



**FAIRFAX COUNTY PUBLIC SCHOOLS**

# **Transition Tool Kit for Parents**



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Department of Special Services  
Office of Special Education Instruction  
Career and Transition Services



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# INTRODUCTION

Planning students' transition from school to post-school options is a critical part of students' individual education program (IEP) process in the middle and high school years. Transition planning is ongoing and outcome-oriented, based on collaboration between students with disabilities, their families, school and adult service personnel, and the community.

The **Individuals with Disabilities Education Improvement Act (IDEIA 2004)** defines transition services as follows:

A coordinated set of activities for a student with a disability that—

*Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;*

*Is based upon the individual student's needs, taking into account the student's strengths, preferences and interests;*

*Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. [Part A, Section 602(34)].*

Transition planning is a critical component of each student's IEP. IDEIA 2004 requires the following:

*Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include --*

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and*
- (2) The transition services (including courses of study) needed to assist the student in reaching those goals. [Section 614(d)(1)(A)(VIII)]*

*Beginning not later than one year before the student reaches the age of majority under state law, a statement that the student has been informed of the student's rights under IDEA, if any, that will transfer to the student on reaching the age of majority under Section 615(m).*

Fairfax County Public Schools (FCPS) requires that each student's IEP include a transition plan **beginning in grade 8 or at age 14, whichever comes first**. The transition plan identifies students' postsecondary goals and outlines the steps necessary to achieve them. Students' transition needs, as outlined in the transition plan, drive the content of the IEP so that, by graduation, students are equipped with the skills necessary to take advantage of the opportunities and meet the challenges of life after high school.

Once transition services are being considered, the second and third pages of the IEP become the transition planning section. The **Transition Goals** page (IEP-303) includes transition assessment information including information on the student's preferences, skills, and career goals, measurable postsecondary goals in the areas of education, training, employment, and, if appropriate independent living skills, as well as transition objectives in career, self-advocacy, and independent living skills. The **Transition Services** page (IEP-304) lists school and post-school transition services to consider during the IEP meeting.

Additionally, a **Secondary School Transition Summary** (SS/SE-210) is now required for graduating students during the final year in school. This form is not part of the IEP but, as required by law, it must be provided to graduating students and must include the following:

*...a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.*  
[Section 614(c)(5)(B)(ii)]

See the following link to the FCPS website to view the forms:

<http://www.fcps.edu/dss/sei/documents/index.htm>

Career and Transition Services, Office of Special Education Instruction, designed this *Transition Tool Kit for Parents* to share strategies, resources, and tools to assist in the transition planning process. "Tools" are attachments following the guide. An appendix of local, regional, state, national, and web-based resources can be found in the Appendix. This list is not intended to be all-inclusive, but rather a suggested starting point for families in the transition process.

# TRANSITION TOOL KIT FOR PARENTS

## Tips and Strategies for Transition Planning

The transition planning process involves a few simple rules that, if followed, will yield positive results for students. Below is an explanation of each rule, as well as suggested tools for implementation of each rule.

### Rule #1: Be Future-oriented

Project where students want to be in their early adult years and plan backward through all the steps necessary to get there. See the sidebar for an example of future-oriented planning.

A future-oriented approach highlights the relevance of today's schoolwork for tomorrow's outcomes. This approach enables students to see what needs to be accomplished, to anticipate possible obstacles, and to initiate plans to overcome roadblocks.

### Tools To Assist With This Rule

The *Educational and Career Planning Portfolio* (Attachment A) is a transition planning tool designed to help students and their parents or guardians identify and develop realistic postsecondary goals. By maintaining a record of all academic coursework, career-related coursework, academic and career assessments, work experiences, and extra-curricular activities the *Career Portfolio* guides students to career decision-making that reflects both their interests and abilities.

The *Career Portfolio* includes four pages that form a folder to enclose relevant information, including:

- **Contents Checklist** indicates which assessment information is enclosed
- **Career Goal and Objectives** are charted each year during development of the students' transition plans
- **Transition Goal Activities** lists any transition objectives achieved and courses completed from the previous year's IEP transition plan, as well as any career competencies or certifications earned
- **Transition Assessment Record** documents the results of any formal or informal transition assessments
- **Student Activity Record** captures all career-related courses, work experiences, and extracurricular activities in which students have participated

The *Career Portfolio* gathers the transition assessment information that is the foundation of the student's transition plan. It is initiated with a student's first transition IEP, at age 14 or in grade 8. The portfolio then follows the student through the high school years. Additionally, the *Career Portfolio* is an ideal tool for capturing information needed to complete the **Secondary School Transition Summary** (Attachment H) prior to graduation.

The following additional tools can assist in ensuring that the planning process is future-oriented, and may be included in the *Career Portfolio*:

### **Charting Your Future**

Johnny wants to be a doctor. To reach this goal, Johnny will need to graduate from medical school.

To get into medical school, he'll not only have to attend college, but do well enough to qualify as a medical school candidate.

To do that he'll need to earn a standard or advanced studies diploma with a concentration in sciences, and so on back to 8<sup>th</sup> grade, where Johnny should earn good grades in science and pass the SOL tests.

*Charting Your Future – Middle School (Attachment C) and High School (Attachment D)* helps students determine the steps they must take to reach their goals. Students identify where they would like to be, in terms of both career and personal goals, by age 25. This can be reviewed each year to determine what needs to be accomplished to achieve identified goals.

*IEP-304 Transition Services to Consider (Attachment F)* gives a brief description of each service listed on the Transition Services page of the IEP along with actions to take, and who to contact.

*Turning 18: Resources for Young Adults (Attachment I)* provides information students need to know when they reach the age of majority.

## Rule #2: Start Early and Review Annually

IDEA requires that transition planning begin early. The key to effective transition planning is to start early with a long-range plan as described above and then revisit the plan at least once a year to see if it continues to make sense. For the continuing story of Johnny, see the sidebar *Charting Your Future II*.

### ***Charting Your Future II***

If Johnny still wants to be a doctor and has passed the 8<sup>th</sup> grade SOL and earned good grades in science, then he is on track to achieve his goal.

If he hasn't accomplished these two objectives, Johnny and his family need to make some decisions:

1. Will Johnny spend more time on his homework, get some tutoring, and/or enroll in a remediation class so he can reach his goals and continue with the original plan; OR
2. Is the original plan unrealistic?

If Johnny doesn't want to be a doctor anymore OR if the original plan was unrealistic he can choose another career goal and make another future-oriented plan.

### **Tools To Assist With This Rule**

*Transition Planning Checklist for Students and Parents (Attachment E)* can be completed at home by students and their family members to help identify their transition planning priorities. This input is particularly useful in finalizing the independent living objectives in the Transition Objectives box of IEP 303. *Charting Your Future - Middle School and High School (Attachments C, D)*

*Transition Timeline – Middle School to Graduation (Attachment B)* provides a year-by-year list of transition-related activities designed to prepare students for a variety of postsecondary outcomes. It presents an overview of all the activities involved in transition planning from middle school through high school. Students choose among the activities listed based on their long-term goals.

*Suggested Transition Activities (Attachment G)* can be used to draft career, self advocacy, and independent living objectives in the Transition Objectives section of IEP 303.

### **Rule #3: Revise, Revise, Revise**

Beginning transition planning early and reviewing plans regularly enables students and families to monitor the appropriateness of the transition plans in order to fine-tune goals and plans during the years leading to graduation. See *Charting Your Future III: Johnny's revised plan*.

### **Tools To Assist With This Rule**

*Transition Timeline – Middle School to Graduation (Attachment B)*

*Charting Your Future - Middle School and High School (Attachments C, D)*

*Career Portfolio (Attachment A)*

## The Parent's Role

Three rules for effective transition planning that maximize options and opportunities include:

1. Be future-oriented
2. Start early and review annually
3. Revise, revise, revise

Middle school students - Focus on the process rather than being overly concerned with a realistic outcome. Once students learn the basics of transition planning, they will continue to practice the process throughout their high school years and will refine their goals and probably change their career choices many times.

All students - Help students identify objectives that need to be accomplished (i.e., tests passed, diploma earned, skills mastered) to achieve the long-range goal.

All students - Be sure to review the plan regularly. Discuss with students and staff whether adequate progress has been made.

High school students – Be sure to complete the **Secondary School Transition Summary** (Attachment H) before each student graduates from high school. This is a new requirement of IDEA 2004.

*Appendix: Resources* lists Career and Transition Services (CTS) transition contacts and phone numbers to assist you, contact information for postsecondary service providers, and some website resources that may be helpful.

### ***Charting Your Future III***

If medical school is unrealistic for Johnny, he could explore health-related occupations that require less rigorous academic preparation.

Johnny would then revise his plan accordingly and list the things he needs to accomplish over the next year. This list then becomes the basis for his transition plan.

The following year, he will measure his progress against the plan and continue to make choices about the path he wants to pursue.

## Educational and Career Planning Portfolio

**Contents Checklist: Items checked below are filed in this portfolio:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Career Skills documentation             | <input type="checkbox"/> Career Interest Inventories           | <input type="checkbox"/> APTICOM/Career Scope Report |
| <input type="checkbox"/> Self-advocacy Skills documentation      | <input type="checkbox"/> Career Snapshot Report                | <input type="checkbox"/> ASVAB Aptitude Test Results |
| <input type="checkbox"/> Independent Living Skills documentation | <input type="checkbox"/> Mt. Vernon/Marshall Assessment Report | <input type="checkbox"/> Other: _____                |
| <input type="checkbox"/> Resume                                  | <input type="checkbox"/> PERT Report                           | <input type="checkbox"/> Other: _____                |
|  |  | <input type="checkbox"/> Other: _____                |

*Each year, file a copy of the current transcript, Transition Goals page (IEP 303), and Transition Services page (IEP 304) in the portfolio*

Year/Grade	Career Goal*	Objective	Met?

\* From IEP Transition Goal page. Portfolio instructions may be found at [http://fcpsnet.fcps.edu/ssse/career\\_transition/portfolio.htm](http://fcpsnet.fcps.edu/ssse/career_transition/portfolio.htm)

### Transition Goal Activities

<b>Grade</b>	<b>Career/College Courses Completed</b> <i>From IEP Transition Services (IEP-304)</i>	<b>Career Competencies Achieved/ Certifications Earned</b>	<b>Career Activities Achieved</b> <i>From IEP Transition Goals (IEP-303)</i>	<b>Self-advocacy Activities Achieved</b> <i>From IEP Transition Goals (IEP-303)</i>	<b>Independent Living Activities Achieved</b> <i>From IEP Transition Goals (IEP-303)</i>
8					
9					
10					
11					
12					
Year 5					
Year 6					
Year 7					
Year 8					

### Transition Assessment Record

Date	Assessment	Results/Recommendations

**Record date that each skill is mastered**

**Self-Advocacy Skills**

- \_\_\_ Articulates strengths and weaknesses
- \_\_\_ Explains disability's impact on performance
- \_\_\_ Knows when to disclose disability
- \_\_\_ Identifies accommodations
- \_\_\_ Requests accommodations
- \_\_\_ Articulates short- and long-term goals
- \_\_\_ Identifies barriers to goal achievement
- \_\_\_ Determines accommodations needed to overcome barriers

**Transportation Skills**

- \_\_\_ Has driver's license
- \_\_\_ Travels independently by car
- \_\_\_ Plans route for car travel
- \_\_\_ Travels independently by bus
- \_\_\_ Plans route for bus travel
- \_\_\_ Travels independently by Metrorail
- \_\_\_ Plans route for travel by Metrorail
- \_\_\_ Travels independently by taxi
- \_\_\_ Schedules taxi travel
- \_\_\_ Travels independently on MetroAccess
- \_\_\_ Schedules travel on MetroAccess
- \_\_\_ Travels independently as pedestrian

**Organizational Skills**

- \_\_\_ Wears watch/timekeeping device daily
- \_\_\_ Effectively uses watch to meet daily obligations
- \_\_\_ Records scheduled events in planner/calendar
- \_\_\_ Consults planner/calendar daily
- \_\_\_ Effectively uses planner/calendar to arrive at scheduled events on time
- \_\_\_ Carries cellphone
- \_\_\_ Sends and receives calls by cellphone
- \_\_\_ Sends and receives messages by cellphone
- \_\_\_ Has e-mail account
- \_\_\_ Sends and receives messages by e-mail
- \_\_\_ Carries money, ID, keys, cellphone, etc.

Work Experiences

Extracurricular Activities

Grade	Work Experience/ Employment	Job Duties
8		
9		
10		
11		
12		
Year 5		
Year 6		
Year 7		
Year 8		

Extracurricular Activities

# Transition Timeline

## Middle School Tasks

- Develop study skills and strategies that you know work for you
- Talk to teachers to identify classroom accommodation needs
- Evaluate basic skills in reading, mathematics, oral and written language; plan for remediation if necessary
- Identify tentative postsecondary career and personal goals
- Investigate which high school courses will prepare you for your postsecondary goals
- Attend high school orientation or schedule appointment with high school guidance counselor or special education department chair to familiarize yourself with high school requirements
- Review high school diploma options and plan course of study to meet requirements
- Explore interests through elective courses, clubs, extracurricular activities
- Investigate enrollment in 9<sup>th</sup> grade WAT class to see if career exploration and work experience is an option relevant for your postsecondary goals
- Begin Career and Transition Services Career Portfolio to collect information to help plan your future
- Take 8<sup>th</sup> grade SOL tests in English: Reading/Literature and Research, English: Writing, and Mathematics at the end of eighth grade
- Participate in developing your transition plan (IEP pages 303 and 304) to include in your IEP starting in 8<sup>th</sup> grade (or age 14)
- Attend your IEP meeting
- List activities necessary to achieve the goals in your IEP transition plan

## Freshman Year Tasks

- Learn the specific nature of your disability and how to explain it so others understand your needs
- Ask your parent or a special education teacher to help you develop a plan to explain your disability to your teachers and request accommodations
- Learn strategies to help you access the same course work as your peers

- Continue to improve basic reading, writing, and math skills
- Review diploma options, revise choice as necessary, and plan course of study to meet requirements
- Consider extending your high school graduation date by one to three years to help you reach postsecondary goals
- Discuss with your guidance counselor enrolling in 10<sup>th</sup> grade WAT, OTP, or other career-related courses based on your postsecondary goals
- Visit your high school career center and ask the Career Center Specialist about college and career planning resources
- Discuss with your IEP case manager career assessment services offered at Marshall and Mt. Vernon Assessment centers to decide whether assessment will be helpful for transition planning
- Continue to explore interests through elective courses, clubs, and extracurricular activities
- Update your Career Portfolio
- Meet with your case manager to plan your IEP meeting and discuss your role
- Formulate a Transition Plan with your case manager and the IEP team that reflects your goals and interests
- Prepare for and pass required end-of-course SOL tests
- Identify your Employment and Transition Representative (ETR) and learn his or her role in your transition

## Sophomore Year Tasks

- Ask your parent or teacher to help you prepare to explain your disability and request accommodations from teachers and family members
- Continue to develop and use learning strategies for success in course work
- Continue to improve basic reading, writing, and math skills
- Review diploma options, revise choice as necessary, and plan a course of study to meet requirements
- Consider extending your high school graduation date by one to three years to help reach your postsecondary goals

Discuss with your guidance counselor possible enrollment in 11<sup>th</sup> grade WAT, OTP, Davis/Pulley, Academy, or other career-related courses

Meet with your case manager to discuss available career assessment options (Marshall/Mt. Vernon comprehensive assessment, Career Snapshot, APTICOM, or PERT) to decide whether an assessment would be beneficial

If your career plans require a college degree, register and take the Preliminary Scholastic Aptitude Test (PSAT) in the fall; consider using testing adjustments and auxiliary aids

Continue to explore interests through extracurricular activities, hobbies, volunteer work, and work experiences

Identify interests, aptitudes, values, and opportunities related to occupations of interest

Update your Career Portfolio

Participate actively in your IEP meeting

Continue to actively participate in transition planning with your case manager and IEP team

**Junior Year Tasks**

Identify postsecondary academic adjustments, auxiliary aids, and services you need and learn how to use them efficiently

Practice strategies to prepare for and take exams including time management, assertiveness training, and stress management

Meet with your teachers to explain your disability and request accommodations

Continue to remediate basic skill deficits

Review diploma options, revise choice as necessary, and plan course of study to meet requirements

Consider extending your high school graduation date by one to three years to help reach your postsecondary goals

Discuss with guidance counselor possible enrollment in 12<sup>th</sup> grade OTP, Davis/Pulley, Academy, or other career-related courses

Meet with your case manager to discuss available career assessment options (Marshall/Mt. Vernon comprehensive assessment, Career Snapshot, APTICOM, or PERT) to decide whether an assessment would be beneficial

Continue to explore your interests through involvement in school or community-based extracurricular activities and work experiences

Update your Career Portfolio

Match your interests and abilities to postsecondary goals

If your career goals require postsecondary education, identify schools with courses in which you might be interested

Speak with representatives from colleges, technical schools, training programs and/or military visiting your high school, and at college or community career fairs

Gather information about college programs that offer disability services you need

Visit campuses and disability services offices to verify available services and how to access them

Keep documentation of your disability current; colleges want current testing, usually less than three years old when you begin college

Ask your guidance counselor about the SAT and ACT tests to determine which better matches your learning style

Consider taking a course to prepare for the SAT or ACT

Take the SAT or ACT in the spring; discuss with your case manager whether to request testing accommodations

Meet with your case manager to develop a plan for leading your IEP

Continue to participate in your IEP transition planning with your case manager and IEP team

Contact the Department of Rehabilitative Services (DRS), the Community Services Board, or other postsecondary agencies to determine your eligibility for services

Invite a representative of the appropriate adult services agency to attend your IEP meeting

**Senior Year (or age 18-22) Tasks**

Identify ways accommodations on your IEP apply to postsecondary education and employment settings

Continue to develop your advocacy skills and study skills

Meet with your teachers to explain your disability and request accommodations

Continue to remediate basic skill deficits

Review diploma options, revise choice as necessary, and plan course of study to meet requirements

Update your Career Portfolio

Match your interests and abilities to postsecondary goals

Consider extending your high school graduation date by one to three years to help reach your postsecondary goals

Discuss with guidance counselor enrollment during 5<sup>th</sup>, 6<sup>th</sup> or 7<sup>th</sup> year of high school in OTP, Davis/Pulley centers, Academy, or other career-related courses

Meet with your case manager to discuss available career assessment options (Marshall/Mt. Vernon comprehensive assessment, Career Snapshot, APTICOM, or PERT) to decide whether an assessment would be beneficial

Continue to explore your interests through involvement in school or community-based extracurricular activities and work experiences

Meet with your school guidance counselor and your ETR early in the year to discuss your postsecondary plans

Early in the year, visit schools, colleges, or training programs in which you are interested

Evaluate disability services, service providers, and staff of schools in which you are interested

Obtain copies of any school records that document your disability for postsecondary accommodations

Take the SAT or ACT again, if appropriate

Lead your IEP meeting

Develop your Transition Plan and present it at your IEP meeting

If not done in your junior year, contact the Department of Rehabilitative Services (DRS), the Community Services Board, or other adult service agency to determine your eligibility for postsecondary services

Invite a representative of the appropriate adult services agency to attend your IEP meeting

Adapted from: *Virginia's College Guide for Students with Disabilities (2003 Edition)*.

Available at

[http://www.doe.virginia.gov/special\\_ed/transition\\_svcs/college\\_planning/college\\_guide.pdf](http://www.doe.virginia.gov/special_ed/transition_svcs/college_planning/college_guide.pdf)

## Charting Your Future – Middle School

Where do you want to be at age 25?	Postsecondary Requirements	High School Requirements	Middle School Requirements
<b>Career Goal:</b>	Education: Training: Testing: Experience:	Diploma: Courses: Testing: Experience:	SOLs/Benchmarks:  Courses:  Experience:
<b>Personal Goal:</b>	Skills Training:  Experience:	Skills Training:  Experience:	Skills Training:  Experience:

**What are possible barriers to reaching my goals?**

**What steps will I take this year to help me reach my goals?**

## Charting Your Future – High School

Where do you want to be at age 25?	Postsecondary Requirements	Eleventh Grade to Graduation Requirements	Ninth/Tenth Grade Requirements
<b>Career Goal:</b>	Education/Training:   Testing:  Experience:	Diploma:  Courses:   Testing:  Experience:	Diploma:  Courses:   Testing:  Experience:
<b>Personal Goal:</b>	Skills Training:   Experience:	Skills Training:   Experience:	Skills Training:   Experience:

**What are possible barriers to reaching my goals?**

**What steps will I take this year to help me reach my goals?**

# Transition Planning Checklist

## for Students and Parents

We value your input regarding your son's or daughter's transition needs. The following lists of transition skills are considered important for success as adults.

Please review the appropriate priorities for this year with your son or daughter and bring this list to the IEP meeting to discuss with the IEP team. Please add any additional skills that you feel are important.

### **CAREER/EMPLOYABILITY**

- Gets along with others
- Follow rules and directions
- Accept criticism
- Attend to detail
- Complete tasks
- Attend school and be on time
- Increase computer skills
- Dress appropriately for setting
- Work at a satisfactory rate
- Produce satisfactory work
- Deal appropriately with authority
- Work independently
- Organize materials and time
- Seek help when needed
- Demonstrate critical thinking skills
- Identify career interests
- Explore careers
- Gain work experience
- Develop specific work skills
- Research FCPS transition options
- Enroll in a career-related course
- Develop resume
- Find a job
- Complete applications
- Develop interview skills
- Explore postsecondary education options
- Explore adult service options

### **SELF-ADVOCACY**

- Participate in IEP meeting
- Participate in developing ITP
- Review diploma options /requirements
- Know rights and responsibilities
- Identify learning strengths and weaknesses
- Communicate learning strengths and weaknesses
- Identify emotions and outlets for emotions
- Set goals
- Problem-solve
- Cope with stress
- Use daily planner to organize schoolwork and activities

### **INDEPENDENT LIVING**

- Make purchases
- Make change
- Budget money
- Calculate wages
- Develop banking skills
- Communicate by telephone including leaving/taking messages
- Identify recreation/leisure activities
- Clean space at home (i.e., bedroom)
- Recognize civic roles and responsibilities
- Understand authority figures, rules, laws
- Understand voting and elections
- Identify community resources
- Know current events
- Know housing options (i.e., rent, own)
- Pay bills
- Purchase food
- Follow recipe
- Cook food
- Order from menu
- Purchase clothing
- Wash and iron clothing
- Know transportation options
- Take Driver's Education
- Get driver's license
- Read maps
- Become familiar with public transportation
- Know basic first aid
- Practice good grooming habits

### **OTHER SUGGESTIONS**

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## IEP-304: Transition Services to Consider

The following information provides a brief explanation of each transition service listed on IEP-304. If you would like more information, or have any questions, please contact your school's Employment and Transition Representative (ETR).

Transition Service	Information
<b>Career/College Guidance</b>	Provided by Guidance, Career Center, ETR, case manager about future plans/courses, transition and employment issues
<b>Academy Support Services</b>	Each academy has a support team to help students successfully complete course requirements
<b>Career Assessment</b>	FCPS offers three types of assessment – <b>Comprehensive</b> - in-depth 5-7 day assessment at Marshall/Mt. Vernon Assessment centers <b>APTICOM/Career Scope</b> –two hour individualized assessment for juniors and seniors at high schools <b>Career Snapshot</b> – group assessments of career interests and preferences in collaboration with HS career centers
<b>Work Awareness and Transition (WAT)</b>	Elective course combining career exploration and introduction to work experience <ul style="list-style-type: none"> <li>▪ HS course includes community work experience.</li> <li>▪ MS course may include school-based work experience.</li> </ul> WAT teacher will draft IEP goal
<b>Job Coach Services</b>	Short-term support for students transitioning to independent work <ul style="list-style-type: none"> <li>▪ Services can also be requested if problems arise on a job</li> <li>▪ Available to all FCPS HS students receiving special education</li> </ul>
<b>Employment and Transition Services (ETR)</b>	Transition resource contact at each HS <ul style="list-style-type: none"> <li>▪ Assistance in job seeking, job maintenance, and planning for the future (priority – grades 11-12)</li> <li>▪ Available to all FCPS HS students receiving special education</li> </ul>
<b>Referral to PERT (Postsecondary Education Rehabilitation Transition)</b>	10-day residential evaluation at Woodrow Wilson Rehabilitation Center, Fishersville, VA. of vocational, leisure, and independent living skills. Students must be at least 16 and meet PERT and DRS eligibility criteria; acceptance is determined by PERT
<b>Office Technology and Procedures (OTP)</b>	Elective HS course combining MS office skills instruction and work experience in local business <ul style="list-style-type: none"> <li>▪ Located at four administrative offices.</li> <li>▪ OTP teacher will draft a goal for the IEP</li> </ul>
<b>Special Education Career Center</b>	Specialized career skills instruction for students requiring more support than available in general education courses <ul style="list-style-type: none"> <li>▪ 2 centers serve FCPS high schools.</li> <li>▪ Career skills training in business settings; instruction in reading literacy, independent living, and social skills.</li> <li>▪ Center teachers draft goals for the IEP</li> </ul>

Transition Service	Information
<b>Community Work Experience</b>	Work experiences in local businesses that support students in exploring career options and learning work culture <ul style="list-style-type: none"> <li>▪ Integral component of Career Pathways, WAT, OTP, Davis/Pulley Centers</li> <li>▪ Major focus for MS/HS students in school-based MOD, SD, AUT programs</li> <li>▪ Non-paid work experience requires parent-provided or school accident insurance</li> </ul>
<b>Career/College related Course(s)/Experiences</b>	List courses or activities related to student’s expressed goal or future plan; can include academics, professional technical studies, career academy course, career and transition course, etc.
<b>Other</b>	Can be used for other transition-related school activities that may not be listed above
<b>Virginia Department of Rehabilitative Services (DRS)</b>	State/federal service that assists students and adults with disabilities prepare for, enter, engage in, or retain gainful employment. Students must meet DRS eligibility criteria and must be legally eligible to work in the U.S. Some services require financial participation
<b>Fairfax-Falls Church Community Services Board</b> <i>Intellectual Disabilities Svs (CSB-ID)</i>	<b>CSB-ID</b> provides lifelong support services for individuals with intellectual disabilities (IQ of 70 or below) and individuals with autism who also have intellectual disabilities <ul style="list-style-type: none"> <li>▪ Individuals must meet eligibility criteria</li> </ul>
<b>Fairfax-Falls Church Community Services Board</b> <i>Mental Health Svs (CSB-MH)</i>	<b>CSB-MH</b> provides lifelong support services for individuals with mental health impairments <ul style="list-style-type: none"> <li>▪ Individuals must meet eligibility criteria</li> </ul>
<b>Virginia Department for Blind and Visually Impaired (DBVI)</b>	<b>DBVI</b> provides services for students with visual impairments (formerly called Virginia Department of Visually Handicapped.) <ul style="list-style-type: none"> <li>▪ Individuals must meet eligibility criteria</li> </ul>
<b>Other Agency</b>	Other adult service agencies include <b>Cooperative Employment Services</b> and the <b>Endeppendence Center</b> <ul style="list-style-type: none"> <li>▪ Individuals must meet eligibility criteria</li> </ul>

## Suggested Transition Activities

The following list is designed to help students, parents, and teachers formulate goals for the three areas included in the “Transition Objectives” section on the Transition Goals page (IEP-303.) These areas are Career, Self-Advocacy, and Independent Living.

Once students and their families have identified areas of priority for the current year’s transition plan, teachers can consult the relevant areas on the list for some suggested goals to include on the transition plan.

This list is not exhaustive. It is meant to be a springboard for further discussion and planning. Please feel free to add to the list or to revise goals as necessary for the student’s specific needs. The following list includes suggested activities for both middle and high school.

Many of the goals listed are intended to cover broad areas of transition activities and are worded in general terms. These should be adapted to meet individual transition plan needs. For example, “Successfully complete course related to career goal” for one student could be, “Successfully complete Travel and Tourism class at Edison Academy.” For another student, it may be modified to state, “Successfully complete AP Biology course.”

A second set of Career, Self-advocacy, and Independent Living objectives were designed specifically for students with more significant disabilities. Those sections are identified with LI for Low Incidence.

## Career Goal Activities

### Academic

- Review diploma options/requirements
- Identify high school course offerings related to career goals
- Successfully complete course related to career goal (e.g. Dental Assistant, E-commerce)
- Meet with teachers to discuss accommodation needs
- Schedule meeting with teacher for extra help to succeed in a class
- Schedule meeting with teacher after receiving a D or F grade
- Enroll in SOL remediation classes as needed
- Meet with guidance counselor to schedule classes needed to meet postsecondary education goals
- Explore support services available at postsecondary schools of interest
- Research entrance requirements for postsecondary schools
- Identify postsecondary schools that provide training in career field
- Identify postsecondary requirements necessary to achieve career goals
- Enroll in SAT preparation course
- Arrange for untimed SAT administration
- Explore financial aid options for postsecondary education
- Complete applications for postsecondary education

### Career Awareness

- Complete and review an interest inventory (e.g., Career Game)
- Identify several careers that match interests
- Obtain specific information about qualifications of jobs of interest
- Complete career aptitude assessment
- Identify careers that match abilities
- Obtain specific information about jobs that match abilities and interests
- Participate in a volunteer experience
- Observe job shadow employee at business site
- Interview people in occupations of interest in the local community
- Enroll in Work Awareness and Transition (WAT) class
- Explore interests through elective courses (i.e., drama, art)

- Complete the Virginia VIEW
- Research careers using Internet or software programs (e.g., Bridges)
- Investigate career options through the Career Center

### Career Development

- Practice interviewing for a job
- Develop a resume
- Obtain a work permit
- Enroll in career-related courses (e.g., Tech Education, Academy course)
- Explore extracurricular activities (e.g., sports team or drama club)
- Participate in school-based work experience
- Participate in community-based work training (e.g., Davis/Pulley centers)
- Attend seminars on college, work, and other postsecondary options
- Obtain and hold summer or after-school job
- Participate in internship related to career interests (e.g., Career Academy)

### Work Habits and Behaviors

- Identify appropriate action to take if late or absent from school
- Identify when assistance is needed and know how to obtain it
- Respond appropriately to critical statements
- Perform a series of tasks in response to verbal instructions
- Perform a series of tasks in response to written instructions
- Identify appropriate dress code for work situations (e.g., interview, warehouse job, office job)
- Use daily planner to organize school work and homework assignments

## Self-Advocacy Goal Activities

### Decision-making

- Articulate purpose of IEP and Transition Plan
- Attend IEP meeting
- Participate in IEP meeting
- Present personal goals at IEP meeting
- Identify members of IEP team
- Develop list of questions to ask at IEP meeting
- Participate in developing Transition Plan
- Develop a timeline of activities to accomplish Transition Plan goals
- Discuss progress towards Transition Plan goals with parents and teachers
- Lead transition planning portion of the IEP meeting
- Complete Transition Planning Worksheet with parents and teachers
- Attend parent and student workshops about high school and Career and Transition Services
- Obtain school records to document disability for accommodations for postsecondary options
- Explore supported employment options with local vendors
- Tour postsecondary institutions of interest
- Research eligibility requirements for adult services (e.g., Department of Rehabilitative Services)
- Develop plan and timeline for contacting adult services
- Consult teacher to determine if tutoring is needed to meet promotion benchmarks
- Consult teacher to determine if tutoring is recommended prior to taking SOL tests
- Identify how accommodations on IEP translate to the workplace
- Research eligibility requirements for Supplemental Security Income (SSI)
- Research work incentive options: Plan for Achieving Self Support (PASS), Impairment Related Work Expense (IRWE)

### Self-awareness

- Review career and academic assessments to assist in career planning
- Develop list of personal goals (e.g., to live in an apartment independently)
- Identify learning strengths and weaknesses
- Communicate learning strengths and limitations to teacher or employer
- Identify appropriate classroom accommodations
- Identify appropriate workplace accommodations/modifications
- Request appropriate accommodations as outlined in the IEP (e.g. ask math teacher to use a calculator in class)
- Describe your disability and education history
- Obtain information on disability-related legislation (Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act)
- Articulate rights and responsibilities under disability-related legislation

## Independent Living Goal Activities

### **Caring for Personal Needs**

- Take appropriate medication for minor illnesses
- Care appropriately for minor cuts, burns, and bruises
- Recognize need to consult physician
- Schedule doctor/dentist appointments
- Dress appropriately for a variety of activities (e.g., choose appropriate outfit for a specific occasion)
- Maintain acceptable standards of hygiene (e.g., shower daily)
- Maintain acceptable standards of grooming (e.g., keep hair clean and brushed)
- Learn to do laundry
- Maintain acceptable level of fitness (e.g., exercise three times a week)
- Follow food pyramid nutritional guidelines
- Communicate by telephone including leaving messages on answering machines

### **Community Participation**

- Identify appropriate circumstances to use 911
- Demonstrate knowledge of traffic rules and safety (e.g., cross streets at traffic signals)
- Use public transportation
- Navigate neighborhood independently
- Use alternative public transportation (e.g., Metro Access or FASTRAN)
- Obtain driver's license
- Register to vote

### **Household Responsibilities**

- Perform routine household tasks (e.g., wash dishes)
- Outline routine for weekly chores
- Read labels and directions
- Plan a meal
- Purchase groceries for meal
- Prepare meal
- Operate household appliances (e.g., washer and dryer, microwave)

### **Leisure Activities**

- Understand and identify survival vocabulary/signs
- Read and order from menus
- Demonstrate appropriate manners
- Initiate leisure activities (e.g., arrange with friends to go to a movie)
- Maintain calendar of activities
- Use watch to follow daily schedule
- Enroll in an art class
- Enroll in an exercise class
- Join a sports team

### **Managing Personal Finances**

- Identify money and make correct change
- Purchase personal items from store
- Construct a budget for weekly allowance
- Manage weekly lunch money
- Choose most economical purchase among like items of similar quality
- Identify purchases as necessities or luxuries in areas of food, clothing, housing, and transportation
- Open checking/savings account
- Manage clothing allowance
- Use ATM machine
- Use credit card

The following list is designed to help middle and high school students with low incidence (LI) disabilities, their parents, and teachers formulate goals for the three areas included in **Transition Objectives** on the *Transition Goal IEP-303* page. These areas are Career, Self-Advocacy, and Independent Living.

### Career Objectives for Students with LI Disabilities

- I will work on an assigned task of five consecutive minutes.
- I will participate in a variety of activities near or with other people.
- I will participate independently during group work.
- I will participate independently during group recreational and leisure activities.
- I will participate in a school-based job.
- I will indicate my work preferences.
- I will visit adult service vendors.
- I will explore two careers through community work experiences.
- I will participate in a career assessment.
- I will identify careers that match my abilities.
- I will participate in a volunteer job experience or job shadowing opportunity.
- I will initiate a work-related task with no more than one prompt.
- I will report task completion.
- I will follow simple one-step directions.
- I will ask for more work when I need it.
- I will sign in upon arrival at work.
- I will sign out of work at the appropriate time.
- I will return from lunch and breaks on time.
- I will participate in situational assessments with adult service vendors.
- I will use assistive technology at work.
- I will request help with job tasks when needed.
- I will follow directions and listen to feedback from my supervisor.
- I will express dissatisfaction with a job task
- I will explore interests through electives.
- I will practice interviewing for a job.
- I will develop a resume.
- I will obtain a Virginia State ID Card.
- I will explore transportation options to work.
- I will interview people in the local community in occupations of interest to me.
- I will notify teachers and work supervisors if late or absent from school.
- I will follow the dress code required for work.
- I will investigate options offered at Davis/Pulley Career Centers.

## Self-Advocacy Objectives for Students with LI Disabilities

- I will use a variety of communication strategies to make my wants and needs known (e.g. vocalizations, gestures, picture symbols, voice output device)
- I will communicate my wants and needs with a communication device.
- I will make choices with a voice output device.
- I will verbally communicate my wants and needs.
- I will touch symbols or objects to indicate preferences.
- I will touch symbols or objects to communicate my needs.
- I will ask for assistance when needed.
- I will identify my strengths and interests.
- I will ask for help when I need it.
- When given a picture of two jobs, I will choose my preference.
- I will request a break when needed.
- I will attend my IEP meeting.
- I will participate in my IEP meeting.
- I will present personal goals at my IEP meeting.
- I will identify members of my IEP team.
- I will develop questions to ask at my IEP meeting.
- I will participate in developing my Transition Plan.
- I will attend workshops about high school and Career and Transition Services.
- I will explore supported employment options with local vendors.
- I will explore adult services that I may be eligible for (e.g., Department of Rehabilitative Services and Fairfax-Falls Church CSB-MR services).
- I will explore Supplemental Security Income (SSI) and Medicaid benefits.
- I will explore work incentives options through SSI: Plan for Achieving Self Support (PASS), Impairment Related Work Expense (IRWE)
- I will develop personal goals (e.g., to live in and apartment independently.)

## Independent Living Objectives for Students with LI Disabilities

- I will practice good table manners.
- I will participate in and accept help with daily living self-help activities as needed with eating, drinking, toileting, and dressing.
- I will complete self-care activities with minimal assistance.
- I will increase independence in the areas of self-care.
- I will increase independence with feeding.
- I will increase independence in communicating and interacting with others.
- I will expand the use of money skills to be more independent in my community.
- I will identify the correct coins required to purchase a soda from a machine.
- I will practice the dollar more system for purchasing items.
- I will choose recreation and leisure activities.
- I will practice time and calendar skills.
- I will keep my belongings organized.
- I will respect others' personal space and belongings.
- I will identify and take the correct medication for minor illnesses.
- I will follow first aid practices when caring for minor cuts, burns, and bruises.
- I will consult a doctor when needed.
- I will choose proper dress for a variety of activities (e.g., outfit for a specific occasion.)
- I will maintain acceptable standards of hygiene (e.g., shower daily.)
- I will maintain acceptable standards of grooming (e.g., keep hair clean and brushed.)
- I will learn to do my laundry.
- I will follow an exercise program.
- I will follow food pyramid nutritional guidelines.
- I will communicate by telephone including leaving messages on answering machines.
- I will identify emergency situations and when to use 911.
- I will demonstrate knowledge of traffic rules and safety (e.g., cross streets at traffic signals.)
- I will use public transportation (e.g., Metro Access or FASTRAN.)
- I will register to vote.
- I will perform household tasks (e.g., wash dishes, vacuum.)
- I will purchase groceries for meals.
- I will prepare simple foods.
- I will operate household appliances (e.g., washer and dryer, microwave.)
- I will understand and identify survival vocabulary/signs.
- I will read and order from menus.
- I will initiate leisure activities (e.g., arrange with friends to go to a movie.)
- I will maintain a calendar of my activities.
- I will use a watch to follow my daily schedule.
- I will purchase personal items from store.
- I will manage my weekly lunch money.
- I will count by 1 to 10.
- I will count by 5 to 100.
- I will count by 10 to 100.
- I will count by 25 to 100.



## FCPS Secondary School Transition Summary

(To be drafted with student and ETR/case manager in the student's final year of school.)

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Date \_\_\_\_\_

Anticipated Diploma (Select from Drop-down Menu):

Anticipated Date of Graduation: \_\_\_\_\_

### Academic Information

participated in the following courses:

Student Name	
<input type="checkbox"/>	English
<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Science
<input type="checkbox"/>	Social Studies
<input type="checkbox"/>	Foreign Language
<input type="checkbox"/>	Electives

**See attached transcript from Student's Scholastic Record for specific courses taken\***

### Career Information

<b>Career Related Courses:</b>	<b>Career Competencies:</b>
<b>Student Can Self-advocate in the Following Situations:</b>	
<b>List Independent Living Skills Demonstrated, as Documented at School, at Home, and in the Community, (e.g. everyday activities – making meals, doing laundry, using public transportation):</b>	
<b>Paid/Non-paid/Volunteer Work Experience:</b>	<b>Job Duties:</b>

### Postsecondary Plan

<b>Post-secondary Goal(s):</b>	<b>Recommended Steps to Achieve Goal(s):</b>
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Student (age 18 or older) or Parent Consent

I agree with the contents of this Transition Summary. The information represents my skills and postsecondary goal and I participated in completing it.

\_\_\_\_\_  
Student (age 18 or older) or Parent Signature

\_\_\_\_\_  
Date

**\*Attachment: Transcript from Student's Scholastic Record**

*Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.*

## Turning 18 – Resources for Young Adults

### Age of Majority

An individual becomes his/her own guardian upon turning 18 years of age. At this point, the student is able to sign legal documents as well as agreement or disagreement to his/her individual education program (IEP). See ***Age of Majority*** and ***Educational Representation*** brochures.

When appropriate, families may investigate guardianship and special needs trusts prior to age 18. Information is available on these topics at the **ARC** websites: [www.thearcofnova.org](http://www.thearcofnova.org) (**local**), [www.thearc.org](http://www.thearc.org) (**national**). The local ARC office number is **(703) 532-3214**.

### Benefits

Individuals with disabilities may meet financial eligibility for **Supplemental Security Income (SSI)** benefits. Prior to age 18, family income is considered. After 18, individual income is considered. Contact the Social Security Administration (SSA) 30 days prior to a student turning 18 years of age. Call **1-800-772-1213** for application information.

When receiving SSI benefits, it is important to notify the Social Security Administration (SSA) of any changes in work status or income. SSI benefits are adjusted to reflect changes in income and/or living expenses. As individuals save or earn money, SSI payment amounts will change as SSI is a needs based benefit. SSA does make allowances for costs associated with disability through application for an Impairment-Related Work Expenses (IRWE) or Plan to Achieve Self-Support (PASS). For **Work Incentives Planning and Assistance**, contact **Marilyn Morrison, (571) 339-1305** or [mmorrison@vaaccses.org](mailto:mmorrison@vaaccses.org)

Individuals eligible for SSI benefits may also be eligible for **Medicaid**. Call the **Department of Family Services** at **(703) 324-7500**. Ask for the short Medicaid application form for use by people already receiving SSI. There are also a variety of Medicaid Waiver programs that can provide some funding for services. For eligibility criteria see: [http://dmasva.dmas.virginia.gov/Content\\_pgs/ltc-home.aspx](http://dmasva.dmas.virginia.gov/Content_pgs/ltc-home.aspx)

### Employment and Adult Services

Individuals with disabilities can apply for employment services through the **Virginia Department of Rehabilitative Services (DRS)**. An individual may also apply for services through the **Fairfax-Falls Church Community Services Board Intellectual Disabilities (CSB/ID)** or **Mental Health Services (CSB/MH)** if they meet eligibility requirements. For residential services or respite care, it is important to open a case with the CSB/ID Services **before** the individual's final year of school. There may be waiting lists for all services.

**DRS** (703) 359-1124  
**CSB Services** (703) 383-8500

### Transportation

Specialized transportation service -- **Metro Access** -- is available through the Metropolitan Transit Authority. Call **301-562-5360** or go to [http://www.wmata.com/accessibility/metroaccess\\_service/](http://www.wmata.com/accessibility/metroaccess_service/) for applications and information.

### Selective Service

**Almost all male U.S. citizens and some noncitizens living in the U.S. are required to register with Selective Service within 30 days of their 18<sup>th</sup> birthday.** Men with disabilities that would disqualify them from military service still must register with Selective Service. For more information go to: <http://www.sss.gov>.

## Quick List

### FCPS Career-related Resources

#### General Education Career Assessment Resources

##### High School Career Centers

These centers serve as the primary source of career information in each FCPS high school and provide Internet access for college and career searches.

##### Career Connections

<http://www.fcps.edu/DIS/SchoolCounseling/CareerConnections/index.htm> *Career Connections*, an FCPS career guidance initiative, provides a framework of career awareness and career exploration activities across the curriculum for students, parents, teachers, and counselors.

##### **CTS Assessment Services** <http://www.fcps.edu/dss/sei/careertransition/crtnicarh.htm>

##### **Comprehensive Assessment**

This in-depth evaluation of high school students' interests, abilities, and aptitudes uses a variety of tools including hands-on simulated work tasks, paper and pencil tests, career related inventories, and career exploration activities. Two assessment centers are staffed by certified vocational evaluators. A comprehensive report is sent to the student's school for the IEP Case Manager/Special Services file, ETR, and parents.

##### **Career Snapshot**

Brief group assessments of interests, work preferences, and characteristics are conducted. Results may be used to identify career options for exploration, access materials and resources available in the Career Center and community, and develop a career action plan. The Career Snapshot takes place at the student's school over three days. Students receive a brief profile of their interests, work-related characteristics, work preferences, strengths, and career resources to use in transition planning.

##### **Interest and Aptitude Screening**

The *Careerscope* assessment provides a quick career assessment of three major areas: aptitudes, occupational interests, and educational abilities in math and language arts. A computer-generated report assists students in their decision-making, while in school and after they graduate, and includes considerations for further high school coursework, postsecondary education and training options, and employment.

##### **PERT Assessment**

The Virginia Department of Rehabilitative Services (DRS) offers a comprehensive assessment each year to a limited number of students who are at least 16 years of age and are 2.5 years from graduation through **PERT** (Postsecondary Education Rehabilitation Transition). Students have the opportunity to live in a campus-like setting for an initial 5-10 day assessment at Woodrow Wilson Rehabilitation Center (WWRC) in Fishersville, Virginia. Areas assessed include career interests and abilities, independent living, and leisure skills. Students may return for supplemental follow-up assessments in their final two years, as needed.

#### General Education Career-Related Course Offerings

##### **Academic Course Offerings**

Each school publishes a list of approved academic courses offered in that school, as well as consortium courses offered in other schools.

##### **Career and Technical Education (CTE)** <http://www.fcps.edu/DIS/OCTE/index.htm>

In CTE courses, students learn technical applications of many occupations while preparing for higher education or entry-level employment. Each high school determines the optional CTE courses it will offer. Advanced technical and specialized elective courses are available at the *career academies* located at Chantilly High School (HS), Edison HS, Fairfax HS, Falls Church HS, Marshall HS, and West Potomac HS. Academy Support teachers assist students with disabilities in receiving accommodations they need for success.

## CTS Specialized Curriculum

### **Tools for Self-advocacy**

A set of curriculum modules, developed by FCPS special education teachers, teach students to become decision-makers in their transition planning process and to advocate for themselves in achieving their goals. This curriculum consists of four units: *Understanding Self-advocacy; Knowing Your Strengths, Weaknesses, and Accommodations; Participating in Your Transition Plan;* and *Leading Your IEP Meeting*. An additional unit, *Transitioning to My Future*, is designed for students with more significant disabilities.

## CTS Modified Course Offerings

### **Work Awareness and Transition (WAT)** <http://www.fcps.edu/dss/sei/careertransition/crtnwath.htm>

This career exploration course is offered to students with disabilities in selected middle schools and is available to students in all high schools. WAT enables students to develop tentative career goals based on interests and aptitudes while building awareness and experience in job-keeping skills. In-school and community work experiences help WAT students extend their exploration and work readiness skills.

### **Office Technology and Procedures (OTP)** <http://www.fcps.edu/dss/sei/careertransition/crtnoftk.htm>

This two- or three-year course provides instruction in Microsoft computer applications and office procedures. Following in-depth classroom instruction, students practice skills in community businesses. OTP is offered at four sites – Virginia Hills Center, Dunn Loring Administrative Center, and Holmes Annex.

### **Special Career Centers** <http://www.fcps.edu/dss/sei/careertransition/ctrndaviscent.html> <http://www.fcps.edu/dss/sei/careertransition/crtnpulh.htm>

The S. John Davis Center and Earl L. Pulley Center provide career and employment skills instruction to students with disabilities needing more support than is available in general education courses. Students are usually 18-22 years of age. Instruction is offered at a wide variety of community businesses.

## Work Experience and Transition Support

### **Employment and Transition Support** <http://www.fcps.edu/dss/sei/careertransition/crtnemph.htm>

Employment and Transition representatives (ETRs) facilitate students' transition from secondary to post-secondary environments. ETRs serve as the transition resource to students, staff members, parents and guardians, and the community. ETRs are assigned to all FCPS high schools, special career centers, and alternative education high schools.

### **Job Coach Services** <http://www.fcps.edu/dss/sei/careertransition/crtnjobc.htm>

Job Coach Services are designed to support students' success as independent workers. Job coaches assist students with special needs who have the potential for independent employment, but need specialized, short-term, on-the-job support and training to succeed.

### **Transition Resource Services**

Transition specialists provide information, resources and training for parents and guardians, students, and school personnel related to transition, adult services, and postsecondary education.

**Do you need more information?** For more information, contact the Office of Career and Transition Services at 571-423-4150 or check out our Website:

<http://www.fcps.edu/dss/sei/careertransition/index.htm>

For a list of staff contacts, click on this link: <http://www.fcps.edu/dss/sei/careertransition/contactsheet.pdf>

# Quick List

## Community and Post-secondary Resources

### Post-secondary Service Providers

Fairfax-Falls Church Community Services Board (CSB).....703-383-8500

- Mental Health Services
- Intellectual Disabilities Services
- Alcohol and Drug Services

Virginia Department of Rehabilitative Services (DRS)

▪ Fairfax School Unit Office .....703-359-1124

Virginia Department for the Blind and Visually Impaired (DBVI) .....703-359-1100

### Northern Virginia Community College – Student Service Offices

- Alexandria Campus.....703-845-6301
- Annandale Campus.....703-323-3200
- Loudoun Campus.....703-450-2571
- Manassas Campus .....703-257-6610
- Medical Campus.....703-822-6633
- Woodbridge Campus .....703-878-5760

### Fairfax County Employment Contacts

One-Stop Centers

- Falls Church SkillSource Center, Falls Church .....703-533-5400
- Lake Anne Employment Resource Center, Reston .....703-787-4974
- South County SkillSource Affiliate Center, Alexandria.....703-704-6286

Social Security Work Incentives Planning and Assistance Services .....571-339-1305

Virginia Employment Commission-Alexandria Workforce Center .....703-813-1300

### Transportation Contacts

- FASTRAN – Fairfax County Special Transportation .....703-222-9764
- Metro Access – Washington DC Area Paratransit Service .....301-562-5360

### Other Important Transition Contacts

- Independence Center of Northern Virginia .....703-525-3268
- Fairfax County Department of Family Services.....703-324-7800
- FCPS Parent Resource Center .....703-204-3941
- Social Security Administration.....1-800-772-1213

## Web Resources

These resources are not all-inclusive; they are examples of what is available on the Internet that may be helpful to you and your son or daughter to explore at home.

**Self-Determination** [www.uncc.edu/sdsp/home.asp](http://www.uncc.edu/sdsp/home.asp) Self-determination Synthesis Project outlines best practices related to self-determination. Includes lesson plans and summaries of model programs

[www.self-determination.com](http://www.self-determination.com) Center for Self-Determination is a collaborative effort among individuals and organizations to provide information and resources for systems to support self-determination in individuals with disabilities

[www.imdetermined.org](http://www.imdetermined.org) I'm determined is the Virginia Department of Education's self-determination project. It focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior beginning at the elementary level and continuing through the student's educational career

[www.consumerjungle.org](http://www.consumerjungle.org) Consumer Jungle is a web-site with interactive activities for students related to consumer knowledge and resources, consumer-related information, instructional units, tips, and activities for teachers and parents or guardians

<http://mappingyourfuture.org/> Interactive site with information, tips and resources to use when planning a career, selecting a college or training program, and financing an education

### Transition

[www.transitioncoalition.org](http://www.transitioncoalition.org) Provides support for, and resources related to, professional development in secondary school reform and transition on the national, state, and local level

[www.ncset.org](http://www.ncset.org) National Center on Secondary Education and Transition provides national resources, technical assistance, and other information on secondary education and transition for youth with disabilities

[www.familyvillage.wisc.edu/sp/trans.html](http://www.familyvillage.wisc.edu/sp/trans.html) Provides a list of websites related to transition, career exploration, employment, independent living, and more

[www.nlts2.org](http://www.nlts2.org) Provides access to the instruments, data collected, and preliminary reports in the ongoing second National Longitudinal Transition Study

<http://ttac.uncc.edu/ttac.asp?FileName=home> T/TAC Project website with links to the five state transition technical assistance centers that assist local school systems in improving and expanding their transition services

<http://www.fcps.edu/dss/sei/careertransition/index.htm> FCPS Career and Transition Services website

### Career Exploration

<http://www.acinet.org> America's Career InfoNet: A site navigation tool to explore a myriad of potential career possibilities and resources

[www.dol.gov/dol/audience/aud-kidsyouth.htm](http://www.dol.gov/dol/audience/aud-kidsyouth.htm) US Department of Labor for youth

[www.vaview.vt.edu](http://www.vaview.vt.edu) Virginia View provides self-assessment tools and search tools for information on careers and colleges in Virginia. Grade level packets with self-assessment and career exploration activities are available to download.

[www.bridges.com](http://www.bridges.com) Bridges CX Online: Designed to assist students, parents or guardians, and counselors with education and career planning goals. Available for middle school students. Site ID and password can be obtained from your middle school guidance counselor.

<http://www.cteresource.org/downloads/4/RUready2009.pdf> Link to Virginia RUReady Life After High School magazine. Devoted to options for life after high school specifically geared toward Virginia youth

[www.jobhuntersbible.com](http://www.jobhuntersbible.com) Job Hunters' Bible: Provides information and access to job search sites and tools. From Dick Bolles, the author of What Color is Your Parachute?

<http://mappingyourfuture.org> Student focused website to aid in the career planning process, including selecting appropriate schools and accessing financial aid

[www.keirsey.com](http://www.keirsey.com) Keirsey Temperament and Character Web Site: The Keirsey Inventory provides a wealth of information related to the four personality temperaments

[www.myfuture.com](http://www.myfuture.com) College and career information focused on advice and information on careers in the military

<http://www.asvabprogram.com/> Information on the Armed Services Vocational Aptitude Battery and related career exploration program

## Post-secondary Education and/or Training

### College and Career Education

[www.collegeboard.com](http://www.collegeboard.com) Provides information on SAT preparation, registration, and the testing process. Generic college planning and preparation resources for students. Separate resources for students, parents and teachers

[www.act.org](http://www.act.org) ACT (American College Testing) provides assessments, resources, information, and program management services in education and workforce development, including ACT test preparation and registration, college and career planning and preparation.

[www.petersons.com](http://www.petersons.com) Petersons: College search, articles, tips

[www.review.com](http://www.review.com) The Princeton Review: College search, articles, tips

[www.collegeview.com](http://www.collegeview.com) Hobsons College View: College search, articles, tips

[www.heath.gwu.edu](http://www.heath.gwu.edu) Heath Resource Center: National Clearinghouse on Postsecondary Education for Individuals with Disabilities

[www.rwm.org/rwm](http://www.rwm.org/rwm) RWM Vocational School Database: Database of private postsecondary vocational schools in 50 states

<http://www.fcps.edu/DIS/SchoolCounseling/CareerConnections/student/protech.htm> FCPS Career Connections' list of links to professional technical schools

[www.vacollegequest.org](http://www.vacollegequest.org) Virginia College Quest: a guide to college success for students with disabilities

<http://www.going-to-college.org/index.html> An online resource for teens with disabilities to learn about college life and what to do to prepare for it. It's also a resource for parents or guardians and secondary school professionals to help students learn about college and prepare for success. This online resource is based on input obtained from college students with disabilities about the important information needed to prepare for college.

### Financial Aid

[www.fafsa.ed.gov](http://www.fafsa.ed.gov) FAFSA: Free Application for Federal Student Aid

[www.fastaid.com](http://www.fastaid.com) Fastaid: Free on-line scholarship database

[www.fastweb.com](http://www.fastweb.com) Fastweb: Database matches skills, interests, background to colleges and scholarships

## Employment

The following sites provide job-seeking tools and resources (resumes, tips, etc.) as well as databases of current job openings:

[www.ajb.dni.us](http://www.ajb.dni.us) America's Job Bank

[www.monster.com](http://www.monster.com) Monster.com

[www.careerbuilder.com](http://www.careerbuilder.com) Career Builder.com

[www.fedworld.gov/jobs/jobsearch.html](http://www.fedworld.gov/jobs/jobsearch.html) Federal government jobs

[www.employmentguide.com](http://www.employmentguide.com) Employment Guide.com

[www.rileyguide.com](http://www.rileyguide.com) Employment opportunities and job resources on the Internet

[www.jan.wvu.edu](http://www.jan.wvu.edu) Job Accommodation Network: Online consulting service designed to increase the employability of people with disabilities through accommodation suggestions, legislative technical assistance, and self-employment options

[www.ntid.rit.edu/nce](http://www.ntid.rit.edu/nce) National Technical Institute for the Deaf Center on Employment provides resources and information on job seeking including employment and internship opportunities

## Government Resources

### Federal Government

[www.ed.gov](http://www.ed.gov) U.S. Department of Education homepage

[www.ssa.gov](http://www.ssa.gov) Social Security Administration

[www.ssa.gov/disability](http://www.ssa.gov/disability) Information and resources related to Social Security and Supplemental Security Income disability programs including forms and contact information

[www.ed.gov/about/offices/list/osers/index.html](http://www.ed.gov/about/offices/list/osers/index.html) U.S. Department of Education, Office of Special Education and Rehabilitative Services

[www.dol.gov](http://www.dol.gov) U.S. Department of Labor

[www.adainfo.org](http://www.adainfo.org) Mid-Atlantic ADA Information Center: Training, information and technical assistance on the Americans with Disabilities Act

### Virginia Government

<http://www.vec.virginia.gov/vecportal/> Virginia Employment Commission

[www.vadrs.org](http://www.vadrs.org) Virginia Department of Rehabilitative Services

[www.vdbvi.org](http://www.vdbvi.org) Virginia Department for the Blind and Vision Impaired

[www.dbhds.virginia.gov](http://www.dbhds.virginia.gov) Virginia Department of Behavioral Health and Developmental Services

[www.myskillsource.org](http://www.myskillsource.org) Northern Virginia Workforce Investment Board Skill Source – One Stop Job Center

[www.doe.virginia.gov/](http://www.doe.virginia.gov/) Virginia Department of Education

[www.doe.virginia.gov/special\\_ed/transition\\_svcs/index.shtml](http://www.doe.virginia.gov/special_ed/transition_svcs/index.shtml) Virginia Department of Education Transition Services

[www.ttaonline.org/](http://www.ttaonline.org/) The Virginia Department of Education's Training/Technical Assistance Centers (T/TAC) For Persons Serving Children and Youth With Disabilities

### Fairfax County Government

[www.fairfaxcounty.gov](http://www.fairfaxcounty.gov) Fairfax County Government

[www.fairfaxcounty.gov/csb/ids](http://www.fairfaxcounty.gov/csb/ids) Fairfax County/Falls Church Community Services Board: Services for individuals with intellectual disabilities

[www.fairfaxcounty.gov/csb/mhs](http://www.fairfaxcounty.gov/csb/mhs) Fairfax County/Falls Church Community Services Board: Services for individuals with mental health needs

[www.novaregion.org/quickguide.htm](http://www.novaregion.org/quickguide.htm) Northern Virginia Regional Quick Guide

## Advocacy Organizations

[www.nichcy.org](http://www.nichcy.org) NICHCY – National Dissemination Center for Children with Disabilities: Central source of information on IDEA, NCLB, and research-based effective educational practices

[www.peatc.org](http://www.peatc.org) Parent Educational Advocacy Training Center: Disability and advocacy information for parents of children with disabilities

[www.thearcofnova.org](http://www.thearcofnova.org) The Arc of Northern Virginia: Local Northern Virginia chapter of Arc

[www.thearc.org](http://www.thearc.org) The Arc: National disability advocacy organization serving people with mental retardation and their families

[asanv.org](http://asanv.org) The Autism Society of America – Northern Virginia: Provides information and resources on autism

[ld.org](http://ld.org) National Center for Learning Disabilities: Provides information, resources, and advocacy related to learning disabilities

[www.ldanatl.org](http://www.ldanatl.org) Learning Disabilities Association of America

[www.cec.sped.org](http://www.cec.sped.org) Council for Exceptional Children: Provides resources, and information for special education professionals

[www.nyec.org](http://www.nyec.org) The National Youth Employment Coalition: A nonpartisan national organization dedicated to promoting policies and initiatives that help youth succeed in becoming lifelong learners, productive workers and self-sufficient citizens

[www.tash.org](http://www.tash.org) Organization committed to creating inclusive opportunities for individuals with disabilities through collaboration among families, self-advocates, professionals, policymakers and other advocates

[www.nfb.org](http://www.nfb.org) National Federation of the Blind provides support and information including employment and training resources and opportunities

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