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 your future work 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.

**YOUR ADVENTURE AWAITS**

**CONGRATULATIONS! YOU ARE BEGINNING TO PLAN FOR YOUR CAREER 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 YOUR FUTURE WORK 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 TO WORK 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 working after high school or a transition program. **Your adventure awaits!**

**ADDiONAL RESOURCES:**

**Minnesota Transition Guide for Teachers of Deaf/Hard of Hearing:**
- [mnabe.org](http://mnabe.org)
- [mnabe.org/transition-guide](http://mnabe.org/transition-guide)

**Guide to Adult Services:**
- [cehd.umn.edu/dhh-resources/Transition-Guide/Adult-Services.html](http://cehd.umn.edu/dhh-resources/Transition-Guide/Adult-Services.html)

**MN Hands & Voices (Support for Parents/Families):**
- [mnhandsandvoices.org/resources-information/astra-educational-advocacy](http://mnhandsandvoices.org/resources-information/astra-educational-advocacy)

**PACER’s National Center on Transition and Employment:**
- [pacer.org/students/transition-to-life/](http://pacer.org/students/transition-to-life/)

**ADDITIONAL RESOURCES:**

**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:**
- [Email/Phone:](mailto:)

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

**Contact:**
- [Email/Phone:](mailto:)

**High School Counselor**
Your high school counselor can offer support and advice about careers you might like.

**Contact:**
- [Email/Phone:](mailto:)

**DIHH Adult Role Model/Mentors**
You may have adult role models/mentors who are DIHH who can share their work experience.

**Contact:**
- [Email/Phone:](mailto:)

**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:**
- [Email/Phone:](mailto:)

**Social Security Administration/Social Security Income (SSI)**
You can look into possible financial support while in a training program.

**Contact:**
- [Email/Phone:](mailto:)

**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 career.

**Contact:**
- [Email/Phone:](mailto:)

**Work/Study Counselor or High School Counselor**
Your school may have staff to help you explore career interests, find work experience and training programs.

**Contact:**
- [Email/Phone:](mailto:)

**ADA or English?**
- [Call: 651-431-5960](tel:651-431-5960)

**A companion guide is available for students who are DeafBlind.**

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TRANSITION TO WORK 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 options after high school, including work, training programs, and colleges.
- Be able to explain your disability and the accommodations you need.
- Investigate assistive technology tools.
- Begin volunteer or paid work experience: babysitting, pet care, lawn work.
- 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.
- 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.
- Create a resume and make decisions about how much to share about your hearing loss.
- Practice interviewing for a job.
- Do a variety of community-based paid/volunteer work and internships, job shadow.
- Build/update resume.
- If needed, explore a transition program following high school to gain additional skills (academic, independent living and work/volunteer experience) to prepare for employment.

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 preferred work options and set up informational interviews and job shadowing.
- Continue to practice interview skills.
- Begin to utilize academic accommodations that are more in line with what will be used in your future workplace.
- Specify desired job and obtain paid employment with supports as needed.
- If needed, explore a transition program following high school to gain additional skills (academic, independent living and work/volunteer experience) to prepare for employment.

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 employment.
- Investigate/consider guardianship, power of attorney, conservatorship, etc., as needed.
- Consider readiness for independent living and what possible supports may be needed.

Minnesota Commission of the Deaf, DeafBlind & Hard of Hearing
Golden Rule Building
85 E 7th St #105 St. Paul, MN 55101
(651) 431-5961 (V)
(612) 361-0321 (VP)
mn.dhlh.info@state.mn.us
mn.gov/deaf-commission/