

# Transition Tracker

## Family Guide for Transition Planning

for

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(student's name)

**Transition** is the **time to plan** for:

Employment  
Post-Secondary Education and Training  
Independent Living

[www.ricecountytic.com](http://www.ricecountytic.com)

## Transitioning to Adult Life

The Rice County Community Transition Interagency Committee (CTIC) has taken a leadership role in the effort to make provisions for effective transition planning and services for young adults of Rice County with disabilities. The goal is to ensure that young people with disabilities who are attending school experience a smooth transition to adult life. Transition planning was designed to prepare students to make a smooth transition and to assist them in overcoming obstacles.

Beginning sometime during grade 9, transition services are a coordinated set of activities based on the individual student's needs which take into account the student's preferences and interests. The student's Individual Education Program (IEP) plan must address his/her need to develop skills to live and work as independently as possible within the community. Addressing a youth's transitional needs requires collaboration and creativity. The process must involve planning with the youth along with his or her parents, special educators, vocational educators, and adult service system representatives (i.e., social services, Independent Living Services counselors, Rehabilitation Services counselors, and possibly employers). Areas to address include post-secondary education or training, employment, and independent living which include community participation, home living, and recreation/leisure.

In Minnesota every school district must ensure that all youth with disabilities are provided the special instruction and related services that are appropriate to their needs. The youth's needs and the special education instruction and services to be provided shall be agreed upon through the development of the individual educational program (IEP) or the individual interagency intervention plan (IIIP). The plan must address the youth's need to develop skills to live and work as independently as possible within the community. The youth's plan must contain a statement of the needed transition services before secondary services are concluded, including a statement of the interagency responsibilities or linkages or both. The statement of transition service needs should relate directly to the youth's goals after high school and show how planned activities are linked to these goals.

**Our Website:** [www.Ricecountyctic.com](http://www.Ricecountyctic.com) has a link to the Transition Tracker at <http://tiny.cc/38zf6x> and a link to the *Rice County Resource Directory* at <http://tiny.cc/pzzf6x> for a detailed list of transition resources.

### Acronyms List Definitions

<b>ACT</b>	A college entrance exam that tests high school students' general education development and their ability to complete college-level work. The test covers English, mathematics, reading, and science. There is an optional writing test.
<b>CAC Waiver</b>	<b>Community Alternative Care</b> - Provides funding for home and community-based services for children and adults who are chronically ill and who would otherwise require the level of care provided in a hospital.
<b>CADI Waiver</b>	<b>Community Alternatives for Disabled Individuals</b> - Provides funding for home and community based services for children and adults who would otherwise require the level of care provided in a nursing facility.
<b>CTIC</b>	<b>Community Transition Interagency Committee</b> – a committee organized to assist students with disabilities in making a smoother transition from high school to the adult world.
<b>DD Waiver</b>	<b>Developmental Disability Waiver</b> (formerly MR/RC Waiver) – the DD waiver provides funding for home and community-based services for children and adults with mental retardation or related conditions.
<b>GRH</b>	<b>Group Residential Housing</b> - State-funded, income-supplemented program that pays for room and board costs for low-income persons who have been placed in a licensed or registered setting with which a county human service agency has negotiated a monthly rate.
<b>IEP</b>	<b>Individualized Education Program</b> – customized education plan with goals and objectives for a student with a disability.
<b>IIIP</b>	<b>Individual Interagency Intervention Plan</b> – same as above when it includes more than one outside agency involved (the state

## Acronyms List Definitions

	MN Education Department is moving towards this model).
<b>MA</b>	<b>Medical Assistance (MA):</b> One of the Minnesota Health Care Programs. MA is administered by the counties and provides health care coverage for the following eligible groups: Low-income families, children, pregnant women, people who are age 65 or older, and people who have disabilities. MA is jointly funded by the state and federal governments. Within federal rules, each state decides the types of health care services that will be covered under its MA program.
<b>MA-EPD</b>	<b>Medical Assistance for Employed Persons with Disabilities</b> –MA-EPD allows working people with disabilities to qualify for Medical Assistance (MA) under higher income and asset limits than standard MA. The goal of the program is to encourage people with disabilities to work and enjoy the benefits of being employed.
<b>Medicare</b>	A Health Insurance program for people age 65 or older, some disabled people under age 65 and people of all ages with end-stage renal disease.
<b>MFIP</b>	<b>Minnesota Family Investment Plan</b> - Program authorized under the federal Temporary Assistance to Needy Families (TANF) block grant to provide cash assistance and employment support to needy families. Medical Assistance also covers persons who receive MFIP. MFIP replaced the Aid to Families with Dependent Children (AFDC).
<b>MSA</b>	<b>Minnesota Supplemental Aid</b> - A state-funded program that provides cash assistance to SSI recipients, blind people, people age 65 or older, and disabled people who are age 18 and older.
<b>RS</b>	<b>Rehabilitation Services</b> - State operated program to assist adults with disabilities with vocational needs and related services.
<b>RSDI</b>	<b>Retirement Survivors Disability Insurance</b> – This program provides income for qualified workers who retire or become disabled and to their dependents or survivors. This is an earned benefit.
<b>SAT</b>	<b>Standardized Achievement Test</b> -formerly the Scholastic Aptitude Test, this college entrance exam tests reasoning and knowledge in subject matter.
<b>SSI</b>	<b>Supplemental Security Income</b> – a needs-based program. SSI benefits provide a minimum income level for individuals who have limited resources and little or no income, and who are blind, aged, or disabled.
<b>SSDI</b>	<b>Social Security Disability Insurance</b> - provides monthly cash benefits to people with disabilities who have worked and paid in a certain amount of Social Security/FICA tax. People who become disabled prior to age 22 may also be able to receive disability insurance benefits if they have a parent who dies, retires, or becomes disabled. This is often referred to as Retirement, Survivors, Disability Insurance (RSDI). SSDI and RSDI have basically the same rules for people with disabilities who work.
<b>TBI Waiver</b>	<b>Traumatic Brain Injury Waiver</b> – provides funding for home and community-based services for children and adults who have an acquired or traumatic brain injury.
<b>TEFRA</b>	<b>Tax Equity &amp; Fiscal Responsibility Act</b> - Program for people under the age of 18 with disabilities that allows them access to medical assistance when parental income initially disqualifies them for Medical Assistance. There is a fee for this program based on parental income.

## Developed by Rice County CTIC

(Community Transition Interagency Committee)

CTIC's were organized to assist students with disabilities by helping to provide a smoother transition from high school to the adult world. CTIC's mission: "Helping transitional age young people with disabilities to develop life-long self-advocacy and life skills for reaching their future successes within the community setting."

Based on a model created by the Dakota County CTIC

<b>WHO IS ON MY TEAM?</b>			
<b>Team Member</b>	<b>Title</b>	<b>Phone Number</b>	<b>Notes</b>

*Transition is a combined effort; no one individual or agency is solely responsible to develop, implement and coordinate a youth's transition. This document is intended to serve only as a guide – all youth must be considered uniquely.*

<b>WHERE AM I NOW? WHAT DO I LIKE TO DO? WHAT ARE MY STRENGTHS?</b>	<b>WHAT IS IMPORTANT FOR ME TO LEARN AND TO DO? WHAT ARE MY GOALS?</b>
Independent Living Skills: Home Living, Recreation and Leisure, and Community Participation	Independent Living Skills: Home Living, Recreation and Leisure, and Community Participation
Post-Secondary Education and Training	Post-Secondary Education and Training
Employment	Employment

# Grade 9- Tracker Review Date: \_\_\_\_\_

<b>OPTIONS TO CONSIDER . . .</b> <b>(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK <input checked="" type="checkbox"/> WHEN COMPLETED)</b>	
<u>General</u>	<input type="checkbox"/> Ensure appropriate assessments of transition needs have been completed. There are many assessments, each one designed to evaluate a specific area, such as IQ, aptitude, interests, adaptive behavior, psycho-social capabilities, etc. Consult with the school psychologist to determine what assessments are relevant for you/your son or daughter. <input type="checkbox"/> Consider classroom accommodation(s) and/or assistive technology, if needed. <input type="checkbox"/> Gather information on County Social Services (i.e., eligibility for case management services). <input type="checkbox"/> Identify your disability and learning style. Learn how to explain it so others will understand your needs. <input type="checkbox"/> Develop your academic independence by learning how to use your accommodations, assistive technology, and learning strategies. LEARN HOW TO LEARN! <input type="checkbox"/> Attend IEP meeting. <input type="checkbox"/> Begin identification of long-range goals, taking into account your preferences and interests. <input type="checkbox"/> Consider future transition-service needs comprising the three planning areas. <input type="checkbox"/> Identify graduation date via credit-based standards or IEP/IIIP. <input type="checkbox"/> Develop self-advocacy skills <input type="checkbox"/> <b><i>Develop a graduation plan!</i></b>
<u>Post- Secondary Education and Training</u>	<input type="checkbox"/> Begin researching/identifying post-secondary training possibilities and vocational options (e.g., technical college, university, trade school, military, etc.). <input type="checkbox"/> Determine course work to match career goals based on interests, needs, and abilities. <input type="checkbox"/> See CTIC Resource Directory available at: <a href="http://www.nfld.k12.mn.us/studentserv/cticdirectory.pdf">http://www.nfld.k12.mn.us/studentserv/cticdirectory.pdf</a> for options, talk with county case manager (or apply for county case management services) <input type="checkbox"/> Continue to strengthen your basic skills in reading, writing, and math.
<u>Employment</u>	<input type="checkbox"/> Research job/occupations for skills and training requirements. <input type="checkbox"/> Gather information on opportunities for career explorations (i.e., career fairs, career center visits, job

**OPTIONS TO CONSIDER . . .**  
**(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK  WHEN COMPLETED)**

	<p>shadowing, etc.)</p> <p><input type="checkbox"/> Identify pre-employment skills, needs and abilities. Establish a volunteer/job shadow opportunity/business tours.</p> <p><input type="checkbox"/> Talk to people in various professions to find out what they like and dislike about their jobs and what kind of education is needed for those jobs.</p> <p><input type="checkbox"/> Select course work to coordinate with employment and volunteer interests.</p>
<p><u>Independent Living Skills</u></p> <p><u>(Rec + Leisure)</u></p>	<p><input type="checkbox"/> Pursue leisure options for group or individual activities.</p> <p><input type="checkbox"/> Explore referral to mentor/peer program (through County, church, school or community programs)</p> <p><input type="checkbox"/> Explore school district extracurricular activities.</p> <p><input type="checkbox"/> Explore structured recreation/leisure via YMCA, Project ABLE, Special Olympics, community education, park &amp; recreation, etc.</p>
<p><u>(Home Living)</u></p>	<p><input type="checkbox"/> Explore a hobby</p> <p><input type="checkbox"/> Review current support services at home, if applicable.</p> <p><input type="checkbox"/> Consider future living setting (e.g., on own, group home, etc.).</p> <p><input type="checkbox"/> Develop independent-living skills (e.g., self-care and life skills at home).</p> <p><input type="checkbox"/> If you have a waiver with social services, consult with county case manager and consider "in-home family support" and other waived services.</p> <p><input type="checkbox"/> Find opportunities to volunteer.</p>
<p><u>(Community)</u></p>	<p><input type="checkbox"/> Consider "Service Learning Options" through School District.</p> <p><input type="checkbox"/> Gain awareness and skills through community experiences (i.e., restaurants, movies, library, etc.).</p> <p><input type="checkbox"/> Determine appropriateness for drivers' education. If appropriate, get on a waiting list for drivers education and training.</p> <p><input type="checkbox"/> Explore available public transportation</p> <p><input type="checkbox"/> Obtain a reduced-fee MN Identification Card online, from the DMV, or your county case manager (Physician or county case manager's verification of your disability is required).</p>

**Grade 10- Tracker Review Date: \_\_\_\_\_**

<b>OPTIONS TO CONSIDER . . .</b> <b>(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK <input checked="" type="checkbox"/> WHEN COMPLETED)</b>	
<u>General</u>	<input type="checkbox"/> Review long-range goals. <input type="checkbox"/> Actively participate in your IEP planning process with your case manager and IEP team. <input type="checkbox"/> Continue to develop self-advocacy skills. <input type="checkbox"/> <b><i>Review graduation date and plan!</i></b>
<u>Post-Secondary Education and Training</u>	<input type="checkbox"/> Continue to research and identify post-secondary training possibilities (e.g., technical college, university, trade school, military, etc.) and their requirements. <input type="checkbox"/> Add to your understanding and use of learning strategies to help you access the same course work as your peers. <input type="checkbox"/> Discuss with the IEP team the need for a transition program that extends beyond grade 12 (STEP program in Faribault). <input type="checkbox"/> Determine course work to meet requirements for post-secondary training that matches future goal attainment. <input type="checkbox"/> Continue to strengthen your academic skills in reading, writing, and math. <input type="checkbox"/> Consider taking ACT or SAT by spring of junior year. If you are planning on attending college consider taking a prep class for this.
<u>Independent Living</u>  <u>(Recreation and Leisure)</u>  <u>(Home Living)</u>	<input type="checkbox"/> Pursue leisure/recreation opportunities in the community and school. <input type="checkbox"/> Explore referral to mentor/peer program. <input type="checkbox"/> Explore school district extracurricular activities. <input type="checkbox"/> Explore structured recreation/leisure via Project Able, Special Olympics, community education, park & recreation, etc. <input type="checkbox"/> Explore a hobby. <input type="checkbox"/> Consider future living environments (e.g., on own, group home, etc.). <input type="checkbox"/> Increase responsibilities at home to enhance independent-living skills. <input type="checkbox"/> Review current support services at home (if applicable).

<b>OPTIONS TO CONSIDER . . .</b> <b>(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK <input checked="" type="checkbox"/> WHEN COMPLETED)</b>	
<u>(Community Participation)</u>	<input type="checkbox"/> Determine school course work to learn home living skills. <input type="checkbox"/> Consider future needs for supported or independent living skills training. <input type="checkbox"/> If you have a waiver, consider "in-home family support" and other waived services." Consult with county case manager.  <input type="checkbox"/> Incorporate money-management skills in community experiences <input type="checkbox"/> Gain awareness and skills through community experiences (e.g., restaurants, movies, library, shopping, etc.). <input type="checkbox"/> Consider completing application for Supplemental Social Security Income (SSI) depending on parents' income, otherwise wait until age 18. Discuss with county case manager. <input type="checkbox"/> Continue volunteer opportunities/ service learning. <input type="checkbox"/> Explore available public transportation options. <input type="checkbox"/> Determine appropriateness for driver's education and/or formalized driving assessment. <input type="checkbox"/> Obtain a reduced-fee Minnesota Identification Card online, from the DMV, or your county case manager. Doctor or county case manager's verification of your disability is required.
<u>Employment</u>	<input type="checkbox"/> Gather information on opportunities for career exploration (i.e., career fairs, career center visits, job shadowing). <input type="checkbox"/> Gather information on opportunities for vocational skill development (e.g., work experience program, vocational classes, etc.). <input type="checkbox"/> Gather information on opportunities for community-based employment (e.g., competitive, summer youth employment program, work experience program, etc.). <input type="checkbox"/> Select course work to coordinate with employment and volunteer interests. <input type="checkbox"/> Participate in job seeking/keeping curriculum and experiences (Work Based Learning). <input type="checkbox"/> Explore summer extended year program opportunities and funding options (school, county case manager or school case manager). <input type="checkbox"/> Visit Minnesota WorkForce Center and find out what's available there for employment and career resources.



Grade 11- Tracker Review Date: \_\_\_\_\_

<b>OPTIONS TO CONSIDER . . .</b> <b>(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK <input checked="" type="checkbox"/> WHEN COMPLETED)</b>	
<u>General</u>	<input type="checkbox"/> Review long-range goals. <input type="checkbox"/> Acquire Transfer of Rights information. Determine appropriateness and need for guardianship <input type="checkbox"/> Actively participate in your IEP transition planning with case manager and IEP team <input type="checkbox"/> Improve your time management, study skills, assertiveness training, and stress managements skills <input type="checkbox"/> Continue to develop and use self-advocacy skills <input type="checkbox"/> <b><i>Review graduation date and plan!</i></b>
<u>Post-Secondary Education and Training</u>	<input type="checkbox"/> Continue to research and identify post-secondary training possibilities (e.g., technical college, university, trade school, military, etc.). <input type="checkbox"/> Become familiar with accommodations needed in a post-secondary education and training program. Include Assistive Technologies such as electronic devices and specialized computer software. Keep a list of the academic and personal accommodations as well as services you used in High School. <input type="checkbox"/> Apply for disability accommodations services at the selected post-secondary education or training site. <input type="checkbox"/> Visit college/training campuses and especially service providers to verify the available services and how to access them <input type="checkbox"/> Speak with college/training representatives who visit your high school and at college fairs. <input type="checkbox"/> Determine if transition services will be extended beyond age 18 (via enrollment in a transition program) <input type="checkbox"/> Consider taking post secondary tests (Accuplacer, ACT or SAT) by spring of junior year. If you are planning on attending college consider taking a prep class for this. <input type="checkbox"/> Establish a possible career goal. You can always change your mind <input type="checkbox"/> Learn how to increase self-advocacy. Not everyone will understand your disability or your needs unless you take the time to explain them
<u>Employment</u>	<input type="checkbox"/> Participate in job seeking/keeping curriculum/experiences. <input type="checkbox"/> Invite Rehabilitation Services counselor to IEP meeting. <input type="checkbox"/> Consider applying for Rehabilitation Services (RS). <input type="checkbox"/> Initiate/continue job shadowing experience(s). <input type="checkbox"/> Consider completion of a vocational assessment (if transition assessments and school data do not provide needed information for planning) to identify employment skills, abilities, and interests, and how the disability affects employment. <input type="checkbox"/> Visit Minnesota WorkForce Center and find out what's available there for employment and career resources. <input type="checkbox"/> Gather information on opportunities for community-based employment (i.e., competitive, summer youth employment program, work experience program, etc.)

<b>OPTIONS TO CONSIDER . . .</b> <b>(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK <input checked="" type="checkbox"/> WHEN COMPLETED)</b>	
<u>Independent Living</u> <u>(Recreation &amp; Leisure)</u>  <u>(Home Living)</u>	<input type="checkbox"/> Pursue leisure/recreation activities in the community and school. <input type="checkbox"/> Explore referral to mentor/peer program. <input type="checkbox"/> Explore school district extracurricular activities. <input type="checkbox"/> Consider joining a league (e.g., softball, bowling, etc.). <input type="checkbox"/> Explore new avenues to build social outlets. <input type="checkbox"/> Consider future living environments (e.g., on own, group home, etc.). <input type="checkbox"/> Review current support services at home (if applicable). <input type="checkbox"/> Increase independent living skills (e.g., self-care and life skills at home). <input type="checkbox"/> Determine school course work to meet home living needs. <input type="checkbox"/> Consider future needs for supported or independent living-skills training. <input type="checkbox"/> Consider completion of a vocational assessment (if transition assessments and school data do not provide needed information for planning) to identify employment skills, abilities, and interests, and how the disability affects employment. <input type="checkbox"/> Visit Minnesota WorkForce Center and find out what's available there for employment and career resources. <input type="checkbox"/> Gather information on opportunities for community-based employment (i.e., competitive, summer youth employment program, work experience program, etc.)
<u>(Community Participation)</u>	<input type="checkbox"/> Pursue volunteer/service learning opportunities. <input type="checkbox"/> Incorporate money-management skills into community experiences. <input type="checkbox"/> Gain awareness and skills through community experiences (e.g., restaurants, movies, library, shopping, etc.). <input type="checkbox"/> Consider completing an application for Supplemental Security Income. <input type="checkbox"/> Experience using public transportation. <input type="checkbox"/> Consider an assessment via Courage Center or Back in Action or Rehab Services to see if capable of driving. <input type="checkbox"/> Identify best transportation resources. <input type="checkbox"/> Determine appropriateness for driver's education and/or formalized driver's assessment. <input type="checkbox"/> Identify assistive technology or adaptive equipment needed to access community. <input type="checkbox"/> Obtain a Minnesota Identification Card.

	<b>OPTIONS TO CONSIDER . . .</b> <b>(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK <input checked="" type="checkbox"/> WHEN COMPLETED)</b>

**Grade 12- Tracker Review Date:** \_\_\_\_\_

<b>OPTIONS TO CONSIDER . . .</b> <b>(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK <input checked="" type="checkbox"/> WHEN COMPLETED)</b>	
<u>General</u>	<input type="checkbox"/> Review long-range goals. <input type="checkbox"/> Acquire Transfer of Rights information. If appropriate, finalize court process for guardianship <input type="checkbox"/> Continue to develop your self-advocacy skills and study skills <input type="checkbox"/> If appropriate, complete application for Medical Assistance <input type="checkbox"/> Transfer to an adult County Case Worker <input type="checkbox"/> Finalize your transition portfolio <input type="checkbox"/> Continue to develop and use self-advocacy skills. <input type="checkbox"/> <b><i>Review graduation date and plan!</i></b>
<u>Post-Secondary Education and Training</u>	<input type="checkbox"/> Determine if an updated psychological evaluation and adaptive functional/ behavioral scale needs to be completed. <input type="checkbox"/> Consider post-secondary direction (i.e., transition program, tech college, 2-4 year college, military, supported employment). <input type="checkbox"/> Meet with guidance counselor early in fall to discuss your post school plans <input type="checkbox"/> Plan to visit college/training campuses early in the year <input type="checkbox"/> Apply for post-secondary education and training programs. <input type="checkbox"/> Investigate the availability of financial aid from Federal, state, local and private sources <input type="checkbox"/> Investigate the availability of scholarships provided by organizations such as corporations, labor unions, professional associations, religious organizations, and credit unions. <input type="checkbox"/> Become familiar with accommodations needed in a post-secondary education and training program. <input type="checkbox"/> Take needed college/training program placements tests. Take again if necessary <input type="checkbox"/> Apply for disability accommodation services at the selected post-secondary education or training site. <input type="checkbox"/> Role-play college/training program interviews with Work Based Learning teacher, family members, and teachers. <input type="checkbox"/> Take your transition portfolio with you on college/training program visits to share with disability service providers

**OPTIONS TO CONSIDER . . .**  
**(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK  WHEN COMPLETED)**

- Ask for written recommendations from teachers, counselors, employees, coaches, etc.
- Continue saving for college/training program you plan to attend

Independent Living

(Recreation & Leisure)

- Pursue leisure/recreation activities in the community and school.
- Explore referral to mentor/peer program.
- Explore school district extracurricular activities.
- Explore structured recreation/leisure via YMCA, community education, park and recreation, Special Olympics, etc.
- Consider joining a league (e.g., softball, bowling, etc.).
- Explore new / build social outlets.
- Have a plan for staying physically active

(Home Living)

- Consider future living environments (e.g., on own, group home, etc.).
- Review current support services at home (if applicable).
- Increase independent-living skills (e.g., self-care and life skills at home).
- Determine school course work to meet home living needs.
- Consider future needs for supported or independent-living-skills training.
- Explore development of "natural supports."
- Explore options available for your living setting following graduation with your county case worker to see what options are available

**OPTIONS TO CONSIDER . . .**  
**(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK  WHEN COMPLETED)**

(Community Participation)

- Determine appropriateness for guardianship.
- Register to vote
- Continue volunteer opportunities/service learning.
- Gain awareness and skills through community experiences (e.g., restaurants, movies, library, shopping, etc.).
- Select and use multiple modes of travel.
- Determine appropriateness for driver's education and formalized driver's assessment. Consider an assessment at Courage Center or Rehabilitation Services to determine if you are capable of driving
- Identify assistive technology or adaptive equipment needed to access community.
- Obtain a Minnesota Identification Card.
- Explore participation in Adult Community Education.
- Transfer from Child Medical Assistance (TEFRA, Waiver, MFIP) to adult Medical Assistance or MA-EPD.
- Apply for SSI, MA, MSA. Begin with SSI as a basis for MA.

Employment

- Participate in job seeking/keeping curriculum/experiences.
- Invite Rehabilitation Services counselor to IEP meeting.
- Consider applying for Rehabilitation Services (RS).
- Initiate/continue job shadowing experience(s).
- Visit Minnesota WorkForce Center to use the resources and data bases there to explore employment and career opportunities.
- Consider completion of a vocational assessment (if transition assessments and school data do not provide needed information for planning) to identify employment skills, abilities and interests, and how the disability affects employment.
- Get information on opportunities for community-based employment (i.e., competitive, summer youth

**OPTIONS TO CONSIDER . . .**  
**(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK  WHEN COMPLETED)**

employment program, work experience program, etc.).

- Explore options for supported employment if appropriate.
- Tour supported employment programs, if appropriate
- Fill out applications for jobs
- Role-play job interviews with Work Based Learning teacher, family members, and teachers.
- Obtain and maintain suitable employment to be kept after completion of formal education
- Develop a plan for continued employment support

**Grade 12 + or Age 18-21** - Tracker Review Date: \_\_\_\_\_

<b>OPTIONS TO CONSIDER . . .</b> <b>(CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK <input checked="" type="checkbox"/> WHEN COMPLETED)</b>	
<u>General</u>	<input type="checkbox"/> Review long-range goals. <input type="checkbox"/> Continue to develop and use self-advocacy skills.  <input type="checkbox"/> <b><i>Review graduation date and plan!</i></b>
<u>Post-Secondary Education and Training</u>	<input type="checkbox"/> Determine if an updated psychological evaluation and adaptive functional/ behavioral scale needs to be completed for county. <input type="checkbox"/> Consider post-secondary direction (i.e., transition program, tech college, 2-4 year college, military, supported employment). <input type="checkbox"/> Apply for post-secondary education and training programs. <input type="checkbox"/> Become familiar with accommodations needed in a post-secondary education and training program. <input type="checkbox"/> Apply for disability accommodation services at the selected post-secondary education or training site. <input type="checkbox"/> Implement plan for post-secondary training/skill development. <input type="checkbox"/> Practice self-advocacy.
<u>Independent Living</u>  <u>(Recreation &amp; Leisure)</u>	<input type="checkbox"/> Explore structured recreation/leisure via YMCA, community education, park & recreation, Special Olympics, etc. <input type="checkbox"/> Explore new avenues to build social outlets. <input type="checkbox"/> Consider joining a league (e.g., softball, bowling, etc.). <input type="checkbox"/> Consider adult formalized social/recreational activities (e.g., Project Explore). <input type="checkbox"/> Participate in preferred activities of interest for doing both alone and with others. <input type="checkbox"/> Have a plan for staying physically active.
<u>(Home Living)</u>	<input type="checkbox"/> Review current support needs at home (if applicable). <input type="checkbox"/> Increase independent-living skills (e.g., self-care and life skills at home). <input type="checkbox"/> Determine school course work to meet home living needs.





	<b>OPTIONS TO CONSIDER . . . (CIRCLE ALL THAT ARE APPROPRIATE FOR YOU AND MARK <input checked="" type="checkbox"/> WHEN COMPLETED)</b>
	<ul style="list-style-type: none"><li><input type="checkbox"/> Tour supported employment programs, if appropriate.</li><li><input type="checkbox"/> Make final selection of supported employment program if appropriate.</li><li><input type="checkbox"/> Obtain and maintain suitable employment to be kept after completion of formal education.</li><li><input type="checkbox"/> Develop a plan for continued employment supports.</li><li><input type="checkbox"/> Monitor employment.</li></ul>

Notes/Questions/Documentation: