

Supplementary Materials for:

Poppen, M., Sheftel, A., Lindstrom, L. E., Rowe, D. A., Unruh, D., & Mazzotti, V. L. (2024)

Transition Self-Assessment Tool: The development and field testing of a statewide assessment of pre-employment transition services [special issue]. H. Whittenburg, J. Taylor & P. Wehman (Eds.). Journal of Vocational Rehabilitation.

This document contains the following supplementary materials for the manuscript listed above:

1. Supplementary Table 1. Service Categories and Definitions that Informed TSAT Item Development (Table S1)
2. Supplementary Table 2: TSAT Items, Scores, and Missing Data (Table S2)
3. Supplementary Figure 1: TSAT Assessment Layout in Browser (Figure S1)
4. Supplementary Figure 2: TSAT Statewide Summary Report (Figure S2)

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Table S1.
Service Categories and Definitions that Informed TSAT Item Development

Category	Operational Definitions	Number of TSAT Items
Job Exploration Counseling	Help individuals explore their career related choices and foster motivation for work, consider opportunities that they wouldn't have otherwise known about, and to make informed decisions about their occupational goals and aspirations	9
Work-Based Learning Experiences	Provide tangible opportunities for students to engage in work or work-related activities that promote knowledge and skills that help them to connect school experiences to work activities and future career options	15
Counseling on Post-Secondary Education Enrollment and Training Options	Discussion, counseling, and guidance on opportunities for enrollment in comprehensive transition or post-secondary education programs at institutions of higher education	22
Workplace Readiness Training	Opportunities to acquire and apply knowledge that assists individuals in developing social skills and independent living skills that prepare them for eventual employment	35
Instruction in Self-Advocacy	Professional activities that help individuals learn about their rights and responsibility, how to request accommodations, and communicate with peer mentors working in their area(s) of interest	20

Note. Definitions were informed by the Workforce Innovation Technical Assistance Center (WINTAC, 2017).

Table S2.*TSAT Items, Scores, and Missing Data (n = 233)*

	Availability ¹			Accessibility ²			Coordination ³		
	<i>M</i>	<i>SD</i>	<i>NMiss</i> *	<i>M</i>	<i>SD</i>	<i>NMiss</i>	<i>M</i>	<i>SD</i>	<i>NMiss</i>
Job Exploration Counseling									
Discussion or Information on Vocational Interest Inventories	0.98	0.15	2	3.00	1.08	1	1.50	1.41	6
Discussion or Information on In-Demand Industries and Occupations	0.91	0.29	0	2.42	1.27	3	1.29	1.37	4
Discussion or Information on the Labor Market	0.87	0.33	1	2.28	1.36	3	1.22	1.40	7
Discussion or Information on Non-Traditional Employment Options (i.e., Self-Employment)	0.82	0.38	3	1.99	1.42	2	0.89	1.24	4
Discussion or Information on Career Pathways	0.97	0.18	1	2.78	1.16	3	1.33	1.41	9
Career Awareness Activities	0.98	0.13	1	3.06	1.06	3	1.36	1.46	9
Career Related Guest Speakers	0.88	0.32	1	2.41	1.37	3	0.85	1.24	9
Career or Vocational Assessments	0.97	0.17	2	3.04	1.13	2	0.13	1.42	8
Career and Technical Student Organizations	0.68	0.47	4	1.65	1.50	4	0.64	1.17	7
Work-Based Learning									
Paid Work Experience	0.54	0.50	6	1.28	1.53	6	0.91	1.42	7
Non-Paid Internships	0.53	0.50	3	1.32	1.53	6	0.58	1.11	9
Non-Paid Work Experience	0.85	0.36	4	2.49	1.45	9	0.96	1.31	10
Practicum	0.27	0.45	6	0.63	1.22	6	0.29	0.89	7
Apprenticeships	0.30	0.46	6	0.57	1.12	8	0.40	0.96	7
Career Related Competitions	0.54	0.50	4	1.21	1.50	5	0.33	0.90	9
Workplace Tours/Field Trips	0.92	0.27	3	2.71	1.31	6	0.96	1.33	14
Student-Led Enterprises	0.64	0.48	6	1.68	1.63	5	0.65	1.21	10
Job Shadowing	0.86	0.35	4	2.39	1.42	6	1.00	1.33	12
Service-Learning Experiences	0.86	0.35	4	2.37	1.44	6	0.84	1.29	11
Volunteering	0.95	0.22	3	2.76	1.24	6	0.95	1.32	14
Informational Interviews	0.84	0.36	3	2.37	1.47	8	1.12	1.40	14
Paid Internships	0.32	0.47	3	0.70	1.27	4	0.47	1.09	4
Career Mentorship	0.69	0.47	4	1.75	1.59	6	0.79	1.28	9
Simulated Workplace Experience	0.68	0.47	5	2.00	1.63	7	0.75	1.24	10

Table S2.
TSAT Items, Scores, and Missing Data (n = 233)

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	<i>M</i>	<i>SD</i>	<i>NMiss</i> *	<i>M</i>	<i>SD</i>	<i>NMiss</i>	<i>M</i>	<i>SD</i>	<i>NMiss</i>
Counseling on Post-Secondary Enrollment Options									
Assistance with Researching and Exploring Post-Secondary Options	0.98	0.13	10	2.96	1.14	12	1.15	1.33	19
Guidance on Advocating for Needed Accommodations and Services	0.95	0.23	10	2.94	1.23	13	1.11	1.44	20
Counseling on the Post-Secondary Education Application and Enrolment Process	0.92	0.27	13	2.56	1.30	14	0.87	1.25	18
Counseling on Accessing Accommodations for Post-Secondary Education Admissions Tests	0.86	0.35	11	2.26	1.46	13	0.75	1.20	18
Counseling on Connecting to Post-Secondary Education Resources, Services, and/or Websites	0.92	0.27	13	2.56	1.31	15	1.03	1.33	19
Counseling on Identifying Financial Aid Options	0.95	0.23	16	2.52	1.27	16	0.88	1.28	20
Counseling on Technology Needs within a Post-Secondary Education Setting	0.78	0.42	14	1.93	1.49	18	0.74	1.21	20
Counseling on Universities (Public & Private)	0.93	0.25	13	2.33	1.36	16	0.65	1.13	22
Counseling on Community Colleges (AA/AS Degrees, Certificate Programs and Classes)	0.95	0.22	14	2.72	1.26	15	0.93	1.32	20
Counseling on Trade/Technical Schools	0.94	0.24	14	2.53	1.24	14	1.04	1.37	18
Counseling on Joining the Military	0.88	0.33	13	2.08	1.40	15	0.61	1.13	19
Counseling on Applying for Vocational Rehabilitation Services	0.86	0.35	9	2.38	1.46	12	1.93	1.65	13
Counseling on Post-Secondary Programs for Students with Intellectual and Developmental Disabilities	0.87	0.34	14	2.25	1.49	18	1.18	1.39	20
Counseling on Accessing Services and Supports from Development/Intellectual Disabilities Service Agencies	0.92	0.28	13	2.42	1.33	15	1.54	1.48	19
Counseling on Education and Vocational Laws	0.72	0.45	13	1.59	1.49	15	0.86	1.35	16
Guidance on Identifying Interests and Abilities	0.99	0.11	10	3.24	1.00	11	1.32	1.47	14

Table S2.*TSAT Items, Scores, and Missing Data (n = 233)*

	Availability ¹			Accessibility ²			Coordination ³		
	<i>M</i>	<i>SD</i>	<i>NMiss</i> *	<i>M</i>	<i>SD</i>	<i>NMiss</i>	<i>M</i>	<i>SD</i>	<i>NMiss</i>
Guidance on Using Executive Function Skills (i.e., Organization, Impulse Control, etc.)	0.92	0.27	10	2.80	1.25	11	0.82	1.29	14
Counseling on Taking Career Vocational Assessments	0.85	0.36	11	2.51	1.48	11	1.06	1.37	14
Counseling on Attending College Fairs and Tours	0.96	0.21	10	2.71	1.28	12	0.87	1.26	17
Counseling on Attending Career Pathways Related Workshops and/or Training Programs	0.78	0.41	10	2.07	1.51	12	0.96	1.32	14
Guidance to Promote Participation in Post-Secondary Education Preparation Classes	0.85	0.36	11	2.26	1.42	14	0.87	1.28	17
Guidance on Documenting Academic Accommodations	0.92	0.27	11	2.80	1.32	13	0.98	1.40	16
Workplace Readiness Training									
Social/Interpersonal Skills Training on Communication	0.90	0.30	18	2.78	1.36	18	0.86	1.27	21
Social/Interpersonal Skills Training on Body Language	0.84	0.37	17	2.37	1.47	19	0.68	1.18	25
Social/Interpersonal Skills Training on Empathy	0.85	0.36	20	2.37	1.45	20	0.63	1.06	24
Social/Interpersonal Skills Training on Professionalism	0.87	0.34	17	2.53	1.40	20	0.88	1.30	24
Social/Interpersonal Skills Training on Good Manners	0.85	0.36	17	2.57	1.46	20	0.77	1.26	20
Social/Interpersonal Skills Training on Supporting Others	0.84	0.34	16	2.38	1.47	20	0.69	1.16	24
Social/Interpersonal Skills Training on Being Respectful	0.91	0.28	16	2.89	1.34	21	0.83	1.31	23
Independent Living Skills Training on Good Hygiene	0.85	0.38	15	2.52	1.48	17	0.88	1.33	24
Independent Living Skills Training on Time Management	0.90	0.30	16	2.79	1.35	18	0.87	1.35	22

Table S2.
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	<i>M</i>	<i>SD</i>	<i>NMiss</i> *	<i>M</i>	<i>SD</i>	<i>NMiss</i>	<i>M</i>	<i>SD</i>	<i>NMiss</i>
Independent Living Skills Training on Healthy Lifestyle	0.88	0.33	16	2.70	1.40	19	0.69	1.15	23
Independent Living Skills Training on Using a Cell Phone	0.65	0.45	17	1.82	1.60	16	0.60	1.12	21
Social/Interpersonal Skills Training on Positive Attitude	0.88	0.33	17	2.73	1.37	19	0.84	1.27	21
Independent Living Skills Training on Using Transportation	0.77	0.42	16	2.12	1.57	18	0.92	1.31	21
Independent Living Skills Training on Money Management	0.87	0.33	17	2.62	1.40	19	0.73	1.21	25
Independent Living Skills Training on Nutrition/Meal Preparation	0.83	0.38	14	2.32	1.49	17	0.52	1.02	22
Independent Living Skills Training on Accessing Community	0.80	0.40	16	2.20	1.53	16	0.85	1.29	20
Independent Living Skills Training on Services & Supports	0.76	0.43	17	2.07	1.52	20	1.09	1.43	21
Independent Living Skills Training on Community Participation	0.76	0.43	15	2.09	1.56	17	0.85	1.25	20
Independent Living Skills Training on Civic Responsibility	0.74	0.44	15	1.89	1.49	17	0.63	1.15	20
Independent Living Skills Training on Community Safety	0.82	0.39	17	2.31	1.52	18	0.71	1.20	22
Independent Living Skills Training on Developing Friendships	0.81	0.39	15	2.32	1.48	18	0.56	1.05	21
Independent Living Skills Training on Appropriate Dress	0.82	0.39	15	2.46	1.53	16	0.90	1.35	19
Social/Interpersonal Skills Training on Teamwork	0.89	0.32	18	2.68	1.39	18	0.80	1.26	21
Independent Living Skills Training on Appropriate Behavior	0.88	0.32	14	2.79	1.41	18	0.90	1.34	23

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	<i>M</i>	<i>SD</i>	<i>NMiss</i> *	<i>M</i>	<i>SD</i>	<i>NMiss</i>	<i>M</i>	<i>SD</i>	<i>NMiss</i>
Workplace Readiness Training on Financial Literacy	0.81	0.40	14	2.28	1.47	17	0.77	1.31	21
Workplace Readiness Training on Orientation and Mobility Skills	0.67	0.47	15	1.76	1.59	16	0.69	1.14	20
Workplace Readiness Training on Job Seeking Skills	0.87	0.34	15	2.60	1.40	17	1.21	1.48	20
Workplace Readiness Training on Understanding Employer's Expectations for Punctuality and Performance	0.88	0.33	15	2.71	1.37	19	1.20	1.53	22
Workplace Readiness Training on the Importance of Soft Skills for Employment	0.85	0.36	14	2.62	1.46	16	1.15	1.50	20
Social/Interpersonal Skills Training on Problem Solving	0.90	0.30	17	2.75	1.35	18	0.84	1.28	21
Social/Interpersonal Skills Training on Talking/Writing	0.91	0.29	16	2.80	1.33	17	0.80	1.24	21
Social/Interpersonal Skills Training on Cooperation	0.88	0.32	16	2.68	1.39	19	0.81	1.25	21
Social/Interpersonal Skills Training on Active Listening	0.84	0.37	17	2.57	1.48	18	0.75	1.23	23
Social/Interpersonal Skills Training on Decision Making	0.87	0.33	17	2.61	1.42	18	0.88	1.26	23
Social/Interpersonal Skills Training on Conflict Resolution	0.86	0.34	22	2.54	1.42	19	0.73	1.21	25
Instruction in Self-Advocacy									
Instruction in Self-Awareness	0.84	0.37	25	2.47	1.44	22	0.72	1.21	25
Instruction in Self-Determination	0.83	0.38	21	2.42	1.46	22	0.98	1.38	25
Instruction in Understanding Intrinsic Motivation	0.75	0.44	23	1.99	1.53	24	0.73	1.23	28
Instruction in Knowing How to Request and Accept Help	0.90	0.31	22	2.73	1.34	25	0.94	1.40	28
Instruction in Taking a Leadership Role	0.80	0.40	23	2.11	1.46	23	0.70	1.17	26

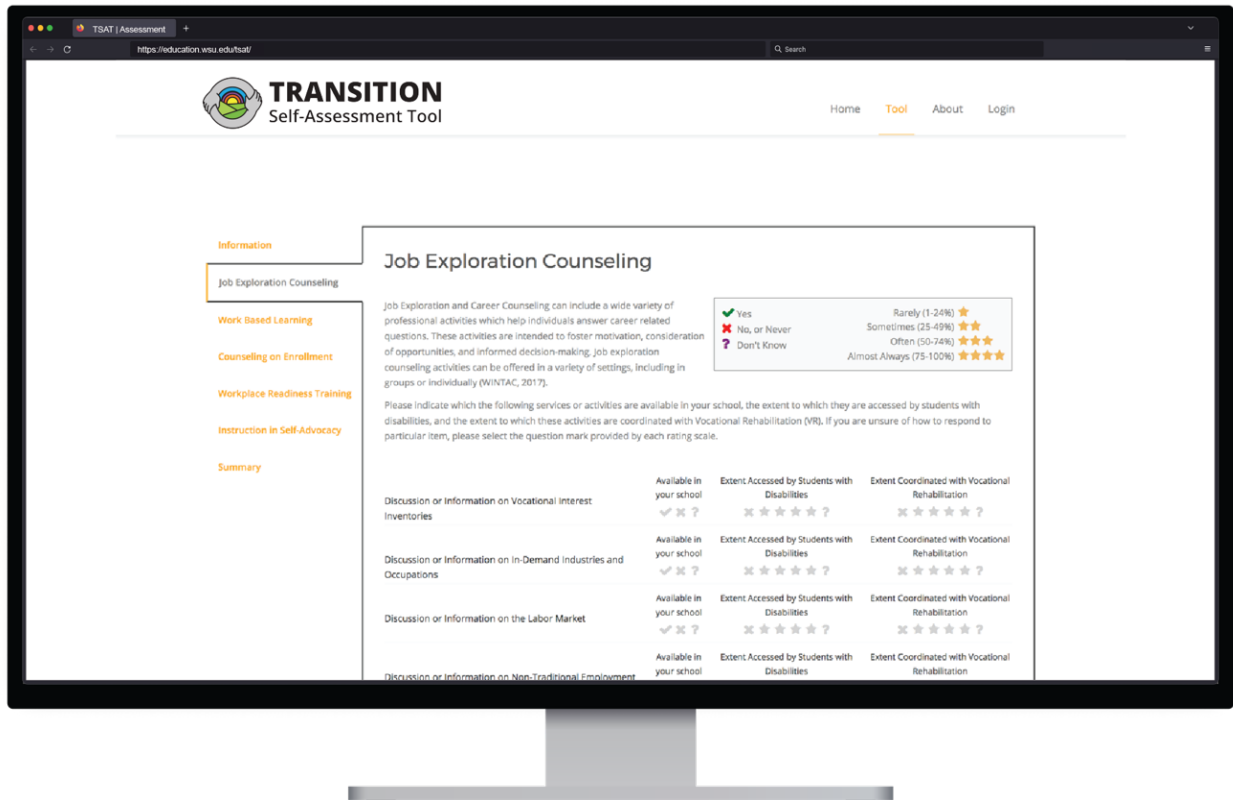
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	<i>M</i>	<i>SD</i>	<i>NMiss</i> *	<i>M</i>	<i>SD</i>	<i>NMiss</i>	<i>M</i>	<i>SD</i>	<i>NMiss</i>
Instruction in Developing Support Plans	0.70	0.46	24	1.86	1.58	25	0.98	1.43	28
Instruction in How to be Assertive	0.80	0.40	22	2.21	1.50	24	0.76	1.25	27
Instruction in Listening to Others Feelings and Opinions	0.88	0.33	23	2.57	1.36	23	0.74	1.28	28
Instruction in Problem Solving	0.95	0.22	23	2.90	1.17	24	0.95	1.37	28
Instruction in Independently Monitoring Progress	0.80	0.40	23	2.11	1.48	24	0.74	1.20	30
Instruction in the Use of Positive Self-Talk and/or Affirmations	0.80	0.40	23	2.24	1.50	24	0.71	1.20	27
Instruction in Disability Awareness	0.89	0.32	26	2.53	1.37	25	1.04	1.44	28
Peer Mentoring	0.76	0.43	21	2.08	1.52	22	0.55	1.05	28
Instruction in How to Disclose Information about a Disability	0.78	0.42	23	2.09	1.49	22	0.99	1.41	24
Instruction in Decision Making	0.86	0.35	23	2.59	1.41	23	0.91	1.35	25
Instruction in Setting Goals	0.94	0.24	25	2.90	1.23	23	1.09	1.44	26
Instruction in Evaluating Options	0.81	0.39	22	2.29	1.47	23	0.96	1.37	25
Instruction in Identifying Independence	0.78	0.42	24	2.29	1.52	25	0.95	1.38	27
Instruction in Requesting and Utilizing Accommodations	0.90	0.30	22	2.71	1.36	23	1.06	1.46	26
Instruction in Knowing and Understanding Rights and Responsibilities	0.83	0.38	22	2.39	1.48	23	1.04	1.45	27

*NMISS = Number of Missing Responses.

¹Availability: measured on a scale from 0-1 where “Yes” = 1, “No” = 0, and “Do Not Know” = -99. ²Accessibility was measured on a scale of 0-4 where “None” = 0, “1-25%” = 1, “26-50%” = 2, “51-75%” = 3, “76-100%” = 4, “Do Not Know” = -99. ³Coordination was measured on a scale of 0-4 where “None” = 0, “1-25%” = 1, “26-50%” = 2, “51-75%” = 3, “76-100%” = 4, “Do Not Know” = -99.

Figure S1
TSAT Assessment Layout in Browser





TRANSITION Self-Assessment Tool

[report type: state, region, district, school]
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Overview and Purpose

Despite national efforts, young adults with disabilities remain among the least represented demographic in the labor force (U.S. Department of Labor, 2023). One strategy that has been shown to be effective in supporting positive post-secondary outcomes for these individuals is the coordination of school-based transition services with Vocational Rehabilitation (VR; Migliore et al., 2012; Poppen et al., 2017; Schaller et al., 2006). Furthermore, under the recent reauthorization of the *Workforce Innovation and Opportunities Act of 2014*, VR agencies are now required to ensure that Pre-Employment Transition Services (e.g., coordinated school-based transition services) are made available to all potentially eligible students with disabilities.

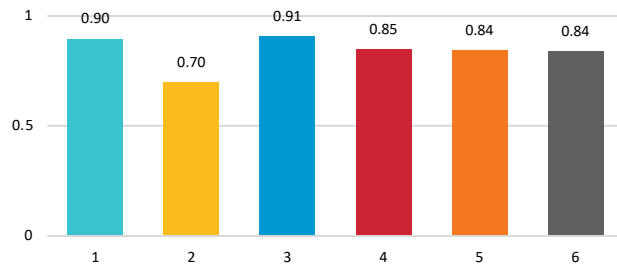
This report summarizes data collected from the Transition Self Assessment Tool to provide estimates of the availability, accessibility, and coordination of the five required Pre-Employment Transition Services for potentially eligible students with disabilities who have and have not applied for VR services.

**Legend of
Pre-Employment Transition
Services**

- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Workplace Readiness Training
- 5 Instruction in Self-Advocacy
- 6 Combined Indicator

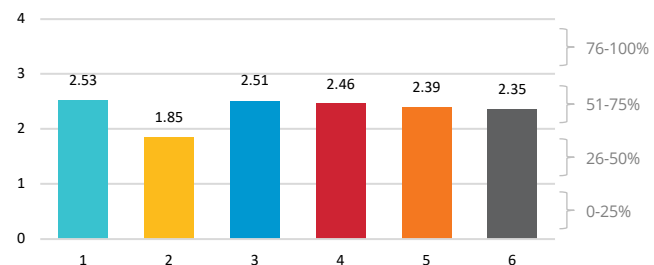
AVAILABILITY.

Results from the Transition Self Assessment Tool suggest that [84%] of the 101 identified Pre-Employment Transition Services are available to potentially eligible students with disabilities in [unit name]. The bar chart to the right provides details on the availability of each of the five required Pre-Employment Transition Services.



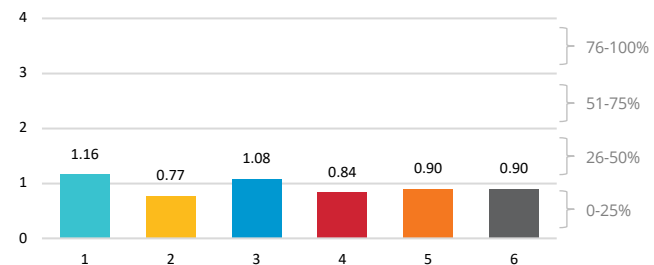
ACCESSIBILITY.

Results from the Transition Self Assessment Tool suggest that in [unit name], about [51-75%] of the potentially eligible students with disabilities have received one or more Pre-Employment Transition Service. The bar chart to the right provides details about the extent to which potentially eligible students with disabilities access the five required Pre-Employment Transition Services.



COORDINATION.

Results from the Transition Self Assessment Tool suggest that in [unit name], about [0-25%] of the Pre-Employment Transition Service received by potentially eligible students with disabilities were provided in coordination with Vocational Rehabilitation. The bar chart to the right provides details about the coordination of each of five required Pre-Employment Transition Services.



The Transition Self Assessment Tool includes 101 items that each represent a potential service of activity that aligns with one of the five required Pre-Employment Transition Service domains identified in the *Workforce Innovation and Opportunity Act of 2014*. The tool has been designed to be completed by a group of transition services experts within a high school, who work together as a team to report broad estimates of the availability, accessibility, and coordination of each of these items (e.g., special education teacher, transition specialist, vocational rehabilitation counselor, etc.). It is the intention that these data support teams of stakeholders in the identification of gaps in services, the implementation of a data-driven plan to address these gaps, and the ongoing evaluation of the effectiveness of these plans.

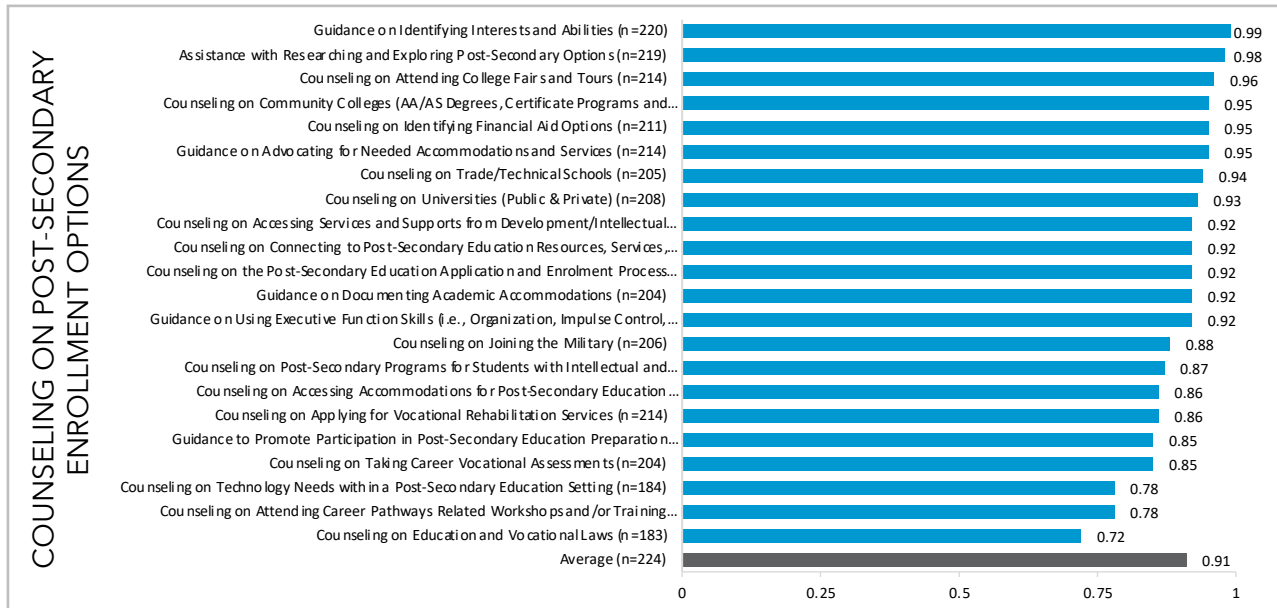
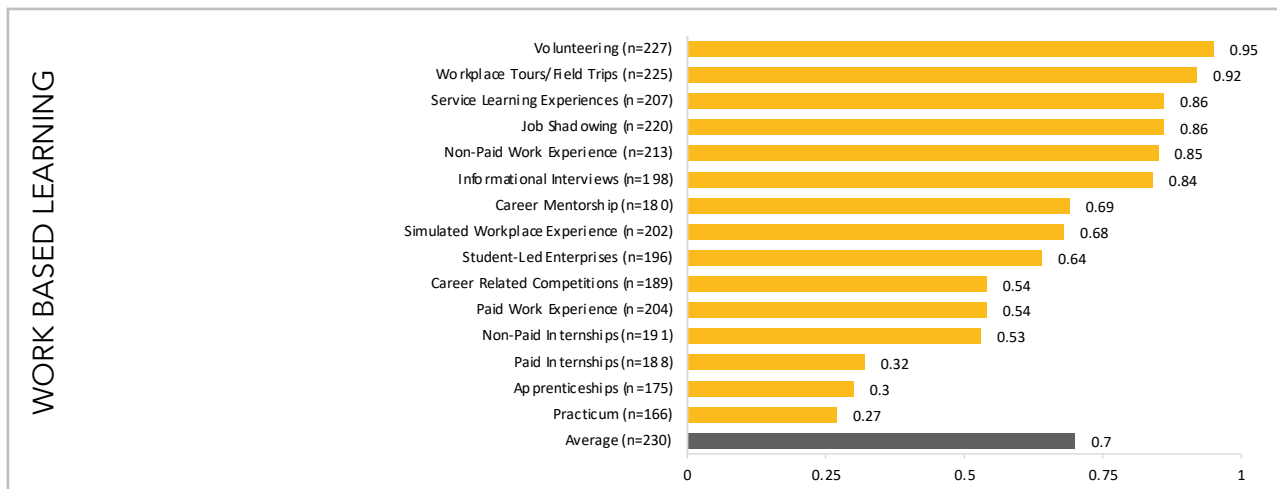
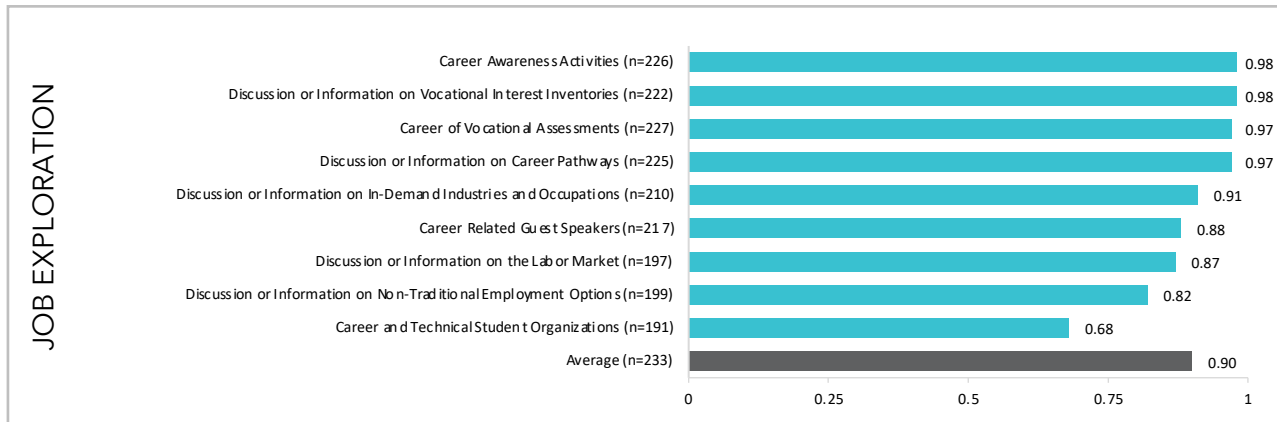
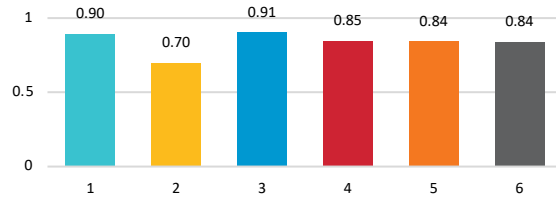
This project was made possible with funding from the the National Institute on Disability, Independent Living, Rehabilitation Research, with support from many others. Questions should be directed to Marcus Poppen, at transitiontool@wsu.edu.



TRANSITION Self-Assessment Tool

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AVAILABILITY



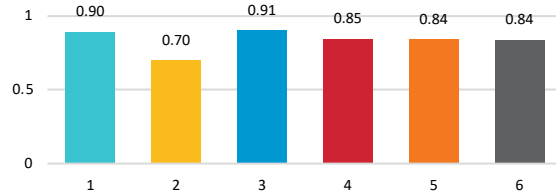


TRANSITION Self-Assessment Tool

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- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Instruction in Self-Advocacy
- 5 Workplace Readiness Training
- 6 Combined Indicator

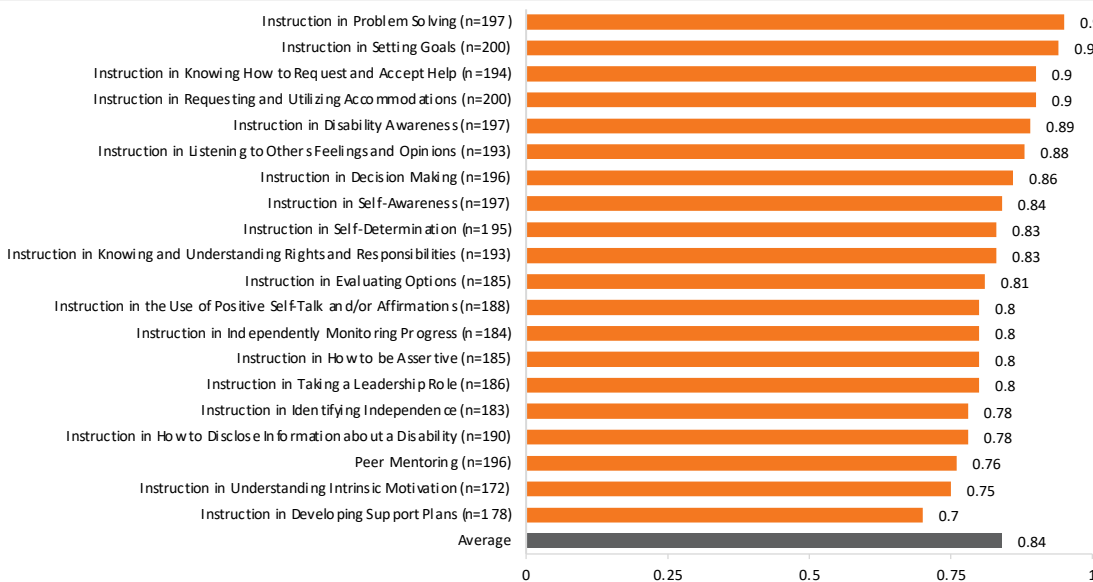
AVAILABILITY



WORKPLACE READINESS TRAINING



INSTRUCTION IN SELF-ADVOCACY

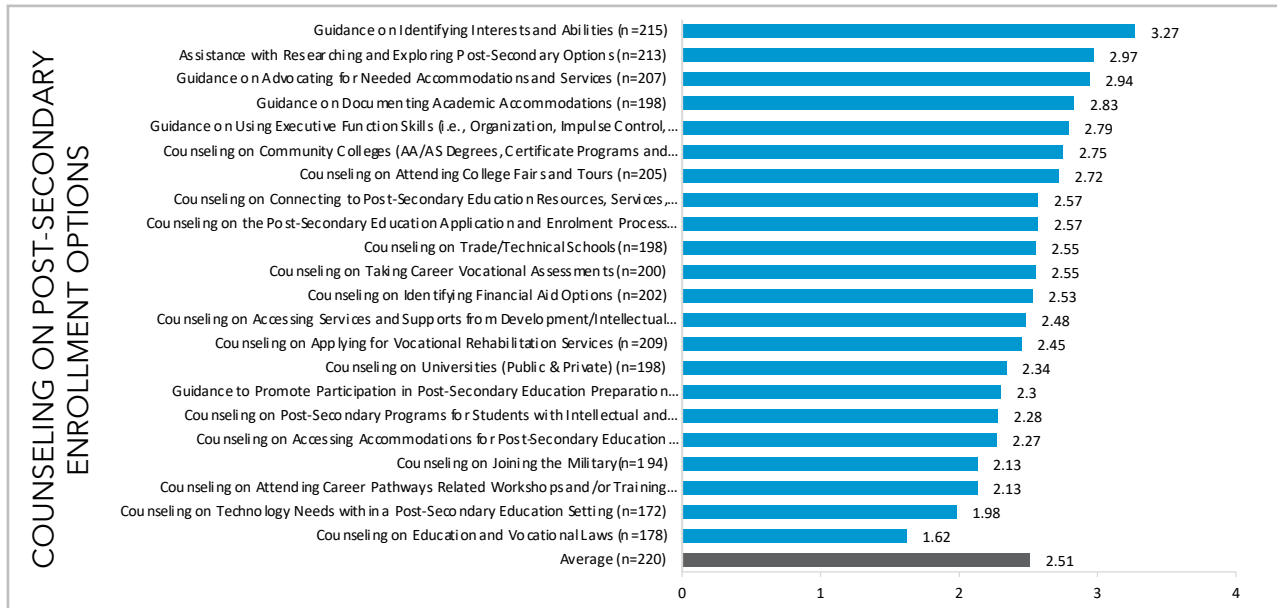
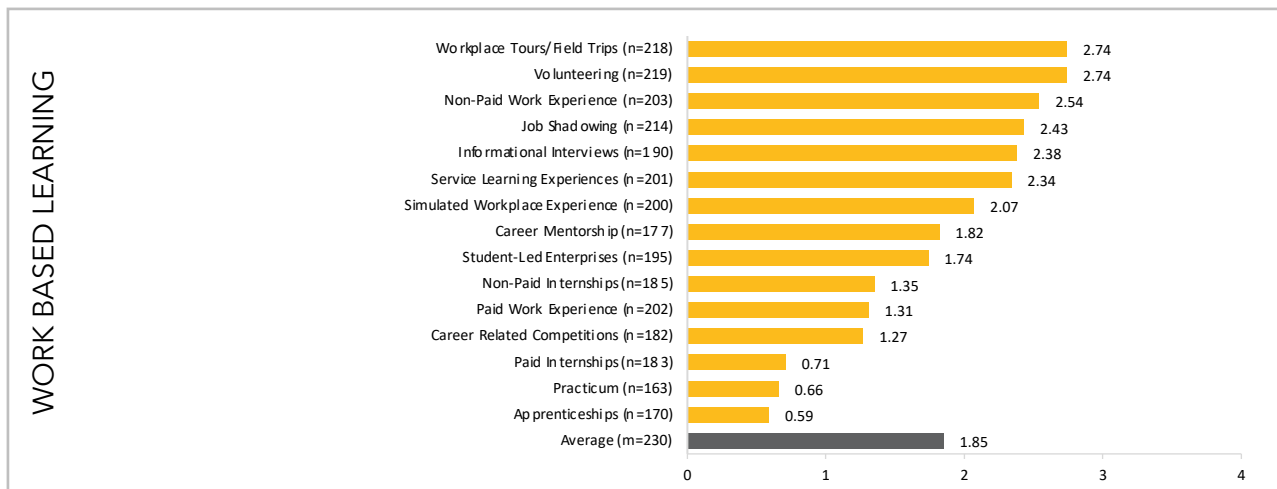
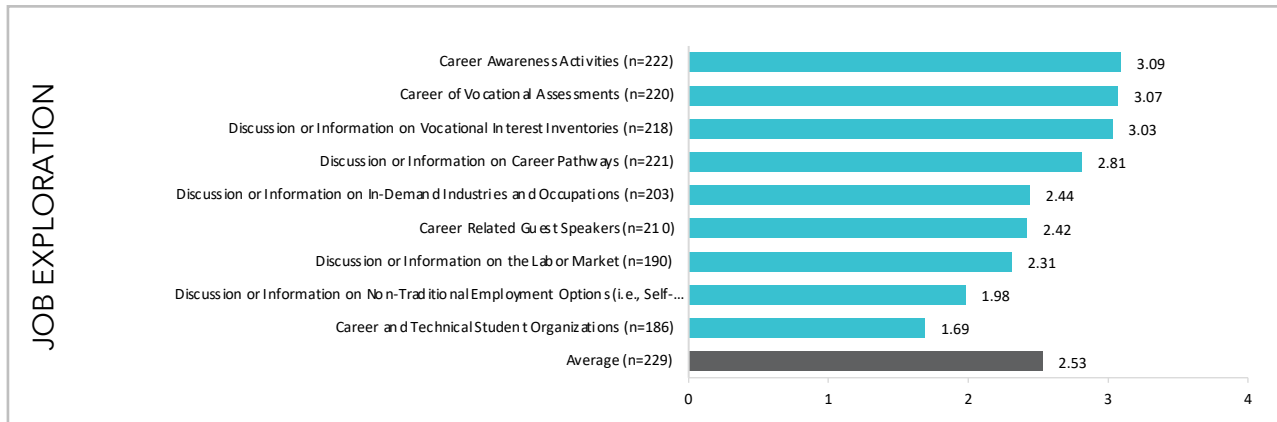
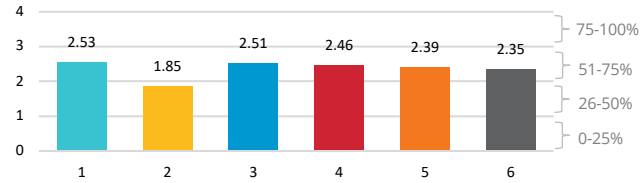




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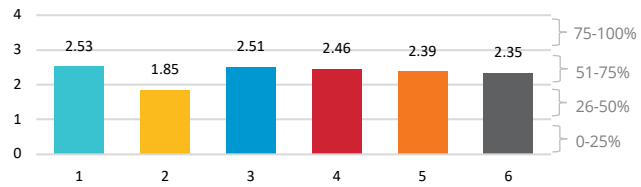




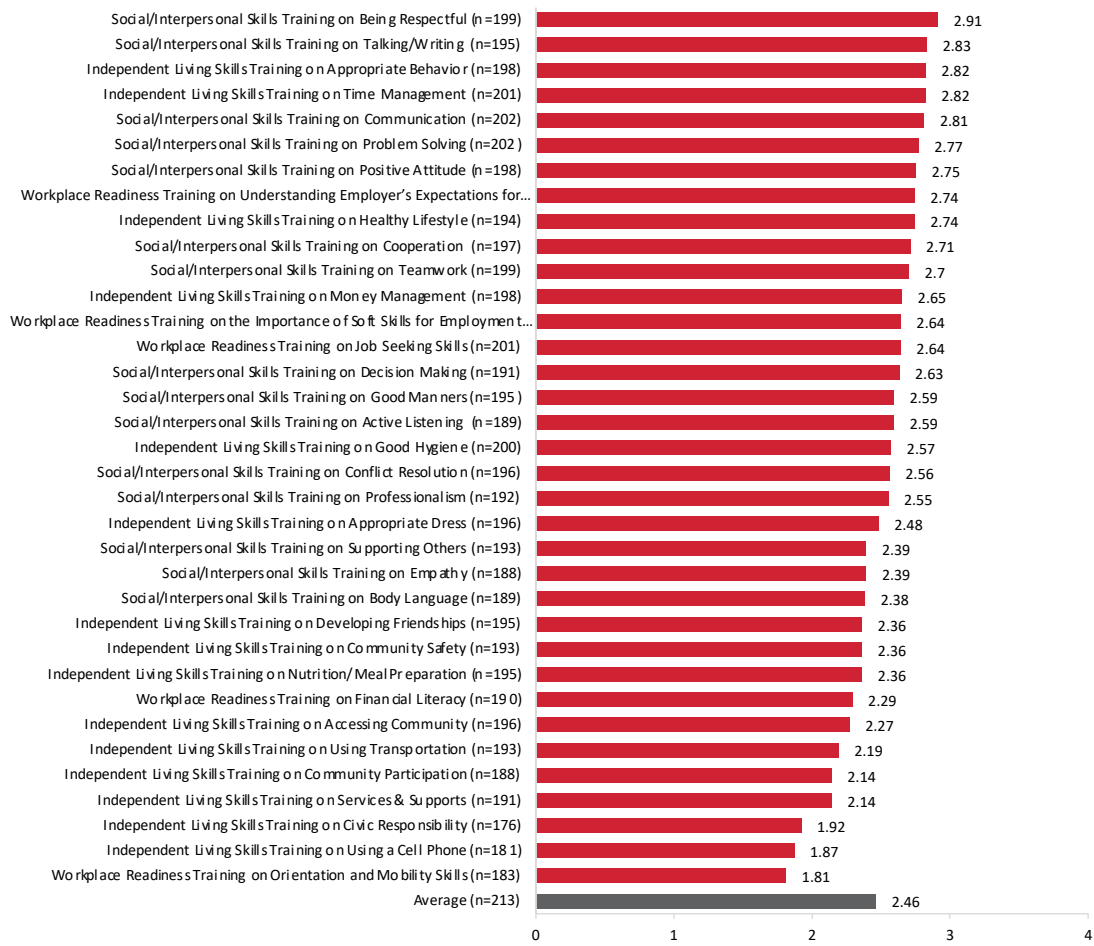
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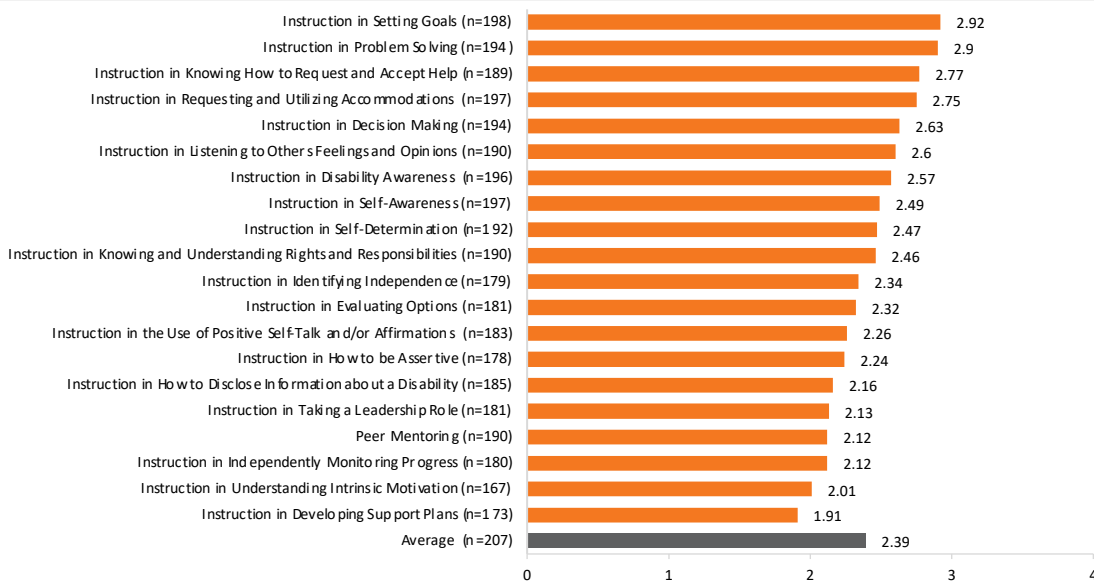
EXTENT ACCESSED



WORKPLACE READINESS TRAINING



INSTRUCTION IN SELF-ADVOCACY



6 Combined Indicator

5 Instruction in Self-Advocacy

4 Workplace Readiness Training

3 Counseling on Enrollment Options

2 Work-Based Learning Experiences

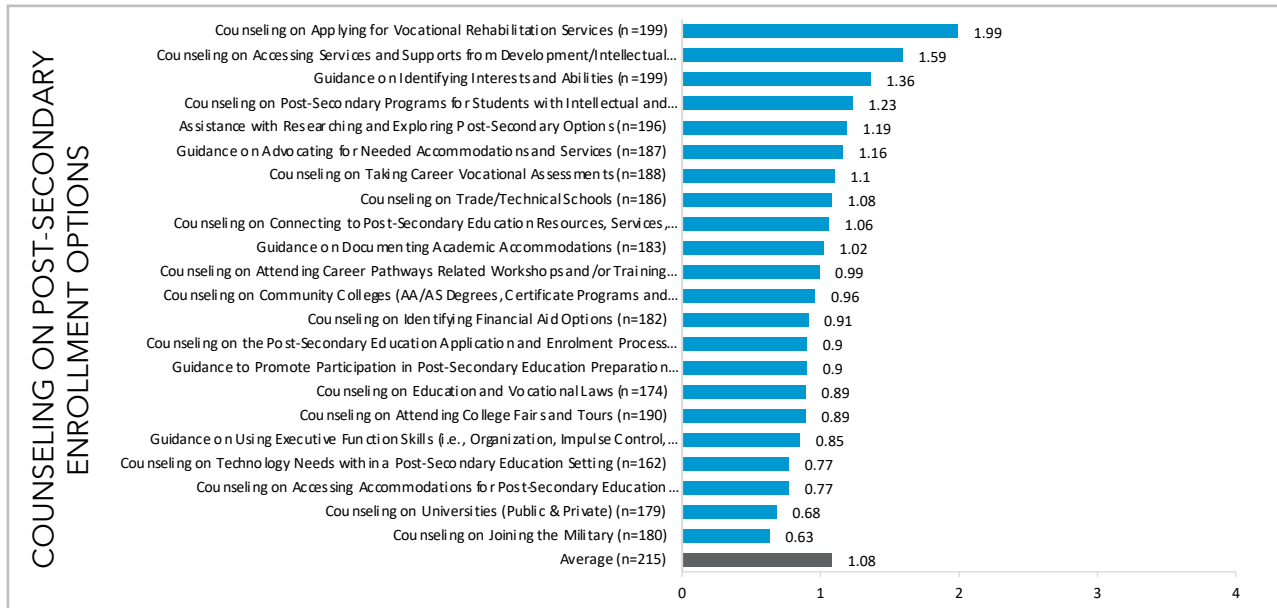
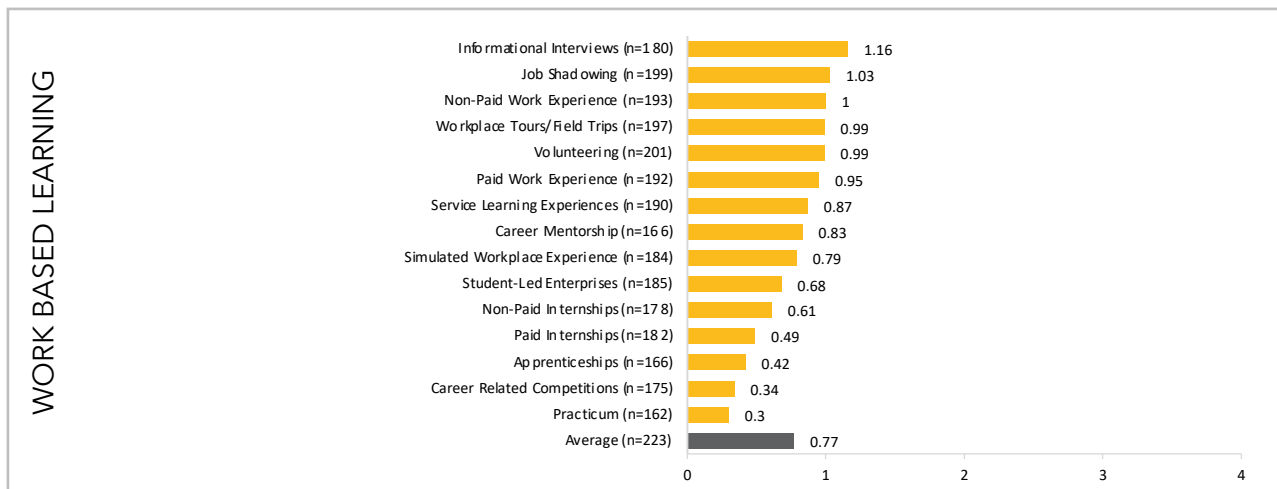
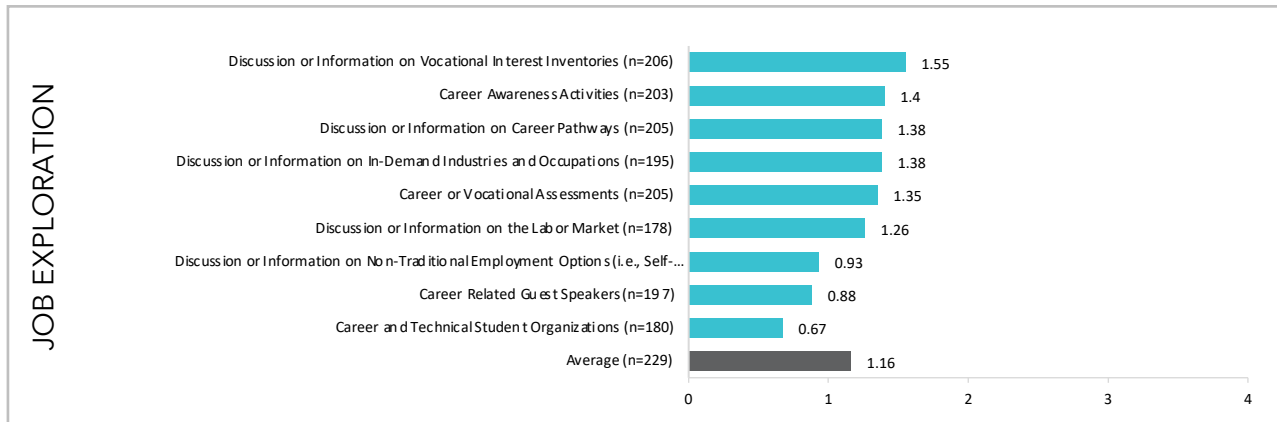
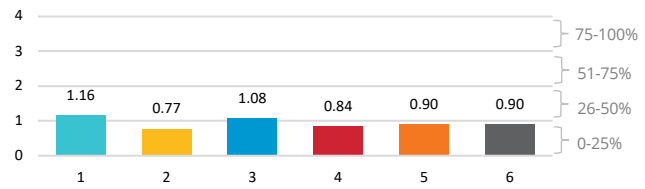
1 Job Exploration Counseling



TRANSITION Self-Assessment Tool

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EXTENT COORDINATED WITH VOCATIONAL REHABILITATION



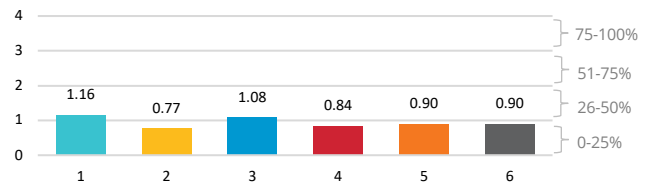


TRANSITION Self-Assessment Tool

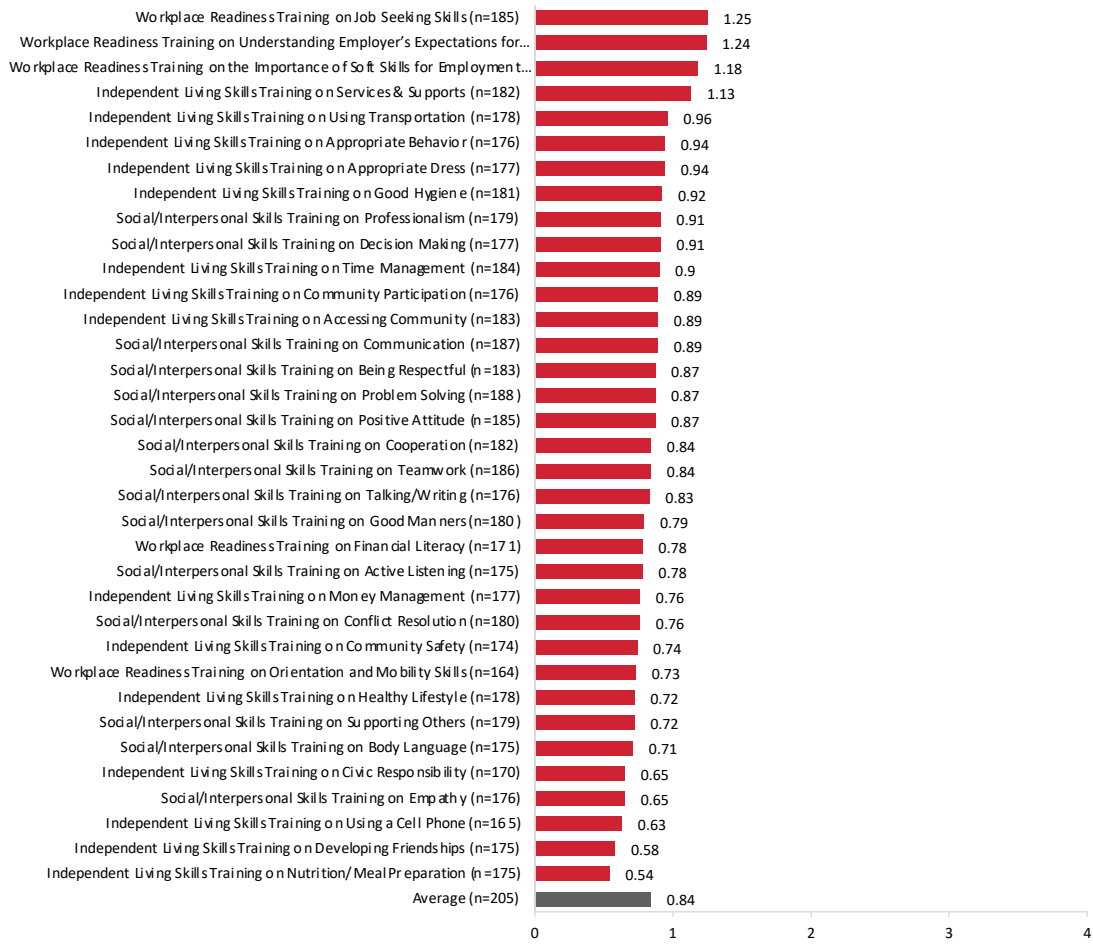
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- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Instruction in Self-Advocacy
- 5 Workplace Readiness Training
- 6 Combined Indicator

EXTENT COORDINATED WITH VOCATIONAL REHABILITATION



WORKPLACE READINESS TRAINING



INSTRUCTION IN SELF-ADVOCACY

