

TRANSITION TIMELINE

By age 14-15: Freshman Year

1. Attend transition orientation/freshman back-to-school night.
2. Develop 4-year course of study/portfolio.
3. Select high school courses relevant to the desired transition outcomes including possible career and technology classes.
4. Review District Curriculum Guide.
5. Review Transition Resource Directory.
6. Review the requirements necessary for high school graduation.
7. Student participates in IEP meeting and brings ideas for post-secondary plan.
8. Student should learn to effectively communicate interests.
9. Student should learn to explain disability, how it impacts learning and the accommodations needed.
10. Review / develop transition plan and document progress timelines and designated responsibilities.
11. Review and develop transition outcome statements (student's vision /dreams may change.)
12. Investigate possibilities of school-based and community-based training, work experience and/or career center training.
13. Attend career/college nights to pursue employment or post-secondary options.
14. Attend school sponsored parent nights/ activities.
15. Obtain social security card if applicable.
16. Obtain copy of birth certificate.
17. Obtain an Illinois Identification Card and be able to communicate personal information.
18. Apply for pass /discount card for Pace public transportation.
19. Initiate applications to adult services with lengthy waiting list.

By age 15-16: Sophomore Year

1. Review 4-year course of study/portfolio.
2. Select courses relevant to the desired transition outcomes including career and technology classes.
3. Review District Curriculum Guide.
4. Review Transition Resource Directory.
5. Review academic performance and progress towards graduation requirements.
6. Student participates in IEP meeting and brings ideas for post-secondary plan.
7. Student should learn to effectively communicate interests.
8. Student should learn to explain disability, how it impacts learning and the accommodations needed.
9. Review transition plan & document progress timelines and designated responsibilities.
10. Review and update the transition outcome statements (student's vision/dreams may change).
11. Student will participate in vocational assessment used / as a guide to transition planning.
12. Investigate possibilities of school-based/community-based work experience and/or career center training.
13. Inquire about PSAT tests and accommodations to take tests.
14. Meet with college-career counselor.
15. Check on college entrance exam dates and registration procedures.
16. Apply for SAT/ACT college entrance exams and accommodations, when appropriate.
17. Review EPAS scores to determine alignment of skills with entry-level requirements for college and/or employment.
18. Obtain information about driver's education.
19. Visit colleges and/or training places for future careers.
20. Obtain social security card if applicable.
21. Obtain copy of birth certificate.
22. Obtain an Illinois Identification Card and be able to communicate personal information.
23. Apply for pass /discount card for Pace public transportation.
24. Initiate applications to adult services with lengthy waiting lists
25. IEP team & agency define responsibilities regarding income issues, services, recreation options, social & independence training.
26. School and family members explore adult service provider options.

27. Explore legal status about decision-making prior to the age of majority and consider the need for guardianship.
28. Identify health care providers and become informed about sexuality and family planning issues.
29. Determine the need for financial support (Supplemental Security Income, SSDI, state financial supplemental programs, Medicare).
30. Explore /contact DRS Department of Rehabilitative Services
31. Check on financial aid and scholarship opportunities.
32. Explore degree programs or vocational programs available at local community college.
33. Practice independent living skills (e.g. budgeting, shopping, cooking, housekeeping).

By age 16-17: Junior Year

1. Review 4-year course of study/portfolio.
2. Select senior courses relevant to the desired transition outcomes.
3. Review District Curriculum Guide.
4. Review Transition Resource Directory.
5. Review academic performance and progress towards graduation requirements.
6. Review IEP transition plan and document progress with timelines and designated responsibilities.
7. Review academic performance and progress towards graduation requirements.
8. Student participates in IEP meeting and brings ideas for post-secondary plan.
9. Student should learn to effectively communicate interests.
10. Student should learn to explain disability, how it impacts learning and the accommodations needed.
11. Review transition plan and document progress timelines and designated responsibilities.
12. Review and update the transition outcome statements (student's vision/dreams may change).
13. Contact Disability Service Office at postsecondary school/college and list available support services.
14. Secure and review brochure information regarding vocational rehabilitative services
15. Identify community support services and providers and possible linkages, when appropriate.
16. Apply for pre-vocational rehabilitative services.
17. Obtain summer or part-time employment.
18. Pursue and use local transportation options outside the family.
19. Investigate money management skills.
20. Obtain driver's license (if appropriate)
21. Meet with college-career counselor.
22. Check on college entrance exam dates and registration procedures.
23. Apply for SAT/ACT college entrance exams and accommodations, when appropriate.
24. Review EPAS scores to determine alignment of skills with entry-level requirements for college and/or employment.
25. Survey post-secondary institutions (explore supports you will need).
26. Learn about and access community services.
27. Review/update transition outcome statements.
28. Explore healthcare financing/ services.
29. Conduct/update vocational assessment.
30. Make referral to adult service agencies.
31. Provide signed release statement to school for permission to send reports to adult service agencies.
32. Send current evaluations (i.e. IEP, ophthalmological, psychological, medical, and audiological) to agencies as appropriate.
33. Establish contact with local caseworker in agency or agencies and obtain their name, address, and phone number.
34. Send IEP and progress reports to adult service agencies.
35. Schedule a visit to adult service agency to meet caseworker.
36. Set up orientation meeting and discuss application for Vocational Rehabilitation Services.
37. Find community support services/programs-Vocational Rehabilitation, County Services, Centers for Independent Living.
38. Invite adult service providers, peers, and others to the annual IEP transition meeting.
39. Match career interests and skills with vocational course work and community work experiences.
40. Gather information on post-secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.

41. Identify health care providers and become informed about sexuality and family planning issues.
42. Research financial supports such as Supplemental Security Income, state financial supplemental programs, Medicare.
43. Learn and practice appropriate interpersonal, communication, and social skills (soft skills) for a variety of settings such as a workplace/employment, school, recreation, with peers, etc.
44. Explore legal status with regards to decision-making prior to age of majority.
45. Create a resume and update it as needed. Be sure to include references for the potential employer to contact that will verify work ethic, strengths, and knowledge of you personally and/or academically.

By age 17-18: Senior Year

1. Review 4-year course of study/portfolio.
2. Review academic performance and progress towards graduation requirements.
3. Make graduation arrangements (i.e. cap, gown, yearbook picture, invitations/announcements).
4. Investigate possibilities of school-based/community-based work experience and/or career center training.
5. Visit alternate housing (group homes, supported apartments, etc.) (if applicable).
6. Contact Disability Service Office at postsecondary school/college and list available support services.
7. Develop an understanding on the difference between Individuals with Disabilities Act (IDEA) a free and appropriate education (FAPE) and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).
8. Become informed about the Transfer of Rights at age 18 (Age of Majority).
9. Conduct/update vocational assessment
10. Apply for financial and support programs (Supplemental Social Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services). At age 18 students may be eligible for SSI on their own income/resources.
11. Identify the requirements of post-secondary school or training program you plan to attend and arrange accommodations.
12. Check on financial aid and scholarships.
13. Complete research on costs associated with post-school training and/or living arrangements.
14. Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary and work environments.
15. Specify desired job and obtain paid employment with supports as needed.
16. Take responsibility for arriving on time to work, appointments and social activities.
17. Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)
18. Register to vote and for selective service.
19. Check on financial aid and scholarships.
20. Learn about the salary and benefits in the career areas of interest.
21. Increase intensity of advocacy to guarantee smooth adjustment to new program.
22. Attend final year/transition exit conference.
23. Respond to graduate/follow along surveys conducted by school district.

Proposed Activities:

24. Maintain an "exit" portfolio including information on your strengths, areas to improve or learn, goals, and choices for accommodations, copies of IEP's, and Summary of Performance plan.
25. Request counselor, teachers and employer to write letters of recommendation about your positive attributes and skills.
26. Complete Community Alternatives application process.
27. Obtain copies of transcript following graduation.

By ages 18-21: 5th to 6th year

1. Age of majority documentation completed.
2. Review transition plan and document progress with timelines and designated responsibilities.
3. Insure follow-up meeting is scheduled at conclusion of each transitional planning meeting.
4. Identify the post-secondary school the student plans to attend and arrange for accommodations.

5. Practice effective communication by developing interview skills, asking for assistance, & identifying accommodations that will be necessary in post-secondary and work environments.
6. Complete school-based/community-based work experiences and/or career training.
7. Secure housing if not living at home.
8. Secure appropriate transportation (own car, car-pooling, bus, cab, etc.)
9. Complete applications for post-secondary school training or apprenticeship and request accommodations, if applicable.
10. Connect with and self-disclose need for accommodations at post-secondary institution, if applicable.
11. Register to vote.
12. Register for Selective Service.
13. Follow-up regarding eligibility determination for vocational rehabilitation services and participate in development of Individual Plan for Employment for services while in school and after exiting school.
14. Explore Medicaid options.
15. Check waiting list status regarding center-based pre-vocational and rehabilitation services.
16. Explore post-secondary training and/or competitive employment opportunities.
17. Apply for financial and support programs (Supplemental Social Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services).
18. Learn how employment wages affect SSI and/or SSDI benefits.
19. Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations for post-secondary and work settings.
20. Specify desired job and obtain paid employment with supports as needed.
21. Take responsibility by arriving on time for work, appointments, and social activities.
22. Explore issues of guardianship, if applicable.
23. Understand vocational (i.e. supported work, day activities) and residential options (apartment, CLF, SLA).
24. Invite adult service agencies to yearly IEP and plan to meet with them an hour before to discuss adult planning and/or to observe your student at school.

Proposed Activities:

25. Complete guardian and estate planning.
26. Apply for Medicaid, Medicare and extended family coverage.
27. Establish linkages with post-high school supports (e.g. complete applications, request to be placed on waiting list).

Adapted from District 214 Arlington Heights:

http://www.d214.org/assets/1/Documents/Transition%20Resource%20Directory%20-%20Update%209_2013.pdf