

Transition Timeline Checklist

Planning for life after high school is an individualized and unique experience for each young person. This checklist tool can help guide you as you create a path towards your after high school goal. Review the actions at each stage. Check off the tasks you complete.

Pro-tip: Keep track for future planning. Add the date next to the item when you complete it.

At age 12-14 yrs old...

During this foundational stage:

- You are working to become an involved and independent self-advocate.

Your family and school staff will support you as you begin to learn:

- How to make your own choices and express yourself.
- More about your disability
- How to communicate with adults about what you need.

Tip: Steps in this stage might begin at this age but should continue through your time in high school

- ☐ Learn about your disability by talking with your parent(s) or a supporting adult. (Resource: [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities](#))
- ☐ Begin to practice decision-making and communicating your needs (Ex: share successes and challenges with teacher, work with a peer on an assignment and ask questions)
- ☐ In school, you can take a *career test* (vocational assessment). It helps you start to identify career goals (this is usually done when you are in the 8th grade or by the age of 14)
- ☐ Start exploring career interests. Figure out your strengths, interests, and abilities. (Use career inventories like [My Next Move interest profiler](#), talk to family about their careers, etc.)
- ☐ Did you know your lessons in school connect to the adult world? Ask your parents, teachers, advisors, etc. for examples and discuss.
- ☐ Encourage your parents to read through Family Guide Transition Planning with you. ([English](#), [Spanish](#), [Chinese](#))

Notes:

Glossary:

Vocational Assessment: is way to assess careers that match your strengths, interests, and skills.

At age 14-16 yrs old...

During this stage:

- It's time to learn how to be involved in planning your future.
- You will begin preparing and take part in conversations about your education and future goals.

Where appropriate, family and adult support will encourage you to:

- Make decisions
- Learn about your rights and responsibilities as a young person with a disability
- Build your self-advocacy skills.

Refer to INCLUDEnyc's [Employment Opportunities for Students](#) tip sheet

- ☐ Help choose your high school. Work with your parent(s) or support person and your guidance counselor to select a school that meets your needs. For example: attend tours with parent (s) to develop your list, think about the location if still learning to travel on your own. (Resource: [special education services and programs](#).)
- ☐ Prepare for and attend IEP meetings. Starting at age 14 yrs old, you will be invited to attend your yearly meeting with your parents. (Resource: [NYC DOE Ask and Share](#)- review with parent to prepare)
- ☐ Know what you are working to achieve for your high school graduation. What type of credential and/or [diploma](#) will you achieve? (During IEP meetings or discussions with guidance counselor, you can learn about number of class credits and state exams you need to [graduate](#).)
- ☐ Start identifying support people: parents, family, friends, community resources. (Note: you can invite a supporting person to attend and take part in your IEP meetings)
- ☐ Obtain [working papers](#). If under the age of 18 yrs old, you will need this document in order to start building your work experience. (Note: ask about obtaining during IEP meeting or speak with school staff. Be sure to turn in paperwork timely)
- ☐ Learn your Rights as a student and individual with a disability. (Resource: INCLUDEnyc's [Disability Laws: High School v. Postsecondary](#) tip sheet.)
- ☐ Participate in work experiences. In school, you can apply for work-based learning, summer internships and/or volunteer opportunities. For Example: Summer Youth Employment Program ([SYEP](#)) and Training Opportunities Program ([TOP](#)).

Glossary:

Individual Education Plan (IEP): is a written plan that your school has to put in place so that you receive supports and services to help you succeed in school.

IEP Meeting: a meeting held once a year to discuss your progress towards your goals, review current services and supports, and determine goals for next year.

Vocational Assessment: is an evaluation that your school conducts to learn more about your interests, skills, and abilities so that they can help you figure about future employment and training opportunities.

Notes:

At age 16-18 yrs old...

At this age, it's time to learn and build skills related to work.

- Participate in work-based learning opportunities allows you to explore and experience the working world.

These opportunities can be:

- Shadowing a family member or family friend at work
- Volunteering in the community (ex. local garden), or
- Internships through school or a community program.

Tip: Create a brag sheet! This is a detailed guide (sort of like a resume). It highlights your achievements, skills, experiences, goals and more. Your counselor, advisor, work-based learning coordinator, etc. could help you review and make recommendations.

Glossary:

Exit Summary: a summary of a student's achievements and overall performance in school. These summaries must include recommendations on how to assist the student in meeting their after high school goals.

- ☐ Research schools or employment/vocational programs that you are eligible to attend.
- ☐ Participate in your final IEP meeting and obtain an exit summary, when applicable.
- ☐ If you plan to attend college, learn about your parents'/caregivers rights regarding your educational records, as outlined in the Family Educational Rights and Privacy Act ([FERPA](#)).
- ☐ Research accommodations for the workplace, vocational training programs, or colleges (see [INCLUDEnyc Preparing for Work tipsheet](#)).
- ☐ Speak to your counselor or advisor about when your final Mandated Three-Year Re-evaluation will happen (formerly known as the tri-annual evaluation). This evaluation is usually done within the last year of high school. An up-to-date evaluation will be needed when requesting accommodations in the future.
- ☐ Connect with the accessibility and disability support services office when visiting college campuses or vocational programs.
- ☐ Work with family and school to learn about and apply for services through [ACCES-VR](#), [OPWDD](#), and/or Office of Mental Health ([OMH](#)), if appropriate.
- ☐ Collect necessary financial and disability documents for applications/ accommodations after high school (for example: most recently updated IEP, Medical documentation of disability, and disability evaluations).
- ☐ Apply for government benefits, as needed, such as Supplemental Security Income ([SSI](#)), Social Security Disability Insurance ([SSDI](#)), Food Stamps ([SNAP](#)), and [Medicaid](#). (**Note:** If SSI benefits are already in place, prepare for [SSI Age 18-Redetermination Process](#)).
- ☐ Keep copies of all documentation you submit when applying for programs, benefits, or services.
- ☐ Start building [financial literacy](#) and your brag sheet.

Notes:

At 18 yrs old and older...

At this stage you are focused on:

- Continuing to grow your independence
- Planning for independent living with the help of your supports
- Getting accommodations, as needed

This means taking part in activities or exploring options like:

- Travel training
- Assistive technology
- Housing resources
- Job coaching provided through supported employment.

- ☐ [Increase awareness of](#) and [independence using](#) public transportation systems.
- ☐ [Register to vote](#) at age 18.
- ☐ Complete an [assistive technology](#) assessment, if applicable ([AT Help Link](#))
- ☐ Explore living options after graduation, e.g. living with parents, college campus, supported living, or independently.
- ☐ Explore adult health care options.
- ☐ Obtain an official photo ID card, such as a [NYS driver's license](#) or [non-driver's ID](#).

Notes:

COLLEGE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES



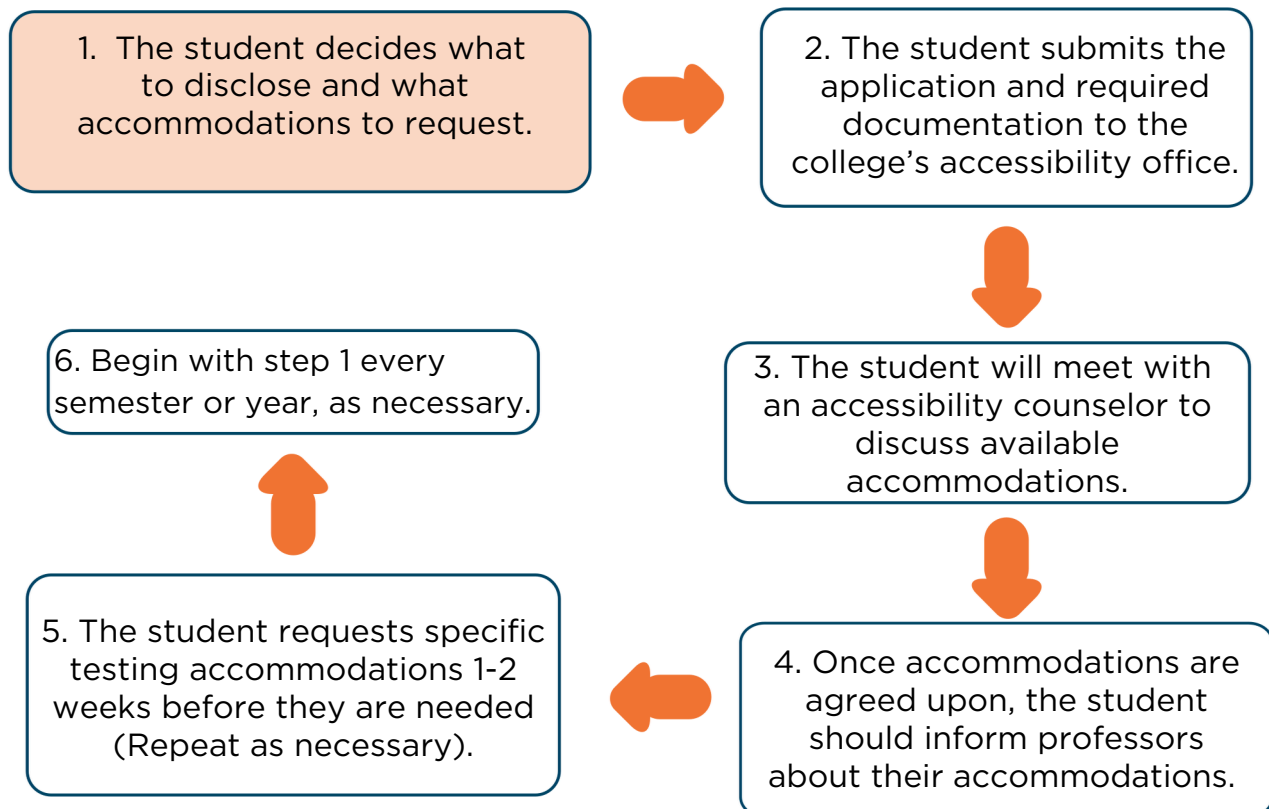
All students with disabilities can receive reasonable accommodations in college if they meet the eligibility criteria.

Obtaining accommodations in college is different than in high school, such as:

- A student must register with the college's Office of Disability Services/ Office of Accessibility in order to be considered for accommodations and supports.
- It is the student's responsibility to obtain and maintain accommodations.
- Depending on the college, students will need to request an accommodation letter every semester or year.
- Students will have to submit accommodation requests for each exam to their college's accessibility office in order to receive certain testing accommodations.

Below is the process for students with disabilities to obtain accommodations. It takes time to put accommodations and assistive technology into place, and it is the student's responsibility to provide necessary documentation in a timely manner.

HOW TO APPLY FOR REASONABLE ACCOMMODATIONS



COLLEGE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES



TYPES OF ACCOMMODATIONS AVAILABLE TO STUDENTS

As a beginning step to assist the student in advocating for their needs, here are some examples of commonly provided accommodations. For a complete list of available accommodations, be sure to contact the college's accessibility office.

Common Accommodations

- Extended time on assessments, e.g. quizzes, midterms, and final exams
- Testing in an alternative location
- Breaks during exams
- Calculator or laptop access
- A note-taker, reader, and/or scribe
- Access to audiobooks
- Accessible specific classroom seating/layout
- Accessible specific housing/dorming
- American Sign Language interpreters

Accommodations That May Be More Difficult to Get

- Extensions for specific assignments
- Alternate test format (e.g. multiple choice, true/false, essay)
- Tests and directions read out loud, or read and repeated
- Reduced course load and extended time to complete degree requirements

Assistive Technology/Other Services

- Auxiliary aids and services can take many forms, depending on the individual student's needs
- Making audio recordings of classes
- Qualified interpreters
- Class materials in alternative formats, e.g. texts in braille, recorded, or as digital file
- Access to voice recognition software
- Access to text-to-speech programs
- Regular meetings with an accessibility counselor/learning specialist
- Alternate ways to evaluate, e.g. projects or oral presentations instead of written tests

PROJECT POSSIBILITY

Project Possibility works with young people with disabilities who want assistance to reach their job training and higher education goals. Participants will create a meaningful post-secondary plan, receive coaching to support their progress, and be connected with programs and services to support their success.



WHO IS ELIGIBLE? YOUNG PEOPLE WHO:

- Have an IEP, 504 Plan, or any documented disability
- Are between the ages of 16-26
- Live or attend school in NYC
- Want support to:
 - Create a career plan based on personal interests
 - Explore post-high school training and education opportunities
 - Apply for job training programs, college, or other academic programs
 - Obtain benefits, services, and supports needed to achieve post-secondary goals

PARTICIPANTS WILL HAVE AN OPPORTUNITY TO:

- Engage in ongoing one-to-one transition coaching sessions
- Get connected with benefits, programs, and services to support their goals
- Strengthen self-advocacy skills and develop a strong understanding of disability rights
- Develop new skills in fun and interactive workshops

Refer a Young Person for Project Possibility: <http://bit.ly/3X1GNRp>

CONTACT INFORMATION:

For more information email ProjectPossibility@includenyc.org
or call INCLUDEnyc Help Line at (212) 677-4660

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PROJECT POSSIBILITY

El Proyecto Posibilidad (Project Possibility) trabaja con jóvenes con discapacidades que requieren asistencia para alcanzar sus objetivos laborales o de educación superior. Los participantes crearán un plan significativo para su vida después de la secundaria, recibirán ayuda profesional para apoyar su progreso, y se pondrán en contacto con programas y servicios que les permitan alcanzar sus objetivos.



¿QUIÉNES CUMPLEN CON LOS REQUISITOS? JÓVENES QUE TIENEN ESTAS CARACTERÍSTICAS:

- Tienen un Programa de Educación Individualizado (IEP, por sus siglas en inglés), un Plan 504 o alguna discapacidad registrada
- Tienen entre 16 y 26 años de edad
- Asisten a una escuela en la ciudad de Nueva York o viven en la ciudad
- Quieren apoyo para lo siguiente:
 - Crear un plan profesional basado en sus intereses personales
 - Navegar oportunidades educativas y capacitaciones
 - Enviar aplicaciones a programas de capacitación laboral, de la universidad u otros programas académicos
 - Obtener beneficios, servicios y ayuda para alcanzar sus objetivos después de completar la escuela secundaria

LOS PARTICIPANTES PODRÁN HACER LO SIGUIENTE:

- Participar individualmente en sesiones de transición con instructores profesionales
- Ponerse en contacto con sistemas de beneficios, programas y servicios que les permitan alcanzar sus objetivos
- Fortalecer la habilidad de defender sus derechos y desarrollar
- conocimiento sobre los derechos de las personas con discapacidades
- Desarrollar nuevas habilidades en talleres divertidos e interactivos

Recomiende Project Possibility a un joven: <http://bit.ly/3LdBtYG>

PARA MÁS INFORMACIÓN:

Para aprender más, mande un email a ProjectPossibility@includenyc.org o llame a la línea de ayuda de INCLUYEnyc al (212) 677-4668

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PROJECT POSSIBILITY 计划

PROJECT POSSIBILITY 计划与希望获得协助以实现其工作培训和高等教育目标的年轻人 携手合作。参加人员将制定一项有意义的高中毕业后计划，接受有助于其取得进步的辅导，并参与 有助于其获得成功的计划和服务。



谁有资格？ 下列年轻人：

- 目前参加IEP、504计划或有任何记录在案的残障
- 年龄在16岁至26岁之间
- 在纽约市居住或就读
- 希望获得支持以下项目：
 - 根据个人兴趣制定职业计划
 - 探索高中毕业后培训和教育机会
 - 申请工作培训计划、大学或其他学术计划
 - 获得实现高中毕业后目标所需的福利、服务和支持

参加人员将有机会：

- 参与正在进行的一对一过渡辅导课程
- 参与有助于其实现目标的福利、计划和服务
- 增强自我倡导技能，深入了解残障权利
- 在有趣的互动讨论会中发展新技能

向可用项目（PROJECT POSSIBILITY）计划推介一名年轻人：<https://bit.ly/3X1GNRp>

联系方式：

有关更多信息，请发送电子邮件至 ProjectPossibility@includenyc.org
或致电(212) 677-4660联系INCLUDEnyc帮助热线

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Love, equity, and access for young people with disabilities

Contact Us

HELP LINE

M-Th, 9 AM - 3 PM

Or Leave a Message Anytime!



Call: (212) 677-4660 | (212) 677-4668

Text: (646) 693-3175 | (646) 693-3157

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