

Northfield Public Schools
Family Guide for Transition Planning

TRANSITION TRACKER

for

(student's name)

Transition is the time to plan for:

Post-secondary Education and Training

Employment

Independent Living

Transitioning to Adult Life

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. Areas to address include post-secondary education and training, employment and independent living.

Beginning sometime during grade 9, each 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. Transition planning requires input from with the student, 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).

Acronyms	Definitions
ACT	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.
CAC Waiver	Community Alternative Care - 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.
CADI Waiver	Community Alternatives for Disabled Individuals - 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.
CTIC	Community Transition Interagency Committee – a committee organized to assist students with disabilities in making a smoother transition from high school to the adult world.
DD Waiver	Developmental Disability Waiver (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.
GRH	Group Residential Housing - 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.
IEP	Individualized Education Program – customized education plan with goals and objectives for a student with a disability.
IIIP	Individual Interagency Intervention Plan – same as above when it includes more than one outside agency involved (the state MN Education Department is moving towards this model).
MA	Medical Assistance (MA) : 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.
MA-EPD	Medical Assistance for Employed Persons with Disabilities – 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

MA-EPD	Medical Assistance for Employed Persons with Disabilities – 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.
Medicare	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.
MFIP	Minnesota Family Investment Plan - 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).
MSA	Minnesota Supplemental Aid - 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.
RS	Rehabilitation Services - State operated program to assist adults with disabilities with vocational needs and related services.
RSDI	Retirement Survivors Disability Insurance – This program provides income for qualified workers who retire or become disabled and to their dependents or survivors. This is an earned benefit.
SAT	Standardized Achievement Test - formerly the Scholastic Aptitude Test, this college entrance exam tests reasoning and knowledge in subject matter.
SSI	Supplemental Security Income – 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.
SSDI	Social Security Disability Insurance - 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.
TBI Waiver	Traumatic Brain Injury Waiver – provides funding for home and community-based services for children and adults who have an acquired or traumatic brain injury.
TEFRA	Tax Equity & Fiscal Responsibility Act - Program for people under the age of 18 with disabilities that allows them

Transition Tracker was initially developed by the Rice County Community Transition Interagency Committee (CTIC), based on a model created by the Dakota County CTIC

Grade 9 - Tracker Review Date: _____

Who is on my team?			
Team Member	Title	Phone Number	Notes

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Where am I now? What are my strengths?	What do I like to do?	What is important for me to learn and to do? What are my goals?
Post-Secondary Education and Training		Post-Secondary Education and Training
Employment		Employment
Independent Living		Independent Living

What will we do this year to achieve my transition goals?	<p style="text-align: center;">OPTIONS TO CONSIDER . . .</p> <p style="text-align: center;">(circle all that are appropriate for you and mark <input checked="" type="checkbox"/> when completed)</p>	Who (team members and outside sources) will help me with these tasks?
General	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Begin identification of long-range goals, taking into account the student's 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. <input type="checkbox"/> Develop a graduation plan. 	
Post-Secondary Education and Training	<ul style="list-style-type: none"> <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"/> Identify pre-employment skills, needs, and abilities. <input type="checkbox"/> Determine course work to match career goals based on interests, <input type="checkbox"/> See CTIC Resource Directory available at: http://www.nfld.k12.mn.us/studenterv/cticdirectory.pdf. 	
Employment	<ul style="list-style-type: none"> <input type="checkbox"/> Gather information on opportunities for career exploration (i.e., career fairs, career center visits job shadowing, etc.). <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 employment, summer youth employment program, work experience program, etc.) 	

What will we do this year to achieve my transition goals?	<p style="text-align: center;">OPTIONS TO CONSIDER . . .</p> <p style="text-align: center;">(circle all that are appropriate for you and mark <input checked="" type="checkbox"/> when completed)</p>	Who (team members and outside sources) will help me with these tasks?
Employment (cont.)	<input type="checkbox"/> Select course work to coordinate with employment and volunteer interests. <input type="checkbox"/> Ask school and Rehabilitation Services for summer program opportunities and funding option	
Independent Living	<input type="checkbox"/> Review current support services at home, if applicable. <input type="checkbox"/> Consider future living setting (e.g., on own, group home, etc.). <input type="checkbox"/> Develop independent-living skills (e.g., self-care and life skills at home). <input type="checkbox"/> If you have a waiver, consult with county case manager and consider “in-home family support” and other waived services. <input type="checkbox"/> Consider the need to expand recreation and leisure skills. <ul style="list-style-type: none"> <input type="checkbox"/> Pursue leisure options for group or individual activities. <input type="checkbox"/> Explore referral to mentor/peer programs (county, church, school, community). <input type="checkbox"/> Explore school district extracurricular activities. <input type="checkbox"/> Explore structured recreation and leisure activities (i.e., YMCA, Project ABLE, Special Olympics, Park & Recreation, etc.) <input type="checkbox"/> Consider the need to expand community participation skills <ul style="list-style-type: none"> <input type="checkbox"/> Find opportunities to volunteer, including . ‘service learning’ options through school district. <input type="checkbox"/> Gain awareness and skills through community experiences (i.e., restaurants, movies, library, etc.). <input type="checkbox"/> Consider an assessment at Courage Center, Back in Action or Rehabilitation Services to determine if you are capable of driving. <input type="checkbox"/> Explore available public transportation. <input type="checkbox"/> Determine appropriateness for drivers’ education and/or formalized driving assessment <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.) <input type="checkbox"/> Check to see if you are eligible for a lifetime fishing license. 	

Notes/Questions/Documentation:

Grade 10 - Tracker Review Date: _____

Who is on my team?			
Team Member	Title	Phone Number	Notes

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Where am I now? What are my strengths?	What do I like to do?	What is important for me to learn and to do? What are my goals?
Post-Secondary Education and Training		Post-Secondary Education and Training
Employment		Employment
Independent Living		Independent Living

What will we do this year to achieve my transition goals?	<p style="text-align: center;">OPTIONS TO CONSIDER . . .</p> <p style="text-align: center;">(circle all that are appropriate for you and mark <input checked="" type="checkbox"/> when completed)</p>	Who (team members and outside sources) will help me with these tasks?
General	<input type="checkbox"/> Review long-range goals. <input type="checkbox"/> Review graduation date and plan!	
Post-Secondary Education and Training	<input type="checkbox"/> Continue to research and identify post-secondary training possibilities (e.g., technical college, university, trade school, military, etc.). <input type="checkbox"/> Determine if transition services will be extended beyond age 18 (via enrollment in a transition program). <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. <input type="checkbox"/> Consider future living environments (e.g., on own, group home, etc.).	
Employment	<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.)	

What will we do this year to achieve my transition goals?	<p style="text-align: center;">OPTIONS TO CONSIDER . . . (circle all that are appropriate for you and mark <input checked="" type="checkbox"/> when completed)</p>	Who (team members and outside sources) will help me with these tasks?
Independent Living	<ul style="list-style-type: none"> <input type="checkbox"/> Consider future living environment (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 independent living needs. <input type="checkbox"/> Consider future needs for supported or independent living-skills training <input type="checkbox"/> Consider the need to expand recreation and leisure skills. <ul style="list-style-type: none"> <input type="checkbox"/> Pursue leisure/recreation activities in the community and school. <input type="checkbox"/> Consider referral to mentor/peer program. <input type="checkbox"/> Explore school district extracurricular activities. <input type="checkbox"/> Explore structured recreation and leisure activities (i.e., YMCA, Project ABLE, Special Olympics, Park & Recreation, etc.) <input type="checkbox"/> Explore joining a league (e.g., softball, bowling, etc.). <input type="checkbox"/> Explore new avenues to build social outlets. <input type="checkbox"/> Consider the need to expand community participation skills. <ul style="list-style-type: none"> <input type="checkbox"/> Find opportunities to volunteer. <input type="checkbox"/> Consider ‘service learning’ options through school district. <input type="checkbox"/> Gain awareness and skills through community experiences (i.e., restaurants, movies, library, etc.). <input type="checkbox"/> Incorporate money-management skills into community experiences. <input type="checkbox"/> Experiences using public transportation. <input type="checkbox"/> Identify best transportation resources 	

Notes/Questions/Documentation:

Grade 11 - Tracker Review Date: _____

Who is on my team?			
Team Member	Title	Phone Number	Notes

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Where am I now? What are my strengths?	What do I like to do?	What is important for me to learn and to do? What are my goals?
Post-Secondary Education and Training		Post-Secondary Education and Training
Employment		Employment
Independent Living		Independent Living

What will we do this year to achieve my transition goals?	<p style="text-align: center;">OPTIONS TO CONSIDER . . .</p> <p style="text-align: center;">(circle all that are appropriate for you and mark <input checked="" type="checkbox"/> when completed)</p>	Who (team members and outside sources) will help me with these tasks?
General	<input type="checkbox"/> Review long-range goals. <input type="checkbox"/> Acquire Transfer of Rights information. <input type="checkbox"/> Determine appropriateness/need for guardianship. <input type="checkbox"/> Review graduation date and plan!	
Post-Secondary Education and Training	<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"/> 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"/> Learn how to increase self-advocacy.	
Employment	<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"/> Visit Minnesota WorkForce Center to use the resources and data bases there to explore employment and career opportunities. <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.	

What will we do this year to achieve my transition goals?	<p style="text-align: center;">OPTIONS TO CONSIDER . . . (circle all that are appropriate for you and mark <input checked="" type="checkbox"/> when completed)</p>	Who (team members and outside sources) will help me with these tasks?
Independent Living	<ul style="list-style-type: none"> <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"/> Explore development of “natural supports.” <input type="checkbox"/> Consider the need to expand recreation and leisure skills. <ul style="list-style-type: none"> <input type="checkbox"/> Pursue leisure/recreation activities in the community and school. <input type="checkbox"/> Consider referral to mentor/peer program. <input type="checkbox"/> Explore school district extracurricular activities. <input type="checkbox"/> Explore structured recreation and leisure activities (i.e., YMCA, Project ABLE, Special Olympics, Park & Recreation, etc.) <input type="checkbox"/> Explore joining a league (e.g., softball, bowling, etc.). <input type="checkbox"/> Explore new avenues to build social outlets. <input type="checkbox"/> Consider the need to expand community participation skills. <ul style="list-style-type: none"> <input type="checkbox"/> Continue volunteer/service learning opportunities. <input type="checkbox"/> Gain awareness and skills through community experiences (i.e., restaurants, movies, library, etc.). <input type="checkbox"/> Select and use multiple modes of travel. 	

Notes/Questions/Documentation:

Grade 12 + - Tracker Review Date: _____

Who is on my team?			
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Post-Secondary Education and Training		Post-Secondary Education and Training
Employment		Employment
Independent Living		Independent Living

What will we do this year to achieve my transition goals?	<p style="text-align: center;">Options to Consider . . .</p> <p style="text-align: center;">(circle all that are appropriate for you and mark <input checked="" type="checkbox"/> when completed)</p>	Who (team members and outside sources) will help me with these tasks?
General	<ul style="list-style-type: none"> <input type="checkbox"/> Review long-range goals. <input type="checkbox"/> If appropriate, finalize court process for guardianship. <input type="checkbox"/> If appropriate, complete application for Medical Assistance. <input type="checkbox"/> Transfer to an adult County Case Worker. <input type="checkbox"/> Review graduation date and plan! 	
Post-Secondary Education and Training	<ul style="list-style-type: none"> <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"/> 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. 	
Employment	<ul style="list-style-type: none"> <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 or continue job-shadowing if appropriate. <input type="checkbox"/> Visit Minnesota WorkForce Center and find out what's available there for employment and career resources. <input type="checkbox"/> Consider completion of a vocational assessment to identify employment skills, abilities and interests, and how the disability affects employment (if transition assessment and school data do not provide needed information for planning). 	

What will we do this year to achieve my transition goals?	Options to Consider . . . (circle all that are appropriate for you and mark <input checked="" type="checkbox"/> when completed)	Who (team members and outside sources) will help me with these tasks?
Employment (cont.)	<ul style="list-style-type: none"> <input type="checkbox"/> Gather information on opportunities for community-based employment (e.g., competitive, summer youth employment program, etc.) work experience program, etc. <input type="checkbox"/> Explore options for supported employment if appropriate. <input type="checkbox"/> Tour supported employment programs, if appropriate. <input type="checkbox"/> Make final selection of supported employment program if appropriate. <input type="checkbox"/> Obtain & maintain suitable employment to be kept after completion of formal education. <input type="checkbox"/> Develop a plan for continued employment supports. <input type="checkbox"/> Monitor employment. 	
Independent Living	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Determine needs for supported or independent-living-skills training. <input type="checkbox"/> Identify informal and natural supports. <input type="checkbox"/> Make decision regarding living setting following graduation. Consult with case manager to see what options are available for support. <input type="checkbox"/> Consider the need to expand recreation and leisure skills. <ul style="list-style-type: none"> <input type="checkbox"/> Explore structured recreation and leisure activities (i.e., YMCA, Project ABLE, Special Olympics, Park & Recreation, etc.) <input type="checkbox"/> Explore joining a league (e.g., softball, bowling, etc.). <input type="checkbox"/> Explore new avenues to build social outlets. <input type="checkbox"/> Consider adult formalized social/recreational activities (e.g. Project Explore). <input type="checkbox"/> Participate in preferred activities of interest. <input type="checkbox"/> Have a plan for staying physically active. 	

What will we do this year to achieve my transition goals?	Options to Consider . . . (circle all that are appropriate for you and mark <input checked="" type="checkbox"/> when completed)	Who (team members and outside sources) will help me with these tasks?
Independent Living (cont.)	<input type="checkbox"/> Consider the need to expand community participation skills. <ul style="list-style-type: none"> <input type="checkbox"/> Register to vote. <input type="checkbox"/> Obtain an MN Identification Card. <input type="checkbox"/> Identify assistive technology or adaptive equipment needed to access community resources. <input type="checkbox"/> Continue to develop self-advocacy skills. <input type="checkbox"/> Explore participation in Adult Community Education. 	

Notes/Questions/Documentation: