

Congratulations! You are beginning to plan for your journey after high school. This is an exciting and important time for you and your family. You will explore future jobs, learn independence and how to advocate for yourself. Your family will also learn how to support and consider your choices and how your transition to adulthood will change their role in your life. Choosing the school or/and work path involves research, planning and understanding your unique interests and needs. Use this brochure as a roadmap for you as you lead your family's journey ahead.

THESE ARE PROFESSIONALS WHO CAN HELP YOU:

D/HH Teacher/Transition Teacher/IEP Case Manager

You should have a designated teacher or case manager (such as Individualized Education Program or IEP case manager) to help plan your future education.

Contact Name:

Email/Phone:

Work/Study Counselor or High School Counselor

Your school may have staff to help you explore career interests, find work experience and college/training options.

Contact Name:

Email/Phone:

High School Counselor

Your high school counselor can offer support and advice about careers and schools you might like.

Contact Name:

Email/Phone:

VR Counselor

Vocational Rehabilitation Counselors from the State of MN can help or hire an employment counselor to help with career exploration, job training, coaching and possibly funding for school.

• mn.gov/deed/job-seekers/disabilities/

Contact Name:

Email/Phone:

Job Coach/Agency:

Contact Name:

Email/Phone:

Audiologist

Both your school and clinical audiologist can provide documentation of your hearing level and its impact and help with hearing/assistive technology.

Contact Name:

Email/Phone:

D/HH Adult Role Model/Mentors

You may have adult role models/mentors who are D/HH who can share their experiences at colleges/training programs.

MN Hands & Voices D/HH Guide Program:

• mnhandsandvoices.org/about-us/deaf-and-hard-hearing-guide-program

Contact Name:

Email/Phone:

County Social Worker

County social workers help people of all ages and abilities find resources to live successfully in the community by helping them access resources, financial support and other services.

Contact Name:

Email/Phone:

Social Security Administration/Social Security Income (SSI)

You can look into possible financial support while in school/training.

• ssa.gov/

Contact Name:

Email/Phone:

Adult Education & Centers for Independent Living

You may benefit from Adult Education and Independent Living center services which provide programs and instruction for adults needing life, academic and work literacy skills. You may also benefit from services from a Center for Independent Living which is a community-based, cross-disability, non-profit organization designed and operated by people with disabilities.

• mnabe.org

• macil.org

• thinkself.org

Contact Name:

Email/Phone:

Medical providers

Your doctors (primary care, mental health, medical specialists etc.) can provide documents as proof of any other disabilities and help discuss how you will manage your own health care while living independently.

Contact Name:

Email/Phone:

College or training program student services or disability resource center

Each school or training program you are considering can provide information about their services for students with disabilities.

Contact Name:

Email/Phone:

PCA/Interveners - Community Living Support

You may have/qualify for 1 on 1 help from a Personal Care Attendant (PCA) or DeafBlind Intervener who can support you and your family with your independent living needs as an adult.

Contact:

• mn.gov/dhs/people-we-serve/people-with-disabilities/services/home-community/programs-and-services/pca/

Contact Name:

Email/Phone:

ADDITIONAL RESOURCES:

Minnesota Transition Guide for Teachers of Deaf/Hard of Hearing:

• dhh-resources.umn.edu/transition-guide

Guide to Adult Services:

• cehd.umn.edu/dhh-resources/Transition-Guide/Adult-Services.html

MN Hands & Voices (Support for Parents/Families):

• mnhandsandvoices.org/resources-information/astra-educational-advocacy

PACER's National Center on Transition and Employment

• pacer.org/students/transition-to-life/



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**MINNESOTA
TRANSITION ROADMAP
FOR STUDENTS
WHO ARE DEAF OR
HARD OF HEARING**

This roadmap is a guide for students and families as they make a plan for education after high school or a transition program.

**YOUR
ADVENTURE
AWAITS**

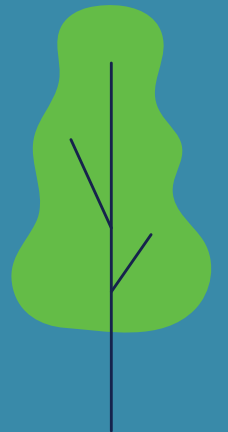
ADA OR **No English?**
Advisory

CALL: 651-431-5960

A companion guide is available for students who are DeafBlind.

m MINNESOTA
COMMISSION OF THE DEAF,
DEAFBLIND & HARD OF HEARING

TRANSITION ROADMAP FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING



4-5 YEARS BEFORE LEAVING SCHOOL

Be involved in individualized education program (IEP) meetings with parents, teachers and special education personnel.

Identify personal learning styles and the necessary accommodations to be a successful learner.

Identify career interests and skills, complete interest /career inventories, and identify additional education or training requirements.

Explore all options for postsecondary education (trade school, 2-year and 4-year programs) and admission criteria.

Be able to explain your disability and the accommodations you need.

Investigate assistive technology tools.
Explore college credit courses while in high school.

Maintain good grades, study habits and organizational skills.

2-3 YEARS BEFORE LEAVING SCHOOL

Be active in IEP transition meetings and invite adult service providers, peers, and others.

Find out more about Vocational Rehabilitation Services (VRS).

Determine financial needs and explore Supplemental Security Income, state financial supplemental programs, Medicare, and financial aid.

Match career interests and skills with appropriate course work.

Gather information on post- secondary programs and support services. Set up visits/meetings.

Gather college applications and practice writing essay questions.

Explore scholarships including D/HH specific. Learn about accommodations in college versus high school.

Request accommodations for college entrance exams (ACT, SAT, and Accuplacer), at least 2 months in advance.

Do a variety of community-based paid/volunteer work and internships, job shadow. Build/update resume.

1 YEAR BEFORE LEAVING SCHOOL

Lead your IEP meeting, state your future plans, ask for needed support, be the lead decision-maker.

Connect with support programs and services, such as Supplemental Security Income, Independent Living Services, county case management, counseling, etc.

Continue to work closely with Vocational Rehabilitation Services.

Identify the postsecondary school you plan to attend and arrange for accommodations.

Register to vote and for selective service (if a male). This is needed to apply for financial aid.

Begin to utilize academic accommodations that are more in line with what is used in college.

Specify desired job and obtain paid employment with supports as needed.

If needed, explore a transition program following high school to aid in college readiness.

CONSIDERATIONS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING WHO BENEFIT FROM ADDITIONAL GUIDANCE

- Assess your strengths and future goals with help from your parents and IEP team.
- Explore a transition program following high school to gain additional skills (academic, independent living and work/volunteer experience) to prepare for postsecondary education and training.
- Investigate/consider guardianship, power of attorney, conservatorship, etc., as needed.
- Consider readiness for independent living and what possible supports may be needed.

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DeafBlind & Hard of Hearing
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(651) 431-5961 (V)
(612) 361-0321 (VP)
mncdhh.info@state.mn.us
mn.gov/deaf-commission/

mn MINNESOTA
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