

Ventura County SELPA
Mary E. Samples
Assistant Superintendent

Transition Portfolio Guide

· 2013 ·

*Reflecting the requirements of the 2004
Individuals with Disabilities Education Act*

**. . . . A toolkit for Secondary Special
Education teachers and staff to use in
assisting their students with designing
their own Transition Goals and
Transition Portfolios**

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Ventura County Transition Project and
Ventura County SELPA WorkAbility I Program
(California Department of Education, Project 034-03)

*for more information about transition to Adult Life for students with disabilities go to
[www.venturacountyselfa.com/Transition to Adult Life](http://www.venturacountyselfa.com/Transition%20to%20Adult%20Life)*

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Teacher's Introductory Section





TEACHER'S INFORMATION FOR USING THE "TEACHER'S GUIDE FOR TRANSITION PORTFOLIOS"

PURPOSE

The purpose of the "Teacher's Guide for Transition Portfolios" is to provide special education students and their families the necessary information to begin to set transition goals for themselves as well as access services after exiting the school system. It is recommended to begin creating student portfolios with students within their last 4 years of public school and is a requirement for all WorkAbility I students.

The portfolio will be a resource for students to take with them into the world of work and adult living.

USE WHAT YOU NEED

You may find that you already are using some segments of this guide as part of your curriculum (i.e. resumes). The guide is designed to give you the opportunity to use the segments that are pertinent to your students. You have been provided masters of documents and resources for many different types of needs and disabilities, as well as geographical locations. It is anticipated that most teachers will pull out the materials that are most relevant to their students as well as geographical location, and discard others.

SETTING UP THE NOTEBOOK

- 1) Either provide binders or have students bring in. Clear vue covers are nice if possible. 1-1 ½" should be big enough.
- 2) Arrange for tabs – either provide them or have student make them.
- 3) Have students create their own cover page. Don't forget to have them label the spine, also!

Student Introductory Section





STUDENT PORTFOLIO TABLE OF CONTENTS

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STUDENT INTRODUCTION SHEET

Being *prepared* is the key to securing your future. This booklet is designed to help you obtain the adult life that you would like to have.

Developing a Transition Portfolio will help to pull together the resources you will need in order to get services and employment according to your goals.

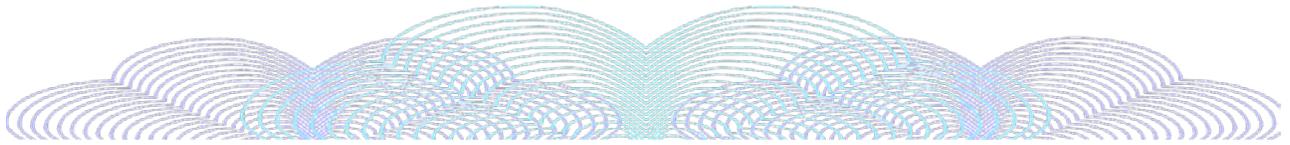
In this booklet, you will find names and phone numbers of the organizations you may need to contact to assist you. In addition, you will find a list of what you should bring with you to make your transition smoother.

Remember that with each agency, there is a process; so any delay on your part may result in a prolonged period without services.

So let's get started...

Personal Information & Self Advocacy



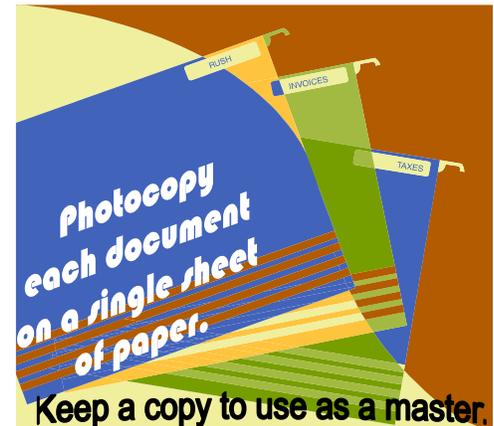


In this section, have student place any of the following:

- ▲ Transcript
- ▲ Psychoeducational assessment reports
- ▲ Most recent IEP
- ▲ Copies of cards:
 - Social security
 - Driver/CA ID
 - Health cards
- ▲ Letters of reference/commendations
- ▲ Awards and certificates
- ▲ Exit summary (*upon leaving*)
- ▲ Any self-determination tools they have completed (many samples provided)

PROOF OF IDENTITY AND ELIGIBILITY

Agencies such as the Tri-Counties Regional Center and the Department of Rehabilitation may require documentation to establish your eligibility. **REMEMBER: Some information is personal and should be shared only with the people who require it.**



Check off when copied.

- 1. Personal Information Sheet (A blank personal Information Sheet follows this page).
- 2. Medical Report that refers to a specific diagnosis of disability, if available.
- 3. Psychological Report that has results of any psychometric test taken, if available.
- 4. School ID card
- 5. Social Security card
- 6. Identification (California ID, Birth Certificate, School ID, etc.)
- 7. Insurance Information (copy of Medical Card or other Insurance Card.)
- 8. Child custody agreements or conservatorship or guardianship documents, if applicable.

Potential employers will require:

- Numbers 5 and 6 from above list.
- Application
- Letters of recommendation
- Resume
- Proof of eligibility to legally work in the United States

Colleges will require:

- Numbers 1, 3, 4, 5, and 6 from above list.
- School transcripts and IEP.

Ventura County SELPA
Student Input Sheet for IEP

This form is to help you get ready to be a participating member of your IEP team! These are areas where it is **very important** for you to speak up and be heard. It's a good idea to jot in a few points on each one. You may want to talk to your teachers, parents and other students for ideas.

**Present Levels of Academic Achievement
and Functional Performance Page**



1. Your IEP will say “**Parent/student concerns**”: Note the things that you are most concerned about for the next plan/school year (*courses you want to take, things you want to learn, etc.*)

2. Be sure and jot down anything **you** want to say in any of the following areas (*you should note things you have learned, things you are proud of, and areas you are still concerned about . . .*)

- a) Your IEP will say: “**Academics**” (*school work like reading, writing, math and English*) _____

- b) Your IEP will say: “**Communication**” (*talking, speaking, and other ways of letting people know what you want and think*)

- c) Your IEP will say: “**Motor**” (*getting around, playing sports, handwriting*) _____

- d) Your IEP will say: “**Social/emotional**” (*how well you make friends, get along with people, handle problems*) _____

e) Your IEP will say: “**Pre-vocational/vocational**” (*skills for work like being on time, having your materials, resolving conflicts*) _____

f) Your IEP will say: “**Self-care**” (taking care of your personal needs)

g) Your IEP will say: “**Health/medical**” (*wellness and your body*) _____

3. On the IEP it will say “Impact of disability on performance in core curriculum” (Put down the types of things that make learning and school hard for you, and ideas for making it easier . . .)

Transition to Adult Life Page



It is important that you put down lots of ideas for this page. This is how **you** plan for the future!

1. Your IEP will say: "After high/postsecondary school, student hopes to achieve the following."

What are your dreams for:

Independent Living- _____

Training- _____

Education- _____

Employment- _____

2. Do you have ideas for vocational courses you would like to talk? _____

3. Agencies: *(Put down any adult organizations that you might want to find out more about, or sign up for . . .)* _____

Annual Goals



Thinking about your success in school, as well as your goals for outcomes **after** school, what things do you think you need to work on in school this upcoming year?

1. _____
2. _____
3. _____
4. _____
5. _____

Least Restrictive Environment Page



Jot down the kind of program you would like to have- general education classes, special education classes, Resource . . .

Accommodations and Modifications Page



Note any supports you feel would make it easier for you to learn and behave appropriately in your classes. You may include ideas that would help you with:

- Taking notes- _____

- Taking tests- _____

- Written assignments - _____

- Reading from the book- _____

- Being organized- _____

- Completing homework- _____

- Lab work- _____

- Other- _____

WHAT DO YOU WANT?

Making a list of your wants is the best way to begin.

Before doing so, think of all the people that might encourage you to consider all your options. Ask your parents, teachers, brothers or sisters to brainstorm with you.

To help you, let's consider areas of your life. Listed below are some examples of what you may want.

PERSONAL / LIVING SKILLS

I want to. . .

- Live by myself.
 - Live with my friend.
 - Learn to cook.
 - Learn to ride the bus or take a cab.
 - Learn how to get tickets to a baseball game.
 - Learn how to use the bank.
 - Learn how to make my money last all month.
 - Learn how to stay calm when I am angry or upset.
 - Learn how to keep my room clean.
-
-
-

Education

I want to. . .

- Go to college.
 - Go to a trade school.
 - Go to adult education for some classes.
-
-
-

Jobs

I want to . . .

- Get a job doing. . .
 - Work but I don't know what I want to do.
 - Get some training.
 - Work part-time.
-
-
-

"My Transition Plan" Worksheet

Name: _____ Grade: _____ Age: _____ Year: _____

School: _____ Program: _____ SS# _____ - _____ - _____

(see attached instructions and examples before completing goals!)

Career (*what you want to do to earn a living*)

My long term goal is: _____

My short term goal is: _____

Education (*places where you can get additional training after high school*)

My long term goal is: _____

My short term goal is: _____

Community access (*transportation*)

My long term goal is: _____

My short term goal is: _____

Independent living (*living on your own*)

My long term goal is: _____

My short term goal is: _____

Social relationships (*How you get along with people*)

My long term goal is: _____

My short term goal is: _____

Recreation

My long term goal is: _____

My short term goal is: _____

Advocacy (*telling people about your rights as an individual*)

My long term goal is: _____

My short term goal is: _____

Health and medical (*things you might do to improve your health*)

My long term goal is: _____

My short term goal is: _____

Financial (*who can provide money to help you achieve your goals*)

My long term goal is: _____

My short term goal is: _____

MY TRANSITION PLAN

Instructions and Examples

Before you write down your long and short term goals, you need to think about what you want to achieve in life and how you are going to do it. If you are not sure about what you want to do, your teacher or another school person can give you some checklists or materials which might help you decide.

As a student in a special education program, you are required by law to have a transition plan; the beginning of that plan is the "*My Transition Plan*" Worksheet.

First, you are not required to have a long and short term goal for all of the categories listed on the other side, but you should have goals for at least three or four categories.

Let me give you some examples of what you might write as goals (but please do not use them unless they really are what you want as goals.)

Suppose a person wants to be a park ranger. That would be their long term career goal. Their short term goal might be to interview a park ranger, do an internship at a park, or take an environmental studies class.

Suppose a person wants to go into the military after high school. Entering the military would be their long term career goal. Their short term career goals might be to take the ASVAB test, talk to a recruiter, or enter a cadet program if one is available.

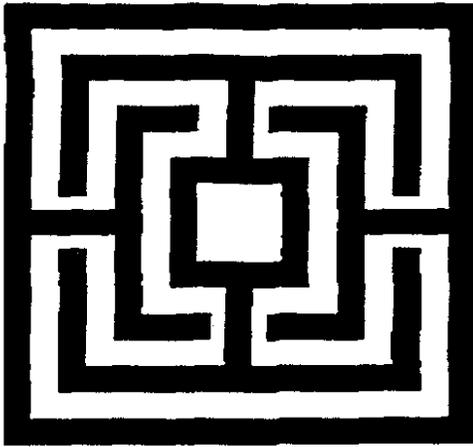
Suppose a person wants to go to a community college. Attending community college would be their long term goal. Their short term goal might be to get "B"s or better in their required classes.

Suppose a person doesn't have a lot of money. Their long term financial goal might be to find help paying for their training after high school. Their short term financial goal might be to contact the scholarship counselor at school, make an appointment with a financial aide counselor, or contact the California Department of Rehabilitation to see if I am eligible for services.

Suppose a person is sitting around the house watching too much TV. Their long term recreation goal might be to get out more. Their short term goal might be to go to two movies a month with friends.

Most of us think about our future in very casual ways; bumping into things we find we like and then following them. If you are just not sure what your goals are, it is important for you to do some "soul" searching. See your teacher!

Remember, you are the most important person when it comes to transition planning; after all, it's your plan. It is OK to set high goals for yourself, but don't set them out of reach. Be realistic! Good luck.



Adapted from *Personal Futures Planning* (Mount) for Project TRANSITION, the School-to-Work Interagency Transition Partnership (SWITP) for Napa County, by Allen, Shea & Associates, 5/94.

Getting from Where I Am to Where I Want to Be!

What's this all about? The questions in this booklet can help you bring together your thoughts about a transition *strategy* for yourself, and help identify some *first steps* you, family and friends, and agency people can take to help you realize a *best possible future* after your next transition. This *map* is written in the first person, so that the focus is always on the person in transition. It can be used in several ways: (1) you can fill it out by yourself; (2) someone can ask you the questions and write down your answers; (3) you can work on it with a teacher, counselor or someone else; or (4) family and friends can help you with it. Everyone's ideas are important and should be written down, but try to distinguish (with initials) what various people have to say.

1 Who is this about?

2 What are some great things about you?

Getting from Where I Am to Where I Want to Be!
Things About You

3 What things do you like to do? around town? at home? for fun?

4 What new things would you like to do? around town? at home? for fun?

5 What makes you happy?

6 What makes you mad or sad or frustrated?

Getting from Where I Am to Where I Want to Be! About Work

7 What are you doing now: going to school? working? something else?
If not working, please go to Question #9.

8 How's Your Job?

Yes No

Is it the kind of job you like?	___	___
Are the hours and days okay?	___	___
Do you get the support you need?	___	___
Does the pay cover your bills?	___	___
Do you get benefits?	___	___
How do you get along with people at work?		
___ great ___ okay ___ not very well		

When you think about your job (check the one that shows how you feel most of the time):

- ___ You are glad you got it
- ___ It's okay that you got it
- ___ You're sorry that you got it

9 Do you want a job, or a different job than you have right now? If so, what kinds of jobs have you had?

If working or a different job is not important to you now, please turn to the page called *Things About How you Live and Would Like to Live*.

10 What kinds of jobs (or careers) interest you?

11 Do you need support in getting a job?

Are you looking for your first job?	___ yes ___ no
Does it take you a long time to learn a job?	___ yes ___ no
Do you get social security benefits?	___ yes ___ no
Do you need support in things like using money or getting to work?	___ yes ___ no
Do you need any specialized training or work experience?	___ yes ___ no

If you answered yes to any of these questions, you could probably use some support in getting and keeping a job.

Getting from Where I Am to Where I Want to Be!
Things About How You Live and Would Like to Live

12 How do you live now?

- Alone?
- With a roommate?
- With your parents?
- With other relatives?
- In a group home?
- Other? _____

13 What do you see as the *best things* about where you live right now?

14 What do you see as the *biggest challenges* of where you live right now?

15 What kinds of support do you need where you live right now?

16 Are you living where you want to live and with whom you want to live?

17 All things possible, where would you like to live and with whom?

If you're living where you want to live for now, please go to question #18.

Getting from Where I Am to Where I Want to Be!
Looking Ahead

18 What are your dreams and hopes for the future?

19 What *worries* you about your future?
What *worries* or *scares* those around you
(parents, spouse, close friends)?

20 All things possible, what do you see yourself doing 3-5 years from now?

21 What support would you need to get to where you want to be?

Getting from Where I Am to Where I Want to Be!
Looking Ahead

22 What are some *first steps* to take toward that desired future?

23 Looking at what you wrote for #22, which things would you like to discuss at your transition planning meeting?

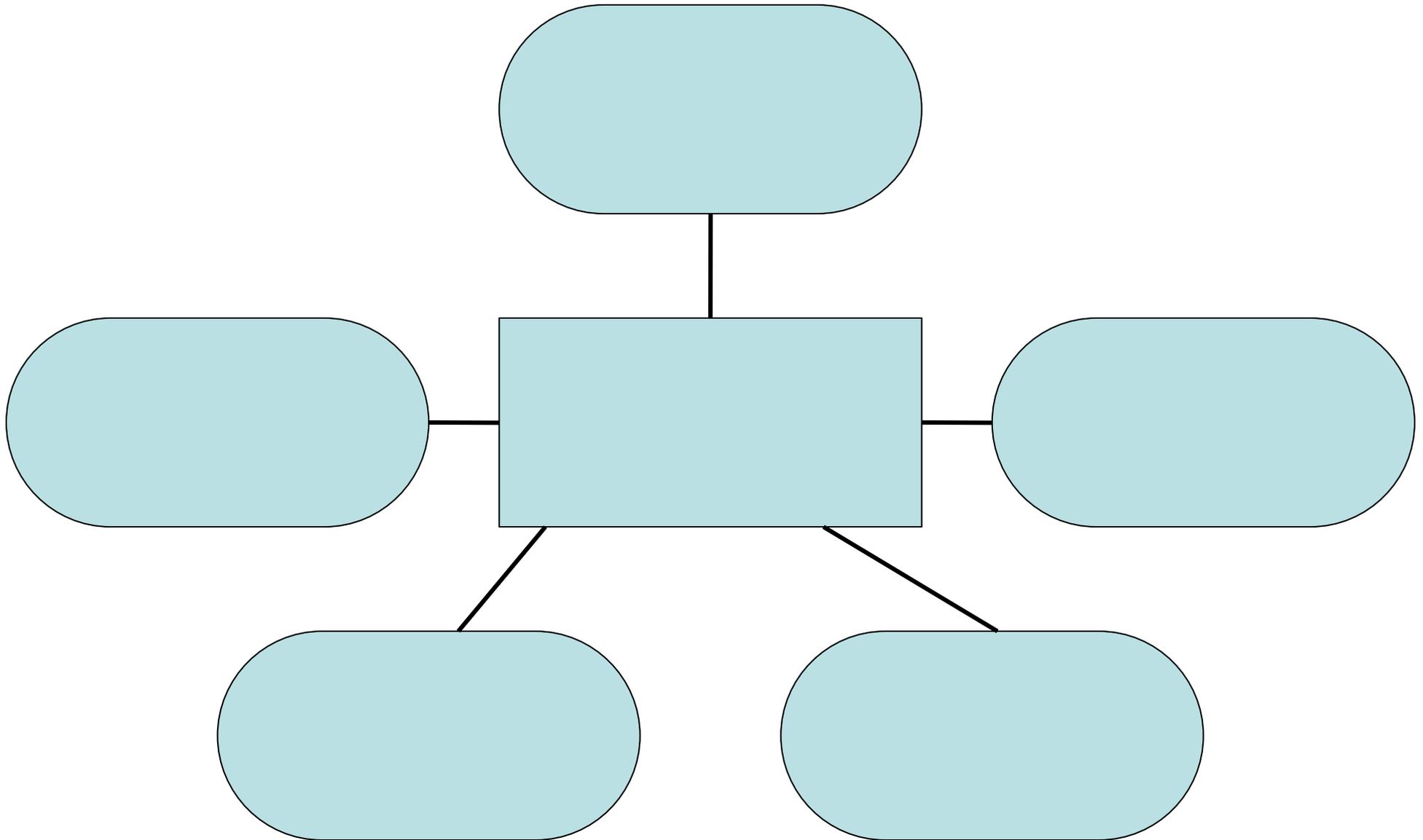
24 Who should be at your transition meeting (family, friends, employers, agency representatives) to help you plan?

25 Who worked on the questions in this booklet?

Getting from Where I Am to Where I Want to Be!

Date: _____ Name of Person in transition: _____	How much of what kind of support will you need?		
Moving towards your desired future, what do you need, want, or hope to happen over the next 1-3 years?	Who can (or will) do what? Family, friends, as follows will ...	Agencies or programs, as follows, can help by ...	I need additional support from ...
By what date?	I will ...		
How will we know if your plan has worked?			

It is graduation day. You walk across the stage and the principal hands you your California State diploma. What's next for you?



What's Your Learning Style?

By Marcia L. Conner

Learning style refers to the ways you prefer to approach new information. Each of us learns and processes information in our own special style, although we share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer provide insight into how you learn.

1. When I try to concentrate...	I grow distracted by clutter or movement, and I notice things around me other people don't notice.	I get distracted by sounds, and I attempt to control the amount and type of noise around me.	I become distracted by commotion, and I tend to retreat inside myself.
2. When I visualize...	I see vivid, detailed pictures in my thoughts.	I think in voices and sounds.	I see images in my thoughts that involve movement.
3. When I talk with others...	I find it difficult to listen for very long.	I enjoy listening, or I get impatient to talk myself.	I gesture and communicate with my hands.
4. When I contact people...	I prefer face-to-face meetings.	I prefer speaking by telephone for serious conversations.	I prefer to interact while walking or participating in some activity.
5. When I see an acquaintance...	I forget names but remember faces, and I tend to replay where we met for the first time.	I know people's names and I can usually quote what we discussed.	I remember what we did together and I may almost "feel" our time together.
6. When I relax...	I watch TV, see a play, visit an exhibit, or go to a movie.	I listen to the radio, play music, read, or talk with a friend.	I play sports, make crafts, or build something with my hands.
7. When I read...	I like descriptive examples and I may pause to imagine the scene.	I enjoy the narrative most and I can almost "hear" the characters talk.	I prefer action-oriented stories, but I do not often read for pleasure.
8. When I spell...	I envision the word in my mind or imagine what the word looks like when written.	I sound out the word, sometimes aloud, and tend to recall rules about letter order.	I get a feel for the word by writing it out or pretending to type it.
9. When I do something new...	I seek out demonstrations, pictures, or diagrams.	I want verbal and written instructions, and to talk it over with someone else.	I jump right in to try it, keep trying, and try different approaches.

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View this assessment online at <http://www.agelesslearner.com/assess/learningstyle.html>

10. When I assemble an object...	I look at the picture first and then, maybe, read the directions.	I read the directions, or I talk aloud as I work.	I usually ignore the directions and figure it out as I go along.
11. When I interpret someone's mood...	I examine facial expressions.	I rely on listening to tone of voice.	I focus on body language.
12. When I teach other people...	I show them.	I tell them, write it out, or I ask them a series of questions.	I demonstrate how it is done and then ask them to try.
Total	Visual: _____	Auditory: _____	Tactile/Kinesthetic: _____

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

Your primary learning style: _____

Your secondary learning style: _____

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more. For instance, the following suggestions can help you get more from reading a book.

If your primary learning style is **visual**, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you'll act out the subject matter.

If your primary learning style is **auditory**, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.

If your primary learning style is **tactile/kinesthetic**, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

More information on each style, along with suggestions on how to maximize your learning potential, is available in the book *Learn More Now* (Hoboken, NJ; John Wiley & Sons, 2004).

A previous version of this assessment was published in *Learn More Now: 10 Simple Steps to Learning Better, Smarter, and Faster* (Hoboken, NJ; John Wiley & Sons, March 2004). Learn about the book and read an excerpt at <http://www.marciacconner.com/learnmorenow/>. Join the Ageless Learner mailing list to receive information about issues related to assessments and learning across the lifespan at <http://www.agelesslearner.com/joinus.html>.

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SELF-ESTEEM

Positive affirmations boost an individual's self-esteem. Liking who you are is the key to positive self-esteem. The activity below can be a family or group activity or can be conducted on an individual basis. The following sentence completions can be cut in strips, folded and family or group members can take turns making positive affirmations.

1. I like myself because
2. I consider myself a good
3. I am most happy when
4. I like the way I feel about myself when
5. My goals for the future are
6. One of the most positive traits I have is
7. My friend respect me because
8. the person I look up to most is
9. People say I am a good
10. I have a natural talent for
11. I have a good sense of
12. The person that always makes me feel good about myself is
13. I know that I will be successful in life because
14. What I really enjoy most is
15. People often compliment me about

ASSESSING PAST EXPERIENCES

What Have You Done So Far?

Reviewing your past experiences is a necessary step to take in order to accurately assess who you are. This process will give you relevant information and will enable you to reflect on your likes/dislikes, your strengths and some things you may need to improve upon.

Do you have any major accomplishments that you are proud of? If so, why?

What are some experiences that you have enjoyed? _____

What are some experiences that you have **not** enjoyed? _____

Which parts of your experiences did you enjoy? (*be specific*)

Which parts of your experiences were not enjoyable? (*be specific*) _____

INTERESTS WORKSHEET: How Do You Spend Your Time?

Start to gather thoughts about the information that you compiled about your likes/dislikes from the previous worksheets. Then, begin to think of your favorite hobbies/leisure activities, and think about your current interests based on your work experiences. Once you have a clear picture of this information; review the six major areas of vocational/career interests listed below and circle your level of interest for each action.

Little Interest

Some Interest

High Interest

Athletic activities, outdoor activities, working with objects, machines, tools, plants or animals.

1 2 3 4 5 6

Activities that require learning, investigation, observation, evaluation, analyzing, problem solving

1 2 3 4 5 6

Artistic, innovative, imaginative, creative, or intuitive activities; a preference in working in an unstructured environment

1 2 3 4 5 6

Helping, training, informing, curing or enlightening people; being skilled with words

1 2 3 4 5 6

Influencing, persuading, leading, performing, managing and working with people for a company/organization or in an economic field

1 2 3 4 5 6

Working with data, executing detailed tasks, following instructions, clerical or numerical work

1 2 3 4 5 6

VALUES AND PREFERENCES WORKSHEET:

What's Most Important to You?

CAREER VALUES

Values play an extremely significant role in achieving career satisfaction. Reflecting on this principle: What do you believe are the most important components/parts of work? Do you think that there are any rewarding job characteristics? If so, which one(s)? In this exercise, write five career values that you consider important, cross out the five that you think are the least important and add any others that you feel are missing. Once you have picked your five most important values, think of which of the values that you would be most willing and most unwilling to compromise if necessary.

- ♦ Opportunity for growth/chance to advance
- ♦ Having balance in work/life
- ♦ Having time for personal life
- ♦ Enjoyable colleagues
- ♦ Recognition
- ♦ Clear expectations and procedures
- ♦ Independence on the job
- ♦ Chance to make an impact
- ♦ Helping others
- ♦ Having your own office
- ♦ Initiating meaningful change
- ♦ Flexible hours/ability to set own schedule
- ♦ Location of the workplace
- ♦ Money earned/Financial rewards
- ♦ Working for something you believe in
- ♦ Prestige
- ♦ Enjoyable work tasks
- ♦ Job security
- ♦ Having authority or responsibility
- ♦ Learning from the job
- ♦ Regular travel
- ♦ Professional status
- ♦ Pursuing my dream/passion
- ♦ Having authority
- ♦ Intellectual challenges
- ♦ Power
- ♦ Ease or freedom from worry
- ♦ Being an expert
- ♦ Good benefits or vacation
- ♦ Being my own boss
- ♦ Room for creativity
- ♦ Working as part of a team
- ♦ Low pressure

Five most important career values:

1. _____
2. _____
3. _____
4. _____
5. _____

Environment/Lifestyle

When you think about your future, in what atmosphere do you like to envision yourself? Your lifestyles choices affect what you want out of a career. Circle the choices that you value and then rank those that you have chosen in order of importance.

- Live in a house
- Access to cultural centers and activities
- Be active in community
- Live in suburban setting
- Live in a city
- Live in an area with a diverse population
- Live in a place with good public transportation
- Access to movies or restaurants
- Have free time
- Live in rural setting
- Own many possessions
- Travel frequently for pleasure
- Have an active "after-work" culture
- Live where it is easy to own a car
- Live near workplace
- Live in an apartment
- Live near family
- Live near water
- Live in a warm climate
- Live near friends

Three most important lifestyle choices:

1. _____
2. _____

SEVEN CLUES TO HELP YOU IN GETTING STARTED

"The future belongs to those who believe in the beauty of their dreams."

- Eleanor Roosevelt

Learning your own unique pattern of interests, motivation, satisfaction and meaning is an important first step in career development. Completing the following **printable worksheet** and bringing it to an individual appointment with a peer counselor or career counselor can help you focus on what's most important to you.

- 🌟 What classes fascinate and absorb you?

- 🌟 If you had three lifetimes, what dream jobs attract you?

- 🌟 What do you naturally do well?

- 🌟 If you won the lottery, what might you do (after initial *celebration, travel, etc.*)?

- 🌟 What local, societal, or world issues interest you?

- 🌟 *What is the most gratifying thing you ever did? What experiences turned out to be most dissatisfying to you?*

- 🌟 If you know you couldn't fail, what might you most like to do?



Identifying Interests & Values

→ Favorite College and/or High School Course: _____

Two reasons why you liked the course: _____

→ Second Favorite College and/or High School Course: _____

Two reasons why you liked the course: _____

→ Consider a past job or volunteer experience.

What aspects of the experience did you like the most?

What aspects of the experience did you not like?

Which of your work values were fulfilled in this experience?

Which of your work values were not fulfilled in this experience?

→ Consider a past job or volunteer experience.

What aspects of the experience did you like the most?

What aspects of the experience did you not like?

Which of your work values were fulfilled in this experience?

Which of your work values were not fulfilled in this experience?

TRANSITION PLANNING SELF-ASSESSMENT INVENTORY

www.vesid.nysed.gov/special/transitio/t4trans.htm

As the student, school and other agencies begin working together to prepare the student to enter the world of work, further education and community living, the following information can be useful in guiding the process. Students and families may wish to answer the questions separately first, then compare ideas and discuss them prior to coming to the IEP meeting. Sharing the completed questionnaire at the meeting with the members of the Committee on Special Education is one way to help them better understand your daughter's or son's plans and ideas for the future.

Today's date: _____ Person(s) completing this form: _____

I. Current Education Program

1. Does the student need testing accommodations to be able to truly exhibit knowledge and demonstrate skills?
2. What examinations will the student have to take to earn a diploma?
When will they be given?
3. Is the student receiving credit in general education or special education classes?
4. How many credits are needed for a diploma?
5. Will the student need to stay in school beyond age 18 to receive a diploma?
6. What skills must the student develop to prepare to live, learn and work in the community as an adult?
7. How can I help prepare my child for future employment opportunities?
8. If the student does not earn a Regents or local diploma, what options are available to him or her?
9. In what areas does the student need instruction to develop independent living skills?
10. What living arrangements will the student require as an adult?
11. When transitions were made in the past, such as from one school to another, were problems encountered and, if so, what were they?
12. What other agencies currently provide services for the student or are expected to do so after graduation?

13. When will the student be taking the Preliminary Competency Tests, Regents Competency Tests or Regents examinations?

II. Vocational Needs

1. After graduation from school, what career path would you like the student to follow:
- | | |
|---|---|
| <input type="checkbox"/> Competitive part-time employment | <input type="checkbox"/> Supported employment |
| <input type="checkbox"/> Vocational school/training | <input type="checkbox"/> Two-year college |
| <input type="checkbox"/> Competitive full-time employment | <input type="checkbox"/> Extended employment |
| <input type="checkbox"/> Adult or continuing education | <input type="checkbox"/> Four-year college |
| | <input type="checkbox"/> Other |
| | <input type="checkbox"/> Military |
2. What kinds of jobs seem most interesting to the student?
3. What kinds of jobs does she or he most dislike?
4. What vocational training programs do you prefer for the student?
5. What are the jobs that you do not want the student to do? Why?
6. What medical concerns, if any, do you have about the student's vocational placement?
7. What skills does she or he need to reach career goals?
8. What vocational education classes would you like the student to enroll in?
9. What job do you foresee the student doing after school is completed?

III. Further Education

Please answer the following if the student is considering the idea of attending college, business school or trade school; if not, go to section IV.

1. What further education beyond high school would you like the student to obtain?
- | | |
|--|---|
| <input type="checkbox"/> Business school | <input type="checkbox"/> Apprenticeship |
| <input type="checkbox"/> Two-year college study | <input type="checkbox"/> Graduate study |
| <input type="checkbox"/> Trade school | <input type="checkbox"/> Adult and continuing education |
| <input type="checkbox"/> Four-year college study | |
2. What are the career(s) that further education would prepare the student to enter, or does she or he need help to decide on a specific career?

3. What does the student like best about doing school assignments?
4. What does the student like least about doing school assignments?
5. What skills does she or he need to develop in order to be a good student?
6. What living arrangements do you foresee for the student going on to further education or training:
 - living at home and commuting?
 - living away from home in a dormitory?
 - other living arrangement?
7. What concerns do you have about the student's ability to commute to classes or live in a dormitory?
8. What kinds of help on campus will the student need to get the most out of classes?
9. What kinds of financial aid will you need to be able to pay for the training?

IV. Personal Management/Living Arrangements

1. What chores or responsibilities does the student presently have at home?
2. What other tasks would you like the student to be able to do at home?
3. After graduation from school, what do you think the student's living situation will be?

<input type="checkbox"/> At home <input type="checkbox"/> Apartment with support <input type="checkbox"/> Independent apartment	<input type="checkbox"/> Foster home <input type="checkbox"/> Group home <input type="checkbox"/> Other: _____
---	--
4. In which of the following independent living areas does she or he need instruction?

<input type="checkbox"/> Clothing care <input type="checkbox"/> Consumer skills <input type="checkbox"/> Meal preparation and nutrition <input type="checkbox"/> Community awareness <input type="checkbox"/> Hygiene/grooming <input type="checkbox"/> Measurement <input type="checkbox"/> Transportation/mobility skills <input type="checkbox"/> Safety	<input type="checkbox"/> Parenting/child development <input type="checkbox"/> Interpersonal skills <input type="checkbox"/> Sex education <input type="checkbox"/> Time management/organization <input type="checkbox"/> Household management <input type="checkbox"/> Self-advocacy <input type="checkbox"/> Health/first aid <input type="checkbox"/> Other: _____
--	---

V. Leisure and Recreation Needs

1. In what leisure or recreational activities does the student participate alone?
2. In what leisure or recreational activities does the student participate with family?
3. In what leisure or recreational activities does she or he participate with friends?
4. What are other leisure or recreational activities you would like the student to participate in?
5. In what leisure or recreational activities do you not want the student to participate? Why?
6. What classes or activities do you recommend for the student to participate in to develop more leisure interests and skills?

VI. Financial

1. As an adult, what financial support will the student have? Check all that apply.

<input type="checkbox"/> Earned income	<input type="checkbox"/> Trust/will
<input type="checkbox"/> Unearned income	<input type="checkbox"/> Supplemental security income
<input type="checkbox"/> Insurance	<input type="checkbox"/> Medicaid
<input type="checkbox"/> General public assistance	<input type="checkbox"/> Other support
<input type="checkbox"/> Food stamps	
2. What financial needs do you think the student will have as an adult?

VII. General

1. When transitions have been made in the past, such as from one school to another, were problems encountered, and if so, what were they?
2. What other agencies currently provide services for the student or are expected to do so after graduation?
3. What would you like the school district to do to assist you in planning for the student's living, working and educational needs after completing high school?

Career Planning Profile

The purpose of the Career Planning Profile is to synthesize assessment information from a variety of sources (student, parent, teacher, psychologist, vocational/agency personnel) into a user-friendly, meaningful format. The Career Planning Profile provides the conceptual framework for long and short term career/transition planning. Critical components in the development of the profile include:

- * unconditional acceptance of student input
- * language is in student friendly "first-person" style
- * information contributed by others is presented in functional terms
- * profile is frequently updated and shared with support system (parents, teachers, job developers, agencies)

The professionals gathering the assessment information should collect and report information in relationship to the key questions in the student's profile: strengths, career interests, learning style, personality style, hurdles/accommodations, and activity options for school, community and employment. The goal of this functional assessment and planning process is to validate realistic perceptions of the student and/or infuse more realistic information and activity options for the student to consider or explore.

For a student to internalize the information in his/her profile, it needs to be revisited frequently by a variety of people. The simplistic visual format provides a consistent self-view for the student and others to use in making informed day-to-day choices and decisions. For example, a student deciding on work experience at a warehouse or at a fast food restaurant will be reminded by looking at his profile that he prefers working in a quiet atmosphere and at his own pace. His decision is to apply at the warehouse because it matches his preferences. The process dramatically increases his self-determination skills and chance for success.

Using a graphic Career Planning Profile has additional advantages:

- * fosters student/consumer centered planning
- * gives families information to support realistic career goals for their youth
- * job developers and job coaches can make better matches
- * improves communication between agency personnel

Student Career Planning Profile

1. Strengths:

Self-Direction: When I understand the directions, I complete my work independently.

Work Tolerance: I can work for a long time without a break.

Interpersonal: I have a lot of friends.

Communication: I can ask questions and give directions.

Mobility: I can use buses to get to the mall.

Self-Care: I always look good.

2. Career Interests:

School/Vocational

- What do I like to do?
- What am I good at doing?
- What are the jobs I would like to try now?
- What are some of the jobs/ careers I am interested in?

3. Learning Style

How do I learn best?

Examples:

- What study skills / accommodations work best for me?
- I need to be able to talk and discuss the topic to understand the information.
- I remember more from pictures and films.
- I learn best when I make a graphic organizer for reading/writing assignments.

What environment do I work best in?

Examples:

- I can't think with a lot of noise around me.
- I like working alone.
- I need to move around a lot.

4. Personality:

- I like to work with people, ideas or things?
- I like to do routine tasks.
- I like to plan my own activities.
- I like to complete one project at a time.
- I like more than one project at a time.

5. Hurdles and Accommodations:

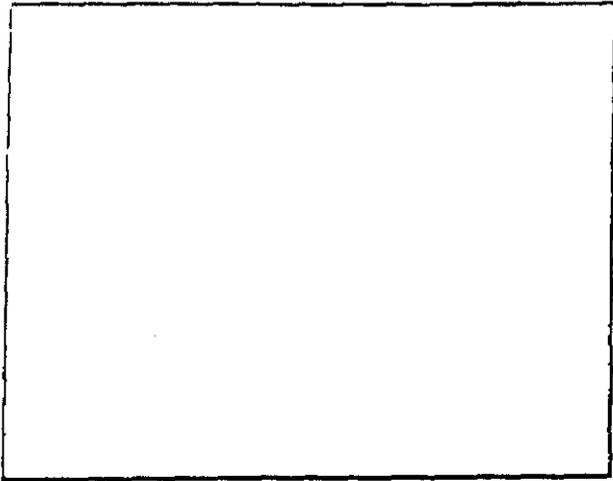
	Hurdles	Accommodations
Self-Direction:	Sometimes when I finish my work, I don't know what to do next.	I would like a check list.
Work Tolerance:	I have a problem finishing my work.	Short breaks help me to finish.
Interpersonal:	I have trouble making friends.	I can volunteer to help others. (i.e.: day care, cafeteria)
Communication:	I am afraid to tell my boss I don't understand.	I can find a co-worker who will always help me.
Mobility:	I bump into things in a new place.	I avoid crowded places.
Self-Care:	My clothes are not always clean.	I am learning how to use the washing machine.

6. Options for Activities:

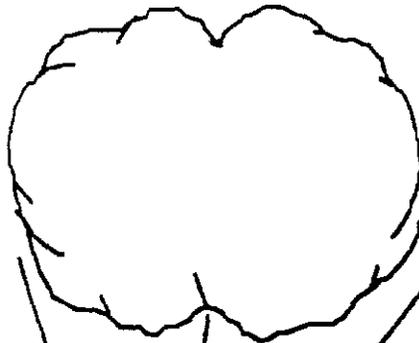
- School:* I can take a class in computers next year, so that I can get a job working in an office.
I can take classes that have more activities/projects than just listening or writing.
- Home/Community:* I can make my own lunch and learn how to cook for myself.
I can find out what kinds of things/classes the YMCA offers and join them.
I can join a support group for young adults with the same disability as me.
- Employment:* I can volunteer at a work site to develop skills to be more employable later.
I can job shadow my uncle and learn what he does.
I can speak with the WorkAbility Coordinator about getting a job this summer.

7. Support System:

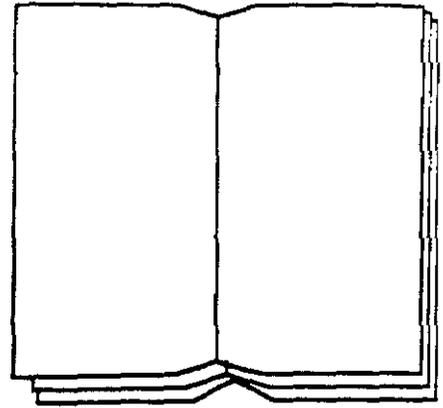
- Who do I want to help me with this plan?
- Who can I ask for help?
- What agencies can help me now and in the future?



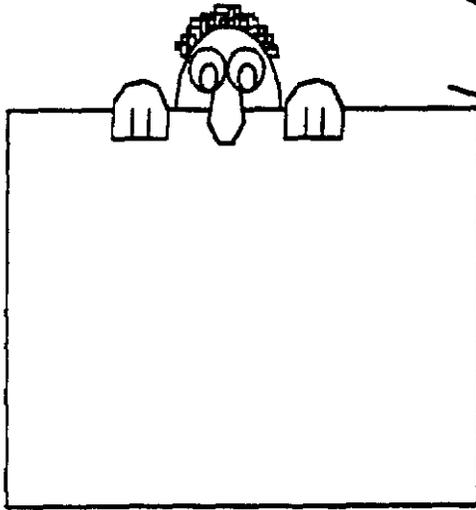
Strengths



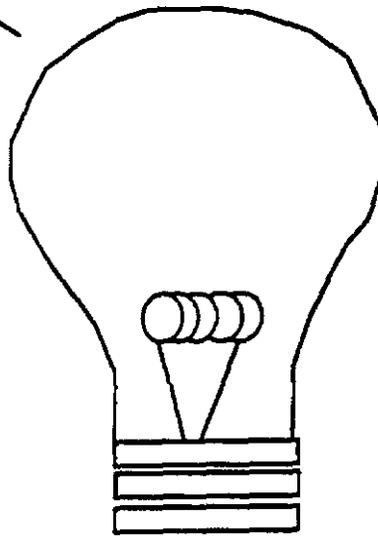
Career Interests



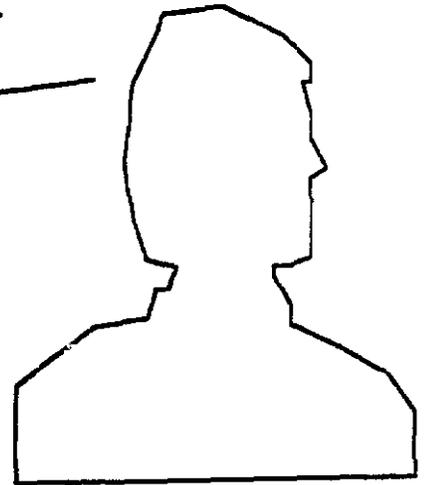
Learning Style



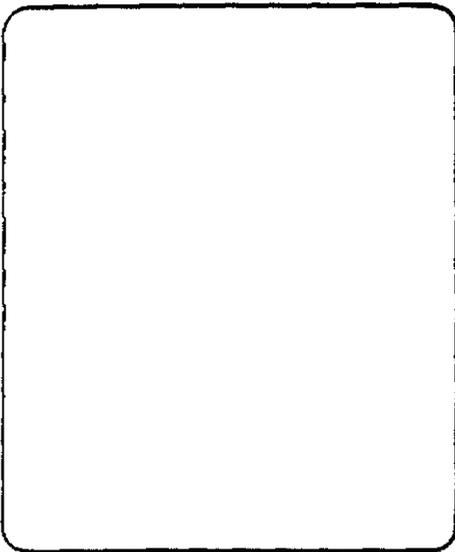
Hurdles



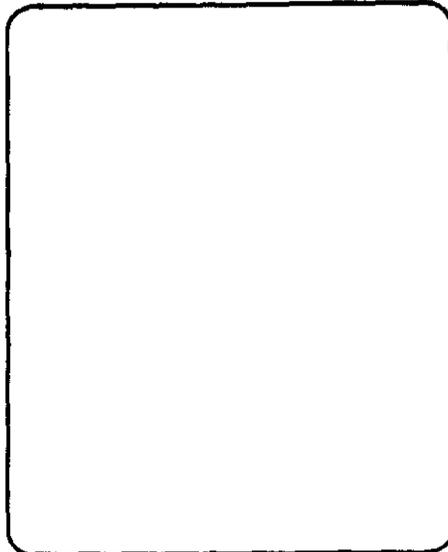
Accommodations



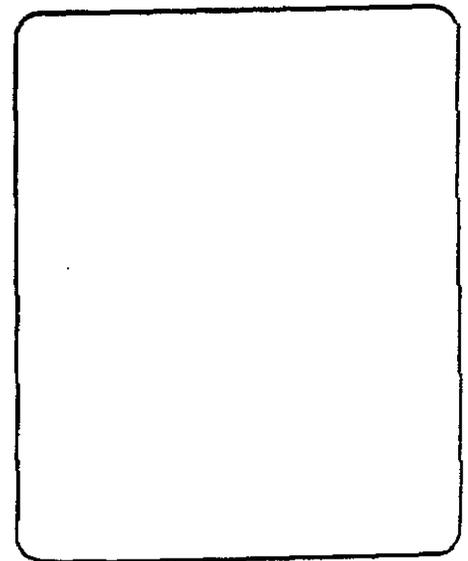
Personality



School



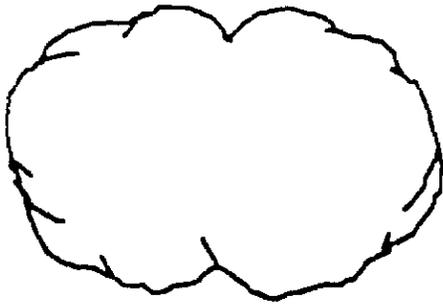
Community



Employment

_____ 's Transition Planner

Date _____ **

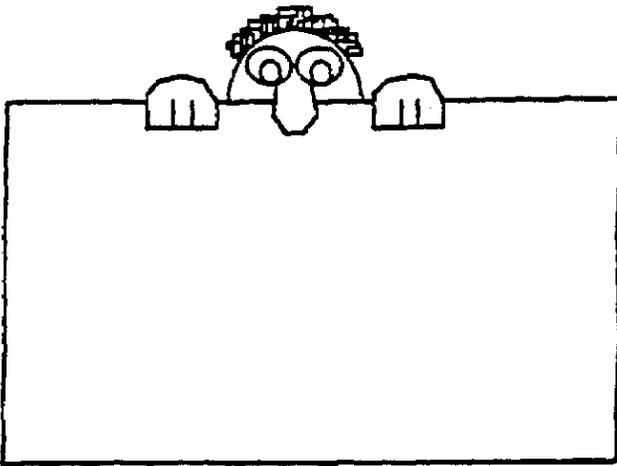


Dreams

+

Strengths

Career Interests



Hurdles



?

Accommodations



Person icon

Support

options:

School

options:

Home/Community

options:

Employment

** This is a working document that will need to be updated on an ongoing basis.

DCSC - Curtis, Koorndyk & Simonds, 1996.

DESCRIBING ABILITIES AND APTITUDES ON A RESUME

Name: _____

Date: _____

DIRECTIONS: Check the skill areas which apply to you.

- | | |
|--|---|
| <input type="checkbox"/> People Skills | <input type="checkbox"/> Communication Skills |
| <input type="checkbox"/> Leadership Skills | <input type="checkbox"/> Musical Skills |
| <input type="checkbox"/> Organizational Skills | <input type="checkbox"/> Artistic Skills |
| <input type="checkbox"/> Writing Skills | <input type="checkbox"/> Skilled at working with my hands |
| <input type="checkbox"/> Mathematical Skills | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Athletic Skills | <input type="checkbox"/> Other _____ |

DIRECTIONS: Locate your skill areas and check the statements listed below which apply to you.

People Skills

- Enjoy teamwork
- Like helping others
- Like meeting new people
- Good at talking to people
- Good at listening to others
- Good at problem solving
- Good at teamwork
- Have a positive attitude

Leadership Skills

- Good at completing a task on my own
- Have been responsible for other people
- Can speak in front of others
- Have supervised others
- Good at decision making
- Good at taking responsibility for tasks
- Good at working independently

Organizational Skills

- Pay attention to details
- Have strong time management skills
- Have computer skills
- Enjoy keeping things neat and orderly

Writing Skills

- Enjoy writing
- Can express myself through writing
- Do well in writing at school

Mathematical Skills

- Good at math
- Enjoy working with numbers

Athletic Skills

- Enjoy physical work
- Enjoy participating in sports
- Like to use my physical strength/ability

Musical Skills

- Good at singing
- Good at playing an instrument
- Good at writing music
- Enjoy listening to music

Communication Skills

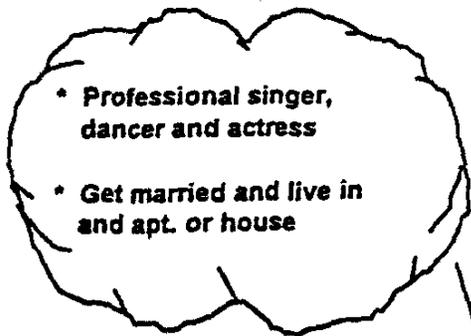
- Enjoy talking with others
- Can express myself through writing
- Can clearly express my thoughts
- Know how to actively listen to others

Artistic Skills

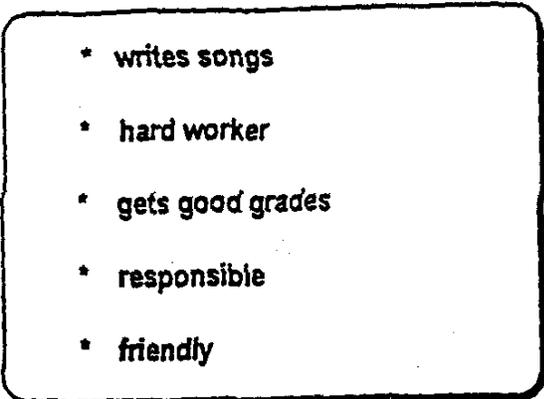
- Enjoy being creative
- Good at drawing, painting etc.
- Enjoy fashion
- Appreciate art

Manual Dexterity

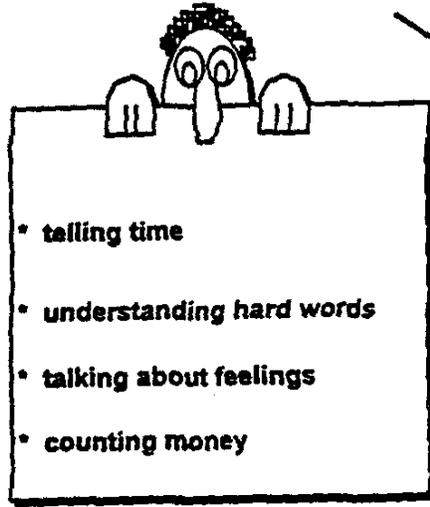
- Work well with my hands
- Can do detailed work with my fingers



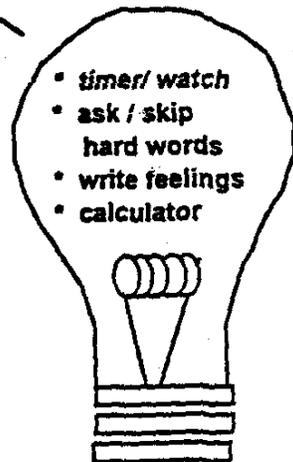
Dreams



Strengths



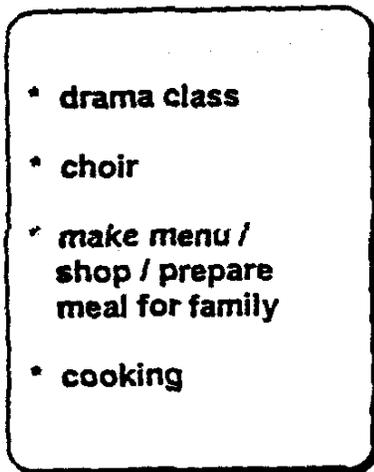
Hurdles



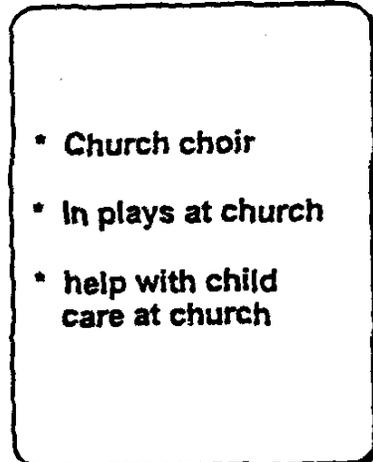
Accommodations



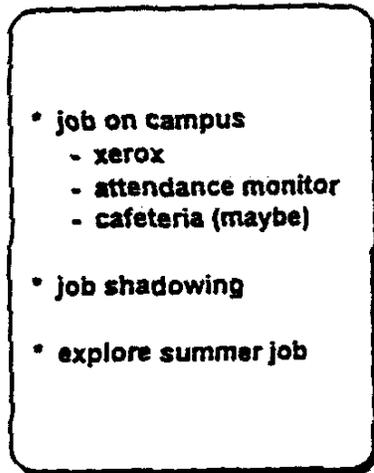
**Lindsay's
Transition
Plan**



School



Community



Employment

Self-Advocacy in the Workplace

The greatest power is love

The greatest comfort is kindness

The greatest resolution is self knowledge

Author unknown

Self Advocacy—is knowing what you want, knowing what you do well and what you have difficulty doing. Self advocacy is knowing your rights and your needs and expressing that information to the appropriate person.

An effective self advocate must be able to determine the optimum time to make their request(s), recognize an adverse reaction to the request and/or determine if the person receiving the request understands the need and suggested solution. (Sands, D. J. & Doll, B. 1996 Fostering Self Determination is a Developmental Task, Journal of Special Education)

Good self advocacy empowers people and allows them access to reasonable accommodations and strategies. (Brinkckerhoff, 1994, and Weller, Watteyne, Herbert & Creely, 1994)

Becoming a good self advocate is a process. Ideally advocacy skills begin development in middle school. As needs and focus change so should self advocacy skills.

- **Be able to identify yourself by your strengths—I do ____ well, I am comfortable _____, I know _____, It works well for me when _____.**
- **Understand your disability and how it impacts your performance.** This may require support and assistance from professionals, family members and other adults with learning disabilities. A good place to start is contacting someone from the Adult Issues Committee of LDA of America or your local LDA affiliate office.
- **Familiarize yourself with the Americans with Disabilities Act (ADA) and Section 504 of the Rehab Act.** Know and understand the protections these laws do or do not provide.
- **Get help determining what accommodations (external aids), strategies (personal changes or modifications) and technology (gadgets) will help you.** The Job Accommodations Network (JAN) is a federally funded resource that offers individualized information packets, employer information and answers questions about accommodations. Ph: 1-800-526-7234 or <http://www.jan.wvu.edu/>.
- **Identify who you will discuss your needs with in the workplace.** This should be a personal choice made after considering the company policies, the personalities and who actually needs to know. One logical person might be your direct supervisor but the choice should be made carefully and with input from your support circle.
- **Know what you want and how you are going to ask for it before you begin a first conversation. Practice, practice, practice.** One strategy that has proven helpful, is role playing the discussion about what your disability is and what strategies, accommodations and technology helps overcome the problem. It is in your best interest to come with suggestions and solutions rather than expecting the employer to figure out what helps. (Washington State Learning Disabilities Project, 1990)

- **Update and Reevaluate.** Be up front sharing how much the accommodation and changes worked. Be sure to find out how it has impacted your employer. (Sometimes what started as an accommodation for one, actually improves performance for many). Don't forget to say thank you for your support, yes it's the law but a little appreciation goes a long way.

SAMPLE ACCOMMODATIONS

Difficulty reading materials (memos, e-mails, etc)

- Assign a reader - use company microphone
- Highlight important/vital info
- Record info onto individual's voice mail

Difficulty following sequences

- Teach the steps slowly and in order
- Use markers, color coding, charts and patterns
- Allow time for practice
- Develop diagrams or flow charts

Difficulty managing time

- Use computer, desk calendar, personal alarm (watch, pager)
- Help set priorities and give adequate warning of changes

Easily Distracted

- Ask to be in a less distracting place, away from passageways, doors, excess noise and movements.
- Ask to take shorter but more frequent breaks...2 - minute stretches
- Hang a "Busy", No interruptions Sign

Poor Memory

- Use your own voice-say it again
- Use sticky notes
- Use rhymes, chants, songs, rhythm
- Pictures—draw it, visualize it,
- Journals, binders, calendars, computer minders

Prepared by:
LDA Adult Issues Committee
4156 Library Rd.
Pittsburgh, PA 15234-1349
March, 2002

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234-1349
Phone (412) 341-1515 Fax (412) 344-0224
www.LDAAmerica.org

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YOUR RIGHTS AS A STUDENT WITH A DEVELOPMENTAL DISABILITY

THE LANTERMAN ACT

In 1976, a law was signed called the Developmental Disabilities Act. This Law is known as the Lanterman Act and it guarantees certain rights and services for people with developmental disabilities in California.

THE BASIC IDEA

The state of California accepts the responsibility of supporting people with developmental disabilities with the services they need. Now you and your family can help figure out what services should look like and make DECISIONS and CHOICES for yourselves.

RIGHTS

- ✓ **You have the right to make choices in your life –**
 - where to live
 - who to have friendships with
 - how to spend your time
 - choices in leisure
 - who to live with
 - who to have relationships with
 - choices in employment
 - choice in directing your future

You and your family should play a bigger part in figuring out what services should look like for the present and for the future

AMERICANS WITH DISABILITIES ACT

AN OVERVIEW

Signed into law on July 26, 1990, the Americans with Disabilities Act (ADA) became effective on July 26, 1992 for organizations with 25 or more employees, and on July 26, 1994 for organizations with 15 or more.

The intent is to prevent discrimination against qualified people with disabilities in five areas:

- ✓ Employment
- ✓ Public Services
- ✓ Transportation
- ✓ Public Accommodations
- ✓ Telecommunication Services

What ADA means is that Organizations **CAN NOT**:

- ✓ Screen out individuals with disabilities in the hiring process.
- ✓ Discriminate in area of employment.
- ✓ Conduct pre-employment inquiries into the nature of an applicant's disability.

ADA means that Organizations **MUST**:

- ✓ Be aware of physical barriers in their work environment.
- ✓ Provide up-to-date relevant job descriptions to their workers.



"Does the ADA mean that employers have to hire me because of my disability?"

NO. The Law states that employers should hire the best qualified person for the position...regardless of whether or not the person has a disability.

Ventura County SELPA

ADULT STUDENT RIGHTS FOR SPECIAL EDUCATION

This is an abbreviated summary of rights under state and federal law provided to students who are eligible to receive special education services. A more extensive description of these rights is available from your school district Special Education Office or the Ventura County SELPA Office, (805) 437-1560, or go to our website www.venturacountyselpa.com.

THESE RIGHTS WILL BECOME YOURS WHEN YOU TURN 18!

1. You have a right to a *free appropriate public education* (FAPE) until the end of the semester you turn 22, or until you graduate, whichever comes first.
2. You must be given the chance to participate in any meeting where decisions about your special education services are to be discussed, including your IEP (Individualized Education Program). The following people must be in attendance at your meeting, unless you and the district agree to excuse them: a representative of the school district, a general education teacher and a special educator.
3. You have the right to receive a written notice, in your native language, when the school district wants to discuss a change to your special education services.
4. If you wish to stop receiving special education and related services, you need to let the district know in writing, and they will discontinue the services. An IEP meeting is not needed. This may end your school program.
5. You have a right to see, review and obtain copies of your educational records, and to have the records explained to you. A certain number of years after you leave public school, your educational records will be destroyed.
6. You have a right to a due process hearing in order to resolve disagreements relating to your education.
7. A student with a disability has specific rights when being considered for suspension beyond ten days, or for expulsion.

Student signature

Date

Age at date of signing: _____

Independent Living



ADOLESCENT AUTONOMY CHECKLIST

SKILLS AT HOME	CAN DO ALREADY	NEEDS PRACTICE	PLAN TO START	ACCOMPLISHED
Kitchen:				
Operate appliances (<i>cook top, oven, microwave, toaster, dishwasher</i>)				
Use common kitchen tools (<i>can opener, bottle opener, knife, measuring cups and spoons, grater, timer, egg beater, ice cream scoop</i>)				
Help plan and prepare meals				
Follow a recipe				
Put away the leftovers				
Set the table				
Do the dishes				
Familiarity with contents of packaged foods				
Laundry:				
Put dirty clothes in hamper				
Sort clothes				
Use washer and dryer				
Iron				
Hand wash				
Fold clothes				
Put clothes away				
With the family:				
Watch TV news and discuss together				
Help take care of siblings				
Participate in family decisions				
Plan family outing				
Take care of pets				
Housekeeping				
Clean Room				
Make the bed/change the bed				
Choose decorations for room				
Minor repairs (<i>change light bulbs, repair or assemble toys</i>)				
Take out the trash				
Basic sewing/mending skills				

ADOLESCENT AUTONOMY CHECKLIST (CONTINUED)

SKILLS AT HOME	CAN DO ALREADY	NEEDS PRACTICE	PLAN TO START	ACCOMPLISHED
Gardening:				
Plant a garden				
Mow/water the lawn				
Weed the garden				
Learn appropriate use of garden tools				
Emergency:				
Plan fire exits and emergency procedures				
Know where candles and flashlights are				
Use a fire extinguisher				
Know how to turn water off				
Know community emergency telephone numbers				
Know where extra house key is located				
Unclog the sink or toilet				
Personal Skills:				
Use the phone				
Have a house key				
Budget allowance				
Go shopping				
Have privacy in the bathroom				
Manage personal grooming (<i>shampoo, bath, shower</i>)				
Get a haircut				
Choose appropriate clothes to wear				
Health Care Skills:				
Understand health status				
Be aware of existence of medical records, diagnosis information, etc.				
Prepare questions from doctors, nurses, therapists				
Respond to questions from doctors, nurses, therapists				
Know medications and what they're for				
Get a prescription refilled				

ADOLESCENT AUTONOMY CHECKLIST (*CONTINUED*)

SKILLS AT HOME	CAN DO ALREADY	NEEDS PRACTICE	PLAN TO START	ACCOMPLISHED
Health Care Skills (<i>continued</i>):				
Keep a calendar of doctor, dentist appointments				
Know height, weight, birthdate				
Learn how to read a thermometer				
Know health emergency telephone number				
Know medical coverage numbers				
Obtain sex education materials/birth control if indicated				
Discuss role in health maintenance				
Have a genetic counseling if appropriate				
Discuss drugs and alcohol with family				
Make contact with appropriate community advocacy organization				
Take care of own menstrual needs and keep a record of monthly periods				
Community Skills:				
Get around the city (<i>pedestrian skills, asking directions</i>)				
Use public transportation (<i>taxi, bus, etc.</i>)				
Locate bathroom in unfamiliar building (<i>i.e. know how to ask</i>)				
Know about neighborhood stores and services				
Use a pay phone				
Use a phone book				
Open a bank account				
Get a library card				
Get a picture ID				
Get a Social Security Card				
Use Post Office				
Volunteer for community services				
Leisure Time Skills:				
Help plan a party				
Invite a friend over				
Subscribe to a magazine				
Read a book				

ADOLESCENT AUTONOMY CHECKLIST (*CONTINUED*)

SKILLS AT HOME	CAN DO ALREADY	NEEDS PRACTICE	PLAN TO START	ACCOMPLISHED
Leisure Time Skills (<i>continued</i>):				
Plan a TV viewing schedule				
Go for a walk				
Join the Scouts, YMCA/YWCA, 4-H Club				
Go to a recreation center				
Go to camp				
Attend school functions (<i>plays, dances, concerts, sports</i>)				
Go to Church				
Keep a calendar of events				
Participate in a sport				
Skills for the Future- Education:				
Meet with school Guidance Counselor				
Check future educational options				
Vocational/Technical Options				
Contact school Guidance or DVR Counselor				
Check on local workshops/job opportunities				
Find out about apprentice programs				
Get information from community colleges				
Learn how to apply for a job				
Living Arrangements:				
Be aware of federal housing regulations for the disabled				
Explore group homes and tenant support apartment living programs				
Find out about financial assistance programs				
Learn how to manage money and budget household expenses				
Understand leases				
Know the responsibilities of a tenant and landlord				
Know how to fill out an application				
Check for wheelchair accessibility if needed				
Look into transportation				

Developed by the Youth in Transition Project (1984-1987) University of Washington Division of Adolescent Medicine and based on a Model developed by the Children's Rehabilitation Center at the University of Virginia.

BUDGETING YOUR PAYCHECK

http://lessonplans.fundingfactory.com/plan_details.aspx?id=295

AUTHOR INFORMATION

Author: Miriam Ortega-Brown

Organization: BASE INC.

Email: baseinc@iwon.com

LESSON PLAN INFORMATION

Subject: Vocational

Category: Home Economics

Grade Level: Eleventh - Post-Secondary

Duration: 20-30 min. plus discussion

Description:

To get students to realize total independency and sustaining a home on a minimum wage or better paycheck.

Goals:

Each student will know how to budget a paycheck while meeting their obligations first.

Objectives:

Each team will have a budget by the end of the exercise and should know if they have stayed within their budget. This exercise is to show students the difference between minimum wage and a livable wage and the importance of going on to higher ed or obtaining skills that pay well enough to live a comfortable lifestyle.

Educational Resources:

Calculators are helpful, construction paper or lined paper for figures, highlighters, and enough sections of the local employment ads, real estate ads, and car sale ads for each team.

Reference Materials:

N/A

Activity Plan:

In teams of 2, students will browse the classified ads looking for a job that meets entry-level expectations and estimate their monthly net-pay (base pay times 40 hours/wk times 4 weeks/mnth and subtracting approx. 20% taxes). Next they will search the real estate section of their local newspaper to find adequate housing that they can afford taking special note of utilities included/not included. Then, the students will decide either to ride a bike to work, buy a bus pass, or buy/lease a car. If the team decides to buy a car then the team must find a car used/new in the motorvehicles for sale section of the local newspaper; making sure to budget monthly for a loan, insurance, gas & maintenance. Students should subtract expenses as they choose their desired lifestyles. When each team has finished subtracting expenses they can either share their selections and/or wait for further discussion. Instructor should then ask the class for approx. estimates for utilities not covered in their rent and to also subtract for food, clothing, dining out, entertainment, vacation, life/health insurance, toiletries, lunch at work, church/charity, subscriptions, prescriptions, household cleaning items, and affordable furniture, etc. Then have the students subtract these expenses as well.

Method of Learning:

Group discussion works best for this lesson.

Assessment:

By the end of the lesson each student should be either within their budget, break even, or gone over budget. Those that stay within their budget and have money left over for savings have successfully completed the lesson. Others need to reconsider their options.

SAMPLE BUDGET (SPENDING FOR SUCCESS) WORKSHEETS

http://www.easnetwork.com/eas/sample_budget_worksheets.asp



The Budget Worksheet to Match Your Expenses to Your Income

<i>Estimated Annual Gross Income</i>	Initial	Revised
Estimated Annual Net Income (Ax65%)	\$ _____ (A)	\$ _____ (A)
Estimated Monthly Net Income (B/12)	\$ _____ (B)	\$ _____ (B)
Estimated Monthly Expenses:	\$ _____ (C)	\$ _____ (C)
Rent/Mortgage	\$ _____	\$ _____
Utilities:		
Gas/Oil	\$ _____	\$ _____
Electric	\$ _____	\$ _____
Water	\$ _____	\$ _____
Telephone	\$ _____	\$ _____
Groceries:		
Food	\$ _____	\$ _____
Household Supplies	\$ _____	\$ _____
Transportation:		
Subway/Bus	\$ _____	\$ _____
Gasoline	\$ _____	\$ _____
Car Maintenance	\$ _____	\$ _____
Other _____	\$ _____	\$ _____
Education Loans	\$ _____	\$ _____
Savings	\$ _____	\$ _____
Credit Cards	\$ _____	\$ _____
Insurance:		
Health	\$ _____	\$ _____
Life	\$ _____	\$ _____
Auto	\$ _____	\$ _____
Other _____	\$ _____	\$ _____
Entertainment:		\$ _____
Meals Away from Home	\$ _____	\$ _____
Movies/Concerts/Theaters	\$ _____	\$ _____
Health Club, etc.	\$ _____	\$ _____

THE BUDGET WORKSHEET TO MATCH YOUR EXPENSES TO YOUR INCOME (CONTINUED)

Entertainment (*continued*):

Other _____ \$ _____ \$ _____

Personal:

Clothes \$ _____ \$ _____

Grooming (e.g. haircut) \$ _____ \$ _____

Other _____ \$ _____ \$ _____

Miscellaneous (specify):

Relocation \$ _____ \$ _____

_____ \$ _____ \$ _____

_____ \$ _____ \$ _____

_____ \$ _____ \$ _____

Monthly Budget \$ _____ (D) \$ _____ (D)

Total Living Budget (Dx12) \$ _____ (E) \$ _____ (E)

Annual Surplus/Deficit \$ _____ (B-E) \$ _____ (B-E)

Monthly Surplus/Deficit \$ _____ (C-D) \$ _____ (C-D)

BUDGET (SPENDING FOR SUCCESS) WORKSHEET

Income Source	Estimated yearly total	Estimated monthly total
Money from Parents		
Money from Savings		
Salary		
Work-Study		
Scholarships		
Grants		
Loans		
Spouse's Wages		
Other		
Total Income	\$	\$
Expenses	Estimated yearly total	Estimated monthly total
Tuition		
Fees		
Loan interest payments		
Books/supplies		
Rent/housing		
Gas/electricity		
Telephone		
Internet Access/Cable TV		
Other		
Child Care		
Transportation		
Auto gas/maintenance		
Auto Insurance/Registration		
Auto Payment		
Public Transportation		
Parking		
Food		
Groceries		
Restaurants		
Snacks		
Clothing		
Clothes		
Laundry/Dry Cleaning		
Entertainment		
Credit Card Payments		
Medical/Dental		
Miscellaneous		
Total Expenses	\$	\$
TOTAL INCOME LESS TOTAL EXPENSES	\$	\$
	<i>Available Funds</i>	<i>Available Funds</i>

If your expenses are greater than your income, you'll need to reduce your expenses and/or supplementing your income. If you need help, consult with your financial aid office one of many free consumer counseling services.



COST OF LIVING!

Interview three people and ask them how much they pay per month on their bills:

Person _____

Rent/Mortgage _____

Utilities _____ Phone _____

Credit Cards _____

Auto Insurance _____ Gasoline _____

Food _____ **TOTAL** _____

Person _____

Rent/Mortgage _____

Utilities _____ Phone _____

Credit Cards _____

Auto Insurance _____ Gasoline _____

Food _____ **TOTAL** _____

Person _____

Rent/Mortgage _____

Utilities _____ Phone _____

Credit Cards _____

Auto Insurance _____ Gasoline _____

Food _____ **TOTAL** _____



HOW MUCH DOES IT COST TO LIVE HERE?

Get a local newspaper and search in the want ads.

1. What community do you want to live in? _____

2. Find 3 apartments/ houses you are interested in. For each, list:

Area _____

Number of bedrooms _____

Monthly rent _____

Area _____

Number of bedrooms _____

Monthly rent _____

Area _____

Number of bedrooms _____

Monthly rent _____



WAGE CALCULATOR

If you were to make \$6.75 per hour, how much would you make:

Per week _____ Per month _____

List 3 jobs at that pay range:

- 1. _____
- 2. _____
- 3. _____

If you were to make \$12.00 per hour, how much would you make:

Per week _____ Per month _____

List 3 jobs at that pay range:

- 1. _____
- 2. _____
- 3. _____

If you were to make \$15.00 per hour, how much would you make:

Per week _____ Per month _____

List 3 jobs at that pay range:

- 1. _____
- 2. _____
- 3. _____



PAYING YOUR BILLS ACTIVITY

First of the month

Use pretend checks and check register to complete this activity.

Your paycheck is \$950.78 every two weeks. It is the first of the month and you just got paid. You had a balance of \$145.68 in your account. You have the following bills to pay:

-  Rent-\$650.00
-  Water, gas, electric-\$63.95
-  Car insurance-\$100.00
-  Credit Card- Your balance is \$179.00, but your minimum payment is \$22.75.

How much will you have left to spend on gas, food, and entertainment?



Middle of the month

You paid all your monthly bills with your first pay check. Now you have been paid \$950.78 again. You have \$52.63 in your account. You have the following bills:

-  Cell phone \$54.73
-  Health insurance \$77.92
-  You still have an outstanding credit card balance of \$156.25

Pay your bills and show your balance.

XYZ Bank

Date _____

Payable to _____

_____ Dollars \$ _____

Memo

Signature

XYZ Bank

Date _____

Payable to _____

_____ Dollars \$ _____

Memo

Signature

XYZ Bank

Date _____

Payable to _____

_____ Dollars \$ _____

Memo

Signature

CAR PAYMENT CALCULATOR

Look in the paper and pick 3 cars/trucks that you would like to buy.

1. Vehicle _____

▲ Purchase price _____

▲ Tax (\$.725%) _____

▲ Interest rate (\$.675%) _____

Total purchase price _____

▲ If you paid for 5 years (72 months), how much would you have to pay per month? _____

2. Vehicle _____

▲ Purchase price _____

▲ Tax (\$.725%) _____

▲ Interest rate (\$.675%) _____

Total purchase price _____

▲ If you paid for 5 years (72 months), how much would you have to pay per month? _____

3. Vehicle _____

▲ Purchase price _____

▲ Tax (\$.725%) _____

▲ Interest rate (\$.675%) _____

Total purchase price _____

▲ If you paid for 5 years (72 months), how much would you have to pay per month? _____



GAS MILEAGE CALCULATOR

1. What is the distance between your home and where you hope to work? _____
2. If you work 5 days a week, how many miles is that? _____
3. Add in average of miles per week for other trips (*fun, shopping, friends, etc.*) _____
4. Total average miles you'll drive per week _____
5. What is the average price per gallon of gas? _____
6. How much do you need to budget for gas
each week _____ per month _____



CAR INSURANCE CALCULATOR

Go online and pick 3 auto insurance companies. If you have **minimum** comprehensive liability insurance coverage, what would be the costs if you were 20-25 years old.

1. Company _____

Cost per year _____ per month _____

2. Company _____

Cost per year _____ per month _____

3. Company _____

Cost per year _____ per month _____



PUBLIC TRANSPORTATION WORKSHEET

Get a copy of your local public bus schedule. Pick a location in your community at which you'd like to work. Imagine you work 8:00 a.m. to 4:30 p.m. Monday- Friday.

1. Where is the closest bus stop to your home? _____

2. Where is the closest bus stop to your work location? _____

3. List the bus line(s) you would take to get to work _____

4. What time would you have to catch the bus in the morning to get there on time? _____
5. What time would you catch the bus in the evening? _____
6. How much would it cost per day? _____
Per week? _____ Per month? _____

PUBLIC TRANSPORTATION SCAVENGER HUNT

Using a local public bus schedule, pick 5 places in the community you'd like to go to and answer these questions:

1. Place _____

What line(s) would you take to get there from your home? _____

What are 3 arrival times? _____

How much would it cost both ways? _____

2. Place _____

What line(s) would you take to get there from your home? _____

What are 3 arrival times? _____

How much would it cost both ways? _____

3. Place _____

What line(s) would you take to get there from your home? _____

What are 3 arrival times? _____

How much would it cost both ways? _____

4. Place _____

What line(s) would you take to get there from your home? _____

What are 3 arrival times? _____

How much would it cost both ways? _____

5. Place _____

What line(s) would you take to get there from your home? _____

What are 3 arrival times? _____

How much would it cost both ways? _____



INDEPENDENT LIVING GOALS

Date _____	Name _____
------------	------------

After talking to family, trusted friends, and my teachers, at this point, I hope:

Within one year of exiting school _____

Within five years of exiting school _____

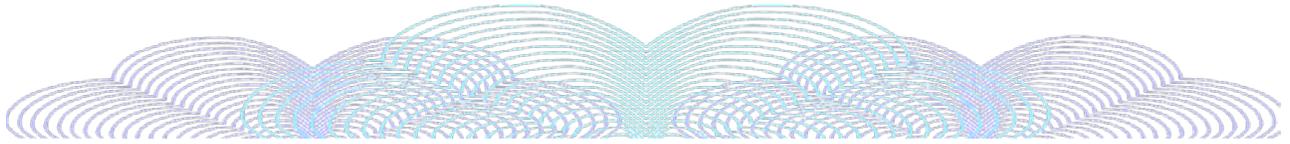
Maybe someday _____

Things I need to work on **now** to get there are:

1. _____
2. _____
3. _____
4. _____
5. _____

Employment





Put printout or results of
Career Interest Assessments
here

Name of Assessment Tool (s) _____

Date _____



CAREER PROFILES

For students to use when interviewing someone about a career.

1. How did you choose this career?
2. What education does your job require?
3. What education did you get after leaving high school?
4. What is it you enjoy about your job?
5. What is your workday like?
6. How much time do you spend at work each day?
7. What are the positive aspects of your job?
8. What are the negative aspects of your job?
9. What is the salary range in this field of work?
10. What type of benefits does your employer provide?
11. How much vacation time do you get each year?
12. How much job security do you have in your career?
13. How long does it take to get to the top of your career field?
14. What other jobs can lead to your career?
15. Can a person with special needs or disabilities perform the tasks associated with your job?

CAREER INTEREST ACTIVITY

Career of Interest

Education and Training Needed

Annual Salary

Weekly Salary

Working Conditions (*five descriptions*)

Outlook for Future

Career Research Guide

This guide acts as an outline for your research report on the career of your choice.

1. **Name of Occupation:** _____

2. **Highlights:** (Top two things you'll do in this occupation)

- _____
- _____

3. **Nature of the Work:** (Brief job description of this occupation)

4. **Working Conditions:** (Where do people work in this occupation? Are there physical demands for this job?)

5. **Training & Education Requirements:** (Do you need a license? College Degree? Advanced Education – describe the qualifications you'll need for this occupation).

6. **Job Outlook:** (What will be the demand for this occupation in the next 5 years?)

7. **Earning Potential:** (How much can you expect to be paid in this occupation? Explain)

8. **Related Occupations:** (Describe two other occupations that are similar to this one that you could also pursue.)

9. **Names of Professional Associations representing this occupation:** (Enter names, addresses, phone numbers and web site addresses of at least two groups that can provide you further information on this career.)

10. **Sources for this report:**

Your Name: _____

Identifying Your Needs in a Career

So far, you have thought of some of your likes and dislikes based upon your past experiences. Now, in this exercise, think of the components of a career that must or must not be present in order to guarantee your own career satisfaction. This information will become a tool that will continue to guide you along the career exploration path. You may find that you will be referring back to this section as you engage in new experiences.

What do you need to be satisfied in a career?

What do you want in order to feel satisfied in a career?

What are the components/parts of a career that you must reject?

What aspects of a career would you like to steer away from?

Career Research Assignment Sheet

Good time management is necessary in order to complete this project.

Keep all work in your folder. You are responsible for keeping track of it.

Use various resources.

Your work should be neat – messy will lower your grade.

Use this sheet to monitor yourself.



1. **Activity #1** – Your ideal career
2. **Activity #2 -Complete 6 research forms.** You are encouraged to do more as you find careers that interest you. If you don't understand what a question is asking for, ask me!
3. **Activity #3 -Write a business letter to one professional organization.** You are to request information on the career you are most interested in – a sample letter is provided.
4. **Activity #4 - Find and print information from the internet on 2 of the careers that you research.**
5. **Activity #5 - Find and print one classified ad from the internet for each of the careers you found in #3.** You can get a web address from me or a resourceful classmate that has surfed and found the right place. There are many sites that you could visit.
6. **Activity #6 - Interview one person from the career area that most interests you.** Use the interview guide sheet. This sheet must be completed and included in your research packet.
7. **Activity #7 -Give a presentation to your class.**

What does
my future
hold?



Your Ideal Job Worksheet

Describe your ideal job by writing a narrative report. Make sure you include all the areas listed below:

1. What type of work you would do all day.
2. Kind of work environment; indoors, outdoors or both.
3. Working with people or alone.
4. Working with your hands, head or both.
5. Earnings potential.
6. A set schedule or viable hours.
7. Do you want to supervise others?
8. What qualities do you have to succeed in this career?
9. How do you know you could do this type of work?

Remember when you are writing an essay, you should have an introduction, support paragraphs, and a conclusion.

6. Advantages:

7. Disadvantages:

8. Working Conditions (Inside, outside; lifting or not; hours; etc.):

9. Would I be suited to this job and consider it as a career possibility?

10. At least ONE address where I could find further information:

Interview Guide

You can get a great deal of valuable information about the world of work from people employed in various occupations. To identify employed individuals who may be able to supply you with current, comprehensive career information, begin with those persons most easily accessible to you; your family, friends, co-workers, school, and other resources.

REMEMBER:

You are not asking for a job.

You have the right and the responsibility to yourself to seek information from those who can help you.

Prepare yourself for the information interview by learning as much as you can about the field and the person you will be interviewing.

Prepare a list of questions you want to ask

Be prepared to take notes during the interview.

Express interest and appreciation.

Who did you interview?

Where do they work?

What is his/her career?

STANDARD INFORMATION INTERVIEW QUESTIONS:

How would you characterize this career? (Competitive, conservative, rapidly changing, stressful, etc.)

What are your predictions for the future for this career? Is it expanding?

Are qualified workers needed in this field? Where is the greatest need?

What is the potential income for this career? What is the typical starting salary range?

What is a typical day/week like in your job?

What do you like most about your job? What do you like least?

If you were hiring someone for this job, what kind of person would you hire? What skills and personal attributes are most important? What qualifications would a person need?

How did you get into this career? What was your career path?

What personal advice would you give to someone wanting to enter and advance in this career field?

What education or training is required? What courses/major should a person choose? What schools are best to attend?

What are typical mistakes people make that prevent advancement in this career?

FEEL FREE TO MAKE UP YOUR OWN QUESTIONS. BE SURE TO MAKE NOTES OF ANSWERS GIVEN.

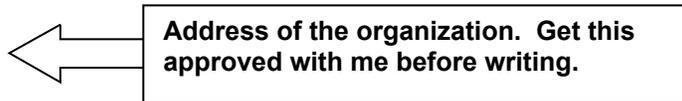
Notes on interview:

Sample Business Letter

Sue Surgeon
987 Hemistat Lane
Sterile, NE 99999



National Association of Nurses
123 Getwell Drive
Miami, FL 00000



July 6, 2000

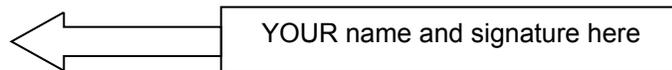


To Whom It May Concern:

In our 9th grade English course, we are researching careers. I am very interested in nursing careers and would like more information about the profession. Please send me any information you have available to the above address.

Thank you in advance for your attention to this request.

Sincerely,



Sue Surgeon

**Use a business font. 12 or 14 pt.
Run spell check.
Print two – one to send and one to turn**

Career Presentation

You have explored various careers. Now, it is time to find the **one career** of the most interest to you and continue the research into the area. You will need to develop a presentation to deliver to your classmates. This will be the assessment of your knowledge of this career unit. **You are only limited by your own creativity and motivation. Take the challenge, apply yourself, and have fun learning!**

Following are the requirements of what needs to be included in this project:

A three (3) minute informational speech which needs to include the following:

- A description of the work the person performs
- Wage/salary (entry level and after established in career)
- What characteristics are needed for a person to be most in this career?
- Educational background needed
- Where can you get the education necessary for the career?
- Advantages/disadvantages of the job
- Career ladder
(how does a person get from a starting position to a higher level job with more money, etc.)
- Employment outlook
- Related occupations

Some type of visual - a poster, dress up like the person, PowerPoint, etc.

A written report should be turned in with all the above information included.



CAREER EXPLORATION WORKSHEET

Name: _____ Class of _____ Date _____

Occupation: _____ Minimum Education Level: _____

Brief Description:

Earnings (Yearly Average): _____

School Subjects Helpful in Preparing for this Occupation:

Related Occupations:

Related College Majors:

Return to the main menu and  on College Search

 Majors, highlight one of the majors above

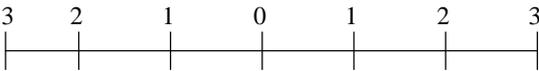
 Display Colleges

List four colleges that support this major:

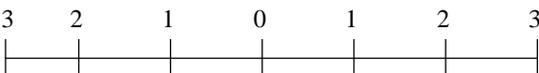
PREFERRED WORK STYLE

Mark the point on each line below where you see yourself – try to resist choosing the middle and take a stand... it may yield a useful insight.

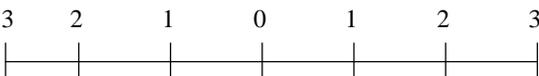
on a team 3 2 1 0 1 2 3 independently or one-on-one



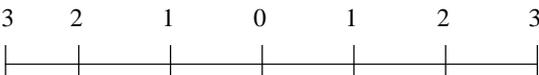
ideas and data 3 2 1 0 1 2 3 mostly with people



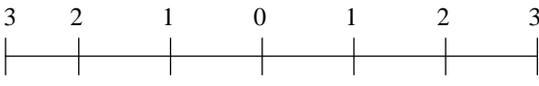
practical, concrete problems 3 2 1 0 1 2 3 complex, theoretical ones



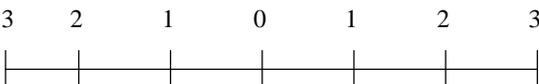
structured work environment 3 2 1 0 1 2 3 changing flexible one



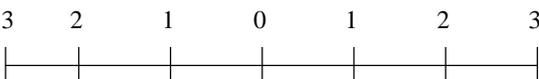
project oriented work with deadlines 3 2 1 0 1 2 3 more relaxed, open ended results



play it safe 3 2 1 0 1 2 3 take risks



work in a small organization 3 2 1 0 1 2 3 or a larger one





Newfoundland and Labrador workinfont

SELF ASSESSMENT - Personal Profile

You may choose to use this Personal Profile to keep track of your career influences. Remember to record everything that comes to mind.

A. Interests -- What are my top 5 interests?

1	
2	
3	
4	
5	

B. Skills/Abilities -- What are my top skills and abilities?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

C. Personality -- What are my most important personal characteristics?

1	
2	
3	
4	
5	

D. Values -- What are my top values?

1	
2	
3	
4	
5	

E. Environmental Conditions -- Which of these must I avoid?

- extreme heat

- extreme cold
- damp or wet
- noise or vibration
- risk of injury
- dust, fumes, odor

F. Education and Training -- What level am I willing to complete?

- less than high school
- high school
- up to one year of post-secondary
- 2-3 years of post-secondary
- undergraduate degree
- professional or graduate degree
- I'm not sure

G. Earnings -- How much money must I earn annually?

- less than \$10,000
- \$11,000 - \$15,000
- \$16,000 - \$25,000
- \$26,000 - \$35,000
- \$36,000 - \$50,000
- more than \$50,000

H. Physical Demands -- What is the most demanding category that I would accept?

- SEDENTARY -- mostly sitting; lifting less than 10 pounds
- LIGHT -- often handling 10 pounds; sometimes up to 25 pounds
- MEDIUM -- often handling 25 pounds; sometimes up to 50 pounds
- HEAVY -- often handling 50 pounds; sometimes up to 100 pounds
- VERY HEAVY -- often handling loads greater than 100 pounds

I. Hours/Travel -- What must I avoid?

- rotating shift work
- irregular hours
- weekend work
- overtime work
- seasonal work
- travel

J. Work Environment -- Do I want to work:

- indoors
- outdoors
- indoors and outdoors

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WORK VALUES

Rate each of these work values on a scale from 1 to 5, according to their level of importance to you.
 After completing your ratings, choose only 5 work values which are most important to you.

1	2	3	4	5
Very Important	Important	Neutral	Little Importance	No Importance

- ___ **Help Society:** Contribute to the betterment of the world, people, (possibly animals) or others.
- ___ **Help Others:** Help other people in a direct way, either individually or in small groups.
- ___ **People Contact:** Have a lot of day-to-day contact with people.
- ___ **Team Work:** Have close working relationships with a group; working towards common goals.
- ___ **Affiliation:** Be recognized and receive the prestige of being a member of a particular group.
- ___ **Friendships:** Develop close personal relationships with people as a result of my work activities.
- ___ **Interpersonal Competition:** Engage in activities which pit my abilities against others where there are clear win-and-lose outcomes.
- ___ **Self Competition:** Engage in activities which pit my abilities against my own prior performances.
- ___ **Make Decisions:** Have the power to decide courses of action, policies, etc.
- ___ **Work Under Pressure:** Work in situations where time pressure is prevalent, and/or the quality of my work is judged critically by supervisors, customers or others.
- ___ **Power & Authority:** Control the work activities or (partially) the destinies of other people.
- ___ **Influence People:** Be in a position to change attitudes or opinions of other people.
- ___ **Work Alone:** Do projects by myself, without significant contact with others.
- ___ **Intellectual Status:** Be regarded as a person of high intellectual prowess or as one who is an acknowledged expert in a given field.
- ___ **Artistic Creativity:** Engage in creative work in any of several art forms.
- ___ **Creativity (general):** Create new ideas, programs, organizational structures, etc.
- ___ **Leadership:** Have a job in which I am directly responsible for the work done by others.

- ___ **Change & Variety:** Have work responsibilities that frequently change in content and setting.
- ___ **Precision Work:** Work in situations where exactitude and attention to minute detail in work is necessary and valued.
- ___ **Routine:** Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.
- ___ **Security:** Be in a job that is less likely to be threatened by changes in economy.
- ___ **Fast Pace:** Work in circumstances involving a high pace of activity and work is done rapidly.
- ___ **Recognition:** Be recognized for the quality of my work in some visible or public way.
- ___ **Excitement:** Experience a high degree of (or frequent) excitement in the course of my work.
- ___ **Adventure:** Have work duties which involve frequent risk-taking.
- ___ **Profit / Gain:** Have a strong likelihood of accumulating large amounts of money or material gain.
- ___ **Independence:** Be able to determine the nature of my work without significant direction from others. Not be closely supervised.
- ___ **Moral Fulfillment:** Feel that my work is contributing significantly to a set of moral standards, which I feel are very important.
- ___ **Location:** Find a place to live (town, geographical area) which is conducive to my life style, and affords me the opportunity to do the things I enjoy most.
- ___ **Community:** Live in a town or city where I can get involved in community affairs.
- ___ **Physical Challenge:** Have a job that makes physical demands which I would find rewarding.
- ___ **Time Freedom:** Have work responsibilities which I can work at according to my own time schedule; no specific working hours required.
- ___ **Technology:** Work in an environment that utilizes and advances with technology.
- ___ **Progressive:** Be in an environment that is progressive in its attitudes, work, service, or products. To work with the cutting edge.
- ___ **Environmental Commitment:** To work in an organization that benefits the environment.
- ___ **Staying Put:** A job that would allow me to stay within a specific geographical area.
- ___ **Advancement:** A job that results in regular increases in work responsibilities, depth, scope, etc.
- ___ **Learning Opportunities:** A job with regular, if not daily opportunities to learn new things.
- ___ **Diversity:** To work in an environment that has a proven track record in maintaining a diversified workforce, or promotes diversity through its work.



Do not judge the career suggestions. A suggestion may spark additional ideas of possible work environments or careers.

Career Poll

Take a poll of careers others can “see” you in. Ask four or more individuals (friend, family, significant other, your hairstylist, etc.) to suggest careers they think you might be interested in, good at, and/or would match you. For each career, ask why they suggested that occupation. Include your reactions to the suggestions. Such as: Are some a surprise? Why? Are you already considering some of them? Are there some you have never heard of? Are there some you want to learn more about? Etc.

➔ **INDIVIDUAL 1** – Their relationship to you: _____

Suggested Careers

Why Suggested

Your Reactions: (See questions listed above) _____

➔ **INDIVIDUAL 2** – Their relationship to you: _____

Suggested Careers

Why Suggested

Your Reactions: (See questions listed above) _____

➡ **INDIVIDUAL 3** – Their relationship to you: _____

Suggested Careers

Why Suggested

Your Reactions: (See questions listed above) _____

➡ **INDIVIDUAL 4** – Their relationship to you: _____

Suggested Careers

Why Suggested

Your Reactions: (See questions listed above) _____

Career Opportunities Worksheet

You will need the “classifieds” section for job openings from any newspaper for this exercise. Look over the job listing and circle/highlight any job that appeals to you. In addition, underline the part that caught your attention. Do this for the one day’s section and complete the following chart.

Career fields most often noted and the number of occurrences:

1. _____
2. _____
3. _____
4. _____
5. _____

Top skills you circled/highlighted and the number of occurrences:

1. _____
2. _____
3. _____
4. _____
5. _____

Work environment most often circled/highlighted:

1. _____
2. _____
3. _____
4. _____
5. _____

Additional factors circled/highlighted:

1. _____
2. _____
3. _____
4. _____
5. _____

Assess the information you listed and try to relate it to a possible career field for further research. You may seek a career counselor for help with this.

Take a moment to consider the following questions:

1. Congratulations! You just won the \$100 million lottery jackpot. However, a precondition is that you have to spend it all, on yourself only, within the upcoming year. Take a moment and think about what you will do with this money.

2. You are now one year removed from your \$100 jackpot and you have already traveled the world, bombarded your family and friends with gifts, and purchased a few cars and homes. You also have enough money in your bank account to never have to work again. Take a moment to assess the situation, how will you spend your time now?

3. Congratulations again! You must have a four-leaf clover in your pocket because you just won another pot of gold! This time you won \$50 million, but it is under the condition that you *give it all away*, and within the next year. How will you allot it?

4. Decades have passed and you are now 80 years old. How do you envision people will talk about you and the life you have lived? Do the significant and important things they say pertain to your resume or to other factors?

Now, look back at your answers for patterns that will help you tie this into career development. Consider what you need in your life to be happy. Keep this at the core of your self-assessment. Your daydreams are just as important as your exposure to different career fields. Keep these values in mind as you explore different career paths.

Ideas

FOR JOB SEEKERS



STEPS TO TAKE

- 1) Know about you
- 2) Write your resume
- 3) Identify employers
- 4) Investigate employers
- 5) Complete an application
- 6) Attend an interview
- 7) Review

WHAT DO EMPLOYERS WANT?

- Communication skills
- Team skills
- Initiative
- Problem-solving skills
- Cooperation
- Enthusiasm
- Planning skills
- Work related skills

HOW CAN YOU SHOW AN EMPLOYER YOU HAVE THESE SKILLS?

KNOW ABOUT YOU

There are a few things you need to know about yourself before you start looking for a job.

What sort of work do you want?

Do you want to work in a particular industry e.g. hospitality, construction?

Write a list of the types of jobs you would like to apply for. Use the *Jobguide* or the *myfuture* website (www.myfuture.edu.au) to help you come up with ideas.

Do you want full-time, part-time, casual or contract work? Or do you want a combination of these?

What are your skills and abilities?

If you are going to promote yourself to an employer you must know what you can do and how well you do it.

Write a list. Ask people who know you to help. Your list could include work related skills, communication skills, teamwork skills, leadership skills, etc. Beside each skill you list, write down an example of when you actually used the skill.

Who knows about the skills you have? Would these people write you a reference? Or be your referee? Ask them.

A *reference* is a written document that you can include with your job application. It can be used to back-up items in your resume (e.g. skills, work). A *referee* is someone who is prepared to talk to an employer on your behalf.

WRITE YOUR RESUME

Your resume should be short (2 or 3 pages only). It should catch the attention of the employer (no errors or stains!). Include:

- contact information
- education and qualifications
- other skills
- work history (even if unpaid)
- hobbies (especially if related to the job)
- personal characteristics (these should be supported by your references)
- the names of people who have agreed to be your referee.

See the *Jobguide* or *myfuture* for more information about writing a resume.

Identify employers

There are several places where you can find out about employers who are looking for workers. These include:

- Centrelink
- Newspapers
- The Internet, e.g.
 - www.workplace.gov.au
 - www.careerone.com.au
 - www.seek.com.au
 - www.myfuture.edu.au
- Group training companies
- Job Pathways Program providers
- New Apprenticeships Centres
- Community noticeboards
- Trade and professional associations
- Your social network including your extended family, friends, neighbours, etc.
- Previous employers (e.g. from work experience or part-time work).

Don't be afraid to approach employers who have not advertised a vacancy. Up to 70% of jobs are obtained through contacts.

MAKE THE JOB YOU WANT YOUR GOAL. DON'T GIVE UP. BUT REMEMBER PATIENCE IS NEEDED TO REACH YOUR GOAL.

INVESTIGATE EMPLOYERS

Once you have identified several employers, find out as much as possible about them - things like:

- What does the business do?
- Does it have a website?
- How many staff do they employ?
- What positions might they have available?
- What would you do if you worked for them?
- Do they have a training program?
- Could this employer help you meet your career goals?
- If a vacancy has been advertised, what is the due date?

- Do you apply by letter, application form or online?
- Who would be the best person in the organisation to speak to if you want more information about an advertised job or about a possible job that has not been advertised?

This research is important. It will help you identify the employers you most want to work for.

THE APPLICATION

Employers usually use the application to help them select the people they want to interview. Therefore your application must impress the employer. Find out about the type of application that is required. Do you send a letter, fill in an application form, write answers to questions about your skills, or apply online?

Imagine you are the person who has to sort

through the applications. Because you have done the above investigation, you know what sort of workers the employer wants. So, what would you be looking for in an applicant? How would you want the application presented?

Show your family, friends, teachers or guidance officer your completed application. Listen to their suggestions and make changes if necessary.

THE INTERVIEW

Congratulations! You have an interview. Now you need to prepare for it.

Find out what will happen in the interview. Will you be expected to do any tests or will you be asked questions? Ask the employer.

Brainstorm possible interview questions and write down your answers to them. Check your answers with your family and friends or guidance officer.

Ask a friend to help you with a practice interview. Ask them for feedback.

Look in the mirror. Would you impress an employer? Your personal presentation at the interview is important. Wear clean, appropriate clothing. Look eager, smile, be friendly.

HOW DID IT GO?

It is a good idea to review every unsuccessful application. Some employers are prepared to tell you why you didn't get the job. Take this information seriously. It could lead to success next time.

OCCUPATIONAL EXPLORATION WORKSHEET

The following worksheet is intended to assist you in focusing your research of different career fields.

Definition of the occupation (go to www.bls.gov)

Why is this occupation needed? What needs does it address?

Responsibilities and tasks involved and associated with the title/occupation:

Services provided by the occupation:

Who are the premier employers in the industry/field?

Necessary Skills & Education

What degree and concentration are essential?

What previous work experience is necessary?

What skills are needed to enter the field?

Legal Certifications, requisites for employment?

Essential or helpful skills needed (computer skills, language, etc.)?

Compensation

Entry level salary range for industry?

Benefits associated with position (retirement pension, sick leave, etc.)

Atmosphere

Possible hazards and working conditions?

Work schedule (hours, overtime, etc.)?

Opportunities to showcase skills, creativity, self-management, initiative, etc.?

Professional memberships or union requirements associated with employment?

Amount of travel associated with industry position?

Geographic location

Chief geographic location of employment position/industry?

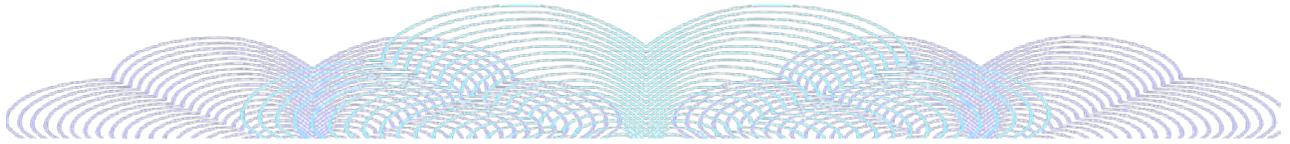
Potential

Employment trends for the employment position?

Contentment

Values associated with occupation?

Society's perception of occupational status?



Put printout or results of Career Skills/Aptitudes Assessments here:



Name of Assessment Tool (s) _____
Date _____

SECRETARY'S COMMISSION ON ACHIEVEMENT OF NECESSARY SKILLS (SCANS)

PRE-ASSESSMENT- FORM N

The U.S. Department of Labor talked with hundreds of employers, workers and supervisors to identify skills people need in today's workplace. This Pre-assessment will assist staff and student in setting goals for attainment of skills that will lead to success in their chosen career.

Date _____

Student Name _____

Student School/ Grade _____

Birthdate _____

Case Manager _____

WorkAbility Staff _____

Student's preference for employment after exiting school _____

Work with the student in rating him/herself on the following skills areas. Use this scale:

1= I need to learn this **2=** I need more practice / experience **3=** I can do OK, but need supervision **4=** I do this very well

I. BASIC/THINKING SKILLS:

	1	2	3	4	Is this skill important for the above employment outcome?
1. Reading: Do you understand what you read? Can you follow written instructions? Can you read and follow schedules, like a bus schedule?	()	()	()	()	
2. Writing: Can you complete phone messages accurately? Is your spelling and grammar usually correct? Can you write down instructions, directions, or appointments accurately? Can other people read what you write?	()	()	()	()	
3. Arithmetic and math: Do you understand and use adding, subtracting, multiplying, dividing, percentages, and fractions? Can you make change?	()	()	()	()	
4. Speaking: Do you make yourself understood without being asked to repeat things? Do you speak loudly enough for people to hear you easily?	()	()	()	()	
5. Listening: Do you understand what others are talking about? Can you listen to people without interrupting? Do you remember what people tell you?	()	()	()	()	
6. Creative reasoning, decision-making and problem solving: Do you know how to identify problems? Can you come up with solutions that work? Can you share your ideas appropriately with others?	()	()	()	()	

II. PERSONAL QUALITIES:

	1	2	3	4	Is this skill important for the above employment outcome?
1. Responsibility: Are you dependable? Do you follow through and finish work or activities?	()	()	()	()	
2. Self-awareness: Are you aware of your limitations? Can you ask for accommodations that you may need without feeling embarrassed?	()	()	()	()	
3. Self-management: Do you get to places on time? Are you organized? Do you have a way to keep track of your appointments and assignments?	()	()	()	()	
4. Social: Do you get along well with others? Do you enjoy being around other people?	()	()	()	()	
5. Integrity/honesty: Can people count on you to do what you say? Do you understand and accept the consequences of your own actions?	()	()	()	()	

III. WORKPLACE COMPETENCIES:

A. Resources (getting what you need to get a job done)	1	2	3	4	Is this skill important for the above employment outcome?
1. Using time: Do you plan enough time to complete tasks?	()	()	()	()	
2. Using money: Can you work within a budget? Do you understand banks and checking accounts?	()	()	()	()	
3. Using materials and space: Can you organize materials for a task? Do you know where and how to get the things you need to complete a task?	()	()	()	()	
4. Using human resources: Can you ask people for help when you need it? Do you know how to assign jobs to the right people?	()	()	()	()	

B. Information	1	2	3	4	Is this skill important for the above employment outcome?
1. Acquiring and evaluating information: Do you know where to find the answers to your questions?	()	()	()	()	
2. Organizing and maintaining information: Do you know how to take notes, keep files, etc.?	()	()	()	()	
3. Interpreting and communicating information: Do you understand information that you read or hear, and can you communicate that information clearly to others?	()	()	()	()	
4. Using computers to process information: Can you use a computer to help you find the answers to questions? Can you use a computer to enter or store information?	()	()	()	()	

C. Interpersonal skills	1	2	3	4	
1. Participating as a member of a team: Do you work well with others to meet a common goal?	()	()	()	()	
2. Teaching others new skills: Can you help someone else learn how to do something new?	()	()	()	()	
3. Serving clients or customers: Can you help customers get answers or help with their needs in a polite way?	()	()	()	()	
4. Leadership: Can you lead a group by motivating others to work together to meet a goal?	()	()	()	()	
5. Negotiation: Can you help solve problems between people? Can you help make compromises?	()	()	()	()	
6. Working with diversity: Do you work well with people who are different from you, including different races, sexes, religions, etc.?	()	()	()	()	

D. Systems	1	2	3	4	Is this skill important for the above employment outcome?
1. Do you understand small systems such as a filing system, or a telephone system? Do you understand larger systems such as the bus system, the company you work for, or the school district?	()	()	()	()	
2. Improving and designing systems: Can you make suggestions for fixing or improving systems, or developing new ones?	()	()	()	()	

E. Technology	1	2	3	4	Is this skill important for the above employment outcome?
1. Selecting technology: Do you know what tools or materials you need for a job? (a pen, a rake, a computer, a clock, a washing machine, a ruler, etc.)	()	()	()	()	
2. Applying technology to tasks: Do you know how to use your tools effectively? (The right tool for the right job?)	()	()	()	()	
3. Maintaining and troubleshooting equipment: Do you keep your tools and equipment in good working order?	()	()	()	()	

SECRETARY'S COMMISSION ON ACHIEVEMENT OF NECESSARY SKILLS (SCANS)

PRE-ASSESSMENT- FORM S

The U.S. Department of Labor talked with hundreds of employers, workers and supervisors to identify skills people need in today's workplace. This Pre-assessment will assist staff and student in setting goals for attainment of skills that will lead to success in their chosen career.

Date _____

Student Name _____

Student School/ Grade _____

Birthdate _____

Case Manager _____

WorkAbility Staff _____

Student's Career Goal _____

Work with the student in rating him/herself on the following skills areas. Use this scale:

1= I need to learn this **2=** I need more practice / experience **3=** I can do OK, but need supervision **4=** I do this very well

I. BASIC/THINKING SKILLS:

	1	2	3	4	Is this skill important for the above employment outcome?
1. Reading: Can you recognize your name? Can you identify the appropriate restroom in public? Can you read simple directions?	()	()	()	()	
2. Writing: Can you write your name and address? Can you use a name stamp to sign things?	()	()	()	()	
3. Arithmetic and math: Can you make a purchase using the "next dollar" strategy? Can you count out money? Can you tell time to the hour and half hour?	()	()	()	()	
4. Speaking: Can you speak well enough to ask for help and express your needs? Can you use cards or signs to request help or express your needs?	()	()	()	()	

	1	2	3	4	Is this skill important for the above employment outcome?
5. Listening: Can you follow simple instructions from a supervisor? Can you follow a picture schedule to complete a task?	()	()	()	()	
6. Creative reasoning, decision-making and problem solving: If you have a problem getting something done, can you share ideas to make it better? When given options can you make a decision that you think is best?	()	()	()	()	

II. PERSONAL QUALITIES:

	1	2	3	4	Is this skill important for the above employment outcome?
1. Responsibility: Can people count on you to finish an agreed-upon task?	()	()	()	()	
2. Self-Awareness: Can you say your name and your phone number or present ID when asked? Can you state your disability appropriately?	()	()	()	()	
3. Self-Management: Can you take care of your own personal belongings? Do groom and dress yourself appropriately for various activities?	()	()	()	()	
4. Social: Do you interact well with others? Do you respond appropriately when someone else is bothering you?	()	()	()	()	
5. Integrity/honesty: Do you know the difference between a truth and a lie? Can you answer questions honestly?	()	()	()	()	

III. WORKPLACE COMPETENCIES:

A. Resources (getting what you need to get a job done)	1	2	3	4	Is this skill important for the above employment outcome?
1. Using time: Can you use a clock to know when to do certain things? (e.g., return from break, leave house for bus)	()	()	()	()	
2. Using money: Can you stay within a budget if you only have a certain amount to spend?	()	()	()	()	
3. Using materials and space: Do you put your personal belongings and materials back where they belong? Do you stay within your own work space when asked?	()	()	()	()	
4. Using human resources: Do you know who to go to if you have a problem or question?	()	()	()	()	

B. Information	1	2	3	4	Is this skill important for the above employment outcome?
1. Organizing and maintaining information: Do you know how to file by alphabet? Can you do simple collating? Can you do simple sorting and matching?	()	()	()	()	
2. Using computers to process information: Can you use a computer to enter or store simple information?	()	()	()	()	
3. Using calculators: Can you use a calculator for simple math problems?	()	()	()	()	

C. Interpersonal skills	1	2	3	4	Is this skill important for the above employment outcome?
1. Participating as a member of a team: Do you work well with a team of people, doing your own job as best you can?	()	()	()	()	
2. Teaching others new skills: Can you show someone else who needs help how to do a task?	()	()	()	()	
3. Serving clients or customers: Can you greet customers? Can you help customers who have simple questions?	()	()	()	()	
4. Leadership: Can you motivate others to get a job done or achieve a goal?	()	()	()	()	
5. Negotiation: Can you help solve problems between people?	()	()	()	()	
6. Working with diversity: Do you work well with people who are different from you, including different races, sexes, religions, etc?	()	()	()	()	

D. Technology/Tools	1	2	3	4	Is this skill important for the above employment outcome?
1. Selecting technology and tools: Do you know what tools or materials you need for a job? (pen, rake, computer, washing machine, clock, ruler, etc.)	()	()	()	()	
2. Applying technology to tasks: Do you know how to use tools for a task?	()	()	()	()	
3. Maintaining and troubleshooting equipment: Do you take care of tools and let someone know if you need help maintaining a tool?	()	()	()	()	

CHOOSING YOUR GOALS

Name: _____

1. What do I want to do after high school? (*Your “after high school goals”*) _____
 - If you’re not sure, look at your Work Interest Inventory and write down an area or job that you might want to explore. _____

2. Now, look at the Pre-Assessment form you just completed. It is called the SCANS.
 - There are three sections of the SCANS:
 1. Basic Thinking Skills: (*Reading, writing, math, speaking, listening, and decision making. These are the skills you may need when you leave high school.*)
 2. Personal Qualities: (*These are skills that help you get and keep a job. They help you learn how to work with others. Employers look for these skills.*)
 3. Workplace Competencies: (*These are specific skills that help you on a job. Some areas may be needed more than others to reach your “after high school goals.”*)
 - Now that you have answered the questions on the SCANS, look at your goals for after high school.
 - Which of the items on the SCANS did you most need to develop? (*Choose one or two from each of the three sections.*) Ask yourself which one s will help you meet your after high school goals-even if you’re not quite sure what your goals are. Some of the items are needed in almost every job.
 1. _____
 2. _____
 3. _____
 - Now, of those things you said need to learn, which two are you most interested in learning this school year?
 1. _____
 2. _____
 - Keep this page in your Transition Portfolio and take it to your next IEP!

Put Transition Annual
Goals page for SCANS
skills here:

Assignment - Determining Job Skill Areas

Time: 2 hours

Goals:

- To successfully use the Internet to research career related information.
 - To determine key skill areas needed for a specific career.
1. Choose a job you would like to have in the future.
 2. **Using the Internet, find 3 job ads or job descriptions for the type of position you would like to have.** You can find these on the websites of companies you would like to work for, job placement sites such as **www.monster.com**, or by searching for general information on different careers.
 3. Based on the job ads and job descriptions, **determine what skills and abilities are necessary for the job** and organize these skills under 3-5 **key job skill areas (tabbed areas) you would use in your portfolio to organize your work samples.** You should have 3-5 areas.
 4. List any additional skills you have that may not fit in one of the skill areas.



Career Portfolio Development Series

Job Position: _____

<p>Skill Area #1: _____</p> <p>Skills Needed:</p>	<p>Skill Area #2: _____</p> <p>Skills Needed:</p>
<p>Skill Area #3: _____</p> <p>Skills Needed:</p>	<p>Skill Area #4: _____</p> <p>Skills Needed:</p>
<p>Skill Area #5: _____</p> <p>Skills Needed:</p>	<p>Other Skills You Have:</p>



Transferable Skills

414.288.7423 ■ career.services@marquette.edu ■ www.marquette.edu/csc ■ Holthusen Hall, 1st floor

Transferable, functional skills are required in many different work situations. They are built into your liberal arts education and are valued by employers. A bit of reflection will allow you to see that your courses, research projects, college work experience, extracurricular activities, internships and field study experiences have all been instrumental in providing you with skills that employers value. If asked in a job interview how your education has prepared you for a specific job, you can be ready with some good answers if you think about it beforehand. Take a look at the list below and determine which of these transferable skills you have developed.

Planning and Organizational Skills

- Meet deadlines and manage time effectively
- Work under time and environmental pressures
- Successfully juggle multiple demands (school and work)
- Identify and prioritize things to be accomplished
- Assess needs
- Develop goals for self and/or an organization
- Work effectively with organization members
- Follow up with others to evaluate progress of tasks
- Stick to a difficult endeavor and see it through to completion (4 years of college)

Critical Thinking Skills

- Quickly and accurately identify the key issues when making a decision or solving a problem
- Identify general principles that explain data or human behavior
- Examine assumptions underlying analyses or conclusions
- Recognize interrelationships in information obtained from diverse sources
- Use facts to judge validity of theories
- Create innovative solutions to complex problems
- Critically evaluate theories and research and apply the results to solve problems

Human Relations and Interpersonal Skills

- Maintain group cooperation and support
- Keep a group on track when working towards a goal
- Interact and work effectively with peers, superiors and subordinates
- Interact with and appreciate people from diverse cultural, social, ethnic and religious backgrounds
- Communicate effectively and sensitively in both individual and group situations
- Teach a skill, concept or principle to others
- Leadership skills
- Demonstrate effective social behavior in a variety of settings and circumstances
- Effectively collaborate with others to complete projects or reach goals
- Delegate tasks and responsibilities
- Ability to work on a team on diverse assignments

Oral and Written Communication Skills

- Organize and present ideas effectively for formal and spontaneous speeches
- Effectively participate in group discussions and brainstorm ideas
- Debate issues while respecting the opinions of others
- Read and condense large amounts of material
- Write reports clearly, grammatically, concisely, objectively, convincingly and in appropriate format
- Write and speak effectively in a foreign language
- Delivered verbal presentations clearly and persuasively
- Express and defend ideas in a clear, objective, non-dogmatic manner
- Effectively utilize campus resources for public relations
- Use various media to present ideas effectively and/or imaginatively
- Possess courteous telephone skills

Research and Investigation Skills

- Use a variety of sources of information to research problems or answers to questions
- Conduct literature searches on _____.
- Develop a new research question(s)
- Apply a variety of research methods to test the validity of data
- Design and experiment, plan or model that systematically defines a problem
- Construct, administer and interpret questionnaires or surveys
- Ethically recruit and treat research subjects
- Select appropriate statistical tests for the analysis of research
- Analyze and interpret statistical data.
- Interpret qualitative and quantitative data
- Use computers or laboratory equipment to assist with research
- Select, administer, score, and interpret various psychological tests or assessments
- Deal effectively with financial, temporal, and personnel constraints on research

Computer Skills

- Use computer software to prepare reports, graphs, brochures, etc and to conduct research
- Internet research and e-mail skills
- Computer programming skills
- Webpage and website design skills

Personal Skills

- Define and explain ethical behavior and practice it in difficult situations
- Take initiative in job related duties
- Tolerance for stress and ambiguity
- Demonstrate flexibility and ability to handle change
- Recognize the value of life long learning and seeks professional development opportunities
- Identify personal values and apply them when making decisions
- Ability & motivation to develop knowledge and skills in expanding job responsibilities

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New economy organizations value liberal arts education because general skills can better prepare the student for changing economic conditions than pre-professional courses. Liberal arts curricula (i.e., fields including English, literature, social, physical, and natural sciences) offer a competitive edge for job seekers in the current information-based economy. It is important for the student to supplement his/her core liberal arts skills with proficiencies in research design, data analysis, computer applications, and general areas of business. The student should take a variety of courses that uniquely position him/her in the job market in order to become more competitive in today's economy.

<u>New Economy Skills</u>	<u>Courses for Enhancing New Economy Skills</u>
<p>Core Liberal Arts Skills</p> <ul style="list-style-type: none"> ▪ Written Communication ▪ Oral Communication ▪ Creativity ▪ Critical Thinking ▪ Theoretical Thinking 	<p>Core Liberal Arts Skills</p> <p>Traditional liberal arts courses with written and oral components. Courses in history, English, and communications may be particularly beneficial. Philosophy and political theory classes can develop theoretical thinking.</p>
<p>Research Design Skills</p> <ul style="list-style-type: none"> ▪ Data Collection ▪ Hypothesis Development ▪ Questionnaire Development ▪ Issues of Validity and Reliability 	<p>Research Design Skills</p> <p>Social science-related courses. Research design skills are usually covered in the first semester of a two-semester research sequence.</p>
<p>Data Analysis Skills</p> <ul style="list-style-type: none"> ▪ Quantitative Analysis ▪ Qualitative Analysis ▪ Descriptive Statistics ▪ Hypothesis Testing ▪ Cross tabular Analysis ▪ Bivariate Statistics ▪ Multivariate Statistics 	<p>Data Analysis Skills</p> <p>Applied statistics courses and discipline-specific social science data analysis courses. Courses in policy analysis may also be beneficial.</p>
<p>Computer Application Skills</p> <ul style="list-style-type: none"> ▪ Spreadsheet Applications ▪ Social Science Statistical Software ▪ Geographic Information Systems Software 	<p>Computer Application Skills</p> <p>Social science statistical analysis courses, computer information system courses, and geography or public administration courses for geographic information system skills.</p>
<p>General Business Skills</p> <ul style="list-style-type: none"> ▪ Accounting ▪ Finance ▪ Management 	<p>General Business Skills</p> <p>Basic business courses. Public administration courses for public sector accounting, management, and finance.</p>

Knotts, H. Gibbs. (2002, Spring). Rethinking Liberal Arts Skills in the New Economy. *NACADA Journal*, 22 (1), 26-31.

FUNCTIONAL SKILLS WORKSHEET: KNOWING YOUR STRENGTHS

Functional skills are competencies which are transferrable to many different work settings. Developing a list of the functional skills you have *and* most enjoy using can help focus you on positions which would fit your talents and provide more satisfaction.

Underline all those skills you have, and then circle the top 10 underlined skills you would enjoy using most. Write these top 10 skills in the box on the next page, and write a brief example of how you have used this skill in a job, internship, extracurricular activity, or class. This provides a central theme for focusing your job search and preparing for interviews.

COMMUNICATION

Exchange, transmission and expression of knowledge and ideas.

- write
- edit
- summarize
- verbal communication
- listen
- facilitate discussion
- consult
- teach
- train
- sell
- promote
- use languages
- interview
- ask questions
- make presentations
- negotiate
- think on one's feet
- conversational ability
- entertain, perform
- host
- deal with public
- public speaking
- teamwork

INFORMATION MANAGEMENT

Arrange and retrieve data, knowledge, ideas.

- math skills
- organize information
- manage information
- keep records
- attend to details
- logical ability
- develop systems
- categorize
- summarize
- streamline systems
- monitor

ORGANIZATION MANAGEMENT

Direct and guide a group in completing tasks and attaining goals.

- solve problems
- time management
- make decisions
- lead
- meet deadlines
- supervise
- motivate
- recruit
- resolve conflicts
- mediate
- initiate projects
- organize
- coordinate
- handle logistics
- put theory into practice
- delegate
- give directions
- assume responsibility
- determine policy
- interpret policy
- apply policy
- set priorities
- strategize

DESIGN & PLANNING

Imagine the future and develop a process for creating it.

- anticipate problems
- plan
- conceptualize
- design
- display
- layout/format
- design programs
- anticipate consequences of action
- brainstorm new ideas
- think visually
- improvise
- compose
- create images

RESEARCH & INVESTIGATION

The search for specific knowledge.

- analyze ideas
- analyze data
- research
- investigate
- read for information
- interview for information
- gather data
- evaluate
- critical thinking
- synthesize information
- observe
- outline
- formulate hypotheses
- develop theory
- calculate/compare

HUMAN SERVICE

Attend to physical, mental or social needs of people.

- interpersonal skills
- group process
- sensitivity to needs
- empathize
- counsel
- advocate
- use intuition
- coach
- provide care

PHYSICAL

Use hands or tools to build, repair, invent.

- build
- construct
- invent
- operate equipment
- repair
- restore
- use physical coordination

**YOUR TOP 7-10 PREFERRED
FUNCTIONAL SKILLS**

EXAMPLE:

A PROJECT IN WHICH YOU DEMONSTRATED THIS SKILL

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

YOUR PERSONAL TRAITS, QUALITIES

Developed in childhood and through life experiences. Circle 5-7.

ATTITUDE

- positive
- action oriented
- straight forward
- open minded
- realistic
- objective
- caring
- imaginative

PERSONAL STYLE

- assertive
- motivated
- energetic
- independent
- responsible
- persevering
- flexible
- calm

INTERPERSONAL STYLE

- humorous
- tactful
- adventurous
- enthusiastic
- cooperative
- competitive

WORK HABITS

- efficient
- dependable
- resourceful
- detail oriented
- take initiative
- decisive
- risk taking





Skills Inventory

Check those skill areas you are good at, those you enjoy using, and those you plan to develop or strengthen.

	Good/ Capable of	Enjoy using	Develop/ Strengthen
Working with People			
•Advising, counseling, interviewing	_____	_____	_____
•Assisting, protecting, providing physical care	_____	_____	_____
•Coordinating work w/ others	_____	_____	_____
•Persuading, negotiating, selling	_____	_____	_____
•Supervising, directing, assessing	_____	_____	_____
•Training, instructing	_____	_____	_____
Working with Hands or Equipment			
•Designing equipment, developing systems	_____	_____	_____
•Doing precision work	_____	_____	_____
•Drafting, drawing	_____	_____	_____
•Installing, setting up, constructing	_____	_____	_____
•Maintaining, inspecting, repairing	_____	_____	_____
•Operating machines or equipment	_____	_____	_____
•Using tools, measuring	_____	_____	_____
Communicating			
•Explaining, answering questions	_____	_____	_____
•Extensive reading, active listening	_____	_____	_____
•Following written and oral instructions	_____	_____	_____
•Making presentations	_____	_____	_____
•Public speaking, broadcasting, entertaining	_____	_____	_____
•Writing, preparing reports	_____	_____	_____
Organizing Information			
•Analyzing, interpreting, evaluating	_____	_____	_____
•Developing ideas	_____	_____	_____
•Gathering information, conducting research	_____	_____	_____
•Keeping records, cataloguing	_____	_____	_____
•Making diagrams	_____	_____	_____
•Planning, making decisions	_____	_____	_____
Working with Math			
•Analyzing numerical data	_____	_____	_____
•Calculating, computing, applying formulas	_____	_____	_____
•Developing budgets	_____	_____	_____
•Mathematical reasoning	_____	_____	_____
Special Activities			
•Attention to detail	_____	_____	_____
•Managing time/resources	_____	_____	_____
•Memorizing	_____	_____	_____
•Performing, creating art	_____	_____	_____
•Quick thinking	_____	_____	_____
•Spatial visualization	_____	_____	_____



Identify Your Skills Through Success Stories

STEP #1: Think about an accomplishment that you are proud of and **enjoyed** achieving. It may be related to school (getting an A in a difficult class), work (being chosen as employee of the month), community (helping build a house through Habitat For Humanity), or personal (helping a friend or family member solve a problem).

Describe this accomplishment below. Be sure to address the following:

- steps you took to achieve this accomplishment
- hurdles or obstacles you had to overcome and how you got past them
- aspects that were most satisfying
- why this was an accomplishment for you

STEP #2: What skills did you use to accomplish this task successfully? Use the Skill Categories and Lists handout (found at www.uwm.edu/Dept/CDC/cdc_tools.html) to identify 10 transferable and/or personal/miscellaneous skills.

10 Transferable and/or Personal/Miscellaneous Skills

STEP #3: Repeat this exercise with five accomplishment stories. Identify which skills are being used most often. Consider making an appointment with a CDC counselor to discuss how your skills relate to your own career development.



Where Do I Get My Skills From?

The following was developed from brainstorming activities with students. Many people have difficulty thinking about where they get their skills from. Can you think of more to add?

Directions:

Choose 10 categories below and identify 1-3 skills you have learned from each one. Use the Skill Categories and Lists handout to help you identify transferable and personal skills.

School

Work/Jobs

Community

Community Service

Culture

Religion

Sports/Recreation

Friends

Hobbies

Family

Books

Internet

Trial and Error

Studying/Learning

Peers/Colleagues

Leaders/Role Models

Watching/Observing Others

Teachers

Day-to-Day Experiences

Failure



Skill Categories and Lists

Skills can be defined as abilities to complete or perform tasks. A task can be simple such as brushing your teeth or complicated such as managing a work team. Skills are gained through play, school, work, and other day-to-day activities.

Using the skill categories below is one way to identify skills. We recommend using the following information to start to explore your own skills, how you acquire skills, gaining new skills and talking about your skills.

Context Skills - These skills are related to performing a specific task, job, or activity and differentiate one job or activity from another. For example, the work-related context skills that differentiate police officers, teachers, and engineers include handling of firearms, writing on a chalkboard, and understanding rocket physics. Context skills you might use in play, school, or day-to-day activities include, but are not limited to, swimming the backstroke, acting, and reading.

Transferable Skills - These skills can be used in various situations or contexts. These are the skills that *overlap* between occupations, tasks, and activities. For example, the transferable skills that overlap between police officers, teachers, and engineers include report writing, team building, and evaluating. Transferable skills used in being on a swim team, being in a play, and studying include time management, following directions, and adapting.

Miscellaneous/Personal Skills – These skills are sometimes known as personal characteristics, traits, qualities, and sometimes even as values. These skills may not be a specific activity but more of an approach to an activity or a personal style. Examples include practical, clever, imaginative, generous, motivated, and precise.

Why Identify Your Skills?

- To identify academic majors and careers which match your abilities and talents.
- To set goals for potential skills to acquire and further develop.
- To communicate your abilities to others through writing or conversation.

Transferable Skills

Accomplish	Counsel	Fix	Maintain	Research
Achieve	Create	Follow	Manage	Resolve
Adapt	Critique	Forecast	Manipulate	Retrieve
Administer	Decide	Formulate	Memorize	Review
Advise	Define	Fundraise	Mentor	Schedule
Analyze	Delegate	Gather	Monitor	Sell
Approve	Deliver	Generate	Motivate	Share
Arrange	Demonstrate	Guide	Multi-task	Simplify
Assemble	Design	Head	Negotiate	Sketch
Assess	Determine	Help	Observe	Solve
Assign	Develop	Hypothesize	Operate	Sort
Assist	Devise	Identify	Organize	Speak
Balance	Diagnose	Illustrate	Participate	Study
Budget	Direct	Implement	Perform	Summarize
Build	Discover	Improve	Persuade	Supervise
Calculate	Display	Improvise	Plan	Talk
Chart	Dissect	Increase	Predict	Teach
Clarify	Distribute	Influence	Prepare	Team-build
Classify	Draft	Inform	Present	Test
Coach	Draw	Initiate	Prioritize	Train
Collaborate	Educate	Inspect	Program	Translate
Collect	Edit	Install	Promote	Trouble-shoot
Communicate	Empathize	Instruct	Protect	Tutor
Compare	Encourage	Interpret	Read	Type
Compile	Enforce	Interview	Reason	Understand
Complete	Evaluate	Invent	Recommend	Unify
Compute	Examine	Investigate	Reconcile	Unite
Conduct	Expand	Judge	Record	Upgrade
Consolidate	Explain	Lead	Recruit	Update
Construct	Express	Lecture	Repair	Verbalize
Coordinate	Facilitate	Listen	Report	Write

Miscellaneous/Personal Skills

Adaptable	Considerate	Honest	Optimistic	Serious
Adventurous	Cooperative	Humorous	Organized	Sincere
Ambitious	Courageous	Imaginative	Original	Sociable
Analytical	Dedicated	Independent	Outgoing	Spontaneous
Artistic	Dependable	Industrious	Patient	Stable
Assertive	Determined	Initiative	Practical	Strong
Broad-minded	Easy going	Intelligent	Precise	Supportive
Cheerful	Efficient	Introspective	Preserving	Sympathetic
Clever	Energetic	Inventive	Punctual	Tactful
Competent	Flexible	Kind	Quick	Thorough
Competitive	Generous	Logical	Resourceful	Thoughtful
Confident	Goal-directed	Motivated	Responsible	Trustworthy
Conscientious	Good-natured	Open minded	Sensible	Understanding
Conservative	Helpful	Opportunistic	Sensitive	Verbal

WORK BASED PROJECT LEARNER COMPETENCY ASSESSMENT PLAN

WORKPLACE ESSENTIAL SKILLS

Recommended Completion Time: 12-30 Hours

General Description: The Workplace Essential Skills video series includes programs that model the application of basic skills within the context of pre-employment and workplace settings. The videos are accompanied by four workbooks that present instruction, practice, and application of the critical skills that are represented in each program.

NOTE: USE THIS FORM FOR STUDENTS ENTERED INTO THE NRS AS WORKBASED PROJECT LEARNERS. NO ASSESSMENTS ARE REPORTED INTO THE NRS, BUT THIS COMPETENCY CHECKLIST MUST BE COMPLETED AND MAINTAINED AT THE LOCAL PROGRAM AS DOCUMENTATION. The objectives pre-checked (√) are **CORE** objectives that should be addressed in your program. A minimum of 5 of the core objectives **MUST** be addressed. In addition to the CORE objectives, additional suggested objectives are listed. Check (√) ALL elective objectives you will be covering in your program.

For your convenience, space has been provided for listing additional objectives that relate to the needs of your target population.

At the completion of the course, instructors must verify that the individual student has achieved the competency objective listed for each objective that was checked (√) by indicating the method used when verifying that objectives have been completed. Choose from the following list:

O = Observation

P = Portfolio

T = Test

If the student is observed completing the objective put an “O” in the “method of verification” column. If proof of achievement is included in the student's portfolio put a “P” in the column. If a test was administered to show achievement, indicate this with a “T” in the column. If the competency was not achieved, leave the space blank.

Suggested Text:

WRC Curriculum _____

Other Workplace Essential Skills

**WORK BASED PROJECT LEARNER
COMPETENCY ASSESSMENT PLAN
WORKPLACE ESSENTIAL SKILLS**

Student Name: _____ Date Enrolled: _____

Completed By: _____ Date: _____

Objectives to be Completed	Objective #	Objective The participant will be able to	Verification Method
√	1	Read written workplace documents in order to acquire information.	
√	2	Follow directions provided in written format.	
√	3	Use oral communication skills in order to provide or acquire information.	
√	4	Understand and apply a problem solving process in the work environment.	
√	5	Fill in or complete information requested on work forms.	
√	6	Apply appropriate discussion techniques in group or a team meeting.	
√	7	Use basic arithmetic operations needed to complete a workplace task.	
√	8	Demonstrate work habits appropriate for successful job performance.	
	9	Explore reasons for working.	
	10	Make a career plan.	
	11	Gather information about jobs and careers.	
	12	Assess skills, experiences, and interests.	
	13	Use want ads and job postings to find out about available jobs.	
	14	Make the job search your job.	
	15	Explore the application process.	
	16	Understand how employers screen job seekers.	
	17	Complete job application forms.	
	18	Understand the purposes of resumes and learning how to write one.	
	19	Learn how to decide if a job is right for you.	
	20	Compare job opportunities.	

Objectives to be Completed	Objective #	Objective The participant will be able to	Verification Method
	21	Understand the interview process.	
	22	Prepare for an interview.	
	23	Learn appropriate ways to follow up after an interview.	
	24	Understand an employer's expectations.	
	25	Explore what it means to be work-ready.	
	26	Set goals that will help succeed on the job.	
	27	Explore safety issues in the workplace.	
	28	Learn about safety procedures on the job.	
	29	Learn how to protect themselves and co-workers from danger.	
	30	Explore ways to learn on the job.	
	31	Take responsibility for own training and for the other requirements of a new job.	
	32	Learn how to use training and feedback opportunities to advance career.	
	33	Express himself clearly and listen actively.	
	34	Understand and use nonverbal clues.	
	35	Prevent and solve problems through communication.	
	36	Learn ways to communicate well with co-workers.	
	37	Learn ways to communicate well with supervisors.	
	38	Apply methods of resolving conflicts with others.	
	39	Learn to do work as part of a team.	
	40	Solve problems as a team member.	
	41	Act as part of an effective team.	
	42	Understand how satisfied customers benefit you and your business.	
	43	Learn ways to meet customers' needs.	
	44	Solve problems with difficult customers.	
	45	Write accurately and clearly.	

Objectives to be Completed	Objective #	Objective The participant will be able to	Verification Method
	46	Write for a purpose and an audience.	
	47	Use the “right words”.	
	48	Write information clearly and accurately.	
	49	Fill out forms accurately and completely.	
	50	Use charts effectively.	
	51	Plan written communications with a purpose and audience in mind.	
	52	Organize and write first drafts.	
	53	Write, proofread, and distribute final drafts.	
	54	Recognize the purpose for which something was written and the purpose for reading it.	
	55	Adjust the way you read to match your purpose for reading.	
	56	Use strategies to help understand what has been read.	
	57	Understand how to read forms and determine their purpose.	
	58	Understand how to read charts and determine their purpose.	
	59	Complete and interpret forms and charts.	
	60	Read written instructions—skim, read each step slowly, and check for understanding.	
	61	Interpret pictorial instructions—recognize their form, use key features, and summarize them.	
	62	Follow instructions—study them, get clarification if needed, and understand the consequences of not following them.	
	63	Understand the purpose and organization of memos, reports, and references.	
	64	Find the information you need by skimming, scanning, and using additional sources.	
	65	Use workplace references to complete job tasks and solve problems.	
	66	Read and compare place values.	

Objectives to be Completed	Objective #	Objective The participant will be able to	Verification Method
	67	Sort and group numbers and use patterns.	
	68	Estimate by using round numbers.	
	69	Add and subtract numbers.	
	70	Multiply and divide numbers.	
	71	Estimate with lead digits and compatible pairs, and to check work done with a calculator.	
	72	Understand and use decimals.	
	73	Understand and use fractions.	
	74	Understand and use ratios, proportions, and percents.	
	75	Measure using the English system and calculate with English measurements.	
	76	Measure using the metric system and calculate with metric measurements.	
	77	Choose formulas and use them to solve problems with measurements.	
	78	Read bar graphs, circle graphs, line graphs, and spreadsheets.	
	79	Draw conclusions based on data.	
	80	Make predictions based on data.	
	81	Find averages of groups of numbers.	
	82		
	83		
	84		
	85		
	86		
	87		
	88		

Objectives to be Completed	Objective #	Objective The participant will be able to	Verification Method
	89		
	90		
	91		
	92		
	93		
	94		
	95		
	96		
	97		
	98		
	99		
	100		

RESUME

A resume is a brief, one page presentation of your employment objective, qualifications and work experiences. Your resume should be updated periodically to include the most current information.

When applying for a job, your resume should be attached to the employment application. It is usually the first thing that is looked at so it must make a good first impression.

The following pages include a worksheet and a sample resume. After completing the worksheet, type your resume.



RESUME WORKSHEET

Your name	
Your street address	Your city, state, zip code
Your area code and phone number	Your social security number

Employment Objective: *(You may use this sample objective or write your own.)*

My current objective is to work in a company where I can gain further knowledge in job skills as well as experience in a business environment.

Personal Characteristics: *(Circle six words which describes you best.)*

- | | | | |
|---------------|---------------|-------------|-------------|
| ambitious | diligent | helpful | patient |
| artistic | disciplined | humorous | perceptive |
| assertive | dynamic | imaginative | productive |
| careful | eager | independent | quick |
| cheerful | easy-going | industrious | reliable |
| committed | efficient | innovative | resourceful |
| confident | energetic | leader | responsible |
| conscientious | enterprising | methodical | sensitive |
| considerate | enthusiastic | motivated | serious |
| cooperative | flexible | open-minded | sincere |
| creative | friendly | orderly | strong |
| dedicated | goal directed | organized | thorough |
| dependable | good-natured | outgoing | truthful |

Add your own words: _____

Specific Skills and Abilities: *(List any skills for which you have such as ROP, computer classes, apprenticeships, other special skills learned at previous work site.)*

Work Experience: *(List your most current job first.)*

<hr/> Start Date to End Date (Month/year - Month/Year)	<hr/> Name of Employer
	<hr/> Your Job Title
	<hr/> Activities You Performed
<hr/> Start Date to End Date (Month/year - Month/Year)	<hr/> Name of Employer
	<hr/> Your Job Title
	<hr/> Activities You Performed
<hr/> Start Date to End Date (Month/year - Month/Year)	<hr/> Name of Employer
	<hr/> Your Job Title
	<hr/> Activities You Performed

Education:

<hr/> Month and Year Graduating	<hr/> Name of High School
<hr/> Month and Year Graduating	<hr/> Name of School
	<hr/> Certificate/Degree Earned

Awards, Honors, etc:

<hr/>	<hr/>
<hr/>	<hr/>

References:

<hr/> Name of Previous Employment or Other	<hr/> Name School
<hr/> Person to Talk To (<i>Full Name</i>)	<hr/> Teacher to Talk To
<hr/> Street Address	<hr/> Street Address
<hr/> City, State, Zip	<hr/> City, State, Zip
<hr/> Area Code and Phone Number	<hr/> Area Code and Phone Number

RESUME SAMPLE

JAMES WEST

124 Main St
Thousand Oaks, CA 91360
(805) 555-1223
SS# 123-45-6789

EMPLOYMENT OBJECTIVE:

My current objective is to work in a local business where I can gain further knowledge in job skills as well as experiences in a business environment.

PERSONAL CHARACTERISTICS:

Dependable	Good Natured
Energetic	Cooperative
Dedicated	Goal-Directed

SPECIFIC SKILLS AND ABILITIES:

ROP Automotive Repair (1993)
CPR Certification (1995)

WORK EXPERIENCE:

Jan 95 to Present

Clerk/Automotive Department

K-Mart, Thousand Oaks
Carol Johnson, Supervisor
Duties: Assist customers, restock shelves, pricing, inventory control

Jun 93 to Jan 95

Counter Person

McDonalds, Newbury Park
Ralph Conners, Supervisor
Duties: took food orders, ran cash register, assembled food orders, cleaning as needed

Sept 92 to Jun 93

Independent Carrier

News Chronicle Newspaper
Thomas Cran, Supervisor
Duties: Delivered newspapers, collected payments, obtained new orders

EDUCATION

Westlake High School Jun 96 Graduate

AWARDS, HONORS RECEIVED OR SPECIAL INTERESTS:

Football (92-96) Honor Roll (93-94)
BMX Race – 2nd Place (1989)
Hobbies: Fixing old cars, surfing, music

REFERENCES:

Carol Johnson
K-Mart
1440 Hampshire Road, Thousand Oaks, CA 91362
(805) 555-1234

Joe Max
Westlake High School
101 Lakeview Cnyn., Westlake Village, CA 91361
(805) 555-2345

Additional Information:

Specialized/Elective Courses Taken: (ROP, Work Experience, Business, Indus. Tech., etc.)

Specialized Skills:

Machines/Equipment You Can Operate:

Computer Hardware/Software Experience:

Extracurricular Activities:

Hobbies/Outside Interests:

Honors/Awards:

Qualities:

REFERENCES

People who know you personally and are willing to verify your abilities, skills, and attitudes. Should be responsible adults such as a teacher, counselor, coach, neighbor, or clergy.

Name_____

Address_____

City/State/Zip_____

Telephone (____) ____-____

Occupation_____

of Years Acquainted_____

Name_____

Address_____

City/State/Zip_____

Telephone (____) ____-____

Occupation_____

of Years Acquainted_____

Name_____

Address_____

City/State/Zip_____

Telephone (____) ____-____

Occupation_____

of Years Acquainted_____

Name_____

Address_____

City/State/Zip_____

Telephone (____) ____-____

Occupation_____

of Years Acquainted_____

Pocket Resume

Workplace Skills:

1. Communicating
2. Team Building
3. Problem Solving

BEGIN HERE

Name _____ DOB _____
City/State/Country of Birth _____
Mother's Maiden Name _____
Other names you have used: _____
Social Security # _____
Driver's License # _____

Present Address _____
City/State/Zip _____
Telephone (____) _____

Mailing Address (if different) _____
City/State/Zip _____
US Citizen? _____ Passport/Visa _____
Resident Card# _____

EMERGENCY INFORMATION

Name _____ Relationship _____
Address _____
Telephone [work] (____) _____
Telephone [home] (____) _____
Physician's Name _____
Telephone (____) _____
Medical Insurance Group # and Name: _____

List any Disabilities, Medications, or Allergies

EDUCATION

High School _____
Address _____
City/State/Zip _____
Telephone (____) _____
GPA _____ Graduation Date: _____

Trade School/Community College/University: _____
Coursework _____

EMPLOYMENT RECORD

List **complete** information; include paid/unpaid employment, with most recent first.

Company Name _____
Address _____
City/State/Zip _____
Telephone (____) _____
Date employed: From _____ To _____ Salary _____
Supervisor _____
Job Title and Duties _____
Reason for Leaving _____

Company Name _____
Address _____
City/State/Zip _____
Telephone (____) _____
Date employed: From _____ To _____ Salary _____
Supervisor _____
Job Title and Duties _____
Reason for Leaving _____

Company Name _____
Address _____
City/State/Zip _____
Telephone (____) _____
Date employed: From _____ To _____ Salary _____
Supervisor _____
Job Title and Duties _____
Reason for Leaving _____

Company Name _____
Address _____
City/State/Zip _____
Telephone (____) _____
Date employed: From _____ To _____ Salary _____
Supervisor _____
Job Title and Duties _____
Reason for Leaving _____

EMPLOYMENT RECORD

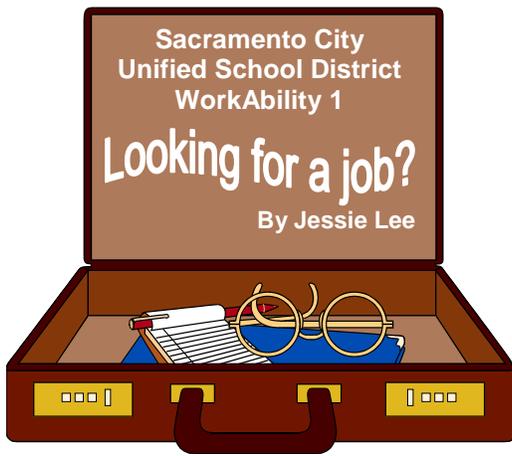
(Additional experience—volunteer work, group leadership, etc.)

Company Name _____
Address _____
City/State/Zip _____
Telephone (____) _____
Date employed: From _____ To _____ Salary _____
Supervisor _____
Job Title and Duties _____
Reason for Leaving _____

Company Name _____
Address _____
City/State/Zip _____
Telephone (____) _____
Date employed: From _____ To _____ Salary _____
Supervisor _____
Job Title and Duties _____
Reason for Leaving _____

Company Name _____
Address _____
City/State/Zip _____
Telephone (____) _____
Date employed: From _____ To _____ Salary _____
Supervisor _____
Job Title and Duties _____
Reason for Leaving _____

Company Name _____
Address _____
City/State/Zip _____
Telephone (____) _____
Date employed: From _____ To _____ Salary _____
Supervisor _____
Job Title and Duties _____
Reason for Leaving _____



Identification Card	
Name	_____
Address	_____
_____	Phone _____
In Case of Emergency	_____
_____	_____

2. Don't Forget . . .

- ✓ This brochure
- ✓ Pen, pencil and paper
- ✓ Today's date
- ✓ Your birthdate
- ✓ Driver's license or photo ID
- ✓ Social Security Card
- ✓ Mother's maiden name
- ✓ Keep an employment folder with information about job, date applied, contact person, follow-up date, and other facts.

3. Where to Look

- ✓ Telephone Job Lines
- ✓ Career Center in School
- ✓ Friends and Relatives
- ✓ Newspaper Ads
- ✓ Employment Agencies
 - Public (free)- State EDD Office
 - Private (cost to you or employer)

3. Interview Tips

- ✓ Be on time (at least 10 minutes early)
- ✓ Dress appropriately
- ✓ Do not smoke or chew gum
- ✓ Have good eye contact and body language
- ✓ Go alone, do not bring friends or relatives
- ✓ A decision by an employer to accept or reject you is often determined within the first few minutes
- ✓ Follow up and check back after every interview

Remember:  **SMILE**

4. Sample Application

Print or Type

Name _____
 Address _____ Phone _____
 Date of Birth _____ SS# _____

Availability:

	M	T	W	T	F	S	S
From							
To							

Are you legally able to be employed in the US? Yes No

Do you have transportation to work? Yes No

Driver's License No. _____

Physical:

	Yes	No
During the past 7 years, Have you ever been convicted of a crime, excluding misdemeanors and traffic violations?		
Do you have any contagious disease or condition which would interfere with your ability to do this job?		

If "yes", give details _____

A "yes" answer will not necessarily bar you from employment.

5. References

(be sure to ask their permission)

Name _____
 Address _____

Phone _____ Years Acquainted _____

Relationship _____

Name _____
 Address _____

Phone _____ Years Acquainted _____

Relationship _____

Name _____
 Address _____

Phone _____ Years Acquainted _____

Relationship _____

6. Work Experience

Employer's Name _____

Address _____

Job Title _____ Supervisor _____

Date Employed _____

Reason for Leaving _____

Employer's Name _____

Address _____

Job Title _____ Supervisor _____

Date Employed _____

Reason for Leaving _____

SCHOOL MOST RECENTLY ATTENDED

Name _____

Location _____

Last Grade Completed _____ Grade Average _____

Graduated: Yes No Date _____

Where enrolled now _____

Layout and Design
 by
 Jessie Lee, Workability 1

7. Sample Interview Questions

1. Tell me about yourself.
2. Why would you like to work for us?
3. Where do you see yourself in 5 years?
4. Why should I hire you?
5. What are your strengths?
6. What are your weaknesses?
7. Why did you leave your last job?
8. How will you get to work?
9. What qualifications do you have for this job?
10. Do you have any questions for me?



GENERIC EMPLOYMENT APPLICATION

Every business will have their own application, so be prepared to fill out a different one every time. Use the information on this generic employment application to transfer on to the original application.

When filling out an application:

- Print or type
- Use black ink
- Be accurate



The law requires that you provide proof of identity and eligibility to work in the United States.

You will be required to provide one of the following:

If you do not have a document from List A, you must provide one document from List B and one document from List C.

List A	OR	List B	and	List C
<ul style="list-style-type: none"> • US Passport (<i>un-expired or expired</i>) • Certificate of US Citizenship (<i>INS Form N-560 or N-561</i>) • Certificate of Naturalization (<i>INS Form N-550 or N-570</i>) • Un-expired foreign passport with I-551 or attached INS Form I-94 indicating un-expired employment authorization • Alien registration card with photograph (<i>INS Form I-151 or I-551</i>) • Un-expired Employment Authorization Card (<i>INS Form I-688</i>) • Un-expired Reentry Permit (<i>INS Form I-327</i>) • Un-expired Refugee Travel Document (<i>INS Form I-571</i>) • Un-expired Employment Authorization Document issued by the INS which contains a photograph (<i>INS Form I-688B</i>) 	<div style="background-color: #cccccc; width: 100%; height: 100%;"></div>	<ul style="list-style-type: none"> • Drivers license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address • ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address • School ID card with a photograph • Voter's registration card • U.S. Military card or draft record • Military dependent's ID card • U.S. Coast Guard Merchant Mariner Card • Native American Tribal document • Driver's license issued by a Canadian government authority <p><u><i>For persons under age 18 who are unable to present a document listed above:</i></u></p> <ul style="list-style-type: none"> • School record or report card • Clinic, doctor, or hospital record • Day-care or nursery school record 	<div style="background-color: #cccccc; width: 100%; height: 100%;"></div>	<ul style="list-style-type: none"> • U.S. social security card issued by the Social Security Administration (<i>other than a card stating it is not valid for employment</i>) • Certification of Birth Abroad issued by the Department of State (<i>Form FS-545 or Form DS-1350</i>) • Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal • Native American Tribal document • U.S. Citizen ID Card (<i>INS Form I-197</i>) • ID Card for use of Resident Citizen in the United States (<i>INS Form I-179</i>) • Un-expired employment authorization document issued by the INS (<i>other than those listed under List A</i>)

EMPLOYMENT APPLICATION

PERSONAL			
Last Name	First	Middle	Date
Street Address			Home Phone #
City, State, Zip			Business Phone #
Have you previously applied for employment with us? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, Month and Year _____ Location _____			Social Security #
Position applying for:			Pay Expected
Are you available for full time work? <input type="checkbox"/> Yes <input type="checkbox"/> No If not, what hours will you work? _____			Will you work overtime if asked?
Do you have any friend or relatives working for us? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, name: _____			When can you start?
Is there anything which would keep you from performing the duties of this position: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what accommodations will you need? _____			
Are you legally eligible to work in the United States?			
Other special training or skills (languages, machine operation, etc.)			

EDUCATION					
School	Name and Location	Course or Major	No. Years Completed	Did you graduate?	Degree or Diploma
High School					
College					
Business/Trade Technical					
Military					
Other training:					

Military	Did you ever serve in the Armed Forces? <input type="checkbox"/> Yes <input type="checkbox"/> No	If "yes", what Branch?
-----------------	--	------------------------

EMPLOYMENT HISTORY

Please give accurate complete full-time and part-time employment record. Start with your present or most recent employer.

1.

Company Name/Employer	Telephone ()
Address	Employed (Month/Year) From _____ to _____
Duties	Position
Reason for Leaving	Hourly Rate/Salary

2.

Company Name/Employer	Telephone ()
Address	Employed (Month/Year) From _____ to _____
Duties	Position
Reason for Leaving	Hourly Rate/Salary

3.

Company Name/Employer	Telephone ()
Address	Employed (Month/Year) From _____ to _____
Duties	Position
Reason for Leaving	Hourly Rate/Salary

4.

Company Name/Employer	Telephone ()
Address	Employed (Month/Year) From _____ to _____
Duties	Position
Reason for Leaving	Hourly Rate/Salary

May we contact the employers listed above? Yes No

REFERENCES

Give name, address and telephone number of three references who are not related to you and are not previous employers.

1.

2.

3.

SPECIAL SKILLS AND QUALIFICATIONS

Summarize special job related skills and qualifications from employment of other experience.



EMPLOYMENT GOALS

Date _____	Name _____
------------	------------

I have taken a career interest test, and a test to look at my skills and abilities. . .

At this point, I am interested in jobs in the following areas:

Things that I will need to learn to do, or accomplish, to get to that/those jobs are:

1. _____
2. _____
3. _____
4. _____
5. _____

Education / Training





THE KEYS TO SUCCESS IN COMMUNITY COLLEGE

- 1) 50% of students who go to community college drop out in the first year.
- 2) 92% of students with low grades who planned to go to community college failed/drop out.
- 3) BEST way to prepare for community college is working hard while in high school.



THE KEYS TO SUCCESS IN COMMUNITY COLLEGE

Place a "T" or "F" to indicate "*true or false*" statements.

- _____ Grades in high school do not affect your success in community college.
- _____ At least 90% of people who go to community college will obtain an AA degree.
- _____ If you work hard in high school, you're more likely to be successful in community college.
- _____ In college, you don't get promoted from year to year without doing the work.
- _____ 92% of students with low grades in high school end up dropping out of community college.
- _____ If you regularly attend all your classes in college, but don't do the assignments, you can still pass the class.
- _____ I can take easy courses in high school, as it will not affect whether or not I am successful in college.
- _____ There is little carryover of anything learned in high school to college.

IS COLLEGE RIGHT FOR EVERYONE???

STUDENT'S QUESTIONNAIRE

Name _____

How old are you? _____

For the statement below, please tick the box that best corresponds with your views.

	Strongly agree	Tend to agree	Tend to disagree	Don't know
1. Yes, everyone should go to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Only people that are academically gifted should go to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. College will help with all careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. No, some people should go to the military.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. No, college does not guarantee a job or career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. No, I don't have the grades to get into college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. No, college I/my family cannot afford college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. No, I am not college material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. No, I know I want to start my own business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for filing in this questionnaire.



ASSOCIATE DEGREE

Should I get an Associate Degree?

Community/Junior colleges offer two-year Associate Degree programs that are most often designed for students that want to transfer to a four-year college or university. Two-year colleges don't cost as much as four-year colleges and universities and usually accept anyone who has completed High School or has a GED.

What is an Associate Degree?

Associate Degrees are intended primarily for students planning to receive a baccalaureate degree from a four-year college or university. These Degrees require you to take 37-44 hours of General Education Core courses in Communication (*English*), Biological Sciences, Humanities, Natural Science, Social Sciences and Mathematics. The remaining 21-27 hours of classes include additional graduation requirements, electives and concentration area requirements. You may choose to start at a junior college because it is less expensive or you want a specific career that only requires an associate degree.

What are the minimal requirements for an Associate Degree?

An associate program is usually for students who are minimally reading and doing math ***at 10th grade level.***

Although you will be accepted at any reading and math level, the ability to understand lectures, take notes and comprehend reading assignments is essential for success in any college program

Why should I find out how many remedial/pre-credit classes I must take to get into an Associate Program?

Because information is power and if you score low in math or reading you may want to consider certificate programs that lead to good careers but don't require 12th grade reading and math.



HOW DO I APPLY?

Applying to a California community college is easy. Each community college has its own application so you should contact the admissions office to get an application.

Many community colleges have online applications. Check out CCCApply.org; an easy way to apply to community colleges using the internet.

You might also visit the web site of the college you are interested in to see if they have an online application process. That web site should also give you information about the services offered at the college including services available to a student with a disability.

In this section you will find general information about applying to colleges and universities. You will also find a copy of the application form for any of the three Ventura County Community Colleges: Moorpark College, Oxnard College and Ventura College.

Students may use this application as a practice copy or a draft copy to use when applying to one of these colleges.

Ventura County Community College District

APPLICATION FOR ADMISSION

Moorpark College

7075 Campus Road
Moorpark, CA 93021
(805) 378-1400
(805) 986-5858
(805) 654-6380
Fax: (805) 378-1583

Oxnard College

4000 So. Rose Avenue
Oxnard, CA 93033
(805) 986-5800
(805) 986-5810
(805) 654-6370

Ventura College

4667 Telegraph Road
Ventura, CA 93003
(805) 654-6400
(805) 986-5855
(805) 378-1500

Admissions Procedures

Application for Admission:

Submit a completed application for admission to any of the colleges listed above. ***Before submitting the application, make sure that at least two years of legal residence information has been provided. Failure to provide such information may mean a delay in the processing of your application or classification as a nonresident.***

Assessment/Orientation/Counseling:

The Schedule of Classes contains specific requirements.

Transcripts:

Transcripts from previous colleges attended are recommended and may be required. They are a valuable tool in assisting the counselor with your program planning.

Registration Options:

1. **STAR** (Student Telephone Assisted Registration) is available to all returning and continuing students and to all new students who complete the matriculation process. Instructions for using STAR and a registration calendar are listed in the schedule of classes. 2. **In-person** registration is available to all students who do not take advantage of phone registration. 3. **Registration** is

available to all students and continues throughout the semester for classes that begin after the 2nd week of the semester.

A complete registration calendar can be found in the schedule of classes.

Catalog:

The college catalog specifies the programs and services offered by the college. It lists regulations and requirements; and describes each of the courses offered. Not all courses listed in the catalog are offered each semester. Catalogs are sold in the Bookstore and the Admissions and Records Office.

Schedule of Classes:

The Schedule of Classes lists the courses offered for the current term; the course title, days and times of each class, instructor name, class location, number of units, and any prerequisites required for the class. The Schedule also contains a short description of each course and whether it transfers to the Universities of California or California State Universities.

Schedules are available on the Moorpark College Website (moorparkcollege.net), on campus, and at various locations throughout your community.

Instructions for Completing the Application for Admission

1. Use a **Ball Point Pen** only to complete the Application for Admission.
2. The code numbers needed to complete questions 6, 13, 15, and 16 are listed on the reverse side.
3. Answer all questions on both the application for admission and statement of residence. Incomplete applications cannot be processed and will be returned to you.
4. Sign and date the application and statement of residence.
5. Return the application to the Office of Admissions and Records for processing.
6. Questions regarding the application for admission, residency requirements or registration procedures should be directed to the Office of Admissions and Records at the telephone numbers listed.

APPLICATION FOR ADMISSION INSTRUCTIONS

NOTE: If you have attended Moorpark, Oxnard, or Ventura College anytime since 1990, you do not need to complete a new application for admission. However, please notify the Records office in writing of any change to your name, address, or phone number.

1. Use a ball point pen only to complete the Application for Admission.
2. The code numbers needed to complete questions 6, 13, 15, and 16 are listed below.
3. Answer all questions on both the Application for Admission and Statement of Residence. **Make sure that at least two years of legal residence have been provided.** Incomplete applications cannot be processed and will be returned to you.
4. Sign and date the application and statement of residence.
5. Return the application to **Moorpark College Records Office**, 7075 Campus Rd, Moorpark, CA 93021 or **Fax (805) 378-1583**.
6. Questions regarding the Application for Admission, residency requirements or registration procedures should be directed to the Records Office at (805) 378-1429.

REMEMBER: An application for admission must be on file before registration can take place.

Question 6 — States

1 Alabama	9 District of Columbia	17 Kansas	25 Mississippi	33 New York	41 South Carolina	49 West Virginia
2 Alaska	10 Florida	18 Kentucky	26 Missouri	34 North Carolina	42 South Dakota	50 Wisconsin
3 Arizona	11 Georgia	19 Louisiana	27 Montana	35 North Dakota	43 Tennessee	51 Wyoming
4 Arkansas	12 Hawaii	20 Maine	28 Nebraska	36 Ohio	44 Texas	If not U.S., list country
5 California	13 Idaho	21 Maryland	29 Nevada	37 Oklahoma	45 Utah	
6 Colorado	14 Illinois	22 Massachusetts	30 New Hampshire	38 Oregon	46 Vermont	
7 Connecticut	15 Indiana	23 Michigan	31 New Jersey	39 Pennsylvania	47 Virginia	
8 Delaware	16 Iowa	24 Minnesota	32 New Mexico	40 Rhode Island	48 Washington	

Question 13 — High Schools

193008 Agoura	563174 Channel Islands	564310 La Reina	563013 Oak Park	564536 Santa Clara	563700 Thousand Oaks
563499 Apollo	563202 Fillmore	563325 Moorpark	563454 Oxnard	563577 Santa Paula	563782 Ventura
563079 Buena	563161 Camarillo	563374 Newbury Park	563476 Rio Mesa	563618 Simi Valley	564823 Villanova
		563407 Nordhoff	563500 Royal	564486 St. Bonaventura	563011 Westlake

Question 15 — Majors

1234 Accounting	1458 Economics	2347 Hotel & Restaurant Management	2689 Premedical
1236 Criminal Justice	1459 Electronics	2350 Industrial Safety	3456 Psychiatric Technology
1237 Administrative Aide	1467 Engineering	2356 Information Processing Systems	3457 Psychology
1239 Agriculture	1468 English	4789 Interior Design	3459 Radio-Television-Film
1245 Air Conditioning/Refrigeration	1475 Environmental Sciences	2357 Journalism	3460 Radiologic Technology
1246 Alcohol/Drug Studies	1478 Ethnic & Special Studies	2359 Laser/Electro-optics Technology	3467 Real Estate
1248 Anthropology	1479 Exotic Animal Training & Management	2368 Legal Assisting	3468 Recreation
1249 Architecture	1489 Fashion Design/Merchandising	2369 Liberal Arts	3469 Religious Studies
1256 Art	1567 Fire Technology	2375 Logistics	3567 Sociology
1257 Automotive	1569 Foreign Languages	2379 Machine Shop	3578 Speech
1259 Behavioral Science	1579 General Studies	2456 Mathematics	3678 Teaching/Liberal Studies
1267 Bilingual/Cross Cultural	1589 Geography	2458 Music	3679 Telecommunications
1268 Biology	1678 Geology	2468 Nursing	3689 Theater Arts
1278 Business	1689 Graphic Communications/Design/Production	2469 Office Technology/Secretarial	4569 Urban Studies
1289 Chemistry	1769 Hazardous Materials	2489 Petroleum Technology	4579 Water Science
1345 Chicano Studies	1789 Health Science	2567 Philosophy	4589 Welding
1346 Child Development	2000 High School Special Admissions Program	2568 Photography	4599 Word Processing
1358 Construction Technology		2569 Physical Education	4400 Transfer-Other
1360 Computer Sciences		2589 Physics	4500 Undecided/Undeclared
1378 Dance	2345 History	2678 Political Science	4600 Vocational-Other
1389 Drafting Technology	2346 Home Economics	2679 Pre dental	

Question 16

University of California

017846 UC, Berkeley
577750 UC, Davis
307781 UC, Irvine
197887 UC, Los Angeles
337797 UC, Riverside
377837 UC, San Diego
427677 UC, Santa Barbara
447765 UC, Santa Cruz

California State University and Colleges

156250 CSU, Bakersfield
046242 CSU, Chico
196135 CSU, Dominguez Hills
106260 CSU, Fresno
306106 CSU, Fullerton
016178 CSU, Hayward
126450 CSU, Humboldt
196131 CSU, Long Beach
196133 CSU, Los Angeles
196770 CSU, Northridge
196140 Cal Poly, Pomona
346760 CSU, Sacramento
366184 CSU, San Bernardino
376720 CSU, San Diego
386796 CSU, San Francisco
436727 CSU, San Jose
376820 CSU, San Marcos
406145 Cal Poly, San Luis Obispo
496710 CSU, Sonoma
506730 CSU, Stanislaus

Community Colleges

425213 Allan Hancock College
345023 American River College
195020 Antelope Valley Com. College

155050 Bakersfield College
365074 Barstow College
045115 Butte College
445076 Cabrillo College
415062 Canada College
195154 Cerritos College
155001 Cerro Coso Com. College
015235 Chabot College
365210 Chaffey College
195177 Citrus College
385092 City College of San Francisco
305001 Coastline Community College
015257 College of Alameda
215060 College of Marin
415151 College of San Mateo
195175 College of the Canyons
335125 College of the Desert
125140 College of the Redwoods
545071 College of the Sequoias
475200 College of the Siskiyous
555055 Columbia College
195196 Compton Com. College
075190 Contra Costa College
345124 Cosumnes River College
365211 Crafton Hills College
405650 Cuesta College
375250 Cuyamaca College
305191 Cypress College
435184 DeAnza College
075268 Diablo Valley College
195217 East Los Angeles College
195225 El Camino College
435679 Evergreen Valley College
325335 Feather River College
435227 Foothill College
105240 Fresno City College

305240 Fullerton College
435263 Gavilan College
195257 Glendale Community College
305282 Golden West College
375249 Grossmont College
275129 Hartnell Community College
135570 Imperial Valley College
215001 Indian Valley College
305580 Irvine Valley College
105523 Kings River Comm. College
095001 Lake Tahoe Com. College
015450 Laney College
185420 Lassen College
195337 Long Beach City College
195346 Los Angeles City College
195365 Los Angeles Harbor College
195953 Los Angeles Mission College
195384 Los Angeles Pierce College
195387 Los Angeles Southwest College
195390 Los Angeles Trade-Tech. Col.
195396 Los Angeles Valley College
075269 Los Medanos College
235001 Mendocino College
245475 Merced College
015570 Merritt College
375509 Mira Costa College
435861 Mission College
505500 Modesto Junior College
275270 Monterey Peninsula College
565320 Moorpark College
195475 Mt. San Antonio College
335403 Mt. San Jacinto College
285540 Napa Valley College
015610 Ohlone College
305525 Orange Coast College
565321 Oxnard College

335565 Palo Verde College
375542 Palomar College
195575 Pasadena City College
545364 Porterville College
305609 Rancho Santiago College
195658 Rio Hondo College
335687 Riverside Community College
345740 Sacramento City College
305579 Saddleback College
365594 San Bernardino Valley College
375663 San Diego City College
375693 San Diego Mesa College
375300 San Diego Miramar College
395670 San Joaquin Delta College
435680 San Jose City College
425560 Santa Barbara City College
195825 Santa Monica College
495690 Santa Rosa Junior College
455695 Shasta College
315730 Sierra College
415711 Skyline College
485825 Solano Community College
375807 Southwestern College
155580 Taft College
565741 Ventura College
365790 Victor Valley College
015236 Vista College
105131 West Hills College
195952 West Los Angeles College
435860 West Valley College
585925 Yuba College

Independent Colleges and Universities

568120 Cal Lutheran University
198329 University of LaVerne
198904 University of Southern California

Declaration of Legal Residence

All students classified incorrectly as residents are subject to reclassification and payment of all nonresident fees

ALL APPLICANTS MUST COMPLETE THIS SECTION

NOTICE TO STUDENTS: If additional information is needed to determine your residence status, you will be required to complete a supplemental residence questionnaire and/or to present evidence in accordance with Education Code Sections 68040 et seq. The burden of proof to clearly demonstrate both physical presence in California and intent to establish California Residence lies with the student. Failure to present such proof will result in a classification of non-resident.

SOCIAL SECURITY NUMBER _____ TODAY'S DATE _____

NAME (Print full legal name. DO NOT use nicknames, initials, or abbreviations)

Last _____ First _____ Middle _____

Age _____ Birthdate _____ Birthplace _____

RESIDENCE ADDRESS (Legal / permanent address. DO NOT use P.O. Box Number)

Number / Street _____ City _____ State _____ Zip _____

I have lived at this address since _____ (If less than 2 years, show previous address below)

Number / Street _____ City _____ State _____ Zip _____

Number / Street _____ City _____ State _____ Zip _____

When did your present stay in California begin? _____

Yes No MONTH DAY YEAR

- Are you a United States Citizen?
- If you are not a United States citizen, have you been admitted to the U.S. as a resident alien?
If yes, give date admitted _____ and Alien Registration Number _____
If no, list visa type (example: B-2, Visitor visa - dependent), duration of status, and country of citizenship:
Visa type _____ Duration of Status _____ Country of Citizenship _____

★ Verification of visa status is required. Students must present proof of status ★

- Have you or (if under 19 and unmarried) your parents filed California State Income Tax last year?
If not in California, in what state did you last file state taxes? _____ For what year(s) _____
- Registered to vote in a state other than California? If yes, where & when _____
- Petitioned for divorce in a state other than California? If yes, where & when _____
- Attended an out-of-state institution as a resident of that other state? If yes, where & when _____
- Declared nonresidence for California State Income Tax purposes? If yes, where & when _____
- Are you on active military duty?
If yes, what date did your tour begin in California? (month/day/year) _____
State of legal residence on military records: _____
- Are you a dependent of an active duty military person?
If yes, when did your sponsor's tour begin in California? (month/day/year) _____
- Have you been discharged from active military duty within the last year?
If yes, submit copy of DD-214

To be completed by all unmarried students under 19

Name of Father (if living) _____ Name of Mother (if living) _____

Name of Legal Guardian _____

Legal Address (number & street, city, state, zip) _____ Dates (month / year) _____

Father _____ From _____ To _____

Mother _____ From _____ To _____

Guardian _____ From _____ To _____

If less than 2 years, give previous address(es) for past 2 years.

Relationship _____ St. & No. _____ City _____ State _____ Zip _____ Fr. _____ To _____

Relationship _____ St. & No. _____ City _____ State _____ Zip _____ Fr. _____ To _____

I certify under penalty of perjury that the information on this application is correct and I understand that falsification of failure to report change in residence may result in my dismissal.

Student Signature _____ Date _____

APPLICATION FOR ADMISSION

Ventura County Community College District
 Ventura College • 4667 Telegraph Road • Ventura, CA 93003

OFFICE USE ONLY
Res. Code: _____

1. I plan to attend:
 - Moorpark College
 - Oxnard College
 - Ventura College

2. I am applying for the: Year 20_____
 - Spring Semester
 - Summer Session
 - Fall Semester

3. Social Security Number: _____

4. Name: _____

Last Name
First Name
Middle Initial

5. Previous Last Name (if you attended under another name):

6. Date of Birth: _____

Month
Day
Year

7. State Birthplace:
 - California
 - Other _____ (Previous page for state codes)

8. Sex: Male Female

9. Address: _____

(Number and Street)

10. City/State: _____

11. Zip Code: _____

12. Day Phone (include area code) _____

13. Evening Phone (include area code) _____

14. Last High School Attended: _____

(Previous page for High School codes)

 Name: _____
 City: _____ State: _____

15. High School Graduation or date last attended: _____

Month
Year

16. Proposed Major (Previous page for codes) _____

17. Last College Attended (Previous page for codes) _____
 Name: _____
 City: _____ State: _____

18. California Driver's License Number: _____

19. Ethnic Survey:

A <input type="checkbox"/> Asian AC <input type="checkbox"/> Chinese AI <input type="checkbox"/> Asian Indian AJ <input type="checkbox"/> Japanese AK <input type="checkbox"/> Korean AL <input type="checkbox"/> Laotian AM <input type="checkbox"/> Cambodian AV <input type="checkbox"/> Vietnamese AX <input type="checkbox"/> Other Asian B <input type="checkbox"/> Black, Non-Hispanic F <input type="checkbox"/> Filipino H <input type="checkbox"/> Hispanic HM <input type="checkbox"/> Mexican, Mex.-Amer., Chicano	HR <input type="checkbox"/> Central American HS <input type="checkbox"/> South American HX <input type="checkbox"/> Other Hispanic N <input type="checkbox"/> American Indian/ Alaskan Native O <input type="checkbox"/> Other Non-White P <input type="checkbox"/> Pacific Islander PG <input type="checkbox"/> Guamanian PH <input type="checkbox"/> Hawaiian PS <input type="checkbox"/> Samoan W <input type="checkbox"/> White X <input type="checkbox"/> Unknown XD <input type="checkbox"/> Decline to state	
--	---	--

20. Primary Language: English Not English

21. Citizenship Status: U.S. Citizen
Not a U.S. Citizen
 - 2 Permanent Resident (Immigrant) Visa
 - 3 Temporary Resident/Amnesty
 - 4 Refugee/Asylee
 - 5 Student Visa (F-1 or M-1)
 - 6 Other Visa or Visa type
 - X Unknown

22. Student Academic Level (Please indicate your education status at the beginning of the semester for which you are applying. Mark the highest level of education attained.)
Not a High School Graduate:
 - 000 Not a graduate of, and no longer enrolled in high school.
 - 100 Special admit student currently enrolled in K-12 school.
 - 200 Currently enrolled in Adult School.**High school graduate without a college degree:**
 - 300 Received high school diploma
 - 400 Passed the GED, or received a High School Certificate of Equivalency/Completion
 - 500 Received a Certificate of California High School Proficiency Exam
 - 600 Foreign Secondary School Diploma/Certificate of Graduation**College Degree:**
 - 700 Received an Associate Degree
 - 800 Received a Bachelor Degree or higher**Unknown:**
 - xxx Unknown**Date of the highest level of education attained or the date last attended:**

Month
Year

23. Student Enrollment Status (Mark one)
 - 1 **First-time student.** A student enrolled in any college for the first time.
 - 2 **First-time transfer student.** A student enrolled at this college for the first time and who has transferred from another college after earning credit.
 - 3 **Returning transfer student.** A student who has previously attended this college, transferred to another college, and has now returned to this college.
 - 4 **Returning student.** A student enrolled at this college after an absence of one or more regular sessions without interim attendance at another college.
 - 5 **Special admissions student.** A student who is currently enrolled in K-10 or a senior high school student currently enrolled in 11-12.

24. Student Educational Goal (Select your highest priority)

A <input type="checkbox"/> Obtain a bachelor's degree after completing an associate's degree
B <input type="checkbox"/> Obtain a bachelor's degree without completing an associate's degree
C <input type="checkbox"/> Obtain a two year associate's degree without transfer
D <input type="checkbox"/> Obtain a two year vocational degree without transfer
E <input type="checkbox"/> Earn a vocational certificate without transfer
F <input type="checkbox"/> Discover/formulate career interests, plans, goals
G <input type="checkbox"/> Prepare for new career (acquire job skills)
H <input type="checkbox"/> Advance in current job/career (update job skills)
I <input type="checkbox"/> Maintain certificate or license (e.g. Nursing, Real Estate).
J <input type="checkbox"/> Educational development (intellectual, cultural)
K <input type="checkbox"/> Improve basic skills in English, reading or math
L <input type="checkbox"/> Complete credits for high school diploma or GED
M <input type="checkbox"/> Undecided on goal

25. How did you hear about Ventura College: (Check all that apply)

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Radio	<input type="checkbox"/> Television
<input type="checkbox"/> Poster	<input type="checkbox"/> Direct Mail	<input type="checkbox"/> Flyer
<input type="checkbox"/> Friend or Family	<input type="checkbox"/> High School	<input type="checkbox"/> Class Schedule
<input type="checkbox"/> Information Booth	<input type="checkbox"/> Other _____	

LEGAL RESIDENCE FORM

All students classified incorrectly as residents are subject to reclassification and to payment of all nonresident fees not paid.

ALL APPLICANTS MUST COMPLETE THIS SECTION

SOCIAL SECURITY NUMBER _____ TODAY'S DATE _____

NAME (Print full legal name. DO NOT use nicknames, initials, or abbreviations).

Last _____ First _____ Middle _____

Age _____ Birthdate _____ Birthplace _____ Occupation _____

RESIDENCE ADDRESS (Legal/permanent address. DO NOT use P.O. Box Number)

Number & Street _____ City _____ State _____ Zip _____

I have lived at this address since _____ (if less than 2 years, show previous address below.)

Number & Street _____ City _____ State _____ Zip _____

Number & Street _____ City _____ State _____ Zip _____

When did your present stay in California begin? (State month/day/year) _____

***NOTICE TO STUDENTS:** If additional information is needed to determine your residence status, you will be required to complete a supplemental residence questionnaire and/or to present evidence in accordance with Education Code Sections 68040 et seq. The burden of proof to clearly demonstrate both physical presence in California and intent to establish California Residence lies with the student. Failure to present such proof will result in a classification of non-resident.

Yes No

- Are you a United States Citizen?
 If you are not a United States citizen, have you been admitted to the U.S. as a resident alien?
If yes, give Date Admitted _____ and Alien Registration Number _____

If no, list visa type (example: B-2, Visitor visa—dependent), duration of status, and country of citizenship:

Visa Type _____ Duration of Status _____ Country of Citizenship _____

Verification of visa status is required. Students must present proof of status.

- Did you file California State income tax last year?
If not California, in what state did you last file state taxes? _____ For what year(s) _____
Have you or (if you are under 19 and unmarried) your parents:
 Registered to vote in a state other than California? If yes, where and when? _____
 Petitioned for divorce in a state other than California? If yes, where and when? _____
 Attended an out-of-state institution as a resident of that other state? If yes, where and when? _____
 Declared nonresidence for California State Income Tax purposes? If yes, where and when? _____
 Are you on active military duty?
If yes, what date did your tour begin in California? (month/day/year) _____
State of legal residence on military records: _____
 Are you a dependent of an active duty military person?
If yes, when did your sponsor's tour begin in California? (month/day/year) _____
 Have you been discharged from active duty within the last year? If yes, submit copy of DD-214

TO BE COMPLETED BY ALL UNMARRIED STUDENTS UNDER 19

NAME OF FATHER (if living) _____ Occupation _____

NAME OF MOTHER (if living) _____ Occupation _____

NAME OF LEGAL GUARDIAN _____ Occupation _____

RESIDENCE ADDRESS (Number & Street, City, State, Zip)* _____ DATES (month/year)

Father _____ From _____ To _____

Mother _____ From _____ To _____

Guardian _____ From _____ To _____

If less than 2 years, give previous address(es) for past 2 years.

Relationship _____ No. & Street _____ City _____ State _____ Zip _____ From _____ To _____

Relationship _____ No. & Street _____ City _____ State _____ Zip _____ From _____ To _____

I CERTIFY UNDER PENALTY OF PERJURY THAT THE INFORMATION ON THIS APPLICATION IS CORRECT AND I UNDERSTAND THAT FALSIFICATION OR FAILURE TO REPORT CHANGE IN RESIDENCE MAY RESULT IN MY DISMISSAL.

Student Signature _____ Date _____



Online Orientation

INSTRUCTIONS FOR ALL NEW STUDENTS



STEP 1.

COMPLETE THE ONLINE APPLICATION

Go To www.moorparkcollege.edu/apply

Note: If you do not have access to a computer, you may submit an application in person, by mail, or fax to the Admissions and Records Office. You may have to wait up to 48 hours before you can complete the assessment, orientation, and registration steps below.

STEP 2.

COMPLETE ONLINE ENGLISH AND MATH ASSESSMENTS

Go To www.moorparkcollege.edu/assess

Make sure you print and keep copies of your confirmation of completion of both the English and Math assessments. Please note: If you plan to enroll in a college or university level transferable Math class, you must have already taken or be currently enrolled in Algebra II or higher. Provide an unofficial transcript or report card, indicating a grade of C or better, as proof. This must be personally delivered by you to Moorpark College Counseling Office for clearance into higher level math classes.

STEP 3.

COMPLETE THE ONLINE ORIENTATION

Go To www.moorparkcollege.edu/orient

Read everything thoroughly! After completing your educational plan worksheet, where you will be able to choose the classes you wish to enroll in, print this worksheet and keep for use during registration. Print the final "On-line Orientation Confirmation."

STEP 4.

CHECK YOUR ONLINE REGISTRATION DATE/TIME VIA WEBSTAR

Go To www.moorparkcollege.edu/webstar

STEP 5.

VIEW CLASS SCHEDULE TO SELECT COURSES AND WRITE DOWN COURSE REGISTRATION NUMBERS

Go To www.moorparkcollege.edu/schedule

STEP 6.

LOG IN TO WEBSTAR AND ENTER COURSE REGISTRATION NUMBERS OR USE THE SHOPPING CART

Go To www.moorparkcollege.edu/webstar

Also note the following:

- Arrange to have your final official transcript sent to Moorpark College after June. See your high school Counseling Office for instructions.
- AP test results must be sent to Moorpark College directly from the College Board.
- If you have attended any other college or university, arrange to have official transcript(s) sent to Moorpark College after final grades are posted.
- Moorpark College will offer Express Counseling Mon.-Thurs. 8AM-6PM for students who have questions after completing the above three steps. You will be asked to show your "proofs of completion" of steps 2 and 3 above **and your "completed educational plan worksheet" from step 3.**

Additional Information For New Students: [Discover Moorpark College](#)

Attention High School Seniors: If you are concurrently enrolled in any classes at Moorpark College, or have previously taken a course at the college, you must change your status to 'Entering College Freshman' by calling (805) 378-1429. This permits online registration for summer and fall. Once you have changed your status, skip to Step 2.

- The following three pages list the courses, associate degrees, certificates, and licensing programs at Moorpark College. Highlight the three programs that are most appealing to you.

CURRICULUM, DEGREES AND CERTIFICATES

Curriculum	Courses	Associate Degree	Certificate	Permit/Licensing
Animal Science	X			
Anthropology	X			
Archaeology		X		
Art	X	X		
Astronomy	X			
Astrophysics		X		
Biological Sciences				
Anatomy	X			
Anatomy/Physiology	X			
Biology	X	X		
Botany	X			
Microbiology	X			
Physiology	X			
Zoology	X			
Biotechnology	X	X	X	
Business	X	X		
Accounting		X	X	
Business Communication			X	
Management		X	X	
Marketing/Sales		X	X	
Sales			X	
Small Business			X	
Chemistry	X	X		
Child Development	X	X		
Infant/Toddler			X	
Preschool			X	
School Age Child Care			X	
Child Development Assistant				X
Child Development Associate Teacher			X	X
Child Development Teacher				X
Child Development Master Teacher				X
Child Development Site Supervisor				X
Child Development Program Director				X
College Studies	X			
Counseling	X			
Communications		X		
Computer Information Systems	X	X		

Microcomputer Applications			X	
Microcomputer Systems		X	X	
Computer Network Systems Engineering	X	X	X	
Basic Network Specialist			X	
CISCO Systems Network Associate			X	
Windows Administration			X	
Windows Engineering			X	
Advanced Network Specialist			X	
Computer Science	X	X		
Computer Programming			X	
Criminal Justice	X	X	X	
Dance	X	X		
Drafting Technology/CAD/Auto CAD	X		X	
Economics	X			
Education	X			
Engineering	X	X		
English	X			
English as a Second Language	X	X		
Environmental Science	X	X		
Environmental Studies		X		
Essential Skills	X			
Exotic Animal Training and Management	X	X	X	
French	X			
Geographic Information Systems	X			
Geography	X	X		
Geology	X	X		
German	X			
Graphics	X	X		
Computer Graphics			X	
Desktop Publishing		X		
Health Education	X			
Health Science	X			
Emergency Medical Technical Basic				X
Nursing Science	X	X		X
Radiologic Technology	X	X		X
Hebrew	X			
History	X			
Humanities	X			
Interior Design	X	X	X	
International and Intercultural Studies		X		
Italian	X			
Japanese	X			
Journalism: Print + Broadcast	X	X		

Learning Skills	X			
Assistive Computer Technology	X			
Mathematics	X	X		
Multicultural & Gender Studies				
Chicano Studies	X			
Jewish Studies	X	X		
Women's Studies		X		
Multimedia	X	X		
Animation			X	
Broadcast			X	
Business			X	
Communications			X	
Design			X	
WWW Design			X	
Music	X	X	X	
Nutritional Science	X			
Philosophy	X	X		
Photography	X	X		
Photo-Journalism	X	X		
Physical Education	X			
Human Performance		X		
Physical Science	X			
Physics	X	X		
Political Science	X			
Psychology	X			
Radio/Television	X	X		
Recreation	X			
Sign Language	X			
Sociology	X			
Spanish	X	X		
Speech	X	X		
Theatre Arts	X			
Acting		X	X	
Directing		X	X	
Technical Theatre		X	X	
Work Experience and Internships	X			

2. List the three programs you have highlighted and circle if the program offers an associate degree, a certificate, or permit/licensing.

- | | | | |
|----------|------------------|-------------|------------------|
| 1) _____ | associate degree | certificate | permit/licensing |
| 2) _____ | associate degree | certificate | permit/licensing |
| 3) _____ | associate degree | certificate | permit/licensing |

3. Go to <http://www.moorpark.cc.ca.us/> and research your specific curriculum interests and take on what you find.

Math Self-Placement Test

1)
$$\begin{array}{r} 372 \\ +898 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 1231 \\ - 894 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 76 \\ \times 48 \\ \hline \end{array}$$

4)
$$18 \overline{)1008}$$

1)
$$\frac{3}{4} - \frac{2}{5}$$

2)
$$\frac{1}{2} + \frac{1}{5} \left(\frac{1}{6} \right)$$

3)
$$\frac{2}{5} \div 1 \frac{1}{3}$$

4) $(-4) + (6)$

5) $(-16) - (-23)$

6) $(-7) (-15)$

7) $1.25 - 3.68$

8) $1.26 \div 2.1$

9) 16 is 8% of what number?

10) $(-3) + [3(-4) + 7]$

1) Solve for x: $3x - 4 = -10$

2) Solve for x: $2x - 4(x - 2) = 2x + 4$

3) Multiply: $(2x + 3)(x + 5)$

4) Simplify: $(x^2 x^3 y^3)^2$

5) Remove parentheses and combine like terms: $x^2(2x + 3) + 2x(3x^2 + 5x)$

6) Solve the system: $\begin{cases} x - 2y = 1 \\ 2x + y = 7 \end{cases}$

7) Reduce to lowest terms by factoring and removing common factors: $\frac{x^2 + 5x}{x^2 - 25}$

8) Use the Quadratic Formula, $\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$, to solve $x^2 + 3x + 1 = 0$

9) Find the x- and y- intercepts for the graph of $2x + y = 4$

10) The revenue from sales of widgets is given by the equation $R = 12x - x^2$, where x is the number of widgets sold and R is the revenue. How many widgets must be sold for the revenue to equal 36?

BACHELORS AND MASTERS DEGREE

Should I Get A Bachelor's Degree?

Four-year colleges and universities offer educational experiences that combine diverse classes and career-specific training. Public colleges and universities usually have larger students bodies and lower tuition costs. Private colleges and universities usually have smaller student bodies and higher tuition costs.

What Is A Graduate Degree?

If you have a Bachelor's Degree, you may want to look into a graduate or professional degree program. Graduate degrees are advanced degrees for people who have already finished college. Many professions, including lawyers and doctors, require graduate degrees. Graduate Degrees are usually and **Additional 2-10 years** of school depending on the profession you choose.

Why Shoud I Go to College?

There are many good reasons to go to college, but there is one reason that sticks out from all others – people who get a college diploma make a lot more money that those who don't!

What Do Colleges Look For?

Colleges look at a number of items about you to decide if they will accept you or not. These things include:

- ▲ How well you did in high school
- ▲ Courses you took in high school (*easy/hard*)
- ▲ Activities you were involved in at high school
- ▲ Your rank in class compared to the other students
- ▲ Your college entrance exam scores (SAT or ACT)

Suppose My Grades Weren't That Good

Don't be discouraged if you have bad grades or don't do so well on the entrance exams. There are many types of community colleges, 4-year colleges and universities which range from easy to hard to get into.



WHAT ARE COLLEGE ADMISSION REQUIREMENTS?

Four year California State Universities (CSU) and the University of California (UC) have course requirements that students must complete to apply for admission. These course requirements begin in the ninth grade. Students planning to apply, or even considering applying, to either the CSU system or the UC system need to begin taking college preparatory courses as they begin high school.

Community colleges have different admissions requirements. Students need not take college preparatory courses in high school to apply for admission at a community college. However, if a student thinks they might transfer from community college to a four-year college or university, he or she should consider taking as many college preparatory classes as possible while in high school to prepare for community college work.

Generally, community colleges only require students to apply for admission, take placements tests, and pay the necessary fees to be admitted.



WHAT ARE THE REQUIREMENTS FOR FOUR-YEAR COLLEGES?

Students must successfully complete UC/CSU approved courses in the following subject areas with a "C: or better while in high school:

A. History / Social Science – 2 years required

One year of World History and one year of U.S. History or a ½ year of U.S. History and a ½ year of American Government.

B. English – 4 years required

C. Mathematics – 3 years required (4 years recommended)

Must include elementary algebra, geometry and advanced algebra or higher.

D. Laboratory Science – 2 years required (3 years recommended)

Must include two of the following three areas: biology, chemistry, and physics.

E. Foreign Language – 2 years required (3 years recommended)

Two years of a language other than English is required.

F. Visual and Performing Arts – 1 year required

Must be drawn from the following areas: dance, drama/theater, music or visual arts.

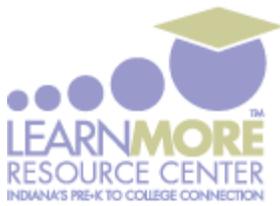
G. College Preparatory Elective – 1 year required

The elective course may be drawn from any UC/CSU approved courses taken beyond the minimum requirements in the areas of A-F listed above.

COLLEGE APPLICATIONS

General Information	School 1	School 2	School 3	School 4	School 5
Location					
Rank information					
Web address					
Size					
Colleges and schools					
Other					
Applying	School 1	School 2	School 3	School 4	School 5
Admissions address					
Admissions telephone					
Contact person					
Application fee					
Date application due					
Send transcripts to					
Date application mailed					
Accepted?					
Accept or decline by date					
Other					
Requirements	School 1	School 2	School 3	School 4	School 5
SAT minimum score					
ACT minimum score					
Other standardized tests					
Grades					
Advanced placement (AP) scores?					
International Baccalaureate (IB) credit?					
Essay requirements					
Personal document requirements					
Resume requirements					
Community/volunteer work					
Other					
Finances	School 1	School 2	School 3	School 4	School 5
Yearly tuition (non-resident)	\$0	\$0	\$0	\$0	\$0
Books/supplies	\$0	\$0	\$0	\$0	\$0
Room and board	\$0	\$0	\$0	\$0	\$0
Transportation	\$0	\$0	\$0	\$0	\$0
Medical	\$0	\$0	\$0	\$0	\$0
Personal	\$0	\$0	\$0	\$0	\$0
Estimated total	\$0	\$0	\$0	\$0	\$0
Financial aid info					
Scholarship info					
Student employment info					
Financial aid office location					
Financial aid office telephone					
Other					
Non-Academic Student Activities	School 1	School 2	School 3	School 4	School 5
Club sports I'm interested in					
Greek system?					
Other					
Campus Visits	School 1	School 2	School 3	School 4	School 5
When					
Contact Person					
Contact's phone number/e-mail					
Accommodations					
Surrounding Area	School 1	School 2	School 3	School 4	School 5
City, state					
Chamber of Commerce Web site					
Population					
Median income					
Average rental cost (2 bedrooms)					
Top 5 county employers					
Average weather					

Notes:



9th Grade-Freshman Year

Check Please!

What to do and when to do it.

- Start the year off right by getting organized and practicing good study habits. Grades count more than ever. Starting in 9th grade, they become part of your official [transcript](#) (click to find a definition of "transcript"). The better your grades are, the greater your college admissions and scholarship opportunities will be.
- Meet new people by signing up for extracurricular activities. Don't be afraid to try something new.
- Do your homework.
- Make sure you're on track to take and pass the ISTEP+ [Graduation Qualifying Exam \(GQE\)](#). If you need help, talk to your teachers, counselors and parents now.
- Be sure to take one of Learn More's [Career Interest Inventories](#) to explore career options. Do some career research on the Internet. Talk to people in jobs you find interesting.
- Have your interests changed? Review your career interest inventory results in your E-Folder or take the [Merkler Style Preference Inventory](#). If you haven't taken the Merkler, take it now.
- Work with your school counselor to update your [Indiana Guidance Portfolio](#) to reflect your current career and education plans.
- Use your Indiana Guidance Portfolio to record the progress you make in planning for your future. Check activities in Part 7: Guidance Checklist. Explore a Learn More [Career Profile](#) to check off the first activity.
- Meet with your counselor to plan your sophomore year. Make sure you sign up for [Core 40](#) courses. Let your counselor know what you plan to do after high school.
- Plan your summer vacation. Talk to your counselor, coach or teachers about summer programs or camps you can attend at Indiana colleges or universities. Look into volunteer or service opportunities in your community.



10th Grade-Sophomore Year

Check Please!

What to do and when to do it.

- Get your second year of high school off to a good start. Polish your study skills with the Learn More [Study Skills](#) planner. If you need to improve in some subjects, this is the time to start. You will make a good impression on colleges and future employers if they see steady improvement in grades and a good attendance record on your transcript.
- Take the [PSAT](#) to get a feel for what the [SAT](#) is like and to qualify for the National Merit Scholarship Program. Take [PLAN](#) to get a taste of the [ACT](#). Look at the "[New SAT: Implemented for the Class of 2006](#)" (PDF format). Check with your school counselor for test dates, locations and registration information.
- Start your college search early. Check out Indiana and national, 2-year and 4-year colleges and universities using the [Learn More College Profiles](#). Look into apprenticeship opportunities as well.
- Work with your school counselor to update your Indiana Guidance Portfolio to reflect current career and education plans.
- Stay involved in school and community activities. You can make a difference in someone's life and at the same time learn skills you can use in college and beyond.
- Ask your parents to help plan college visits to campuses you might consider attending.
- Sign up for the most challenging classes you can for next year, including [Core 40](#), [Core 40 with Academic Honors](#), [Core 40 with Technical Honors](#) and [Advanced Placement](#) courses. You'll want your last two years of high school to count.
- Work with your school counselor to update your [Indiana Guidance Portfolio](#) to reflect your current career and education plans.
- Consider enrolling in a career/technical program.
- Visit your school's area career center.
- Plan a productive and fun summer. Look for a job that will help you prepare for a career or find a summer camp or program that will jump-start your skills. Continue your volunteer work and community service.

Check Please!

College Planning - What to do and when to do it.



Fall

- Talk with your school counselor to find out if you are on track for college
- Start collecting college information in a folder. Search the Learn More [Career Profiles](#) and [College Profiles](#) to help you explore options and plan for the future.
- Fall break time? Ask your parents to schedule a visit to an Indiana college or two.
- Take the PSAT to get a feel for the SAT and to qualify for the National Merit Scholarship program. Take PLAN to get a taste of the ACT.
- If you didn't pass one of the sections of the Graduate Qualifying Exam (GQE) (see [GQE](#) in the glossary for more info), be sure to participate in remediation programs provided by your school.
- Attend college nights or college fairs at your high school or local community center. Check the Learn More [Indiana College Fair](#) schedule to find dates and locations
- Winter break! Find out the real scoop on colleges from your friends and relatives who come home from campus. Ask if you can come to visit some weekend.

Spring

- Talk with school counselor about taking one or both the spring SAT and ACT. Find out how and when to register and write down the date, time and location in your planner. Review and print out Learn More's [Taking the SAT and ACT](#), [Ace the SAT Essay](#), and [Compare the SAT and ACT](#).
- Check out summer programs in sports, the arts or academic areas for high school students. Many Indiana colleges and universities offer students the chance to attend classes and live on campus.
- Plan for your senior year. Stay on the Core 40 course. Sign up for the most challenging classes available, including Advanced Placement courses.
- Write a resume. Learn how using the Learn More [Resume Tool](#). Save your resume to your E-Folder ([What is an E-Folder?](#)). Use it to apply for a summer job. While you're working on your resume, think about how your experiences and activities will look on your college application.
- An athlete? Meet with your coach and ask for help in meeting college coaches if you plan to play a sport in college. Register for Initial-Eligibility with the National College Athletic Association at www.ncaa.org/mailbox/clearinghouse.html (<http://www.ncaa.org/mailbox/clearinghouse.html>).
- Work with your school counselor to update your Indiana Guidance Portfolio to reflect your current career and education plans.
- Listen for announcements about scholarships open to juniors.

Summer

- Visit college campuses. Make appointments with admissions counselors to talk about what you should do in your senior year to maximize your chances of getting in to the college of your choice.
- Go the extra mile at work so that you can ask your supervisor for a recommendation at the end of the summer. Make sure you get it on official letterhead, and don't forget to say "thank you."

Check Please!

College Planning - What to do and when to do it.



Fall

- Narrow your list of college possibilities. Collect all the applications you need. Check the Learn More [College Profiles](#) to find links to online applications. Put them in a special folder. Schedule visits to the schools you are considering. Call ahead to schedule appointments with admissions and financial aid officers.
- Keep track of application deadlines in your planner or calendar. Early admission deadlines may require your application by Nov. 1.
- Register and prepare for the fall SAT or ACT. If you're taking the test for a second time, check the policies of the college where you're planning to apply. Many admissions offices focus only on your best score.
- Make copies of your college admission forms and practice filling them out. Jot down ideas for an essay, if it's required and beginning asking people for recommendations for college applications and scholarships.
- Stop by the school counselors office for student financial aid forms. Talk to your parents or guardian about their ability to help pay for college. Search for scholarships and financial aid information online at
 - www.ssaci.in.gov (<http://www.ssaci.in.gov>)
 - www.indianadollarsforscholars.org/web/index.html (<http://www.indianadollarsforscholars.org/web/index.html>)
 - www.fastweb.com (<http://www.fastweb.com>)
 - www.collegeanswer.com (<http://www.collegeanswer.com>)

- Complete your college applications Have your parents, guardian or school counselors proofread them. Send them in by Thanksgiving. Make sure the school counseling office is sending your transcripts and test scores to the colleges to which you are applying.

Winter

- Fill out the Free Application for Federal Student Aid (FAFSA), required of all applicants for financial aid. **The form is due at the Federal Processor between Jan. 1 and March 10.** It's available online at www.fafsa.org (<http://www.fafsa.org>). Watch for College Goal Sunday to get free help on filling out the FAFSA. To find this year's date, time and locations, check www.CollegeGoalSunday.org (<http://www.CollegeGoalSunday.org>).

Spring

- Celebrate your acceptance letter and make plans for your freshman year. However, keep up your grades and attendance to actually graduate.
- Review your financial aid offers. When you make your choice of colleges, check deadlines for sending in your required deposit, housing application or any other forms requested by the school. You'll most likely have to make your decision by May 1. Let the other schools know that you won't be attending.
- Are you a Twenty-first Century Scholar? Sign and mail your pledge affirmation on time. To be considered on time, the Twenty-first Century Scholars Program must receive your completed affirmation form on or before March 10, 2005. This form was mailed to your home in January 2005.
- If you don't have a summer job yet, look for one. You'll need the money in September.

Summer

- Enjoy your success as a high school graduate.
- Save money for the coming year at college. Work on a budget to estimate expenses.
- Start planning and shopping if you are moving into a dorm or apartment.
- Contact your soon-to-be college roommate to get acquainted and to find out what he or she is bringing to your dorm room.

COLLEGE FINDER

Go online, or use "*Going to College. . .or Thinking About It?*" (www.venturacountyselpa.com), to complete this activity.

List three colleges you are interested in and for each, answer these questions:

Name of college _____

Location _____

How far is that from your home? _____

How would you get there? _____

How much would it cost per semester/quarter? _____

- Tuition _____
- Books _____
- Parking _____

Features/programs that you like _____

Name of college _____

Location _____

How far is that from your home? _____

How would you get there? _____

How much would it cost per semester/quarter? _____

- Tuition _____
- Books _____
- Parking _____

Features/programs that you like _____

Name of college _____

Location _____

How far is that from your home? _____

How would you get there? _____

How much would it cost per semester/quarter? _____

- Tuition _____
- Books _____
- Parking _____

Features/programs that you like _____



COLLEGE SCHEDULE ACTIVITY

Get a catalog of a college you are interested in. Find three classes you'd like to take and answer:

1. Class name _____
Course number _____ Instructor _____
Units _____ Meeting time(s) _____
What interests you about this course?

2. Class name _____
Course number _____ Instructor _____
Units _____ Meeting time(s) _____
What interests you about this course?

3. Class name _____
Course number _____ Instructor _____
Units _____ Meeting time(s) _____
What interests you about this course?

COLLEGE CATALOG ACTIVITY

Using a catalog from a local community college, develop a 12-unit schedule of classes that you would like to take, toward our career choice. No conflicts!

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM					
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					
11:00 PM					



COLLEGE WORKSHEET

Using a copy of "Going to College or Thinking About It?" (available on the SELPA website www.venturacountyselpa.com), answer the following questions:

1. Who pays for books in college? (p. 2) _____
2. What are the name(s) of the degrees you'd get at a two-year college? (p. 4) _____
3. What is a "major"? (p. 11) _____
4. How many weeks in a "semester"? (p. 13) _____
5. How many years of Foreign Language are required for a 4-year college? (p. 18) _____
6. Are placement tests required at our local community colleges? (p. 24) _____

7. In what city is California State University Channel Islands located? (p. 26) _____
8. What is the name of the department at Moorpark College that serves students with disabilities? (p. 31) _____
9. Name a course at Ventura College that interests you (pp 41-42) _____
10. How much would books cost at a community college? (p. 51) _____
11. Must Pell Grants be repaid? (p. 53) _____
12. If you are over 18, is your parents' income considered for SSI? (p.54) _____
13. Name one source of financial aid for people with Learning Disabilities (p. 58) _____

14. Name three types of assistance available for students with disabilities (p. 60) _____

15. If you are considered to have a Learning Disability in high school, will you automatically be accepted as having a Learning Disability in college? (p. 62) _____



COLLEGE SCAVENGER HUNT ACTIVITY

Obtain a campus map of a local community college. Put these numbers on their locations:

1. Admission Office
2. Bookstore
3. Center for students with disabilities
4. Health Center
5. Auditorium
6. Gym

GOING TO COLLEGE

OR

THINKING ABOUT IT?

Information for teens enrolled in special education programs



For more information about transition to adult Life for students with disabilities go to www.venturacountyselpa.com/Transition

revised 2009

What is a Vocational Training Program?

Should I get a Vocational Training Certificate?

Vocational and job training is special training designed to give you the skills to work in a specific job. When you finish the program, you'll get a certificate of completion. Certificate programs are usually available at community colleges and community-based organizations and last anywhere one year. Many professions such as security guard training state licensing exam practice your may be required to many certificate minimal 9th grade standardized test Some of the more such as Industrial Maintenance grade math levels before you can enroll. Some certificate programs require completion of either a GED or a High School Diploma before you can enroll in their program so it is important to ask the admissions office what the entrance requirements are for your program choice.



from a few weeks to certificate program cosmetology and require you to pass a before you can profession. Since you pass a state test, programs require a reading level on their before you can enroll. technical trainings Electric/Electronic may also require 9th

What is Vocational Training?

Vocational Training Programs are sometimes called Certificate Programs. A Vocational Training/Certificate Program teaches skills you need to get a job in a particular field, like Security, Nursing Assistant or Cosmetology. In addition to traditional classroom lectures and reading assignments, you will receive hand-on training in that vocation. A Certified Nursing, Assistant Program may spend 7 weeks on lectures, reading assignments and tests and another 7 weeks at a Nursing Home where you would bathe, feed and interact with patients.

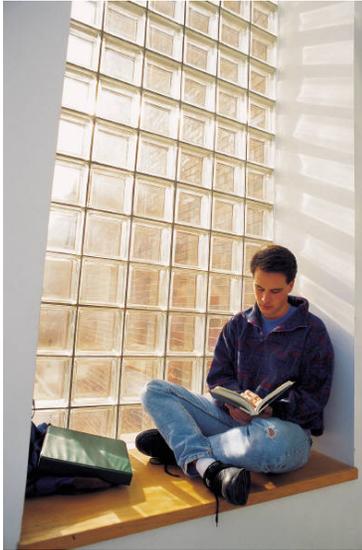
You Might Like It If . . .

- ▲ You want to learn skills for a specific job
- ▲ You want a hands-on educational experience
- ▲ You're not interested in traditional education classes (*like college*) where you have to take 2 years of classes in Math, English, Science and Humanities
- ▲ Your reading skills are at least 6th grade level but not enough for acceptance into College Programs

Why should I be at Least at a 6th Grade Reading Level?

Although some training programs have no reading requirements for acceptance they all will have textbooks that you will be required to read after each class. Textbooks are generally written at a 6th – 8th grade reading level. If your program choice has not testing requirements for acceptance and you are reading below 6th grade level then you may want to make sure that you can understand the written materials before you enroll for the program.





Some vocational training programs at the Chicago City Colleges require an 8.y reading level for acceptance into the program. One of the reasons they may require a minimum reading level is that these programs require you to pass a state certification/license exam in order to practice that profession. Examples of programs that have state certification exams are: A+ Computer Technician, Auto Mechanics, Cosmetology, Certified Nursing Assistant, Emergency Medical Technician, Security Officer Training and Truck Driver. **BE VERY CAREFUL** there are many non-accredited schools that will take your money and produce few graduates that can pass these state exams.

How It Works

- ☀ You learn the skills you need for a specific job (*like being an auto mechanic or a hairdresser*)
- ☀ Usually, once you've graduated from the program, you need to take a test to get your certification for the trade you studied. For example, if you attend truck-driving school, you will have to pass a test to get your Commercial Driver's License (CDL).

How Long It Takes

About 2 to 12 months, depending on what degree or certificate you're working towards.

Why Do It

- ☀ Once you've completed a Vocational Training/Certificate Program you are more likely to get a job in that field than someone with no training.
- ☀ Some professional require you to take the training classes and pass a state certification exam in order to practice that profession.

How Do I Find a Vocational Technical School?

You can use these online resources to find the vocational technical school that's right for you and get more information on available programs.

- ☀ Go to <http://www.allcareerschools.com>

You can narrow your search by going to the top right corner and choosing your state, city, area of study and specialty. If you are unsure about your area of study or specialty simply choose all for both categories.
- ☀ Go to <http://iwds.cmcf.state.il.us> for a complete list of WIA Training Providers

Click on Consumer information and you will be directed to the Illinois' statewide list of WIA-certified training programs and there is also a link where you can compare performance among Illinois' WIA-certified training programs.

What is An Apprenticeship Program?



Should I get Apprenticeship Training?

Some skilled jobs require apprenticeship training. If the job you've chosen requires "*ling-term, on the job training*" you may need to get an apprenticeship. Not all jobs like this require apprenticeships. Apprenticeship training combines studying in a classroom and learning at work. Many apprenticeship programs are run by unions and include training for carpenters, electricians, and machinists. Apprenticeship Programs take 1-4 years depending on program choice.

What Is Apprenticeship Training?

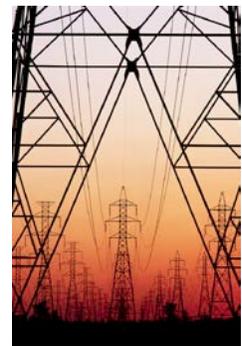
Apprenticeship training is a formal system of employee training that combines on-the-job training with related technical instruction. It is designed to produce craftworkers who are fully competent in all aspects of an occupation including knowledge, skill and proficiency on the job. Many apprenticeship programs are run by unions and include training for carpenters, electricians, and machinists. Sometimes it's hard to get into an apprenticeship program. Check your local One-Stop Career Center for more information. http://www.servicelocator.org/nearest_onestop.asp

What Is An Apprenticeship?

An apprenticeship program is a combination of on-the-job and classroom training. When you've finished your apprenticeship, you'll be what's called a "*journeyworker*>" Journeyworkers are skilled, certified workers in their field (*such as carpenters and plumbers*).

You Might Like It If . . .

-  You like working with your hands
-  You want to be an expert at a trade
-  You don't mind studying for up to 4 years to become an expert
-  You enjoy math, science and industrial technical classes



Who It Works

-  You work directly with a journeyworker to learn the hands-on skills you need.
-  You take classes to learn the technical skills that you need.
-  While you're working as an apprentice, you'll earn a percentage of the pay that journeyworkers get.
-  When you graduate from the program, you'll be able to work as a qualified journeyworker anywhere in the country.



How Long It Takes

-  About 1 to 4 years, depending on the trade

Why Do It

- Find a job anywhere: When you graduate, you'll receive an Apprenticeship Completion Certificate. With this certificate you can work as a qualified journeyworker anywhere in the country.
- Get college credit: With some programs you can even earn college credits towards an Associate's Degree.
- Money: Depending on your trade, once you're a journeyworker you can make as much as or even more than a college graduate.

Paying For It

- Loans and grants: Some programs offer student loans or grants to help you pay the tuition. Ask the schools about financial aid programs



Finding a Program

- Contact your State Office of Apprenticeship Training, Employer and Labor Services
- Contact your State Apprenticeship Council

EXAMPLES OF APPRENTICESHIPS OFFERED WITHIN EACH AREA OF THE CONSTRUCTION INDUSTRY (constructioncareers.org)

FLOOR AND WALL

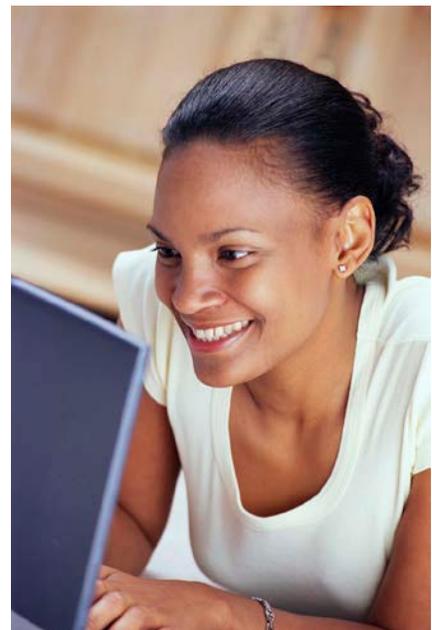
In today's building industry many jobs prepare floors and walls for occupants that will be housed in today's homes and office buildings. These jobs are ones that could be considered finishing type occupations. By that, we mean those occupations that put the final touch on homes and office buildings.

Floor Coverers
Glaziers and Glass Workers
Lathers
Painters
Plasterers
Tile and Terrazzo Workers

MECHANICAL-ELECTRICAL

Within the mechanical section you will be able to search occupations that provide heat, energy, and sanitary services to homes and buildings within our community. The majority of these occupations are considered licensed crafts and are registered either within municipalities or state regulatory agencies.

Electricians
Pipefitters
Plumbers
Sheet Metal Workers
Sprinkler Fitters



SITE PREPARATION

Within the site preparation category are occupations that prepare building sites and develop the foundation of a project.

Bricklayers
Cabinet Makers
Carpenters
Cement Masons
Drivers (*Teamsters*)
Iron Workers (*Construction*)
Operating Engineers
Piledrivers



SPECIALTY

This category includes occupations that work in conjunction with mechanical, wall and floor applicators, and site preparation workers. Without these occupations, the completion of homes and buildings cannot happen. These careers are very specialized and provide a unique and specific process within this challenging industry.



Asbestos Workers
Boilermakers
Construction Managers
Elevator Constructors
Laborers
Millwrights
Roofers
Sign, Display and Screen Workers

EXAMPLES OF CONSTRUCTION AND EXTRACTION OCCUPATIONS

1. Painter, Construction and Maintenance

Job Description

Painters apply paint, stain, varnish, and finishes to buildings and other structures. They choose the paint or finish based on customers' wishes. They may remove the old coat of paint. Next, they wash walls to remove dirt and grease. They fill holes and cracks. Sand rough spots, and brush off dust. Then, they apply a primer or sealer to prepare the surface. Painters mix paints and match colors. Then, they choose the right brush and applicator for the job.

Median Annual Salary: \$29,070

Medium Job Market

Skills:

Top skills for this job include: Equipment Selection, Operation and Control, Reading Comprehension, Active Listening, Coordination



Education Required:

This job requires moderate-term, on-the-job training. On-the-job training means you learn how to do the job while you're at work.

Significant Points:



Working conditions can be dangerous.

Most workers learn on the job as helpers. Authorities recommend completion of an apprenticeship program.

Employment opportunities should be good. Many workers leave and come into the field every year.

Nature of the Work:

Painters apply paint, stain, varnish, and finishes to buildings and other structures. They choose the paint or finish based on customers' wishes. They may remove the old coat of paint. Next, they wash walls to remove dirt and grease. They fill holes and cracks. Sand rough spots, and brush off dust. Then, they apply a primer or sealer to prepare the surface. Painters mix paints and match colors. Then, they choose the right brush and applicator for the job. They may use brushes, paint sprayers, or other equipment.

Paperhangers cover walls and ceilings with paper, vinyl, or fabric coverings. They remove the old covering by soaking, steaming, or applying chemicals to it. They prepare the walls by putting "*sizing*" on it, which seals the surface and makes the covering stick. Then, they prepare the paste or adhesive. They measure the area to be covered. They cut the covering into strips. Then, they brush the adhesive onto the back of the covering. They place the strips on the wall. They make sure the pattern is matched and that it is not crooked. Finally, they smooth the covering and wipe off extra paste.

Working Conditions:

Most painters and paperhangers work 40 hours a week or less. About 1 out of 10 works part time. They must stand for long periods. They do a lot of climbing and bending. They must have stamina. A lot of the work is done with their arms raised overhead. Painters often work outdoors, but they do not work in bad weather.

Painters and paperhangers risk injury from slips or falls off ladders and scaffolds. The materials they work with may be dangerous. They need to wear masks and work in areas with good ventilation. Painting jobs can leave the workers covered in paint.



Employment:

Many painters and paperhangers are hired by contractors. Organizations that own or manage large buildings, such as apartment complexes, employ painters. Some schools, hospitals, factories

Discover Careers That Fit You

To find a career that fits you, you need to know what you like to do, what you're good at and what you want to achieve. Once you know your interests, abilities and goals, you can match them with career possibilities.

Identify your interests

Dr. John Holland created a system of placing people's interests into groups. He believed every person's interests fit into at least one group and most fit into two or three groups. Your personal combination of Holland groups is your Holland Code.

To begin discovering careers that match your interests, find your **Holland Code by completing the Career Interest Checklist on Page 2**. More in-depth interest inventories are available on the Learn More Resource Center Web site at www.learnmoreindiana.org.

Find careers that match

Using your Holland Code, you can explore a variety of work options. **Look on Page 3 for lists of careers that match your Holland Code groups**. Circle careers that interest you and write down any career ideas you have that are not listed.

To learn more about these jobs, **request free career profiles** from Learn More's Web site at www.learnmoreindiana.org. Profiles include information on salary, work environment, skills needed and other aspects of careers.

Know your abilities

As you explore careers, consider your abilities as well as your interests. You want to choose a career you will enjoy *and* excel in.

You have already learned many skills and you will learn more for your career:

- **self-management skills**, or personal qualities, such as getting along with others and managing your time.
- **transferable skills** that can be used in many different careers; for example, the ability to write well and speak clearly are required by most careers.
- **specialized skills** which are learned for specific careers; jewelers, for example, learn how to design, make and repair jewelry.

Assess the skills you have

Think about your hobbies, jobs and school activities. Identify the abilities you gained from these experiences by listing your activities on a sheet of paper. Next to each activity, write all of the skills you learned and used.

Determine the skills you need

On another sheet of paper, list the skills you will need for each of the careers that interest you. Use Learn More's career profiles to help you find this information. Consider self-management, transferable and specialized skills. Next to the skills required for each career:

- check the skills you already have.
- circle the skills you need to improve or learn.
- make a plan for developing the skills you will need.

Skills you need for careers

Assess the skills you have – and determine the skills you need – to find careers that match your abilities. You may have already learned to:

- manage time
- evaluate information
- make good decisions
- be reliable
- communicate well
- be accurate
- be efficient
- understand quickly
- be organized
- be enthusiastic
- motivate people
- be flexible
- analyze data
- solve problems
- write clearly

Holland Code Groups

Conventional people like to work with data, have clerical or numerical ability and attend to detail. They usually enjoy following other people's instructions.

Investigative people like to observe, investigate, learn, analyze, evaluate or solve problems.

Artistic people have artistic, innovative or intuitive abilities. They usually like to work in an unstructured situation, using their imagination or creativity.

Social people like to work with people. They like to inform, enlighten, help, train, develop or cure people. They may also be skilled with using language and words.

Enterprising people also like to work with people, but they like to influence, persuade or perform. They like to lead or manage for organizational goals or economic gain.

Realistic people have athletic or mechanical ability. They prefer to work with objects, machines, tools, plants or animals. They usually like to work outdoors.

*Adapted from *Knowing Your Holland Code*, Utah State Occupational Information Coordinating Committee, Form #71994

Career Interest Checklist*

Check mark any of the activities that might be enjoyable or interesting to you. In general, marking more activities provides more useful results.

- | | | |
|---|---|---|
| 1. <input type="checkbox"/> Typing reports or entering data | 1. <input type="checkbox"/> Keeping detailed records | 1. <input type="checkbox"/> Word processing |
| 2. <input type="checkbox"/> Leading group activities | 2. <input type="checkbox"/> Working on a sales campaign | 2. <input type="checkbox"/> Talking to salespeople |
| 3. <input type="checkbox"/> Reading art and music magazines | 3. <input type="checkbox"/> Designing clothes | 3. <input type="checkbox"/> Acting in or helping to put on a play |
| 4. <input type="checkbox"/> Carpentry and other building projects | 4. <input type="checkbox"/> Decorating rooms | 4. <input type="checkbox"/> Working with animals |
| 5. <input type="checkbox"/> Using a chemistry set | 5. <input type="checkbox"/> Doing puzzles or playing word games | 5. <input type="checkbox"/> Advanced math |
| 6. <input type="checkbox"/> Making new friends | 6. <input type="checkbox"/> Going to church | 6. <input type="checkbox"/> Helping the elderly |
-
- | | |
|---|---|
| 1. <input type="checkbox"/> Working nine to five | 1. <input type="checkbox"/> Using a cash register |
| 2. <input type="checkbox"/> Being elected class president | 2. <input type="checkbox"/> Talking to groups of people |
| 3. <input type="checkbox"/> Learning foreign languages | 3. <input type="checkbox"/> Drawing or painting |
| 4. <input type="checkbox"/> Cooking | 4. <input type="checkbox"/> Fixing cars |
| 5. <input type="checkbox"/> Physics | 5. <input type="checkbox"/> Astronomy |
| 6. <input type="checkbox"/> Attending sports events | 6. <input type="checkbox"/> Belonging to a club |
-
- | | | |
|---|---|---|
| 1. <input type="checkbox"/> Using office equipment | 1. <input type="checkbox"/> Filing letters and reports | 1. <input type="checkbox"/> Working with a budget and preparing financial reports |
| 2. <input type="checkbox"/> Buying clothes for a store | 2. <input type="checkbox"/> Talking to people at a party | 2. <input type="checkbox"/> Selling insurance |
| 3. <input type="checkbox"/> Writing stories or poetry | 3. <input type="checkbox"/> Going to concerts or listening to music | 3. <input type="checkbox"/> Playing music |
| 4. <input type="checkbox"/> Fixing electrical appliances or repairing household items | 4. <input type="checkbox"/> Wildlife biology | 4. <input type="checkbox"/> Putting together model kits or craft projects |
| 5. <input type="checkbox"/> Flying airplanes or learning about aircraft | 5. <input type="checkbox"/> Creating a project for a science fair | 5. <input type="checkbox"/> Working in a lab |
| 6. <input type="checkbox"/> Teaching children | 6. <input type="checkbox"/> Studying people in other lands | 6. <input type="checkbox"/> Helping people solve personal problems |

Add up your interests to find your Holland Code

Count all the number 1s you've checked; put that total on the line in the circle marked "1s=C". Repeat this for numbers 2 through 6. Notice, each number corresponds with a letter. Write the letters of your three highest numbers in the "Holland Code" box below.

1s = C _____	2s = E _____	3s = A _____	4s = R _____	5s = I _____	6s = S _____
-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

THIS IS YOUR HOLLAND CODE

--	--	--

Learn about your Holland groups and careers that match

Match the letters in your Holland Code to the first letters in the Holland groups listed on the right. For example, SAR matches the Social, Artistic and Realistic groups. Now, turn to page 3 and use your code to find careers that match your interests.

Conventional

- Accountant/Auditor
- Bank Teller
- Bookkeeper
- Broadcast Tech.
- Computer Operator
- Court Reporter
- Credit/Loan Clerk
- Dispatcher
- Electronics Assembler
- Expeditor/Production Controller
- General Office Clerk
- Legal Assistant
- Library Assistant
- Medical Record Technician
- Payroll Clerk
- Postal Clerk
- Proofreader
- Receptionist
- Secretary
- Tax Preparer
- Transcriptionist
- Underwriter
- Webmaster

Enterprising

- Auto Salesperson
- Brokerage Clerk
- Business Executive/Manager
- Chef/Dinner Cook
- Compliance Officer
- Customer Service Representative
- Database Administrator
- Detective/Investigator
- Emergency Medical Technician
- Financial Manager
- Flight Attendant
- Funeral Director

- Hotel/Motel Manager
- Insurance Agent
- Interpreter/Translator
- Lawyer
- Legislator
- Marketing/Public Relations Manager
- Occupational Therapist
- Park Ranger
- Real Estate Agent
- Reporter
- Restaurant Manager
- Security Guard
- Travel Agent
- Urban Planner
- Writer or Editor

Artistic

- Actor
- Advertising Agent
- Architect
- Archivist and Curator
- Artist
- Choreographer
- Commercial Artist
- Composer
- Director
- Fashion Designer
- Graphic Artist
- Industrial Designer
- Interior Designer
- Landscape Architect
- Musician
- Merchandise Displayer
- Photographer

Realistic

- Aircraft Mechanic
- Appraiser
- Auto Mechanic
- Bricklayer

- Building Maintenance
- Carpenter
- Computer Repairer
- Construction Manager/Laborer
- Dental Lab Technician
- Electrician
- Engineering Tech.
- Farmer or Rancher
- Firefighter
- Fish/Game Warden
- Floral Designer
- Groundskeeper
- Heating/Cooling Mechanic
- Jeweler
- Machinist
- Mechanical Engineer
- Office Machine Repairer
- Optician
- Pilot/Flight Engineer
- Plumber/Pipefitter
- Robotics Technician
- Sound Engineer
- Truck Driver
- Welder
- Zookeeper

Investigative

- Actuary
- Agricultural Scientist
- Anthropologist
- Biological Scientist
- Chemist
- Chiropractor
- Computer Programmer
- Dentist
- Drafter
- Economist
- Engineer
- Geologist
- Hazardous Materials Technician

- Market Research Analyst
- Meteorologist
- Nurse Practitioner
- Optometrist
- Pharmacist
- Physician
- Psychologist
- Speech Pathologist
- Statistician
- Surgical Technician
- Systems Analyst
- Veterinarian

Social

- Air Traffic Controller
- Athletic Trainer
- Clergy
- Cosmetologist
- Counselor
- Dental Hygienist
- Dietician
- Elementary/Middle/High School Teacher
- Health Administrator
- Historian
- Home Health Aide
- Law Enforcement Officer
- Librarian
- Loan Officer
- Mail Carrier
- Medical Assistant
- Nurse
- Personnel Manager
- Physical Therapist
- Podiatrist
- Radio/TV Broadcaster
- Radiologic Technician
- Recreation Guide
- Respiratory Therapist
- Social Worker

More career options

To find additional careers in your Holland Code groups, use Learn More's Web site at www.learnmoreindiana.org or call the Helpline at **1-800-992-2076**.

Additional resources

To learn more about your career options and the skills you need to succeed, contact Learn More at **1-800-992-2076** or visit our Web site at **www.learnmoreindiana.org**. Ask for free copies of:

- **IS-41:** *Is the Military an Option for You?*
- **IS-42:** *All About Apprenticeships*
- **IS-65:** *Career Areas to Explore and Jobs in Them*
- **IS-74:** *Job Shadowing, Internships and More Ways to Experience Careers*
- **IS-82:** *Skills You Will Need for the Workplace*

Prioritize your goals

To help you choose a career, consider what you want from your work as well as your interests and abilities. Do you want a career where you earn lots of money? Do you want to have many responsibilities? The exercise below will help you discover what is most important to you in a career.

Read the 10 items that follow. Write a 1 next to the career goal that is most important to you. Then use numbers 2 through 10 to rank the remaining goals.

- ___ **EARNINGS**
how much the career pays
- ___ **SERVICE**
how much you help others
- ___ **PRESTIGE**
how much people respect your work
- ___ **GEOGRAPHY**
how important it is to live in a particular place
- ___ **INDEPENDENCE**
how much you are your own boss
- ___ **SECURITY**
how much the career promises long-term, stable employment
- ___ **RESPONSIBILITY**
how much people depend on you
- ___ **TEAMWORK**
how much you will work as a member of a group
- ___ **ENVIRONMENT**
where most of the job will take place (outdoors, indoors, or both)
- ___ **VARIETY**
how much the job will have you doing different kinds of tasks

After you prioritize your goals, ask yourself the following questions:

- Which goals are most important to you? Why?
- Which goals are not as important to you? Why?
- What additional goals do you have for your career?

Use career profiles you requested from Learn More to see how well each career meets your goals. You may want to make a list of the careers you are considering and note how each career will meet your various goals.

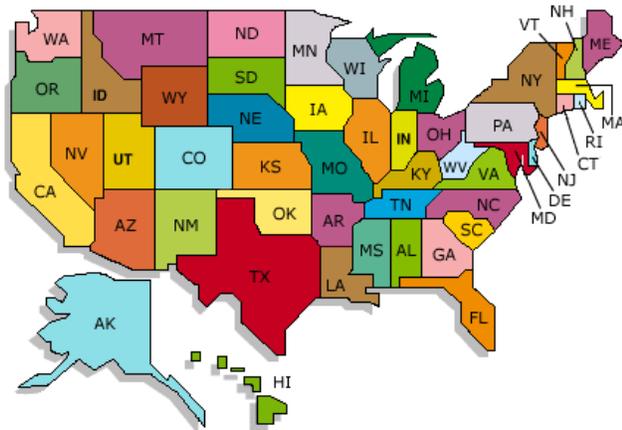
Learn more on careers

New careers are emerging all the time, so you will want to keep exploring your options. As you discover careers that fit your interests, abilities and goals, find out more about them:

- **check out Learn More's Career Profiles** at **www.learnmoreindiana.org** or call **1-800-992-2076**.
ask your guidance counselor about resources, like books and computer programs, to explore careers more in depth; your counselor can also help you plan your education to prepare for careers.
- **use reference materials at public libraries**, such as the *Occupational Outlook Handbook* and the *Dictionary of Occupational Titles*, which include information on jobs for the future.
- **talk with your parents and friends' parents about their work experiences**; ask them what they do in their jobs and how they chose their careers.
- **visit workplaces and meet people in careers that interest you**; you can take a tour of a company, conduct an informational interview, volunteer or job shadow.

START HERE TO FIND THE RIGHT SCHOOL FOR YOU

Find Vocational Schools by Clicking on a State:



California Vocational and Technical Schools

Accredited California vocational and technical schools are plentiful, from San Diego to Los Angeles to San Francisco. The need for educated workers is a top concern for the state, which has become the world's seventh largest economy. A California vocational school can lead you to a fulfilling and lucrative career in many industries.

California is a leading producer of computer and electronics products, which means there is high demand for workers with relevant and practical

classroom experience in information technology, computer information systems, computer network systems and other related fields. An appropriate certificate or degree earned through a California vocational school program can lead you to a great career in California's ever-growing computer and technology industries.

The California economy isn't just about computers. The state is also a major exporter of goods in agriculture, machinery, and transportation equipment, and it's a leader in healthcare and other industries. In California, there are opportunities for students completing any vocational school program.

- [Aircraft](#): A&P Technician, Ground and Flight, Pilot
- [Arts](#): Applied and Creative, Design, Media, Fashion
- [Automotive](#): Automotive Technician, Driver, Heavy Equipment Operator, Repair, Trucking
- [Barbering & Cosmetology](#): Esthetician, Cosmetologist, Hair Design, Facial, Make-Up, Manicuring, Nails, Salon Management
- [Bartending](#)
- [Business](#): Accounting, Administrative, General Office, Management, Marketing, Organizational Psychology, Secretarial
- [Computer](#): CAD, Installer, Multimedia, Programmer, Repairer, Web Designer
- [Construction](#): Estimator, Heavy Equipment Operator, Project Manager, Superintendent
- [Culinary](#)
- [Electronics](#): Assembler, Electrical and Electronics Equipment Installer, Equipment Repairer, HVAC
- [Fashion Design](#): Apparel, Illustration, Merchandizing
- [Gaming](#): Casino Dealer, Machine Repair, Table Games
- [Health](#): Dental, Massage Therapy, Medical Assistant, Medical Office, Medical Records Technician, Nursing, Optician, Paramedic, Pharmacy Technician, X-Ray Technician
- [Inspection & Environmental](#): Hazardous Waste Technician, Home Inspection, Inspector, Quality Assurance
- [Jewelry](#): Bench, Designer, Identification, Diamond Setter
- [Legal](#): Court Reporter, Criminal Justice, Legal Office, Paralegal
- [Machinist](#): Machine Operator, CNC Machinist, CNC Operator
- [Plumber](#): Pipefitter
- [Private Investigation](#): Investigation, Security, Protection
- [Telecommunications](#): Assembler, Cable Installer, Fiber Optic Technician, Networking, Repairer, Systems Installer
- [Travel](#): Flight Attendant, Hotel Management, Reservationist, Travel Agent
- [Welding](#)

Regional Occupational Program

Extension Classes

Adolfo Camarillo High

- Computer-Aided Drafting (CAD)

Buena High

- Auto Service
- Cabinet Making Technology
- Video Production

Camarillo Airport ROP Campus

- Auto Body/Collision Repair
- Auto Painting/Refinishing
- Auto Service
- Banking & Finance
- Computer Business & Software
- Computer Repair & Maintenance
- Dental Assistant
- Diversified Occupations
- Floral Design
- Graphic Design
- Health Careers
- Medical Assistant
- Network Technology "Netprep"
- Nursing Assistant I & II
- Screen Printing
- Web Design
- Welding & Manufacturing

El Camino High

- Diversified Occupations

Fillmore High

- Computer Business & Software
- Construction Technology
- Diversified Occupations
- Office Technology

Foothill Technology High

- Computer Repair & Maintenance
- Diversified Occupations
- Network Technology (Cisco)

Hueneme High

- Photo Communications

Newbury Park High

- Cabinet Making Technology
- Computer Repair & Maintenance

Nordhoff High

- Auto Service Computer-Aided Drafting (CAD)
- Computer Business & Software
- Diversified Occupations
- Graphic Design
- Teacher's Aide
- Video Production

Oxnard High

- Hospitality & Tourism
- Production Technology (Construction)

Pacific High

- Diversified Occupations

Santa Paula High

- Diversified Occupations

Santa Susana High

- Computer Repair & Maintenance
- Stagecraft Technology

Sears-Janss Mall in TO

- Fashion Retail Merchandising & Entrepreneurship

Thousand Oaks High

- Diversified Occupations
- Health Careers Academy
- Machine Tool Technology

University of La Verne in Oxnard

- Fashion Retail Merchandising & Entrepreneurship

Ventura High

- Auto Service
- Computer Repair & Maintenance
- Diversified Occupations
- Network Technology (Cisco) I
- Network Technology (Cisco) II

Westlake High

- Diversified Occupations
-

ROP Night Classes

Located at : Camarillo Airport ROP Campus

- Auto Body/Collision Repair
- Auto Paint/Refinishing
- Computer Business & Software
- Computer Repair & Maintenance

- Floral Design
- Nursing Assistant Medical Assistant
- Network Technology "Netprep"
- Screen Printing
- Web Design
- Welding & Manufacturing

What is "Diversified Occupations?"

This course is designed to provide assessment of career interests, job search and retention training and career research based upon individual interest. Instruction will also focus on skills necessary to succeed in most occupations. After basic training, students will select an occupational area of interest and serve an internship on the actual job site. Specific job skills will be identified and on-the-job instruction provided by a supervisor in the company in which the student is interning.

Juniors & Seniors Can enroll by talking to their HS Counselor.

No tuition fees for High School Students.

Adults can enroll by calling the ROP @ 805-388-4430

\$25.00 Enrollment fee for Adults.
No tuition fees for Adults.

-
- 📖 Explore different ways to learn Math, Reading, and Writing
 - 📖 Earn high school elective credit
 - 📖 Earn applied arts credit for Ventura Unified School District
 - 📖 Explore a career
 - 📖 Free Career Training

Ventura County ROP is a state funded educational program; therefore, there is no tuition. Some courses may require a fee or deposit for books and other classroom-related materials, such as uniforms or coveralls, vaccinations, and/or safety equipment. Please call ROP for information concerning adult's enrollment fee exemption.



ACTIVITY

Where is the closest school to me in the type of training I want?

1. Type of Training: _____

2. Name of School: _____

3. Area of Study: _____

4. Length of Program: _____

5. Type of Certificate/Degree: _____

6. Cost per Year: _____

7. Prerequisites: _____



TRAINING GOALS

Date_____	Name_____
-----------	-----------

Within one year of exiting school, I hope to attend vocational training school:_____

With three years of exiting school, I hope to attend vocational training school:_____

The career that I hope this will help me get to is: _____

Things I need to work on now to get there are:

1. _____
2. _____



EDUCATION/TRAINING GOALS

Date _____ Name _____

Within one year of exiting school I hope to be enrolled in _____

Within three years, I hope to be enrolled in _____

Career outcome that I hope to reach _____

Things I need to work on now to get there:

1. _____

2. _____

3. _____

4. _____

5. _____

Adult Agencies





WHERE DO I START?

Now that you have an idea of what you want, the next step is to find out **who can provide you with services.**

Listed below are agencies that offer assistance in different areas.

VENTURA COUNTY

Tri Counties Regional Center
2220 E. Gonzalez Rd., Suite 210
Oxnard, CA 93030
(805) 485-3177

1919 Williams St., Suite 201
Simi Valley, CA 93065
(805) 522-8030

*Recommended for
Students with Developmental
Disabilities*

- Counseling and resources
- Independent Living Services
- Assessment Services
- Behavioral Services
- Day Programs
- and More

Department of Rehabilitation

Oxnard/Ventura Office
1701 Pacific Avenue, Suite # 120
Oxnard, CA 90335
(805) 385-2400

101 Hodencamp Rd, Suite # 212
Thousand Oaks CA 91360
(805) 371-6279

*Recommended for
All Students*

- Vocational Counseling
- Job Training
- Job Placement
- Support On The Job
- Work Tools
- Tutors
- Other Related Work Needs

Social Security Administration

6477 Telephone Rd, Ste. 1
Ventura, CA 9303
(800) 772-1213

322 E. Thousand Oaks Blvd, Ste. 110
Thousand Oaks, CA 91360
(800) 772-1213

2000 Outlet Center Dr, Ste. 250
Oxnard, CA 93036
(800) 772-1213

355 Placea Nuevo
Santa Barbara, CA 93101
(866) 695-6285

*Recommended for
All Students*

- SSI (Supplemental Security Income)
- SSDI (Supplemental Security Disability Income)
- MediCal/Medicare
- Additional Services to Aid Self Support

Ventura County Behavioral Health Department

300 Hillmont Avenue
Ventura, CA 93003
(805) 652-3200

*Recommended for Students
with Emotional Disturbance*

- Residential Services
- Vocational Services
- Case Management Services

**Employment Development
Department**

Job & Career Centers

4000 S. Rose Ave.
Oxnard, CA 93033
(805) 986-7300

635 S. Ventura Road
Oxnard, CA 93030
(805) 382-6559

725 E Main Street
Santa Paula, CA 93060
(805) 933-8300

80 E Hillcrest Dr, Ste. 200
Thousand Oaks, CA 91360
(805) 449-7320

980 Enchanted Way, Suite #105
Simi Valley, CA 93065
(805) 955-2282

4651 Telephone Rd, Ste. 201
Ventura, CA 93003
(805) 654-3434

*Recommended for All
Students*

- Vocational Counseling
- Job Matching
- Job Board

Ventura College

4667 Telegraph Road
Ventura, CA 93003
(805) 654-6300

Oxnard College

4000 South Rose Avenue
Oxnard, CA 93033-6699
(805) 986-5830

Moorpark College

7075 Campus Road
Moorpark, CA 93065
(805) 524-4942

*Recommended for All
Students*

- Academic Counseling
- Continuing Education
- Supports
- 2-year Certificate Programs

**California State University-
Channel Islands**

One University Drive
Camarillo, CA 93012-8584
(805) 437-8500

*Recommended for students
Who Wish to Obtain a
College Degree*

- Academic Counseling
- Supports
- 4-year degree

LOS ANGELES COUNTY

North Los Angeles Regional Center

15400 Sherman Way, # 300
Van Nuys, CA 91406
(818) 778-1900

Recommended for Students with Developmental Disabilities

- Counseling and resources
- Independent Living Services
- Assessment Services
- Behavioral Services
- Day Programs
- and More

Employment Development Department

Work Source Center
21010 Van Owen
Canoga Park, CA 91303
(818) 596-4444

Recommended for All Students

- Vocational Counseling
- Job Matching
- Job Board

Pierce College

6201 Winnetka Ave.
Woodland Hills, CA 91371
495-0050

Recommended for All Students

- Academic Counseling
- Continuing Education
- Supports
- 2-year Certificate Programs

California State University – Northridge

18111 Nordhoff Street
Northridge, CA 91330
(818) 677-1200

Recommended for students Who Wish to Obtain a College Degree

- Academic Counseling
- Supports
- 4-year degree

Department of Rehabilitation

5900 Sepulveda Blvd #240
Van Nuys, CA 91411
(818) 901-5024

6800 Owensmouth Ave., Suite 100
Canoga Park. CA 91303
(818) 596-4302

Recommended for All Students

- Vocational Counseling
- Job Training
- Job Placement
- Support On The Job
- Work Tools
- Tutors
- Other Related Work Needs

Social Security Administration

9168 De Soto Ave.
Chatsworth, CA 91311
(800) 772-1213

Recommended for All Students

- SSI (Supplemental Security Income)
- SSDI (Supplemental Security Disability)
- Medical/Medicare
- Additional Services to Aid Self Support

West Valley Mental Health Center

7621 Canoga Ave.
Canoga Park, CA 91304
(818) 598-6900

Recommended for Students with Emotional Disturbance

- Residential Services
- Vocational Services
- Case Management Services

Thousand Oaks ♦ Newbury Park ♦ Simi ♦ Moorpark Area

COMMUNITY COLLEGES

Moorpark College- ACCESS

7075 Campus Road
Moorpark, CA 93021
(805) 378-1400, ext. 1556
(805) 986-5858
(805) 654-6380
(805) 378-1499 Fax

University

California State University, Channel Islands

1 University Drive
Camarillo, CA 93012
(805) 437-3331

REGIONAL CENTERS (Developmental Disabilities)

Tri-Counties Regional Center (TCRC)

Simi Valley Office
1900 Los Angeles Ave., Suite 200
Simi Valley, CA 93065
(805) 522-8030
(805) 522-8142 Fax

MENTAL HEALTH SERVICES

Conejo Mental Health Clinic

125 W. Thousand Oaks Blvd., Ste. 500
Thousand Oaks, CA 91360
(866) 998-2243

Simi Valley Mental Health Clinic

1227 E. Los Angeles Ave
Simi Valley, CA 93065
(866) 998-2243

EMPLOYMENT DEVELOPMENT DEPARTMENT

980 Enchanted Way, Suite 105
Simi Valley, CA 93065
(805) 582-8721
(805) 583-1347

JOB AND CAREER CENTERS

East County Job and Career Center

970 Enchanted Way
Simi Valley, CA 93065
(805) 955-2282

Thousand Oaks Job and Career Center

80 E. Hillcrest Dr., Ste. 200
Thousand Oaks, CA 91360
(805) 449-7320

REGIONAL OCCUPATIONAL PROGRAM (ROP)

Ventura County Office of Education

465 Horizon Circle
Camarillo, CA 93010
(805) 388-4430
(805) 388-4428

SOCIAL SECURITY

Thousand Oaks

322 E Thousand Oaks Blvd, Ste. 110
Thousand Oaks, CA 91360
(800) 722-1213 (also Spanish)

DEPARTMENT OF REHABILITATION

Thousand Oaks Office

101 Hodencamp , Ste. 212
Thousand Oaks, CA 91360
(805) 371-6279
(805) 371-6296 Fax

Agoura ♦ Calabasas Area

COMMUNITY COLLEGES

Moorpark College - ACCESS

7075 Campus Road
Moorpark, CA 93021
(805) 378-1400, xt. 1556

Pierce College (special services for disabled students)

620 Winnetka Avenue
Woodland Hills, CA 91364
(818) 719-6430

Valley College

DISABLED STUDENT PROGRAMS AND SERVICES

5800 Fulton Avenue
Van Nuys, CA 91401
(818) 947-2600

Santa Monica College

CENTER FOR STUDENTS WITH DISABILITIES

1900 Pico Blvd.
Santa Monica, CA 90405
(310) 434-4265

UNIVERSITY

California State University, Northridge

THE CENTER FOR DISABILITIES
18111 Nordhoff Street
Northridge, CA 91330
(818) 677-2684

REGIONAL CENTERS (Developmental Disabilities)

North Los Angeles County-Regional Center (NLARC)

15400 Sherman Way, Suite 170
Van Nuys, CA 91406
(818) 778-1900
(818) 756-6140 Fax

REGIONAL OCCUPATIONAL PROGRAM (ROP)

LOS Angeles County ROC/P

8435 Eastern Avenue
Bell Gardens, CA 90301
(562) 922-6805

MENTAL HEALTH SERVICES

Los Angeles County Mental Health Services

West Valley Clinic
7621 Canoga Avenue
Canoga, CA 91304
(818) 598-6900

DEPARTMENT OF REHABILITATION

Canoga Park (Calabasas)

6800 Owensmouth Avenue, Suite 100
Canoga Park, CA 91303
(818) 596-4302

Thousand Oaks (Agoura)

101 Hodencamp, Ste. 212
Thousand Oaks, CA 91360
(805) 371-6279
(805) 371-6296 Fax

JOB AND CAREER CENTERS

Build One Stop

20500 Nordoff Street
Chatsworth, CA 91311-6113
(818) 701-9800

SOCIAL SECURITY

Chatsworth Office (Calabasas)

9168 De Soto Avenue
Chatsworth, CA 91311-4925
(800) 772-1213

Thousand Oaks (Agoura)

322 E Thousand Oaks Blvd, Ste. 110
Thousand Oaks, CA 91360
(800) 772-1213

Ventura ♦ Ojai ♦ Santa Paula ♦ Fillmore Area

COMMUNITY COLLEGES

Ventura College

EDUCATIONAL ASSISTANCE CENTER
4667 Telegraph Road
Ventura, CA 93003
(805) 654-6300
(805) 648-8915 Fax

University

California State University, Channel Islands

1 University Drive
Camarillo, CA 93012
(805) 437-3331

REGIONAL CENTERS (Developmental Disabilities)

Tri-Counties Regional Center (TCRC)

Oxnard Office
2220 E. Gonzales Rd., Ste. 210
Oxnard, CA 93036
(805) 485-3177
(805) 988-9521 Fax

MENTAL HEALTH SERVICES

Santa Paula Mental Health Clinic

725 E. Main St., 3rd Floor
Santa Paula, CA 93060
(866) 998-2243

East Ventura Mental Health Clinic

5740 Ralston St., Ste. 100
Ventura, CA 93003
(866) 998-2243

DEPARTMENT OF REHABILITATION

Oxnard/Ventura Office

1701 Pacific Avenue, Ste. 120
Oxnard, CA 93035
(805)385-2400

EMPLOYMENT DEVELOPMENT DEPARTMENT

Oxnard Office

635 South Ventura Road
Oxnard, CA 93030
(805) 382-8610

JOB AND CAREER CENTERS

Ventura College Job and Career Center

4651 Telephone Road
Ventura, CA 93003
(805) 654-3434

Santa Clara Valley Job and Career Center

725 East Main Street, Suite 101
Santa Paula, CA 93060
(805) 933-8300

Fillmore Community Service Center

828 W. Ventura St., Ste. 210
Fillmore, CA 93015
(805) 524-8666

REGIONAL OCCUPATIONAL PROGRAM (ROP)

Ventura County Office of Education

465 Horizon Circle
Camarillo, CA 93010
(805) 388-4430
(805) 388-4428

SOCIAL SECURITY

Ventura Office

6477 Telephone Rd, Ste. 1
Ventura, CA 93003
(800) 772-1213

Oxnard ♦ Hueneme ♦ Camarillo Area

COMMUNITY COLLEGES

Oxnard College

EDUCATIONAL ASSISTANCE CENTER
4000 South Rose Avenue Oxnard, CA 93033
(805) 986-5800
(805) 985-5806 Fax

University

California State University, Channel Islands
1 University Drive
Camarillo, CA 93012
(805) 437-3331

REGIONAL CENTERS (Developmental Disabilities)

Tri-Counties Regional Center (TCRC)

Oxnard Office

2220 E. Gonzales Rd., Ste. 210
Oxnard, CA 93036
(805) 485-3177
(805) 988-9521 Fax

MENTAL HEALTH SERVICES

Oxnard Mental Health Clinic

1911 Williams Dr.
Oxnard, CA
(866) 998-2243

DEPARTMENT OF REHABILITATION

Oxnard/Ventura Office

1701 Pacific Avenue, Suite 120
Oxnard, CA 93035
(805) 385-2400

EMPLOYMENT DEVELOPMENT DEPARTMENT

Oxnard Office

635 South Ventura Road
Oxnard, CA 93030
(805) 382-8610

JOB AND CAREER CENTERS

West Oxnard Job and Career Center

635 South Ventura Road
Oxnard, CA 93030
(805) 382-6574

Oxnard College Job and Career Center

4000 South Rose Avenue
Oxnard, CA 93033
(805) 986-7300

REGIONAL OCCUPATIONAL PROGRAM (ROP)

Ventura County Office of Education

465 Horizon Circle
Camarillo, CA 93010
(805) 388-4430
(805) 388-4428

SOCIAL SECURITY

Oxnard Office

2000 Outlet Center Dr., Ste 250
Oxnard, CA 93036
(800) 772-1213

ADULT SERVICES RESOURCE DIRECTORY 2013

Ventura County Transición Project

Proyecto de Transición del condado de Ventura

Programs and services for students in transition from Special Education Programs to Adult Life

Programas y servicios para estudiantes en transición de los programas de educación especial a vida adulta

Parents of students enrolled in Special Education Programs may obtain a free copy of this directory by calling:

Padres de estudiantes que están inscritos en programas de educación especial pueden obtener una copia gratuita de este directorio llamando a:

Ventura County SELPA at
(805) 437-1560



This document is available on the Ventura County SELPA website:

Este documento está disponible en el sitio electrónico:

www.venturacountyselpa.com/TransitiontoAdultLife/AdultServicesAgencies

For more information about transition to adult life for students with disabilities go to

Para más información sobre la transición a la vida de adulto para los estudiantes con discapacidades dirijase al

www.venturacountyselpa.com/TransitiontoAdultLife/AdultServicesAgencies



DIRECTORIO DE RECURSOS DE SERVICIOS PARA ADULTOS 2013

See Section 2 for Transition Fact Sheets which provide detailed information about specific transition services, organized in the same categories as this book.

INTRODUCTION

PRÓLOGO

The Ventura County Transition Project is an interagency, collaborative project of organizations that serve people with disabilities. The focus of these organizations may include services to people with learning, physical, developmental, and/or social/emotional disabilities.

Our purpose is to smooth the transition for special education students as they move from public secondary school into adult life. This may include accessing services which were not needed and/or utilized during school years.

This directory was developed to assist people with special needs and their families to identify services that may be helpful to them. The Ventura County Transition Project, including the Ventura County SELPA, is not knowledgeable of or acquainted with each and every agency listed in this directory, nor is it all inclusive.

In addition, we strongly recommend that you use the internet to research a wider array of options and more up to date resources.

Thanks to the community agencies participating in the Interagency Transition Coordinating Council.

El proyecto de transición del condado de Ventura es una inter-agencia, proyecto de colaboración de las organizaciones que sirven a gente con inhabilidades. El enfoque de estas organizaciones puede incluir servicios para gente con inhabilidades de aprendizaje, físicas, de desarrollo, y/o sociales/ emocionales.

El propósito es para preparar la transición de los estudiantes en educación especial conforme se mueven de la escuela secundaria pública a una vida de adulto. Esto puede incluir a tener acceso a servicios que no fueron necesarios y/o utilizados durante sus años escolares.

Este directorio fue desarrollado para ayudar a gente con necesidades especiales y a sus familiares a identificar servicios que puedan ser útiles para ellos. El proyecto de transición, incluyendo al SELPA del condado de Ventura, no está bien informado o familiarizado con todas y cada agencia enlistada en este directorio, ni de todo lo asociado.

En adición, recomendamos firmemente que use la red electrónica para indagar una opción más amplia de datos y más recursos actualizados.

Gracias a las agencias comunitarias que participan en el Consejo inter-agencia de Coordinación de la Transición.

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Adult Education/ College <i>Educación Para Adultos/ Colegios</i> Fact Sheets AE/C #1-4		Services that enhance knowledge and skills through formal education. <i>Servicios que intensifican las habilidades y el conocimiento por medio de la educación formal.</i>		
Agency Name	Address	Phone #	Eligibility	Services
California State University, Channel Islands Education Access Center www.csuci.edu Fact sheet AE/C # 3	One University Drive Camarillo, CA 93012	(805) 437-8528 V/TTY (805) 437-8529 Fax	High School Diploma	Education Technology Assistance
California State University, Northridge Center on Disabilities www.csun.edu/cod Fact sheet AE/C # 3	18111 Nordhoff Street Northridge, CA 91330	(818) 677-2684	High School Diploma	Education Technology Assistance
Los Angeles Valley College Disabled Student Program and Services www.lavc.edu Fact sheet AE/C # 2	5800 Fulton Avenue Van Nuys, CA 91401	(818) 947-2681	Documented Disability	Referral Advocacy Education Technology Assistance
Moorpark College- ACCESS www.moorparkcollege.edu Fact sheet AE/C #2	7075 Campus Road Moorpark, CA 93021	(805) 378-1461 (805)378-1594 Fax	Documented Disability	Education Psychological Assessment Technology Assistance
Oxnard Adult Education www.ouhsd.k12.ca.us/sites/adult/aded.htm	1101 West 2nd Street Oxnard, CA 93030	(805) 385-2578 (805) 385- 2581 Fax		Education
Oxnard College Education Assistance Center www.oxnardcollege.edu Fact sheet AE/C # 2	4000 South Rose Avenue Oxnard, CA 93033	(805) 986- 5830 (805) 986-5928 Fax	Documented Disability	Education Technology Assistance

Pierce College: Special Services for Students with Disabilities www.piercecollege.com Fact sheet AE/C # 2	6201 Winnetka Avenue Woodland Hills, CA 91371	(818) 719- 6430	Documented Disability	Education
Santa Monica College Center for Students with Disabilities www.smc.edu.com Fact sheet AE/C # 2	1900 Pico Blvd. Santa Monica, CA 90405	(310) 434-4265	Documented Disability	Advocacy Education
Simi Valley Adult School www.simi.tec.ca.us	1880 Blackstock Street Simi Valley, CA 93065	(805) 579-6200 (805) 522-8902 Fax		Education
Ventura Adult Education www.vaced.com www.tdctraining.com	5200 Valentine Road Ventura, CA 93003	(805) 289-7925 (805) 289-7931 Fax		Education
Ventura College Educational Assistance Center www.venturacollege.edu/eac Fact sheet AE/C # 2	4667 Telegraph Road Ventura, CA 93003	(805) 654-6300 (805) 648-8915 Fax	Documented Disability	Education Technology Assistance
Adult Day Services and Respite <i>Sevicios de día para Adultos y Respiro</i> Fact Sheet ADS/R #1		Services for adults with significant disabilities who require a high level of support and supervision. <i>Servicios para adultos con discapacidades significativas que requieren un alto nivel de apoyo y supervisión.</i>		
Agency Name	Address	Phone #	Eligibility	Services
Among Friends Adult Day Health Care Center www.amongfriends.org	851 S "A" Street Oxnard, CA 93030	(805) 385-7244	Health Care Needs	Adult Day Service

Arc of Ventura County Services www.arcvc.org	416 North "A" Street Oxnard, CA 93030	(805) 240-1620 (805) 247-1875 Fax	Developmental Disability Regional Center	Employment/ Training Adult Day Services Independent Living Supported Living Vocational/ Assessment Sheltered Employment
Behavior Respite in Action, Inc. www.behaviorrespite.com	397 Mobil Avenue Camarillo, CA 93010	(805) 484-1478 (805) 484-1301 Fax		Independent Living Recreation/ Leisure Respite
Channel Island Social Services www.islandsocialservices.org	900 Calle Plano, Suite C, Camarillo, CA 93012	(888) 566-0255	Disability	Medical/ Health Financial Planning Recreational/ Leisure Respite
Vocational Skills Services Adult Day Care Centers www.agingcare.com	2112 Eastman Avenue Suite 109 Ventura, CA 93003 341 N. "A" Street Oxnard, CA 93003	(805) 986-8300 (805) 278- 0110		Adult Day Service
Advocacy and Legal <i>Apoyo y Legal</i> Fact Sheets AL #1-12		Groups which advocate for the rights of people with disabilities and/or provide low-cost legal services. <i>Grupos que apoyan para los derechos de las personas con impedimentos y/o proveen servicios legales a bajo costo.</i>		
Agency Name	Address	Phone #	Eligibility	Services
By The People Document Preparation Center www.beprepareddocs.com	4360 Cochran Street Simi Valley, CA 93063	(805)526-7351		

Developmental Disabilities Area Boards www.areaboard10.org	Area Board 9 200 E. Santa Clara St., Suite 210 Ventura, CA 93001 Area Board 10 411 North Central Avenue, Suite 620 Glendale, CA 91203	(805) 648-0221 (805) 648-0226 Fax (818) 543-4631 (818) 543-4635 Fax	Developmental Disabilities	Referral Education
Independent Living Resource Center, Inc. www.ilrc-trico.org	1802 Eastman Ave., Suite 112 Ventura, CA 93003	(805) 650-5993 V/TDD (805)9278 Fax	Documented Disability	Housing Assistance Referral Advocacy Employment/ Training Adult Day Services Technology Assistance
North Los Angeles County Regional Center (NLARC) www.nlacrc.com	15400 Sherman Way, Suite 170 Van Nuys, CA 91406	(818)778-1900 (818) 756-6140 Fax	Developmental Disabilities	Referral Advocacy Respite
Disability Rights California www.disabilityrightscalifornia.org Fact Sheet AL # 5	3560 Wilshire Boulevard, Suite 902 Los Angeles, CA 90010	(213) 427-8747 (213) 427-8767 Fax	All Disabilities	Advocacy Legal Technology Assistance
Rainbow Connection Family Resource Center www.rainbowconnectionfrc.weebly.com	2401 E. Gonzales Rd. Suite 100 Oxnard, CA 93036 1900 E. Los Angeles Ave. Second Floor Simi Valley, CA 93065	(805) 485-9643 (805) 988-9521 Fax (805) 823-2325 (805) 522-8142 Fax	All Ages, Developmental Disabilities	Referral Advocacy Recreation/ Leisure

Self-Help Legal Access of Ventura County Superior Court www.ventura.courts.ca.gov	Law Library at Hall of Justice 800 South Victoria Ave. Ventura, CA 93009 1500 Colonia Rd., Suite 20 Oxnard, CA 93030	(805) 654-3962		Legal
T.A.S.K. (Team of Advocates for Special Kids): www.taskca.org	100 W. Cerritos Avenue Aneheim, CA 92805	(714) 533-8275	All Disabilities	Advocacy Education Technology Assistance
Counseling, Support Group, and Psychological Assessment <i>Asesoramiento/ Grupos de apoyo, asesoramiento psicologico</i> Fact Sheets CSP #1-2		Programs offering counseling and therapy for social or emotional needs. <i>Programas que ofrecen asesoramiento y terapia para necesidades emocionales o sociales.</i>		
Agency Name	Address	Phone #	Eligibility	Services
A Center for Creative Change www.barbaradobrin.com	3537 Old Conejo Road, Suite 112 Newbury Park, CA 91320	(805) 499-8511 (805) 499-1622 Fax		Counseling/ Support Group
CITY Impact www.info@cityimpact.com	829 N. "A" Street Oxnard, CA 93030	(805) 983-3636	At Risk Youth	
Conejo Counseling Center	3609 Thousand Oaks Blvd., Suite 110 Westlake Village, CA 91362	(805) 497-9440		Counseling/ Support Group
Holdsambeck and Associates, Inc.	126 S. "H" Street Lompoc, CA 93436	(805) 735-5550 (805) 735-5616 Fax		Behavior Therapy

Interface Children and Family Services www.icfs.org	1305 Del Norte Suite 130 Camarillo, CA 93010	(805) 339-9597 (805) 485-6114 (805) 983-0789 Fax	Sliding Scale Fees	Referral Advocacy Counseling/ Support Group
Jewish Family Service: Greater Los Angeles www.jfsla.org Ventura County www.jfsventura@sbcglobal.net	22622 Vanowen Street West Hills, CA 91307 857 E. Main Street Ventura, CA 93001	(818) 464-3300 (323) 761-8800 Parent Number (818) 703-1473 Fax (805) 641-6565 (805) 641-6560 Fax	Sliding Scale Fees	Housing Assistance Referral Advocacy Medical/ Health Adult Day Services Transportation Recreation/ Leisure Counseling/ Support Group Respite
Los Angeles County Mental Health Services www.dmh.co.la.ca.us	West Valley Clinic 7621 Canoga Avenue Canoga Park, CA 91304	(818) 598-6900 (800) 854-7771 Hotline Services	Mental Illness/ Emotional Disturbance	Housing Assistance Referral Advocacy Medical/ Health Psychological Assessment Counseling/ Support Group
National Association for the Dually Diagnosed (NADD) www.thenadd.org		(845) 331-4336 (800) 331-5362	Mental Illness & Substance Abuse	
One Step A La Vez www.myonestep.org	600 Saratoga Street Fillmore, CA 93015	(805) 907-6576 (805) 516-9336	At risk youth	Support Group
Parents Helping Parents Simi Oaks Counseling Group Day Treatment Program www.ourparents.com/califorina/simi valley/simi oaks counseling group	2345 Erringer Road Suite 207 Simi Valley, CA 93065	(805) 581-9330 (805) 581-6917 Fax		Referral Advocacy Recreation/ Leisure Counseling/ Support Group Technology Assistance

Pause4Kids Parent Support Group for Transition susan@pausejkids.org	PO Box 7114 Thousand Oaks CA 91359	(805) 497-9596		
Telecare Ventura Early Intervention and Prevention Services (VIPS) www.telecarecorp.com/vips	5810 Ralston, 2nd Floor Ventura, CA 93003	(805) 642-7033 805-642-7732 Fax	At risk for Psychotic disorder	
Ventura County Behavioral Health: STAR Program (County Wide) (Children, Youth, Adults) Screening, Triage, Assesment, Referral (single point of entry into VCBH)	County Wide	(866) 988-2243	Mental Illness/ Emotional Disturbance MediCal Eligible or Uninsured	Housing Assistance Referral Medical/ Health Employment Employment/ Training
www.vchca.org/behavioral- health/behavioral-health.aspx Services for 18-25 yrs	Conejo Transitions Program (18-25) 72 Moody Court Thousand Oaks, CA 91360 Oxnard Transitions Program 1911 Williams Drive, Ste 120 Oxnard, CA 93035 Simi Valley Transitions Program 1227 E. Los Angeles Ave. Simi Valley, CA 93065	For information on all Transitions Programs Call: (805) 981-	MediCal Eligible or Uninsured MediCal Eligible or Uninsured MediCal Eligible or Uninsured	Independent Living Psychological Assessment Vocational Assessment Transportation Recreation/ Leisure Counseling/ Support Group Therapy

Services for Adults:	Santa Paula Behavioral Health 333 West Harvard Blvd. Santa Paula, CA 93060 Ventura Hillmont Outpatient Clinic 300 Hillmont Avenue Ventura, CA 93003	(805) 933-4868 (805) 933-2614 Fax (805) 652-3200 (805) 652-3234	All Ages All Ages	Medical/ Health
TAY Tunnel (Wellness & Recovery Drop-In Center)	141 W. 5th Street, Suite D Oxnard, CA 93030	(805) 240-2538	18-25 yrs	Peer to Peer Supports
Vista Del Mar Hospital www.aurora.behavioral.com	801 Seneca Street Ventura, CA 93001	(805) 653-5158	Health Insurance	Referral Medical/ Health Psychological Assessment Technology Assistance
Disability Specific <i>Impedimento Específico</i>		Groups formed for support, research and/or information regarding specific disabilities. <i>Grupos formados para apoyo, investigacion y/o informacion referente a impedimentos especificos.</i>		
Agency Name	Address	Phone #	Eligibility	Services
Autism Society of Ventura County www.vcas.info	P.O. Box 2690 Ventura, CA 93002-2690	(805) 496-1632	Autism	Referral Advocacy Counseling/ Support Group
Braille Institute www.brailleinstute.org	2031 De la Vina Santa Barbara, CA 93105	(805) 682-6222 (805) 687-6141 Fax	Blind/ Visual Impairment	Employment/ Training Recreation/ Leisure Counseling/ Support Group

Brain Injury Support Group www.bisgvc.com	71 Day Road Ventura, CA 93003	(805) 654-6400 x1273	Brain Injury	Housing Assistance Referral Advocacy
Children and Adults with Attention Deficit Disorder (CHADD): www.chadd.org	Sherman Oaks Santa Barbara 300 W. San Antonio Road Santa Barbara Los Angeles Office UCLA NPI 300 UCLA Medical Plaze Los Angeles, CA 90095	(818) 773-4068 (805) 637-3920 (310) 825-9989	Attention Deficit/ Hyperactivity Disorder	Advocacy Education
Channel Islands Office of the National Multiple Sclerosis Society www.nmss.org		(805) 682-8783 (805) 563-1489 Fax	Multiple Sclerosis	Referral
Down Syndrome Association of Los Angeles www.dsala.org	315 Arden Avenue Suite 25 Glendale, CA 91203-1153	(800) 464-8995	Down Syndrome	Referral Advocacy Education Technology Assistance
Dyslexia Awareness & Resource Center www.dyslexiacenter.org/main.html	928 Carpinteria Street Suite 2 Santa Barbara, CA 93130	(805) 963-7339 (805) 963-6581 Fax	Learning Disabilities	Education
Epilepsy Foundation of Los Angeles www.epilepsyfoundation.org	5777 W. Century Blvd. Suite 820 Los Angeles, CA 90040	(805) 564-0446	Epilepsy	Housing Assistance Financial Planning Transportation

Fragile X Association of Southern California www.fraxocal.org	P.O. Box 6924 Burbank, CA 91510	(818) 754-4227	Fragile X Syndrome	Housing Assistance Referral Advocacy Recreation/ Leisure Counseling/ Support Group
Tri-County GLAD www.gladinc.org www.tcglad.org	2222 Laverna Avenue Los Angeles, CA 90041 702 County Square Suite 101 Ventura, CA 93003	(323) 478-8000 (323) 550-4225 Fax (805) 644-6322 (805) 644-6323 TTY	Deaf/ Hard of Hearing	Referral Advocacy Employment/ Training Counseling/ Support Group
John Tracy Clinic www.johntracyclinic.org	806 W. Adams Blvd. Los Angeles, CA 90007	(213) 748-5481 (213) 749-1651 Fax (800) 522-4582	Deaf/ Hard of Hearing	Referral Advocacy Education Employment/ Training Counseling/ Support Group
National Alliance for the Mentally Ill of Ventura County (NAMI) www.nami.org	1355 Del Norte Rd Camarillo, CA 93010	(805) 641-2426	Mental Illness	
Prader-Willi California Foundation www.pwsausa.org	3655 Torrance Boulevard Suite 360 Torrance, CA 90503	(310) 316-3339 (310) 316-3730 Fax (800) 400-9994	Prader-Willi Syndrome	Housing Assistance Referral
Tourette Syndrome Association Southern California Chapter www.tsa-usa.org www.tourettesyndromesocal.org	30733 E. Sunset Drive Redlands, CA 92373	(866) 478-1935	Tourette Syndrome	Referral Advocacy

United Cerebral Palsy Foundation www.ucpla.org	Santa Barbara Office 423 West Victoria Street Santa Barbara, CA 93101 Van Nuys Office 6430 Independence Ave. Woodland Hills, CA 91367	(805) 963-7010 (818) 782-2211 (888) 733-4227 (818) 909-9106 Fax	Cerebral Palsy	Housing Assistance Referral Education Employment/ Training Adult Day Services Independent Living Supported Living Care Homes Financial Assistance Technology Assistance
United Parents for Children and Adolescents with Emotional, Behavior, and Mental Disorders www.unitedparents.org	391 S. Dawson Drive Suite 1 A Camarillo, CA 93012	(805) 384-1555 (805) 384-1080 Fax	Emotional, Behavioral, & Mental Disorders	Referral Advocacy Counseling/ Support Group Respite
Employment, Sheltered Employment, Training, and Vocational Assessment <i>Empleo, Empleo Protegido, Entrenamiento, y Asesoramiento Vocacional</i> Fact Sheets ESTV #1-11		Services which assist adults in developing employment skills and opportunities through one or more of the following types of services: supported employment, integrated work, center-based employment and/or vocational training. <i>Servicios que ayudan a los adultos a desarrollar las técnicas de empleo y oportunidades por medio de una o más de las siguientes: empleo con apoyo, trabajo adaptado, empleo bajo un techo y/o entrenamiento vocacional.</i>		
Agency Name	Address	Phone #	Eligibility	Services
Arc of Ventura County Community Employment Services www.arcvc.org	5101 Walker Street Ventura, CA 93003	(805) 644-0880 (805) 339-6320 Fax	Developmental Disabilities	Supported Employment Work Training

Boys and Girls Clubs Youth Empowerment Program www.positiveplace4kids.org	635 South Ventura Road Oxnard, CA 93030	(805) 382-8229 (805) 815-4709 Fax	At Risk Youth	Education Employment/ Training Vocational/ Assessment
Build Rehabilitation Industries, Inc. www.buildindustries.com	1323 Truman Street San Fernando, CA 91340	(818) 898-0020 (818) 898-1949 Fax		Employment Employment/ Training
California Conservation Corps. www.ccc.ca.gov	1878 Wright Road Suite 2 Camarillo, CA 93010	(805) 484-4345 (805) 484-9247 Fax	All Youth	Education Vocational/ Assessment
CalWORKs www.dss.cahwnet.gov Fact Sheet ESTV #8		(800) 339-9597	Low Income Families	Financial Assistance Employment Assistance
CITY Community Services	500 Esplanade Drive Suite 1458 Oxnard, CA 93036	(805) 981-1249 (805) 981-1273 Fax	Developmental Disabilities; Regional Center Eligible	Employment/ Training Sheltered Employment Adult Day Services
Department of Rehabilitation www.rehab.cahwnet.gov Fact Sheet ESTV # 3	Canoga Park Office 6800 Owensmouth Ave. Ste 100 Canoga Park, CA91303	(818) 596-4302	All Disabilities	Referral Employment/ Training Vocational/ Assessment Transportation Technology Assistance
	Oxnard - Ventura Office 1701 Pacific Avenue Ste 120 Oxnard, CA 93033	(805) 385-2400 (805)385-2426 Fax		

	Thousand Oaks Office 101 Hodencamp Road Suite 212 Thousand Oaks, CA 91360	(805) 371-6279 (805) 371-6296 Fax		
Employment Development Department (EDD) www.edd.ca.gov - General Information www.caljobs.ca.gov - Job Openings Listings Fact Sheet ESTV #4	635 Ventura Rd. Oxnard, CA 93030	(805) 382-8610 (Job Seeker)		Referral Employment/ Training Financial Assistance Financial Planning
Essential Skills Program	461 Corvette Street Port Hueneme, CA 93041	(805) 486-4377 (805) 486-3040 Fax		Education
Goodwill Industries www.goodwillvsb.org	130 Lombard St. Oxnard, CA 93030	(805) 485-2867 (805) 485-2867 Fax (866) 461-4288 TTY		
IABA - STEP www.iaba.com	333 North Lantana Street Suite 287 Camarillo, CA 92010 19510 Ventura Boulevard Suite 204 Tarzana, CA 91356	(805) 987-5886 (805) 987-7279 Fax (818) 881-1933 (818) 881-1935 Fax	Developmental Disabilities; Regional Center	Supported Employment

Jewish Vocational Services YouthAbility Program	22622 Vanowen Street West Hills, CA 91307	(818) 464-3222 (323) 761-8800		Referral Advocacy Transportation Counseling/ Support Group
Job and Career Centers in Ventura County: www.wib.ventura.org/jcc.php	<p>Build Work Source 9207 Eton Ave. Chatsworth, CA 91311</p> <p>East County Job & Career Center 980 Enchanted Way Simi Valley, CA 93065</p> <p>Oxnard College Job & Career Center 4000 South Rose Avenue Oxnard, CA 93033</p> <p>Oxnard Job & Career Center 1400 Vanguard Dr., Suite C Oxnard, CA 93030</p> <p>Santa Clara Valley Job & Career Center 725 East Main St., Suite 101 Santa Paula, CA 93060</p> <p>West Oxnard Job & Career Center 635 South Ventra Road Oxnard, CA 93030</p>	(805) 955-2282 (805)986-7300 (805) 385-9100 (805) 933-8300 (805) 382-6574	Job Seeking	

	Ventura Job & Career Center 4651 Telephone Road, Ste. 200 Ventura, CA 93003	(805) 654-3434		
Path Point www.pathpoint.org	1463 E. Los Angeles Simi Valley, CA 93065 2587 Teller Road Newbury Park, CA 91320 9430 Topanga Canyon Blvd Suite 103 Chatsworth, CA 91311 4464 McGrath, Suite 104 Ventura, CA 93003	(805) 520-8744 (805) 520-7666 Fax (805) 498-8068 (805) 498-1257 Fax (818) 773-9570 x14 (805) 289-3989 (805) 289-3990 Fax		Employment Employment/ Training Sheltered Employment Adult Day Services Independent Living Supported Living Psychological Assessment Vocational/ Assessment Financial Planning Recreation/ Leisure
Regional Occupational Programs (ROP) www.lacorop.org www.venturacountyrop.com www.vcoe.org/rop	Los Angeles County 8435 Eastern Avenue Bell Gardens, CA 90301 CWD/ROP 9300 Imperial Hwy. Room 220 Downey, CA 90242 Ventura County 465 Horizon Circle Camarillo, CA 93010	(562) 922-6850 (805) 388-4430 (805) 388-4428 Fax	16 and older	Employment/ Training Specific Skill Training

Social Vocational Services www.socialvocationalservices.org	2381 Tapo Street Simi Valley, CA 93063	(805) 642-7033		Advocacy Employment/ Training Adult Day Services
Villa Esperanza Services www.villaesperanzaservices.org	756 Lakefield Rd. #F Thousand Oaks, CA 91361	(805) 446-1939		Advocacy Employment/ Training Sheltered Employment Independent Living Supported Living Vocational/ Assessment
Vocational Skills Services- Oxnard Adult Day Care Community www.ourparents.com/california/oxnard/ vocational_skills_services_inc_adcoxnard	Behavior Management and Job Training Program 549 W. Hueneme Road Oxnard, CA 93033	(805) 986-8300 (805) 986-8308 Fax		
West Valley Occupational Center www.wvoc.net	6200 Winnetka Avenue Woodland Hills, CA 91367	(818) 346-3540		Education Employment/ Training Vocational/ Assessment
Youth Employment Services - Simi Valley www.simivalley.org	3855 - A Alamo Street Simi Valley, CA 93063	(805) 522-4473		Employment/ Training
WorkAbility I Programs (for in-school youth): Fact Sheet # 11	Conejo Valley Unified School District Fillmore Unified School District	Denice Welter (805) 497-9511 (805) 371-9170 Fax Julie Mendez (805) 524-6100 Fillmore High School	High School Youth w/IEPS	Employment/ Training

	Las Virgenes Unified School District	Linda Lolli (818) 889-7375 (818) 597-0816 Fax		
	Moorpark Unified School District	<u>Tony Pappilli & Bobbi Buzzelli</u> (805) 328-6305		
	Oak Park Unified School District & Santa Paula HSD	<u>Coreen Herzog</u> (805) 630-3633		
	Ojai Unified School District	<u>Virginia Aguirre</u> (805) 640-4300 x1058		
	Oxnard Union High School District: <u>Camarillo High School</u>	<u>Amy Streicher</u> (805) 389-6434		
	<u>Channel Islands High School</u>	<u>Angelita Sandoval</u> (805) 385-2779		
	<u>Frontier High School</u>	<u>Carmen Leon</u> (805) 389-6456		
	<u>Hueneme High School</u>	<u>Tyler Cammick</u> (805) 385-2691		
	<u>Oxnard High School</u>	<u>Joanna Della Gatta</u> (805) 385-3686		
	<u>Pacifica High School</u>	<u>Joanne Bonner</u> (805) 278-5000 X 1721		

	<u>Rio Mesa High School</u> Simi Valley Unified School District Ventura County Office of Education Ventura Unified School District	<u>Patty Connelly & Richard Lukas</u> (805) 278-5500 <u>Cyndi Page & Kathy Trauger</u> (805) 577-1400 x5208 (805) 428-6263 <u>Anna Vidal</u> (805) 640-0468 <u>Stefanie Rodriguez</u> (805) 289-3388 <u>Yvette Bohnert</u> (805) 641-5000		
Workability III www.wib.ventura.org/ Fact Sheet ESTV #10	Ventura College 4667 Telegraph Rd. Ventura, CA 93003	(805) 654-6300	College Students w/ Disabilities	Employment/ Training
Workforce Investment Board	505 Poli Street Ventura, CA 93001	(805) 497-5306 (805) 648-9533 Fax		Employment/ Training
Workforce Investment Network for Youth	4000 South Rose Avenue Oxnard, CA 93033	(805) 986-7377		Employment/ Training

Financial Assistance & Planning <i>Asistencia Monetaria y Planificación</i> Fact Sheets FA/P #1-9		Cash benefits for eligible people with disabilities. <i>Beneficios en efectivo para gente elegible con discapacidades.</i>		
Agency Name	Address	Phone #	Eligibility	Services
Cal Fresh www.calfresh.ca.gov Fact Sheet FA/P #3		(800) 339-9597	low income families	Food Assistance
Social Security Administration www.ssa.gov	Chatsworth Office 9168 Desoto Avenue Chatsworth, CA 91311 Thousand Oaks Office 322 E. Thousand Oaks Blvd. Suite 110 Thousand Oaks, CA 91360 Oxnard Office 327 N. 5th Street Oxnard, CA 93030 Ventura Office 3585 Maple Suite 101 Ventura, CA 93001	General Information and services (800) 772-1213 (805) 642-2152 TDD		Financial Assistance Financial Planning
Women Infants & Children (WIC) www.cdph.ca.gov/programs/wicworks/Pages/default.aspx Fact Sheet FA/P #8	Ventura County Office 2240 E. Gonzales Rd. Suite 290 Oxnard Ca, 93036	(805) 981-5251 (800) 781-4449 EX 3	Single & Pregnant Mothers & Infants under 5 years old	Food Assistance & Education Medical Assistance

Health, Medical, & Therapy <i>Salud, Médicos, y Terapia</i> Fact Sheets HM/T # 1-7		Services that assist people in achieving and maintaining physical well-being as well as preventing and treating acute/ chronic disease, illness, and injury. <i>Servicios que ayudan a las personas a lograr y mantener un buen estado físico así como prevenir y tratar males agudos/crónicos, enfermedades y heridas.</i>		
Agency Name	Address	Phone #	Eligibility	Services
Camarillo Health Care District www.camhealth.com	3639 E. Las Posas Road Suite 117 Camarillo, CA 93010	(805) 388-1952 (805) 482-8957 Fax		Medical/ Health
California Children's Services (CCS) www.portal.countyofventura.org	2240 E. Gonzales Rd., Suite 260 Oxnard, CA 93036	(805) 981-5281		Medical/ Health Therapy
Clinicas del Camino Real www.clinicas.org	200 S. Wells Road Suite 200 Ventura, CA 93004-1302	(805) 659-1740		Referral Advocacy Medical/ Health Technology Assistance
	Oxnard 650 Meta St Oxnard, CA 93030	(805) 487-5351		
	Fillmore 355 Central Avenue Fillmore, CA 93015	(805) 524-4926		
	Maravilla Community Health Center 450 W. Clara Street Oxnard, CA 93033	(805) 488-0210		
	Ocean View 4400 Old Rd. Oxnard, CA 93033	(805) 986-5551		

	Ojai Valley Community Health Center 1200 Maricopa Hwy. Ojai, CA 93023 Santa Paula 500 E. Main Street Santa Paula, CA 93060 Ventura 200 S. Wells Rd. Suite 100 Ventura, CA 93004	(805) 640-8293 (805) 933-0895 (805) 647-6322		
Conejo Free Clinic www.conejofreeclinic.org	80 E. Hillcrest Drive Suite 102 Thousand Oaks, CA 91360	(805) 497-3537		Medical/ Health Legal
Easter Seals Tri-Counties, California www.ca-tr.easter-seals.org Fact Sheet HM/T #1	10730 Henderson Road Ventura, CA 93004	(805) 647-1141 (805) 647-1148 Fax		Education Medical/ Health Recreation/ Leisure Therapy
Gold Coast MediCal Managed Care www.goldcoasthealthplan.org Fact Sheet HM/T # 3	2220 E. Gonzales Rd. Suite 200 Oxnard, CA 93036	(805) 981-5320 (805) 981-5314 Fax	MediCal	
Planned Parenthood Ventura County www.plannedparenthood.org/ppsbvslo/ Fact Sheet HM/T #2	518 Garden St. Santa Barbara, Ca 93101 1200 West Hillcrest DR. Thousand Oaks, Ca 91320 5400 Ralston St. Ventura Ca, 93003	(805) 963-2445 (888) 898-3806		Family planning Medical service Advocacy

Arc of Ventura County Community Living Services; Training for Independent Living (TIL)	TIL West County 148 S. Palm Street Ventura, CA 93001	(805) 643-2288 x202 (805) 643-7912 Fax		Supported Living Housing Assistance Referral
www.ahacv.org	TIL East County 5143 Cochran Street Simi Valley, CA 93065 Independent Living Svcs 280 Skyway Drive Camarillo, CA 93010	(805) 520-0399 (805) 527-1380 Fax (805) 389-7319 (805) 482-2454		
Area Housing Authority www.ahacv.org	1300 West Hillcrest Newbury Park, CA 91320	(805) 480-9991 (805) 480-1021 Fax		
AspiraNet Transitional Housing www.aspiranet.org	1838 Eastman Avenue Suite 100 Ventura, CA 93003	(805) 289-0120 (805) 289-0130 Fax	16-18 year old female, dependents or wards of the court	Transitional Housing
Community Options www.communityoptions.com	Family Home Agency 360 Mobil Avenue Suite 100 Camarillo, CA 93010	(805) 383-2814 (805) 383-2816 Fax		Care Homes
Essential Skills Program	461 Corvette Street Port Hueneme, CA 93041	(805) 486-4377 (805) 486-3040		
Housing Authority (LA COUNTY)	2323 Palmdale Blvd. Suite B Palmdale, CA 93550	(661) 575-1511		Housing Assistance Referral
Institute For Applied Behavior Analysis (IABA) Social/ Community Integration and Participation Program (SCIP) www.iaba.com	333 North Lantana Street Suite 287 Camarillo, CA 93010	(805) 987-5886 (805) 987-7279 Fax		Employment/ Training Sheltered Employment Independent Living Supported Living

	19510 Ventura Boulevard Suite 204 Tarzana, CA 91356			
Independence Center www.independencecenter.com	3640 South Sepulveda Blvd. Suite 102 Los Angeles, CA 90034	(310) 202-7102		Independent Living
Independent Living Resource Center www.ilcsc.org Fact sheet ISLH #4	1802 Eastman Avenue Suite 112 Ventura, CA 93003 Van Nuys 14407 Gilmore Street Suite 101 Van Nuys, CA 91401	(805) 650-5993 V/TDD (805) 650-9278 Fax (818) 785-6934 (818) 785-7097 TTY (818) 785-0330 Fax		Housing Assistance Referral Advocacy Employment/ Training Sheltered Employment Technology Assistance
In-Home Support Services www.portal.countyofventura.org www.dpss.lacounty.gov	Ventura County Los Angeles County	(805) 654-3246 (888) 944-4477 (213) 744-4447	Chronic Physical/ Health Disabilities	
Pathpoint Independent Living Programs www.pathpoint.org	Newbury Park Office 2587 Teller Rd. Newbury Park, CA 91320 Simi Valley Office 1463 E. Los Angeles Ave Simi Valley, CA 93065	(805) 498-8068 ext. 115 (805) 498-1257 Fax (805) 520-8744 ext. 112 (805) 581-0316 Fax		

People Creating Success, Inc. www.pcs-services.org	1000 S. Hill Road Suite 320 Ventura, CA 93003	(805) 644-9480 (805) 644-9473 Fax		Housing Assistance Advocacy Education Medical/ Health Employment/ Training Adult Day Services Independent Living Supported Living Care Homes Recreational/ Leisure
S.A.G.E., Service to Achieve Growth and Empower www.sageservices.org	260 Maple Court Suite 245 Ventura, CA 93003	(805) 654-9814 (805) 654-9815		
Salvation Army, Ventura county www1.usw.salvationarmy.org/usw/www_usw_venturacorps.nsf Fact Sheet ISLH #10	Transitional Living Center 155 S. Oak St. Ventura, Ca 93001 Ventura Corps 650 S. Petit Ventura Ca 93004	(805) 648-4977		Housing Assistance for homeless families & Single Women Safe sleep program Homeless to Home Program
Prototypes www.prototypes.org	2150 N. Victoria Ave Oxnard, CA 93036	(805) 382-6296		
Ventura County Homeless & Housing Coalition vchhc.org/ Fact Seet ISLH # 2	P.O. Box 417 Camarillo CA, 93011-0417	(805) 493-2471 (805) 654-5106 Fax		

Lutheran Social Services www.lsssc.org	80 East Hillcrest Suite 101 Thousand Oaks, CA 91360	(805) 497-0344 (805) 497-6307 (805) 497-2607 Fax		
Recreation & Leisure <i>Diversión Y Recreo</i> Fact Sheets RL #1-3		Services for adults that offer recreational, sports and leisure activities which enhance physical and emotional well-being. <i>Servicios que ofrecen actividades de diversion, deportes y recreo para adultos las cuales intensifican el bienestar fisico y emocional.</i>		
Agency Name	Address	Phone #	Eligibility	Services
City Of Ventura, Adaptive Programs www.ci.ventura.ca.us/dept/es/youth	501 Poli Ventura, CA 93005	(805) 658-4726 (805) 648-1030 Fax		Recreation/ Leisure
Community Park and Recreation Departments: www.ci.agourahills.ca.us www.cityofcalabasas.com www.crpdpd.org www.fillmoreca.com www.ci.ojai.ca.us www.oxnardrec.org www.pvrpd.org www.ci.port-hueneme.ca.us www.ci.santa-paula.ca.us www.rsrpd.org	Agoura Hills Calabasas Conejo Fillmore Ojai Oxnard Pleasant Valley/ Camarillo Port Hueneme Santa Paula Simi Valley	(818) 597-7361 (818) 880-6461 (805) 381-2739 (805) 524-1500 x 216 (805) 646-1872 (805) 385-7950 (805) 385-7995 (805) 482-1996 (805) 986-6555 (805) 933-4226 (805) 584-4400		Recreation/ Leisure- Call for specific information about services for people with disabilities

www.ci.ventura.ca.us	Ventura	(805) 658-4726		
www.laparks.org	Woodland Hills	(818) 883-3262		
Just 4 Us Social Support Group www.csunfamilyfocus.com	Family Focus Resource Center at Cal State Northridge 18330 Nordhoff Street Northridge, CA 91330	(818) 677-7063 (818) 756-6225		Counseling/ Support Group
Ventura County Special Olympics www.sosc.org Fact Sheet RL #2	1559 Spinnaker Drive Suite 206 Ventura, CA 93001	(805) 650-7717 (805) 650-7705		Recreation
Referral <i>Recomendacion</i> Fact Sheet R # 1		Referral agencies which provide linkage and information about resources for people with unique needs. <i>Agencias de referencia que proveen informacion y coneccion sobre recursos para personas con necesidades unicas.</i>		
Agency Name	Address	Phone #	Eligibility	Services
Chinese Services Center www.cscia.org	767 N. Hill Street Suite 400 Los Angeles, CA 90012	(213) 253-0880		Housing Assistance Referral Advocacy Medical/ Health Employment/ Training Counseling/ Support Group Technology Assistance
Information and Referral- Interface Help Line www.211ventura.org		(800) 339-9597 or dial 211		
Japanese Speaking Parents Association c/ o Little Tokyo Service Center	231 E. 3rd Street Suite G- 104 Los Angeles, CA 90013	(213) 473-3030 (213) 473-3031 Fax		Referral Advocacy

Help of Ojai www.helpofjai.org	1111 West Santa Ana Ojai, CA 93023	(805) 646-0144		
North Los Angeles County Regional Center (NLARC) www.nlacrc.com	15400 Sherman Way, Suite 170 Van Nuys, CA 91406	(818)778-1900 (818) 756-6140 Fax	Developmental Disabilities	Referral Advocacy Respite
Tri-Counties Regional Center www.tri-counties.org	Santa Barbara Office 520 East Motecito St. Santa Barbara, CA 93103 Oxnard Office 2401 E. Gonzales Road Suite 100 Oxnard, CA 93036 Simi Valley Office 1900 E. Los Angeles Ave. Suite 200 Simi Valley, CA 93065	(805) 962-7881 (805) 884-7229 Fax (805) 485-3177 (805) 664-3177 (805) 988-9521 Fax (805) 522-8030 (805) 522-8142 Fax	Developmental Disabilities	Housing Assistance Referral Advocacy Adult Day Services Independent Living Supported Living Care Homes Psychological Assessment Respite Therapy
Technology Assistance <i>Asistencia Tecnológica</i>		Promote access through technology. <i>Promueven acceso a través de la tecnología.</i>		
Agency Name	Address	Phone #	Eligibility	Services
Alliance for Technology Access Centers Center for Accessible Technology www.ataccess.org www.cforat.org	National Office 1304 S. Point Blvd. Suite 240 Petaluma, CA 94954 State Office 2547 8th Street Suite 12-A Berkley, CA 94710-2572	(707) 778-3011 (707) 778-3015 TTY (707) 765-2080 Fax (510) 841-3224 (510) 841-7956 Fax		Technology Assistance

Computer Access Center www.cac.org	6234 W. 87th Street Los Angeles, CA 90045	(310) 338-1597 (310) 338-9318 Fax		
ITECH Parent Helping Parents www.php.com	3041 Olcott Street Santa Clara, CA 95054	(408) 727-5775 (408) 727-0182		Referral Advocacy Technology Assistance
San Diego Assistive Technology Parents www.ucpsd.org/new/assistive	6153 Fairmount Ave Suite 150 San Diego, CA 92120	(858) 278-5420		
Team of Advocates for Special Kids Computer Assessment www.taskca.org	101 W. Cerritos Ave Anaheim, CA 92805	(714) 533-8275 (714) 533-2533 Fax		Technology Assistance
Ventura College Assistive Technology Training Center www.venturacollege.edu	4667 Telegraph Road Ventura, CA 93003	(805) 654-6415 (805) 482-2409 Fax		Education Vocational/ Assessment Technology Assistance
Ventura County SELPA Adaptive Technology Assessment Center (ATAC) www.venturacountyselpa.com	5100 Adolfo Road Camarillo, CA 93012	(805) 437-1575 (805) 437-1599 Fax	School age students with IEPs	
Transportation <i>Transportación</i>		Public transportation resources for people with unique needs. <i>Recursos de transportación pública para gente con necesidades únicas.</i>		
Agency Name	Address	Phone #	Eligibility	Services
Amtrak www.amtrak.com		(800) 872-7245		Transportation

Vista Dial-A-Ride www.goventura.org	Ventura County Transportation Commision 950 County Square Dr Suite 207 Ventura, CA 93003	(805) 642-1591 (805) 642-4860 Fax (800) 438-1112 Transit Information		Transportation
Fillmore/ Santa Paula Area	Fillmore/ Piru Vista Dial- A-Ride 234 Central Avenue Fillmore, CA 93015	(805) 524-2319		Transportation
	Santa Paula- Vista Dial-A- Ride 234 Central Avenue Fillmore, CA 93015	(805) 933-2267		
Ojai Area www.ojaitrolley.com	Ojai Trolley Services	(805) 640-2562		Transportation
Thousand Oaks Area www.totransit.org	Thousand Oaks Dial-A- Ride	(805) 375-5467		Transportation
Camarillo Area www.cicamarillo.ca.us	Camarillo Area Transit Dial-A-Ride 601 Carmen Drive Camarillo, CA 93010	(805) 988-4228		Transportation
Greyhound Bus Service www.grehound.com		(800) 752-4841 Customers with Disabilities		

Mobility Management Partners www.mobilitymp.net	4036 Adolfo Road Camarillo, CA 93012	(888) 667-7001 X549		•ADA Certification •Travel Training •Referrals
R & D Transportation Services	Travel Training	(800) 966-7114		Transportation

Transition Fact Sheets

Compiled by the:

WorkAbility I Human Support Services Committee

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Region 2

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Region 5

Tracy Hunter, HSS Representative

by: ***WorkAbility I Human Support Services (HSS) Committee***

Modified by: Ventura County SELPA, August 2012



ADULT EDUCATION/COLLEGE (AE/C)

1. Federal Application for Free Student Aid
2. Community College Enrollment
3. CSU Admission Requirements
4. Post Secondary Education Options



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2. California Disability Access
3. California Youth Leadership Forum
4. Client Assistance Program - Department of Rehabilitation
5. Disability Rights California
6. Jury Duty
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**Adult Education/
College
(AE/C)**



TRANSITION SERVICES: ADULT EDUCATION/COLLEGE

APPLYING FOR FEDERAL STUDENT AID

(AE/C #1)

Description of Services:

Federal Student Aid, is an office of the US Department of Education, whose mission is to ensure that all eligible individuals benefit from federal financial assistance for education beyond high school. Some avenues for financial assistance are grants, loans and work-study programs. The definitions of these programs and process for applying are outlined below:

Federal student aid can be used to cover the costs of your college's tuition and fees, room and board, books and supplies, and transportation. This aid can also be used to help pay for a computer and dependent child care expenses.

Who is eligible?

Students who need help paying for college.

How do I apply for federal student aid?

The process for determining federal student aid eligibility is separate from the process of applying for admission to college. The *Free Application for Federal Student Aid* (FAFSA) is the basic application that is used to apply for federal student aid.

Step 1

Applying for financial aid is FREE at www.fafsa.ed.gov. Anytime you need more information you can visit Federal Student Aid at www.FederalStudentAid.ed.gov or call us at **1-800-4-FED-AID (1-800-433-3243)**. You can also talk with your high school counselor or the financial aid office at the college you plan to attend. Just remember that financial aid is provided to help students pay for college, so you don't need to pay to apply. You should never have to pay for help.

Step 2

Get a Federal Student Aid PIN. The PIN lets you electronically sign your online *Free Application for Federal Student Aid* form (FAFSA), make corrections to your application information, and more - all online. Go to www.pin.ed.gov to apply for a PIN.

Step 3

Gather your documents. You will need income information like tax returns and W-2 forms. Having these documents will make applying simpler. For a full list of what you need go to www.fafsa.ed.gov. If you haven't filed your tax return when you're ready to complete the FAFSA, estimate your tax infor-

mation and correct the information later.

Step 4

Check the deadlines. Although you can complete the FAFSA between January 1 and June 30 of the following year to get federal student aid, deadlines for college or state aid are usually much earlier. Apply online at www.fafsa.ed.gov as soon as possible on or after January 1 to meet the college and state aid deadlines.

Step 5

After you submit your FAFSA, Federal Student Aid will send you a [Student Aid Report \(SAR\)](#). The SAR is a summary of your data and provides information on the status of your FAFSA, so it's important that you review your SAR, and, if necessary, submit changes or corrections.

Step 6

The colleges you list on your FAFSA receive your information once your application has been processed. Sometimes these colleges need to verify the information that you provided on your FAFSA, so they may ask you to submit tax returns or other documents. This process is called [verification](#). Be sure to submit the documentation to your college by the deadlines or your federal student aid will be delayed.

Step 7

Follow up with your colleges. Make sure the financial aid office at your college has all the information needed to determine your eligibility.

Step 8

Once you have your award information that shows the aid you are being offered, contact your college's financial aid office if you have any questions about your financial aid award.



TRANSITION SERVICES: ADULT EDUCATION/COLLEGE COMMUNITY COLLEGE ENROLLMENT PROCESS

(AE/C #2)

When applying to community college, students should:

- Complete an application for admission
- Complete Financial Aid (FAFSA) and Cal Grant forms by March 1st

Once you have applied and completed your financial aid forms, contact the college and set an appointment for the following:

Assessment & Orientation

Call the Assessment Testing Center, Counseling Department or Disabled Students Program Services (DSPS) Office at your local community college.

Notice: Make sure that you clearly state your name and give the correct contact information (email address, phone number, etc.) with requested date and time of assessment when sending an email or leaving a message to make an appointment. Until you receive a confirmation email or a phone call you **DO NOT** have an appointment reserved.

Ability to Benefit (ATB) Testing *

Students who **don't** have a High School Diploma or GED and wish to apply for Financial Aid are eligible for ATB Test. Ability to Benefit tests are offered by appointment only. Call the Financial Aid Office to arrange a time.

Assessment for Students With Disabilities

If you have a disability which requires alternative arrangements or materials, please contact Disabled Student Programs & Services (DSPS) Office. Call this office first if you will need accommodations on the Assessment Test.

Documents to bring with you:

- **Bring photo ID**
- **Matriculation Checklist with proof of Orientation attendance**
- **Students must have a current application on file** with Admissions and Records before attending Orientation and Assessment.
- **Individualized Education Plan and Psycho-Educational Reports**(if applying for Disabled Student Programs & Services support).

COUNSELING

Students must meet with a counselor as part of the matriculation process. To see a counselor, make an appointment at the Counseling Center. Students may be seen on a DROP-IN basis during the registration period and throughout the semester.

NOTE: The Orientation and Assessment Center schedules are often subject to change. Please visit the Counseling Offices **for the most current testing schedule** or visit the school website.



TRANSITION SERVICES: ADULT EDUCATION/COLLEGE CSU ADMISSION REQUIREMENTS

(AE/C #3)

Admission requirements for the California State University are easy to understand. There are three (3) basic admission requirements:

- Completion of required high school courses
- Grades and SAT/ACT test scores
- Graduation from high school with a diploma

Getting good grades in the right classes is really important, students should work hard to earn as many "As" and "Bs" as possible. The California State University will calculate a grade point average from the grades you earn in the required high school subjects.

In your junior year in high school you may want to take either an SAT or ACT admission test. Students may retake these tests during their senior year of high school to improve your test scores. Your scores on the SAT or ACT will be used with your high school grade point average to calculate an Eligibility Index. The Eligibility Index is a simple way for CSU campuses to see if you have the grades and test scores required for admission.

The CSU system requires a 15-unit pattern of courses for admission as a freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each to meet the subject requirements.

Area	Subject	Years
a.	U.S. History and Social Science	2
b.	English	4
c.	Math (Algebra I, Geometry, and Intermediate Algebra)	3
d.	Science with Lab (1 year biological and 1 year physical)	2
e.	Language Other than English (the same language)	2
f.	Visual and Performing Arts (Art, Dance, Theatre/Drama, or Music)	1
g.	An additional year chosen from the a-g list	1
Total Required Subject Units		15

*Subject Requirement Substitution for Students with Disabilities

All freshman applicants are encouraged to complete 15 units of college preparatory subjects. If you are otherwise qualified, but unable to complete certain subjects because of your disability, you should contact the director of Services to Student with Disabilities at the CSU campus you wish to attend to receive further information about your eligibility to attend the campus.



TRANSITION SERVICES: ADULT EDUCATION/COLLEGE POST SECONDARY EDUCATION OPTIONS

(AE/C #4)

Community Colleges: are public, two year colleges. They mostly serve people from nearby communities and offer academic courses, technical courses, and continuing education courses. Public institutions are supported by State and local revenues.

Technical Colleges: have a special emphasis on education and training in technical fields. However, although some technical colleges offer academic courses and programs, not all technical colleges offer two-year programs that lead to an associate of arts or science degree. Technical colleges may be private or public. Junior colleges and community colleges that offer many technical courses are often called "technical colleges."

Junior Colleges: are generally two-year colleges that are private institutions. Some junior colleges are residential and are attended by students who come from other parts of the country.

Receiving a license or certificate:

Many junior and community colleges offer technical/occupational training, as well as academic courses. Many of these programs are in cooperation with local businesses, industry, public service agencies, or other organizations. Some of these programs are formally connected to education programs that students start in high school; they are often referred to as "tech-prep" or "school-to-career" programs.

Receiving an Associate's Degree:

Many colleges offer programs that are less than four years in length. Most of these schools offer education and training programs that are two years in length or shorter. The programs often lead to a license, a certificate, an associate of arts (A.A.) degree, an associate of science (A.S.) degree, or an associate of applied science (A.A.S.) degree.

Some programs at two-year colleges lead to an A.S. or A.A. degree in an academic discipline. These academic programs are often comparable to the first two years of a general academic program offered by a four-year college or university. In many cases, two-year degrees can be transferred to four-year schools and credited toward a B.A. or B.S. degree.

Four-Year Colleges: are post-secondary schools that provide four-year educational programs in the arts and sciences. These colleges confer bachelor's degrees.

Universities: are postsecondary schools that include a college of arts and/or sciences, one or more programs of graduate studies, and one or more professional schools. Universities confer bachelor's, graduate and professional degrees. Students who wish to pursue a general academic program usually choose a four-year college or university. Such a program lays the foundation for more advanced studies and professional work. Four-year colleges and universities offer bachelor's degrees (the B.A. and B.S.) in most areas in the arts and sciences, such as English literature, foreign languages, history, economics, political science, biology, zoology, chemistry, and in many other fields.

Receiving a Bachelor's Degree:

When a student earns a bachelor's degree, it means that he or she has passed examinations in a broad range of courses and has studied one or two subject areas in greater depth. (These one or two subject areas are called a student's "major" area(s) of study or area(s) of "concentration.")

A bachelor's degree is usually required before a student can begin studying for a graduate degree. A graduate degree is usually earned through two or more years of advanced studies beyond four years of college. This might be a master's or a doctoral degree required in certain professions such as law, social work, architecture, or medicine.

<http://www.ed.gov/students/prep/college/thinkcollege/>

**Adult Day Services
and
Respite
(ADS/R)**



Description of Services:

An adult day program is a local year-round program funded by Regional Center that provides daytime services to adults with developmental disabilities. There are many different types of day programs that provide a diverse range of opportunities for persons with developmental disabilities.

Most day programs offer community integrated activities allowing consumers with disabilities to become fully included members of their community. These services include community outings, social/recreation experiences, and independent living skills training. Some programs offer vocational training, support in community college classes, paid work and volunteer opportunities. Transportation to and from the day program is provided either by the day program or is arranged through Regional Center.

One of the goals for community-based programs is to provide some paid or volunteer work for each participant. Some of the individuals work two to four hours a week, in groups of two or three participants, with the support of staff from the day program.

Some programs will provide assistance with personal care needs, dispense oral medication and provide medical care.

Who is eligible?

An adult with a developmental disability who is a client of Regional Center and wants to participate in a daily program or sheltered workshop that includes vocational training and recreation opportunities.

General Contact Information

www.dds.ca.gov/DayProgram/home.cfm

www.dds.ca.gov/VocationalSvcs/WorkActivity.cfm

Interested applicants must:

- Be an active client of the Regional Center
- Be age 22 or above and have completed high school
- Meet the individual program requirements
- Request a referral to the program from the Regional Center case manager

NOTES

**Advocacy
and
Legal
(AL)**



TRANSITION SERVICES: ADVOCACY & LEGAL AMERICANS WITH DISABILITIES ACT (ADA)

(AL #1)

What is the “ADA”

Title I of the Americans with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. The ADA covers employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations. The ADA's nondiscrimination standards also apply to federal sector employees under section 501 of the Rehabilitation Act, as amended, and its implementing rules.

Agencies with ADA responsibilities:

- Employment
- Public Transportation
- Telephone Relay Service
- Labor
- Housing
- Education
- Health care
- And more...

Contact Information

For information about the Americans with Disabilities Act (ADA)

Contact the ADA Information Line

800-514-0301 (voice)

800-514-0383 (TTY)

ADA Specialists are available to provide ADA information on Monday, Tuesday, Wednesday, and Friday from 10:30 a.m. until 4:30 p.m. or on Thursday from 12:30 p.m. until 4:30 p.m. (Eastern Time).

For additional information and general knowledge, please logon to:

<http://www.ada.gov>

Also, please logon to the following website for a quick and easy fact sheet about the ADA: <http://www.eeoc.gov/facts/fs-ada.html>

Who is Eligible?

Any persons with a disability:

An individual with a disability is a person who:

Has a physical or mental impairment that substantially limits one or more major life activities.

Has a record of such an impairment; or is regarded as having such an impairment.

Notes



Description of Services:

NOTES

The purpose of this website is to provide information and links on the major laws, regulations and areas of interest regarding disability rights and access for Californians with disabilities and other interested persons.

On the website you will find references to laws, resources for services and referrals to organizations that can help you with your access concerns.

Informational topics include Private Businesses, Government, Education, Employment, Transportation and Disability Laws and Regulations.

It is not the intent of this website to be a substitute for legal counsel. The information provided on this website is intended solely as informational guidance, for specific legal advice concerning disability laws please contact an attorney.

This site was developed by the ADA Interagency Task Force.

Contact Information

CALIFORNIA DISABILITY ACCESS WEBSITE:

www.disabilityaccessinfo.ca.gov

To contact staff about this website, send an email to:

adaff@dor.ca.gov



Program Description:

High school students participate in a five day vocational program at the California State Capitol to interact with local legislators and learn about how policies regarding disabled individuals are created and established.

This forum brings together young people with disabilities who exhibit strong leadership skills to share information and network with each other. Program participants attend workshops centered on self-esteem, career development, the history of the disability movement, and assistive technology for independence. Students get the opportunity to interact with leaders in the disability community, legislators, and other adult professionals.

Students identify and discuss barriers to personal and professional success and develop plans to address these barriers. Assistance is provided to help students create a "Personal Leadership Plan" to address specific issues in their home communities.

Participants also devise public policy recommendations to the California Governor's Committee on Employment of People with Disabilities, which is formally presented to the Governor of California.

Who is eligible?

High school students with disabilities

Typical program applicants are students that:

- demonstrate leadership potential and academic success
- are involved in extra-curricular activities
- demonstrate community involvement and
- are able to interact effectively with other students

Interested applicants must:

Submit a completed application which includes:

- Personal Statement
- Two Letters of Recommendation
- Description of Extracurricular & Community Involvement

***Application Deadline:**

mid-February of each year

General Contact Information

www.calylf.org

Call: (800)695-0350 (v)

(916)325-1690 (v)

(916)325-1695 (tty/tdd)

Notes



TRANSITION SERVICES: ADVOCACY & LEGAL CLIENT ASSISTANCE PROGRAM –DEPT. OF REHAB

(AL #4)

Description of Services:

The Client Assistance Program (CAP) is funded by the US Government, and is administered by Disability Rights California through a contract with the Department of Rehabilitation Services. CAP is a non-profit organization that is free to clients of Department of Rehabilitation (D.O.R.). CAP employs advocates who are trained to help protect the rights of people who seek or receive benefits from D.O.R.

The Client Assistance Program was established to improve communication between clients and vocational rehabilitation counselors and other D.O.R. staff.

How can CAP assist you?

- o Understanding the rehabilitation process and the benefits available.
- o Establishing a cooperative partnership with your D.O.R. counselor and help you reach your employment goal.
- o Provide accurate information and benefits available under the Rehabilitation Act.
- o Assist you in obtaining your rights as well as understanding your responsibilities in relation to receipt of these benefits.

How can a CAP Advocate help you?

- o Help with eligibility for D.O.R. services.
- o Documenting your disability.
- o Develop an Individual Plan of Employment (IPE).
- o Information regarding services provided under your IPE.
- o Reimbursement for services.
- o Pursuing self employment.

General Contact Information:

(800) 776-5746
www.disabilityrightscalifornia.org

Who is Eligible:

A person with a disability who is seeking or receiving services through the D.O.R.

The CAP advocate will answer your questions and/or refer you to another resource.

Local Contact:

Disability Rights California
100 Howe Avenue, Suite 235N
Sacramento, CA 95825
(916) 488-9950

NOTES



TRANSITION SERVICES: ADVOCACY & LEGAL DISABILITY RIGHTS CALIFORNIA

(AL #5)

Description of Services:

Our organization helps people with disabilities solve disability-related problems. If you have a disability and qualify for services, we can assist you with:

- Rights to basic support, personal care, therapy and health care - like Supplemental Security Income (SSI), In-Home Supportive Services (IHSS), Medi-Cal, and California Children's Services (CCS).
- Discrimination in housing, transportation, employment, and access to public and private programs and services.
- Abuse, neglect, and rights violations in an institution.
- Least restrictive environment, dignity, privacy, choice, and other basic rights.
- Special education rights.
- Mental health and support services that provide individualized treatment.
- Regional center eligibility and services that promote independence -- such as supported living and family supports.
- Voting registration, vote casting and accessible polling places
- Access to technology -- like communication devices and power wheelchairs.

If we can't be of direct assistance, we refer people to other sources of help.

Disability Rights California also takes its services into the community, wherever children, youth and adults with disabilities live or go to school or obtain services.

Contact Information

Administrative Office:

100 Howe Ave., Suite 185-N
Sacramento, CA 95825
(916) 488-9955
Fax (916) 488-2635

Legal Offices:

We have five legal offices in Sacramento, Fresno, Oakland, Los Angeles and San Diego. Staff in the five offices give callers information about legal rights. At times, staff will refer callers to other agencies. Staff members also do training and education, and they represent people with disabilities in legal proceedings.

Individuals are eligible for services if they:

- have a developmental disability.
- are a regional center consumer.
- have a psychiatric disability or emotional impairment.
- are a patient in a state psychiatric hospital.
- have a physical, learning or sensory disability.
- have a traumatic brain injury.
- need access to new technology that you believe may help you live a fuller, more independent life.
- receive SSI or SSDI and need help with employment issues or keeping your benefits when you return to work.
- have questions about their right to vote.

NOTES



Description of Services:

The right to a trial by jury is the privilege of every person in the United States, whether citizen or not. This cherished right is guaranteed by both the United States and California Constitutions. Serving as part of a jury, is one of the civic duties that each individual summoned is expected to render, based on the principles of our national government, which protects our liberties and property through a system of self-government. Jurors are important members of the judicial system.

The selection and management of jurors is governed by the California Code of Civil Procedure. Jurors' names are selected at random from lists of registered voters and persons who have valid California drivers licenses or identification cards issued by the Department of Motor Vehicles. The summons is mailed approximately five weeks prior to the service date. The summons contains information and instructions on how to have jury postponed; how to request to be excused from jury service; or how to notify the court of disqualification from jury service.

If you have been summoned for jury duty, read the summons carefully and follow its instructions, as it contains important information along with the name and address of the court, and date and time of your jury service.

General Contact Information:

www.sacourt.ca.gov/jury/general.aspx

Who is eligible?

Registered voters age 18+

California Jury Duty sites:

Any state or federal courthouse

Jury Duty basics:

- Bring your original summons with you when you report for service.
- Report to the designated courthouse on the date and time specified.
- Postponements must be requested before your reported date of service.
- Employers are legally obligated to give you time off to participate in jury duty.
- Jurors may be compensated for service depending on the employer.
- While serving on a jury you must not discuss the case with anyone outside of the court.
- Jury duty is not a choice!



TRANSITION SERVICES: ADVOCACY & LEGAL LANTERMAN DEVELOPMENTAL DISABILITIES SERVICES ACT

(AL #7)

What is the “Lanterman Act”

The Lanterman Developmental Disabilities Services Act, known as the "Lanterman Act," is an important piece of legislation that was passed in 1969. This is the California law that says people with developmental disabilities and their families have a right to get the services and supports they need to live as independently as individuals without disabilities.

Who is Eligible?:

Children and adults with developmental disabilities.
Individuals who have or are at risk of developmental delay or disability, and those who are parenting an infant with a disability.

Description of Services:

Some services provided via the Lanterman Act are as follows:

- Assessment and diagnosis
- Service coordination linking people with services
- Lifelong individualized planning
- Assistance in finding and using community resources
- Purchase of services identified in the individual plan
- Advocacy for the protection of legal, civil and service rights
- Early intervention services for at-risk infants and their family members

Local Agencies/ Resources

(In this column, put in any local chapter information pertinent to your area.)

What benefits does the “Lanterman Act” provide?

Lanterman offers **lifelong services** and **supports** for individuals with developmental disabilities and their families. The center works together as partners with: clients, families, service providers, local communities, and government to provide quality services and supports that address individuals' unique strengths and needs and enable them to live independent, productive and satisfying lives as active members of their communities.

NOTES

Contact Information

For general contact information logon to the website links below:

<http://www.lanterman.org>

http://www.lanterman.org/index.php/contact_us/



TRANSITION SERVICES: ADVOCACY & LEGAL OFFICE OF CLIENTS' RIGHTS ADVOCACY (OCRA) – REGIONAL CENTER

(AL #8)

Description of Services:

Regional centers are nonprofit private corporations that contract with the Department of Developmental Services to provide or coordinate services and supports for individuals with developmental disabilities. They provide local resource to help find and access the many services available to individuals and their families.

The **Office of Clients' Rights Advocacy (OCRA)** is a statewide office run by Disability Rights California, through a contract with the California Department of Developmental Services. OCRA employs a **Clients' Rights Advocate (CRA)** at each regional center. The CRA is a person trained to help protect the rights of people with developmental disabilities.

How can your Clients' Rights Advocate assist you?

- Can consult with and help people who have developmental disabilities and their families get services.
- Can directly represent people with developmental disabilities in administrative hearings.
- Can provide training about rights to consumers, their families, regional center service providers, and interested community groups.
- Can investigate complaints about the denial of any right to which a consumer is entitled, if the complaint involves a facility.
- Can assure compliance with the law involving a denial of rights in a facility

Who is Eligible?:

To be eligible for services, a person must have a disability that begins before the person's 18th birthday, be expected to continue indefinitely and present a substantial disability. Also, the disability must be due to one of the following conditions:

Intellectual Disability

Cerebral Palsy

Epilepsy

Autism

A disabling condition closely related to intellectual disability or requiring similar treatment.

Any person with a disability, family member, or interested person may ask a CRA about the rights of a person with a developmental disability. The CRA will answer your question or refer you to another resource.

General Contact Info:

(800) 390-7032

www.disabilityrightsca.org

Local Contact:

Sacramento Regional Office

(916) 488-9950 (Voice)

(800) 719-5798 (TTY)

NOTES



TRANSITION SERVICES: ADVOCACY & LEGAL SELECTIVE SERVICE

(AL #9)

Description of Services:

The Selective Service System and the registration requirement for America's young men provide our Nation with a structure and a system of guidelines which will provide the most prompt, efficient, and equitable draft possible, if the country should need it.

All male U.S. citizens, and male aliens living in the U.S., who are 18 through 25, are required to register with Selective Service. It's important to know that even though he is registered, a man will not automatically be inducted into the military. In a crisis requiring a draft, men would be called in sequence determined by random lottery number and year of birth. Then, they would be examined for mental, physical and moral fitness by the military before being deferred or exempted from military service or inducted into the Armed Forces.

A chart of who must register is available on the website.

Who is eligible? Males 18-25

Interested applicants must:

- Complete Selective Service Application

California Selective Service sites:

Any local Post Office

The following documents are needed for interested applicants to complete the enrollment process:

- Social Security Card
- Identification Card/Drivers license or Birth Certificate

General Contact

Information:

www.sss.gov/Fswho.htm



Notes:

Description of Services

What should a **tenant** do if his or her apartment needs repairs? Can a **landlord** force a tenant to move? How many days' notice does a tenant have to give a landlord before the tenant moves? Can a landlord raise a tenant's rent?

California Tenants - A Guide to Residential Tenants' and Landlords' Rights and Responsibilities answers these questions and many others.

The "California Tenants" booklet is a practical resource for both tenants and landlords. The booklet provides information about rental applications, unlawful discrimination, security deposits, repair responsibilities, rent increases, termination of leases, and eviction notices. An inventory checklist is included for use before moving in and when moving out.

California Tenants - A Guide to Residential Tenants' and Landlords' Rights and Responsibilities was written by the Department of Consumer Affairs' Legal Affairs Division and was produced by the Department's Office of Publications, Design & Editing.

<http://www.dca.ca.gov/publications/landlordbook/index.shtml>

ORDERING INFORMATION

This booklet may be copied, if (1) the meaning of copied text is not changed or misrepresented, (2) credit is given to the Department of Consumer Affairs, and (3) all copies are distributed free of charge. You may order up to 5 copies.

<http://www.dca.ca.gov/publications/landlordbook/orderform.pdf>

Tenant Information & Assistance Resources

A listing of Tenant Information and Assistance Resources can be found on the Department of Consumer Affairs' Web site at www.dca.ca.gov.

Lawyer referral services and legal aid programs can be located through these other resources:

- **Lawyer referral services:** Go to the State Bar of California's Web site, www.calbar.ca.gov. Click on the "Public Services" button, then click on the "[Lawyer Referral Services](#)" link and then click on the "County Programs" button.
- **California legal aid organizations, bar-certified lawyer referral services and court services:** Go to LawHelpCalifornia.org's.



Description of Services:

US Citizenship and Immigration Services (USCIS), formerly INS, is the government agency that oversees lawful immigration to the United States of America.

They establish immigration services, policies and priorities to preserve America’s legacy as a nation of immigrants while ensuring that no one is admitted who is a threat to public safety. To accomplish this, they “adjudicate” (decide upon) the petitions and applications of potential immigrants.

Who is eligible?

Any legal immigrant

Services provided include:

- Citizenship
- Immigration of family members
- Working in the United States
- Humanitarian Programs
- Verification of an individual’s right to work
- Adoptions
- Civic Integration
- Genealogy

General Contact Information:

<http://www.uscis.gov/aboutus/> or

www.immigrationdirect.com/INS

(800)375-5283

(800)767-1833 (for hearing impaired)

NOTES:



TRANSITION SERVICES: ADVOCACY & LEGAL VOTER REGISTRATION

(AL #12)

Who may register to vote in California?

- US Citizens 18 years or older
- Residents of California
- Persons not in prison or on parole for a felony conviction. For more information on the rights of people who have been incarcerated, please see the Secretary of State's [Voting Guide for Inmates](#).
- Persons not judged by a court to be mentally incompetent.

For further information call:

English language hotline
(800)345-8683

Spanish language hotline
(800)232-8682

NOTES

How to register to vote:

- Pick Up A Voter Registration Form at your county elections office, library, or U.S. Post Office. Fill out the voter registration form completely and have it postmarked or hand-delivered to your county elections office at least **15 days before** the election.
- Online at www.sos.ca.gov/elections and click on the Register to Vote link. Follow the screens step by step and fill in the requested information.
- You must include your Social Security Number on the application

Re-register to vote when:

- You move to a new permanent residence
- You change your name
- You change your political party choice

General Contact Information:

www.sos.ca.gov/elections/elections_vr.htm

**Counseling,
Support Groups,
Psychological Assessment
(CSP)**



Section 5150 Of the California Welfare and

Institution Code: (Specifically The Lateralman-Petris-Short Act)

which allows a qualified officer or clinician to involuntarily confine a person deemed to have a mental disorder that makes them a danger to himself / herself, and / or to others and / or gravely disabled. A qualified officer, which includes, any California Peace Officer, as well as any specifically designated county clinician, can request the confinement after signing a written declaration.

Undeniable Right Under California Law, the following may never be denied:

1. The right to treatment services which promote the potential of the person to function independently. Treatment should be provided in ways that are least restrictive of the personal liberty of the individual.
2. The right to dignity, privacy, and human services.
3. The right to be free from harm, including unnecessary or excessive physical restraints, isolation, Medication, abuse, or neglect. Medication may not be used as punishment, for the convenience of staff, as a substitute for, or in quantities that interfere with the treatment program.
4. The right to prompt medical care and treatment.
5. The right to religious freedom and practice.
6. The right to participate in appropriate programs of publicly supported education.
7. The right to social interaction.
8. The right to physical exercise and recreational opportunities.
9. The right to be free from hazardous procedures.

Deniable Rights with good Cause Psychiatric facilities must also uphold the following specific rights, which can be denied only when "good cause" exist.

1. The right to wear one's own clothing.
2. The right to keep and use one's own personal possessions, including toilet articles, in a place accessible to the patient.

3. The right to keep and spend a reasonable sum of one's own money for small purchases.
4. The right to have access to individual storage space for one's own use.
5. The right to see visitors each day. The right to have reasonable access to a phone both to receive and make confidential calls.
6. The right to have access to letter writing materials, including stamps,
7. The right to mail and receive unopened letters and correspondence.

Additional Rights Additionally, every mental health client has the right to see and receive the services of a Patients Rights Advocate. All patients also have the following treatment rights:

1. The right to give or withhold consent to medical and psychiatric treatment, including the right to refuse medications except in an emergency where danger to life is present; or by court order where the patient is found to lack the capacity to give or refuse informed consent via either a Capacity Hearing or Conservatorship.
2. The right to refuse psychosurgery.
3. The right to confidentiality.
4. The right to inspect and copy the medical records, unless specific criteria are met.
5. The right to have family / friends notified of certain treatment information with the patients permission.
6. The right to an after care plan. at the local Health:

With Good Cause

1. Danger to self or others.
2. A serious infringement on the rights of others.
3. Serious damage to a facility.



TRANSITION SERVICES: COUNSELING, SUPPORT GROUPS, PSYCHOLOGICAL ASSESSMENT PARENT SUPPORT GROUPS

(CSP#2)

Description of Services:

Groups that meet regularly that have a commonality about them. They are parents of individuals who are all trying to deal with similar issues regarding their children. There are support groups for parents with children who have autism, speech delays, developmental delays, diabetes, and more. Ask your child's doctor, teacher, or other staff to see if they know of any support groups located in your area. If not, see the links below for more information on groups with specific disabilities in common. There are local groups in your particular area, so be sure to look up information as it pertains to your needs in your area.

<http://www.childrensdisabilities.info/parenting/groups-childrensdisabilities.html>

<http://www.cde.ca.gov/sp/se/qa/caprntorg.asp>

<http://www.unitedparents.org>

<http://www.autismspeaks.org/community/fsdb/category.php?sid=6&cid=76>

- (Autism & Asperger's)

The links below provide information on how to set up a parent support group, if there is not one already in your area.

<http://www.tsbvi.edu/Outreach/seehear/summer97/parent.html>

http://www.ehow.com/how_5100931_start-parent-support-group-home.html

If you cannot find a support group using any of the previously listed web sites, simply type into an internet search engine, [support groups for (disability related to child) and California], for information only in California. Otherwise, you will get information on world-wide organizations.

Additionally, there may be teen groups in your area specifically for young people to meet others with the same challenging condition. This is a way for individuals to network with others their own age and find out how to manage their situations or just discuss the challenges that they are facing.

Who is Eligible:

Parents/Guardians who have a child with a disability or challenge and need some emotional support or access to resources.

Notes

**Employment,
Sheltered Employment,
Training and Vocational
Assessment
(ESTV)**



TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT, TRAINING, VOCATIONAL ASSESSMENT

AMERICANS WITH DISABILITIES ACT

(ESTV#1)

Description of Services:

The Americans with Disabilities Act (ADA) of 1990 prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and employment. The ADA covers employers with 15 or more employees, including state and local governments. It also applies to employment agencies and labor organizations.

This law requires an employer to provide reasonable accommodations to an employee or job applicant with a disability unless doing so would cause significant difficulty or expense for the employer.

Who is eligible?

Any person with a physical or mental condition that substantially limits a major activity or has a history of such a disability.

General Contact Information:

More information is available on the following websites:

<http://www.dol.gov/odep/pubs/publicat.htm>

<http://www.adapacific.org>

ADA Information Line 800-514-0301

www.ada.gov

US Equal Employment Opportunity Commission

800-669-4000 www.eeoc.gov/laws/types/disability.cfm

US Department of Labor Job Accommodation

Network 800-526-7234 www.jan.wvu.edu

The following documents are needed for interested applicants to receive guidance:

- Social Security Card
- Medical records to document disability
- Information on accommodations needed

NOTES



TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT, TRAINING, VOCATIONAL ASSESSMENT

CAL WORKS

(ESTV# 2)

Description of Services:

The CalWORKs program provides temporary financial assistance and employment focused services to families with minor children who have income and property below state maximum limits for their family size. Most able-bodied parents who receive financial aid are also required to participate in the CalWORKS GAIN employment services program.

Who is eligible?

To be eligible for CalWORKS services you must meet the following criteria:

- Reside in California and intend to stay
- Have children or are pregnant and:
 1. One or both parents are absent from the home, deceased or disabled
 2. Both parents are in the home, but the principal wage earner is either unemployed or working less than 100 hours per month at the time they apply for assistance
- Be a United States citizen or a lawful immigrant
- Have a Social Security number or have applied for one
- Have a net monthly income less than the maximum aid payment for family size
- Have less than \$2000 in cash, bank accounts and other resources

The following documents are needed for interested persons to apply for services:

- Social Security Card
- Identification Card/Driver's license or Birth Certificate
- INS Alien Registration (if applicable)
- Income and Property Verification
- Immunization Records for children under age 6
- Educational Plans

NOTES

Interested applicants must:

Apply at local county welfare office

Attend an interview and provide needed documents

Adult family members must be fingerprinted

General Contact Information:

Visit this website for more information:

www.dss.cahwnet.gov



TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT,
TRAINING, VOCATIONAL ASSESSMENT

DEPARTMENT OF REHABILITATION (DOR)

(ESTV#3)

Description of Services:

Services that are available from the Department of Rehabilitation may include career counseling and guidance, vocational and other training services, funding of occupational licenses tools and equipment and initial stocks and supplies, assistance with interview techniques, resume development, job search and placement assistance, interpreter services, post employment services, transportation assistance and independent living services. Working as a team, individuals and their counselor develop a plan to determine the steps necessary to reach an employment goal.

Who is eligible?

Individuals with a disability who require services to prepare, enter, engage in, or retain gainful employment, or to live more independently are eligible for services

Interested applicants must:

- Contact their local Dept. of Rehabilitation office
- Attend an orientation session
- Complete an intake packet and attend an intake interview
- Provide proof of disability

Contact Information

California Department of Rehabilitation
(916) 324-1313 (VOICE)
(916) 558-5807 (TTY)

Mailing Address:

P.O. Box 944222
Sacramento, CA 94244-2220

<http://www.dor.ca.gov>

<http://www.rehab.cahwnet.gov>

The following documents are needed for interested applicants to complete the enrollment process:

- Social Security Card
- Identification Card/Drivers license or Birth Certificate
- High School Transcript, HS Diploma or GED Certificate
- Copy of most recent IEP and Psycho-Educational Assessment
- Medical records to document disability

Department of Rehabilitation locations:

To locate your nearest Dept. of Rehab. office click on the link for your county on the following website:

www.dor.ca.gov/eps/index.

NOTES



TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT, TRAINING, VOCATIONAL ASSESSMENT

EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)

(ESTV #4)

Description of Services:

The Employment Development Department (EDD) provides a comprehensive range of employment and training services in partnership with state and local agencies and organizations. These services are provided statewide through a One-Stop Career Center system or EDD Workforce Services Offices. They benefit job seekers, laid off workers, youth, individuals currently working, veterans, people with disabilities, and employers. In addition to free workshops on job search, interview skills, resume writing, and job fairs at local One-Stop Career Center offices, the Employment Development Department oversees the following:

Governor’s Committee on Employment of People with Disabilities

Provides leadership to increase the number of people with disabilities in the California workforce.

Disability Program Navigators (DPN)

Assists people with disabilities to access and navigate the various programs that impact their ability to gain or retain employment. The DPN initiative was established to better inform people with disabilities about the work support programs now available at One-Stop Career Centers.

Media Access Office (MAO)

Actively promotes the employment and accurate portrayal of persons with disabilities in all areas of the media and entertainment industry, ensuring that the industry recognizes people with disabilities as part of cultural diversity.

DHH Workforce Services

Provide interpretative job placement and follow-up services to help people who are deaf or hard of hearing find a job

General Contact Information:

The website listed below will provide more information about the services available through the Employment Development Department.

<http://www.edd.ca.gov/JobsandTraining/ServicesforPeoplewithDisabilities.htm>

Who is eligible?

All persons looking for work, seeking to apply for unemployment benefits or file for state disability insurance. Employers may also access the Employment Development Department and One Stop Career Centers to find employees.

The following documents are needed for interested applicants to receive services:

- Social Security Card
- Identification Card
Driver’s license or birth certificate
- Employment history
- Reference information

NOTES



**TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT,
TRAINING, VOCATIONAL ASSESSMENT
HABILITATION – REGIONAL CENTER (ESTV #5)**

Description of Services:

Habilitation services are a jointly funded endeavor involving two branches of the Department of Rehabilitation: Vocational Rehabilitation (federally funded) and Habilitation services (state funded). The primary focus is to help individuals reach and/or maintain themselves at their highest level of vocational functioning.

Habilitation does not provide services directly; instead, it vendorizes non-profit organizations through Regional Centers and contracts with those programs to provide work services and supported employment services. Because it is an entitlement program, services are not time-limited. Services can be terminated if an individual chooses to discontinue or demonstrates an inability to benefit from services. Habilitation provides funding for the ongoing job coaching necessary to retain employment for as long as the individual is employed.

Who is eligible?

To be considered as a candidate for supported employment services a person must be:

- a client of the Regional Center
- no longer in school (age 22 or older or have a diploma)
- interested in work as their primary activity
- have the support of his/her family, residential placement, or significant others.

Contact Information

The Department of Rehabilitation had provided services to adults with developmental disabilities as part of the Habilitation Program through June 30, 2004. Information on this program, now administered by Department of Developmental Services (DDS), is available on the DDS Work Services (formerly Habilitation) Program website:

<http://www.dds.ca.gov/WorkServices/Home.cfm>.

The following documents are needed for interested applicants to complete the enrollment process:

- Social Security Card
- Identification Card/Drivers license or Birth Certificate
- Psycho Educational Assessments and IEPs

NOTES



TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT, TRAINING, VOCATIONAL ASSESSMENT

JOB SITE LINKS

(ESTV #6)

Listed below are websites people frequently use to access job postings.

[http:// www.monster.com](http://www.monster.com) - the industry leader in the realm of job searching.

<http://www.careerbuilder.com> - is also a mega supersite like Monster.com offering over 900,000 current job listings. Careerbuilder.com also offers a number of job search tools and career resources.

<http://ajb.dni.us> - offers millions job listings, at all levels, listed from the unemployment agencies, private employers and public corporations.

<http://usajobs.gov> - the official job site of the United States Federal Government. It's a one-stop source for Federal jobs and employment information.

<http://truecareers.com> – a job site that offers thousands of job opening, career articles and other career resources. The True Careers website allows job seekers to search jobs by keyword and location; use the advanced search that lets you get more specific. Job posting and resume submission services are also available.

<http://alljobsearch.com> – a unique job search that enables job seekers to search a large number of job sites at once. This search also allows job seekers to narrow there search using advanced search criteria. AllJobSearch.com also pulls in results from newspaper classifieds and Internet newsgroups.

<http://www.indeed.com> – provides free access to millions of employment opportunities from thousands of websites.

<http://www.snagajob.com> – source for hourly and part-time jobs. This site connects job seekers with more than 100,000 active job listings from top employers across the country.

www.caljobs.ca.gov – California internet system for linking employer job listings and job seekers' resumes. You can post your resume for employers to view as well as search for jobs on this site.

The following documents and information are needed to complete the job application process:

- Social Security Card
- Identification Card/Drivers license or Birth Certificate
- INS Alien Registration
- Employment History
- References
- Resume
- Educational Information
- Residence History (up to 10 years)

NOTES



**TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT,
TRAINING, VOCATIONAL ASSESSMENT
ONE STOP CAREER CENTER (ESTV #7)**

Description of Services:

One-Stop Career Centers are designed to provide a full range of no cost assistance to job seekers under one roof. Established under the Workforce Investment Act (WIA), the centers offer training referrals, career counseling, job listings, and similar employment-related services. Customers can visit a center in person for assistance with resumes and interview techniques as well as employment leads.

Many have a Youth Employment Program for those ages 14-21. Their services vary by location but may include career exploration, resume assistance and job search workshops.

Who is eligible?

All job seekers, not only those with disabilities

Interested applicants must:

- Call the nearest One Stop to inquire about their intake process
- Make an appointment with a center staff member

Contact Information

The websites below offer more information on One Stop Career Centers:

<http://www.dol.gov/dol/topic/training/onestop.htm>

<http://www.dol.gov/dol/topic/training/disabilitytraining.htm>

To locate a One Stop Career Center near you visit this website:

http://www.edd.ca.gov/jobs_and_training/pubs/osfile.pdf

Applicants should bring the following information to assist them in accessing employment services and opportunities:

- Identification Card/Drivers license
- Social Security card
- Employment objective
- Employment history
- Reference information

NOTES



**TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT,
TRAINING, VOCATIONAL ASSESSMENT
SUPPORTED EMPLOYMENT SERVICES (ESTV #8)**

Description of Services:

Supported Employment helps people with developmental disabilities participate in the labor market, working in jobs they prefer with the level of professional help they need. Supported employment programs typically provide individual placements in competitive employment but also include enclave placements.

Funding for supported employment is provided through a referral to the Department of Rehabilitation for initial job development and job coaching services. The local Regional Center funds the ongoing job coaching.

Who is eligible?

Any person with a disability who wants to work and has the ability to work at a competitive rate with support (job coach, etc.).

Interested applicants must:

- Be an active client of Regional Center
- Have some vocational experience and a desire to work
- Have completed high school with a diploma or have reached age 22
- Complete a vocational assessment with a supported employment agency

General Contact Information:

Contact your local Regional Center case manager for information on local supported employment agencies. You can also contact the state office for services to the developmentally disabled:

Department of Developmental Services
1600 9th Street
P. O. Box 944202
Sacramento, CA 94244-2020
Info: 916 - 654-1690
TTY: 916 - 654-2054

More information is available on the following websites:

<http://www.dds.ca.gov/WorkServices/Home.cfm>

<http://www.dds.ca.gov/VocationalSvcs/SupportedEmployment.cfm>

The following documents are needed for interested persons to apply for supported employment services:

Social Security Card

Identification Card/Driver's license or Birth Certificate

NOTES



TRANSITION SERVICES, EMPLOYMENT, SHELTERED EMPLOYMENT,
 TRAINING, VOCATIONAL ASSESSMENT
 TRANSITION AGE YOUTH PROGRAMS (ESTV #9)

Description of Services:

These services are specifically for young adults (ages 18 - 25) who received mental health services or who were served in the foster care system.

The **California State Department of Rehabilitation** (DOR) offers services to Transition Age Youth. Some counties have developed a cooperative agreement between the Department of Rehabilitation and the Department of Mental Health. These programs have combined funds to strengthen the ability of DR and Mental Health to deliver services to shared clients. These cooperatives have focused on services for job placement, supported employment, and job development.

All **SSI** (Supplemental Security Income) and **SSDI** (Social Security Disability Income) beneficiaries who want to work are eligible to apply for Department of Rehabilitation services. If an individual does not receive SSI or SSDI, eligibility is based on the following factors: physical or mental impairment; the impairment constitutes or results in an impediment to employment; and vocational rehabilitation services are required to prepare the individual to secure, retain, or regain employment.

Who is eligible?

Any person age 18 – 25 who has been served in the foster care system or who has received mental health services.

Interested applicants must:

Call your county mental health agency for information on local services for transition age youth.

General Contact Information:

www.dmh.ca.gov

[www.cimh.org/Services/Transiton- Age-Youth.aspx](http://www.cimh.org/Services/Transiton-Age-Youth.aspx)

On left side of home page select county and then search by category of interest

The following documents are needed for interested applicants to complete the enrollment process:

- Social Security Card
- Identification Card/Drivers license or Birth Certificate
- INS Alien Registration (if applicable)
- High School Transcript, HS Diploma or GED Certificate
- Health/ Medical Insurance Card
- Immunization Records
- Psycho Educational Assessments and IEPs (if applicable)

NOTES



TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT,
TRAINING, VOCATIONAL ASSESSMENT
WORKABILITY II-IV (ESTV #10)

Description of Services:

The following services are among those available to participants:

- Job search seminars
- Resume and application preparation
- Disability management strategies
- Workplace accommodations
- Interest and aptitude assessment
- Individualized Job placement and follow-up
- Career counseling and guidance
- Liaison with employers

WorkAbility II programs provide the services listed above and are usually run through Regional Occupational Programs (ROP).

WorkAbility III is designed to assist community college students with disabilities as they prepare to become members of the work force. The goal of this program is to prepare and place students in appropriate career employment positions after graduation. It develops job readiness and job search skills, helps secure internships and jobs, and educates communities to ensure successful transition of students into the employment market.

WorkAbility IV is a transition program designed to create career options and opportunities for students with disabilities at California State University or University of California campuses.

Who is eligible?

Any out of high school adult with disabilities who wants to gain employment skills can apply. You must be a client of the Department of Rehabilitation and attending a school with a WorkAbility II, III or IV program to access these programs.

Interested applicants must:

Contact a counselor in the Disability Resource Center of the ROP program or college you attend to inquire if they have a WorkAbility program.

General Contact Information:

<http://www.dor.ca.gov>
866-449-2730

Interested applicants need the following documents to complete the enrollment process:

- High School Transcript, HS Diploma or GED Certificate
- Psycho Educational Assessments and IEPs (if applicable)

NOTES



TRANSITION SERVICES: EMPLOYMENT, SHELTERED EMPLOYMENT,
TRAINING, VOCATIONAL ASSESSMENT

WORKABILITY 1

(ESTV #11)

Description of Services: WORKABILITY I

The WorkAbility I (WAI) grant program provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living and post secondary education or training. The WAI program offers special education students opportunity to complete their secondary education while also obtaining marketable job skills. The WAI program is funded and administered by the California Department of Education. Not all school districts have a WorkAbility program.

Who is eligible?

A high school age student who receives special education services in a school district that has a WorkAbility I program may be eligible. The California Department of Education funds about 300 WorkAbility I program sites statewide. If your school district has a WorkAbility I program your child may be eligible for services.

Contact Information

California Department of Education
Special Education Division
WorkAbility Program
1430 N Street
Sacramento, CA 95814
<http://www.cde.ca.gov/sp/se/sr/wrkabltlyl.asp>

The WorkAbility I Regions are assigned geographically. The regional contact information is available by linking to a map displaying the regions at the following website:

<http://www.cde.ca.gov/sp/se/sr/wrkabltlyrgns.asp>

The following documents are needed for interested applicants:

- Social Security Card
- Identification Card/Driver's license or Birth Certificate
- INS Alien Registration (if applicable)
- Psycho Educational Assessments and IEPs (if applicable)

NOTES

**Financial Assistance
and Planning
(FA/P)**



TRANSITION SERVICES: FINANCIAL ASSISTANCE & PLANNING

APPLYING FOR FEDERAL STUDENT AID

(FA/P #1)

Description of Services:

Federal Student Aid, is an office of the US Department of Education, whose mission is to ensure that all eligible individuals benefit from federal financial assistance for education beyond high school. Some avenues for financial assistance are grants, loans and work-study programs. The definitions of these programs and process for applying are outlined below:

Federal student aid can be used to cover the costs of your college's tuition and fees, room and board, books and supplies, and transportation. This aid can also be used to help pay for a computer and dependent child care expenses.

Who is eligible?

Students who need help paying for college.

How do I apply for federal student aid?

The process for determining federal student aid eligibility is separate from the process of applying for admission to college. The *Free Application for Federal Student Aid* (FAFSA) is the basic application that is used to apply for federal student aid.

Step 1

Applying for financial aid is FREE at www.fafsa.ed.gov. Anytime you need more information you can visit Federal Student Aid at www.FederalStudentAid.ed.gov or call us at **1-800-4-FED-AID (1-800-433-3243)**. You can also talk with your high school counselor or the financial aid office at the college you plan to attend. Just remember that financial aid is provided to help students pay for college, so you don't need to pay to apply. You should never have to pay for help.

Step 2

Get a Federal Student Aid PIN. The PIN lets you electronically sign your online *Free Application for Federal Student Aid* form (FAFSA), make corrections to your application information, and more - all online. Go to www.pin.ed.gov to apply for a PIN.

Step 3

Gather your documents. You will need income information like tax returns and W-2 forms. Having these documents will make applying simpler. For a full list of what you need go to www.fafsa.ed.gov. If you haven't filed your tax return when you're ready to complete the FAFSA, estimate your tax infor-

mation and correct the information later.

Step 4

Check the deadlines. Although you can complete the FAFSA between January 1 and June 30 of the following year to get federal student aid, deadlines for college or state aid are usually much earlier. Apply online at www.fafsa.ed.gov as soon as possible on or after January 1 to meet the college and state aid deadlines.

Step 5

After you submit your FAFSA, Federal Student Aid will send you a [Student Aid Report \(SAR\)](#). The SAR is a summary of your data and provides information on the status of your FAFSA, so it's important that you review your SAR, and, if necessary, submit changes or corrections.

Step 6

The colleges you list on your FAFSA receive your information once your application has been processed. Sometimes these colleges need to verify the information that you provided on your FAFSA, so they may ask you to submit tax returns or other documents. This process is called [verification](#). Be sure to submit the documentation to your college by the deadlines or your federal student aid will be delayed.

Step 7

Follow up with your colleges. Make sure the financial aid office at your college has all the information needed to determine your eligibility.

Step 8

Once you have your award information that shows the aid you are being offered, contact your college's financial aid office if you have any questions about your financial aid award.



Description of Services:

A basic bank account provides a person a safe place to keep money for saving or paying bills.

Checking accounts are best for everyday use to pay bills and deposit checks. Monthly fees, minimum balance requirements and interest paid on the account vary by bank and type of account. There is usually an ATM/Debit card associated with these accounts.

Savings accounts are a safe place to put money aside for the future while receiving interest from the bank on the balance. These accounts are not designed for frequent withdrawals and do not usually have an ATM/Debit card connected to them.

Credit unions are similar to banks but offer better interest rates on loans and usually have higher interest rates on savings accounts.

All money in a bank or credit union is protected by the FDIC (Federal Deposit Insurance Corporation) up to \$250,000.

Who is eligible?

Individuals with money to deposit for savings or general financial transactions. Opening a bank account is one way to establish credit to obtain loans for purchasing a car or home.

Interested people should:

- Contact their local banks and credit unions to determine which bank offers the services that best meet their personal needs.
- Compare bank branch locations and hours of operation.

General Contact Information

<http://www.frbatlanta.org/pubs/guidefirstacct/>

Applicants should bring the following information to assist them in opening a checking or savings account at a bank or credit union:

- Photo identification
- Social Security card
- Initial deposit
(this amount will vary by bank)

NOTES



Description of Services:

The CalFresh Food Stamp Program helps low income people buy food. This federally program is run by state and local agencies. Most able-bodied people ages 18-60 must register for work to qualify for food stamps. Individuals applying to receive food stamps must have or apply for a Social Security number and be a U.S. citizen, U.S. national or have status as a qualified alien.

Food stamp applications are available at any Social Security office. If you or anyone in your household is applying for or receiving SSI payments, the Social Security office staff may assist you in filling out the food stamp application and mailing it to your local food stamp office.

Food Stamp applicants are interviewed to determine eligibility.

When interviewed, you should have:

- Identification such as driver’s license, state ID, birth certificate or alien card
- Proof of income such as pay stubs, Social Security, SSI or a pension for each member of your household;
- Proof of how much you spend for child care
- Rent receipts or proof of your mortgage payments;
- Records of your utility costs; and
- Medical bills for those members of your household age 60 or older, and for those who receive government payments such as Social Security or SSI because they are disabled

General Contact Information

www.ssa.gov/pubs/10101.html (800)772-1213

Who is eligible?

All persons who meets the eligibility requirements of less than \$2000 in financial resources.

Interested applicants must:

- Contact the local county Social Services or Social Security Office
- Complete and submit application
- Participate in interview screening process
- Meet with food stamp representative

Local Contact Information:



TRANSITION SERVICES: FINANCIAL ASSISTANCE & PLANNING

CREDIT CARDS AND LOANS

(FA/P #4)

Description of Services:

Credit cards are used to purchase items and pay for them at a later time. All credit cards have different terms and conditions for use. Before you apply for a credit card learn about the different features that impact the amount that you charge and will owe to the credit card issuer. These include interest rate, credit limit, late payment, application and other fees that you may be charged. These vary from credit card to credit card.

A **loan** is a financial transaction in which one party (the lender) agrees to lend another party (the borrower) a certain amount of money. There is the expectation of full repayment of the original amount of the loan with interest.

When applying for either a credit card or a loan there is an application form to complete and a credit check. A first time applicant may require a co-signer for either a credit card or a loan. A co-signer is another person that is willing to be responsible for the amount owed and agrees to make payments if the individual who applied for and receives the loan does not.

Who is eligible?

All persons over 18 years old can apply for a credit card. To qualify for a credit card you must be a full-time student or have a steady source of income. A good credit rating is very important and is earned when you pay your credit card or loan payments on time. When establishing credit, It may be easier to qualify for a card through a department store or a gas company rather than through a bank.

Interested people should:

- Complete a credit card application completely and honestly.
- Be wary of applying for too many credit cards, this may damage your credit rating.

General Contact Information

Federal Trade Commission www.ftc.gov
1-800-FTC-HELP

Applicants should have the following information to assist them in applying for a credit card or a loan:

- Photo identification
- Social Security card
- Information on other loans or credit cards that they have.

Local Contact Information

(List information pertinent to your local area.)

NOTES



TRANSITION SERVICES: FINANCIAL ASSISTANCE & PLANNING INSURANCE: LIFE, HOME, AUTO, HEALTH, RENTAL

(FA/P #5)

Descriptions of Types of Insurances

Life insurance: provides a monetary benefit to a decedent's family or other designated beneficiary, and may specifically provide for income to an insured person's family, burial, funeral and other final expenses. Life insurance policies often allow the option of having the proceeds paid to the beneficiary either in a lump sum cash payment or an annuity.

Home Insurance: provides compensation for damage or destruction of a home from disasters. In some geographical areas, the standard insurances exclude certain types of disasters, such as flood and earthquakes, which require additional coverage. Maintenance-related problems are the homeowners' responsibility. The policy may include inventory, or this can be bought as a separate policy, especially for people who rent housing. In some countries, insurers offer a package which may include liability and legal responsibility for injuries and property damage caused by members of the household, including pets.

Auto Insurance: protects you against financial loss if you have an accident. It is a contract between you and the insurance company. You agree to pay the premium and the insurance company agrees to pay your losses as defined in your policy. Auto insurance provides property, liability and medical coverage. Most policies are for 6 months. Proof of Insurance is needed to register a car, get a drivers license and if renting a car.

Health Insurance: is a form of insurance that pays for medical expenses. It may be provided through a government-sponsored social insurance program, or from private insurance companies. It may be purchased on a group basis (e.g., by a firm to cover its employees) or purchased by individual consumers. In each case, the covered groups or individuals pay premiums or taxes to help protect themselves from high or unexpected healthcare expenses. Similar benefits paying for medical expenses may also be provided through social welfare programs funded by the government.

Dental Insurance: is designed to pay the costs associated with dental care. Dental insurance pays a portion of the bills from dentists, and other providers of dental services. By doing so, dental insurance protects people from financial hardship caused by unexpected dental expenses.

*** There are other types of insurances as well, which include disability, liability, credit, property, casualty.**

Who is Eligible:

All consumers who need or want insurance.

Contact Information:

Local Chamber of Commerce
California Low Cost Auto Insurance Program
1-866-60-AUTO-1
Insurance Information Institute
www.iii.org
Local Phone book

Notes



TRANSITION SERVICES: FINANCIAL ASSISTANCE & PLANNING SPECIAL NEEDS TRUST

(FA/P #6)

Description of Services:

A special needs trust enables a person with a physical or mental disability, or a chronic or acquired illness, to have, held in trust for his or her benefit, an unlimited amount of assets. In a properly drafted special needs trust, those assets are not considered countable assets for purposes of qualification for certain governmental benefits. These benefits may include Supplemental Security Income (SSI), Medicaid, vocational rehabilitation, subsidized housing, and other benefits based upon need.

A special needs trust can be established at any time before the beneficiary's 65th birthday. It is very common to create a special needs trust early in a child's life as a long term means of protecting assets to benefit a disabled family member. As a part of estate planning, the costs of the creation of the trust are tax deductible.

Who is eligible?

Any family of a child or adult with a developmental disability, with the help of an attorney, can create a special needs trust.

Interested families should:

- Attend information meetings about special needs trusts in their community
- Contact an attorney trained in special needs trusts
- Consider who will serve as trustee

General Contact Information

<http://www.nsn.com/frequently.htm>

<http://www.hg.org/special-needs-trust.asp>

Applicants should bring the following information to assist them in beginning the special needs trust process:

- Information on current benefits
- Functioning level of beneficiary
- List of medications
- Special health concerns

Local Contact Information

(List information pertinent to your local area.)

NOTES



TRANSITION SERVICES: FINANCIAL ASSISTANCE & PLANNING WAGES

(FA/P#7)

▪ Fair Labor Standards Act

The federal minimum wage provisions for covered, nonexempt employees are contained in the Fair Labor Standards Act (FLSA). For work performed on or after July 24, 2009, the federal minimum wage is \$7.25 per hour.

Many states also have minimum wage laws. Where an employee is subject to both the state and federal minimum wage laws, the employee is entitled to the higher of the two minimum wages. The minimum wage in the state of California is \$8.00 per hour. In the city and county of San Francisco the minimum wage is \$9.92 per hour.

Various minimum wage exceptions apply under specific circumstances to workers with disabilities, and youth under age 20 in their first 90 consecutive calendar days of employment.

▪ Workers with Disabilities

Individuals whose earning or productive capacity is impaired by a physical or mental disability, including those related to age or injury may be paid sub-minimum wages pursuant to a certificate issued by the Secretary of Labor. The sub-minimum wages are commensurate with wages paid to workers without disabilities. Employment at less than the minimum wage is authorized to prevent curtailment of opportunities for employment for workers with disabilities.

▪ Youth Minimum Wage Program

A minimum wage of not less than \$4.25 may be paid to employees under the age of 20 for their first 90 consecutive calendar days of employment with any employer as long as their work does not displace other workers. After 90 consecutive days of employment, or when the worker reaches age 20 (whichever

comes first), the worker must receive at least the federal minimum wage.

Who is eligible?

All those employed are eligible for protection under the Fair Labor Standards Act.

General Contact Information

Live assistance is available Monday through Friday from 8:00 a.m. to 8:00 p.m. Eastern Time by calling, 1-866-4-USA-DOL (1-866-487-2365), TTY: 1-877-889-5627.

www.dol.gov/elaws/faq/esa/flsa/001.htm

NOTES

**Health, Medical
and
Therapy
(HM/T)**



TRANSITION SERVICES: HEALTH, MEDICAL, & THERAPY EASTER SEALS

(HM/T #1)

Description of Services:

Easter Seals has been helping individuals with disabilities and special needs, and their families, live better lives for nearly 90 years. From child development centers to physical rehabilitation and job training for people with disabilities, Easter Seals offers a variety of services to help people with disabilities address life's challenges and achieve personal goals.

Easter Seals assists more than a million children and adults living with autism and other disabilities or special needs and their families each year. Services and support are provided through a network of more than 550 sites in the U.S. and through Ability First Australia. Each center provides individualized, innovative, family-focused and tailored services to meet specific needs of the particular community served.

Primary Easter Seals services include:

[Medical Rehabilitation](#)

[Children's Services](#)

[Adult & Senior Services](#)

[Recreation](#)

California Easter Seal sites:

There are 58 service sites in the state of California. Go to the website below and type in your zip code or city to identify the Easter Seals location nearest you.

General Contact Information:

<http://www.easterseals.com/site/>

Easter Seals by phone or fax:

312-726-6200 (voice)
312-726-4258 (tty)
800-221-6827 (toll-free)
312-726-1494 (fax)

Easter Seals by US mail at:

233 South Wacker Drive
Suite2400
Chicago, IL 60606

Who is eligible?

Children and adults with physical and mental disabilities and special needs resulting from any cause -- whether diagnosed at birth or incurred through disease, accidental injury or the aging process.

Notes:



TRANSITION SERVICES: HEALTH, MEDICAL, & THERAPY PLANNED PARENTHOOD FEDERATION OF AMERICA

(HM/T #2)

Description of Services:

To provide comprehensive reproductive health care services, while protecting the patient's right to privacy. Advocates public policy, that guarantee a patient's right to privacy, and to information and treatment. Planned Parenthood provides educational programs that distribute information to assist the patients in understanding the implications of sexuality. Planned Parenthood promotes all areas concerning research on reproductive health.

Areas of service:

1. Abortion
2. Birth Control
3. Body Image
4. General Health Care
5. Men's Sexual Health
6. Morning After Pill (Emergency Contraception)
7. Pregnancy
8. Relationships
9. Sex And Sexuality
10. Sexual Orientation and Gender
11. Sexually transmitted diseases (STD's)
12. Women's Health

Who is eligible? There is no age limit, or age requirement.

Income requirements are determined at each office, and are based on a sliding scale. Most health care insurance can be used for office visits and treatments.

Interested applicants must: Go to a local Planned Parenthood Office.

General Contact Information:

Contact the Web site

www.plannedparenthood.org

National Offices:

Planned Parenthood
Federation of America
434 West 33ed Street
New York, New York 10001
212-541-7800
Fax: 212-245-1845

Planned Parenthood
Federation of America
1110 Vermont Avenue NW
Suite 300
Washington, DC, 20005
202-973-4800
Fax: 202-296-3242

1-800-230-7526

Documents will be required at time of services

NOTES:



TRANSITION SERVICES: HEALTH, MEDICAL, & THERAPY MEDI-CAL

(HM/T #3)

Description of Services: An equally funded state and federally program that provides medical insurance to low income individuals, including families with children, senior's, person's with disabilities, individuals in foster care, pregnant women, and low income individuals with specific diseases such as tuberculosis, breast cancer, HIV and AIDS.

Areas of service:

1. Clinic Services
2. Drug and Alcohol Programs
3. Inpatient / Outpatient Services
4. Medical Case Management
5. Mental Health Services
6. Physician Administered Medications
7. Physician Services
8. Podiatry Services
9. Pharmacy Medications
10. Vision Care
11. Assistant with some durable medical Equipment
12. Psychological Services

Who is eligible? Eligibility is determined by income and size of household and personal assets. Documentation, of a CA ID or driver's license with a current picture is required on individuals over 18. Social security Card's and Birth Certificate's for each individual is required. Automobile registrations are also necessary to determine eligibility.

Interested applicants must: Go to a local Department Of Social Services, or Human Services Department in the county you reside in.

General Contact Information and applications can be taken on line at:

<http://www.dhcs.ca.gov>

NOTES:



TRANSITION SERVICES: HEALTH, MEDICAL, & THERAPY MEDICARE

(HM/T #4)

Description of Services: An federally funded program that assist those with medical needs. It is a two part medical and dental insurance. People 65 and older or disabled receiving supplemental Security Income and Social Security are usually eligible .

Areas of service:

- 1. Part A** Is paid for by a portion of the Social Security Tax. It helps for inpatient hospital care, skilled nursing care, Hospice care and other services.
- 2. Part B** Is paid for by the monthly premiums paid by those who are enrolled in the program and general funds from the US Treasury . It helps pay physicians fee's , out- patient hospital visits, and other medical services and supplies not covered by Part A.
- 3. Part C** Medical Advantage plan allows you to choose and received all of your health care services through a provider organization. This plan helps lower your cost of receiving medical services or you may get extra benefits for an additional monthly fee. You must have both parts A & B to enroll in Part C.
- 4. Part D** Is voluntary prescription medication coverage and the costs are paid by the monthly premiums of enrollee's and Medicare.
- 5. Dental** procedures are also covered by Medicare but secondary programs such as Blue cross Anthem must be purchased to assist in medical and dental payments. Cost varies based on the area you live in and your medical needs. Program Providers must also be used.

Who is eligible? Eligibility is determined by age and disability through the Social Security Department. .

Interested applicants must: Go to a local Social Security Agency, fill out the application and provide necessary identification and verification of benefits.

General Contact Information and applications can be taken on line at:

<http://www.ssa.gov/>

Important Notice* There is a six month waiting period for Social Security Disability benefits.

Local Contact Information:



TRANSITION SERVICES: HEALTH, MEDICAL, & THERAPY INDIGENT ADULT PROGRAM

(HM/T #5)

Description of Services: A County Medical Services Program (CMSP) provides medical coverage to rural counties. It is administered by the office of County Health Services, a division of the California Department of Health Services, on behalf of the CMS governing Board.

NOTES:

1. Its purpose is to provide essential health care services to indigent adults who are not eligible for benefits under the Medi-Cal program and whose income is insufficient to pay for medical bills while still meeting their basic needs.

Who is eligible? Eligibility is determined by income and assets , It is not based on age, disability status or dependent children at home, by the Local Department of Health. CMSP does not cover pregnancy – related services, Long term care, or services provided by chiropractors, acupuncturist, and psychologists.

Applications are available at the local Health

Department: Eligibility requirements must be met. Applicants must have a valid California ID card Or Drivers License, Social Security Card, and Proof of income and assets. Proof of residence is also helpful. Applicants must be low income.

General Contact Information can be obtained at:

www.dhs.ca.gov



TRANSITION SERVICES: HEALTH, MEDICAL, & THERAPY TRANSITION AGED YOUTH

(HM/T #6)

Description of Services:

These services are specifically for young adults (ages 18 - 25) who received mental health services or who were served in the foster care system.

The **California State Department of Rehabilitation** (DOR) offers services to Transition Age Youth. Some counties have developed a cooperative agreement between the Department of Rehabilitation and the Department of Mental Health. These programs have combined funds to strengthen the ability of DR and Mental Health to deliver services to shared clients. These cooperatives have focused on services for job placement, supported employment, and job development.

All **SSI** (Supplemental Security Income) and **SSDI** (Social Security Disability Income) beneficiaries who want to work are eligible to apply for Department of Rehabilitation services. If an individual does not receive SSI or SSDI, eligibility is based on the following factors: physical or mental impairment; the impairment constitutes or results in an impediment to employment; and vocational rehabilitation services are required to prepare the individual to secure, retain, or regain employment.

Who is eligible?

Any person age 18 – 25 who has been served in the foster care system or who has received mental health services.

Interested applicants must:

Call your county mental health agency for information on local services for transition age youth.

General Contact Information:

www.dmh.ca.gov

[www.cimh.org/Services/Transiton- Age-Youth.aspx](http://www.cimh.org/Services/Transiton-Age-Youth.aspx)

On left side of home page select county and then search by category of interest

The following documents are needed for interested applicants to complete the enrollment process:

- Social Security Card
- Identification Card/Drivers license or Birth Certificate
- INS Alien Registration (if applicable)
- High School Transcript, HS Diploma or GED Certificate
- Health/ Medical Insurance Card
- Immunization Records
- Psycho Educational Assessments and IEPs (if applicable)

Local Contact Information

(List information pertinent to your local area.)

NOTES

**Independent and Supported
Living, Care Homes,
and
Housing Assistance
(ISLH)**



Basic Emergency Preparedness

If you or a family member has a disability, make sure that your emergency plan addresses any special needs. Special needs can include communication, hearing, mobility and visual impairments, but can include many other disabilities as well. Emergencies and disasters can happen quickly and without warning and you may be forced to evacuate or confined to your home. Have a plan that addresses your situation. You should have a survival kit that is designed specifically to your needs which will reduce the stress and potential injuries during the disaster.

Contact your local Emergency Services Department because many cities maintain a list of individuals with special needs in case of evacuation. If you are electric-dependent, be sure to register with your local utility company to minimize electrical outages.

If you or a family member have special needs or disabilities, it is very important to be ready to leave when a voluntary evacuation notice is given. If you wait until mandatory evacuations are ordered, you may get caught in the confusion or heavy traffic, and the assistance you need to get to a safe location may be delayed.

Take the following precautions if you or a family member has special needs or disabilities:

- Create a network of neighbors, relatives, friends, and coworkers that know the special needs or disabilities of you or family members. Make sure everyone knows how to operate necessary equipment.
- Discuss your special needs with your employer. If you are mobility impaired and live or work in a high rise building, discuss with all concerned, escape routes and procedures. Have management mark accessible exits clearly and make arrangements to help you leave the building.
- Keep specialized items ready, including extra wheelchair batteries, oxygen, catheters, medication, food for service animals, and other items you might need.
- Be sure to make provisions for medications that require refrigeration: i.e. Insulin.
- Maintain a list of the type and model number of the medical devices that are required.
- For Service Animals and pets, make sure that they have ID tags with your cell number and a primary out of town contact, and that the license is current. Make arrangements for the care of the animal if you have to go to a shelter or not home.

Who is Eligible:

All consumers with a disability or disabled family member.

Contact Information

Local Emergency Services:

Fire, Police or Sheriff Department

Local Power Company

<http://www.fema.gov/areyouready/>

- Contains information on getting prepared for many types of emergencies.

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

- American Red Cross Sponsored

Notes



TRANSITION SERVICES: INDEPENDENT & SUPPORTED LIVING,
CARE HOMES, HOUSING ASSISTANCE
HOMELESS SHELTERS

(ISLH #2)

Homeless shelters are temporary residences for homeless people. Usually located in urban neighborhoods, they are similar to emergency shelters.

The primary difference is that homeless shelters are usually open to anyone, without regard to the reason for need. Some shelters limit their clientele by gender or age.

In the United States, most homeless shelters expect clients to stay elsewhere during the day, returning only to sleep, or, if the shelter also provides meals, to eat; people in emergency shelters are more likely to stay all day, except for work, school, or errands

For more information about homeless assistance providers in your area, contact a Continuum of Care Coordinator in your area.

<p>Bakersfield/Kern County Kern County Homeless Collaborative David Press 2700 "M" Street Bakersfield, CA 93301 Phone: (661) 862-5039 FAX: (661) 862-5052</p>	<p>El Dorado County Joyce Aldrich Human Services Department 3057 Briw Road Placerville, CA 95667 Phone: (530) 642-7276</p>	<p>Redding/Shasta County Don Meek Homeless CoC Coordinator 4750 Enchanted Way Redding, CA 96001 Phone: (530) 246-7542</p>	<p>San Francisco Ms. Ali Schlageter Local Homeless Coordinating Board 1440 Harrison Street San Francisco, CA 94102 Phone: (415) 558-1825</p>
<p>City of Glendale Ivet Samvelyan 141 N. Glendale Room 202 Glendale, CA 91206 Phone: (818) 548-2060 FAX: (818) 548-3724</p>	<p>Fresno/Madera County Doreen Eley Chair P.O. Box 11626 Fresno, CA 93774 Phone: (559) 498-6988</p>	<p>County of Riverside DPSS Ron Stewart 4060 County Circle Drive Riverside, CA 92503 Phone: (951) 358-5636 FAX: (951) 358-7755</p>	<p>San Joaquin County Ms. Chris Becerra Community Development Department 1810 Hazelton Avenue Stockton, CA 95205 Phone: (209) 468-3157</p>
<p>Marilyn Boyle Grant Program Specialist Imperial Valley College, Room 1604E 380 E. Aten Road Imperial, CA 92251 Phone: (760) 355-6166 Fax: (760) 355-6461</p>	<p>Humboldt County Rob Amerman Humboldt County Department of Health and Human Services 720 Wood Street Eureka, CA 95501 Phone: (707) 268-2923</p>	<p>County of San Bernardino Isaac Jackson 696 S. Tippecanoe Avenue San Bernardino, CA 92415 Phone: (909) 421-4614 FAX: (909) 421-4600</p>	<p>San Mateo County Wendy Goldberg San Mateo County Office of Housing 262 Harbor Blvd., Bldg. A Belmont, CA 94002 Phone: (530) 802-3378 FAX: (650) 802-3373</p>
<p>City of Long Beach DHHS Ms. Susan Price Homeless Services Coordinator 2525 Grand Avenue Long Beach, CA 90815 Phone: (562) 570-4003 FAX: (562) 570-4049</p>	<p>Kings/Tulare Counties Betsy McGovern President P.O. Box 1742 Visalia, CA 93279 Phone: (559) 684-4254 Website</p>	<p>County of San Diego HCD Ms. Dolores Diaz Continuum of Care Coordinator 3989 Ruffin Road San Diego, CA 92123 Phone: (858) 694-4804 FAX: (858) 514-6561</p>	<p>Santa Clara County Marjorie Mathews (Interim Coordinator) Office of Affordable Housing 2310 North First Street, Suite 100 San Jose, CA 95131 Phone: (408) 441-4257</p>
<p>Los Angeles Homeless Services Authority Ms. Christine Mirasy-Glasco Director of Compliance 548 S Spring St #400 Los Angeles, CA 90013 Phone: (213) 683-3328 FAX: (213) 892-0093</p>	<p>Marin County Bobbe Rockoff Health and Human Services Agency 20 North San Pedro Road, Suite 2028 San Rafael, CA 94903 Phone: (415) 499-3283</p>	<p>City of San Diego Continuum of Care Ms. Patricia Leslie Point Loma Nazarene University Culbertson #106 3900 Lomaland San Diego, CA 92106 Phone: (619) 849-2676 FAX: (619) 849-7019</p>	<p>Santa Cruz County Erik Shapiro, Housing Chief Planning Department – Housing Division 701 Ocean Avenue, 4th Floor Santa Cruz, CA 95060 Phone: (831) 454-5166 FAX: (831) 454-2920</p>

<p>County of Orange Ms. Julia Bidwell Interim Director 1770 N. Broadway Santa Ana, CA 92706 Phone: (714) 480-2991 FAX: (714) 480-2803</p>	<p>Mendocino County Kathleen Stone Department of Social Services P.O. Box 839 Ukiah, CA 95482 Phone: (707) 463-7968</p>	<p>County of San Luis Obispo Mr. Dana Lilley Supervising Planner County Government Center San Luis Obispo, CA 93408 Phone: (805) 781-5715 FAX: (805) 781-5624</p>	<p>Solano County P.J. Davis Community Action Agency 1545 North Texas P.O. Box 2726 Fairfield, CA 94533 Phone: (707) 422-8810</p>
<p>City of Oxnard Will Reed Homeless Assistance Coordinator 300 West Third Street Oxnard, CA 93030 Phone: (805) 385-8044 FAX: (805) 385-7969</p>	<p>Merced County Lori Flanders Continuum of Care Coordinator Merced County Association of Governments 369 West 18th Street Merced, CA 95340 Phone: (209) 723-3153 ext. 318 Fax: (209) 723-0322 Website</p>	<p>County of Santa Barbara Ms. Patricia Gabel Sr. Housing Finance Specialist 105 E Anapamu St #105 Santa Barbara, CA 93101 Phone: (805) 568-3522 FAX: (805) 568-2289</p>	<p>Sonoma County Jenny Helbraus Abramson Continuum of Care Coordinator 708 Gravenstein Highway N PMB#95 Sebastopol, CA 95472 Phone: (707) 824-2852</p>
<p>Pasadena CD Commission Anne Lansing 649 North Fair Oaks Avenue, Room 202 Pasadena, CA 91103 Phone: (626) 744-6701 FAX: (626) 744-8340</p>	<p>Monterey County Glorietta Rowland Coalition of Homeless Service Providers 100 12th Street Marina, CA 93933 Phone: (831) 883-3080</p>	<p>County of Ventura-VCHHC Ms. Cathy Brudnicki President, VCHHC P.O. Box 417 Camarillo, CA 93011-0417 Phone: (805) 493-2471 FAX: (805) 654-5106</p>	<p>Stanislaus County Michele Gonzales Deputy Director Housing Authority P.O. Box 581918 Modesto, CA 95358 Phone: (209) 557-2025</p>
<p>Alameda County Riley Wilkerson Alameda Co. Housing & Comm. Dev. 224 West Winton Avenue, Rm. 108 Hayward, CA 94544 Phone: (510) 670-9797</p>	<p>Napa County Charlene Horton Community Action Napa Valley 2521 Old Sonoma Road Napa, CA 94558 Phone: (707) 253-6103</p>	<p>Butte County/Chico Gloria Rodgers Community Action Agency of Butte County 2255 Del Oro Avenue Oroville, CA 95965 Phone: (530) 891-2977 ext. 205</p>	<p>State of California Dan Apodaca Homeless Programs Manager Dept. of Housing and Community Dev. P.O Box 952054 Sacramento, CA 94252-2054 Phone: (916) 327-3633</p>
<p>Central Sierra (Amador, Calaveras, and Tuolumne Counties) Margaret Barbour Amador-Tuolumne Community Action Agency 427 N. Highway 49, Suite 302 Sonora, CA 95370 Phone: (209) 533-1397, ext 251</p>	<p>Placer County Janice Critchlow Coordinator Placer Greater Collaborative P.O. Box 215156 Sacramento, CA 95821 Phone: (916) 924-0534</p>	<p>Sacramento County Suzanne Hammer, Prog. Manager Sacramento County Department of Human Assistance Sacramento City & County CoC 1590 North A Street Sacramento, CA 95814 Phone: (916) 874-4323</p>	<p>Yolo County Amara Pickens Yolo County Dept. of Employment and Social Services 25 North Cottonwood Street Woodland, CA 95695 Phone: (530) 661-2934</p>
<p>Contra Costa County Cynthia Belon Contra Costa County 597 Center Avenue, #355 Martinez, CA 94553-4670 Phone: (925) 313-6736</p>		<p>Dos Rios (Colusa, Glenn, Trinity, and Tehama Counties) Bill Wathen, Housing Manager Glenn County Human Resources Agency 420 E. Laurel Street Willows, CA 95988 Phone: (530) 642-7276</p>	



TRANSITION SERVICES: INDEPENDENT & SUPPORTED LIVING,
CARE HOMES, HOUSING ASSISTANCE
IN-HOME SUPPORT SERVICES

(ISLH #3)

Description of Services

The IHSS Program will help pay for services provided to you so that you can remain safely in your own home. To be eligible, you must be over 65 years of age, or disabled, or blind. Disabled children are also eligible for IHSS. IHSS is considered an alternative to out-of-home care, such as nursing homes or board and care facilities

Eligibility

Are a current recipient of Supplemental Security Income/State Supplementary Payment (SSI/SSP); or

You meet all the eligibility criteria for SSI/SSP except that your income is in excess of the SSI/SSP income levels; or

You meet all the eligibility criteria for SSI/SSP, including income, but do not receive SSI/SSP; or

You are a Medi-Cal recipient who meets SSI/SSP disability criteria.

Other criteria go to: <http://www.dss.cahwnet.gov/cdssweb/PG135.htm>

Where To Get Help

To apply for IHSS, complete an application and submit it to the local IHSS office at the county welfare department. To find your local office, look for the closest county welfare department office listed under the County Government Section in the telephone book.

In Home Supportive Services (IHSS) Forms

<http://www.cdss.ca.gov/agedblindingdisabled/PG1810.htm>

Translated copies:

<http://www.cdss.ca.gov/agedblindddisabled/PG2086.htm>

NOTES:



TRANSITION SERVICES: INDEPENDENT & SUPPORTED LIVING, CARE HOMES, HOUSING ASSISTANCE INDEPENDENT LIVING CENTERS

(ISLH #4)

What is an Independent Living Center?

An independent living center is a consumer controlled, community based, cross disability, nonresidential private nonprofit agency that is designed and operated within a local community by individuals with disabilities. Independent living services are services that maximize a person's ability to live independently in the environment of their own choosing.

Independent living advocates direct their efforts toward the goal of freeing people with disabilities from institutional living, while educating the community in accessibility issues. With the proper support system from the community, people with disabilities can live where they choose and pursue their dreams with inalienable rights that are indistinguishable from anyone else.

What Services are Provided?

All Independent Living Centers in California provide the following services:

Peer Counseling, Independent Living Skills Training, Housing Assistance, Information and Referral, Individual Advocacy, Systems Advocacy, and Assistive Technology

Independent Living Centers also may provide any or all of the following services:

Children's services, Communication services, Family services, Mental restoration, Mobility training, Personal assistance service, Physical rehabilitation, Preventive services, Prosthesis and other appliances, Recreational services, Therapeutic treatment, Transportation services, Youth services, Vocational services, any other services that promote independent living

California Foundation for Independent Living Centers

1029 J Street, Suite 120
Sacramento, CA 95814
(916) 325-1690 (Voice)
(916) 325-1695 TTY
(916) 325-1699 FAX
Teresa Favuzzi, Executive Director
www.cfilc.org

Questions to be considered when looking at Independent Living Centers:

Who else lives there?

What is the age range of people living there?

What is the functional level of people living there?

Will they have a roommate or will they have a room of their own?

What assistance/services are available?

Will someone help with money, budget, and banking activities?

Will there be assistance in cooking meals, cleaning the house, doing laundry?

Will someone be available to transport to Doctor's appointment, work?

What is available in the neighborhood: parks, recreation, activities, shopping, employers?

What are the rules of the house?

Are there curfews

What about visitors

Boyfriends/girlfriends

What is the house like?

Is the house accessible to individuals with physical disabilities?

Where is the house located?

Is the house clean, roomy, and pleasing to the eye?

What about values of the family?

Will someone be able to transport to religious services/classes?

Will there be respect for cultural values?

Who are the people who staff the house?

Are people certified to work here?

How many people are on duty at the same time?

Will someone be there at night?

What is the male/female staffing pattern?

Is there a high staff turnover?

Is there a doctor or nurse on call or available for emergency backup?

What are the costs?

Who pays for room and board?

What are the eligibility requirements for people to live there?

How much money will be needed for personal expenses and entertainment?



TRANSITION SERVICES: INDEPENDENT & SUPPORTED LIVING, CARE HOMES, HOUSING ASSISTANCE OPTIONS TO FINDING RENTAL HOUSING

(ISLH #5)

Description of Available Resources:

There are many resources available to find appropriate housing as needed.

Identify the individual's needs and income that will be necessary to use for housing as part of the process to obtain the housing. Listed below are a few options to assist in locating housing, but there are many other sources available online and within each local community.

Classified Ads: This section of the local newspapers or magazine publications list apartments, houses, rooms, available for rent.

Realtors: Contact a local realtor to see if they have listings for rental properties. Look in the phone book, on-line, or in the newspaper to find a realtor that could help.

Rental Magazines: These magazines are available at local stores and restaurants and are free to take.

Penny Saver: Local free paper delivered through the mail weekly. There are listings for local housing options.

Internet: Use websites to find apartments for rent. Put in your local city or zip code and the monthly rent amount to find apartments, condos, or homes for rent.

<http://www.rent.com>

<http://www.apartmentguide.com>

<http://www.apartmentfinder.com>

HUD: The Department of Housing and Urban Development (HUD) is a government agency, which provides services to low-income individuals who need assistance with finding housing. There is information on renting and rental assistance programs through HUD. The HUD website lists tenants' rights and responsibilities and other tips on renting. See this link http://portal.hud.gov/hudportal/HUD?src=/topics/rental_assistance

Craigslist: This website is another tool that can be used to find housing. Identify the city where the person wants to live and then the type of housing needed. Be careful when contacting individuals who are offering services or products on line.

<http://geo.craigslist.org/iso/us/ca>

Notes:



TRANSITION SERVICES: INDEPENDENT & SUPPORTED LIVING,
 CARE HOMES, HOUSING ASSISTANCE
 AMERICAN RED CROSS

(ISLH #6)

Description of Services:

The American Red Cross can provide two types of assistance after a disaster: **hard and soft.**

Hard assistance provides material items and may include feeding, shelter, clean-up kits, comfort kits and financial assistance.

Soft assistance minimizes immediate disaster-caused suffering through listening, guidance, advocacy, and counseling.

If you are in need of a shelter during a disaster, please contact your local Red Cross chapter.

The most visible and well-known of Red Cross disaster relief activities are sheltering and feeding. The Red Cross opens shelters for those displaced by a disaster and provides meals and snacks to families and to emergency workers in affected areas.

Disaster trained Red Cross interviewers meet one on one with families to determine their needs. The assistance may include providing the means for them to pay for groceries, new clothes, rent, emergency home repairs, transportation, medicines, and tools. The Red Cross also lets people know about other community or government resources available to them and helps those needing long-term recovery assistance when other resources are inadequate.

Use the following information and website to get additional information.

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

Under Preparing and Getting Trained

- Get Trained
- Preparing Home, work, school
- Preparedness Fast Facts

Under Getting Assistance

- Contacting Family Members
- How To Recover After a Disaster
- Find Shelter and Supplies
- Serving Military Families

Who is Eligible:

Anyone involved in a disaster, or military personnel whose family members are involved in a disaster.

Notes



How to Find Subsidized Housing

Subsidized housing is designed to help people with low and moderate incomes live in safe and decent housing. Subsidies are offered by the Department of Housing and Urban Development (HUD).

THINGS YOU'LL NEEDED:

- Benefits Statement
- Income Tax Returns
- Pay Stub
- Phone Book/Calculator / Paper

INSTRUCTIONS

Step 1. Go to your local housing authority office. Find it by looking in the government section of the phone book under Housing and Urban Development.

Step 2. Ask workers at the housing authority office for information about Section 8. This is a federal rental subsidy geared toward very low-income families, the elderly and the disabled.

Step 3. Fill out a subsidy application. This will help determine whether you're eligible for either full or partial assistance under HUD's Section 8 program. (This is determined by your family size, income and special needs.)

Step 4. Request a list of Section 8 properties in the area. Some will be government-owned and some will be privately owned.

Step 5. Find out whether the properties operate under the rental certificate program or the rental voucher program. Both are Section 8 programs.

Step 6. Call on the landlords or managers of the properties to find one that fits your needs. Ask housing authority officials about other state and local subsidized housing programs.

Tips & Warnings

Be prepared to document your application with pay stubs, benefits statement, income tax returns and birth certificates.

Expect to be put on a waiting list unless you fall under a preferential category. Preference is given to people who are homeless or living in substandard housing, are paying more than 50 percent of their income in rent or have been involuntarily displaced.

Under the certificate program, families won't pay more than 30 percent of their adjusted gross income for a regulated rent price. Under the voucher program, rents are not government-controlled, which means that more or less than 30 percent of your monthly pay will go toward rent and utilities, depending on the rental amount.

Subsidized housing requires you fall within certain income criteria and has rules that apply to the receiving of funds. Failure to adhere to these rules may make you ineligible for benefits.



Notes:

Description of Services

What should a **tenant** do if his or her apartment needs repairs? Can a **landlord** force a tenant to move? How many days' notice does a tenant have to give a landlord before the tenant moves? Can a landlord raise a tenant's rent?

California Tenants - A Guide to Residential Tenants' and Landlords' Rights and Responsibilities answers these questions and many others.

The "California Tenants" booklet is a practical resource for both tenants and landlords. The booklet provides information about rental applications, unlawful discrimination, security deposits, repair responsibilities, rent increases, termination of leases, and eviction notices. An inventory checklist is included for use before moving in and when moving out.

California Tenants - A Guide to Residential Tenants' and Landlords' Rights and Responsibilities was written by the Department of Consumer Affairs' Legal Affairs Division and was produced by the Department's Office of Publications, Design & Editing.

<http://www.dca.ca.gov/publications/landlordbook/index.shtml>

ORDERING INFORMATION

This booklet may be copied, if (1) the meaning of copied text is not changed or misrepresented, (2) credit is given to the Department of Consumer Affairs, and (3) all copies are distributed free of charge. You may order up to 5 copies.

<http://www.dca.ca.gov/publications/landlordbook/orderform.pdf>

Tenant Information & Assistance Resources

A listing of Tenant Information and Assistance Resources can be found on the Department of Consumer Affairs' Web site at www.dca.ca.gov.

Lawyer referral services and legal aid programs can be located through these other resources:

- **Lawyer referral services:** Go to the State Bar of California's Web site, www.calbar.ca.gov. Click on the "Public Services" button, then click on the "[Lawyer Referral Services](#)" link and then click on the "County Programs" button.
- **California legal aid organizations, bar-certified lawyer referral services and court services:** Go to LawHelpCalifornia.org's.



TRANSITION SERVICES: INDEPENDENT & SUPPORTED LIVING,
CARE HOMES, HOUSING ASSISTANCE

SALVATION ARMY

(ISLH #9)

Description of Services:

The Salvation Army has established branches in more than 110 countries throughout the world. The Army operates hospitals, community centers, alcoholic and drug rehabilitation programs, social work centers, recreation facilities, and provides emergency and disaster services. Support of the vast undertakings in all parts of the world depends on voluntary contributions and profits from publications. The Salvation Army has distinguished itself by its work with the armed services in both wars and by its aid to those suffering in disasters, such as floods and earthquakes, all over the world.

Services offered:

Missing Person - service helps to reunite family members missing for more than 6 months

Disaster Relief - services are provided after disasters to those in need

Prisoner Rehabilitation – is provided through cooperative arrangements with prison, parole and probation officials.

Drug and Alcohol Rehabilitation - provides a residential program to develop job skills

Youth Camps – children from low income families learn new skills and self-reliance

Christmas Charity – donations provide holiday dinners, clothing, and toys for families in need.

General Contact Information:

www1.usw.salvationarmy.org/usw/www_usw_venturacorps.nsf

Who is eligible?

Anyone in need of the services offered whether disabled or not.

California Salvation Army sites:

Transitional Living Center
155 S. Oak Street
Ventura, CA 93001
805-648-9477

Salvation Army Headquarters
P.O. Box 269
Alexandria, VA 22313

**Recreation
and
Leisure
(RL)**



TRANSITION SERVICES: RECREATION & LEISURE CALIFORNIA LIONS CAMP

(RL #1)

Description of Services: California Lions Camp

Lions International provides summer camp activities to deaf, blind, and deaf-blind youth. The wilderness camps are located near Yosemite National Park, Sacramento and Los Angeles, and are open to boys and girls between the ages of 7-15. A Camper In Leadership Training (CILT) program is available for youth age 16 and older. This July camp offers several activities including swimming, canoeing, horseback riding, arts and crafts, drama, field sports, tennis, archery and gymnastics. Lions Club scholarships are available to assist with the registration costs.

Who is eligible? Youth ages 7-17

Interested applicants must:

- Call the California Lions Camp
- Submit a completed application form with a photo and pay \$300 registration fee (financial assistance can be requested)
- Health and Medical Record form
- Authorization & Consent to treat minor
- Proof of Medical Insurance

California Lions Camp sites:

Camp Pacifica

(near Yosemite Nat'l Park)

Camp Teresita Pines

(near Victorville, CA)

Camp Ross Relief

(near Sacramento, CA)

pacifica@californialionscamp.org or ilybrookeb@yahoo.com

General Contact Information:

Camp Pacifica

(209) 523-9403 voice

(209) 523-9418 fax

Camp Teresita Pines &

Camp Ross Relief

P.O. Box 195

Knightsen, CA 94548

(925) 625-4874

www.californialionscamp.org

www.lionswildcamp.org

NOTES



TRANSITION SERVICES: RECREATION & LEISURE RECREATION OPPORTUNITIES FOR YOUTH WITH SPECIAL NEEDS

(RL #2)

The value of recreation is at the heart of one's ability to enjoy life, develop important life skills, and create social relationships and networks. Recreation programs provide all people, including those with disabilities, the freedom to make choices, to initiate selected leisure activities, to develop and pursue life goals, and to develop and deepen relationships with family members and friends.

Adult Day Programs (ADP)

An adult day program is any community-based facility or program that provides care to persons 18 years of age or older in need of personal care services, supervision, or assistance essential for sustaining the activities of daily living or for the protection of the individual on less than a 24-hour basis. These programs are licensed as community care facilities. Most of these programs serve persons with developmental disabilities and are funded primarily by Regional Centers. Medi-Cal does not pay for these programs.

For more information and program locations, check the website for the California Association for Adult Day Services. www.aduldaysservices.org

Boys and Girls Clubs of America (BGCA)

BGCA programs promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging, and influence. This organization is committed to an initiative called "Embracing Inclusion," which provides Clubs with resources to enhance their services to youth with disabilities within fun, safe environments. They offer access to after-school programs that provide engaging, enjoyable opportunities for social and personal development. BGCA is working with Kids Included Together (KIT) to provide Club professionals and volunteers with effective strategies, tools and best practices for recruiting more youth with disabilities and serving them more effectively. Funded by Mitsubishi Electric America Foundation.

For more information and locations, go to www.bgca.org

Camps

From campfire sing-a-longs to boating, nature walks, swimming, and arts and crafts, camps for people with disabilities provide the same excitement and activity available at other summer camp programs. The difference is that these campers experience the joys and challenges of camp in a fully accessible setting. These camps provide weekend respite or weeklong summer camping experiences and, for eligible consumers, may be funded through Regional Center.

To find out what's available in your community, consult local sources of information, i.e., your child's teacher, doctors, parks and recreation departments, area private schools, religious organizations, other community groups, parent centers, and fellow parents.

Resources for finding recreational summer camps are located on the website for the National Dissemination Center for Children with Disabilities: www.nichcy.org
Go to the NICHCY website and type "summer camp" in the SEARCH box.



TRANSITION SERVICES: RECREATION & LEISURE

RECREATION OPPORTUNITIES FOR YOUTH WITH SPECIAL NEEDS

(RL #2)

Horseback Riding

Equestrian Therapy is horseback riding for people with disabilities in which equestrian techniques are combined with concepts of physical therapy. Rather than the routine of other therapies, equestrian therapy is practiced in an atmosphere of fun and sport. The rider learns traditional horsemanship skills to control the horse, thus increasing self-esteem, as well as improving physical abilities. Opportunities to help lead, groom and/or saddle a horse are very real sources of excitement and accomplishment. The natural affinity between people and horses is a powerful way of encouraging individuals to achieve their full potential.

For more information on Equestrian Therapy and to find local accredited programs, check the following website: www.narha.org.

Use the drop down menu for California to find a location near you.

Parks and Recreation Programs

Parks & Recreation Departments in many local communities provide sports, recreation, leisure and outreach services to people with physical, mental and/or emotional disabilities. Services may include therapeutic recreation programs and adaptive sports opportunities, which address the special needs of individuals who have difficulty accessing and participating in recreation opportunities offered to the general public.

Contact your local city hall to find out more about special programs, services, and accessible facilities within your community. Most cities also have a website with a link to the Parks and Recreation Department where more information can be found.

For information on accessible State Park facilities throughout California, go online to <http://access.parks.ca.gov/home.asp>

Challenger Baseball

The Challenger Division is a separate division of Little League to enable boys and girls with physical and mental challenges, ages 5-18, or up to age 22 if still enrolled in high school, to enjoy the game of baseball along with the millions of other children who participate in this sport worldwide. Teams are set up according to abilities, rather than age, and can include as many as 15-20 players. Challenger games can be played as t-ball, coach pitch, player pitch, or a combination of the three. In a Challenger game, each player gets a chance at bat. The side is retired when the offense has batted through the roster, or when a pre-determined number of runs have been scored, or when three outs are recorded. Little League recommends that no score be kept during Challenger games. The players wear the same uniforms, shoulder patches and safety equipment as other Little League players. The teams may use "buddies" who assist the players on the field but, whenever possible, encourage them to bat and make plays for themselves. The buddy is always nearby to help when needed.

For more information on the Little League Challenger Division, contact Sam Ranck at (570)326-1921 ext.254 or email challenger@LittleLeague.org

Special Olympics

Special Olympics is a worldwide, nonprofit organization that provides year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities. It empowers individuals to develop physical fitness, demonstrate courage, experience joy,



TRANSITION SERVICES: RECREATION & LEISURE RECREATION OPPORTUNITIES FOR YOUTH WITH SPECIAL NEEDS

(RL #2)

and participate in a sharing of gifts, skills and friendship with their families, fellow athletes, and others in the community.

An abundance of information is available online regarding Special Olympics worldwide.

Info for Northern and Southern California is posted on separate websites as follows:

Special Olympics Northern California (SONC)

Information on Special Olympics and the activities at the regional level:

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

Click on your region for local headquarters and info.

You can also call: (925)944-8801

Special Olympics Southern California (SOSC)

Find news, inspiration, event calendar, area programs, sports rules, and contact info:

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

General Questions: (562)354-2600 or info@sosc.org

Headquarters - Special Olympics Southern California

6730 East Carson Street

Long Beach, CA 90808

Phone: (562)354-2600

Fax: (562)938-7671

YMCA

YMCA - The Young Men's Christian Association is one of the largest not-for-profit community service organizations in the United States. YMCAs serve children and adults of all ages, races, faiths, backgrounds, abilities and income levels. They are committed to helping children and youth deepen positive values. Through these programs, families and individuals strengthen their spiritual, mental and physical well-being.

Each association is different, reflecting the needs of the local community. Your YMCA may or may not offer a particular kind of program. Some programs that may, but will not necessarily, be offered include Adventure Guides, Arts and Humanities, Camping, Child Care, Community Development, Family, Health and Fitness, Older Adults, Scuba, Sports, Teen Leadership, and others. Be sure to inquire about programs for individuals with special needs.

Fees will also vary. YMCAs offer financial assistance to include people who cannot afford the full fees for membership and programs.

For more information about local programs and to find the YMCA nearest to you, go to <http://www.ymca.net/search>.



TRANSITION SERVICES: HEALTH, MEDICAL, & THERAPY EASTER SEALS

(RL #3)

Description of Services:

Easter Seals has been helping individuals with disabilities and special needs, and their families, live better lives for nearly 90 years. From child development centers to physical rehabilitation and job training for people with disabilities, Easter Seals offers a variety of services to help people with disabilities address life's challenges and achieve personal goals.

Easter Seals assists more than a million children and adults living with autism and other disabilities or special needs and their families each year. Services and support are provided through a network of more than 550 sites in the U.S. and through Ability First Australia. Each center provides individualized, innovative, family-focused and tailored services to meet specific needs of the particular community served.

Primary Easter Seals services include:

[Medical Rehabilitation](#)

[Children's Services](#)

[Adult & Senior Services](#)

[Recreation](#)

California Easter Seal sites:

There are 58 service sites in the state of California. Go to the website below and type in your zip code or city to identify the Easter Seals location nearest you.

General Contact Information:

<http://www.easterseals.com/site/>

Easter Seals by phone or fax:

312-726-6200 (voice)
312-726-4258 (tty)
800-221-6827 (toll-free)
312-726-1494 (fax)

Easter Seals by US mail at:

233 South Wacker Drive
Suite2400
Chicago, IL 60606

Who is eligible?

Children and adults with physical and mental disabilities and special needs resulting from any cause -- whether diagnosed at birth or incurred through disease, accidental injury or the aging process.

NOTES:



**This booklet was developed
by
the Ventura County
Transition Project**

2013 Revisions

by

Fran Arner-Costello, Director; Programs & Services

Juanita Delgadillo, Secretary

- Ventura County SELPA

