Correlation of Career Cruising, Transition Skills, and NASET Standards & Quality Indicators

Introduction

Transition services incorporate a broad array of services and activities that prepare youth with disabilities for life after school. The Individuals with Disabilities Education Act (IDEA) defines **transition services** as a coordinated set of activities for a child with a disability that:

- Is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to **post-school activities**, including **postsecondary education**, vocational education, **integrated employment** (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests'; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living objectives and functional vocational evaluations.

[34 CFR 300.43 (a)] [20 U.S.C. 1401 (34)] (U.S. Department of Education, 2007)

Requirements for transition services must be documented in the IEP and must include "appropriate measurable postsecondary goals based upon **age-appropriate transition assessments** related to training, education, employment and where appropriate, independent living skills." [34 CFR 300.320 (b) and (c)] [2OU.S.C. 1414 (d) (1) (A) (i) (VIII)] (U.S. Department of Education, 2007) Thus, appropriate transition planning for youth with disabilities encompasses a continuum of transition services which are based on appropriate transition assessment. It is also important to note that the language of the above transition services definition reflects the need for students to have more active roles in the transition planning process as it emphasizes the importance of considering a student's strengths, preferences, and interests. Consequently, the development of **self-determination skills** or youth leadership skills is critical for students in the transition years. In an effort to guide school districts and service providers in the provision of transition services, the National Alliance for Secondary Education and Transition (NASET) (2005) identified national standards and quality indicators for effective secondary education and transition practices and provided supporting evidence and research for the quality indicators. Career Cruising can assist in addressing several of these quality indicators related to assessment, schooling, career preparation activities, and youth leadership.

As noted earlier, transition assessment lays the foundation for transition planning. Sitlington, Neubert, Begun, Lombard, and Leconte define transition assessment as

> "an ongoing process of collecting information on the student's strengths, needs, preferences and interests as they relate to the demands of current and future living, learning, and working environments. This process should begin in the middle school and continue until the student graduates or exits high school." (Sitlington, Neubert, & Clark, 2010, p. 74.)

Information from a student's transition assessment assists in identifying transition goals that address a student's needs. A plan for achieving these goals is then designed to encourage the development of skills the student needs in order to successfully participate in future post-school environments. Career Cruising's **ccSpringboard** program can be utilized as part of the **transition assessment** process as various components and features can be used to assess a student's career interests, skills, abilities, and preferences related to future **employment** and **schooling**. In addition, a student may access ccSpringboard's assessment tools throughout their school career so that assessment results provide ongoing feedback regarding interests, preferences, and abilities as the student matures. This assessment information could then be employed by students and transition service providers for goal setting and transition planning. ccSpringboard can also assist with a student's **transition planning** and **goal setting** as various components allow the student to explore future career and school environments and identify needed skills. Some features can be utilized to address certain transition activities or skills and others, such as the electronic EDP, permit a student to be an active participant in their goal setting and planning.

How to Read the Correlation Document

The post-school activities noted in the IDEA definition of transition services and the related NASET national standards and quality indicators were referenced in creating a document that could assist transition service providers in utilizing ccSpringboard to address some of the standards, quality indicators and associated **transition activities** or **skills** important for successful participation in future **post-secondary education** and **employment** settings. Consequently, the document is organized into domains that correspond to those particular post-school activities. The exception is the area of **self-determination** which is not usually identified as a separate transition domain or post-school activity since self-determination skills are actually embedded in all transition and adult domains. Self-determination is separated in the chart solely for instructional purposes since it is critical to a student's success in future environments. **Transition-related activities** or **skills** that students with disabilities might need to successfully engage in a particular domain or future setting are identified in the first column of the document. The second column cites the supporting **NASET national standard and quality indicator** for the transition-related activity or skill listed in the first column. The third column identifies the **online feature** of ccSpringboard that can be utilized to address the transition-related activity or skill and that feature's location within the program. Career Cruising **supplementary activities and worksheets** associated with a particular ccSpringboard feature that address the same skill are noted in the last column. Finally, **additional suggestions** or **strategies** for a particular transition-related activity or skill are listed immediately after each section. Transition service providers can employ the document to identify ccSpringboard features and activities to use for assessment, exploration, skill enhancement or transition planning.

Accommodations

Some individuals with disabilities may require **accommodations** to access ccSpringboard. Career Cruising is fully compliant with Section 508 of the Americans with Disabilities Act. As a result, it is an accessible website and is compatible with screen readers. Other accommodations could include assistance with reading or additional explanations of instructions and activities. Most components of ccSpringboard are not timed so individuals with disabilities will not be restricted by time limits. The exception to this is the Ability Profiler assessment which is a norm-referenced assessment. As such, it has a set of examinee criteria and allowable accommodations that should be considered. Please see

page 19 of the document for specific information related to examinee eligibility and accommodations for the Ability Profiler.

IDEA mandates the provision of transition services to address the needs of youth with disabilities moving from school to post-school environments. The intent is to improve post-school outcomes for youth with disabilities. In an effort to assist school districts in providing effective transition services, NASET identified national standards and quality indicators that would encourage positive student outcomes. ccSpringboard can be an effective tool in providing quality transition services to youth with disabilities as the features address a variety of transition activities and skills that are critical to the transition process and encourage positive student outcomes.

References

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Correlation of Career Cruising, Transition Skills, and NASET Standards & Quality Indicators

Transition Domain: Employment			
Transition-related Activity or Skill	**Related NASET National Standard/ Quality Indicator**	**Career Cruising Online Feature/Component**	**Career Cruising Supplementary Activity/Worksheet**
A. Identify career interests and work skills.	**Career Preparatory** ◈ **2.1.1** Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices. ◈ **2.2.2** With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities. ◈ **2.4.2** Youth complete career assessments to identify school and postschool preferences, interests, skills, and abilities.	**Explore Assessments** ✓ Complete Career Matchmaker interest assessment ✓ Explore Suitable for You? feedback from Career Matchmaker ✓ Explore Suitable for You? feedback from Matchmaker for careers that did not appear on the suggestion list ✓ Complete My Skills ✓ Save Career Matchmaker results to My EDP ✓ Save My Skills results to My EDP ✓ Complete Ability Profiler, if appropriate*(Please see page 19) **My EDP Tool** ✓ Create an EDP ✓ Save Careers of Interest and record thoughts about each in My EDP ✓ Record Skills & Abilities in My EDP	⇒ Activity 3 – Using Career Matchmaker ⇒ Activity 4 – Your Career Ideas & Career Matchmaker ⇒ Activity 11 – Using My Skills ⇒ EDP Activity 2 – Career Matchmaker ⇒ EDP Activity 1 – Creating Your EDP ⇒ EDP Activity 3 – Careers That Interest Me

Additional Suggestions or Strategies:

- Consider using Career Matchmaker as part of the transition assessment process. Career assessment is an important component of transition assessment. Prompt students to consider Career Matchmaker activities in relation to a job rather than a recreational setting.
- Engage students in discussion regarding skills and abilities before they complete My Skills. Examples may need to be given regarding skills so that students reflect honestly on their abilities. Students also need to understand the concept of relative strengths as it relates to the level of skills required for a career. Emphasize that different careers require different levels of abilities. This concept can be explored further with the Ability Profiler results and the Integrated Matchmaker Suggestions.

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
B. Compare careers of interest including duties, working conditions, education and training requirements, earnings and employment outlook.	**Career Preparatory** ◈ **2.1.1** Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices. ◈ **2.2.3** Career preparatory courses, programs, and activities align with labor market trends and up-to-date job requirements.	**Explore Assessments** ✓ Complete Matchmaker interest assessment or retrieve results ✓ Save Career Matchmaker results to My EDP ✓ Compare career profiles from Matchmaker Suggested Careers list **Explore Careers** ✓ Use Search by School Subject search tool ✓ Use Career Selector search tool to find careers based on a variety of criteria ✓ Compare career profiles ✓ Use the Michigan Career Pathways search tool ✓ Explore career profiles: Job Description, Working Conditions, Earnings, Education, Sample Career Path sections ✓ Explore career profiles: Other Resources section ✓ Examine Wage and Outlook information in the Earnings section of career profiles ✓ Explore career profiles: View the PhotoFile ✓ View multimedia interviews Questions & Answers, Likes & Dislikes, Advice, A Day in the Life, and Breakdown of Activities sections ✓ Save Careers of Interest to My EDP	⇒ Activity 3 – Using Career Matchmaker ⇒ Activity 4 – Your Career Ideas & Career Matchmaker ⇒ EDP Activity 2 – Career Matchmaker ⇒ Activity 1 – School Subjects and Careers ⇒ Activity 2 – Using School Subjects in the Workplace ⇒ Activity 5 – Using Career Selector ⇒ Activity 6 – Comparing Careers ⇒ Activity 8 – Career Fair Project ⇒ Activity 9 – Career Interview Project ⇒ EDP Activity 3 – Careers That Interest Me

Additional Suggestions or Strategies:

- Engage students in discussion regarding the realities of a career as opposed to the "fantasy" of a career. Encourage students to carefully review the requirements of the future educational and work environments related to the career. Encourage students to explore and compare many careers. Exploration of many careers assists students in making informed choices.

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
C. Relate requirements and demands of preferred career interests to personal abilities and potential needs for accommodations.	**Career Preparatory** ◈ **2.1.1** Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices. ◈ **2.2.2** With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities. **Youth Development and Youth Leadership** ◈ **3.2.4** Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.	**Explore Assessments** ✓ Complete Career Matchmaker interest assessment or retrieve results ✓ Complete My Skills or retrieve results ✓ Complete Ability Profiler (if appropriate) or retrieve results* (Please see page 19) ✓ Explore Suitable for You? feedback from Career Matchmaker related to interests and skills ✓ Complete Learning Styles Inventory **Explore Careers** ✓ Use Career Selector search tool to sort careers based on a variety of criteria ✓ Explore career profiles: Job Description, Working Conditions, Earnings, Education, Sample Career Path sections ✓ Explore career profiles: Education (Suggested School Subjects) section ✓ Explore career profiles: Related Careers section ✓ View multimedia interviews: Questions & Answers, Likes & Dislikes, Advice, A Day in the Life, and Breakdown of Activities sections **My EDP Tool** ✓ Save Careers of Interest and record thoughts about each in My EDP ✓ Record Skills & Abilities in My EDP	⇒ Activity 3 – Using Career Matchmaker ⇒ Activity 4 – Your Career Ideas & Career Matchmaker ⇒ Activity 11 – Using My Skills ⇒ Activity 14 – Learning Styles ⇒ Activity 5 – Using Career Selector ⇒ Activity 9 – Career Interview Project ⇒ EDP Activity 3 – Careers that Interest Me ⇒ EDP Activity 8 – Activities & Experiences

C. Relate requirements and demands of preferred career interests to personal abilities and potential needs for accommodations. *(Continued)*

Additional Suggestions or Strategies:

- Ask students to carefully review the Suitable for You? feedback, Job Description, Working Conditions, Education, and Breakdown of Activities sections in the career profiles of their Matchmaker Suggested Careers.
- Engage students in discussion regarding the future educational and work requirements of a preferred career as they relate to the student's skills. Students should consider if they could perform these requirements given reasonable accommodations.
- My Skills is a helpful tool in the self-evaluation of skills. Direct students to carefully review the results for Core Skills and Desirable Skills once they have completed My Skills.
- Determine if the Ability Profiler is appropriate for a student. If appropriate, have student complete the Ability Profiler and explore their Integrated Matchmaker Suggestions. Encourage students to carefully review the Ability Profiler Report to see how their abilities compare to those of individuals employed in that career. Encourage self-evaluation of abilities needing improvement for a particular career.
- Suggest that students focus on core tasks, working conditions, and education requirements when completing Career Selector.
- Direct students to the Related Careers section of the career profiles if they do not believe they could fulfill the requirements of a preferred career given reasonable accommodations.
- Emphasize that different careers require different levels of abilities.
- Encourage students to identify alternative careers from the Related Careers list that might be more in line with their interests and abilities.
- Recommend students compare similarities in Matchmaker and Career Selector results and carefully review careers appearing on both lists.
- Engage students in discussion related to their Learning Styles Inventory results. Ask them to identify how this information could be helpful during the training phase of a new job.

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
D. Formulate a realistic career plan based on interests, abilities, goals, and potential needs for accommodations.	**Schooling** ◈ **1.1.4** Each youth develops and begins to implement an individual life plan based on his or her interests, abilities, and goals. **Career Preparatory** ◈ **2.2.2** With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career Portfolio, etc.) incorporating their career goals, interests, and abilities. **Youth Development and Youth Leadership** ◈ **3.2.3** Youth demonstrate the ability to set goals and develop a plan. ◈ **3.2.4** Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills. ◈ **3.4.1** Youth practice self-management and responsible decision-making that reflects healthy choices.	**My EDP Tool** ✓ Create an EDP ✓ Save Career Matchmaker results to My EDP ✓ Save My Skills results to My EDP ✓ Complete Ability Profiler, if appropriate*(Please see page 19) ✓ Save Learning Styles Inventory results to My EDP ✓ Save Career Selector results to My EDP ✓ Save Careers of Interest and record thoughts about each in My EDP ✓ Save Career Pathways of Interest to My EDP ✓ Enter Career & Life Goals, Postsecondary Plan in My EDP ✓ Complete Career Planning Activities section of My EDP ✓ Save Schools of Interest and record thoughts about each in My EDP ✓ Save School Selector results to My EDP ✓ Plan high school courses using the Education Plan section of My EDP ✓ Record Skills & Abilities in My EDP ✓ Record Extracurricular Activities, Hobbies & Interests in My EDP ✓ Record Awards & Certificates in My EDP ✓ Complete Work Experience and Volunteer Experience sections of My EDP ✓ Review and revise My EDP over time ✓ Record thoughts/reflections regarding interests, abilities, goals and potential needs for accommodations in My Journal ✓ Review Advisement Log for comments/information from counselors/teachers	⇒ EDP Activity 1 – Creating Your EDP ⇒ EDP Activity 2 – Career Matchmaker ⇒ Activity 11 – Using My Skills ⇒ Activity 14 – Learning Styles ⇒ Activity 5 – Using Career Selector ⇒ EDP Activity 3 – Careers that Interest Me ⇒ EDP Activity 7 – Career Preparation & Planning ⇒ EDP Activity 4 – Schools that Interest Me ⇒ Activity 12 – College Research Exercise ⇒ Activity 13 – Finding the Right College ⇒ EDP Activity 6 – High School Education Plan ⇒ EDP Activity 8 – Activities & Experiences

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
D. Formulate a realistic career plan based on interests, abilities, goals, and potential needs for accommodations. *(Continued)*		**Employment** ✓ Review Work Search: You & the Job Market section in the Employment Guide for important factors to consider in selecting a potential career	

Additional Suggestions or Strategies:

- Emphasize that the My EDP Tool allows students to be active participants in their transition planning. They have ready access to their career plan since the program is Internet based.
- Encourage students to carefully review the requirements of future work and educational settings as they develop their Career & Life Goals and Postsecondary Plans.
- Direct students to consider the demands and requirements of these future environments as they develop a high school education plan or transition plan.
- The Ability Profiler, if appropriate, will alert students to the ability levels required for various occupations. Prompt students to carefully review careers on their Integrated Matchmaker List to determine abilities they are close to or exceed for that career and ones needing improvement. Suggest students evaluate if they could improve those abilities through high school coursework or further training after high school. If the possibility of improving skills is limited, students should then evaluate if they could perform the essential tasks of the career or occupation given reasonable accommodations and/or consider related careers. This is another opportunity to discuss the concept of "reasonable accommodations."
- Also, include information from My Skills and the Learning Styles Inventory in a discussion of "reasonable accommodations." Use features of the Career Advisor Management Systems (CAMS) to ask probing questions of students regarding reasonable accommodations in future work and educational settings.
- Use the internal messaging system or Advisement Log entries to share or remind students of probing questions. The EDP Homepage Files feature in CAMS could also be utilized to share a type of help document for students to review and consider as they develop their career plan.
- Provide training on legal rights and responsibilities under the Americans with Disabilities Act (ADA).

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
E. Demonstrate skills needed for seeking and maintaining employment.	**Career Preparatory** ◈ **2.4.1** Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training. ◈ **2.4.4** Youth demonstrate that they understand how personal skills and characteristics (e.g., positive attitude, self-discipline, honesty, time management, etc.) affect their employability. ◈ **2.4.5** Youth demonstrate appropriate job-seeking behaviors.	**Employment** ✓ Review Work Search: You and the Job Market section in the Employment Guide to determine preferences in potential work opportunities ✓ Review Work Search: Developing a Plan, Creating a Calling Card, Self Introduction, Researching Employers, and Tracking Your Progress sections in the Employment Guide to identify strategies in creating and managing a job search plan ✓ Review Work Search: Uncovering Opportunities, Networking Strategies, Hiring Managers, Job Fairs, Job Search Services, and Advertised Positions sections in the Employment Guide for strategies in finding job openings ✓ Review Resume: What is a Resume? section in the Employment Guide to identify the purpose of a resume ✓ Examine Resume: Content & Presentation, Major Sections, Effective Bullet Points, and Proofreading sections in the Employment Guide for suggestions in creating a resume ✓ Explore Resume: Types of Resumes, Electronic Resumes, Sample Resumes sections in the Employment Guide to identify resume styles and formats ✓ Examine Letter Writing: Effective Letter Writing, Cover & Broadcast Letters, Thank You Letters, and Follow-up Letters sections in the Employment Guide for strategies in writing letters as part of the job search process ✓ Review Interview Skills: Purpose, First Impressions, and Interview Preparation sections in the Employment Guide for strategies to prepare for an interview	

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
E. Demonstrate skills needed for seeking and maintaining employment. *(Continued)*		**Employment *(Continued)*** ✓ Examine Interview Skills: Interview Questions section in the Employment Guide to prepare for potential interview question ✓ Review Interview Skills: Tricky Situations and Your Rights sections in the Employment Guide for suggestions on handling awkward interview situations ✓ Review Interview Skills: Communication Skills, Questions You Can Ask, and Ending the Interview sections in the Employment Guide for strategies in communicating and obtaining information in an interview ✓ Utilize Interview Skills: Interview Evaluation in the Employment Guide to self-assess performance after an interview ✓ Explore Interview Skills: Types of Interviews and Interview Approaches sections in the Employment Guide to identify interview formats ✓ Review Interview Skills: Job Offers section in the Employment Guide for suggestions in considering offers of employment ✓ Review On the Job: Before You Arrive section in the Employment Guide for considerations before beginning a new job ✓ Examine On the Job: Starting Your Job, Early Days, and Longer Term Success sections in the Employment Guide for job maintenance suggestions ✓ Utilize Job Search Tool to identify potential job openings related to careers of interest (Job Search Tool may need to be activated in CAMS (Career Advisement Management System)).	

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
E. Demonstrate skills needed for seeking and maintaining employment. *(Continued)*		**My EDP Tool** ✓ Upload related electronic files (e.g. presentations, samples of work, letters of reference, etc.) to My EDP ✓ Bookmark sites of interest (e.g. job application tips, other job interview tips, etc.) using the My Links section of My EDP **Explore Careers** ✓ Create a resume using the Resume Builder ✓ Explore career profiles: Other Resources section, including links to BLS (Bureau of Labor Statistics) profiles, professional associations, and other related sites ✓ View multimedia interviews to learn about workplace culture ✓ View multimedia interviews: Questions & Answers and Advice sections for suggestions on pursuing a career of interest	⇒ EDP Activity 9 – Using the Resume Builder ⇒ Activity 9 – Career Interview Project

Additional Suggestions or Strategies:

- Advise students to review the resume templates and sample resumes in the Work Search: Resumes section of the Employment Guide. This will give them ideas on formatting a resume.
- Suggest students reference the "Action Verb" list and "Sample Experience Headings" when developing resumes (available in the Resumes: Effective Bullet Points and Types of Resumes sections of the Employment Guide).
- Encourage students to utilize the Resume Builder. Students could use their resume to help complete applications or attach their resume to completed applications. The resume is a helpful way to gather information needed to correctly complete applications in the future.
- Provide opportunities for students to participate in mock interviews using their resumes. Mock interviews could be videotaped, viewed, and the "Interview Evaluation Worksheet" utilized to self-assess interview skills (available in the Work Search: Interviews section of the Employment Guide). This is also a good opportunity to provide training on describing one's disability and the reasonable accommodations that might be needed in an employment setting.
- Include guidelines on when to disclose and when not to disclose one's disability. The Interview Skills: Your Rights section in the Employment Guide might be a helpful resource for this area. A review of the Americans with Disabilities Act (ADA) as it relates to the application and interview process might also be helpful. Consider using the EDP Homepage Files and EDP Homepage Links features in CAMS to share additional resources on completing applications, job interview skills, etc.
- Encourage students to utilize the "Networking Contact Record" and the "Hiring Manager Contact Record" (available in the Tracking Your Progress section of the Employment Guide) to help organize their job search efforts.
- Consider using "Telephone Strategies" from the Work Search: Hiring Managers section in the Employment Guide in role play situations to better prepare students when contacting potential employers.
- If your site has the Job Search tool activated, it may be helpful to provide some instruction on the use of keywords when using the tool. Call students' attention to the "Keywords for My Saves Careers" link on the Job Search page. This will help link careers of interest to their job search.

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
F. Apply career-related skills to work experiences (e.g., apprenticeships, mentoring, job shadowing, paid and unpaid work, community service, school-based work, etc.).	**Schooling** ◈ **1.1.3** Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service-learning (programs that combine meaningful community service with academic growth, personal growth, and civic responsibility), and career preparatory experiences such as job shadowing and informational interviewing. **Career Preparatory** ◈ **2.3.1** Youth participate in high-quality work experiences that are offered to them prior to completing high school (e.g., apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.). ◈ **2.3.2** Work experiences are relevant and aligned with each youth's career interests, postsecondary education plans, goals, skills, abilities, and strengths. ◈ **2.3.3** Youth participate in various on-the-job training experiences, including community service (paid or unpaid) specifically linked to school credit or program content. ◈	**My EDP Tool** ✓ Complete Career Planning Activities section of My EDP ✓ Plan high school courses using the Education Plan section of My EDP ✓ Record Extracurricular Activities in My EDP ✓ Complete Work Experience and Volunteer Experience sections of My EDP ✓ Record thoughts/reflections in My Journal regarding work-based learning, service-learning, and career preparatory experiences	⇒ EDP Activity 7 – Career Preparation & Planning ⇒ EDP Activity 6 – High School Education Plan ⇒ EDP Activity 8 – Activities & Experiences

Additional Suggestions or Strategies:

- Encourage students to use My EDP to plan, participate, and record a variety of work experiences while in high school. Students with work experiences in high school are more likely to be employed after completing high school. Encourage students to consider opportunities such as cooperative education and community service projects through student organizations when planning courses and extracurricular activities in high school.

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
G. Analyze the changing nature of work including workplace culture, employment trends, career advancement and training requirements.	**Career Preparatory** ◈ **2.4.3** Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.	**Employment** ✓ Review Work Search: You and the Job Market section in the Employment Guide to view considerations in employment trends and career advancement ✓ Review On the Job: Early Days section in the Employment Guide for information about workplace culture ✓ Examine On the Job: Longer Term Success and When It Does Not Fit sections in the Employment Guide for suggestions on career success and changing positions **Explore Careers** ✓ Explore career profiles: Job Description, Working Conditions, Earnings, Education, Sample Career Path sections ✓ Examine Wage and Outlook information in the Earnings section of career profiles ✓ Explore career profiles: Other Resources section, including links to BLS profiles, professional associations, and other related sites ✓ View multimedia interviews for perspectives from people in each career ✓ View multimedia interviews to learn about workplace culture **My EDP Tool** ✓ Bookmark sites of interest (e.g., government websites, local labor market websites, other helpful websites, etc.) using the My Links section of My EDP	⇒ Activity 8 – Career Fair Project ⇒ Activity 9 – Career Interview Project

Additional Suggestions or Strategies:

- Encourage students to review the Occupational Outlook information found in the Earnings section of various careers when developing career goals. They often do not consider employment outlook when identifying careers of interest.
- Encourage students to explore career profiles and websites to identify the need for continued training after entering a career. Many do not realize that training continues once they enter a career.
- Students could also participate in job shadowing experiences to learn more about the continued training that might be required in a career.

Transition Domain: Postsecondary education/further training			
Transition-related Activity or Skill	**Related NASET National Standard/ Quality Indicator**	**Career Cruising Online Feature/Component**	**Career Cruising Supplementary Activity/Worksheet**
A. Identify the postsecondary training/education requirements and related high school education curricula necessary to attain selected career goal.	**Schooling** ◈ **1.1.2** SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their chosen postsecondary program of study. **Career Preparatory** ◈ **2.1.1** Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices.	**My EDP Tool** ✓ Plan high school courses using the Education Plan section of My EDP **Explore Careers** ✓ Explore career profiles: Education (Education & Training, Related College Programs, Other Suggested Qualifications, and Sample High School Program of Study) section	⇒ EDP Activity 6 – High School Education Plan
Additional Suggestions or Strategies: • Encourage students to carefully review the postsecondary education credentials required for their career goal and the types of courses or subjects required to earn the credentials. High school courses should lay the foundation for this future training.			
B. Determine the postsecondary education/training setting(s) that best meets personal needs including program of study related to selected career goal, admission requirements, personal abilities, and potential needs for accommodations.	**Schooling** ◈ **1.1.2** SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their chosen postsecondary program of study.	**Explore Careers** ✓ Explore career profiles: Education (Education &Training, Related College Programs, Other Suggested Qualification, and Suggested School Subjects) section **Explore Education** ✓ Explore school profiles for admissions application requirements, enrollment numbers and statistics, estimated expenses, facilities & services, student life, athletics, and majors offered	⇒ EDP Activity 4 – Schools That Interest Me ⇒ Activity 12 – College Research Exercises

	Career Preparatory ◈ **2.1.1** Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices. **Youth Development and Youth Leadership** ◈ **3.2.4** Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills. ◈ **3.4.1** Youth practice self-management and responsible decision-making that reflects healthy choices.	**Explore Education** *(Continued)* ✓ Use Search for Majors to search based on program groups ✓ Use School Selector tools to find undergraduate, graduate, and career & technical schools ✓ Save School Selector results to My EDP ✓ Use Compare Schools to find schools that best meet specified criteria **Explore Assessments** ✓ Complete Learning Styles Inventory **My EDP Tool** ✓ Save Schools of Interest and record thoughts about each in My EDP (e.g., ability to meet admission requirements, program of study, program of study requirements, support services for accommodations, etc.)	⇒ Activity 13 – Finding the Right College ⇒ Activity 14 – Learning Styles ⇒ EDP Activity 4 – Schools That Interest Me

Additional Suggestions or Strategies:

- Engage students in discussion regarding the reasons for selecting a postsecondary education setting (e.g. offers training programs related to career goal, potential for meeting admission requirements, available services for individuals with disabilities, etc.).
- Encourage students with disabilities to enter important factors in School Selector so that they identify schools that are a better match for their particular needs.
- Suggest students contact Disability Support Specialists (or other personnel overseeing support services) at schools of interest to discuss available support services and procedures for applying for services.
- Encourage students to visit postsecondary education settings to determine accessibility and transportation resources.
- Use Learning Styles Inventory results to identify study strategies that will help students in future postsecondary educational settings.
- Explore the Association on Higher Education and Disability website (www.ahead.org) for additional information and resources.

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
C. Design a high school education plan that meets admission requirements of selected postsecondary education setting(s).	**Schooling** ◈ **1.1.1** Youth are aware of and have access to the full range of secondary education curricula and programs, including those designed to help them achieve state and/or district academic and related standards and meet admission requirements for postsecondary education. ◈ **1.1.2** SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their chosen postsecondary program of study. ◈ **1.1.4** Each youth develops and begins to implement an individual life plan based on his or her interests, abilities, and goals. **Career Preparatory** ◈ **2.2.4** Career preparatory courses, programs, and activities provide the basic skills needed for success in a career field and the prerequisites for further training and professional growth. **Youth Development and Youth Leadership** ◈ 3.2.3 Youth demonstrate the ability to set goals and develop a plan.	**Explore Education** ✓ Explore school profiles for admissions application requirements, enrollment numbers and statistics, estimated expenses, facilities & services, student life, athletics, and majors offered **Explore Careers** ✓ Explore career profiles: Education (Education & Training, Related College Programs, Other Suggested Qualification, and Suggested School Subjects) section **My EDP Tool** ✓ Plan high school courses using the Education Plan section of My EDP ✓ Complete the Post-Secondary Plan section of My EDP ✓ Complete the Career Planning Activities section of My EDP ✓ Complete the Career and Life Goals section of My EDP	⇒ EDP Activity 6 – High School Education Plan ⇒ EDP Activity 7 – Career Preparation & Planning

C. Design a high school education plan that meets admission requirements of selected postsecondary education setting(s). *(Continued)*

Additional Suggestions or Strategies:

- Emphasize that students with disabilities will have to meet the same admission requirements of postsecondary education settings as other students. Engage students in discussion regarding the differences between high school and postsecondary education settings. Stress that students with disabilities' legal rights and responsibilities will be governed by the Rehabilitation Act of 1973, Sections 504 and the Americans with Disabilities Act in postsecondary education settings and not the Individuals with Disabilities Education Act (IDEA). This would be a good time to acquaint students with the differences in these laws.

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
D. Design a plan to address the costs of the postsecondary education needed to attain career goal.	**Career Preparatory** ◈ **2.1.4** Youth and families understand the relationship between postsecondary education and career choices, and the role of financial and benefits planning.	**Explore Schools** ✓ Explore school profiles for estimated expenses ✓ Use School Selector to search for schools based on tuition ✓ Use Compare Schools tool to compare schools' estimated expenses ✓ Use Financial Aid Selector to find scholarship opportunities ✓ Browse through scholarship profiles using the financial aid search **My EDP Tool** ✓ Complete Financial Plans in the Post-Secondary Plan section of My EDP	⇒ Activity 13 – Finding the Right College ⇒ EDP Activity 5 – Scholarships & Financial Aid ⇒ EDP Activity 7 – Career Preparation

Additional Suggestions or Strategies:

- Discuss the impact that further education can have on a student's future earnings. It is particularly important to discuss this with students with disabilities since many do not pursue postsecondary training. This lack of further training often contributes to underemployment among individuals with disabilities. Share that the cost of postsecondary education and the effort is worth the long-term benefits. This will also help to emphasize the importance of laying a good educational foundation in high school.
- Encourage students to carefully review the criteria in the Financial Aid Selector. Prompt them to identify their challenges or disabilities in the "Personal Information" Section of the Financial Aid Selector as it may help in identifying financial aid programs for which they might be eligible.
- Suggest that students meet with the local vocational rehabilitation counselor. Rehabilitation Services can sometimes assist with the cost of postsecondary education. Certain qualifications have to be met for this and may depend on availability of funds from that agency.

Transition Domain: Self-determination (Self-determination skills are embedded or used in all transition and adult domains.)			
Transition-related Activity or Skill	**Related NASET National Standard/ Quality Indicator**	**Career Cruising Online Feature/Component**	**Career Cruising Supplementary Activity/Worksheet**
A. Practice choice-making skills in identifying preferences related to various adult domains (e.g., employment, postsecondary education/training, community participation, independent living).	**Career Preparatory** ◈ **2.1.1** Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices. **Youth Development and Youth Leadership** ◈ **3.1.1** Youth are able to explore various roles and identities, promoting self-determination. ◈ **3.2.4** Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.	**Explore Assessments** ✓ Complete Career Matchmaker Interest assessment **Explore Careers** ✓ Use Career Selector search tool to find careers based on a variety of criteria ✓ Explore career profiles ✓ Save Careers of Interest to My EDP **Explore Education** ✓ Use School Selector search tools to find undergraduate, graduate, and career & technical schools ✓ Save Schools of Interest to My EDP	⇒ Activity 3 – Using Career Matchmaker ⇒ Activity 4 – Using Career Selector ⇒ Activity 13 – Finding the Right College
Additional Suggestions or Strategies: • Engage students in discussion regarding choice-making. Although individuals need to state preferences, their choices may later be constrained by skills, abilities and resources.			
B. Analyze personal strengths and limitations as they relate to stated preferences in various adult domains.	**Youth Development and Youth Leadership** ◈ **3.1.1** Youth are able to explore various roles and identities, promoting self-determination. ◈ **3.2.4** Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.	**Explore Assessments** ✓ Complete Career Matchmaker assessment or retrieve results ✓ Complete My Skills ✓ Complete Ability Profiler, if appropriate* (Please see page 19) ✓ Explore Suitable for You? feedback from Career Matchmaker related to interests and skills ✓ Explore Suitable for You? feedback from Matchmaker for careers that did not appear on the suggestions list ✓ Complete Learning Styles Inventory	⇒ Activity 4 – Your Career Ideas & Career Matchmaker ⇒ Activity 11 – Using My Skills ⇒ Activity 14 – Learning Styles

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
B. Analyze personal strengths and limitations as they relate to stated preferences in various adult domains. *(Continued)*		**Explore Education** ✓ Use School Selector search tool to find undergraduate, graduate, and career & technical schools ✓ Explore school profiles for admissions application requirements, enrollment numbers and statistics, estimated expenses, facilities & services, student life, athletics, and majors offered ✓ Use Compare Schools to find schools that best meet specified criteria	⇒ Activity 13 – Finding the Right College
		My EDP Tool ✓ Save Careers of Interest and record thoughts about each in My EDP ✓ Save Schools of Interest and record thoughts about each in My EDP ✓ Record thoughts and/or reflections in My Journal regarding strengths, limitations, and potential accommodations related to employment and postsecondary education settings	⇒ EDP Activity 3 – Careers that Interest Me ⇒ EDP Activity 4 – Schools that Interest Me
		Explore Careers ✓ Explore career profiles: Job Description, Working Conditions, Earnings, Education, Sample Career Path sections ✓ Explore career profiles: Related Careers section ✓ View PhotoFile for photographs from real work environment ✓ View multimedia interviews: Questions & Answers, Likes & Dislikes, Advice, A Day in the Life, and Breakdown of Activities sections	⇒ Activity 10 – Discovering Your Work Skills ⇒ Activity 9 – Career Interview Project

B. Analyze personal strengths and limitations as they relate to stated preferences in various adult domains. *(Continued)*

Additional Suggestions or Strategies:

- Encourage students to evaluate results from My Skills and the Ability Profiler when analyzing their skills and abilities related to career preferences**.** Results from these two assessments will help students better understand their abilities as they relate to careers of interest.
- My Skills and Ability Profiler results will help to identify ability areas needing further training or the need for exploration of related careers.
- Emphasize the importance of utilizing the My EDP Tool to record thoughts and reflections regarding strengths, limitations, career interests, school interests, career and life goals, and postsecondary plans. This encourages ownership of the Plan and assists in the self-awareness process.

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
C. Utilize problem-solving skills, decision-making skills, and goal-setting and attainment skills in developing a life plan.	**Schooling** ◈ **1.1.4** Each youth develops and begins to implement an individual life plan based on his or her interests, abilities, and goals. **Career Preparatory** ◈ **2.2.2** With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities. **Youth Development and Youth Leadership** ◈ **3.2.3** Youth demonstrate the ability to set goals and develop a plan. ◈ **3.2.4** Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.	**My EDP Tool** ✓ Create an EDP and record: ▪ Assessment results ▪ Career exploration activities ▪ Education exploration activities ▪ Career, education and life goals ▪ Career planning and development activities ✓ Review Advisement Log for comments/information from counselors/teachers ✓ Record thoughts and/or reflections regarding goals in My Journal **Explore Careers** ✓ Use Career Selector search tool to find careers based on a variety of criteria ✓ Explore Career Profiles	⇒ EDP Activity 1 – Creating Your EDP ⇒ EDP Activity 2 –Career Matchmaker ⇒ My Plan Activity 3 – Careers that Interest Me ⇒ EDP Activity 4 – Schools that Interest Me ⇒ EDP Activity 6 – High School Education Plan ⇒ EDP Activity 7 – Career Preparation & Planning ⇒ Activity 4 – Using Career Selector ⇒ Activity 10 – Discovering Your Work Skills

Additional Suggestions or Strategies:

- Consider having group sessions or providing instruction on the steps for problem solving, decision making, and goal setting. Students with disabilities will then be better equipped to practice those components of self-determination as they develop their EDPs. The Advisement Log could be used to briefly summarize those steps or use the EDP Homepage Files feature in CAMS to provide help documents related to these skills.
- Encourage students to print their EDPs and reference this information during IEP meetings.
- Explore the Self-determination Synthesis Project (http://sdsp.uncc.edu) for additional resources and information related to self-determination.

Transition-related Activity or Skill	Related NASET National Standard/ Quality Indicator	Career Cruising Online Feature/Component	Career Cruising Supplementary Activity/Worksheet
D. Practice self-management skills in achieving goals.	**Youth Development and Youth Leadership** ◈ **3.2.4** Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills. ◈ **3.4.1** Youth practice self-management and responsible decision-making that reflects healthy choices.	**My EDP Tool** ✓ Create an EDP ✓ Use the My EDP Tool to track personal achievements and experiences ✓ Enter Career & Life Goals, Post-Secondary Plan in My EDP ✓ Enter Work & Volunteer Experiences in My EDP ✓ Review and revise My EDP over time ✓ Use View Details to track completion of My EDP ✓ Record thoughts and/or reflections in My Journal regarding progress in attaining goals **Explore Schools** ✓ Use Planning Timeline to help prepare for postsecondary education/training **Employment** ✓ Review Work Search: Developing a Plan and Tracking your Progress sections in the Employment Guide to identify strategies in managing a job search plan	⇒ EDP Activity 1 – Creating Your EDP ⇒ EDP Activity 8 – Activities & Experiences ⇒ EDP Activity 7 – Career Preparation & Planning

Additional Suggestions or Strategies:

- Utilize CAMS to establish Plan Completion Standards. This provides an additional tool for students to self-manage their EDP.
- Encourage students to utilize the "Networking Contact Record" and "Hiring Manager Contact Record" from the Work Search: Tracking Your Progress sections in the Employment Guide to help manage their job search efforts.

*** Ability Profiler Notes:**

Carefully consider examinee eligibility to determine if the Ability Profiler is an appropriate assessment for a student. Examinees should be at least 16 years old, be proficient in reading English (at least a 6th grade reading level), have completed Matchmaker, and should not have taken any form of the Ability Profiler in the past 6 months.

Reasonable accommodations include:

- extended time for certain sections,
- enlarged print for certain sections,
- a print or paper-based version of the Ability Profiler,
- the provision of additional explanations for instructions
- assistance may be provided with the reading of instructions and of words in the Arithmetic Reasoning problems/questions

See **Accommodations** in ***Ability Profiler Manual***.