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 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.

**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**

CALL 651-431-5960

A companion guide is available for students who are D/HH.
**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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