

Planning for Post-Secondary

Students will demonstrate the skills necessary to achieve postsecondary success.

1.0

1 Practice money management skills. 1.1

- A Develop a monthly budget using current or projected financial supports. 1.1A
 - B Explain procedures for banking services. 1.1B
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2 Participate in volunteer activities at school, home, neighborhood, or community. 1.2

- A Identify ways he or she can be a contributing member of society through volunteer activities. 1.2A
 - B Identify and participate in one or more volunteer activities in school or in the community. 1.2B
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3 Participate in leisure activities. 1.3

- A Plan weekend leisure activities. 1.3A
 - B Participate in leisure/social activities and events in/outside school. 1.3B
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4 Practice decision-making skills. 1.4

- A Determine personal decision-making process. 1.4A
 - B Use a decision-making model to practice effective decision-making. 1.4B
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5 Demonstrate appropriate communication skills. 1.5

- A Practice interview skills. 1.5A
 - B Demonstrate listening skills. 1.5B
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6 Model age-appropriate social skills. 1.6

- A Define age-appropriate social skills. 1.6A
 - B Demonstrate age-appropriate social skills in the school setting. 1.6B
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7 Practice desirable employability skills. 1.7

- A List traits of desirable employees. 1.7A
- B Independently adapt work habits to the needs of a specific academic or work activity. 1.7B

8 Practice self-advocacy skills. 1.8

- A Develop an understanding of self-awareness (e.g., strengths, needs, interests, preference) and communicate with various stakeholders on a variety of relevant postsecondary related topics. 1.8A

Students will register with specific needed community agencies. 2.0

1 Consult agency registration timeline and agency list to initiate the registration process. 2.1

- A Review agency timeline with case manager. 2.1A
- B Prioritize agency registration with case manager. 2.1B

2 Register with appropriate government service providers (e.g., vocational rehabilitation, social security, health/medical, independent living center, etc.). 2.2

- A Secure and complete application to desired agencies. 2.2A
- B Schedule appointment to confer with representatives from desired agencies. 2.2B
- C Confer with case manager to review agencies to invite to IEP meeting. 2.2C
- D Contact and interview potential agencies to determine match to personal needs. 2.2D

3 Complete application for postsecondary training facilities. 2.3

- A Locate and provide needed information to complete application. 2.3A
- B Submit completed application to agency representatives. 2.3B

4 Assemble needed eligibility documentation to submit with application. 2.4

- A Articulate eligibility documentation needed by each agency. 2.4A
- B Attach eligibility documents to completed application. 2.4B

5 Schedule appointment to make on-site visit with agencies and/or service providers. 2.5

- A Update personal log with contact information of agency representative and date/time of appointments. 2.5A
- B Submit summary of meeting and/or documents gathered from visits to agencies to transition portfolio. 2.5B

Students will investigate and determine needed future financial support. 3.0

1 Determine financial benefits available for adults with disabilities. 3.1

- A Compare his or her disability to benefit availability. 3.1A
- B Research benefit eligibility requirements. 3.1B

2 Evaluate desired lifestyle and amount of financial support necessary to facilitate that lifestyle. 3.2

- A Compare desired lifestyle with monetary requirements to achieve lifestyle. 3.2A
 - B Determine level of training required to achieve desired or needed salary. 3.2B
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3 Investigate different ways to save money. 3.3

- A Investigate financial institution savings plans and benefits of each type. 3.3A
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4 Research availability of scholarships and other funding services for postsecondary goals. 3.4

- A Set appointment with guidance office to complete scholarship search. 3.4A
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5 Match assistance needs to postsecondary goals. 3.5

- A Complete FAFSA. 3.5A
 - B Compare assistance needs to current postsecondary goals. 3.5B
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Students will communicate appropriate and necessary accommodations needed for successful integration into the adult community. 4.0

1 Evaluate personal needs concerning housing and transportation. 4.1

- A Evaluate housing options which best meet postsecondary goals. 4.1A
 - B Independently travel in the community. 4.1B
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2 Assist in the preparation and collection of eligibility documents. 4.2

- A Review eligibility documentation in transition portfolio with case manager. 4.2A
 - B Determine if documentation is up-to-date according to eligibility criteria for agency services. 4.2B
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3 Evaluate environmental access needs. 4.3

- A Define environmental accessibility. 4.3A
 - B Assess personal areas of need about environmental access and submit summary of results for transition portfolio. 4.3B
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4 Assess the impact his or her disability will have on workplace effectiveness. 4.4

- A Articulate implications of his or her disability in the workplace. 4.4A
 - B Evaluate requirements of a variety of workplace environments. 4.4B
 - C Examine the issue of disclosure of his or her disability in the workplace. 4.4C
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Students will work collaboratively on their Summary of Performance. 5.0

1 Refine personal postsecondary goals. 5.1

- A List qualities necessary for successful and satisfying careers. 5.1A
- B Review previous post-secondary goals and revise as necessary. 5.1B
- C Develop timeline to achieve personal goals. 5.1C

2 Articulate essential accommodations used for school success. 5.2

- A Practice asking for accommodations in the school setting. 5.2A
 - B Identify accommodations used in school that facilitated academic success. 5.2B
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3 Describe present levels of performance. 5.3

- A Review present level of performance contained in IEP. 5.3A
 - B Accept IEP documentation as accurate or offer additional information as indicated. 5.3B
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4 Discuss current functional skills. 5.4

- A Define functional living skills. 5.4A
 - B Complete inventory assessing personal functional living skills. 5.4B
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5 Evaluate requirements for assistance and supports needed in postsecondary environments. 5.5

- A Identify functional living skills, needed supports, or assistance needed to effectively participate in chosen postsecondary environments. 5.5A
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Students will collaborate with parents, teachers, and other professionals to develop realistic transition plans. 6.0

1 Determine immediate postsecondary pathway upon exit from high school. 6.1

- A Determine type of work environment the student would most like. 6.1A
 - B Set realistic goals based on strengths and preferences. 6.1B
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2 Identify alternative training opportunities related to career interests. 6.2

- A Evaluate cost, time required for study, and location of training facilities in relation to the desired beginning work date. 6.2A
 - B Use personal resources, internet search, career counselors, and other professionals to locate alternate training opportunities. 6.2B
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3 Research companies or organizations of interest for employment opportunities. 6.3

- A Use career counselors, internet search, newspaper, and job fairs to explore employment opportunities. 6.3A
 - B Identify and use personal supports to gather employment leads. 6.3B
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4 Identify colleges that provide educational programs relevant to career interests. 6.4

- A Attend school sponsored meetings to gather education or training opportunities. 6.4A
- B Complete search of facilities providing training in particular career interest areas. 6.4B

5 Develop a timeline for achieving ultimate postsecondary goals. 6.5

A Compare present performance to expected postsecondary goals. 6.5A

B Develop a four-year plan of action to achieve desired postsecondary goals. 6.5B

6 Investigate alternate career options. 6.6

A Gather information on career options related to personal preferences. 6.6A

B Adjust goals when initial goals are found to be inappropriate or need revision. 6.6B

7 Determine training requirements for employment goals. 6.7

A Determine level of training required for preferred career options. 6.7A