

The Transition Book

Your Guide to Planning
Life After School

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The Transition Book

This **Transition Book** has been designed to provide the student, teacher or parent with up-to-date information about the choices, requirements and the transition process from high school into the adult world for the student with a disability.

All students and families are urged to contact their high school Transition Services Coordinators and/ or Special Education Monitor for additional assistance through this transition process.

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INTRODUCTION

"*TRANSITION*" is the process of passing from one stage or place to another. It includes getting ready, actually moving and then settling into the next stage or place. For every student, transitions occur from pre-school to elementary, to middle school, to high school, and finally to adult life. For you, a student with a disability, these transitions require thoughtful planning, communication and participation by you, your parents, teachers, and other school staff to make sure you have a smooth passage from each stage to the next. The transition from high school to adult life is the specific transition this book will address. With careful planning, you can create your educational program to meet your life-long goals and have support services in place when you exit school into adult life.

This careful planning formally begins when you turn 16 years old and you design your Transition Plan as part of your Individualized Educational Program (IEP). To begin to develop the Transition Plan, the IEP committee should help the student answer these questions:

When you exit high school:

- ❖ Will you have marketable job skills?
- ❖ Will you need more education?
- ❖ Will you need more employment training?
- ❖ When should you leave high school?
- ❖ What kind of high school diploma should you work toward?
- ❖ Where will you live?
- ❖ Will you need help finding a job, keeping a job, finding a place to live?

This transition manual is designed to help you, your parents, teachers and other school staff in planning, designing and meeting your needs as you transition from high school to adult life. Its purpose is to define the transition process, outline possible steps to take or the services available, and to describe some of the adult agencies available to students.

TRANSITION SERVICES DEFINED

The road to "Transition Services" has been long and has been paved by many pieces of legislation insuring equal access and educational opportunity for people with disabilities. These include the Rehabilitation Act of 1973, The Education for All Handicapped Children Act of 1975 (EHA) (PL 94-142) - amended in 1983 (PL 98-199) - amended in 1986 (PL 99-457) - amended in 1990 (PL 101-476) (renamed Individuals with Disabilities Education Act [IDEA]) - amended in 1997 (105-17), reauthorized in 2004 (HR 1350, [IDEA]), The Carl D. Perkins Vocational Education Act of 1984 (amended PL101-392), the Re-authorization of the Rehabilitation Act of 1990 (PL99-506), Americans with Disabilities Act of 1990 (ADA) (PL 101-336), and the Job Training Partnership Act (PL 97- 300).

The Individuals with Disabilities Education Act of 2004 (IDEA) defines the legal requirements for transition services. IDEA defines transition as:

HR 1350, section 602:

(30) **TRANSITION SERVICES-** The term 'transition services' means a coordinated set of activities for a child with a disability that –

- (A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment),

continuing and adult education, adult services, independent living, or community participation;

(B) is based upon the individual child's needs, taking into account the child's strengths, preferences and interests; and

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

The Final Regulations for IDEA 2004 provide the requirements for the Transition Plan in the IEP:

§300.320 (b) Transition services. Beginning not later than the first IEP to be in effect when the child 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 child in reaching those goals.

For more information about the law and regulations contact:

www.idea.ed.gov

Transition At-a-Glance

Elementary Grades

Develop interests and build skills.
 Career Awareness
 Work Ethic & Responsibility
 Making Decisions & Choices

TRANSITION:
 - visit the new school
 - conference with new teachers
 - information sharing between schools

Middle School

Develop long range goals based on preferences and skills.
 Understand outcomes of choices and decisions
 Identify and practice desirable work behaviors
 Explore types of work and training needs
 Begin planning for high school needs

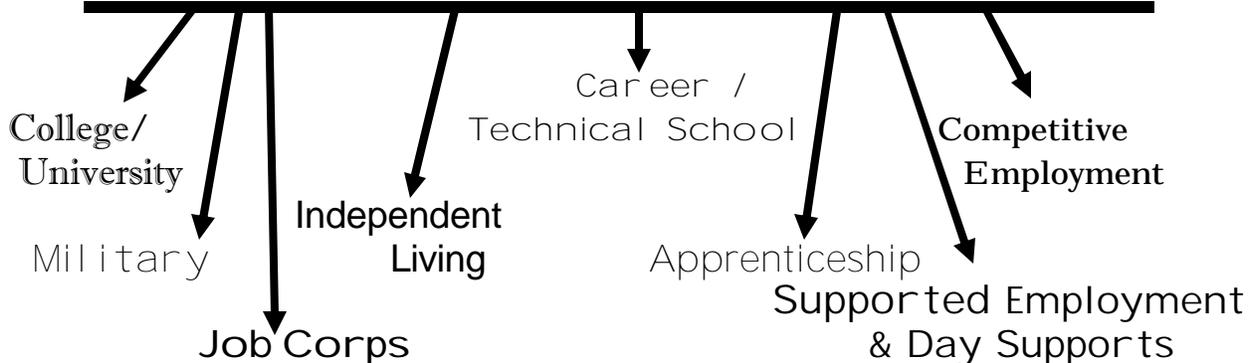
TRANSITION:
 - visit the new school
 - conference with new teachers
 - information sharing between schools

High School

Define preferences & gain skills to refine post-school goals.
 Secure high school diploma option of choice
 Explore career fields & develop specific career skills
 Narrow post-secondary training/ employment options

Transition to Adult Life

Select post-secondary training or employment options
 Define assistance required to meet post-secondary goals
 Identify sources of adult services to meet assistance required
 Secure adult services assistance needed



THE TRANSITION PROCESS

From **Home** to **Pre-school** to **Elementary** to **Middle School** to **High School** to **Adult Life** - each change requires a transition process.

So Many Changes:

The transition from home to pre-school involves a lot of support from the family to the school. Ideally, a strong partnership between home and school is formed. The transitions from preschool to elementary to middle school to high school build on this home/ school partnership. Although the people who help in these transitions change, the agency (the school) and the path for the transition remain the same. All students in elementary schools go to middle school and then to high school. The transition from high school to adult life is extremely different because the agency(ies) change (from the school to adult service agencies), the paths change (students can go in many different directions), and the student makes the choices with family and school support. Because this transition is so different, students and families must begin to prepare for this change long before high school.

Getting Ready for Adult Life:

The change from **High School** to **Adult Life** is difficult for most young people. For young people with a disability, planning for this transition to adulthood needs to begin in elementary school.

ELEMENTARY GRADES:

GOALS: Employability (behaviors and attitudes) and Independent Living

Possible activities:

- Acquire general knowledge
- Develop social skills
- Start to build self advocacy skills (students speak for themselves)
- Learn to make decisions and choices
- Identify preferences and dislikes; strengths and weaknesses
- Develop work ethic, responsibility
- Develop regular routines and schedules
- Complete assigned tasks and jobs both at home and school
- Formulate long range options
- Experience a wide range of activities to help define preferences and skills

As students begin the transition to middle school, they should:

- Build responsibility
- Independently follow schedules and routines
- Continue to build self advocacy skills (students speak for themselves)
- Understand personal learning style
- Work with different types of groups and individuals
- Work with more than one teacher

MIDDLE SCHOOL

GOALS: Career Exploration and Tentative Long Range Transition Goals - outlining courses of study. Students should:

- Assume responsibility for home/ self care activities
- Begin to outline long range goals for adult life (career and living goals)
- Practice making choices and decisions at home and school
- Describe/ define likes & dislikes and expectations for adult life
- Build self-advocacy skills (student actively participate in all meetings, make wants, needs and interests known)
- Understand what jobs include (skills, settings, hours, pay, behaviors, etc.)
- Become familiar with the diploma options available for high school graduation
- Explore career fields and choices - what do friends and family members do for work? where do they work? with whom? what could I do?
- Identify and practice desirable work behaviors
- Earn an allowance for chores or get paid for jobs at home or in the neighborhood
- Be responsible for purchasing own items with earned money

8th GRADE: As students begin the transition to high school, they should:

- Narrow diploma options for high school
- Begin to plan a schedule of classes to take in high school to meet the requirements of their diploma choice - review course offerings
- Consider taking classes in 8th grade for high school credit
- Review types of careers and training needed for each
- Narrow areas of interest
- Explore careers in the community
- Develop the first Transition Plan as part of the IEP

HIGH SCHOOL

GOALS: Career Exploration and Specific Transition Planning toward Post-secondary Outcomes. The student's long range goals dictate what transition activities are required for a successful transition to adult life. Specific transition activities for a variety of possible adult life outcomes are listed in the next section. Possible outcomes included are:

**College/ University
Military
Apprenticeship
Competitive Employment**

**Career/ Technical School
Job Corps
Supported Employment**

The lists of activities are meant to serve as transition guides.

**Contact your High School Transition Services Coordinator
for specific activities, referrals, support and assistance.**

SOME COMMON DETAILS:

THE TRANSITION PLAN:

A formal **Transition Plan** is developed **beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and revised annually throughout high school.** As the student nears graduation, adult service agencies may join the IEP team to help provide a smooth transition from high school supports to adult life supports.

HIGH SCHOOL GRADUATION - More Than Four:

Federal law allows students with a disability to remain in school until age 22. This permits students to stay in high school more than 4 years and widens their school program options.

Students may opt to:

- take longer to complete their academic classes, taking fewer per year to lighten their load.
- include more career/ technical classes in their program to expand their technical skills.
- participate in work experience/ internship programs to expand their employment skills.

Whatever path a student chooses should be clearly understood by those involved in the student's program: the student, parents, teachers, counselor, administrators, Transition Services Coordinator and adult service agencies.

HIGH SCHOOL GRADUATION - Diploma Options

There are many high school diploma options for students with disabilities. Starting in middle school, each student and family should explore all diploma/ graduation options in order to plan the student's high school program. Students and families should seek assistance from their counselors, Transition Services Coordinator and special education monitor teachers for information about diploma/ graduation options.

High School Diploma: See the current high school ***Program of Studies*** book for complete information about graduation requirements, graduation options, SOL testing requirements, and testing alternatives.

Types of High School Diplomas - available to all high school students:

Advanced Studies Diploma (see credit requirements in ***Program of Studies*** book)

Standard Diploma (see credit requirements in ***Program of Studies*** book)

Certificate of Completion / Attendance (Available for students without an IEP who have not met the requirements for a standard or advanced diploma)

Additional Options Only for Students with Individualized Education Plans:

Modified Standard Diploma (see credit requirements in ***Program of Studies*** book)

Special Diploma (for students who have met the requirements of their IEP)

Contact your school counselor for detailed information.

PLANNING THE HIGH SCHOOL PROGRAM:

High school program planning begins in middle school. High school credits can be earned as early as 7th grade. In planning the student's school program, the IEP Committee needs to consider:

- How long will the student be in high school (more than four years)?
- What are the diploma choices?
- What are the student's career interests, skills, and abilities?
- What career training programs match the student's needs based on preferences and interests?
- What supports will the student need when he or she graduates?

Help in answering these questions is available from:

- ✓ Counseling offices of each middle and high school
- ✓ Transition Services Coordinators at each high school
- ✓ Special education staff at each middle and high school
- ✓ Program of Studies Book printed each school year

HIGH SCHOOL COUNSELING OFFICES CONTACTS:

Wakefield High School.....	703-228-6702
Washington-Lee High School	703-228-6250
Yorktown High School.....	703-228-5363
Arlington Career Center	703-228-5800
H-B Woodlawn.....	703-228-6352
High School Continuation -	
Arlington Mill.....	703-228-5350
Langston.....	703-228-5295
New Directions	703-525-6551
Stratford Program	703-228-6440

GED PREPARATION PROGRAM:

The State of Virginia has specific requirements students must fulfill to obtain a General Educational Development (GED) High School Equivalency Certificate. This program is coordinated by the GED Office of Adult Education Programs. Contact:

GED PROGRAM OFFICE: 703-228-7220

KNOW YOUR CHOICES:

TRANSITION SUPPORTS

High Schools and Arlington Career Center

TRANSITION SERVICES COORDINATORS: Transition Services Coordinators work with each Arlington high school, high school program, and middle school. The Coordinators assist students as they transition from high school to adult life through: assisting with graduation and post-secondary planning, developing transition plans with students and families, assisting with enrollment in secondary and post-secondary education or career training programs, referring students for career assessment, assisting with referrals to adult service agencies, working with counselors in planning high school classes, and working with special education teachers in developing self-advocacy/ career awareness/ and employability skills.

JOB COACHING: Transition Services Coordinators and other designated staff assist in the job coaching and job development experience for students who display appropriate job-readiness skills for independent employment, but who will need specialized, short-term, on-the-job support and training to succeed. Referral for job coaching is made through your school Transition Services Coordinator.

CAREER ASSESSMENT

Career Assessment Center - Arlington Career Center

INDIVIDUALIZED ASSESSMENT: The Career Assessment Program for Students with Disabilities provides interest inventories, standardized tests and exploration activities to build a comprehensive picture of a student's interests, aptitudes, employability behaviors and career decision making skills. Each assessment is highly individualized and will vary in length, but most occur across a two-day period. A detailed report is prepared which outlines both short and long term recommendations towards career preparation programs and course selection. Referral to this assessment program is made through the transition services coordinators at the high schools to the Arlington Career Center.

SITUATIONAL ASSESSMENT: The Career Assessment Program will design individualized, short-term, situational assessments for those students who require an assessment within the Career Center in order to identify employability needs. These needs may include specific skill training and/or levels of support to gain/ maintain employment. These assessments are often cooperatively scheduled with adult service providers in an effort to fully define support needs upon graduation.

Career Assessment - Special Programs

SCHOOL BASED CAREER ASSESSMENT: The Transition Services Coordinators at each high school provide simple career interests and inventories for individual students with disabilities. These inventories often take less than an hour or two to complete and provide valuable information on career interests and aptitudes in several career field clusters. The information provided by these reviews can assist students in selecting fields of exploration or training. Students are referred through their special education monitors.

PROJECT PERT: This special assessment program at Woodrow Wilson Rehabilitation Center, Fishersville, VA, operates through the State Department of Rehabilitative Services (DRS), Department of Education, and Local School Districts to provide students with disabilities who are at least 16 years old with a ten-day, comprehensive assessment of vocational, independent living, and recreational skills. Project PERT staff make recommendations for short and long term goals for students to maximize their independence potential. Limited slots are available for Arlington students. Referrals are made through the high school Transition Services Coordinators and selections for participation are made jointly by Project PERT staff, the DRS Counselors, and school staff.

DRS EMPLOYMENT EVALUATIONS: As students prepare to graduate from high school and enter employment, DRS can provide employment assessment opportunities to those students found eligible. These evaluations are designed to assist DRS and students in determining employment training and placement support requirements. Recommendation for this service is made directly to the DRS Counselor, often through the Office of Transition Services. DRS determines eligibility and need for this service.

SEE ALSO APPENDIX D: Student and Parent Transition Assessment Questionnaires

WORK ADJUSTMENT TRAINING

High Schools

THE EDUCATION FOR EMPLOYMENT PROGRAM/ JOB INTERNSHIP PROGRAM: This class, available at some high schools, includes units of study in job orientation, pre-employment skills, job skills, job advancement, career opportunities, and personal resource management. A work release/ cooperative component is available to students in this class. Enrollment is completed through the class registration process at each high school using the Course Request Form.

COMMUNITY BASED EDUCATION AND EMPLOYMENT PROGRAMS

Middle and High Schools

FUNCTIONAL LIFE SKILLS PROGRAM: The Functional Life Skills Program, for students with disabilities who meet the criteria at each middle and high school, provides a variety of functional skill development activities to increase career/ technical

integration, social competence, community integration, personal growth, health and fitness, domestic living, and functional academic skills. Instruction is individualized, structured, and hands-on, with applied activities and projects, using community resources and services to meet each student's academic, social, community and career needs. The middle school programs offer opportunities for career exploration. The high school programs provide opportunities for career assessment, rotating in-school work experiences, Career Center class participation, off-campus supported work experiences, and opportunities for using community businesses and recreational activities. Placement in these functional life skills programs is made by the IEP committee for students who meet the criteria.

Arlington Career Center

EXPERIENCE BASED CAREER EDUCATION PROGRAM(EBCE): EBCE is open to students with a current IEP who are:

- ◆ in their last year or two of high school
- ◆ able to function independently in the community at career exploration sites
- ◆ capable of taking public transportation independently after training

EBCE provides students with a combination of academic strengthening and unpaid career explorations at internship sites in the community. A typical student's schedule provides two full days of academic instruction and three days of career exploration in the community. Most students will explore three or four different careers during the school year. While in EBCE, students earn academic credit as well as elective credits for internship experiences. Referral to this program is made through high school special education monitors and placement is made through the IEP committee with EBCE staff as members.

SUPPORTED WORK AND TRANSITION PROGRAM (SWAT): SWAT is open to students with a current IEP who are:

- ◆ in their last few years of high school
- ◆ in need of support in order to participate in community career exploration sites
- ◆ in need of support to learn to use public transportation independently

SWAT provides students with a combination of functional, community based academic preparation and unpaid career explorations experiences in the community. A typical student's schedule would provide for two full days of academic instruction within the classroom and community and three days of career exploration at an experience site. Students are accompanied by program staff for transportation and work experience using the supported work model for instruction. While in SWAT, students earn both academic and elective credits required for their high school diploma option of choice. Referral to this program is made through high school special education monitors and placement is made through the IEP committee with SWAT staff as members.

Stratford Program

The Stratford program provides a supportive environment for secondary students (age 11 to 22) with significant disabilities requiring a functional skills/ community-based educational program. In addition to functional academics, Stratford also provides specific training in sheltered workshop skills, semi-sheltered enclave training opportunities, competitive work training, supported work training options, and competitive job placement. Career training activities occur within a variety of community experience sites where students usually work on an unpaid basis. Stratford students participate in a variety of functional skill development activities to increase career/technical awareness skills, social competence, community integration, personal growth, health and fitness, domestic living, and functional activities and projects, using community resources and services to meet each student's academic, social, community, and career needs. Referral to this program is made through the middle and high school special education departments in conjunction with the Special Education Central Office. Placement in this program is made through the IEP process with Stratford staff as members of the IEP team.

JOB PLACEMENT

High Schools

Students requiring support for employment should contact their high school Transition Services Coordinator for assistance. Individual job matching, minimally supported placement and job coaching services are available through the high school Transition Services Coordinators or by referral to county job placement assistance programs.

CAREER/ TECHNICAL PREPARATION PROGRAMS

HIGH SCHOOL CLASSES: In addition to all core academic requirements, career/ technical related classes offered at high schools may include:

Arts Education:	Driver Education & Safety
Music	Technical Education
Visual Arts	Small Engine Repair
Theater Arts	Car Care & Maintenance
Business and Marketing Education *	Automotive Technology 1
Computer Applications	Work & Family Studies
Business Law	Child Development *
Accounting *	Family Management
Marketing & Trade	Clothing Management
Fashion Merchandising	Food Management
Education for Employment	Independent & Family Living
Computer Sciences	Volunteer Services

CAREER CENTER CLASSES: The Career Center serves as an extension of the high school elective course offerings in career and technical education and career preparation. Students with disabilities may enroll in Career Center programs through their guidance counselor or special education monitor. The career and technical courses offered at the Career Center may include:

Air Force J.R.O.T.C.	Cosmetology ♣
Animal Science: Technical & Biomedical	Culinary Arts
Auto Body Repair * #	Early Childhood Education * #
Auto Technology * #	Electricity & Fiber Optics Technology #
Aviation Technology ♣	Emergency Medical Technology * # ♣
Banking, Finance & Investments	Heating, Air Conditioning & Refrigeration *
Carpentry	Hospitality Management & Services *
Color Photography	Introduction to Engineering
Commercial Art *	Marketing – Classroom on the Mall*
Computer Assisted Drawing: Technical, Architectural, and Engineering *	Physical Therapy/ Sports Medicine Technology *
Computer Graphics for the Web	School to Work Transition/ Internship
Computer Network Hardware Operations *#	Television & Multimedia Production
Computer Technology/ Electronics#	

* - College Credit available through Northern Virginia Community College

- National Certification available

♣ - National / State Licenses available

TRANSITION ACTIVITIES BY OUTCOMES:

COLLEGE IS FOR ME !

So, You Want to Go to College? Here's your checklist for success:

- I can tell people what I do best - I speak up for myself
- I know what my disability is, I know how I learn best and will ask for what I need
- I have regular study habits, I know how to get organized to get my work done (I'll ask for help if I need it to organize myself)
- I understand that I may have to study harder and that I may take longer to graduate than some of my friends
- I talk to my parents, friends, teachers, monitors, and counselors for the support I need
- Changes are hard, but I know how to get help
- I can take charge of my education

Your School Counselor/ Transition Services Coordinator:

Ask your school counselor or Transition Services Coordinator for help with:

- Planning your high school courses toward a diploma with college in mind
- Researching colleges to match your areas of interest
- Registering for PSAT, P-ACT, SAT or ACT preparation classes and tests
- Obtaining letters of recommendation
- Completing applications
- Proof-reading your essay
- Applying for disability programs and/ or accommodations

All Through High School:

- Plan on getting a Standard or Advanced Diploma with SOL verified credits
- Take an active role in planning your course schedule throughout high school
- Make sure you that your course work is neither too heavy nor too light for you to earn the diploma you want
- Make sure your IEP has all of the specific accommodations you need and use clearly listed each year
- Work for the highest possible grade point average beginning in 9th grade
- Sign up for instructional studies classes to learn study skills
- Understand your educational rights under IDEA and the ADA (Americans with Disabilities Act) – (Only the ADA applies in college.)
- Participate in extra-curricular activities to round out your high school experience (academic clubs, student leadership organizations, service clubs, honor societies, athletic clubs or teams, special interest organizations, community volunteer activities, internships)

9th Grade:

- Prepare for the PSAT exam: take a PSAT exam preparation course or get the materials to study for the exam at home
- Find out about careers you might like: complete a interest inventory if needed (see your monitor teacher or Transition Services Coordinator for help with this assessment)
- Determine what types of careers require college: and if so, how much college? What kind of college? What areas of study are available in colleges?
- Match your interests/ abilities with a career field - Should I go to college?
- Map out your high school path - How many years until graduation? What classes when?

10th Grade:

- Take PSAT and SAT or ACT preparation courses if you haven't already
- Take the PSAT or the P-ACT test - make sure you get the testing accommodations you need (contact your high school counselor for more information or the testing services directly for information about testing accommodations: Educational Testing Service (for PSAT) www.ets.org; or American College Testing Program (for P-ACT), www.act.org)
- Further refine your career interests and take courses of study that will prepare you for them

11th Grade:

- Take the SAT or ACT test - make sure you get the testing accommodations you need (contact your high school counselor for more information or the testing services directly for information about testing accommodations: Educational Testing Service (for PSAT) www.ets.org; or American College Testing Program (for P-ACT), www.act.org)
- Begin looking at colleges or universities that can prepare you for the career you want and find out if they have services for students with disabilities:
 - Do they have separate, structured programs for students with disabilities?
 - Do they have disability services?
 - What proof of disability do they require from applicants?
 - What accommodations does each college/ university provide? (test proctors, extended time for tests, oral testing, note takers, tape recorders for class, specific tutorial help for students with disabilities, taped textbooks or readers)
 - Do they have any specific technology available for students with disabilities? (speech recognition software, screen reading software, etc.)
 - Do they provide curriculum modifications (i.e. substitution of language requirement)?
 - Do they allow a longer time to complete the program?
 - Do they have support groups for students with disabilities?
- Participate in *College Night* activities
- Visit colleges that interest you
- Make sure your special education testing packet has all the disability documentation necessary for college application.
- Consider starting in a Community College and transferring credits to a 4-year college or university after one or two years (this could eliminate the need for SAT or ACT)
- Check into financial aid programs
- Begin completing application packets (end of 11th grade - beginning of 12th)
- Ask counselors or teachers for recommendations (giving them plenty of time to write)
- Complete your essay - ask teachers/ counselors/ parents to proofread and give feedback
- Follow college application directions and meet deadlines

12th Grade:

- Take the SAT or ACT test - make sure you get the testing accommodations you need (contact your high school counselor for more information or the testing services directly for information about testing accommodations: Educational Testing Service (for PSAT) www.ets.org; or American College Testing Program (for P-ACT), www.act.org)
- Complete your college application packet and mail it in on time
- Complete all financial aid applications
- Complete any applications for special programs or services
- Keep your grades up! (don't get into the senior slump) - your final grades get sent to your college/ university)
- Respond to colleges immediately to accept admission and/ or financial aid
- Contact and apply to the Department of Rehabilitative Services - you may qualify for help (See page 54 - Adult Service Agencies Section)
- Have a final copy of your transcript sent to the college/ university you choose

ADDITIONAL RESOURCES:

Brown, Dale. **Learning a Living: A Guide to Planning Your Career and Finding a Job for People with Learning Disabilities, Attention Deficit Disorder, and Dyslexia.**

Woodbine House, ISBN: 0933149875, April, 2000.

Cobb, Joyanne. **Learning How to Learn: Getting Into and Surviving College When You Have a Learning Disability.** CWLA Press, Washington, DC, 2001.

Combs, P., Canfield, J. **Major in Success: Make College Easier, Fire up Your Dreams, and Get a Very Cool Job.** Ten Speed Press, ISBN: 1580082092, April 2000.

Mooney, J., Cole, D. **Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution.** Simon & Schuster, ISBN:068486598X, August, 2000.

Phifer, Paul. **Great Careers in Two Years: The Associate Degree Option.** Ferguson Publishing, ISBN: 0894342851, Sept., 1999.

RUready? Life After High School, Media General Operations, Inc.; 333 E. Franklin St., Richmond VA 23219, 804-649-6999, fax 804-649-6311; www.readyva.com

Ryan, Dr. D.J, Ryan, D.J. **Job Search Handbook for People with Disabilities.** Jist Works, ISBN: 1563706652, Feb. 2000.

School Guide Publications, 210 North Avenue, New Rochelle, NY 10801
(914) 632-7771, info@schoolguides.com

Smart Moves for a Better Future - Your High School Guidebook to College. (2001) State Council of Higher Education for Virginia (SCHEV), James Monroe building - 9th Floor, 101 NB 14th St., Richmond, VA 23219, (804) 225-2600, www.schev.edu.

Taymans, J.M., West, L.L., Sullivan, M. **Unlocking Potential: College and Other Choices For People with LD and AD/HD.** Woodbine House, ISBN: 0933149948, October, 2000.

INTERNET SITES FOR COLLEGES:

www.bygpublish.com

A site which lists information from their book *A Teenagers Guide to the Real World*. Has MANY links to college sites, entrance exam information, and financial aid.

www.collegeview.com

Your career, college and financial aid solution site.

www.collegeboard.com/collegesearch

An index site of colleges and universities around the country.

www.degreefind.com

An index of colleges by degree around the country.

www.pen.k12.va.us/VDOE/sped/transition/collegeGuide2003.pdf

The Virginia Department of Education web site. Contains the Virginia College Guide for students with disabilities.

www.petersons.com

A site loaded with information and resources on colleges for students, teachers and parents.

www.VaCollegeQuest.org

Virginia College Quest: A guide to College Success for Students with disAbilities web site

Career / Technical Schools
will give me the training I need!

So, You Want to Go to Career or Technical School?

Here's your checklist for success:

- I can tell people what I do best - I speak up for myself
- I know what my disability is, I know how I learn best and will ask for what I need
- I learn best by doing
- I want to work and am very interested in a specific technical area
- I know the career or technical field for me and the training is at a technical school
- I understand that I may have to work harder and that I may take longer to graduate than some of my friends
- I talk to my parents, friends, teachers, monitors, and counselors for the support I need
- I can take charge of my technical training

Your School Counselor/ Transition Services Coordinator:

Ask your school counselor or Transition Services Coordinator for help with:

- Planning your high school courses with a technical school in mind
- Researching training schools that match your areas of interest
- Finding technical training that complements your area of interest or gives you advanced credit in a particular skill area
- Completing applications
- Obtaining financial aid information
- Applying for disability programs and/ or accommodations

All Through High School:

- Plan on getting a Standard, Modified Standard, or Special Diploma
- Take an active role in planning your course schedule throughout high school
- Make sure you that your class load is neither too heavy, nor too light for you to earn the diploma you want
- Take technical skills classes that complement or can give you advanced credit in your area of interest
- Make sure your IEP has all of the specific accommodations you need and use clearly listed each year
- Begin to choose the training option right for you: training in high school plus (adding time to your high school to complete the technical training available in high school); completing training through on-line or correspondence courses; or getting training through technical schools or programs.
- Use instructional studies classes to help you learn study skills
- Understand your educational rights under IDEA and the ADA (Americans with Disabilities Act)
- Participate in extra-curricular activities to round out your high school experience (academic clubs, student leadership organizations, service clubs, honor societies, athletic clubs or teams, special interest organizations, community volunteer activities, internships)

9th Grade:

- Find out about careers you might like: complete interest inventories, have a formal career assessment completed through your school (see your special education monitor teacher for help with this assessment), use the Virginia View (on line at www.vaview.vaview.vt.edu), and evaluate your experiences
- Find out which careers require what type of training and how much. What areas of study are available at what schools?
- Match interests/ abilities with career choices - Where should I go?
- Map out your high school path - How many years until graduation? What classes when?

10th Grade:

- Further refine your career areas of interest - complete interest inventories, have a formal career assessment completed through your school or DRS (see your special education monitor teacher for help with this assessment), use the Virginia View (on line at www.vaview.vt.edu), and/ or evaluate your experiences
- Try different types of technical skills, volunteer, visit area businesses that use those skills
- Plan your classes with diploma and career interests in mind
- Define your long range career goals and find out if there are any barriers to certification or licensure in your areas of interest
- Narrow training options - what schools are available for the type of training you want?

11th Grade:

- Begin looking at career training programs, on-line courses or technical schools that match your interests and career choices - find out if they have services for students with disabilities:
 - Do they have support programs or services for students with disabilities?
 - What proof of disability do the schools require?
 - What accommodations does each school provide? (test proctors, extended time for tests, oral testing, note takers, tape recorders for class, specific tutorial help for students with disabilities, taped textbooks or readers)
 - Do the schools have assistive technology available for students with disabilities? (speech recognition software, screen reading software, etc.)
 - Do the schools provide curriculum modifications or allow students more time to complete their program?
 - Do they help with job placement after graduation?
- Visit or send for information from schools or programs that interest you
- Make sure your special education testing packet has all the disability documentation necessary for the school's application.
- Check into financial aid programs

12th Grade:

- Complete your school's application packet(s) and mail in on time
- Complete all financial aid applications
- Complete any applications for special programs or services
- Respond to schools immediately to accept admission and/ or financial aid
- Contact and apply to the Department of Rehabilitative Services - you may qualify for help (See page 54 - Adult Service Agencies Section)
- Have a final copy of your transcript sent to the school or program you choose

What Kind of Careers Are Available with This Type of Training?

Typical technical and career training programs can be completed in two years or less.
Here is a partial list of jobs available with this type of training:

(SEE APPENDIX A FOR A COMPLETE LISTING)

accounting	detective	loan officer
acupuncturist	dialysis technician	locksmith
advertising	diesel mechanic	mail clerk
air traffic control operator	dietetic assistant	makeup artist
air-conditioning mechanic/ technician	diver	map editor
airline radio operator	dog groomer	massage therapist
animal technician	drafter	mechanic
animator	driving instructor	medical assistant
appraiser	dry cleaner	medical illustrator
armored car guard and driver	drywall applicator	medical secretary
athletic manager	electrician	nail technician
auctioneer	electrocardiograph technician	navigator
audiometrist	electronics technician	newscaster
AutoCAD operator	elevator repairer	nurse's aide, assistant
automobile body repairer	embalmer	occupational therapy aide, asst
automobile technician	emergency medical technician	optician
aviation technician	exercise physiologist	orderly
bailiff	exterminator	orientation mobility instructor
baker	farmer	painter
barber/stylist	fashion designer	paralegal
bartender	fiber optics installation/repair	petroleum drilling
billing clerk	file clerk	pharmacist assistant
biomedical technician	firefighter	phlebotomist
blaster	fish and game warden	photographer
bookkeeper	fitness trainer	physical therapy aide, asst
Braille operator	flight attendant	physicians assistant
bricklayer	floral designer	plasterer
building inspector	forensic scientist	plumber
building maintenance repairer	forest technician	police officer
bulldozer operator	funeral director	production mgr, radio and TV
cabinetmaker	furniture upholsterer	psychiatric aide
cardiac monitor technician	graphic designer	radiology technician
carpenter, construction	hazardous waste mgmnt	real estate agent, appraiser
carpet layer	heating & air-conditioning installer	reporter
caterer	home inspector	respiratory therapist
cement mason	horticulture worker	robotics technician
chauffeur	hospital engineer	secretary
chef	hotel clerk	social services aide
chiropractor assistant	illustrator	stenographer
claims adjuster	inhalation therapist	surgical technician
collector	instructional assistant	surveyor
computer graphics design, operator, repair	insulation worker	tax preparer
construction worker	insurance sales agent	travel agent
cosmetologist	interior designer	tree surgeon
court clerk	jeweler	ultrasound technologist
deaf interpreter	land surveyor	video operator
dental assistant	landscape designer	web page design
dental hygienist	laser technician	welder
deputy sheriff	legal assistant	
	legal secretary	

TECHNICAL SCHOOLS: a small sample of local programs

School	Address	Web Site	Programs
<u>Accutech Business Institute</u>	550 Highland Street, Suite 100; Frederick, MD 21701, 301-694-0211	www.accutech.edu	Accounting, business & office technology, massage, medical administrative assistant, computer support services
<u>All-State Career</u>	2200 Broening Hwy., Suite 160, Baltimore, MD 21224 410-631-1818	www.allstatecareer.edu	Class A & Class B Professional Driver's Training
<u>Broadcasting Institute of Maryland</u>	7200 Harford Rd., Baltimore, MD 21234 800-942-9246	www.bim.org	Radio & TV broadcasting
<u>Lincoln Technical Institute:</u>	9325 Snowden River Pkwy, Columbia, MD 21046 800-924-0325	www.lincolntech.com	Automotive Technology, Climate Control Technology
<u>North American Trade Schools (Formerly Diesel Training Institute of America)</u>	6901 Security Blvd., Suite 16, Baltimore, MD, 21244 800-638-5490	www.natradeschools.com	Construction, Diesel mechanics, CDL license, Electrical, HRVAC
<u>Rets Technical Training Center:</u>	1520 S. Caton Ave., Baltimore, MD 21227 410-644-6400	www.retstraining.com	Air Conditioning & Refrig, Applied Electronic Tech., Architrl & Engineering Production with CAD, Computer Service, Operations & Programming
<u>Medix School:</u>	108 Ware Ave., Towson, MD 21204 410-427-1069	www.StudyatMedix.com	Dental and Medical Assisting, Medical Office Administration
<u>Maryland Drafting Institute:</u>	8001 Forbes Place N. Springfield, VA 22151-2205 703-321-9777		Architectural Drafting, Computer Aided Drafting, Engineering Drafting
<u>Virginia School of Technology:</u>	5501 Backlick Rd., Suite 250, Springfield, VA 22151 703-658-0588		Court Reporting/ Scopist, Massage Therapy, Travel, Legal Specialist, Medical Specialist
<u>ITT Technical Institute</u>	7300 Boston Blvd., Springfield, VA 22153; 703-440-9535	www.itt-tech.edu	Information technology, electronics, drafting, design, business, criminal justice
<u>TESST Technology Institute:</u>	6315 Bren Mar Drive, Alexandria, VA 22312 1-800-48-TESST	www.tesstcollege.com	Computer Service Technician or Operator, Data Processor, Data Entry, Electronics Technician, Office Machine Repairer
<u>Graham Webb Intern'l Academy</u>	1621 N. Kent Street, Arlington, VA 22201 703-243-6322	www.iegdc.com/gw.html	Cosmetology, Nail Technician

ON-LINE or CORRESPONDENCE COURSES:
a SMALL sample of programs

Search on-line browser using key words:

Correspondence courses
Distance learning
On-line learning
Field area of choice

On-Line or Correspondence Courses		
School	Address	Programs
Allied Business Schools, Inc.: 888-501-7686fax: 949-461-9557	www.alliedvocrehab.com	Prop. mgmt, real estate sales & broker, home inspector, real estate asst., small business mktg, admin. asst., bookpg, legal sectry, med. admin. sectry, med. billing/ coding, appraisal licensing
The American Ceramic Society:	www.acers.org	Certification programs in ceramic manufacturing technologist, refractory manufacturing technologist, electronics manufacturing technologist, advanced ceramics manufacturing technologist, glass manufacturing technologist ceramic laboratory technician
The American Institute of Baking: 800-633-5137 fax: 785-537-1493	www.aibonline.org __1213 Bakers Way, P.O.Box 3999, Manhattan, Kansas 66505-3999	Food safety, sanitation certification, baking fundamentals & management, worker safety, OSHA compliance
The Australian Correspondence School:	www.acs.edu.au	Human Sciences, hospitality, tourism, psychology, business, media, horticulture, landscape design, computers, human resource, agriculture, marketing
Braille Development Section, National Library Service for the Blind & Physically Handicapped	www.loc.gov/nls/bds.html	Certification in Braille transcription, proofreader, braille instruction, braille technology 800-424-8567 Library of Congress, Washington, DC 20542
College at Home	www.collegeathome.com	Order a helpful book all about home study opportunities
Foley-Belsaw Institute 800-821-3452	www.foley-belsaw.com 6301 Equitable Rd., Kansas City, MO 64120-1395	Locksmith, small engine repair, saw & tool sharpening, gunsmithing, upholstery repair, wood working, heating & ac repair, home inspection, computer repair, computer programming, VCR/DVD/ video game repair, network specialist, electrician
Jones International University	www.jonesinternational.edu	Certification in management, health care, finance, information technology, e-Commerce, communications, public relations
Land Surveyors Workshop	www.landsurveys.com	800-533-4387 fax: 828-765-5263 380 Oak Ave., Spruce Pine, NC 28777

On-Line or Correspondence Courses		
School	Address	Programs
National Tax Training School	www.nattax.com	800-914-8138; Fax: 888-814-8140 Email: info@nattax.com
Petroleum Industry Training Service 800-667-5557	www.blackgold.ab.ca	Instrumentation, natural gas handling, gas compressor, liquid pipeline hydraulics, pressure awareness, reciprocating engine maintenance, well service
Professional Career Development Institute 800-316-6622	www.pcdi.com	Electrician, pharmacy technician, medical/ dental office, paralegal, accounting, business management, criminal justice
Professional Development Institute of Tourism	www.hospitalitytraining.net	Hotel, food and beverage training programs – certification programs
Satellite TV Technology	www.mlesat.com	Satellite TV Technology certification: digital satellite TV installer, technician
University of Phoenix 800-489-0114	www.uofphx.quinstreet.com	Accounting, administration, business, marketing, nursing, technology associate degree programs 3157 E. Elwood Street, Phoenix, AZ, 85034

Arlington County High School & Post-Secondary Programs:

Career and technical training programs are offered through Arlington County, both in the high school program (at each high school and through the Career Center) and through adult education. Many of these classes lead to certification, licensure or advanced credit for further training programs. **See Page 12 for a listing of High School Program Offerings.**

POST SECONDARY CLASSES: Post-secondary courses for students with disabilities are also offered at the Arlington Career Center. These courses provide entry level skill training. There are currently over twenty different training options available. The Career Center courses are open, on a space available basis and with the instructor's permission, to all students who have graduated from a high school program. There is a tuition fee for each course. However, if eligible, the Virginia Department of Rehabilitative Services may be able to provide tuition assistance to eligible students with disabilities. The following courses have been available on a space available basis:

Auto Body Repair	Electricity
Auto Technology	Electronics
Banking, Finance & Investments	Emergency Medical Technology
Carpentry	Heating/ Air Conditioning & Refrigeration
Commercial Art	Physical Therapy/ Athletic Trainer
Commercial Food Preparation	Photography
Cosmetology	T.V. Production
Early Childhood Education	

Information on the above programs can be obtained by calling the Adult Education Office at 703-228-7200.

ARLINGTON PUBLIC SCHOOLS - ADULT EDUCATION:

The Arlington Public Schools offer post-secondary classes through its Adult Education Program. Courses are held quarterly, usually in the evening. For more information about specific course offerings, class times and tuition, interested applicants can call (703) 358-7200.

An Apprenticeship will get me what I need

So, You Want to Get an Apprenticeship?

Here's your checklist for success:

- I can tell people what I do best - I speak up for myself
- I know what my disability is, I know how I learn best and will ask for what I need
- I learn best by doing
- I am very interested in a specific trade area
- I am ready to work, but want to get more training at the same time
- I want a job that requires more skills than I can get in high school
- I know the career or technical field for me and I can get the training through an apprenticeship program
- I understand that I may have to work harder and that I may take me longer to do some things than some of my friends
- I talk to my parents, friends, teachers, monitors, and counselors for the support I need
- I can take charge of my technical training

Your School Counselor/ Transition Services Coordinator:

Ask your school counselor or Transition Services Coordinator for help with:

- Planning your high school courses toward graduation with an apprenticeship in mind
- Researching training classes and apprenticeship programs to match your area of interest
- Finding technical training classes that complements your area of interest or give you advanced standing or certification in a particular skill area
- Completing apprenticeship applications

All Through High School:

- Plan on getting a Standard, Modified Standard or Special Diploma
- Take an active role in planning your course schedule throughout high school
- Make sure you that your class load is neither too heavy nor too light for you to earn the diploma you want
- Take technical skills classes that can give you advanced standing or certification in your area of interest
- Make sure your IEP has all of the specific accommodations you need and use clearly listed each year
- Understand your educational rights under IDEA and the ADA (Americans with Disabilities Act)
- Participate in extra-curricular activities to round out your high school experience (academic clubs, student leadership organizations, service clubs, honor societies, athletic clubs or teams, special interest organizations, community volunteer activities, internships)

12th Grade:

- Apply for a apprenticeship program in your area of interest - see details below:

APPRENTICESHIPS:

Apprenticeship is a method of training employees in a skilled occupation through a combination of paid on-the-job work experiences and related classroom instruction. Each industry determines what skills are needed in their particular field and develops the paid work training/classroom program.

Apprenticeships are available in over 850 occupations which require the use of manual, mechanical or technical skills and knowledge. Applicants generally must be at least 16 years old and must satisfy the employer that they have the ability, aptitude, and education to master the rudiments of the occupation. A training agreement is developed between the employer and the apprentice which specifies on-the-job work experience and related instruction required to meet the standards for the specific occupation. There is an application process - see contacts below. Apprentices are issued certificates as journey-level workers once they meet the terms of the agreement and demonstrate mastery of the trade or craft.

Virginia's apprenticeship training program is a cooperative program established by law between the Virginia State Board for Community Colleges, the Virginia Department of Labor and employers. For more information on Virginia's Apprenticeship training program, contact:

Coordinator of Apprenticeship Related Instruction & Statewide Programs
Academic Services and Research
Virginia Community College System
101 North 14th Street
Richmond, VA 23219
804-692-0360, Fax 804-692-0299
<http://www.so.cc.va.us/workforce/ari/index.htm>

Information about National Apprenticeship Programs contact:

Bureau of Apprenticeship and Training
U.S. Department of Labor
200 Constitution Ave., NW
Washington, D.C
202-219-5921
www.doleta.gov/oa/

Additional information about Apprenticeships is available through:

Virginia VIEW
Career Information System
800-542-5870
Web site: www.vaview.vt.edu

I'm Enlisting in the Military

So, You Want to Enlist in the Military?

Here's your checklist for success:

- I can tell people what I do best - I speak up for myself
- I know what my disability is, I know how I learn best and will ask for what I need
- I am interested in the career training and financial support a military choice can provide
- I like rules and order, I can follow rules well
- I am a team player - I prefer working with others
- My disability will not incapacitate me for military duty
- I am in good physical condition
- I have leadership ability
- I want to work in other areas of the country or world
- I may use military service (active or reserves) as a way of financing my higher education

Your School Counselor/ Transition Services Coordinator:

Ask your school counselor or Transition Services Coordinator for help with:

- Planning your high school courses with a military enlistment or career in mind
- Contacting recruiters for various branches of the military: Army, Navy, Air Force, Marines, Coast Guard
- Consideration of or application to service academies (see college section for preparation)
- Taking JROTC Classes that would give you advanced standing upon completion of basic training
- Taking the ASVAB (Armed Services Vocational Aptitude Battery)
- Completing applications

Contact a Recruitment Office:

- Ask about requirements for enlistment
- Ask about high school records requirements
- Ask about active service vs. reserves
- Ask about training programs
- Register and take the ASVAB (Armed Service Vocational Aptitude Battery)
- Ask about enlistment programs currently available

All Through High School:

- Plan on getting an Advanced, Standard, or Modified Standard Diploma
- Take an active role in planning your course schedule throughout high school
- Make sure that your course work is neither too heavy nor too light to prepare you for the diploma you want
- Take JROTC classes that can give you advanced placement upon completion of basic training
- Make sure your IEP has all of the specific accommodations you need and use clearly listed each year

- Take instructional studies classes to learn study skills
- Understand your educational rights under IDEA and the ADA (Americans with Disabilities Act)
- Participate in extra-curricular activities to round out your high school experience (academic clubs, student leadership organizations, service clubs, honor societies, athletic clubs or teams, special interest organizations, community volunteer activities, internships)

9th Grade:

- Find out about careers you might like: complete interest inventories, have a formal career assessment completed through your school (see your special education monitor teacher for help with this assessment), use the Virginia View (on line at www.vaview.vt.edu), and evaluate your experiences
- Find out what types of careers require what type of training and how much, what areas of study are available at what schools?
- Match interests/ abilities with career choices - Where should I go?
- Map out your high school path - How many years until graduation? What classes when?
- Enroll in JROTC programs during high school career

10th Grade:

- Further refine your career areas of interest - complete interest inventories, have a formal career assessment completed through your school, use the Virginia View (on line at www.vaview.vt.edu), and/ or evaluate your experiences
- Try different types of technical skills, volunteer, visit area businesses that use those skills
- Visit military installations, get a feel for training opportunities and the military way of life
- Plan your classes with diploma and career interests in mind
- Define your long range career goals and identify if there are any barriers to enlistment
- Complete/ enroll in JROTC program

11th Grade:

- Begin looking at different branches of the military and the career programs they offer:
 - Is my disability a barrier to enlistment?
 - What are the career training programs each branch offers?
 - What are the enlistment options available - how many years? active vs. reserve? financial support for further training available?
- Contact military recruiters for information
- Enroll in / complete JROTC program

12th Grade:

- Meet with the recruiter(s) from your chosen services(s)
- Complete all applications and enlistment materials
- Complete JROTC program if not completed
- Keep your grades up, the military monitors your progress
- GRADUATE

In addition to the major branches of the military, educational training opportunities are also available through the:

**Massachusetts Maritime Academy, 101 Academy Dr., Buzzard's Bay, MA 02532
508-830-5000**

I'm Joining a Service/ Training Corps

WHAT IS A SERVICE/ TRAINING CORPS?

A Service/ Training Corps is one of the many government sponsored programs that enable people to either get training or experience at either no cost or with some pay. The three Corps programs described here are **Job Corps, AmeriCorps, and Peace Corps**. These three have very different missions, but all provide rich experiences and can further your career.

So, You Want to Go into a Service Corps?

Here's your checklist for success:

- I can tell people what I do best - I speak up for myself
- I know what my disability is, I know how I learn best and will ask for what I need
- I learn best by doing - I enjoy working with others
- I need financial assistance to get further training
- I want to work and I may be interested in a specific technical area (Job Corps)
- I talk to my parents, friends, teachers, monitors, and counselors for the support I need
- I want more experience in the real world

SPECIFICS: Contact the specific organization that interests you for application procedures (see your Transition Services Coordinator for help):

JOB CORPS: Get information by calling 800-733-JOBS or online at: jobcorps.dol.gov/
Job Corps is the nation's largest and most comprehensive residential education and job training program for low-income youth, ages 16 through 24. More than 119 Job Corps campuses exist nationwide. Students live on-campus and receive integrated academic, vocational and social skills training. They earn a modest allowance while training and can earn more upon completion of their training program. Graduates receive assistance in finding a job.

AMERICORPS: Get information online at: www.americorps.org
Americorps is a domestic version of the Peace Corps working in local economically challenged communities. Most Americorps members serve in Americorps VISTA (Volunteers in Service to America) and Americorps NCCC (The National Civilian Community Corps) or with projects like Habitat for Humanity, the American Red Cross, Boys and Girls Clubs, and many more local and national organizations. By serving in Americorps, members can receive money for college, or repay student loans while earning a modest living allowance.

PEACE CORPS: Information is available on-line at: www.peacecorps.gov
The site provides all the information you'll need to answer questions about the Peace Corps, find out what jobs are open, read the news and volunteer stories, even apply online.

I'm Going to WORK : Competitive Employment

So, You Want to Go to Straight to Work?

Here's your checklist for success:

- I can tell people what I do best - I speak up for myself
- I know what my disability is, I know how I learn best and will ask for what I need
- I learn best by doing
- I am ready and want to work
- I am interested in a career field and am ready to start work in that field
- I talk to my parents, friends, teachers, monitors, and counselors for the support I need
- I can take charge of my career

All Through High School:

- Plan on getting a Standard, Modified Standard or Special Diploma
- Take an active role in planning your course schedule throughout high school
- Find out about careers you might like: complete interest inventories, have a formal career assessment completed through your school, use the Virginia View (on line at www.vaview.vt.edu), and evaluate your work experiences
- Find technical skills classes that complement or can give you advanced standing in a field that interests you
- Understand your rights under IDEA and the ADA (Americans with Disabilities Act)
- Try different types of work areas, volunteer sites, visit area businesses that use those skills
- Begin part-time work, finding out if the skills required in those jobs match your interests
- Consider any outside job training programs that you might be able to take while still in high school
- Build relationships with teachers, employers, and volunteer supervisors for work references
- Find out if you will need any of your school accommodations at a workplace
- Learn how to get where you need to go by car, bike, bus, or rail
- Learn independent living skills to include: finding a place to live, cooking and shopping for yourself, managing your money, understanding what it costs to live

12th Grade:

- Apply to the Department of Rehabilitative Services - you may qualify for job placement assistance, or support services. (See page 54 - Adult Service Agencies Section)
- Contact your career and college counselor at your high school
- Contact your Transition Services Coordinator to assist in setting up any needed supports in your job
- Write a resume with good references - keep it current
- Learn to keep a job information file with all of your jobs, supervisors, addresses, etc.
- Visit the One-stop Employment Center (see below)
- Secure reliable transportation (car, bike, bus or rail)
- GRADUATE!

HELP WITH EMPLOYMENT:

Contact Your TRANSITION SERVICES COORDINATOR For Help With Employment Questions, Contacts, or Needs

ARLINGTON EMPLOYMENT CENTER (ONE-STOP CENTER FOR SERVICES):

3033 Wilson Blvd., 4th Floor, Arlington, VA 22201 703-228-1400, TTY 703-228-1498

Hours - M-F 9:00 a.m. - 4:00 p.m.,

<https://www.arlingtonva.us/departments/HumanServices/employment/HumanServicesEmploymentEmploymentCenterIndex.aspx>

As a consolidated employment and training center for Arlington County residents and employers, this one-stop center administers federal, state and local employment and training programs designed to provide the area with qualified employees. The Resource Center is equipped with various assessment tools to assist individuals in determining aptitudes, skills, interests, and personality traits to enable users to conduct successful job searches. In addition to assessment, the center has a career library with internet access, software training programs, and resume tutorials. Representatives from service agencies for persons with disabilities can meet consumers at this one-stop location.

INDIVIDUAL EMPLOYMENT SERVICES:

Assessment, Job Placement, Job Coaching: Many supportive employment services are available to individuals with identified disabilities who are found eligible for services through the Virginia Department of Rehabilitative Services (DRS - see Appendix A), Virginia Department for the Blind and Vision Impaired (see Appendix A), and the Arlington County Department of Human Services (see Appendix A). Complete information for eligibility and specific services provided can be found in the Adult Services Section of this manual.

I'm Going to WORK : Supported Employment & Day Support Services

What Is Supported Employment?

Supported Employment covers a wide-range of employment settings and support services. Generally it means employment with some type of help from someone else. This help could be from job coaching to learn a new job to on-going support, special supervision assistance, job sharing, work in an enclave (or group shared work site) with a special supervisor, or work at a sheltered / facility-based work site. Supported employment is needed by people who either have a hard time learning new skills, have significant disabilities which affect their work speed or learning ability, or who have significant employability barriers (i.e. impaired social skills, difficulty handling changes, troublesome behaviors). People working in a supported work site get paid on an hourly or piecework basis (the more you produce the more you get paid). Generally, anyone requiring supported employment must either **pay for the support services** or **qualify for these services from an adult service agency**.

Placement in supported employment is usually through an adult services agency. Because supported employment covers such a wide-range of needs, goals and activities in this area will be described by Level of Supported Employment Model:

- Job Coach Model
- Enclave Model
- Sheltered or Facility Based Model

JOB COACH MODEL:

So, You Think You'll Need Supported Work with a Job Coach?

Here's your checklist for success:

- I learn best by doing, but with some help
- I am ready and want to work
- I know I need help sometimes and I try to ask when I need to
- I talk to my parents, friends, teachers, monitors, and counselors about the support I need
- I know my likes and dislikes
- I try to speak up for myself
- I can take care of myself at home and at work
- I can get places on my own (car, bike, bus, rail) or I may need help
- I can learn, but I sometimes need extra help or time to learn new things
- I need help when routines change
- If I have help, I can solve problems
- I want to earn money and can learn to manage my money
- I may need financial support through adult services or supplemental income supports (SSI, SSDI, housing, food stamps, etc.)

ENCLAVE MODEL:

So, You Think You'll Need Supported Work in an Enclave?

Here's your checklist for success:

- I learn best by doing, but with some help
- I am ready and want to work
- I like to work with other people
- I work best when my supervisor is close by
- I try to ask when I need help
- I try to talk to my parents, friends, and teachers about the support I need
- I know my likes and dislikes
- I try to speak up for myself
- I can take care of myself at home and at work
- I can get places either on my own (car, bike, bus, rail) or with some help
- I can learn, but I sometimes need extra help or time to learn new things
- I don't like to do too many things at one time
- I need help when routines change
- I need help to solve problems
- I want to earn money and can learn to manage my money
- I will need financial support through adult services or supplemental income supports (SSI, SSDI, housing, food stamps, etc.)

SHELTERED/ FACILITY-BASED/ DEVELOPMENTAL DAY SUPPORT:

So, You Think You'll Need Supported Work in a Sheltered or Facility-based?
Or You Think You'll Need Developmental Day Supports?

Here's your checklist for success:

- I need help and extra time to learn new things
- I want to work
- I try to state my likes and dislikes
- I try to speak up for myself
- I sometimes need help to take care of myself at home or at work
- I need help to get places (cab, bus, rail)
- I work best when things don't change
- I work best when I have only one job to do
- I need help when routines change
- I want to earn money
- I will need financial support through adult services or supplemental income supports (SSI, SSDI, housing, food stamps, etc.)

All Through High School (all Supported Employment Models):

- Plan on how long it will take to get a Standard, Modified Standard or Special Diploma
- Find out about jobs you might like: complete interest inventories, have a formal career assessment completed through your school or DRS (see page 54 - Adult Service Agencies Section AND your special education monitor teacher for help with this assessment), use the Virginia View (on line at www.vaview.vt.edu), and evaluate your work or volunteer experiences

- Take technical classes that complement your interests and abilities
- Understand your rights under IDEA and the ADA (Americans with Disabilities Act)
- Try different types of work experiences, volunteering, job shadowing
- Have as many community experiences as possible - shopping, restaurants, banks, movies
- Learn what kind of accommodations you might need at a workplace
- Learn to ask for what you need
- Learn about how to use reliable transportation - cab, bike, bus, rail
- Learn about independent living skills to include: taking care of yourself, finding a place to live, cooking and shopping for yourself, managing your money, understanding what it costs to live

High School - the early years (**all Supported Employment Models**):

[through the middle of high school - What years and how many depend on how long you are in high school]

- Complete high school classes to fulfill diploma requirements
- Try different work skills classes to build skills and check interests (Interest inventories are tests you can complete to find out what jobs might match your Interests)
- Learn what your likes and dislikes are in the world of work -
 - ❑ Do you like to work with others or by yourself?
 - ❑ Do you like to work inside or outside?
 - ❑ Do you like to move around or sit in one place for work?
 - ❑ Do you like lots of different things to do or just a few?
 - ❑ Do you want a job helping others?
 - ❑ What specific things are you good at? What do you like to do?
- Build employability behaviors of:
 - ❑ Good grooming skills
 - ❑ Travel skills
 - ❑ Good communication skills
 - ❑ Honesty
 - ❑ Good social behaviors with co-workers (other students) and supervisors (teachers)
 - ❑ Good attendance
 - ❑ Good use of time
 - ❑ Follow safety rules
 - ❑ Work independently
 - ❑ Responsibility for work area, supplies and assignments
 - ❑ Work stamina (being able to work for long(er) periods of time)
 - ❑ Be prepared for work (all of your materials ready when work/ class starts)
 - ❑ Stay on task during work/ class time
 - ❑ Follow directions carefully
 - ❑ Show respect for others and the work/ class space
 - ❑ Complete work on time independently
 - ❑ Take pride in work well done
 - ❑ Ask for help when needed
- Participate in recreational activities - extracurricular clubs, programs, recreation programs, sports teams, religious organizations, Special Olympics, etc.
- Take care of your daily living needs (understanding what it takes to live on your own):
 - ❑ Take care of your clothes

- ❑ Get up by yourself (using your own alarm clock)
 - ❑ Fix food
 - ❑ Shop for personal items you need
 - ❑ Clean your house
 - ❑ Do chores around your house
 - ❑ Understand how to handle your money
- Understand your medical needs - take your own medication, know your doctors and how to contact them
- Explore different types of jobs - visit work places in the community, try different jobs for a day, follow someone in a job (job shadow)
- Explore different kinds of financial supports:
 - ❑ Contact Social Security Administration for information about SSI, SSDI, SSA and find out if you qualify - apply for support programs at least by age 18
 - ❑ Contact county agencies for information about qualifying for housing, food stamps, and financial assistance programs
- Consider type of adult living situation which you might need: supervised apartment, group home, living with roommates
- Contact housing organizations or independent living organizations to determine eligibility for different types of housing needs and supports
- Put your name on waiting lists for group homes if this is where you would like to live

High School - the later years (**all Supported Employment Models**):

[through graduation - What years and how many depend on how long you are in high school]

- Complete high school classes to fulfill diploma requirements
- Enroll in specific employment training programs to build work experience
- Try different work skills classes to build skills
- Build employability behaviors of:
 - ❑ Good grooming
 - ❑ Travel skills
 - ❑ Good communication
 - ❑ Honesty
 - ❑ Good social behaviors with co-workers (other students) and supervisors (teachers)
 - ❑ Good attendance
 - ❑ Good use of time
 - ❑ Follow safety rules
 - ❑ Work independently
 - ❑ Responsibility for work area, supplies and assignments
 - ❑ Work stamina (being able to work for long(er) periods of time)
 - ❑ Be prepared for work (all of your materials ready when work/ class starts)
 - ❑ Stay on task during work/ class time
 - ❑ Follow directions carefully
 - ❑ Show respect for others and the work/ class space
 - ❑ Complete work on time independently
 - ❑ Take pride in work well done
 - ❑ Get along with peers
 - ❑ Get along with supervisors
 - ❑ Ask for help when needed
- Participate in recreational activities - extracurricular clubs, programs, recreation

- programs, sports teams, religious organizations, Special Olympics, etc.
- Join young adult social clubs
- Take care of your daily living needs by (understanding what it takes to live on your own):
 - ❑ Take care of your clothes
 - ❑ Get up by yourself (using your own alarm clock)
 - ❑ Fix food
 - ❑ Shop for personal items you need
 - ❑ Clean your house
 - ❑ Do chores around your house
 - ❑ Understand how to handle your money
- Understand your medical needs - take your own medication, know your doctors and how to contact them
- Apply for needed financial supports:
 - ❑ Contact Social Security Administration and apply for SSI, SSDI, or SSA
 - ❑ Contact county agencies and apply for housing, food stamps, and financial assistance programs you need
- Consider applying for participation in specific evaluation programs such as Project PERT (see page 9 - contact your Transition Services Coordinator for referral procedures)
- Make sure your educational evaluation materials (special education packet) are **current** (within the last year before applying for DRS or CSB services)
- Apply to the Department of Rehabilitative Services or the Department for the Blind and Vision Impaired to determine eligibility for services at least two years prior to graduation or exit from school - (see page 54 - contact your Transition Services Coordinator for information about application)
- If you have a cognitive or developmental disability, apply to the Community Services Board (Mental Retardation Client Services) to determine eligibility for services at least two years prior to graduation or exit from school - (see page 55 - contact your Transition Services Coordinator for information about application)
- Apply for Medicaid support services once you are eligible for SSI or SSDI, or once you are 18 - this could help you get work supports

SPECIFIC SERVICES - A Sampling:

Key to Chart:	
<u>Sample Service:</u>	Specific service you might need
<u>Model Used:</u>	The supported employment model for which this service is typically used
<u>Agency to Contact:</u>	DRS = Department of Rehabilitative Services or Department for the Blind and Vision Impaired
	MR - CSB = Arlington County - Mental Retardation/ Developmental Disability Services
	MH - CSB = Arlington County - Mental Health Services
<u>Time Line:</u>	Time PRIOR to school exit to seek service

Sample Service	Model Used	Agency to Contact			Time Line
		DRS	MR-CSB	MH-CSB	
Assessment and evaluation	All	✓	✓	✓	6 mos. - 1 yr.
Employment counseling and guidance	All	✓	✓	✓	6 mos. - 1 yr.
Job Search, placement and short term (90 day) follow-up services	All	✓	✓	✓	3 mos. - at graduation
Obtaining assistive devices needed for employment	All	✓			6 mos. to placement
Career or Technical training	Job Coaching	✓			6 mos prior to post-graduation
Transportation training	All	✓	✓(only after graduation)		Upon work placement
Medically related assistance to support work placement	All	✓		✓	Upon work placement
Personal assistant services	All	✓	(May be available after graduation)		As designed in rehab - plan
Developmental Day Support	Facility-based		✓	✓	1 - 2 yrs to assure funding
Residential assistance	All		✓	✓	1 - 4 yrs depending on level of assistance
Supported employment - long term support (past 90 day)	All		✓	✓	1 - 2 yrs to assure funding

Sample Service	Model Used	Agency to Contact			Time Line
		DRS	MR-CSB	MH-CSB	
Individual and family support services	All	✓	✓	✓	3 mos. - 1 yr
Behavior support services	All		✓	✓	in-school to post-grad
Respite care for parents or caretakers	All		✓	✓	in-school to post-grad
Psychiatric rehabilitation services	All			✓	in-school to post-grad
Mental health evaluation and treatment	All			✓	in-school to post-grad

See your Transition Services Coordinator for specific services you might need, when and how to access these services.

DEVELOPING A TRANSITION PLAN:

THE FORM:

The *TRANSITION PLAN* form is completed as part of the IEP beginning not later than the year you turn 16, or younger if determined appropriate by the IEP Team. The plan is revised and updated every year throughout high school as part of the IEP. It should reflect the student's interests, preferences, abilities, and transition services needs. Forms vary from year to year and between school systems, but all forms should have a place for:

- Educational goals including technical training and post-secondary education
- Employment goals including supported employment services
- Assessment needs including functional vocational evaluation if needed
- Community participation
- Independent living skills including daily living skills if needed
- Linkages to adult service agencies

DESIGNING THE PLAN:

Backward Planning: Start with where you hope to be at graduation, then plan backwards to the present for the specific activities needed to achieve your final goal. You will need to think about many areas: career choices, continuing education or training, employment, living arrangements, income and financial decisions, support needs, transportation needs, medical needs, personal care needs, personal relationships, leisure skills, individual counseling, legal needs, recreational activities, and many other areas.

Step-by-Step Design:

STEP 1: DECIDE ON YOUR LONG TERM GOALS -
What do I want to do when I leave school?

STEP 2: DEVELOP YOUR CURRENT YEAR GOALS -
What do I need to do this year to get to my post-school goal?

STEP 3: IDENTIFY TRANSITION SERVICES YOU NEED -
Do I need any help to meet my goals for this year?
if so, from whom? What kind of help do I need?

STEP 4: OTHER SERVICES YOU MIGHT NEED -
Will I need other help to get to my post-school goal - like a functional vocational evaluation? daily living skills training? applying for SSI? or other unique services?

Examining Each Transition Step:

STEP 1: DECIDE ON YOUR LONG TERM GOALS -

What do I want to be doing when I leave school?

WHERE DO I WANT TO BE WHEN I LEAVE SCHOOL?

This is the time to think about your hopes and dreams for the future. This “LONG RANGE PLAN” can and probably will change from year to year as you get closer to the reality of leaving school and entering adult life. This “LONG RANGE PLAN” will give your high school career and transition activities **a direction and a focus to your future.**

WHAT THINGS SHOULD I PLAN FOR?

WHAT KIND OF **EDUCATION** DO I WANT AFTER HIGH SCHOOL:

- Adult Education
- Vocational/ Technical Training Programs and/ or Schools
- Community College
- Four-year College or University
- Apprenticeship Programs
- Military
- Other Programs - such as Correspondence Programs, Job Corps, On-line Programs

(See pages 13 through 28 for more information on each of these areas)

WHAT KIND OF **EMPLOYMENT** DO I WANT AFTER HIGH SCHOOL OR AFTER FURTHER TRAINING?

- Full-time Competitive Employment
- Part-time Competitive Employment
- Full-time Supported Employment
- Part-time Supported Employment
- Apprenticeship
- Sheltered Employment/ Day Support Services
- Military
- Other - such as Volunteer Work, AmeriCorps, Peace Corps, etc.

(See pages 24 through 37 for more information on each of these areas)

WHERE DO I HOPE TO BE **LIVING** AS AN ADULT?

- I plan on living alone
- I plan on living with friends
- I plan on living with family
- I want to live in a supervised apartment
- I want to live in a supervised group home
- I will need personal or medical assistant help in my home
- I will need residential care

Living Choices Defined:

Living Alone or with Friends: Living in an apartment, condominium or house alone or with roommates.

Living with Family: Living in an apartment, condominium or house with family.

Supervised Apartment or Group Home: Living in an apartment, condominium or house with supervision by a service provider. This would include a group home with supervision on site at all times, or a supervised apartment/ condo with a supervisor dropping in daily, weekly or monthly to assure that meals are made, bills are paid, food is bought, etc.

Personal or Medical Assistance: having a personal or medical assistant come to your home to assist you with personal care (getting dressed, bathing, etc.) or with medical procedures.

Residential Care: Living in a residential facility with 24-hour care, typically including nursing or personal care assistance.

WHAT KIND OF **TRANSPORTATION** WILL I USE?

- I will ride my bike everywhere I need to go
- I will learn to drive a car, own a car and drive where I need to go
- I will learn to ride the bus/ rail system and take the bus or rail where I need to go
- I will learn to take a cab where I need to go
- I will use another type of transportation

Transportation Independence:

Being able to transport yourself independently includes any one or more of the following: gaining a driver's license and owning/ driving a car, riding a bicycle, riding metro bus or metro rail, using metro access services, using a taxi, or using other paid transportation services independently.

WHAT HELP WILL I NEED **FINANCIALLY**?

- Applying for SSI (Supplemental Security Income), SSDI (Social Security Disability Income), or SSA (Social Security Administration Income)
- Applying for Medicaid
- Applying for general assistance, food stamps, housing help (Section 8, housing grants, etc.), food bank assistance, day care assistance, WIC support
- Getting financial aid for educational training
- Financial planning: understanding banking, investments, estate planning
- Financial Management: banking, checking, investments, insurance, retirement, savings, employment benefits, etc
- Other unique financial needs

WHAT HELP WILL I NEED **MEDICALLY**?

- Applying for Medicaid
- Applying for other medical insurance coverage
- Getting a personal care attendant to assist with daily living needs (dressing, bathing, health needs)
- Finding a doctor, dentist or therapist that will take my insurance
- Calling and making appointments to see doctors or therapists
- Getting the medication I need
- Getting home health care to help me take my medicine or keep up my medical routines
- Meeting my self-care needs
- Understanding basic health and safety - when should I call a doctor?

WILL I NEED HELP TO PLAN MY **RECREATION** OR FUN ACTIVITIES?

- Finding out about joining clubs
- Finding out about Therapeutic Recreation
- Signing up for classes for fun
- Going places with friends
- Joining recreation facilities

WILL I NEED HELP TO LEARN ABOUT **SELF-ADVOCACY** (speaking up for myself)?

(Self-advocacy includes speaking up for your rights and interests as well as securing/ planning for your unique individual needs.)

- Securing counseling or therapy
- Learning about advocacy
- Getting someone to help (finding an advocate)
- Finding legal assistance
- Deciding on guardianship
- Developing social/ community skills
- Understanding your disability and explaining your needs and accommodations

STEP 2: DEVELOP YOUR CURRENT YEAR GOALS -

What do I need to do this year to get to my post-school goal?

Now that you know what your LONG RANGE PLAN is, you need to decide **WHAT YOU NEED TO LEARN IN ORDER TO FULFILL YOUR PLAN(S)**. This is where you decide what you will need to learn THIS YEAR to help you reach your goal. If you want to live on your own, and you are now 16 years old, but have never learned to fix yourself a meal, you'd better start learning how to cook - take a class, or find someone to help you learn. This becomes your goal on your transition plan. If you want to live on your own, already know how to cook, but don't understand how to keep track of your money, then take a class, or find someone to help you learn money management. Everyone's goals and plans will be different. Your plan should change as you learn new things, as your long range plans change, and as you get older.

Need some help thinking of goals? See pages 13 through 37 for some ideas on transition activities. Below is a list of more sample goals or activities.

SAMPLE TRANSITION GOALS

EDUCATION:

The student will:

- identify education options through:
 - completing and submitting financial aid packages.
 - contacting vocational/ technical schools for courses of study and entrance requirements.
 - contacting apprenticeship programs for enrollment requirements.
 - contacting local Job Corps offices for program and enrollment information.
 - working with a counselor or instructor to review high school credits.
 - contacting / visiting college or school of choice.
 - determining high school diploma type required for post-secondary options.
 - reviewing 3 post-secondary catalogs.
 - reviewing training options for career fields of interest (college, training schools, correspondence courses, on-line learning).
 - completing entrance exam study courses (PSAT, P-ACT, SAT, ACT, ASVAB).
 - completing PSAT, P-ACT, SAT, ACT or ASVAB entrance exams.
 - contacting an armed services recruitment office to discuss military options.

- choose a continuing education program through:
 - assessing skills and areas of interest.
 - contacting an adult education program to review course offerings.
 - reviewing recreation classes offered through the county.

- implement plans for continued education by:
 - identifying colleges/ technical schools with programs that will meet needs.
 - applying to colleges/ technical programs.
 - taking classes to meet entrance requirements of college or technical school.
 - identifying adult education or recreation classes that will meet needs.
 - contacting adult education or recreation programs for entrance requirements.

- determine career strengths, weaknesses, and interests by:
 - completion of a comprehensive career assessment.
 - completion of an interest inventory (Virginia View).
 - self-assessment of career/ technical skills and interests through work samples.
 - shadowing an employee in a career/ technical field.
 - taking specific career/ technical training courses.

EMPLOYMENT:

The student will:

- determine career strengths, weaknesses, and interests by:
 - completion of a comprehensive career assessment.
 - completion of an interest inventory (Virginia View).
 - self-assessment of career/ technical skills and interests through work samples.
 - shadowing an employee in a career/ technical field.
 - taking specific career/ technical training courses.

- participate in a variety of career training options by:
 - shadowing a career/ technical program for a specific number of days.
 - finding out about eligibility for services from the Department of Rehabilitative Services (DRS), or Arlington County Department of Human Services.
 - participating in specific high school career/ technical classes.
 - touring career/ technical programs and interviewing instructors.
 - deciding which career/ technical program will meet the student's needs.

- explore a variety of career options by:
 - shadowing an employee in businesses of interest.
 - participating in volunteer work experiences.
 - interviewing workers in career interest area.
 - touring supported employment sites.
 - completing a variety of work samples in areas of interest.
 - keeping a career exploration notebook.
 - participating in a summer employment program.
 - participating in a school based work experience program.
 - participating in a community based work experience program.

- obtain competitive/supported/sheltered employment by:
 - contacting a job developer.
 - writing a resume.
 - obtaining necessary identification for employment
 - practicing interview skills.
 - contacting, applying and being interviewed for at least 3 jobs.
 - checking with personnel offices for job openings.
 - contacting a job coach.
 - developing a plan with a DRS counselor or Arlington County case manager.
 - evaluate a student’s skills in a short-term job trial (situational assessment).
 - obtaining a work permit.
 - obtaining a part-time or summer job.

ADULT LIVING:

The student will:

- learn how to buy, prepare and consume food by:
 - taking work and family studies classes.
 - planning and executing a shopping trip.
 - planning a weekly menu.
 - demonstrating 5 methods of cooking common foods.
 - independently preparing 5 dishes from recipes.
 - demonstrating cleanliness around food preparation areas.
 - storing food appropriately.
 - practicing good eating habits.
 - planning / eating balanced meals.
- demonstrate how to buy, and care for clothing by:
 - taking a work and family studies class.
 - comparing prices of clothing.
 - washing clothing following correct procedures.
 - ironing, mending, and storing clothing appropriately.
- demonstrate independent living skills by:
 - taking a work and family studies class.
 - reviewing a lease.
 - determining personal needs and limitations in a living situation.
 - visiting 2 apartments for rent.
 - choosing 3 living options by looking through newspaper advertisements.
 - exploring dorm possibilities on campus of choice.
 - cooking dinner once a week.
 - developing a personal budget.

- opening a checking/ savings account.
 - determining level of support needed for supervised housing.
 - determining eligibility for supervised housing.
 - enrolling in a community independent living program (such as the Endependence Center program).
 - visiting a group home.
- demonstrate skills needed to live with some support (family, group home or supervised apartment) by:
 - cooking dinner one time per week with visual supervision only.
 - performing at least three daily chores without reminders.
 - using an alarm clock to independently rise each morning.
 - cleaning one room independently.
 - independently following a personal schedule.
 - going to bed without reminders at appropriate time.
 - identifying money needed to make a purchase and understanding change received.
 - completing daily personal care skills independently.
 - preparing own bag lunch daily.
- demonstrate money management understanding by:
 - developing a personal budget.
 - determining best food buys.
 - identifying groups of money and making change.
 - purchasing personal items from a store.
 - bringing lunch money daily.
 - setting up a weekly budget.
 - balancing a checkbook.
 - preparing tax forms.
 - making change up to a dollar.
- demonstrate time management skills by:
 - completing assignments on time.
 - using a watch to follow a daily schedule.
 - prioritizing personal goals.
 - establishing a daily routine.
 - organizing a weekly calendar.
- demonstrate civic responsibility by:
 - registering to vote.
 - registering for the draft (Selective Service).
 - understanding the court system.
 - describing basic laws.
 - describing civil rights.

TRANSPORTATION NEEDS:

The student will:

- get around the community by:
 - learning traffic and safety rules.
 - learning the use of various means of transportation.
 - getting around the community independently.
 - learning how to ride a public bus.
 - learning the rules and regulations for riding a public bus.
 - learning how to ride a subway.
 - learning how to obtain special reduced bus and subway fares.
 - learning to ride a bicycle.
 - learning about taxi services and costs.
 - learning about specialized transportation services and costs.

- travel independently by:
 - taking a driver's education class and getting a driver's license.
 - finding a co-worker or classmate with whom to ride.
 - learning to ride a bicycle or adult tricycle.
 - obtaining a bicycle or tricycle, helmet, and lock.
 - shopping for and purchasing liability insurance.
 - contacting local transit company to get information about routes, fares and services.
 - practicing riding and transferring on a local bus.
 - practicing riding a subway.
 - purchasing a car.
 - using a cab service.

FINANCIAL NEEDS:

The student will:

- determine financial assistance needs and eligibility by:
 - identifying specific financial needs.
 - reviewing sources of income.
 - finding out about eligibility for Supplemental Security Income, general assistance, food stamps, and/or medicaid.
 - getting information about financial assistance for college or technical training programs.

- obtain needed financial assistance by:
 - applying for Supplemental Security Income.
 - applying for Medicaid coverage.
 - applying for food stamps.
 - applying for general assistance.

- applying for disability assistance.
- contacting college/ technical program financial assistance offices.
- applying to DRS/ Arlington County Department of Human Services and determine eligibility for services.

MEDICAL AND PERSONAL CARE NEEDS:

The student will:

- determine management needs for medical care by:
 - assessing skills for contacting medical care sources and following medical advice and instructions.
 - identifying insurance options.
 - identifying requirement for receiving Medicaid.
 - learning where to go for basic health care.
 - identifying personal assistance needs.
 - identifying home health care needs.
 - investigating college health care programs.
- obtain medical supports and assistance by:
 - applying for Medicaid.
 - selecting health insurance benefits offered by employer.
 - contacting sources for personal assistance services.
 - contacting home health care services.
 - describing basic health needs.
 - learning basic first aid skills.
 - maintaining a personal health care history.
- understand and care for personal needs by:
 - learning about physical fitness, nutrition, and weight management.
 - exhibiting proper grooming and hygiene.
 - dressing appropriately.
 - demonstrating knowledge of common illnesses, prevention and treatment.
 - following safety rules in all situations.

LEISURE/ RECREATION / COMMUNITY PARTICIPATION:

The student will:

- find out about leisure and recreational activities by:
 - identifying personal leisure and recreational preferences.
 - exploring leisure and recreational activities available in the county.
 - investigating leisure and recreational activities at the college of choice.
 - trying three different leisure activities and assessing likes/ dislikes.
 - participating in at least 3 extra-curricular activities (state activities).

- plan and execute recreational activities by:
 - planning a vacation.
 - joining a local club of interest.
 - completing a recreational/ leisure class offered by the county.
 - joining a sports team.
 - joining a sports/ fitness club.
 - completing three craft projects.
 - choosing and planning 2 recreational activities.
 - obtaining membership in local recreational facilities.
 - determining cost, rules, and hours of operation of local recreational facility.

SELF ADVOCACY SKILLS:

The student will:

- self-advocate, achieve self-awareness and acquire self-confidence by:
 - identifying personal physical and psychological needs.
 - participating in IEP and transition plan meetings.
 - identifying interests and abilities.
 - expressing personal feelings and preferences.
 - contacting adult agencies to determine services provided and eligibility.
 - actively planning future needs in all areas of transition.
 - exploring and participating in community advocacy groups.
- identify disabilities and their impact by:
 - describing strengths and limitations related to disabilities.
 - describing adaptations or accommodations needed to be successful.
 - identifying personal learning style.
 - exploring support services available at colleges of interest.
 - creating a personal profile explaining disability and accommodation needs.
- understand and practice responsible behavior by:
 - knowing the difference between assertive and aggressive behavior.
 - accepting responsibility for actions, admitting mistakes.
 - dealing appropriately with on-the-job problems.
 - describing accomplishments.
 - seeking assistance when needed.
 - respecting the rights and property of others.
 - completing daily homework assignments.
- demonstrate an awareness of personal and family support services by:
 - identifying available counseling services and personal needs.
 - interviewing agencies to determine if they meet individual needs.
 - participating in a mentor program.
 - identifying a mentor at work or school.
 - identifying who to talk to when upset.

- obtain needed legal assistance by:
 - determining individual legal needs.
 - identifying legal resources in the county.
 - researching legal resources.
 - applying for appropriate assistance.
 - contacting an attorney to set up a trust.
 - contacting an attorney for estate planning options.
 - comparing adult service agency financial requirements with trust planning.
 - contacting legal services for guardianship assignment.

- develop individual social/ community skills by:
 - getting to identified locations without assistance.
 - identifying individual rights to access in the community.
 - locating personal assistance networks available in the community.
 - identifying individual independent living skills needs.
 - participating in social functions at community recreational facilities.
 - identifying leisure/ recreational/ social areas of interest.

STEP 3: IDENTIFY TRANSITION SERVICES YOU NEED-

Do I need any help to meet my goals for this year?

If so, from whom? What kind of help do I need?

THE NEXT BIG QUESTION:

Are transition services, instruction or planning needed to meet your CURRENT YEAR goals?

IF YES: Examine the CURRENT YEAR GOALS as designed above and decide what help you will need to meet those goals. This help will vary as widely as the individual goals and activities. **You need to identify who will help you - or who is (are) responsible for that goal:** You could get help from yourself (making it part of the plan will make you do it), your family, your school, community service agencies or adult service agencies. Here are some examples:

Current Year Goal	Sample Transition Service/ Planning	Instruction/	Responsible Person/ Agency/ Linkage
...complete SAT and ASVAB (military exam) entrance exams.	Register for each test and secure disability accommodations.		Student, school counselor & special education monitor teacher
... registration and completion of community recreation class.	Secure recreation class information and assistance during registration process.		Student, family, community recreation office
...understand and practice responsible behavior by accepting responsibility for actions and mistakes.	Regular therapeutic support sessions through the Interlude program, structured behavior program in all classes, see behavior goal (refer to specific objectives in student's IEP goal pages).		Student, therapist, and special education teacher
... demonstrate independent living skills of budgeting for monthly expenses for living with at least 1 room mate.	Instruction in budgeting and monthly expenses, participate in an independent living center program for budgeting, see math goals (refer to specific objectives in student's IEP goal pages).		Student, special education and personal finance instructor, independent living center program (ECNV)
... demonstrate cooking at least 3 meals.	Enroll in a foods preparation class, practice food preparation skills at least 3 times weekly at home, see independent living goal (refer to specific objectives in student's IEP goal pages).		Student, school staff for course enrollment and support, family
... determine career options by completing 2 job shadow experiences.	Identify areas of interest, link student to job shadow sites, coordinate transportation, follow-up review to narrow career options.		Student, job placement/ Transition Services Coordinator, family, special education monitor
... obtain a driver's license and access to a vehicle.	Secure accommodations for taking written drivers exam, use study principles to study for exam, gain access to car.		Student, family, special education teacher for study practice in instructional studies class
... identify training requirements for three careers that match skills & interests.	Make a referral for completion of a career assessment, review training programs for areas of interests and skills through counseling office and/ or Virginia View.		Student, school career assessment service or DRS assessment service, school counseling office, Transition Services Coordinator
... identify areas of future career training by completing at least 2 career skills training programs.	Complete a Career Center training classes, referral for participation in Project PERT.		Student, special education teacher monitor service in classes, Transition Services Coordinator/ DRS counselor for PERT referral
... obtain part-time employment.	Obtain job placement assistance, job coaching, transportation assistance.		Student, Job Placement/ Transition Services Coordinator, family
... apply to join the Job Corps.	Complete a program review and availability, application information and completion, program intake with Job Corps representatives.		Student, Transition Services Coordinator, Job Corps representatives

STEP 4: OTHER SERVICES YOU MIGHT NEED -

Will I need other help to get to my post-school goal - like a functional vocational evaluation? Daily living skills training? Applying for SSI? Or other unique services to help?

WHAT OTHER HELP MIGHT YOU NEED?

This is your final step in developing your transition plan. This step includes:

- If you are age 16 or older, you should be given information about your special education rights that will transfer from your parents to you when you reach age 18.
- Determining if a **Referral for a Vocational Assessment** is required, and the type of evaluation(s) for which the referral will be made:
 - referral for career assessment through the Career Center Assessment Center
 - referral for assessment through Project PERT
 - referral for assessment through DRS
 - referral for assessment through Arlington County Department of Human Services
 - referral for assessment through an Adult Service Contract Agency
- Determining if specific **Daily Living Skills Development** is required and referring to the specific goals and objectives in this area in the student's IEP goal pages:
 - toileting skills
 - dressing skills
 - personal care skills
 - eating skills

If skill development is required in any of these areas, **specific goals and objectives should be developed within the IEP goals and objectives pages.**
- Determining if **Community Experience Services** are required and referring the goals and objectives in this area to the developed goals in the previous IEP goals and objective pages. Some examples of community experience services include:
 - individual training to ride public transportation
 - structured experiences in using community facilities such as stores, banks, laundry, recreation facilities, community centers, public offices, courts, health centers, independent living centers, etc.
 - paid or unpaid employment training in the community employment sites
 - job shadowing experiences

These *community experience services* are designed to meet your individual need(s). They can be provided through specific ongoing instruction (such as learning to ride a bus, or weekly shopping at a store) or through single experiences (such as a field trip to the courts to watch a trial, or a tour of the DMV).

CONGRATULATIONS, YOUR TRANSITION PLAN IS COMPLETED!

APPENDIX A:

Adult Service Agencies



So who are these Adult Service Agencies and what can they do for me?

If you have a disability, you can get help in the form of case management, assessment, employment and/or residential services through one or two Adult Service Agencies. These agencies are:

- **The Virginia Department of Rehabilitative Services (DRS)
Or The Virginia Department for the Blind and Vision Impaired (DBVI)**
- **The Arlington Department of Human Services, Mental Retardation/
Developmental Disability Services; Mental Health Services** [previously known as the Community Services Board (CSB)]

The services these agencies can and will provide depend upon eligibility and need. The Adult Service Agency for which you are eligible depends upon the nature of your disability, the severity of your disability, your need and your economic status. Almost any person with a disability which impairs their day to day life and who wants and is able to work could be eligible for assistance from DRS, unless that person is visually impaired or blind, then assistance would be from DBVI. A person with a cognitive or developmental disability may be eligible for services from both DRS/ DVBI and CSB. In this case the two agencies work together closely to meet the consumer's support needs. Eligibility requirements, age requirements, intake process and specific support services provided vary greatly between agencies and may change over time. Contact should be made with these Adult Service Agencies PRIOR to graduation, often by several years.

Contact your Transition Services Coordinator for referral information.

Department of Rehabilitative Services

5904 Old Richmond Highway, Suite 410, Alexandria, VA 22303

703-960-3411, or 800-552-5019; TTY – 800-464-9950

www.vadrs.org

The Department of Rehabilitative Services (DRS) provides comprehensive vocational rehabilitative services so that individuals are appropriately prepared, trained and placed in gainful employment. DRS provides other services and works with businesses, organizations, and communities to better integrate persons with disabilities into society's mainstream.

Who Should Apply? You should apply if:

- you are legally eligible to work in the United States
- you have a physical, mental or emotional disability
- the disability keeps you from finding or keeping a job
- you are willing and able to work and you think DRS services can help
- you are living in the state of Virginia

DRS provides **Employment Services, Community Based Services** (such as personal assistance, the Brain Injury program, assistive technology, Centers for Independent Living, etc.), and **Disability Determination Services**. It also owns and operates **Woodrow Wilson Rehabilitation Center** in Fishersville, VA. More information about services, eligibility, application, and intake can be obtained through the DRS web site or by calling the numbers above.

Department for the Blind and Vision Impaired

Fairfax Regional Office

11150 Fairfax Blvd., Suite 502, Fairfax, Va, 22030,

(703) 359-1100, or 1-800-552-7015

www.vdbvi.org

The mission of the Department for the Blind and Vision Impaired (DBVI) is to enable blind or visually impaired individuals to achieve their maximum level of employment, education, and personal independence. Services provided include: **Vocational Rehabilitation Services, Education Services, Rehabilitation Teaching/ Independent Living, Low Vision Services, DeafBlind Services, Orientation & Mobility Services, Intake and Referral Services**. In addition, the Department operates the **Virginia Rehabilitation Center for the Blind and Vision Impaired (VRCBVI)** and a **Library and Resource Center**.

Arlington County Department of Human Services

3033 Wilson Blvd., Suite 700-A, Arlington, Va. 22201
703-228-1300

<http://www.arlingtonva.us/departments/HumanServices/HumanServicesMain.aspx>

Aging and Disabilities Services:

Mental Retardation/ Developmental Disability Services: 703-228-1700

The program promotes maximum independence of eligible Arlington County residents with mental retardation or developmental disabilities and assists them and their families in accessing and maintaining appropriate services which will enable them to participate and remain safely in the community. Services include **residential services, vocational services, case management, subsidized transportation services, and the family support program.**

Office for Persons with Physical Disabilities: 703-228-1700

The program promotes maximum independence for persons with disabilities by providing technical assistance for the removal of barriers, thereby enabling persons to have access to County programs, services, and facilities.

Mental Health and Substance Abuse Services:

The Mental Health and Substance Abuse Services programs promote maximum independent living in the community for persons with serious mental illness or substance abuse problems, thereby preventing unnecessary, restrictive institutionalization. The objective is to help these individuals become productive citizens integrated into the community.

Emergency Mental Health Services: 703-228-5150; 24 hour #: 703-228 4256

Mental Health Intake Services: 703-228-4864

Alcohol and Drug Treatment Programs: 703-228-4900

TTY services: 703-228-4612; 24 hour TTY: 703-228-4610

Appendix B:

**Community &
Information Resources**

Community Resources

Service Category	Agency	Address	Phone #'s	Web Site	Services
Employment	Arlington Employment Center	3033 Wilson Blvd., 4 th floor Arlington, VA 22201	703-228-1400 TTY: 703-228-1498	https://www.arlingtonva.us/departments/HumanServices/employment/HumanServicesEmploymentEmploymentCenterIndex.aspx	Employment, training, assessment, career counseling
Employment	Central Fairfax Services, inc.	6860 Commercial Drive Springfield, VA 22151	703-354-0900 Fax:703-354-0008	www.centralfairfaxserv.org	Day support services; Group supported employment
Employment	Cooperative Employment Program	11150 Main Street, Suite 300, Fairfax, VA 22030-5066	703-359-1124 fax: 703-277-3528		Job Placement, job coaching & follow up support, assessments, mobility training, employer training
Employment	Didlake, Inc.	8641 Breeden Ave, Manassas, VA 20110	703-361-4195	www.didlake.com	Sheltered & supported employment in community sites
Employment	E-Tron Systems, Inc.	9406 F Gunston Cove Rd., Lorton, VA 22079	703-690-2731; Fax: 703-690-6009	www.etronsystems.org	Group Supported employment
Employment	Industrial Concepts of Northern Virginia, Inc. (ICON)	1240 N. Pitt St., Lower Level, Alexandria, VA 22314	703-548-4048	www.iconservices.org	Supported employment from enclave to individual placement
Employment	Job Discovery, Inc.	10345 Democracy Lane, Fairfax, VA 22030	703-385-0041	www.jobdiscovery.org	Supported employment from enclave to individual placement

Community Resources

Service Category	Agency	Address	Phone #'s	Web Site	Services
Employment	Mount Vernon Lee Enterprises, Inc. (MVLE)	7405 Boston Blvd., Springfield, VA 22153	703-569-3900	www.MVLE.org	Developmental day program, community access program, center-based employment, community based services, employment services
Employment	Service Source, Inc.	6295 Edsall Rd, Suite 175, Alexandria, VA 22312	703-461-6000	www.ourpeoplework.org	Sheltered & supported employment, situational assessments, counseling, day treatment or training
Employment	St.Coletta of Greater Washington, Inc.	1901 Independence Ave, SE, Washington, DC, 20003	202-350-8680	www.stcolletta.org	Day support program, work adjustment training, supported employment
Employment	SOC Enterprises	750 South 23rd Street, Arlington, VA., 22202	703-521-4441	www.socatwork.org www.socent.org	Facility-based, supported community based employment, individual job placement & training
Employment	The Virginia Employment Commission (VEC):	5520 Cherokee Ave., Suite 100, Alexandria, VA., 22312	703-813-1300 fax 703-813-1338	www.vec.virginia.gov	Unemployment Insurance, job bank, employment assistance, counseling, assessment
Residential Services/ Independent Living	Community Residences, Inc (CRI)	14160 Newbrook Dr., Chantilly, VA 20151	703-841-7768 Fax: 703-841-7776	www.comres.org	Residential alternatives for persons with mental retardation, mental health problems or physical disabilities

Community Resources

Service Category	Agency	Address	Phone #'s	Web Site	Services
Residential Services/ Independent Living	Community Systems, Inc. (CSI)	8136 Old Keene Mill Rd, Suites B300, Springfield, VA 22512	703-913-3150 Fax: 703-913-0200	www.csi-va.org info@csi-va.org	Group Homes (includes services to persons with Prader-Willi syndrome)
Residential Services/ Independent Living	Community Living Alternatives	9401 Lee Hwy, Suite 406, Fairfax, VA 22031-1803	703-352-0388	www.cla-va.org	Community-based supports for persons with developmental disabilities
Residential Services/ Independent Living	Endepence Center of Northern Virginia (ECNV)	3100 Clarendon Blvd., Arlington, VA 22201	703-525-3268 TTY: 703 525-3553 Fax : 703-525-3585	Email: infor@ecnv.org Web site: www.ecnv.org	Community based resource & advocacy center, Center for Independent Living (CIL)
Residential Services/ Independent Living	Fellowship Health Resources, Inc. (FHR)	49 S. Glebe Road, Suite 101, Arlington, VA 22204	703-979-5077 Fax: 703-979-5079	www.fellowshiphr.org	Supervised Apartments
Residential Services/ Independent Living	Hartwood	6800 Versar Center, Suite 401, Springfield, VA 22151	703-914-3901 Fax: 703-914-3902	HF101@aol.com	Respite Services
Residential Services/ Independent Living	Job Discovery, Inc.	10345 Democracy Lane, Fairfax, VA 22030	703-385-0041	www.jobdiscovery.org	Group Home

Community Resources

Service Category	Agency	Address	Phone #'s	Web Site	Services
Residential Services/ Independent Living	Kennedy Institute & Catholic Community Services	680 Rhode Island Ave., NE, Washington, D.C. 20002	202-529-0500 ; Fax: 202-529-8211	www.ccs-dc.org	Training, education, employment & residential services for persons with developmental disabilities
Residential Services/ Independent Living	Resources for Independence of Virginia, Inc (RIVA)	268 Cedar Lane SE Vienna, VA 22180	703-560-7554 Fax: 703-560-7550	www.RIVA.org	Group Homes In-home supports
Residential Services/ Independent Living	St. John's Community Services	7611 Little River Turnpike, Suite 404, West; Annandale, VA 22003	703-914-2755 Fax: 703-914-5437	www.sjcs.org	Group Homes In-home supports
Residential Services/ Independent Living	Volunteers of America	14381 Hereford Drive, Woodbridge, VA 22193	703-590-1969 Fax: 703-590-2948	www.voa.org	Group Homes
Transportation	Washington Metropolitan Area Transit Authority (WMATA)	600 5 th Street, NW, Washington, D.C., 20001	202-962-1234	www.wmata.com	METRO bus & rail services
Transportation	WMATA, Dept. of ADA, Metro ACCESS	8405 Colesville Rd., Bldg 3, 4 th floor, Silver Spring, MD 20910	301-562-5360		Metro ACCESS
Transportation	WMATA, ID center	600 5 th Street, NW, Washington, D.C., 20001	202-962-1100	www.wmata.com www.rideguide.wmata.com	On-call service: 202-962-1825 reduced fare ID: 202-962-1245

Community Resources

Service Category	Agency	Address	Phone #'s	Web Site	Services
Transportation	WMATA - ADA Paratransit	3033 Wilson Blvd., Suite 700B, Arlington, VA 22201	703-228-1712		Arlington County Interim ADA Paratransit Service Information
Transportation	ART – Arlington Transit		703-228-RIDE (7433); TDD: 800- 828-1120	www.Communterpage.com/ art.htm	Arlington transit bus line
Financial/ Personal Care	Arlington County, Department of Human Services; Economic Independence and Assistance Division	3033 Wilson Blvd., Arlington, VA 22201	703-228-1350	www.arlingtonva.us	Medicaid application filed & processed
Financial/ Personal Care	Arlington County, Department of Human Services; Child and Family Services Division; Behavior Intervention Services	3033 Wilson Blvd., Arlington, VA 22201	703-228-1550	www.arlingtonva.us	Behavior Intervention Services to help families and care givers develop strategies to deal with challenging behaviors
Financial/ Personal Care	Center for Family Services - Northern Virginia Center	7054 Haycock Road, Falls Church, VA 22043	703-538-8470 TTY: 703-538-8314 Fax: 703-538-8465	www.nvgc.vt.edu/mft/cfs.ht ml	Marital & family therapy clinic affiliated with Virginia Tech
Financial/ Personal Care	Endependence Center of Northern Virginia (ECNV)	3100 Clarendon Blvd., Arlington, VA 22201	703-525-3268 TTY: 703 525-3553 Fax : 703-525-3585	Email: infor@ecnv.org Web site: www.ecnv.org	Community based resource & advocacy center, Center for Independent Living (CIL)
Financial/ Personal Care	Northern Virginia Family Services	3401 Columbia Pike, #300, Arlington, VA 22204	703-892-1153	www.nvfs.org	United Way sponsored family support program

Community Resources

Service Category	Agency	Address	Phone #'s	Web Site	Services
Financial/ Personal Care	The ARC of Northern Virginia	100 N. Washington Street, Suite 234, Falls Church, VA, 22046	703-532-3214 Fax: 703-532-3398;	www.thearcofnova.org	Support organization promoting advocacy, strong families, meaningful employment
Financial/ Personal Care	Social Security Administration	1815 N. Fort Myer Dr., Suite 200, Arlington, VA 22209	703-235-1188 800-772-1213 TTY: 800-325-0778	www.ssa.gov	Provides SSA, SSI, SSDI
Recreation	Arlington County Department of Parks, Recreation and Community Resources	300 North Park Drive, Arlington VA, 22203	703-228-4747; Fax: 703-228-4757	http://www.arlingtonva.us/departments/ParksRecreation/ParksRecreationMain.aspx	General parks & recreation contact information for a wide variety of programs
Recreation	Arlington County Community Recreation Division, Therapeutic Recreation	300 North Park Drive, Arlington VA, 22203	703-228-4747; Fax: 703-228-4757	http://www.arlingtonva.us/departments/ParksRecreation/ParksRecreationMain.aspx	Programs specifically designed for individuals with disabilities
Recreation	Arlington County Community Recreation Division, Senior Adults	300 North Park Drive, Arlington VA, 22203	703-228-4744	http://www.arlingtonva.us/departments/ParksRecreation/ParksRecreationMain.aspx	Programs for Senior adults aged 55 and up
Recreation	Virginia Special Olympics	3212 Skipwith Road, Suite 100, Richmond, VA, 23294	804-346-5544 Fax: 804-346-9633	www.specialolympicsva.org	Year round sports programs for individuals with disabilities age 8 and up
Recreation	YMCA, Arlington	3422 North 13 th Street, Arlington, VA, 22201	703-525-5420 Fax: 703-525-2148	www.ymcaarlington.org	Numerous sports and health minded programs

Information Resources

Service Category	Agency	Address	Phone #'s	Web Site
Information Resources	<i>The ARC of Northern Virginia</i>	100 N. Washington Street, Suite 234, Falls Church, VA, 22046	703-532-3214 Fax: 703-532-3398	www.thearcofnova.org
Information Resources	<i>Americans with Disabilities Act Information Center for the Mid-Atlantic Region</i>	Rockville, MD	800-949-4232 Fax: 301-217-0754	www.adainfo.org
Information Resources	<i>Arlington Office for Physically Disabled Persons</i>	3033 Wilson Blvd., Suite 700B, Arlington, VA 22201	703-228-1700	www.arlingtonva.us
Information Resources	<i>Autism Society of America, Inc.</i> (No. Virginia Chapter)	P. O. Box 1334, Vienna, VA 22183	703-495-8444 Fax: 703-495-8445	www.asanv.org
Information Resources	<i>Brain Injury Services</i>	8136 Old Keene Mill Rd., Suite B102, Springfield, VA 22152	703-541-8881	www.braininjurysvcs.org
Information Resources	<i>Council for Exceptional Children</i>	1110 North Glebe Road, Suite 300, Arlington, VA 22201	703-245-0607	www.cec.sped.org
Information Resources	<i>Department for Rights of Virginians with Disabilities</i>	202 9 th Street, 9 th floor, Richmond, VA 23219	800-552-3962	www.virginia.gov
Information Resources	<i>Easter Seal Society of Northern Virginia</i>	6319 Castle Place, Suite A, Falls Church, VA 22043	703-538-4480 FAX: 703-237-0249	www.eseal.org (national site)
Information Resources	<i>Epilepsy Foundation for the National Capital Area</i>	1110 Vermont Ave., Suite 1140, Washington, D.C. 20005	202-293-0532	www.efa.org (national site)

Information Resources

Service Category	Agency	Address	Phone #'s	Web Site
Information Resources	<i>HEATH : The National Clearinghouse on Post-secondary Education for Individuals with Disabilities</i>	2134 G. Street, NW, Washington, D.C., 20052-0001	202-994-8770; 800-544-3284; fax: 202-994-7604	www.heath.gwu.edu
Information Resources	<i>National Alliance on Mental Illness (NAMI)</i>	P.O.Box 8260, Richmond, VA 23226-0260	804-285-8264	www.nami.org
Information Resources	<i>National Organization on Disability</i>	910 16 th Street, NW, Suite 600, Washington, D.C. 20006	202-293-5960	www.nod.org
Information Resources	<i>National Information Center for Children and Youth with Disabilities (NICHCY)</i>	P.O. Box 1492, Washington, D.C. 20013	202-884-8200 800-695-0285	www.nichcy.org
Information Resources	<i>Parent Educational Advocacy Training Center (PEATC)</i>	1100 N. Washington Street, Suite 234, Falls Church, VA, 22046	703-923-0010 (Voice/TTY) or 800-869-6783; Fax: 800-693-3514	www.peatc.org
Information Resources	<i>Special Education Parent Resource Center (PRC)</i>	Clarendon Education Center, 2801 Clarendon Blvd., Suite 304, Arlington, VA, 22201	703-228-7239 Fax: 703-525-4847	www.arlington.k12.va.us/departments/student_services/special_ed/prc/
Information Resources	<i>Virginia Autism Resource Center</i>	4100 Price Club Blvd., Midlothian, VA 23112	877-667-7771 (Toll Free)	www.varc.org

Appendix C:

Careers You Can Learn in 2-years or Less

CAREERS YOU CAN LEARN IN 2-YEARS OR LESS

KEY:

2YR = 2 year program
OJT = On-the-job training

Appr = Apprenticeship
ON-L = On-line learning

Tech = Technical School
HS = High school training

Corr = Correspondence Course

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Accounting	business/numerical	X		X	X		X	X
Accounts receivable supervisor	business/logic	X				X		
Actor/actress	social	X		X		X		
Acupuncturist	logic/mechanical							
Advertising sales representative	business					X		
Aerial photograph interpreter	logic/mechanical							
Air tower and traffic control operator	logic/numerical	X		X				
Air-conditioning mechanic	mechanical	X	X		X		X	X
Air-conditioning technician	logic/mechanical		X		X		X	X
Aircraft electrician	mechanical		X	X		X		
Airline dispatcher	clerical					X		
Airline pilot	logic/mechanical	X		X				X
Airline radio operator	logic/numerical						X	
Airline schedule analysts	business/clerical			X		X		
Ammunitions safety inspector	business/clerical			X		X		
Amusement park worker	mechanical/social					X		
Animal caretaker	social			X	X	X	X	X
Animal shelter clerk/ manager	social/business			X	X	X	X	X
Animal technician	logic/social			X	X		X	X
Animal trainer	social/logic					X	X	
Animal treatment investigator	business/social					X		
Animator	mechanical			X	X		X	X
Announcer	social	X		X	X		X	
Apartment house manager	business/clerical					X		
Applications programmer	logic	X		X				
Appraiser	business/numerical			X	X		X	
Architectural graphic designer	logic/mechanical			X	X		X	
Armored car guard and driver	mechanical./social					X		
Artifacts conservator	numerical/clerical					X		
Artist	mechanical/social			X		X		X
Athletic manager	business/social					X		
Auctioneer	business/numerical/so		X		X	X		
Audio technician	mechanical			X		X		
Audiometrist	logic/social	X		X				
Auto design detailer	logic/mechanical	X			X	X		
Auto detailer	mechanical				X	X		X
Auto laboratory technician	mechanical	X				X		
AutoCAD operator	logic/numerical			X	X	X		X
Automobile body repairer	mechanical		X	X	X			X
Automobile damage appraiser	mechanical/numerical				X	X		
Automobile mechanic	mechanical		X	X	X			X
Automobile service manager	business/mechanical					X		X
Automobile service station attendant	mechanical					X		

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Aviation technician	clerical/mechanical			X	X			
Avionics technician	mechanical	X						
Bailiff	clerical/social					X		
Baker	mechanical/social		X	X	X	X	X	X
Barber/stylist	business/mechanical		X	X				X
Bartender	mechanical/social			X		X		
Billing clerk	clerical/business			X	X	X		
Biomedical equipment technician	mechanical	X		X	X	X		
Blacksmith	mechanical					X		
Blaster	mechanical	X		X		X		
Blood bank technologist	clerical					X		
Boilermaker	mechanical		X	X				
Bonding agent	clerical/social					X		
Book designer	clerical/mechanical					X		
Bookkeeper	clerical/numerical			X	X	X	X	
Braille operator	clerical/mechanical				X		X	
Braille proofreader	clerical				X		X	
Braille typist	clerical/mechanical				X		X	
Bricklayer	mechanical		X	X		X		X
Broadcast secretary specialist	clerical			X	X	X	X	
Broadcast technician	mechanical/numerical			X	X	X	X	X
Broadcasting announcer	business			X	X	X	X	X
Brokerage clerk	clerical/numerical				X	X	X	
Building inspector	mechanical/clerical	X		X	X		X	
Building maintenance repairer	mechanical			X	X	X	X	
Bulldozer operator	mechanical			X		X		
Cabinetmaker	mechanical		X	X	X		X	X
Cable splicer	mechanical			X	X	X	X	X
Caddie	social					X		
Calibration laboratory technician	mechanical/numerical	X		X				
Camp counselor	social					X		
Cardiac monitor technician	mechanical/numerical	X		X				
Carpenter, construction	mechanical	X	X	X	X	X		X
Carpet layer	mechanical					X		
Cashier/ checker	clerical/social					X		
Caterer	business/numerical			X	X	X		X
Cement mason	mechanical	X		X		X		
Cephalometric analyst	numerical/mechanical	X						
Chauffeur	business/social			X		X		
Chef	business/mechanical		X	X	X			X
Chemical laboratory technician	logic/numerical			X	X	X		
Childcare assistant	social			X	X	X	X	X
Childcare supervisor	business/social			X	X	X	X	
Chiropractor assistant	logic/social	X						
Civil engineering technician	numerical/mechanical	X					X	
Claims adjuster	business					X	X	
Claims examiner	clerical/social					X	X	

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Collector	clerical/business					X	X	
Comedian	social					X		
Commercial artist	business/mechanical			X			X	X
Commercial photographer	business/mechanical			X		X		X
Computer graphics design	clerical/mechanical			X	X	X	X	X
Computer operator	clerical/mechanical			X	X	X	X	X
Computer programmer	clerical/logic			X	X		X	X
Computer repair	mechanical			X	X		X	X
Computer security specialist	business/logic	X					X	
Computer systems hardware analyst	logic/numerical	X			X		X	
Construction estimator	mechanical/numerical					X		
Construction inspector	mechanical						X	
Construction worker	mechanical		X	X		X		X
Construction, equipment mechanic	mechanical		X	X				
Cook	business/mechanical			X		X	X	X
Copywriter	clerical	X		X		X		
Corrections officer	clerical/social	X		X		X		
Cosmetologist	business/mechanical		X					X
Costs clerk	clerical					X		
Counselor, residential	social	X				X		
Court clerk	clerical			X		X		
Court Deputy	clerical/social			X		X		
Court reporter	clerical			X	X		X	
Credit analyst	clerical/numerical	X		X	X	X	X	
Credit clerk	clerical			X	X	X		
Custom tailor	business/mechanical		X					
Customer service representative	clerical					X	X	
Dance therapist	social	X			X	X	X	
Dancer	mechanical/social					X		
Dancing instructor	social	X				X		
Data communications technician	clerical			X	X	X	X	
Data control supervisor	business/clerical					X		
Data typist	clerical				X	X	X	X
Deaf interpreter	social			X				
Deck hand	mechanical			X		X		
Dental assistant	mechanical/social			X	X		X	
Dental ceramist	mechanical				X		X	
Dental hygienist	mechanical/social	X		X				
Dental laboratory technician	mechanical	X			X		X	
Deputy sheriff	clerical/social			X				
Detective	logic/social			X	X	X		
Dialysis technician	mechanical/numerical			X			X	
Diesel mechanic	mechanical			X	X			
Dietetic assistant	business/clerical			X	X	X		
Disc jockey	numerical/social	X		X		X		
Diver	mechanical					X		
Dog groomer	social			X	X	X	X	X

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Drafter	mechanical/numerical		X	X	X		X	X
Driving instructor	social					X		
Dry cleaner	business/social					X		
Drywall applicator	mechanical			X		X		X
Electrical technician	mechanical	X	X	X	X	X	X	X
Electrician	mechanical		X	X	X			X
Electrocardiograph technician	clerical/mechanical					X		
Electrologist	mechanical/social			X				
Electromyographic technician	clerical/mechanical			X				
Electronics mechanic	clerical/mechanical			X	X		X	X
Electronics technician	clerical/mechanical			X	X		X	X
Elevator constructor	mechanical			X	X	X	X	
Elevator repairer	mechanical	X			X	X		
Embalmer	business/logic	X		X				
Emergency medical technician	logic/social			X				X
Equestrian	mechanical/social					X		
Equipment cleaner	mechanical				X	X		
Estimator	numerical					X		
Executive chef	business			X	X	X	X	X
Executive secretary	business/clerical			X	X		X	X
Exercise physiologist	mechanical/social	X			X		X	X
Expediter	clerical/numerical					X		
Export manager	business				X	X		
Exterminator	business/mechanical				X	X	X	
Farmer	business/mechanical					X		
Fashion designer	business/mechanical			X	X		X	
Fiber optics installation/repair	mechanical/numerical	X		X	X	X	X	X
File clerk	clerical				X	X		
Film cutter/print cutter	mechanical/numerical				X	X	X	
Financial services sales	numerical/social	X				X	X	
Fingerprint classifier	clerical	X		X				
Fire Inspector	business/clerical			X	X		X	
Fire warden	business/clerical	X		X	X		X	
Firearms expert	business/mechanical	X			X		X	
Firefighter	mechanical/social			X	X		X	
Fireworks display specialist	mechanical					X		
Fish and game warden	clerical/logic				X	X	X	
Fish farmer	business/mechanical					X		
Fishery technician	clerical/logic			X	X	X	X	X
Fitness trainer	numerical/social	X		X	X			X
Flight attendant	clerical/social			X				
Flight engineer	numerical/mechanical			X				
Floral designer	business/mechanical			X	X	X	X	
Fluid power mechanic	mechanical			X				
Food and beverage manager	business/numerical				X	X		
Food tester	business/mechanical					X		
Foreign exchange teller	clerical/numerical			X		X		

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Forensic artist	logic/mechanical	X		X				
Forensic scientist	logic/mechanical	X		X				
Forest fire fighter	mechanical/social			X	X		X	
Forest technician	clerical/logic				X		X	
Forest worker	mechanical/logic				X		X	
Forms analyst	business/logic			X		X		
Freight traffic consultant	business/clerical					X		
Front-end loader operator	mechanical					X		
Fumigator	mechanical			X	X	X	X	
Funeral director	business/social		X	X				
Furniture finisher	mechanical		X		X	X	X	X
Furniture upholsterer	mechanical		X		X	X	X	
Game warden	clerical/logic				X		X	
Garbage collector	mechanical					X		
Garden center landscape designer	business/mechanical				X		X	
Garden center manager	business				X	X	X	X
Garden center plant doctor	business/logic				X	X	X	
Genealogist	business	X				X		
Glazier	mechanical		X			X		
Graphic designer	logic/mechanical	X		X	X		X	X
Groundskeeper	mechanical				X	X	X	
Gunsmith	mechanical				X		X	
Hazardous waste mgmnt specialist	mechanical	X		X			X	
Health club manager	business				X	X	X	
Heating & air-conditioning installer	mechanical		X	X				X
Heating plant superintendent	business/mechanical			X	X		X	
Highway contractor	business/logic					X		
Histotechnologist	mechanical	X						
Home attendant	social	X			X		X	
Home inspector	business/mechanical			X	X			
Horticulture worker	mechanical				X	X	X	X
Hospital engineer	business/mechanical			X				
Hospital foodservice administrator	business/clerical	X		X	X			
Hotel clerk	business/clerical					X		X
Hotel night auditor	clerical/numerical					X		
Housekeeper	business/social					X		
Hydrographic survey technician	mechanical/numerical				X		X	
Identification clerk	clerical					X		
Illustrator	logic/mechanical	X		X	X		X	X
Industrial cafeteria manager	business/numerical				X		X	
Industrial engineering technician	logic/numerical				X		X	
Industrial hygienist	mechanical/social	X						
Industrial x-ray operator	mechanical			X	X			
Inhalation therapist	mechanical/numerical/	X		X				
Instructional assistant	social			X	X	X		
Instrument mechanic	mechanical		X	X				
Insulation worker	mechanical		X			X		

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Insurance sales agent	business/clerical			X	X	X	X	
Interior designer	logic/mechanical	X			X		X	
Interpreter	social	X		X	X		X	
Investigator	clerical/logic/social	X		X	X		X	
Janitor	mechanical					X		
Jeweler	business/mechanical				X		X	
Laboratory animal technician	clerical/social			X	X	X		
Laboratory assistant	clerical/mechanical			X	X	X		
Laborer	mechanical					X		
Land development manager	business				X		X	
Land surveyor	mechanical/numerical	X	X		X		X	
Laser technician	mechanical/numerical	X		X	X			
Lather	mechanical		X	X				
Legal assistant	business/clerical			X	X		X	
Legal investigator	clerical/logic	X		X	X		X	
Legal secretary	clerical			X	X		X	
Legislative reporter	clerical			X	X		X	
Library technical assistant	clerical			X		X		
Lifeguard	business/mechanical			X		X		X
Line installer/repairer	mechanical			X	X	X		
Lithographer	mechanical			X				
Loan officer	business			X	X	X	X	
Locksmith	mechanical	X			X	X	X	
Logger	mechanical					X		
Machine operator	mechanical					X		
Machinist	mechanical		X	X				
Mail clerk	clerical					X		
Makeup artist	business/mechanical			X				X
Manual arts therapist	mechanical/social				X		X	
Manufacturer's representative	business				X	X	X	
Map editor	clerical/mechanical							
Marine service technician	mechanical			X	X		X	
Massage therapist	mechanical/social			X	X		X	
Material handler	mechanical					X		
Meatcutter	mechanical		X			X		
Mechanic, general maintenance	mechanical			X		X		
Mechanic, research	mechanical			X				
Mechanic, small engine	mechanical			X	X	X	X	X
Medical assistant	clerical/social			X	X		X	
Medical chemistry technologist	logic/numerical			X	X		X	
Medical illustrator	logic/mechanical			X	X			
Medical insurance clerk	clerical			X	X	X	X	
Medical office receptionist	clerical/social				X	X	X	
Medical photographer	clerical/mechanical			X				
Medical record technician	clerical	X			X	X		
Medical secretary	clerical/social			X				
Mental health technician	clerical/social/logic				X		X	

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Merchandise displayer	business/mechanical					X		
Meteorological equipment repairer	mechanical/numerical				X			
Meteorological technician	clerical/mechanical				X			
Microfilm technologist	mechanical/numerical			X	X	X	X	
Micrographics services supervisor	business/clerical			X				
Millwright	mechanical	X	X	X				
Miner	mechanical					X		
Mobile crane operator	mechanical			X		X		
Model	business/mechanical			X		X		
Modeling instructor	business/social					X		
Mold maker	mechanical		X	X	X			
Mortgage loan interviewer	business				X	X	X	
Museum exhibit designer	mechanical	X		X				
Music mixer	mechanical			X		X		
Musician	logic/mechanical			X		X		
Nail technician	mechanical/social			X	X			X
Navigator	numerical/logic	X			X		X	
Network control operator	clerical/logic	X		X	X			
News photographer	clerical/mechanical			X				
Newscaster	business/clerical	X						
Newspaper carrier	clerical					X		
Nuclear medicine technologist	mechanical/numerical	X		X	X		X	
Nurse's aide	social			X	X		X	
Nurse, licensed practical	social	X		X	X			
Occupational health & safety	mechanical/clerical	X			X			
Occupational therapy aide	social			X	X			
Occupational therapy assistant	social	X		X	X			
Oceanographic technician	mechanical/numerical			X	X		X	
Office manager	business			X	X	X	X	
Offset press operator	mechanical					X		
Ophthalmic lens inspector	clerical/mechanical				X	X		
Optician	mechanical/numerical		X	X				
Optometric assistant	clerical/mechanical				X		X	
Order clerk	clerical					X		
Orderly	social			X		X		
Orientation mobility instructor	mechanical/social	X		X				
Orthotics assistant	mechanical/social			X	X			
Orthotics technician	mechanical/social			X	X			
Overhead crane operator	Mechanical					X		
Package designer	mechanical			X	X			
Painter	mechanical		X			X		
Paper hangar	mechanical					X		
Paralegal	clerical/logic	X		X	X		X	
Parking lot attendant	clerical					X		
Part salesperson	clerical					X		
Passenger service representative	business/social			X	X	X	X	
Pastoral assistant	social/clerical	X		X	X		X	

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Patternmaker	mechanical		X					
Payroll clerk	clerical/numerical					X		
Personal manager	business/clerical				X			
Petroleum drilling	mechanical			X	X		X	
Petroleum exploration	mechanical			X	X		X	
Pharmaceutical laboratory technician	mechanical/numerical	X		X	X		X	
Pharmacist assistant	clerical/logic			X	X		X	
Phlebotomist	mechanical/numerical			X				
Photofinishing laboratory worker	mechanical/numerical			X				
Photographer	mechanical/numerical		X		X			X
Photojournalist	clerical/mechanical	X		X				
Physical therapy aide	social	X		X	X			
Physical therapy assistant	social	X		X	X			X
Physicians assistant	social	X		X				
Pilot instructor	logic/social	X		X				
Pipefitter	mechanical	X		X		X		
Plant breeder	logic				X	X	X	
Plasterer	mechanical					X		
Plastics fabricator	mechanical			X		X		
Plater/anodizer	mechanical		X					
Plumber	mechanical	X	X	X	X		X	X
Police inspector	clerical/social	X		X				
Police officer	clerical/social	X		X				
Policy loan calculator	clerical/numerical			X		X		
Polygraph examiner	logic/mechanical			X				
Post Office clerk	clerical					X		
Prepress proofer	clerical					X		
Printing estimator	clerical/numerical					X		
Printing press operating	mechanical		X			X		
Private investigator	clerical/social				X			
Production manager, radio and TV	business/numerical			X	X	X		
Professional sports scout	business/mechanical					X		
Proofreader	clerical			X				
Prospector	mechanical					X		
Prosthetics assistant	mechanical/social			X	X			
Prosthetics technician	mechanical			X	X			
Psychiatric aide	social	X		X	X			
Pulp and paper tester	logic					X		
Purchasing agent	business/numerical			X				
Radiology technician	logic/mechanical			X	X			
Real estate agent	business			X	X		X	
Real estate appraiser	business/numerical			X	X		X	
Receptionist	clerical/social			X		X		
Recreational therapist	social	X		X	X			
Reporter	business/clerical	X				X		
Respiratory therapist	mechanical/social			X	X			
Retail store art director	business/mechanical	X		X		X		

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Retail store manager	business				X	X		
Rigger	mechanical		X	X				
Robotics technician	mechanical/logic			X	X		X	
Rodeo performer	mechanical/social					X		
Roofer	mechanical		X	X		X		
Sales clerk	clerical/social					X		
Salesperson, traveling	business/social					X		
Sandblaster	mechanical					X		
Sawmill worker	mechanical					X		
Secretary	clerical			X				X
Securities clerk	clerical/numerical				X	X	X	
Securities trader	business/numerical	X			X		X	
Security guard	clerical/social			X		X		
Semiconductor processor	mechanical/numerical	X						
Sheet metal worker	mechanical		X	X		X		
Ship captain	logic/mechanical			X	X		X	
Shipping and receiving clerk	clerical/numerical					X		
Shoe repairer	mechanical					X		
Sightseeing guide	social					X		
Singer	social	X				X		
Ski patroller	mechanical/social			X		X		
Small engine mechanic	mechanical		X	X	X	X	X	X
Social director	clerical/social			X		X		
Social services aide	social			X	X		X	
Sonographer	mechanical/numerical	X		X	X			
Sound controller	mechanical/numerical				X	X		
Special effects specialist	mechanical/logic				X			
Special effects technician	logic/mechanical				X			
Sporting goods salesperson	business					X		
Sports instructor	mechanical/social	X		X		X		
Sports marketer	business/clerical			X		X		
Stable attendant	mechanical					X		
Stage director	mechanical/social			X				
Stage manager	mechanical			X				
Stage technician	mechanical			X				
State highway patrol officer	clerical/social			X				
Stationary engineer	mechanical		X	X	X			
Statistical clerk	numerical					X		
Stenocaptioner, radio & TV	clerical/numerical			X				
Stenographer	clerical			X		X		
Stock clerk	clerical/mechanical					X		
Structural steelworker	mechanical		X					
Surgical technician	mechanical/numerical	X		X				
Survey worker	numerical/mechanical			X	X			
Tax attorney secretary	clerical/numerical			X	X	X	X	
Tax fraud investigated aide	numerical			X	X			
Tax preparer	numerical/social	X		X	X		X	

Career Title	Career Cluster	2YR	Appr	Tech	Corr	OJT	On-L	HS
Taxi driver	business/social					X		
Taxpayer service representative	business/numerical/so			X	X		X	
Teacher aide	social	X		X	X	X	X	
Teacher, preschool	social	X		X	X		X	
Teacher, vocational training	social/mechanical	X		X				
Technical training instructor	social/mechanical	X		X				
Telecommunications technician	mechanical/numerical			X	X			
Telephone maintenance	mechanical					X		
Television/ radio repairer	mechanical/numerical		X	X	X		X	X
Teller	clerical/numerical			X		X		X
Ticket agent	clerical/numerical				X	X		X
Typesetter	mechanical		X			X		
Tool and diemaker	mechanical/numerical		X	X				
Traffic checker	clerical					X		
Traffic clerk	clerical					X		
Traffic manager	clerical/numerical			X		X		
Travel agent	business/clerical			X	X	X	X	X
Tree surgeon	mechanical/logic			X	X	X		
Truck driver, heavy	mechanical			X		X		
Truck operator, industrial	mechanical			X		X		
Tutor	social	X			X	X		
Ultrasound technologist	logic/mechanical			X	X		X	
Vendor	business					X		
Veterinary technician	mechanical/social			X	X		X	X
Video operator	mechanical/numerical			X	X		X	X
Waitress/ waiter	social					X		
Water treatment plant operator	clerical/mechanical		X		X		X	
Web page design	clerical/logic			X	X	X	X	X
Wedding consultant	business/social					X		
Welder	mechanical		X	X				X
Wildlife control agent	clerical/logic			X	X			
Wire worker	mechanical			X				
Word processing specialist	clerical			X	X	X	X	X
Writer	business			X	X	X	X	X

Appendix D:

Useful Documents

The following are from the Transition Manual for the State of Tennessee, found at:
<http://www.k-12.state.tn.us/pdf/speced/tranmanual.pdf>

Student Transition Assessment

Name _____

Date _____

Note: this questionnaire may be modified in order to better meet the student's individual needs. It would be the most effective if given to the student in sections. Parents and family members can also answer many of these questions.

General Questions:

1. What are your greatest dreams?
2. What are your fears?
3. How do you feel about your disability?
4. Are there things that our school or family does for you that you could be doing for yourself?

Educational Questions:

1. What makes you successful in some classes?
2. Why do you have trouble in other classes?
3. What modifications help you succeed in school?
4. What skills are you lacking that you would like for your teacher to address?
5. What training or education do you need in order to work in your chosen career?
6. How are you going to pay for this training or education?

Career Questions:

1. What did you want to be "when you grew up"?
2. What do you see yourself doing in five years?
3. What skills do you need to learn in order to get the job that you want?
4. Do you prefer to work indoors or outdoors?
5. Do you prefer to work alone or with others?
6. What work experience do you have?
7. What do you like to do in your spare time?
8. What would be your ideal job?
9. What training do you need to reach your career goals?

Community/Residential Questions:

1. Where do you want to live after graduation?
2. How will you get around town after graduation?
3. What chores/jobs do you already know how to do that you will do when you leave home?
4. What chores/jobs do you need to know to do better before you leave home?
5. What skills do you need in order to use a bank effectively?
6. If you moved, how would you locate a place to live? Where would you go to set up services for that home or apartment?

Medical Legal Questions:

1. Do you have a family doctor and dentist?
2. If not, do you know how to get a family doctor or dentist?
3. Do you understand the importance of health insurance? Do you know what to do in order to get health insurance?
4. Where would you go if you needed legal assistance?
5. What would you do if you did not understand a contract?
6. What kinds of insurance will you need other than health insurance?

Recreation/Leisure Questions:

1. What do you like to do in your spare time?
2. What do you do for exercise?
3. Where would you go if you wanted to learn a new hobby?
4. What recreational opportunities are available in your community?

Social/Interpersonal Questions:

1. What do you do when someone makes you angry?
2. If you were to move, how would you find new friends?
3. Do you have a group of people that you trust that you can talk to when you need to talk?

Student/Parent Questionnaire

Name _____

Date _____

The following questions will help you and your parents as you plan for graduation from high school. It will also help your teacher as plans are made for the classroom.

1. Give your age and year that you will graduate from high school.
2. Where do you see yourself living and working after graduation
 - a. In 5 years?
 - b. In 10 years?
3. Are you comfortable discussing needs concerning your disability with others?
4. Are you presently involved with agencies that will assist you after you graduate? Do you plan to become involved with some agencies?
5. Where and with whom would you like to live after graduation from high school?
6. What do you currently do with your spare time? What do you see yourself doing with your spare time
 - a. In 5 years?
 - b. In 10 years?
7. In what areas do you feel that you need to learn more about in preparation for graduation from high school?
 - a. Vocational
 - b. Financial
 - c. Independent Living
 - d. Getting along with others

Transition Assessment for Parents

Dear Parent:

Date: _____

Please consider these questions as you prepare for the next IEP meeting for your child. At this meeting we will develop a transition plan, which will identify future goals for you child. These questions will help identify your dreams for your child as we prepare for the future.

Employment:

I think my child will work in a:

_____ Full time regular job

_____ Part time regular job

_____ A job that has support and is supervised

_____ Other: _____

My child's strengths in this area are:

My child seems to enjoy working as:

When I think of my child working, I feel that (s)he needs to develop skills in this area:

Education:

After graduation, my child will attend:

_____ College

_____ Community College

_____ Vocation training

_____ On-the-job training

_____ Other: _____

My child's educational strengths are:

Recreational:

When my child graduates, I hope (s)her is involved in (check all that apply):

_____ Independent recreational activities

_____ Activities with friends

_____ Organized recreational activities

_____ Other: _____

During free time, my child enjoys:

My child's strengths in this area are:

My child's weakness in this area are:

Transportation:

When my child graduates (s)he will (check all that apply):

- Have a driver's license and car
- Walk
- Use a bus or a taxi independently
- Use supported transportation (i.e., car pools, special programs)
- Other: _____

My child's strengths in this area are:

My child needs to develop skills in this area:

Please check 3 to 5 areas in which your child needs information/support.

Social/Interpersonal"

- Making friends
- Setting goals
- Getting along with family
- Handling legal responsibilities
- Managing anger
- Communicating needs appropriately
- Getting along with the opposite sex
- Other: _____

Personal Management:

- Hygiene
- Safety
- Mobility/transportation
- Money management/ budgeting
- Time management
- Other: _____

Health:

- Ongoing care for a serious medical condition
- Sex education
- Information on drug/ chemical abuse
- Other: _____

References for the Tennessee Transition Manual:

North Dakota Transition Guidebook: Bridging the gap: Charting a successful transition from school to living and working independently within the community. Bismarck, ND: North Dakota Department of Public Instruction Office of Special Education.

Field, S. & Hoffman, A. (1996). Steps to self-determination: a curriculum to help adolescents learn to achieve their goals. Austin: Pro-ed.

Wehmeyer, M., Agran, M., & Hughes, C. (1998). Teaching self-determination to students with disabilities. Baltimore: Paul H Brookes Publishing.

GLOSSARY & ABBREVIATIONS

TERMS TO KNOW

APPLIED ACADEMICS: Teaching a subject (such as mathematics, science, or English) in a way that includes workforce applications of one or more occupations. Applied Academics are the foundation for career/ technical preparation programs and are not watered-down courses.

APPRENTICESHIP: The combination of working, learning on the job and going to school for related instruction. A worker works with a participating employer, and attends a minimum of 90 hours of related instruction per year and earns a "Certificate of Completion" upon finishing the program, thereby, increasing earning potential.

ARTICULATION: A process for linking two or more educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit. (Chew, 1993)

CAREER EDUCATION: The process of systematically coordinating educational experiences at home, school and in the community to maximize each individual's potential for economic, social and personal fulfillment.

CEWAT (Competitive Employment Work and Transition): A work experience program focusing on work behaviors and attitudes. Students are provided work adjustment training by a job coach within the competitive job market.

COMPETENCY BASED EDUCATION: An organizational structure for teaching and learning - which requires advance description of skills and which a student must master upon exit from a program or course. A competency based curriculum clearly identifies expected outcomes, organizes instruction based upon performance standards, and evaluates student performance based upon mastery of each skill.

COMPETITIVE EMPLOYMENT: Individual job placement with minimum wage or better (paid by the employer), employee benefits, no special adaptations made to job duties or routines, and 20 hours or more/ week.

EDUCATION FOR EMPLOYMENT: Prevocational course designed to help students prepare for successful employment, or further academic or vocational training. Instruction includes developing goals, values, and knowledge important for entry level employment, occupational preparation, human relations, etc. This does not require a work component.

ENCLAVE EMPLOYMENT: Employment in a small group (3 - 8 employees) with an exclusive supervisor, typically contracted to work within a host business. The supervisor provides job coaching, training, creates job sharing, and assigns duties according to individual employee skills. Typically, employees work 20 or more hours per week. Wages can be competitive wages or based on productivity.

ENTREPRENEURIAL EMPLOYMENT: A private business which produces goods or services and employs both non-disabled and disabled employees. Employees work as a team to provide or produce the goods or services to consumers or businesses in the community. Work hours are flexible, pay is competitive and productivity based. The supervisor provides job coaching, training, creates job sharing, and assigns duties according to individual employee skills. (Some examples include an electronics parts manufacturer and a microfilming company).

FACILITY-BASED EMPLOYMENT: (ALSO CALLED SHELTERED EMPLOYMENT)
Employment in a facility exclusively for people with disabilities. Individual supervision is provided, work is assigned according to individual skills, and there is the opportunity for skill development and on-the-job training. Employment is usually 20 or more hours per week and pay is based on productivity.

FOLLOW-UP: The process of visiting employees with special needs and employers to provide services and to obtain information upon which to base change.

GROUP HOME: A small group of individuals with disabilities living a home in the community, with on-site supervision, grouped by levels of independence. Includes training focusing on daily living skills, self care, meal preparation, group living, household maintenance, socialization and leisure time use.

INDEPENDENT APARTMENTS: Independent living in community-owned apartments; support provided through case management.

INDEPENDENT LIVING: Support services that enable individuals to live as independently "as they choose", guidance to resources within the community that help the people with disabilities to adapt to their environment and meet the needs of their specific disability.

INDIVIDUAL VOCATIONAL TRAINING PROGRAM: Programs that are individually prescribed to meet the specific training needs of each learner, in an attempt to develop appropriate skills for a specific job.

INDIVIDUALIZED EDUCATION PROGRAM/ INDIVIDUALIZED TRANSITION PLAN (IEP/ITP): a written plan making specific recommendations for services an individual will need after leaving the school system. The plan is individualized, identifies which services will be delivered by which service provider, and should be accompanied by a timeline.

INDIVIDUALIZED WRITTEN REHABILITATION PLAN (IWRP): A written plan developed for a disabled individual eligible for services from Vocational Rehabilitation Services. The IWRP states vocational rehabilitation goals, specifies objectives and services, and includes specific time-lines for providing services.

JOB COACH: Individual providing training and support to one person with a disability in an on-the-job training setting, fading assistance as job skills are learned.

JOB PLACEMENT: Assisting individuals to obtain employment. This includes gathering information about jobs: types, sources, and openings; and preparing individuals with job-seeking and interviewing skills.

MOBILE CREW EMPLOYMENT (MOBILE BUSINESS): A private business which produces goods or services and travels to the community or business sites as contracted. Employees work as a team to provide or produce the goods or services to consumers or businesses in the community. Work hours are flexible, pay is competitive and productivity based. The supervisor provides job coaching, training, creates job sharing, and assigns duties according to individual employee skills. (Some examples include a cleaning company and a landscaping company).

ON-THE-JOB TRAINING: Educational and training experiences provided at a job site with pay.

POST-SECONDARY EDUCATION / REHABILITATION AND TRANSITION (PERT): A cooperative effort of the Virginia Department of Education, the Virginia Department of Rehabilitative Services, and Woodrow Wilson Rehabilitation Services. Students participate in a two-week assessment which focuses on Vocational Evaluation, Independent Living Skills and Leisure Time/ Social Skills. The school system receives technical assistance for transitional services based on the results of this process.

RELATED SERVICES: Support services required by an individual with disabilities to succeed in obtaining employment, including transportation, housing, and environmental accessibility.

RESPIRE CARE: Temporary or emergency care for persons with disabilities provided when parents, family members, or guardians cannot be available.

SHELTERED EMPLOYMENT: (ALSO CALLED FACILITY-BASED EMPLOYMENT)
Employment in a facility exclusively for people with disabilities. Individual supervision is provided, work is assigned according to individual skills, and there is the opportunity for skill development and on-the-job training. Employment is usually 20 or more hours per week and pay is based on productivity.

SITUATIONAL VOCATIONAL ASSESSMENT: For specified period of time, client attends a chosen work site for purposes of assessment. Work routines similar to co-workers are expected. Work skills and behaviors are assessed. Client usually gets paid during this assessment time for the work produced (productivity based).

SUPERVISED APARTMENTS: Semi-independent living with a roommate in an apartment; drop-in supervision provided to assure living needs are met (bills paid, shopping done, etc.); independence required in meeting daily living needs; employment with minimum salary requirements; rents structured according to wage earned.

SUPPORTED EMPLOYMENT: Individual job placement integrated with competitive employer, one to one on-the-job training (job coach assistance), fading to ongoing support; minimum wage or better (paid by the employer), same benefits as non-disabled co-workers; similar routines as non-disabled workers; some adaptations may be made, 20 hours or more/week.

TRANSITION: As defined by IDEA: **HR 1350, section 602:**

The term 'transition services' means a coordinated set of activities for a child with a disability that –

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

(B) is based upon the individual child's needs, taking into account the child's strengths, preferences and interests; and

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

VOCATIONAL ASSESSMENT: A series of tests given to determine vocational strengths, needs, aptitudes, and preferences.

VOCATIONAL/ TECHNICAL EDUCATION: Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment,... or for additional preparation for careers/ occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of a program. (P.L. 98-524)

VOCATIONAL/ CAREER EVALUATOR: A trained individual who administers and interprets vocational assessment tests and other vocational evaluation activities and procedures.

VOCATIONAL HABILITATION: Training provided for individuals with severe disabilities toward employment while continuing to support and train them in mastering 'indirect' skills; emphasis on client productivity in work settings; can occur in separate facility or integrated into above vocational settings.

VOCATIONAL REHABILITATION: Service of providing diagnosis, guidance, training, physical restoration, and placement to disabled persons for preparation and acquisition of employment.

WORK ADJUSTMENT: Work-related behaviors that once learned enable employees to function effectively with fellow workers and job supervisors.

WORK EXPERIENCE COOPERATIVE EDUCATION PROGRAM (WECEP): Program allowing students to explore career options and gain valuable job training and work experience. Students can earn two credits for part-day work program while completing the academic requirements for high school graduation.

WORK HABITS: Positive work-related behaviors that are demonstrated without conscious thought, such as dependability, initiative, and loyalty.

WORK SAMPLES: Activities that simulate real work tasks associated with actual jobs. These tasks emphasize performance specific skills and incorporate the tools and standards associated with the actual job.

Common Abbreviations for Transition Planning

ADA	Americans with Disabilities Act
CIL	Center for Independent Living
CMH	Comprehensive Mental Health
CSB	Community Services Board
DBVI	The Virginia Department for the Blind and Vision Impaired (DBVI)
DCE	Department of Correctional Education
DDHH	Department for the Deaf and Hard of Hearing
DHR	Department of Human Resources
DHS	Department of Human Services
DOE	Department of Education
DRS	Department of Rehabilitative Services
DRVD	Department of the Rights of Virginians with Disabilities
DSS	Department of Social Services
DYFS	Department of Youth and Family Services
EEO	Equal Employment Opportunity
EOE	Equal Opportunity Employer
IHP	Individualized Habilitation Plan
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Educational Program
IPE	Individual Plan for Employment
ITP	Individualized Transition Plan
IWRP	Individualized Written Rehabilitation Plan

JTPA	Job Training Partnership Act
LEA	Local Education Agency
MHMRSAS	Mental Health and Mental Retardation Substance Abuse Services
OJT	On-the-Job Training
OSERS	Office of Special Education and Rehabilitative Services
PASS	Program to Achieve Self Support
PERT	Post-secondary Education Rehabilitation and Transition
PIC	Private Industry Council
PRC	Parent Resource Center
PVT	Pre- Vocational Training
PWI	Projects with Industry
SCHEV	State Council of Higher Education for Virginia
SOC	Sheltered Occupational Center, Inc.
SSA	Social Security Administration
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income
TRAC	Trade-Related Academic Competencies
TJTC	Targeted Jobs Tax Credit
VEC	Virginia Employment Commission
VHIF	Virginia Head Injury Foundation
VITC	Virginia Interagency Transition Council
WWRC	Woodrow Wilson Rehabilitation Center
504	Section 504 of the Rehabilitation Act of 1973