State Services for the Blind
Junior Year of Transition Timeline

Junior Year Tasks

- **August**
  - Actively participate in your IEP transition planning with your case manager and IEP team.
  - Consider taking a course to prepare for the Scholastic Aptitude Test (SAT) Test or the ACT Assessment.

- **September**
  - Continue your involvement in school or community-based activities.
  - Invite SSB counselor and other community partners to annual IEP meeting.
  - Keep a current list of the academic and personal accommodations as well as services you use in high school in your transition portfolio.

- **October**
  - Discuss the various ways to explore setting a career goal with your SSB counselor.
Focus on matching your interests/abilities and career goals to appropriate postsecondary choice.

Register and take the SAT or ACT in the winter. Consider taking them more than once.

Speak with college/training representatives who visit your high school and at college fairs.

**November**

Identify the appropriate academic accommodations and services that you will need in your postsecondary setting. (Be sure to include assistive technologies such as electronic devices and specialized computer software).

Investigate services offered at postsecondary setting and determine which settings match individual needs and goals (you may want to add these to your transition portfolio).

Improve your time management, study skills, assertiveness training and stress management skills.

Continue to advocate for yourself—not everyone will understand your disability or your needs unless you take the time to explain them.
• **December**
  o Develop a list of questions to ask college admissions officers, utilize your school counselor, SSB counselor and your TBVI to assist with questions.
  o Visit college/training campuses and student support service offices to verify the available services and how to access them.
  o Participate in job-shadowing experiences.
  o Identify people to write recommendations for you (teachers, counselors, employers, coaches, etc.).

• **January**
  o Investigate the availability of financial aid from Federal, State, local and private sources.
  o Investigate the availability of scholarships provided by organizations, such as corporations, labor unions, professional associations, religious organizations, and credit unions.
  o Participate in volunteer or paid work experience.

• **February**
  o Explore enrolling in a summer program on campus or summer transition program sponsored
by a government agency, disability-related organization, or office of student disability.

- Talk with your SSB counselor regarding applying for an internship to explore possible career options.
- Talk with your TBVI and order your own books for 12th grade.

- **March**
  - Obtain documentation of disability from current assessment (within two years of graduation date) because colleges require assessments.
  - Talk to SSB counselor about help getting a summer job or job after school.
  - Obtain a state I.D. and find social security card.

- **April**
  - Develop a resume.
  - Continue visiting college/training campuses and student support service offices to verify the available services and how to access them.

- **May**
  - Talk with students who are receiving services at colleges and other post secondary education training settings about their experiences.
o Discuss if you should enroll in summer college-preparatory classes with your SSB counselor.

o Research summer workshops, job shadowing, informational interviews, internships, and adjustment to blindness classes.

• **Summer**

  o Continue visiting college/training campuses and student support service offices to verify the available services and how to access them.

  o Connect with your SSB counselor at least on one more occasion (in addition to the IEP meeting).