

Parent Binder- Transition 101

Parents: The Most Critical
Participant in Students Transitioning
Successfully from High School

Albert Einstein Academy of Ohio
Innovative Strategies Grant



Albert Einstein Academy

Our Vision

To foster an environment of uniqueness and belonging.

Our Mission

AEA is a welcoming and diverse district which provides a comprehensive and rigorous educational environment with resources, programming, and support for all students regardless of race, religion, sexual orientation, or gender identity.

Our Core Values

Teach: Support, prepare, and nurture student and adult learning

Empower: Encourage, facilitate, and support students becoming stronger and more confident

Protect: Teach students to advocate for themselves and others.

Family: Extend support for health, well-being, and learning.

Overcome: Embrace social, emotional, and learning challenges.

Love: Model compassion, kindness, and caring for self and others.

Social Justice: Provide learning opportunities about human rights and equality.



Table of Contents

- Transition Introduction..... 3
- Timeline for Planning 4
- Parent Role..... 5
 - Parent Role at a Glance..... 7
 - Parent Transition Survey..... 8
- Local Agencies Information..... 9
 - Ohio Department of Developmental Disabilities 10
 - The Cuyahoga County Board of Developmental Disabilities..... 11
 - Lorain County Board of Developmental Disabilities..... 12
 - Opportunities for Ohioans with Disabilities..... 13
 - Ohio Department of Job and Family Services
 - Lorain County..... 14
 - Cuyahoga County 15
 - Social Security 16
- Student Role 17
 - Comprehensive High School Transition Survey 19
- Intervention Specialist/Teacher Role..... 23
- High School Vs. Post-Secondary Education- General Differences..... 24
- Disability Laws..... 31
- Student Interest Inventories
 - RIASEC Test..... 33
 - UCanGo2- Career Interest Survey..... 35
 - Career Clusters Interest Survey..... 39
- Citations..... 45

Transition Introduction

Transition goals focus on post-secondary education/training, competitive integrated employment, and independent living. Students at Albert Einstein Academy who receive special education services will be given the opportunity to explore different careers that align with their interests and skills, exploration of post-secondary education options and their requirements, as well as learning independent living skills.

For students with disabilities, additional planning is needed in order to prepare them for post-secondary education/training, employment, and/or independent living. This process is often referred to as “transition.” Transition planning can be both an exciting and confusing time for parents and students. Albert Einstein Academy strives to provide families with the necessary resources and services to meet their child’s individual needs. This Parent Binder- Transition 101 was created to make transition planning easier and help parents, students, and school staff approach this phase step by step. Albert Einstein Academy wants parents and families to feel confident taking the first steps exploring and planning for their child’s future.



“It takes as much energy to wish as it does to plan.” – Eleanor Roosevelt

Timeline for Planning

The following is a guideline from the *Opening Doors to Postsecondary Education and Training* to ensure comprehensive planning. The transition process is ultimately driven by each individual student's needs and is able to be adjusted as fit in order for the student to be successful in their postsecondary pathway.

Thinking about how you want to live your life – explore options

- Self-exploration (students discover their interests, talents, and abilities. Self-exploration will lead students to future job options that can best suit them.)
 - Grades 7-9
- Exploring Postsecondary Options
 - Grades 8-10
- Exploring Student Choices
 - Grades 8-10
- Exploring Work Options through Job Shadowing/Research
 - Grades 7-10

Planning and Preparing for Post Secondary Pathways

- Planning and Preparing – Academics
 - Grades 8-12
- Planning for a Career
 - Grades 9-10
- Planning for Personal-Social Choices
 - Grades 8-12

Exploring Post Secondary Pathways (Grades 9-10)

- Apprenticeship
- Technical College
- 2-year College
- 4-year Independent College/University
- 4-year State College/University

Selecting a Postsecondary Institution (Grades 10-11)

Applying to a Postsecondary Institution (Grades 11-12)

Parent Role

It's never too early to start thinking about your child's future! Many parents believe that transition planning only takes place during the teenage years when their child is in 11th or 12th grade and that it doesn't need to be considered until then. The formal transition planning process in Ohio starts when a student turns 14 or even earlier if appropriate.

Although the formal process of transition – planning for life after high school – seems to make sense once the student is an upperclassman, it is also vital to begin acquiring needed skills and identifying possible community supports much earlier. It is important that students and their parents begin building a vision of what they would like their future to look or be like, based on interests, strengths, and needs. Starting the transition process when students turn 14 years old gives them the opportunity to build the needed skills for daily living as well as creates long term goals for them to achieve.

As a parent, you play an important role in your child's future and success! Each year, the district transition coordinator will reach out to parents to fill out a *Parent Transition Survey*. This survey allows parents to give input for their child's future in regards to academics, post-secondary education/training, employment, or independent living skills. Having parents complete this survey allows for a better understanding of that student, what needs should be addressed, and ways to better help



and support them. Communication between a parent and their child is important and this allows the parents to be able to share their child's hopes and plans for after they graduate as well. Parents are strong advocates for their child. The information on this survey also gives parents another way to ask specific questions for the transition coordinator and intervention specialist to best support their child or what supports and services could allow their child to move forward toward their goals. A copy of the *Parent Transition Survey* can be found on page 8.

As stated before, this survey is important in understanding a student from another point of view and gives additional information to building the stepping stones to their future success. This survey allows you, the parent/guardian, to share your first-hand knowledge about your child's interests, strengths, and needs related to life after high school and allows the school and family to work together as well. Parent input is included within the student's Future Planning and Age-Appropriate Transition Assessment sections of their Individualized Education Program (IEP) which is used to inform the postsecondary transition goals in education/training, competitive integrated employment and/or independent living. From these goals, parents will be able to give additional help outside of the school day to encourage student progress and success. We strongly encourage parents to explore their child's interests, practice financial or daily living skills with them at home, visiting post-secondary education/training options, as well as just being a listening ear to their child's dreams and ideas! Parents can also receive necessary information on local county agencies and organizations that can provide additional support and services to their child's post-secondary needs. Albert Einstein Academy's local agencies flyers can be found on pages 9-16.

Parent Role at a Glance

- You're a major role in your child's IEP; be an advocate for them and take responsibility for supporting the IEP in any way possible. Communicate your child's strengths, interests, and needs.
- Allow the school to provide information on your child's disabilities to gain a better understanding. The more you know the better you can support them.
- Encourage your child's dreams and ideas for the future and how they can be achieved. Also encourage realistic goals for them as well.
- Keep essential education records throughout your child's academic career (copies of IEPs/ETRs, report cards, progress reports, statewide assessments, etc.)
- Build self-confidence and self-determination in your child; encourage them to be a part of their IEP meeting/process.
- Help your child develop independent living skills outside of school.
 - Examples: Having them assist you with buying groceries at the store, teaching them how to do their own laundry, or even practicing good time management skills.
- Local county agencies are additional support and services that can revolve around your child's needs based on certain qualifications and eligibility.
- Postsecondary transition goals are developed based on your child's current interests, strengths, and needs.



Parent Transition Survey

Thank you for providing input for your child's future! This information is vital for the transition sections of their IEP and will help the school identify the services and supports needed in order for your child to move towards their future goals.

Name & student's name: _____

Please share some of your child's strengths: _____

When your child graduates from high school, what do you anticipate they will do? _____

Do you anticipate your child will need assistance getting and keeping a job? _____

What kind of work experience (paid or unpaid) does your child have? _____

In which career(s) or specific job(s) has your child expressed an interest in? _____

Do you have preference regarding the type of work your child will do in the future? If so, please share: _____

Is there anything you would like your child to work on this school year to better prepare them for life after high school? _____

Do you have any questions regarding your child and their future plans? _____

Local Agencies

The following fliers are basic information for local agencies in Cuyahoga and Lorain counties. These agencies can provide additional support and services for your child and family's needs. Agencies typically require children and families to complete an application and meet certain criteria in order to receive their help. Contact information is provided for each agency and please feel free to reach out to them directly for more information.



AEA SPECIAL EDUCATION DEPARTMENT RESOURCES

OHIO DEPARTMENT OF DEVELOPMENTAL DISABILITIES

www.dodd.ohio.gov

Offering support across the lifespan of people with developmental disabilities, the Ohio Department of Developmental Disabilities oversees a statewide system of supportive services that focus on ensuring health and safety, supporting access to community participation, and increasing opportunities for meaningful employment.

FOR INTAKE OF SERVICES:

All eligibility, and formal services and supports are provided by the county board. DODD does have Community Resource Coordinators that can provide some technical assistance as well.

TA can be requested for anyone receiving services in the state's developmental disabilities system and focuses on assisting people with disabilities to be successful in their community.

Contacts for technical assistance is by counties:

Cuyahoga- Michael Hogan- (330) 360-6470

Lorain- Dawn Smith- (614) 687-3548

SERVICES & SUPPORTS:

Ohio Department of Developmental Disabilities offers a variety of services & supports families can find within the state DD system to include:

- Daily Life and Employment
- Community Living
- Social & Relationships
- Healthy Living
- Safety & Security
- Advocacy

Needing Additional Information?

Corey Ferguson

Program Administrator- Family Outreach & Education

(614) 466-8583

Corey.Ferguson@dodd.ohio.gov

AEA SPED

Director of Exceptional Children-Mrs. Lemons
rebecca.lemons@aeaohio.org

District Transition Coordinator- Mrs. Costanzo
kristen.costanzo@aeaohio.org



THE CUYAHOGA COUNTY BOARD OF DEVELOPMENTAL DISABILITIES

www.cuyahogabdd.org

TO SUPPORT AND EMPOWER PEOPLE WITH DEVELOPMENTAL DISABILITIES TO LIVE, LEARN, WORK AND PLAY IN THE COMMUNITY

Cuyahoga DD provides support and services to people with developmental disabilities of all ages. They plan services based on the needs and goals of each person. They call this "person-centered planning". Support and services can be provided in the home, school, at work and other places in the community and help those with developmental disabilities to live a meaningful life!

For intake of services an online application is available or contact Cuyahoga County Board of Developmental Disabilities at 216-736-2673 or send an email to Intake@cuyahogabdd.org. They will stay in contact with you and guide you through the eligibility process.

Overview of DD Services in Cuyahoga County

Birth - 2	Age 3 - 13	Age 14 - 22	Age 22 +
Early Childhood	School-age	Transition	Adulthood
Cuyahoga DD Supports There are many ways Cuyahoga DD can help throughout one's life.			
<p>Early Intervention (EI) services are provided by Cuyahoga DD in partnership with Bright Beginnings.</p> <p>For EI Services, call Bright Beginnings first: 216-698-7500.</p> <p>Cuyahoga DD EI supports can include:</p> <ul style="list-style-type: none"> physical therapy occupational therapy speech/language therapy developmental expertise <p>Other supports to help address your needs</p> <p>Family Supports Program and Lending Libraries</p>	<ul style="list-style-type: none"> Planning and support to help you address your needs Communication, assistive technology and behavioral supports Physical, occupational and speech therapy Family Supports Program and Lending Libraries <p>Eligibility for Cuyahoga DD services must be redetermined at age 3 and 6. Call 216-736-2673.</p>	<ul style="list-style-type: none"> Planning and support to help you address your needs Transition planning beginning at age 14 Communication, assistive technology and behavioral supports Physical, occupational and speech therapy Travel assessment and training Hiring events for job seekers Connections to community partners and resources Family Supports Program and Lending Libraries <p>Eligibility for Cuyahoga DD services must be redetermined at age 16. Call 216-736-2673.</p>	<ul style="list-style-type: none"> Planning and support to help you address your needs Communication, assistive technology and behavioral supports Physical, occupational and speech therapy Travel assessment and training Support to find or maintain employment or day services Information on residential options Connections to community partners and resources Family Supports Program and Lending Libraries
<p>Cuyahoga DD Family Supports Program Funding for people eligible for Cuyahoga DD services and supports who live at home with their families and are not enrolled on a Medicaid waiver. Funds can be used for camp assistance, respite care, home modifications, special equipment, incontinence supplies, specialized nutrition, services for infants and toddlers, and leisure/recreation.</p> <p>Cuyahoga DD Lending Libraries Take advantage of the OT/PT and Assistive Technology libraries that contain over 2,000 pieces of equipment that can be loaned for trial periods. Visit www.CuyahogaBDD.org.</p> <p>This is not an all-inclusive list. Other types of services and supports may be available. Services and supports are based on a person's assessed needs, using a person-centered approach.</p>			
<p>New to Cuyahoga DD? Time for redetermination? Call: 216-736-2673</p>	<p>CUYAHOGA COUNTY Board of Developmental Disabilities</p>		<p>General Information: 216-241-8230</p>



NEEDING ADDITIONAL INFORMATION? GIVE THEM A CALL!

Support Administrators:
(216) 736-2673
Cuyahoga DD Main Number:
(216) 241-8230



CUYAHOGA COUNTY Board of Developmental Disabilities

Types of Eligibility Documentation

In order to establish a person's eligibility for services, we will need documentation that the disability was diagnosed prior to the age of 22. You can upload any of the documents you have available from the lists below. Don't worry. If you do not have or are unable to upload documents, we will contact you to let you know the other ways you can submit them once we receive your Application for Services.

PLEASE NOTE: Any documentation submitted must be signed and dated by a licensed professional that is qualified to make that diagnosis.

MANDATORY INFORMATION:

- Copy of birth certificate
- Copy of Social Security card
- Guardianship information
- Legal custody documentation

SCHOOL RECORDS:

- Evaluation Team Reports (ETR) or Multi-Factored Evaluation (MFE)
- Psychological reports (must contain IQ and adaptive behavior scores)
- Speech/Language reports

MEDICAL/PSYCHOLOGICAL DIAGNOSTIC INFORMATION:

- Clinical reports signed by a doctor
- Hospital records
- Records containing ADHD diagnosis
- Records containing Autism diagnosis
- Clinical reports signed by a psychiatrist or psychologist
- Psychological records
- Reports signed by an audiologist
- Records of visual impairment

AEA SPED

Director of Exceptional Children-
Mrs. Lemons:
rebecca.lemons@aeaohio.org

District Transition Coordinator-
Mrs. Costanzo:
kristen.costanzo@aeaohio.org

AEA SPECIAL EDUCATION DEPARTMENT RESOURCES



HELPING PEOPLE...FOR A LIFETIME

LORAIN COUNTY BOARD OF DEVELOPMENTAL DISABILITIES

Lorain County Board of DD focuses on helping eligible individuals to become less dependent on others and by encouraging them to reach their maximum potential, Murray Ridge Center staff works to help people who have developmental disabilities to achieve lives of increasing capability.

Based on eligibility for those ages 6 through high school, Lorain County Board of DD provides a variety of services to meet individual and family's need. These services include: Family Support, Service and Support Administration, and Behavior Support Planning.

Eligibility Criteria for County Board Services:

- The individual must have a documented diagnosis of a developmental disability made by a qualified professional.
- The individual must have a physical or mental impairment other than mental illness.
- The onset of the disability must be documented as occurring prior to the age of 22.
- The individual's disability must be likely to continue indefinitely.



Needing Additional Information?



(440) 324-2366
intake@murrayridgecenter.org

AEA SPED

Director of Exceptional Children- Mrs. Lemons
rebecca.lemons@aeaohio.org

District Transition Coordinator- Mrs. Costanzo
kristen.costanzo@aeaohio.org

AEA SPECIAL EDUCATION DEPARTMENT

OPPORTUNITIES FOR OHIOANS WITH DISABILITIES (OOD)

WWW.OOD.OHIO.GOV



SERVICES INCLUDE:

- JOB EXPLORATION OF A VARIETY OF WORKPLACE SETTINGS
- PAID WORK EXPERIENCES WITH JOB COACHES
- SOFT SKILLS FOR WORK AND INDEPENDENCE
- SELF-ADVOCACY (REQUEST AND ACCEPT SUPPORT)
- COUNSELING ON EDUCATIONAL AND TRAINING OPTIONS
- CONNECTION TO ONGOING SUPPORT OPTION

OOD ASSISTING STUDENTS 14+

OPPORTUNITIES FOR OHIOANS WITH DISABILITIES (OOD) OFFERS A RANGE OF SERVICES TO HELP STUDENTS WITH DISABILITIES 14+ PREPARE FOR POST-SECONDARY EDUCATION AND EMPLOYMENT. OOD WORKS TOGETHER WITH STUDENTS, FAMILIES, SCHOOLS/COLLEGES, AND COMMUNITY PARTNERS TO PROVIDE SERVICES THAT PROMOTE SUCCESSFUL TRANSITIONS TO CAREERS AND ADULT LIFE.

AEA SPED

DIRECTOR OF EXCEPTIONAL CHILDREN- MRS. LEMONS
REBECCA.LEMONS@AEA.OHIO.ORG

DISTRICT TRANSITION COORDINATOR- MRS. COSTANZO
KRISTEN.COSTANZO@AEA.OHIO.ORG

OOD CONTACT INFORMATION:

(216) 227-3250: High School Transition
Youth support
Mary Hennessey:
mary.hennessey@ood.ohio.gov

OHIO DEPARTMENT OF JOB AND FAMILY SERVICES-LORAIN

OHIO MEANS JOBS

www.ohiomeansjobs.com

OhioMeansJobs centers assist job seekers, employers and youth with job search assistance, employee recruitment, job training, and more!



LORAIN COMMUNITY COLLEGE

PARTNERSHIP

www.lorainccc.edu
(800) 995-5222

Lorain Community College offers a variety of different career training opportunities for high school students. Programs include: IT/Technology, Culinary, Arts, and even college credit.

LORAIN COUNTY JVS

PARTNERSHIP

www.lcjvs.com
Annette McIver - Career Services
Specialist (440) 774-1051

Lorain County JVS offers career services & clubs for high school students in a variety of career fields. Programs are designed to develop leadership potential, cooperation, social interactions, and an awareness and appreciation of good citizenship.



Director of Exceptional Children- Mrs. Lemons
rebecca.lemons@aeaohio.org

District Transition Coordinator- Mrs. Costanzo
kristen.costanzo@aeaohio.org

OHIO DEPARTMENT OF JOB AND FAMILY SERVICES – CUYAHOGA

OHIO MEANS JOBS

www.ohiomeansjobs.com

OhioMeansJobs centers assist job seekers, employers and youth with job search assistance, employee recruitment, job training, and more!

FAMILY AND SCHOOLS TOGETHER PROGRAM (FAST)

www.hhs.cuyahogacounty.us/programs
(216) 881-5554

After school or prevention programs for kids, jobs or leadership for teens, advice or assistance for children who are troubled.

COMPREHENSIVE CASE MANAGEMENT AND EMPLOYMENT PROGRAM

www.hhs.cuyahogacounty.us/programs
(216) 881-5554

This program provides employment and training services to eligible, low-income individuals between the ages of 14 to 24, based on a comprehensive assessment of employment and training needs, as well as a basic skills assessment.

The **Young Adult Resource Center (YRC)** is a downtown center for 14-24 year-olds looking for employment, career planning, academic assistance, training, and support for life's challenges.

For additional information call:
(216) 777-8222



Director of Exceptional Children- Mrs. Lemons
rebecca.lemons@aeaohio.org

District Transition Coordinator- Mrs. Costanzo
kristen.costanzo@aeaohio.org

SOCIAL SECURITY

DISABILITY BENEFITS FOR CHILDREN

For additional information, visit:
<https://www.ssa.gov/pubs/EN-05-10026.pdf>

APPLYING & YOUTH EMPLOYMENT SUPPORT

Applying for SSI:
YOU WILL NEED TO COMPLETE AN APPLICATION FOR SSI PAYMENTS AND A CHILD DISABILITY REPORT. THE REPORT COLLECTS INFORMATION ABOUT THE CHILD'S DISABLING CONDITION AND HOW IT AFFECTS THEIR ABILITIES. YOU CAN COMPLETE A CHILD DISABILITY REPORT ONLINE.

Youth Employment Support:
WITH A PLAN TO ACHIEVE SELF-SUPPORT (PASS), A CHILD WHO IS AGE 15 OR OLDER CAN SAVE SOME INCOME AND RESOURCES 10 TO PAY FOR EDUCATION AND OTHER THINGS NEEDED TO BE ABLE TO WORK. WE DON'T COUNT THE SAVED INCOME AND RESOURCES WHEN WE FIGURE THE AMOUNT OF YOUR CHILD'S PAYMENT. READ MORE ABOUT PASS AT WWW.SSA.GOV/DISABILITYRESEARCH/WI/PASS.HTM.



Supplemental Security Income

"Supplemental Security Income (SSI) makes monthly payments to people with limited income and resources who are 65 or older, or blind, or disabled. Your child, if younger than age 18, can qualify if they have a medical condition or combination of conditions that meets Social Security's definition of disability for children, and if his or her income and resources fall within the eligibility limits."

AEA SPED

Director of Exceptional Children- Mrs. Lemons
rebecca.lemons@aeaohio.org

District Transition Coordinator- Mrs. Costanzo
kristen.costanzo@aeaohio.org

Student Role

Students are the most important participants in the transition process! After all, each transition plan is specifically designed around each individual student's strengths, needs, and interests. Students need to be made aware that their future is important no matter their age. Students, starting at age 14, begin to start taking account of their dreams and goals. They are needed to participate in transition lessons, activities, and assessments. It is important for transition aged students to utilize resources to help determine the best path after graduation. College is not always for everyone and that is



perfectly alright! There are different paths for students to take after graduating from high school, whether it is attending a training program, going straight into the workforce, or even going into the military. Throughout the transition process students will learn to identify their strengths and

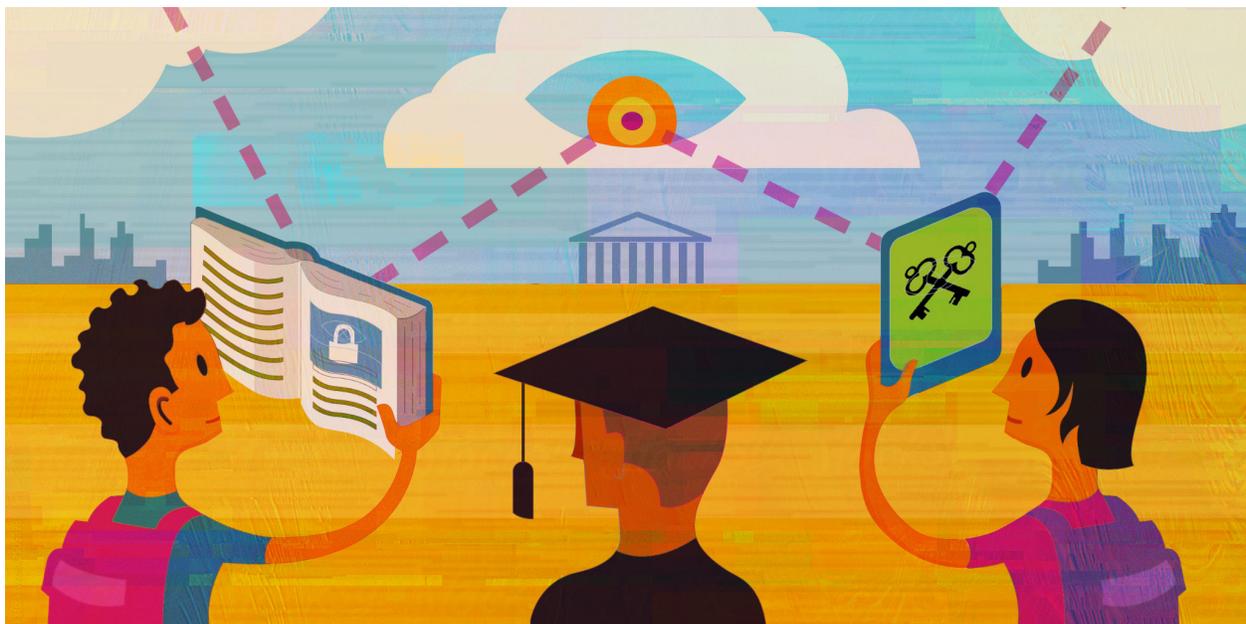
weaknesses and establish how they can align them to an appropriate post-secondary education and the career field for them. The transition coordinator and student will develop a relationship over the years and will work cohesively together to develop future plans. It is also common for students' transition goals to change often based on their age and personal growth. Each year, the transition coordinator will have students complete the Comprehensive High School Transition Survey as well as an interest inventory. Both of these simple assessments collect a lot of data and information about the student. This data will begin to formulate the necessary goals needed for their transition section and

allow the appropriate supports and services needed to move them forward towards their goals. The Comprehensive High School Transition Survey can be found on pages 18-21.

A variety of interest surveys can also be found on pages 32-44.

Students work with their intervention specialist, transition coordinator, teachers, family, and local agencies (if applicable) for the following:

- Develop an understanding of their disability and how it impacts their education, employment, and daily living.
- Begin to think about goals, both short-term and long-term, for their life.
- Learn to advocate for themselves by being able to discuss their strengths, abilities, needs, and interests.
- Understanding accommodations for their educational and employment needs and how to ask for them.
- Developing and using appropriate communication/social skills
- Learn and develop effective skills for studying, test-taking, time management, and organization skills.



Comprehensive High School Transition Survey
Transition assessment/interest, preferences, strengths, and needs

1. Name: _____

2. Birthday: _____

3. Preferred pronouns:

- a. He/him
- b. She/her
- c. They/them
- d. Other: _____

4. AEA Campus:

- a. North Olmsted
- b. Lakewood
- c. Strongsville

5. After high school, what would you like to do? Choose all that apply.

- a. Start a job/career
- b. Go to college/university
- c. Go to a trade/vocational school
- d. Join the military
- e. Not sure yet

6. If you do want to go to college/university after high school, do you know where you would like to attend? If yes, please state where:

7. How do you plan to pay for postsecondary education or training?

- a. Myself
- b. Loans
- c. Scholarships
- d. Parents/guardians
- e. Not sure

8. What job would you like in the future?

9. Have you ever had any type of job (paid or unpaid)? If so, what was it? (babysitting, cutting grass, dishes, walking dog, etc.):

10. Do you currently have a job?

- a. Yes, I work at _____
- b. No

11. Have you filled out a job application

- a. Yes
- b. No

12. Have you participated in a job interview?

- a. Yes
- b. No

13. Do you have a resume?

- a. Yes
- b. No

14. Mark all the options that best describe what you would want in a workplace/job:

- a. Working for a large business
- b. Working for a small business
- c. Owning your own business
- d. Working near home
- e. Making decent money
- f. Sitting job (office/desk job)
- g. Being active/physical
- h. Indoors
- i. Outdoors
- j. Working with others
- k. Working alone

15. What are some of your strengths? (What are you good at or positive characteristics)

16. Do you have any skills that you would like to work on/strength? Circle all that apply.

- a. Time management
- b. Organization skills
- c. working/dealing with money/finances
- d. Positive attitude
- e. Asking for help
- f. Eye contact
- g. Staying on task
- h. Other: _____
- i. None

17. Do you have your driver's license?

- a. Yes I have it
- b. No, I don't have it
- c. No, but I want it
- d. No and I don't want it

18. Do you use public transportation? (Bus, Uber/Lyft), taxi, etc.)

- a. Yes
- b. No
- c. Sometimes

19. Where would you like to live in the future?

- a. Stay in Ohio
- b. Move to another state; which state: _____
- c. Move to another country; which country: _____

20. What type of place would you like to live in in the future?

- a. House
- b. Apartment
- c. Condo
- d. Townhouse
- e. Mobile home/RV

21. Who will you live with in the future?

- a. Myself
- b. With my parents/siblings
- c. With a family of my own
- d. Roommates

22. Please share any other future plans you may have:

Intervention Specialist & Teacher Roles

The transition process is also assisted by the student's intervention specialist and teachers. While attending Albert Einstein Academy, students spend more time with their intervention specialist and teachers than the transition coordinator. They help students identify their strengths and weaknesses and assist with finding other ways and resources to meet their needs. Intervention specialists and teachers communicate each student's individual strengths and needs with AEA's district transition coordinator so that everyone can be on the same page and develop an appropriate plan. Intervention specialists and teachers are also able to help figure out potential options that they believe the student would benefit from in their future plans. Intervention specialists and teachers are also able to assist the student with their IEP goals that will lead them to be successful in their future endeavors. For example, if a student wants to become a nurse in the future and has a math goal to strengthen their abilities with basic math computations, the intervention specialist and teachers can help that student in that area and apply basic math computations to the field of nursing.

They are also a liaison between agencies and the families. Intervention specialists and teachers are a major support for students and families in different application processes as well. These application processes can be for schools, programs, jobs, and much more.



High School Vs. Post-Secondary Education*

The following are general differences in various areas between high school and post-secondary education with regards to special education services and support. Please keep in mind that each post-secondary education/training program is different and can offer more/less support than others.

Laws & Responsibilities

High School	Post-Secondary
Students receive special education and related services to address needs based on an identified disability through the Evaluation Team Report (ETR) process.	Formal special education services will not be available (no longer annual IEP).
Special Education Law in place: <ul style="list-style-type: none"> ● Individuals with Disabilities Education Act (IDEA)/Free Appropriate Public Education (FAPE). 	Any college/training program that accepts federal funds must adhere to Section 504 and the Americans with Disabilities Act (ADA) in providing <u>equal access</u> . Section 504, ADA, and the Americans with Disabilities Amendments Act (2009) (ADAA) provide reasonable accommodations and auxiliary aids (i.e. sign language interpreters) for accessibility and reasonable accommodations.
Public schools serve ages 3-21 (inclusive) or until regular high school diploma requirements are met.	Colleges/training programs serve students with disabilities regardless of age; schools may not discriminate in recruitment, during admission, or after admission, entirely on the basis of a disability.
School attendance is mandatory; if absent, the school communicates with that family with regards to their whereabouts.	Students decide to attend and pay tuition per class.

<p>Districts are required to evaluate and identify students with disabilities every three years & hold annual IEP meetings.</p>	<p>Students are responsible for disclosing their disability and providing current documentation of a disability for each accommodation being requested. They must be self-advocates. Accommodations are not made without the student revealing their disability and planning with the appropriate postsecondary staff.</p>
<p>Services include individually designed instruction, modifications, and accommodations based on the IEP.</p>	<p>Reasonable accommodations may be made to provide equal access and participation.</p>
<p>Individual student's needs based on the IEP are addressed by the intervention specialist, related services, and teachers/staff.</p>	<p>No formal program support for school personnel is provided. Colleges and training programs do not provide personal care or support personnel. Most post-secondary options have a contact person or center regarding disability services.</p>
<p>Progress toward IEP goals is monitored and communicated to the parent(s)/guardian(s) and/or the student.</p>	<p>Students are required to monitor their own progress and communicate their needs to instructors.</p>
<p>Transition planning and progress toward measurable postsecondary goals is monitored and communicated to parent(s)/guardian(s) and/or the student.</p>	<p>If determined appropriate by an IEP team, a high school special education student can dually enroll at a postsecondary institution. If taking a college class, the student and/or parent(s)/guardian(s) will receive grades from the college and progress updates from the school district.</p>
<p>Schools assist in connecting the student with community support agencies if needed.</p>	<p>Students are responsible for making or maintaining their own connections with community support agencies as needed.</p>

Teachers are responsible for informing students about changes and updates to the class content or schedule.	Students are responsible for checking email or online course content system for changes and updates from instructors.
---	---

Classes

High School	Post-Secondary
Students usually follow a school-directed schedule and proceed from one class to another.	Individual students must manage their own time and schedules.
Classes are dictated by state graduation requirements and district policies.	Students are responsible to register for classes each semester. Classes are based on field of study; requirements may vary.
Typically, a school year is 36 weeks long.	Typically, the academic year is divided into two separate 15-week semesters plus a week for final exams. Some post-secondary options are on quarter, or trimester schedules. Courses are offered during fall and spring semesters and, at some institutions, during shorter summer and winter terms.
Class attendance is usually mandatory and monitored carefully.	Attendance policies may vary with each instructor. However, lack of attendance can negatively impact performance and grades.
Textbooks/materials are typically provided at little or no expense.	Students must purchase or rent textbooks in some classes. Some textbooks can be expensive. An anticipated range for textbooks for a full-time student is \$250-\$500 per semester. However, you can find inexpensive textbooks (new and used) to rent or buy online.
Guidance is provided for students so they will be aware of graduation requirements.	Graduation requirements vary for different fields of study. Students are responsible for monitoring their progress.

Modifications that change course outcomes may be offered based on the IEP.	Modifications that change course outcomes will not be offered.
Important dates are typically provided on your school calendar.	Students are responsible for knowing important dates such as deadlines for: dropping classes, paying bills, etc.

Teachers/Instructors

Please keep in mind that every teacher is different and some of these may not apply for every teacher/instructor.

High School	Post-Secondary
Grade and check completed homework.	May assume homework is completed and students are able to perform on a test.
May remind students of incomplete assignments.	May not remind students of incomplete assignments. Students are responsible to check with their instructor to see if requirements are being met.
May know students' needs and approach students when they need assistance.	Are usually open and helpful, but expect students to initiate contact when assistance is needed.
May be available before, during, or after class.	May require students to attend scheduled office hours.
Have been trained in teaching methods.	Have content knowledge but not necessarily formal training in teaching methods depending on the degree/subject matter.
Often provide students with information missed during absence.	Expect students to get information from classmates or meet during scheduled office hours when they miss a class.
Present material to help students understand what is in the textbook/powerpoint notes.	May not follow the textbook; may supplement with lectures to enhance the topic area.
Often write information on the board or overhead to be copied for notes.	May lecture nonstop. If they write on the board, it may be to support the

	lecture, not summarize it. Good notes are a must. A recording device may be used. Accommodations based on disability may include the use of a note taker.
Teach knowledge and facts leading students through the thinking process.	Expect students to think independently and connect seemingly unrelated information.
Often take time to remind students of assignment and test dates.	Expect students to read, save, and refer back to the course syllabus. Syllabi are a way of knowing what is exactly expected, when assignments are due, and how things will be graded.
Utilize additional available resources to support school staff with implementation of accommodations.	Instructors/professors are not necessarily trained to teach students with disabilities and may not be knowledgeable about the supports and accommodations often needed.
Expect students will follow classroom and school rules.	Expect students will follow college/university code of conduct.

Studying

Please note that studying does vary based on the student and program. These are general suggestions.

High School	Post-Secondary
Study time outside of class may vary (may be as little as 1-3 hours per week).	Students generally need to study at least 2-3 hours outside of class for each hour in class.
Instructors may review class notes and text material regularly for classes.	Students should review class notes and text material regularly.
Students are expected to read short assignments that are discussed and retaught.	Major amounts of assigned reading and writing may not be directly addressed in class. Students are responsible to read and understand assigned material or reference the syllabus. Instructors will generally not remind you what to read.

Testing

High School	Post-Secondary
Testing is frequent and small amounts of material are covered.	Testing is usually infrequent (2-3 times a semester). Tests may be cumulative and cover large amounts of material.
Make-up tests may be available.	Make-up tests are not always an option and may have to be requested.
Test dates can be arranged to avoid conflicts with other events.	Usually, scheduled tests are without regard to other demands.
Teachers frequently conduct review sessions emphasizing important concepts prior to tests.	Faculty don't always offer review sessions; if so, students are expected to be prepared and to be active participants, or find study groups.

Grades

High School	Post-Secondary
Grades are given for most assigned work.	Grades may not be given for all assigned work.
Good homework grades may assist in raising your overall grade when test grades are lower.	Tests and papers make up the majority of your grade.
Extra credit options are often available.	Generally speaking, extra-credit options are not used to raise a grade.
Graduation requirements may be met with a grade of D or higher.	Requirements may be met only if the student's average meets departmental standards. Generally a 2.0 (C) or higher. Specific degrees may have higher minimum GPA requirements.

Other Considerations

High School	Post-Secondary
State and/or district policies may determine eligibility for participation in extracurricular activities.	Post-secondary institution policies may determine eligibility for participation in extracurricular activities.
Parents typically manage finances for school-related activities.	Students are responsible for money management for basic needs and extra spending money.
Parents and teachers may provide support/guidance and assist with setting priorities.	Students are responsible for setting their own priorities.

*Opening Doors to Postsecondary Education and Training

Disability Laws

There are laws in place for students with disabilities, however, once a student graduates the regulations and protections change. Below is a list of some laws to know with regards to individuals with disabilities.

- **The Individuals with Disabilities Education Act (IDEA)** is a law that makes available a free appropriate public education to eligible children with disabilities and ensures special education and related services to those children.
 - <https://sites.ed.gov/idea/>
- **The Americans with Disabilities Act (ADA)** is the most comprehensive federal civil rights law protecting the rights of people with disabilities. It impacts access to employment, state and local government programs and services, and telecommunications. It also requires that public spaces, businesses, and transportation be accessible to people with disabilities.
 - <https://www.ada.gov/cguide.htm>
- **The Americans with Disabilities Amendments Act (ADAA)** “emphasizes that the definition of disability should be understood in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.”
 - <https://www.eeoc.gov/statutes/americans-disabilities-act-amendments-act-2008>
- **The Rehabilitation Act of 1973** authorizes state vocational rehabilitation programs, client assistance programs, independent living centers, and civil rights

protections. It also makes it unlawful for entities receiving federal funding to discriminate against a person based on a disability. This is commonly referred to as “Section 504.”

- <https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>

- **Developmental Disabilities Assistance and Bill of Rights Act** helps individuals with developmental disabilities live in their communities as independently as possible. It provides for access to home care and personal care assistance, support in applying for public benefits, and some housing and employment assistance.

- <https://acl.gov/about-acl/authorizing-statutes/developmental-disabilities-assistance-and-bill-rights-act-2000>

- **Social Security programs** allow youth and adults who are not able to support themselves through employment may be eligible for assistance from the federal Social Security Administration (SSA). Social Security programs provide a limited amount of financial assistance and health care coverage to individuals with disabilities who meet eligibility requirements.

- <https://www.ssa.gov/disability/>



Which Career Pathway is right for you?

RESULTS OF THE RIASEC TEST

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are...

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways
Natural Resources
Health Services
Industrial and Engineering Technology
Arts and Communication

I = Investigative

These people like to watch, learn, analyze and solve problems. Good college majors for Investigative people are...

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

Related Pathways
Health Services
Business
Public and Human Services
Industrial and Engineering Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are...

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

Related Pathways
Public and Human Services
Arts and Communication

S = Social

These people like to work with other people, rather than things. Good college majors for Social people are...

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

Related Pathways
Health Services
Public and Human Services

E = Enterprising

These people like to work with others and enjoy persuading and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

Related Pathways
Business
Public and Human Services
Arts and Communication

C = Conventional

These people are very detail oriented, organized and like to work with data. Good college majors for Conventional people are...

- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

Related Pathways
Health Services
Business
Industrial and Engineering Technology

UCanGo2- Career Interest Survey

https://www.ucango2.org/publications/student/Career_Interest_Survey.pdf



Career Interest Survey

In order to choose a career that will give you personal satisfaction, you must spend some time thinking about what really interests you. This activity helps you match your interests to different types of careers. For each item, circle the letter of the activity you would rather do. It doesn't matter if you like both of them a lot or dislike both of them a lot; just pick the one you would rather do, and circle that letter.

- | | | |
|--|---|--|
| A – Operate a printing press | E – Make three-dimensional items | L – Build kitchen cabinets |
| B – Study the causes of earthquakes | D – Analyze handwriting | N – Refinance a mortgage |
| C – Plant and harvest crops | B – Design indoor sprinkler systems | A – Sing in a concert |
| R – Replace a car window and fender | F – Run a factory sewing machine | R – Direct the takeoff/landing of planes |
| E – Analyze reports and records | G – Develop personnel policies | G – Operate a cash register |
| F – Operate a machine | Q – Train racehorses | B – Collect rocks |
| G – Work in an office | D – Guard an office building | G – Start a business |
| H – Answer customer questions | H – Run a department store | L – Draft a blueprint |
| D – Write reports | A – Write for a newspaper | M – Assess student progress |
| J – Help former prison inmates find work | G – Use a calculator | L – Design an airplane |
| L – Design a freeway | O – Help people at a mental health clinic | O – Wrap a sprained ankle |
| M – Plan educational lessons | L – Remodel old houses | I – Guide an international tour group |
| N – Balance a checkbook | M – Care for young children | P – Solve technical problems |
| O – Take an X-ray | D – Locate a missing person | J – Provide spiritual guidance to others |
| P – Write a computer program | N – Plan estate disbursements/payments | Q – Manage a veterinary clinic |
| Q – Train animals | P – Enter data | K – Lead others |
| C – Be in charge of replanting forests | A – Design a book cover | E – Operate heavy equipment |
| A – Act in a TV show or movie | E – Build toys with written instructions | Q – Manage a fish hatchery |
| D – Solve a burglary | B – Figure out why someone is sick | F – Assemble cars |
| F – Check products for quality | R – Fly an airplane | K – Protect our borders |
| E – Build an airport | C – Learn how things grow and stay alive | A – Play an instrument |
| G – Keep company business records | H – Sell cars | J – Plan activities for adult day care |
| F – Put together small tools | I – Work as a restaurant host or hostess | C – Research soybean use in paint |
| P – Design a website | D – Fight fires | J – Provide consumer information |
| M – Tutor students | G – Keep payroll records for a company | D – Guard money in an armored car |
| Q – Work at a zoo | J – Work in a nursing home | B – Study human behavior |
| J – Take care of children | G – Hire new staff | E – Fix a television set |
| O – Plan special diets | O – Run ventilators/breathing machines | M – Run a school |
| A – Choreograph a dance | R – Drive a taxi | F – Fix a control panel |
| K – Lobby or show support for a cause | A – Broadcast the news | J – Help friends with personal problems |
| H – Sell clothes | K – Audit taxes for the government | C – Oversee a logging crew |
| E – Work with your hands | B – Sort and date dinosaur bones | B – Study weather conditions |
| I – Work at an amusement park | O – Give shots | R – Pack boxes at a warehouse |
| N – Sell insurance | C – Design landscaping | A – Teach dancing |
| I – Learn about ethnic groups | P – Give tech support to computer users | O – Sterilize surgical instruments |
| P – Manage an information system | D – Work in a courtroom | B – Study soil conditions |
| N – Appraise the value of a house | Q – Care for injured animals | N – Play the stock market |
| M – File books at the library | I – Serve meals to customers | C – Protect the environment |

- M – Grade papers
- R – Operate a train
- L – Order building supplies
- E – Paint motors
- P – Develop new computer games
- H – Buy merchandise for a store
- K – Work to get someone elected
- C – Identify plants in a forest
- D – Guard inmates in a prison
- L – Read blueprints
- H – Line up concerts for a band
- K – Ask people survey questions
- E – Manage a factory
- O – Work as a nurse in a hospital
- A – Paint a portrait
- K – Testify before Congress
- B – Work with a microscope
- I – Schedule tee times at a golf course
- C – Classify plants
- O – Transcribe medical records
- F – Install rivets
- Q – Raise worms
- N – Balance accounts
- M – Develop learning games
- J – Read to sick people
- P – Repair computers
- F – Compare sizes and shapes of objects
- Q – Fish
- R – Repair bicycles
- K – Deliver mail
- M – Teach Special Education
- P – Set up a tracking system
- G – Manage a store
- H – Advertise goods and services
- R – Distribute supplies to dentists
- I – Compete in a sports event
- I – Check guests into a hotel
- M – Teach adults to read
- L – Follow step-by-step instructions
- N – Collect past due bills
- R – Inspect cargo containers
- F – Work in a cannery
- I – Coach a school sports team
- P – Update a website
- Q – Hunt
- K – Enlist in a branch of the military
- H – Sell sporting goods
- J – Cut and style hair
- B – Experiment to find new metals
- N – Work in a bank
- G – Work with computer programs
- N – Loan money
- L – Hang wallpaper
- D – Make an arrest
- O – Deliver babies
- H – Persuade people to buy something
- H – Stock shelves
- I – Serve concession stand drinks

Career Evaluation

Count the number of times you circled each letter and record each number in the chart below.

A:	D:	G:	J:	M:	P:
B:	E:	H:	K:	N:	Q:
C:	F:	I:	L:	O:	R:

Now that you have the results from your career interest assessment, it's time to learn about specific career fields that match your interests.

Write down the two letters with the most responses. These are your top two areas of career interest. If you have a tie, list three:

Find and read the description of your top area of career interest on the next page. Then, record your interest area(s) here:

The Oklahoma State Regents for Higher Education, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990 and other federal laws and regulations, do not discriminate on the basis of race, color, national origin, sex, age, religion, handicap or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, financial aid and educational services. This publication is issued by the Oklahoma State Regents for Higher Education, as authorized by 70 O.S. 2001, Section 3206. Copies have not been printed but are available through the agency website at www.okhighered.org. Two printout copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.

Career Interest Areas

- A. Arts, A/V Technology and Communications:** Interest in creative or performing arts, communication or A/V technology.
- B. Science, Technology, Engineering and Mathematics:** Interest in problem-solving, discovering, collecting and analyzing information and applying findings to problems in science, math and engineering.
- C. Plants, Agriculture and Natural Resources:** Interest in activities involving plants, usually in an outdoor setting.
- D. Law, Public Safety, Corrections and Security:** Interest in judicial, legal and protective services for people and property.
- E. Mechanical Manufacturing:** Interest in applying mechanical principles to practical situations using machines, hand tools or techniques.
- F. Industrial Manufacturing:** Interest in repetitive, organized activities in a factory or industrial setting.
- G. Business, Management and Administration:** Interest in organizing, directing and evaluating business functions.
- H. Marketing, Sales and Service:** Interest in bringing others to a point of view through personal persuasion, using sales or promotional techniques.
- I. Hospitality and Tourism:** Interest in providing services to others in travel planning and hospitality services in hotels, restaurants and recreation.
- J. Human Services:** Interest in helping others with their mental, spiritual, social, physical or career needs.
- K. Government and Public Administration:** Interest in performing government functions at the local, state or federal level.
- L. Architecture, Design and Construction:** Interest in designing, planning, managing, building and maintaining physical structures.
- M. Education and Training:** Interest in planning, managing and providing educational services, including support services, library and information services.
- N. Finance, Banking, Investments and Insurance:** Interest in financial and investment planning and management, and providing banking and insurance services.
- O. Health Sciences, Care and Prevention:** Interest in helping others by providing diagnostic, therapeutic, informational and environmental services, including researching and developing new health care services.
- P. Information Technology (IT):** Interest in the design, development, support and management of hardware, software, multimedia, systems integration services and technical support.
- Q. Animals, Agriculture and Natural Resources:** Interest in activities involving the training, raising, feeding and caring for animals.
- R. Transportation, Distribution and Logistics:** Interest in the movement of people, materials and goods by road, pipeline, air, railroad or water.

Career Evaluation

Now that you know what career areas may interest you, explore some of the careers that fall in those categories below. Do you see any occupations you want to know more about? If so, those are the careers you might want to research as future occupations.

Agriculture, Animals and Natural Resources

Agricultural Engineer
Agricultural Scientist
Animal Trainer
Chef
Conservation Scientist
Farm Equipment Mechanic
Fish and Game Warden
Forester
Veterinarian
Zoologist

Architecture and Construction

Architect
Cabinetmaker
Carpenter
Construction Manager
Electrician
Civil Engineer
General Construction Worker
Highway Maintenance Worker
Interior Designer
Sheet Metal Worker
Surveying and Mapping Technician

Arts, A/V Technology and Communications

Actor
Art Director
Broadcast Technician
Camera Operator
Composer and Music Arranger
Film and Video Editor
Cartographer
News Reporter
Photographer
Producer and Director
Set and Exhibit Designer
Technical Writer
Graphic Designer

Business, Management and Administration

Accountant
Advertising Manager
Computer Operator
Court Reporter
Management Analyst
Meeting and Convention Planner
Payroll Clerk
Property and Real Estate Manager
Shipping and Receiving Clerk
Statistician

Education and Training

Audio/Visual Specialist
Coach and Sports Instructor
College/University Administrator
Teacher/Professor
Librarian
Public Health Educator
Special Education Teacher
Speech Pathologist

Finance

Accounting Clerk
Appraiser
Credit Analyst
Credit Checker
Economist
Financial Counselor
Insurance Adjuster and Examiner
Insurance Agent
Loan Officer
Tax Preparer

Government and Public Administration

City Planning Aide
Construction/Building Inspector
Interpreter and Translator
License Clerk
Occupational Health Specialist
Tax Examiner

Health Sciences

Anesthesiologist
Athletic Trainer
Chiropractor
Dentist
Emergency Medical Technician
Physical Therapist
Occupational Therapist
Pharmacist
Physician
Registered Nurse

Hospitality and Tourism

Baggage Porter and Bellhop
Chef and Dinner Cook
Food Service Worker
Hotel Manager
Janitor/Housekeeper Supervisor
Reservation and Ticket Agent
Restaurant Manager
Tour Guide
Travel Agent

Human Services

Child Care Worker
Clergy
Cosmetologist
Counselor
Funeral Director
Manicurist
Professional Makeup Artist
Financial Adviser
Psychologist
Residential Counselor
Social Worker

Information Technology (IT)

Computer/Information Systems Manager
Computer Engineer
Computer Programmer
Computer Security Specialist
Computer Support Specialist

Computer Systems Analyst
Data Communications Analyst
IT Mechanic

Law, Public Safety, Corrections and Security

Coroner
Corrections Officer
Court Clerk
Detective and Investigator
Firefighter
Judge
Lawyer
Life Guard and Ski Patrolman
Police Patrol Officer

Manufacturing (Mechanical/Industrial)

Chemical Engineer
Forklift Operator
Gas and Oil Plant Operator
Jeweler
Locksmith
Metal/Plastic Processing Worker
Office Machine Repairer
Power Plant Operator
Shoe and Leather Worker
Welder

Marketing, Sales and Services

Advertising Salesperson
Buyer and Purchasing Agent
Customer Service Representative
Floral Designer
Market Research Analyst
Public Relations Specialist
Real Estate Agent
Sales Manager
Telemarketer

Science, Technology, Engineering and Mathematics

Aerospace Engineer
Biologist
Chemist
Electrical and Electronics Engineer
Geographer
Petroleum Engineer
Mechanical Engineer
Meteorologist
Physicist
Safety Engineer

Transportation, Distribution and Logistics

Air Traffic Controller
Airplane Pilot
Automobile Mechanic
Flight Attendant
Motorboat Mechanic
School Bus Driver
Subway and Streetcar Operator
Traffic Technician
Transportation Agent

Career Clusters Interest Survey

<https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <input style="width: 50px; height: 30px; border: 1px solid black;" type="text"/>

BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <input style="width: 50px; height: 30px; border: 1px solid black;" type="text"/>

BOX 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <input style="width: 50px; height: 30px; border: 1px solid black;" type="text"/>

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

BOX 4	Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	School subjects that I like: 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	Total number circled in Box 4 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
--------------	---	---	---	---

BOX 5	Activities that describe what I like to do: 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	School subjects that I like: 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	Total number circled in Box 5 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
--------------	--	--	--	---

BOX 6	Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	Total number circled in Box 6 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
--------------	---	--	---	---

BOX 7	Activities that describe what I like to do: 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver	School subjects that I like: 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	Total number circled in Box 7 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
--------------	---	--	--	---

BOX 8	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	<p>Total number circled in Box 8</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
BOX 9	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	<p>Total number circled in Box 9</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
BOX 10	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Uses intuition and logic 5. Non-judgmental 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	<p>Total number circled in Box 10</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
BOX 11	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Logic/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	<p>Total number circled in Box 11</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
BOX 12	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	<p>Total number circled in Box 12</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

BOX 13	Activities that describe what I like to do: 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings.	Personal qualities that describe me: 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	School subjects that I like: 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts	Total number circled in Box 13 <input style="width: 50px; height: 30px;" type="text"/>
---------------	---	--	--	--

BOX 14	Activities that describe what I like to do: 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money.	Personal qualities that describe me: 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	School subjects that I like: 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications	Total number circled in Box 14 <input style="width: 50px; height: 30px;" type="text"/>
---------------	--	---	---	--

BOX 15	Activities that describe what I like to do: 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	Personal qualities that describe me: 1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	School subjects that I like: 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education	Total number circled in Box 15 <input style="width: 50px; height: 30px;" type="text"/>
---------------	--	--	--	--

BOX 16	Activities that describe what I like to do: 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	Personal qualities that describe me: 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	School subjects that I like: 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	Total number circled in Box 16 <input style="width: 50px; height: 30px;" type="text"/>
---------------	--	--	--	--

Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



The Sixteen Career Clusters

<p>1</p> <p><i>Agriculture, Food & Natural Resources</i></p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<p>2</p> <p><i>Architecture & Construction</i></p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>3</p> <p><i>Arts, A/V Technology & Communications</i></p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>4</p> <p><i>Business, Management & Administration</i></p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p>5</p> <p><i>Education & Training</i></p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p>6</p> <p><i>Finance</i></p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>7</p> <p><i>Government & Public Administration</i></p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>8</p> <p><i>Health Science</i></p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>9</p> <p><i>Hospitality & Tourism</i></p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, and recreation events and travel-related services.</p>

Career Clusters cont.

10  <i>Human Services</i>	Preparing individuals for employment in career pathways that relate to families and human needs.
11  <i>Information Technology</i>	Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
12  <i>Law, Public Safety, Corrections & Security</i>	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
13  <i>Manufacturing</i>	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
14  <i>Marketing, Sales & Service</i>	Planning, managing, and performing marketing activities to reach organizational objectives.
15  <i>Science, Technology, Engineering & Mathematics</i>	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
16  <i>Transportation, Distribution & Logistics</i>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

Citations

Roy, S., Ziemke, B., & Anderson, C. (2013). *A Guide to Preparing Your Child with a Disability for Life Beyond High School* [Pamphlet]. Minneapolis, Minnesota: PACER Center.

Kallio, A., & Owens, L., Ph.D. (2012). *Opening Doors to Postsecondary Education and Training* [Pamphlet]. Madison, Wisconsin: Wisconsin Department of Public Instruction.

RIASEC- Which Career Pathway is Right for You? [Career interest survey for transition purposes]. (n.d.).

Career Interest Inventory- UCanGo2 [Career interest inventory for transitional purposes]. (n.d.).

Career Clusters Interest Survey- States' Career Clusters [Career interest survey for transitional purposes]. (n.d.)