

The Transition Book

A Guide to Help Plan Your Life after School

Revised and Updated by Transition Coordinators, June 2016
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Forward

This transition book has been designed to provide the student, teacher and/or parent with 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 coordinator and/or special education case carrier for additional assistance through the transition process.

Acknowledgments

The author would like to extend sincere thanks to the following people for their support and contributions to the development of this book from 2001 to 2007:

| | | |
|------------------|---------------------|--------------------|
| Scott Ogden | Leisa C. Snodgrass | Nancy Marchand |
| Joyce C. Kelly | Jennifer McKinney | Rozanne Oliver |
| Karen K. Sherman | Colleen Kennedy | Linda Kelleher |
| Janet Shea | Jeannie Cummins | Dr. Julie Crawford |
| Theresa L. White | Dr. Suzanne Jimenez | Carol Skelly |
| Jill Kern | Dr. Alvin Crawley | Rusty Garth |
| Judi Garth | Robert Harris, Jr. | John Toner |

Additionally, gratitude is extended to the members of the Arlington Public Schools Transition Council for their review, continued feedback, suggestions and editing assistance.

Barbara Thompson, Author
April 2007

Transition Coordinators and Transition Assistants who contributed to the revision in 2016:

| | | |
|-------------|-----------------|----------------------|
| Vickie Barr | Lucita Poliquit | Brian Stapleton |
| Joyce Kelly | Linda Saaidifar | Dr. Thomas Sweet |
| Lisa Lee | Karen Sherman | Christopher Williams |

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INTRODUCTION

"*TRANSITION*" is the process of passing from one stage or place to another. It includes getting ready, actually moving to and then settling into the next stage or place. For every student, transitions occur from preschool to elementary school, to middle school, to high school, and finally to adult life. For every student with a disability, these transitions require thoughtful planning, communication, and participation by the student, parents, teachers, and other school staff to make sure the student has a smooth passage from each stage to the next.

Postsecondary transition, the transition from high school to adult life, is the specific transition this book addresses. With careful planning and support, students can create their educational program to meet their lifelong goals and to establish support services to be in place when the student exits school.

This careful planning formally begins when students reach the age of 14. Students design their transition plan as part of their Individualized Educational Program (IEP). To begin development of the transition plan, the IEP team should help the student answer the following 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 students, parents, teachers and other school staff in planning, designing and meeting each student's needs as he/she transitions from high school to adult life. Its purpose is to define the transition process, outline possible steps to take and/or the services available, and to describe some of the adult agencies available to students.

TRANSITION SERVICES DEFINED

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) regulations define transition services.

The term "transition services" means a coordinated set of activities for a child with a disability that:

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

- is based on the individual child's needs, considering the child's strengths, preferences, and interests; and
- includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

The Virginia Department of Education requires:

Before your child enters secondary school, but no later than the first IEP to be in effect when your child reaches age 14 (or younger, if the IEP team decides that it is appropriate), your child's IEP must include:

- postsecondary goals, appropriate to your child's age, which are measurable and based on age-appropriate assessments. The goals should relate to training, education, employment, and if appropriate, your child's independent living skills; and
- transition services, including courses of study, which your child needs to reach his or her goals. These services must be based on your child's needs and take into account your child's strengths, preferences, and interests. These services must also include activities such as instruction, related services, and community experiences.

(VDOE Parent's Guide to Special Education 2010)

Transition At-A-Glance

Elementary School

Develop interests and build skills

Career awareness
Work ethic and 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 postsecondary goals

Secure high school diploma option of choice
Explore career fields & develop specific career skills
Narrow postsecondary training/employment options

Transition to Adult Life

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

College/University

Military

Supported Employment
& Day Support

Career/Technical School

Independent Living

Competitive Employment

Apprenticeship

Job Corps
Americorps

THE TRANSITION PROCESS

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

So Many Changes

The transition from home to preschool 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 school 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 school go to middle school and then to high school. The transition from high school to adult life is extremely different because the agencies 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 beginning 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 SCHOOL

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
- Begin to introduce career exploration

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
- Become familiar with diploma options and participate in the discussion

MIDDLE SCHOOL

GOALS - Career Exploration and Tentative Long-Range Transition Goals; Outlining Courses of Study

While attending middle school, students should work with family and staff to:

- 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 and dislikes and expectations for adult life
- Build self-advocacy skills (student actively participates in all meetings, makes 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
- Narrow diploma options for high school
- Begin to plan a schedule of classes to meet the requirements of diploma choice - review course offerings
- 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 within the year of turning 14 years old

HIGH SCHOOL

GOALS - Career Exploration and Specific Transition Planning Toward Postsecondary 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 | Career/Technical School | Military Service |
| Apprenticeship | Competitive Employment | Job Corps & AmeriCorps |
| Independent Living | Supported Employment | |

These activities are meant to serve as transition guides. Contact the high school transition 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 14, 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 to adult life supports.

HIGH SCHOOL GRADUATION - More than Four Years Completion

Federal law allows students with a disability to remain in school until age 22 or until the student has met requirements for a standard diploma, whichever occurs first. This can permit students to stay in high school for more than four years and widens their school program options. Students may opt to:

- Take longer to complete their academic classes, taking fewer courses 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

The path a student chooses should be clearly understood by those involved in the student's program including: the student, parents, case carrier, teachers, counselor, college and career specialist, administrators, transition coordinator, and adult service agency providers as applicable.

HIGH SCHOOL GRADUATION - Diploma Options

There are several 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 counselor, transition coordinator and special education case carrier 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. The types of high school diplomas available to high school students include:

Advanced Studies Diploma

Standard Diploma

Certificate of Program Completion – *Available to students who complete prescribed programs of studies defined by a local school board but who do not qualify for diplomas*

Additional Options for students with IEPs

Standard Diploma with Credit Accommodations – *Alternative accommodations for students with IEPs*

Applied Studies Diploma – *For students who have met the requirements of their IEP but not standard diploma requirements*

*Contact your counselor or case carrier for detailed information.

PLANNING THE HIGH SCHOOL PROGRAM

Planning the high school program actually begins in earnest during middle school. High school credits can be earned as early as 7th grade in some cases. In planning a student's school program, the IEP team needs to consider:

- How long will the student remain in high school (four years, or more)?
- 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 the following:

- Counseling offices of each middle and high school
- Transition coordinators based 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 CONTACT NUMBERS:

| | |
|---|--------------|
| Wakefield High School | 703-228-6714 |
| Washington-Lee High School | 703-228-6250 |
| Yorktown High School | 703-228-5398 |
| Arlington Career Center & Arlington Tech | 703-228-5731 |
| H-B Woodlawn | 703-228-6379 |
| New Directions | 703-525-2116 |
| Stratford Program | 703-228-6395 |
| High School Continuation Arlington Community High School | 703-228-8228 |
| Langston | 703-228-8381 |

GED PREPARATION PROGRAM

The State of Virginia has specific requirements students must fulfill to obtain a General Educational Development (GED) High School Equivalency Credential. Programming related to the GED is coordinated through Arlington Community Learning. Contact the GED Coordinator at 703-228-7220.

KNOW YOUR CHOICES

TRANSITION SUPPORT

Secondary Schools and Arlington Career Center

Personnel

Transition coordinators work with each Arlington middle school, high school, alternative program, contract school, as well as with the Arlington Career Center. These coordinators support students in making the transition from high school to adult life through assisting with postsecondary planning. They work in concert with other school personnel, students and families in the:

- Development of transition plans
- Enrollment in secondary, postsecondary education and/or career training programs
- Referral for vocational and career assessments
- Facilitation of referrals to appropriate adult service agencies

Internships

Transition coordinators and other designated staff members assist in internship coaching and job experiences 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 be successful.

CAREER ASSESSMENTS

School-Based Transition Inventories/Assessments

Transition coordinators at each high school can provide simple career interest inventories for individual students with disabilities. These inventories often take less than an hour or two to complete. Findings can provide valuable information on career interests and can assist students in selecting fields for exploration and training. Students can be referred through their special education case carriers and counselors.

Postsecondary Education Rehabilitation Transition (PERT) Assessment

The initial Postsecondary Education Rehabilitation Transition assessment provides comprehensive vocational evaluations in a semi-independent living environment on the Wilson Workforce Rehabilitation Center campus in Fishersville, VA. The length of programming is based on individual student needs. Students live in dormitories and take part in a variety of programs designed to assess vocational strengths and aptitudes, independent living, and leisure skills. Students who complete PERT initial evaluations and are recommended based on their results, may be invited to return to the PERT program at WWRC for situational assessments. Students taking part in situational assessments are afforded less program structure and more opportunities for independent choices than experienced during initial evaluations. Situational assessments help students confirm their vocational interests, refine skills, and further develop positive work habits.

This special assessment program at the Wilson Workforce Rehabilitation Center, Fishersville, VA, operates through the State Department for Aging and Rehabilitative Services (DARS), Virginia 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. 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 coordinators and selections for participation are made jointly by PERT staff, the DARS counselors, and school staff.

Department for Aging and Rehabilitative Services (DARS) Employment Evaluations

As students prepare to graduate from high school and enter employment, DARS can provide employment assessment opportunities to those students found eligible. These evaluations are designed to assist DARS and students in determining employment training and placement support requirements. Recommendation for this service is made directly to the DARS counselor, often through the school transition coordinator. DARS determines eligibility and need for this service.

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 program offers opportunities for career exploration. The high school program provides opportunities for career assessment, rotating in-school work experiences, Career Center class participation, off-campus supported work experiences, and opportunities for recreational activities. Placement in the Functional Life Skills Program is made by the IEP team for students who meet the criteria.

Stratford Program

The Stratford Program provides a supportive environment for students with significant disabilities requiring a functional skills, community-based educational program. Services are provided primarily in a self-contained special education setting with opportunities for interactions with students at the H.B. Woodlawn Secondary Program. In addition to functional academics, the Stratford Program also provides a range of various employment preparedness training options in an effort to meet the needs of the whole child. Students' programs are developed around goals to achieve maximum social, emotional, physical, and cognitive growth and to acquire the related skills necessary to function in the community as independently as possible. For more information, call 703-228-6440.

Program for Employment Preparedness (PEP) at the Arlington Career Center

PEP is a multi-tiered program that utilizes a dynamic and targeted approach to meet needed transitional preparation of students with disabilities who have completed the majority of their academic program. Students aged 18-21 gain authentic experiences and learning opportunities relevant to current business trends that provide them with skills that lead to an increased likelihood of sustained employment in today's market. Along with actual job training skills, relevant technological and social skills are emphasized.

The program is designed for students to receive internship/apprenticeship experiences and may lead to trade certifications, licenses, college credit, networking connections, and/or employment directly upon graduation. Referral should be made to PEP during the student's final year of participation in high school classes. Student participation is individualized according to needs, and if appropriate for the student, Career and Technical Education (CTE) courses may be taken simultaneously.

Career and Technical Education (CTE) Program**High School Classes**

In addition to all core academic requirements, CTE classes are offered within the high schools and are subject to change. Please refer to each school's *Program of Studies* for current offerings. You can refer to the course request form (CRF) or the APS main website.

Arlington Career Center Classes

The Arlington Career Center serves as an extension of the high school elective course offerings in CTE and career preparation. Students with disabilities may enroll in Career Center programs through their counselor or special education case carrier. The CTE courses offered at the Career Center vary and the current *Program of Studies* or APS main website will reflect specific offerings each year.

TRANSITION ACTIVITIES BY OUTCOMES

College is for Me!

Here is a checklist for success in preparing to go to college:

- 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, case carrier, transition coordinator, college and career specialist, and counselor for the support I need.
- Changes are hard, but I know how to get help.
- I can take charge of my education.

The Counselor and Transition Coordinator Can 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
- Applying for disability programs and/or accommodations

All Through High School:

- Plan on getting a Standard or Advanced Studies Diploma.
- Take an active role in planning your course schedule throughout high school.
- Make sure your course work is neither too heavy nor too light for you to earn the diploma you want.
- Make sure your IEP has all 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 IDEIA, Section 504 of the Rehabilitation Act (Section 504,) and Title II of the Americans with Disabilities Act (Title II) (Only **Section 504/Title II** 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).
- Seek out individuals who can assist with school system resources: transition coordinator, case carrier, college and career specialist, counselor, and teachers for the visually impaired and the hearing impaired.

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 interest inventories if needed, use the Virginia View (online at www.vaview.org) and/or Naviance Family Connection, and see your college and career specialist, transition coordinator, counselor or case carrier for help with these assessments.
- Determine what types of careers require college, what kind of college, and what areas of study are available at that college.
- 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 do you need and when do you need them?

10th Grade

- Take 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 counselor or case carrier for more information.
- Further refine your career interests and take courses of study that will prepare you for them.

11th Grade

- Take the SAT and/or ACT test - make sure you get the testing accommodations you need. Contact your counselor or case carrier for more information.
- 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 (such as extended time for tests, oral testing, note-takers, specific tutorial help for students with disabilities, audio textbooks or readers)?
 - Do they have any specific technology available for students with disabilities (speech-recognition software, screen-reading software, etc.)?
 - Do they provide modifications (such as 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 to give to disability support services counselor at college(s).
- Consider starting in a community college and transferring credits to a four-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 grade).
- Ask counselors or teachers for recommendations (giving them plenty of time to write).
- Complete your essay - ask teachers 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 counselor or case carrier for more information.
- Complete your college application packets and submit them 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 college of choice to accept admission and/or financial aid.
- Contact and apply to the Department for Aging and Rehabilitative Services - you may qualify for help (See Appendix A).
- Have a final copy of your transcript sent to the college/university you choose.

ADDITIONAL RESOURCES

"Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities," US Department of Education Booklet:

<https://www2.ed.gov/about/offices/list/ocr/transition.html>

APS Special Education Transition Website: <https://www.apsva.us/special-education/transition-services/>

Virginia Department of Education Website: www.doe.virginia.gov

Virginia Department of Education "Profile of a Virginia Graduate":

<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

APS Counseling Services Website: <https://www.apsva.us/schoolcounselingservices/>

Career/Technical Schools Will Give Me the Training I Need!

Here is a checklist for success in preparing to enroll in a Career or Technical School:

- 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 will happen 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, case carrier, transition coordinator, college and career specialist, and counselor for the support I need.
- I can take charge of my technical training.

The Counselor and Transition Coordinator Can Help with:

- Planning your high school courses with a technical school in mind
- Researching technical 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 or Applied Studies Diploma.
- Take an active role in planning your course schedule throughout high school.
- Make sure your class load is neither too heavy nor too light for you to earn the diploma you want.
- Take CTE classes that complement or can give you advanced credit in your area of interest.
- Make sure your IEP has all 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 planning with the IEP team to complete the CTE classes available prior to receiving your diploma.
- Use Instructional Studies classes to help you learn study skills.
- Understand your educational rights under IDEIA and Section 504/Title II.
- 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, use the Virginia View (online at www.vaview.org) and Naviance Family Connection, and evaluate any of your work/volunteer experiences.
- Find out which careers require what type of training and how much.
- Match interests/abilities with career choices - Where should I go?
- Map out your high school path - How many years until graduation? What classes do you need and when do you need them?

10th Grade

- Further refine your career areas of interest - complete interest inventories; have a career assessment completed through your school (see your case carrier or transition coordinator for help); use the Virginia View (online at www.vaview.org) and Naviance Family Connection; evaluate any of your work/volunteer 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 requirements 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, online courses or technical schools that match your interests and career choices:
 - 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 (such as extended time for tests, oral testing, note-takers, specific tutorial help for students with disabilities, audio 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 modifications or allow students more time to complete their program?
 - Do the schools help with job placement after graduation?
- Visit or send for information from schools or programs that interest you.
- Check into financial aid programs.
- Make sure your special education testing packet has all the necessary disability documentation for the school(s), if applicable.

12th Grade

- Complete your application packet(s) and submit on time.
- Complete all financial aid applications.
- Complete any applications for special programs or services.
- Respond to school of choice to accept admission and/or financial aid.

- Contact and apply to the Department for Aging and Rehabilitative Services - you may qualify for help (See Appendix A).
- Have a final copy of your transcript sent to the school or program you choose.

Arlington High Schools & Postsecondary Programs

Career and technical education (CTE) classes are offered through Arlington Public Schools, 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 Program of Studies.**

Arlington Public Schools - Adult Education

Arlington Public Schools offers postsecondary 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) 228-7200.

The Individual Student Alternative Education Plan (ISAEP)

Students aged 16 through 18 can participate in the ISAEP which combines the GED with career training and counseling. Those enrolled must follow and complete all requirements of the plan. Failure to do so puts the student in violation of the Virginia compulsory attendance law. (Virginia School Laws 22.1.254). Interested applicants can call 703-228-7200.

Apprenticeship Will Provide a Training Opportunity for Me!

WHAT IS AN APPRENTICESHIP?

An 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 its particular field and develops the paid work training/classroom program.

Apprenticeships are available in hundreds of 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 the Virginia Department of Labor. Their website is:

<https://www.virginia.gov/services/registered-apprenticeship/>

Here is a checklist for success in preparing to participate in an apprenticeship:

- 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 it may take me longer to do some things than some of my friends.
- I talk to my parents, friends, teachers, case carrier, transition coordinator, counselor and college and career specialist for the support I need.
- I can take charge of my technical training.

The Counselor and Transition Coordinator Can Help with:

- Planning your high school courses toward graduation with an apprenticeship in mind
- Researching technical training classes and apprenticeship programs to match your area of interest
- Finding CTE classes that complement 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 or Applied Studies Diploma.
- Take an active role in planning your course schedule throughout high school.
- Make sure your class load is neither too heavy nor too light for you to earn the diploma you want.
- Take CTE classes that can give you advanced standing or certification in your area of interest.
- Make sure your IEP has all the specific accommodations you need and use clearly listed each year.
- Understand your educational rights under IDEIA and Section 504/Title II.
- 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 an apprenticeship program in your area of interest by contacting:

The Virginia Department of Labor and Industry

www.doli.virginia.gov

Office phone 804-371-2327

Virginia Education Wizard

www.vawizard.org

I'm Enlisting in the Military!

Here's a checklist for success in preparing to enter the military:

- 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.
- My disability will not incapacitate me for military duty (consult your college and career specialist or transition coordinator if you have any questions).
- 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.
- 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.

The College and Career Specialist and Transition Coordinator Can Help with:

- Planning your high school courses with a military enlistment or career in mind
- Contacting recruiters for various branches of the military
- 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 to:

- 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 Services Vocational Aptitude Battery)
- Ask about enlistment programs currently available

All Through High School:

- Plan on getting an Advanced or 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 the specific accommodations you need and use clearly listed each year.
- Take Instructional Studies classes to learn study skills.
- Understand your educational rights under IDEIA and Section 504/Title II.

- 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, use the Virginia View (online at www.vaview.org) and Naviance Family Connection.
- Find out what types of careers require what type of training and how much.
- Match interests/abilities with career choices - Where should I go? Map out your high school path - How many years until graduation? What classes do you need and when do you need them?

10th Grade

- Further refine your career areas of interest - complete interest inventories; have a career assessment completed through your school (see your case carrier or transition coordinator to arrange for this assessment), evaluate any of your work/volunteer experiences.
- Try different types of career and technical education classes, 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.
- Enroll in the JROTC program.

11th Grade

- Begin looking at the different branches of the military and the career programs offered:
 - 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?
 - Is financial support for further training available?
- Contact military recruiters for information
- Enroll in/complete the JROTC program

12th Grade

- Meet with the recruiter(s) from your chosen service(s).
- Take the ASVAB (Armed Services Vocational Aptitude Battery).
- Complete all applications and enlistment materials.
- Complete the JROTC program if not completed.
- Keep your GRADES and ATTENDANCE in check as the military monitors these throughout the school year and it may affect whether you will be accepted into the military upon graduation.
- GRADUATE!

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 receive training or experience for either no cost or for some salary. The two corps programs described here are **Job Corps** and **AmeriCorps**. These each have distinct missions, but both provide rich experiences and can further your career.

Here's a checklist for success in enrolling in a Service Corps:

- 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, case carrier, transition coordinator, counselor and college and career specialist 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 coordinator for help).

JOB CORPS: Get information by calling 800-733-JOBS or online at: www.jobcorps.gov.

“Through a nationwide network of campuses, Job Corps offers a comprehensive array of career development services to at-risk young women and men, ages 16 to 24, to prepare them for successful careers. Job Corps employs a holistic career development training approach which integrates the teaching of academic, vocational, employability skills and social competencies through a combination of classroom, practical and [site] based learning experiences to prepare youth for stable, long-term, high-paying jobs.”

AMERICORPS: Get information by calling the National Service Hot Line at 1-800-942-2677 or online at: www.nationalservice.gov.

“AmeriCorps NCCC members serve for a 10-month commitment in teams of 8 to 12 and are assigned to projects throughout the region served by their campus. They are trained in CPR, first aid, public safety, and other skills before beginning their first service project. Members are based at one of five regional campuses and travel to complete service projects throughout those regions. AmeriCorps NCCC is open to all U.S. citizens, nationals, or lawful permanent resident aliens between 18 and 24 years old, and members serve full time during a period not to exceed 12 months. Members are given a living allowance of approximately \$4,000 for 10 months of service; housing; meals; limited medical benefits; up to \$400 a month for [childcare](#) if eligible; member uniforms; and become eligible for the [Seegal AmeriCorps Education Award](#) upon successful completion of the program.”

Competitive Employment – I'm Off to Work!

Here is a checklist for success in preparing to go straight to work:

- 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, case carrier, teachers, counselor, college and career specialist, and transition coordinator for the support I need.
- I can take charge of my career.

All Through High School:

- Plan on getting a Standard or Applied Studies 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 career assessment completed through your school (speak with your special education case carrier or transition coordinator for help), evaluate any of your work/volunteer experiences.
- Find CTE classes that complement or can give you advanced standing in a field that interests you.
- Understand your rights under IDEIA and Section 504/Title II.
- 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 participate in 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 foot, 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 independently.

12th Grade

- Apply to the Department for Aging and Rehabilitative Services - you may qualify for job placement assistance, or support services (see Appendix A).
- Contact the college and career specialist at your high school for employment help.
- Contact your transition coordinator to assist in finding employment and setting up any needed supports in your job.
- Update your resume including current references - keep it current.
- Learn to keep a job information file with all your jobs, supervisors, addresses, etc.
- Visit the One-Stop Employment Center (see below).
- Secure reliable transportation (car, bike, bus or rail).
- GRADUATE!

For Help with Employment

Contact the college and career specialist and/or transition coordinator at your high school. In addition, the Arlington Employment Center is available to assist.

ARLINGTON EMPLOYMENT CENTER (ONE-STOP CENTER FOR SERVICES)

2100 Washington Blvd., Ground Floor, Arlington, VA 22204 703-228-1400

Hours - M-F 8:00 a.m. - 5:00 p.m. <https://aec.arlingtonva.us>

“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 for Aging and Rehabilitative Services, Virginia Department for the Blind and Vision Impaired, 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.

Supported Employment and Day Support Services – I’m Off to Work or Training!

WHAT IS SUPPORTED EMPLOYMENT/DAY OPTIONS?

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, working in a group with a special supervisor, or group day services. Supported employment is needed by people who have significant disabilities which affect their work speed or learning ability, or who have significant employability barriers, e.g., social skills, difficulty handling changes, behavioral challenges. People working in a supported work site get paid on an hourly basis and/or at times, based on production. Generally, anyone requiring supported employment must either pay for the support services or qualify for these services through an adult service agency. Placement in supported employment is usually through an adult service agency. Supported employment has many levels to cover a wide-range of needs as you will see described below:

- Individual Supported Employment
- Group Supported Employment
- Workplace Assistance Services
- Community Engagement
- Community Coaching
- Group Day Services

Definitions of the above models are taken directly from the Virginia Department of Behavioral Health and Developmental Services, <http://www.mylifemycommunityvirginia.org> and are in italics.

INDIVIDUAL SUPPORTED EMPLOYMENT

“Individual Supported Employment Services are provided one-on-one by a job coach to an individual in an integrated employment or self-employment situation at or above minimum wage in a job that meets personal and career goals.”

- 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 it.
- I know my likes and dislikes.
- I talk to my parents, case carrier, counselor and transition coordinator about the support I need.
- 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.).

GROUP SUPPORTED EMPLOYMENT/WORKPLACE ASSISTANCE SERVICES

“Group Supported Employment Services are continuous support provided in regular business, industry and community settings to groups of two to eight individuals with disabilities and involve interactions with the public and with co-workers without disabilities.”

“Workplace Assistance Services are provided to someone who has completed job development and completed or nearly completed job placement training but requires more than typical job coach services to maintain stabilization in employment. Workplace Assistance services are supplementary to job coach services; the job coach still provides professional oversight and coaching.”

- 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, case carrier, counselor and transition coordinator about the support I need.
- I know my likes and dislikes.
- I try to speak up for myself.
- I sometimes 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.).

COMMUNITY ENGAGEMENT/COMMUNITY COACHING

“Community Engagement Services are provided in groups of no more than one staff to three individuals. Community Engagement fosters the ability of the individual to acquire, retain, or improve skills necessary to build positive social behavior, interpersonal competence, greater independence, employability and personal choice necessary to access typical activities in community life such as those chosen by the general population. These may include community education or training, retirement, and volunteer activities.”

“Community Coaching is a service designed for individuals who need one-to-one support in order build a specific skill or set of skills to address a particular barrier(s) preventing a person from participating in activities of Community Engagement.”

- 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.).

GROUP DAY SERVICES

“Group Day Services are provided in groups of no more than one staff to seven individuals. They provide opportunities for peer interactions, community integration, career planning and enhancement of social networks. Supports may also be provided to ensure an individual’s health and safety.”

- I need help and extra time to learn new things.
- 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.
- I need help to get places (cab, bus, rail).
- I function best when things don't change.
- I need help interacting with others.
- I need help exploring careers.
- I need help when routines change.
- 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):

- Learn about and discuss your diploma options; complete high school classes to fulfill diploma requirements including CTE classes, when appropriate, that complement your interests and abilities.
- Learn to ask for what you need.
- Find out about jobs you might like; complete interest inventories, have a career assessment completed through your school (speak with your special education case carrier or transition coordinator for help), use the Virginia View at www.vaview.org, and Naviance Family Connection and evaluate any of your work/volunteer experiences.
- Explore different types of employment opportunities.
- Build employability behaviors (see Appendix D).
- Understand your rights under IDEIA and Section 504/Title II including any need for workplace accommodations.
- Have as many community experiences as possible (shopping, restaurants, banks, movies).

- Participate in recreational activities - extracurricular clubs, recreation programs, sports teams, religious organizations, Special Olympics, etc.
- 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 takes to live on your own, and budgeting for life (see Appendix C).
- Contact your transition coordinator to initiate referrals for applicable agency supports.
- Apply to the Department for Aging and 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 Appendix A).
- If you have an intellectual and/or developmental disability, apply to the Community Services Board (Intellectual and Developmental Disability Client Services) to determine eligibility for services at least two years prior to graduation or exit from school (See Appendix A).
- Explore adult living options such as, but not limited to, 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.

DEVELOPING A TRANSITION PLAN

Designing the Plan Using Backward Planning

Start with where you hope to be after graduation, then plan backwards to the present for the specific activities needed to achieve your final goal. You will need to think about:

- 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

Step-by-Step Design

STEP 1: DECIDE ON LONG-TERM POSTSECONDARY GOALS

Ask yourself, *“What do I want my life to look like when I am finished with school?”*

- Employment
- Education/Training
- Independent Living

Use information from assessments to include grade reports, courses taken, and other relevant sources.

STEP 2: IDENTIFY ACTIVITIES TO SUPPORT ATTAINMENT OF LONG-TERM POSTSECONDARY GOALS

Ask yourself, *“What do I need to do during this year to move closer to meeting each of my postsecondary goals?”*

Speak with adults in your school and community. Participate in your IEP meeting.

STEP 3: WORK WITH YOUR IEP TEAM TO DETERMINE WHAT TRANSITION SERVICES ARE NEEDED

Ask yourself, *“Do I need any help to move closer to meeting each of my goals for this year? If so, from whom and what kind of help do I need?”*

Think about the kind of help you might need and who might be of assistance in giving you that help.

STEP 4: MONITOR PROGRESS AND ADVOCATE FOR YOUR NEEDS

As you work toward accomplishing the activities that lead to attaining your postsecondary goals ask yourself, *“Do I know what accommodations I need and use? How does my disability affect my learning and work?”*

Practice explaining it to others as this will become very important as you move into adulthood.

Examining Each Transition Step in Detail

STEP 1: DECIDE LONG-TERM POSTSECONDARY GOALS

“What do I want my life to look like when I’m finished with school?”

One thing that will assist you with this step would be participating in assessments. 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. It will also give your high school career and transition activities a direction and a focus toward your future.

What things should I plan for?

*“What kind of **EDUCATION** do I want after high school?”*

- Adult education
- Vocational or technical training programs and/or schools
- Community college
- Four-year college or university
- Apprenticeship program
- Military
- Job Corps
- Online programs
- Professional internships
- Gap year

*“What kind of **EMPLOYMENT** do I want after high school or after further education/training?”*

- Full-time competitive employment
- Part-time competitive employment
- Full-time supported employment
- Part-time supported employment
- Apprenticeship
- Military
- Community engagement or group day services
- Other - such as AmeriCorps, Job Corps, etc.

*“Where do I hope to be **LIVING** as an adult?”*

- Alone
- With friends
- With family
- In a supervised apartment
- In a supervised group home
- With personal or medical assistance in my home
- In residential care

Living Choices Defined

Supervised Apartment or Group Home

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?”*

- Ride my bike
- Drive a car, own a car
- Ride the bus/rail system
- Take a cab
- Walk

Transportation Independence

For assistance with transportation independence, contact

- *The Arc of Northern Virginia at 703-208-1119 or*
- *The ENDependence Center at 703-525-3268*

*“What help will I need **FINANCIALLY?**”*

- ❑ Applying for SSI (Supplemental Security Income), SSDI (Social Security Disability Income)
- ❑ Applying for Medicaid
- ❑ Applying for general assistance, Supplemental Nutrition Assistance Program (SNAP), housing help (e.g., Section 8, housing grants) Food Bank assistance, day care assistance, WIC support
- ❑ Getting financial aid for educational training
- ❑ Financial planning to understand banking, investments, and estate planning
- ❑ Financial management of banking, checking, investments, insurance, retirement, savings, employment benefits, trusts and other items as needed

*“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 (e.g., 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 for help with medicine or keeping medical routines
- ❑ Meeting my self-care needs
- ❑ Understanding basic health and safety

*“Will I need help planning my **RECREATION** or social activities?”*

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

*“Will I need help in learning to **SELF-ADVOCATE?**”*

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
- ❑ Explaining your needs and accommodations

STEP 2: IDENTIFY ACTIVITIES TO SUPPORT ATTAINMENT OF LONG-TERM POSTSECONDARY GOALS

“What do I need to do this year to get closer to my postsecondary goals?”

Now that you know what your long-range plan is, what activities should you consider this year to help you work toward achieving it? Remember, goals and plans will be individualized and your plan may change as you learn new things and as you get older.

STEP 3: WORK WITH YOUR IEP TEAM TO DETERMINE WHAT TRANSITION SERVICES ARE NEEDED

Examine and decide what help and accommodations you will need to meet your postsecondary goals. Identify individuals who can help provide you support, such as your counselor, case carrier, transition coordinator, college and career specialist, and/or family. This help will vary as widely as the individual goals and activities.

STEP 4: MONITOR YOUR PROGRESS AND ADVOCATE FOR YOUR NEEDS AS YOU WORK TOWARD YOUR POSTSECONDARY GOALS

“What other help might I need?”

This is your final step in developing your transition plan:

- Becoming familiar with your rights and responsibilities as your special education rights will transfer from your parents to you when you reach age 18
- Becoming aware of and prepared to discuss your IEP goals, accommodations, and services

CONGRATULATIONS, YOUR TRANSITION PLAN IS WELL UNDER WAY!

APPENDIX A



Adult Service Agencies

Who are they and what can they do for me?

For persons with a disability, help can be provided depending on the level of need, in the form of case management, assessment, employment and/or residential services through one or more adult service agencies:

- **The Virginia Department for Aging and Rehabilitative Services (DARS)**
- **Wilson Workforce and Rehabilitation Center (WWRC)**
- **The Virginia Department for the Blind and Vision Impaired (DBVI)**
- **The Arlington Department of Human Services, Community Services Board (CSB)**
- **The ENDependence Center**

The adult service agency for which a person is eligible depends upon the nature of the disability, the severity of the disability, and the need. Any person with a disability that impacts daily life functions who wants and is able to work could be eligible for assistance from DARS, unless that person is visually impaired or blind; then assistance would be from DBVI. A person with an intellectual or developmental disability may be eligible for services from both DARS/DBVI and CSB. In this case the agencies work together closely to meet the consumer's support needs. Eligibility requirements, age requirements, intake process and specific support services vary greatly between agencies and may change over time. Contact should be made with these adult service agencies several years PRIOR to graduation.

Contact your transition coordinator for referral information.

Virginia Department for Aging and Rehabilitative Services

5904 Old Richmond Highway, Suite 410, Alexandria, VA 22303
703-960-3411, or 800-552-5019; TTY – 800-464-9950

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

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 DARS services can help
- you are living in the state of Virginia

DARS provides **Employment Services**, **Community-Based Services** (such as supported employment, the Brain Injury Program, assistive technology, Centers for Independent Living), and **Disability Determination Services**. It also owns and operates the **Wilson Workforce and Rehabilitation Center** in Fishersville, VA. More information about services, eligibility, application, and intake can be obtained through the DARS website or by calling the numbers above.

Wilson Workforce and Rehabilitation Center

243 Woodrow Wilson Ave., Fishersville, VA 22939
540-332-7000 or 800-345-9972; TTY 800-811-7893
Email WWRC Info (WWRCInfo@wwrc.virginia.gov)

The mission of the vocational training programs at Wilson Workforce and Rehabilitation Center is to successfully prepare clients for employment, higher education, and/or other career development goals by maximizing their employment, occupational, and self-sufficiency skills.

Vocational training programs are specifically designed to help clients achieve successful careers. All instruction is competency-based and each program is updated regularly with the assistance of an advisory committee to ensure that instruction meets current business and industry needs. Faculty hold a variety of undergraduate and graduate degrees, with specialized skills in their subject matter. Vocational training programs are accredited by the postsecondary accreditation body of the Accrediting Commission of the Council on Occupational Education (COE).

Virginia Department for the Blind and Vision Impaired Fairfax Regional Office

11150 Fairfax Blvd., Suite 502, Fairfax, VA 22030
703-359-1100, or 1-800-622-2155

The mission of the Virginia 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, Technology Services, Intake and Referral Services.** In addition, the Department operates the **Virginia Rehabilitation Center for the Blind and Vision Impaired (VRCBVI), the Randolph-Sheppard Program of Virginia, Virginia Industries for the Blind, and a Library and Resource Center.**

Department of Human Services Arlington County

2100 Washington Blvd., Arlington, VA 22204
703-228-1700
www.arlingtonva.us

1. Aging and Disabilities Services Division - Intellectual and Developmental Disability Services

The program promotes maximum independence of eligible Arlington County residents with intellectual and developmental disabilities and assists them and their families in accessing and maintaining appropriate services that will enable them to participate and remain safely in the community. Services include: **residential services, supported employment and habilitation, case management, subsidized transportation services, and the family support program.**

2. 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: 703-228-5160
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

The ENDependence Center of Northern Virginia

2300 Clarendon Blvd., Suite 305, Arlington, VA 22201

TEL: 703-525-3268; TTY: 703-525-3553

Email: info@ecnv.org

<http://www.ecnv.org>

“The ENDependence Center of Northern Virginia (ECNV) is a community resource and advocacy center run by and for persons with disabilities. ECVN’s mission is to END dependence by empowering people with disabilities to live independently. [They] are a cross-disability organization and work with people of all ages who have every type of disability. Founded in 1982, ECVN is one of 15 Centers for Independent Living (CILs) in Virginia. There are over 400 CILs nationwide. ECVN serves Arlington, Fairfax, and Loudoun Counties and the Cities of Alexandria, Fairfax, and Falls Church. Most services are provided at no cost.”

“ECNV provides the five core services of every CIL: Advocacy, Information and Referral, Independent Living Skills Training and Peer Mentoring, and Transitioning.”

[They] “also have special programs including: Travel Training, Medicaid Waiver Services, Support Group Services, and Personal Assistant Services (PAS).”

Appendix B



Community & Information Resources Arlington County DD Services Contracted Employment and Habilitation Services Providers

| Vendor | Contact Information | Web Address |
|---|---|---|
| ArlingtonWeaves, Etc. 2110 Washington Blvd., Suite 301 Arlington, VA 22204 | 703-228-1789 | https://www.arlingtoneconomicdevelopment.com/about-aed/major-initiatives/creative-economy/arlington-weaves-etc |
| Community Integration Center at Woodmont 2422 North Fillmore St. Arlington, VA 22207 | 703-228-6343 | www.servicesource.org |
| Didlake, Inc. 8641 Breeden Ave. Manassas, VA 20110 | 703-361-4195 Toll free: 866-361-4195 Fax: 703-369-7141 | www.didlake.org |
| Job Discovery, Inc. 10345A Democracy Lane Fairfax, VA 22030 | 703-385-0041 TTY: 703-383-3155 VA TTY: 711 Fax: 703-385-1113 staff@jobdiscovery.org | www.jobdiscovery.org |
| JFGH MOST Program 9703A Fairfax Blvd. Fairfax, VA 22031 | 240-283-6000 | www.jfgh.org |
| Melwood 750 South 23rd St. Arlington, VA 22202 | 703-521-4441 info@linden.org | www.melwood.org |

| | | |
|---|--|-----------------------|
| Mount Vernon Lee Enterprises (MVLE) 7420 Fullerton Rd., Suite 110 Springfield, VA 22153 | 703-569-3900 TTY: 703-569-1690 Fax: 703-569-3932 | www.mvle.org |
| Saint Coletta of Greater Washington Adult Services Division 207 South Peyton St. Alexandria, VA 22314 | 571-438-6940 TTY: 202-350-8695 Fax: 571-438-6949 | www.stcoletta.org |
| Saint John's Community Services 7611 Little River Turnpike, Suite 203 West Annandale, VA 22003 | 703-914-2755 Fax: 703-914-5437 | www.sjcs.org |
| ServiceSource – Alexandria 6295 Edsall Rd., Suite 260 Alexandria, VA 22312 | 703-461-6000 | www.servicesource.org |
| ServiceSource – Central Fairfax Services 6860 Commercial Dr. Springfield, VA 22151 | 703-354-0900 | www.servicesource.org |

Arlington County DD Services Contracted Residential Service Providers

| Vendor | Contact Information | Web Address | Respite | In-Home | Supervised Apartment | Group Home | ICF-ID |
|--|-----------------------------------|---|---------|---------|----------------------|------------|--------|
| Community Living Alternatives 9401 Lee Highway, #406 Fairfax, VA 22031 | 703-352-0388 Ext. 100 | http://cla-va.org | No | Yes | Yes | Yes | Yes |
| Community Residences, Inc. 14160 Newbrook Dr. Chantilly, VA 20151 | 703-842-2300 Fax: 703-842-2341 | https://mycri.org/ | No | Yes | Yes | Yes | Yes |
| Community Systems, Inc. 10400 Eaton Place, Suite 501 Fairfax, VA 22030 | 703-913-3150 | www.communitysystems.org | No | Yes | Yes | Yes | No |
| Good Neighbor Homes, Inc. 7501 Boulder View Dr. Suite 601 Richmond, VA 23225 | 804-520-8005 Fax: 804-520-8007 | https://www.goodneighbor.care/residential/homes | No | No | No | Yes | No |

| | | | | | | | |
|--|---|---|-----|-----|-----|-----|----|
| Hartwood Foundation 3702 Pender Dr., Suite 410 Fairfax, VA 22030 | 703-273-0939 Fax: 703-273-6807 | www.hartwoodfoundation.com | Yes | Yes | Yes | Yes | No |
| Job Discovery, Inc. 10345 Democracy Lane Fairfax, VA 22030 | 703-385-0041 TTY: 703-383-3155 | www.jobdiscovery.org | No | No | No | Yes | No |
| L'Arche 2474 Ontario Rd., NW Washington, DC 20009 | 202-232-4539 Fax: 202-986-1492 info@larchegwdc.org | http://larchegwdc.org | No | No | No | Yes | No |
| Saint John's Community Services 7611 Little River Turnpike, Suite 203 West Annandale, VA 22003 | 703-914-2755 Fax: 703-914-5437 | www.sjcs.org | No | Yes | No | Yes | No |
| Sunrise Community 10340 Democracy Lane, Suite 201 Fairfax, VA 22030 | 703-218-1800 Fax: 703-218-3500 | https://sunrisegroup.org/locations/VA | Yes | Yes | No | Yes | No |
| Volunteers of America (VOA) 12940 Harbor Dr. Woodbridge, VA 22192 | 703-497-9320 Fax: 703-497-9323 | https://www.voachesa.peake.org/nova-idd | No | No | No | Yes | No |

General Community Resources Employment

| Vendor | Contact Information | Website | Information |
|---|--|---|---|
| Arlington Employment Center 2100 Washington Blvd., 1 st Floor Arlington, VA 22204 | 703-228-1400 jobseeker@arlingtonva.us | https://aec.arlingtonva.us | Employment, training, assessment, career counseling |
| 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 |

Financial/Personal Care

| Vendor | Contact Information | Website | Information |
|--|--|---|---|
| Arlington County Department of Human Services, Child and Family Services Division, Behavior Intervention Services 2100 Washington Blvd. Arlington, VA 22204 | Main Number: 703-228-1550 Child Protective Services: 703-228-1500 Foster Care & Adoption: 703-228-1550 Parent Education: 703-228-1550 Behavioral Health: 703-228-1560 Child Care Office: 703-228-1685 TTY: 703-228-1598 | https://family.arlingtonva.us | Behavior Intervention Services (BIS) to help families and care-givers develop strategies to deal with challenging behaviors |
| Arlington County Department of Human Services, Economic Independence Division 2100 Washington Blvd. Arlington, VA 22204 | 703-228-1350 TTY: 703-228-1788 dhs@arlingtonva.us | http://publicassistance.arlingtonva.us | Assistance with food, child care, energy, medical and cash |
| Center for Family Services 7054 Haycock Rd. Falls Church, VA 22043 | 703-538-8470 Fax: 703-538-8465 | https://www.nvc.vt.edu/mft/cfs-about.html | Affiliated with VA Tech, provides therapy for individuals, couples and families; child and adolescent clients welcome |

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|--|--|----------------------|--|
| ECNV – ENDependence Center of Northern Virginia 2300 Clarendon Blvd., Suite 305 Arlington, VA 22201 | 703-525-3268 TTY: 703-525-3553 info@ecnv.org | www.ecnv.org | Community-based resource & advocacy center, Center for Independent Living (CIL) |
| Social Security Administration 1401 Wilson Blvd., Suite 200 Arlington, VA 22209 | 800-772-1213 TTY: 800-325-0778 | www.ssa.gov | Provides SSI, SSDI |
| The Arc of Northern Virginia 2755 Hartland Rd., Suite 200 Falls Church, VA 22043 | 703-208-1119 | www.thearcofnova.org | Support organization promoting advocacy, strong families, meaningful environment |

Mental Health Services

| Vendor | Contact Information | Website | Information |
|--|---|---|---|
| Fellowship Health Resources, Inc. (FHR) 46 South Glebe Rd., Suite 101 Arlington, VA 22204 | 703-979-5077 Fax: 703-979-5079 Email: bbailey@fhr.net | https://www.fhr.net/our-services/virginia | Residential group living programs, mental health skill building services, peer recovery, therapeutic arts |

Recreation

| Vendor | Contact Information | Website | Information |
|--|---------------------------------------|---|---|
| Arlington County Department of Park and Recreation 2100 Clarendon Blvd, Suite 414 Arlington, VA 22201 | 703-228-7529 Fax: 703-228-3328 | https://parks.arlingtonva.us | General parks and recreation contact information for a wide variety of programs |
| Arlington County Community Recreation Division, Therapeutic Recreation Langston-Brown Community Center 2121 North Culpeper St. Arlington, VA 22207 | 703-228-4740 trinfo@arlingtonva.us | https://parks.arlingtonva.us/therapeutic-recreation | Programs specifically designed for individuals with disabilities |

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|---|---|------------------|---|
| Virginia Special Olympics – Northern Virginia Region 11350 Random Hills Rd., C-140 Fairfax, VA 22030 | 703-359-4301, Ext. 3 Fax: 703-359-4306 webmaster@novasova.org | www.novasova.org | Year-round sports programs in the Northern Virginia region for children with disabilities eight and older |
| YMCA, Arlington 3422 North 13th St. Arlington, VA 22201 | 703-525-5420 Fax: 703-525-2148 | www.ymcadc.org | Numerous sports and health-minded programs |

Transportation

| Vendor | Contact Information | Website | Information |
|--|---|-------------------------------------|---|
| ART – Arlington Transit 2100 Clarendon Blvd., Suite 900 Arlington, VA 22201 | 703-228-7433 | www.arlingtontransit.com | Arlington transit bus line |
| STAR – Specialized Transit for Arlington Residents 2100 Clarendon Blvd., Suite 900 Arlington, VA 22201 | 703-892-8747 STAR@arlingtonstar.com | www.arlingtontransit.com/pages/star | Public fixed-route bus services, shared trips for Arlington residents who have difficulty using public transportation |
| Washington Metropolitan Area Transit Authority (WMATA) 600 5 th St., NW Washington, DC 20001 | 202-962-1234 | www.wmata.com | METRO bus and rail services |
| WMATA Department of ADA, Metro Access 600 5th St., NW Washington, DC 20001 | 301-562-5360 TTY: 301-588-7535 | www.wmata.com/accessibility | MetroAccess, Paratransit |
| WMATA, ID Center 600 5 th St., NW Washington, DC 20001 | 202-962-2700 202-962-1558 TTY: 202-962-2033 | www.wmata.com/accessibility | Obtaining reduced fare cards |

Information Resources

| Agency | Phone | Website |
|---|---|---|
| Americans with Disabilities Act Information Center for the Mid-Atlantic Region 401 North Washington St., Suite 450 Rockville, MD 20850 | 800-949-4232 V/TTY Local: 301-217-0124 V/TTY | http://www.adainfo.org |
| Arlington County Department of Aging and Disability Services 2100 Washington Blvd. Arlington, VA 22204 | 703-228-1700 TTY: 703-228-1788 | https://aging-disability.arlingtonva.us |
| Arlington County Department of Human Services 2100 Washington Blvd. Arlington, VA 22204 | 703-228-1300 | https://departments.arlingtonva.us/dhs |
| Autism Society of Northern Virginia Chapter 10467 White Granite Dr., #324 Oakton, VA 22124 | 703-495-8444 | http://www.asnv.org |
| Brain Injury Services 8136 Old Keene Mill Rd., Suite B-102 Springfield, VA 22152 | 703-451-8881 Fax: 703-451-8820 | www.braininjurysvcs.org |
| Council for Exceptional Children 2900 Crystal Dr., Suite 1000 Arlington, VA 22202 | 1-888-232-7733 | www.cec.sped.org |
| Disability Law Center for Virginia 1512 Willow Lawn Dr., Suite 100 Richmond, VA 23230 | 800-552-3962 804-225-2042 Fax: 804-662-7057 info@dlcv.org | www.dlcva.org |
| Easter Seals Regional Headquarters 1420 Spring St. Silver Spring, MD 20910 | 301-588-8700 Fax: 301-920-9770 | www.easterseals.com/DCMDVA |
| Easter Seals Child Development Center - Northern Virginia 300 Hunton Ave. Falls Church, VA 22046 | 703-534-5353 Fax: 703-534-5355 | http://www.easterseals.com/DCMDVA/who-we-are/locations |

| | | |
|--|---|---|
| Epilepsy Foundation – Virginia 560 Ray C Hunt Drive Charlottesville, Virginia 22903 | 434-924-8669 | https://www.epilepsyva.com |
| HEATH Resource Center at the National Youth Transitions Center 2134 G. St., NW, Suite 308 Washington, DC 20052-0001 | 202-994-8770 800-544-3284 Fax: 202-994-7604 askheath@gwu.edu | https://heath.gwu.edu |
| National Alliance on Mental Illness (NAMI) PO Box 8260 Richmond, VA 23226-0260 | 804-285-8264 Fax: 804-285-8464 | www.nami.org |
| National Organization on Disability 77 Water St., Suite 204 New York, NY 10005 | 646-505-1191 Fax: 646-505-1184 | https://www.nod.org |
| Parent Educational Advocacy Training Center (PEATC) 100 N. Washington St., Suite 234 Falls Church, VA 22046 | 703-923-0010 800-869-6782 partners@peatc.org | www.peatc.org |
| Special Education Parent Resource Center (PRC), Arlington Public Schools 2110 Washington Blvd., Suite 158 Arlington, VA 22204 | 703-228-7239 Fax: 703-525-4847 | https://www.apsva.us/special-education/parent-resource-center/ |
| The Arc of Northern Virginia 2755 Hartland Rd., Suite 200 Falls Church, VA 22043 | 703-208-1119 Fax: 703-208-0906 | www.thearcofnova.org |
| Virginia Autism Resource Center PO Box 842020 Richmond, Virginia 23284-2020 | 804-674-8888 ext. 5161 877-667-7771 Fax: 804-276-3970 info@varc.org | www.varc.org |
| Virginia Board for People with Disabilities 1100 Bank St., 7th Floor Richmond, VA 23219 | 804-786-0016 | https://www.vaboard.org |
| Virginia Disability Services Agencies - Department for Aging and Rehabilitative Services 8004 Franklin Farms Dr. Henrico, VA 23229-5019 | 804-662-7000 800-552-5019 TTY: 800-464-9950 dars@dars.virginia.gov | https://vadsa.org |

Appendix C



Daily Living Skills

Buy, Prepare and Consume Food

- Planning weekly menu
- Planning and executing a shopping trip
- Demonstrating various methods of cooking common foods
- Preparing dishes from recipes
- Maintaining cleanliness around food preparation areas
- Storing food appropriately
- Practicing good eating habits

Buy and Care for Clothing

- Comparing prices of clothing articles
- Washing clothing following correct procedures
- Ironing, mending, and storing clothing appropriately
- Selecting clothing to match occasion and weather

Demonstrate Independence with Living Skills

- Reviewing a lease
- Determining personal needs and limitations in a living situation
- Exploring and visiting apartments for rent
- Choosing living options by looking online or through newspaper ads
- Exploring dorm possibilities on campus of choice
- Cooking dinner once a week
- Developing a personal budget
- Knowing how and when to refill prescriptions or make doctors' appointments

Demonstrate Skills Needed to Live with Some Support (Family, Group Home or Supervised Apartment)

- Cooking dinner one time per week with visual supervision only
- Performing at least three daily chores without reminders
- Using an alarm clock to rise each morning
- Cleaning one's room 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 (showering, shaving, etc.)
- Preparing bag lunch to take to work or to daytime activities

Manage Money

- Developing a personal budget
- Determining best food buys
- Identifying amounts of money and making change
- Purchasing personal items from a store
- Bringing money for lunch daily
- Setting up a weekly budget
- Balancing a checkbook or managing debit/charge cards
- Preparing tax forms or knowing whom to ask for help with them
- Utilizing sale prices for purchases when possible

Manage Time

- Completing tasks or assignments on time
- Using a watch or cell phone to follow a daily schedule
- Prioritizing personal goals
- Establishing a daily routine
- Organizing a weekly calendar
- Reading and using public transportation schedules and routes

Demonstrate Civic Responsibility

- Registering to vote
- Registering for Selective Service
- Understanding the basic court system
- Describing basic laws, describing civil rights, participating in community events

Appendix D



Workplace Readiness Skills for the Commonwealth

Needs Identified by Virginia Employers

Personal Qualities and People Skills

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

Professional Knowledge and Skills

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

Technology Knowledge and Skills

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

Appendix E



For Possible Careers You Can Learn in Two Years or Less, Refer to the Occupational Outlook Handbook

<https://www.bls.gov/ooh/>