

Transition Planning Time-Line

This planning outline serves as a guide and should be used with flexibility to accommodate individual needs of the student.

Student Responsibilities	Timeline	Educational Personnel Responsibilities
<ol style="list-style-type: none"> 1. Take a Vocational Assessment and /or Interest Inventory. 2. Establish an Education/Employability Development Plan (E/EDP). 3. Be an active member of IEPC and transition planning team. 4. Participate in 8th Grade Career Day at LMC, as appropriate. 5. Take prevocational instruction, career awareness classes. 6. Start Employability Portfolio. 7. Choose a Career Pathway. 	<p style="text-align: center;">14 years old (8th Grade)</p>	<ol style="list-style-type: none"> 1. Provide appropriate vocational assessment and/or interest inventory. 2. Assist in establishing an E/EDP and/or four year plan. 3. Be active members of IEPC and transition planning team. 4. Provide transition information to student and parents. 5. Assist student with Portfolio. 6. Train student and family in self-advocacy and empowerment.
<ol style="list-style-type: none"> 1. Review and update E/EDP. 2. Start Career Pathway. 3. Participate in Job Shadowing Experiences (e.g. Take your Son/ Daughter to Work, On-Location, etc.). 4. Continue working on Employability Portfolio. 5. Take prevocational classes such as Employability Skills. 6. Be an active member of the IEPC and transition planning team. 	<p style="text-align: center;">14-15 years old (9th grade)</p>	<ol style="list-style-type: none"> 1. Review and update E/EDP. 2. Annual IEPC and address transition issues. 3. Assist student with Portfolio. 4. Continue student and family self-advocacy and empowerment training.

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Student Responsibilities	Timeline	Educational Personnel Responsibilities
<ol style="list-style-type: none"> 1. Take a Vocational Assessment and/or Interest Inventory - use information to update and/or change E/EDP 2. Be an active member of IEPC and Transition planning team. 3. Take vocational classes such as Food Service, Health Services, Auto I. 4. Continue work on Employability Portfolio. 5. If appropriate, take driver's education. 6. Prepare for a job. Locate Social Security Card. Obtain a Michigan ID if you do not have a Michigan Driver's License 	<p style="text-align: center;">15-16 years old (10th Grade)</p>	<ol style="list-style-type: none"> 1. Provide appropriate Vocational Assessment and/or Interest Inventory 2. Review E/EDP and be an active member of IEPC and transition planning team. 3. Assist student in signing up for driver's education if appropriate. 4. Assist student with Employability Portfolio. 5. Continue student and family self-advocacy and empowerment training.
<ol style="list-style-type: none"> 1. Continue vocational classes. 2. When applicable, participate in an Individual Vocational Training Experience (IVT). 3. Continue work on Employability Portfolio. 4. Visit post-secondary educational facilities. 5. Establish targeted graduation date as part of IEP. 6. Take drivers education. 7. Become aware of responsibilities upon reaching age of majority. 8. Be an active member of the IEPC and transition planning team. 	<p style="text-align: center;">16-17 years old (11th Grade)</p>	<ol style="list-style-type: none"> 1. Review E/EDP and ITP at IEP. 2. Determine if student will qualify for Work Study or Co-op program. 3. Contact local agencies as requested. 4. Assist student with Employability Portfolio. 5. Continue student and family self-advocacy and empowerment training. 6. Check to see if student has taken and passed driver's education.

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<ol style="list-style-type: none"> 1. Be an active member of the IEPC and Transition planning team. 2. Participate, as appropriate, in Work-Study, Co-op, IVT, Internship, CBVI. 3. Take vocational class such as Food Service, Health Services, Auto I. 4. Complete Employability Portfolio and take upon graduation. 5. If appropriate, take driver's test. 6. Apply to post-secondary educational or training facilities. 7. Complete financial aid packets for college. 8. Contact appropriate agencies and apply for assistance. 	<p style="text-align: center;">17-18 years old (12th Grade)</p>	<ol style="list-style-type: none"> 1. Review E/EDP and be an active member of IEPC and transition planning team. 2. Establish Work-Study, Co-op, Internship job sites and complete paperwork. 3. Assist student with completion of Employability Portfolio. 4. Continue student and family self-advocacy and empowerment training. 5. Follow up with local agencies as requested. 6. Follow-up with students on financial aid, college applications.
<ol style="list-style-type: none"> 1. Be an active member of the IEPC and transition planning team. 2. Continue vocational classes. 3. When applicable, participate in an Individual Vocational Training Experience (IVT), Work-Study, or Co-op. 4. Complete work on Employability Portfolio or Transition Portfolio. 5. Visit post-secondary training facilities or day programs. 6. Establish targeted graduation date as part of IEP. 7. Take driver's test as appropriate. 8. Participate in social activities outside of school setting. 	<p style="text-align: center;">18-26 years old (12+ Grade)</p>	<ol style="list-style-type: none"> 1. Review E/EDP and ITP at IEP. 2. Determine if student will qualify for Work Study or Co-op program. 3. Contact local agencies as requested. 4. Assist student in completing Employability or Transition Portfolio. 5. Continue student and family self-advocacy and empowerment training. 6. Check to see if student has taken and passed driver's education 7. Assist with visits to post-secondary training facilities or day programs.