


# Transition in FCPS

Career and Transition Services (CTS)

Fairfax County Family Services  
- Disability Services Board Presentation  
June 10, 2024




# CTS Website




## Career and Transition Services

Successful transition to a variety of post-secondary options is achieved through a continuum of instructional and access to community resources.




### Academy Support Services

Providing the assistance necessary to enable students with special needs to successfully participate in academy classes.




### Career Assessment Services

Secondary students receiving special education or alternative education services can participate in any career assessment service.




### Davis Career Center

One of two Fairfax County Public Schools centers that provides career and employment skills instruction to students with disabilities.




### Education for Employment for the Office (EFEO)

Following a sufficient and appropriate amount of classroom instruction, 2750 students participate in community work sites, performing office tasks.




### Employment and Transition Services

Facilitating students' transition to post-secondary options through resources and supports to youth, staff, parents, and the community.




### Job Coach Services

Job coaches assist students who have the potential for independent employment, but need individualized, short-term, on-the-job support and training to succeed.




### Pulley Career Center

One of two Fairfax County Public Schools centers that provides career and employment skills instruction to students with disabilities.



### STEP

A collaborative effort among FCPS staff and businesses in Fairfax County to provide students aged 18 to 22 with employment training in real work settings.




### Transition Planning

Planning for the transition from school to post-school options is a critical part of a student's Individual Education Program (IEP) process in the middle and high school years.



<https://www.fcps.edu/academics/academic-overview/special-education-instruction/career-and-transition-services>

[→](#) [↺](#) [🏠](#) [⚙️](#) <https://www.fcps.edu/form/transition-toolkit->

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# Transition Toolkit for Families


A resource to help understand the transition planning process.


 العربية (Arabic)


 English (English)

 español (Spanish)

 한국어 (Korean)

 اردو (Urdu)

 Tiếng Việt (Vietnamese)

 中文 (Chinese)



## ***Transition Tool Kit For Families***

A GUIDE TO HELP FAMILIES UNDERSTAND THE  
TRANSITION PLANNING PROCESS

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Instructional Services Department  
Office of Counseling and College and Career Readiness  
Career and Transition Services



# Agenda

1. What is Transition?
2. Transition Planning in FCPS
3. Overview of Career and Transition Services (CTS)
4. Student Participation
5. Resources



# Agenda

## 1. What is Transition?

2. Transition Planning in FCPS
3. Overview of Career and Transition Services (CTS)
4. Student Participation
5. Resources



# IDEA: TRANSITION IS...

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



# Virginia Transition Requirements

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

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

# Agenda

1. What is Transition?

## 2. Transition Planning in FCPS

3. Overview of Career and Transition Services (CTS)

4. Student Participation

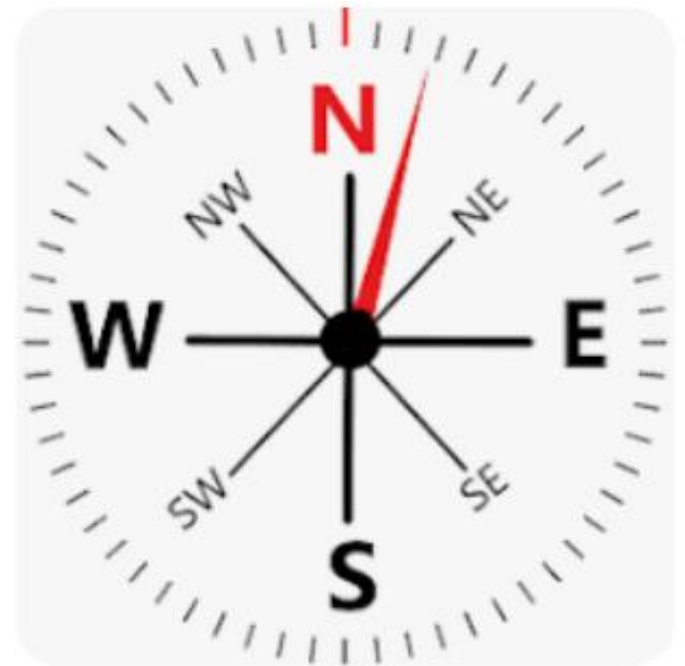
5. Resources





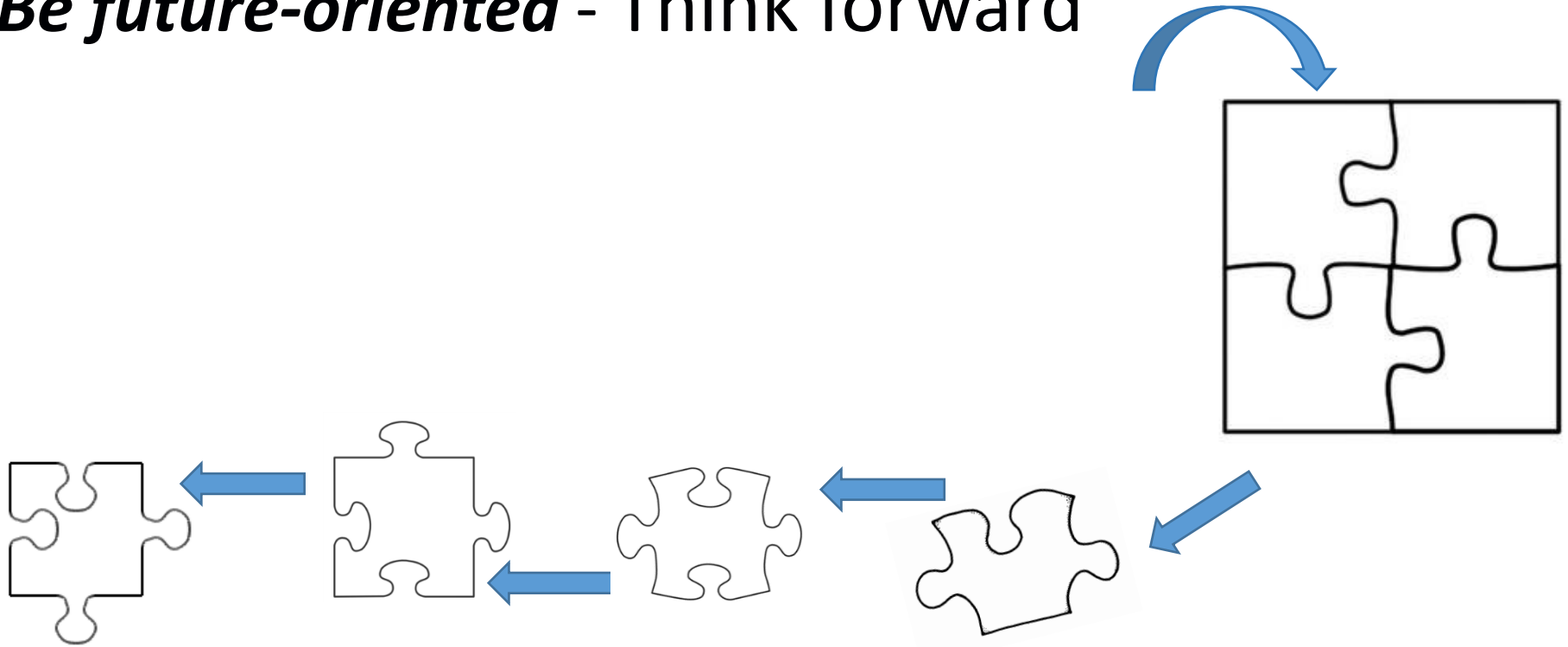
# OUR JOB . . .to help students find the answers to these questions:

- Who am I?
- Where am I going?
- How will I get there?



# Backward Planning

***Be future-oriented*** - Think forward



Work Backward

# Backward Planning in Action

**CONFIDENTIAL** Fairfax County Public Schools **DRAFT UNTIL IEP IS SIGNED**

**Transition Goals**  
Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Date of meeting \_\_\_\_\_

★ Anticipated Graduation Year \_\_\_\_\_ ★ Anticipated Diploma(s) \_\_\_\_\_

Does the IEP team need to consider the Credit Accommodations to graduate with Standard Diploma? (If yes complete the Credit Accommodations Eligibility Form) ☐ Yes ☐ No

**Credit Accommodations Participation:**  
The student will participate in the following Credit Accommodations for a Standard diploma:

☐ Substitute Assessment ☐ Locally Awarded Verified Credit (LAVC)  
☐ VMAST (EOC English: Reading Only) ☐ Division of Minimum Coursework ☐ Other \_\_\_\_\_

**Student Participation in Transition Planning**

\_\_\_\_\_ I have participated in drafting my Transition Plan. All parts include my interests and preferences.  
Student's Initials \_\_\_\_\_

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be addended in \_\_\_\_\_ days to include the student's interests, preferences, and goals.

☐ Principal Designee Confirmation

**Transition Assessment Information** related to training, education, employment, and, where appropriate, independent living.  
Check off assessment information reviewed for this IEP on the left and summarize results on the right.

<input type="checkbox"/> Comprehensive Career Assessment <input type="checkbox"/> Career Scope <input type="checkbox"/> Career Snapshots <input type="checkbox"/> Most recent reevaluation information <input type="checkbox"/> Standardized Assessment _____ <input type="checkbox"/> Grades <input type="checkbox"/> Classroom assessments <input type="checkbox"/> Interest inventory <input type="checkbox"/> Class based Career Assessments <input type="checkbox"/> Job coach reports <input type="checkbox"/> Work experience <input type="checkbox"/> Situational assessment <input type="checkbox"/> Career Portfolio review <input type="checkbox"/> Interview <input type="checkbox"/> Observation <input type="checkbox"/> Other _____	<b>Interests:</b> _____ <b>Strengths/Capabilities:</b> _____ <b>Career Goal:</b> _____
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Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.

IEP 303 (12/18) Transition Goals Page 1 page \_\_\_\_ of \_\_\_\_

**CONFIDENTIAL** Fairfax County Public Schools **DRAFT UNTIL IEP IS SIGNED**

**Individualized Education Program**  
**Transition Goals (continued)**

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Date of meeting \_\_\_\_\_

**Measurable Postsecondary Goals:** consider assessment information and develop corresponding postsecondary goals for education, training, employment and, where appropriate, independent living. ★

Postsecondary Education: After high school, I will  
 \_\_\_\_\_

Postsecondary Training: After high school, I will  
 \_\_\_\_\_

Postsecondary Employment: After high school, I will  
 \_\_\_\_\_

Postsecondary Independent Living: After high school, I will  
 \_\_\_\_\_

**Transition Objectives:** Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will _____ Self Advocacy (SA): I will _____ Independent Living (IL): I will _____	How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
		C	SA	IL
	Classroom Participation			
	Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Classwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Criterion Referenced Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Norm-Referenced Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Special Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Test and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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IEP 303 (12/18) Transition Goals Page 2 page \_\_\_\_ of \_\_\_\_



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Department of Special Services  
Individualized Education ProgramDRAFT UNTIL IEP  
IS SIGNED

## Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first

Student Name \_\_\_\_\_ ID # \_\_\_\_\_ Date of IEP Meeting \_\_\_\_\_

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore" "Select"

- ☐ ☐ Career or College Guidance
- ☐ ☐ Academy Support Services
- ☐ ☐ Career Assessment (time-limited)
- ☐ ☐ Work Awareness & Transition (WAT)
- ☐ ☐ Job Coach Services (time-limited)
- ☐ ☐ Employment and Transition Services (ETR)
- ☐ ☐ Education for Employment for the Office (formerly OTP)
- ☐ ☐ Special Education Career Center
- ☐ ☐ Community Work Experience
- ☐ ☐ Career or College Related Course(s)/Experiences:
- ☐ ☐ Other \_\_\_\_\_

☐ Yes ☐ No Post-Secondary Services were discussed. If yes, document discussion on the Present Level Performance page 309. Once a signed Permission for Release of Information is obtained, a referral will be submitted for:

- ☐ Virginia Department of Aging and Rehabilitative Services (DARS)
- ☐ Postsecondary Education Rehabilitation Training (PERT)
- ☐ Fairfax-Falls Church Community Services Board: Intellectual Disabilities Services (CSB-DD)
- ☐ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)
- ☐ Virginia Department for the Blind and Vision Impaired (DBVI)
- ☐ Other: \_\_\_\_\_

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching age of 18 have been explained.

☐ Student received brochure ☐ Parent received brochure

## Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in \_\_\_\_\_. At this time, this student will meet all Fairfax County Public Schools and Commonwealth of Virginia requirements for a standard or advanced studies diploma. Awarding of such diploma will terminate all special education and related services for this student in Fairfax County Public Schools.

This statement does not apply to students who receive an applied studies diploma.

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

IEP 304 (4/18) Transition Services

Transition Services  
page (IEP-304)

Transition Service	Information
<b>Career and College Guidance</b>	Provided by School Counseling, Career Center specialist, ETR, and case manager about future plans and courses, transition, and employment issues
<b>Academy Support Services</b>	Each academy has a support team to help students with IEPs successfully complete course requirements
<b>Career Assessment</b>	<b>FCPS offers several types of career assessment:</b> <i>Comprehensive</i> – in-depth assessment for up to six days at Woodson and Mt. Vernon Assessment centers <i>Targeted</i> – conducted over two days to reduce the time out of the regular course schedule while still providing adequate time to obtain critical information needed for effective postsecondary planning <i>Career Scope</i> – 2-hour individualized assessment for juniors and seniors at high schools <i>Career Snapshot</i> – group assessments of career interests and preferences in collaboration with high school (HS) career centers
<b>Work Awareness and Transition (WAT)</b>	Elective course combining career exploration and introduction to work experience <ul style="list-style-type: none"> <li>HS course includes community work experience</li> <li>Middle school (MS) course may include school-based work experience</li> </ul>
<b>Job Coach Services</b>	Short-term support for students transitioning to independent work <ul style="list-style-type: none"> <li>Services can also be requested if problems arise on a job</li> <li>Available to FCPS HS students with IEPs</li> </ul>
<b>Employment and Transition Services (ETR)</b>	Transition resource contact at each HS <ul style="list-style-type: none"> <li>Help with job seeking, job maintenance, and planning for the future (priority – grades 11-12)</li> <li>Available to all FCPS HS students with IEPs</li> </ul>
<b>Referral to Postsecondary Education Rehabilitation Transition (PERT)</b>	A 5-10 day residential evaluation at Wilson Workforce Rehabilitation Center, Fishersville, VA, of vocational, leisure, and independent living skills. Students must be at least 16 years of age and meet PERT and DARS eligibility criteria; acceptance is determined by PERT.
<b>Education for Employment for the Office (EFEO)</b>	Elective HS course combining Microsoft Office and Google Apps skills instruction and work experience at local businesses <ul style="list-style-type: none"> <li>4 locations in the county</li> <li>EFEO teachers will provide input for IEP goals and objectives</li> </ul>
<b>Special Education Career Center</b>	Specialized career independent living skills instruction for students aged 18-22

# Transition Services Page (IEP-304)



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Department of Special Services  
Individualized Education Program

DRAFT UNTIL IEP  
IS SIGNED

## Transition Services

Completed

Student Name

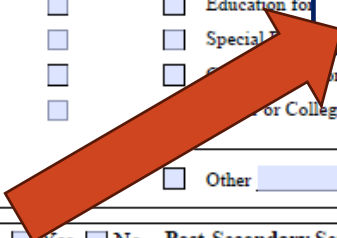
School Services Discussed and Consented to by Student's Input

"Explore" "Select"

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Career or College                          |
| <input type="checkbox"/> | <input type="checkbox"/> | Academy Support                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Career Assessment                          |
| <input type="checkbox"/> | <input type="checkbox"/> | Work Awareness                             |
| <input type="checkbox"/> | <input type="checkbox"/> | Job Coach Services                         |
| <input type="checkbox"/> | <input type="checkbox"/> | Employment                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | Education for                              |
| <input type="checkbox"/> | <input type="checkbox"/> | Special                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | Work Experience                            |
| <input type="checkbox"/> | <input type="checkbox"/> | For College Related Course(s)/Experiences: |

Once a signed Permission for Release of Information is obtained, a referral will be submitted for:

- ☐ Virginia Department of Aging and Rehabilitative Services (DARS)
- ☐ Post Secondary Education Rehabilitation Training (PERT)
- ☐ Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)
- ☐ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)
- ☐ Virginia Department for the Blind and Vision Impaired (DBVI)
- ☐ Other:



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# The Transition Plan Drives the IEP

Identification of **Interests, Preferences, Strengths, and Needs**  
using **Age-Appropriate** Transition Assessments



*Appropriate, Measurable, **Postsecondary*** Goals



Transition Objectives

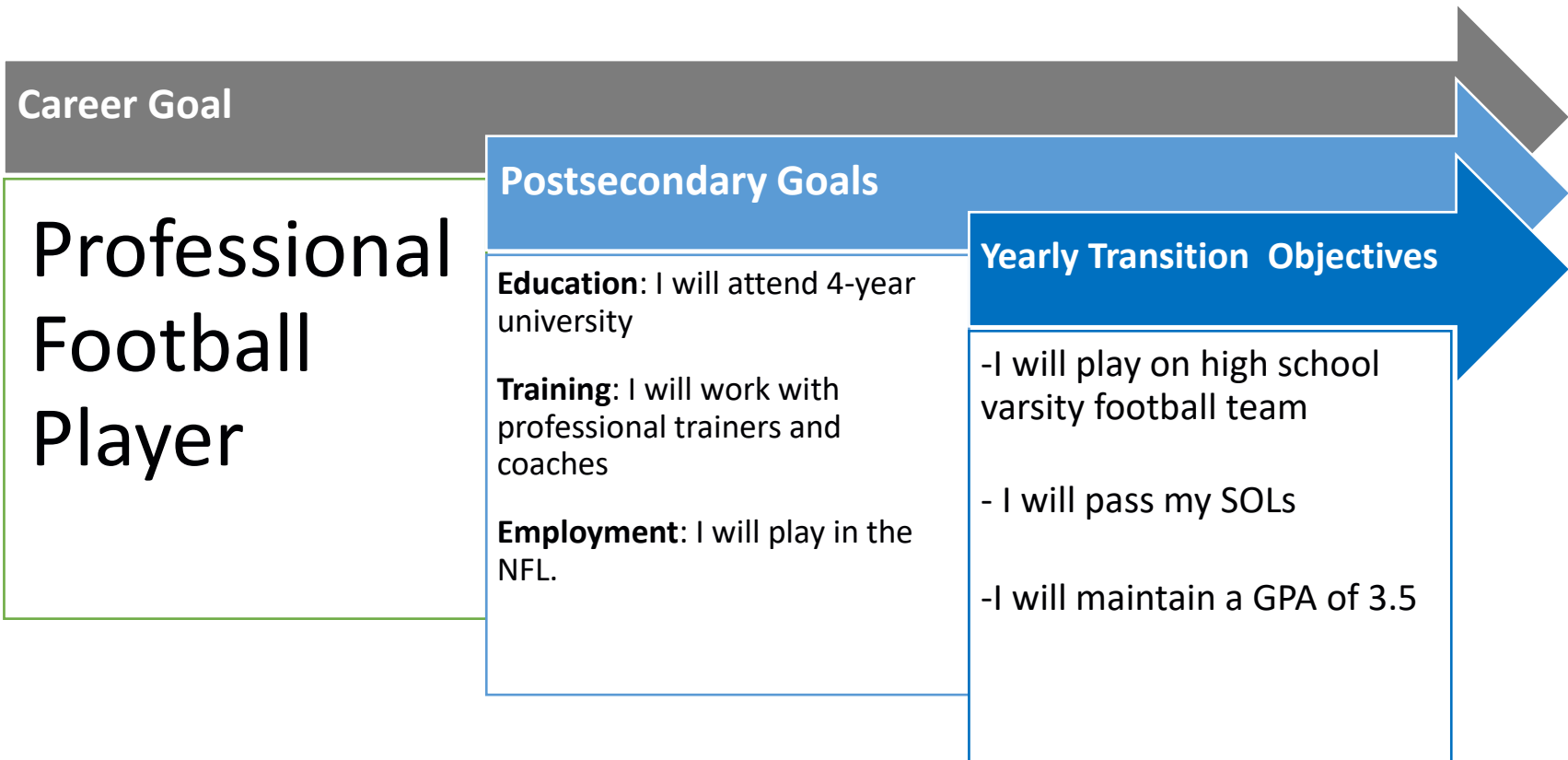


Annual Goals and Short Term Objectives (Area of Need)

# Backward Planning in Action

Coordinated planning = successful transition

9<sup>th</sup> grade:



# THE TRANSITION PLAN SHOULD DRIVE THE DEVELOPMENT OF THE IEP.





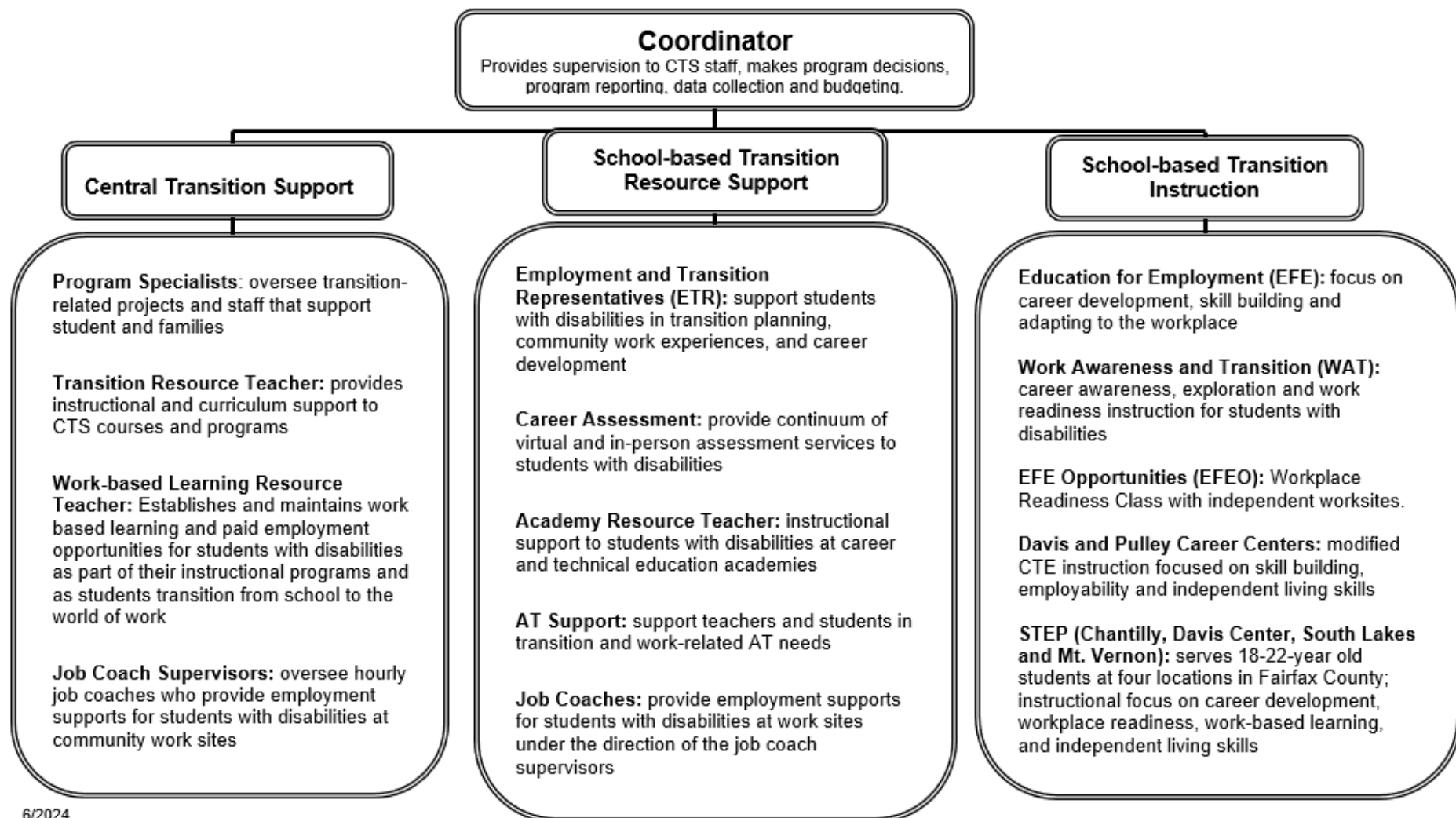
# Agenda

1. What is Transition?
2. Transition Planning in FCPS
3. Overview of Career and Transition Services (CTS)
4. Student Participation
5. Resources



## Office of Counseling and Career and College Readiness Career and Transition Services

Career and Transition Services is committed to providing a range of student focused, coordinated activities and supports including career assessment; interdisciplinary and collaborative instruction related to career/technical education; parent/family involvement; as well as interagency and community partnerships. Through these coordinated efforts, Career and Transition Services helps students with a range of disabilities develop essential skills for further education and training, employment, self-determination, and independent living.



# CTS Assessment Services

## **Career Assessment (in the lab)**

Students experience hands-on standardized work samples at the Mt. Vernon or Woodson Assessment Center lab designed to explore and identify interests, strengths, abilities, and areas of development to be utilized in course planning, postsecondary opportunities, as well as linkages to adult service providers.

## **Virtual Career Exploration Experience (VCEE) Assessment**

Students explore a career interest or career cluster pathway in depth using MECA Learning Assessment Programs (LAP). The student will need a computer and to be in a location (at home/school) that is free from distractions. There are 57 LAP career areas for students to choose from. Each LAP addresses entry-level, mid-level, and advanced-level skills required for each career area.

## **CareerScope**

This assessment option can be completed virtually or in-person (in school). The student will need a computer and to be in a location that is free from distractions. This computer career assessment provides information regarding a student's aptitudes and interests. Assessment is available in English or Spanish. The student will receive an official CareerScope report.

## **Situational Observation**

Situational Observations can help determine a student's preferences and the level of support needed for a student to work independently on a job site. Students complete work tasks in an authentic work setting in the community. After the observation, a report will be generated and will provide information about the student's ability to function in a Community Work Experience (CWE).

## **PERT (Postsecondary Education Rehabilitation Transition) Assessment**

The Virginia Department for Aging and Rehabilitative Services (DARS) offers a comprehensive assessment each year to a limited number of students who are at least 16 years of age and are 2.5 years from graduation through PERT (Postsecondary Education Rehabilitation Transition). Students have the opportunity to live in a campus-like setting for an initial 5-day assessment at the Wilson Workforce Rehabilitation Center (WWRC) in Fishersville, Virginia. Areas assessed include vocational strengths and abilities, independent living skills, and social and interpersonal skills. If recommended, students may return for supplemental follow-up assessments. Referrals for PERT are coordinated through the ETR, and participants are chosen by a selection committee.

# Academy Resource Teachers (ART)

In CTE courses, students learn technical applications of an occupation while preparing for higher education or entry-level employment. Advanced technical and specialized elective courses are available at the career academies located at: Chantilly HS, Edison HS, Fairfax HS, Falls Church HS, Marshall HS, West Potomac HS

**ARTs assist students with disabilities in receiving the accommodations they need for success.**



Career and Technical  
Education (CTE)

# Career-Related Special Education Elective Courses and Programs

## **[FCPS Course Catalog \(link\)](#)**

- **[Career Preparation \(Career Prep\)](#): (789861)**
- **[Education for Employment \(EFE\)](#): (908561)**
- **[Education for Employment Opportunities \(EFEO\)](#): (908551)**
- **[Professional Photo Studio](#): (860781)**
- **[Work Awareness and Transition \(WAT\)](#): (907161)**
- **[Work Awareness and Transition \(WAT\) – Middle School](#): (907060)**

## [Course Competencies \(link\)](#)

### Education for Employment I (Development) (9085) 36 weeks

#### **Demonstrating Personal Qualities and Abilities**

- |   |          |  |
|---|----------|--|
| 1 | Required | Demonstrate creativity and innovation.             |
| 2 | Required | Demonstrate critical thinking and problem solving. |
| 3 | Required | Demonstrate initiative and self-direction.         |
| 4 | Required | Demonstrate integrity.                             |
| 5 | Required | Demonstrate work ethic.                            |

#### **Demonstrating Interpersonal Skills**

- |    |          |  |
|----|----------|--|
| 6  | Required | Demonstrate conflict-resolution skills.    |
| 7  | Required | Demonstrate listening and speaking skills. |
| 8  | Required | Demonstrate respect for diversity.         |
| 9  | Required | Demonstrate customer service skills.       |
| 10 | Required | Collaborate with team members.             |

#### **Demonstrating Professional Competencies**

- |    |          |   |
|----|----------|---|
| 11 | Required | Demonstrate big-picture thinking.                 |
| 12 | Required | Demonstrate career- and life-management skills.   |
| 13 | Required | Demonstrate continuous learning and adaptability. |

## Workplace Readiness Skills

<https://www.cteresource.org/resources/workplace-readiness-skills>

Explore Virginia's 22 Workplace Readiness Skills for the Commonwealth and access resources to reinforce learning in the classroom.



# WAT Landscaping Project



[https://www.youtube.com/  
watch?v=Ili1\\_XGjfX0](https://www.youtube.com/watch?v=Ili1_XGjfX0)



# Work Experience & Transition Support

## **Employment and Transition Services**

Employment and transition representatives (ETRs) help students transition from secondary to postsecondary environments. ETRs serve as the transition resource to students, staff members, families, and the community. They assist with all aspects of transition such as career exploration, goal setting, job skills, and planning for the future. ETRs are assigned to all FCPS high schools, special education Career Centers, and alternative education high schools.

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## **Job Coach Services**

Job Coach Services support students' success as independent workers. Job coaches assist students with disabilities who can work independently but need short-term support to succeed in a community work experience. They fade their support once the student works without the coach's help. A student can access job coach services through their ETR at their high school.

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## **Transition Resource Services**

Educational specialists and transition resource teachers provide information, resources, and training for families, students, and school personnel related to transition, adult services, and postsecondary options.



# Assistive Technology Services (ATS)

***Provides technology support to FCPS students in CTS courses and programs***

- Identify workplace accommodations and promote self-determination skills including disclosure of disability.
- Train teachers to support student technology needs for all students.
- Support alternative and augmentative communication, adaptive access, and support for instructional software.
- Create resources for public web page for ATS Services, FCPS.

# Programing for Students Ages 18 – 22



## **Davis/Pulley Career Centers:**

Designed to serve students with disabilities, aged 18-22 years, who require instruction through a modified curriculum focused on career and life skills. Instruction is provided in a wide range of environments including small group classrooms, community-based jobsites, and community resource sites

- Northern Virginia Community College Partnership

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## **Secondary Transition to Employment Program (STEP):**

Is a collaborative effort among FCPS staff members and businesses in Fairfax County to provide students aged 18 to 22 with employment training in real work settings. In addition to learning work skills, students receive instruction in applied academics, self-advocacy, and independent living skills. The goal of STEP is to expand opportunities for students whose postsecondary goal is employment.

- Four locations serving all high schools

# Programing for Students Ages 18 – 22



## ***In the News***

[USGS](#) helps FCPS Students Make a **STEP** Toward  
Employment

[S. John Davis Career Center](#)

[STEP Program](#)

[On the Job at Dulles Airport](#)

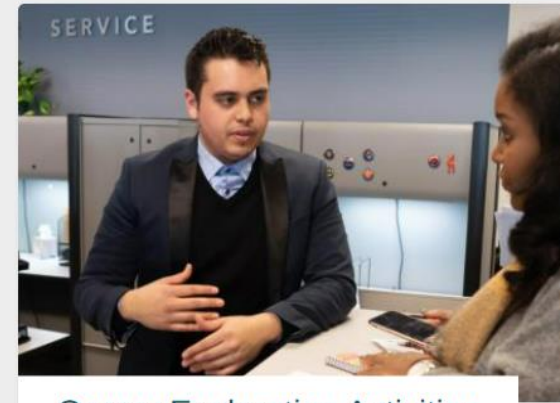


# Work-Based Learning (WBL)



## Career Awareness Activities

Learn about work through examination. Awareness activities help students to understand where and why people work. Students get a better understanding of workplace expectations and define personal interests and strengths.



## Career Exploration Activities

Learn about work through observation. Career exploration activities helps students connect with working professionals in the workplace. Students gain knowledge about pathways, employer expectations, and the skills for success.



## Career Preparation Activities

Learn about work through work. Career preparation engages students in authentic learning experiences. Students develop soft and hard skills that they can take to the workplace as an adult.



## Business Partnerships

The local business community understands the importance of Work Based Learning and workforce development. Our partners provide valuable opportunities for career exploration and preparation for our students in real world settings.

# Work-Based Learning (WBL)



[https://www.youtube.com/  
watch?v=JWXSAEN3Vvg](https://www.youtube.com/watch?v=JWXSAEN3Vvg)





# CTS ePortfolio



Instructional Services Department • Counseling & College & Career Readiness • Career & Transition Services

## Educational and Career Planning Portfolio

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

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

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

Year/Grade	Career Goal*	Objective	Met?

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



## Transition Assessment for completing the Transition Plan

Transition Assessment Information related to training, education, employment, and, where appropriate, independent living

Line			Comments
1	<input type="checkbox"/>	Career Assessment Center Report	
2	<input type="checkbox"/>	Career Scope	
3	<input type="checkbox"/>	Most recent reevaluation information	
4	<input type="checkbox"/>	Standardized assessment	
5	<input type="checkbox"/>	Grades	
6	<input type="checkbox"/>	Classroom assessments	
7	<input type="checkbox"/>	Interest inventory	
8	<input type="checkbox"/>	Class based Career Assessments	
9	<input type="checkbox"/>	Job coach reports	
10	<input type="checkbox"/>	Work experience	
11	<input type="checkbox"/>	Situational assessment	
12	<input type="checkbox"/>	Career Portfolio (Naviance Documents)	
13	<input type="checkbox"/>	Academic and Career Plan	
14	<input type="checkbox"/>	Interview	

## Academic and Career Plan Activities

For each grade level, students will:

- 7th grade - **StrengthsExplorer** assessment
- 8th grade - Explore Career Clusters
- 9th grade - **StrengthsExplorer** reflection
- 10th grade - **Career Interest Profiler**
- 11th grade - **Career Cluster Finder** assessment
- 12th grade - Update Favorite **Careers & Clusters**

# Indicators 13



## Indicator 13: Secondary IEP Goals and Transition Services

### Indicator 13: Secondary IEP Goals and Transition Services

- Definition: Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

	2020-21	2021 -22	2022-23
<b>Number of IEPs Reviewed</b>	288	272	270
<b>Number Needing Addendum</b>	16	21	14

# Indicators 14



## Indicator 14: Post-Secondary Outcomes

Indicator #14 Local Division Percentages and State Targets:

N = 869 (Completed Surveys)

Indicator #14 Category	Freq	LEA Indicator %	State Target
Higher Education	482 / 869	55.5%	35%
Higher Ed + Competitive Employment	659 / 869	75.8%	65%
Higher Ed + Competitive Emp + Postsecondary Ed + Other Employment	743 / 869	85.5%	72%

**Virginia Department of Education  
Indicator #14 Survey  
Frequency Report  
Fairfax County Public Schools  
2023 Survey Year**

Current Situation	
Competitive job and attending postsecondary education program	25%
Day Support Program (non integrated setting with the most support)	5%
Full-time competitive job	16%
Homemaker/raising children (and not working or involved in education/training)	0%
Military	1%
ONLY attending postsecondary education program	28%
Other training programs (e.g. ACE, apprenticeship, Job Corps, WWRC, gap year, etc.)	3%
Part-time competitive job	9%
Supported employment (receive support from job coach or employment organization in my competitive	2%
Unengaged now - After exiting high school I was working or involved in postsecondary education but I no longer am (do not check if you are just on spring or summer break)	3%
Unengaged since leaving school (check if you have not been employed and have not been involved in any postsecondary education or training since exiting high school	6%
<b>Total</b>	<b>100%</b>



# Agenda

1. What is Transition?
2. Transition Planning in FCPS
3. Overview of Career and Transition Services (CTS)

## 4. Student Participation

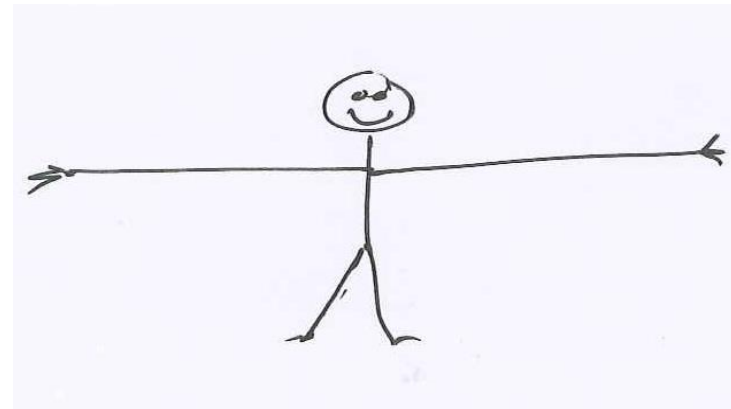
5. Resources



# WHAT PERCENTAGE OF TRANSITION AGED STUDENTS SHOULD ...

- Participate in the development of their transition plan?
- Attend their IEP meetings?

100%



## Student Participation in Transition Planning

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

☒ Student's Initials

# Self Determination

Research from the past two decades suggest that students who have strong self determination skills and are involved their own IEP development, goal setting and planning are more likely to:

- Achieve their goals
- Improve their academic skills
- Develop important self advocacy and communication skills
- Graduate from high school
- Gain better employment and quality of life as adults



# Participating in IEP Meeting



<https://www.youtube.com/watch?v=cSHhXASqVFg>

## Elements of I'm Determined

Poster of the Elements of I'm Determined.



[Youth](#) [Educators](#) [Families](#) [Resources](#) [Events](#) [About](#)

## I'm determined to **succeed.**

Find tools and support to help you set goals, be heard, and reach for the stars.

# Goal Plan

Downloadable, fillable PDF file of the Goal Plan.

● GOAL SETTING & ATTAINMENT ● OPPORTUNITIES TO PRACTICE ● SELF-EFFICACY

# One-Pager

Downloadable, fillable PDF file of the One-Pager.

● OPPORTUNITIES TO PRACTICE ● PROBLEM SOLVING ● SELF-AWARENESS

# Good Day Plan

Downloadable, fillable PDF file of the Good Day Plan.

● PROBLEM SOLVING ● SELF-AWARENESS ● SELF-REGULATION

# IEP Participation Brochure

This brochure gives students with disabilities a checklist of ways they can participate in their IEP process.

## ● OPPORTUNITIES TO PRACTICE ● SELF-ADVOCACY ● YOUTH LEADERSHIP

You have a voice and you can make decisions that affect your education and your life.

- The meeting gives you a chance to practice social, advocacy and communication skills that you will need in the future.
- Being a part of developing your goals helps you to reach your goals.

### Web sites

[www.imdetermined.org](http://www.imdetermined.org)  
[www.youthhood.org](http://www.youthhood.org)  
[www.iidc.indiana.edu/cedir/kidswb](http://www.iidc.indiana.edu/cedir/kidswb)  
[www.ttaconline.org](http://www.ttaconline.org)

☐ \_\_\_\_\_  
☐ \_\_\_\_\_

### During the meeting:

☐ \_\_\_\_\_  
☐ \_\_\_\_\_

### After the meeting:

☐ \_\_\_\_\_  
☐ \_\_\_\_\_


## Suggestions for Your Participation in the IEP Process

Elementary and Secondary  
students

### During the meeting

Examples of things you can do during the meeting:

- Introduce yourself and the meeting
- Introduce participants at the meeting
- Share samples of your work from class

### After the meeting

- Options:**
- ☐ Complete an exit survey about your experience at the meeting
  - ☐ Share your experience about participating with others
  - ☐ Deliver highlights of the meeting to your teachers
  - ☐ Discuss your disability, IEP and accommodations with teachers and others
  - ☐ Participate in IEP updates and help evaluate the progress of your benchmarks and goals
  - ☐ Send thank-you notes to meeting participants
  - ☐ Prepare for your next IEP Meeting



- ☐ Participate in student IEP interviews
- ☐ Make a list of your strengths, challenges, likes, dislikes and interests
- ☐ Take an interest inventory or vocational assessment
- ☐ Write or assist with writing part of the IEP
- ☐ Role play ways to participate and what to say
- ☐ Ask for accommodations and equipment you need to participate in your meeting
- ☐ Create a welcome sign
- ☐ Photocopy materials
- ☐ Call/send reminders of meeting

- ☐ Present specific information for your IEP (information about your Present Level of Performance, accommodations, etc.)
- ☐ Share ideas about what works well for you
- ☐ Present information from your notebook or PowerPoint about yourself
- ☐ Review your previous IEP goals and progress toward those goals
- ☐ Lead the discussion of transition plans (your future)
- ☐ Recommend new IEP goals and accommodations
- ☐ Lead the IEP meeting



# STUDENTS TAKE AN ACTIVE ROLE IN THEIR IEP MEETING



<https://vimeo.com/120831142>



# Agenda

1. What is Transition?
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3. Overview of Career and Transition Services (CTS)
4. Student Participation

## 5. Resources



# **Career and Transition Services (CTS) Events for Students, Families, and Caregivers 2023-24 School Year**

## **Considerations for Students with Disabilities in High School Versus College: Joint Presentation with George Mason University**

Tuesday, October 17, 2023 at 6:00 – 7:00 p.m.

Recording Link: <https://www.youtube.com/watch?v=At0mgbmksB0>

CTS is offering this workshop in conjunction with George Mason University and will explore issues to consider during the college search, application, and preparation process for students with disabilities.

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## **College STAR Transition Virtual Workshop Series**

Recordings: <https://collegestar.org/events/college-star-transition-virtual-workshop-series/>

The mission of this series is to provide tools and resources for students who learn differently for college success. Workshop participation has been funded by CTS and is free for anyone connected to FCPS.

- Session 1: Oct. 26th, 2023 - Types of College Settings
- Session 2: Jan. 25th, 2024 - Habits and Behaviors of Successful College Students
- Session 3: Feb. 22nd, 2024 - Transition to College: A Student Perspective
- Session 4: Mar. 21st, 2024 - Common College Resources and Departments
- Session 5: May 9th, 2024 - Differences Between High School and College

# **Career and Transition Services (CTS) Events for Students, Families, and Caregivers 2023-24 School Year**

## **Moving on to Life in the Community Resource Fair**

Thursday, November 9, 2023 -- Annandale High School -- 6:30 – 8:30 p.m.

Resource Fair Padlet: [rb.gy/ofg0g](https://rb.gy/ofg0g)

This event is designed for students with more significant disabilities and their families to meet with adult agency and vendor representatives to gather information about available services for adults in need of ongoing support once they transition from FCPS. Agency and vendor representatives will be available to share information on adult service providers, employment and training programs, residential options, leisure activities, and self-advocacy during this exhibitor fair.

---

## **Transition Planning: The Younger Years Future Planning for Elementary and Middle School Students**

Wednesday, February 21, 2024 -- Luther Jackson Middle School -- 6:30 – 8:30 p.m.

Student/Parent Panel Video: <https://youtu.be/V2yTkA3Tmvo>

It's never too early or too late to start preparing for your future. We want to help you start planning for a successful transition from school to life as a young adult. Ensuring postsecondary success of our students with disabilities is dependent on what is known as transition planning. Please join CTS and other support service personnel for an evening focused on planning for the future. You will have the opportunity to meet and ask questions of representatives from CTS programs and services for students with disabilities, as well as learn about short- and long-term postsecondary supports, employment and postsecondary education considerations, Supported Decision Making, and student self-determination as an evidence-based predictor of post school success. This event also includes a student/parent panel where members describe their firsthand experiences as they navigated Fairfax County Public Schools and planning for their child's future. A questions/answer session will follow.

# Career and Transition Services (CTS) Events for Students, Families, and Caregivers 2023-24 School Year

## **Northern Virginia Community College - Vision 2024**

Wednesday, April 17, 2024 -- NOVA, Annandale Campus -- 4:00 – 6:00 p.m.

Event Packet: <https://shorturl.at/iTZ25>

NOVA Vision Resources: <https://shorturl.at/jrtT2>

FCPS and NOVA are offering an opportunity for students with disabilities interested in attending NOVA to learn about available options. The orientation will include presentations from Accommodations and Accessibility Services and Counseling Services, a mock NOVA classroom experience for students, and a NOVA student panel with Q&A session.

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## **Flash Forward: Postsecondary Education & Employment Options Fair**

Thursday, April 25, 2024-- Annandale High School -- 6:30 P.M. – 8:30 P.M.

Flash Forward Padlet: <https://shorturl.at/eiS89>

This event is designed to provide students with disabilities seeking a standard or advanced diploma and their families an introduction to options available after high school. Representatives from adult education, employment, and community programs (college, military, apprenticeship, trade school, gap year, and employment) will host information tables.



# Transition Toolkit – Resources for Families

padlet.com/mmcontreras6/transition-tool-kit-resources-for-families-46xsrc2y0vq874iy?utm\_campaign+=&utm\_medium=email&utm\_source=govde...

Margaret Contreras • 2 • 11d

## Transition Tool Kit - Resources for Families

A collection of resources from Career and Transition Services (CTS) Transition Tool Kit for Families. Disclaimer: The resources on this Padlet are for your convenience and reference. Postings do not constitute sponsorship and/or endorsement by the Fairfax County School Board, the Superintendent, or Career and Transition Services.

### START HERE!

Transition Tool Kit for Parents

PDF

**Transition Tool Kit For Families**

TransitionParentToolkit

Organization and Navigation of this Padlet

Organization:

The Padlet is organized to follow the order and structure of the Transition Tool Kit - Resources for Families. The complete Tool Kit can be found on the tile directly below this one.

Navigation:

The Padlet contains 11 topics organized across the page. The topics are FCPS Transition Planning, Career Instruction Resources, Postsecondary Service Providers, Self-Determination, General Transition Resources, Career Exploration, Postsecondary

### FCPS Transition Planning Resources

PDF

Transition Services to Consider

IEP 304: Transition Services to Consider

PDF

Postsecondary Transition Timeline Checklist - General Curriculum

Transition Planning Timeline Checklist - General Curriculum

### Career Instruction Resources

Naviance

Academic and Career Plan

PDF

Academic and Career Plan

Career Assessment Services

### Postsecondary Service Providers

Fairfax-Falls Church Community Services Board (CSB)

How are you feeling?

Take a brief, confidential online mental health and substance use disorder screening.

fairfaxcounty.gov

Fairfax-Falls Church Community Services Board | Community Services Board

CSB Developmental Disabilities Services

### Self-Determination

The Center for Self-Determination

self-determination.com

The Center for Self-Determination

The Consumer Jungle

consumerjungle.org

Consumer Jungle

I'm Determined

imdetermined.org

I'm Determined

I'm Determined Transition

### General Transition Resources

FCPS Career and Transition Services

YouTube

fcps.edu

Career and Transition Services

National Technical Assistance Transition


### Career Exploration

ASVAB Career Exploration Program

asvabprogram.com

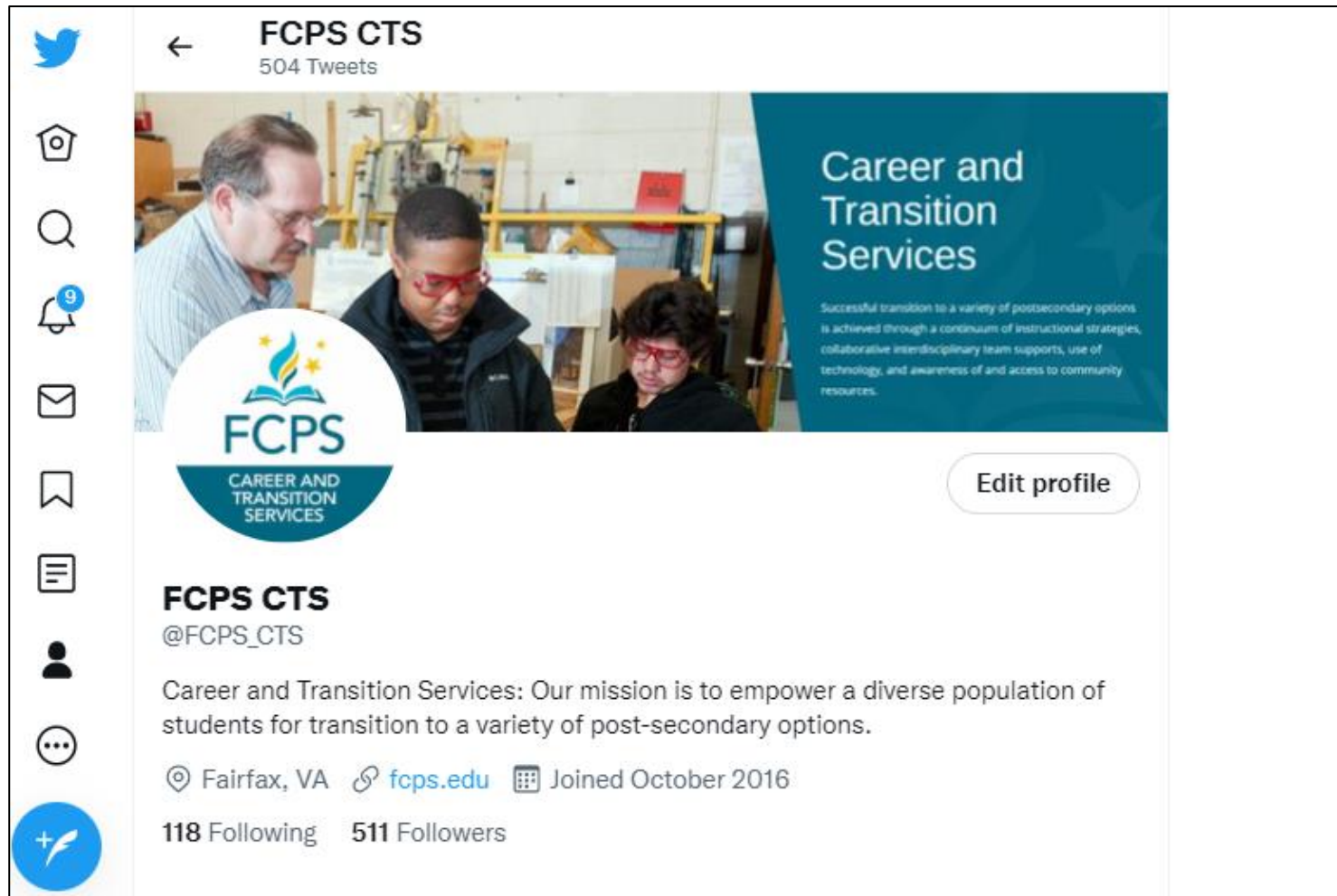
What career is right for me? | ASVAB Career Exploration Program

Career OneStop



# CTS on Twitter

[https://twitter.com/FCPS\\_CTS](https://twitter.com/FCPS_CTS)



The image is a screenshot of the Twitter profile for FCPS CTS. On the left is a vertical sidebar with navigation icons: a Twitter bird, a home house, a magnifying glass for search, a notification bell with a '9' badge, an envelope for messages, a bookmark, a list icon, a person icon for 'Who to follow', a three-dot menu, and a blue plus icon for posting. The main profile area has a header with a back arrow, the name 'FCPS CTS', and '504 Tweets'. Below this is a large banner image. The left side of the banner shows three people in a workshop setting. The right side of the banner has a teal background with the text 'Career and Transition Services' and a paragraph: 'Successful transition to a variety of postsecondary options is achieved through a continuum of instructional strategies, collaborative interdisciplinary team supports, use of technology, and awareness of and access to community resources.' Below the banner is the circular profile picture, which features the FCPS logo and the text 'CAREER AND TRANSITION SERVICES'. To the right of the profile picture is an 'Edit profile' button. Below the profile picture, the name 'FCPS CTS' and handle '@FCPS\_CTS' are displayed. The bio reads: 'Career and Transition Services: Our mission is to empower a diverse population of students for transition to a variety of post-secondary options.' Below the bio, the location 'Fairfax, VA', website 'fcps.edu', and 'Joined October 2016' are listed. At the bottom, it shows '118 Following' and '511 Followers'.

**FCPS CTS**  
504 Tweets

**Career and Transition Services**

Successful transition to a variety of postsecondary options is achieved through a continuum of instructional strategies, collaborative interdisciplinary team supports, use of technology, and awareness of and access to community resources.

**FCPS CTS**  
@FCPS\_CTS

Career and Transition Services: Our mission is to empower a diverse population of students for transition to a variety of post-secondary options.

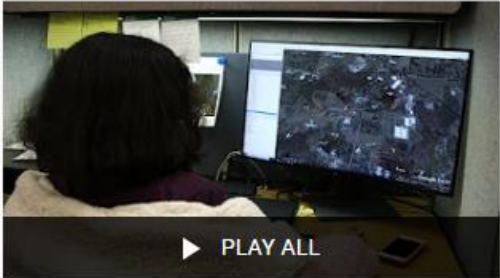
Fairfax, VA [fcps.edu](https://fcps.edu) Joined October 2016

118 Following 511 Followers



# CTS on YouTube

## Career and Transition Services YouTube page




**Career and Transition Services**

13 videos • 745 views • Last updated on Jan 21, 2020


Unlisted


Menu, Share, Embed, More options icons





Fairfax County Public Schools


SUBSCRIBED





- 

**USGS helps FCPS Students Make a STEP Toward**  
Fairfax County Public Schools  
2:59
- 


**Exploring Workforce Opportunities**  
Fairfax County Public Schools  
3:41
- 

**Finding Her Path - Career Training and Transitions in FCPS**  
Fairfax County Public Schools  
3:34
- 

**STEP Jobs Training Program at Chantilly HS**  
Fairfax County Public Schools  
4:47
- 

**S. John Davis Career Center**  
Fairfax County Public Schools  
4:49
- 

**CTS Partnership with Reagan National Airport**  
Fairfax County Public Schools  
2:25





# Questions





[www.fcps.edu](http://www.fcps.edu)