

This checklist includes important steps along the path to adulthood that youth and parents, teachers and community providers may find useful during transition planning. The student's skills, interests and needs will help determine which items on the checklist should be considered.

Activities may be addressed in general education, through the IEP, at home or in the community. Find additional information to support each activity with the related resources.

## Beginning 8th Grade

Review the Elementary Through High School (link) list as the student gets older. This will help determine activities to continue development of those skills.

Transition planning in Iowa is required to begin by age 14 for students who have IEPs. This includes identification of the students plans for living arrangements, education and work after high school. It also includes the assessment of skills related to those plans. The IEP team may refer to these assessments as transition assessments.

When	Who is involved	What/ Activity	Why/ Skills	Who to Consider	Related Resource/ How
Beginning by age 14 or earlier if needed and each year after	The IEP Team members, including parents and student	<b>Postsecondary Expectations (PSE)</b> The IEP Team, identifies the student's post high school goals for living arrangements, continued education, and work.	The student's skills are assessed. This assessment will help identify the student's plans after high school. This includes goals for independent living, education and work. Skills the student needs to learn to reach their goals for after high school are included as goals, services or activities in the IEP or through general education classes.	All students who have an IEP	<a href="#">Transition Planning Components within IEPs- Postsecondary Expectations</a>  <a href="#">Transition Planning Components within IEPs- Student Strengths, Interests, Preferences</a>  <a href="#">Iowa Transition Model</a>
Beginning with 8th grade annual IEP meeting (earlier if needed) and each year after	The IEP Team members, including parents and student	<b>Assess life skills</b> The student's needs in the areas of functional life skills are assessed through the IEP process.	This may include money management, shopping, cooking, housekeeping and self-care. The IEP team determines gaps that need to be addressed by goals, services or activities in the IEP or through general education classes. Skills may also be learned and practiced at home and in the community.	All students on an IEP	<a href="#">Transition Planning Components within IEPs- Course of Study</a>

When	Who is involved	What/ Activity	Why/ Skills	Who to Consider	Related Resource/ How
8th grade, and as plans change	Student with support of school staff, parents and/ or Vocational Rehabilitation Counselor	<b>Job/ Career Possibilities</b> Student identifies possible careers/ jobs in their area of interest.	This includes student vocational assessments. May include student job site visits to get a better understanding of what the day to day work looks like.	All students (if Vocational Rehabilitation is involved student must have a disability)	<a href="#">Interest Assessment Help</a> <a href="#">Exploring Careers</a> <a href="#">ONet</a>
8th grade and spring of each year of high school	The student with support from parents and/ or school personnel	<b>College Preparation</b> The student meets with the school counselor to plan the course of study needed to attend college.	Specific classes may be needed for college enrollment.	Students wanting to go on to community or 4 year college	<a href="#">Transition Planning Components within IEPs- Course of Study</a>
8th grade and each year of high school	The student, school counselor and parents	<b>8th Grade Plan</b> An Individual Career and Academic Plan (ICAP) is developed to outline the student's course of study for high school.	This identifies the student's career options and goals, and coursework needed. This should be consistent with the student's Post-secondary Expectations (PSE) in the IEP, and reviewed annually.	All students	<a href="#">Career and Academic Planning</a> <a href="#">ICAP</a>
8th grade and spring of each year of high school	The student and special education teacher	<b>Graduation Requirements</b> The student, special education teacher and school counselor meet to review credits needed to meet the student's needs for graduation and for living, learning and working after high school.	This information is used by the IEP team to plan classes needed for the student to graduate and/or meet their goals after high school.	All students on an IEP	<a href="#">Graduation Requirements</a> <a href="#">Transition Planning Components within IEPs- Course of Study</a> <a href="#">Guidance on 4+ Services</a>
8th and 9th grade, revisit each year of high school	Parents and/ or school personnel	<b>College Options</b> The student identifies options for colleges and requirements for acceptance.	To determine the best option/ fit and what steps need to be taken if chosen.	Students wanting to go on to community or 4 year college	<a href="#">Explore Colleges</a> <a href="#">Transition Planning Components within IEPs- Course of Study</a>

When	Who is involved	What/ Activity	Why/ Skills	Who to Consider	Related Resource/ How
End of 8th grade or when the student turns 14	Student, parents and vocational rehabilitation	<b>Pre-Employment Transition Services (Pre-ETS)</b>  The student applies for Pre-ETS services with parent signature.	To determine student eligibility for Pre-ETS services that may begin the summer after 8th grade.	Students with disabilities	<a href="#">Pre- ETS</a>  <a href="#">Pre-ETS Agreement</a>



**Related Resources**

- Transition Planning Checklist: Beginning Elementary School
- Transition Planning Checklist: Beginning High School

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