**Transition Planning Actions Checklist for Accessing Post Secondary Education**

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| Action | **When** | **Who** | What Was Done And When |
| Complete transition assessments in order to determine post-secondary interests- attending college, entering the workforce. Etc. | Middle School | Special Education Staff, Student, and Family |  |
| Enroll in the appropriate classes for high school based on your transition assessment and interview results. | Middle School | Special Education Staff and Student |  |
| 1. Develop study skills and organization strategies. | Middle School | Special Education Staff, Student, and Family |  |
| 1. Learn more about a wide variety of careers through research and investigation.   [www.nasa.gov/audience/forstudents/5-8/career/index.html](http://www.nasa.gov/audience/forstudents/5-8/career/index.html)  <http://mappingyourfuture.org/planyourcareer/careership/>  <https://www.driveofyourlife.org/main/index.html>  <http://breitlinks.com/careers/career_activities.htm> | Middle School | Special Education Staff, Student, and Family |  |
| 1. Research which high schools or special programs will most benefit your interests. | Middle School | Student |  |
| 1. Become involved in school- or community-based activities that let you explore your interests and learn new things. | Middle School | Student and Family |  |
| Other: |  |  |  |
| Complete transition assessments in order to determine whether or not the student still desires the same outcomes for post-secondary living, education, employment, etc. | Freshman Year | Special Education Staff, Student, and Family |  |
| 1. Take appropriate courses in order to gain entrance into several desired colleges. Courses should be determined based on the transition assessment results and focus on education and skills needed for independent living (i.e. driver’s license). | Freshman Year | Special Education Staff and Student |  |
| 1. Continue thinking about your career interests. At [www.studentaid.gove/myfsa](http://www.studentaid.gove/myfsa) you can register with MyFSA and research your career options using the Career Finder. | Freshman Year | Special Education Staff, Student, and Family |  |
| 1. Review credits earned and form a plan for credit recovery if necessary. | Freshman Year | Special Education Staff, Student, and Family |  |
| 1. Begin teaching self-advocacy skills (i.e. asking for help, problem-solving) | Freshman Year | Special Education Staff |  |
| 1. Begin teaching appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, peers, etc.) | Freshman Year | Special Education Staff |  |
| 1. Stay involved in school- or community-based activities that interest you or let you explore career interests. Consider working or volunteering. | Freshman Year | Student and Family |  |
| 1. Use FAFSA4caster at www.fafsa4cater.ed.gov to find out how much federal student aid your child might receive. This information will help you plan ahead. | Freshman Year | Family |  |
| Other: |  |  |  |
| 1. Complete transition assessments in order to determine whether or not the student still desires the same outcomes for post-secondary living, education, employment, etc. | Sophomore Year | Special Education Staff, Student, Family |  |
| 1. Continue to take appropriate courses in order to gain entrance into several desired colleges. Courses should be determined based on the transition assessment results and focus on education and skills needed for independent living (i.e. driver’s license). | Sophomore Year | Special Education Staff and Student |  |
| 1. Review credits earned and form a plan for credit recovery if necessary. | Sophomore Year | Special Education Staff, Student, Family |  |
| 1. Continue teaching and practicing student self-advocacy skills (i.e. asking for assistance on homework or other tasks, problem-solving when unsure of most efficient/effective solution) | Sophomore Year | Special Education Staff, Student, Family |  |
| 1. Continue teaching and practicing appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, peers, etc.) | Sophomore Year | Special Education Staff, Student, Family |  |
| 1. Teach student study, time management and organization skills in preparation for the intense amount of work required at the collegiate level. Make them aware of the differences in expectations, workloads and settings at the college level. | Sophomore Year | Special Education Staff, Student, Family |  |
| 1. Teach the student to identify and articulate (a) the disability(ies) he/she has,(b) the functional limitations he/she experiences as a result of the disability(ies), (c) learning style, (d) strengths, gifts, and talents, (e) problems he/she can solve, and (f) support needs. | Sophomore Year | Special Education Staff and Student |  |
| 1. Begin re-evaluating the needs for student accommodations. Wean the students off of any unnecessary accommodations. | Sophomore Year | Special Education Staff and Student |  |
| 1. Encourage student to participate in the IEP process including student-led IEP meetings. | Sophomore Year | Special Education Staff and Student |  |
| 1. Explore needs for assistive technology in post-secondary education. | Sophomore Year | Special Education Staff |  |
| 1. Take the Compass test with DACC for College Express. Ask for accommodations necessary. | Sophomore Year | Special Education Staff and Student |  |
| 1. Meet with the guidance counselor or appropriate school staff member to discuss colleges and their requirements. | Sophomore Year | Appropriate School Staff Member and Student |  |
| 1. Develop a first resume - Make a list of your awards, honors, paid and volunteer work, and extracurricular activities. Continue or begin participating in school- or community-based activities and volunteering. | Sophomore year | Student and Family |  |
| Other: |  |  |  |
| 1. Invite adult service providers to transition planning IEP. | Junior Year | Special Education Staff, Family |  |
| 1. Complete transition assessments in order to determine whether or not the student still desires the same outcomes for post-secondary living, education, employment, etc. | Junior Year | Special Education Staff, Student, and Family |  |
| 1. Continue to take appropriate courses in order to gain entrance into several desired colleges. Courses should be determined based on the transition assessment results and focus on education and skills needed for independent living (i.e. driver’s license). | Junior Year | Special Education Staff and Student |  |
| 1. Review credits earned and form a plan for credit recovery if necessary. | Junior Year | Special Education Staff, Student, and Family |  |
| 1. Continue practicing independent living skills, self-advocacy, and communication skills. | Junior Year | Special Education Staff, Student, and Family |  |
| 1. Continue thinking about your career interests. Login to [www.studentaid.gove/myfsa](http://www.studentaid.gove/myfsa) and try the career finder again. Then include the recommended majors as you use the College Match Wizard on the site to find schools that might be a good fit with your interests and goals. | Junior Year | Special Education Staff, Student, and Family |  |
| 1. Explore the earning potential of desired careers in the *Occupational Outlook Handbook* at [www.bls.gov/oco](http://www.bls.gov/oco) | Junior Year | Special Education Staff, Student, and Family |  |
| 1. Register for and take exams for college admission. The tests that many colleges require are the ACT and SAT. Check with the colleges you are interested in to see what tests they require. | Junior Year | Student and Family |  |
| 1. Go to career information events. | Junior Year | Student and Family |  |
| 1. Stay involved in school- or community-based activities that interest you or let you explore career interests. Consider working or volunteering. Consider participating in the STEP program. | Junior Year | Student and Family |  |
| 1. Update list of your awards, honors, paid and volunteer work, and extracurricular activities. Continue or begin participating in school- or community-based activities and volunteering. | Junior year | Student and Family |  |
| 1. Learn the difference between grants, loans, work-study, and scholarships at [www.college.gov](http://www.college.gov) (click on “how to pay”) | Junior Year | Student and Family |  |
| 1. Obtain driver’s license (if you haven’t already done so). | Junior Year | Student and Family |  |
| 1. Obtain summer job. | Age 16 or older | Student and Family |  |
| Other: |  |  |  |
| 1. Establish a graduation date through the IEP Team | End of Junior Year, Beginning of Senior Year | Special Education Staff, Student, and Family |  |
| 1. Discuss Transfer of Rights and what this means to the student. | Age 17 | Special Education Staff, Student, and Family |  |
| 1. Use [www.studentaid.ed.gov/scholarship](http://www.studentaid.ed.gov/scholarship) to find scholarships for which you might want to apply. Some deadlines fall as early as the summer between 11th and 12th grades, so prepare now to submit applications. Visit [www.dreaminstitute.org](http://www.dreaminstitute.org) to apply for scholarships through The Dream Institute. | End of Junior Year, Beginning of Senior Year | Student and Family |  |
| 1. Apply to college(s) of choice online or by mail. (If wishing to attend DACC, application will be completed in the spring of senior year). | End of Junior Year, Beginning of Senior Year | Student and Family |  |
| 1. Use the *FAFSA4caster* financial aid estimator one last time at [www.fafsa4caster.ed.gov](http://www.fafsa4caster.ed.gov), and compare the results with the actual costs at the college to which you will apply. | End of Junior Year, Beginning of Senior Year | Student and Family |  |
| 1. Identify information on scholarships and financial aid. Apply as necessary (up to 5 colleges). Ask your guidance counselor for assistance in completing college applications. | End of Junior Year, Beginning of Senior Year | Student and Family (Assistance from Guidance Counselor may be available in some school districts) |  |
| 1. Complete transition assessments in order to determine whether or not the student still desires the same outcomes for post-secondary living, education, employment, etc. Take the ASVAB if interested in military or to identify career aptitudes. | Senior Year | Special Education Staff, Student, and Staff |  |
| 1. Continue to take appropriate courses in order to gain entrance into several desired colleges. Courses should be determined based on the transition assessment results and focus on education and skills needed for independent living (i.e. driver’s license). | Senior Year | Special Education Staff and Student |  |
| 1. Review credits earned and form a plan for credit recovery if necessary. | Senior Year | Special Education Staff, Student, and Family |  |
| 1. Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at work environments. | Senior Year | Special Education Staff and Student |  |
| 1. Complete Summary of Performance | Senior Year | Special Education Staff |  |
| 1. Meet with the counselor or appropriate school staff to make sure you are on track to graduate and fulfill college admission requirements. | Senior Year | Student and Appropriate School Staff |  |
| 1. Take responsibility for arriving on time to work/class, appointments, and social activities. | Senior Year | Student |  |
| 1. Stay involved in after-school activities, volunteer positions, and work opportunities. Seek leadership roles if possible. | Senior Year | Student and Family |  |
| 1. Open and maintain a checking and savings account (<http://www.moneyinstructor.com/checks.asp>) | Senior Year | Student and Familey |  |
| 1. Update your resume- list of your awards, honors, paid and volunteer work, and extracurricular activities. Continue or begin participating in school- or community-based activities and volunteering. | Senior year | Student and Family |  |
| 1. Narrow down the list of colleges you are considering attending. If you can, visit the schools that interest you. | Senior Year | Student and Family |  |
| 1. If you haven’t done so already, register for and take such exams as the ACT or SAT. | Senior Year | Student and Family |  |
| 1. Register to vote and for Selective Service. | Senior Year  or Age 18 | Student and Family |  |
| 1. Complete and submit *Free Application for Federal Student Aid* (FAFSA), along with any other financial aid applications your school(s) of choice may require. FAFSA can be filed online or in paper format ([www.fafsa.gov](http://www.fafsa.gov)). | Senior Year  (usually by February) | Family |  |
| 1. Upon becoming eligible for services, meet with DSS representative at the college of choice to determine accommodations /modifications. These are determined each semester. Discuss options for Assistive Technology. | Summer before starting college- after admission, after orientation | Student |  |
| 1. Share accommodations/ modifications with professor(s) as applicable through the student services department. | Summer before starting college- after admission, after orientation | Student, with DSS representative |  |
| Other: |  |  |  |