

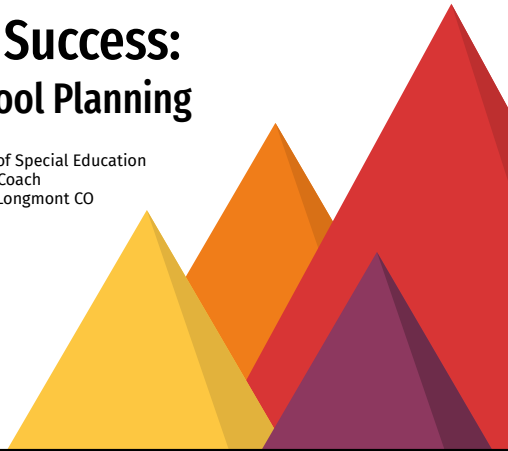
# Triangulating Success: Elevating Post-School Planning

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St. Vrain Valley School District, Longmont CO

Resource Folder:



<https://tinyurl.com/TriPSG25>



## Session Goals:



### Triangulate for Post-School Planning

Equip participants with the knowledge and tools to effectively use triangulation in post-school planning.



### Tools & Resources to Triangulate

Provide attendees with practical tools, resources and strategies for identifying student strengths, goals, and pathways to success.



### Collaborate

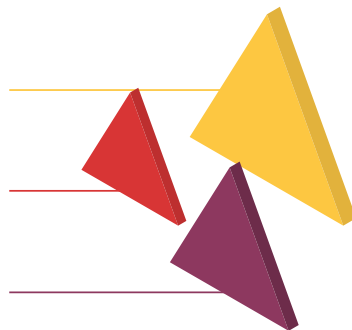
Foster collaboration between educators, families, and agencies to support students' transition to life beyond school.

## Who is in the Room?

Education  
Professionals

Parents/Family  
Members

Community Agencies /  
Family Supports



## The Importance of Post-School Planning: Increased Outcomes

Research shows that students who engage in robust transition planning are more likely to secure meaningful employment, pursue further education, and live independently. (Mazzotti et al., 2020)

### Individual Pathways

Tailored planning helps align educational experiences with students' strengths, interests, and goals, fostering independence and self-advocacy.

### Skill Development

Target the acquisition of essential life skills, such as employment readiness, community access, and independent living, which are critical for post-school success.

### Goal Alignment

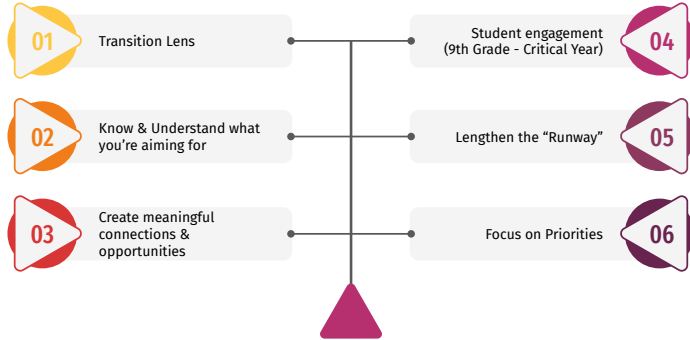
Collaborative planning ensures students, families, and educators share a vision, promoting continuity in achieving education, employment, and independent living goals.

### Access to Resources

Effective planning connects students to community resources, vocational training, and post-secondary supports, building a sustainable support system.



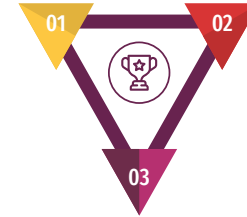
## Why Triangulate?



## Triangulating for Success

### Where is the Student NOW?

Collect & Synthesize Data:  
 Eval Data  
 Present Levels Data  
 Parent & Student Input  
 Transition (Skills) Assessments



### Where does the Student want to go?

Write Post School Goals  
 1-year Post Grad/Exit  
 Match to Transition Assessment Data  
 Also plays a role in re-eval  
 assessment selection & ongoing  
 transition assessments

### How will they get there?

Identify Effective Predictors & practices with/for:  
 Transition Planning  
 Annual Goals  
 Services  
 Courses / Course of Study  
 (Collaborative Planning Conversations)

01

## Where is the Student NOW?

Collect data and conduct Transition Assessments.

Eval Data	Present Levels Data	Parent & Student Input	Transition (Skills) Assessments
<ul style="list-style-type: none"> <li>- Cognitive Assessments</li> <li>- Adaptive Rating Scales</li> <li>- Academic assessments</li> <li>- Behavior Rating Scales</li> <li>- Executive Functioning</li> <li>- Communication</li> <li>- Sensory</li> <li>- Motor</li> </ul>	<ul style="list-style-type: none"> <li>- Goal Data &amp; Rate of Progress</li> <li>- Grades &amp; Credit Checks</li> <li>- Teacher input                             <ul style="list-style-type: none"> <li>- Target questions to specific students</li> </ul> </li> <li>- Accommodations analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Interests &amp; Preferences</li> <li>- Learning styles</li> <li>- Wants / Needs</li> <li>- Community Connections</li> <li>- Outside Services</li> <li>- Clubs/Activities</li> <li>- Chores</li> </ul> <p>Agency Input</p> <ul style="list-style-type: none"> <li>- Work readiness</li> <li>- Feedback on skills</li> <li>- Resources</li> </ul>	<p>**See more on the next 2 slides</p> <ul style="list-style-type: none"> <li>- Formal/Informal</li> <li>- Structured</li> <li>- Ongoing</li> <li>- Comprehensive</li> </ul>



## Review of Transition Assessment Best Practices from Recent Cases

Adapted from Dr. Lori Peterson, TLI 2023



More than 1

≥ 1 Formal

Comprehensive

Culturally Inclusive

Accompanied by Structured

Ongoing

SGW v Eugene SD, 2017

Gibson v Forest Hills Local SD, 2016

IDEA, 2004

DCOT, 2018

A.P. et.al. v. Pasadena SD, 2021, Forest Grove SD v Student, 2014

Gibson v Forest Hills LSD, 2016

IDEA, 2004

Although IDEA does not mandate any particular TA, one student interview alone is insufficient.

Schools must use a formal assessment to identify student preferences & interests

Address students' needs, strengths preferences and interests in all areas:  
 Training/Education, Employment & Independent Living

Consider cultural and linguistic diversity

In class conversations, discussions, & interviews fall far short of an informal TAs.  
 Observational data may not substitute age-appropriate TAs.

Continuous process to capture development and identify next steps.



# Transition Assessment Resources

**Transition Assessment Planning Form**

**Tools & Resources**

**Collaborative Assessment Guide for Transition Assessments**

**Transition Assessments**

**Sample Assessment Tools**

**Career Interests, Abilities & Values**

**Career Strengths & Limitations**

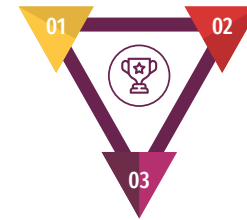
**NTACT Collaborative**

**National Technical Assistance Center on Transition (NTACT) Tools and Technical Assistance**

# Triangulating for Success

Where is the Student NOW?

Collect & Synthesize Data:  
Eval Data  
Present Levels Data  
Parent & Student Input  
Transition (Skills) Assessments



How will they get there?

Identify Effective Predictors & practices with/for:  
Transition Planning  
Annual Goals  
Services  
Courses / Course of Study  
(Collaborative Planning Conversations)

Where does the Student want to go?

Write Post School Goals  
1-year Post Grad/Exit  
Match to Transition Assessment Data  
Also plays a role in re-eval  
assessment selection & ongoing  
transition assessments

02

## Where does the Student want to go?

### Write Post School Goals

- Match to **Data**
- **Outcome** oriented - **NOT** a process  
i.e. [STUDENT] will attend a mechanics program.  
[STUDENT] will earn a mechanics certificate.
- Honor the dream, but identify the next real step.
- What is the **next real threshold** to working towards their dream? (~1yr post school)  
★ Have real conversations with students & families and determine what skills students need to reach this threshold. Use data & references to back-up these conversations.
- Narrow the focus as the student progresses



## Postsecondary Goal Definitions

Employment	Education / Training	Independent Living Skills
<ul style="list-style-type: none"> <li>• Paid               <ul style="list-style-type: none"> <li>◦ Competitive</li> <li>◦ Supported</li> <li>◦ Customized</li> <li>◦ Self-Employed</li> <li>◦ Family Business</li> </ul> </li> <li>• Unique situations               <ul style="list-style-type: none"> <li>◦ Task focused / Structured work</li> <li>◦ Work-based learning</li> <li>◦ Self-Determination Opportunities</li> <li>◦ Chores inside the home/volunteer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 4-year college/university</li> <li>• Vocational or Technical Program</li> <li>• 2-year college</li> <li>• Inclusive Postsecondary Program</li> <li>• Military</li> <li>• Church mission</li> <li>• Apprenticeship</li> <li>• Internship (paid/unpaid)</li> <li>• On-the-job-training</li> <li>• Home-based Learning with Caregiver Support</li> <li>• Adult day program w/ Educational Activities</li> </ul>	<ul style="list-style-type: none"> <li>• At home with family/guardians</li> <li>• Specialized facility / Skilled nursing facility</li> <li>• Assisted Living</li> <li>• Supervised apartment (staff on site part/full time)</li> <li>• Supported Living (CMA or check-in)</li> <li>• Independent</li> </ul> <p>Consider Skill Needs:</p> <ul style="list-style-type: none"> <li>• Financial</li> <li>• Transportation</li> <li>• Community participation</li> <li>• Self-advocacy</li> <li>• Social Skills</li> <li>• Interpersonal Skills</li> <li>• Assistive Tech Training</li> </ul>

# How to find the appropriate prerequisite skills...

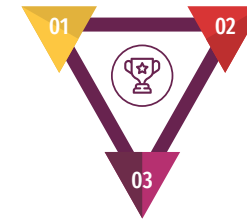


Employment	Education / Training	Independent Living Skills
<p><u>Armed Services Vocational Aptitude Battery</u></p> <p><u>Military Minimum Scores on ASVAB:</u> Army &amp; Marines: 31 Navy: 35 Air Force: 36 Coast Guard: 45</p> <p><u>O*Net</u></p> <ul style="list-style-type: none"> <li>Search a Career</li> <li>Select most relevant</li> <li>Review "Skills", "Knowledge" &amp; "Abilities" sections to understand educational needs for the career.</li> </ul> <p><u>Minnesota Careenwise</u></p> <ul style="list-style-type: none"> <li>Search a Career</li> <li>Select most relevant</li> <li>Click "<u>View All Career Information</u>"</li> <li>Review "<u>High School Courses</u>", "<u>Skills &amp; Knowledge</u>",</li> </ul>	<p>Individual admissions offices</p> <p><u>Colorado Admissions Eligibility for Higher Education</u></p> <p><u>CDE GPA &amp; Score Ranges</u></p> <p><u>O*Net</u></p> <ul style="list-style-type: none"> <li>Search a Career</li> <li>Select most relevant</li> <li>Review "<u>Job Zone</u>" to view amount of preparation and education recommended</li> </ul> <p><u>Minnesota Careenwise</u></p> <ul style="list-style-type: none"> <li>Search a Career</li> <li>Select most relevant</li> <li>Click "<u>View All Career Information</u>"</li> <li>Review "<u>Education &amp; Credentials</u>", (Programs, Majors, Licences)</li> </ul> <p>AI <u>Magicschool AI</u>, <u>ChatGPT</u>, <u>Gemini</u></p>	<p>School teams should consider general minimum requisite functional skills necessary. Contact adult developmental disability service centers.</p> <p><u>School to Adult Life (CDE)</u></p> <p><u>Sequencing Services for Youth with Disabilities (CDE)</u></p> <p><u>Resources on Web / (Google Search)</u></p> <p><u>Adult Planning Checklist</u></p> <p>Consider Skills resources:</p> <ul style="list-style-type: none"> <li><u>Executive Functioning Skills Development</u></li> <li><u>Deep Milestones / Best Milestones?</u></li> <li><u>Life Skills by Age</u></li> </ul>

# Triangulating for Success

Where is the Student NOW?

Collect & Synthesize Data:  
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Where does the Student want to go?

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How will they get there?

Identify Effective Predictors & practices with/for:  
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Annual Goals  
Services  
Courses / Course of Study  
(Collaborative Planning Conversations)

03

## How will they get there?

### Identify effective Predictors & Practices (NTACT)

Predictors - Identify services, attributes, and skills correlated with positive post-school outcomes of students w/ disabilities.

Practices - Identify instructional practices for use in the classroom or in the community based on quality research

#### Post Secondary Transition Plan:

- Projected Graduation Date & diploma type
- Measurable postschool goals
- Planned Course of Study
- Transition Services & Activities
  - Education/Instruction & Related Services
  - Career/Employment & Other Post-School Adult Living Objectives
  - Community Experiences
  - Daily living Skills and/or Functional Vocational Evaluation
- Agency Linkages
- Transfer of rights at age of majority

#### Annual Goals, Services, Supports:

- Annual Goals
- Accommodations/Modifications
- Services

03

## How will they get there?



Bridging the Gap with: Transition Services & Activities, Annual Goals, Services, Courses / Course of Study, (Collaborative Planning Conversations)

01	03	02
<p>Post School Goal:</p> <p>What <b>skills &amp; knowledge</b> does the student already <b>have</b>?</p>	<p>How Big is the Gap? (<b>Gap Analysis</b>)</p> <p>Is the gap bridgeable based on the student's ROI?</p> <p>What will we do to fill the gap?</p>	<p>What <b>skills</b> does the student need to <b>reach</b> their <b>Postsecondary goals (PSG)</b>? (Prerequisite Skills)</p>



## How will they get there?

Bridging the Gap with: Transition Services & Activities, Annual Goals, Services, Courses / Course of Study, (Collaborative Planning Conversations)

1. Determine the Gap - **Gap Analysis**  
(Direct comparison between current levels of academic and functional performance and what's required by the preferred post secondary setting.)
2. Is the gap bridgeable based on the student's prior Rate of Improvement in this area?
3. What will we do to fill the gap?

STEP 1: DETERMINE GAP	Current Score	Target Score
1. Prerequisite Skill Benchmark	3	9
2. Current Performance	3	9
3. Current Rate of Improvement	0	0
4. Current Rate of Improvement	0	0
5. Current Rate of Improvement	0	0
6. Current Rate of Improvement	0	0
7. Current Rate of Improvement	0	0
8. Current Rate of Improvement	0	0
9. Current Rate of Improvement	0	0
10. Current Rate of Improvement	0	0

$$\frac{\text{Progress Needed (Gap)}}{\text{Amount of time to attain the PSG}} = \text{ROI}$$

Is the gap bridgeable in the time left to receive services?  
 → Yes, Link/Align to standards. Collaborate & develop annual goals, services & instruction.  
 → No, Adjust and determine 'next realistic step' (Re-visit Step 2)

## Let's walk through an example together...

Post School Goal: Certificate program for Veterinary Assistant (Currently a 10th grader)		
01	03	02
Present Levels / Identified Needs:	How Big is the Gap?	Prerequisite skills needed to reach this goal:
1. 3rd Grade Math Level	Let's talk through the Gap Analysis... → Starting w/ Math	1. Algebra 1 or higher
2. Verbal Comprehension - low/low average		2. Ability to listen, understand and act
3. Difficulty organizing materials, projects & tasks.		3. Ability to prioritize clients and organize supplies, break down and complete tasks.

## Math Gap Analysis

Post School Goal: Veterinary Tech / 10th Grade Student / 3rd grade Math → 9th Grade (Algebra)

### STEP 1: DETERMINE GAP

Assessment used: Diagnostic / Benchmark

$$\frac{\text{Prerequisite Skill Benchmark}}{\text{current performance}} = \text{CURRENT GAP}$$

CURRENT GAP: 3

is it Significant? Y  
(significant = more than 2)

### Step 2: GAP ANALYSIS

$$\frac{\text{Prerequisite Skill Benchmark}}{\text{current performance}} = \text{6 years}$$

6 years / 5 semesters = 12 yrs / Semester  
 Needed to catch up / weeks left in year or time remaining to reach goal

## Let's walk through an example together...

Post School Goal: Certificate program for Veterinary Assistant (Currently a 10th grader)		
01	03	02
Present Levels / Identified Needs:	How Big is the Gap? Is the Gap Bridgeable w/ ROI?	Prerequisite skills needed to reach this goal:
1. 3rd Grade Math Level	1. <b>Math</b> 3rd → 9th = 6yrs; 1.2yr/sem <b>H</b>	1. Algebra 1 or higher
2. Verbal Comprehension - low/low average	2. <b>Verbal Comp</b> Low/Low Avg → Avg; *Use caution w/ Cognition Skills <b>M</b>	2. Ability to listen, understand and act
3. Difficulty organizing materials, projects & tasks.	3. <b>EF: organize and prioritize</b> (Structured Rubric - AI) Developing → Proficient; What will we do to fill the Gap? <b>L</b>	3. Ability to prioritize clients and organize supplies, break down and complete tasks.

## What will we do to fill the gap?

- Gen Ed
- Individual Career & Academic Plan (ICAP)**
    - Multi-year process by which students explore individual self-awareness and personal development, career exploration and engagement, academic planning and success and post-graduation preparedness.
  - Other Activities & Initiatives** (Both Local / State)
- Special Ed
- Transition Services & Activities**
    - Coordinated** set of activities within an **outcome-oriented** process that relies upon active **student** involvement, **family** engagement, and **cooperative implementation** of transition activities
  - Specially designed instruction (SDI) is...**
    - Systematic, purposefully planned instruction** to meet an **individual's learning needs.**
      - Based on where a student is at
      - Based on where the student needs to be at
  - Related Services**
    - Supportive services** required to assist a child with a disability to benefit from special education.

IDEA 300.32 Special Education | ECFA 4.03(6)(d) | Senate Bill 09-256

## Transition Services & Activities

Employment	Education / Training	Community / Independent Living
<ul style="list-style-type: none"> <li>Job shadowing</li> <li>Internships</li> <li>Career exploration workshops</li> <li>Resume writing, application and interview practice</li> <li>Work readiness skills</li> <li>VR services application</li> <li>Community &amp; School Based work experiences</li> </ul>	<ul style="list-style-type: none"> <li>College visits and applications</li> <li>Vocational Training programs</li> <li>Dual enrollment</li> <li>Practice prerequisite exams / requesting accommodations</li> <li>Exploring differences between K-12 / College systems</li> <li>Research Options</li> <li>Understanding Financial Aid Options</li> </ul>	<ul style="list-style-type: none"> <li>Community transportation training</li> <li>Financial literacy skills</li> <li>Daily living skills</li> <li>Self-advocacy development</li> <li>Social skills groups</li> <li>Stress Management</li> <li>Understanding your rights - IDEA, ADA, 504, Fair Housing</li> <li>Community Activity Engagement</li> <li>Technology training for day-to-day life</li> </ul>



Transition IEP Activities | ASHA | A Transition Guide (OSERS) | Skills Crosswalk

## Coordinate Meaningful Agency Linkages

- Get out and talk to people**  
Businesses, Non Profits, CMA's, Workforce Centers, Education Agencies, Colleges, Tech Centers, Departments in your district
- Bring people together**  
Bring a key team together and walk through the design thinking process to create an agency resource tool to support families
- Structure & Role out & Individualize**  
Turn it into usable information with structures to support prioritization and scaffolds to allow for individualization



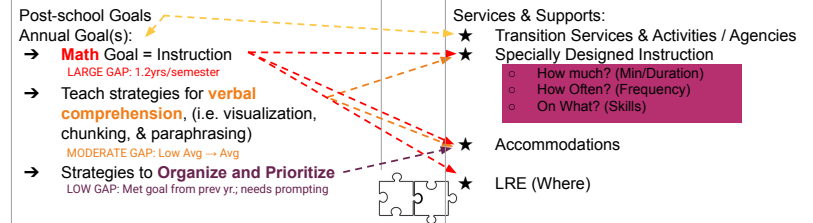
Agency Resources (DVR) | Agency Connection Survey |

## Back to our example...

Post School Goal: CertIFICATE program for Veterinary Assistant (10th grader)

Synthesize to develop an **Impact and Needs** statement

\* Prioritize needs to develop Transition Plan, Annual Goals, Services, & Supports  
(Consider what can be addressed by gen ed curriculum & what needs to be "specialized")



## Collaborative Conversations

### SCHOOL

- Introduction to a transition IEP
- Post School Exploration
- Teach aligned skills
- Agency Resources & Connections



### STUDENT & FAMILY

- Building skills at home
- Connect/Apply for Services w/ CMA
- Connect with local resources
- Consider health, legal and independent living options

### SCHOOL & FAMILY PARTNERSHIP

- Explore & Discuss priorities, wants & needs
- Consider targeted school & community opportunities
- Develop collaborative services and support opportunities

A FRAMEWORK FOR STUDENTS AND YOUTH WITH DISABILITIES	
Collaborative Transition Planning Topics to Consider	
<b>1. Self-Determination</b>	<ul style="list-style-type: none"> <li>• Self-determination</li> <li>• Self-advocacy</li> <li>• Self-advocacy training</li> <li>• Self-advocacy groups</li> <li>• Self-advocacy leadership</li> <li>• Self-advocacy coaching</li> <li>• Self-advocacy support</li> <li>• Self-advocacy resources</li> <li>• Self-advocacy materials</li> <li>• Self-advocacy activities</li> <li>• Self-advocacy projects</li> <li>• Self-advocacy events</li> <li>• Self-advocacy conferences</li> <li>• Self-advocacy workshops</li> <li>• Self-advocacy seminars</li> <li>• Self-advocacy webinars</li> <li>• Self-advocacy podcasts</li> <li>• Self-advocacy videos</li> <li>• Self-advocacy e-books</li> <li>• Self-advocacy apps</li> <li>• Self-advocacy websites</li> <li>• Self-advocacy social media</li> <li>• Self-advocacy newsletters</li> <li>• Self-advocacy magazines</li> <li>• Self-advocacy journals</li> <li>• Self-advocacy blogs</li> <li>• Self-advocacy forums</li> <li>• Self-advocacy chat rooms</li> <li>• Self-advocacy support groups</li> <li>• Self-advocacy mentoring programs</li> <li>• Self-advocacy peer support</li> <li>• Self-advocacy role models</li> <li>• Self-advocacy role playing</li> <li>• Self-advocacy role playing scenarios</li> <li>• Self-advocacy role playing scripts</li> <li>• Self-advocacy role playing props</li> <li>• Self-advocacy role playing costumes</li> <li>• Self-advocacy role playing sets</li> <li>• Self-advocacy role playing lighting</li> <li>• Self-advocacy role playing sound effects</li> <li>• Self-advocacy role playing music</li> <li>• Self-advocacy role playing props</li> <li>• Self-advocacy role playing costumes</li> <li>• Self-advocacy role playing sets</li> <li>• Self-advocacy role playing lighting</li> <li>• Self-advocacy role playing sound effects</li> <li>• Self-advocacy role playing music</li> </ul>
<b>2. Postsecondary Education</b>	<ul style="list-style-type: none"> <li>• Postsecondary education</li> <li>• Postsecondary education options</li> <li>• Postsecondary education requirements</li> <li>• Postsecondary education costs</li> <li>• Postsecondary education scholarships</li> <li>• Postsecondary education grants</li> <li>• Postsecondary education loans</li> <li>• Postsecondary education work-study</li> <li>• Postsecondary education internships</li> <li>• Postsecondary education apprenticeships</li> <li>• Postsecondary education dual enrollment</li> <li>• Postsecondary education credit transfer</li> <li>• Postsecondary education articulation agreements</li> <li>• Postsecondary education transfer pathways</li> <li>• Postsecondary education transfer credits</li> <li>• Postsecondary education transfer exams</li> <li>• Postsecondary education transfer applications</li> <li>• Postsecondary education transfer interviews</li> <li>• Postsecondary education transfer orientation</li> <li>• Postsecondary education transfer classes</li> <li>• Postsecondary education transfer advisors</li> <li>• Postsecondary education transfer support</li> <li>• Postsecondary education transfer resources</li> <li>• Postsecondary education transfer materials</li> <li>• Postsecondary education transfer activities</li> <li>• Postsecondary education transfer projects</li> <li>• Postsecondary education transfer events</li> <li>• Postsecondary education transfer conferences</li> <li>• Postsecondary education transfer workshops</li> <li>• Postsecondary education transfer seminars</li> <li>• Postsecondary education transfer webinars</li> <li>• Postsecondary education transfer podcasts</li> <li>• Postsecondary education transfer videos</li> <li>• Postsecondary education transfer e-books</li> <li>• Postsecondary education transfer apps</li> <li>• Postsecondary education transfer websites</li> <li>• Postsecondary education transfer social media</li> <li>• Postsecondary education transfer newsletters</li> <li>• Postsecondary education transfer magazines</li> <li>• Postsecondary education transfer journals</li> <li>• Postsecondary education transfer blogs</li> <li>• Postsecondary education transfer forums</li> <li>• Postsecondary education transfer chat rooms</li> <li>• Postsecondary education transfer support groups</li> <li>• Postsecondary education transfer mentoring programs</li> <li>• Postsecondary education transfer peer support</li> <li>• Postsecondary education transfer role models</li> <li>• Postsecondary education transfer role playing</li> <li>• Postsecondary education transfer role playing scenarios</li> <li>• Postsecondary education transfer role playing scripts</li> <li>• Postsecondary education transfer role playing props</li> <li>• Postsecondary education transfer role playing costumes</li> <li>• Postsecondary education transfer role playing sets</li> <li>• Postsecondary education transfer role playing lighting</li> <li>• Postsecondary education transfer role playing sound effects</li> <li>• Postsecondary education transfer role playing music</li> </ul>
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Grab a digital copy of this resource here: <https://tinyurl.com/TransitionConvo25>  
Click Here to **Create your own** from this template



Thank You!

## Resources & References

- [CDF Procedural Guidance](#)
- [OSERS Transition Guide](#)
- [ASHA](#)
- [CDF Indicator 13](#)
- [National Technical Assistance Center on Transition](#)
- [Transition Assessment Process from VCU](#)

## Postsecondary Education

School counselors, transition resource personnel, and admissions offices at local community colleges or 4-year institutions can provide a general overview of the skills necessary to be successful in the postsecondary education setting

Education institution disability services offices can provide information on the types of support services available and steps for accessing these.

O\*Net's "Job Zone" outlines educational needs by career.

Job Zone	Title	Job Zone Three: Medium Preparation Needed
<b>Education</b>	Most occupations in this zone require training in vocational schools, related on-the-job experience, or previous work-related skill, knowledge, or experience is required for these occupations. For example, completed three or four years of apprenticeship or several years of vocational training, and often must learn, in order to perform the job.	
<b>Related Experience</b>	Employees in these occupations usually need <u>one or two years of training</u> involving both on-the-job training with experienced workers. A recognized <u>apprenticeship</u> program may be associated with the job.	
<b>Job Training</b>	These occupations usually involve using communication and organizational skills to coordinate, supervise, or accomplish goals. Examples include hydroelectric production managers, travel guides, electric technicians, bartenders, court reporters, and medical assistants.	
<b>Job Zone Examples</b>		
<b>SVP Range</b>	(6.0 to < 7.0)	<b>What is SVP (Specific Vocational Preparation)?</b>

### Where to Look:

Individual admissions offices

[Colorado Admissions Eligibility for Higher Education](#)

[CDF GPA & Score Ranges](#)

### O\*Net

- Search a Career
- Select most relevant
- Review "Job Zone" to view amount of preparation and education recommended

### Minnesota Careerwise

- Search a Career
- Select most relevant
- Click "View All Career Information"
- Review "Education & Credentials", (Programs, Majors, Licences)

AI

## Postsecondary Employment

Understanding workforce and industry expectations can be done on websites such as O\*Net, ASVAB, and industry specific sites.

**Tip:** Pick out skills needed to learn/master the knowledge, skills and abilities tied to the career choice.

- Example:
- Circuit boards and programming requires basic math skills
  - Customer Service requires effective communication, problem solving, & basic writing skills
  - All of these skills require effective reading comprehension to learn these skills.

### Knowledge

All 5 displayed

- Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.

- Student involvement Tip: Have students complete a career research mini-research project by having them create a brochure or employment ad.

### Where to Look:

[Armed Services Vocational Aptitude Battery](#)

Military Minimum Scores on ASVAB:  
Army & Marines: 31  
Navy: 35  
Air Force: 36  
Coast Guard: 45

### O\*Net

- Search a Career
- Select most relevant
- Review "Skills", "Knowledge" & "Abilities" sections to understand educational needs for the career.

### Minnesota Careerwise

- Search a Career
- Select most relevant
- Click "View All Career Information"
- Review "High School Courses", "Skills & Knowledge",

## Independent Living

Although there is not a standardized source of skills and knowledge related to independent living skills, providers can work with families, and independent living centers to identify functional expectations for living on one's own versus living within a supported environment.



### Where to Look:

[School to Adult Life \(CDE\)](#)

[Sequencing Services for Youth with Disabilities \(CDE\)](#)

[Resources on Web / \(Google Search\)](#)

[Life Skills by Age](#)

[Adult Planning Checklist](#)

\*Balance what should be taught at home, and what should be taught at home, or if needed a blend of both

## Other Activities & Initiatives

Colorado offers several initiatives to enhance postsecondary readiness for middle and high school students:

1. **Office of Postsecondary and Workforce Readiness (PWR):** This office supports schools and districts in preparing students for success in postsecondary education and careers. It offers resources and opportunities to personalize pathways through high school, including certificate programs, apprenticeships, and other work-based learning experiences.  
[Colorado Department of Education](#)
2. **Career-Connected Learning:** The Colorado Education Initiative (CEI) partners with school districts to provide students with relevant pathways that support college, career, and community readiness. This includes program design, coaching, and implementation support for career awareness, exploration, and preparation.  
[Colorado Education Initiative](#)
3. **Secondary, Postsecondary, and Work-Based Learning Integration Task Force:** Established to design policy recommendations that increase the coordination and collaboration of programs, enabling high schools to offer early college programs structured as four-, five-, or six-year programs.  
[Colorado Department of Education](#)
4. **On-Ramps to Postsecondary Transitions (OPT):** Launched by Jobs for the Future (JFF) and Colorado Succeeds, this initiative expands access to dual enrollment, work-based learning, and college and career navigation courses in Colorado high schools, aiming to ensure all students have access to these supports.  
[JFF](#)
5. **Career Development Incentive Program (CDIP):** Provides financial incentives for school districts and charter schools that encourage high school students to complete qualified industry-credential programs, internships, residencies, construction pre-apprenticeship or apprenticeship programs, or qualified Advanced Placement courses.  
[Colorado Succeeds](#)

These initiatives collectively aim to equip Colorado students with the necessary skills and experiences for successful transitions into postsecondary education and the workforce.



# Let's walk through an example together...

Post School Goal: Certificate program for Veterinary Assistant (Currently a 10th grader)

01

Present Levels / Identified Needs:

1. 3rd Grade Math Level
2. Verbal Comprehension - low/low average
3. Difficulty organizing materials, projects & tasks.

03

How Big is the Gap?  
Is the gap bridgeable based on the student's ROI?  
What will we do to fill the gap?

02

Prerequisite skills needed to reach this goal:

- 1.
- 2.
- 3.

# GAP ANALYSIS WORKSHEET

**Student Name:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

WHY we use GAP ANALYSIS:

- Helps determine if or how a student is responding to a particular intervention
- Helps determine how intense an intervention should be

HOW TO CALCULATE THE GAP (REMEMBER that the Gap is ALWAYS calculated at CURRENT GRADE level)

Step 1

- The Gap is determined by dividing the CURRENT Prerequisite skill benchmark by CURRENT performance
- Then we determine if the Gap is significant (guideline: anything above 2.0 is significant in elementary school )

Step 2 (what kind of progress is needed to close the gap??)

- This step is determined by subtracting the CURRENT performance from the Prerequisite Skill Benchmark
- Divide this number by the amount of time left to achieve the goal. (For Post school planning this is usually the amount of time the student has until they exit. You can choose to measure in weeks, quarters, semesters or whatever makes sense for the student).
- Is this a reasonable goal for this student?

## STEP 1: DETERMINE GAP SIGNIFICANCE

Assessment used: \_\_\_\_\_

**CURRENT GAP:** \_\_\_\_\_

$$\frac{\text{Prerequisite Skill Benchmark}}{\text{current performance}} = \text{CURRENT GAP}$$

**is it Significant?** \_\_\_\_\_ **Y** \_\_\_\_\_ **N**  
(significant =more than 2)

## Step 2: GAP ANALYSIS

$$\text{Prerequisite Skill Benchmark} - \text{current performance} = \text{Needed to catch up}$$

$$\frac{\text{Needed to catch up}}{\text{weeks left in year or time remaining to reach goal}} = \text{how many/much per week / selected time unit (Sem, Qtr, Wk)}^*$$

**\*Team to determine: Is closing this gap REALISTIC FOR THIS STUDENT? Comments? Plan?:**

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# GAP ANALYSIS WORKSHEET

**Student Name:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

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# A FRAMEWORK FOR STUDENTS AND YOUTH WITH DISABILITIES



Colorado believes the 6 Core Student Outcomes are a comprehensive way to support our students to achieve postsecondary success.

The Sequencing of Services Framework was developed to increase collaboration among schools and community partners to support students and youth with disabilities with progressing towards their post-secondary goals for life after high school.

## 1. Build Self-Determination

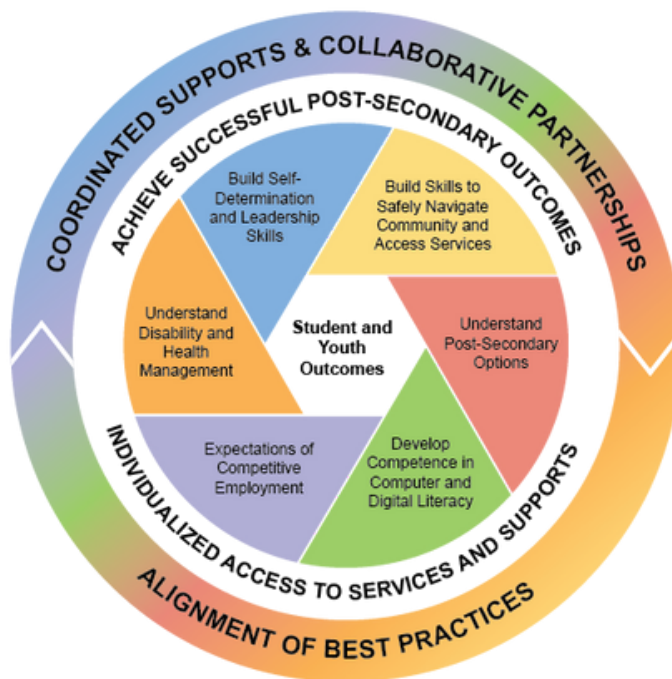
## 2. Navigate Community

## 3. Post-Secondary Options

## 4. Digital Literacy

## 5. Competitive Employment

## 6. Disability & Health Mngmt.



## ADDITIONAL TRANSITION RESOURCES & LINKS

### INDEPENDENT LIVING

- [Housing provider information](#)
- [Centers for Independent Living](#)
- [The ARC Local Chapters](#)
- [Independent Living Assistance](#)
- [Office of Community Living](#)
- [Access-a-Ride](#)
- [Via - Para-transit](#)
- [Smart Commute](#)

### GENERAL INFORMATION

- [Journey to Life after HS](#)
- [Autism Speaks resources](#)
- [Disability Determination Services](#)
- [Transition Information Brochures](#)
- [Center for People with Disabilities](#)

### EDUCATION & TRAINING

- [Post Secondary Ed Guide for Educators](#)
- [Colorado Options for Higher Education for Students with Disabilities](#)
- [Inclusive Higher Ed/College for Students with Intellectual & Developmental Disabilities:](#)
  - [Arapahoe Community College](#),
  - [University of Northern Colorado](#),
  - [University of Colorado Colorado Springs](#)
  - [Regis University](#)
  - [Front Range Trio](#)
  - [Metro State](#)

### VOCATIONAL

- [What is DVR? - CDE information](#)
- [DVR School Collaboration Ideas](#)
- [DVR Services Handbook](#)
- [Boulder County Workforce](#) (Supports all SVVSD Students)

### LEGAL / FINANCIAL

- [Guardianship and Alternatives](#)
- [Colorado Able](#)
- [Scholarships for Students with Disabilities](#)
- [Guardianship Alliance of Colorado](#)
- [Home & Community-based Service Waivers](#)

# Collaborative Transition Planning Topics to Consider

## SCHOOL

## SCHOOL & FAMILY PARTNERSHIP

## STUDENT & FAMILY

PK - 6TH GRADES

- Count money and make purchases ●
- Follow rules & norms
- Understand why people work ●
- Experience classroom jobs
- Connect family to Case Management Agency (CCB)

- Identify needs and wants
- Identify jobs of interest ●
- Identify likes at home and at school ●
- Learn personal financial literacy and civics basics ●
- Connect/Continue Case Management Agency Services (CCB)

- Help with basic chores
- Gain independence in proper grooming & hygiene ●
- Experience a variety of community resources (parks, libraries, stores) ●
- Continue Services with Case Management Agency (CCB)

7TH - 8TH GRADES

- Introduce the upcoming shift to a Transition IEP
- Begin post-school/interest exploration ●
- Explore high school options and opportunities.
- Introduce and teach soft skills & self-advocacy ●●

- Hold/Attend High School Q&A Sessions
- Discuss appropriate High School Services ●
- Consider elective options to explore vocational interests
- Student attends their IEP

- Consider High School Options
- Start/Continue teaching independent living skills through chores and responsibilities ●
- Start/Continue use of self-determination skills ●
- Reconnect/Apply for services with Case Management Agency (CCB)

9TH - 10TH GRADES

- Plan ongoing transition assessment opportunities
- Introduce Work-Based learning opportunities ●
- Introduce SWAP and DVR
- Discuss potential concurrent enrollment, ASCENT, and CTE ●

- Develop an IEP with a transition lens ●
- Identify attainable Post-School Goals ●
- Initiate a 5-year Course of Study
- Submit ACT/PSAT/SAT accommodations ●

- Work towards a Driver's Permit, License/State ID ●
- Learn about SWAP / DVR
- Connect with your Case Management Agency (CCB)
- Consider volunteering ●●
- Consider Independent Living Options ●●

11TH-12TH GRADES

- Invite SWAP/DVR to the Student's IEP ●
- Introduce/Invite 18-21 Services if appropriate ●
- Consider job shadow, volunteer/training opportunities aligned with PSGs ●●

- Research post-school education options ●
- Research disability access centers and workforce centers ●●
- Explore and learn to advocate for job accommodations ●●

- Re-enroll in insurance options once student is 18
- Consider independent/supported living opportunities
- Consider community resources (transportation, rec & leisure etc.)

18-21 SERVICES

- Focus on student's post school goals ●
- Connect families with outside agencies ●
- Fade school-based services ●

- Re-connect with Case Management Agency ●
- Explore Age of Majority
- Participate in independent or supported employment opportunities ●

- Student register to vote
- Register for the Draft
- Consider legal and financial decisions (SSI/SSDI, Special Needs Trust, Guardianship or Conservatorship etc..) ●●