

NATIONAL LEADERSHIP SUMMIT ON IMPROVING RESULTS
 Policy and Practice Implications for Secondary and Postsecondary Education and
 Employment for Youth with Disabilities
June 14-15, 2005 ♦ Washington, DC

PRE-SUMMIT ASSESSMENT FOR STATE TEAMS

Instructions to Team Leaders: Please print this document, write your team’s answers on the printed form, and mail or fax the completed form to NCSET at the following address: National Center on Secondary Education and Transition, Institute on Community Integration, Attn: Laurie Grant, 150 Pillsbury Drive SE, Room 6, Minneapolis MN 55455, (fax) 612-624-9344. If you have any questions, please contact Donna Johnson at johns042@umn.edu or 612-624-1143.

State:	_____	
Team Leader:	_____	
Phone:	_____	E-mail: _____
Team Member 1:	_____	Org/Affiliation: _____
Team Member 2:	_____	Org/Affiliation: _____
Team Member 3:	_____	Org/Affiliation: _____
Team Member 4:	_____	Org/Affiliation: _____
Team Member 5:	_____	Org/Affiliation: _____
Team Member 6:	_____	Org/Affiliation: _____
Team Member 7:	_____	Org/Affiliation: _____

After completing this self-assessment, please indicate those priority areas (i.e., schooling, career preparatory experiences, youth development youth leadership, family involvement or connecting activities) your state will focus on at the 2005 National Leadership Summit as it relates to improving results for youth with disabilities in secondary education, postsecondary education, and/or employment.

- Schooling**
- Career Preparatory Experiences**
- Youth Development Youth Leadership**
- Family Involvement**
- Connecting Activities**

Using the Self-Assessment

The *National Standards and Quality Indicators for Secondary Education and Transition Self-Assessment* asks team members — key partners in secondary education and transition — to identify the extent to which each quality indicator is evident within their state or local community. Using the four-point rating scale (*Always Evident, Usually Evident, Seldom Evident, Not Evident*), team members can assess the status of each quality indicator. Team members should communicate their individual ratings to each other and come to agreement on a single rating for each indicator.

Always Evident	This activity is being implemented and is an ONGOING part of our current operations. We are using resources to implement it.
Usually Evident	This activity is IN PROGRESS of being implemented in our state. Resources are being used to support this activity.
Seldom Evident	This activity is implemented in pockets but our interagency collaborative team is PLANNING to implement this activity.
Not Evident	Our interagency collaborative team is NOT implementing this activity.

After rating the *Evidence* of each indicator, rate the *Importance* of each standard, as well as the *Priority for Improvement* (on a scale of *Low, Medium, or High*). Your state team can then use this information for short-term and long-term planning.

1. SCHOOLING				
STANDARD 1.1				
Youth have equitable access to a full range of academic and non-academic courses and programs of study.				
<i>Please rank the evidence of the following indicators of this standard in your state:</i>	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
1.1.1 Youth have access to and are aware of the full range of secondary education curricula and programs that are designed to help youth achieve state and/or district academic and related standards.				

1.1.2 Youth have access to and are aware of 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.				
1.1.3 All youth complete an individual life plan based on the youth's interests, achievement, and goals.				
1.1.4 Curriculum materials (e.g., assignments, tests, textbooks, etc.) are universally designed to make the curriculum accessible and applicable to the widest variety of students.				
1.1.5 Youth have access to and are aware of technology to enhance learning.				
1.1.6 Advising and counseling are integrated in each youth's education program. Student supports and learning supports are included to ensure successful completion of secondary schooling.				
COMMENTS:				
STANDARD 1.2				
Assessment of individual student achievement and learning is based on appropriate standards.				
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
1.2.1 Youth participate in large scale assessment and other accountability systems.				
1.2.2 Youth have access to appropriate accommodations and multiple assessment strategies.				
1.2.3 State and local assessment and accountability systems reflect standards that prepare graduates for successful postsecondary education experiences, meaningful employment, and/or civic engagement.				
1.2.4 Assessment results are used to review instruction and appropriate educational plans for each youth.				
COMMENTS:				

STANDARD 1.3 Data on school completion rates and postschool outcomes are systematically collected and used in planning to improve educational and postschool programs and services.				
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
1.3.1 Data are disaggregated and reported in clear and relevant language for a given audience.				
1.3.2 Data and resulting reports are widely disseminated throughout the education community including policymakers, school board members, school administrators, parent groups, postsecondary educators, and public and private school educators, and the community.				
1.3.3 Reliable and valid instruments and tools are developed with input from appropriate stakeholders.				
1.3.4 Data are used to review current programs and services and to make recommendations for future programs and services.				
COMMENTS:				
STANDARD 1.4 Educators, families, and community representatives are offered regular opportunities for ongoing skill development, education, and training in planning for positive postschool outcomes for all youth.				
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
1.4.1 Administrators, principals, educators, paraprofessionals meet the meet the essential qualifications to perform the job.				
1.4.2 To facilitate the planning process, individual and school data are presented and explained to educators, families, and youth.				
1.4.3 Staff development programs are based on careful analysis of data about the school and youth achievement and then evaluated for their effectiveness in improving teaching practices and increasing student achievement.				
1.4.4 Educators, family, and community representatives are active members of the school leadership teams.				
1.4.5 Youth are given the opportunity to participate in all sessions discussing their school and postschool plans.				

1.4.6 Training on “using data” to make informed decisions is provided to educators, families, and youth.						
COMMENTS:						
STANDARD 1.5 High school graduation standards, options, and decisions are based on meaningful measures of student achievement and learning.						
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT		
1.5.1 Educators, families, and youth are counseled on how the choice of diploma options may affect postschool options.						
1.5.2 Youth have access to and are aware of the subsequent ramifications of completing alternate assessments.						
1.5.3 Modifications and accommodations are clearly delineated for state and local assessments.						
1.5.4 Staff receive training on determining and implementing appropriate accommodations and determining eligibility for alternate assessments.						
COMMENTS:						
Please rank the importance & priority for improvement for each standard:						
	IMPORTANCE			PRIORITY for IMPROVEMENT		
	Low	Med	Hi	Lo	Med	Hi
STANDARD 1.1 Youth have equitable access to a full range of academic and non-academic courses and programs of study.						
STANDARD 1.2 Assessment of individual student achievement and learning is based on appropriate standards.						
STANDARD 1.3 Data on school completion rates and postschool outcomes are systematically collected and used in planning to improve educational and postschool programs and services.						

<p>STANDARD 1.4 Educators, families, and community representatives are offered regular opportunities for ongoing skill development, education, and training in planning for positive postschool outcomes for all youth.</p>						
<p>STANDARD 1.5 High school graduation standards, options, and decisions are based on meaningful measures of student achievement and learning.</p>						

2. CAREER PREPARATORY EXPERIENCES

STANDARD 2.1

Youth are provided with career awareness, exploration, and preparatory activities in school-based and community-based settings.

INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
2.1.1 Schools and community partners offer courses, programs, and activities that broaden and deepen youth's knowledge of careers that allow for more informed career choices.				
2.1.2 Career preparatory courses, programs, and activities incorporate contextual teaching and learning.				
2.1.3 Schools, employers, and community partners collaboratively plan and design career preparatory courses, programs, and activities that support quality standards, practices, and experiences.				
2.1.4 Youth and families understand the relationship between career choices and financial and benefits planning.				
2.1.5 Youth understand how community resources, experiences, and family members can assist them in their role as workers.				
COMMENTS:				

STANDARD 2.2

Career development activities are fully integrated within academic and nonacademic courses and programs.

INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
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.				
2.2.2 With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessment, career paths, portfolio, etc.) based on career goals, interests, and abilities as a way to learn about potential careers.				
2.2.3 Career preparatory courses, programs, and activities align with labor demands, and specific job requirements.				

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.				
COMMENTS:				
STANDARD 2.3 Youth are provided opportunities for meaningful school- and community-based work experiences.				
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
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.).				
2.3.2 Work experiences are relevant and aligned with an individual's career interests, goals, skills, abilities, and strengths.				
2.3.3 Youth participate in various on-the-job training experiences, including community service (paid or unpaid) specifically linked to school credit or to program content.				
2.3.4 Supports and accommodations for work experiences are available, offered, and used based on individual needs.				
COMMENTS:				
STANDARD 2.4 Career preparatory activities lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.				
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
2.4.1 Youth have several opportunities to develop traditional job preparation skills through job readiness curriculum and training.				
2.4.2 Youth complete career assessments to identify school and postschool preferences, interests, skills, and abilities.				
2.4.3 Youth gain an understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.				

2.4.4 Youth understand how personal skill development (e.g., positive attitude, self-discipline, honesty, time management, etc.) affects their employability.				
2.4.5 Youth demonstrate job-seeking behaviors.				

COMMENTS:

<i>Please rank the importance & priority for improvement for each standard:</i>	IMPORTANCE			PRIORITY for IMPROVEMENT		
	Low	Med	Hi	Lo	Med	Hi
STANDARD 2.1 Youth are provided with career awareness, exploration, and preparatory activities in school-based and community-based settings.						
STANDARD 2.2 Career development activities are fully integrated within academic and nonacademic courses and programs.						
STANDARD 2.3 Youth are provided opportunities for meaningful school- and community-based work experiences.						
STANDARD 2.4 Career preparatory activities lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.						

3. YOUTH DEVELOPMENT AND YOUTH LEADERSHIP

STANDARD 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.

INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
3.1.1 Youth are able to experiment with various roles and identities without being labeled irrevocably or having to commit themselves concerning future choices.				
3.1.2 Youth participate in the creative arts, physical education, and health education programs in school and community.				
3.1.3 Youth are provided accurate information about human sexuality and have the opportunity to assess and question their sexual attitudes.				
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.				
3.1.5 Youth interact with peers and acquire a sense of belonging.				
3.1.6 Youth participate in a range of teamwork and networking experiences.				
3.1.7 Youth are involved in significant positive relationships with mentors, positive role models, and other nurturing adults.				

COMMENTS:

STANDARD 3.2

Youth have the knowledge and skills to understand and act on the relationship between their own strengths and desires and their future goals.

INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
3.2.1 Youth develop ethics, values, and reasoning skills.				
3.2.2 Youth develop individual strengths.				
3.2.3 Each youth demonstrates the ability to set goals and develop a plan.				
3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.				

COMMENTS:

STANDARD 3.3 Youth have the knowledge and skills to demonstrate leadership and participate in community life.						
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT		
3.3.1 Youth learn specific knowledge and skills related to leadership and explore leadership styles.						
3.3.2 Youth learn the history, values, and beliefs of their communities.						
3.3.3 Youth exhibit awareness, understanding, knowledge, and respect for other people, cultures, and societies.						
3.3.4 Youth are provided experiential learning and opportunities for genuine leadership, in which they take primary responsibility for developing plans, carrying out decisions, and solving problems.						
3.3.5 Youth are involved in service to others — in their community, their country, and their world.						
3.3.6 Youth are able to identify and access resources in the community.						
COMMENTS:						
STANDARD 3.4 Youth demonstrate the ability to make informed decisions for themselves.						
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT		
3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.						
3.4.2 Youth are able to identify and access resources in the community.						
COMMENTS:						
Please rank the importance & priority for improvement for each standard:						
	IMPORTANCE			PRIORITY for IMPROVEMENT		
	Low	Med	Hi	Lo	Med	Hi
STANDARD 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>STANDARD 3.2 Youth have the knowledge and skills to understand and act on the relationship between their own strengths and desires and their future goals.</p>						
<p>STANDARD 3.3 Youth have the knowledge and skills to demonstrate leadership and participate in community life.</p>						
<p>STANDARD 3.4 Youth demonstrate the ability to make informed decisions for themselves.</p>						

4. FAMILY INVOLVEMENT

STANDARD 4.1

Family involvement is critical to youth learning, high achievement in school, and ensuring successful adult outcomes.

INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
4.1.1 School programs and activities are designed for a wide range of family involvement, from preschool through postsecondary, and actively engage families and youth at the home, classroom, school-wide, and community levels.				
4.1.2 School program and activity development and implementation is based on annual feedback from youth and families.				
4.1.3 Regular staff development is provided and focuses on youth and family involvement that builds on individual strengths, interests, and needs.				
4.1.4 Clear information regarding course expectations, course offerings, youth placement, school activities, youth services, and optional programs is provided to youth and families.				

COMMENTS:

STANDARD 4.2

Communication between youth, families, schools, and community organizations is regular, two-way, and meaningful.

INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
4.2.1 A variety of methods are used to support and enhance regular, two-way communication between youth, families, educators, and community representatives.				
4.2.2 Communication with youth and families is done on an individual basis to meet their unique needs and includes support, information, and resources made available in alternative formats and non-English languages.				
4.2.3 Communication with youth and families includes reports of positive youth behavior and achievement.				
4.2.4 A program is in place to address the improvement of literacy and communication skills of all youth and families.				

COMMENTS:				
STANDARD 4.3				
Family and youth involvement is actively cultivated, encouraged, and welcomed in school and community organizations.				
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
4.3.1 A formal process is used to assist youth and families in identifying their strengths and needs and to connect them to other youth and families for support, guidance, and assistance.				
4.3.2 Meetings are scheduled to accommodate the varied needs of all youth and families including child care, transportation, language barriers, and time schedules.				
4.3.3 Training for youth, families, educators, and community representatives focused on parenting, child care, and positive family-child relationships is provided annually.				
4.3.4 Staff development focused on creating a welcoming school and community climate, including how to work collaboratively, respectfully, and reciprocally with youth and families, is provided on an annual basis.				
4.3.5 Information, materials, trainings, and support provided to youth and families reflect the demographic, socioeconomic, and ethnic diversity of the community.				
4.3.6 Referral to community programs and resources that reflect and meet individual needs of youth and families is provided.				
COMMENTS:				
STANDARD 4.4				
Families, educators, and community members are full and equal partners in the development of policies and decisions that affect families and youth.				
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
4.4.1 The process for youth, families, and staff to influence decisions, raise issues or concerns, appeal decisions, and resolve problems is understandable, accessible, and well publicized.				
4.4.2 Information about school and community reforms, policies, and performance data is disseminated to youth and families.				

4.4.3 Policies support and respect all youth and family cultures, traditions, values, and religious diversity.				
4.4.4 Youth and families receive adequate training on policy, curriculum, budget, school-reform initiatives, safety, and personnel to ensure equal participation in decision-making.				
4.4.5 Youth and families are included as equal partners on all decision-making, governance, evaluation, and advisory committees at the school-wide and community levels.				

COMMENTS:

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<i>Please rank the importance & priority for improvement for each standard:</i>	IMPORTANCE			PRIORITY for IMPROVEMENT		
	Low	Med	Hi	Lo	Med	Hi
STANDARD 4.1 Family involvement is critical to youth learning, high achievement in school, and ensuring successful adult outcomes.						
STANDARD 4.2 Communication between youth, families, schools, and community organizations is regular, two-way, and meaningful.						
STANDARD 4.3 Family and youth involvement is actively cultivated, encouraged, and welcomed in school and community organizations.						
STANDARD 4.4 Families, educators, and community members are full and equal partners in the development of policies and decisions that affect families and youth.						

5. CONNECTING ACTIVITIES

STANDARD 5.1

Organizational entities collaborate with each other to align 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.

INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
5.1.1 Entities have a communication, planning, and quality assurance process including postschool outcomes data tracking system in place within and across entities to support youth access to chosen postschool options.				
5.1.2 Entities within the interagency planning process have missions, policies, and resources that support seamless linkage and access to needed supports, services, and accommodations.				
5.1.3 Entities access to either a shared, linked, or coordinated confidential data based or necessary services, supports, and accommodations to address personalized youth needs.				
5.1.4 Entities coordinate eligibility and service provision requirements, ensuring that youth are able to participate in the postschool options of their choice.				

COMMENTS:

STANDARD 5.2

Organizational entities involve, expose, and connect youth to a wide range of programs, services, accommodations, and supports, based on a personalized planning process.

INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT
5.2.1 Entities ensure that youth are informed and involved in the transition process.				
5.2.2 Entities participate within an interagency team process with shared decision-making that links youth to a mutually agreed upon chosen range of postschool options.				
5.2.3 Youth report satisfaction with services and supports received as they connect to chosen postschool options.				

COMMENTS:						
STANDARD 5.3 Organizational entities invest in the development of knowledgeable, responsive, and accountable personnel who understand their shared responsibilities to align programs, services, resources, and supports necessary to assist youth in achieving postschool goals.						
INDICATORS	ALWAYS EVIDENT	USUALLY EVIDENT	SELDOM EVIDENT	NOT EVIDENT		
5.3.1 Personnel (e.g. vocational rehabilitation counselors, service coordinators, case managers, etc.) understand their shared responsibilities and use a wide range of coordination and linkage strategies, as well as resources, services, and supports available across all systems that can assist youth in achieving informed personalized choices.						
5.3.2 Entities develop a set of common competencies that hold personnel accountable for ensuring that youth are prepared for, linked to, and participate in activities that assist youth in achieving postschool goals.						
5.3.3 Youth report satisfaction with personnel they encounter in the transition process.						
COMMENTS:						
Please rank the importance & priority for improvement for each standard:						
	IMPORTANCE			PRIORITY for IMPROVEMENT		
	Low	Med	Hi	Lo	Med	Hi
STANDARD 5.1 Organizational entities collaborate with each other to align 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.						
STANDARD 5.2 Organizational entities involve, expose, and connect youth to a wide range of programs, services, accommodations, and supports, based on a personalized planning process.						

<p>STANDARD 5.3 Organizational entities invest in the development of knowledgeable, responsive, and accountable personnel who understand their shared responsibilities to align programs, services, resources, and supports necessary to assist youth in achieving postschool goals.</p>						
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Please remember to complete all the fields on page 3 of this form, including your state team's priorities for the 2005 Summit.

Completed Pre-Summit Assessments are due to NCSET by April 1, 2005.