

PAES and Indicator 13 Requirements

Good transition planning always begins with the end in mind...

What is the student's potential?

How will their potential find success in the community now and in the future?

Indicator Question 1. Are there appropriate measurable postsecondary goals that cover education or training, employment and, as needed, independent living?

PAES Program: The PAES Assessment includes three types of scores that are used by IEP teams to develop appropriate measurable postsecondary goals for employment, education, training and independent living.

PAES Aptitude Scores and Interest Scores along with Workplace Skills Ratings point to the most likely level of employment and the most likely areas of success after high school.

1. Employment Potential

PAES Aptitude Scores provide guidance regarding the student's level of employment potential for jobs related to the five PAES Components and the 264 hands-on jobs included in these Components:

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|-----------------------------|--------------|
| • Business/Marketing | 48 PAES Jobs |
| • Computer Technology | 48 PAES Jobs |
| • Construction Industrial | 48 PAES Jobs |
| • Processing and Production | 60 PAES Jobs |
| • Consumer Services | 60 PAES Jobs |

PAES Aptitude Scores are useful in charting a course that will prepare the student for success in the future given their level of employment potential.

Predictive validity research on PAES Aptitude Scores revealed that these scores were strongly related to future work experience data obtained 3 to 5 years later. The two paper-pencil aptitude tests in this study had very weak relationship to future work experience data.

(The DAT Differential Aptitude Test and CAPS the Career Ability Placement Survey.)

Another research study on PAES revealed that teachers who use PAES found the PAES Assessment to be more useful for transition planning than paper-pencil interest and employability inventories.

PAES Interests Scores – Students mark their level of interest immediately following their hands-on experience with each PAES Job in order to obtain more accurate results.

PAES Workplace Skills Ratings – Students are rated on 30 soft skills identified by employers as those most needed for success in the community.

2. Education or Training

The PAES Assessment identifies academic and job-related strengths and needs that can be addressed through education and training opportunities during school and later in post school programs.

3. Independent Living

The PAES Assessment: Skills in all five PAES Components are designed to assess performance and enhance success in post high Independent Living.

Indicator Question 3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessments?

The PAES Assessment is an age appropriate transition assessment for students from middle school through secondary education. The PAES Assessment is conducted in the PAES Lab simulated work setting using performance-based, formative and curriculum embedded assessment models.

Indicator Question 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

The PAES Assessment is often included on an IEP as a transition service since it models work settings in the community and serves as a comprehensive transition assessment.

Indicator Question 5. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

The PAES Assessment offers comprehensive information that informs IEP teams of appropriate courses of study needs that will enhance student success after leaving school.

Indicator Question 6. Are annual IEP goals related to the student's transition service needs?

The PAES Assessment serves as source for baseline and on-going job-related and independent living skill needs for annual review of IEP goals.