

Transition Timelines

Use this checklist to help you plan for life after high school. Your IEP should include your goals for education, employment and independent living after high school, and any of the activities below that will help you meet those goals. Bring this list to meetings with your IEP team, School Counselor, or other support persons to show your progress and to advocate for your needs.

	14-15 YEAR OLDS	15-16 YEAR OLDS
EDUCATION AFTER HIGH SCHOOL	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in your IEP meeting. <input type="checkbox"/> Learn about the accommodations you need to be successful in school. <input type="checkbox"/> Use <i>Naviance</i> to explore your learning style and your interests. Understand how your learning style and strengths match with your plans for education after high school. <input type="checkbox"/> Meet with your School Counselor to be sure you are taking classes that will help you explore your interests and support your goals for education after high school. <input type="checkbox"/> Take the PSAT with your class, if appropriate for your transition plan. <input type="checkbox"/> If you decide to take College Entrance Exams, identify and apply for the accommodations you will need. Forms and information available from your School Counselor. Refer to <i>Services for Students with Disabilities</i> at www.collegeboard.com or www.act.org. 	<ul style="list-style-type: none"> <input type="checkbox"/> Share your interests, strengths and future plans with the IEP team. <input type="checkbox"/> Practice describing your academic needs and asking for necessary accommodations during the IEP meeting. <input type="checkbox"/> Participate in Career and College Fairs, in-school events and off-campus field trips. <input type="checkbox"/> Use <i>Naviance</i>, and search websites to explore post high school educational options like training, technical school, college, and other programs to prepare you for your career interests. <input type="checkbox"/> If you're planning on college, arrange to take the PSAT, SAT or ACT. <input type="checkbox"/> Study for College Entrance exams using <i>PrepMe</i> on <i>Naviance</i>. <input type="checkbox"/> Visit schools of interest with your family. Talk with disability support specialists at the college and ask how accommodations and supports may be different from high school.
EMPLOYMENT	<ul style="list-style-type: none"> <input type="checkbox"/> Think about your interests, strengths and needs and how these match with career choices. <input type="checkbox"/> Ask your School Counselor about the option of taking coursework at the Central Montgomery Technical High School (www.cmths.org) to prepare you for your career. Most CMTHS students continue their training after high school at college or other postsecondary school. <input type="checkbox"/> If you think you might be interested in a program at CMTHS, ask to go on a visit to the school. If you are still interested after your visit, ask how you can apply. <input type="checkbox"/> Look for employment experience working in school, or in the community. <input type="checkbox"/> Start keeping a list of names and contacts of people who can be used as references. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to evaluate how your interests, strengths and needs match with different careers. <input type="checkbox"/> Use <i>Naviance</i> and other opportunities for career exploration to help you gather information. <input type="checkbox"/> Ask your team if you would benefit from participating in work experience, internships or job shadowing to help you learn more about your interests, and to build up your skills and resume for college and/or work. <input type="checkbox"/> If you are participating in a work experience with job coach support, identify goals and work toward them. <input type="checkbox"/> Keep a list of work experiences and references for your resume.
COMMUNITY LIVING	<ul style="list-style-type: none"> <input type="checkbox"/> Join in activities with others in your school, community, or place of worship. <input type="checkbox"/> Practice asking for what you need and offering your opinion at your IEP and other meetings. <input type="checkbox"/> Along with your IEP team, begin to identify adult support services that you may need after graduation (such as community agency supports, disability services for further education or employment, assistive technology) <input type="checkbox"/> Register for adult services if recommended by your IEP team. <input type="checkbox"/> Ask your IEP team about MA (Medical Insurance) for students with disabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to be involved with youth groups in your school and community. <input type="checkbox"/> If you don't plan on driving right away, register for a PA non-drivers identification card. <input type="checkbox"/> Explore transportation options. If you qualify for Medical Access (health insurance for students with disabilities), you can apply for reduced fare on Septa. <input type="checkbox"/> Talk with your parents, physician, or school nurse to learn about any routine health and medical needs that you may have, and how to address them.

RESOURCES	14-15 YEAR OLDS	15-16 YEAR OLDS
Montgomery County Medical Access Insurance(MA).....	610-270-3500	Office of Vocational Rehabilitation..... 484-250-4340
Montgomery County Office of Behavioral Health/Developmental Disabilities....	610-278-5666	CareerLink..... 610-270-3429
Central Montgomery Mental Health/Transition Case Management.....	610-279-9270	PA Health Law Project..... 1-800-274-3258
Bureau of Autism.....	866-539-7689	Benefits Coordination/Work Incentives..... 215-885-2060 x407
Social Security.....	1-800-772-1213	The ARC Special Needs Planning..... 610-265-4700
Septa reduced fare.....	69 th and Market Street, Philadelphia, PA	Voter registration online..... www.votespa.com
Septa CCT Connect Para-Transit.....	215-580-7145	Selective Service..... www.sss.gov
TransNet Para-Transit.....	215-542-7433	PA non-drivers ID card..... http://www.dmv.com/pa/pennsylvania/apply-id-card

	16-17 YEAR OLDS	18-21 YEAR OLDS
EDUCATION AFTER HIGH SCHOOL	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to actively participate in your IEP meeting. <input type="checkbox"/> Be able to describe and request the supports and accommodations you need to be successful in school. <input type="checkbox"/> Take responsibility for managing academic work as independently as possible. <input type="checkbox"/> Schedule individual planning conferences with your School Counselor or Support Teacher to develop and carry out transition plans for attending higher education. <input type="checkbox"/> Learn the differences between supports in high school and supports in higher education. <input type="checkbox"/> Arrange to take the PSAT, SAT or ACT if appropriate for your plan. <input type="checkbox"/> Attend evening Transition to College programs. Refer to the District Calendar or the Student Services office in your high school for dates. <input type="checkbox"/> Arrange for campus visits and make an appointment in advance with the college Office of Disability Services. Ask about the documentation you'll need to qualify for accommodations and support services. <input type="checkbox"/> Begin to gather the documentation needed to apply for accommodations and support services after high school. <input type="checkbox"/> Request letters of recommendation from your teachers, School Counselor and other adults who know your strengths and accomplishments well. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to be an active participant in your IEP meetings and planning for the future. <input type="checkbox"/> Further develop your self-advocacy skills in school and at home. <input type="checkbox"/> Continue to work toward independence in all learning activities. <input type="checkbox"/> If higher education is your goal, finalize your plan and complete the application process, including documentation needed to apply for supports and accommodations. <input type="checkbox"/> Meet with Disability Support staff at college or other postsecondary program to finalize supports and accommodations. <input type="checkbox"/> Ask your IEP team and postsecondary staff if there are other adult agencies that can provide additional assistance or assistive technology if needed. <input type="checkbox"/> If a degree in higher education is not your goal, ask your IEP team and the Transition Coordinator to help you learn about other continuing education options that may be available to you.
EMPLOYMENT	<ul style="list-style-type: none"> <input type="checkbox"/> Develop employability skills. Apply for a summer job, volunteer position, or career-related work experience. <input type="checkbox"/> Ask your IEP team if you could benefit from the career planning services offered by the Office of Vocational Rehabilitation (OVR). OVR may help you determine a career that matches your interests and strengths, and then help you train for it. <input type="checkbox"/> Write a resume with cover letter. <input type="checkbox"/> Practice filling out applications. <input type="checkbox"/> Practice interview skills. <input type="checkbox"/> Ask your School Counselor or the Transition Coordinator about other programs that you might be eligible for to support your employment goals. <input type="checkbox"/> Register with CareerLink to help you further prepare for a job after high school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to work toward employability skills and goals. <input type="checkbox"/> If you are participating in work experience with support, take responsibility for the duties and social aspects of your job with increasing independence from the job coach. <input type="checkbox"/> If appropriate, register with the Office of Vocational Rehabilitation (OVR) 1-2 years prior to graduation to determine your eligibility for services. <input type="checkbox"/> Sign a release for your school to share records with OVR. <input type="checkbox"/> Ask adult agencies you are working with to come to your IEP meetings to help you plan for employment, job placement, training and accommodations.
COMMUNITY LIVING	<ul style="list-style-type: none"> <input type="checkbox"/> Continue your involvement with youth groups in your school and community. <input type="checkbox"/> Invite representatives from agencies that you work with now, or that may provide services for you after graduation, to your IEP meeting. <input type="checkbox"/> Make a list of your current benefits, and then ask your IEP team to help you find out how those benefits will change when you reach 18. <input type="checkbox"/> Ask your IEP team to help you find out if you might be eligible to apply for SSI (Supplemental Security Income for individuals with disabilities) at age 18. Plan to have less than \$2000 in your name. <input type="checkbox"/> If you are not driving, learn how to access Public or Para-Transit. <input type="checkbox"/> Begin to take as much responsibility as you can for your routine health and medical needs, budgeting, shopping and home care. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore joining young adult social groups. <input type="checkbox"/> Invite agencies you work with now, or that may provide services for you after graduation, to your IEP meeting to facilitate coordination of services. <input type="checkbox"/> Register to vote, and if male, register for selective service at age 18. Males must register for the draft in order to be eligible for federal financial aid. <input type="checkbox"/> If you are applying to the Supplemental Security Income program (SSI), you will need to reapply for Medical Access (health insurance) at age 18. <input type="checkbox"/> If you are receiving SSI Benefits, schedule a meeting with a Benefits Coordinator to discuss work incentives which may help you retain your benefits while training and working. <input type="checkbox"/> If you will not be driving or accessing Public Transportation, apply for Para-Transit services. <input type="checkbox"/> Take increasing responsibility for health and medical needs, budgeting, shopping and home care.

