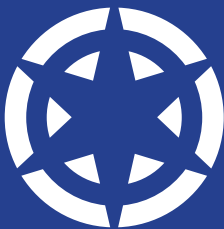




# **TRANSITION SERVICES** Information Guide



Six District  
Educational Compact

# Table of Contents



**Why is Transition Important?.....2**

**Four Components of Transition Planning.....3**

**About the Transition Services Information Guide .....4**

**About the Six District Educational Compact .....5**

**Transition Services and Programs.....6**

**Grade 8 .....7**

**Grade 9 .....8**

**Grade 10 .....9**

**Grades 11-12 .....10**

**Grades 12-Age 22 .....11**

**Transition: Secondary to College and Universities .....12**

**Free Age-Appropriate Transition Assessments.....13**

**Transition Planning and Preference Survey ..... 14-17**

**Transition Skills Assessments ..... 18-26**

**Employability/Life Skills Assessment (Ages 14-21) ..... 27-30**

**A Continuum of Transition Services for Students with Disabilities.....31**

**NTACT - Quick Guide: Career and Technical Education and  
Secondary Students with Disabilities .....32-33**

**Resource Directory .....34-36**

First Edition: Spring 1999	July 2011
Revised: March 2003	September 2013
October 2003	December 2014
January 2005	July 2021
April 2010	July 2025

# Why is Transition Important?



**The Transition Services requirements of Individuals with Disabilities Education Act (IDEA) provides the following important opportunities:**

- **Assists students and their families to think about the future and consider student options following high school graduation**
- **Allows time for students, families, and others to plan together on how to make high school experiences relate directly to the student's dreams and desired outcomes**
- **Assists students and families to make connections to services they will need both during and after high school**
- **Increases the likelihood that students are successful when they exit school**

*Reference: Ohio Department of Education and Workforce*

# Four Components of Transition Planning



## **TRANSITION PLANNING...**

### **1. ... is based on a child's preferences, interests, needs and strengths (PINS).**

The student and his or her parents or guardians need to determine long-range goals for

- Postsecondary education
- Employment
- Independent living
- Community participation

Invite the student to the IEP meeting. If the student does not attend the meeting, other steps must be taken to ensure that the student's preferences and interests are considered such as

- Completing the Graduation Plan
- Conducting a functional career assessment (if appropriate)
- Meeting with career guidance personnel

### **2. ... is designed within a result-oriented process.**

Begin with the student's long range goals and determine what skill levels, behaviors, work values and professional skills must be taught to reach each goal.

Linkages with the individual's support network, which may include the individual's parent/family members, agency personnel (including adult services, when appropriate), community services, and natural supports.

### **3. ... is a coordinated set of activities that is evident throughout the IEP.**

The IEP should consider the need for transition services in the areas of

- Instruction
- Community experiences
- Development of employment objectives
- Development of other post school adult living objectives
- Daily living skills (if appropriate)
- Linkages with adult services (if appropriate)
- Functional vocational evaluation (if appropriate)
- Related services

Major activities should have objectives in the IEP. Generally, the IEP should include instruction, community experiences, and the development of employment and other post-school adult living objectives.

### **4. ... is designed to promote movement into post-school living settings.**

Adult services personnel should be involved in IEP planning at least two years prior to graduation, if appropriate. Adult services personnel, parents, and students should take responsibility for some transition services. Transition services need to be monitored. Reconvene the IEP team if transition services cannot be provided as planned.

# About the Transition Services Information Guide



This Information Guide is designed for transitional planning. The guide provides information and service providers by grade level. At each grade level there are examples of services, programs and the service providers that may plan or contribute to the student's transition plan. This guide should not be thought of as a "transition recipe" for all students. Each student's transition plan should be individualized. Therefore, many options may be considered appropriate. Services and providers will be identified on the transition page of the IEP.

Included in this guide is a brief description of programs and services represented in the Six District Educational Compact. For more in-depth information, the person that provides a particular transition service should be invited to an IEP or transition-planning meeting for an individual student.

Not all transition plans will include every service, resource or service provider identified in the booklet. It is up to the transition team to develop a plan that will allow the student to successfully enter the adult world.

## Potential IEP/Transition Team Members:

- Student
- Parent
- Career Assessment Specialist
- Community Agencies
- School Counselor
- Job Training Coordinator
- Occupational Therapist (OT)
- Career Technical-Special Education Coordinator
- Physical Therapist (PT)
- Regular Education Teacher
- School Psychologist
- Special Education Supervisor
- Case Manager
- Speech/Language Pathologist (SLP)
- Tutor (ISGI)
- Transition Coordinator
- Parent Mentor

# About the Six District Educational Compact



**The Six District Educational Compact** - The Compact consists of Cuyahoga Falls, Hudson, Kent, Stow-Munroe Falls, Tallmadge and Woodridge school districts. The Compact offers a wide range of Career-Technical Education programs and coordinates various special education transition programs and services, summer school, staff development, substance abuse prevention and intervention, as well as other special events as needed within the six districts.

**The Six District Educational Compact Career-Technical Programs** - The Compact offers a wide variety of 29 career-focused programs located among six high schools. Programs range from Health Careers Technologies to Aeronautics Careers Academy and from Construction Technologies to Culinary Arts and Hospitality Studies.

The Compact has resource people available to provide career and transition services for those students on an IEP, including:

- **Career Assessment Specialist** provides students with a career assessment.
- **Career and Technical-Special Education Coordinator** is the liaison for special education students in Career-Technical Education programs.
- **Transition Coordinator** provides education and guidance, job placement assistance and follow-along services (on-going support on the job).
- **Job-Training Coordinator** works with those students who are in need of more individualized transition services and supported employment services such as job training, job placement and follow-along services (on-going support on the job).
- **Special Education Supervisor** provides guidance and information about services.
- **School Counselor** can provide information and assistance about career and post-secondary education/training choices.

# Transition Services and Programs



**Career Assessment** – Identifies skill level, career interests, work aptitudes, behaviors, work values and employability skills.

**Career Passport** – This is a document that outlines in detail all the technical content skills and competencies acquired in high school by students who meet specified criteria in a workforce development career program. A career passport is a distinctive portfolio containing an individualized student profile, grade transcripts, attendance records and reference letters, as well as a list of acquired skills and competencies.

**Graduation Plan** – a planning document initiated by the learner, with input from teachers and counselors, and reviewed annually. This document helps the students map a path to graduation and beyond. The plan includes three components of curriculum requirements, demonstration of competency and demonstration of readiness (seals).

**The County Boards of Developmental Disabilities** – These agencies provide a variety of services to individuals who are developmentally disabled. A person may be deemed eligible through the administration of the **Children’s Ohio Eligibility Determination Instrument** (COEDI) for children or the **Ohio Eligibility Determination Instrument** (OEDI) for those over the age of 16.

**Community Based Supported Experiences** – These are collaborative programs involving community partners and the Six District Educational Compact. These experiences are designed to provide exploratory work experiences for students in a community setting. Experiences can be designed to fit the student’s individual career development needs.

**Opportunities for Ohioans with Disabilities (OOD)** or the **Bureau of Vocational Rehabilitation (BVR)** – This agency works in partnership with persons with disabilities to access the services needed to identify, prepare for, obtain and maintain appropriate employment. Students, age 14 and older, can be eligible for Pre-Employment Transition Services (PRE-ETS).

**Bureau of Services for the Visually Impaired (BSVI)** is for individuals with visual impairments.

**Adult Services Agencies** – These represent many different agencies that may be available to provide services to persons with disabilities after their graduation from the public schools; for example, Mental Health and Social Security, independent living, budgeting, job supports, DD services, United Disability Services.

# Grade 8



## Goals: Identify career interests and courses of study for high school

### Activities

**Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.**

**Initiate discussion of Graduation Plan starting in the 9th grade.**

**Identify and strengthen employability skills**

**Select high school classes appropriate to the student's career development**

**Begin transition awareness for parents and students**

**Refer appropriate students to local Board of Developmental Disabilities (DD) for the Children's Ohio Eligibility Determination Instrument (COEDI) with parental approval**

**Inform parents and students of option for public school service to age 22**

### Provider/Resource

IEP team

School Counselor  
Classroom Teacher  
Special Education Supervisor

Parents and Students  
Classroom Teachers

Classroom teacher  
Job Training Coordinator\*  
Transition Coordinator\*  
Career and Technical-Special Education Coordinator\*  
School Counselor

Classroom Teacher  
Special Education Supervisor  
School Counselor

Classroom Teacher  
Special Education Supervisor  
Parent

Classroom Teacher  
Special Education Supervisor  
Parent

\* The Transition Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available to assist with any of these activities on a consultation basis.



# Grade 9



## **Goals: Explore work, postsecondary education, independent living and leisure options**

### **Activities**

**Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.**

**Consider exploring the Pre-Employment Transitions Training (PRE-ETS) for students 14 and older**

**Continue to develop the Graduation Plan**

**Implement functional curriculum for employability and independent living skills**

**Strengthen appropriate work attitudes and behaviors through practical work experience within the school setting**

**Continue awareness of individualized services available for transition planning**

**Inform parents and students of option for public school service to age 22**

### **Provider/Resource**

IEP team

OOD, potentially eligible for services

School Counselor  
Classroom Teacher  
Special Education Supervisor

Classroom Teacher  
Transition Coordinator\*

Classroom Teacher  
Transition Coordinator\*

Classroom Teacher  
Transition Coordinator\*  
Career and Technical-Special  
Education Coordinator\*  
Job Training Coordinator\*  
Special Education Supervisor

Classroom Teacher  
Special Education Supervisor  
Parent

\* The Transition Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available to assist with any of these activities on a consultation basis.

# Grade 10



## Goals: Explore work, postsecondary education, independent living, and leisure options

### Activities

**Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.**

**Continue Graduation Plan development.**

**Implement functional curriculum for employability and independent living skills, if appropriate**

**Strengthen appropriate attitudes and behaviors for employment through work experiences within the school setting and community career exploration**

**Provide guidance in transition planning for students, with parental involvement**

**At age 16, refer appropriate students to local Board of Developmental Disabilities for the administration of the adult Ohio Eligibility Determination Instrument (OEDI)**

**Conduct career assessment with follow-up parent conference**

Career Assessments are carried out at the students' home schools. A letter is sent to parents inviting them to meet with the Specialist. A report is given to the student and parent. This service is typically provided during the 10th grade.

**Attend Compact Career CTE orientation and visitation days per high school**

**Participate in Compact CTE program Welcome Receptions, if accepted**

**Inform parents and students of option for public school service to age 22**

**Discuss with parents and student graduation options**

### Provider/Resource

IEP Team

School Counselor  
Classroom Teacher  
Special Education Supervisor

Classroom Teacher  
Transition Coordinator\*

Classroom Teacher  
Transition Coordinator\*

Classroom Teacher  
Transition Coordinator\*  
Special Education Supervisor

Classroom Teacher  
Special Education Supervisor  
Transition Coordinator\*

Career Assessment Specialist

Student and Parent  
School Counselor  
Career and Technical-Special Education Coordinator\*

Student, Parent

Classroom Teacher  
Special Education Supervisor  
Career and Technical-Special Education Coordinator\*

IEP Team

*\* The Transition Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available for consultation.*

# Grades 11-12



## Goals: Obtain work, postsecondary education, residential living and leisure options

### Activities

### Provider/Resource

**Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.**

IEP Team

**Continue Graduation Plan development.**

School Counselor  
Classroom Teacher  
Special Education Supervisor

**Implement functional curriculum for employability and independent living skills**

Classroom Teacher  
Transition Coordinator\*  
Job Training Coordinator\*

**Strengthen appropriate work attitudes and behaviors for employment through work experiences within the school setting, community-based employability training and/or community job placement**

Classroom Teacher  
Transition Coordinator\*  
Job Training Coordinator\*

**Provide guidance in transition planning for students, with parental involvement**

Classroom Teacher  
Transition Coordinator\*  
Special Education Supervisor  
Job Training Coordinator\*  
Career and Technical-Special Education Coordinator\*

**At age 16, refer appropriate students to local Board of Developmental Disabilities for the administration of the adult Ohio Eligibility Determination Instrument (OEDI)**

Classroom Teacher  
Special Education Supervisor  
Transition Coordinator\*  
Job Training Coordinator\*

**Conduct career assessment at the Career Assessment Center with follow-up parent conference**

Career Assessments are carried out at the students' home schools. A letter is sent to parents inviting them to meet with the Specialist. A report is given to the student and parent. This service is typically provided during the 10th grade.

Career Assessment Specialist

**Visit Six District Educational Compact Career-Technical Education Programs Welcome Receptions, if accepted.**

School Counselor  
Career and Technical-Special Education Coordinator\*

**Inform parents and students of option for public school service to age 22**

Classroom Teacher  
Special Education Supervisor  
Parent

**Discuss with parents and student graduation options**

IEP Team

\* The Transition Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available for consultation.

# Grade 12- Age 22



## **Goals: Obtain work, postsecondary education, residential living and leisure options**

### **Activities**

### **Provider/Resource**

**Beginning at the age of 14, discuss appropriate goals related to training, education, employment, and independent skills.**

IEP Team

**Continue Graduation Plan development.**

School Counselor  
Classroom Teacher  
Special Education Supervisor

**Conduct career assessment with follow-up parent conference**

Career Assessments are carried out at the students' home schools. A letter is sent to parents inviting them to meet with the Specialist. A report is given to the student and parent. This service is typically provided during the 10th grade.

Career Assessment Specialist  
Agency Assessment  
Student  
Parent

**Implement community job placement, support and follow-along services**

Transition Coordinator\*  
Job Training Coordinator\*  
Adult Services Agencies

**Provide guidance to students and parents in networking with appropriate Adult Services Agencies**

Transition Coordinator\*  
Job Training Coordinator\*  
Career and Technical-Special  
Education Coordinator\*

**Discuss with parents and student graduation options**

IEP Team

*\* The Transition Coordinator, Job Training Coordinator and the Career and Technical-Special Education Coordinator are available for consultation.*

# Transition: Post-Secondary to College and Universities



- I. **Investigate Post Secondary Education Opportunities**
  - a. Career-Review what the college/university offers relative to the student's career aspirations.
  - b. Accommodations/Services - Identify what accommodations and services the college/university provides.
- II. **Self-Advocacy**
  - a. Student identification- The college/university will not identify individuals with disabilities. Students must identify themselves to the college/university.
- III. **Colleges'/Universities' Preferences**
  - a. ETR
  - b. Evidence of a disability
    - i. Medical
    - ii. Psychological
  - c. IEP-Not necessary, but may be helpful
  - d. Summary of Performance-Not necessary, but may be helpful
  - e. Self-Awareness-Students know their disability and the accommodations that they received in high school.
- IV. **Accommodations (depends on the course)**
  - a. Eligibility-Students are eligible for services. They are not entitled to services.
  - b. Readers
  - c. Tutors
  - d. Mentors
  - e. Additional time for taking tests-the student is responsible to handle the scheduling.
  - f. A place without distraction for test taking.
  - g. Calculators
  - h. Note Taking services
  - i. Attendance Addendum-all requirements of the syllabus must have been met, but the student may miss classes if the student has chronic illness.
- V. **Academic Standards**
  - a. Assignments-Students will be expected to complete all assignments and requirements of the syllabus on time.
  - b. Tests/Quizzes- Student assessments will not be altered or adjusted.
- VI. **Dormitory Living**
  - a. Personal Aides-The college/university does not provide personal aides. They may be arranged through OOD.

# Age-Appropriate Transition Assessments (AATA)



Ohio Senate Bill 316 incorporates changes to the secondary transition requirements for students with disabilities. Section 3323 now states the following:

“(H) Beginning no later than the first IEP to be in effect when the child is fourteen years of age, and update annually thereafter, a statement describing:

- (1) Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education and independent living skills.
- (2) Appropriate measurable post-secondary goals based on age-appropriate transition assessments related to employment in a competitive environment in which workers are integrated regardless of disability.
- (3) The transition services including courses of study, needed to assist the child in reaching goals described in divisions (H)(1) and (2) of this section.

Additionally, Federal IDEIA 2004 states that “Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills” [§300.320 (b) (1)].

The new transition requirements state the need to administer **age-appropriate transition assessments (AATA)**.

This sample packet includes assessments which have been retrieved from non-copyrighted material or directly from the Internet. You can use them for students or for educational purposes. Suggestions are also given for assessments that you may already have given that serve a transition assessment purpose.

# Self-Advocacy Questionnaire



Name \_\_\_\_\_ Date \_\_\_\_\_

Sometimes      Never      Whenever I need it

**1. How often do you ask for help from a teacher?**

☐
☐
☐

**2. Imagine that you are going to seek assistance in college because of your learning disability. What materials would you bring to the meeting?**

---



---

**3. When you enter college or a technical vocational school, who will you ask for help?**

---

**4. When you need help which of these are likely to be difficult for you?**

Sometimes      Never      Whenever I need it

taking the initiative and asking for help

☐
☐
☐

making your needs clearly understood

☐
☐
☐

asking in a positive way

☐
☐
☐

knowing what help you need and

☐
☐
☐

asking for it specifically

**5. If/when you enter post-secondary school, when are you the most likely to identify yourself as learning disabled to the appropriate people?**

before school starts

☐
☐
☐

during the week

☐
☐
☐

after you get used to school

☐
☐
☐

after you find out you need help

☐
☐
☐

never, you don't want people to know you

☐
☐
☐

have a learning disability

only if you really need the help to pass

☐
☐
☐

**6. Imagine that you're already in college or technical school and aren't sure you can cope with your classes. Would you:**

	<b>Sometimes</b>	<b>Never</b>	<b>Whenever I need it</b>
get the textbook early and read it or have it taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get a vocabulary list and learn the words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
find out what special help is available on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask the learning disability specialist to write letters to your instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask for a change in graduation requirements, such being excused from taking a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. You are having trouble understanding what is expected on a class assignment. Who are you most likely to ask for help?**

parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
friend or classmate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teacher of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning disability specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
you'd figure it out on your own, without asking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. When you need help from a teacher how would you feel?**

embarrassed to have anyone know you need special attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
frustrated with the teacher and yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
confused about what sort of help to ask for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comfortable about asking teacher for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Cline, R., Halverson, D., Peterson, B., & Rohrbach, B., *Quickbook of transition assessments*, Transition Services Liaison Project. Retrieved February 1, 2009, [tslp.org/docs/Quickbook-ocali.org](http://tslp.org/docs/Quickbook-ocali.org)



# Accommodations Questionnaire

Name \_\_\_\_\_ Date \_\_\_\_\_

**1. When you enter post-secondary school, which services or accommodations might you need because of your learning disability? (Having a textbook taped is an example.)**

---

**Check the box that shows how likely you are to use each method.**

**2. When you need extra help in a class, which of these are most likely to help you:**

	Sometimes	Never	Whenever I need it
taped lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
extra time on assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
class notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
taped textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using a word processor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking questions during a lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
joining a study group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. When preparing for a test or exam, which of these accommodations would be the most helpful to you?**

asking for extra time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking to take the test in another room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking to have the test read to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for writing assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking to read your answers into a tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. If you have reading difficulties, which of these are most likely to help you?**

asking to have textbooks taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for someone to read to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for study guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for extra time to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enrolling in a reading skills class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. If you have writing difficulties, which of these are most likely to help you?**

	<b>Sometimes</b>	<b>Never</b>	<b>Whenever I need it</b>
using a computer for word processor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for proofreading help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dictating written work to someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking to give an oral rather than written reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asking for a note taker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tape recording lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. When preparing for a test exam, which of these accommodations would be the most helpful to you?**

asking for extra explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listing steps of a process in your notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
setting up time to work alone with a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using graph paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using a calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. If you have reading difficulties, which of these are most likely to help you?**

asking for a syllabus (course schedule) ahead of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
getting assignments ahead of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
keeping a calendar of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
breaking large assignments into parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Cline, R., Halverson, D., Peterson, B. & Rohrbach, B., *Quickbook of transition assessments*, Transition Services Liaison Project. Retrieved February 1, 2009, [tslp.org/docs/Quickbook-ocali.org](http://tslp.org/docs/Quickbook-ocali.org)

# Transition Planning and Preference Survey



This brief survey is designed to help each student's transition team create a plan based on the student's needs. The transition plan is a long-range vision for the future which considers where the student will work, live and become a part of their community. Teachers and parents should assist the student in completing this form.

**Student Name:** \_\_\_\_\_

## I. Work and Education

A. What type of jobs are you interested in after graduation?

- ☐ Supported Employment (in the community, on his/her own, with help from employment specialist and adult agencies)
- ☐ Competitive Integrated Employment (means working in a setting where people with and without disabilities interact with each other, rather than in segregated settings like sheltered workshops).
- ☐ Post-secondary Education - Four-year college/university or two-year technical school

B. What type of jobs are you interested in after graduation?

_____	_____
_____	_____
_____	_____

C. What kind of jobs do you do around your home?

_____	_____
_____	_____
_____	_____

D. What kinds of programs or services do you feel would help you prepare for work after graduation?

_____	_____
_____	_____
_____	_____

- ☐ Classroom work skills training
- ☐ Community work skills training
- ☐ Six District Educational Compact Career-Technical Education programs
- ☐ Technical school
- ☐ Summer jobs
- ☐ Career exploration

At what age do you expect to graduate from high school? ☐18 ☐19 ☐20 ☐21 ☐22

## II. Residential Living

A. Where will you live in the future?

- ☐ Independently in a home or apartment
- ☐ Independently in a wheelchair accessible home or apartment
- ☐ In an apartment with staff to assist a few hours each week
- ☐ In a supported living situation, with daily support staff
- ☐ With parents or relatives

B. What programs or services will help you prepare for residential living as an adult?

- ☐ Self-care/safety classes
- ☐ Housekeeping
- ☐ Money and budgeting
- ☐ Clothing care – selection, laundry, and repair
- ☐ Cooking and nutrition
- ☐ First aid and health
- ☐ Other

## III. Community Participation

A. As an adult, what activities will you participate in?

- ☐ Church activities
- ☐ Clubs
- ☐ Recreation
- ☐ Voting
- ☐ Continuing education

List those activities that you currently participate in now (for example: Scouts, church, etc.)

_____	_____
_____	_____
_____	_____

B. What type of transportation do you plan on using?

- ☐ Public
- ☐ Accessible vans
- ☐ Private automobile/with a driver
- ☐ Private automobile/drive myself

C. Are you eligible for or do you currently receive services from any of these agencies that will also be available to you as an adult?

- ☐ Opportunities for Ohioans with Disabilities (OOD); formerly known as BVR/RSC
- ☐ Social Security
- ☐ Mental Health
- ☐ Board of Developmental Disabilities
- ☐ Other:

Please use this space for any other comments or information that you feel may be important to know about you in planning your future.

---

---

---

---

---

---

---

---

---

---

---

**Note:** Over the course of the student's high school years information from the survey may change and may need to be updated.

# Transition Assessment Tools



## Transition Skills Assessment

Created to help young people progress for their transition from high school to adult life.

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Rating Scale: I do (or \_\_\_\_ does) this:

0=no, or no experience in this area

1=yes, with help or modifications

2=yes, no problem

### EMPLOYMENT

Knowing about jobs	Student	Parent	Teacher	Average
1. Can you describe the different kinds of jobs that are available to young people in your community or state?				
2. Can you describe several different possible jobs that fit well with your skills and interests?				

Finding a job	Student	Parent	Teacher	Average
3. Do you use different ways to hunt for jobs, like reading want ads and asking friends or family members for leads, indeed.com?				
4. Do you prepare a good resume, with the right kinds of information on it?				
5. Do you complete job applications properly and perform well in a job interview?				

Skills on the Job	Student	Parent	Teacher	Average
6. Is your attendance at work acceptable?				
7. Do you arrive to work and leave the job on time?				
8. Is your employer satisfied with the amount of work you do and how well you do it?				
9. Do you get along well with the other workers?				

Cline, R., Halverson, D., Peterson, B., & Rohrbach, B., *Quickbook of transition assessments*, Transition Services Liaison Project. Retrieved February 1, 2009, [tslp.org/docs/Quickbook-ocali.org](http://tslp.org/docs/Quickbook-ocali.org)

(Continued)

## LIFELONG EDUCATION AND TRAINING

Reading	Student	Parent	Teacher	Average
10. Do you accurately read short phrases and sentences? Some examples are (1) short questions on a test, (2) restaurant menus, and (3) newspaper headlines.				
11. Do you accurately read short paragraphs? Some examples are (1) directions for cooking food, and (2) instructions for doing homework.				
12. Do you accurately read lengthy materials? Some examples are: (1) newspaper and magazine articles, and (2) novels.				
13. Do you accurately read difficult materials? Some examples are: (1) textbooks, and (2) manuals for operating a dishwasher or stereo system.				

Writing	Student	Parent	Teacher	Average
14. Do you accurately write short sentences? Some examples are (1) grocery lists, and (2) short answers to questions on a test.				
15. Do you accurately write short paragraphs? Some examples are (1) a short letter to a friend, and (2) written directions on how to go some place.				
16. Do you accurately write lengthy materials? Some examples are (1) an essay for an English class, and (2) a job application including a letter describing your qualifications.				

Math	Student	Parent	Teacher	Average
17. Do you add, subtract, multiply and divide whole numbers, either with or without a calculator?				
18. Do you use basic units of measure accurately? Some examples include measuring (1) weight, (2) length, and (3) time.				
19. Do you use math skills to help solve problems in school or in the community? Examples include (1) the length of a trip, and (2) developing a budget.				

<b>Post-Secondary Education</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
20. Has the support you need been identified and included in your transition plan, e.g., a) rehab services, b) higher education support, c) county social services, d) other adult services, e) financial assistance.				
21. Can you identify a variety of post-secondary training/learning options that match your career goal?				
22. If you have a disability, do you ask for accommodations (when needed)?				

## HOME LIVING

<b>Self Care</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
23. Do you have good sleeping habits?				
24. When you are having personal problems, do you go to friends or family members for help?				
25. Do you have good health habits?				

<b>Nutrition and Fitness</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
26. Do you eat well balanced, healthy meals each day?				
27. Do you maintain your weight at a good level?				
28. Do you exercise at least three times a week?				

<b>Personal Management</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
29. Do you get yourself up in the morning?				
30. Do you prepare meals for yourself?				
31. Do you manage money effectively?				
32. Do you manage time effectively?				

<b>Money Management</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
33. Do you pay for things in stores without making mistakes? Some examples include (1) knowing if you have enough money to buy what you want, and (2) knowing if you get the correct change.				
34. Do you shop carefully and get things for good prices?				
35. Do you use a checking or savings account to manage your money?				
36. Do you budget your money well enough to pay for the things you want and need?				



<b>Medical</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
37. Do you know what to do in emergency situations?				
38. Do you independently take medication?				
39. Do you make doctors appointments?				
40. Do you know the difference between serious and minor illnesses?				
41. If you have a disability, can you explain it to medical personnel?				

## COMMUNITY PARTICIPATION

	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
42. Do you use the telephone to get information about things that you need?				
43. Do you know how to find transportation when needed?				
44. Do you have a driver's license?				
45. Do you use relevant community resources (e.g., health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylists)?				
46. Do you make appointments in the community and keep them?				
47. Do you locate unfamiliar destinations by asking for directions and/or using a map?				

## RECREATION/LEISURE

<b>Socialization/Friends</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
48. Do you have friends your age?				
49. Do you have different kinds of personal relationships (intimate friends, close friends, acquaintances)?				

<b>Leisure/Recreation Activities</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
50. Do you have a hobby? Some examples are (1) using, a computer (2) playing an instrument and (3) painting.				
51. Do you participate in school activities?				
52. Do you participate in community activities?				
53. Do you find information on leisure activities of interest to you?				

## PERSONAL LIFE (crosses all transition areas)

Communicating With Other People	Student	Parent	Teacher	Average
54. Do you look people right in the eye when you talk to them or they talk to you?				
55. Do you listen carefully to other people when they talk to you and try to understand what they are saying?				

Relating to Authorities	Student	Parent	Teacher	Average
56. If you don't understand what a teacher or employer wants you to do, do you ask questions?				
57. If teachers or employers try to correct something you are doing, do you accept their help?				
58. If you think that a teacher or employer isn't treating you fairly, do you stand up for your rights?				

Relating to Peers	Student	Parent	Teacher	Average
59. Do you get along well with people your own age?				
60. If something isn't going well with your friends, do you work it out?				
61. If you need something from a friend, do you ask for help?				
62. If somebody tries to take advantage of you, do you stand up for yourself and stop this from happening?				

Self Awareness	Student	Parent	Teacher	Average
63. Do you participate in your IEP/transition planning?				
64. Do you understand and effectively talk about your limitations/needs as well as strengths?				

Responsibility	Student	Parent	Teacher	Average
65. Do you complete your school assignments on time?				
66. Do you come to classes regularly and on time?				
67. Do you follow through on things that you tell people you will do?				

<b>Solving Problems</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>Average</b>
68. When you have a problem, do you think of several ways of solving it?				
69. When you can't think of a good way of solving a problem, do you ask other people for help?				
70. After you make a decision, do you follow through on doing what you have decided?				

# Employability/Life Skills Assessment

(Ages 14-21 years)



developed by  
Roberta Weaver  
And Joseph R. DeLuca

## STUDENT INFORMATION

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

## RATIONALE

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a student's ability and age. Teachers at all age levels have the responsibility to teach employability skills.

## GENERAL DIRECTIONS

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. **Student performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.**

### EXAMPLE (for a 14 year old student)

#### I. SELF HELP SKILLS

#### AGE

#### AGE

A. *Demonstrates personal hygiene and grooming by:*

- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.
- meeting teacher expectation for consistent, independent personal hygiene and grooming.

T

14	15	16	17	18	19	20	21
2							
1							
1							
4							

B. *Dresses appropriately by:*

- choosing and wearing clothes that are appropriate for the weather/ activity/social custom.
- identifying when clothes should not be worn (dirty, ill fitting, etc.).
- wearing clothes that are in good condition, clean and pressed with detail given to appearance.

T

14	15	16	17	18	19	20	21
2							
3							
1							
6							

Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

SCORE	SELF-HELP SKILLS				WORK HABITS			TASK RELATED		WORK QUANTITY			WORK QUALITY		RELATIONS: SUPERVISOR			RELATIONS: PEERS			WORK ATTITUDES				SCORE	AGE
	HYGIENE, GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS, ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES WORK	EXHIBITS STAMINA	ADAPTS TO DEMANDS	CHOICES, DECISIONS	CORRECTS MISTAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE, MANNERS	PERSONAL GOALS	SHOWS INITIATIVE	VALUES, REWARDS	PRIDE IN WORK		
9																									9	14 YEARS
8																									8	
7																									7	
6																									6	
5																									5	
4																									4	
3																									3	
2																									2	
1																									1	
0																									0	

### OHIO'S EMPLOYABILITY SKILLS PROJECT

Funded through the Ohio Department of Education, Division of Special Education, with monies provided through Title VI-B (Education of All Handicapped Children Act, P.L. 94-142).

Administered by Miami Valley Special Education Center. Fiscal Agent: Montgomery County Board of Education

**KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER**

**I. SELF HELP SKILLS**

AGE

**A. Demonstrates personal hygiene and grooming by:**

- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.).
- meeting teacher expectation for consistent, independent personal hygiene and grooming.

T

14	15	16	17	18	19	20	21

**B. Dresses appropriately by:**

- choosing and wearing clothes that are appropriate for the weather/activity/social custom.
- identifying when clothes should not be worn (dirty, ill fitting, etc.).
- wearing clothes that are in good condition, clean and pressed with detail given to appearance.

T


**C. Travels independently by:**

- walking or riding to school, following safety rules.
- getting around the school building or grounds.
- getting around the community.

T


**D. Communicates effectively by:**

- demonstrating effective listening skills, including eye contact.
- expressing self, answering and asking questions.
- demonstrating expected conversational skills (turn taking, choice of appropriate topic, etc.).

T


**II. GENERAL WORK HABITS**

**A. Attends regularly/arrives on time by:**

- having no unexcused absences.
- arriving at class, school, or work on time.
- following school procedures when tardy or absent.

T


**B. Stays on task by:**

- meeting teacher expectations regarding length of time on task.
- completing a task without being distracted.
- returning to task if distracted.

T


**C. Works independently by:**

- locating materials.
- beginning work promptly.
- asking peers/teachers questions about a given task at the appropriate time.

T

14	15	16	17	18	19	20	21

**III. TASK RELATED SKILLS**

**A. Cares for tools, materials, and work area by:**

- meeting expectations for the use of tools and materials (scissors, paste, screwdriver, etc.).
- locating and returning work materials and belongings to the proper storage area.
- maintaining and caring for work and living area.

T


**B. Practices safety rules by:**

- stating and using safety rules appropriate to grade level and situation.
- using tools and materials only for their specified purpose.
- demonstrating correct safety procedures in simulated emergency situations.

T


**IV. QUANTITY OF WORK**

**A. Completes work on time by:**

- completing work on time with teacher prompts.
- completing work on time without teacher prompts.
- working at an acceptable speed for a given task.

T


**B. Exhibits stamina by:**

- finishing age-appropriate tasks without a break.
- maintaining an acceptable level of speed without tiring.
- completing new tasks without diminishing the level of performance of former tasks.

T


**C. Adapts to increased demands in workload by:**

- responding to additional tasks with teacher prompts.
- attempting new tasks without demonstrating frustration.
- responding to additional tasks without teacher prompts.

T


**KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER**

**V. QUALITY OF WORK**

AGE

AGE

**A. Makes appropriate choices and decisions by:**

- choosing an appropriate solution when given options.
- making age-appropriate decisions without teacher intervention.
- responding to a problem situation with reasonable alternative solutions.

T

14	15	16	17	18	19	20	21

**B. Shows respect for the rights and property of others by:**

- taking turns.
- asking permission to use another's property.
- treating borrowed property with respect.

T

14	15	16	17	18	19	20	21

**B. Recognizes and corrects mistakes by:**

- examining work for errors before submitting it.
- using self-check methods to evaluate work.
- making corrections once an error has been identified.

T

14	15	16	17	18	19	20	21

**C. Uses appropriate language and manners with peers by:**

- using everyday manners (please, thank you).
- avoiding teasing/ridiculing others.
- using language appropriate for a given situation.

T

14	15	16	17	18	19	20	21

**VI. RELATIONSHIP TO SUPERVISOR/TEACHER**

**A. Accepts constructive criticism from supervisor/teacher by:**

- listening to constructive criticism without making inappropriate gestures or comments.
- making specified changes based on constructive criticism.
- identifying that changes have been made and that performance has improved.

T

14	15	16	17	18	19	20	21

**B. Follows directions from supervisor/teacher by:**

- correctly completing tasks following verbal directions.
- correctly completing tasks following written directions
- communicating and accepting consequences for not following directions.

T

14	15	16	17	18	19	20	21

**C. Seeks help when needed by:**

- identifying when help is needed.
- asking for assistance when help is needed.
- using requested information to remedy the problem.

T

14	15	16	17	18	19	20	21

**VIII. WORK ATTITUDES**

**A. Develops and seeks personal goals by:**

- demonstrating short term personal goals such as completing daily work.
- explaining planned activities for after school, weekend or vacation.
- seeking and developing personal goals that are viable and consistent with abilities and limitations.

T

14	15	16	17	18	19	20	21

**B. Shows initiative by:**

- beginning a task as soon as requested to do so.
- beginning a task without prompting.
- asking for additional work or directions once a task is complete

T

14	15	16	17	18	19	20	21

**C. Accepts societal values and rewards by:**

- acknowledging various types of rewards for work well done (stickers, free time, etc.).
- recognizing when good work has been done.
- responding appropriately when praised for doing a good job.

T

14	15	16	17	18	19	20	21

**VII. RELATIONSHIP TO PEERS**

**A. Works cooperatively with peers by:**

- working well with others.
- seeking help from co-workers.
- directing co-workers without being overbearing.

T

14	15	16	17	18	19	20	21

**D. Takes pride in working by:**

- sharing accomplishments with others (takes papers home, collects stickers, responds to point systems/grades.
- working for positions requiring improvement in skills.
- contributing to the common good of the group.

T

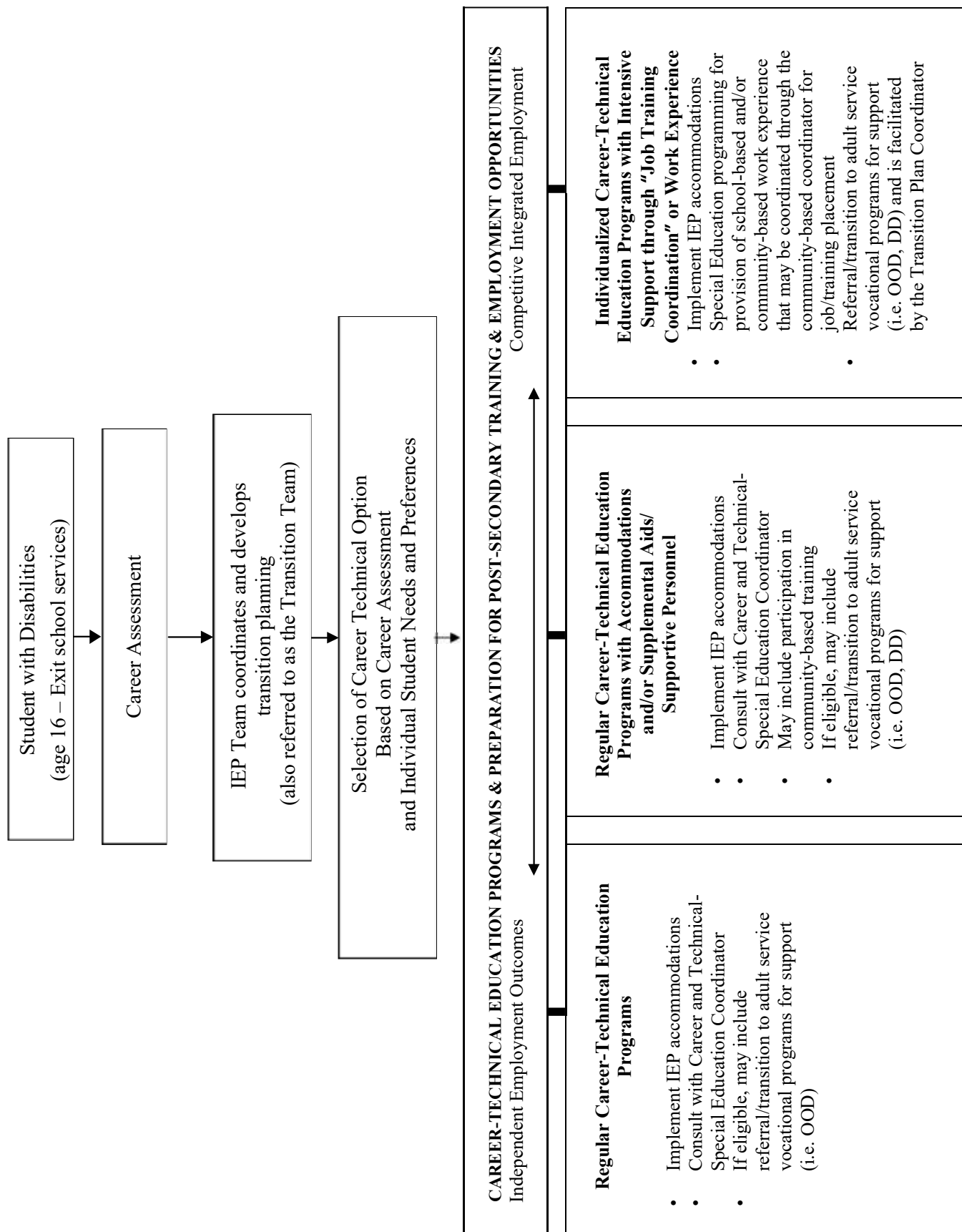
14	15	16	17	18	19	20	21

## STUDENT PROFILE OF EMPLOYABILITY SKILLS

		SELF-HELP SKILLS					WORK HABITS			TASK RELATED	WORK QUANTITY			WORK QUALITY		RELATIONS: SUPERVI-			RELATIONS: PEERS			WORK ATTITUDES							
S C O R E	HYGIENE GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS, ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES WORK	EXHIBITS STAMINA	ADAPTS TO DEMANDS	CHOICES, DECISIONS	CORRECTS MISTAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE, MANNERS	PERSONAL GOALS	SHOWS INITIATIVE	VALUES REWARDS	PRIDE IN WORK	S C O R E	A G E			
	9876543210																								9876543210	14 Y E A R S			
	Completed by _____																												
	Date Administered _____																												
	9876543210																								9876543210	15 Y E A R S			
	Completed by _____																												
	Date Administered _____																												
	9876543210																								9876543210	16 Y E A R S			
	Completed by _____																												
Date Administered _____																													
9876543210																								9876543210	17 Y E A R S				
Completed by _____																													
Date Administered _____																													
9876543210																								9876543210	18 Y E A R S				
Completed by _____																													
Date Administered _____																													
9876543210																								9876543210	19 Y E A R S				
Completed by _____																													
Date Administered _____																													
9876543210																								9876543210	20 Y E A R S				
Completed by _____																													
Date Administered _____																													
9876543210																								9876543210	21 Y E A R S				
Completed by _____																													
Date Administered _____																													

*Six District Educational Compact*

## A Continuum of Transition Services for Students with Disabilities







## Quick Guide: Career and Technical Education and Secondary Students with Disabilities

**Purpose:** The Career and Technical Education and Secondary Students with Disabilities Quick Guide is designed to provide a brief overview of career and technical education (CTE) as well as strategies to improve access to and participation of students with disabilities (SWD) in CTE classes and programs.

**Intended Audience:** School administrators, secondary school staff, and Vocational Rehabilitation (VR) staff.

### CTE IS A PROGRAM THAT:

- **combines** academics and technical skills with knowledge and training to obtain workplace competencies for a wide range of high-skill, high-wage, and high-demand jobs that can be provided in a variety of learning environments.
- **prepares** students with employability skills for success in the workplace and in further education, in line with the Common Core Standards (CCSS) and common industry standards.
- **provides** students an advantage to learn workplace competencies in hands-on work-based learning experiences.
- **creates** an opportunity for students to earn industry certification and licenses, postsecondary certificates, associate degrees, and bachelor's degrees and higher.

*\* Programs are funded in accordance with a Comprehensive Local Needs Assessment (CLNA), in consideration of labor market information, equity and access, student performance and program resource needs.*

### WHY IS CTE IMPORTANT FOR STUDENTS WITH DISABILITIES (SWD)?

Effective collaboration among Vocational Rehabilitation (VR), general and special education, and secondary CTE assists in increasing SWD participation in CTE and preparation to obtain and retain competitive integrated employment. Recent legislation for CTE programming, [Perkins V](#), requires states to report on equity and access to CTE coursework on specific special populations including SWD.

Participation by SWD in CTE is supported by research in this area:

- **Enrollment in CTE** is a predictor of positive secondary education and employment outcomes for SWD (Jeon, Kern, & Passmore, 2010; Lee, Rojewski, & Gregg, 2016).
- SWD who are CTE concentrators (i.e., took 4+ CTE courses in one pathway) are **more likely to graduate on time and be employed after graduation** compared to those who did not concentrate in secondary CTE programs (Theobald, Goldhaber, Gratz, & Holden, 2017)

#### WHERE CAN YOU FIND THE PRIMARY RESOURCES FOR CTE?

Audience	Resource	What it is	Link
All	Association for Career and Technical Education	Professional organization for CTE educators and others. Provides professional development, resources, and tools	<a href="#">ACTE</a>
All	The National Technical Assistance Center on Transition: The Collaborative	NTACT:C is co-funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA) to provide information, tools, and support to assist stakeholders in delivering effective services and instruction for students and youth with disabilities	<a href="#">National Technical Assistance Center on Transition</a>
All	Advance CTE	Non-profit organization, focused on providing professional development and policy support to CTE state agencies. Several resources on the website are useful and available to all site visitors.	<a href="#">CTE In Your State</a>

# Resource Directory



## **The ARC of Ohio - Northeast**

2717 South Arlington Road, Suite E, Akron, Ohio 44312  
234-571-5689  
[info@thearcofohio.org](mailto:info@thearcofohio.org)

## **Bureau of Vocational Rehabilitation (BVR)/ Opportunities for Ohioans with Disabilities (OOD)**

161 South High Street, Suite 103, Akron, Ohio 44308  
330-643-3080  
<http://www.ood.ohio.gov>

## **Kent State University Student Accessibility Services (SAS)**

1125 Risman Drive, Kent, Ohio 44242  
330-672-3391  
[sas@kent.edu](mailto:sas@kent.edu)

## **Summit Metro Parks**

975 Treaty Line Road, Akron, Ohio 44313  
330-867-5511  
[summitmetroparks.org](http://summitmetroparks.org)

## **Metro Regional Transit Authority**

416 Kenmore Boulevard, Akron, Ohio 44301  
330-762-0341  
[akronmetro.org](http://akronmetro.org)

## **Ohio Department of Education and Workforce for Exceptional Children Website**

[Exceptionalchildren@education.ohio.gov](mailto:Exceptionalchildren@education.ohio.gov)

## **Ohio Department of Mental Health**

30 East Broad Street, Eighth Floor, Columbus, Ohio 43215  
614-466-2596  
[mha.ohio.gov](http://mha.ohio.gov)

## **OCALI**

470 Glenmont Avenue, Columbus, Ohio 43214  
614-410-0321  
[www.ocali.org](http://www.ocali.org)

**PARTA**

2000 Summit Road, Kent, Ohio 44240-7140

330-678-1287

<http://www.partaonline.org>

**Portage County Board of Developmental Disabilities**

2606 Brady Lake Road, Ravenna, Ohio 44266-1657

330-297-6209

[www.portagedd.org](http://www.portagedd.org)

**Six District Educational Compact Career Assessment Center**

Josh Stewart, Career Assessment Specialist

Tallmadge High School, 140 North Munroe Road, Tallmadge, Ohio 44278

330-633-5505 ext. 1064

[Stewart.Joshua@tallmadgeschools.org](mailto:Stewart.Joshua@tallmadgeschools.org)

**Six District Educational Compact Career/Technical Special Education Coordination**

Amy McDougal, Career-Technical Special Education Coordinator

Cuyahoga Falls High School, 2300 Fourth Street, Cuyahoga Falls, Ohio 44221

330-926-3808 ext. 502213

[cf\\_mcdougal@cftigers.org](mailto:cf_mcdougal@cftigers.org)

**Six District Educational Compact Job Training Coordination**

Rachel McMahan, Community Based - Career Quest

Roosevelt High School, 1400 North Mantua Street, Kent, Ohio 44240

330-676-8700 ext. 5500

[rmcmahan@kentschools.net](mailto:rmcmahan@kentschools.net)

**Six District Educational Compact Job Training Coordination**

Katie Poulin, Site Based - Launch at Laurel Lake

Laurel Lake Retirement Community

200 Laurel Lake Drive, Hudson, Ohio 44236

330-352-4826

[st\\_kpoulin@smfcsd.org](mailto:st_kpoulin@smfcsd.org)

**Six District Educational Compact Job Training Coordination**

Michael Dodson, Site Based - Project SEARCH

Summa Health System

141 North Forge Street, Akron, Ohio, 44304

330-375-4047

[cf\\_dodsonm@cftigers.org](mailto:cf_dodsonm@cftigers.org)

**Social Security Administration**

Federal Building, 2nd Floor, 2 South Main Street, Akron, Ohio

330-375-5733      800-772-1213

<http://www.ssa.gov/>

**Stark State College of Technology**

6200 Frank Avenue Northwest, Canton, Ohio 44720

330-494-6170

[starkstate.edu](http://starkstate.edu)

**State Support Team Region 8**

420 Washington Avenue, Cuyahoga Falls, Ohio 44221

330-929-6634

[sst8.org](http://sst8.org)

**Summit County Board of DD**

2355 Second Street, Cuyahoga Falls, Ohio 44221

330-634-8000

[summitdd.org](http://summitdd.org)

**Summit County Transition Resource Group; Summit County Educational Center**

Samantha Tomcufcik, Transition Consultant

[samanthat@summitesc.org](mailto:samanthat@summitesc.org)

420 Washington Avenue, Suite 200, Cuyahoga Falls, Ohio 44221

330-945-5600, ext. 511238

[summitesc.org](http://summitesc.org)

**United Disability Services**

701 South Main Street, Akron, Ohio 44311-1091

330-762-9755

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

**University of Akron Services for Students with Disabilities–Office of Accessibility**

Simmons Hall 105, The University of Akron, Akron, Ohio 44325

330-972-7928

[access@uakron.edu](mailto:access@uakron.edu)

*\* For additional community resources please reference the Summit County Transition Resource Group website <http://www.summitttrg.org/>*



**Six District**  
Educational Compact

Cuyahoga Falls • Hudson  
Kent • Stow-Munroe Falls  
Tallmadge • Woodridge

2386 Hudson-Aurora Rd  
Hudson, Ohio 44236

Phone: 330-655-2247  
[www.sixdistrict.com](http://www.sixdistrict.com)