

This checklist includes important steps along the path to adulthood that youth and parents, teachers and community providers may find useful during transition planning. The student’s skills, interests and needs will help determine which items on the checklist should be considered.

Activities may be addressed in general education, through the IEP, at home or in the community. Find additional information to support each activity with the related resources.

Beginning 8th Grade

Review the Elementary Through High School (link) list as the student gets older. This will help determine activities to continue development of those skills.

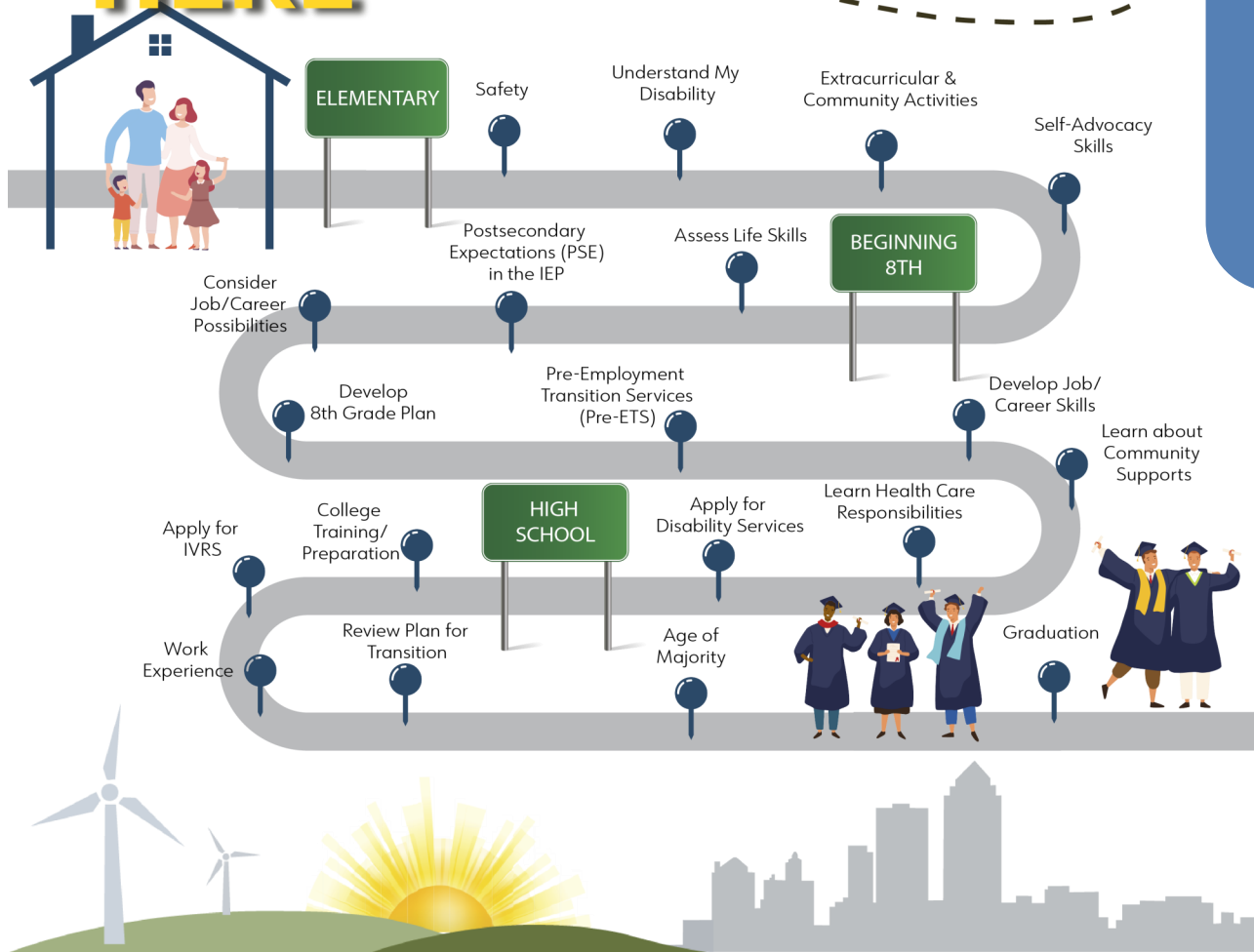
Transition planning in Iowa is required to begin by age 14 for students who have IEPs. This includes identification of the students plans for living arrangements, education and work after high school. It also includes the assessment of skills related to those plans. The IEP team may refer to these assessments as transition assessments.

When	Who is involved	What/ Activity	Why/ Skills	Who to Consider	Related Resource/ How
Beginning by age 14 or earlier if needed and each year after	The IEP Team members, including parents and student	Postsecondary Expectations (PSE) The IEP Team, identifies the student’s post high school goals for living arrangements, continued education, and work.	The student’s skills are assessed. This assessment will help identify the student’s plans after high school. This includes goals for independent living, education and work. Skills the student needs to learn to reach their goals for after high school are included as goals, services or activities in the IEP or through general education classes.	All students who have an IEP	Transition Planning Components within IEPs- Postsecondary Expectations Transition Planning Components within IEPs- Student Strengths, Interests, Preferences Iowa Transition Model!
Beginning with 8th grade annual IEP meeting (earlier if needed) and each year after	The IEP Team members, including parents and student	Assess life skills The student’s needs in the areas of functional life skills are assessed through the IEP process.	This may include money management, shopping, cooking, housekeeping and self-care. The IEP team determines gaps that need to be addressed by goals, services or activities in the IEP or through general education classes. Skills may also be learned and practiced at home and in the community.	All students on an IEP	Transition Planning Components within IEPs- Course of Study

When	Who is involved	What/ Activity	Why/ Skills	Who to Consider	Related Resource/ How
8th grade, and as plans change	Student with support of school staff, parents and/ or Vocational Rehabilitation Counselor	Job/ Career Possibilities Student identifies possible careers/ jobs in their area of interest.	This includes student vocational assessments. May include student job site visits to get a better understanding of what the day to day work looks like.	All students (if Vocational Rehabilitation is involved student must have a disability)	Interest Assessment Help Exploring Careers ONet
8th grade and spring of each year of high school	The student with support from parents and/ or school personnel	College Preparation The student meets with the school counselor to plan the course of study needed to attend college.	Specific classes may be needed for college enrollment.	Students wanting to go on to community or 4 year college	Transition Planning Components within IEPs- Course of Study
8th grade and each year of high school	The student, school counselor and parents	8th Grade Plan An Individual Career and Academic Plan (ICAP) is developed to outline the student's course of study for high school.	This identifies the student's career options and goals, and coursework needed. This should be consistent with the student's Post-secondary Expectations (PSE) in the IEP, and reviewed annually.	All students	Career and Academic Planning ICAP
8th grade through high school	Student and parents	Community Supports Student and parents collect information from groups that provide adult programs and services.	Programs and services that meet the students' needs are identified. This may include county services, waiver services, community services, etc.	Students who will need supports after high school	Iowa Compass Home and Community Based Waiver Services (HCBS) Mental Health and Disability Services (MHDS) Regions
By 8th grade or at least 4 years before services are needed due to waiting lists	Parents	Apply DHS/ HCBS Services Parents contact County DHS Office to apply for county funding for services and supports.	DHS services may include Home and Community Based (HCBS) Medicaid waiver services, and Medicaid.	Students who will need long term independent living supports and/or vocational services	DHS Offices Home and Community Based Services (HCBS) and Waivers

When	Who is involved	What/ Activity	Why/ Skills	Who to Consider	Related Resource/ How
8th grade and spring of each year of high school	The student and special education teacher	Graduation Requirements The student, special education teacher and school counselor meet to review credits needed to meet the student's needs for graduation and for living, learning and working after high school.	This information is used by the IEP team to plan classes needed for the student to graduate and/or meet their goals after high school.	All students on an IEP	Graduation Requirements Transition Planning Components within IEPs- Course of Study Guidance on 4+ Services
8th and 9th grade, revisit each year of high school	Parents and/ or school personnel	College Options The student identifies options for colleges and requirements for acceptance.	To determine the best option/ fit and what steps need to be taken if chosen.	Students wanting to go on to community or 4 year college	Explore Colleges Transition Planning Components within IEPs- Course of Study
End of 8th grade or when the student turns 14	Student, parents and vocational rehabilitation	Pre-Employment Transition Services (Pre-ETS) The student applies for Pre-ETS services with parent signature.	To determine student eligibility for Pre-ETS services that may begin the summer after 8th grade.	Students with disabilities	Pre- ETS Pre-ETS Agreement

YOUR JOURNEY BEGINS • HERE



Related Resources

- Transition Planning Checklist: Beginning Elementary School
- Transition Planning Checklist: Beginning High School
- WWW.TRANSITIONIOWA.ORG

<https://www.transitioniowa.org/transition-planning/transition-planning/transition-who-what-why>

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