

Let's talk: Transition Planning



According to the Maryland State Department of Education website, transition planning begins at the age of 14 with the goal of supporting students with disabilities as they progress through school and prepare them for life in the adult world. This includes planning for college, work, transportation, living arrangements, health care, and daily living.

We need students, parents, caregivers, teachers, and guidance counselors to all contribute because we all need to be working together to make sure that students are as prepared as they can be for life after public school. This means identifying student strengths, challenges, interests, and preferences and setting reasonable and realistic postsecondary goals. Once these postsecondary goals are set, we come together to share contacts, network with community partners, and identify any services needed for a successful transition to postsecondary education, employment, or daily living.

Below is a transition timeline for students who are exiting the school system at age 21. It provides you a step-by-step guide of what needs to be done when. Let me prepare you though - it's a lot to take in. If you find yourself feeling lost or confused and would like some help; please don't hesitate to reach out to us at 410-535-2413 or via email at admissions@arcsoch.org
We'd love to help!

Transition Timeline Activities for Students Exiting the School System at Age 21

Age 14/15:

- Begin identifying abilities, strengths, and challenges. Begin to self-advocate. Attend and participate in IEP meetings.
- Begin identifying career interests and post-secondary goals, and begin participating in annual transition assessments.
- Develop the initial transition plan at the annual IEP meeting.
- If enrolled in high school, investigate Pre-Employment Transition Services (Pre-ETS) through the Division of Rehabilitation Services (DORS).
- Apply to Developmental Disabilities Administration (DDA).

Age 16/17:

- Explore and participate in employment training opportunities offered through your school district.
- Acquire the Maryland State Identification card from the Motor Vehicle Administration.
- Consider travel training by utilizing public transportation to travel in your community.
- Submit a Mobility Application Form for mobility/paratransit services.
- Consider obtaining a driver's license.

Age 17/18:

- Create a support network and develop a list of people to go to for help.
 - Create healthcare connections and develop a plan to change from pediatric to an adult health care system.
 - Consider consulting an attorney about future needs planning, power of attorney, or guardianship.
 - Explore assistive technology (if appropriate) options upon exiting the school system
 - Explore and choose a Coordination of Community Services Provider.
 - Contact DDA Regional Office to verify eligibility status and priority category.
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Age 18:

- Explore supported employment and work-based learning opportunities offered through your school district.
- Attend community transition fairs and workshops. Apply for Supplemental Security Income (SSI).
- Apply for Medical Assistance.
- Consider benefits counseling and planning.
- If not yet completed, choose a Coordination of Community Service (CCS) Provider.
- Meet with your Coordinator of Community Service (CCS) to develop a plan for the future.
- Register for Selective Service (if male).
- Register to vote.
- Explore living arrangement options (independent, roommate, group living, etc.).
- Explore subsidized housing in your community.

Age 19/20:

- Contact Developmental Disabilities Administration (DDA) for eligibility status if not yet determined.
- Apply to the Division of Rehabilitation Services (DORS) the fall prior to exit year.
- Consider a Career Assessment through the Division of Rehabilitation Services (DORS).
- Begin visiting community adult service providers.
- If choosing Self-Directed Services, choose a support broker and fiscal management service.
- Explore post-secondary education and training options.
- Explore adult mental health care if needed.

Age 20/21:

- Apply to several providers that best meet your needs.
 - Finalize the selection of an adult provider.
 - Invite adult provider to exit IEP meeting.
 - Work with your coordinator of resource services and adult provider to develop a service funding plan to be submitted to Developmental Disabilities Administration (DDA).
 - If selecting Self-Directed Services, begin to write a self-directed plan with your support broker.
 - Develop a contingency plan in the event that funding from the Developmental Disabilities Administration (DDA) is not immediately available.
 - Explore transportation options (i.e., how to get to work and around community, etc.).
 - Work with school transition personnel, adult provider, and Coordinator of Community Resources to create a seamless transition from the school system into the adult service delivery system.
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