

INDIVIDUAL TRANSITION FOLDER

Student name: _____

Circle each age completed: 12 13 14 15 16 17 18 19 20 21

Age 12 Transition Assessment:

- Student interview Date: _____
- Parent interview Date: _____
- Record review/teacher input Date: _____

TRANSITION PLANNING CHECKLIST

Activity	Date(s) Completed	Party Responsible
Career Interest Inventories (CareerZone, Career Cluster Survey, etc.)...List each assessment:		
Transition Assessments (self-determination, employment, education, independent living) List each assessment:		
Apply OPWDD/NYSCB		
CTE tour/visitation		
Enroll in CTE		
Summer employment		
Apply other Adult Services (list):		
Take PLAN/PSAT/SAT/ACT/ASVAB		
Apply colleges/financial aide		
Mock interviews		
Job Applications/Resume/Portfolio		
Work Experience(s) (list):		
Transportation Needs (bus/driver's license)		
Update Psychological/ Adaptive Behavior		
Apply ACCES-VR /NYSCB		
Photo ID/driver's license		
Register to vote		
Other:		
Other:		
Student Exit Summary (final year)		

CDOS Commencement Credential Tracking Table

School Year						
Evidence of CDOS Commencement Level Skill(s)						
CTE Courses Completed 1 Credit =108 hours						
Career Plan Updated						
WBL Worksite(s) And Hours						
Employability Profile						

Requirements for the CDOS Commencement Credential:

- Access to participate and progress in general education curriculum (working towards diploma)
- CTE Coursework and/or Work Based Learning (documented on student transcripts)
Two units of study (216 hours) with a minimum of 54 of those hours consisting of Work Based Learning
- Career Plan: Student has developed, annually reviewed and revised as appropriate.
A copy of the student's career plan is to be maintained in the student's permanent record.
- Employability Profile
Within one year prior to student's exit from high school, at least one work skills employability profile to be completed and a copy to be maintained in the student's permanent record.
- Evidence that the student has met the commencement level CDOS Learning Standards 1-3A

Standard 1 CAREER DEVELOPMENT	Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions.
KEY IDEA: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	
Standard 2 INTEGRATED LEARNING	Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
KEY IDEA: Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	
Standard 3a UNIVERSAL FOUNDATION SKILLS	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
SKILLS: Basic Skills, Thinking Skills, Personal Qualities, Interpersonal Skills, Technology, Managing Information, Managing Resources, Systems.	

TRANSITION PLANNING AREAS

Consider these areas when developing Transition Needs and the Coordinated Set of Transition Activities

1. EDUCATION

Study Skills/Learning Style _____
Adult Continuing Ed. _____
Voc. Prep./CTE _____
ADL/ Ind.Living _____
TASC _____
College Prep. _____
Other _____

2. RECREATION/LEISURE

No Support Needed _____
Community _____
(church groups, clubs, etc.)
Family Activities _____
Specialized Recreation _____
Peer Activities _____
Other _____

3. PERSONAL INDEP./RESIDENTIAL

No Support Needed _____
Independent Living _____
Living with Family _____
Supported Living _____
Medicaid Service Coord. _____
Housekeeping Skills _____
Self-Advocacy Skills _____
Other _____

4. FINANCIAL/INCOME

No Support Needed _____
Money Management/Budgeting _____
Benefits Advisement _____
Banking Skills _____
SSI/SSDI _____
Unearned Income _____
(trust fund, savings, gifts)
Other _____

5. LEGAL/ADVOCACY

No Support Needed _____
Understanding Advocacy Needs/Rights _____
Wills/Trusts _____
Guardianship/Advocacy _____
Selective Service _____
Voter Registration _____
Other _____

6. MEDICAL/HEALTH

No Support Needed _____
Insurance _____
Medicaid/Medicare _____
Psychiatric/Psychological _____
Support Group _____
General Health Care _____
Other _____

7. EMPLOYMENT

No Support Needed _____
Competitive Employ. _____
Supported Employ. _____
Prevocational Services. _____
Other _____

8. TRANSPORTATION

No Support Needed _____
Use of Public Transportation _____
Mobility Issues _____
Family/Friend Supported _____
Permit/Driver's License _____
Other _____

9. POST-SECONDARY/CONTINUING EDUCATION

_____ Application Assistance
_____ Financial Aide Assistance
_____ Study Skills Training
_____ Self-Advocacy Skills Training
_____ College Interview

_____ Transportation Assistance
_____ Contact with Disability/Accessibility
_____ Services Office
_____ Orientation Programs
_____ College/Program Select

Age	Transition Activity
12	Complete Age 12 Assessment with student and parent
	Discuss options for OPWDD and NYSCB supports and services (i.e.: family support, respite, service coordination)
	Develop and implement strategies to increase responsibilities and independence at home and in community.
	Explain diploma and credential options
14	Introduce and discuss transition services
	Notify parents that transition services will be incorporated into the IEP beginning at age 15.
	Discuss transition issues at IEP/CSE meeting
	Obtain parent consent to include appropriate community agencies and support services.
15	Transition components need to be included on the IEP that is in place when the student turns 15 yrs. old.
	Complete transition assessments including student and family interview
	Assist student to identify post-secondary goals through career exploration and self-awareness activities.
	Document on-going progress towards obtaining the CDOS commencement level learning standards and gather evidence through student work and accomplishments.
	Investigate summer employment/volunteer experiences.
	Document WBL experience in-school and community
	Explore community leisure and recreational activities
	Consider need for residential opportunities and family supports.
	Complete Career Plan
	Student attends CSE meeting and participates in the transition planning

Age	Transition Activity
16-18	Update transition within the IEP planning process
	Complete and update age-appropriate transition assessments
	Assure copies of work-related documents are available such as working papers, social security card, birth certificate, and photo ID
	Consider need for driving assessment and vehicle modifications – discuss with ACCES-VR/Medicaid
	Discuss self-determination and self-advocacy
	Discuss the process and need for a driver’s permit and driver’s license or other transportation alternatives.
	Complete college planning and application process (meet with guidance counselor)
	For military post-secondary goals – register for the ASVAB, talk with guidance, meet with a recruiter
	Consider all items identified in the 15 year old time line
	Obtain references from employers, club advisors etc.
18-21	Referral to ACCES-VR/NYSCB and other employment supports, 2 years prior to graduation
	Review CDOS credential requirements: Career Plan; CTE coursework/WBL, CDOS skill attainment; Career Plan and Employability Profile
	Continue all transition planning activities listed above
	Register to vote
	Register for the draft (males)
Last Year	Families consider guardianship application as appropriate.
	Review health insurance coverage, SSI/SSD
	Complete Student Exit Summary