

Ventura County SELPA
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www.vcselpa.org

Transition Resources for Diploma-Bound High School Students with Autism



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Introduction

High School students with Autism may be able to meet all requirements for credits and statewide testing and obtain a high school diploma. However, these students may be poorly prepared to embrace the demands of independent living, college, and employment.

People with Autism often have additional challenges in the areas of social, language and adaptability that can impact competence in adult life. The Special Education Case Manager of the student with Autism who takes general education classes for all or most of the school day must keep these areas in mind when working with the student in developing the plan for Transition to Adult Life.

This booklet was designed to assist the Case Manager in considering all areas related to transition in which the student may have needs. Some of these needs will result in Annual Goals and Transition Services as part of the IEP.

Since many of these students are in Special Education classes for a small portion of the day, school staff must be creative in finding ways to address these goals and services. Some areas may be addressed by parent worksheets or activities that can be performed at home. Others may need to be addressed in a "pull out" model or in a Directed Studies class.

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Table of Contents

I.	Transition Skills Checklist.....	Page 4
II.	IEP Goals by Area.....	Page 6
III.	Activities and Resources by Area:	
	A. Independent Living.....	Page 19
	B. Training/Education.....	Page 48
	C. Employment.....	Page 75
IV.	Assessment Tools.....	Page 96
V.	Transition Counseling Worksheet.....	Page 114
VI.	Case Manager Checklist.....	Page 121



Transition Skills Checklist

This checklist lists areas in which teens with autism may need additional education and training. After transition counseling, use the checklist to identify any areas of need. See the “Goals” section for goals that correlate with each of the items on the checklist.

Transition Skills Checklist

Independent Living:

1. Communicating on telephone
2. Communicating by email/text
3. Finances
4. Hygiene and Grooming
5. Diet/Nutrition/Fitness
6. Household Care
7. Friendships
8. Dating/Healthy Sexual Choices
9. Participating in Recreational/Leisure Activities
10. Accessing Health and Dental Care
11. Living with others
12. Safety/emergency help
13. Meal Prep
14. Driving a Car
15. Using Public Transportation

Training/Education:

1. Identifying Schools/Institutions
2. Application/Financial Aid
3. Advocating for self on campus
4. Interacting appropriately in classroom
5. Using computer/Internet
6. Note taking
7. Writing skills
8. Conducting research
9. Living with others in dorms

Employment:

1. Identifying career goals aligned with personal interests and qualities
2. Prerequisite skills for desired career
3. Interviewing
4. Asking for help from employer
5. Following verbal directions
6. Comprehending written notes/memos
7. Speaking/acting appropriately in the workplace
8. Respect for others in workplace (colleagues and customers)
9. Disagreeing/solving problems appropriately
10. Appropriate two-way conversations
11. Grooming for work
12. Punctuality for work
13. Resume/Application for work



IEP Goals by Area

IEP Goals presented here are from the Ventura County SELPA SESP IEP Software Goals Bank unless there is no number. The area at right indicates the section of the goals bank in which the goal is found.

We have suggested some goals which are not found in the goals bank. If you want to use them, type them in and save in your favorites.

IEP Goals that correlate with items on the Transition Checklist

Independent Living

1. Communication on telephone

9382	will correctly use the phone at work	Transition
9453	will answer the telephone and take an accurate written message using role-play situations	Transition
9520	will dial a telephone number and ask for information (business hours, ordering information, etc.) using role play situations	Transition
9552	will answer the telephone and take an accurate written message	Transition

2. Communication by email/text

No # will communicate appropriately by email/text

3. Finances

9312	will wait appropriately in bank line	Transition
9313	will conduct transaction will teller at bank	Transition
9314	will apply for bank account	Transition
9315	will complete savings account deposit/withdrawal	Transition
9316	will endorse check	Transition
9317	will apply for an ATM card	Transition
9318	will use a bank card to make a simple purchase	Transition
9319	will balance a sample budget using a calculator	Transition
9320	will develop a budget for living independently based on average rents	Transition
9321	will explain information on payroll stub	Transition
9359	will keep track of expenses using a calculator	Transition
9364	will maintain a checking account using a calculator to balance expenses/income	Transition
9459	will complete an application for social security card	Transition
9478	will use an ATM for simple transactions	Transition
9479	will verbalize hourly/monthly income	Transition
9480	will make a monthly budget	Transition
9481	will keep track of expenses using a calculator	Transition
9484	will complete a W-4 form	Transition
9490	will calculate wages earned based on hours worked at a given hourly wage	Transition
9491	will calculate wages earned based on hours worked at a given hourly wage minus benefits and taxes	Transition
9492	will complete a simple State tax form without assistance	Transition
9493	will compute percent of withholding on pay check	Transition
9605	will open a checking account	Transition
9606	will write a check	Transition
9607	will balance a checkbook	Transition
9650	will place money/ATM card into wallet before leaving bank/store	Transition
9655	will keep a file of work papers/checkstubs/resumes/reference information	Transition

4. Hygiene and Grooming

9644	will fold clothing	Transition
9645	will hang clothing	Transition
9648	will identify ___ healthy grooming traits from a list of both healthy and unhealthy grooming traits	Transition

5. Diet/Nutrition/Fitness

4203	will demonstrate ___ stretching exercises (independently or with prompts)	Recreation/Leisure
4204	will jog/walk ___ laps and decrease time by ___ seconds	Recreation/Leisure
4206	will use an exercise bike	Recreation/Leisure
4207	will walk on a treadmill	Recreation/Leisure
4208	will demonstrate an aerobic routine	Recreation/Leisure
4209	will use ___ weight machines, performing ___ repetitions at each station	Recreation/Leisure
4210	will perform ___ sit-ups, with knees bent, arms across chest in one minute	Recreation/Leisure
9574	will identify strategies for relaxations	Transition
9575	will identify strategies to reduce anxiety	Transition

6. Household Care

9408	will sort clothes to wash	Transition
9409	will load washing machine, add soap and turn on	Transition
9410	will fold/hang clothing	Transition
9652	will identify days of personal meetings/appointments	Transition

7. Friendships

9664	will initiate a verbal/nonverbal response that is appropriate to the social context	Transition
4482	will initiate a (verbal/nonverbal) response that is appropriate to the social context	Social/Emotional
4484	will use the (word, sign) "thank you" when appropriate to peers or staff	Social/Emotional
4497	will respond to social initiation cues from peers	Social/Emotional
4518	will use appropriate facial expressions when interacting with (peers, adults)	Social/Emotional
4519	will use appropriate gestures when interacting with (peers, adults)	Social/Emotional
4520	will use appropriate eye contact when interacting with (peers, adults)	Social/Emotional
4521	will exhibit proper (body stance, posture, distance)when interacting with (peers, adults)	Social/Emotional
4524	will interact positively with peers	Social/Emotional
4525	will display appropriate emotions in an interpersonal situation with (peers, adults)	Social/Emotional
4604	will decrease interruptions when others are talking	Social/Emotional
4607	will initiate conversations with peers	Social/Emotional
4608	will make positive comments to peers	Social/Emotional
4619	will verbalize his/her feelings using an "I" statement rather than a blame statement	Social/Emotional
9664	will initiate a verbal/nonverbal response that is appropriate to the social context	Transition

8. Dating/Healthy Sexual Choices

4570	will reduce incidence of lewd and suggestive remarks from baseline	Social/Emotional
4602	will listen attentively when peers are talking	Social/Emotional
4606	will respond verbally appropriately to conversations of peers	Social/Emotional

9. Participating in Recreational/Leisure Activities

4214	will participate in a recreation/leisure course at the local community college	Recreation/Leisure
4216	will order tickets to ___ from Internet	Recreation/Leisure
4217	will identify ___ adult sports teams in areas of interest in the community	Recreation/Leisure
4218	will identify ___ places of worship of interest in the community	Recreation/Leisure
4219	will read movie schedule in newspaper and list ___ movies of interest	Recreation/Leisure
4220	will read movie schedule in newspaper and locate times for movie selected	Recreation/Leisure
4221	will rent videos independently	Recreation/Leisure
4533	will identify strategies for relaxation	Social/Emotional
4534	will identify strategies to reduce anxiety	Social/Emotional

10. Accessing Health and Dental Care

4332	will take own medication as per schedule prescribed by doctor, under supervision of nurse, health aide, teacher	Self Help/Domestic
4347	will make a (doctor, dental) appointment	Self Help/Domestic
4348	will show Health Insurance Card upon request	Self Help/Domestic

11. Living with others

4457	will use appropriate language to tell a peer why he/she is angry	Social/Emotional
4458	will state anger rather than using physical violence	Social/Emotional
4529	will interact with peers using the agreed-upon problem solving model to find a solution to a group situation	Social/Emotional
4530	will use the agreed upon problem solving model independently to find appropriate solutions to a problem which he/she is personally involved in	Social/Emotional
4553	will verbally discuss negative feelings instead of acting them out	Social/Emotional
4555	will (ignore, give an appropriate verbal response) when teased, criticized or bothered by a peer	Social/Emotional
4557	will ignore inappropriate behavior of others	Social/Emotional

12. Safety/emergency help

9510	will use a pay phone to dial 9-1-1	Transition
9516	will call (taxi, parent, friend) for a ride	Transition
9628	will supply basic personal information by showing ID card (e.g. name, address, phone number)	Transition
9630	will supply basic personal information verbally	Transition

13. Meal Prep

9400	will prepare a snack/meal using a written recipe	Transition
No #	will prepare five meals at home from shopping to preparation	

14. Driving a Car

1731	will list companies offering behind the wheel training	Community Access
1732	will pass driver education course	Community Access
1733	will earn a ___ score or better on a practice driving test	Community Access
1734	will earn a Learner's Permit/Driver License	Community Access

15. Using Public Transportation

1752	will ride on public bus with a companion, observing proper etiquette	Community Access
1753	will locate bus stop	Community Access
1754	will wait for correct bus (matching number, using card)	Community Access
1755	will climb bus stairs	Community Access
1756	will identify appropriate bus number	Community Access
1757	will drop coins into slot on bus	Community Access
1758	will pay bus driver with correct change	Community Access
1759	will show bus pass to driver	Community Access
1760	will find a seat on the bus and sit, observing proper etiquette	Community Access
1761	will indicate stop by (telling driver, pushing strip, pushing button, pulling cord)	Community Access
1762	will exit bus at correct stop	Community Access
1763	will request a transfer slip from driver	Community Access
1764	will read a bus schedule and determine appropriate time/route for destination	Community Access
1765	will travel independently to _____ on public bus	Community Access
1766	will call for a (taxi, Dial-a-Ride, other door to door transportation)	Community Access

Training/Education

1. Identifying Schools/Institutions

- 9280 will go online and identify ___ colleges that have a training course/degree in a field of interest Transition
- 9287 will apply at ___ colleges of interest Transition
- 9292 will state required courses for California State Universities and develop a schedule for completing them in the remaining years of high school Transition
- 9296 will list colleges that have graduate programs in field of interest Transition
- 9687 will go online and list ___ schools that offer training in an area of interest Transition

2. Application/Financial Aid

- 9276 will take ___ community college placement tests Transition
- 9279 will list average costs of one semester at ___ colleges of interest Transition
- 9281 will identify ___ sources of financial aid for college Transition
- 9282 will identify sources for financial aid for specific disabilities Transition
- 9283 will fill out FAFSA application Transition
- 9286 will complete ___ practice college applications Transition
- 9288 will enroll in ___ Community College Transition
- 9337 will meet with a counselor or representative from the community college or trade school of interest Transition

3. Advocating for self on campus

- 9285 will visit Disabled Student Programs at a college of interest and write ___ Transition
- 9289 will develop a brief informational sheet for college instructors which outlines requests for accommodations Transition
- 9522 will request accommodations/modifications from a teacher in a general education class Transition
- 9632 will state disability and accommodations/modifications needed appropriately Transition
- 9635 will request appropriate accommodations from general education class teachers/work supervisors Transition
- 9636 will ask for help with difficult assignments Transition
- 4500 will raise hand and ask for help if needed Social/Emotional

4. Interacting appropriately in classroom

- 9654 will keep a notebook with class papers filed in appropriate sections Transition
- 9670 will work cooperatively in group lesson Transition
- 4491 will spontaneously raise hand to participate in group lesson Social/Emotional
- 4493 will sit quietly, raise hand and maintain proper eye contact during group lesson Social/Emotional
- 4509 will bring required materials (notebook, pencils, calculator) to class Social/Emotional
- 4513 will keep a daily assignment notebook of class assignments and homework expectations Social/Emotional
- 4571 will refrain from loud, unnecessary conversation during class time Social/Emotional

4605 will participate in class discussions Social/Emotional

5. Using computer/Internet

9358 will use a computer to store and access information Transition
9360 will access information from a CD or internet using a computer Transition
9362 will save information from a computer on a CD or flash drive for future use Transition
9363 will open a file on the school computer for storing assignments Transition
9418 will enter information into a computer Transition
9695 will complete a computer class in _____ Transition

6. Note Taking

9353 will demonstrate accurate outlining/note taking skills Transition

7. Writing Skills

9342 will locate words in a dictionary Transition
9343 will use the dictionary to find definitions Transition
9344 will use spell check to find correct spelling of words Transition
9354 will develop an outline for a topic using notes from reference materials Transition
9385 will write a persuasive paragraph or letter of suggestion about improving a local system Transition

8. Conducting Research

9345 will located books using a card catalogue or computer system Transition
9346 will locate information in a text using the index and table of contents Transition
9347 will locate terms using a glossary Transition

9. Living with others in dorms

4529 will interact with peers using the agreed-upon problem solving model to find a solution to a group situation Social/Emotional
4530 will use the agreed upon problem solving model independently to find appropriate solutions to a problem which he/she is personally involved in Social/Emotional
4553 will verbally discuss negative feelings instead of acting them out Social/Emotional
4555 will (ignore, give an appropriate verbal response) when teased, criticized or bothered by a peer Social/Emotional
4557 will ignore inappropriate behavior of others Social/Emotional
4609 will offer to help fellow students Social/Emotional
4621 will interact with peers/adults in an appropriate and mature manner Social/Emotional

Employment

1. Identifying career goals aligned with personal interests and qualities

9339	will use an online program to view occupations of interest	Transition
9341	will attend a career day or faire	Transition
9357	will attend a career faire and report requirements for two career presentations	Transition
9361	will access a career exploration site or program at the school library/computer lab/career center to identify 3 possible job interests	Transition
9444	will locate ___ businesses affiliated with a personal career interest in the white and/or yellow pages	Transition
9454	will write ___ paragraphs based on a career interest using correct form, spelling and grammar	Transition
9553	will interview someone in a job or career of interest and write _____	Transition
9554	will attend a presentation at the career center by someone employed in an area of interest and list ___ job requirements	Transition
9555	will participate in a job shadow in the community in an area of interest and list ___ job requirements	Transition
9581	will identify ___ specific careers of interest	Transition
9582	will visit a job of interest in the community and write ___ things he/she likes about the job	Transition
9584	will attend a career faire and list ___ jobs of interest	Transition
9585	will do three hours of job shadow in the community in a job of potential interest and write up experiences	Transition
9586	will participate in a field trip/industry tour to learn more about a specific job or industry and state	Transition
9587	will participate in ___ hours of internship with a potential employer or in an area of interest and write XXXXX	Transition
9588	will research three potential jobs and write a report on the job prerequisites, pay, and/or availability	Transition
9589	will articulate career goal (verbally/in writing)	Transition
9590	will complete a career interest survey and list _____	Transition
9591	will complete a career skills assessment and list _____	Transition
9592	will go online and explore career of interest and list typical prerequisites and average pay	Transition
9593	will go online and explore career of interest and list ___ jobs in that area the seem attainable	Transition
9598	will apply at the Department of Rehabilitation	Transition

2. Prerequisite skills for desired career

9460	will write a letter to a business or association for information about an area of career interest	Transition
9579	will identify ___ personal skills that can be applied to a job setting	Transition
9580	will identify requirements for a job in ___ different areas of interest	Transition
9583	will explore ___ career interests and write about likes/dislikes and/or requirements for the job	Transition

3. Interviewing

- 9564 will respond appropriately to typical interview questions in a role playing situation Transition
9671 will appropriately introduce self to potential employer Transition

4. Asking for help from employer

- 9329 will ask for assistance from supervisor if needed Transition
9384 will accurately identify supervisor and chain of command at the work site Transition
9396 will ask supervisor if unsure how to use a tool Transition
9419 will ask for assistance from supervisor if needed Transition
9421 will ask supervisor where a tool/piece of equipment goes if unsure Transition
9447 will define vocabulary words commonly included in employment rights guidelines Transition
9523 will request accommodation from an employer Transition
9563 will ask supervisor for help in a difficult situation on the worksite Transition
9567 will plan action steps in resolving a problem Transition
9569 will use the agreed upon problem solving model to address a hypothetical situation Transition
9608 will make an appointment for haircut/hair styling/manicure Transition
9631 will request accommodations needed for the job Transition
9632 will state disability and accommodations/modifications needed appropriately Transition
9634 will ask for assistance from supervisor if needed Transition
9635 will request appropriate accommodations from general education class teachers/work supervisors Transition
9680 will request accommodations from employer/teacher Transition
4456 will use appropriate language to ask for help when frustrated Social/Emotional

5. Following verbal directions

- 9430 will read directions on a worksheet Transition
9545 will follow directions given with verbal instructions Transition
9546 will follow a ___ part verbal direction Transition
4470 will accept directions from an authority figure Social/Emotional
4471 will respond appropriately to instruction Social/Emotional
4573 will respond appropriately to changes in schedule Social/Emotional

6. Comprehending written notes/memos

- 9428 will read and follow ___ step directions for a job or task Transition
9429 will locate directions on a worksheet Transition
9440 will follow a written schedule to complete ___ job tasks Transition
4473 will follow a ___ part verbal direction Social/Emotional
4504 will read directions prior to beginning a task, if required Social/Emotional

7. Speaking/acting appropriately in the workplace

- 9305 will finish assignments/work on time Transition
9307 will correctly use time card/time clock at work Transition
9374 will greet customers/co-workers appropriately Transition

9416	will observe safety rules on the job	Transition
4458	will state anger rather than using physical violence	Social/Emotional
4461	will continue working when frustrated	Social/Emotional
4462	will demonstrate self-control while in a stressful situation	Social/Emotional
4463	will request a "time-away" when in a stressful situation	Social/Emotional
4572	will remain calm when things do not happen as expected	Social/Emotional
4586	will work independently alongside a small group of peers	Social/Emotional
4594	will share work space with peers	Social/Emotional
4611	will speak in an appropriate voice tone when speaking to (adults/peers)	Social/Emotional
4612	will use an appropriate volume when speaking to peers/adults	Social/Emotional
4616	will use appropriate greetings with peers/adults	Social/Emotional
4617	will make relevant comments when speaking to (adults/peers)	Social/Emotional
4620	will choose appropriate interactions with peers during free time	Social/Emotional

8. Respect for others in workplace (colleagues and customers)

9323	will maintain a neat and orderly work space	Transition
9365	will work cooperatively in group situations	Transition
9373	will treat customer/co-workers courteously	Transition
9379	will work cooperatively in group situations with people who are of a different race, sex, religion	Transition
9380	will decrease inappropriate language/symbols/epithets that are racial/sexist/prejudiced	Transition
9420	will maintain a neat and orderly work area	Transition
9573	will identify internal and physical indicators of stress that may lead to behavioral outbursts	Transition
9577	will work cooperatively in group situation	Transition
9669	will treat customer/co-workers courteously	Transition
4484	will use the (word, sign) "thank you" when appropriate to peers or staff	Social/Emotional
4494	will work cooperatively in group situations	Social/Emotional
4531	will identify internal and physical indicators of stress that may lead to behavioral outbursts	Social/Emotional
No #	will refrain from touching/accessing co-workers belongings	
No #	will clean up the lunch/break area after finishing lunch	
No #	will let a co-worker in a rush make copies first	
No #	will decrease number of repetitive questions to supervisor or co-workers	

9. Disagreeing/solving problems appropriately

9448	will define vocabulary words commonly associated with labor unions	Transition
9536	will apologize to others as appropriate	Transition
9541	will verbalize his/her feelings using an "I" statement rather than a blame statement when upset	Transition
9556	will identify alternative positive solutions to a problem	Transition
9558	will write pros/cons list to make a decision	Transition
9572	will use the agreed-upon problem solving model to find appropriate solutions to a personal problem	Transition
9638	will ask for a break if feeling frustrated on the job	Transition
9660	will ignore inappropriate behavior of others	Transition
9666	will respond in a non-aggressive manner to staff when corrected	Transition
4460	will respond in a non-aggressive manner to staff when corrected	Social/Emotional

4486	will (sign, verbalize) to staff need to leave and activity	Social/Emotional
4575	will apologize for misbehavior when confronted with a misdeed	Social/Emotional
4610	will apologize to others as appropriate	Social/Emotional

10. Appropriate two-way conversations

4602	will listen attentively when peers are talking	Social/Emotional
4603	will speak with permission or in turn	Social/Emotional
4604	will decrease interruptions when others are talking	Social/Emotional
4606	will respond verbally appropriately to conversations of peers	Social/Emotional
4607	will initiate conversations with peers	Social/Emotional
4608	will make positive comments to peers	Social/Emotional
4610	will apologize to others as appropriate	Social/Emotional
4611	will speak in an appropriate voice tone when speaking to (adults/peers)	Social/Emotional
4612	will use an appropriate volume when speaking to (adults/peers)	Social/Emotional
4615	will make appropriate comments in response to praise	Social/Emotional
4616	will use appropriate greetings with (adults/peers)	Social Emotional
4617	will make relevant comments when speaking to (adults/peers)	Social/Emotional
4620	Will choose appropriate interactions with peers during free time	Social Emotional
4621	will interact with peers/adults in an appropriate and mature manner	Social/Emotional
9524	will modify/clarify statements upon listener's request	Transition
9527	will use appropriate intensity/rate of speech/prosody of speech/volume when speaking	Transition
9528	will use effective eye contact when communicating with co-workers or colleagues	Transition
9529	will use effective facial expressions when communication with co-workers or colleagues	Transition
9530	will use effective body posture and movement when communicating with co-workers or colleagues	Transition
9531	will use effective distance and spatial relationships when communicating with co-workers or colleagues	Transition
9532	will speak with permission or in turn when communicating with co-workers or colleagues	Transition
9533	will respond verbally to comments/questions from peers or co-workers	Transition
9534	will initiate conversations with peers or co-workers	Transition
9535	will make positive comments to peers or co-workers	Transition
9537	will use an appropriate volume when speaking to peers/adults	Transition
9538	will use appropriate comments in response to praise	Transition
9539	will use appropriate greetings with peers/adults	Transition
9540	will respond verbally when spoken to by a teacher or co-worker	Transition
9547	will decrease interruptions when others are talking	Transition

11. Grooming for work

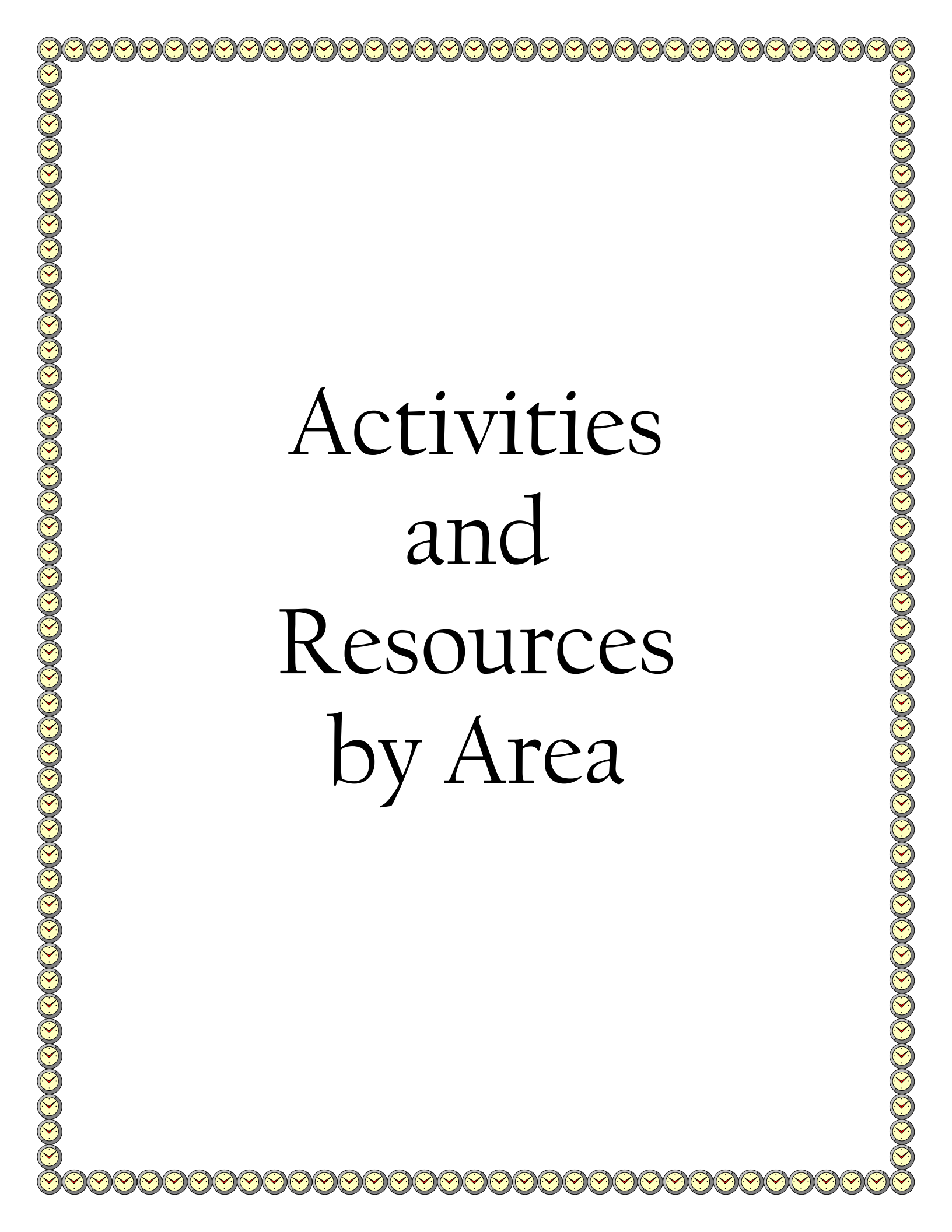
9642	will choose clothing appropriate to activity or event	Transition
9643	will maintain appropriate hygiene for the job	Transition
9646	will groom appropriately for the job	Transition
9647	will wear proper uniform/clothing for the job	Transition
9656	will identify appropriate clothing to purchase for a job	Transition

12. Punctuality for work

9304	will take breaks and return on time	Transition
9486	will use time card/time clock at work	Transition
9614	will be at work and ready to begin when shift begins	Transition
9626	will take breaks and return on time	Transition
9627	will travel independently to/from work using _____	Transition
9677	will arrive on time	Transition

13. Resume/Application for work

9332	will identify three references for a job and ask them for letters of reference or to be references on an application	Transition
9333	will contact three employers for applications	Transition
9334	will contact the human resources department of a prospective employer to apply for employment	Transition
9443	will read a "notice of position available" and answer ___ questions about the notice	Transition
9445	will demonstrate comprehension of vocabulary words commonly used in resume writing	Transition
9446	will correctly spell words commonly used in resume writing	Transition
9456	will complete an application for employment	Transition
9457	will compose a letter of application using correct form, spelling and grammar	Transition
9458	will compose a resume using correct form, spelling and grammar	Transition
9595	will apply for ___ jobs in the community	Transition
9596	will complete a resume for employment application	Transition
9597	will access EDD and identify ___ available jobs of interest	Transition



Activities and Resources by Area



Independent Living

The activities and resources included here are organized to correlate with many of the “Independent Living” items from the checklist.

Emails

Tips to remember:

- **Using all caps sounds like shouting or anger to the recipient.**
 - **Don't forward other people's emails if they don't want you to.**
 - **Be careful who you send things to...some things that are funny in person are rude in print.**
 - **Never send jokes or cartoons that are sexually explicit or racially inappropriate.**
-

Practice emailing your teacher:

1. **Send an email requesting information. Be sure to use appropriate greeting, tone and signature.**
2. **Send an email expressing concern.**
3. **Forward an email back to your teacher that requires deleting an earlier message from someone else.**
4. **Send an email saying you will not be able to make an appointment.**

Special School District of St. Louis County
Social Skills

Disabilities

Autism, Aspergers, LD, ED, MR & AD/HD

Level:

Pre K-12

Description of program:

Reproducible lesson plans (about 100), worksheets, activities. The curriculum includes reproducible copies of everything needed to set up a social skills program.

Lesson design: Define skill, Modeling, Role-play, Feedback, and Homework

Setting:

Small group

Publisher:

Special School District of St. Louis County
12110 Clayton Rd.
Town & Country, MO 63131
314-989-8100
www.ssd.k12.mo.us

Cost:

\$ Cost of copies



Asset-A Social Skills Program for Adolescents
by J. Stephen Hazel, Dr. Jean Bragg Schumaker

Disabilities:

ED, AD/HD, HF Autism

Level:

Middle School (4th-8th grade)

Description of program:

Video based training program-32 activities

Setting:

Group
Regular class

Publisher:

Research Press
800-519-2707
Dept. 22W
PO Box 9177
Champaign, IL 61826
www.researchpress.com

Research Press Publishers - Established 1968

Cost:

Item 4860
\$795.00 Video (set of 8)



Autism & PDD: Social Skills Lessons
by: Pam Britton Reese, Nena C. Challenner

Disabilities:

Asperger, Autism, PDD

Level:

Pre-K through High School

Description of program:

5 workbooks, 1 per topic- social skills at home, school, community, getting along, and behavior.

Each workbook has 40 lessons in rebus form.

Setting:

Small group

Individual

Publisher:

Lingui Systems

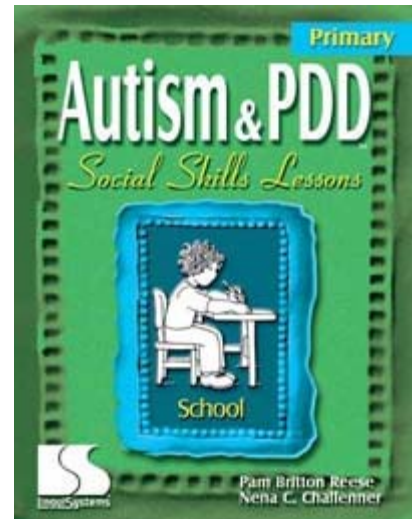
800-776-4332

www.linguisystems.com/autism.html

Cost:

\$109.75 complete set

\$21.95 each



Getting to Know You
by Dennis Hanken, Ed.S. & Judith Kennedy, Ed.S.

Disabilities:

AD/HD, Autism

Level:

Kindergarten- High School

Description of program:

65 lessons

7 areas of focus

Setting:

Group lesson

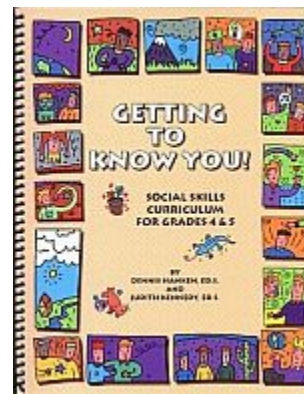
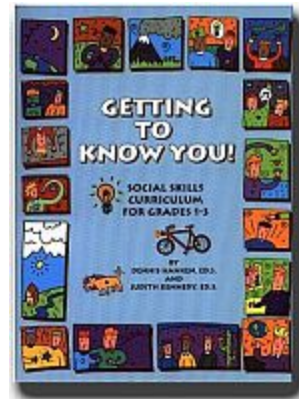
Publisher:

Youth Light

www.youthlight.com

Cost:

\$29.95



Navigating the Social World **by Jeanett L. McAfee, M.D.**

Disabilities:

Autism, Language, Social Skills, and Aspergers

Level:

All ages

Description of program:

This is a self-paced program

This “how to” book is written both for the novice and experienced professional and will be of enormous value to parents, teachers, and therapists.

Setting:

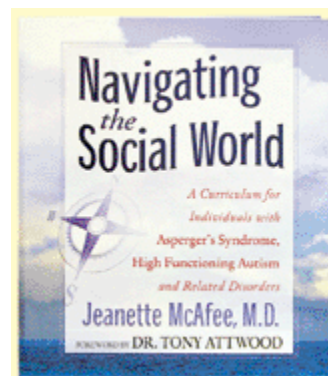
Most of the programs in this book can be used either in individual work with a single student or in small group settings.

Publisher:

Future Horizons
800-489-0727
www.futurehorizons-autism.com

Cost:

\$49.95 regular price



Problem Solver **by Patti Waldo**

An Educational Activity to Reinforce Problem Solving Skills during Adolescence

Disabilities:

ED, ADHD, HF Autism, AS

Level:

5th-12th grade (MS/HS)

Description of program:

Game to practice problem-solving skills, the activity is based on 5 skill steps:

Identify problem

Assume responsibility

Identify solutions

Try solutions

Try other solutions

Setting :

Small group (2-6 players)

Publisher:

Thinking Publications

POB 163

Eau Claire WI 54702

800-225-4769

www.thinkingpublications.com

Cost:

\$49.00



Ready-to-Use Social Skills Lessons and Activities Library **by Ruth Weltmann Begun**

Disabilities:

Based on developmental theory so could be adapted for students functioning at any level. Requires some writing skill.

Level:

Pre K-Kindergarten; Grades 1-3; 4-6; 7-12

Description of program:

Teachers lead, direct instruction and experiential activities. Each lesson has stories, films, poems and questions that can be used to make the skill concrete. Has a home-based component

Setting:

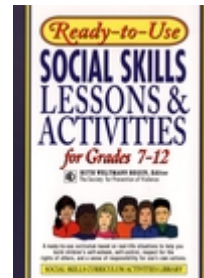
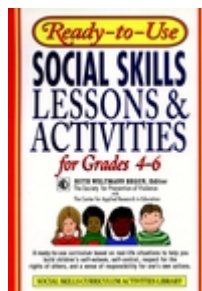
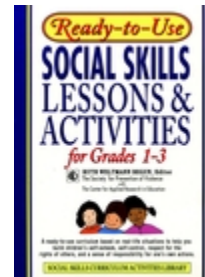
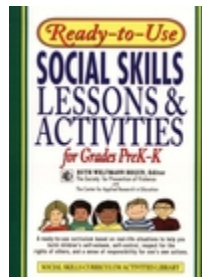
Classroom

Publisher:

Wiley/Jossey-Bass,
10475 Crosspoint Bl.
Indianapolis IN 46256
877-762-2974
www.josseybass.com

Cost:

\$29.95 each book



Skillstreaming the Adolescent
by Dr. Arnold P. Goldstein and Dr. Ellen McGinnis
New Strategies and Perspectives for Teaching Prosocial Skills

Disabilities:

ED, Autism, AD/HD

Level:

Adolescents

Description of program:

Video, scripts, handout/workbooks

50 skill lessons in 6 areas

Setting:

Role-play

Individual Groups

Publisher:

Research Press

800-519-2707

Dept. 22W

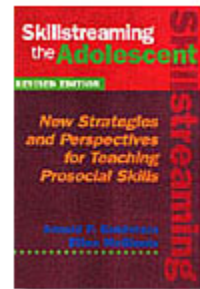
PO Box 9177

Champaign, IL 61826

www.researchpress.com

Cost:

\$19.95 book, \$12.95 manual, \$16.95 forms,
\$25.00 cards, \$95.00 video, Set \$67.35



Social Communication

Activities for Improving Peer Interactions and Self-Esteem

Disabilities:

LH, HF Autism

Level:

Ages 12-16 yrs.

Description of program:

Year long curriculum of 100 lessons for effective interpersonal communication skills

Setting:

Role-play, separate group
Class

Publisher:

Thinking Publications
POB 163
Eau Claire WI 54702
800-225-4769
www.thinkingpublications.com

Cost:

\$42.00





Online Drivers Ed

Start Your Free Trial Now!

Select Your State

GO

Our state-approved online drivers ed is fun and easy to follow. Learn at your own pace and get everything you need to become a safe, confident driver.



Online Traffic School

Clear your driving record all online. It's fast and easy with our DMV court-approved traffic school.

How online traffic school works.

Select Your State

GO



DMV Practice Test

Pass your written exam the first time! We have hundreds of affordable practice tests.

Try a free practice test today.

Select Your State

GO



Adult Drivers Education

Learn the safe-driving skills you need while saving up to 15% off your auto insurance.*

Select a Course:

- California 55 and over
- Colorado 55 and over
- Nationwide 18 and over



Online Drivers Education

DMV Practice Tests

Online Traffic School

With our online drivers ed course, you'll learn at your own pace and get everything you need to successfully take drivers ed conveniently online. Our online drivers education includes the most up-to-date safe-driving information.

Advanced, interactive drivers education modules ensure you learn better, stay interested, and help to reinforce material so you remember what you need to pass your permit test.

* By completing DriversEd.com's course, California drivers 55 years or older will receive a mandatory auto insurance discount (California vehicle code section 11628.3). Adult drivers 18 – 54 years old, please speak to your insurance agent for insurance discount eligibility.

LAUNDRY!

Arrange with your parents to do your own or the family's laundry.
Have your parent check each step that you did by yourself.

STEPS	DATE	DATE	DATE	DATE
Sort clothes by color				
Place clothes in washer				
Select water size/temp				
Add soap				
Turn on				
Change to dryer				
Turn on dryer				
Fold and put away				
PARENT SIGNATURE:				

PREPARING SIMPLE MEALS!

Plan 5 meals you will make at home. Get the ingredients (you may need to go shopping) and prepare. Have your parents sign off on each.

Meal: _____

Ingredients:

Prepared: Date _____ Parent Signature _____

Meal: _____

Ingredients:

Prepared: Date _____ Parent Signature _____

Meal: _____

Ingredients:

Prepared: Date _____ Parent Signature _____

Meal: _____

Ingredients:

Prepared: Date _____ **Parent Signature** _____

Meal: _____

Ingredients:

Prepared: Date _____ **Parent Signature** _____

RENTS/MORTGAGES

Look in the paper and find 3 apartments or houses you would like to rent.

Location _____
Number of bedrooms _____
Cost per month _____
Advantages _____

Location _____
Number of bedrooms _____
Cost per month _____
Advantages _____

Location _____
Number of bedrooms _____
Cost per month _____
Advantages _____

Look in the paper and find condos/houses you would like to buy. Note the purchase price and cost per month with a 30 year loan.

Purchase _____
5.5% interest _____
1% property taxes _____
Cost per month (divide by 30) _____
Homeowners Insurance _____ \$75/mo
Total Monthly Payment _____

CAR INSURANCE CALCULATOR

Go online and pick 3 auto insurance companies. If you have **minimum** comprehensive liability insurance coverage, what would be the costs if you were 20-25 years old.

1. Company _____

Cost per year _____ per month _____

2. Company _____

Cost per year _____ per month _____

3. Company _____

Cost per year _____ per month _____


GAS MILEAGE CALCULATOR

1. What is the distance between your home and where you hope to work? _____
2. If you work 5 days a week, how many miles is that? _____
3. Add in average of miles per week for other trips (*fun, shopping, friends, etc.*) _____
4. Total average miles you'll drive per week _____
5. What is the average price per gallon of gas? _____
6. How much do you need to budget for gas
each week _____ per month _____

CAR PAYMENT CALCULATOR

Look in the paper and pick 3 cars/trucks that you would like to buy.


1. Vehicle _____

 Purchase price _____

 Tax (\$.725%) _____


 Interest rate (\$.675%) _____

Total purchase price _____

 If you paid for 5 years (72 months), how much would you have to pay per month? _____


2. Vehicle _____

 Purchase price _____

 Tax (\$.725%) _____

 Interest rate (\$.675%) _____

Total purchase price _____

 If you paid for 5 years (72 months), how much would you have to pay per month? _____


3. Vehicle _____

 Purchase price _____

 Tax (\$.725%) _____

 Interest rate (\$.675%) _____

Total purchase price _____

 If you paid for 5 years (72 months), how much would you have to pay per month? _____

XYZ Bank

Date _____

Payable to _____

_____ Dollars \$ _____

Memo

Signature

XYZ Bank

Date _____

Payable to _____

_____ Dollars \$ _____

Memo

Signature

XYZ Bank

Date _____

Payable to _____

_____ Dollars \$ _____

Memo

Signature

PAYING YOUR BILLS ACTIVITY

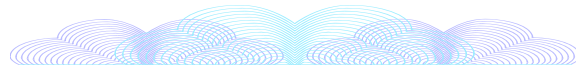
First of the month

Use pretend checks and check register to complete this activity.

Your paycheck is \$950.78 every two weeks. It is the first of the month and you just got paid. You had a balance of \$145.68 in your account. You have the following bills to pay:

- ☀ Rent-\$650.00
- ☀ Water, gas, electric-\$63.95
- ☀ Car insurance-\$100.00
- ☀ Credit Card- Your balance is \$179.00, but your minimum payment is \$22.75.

How much will you have left to spend on gas, food, and entertainment?



Middle of the month

You paid all your monthly bills with your first pay check. Now you have been paid \$950.78 again. You have \$52.63 in your account. You have the following bills:

- ☀ Cell phone \$54.73
- ☀ Health insurance \$77.92
- ☀ You still have an outstanding credit card balance of \$156.25

Pay your bills and show your balance.

WAGE CALCULATOR

If you were to make \$8.00 per hour, how much would you make:

Per week _____ Per month _____

List 3 jobs at that pay range:

1. _____
2. _____
3. _____

If you were to make \$12.00 per hour, how much would you make:

Per week _____ Per month _____

List 3 jobs at that pay range:

1. _____
2. _____
3. _____

If you were to make \$15.00 per hour, how much would you make:

Per week _____ Per month _____

List 3 jobs at that pay range:

1. _____
2. _____
3. _____

HOW MUCH DOES IT COST TO LIVE HERE?

Get a local newspaper and search in the want ads.

1. What community do you want to live in? _____

2. Find 3 apartments/ houses you are interested in. For each, list:

Area _____

Number of bedrooms _____

Monthly rent _____

Area _____

Number of bedrooms _____

Monthly rent _____

Area _____

Number of bedrooms _____

Monthly rent _____

COST OF LIVING!

Interview three people and ask them how much they pay per month on their bills:

Person _____

Rent/Mortgage _____

Utilities _____ Phone _____

Credit Cards _____

Auto Insurance _____ Gasoline _____

Food _____ **TOTAL** _____

Person _____

Rent/Mortgage _____

Utilities _____ Phone _____

Credit Cards _____

Auto Insurance _____ Gasoline _____

Food _____ **TOTAL** _____

Person _____

Rent/Mortgage _____

Utilities _____ Phone _____

Credit Cards _____

Auto Insurance _____ Gasoline _____

Food _____ **TOTAL** _____

SAMPLE BUDGET (SPENDING FOR SUCCESS) WORKSHEETS

http://www.easnetwork.com/eas/sample_budget_worksheets.asp



The Budget Worksheet to Match Your Expenses to Your Income

<i>Estimated Annual Gross Income</i>	Initial	Revised
Estimated Annual Net Income (Ax65%)	\$ _____(A)	\$ _____(A)
Estimated Monthly Net Income (B/12)	\$ _____(B)	\$ _____(B)
Estimated Monthly Expenses:	\$ _____(C)	\$ _____(C)
Rent/Mortgage	\$ _____	\$ _____
Utilities:		
Gas/Oil	\$ _____	\$ _____
Electric	\$ _____	\$ _____
Water	\$ _____	\$ _____
Telephone	\$ _____	\$ _____
Groceries:		
Food	\$ _____	\$ _____
Household Supplies	\$ _____	\$ _____
Transportation:		
Subway/Bus	\$ _____	\$ _____
Gasoline	\$ _____	\$ _____
Car Maintenance	\$ _____	\$ _____
Other _____	\$ _____	\$ _____
Education Loans	\$ _____	\$ _____
Savings	\$ _____	\$ _____
Credit Cards	\$ _____	\$ _____
Insurance:		
Health	\$ _____	\$ _____
Life	\$ _____	\$ _____
Auto	\$ _____	\$ _____
Other _____	\$ _____	\$ _____
Entertainment:		\$ _____
Meals Away from Home	\$ _____	\$ _____
Movies/Concerts/Theaters	\$ _____	\$ _____
Health Club, etc.	\$ _____	\$ _____

THE BUDGET WORKSHEET TO MATCH YOUR EXPENSES TO YOUR INCOME (*CONTINUED*)

Entertainment (*continued*):

Other _____ \$ _____ \$ _____

Personal:

Clothes \$ _____ \$ _____

Grooming (e.g. haircut) \$ _____ \$ _____

Other _____ \$ _____ \$ _____

Miscellaneous (specify):

Relocation \$ _____ \$ _____

_____ \$ _____ \$ _____

_____ \$ _____ \$ _____

_____ \$ _____ \$ _____

Monthly Budget \$ _____ (D) \$ _____ (D)

Total Living Budget (Dx12) \$ _____ (E) \$ _____ (E)

Annual Surplus/Deficit \$ _____ (B-E) \$ _____ (B-E)

Monthly Surplus/Deficit \$ _____ (C-D) \$ _____ (C-D)

BUDGET (SPENDING FOR SUCCESS) WORKSHEET

Income Source	Estimated yearly total	Estimated monthly total
Money from Parents		
Money from Savings		
Salary		
Work-Study		
Scholarships		
Grants		
Loans		
Spouse's Wages		
Other		
Total Income	\$	\$
Expenses	Estimated yearly total	Estimated monthly total
Tuition		
Fees		
Loan interest payments		
Books/supplies		
Rent/housing		
Gas/electricity		
Telephone		
Internet Access/Cable TV		
Other		
Child Care		
Transportation		
Auto gas/maintenance		
Auto Insurance/Registration		
Auto Payment		
Public Transportation		
Parking		
Food		
Groceries		
Restaurants		
Snacks		
Clothing		
Clothes		
Laundry/Dry Cleaning		
Entertainment		
Credit Card Payments		
Medical/Dental		
Miscellaneous		
Total Expenses	\$	\$
TOTAL INCOME LESS TOTAL EXPENSES	\$	\$
	<i>Available Funds</i>	<i>Available Funds</i>
<p>If your expenses are greater than your income, you'll need to reduce your expenses and/or supplementing your income. If you need help, consult with your financial aid office one of many free consumer counseling services.</p>		

INDEPENDENT LIVING GOALS

Date _____ Name _____

After talking to family, trusted friends, and my teachers, at this point, I hope:

Within one year of exiting school _____

Within five years of exiting school _____

Maybe someday _____

Things I need to work on **now** to get there are:

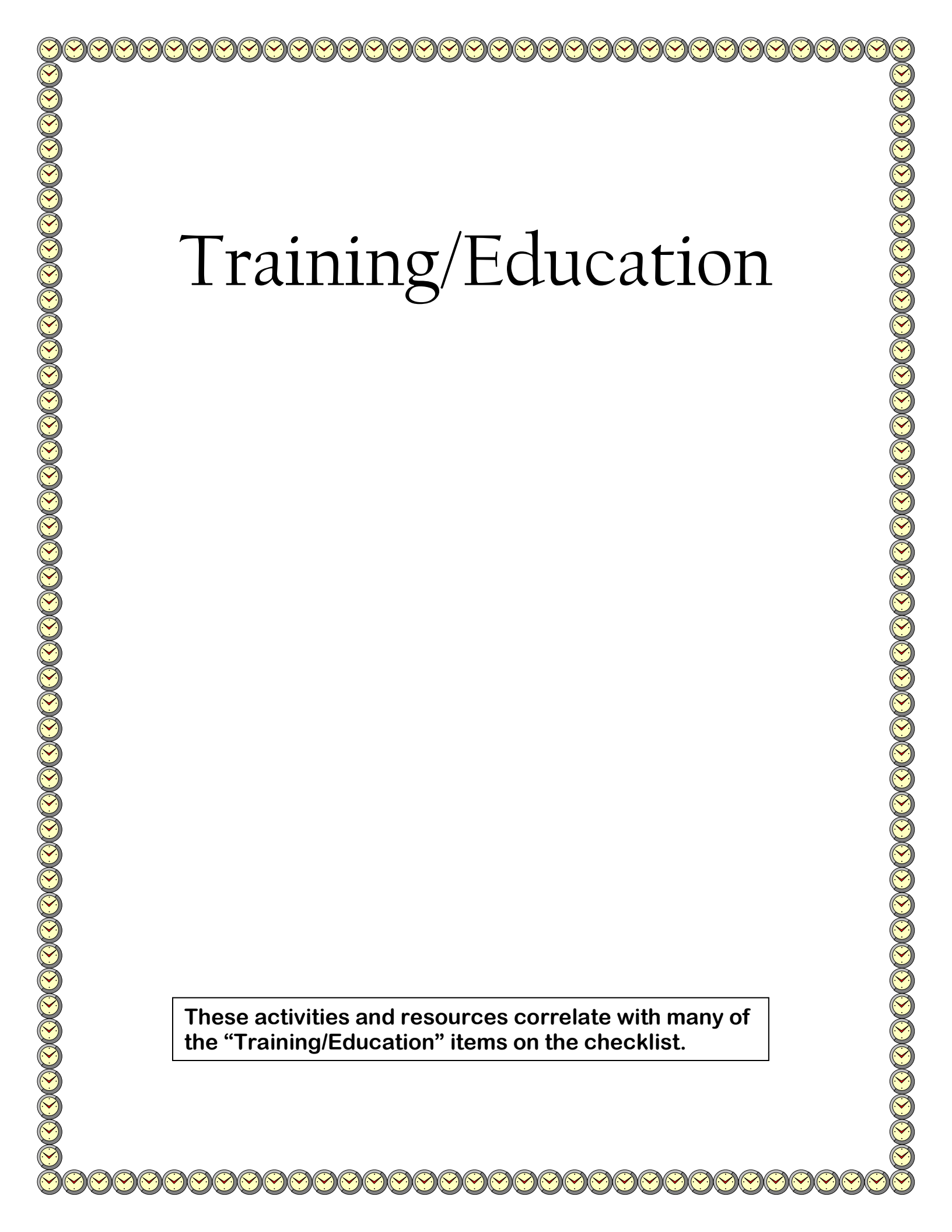
1. _____

2. _____

3. _____

4. _____

5. _____



Training/Education

These activities and resources correlate with many of the “Training/Education” items on the checklist.

ASSOCIATE DEGREE

Should I get an Associate Degree?

Community/Junior colleges offer two-year Associate Degree programs that are most often designed for students that want to transfer to a four-year college or university. Two-year colleges don't cost as much as four-year colleges and universities and usually accept anyone who has completed High School or has a GED.

What is an Associate Degree?

Associate Degrees are intended primarily for students planning to receive a baccalaureate degree from a four-year college or university. These Degrees require you to take 37-44 hours of General Education Core courses in Communication (*English*), Biological Sciences, Humanities, Natural Science, Social Sciences and Mathematics. The remaining 21-27 hours of classes include additional graduation requirements, electives and concentration area requirements. You may choose to start at a junior college because it is less expensive or you want a specific career that only requires an associate degree.

What are the minimal requirements for an Associate Degree?

An associate program is usually for students who are minimally reading and doing math *at 10th grade level*.

Although you will be accepted at any reading and math level, the ability to understand lectures, take notes and comprehend reading assignments is essential for success in any college program

Why should I find out how many remedial/pre-credit classes I must take to get into an Associate Program?

Because information is power and if you score low in math or reading you may want to consider certificate programs that lead to good careers but don't require 12th grade reading and math.

HOW DO I APPLY?

Applying to a California community college is easy. Each community college has its own application so you should contact the admissions office to get an application.

Many community colleges have online applications. Check out CCCApply.org; an easy way to apply to community colleges using the internet.

You might also visit the web site of the college you are interested in to see if they have an online application process. That web site should also give you information about the services offered at the college including services available to a student with a disability.

In this section you will find general information about applying to colleges and universities. You will also find a copy of the application form for any of the three Ventura County Community Colleges: Moorpark College, Oxnard College and Ventura College.

Students may use this application as a practice copy or a draft copy to use when applying to one of these colleges.

Ventura County Community College District

APPLICATION FOR ADMISSION

Moorpark College

7075 Campus Road
Moorpark, CA 93021
(805) 378-1400
(805) 986-5858
(805) 654-6380
Fax: (805) 378-1583

Oxnard College

4000 So. Rose Avenue
Oxnard, CA 93033
(805) 986-5800
(805) 986-5810
(805) 654-6370

Ventura College

4667 Telegraph Road
Ventura, CA 93003
(805) 654-6400
(805) 986-5855
(805) 378-1500

Admissions Procedures

Application for Admission:

Submit a completed application for admission to any of the colleges listed above. ***Before submitting the application, make sure that at least two years of legal residence information has been provided. Failure to provide such information may mean a delay in the processing of your application or classification as a nonresident.***

Assessment/Orientation/Counseling:

The Schedule of Classes contains specific requirements.

Transcripts:

Transcripts from previous colleges attended are recommended and may be required. They are a valuable tool in assisting the counselor with your program planning.

Registration Options:

1. **STAR** (Student Telephone Assisted Registration) is available to all returning and continuing students and to all new students who complete the matriculation process. Instructions for using STAR and a registration calendar are listed in the schedule of classes. 2. **In-person** registration is available to all students who do not take advantage of phone registration. 3. **Registration** is

available to all students and continues throughout the semester for classes that begin after the 2nd week of the semester.

A complete registration calendar can be found in the schedule of classes.

Catalog:

The college catalog specifies the programs and services offered by the college. It lists regulations and requirements; and describes each of the courses offered. Not all courses listed in the catalog are offered each semester. Catalogs are sold in the Bookstore and the Admissions and Records Office.

Schedule of Classes:

The Schedule of Classes lists the courses offered for the current term; the course title, days and times of each class, instructor name, class location, number of units, and any prerequisites required for the class. The Schedule also contains a short description of each course and whether it transfers to the Universities of California or California State Universities.

Schedules are available on the Moorpark College Website (moorparkcollege.net), on campus, and at various locations throughout your community.

Instructions for Completing the Application for Admission

1. Use a **Ball Point Pen** only to complete the Application for Admission.
2. The code numbers needed to complete questions 6, 13, 15, and 16 are listed on the reverse side.
3. Answer all questions on both the application for admission and statement of residence. Incomplete applications cannot be processed and will be returned to you.
4. Sign and date the application and statement of residence.
5. Return the application to the Office of Admissions and Records for processing.
6. Questions regarding the application for admission, residency requirements or registration procedures should be directed to the Office of Admissions and Records at the telephone numbers listed.

APPLICATION FOR ADMISSION INSTRUCTIONS

NOTE: If you have attended Moorpark, Oxnard, or Ventura College anytime since 1990, you do not need to complete a new application for admission. However, please notify the Records office in writing of any change to your name, address, or phone number.

1. Use a ball point pen only to complete the Application for Admission.
2. The code numbers needed to complete questions 6, 13, 15, and 16 are listed below.
3. Answer all questions on both the Application for Admission and Statement of Residence. **Make sure that at least two years of legal residence have been provided.** Incomplete applications cannot be processed and will be returned to you.
4. Sign and date the application and statement of residence.
5. Return the application to **Moorpark College Records Office**, 7075 Campus Rd, Moorpark, CA 93021 or **Fax (805) 378-1583**.
6. Questions regarding the Application for Admission, residency requirements or registration procedures should be directed to the Records Office at (805) 378-1429.

REMEMBER: An application for admission must be on file before registration can take place.

Question 6 — States

1 Alabama	9 District of Columbia	17 Kansas	25 Mississippi	33 New York	41 South Carolina	49 West Virginia
2 Alaska	10 Florida	18 Kentucky	26 Missouri	34 North Carolina	42 South Dakota	50 Wisconsin
3 Arizona	11 Georgia	19 Louisiana	27 Montana	35 North Dakota	43 Tennessee	51 Wyoming
4 Arkansas	12 Hawaii	20 Maine	28 Nebraska	36 Ohio	44 Texas	If not U.S., list country
5 California	13 Idaho	21 Maryland	29 Nevada	37 Oklahoma	45 Utah	
6 Colorado	14 Illinois	22 Massachusetts	30 New Hampshire	38 Oregon	46 Vermont	
7 Connecticut	15 Indiana	23 Michigan	31 New Jersey	39 Pennsylvania	47 Virginia	
8 Delaware	16 Iowa	24 Minnesota	32 New Mexico	40 Rhode Island	48 Washington	

Question 13 — High Schools

193008 Agoura	563174 Channel Islands	564310 La Reina	563013 Oak Park	564536 Santa Clara	563700 Thousand Oaks
563499 Apollo	563202 Fillmore	563325 Moorpark	563454 Oxnard	563577 Santa Paula	563782 Ventura
563079 Buena	563161 Camarillo	563374 Newbury Park	563476 Rio Mesa	563618 Simi Valley	564823 Villanova
		563407 Nordhoff	563500 Royal	564486 St. Bonaventura	563011 Westlake

Question 15 — Majors

1234 Accounting	1458 Economics	2347 Hotel & Restaurant Management	2689 Premedical
1236 Criminal Justice	1459 Electronics	2350 Industrial Safety	3456 Psychiatric Technology
1237 Administrative Aide	1467 Engineering	2356 Information Processing Systems	3457 Psychology
1239 Agriculture	1468 English	4789 Interior Design	3459 Radio-Television-Film
1245 Air Conditioning/Refrigeration	1475 Environmental Sciences	2357 Journalism	3460 Radiologic Technology
1246 Alcohol/Drug Studies	1478 Ethnic & Special Studies	2359 Laser/Electro-optics Technology	3467 Real Estate
1248 Anthropology	1479 Exotic Animal Training & Management	2368 Legal Assisting	3468 Recreation
1249 Architecture	1489 Fashion Design/Merchandising	2369 Liberal Arts	3469 Religious Studies
1256 Art	1567 Fire Technology	2375 Logistics	3567 Sociology
1257 Automotive	1569 Foreign Languages	2379 Machine Shop	3578 Speech
1259 Behavioral Science	1579 General Studies	2456 Mathematics	3678 Teaching/Liberal Studies
1267 Bilingual/Cross Cultural	1589 Geography	2458 Music	3679 Telecommunications
1268 Biology	1678 Geology	2468 Nursing	3689 Theater Arts
1278 Business	1689 Graphic Communications/Design/Production	2469 Office Technology/Secretarial	4569 Urban Studies
1289 Chemistry	1769 Hazardous Materials	2489 Petroleum Technology	4579 Water Science
1345 Chicano Studies	1789 Health Science	2567 Philosophy	4589 Welding
1346 Child Development	2000 High School Special Admissions Program	2568 Photography	4599 Word Processing
1358 Construction Technology		2569 Physical Education	4400 Transfer-Other
1360 Computer Sciences		2589 Physics	4500 Undecided/Undeclared
1378 Dance		2678 Political Science	4600 Vocational-Other
1389 Drafting Technology	2345 History	2679 Pre dental	
	2346 Home Economics		

Question 16

University of California

017846 UC, Berkeley
577750 UC, Davis
307781 UC, Irvine
197887 UC, Los Angeles
337797 UC, Riverside
377837 UC, San Diego
427677 UC, Santa Barbara
447765 UC, Santa Cruz

California State University and Colleges

156250 CSU, Bakersfield
046242 CSU, Chico
196135 CSU, Dominguez Hills
106260 CSU, Fresno
306106 CSU, Fullerton
016178 CSU, Hayward
126450 CSU, Humboldt
196131 CSU, Long Beach
196133 CSU, Los Angeles
196770 CSU, Northridge
196140 Cal Poly, Pomona
346760 CSU, Sacramento
366184 CSU, San Bernardino
376720 CSU, San Diego
386796 CSU, San Francisco
436727 CSU, San Jose
376820 CSU, San Marcos
406145 Cal Poly, San Luis Obispo
496710 CSU, Sonoma
506730 CSU, Stanislaus

Community Colleges

425213 Allan Hancock College
345023 American River College
195020 Antelope Valley Com. College

155050 Bakersfield College
365074 Barstow College
045115 Butte College
445076 Cabrillo College
415062 Canada College
195154 Cerritos College
155001 Cerro Coso Com. College
015235 Chabot College
365210 Chaffey College
195177 Citrus College
385092 City College of San Francisco
305001 Coastline Community College
015257 College of Alameda
215060 College of Marin
415151 College of San Mateo
195175 College of the Canyons
335125 College of the Desert
125140 College of the Redwoods
545071 College of the Sequoias
475200 College of the Siskiyous
555055 Columbia College
195196 Compton Com. College
075190 Contra Costa College
345124 Cosumnes River College
365211 Crafton Hills College
405650 Cuesta College
375250 Cuyamaca College
305191 Cypress College
435184 DeAnza College
075268 Diablo Valley College
195217 East Los Angeles College
195225 El Camino College
435679 Evergreen Valley College
325335 Feather River College
435227 Foothill College
105240 Fresno City College

305240 Fullerton College
435263 Gavilan College
195257 Glendale Community College
305282 Golden West College
375249 Grossmont College
275129 Hartnell Community College
135570 Imperial Valley College
215001 Indian Valley College
305580 Irvine Valley College
105523 Kings River Comm. College
095001 Lake Tahoe Com. College
015450 Laney College
185420 Lassen College
195337 Long Beach City College
195346 Los Angeles City College
195365 Los Angeles Harbor College
195953 Los Angeles Mission College
195384 Los Angeles Pierce College
195387 Los Angeles Southwest College
195390 Los Angeles Trade-Tech. Col.
195396 Los Angeles Valley College
075269 Los Medanos College
235001 Mendocino College
245475 Merced College
015570 Merritt College
375509 Mira Costa College
435861 Mission College
505500 Modesto Junior College
275270 Monterey Peninsula College
565320 Moorpark College
195475 Mt. San Antonio College
335403 Mt. San Jacinto College
285540 Napa Valley College
015610 Ohlone College
305525 Orange Coast College
565321 Oxnard College

335565 Palo Verde College
375542 Palomar College
195575 Pasadena City College
545364 Porterville College
305609 Rancho Santiago College
195658 Rio Hondo College
335687 Riverside Community College
345740 Sacramento City College
305579 Saddleback College
365594 San Bernardino Valley College
375663 San Diego City College
375693 San Diego Mesa College
375300 San Diego Miramar College
395670 San Joaquin Delta College
435680 San Jose City College
425560 Santa Barbara City College
195825 Santa Monica College
495690 Santa Rosa Junior College
455695 Shasta College
315730 Sierra College
415711 Skyline College
485825 Solano Community College
375807 Southwestern College
155580 Taft College
565741 Ventura College
365790 Victor Valley College
015236 Vista College
105131 West Hills College
195952 West Los Angeles College
435860 West Valley College
585925 Yuba College

Independent Colleges and Universities

568120 Cal Lutheran University
198329 University of LaVerne
198904 University of Southern California

Declaration of Legal Residence

All students classified incorrectly as residents are subject to reclassification and payment of all nonresident fees

ALL APPLICANTS MUST COMPLETE THIS SECTION

NOTICE TO STUDENTS: If additional information is needed to determine your residence status, you will be required to complete a supplemental residence questionnaire and/or to present evidence in accordance with Education Code Sections 68040 et seq. The burden of proof to clearly demonstrate both physical presence in California and intent to establish California Residence lies with the student. Failure to present such proof will result in a classification of non-resident.

SOCIAL SECURITY NUMBER _____ **TODAY'S DATE** _____

NAME (Print full legal name. DO NOT use nicknames, initials, or abbreviations)

Last _____ First _____ Middle _____

Age _____ Birthdate _____ Birthplace _____

RESIDENCE ADDRESS (Legal / permanent address. DO NOT use P.O. Box Number)

Number / Street _____ City _____ State _____ Zip _____

I have lived at this address since _____ (If less than 2 years, show previous address below)

Number / Street _____ City _____ State _____ Zip _____

Number / Street _____ City _____ State _____ Zip _____

When did your present stay in California begin? _____

Yes No

MONTH DAY YEAR

Are you a United States Citizen?

If you are not a United States citizen, have you been admitted to the U.S. as a resident alien?

If yes, give date admitted _____ and Alien Registration Number _____

If no, list visa type (example: B-2, Visitor visa - dependent), duration of status, and country of citizenship:

Visa type _____ Duration of Status _____ Country of Citizenship _____

★ Verification of visa status is required. Students must present proof of status ★

Have you or (if under 19 and unmarried) your parents filed California State Income Tax last year?

If not in California, in what state did you last file state taxes? _____ For what year(s) _____

Registered to vote in a state other than California? If yes, where & when _____

Petitioned for divorce in a state other than California? If yes, where & when _____

Attended an out-of-state institution as a resident of that other state? If yes, where & when _____

Declared nonresidence for California State Income Tax purposes? If yes, where & when _____

Are you on active military duty?

If yes, what date did your tour begin in California? (month/day/year) _____

State of legal residence on military records: _____

Are you a dependent of an active duty military person?

If yes, when did your sponsor's tour begin in California? (month/day/year) _____

Have you been discharged from active military duty within the last year?

If yes, submit copy of DD-214

To be completed by all unmarried students under 19

Name of Father (if living) _____ Name of Mother (if living) _____

Name of Legal Guardian _____

Legal Address (number & street, city, state, zip) _____ Dates (month / year) _____

Father _____ From _____ To _____

Mother _____ From _____ To _____

Guardian _____ From _____ To _____

If less than 2 years, give previous address(es) for past 2 years.

Relationship _____ St. & No. _____ City _____ State _____ Zip _____ Fr. _____ To _____

Relationship _____ St. & No. _____ City _____ State _____ Zip _____ Fr. _____ To _____

I certify under penalty of perjury that the information on this application is correct and I understand that falsification of failure to report change in residence may result in my dismissal.

Student Signature _____ Date _____

BACHELORS AND MASTERS DEGREE

Should I Get A Bachelor's Degree?

Four-year colleges and universities offer educational experiences that combine diverse classes and career-specific training. Public colleges and universities usually have larger students bodies and lower tuition costs. Private colleges and universities usually have smaller student bodies and higher tuition costs.

What Is A Graduate Degree?

If you have a Bachelor's Degree, you may want to look into a graduate or professional degree program. Graduate degrees are advanced degrees for people who have already finished college. Many professions, including lawyers and doctors, require graduate degrees. Graduate Degrees are usually an **Additional 2-10 years** of school depending on the profession you choose.

Why Should I Go to College?

There are many good reasons to go to college, but there is one reason that sticks out from all others – people who get a college diploma make a lot more money than those who don't!

What Do Colleges Look For?

Colleges look at a number of items about you to decide if they will accept you or not. These things include:

- ▲ How well you did in high school
- ▲ Courses you took in high school (*easy/hard*)
- ▲ Activities you were involved in at high school
- ▲ Your rank in class compared to the other students
- ▲ Your college entrance exam scores (SAT or ACT)

Suppose My Grades Weren't That Good

Don't be discouraged if you have bad grades or don't do so well on the entrance exams. There are many types of community colleges, 4-year colleges and universities which range from easy to hard to get into.

WHAT ARE COLLEGE ADMISSION REQUIREMENTS?

Four year California State Universities (CSU) and the University of California (UC) have course requirements that students must complete to apply for admission. These course requirements begin in the ninth grade. Students planning to apply, or even considering applying, to either the CSU system or the UC system need to begin taking college preparatory courses as they begin high school.

Community colleges have different admissions requirements. Students need not take college preparatory courses in high school to apply for admission at a community college. However, if a student thinks they might transfer from community college to a four-year college or university, he or she should consider taking as many college preparatory classes as possible while in high school to prepare for community college work.

Generally, community colleges only require students to apply for admission, take placements tests, and pay the necessary fees to be admitted.

WHAT ARE THE REQUIREMENTS FOR FOUR-YEAR COLLEGES?

Students must successfully complete UC/CSU approved courses in the following subject areas with a "C: or better while in high school:

- A. History / Social Science – 2 years required**
One year of World History and one year of U.S. History or a ½ year of U.S. History and a ½ year of American Government.
- B. English – 4 years required**
- C. Mathematics – 3 years required (4 years recommended)**
Must include elementary algebra, geometry and advanced algebra or higher.
- D. Laboratory Science – 2 years required (3 years recommended)**
Must include two of the following three areas: biology, chemistry, and physics.
- E. Foreign Language – 2 years required (3 years recommended)**
Two years of a language other than English is required.
- F. Visual and Performing Arts – 1 year required**
Must be drawn from the following areas: dance, drama/theater, music or visual arts.
- G. College Preparatory Elective – 1 year required**
The elective course may be drawn from any UC/CSU approved courses taken beyond the minimum requirements in the areas of A-F listed above.

COLLEGE APPLICATIONS

General Information	School 1	School 2	School 3	School 4	School 5
Location					
Rank information					
Web address					
Size					
Colleges and schools					
Other					
Applying	School 1	School 2	School 3	School 4	School 5
Admissions address					
Admissions telephone					
Contact person					
Application fee					
Date application due					
Send transcripts to					
Date application mailed					
Accepted?					
Accept or decline by date					
Other					
Requirements	School 1	School 2	School 3	School 4	School 5
SAT minimum score					
ACT minimum score					
Other standardized tests					
Grades					
Advanced placement (AP) scores?					
International Baccalaureate (IB) credit?					
Essay requirements					
Personal document requirements					
Resume requirements					
Community/volunteer work					
Other					
Finances	School 1	School 2	School 3	School 4	School 5
Yearly tuition (non-resident)	\$0	\$0	\$0	\$0	\$0
Books/supplies	\$0	\$0	\$0	\$0	\$0
Room and board	\$0	\$0	\$0	\$0	\$0
Transportation	\$0	\$0	\$0	\$0	\$0
Medical	\$0	\$0	\$0	\$0	\$0
Personal	\$0	\$0	\$0	\$0	\$0
Estimated total	\$0	\$0	\$0	\$0	\$0
Financial aid info					
Scholarship info					
Student employment info					
Financial aid office location					
Financial aid office telephone					
Other					
Non-Academic Student Activities					
Club sports I'm interested in					
Greek system?					
Other					
Campus Visits	School 1	School 2	School 3	School 4	School 5
When					
Contact Person					
Contact's phone number/e-mail					
Accommodations					
Surrounding Area	School 1	School 2	School 3	School 4	School 5
City, state					
Chamber of Commerce Web site					
Population					
Median income					
Average rental cost (2 bedrooms)					
Top 5 county employers					
Average weather					

Notes:

Ventura County Transition Project

GOING TO
COLLEGE

OR

THINKING ABOUT IT?

**Information for teens enrolled in special
education programs**



For more information about transition to
adult Life for students with disabilities go to
www.venturacountyselfpa.com/Transition

2003

COLLEGE FINDER

Go online, or use "*Going to College. . .or Thinking About It?*" (www.venturacountyselpa.com), to complete this activity.

List three colleges you are interested and for each, answer these questions:

Name of college _____

Location _____

How far is that from your home? _____

How would you get there? _____

How much would it cost per semester/quarter? _____

• Tuition _____

• Books _____

• Parking _____

Features/programs that you like _____

Name of college _____

Location _____

How far is that from your home? _____

How would you get there? _____

How much would it cost per semester/quarter? _____

• Tuition _____

• Books _____

• Parking _____

Features/programs that you like _____

Name of college _____

Location _____

How far is that from your home? _____

How would you get there? _____

How much would it cost per semester/quarter? _____

• Tuition _____

• Books _____

• Parking _____

Features/programs that you like _____

COLLEGE WORKSHEET

Using a copy of "*Going to College or Thinking About It?*" (available on the SELPA website www.venturacountyselpa.com), answer the following questions:

1. Who pays for books in college? (p. 2) _____
2. What are the name(s) of the degrees you'd get at a two-year college? (p. 4) _____
3. What is a "major"? (p. 11) _____
4. How many weeks in a "semester"? (p. 13) _____
5. How many years of Foreign Language are required for a 4-year college? (p. 18) _____
6. Are placement tests required at our local community colleges? (p. 24) _____

7. In what city is California State University Channel Islands located? (p. 26) _____
8. What is the name of the department at Moorpark College that serves students with disabilities? (p. 31) _____
9. Name a course at Ventura College that interests you (pp 41-42) _____
10. How much would books cost at a community college? (p. 51) _____
11. Must Pell Grants be repaid? (p. 53) _____
12. If you are over 18, is your parents' income considered for SSI? (p.54) _____
13. Name one source of financial aid for people with Learning Disabilities (p. 58) _____

14. Name three types of assistance available for students with disabilities (p. 60) _____

15. If you are considered to have a Learning Disability in high school, will you automatically be accepted as having a Learning Disability in college? (p. 62) _____

Preparing for Education After High School

Start to plan your future

- Think about your goals.
- Think about your values, interests, abilities.
- Talk to people about career opportunities.
- Read books about different careers.
- Ask questions about careers that interest you.
- Take high school courses that meet admission requirements for post secondary schools or colleges.
- List careers or occupations that interest you.
- Make a list of schools that might help you reach your goal.
- Think about where you want to live.

Gather Information

- Talk to people in your community.
- Try job shadowing.
- Conduct informational interviews.
- Find a mentor in your community.
- Try an interest inventory to match your talents and interests with careers.
- Write to professional organizations or companies for information.
- Volunteer or get a part-time job.
- Think about what kind of school will meet your needs.
- How would a 2 year or 4 year school help you reach your goals?
- Visit post secondary schools in your area to help you learn about your options.

Get financial aid information

- Talk to your guidance counselor about possible sources of aid.
- Get the correct need analysis form. Check with the schools that may interest you to find out which form each accepts.
- Get info on scholarships & grants:
 - Federal government programs
 - State programs
 - State and regional scholarships
 - Parents employers
 - Civic Organizations
- Make sure to check application deadlines!
- Do scholarship search on eureka.org.

Narrow your list of schools

- Decide what you want in a school. What schools have what you are looking for?

Arrange visits to schools that interest you

- Make appointments to meet with faculty, counselors, and admissions officers.
- Prepare questions.
- Practice interview techniques if you will be interviewing for admission or scholarships.

Narrow your list further

- Evaluate each school.
- Decide which schools best meet your needs.
- Cross off ones which don't meet your needs.



About Us

- 1 Before Beginning a FAFSA
- 2 Filling Out a FAFSA
- 3 FAFSA Follow-Up

Special Announcements

[Updated information available for the new TEACH grant.](#)

Looking for an early start on the financial aid process ?



You can use FAFSA4caster to learn about the financial aid process and get an early estimate of your eligibility for federal student aid.

[Link to FAFSA4caster](#)

[English](#) | [Español](#)

Federal Student Aid FAFSA

We have simplified the process of filling out the FAFSA. You can follow each section all of the way through for a comprehensive set of instructions.

1 Before Beginning a FAFSA	2 Filling Out a FAFSA	3 FAFSA Follow-Up
<p>Get organized! To simplify the application process, gather required documents and other information ahead of time.</p> <ul style="list-style-type: none"> ▪ Determine Your Dependency Status ▪ FAFSA on the Web Worksheet ▪ Search for School Codes ▪ Students & Parents Apply For a PIN ▪ Check Application Deadline Dates 	<p>Fill out the application! The FAFSA contains questions that ask about you, your financial information, your school plans, and more.</p> <ul style="list-style-type: none"> ▪ Fill Out Your FAFSA ▪ Open Your Saved FAFSA or Correction Application ▪ Sign Electronically With Your PIN 	<p>View your results online! You can check the status of your application, make corrections to a processed FAFSA, and get other information.</p> <ul style="list-style-type: none"> ▪ Check Status of a Submitted FAFSA or Print Signature Page ▪ Make Corrections to a Processed FAFSA ▪ Add or Delete a School Code ▪ View and Print Your Student Aid Report

FAFSA ALERTS:

FAFSA Deadlines:

Submit 2010-2011 FAFSA on the Web Applications by midnight Central Daylight time, June 30, 2011. [More»](#)

State deadlines are normally much earlier than Federal deadlines. To find your state's deadline, select [state deadlines](#).

Scheduled Maintenance:

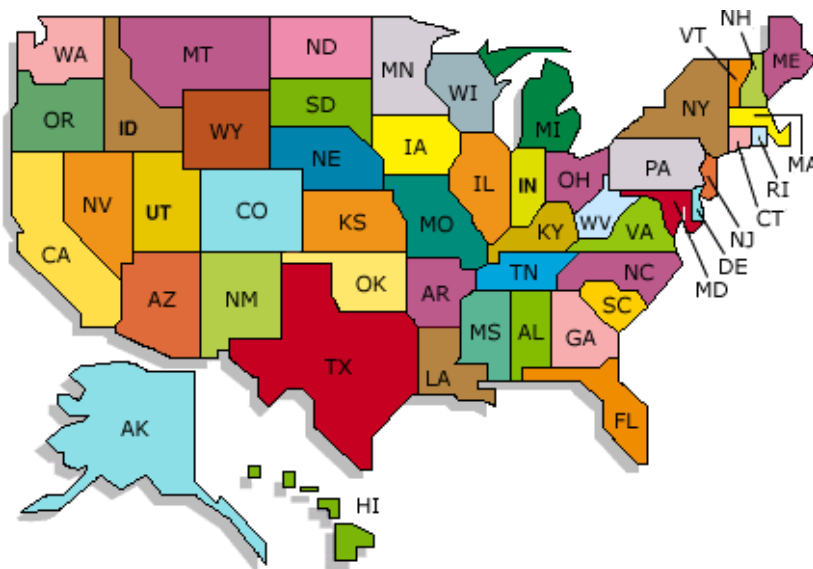
FAFSA on the Web will be unavailable every Sunday from 5 a.m. to 11 a.m. (Eastern Time). We apologize for any inconvenience this may cause. [More»](#)

Site Last Updated: Sunday, September 26, 2010



[Automotive](#) | [Electronics and HVAC](#) | [Healthcare](#) | [Paralegal](#) | [IT and Technology](#)
[Nursing](#) | [Cosmetology](#) | [Massage Therapy](#) | [Culinary](#) | [More Vocational Programs](#)

Find Vocational Schools by Clicking on a State:



RWM provides a database of Private Postsecondary Vocational Schools in all 50 states. It is organized first by [State](#), then by Training Occupation.

Included are private schools that offer certificates, diplomas, associate (junior college) degrees, and bachelor (college) degrees in various Business, Trade and Technical disciplines.

The RWM Vocational School database includes [Online](#) schools, including information on getting a [high school diploma online](#) from an accredited [online high school](#).

Training for an in-demand career is an investment in your economic future. Whether you want to work in the [electronics and HVAC](#) industry, or in an [automotive](#), [healthcare](#), [paralegal](#) or [IT technology](#) position, you'll find the courses and programs here that let you achieve your goals. Get the certification that tells potential employers they can hire you with confidence.

[Washington D.C. Trade Schools](#)

Canada: [Alberta Trade Schools](#), [British Columbia Trade Schools](#), [Manitoba Trade Schools](#), [Ontario Trade Schools](#), [Quebec Trade Schools](#)

Top U.S. Cities: [Atlanta Trade Schools](#), [Boston Trade Schools](#), [Chicago Trade Schools](#), [Dallas Trade Schools](#), [Houston Trade Schools](#), [Los Angeles Trade Schools](#), [New York City Trade Schools](#), [Philadelphia Trade Schools](#), [Phoenix Trade Schools](#), [San Francisco Trade Schools](#)

Top Vocational Schools



[Electrician](#)
[Medical Assistant](#)
[More...](#)



[Computer Drafting](#)
[Web Development](#)
[More...](#)



[PC Technician](#)
[CISCO Technician](#)
[More...](#)



[Automotive](#)
[Motorcycle Technician](#)
[More...](#)

Choosing a School

All the schools listed in the database are State Approved/Accredited. Accreditation is a voluntary process a school may request after State approval for two consecutive years. Accredited schools may offer federal financial aid such as Stafford and Perkins loans or Pell grants. Stafford loans require no financial qualification, Perkins loans are funded by the school at low interest rates, and Pell grants are heavily dependent on the student's financial situation. Contact the financial aid officer at the school to provide you with the necessary documents for student aid programs. Many student aid documents are now online.

Before choosing a school, review the content of the curriculum and meet with the school administrator and instructors, if possible. Ask about placement services and placement rates and for the names and telephone numbers of previous graduates. Talk to students presently in class. Previous students dissatisfied with the training offered may have contacted the State/Accrediting commission. Contact them and ask about recent complaints and how they were resolved. The school's catalog should have the address and telephone number of the

Featured Degree Programs:

- [Criminal Justice Schools in Charlotte, North Carolina](#)
 Explore criminal justice schools in Charlotte, North Carolina. Programs include police science, criminology and forensics. Get the training, certificate, diploma or degree you need to succeed today....[Read More](#)
- [Art and Design School in Charlotte, North Carolina](#)
 Find art and design schools in Charlotte, NC. Choose from a variety of programs including photography, fashion design, graphic design and much more. Earn a certificate, diploma or degree today....[Read More](#)
- [Culinary School in Charlotte](#)
 Do you have a passion for food? Choose from a variety of culinary related programs in Charlotte, NC. Programs include chef training, catering, restaurant management and more. Begin your culinary education today....[Read More](#)
- [Business Schools in Charlotte, NC](#)
 Explore business schools in Charlotte, North Carolina. Choose



Lost Your Job? Get help at these sites

- [mySkills myFuture](#)
- [Worker ReEmployment](#)
- [Census Worker ReEmployment](#)
- [Deepwater Response](#)

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State Job Banks

More Resources: [America's Career Infonet](#)



[Explore Careers](#) : [Salary + Benefits](#) : [Education + Training](#) : [Job Search](#) : [Resumes + Interviews](#) : [People + Places to Help](#)

[browse occupations](#) : [explore green careers](#) : [help a job seeker](#) : [salary info](#) : [write job descriptions](#) : [military transition](#) : [disaster recovery services](#)

Explore Careers

[Home](#) > [Career InfoNet](#) > [Career Tools](#) > Certification Finder
America's Career InfoNet

Certification Finder

- 1 [Start Over](#)
- 2 Certification Search Results
- 3 Next Steps

Get Started: Browse by Occupation

Browse and Select an Occupation

- + [Architecture and Engineering](#)
- + [Arts, Design, Entertainment, Sports, and Media](#)
- + [Building and Grounds Cleaning and Maintenance](#)
- + [Business and Financial Operations](#)
- + [Community and Social Services](#)
- + [Computer and Mathematical](#)
- + [Construction and Extraction](#)
- + [Education, Training, and Library](#)
- + [Farming, Fishing, and Forestry](#)
- + [Food Preparation and Serving Related](#)
- + [Healthcare Practitioners and Technical](#)
- + [Healthcare Support](#)
- + [Installation, Maintenance, and Repair](#)
- + [Legal](#)
- + [Life, Physical, and Social Science](#)
- + [Management](#)
- + [Office and Administrative Support](#)
- + [Personal Care and Service](#)
- + [Production](#)
- + [Protective Service](#)
- + [Sales and Related](#)
- + [Transportation and Material Moving](#)

related links:

[Certification Finder Help](#)
[Workforce Credentials Information Center](#)



CareerOneStop is sponsored by the U. S. Department of Labor,
Employment and Training Administration

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Find A School:

By Program
 Vocational Programs

By Location
 - Select a State -



Vocational Programs

Vocational programs provide education in a specific field or occupation. Programs usually last from one to two years. Many people who want to pursue a career in construction, HVAC, mechanics, the culinary arts, or a variety of other technical specialties can benefit from this type of degree program. Vocational programs tend to have a more hands-on focus, and prepare students for entering directly into the career field.

Related Careers

- [Automotive Technician](#)
- [Aviation Technology](#)
- [Cosmetology](#)
- [Culinary Arts](#)
- [Fire Science](#)
- [Welding](#)

Vocational Schools

Career Degrees

Vocational Programs

- Animal Training
- Autobody & Collision Repair
- Automotive Technology
- Aviation Technology
- Bldg. Maintenance/Tech
- Bridal Consulting
- Call Center Management
- Carpentry Science
- Child Day Care Management
- Construction Management
- Cosmetology/Esthetician
- Diesel Mechanic
- Electrician
- Electronics
- Fire Science
- Floral Design
- Gunsmithing
- Home Inspector
- Hospitality/Restaurant Mgt.
- HVAC
- Jewelry Design & Repair
- Landscape Design
- Locksmith
- Marine Mechanic
- Motorcycle Mechanic
- Pilot Training
- Plumbing Technology
- Spa & Resort Therapy
- Telecommunications Technician
- Tourism & Travel
- Tractor Trailer/CDL
- Truck Driving/CDL
- Welding

Search Programs Related to Vocational Programs

- Animal Training
- Automotive Technology
- Bldg. Maintenance/Tech
- Call Center Management
- Child Day Care Management
- Cosmetology/Esthetician
- Electrician
- Fire Science
- Gunsmithing
- HVAC
- Landscape Design
- Marine Mechanic
- Pilot Training
- Spa & Resort Therapy
- Tourism & Travel
- Truck Driving/CDL
- Autobody & Collision Repair
- Aviation Technology
- Bridal Consulting
- Carpentry Science
- Construction Management
- Diesel Mechanic
- Electronics
- Floral Design
- Home Inspector
- Jewelry Design & Repair
- Locksmith
- Motorcycle Mechanic
- Plumbing Technology
- Telecommunications Technician
- Tractor Trailer/CDL
- Welding

Search Vocational Programs Programs by Degree Level

- Associate Degree
- Bachelor Degree
- Masters Degree
- PhD Degree
- Certification

Schools Offering Vocational Programs

 <p>Request Information</p>	<h3>University of Phoenix - IT and Computer Science</h3> <ul style="list-style-type: none"> ▪ Telecommunications Technician ▪ ...View More Programs 	<p>» Accreditation, Financial Aid, More Information</p>
	<h3>Arizona Automotive Institute</h3> <ul style="list-style-type: none"> ▪ Automotive Technology ▪ Diesel Mechanic ▪ ...View More Programs ▪ HVAC ▪ Welding 	<p>» Accreditation, Financial</p>



I WANT TO . . .

- [Become an apprentice](#)
- [Find an apprenticeship program](#)
- [Train my employees through apprenticeship](#)
- [Contact DAS](#)
- [Attend an event/meeting](#)
- [Use apprentices on public works projects](#)
- [See if an apprentice is registered with the State of California](#)
- [I built it!](#)
- [Find out about the California Apprenticeship Council](#)
- [Become a certified electrician](#)
- [See how apprenticeship can change lives](#)

LINKS

- [California Apprenticeship Council](#)
- [California Labor & Workforce Development Agency](#)
- [Employment Development Department](#)
- [Federal Employment Training Administration](#)
- [State Personnel Board](#)
- [Federal grants for apprenticeship programs](#)
- [Nationwide apprenticeship programs](#)
- [Veterans' benefits](#)

Apprenticeship program information - search

[Description of apprenticeship programs](#) [Definitions used](#)

Search available apprenticeship programs by selecting a county and an occupation group

Data is current as of 11/22/2010

Disclaimer

The following listing of registered program sponsors does not necessarily signify they are taking applications for apprenticeship or employment. Program sponsors determine individually when they will take applications. Please contact program sponsors to check on open application periods.

Select a county	Ventura
Select an occupation	Surveyor

[More information](#)



Education Resource Organizations Directory

The Directory is intended to help you identify and contact organizations that provide information and assistance on a broad range of education-related topics.

Simple Search

AND



[Advanced Search](#)

Search the database by individual fields such as Title, Subject, Description, etc.

[State/Territory Search](#)

Find resource organizations in your state.

[Organizations By Type](#)

Listings by State and Region.

[What's in This Directory for Me?](#)

Description of the database.

[Organization Submittal Form](#)

Tell us about a new resource organization.

[Criteria for Inclusion](#)

Incorrect/Outdated Data?

[Contact Us.](#)

The Directory was last updated on May 13, 2010 and currently includes 2896 entries.

Each entry in the Directory is verified and updated at least annually.

The inclusion in EROD of organizations and links to their web sites is not intended to endorse any views expressed, or products or services offered, on these outside web sites, or the organizations sponsoring the sites.

TRAINING/EDUCATION GOALS

Date _____ Name _____

Within one year of exiting school I hope to be enrolled in _____

Within three years, I hope to be enrolled in _____

Career outcome that I hope to reach _____

Things I need to work on now to get there:

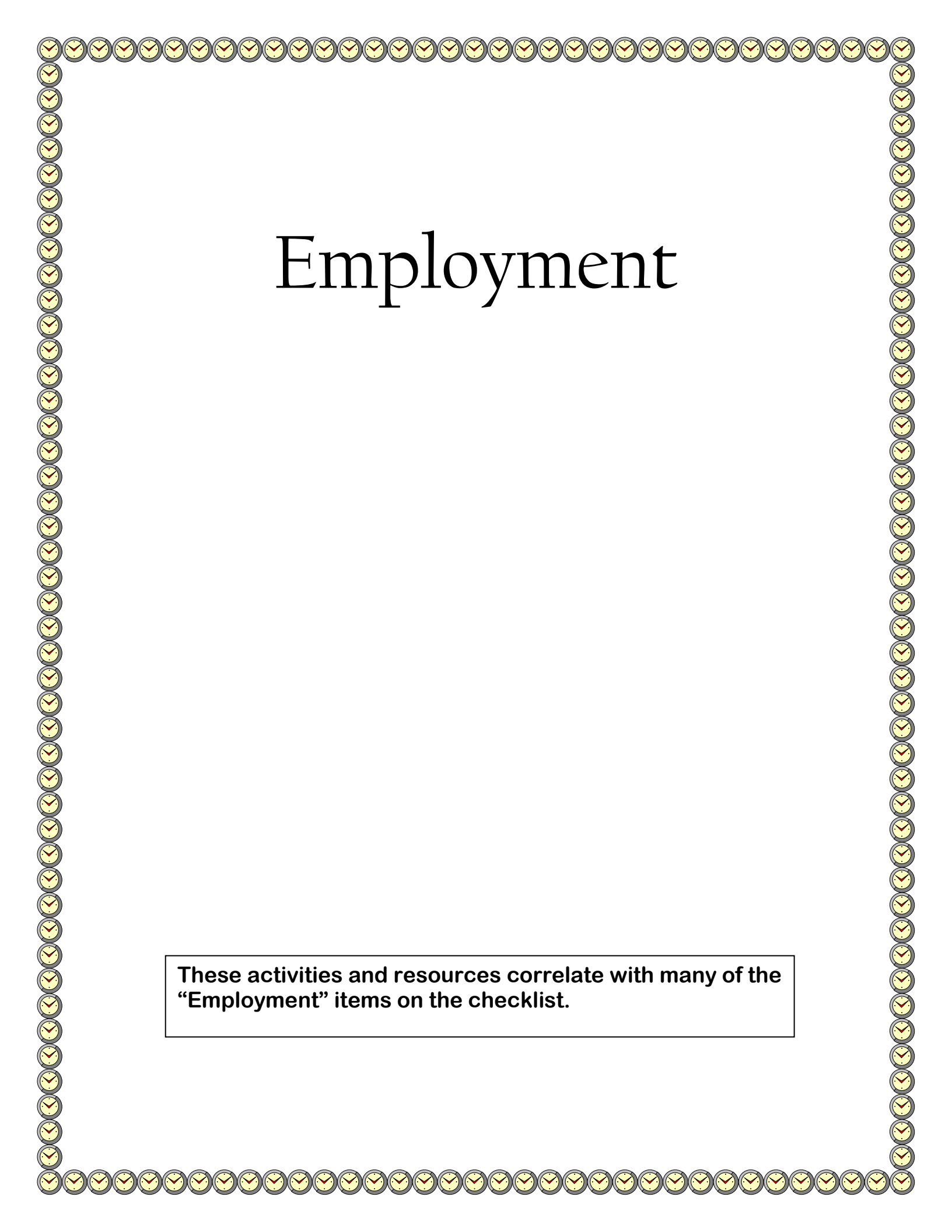
1. _____

2. _____

3. _____

4. _____

5. _____



Employment

These activities and resources correlate with many of the “Employment” items on the checklist.

CAREER INTEREST ACTIVITY

Career of Interest

Education and Training Needed

Annual Salary

Weekly Salary

Working Conditions (*five descriptions*)

Outlook for Future

Identifying Your Needs in a Career

So far, you have thought of some of your likes and dislikes based upon your past experiences. Now, in this exercise, think of the components of a career that must or must not be present in order to guarantee your own career satisfaction. This information will become a tool that will continue to guide you along the career exploration path. You may find that you will be referring back to this section as you engage in new experiences.

What do you need to be satisfied in a career?

What do you want in order to feel satisfied in a career?

What are the components/parts of a career that you must reject?

What aspects of a career would you like to steer away from?

CAREER RESEARCH

DIRECTIONS to CAREER SITE @ VENTURA COUNTY SELPA

Go to: www.venturacountyselpa.com

1. When the site comes up, look at the left hand column and go down to TRANSITIONS to ADULT LIFE. *Click*
2. on the right hand side of the page you will see Transition to Adult Life. Scroll down to RESOURCES for STUDENTS and *Click* on CAREER INTEREST ASSESSMENTS.
3. On the Career Interest Assessment page find ON-LINE LINKS & go down to CALIFORNIA CAREERS INFORMATION. *Click*
4. On the State of California californiacareers.info page, you will see pictures of students, educators and job and career seekers. Below them, *click* on the far left box labeled CA CAREER ZONE.
5. CALIFORNIA CAREER ZONE page: Inside the grey/blue box, you will see 3 vertical boxes. *Click* on the middle box – EXPLORE INDUSTRY SECTORS.
6. The Ca Career Zone Page has 3 license plates, *Click* on Flash.
7. On the Ca Career Zone Home page *Click* on EXPLORE INDUSTRY SECTORS.
8. Select the industry that interests you from the 24 sector boxes. *Click*.
9. This will take you to the occupation page for that particular industry sector. Select a job from the occupational list. Complete your JOB RESEARCH SHEET.

CAREER ZONE – JOB RESEARCH SHEET
Using Ventura County SELPA Career Site

INDUSTRY SECTOR _____

OCCUPATION _____

JOB DEFINITION:

INTERESTS: Explain why or why not the job interests match yours.

TASKS: List three job tasks you would enjoy performing.

1. _____

2. _____

3. _____

List three tasks you might NOT like doing.

1. _____

2. _____

3. _____

Do the positive job tasks outweigh the negative? Yes or No

SKILLS: Read the skills area carefully. Which skill do you feel is most important to master in order to do the job successfully?

Which skill would be the most challenging for you to perform?

KNOWLEDGE: List four of the areas of knowledge needed for this job.

1. _____

2. _____

3. _____

4. _____

EDUCATION: What formal training is needed in preparation for working in this occupation?

SCHOOL CLASSES: Which school class would you take to increase your knowledge or skills for this job?

WAGES: Entry level _____ Experienced Worker _____

OUTLOOK: Are there job openings? How many?

JOB OPENINGS: Pretend you are ready to go on a job hunt. Read the openings and select the job that interests you the most.

<u>Job Title</u>	<u>Company</u>	<u>Location</u>	<u>Date Posted</u>
------------------	----------------	-----------------	--------------------

SELF-EVALUATION: Write a paragraph explaining what personal characteristics you have that would make you successful at this job.

Occupational Information Student Worksheet

Identify educational requirements, salary, job description, and occupational outlook for six career areas that match your profile by completing the Occupational Information Worksheet. This will total six different worksheets.

Career: _____

Find out some information about your specific career choices. Make sure you find information in all these areas:

1. Salary (How much does this job pay on the average?)
2. Educational Requirements (What kind and how much education do you need for this type of career?)
3. Job Description (What do they do?)
4. Occupational Outlook (Are there any job openings for this career, what is the outlook?)
5. Personal Characteristics/Abilities Needed for this Career:

6. Advantages:

7. Disadvantages:

8. Working Conditions(inside, outside; lifting or not; hours; etc.):

9. Working Conditions Would I be suited to this job and consider it as a career possibility?

10. At least ONE address where I could find further information:



CAREER EXPLORATION WORKSHEET

Name: _____ Class of _____ Date _____

Occupation: _____ Minimum Education Level: _____


Brief Description:


Earnings (Yearly Average): _____


School Subjects Helpful in Preparing for this Occupation:

Related Occupations:

Related College Majors:

Return to the main menu and  on College Search

 Majors, highlight one of the majors above

 Display Colleges

List four colleges that support this major:



Do not judge the career suggestions. A suggestion may spark additional ideas of possible work environments or careers.

Career Poll

Take a poll of careers others can “see” you in. Ask four or more individuals (friend, family, significant other, your hairstylist, etc.) to suggest careers they think you might be interested in, good at, and/or would match you. For each career, ask why they suggested that occupation. Include your reactions to the suggestions. Such as: Are some a surprise? Why? Are you already considering some of them? Are there some you have never heard of? Are there some you want to learn more about? Etc.

➔ **INDIVIDUAL 1** – Their relationship to you: _____

Suggested Careers

Why Suggested

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Your Reactions: (See questions listed above) _____

➔ **INDIVIDUAL 2** – Their relationship to you: _____

Suggested Careers

Why Suggested

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Your Reactions: (See questions listed above) _____

➡ **INDIVIDUAL 3** – Their relationship to you: _____

Suggested Careers

Why Suggested

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Your Reactions: (See questions listed above) _____

➡ **INDIVIDUAL 4** – Their relationship to you: _____

Suggested Careers

Why Suggested

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Your Reactions: (See questions listed above) _____

Career Opportunities Worksheet

You will need the “classifieds” section for job openings from any newspaper for this exercise. Look over the job listing and circle/highlight any job that appeals to you. In addition, underline the part that caught your attention. Do this for the one day’s section and complete the following chart.

Career fields most often noted and the number of occurrences:

1. _____
2. _____
3. _____
4. _____
5. _____

Top skills you circled/highlighted and the number of occurrences:

1. _____
2. _____
3. _____
4. _____
5. _____

Work environment most often circled/highlighted:

1. _____
2. _____
3. _____
4. _____
5. _____

Additional factors circled/highlighted:

1. _____
2. _____
3. _____
4. _____
5. _____

Assess the information you listed and try to relate it to a possible career field for further research. You may seek a career counselor for help with this.

OCCUPATIONAL INTERESTS

Training Needed and Typical Job

- Science – Professional/Skilled**
Typical training: 2-4 or more years college, on-job-training
Typical Jobs: _____
- Technology – Professional**
Typical training: 2-4 years post-secondary or OJT
Typical jobs: electronics or mechanical engineer, pilot, tool designer, various specialized technicians in TV, print, health, environment, animals
- Technology – Skilled**
Typical training: apprentice, OJT, tech-school
Typical jobs: various trades such as mason, plumber, welder, mechanic, appliance repair, carpenter, truck driver
- Consumer Economics**
Typical training: apprentice, OJT, tech-school
Typical jobs: baker, cook, upholsterer, butcher, dry cleaner, tailor, child development specialist
- Outdoor**
Typical training: apprentice, OJT, tech-school
Typical jobs: landscaper, brush picker, farmer, fisherman, forester, tractor operator, dairy farmer
- Business – Professional/Skilled**
Typical training: 4 yrs college, tech-school, OJT
Typical jobs: _____
- Military**
 - Army Navy Air Force
 - Marines Coast Guard Nat'l Guard

- Clerical**
Typical training: OJT, tech-school
Typical jobs: cashier, bookkeeper, secretary, teller, receptionist, file clerk, stock clerk
- Communications**
Typical training: 4 or more years of college or OJT
Typical jobs: reporter, lawyer, writer, film editor, librarian
- Arts – Professional**
Typical training: 4 or more years of college or OJT
Typical jobs: actor, actress, dancer, musician, art instructor, clothes designer, gallery operator
- Arts – Skilled**
Typical training: apprentice, OJT, tech-school
Typical jobs: technical illustrator, camera operator, floral designer, sign painter, display artist, map maker
- Service – Professional**
Typical training: 4 or more years of college or OJT
Typical jobs: teacher, coach, physician, counselor, nurse, social worker, dentist, doctor
- Service – Skilled**
Typical training: apprentice, OJT, tech-school
Typical jobs: flight attendant, cosmetologist, mail carrier, security guard, bus driver, fire fighter, custodial worker, childcare, geriatric aide

RESUME WORKSHEET

Your name	
Your street address	Your city, state, zip code
Your area code and phone number	Your social security number

Employment Objective: *(You may use this sample objective or write your own.)*

My current objective is to work in a company where I can gain further knowledge in job skills as well as experience in a business environment.

Personal Characteristics: *(Circle six words which describes you best.)*

ambitious	diligent	helpful	patient
artistic	disciplined	humorous	perceptive
assertive	dynamic	imaginative	productive
careful	eager	independent	quick
cheerful	easy-going	industrious	reliable
committed	efficient	innovative	resourceful
confident	energetic	leader	responsible
conscientious	enterprising	methodical	sensitive
considerate	enthusiastic	motivated	serious
cooperative	flexible	open-minded	sincere
creative	friendly	orderly	strong
dedicated	goal directed	organized	thorough
dependable	good-natured	outgoing	truthful

Add your own words: _____

Specific Skills and Abilities: *(List any skills for which you have such as ROP, computer classes, apprenticeships, other special skills learned at previous work site.)*

Work Experience: *(List your most current job first.)*

<hr/> Start Date to End Date (Month/year - Month/Year)	<hr/> Name of Employer
	<hr/> Your Job Title
	<hr/> Activities You Performed
<hr/> Start Date to End Date (Month/year - Month/Year)	<hr/> Name of Employer
	<hr/> Your Job Title
	<hr/> Activities You Performed
<hr/> Start Date to End Date (Month/year - Month/Year)	<hr/> Name of Employer
	<hr/> Your Job Title
	<hr/> Activities You Performed

Education:

<hr/> Month and Year Graduating	<hr/> Name of High School
<hr/> Month and Year Graduating	<hr/> Name of School
	<hr/> Certificate/Degree Earned

Awards, Honors, etc:

<hr/>	<hr/>
<hr/>	<hr/>

References:

<hr/> Name of Previous Employment or Other	<hr/> Name School
<hr/> Person to Talk To (<i>Full Name</i>)	<hr/> Teacher to Talk To
<hr/> Street Address	<hr/> Street Address
<hr/> City, State, Zip	<hr/> City, State, Zip
<hr/> Area Code and Phone Number	<hr/> Area Code and Phone Number

RESUME SAMPLE

JAMES WEST

124 Main St
Thousand Oaks, CA 91360
(805) 555-1223
SS# 123-45-6789

EMPLOYMENT OBJECTIVE:

My current objective is to work in a local business where I can gain further knowledge in job skills as well as experiences in a business environment.

PERSONAL CHARACTERISTICS:

Dependable	Good Natured
Energetic	Cooperative
Dedicated	Goal-Directed

SPECIFIC SKILLS AND ABILITIES:

ROP Automotive Repair (1993)
CPR Certification (1995)

WORK EXPERIENCE:

Jan 95 to Present

Clerk/Automotive Department

K-Mart, Thousand Oaks

Carol Johnson, Supervisor

Duties: Assist customers, restock shelves, pricing, inventory control

Jun 93 to Jan 95

Counter Person

McDonalds, Newbury Park

Ralph Conners, Supervisor

Duties: took food orders, ran cash register, assembled food orders, cleaning as needed

Sept 92 to Jun 93

Independent Carrier

News Chronicle Newspaper

Thomas Cran, Supervisor

Duties: Delivered newspapers, collected payments, obtained new orders

EDUCATION

Westlake High School

Jun 96 Graduate

AWARDS, HONORS RECEIVED OR SPECIAL INTERESTS:

Football (92-96)

Honor Roll (93-94)

BMX Race – 2nd Place (1989)

Hobbies: Fixing old cars, surfing, music

REFERENCES:

Carol Johnson

K-Mart

1440 Hampshire Road, Thousand Oaks, CA 91362

(805) 555-1234

Joe Max

Westlake High School

101 Lakeview Cnyn., Westlake Village, CA 91361

(805) 555-2345

EMPLOYMENT APPLICATION

PERSONAL

Last Name	First	Middle	Date
Street Address			Home Phone #
City, State, Zip			Business Phone #
Have you previously applied for employment with us? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, Month and Year _____ Location _____			Social Security #
Position applying for:			Pay Expected
Are you available for full time work? <input type="checkbox"/> Yes <input type="checkbox"/> No If not, what hours will you work? _____			Will you work overtime if asked?
Do you have any friend or relatives working for us? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, name: _____			When can you start?
Is there anything which would keep you from performing the duties of this position: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what accommodations will you need? _____			
Are you legally eligible to work in the United States?			
Other special training or skills (languages, machine operation, etc.)			

EDUCATION

School	Name and Location	Course or Major	No. Years Completed	Did you graduate?	Degree or Diploma
High School					
College					
Business/Trade Technical					
Military					
Other training:					

Military	Did you ever serve in the Armed Forces? <input type="checkbox"/> Yes <input type="checkbox"/> No	If "yes", what Branch?
-----------------	--	------------------------

EMPLOYMENT HISTORY

Please give accurate complete full-time and part-time employment record. Start with your present or most recent employer.

1.

Company Name/Employer	Telephone ()
Address	Employed (Month/Year) From _____ to _____
Duties	Position
Reason for Leaving	Hourly Rate/Salary

2.

Company Name/Employer	Telephone ()
Address	Employed (Month/Year) From _____ to _____
Duties	Position
Reason for Leaving	Hourly Rate/Salary

3.

Company Name/Employer	Telephone ()
Address	Employed (Month/Year) From _____ to _____
Duties	Position
Reason for Leaving	Hourly Rate/Salary

4.

Company Name/Employer	Telephone ()
Address	Employed (Month/Year) From _____ to _____
Duties	Position
Reason for Leaving	Hourly Rate/Salary

May we contact the employers listed above? Yes No

REFERENCES

Give name, address and telephone number of three references who are not related to you and are not previous employers.

1.

2.

3.

SPECIAL SKILLS AND QUALIFICATIONS

Summarize special job related skills and qualifications from employment of other experience.

Job-Related Social Skills **by Marjorie Montague & Kathryn Lund**

Disabilities:

LH, AD/HD, Autism

Level:

Ages 15-20 yrs.

Description of program:

A curriculum that focuses on 18 job-related social skills. The reproducible lessons could be used to address IEP transition goals and activities

Setting:

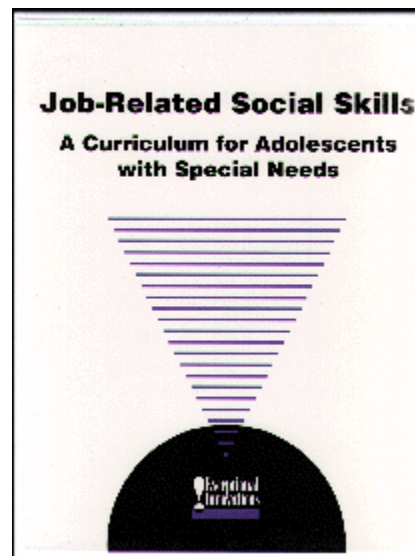
Large group, small group or individual

Publisher:

Thinking Publications
POB 163
Eau Claire WI 54702
800-225-4769
www.thinkingpublications.com

Cost:

\$75.00



Social Skills on the Job

Disabilities:

All

Level:

High School; Adult

Description of program:

Video vignettes & software. Includes topics:

- Introductions
- Greeting authorities
- Getting to work on time
- Knowing who to ask for help
- Dealing with employer criticism

Setting:

Video-large group

Software-individual

Other issues regarding program:

Could be used with non-readers

Publisher:

AGS Publishing
www.agsnet.com

Cost:

\$299.95 (Mac or Windows)



Interview Guide

You can get a great deal of valuable information about the world of work from people employed in various occupations. To identify employed individuals who may be able to supply you with current, comprehensive career information, begin with those persons most easily accessible to you: your family, friends, co-workers, school and other resources.

REMEMBER:

You are not asking for a job.

You have the right and responsibility to yourself to seek information from those who can help you.

Prepare yourself for the information interview by learning as much as you can about the field and the person you will be interviewing.

Prepare a list of questions you want to ask.

Be prepared to take notes during the interview.

Express interest and appreciation.

Who did you interview?

Where do they work?

What is his/her career?

STANDARD INFORMATION INTERVIEW QUESTIONS:

How would you characterize this career? (Competitive, conservative, rapidly changing, stressful, etc.)

What are your predictions for the future for this career? Is it expanding?

Are qualified workers needed in this field? Where is the greatest need?

What is the potential income for this career? What is the typical starting salary range?

What is a typical day/week like in your job?

What do you like most about your job? What do you like least?

If you were hiring someone for this job, what kind of person would you hire? What skills and personal attributes are most important? What qualifications would a person need?

How did you get into this career? What was your career path?

What personal advice would you give to someone wanting to enter and advance in this career field?

What education or training is required? What courses/major should a person choose? What schools are best to attend?

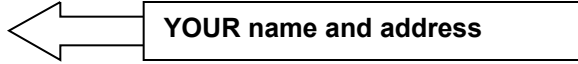
What are typical mistakes people make that prevent advancement in this career?

FEEL FREE TO MAKE UP YOUR OWN QUESTIONS. BE SURE TO MAKE NOTES OF ANSWERS GIVEN.

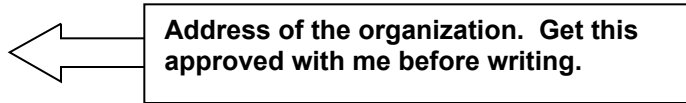
Notes on interview:

Sample Business Letter

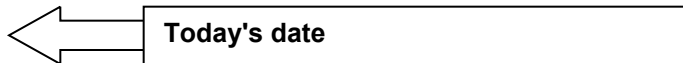
Sue Surgeon
987 Hemistat Lane
Sterile, NE 99999



National Association of Nurses
123 Getwell Drive
Miami, FL 00000



July 6, 2000

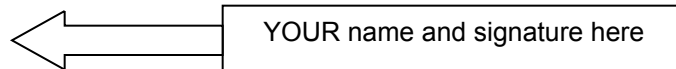


To Whom It May Concern:

In our 9th grade English course, we are researching careers. I am very interested in nursing careers and would like more information about the profession. Please send me any information you have available to the above address.

Thank you in advance for your attention to this request.

Sincerely,



Sue Surgeon

**Use a business font. 12 or 14 pt.
Run spell check.
Print two – one to send and one to turn**

EMPLOYMENT GOALS

Date _____ Name _____

I have taken a career interest test, and a test to look at my skills and abilities. . .

At this point, I am interested in jobs in the following areas:

Things that I will need to learn to do, or accomplish, to get to that/those jobs are:

1. _____
2. _____
3. _____
4. _____
5. _____



Assessment Tools

ADOLESCENT AUTONOMY CHECKLIST

SKILLS AT HOME	CAN DO ALREADY	NEEDS PRACTICE	PLAN TO START	ACCOMPLISHED
Kitchen:				
Operate appliances (<i>cook top, oven, microwave, toaster, dishwasher</i>)				
Use common kitchen tools (<i>can opener, bottle opener, knife, measuring cups and spoons, grater, timer, egg beater, ice cream scoop</i>)				
Help plan and prepare meals				
Follow a recipe				
Put away the leftovers				
Set the table				
Do the dishes				
Familiarity with contents of packaged foods				
Laundry:				
Put dirty clothes in hamper				
Sort clothes				
Use washer and dryer				
Iron				
Hand wash				
Fold clothes				
Put clothes away				
With the family:				
Watch TV news and discuss together				
Help take care of siblings				
Participate in family decisions				
Plan family outing				
Take care of pets				
Housekeeping				
Clean Room				
Make the bed/change the bed				
Choose decorations for room				
Minor repairs (<i>change light bulbs, repair or assemble toys</i>)				
Take out the trash				
Basic sewing/mending skills				

ADOLESCENT AUTONOMY CHECKLIST (*CONTINUED*)

SKILLS AT HOME	CAN DO ALREADY	NEEDS PRACTICE	PLAN TO START	ACCOMPLISHED
Gardening:				
Plant a garden				
Mow/water the lawn				
Weed the garden				
Learn appropriate use of garden tools				
Emergency:				
Plan fire exits and emergency procedures				
Know where candles and flashlights are				
Use a fire extinguisher				
Know how to turn water off				
Know community emergency telephone numbers				
Know where extra house key is located				
Unclog the sink or toilet				
Personal Skills:				
Use the phone				
Have a house key				
Budget allowance				
Go shopping				
Have privacy in the bathroom				
Manage personal grooming (<i>shampoo, bath, shower</i>)				
Get a haircut				
Choose appropriate clothes to wear				
Health Care Skills:				
Understand health status				
Be aware of existence of medical records, diagnosis information, etc.				
Prepare questions from doctors, nurses, therapists				
Respond to questions from doctors, nurses, therapists				
Know medications and what they're for				
Get a prescription refilled				

ADOLESCENT AUTONOMY CHECKLIST (*CONTINUED*)

SKILLS AT HOME	CAN DO ALREADY	NEEDS PRACTICE	PLAN TO START	ACCOMPLISHED
Health Care Skills (<i>continued</i>):				
Keep a calendar of doctor, dentist appointments				
Know height, weight, birthdate				
Learn how to read a thermometer				
Know health emergency telephone number				
Know medical coverage numbers				
Obtain sex education materials/birth control if indicated				
Discuss role in health maintenance				
Have a genetic counseling if appropriate				
Discuss drugs and alcohol with family				
Make contact with appropriate community advocacy organization				
Take care of own menstrual needs and keep a record of monthly periods				
Community Skills:				
Get around the city (<i>pedestrian skills, asking directions</i>)				
Use public transportation (<i>taxi, bus, etc.</i>)				
Locate bathroom in unfamiliar building (<i>i.e. know how to ask</i>)				
Know about neighborhood stores and services				
Use a pay phone				
Use a phone book				
Open a bank account				
Get a library card				
Get a picture ID				
Get a Social Security Card				
Use Post Office				
Volunteer for community services				
Leisure Time Skills:				
Help plan a party				
Invite a friend over				
Subscribe to a magazine				
Read a book				

ADOLESCENT AUTONOMY CHECKLIST (*CONTINUED*)

SKILLS AT HOME	CAN DO ALREADY	NEEDS PRACTICE	PLAN TO START	ACCOMPLISHED
Leisure Time Skills (<i>continued</i>):				
Plan a TV viewing schedule				
Go for a walk				
Join the Scouts, YMCA/YWCA, 4-H Club				
Go to a recreation center				
Go to camp				
Attend school functions (<i>plays, dances, concerts, sports</i>)				
Go to Church				
Keep a calendar of events				
Participate in a sport				
Skills for the Future- Education:				
Meet with school Guidance Counselor				
Check future educational options				
Vocational/Technical Options				
Contact school Guidance or DVR Counselor				
Check on local workshops/job opportunities				
Find out about apprentice programs				
Get information from community colleges				
Learn how to apply for a job				
Living Arrangements:				
Be aware of federal housing regulations for the disabled				
Explore group homes and tenant support apartment living programs				
Find out about financial assistance programs				
Learn how to manage money and budget household expenses				
Understand leases				
Know the responsibilities of a tenant and landlord				
Know how to fill out an application				
Check for wheelchair accessibility if needed				
Look into transportation				

Developed by the Youth in Transition Project (1984-1987) University of Washington Division of Adolescent Medicine and based on a Model developed by the Children's Rehabilitation Center at the University of Virginia.

**WORK BASED PROJECT LEARNER
COMPETENCY ASSESSMENT PLAN
WORKPLACE ESSENTIAL SKILLS**

Student Name: _____ Date Enrolled: _____

Completed By: _____ Date: _____

Objectives to be Completed	Objective #	Objective The participant will be able to	Verification Method
√	1	Read written workplace documents in order to acquire information.	
√	2	Follow directions provided in written format.	
√	3	Use oral communication skills in order to provide or acquire information.	
√	4	Understand and apply a problem solving process in the work environment.	
√	5	Fill in or complete information requested on work forms.	
√	6	Apply appropriate discussion techniques in group or a team meeting.	
√	7	Use basic arithmetic operations needed to complete a workplace task.	
√	8	Demonstrate work habits appropriate for successful job performance.	
	9	Explore reasons for working.	
	10	Make a career plan.	
	11	Gather information about jobs and careers.	
	12	Assess skills, experiences, and interests.	
	13	Use want ads and job postings to find out about available jobs.	
	14	Make the job search your job.	
	15	Explore the application process.	
	16	Understand how employers screen job seekers.	
	17	Complete job application forms.	
	18	Understand the purposes of resumes and learning how to write one.	
	19	Learn how to decide if a job is right for you.	
	20	Compare job opportunities.	

Objectives to be Completed	Objective #	Objective The participant will be able to	Verification Method
	21	Understand the interview process.	
	22	Prepare for an interview.	
	23	Learn appropriate ways to follow up after an interview.	
	24	Understand an employer's expectations.	
	25	Explore what it means to be work-ready.	
	26	Set goals that will help succeed on the job.	
	27	Explore safety issues in the workplace.	
	28	Learn about safety procedures on the job.	
	29	Learn how to protect themselves and co-workers from danger.	
	30	Explore ways to learn on the job.	
	31	Take responsibility for own training and for the other requirements of a new job.	
	32	Learn how to use training and feedback opportunities to advance career.	
	33	Express himself clearly and listen actively.	
	34	Understand and use nonverbal clues.	
	35	Prevent and solve problems through communication.	
	36	Learn ways to communicate well with co-workers.	
	37	Learn ways to communicate well with supervisors.	
	38	Apply methods of resolving conflicts with others.	
	39	Learn to do work as part of a team.	
	40	Solve problems as a team member.	
	41	Act as part of an effective team.	
	42	Understand how satisfied customers benefit you and your business.	
	43	Learn ways to meet customers' needs.	
	44	Solve problems with difficult customers.	
	45	Write accurately and clearly.	

Objectives to be Completed	Objective #	Objective The participant will be able to	Verification Method
	46	Write for a purpose and an audience.	
	47	Use the “right words”.	
	48	Write information clearly and accurately.	
	49	Fill out forms accurately and completely.	
	50	Use charts effectively.	
	51	Plan written communications with a purpose and audience in mind.	
	52	Organize and write first drafts.	
	53	Write, proofread, and distribute final drafts.	
	54	Recognize the purpose for which something was written and the purpose for reading it.	
	55	Adjust the way you read to match your purpose for reading.	
	56	Use strategies to help understand what has been read.	
	57	Understand how to read forms and determine their purpose.	
	58	Understand how to read charts and determine their purpose.	
	59	Complete and interpret forms and charts.	
	60	Read written instructions—skim, read each step slowly, and check for understanding.	
	61	Interpret pictorial instructions—recognize their form, use key features, and summarize them.	
	62	Follow instructions—study them, get clarification if needed, and understand the consequences of not following them.	
	63	Understand the purpose and organization of memos, reports, and references.	
	64	Find the information you need by skimming, scanning, and using additional sources.	
	65	Use workplace references to complete job tasks and solve problems.	
	66	Read and compare place values.	

Objectives to be Completed	Objective #	Objective The participant will be able to	Verification Method
	67	Sort and group numbers and use patterns.	
	68	Estimate by using round numbers.	
	69	Add and subtract numbers.	
	70	Multiply and divide numbers.	
	71	Estimate with lead digits and compatible pairs, and to check work done with a calculator.	
	72	Understand and use decimals.	
	73	Understand and use fractions.	
	74	Understand and use ratios, proportions, and percents.	
	75	Measure using the English system and calculate with English measurements.	
	76	Measure using the metric system and calculate with metric measurements.	
	77	Choose formulas and use them to solve problems with measurements.	
	78	Read bar graphs, circle graphs, line graphs, and spreadsheets.	
	79	Draw conclusions based on data.	
	80	Make predictions based on data.	
	81	Find averages of groups of numbers.	
	82		
	83		
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	85		
	86		
	87		
	88		



Skills Inventory

Check those skill areas you are good at, those you enjoy using, and those you plan to develop or strengthen.

	Good/ Capable of	Enjoy using	Develop/ Strengthen
Working with People			
•Advising, counseling, interviewing	_____	_____	_____
•Assisting, protecting, providing physical care	_____	_____	_____
•Coordinating work w/ others	_____	_____	_____
•Persuading, negotiating, selling	_____	_____	_____
•Supervising, directing, assessing	_____	_____	_____
•Training, instructing	_____	_____	_____
Working with Hands or Equipment			
•Designing equipment, developing systems	_____	_____	_____
•Doing precision work	_____	_____	_____
•Drafting, drawing	_____	_____	_____
•Installing, setting up, constructing	_____	_____	_____
•Maintaining, inspecting, repairing	_____	_____	_____
•Operating machines or equipment	_____	_____	_____
•Using tools, measuring	_____	_____	_____
Communicating			
•Explaining, answering questions	_____	_____	_____
•Extensive reading, active listening	_____	_____	_____
•Following written and oral instructions	_____	_____	_____
•Making presentations	_____	_____	_____
•Public speaking, broadcasting, entertaining	_____	_____	_____
•Writing, preparing reports	_____	_____	_____
Organizing Information			
•Analyzing, interpreting, evaluating	_____	_____	_____
•Developing ideas	_____	_____	_____
•Gathering information, conducting research	_____	_____	_____
•Keeping records, cataloguing	_____	_____	_____
•Making diagrams	_____	_____	_____
•Planning, making decisions	_____	_____	_____
Working with Math			
•Analyzing numerical data	_____	_____	_____
•Calculating, computing, applying formulas	_____	_____	_____
•Developing budgets	_____	_____	_____
•Mathematical reasoning	_____	_____	_____
Special Activities			
•Attention to detail	_____	_____	_____
•Managing time/resources	_____	_____	_____
•Memorizing	_____	_____	_____
•Performing, creating art	_____	_____	_____
•Quick thinking	_____	_____	_____
•Spatial visualization	_____	_____	_____



Identify Your Skills Through Success Stories

STEP #1: Think about an accomplishment that you are proud of and **enjoyed** achieving. It may be related to school (getting an A in a difficult class), work (being chosen as employee of the month), community (helping build a house through Habitat For Humanity), or personal (helping a friend or family member solve a problem).

Describe this accomplishment below. Be sure to address the following:

- steps you took to achieve this accomplishment
- hurdles or obstacles you had to overcome and how you got past them
- aspects that were most satisfying
- why this was an accomplishment for you

STEP #2: What skills did you use to accomplish this task successfully? Use the Skill Categories and Lists handout (found at www.uwm.edu/Dept/CDC/cdc_tools.html) to identify 10 transferable and/or personal/miscellaneous skills.

10 Transferable and/or Personal/Miscellaneous Skills

STEP #3: Repeat this exercise with five accomplishment stories. Identify which skills are being used most often. Consider making an appointment with a CDC counselor to discuss how your skills relate to your own career development.



Transferable Skills

414.288.7423 ■ career.services@marquette.edu ■ www.marquette.edu/csc ■ Holthusen Hall, 1st floor

Transferable, functional skills are required in many different work situations. They are built into your liberal arts education and are valued by employers. A bit of reflection will allow you to see that your courses, research projects, college work experience, extracurricular activities, internships and field study experiences have all been instrumental in providing you with skills that employers value. If asked in a job interview how your education has prepared you for a specific job, you can be ready with some good answers if you think about it beforehand. Take a look at the list below and determine which of these transferable skills you have developed.

Planning and Organizational Skills

- Meet deadlines and manage time effectively
- Work under time and environmental pressures
- Successfully juggle multiple demands (school and work)
- Identify and prioritize things to be accomplished
- Assess needs
- Develop goals for self and/or an organization
- Work effectively with organization members
- Follow up with others to evaluate progress of tasks
- Stick to a difficult endeavor and see it through to completion (4 years of college)

Critical Thinking Skills

- Quickly and accurately identify the key issues when making a decision or solving a problem
- Identify general principles that explain data or human behavior
- Examine assumptions underlying analyses or conclusions
- Recognize interrelationships in information obtained from diverse sources
- Use facts to judge validity of theories
- Create innovative solutions to complex problems
- Critically evaluate theories and research and apply the results to solve problems

Human Relations and Interpersonal Skills

- Maintain group cooperation and support
- Keep a group on track when working towards a goal
- Interact and work effectively with peers, superiors and subordinates
- Interact with and appreciate people from diverse cultural, social, ethnic and religious backgrounds
- Communicate effectively and sensitively in both individual and group situations
- Teach a skill, concept or principle to others
- Leadership skills
- Demonstrate effective social behavior in a variety of settings and circumstances
- Effectively collaborate with others to complete projects or reach goals
- Delegate tasks and responsibilities
- Ability to work on a team on diverse assignments

Oral and Written Communication Skills

- Organize and present ideas effectively for formal and spontaneous speeches
- Effectively participate in group discussions and brainstorm ideas
- Debate issues while respecting the opinions of others
- Read and condense large amounts of material
- Write reports clearly, grammatically, concisely, objectively, convincingly and in appropriate format
- Write and speak effectively in a foreign language
- Delivered verbal presentations clearly and persuasively
- Express and defend ideas in a clear, objective, non-dogmatic manner
- Effectively utilize campus resources for public relations
- Use various media to present ideas effectively and/or imaginatively
- Possess courteous telephone skills

Research and Investigation Skills

- Use a variety of sources of information to research problems or answers to questions
- Conduct literature searches on _____.
- Develop a new research question(s)
- Apply a variety of research methods to test the validity of data
- Design and experiment, plan or model that systematically defines a problem
- Construct, administer and interpret questionnaires or surveys
- Ethically recruit and treat research subjects
- Select appropriate statistical tests for the analysis of research
- Analyze and interpret statistical data.
- Interpret qualitative and quantitative data
- Use computers or laboratory equipment to assist with research
- Select, administer, score, and interpret various psychological tests or assessments
- Deal effectively with financial, temporal, and personnel constraints on research

Computer Skills

- Use computer software to prepare reports, graphs, brochures, etc and to conduct research
- Internet research and e-mail skills
- Computer programming skills
- Webpage and website design skills

Personal Skills

- Define and explain ethical behavior and practice it in difficult situations
- Take initiative in job related duties
- Tolerance for stress and ambiguity
- Demonstrate flexibility and ability to handle change
- Recognize the value of life long learning and seeks professional development opportunities
- Identify personal values and apply them when making decisions
- Ability & motivation to develop knowledge and skills in expanding job responsibilities

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New economy organizations value liberal arts education because general skills can better prepare the student for changing economic conditions than pre-professional courses. Liberal arts curricula (i.e., fields including English, literature, social, physical, and natural sciences) offer a competitive edge for job seekers in the current information-based economy. It is important for the student to supplement his/her core liberal arts skills with proficiencies in research design, data analysis, computer applications, and general areas of business. The student should take a variety of courses that uniquely position him/her in the job market in order to become more competitive in today's economy.

<u>New Economy Skills</u>	<u>Courses for Enhancing New Economy Skills</u>
<p>Core Liberal Arts Skills</p> <ul style="list-style-type: none"> ▪ Written Communication ▪ Oral Communication ▪ Creativity ▪ Critical Thinking ▪ Theoretical Thinking 	<p>Core Liberal Arts Skills</p> <p>Traditional liberal arts courses with written and oral components. Courses in history, English, and communications may be particularly beneficial. Philosophy and political theory classes can develop theoretical thinking.</p>
<p>Research Design Skills</p> <ul style="list-style-type: none"> ▪ Data Collection ▪ Hypothesis Development ▪ Questionnaire Development ▪ Issues of Validity and Reliability 	<p>Research Design Skills</p> <p>Social science-related courses. Research design skills are usually covered in the first semester of a two-semester research sequence.</p>
<p>Data Analysis Skills</p> <ul style="list-style-type: none"> ▪ Quantitative Analysis ▪ Qualitative Analysis ▪ Descriptive Statistics ▪ Hypothesis Testing ▪ Cross tabular Analysis ▪ Bivariate Statistics ▪ Multivariate Statistics 	<p>Data Analysis Skills</p> <p>Applied statistics courses and discipline-specific social science data analysis courses. Courses in policy analysis may also be beneficial.</p>
<p>Computer Application Skills</p> <ul style="list-style-type: none"> ▪ Spreadsheet Applications ▪ Social Science Statistical Software ▪ Geographic Information Systems Software 	<p>Computer Application Skills</p> <p>Social science statistical analysis courses, computer information system courses, and geography or public administration courses for geographic information system skills.</p>
<p>General Business Skills</p> <ul style="list-style-type: none"> ▪ Accounting ▪ Finance ▪ Management 	<p>General Business Skills</p> <p>Basic business courses. Public administration courses for public sector accounting, management, and finance.</p>

Knotts, H. Gibbs. (2002, Spring). Rethinking Liberal Arts Skills in the New Economy. *NACADA Journal*, 22 (1), 26-31.

More Transition Assessments

Independent Living

- Brigance TSI – independent living, employability and post secondary
- Social Responsiveness Scale (SRS) up to 18 years old
- Child Behavioral Checklist (CBCL) up to 18 years old
- Scales of Independent Behavior Rev. (SIB-R) thru 81+ years
- TEACCH Transition Assessment Profile (TTAP) – leisure skills, functional communication, interpersonal behavior
- Informal Assessments for Transition – independent living and community participation
- Rubrics for Transition I: for higher functioning students – attitude, responsibility, interaction with others, habits of wellness
- Rubrics for Transition III: transition skills
- Adolescent Autonomy (AHTP) Checklist
Checklist – Skills at home

Healthcare skills

Community skills

Leisure skills

Skills for the future

- Community Access Skills Summary (CASAS)
- Basic Independent Living Skills Summary (B-ILSS)
- Nelson Education
- Responsibility and Independence
- Scale for Adolescents

Training/Education

- TEACCH Transition Assessment Profile (TTAP) – vocational skills, vocational behavior
- Education Characteristics to Consider when Choosing...

Employment

- Aviator 3 – Valpar
- Magellan – Valpar
- VCAT – Valpar
- Brigance – Employability Skills Inventory
- Career Key Inventory
- Minnesota Careers Assessment
- New York Career Zone
- The Princeton Review Career Quiz
- ASVAB – match to occupation
- Brigance – Transition
- PAES – generalized skills, interest, aptitude
- SCANS Assessment
- CBM



Transition Counseling Worksheet

This Counseling Worksheet can be used to prepare the student to participate in the Transition Portion of the IEP meeting. The “Teacher’s Guide” version can be used for first-time teacher users with prompts for lead in statements provided. More experienced teachers can use the stand-alone “Student Interview Worksheet” without prompts.

Either version should result in a completed “Student Input for the Transition Portion of the IEP” worksheet to be brought by the student to the meeting.

Ventura County SELPA
www.venturacountyselpa.com
Transition Counseling Worksheet
(To be used with the “Student Input to the Transition Portion of the IEP”
Worksheet, if appropriate for the student)
TEACHER’S GUIDE

Annotated Version
(with prompts
for new users)

OPENING: (Ideas for what to say) *I am talking with you today because we have your IEP coming up on _____.* Now that you are getting close to becoming an adult, it is important that the things we do in school help you to reach your dreams and goals for who and what you want to be and do in your life.. I want you to be as honest as you can, so together we can come up with a plan that you feel is best for you.

1) SELF AWARENESS/SELF ADVOCACY: (Ideas for what to say) *It is important that all of us have a good understanding of who we are as people, both our strengths and our weaknesses. This helps us to make decisions about the things that we want to do with our lives, and also to understand how to ask for help or support if we need it. Those of us with a disability need to be knowledgeable about it and able to tell people what we need.*

How do you see yourself as a person/student/worker? What are your strengths and what do you feel are your weaknesses (things that are hard for you)?

What is the disability that makes you eligible for Special Education services? Can you describe it? What are the challenges (If any)?

What are the supports that you need to help you, in school, at home, other places (if any)?

Do you ask for help and supports if needed? _____

What are the things you need to work on to help you be a better self-advocate for yourself:

___ Nothing, I think I’m fine (or):

-
-
-

Note to Case Manager: There are many worksheets and tools in the Transition Portfolio under “Self Advocacy,” as well as the SELPA website, under “Transition/Resources for Students/Self Advocacy” for activities to work on in this area. There are also Goals (and related probes) in the IEP Goals Bank under “Transition/Self Advocacy.”

2) INDEPENDENT LIVING: (Ideas for what to say) *It is important that you have an idea of where and how you plan to live once you are out of school. It is ok to have a short term goal for right after leaving school (college dorms, parents' home, etc) as well as a long term goal for when you are "fully adult."*

Where do you see yourself living shortly after you leave school?

Where do you see yourself living 4-5 years after leaving school?

What things do you need to find out/learn/work on in order to achieve your long range goal?

___ Nothing, I'm all set (or):

-
-
-

Note to Case Manager: There are many activities for independent living skills (bills, apartments, budgets, etc) in the Transition Portfolio Guide under "Independent Living" as well as tools for assessing skills on the website under "Transition/Resources for Students/Independent Living." In addition, there are Goals (and related Probes) in the IEP Goals Bank under "Independent Living."

3) CAREER/VOCATIONAL: (Ideas for what to say) *Everyone should leave school with ideas for careers that they would like to have as an adult. Part of what we are going to do together is to help you decide the kinds of careers you might like to have, and to consider how your strengths and weaknesses will fit those career ideas. It's ok if you change your ideas more than once while you are in school. That's what school is for, to help you figure out what you might want to do.*

(Review with student the career interest test(s) they've taken and the results.)

Career Interests Tests taken:

Month/Year:

Career Interests Results: _____

What career(s) are you interested in at this time?

What is it about that/those careers that you like?

(Review with student the career skills test(s) they've taken and the results.)

Career Skills Tests Taken:

Month/Year:

Areas of Strength: _____

Areas of Need: _____

At this time, does it seem as if your strengths and skills are suited for your career interest? _____

(If yes) What are the things do you need to work on/learn to help you get there?

-
-
-

You may skip ahead to # 4.

(If no) Are there other careers in your career cluster that seem interesting to you? (and/or)

Are there other careers that are also of interest to you? (and/or)

Do you have a "back up" career in case your first choice does not work out?

If you are not sure, what are some of the things that you could do to explore more about careers:

-
-
-

Note to Case Manager: There are many Career Exploration as well as Aptitude and Skills Assessment tools in the Transition Portfolio Guide under "Career/Vocational" as well as the SELPA Website under "Transition/Resources for Students/Career Interests and Career Aptitudes/Skills." In addition, there are Goals (and related Probes) in the Goals Bank of the IEP Software under "Transition/Career Exploration."

(If the student wants to continue to work toward his/her career goal, despite a current gap between interests and skills:)

What are the areas that you need to work on in order to be ready for your career goal?

-
-
-

4) EDUCATION/TRAINING: (Ideas for what to say): *Now that you have an idea of what career(s) you have in mind, we also need to think about what kind of additional training or education you may need to be qualified for that career. If you plan well, you will have a certificate or degree which makes you much more likely to get the career that you want.*

Does your career require college? _____

Are you planning to go to college? _____

(If yes) Which one? _____

(If student knows which college)

What kinds of things do you need to work on in order to get you ready for that college?

___ Nothing, I'm all set (or):

-
-
-

(If the student does not know about college, or which one to go to:)

What kinds of things do you need to learn/do to have a better idea about college?

-
-
-

Note to Case Manager: There are many college exploration tools and activities in the Transition Portfolio Guide under "Education" as well as the SELPA website under "Transition/Resources for Students/Education." In addition, there are many activities in the SELPA booklet, "Going to College....or Thinking About it?" located on the SELPA webpage under "SELPA Publications, A-Z." In addition, there are many college Goals (and related Probes) in the IEP Goals Bank under "Transition/Education."

(Whether or not the student is planning on going to college)

Does your career require a vocational certificate or degree? _____

(If yes) Which one? _____

(If student has a vocational training program in mind)

What do you need to work on in order to get you ready for that program?

___ Nothing, I'm all set (or):

-
-
-

(If the student does not know about vocational training programs for his/her career)

What are the things you need to learn/find out about vocational training programs?

-
-
-

Note to Case Manager: There are many goals in the IEP Goals Bank under "Transition." Remember that all the goals are correlated to the items on the SCANS assessment, to help you and the student to find areas to work on to help prepare him/her for their career goal(s). Some Goals will look like regular academic goals, but with a vocational focus (such as reading instructions, taking a phone message, making change, or reading bus schedules). Other goals will be specific to work related skills (such as customer service or problem solving).

Transition goals may be written for one year, or shorter, as appropriate. Goals that require ongoing instruction and practice would be written for one year. However, a

goal to “explore five careers of interest and write a paper about them” or “visit the community college and enroll in the Disabled Students Program” may be accomplished within a semester or shorter.

Remember that all Transition Goals should be reported on with Progress Reports just as any other goal. If there are other persons responsible for implementing the goals, (WorkAbility Specialist, Work Experience Educator, ROP Instructor, School Counselor, parents) it is still the responsibility of the Case Manager to collect data on outcomes for making the Progress Report. All of the Transition Goals in the IEP Software Goals Bank have Probes that can be used as documentation of attainment of the Transition Goals.

After completing this interview with the student, work with him/her to select priorities for inclusion in the IEP. Have him/her record them (if capable) on the “Student Input for Transition Portion of the IEP Worksheet” and bring to the IEP so s/he can inform the team of the areas in the IEP.

Ventura County SELPA
www.venturacountyselpa.com

“Student Input for the Transition Portion of the IEP” Worksheet

Student _____
Age _____ Years left in school _____
Special Education Case Manager _____
Date(s) of Counseling _____

After talking with my Case Manager, my family, and other trusted adults, here are my ideas for my adult life, and the things I would like to work on to help me get there.

Independent Living:

(Put your long range living goal)

Within ____ years of leaving school, I hope to be living in _____

To help me get to that goal, I need to work on:

____ Nothing, I am all set (or):

-
-

Training and/or Education:

Within ____ years of leaving school I hope to be enrolled in _____,

(or) I don't plan to attend college or a training program ____.

To help me find out more about colleges and training programs, or to get my goal, I need to work on:

____ Nothing, I'm all set (or):

-
-

Employment:

Within ____ years of leaving school I hope to be employed as a _____

Career Cluster _____

(If applicable) Other careers in that cluster that I am also interested in:

(And/Or) If my first choice doesn't work out, my other career choice is:

To help me to find out more about careers or to reach my career goal I need to work on:

____ Nothing, I'm all set (or):

-
-

Thanks for being at my IEP today. I appreciate all the help that I can get to help me reach my goals.



Case Manager Checklist

This checklist will assist the special education case manager to remember to consider necessary steps for transition for their diploma – bound students with autism.

Ventura County Transition Project

TEACHER'S CHECKLIST

FOR POST-SCHOOL TRANSITION PLANNING

Before the meeting:

- Did you work with the student prior to the IEP meeting to assist him/her in articulation of his/her dreams and goals? (*career assessments and transition counseling*)
- Did you prepare the student to participate in the IEP meeting?
- If the student has a Transition Portfolio, did you work with him/her to put in evidence of career activities?
- Did you invite the student to the IEP meeting?
- Have you informed the student (*prior to the 17th birthday*) that all special education rights will transfer to him/her at 18?
- Did you reach out to other agencies as appropriate to attend or give input? (*see page 3 of Exit Summary for local agencies*)

During the meeting:





- Did you make every effort to keep the meeting positive and student-focused while the student was present, assisting him/her in speaking up for him/her self?
- If the student has a Transition Portfolio, did you encourage him/her to share it with the team to demonstrate career interests and activities?
- If the student was not able to attend, did you bring documentation of his/her dreams/goals for Post-Secondary outcomes?
- Did you note the dreams and goals under Post-Secondary outcomes on the transition page?
- Did you develop Post-Secondary outcomes in the areas of Training/ Education & Employment, and if appropriate Independent Living?
- Did you note the "*Course of Study*" and is the course of study reflected in the entire IEP through schedule, services, goals and objectives, and accommodations, and did you indicate any specific courses needed for the desired Post-Secondary outcomes?
- Did you write at least two Annual Goals related to transition?
- Did you note at least 2 transition services to support the goals?
- Did you note activities, location and person responsible for the services?
- Did you note any Related Services that the student may need in order to accomplish transition activities? (*i.e. speech and language, transportation*)
- Did you note any needed agency referrals?
- If an agency representative was unable to attend, did you note their input and how it was obtained?

After the meeting:

- Did you report progress on transition goals along with all other IEP goals?
- Did you continue to "check in" with student on transition outcomes, and provide opportunities for Career Exploration and/or try out if appropriate?

Provided by: Ventura County Transition Project
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farnerco@vcoe.org

TRANSITION MATERIALS AVAILABLE FOR TEACHERS AT SELPA- ALL ON OUR WEBSITE AT www.venturacountyselfpa.com

-  "A Parent's Guide to Transition Planning" brochure (English and Spanish)
-  "Going to College... or Thinking About it"
-  "A Teacher's Guide for Transition Portfolios"
-  "Adult Services Resource Directory"

And visit our website for "Transition to Adult Life" for many other resources!

Available for free to secondary teachers (also available to families) Call (805) 437-1560

REVISED 11/24/10