experiences (1) Career Preparation and Work-Based Learning Experiences (2) Youth Development and Leadership (3)

		<p>Connecting Activities (4)</p> <p>Family Involvement and Supports (5)</p>
Program Structure	<p>Schooling (1)</p> <p>Career Preparatory Experiences (2)</p> <p>Family Involvement (4)</p> <p>Connecting Activities (5)</p>	<p>School-Based Preparatory Experiences (1)</p> <p>Career Preparation and Work-Based Learning Experiences (2)</p> <p>Youth Development and Leadership (3)</p> <p>Connecting Activities (4)</p> <p>Family Involvement and Supports (5)</p>

Cross-referencing the *Taxonomy for Transition Programming Categories with NASET National Standards & Quality Indicators and Guideposts for Success for Transition-Age Youth*

Taxonomy Category 1: Student-Focused Planning	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p><i>Subcategory 1: IEP Development</i></p> <ul style="list-style-type: none"> • Options identified for each outcome area or goal • Post-secondary education or training goals and objectives specified in the IEP • Occupational goals and objectives specified • Community-related and residential goals and objectives specified (e.g., voting) • Recreation and leisure goals and objectives specified • Educational program corresponds to specific goals • Goals are measurable 	<p>1.1.2 SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their selected postsecondary program of study.</p> <p>1.1.4 Each youth completes an individual life plan based on his or her interests, abilities, and goals.</p> <p>1.2.4 SEAs/LEAs use assessment results to review instruction and implement appropriate educational plans for each youth.</p> <p>1.4.4 Youth have the opportunity to participate in all meetings in which decisions may be made concerning their school and postschool plans.</p> <p>1.5.4 Educators, families, and youth are aware of and have access to information about the possible ramifications of completing alternate assessments.</p> <p>1.5.5 Educators, families, and youth are counseled on how the choice of diploma options may affect postschool options.</p> <p>2.1.1 Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices.</p> <p>2.1.4 Youth and families understand the relationship between postsecondary and career choices, and financial and benefits planning.</p>	<p><i>Guidepost 1: School-Based Preparatory Experiences</i></p> <ul style="list-style-type: none"> • use individual transition plans to drive personal instruction, and use strategies to continue the transition process post-schooling • have access to specific and individual learning accommodations while in school • develop knowledge of reasonable accommodations <p><i>Guidepost 2: Career Preparation and Work-Based Learning Experiences</i></p> <ul style="list-style-type: none"> • understand the relationship between benefits planning and career choices <p><i>Guidepost 4: Connecting Activities</i></p> <ul style="list-style-type: none"> • exposure to post-program supports such as independent living centers and other consumer based support services agencies <p><i>Guidepost 5: Family Involvement and Supports</i></p> <ul style="list-style-type: none"> • understanding of how individualized planning tools can assist youth in achieving transition goals and objectives

Taxonomy Category 1: Student-Focused Planning	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<ul style="list-style-type: none"> ● Personal needs are addressed in planning (e.g., financial, medical, guardianship) ● Specific goals and objectives result from consumer choices ● Progress or attainment of goals is reviewed annually ● Responsibility of participants or agencies specified ● Evaluation of participant fulfillment of responsibilities <p><i>Subcategory 2: Student Participation</i></p> <ul style="list-style-type: none"> ● Planning team includes student, family members, and school and participating agency personnel ● Assessment information is used 	<p>2.3.2 Work experiences are relevant and aligned with each youth's career interests, postsecondary education plans, goals, skills, abilities, and strengths.</p> <p>2.4.2 Youth complete career assessments to identify school and postschool preferences, interests, skills, and abilities.</p> <p>3.1.6 Youth participate in a range of teamwork and networking experiences.</p> <p>3.2 Youth understand the relationship between their individual strengths and desires and their future goals and have the skills to act on that understanding.</p> <p>3.2.3 Youth demonstrate the ability to set goals and develop a plan.</p> <p>3.3.6 Youth identify and access resources in their community.</p> <p>3.4 Youth demonstrate the ability to make informed decisions for themselves.</p> <p>4.1.4 Youth and families have clear and accessible information regarding school curricula, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.</p> <p>4.3 School staff actively cultivate, encourage, and welcome youth and family involvement.</p> <p>4.3.2 School staff provide flexible meeting arrangements to accommodate the varied needs of youth and families, addressing childcare needs, transportation needs, language barriers, and time schedules.</p> <p>4.3.6 School staff provide referrals to community programs and resources that meet the individual needs of youth and families and allow youth and families to make</p>	<ul style="list-style-type: none"> ● benefits planning counseling, including information regarding the myriad of benefits available and their interrelationships so that youth may maximize those benefits in transitioning from public assistance to self-sufficiency. ● connection to other agencies and opportunities (e.g. recreation) <p><i>Guidepost 1: School-Based Preparatory Experiences</i></p> <ul style="list-style-type: none"> ● access to an assessment system that includes multiple measures <p><i>Guidepost 2: Career Preparation and Work-Based Learning Experiences</i></p> <ul style="list-style-type: none"> ● career assessments to help identify students' school and post-school preferences and interests ● learn to communicate their disability-related work support and accommodation needs <p><i>Guidepost 3: Youth Development and Leadership</i></p>

Taxonomy Category 1: Student-Focused Planning	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p>as a basis for planning</p> <ul style="list-style-type: none"> • Transition-focused planning begins no later than age 14 • Meeting time adequate to conduct planning • Preparation time adequate to conduct planning • Planning meeting time and place conducive to student and family participation • Accommodations made for communication needs (e.g., interpreters) • Referral to adult service provider(s) occurs prior to student's exit from school 	<p>informed choices.</p> <p>5.2 Organizations connect youth to an array of programs, services, accommodations, and supports, based on an individualized planning process.</p> <p>5.2.1 Organizations inform all youth about transition and the programs and services available to them.</p>	<ul style="list-style-type: none"> • training in skills such as self-advocacy and conflict resolution • exposure to personal leadership and youth development activities; including community services • opportunities that allow youth to exercise leadership and build self-esteem <p><i>Guidepost 4: Connecting Activities</i></p> <ul style="list-style-type: none"> • acquisition of appropriate assistive technologies • personal assistance services including attendants, readers, interpreters or other such services <p><i>Guidepost 5: Family Involvement and Supports</i></p> <ul style="list-style-type: none"> • take an active role in transition planning with schools and community partners • an understanding of the youth's disability and how it affects his or her education, employment, and daily living options • knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities. • an understanding of how individualized planning tools can assist youth in achieving transition goals and objectives • have access to information about employment, further education, and community resources <p><i>Guidepost 1: School-Based Preparatory Experiences</i></p>

Taxonomy Category 1: Student-Focused Planning	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p><i>Subcategory 3: Planning Strategies</i></p> <ul style="list-style-type: none"> • Self-determination facilitated within the planning process • Planning decisions driven by student and family • Planning process is student-centered • Student involvement in decision making • Documentation of student interests and preferences • IEP involvement training for students • Career counseling services provided to students • Student self-evaluation of process 		<ul style="list-style-type: none"> • use of their individual transition plans to drive their personal instruction, and use strategies to continue the transition process post-schooling <p><i>Guidepost 2: Career Preparation and Work-Based Learning Experiences</i></p> <ul style="list-style-type: none"> • career assessments to help identify students' school and post-school preferences and interests • multiple on-the-job training experiences, including community services, that are specifically linked to the content of a program of study and school credit • opportunities to learn first-hand about specific occupational skills related to a career pathway • understand the relationships between benefits planning and career choices • learn to communicate their disability-related work support and accommodation needs • learn to find, formally request, and secure appropriate supports and reasonable accommodations in education, training, and employment settings. <p><i>Guidepost 3: Youth Development and Leadership</i></p> <ul style="list-style-type: none"> • training in skills such as self-advocacy and conflict resolution • exposure to personal leadership and youth development activities including community

Taxonomy Category 1: Student-Focused Planning	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
		<p>services</p> <ul style="list-style-type: none"> • opportunities that allow youth to exercise leadership and build self-esteem <p><i>Guidepost 4: Connecting Activities</i></p> <ul style="list-style-type: none"> • benefits planning counseling, including information regarding the myriad of benefits available and their interrelationships so that youth may maximize those benefits in transitioning from public assistance to self-sufficiency • community orientation and mobility training • exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies <p><i>Guidepost 5: Family Involvement and Supports</i></p> <ul style="list-style-type: none"> • take an active role in transition planning with schools and community partners • an understanding of the youth's disability and how it affects his or her education, employment, and daily living options • knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities. • an understanding of how individualized planning tools can assist youth in achieving transition goals and objectives

Taxonomy Category 2: Student Development	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p><i>Subcategory 1: Life Skills Instruction</i></p> <ul style="list-style-type: none"> • Leisure skills training • Social skills training • Self-determination skills training, including goal setting, decision making, and self-advocacy • Self-advocacy skills training • Independent living skills training • Learning strategies skills training <p><i>Subcategory 2: Employment Skills Instruction</i></p> <ul style="list-style-type: none"> • Work-related behaviors and skills training • Job seeking skills training • Occupation-specific vocational skill training 	<p>1.1.3 Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service-learning (programs that combine meaningful community service with academic growth, personal growth, and civic responsibility), and career preparatory experiences such as job shadowing and informational interviewing.</p> <p>1.1.7 SEAs/LEAs integrate advising and counseling into the education program of every youth and ensure that supports are readily available to enable each youth to successfully complete secondary school and enter postsecondary education or other chosen postschool options.</p> <p>1.2 SEAs/LEAs use appropriate standards to assess individual student achievement and learning.</p> <p>1.2.2 Youth have access to appropriate accommodations and multiple assessment strategies.</p> <p>1.5.2 Allowable accommodations and modifications, and the circumstances in which they may be used, are clearly defined for state and local assessments.</p> <p>1.5.4 Educators, families, and youth are aware of and have access to information about the possible ramifications of completing alternate assessments.</p> <p>2.1 Youth participate in career awareness, exploration and preparatory activities in school- and community-based settings.</p> <p>2.1.1 Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more</p>	<p><i>Guidepost 1: School-Based Preparatory Experiences</i></p> <ul style="list-style-type: none"> • Curricular and program options based on universal design of school, work, and community-based learning experiences • access to an assessment system that includes multiple measures • use of their individual transition plans to drive their personal instruction, and use strategies to continue transition process post schooling • have access to specific and individual learning accommodations while in school • develop knowledge of reasonable accommodations that they can request and control in educational settings, including assessment accommodations • be supported by highly qualified transitional support staff that may or may not be school staff <p><i>Guidepost 2: Career Preparation and Work-Based Learning Experiences</i></p> <ul style="list-style-type: none"> • career assessments to help identify students' school and post-school preferences and interests • multiple on-the-job training experiences, including community services, that are specifically linked to the content of a program of study and school credit • opportunities to learn first-hand about specific occupational skills related to a career pathway • learn to communicate their disability-related work support and accommodation needs

Taxonomy Category 2: Student Development	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p><i>Subcategory 3: Career & Occupational Curricula</i></p> <ul style="list-style-type: none"> • Provide career education curriculum • Provide tech prep curriculum • Provide cooperative education curriculum <p><i>Subcategory 4: Support Services</i></p> <ul style="list-style-type: none"> • Identification and development of environmental adaptations • Identification and development of accommodations • Identification and development of natural supports • Provision of related services (e.g., OT, PT, speech, therapy, transportation) • Use of mentors <p><i>Subcategory 5:</i></p>	<p>informed postsecondary education and career choices.</p> <p>2.1.2 Career preparatory courses, programs, and activities incorporate contextual teaching and learning.</p> <p>2.1.3 Schools, employers, and community partners collaboratively plan and design career preparatory course, programs, and activities that support quality standards, practices and experiences.</p> <p>2.1.4 Youth and families understand the relationship between postsecondary and career choices, and financial and benefits planning.</p> <p>2.1.5 Youth understand how community resources, experiences, and family members can assist them in their role as workers.</p> <p>2.2.1 Schools offer broad career curricula that allow youth to organize and select academic, career, or technical courses based on their career interests and goals.</p> <p>2.2.4 Career preparatory courses, programs and activities provide the basic skills crucial to success in a career field, further training, and professional growth.</p> <p>2.3 Schools and community partners provide youth with opportunities to participate in meaningful school- and community-based work experiences.</p> <p>2.3.1 Youth participate in quality work experiences that are offered to them prior to exiting school (e.g., apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.).</p> <p>2.3.3 Youth participate in various on-the-job training experiences, including community service (paid or</p>	<ul style="list-style-type: none"> • learn to find, formally request, and secure appropriate supports and reasonable accommodations in education, training, and employment settings. <ul style="list-style-type: none"> • training designed to improve job-seeking skills and work-place basic skills • opportunities to engage in a range of work-based exploration activities such as site visit and job shadowing. • understand the relationships between benefits planning and career choices. • learn to find, formally request, and secure appropriate supports and reasonable accommodations in education, training, and employment settings. <p><i>Guidepost 3: Youth Development and Leadership</i></p> <ul style="list-style-type: none"> • training in skills such as self-advocacy and conflict resolution • exposure to personal leadership and youth development activities including community services • mentoring activities designed to establish strong relationships with adults through formal and informal settings • opportunities that allow youth to exercise leadership and build self-esteem <p><i>Guidepost 4: Connecting Activities</i></p>

Taxonomy Category 2: Student Development	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p><i>Assessment</i></p> <ul style="list-style-type: none"> • Vocational assessment (including curriculum-based and situational assessment) • Academic, cognitive, and adaptive behavior assessments <p><i>Subcategory 6: Structured Work Experience</i></p> <ul style="list-style-type: none"> • Apprenticeships • Paid work experience • Work study program • Job placement services (prior to school exit) 	<p>unpaid) specifically linked to school credit or program content.</p> <p>2.3.4 Youth are able to access, accept, and use individually needed supports and accommodations for work experiences.</p> <p>2.4 Schools and community partners provide career preparatory activities that lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.</p> <p>2.4.1 Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.</p> <p>2.4.2 Youth complete career assessments to identify school and postschool preferences, interests, skills and abilities.</p> <p>2.4.3 Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.</p> <p>2.4.4 Youth demonstrate that they understand how personal skill development (e.g., positive attitude, self-discipline, honesty, time management, etc.) affects their employability.</p> <p>2.4.5 Youth demonstrate appropriate job-seeking behaviors.</p> <p>3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.</p> <p>3.1.2 Youth participate in the creative arts, physical education, and health education programs in school and the community.</p>	<ul style="list-style-type: none"> • post-program supports through structured arrangements in postsecondary institutions and adult service agencies • connection to other services and opportunities (recreation) • acquisition of appropriate assistive technologies • personal assistance services, including attendants, readers, interpreters, or other such services • benefits planning counseling, including information regarding the myriad of benefits available and their interrelationships so that youth may maximize those benefits in transitioning from public assistance to self-sufficiency • community orientation and mobility training • exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies <p><i>Guidepost 5: Family Involvement and Supports</i></p> <ul style="list-style-type: none"> • take an active role in transition planning with schools and community partners • an understanding of the youth's disability and how it affects his or her education, employment, and daily living option knowledge of and access to programs • have high expectations that build upon the young person's strengths, interests, and needs to foster each youth's ability to achieve independence and self-sufficiency

Taxonomy Category 2: Student Development	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
	<p>3.1.3 Youth are provided accurate information and given the opportunity to ask questions and discuss sexual attitudes.</p> <p>3.1.4 Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, as well as the ability to create healthy relationships.</p> <p>3.1.5 Youth interact with peers and acquire a sense of belonging.</p> <p>3.1.7 Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.</p> <p>3.2 Youth understand the relationship between their individual strengths and desires to their future goals and have the skills to act on that understanding.</p> <p>3.2.1 Youth develop ethics, values, and reasoning skills.</p> <p>3.2.2 Youth develop individual strengths.</p> <p>3.2.3 Youth demonstrate the ability to set goals and develop a plan.</p> <p>3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.</p> <p>3.3 Youth have the knowledge and skills to demonstrate leadership and participate in community life.</p> <p>3.3.1 Youth learn specific knowledge and skills related to leadership, and explore leadership styles.</p> <p>3.3.2 Youth learn the history, values, and beliefs of their communities.</p>	<ul style="list-style-type: none"> • have access to information about employment, further education, and community resources • take an active role in transition planning with schools and community partners • have access to medical, professional, and peer support networks • knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities

Taxonomy Category 2: Student Development	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
	<p>3.3.3 Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.</p> <p>3.3.4 Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.</p> <p>3.3.5 Youth participate in service to others in their community, their country, and their world.</p> <p>3.3.6 Youth identify and access resources in their community.</p> <p>3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.</p> <p>3.4.2 Youth demonstrate independent living skills.</p> <p>4.2.4 Schools, families, and youth enhance communication through use of school programs that improve literacy and communication skills.</p>	

Taxonomy Category 3: Interagency Collaboration	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p><i>Subcategory 1: Collaborative Service Delivery</i></p> <ul style="list-style-type: none"> • Coordinated requests for information (e.g., to parents, employers) • Reduction of system barriers to collaboration • Collaborative funding and staffing of transition services • Collaborative development and use of assessment data • Coordinated and shared delivery of transition-related services • Systems information disseminated among cooperating agencies • Collaborative program planning and development, including employer involvement • Collaborative consultation between special, “regular,” and vocational educators • Collaboration between post-secondary 	<p>2.1.3 Schools, employers, and community partners collaboratively plan and design career preparatory course, programs, and activities that support quality standards, practices and experiences.</p> <p>5.1 Organizations coordinating services and supports align their missions, policies, procedures, data, and resources to equitably serve all youth and ensure the provision of a unified flexible array of programs, services, accommodations, and supports.</p> <p>5.1.1 At the state and community level, public and private organizations communicate, plan, and have quality assurance processes in place within and across organizations to equitably support youths’ access to chosen postschool options. Each organization has clear roles and responsibilities, and ongoing evaluation supports continuous improvement.</p> <p>5.1.4 Organizations have implemented an agreed-upon process to coordinate eligibility and service provision requirements, helping youth to participate in the postschool options of their choice.</p> <p>5.1.5 Organizations have shared data systems in place, or have established processes for sharing data, while fully maintaining required confidentiality and obtaining releases as needed. These systems include provisions for collecting and maintaining postschool outcomes data.</p> <p>5.2.2 Organizations use an interagency team process to share decision-making with youth and families, linking each youth to the services, accommodations, and supports necessary to access a mutually agreed-upon range of postschool options.</p>	<p><i>Guidepost 1: School-Based Preparatory Experiences</i></p> <ul style="list-style-type: none"> • Curricular and program options based on universal design of school, work, and community-based learning experiences • use of their individual transition plans to drive their personal instruction, and use strategies to continue the transition process post-schooling • access to an assessment system that includes multiple measures • be supported by highly qualified transitional support staff that may or may not be school staff <p><i>Guidepost 2: Career Preparation and Work-Based Learning Experiences</i></p> <ul style="list-style-type: none"> • opportunities to learn first-hand about specific occupational skills related to a career pathway <p><i>Guidepost 3: Youth Development and Leadership</i></p> <ul style="list-style-type: none"> • mentoring activities designed to establish strong relationships with adults through formal and informal settings <p><i>Guidepost 4: Connecting Activities</i></p> <ul style="list-style-type: none"> • post-program supports through structured arrangements in postsecondary institutions and adult service agencies • connection to other services and opportunities (recreation) • acquisition of appropriate assistive technologies

Taxonomy Category 3: Interagency Collaboration	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p>education institutions and the school district</p> <p><i>Subcategory 2: Collaborative Framework</i></p> <ul style="list-style-type: none"> • Interagency coordinating body that includes consumers, parents, service providers, and employers • Formal interagency agreement • Roles of service providers clearly articulated • Established methods of communication among service providers • Student information shared among agencies via established procedures (with appropriate release of information and confidentiality) • Single-case management system • “Lead” agency identified 	<p>5.3.2 Organizations hire well-prepared staff; provide ongoing professional development; and have a set of common competencies and outcome measures that hold personnel accountable for their role in ensuring that youth are prepared for, linked to, and participating in activities that will assist them in achieving their postschool goals.</p>	<ul style="list-style-type: none"> • personal assistance services, including attendants, readers, interpreters, or other such services • benefits planning counseling, including information regarding the myriad of benefits available and their interrelationships so that youth may maximize those benefits in transitioning from public assistance to self-sufficiency • exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies <p><i>Guidepost 5: Family Involvement and Supports</i></p> <ul style="list-style-type: none"> • take an active role in transition planning with schools and community partners • an understanding of the youth’s disability and how it affects his or her education, employment, and daily living options knowledge of and access to programs • have access to information about employment, further education, and community resources • take an active role in transition planning with schools and community partners • knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities

Taxonomy Category 3: Interagency Collaboration	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<ul style="list-style-type: none">• Designated transition contact person for all service providers		

Taxonomy Category 4: Family Involvement	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p><i>Subcategory 1: Family Involvement</i></p> <ul style="list-style-type: none"> • Participation in program policy development • Participation in service delivery • Involvement in student assessment • Participation in evaluation of student's program • Parents/families exercise decision making • Parents/family attendance at IEP meetings • Parents/family members as trainers • Parents/family members as mentors • Parents/family role in natural support network <p><i>Subcategory 2: Family Empowerment</i></p> <ul style="list-style-type: none"> • Pre-IEP planning activities for parents/families 	<p>1.4.5 Educators, families, and youth receive training on using data for planning and informed decision-making.</p> <p>1.5.4 Educators, families, and youth are aware of and have access to information about the possible ramifications of completing alternate assessments.</p> <p>1.5.5 Educators, families, and youth are counseled on how the choice of diploma options may affect postschool options.</p> <p>2.1.4 Youth and families understand the relationship between postsecondary and career choices, and financial and benefits planning.</p> <p>4.1 School staff members demonstrate a strong commitment to family involvement and understand its critical role in supporting high achievement, access to postsecondary education, employment, and other successful adult outcomes.</p> <p>4.1.1 School programs and activities support a wide range of family involvement and actively engage families and youth in the home, classroom, school, and community.</p> <p>4.1.4 Youth and families have clear and accessible information regarding school curricula, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.</p> <p>4.2 Communication among youth, families, and schools is flexible, reciprocal, meaningful, and individualized.</p> <p>4.2.1 Youth, families, and school staff utilize telephone, face-to-face, electronic, group meetings, and other methods as needed to support and enhance communication.</p> <p>4.2.2 School staff individualize communication</p>	<p><i>Guidepost 1: School-Based Preparatory Experiences</i></p> <ul style="list-style-type: none"> • Curricular and program options based on universal design of school, work, and community-based learning experiences. <p><i>Guidepost 5: Family Involvement and Supports</i></p> <ul style="list-style-type: none"> • take an active role in transition planning with schools and community partners • an understanding of the youth's disability and how it affects his or her education, employment, and daily living options knowledge of and access to programs • have high expectations that build upon the young person's strengths, interests, and needs to foster each youth's ability to achieve independence and self-sufficiency • have access to information about employment, further education, and community resources • have access to medical, professional, and peer support networks • knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities • remain involved in their lives and assist them toward adulthood • knowledge of rights, responsibilities under various disability-related legislation • an understanding of how individualized planning tools can assist youth in achieving transition goals and objectives.

<ul style="list-style-type: none"> ● Parents/families presented with choices ● Transition information provided to parents/families prior to student's age 14 ● Structured method to identify family needs ● Parent/family support network ● Child care for transition-related planning meetings (e.g., IEP, ITP) ● Respite care ● Information to parents/families provided in their ordinary language <p><i>Subcategory 3: Family Training</i></p> <ul style="list-style-type: none"> ● Training about promoting self-determination ● Training about advocacy ● Training about natural supports ● Training focused on their own empowerment 	<p>methods used with youth and families to meet unique needs, including provision of text materials in alternate formats and non-English languages.</p> <p>4.2.3 Youth, families, and school staff share reports of positive youth behavior and achievement.</p> <p>4.2.4 Schools, families, and youth enhance communication through use of school programs that improve literacy and communication skills.</p> <p>4.3 School staff actively cultivate, encourage, and welcome youth and family involvement.</p> <p>4.3.1 School staff use a formal process to help youth and families identify their strengths and needs and to connect them with other youth and families for support, guidance, and assistance.</p> <p>4.3.3 Youth, families, and school staff participate in training on parenting, childcare, and positive family-child relationships.</p> <p>4.3.4 School staff participate in training on creating a welcoming school climate and working collaboratively, respectfully, and reciprocally with youth and families.</p> <p>4.4 Youth, families, and school staff are partners in the development of policies and decisions affecting youth and families.</p> <p>4.4.1 Youth, families, and school staff jointly develop a family involvement policy and agreement outlining shared responsibility for improved student achievement and achieving the State's high standards.</p> <p>4.4.4 School staff provide youth and families with training on school policies, budgets, reform initiatives to ensure effective participation in decision-making.</p> <p>4.4.5 Youth and families have a variety of opportunities to participate in decision-making, governance, evaluation, and advisory committees at the school and community levels.</p>	
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<ul style="list-style-type: none"> • Training on transition-related planning process (e.g., IEP, ITP) • Training about agencies and services • Training on legal issues 		
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Taxonomy Category 5: Program Structure	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p><i>Subcategory 1: Program Philosophy</i></p> <ul style="list-style-type: none"> • Curricula are community-referenced • Curricula are outcome-based • Education provided in least restrictive environment • Education provided in integrated settings • Student has access to all educational options (secondary and post-secondary) • Cultural and ethnic sensitivity in programs and planning 	<p>1.1 SEAs/LEAs provide youth with equitable access to full range of academic and non-academic courses and programs of study.</p> <p>1.1.1 Youth are aware of and have access to the full range of secondary education curricula and programs designed to help them achieve state and/or district academic and related standards and meet admission requirements for postsecondary education.</p> <p>1.1.5 SEAs/LEAs use universally designed and culturally competent curriculum materials (e.g., assignments, tests, textbooks, etc.) that are accessible and applicable to the widest possible range of youth.</p> <p>1.1.6 Youth are aware of and have access to technology resources to enhance learning.</p> <p>1.1.7 SEAs/LEAs integrate advising and counseling into the education program of every youth and ensure that supports are readily available to enable each youth to successfully complete secondary school and enter postsecondary education or other chosen postschool options.</p> <p>1.2.1 All youth participate in large-scale assessment</p>	<p><i>Guidepost 1: School-Based Preparatory Experiences</i></p> <ul style="list-style-type: none"> • academic programs that are based on clear state standards • career and technical education programs that are based on professional and industry standards • curricular and program options based on universal design of school, work, and community-based learning experiences • learning environments that are small and safe, including extra supports such as tutoring • access to an assessment system that includes multiple measures • use of their individual transition plans to drive their personal instruction, and use strategies to continue transition process post schooling • be supported by highly qualified transitional support staff that may or may not be school staff • graduation standards that include options

Taxonomy Category 5: Program Structure	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<ul style="list-style-type: none"> • Flexible programming to meet student needs • Program planning is outcome-based • Longitudinal approach to transition (early childhood to adult) <p><i>Subcategory 2: Program Evaluation</i></p> <ul style="list-style-type: none"> • Data-based management system • Evaluation utilization for program improvement • Ongoing program evaluation • Specific evaluation of student outcomes • Student and family roles in program evaluation • Secondary-level education services needs assessment • Post-school services or program needs assessment • Annual evaluation of interdisciplinary 	<p>and accountability systems, with appropriate accommodations, alternate assessments, and universal design.</p> <p>1.2.3 SEAs/LEAs use assessment and accountability systems reflecting standards that prepare graduates for successful postsecondary education experiences, meaningful employment, and civic engagement.</p> <p>1.2.5 SEAs and LEAs use assessments that are not culturally biased.</p> <p>1.3 SEAs/LEAs systematically collect data on school completion rates and postschool outcomes and use these data to plan improvements in educational and postschool programs and services.</p> <p>1.3.1 Data are disaggregated and reported in clear and relevant language for intended audiences.</p> <p>1.3.2 Data and resulting reports are widely disseminated throughout the education community, to policymakers, school board members, school administrators, parent groups, postsecondary educators, public and private school educators, and the community.</p> <p>1.3.3 SEAs and LEAs use reliable and valid instruments and data collection strategies.</p> <p>1.3.4 Data are used to evaluate current programs and services and to make recommendations for future programs and services linked to positive postschool outcomes.</p> <p>1.4 SEAs/LEAs offer educators, families, and community representatives regular opportunities for ongoing skill development, education, and training in planning for positive postschool outcomes for all youth.</p>	<p><i>Guidepost 2: Career Preparation and Work-Based Learning Experiences</i></p> <ul style="list-style-type: none"> • career assessments to help identify students' school and post-school preferences and interests • multiple on-the-job training experiences, including community services, that are specifically linked to the content of a program of study and school credit • opportunities to learn first-hand about specific occupational skills related to a career pathway • learn to find, formally request, and secure appropriate supports and reasonable accommodations in education, training, and employment settings. <p><i>Guidepost 4: Connecting Activities</i></p> <ul style="list-style-type: none"> • post-program supports through structured arrangements in postsecondary institutions and adult service agencies • connection to other services and opportunities (recreation) • acquisition of appropriate assistive technologies • personal assistance services, including attendants, readers, interpreters, or other such services • benefits planning counseling, including information regarding the myriad of benefits available and their interrelationships so that youth may maximize those benefits in transitioning from

Taxonomy Category 5: Program Structure	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p>policy and procedures</p> <p><i>Subcategory 3: Strategic Planning</i></p> <ul style="list-style-type: none"> • Community-level strategic planning focused on local issues and services • Regional-level strategic planning • State-level strategic planning • Community-level transition body focused on local issues and services • Regional-level transition body focused on regional/state issues • State-level transition body focused on regional/state issues <p><i>Subcategory 4: Program Policy</i></p> <ul style="list-style-type: none"> • Adult service systems restructured to include transition-related planning and services as integral 	<p>1.4.1 Administrators, principals, educators, and paraprofessionals meet the essential qualifications to perform their jobs.</p> <p>1.4.2 Staff development programs are based on careful analysis of data about the school and youth achievement and are evaluated for their effectiveness in improving teaching practices and increasing student achievement.</p> <p>1.4.3 Educators, families, and community representatives are active members of the school leadership team.</p> <p>1.5 SEAs/LEAs establish and implement high school graduation standards, options, and decisions that are based on meaningful measures of student achievement and learning.</p> <p>1.5.1 State and local assessments linked to high school graduation use measures of student achievement and learning that are valid and reliable and allow for accommodations and modifications as appropriate.</p> <p>1.5.3 School staff members are providing training on determining and implementing appropriate accommodations and on determining eligibility for alternate assessments.</p> <p>2.1.2 Career preparatory courses, programs, and activities incorporate contextual teaching and learning.</p> <p>2.1.3 Schools, employers, and community partners collaboratively plan and design career preparatory course, programs, and activities that support quality standards, practices, and experiences.</p> <p>2.2 Academic and non-academic courses and programs include integrated career development activities.</p> <p>2.2.1 Schools offer broad career curricula that allow</p>	<p>public assistance to self-sufficiency</p> <ul style="list-style-type: none"> • exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies <p><i>Guidepost 5: Family Involvement and Supports</i></p> <ul style="list-style-type: none"> • take an active role in transition planning with schools and community partners • an understanding of the youth's disability and how it affects his or her education, employment, and daily living options knowledge of and access to programs • have high expectations that build upon the young person's strengths, interests, and needs to foster each youth's ability to achieve independence and self-sufficiency • have access to information about employment, further education, and community resources • take an active role in transition planning with schools and community partners • have access to medical, professional, and peer support networks • knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities

Taxonomy Category 5: Program Structure	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<ul style="list-style-type: none"> • components • Education system restructured to include transition-related planning and services as integral components • Administrative, school board, and community support for the program • Program values, principles, and mission are clearly articulated • Specific and consistent transition-related policies and procedures between and within agency and education participants • Transition planning program structure and process clearly articulated <p><i>Subcategory 5: Human Resource Development</i></p> <ul style="list-style-type: none"> • Transition practices resource materials 	<p>youth to organize and select academic, career, or technical courses based on their career interests and goals.</p> <p>2.2.3 Career preparatory courses, programs, and activities align with labor market trends and specific job requirements.</p> <p>4.1.2 School programs and activities are designed, implemented, and shaped by frequent feedback from youth and families.</p> <p>4.1.3 School staff development includes training on youth and family involvement based on individual strengths, interests, and needs.</p> <p>4.3.5 All school information, materials, training, and resources reflect the diversity of the community.</p> <p>4.4 Youth, families, and school staff are partners in the development of policies and decisions affecting youth and families.</p> <p>4.4.2 School staff regularly share information about school reforms, policies, and performance data with youth and families in a variety of formats.</p> <p>4.4.3 School staff ensure school policies respect the diversity of youth and family cultures, traditions, values, and faiths found within the community.</p> <p>5.1 Organizations coordinating services and supports align their missions, policies, procedures, data, and resources to equitably serve all youth and ensure the provision of a unified flexible array of programs, services, accommodations, and supports.</p> <p>5.1.2 Organizations have missions, policies, and resources that support seamless linkage and provide youth with access to needed services and accommodations.</p>	

Taxonomy Category 5: Program Structure	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
<p>available to personnel, families, and employers</p> <ul style="list-style-type: none"> ● Assigned staff are qualified ● Preservice training on transition practices ● Sufficient allocation of personnel ● Transition-related technical assistance ● Establishment of transition-related personnel competencies ● Ongoing transdisciplinary staff development <p><i>Subcategory 6: Resource Allocation</i></p> <ul style="list-style-type: none"> ● Creative use of resources ● Sufficient allocation of resources ● Student/family role in resource allocation ● Resources transferred from sheltered and/or segregated facilities to community-based 	<p>5.1.3 Youth and families report that organizations provide, or provide access to, seamlessly linked services, supports, and accommodations as necessary to address each youth's individual transition needs.</p> <p>5.1.5 Organizations have shared data systems in place, or have established processes for sharing data, while fully maintaining required confidentiality and obtaining releases as needed.</p> <p>These systems include provisions for collecting and maintaining postschool outcomes data.</p> <p>5.2.3 Youth report satisfaction with the services, accommodations, and supports received as they connect to chosen postschool options.</p> <p>5.3 Organizations hire and invest in the development of knowledgeable, responsive, and accountable personnel who understand their shared responsibilities to align and provide programs, services, resources, and supports necessary to assist youth in achieving their individual postschool goals.</p> <p>5.3.1 Personnel (e.g., general and special education teachers, vocational rehabilitation counselors, service coordinators, case managers) are adequately prepared to work with transition-age youth, understand their shared responsibilities, and use coordination and linkage strategies to access resources, services, and supports across systems to assist youth in achieving their postschool goals.</p> <p>5.3.3 Youth and families report satisfaction with the knowledge, skills, and attitudes of personnel they encounter in collaborating organizations during the transition process.</p>	

Taxonomy Category 5: Program Structure	Corresponding NASET National Standards & Quality Indicators	Corresponding Guideposts for Success
and/or integrated settings		

Aligning the NSTTAC I-13 Checklist with *Taxonomy for Transition Programming, NASET National Standards & Quality Indicators, and Guideposts for Success: From Data to Professional Development*

NSTTAC I-13 Checklist Question	<i>Taxonomy for Transition Planning</i>	<i>NASET National Standards & Quality Indicators</i>	<i>Guideposts for Success</i>
1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	<ul style="list-style-type: none"> • Student-Focused Planning • Student Development 	<ul style="list-style-type: none"> • Schooling • Career Preparatory Experiences • Youth Development and Youth Leadership • Family Involvement 	<ul style="list-style-type: none"> • School-Based Preparatory Experiences • Career Preparation and Work-Based Learning Experiences • Youth Development and Leadership • Connecting Activities • Family Involvement and Supports
2. Is (are) the postsecondary goal(s) updated annually?	<ul style="list-style-type: none"> • Student-Focused Planning 	<ul style="list-style-type: none"> • Schooling • Career Preparatory Experiences • Youth Development and Youth Leadership • Family Involvement 	<ul style="list-style-type: none"> • School-Based Preparatory Experiences • Career Preparation and Work-Based Learning Experiences • Youth Development and Leadership • Connecting Activities • Family Involvement and Supports
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	<ul style="list-style-type: none"> • Student-Focused Planning • Student Development • Family Involvement • Program Structures 	<ul style="list-style-type: none"> • Schooling • Career Preparatory Experiences • Family Involvement 	<ul style="list-style-type: none"> • School-Based Preparatory Experiences • Career Preparation and Work-Based Learning Experiences • Connecting Activities • Family Involvement and Supports
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	<ul style="list-style-type: none"> • Student-Focused Planning • Student Development • Interagency Collaboration • Family Involvement • Program Structures 	<ul style="list-style-type: none"> • Schooling • Career Preparatory Experiences • Youth Development and Youth Leadership • Family Involvement • Connecting Activities 	<ul style="list-style-type: none"> • School-Based Preparatory Experiences • Career Preparation and Work-Based Learning Experiences • Youth Development and Leadership • Connecting Activities • Family Involvement and Supports
5. Do the transition services include courses of study that will	<ul style="list-style-type: none"> • Student-Focused Planning • Student Development 	<ul style="list-style-type: none"> • Schooling 	<ul style="list-style-type: none"> • School-Based Preparatory Experiences

reasonably enable the student to meet his or her postsecondary goal(s)?	<ul style="list-style-type: none"> • Program Structures 		<ul style="list-style-type: none"> • Career Preparation and Work-Based Learning Experiences
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	<ul style="list-style-type: none"> • Student-Focused Planning • Student Development 	<ul style="list-style-type: none"> • Schooling • Career Preparatory Experiences • Youth Development and Youth Leadership 	<ul style="list-style-type: none"> • School-Based Preparatory Experiences • Career Preparation and Work-Based Learning Experiences • Youth Development and Leadership
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	<ul style="list-style-type: none"> • Student-Focused Planning 	<ul style="list-style-type: none"> • Schooling • Career Preparatory Experiences • Youth Development and Youth Leadership • Family Involvement • Connecting Activities 	<ul style="list-style-type: none"> • School-Based Preparatory Experiences • Career Preparation and Work-Based Learning Experiences • Youth Development and Leadership • Family Involvement and Supports
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with prior consent of the parent or student who has reached the age of majority?	<ul style="list-style-type: none"> • Student-Focused Planning • Interagency Collaboration 	<ul style="list-style-type: none"> • Schooling • Career Preparatory Experiences • Youth Development and Youth Leadership • Family Involvement • Connecting Activities 	<ul style="list-style-type: none"> • Career Preparation and Work-Based Learning Experiences • Connecting Activities • Family Involvement and Supports

For more information:

Guideposts for Success NCWD/Youth

<http://www.ncwd-youth.info/guideposts>

NASET National Standards & Quality Indicators: Transition Toolkit for Systems Improvement

<http://www.nasetalliance.org/>

Taxonomy for Transition Planning

http://www.nsttac.org/capacity_building/capacity_building_main.aspx
<http://homepages.wmich.edu/~kohlerp/research7.html#Taxonomy>