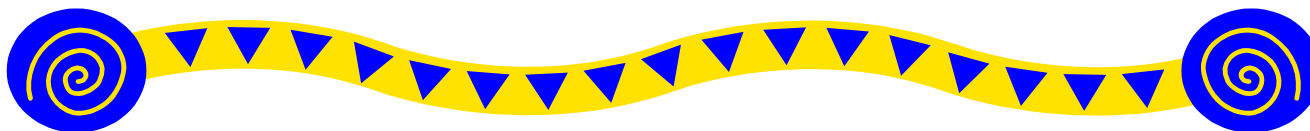


# *Interagency Guide for Transition Planning*

**This guide has been created and distributed by the Dakota County  
Community Transition Interagency Committee (CTIC)**

**Dakota County school districts include:  
South St. Paul (06); Burnsville-Eagan-Savage (191);  
Farmington (192); Lakeville (194); Randolph (195);  
Rosemount-Apple Valley-Eagan (196);  
West St. Paul-Mendota Heights-Eagan (197); Inver Grove Heights (199);  
Hastings (200); Intermediate School District 917**



**Student Name** \_\_\_\_\_

## **Transition to Adult Life**

The Dakota County Community Transition Interagency Committee (CTIC) has taken a leadership role in the effort to make provisions for effective transition planning and services for young adults with disabilities living in Dakota County. Our goal is to ensure that young people with disabilities experience a smooth and successful transition while moving from the school setting to adult life. Purposeful and cooperative transition planning assists students in overcoming obstacles and reaching their full potential.

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 home living/independent living skills, post-secondary education, jobs and job training, community participation, and recreation/leisure.

Through special education services, every school district must ensure that students with disabilities are provided with the special instruction and related services appropriate to their needs. The needs of each learner are discussed and the special education instruction and services to be provided are developed through the IEP (Individual Education Plan) or IEP Plus process. This plan must address the learner's need to develop skills to live and work as independently as possible within the community. The plan must contain a statement of the needed transition services before secondary school services are concluded, including a statement of the interagency responsibilities or linkages or both. The statement of transition service needs should relate directly to the student's goals after high school and show how planned activities are linked to these goals. Together with his or her team, the student will discuss and identify goals, interests, and needs as they relate to future employment, home living, community participation, recreation/leisure and post-secondary education.

Addressing an individual's transition needs requires collaboration and creativity. The process involves planning with the student, along with his or her parents, special educators, vocational educators, and adult service providers (i.e., social workers, Independent Living Services counselors, rehabilitation counselors, and possibly employers and/or advocates).



## Interagency Guide for Transition Planning

**Student's Name:** \_\_\_\_\_ **Date Guide was Initiated:** \_\_\_\_\_  
**Agencies Involved:** \_\_\_\_\_ **Dates Guide was Reviewed:** \_\_\_\_\_  
**Notes:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### How to Use this Guide

- This guide is intended to serve as an on-going planning document. It is used to identify a student's goals, interests, and needs relative to future employment, home living, community participation, recreation/leisure and post-secondary education.
- The student and his or her team will review the guide annually to develop incremental steps toward reaching identified future goals *starting at grade 9 or by age 14*.
- Transition is a combined effort; no one individual or agency is solely responsible to develop, implement and coordinate the learner's transition. Therefore, it is important to include representatives of other agencies when using this document. Responsibility for initiating the use of this guide rests with all team members.

### Current Plan for Graduation:

Date \_\_\_\_\_

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<b>Age 14</b>	<b>General</b>	<p>Ensure assessments of transition needs have been completed.</p> <p>Provide information on county social services (i.e., eligibility for case-management services).</p> <p>Identify student's disability and learning style.</p> <p>Review the initial transition planning/IEP meeting notes &amp; corresponding notes for IEP meeting that was held at age 13.</p> <p>Begin identification of long-range goals, taking into account the learner's preferences and interests.</p> <p>Consider future transition-service needs comprising the five planning areas.</p> <p>Identify graduation date via credit-based standards or IEP/IIIP. Develop a graduation plan.</p>			
	<b>Home Living</b>	<p>Review current support services at home (if applicable).</p> <p>Consider future living setting (e.g., on own, group home, etc.).</p> <p>Initiate increased independent-living skills (e.g., self-care and life skills at home).</p>			

<b>Time Frame</b>	<b>Transition Planning Domain</b>	<b>Options to Consider</b>	<b>Action/Services to be Completed</b>	<b>Transition Team Member(s) Responsible</b>	<b>Completion Date</b>
<b>Age 14</b>	<b>Post Secondary Education and Training</b>	<p>Begin researching/identifying post-secondary training possibilities (e.g., technical college, university, trade school, military, etc.).</p> <p>Determine course work to match career goals based on interests, needs, and abilities.</p>			
	<b>Recreation &amp; Leisure</b>	<p>Pursue leisure options for group or individual activities.</p> <p>Explore referral to mentor/peer program.</p> <p>Explore school district extracurricular activities.</p> <p>Explore structured recreation/leisure via YMCA, community education, park &amp; recreation etc.</p>			
	<b>Community Participation</b>	<p>Find opportunities to volunteer.</p> <p>Consider service learning options through school district.</p> <p>Gain awareness and skills through community experiences (i.e., restaurants, movies, library, etc.).</p> <p>Acquire and use self-advocacy skills.</p>			
	<b>Employment</b>	<p>Research jobs/occupations for skills and training requirements.</p> <p>Identify pre-employment skills.</p> <p>Establish a volunteer/job shadow opportunity/business tours.</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
Age 15	General	<p>Consider completing a <i>Futures Plan</i>.</p> <p>Review long-range goals.</p> <p>Review graduation date and plan.</p>			
	Home Living	<p>Consider future living environments (e.g., on own, group home, etc.).</p> <p>Increase responsibilities at home to enhance independent-living skills.</p> <p>Review current support services at home (if applicable).</p> <p>Determine school course work to meet home living needs.</p>			
	Post-Secondary Education and Training	<p>Continue to research and identify post-secondary training possibilities (e.g., technical college, university, trade school, military, etc.).</p> <p>Determine course work to meet requirements for post-secondary training that matches future goal attainment.</p>			
	Recreation & Leisure	<p>Pursue leisure/recreation opportunities in the community and school.</p> <p>Explore referral to mentor/peer program.</p> <p>Explore school district extracurricular activities.</p> <p>Explore structured recreation/leisure via YMCA, community education, park &amp; recreation, etc.</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
Age 15	Community Participation	<p>Pursue volunteer opportunities.</p> <p>Consider service learning options through school district.</p> <p>Incorporate money-management skills into community experiences.</p> <p>Gain awareness and skills through community experiences (e.g., restaurants, movies, library, shopping, etc.).</p> <p>Consider completing application for Supplemental Social Security Income (SSI).</p> <p>Continue volunteer opportunities/ service learning.</p> <p>Explore available public transportation options.</p> <p>Determine appropriateness for drivers education and/or formalized driving assessment.</p> <p>Obtain a Minnesota Identification Card.</p> <p>Acquire and use self-advocacy skills.</p>			



<b>Time Frame</b>	<b>Transition Planning Domain</b>	<b>Options to Consider</b>	<b>Action/Services to be Completed</b>	<b>Transition Team Member(s) Responsible</b>	<b>Completion Date</b>
<b>Age 15</b>	<b>Employment</b>	<p>Provide opportunities for career exploration (i.e., career fairs, career center visits, job shadowing).</p> <p>Provide opportunities for vocational skill development (e.g., work experience program, vocational classes, etc.).</p> <p>Provide opportunities for community-based employment (e.g., competitive, summer youth employment program [Tree Trust], work experience program, etc.).</p> <p>Select course work to coordinate with employment/volunteer interests.</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<b>Age 16</b>	<b>General</b>	<p>Offer completion of a <i>Future's Plan</i>.</p> <p>Review long-range goals or the <i>Future's Plan</i>.</p> <p>Review graduation date and plan.</p> <p>Provide <i>Transfer of Rights</i> information to parents and youth.</p>			
	<b>Home Living</b>	<p>Consider future living environments (e.g., on own, group home, etc.).</p> <p>Review current support services at home (if applicable).</p> <p>Increase independent living skills (e.g., self-care and life skills at home).</p> <p>Determine school course work to meet home living needs.</p> <p>Consider future needs for supported or independent living-skills training.</p>			
	<b>Post-Secondary Education and Training</b>	<p>Continue to research and identify post-secondary training possibilities (e.g., technical college, university, trade school, military, etc.).</p> <p>Determine if transition services will be extended beyond age 18 (via enrollment in a transition program).</p> <p>Consider taking ACT or SAT by spring of junior year.</p>			

<b>Time Frame</b>	<b>Transition Planning Domain</b>	<b>Options to Consider</b>	<b>Action/Services to be Completed</b>	<b>Transition Team Member(s) Responsible</b>	<b>Completion Date</b>
<b>Age 16</b>	<b>Recreation &amp; Leisure</b>	<p>Pursue leisure/recreation activities in the community and school.</p> <p>Explore referral to mentor/peer program.</p> <p>Explore school district extracurricular activities.</p> <p>Explore structured recreation/leisure via YMCA, community education, park and recreation, etc.</p> <p>Consider joining a league (e.g., softball, bowling, etc.).</p> <p>Explore new avenues to build social outlets.</p>			

<b>Time Frame</b>	<b>Transition Planning Domain</b>	<b>Options to Consider</b>	<b>Action/Services to be Completed</b>	<b>Transition Team Member(s) Responsible</b>	<b>Completion Date</b>
<b>Age 16</b>	<b>Community Participation</b>	<p>Pursue volunteer opportunities.</p> <p>Consider service learning options through School District.</p> <p>Continue volunteer opportunities/service learning.</p> <p>Incorporate money-management skills into community experiences.</p> <p>Gain awareness and skills through community experiences (e.g., restaurants, movies, library, shopping, etc.).</p> <p>Consider completing an application for Supplemental Security Income.</p> <p>Experience using public transportation.</p> <p>Identify best transportation resources.</p> <p>Determine appropriateness for drivers education and/or formalized driver's assessment.</p> <p>Identify assistive technology or adaptive equipment needed to access community.</p> <p>Obtain a Minnesota Identification Card.</p> <p>Acquire and use self-advocacy skills.</p>			

<b>Time Frame</b>	<b>Transition Planning Domain</b>	<b>Options to Consider</b>	<b>Action/Services to be Completed</b>	<b>Transition Team Member(s) Responsible</b>	<b>Completion Date</b>
<b>Age 16</b>	<b>Employment</b>	<p>Participate in job seeking/keeping curriculum/experiences.</p> <p>Invite Rehabilitation Services counselor to IEP meeting.</p> <p>Consider applying for Rehabilitation Services (RS).</p> <p>Initiate/continue job shadowing experience(s).</p> <p>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.</p> <p>Visit Minnesota Workforce Center and find out about services available to assist with employment and career resources.</p> <p>Provide opportunities for community-based employment (i.e., competitive, summer youth employment program [Tree Trust], work experience program, etc.).</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<b>Age 17</b>	<b>General</b>	<p>Review long-range goals or <i>Futures Plan</i>.</p> <p>Review graduation date and plan.</p> <p>Provide <i>Transfer of Rights</i> information to parents and youth.</p>			
	<b>Home Living</b>	<p>Consider future living environments (e.g., on own, group home, etc.).</p> <p>Review current support services at home (if applicable).</p> <p>Increase independent-living skills (e.g., self-care and life skills at home).</p> <p>Determine school course work to meet home living needs.</p> <p>Consider future needs for supported or independent-living-skills training.</p> <p>Explore development of “natural supports.”</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<b>Age 17</b>	<b>Post-Secondary Education &amp; Training</b>	<p>Determine if an updated psychological evaluation and adaptive functional/behavioral scale needs to be completed.</p> <p>Consider post-secondary direction (i.e., transition program, Tech College 2-4 yr. College, Military, supported employment).</p> <p>Apply for post-secondary education and training programs.</p> <p>Become familiar with accommodations needed in a post-secondary education and training program.</p> <p>Apply for disability accommodation services at the selected post-secondary education or training site.</p> <p>Learn how to increase self-advocacy.</p>			
	<b>Recreation &amp; Leisure</b>	<p>Pursue leisure/recreation activities in the community and school.</p> <p>Explore referral to mentor/peer program.</p> <p>Explore school district extracurricular activities.</p> <p>Explore structured recreation/leisure via YMCA, community education, park and recreation, Special Olympics, etc.</p> <p>Consider joining a league (e.g., softball, bowling, etc.).</p> <p>Explore new / build social outlets.</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
Age 17	Community Participation	<p>Determine appropriateness for guardianship.</p> <p>Continue volunteer opportunities/service learning.</p> <p>Gain awareness and skills through community experiences (e.g., restaurants, movies, library, shopping, etc.).</p> <p>Select and use multiple modes of travel.</p> <p>Determine appropriateness of drivers education and formalized driver's assessment.</p> <p>Identify assistive technology or adaptive equipment needed to access community.</p> <p>Obtain a Minnesota Identification Card.</p> <p>Acquire and use self-advocacy skills.</p> <p>Transfer from Child Medical Assistance (TEFRA, Waiver, MFIP) to adult Medical Assistance or MA-EPD.</p> <p>Apply for SSI, MA, MSA. Begin with SSI as a basis for MA.</p>			



Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<b>Age 17</b>	<b>Employment</b>	<p>Participate in job seeking/keeping curriculum/experiences.</p> <p>Invite Rehabilitation Services counselor to IEP meeting.</p> <p>Consider applying for Rehabilitation Services (RS).</p> <p>Initiate/continue job shadowing experience(s).</p> <p>Visit Minnesota Workforce Center and identify available employment and career resources.</p> <p>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.</p> <p>Provide opportunities for community-based employment (i.e., competitive, summer youth employment program [Tree Trust], work experience program, etc.).</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<b>Age 18-21</b>	<b>General</b>	<p>Review long-range goals or <i>Futures Plan</i>.</p> <p>Review graduation date and plan.</p>			
	<b>Home Living</b>	<p>Review current support needs at home (if applicable).</p> <p>Increase independent-living skills (e.g., self-care and life skills at home).</p> <p>Determine school course work to meet home living needs.</p> <p>Determine needs for supported or independent-living-skills training.</p> <p>Identify informal supports.</p> <p>Explore development of “natural supports.”</p> <p>Complete application for Minnesota Supplemental Assistance (MSA) through Dakota Co. Economic Assistance Department if youth will pursue residential housing.</p> <p>Make final decision regarding living setting following graduation.</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<b>Age 18-21</b>	<b>Post-Secondary Education &amp; Training</b>	<p>Determine if an updated psychological evaluation and adaptive functional/behavioral scale needs to be completed.</p> <p>Consider post-secondary direction (i.e., transition program, Tech College 2-4 yr. College, Military, supported employment).</p> <p>Apply for post-secondary education and training programs.</p> <p>Become familiar with accommodations needed in a post-secondary education and training program.</p> <p>Apply for disability accommodation services at the selected post-secondary education or training site.</p> <p>Implement plan for post-secondary training/skill development.</p> <p>Practice self-advocacy.</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<p><b>Age 18 - 21</b></p>	<p><b>Recreation &amp; Leisure</b></p>	<p>Explore structured recreation/leisure via YMCA, community education, park &amp; recreation, Special Olympics, etc.</p> <p>Explore new avenues to build social outlets.</p> <p>Consider joining a league (e.g., softball, bowling, etc.).</p> <p>Consider adult formalized social/recreational activities (e.g., Project Explore).</p> <p>Participate in preferred activities of interest for doing both alone and with others.</p> <p>Have a plan for staying physically active.</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<p><b>Age 18 - 21</b></p>	<p><b>Community Participation</b></p>	<p>Finalize court process for guardianship.</p> <p>Complete application for Medical Assistance.</p> <p>Transfer youth to an ongoing adult transition county social worker.</p> <p>Register for selective service (males).</p> <p>Register to vote.</p> <p>Match transportation to employment and living settings.</p> <p>Identify assistive technology or adaptive equipment needed to access community.</p> <p>Obtain a Minnesota Identification Card.</p> <p>Acquire and use self-advocacy skills.</p> <p>Explore participation in Adult Community Education.</p>			

Time Frame	Transition Planning Domain	Options to Consider	Action/Services to be Completed	Transition Team Member(s) Responsible	Completion Date
<b>Age 18 - 21</b>	<b>Employment</b>	<p>Participate in job seeking/keeping curriculum/experiences.</p> <p>Invite Rehabilitation Services counselor to IEP meeting.</p> <p>Consider applying for Rehabilitation Services (RS).</p> <p>Initiate or continue job-shadowing if appropriate.</p> <p>Visit Minnesota Workforce Center and find out about available employment and career resources.</p> <p>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).</p> <p>Provide opportunities for community-based employment (e.g., competitive, summer youth employment program [Tree Trust], etc.) work experience program, etc.</p> <p>Explore options for supported employment if appropriate.</p> <p>Tour supported employment programs if appropriate</p> <p>Make final selection of supported employment program if appropriate.</p>			

<b>Time Frame</b>	<b>Transition Planning Domain</b>	<b>Options to Consider</b>	<b>Action/Services to be Completed</b>	<b>Transition Team Member(s) Responsible</b>	<b>Completion Date</b>
<b>Age 18 - 21</b>	<b>Employment</b>	<p>Obtain &amp; maintain suitable employment to be kept after completion of formal education.</p> <p>Develop a plan for continued employment supports.</p> <p>Monitor employment.</p>			

## Acronyms List

<b>CTIC</b>	<b>Community Transition Interagency Committee</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>IIP</b>	<b>Individual Interagency Intervention Plan</b>
<b>MA</b>	<b>Medical Assistance</b>
<b>MA-EPD</b>	<b>Medical Assistance for Employed Persons with Disabilities</b>
<b>MFIP</b>	<b>Minnesota Family Investment Project</b>
<b>MSA</b>	<b>Minnesota Supplemental Assistance</b>
<b>RS</b>	<b>Rehabilitation Services</b>
<b>SAT</b>	<b>Standardized Achievement Test</b>
<b>SSI</b>	<b>Supplemental Security Income</b>
<b>TEFRA</b>	<b>Tax Equity &amp; Fiscal Responsibility Act</b>
<b>YMCA</b>	<b>Young Men's Christian Association</b>

## Brief Resource List

Dakota County Social Services – Developmental Disabilities Intake – Birth to 18: 952/891-7459, Age 18+: 651/554-6000  
Dakota County Social Services - Mental Health Intake - Birth to 18: 952/891-7400, Age 18+: 651/554-6000  
Dakota County Economic Assistance Intake: 651/554-2611  
Dakota County Public Health Intake: 651/554-6115  
Rehabilitation Services: 952/895-7630 (Burnsville Work Force Center) or 651/554-5642 (West St. Paul Work Force Center)  
DARTS Transportation: 651/455-1560  
Metro Mobility Transportation: West Metro: 612/332-7161 East Metro: 651/636-5000

**For a detailed list of transition resources available in Dakota County, please view the CTIC website and click on Transition Resource Directory:**

[www.isd917.k12.mn.us/ctic.html](http://www.isd917.k12.mn.us/ctic.html)