

Wyoming High School Transitions Programs: Best Practices Overview

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After inventorying Wyoming's high school transition programs, we conducted in-depth case studies with five school districts. Best practices are listed below in no specific order.

Best Practices

Partner with Local Community and Communicate Frequently

Schools partner with local communities (i.e., local businesses, community colleges, Department of Workforce Services) and communicate frequently

Stakeholders Provide Feedback

Schools seek input regarding program from recent graduates, parents, community members, and school district employees to provide feedback for continued improvement

Mock Interviews

Community members and school personnel conduct interviews with meaningful feedback for students' continued improvement

Teach Workplace Social Skills

Explicitly discuss potential workplace interactions and possible challenges with students and use role playing to practice implementation

Mindset of Excellence

Develop and encourage a mindset where all students can achieve excellence

Personalized Paths for Students and Freedom to Pivot

Every student is unique and should have a personalized path to reach their post- high school career goals. If students' goals change, students have the freedom to try a different path.

Backwards Design

Develop a program with end in mind and work backwards

Post-graduation Follow-up

Reach out to your students after they graduate and survey them 1-5 years after graduation

Allocate Equitable Resources

Treat each student's unique path as being equal to the others. Provide equitable resources to all students regardless of the path they choose.

Use an App to Track Hours

Have students keep track of placement hours in an app like Home Base

Build Positive Rapport and Relationships

Work on building positive relationships with students, community members, and parents

Potential Employment Pipeline for Communities and Wyoming

The high school program is viewed as a potential employment and workforce pipeline for Wyoming communities and the State.
