LEVEL I VOCATIONAL ASSESSMENT

LEVEL I ASSESSMENTS WILL BE COMPLETED FOR STUDENTS AGE 12 AND THOSE REFERRED TO SPECIAL EDUCATION FOR THE FIRST TIME WHO ARE AGE 12 AND OVER.

The Level I Assessment includes:

♦ Student Interview

♦ Parent/Guardian Interview

♦ Teacher Assessment

Eric Bright & Kim Massaro, Coordinators, North Country Transition Site
New York State regulations mandate that a vocational assessment will first be completed for all students in special education at age 12 to help the student, family and school to begin to discuss the needs, interests and aspirations of the student as she/he prepares for adult life. Regulations specifically state that “school districts shall ensure that students age 12 and those referred to special education for the first time who are age 12 or over, shall receive an assessment that includes a review of school records and teacher assessments and parent and student interviews to determine vocational skills, aptitudes and interests.” (NYCRR 200.4 (b)(6)(viii))

The purpose of a Level I vocational or career assessment is to:

- Determine what the student’s expectations are of the transition planning process and his/her perceptions for the future.
- Provide a reality check through questions of factual information about the student.
- Give an indication of how the student uses his or her free time outside of school in the local community.
- Provide an opportunity for the student to give direct input into the career assessment and decision making process.

The student interview is the student’s perception of what he/she expects as a result of participating in the transition planning process. It is also used to learn if there are other factors or resources in the student’s life that can be useful in learning about career choices. The student interview is not a psychological test and there is no right or wrong answer.
Level I Assessment

Student Interview

PERSONAL DATA:

Name: ______________________________________ DOB: __________________

School District: ____________________________ SS #: ___________________

Interviewer: ______________________________ Date: __________________

1. What would you like to do when you finish school?
   Why would you like to do this?

2. What do you think you have to do to prepare for this?

3. Tell me some things you are good at.

4. Tell me some things you do not like to do.

5. Tell me some things you need to get better at doing (i.e., getting along with friends, learning math, learning a job skill, getting along with family).

6. List any job experiences you have had either in or out of school.

7. What have you learned from these job experiences?

8. Describe something you have learned in school and tell me how this will help you in your life or in your job.

(Continued)
9. How do you learn best?
   a. By seeing information
   b. By hearing information
   c. By working with others
   d. By doing something hands on
   e. Other

10. How do you spend your leisure time?
    Do you enjoy doing these things?

11. Do you belong to any clubs or are you involved in any activities?

12. Do you have any medical conditions?
    Do you take any medication?  No  Yes  What?  Why?

13. Who do you live with?

14. If your parents work, tell me what their jobs are about?

15. Do you expect to graduate from high school?

16. When you get older, where would you like to live and with whom?

17. What do you need to learn to be able to do this?

18. Will you get a driver’s license?  No  Yes

19. What do you think school can do to help you prepare for graduation?
 Resource Materials

Level I Assessment

Parent/Guardian Interview

Name: ______________________________________        Date: ___________________

School District: _______________________________       SS#: ___________________

Address: _____________________________________      DOB: __________________

Expected date of graduation: _____________________      Phone:__________________

Parent/Guardian Name: __________________________

Please answer the following questions so that we can understand your child’s plans and needs for the future:

1. After leaving school, I would like my child to participate in:
   (Please circle all that apply)

   Supported Employment with a job coach                     Day Habilitation

   Sheltered Workshop                                          Vocational School/Training

   Full Part Time Employment                                    Day Treatment

   College (Please circle one)   2 yr.  4yr.  Adult Education

   Military                                                   Other

2. In which kind of jobs does your son/daughter seem interested?

3. What do you see as your child’s social strengths?

   What do you see as your child’s social needs?

4. What do you see as your child’s vocational strengths?

   What do you see as your child’s vocational needs?

5. Please list any medical concerns and/or medications taken.

(Continued)
6. What skills do you think need to be developed to help your son/daughter reach his/her vocational goals?

7. If your child will attend college, vocational school or adult education, what area of study will he/she pursue?

PERSONAL MANAGEMENT/LIVING ARRANGEMENTS

1. What chores or responsibilities does your child presently have at home?

2. Following graduation from the public school, what do you think your son/daughter’s living situation will be? (Please circle all that apply)
   - At home
   - Foster home
   - Apartment
   - Group home
   - Independent apartment
   - Other (specify)

3. In which of the following independent living areas does your child need Instruction? (Please circle all that apply)
   - Clothing care
   - Sex education
   - Meal prep/nutrition
   - Household management
   - Hygiene/grooming
   - Health/first aid
   - Travel training
   - Consumer skills
   - Community awareness
   - Interpersonal skills
   - Time management/organization
   - Safety
   - Getting along with others
   - Appropriate behaviors
   - Self-advocacy
   - Problem solving
   - Other (specify)

4. Will your child be able to travel to and from a job/school alone? (Please circle one)
   - Yes
   - No
5. How does your child spend his/her leisure time?

6. What do you feel is lacking in his/her leisure/recreational activities?

7. How do you spend time as a family?

8. What financial supports do you think your child will have/need after school completion? *(Please circle all that apply)*
   - Job income
   - Supplemental Security Income
   - Medicaid
   - General public assistance
   - Trust/Will
   - Other *(specify)*

**GENERAL**

How would you like the school district staff to assist you in planning for your child’s needs after graduation/school completion?

**COMMENTS**
This report should be completed by the student’s special education teacher and reflect his/her observations of the student’s ability to function in a career environment (college, competitive employment, supported employment, day habilitation, etc.) and apply knowledge he/she has learned.

1. Describe how the student has an awareness of the world of work.

2. How has the student explored career options?

3. How can the student use personal skills, aptitudes and abilities to make career decisions?

4. Can the student demonstrate how academic knowledge and skills are applied in the workplace and other settings?

5. Has the student chosen a career path?
   What is it?

6. Has the student acquired career specific knowledge/skills necessary to progress toward gainful employment and success in postsecondary programs?
7. What strategies/accommodations does the student use?

8. In what career experience is the student currently participating (i.e., college prep, community-based work experience, career exploration, job shadowing, etc.)?

9. Student’s strengths:

10. Areas where student needs development:

11. Projected postsecondary outcome:

COMMENTS:
Step 1. In each row, please check ONE phrase that best describes the student’s performance.

**BASIC SKILLS**

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<th>ADVANCED</th>
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<td>1a. Speaking</td>
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<td>Expresses complex ideas in an organized and concise manner, responding to the needs of the audience.</td>
<td>Speaks effectively to a group using well-organized format, concise language and clear enunciation.</td>
<td>Speaks clearly and uses language appropriate to the environment or situation.</td>
<td>Learning to speak clearly, audibly and courteously.</td>
<td>Speech is unclear or garbled; unaware of audience.</td>
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<td>1b. Listening</td>
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<td>Listens to and comprehends complex information over time and applies it for success in the work place.</td>
<td>Listens attentively and demonstrates understanding through relevant responses and questions.</td>
<td>Listens attentively; makes eye contact; repeats instruction to confirm understanding.</td>
<td>Emerging listening skills; working to make eye contact and confirm understanding.</td>
<td>Does not listen or follow oral information; no eye contact or confirmation of understanding.</td>
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<td><strong>1c. Reading</strong></td>
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<td>Reads complex written materials and executes related tasks independently.</td>
<td>Reads and understands written materials, including technical documents, independently; asks questions where appropriate.</td>
<td>Reads written directions and workplace documents independently.</td>
<td>Reads written directions and workplace documents with assistance.</td>
<td>Does not read written directions and workplace documents.</td>
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<td><strong>1d. Writing</strong></td>
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<td>Writes information coherently and confidently, applying rules and conventions of standard English.</td>
<td>Writes clearly using work-related terminology with few errors in rules and conventions of standard English.</td>
<td>Writing contains some unclear information with some errors in rules and conventions of standard English.</td>
<td>Evidence of emerging writing skills; writing beginning to follow rules and conventions of standard English.</td>
<td>Writing is unclear and contains many errors in rules and conventions of standard English.</td>
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<td><strong>1e. Quantitative Analysis and Mathematics</strong></td>
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<td>Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.</td>
<td>Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships.</td>
<td>Applies basic math, including multiplication and division, to complete appropriate tasks.</td>
<td>Performs simple calculations—addition and subtraction—with and without a calculator.</td>
<td>Lacks basic math skills for the workplace.</td>
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<td><strong>THINKING SKILLS</strong></td>
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<td><strong>2a. Identifying Problems</strong></td>
<td>Identifies potential problems and proposes preventive action.</td>
<td>Explores cause of problems and evaluates impact on various stakeholders.</td>
<td>Identifies problems independently.</td>
<td>Identifies problems with help from supervisor.</td>
<td>Unaware of problems in the workplace and what they can do to solve them.</td>
</tr>
<tr>
<td><strong>2b. Solving Problems</strong></td>
<td>Identifies theories and solutions that include systemic change and preventive actions.</td>
<td>Explores options and considers several alternative solutions when solving problems.</td>
<td>Recognizes simple problems and solves them independently.</td>
<td>Solves problems with help from supervisor.</td>
<td>Unaware of problem solving process in the workplace.</td>
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<tr>
<td><strong>PERSONAL QUALITIES</strong></td>
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<tr>
<td><strong>3a. Attendance and Appearance</strong></td>
<td>Is an exemplary model of attendance and dress, when representing their organization at meetings and events in the workplace and community.</td>
<td>Is a model of excellent attendance and dress; attends events beyond those required.</td>
<td>Maintains consistent attendance, punctuality, and appropriate dress independently.</td>
<td>Maintains consistent attendance, punctuality, and appropriate dress with supervision.</td>
<td>Attendance is sporadic or non-existent; appearance is unacceptable for the workplace.</td>
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<td>3b. Giving and Accepting Direction and Criticism</td>
<td>Evaluates and delivers direction and constructive criticism to others in the workplace.</td>
<td>Accepts and applies constructive criticism and directions to improve performance.</td>
<td>Accepts and gives direction and constructive criticism with positive attitude.</td>
<td>Learning to accept and give direction and constructive criticism.</td>
<td>Does not give and accept direction; resistant to constructive criticism.</td>
</tr>
<tr>
<td>3d. Respecting Confidentiality</td>
<td>Is an exemplary model; uses effective decision making regarding confidentiality issues in the workplace.</td>
<td>Models good discretion for others in maintaining confidentiality.</td>
<td>Maintains confidentiality independently.</td>
<td>Learning to maintain confidentiality with cues and direction.</td>
<td>Demonstrates disregard for confidential information about self or others.</td>
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<tr>
<td>4a. Interacting with Customers/ Clients</td>
<td>Exhibits exemplary resolution skills with customers/ clients problems and situations; serves as a model for coworkers.</td>
<td>Resolves customer/ client problems independently where appropriate.</td>
<td>Appropriately requests assistance when dealing with difficult customers/ clients and situations.</td>
<td>Developing skills necessary to deal with difficult customers/ clients and situations.</td>
<td>Unable to deal with difficult clients/ customers or situations.</td>
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<tr>
<td>4b. Interacting with Co-Workers</td>
<td>Leads teams of co-workers to complete projects in an effective and timely manner.</td>
<td>Participates constructively as part of a team.</td>
<td>Initiates positive interactions with co-workers.</td>
<td>Developing basic interpersonal skills and positive behaviors.</td>
<td>Lacks appropriate interpersonal skills for the workplace.</td>
</tr>
<tr>
<td>4c. Managing Stress and Conflict</td>
<td>Applies effective conflict resolution skills; exemplar model for coworkers.</td>
<td>Recognizes and avoids potential conflict. Maintains perspective and appropriate temperament.</td>
<td>Independently identifies conflict and responds appropriately.</td>
<td>Identifies conflict and responds appropriately with directions or cues.</td>
<td>Lacks awareness of conflict resolution or process.</td>
</tr>
<tr>
<td>4d. Respecting Diversity</td>
<td>Seeks out opportunities to work with people different from him/herself.</td>
<td>Consistently demonstrates ability to work with people different from him/herself.</td>
<td>Demonstrates ability to work with people different from him/herself most of the time.</td>
<td>Demonstrates emerging ability to work with people different from him/herself.</td>
<td>Lacks sensitivity for diversity in the workplace.</td>
</tr>
<tr>
<td>5a. Using Work Tools and Office Equipment</td>
<td>Takes initiative in maintaining tools/equipment; models appropriate use for others.</td>
<td>Trouble shoots and solves problems using work tools and/or office equipment.</td>
<td>Uses work tools and/or work tools and/or office equipment independently.</td>
<td>Uses work tools and/or basic office equipment with supervision.</td>
<td>No understanding of the importance of and demonstrates disregard for workplace tools and equipment.</td>
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<tr>
<td>5b. Computer Operation</td>
<td>6a. Collecting, Organizing and Communicating Information</td>
<td>6b. Research and Analysis</td>
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<tr>
<td>Seeks out and applies new technology applications to further organization productivity.</td>
<td>Selects and uses appropriate software to identify and solve problems.</td>
<td>Demonstrates basic computer skills.</td>
<td>Learning basic computer skills.</td>
<td>Lacks basic computer skills.</td>
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<tr>
<td>Identifies and obtains missing information and demonstrates the applications to work place tasks and problems. (Based on mastery of subject.)</td>
<td>Effectively organizes, communicates and evaluates the relevance and accuracy of information to work place tasks and problems.</td>
<td>Effectively compiles and applies information and resources to identify and solve problems.</td>
<td>Developing ability to collect and organize information and material needed for a task.</td>
<td>Does not compile or organize information.</td>
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<tr>
<td>Develops theories of action and tests them in practice.</td>
<td>Analyzes, interprets and draws conclusions from a variety of information types and sources.</td>
<td>Researches and synthesizes information from a variety of sources.</td>
<td>Developing a familiarity with pertinent information and its location.</td>
<td>Unable to locate or interpret information from multiple sources.</td>
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</table>
### 7a. Initiating and Completing Projects

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<tbody>
<tr>
<td>Delivers high-quality projects on schedule.</td>
<td>Consistently initiates and completes projects independently.</td>
<td>Frequently completes tasks and projects as assigned.</td>
<td>Completes tasks and projects as assigned with direction.</td>
<td>Does not complete tasks and projects.</td>
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### 7b. Time Management

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<tr>
<td>SYSTEMS</td>
<td>ADVANCED</td>
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<tr>
<td><strong>8a. Understanding the Structure and Dynamics of the Entire Organization</strong></td>
<td>Understands the role of the organization in the industry and the economy</td>
<td>Understands and negotiates the interconnections and workflow between departments.</td>
<td>Demonstrates working knowledge of the department’s role in the organization and how it relates to other departments.</td>
<td>Is aware of his/her own role within the department.</td>
<td>Does not comprehend the concept of an organizational structure.</td>
</tr>
<tr>
<td><strong>8b. Recognizing Health and Safety Issues</strong></td>
<td>Models good health and safety practices and helps others to understand their importance.</td>
<td>Understands the implications of health and safety principles and applies them to new situations.</td>
<td>Independently practices appropriate health and safety protocol and recognizes their importance.</td>
<td>Practices appropriate health and safety protocol at the workplace with assistance.</td>
<td>Lacks an understanding of health and safety issues in the workplace.</td>
</tr>
<tr>
<td><strong>8c. Understanding Personnel Policy and the Labor/Management Relationship</strong></td>
<td>Understands personnel policy and its impact on the organization; and contributes to a positive work culture.</td>
<td>Adheres to personnel policy and understands its impact on individuals and the organization.</td>
<td>Understands roles, responsibilities and policies of employee and employer.</td>
<td>Developing an understanding of personnel policy and the roles and responsibilities of employee and employer.</td>
<td>Lacks an understanding of personnel policies and the role and responsibilities of employee and employer.</td>
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</tbody>
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<tr>
<td><strong>9a. Teaching and Learning on an Ongoing Basis</strong></td>
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<tr>
<td>Prioritizes effectively among personal, professional and academic responsibilities.</td>
<td>Participates in professional development opportunities and shares learning independently.</td>
<td>Participates in professional development opportunities and shares learning upon request.</td>
<td>Developing an appreciation for learning new skills.</td>
<td>Lacks commitment to life long learning.</td>
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<tr>
<td><strong>9b. Balancing Personal, Professional and Academic Responsibilities</strong></td>
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<tr>
<td>Prioritizes effectively among personal, professional and academic responsibilities.</td>
<td>Balances personal, professional and academic life choices.</td>
<td>Applies the ability to manage personal, professional and academic responsibilities.</td>
<td>Learning to recognize the differences among personal, professional and academic life choices.</td>
<td>Overwhelmed by personal, professional and academic responsibilities.</td>
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<tr>
<td><strong>9c. Setting Career Goals</strong></td>
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<tr>
<td>Initiates steps to accomplish career goals, including participating in professional development activities such as workshops and seminars.</td>
<td>Actively researches career opportunities.</td>
<td>Aware of career opportunities connected to areas of interest or ability.</td>
<td>Support needed to develop awareness of career opportunities.</td>
<td>Lacks initiative to explore career opportunities.</td>
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<tr>
<td>Step 2:</td>
<td>Evidence of Competency</td>
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<tr>
<td>1. <strong>Basic Skills:</strong> The student demonstrates the ability to speak, listen, read, and write to function successfully at the work site.</td>
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<td>2. <strong>Thinking Skills:</strong> The student identifies problems, understands their context and develops solutions.</td>
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<td>3. <strong>Personal Qualities:</strong> The student meets workplace standard on attendance, punctuality, dress-code, confidentiality, flexibility, and self control.</td>
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<td>4. <strong>Interpersonal Skills:</strong> The student works professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.</td>
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<td>5. <strong>Using Technology:</strong> The student identifies and applies appropriate technologies.</td>
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<td>6. <strong>Managing Information:</strong> The student gathers, organizes, and evaluates the meaning of documents and information.</td>
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<td>7. <strong>Managing Resources:</strong> The student participates fully in a task or project from initiation to completion, using appropriate time-management skills.</td>
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<td>8. <strong>Systems:</strong> The student understands the structure and dynamics of the entire organization, health and safety issues in the industry and the role of the business with the larger community.</td>
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<td>9. <strong>Career and Life Choices:</strong> The student balances demands of work, school and personal life and takes responsibility for developing his or her own personal and professional growth.</td>
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Step 3. After you have completed the Workplace Learning Profile, review and list the student’s strengths and areas of need.

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<tr>
<th>Strengths</th>
<th>Areas of Need</th>
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Step 4. Have the student identify three competencies that they wish to work on:

1. 

2. 

3. 

Adapted from Massachusetts Work-Based Learning Program by the Rochester Regional Transition Coordination Site and Monroe #1 Boces
**Step 5.** In more detail, write or list objective, task and/or projects that will assist the student in moving to a higher level skill in each of the three student identified competencies.

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<tr>
<th>Task</th>
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Adapted from Massachusetts Work-Based Learning Program by the Rochester Regional Transition Coordination Site and Monroe #1 Boces
Transition Coordination Sites

Western New York (Allegany, Erie, Cattaraugus, Chautauqua, Genesee, Niagara, Orleans, Wyoming)

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Central/Southern Tier (Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Fulton, Hamilton, Herkimer, Madison, Montgomery, Oneida, Onondaga, Oswego, Otsego, Schuyler, Steuben, Tioga, Tompkins)

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## Transition Coordination Sites

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- **Therese Zona**
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  - Monroe #1 BOCES
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  - Fairport, NY 14450
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- **Tom Munn**
  - (315) 462-7094
  - Wayne Finger Lakes BOCES Transition Site
  - 22 Teft Ave.
  - Clifton Springs, NY 14432
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  - tmunn@wflboces.org

**Finger Lakes Region: (Ontario, Seneca, Wayne, Yates)**

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**Long Island (Nassau, Suffolk)**

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  - Nancy Lauria, Associate
  - (518) 473-4821
  - Joanne LaCrosse, Associate
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  - NYS Office of Children and Family Services
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  - Rensselaer, NY 12144
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Web and Print Resources Focused on Issues Related to Transition

Print Resources:


This publication provides a teacher’s guide and student workbook to help students prepare for the transition from high school to college. Activities include information about the student’s rights and responsibilities, as well as lessons on skills necessary for success.

**Family Involvement in Transition Planning and Implementation**, Michael Wehmeyer, Mary Morningstar and Doris Husted, 1999.

This guide talks about the importance of family involvement and provides suggestions as to how to increase family/parent involvement in the transition planning process.

**Life Beyond the Classroom: Transition Strategies for Young People With Disabilities**, Paul Wehman, Paul Brookes Publishing Company

This guide enables professionals to master the techniques and strategies for designing effective, individualized transition programs; initiating a local transition program; creating community-based work programs; teaching vocational skills; making accurate assessments; and implementing the job development process.


This book, also available at www.nysed.gov, contains contact information for college campus coordinators for students with disabilities.

**Lunch at Wanda’s**, Marianne Murphy and Kerry McKenna, Hudson Valley and Central/Southern Transition Coordination Sites, VESID, New York State Education Department, 1999.

This booklet written by students for students, describes, in captioned type format, the challenges faced by a group of young individuals in their transition to adult life.

This book focuses on the rationale for teaching self-determination and provides a review of a number of commercially available curricula.


This book includes information for students and families preparing for the transition to college.


This book contains suggestions for assisting students with disabilities in developing self-determination skills as a means of facilitating their transition process.


This book offers insight into the role of the interdisciplinary team and each member’s contribution to transition planning and services.

**Transition and Students with Learning Disabilities: Facilitating Movement From School to Adult Life**, Austin, Pro-Ed, 1996.

This book takes a comprehensive look at the transition planning needs for students with learning disabilities with respect to living, learning and earning within their community.

**Web Resources:**

**Business Council of the State of New York State**
http://www.bcnys.org

The organization focuses on advocacy for public policies and improving the business climate by supporting mechanisms intended to expand the economy and produce new jobs. The site contains information specific to youth legislation and initiatives surrounding youth workforce issues.

**Career Development and Occupational Studies Standards**
http://www.emsc.nysed.gov/guides

This site is a Curriculum Resource Guide focusing on several areas, one of which is in Career Development and Occupational Studies and the relationship of the subject area to the New York State Learning Standards.
Career Zone
http://www.nycareerzone.org

Career Zone is a career exploration system that was designed for middle and high school students by the New York State Department of Labor with a grant from the United States Department of Labor. It is an interactive site designed to encourage students to explore career options as a means of making informed choices about their future.

Commission for the Blind and Visually Handicapped (CBVH)
http://www.dfa.state.ny.us/cbvh

This site has information regarding specialized transition services for youth that are blind or have visual impairments.

Enable: The Person Centered Planning Education Site
http://www.ilr.cornell.edu/ped/tsal/Enable/index.html

In this site, is found an overview of the person-centered transition planning process, a self-study course covering the basic process involved and many links and resources related to person-centered transition planning.

Lifelong Services Network (LSN)

This site, provided by the New York State Office of Vocational and Educational Services for Individuals with Disabilities (VESID), provides information about VESID’s statewide networks that provide technical assistance, information and referral services for children and adults with disabilities.

The National Center on Secondary Education and Transition (NCSET)
http://ici.umn.edu/ncset

The site provides information about the Center which hosts capacity-building institutes and workshops; national summits and teleconferences and provides technical assistance and outreach with respect to transition programs and services.

National Resource Center and National Dissemination Center for Career and Technical Education
http://www.nccete.com

This site focuses on information developed by a consortium of career and technical educators involved in a number of projects related to integrating career, technical and academic curriculum; as well as career development interventions and outcomes.

The New York Association of Training and Employment Professionals (NYATEP)
http://www.nyatep.org

This is an organization that serves local workforce development agencies who administer the Federal Workforce Investment Act (WIA). The site focuses on the emerging worker and other workforce development initiatives related to youth across New York State.
New York State Department of Labor
http://www.labor.state.ny.us/index.html

The New York State Department of Labor is New York State’s primary advocate for job creation and economic growth through workforce development. The site is designed to assist businesses in finding workers and people in finding jobs.

New York Education State Department, Office of Workforce Preparation and Continuing Education
http://www.emsc.nysed.gov/workforce

This site contains links and resources to improve career development activities for students in New York State including workforce development for youth; the Career Development and Occupational Studies Learning Standards (CDOS); school-to-work programs; and career and technical education.

Transition
http://web.nysed.gov/vesid/sped/trans/tranmain.htm

This VESID web site provides information regarding New York State regulations and resources to support transition as well as specific contacts for technical assistance.

Next Step Outreach Grant
http://www.ilr.cornell.edu/ped/tsal/next.html

Discover how students can learn to facilitate their own transition planning process within general education settings. An introductory video and downloadable User’s Guide are included. The video includes student and teacher comments. The User’s Guide includes teacher recommendations and links to the New York State Learning Standards.

Parent Advocacy Coalition for Educational Rights (PACER)
http://www.pacer.org

The PACER Center and its web site were created by parents and youth with disabilities to help other parents and families facing similar challenges.

SSA Work Incentive Programs
http://www.ilr.cornell.edu/ped/ssa.html

Contained in this site are important on-line learning tools that focus on Social Security Administration disability services and benefits; return-to-work programs; and work incentive provisions.

Transition Research Institute
http://w.3.ed.uiuc.edu/sped/tri/abouttri.htm

The Transition Research Institute at the University of Illinois (TRI), established in 1985, identifies effective practices, conducts intervention and evaluation research, and provides technical assistance activities that promote the successful transition of youth with disabilities from school to adult life. The site provides information about institute research on these topics.
ACTIVITIES OF DAILY LIVING (ADL)
Basic skills such as housekeeping, meal planning and preparation, money management, arranging social activities, use of public transportation, and self-medication.

AGING OUT
Term applied to a student who is nearing the end of his/her school career. It is generally used in regard to students who have severe disabilities and who will require programs and services into their adult years.

COMMISSION FOR THE BLIND AND VISUALLY HANDICAPPED (CBVH)
Provides vocational rehabilitation services to eligible individuals who are visually impaired or legally blind.

COMMITTEE ON SPECIAL EDUCATION (CSE)
A multidisciplinary team that coordinates evaluations and recommends special education programs and services for students with disabilities.

COMMUNITY-BASED INSTRUCTION (CBI)
Integrating students into their community as part of their education.

COMMUNITY RESIDENCE
A facility in the community providing room, board, and clinical supervision in a homelike environment.

EMPLOYMENT (COMPETITIVE)
A job in the community in which hiring, salary, job descriptions and evaluations are handled equally for all employees.

INDEPENDENT LIVING
Living in a house or apartment alone or with others, but not with family members or professional staff.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
A written program designed to help a child with disabilities achieve specific educational goals. Transition programs and services are a required component of the IEP for students aged 14-21.

INDIVIDUAL PLAN FOR EMPLOYMENT (IPE)
A written plan designed in conjunction with the VESID or CBVH Counselor to assist individuals with disabilities in obtaining employment. An IPE should be developed for students referred to and found to be eligible for vocational rehabilitation services prior to school exit.

INDEPENDENT LIVING CENTER (ILC)
Community-based programs that provide assistance to persons with disabilities to ensure full participation in community life.
JOB COACH
A person who provides training and support at the job site to an individual with a disability.

LEVEL 1 VOCATIONAL ASSESSMENT
A process of gathering and analyzing existing evaluation information. It includes conducting informal interviews with the student, parent/guardian, and educational staff. It does not require any specialized tests but rather examines the student and existing information from a vocational perspective. All special education students 12 years of age and up shall receive a Level 1 Vocational Assessment.

PASS PLAN: PLAN FOR ACHIEVING SELF-SUPPORT
A work incentive for individuals who receive SSI that allows the individual to set aside income for achieving a specific life goal in a specified period of time. This set aside income is not included in determining overall assets.

PRE-VOCATIONAL
A term referring to activities designed to prepare an individual for a job and to teach job-related skills.

SUPPLEMENTAL SECURITY INCOME (SSI)
A monthly payment for individuals with disabilities. Disability and financial requirements apply when determining eligibility.

SUPPORTED EMPLOYMENT
Support services for persons with substantial disabilities designed to assist integration in competitive employment.

TRANSITION SERVICES
A coordinated set of activities for a student with a disability, designed with an outcome-oriented process, that promotes movement from school to post-school activities, including, but not limited to, postsecondary education, vocational training, integrated competitive employment (including supported employment), continuing and adult education, independent living, or community participation. The coordinated set of activities must be based on the individual student’s needs, taking into account the student’s preferences and interests, and shall include needed activities in the following areas: instruction, related services, community experiences, the development of employment, and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation. Transition programs and services are incorporated in to the IEP for students aged 14-21.

VESID: NEW YORK STATE OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES
Provides vocational rehabilitation services to individuals with disabilities. Its purpose is to assist individuals in obtaining, retaining, and regaining employment.