

Career and Transition Services

ACSD Presentation



Counseling and College and Career Readiness - Website



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Counseling & College & Career Readiness

Jennifer Glaser, Director

The Office of Counseling and College and Career Readiness provides instructional leadership and support for all Fairfax County Public Schools. The office is also responsible for PreK-12 programs in the areas of Career and Technical Education, School Counseling, College Success Programs, and Career and Transition Services.

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Frequently Requested Information:

News and Hot Topics ▾

COUNSELING & COLLEGE & CAREER READINESS

- Career and Technical Education
- Career and Transition Services
- School Counseling Services and College Success Programs
- Service Learning
- STEAM
- Academic and Career Plan

RESOURCES

The Mission of Career and Transition Services

*The mission of Career and Transition Services is to empower a **diverse population** of students with the opportunities and resources necessary for transition to a variety of postsecondary options.*

Career and College Ready = Students graduate with the knowledge and skills to develop and execute an informed postsecondary plan of their choosing which includes future education and training and leads to a sustainable career.

[Office of Counseling and College and Career Readiness Website](#)



The Law - IDEA 2004

The purposes of *IDEA* include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and ***prepare them for further education, employment and independent living.***



IDEA: Transition is...

- “A coordinated set of activities”
- “A results-oriented process”
- “Student needs, preferences, interests”
- “Instruction, related services, community experiences, employment and other adult living objectives”





Virginia Transition Requirements

Beginning **no later than age 14 or grade 8**, the IEP must include:

- Measurable postsecondary goals based upon age appropriate transition assessments
- Transition services, including courses of study, needed to assist the student to reach the postsecondary goals
- Consideration of the student's strengths, preferences and interests



TAXONOMY FOR TRANSITION PROGRAMMING 2.0

Paula D. Kohler, June E. Gothberg, Catherine Fowler, and Jennifer Coyle

Transition Programming 2.0

Student-
Focused
Planning

Student
Development

Interagency
Collaboration

Program
Structures

Family
Involvement



Evidence-Based Practices

Predictors/Outcomes	Education	Employment
Career Awareness	X	X
Community Experiences		X
Exit Exam Requirements/High School Diploma Status		X
Inclusion in General Education	X	X
Interagency Collaboration	X	X
Occupational Courses	X	X



NTACT

National Technical Assistance Center on Transition

Evidence-Based Practices (continued)

Predictors/Outcomes	Education	Employment
Paid Employment/Work Experience	X	X
Parent Expectations	X	X
Parental Involvement		X
Self-Advocacy/Self-Determination	X	X
Self-Care/Independent Living	X	X
Social Skills	X	X



NTACT

National Technical Assistance Center on Transition



Transition is a COLLABORATIVE EFFORT



Everyone
has a role



Career and Transition Services





Transition Support

Transition Services are mandated by the Individuals with Disabilities Act. In FCPS, there are over 10,000 students who are transition aged. CTS provides training to families and all SPED case managers on the transition process.



IEP Transition Plan

Page 303 includes:

- Student participation
- Transition Assessment
- Career and Postsecondary goals
- Yearly Transition Objectives

Focus on the Future - What do I want to be doing when I'm 25?

1. What do I have to do after graduation to reach this goal?
2. What do I need to do while I'm in high school to prepare me for plans for after graduation?
3. What should I be doing this year to stay on track?
4. Are there any barriers that might get in the way of me reaching my goals?

Student Involvement in the IEP

Konrad and Test (2004) suggest four ways students can be involved in their IEP process:

Planning the IEP

Drafting the IEP

Finalizing the IEP

Implementing the IEP



Age Appropriate Transition Assessment

The Council for Exceptional Children – Division on Career Development and Transition (DCDT) definition:

On-going process

- Provides data on needs, preferences, interests
- Relates to demands of current and future environments
- Working, education, living, personal, and social
- Serves as common thread for defining IEP goals and services

(Sitlington, Neubert, & LeConte, 1997, p. 70-71)



Current Career Assessment Services in FCPS

Career Snapshot

- A brief assessment of interests and work preferences
- Provides individualized career activities

Career Scope

- Computerized career assessment system that provides a brief assessment of career interests and aptitudes

ETR Referral

Comprehensive Targeted Vocational Evaluation

- In-depth evaluation of student interests, abilities, and aptitudes utilizing a variety of tools

Targeted Vocational Assessment

- Targeted assessment to answer a specific question(s) related to a student's interests, abilities, and aptitudes using a variety of tools



Self-Determination vs. Self Advocacy

Self-Determination

- “Acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference”
(Wehmeyer, 2005, p. 117)

Self Advocacy

- Self-advocacy is referred to as the ability to articulate one’s needs and make informed decisions about the supports necessary to meet those needs. (Strodden, as cited in Test et al, 2005)





Impact of Self-Determination Skills

Students with greater self-determination skills:

- Are more independent one year after graduation
- Are more likely to live somewhere other than with parents
- Perform better academically
- Have higher rates of enrollment and completion in postsecondary education
- Have higher rates of employment and at higher wages
- Are significantly more likely to be employed with health care, and benefits



How is Self-Determination Learned?





Taking Charge of My Future: Tools for Self-advocacy



Student-Directed Transition Planning

University of Oklahoma
Zarrow Center for Learning Enrichment

[SDTP Home](#)

[About SDTP](#)

[Why SDTP](#)

[Using SDTP](#)

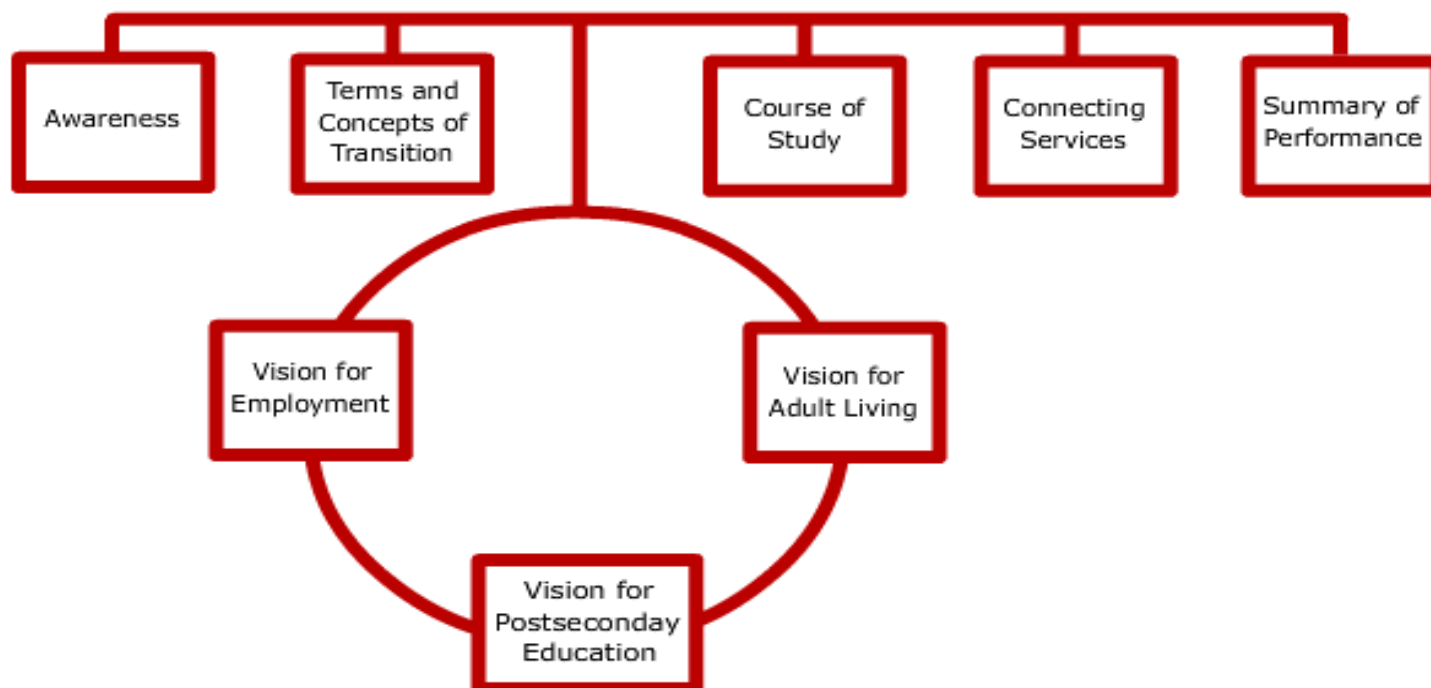
[Research](#)

[Resources](#)

[Zarrow Center](#)

Educator Section

Click on a box below to go to the Lesson Presentation and Teacher's Guide Files





Whose Future is it Anyway?



A student-directed
transition planning
process




It's All About Me!



It's All About Me!

Understanding My IEP

Name: _____



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Training and Technical Assistance Centers - I'm Determined Project
It's All About Me! - Understanding My IEP

I'm Determined Project:

- **Guidance to Schools & Parents through TTACs:**
Regional trainings, State-wide trainings, and Local School Events.
- **Annual Youth and Parent Summit**
- Parent and Family Engagement and Trainings in your regions with PRCs, SEAC, PTA
- Request Youth Leaders to events
- Use **IMD tools** together in school.
Lots of resources for you
- Leadership and Advocacy Opportunities for Youths, Educators, & Parents



**Contact Your Region 4
I'm Determined Coordinators !**



Student Development and Career Instruction



CTE and Academy Electives



Academies and Specialized Programs - High School

Advanced technical and specialized elective courses are available at the High School Academies for students interested in pursuing coursework in a variety of options related to career pathways.



Business and Information Technology - High School

Business and Information Technology is an elective program offered at all high schools.



Family and Consumer Sciences - High School

Students learn skills that develop character, and work ethic while exploring careers in the child care, culinary, and fashion design industries.



Health and Medical Sciences - High School

Health and Medical Sciences offers a wide variety of specialized competency based courses providing students with exposure to career pathways and industry credentials making them college and career ready.



JROTC (Junior Reserve Office Training Corps) - High School

The JROTC program provides a four-year program of instruction that emphasizes academic preparation, citizenship, leadership, character development, and the scope and nature of the particular military service branch.



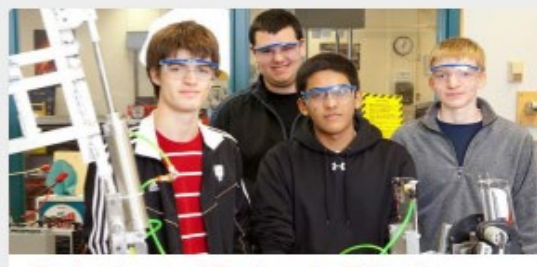
Marketing - High School

Marketing classes include career preparation in areas such as advertising, entrepreneurship, fashion marketing, hotel marketing, marketing management, and sales promotion.



Practical Nursing - High School

The School of Practical Nursing in Fairfax County Public Schools (FCPS) is offered to interested and qualified high school seniors and adults from the community.



Technology and Engineering Education - High School

Technology and Engineering Education includes courses in the areas of electronics, aerospace, architectural and engineering drawing, pre-engineering, and robotics and technology.

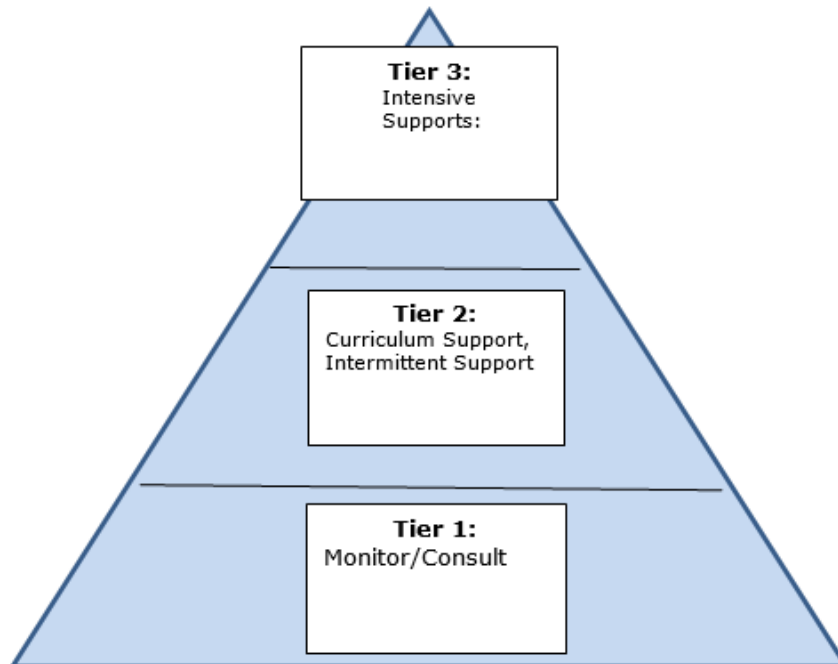


Trade and Industrial Education - High School

Career and Technical workforce courses designed to prepare students for a career or postsecondary education.

Academy Support Resource Teachers

- Special Education Resource Teachers
- Support students with IEPs in the career academies
- Tiered supports



Career Preparation

Work Awareness and Transition (WAT)

Education for Employment – for the Office (EFEO)

Education for Employment (EFE)


- Focus on work readiness competencies
- Courses designed for across the continuum for all students
- All include community-based work experiences
- All incorporate self-determination instruction

Students Aged 18-22

- Davis/Pulley Career Centers
 - Northern Virginia Community College Partnership
- Secondary Transition to Employment (STEP)
 - 4 locations serving all high schools
- Focus on employability and independent living skills
- [On the Job at Dulles Airport – YouTube Video](#)
- [Finding Her Path – YouTube Video](#)




State Website



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PATHWAYS TO COLLEGE & CAREER READINESS
Career Clusters™

**Education for
Employment I--
Development (2018)
9085
36 weeks**

Task/Competency List
Student Competency Records
Recommended Equipment

Front Matter
Introduction
Course Description
Industry Certifications
Related Standards of Learning
SOL Correlation by Task
Computer/Technology Standards
of Learning
Leadership Development
Expectations: High School
Related Economics and Personal
Finance Standards of Learning
Economics and Personal Finance
Standards of Learning Correlation
by Task
Related Instructional Resources
for Workplace Readiness Skills
Instructional Resources for
Workplace Readiness Skills

2018/2019 Competency-Based Task/Competency List

All tasks are considered essential statewide and are required of all students.

[Expand all](#)

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills

1. Demonstrate positive work ethic.
2. Demonstrate integrity.
3. Demonstrate teamwork skills.
4. Demonstrate self-representation skills.
5. Demonstrate diversity awareness.
6. Demonstrate conflict-resolution skills.
7. Demonstrate creativity and resourcefulness.

Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills

8. Demonstrate effective speaking and listening skills.
9. Demonstrate effective reading and writing skills.
10. Demonstrate critical-thinking and problem-solving skills.

WORKPLACE READINESS SKILLS

for the Commonwealth

Needs Identified by Virginia Employers

Personal Qualities and People Skills

- 1. POSITIVE WORK ETHIC:**
Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand
- 2. INTEGRITY:**
Abides by workplace policies and laws and demonstrates honesty and reliability
- 3. TEAMWORK:**
Contributes to the success of the team, assists others, and requests help when needed
- 4. SELF-REPRESENTATION:**
Dresses appropriately and uses language and manners suitable for the workplace
- 5. DIVERSITY AWARENESS:**
Works well with all customers and coworkers
- 6. CONFLICT RESOLUTION:**
Negotiates diplomatic solutions to interpersonal and workplace issues
- 7. CREATIVITY AND RESOURCEFULNESS:**
Contributes new ideas and works with initiative

Professional Knowledge and Skills

- 8. SPEAKING AND LISTENING:**
Follows directions and communicates effectively with customers and fellow employees
- 9. READING AND WRITING:**
Reads and interprets workplace documents and writes clearly
- 10. CRITICAL THINKING AND PROBLEM SOLVING:**
Analyzes and resolves problems that arise in completing assigned tasks
- 11. HEALTH AND SAFETY:**
Follows safety guidelines and manages personal health
- 12. ORGANIZATIONS, SYSTEMS, AND CLIMATES:**
Identifies "big picture" issues and his or her role in fulfilling the mission of the workplace
- 13. LIFELONG LEARNING:**
Continually acquires new industry-related information and improves professional skills
- 14. JOB ACQUISITION AND ADVANCEMENT:**
Prepares to apply for a job and to seek promotion
- 15. TIME, TASK, AND RESOURCE MANAGEMENT:**
Organizes and implements a productive plan of work
- 16. MATHEMATICS:**
Uses mathematical reasoning to accomplish tasks
- 17. CUSTOMER SERVICE:**
Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service

Technology Knowledge and Skills

- 18. JOB-SPECIFIC TECHNOLOGIES:**
Selects and safely uses technological resources to accomplish work responsibilities in a productive manner
- 19. INFORMATION TECHNOLOGY:**
Uses computers, file management techniques, and software/programs effectively
- 20. INTERNET USE AND SECURITY:**
Uses the Internet appropriately for work
- 21. TELECOMMUNICATIONS:**
Selects and uses appropriate devices, services, and applications



VIRGINIA DEPARTMENT OF
EDUCATION

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Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills

- Demonstrate positive work ethic.
- Demonstrate integrity.
- Demonstrate teamwork skills.
- Demonstrate self-representation skills.
- Demonstrate diversity awareness.
- Demonstrate conflict-resolution skills.
- Demonstrate creativity and resourcefulness.



Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills

- Demonstrate effective speaking and listening skills.
- Demonstrate effective reading and writing skills.
- Demonstrate critical-thinking and problem-solving skills.
- Demonstrate healthy behaviors and safety skills.
- Demonstrate an understanding of workplace organizations, systems, and climates.
- Demonstrate lifelong-learning skills.
- Demonstrate job-acquisition and advancement skills.
- Demonstrate time-, task-, and resource-management skills.
- Demonstrate job-specific mathematics skills.
- Demonstrate customer-service skills.



Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills

- Demonstrate proficiency with technologies common to a specific occupation.
- Demonstrate information technology skills.
- Demonstrate an understanding of Internet use and security issues.
- Demonstrate telecommunications skills.

FCPS Work-Based Learning

WORK-BASED LEARNING

CAREER AWARENESS

- Expose student to a variety of careers and career-related training.
- Develop an understanding of personal interests and talents relevant to career goals.



Guest Speakers are experienced professionals who enhance learning and broaden student awareness of career options and the education and training necessary for the profession.

Work-Based Tours are guided opportunities to increase student choice through observations in the workplace, listening to a host, and thinking about career options.

College and Career Fairs are career awareness activities that expose students to a wide range of careers and higher education programs.

Informational Interviews are structured interactions between a student and a professional usually by phone or video conference.

Work-Based Learning

(WBL) is a coordinated educational strategy that provides students with a continuum of career related experiences to support their career goals and prepare them for education and employment beyond high school.

CAREER EXPLORATION

- Explore career pathways and workplace readiness skills.
- Develop career interests.



Internships * are the school-coordinated placement of students in a work environment (paid or unpaid), including Community Work Experiences (CWE), that are written into IEPs for students with disabilities. Students develop and practice career-related knowledge and skills for a specific career path.

Service Learning * is a teaching method that involves students in authentic service to their communities. It makes connections between the classroom and the community and provides structured time for students to reflect on their experiences.

Job Shadowing * is a short-term career experience that places an individual student in a workplace to interact with one or more work-based representatives who host the student.

Career Mentorship * is a structured, school-coordinated method that enables the student to learn about the industry and the workplace from a worker who has a record of achievement in that field. It requires student preparation and career exploration, prior to the experience.

WBL supports Student Success by providing students with meaningful learning experiences and multiple pathways to a high school diploma.

For more information visit www.fcps.edu and search: **Work-Based Learning**

CAREER PREPARATION

- Engage in authentic experiences.
- Develop skills for successful postsecondary education and employment.



Student Enterprise is an entrepreneurial operation in a school setting that provides goods or services to meet the needs of the market. Student Enterprises are managed and operated by students as hands-on learning opportunities and are tied to an academic course of study directly related to that career field.

* VDOE Reportable

Cooperative Education * combines Career and Technical Education classroom instruction with paid, planned, and supervised employment that is directly related to a specific career pathway and the student's plan of study.

Clinical Experience * is an unpaid educational experience in health services. This provides the student with an opportunity to integrate knowledge acquired in the classroom with clinical practice of the fundamental skills, behaviors, and attitudes for professional competence.

Registered Apprenticeship * is a method that provides adult learners with paid opportunities to develop job skills and reinforce academic instruction under the guidance of a supervisor in a specific occupational area. This results in the attainment of a nationally recognized credential.

Youth Registered Apprenticeship * (YRA) integrates school-based and work-based learning with the skilled mentorship of teachers and journeyworker experts to develop employability and occupational skills.

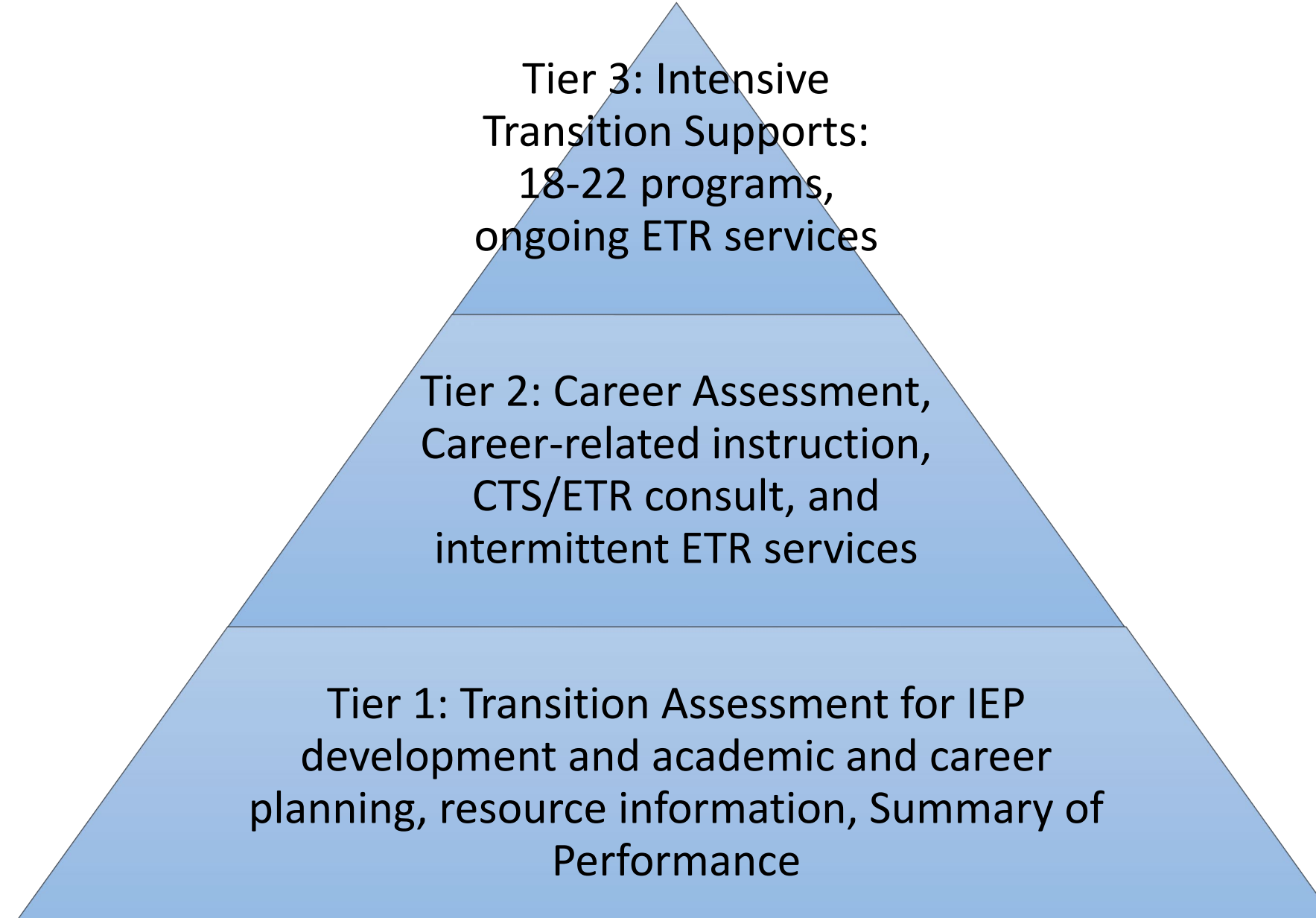
Supervised Agricultural Experiences * provide students with opportunities to integrate knowledge acquired in the classroom with practice of the fundamental skills, behaviors, and attitudes for professional competence in horticulture and natural resources management as well as agricultural machinery and production.

Employment and Transition Representatives (ETR)

- Direct services to students
- Transition support to seniors and exiting students
- Transition Instruction
- Developing and monitoring work-based learning
- Referrals to CTS programs and adult agencies
- Training and resource sharing
- Family Support
- Collaboration



ETR Tiered Support Model



Tier 3: Intensive
Transition Supports:
18-22 programs,
ongoing ETR services

Tier 2: Career Assessment,
Career-related instruction,
CTS/ETR consult, and
intermittent ETR services

Tier 1: Transition Assessment for IEP
development and academic and career
planning, resource information, Summary of
Performance



Academic and Career Plan

- The Academic and Career Plan (ACP) is a process for students to plan for the future by exploring college and career options. Students have opportunities to **discover their personal strengths and interests, create goals to help them achieve success, plan for courses that meet high school graduation requirements, and prepare them for life after high school.**
- Each student's plan is stored electronically in the Naviance Student tool and can be accessed by students through their 24-7 Blackboard account. The ACP is updated regularly as each student's academic, personal, and career goals change.



Postsecondary Support

Military

2 and 4 year college/university

Trade and certificate program

Employment

Supported Employment

Day Support

Gap Year



Interagency Collaboration

For the past 30 years, FCPS has had an interagency cooperative agreement with the Virginia Department of Aging and Rehabilitation and the Fairfax-Falls Church Community Services Board.

Each year, approximately 25% of the graduates/school leavers are referred to DARS and approximately 150-200 students are referred to CSB-DD Services.

Virginia Department of Aging and Rehabilitation Services (DARS)

- **Guidance and Counseling**
 - Assists students in identifying barriers to employment and making appropriate decisions concerning their job goals.
- **Career Exploration**
 - Offers the opportunity to research and explore different career fields and areas of interests.
- **Vocational Evaluation Testing**
 - Paper and pencil assessments with hands on work samples, and/or computerized testing to assess students' interests, abilities, aptitudes and transferable skills.
- **Job Seeking Skills**
 - Resume development, application guidance, help with finding and applying for jobs, interviewing skills, job club.
- **Supported Employment**
 - Job coaching may be considered if a person needs specific help learning a job or maintaining a job.
- **Vocational Training**
 - Provides training to prepare clients for employment, and/or other career development goals by maximizing their employment, occupational, and self-sufficiency skills
- **Rehabilitation Engineering and Assistive Technology**
 - To customize and adapt equipment and devices on the worksite and in the community.



Virginia DARS (continued)



- **Wilson Workforce and Rehabilitation Center**
 - The Wilson Workforce Rehabilitation Center (WWRC) provides individuals with disabilities comprehensive and individualized services that lead to employment and improved independence. WWRC provides vocational evaluation and training, life skills evaluation and training, medical rehabilitation, and other services.
- **Postsecondary Education Rehabilitation Transition Program (PERT)**
 - PERT is a highly effective school-to-work transition initiative administered through the Virginia Department for Aging and Rehabilitative Services at WWRC. This program assists students in their transition from high school to postsecondary options through assessments in vocational, independent living, and social skills.



Fairfax/Falls Church Community Services Board

Developmental Disabilities Services

- Day support and employment services
- Case management services
- Residential services

Mental Health Services

- Crisis and intervention
- Outpatient services
- Residential and inpatient services



Current Interagency Collaboration

- New Partnership with CSB MH/Supported Employment at CSS sites/Cedar/Quander
- School representative on Customized Employment Team sponsored by DARS
- Presented at Leadership Fairfax
- Member of the Welcoming Inclusion Network workgroups with Fairfax CSB
- Collaboration with DARS on Pre-ETS
- Other collaborative efforts: Future Quest, LTCCC, NVA Coalition, WIN, Disability Services Board, The ARC of NOVA



Family Involvement

PS
Education
Options

Moving on
to Life in
the
Community

Flash
Forward

Super
Transition
Saturday

SPED
Conference

Future
Quest

During the 2017-2018 SY, approximately 1400 parents received training.



Publications

- Transition Toolkit for Parents

<https://www.fcps.edu/sites/default/files/media/pdf/TransitionParentToolkit.pdf>

- Earning an Applied Studies Diploma

<https://www.fcps.edu/node/34552>

- Services to Explore in Virginia

<https://www.fcps.edu/node/33589>

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State Performance Indicator 13

Indicator 13 measures percent of youth aged 16 and above with an IEP that includes:

- Measurable postsecondary goals
- Based on age appropriate transition assessment
- Includes transition services
- Includes courses of study related to goals
- IEP goals that relate to transition needs
- Evidence student invited to IEP meeting
- Adult services included in IEP if appropriate

2017-2018 INDICATOR 13

	2014	2015	2016	2017	2018
Number of IEPs Reviewed	324	329	348	353	364
Number Needing Addendum	28	25	11	15	14



State Performance Indicator 14

Indicator 14 measures percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- Enrolled in higher education within one year of leaving
- Enrolled in higher education or competitively employed within one year of leaving
- Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving

(20 U.S.C.1416(a)(3)(B))



Indicator 14 Data

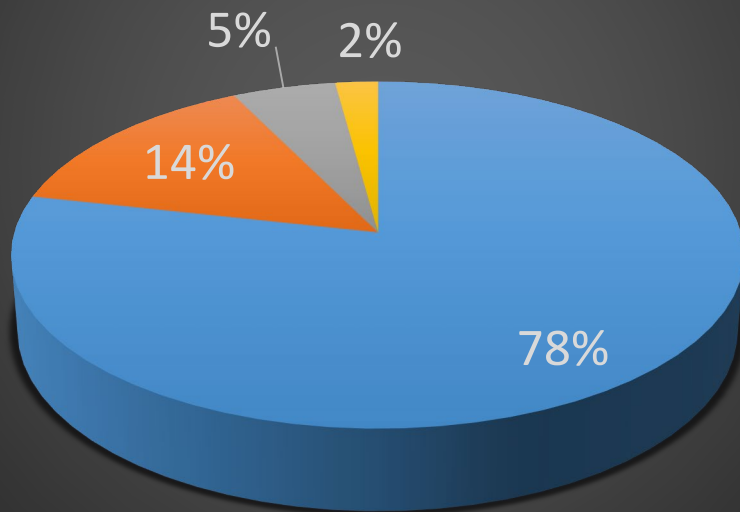
Percentages and State Targets

Indicator 14 Category N = 808 (Completed Surveys)	Freq	LEA Indicator %	State Target
Higher Education	388/808	48.0%	36%
Higher Ed + Competitive Employment	524/808	64.9%	63.5%
Higher Ed + Competitive Emp + Postsecondary Ed + Other Employment	587/808	72.6%	72%



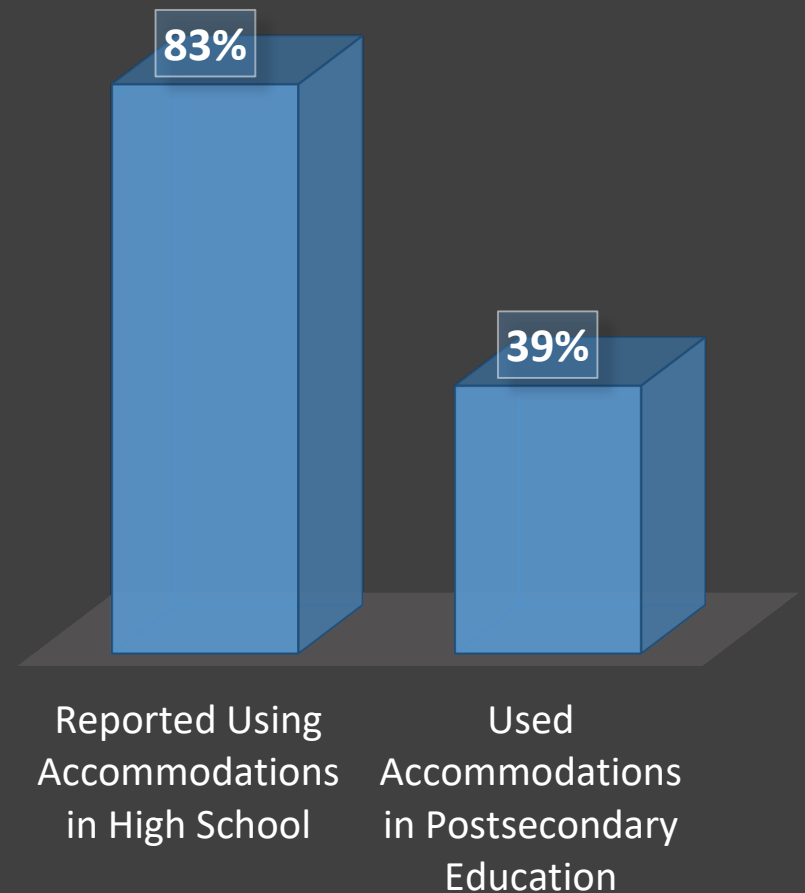
Students Reporting Using Accommodations

Students Reporting Using Accommodations in High School (562)



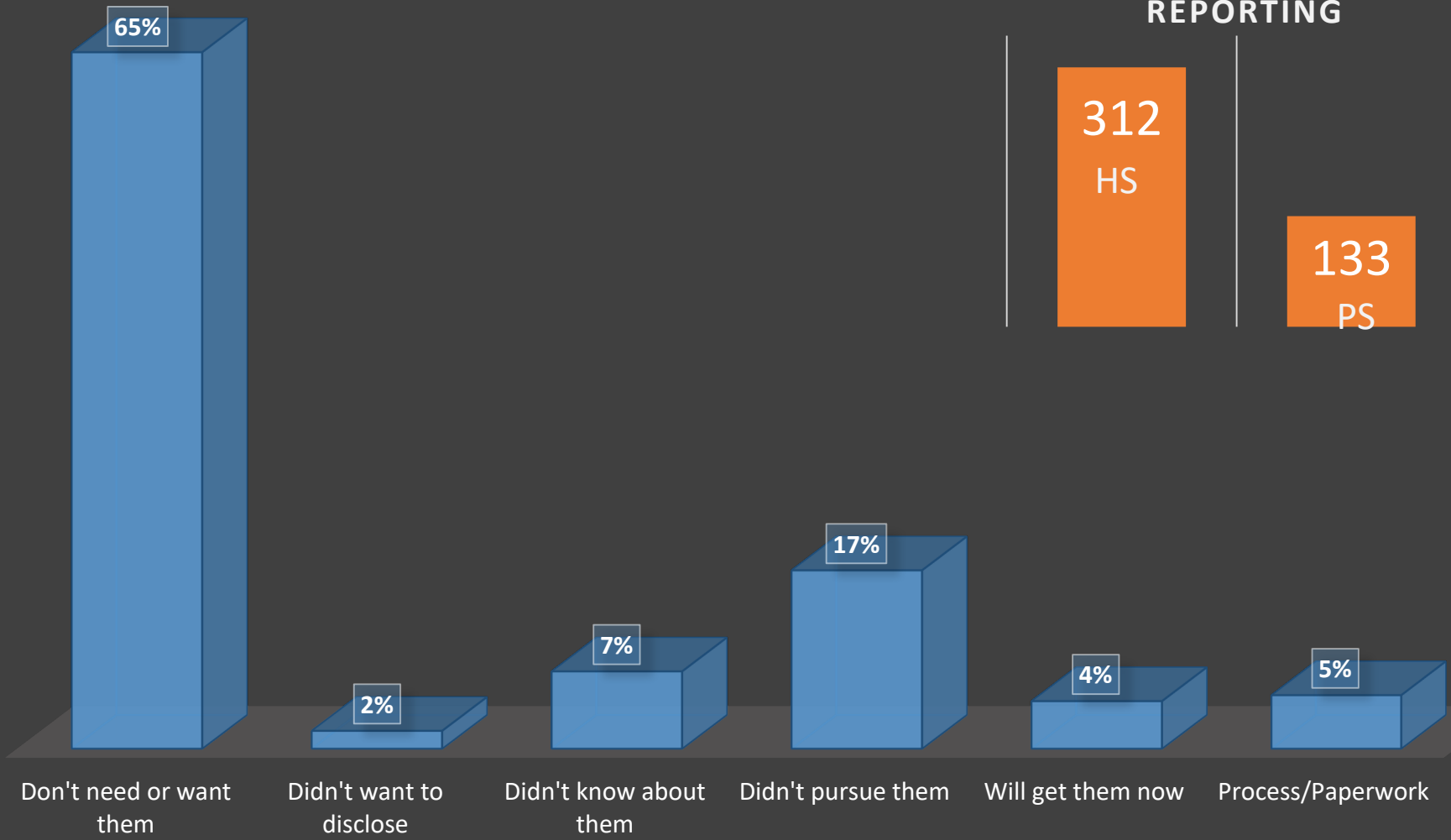
■ Yes ■ No ■ Don't Know ■ Did not answer

Leavers Attending Postsecondary Education

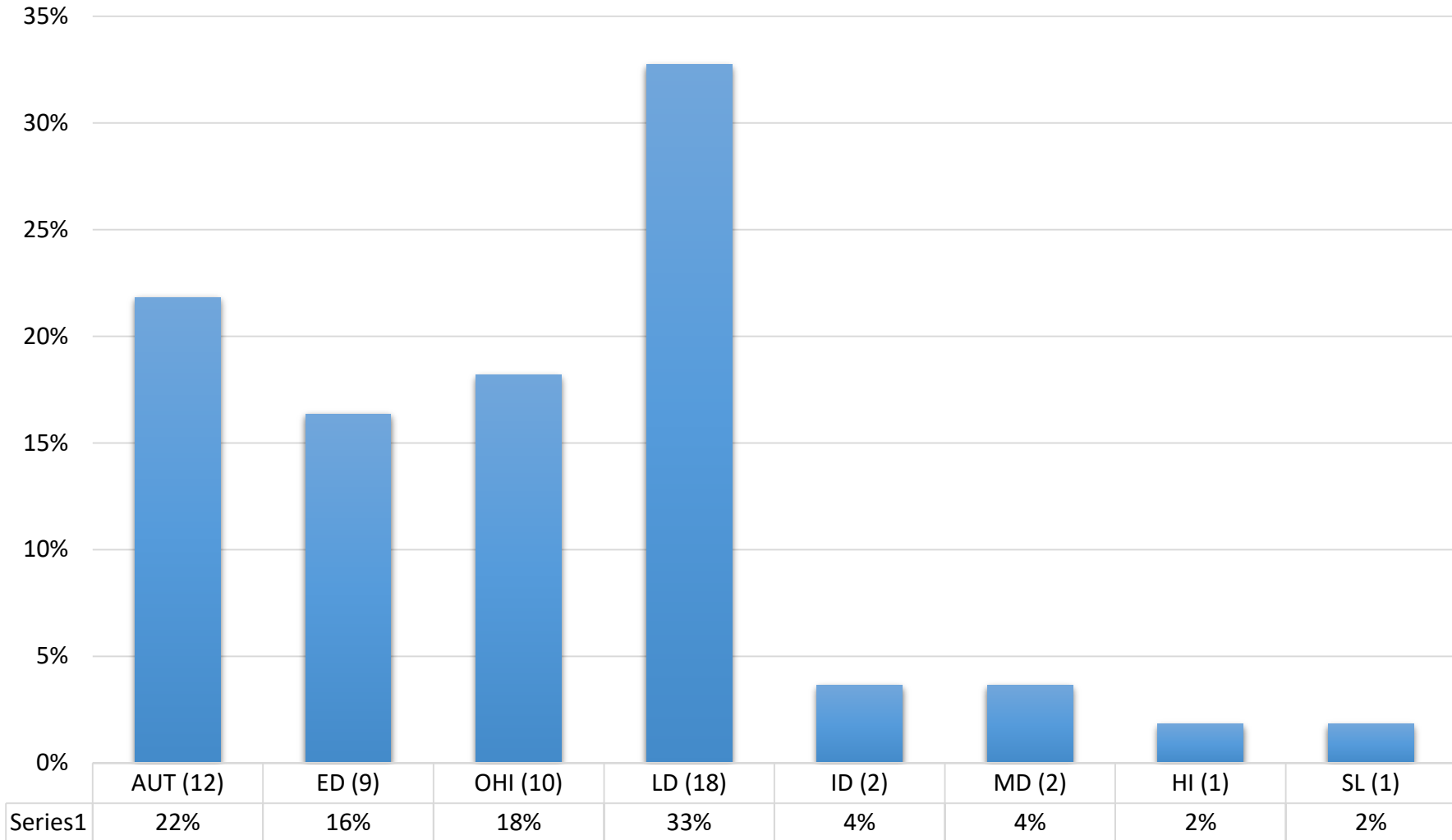




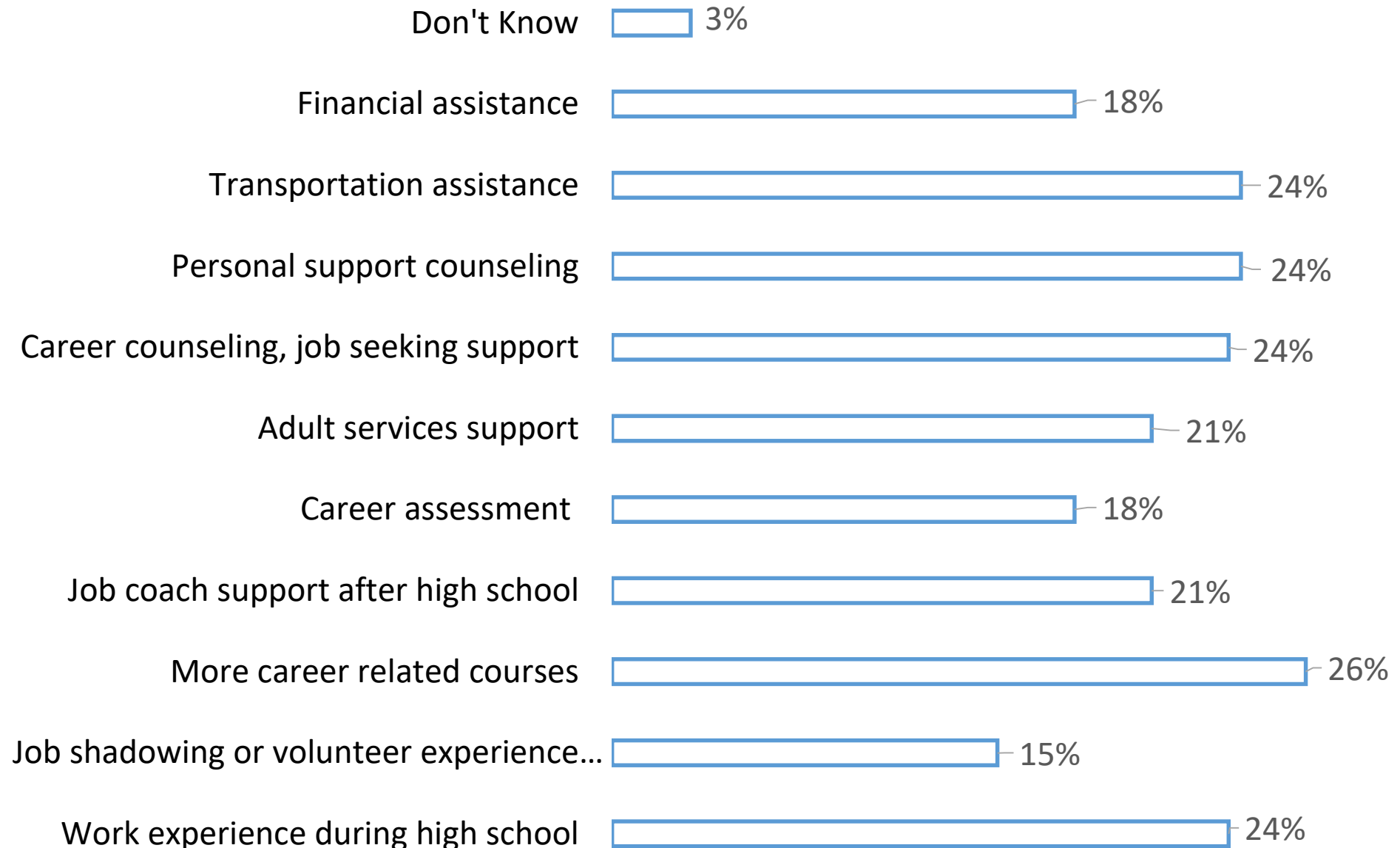
Reasons Reported for Not Using Accommodations in Postsecondary Education/Training



Unengaged by Disability



What would have helped?





Questions?



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