Table M.1. Domains, Variables, and Data Sources Youth and Family Characteristics, Resources, and Expectations

Domain/Sub-Domain/Variable	Data Sources
Youth Characteristics and Disabilities	
Student Demographics	Parent
Gender	
Age	
Spanish ethnicity	
Race	
Language other than Eng. in home	
Impairment Conditions and Onset	Parent
Physical or mental health condition requiring medical care	
Ever diagnosed with specific sensory, learning, or other disabilities or problems	
Age at which condition identified	
Special Education Services History	Parent
Early intervention services before age 4	
Special education after age 5	
Parent reports youth ever had section 504 plan	
Parent reports youth still has section 504 plan	
Parent reports youth still receives special education	
Functional Abilities and Health	
Activities of Daily Living (e.g., dress, feed, bath)	Parent
Self care skills	
Cognitive skills	Parent
Tell time; read signs; count change; look up phone numbers;	
Visual Difficulties	Parent
How well can see with/without glasses	
Visual devices or supports used	
Hearing , Language, Communication	Parent
Hearing devices used?	
Severity of hearing loss problem with/without device	
Ability to communicate/speak by any means	
How well carries on a conversation	
How well understands what people say	
Orthopedic Conditions	Parent
Normal use of arms and hands?	
Normal use of legs and feet?	
Equipment used to get around	
General Health Status	Parent/Youth
Parent view on youth's general health status	Parent
Youth view on general health status	Youth
Medical Services and Prescriptions	Parent
Prescriptions youth uses	
Special medical equipment youth uses	

Domain/Sub-Domain/Variable	Data Sources
Household Characteristics	
Household Composition and Living Arrangements	Parent
Who youth lives with currently	
Children and adults in household (numbers)	
How long lived with parent/guardian	
Parent marital status	
Youth marital status	
Whether youth has children	
Parent Education, Employment, and Income	Parent
Employment status of each parent	
Household income	
Health Care Coverage and Planning	Parent
Whether youth covered, type (private and source, govt)	
Coverage of dental, vision, medicines	
Items insurance would not pay for	
Expectations	
Independence	Parent /Youth
Parent/Youth view on likelihood of youth's future financial independence	Parent/Youth
Parent view on likelihood youth will obtain a driver's license	Parent
Postsecondary Education	Parent /Youth
Where is youth likely to start PSE (4 or 2 year college, or technical institute)	Parent
Parent/Youth view on how much education youth likely to receive	Parent/Youth
Employment Preparation	Parent /Youth
Parent view on likelihood of youth getting a paid job	Parent
Youth view on likelihood of getting a paid job	Youth

Table M.2. Domains, Variables, and Data Sources School Program, Services, Accommodations, Experiences

Domain/Sub-Domain/Variable	Data Source
School Characteristics, Programs, and Policies	

School Characteristics   School Characteristics
   School type
     Regular; charter; magnet; vocational-technical; alternative
   Percentage of student body:
     IEPs; Section 403; English Language Learners , Free or reduced price lunch
   Total student enrollment on Oct 1

School Programs and Supports   School Characteristics
   Academic and extracurricular
     Supplemental math or language arts instruction; childcare
     Small learning communities; classes in study skills;
     Extra-curricular activities offered in school; band, theatre, chorus, sports teams,
       school-based businesses
   Transition for Postsecondary
     Helping students with applications
     Helping students sign up for college entrance tests
     College fairs
     College visits
     Helping families apply for financial aid
   Transition to Employment
     Career counseling
     Instruction in how to look for jobs
     Internship, apprenticeship, or other short-term work experience
     Training for specific occupations
     Job coaching
     Referrals to employers
   Transition to Independent Living
     Financial literacy
     Help developing capability to dress, clean, care for self
     Learning self-determination and self-advocacy skills
     Referrals to outside transition services, supports
     Referrals to adult residential providers and day services
     Instruction for parents on youth's rights under disability-related laws

School Policies   School Characteristics
   Age or grade at which start transition planning for students with disabilities
   Graduation requirements for regular diploma
   Required number of high school years of math, language arts, science, social studies,
     language arts
   Whether must pass high school exit exam
   Counts of regular and alternative diplomas last school year

Staff Characteristics
   Number of FTE teachers credentialed   School Characteristics
   Number of FTE teachers with less than 3 years experience
   Number of FTE staff by position

Average Class Size   School Characteristics

Table M.2 *(continued)*

Domain/Sub-Domain/Variable	Data Source

Incidents In Past School Year
   Out of school and in-school suspensions
   Expulsions
   Violent events
   Arrests

Education History

Youth Enrollment Pattern   Parent
   Repeated grade since kindergarten, which grade(s)
   Number of schools youth has ever attended
   Ever expelled, which grade(s)
   Ever suspended, which grades(s)
   Currently enrolled
   Type of school
   Current grade
   Enrolled in any other setting
   Type of other setting

Youth Program Participation
   Reproductive health education or services; teen parenting education/services; child care for children of parenting teens; conflict resolution, anger management, violence prevention; substance abuse prevention education or services

Characteristics and Instructional Practices of Youth's Teacher

Teacher Characteristics

                                             Math/LEA Teacher
   Race/Ethnicity   Survey
   Credential
   Experience
   Special education experience
   Teacher perceptions about school
   Adequate training for teaching students with disabilities; school leadership high expectations and standards for all students and teachers; principal promotes instructional improvement among school staff; school safety
   Teacher professional development (8 or more hours in each of courses during past 3 years)

Staff/Student Composition
   Composition of general education class
      General education students; special education students; general education teachers; special education teachers; teachers aides; one-to-one instructional assistants assigned to specific students; other specialists; adult volunteers

Instructional Materials
   How often this class/this student use:
      Computers for internet use; computers for word processing, spreadsheets and other applications; computers for academic drills and skill practice; textbooks, worksheets, workbooks, curriculum-based materials; supplementary trade or printed materials; life-skills materials; games and toys for instructional purposes; screen-based multi-media; lab equipment, machinery, tools

Instructional Practices and Activities

Domain/Sub-Domain/Variable	Data Source
Curriculum description for this student	
General education grade-level curriculum without modification; general curriculum with some modifications; substantial modifications in education curriculum; specialized or individuated curriculum is used	
Use of sign language	
Use of, participation in, specific instructional activities with this class, this student	
Student centered activities (5); Teacher instruction (4); Class related experience outside of class (3)	
Use of universal design for instruction:	
Computer-assisted instruction; explain material in multiple ways (lecture, demonstration, activities, discussion); provide an alternative format for information you write on blackboard or whiteboard; assess student learning styles or preferences; use multimedia (text, graphics, animation, video, and sound); offer alternatives for how students can express what they know (portfolio, exam, projects, presentations)	

Access to Appropriate Services, Supports and Accommodations

Services	
Services through school	School Program
Services outside of school	Parent
Level of family effort to get educational service	Parent
Sources of information about services	
Ever had IEP/year discontinued	School Program
Ever had 504 plan/year discontinued	School Program
Supports	
Teacher supports for this student	Math/LEA Teacher
Special equipment or materials to use with this student; in-service training on the needs of this student; co-teaching special education and general education teachers; consultation services by special education or other staff; teacher aides, instructional assistant, aides for individual students; smaller student load or class size; information about this student needs or abilities	
Adequacy of teacher support	
Appropriateness of student placement in class	
Instructional supports for this student	
Teacher aide, instructional assistant, or other personal aide; progress monitoring; peer tutors; adult tutor; behavior management; learning strategies/study skills assistance; self advocacy training	
Technology supports for this student	
Books on tape or speech to text on computer; communication aids; computer hardware designed to meet student's needs (e.g., alternative keyboards, switch interface); computer software designed to meet student's needs (e.g., spell checker)	
Accommodations	
	Math/LEA Teacher
Instructional supports special education	&School Program?
11 accommodations/modifications, 8 additional supports, 7 hearing aids in NLTS-2	
Read aloud or sign interpretation; more time for assignments and class tests?; shorter or different assignments?; different grading standards?; slower-paced instruction?	

Table M.2 *(continued)*

Domain/Sub-Domain/Variable	Data Source
State testing accommodations Different test content; extra time to take test; breaks during test; flexible time of day; across more than one day; in special setting (small group, special place, etc); test read to student; large print, large font, or Braille; templates, masking or marker to maintain pace; student responses (verbal, pointing marked by proctor; student marks in test booklet	

IEP Development and Transition Planning

Student, Parent, and Teacher, and Outside Agency Participation	
According to parent: Has IEP meeting occurred in last year; did parent and youth attend last IEP meeting; role of youth in development of plan; attitude about level of family's involvement in development of transition plan; attend programs/training for families of youth with disabilities, usefulness; parent met with teacher for transition plan/goals	**Parent**
According to youth: did youth attend IEP meeting; how felt about choice/input into transition plan; Did youth meet with teacher for transition goals	**Youth**
According to school staff: date of last IEP meeting; who attended (including parent, youth, school staff, outside agencies)	**School Program**
Did teacher attend IEP meeting; frequency of teacher communication with parents on youth progress	Math/LEA Teacher
Did voc rehab or other outside agencies participate in development of plan	School Program
If outside agency participated, when did the agency become involved—last year of high school, early than the last year, or list as last year prior to graduation, two years prior, three years prior, etc. (DRJ)	School Program
IEP/Transition Planning and Goals	
Age/grade when transition planning began; who participated in transition plan?; planning for transition into adult life? instruction?; has school helped make postsecondary plans; usefulness of transition planning to parent	School Program
Are IEP/transition goals challenging?; did IEP identify what courses student should pursue to meet postschool transition goals; who came up with most of IEP goals; progress toward transition goals; suitability of school program for achieving goals; specific primary transition goals for this student	
Access to Appropriate Information on Transition Meeting and Programs	
School notification of other agencies about programs, employment for this student; information about services related to disability type; what service or program needs identified; challenges/barriers to participating in planning meetings (list); helpfulness of information on transition; perceived barriers to planning for transition; information on job responsibilities (sources of information about specific occupation)	School Program
Planning for Postsecondary Education and Work	
Received any information about alternative postsecondary institutions, if so from whom and how helpful	Youth
Received any information about financial aid, if so from whom and how helpful	
Received any information about alternative careers, if so from whom and how helpful	
Received any information about alternative jobs or how to search for jobs, if so from whom and how helpful	

Table M.2 *(continued)*

Domain/Sub-Domain/Variable	Data Source
Participation in specific postsecondary planning activities; has student taken college entrance exams; reasons to choose a college; will cost of college prevent attending; participation in activities to plan for PSE or work; how strongly parent will encourage youth to pursue specific activities in first year post high school; reasons for not enrolling in college; reasons to choose a college; whether have information on colleges may attend; perceptions of factors admitting committees consider important; how parent will finance college; apply for financial aid; whether thinks can afford college; size of PSE savings fund; rationale for HS course selections; importance of various factors for PSE preparation; barriers/challenges encountered in planning postsecondary program; barriers/challenges encountered in identifying career goals and making post-school plans; post-secondary accommodations, supports, and services; services and accommodations	Youth
Quality of preparation by school	

Table M.3. Domains, Variables, and Data Sources Perceived Barriers and Challenges

Domain/Sub-Domain/Variable	Data Source
Challenges at School	
Parents perceptions of challenges at school	Parent
How well youth gets along with teachers	
How challenging is school for youth	
How much youth enjoys school	
Whether youth receives support services needs	
Challenges Determining Post High School Plans	
Challenges in figuring our post high school plans	Parent/Youth
Not enough support from school staff	
School staff have low expectations	
Lack of info about postsecondary programs	
Lack of info on community resources	
Challenges encountered in participating in a transition planning meeting	Parent
No meeting was held	
Parent not invited to the meeting	
Youth not invited to the meeting	
Lack of community service agency participation	
lack of information on a education, employment and community-living options	
Students' interests and preferences not discussed at meeting	
Student unwilling to participate	
Why Parent (or guardian) did not participate in transition planning meeting	School Program
No transition planning meetings were held	
Student did not want parent to participate	
Parent had work obligations	
Parent was ill or was caring for others	
Parent does not speak English	
Parent was not in area or did not have transportation	
Parent was not interested in participating	
School had difficulty reaching parent	
Parent forgot about meeting	
Why Youth did not participate in transition planning meeting	School Program
No transition planning meetings were held	
Student was not invited	
Student did not want to participate	
Student forgot about meeting	
Student was ill	
Student had another appointment or had to work	
Student had no transportation	
Student does not have capacity or not prepared to participate	
Post Secondary Education Challenges	
Challenges youth faces enrolling in postsecondary programs	Parent
Insufficient support from school staff in developing plans	
Lack of info about postsecondary programs	
Haven't found school with sufficient accommodations	
Can't afford tuition; insufficient info on financial aid	

Table M.3 *(continued)*

Domain/Sub-Domain/Variable	Data Source
Challenges youth likely to face obtaining postsecondary education (whether a serious, moderate, or minor challenge or not a challenge)	School Program

    Student not interested in postsecondary education
    Parent believes student not prepared for post-secondary education
    Student believes (he/she) is not prepared for post-secondary education
    Admissions offices expect that student cannot keep up with post-secondary work
    Necessary accommodations will not be available
    Student has dropped out of school
    Student completed school but does not have regular diploma
    Student perceived as too physically or sensory impaired
    Student cognitively impaired
    Student has behavior problems
    Student has had no support identifying or applying to post-secondary schools
    Student has had limited access to financial aid
    Student has to care for others
    Student has transportation problems

Employment Challenges

Parent views on challenges youth faces in getting job	Parent

    School staff have not discussed career plans or employment options
    Lack of info on job options
    Youth has insufficient job search skills
    Youth has health problems that could prevent from working
    Transportation problems
    Employers are resistant to employing individuals with disabilities
    Job accommodations and supports needed will not be available
    Might lose SSI or other benefits

Challenges youth likely to face obtaining a paid job (whether a serious, moderate, or minor challenge or not a challenge)	School Program

    Student not interested in work
    Student/parent afraid of losing SSA benefits
    Parent believes student cannot work
    Student believes (he/she) cannot work
    School staff believe student cannot work
    Employers appear reluctant to hire student
    Necessary accommodations not available
    Student unaware of career options
    Student has limited skills
    Student does not know how to search for job
    No suitable jobs available
    Student has dropped out of school
    Student completed school but does not have a regular diploma
    Student perceived as too physically or sensory impaired
    Student cognitively impaired
    Student has behavior problems
    Student does not need income
    Student has to care for others
    Student has transportation problems

Table M.3 *(continued)*

Domain/Sub-Domain/Variable	Data Source
Social and Independent Living Challenges	
Parent/Youth views on challenges for youth in planning for future living arrangements	
Lack of information on available housing options	Parent/Youth
Independent living arrangements are costly	
Limited availability of affordable housing in the community	
Fears and concerns about living independently outside the family home	
Long waiting lists exist for housing options	
	Parent
Parent views on barriers to participating in social and extracurricular activities	
Fees associated with social and extracurricular activities are prohibitive;	
Transportation to and from activities is difficult to arrange;	
Not aware of what social and extracurricular activities exist;	
May not have available the accommodations needed	
Acceptance of activity leaders and/or other participants	
Challenges youth likely to face related to independent living (whether a serious, moderate, or minor challenge or not a challenge)	School Program
Student not interested in living independently	
Parent believes student not prepared to live independently	
Student believes (he/she) not prepared to live independently	
Student perceived as too physically or sensory impaired	
Student cognitively impaired	
Student has behavior problems	
Student has transportation problems	
Student has limited daily living skills	