

This checklist includes important steps along the path to adulthood. This list may be helpful for students, parents, teachers and service providers as they plan for transition. The student's skills, interests and needs will help determine which items on the checklist should be considered.

Activities may occur in regular classes, through the IEP, at home or in the community. Resources to support the activities are included.

Beginning High School

Review the Elementary Through High School (link) list as needed to help determine activities to continue development of needed skills.

The focus of the of the IEP shifts to planning for life after high school when the youth turns 14. Development of skills for adult living, education and training and employment, and practicing those skills at school, home and in the community is key to the student's successful transition to adulthood. Learn about each step of [Iowa's Transition Model](#).

When	Who is involved	What/ Activity	Why/ Skills	Who to Consider	Related Resource/ How
High school	Student with support of school staff, parents and/ or Vocational Rehabilitation (VR) Counselor	Job/ Career Skills Student participates in a number of activities that build skills for employment.	This may be in general education and/ or through Vocational Rehabilitation Services, as an IEP goal, or outside of the school day. Work skills may include teamwork, communication, following directions, and how to manage time. Self-advocacy skills and understanding the rules of work are also important.	All students	Pre-ETS IVRS Skills to Pay the Bills
High school	Student with support of school staff, parents and/ or Vocational Rehabilitation (VR) Counselor	Assess Community Mobility/ Transportation Student needs and skills required for mobility in the community are assessed.	Transportation options are identified. Options outside of family transportation must be considered. Skills that need development may be included as IEP goals or through services provided by Vocational Rehabilitation Services. These skills can include using public transportation, assistance learning pre-driving skills i.e. understanding the drivers ed manual or items that might be on the driver's test.	Students with IEPs	Community Mobility Checklist
Every year of high school	The IEP team	Assess for Assistive Technology The student's needs for technology are considered in the areas of living, learning and working.	Needs and skill development plans may be included in the IEP i.e. communication, accessing the curriculum like a Smart pen to help take notes, apps for helping with shopping list, etc.	All students with IEPs	Assistive Technology for Transition Success Assistive Technology-Iowa Dept. of Education

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High school	The student with support of family and/ or school personnel	Health Care The student learns about and practices personal wellness and health care.	The student can identify health care providers. The student learns about sexuality and family planning options. The student takes responsibility for health care needs (making appointments, filling and taking prescriptions, etc.).	All students	Got Transition website Transition to Adult Health Care Quickguide
Beginning Sophomore year	Parents and student	Disability Documentation Parents and student will keep updated information about the student's disability.	Information may be in the areas of education, physical or mental health. The student will need proof of disability no older than 3 years to qualify for many adult services. Services might include accommodations for work or school. Social Security, Medicaid and waiver services will also need current information. The school will also provide a Summary of Performance (SOP) prior to the student graduating or exiting services. This documentation should indicate accommodations and supports.	Any student with a disability or chronic condition	A FINANCIAL RESOURCE FOR PARENTS OF CHILDREN WITH DISABILITIES Documents to Keep for Youth Transitioning to Adult Life
Sophomore year and beyond	The IEP team	4+ Programming The IEP team will discuss whether programming is appropriate beyond the 4th year of high school.	If the student has unmet needs, the IEP team considers options for meeting those needs on an annual basis and a plan is identified by the IEP team to address those needs.	Students with IEPs	Guidance on 4+ Services
Sophomore Year Depending on waiting lists, at least two years before services are needed	Student with support of parents and/ or teachers	Apply for Vocational Rehabilitation Services Student applies for Vocational Rehabilitation services (VR).	Student eligibility and VR support are determined. VR helps people to prepare for work and get a job.	Students needing vocational and independent living supports	IVRS Process Iowa Department for the Blind– Employment Services

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Sophomore or junior year	The teacher or parent	Vocational Rehabilitation at IEP Meeting The teacher or parents invite Vocational Rehabilitation (VR) services to attend the IEP meeting.	The team discusses VR services and how VR and the school can work together.	Students who will need vocational supports	IVRS HS Contact List IVRS Brochure
Sophomore or junior year	Student, Parents and /or teachers	Supported or Independent Living/ Housing Student, parents and case manager discuss where the student will live as an adult and what supports will be needed.	This may include living own their own, with family members or roommates, in a group home or residential facility. Thought will be given to the location and costs, student's need for support and accommodations, and activities and services that are available. The student and parents visit those locations to choose the best fit for the student.	All students	Iowa Compass Host Home webinar
Sophomore and junior year	IEP team, and Student with support of parents and/ or Vocational Rehabilitation (VR) Counselor	Employment Supports IEP Team explores options for supported employment services.	Case Manager may be invited to IEP meeting. Options for vocational and life skills training after high school are identified.	Students who need employment supports	Iowa APSE Employment First: A Family Perspective
Sophomore and junior year	Student with parent or teacher	Workforce Services Student and teacher or parent explore services and youth programs that support the student's skill development.	Job training and experiences are identified. This may include Iowa Works summer services.	All students	Workforce Development Programs Workforce Development Offices
Sophomore and junior year	Student with support of Parents and teachers, IVRS or Iowa Workforce Development	Job Seeking The student creates a resume and list of references.	The student develops and practices interview skills. These skills are needed to apply and interview for work.	All students	21 Job Interview Tips Interview Tips

When	Who is involved	What/ Activity	Why/ Skills	Who to Consider	Related Resource/ How
Sophomore, junior and senior year	Student with support from parents and/ or school staff	College Options The student learns about college admission requirements.	It is important to understand the application process for admission and if there are remedial course requirements (community colleges). This includes disability services that are offered and requirements to get those services.	Students wanting to go on to community or four year college	Transition to Postsecondary For Educators Students with Disabilities Preparing for Postsecondary
Sophomore, junior or senior year	Student meets with counselor or teacher	College Preparation Student meets with counselor or teacher to discuss accommodations for college entrance tests.	This may include ACT, SAT, and Community college placement tests. Accommodations for tests are requested.	Students wanting to go on to community or 4 year college	ACT Accommodations
Junior and senior year	Student with support from parents and/ or school staff	Training Options The student learns about training school admission requirements.	It is important to understand the application process for admission and if there are course requirements. This includes disability services that may be offered and requirements to get those services	Students wanting to go on to a training school	Future Ready Iowa
Junior or senior year	Student and parents	FAFSA, College Scholarships Student and parents complete the Free Application for Federal Student Aid (FAFSA).	Scholarship applications are also completed. This helps determine the student's cost for college.	Students wanting to go on to community or four year college	FAFSA: Scholarships for students with disabilities:
Junior year (earlier if necessary)	Student with support of parents, school or Vocational Rehabilitation (VR) staff	Work Experiences Student participates in work experiences while in high school.	Work may be paid or non-paid. The work may be community jobs outside the school day or provided through general education at school. Experiences may be provided as an IEP goal or through Vocational Rehabilitation Pre-Employment Transition Services (Pre-ETS).	Students who will need vocational supports	Work Based Learning Experiences for Students with Disabilities Pre-ETS IVRS

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Beginning of junior and senior year	Student, Parents, and school staff	Review Plan for Transition The student's plan for transition is reviewed by the student, parents, and school staff to check for anything that still needs to be addressed.	The following questions might be helpful: <ul style="list-style-type: none"> • What needs must be addressed? • What services still need to be planned for? • Who do we need to talk to? 	All students	Iowa Transition Model
At least a year before age 18 and upon the student's 18th birthday	The teacher	Age of Majority The teacher shares information about Age of Majority with the student and parent.	Many rights will transfer to the student at age 18 unless guardianship options are in place.	Students with IEPs	Age of Majority Resources
Age 17	Parents and student	Guardianship/ Shared Decision Making Student and parents learn about guardianship and supported decision-making options.	Options that are appropriate for the student are identified. Actions are taken to implement those options. The help of an attorney may be needed.	Students needing help with adult decision making	Guardianship and Alternatives to Support Supported Decision Making
A year before leaving high school	Parents and student with Case Manager and/ or school, or IVRS support	Day Services Parents explore options for daily activities or day habilitation services that are available through waiver services.	Case Manager may be invited to IEP meeting. Options for daily supports, vocational and life skills training after high school are identified.	Students who need daily support services	Day Hab Providers
Apply at any age; apply or reapply at age 18	Student with parent support	Apply SSI/ SSDI Student applies for Supplemental Security Income (SSI) and/ or Social Security Disability Income (SSDI). Discuss financial benefits with a benefits counselor.	These programs may provide support for living expenses.	Students who have limited financial resources and meets disability requirements (at age 18, individual becomes family of one)	Apply for SSI Iowa Disability Benefits Network

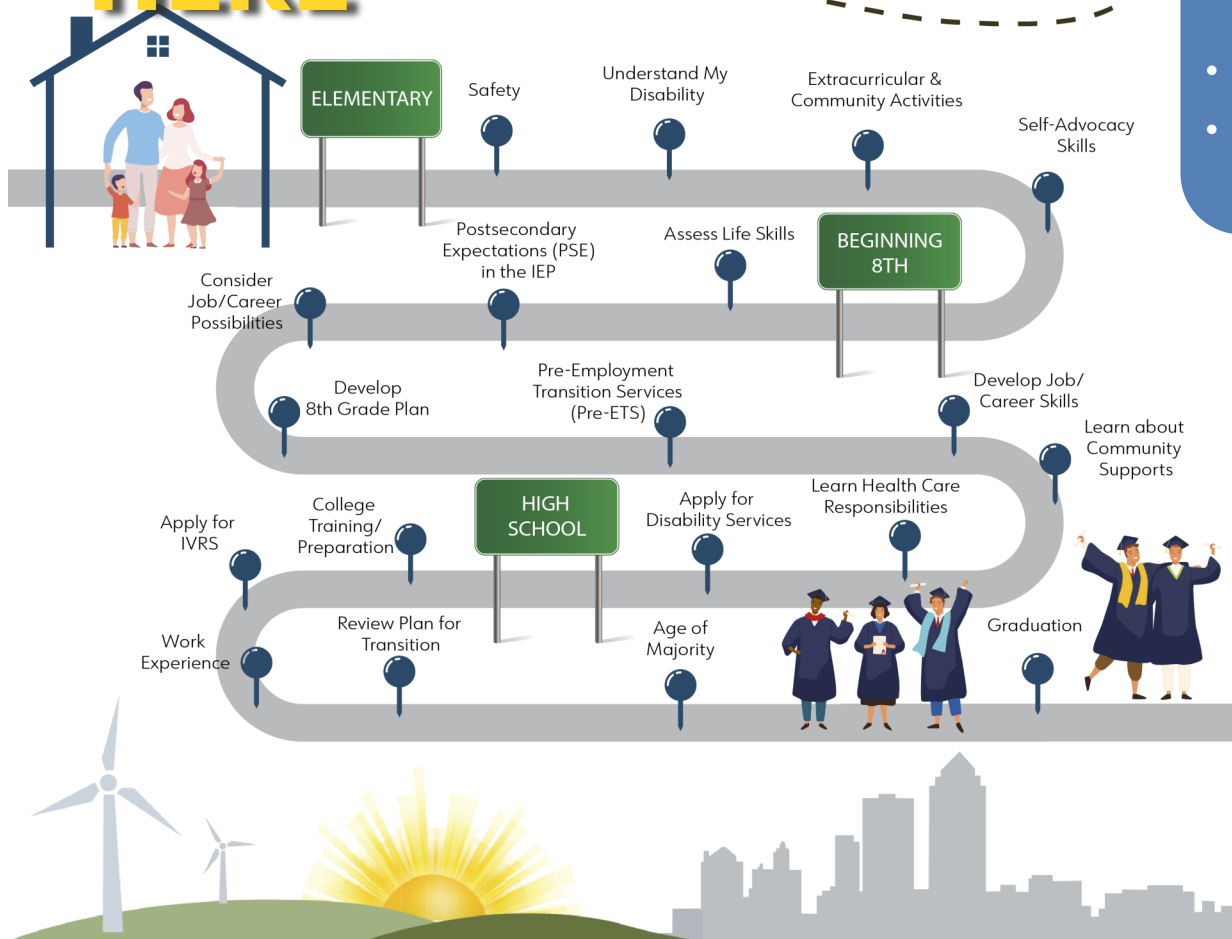
When	Who is involved	What/ Activity	Why/ Skills	Who to Consider	Related Resource/ How
At age 18	The student	Identification and Registration The student gets identification card (if needed) and registers to vote.	If male, the student needs to register for selective service. Official proof of identity is needed for many things including work.	All Students	Selective service Voter registration Official Identification
When district graduation and/ or IEP requirements have been met.	The student	Graduation The student receives a diploma or alternative certificate.	Congratulations!! Welcome to adulthood- continue working on adult skills.	All Students	Graduation Requirements Guidance on 4+ Services

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YOUR JOURNEY BEGINS HERE



- Related Resources**
- Transition Planning Checklist: Beginning Elementary School
 - Transition Planning Checklist: Beginning 8th Grade
 - WWW.TRANSITIONIOWA.ORG

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

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