



PATHWAYS to the **FUTURE**

Presented By



Transition Guide for Students with Disabilities and their Parents



Career Exploration

Education/Training

Independent Living

Self Determination/Responsibility

Partners

This toolkit and related materials are available online at:

PathwaysWV.org

West Virginia's Vocational Rehabilitation program receives 72.4% of its funding through a grant from the U.S. Department of Education. For federal fiscal year 2018, the total amount of grant funds awarded was \$29,401,711. The remaining 27.6% of the funding (\$11,208,150) was provided through West Virginia state appropriations.



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Planning for Your Future

Figuring out who you want to be and what you want to do when you become an adult is a process that occurs over many years. High school is just the beginning of your journey as you transition to adulthood. Transition planning is an ongoing process of planning the steps necessary to achieve your career, education, and life goals after high school. The earlier you begin planning, the more options you have for your future.

Transition is the journey from high school to adult life. Transition planning activities help you develop goals for working, learning, and living once you leave high school. The transition activities that are selected are based on your needs and should consider your strengths, preferences, and interests. All students, especially those with disabilities, should plan for life after high school. You should also consider what supports and accommodations you might need at your job, school, home, and in the community. Your family has an important role in this process, too.

Transition Planning Questions for Consideration:

1. What are your dreams? What inspires you? What do you do best?
2. What are your plans after you finish high school? Are you on track to graduate with a diploma?
3. What types of careers are you considering? Is there a specific field that you find most interesting? Do you need help exploring possible careers?
4. What type of high school work-based learning experiences and entry level jobs can help you get the skills and experience you need for your career?
5. What type of education or training after high school will you need to pursue your career?
6. Where would you like to go to school or training after high school? How many more years are you willing to commit to your education?
7. How you will pay for school and related expenses? Who can help you with this?
8. What type of community would you like to live in as an adult? Rural? Urban? What income will you need to support the lifestyle you desire?
9. How will you get around in your community? Driving? Public transportation?
10. What do you know about your medical health history, existing health conditions, or medications you are taking? How will you manage your medical care?



Transition planning should begin when you are 14 years old or even earlier. If you haven't started yet, that's okay. This transition guide contains activities, timelines and checklists to get you on track.

Planning for Your Future

11. What skills do you need in order to take responsibility for your future and make your own decisions? Are you able to speak to others about what you need to be successful in and outside of school?
12. What supports and accommodations will you need at your job, school, home, or in your community?

Parents and Families

Your supporting role will allow your child to gain the skills needed for adulthood. Participate fully and guide your child along this journey.

This transition toolkit can help you explore your options and make decisions about your future. The sections are organized by the following categories:



Career Exploration – What jobs or careers interest you? What knowledge, skills, and experience do you need to obtain a job in your chosen field? There are many people who can help you gain work experience, training, or other assistance along the way.



Education and Training – What education or training do you need after high school? Consider where you want to go to school, how to pay for it, and what courses you should take before leaving high school. What are other post-school training options that match your career goals?



Independent Living – Where do you want to live after high school? Will you be in a college dorm, apartment, or at home? What type of assistance will you need? Managing money, navigating transportation, cooking, and home repairs are all skills you may need. The kind of living options you choose relate directly to your career decisions.



Self-Determination / Responsibility – Are you ready to make your own choices and live with the consequences? Are you able to set goals and complete the steps necessary to achieve those goals?

- Understand the aspects of and learn how to lead your IEP Team meeting.
- Learn about laws, rights, and responsibilities of adulthood.
- Make informed and safe choices.



Partners – Who can help you along the way? There are many people in your life who want you to succeed and can help you determine your path. Your family is a good starting point. Discovering their transition stories will help motivate you to begin your story.

Planning for Your Future

While the future may seem far off – remember – the earlier you begin planning, the more choices you have for your future.

HOW THIS TOOLKIT IS ORGANIZED





Each section of the toolkit includes a sample timeline of transition-related activities and the suggested grade-level that they should be completed. An Introduction is provided to help you begin to explore each section. Activities are included to help you practice what you learn. Resources are provided for additional exploration. At the end of the toolkit is a glossary of transition-related terms for your reference.


On the next page begins a summary of transition-related activities along with a checklist to track your progress. Certain activities overlap and should be revisited and built upon each year. While information, activities, and grade levels are applicable to many young adults, transition planning is based on your individual needs and circumstances.



This toolkit and related materials are available online at www.PathwaysWV.org.

West Virginia TRANSITION Guide for Students & Parents

 <p>Career Exploration</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • What are your career goals? • How are you exploring career options? • What skills need to improve to be able to reach your career goals? 	<p>PARENTS/PARTNERS</p> <ul style="list-style-type: none"> • What outside agency supports are needed? • How is meaningful student involvement facilitated and parental involvement encouraged? • Who is in charge of creating work-based learning experiences? • Who is providing training for career readiness skill development?
 <p>Education/ Training</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • What are your education/ training options after high school? • How are you exploring the application process, scholarships, and possible funding sources? • What types of accommodations and supports do you need? • What documentation do you need to be eligible for support services? 	<p>PARENTS/PARTNERS</p> <ul style="list-style-type: none"> • What outside agency supports are needed? • Who is aligning high school classes and schedules with career interests? • Who is coordinating services/ supports with disability services at postsecondary institutions?
 <p>Independent Living</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Where do you want to live after high school? • What are your transportation options? • How will you handle medical appointments and daily living activities? • How will you pay for living needs and leisure activities? 	<p>PARENTS/PARTNERS</p> <ul style="list-style-type: none"> • What outside agency supports are needed? • How is active student involvement facilitated and parental involvement encouraged? • Who is helping students/ parents explore benefits options?
 <p>Self-Determination/ Responsibility</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • What do you know about your rights and responsibilities for adulthood? • How do you make decisions and access community resources? • How do you talk about limitations or disabilities and what you need for support? • What possible support options from Rehabilitation Services or other adult agencies do I need? 	<p>PARENTS/PARTNERS</p> <ul style="list-style-type: none"> • What outside agency supports are needed? • How is active student involvement facilitated and parental involvement encouraged? • How are high school opportunities designed to help develop self-determination and responsibility skills?

MIDDLE SCHOOL		GRADES 9-10	GRADES 11-12	GRADES 12+
 <ul style="list-style-type: none"> Explore and discuss what you want to do in the future Explore career clusters Volunteer / perform community service Explore general job skills Explore job-specific skills and settings <p>Career Exploration</p>	<ul style="list-style-type: none"> Explore careers – participate in job shadowing Develop career portfolio – assessments, work samples, document experiences Determine career goals Evaluate future financial needs and match to job interests 	<ul style="list-style-type: none"> Continue career exploration and development of career portfolio and resume Internships and service learning CTE Training Know how to acquire accommodations and supports needed for employment 	<ul style="list-style-type: none"> Develop soft skills for employment/volunteer position Develop job specific skills Access accommodations and supports needed for employment Identify apprenticeship or other opportunities 	
<ul style="list-style-type: none"> Describe what classes you enjoy Identify your learning style Learn about high school requirements and options for study Explore college/training options and acceptance requirements Identify academic strengths and challenges <p>Education/Training</p>	<ul style="list-style-type: none"> Develop a plan to graduate on time Explore/visit postsecondary schools/training options Understand assessment results Explore assessments needed (SAT, ACT, CTE assessment) for postsecondary options Develop IEP Transition Plan 	<ul style="list-style-type: none"> Take required assessments Complete applications Apply for scholarships/funding Contact disability services offices for available supports and required documentation Participate in a college prep program Explore funding for postsecondary school/training 	<ul style="list-style-type: none"> Finalize postsecondary education/training plan, including documentation Understand and use the Summary of Performance to meet with instructors/supervisors regarding accommodations Coordinate services/supports with disability services 	
<ul style="list-style-type: none"> Learn about healthy eating habits and exercise Engage in activities outside of school Establish relationships with peers, friends, and mentors Use assistive technology Take self-responsibility for daily living needs <p>Independent Living</p>	<ul style="list-style-type: none"> Learn about time and money management Explore transportation options Understand health and medical needs Engage in community activities Learn about community resources Make positive social choices 	<ul style="list-style-type: none"> Develop financial literacy skills Explore and connect with adult agencies Access transportation options Continue to develop healthy relationships and healthy choices Describe potential changes to benefits if employed Explore options for living after high school 	<ul style="list-style-type: none"> Develop plan for balancing school, work, leisure Register for selective service/ register to vote Finalize independent living arrangements and make community connections Seek opportunities for community involvement 	
<ul style="list-style-type: none"> Describe and know your limitations and/or disability and how it impacts your life Identify who can help you in school and community Identify accommodations and modifications needed Know what an IEP and an IPE meeting is and how to participate <p>Self-Determination/Responsibility</p>	<ul style="list-style-type: none"> Participate in assessments and understand how the results relate to future planning Become actively involved in your IEP Team meeting – lead the discussion Identify outside supports needed Research and make informed choices 	<ul style="list-style-type: none"> Define self-success Be involved in assessment process and results Understand adult rights and responsibilities Continue leading IEP Team meeting – issues related to assistive technology, health care, and transportation for adulthood Track progress toward personal goals 	<ul style="list-style-type: none"> Assume adult rights and responsibilities Further develop self-advocacy skills as related to your postsecondary goals Direct personal assistance services Seek needed supports Understand and practice thoughtful self-disclosure 	

West Virginia Transition Checklist

This transition checklist has been adapted from *Planning for the Future for Students with Disabilities* developed by the West Virginia Department of Education and Division of Rehabilitation Services

Checklist items are organized by grade level, then by category. Partners refer to agencies that work with you on transition. Your teacher or DRS counselor can help you work through these checklist items.

Grade	Category	Description	Progress			Who Can Help Me?	Notes
			Not Started	In-Process	Complete		
6th-8th Grade	Career Exploration	<ul style="list-style-type: none"> »» Explore career clusters and programs of study. »» Complete career questionnaires, surveys and self-discovery and interest inventories. »» Begin the development of a career portfolio to store career exploration activities and resources for academic and career planning. »» Explore summer programs and employment options. »» Access Pathways to the Future website http://www.pathwayswv.org/ 					
	Education/ Training	<ul style="list-style-type: none"> »» Register for an account with www.cfvv.com and begin completing grade-level benchmark activities. »» Review high school options. »» Explore locally approved programs of study (Community Readiness/Individual Work Ready Competencies). »» Explore recreation and leisure interests. 					
	Independent Living	<ul style="list-style-type: none"> »» Discuss medical needs and social emotional opportunities for support services. »» Consider needs and develop independent living skills. »» Explore transportation needs. »» Increase self-advocacy skills via training. 					
Self-Determination/ Responsibility	<ul style="list-style-type: none"> »» Determine transition needs. »» Promote Person-Centered Planning. »» Encourage student participation in self-directed IEPs. 						
Partners	<ul style="list-style-type: none"> »» Ensure Individualized Education Program (IEP) alignment with Personalized Education Program (PEP). »» Encourage parent and service provider participation in IEP Team meetings. 						

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Grade	Category	Description	Progress			Who Can Help Me?	Notes
			Not Started	In-Process	Complete		
9th Grade	Career Exploration	»» Begin participation in Pre-Employment Transition Services (Pre-ETS):					
		»» Job Exploration					
		»» Work-based Learning					
		»» Workplace Readiness Training					
		»» Explore summer programs and future employment opportunities.					
	»» Access Pathways to the Future website http://www.pathwayswv.org/ .						
	Education/ Training	»» Begin participation in Pre-Employment Transition Services (Pre-ETS):					
		»» Review high school course options					
		»» Counseling for Transition and Post-Secondary Programs					
	Independent Living	»» Explore residential programming options, as appropriate.					
		»» Determine transportation/mobility training needs.					
		»» Explore case management needs.					
		»» Discuss residential programs/waiting list processes.					
		»» Explore current and future living options.					
		»» Discuss potential for Supplemental Social Security (SSI).					
		»» Explore needs for home services and assistive technology.					
	Self-Determination/ Responsibility	»» Review/revise transition plans and services.					
		»» Begin participation in Pre-Employment Transition Services (Pre-ETS):					
Partners	»» Self-Advocacy Training						
	»» Ensure IEP and PEP are aligned, as well as IPE.						
	»» Ensure parent and service providers' participation in IEP and PEP Team meetings, and IPE with Division of Rehabilitation Services.						
	»» Determine appropriateness for referrals to school-to-work programs.						
	»» Investigate referrals to relevant state and community agencies, (i.e. Division of Rehabilitation Services, Center for Independent Living, etc.).						

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Grade	Category	Description	Progress			Who Can Help Me?	Notes
			Not Started	In-Process	Complete		
10th Grade	Career Exploration	<ul style="list-style-type: none"> »» Participate in interest/vocational/aptitude inventories. »» Discuss and plan supported employment and job coaching. »» Access career counseling and job shadowing and/or job training. »» Explore summer program and employment options. »» Explore Community Readiness and Individual Work Ready Competencies Programs. 					
	Education/ Training	<ul style="list-style-type: none"> »» Use career research, assessment, and inventory information to update the PEP including identification of a career goal, post-secondary plans and 11th and 12th grade courses. »» Consider post-secondary education options. »» Review high school options and activities for participation. »» Explore Option Pathway and Credit Recovery Programs, if applicable. 					
	Independent Living Self-Determination/ Responsibility	<ul style="list-style-type: none"> »» Obtain driver's license or state ID-card. »» Learn about concepts of guardianship, power of attorney, wills/trusts. 					
	Partners	<ul style="list-style-type: none"> »» Make referral(s) to appropriate outside community agencies. »» Invite service providers to IEP Team meeting (i.e., Division of Rehabilitation Services Center for Independent Living, etc.). »» Review transition goals in the IEP and revise, if necessary. »» Ensure IEP and PEP are aligned, as well as IPE. 					

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Grade	Category	Description	Progress			Who Can Help Me?	Notes
			Not Started	In-Process	Complete		
11th Grade	Career Exploration	»» Explore apprenticeship, job shadowing, job training, and mentoring programs.					
		»» Obtain functional vocational evaluations.					
		»» Visit vocational, educational, and residential options.					
	Education/ Training	»» Review high school options and activities for participation.					
		»» Enroll in Career and Technical Education (CTE) classes, where applicable.					
		»» Investigate financial aid resources.					
		»» Establish graduation date.					
		»» Register for and take the ACT or SAT test, if appropriate.					
		»» Arrange visits to postsecondary education and training programs.					
	Independent Living	»» Review high school courses to ensure graduation requirements are being met.					
		»» Explore options for accessing therapy/counseling and/or other community agency services.					
		»» Discuss taxes and medical insurance.					
	Self-Determination/ Responsibility	»» Learn about Disability Disclosure and Age of Majority/Transfer of Rights.					
		»» Meet with instructors to discuss needed accommodations/ modifications for each course					
		»» Learn about rights and responsibilities for adulthood					
Partners	»» Understand assessment results and needs						
	»» Take the lead in IEP/ IPE meetings.						
	»» Invite service providers to IEP Team meeting (i.e., Division of Rehabilitation Service, Center for Independent Living, etc.).						
	»» Update IPE and assure work goal is clearly stated.						
	»» Explore and decide about parent support options or needs at Transfer of Rights at age 18.						
	»» Review transition plan in the IEP and revise if necessary.						

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Grade	Category	Description	Progress			Who Can Help Me?	Notes
			Not Started	In-Process	Complete		
12th Grade	Career Exploration	»» Explore apprenticeship, job shadowing, job training, and mentoring programs.					
		»» Consider summer vocational/educational camps and employment opportunities.					
	Education/ Training	»» Apply for post-secondary vocational services for colleges, Career Technical Education schools, and training centers.					
		»» Attend educational career fair(s) in your school, community, and at universities and/or community colleges you are considering.					
		»» Contact College Accessibility Office regarding services and accommodations for students with disabilities, if appropriate.					
		»» Complete post-secondary application(s) in accordance with plans (technical school, community college, 4 year college, work, etc.).					
		»» Apply for financial aid soon after October 1st if planning to attend any post-secondary institution https://studentaid.ed.gov/sa/fafsa					
	Independent Living	»» Explore options for accessing therapy/counseling and/or other community agency services.					
		»» Confirm student's legal status for self-representation.					
		»» Register for Selective Service and register to vote.					
	Self-Determination/ Responsibility	»» Apply for housing if appropriate.					
		»» Apply for income support (SSI), public aid (Medicaid), and general assistance.					
		»» Consider guardianship, power-of-attorney, wills and trusts, delegation of education rights.					
		»» Contact case management agency that coordinates funding for in-home and residential supported living in the community, if appropriate.					
		»» Review transition plan and services; revise if necessary.					
Partners	»» Complete Summary of Performance.						
	»» Referral to adult service providers and include in transition planning meetings, (i.e., Division of Rehabilitation Services, Center for Independent Living, etc.).						
	»» Include adult service providers in transition planning meeting (write transition goals).						

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Checklist items are organized by grade level, then by category. Partners refer to agencies that work with you on transition. Your teacher or DRS counselor can help you work through these checklist items.

Grade	Category	Description	Progress			Who Can Help Me?	Notes
			Not Started	In-Process	Complete		
Post 12th Grade	Career Exploration	»» Assess and develop soft skills for work					
		»» Identify and develop specific skills for career of choice					
		»» Finalize career goals for next year					
	Education/ Training	»» Actively participate in post-secondary vocational services for college/technical programs and/or employment.					
		»» Investigate postsecondary education with follow-up services.					
		»» Continue school program (for those remaining until age 21).					
		»» Pursue adult education, if appropriate.					
		»» Investigate and/or confirm Medicare and other day programs.					
		»» Apply for Medicaid, if appropriate.					
	Independent Living	»» Identify and access recreation/leisure options.					
		»» Practice self-disclosure skills in various settings					
		»» Assume rights and age of majority					
»» Direct personal assistance services							
Self-Determination/ Responsibility	»» Lead IEP meeting (for students remaining in high school).						
	»» Encourage active participation with adult service providers (for students remaining in high school).						
	»» Systematic phase out of school supports; phase in adult services.						
Partners	»» Invite service providers to IPE Team meetings.						

Career Exploration



Timeline

Introduction

Activities

Resources



PATHWAYS
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WEST VIRGINIA DIVISION OF
REHABILITATION SERVICES

Notes:



MIDDLE SCHOOL

- Explore and discuss what you want to do in the future
- Explore career clusters
- Volunteer / perform community service
- Explore general job skills
- Explore job-specific skills and settings

GRADES 9-10

- Explore careers – participate in job shadowing
- Develop career portfolio – assessments, work samples, document experiences
- Determine career goals
- Evaluate future financial needs and match to job interests

GRADES 11-12

- Continue career exploration and development of career portfolio and resume
- Participate in internships and service learning experiences
- Enroll in a Career Technical Education (CTE) program if appropriate
- Know how to acquire accommodations and supports needed for employment

GRADES 12+

- Develop soft skills for employment/volunteer position
- Develop job specific skills
- Access accommodations and supports needed for employment



Introduction

What do you want to be when you grow up? Where do you want to live? What type of work do you want to do? What is your dream job? It's never too early to explore and plan for your career.

There are many ways to explore careers. You can research jobs according to industry, education level needed, your interests and personality traits, salary desired, etc. You should also consider whether you are willing to move to another location that offers your dream job.

If you want to live in West Virginia after high school, consider what jobs will be available when you graduate. The following chart lists jobs that are expected to grow over the next few years. There are supporting jobs in all these areas that you also might want to consider.

10 Fastest Growing Occupations in WV, 2010-2020	
Occupation	Average Wage
Biomedical Engineers	\$61,092
Home Health Aides	\$18,180
Veterinary Technologists and Technicians	\$26,116
Personal Care Aides	\$17,268
Diagnostic Medical Sonographers	\$54,715
Software Developers	\$70,801
Event Planners	\$34,728
Veterinarians	\$84,399
Vending & Amusement Machine Repair	\$26,762
Health Educators	\$45,408

Source: <http://workforcewv.org/job-seekers-test2/training-test/fastest-growing-jobs-in-wv-test.html>

Labor Market Information (LMI) includes data about the population, employment, income, wage rates, and benefits.

WorkForce West Virginia is a one-stop center for workforce resources, including job opportunities, unemployment compensation, training, tax incentives, and labor market information. Visit <http://www.workforcewv.org/> to learn how Workforce WV can help you.

The United States Department of Labor - Bureau of Labor Statistics maintains an **Occupational Outlook Handbook (OOH)**. This handbook can help you find career information on the duties, education and training, pay, and future outlook for hundreds of different types of jobs. Visit <https://www.bls.gov/ooh/> to research occupations. **O*Net Online** (<https://www.onetonline.org/>) also provides tools to explore careers and analyze jobs and skills needed.



EXPLORING CAREERS – CAREER CLUSTERS

Career Clusters are categories of jobs or occupations in the same field of work that require similar skills. You can use Career Clusters to help focus education plans toward obtaining the necessary knowledge, skills, and training for success in a particular field. Following are 16 career clusters with descriptions and related career pathways.



Agriculture, Food and Natural Resources

Processing, production, distribution, financing, and development of agricultural commodities and natural resources.

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems



Architecture and Construction

Designing, planning, managing, building, and maintaining the built environment.

- Construction
- Design/Pre-Construction
- Maintenance/Operations



Arts, Audio-Video Technology, and Communications

Creating, exhibiting, performing, writing, and publishing multimedia content

including visual and performing arts and design, journalism, and entertainment services.

- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts



Business, Management, and Administration

Planning, organizing, directing, and evaluating functions essential to productive business operations.

- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management



Education and Training

Providing education and training services, and related learning support services.

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training



Introduction



Finance

Planning/managing finances and investments; managing banking, insurance, and business finances.

- Banking Services
- Business Finance
- Insurance
- Securities & Investments



Government and Public Administration

Performing government functions at the local, state and federal levels.

- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation



Health Science

Providing diagnostic and therapeutic services, health information, support services, and biotechnology research and development.

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services



Hospitality and Tourism

Operating restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism



Human Services

Providing services for individuals and families and serving human needs.

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development Services
- Family & Community Services
- Personal Care Services



Information Technology

Designing, supporting, and managing hardware, software, multimedia, and systems integration services.

- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

The CareerOneStop has online videos about each of the Career Clusters. Learn more: <https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>



Law, Public Safety, Corrections, and Security

Providing legal, public safety, protective services and homeland security.

- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services



Manufacturing

Processing of materials into intermediate or final products.

- Health, Safety, & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation, and Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance



Marketing

Performing marketing activities to reach organizational objectives.

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales



Science, Technology, Engineering and Mathematics

Performing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

- Engineering & Technology
- Science & Mathematics



Transportation, Distribution and Logistics

Managing movement of people, materials, and goods by road, pipeline, air, rail, and water.

- Facility & Mobile Equipment Maintenance
- Health, Safety, & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure
- Planning, Management, & Regulation
- Warehousing & Distribution Center
- Operations

*Source: Based on the national Career Clusters® Framework - Advance CTE: State Leaders Connecting Learning to Work
<https://careertech.org/>*

To learn about programs of study related to the Career Clusters, visit WV Department of Education Career Technical Education - Program Area Documents and Programs of Study: <https://wvde.us/category/technical-education-governors-economic-initiatives/technical-education/>



Introduction



Why start researching careers before exploring colleges and other training options?

The type of career you choose directly affects the education you need now and after high school. If you begin with your chosen career in mind, you can select a college or training option that offers the courses you need to achieve your career goals.

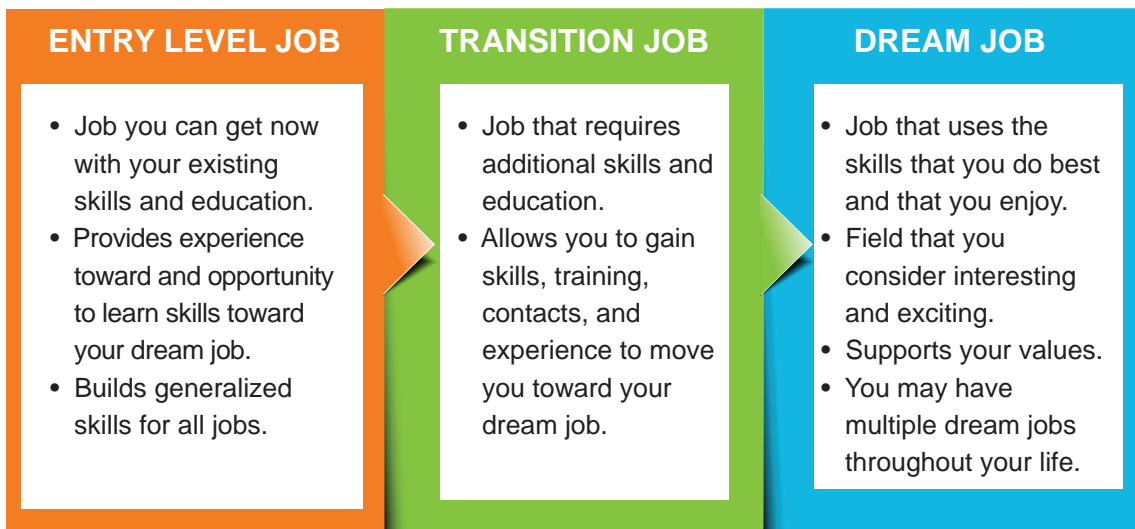
Students who already know what career they want potentially spend less time and money in college or other training exploring their options.





YOUR CAREER PATH

On your career path to your dream job there will be many different types of jobs along the way. Some jobs will keep you on the path toward your dream job. Some will simply be a paycheck. All of them present an opportunity to develop essential skills that employers desire for any type of job. Education and experience will help move you along the path between jobs. After you explore careers and identify possible dream jobs, develop your career path by working backwards from your dream job to possible entry level jobs that will get you there.



Adapted from WorkNet Solutions Career Exploration Fast Track

As with charting any goal, begin with the end in mind! Starting with your dream job – work your way backwards to determine:

- What are transition and entry level jobs that you could do to prepare you for your dream job?
- What type of education is necessary to qualify for each job level?
- What post-secondary schools can provide the training necessary for each job level?
- What courses do you need to take in high school to prepare you for the post-secondary school of choice?

Visit **Pathways to the Future** website to research details about your dream job:
<http://www.pathwayswv.org/career-planning.php>



Introduction

WORK-BASED LEARNING EXPERIENCES

Work-based learning experiences use the workplace or real work to provide experience, knowledge and skills to connect school experiences to real-life work and future career opportunities. These experiences can occur in-school or after school. Work-based learning experiences allow you to learn about and try different jobs.

Work-based learning experiences may include:

Youth Apprenticeships – combine classroom and workplace experience to provide opportunities to try out crafts or trades

Job Shadowing – walking with an employee on the job to learn aspects related to the job

Career Mentorship – working with a mentor to provide guidance or advice on careers

Informational Interviews – informal conversation with someone working in a career area/job that interests you

Paid and Non-Paid Internships – temporary position with an on-the-job training emphasis

Service Learning – community service integrated with classroom instruction and reflection

Student-Led Enterprises – school-based enterprises that produce goods or services for sale or for use by others

Simulated Workplace Experience – work based learning activities that simulate work environments in any field

Paid and Non-Paid Work Experience – opportunity to explore careers and nature of work through first-hand exposure to the workplace

Volunteering – donating time or efforts for a cause or organization, typically non-profit organization

Workplace Tours/Field Trips – field trip to observe specific work sites in order to learn about the business, meet employees, and ask questions

Source: <http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences>



SOFT SKILLS

While education, experience, and technical skills are fundamental to performing a job, employers also look for “soft skills” in their employees.

Soft Skills include:

- Enthusiasm and attitude - arrive early, stand out, show excitement about the job, and take initiative
- Networking - reach out to family, friends, and others to expand your opportunities and develop work relationships
- Professionalism or work ethic - have an organized resume, dress appropriately, and turn off cell phone ringer while at work
- Oral and written communication - learn how and when to share ideas and concerns appropriately, listen carefully, and ask questions
- Teamwork and collaboration skills - learn how and when to lead and follow, avoid unnecessary conflict, and share the workload
- Critical thinking or problem-solving skills - use knowledge, facts, and data to solve workplace issues

(Visit https://www.dol.gov/odep/documents/essential_job_skills.pdf for further exploration)

Soft Skills to Pay the Bills from the U.S. Department of Labor – Office of Disability Employment Policy is a great resource for learning about soft skills.
Visit <https://www.dol.gov/odep/topics/youth/softskills/>



Introduction

Check out the sample Employee Evaluation Form below. Note how several of the performance categories relate to the soft skills previously described.

Sample Employee Evaluation Form

EMPLOYEE INFORMATION		
Employee Name:	Job Title:	
Supervisor/Reviewer:	Review Period:	
PERFORMANCE EVALUATION		
PERFORMANCE CATEGORY	RATING	COMMENTS AND EXAMPLES
Quality of Work: <ul style="list-style-type: none"> • Work is completed accurately • Work is completed efficiently • Meets deadlines • Requires minimal supervision 	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unacceptable	
Attendance & Punctuality: <ul style="list-style-type: none"> • Reports for work on time • Gives advance notice before an absence • Follows time-off policy 	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unacceptable	
Reliability/Dependability: <ul style="list-style-type: none"> • Performs work at a standard • Manages time well (work/personal) • Manages workload effectively to meet responsibilities 	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unacceptable	
Communication Skills: <ul style="list-style-type: none"> • Written and oral communications are clear, organized, and effective • Listens well and understands 	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unacceptable	
Judgment & Decision-Making: <ul style="list-style-type: none"> • Makes good, thoughtful decisions • Exercises good judgment • Problem-solves creatively and as necessary 	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unacceptable	
Initiative & Flexibility: <ul style="list-style-type: none"> • Takes initiative • Takes on additional responsibilities when possible • Identifies problems and solutions • Open to new challenges and is flexible to changes 	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unacceptable	
Cooperation & Teamwork: <ul style="list-style-type: none"> • Respectful of other workers • Makes valuable contributions to help the group 	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unacceptable	

Adapted from <https://www.template.net/business/hr-templates/hr-evaluation-form/>



DEVELOPING A RESUME

A resume is an advertisement that outlines your skills, education, and accomplishments for potential employers. Resumes should include the following:

Personal Information - Includes your name, mailing address, phone number, and email address. This section provides information so that an employer can contact you.

Objective - Describes the position that you are seeking and how it aligns with your work goals.

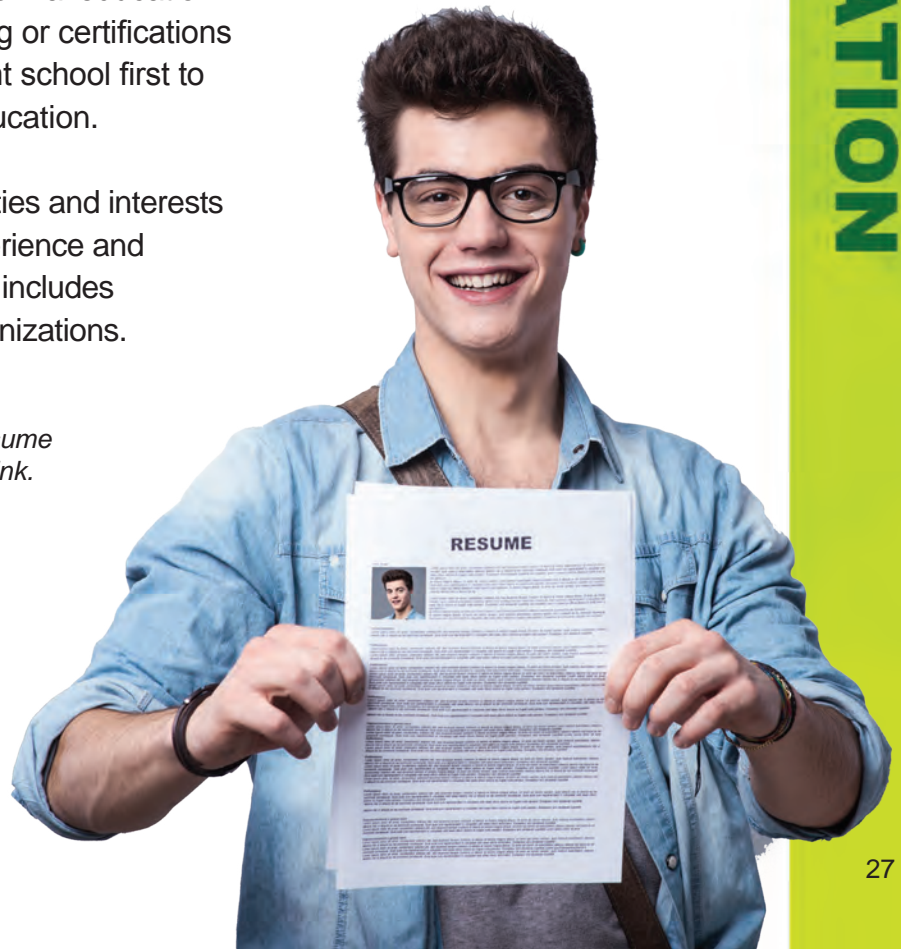
Work Experience/Skills - Describes your previous work experience to date. In a chronological resume, your work history is listed by date (most recent at the top) with work skills listed under each job held. In a functional resume, experience and accomplishments are categorized by skill sets.

Education - Describes your formal education as well as any informal training or certifications received. List your most recent school first to show your highest level of education.

Other - Includes outside activities and interests that can provide valuable experience and develop job-related skills. This includes volunteer and community organizations.

Adapted from ReadWriteThink Resume Generator - http://www.readwritethink.org/files/resources/interactives/resume_generator/

ReadWriteThink.org is a nonprofit website maintained by the International Literacy Association and the National Council of Teachers of English, with support from the Verizon Foundation.





Introduction

Tips for Writing Your Resume

What Is a Resume?

- A resume is an advertisement of your skills.
- Highlight accomplishments over tasks.
- Accentuate the positives!

What Is a Chronological Resume?

- Traditional style
- Displays work experience in a reverse chronological order, with most recent at the top

What Is a Functional Resume?

- Nontraditional style
- Highlights accomplishments through a list of targeted skills
- Perfect for those with little work experience

Your Personal Information

- Spellcheck your personal information.
- Use a personal e-mail address, not one that is provided through a current employer.
- Your personal e-mail address should not sound unprofessional.

Your Work Experience

- Use action words to describe your skills.
- Highlight accomplishments, not just the tasks you performed.
- Make sure your work experience relates to position you're applying for.

- Be honest about your accomplishments.
- For a functional resume, highlight skill sets, for example "Marketing" or "Project Management."

Your Education

- Haven't graduated yet? Just include your expected graduation date.
- If you don't have an area of study, leave that section blank.
- Include other skill-building experiences.
- Add out-of-school experiences when they've provided valuable experience related to the job to which you're applying.

Editing Your Resume

- Keep your resume to one or two pages.
- Have someone proofread your resume before sending it out or delivering it to a potential employer.

Don't Forget Your Cover Letter!

- Don't send your resume out to employers without a cover letter!
- Your cover letter should explain in narrative format the job you're applying for and why you are perfect for the job.
- Carefully proofread your cover letter for typos.

Adapted from ReadWriteThink Resume Generator: <http://www.readwritethink.org/classroom-resources/student-interactives/resume-generator-30808.html>

ReadWriteThink.org is a nonprofit website maintained by the International Literacy Association and the National Council of Teachers of English, with support from the Verizon Foundation.



Introduction

CAREER EXPLORATION

Sample Resume for High School Students

Jane Doe
 12 Snelling Avenue
 St. Paul, Minnesota 55116
 (651) 555-1111
 jane.doe@spps.org

Education Highland Park Senior High, class of 2008 (3.8 GPA)

Experience

- St. Paul Public Library—University Branch (June 2005–present)
- Maintained library database on checked-out materials.
 - Coordinated volunteer program for Story Time.
 - Organized card catalog to incorporate new materials.

National Honor Society (2003–present)

Participated in several volunteer activities, including: building a house for Habitat for Humanity (50 hours), collecting food for the St. Paul Food Shelf (80 hours), and organizing the Honor Society Induction Ceremony.

Activities

- National Honor Society (2003–present)
- French Club (2002–present)
- Cross Country (2002–present)
- Piano lessons (10 years)

Awards

- A Honor Roll, 8 quarters
- Outstanding French Student, 2004
- Volunteer of the Year, 2005

References

Available upon request.

Source: <http://www.mass.edu/gearup/documents/WritingResume.pdf>

Contact Information: should be at the top of your resume—include name, address, phone number, and e-mail (if you have it). Separate it out by centering it and making it bold. If you have a college address separate from a home address, use both.

Education: include graduation date and GPA if it is 3.0 or higher.

Formatting Experiences: (2 options)

1. Heading line (include title and dates) followed by bulleted list—see Work Experience as example.
2. Heading line (include title and date) followed by narrative list—see Volunteer Experience as example.

Writing About Experiences

Regardless of style, begin each phrase/sentence/ bullet with an active verb. See the examples to the left: maintained, coordinated, organized, participated...see back of page for more examples.

Headings The expected headings would be: education, experience (work or volunteer), but the others are up to you. Use the ones that work best. Other possibilities: skills, additional experience, related experience, leadership experience, research experience, writing experience, computer experience, objectives, leadership, related coursework, work experience, volunteer experience, anything that fits your particular qualities.

General Formatting You should have 1 inch margins, major headings (like 'Education') on the left, then indent with additional information below—for example, notice how National Honor Society is lined up below St. Paul Public Library. Use a traditional font (New York, Arial, just not cursive...) at 12 point size. It should all fit on one page. Remember, it needs to be easy to read—keep it simple and organized!

Other things to remember:

- proofread, proofread, proofread!
- Check for punctuation and spelling.
- Check for format and style consistency.
- Show your resume to a friend.
- Use resume weight paper (available in copy centers).
- Pick a light, neutral color, like white or ivory.
- Laser print it or have it done at the copy center.
- Get matching envelopes and paper for cover letters.



Introduction

Action Verbs: Read the list of action verbs below, checking those skills you have demonstrated through internships, part-time or summer jobs, coursework, leadership experience, or community service. Try to incorporate some of these action verbs in the descriptions of your experiences on your resume. This is by no means an exhaustive list.

Management Skills

administered
analyzed
assigned
chaired
consolidated
contracted
coordinated
developed
directed
evaluated
executed
improved
increased
organized
oversaw
planned
prioritized
produced
recommended
reviewed
scheduled
strengthened
supervised.

Communication Skills

arranged
authored
collaborated
convinced
developed
directed
drafted/edited
formulated
interpreted
mediated
moderated
negotiated
persuaded
promoted
publicized
reconciled
recruited
translated
wrote

Research Skills

clarified
collected
critiqued
diagnosed
evaluated
examined
extracted
identified
inspected
interpreted
interviewed
investigated
organized
reviewed
summarized
surveyed

Technical Skills

assembled
built/calculated
computed
designed
devised
engineered
fabricated
maintained
operated
overhauled
programmed
remodeled
repaired
solved
upgraded

Teaching Skills

adapted
advised
clarified
coached
communicated
coordinated
demystified
developed

encouraged
evaluated
explained
facilitated
guided
informed
instructed
persuaded
set goals
stimulated
trained

Financial Skills

allocated
analyzed
appraised
audited
balanced
budgeted
calculated
computed
developed
forecasted
managed
marketed
planned
projected
researched

Creative Skills

acted
created
customized
designed
developed
directed
established
founded
illustrated
initiated
instituted
integrated
introduced
invented

originated
performed
planned
revitalized
shaped

Helping Skills

assessed
assisted
clarified
coached
counseled
demonstrated
diagnosed
educated
expedited
facilitated
familiarized
guided
motivated
referred
rehabilitated
represented

Clerical or Detail Skills

approved
arranged
catalogued
classified
collected
compiled
dispatched
executed
generated
implemented
inspected
monitored
operated
organized
prepared
processes
purchased
recorded

Source: <http://www.mass.edu/gearup/documents/WritingResume.pdf>





Career Clusters

Career Clusters are categories of jobs or occupations in the same field of work (industry) that require similar skills. You can use Career Clusters to help focus education plans toward obtaining the necessary knowledge, skills, and training for success in a particular field.

Visit www.pathwayswv.org/career-planning.php and select "browse careers by industry." Click on industries that interest you and pick three related jobs. Fill them in on the lines below.



Agriculture, Food, and Natural Resources

- 1.
- 2.
- 3.



Hospitality and Tourism

- 1.
- 2.
- 3.



Architecture and Construction

- 1.
- 2.
- 3.



Human Services

- 1.
- 2.
- 3.



Arts, Audio-Video Technology, and Communications

- 1.
- 2.
- 3.



Information Technology

- 1.
- 2.
- 3.



Business, Management, and Administration

- 1.
- 2.
- 3.



Law, Public Safety, Corrections, and Security

- 1.
- 2.
- 3.



Education and Training

- 1.
- 2.
- 3.



Manufacturing

- 1.
- 2.
- 3.



Finance

- 1.
- 2.
- 3.



Marketing

- 1.
- 2.
- 3.



Government and Public Administration

- 1.
- 2.
- 3.



Science, Technology, Engineering, and Mathematics

- 1.
- 2.
- 3.



Health Science

- 1.
- 2.
- 3.



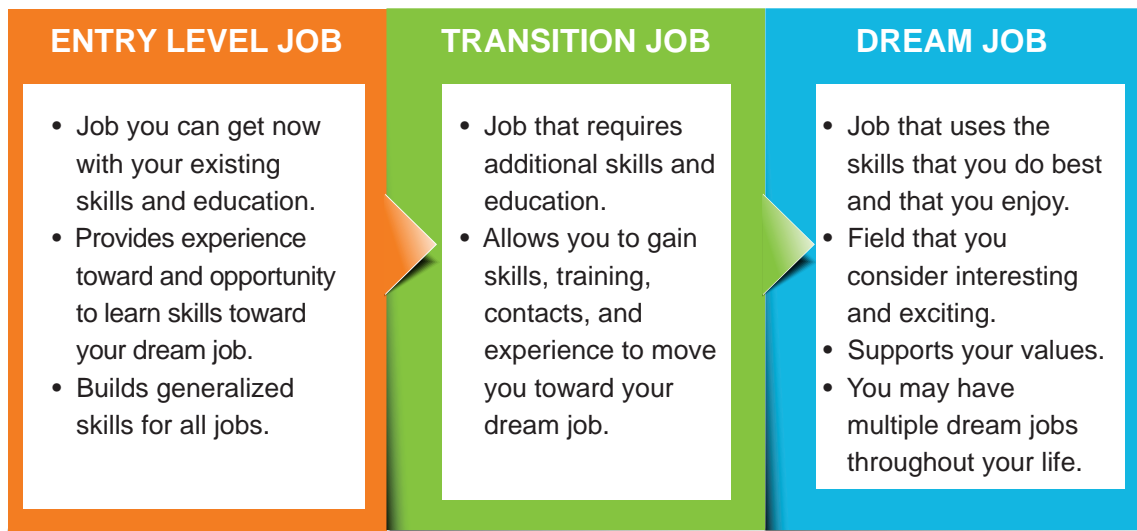
Transportation, Distribution, and Logistics

- 1.
- 2.
- 3.



Reaching Your Dream Job

After you explore careers and identify possible dream jobs, develop your career path by working backwards from your dream job to possible entry level jobs that will get you there.



Adapted from WorkNet Solutions Career Exploration Fast Track

Starting with your Dream Job – work your way backward to determine:

1. What are transition and entry level jobs that you could do to prepare you for your Dream Job?
2. What type of education/experience is necessary to qualify for each job level?
3. What post-secondary schools can provide the training necessary for each job level?
4. What courses do you need to take in high school to prepare you for the post-secondary school of choice?

Reaching Your Dream Job



1. Identify your Dream Job and possible Transition Job, and Entry Level Job.

ENTRY LEVEL JOB	TRANSITION JOB	DREAM JOB
<div style="border: 1px solid orange; border-radius: 15px; height: 80px;"></div>	<div style="border: 1px solid green; border-radius: 15px; height: 80px;"></div>	<div style="border: 1px solid blue; border-radius: 15px; height: 80px;"></div>

2. List experience needed for each.

Experience Needed	Experience Needed	Experience Needed
<div style="border: 1px solid orange; border-radius: 15px; height: 60px;"></div>	<div style="border: 1px solid green; border-radius: 15px; height: 60px;"></div>	<div style="border: 1px solid blue; border-radius: 15px; height: 60px;"></div>

3. Identify potential colleges or training programs for each job.

College or Training Needed	College or Training Needed	College or Training Needed
<div style="border: 1px solid orange; border-radius: 15px; height: 60px;"></div>	<div style="border: 1px solid green; border-radius: 15px; height: 60px;"></div>	<div style="border: 1px solid blue; border-radius: 15px; height: 60px;"></div>

4. What courses in high school should you take?

High School Courses Needed	High School Courses Needed	High School Courses Needed
<div style="border: 1px solid orange; border-radius: 15px; height: 60px;"></div>	<div style="border: 1px solid green; border-radius: 15px; height: 60px;"></div>	<div style="border: 1px solid blue; border-radius: 15px; height: 60px;"></div>



Developing a Resume

Use this form to collect information to help develop your resume. Ask your teachers, supervisors, or family members to help you list your skills and accomplishments. Once you've organized your information, visit <http://www.pathwayswv.org/career-planning.php> and click on Resume Builder to complete your resume!

Contact Information: Include information on how an employer can contact you.	
First and Last Name	
Mailing Address	
City, State, Zip	
Phone / Email	
Education: List your high school, training program, or college you attend or graduated from. Be sure to include any degrees and awards earned. If you are proud of your GPA, be sure to include it!	
High School, City, State	
Awards and GPA	
College, City, State	
Degrees, Awards, and GPA	
Experience: Use this section to include your work history along with any specific responsibilities or achievements. Experience can also include internships, summer jobs, volunteer positions, etc.	
Company/Organization Name	
City, State	
Dates Worked	
Job Title	
Responsibilities/Achievements	

Developing a Resume



Company/Organization Name	
City, State	
Dates Worked	
Job Title	
Responsibilities/Achievements	
Company/Organization Name	
City, State	
Dates Worked	
Job Title	
Responsibilities/Achievements	
Activities: Include sports, clubs, organizations, and other activities along with any positions held such as team captain or club president.	
Club, Position, Years Participating	
Sports Team, Position, Years Participating	
Skills: Include skills such as computer skills, language skills, or certifications.	
Skill 1 with related certifications	
Skill 2 with related certifications	



Resources

Career Exploration/ Employment

**Bureau of Labor Statistics
Occupational Outlook Handbook**
<https://www.bls.gov/ooh/>
U.S. Department of Labor
handbook with career information
on the duties, education and
training, pay, and future outlook for
hundreds of different types of jobs.

CareerOneStop
<https://www.careeronestop.org/>
Source for career exploration,
training, and jobs, including online
videos about each of the Career
Clusters, sponsored by the U.S.
Department of Labor.

**Employer Assistance and
Resource Network on Disability
Inclusion (EARN)**
<http://askearn.org/>
Resources to help employers
recruit, hire, retain and advance
individuals with disabilities.

Goodwill Industries, Inc.
www.goodwill.org
Career planning, service learning
opportunities, training, finding a job.

**Human Resource Development
Foundation (HERDF)**
Morgantown, WV
304-296-8223
<http://www.hrdfwv.org/>
HERDF's employment and training
initiatives focus on the provision
of services to disadvantaged
youth, the ex-offender population,
and dislocated workers.

Job Accommodation Network
800-526-7234
<http://askjan.org/>
The Job Accommodation Network
(JAN) is the leading source of
free, expert, and confidential
guidance on workplace
accommodations and disability
employment issues.

Job Corps
Charleston, WV
304-925-3200
<http://charleston.jobcorps.gov/home.aspx>
Harpers Ferry, WV
304-728-5708
[http://harpersferry.jobcorps.gov/
home.aspx](http://harpersferry.jobcorps.gov/home.aspx)
At Job Corps, students receive
the skills needed to succeed in
today's workforce - at no cost to
them or their families.

**National Collaborative on
Workforce and Disability for Youth**
<http://www.ncwd-youth.info>
Fact sheets, guides, strategies,
resources for youth to plan for life
after high school.

**Office of Disability Employment
Policy (ODEP)**
<https://www.dol.gov/odep/index.htm>
U.S. Department of Labor office
that helps increase employment
opportunities for people with
disabilities through education,
training, assistive technology, and
awareness programs.

O*Net Online
<https://www.onetonline.org/>
Provides tools to explore careers
and analyze jobs and skills needed.

**ReadWriteThink Resume
Generator**
[http://www.readwritethink.
org/classroom-resources/
student-interactives/resume-
generator-30808.html](http://www.readwritethink.org/classroom-resources/student-interactives/resume-generator-30808.html)

REM West Virginia
Benwood, WV
304-233-3474
[http://www.remwestvirginia.com/
locations](http://www.remwestvirginia.com/locations)
REM West Virginia offers a range
of pre-vocational services and
training programs as well as
ongoing support services to help
individuals be successful in the jobs
of their choice in their communities.

Today's Military
<http://todaysmilitary.com/>
Today's Military website,
produced by the US Department
of Defense, includes military
careers, required training, and
how to get started.

WorkForce WV
1-800-252-JOBS
<http://workforcewv.org/>
WorkForce WV is a one-stop center
for workforce resources, including
job opportunities, unemployment
compensation, training, tax incentives
and labor market information;
provides West Virginia's citizens
and employers the opportunity to
compete in today's competitive global
economy.

**WV Association of
Rehabilitation Facilities**
Charleston, WV
304-205-7970
<http://wvarf.org/>
The WV Association of
Rehabilitation Facilities, Inc.
serves as the state's Central
Nonprofit Agency, linking people
with disabilities to meaningful
employment opportunities.





WV Division of Rehabilitation Services

Charleston, WV
304-356-2060

<http://www.wvdrs.org/>

The WV Division of Rehabilitation Services (DRS) helps people with disabilities establish and reach their vocational goals. The primary goal for all DRS clients is to become productive working citizens. Services include skill and job exploration, adult life planning, training/education to find, and/or keep a job.

WV Joint Apprenticeship Programs

<http://wvapprenticeships.com/>

The West Virginia Apprenticeship site provides current information on apprenticeship programs in West Virginia and surrounding areas.

WV Small Business Development Center

888-982-7232

<http://wvsbdc.com/>

The West Virginia Small Business Development Center (SBDC) is a statewide network that provides essential information for successfully starting, expanding and growing a business.

WV Ticket to Work

<http://wvadvocates.org/resources/publications/guides/people-with-disabilities-work-flyers/flyer-work-ticket-to-work/>

Information for people with disabilities who wish to explore competitive employment opportunities.

Resources can be found online at:

Pathways to the Future

www.pathwayswv.org

Collection of resources, tools and people to help students with disabilities through the journey from youth to adulthood.

Education/Training



Timeline

Introduction

Activities

Resources



PATHWAYS
to the **FUTURE**

Presented By



WEST VIRGINIA DIVISION OF
REHABILITATION SERVICES

Notes:



MIDDLE SCHOOL

- Describe what classes you enjoy
- Identify your learning style
- Learn about high school requirements and options for study
- Explore college/training options and acceptance requirements
- Identify academic strengths and challenges

GRADES 9-10

- Develop a plan to graduate on time
- Explore/visit postsecondary schools/training options
- Understand assessment results
- Explore assessments needed (SAT, ACT, CTE assessment) for post-secondary options
- Develop IEP Transition Plan

GRADES 11-12

- Take required assessments
- Complete applications
- Apply for scholarships/funding
- Contact disability services offices for available supports and required documentation
- Participate in a college prep program
- Explore funding for postsecondary school/training

GRADES 12+

- Finalize postsecondary education/training plan, including documentation
- Understand and use the Summary of Performance to meet with instructors/supervisors regarding accommodations
- Coordinate services/supports with disability services

Introduction

Following high school, there are many options to continue your education:

Community and Technical College – a local college or technical college usually offering a two-year program to earn an Associate Degree, or a one year program to earn a certificate.

College / University – offers either a two year program to earn an Associate Degree, or a four year program to earn a Bachelor’s Degree. Online learning options may be available. Additional time is needed for post-graduate level degrees.

Apprenticeship Program – Combines paid on-the-job training with related classroom instruction for a specific trade or vocation.

Career and Technical Education – Training in vocational skills such as welding, auto mechanics, graphic arts, drafting, business education, chef, certified nursing assistant, licensed practical nurse, etc. Training varies from 18 weeks to 2 years. These are considered certificate programs and most are nationally recognized.

Specialty Schools – training programs in specific fields such as art, music, business, cooking, massage therapy, etc. Training from 6 months to 4 years.

Military – full-time or part time training provided by all branches of the military. Commitment of 2 to 6 years.

Job Corps – free U.S. Department of Labor education and training program that offers young adults age 16-24 training and job skills.

On-the-Job-Training – short to moderate training by the employer to learn specific job duties most often while getting paid.

College Foundation of West Virginia

Visit www.cfwv.com to find state-level financial aid information, apply directly to West Virginia’s colleges and universities, explore careers, practice for the ACT and SAT — and more!

Career Technical Education Courses

Explore courses offered by the WV Department of Education Career Technical Programs.
https://wveis.k12.wv.us/cte_approvedCurriculum/

WV Apprenticeships

Visit www.WVApprenticeships.com for information about apprenticeships - a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation.



EXPLORING AND EVALUATING SCHOOLS

As you research colleges and other schools consider the following:

1. Does the school offer courses and certification or degree program in your chosen field?
2. What are the admission requirements?
3. What type of assessments are needed? ACT, SAT, ASVAB (military exam)? What are the score requirements?
4. What is the tuition? Are there financial aid opportunities available?
5. What accommodations are available for students with disabilities?
6. What kind of documentation is required?
7. Is there a support program for individuals with disabilities?

Visit the U.S. Department of Education College Scorecard to research and compare schools. The site includes programs/degrees, location, size, graduation rates, and tuition costs. <https://collegescorecard.ed.gov/>

Visit Pathways to the Future website to browse a list of current post-secondary schools in West Virginia sorted by two-year/associate degree programs, four-year college/university and graduate schools, certificate programs, and more. The site includes offices/contacts for accessibility services where available. <http://www.pathwayswv.org/education-planning.php>

Once you've narrowed down your selection of schools:

- Visit the school and check out the school culture, facilities, and surroundings. Make sure the facilities meet whatever accessibility needs you may have.
- Connect with the school's contact for accessibility services. This may be an office or an individual.

For-Profit Higher Education: Buyer Beware

While some for-profit schools provide quality, innovative education options, other schools take advantage of students by charging high tuition and fees for a worthless degree.

Do your research:

- Compare programs at for-profit schools to those at community colleges.
- Speak with an independent financial aid counselor.
- Insist on seeing what your monthly payments would be, in addition to the long-term cost of loans with interest.
- Verify program accreditation.
- Make sure credits are transferable.
- Take your time and don't be pressured into signing.
- Be sure job opportunities exist for desired training programs.

Source: <https://www.forbes.com/2010/08/01/higher-education-student-debt-opinions-best-colleges-10-harkin.html#7cc5d7874122>



Introduction

COLLEGE ENTRANCE EXAMS - SAT OR ACT?

Both the SAT and ACT are accepted at colleges and generally test the same content. The biggest differences between the tests are that the ACT has a Science Test and the SAT has one Math section for which you cannot use a calculator. If you have a documented disability, you may be eligible able to take the SAT or ACT with accommodations. (See *chart on following page*)

SAT LINKS

To register:

<https://collegereadiness.collegeboard.org/sat/register>

To request accommodations:

<https://accommodations.collegeboard.org/>

ACT LINKS

To register:

<http://www.act.org/content/act/en/products-and-services/the-act.html>

To request accommodations:

<http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html>

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Type	SAT	ACT
Why Take It	Colleges use SAT scores for admissions and merit-based scholarships.	Colleges use ACT scores for admissions and merit-based scholarships.
Test Structure	Reading, Writing & Language, Math, Essay (Optional)	English, Math, Reading, Science Reasoning, Essay (Optional)
Length	3 hours (plus 50 minutes for the optional Essay)	2 hours, 55 minutes (plus 40 minutes for the optional Essay)
Reading	5 reading passages	4 reading passages
Science	None	1 science section testing your critical thinking skills (not your specific science knowledge)
Math	Covers: Arithmetic, Algebra I & II, Geometry, Trigonometry and Data Analysis	Covers: Arithmetic, Algebra I & II, Geometry and Trigonometry
Calculator Policy	Some math questions don't allow you to use a calculator.	You can use a calculator on all math questions.
Essays	Optional. The essay will test your comprehension of a source text.	Optional. The essay will test how well you evaluate and analyze complex issues.
How It's Scored	Scored on a scale of 400–1600 Scores based on number of correct answers. No penalty for incorrect answers.	Scored on a scale of 1–36 Scores based on number of correct answers. No penalty for incorrect answers.
How to Request Accommodations	<ol style="list-style-type: none"> 1. Request accommodations early – it can take 7 weeks to process request. 2. Submit completed Parent Consent Form to school SSD Coordinator. 3. SSD Coordinator requests accommodations using SSD Online. 4. SSD Coordinator submits additional documentation if requested by SSD Online. Documentation must be submitted by SSD Deadline. 5. SSD reviews information and notifies student and SSD Coordinator of decision. 6. If approved, the SSD Decision Letter contains eligibility letter, test-by-test details and student's eligibility code needed for SAT registration. 7. Use your SSD number when you register online and check your SAT admission ticket to make sure accommodations are noted. 8. Bring your SSD Eligibility Letter with you on test day. 	<ol style="list-style-type: none"> 1. Register for the ACT; select type of accommodations needed. 2. Receive email from ACT with accommodation instructions; forward email and completed Consent to Release Information form to your school official. 3. School official submits request to ACT; ACT review and notifies school; school official should contact you within 2 weeks of submitting request. <hr/> <p>Sources: Princeton Review - https://www.princetonreview.com/college/sat-act</p> <p>ACT: http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html</p> <p>SAT: https://accommodations.collegeboard.org/</p>



Introduction

PAYING FOR SCHOOL

How Much Does College Cost?

There are many costs related to attending college:

Tuition & Fees	cost to take college classes
Room and Board	dorm room or other on-campus living options and meal plans (or costs to live and eat off-campus)
Books and Supplies	course books and other materials
Personal Expenses	can include laundry, cell phone, food, and entertainment
Transportation	cost to travel home on breaks or commuter costs if you live off-campus



When developing a college budget, be sure to consider all costs, not just tuition!

Below is a chart of average estimated national school tuition and fees:

Type of College	Average Published Yearly Tuition and Fees
Public Two-Year College (in-district students)	\$3,440
Public Four-Year College (in-state students)	\$9,410
Public Four-Year College (out-of-state students)	\$23,890
Private Four-Year College	\$32,410

Source: <https://bigfuture.collegeboard.org/>



Types of Aid

While college may seem too expensive or out of reach, there are many types of financial aid to help cover costs. Aid can be federal, state, or school-based.

Grants - money that generally does not have to be repaid

Loans - borrowed money that must be repaid with interest over a certain period of time

Work Study – a work-study job that allows you to earn money to help pay for school

Scholarships - money awarded based on academic or other achievements to help pay for education expenses (generally do not have to be repaid).

Source: <https://studentaid.ed.gov/sa/types>

How to Apply for Federal Student Aid (FSA)

Check with your high school counselor about assistance to apply for Federal Student Aid.

1. **Create an FSA ID**, made up of a username and password, to submit

your Free Application for Federal Student Aid (FAFSA®) online and to access U.S. Department of Education websites. Your FSA ID is used to confirm your identity and electronically sign your federal student aid documents. To create an FSA ID, visit <https://studentaid.ed.gov/sa/fafsa>.

2. **Complete the Free Application for Federal Student Aid (FAFSA®)** at <https://studentaid.ed.gov/sa/>. If you plan to attend college from July 1, 2021–June 30, 2022, you'll be able to submit a FAFSA beginning on Oct. 1, 2020. You'll be required to report income and tax information from 2019. Schools and states often use FAFSA information to award nonfederal aid, but their deadlines vary. Check with the schools that you're interested in for their deadlines, and find state deadlines at <https://studentaid.gov/h/apply-for-aid/fafsa>.
3. **Review your Student Aid Report (SAR)**. After you apply, you'll receive a Student Aid Report, or SAR. Your SAR contains the information reported on your FAFSA and usually includes your Expected Family Contribution (EFC). The EFC is a number



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(not a dollar amount) used to determine your eligibility for federal student aid. Review your SAR information to make sure it's correct. The school(s) you list on your FAFSA will get your SAR data electronically.

4. **Contact the school(s) you might attend.** Make sure the financial aid office at each school you're interested in has all the information needed to determine your eligibility. If you're eligible, each school's financial aid office will send you an aid offer showing the amount and types of aid (from all sources) the school will offer you. You can compare the aid offers you received and see which school is the most affordable once financial aid is taken into account.

Source: *Federal Student Aid At A Glance:*
<https://studentaid.ed.gov/sa/sites/default/files/aid-glance-2017-18.pdf>

Additional Links

Search for Scholarships:

U.S. Department of Labor's FREE scholarship search tool - <http://www.careeronestop.org/toolkit/training/find-scholarships.aspx>

WV state level financial aid information from College Foundation of West Virginia - https://secure.cfwv.com/Financial_Aid_Planning/_default.aspx

College Scholarships and Financial Aid for Students with Disabilities - <https://www.affordablecollegesonline.org/college-resource-center/affordable-colleges-for-students-with-disabilities/>

SmartScholar: Find the Perfect Scholarship - <http://www.smartscholar.com/>

Ask your school counselor for a list of scholarships in your area.





HIGH SCHOOL VS. COLLEGE

In high school many decisions are made for you and many supports are available to help you along the way. With independence comes responsibility... In college, you are responsible for your schedule, attending classes and finding help or supports when you need it. Below is a brief list of differences between the high school and college experience.

CLASSES	
High School	Postsecondary
Follow a school-directed schedule where classes follow one to the next.	Students must manage their own time and scheduling.
Classes are dictated by state district requirements.	Class based on field of study; requirements may vary.
School year is approximately 40 weeks long. Summer classes may be offered but are not used to accelerate graduation.	Academic year is divided into two separate 15-week semesters plus a week for final exams. (Some institutions are on a trimester schedule.) Courses are offered year round. Summer classes may be used to accelerate graduation.
Class attendance is mandatory and monitored carefully.	Attendance policies vary with each instructor. Skipping classes may impact participation grades.
Classes generally have no more than 30-35 students.	Classes may have 100 or more students.
Textbooks are typically provided at low or no cost.	Textbooks can be expensive. (Ranging up to several hundred dollars per semester.)
Guidance is provided for students so that they will be aware of graduation requirements.	Graduation requirements are complex and vary depending on field of study. (Students are responsible for monitoring progress and seeking advice.)
Modifications to the course may be offered based on the student's IEP.	Modifications to the course are not offered. (NOTE: Some Modified High School courses may not be accepted in the admission process.)

(Continued on next page)



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INSTRUCTORS	
High School	Postsecondary
Grade and check completed homework.	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 for checking with your instructors to see if requirements are being met.)
May know student's need and approach students when they need assistance.	Are usually open and helpful, but expect students to initiate contact with assistance is needed.
May be available before, during, or after class.	May require students to meet during specific office hours.
Often provide students with information missed during absence.	Expect students to get information from classmates when they miss a class.
Present material to help students understand what is in the textbook.	May not follow the textbook. Lectures enhance topic area.
Often write information on the whiteboard or overhead to be copied for notes.	May lecture nonstop. Writing on the board to support the lecture, not summarize it. (Good notes are a must!)
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. (A course syllabus outlines expectations, when assignments are due, and how grades are calculated.)

STUDYING	
High School	Postsecondary
Study time outside of class may vary (maybe as little as 1-3 hours per class.)	Generally need to study at least 2-3 hours outside of class for each hour in class.
Instructors may also review class notes and text material regularly with students.	Students should review class notes and text material regularly and manage their time between classes carefully.
Expect to read short assignments that are discussed and re-taught.	Substantial amounts of assigned reading and writing assignments that may not be addressed in class. Students are responsible for accessing support if they don't understand the material.



TESTING	
High School	Postsecondary
Frequent quizzes and tests on varying amounts of material.	Usually very few tests (2-3 times a semester) that cover large amounts of material. Some classes may require only papers and/or projects instead of tests.
Make-up tests are often available.	Make-up tests are seldom an option and need to be requested by the student.
Test dates can be arranged to avoid conflicts with other events.	Test dates are fixed with no or few options for rescheduling.
Review sessions emphasize important concepts prior to tests	Instructors rarely offer review sessions; if so, students are expected to be prepared and to be active participants.

GRADES	
High School	Postsecondary
Given for most assigned work.	May not be provided for all assignments.
Good homework grades may assist in raising overall grade when test grades are lower.	Tests and major papers or projects make up the majority of the grade.
Extra credit options are often available.	Generally speaking, extra credit options are not used to raise a grade.
Initial test grades, especially when low, may not have adverse effect on grade.	First tests are often “wake up calls” to let you know what is expected. (Watch out! They may account for a substantial part of your final grade. Contact instructor, academic advisor, or student accessibility personnel if you do poorly.)
Graduation requirements may be met with a grade of D or higher	Requirements may be met only if the student’s average meets the departmental standards. (Generally a 2.0 or higher.)

BOTTOM LINE	
High School	Postsecondary
High School is structured with most decisions being managed by the parent or the state/district. Success is a combination of your efforts and those of others.	College is less restricted and promotes independence. Each college has its own requirements. Your success is a direct result of the effort you put into it.





Education/Training Programs

Once you have explored career options and selected possible jobs, research the education and or training needed for that job. Visit <http://www.pathwayswv.org/job-preparation.php> and review jobs sorted by level of education needed. Click on any of the jobs to learn more. Next visit <http://www.pathwayswv.org/education-planning.php> to research education/training options. Research and answer the questions below to evaluate schools and programs.

1. What education or training is needed for your chosen career?
2. What schools/programs offer the specified education/training?
3. For each school/program you are interested in, answer the following:

School/Program #1	
Name of the school or program:	
Location:	
Web Address:	
What high school courses/GPA are needed for admission?	
What assessments and scores are needed for admission? ACT, SAT, other?	
Where is the school located? Will you need to move or commute? How will you handle transportation?	

Education/Training Programs



What is the application process?	
What is the cost of tuition?	
What are the options for financial aid?	
Is there an office for disabilities services? Contact?	

School/Program #2	
Name of the school or program:	
Location:	
Web Address:	
What high school courses/GPA are needed for admission?	
What assessments and scores are needed for admission? ACT, SAT, other?	
Where is the school located? Will you need to move or commute? How will you handle transportation?	
What is the application process?	
What is the cost of tuition?	
What are the options for financial aid?	
Is there an office for disabilities services? Contact?	



Colleges: Are you Ready?

As you explore colleges or other training programs, take some time to reflect on the following questions. Talk with your parent, teacher, or counselor about your answers and any concerns you have.

Are you on track to receive a high school diploma?	
Do you participate in your IEP Team meetings? Have you applied for and been accepted as a Division of Rehabilitation Services client? Do you participate in Individual Plan for Employment (IPE) meetings?	
Do you understand the assessments you've completed and what the results mean?	
What are your academic strengths and challenges?	
What are your personal strengths and challenges?	
Can you describe your disability and accommodations or modifications needed to be successful?	

Colleges: Are you Ready?



Have you reviewed your Summary of Performance and understand it?	
Have you taken the ACT, SAT, or other assessments?	
Are your reading, writing, and math skills sufficient for college-level work? Can you complete work independently?	
Have you identified possible schools/programs that have a disability resource center and programs for students with disabilities?	
Have you reviewed course catalogs for target schools, visited the school, and met with disability resource center staff?	
What questions or concerns do you have?	
Who can help you address them?	



Managing Your Time at School

Time Management Tips for School

Managing your time is crucial for success in school. Review the tips below. Which strategies do you already use? Contact your teacher, counselor, or family member if you need additional help with these strategies.

1. **Use a calendar.** Whether a paper calendar, whiteboard, tablet, or your phone - use a calendar to track deadlines, classes, meetings, and other important dates. Try different organizing systems to see what works for you. Use your system to enter all of your assignments - weekly assignments, quizzes, papers, etc. Then schedule study and preparation time accordingly.

Rule of thumb: For every 1 hour of lecture time, schedule and plan to spend 2 hours of study time.

2. **Write down tasks in one place.** Keep track of all of your to-do list items including assignments, chores, and free time.
3. **Go to class!** One of the most time-efficient things you can do is attend class. If you miss class, it takes much more time to learn the material than if you attended class in the first place.
4. **Allow for flexibility in your schedule.** Leave room for unexpected events, assignments, and deadlines. Adjust your schedule as you learn which courses require more or less study time.
5. **Plan ahead and break up large projects.** If you have a large assignment or project due, schedule the deadline in your calendar, then work backwards and schedule time for related tasks such as picking a topic, research, writing, and PROOFREADING.
6. **Schedule extra time for the unexpected.** Printer, internet, and computer issues will happen as will the unexpected cold or stomach virus. Spread out the stages of a project over several days and allow extra time for the unexpected.
7. **Consider scheduling your courses close together** rather than scattered throughout the day. If you take your courses back to back, you'll have larger blocks of time for studying. Short gaps between classes do not allow you to get much done in between.



8. **Stay caught up on your coursework.** Your professor will not check over your work for completion. Make sure you read the materials in advance of the lecture and stay caught up on assignments. Do not fall behind in your studies or you may find that you have 500 pages of reading to catch up on before a test.
9. **Learn to focus.** Many courses require reading and learning large amounts of material. Avoid jumping on social media or the internet during study periods as this will quickly eat away precious time.
10. **Prioritize!** During periods of peak work such as midterms, final exams, and project deadlines, try to minimize distracting activities. You may need to cut back on your work schedule, volunteer hours, and social activities.

Apps to Keep You Organized

Check out these apps to help stay organized in school:

iStudies Pro - helps you organize your class schedule and plan your days.

<http://istudentpro.com/>

Cite This For Me - scan book barcodes and create citations formatted in MLA, APA, Chicago, or other. <http://www.citethisforme.com/us>

Mint - keep track of your money and manage your finances.

<https://www.mint.com/>

Evernote - create lists, draft notes, record audio, and set reminders that can be accessed on all your devices. <https://evernote.com/>

Documents - organize files and edit Microsoft documents, annotate PDFs, browse photos, and read e-books on your IOS device.

<https://readdle.com/products/documents>

Sources:

Steps for Strong Time Management for College Student by Kelci Lynn Lucier

Updated March 29, 2017.

<https://www.thoughtco.com/strong-time-management-for-college-students-793226>

Top 12 Time-Management Tips - How to balance your college course load and homework (and still have a life). By Lynn F. Jacobs and Jeremy S. Hyman | Oct. 14, 2009, at 4:41 p.m.

<https://www.usnews.com/education/blogs/professors-guide/2009/10/14/top-12-time-management-tips>



Resources

Education

College Foundation of West Virginia

www.cfww.com

The College Foundation of West Virginia website www.cfww.com is a free college and career planning resource that helps students and families plan, apply, and pay for college.

Community Technical College System of WV

Charleston, WV

304-558-0265

<http://www.wvctcs.org/>

Educational Pathways for Youth Transitioning from Juvenile Justice Facilities

<http://www.pathwayswv.org/docs/pathways-transitioning-justice-facilities.pdf>

Guide for students eligible for transition into a community school leaving a juvenile justice facility.

Education Quest

<https://www.educationquest.org>

One stop shop for professionals, and students grades 8-12 on preparing for college; career options, reality check of skills and interests, self-advocacy, tips, FAFSA, ACT, etc.

Going to College

<http://www.going-to-college.org>

Video clips and activities resources for teens to get a head start in planning for the future.

Think College

<http://www.thinkcollege.net/>

College options for people with intellectual disabilities.

U.S. Department of Education College Scorecard

<https://collegescorecard.ed.gov/>

This website includes programs/degrees, location, size, graduation rates, and tuition costs to research and compare schools.

WV Council for Exceptional Children

<https://wvde.us/special-education/parent-and-public-partnership/west-virginia-advisory-council-for-the-education-of-exceptional-children/>
The Council for Exceptional Children (CEC) works to improve the educational success of individuals with disabilities and/or gifts and talents.

WV Department of Education Career Technical Education Programs

<http://careertech.k12.wv.us/>

Tech centers, technology centers, technical centers, career centers and career/technical centers all have a common purpose: to provide high-quality career/technical studies to high school students. Check out the Career Technical Education website for resources on readiness, career education standards, and programs of study.

WV Department of Education Office of Diversion and Transition Programs

304-558-0280

<https://wvde.state.wv.us/abe/>
WV Adult Education helps adult learners gain skills needed to obtain a job, advance in their current job, or enter a new career field.

WV Department of Education Office of Institutional Education

Charleston, WV

304-558-8833

<http://wvde.state.wv.us/institutional/>
The Department of Education's Office of Institutional Education Programs provides educational services to institutionalized juveniles.

WV Department of Education Office of Special Education

Charleston, WV

304-558-2696

<http://wvde.state.wv.us/osp/>
The purpose of the WV Department of Education Office of Special Education is to improve results for children and youth,

primarily through leadership and financial support to local education agencies.

WV Higher Education Policy Commission

Charleston, WV

304-558-2101

<http://www.wvhpec.edu/>

The WV Higher Education Policy Commission is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for four-year colleges and universities.

Financial Aid

Career OneStop Get My Future

<http://www.careeronestop.org/getmyfuture/toolkit/find-scholarships.aspx>

Search more than 7,500 scholarships, fellowships, grants, and other financial aid award opportunities.

College Foundation of WV: Financial Aid 101

https://www.cfww.com/Financial_Aid_Planning/Financial_Aid_101/_default.aspx

College Foundation of WV: Scholarship Finder

https://www.cfww.com/Financial_Aid_Planning/Scholarships/Scholarship_Finder/Scholarship_Finder.aspx

College Funding for Students with Disabilities

<http://www.washington.edu/doit/college-funding-students-disabilities>

College Scholarships.org

<http://www.collegescholarships.org/>

Searchable college scholarship website.



College Scholarships and Financial Aid for Students with Disabilities

<http://www.affordablecollegesonline.org/college-resource-center/affordable-colleges-for-students-with-disabilities/>

Free Application for Federal Student Aid (FAFSA)

<https://studentaid.ed.gov/sa/>

SMART 529: West Virginia's College Savings Plan

http://www.smart529.com/cs/Satellite?pagename=College_Savings/Page/CS_529Home_Page&cid=1161622620280
The SMART529 college savings plan may be used to finance higher education at colleges, universities, vocational and technical schools, culinary schools, worker retraining classes, community colleges and others.

SmartScholar

<http://www.smartscholar.com/>
Find the Perfect Scholarship.

U.S. Dept of Education Federal Student Aid

<https://studentaid.ed.gov/sa/>
Federal Student Aid, a part of the U.S. Department of Education, is the largest provider of student financial aid in the nation.

WV Promise Scholarship

https://www.cfwv.com/Financial_Aid_Planning/Scholarships/Scholarships_and_Grants/West_Virginia_PROMISE.aspx
The PROMISE Scholarship is a merit-based financial aid program for West Virginia residents.

Resources can be found online at:

Pathways to the Future

www.pathwayswv.org

Collection of resources, tools and people to help students with disabilities through the journey from youth to adulthood.



Independent Living



Timeline

Introduction

Activities

Resources



PATHWAYS
to the **FUTURE**

Presented By



WEST VIRGINIA DIVISION OF
REHABILITATION SERVICES

Notes:



MIDDLE SCHOOL

- Learn about healthy eating habits and exercise
- Engage in activities outside of school
- Establish relationships with peers, friends, and mentors
- Use assistive technology
- Take self-responsibility for daily living needs

GRADES 9-10

- Learn about time and money management
- Explore transportation options
- Understand health and medical needs
- Engage in community activities
- Learn about community resources
- Make positive social choices

GRADES 11-12

- Develop financial literacy skills
- Explore and connect with adult agencies
- Access transportation options
- Continue to develop healthy relationships and healthy choices
- Describe potential changes to benefits if employed
- Explore options for living after high school

GRADES 12+

- Develop plan for balancing school, work, leisure
- Register for selective service/ register to vote
- Finalize independent living arrangements and make community connections
- Seek opportunities for community involvement



Introduction

Where do you want to live after high school? Will you be in a college dorm, apartment, or at home? What type of assistance will you need? Managing money, navigating transportation, cooking, home maintenance, and health management are all skills needed to live independently. The following are topics, skills, and information related to independent living:

PERSONAL FINANCES AND MONEY MANAGEMENT

- Keep financial records
- Develop a monthly budget
- Pay taxes
- Manage a checking account
- Understand and establish credit
- Obtain required insurance, home and auto

As you begin earning your own money, learn how to make good choices about spending and saving it. Money that you earn by working at a job or for yourself is called **income**. By working to earn your own money, you'll learn skills needed to succeed as an adult. Earning money also gives you more choices and independence.

Bills and other things that you spend your money on are called **expenses**. Some expenses are things you can't be without (**needs**) and some

expenses are things you'd like to have, but aren't really necessary (**wants**). Learning how to track your income and expenses can help you predict where your money will go in the future (**budgeting**). Once you begin earning money, you'll want to consider opening a checking account. By putting your money in a bank, you can keep it safe and manage it.

As you get older, you'll need a good credit record in order to get a loan for a car or house. A **credit record** shows how well you pay your bills. In order to establish credit, many people get a credit card. A credit card allows you to charge an item and pay for it later. This is a loan from the credit card company that you must pay back. If you do not pay the entire amount right away, you will be charged interest. **Interest** is a fee that you must pay for borrowing the money in the first place. Beware! Credit card debt can add up quickly! Be sure to only charge what you can pay back right away.

The **West Virginia State Treasurer's Office** has many resources on managing personal finances. Visit <http://www.wvtreasury.com/Education/Personal-Finance> for more information.



MyMoney.gov Resources for Youth has activities, games, and more to learn about managing money. Visit <https://www.mymoney.gov/Pages/for-youth.aspx>.

HEALTH

- Complete a health history form
- Manage health conditions and medications
- Access health care and insurance
- Maintain a regular appointment schedule for health maintenance.

As you transition to adulthood, learning how to manage your health care is critical to achieving independence. Begin taking on a more active role in managing your health care. Work with your family to learn about your medical history and complete a medical history form.

Once you turn 18 you are responsible for making your own medical decisions. You will need to give written permission in order for your family to access your medical information. For more information, download the Transition Quick Guide: Take Charge of Planning

and Managing Your Own Health and Career Goals <https://www.dol.gov/odep/pdf/>.

Keeping in contact with your providers (doctors, dentists, counselors, etc.) is very important in order to stay updated on your appointments or any insurance or medication issues. You should always give at least 24 hours' notice if you need to cancel or reschedule an appointment (unless it's an emergency). Be sure to let all your providers know if your contact information, insurance, or phone number changes.

If you have a cell phone: Keep all contact information for your providers saved in your cell phone's address book. Set up your voicemail so providers can leave you messages about appointments or any issues. You may also wish to keep your appointments saved in your cell phone calendar and set reminders for those appointments. Be sure to add a password to your phone to keep your





Introduction

information safe. (Source: *Northeast Massachusetts Community of Practice 2011*)

Health insurance is coverage that pays for provider services, medications, hospital care, and special equipment when you are sick. It also covers preventive health services, immunizations, mental/behavioral health services, and more when you are not sick. Check with your family to see what type of health insurance you currently have. Under current law, if a health insurance policy covers children, they can be covered under a parent's health plan until they turn 26 years old. Children can join or remain in a parent's plan even if they are married. (Source: <https://www.hhs.gov/healthcare/about-the-aca/young-adult-coverage/index.html>)



Be sure however to learn about your specific plan and how your coverage may change once you become an adult.

BENEFITS

- Social Security Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) are federal programs that provide assistance to people with disabilities in the form of monthly payments. Your family may have applied for benefits on your behalf. Once you turn 18 you must re-apply to see if you still qualify.
- Medicaid – health insurance program for people who are low income and/or have a disability.
- Medicare – health insurance program for people 65 or older or for people who have been getting Social Security disability benefits for at least 2 years.

Source: Social Security Administration www.SSA.gov

Many students and families believe that once you get a job, your benefits (such as Social Security and Medicaid) will be cut. In many cases, students can work and continue to collect some type of benefit. It is important to learn about your options. There are many resources available to help you understand how a job affects your benefits. A benefits planner can help



you understand how your specific circumstances can be affected by getting a job. To get more information, visit www.socialsecurity.gov or call 1-800-772-1213.

HOUSING

- Select appropriate housing
- Establish and set up a household
- Use appliances and tools safely
- Maintain the interior and exterior of a home

After you finish high school, you will need to decide where you want to live. Some young adults decide to live in an apartment on their own right after high school. Students going to college may decide to live in a dorm with other students. Some decide to stay with their parents or relatives.

If you decide to get an apartment, you will need to review and sign a lease. A landlord is a person that owns the apartment and rents it to you for a monthly fee (rent). The lease outlines your rent, your rights and responsibilities along with who pays for and repairs what. It is illegal for anyone to refuse to rent you an apartment solely because of your disability. However, they are not obligated to make modifications to the apartment to meet your needs.

The It's My Move project website has many resources and tips on how to maintain a home including housekeeping, in-home safety, and affordable housing. To learn more, visit <http://www.itsmymove.org/MyHome.php>

TRANSPORTATION

- Drive a car
- Access public transportation
- Know other transportation options

The **WV Division of Motor Vehicles** website has details on obtaining and renewing a driver's license and online services available at <http://www.transportation.wv.gov/dmv/Pages/default.aspx>.

To search public transportation options available by county, visit the WV Division of Public Transit Transportation Providers Directory at <http://www.transportation.wv.gov/publictransit/Pages/OnlineDirectory.aspx>.

PERSONAL NEEDS

- Understand physical fitness and nutrition
- Exhibit proper grooming and hygiene
- Dress appropriately
- Practice personal safety
- Be knowledgeable of safe relationship practices



Introduction

TeensHealth is a website for teens about taking care of yourself, making good decisions, food and fitness, and staying safe. Visit www.teenshealth.org to learn more.

PARTICIPATING IN THE COMMUNITY

- Knowledge of community resources
- Engage in group and individual activities
- Plan free time appropriately

Recreation.gov is a great website with information about federal parks, forests, lakes, and museums. Plan your next trip at www.Recreation.gov.

Connect with other people your age to make a positive change. Visit **Do Something.org** to explore campaigns and participate at www.dosomething.org/us.

West Virginia Students Against Destructive Decisions (WVSADD)

is a youth-based, peer-to-peer organization that promotes youth empowerment and positive decision-making. Consider connecting with a WVSADD Chapter in your area. Visit www.WVSADD.org to learn more.







Developing the Skills You Need

The skills you develop now can help you in college, a training program, or the workplace. Review each skill below and decide if you can do the skill well or if it needs work. If the skill needs work, identify a teacher, counselor, family member, or peer who can help you develop this skill.

People Skills	Can Do	Needs Work	Who Can Help Me?
Getting along with others			
Meeting new people			
Working on a team			
Respecting the ideas of others			
Personal Skills	Can Do	Needs Work	Who Can Help Me?
Making ethical choices			
Motivated and enthusiastic			
Reliable and dependable			
Pride in appearance			
Courteous and respectful			
Self-Management	Can Do	Needs Work	Who Can Help Me?
Scheduling your day			
Setting priorities and goals			
Being flexible			
Positive attitude towards change			
Communication Skills	Can Do	Needs Work	Who Can Help Me?
Giving class presentations			
Reading manuals			
Writing clearly and concisely			
Listening and responding to what others say			
Responsibility	Can Do	Needs Work	Who Can Help Me?
Doing homework			
Meeting project deadlines			
Getting to class on time			
Following a schedule			
Being on a sports team or club			

Developing the Skills You Need



Problem Solving	Can Do	Needs Work	Who Can Help Me?
Analyzing information			
Understanding the problem			
Identifying the problem			
Solving the problem			
Applying the solution			
Knowing How to Learn	Can Do	Needs Work	Who Can Help Me?
Asking questions			
Reading information			
Using the library			
Researching information			
Joining activities and clubs			
Creative Thinking	Can Do	Needs Work	Who Can Help Me?
Learning how others have been creative			
Using your imagination			
Trying new ways of doing things			
Looking at issues from a different point of view			
Technical Skills	Can Do	Needs Work	Who Can Help Me?
Using a computer			
Using a word processing program (like Google docs or Microsoft Word)			
Organizing and analyzing information with spreadsheet software (like Google sheets or Microsoft Excel)			
Developing a presenting using software such as Google slides or Microsoft PowerPoint			
Using the internet for research and information			
Using email			

Adapted from Florida Department of Education Career Cruiser - <http://www.fldoe.org/core/fileparse.php/3/urllt/cruiser.pdf>



Tracking Your Money

Make good choices about how you spend and save your money. Money that you earn either through a job or work outside your home is called **income**. Bills and other things that you spend your money on are called **expenses**. Some expenses are things you can't be without (needs) and some expenses are things you'd like to have, but aren't really necessary (wants). Learning how to track your income and expenses can help you predict where your money will go in the future (**budgeting**).

Over a one-month period, use the chart below to track your income and expenses.

Income	Date	Amount
Paycheck – Week 1		
Paycheck – Week 2		
Paycheck – Week 3		
Paycheck – Week 4		
Paycheck – Week 5 (if needed)		
Social Security – Monthly Payment		
Other Income Payment		
Other Income Payment		
Total Income for the Month:		
Expenses	Date	Amount
Transportation		
Car Payment		
Gas		
Insurance		
Bus/Tax Fare		
Rent/Mortgage		
Utilities		
Gas		
Electric		
Phone		
Cable		
Internet		
Medical		
Prescriptions		
Doctor co-payments		
Over the counter medications		

Tracking Your Money



Expenses	Date	Amount
Food		
Groceries		
Eating Out		
Coffee or Other Drinks Out		
Other		
Recreation		
Video/Computer Games		
Sports		
Movies		
Other		
Personal Care		
Clothing		
Laundry		
Haircuts		
Manicures		
Gifts		
Credit Card Payments		
Loans		
Donations		
Total Expenses for the Month:		

Total Monthly Income:	
Total Monthly Expenses:	

Which amount is more? Income or Expenses?

If income is higher, consider putting the extra money into savings. If expenses are higher, look into ways you can cut back. Are there things you are purchasing that you really don't need?



Key Documents

Once you become an adult, you will need to keep track of key documents. Following is a list of documents you should develop, locate, and store in a safe place. Visit www.ItsMyMove.org and check out their Readily At Hand Checklist to create an account and track your progress.

Document	Do you have this?		Notes
	Yes	No	
IDENTIFICATION			
State ID or Driver's License			
Birth Certificate			
Social Security Card			
Passport			
Other:			
MEDICAL INFORMATION			
Health Insurance Card			
List of Doctors and Contact Info			
List of Medications and Dosage Info			
Copy of Physical			
Immunization Record			
Medical History Form			
Other:			
EDUCATION DOCUMENTS			
Diploma / TASC / GED			
Transcript			
Copy of IEP or 504 Plan			
Any Certifications			
Other:			
WORK DOCUMENTS			
Resume			
List of References			
Work History – company info, dates worked, responsibilities			
Volunteer History			
Other:			
FINANCIAL DOCUMENTS			
Bank Statements			
Social Security Letters/Statements			
Pay Stubs			
Credit Card Statements			
Tax Documents: W-2, tax returns			

Key Documents



HOUSING INFORMATION			
Lease or Deed			
Utility Bills – gas, electric, cable, water, sewer, trash			
Housing History – where you have lived and when – address, dates, landlord name and contact info (if available)			
Other:			
OTHER			
Emergency Phone Numbers			
Religious Records			
Library Card			
Voter Registration Card			

Keep Your Information Safe! Do not share passwords, account information, or personal documents with others.

*Adapted from: Northeast Massachusetts Community of Practice (Nov., 2011) My Must Have Papers. Worcester, MA: University of Massachusetts Medical School, Department of Psychiatry, Systems and Psychosocial Advances Research Center, Transitions Research and Training Center.
Its My Move – www.ItsMyMove.org*



Medical History

Medical Summary and Emergency Care Plan

Youth and families/caregivers should discuss and complete this document and store safely with other important records.		
Date Completed:		Date Revised:
Form completed by:		
Contact Information		
Name:		Date of Birth:
Parent (Caregiver):		Relationship:
Address:		City, State, Zip:
Home Phone:		Cell Phone:
Email:		Best Way/Time to Reach Contact:
Health Insurance Company:		Group and ID #
Emergency Care Plan		
Emergency Contact Name:		Relationship:
Home Phone:		Cell Phone:
Preferred Emergency Provider:		
Emergent Presenting Problems	Suggested Tests	Treatment Considerations
Special areas of concern:		
Allergies, Medications and Procedures to be Avoided		
Allergies	Reactions	
Medications and Procedures To be avoided	Why?	
<input type="checkbox"/> Medications:		
<input type="checkbox"/> Medical Procedures:		
Diagnoses and Current Problems:		
Problem	Details and Recommendations	
<input type="checkbox"/> Primary Diagnosis		
<input type="checkbox"/> Secondary Diagnosis		
<input type="checkbox"/> Behavioral		
<input type="checkbox"/> Communication		
<input type="checkbox"/> Feeding/Swallowing		
<input type="checkbox"/> Hearing /Vision		
<input type="checkbox"/> Learning		
<input type="checkbox"/> Orthopedic/ Musculoskeletal		
<input type="checkbox"/> Physical Anomalies		
<input type="checkbox"/> Respiratory		
<input type="checkbox"/> Sensory		
<input type="checkbox"/> Stamina/Fatigue		
<input type="checkbox"/> Other		

Adapted from Got Transition™/Center for Health Care Transition Improvement, a program of The National Alliance to Advance Adolescent Health
www.GotTransition.org

Medical History



Medications							
Medications (prescriptions, vitamins, other)		Dose			Frequency		
Health Care Providers							
Provider	Primary and/or Specialty			Clinic or Hospital		Phone / Fax	
Prior Surgeries, Procedures, and Hospitalizations							
Date	Surgery, Procedure, or Hospitalization						
Baseline							
Baseline Vitals:	Height	Weight	Weight	Respiration Rate	Heart Rate	Blood Pressure	Body Temp
Baseline Neurological Status:							
Recent Labs and Radiology							
Test		Date		Result			
Equipment and Assistive Technology							
<input type="checkbox"/> Gastrostomy	<input type="checkbox"/> Apnea Monitor		<input type="checkbox"/> Wheelchair		<input type="checkbox"/> Adaptive Seating		
<input type="checkbox"/> Tracheostomy	<input type="checkbox"/> Cardiac Monitor		<input type="checkbox"/> Orthotics		<input type="checkbox"/> Communication Device		
<input type="checkbox"/> Suctions	<input type="checkbox"/> O2 Monitor		<input type="checkbox"/> Crutches		<input type="checkbox"/> Other -		
<input type="checkbox"/> Nebulizer	<input type="checkbox"/> Glucose Monitor		<input type="checkbox"/> Walker		<input type="checkbox"/> Other -		
Substance Use							
Type	Do You Use? Y/N		Substance Name		How Much/How Often?		
Smoking/Tobacco							
Alcohol (beer, wine, liquor)							
Street drugs (marijuana, cocaine, heroin, ecstasy, other)							
Chemicals used (weed killer, paint, paint thinner, other)							
OTHER							



Medical History

Health History			
Health Condition	Do You Have this Condition? Y/N	Does a Family Member Have this Condition? Y/N	If Yes, Please Describe
Addiction			
Alcoholism			
Asthma			
Autism spectrum disorder			
Birth defects			
Blindness			
Blood clots			
Cancer			
Cystic fibrosis			
Deafness			
Development disability			
Diabetes			
Genetic disorders			
Heart disease			
Hemophilia			
High blood pressure			
High cholesterol			
Intellectual disabilities (including learning disabilities)			
Kidney disease			
Mental illness (including depression or anxiety)			
Pregnancy loss			
Physical disabilities			
Pulmonary embolism			
Sexually transmitted diseases			
Seizures			
Spinal muscular atrophy			
Stroke			
Thyroid problem			
School and Community Information			
Agency/School	Contact Person	Phone	Email
Immunizations			
Attach Immunization Records to this Form			

Adapted from Got Transition™/Center for Health Care Transition Improvement, a program of The National Alliance to Advance Adolescent Health
www.GotTransition.org

Medical History



Special information that you want your health care professionals to know:

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Signatures

Youth Name	Phone/Email	Date	Signature
Parent/Caregiver Name	Phone/Email	Date	Signature
Primary Care Provider Name	Phone/Email	Date	Signature
Care Coordinator	Phone/Email	Date	Signature

Download PDF of this form at www.PathwaysWV.org



Resources

Benefits

Benefits.gov

<https://www.benefits.gov/>
Official benefits website of the U.S. government, provides citizen access to benefit information.

Disability.gov's Guide to Disability Benefits

<https://www.disability.gov/resource/disability-govs-guides-to-disability-benefits/>
Disability.gov's Benefits section provides a broad range of resources about Social Security disability benefits and assistance programs and services for people with disabilities, seniors and their families.

Medicaid Waiver Programs (WVDHHR Bureau for Medical Services)

Charleston, WV
304-558-1700
<http://www.dhhr.wv.gov/bms/Programs/WaiverPrograms/Pages/default.aspx>
The Bureau for Medical Services has three Waiver Programs: The Aged and Disabled Waiver (ADW), the Intellectual/Developmental Disabilities Waiver (IDDW), and the Traumatic Brain Injury Waiver (TBIW).

Social Security Disability Insurance

800-772-1213
[https://www.ssa.gov/disability/SocialSecurityAdministration-AssistanceandinformationaboutgovernmentbenefitsincludingSupplementalSecurityIncome\(SSI\)andSocialSecurityDisability\(SSD\)programs.](https://www.ssa.gov/disability/SocialSecurityAdministration-AssistanceandinformationaboutgovernmentbenefitsincludingSupplementalSecurityIncome(SSI)andSocialSecurityDisability(SSD)programs.)

Social Security Supplemental Security Income

800-772-1213
[https://www.ssa.gov/disability/SocialSecurityAdministrationAssistanceandinformationaboutgovernmentbenefitsincludingSupplementalSecurityIncome\(SSI\)andSocialSecurityDisability\(SSD\)programs.](https://www.ssa.gov/disability/SocialSecurityAdministrationAssistanceandinformationaboutgovernmentbenefitsincludingSupplementalSecurityIncome(SSI)andSocialSecurityDisability(SSD)programs.)

WV inROADS

877-716-1212
<https://www.wvinroads.org/selfservice/>
WV inROADS is an online tool that allows users to evaluate for eligibility and apply for benefits offered by the state of WV.

Health

1-844-HELP4WV

1-844-435-7498
<http://www.help4wv.com/>
24/7 helpline that provides assistance for persons struggling with an addiction or mental health issue. Includes a comprehensive list of state resources.

CAMC Health Information Center

304-388-5432
<http://healthinfo.camc.org/>

Comeback TV

https://www.youtube.com/playlist?list=PLL1frPOsHGTumgpUOZ_eDNund-RoU1q2_eDNund-RoU1q2_
Show made by young adults for young adults about resources to help young adults with mental health conditions on their path to successful independent lives.

Medicaid Work Incentive Network

800-642-8589
<http://mwin.cedwvu.org/>
M-WIN is a work incentive for people with disabilities or chronic health conditions that allows individuals who work, to pay a monthly premium and keep or obtain Medicaid healthcare coverage.

Transition Quick Guide: Take Charge of Planning and Managing Your Own Health and Career Goals

<https://www.dol.gov/odep/pdf/HealthCareCareerTransitionQuick-Guide.pdf>

Transitions RTC

<https://www.umassmed.edu/TransitionsACR/>

The mission of the Transitions RTC is to promote the full participation in socially valued roles of transition-age youth and young adults with serious mental health conditions.

West Virginians for Affordable Health Care

Charleston, WV
681-265-9008
<http://wvahc.org/>
WVAHC promotes quality, affordable health care and assists consumers in navigating the health care system.

WV Center for Local Health

Charleston, WV
<http://www.dhhr.wv.gov/localhealth/pages/map.aspx>
Directory of Local Health Departments.

WV DHHR Free Clinics

Charleston, WV
304-558-4007
https://dhhr.wv.gov/dpc/free_clinics/Pages/default.aspx
Ten free clinics throughout the state provide health care and medical homes to thousands of uninsured adult West Virginians. The free clinics are geographically dispersed throughout the state.

WV NaviCare

1-844-WV-CARES
<http://www.wvnavicare.com/>
WV NaviCare provides free health coverage enrollment assistance to uninsured West Virginians.

WVDHHR Bureau for Behavioral Health and Health Facilities

Charleston, WV
304-356-4811
<http://www.dhhr.wv.gov/bhhf/Pages/default.aspx>
The WV Bureau for Behavioral Health and Health Facilities is the federally designated Single State Authority for mental health and substance use disorders and serves as the lead state agency for intellectual and developmental disabilities.



WVDHHR Bureau for Medical Services

Charleston, WV
304-558-1700
<http://www.dhhr.wv.gov/bms/Pages/default.aspx>
The Bureau for Medical Services (BMS), is the designated single state agency responsible for the administration of the State's Medicaid program. BMS provides access to appropriate health care for Medicaid-eligible individuals.

WVDHHR Office of Maternal, Child and Family Health, Children with Special Health Care Needs Program

Charleston, WV
304-558-5388
<http://www.wvdhhr.org/cshcn/>
The Children with Special Health Care Needs Program supports the family and community in the care of children with special health care needs through: facilitation of early care, diagnostic evaluation/consultation, clinic intervention, and care coordination.

WVRx Prescriptions for WV

Charleston, WV
877-388-9879
<https://www.westvirginiarxcard.com/>
WVRx is West Virginia's Statewide Charitable Mail Order Pharmacy, dedicated to providing FREE prescription drugs to UNINSURED individuals and families in need.

Housing

US Dept of Housing and Urban Development (WV)

Charleston, WV
304-347-7000
https://www.hud.gov/states/west_virginia

WV Association of Housing Agencies

Charleston, WV
304-768-9315
<http://www.wvaha.org/agencies.htm>
Association of housing authorities/agencies.

WV Coalition to End Homelessness

Bridgeport, WV
304- 842-9522
<http://wvceh.org/>
The WVCEH advocates for services to prevent and end homelessness throughout West Virginia.

Independent Living

Appalachian Center for Independent Living, Inc.

Charleston, WV
304-965-0376
<http://www.acilwv.org/>
The Appalachian Center for Independent Living promotes the interdependence, productivity, and quality of life of individuals with disabilities through empowerment, integration, and inclusion.

Mountain State Centers for Independent Living

Huntington, WV
304-525-3324
Beckley, WV
304-255-0122
<http://www.mtstcil.org/>
Mountain State Centers for Independent Living (MTSTCIL) is a community-based organization providing advocacy, networking, and resources to people with disabilities and their families.

Northern WV Center for Independent Living

Morgantown, WV
304-296-6091
Elkins, WV
304-636-0143
<http://nwvcil.org/>
The Northern West Virginia Center for Independent Living is an advocacy resource center for persons with disabilities and the communities in which they live.

The Arc of Harrison County

Clarksburg, WV
304-624-3641
www.arc-hc.com
The ARC serves people with intellectual and developmental disabilities by assisting, encouraging, and empowering them to live, work, learn, worship, and play in their community.

The Arc of the Mid Ohio Valley

Parkersburg, WV
304-422-3151
www.thearcmov.org
The ARC serves people with intellectual and developmental disabilities by assisting, encouraging, and empowering them to live, work, learn, worship, and play in their community.

The Arc of the Three Rivers

Charleston, WV
304-344-3403
www.arcthreerivers.org
The Arc of the Three Rivers, Inc. is a behavioral health organization that serves children and adults with Intellectual Disabilities and Developmental Disabilities (ID/DD).

The ARC of West Virginia

<http://www.thearcofww.org/>
Services, information, resources and advocacy for people with intellectual and developmental disabilities and their families.

WV Center for Excellence in Disabilities

Morgantown, WV
304-293-4692
<http://www.cedwvu.org/>
WVCED Mission: Providing leadership in the development of services and supports for persons with disabilities.

WV Developmental Disabilities Council

Charleston, WV
304-558-0416
<http://www.ddc.wv.gov/>
The Council's mission is to assure that West Virginia citizens with developmental disabilities receive the services, supports, and other



Resources

forms of assistance they need to exercise self-determination and achieve independence, productivity, integration and inclusion in the community.

WV Olmstead Council

Charleston, WV
304-558-3287

<https://www.wvdhhr.org/oig/olmstead.html>

The mission of the Council is to develop and monitor the implementation of a plan to promote equal opportunities for people with disabilities to live, learn, work and participate in the most integrated setting in the community of their choice through West Virginia's compliance with Title II of the Americans with Disabilities Act (ADA).

WV Statewide Independent Living Council

Institute, WV
304-766-4642

<http://www.wvsilc.org/>

The mission of WVSILC is to ensure persons who have disabilities have access to community-based resources that promote personal choice and facilitate the achievement of their independent living goals.

WVDHHR Bureau for Behavioral Health and Health Facilities Division of Intellectual and Developmental Disabilities

Charleston, WV
304-356-4811

<http://www.dhhr.wv.gov/bhhf/sections/programs/ProgramsPartnerships/IDD/Pages/default.aspx>

The Division of Intellectual and Developmental Disabilities provides leadership, facilitation, technical assistance and funding to support children and

adults who have intellectual/developmental disabilities.

Money Management

Federal Deposit Insurance Corporation (FDIC) Money-Smart - Financial Education Program

<https://www.fdic.gov/consumers/consumer/moneysmart/>

The Money Smart Computer-Based Instruction is an easy-to-use tool to learn more about basic personal financial management that users can complete at their own pace.

Internal Revenue Service (IRS) Understanding Your Taxes

<https://apps.irs.gov/app/understandingTaxes/student/index.jsp>

Tax tutorials to guide you through the basics of tax preparation, giving you the background you need to electronically file your tax return.

MyMoney.Gov - Resources for Youth

<https://www.mymoney.gov/Pages/for-youth.aspx>

U.S. government website with games, activities, websites, video games, and information about money for kids and youth. Includes information on how to save money, what to think about when shopping and buying, and how to a budget or a plan so you'll have enough money when you need it.

WV State Treasurer's Office - Personal Finance

<http://www.wvtreasury.com/Education/Personal-Finance>
Includes Personal Finance 101 and Finance Information Booklets on budgeting, credit, affording college, and more.

Transportation

West Virginia Non-Emergency Medical Transportation

Charleston, WV
681-245-8300

www.mtm-inc.net/west-virginia/
MTM is the state of West Virginia's non-emergency medical transportation (NEMT) manager providing rides free of charge for eligible Medicaid Members throughout the state.

WV Department of Transportation: Transportation Providers Directory

<http://www.transportation.wv.gov/publictransit/Pages/OnlineDirectory.aspx>
The WVDOT Transportation Providers Directory includes listings by county for Public Transportation, Specialized Transportation, Taxi services, and Head Start Programs. The directory lists those providers who have ADA (Americans with Disabilities Act) lift equipped vehicles.

WV Division of Motor Vehicles

<https://apps.wv.gov/dmv/selfservice>

The WV Division of Motor Vehicles website has details on obtaining and renewing a driver's license and online services available.

Resources can be found online at:

Pathways to the Future

www.pathwayswv.org

Collection of resources, tools and people to help students with disabilities through the journey from youth to adulthood.

Self-Determination/Responsibility



Timeline

Introduction

Activities

Resources



PATHWAYS
to the **FUTURE**

Presented By



WEST VIRGINIA DIVISION OF
REHABILITATION SERVICES

Notes:



MIDDLE SCHOOL

- Describe and know your limitations and/or disability and how it impacts your life
- Identify who can help you in school and community
- Identify accommodations and modifications needed
- Know what an IEP Team and IPE meeting is and how to participate

GRADES 9-10

- Participate in assessments and understand how the results relate to future planning
- Become actively involved in your IEP Team and IPE meeting – lead the discussion
- Identify outside supports needed, including applying for Rehabilitation Services
- Research and make informed choices

GRADES 11-12

- Define self-success
- Be involved in assessment process and results
- Understand adult rights and responsibilities
- Continue leading IEP Team and IPE meetings – issues related to assistive technology, health care, and transportation
- Track progress toward personal goals

GRADES 12+

- Assume adult rights and responsibilities
- Further develop self-advocacy skills as related to your postsecondary goals
- Direct personal assistance services
- Seek needed supports
- Understand and practice thoughtful self-disclosure



Introduction

Self-determination is the process by which you control your own life, including the skills, knowledge, and beliefs that allow you to make informed choices and accept the consequences/responsibilities that result from those decisions.

Are you ready to make your own choices and live with the consequences? Are you able to set goals and complete the steps necessary to achieve those goals?

Self-advocacy is knowing your rights and having the ability to effectively communicate your needs, interests, and desires. Self-advocacy, one part of self-determination, is the ability to speak for yourself and seek what you need for your life. This includes risk-taking, negotiating, the ability to respond to conflict/criticism, and persistence to achieve your goals.

How well do you know yourself? Can you describe your strengths, weaknesses, and disability? Learning about and being able to communicate these things are part of transitioning to adulthood.

Once you turn 18 you are considered an adult and assume legal responsibility for yourself (known as **Age of Majority**). Once you reach the age of majority, you have the right the right to make your own educational, employment, and independent living decisions.

Students with disabilities are entitled to a free appropriate public education (FAPE). If you receive special education services, these services, supports, and accommodations will be provided at no cost to you. If you have a disability in high school, you may have either a **504 Plan** or an **Individualized Education Program (IEP)**. These programs outline what you need in order to be successful in school. Understanding these programs and your rights can help you advocate for what you need.

Definition of Disability

The Individuals with Disabilities Education Act (IDEA) defines “child with a disability” as a child with any of the following:

- Intellectual disabilities
- Hearing impairments (including deafness)
- Speech or language impairments
- Visual impairments (including blindness)
- Serious emotional disturbance
- Orthopedic impairments
- Autism
- Traumatic brain injury
- Other health impairments
- Specific learning disabilities

AND

- Needs special education and related services.

Source: <https://legcounsel.house.gov/Comps/Individuals%20With%20Disabilities%20Education%20Act.pdf>



	504 Plan	IEP
Eligibility	<ul style="list-style-type: none"> Between ages of 3 and 22 Have a chronic, health-related, learning or behavioral disability that limits at least one major life activity (such as reading, concentrating, thinking, communicating, etc.) Do not qualify for special education services under IDEA 	<ul style="list-style-type: none"> Between ages of 3 and 21 Have one or more disability as outlined by the Individuals with Disabilities Education Improvement Act (IDEA) Evaluated as needing special education services
Is there a written education plan?	<ul style="list-style-type: none"> Plan does not have to be a written document Less comprehensive than an IEP No specified due process 	<ul style="list-style-type: none"> Formal written document Must meet due process requirements (detailed plans and timelines for evaluation, specialized instruction, and education services) Has many procedural safeguards and rights
Benefits	<ul style="list-style-type: none"> Receive accommodations and/or modifications to curricula in a mainstream classroom 	<ul style="list-style-type: none"> May receive specialized instruction and other educational services in a general education classroom or special education classroom depending on needs
Can plan be used in college?	Does not guarantee services in college, but can be helpful to advocate for needs and services.	Does not guarantee services in college, but can be helpful to advocate for needs and services.
For more information:	WV Department of Education - The IEP & Section 504 Guidance for West Virginia Schools and Districts http://www.pathwayswv.org/docs/WVDE_IEP-504_GuidanceBook.pdf	

Source: Bryer, M., Golden, L. & Logan, D. (2016). *What is a 504 plan and how can it help my teen? Tip Sheet 10*. Worcester, MA: University of Massachusetts Medical School, Department of Psychiatry, Systems and Psychosocial Advances Research Center (SPARC), Transitions Research and Training Center.

If you have an Individualized Education Program (IEP), consider taking on more of a leadership role in your IEP Team meeting and transition planning. Begin by interviewing your teachers, parents, and counselors to learn more about your strengths, your disability, any assessments completed, and the results of those assessments. Plan to increase your level of involvement in the development of your IEP.

During the transition process, the **West Virginia Division of Rehabilitation Services (WVDRS)** will be invited to your IEP Team meetings. Upon applying and being determined eligible for WVDRS services, their counselors can help you develop an **Individualized Plan for Employment (IPE)**. This plan includes your work/career goals, interests, preferences, and services available to help you reach your goals. While the IEP focuses on education, the IPE focuses on your career goals.



Introduction

The **Summary of Performance** is a report developed by your school that summarizes your academic achievements and performance along with any academic and/or employment accommodations that will be essential for success in projected post-secondary settings. This plan is important to your transition planning. The information can help you establish your eligibility for accommodations and supports in college or other training programs and eligibility for agency supports. This report is typically provided during your final year in high school, but can be developed earlier.

DECIDING TO DISCLOSE YOUR DISABILITY

Do you know when to disclose your disability? Disclose means to tell someone personal information about yourself. If you have a disability, it is up to you whether you decide to tell others; however, after high-school, you may need to disclose your disability in order to request modifications in college or the workplace.

Following are reasons to disclose or not disclose your disability at college/ training program or the workplace:

Reasons to Disclose	Reasons Not to Disclose
Required in order to request accommodations at school or the workplace	If there is no need for accommodations
Provides legal protection against discrimination and can assist in eligibility under Section 504 of the Rehabilitation Act (according to the Americans with Disabilities Act or ADA)	To protect your privacy
Can help others have a better understanding of you and your abilities	Fear of people treating you differently
Can improve your confidence in your ability to speak up for yourself and your needs	Disclosing personal information can be difficult

Source: National Collaborative on Workforce and Disability for Youth. (2005). *The 411 on Disability Disclosure Workbook*. Washington, DC: Institute for Educational Leadership.

Note: After you leave high school, you are no longer entitled to receive services and supports. However, you may be eligible for services and supports based on your situation, disability, and whether you disclose necessary information. Be sure to ask schools, employers, and agencies about eligibility requirements for services and accommodations.

Be careful what you share online! Sharing information about yourself on social media sites like Facebook and Twitter may disclose disability-related information without you realizing it. Learn about the privacy settings on any social media site that you use. Understand that others, including school personnel, classmates, and employers, may see information you post.



ACCOMMODATIONS

Accommodations are ways to lessen the effects of barriers. They can include changes or adjustments to an environment to make it easier for a person with a disability to have the same opportunities. In school accommodations can help you demonstrate what you have learned. In the workplace accommodations can help you work as independently and efficiently as possible. In the community accommodations can help you live comfortably in your

home and community. Sometimes accommodations are changes to equipment or materials to make them easier to use. The Job Accommodation Network (JAN) provides guidance on workplace accommodations and disability employment issues. Visit <https://askjan.org> to learn more.

The following are examples of accommodations or modifications for school, the workplace, and independent living:

ACCOMMODATIONS IN COLLEGE OR OTHER TRAINING PROGRAM

Computer Access

- Alternative mouse device
- Alternative keyboard
- Text-to-speech application
- Speech recognition software

Lecture

- Sign language interpreter
- Note taking assistant
- Digital recorder
- FM listening device
- Computer for taking notes
- Real-time captioning

Personal Organization

- Talking watch
- Print or picture schedule
- Voice output reminders for tasks and assignments

Studying/Learning

- Personal data assistants
- Graphic organizer software
- Digital recorder
- Software for organization of ideas
- Computer files provided by professor

Test-taking

- Extended time
- Low-distraction testing environment
- Repeating directions
- Oral testing
- Use of computer in class

Math

- Talking calculator
- Accessible math software
- Calculation chart
- Graph paper
- Visual graphing software

Reading

- Audio book
- Large-print, Braille material, or computer Braille display
- Text-to-speech applications
- Scan-and-read software and pen
- Screen magnifier

Writing

- Computer or portable word processor
- Electronic spell checker and dictionary
- Speech recognition software
- Slant Board
- Scribe



Introduction

ACCOMMODATIONS OR MODIFICATIONS IN THE WORKPLACE

Work Site Modification

- Wall partitions around workstation to minimize distractions
- Adjustable desks and seating
- Ramps, lifts
- Mobile arm supports and wrist rests
- Monitor risers
- Glare guards
- Modification of worksite temperatures
- Anti-fatigue mats

Assistive Devices

- Adapted computer set-up
- Amplified phone or text telephone
- Augmentative communication device
- Electronic alarms and reminders
- Vibrating pager
- Assistive software, such as voice recognition and word prediction

Flexible Job Schedules

- Flexible work hours and flexible use of leave time
- Part-time hours
- More frequent breaks
- Telecommuting or working from home

Human Assistance

- Readers
- Scribes
- Interpreters
- Job coach or mentor

ACCOMMODATIONS FOR INDEPENDENT LIVING:

Home Living

- Accessible control devices for TV, telephone, computer, lights, and other electronic appliances
- Remote paging system to call for assistance
- Home computer with adapted set-up
- Adapted self-care aids, such as a shower chair or dressing stick
- Accessible home design, such as wider doorways, railings, and ramps
- Emergency alert devices in bathroom and bedroom
- Personal attendant services

Recreation & Leisure

- Accessible arts programs
- Adapted clothing for indoor and outdoor activities

- Assistive listening and audio description systems in theaters
- Motorized shopping carts
- Adapted recreation activities and classes
- Accessible game controllers and TV remotes
- Adapted camping gear

Transportation & Travel

- Wheelchair accessible buses, vans, and taxis
- Vehicles with adapted driver controls, such as hand controls or pedal extenders
- Accessible parking
- Global positioning systems (GPS)

Source: Family Information Guide to Assistive Technology and Transition Planning. The Family Center on Technology and Disability - http://www.ctdinstitute.org/sites/default/files/file_attachments/Family%20Guide%20to%20AT%20and%20Transition%20Planning.pdf



Self-Determination/Responsibility



Reflections on Disclosure

Effective disclosure occurs when you are knowledgeable about your disability and are able to describe both your disability-related needs and your skills and abilities clearly. Answering the questions below will help you effectively disclose your disability should the time come when you've decided disclosure is the best action.

Describe your disability-related needs: What needs related to your disability must be accommodated in order for you to be successful? For example, Sally needs all the written material at school and work to be in large print to accommodate her visual disability.

Home: _____

School: _____

Work: _____

Community: _____

Describe your skills and abilities (think about what you do well at school, at home, at work, and in the community):

School: _____

Home: _____

Work: _____

Community: _____

Learning About Me



As you begin to take on a more active role in IEP Team meetings, consider interviewing teachers, counselors, or family members to get a better understanding of your strengths and areas of concern. Record responses below:

What assessments have I completed, and what do the results tell you about what I am good at and the areas where I need help?	
What accommodations or modifications do I receive, and how do they help me be successful?	
What do I do well in the classroom? At home?	
What are challenges I have in the classroom? At home?	
What do I need to do to become ready for college, training program, or the workplace?	
What concerns do you have?	
What can we do to work on those concerns?	



Setting & Achieving Goals

Developing and achieving your goals are important in your life, school, and career.

SMART Goal setting is a process for setting and clarifying, and achieving your goals.

Use the template below to help think through your goals and what you need to do to achieve them.

SMART is an acronym used to remember the goal development process. Goals should be:

S = Specific

M = Measurable

A = Achievable

R = Relevant

T = Time-bound

General Goal – In broad terms, what do you want to achieve? Use the space to the right to record your statement. Then read and answer the questions below to help refine your goal.	
Specific – What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?	
Measurable – How can you measure progress? How will you know if you are successful?	
Achievable – What is needed to achieve the goal? Do you have these skills and or resources? If not, can you obtain them?	
Relevant – Why is this goal important to you now? Does this goal make sense given where you are in your schooling, job, or life?	
Time-bound – What is the deadline for your goal? Is the deadline realistic?	

Setting & Achieving Goals



<p>SMART Goal – Review what you have just written. Using your answers, craft a new SMART goal statement. Use the space to the right to record your new SMART Goal.</p>	
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Now that you have a SMART Goal identified, list the steps needed to achieve your goal.

SMART Goal:	
Deadline:	
Step 1:	
Who can help me?	
What skills or resources do I need?	
What progress has been made?	
Step 2:	
Who can help me?	
What skills or resources do I need?	
What progress has been made?	
Step 3:	
Who can help me?	
What skills or resources do I need?	
What progress has been made?	
Step 4:	
Who can help me?	
What skills or resources do I need?	
What progress has been made?	



Resources

Advocacy/Self Determination

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities

<http://www.ncwd-youth.info/publications/the-411-on-disability-disclosure-a-workbook-for-youth-with-disabilities/>
Workbook that helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives.

Disability Rights of WV

Charleston, WV
(304) 346-0847
<https://www.drofww.org/>
Private non-profit agency dedicated to protecting and advocating for the legal rights of West Virginians with disabilities.

Family Advocacy, Support & Training (FAST) Program

1-866-255-4370
<http://www.lawv.net/About-Us/Programs/Behavioral-Health-Advocacy>
Statewide parent and youth network that engages families in the planning, management and evaluation of their child's mental health treatment and service needs.

Fair Shake Network

Institute, WV
(304) 766-0061
<http://www.fairshake.org/>
The Fair Shake Network provides training and systems advocacy on issues affecting people with disabilities through statewide, grassroots, cross disability activities.

I'm Determined

<http://www.imdetermined.org/>
The I'm Determined project, funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior.

Legal Aid of WV

<http://www.lawv.net/>
Legal Aid of West Virginia (LAWV) is the state's primary provider of civil legal aid and advocacy services.

ME! Lessons for Teaching Self-Awareness and Self-Advocacy

<http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html>
Self-determination oriented evaluation, research, development, transition education instruction and dissemination of best educational and support practices.

People First

<http://peoplefirstwv.org/>
People First is a self-advocacy organization and where people learn to speak for themselves.

National Gateway to Self-Determination

<http://www.ngsd.org/everyone/what-self-determination>
The goal of the NGSD is to establish a sustainable, evidence-based training system that enhances self-determination training programs that lead to quality of life outcomes for individuals with developmental disabilities throughout the lifespan.

Self-Advocacy Online

<http://selfadvocacyonline.org/learning/>

State of WV Equal Employment Opportunity Office

Charleston, WV
304-558-0400
<http://www.eeo.wv.gov/Pages/default.aspx>
The mission of the West Virginia Equal Employment Opportunity Office is to prevent and eliminate unlawful employment

discrimination and to promote diversity in West Virginia State government.

WV Developmental Disabilities Council

Charleston, WV
304-558-0416
<http://www.ddc.wv.gov/>
The Council's mission is to assure that West Virginians with developmental disabilities receive the services, supports, and other forms of assistance they need to exercise self-determination and achieve independence, productivity, integration and inclusion in the community.

WV Olmstead Council

Charleston, WV
304-558-3287
<https://www.wvdhhr.org/oig/olmstead.html>
The mission of the Council is to develop and monitor the implementation of a plan to promote equal opportunities for people with disabilities to live, learn, work and participate in the most integrated setting in the community of their choice through West Virginia's compliance with Title II of the Americans with Disabilities Act (ADA).





WV State Americans with Disabilities Act
Charleston, WV
304-558-4331
http://www.ada.wv.gov/state_employers/Pages/default.aspx

[Assistive Technology/Communication](#)

Educational Technology and Mobile Learning
<http://www.educatorstechnology.com/>
A resource of educational web tools and mobile apps for teachers and educators.

Job Accommodation Network's Searchable Online Accommodation Resource (SOAR)
<http://askjan.org/soar/>
Accommodation options in work and educational settings.

Mission West Virginia e-IMPACT Program
Hurricane, WV
866-225-5698
<http://missionwv.org/e-impact/>
The Mission West Virginia e-IMPACT Program focuses on providing computer hardware and training to people across the state.

WV Assistive Technology System
<http://wvats.cedwvu.org/>
WVATS provides access to assistive technology devices and services.
WV Commission for the Deaf and Hard of Hearing
Charleston, WV
304-558-1675
<http://www.wvdhhr.org/wvcdhh/>
The WV Commission for the Deaf and Hard of Hearing programs include: TTY/Phone Loan Program, WV Registry of

Interpreters (WVRI) Information, and Accessible Smoke Alarm Project (ASAP)

WV Relay Service
800-676-3777
<http://www.westvirginiarelay.com/>
WV Relay is a free service for WV residents, connecting individuals who are deaf, deafblind, hard-of-hearing, or have a speech disability with users of standard telephones.

[Parent/Caregiver Advocacy Resources](#)

American Foundation for the Blind Family Connect
<http://www.familyconnect.org/parentsitehome.aspx>
Online community that can offer tips and support from other parents of children who are blind or visually impaired.

Center for Parent Information and Resources: National Dissemination Center for Children with Disabilities
<http://www.parentcenterhub.org/nichcy-resources/>

Mountain State Parents, Children & Adolescent Network (MSPCAN)
Parkersburg, WV
304-428-0365
<http://www.mspscan.org/>
Pacer's National Parent Center on Transition and Employment
<http://www.pacer.org/transition/>
Provides relevant information and resources to parents, youth, and professionals through a variety of services: a website that inspires, educates, and engages families around transition; technical assistance and training

to professionals on best practices for engaging families, including those who are underserved; in-person and online workshops for parents on youth on topics such as assistive technology, postsecondary supports, and finding work in the community.

Parent Educator Resource Centers (WVDE)
304-558-2696
<https://wvde.state.wv.us/osp/perc.html>
The purpose of the PERC project is to build partnerships between parents and educators to ensure that children receive the highest educational opportunities and achievement possible. Local education agencies participate in the project by establishing centers to work with families of children in the school system, educators, and others.

WV Parent Training and Information
800-281-1436
<http://www.wvpti-inc.org/>
WVPTI is a statewide organization that provides training, technical assistance and information to families and professionals who work with children with special needs.

Resources can be found online at:

Pathways to the Future
www.pathwayswv.org
Collection of resources, tools and people to help students with disabilities through the journey from youth to adulthood.

Partners



PATHWAYS to the **FUTURE**

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Notes:



On your journey to adulthood, there are many people, organizations, and programs to help you along the way. The following are West Virginia agencies that can provide support and resources as you transition to adulthood.

West Virginia Division of Rehabilitation Services

West Virginia Division of Rehabilitation Services counselors can help high school students with disabilities prepare and plan for their working future.

WorkForce West Virginia

Workforce West Virginia offers valuable employment and training services to help you with your job hunt.

West Virginia Department of Education

The WV Department of Education provides a wide range of educational programs and resources to help students prepare for jobs and further education and training after high school.



**WEST VIRGINIA DIVISION OF
REHABILITATION SERVICES**

What's in your employment future after high school? What work choices will you make? These are big questions. For many, the West Virginia Division of Rehabilitation Services (WVDRS) is a good place to start. WVDRS is the state's primary vocational rehabilitation resource for people with disabilities and/or chronic medical conditions who want to work.

Who is eligible?

If you have significant limitations with physical activities, learning, communicating, seeing, hearing, or coping with stress, you may be eligible for assistance. Resources are available to eligible students, ages 14 to 21, to help get jobs, enroll in training programs, and go to college when leaving high school. WVDRS also offers services for eligible adults. Visit www.WVDRS.org to learn more.

What services are offered?

- Transition from school to work, which helps students find their own best path from the familiar school environment to the world of gainful employment
- Community Rehabilitation Programs (CRPs), which provide assessments, training, supported employment, job placements and coaching
- Rehabilitation Technology, including job accommodations, home accessibility, and driver rehabilitation services

- Services for Deaf and Hard of Hearing, including assessments, devices, interpreters, and vocational services
- Visually Impaired and Blind Services, including help with mobility, assistive technology, braille, and daily living skills
- Randolph-Sheppard Program, which helps people who are blind become self-employed in cafeterias, snack bars, and with vending machines

How do I apply?

A school counselor or teacher can help you apply, or you can contact your local DRS office or call 1-800-642-8207. There is no cost to apply.

Contact WVDRS online using their online contact form.

<http://www.wvdrs.org/>



WorkForce West Virginia is a state agency funded through the U.S. Department of Labor that oversees the state unemployment insurance program, as well as a network of workforce development services to help West Virginia's citizens and employers compete in today's economy. WorkForce West Virginia is a one-stop center for workforce resources, including job opportunities, unemployment compensation, training, tax incentives, and labor market information.

What services are offered?

The following services are offered to job seekers at no charge:

- Career assessment and guidance
- Access to training and education programs
- Learn about job fairs and workshops
- Information on the job market
- Assistance with searching for jobs
- Resume and cover letter preparation
- Practice interviewing for jobs
- Free computer and Internet access

WorkForce WV offers one-on-one assistance through their local offices and refers job seekers to employers, workshops, training and educational opportunities, community services, and other available resources, such as the West Virginia Division of Rehabilitation Services.

Who is eligible?

WorkForce WV assists West Virginia residents and employers.

How do I apply?

Call 1-800-252-JOBS (TTY: 304-558-1549) or stop by one of WorkForce WV's local offices. To find a local office near you, visit <http://workforcewv.org/about-us/contact-us.html>



The WV Department of Education provides a wide range of educational programs, from Pre-kindergarten through Adult Education, under the governance of the WV State Board of Education. The following are some of the key resources for helping students prepare for jobs and further education and training after high school.

College-and Career-Readiness Standards

These standards define a common set of knowledge and skills for students to acquire to successfully transition into post-secondary education or the workplace. Guidance is provided for families and for educators on using the standards to support student success.

Special Education

Special education is specially designed instruction, at no cost to parents, that meets the educational needs of students with special needs. It may include special instruction in subjects such as reading and mathematics, physical education, and independent living, as well as speech and other therapies. These services are provided to students, ages three through twenty-one years, in the general education classroom, special education resource room for part of the day, separate class, home, or other appropriate settings.

Adult Education

Adult Education provides programs to help adult learners be literate, productive, and successful in the workplace, home, and community.

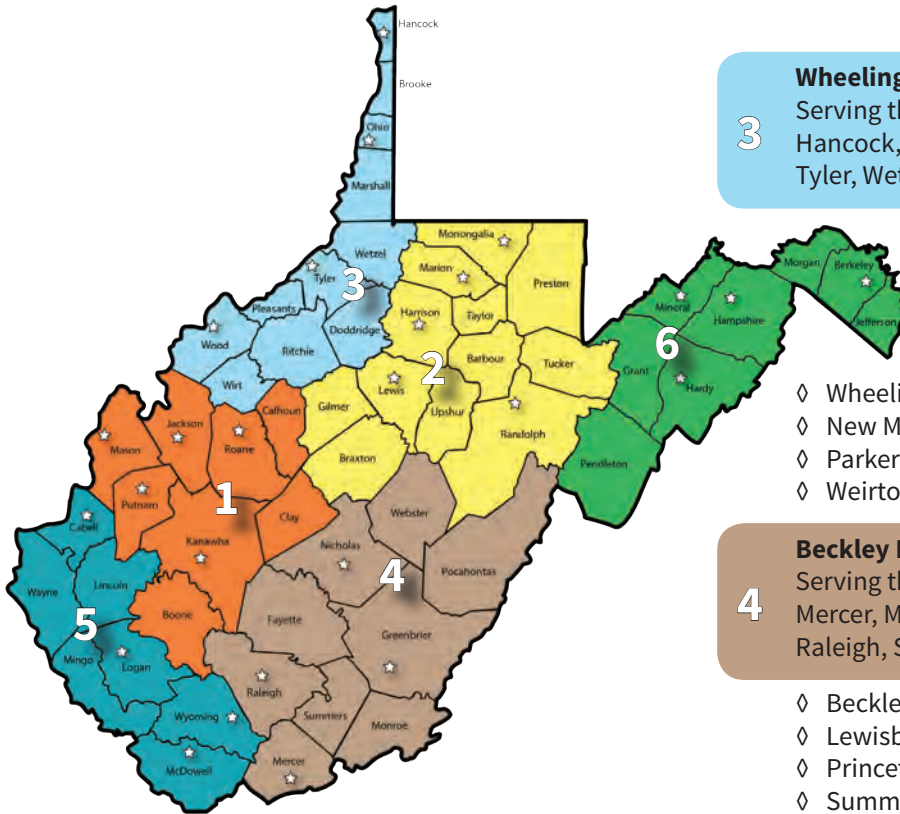
Career Technical Education (CTE)

CTE programs in West Virginia are designed for all students and prepare them for entering post-secondary education, training, or the workforce. For more information, read *Career Technical Education for Students with Disabilities: Guidance for West Virginia Schools and Districts* and visit the CTE website. <http://careertech.k12.wv.us/>



West Virginia Division of Rehabilitation Services

304-356-2060 • 1-800-642-8207 • wvdrs.org



3 Wheeling District

Serving the counties of Brooke, Doddridge, Hancock, Marshall, Ohio, Pleasants, Ritchie, Tyler, Wetzels, Wirt and Wood

- ◇ Wheeling Office • 304-238-1092
- ◇ New Martinsville Office • 304-455-0912
- ◇ Parkersburg Office • 304-420-4580
- ◇ Weirton Office • 304-723-5311

4 Beckley District

Serving the counties of Fayette, Greenbrier, Mercer, Monroe, Nicholas, Pocahontas, Raleigh, Summers and Webster

- ◇ Beckley Office • 304-256-6900
- ◇ Lewisburg Office • 304-647-7515
- ◇ Princeton Office • 304-425-1256
- ◇ Summersville Office • 304-872-0813

1 Charleston District

Serving the counties of Boone, Calhoun, Clay, Jackson, Kanawha, Mason, Putnam and Roane

- ◇ Charleston Office • 304-356-2371
- ◇ Point Pleasant Office • 304-675-0867
- ◇ Ripley Office • 304-373-0313
- ◇ Spencer Office • 304-927-0954
- ◇ Teays Valley Office • 304-760-7082

5 Huntington District

Serving the counties of Cabell, Lincoln, Logan, Mingo, McDowell, Wayne and Wyoming

- ◇ Huntington Office • 304-528-5585
- ◇ Logan Office • 304-792-7060
- ◇ Mullens Office • 304-294-5653
- ◇ Welch Office • 304-436-3175

2 Clarksburg District

Serving the counties of Barbour, Braxton, Gilmer, Harrison, Lewis, Marion, Monongalia, Preston, Randolph, Taylor, Tucker and Upshur

- ◇ Clarksburg Office • 304-625-6044
- ◇ Elkins Office • 304-637-0205
- ◇ Fairmont Office • 304-367-2714
- ◇ Morgantown Office • 304-285-3155
- ◇ Weston Branch • 304-269-0547

6 Martinsburg District

Serving the counties of Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan and Pendleton

- ◇ Martinsburg Office • 304-267-0005
- ◇ Keyser Office • 304-788-2313
- ◇ Moorefield Office • 304-538-2701
- ◇ Romney Office • 304-822-3957

Check the WVDRS.org website for most recent information.



WorkForce West Virginia Office Locations:

BECKLEY

Mailing Address:
300 New River Town Center
Beckley, WV 25802-1577
Phone: 304-256-6796
FAX: 304-256-6805

Office Location:
300 New River Town Center
Beckley, WV

CHARLESTON

Mailing Address:
P.O. Box 2753
Charleston, WV 25330-2753
Phone: 304-558-0291
FAX: 304-558-1979

Office Location:
1321 Plaza East Shopping
Center
Charleston, WV

CLARKSBURG

Mailing Address:
153 West Main Street
Suite B
Clarksburg, WV 26301
Phone: 304-627-2125
FAX: 304-627-2170

Office Location:
153 West Main Street
Suite B
Clarksburg, WV 26301

ELKINS

Mailing Address:
1023 North Randolph Ave-
nue
Elkins, WV 26241
Phone: 304-637-0257
FAX: 304-637-0263

Office Location:
1023 North Randolph Ave-
nue
Elkins, WV

FAIRMONT

Mailing Address:
416 Adams Street
Suite 220
Fairmont, WV 26554
Ph: 304-363-0654
Fax: 304-367-2779

Office Location:
416 Adams Street
Suite 220
Fairmont, WV

GREENBRIER VALLEY

Mailing Address:
330 Red Oaks Shopping Center
Suite 1
Ronceverte, WV 24970
Ph: 304-647-7410
Fax: 304-647-7412

Office Location:
330 Red Oaks Shopping Center
Suite 1
Fairlea, WV

HUNTINGTON

Mailing Address:
2699 Park Avenue
Suite 240
Huntington, 25704
Ph: 304-528-5525
Fax: 304-528-5529

Office Location:
2699 Park Avenue
Suite 240
Huntington, WV

LOGAN

Mailing Address:
PO Box 1619
Logan, WV 25601
Ph: 304-792-7010
Fax: 304-792-7023

Office Location:
130 Stratton Street
2nd floor
Logan, WV

MARTINSBURG

Mailing Address:
200 Viking Way
Martinsburg, WV 25402
Ph: 304-267-0065
Fax: 304-267-0071

Office Location:
200 Viking Way, Suite 200
Martinsburg West Virginia



(WorkForce West Virginia Office Locations continued)

MERCER COUNTY

Mailing Address:

195 Davis Street
Suite 104
Princeton, WV 24739
Ph: 304-425-1896
Fax: 304-431-2517

Office Location:

195 Davis Street
Suite 104
Princeton, WV

MORGANTOWN

Mailing Address:

304 Scott Avenue
Morgantown, WV 26508
Ph: 304-285-3124
Fax: 304-285-3126

Office Location:

304 Scott Avenue
Morgantown, WV

PARKERSBURG

Mailing Address:

300 Lakeview Center
Parkersburg, WV 26101
Ph: 304-420-4625
Fax: 304-420-4615

Office Location:

300 Lakeview Center
Parkersburg, WV

SOUTH BRANCH

Mailing Address:

151 Robert C. Byrd
Industrial Park Road
Suite 1
Moorefield, WV 26838
Ph: 304-538-3176
Fax: 304-538-3178

Office Location:

151 Robert C. Byrd
Industrial Park Road
Suite 1
Moorefield, WV

SUMMERSVILLE

Mailing Address:

830 Northside Drive
Suite 123
Summersville, WV 26651
Ph: 304-872-0821
Fax: 304-872-0848

Office Location:

830 Northside Drive
Suite 123
Summersville, WV

WEIRTON

Mailing Address:

100 Municipal Plaza
Suite 330
Weirton, WV 26062
Ph: 304-794-2000
Fax: 304-794-2003

Office Location:

100 Municipal Plaza
Suite 300
Weirton, WV

WELCH

Mailing Address:

PO Box 689
Welch, WV 24801
Ph: 304-436-2527
Fax: 304-436-6310

Office Location:

110 Park Avenue
Suite 100
Welch, WV

WHEELING

Mailing Address:

1275 Warwood Avenue
Wheeling, WV 26003
Ph: 304-238-1035
Fax: 304-238-1034

Office Location:

1275 Warwood Avenue
Wheeling, WV



PATHWAYS to the **FUTURE**

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**WEST VIRGINIA DIVISION OF
REHABILITATION SERVICES**

Notes:

GLOSSARY

504 Plan – Plan that identifies/ documents needs, and accommodations to insure that a student with a disability is educated with his/her non-disabled peers to the maximum extent appropriate in the least restrictive environment.

Accommodation – A change in the usual way of doing things so someone’s needs can be met.

ACT Test – A standardized test that attempts to measure students’ potential to do well in college; West Virginia colleges/universities that require standardized test scores accept the ACT, which covers English, math, reading, science reasoning, and optional essay.

ADA (Americans with Disabilities Act) – A federal law that prohibits discrimination against people with disabilities in employment, transportation, public accommodations, communications and governmental activities. The ADA also establishes requirements for telecommunications relay services. A postsecondary school may not discriminate on the basis of disability.

Advocacy – Speaking up for a cause, person, or idea.

Age of Majority – Age at which the educational rights of a student receiving special education services,

as required by IDEA, are transferred to the student; age at which an individual is no longer a minor and, as a young adult, has the right and responsibility to make certain legal choices. In West Virginia rights are transferred to the student at age 18.

Apprenticeship – A time during which a person learns a trade or occupation, sometimes as part of a trade union program. Trade-related paid or unpaid work with a certified skilled journeyman to build occupational skills related to trade certification.

Aptitude – A person’s ability to learn; talent or quickness in learning, and understanding in particular areas. Assessment formal and informal – The wide variety of methods used to evaluate, measure and document academic readiness, learning progress and skill acquisition.

Assistive Technology – Equipment, hardware, inventions, tools, or other aids that help people with disabilities do the tasks of daily life.

Business Tours – Facilitated tours of businesses to explore career options, observe business practices and network with business professionals.

Career Exploration – Learning about yourself and the world of work and identifying and exploring occupations.

Career Fairs – Events in high schools, colleges, or communities that offer the opportunity to talk with people who work in a variety of jobs and who will answer questions about their companies and about the preparation it takes to enter their fields.

Career Interest Inventory – A career tool for self-assessment that aids in career planning.

Career Mentorship – Working with a mentor who provides guidance or advice on careers.

Career Placement Service – People at schools and colleges who help students learn about and apply for jobs. The amount and kinds of services vary, but some services help arrange interviews, provide information on specific companies, and work with students to identify which jobs will be a good fit.

Career Readiness – College-and Career-Readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that leads to gainful employment.

Career Readiness Skills (Employability Skills) – A set of knowledge and skills that all individuals need to transition into higher education or the workplace. Personal, workplace and technical skills are essential to a successful student-oriented career.

Career Tours – On-sight tours to explore a variety of career options.

Customized Employment – A flexible process designed to personalize the employment relationship between a job candidate or employee and an employer in a way that meets the needs of both. It is based on identifying the strengths, conditions, and interests of a job candidate or employee as well as the business needs of an employer. Together, these create a match resulting in a customized position.

Division of Rehabilitation Services (DRS) – Provides employment and training services if you have a disability that makes it hard for you to find or keep a job. The services you get from DRS will depend on your job goal and what you need to reach that goal. *See Vocational Rehabilitation.*

Education – A program of instruction or a series of experiences, planned to help learners grow in knowledge and/ or skill. Education contributes to personal growth. It also can lead to specific outcomes such as diplomas or certifications, driver education, or a college education.

Extracurricular Activities – Doing things that are not part of academic requirements or homework. Volunteering at the humane society, working on or acting in plays, participating in sports, and belonging to scouts, 4H, or FFA are a few examples of extracurricular activities.

Free Appropriate Public Education (FAPE) – All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education. An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling, and medical diagnostic services necessary to the child's education.

Individual Work Ready Competencies (IWRC) - The Office of Special Education Collaborated with the Office of Career and Technical Education to establish an Individual Work Ready Competencies (IWRC) Career Pathway for our students with disabilities. The IWRC pathway is designed to provide some students with an IEP who are pursuing a standard high school diploma the opportunity to gain work readiness and occupation ready skills related to their desired CTE career programs of study during high school. IWRC is an option for ALL state-approved CTE programs of study.

Individualized Education Program (IEP) – A written education program for a student with a disability that specifies the special education, related services, transition activities, and services necessary to assure the student a free, appropriate public education in the least restrictive environment. IEPs are developed through discussion at team meetings that include parent(s)/ guardian(s) and professionals involved in that student's education and serve as a communication tool for those involved as well as a method for joint planning, problem solving, and decision making.

Individualized Plan for Employment (IPE) – A plan that is developed and implemented in a manner that affords eligible individuals the opportunity to exercise informed choice in selecting an employment outcome, the specific rehabilitation services to be provided under the plan, the entity that will provide the rehabilitation services, and the methods used to procure the services.

Intellectual Disability – A student with an intellectual disability (also known as cognitive disability) is a student: A) with a cognitive impairment, characterized by significant limitations in (i) intellectual and cognitive functioning; and (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act.

Independent Living Skills – The motivation, knowledge, and ability to live daily life in as self-reliant a way as possible, with the least amount of control by others. Independent living skills can include: self-advocacy; job seeking and retention; budgeting and paycheck management; food planning, selection, buying, and preparation; recreational activity awareness, planning, and participation; selection and care of clothing; awareness and use of resources including clinics, physicians, adult service agencies, counselors, neighbors, and others; dating, and interpersonal skills, and; community participation.

Individuals with Disabilities Education Improvement Act (IDEA)
IDEA requires that states ensure students with disabilities ages three through twenty-one are provided a free, appropriate public education (FAPE) in the least restrictive environment.

Interest Inventories – Verbal, written, or computer exercises that help a person identify what jobs might be a good fit for them based on things they like to do and activities they like to participate in.

Informational Interviewing – An informal conversation with someone working in a career area/job that interests you who will give you information and advice about a potential future workplace.

Internships – Formal agreements in which a youth is assigned specific tasks in a workplace over a predetermined period of time. May be paid or unpaid, depending on the nature of the agreement with the company and the nature of the tasks. Temporary position with an on-the-job training emphasis.

Job Observation – An arranged visit to observe an individual in a specific job or type of work. This usually involves pre-work to become aware of job responsibilities and develop a set of questions/observations to be utilized during the observation.

Job Shadowing – Finding out about different occupations and kinds of work environments by following and watching people actually do the jobs. Allows the youth to spend meaningful time in a work environment to learn aspects of potential job tasks and “soft skills” required in the workplace.

Learning Styles – Different people learn in many different ways. Some learn best through hearing, others through reading, others through watching, others through many times of practicing doing something; most of us learn best using some combination of reading, hearing, seeing, doing, or repeating. The activities that help us learn most quickly and thoroughly form our learning style.

Measurable Post-secondary Goals

– A statement that articulates what a student (beginning at age 14 or younger if determined appropriate by the IEP team) would like to achieve in the following areas: training/education, employment, and (where appropriate) independent living. The measurable post-secondary goals are based on age appropriate transition assessment and the student’s strengths, preferences, and interests.

Mentoring Programs – A mentor is a trusted person, a counselor, teacher, or other person who helps someone do new things or cope with new surroundings. Mentors usually work with other people in a one-to-one relationship.

Modification – Modifying a task or requirement by making changes to the task or requirement.

Mobility Skills – The word “mobility” refers to the ability of people with vision or other disabilities to move with ease, speed, and safety through the environment.

Mock Interview – Simulates a real interview for training purposes.

On-the-Job Training – Knowledge and skills that a person acquires while they are in the workplace, already doing some activities related to an existing position description. Training that is given to an employee at his/her workplace while they are doing the job for which he/she is being trained.

Order of Selection (OOS) – At any time DRS resources are not sufficient to serve all eligible consumers, an order of selection (waitlist) for services is implemented giving first priority to clients with the most significant disabilities. Second priority is given to clients with significant disabilities and third priority to other eligible clients. Eligible clients are served as resources allow.

Person-Centered Planning – A set of approaches designed to assist individuals as they plan their life, goals, and needed supports.

Personalized Education Plan (PEP) – A multi-year plan developed by students in collaboration with teachers, counselors, and parents. The PEP helps students plan their educational experiences from middle to secondary to post-secondary education, which assists them achieve their career goals. The PEP must be reviewed annually.

Portfolio – A collection of evidence, usually including papers, pictures, descriptions, and recommendations about what a person is able to do. A writer’s portfolio would include publications. An artist’s portfolio would include samples or pictures of his or her paintings/ photographs/ drawings. A carpenter’s portfolio would include a description of the tools he or she has used, pictures of objects built, descriptions of special talents or abilities written by teachers, supervisors, or mentors.

Post-secondary – This term refers to activities occurring after high school and can include employment, education, living, national service, military, etc.

Pre-Apprenticeship – Combines classroom and workplace experiences which provided opportunities for high school students to try out one or more crafts or trades. A Pre-Apprenticeship allows students to explore essential workplace skills, strengthen their academic and technical skills, and explore careers in the trades.

Private College or University – Post-secondary school run and supported by private individuals or a corporation rather than by a government or public agency. Some private colleges are connected with churches or religious orders; others are independent. Private schools generally charge higher tuition than public colleges and technical schools. Some have smaller enrollments and lower student/teacher ratios than public colleges. Both public and private colleges and universities must provide equal access to postsecondary education for students with disabilities. Title II of the ADA covers publicly-funded universities, community colleges, and vocational schools. Title III of the ADA covers privately-funded schools. All public or private schools that receive federal funding are required under Section 504 of the Rehabilitation Act to make their programs accessible to students with disabilities.

(Source: ADA National Network, <https://adata.org/faq/what-are-public-or-private-college-universities-responsibilities-students-disabilities>)

Proprietary School, College, or University – A post-secondary school that is run as a business, to make a profit. Some types of education and training such as pet grooming, broadcasting, bartending, and massage therapy are often provided by proprietary schools.

Public College or University – In the United States, post-secondary school that is supported by public funds and provides reduced tuition for education for citizens of the state that supports it. Public colleges and universities are often accountable in some way to the state legislature and other public input.

Remediation/compensation strategies – Ways of addressing, overcoming, or correcting limitations or barriers caused by a disability so a person can participate as fully as possible in daily life activities such as work, education, and training.

SAT Test – A standardized test that attempts to measure students' potential to do well in college; West Virginia colleges/universities that require standardized test scores accept the SAT, which covers reading, writing and language, math, and optional essay.

Section 504 of the Rehabilitation Act of 1973 – Statute was intended to prevent intentional or unintentional discrimination against persons with disabilities, persons believed to have disabilities, or family members of persons with disabilities. No student in West Virginia public schools may be kept from participating in any school

program or activity solely because of his/her disability, and that student may not be discriminated against at school or at school activities because of his/her disability.

Self-advocacy Skills – Self-advocacy is the art of speaking up for yourself and your needs and being able to explain a disability clearly and concisely. Once people understand the disability, they may need to know what kinds of actions or things can help overcome a disability. The combination of skills of being able to explain your disability and to speak in favor of the ways of overcoming the barriers brought on by that disability is called self-advocacy.

Service Learning – Formal volunteer service in a structured community service program for the purpose of contributing to the community, learning soft skills, including follow through on commitments, and taking directions in a community environment. Community service is integrated with classroom instruction and reflection.

Simulated Workplace Experience – Work-based learning activities that simulate work environments in any field.

Skill Inventories – Questionnaires or reports containing information on knowledge, skills, abilities, and experiences of the student.

Student-Led Enterprises – School-based enterprises that produce goods or services for sale or for use by others.

Study Skills – Techniques of scheduling time, finding a quiet place, sitting still, reading, remembering, reviewing, deciding what material is important, and taking helpful notes are all study skills. Study skills classes help individuals find out what particular study skills work best for them.

Summary of Performance – A summary of a student's academic achievement, functional performance, and recommendations provided to the student during the last year of high school (prior to earning a diploma or aging out of eligibility for services provided through IDEA).

Supported Employment – Provides people with severe disabilities the appropriate, ongoing support that is necessary for success in a competitive work environment.

Technical College – In West Virginia, a technical college is a school that offers work-related classes, lower division college classes, associate (two-year) degrees, and certificates relating to employment. Technical colleges are public schools with relatively affordable tuition and programs that help a person learn and practice job-related skills.

Think College – A national initiative, started by the Institute for Community Inclusion at the University of Massachusetts-Boston, to increase college options for students with intellectual disabilities. This initiative provides technical assistance and training, conducts and

supports research, and distributes information related to postsecondary opportunities for students with intellectual disabilities. Their website includes information for students, families, and professionals, including a national college search database for post-secondary education options for students with intellectual disabilities. www.thinkcollege.net

Time Management Skill – The ability of a person to plan, control, or schedule how they use the time in their day-to-day schedule. The way a person uses time shows which of the things they do are important and which can be dropped. Through planning, a person can increase the amount time in which they can work and do other things that interest them, can control the distractions that waste their time, and can increase their effectiveness and reduce stress.

Trade School – A secondary school that offers instruction in a skilled trade (a particular focus on work, such as welding, plumbing, bartending, hairdressing, etc.). Some high schools and trade schools combine classroom learning and work at a job site.

Training – “Education” is planned to help people learn, know, and remember information. “Training” is about doing: getting, and practicing skills. Training improves performance; it brings about a change in ability and a difference in behaviors. A person who participates in training should be able to do something after the training they could not do

before the training. Training usually includes learning, doing, and practice (repetition). The person being trained will know why they are doing something and see how their task fits in to the bigger picture at work (in manufacturing, or welding, or printing, for instance). A major part of training is learning what workers are supposed to do. Another key part is problem solving – figuring out what to do when things don’t go exactly as planned.

Transcript – An official record kept by a school of the courses taken and the grades earned by a particular student. Some employers require a copy of a transcript sent directly by the school; others will accept a copy of a student’s records and grades.

Transition – Preparing or moving ahead from high school to the adult world.

Transition Services – A coordinated set of activities for a student with a disability, designed within an outcome-oriented process, that promote movement from school to post-secondary activities, including post-secondary education and vocational training.

Tutoring Programs – An opportunity to work with someone who can help with class work or skill development, either one-on-one, or in small groups. Tutors are often volunteers who are willing to help other students who have questions or concerns about their work.

Two-year College – In West Virginia, there is a two-year college system. These colleges offer classes in basic academic subjects (English, foreign language, communication, math, science, social science, and the arts) that lead to Associate degrees. After a person graduates from a two-year college, he or she may want to continue study at a college or university or get a job using what they have learned.

Vocational Rehabilitation – The use of education, training, and vocational counseling to assist a person with disabilities to learn and be able to do one or more jobs, to have a trade, and to earn a paycheck. *See Division of Rehabilitation Services (DRS).*

Volunteering – Donating time or efforts for a cause or organization, typically a non-profit organization.

Work – Holding a part- or full-time job (with or without support services) or participating in a voluntary activity in the community. Related skills include specific job competencies, appropriate social behavior, appropriate work skills (e.g., completion of tasks, awareness of schedules, ability to seek assistance, take criticism), money management, the application of other functional academic skills and skills related to going to and from work, preparing for work, managing oneself at work, and interacting appropriately.

Work-Based Learning – An extended learning opportunity for students to experience the adult world of work through job shadowing, paid or unpaid internships, or actual employment conducted in cooperation with a school. Work-based learning programs follow established guidelines including training agreements and assurances to follow state and federal child labor and labor standards laws.

Work Experience – Offers students the opportunity to explore careers and understand the nature of work through first-hand exposure to the work place. Students may or may not be paid.

Workplace Tours/Field Trips – Field trip to observe specific work sites in order to learn about the business, meet employees, and ask questions.

Writing Lab – A place at a school, college, or university where students can bring their writing assignments or projects and get help in expressing themselves clearly, concisely, and effectively. Students may take drafts of assignments to writing labs and get help in spelling, grammar, or sentence structure.

Youth Apprenticeships – combine classroom and workplace experience to provide opportunities to try out crafts or trades.

Adapted from: Nebraska Transition Guide; West Virginia Department of Education Transition Guide; Opening Doors: Transition Resources for Students with Disabilities Planning for Life after High School - Wisconsin Department of Public Instruction

Sources

The following sources were used in the development of this Transition Toolkit:

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Social Security Administration - <https://www.ssa.gov/>

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