



EAB

Establishing Postsecondary Transition Programs for Students with Disabilities

District Leadership Forum

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1) Executive Summary

Key Observations

Standardize program eligibility using a combination of formal and informal criteria. Administrators at all profiled districts use formal and informal criteria to standardize eligibility for their postsecondary transition programs. Formal criteria refer to documented, *measurable* benchmarks—such as the receipt of a diploma or certificate—that students must achieve in order to become eligible for their district’s transition program. Informal criteria, on the other hand, refer to *observable* characteristics that transition staff use to determine whether or not a given student would succeed in their transition program. Contacts at all profiled districts also report that standardized criteria allow them to continuously reassess students’ eligibility throughout high school and make enrollment decisions accordingly.

Schedule orientations and visitation days to secure family buy-in and encourage enrollment in postsecondary transition programs. Since enrollment in postsecondary transition programs ultimately depends on parent and/or guardian consent, administrators must secure family buy-in. Administrators at **District F** and **District E** schedule informational events to communicate program offerings, generate support, and encourage enrollment. At **District F**, administrators schedule transition orientations once per month, where they present information about the program and facilitate a Q&A session. Administrators at **District E** work with district high schools to organize two visitation days per year. Eligible high school students visit the transition program site and actively participate in various offerings. They also speak with current teachers, administrators, and other transition students.

Establish a community-based instructional program (CBI) to augment student learning and expose students to local resources. Administrators at **District D** structure their CBI offerings to align closely with classroom instruction. Students learn about the various components of a specific task in the classroom and proceed to complete the task at a community site. Administrators at **District E** implement CBI through a module system. CBI modules occur every Friday and rotate every five-to-six weeks. Students sign up for modules based on their Individualized Education Program (IEP) goals or personal interests. Students visit job sites that fall within the module category, participate in hands-on activities and walkthroughs, and attend lectures from community leaders and business owners.

Establish partnerships with local organizations that offer multiple job choices within a concentrated area to simplify transportation and maximize vocational opportunities for students. Contacts at **District A**, **District B**, and **District C** report that they seek out partnerships with businesses and organizations that offer a variety of job opportunities within the same building or group of buildings. This strategy allows administrators to streamline transportation by increasing the number of students at a single job site, while simultaneously accommodating a wide range of student interests. Administrators at **District A** established a partnership with a local community college, giving students the opportunity to work in the college’s library, daycare, and cafeteria. Contacts at **District B** report that businesses housed within strip malls also make effective partners. In one strip mall, for example, students have the choice to work at a pet spa, a retail store, or at one of several restaurants.

2) Program Admission

Program Profiles

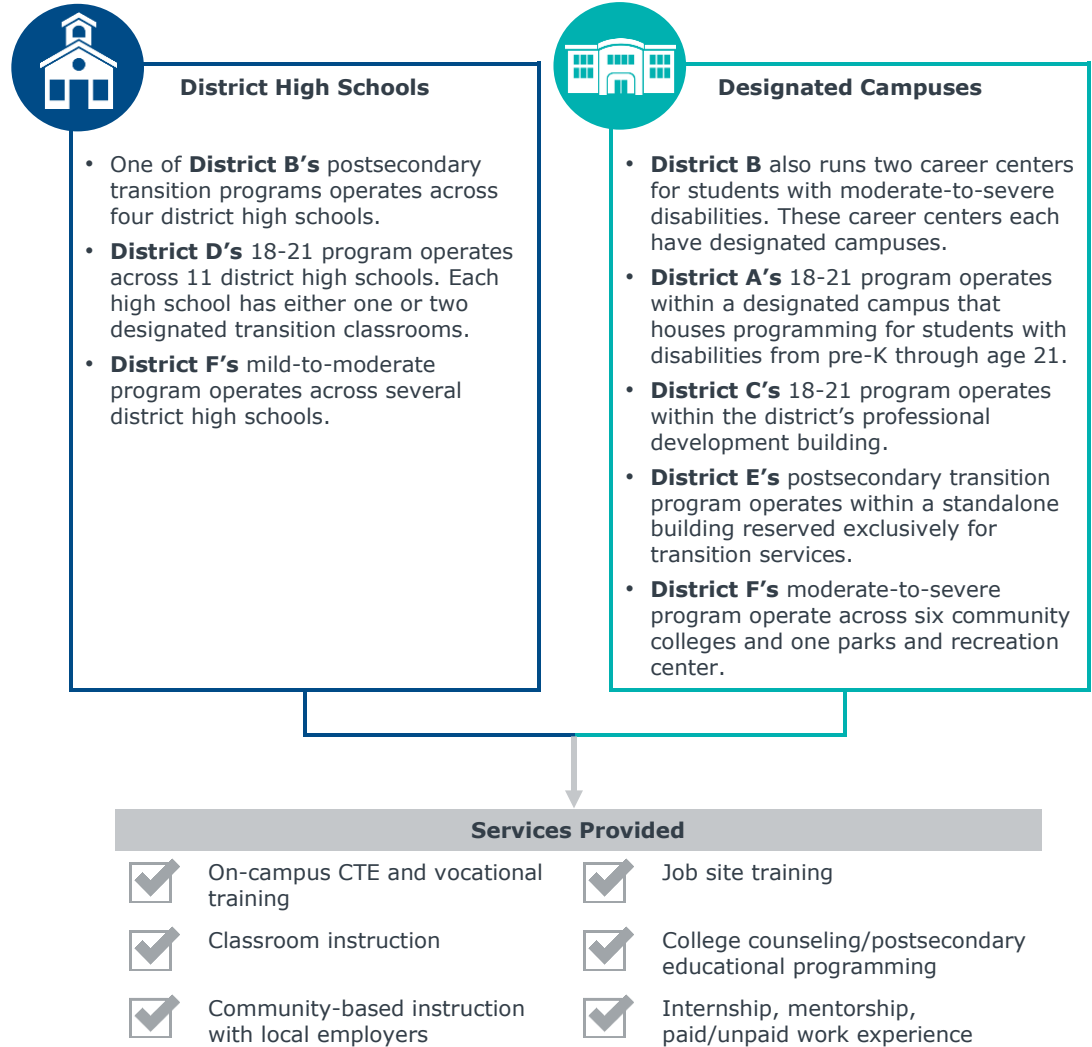
District B' and District F's postsecondary transition programs serve students aged 18-22.

Profiled Districts Use High Schools or Designated Campuses to Provide Postsecondary Transition Services for Students with Disabilities

Administrators at profiled districts offer between one and three postsecondary transition programs for students with disabilities aged 18-21. These programs serve students either within district high schools or at designated campuses. Some individual programs serve exclusively one group of students. For example, one of **District B's** postsecondary transition programs serves students with mild-to-moderate disabilities at several district high schools, while another program serves students with moderate-to-severe disabilities at two designated campuses. Other profiled districts serve multiple groups of students within the same program. **District E's** postsecondary transition program, for example, serves students with mild-to-severe disabilities at a designated campus. When students enroll in **District E's** program, administrators assign them to one of three "Teams" based on their documented disability (or disabilities) and the level of support they require.

Administrators at all profiled districts provide postsecondary education and employment services, either through a singular program or a combination of programs. These services do not vary by site type. See **Appendix A** for more in-depth descriptions of each profiled district's postsecondary transition programs.

Postsecondary Transition Program Site Types and Services at Profiled Districts



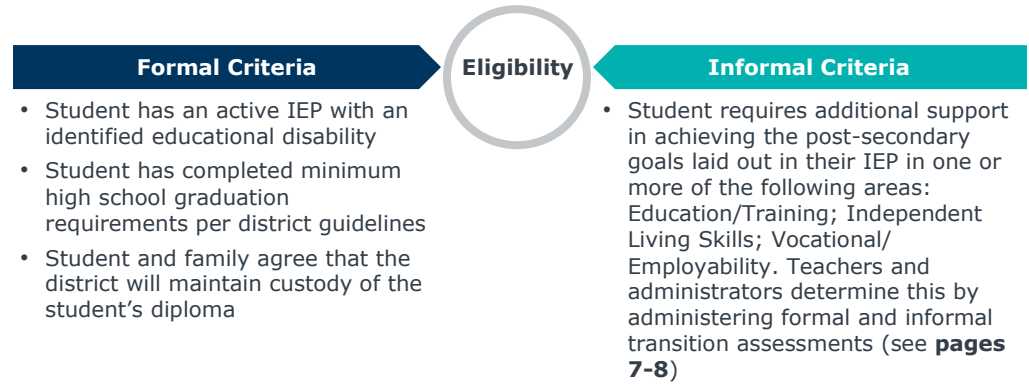
Student Eligibility and Preparation

Standardize Program Eligibility Using Formal and Informal Criteria

Administrators at all profiled districts use formal and informal criteria to evaluate students' eligibility for postsecondary transition services. Formal criteria refer to documented, *measurable* benchmarks—such as the receipt of a diploma or certificate—that students must achieve in order to apply for their district's transition program. For example, administrators at **District E** only enroll students in postsecondary transition services who have not received a high school diploma. Students receive their high school diploma upon completion of the transition program. Transition staff work with each student, along with the student's high school IEP team, to determine their individual graduation requirements. Administrators at **District A** enroll students who have received either an alternate diploma or a high school diploma. Students with high school diplomas may only enroll in **District A's** transition program if administrators determine that they require additional support to gain competitive employment.

Informal criteria, on the other hand, refer to *observable* characteristics that transition staff use to determine whether or not a given student would succeed in their transition program. For example, if a secondary special education student at **District D** can regularly pass end-of-year assessments and can participate in general education classrooms without intensive assistance, administrators usually determine that student will not require transition services.

District C's Eligibility Framework



Continually Evaluate Students' Eligibility for Postsecondary Services Throughout High School

Contacts at all profiled districts also report that standardized criteria allow them to continuously assess and reassess students' eligibility throughout high school and make enrollment decisions accordingly. For example, if a student requires consistently less support in meeting their transition IEP goals as they progress through high school, administrators may determine that the student will not benefit from postsecondary transition services. Transition administrators should work with high school special education teachers and coordinators to evaluate student eligibility during high school IEP meetings.

The Individuals with Disabilities Act (IDEA) mandates the inclusion of transition assessments in every student's IEP. Postsecondary transition program administrators should work with high school special education staff to maximize these assessments' potential.

Use Transition Assessments to Identify Students' Interests and Support Needs

Administrators at all profiled districts use transition assessments to determine high school students' interests, as well as the levels and types of supports that students will require once they enter a postsecondary transition program. These include both formal and informal assessments. Formal transition assessments use standardized procedures to administer tests and score student performance. They allow teachers and administrators to score and interpret students' performance against other students if needed. Informal assessments do not allow for cross-comparisons. Rather, informal assessments track students' progress over time and can help educators design and evaluate a range of instructional interventions.¹ Postsecondary transition program administrators should maintain records of high school students' performance on these assessments. This ensures that program staff remain aware of the pipeline of eligible high school students and helps them craft postsecondary transition plans that reflect students' needs and interests.

1) "Age Appropriate Transition Assessment," *Division on Career Development and Transition in collaboration with the National Secondary Transition Technical Assistance Center*, pgs. 1-3, accessed June 17th, 2021. <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/78/DefiningAssess.DCDT.pdf>

Formal and Informal Transition Assessment Methods²

 Formal Assessments	
Assessment Method	Purpose
Adaptive Behavior/Daily Living Skills Assessments	Helps determine the type and level of support a student may need to help them succeed in post-secondary transition programs
General and Specific Aptitude Tests	Measures students' proficiency in specific skills or abilities
Interest Inventories	Gathers information about students' preferences for certain careers or types of work
Intelligence Tests	Assesses cognitive performance
Achievement Tests	Measures comprehension and retention of general or specific academic skills
Career Maturity or Employability Tests	Evaluates students' approaches to completing career development tasks
Self-Determination Assessments	Assesses students' ability to make decisions related to postsecondary goals
Transition Planning Inventories	Helps identify students' strengths and needs with regards to their transition to adult living
 Informal Assessments	
Assessment Method	Purpose
Interviews and Questionnaires	Gathers information from students' families and friends that will ultimately help students achieve transition goals
Direct Observation	Evaluates how students respond to specific instructional or vocational processes
Curriculum-Based Assessments	Analyzes how students perform within a specific curriculum and helps teachers develop or alter instructional plans accordingly
Environmental Analysis	Helps administrators evaluate and alter job or activity sites to ensure student success

Administrators at **District B** use formal, targeted career assessments to identify students' vocational strengths, interests, and temperaments, as well as areas for targeted support.³ Licensed and certified vocational evaluators administer standardized tests at two district high schools over the course of two days. These evaluators also travel to other district high schools to administer [CareerScope](#), a two-hour computer assessment that helps students craft IEP goals based on their career interests.

Administrators at **District E** conduct interest inventories at least once per year. During these meetings, students meet one-on-one with either a special education teacher or a paraprofessional to discuss their career interests. Contacts at **District E**

²) *Ibid.*

³) **District B's** postsecondary transition program website, accessed June 17th, 2021.

stress that these meetings should continue after students enter the postsecondary transition program, as their interests will likely change.

Leverage Assessment Data to Create a Transition Checklist That Informs Student Eligibility

In addition to identifying students' particular interests and support needs, transition program leaders should use data from both formal and informal assessments to help determine program eligibility. Administrators at **District C**, for example, use a combination of formal and informal assessments to complete a transition checklist (see **Appendix B**). The checklist, which measures students' progress toward achieving certain post-secondary goals, maps directly onto the transition program's eligibility framework. The checklist divides each IEP goal into a series of sub-categories, each of which contains a number of specific skills. Administrators then select one option for each skill: "Progressing," "Attained," or "N/A." High school special education staff complete this checklist at least once per semester to continuously assess whether or not a student should receive postsecondary transition services. Postsecondary transition administrators then use data from these assessments and checklists—along with data regarding other formal and informal criteria—to make final eligibility decisions during a student's final year of high school.

Skills Assessed on *District C's* Transition Checklist



I. Independent Living: Daily Living Skills

- Category A: Money Management and Consumer Awareness
- Category B: Food Management
- Category C: Personal Appearance and Hygiene
- Category D: Housekeeping
- Category E: Housing
- Category F: Emergency and Safety Skills



II. Independent Living: Community Awareness and Resource Navigation

- Category A: Health
- Category B: Transportation
- Category C: Knowledge of Community Resources
- Category D: Legal Issues



III. Education/Training

- Category A: Educational Planning



IV. Vocational/Employability

- Category A: Job-Seeking Skills
- Category B: Job Maintenance Skills
- Category C: Interpersonal Skills

Consider Encouraging Students to Gain Work Experience Before Applying for Postsecondary Services to Maximize Their Potential for Success

Administrators at **District B** strongly encourage high school students to gain work experience—either through an open-enrollment CTE course or a designated work-based learning program (see **page 19**)—before applying for transition services. Research shows that high school CTE programs benefit students with disabilities in several ways.⁴ For example, the graduation rate for students with disabilities who participated in high school CTE programs reached 89 percent in both 2017 and 2018, five percentage points higher than the national graduate rate. These students also made significant progress in general academics, with 12 states reporting an increase in the percentage of students meeting proficiency standards in math and reading. Finally, state-level data shows that these students performed markedly better on postsecondary technical skills assessments.⁵

4) Jinghong Cai, "CTE and Special Education: Students with Disabilities Benefit from CTE Participation," *National School Boards Association*, October 2019. <https://www.nsb.org/ASBJ/2019/October/CTE-Special-Education>

5) Perkins Data Explorer, *Carl D. Perkins Career and Technical Education Act of 2006*, accessed June 17th, 2021. <https://perkins.ed.gov/pims/DataExplorer/Performance>



Impact of High School-Level CTE Courses on Attainment of Postsecondary Technical Skills

According to data collected under the Perkins IV Act, students with disabilities who participate in high school CTE courses are more likely to pass postsecondary technical skills assessments. State-level data appears to prove this:

- Eight states reported over a 90 percent passing rate among students with disabilities.
- 13 states reported an 80-89 percent passing rate among students with disabilities.
- 31 states reported that the gap in passing rates between students with disabilities and students without disabilities did not exceed ten percent.

District B' work-based learning program (WBL) provides high school students with an immersive CTE experience through community-based mentorships, internships, and job-shadowing opportunities. Eligible students enrolled in one of the district's 18-22 programs may also participate in the WBL program. Most of the students who participate in the WBL program require minimal guidance and feel comfortable interacting with an unfamiliar individual. Contacts at **District B** report that this program benefits students in a number of ways.

Benefits of *District B'* High School Work-Based Learning Program⁶

- | | |
|--|--|
| <input checked="" type="checkbox"/> Students establish connections between school and work | <input checked="" type="checkbox"/> Students build on academic skills related to specific jobs and job areas |
| <input checked="" type="checkbox"/> Students identify academic and career paths based on their interests and strengths | <input checked="" type="checkbox"/> Students learn more about the current job market |
| <input checked="" type="checkbox"/> Students build "soft" skills that improve workplace-readiness | <input checked="" type="checkbox"/> Students gain professional mentors |
| <input checked="" type="checkbox"/> Students build self-confidence and independence | |

Recruitment

Schedule Orientations and Visitation Days to Secure Family Buy-In and Encourage Enrollment

Since enrollment in postsecondary transition programs ultimately depends on parent and/or guardian consent, administrators must secure family buy-in. To achieve this, administrators at **District F** and **District E** schedule informational events to communicate program offerings, generate support, and encourage enrollment.

Administrators at **District F** schedule transition orientations once per month. Administrators use the school district's data system to identify and invite eligible students and their families via email. The orientations last for one and a half hours and contains two, 45-minute segments:

- **Segment 1:** Overview of program offerings (conducted by either the transition director or another staff member)

6) **District B's** WBL Program, accessed June 17th, 2021.

- **Segment 2:** Q&A session

Administrators at **District E** work with district high schools to organize two visitation days per year. Eligible high school students visit the Transition Plus building and speak with teachers, administrators, and transition students. They also visit classrooms and actively participate in various program offerings. In addition to visitation days, administrators at **District E** offer a virtual school tour and a student video panel with testimonials from current students. Contacts at **District E** report that these engagement offerings equip prospective students and their families with the information they need to make enrollment decisions.

Organize Community Orientation Meetings, Open Houses, and Transition Fairs to Brief Families on Available Services and Establish Support Networks

Administrators at **District C** organize annual community orientation meetings for the families of 11th and 12th grade students with disabilities. These meetings introduce prospective families to the community organizations that work closely with the district’s postsecondary transition program. Families also use these meetings to learn about the community services available to them after their child graduates.

Organizations Present at *District C’s* Community Orientation Meetings



Local civil rights organization that offers home-care services, independent living assistance, and advocacy training



Local chapter of a national organization ([The Arc](#)) that provides housing, health care, education, and employment training



Local ADA-funded organization that provides paratransit services



Local consulting service that helps connect individuals with disabilities and their families to community organizations

Create an Online Resource Directory to Connect Families with Local and National Organizations

Administrators at **District C** also maintain a resource directory with links to both community and national organizations. These organizations offer services and resources in a variety of areas, including career and employment training, postsecondary education support, and legal aid.

Transition staff at **District D** organize and host a transition fair in the spring of every school year. Administrators invite local agencies, employers, and higher education institutions to attend the event, assigning each attendee to a designated area. Like community orientation meetings, transition fairs give students with disabilities and their families the opportunity to take advantage of community services. Although postsecondary transition program staff organize the event, administrators make it available to all high school seniors, including those in general education classrooms. Contacts at **District D** report that this lessens the stigma for students receiving special education services.

Administrators at **District A** organize annual transition open houses at the beginning of every school year. Administrators invite families of older students—some of whom have graduated and others of whom are in their final year—to speak at the open houses. Older students’ families present about their experiences with transition

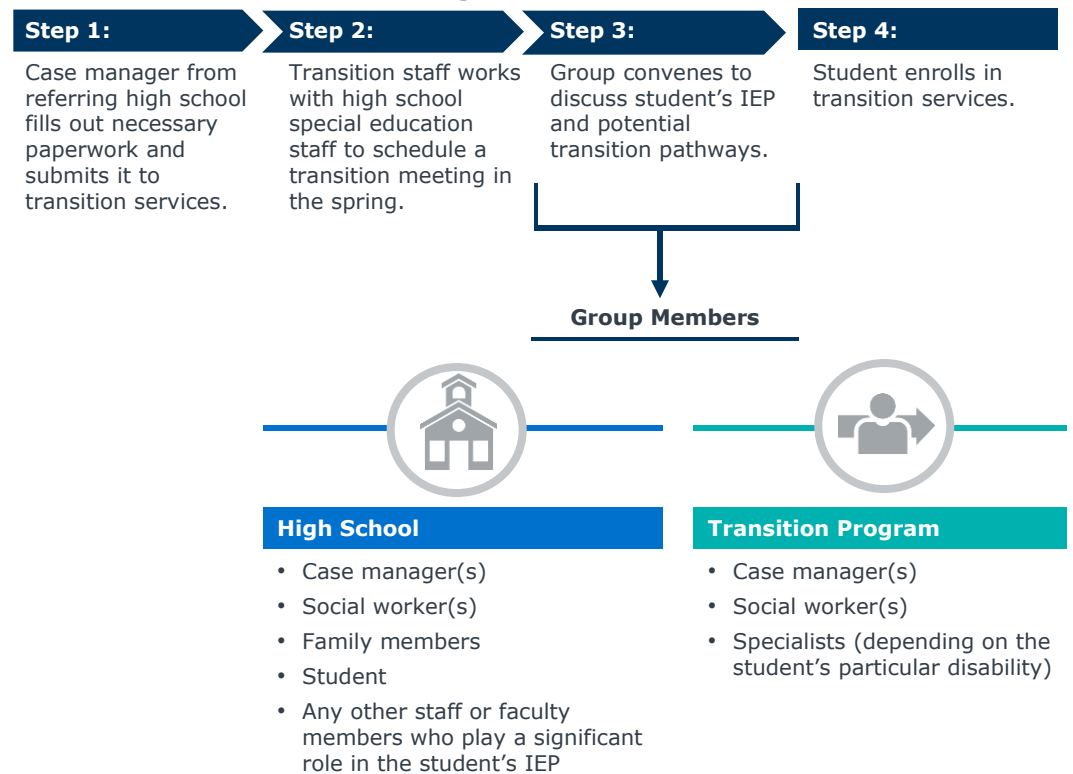
services and offer advice to prospective students' families. Contacts at **District A** report that this acts as a valuable networking opportunity for families and creates a strong support system.

Conduct Transition Meetings During Students' Final Year of High School to Finalize Enrollment Decisions and Discuss Support Plans

At the beginning of every school year, administrators at **District A** contact special education coordinators at each district high school to ask if any rising seniors will require additional postsecondary support. The coordinators then invite a transition staff member to attend the student's IEP meetings, where they introduce transition services to the student and their family.

Administrators at **District E** conduct transition meetings in the spring of every school year to finalize enrollment decisions and support plans. Administrators discuss students' assessment data, interests, and IEP goals during these meetings and assign them a transition case manager. They also assign the student to the Team that will best suit them (see **Appendix A**).

Senior Year Transition Meetings at *District E*



3) Program Structure

Classroom Instruction

Select or Design Curricula that Emphasizes Soft Skills to Help Students Develop Necessary Competencies in the Classroom

Administrators at all profiled districts stress the importance of teaching soft skills in postsecondary transition program classrooms. Contacts report that this helps students develop both general and specific skills that relate to their transition IEP goals. Contacts at profiled districts also report that teaching soft skills in the classroom increases students' chances for success in community-based work and instructional programs.

Teachers at **District A**, **District B**, **District C**, and **District D** administer soft skill instruction using several online curricula. These curricula provide instruction in a variety of areas, including independent living skills, interview preparation, resume-building, and virtual job shadowing. Teachers at **District A**, **District C**, and **District D** primarily use [Unique Learning System](#) (ULS), an online curriculum that combines academic lessons with functional life skills courses. Transition teachers at **District C** frequently take advantage of a particular ULS offering, [News-2-You](#), which provides lessons on current events.

EAB does not make recommendations for online curricula or learning platforms.

At **District B**, transition teachers deliver instruction that aligns with a collection of competencies labelled as "high-need" by state employers. Teachers use a combination of three curricula to teach these skills:

- [ONEder Academy Transition Curriculum](#): Online platform that helps students develop communication skills, explore career options, and identify personal strengths
- [It's for Real Workplace Ethics](#): 64 online lessons designed to help students navigate everyday ethics problems
- [Skills to Pay the Bills](#): Online curriculum developed by the Department of Labor's Office of Disability and Employment Policy, which offers soft-skill instruction in six domains: Communication; Critical Thinking and Problem Solving; Enthusiasm and Attitude; Networking; Professionalism; and Teamwork

Teachers at **District E** and **District F** develop their own curricula and syllabi for each course. When designing classroom curricula, transition teachers at **District E** work particularly hard to integrate social-emotional learning (SEL) into all aspects of instruction. They also highlight the importance of teaching students about their community. For example, administrators at **District E** partnered with the University of Minnesota to develop a "Street Law" curriculum. Law professors lecture and teach classes about the laws that affect students' daily lives, including labor law, disability law, and housing law.

Teach Workplace-Readiness Skills During Morning Instructional Periods to Prepare Students for On-Site Work

Teachers at all profiled districts deliver workplace-readiness instruction in the morning. Contacts at all profiled districts report that this better prepares students for

on-site work (either at community or on-campus job sites) by reminding them of the soft skills required in the workplace. At **District A**, for example, teachers devote morning instructional periods to ULS work and schedule review. Students practice the skills they will use that day and review how they will move to and from job sites.

Sample Schedules at *District A* and *District E*

District A*		District E	
Monday-Friday		Monday-Thursday	
9:30-10:00 am	Arrival/Breakfast	9:35-9:55 am	Arrival/Breakfast
10:00-11:00 am	Whole group instruction/Schedule review	9:40-9:55 am	Advisory/SEL
11:00am-12:30pm	Travel to job site and begin site-based training modules	10:00-10:55 am	Period 1
12:30-1:00pm	Lunch at job site	11:00-11:55 am	Period 2
1:00-2:30pm	Job-site training	12:00-12:55 pm	Period 3
2:30-3:00pm	Return to Meadowood site	12:55-1:30 pm	Lunch/Advisory
3:00-3:30pm	Movement activity and debrief period	1:35-2:25 pm	Period 4
		2:30-3:25 pm	Period 5
		3:30-4:10 pm	Advisory/SEL

*This schedule does not necessarily represent an actual school day. Rather, it acts as a model based on information provided by research contacts.

Some classes in **District E** postsecondary transition program require two periods. These classes typically include worksite trainings, project-based learning classes, or community-based courses. On Fridays, students participate exclusively in community-based instruction (see **pages 17-18**).

Divide Classrooms into Multiple Instructional Segments to Maximize Time and Resource Management

To maximize instructional time and ensure all students actively work toward achieving their IEP goals during classroom periods, teachers and administrators should consider dividing transition classrooms into multiple instructional blocks. At **District D**, teachers and administrators divide each classroom into three segments: while one group of students works through the program’s online curriculum, another group of students works on their academic IEP goals with a teacher. Meanwhile, the third group of students works on their transition IEP goals with a paraprofessional. Contacts at **District D** report that this allows educators to deliver classroom instruction effectively, despite a limited number of computers.

Classroom Structure at District D



Group 1: Curricular Work

Students work through ULS curriculum on school computers. The number of students assigned to this group depends on the number of available computers.



Group 2: Academic IEP Work

Students work with teacher on academic IEP goals. Teachers group students with similar academic IEP goals together.



Group 3: Transition IEP Work

Students work with a paraprofessional or site staff member on their transition IEP goals (e.g., data-entry in an administrative office, custodial work in the site building).

Organize Advisory Groups to Strengthen Students' Relationships with Teachers and Peers

Administrators at **District E** assign each transition student to an advisory group led by a case manager (teacher). Each advisory group includes approximately 20-22 students from the same Team (see **District E'** program profile in **Appendix A**). Advisory groups meet for one and a half hours in the middle of the day and for an additional 40 minutes at the end of the day.

Contacts at **District E** report that advisory groups help students build strong, meaningful relationships with their primary case manager. Since students' case managers help them write their IEP and outline their goals, this relationship can determine whether or not a student succeeds in their transition program. During advisory periods, students work on updating their IEP with relevant academic and transition goals. If the case manager deems it appropriate, students can also work on their IEP goals during advisory periods (e.g., creating a resume, working to obtain a state ID, searching for a job). The type and duration of this work depends on each student's individual situation.

Students also focus on SEL and relationship-building during advisory periods. Contacts at **District E** report that this helps students build stronger relationships with their peers. For example, many advisory periods incorporate restorative practices—and in particular, restorative circles—into their classroom agenda. Research defines restorative circles as safe and open environments for students to share, listen, and proactively develop a sense of community.⁷ In practice, administrators may use this approach to respond to peer conflicts freely and encourage relationship-building.⁸ Since students normally congregate in a circle formation during classroom instruction or in normal conversations, they feel accustomed to listen and share in this structured space. Restorative practices encourage community-building, and circles create opportunities practice social-emotional literacy by pursuing healthy relationships.

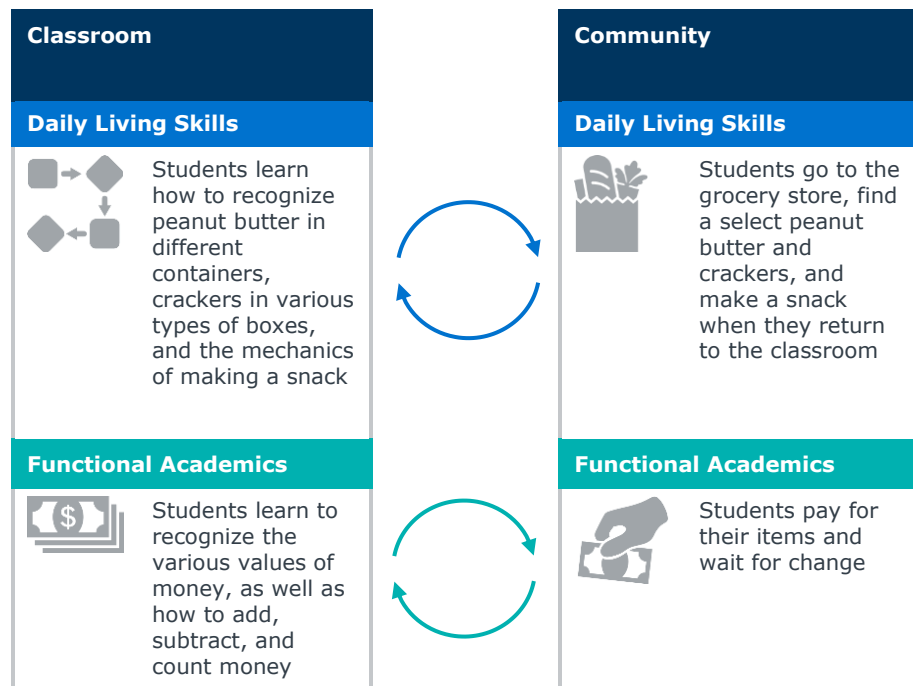
7) "Defining Restorative," *IIRP Graduate School*, accessed June 17th, 2021. <https://www.iirp.edu/defining-restorative/5-2-circles>

8) Marieke van Woerkom, "Building Community with Restorative Circles," *Edutopia*, March 2018. <https://www.edutopia.org/article/building-community-restorative-circles>

Establish a Community-Based Instructional Program to Augment Student Learning and Expose Students to Local Resources

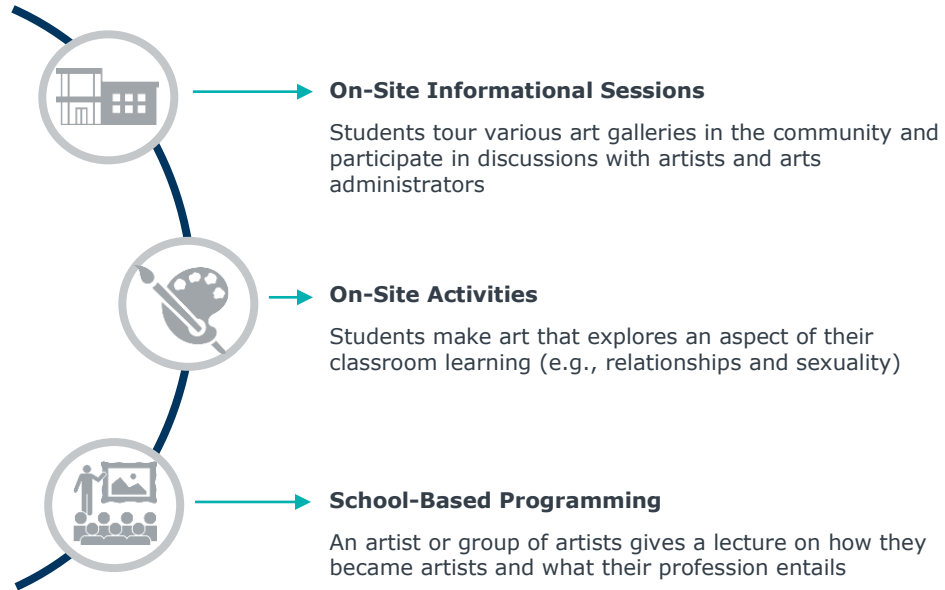
Community-based instructional programs (CBIs) provide transition students with the opportunity to apply the knowledge and skills they learn in the classroom and on job sites to the real world. While CBI programs take many forms, teachers and administrators should ensure they align closely with classroom instruction.

Classroom-Aligned CBI Program at *District D*



Administrators at **District E** implement CBI through a module system. CBI modules occur every Friday and rotate every five-to-six weeks. Students sign up for modules based on their IEP goals or personal interests. Students visit job sites that fall within the module category, participate in hands-on activities and walkthroughs, and receive lectures from community leaders and business owners. Administrators at **District E** leverage their community partnerships to create these modules. For example, as part of its arts module, the district partners with two organizations: a local arts center, which teaches creative arts to individuals with disabilities, and a local literary organization, which publishes works written by individuals with disabilities.

Arts CBI Module at *District E*



Students enrolled in **District F's** postsecondary transition program participate in a series of CBI workshops every day. These workshops take place at both community sites and program sites, and cover a variety of educational, vocational, and life-skills trainings. For example, the program's reading workshop provides literacy instruction at one of the city's public libraries. Administrators also offer a meditation workshop in a local park.

The frequency and duration of CBI varies between districts. At **District F**, for example, students receive CBI every day, while students at **District E** receive CBI once per week.

Use End-of-Day Debrief Periods to Encourage Student Reflection and Solidify Job Skills

At **District A**, teachers organize 30-minute debrief periods at the end of every school day. These give students the opportunity to reflect on their experiences in the classroom or at their job site, and to ask for additional support if needed. Teachers write down a list of questions at the beginning of every debrief period, which the students then answer on their Chromebooks. Teachers and paraprofessionals rotate through the classroom to ensure that each student receives the support they need.

Sample Debrief Questions at *District A*

- 1 What went well today?
- 2 What challenges did you experience today?
- 3 What can we work on tomorrow?
- 4 What do you need support with?

Career Technical Education and Vocational Training

Consider Establishing Career Academies at Several High Schools to Help Students Develop Hard Skills Before Beginning Post-Secondary Transition Programming

Administrators at **District B** established career academies at six district high schools. These open-enrollment academies serve students receiving both general and special education services. The Career Academy model—which aligns high school curricula with career themes and creates a more personalized educational environment through small learning communities—prepares students for postsecondary pathways in college and careers.⁹ High schools that follow this model implement one or more distinct Academies (i.e., schools within a school), each of which focuses on a different industry or career pathway. In addition to core courses, students in each Academy take industry-specific career and technical education (CTE) courses and participate in work-based learning experiences.¹⁰

See EAB's [Establishing Career Academies](#) Research Brief for more information on designing and creating career academies.

A ten-year-long Career Academies evaluation study conducted by the MDRC, in collaboration with the U.S. Departments of Education and Labor as well as multiple private foundations and organizations, demonstrates the positive impact of the Career Academy model on student academic achievement (e.g., engagement and performance). Overall, Career Academies lead to a decrease in dropout rates, increase in attendance, and increase in credits earned by students in academic and vocational courses. In addition, the study found “strong and sustained positive impacts from participation in Career Academies on students’ labor market experiences—notably, higher earnings.”¹¹

Administrators at **District B** report that career academies greatly benefit transition students by providing them with hard-skill training in high school. Academy students gain industry-specific knowledge, explore career interests, and build professional connections, all of which increases their chances for success in a postsecondary transition program.

Partner with Local Higher Education Institutions to Establish a Career Pathways Program That Emphasizes CTE

As a supplement or alternative to the Career Academies model, transition program leaders should consider partnering with a local community college (or other higher education institution) to establish a career pathways program. According to the U.S. Department of Education’s Transition Guide, the career pathways model facilitates a student’s career interests and advancement with multiple entrance and exit points throughout the student’s career.¹² Career pathways operate as service delivery models that integrate educational instruction, workforce development, and human services. They often achieve particular success due to their ability to link service delivery to labor market trends and employer needs. Career pathway administrators leverage labor market data and employer involvement to ensure the program meets

9) James J Kemple, “Career Academies: Long-Term Impacts on Work, Education, and Transitions to Adulthood,” MDRC, 2008. <https://www.mdrc.org/publication/career-academies-long-term-impacts-work-education-and-transitions-adulthood> See also: “About Career Academies,” *National Career Academy Coalition*, accessed June 17th, 2021. <https://www.ncacinc.com/nsop/academies>.

10) Kemple, “Career Academies.”

11) Mary G. Visher, JN Altuna, and S Safran, “Making It Happen: How Career Academies Can Build College and Career Exploration Programs,” MDRC, 2013. https://www.mdrc.org/sites/default/files/ecco_final_report.pdf

12) “A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities,” *United States Department of Education’s Office of Special Education and Rehabilitative Services*, p. 7, August 2020. <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/2020-21/A%20Transition%20Guide%20-%20August%202020.pdf>

the needs of local employers. When developing a career pathways program, administrators should ensure it adheres to specific design features laid out by the U.S Department of Education.¹³

Career Pathway Design Features from the *U.S Department of Education*



Contextualized curricula



Career counseling



Integrated basic education and occupational training



Support services



Assessments and credit transfer agreements that ease entry and exit points towards credential attainment

Administrators at **District C** partnered with several local colleges and universities to create a career pathways program. Students with low-impact disabilities—both in high school and in the district’s 18-21 program—can take industry-specific courses and obtain a certification in one of eight areas.

Certification Areas in *District C’s Career Pathways Program*



Cybersecurity/Information Technology



Horticulture and Landscape Technologies



Business and Social Innovation



Education



Hospitality and Tourism



Journalism



Transportation/Automotive



Visual and Design Arts

Every aspect of the program’s various curricula aligns with the partner institutions’ curricula, from instructional practices to assessments and rigor. Students receive instruction from college professors and take advantage of the institutions’ wide network of company partnerships, pursuing jobs, internships, and mentorships based on their personal interests. Teachers and administrators determine student eligibility depending on the student’s age and grade level—secondary special education staff handle applications from high school students, while postsecondary transition staff oversee applications from students aged 18-21.



¹³) *Ibid.*

Leverage Community Partnerships to Provide Students with CTE and On-Site Vocational Training

Many of the online curricula used at profiled districts also provide hard-skill training courses.

Contacts at all profiled districts report that a large portion of students' CTE and vocational training occurs at job sites, either through mentorships, job shadowing, or paid or unpaid employment. While teachers and administrators also provide hard-skill training in other ways, community-based vocational education allows students to receive hands-on training while building connections with local professionals. This, in turn, helps students gain competitive, long-term employment in the community. Administrators at all profiled districts partner with both local and national businesses to provide these opportunities.

Local and National Business Partners at Profiled Districts

	Local Businesses		National Businesses
	<ul style="list-style-type: none"> • Food service (e.g., restaurants, bakeries, cafeterias) • Arts organizations (e.g., galleries, theaters, ceramics studios) • Hospitals • Specialized trade businesses/organizations (e.g., hardware stores, animal-care centers, bookstores) 		<ul style="list-style-type: none"> • Goodwill • CVS • U.S. Geographical Survey • YMCA

Allow Eligible Students to Receive On-The-Job Training Credits

Administrators at **District E** and **District F** allow fully-employed students to receive on-the-job training (OJT) credits that count toward their diplomas. OJT agreements require signatures from both the student and the workplace supervisor. Administrators also require students to regularly provide documentation of work hours (e.g., paystubs).

Provide On-Campus Job Opportunities to Supplement Job-Site Training

While a large portion of students' CTE and vocational training occurs at job sites, transition program administrators should create and offer on-campus job opportunities as well. This allows students to pursue their interests and IEP goals in a controlled environment with people they know and trust. At **District D**, for example, administrators give students the opportunity to cook food in the school's cafeteria, sort mail in the mail room, or operate a coffee cart that rotates throughout the school building. Administrators at **District D** also create new opportunities for students based on the students' transition IEP goals. For example, when administrators learned that multiple students wanted to learn about horticulture and food technology, they established a school garden.



Establish a Standalone Business Staffed by Transition Students

Administrators at **District E** built an entirely student-run café within the transition program’s main building. Students make business plans, cook the food, and collect the profits. Administrators at **District D** are currently in the process of building a student-run thrift store.

Use Job Kits to Provide Convenient and Accessible Vocational Training for Students on Campus

Administrators at **District D** use job kits—groups of industry-specific items and materials—to provide students with convenient, accessible CTE opportunities. Administrators either purchase pre-made kits from [Project Discovery](#) or source materials from local organizations, who often provide items for free. To construct a carpentry job kit, for example, transition staff request leftover materials from local hardware stores. For a clerical job kit, transition staff obtain surplus materials from school offices.

Examples of Job Kits at District D



Clerical Kit

- Two large file cabinets
- Computer
- Various types of documents (e.g., files, invoices, data-entry sheets)



Hotel Kit

- Bed with sheets and pillows
- Broom
- Mop
- Cleaning supplies



Animal-Care kit

- Cage
- Fake animal
- Animal-washing supplies



Grocery Store Kit

- Bags
- Plastic food
- Calculator

Along with on-campus job opportunities, job kits prove particularly useful for students who, on a given day, may not benefit from job site training. For example, if transition staff determine that a student’s behavioral challenges will cause difficulties at a job site, they may decide to keep the student on campus to complete a job kit session instead.

Schedule Weekly Workshop Days to Provide Students with Intensive, Industry-Specific Training Opportunities

Administrators at **District C** offer optional workshops every Friday that provide students with intensive, industry-specific trainings. These workshops supplement and expand upon classroom instruction by offering a more comprehensive overview of the soft and hard skills associated with a particular industry. For example, in a cooking workshop, students purchase groceries and prepare every part of a three-course meal. Students’ case managers meet with them every week to discuss the workshop offerings and gauge interest. Paraprofessionals—who also function as job coaches—offer three workshops at a time and rotate the offerings quarterly. Contacts at

District C report that these workshops have significantly increased student engagement.

Community Partnerships

Pursue Partnerships Based on Student Interest to Help Students Achieve Their IEP Goals

Administrators at all profiled districts seek out employer partnerships based on individual students' interests. If transition staff determine that the program's existing partnerships do not adequately serve a particular student, they will work to identify community-based employers with work opportunities that align with the student's interests and IEP goals. At **District B**, the program's central administrative office pursues memorandums of understanding (MOUs) with large corporations that offer a variety of job opportunities for students. Meanwhile, Employment and Transition Representatives (ETRs)—staff members who work with both high school and transition students to help them achieve their IEP goals—build partnerships with smaller organizations based on individual student interests.

Create a Site Analysis Document to Standardize Evaluation of Potential Employers

Administrators at **District C** and **District D** use site analysis documents to evaluate potential employers. This allows them to compare new and old businesses within standardized categories. It also allows administrators to map the local business community and monitor changes.

Administrators at **District C** request partnership proposals from local businesses. They then ask transition staff to grade the proposals in five areas on a scale from 1-10.

District C's Site Analysis Form



Response to Scenarios:

Administrators require all partners to receive de-escalation and CPR/first-aid training. This question assesses employers' adherence to these requirements based on their responses to several hypothetical scenarios.



Measure of Confidence

Transition staff's initial reaction after reading the proposal.



Past Performance

Transition staff's experience working with the employer in the past (if applicable).



Pricing

Administrators pay to partner with local employers. This question compares each potential employer's pricing to others.



Site visits

Assessment of building safety, cleanliness, and other potential issues.

District D's site analysis form (see **Appendix C**) provides space for transition staff to assess businesses in a variety of areas, including potential physical demands, sensory communication demands, and academic demands. In addition to the site analysis form, **District D's** transition staff conducts informal site visits to determine whether or not the business' current employees will create a good environment for transition students.

Establish Partnerships with Local Organizations That Offer Multiple Job Choices Within a Concentrated Area to Simplify Transportation and Maximize Vocational Opportunities for Students

Contacts at **District A**, **District B**, and **District C** report that they seek out partnerships with businesses and organizations that offer a variety of job opportunities within the same building or group of buildings. This strategy allows administrators to streamline transportation by increasing the number of students at a single job site, while simultaneously accommodating a wide range of student interests. Administrators at **District A** established a partnership with a local community college, which operates two campuses close to the district's transition program. This partnership gives students the opportunity to work in the college's library, daycare, and cafeteria, in addition to many other areas.

Contacts at **District B** report that businesses housed within strip malls also make effective partners. In one strip mall, for example, students have the choice to work at a pet spa, a retail store, or at one of several restaurants. Administrators at **District B** also limit employer partnerships to businesses and organizations that lie within five miles of the base high school. Contacts at **District B** report that this allows them to transport students more easily to and from job sites.

Partner with Local Transportation Agencies to Provide Free Transportation Services to All Participating Students

Administrators at all profiled districts also use district transportation (e.g., school buses equipped with accessibility features) and public transportation to move students to and from campuses and job sites.

Administrators at **District A** and **District C** partner with local organizations to provide free, accessible transportation for all students in their transition programs. This both ensures that students will arrive safely and on time to morning classes and extends transition opportunities to students who may lack access to consistent, reliable transportation. Administrators at **District A** help families of participating students apply for door-to-door paratransit services. Administrators then pay for the service, which transports students to and from the program site every day. They also pay for public transportation, which students take to job sites. Administrators at **District C** pay to enroll all of their transition students in a specialized taxi service for individuals with disabilities. Contacts at **District C** report that in addition to expanding access to the transition program, students benefit a great deal from learning how to navigate the service, which many of them will likely use as their primary mode of transportation later in life.



Provide Mobility Training for Students

Administrators at **District F** provide dedicated mobility training for postsecondary transition students. Teachers develop transportation plans that prioritize common routes and help students obtain public transportation passes. Then, either independently or with the help of a teacher or job coach, students learn to navigate the city’s public transportation system, neighborhoods, and college campuses.

Family Engagement and Support Systems

Establish a Site Council to Independently Review Transition Programming and Solicit Feedback from Family Members and Stakeholders

Once a student enters a postsecondary transition program, administrators should establish structures and processes to support the student’s family. For example, administrators at **District E** created a site council to facilitate communication between transition program leaders and stakeholders. The site council includes several groups of program stakeholders, each selected with the goal of representing the identities of program participants and staff. Contacts at **District E** report that by including them in the decision-making process, the site council serves as a particularly effective communication channel for the families of transition program students.

Site councils hold open meetings at least once per month, where they solicit feedback from students, families, and other stakeholders. Council members should elect two co-chairs who will set the agenda for each meeting. Council members then communicate feedback to transition program leaders and advise them on decision-making processes. The site council can also make decisions on matters approved by either the board of education or the state.

Site Council Responsibilities at *District E*¹⁴

- Advise program leaders on program-related decisions
- Monitor use of the school budget to ensure that resource-allocation positively impacts student achievement
- Communicate regularly with the program community about program-based decisions and decisions that impact the program
- Review the level of student achievement at the program based on disaggregated data and make recommendations that reflect data-based insights
- Make recommendations about revenue use and resource-allocation
- Advise program leaders on issues regarding operations and local rules

Administrators at **District E** limit site council membership to three years for staff, parents, and community members, and to one year for students. Administrators also stagger terms so that approximately one-third of all site council members will seek re-selection/election each year.

14) **District E’s** Site Council By-Laws, accessed June 17th, 2021.

Site Council Membership Structure at *District E*

The number of site council members may vary depending on program enrollment and staffing. When organizing a site council, administrators should ensure that membership reflects the program's demographics.



Eight licensed and non-licensed staff members
(combination of teachers, paraprofessionals, specialists, etc.)

Selection Options:

- Program staff select both licensed and non-licensed staff council members
- Faculty select licensed staff council members; non-licensed staff select non-licensed staff council members
- Program director selects all staff council members; program staff ratify selections
- Volunteers fill staff council member positions



Eight parents and students (at least two students)

Selection Options:

Parents:

- Site council selects parent members; PTO/A ratifies selection
- PTO/A selects parent members
- Program director selects parent members; PTO/A ratifies selection
- Program director selects parent members

Students:

- Student body selects student members through nomination and vote
- Student organization (e.g., student government) selects and ratifies student members



One community member

Selection Options:

- Program seeks community member nomination from group of individuals involved in the program's community, but not serving in any other role (e.g., staff, parent, student); site council selects community member from nominee pool
- Program director selects community member; site council ratifies selection



Program Director

Selection Options:

N/A

Member Responsibilities

- Each member of the program site council represents a category of stakeholders and must remain accountable to that category of stakeholders.
- Each member of the program site council must regularly communicate with the stakeholder category they represent to solicit advice and learn about relevant concerns.

Use Communication Books to Continuously Inform Families of Students' Progress

Administrators at **District A** use daily communication books—each of which covers an entire week, broken down by individual days—to inform parents of their child's progress in the transition program. Each daily segment contains space for transition teachers to check off the kind of vocational training the student received that day, the meals they consumed, and the program specialists that worked in the student's classroom (e.g., occupational therapists, speech-language pathologists, physical

therapists). The segments also contain space for teachers to request materials from the student's home, such as spare clothes, swimsuits, or trip money.

Administrators send communication books home with students each day, with the expectation that the students' families will read and respond to the provided information. To encourage family responses, each book contains a "notes" section, where parents or guardians can write down any relevant information that may affect the student's learning the following day.

4) Funding, Staffing, and Professional Development

Funding

Conduct a Fundraising Campaign or Partner with a Local Organization to Supplement District, State, and Federal Funding Sources

Administrators at **District E'** postsecondary transition program organize GoFundMe fundraisers to raise money for specific materials and supplies. They also partner with a local nonprofit that allows donors to give directly to specific schools or programs.

Postsecondary Transition Program Funding Sources at Profiled Districts



District Funds

- **District A, District C, District B, and District D** fund their transition programs primarily through their districts' General Funds.
- **District A** funds its transition program entirely through a tuition tax. The school board votes on this each year.
- **District E's** transition program receives annual levy funding.



State Funds

- **District E's** transition program receives \$400,960 from the state's Compensatory Education Program funds. It also receives \$200,064 in state ELL funding.
- **District F's** transition program receives funding from a state grant. The district's Transition Partnership Program receives funding from the state's Department of Rehabilitation.



Federal Funds

- **District F, District E, and District B** receive IDEA funding for their postsecondary transition programs.
- **District F** receives \$10.5 million in grants from the Americans with Disabilities Act (ADA) for its special education department. The school board allocates some of these funds to the transition program each year depending on enrollment.



Other Grants

- **District B** receives Perkins V grant funding for its high school CTE Academies. This grant, also known as the Strengthening Career and Technical Education for the 21st Century Act, aims to promote the development of students' employability skills through the creation of CTE programs.¹⁵

15) Cai, "CTE and Special Education."

Postsecondary Transition Program Operating Budgets at Profiled Districts

District	Transition Program Operating Budget
District A	\$4,350,000: This applies to the entire special education program, which serves students from grades K-12 and from ages 18-21.
District B	\$23,873,779: This budget funds career transition services for both secondary and postsecondary students. EAB's research contacts at this district were not aware of the postsecondary program's exact operating budget.
District C	\$426,318
District D	\$1,875,000: This amount funds the district's entire special education department, including transition services. Administrators work together to allocate funds. EAB's research contacts at this district were not aware of the transition program's exact operating budget.
District E	\$7,069,288
District F	Approximately \$6,000,000

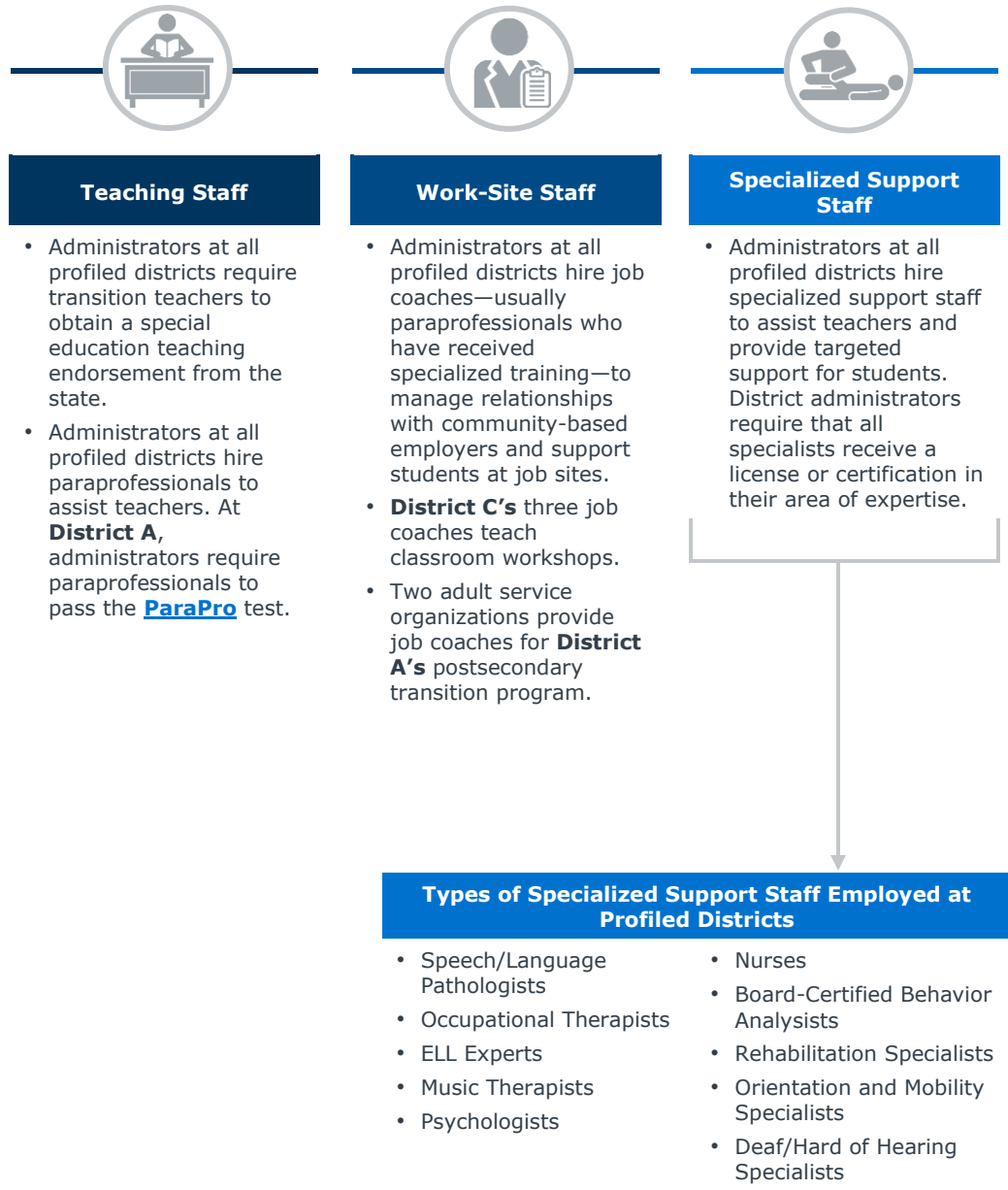
Staffing

Hire Teaching, Work Site Support, and Specialized Support Staff for Postsecondary Transition Programs

See EAB's [Maximizing the Paraprofessional Role](#) research brief for resources on paraprofessional staffing, certification, and development.

Contacts at all profiled districts hire a combination of teaching staff (certified teachers and paraprofessionals), work-site support staff (usually paraprofessionals who have received job-coach training), and specialized support staff (i.e., certified therapists and other experts) to staff their postsecondary transition programs. While staffing numbers vary, most postsecondary transition classrooms at profiled districts include one certified teacher, one-to-two paraprofessionals, and several support staff who rotate between classes as needed. Work site support staff manage relationships with community employers, accompany students to and from job sites, and pursue partnerships based on students' interests.

Postsecondary Transition Program Staffing Approaches at Profiled Districts



Hire Work-Based Learning Coordinators to Manage Relationships with Employers While Job Coaches Support Students at Job Sites

Administrators at **District E** employ both Work-Based Learning (WBL) Coordinators and job coaches to oversee on-site training and community-based instruction. WBL coordinators facilitate and maintain connections with community employers and organizations, while job coaches travel with students to job sites, overseeing job-site training and working with employers to resolve any potential conflicts. Special education teachers working in the district's transition program can apply to become WBL coordinators. To become a WBL coordinator, teachers must receive a WBL endorsement license from the state. WBL coordinators also run professional development for job coaches, training them in necessary skills (such as de-escalation)

and explaining relevant policies. Administrators at **District E** employ eight WBL coordinators and ten job coaches.

Professional Development

Schedule Multiple Professional Development Conferences During the School Year to Train Educators in All Aspects of Transition Teaching

Administrators at **District D** schedule professional development conferences for the district's entire special education department, including transition services. Transition program administrators require their teachers to attend and encourage, but do not require, paraprofessional attendance. Each conference occurs during teacher workdays to minimize interruption to the regular school year. Administrators offer three conference sessions, each of which lasts for three hours. They also offer the same sessions three times per year, which allows special education staff to attend all three sessions. Administrators rotate session offerings each year.

Professional Development Conference Offerings at *District D*

- | | |
|--|---|
| <input checked="" type="checkbox"/> IEP Goal-Writing | <input checked="" type="checkbox"/> Classroom Management |
| <input checked="" type="checkbox"/> IEP Development | <input checked="" type="checkbox"/> Strategic Classroom (transitioning from preferred activities to non-preferred activities) |
| <input checked="" type="checkbox"/> Behavior Management | <input checked="" type="checkbox"/> Occupational and Physical Therapy |
| <input checked="" type="checkbox"/> Special Education Technology | <input checked="" type="checkbox"/> Developing a Creative Curriculum |
| <input checked="" type="checkbox"/> Legal Issues | <input checked="" type="checkbox"/> Breaking the Phonics Code |
| <input checked="" type="checkbox"/> Transition Planning | |

Administrators at **District B** also schedule two large professional development conferences per year. The central office plans and runs the majority of the conferences but will enlist external support if needed (e.g., for specialized trainings).

Encourage Staff to Complete Online Professional Development Courses That Align with Transition Curriculum

Administrators at **District B** and **District D** encourage or require their transition staff to complete professional development courses housed within their respective program's online curricula. At **District D**, administrators require teachers and paraprofessionals to work through the Unique Learning System's [professional learning courses](#). Staff can either take self-paced classes or attend live lectures on the platform. Administrators at **District D** also encourage their staff to take professional development courses through [Canvas](#), the district's online learning management system. Administrators can monitor their staff's progress through these courses, intervening and offering additional professional development opportunities if needed.

In addition to ULS' professional learning courses, administrators at **District B** encourage their staff to complete online professional development classes through colleges and universities.

Consider Requiring all Transition Staff to Receive De-Escalation and Mobility Certifications

Administrators at **District A** require all transition staff to complete de-escalation and mobility trainings to ensure students' safety. Administrators schedule full-day trainings with [Mobility Opportunities via Education](#) (MOVE), a nonprofit that provides mobility training for teachers, families, and professionals who serve individuals with disabilities. While these trainings typically occur once per year, administrators will schedule additional trainings if they hire a new staff member or if a student requires additional mobility support. Administrators at **District A** also partner with external organizations to provide de-escalation trainings for their staff members at least once per year.

5) Research Methodology

Project Challenges

Leadership at a member district approached the Forum with the following questions:

- What services, opportunities, and/or programs do administrators at contact districts provide for students with disabilities after they leave high school?
- What classroom-based, direct-instruction opportunities do administrators at contact districts provide for students with disabilities after they leave high school?
 - What curriculum or instructional frameworks do administrators at contact districts use for these courses?
- What Career Technical Education (CTE) and/or other vocational education courses do administrators at contact districts offer for students with disabilities after they leave high school?
- What partnerships with community organizations or businesses do administrators at contact districts leverage to provide employment experiences for participating students?
- How do administrators at contact districts fund their transition program(s) (e.g., grants, funds from local or state agencies/organizations)?
 - What is the operating budget for the transition program(s) at contact districts?
- How do administrators at contact districts staff the transition program(s) for students with disabilities?
- What professional development opportunities do contact districts provide for transition program educators and administrators?
- How do students qualify for transition program(s) at contact districts?
- How do administrators at contact districts recruit students to their transition program(s)?
- What programs or services do contact districts offer to the families of participating students to ease/facilitate the transition process?

Project Sources

The Forum consulted the following sources for this report:

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Research Parameters

The Forum interviewed administrators at districts with robust postsecondary transition programs for students with disabilities. These districts all operate innovative postsecondary programs that exceed the minimum program requirements mandated by IDEA.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Enrollment
District A	Mid-Atlantic	15,000-20,000
District B	Mid-Atlantic	180,000-190,000
District C	Mountain West	20,000-30,000
District D	South	30,000-40,000
District E	Midwest	30,000-40,000
District F	Pacific West	40,000-50,000

6) Appendix A

See below for descriptions of each districts' postsecondary transition programs.

Postsecondary Program(s)	Program Enrollment	Students Served	Services Offered	Site Type
District B				
Program 1	80 students	<ul style="list-style-type: none"> Students aged 18-22 with mild-to-moderate disabilities 	<ul style="list-style-type: none"> Classroom instruction Job site training 	Located in four district high schools
Program 2	N/A	<ul style="list-style-type: none"> Students aged 18-22 with moderate-to-severe disabilities 	<ul style="list-style-type: none"> Community-based instruction with local employers 	Two designated buildings
Program 3	N/A	<ul style="list-style-type: none"> Students enrolled in Program 2 	<ul style="list-style-type: none"> Community-based instruction with local employers Postsecondary education programming 	Students move between designated buildings and local community colleges
District A				
Program 1	35 students	<ul style="list-style-type: none"> Students aged 18-21 with moderate-to-severe disabilities 	<ul style="list-style-type: none"> Classroom instruction Job site training 	Designated campus
District C				
Program 1	100 Students	<ul style="list-style-type: none"> Students aged 18-21 with moderate-to-severe disabilities 	<ul style="list-style-type: none"> Classroom instruction Job site experience 	Located in a professional development building
Program 2	N/A	<ul style="list-style-type: none"> High school students with low-impact disabilities Students aged 18-21 with mild-to-moderate disabilities General education high school students 	<ul style="list-style-type: none"> CTE College credit Industry certification Internships 	Located in a multi-purpose academic building
District D				
Program 1	N/A	<ul style="list-style-type: none"> Students aged 18-21 with mild-to-moderate disabilities and moderate-to-severe disabilities 	<ul style="list-style-type: none"> Classroom and community-based instruction Job training On-campus CTE and vocational training 	Located in 11 district high schools
District F				
Program 1	150 Students	<ul style="list-style-type: none"> 1a: Students aged 18-22 with moderate-to-severe disabilities 1b: Students aged 18-22 with 	<ul style="list-style-type: none"> 1a: Primarily community-based instruction and job training 1b: Community-based instruction 	13 programs located at six sites throughout the city (five community

		moderate-to-severe disabilities who require additional, specialized support	and job training, with three site-based programs for students who require additional support	colleges and one recreation center)
Program 2	N/A	<ul style="list-style-type: none"> Students aged 18-22 with mild-to-moderate disabilities 	<ul style="list-style-type: none"> Job training in partnership with the state's Department of Rehabilitation 	Located in district high schools

District E

Program 1	270 Students	<ul style="list-style-type: none"> Students aged 18-21 with mild-to-moderate disabilities and moderate-to-severe disabilities Administrators divide students into "Teams" upon admission. 	<ul style="list-style-type: none"> Classroom and community-based instruction Job training On-campus CTE and vocational training 	Designated campus
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"Team" Structure at District E

- **Team 1** students typically require the most support. They may have severe developmental-cognitive delays (DCD), autism, or multiple physical disabilities.
- **Team 2** typically includes students with visual, sonic, or physical disabilities. They also might have mild DCD or mild autism.
- **Team 3** students typically require the least support. They may have a diagnosed emotional behavioral disorder (EBD) or mental health needs.

7) Appendix B

See below for an adapted version of **District C's** transition assessment checklist.

"Please complete the following using a body of evidence that may include records review, student progress reports, parent interview, student interview, student observation, formal and informal transition assessments. The assessment should be updated a minimum of once per semester."

I. Independent Living: Daily Living Skills				
Category A: Money Management and Consumer Awareness				
	N/A	Progressing	Attained	Comments
Knows values of coins and currency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can use a calculator to add, subtract, divide and multiply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can make a transaction at a local store and count change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has an understanding of the difference between "luxuries" and "necessities" in food, transportation, clothing and housing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can make a budget covering regular expenses for independent living.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can budget for unanticipated emergencies, seasonal bills, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can open a checking or savings account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has regular savings plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can write checks/make withdrawals and make deposits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to use ATM/Debit card.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can read monthly bank statements and balance checkbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the difference between "sale price" and "regular price."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has consumer awareness and can avoid being manipulated through advertising campaigns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to clip and use coupons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can comparison shop using unit pricing information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the difference between gross wage and net pay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands payroll deductions, taxes, FICA and insurance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the responsibility of filing tax forms. Knows the information that is required for filing taxes and knows how to complete a short tax form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category B: Food Management				
	N/A	Progressing	Attained	Comments
Can identify food that support a balance diet/healthy lifestyle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can plan weekly menu of nutritious meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can shop for a week's menu and stay within a food budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stores perishable items in refrigerator or freezer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is aware of food expiration dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can use kitchen appliances effectively and safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can fix a breakfast for one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can fix a lunch for one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can fix a dinner for one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can follow the instructions for preparing canned or frozen foods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Prepares recipes from a cookbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can adjust recipes to feed more or less people than called for in the recipes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can set the table properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can use acceptable table manners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can order in a cafeteria or fast food restaurant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can order a meal from the menu in a restaurant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category C: Personal Appearance and Hygiene				
	N/A	Progressing	Attained	Comments
Can toilet self independently. <i>If "Progressing" please add detailed comments.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can bathe self.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can brush teeth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Combs and brushes hair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Performs personal hygiene regularly (applies deodorant, shaves or utilizes feminine products when needed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can dress self (including underwear, socks and tied shoes) in a reasonably acceptable fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows appropriate clothing to wear for most occasions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can read clothing labels and determine which clothes are to be dry cleaned, hand washed and machine-washed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Can hand wash items following the instructions on the label.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can sort and machine-wash clothes using appropriate temperatures, amounts of soap, bleach, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can dry clothes in a dryer using appropriate settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can iron clothes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can sew on buttons and make minor clothing repairs or knows where to take to be mended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category D: Housekeeping

	N/A	Progressing	Attained	Comments
Knows appropriate cleaning products to use for different cleaning jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can wash dishes adequately using soap and hot water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can clean a stove.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can sweep and mop floors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to dispose of garbage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can dust and polish furniture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can use vacuum cleaner properly and change bags.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can clean toilet, sink and bathtub.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can make a bed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses drawers and closets appropriately for storage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to prevent sinks and toilets from clogging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to use a plunger to unstop a toilet or sink.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to conserve energy and water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to get rid of and avoid roaches, ants, mice, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can do minor household repairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is able to contact the landlord and request repairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category E: Housing

	N/A	Progressing	Attained	Comments
Understands the concept of renting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can read want ads for housing vacancies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Can complete a rental application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can calculate the costs associated with different types of housing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can describe pros and cons of choosing a roommate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can identify type of housing that is within budget and meets current housing needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the implication of the security deposit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can calculate "startup" costs (utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows the role of a landlord.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can ask the landlord pertinent questions about apartment to determine if it meets his/her needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows to inspect the apartment to make sure appliances work and the landlord has supplied accurate information about the apartment and the neighborhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shows some concern for the rights of other residents with regard to property and noise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the consequences if the rights of other residents are not respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to get help if there is a conflict with the landlord.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to access emergency shelter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can access emergency assistance for utilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category F: Emergency and Safety Skills

	N/A	Progressing	Attained	Comments
Knows how to use a telephone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows functions of police, ambulance and fire department. Can reach each by calling the appropriate number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to lock and unlock doors and windows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can recognize the smell of a gas leak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows what to do, and whom to call if she/he smells a gas leak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands basic fire prevention (No smoking in bed, using gas stove to heat, excessive use of extension cords, frayed electrical cords, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows that improperly used appliances can cause fires.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to properly store cleaning materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to check smoke alarm and how to replace battery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Knows the different methods for putting out different kinds of fires.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to use a fire extinguisher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is trained to evacuate the residence in case of fire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can usually determine when professional medical help is needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has completed First Aid Training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has completed CPR Training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

II. Independent Living: Community Awareness and Resource Navigation

Category A: Health

	N/A	Progressing	Attained	Comments
Has selected a doctor, dentist or clinic for regular health care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can call a doctor or dentist and schedule an appointment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how and where to get emergency health care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can recognize and describe symptoms of colds, flu and other common health problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can take own temperature using a thermometer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can nurse self through cold or flu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows what to do for a minor cut, a minor burn or a splinter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Recognizes/makes correct use of "over the counter" drugs for pain, stomach upset, diarrhea, fever and cold/allergy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can open childproof container.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can read a prescription label correctly and follow the instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can take prescribed medication without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows not to take someone else's medication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows parts of the body and sexual functioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how pregnancy occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the risks of pregnancy and sexually transmitted diseases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to prevent the spread of sexually transmitted diseases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows methods of birth control and how to obtain birth control devices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the risks of drug and alcohol abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Knows how to obtain a copy of personal immunization records and medical history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is conscious of diet, exercise, good eating habits and other preventative health measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category B: Transportation

	N/A	Progressing	Attained	Comments
Has situational awareness and is able to navigate the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can ride a bicycle safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can fix a bicycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows amount of money required for bus fare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to read a bus route.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can navigate public bus system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to call a taxi/Uber and provide information needed. Knows the approximate cost of taking a taxi/Uber.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If given instructions, can make public transportation journey involving several transfers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can give directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can arrange routine transportation to work or school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Aware of consequences of driving without a license and/or insurance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows what is required to get a driver's license.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has successfully completed a Driver's Ed Class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has driver's permit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has driver's license.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands and uses seat belts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to do basic car maintenance or who to contact for appropriate service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can estimate cost of owning and operating a car for a month/year including tabs and insurance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category C: Knowledge of Community Resources

	N/A	Progressing	Attained	Comments
Knows where nearest supermarket or shopping area is located.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows where nearest laundromat is located.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows location of nearest post office and how to use it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Knows where Pikes Peak Workforce is located and how to apply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows where and how to register for selective service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has enrolled with The Resource Exchange.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has enrolled with The Division of Vocational Rehabilitation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has enrolled with The School to Work Alliance Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has obtained a State ID.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can obtain a copy of birth certificate and duplicate social security card.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has obtained a library card.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has awareness of "specialized" resources: mental health counseling, Emergicare, student aid offices, animal control, public recreation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to use Internet search engines to obtain information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category D: Legal Issues				
	N/A	Progressing	Attained	Comments
Shows good citizenship and an understanding of the rights and responsibilities of a citizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is registered to vote and knows where to go to vote.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows legal age for buying marijuana, alcohol and tobacco products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the consequences of signing a contract or a lease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows the difference between felony, misdemeanor and violation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows the legal penalty for the following:				
Buying and using marijuana and alcohol underage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Trespassing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shoplifting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Burglary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Possession of stolen property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Traffic violations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows personal rights if arrested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has the phone number of someone to call if arrested or victimized readily accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows what the function of a lawyer is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

III. Education/Training				
Category A: Educational Planning				
	N/A	Progressing	Attained	Comments
Has a realistic view of his/her chances for completing high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is aware of current educational credits and standing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to obtain school transcripts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can fill out applications for enrollment in a variety postsecondary programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can discuss educational/vocational plans with teachers/counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is aware of educational resources available in the community and how to advocate for accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands skill requirements and has an appropriate educational plan for the job selected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows where to find and how to access adult education or vocational training in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is able to identify the connection between course work and vocational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is aware of the cost of postsecondary education/vocational training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to obtain financial aid/scholarships for additional education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows the difference between a loan and a grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
"Shops around" to find the best educational resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands future prospects and probable living standards relative to level of education and specialized skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

IV. Vocational/Employability				
Category A: Job Seeking Skills				
	N/A	Progressing	Attained	Comments
Has reasonable idea of the types of jobs available to him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is able to maturely weigh the advantages of one job over another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has a completed job application/fact sheet to take on a job interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can fill out a standard job application form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can write a resume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can read the want ads or use a search engine to find appropriate employment leads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Knows the function of and can contact the public employment agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can contact temporary employment services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows to prepare for a job interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can complete a mock interview giving appropriate answers to potential questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can make appointment for a job interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows appropriate clothing to wear for the interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can complete a job interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can follow up an interview with a letter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows what the minimum wage is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands needed accommodations and can advocate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands legal discrimination and where to seek help if discriminated against illegally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category B: Job Maintenance Skills				
	N/A	Progressing	Attained	Comments
Please indicate in the comments section the duration of time the student can remain on task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows job responsibilities and how to complete job tasks independently. <i>Please add comments about ability to complete single and multi-step directions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Works hard at task even if task is unpleasant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is a self-starter. <i>Please add comments if prompting is required.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is able to accept a change in routine or task assignment without forewarning. <i>Please add comments if prompting is required.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has realistic view of own skills and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to ask for help with a problem on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accepts feedback appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reports to work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows to contact employer when not able to go to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dresses for work appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is able to work well on teams and with people from culturally diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows appropriate way to talk in work setting and to supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows what behaviors will get a person fired immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Has a plan for handling anger when angry at supervisor, co-workers or customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to read a pay stub.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows if eligible for sick time, vacation time or personal time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows how to ask for a raise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows what to do to be eligible for promotion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows legal rights as an employee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows what a grievance procedure is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category C: Interpersonal Skills

	N/A	Progressing	Attained	Comments
Can respond to introductions and answer simple questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Looks others in the eye and shakes hands if other person offers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can make "small talk" (face to face).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can explain feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can identify one friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Make arrangements with peers for social activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is aware of boundary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can close a relationship or say "goodbye" in a healthy manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can identify relationships that may be hurtful or dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has practiced how to say "no" to a peer who is trying to persuade him/her to do something wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has some ability to resolve conflicts with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knows where to get help if unable to resolve interpersonal conflicts alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibits self-control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Refrains from physical violence as a means of solving interpersonal conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Labels and expresses anger or other strong feelings appropriately; "talks out" problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can identify personal strengths and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can be trusted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assumes responsibility for own actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can develop a realistic plan with appropriate steps to achieve personal goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can anticipate, with limited input from others, what consequences might be associated with different choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

8) Appendix C

See below for an adapted version of **District D's** site analysis form.

Site Analysis

Name of Business:	Address:
Contact Person:	Position:
Phone:	Business Hours:
Clusters Available for Training:	Dress Required:
Possible Work Environments—Identified by Job Titles and Location:	Related Activities in the Area:

Lunch/Break Facilities

Meal/Snack Potential:

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Snack bar | <input type="checkbox"/> Vending machines |
| <input type="checkbox"/> Microwave | <input type="checkbox"/> Outside business | |

Handicapped Accessibility:

- | | | |
|-------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> Good | <input type="checkbox"/> Fair | <input type="checkbox"/> Poor |
|-------------------------------|-------------------------------|-------------------------------|

Comments:

Safety issues:

Cluster:

Work environment:

Job titles and descriptions:

Supervisor:

Written job description available from management (if yes, attach to this form):

Hours available for training:

Core Work Routines:

Physical Demands:

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> Lifting movement | <input type="checkbox"/> Standing | <input type="checkbox"/> Continuous movement |
| <input type="checkbox"/> Rapid movement | <input type="checkbox"/> Walking | <input type="checkbox"/> Climbing |
| <input type="checkbox"/> Stooping/bending | <input type="checkbox"/> Crawling | |

Sensory Communication Demands:

- | | | |
|------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Vision | <input type="checkbox"/> Hearing | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Judgement | <input type="checkbox"/> Orientation and mobility | |

Academic Demands:

- | | | |
|----------------------------------|----------------------------------|-------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> Math |
|----------------------------------|----------------------------------|-------------------------------|

Episodic Work Routines:

Physical Demands:

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> Lifting movement | <input type="checkbox"/> Standing | <input type="checkbox"/> Continuous movement |
| <input type="checkbox"/> Rapid movement | <input type="checkbox"/> Walking | <input type="checkbox"/> Climbing |
| <input type="checkbox"/> Stooping/bending | <input type="checkbox"/> Crawling | |

Sensory Communication Demands:

- | | | |
|------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Vision | <input type="checkbox"/> Hearing | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Judgement | <input type="checkbox"/> Orientation and mobility | |

Academic Demands:

- | | | |
|----------------------------------|----------------------------------|-------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> Math |
|----------------------------------|----------------------------------|-------------------------------|