

Starting Line
Transition
Program



Starting Line
Teacher's Guide



**Succeeding
Today and
Preparing
for Tomorrow**

Description of the Fast Track Workbook

Purposes of Fast Track Workbooks

The purposes of Fast Track workbooks are to: (1) help students learn about themselves and their future options for education, employment, and independent living and (2) develop within each student the ability to advocate for themselves and to take ownership of their success in making a successful transition to adult life.

Target Audiences for Fast Track Workbooks

- 10-12 grade students who have the ability to achieve employment where there is competition for the job.
- Students in alternative high schools who have the ability to acquire employment where there is competition for the job.
- Students in 18-21 year-old programs who have the ability to achieve employment where there is competition for the job.
- Inmates (14 to adult) in criminal detention settings.

Fast Track Workbooks Contain

- 18 assessments designed to explore and refine students understanding of themselves and their adult living options.
- 35 activities where students are placed into situations similar to what they will face as adults, including situations involving post-high school education, employment, and independent living.
- 49 tasks that student typically need to complete in order to make a successful transition to adult life involving post-high school education, employment, and independent living.

Fast Track Workbooks Can Be Used in the Following Situations

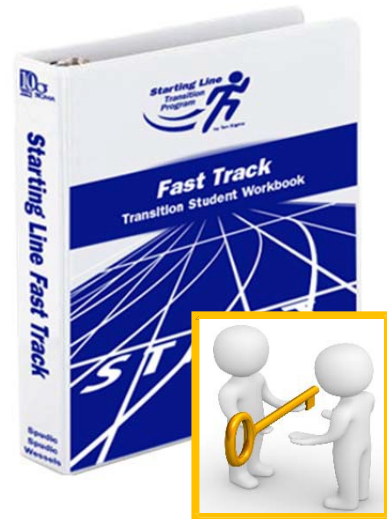
- Completed individually with assistance from a supervisor
- Through independent study
- Through a transition course taken for credit
- As material to supplement other transition program

Ten Sigma Presents

Fast Track Teacher's Guide

The Fast Track student workbook is designed to give young adults the full and rich experience of exploring, refining, owning, and achieving their postsecondary goals in one, two, or three years. As part of the program, students and young adults complete a variety of valuable assessments, activities, and tasks which guide them to identify and reach meaningful postsecondary goals, including:

1. Independent Living: including housing, transportation, healthy living, money, taxes, & budgets
2. Employment: including working styles, job preferences, career interests, and education needed to secure various jobs.
3. Education: including attending a four-year school, a two-year school, a community college, a technical or trade school, or receiving on-the-job training.



Introduction to *Fast Track* Pages 1 - 4

Part 1: Summary of *Fast Track* Activities Pages 5 - 13

The first part of the Fast Track Teacher's Guide is designed to provide an overview of the activities, tasks, and assessments in the Fast Track program.

It is recommended that you have the *Fast Track* workbook in front of you and follow along in the workbook as you read through this section. Note: The page numbers on the right side of the pages in this section correspond to the pages in the *Fast Track* workbook.

Part 2: Checklists, Timelines, and Rubrics Pages 14 – 38

The Teacher's Guide also includes checklists/timelines for implementing the program with 10th, 11th, and 12th graders and for young adults 18-21. These checklists/timelines are "guides", which can be adjusted based on the student or young adult's needs and amount of time they have to complete the program.

Part 3: Guiding Rubrics Pages 39-44

Four rubrics guide teachers through the expectations of implementing the program, including rubrics for exploring, refining, owning, and achieving transition success.

Starting Line Fast Track Introduction

Because of the large number of options and the complexity of choices, some high school students feel overwhelmed and unsure about what to do after high school. Consequently, they leave high school without a plan for their future and are left asking – “*What do I do now?*”

The Starting Line program, developed by Ten Sigma, is a complete Transition curriculum. The program is designed to prepare students, who are likely to live independently, to make a successful transition to adult life. The program consists of two consumable student workbooks, called *Foundations* and *Fast Track*. This Teacher’s Guide is for the *Fast Track* program.



Fast Track guides students to take ownership of their Transition success.

The *Fast Track* workbook includes activities for students that help them explore their wants, interests, strengths, and needs. Then, students use what they have learned to write meaningful postsecondary goals and develop plans and timelines for completing their plans. Students present their plans and progress in annual IEP meetings. By the end of the workbook, students are much better prepared to make a successful transition to adult life.

Four Keys to Guiding Students to Identify and Reach Meaningful Postsecondary Goals

In this section, you will learn how students are guided to become active participants in identifying and reaching meaningful postsecondary goals. You will learn about the four key components of the curriculum, which become more advanced and individualized as students progress through each component. As a result of this innovative process, students graduate knowing more about themselves, have a well-developed Transition plan, and will feel confident in making their transition to adulthood. The four key components are: (1) exploring, (2) refining, (3) owning, and (4) achieving.

Exploring

At the start of the program, students begin exploring their wants, interests, needs, and strengths as they relate to education/training, employment, and independent living. The activities guide students to learn about themselves and their options, which will help them in school and in the future as adults.



Students explore their wants, interests, strengths, and needs.



Students refine their options based on what they learned in exploring.

Refining

At this point, students take what they have learned and begin refining their options. Students do things like perform Internet searches, interview people, complete important activities, and increase their knowledge of themselves and their options. As a result, they are able to make more informed decisions about their future goals and have a foundation for developing appropriate plans.

Owning

After identifying and refining their options, students take greater ownership of their Transition success by identifying meaningful postsecondary goals. They also develop plans and timelines for meeting their goals along with presenting their plan (and progress) to their IEP team in IEP meetings.



Students develop a plan to reach their goals and present their progress at IEP meetings.



Achieving

At this point in the program, students complete the necessary tasks for reaching their postsecondary goals. These tasks include important Transition steps like opening a checking account, developing a list of support contacts, signing up for FAFSA (if necessary), securing loans or grants as necessary, preparing resumes, developing interview skills, learning about contracts, and applying for housing.

Using Fast Track Workbooks to Enhance Your Transition Program

The Starting Line program is designed for students to work independently with minimal teacher preparation and correcting. The program can be easily adapted for a variety of academic schedules and for students with varying needs and abilities.

In this section, we address five scenarios including (1) integrating the program into resource time, (2) adapting the program for students with varying needs, (3) securing course credit for completing the program, (4) involving parents in monitoring student progress in the program, and (5) adopting the program across the district as part of the overall curriculum for regular and special education.



Fast Track is designed for students who can acquire competitive employment and live independently.

Integrating the Program into Resource Time

For students who spend one period per day in a special education classroom, the solution is called “Transition Tuesday”. Transition Tuesday is where students spend one period per week using the *Fast Track* workbook to do research, complete assessments, make plans, prepare presentations, and make decisions. You don’t have to actually hold the class on Tuesday, but it needs to be held on consistent days, so students get in the habit of working on Transition on a regular basis. During the Transition day, students generally (1) share what they have done, (2) conduct research or work on activities, or (3) prepare to present an activity to share with their parents or IEP team.



Transition Tuesday is one hour that is set aside each week to focus on Transition.

Adapting the Program for Students with Varying Needs

Some minor adaptations can make it effective to use the program with students with more moderate disabilities, such as having students dictate the answers, breaking some activities into smaller parts, repeating activities several times, preparing students with answers in the special education classroom that they will need in another setting, or preparing the adults that the student interviews will make the program more successful for students.

Securing Course Credit for Completing the Fast Track Program

Required Courses for Credit: The most obvious approach is making a case for adopting the program across the district, to be offered as one or two required courses for all students. Students would take a “Career Exploration” class, which would include the *Fast Track* program. In order for students to have enough daily course work to qualify for course credit, you would most likely need additional supplemental resources or activities. A strong option to consider is having your students complete the “exploring” and “refining” components in one academic year and the “owning” and “achieving” components during another academic year.

As an Elective: If the courses do not get accepted as required courses, districts can still offer this program using the plan (or variation of it) explained above by offering the courses as elective credits. These courses can be held traditionally or as independent study.

Summer School Elective: An excellent approach to consider would be offering the *Fast Track* as a course in the summer. Students would spend the day conducting research, completing activities, and discussing what they have learned. It might be a great option for some students and one that the administration team in your district might easily support.

Community Education: Talk to Community Education coordinators about offering the Starting Line program as a course that can be taken by students or anyone in the community. One of the benefits of this option is that it does not require a certified teacher to teach the course.

Independent Study: In this scenario, teachers would take responsibility for meeting with students once a week (or according to the requirements of your school or district) to identify/verify the progress that has been made and plan the activities that will be completed next. This class might be full of both regular and special education students, particularly as students, teachers, and parents begin to see the benefits of the program.

Involving Parents in Monitoring Student Progress in the Program.

Since students are able to complete many of the activities with little or no adult intervention, having parents monitor progress in the program is a great option.

Another possible option could be to start a parent advocacy group that would work together with teachers to generate enthusiasm and make the transition to adulthood a more positive experience for them and their children.



This approach helps families to work together.

Adopting the Starting Line Program Across the District for Regular and Special Education

By sharing the Starting Line curriculum with regular education teachers, they often show an interest and get excited about the program because they realize the importance of helping all students to develop these skills.

Use the Program in Alternative Settings

The Starting Line program is also an excellent tool for (1) alternative schools, (2) 18-22 year old programs, and (3) corrections institutions.

Alternative Schools: Since the Transition process is the centerpiece of most alternative schools, the Fast Track fits beautifully into the alternative school curriculum.

18-22 Year Old Programs: For most young adults in 18-22 year old programs, the Fast Track is exactly they need. The workbooks provide the assessments, activities, and tasks that are essential to guiding young adults in making important decision about their options and preparing them to make a successful transition to adult life.

Corrections Programs: For students or young adults in correctional programs for shorter amounts of time, the program provides valuable tools, which they can use when they are ready to return to their home district. For students or young adults who are incarcerated for longer periods of time, they can complete the entire program and develop a plan (and the necessary skills) which will help them to succeed when they transition from the correctional institution.

Part 1: Summary of *Fast Track* Activities

In this section, each activity is summarized to give you an idea of the purpose and procedures of the activity.

**Page In
Fast Track
Workbook**

Meet Your Team Page 2

This activity is an introduction to the characters students will encounter throughout the workbook. As you see below, each character has a specific function to help students.



Inez Information

Inez appears whenever there is important information for you to read. Most of the time, she appears at the beginning of each new section to provide you with the information needed to complete an activity successfully.



Tim Task

Tim appears to give you tasks and activities to help you prepare for your adult life. Whenever there is a task to be done, Tim will be there to help you understand what to do.



Sammy Suggestion

Sammy appears every once in a while to share ideas and tell stories. His stories or suggestions will help you better understand the adult world.



Renee Reminder

Renee appears every once in a while to remind you to do something - particularly to help you remember to revisit an important activity or to complete part of an “Activity Tracker”.

The Starting Line program activities follow a simple format that includes:

- Introducing you to each activity and why it is important for your success.
- Reviewing of the directions and steps for each activity
- Completing the activity
- Writing some important information in the “Activity Trackers”

Summary of Fast Track Activities

Pages In Fast Track Workbook

Exploring Your Plans for the Future (30 minutes). Pages 6-9

This activity is designed to help students think about their future options for Training/Education, Employment, and Independent Living. Students will be also be asked to think about how they will pay for the options they select or to determine a timeline for their choices.

- *Vocabulary to help with this activity is located on* Pages 10-13

Tracking What Has Been Learned (15 minutes) Page 14

On pages 97-98 of the Fast Track workbook, students will find an “Activity Tracker”. As students complete activities, they will be directed to the “Tracker”, where they will put important information that they will use to help make future decisions.

Note: There is an important activity on page 98 to summarize the student’s plan for his/her postsecondary goals, which will be based on what students have learned by completing Unit 1 and/or the options students are considering (if they are undecided).

Transition Tasks Pre-Survey (20 minutes). Pages 15-18

The “Transition Tasks Pre and Post-Survey” is a pre/post assessment that is completed twice by students, once when they begin the Fast Track and once when they have finished the Fast Track.

Summary of *Fast Track* Activities

Unit 1: Exploring and Refining Options for Education, Employment, and Independent Living

	Pages In Fast Track Workbook
Unit 1: Chapter 1: Thinking About the Future	
This chapter is designed to help students explore their future options	Page 20
Independent Living Awareness (20 minutes)	Pages 21-24
The purpose of this activity is to help students identify important independent living skills that they either already know about (or are doing) or they do not know about (and need to learn), including such skills as: using transportation, shopping, cooking, and cleaning.	
Houses, Apartments and Rent (20 minutes)	Pages 25-28
The purpose of this activity is to help students explore housing options and to consider things like rent payments, utilities, security deposits, and length of the lease for a person who is considering living in an apartment.	
Transportation Options and Costs (20 minutes)	Pages 29-32
The purpose of this activity is to help students explore some of the factors that may determine which transportation choices they could consider and the estimated monthly costs for those options.	
Planning Healthy Meals and Food Costs (30 minutes)	Pages 33-36
In this activity, students plan three healthy meals, which include one item from three of the five basic food groups. They also “estimate” the cost of each meal and ask an adult about whether the estimate was close to the actual cost.	
Exploring Money and Taxes (20 minutes)	Pages 37-40
In this activity, students learn about income, taxes, and how much money they would actually “take home” after paying taxes.	
Money, Budgets, and Making Choices (45 minutes).	Pages 41-44
The purpose of this activity is to practice creating a budget. Students will be asked to explain possible options for eleven different expenses. They will make choices based on the level income they could earn according to their preference for the category of education or training and create a budget based on the options they could afford.	

Summary of Fast Track Activities

Unit 1 Continued

Unit 1: Chapter 2: Exploring Your Strengths and Needs The goal of Chapter 2 is to help students identify their strengths, needs, and preferences and relate these items to their education and work options	Pages In Fast Track Workbook Pages 45-46
Introduction to the Four “Square” Activities (15 minutes) In this activity, students look at an effective way to make decisions, which is by ranking choices from most important to least important.	Pages 47-48
Working Styles (Part 1) (30 minutes) Students will use the “four square” decision-making method to help them learn more about things they like and dislike and explore the approaches they take to complete everyday tasks. A secondary goal is to help students learn about how they make decisions, which will help them as they explore possible jobs or careers.	Pages 49-52
Working Styles (Part 2) (30 minutes) This activity is designed to explore students’ motivation for why they do the things they do. Some people are motivated to do things based on the way they “think”, while others are motivated to do things based on the way they “feel”! Knowing this can help students make better decisions about possible jobs or careers in the future.	Pages 53-55
Working Styles (Part 3) (20 minutes) This activity looks at the interaction between approaches to life and motivations. The result is a clearer understanding of what type of jobs would best suit the different approaches and motivations.	Page 56
Identifying Work Environment Preferences (20 minutes) Another important consideration when thinking about possible jobs is the environment in which students will be working. This activity will help them understand their preferences on a wide variety of considerations such as: (a) working with people or working alone, (b) working in a quiet or noisy area, (c) working near home or away from home, and (d) working during the day or working at night.	Pages 57-60
Working Likes and Dislikes (Parts 1-3) (20 minutes). The goal of this activity is to help students better understand their talents, skills, and things in which they are interested in order to make the process of choosing jobs or education options easier. This three-part activity uses the “Four Squared” method and culminates with the students analyzing the choices they made using the explanation of their choices on page 67.	Pages 61-68

Summary of Fast Track Activities

Unit 1 Continued

	Pages In Fast Track Workbook
Unit1: Chapter 3: Training and Education	
The goal of this chapter is to help students explore some of the preferences they identified in the activities in Unit 1	Pages 69-70
Introduction to Education and Training (30 minutes to learn about the categories) In this chapter, students begin to explore the six “categories” for education/training which are listed below.	Pages 71-74
Exploring Your Top 3 Education or Training Category Choices (1½ hours) Based on what they learned in the introduction to these categories on pages 71-74, students will choose <u>three categories</u> and begin refining their options. Inside each category, students are guided through the process of exploring career or program options by answering important questions for each of the three categories they selected.	Pages 75-76
Training:	
Entry level jobs with minimal advancement	Pages 77-79
Entry level jobs with training for a possible career.	Pages 80-82
Joining the Military	Pages 83-84
Education:	
Attending a technical or trade school	Pages 85-87
Attending a community college	Pages 88-90
Attending a 4-year college	Pages 91-94
Ranking Your Priorities In these activities, students begin the preliminary work of refining their priorities and options for education, training, employment, and independent living. Specifically, the work done by the students or young adults on page 98 will ensure that they are well prepared to begin the process of writing their postsecondary goals.	Pages 95-98

Summary of *Fast Track* Activities

Unit 2: Taking Ownership of the Transition Process

**Pages In
Fast Track
Workbook**

Unit 2: Chapter 1: Parts of a Transition Plan & Writing Postsecondary Goals . . .	Pages 99-100
In this chapter, students learn the parts of a Transition Plan and how to write their own postsecondary goals to be the basis of their Transition Plan.	
Introduction to the Transition Plan (20 minutes)	Pages 101-104
In this activity, students learn the components of a Transition Plan that they will be developing, including (a) writing their own postsecondary goals, (b) getting feedback on their Transition readiness, (c) identifying their strengths and needs, (d) developing a plan for growth and, and (e) creating and completing a postsecondary goal task list and timeline.	
Writing Their Own Postsecondary Goals (30 minutes)	Pages 105-108
In this activity, student use the “when, what, and for what purpose” process to write their postsecondary goals for Training/Education, Employment, and Independent Living.	
Unit 2: Chapter 2: Taking Ownership of Your Transition Plan	Pages 109-110
In this chapter, students develop their Transition Plans by assessing how ready they are to accomplish their goals. Then they will use what they have learned to begin maximizing their strengths and improving on their needs.	
Assessing Students’ Readiness Skills (3 hours)	Pages 111-120
In this activity, students, their parents (or a responsible adult), and their teacher complete a readiness survey to help students determine whether they have the necessary skills to reach their postsecondary goals for training/education, employment, and independent living.	
Transition Readiness Skills Summary (1 hour)	Pages 121-126
In this activity, students transfer scores from up to four surveys takers including themselves, their parents (or responsible adult), and their teacher or supervisor. The purpose of this activity is to provide students with a cumulative overview of the feedback for each “skill group”, so students can make informed decisions about their strengths and needs.	
Identifying Readiness Strengths (30 minutes)	Pages 127-130
In this activity, students analyze the results and identify their readiness strengths. Then the list of strengths is turned into certificates of strengths that students can use in letters of application, resumes, and present the certificate at interviews.	
Transition Needs and Plan for Growth (20 minutes)	Pages 131-134
In this activity, students identify their top three readiness needs.	

Summary of *Fast Track* Activities

Unit 2 Continued

Pages In
Fast Track
Workbook

Unit 2: Chapter 2 (Cont.) Improving Top Three Growth Skills (3 hours)

Pages 135-136

In this activity, students develop a plan to improve skills related to their three greatest needs. For each of the “Skill Groups” listed below, students complete the following components:

- Introduction and direction
- Improving in the group rubric
- Skills tracking rubric
- Suggestions to improve in the skills

In this activity, students will select three of the skill groups below and complete the activities.

Readiness Skill Group 1: Basic Behavior Skills	Pages 137-144
Readiness Skill Group 2: Is a Productive Worker	Pages 145-152
Readiness Skill Group 3: Is a Responsible Worker	Pages 153-160
Readiness Skill Group 4: Is an Effective Learner	Pages 161-168
Readiness Skill Group 5: Manages Living Spaces	Pages 169-176
Readiness Skill Group 6: Self-Management Skills	Pages 177-184
Readiness Skill Group 7: Uses Effective Wellness Skills	Pages 185-193
Readiness Skill Group 8: Uses Technology well	Pages 193-200

Unit 2: Chapter 3: Taking Ownership of Transition Tasks & Timeline

Page 201

In this chapter, students use what they have learned up to this point to develop a Transition task list and timeline for completing the tasks.

Identifying Important Transition Tasks and Timelines (part 1) (1 hour)

Pages 202-205

The purpose of this activity is to help students create a list of tasks they will need to do in order to accomplish their postsecondary goals.

Note: Please review the “Recommended Timelines”. Be sure to use the correct timeline—there are timelines for students who are beginning the Fast Track program in 10th grade, 11th grade, and 12th grade.

Identifying Important Transition Tasks and Timelines (part 2) (1 hour)

Page 206

In this activity, students identify a timeline for completing the required tasks.

Note: If necessary, students can get help the teacher (supervisor) with the planning and organizing the important tasks and deadlines.

Preparing Your Transition Plan Packets (1 hour).

Pages 207-209

In this activity, students formally prepare and organize a “Transition Plan Packet”, which will be presented at their next IEP meeting. This packet will include the following items: (a) cover page, (b) postsecondary goals, (c) completed readiness survey summary, (d) summary of needs and plan for growth, and (e) postsecondary goals tasks list and timeline.

Part 1: Summary of *Fast Track* Activities

Unit 3: Transition Tasks

Pages In Fast Track Workbook

Education Tasks—Table of Contents	Page 214
Check credits for graduation (<u>20 minutes</u>)	Page 215
Review your postsecondary goals (<u>20 minutes</u>)	Page 216
Research your school options (<u>30 minutes</u>)	Page 217
School entrance requirements (<u>30 minutes</u>)	Page 218
Scheduling and signing up for ACT/SAT (<u>20 minutes</u>)	Page 219
Preparing for ACT or SAT (<u>10 hours</u>)	Page 220
Getting accommodations for ACT/SAT (<u>1½ hours</u>)	Page 221
Visit one or more schools (Part 1) (<u>2 hours</u>)	Page 222
Visit one or more schools (Part 2) (2 hours)	Page 223
Complete applications (<u>45 minutes</u>)	Page 224
Learn about ADA and Section 504 (<u>30 minutes</u>)	Page 225
Determine the cost of schools (Part 1) (<u>20 minutes</u>)	Page 226
Determine the cost of schools (Part 2) (<u>20 minutes</u>)	Page 227
Complete the FAFSA application (<u>45 minutes</u>)	Page 228
Research scholarships and loans (<u>45 minutes</u>)	Page 229
Employment Tasks—Table of Contents	Page 232
Check credits for graduation (<u>20 minutes</u>)	Page 233
Review your postsecondary goals (<u>20 minutes</u>)	Page 234
Participate in work experience (<u>5 hours</u>)	Page 235
Take courses to improve your resumé (<u>20 minutes</u>)	Page 236
Commit to getting better grades (<u>20 minutes</u>)	Page 237
Volunteer in the community (3 hours)	Page 238
Develop a back-up employment plan (<u>20 minutes</u>)	Page 239
Prepare a cover letter (<u>45 minutes</u>)	Page 240
Prepare a list of references (<u>20 minutes</u>)	Page 241
Develop a quality resumé (<u>45 minutes</u>)	Page 242
Practice interviewing effectively (<u>45 minutes</u>)	Page 243
Find jobs and complete applications (<u>45 minutes</u>)	Page 244
Develop an employment game plan (<u>30 minutes</u>)	Page 245
Learn about ADA and Section 504 (<u>20 minutes</u>)	Page 246
Investigate the different branches of Military (<u>20 minutes</u>)	Page 247
Meet with a recruiter and take ASVAB (2 hours)	Page 248

Part 1: Summary of *Fast Track* Activities

Unit 3 Continued

	Pages In Fast Track Workbook
Independent Living Tasks—Table of Contents	Pages 250
Research vocational rehabilitation (<u>20 minutes</u>)	Page 251
ADA, Section 504, & accommodations (<u>20 minutes</u>)	Page 252
Make a list of supports and agencies (<u>30 minutes</u>)	Page 253
Research public transportation (<u>20 minutes</u>)	Page 254
Ride bus or train on longer trips (<u>20 minutes</u>)	Page 255
Take drivers training & drivers test (4 hours)	Page 256
Learn to buy a used car (<u>45 minutes</u>)	Page 257
Learn about auto insurance (<u>30 minutes</u>)	Page 258
Learn basic car maintenance (3 hours)	Page 259
Learn to develop a budget (Part 1) (<u>20 minutes</u>)	Page 260
Learn to develop a budget (Part 2) (<u>20 minutes</u>)	Page 261
Set up a checking account (<u>45 minutes</u>)	Page 262
Balance a checking account (<u>45 minutes</u>)	Page 263
Learn about paying bills (<u>20 minutes</u>)	Page 264
Use a debit/credit card wisely (<u>20 minutes</u>)	Page 265
Learn leasing and contracts (<u>20 minutes</u>)	Page 266
Set up utilities (<u>20 minutes</u>)	Page 267
Furnish your apartment (<u>3 hours</u>)	Page 268
Learn to do laundry (<u>2 hours</u>)	Page 269
Make healthy food choices (<u>20 minutes</u>)	Page 270
When and how to seek medical help (<u>20 minutes</u>)	Page 271
Learn about health insurance (<u>20 minutes</u>)	Page 272
Register for Selective Service (males) (<u>20 minutes</u>)	Page 273

Fast Track Final Activities

<p>Complete the Transition Plan Summary (<u>45 minutes</u>).</p> <p style="padding-left: 20px;">In this two part activity, students develop a summary of what they have Already accomplished in their Transition plan along with a summary of what they complete in the next few months up to the next year.</p>	Pages 275-278
<p>Complete the Transition Post-Survey (<u>20 minutes</u>)</p> <p style="padding-left: 20px;">The final activity involves the students retaking the “Pre-Survey” to determine what knowledge, skills, and activities they completed in the Starting Line Fast Track program. This is not “graded” and is used to show the students how much they have accomplished and have learned.</p>	Pages 279-280

Part 2: Checklists, Timelines, and Rubrics

Part 2 contains checklists and timelines for implementing the program with 10th, 11th, and 12th graders and for young adults 18-21. These checklists and timelines are “guides”, which can be adjusted based on the student or young adult’s needs and amount of time they have to complete the program.

The checklist and timelines contain a listing of every activity in the *Fast Track* workbook. They also include the pages on which every activity is found, recommendations for the week every activity should be completed, a column that allows students to indicate whether they will be completing the various activities, and a column to indicate when activities are completed.

The order of the checklists and timelines include:

- a. Student's Plan for Graduating on Time Page 15
 - This is a short survey that helps the student look at their current track for graduation and decide if they need to make any adjustments. We recommend using this survey with every student after they complete the "Exploring Your Plans for the Future" activity located in the beginning of the Fast Track workbook. Some of your students may be able to complete the survey on their own and some may need input from their teacher(s), parent(s), or guidance counselor. This is a great document for students to begin taking ownership for their transition and can also share at IEP meetings.
- b. Timeline for completing the program in three years Pages 16-20
- c. Timeline for completing the program in two years Pages 21-25
- d. Timeline for completing the program in one year Pages 26-30
- e. A blank timeline that can be used for any student Pages 31-35
- f. Fast Track Guiding Rubrics Pages 36-41

My Plan for Graduating On Time

Name: _____ Grade I Started Plan _____

Directions: Use the directions at the top of each section to complete each section.

My Plan for what I Will Do After High School

Complete this section after taking the "Exploring Plans for the Future" survey.

Yes/No	1	I plan to secure competitive employment.
Yes/No	2	I plan to attend some sort of postsecondary school.
	2a	The school I attend will be paid for by:
Yes/No	3	I plan to live independently.
	3a	I plan to move out of my parents' home:
Yes/No	4	My parents agree with my timing.

What Needs to Be Accomplished for Me to Graduate on Time

Complete this section after meeting with the counselor and gathering data about the credits needed and your GPA.

Yes/No	1	If I maintain my current path (earning credits and grade point average), I will graduate on time.
Yes/No	2	I won't graduate on time with my current path, but if I change my path I can graduate on time.
	3	In order to graduate on time, I need to do the following things:
	a	I need to earn _____ credits.
	b	I need to raise my grade point average by _____ points. I can do this if I get a _____ grade point average from this point on.
	c	I need to meet the following requirements:

I Will Do what it Takes to Graduate on Time

Complete this section after completing the section immediately above this one.

Yes/No	1	I am willing to do what it takes to graduate on time?
	a	I have circled what I will do to earn the credits I need to graduate on time: I will . . . take a regular load, attend summer school, take extra courses, take a weekend course
	b	I will raise my grade point average by _____ points by earning a grade point average of _____ from now until I graduate.
	c	I will meet the following requirements

I am Not Willing or Able to Do what it Takes, but I have a Plan to Succeed

Complete this section only if you circled "No" for item "1" in the section immediately above this one.

Yes/No	1	I have a plan for what I will do to succeed.
		I will take interest assessments for employment.
		I will explore my education & employment options.
		I will complete tasks to enhance my success.
Yes/No	2	After I leave school, I will attend the 18-21 year old program next year.
		I will earn a high school diploma while in the program.
		I will earn a GED while in the program.
Yes/No	3	After I leave school, I will get a (temporary) minimum wage job (fast food, convenience store).
		While working in the temporary job, I will explore my education options.
		While working in the temporary job, I will explore my employment options.
Yes/No	4	After I leave school, I will join the military.

Timeline for Beginning the Program with Students in 10th Grade

Completing the entire Fast Track workbook in three year is ideal for most students. They can complete one activity every 1-2 weeks and still complete the entire program before graduating and reach their postsecondary goals.

Timeline

The Timeline for beginning the program with 10th grade students is easy and spread out. The schedule can be completed using the following steps:

1. Schedule the students IEP meeting.
2. Go over the schedule of activities with the student and agree upon which activities will be done and in which weeks of the year they will be done. (Put “X” in the “Will Do” column for each activity the student will complete and indicate in which year the activity will be completed.)
3. Go over the schedule of tasks with the student and agree upon which tasks will be done and by which dates they must be completed. (Put “X” in the “Will Do” column for each activity the student will complete and indicate in which year the activity will be completed.)

Checklist

A copy of the Timeline/Checklist should be kept by both the student and the teacher. So when you and the student have finished setting the timeline, make a copy of the timeline and give the original to the student.

Have the student keep track of activities and tasks as they are completed and bring their checklists to meetings when they occur.

Starting Line Checklist and Timeline

Name:

Starting in 10th grade-Pages 1 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Some activities are marked as recommended, but you can choose which activities you will do. You can also use this chart to track when you've completed them.

Complete pages 101-108 prior to your next IEP meeting to prepare your Postsecondary Goals.

Introduction		Page	Yr	Recommended	Will Do	Completed
	Exploring Your Plans for the Future	5	10	Week 1		
	Tracking what You have Learned	14	10			
	Transition Tasks Pre-Survey	15	10	Week 3		
Unit I: Exploring and Refining Your Options		Page	Yr	Recommended	Will Do	Completed
Ch 1	Independent Living Awareness	21	10	Week 5		
Ch 1	Houses, Apartments and Rent	25	10	Week 7		
Ch 1	Transportation Options and Costs	29	10	Week 9		
Ch 1	Planning Healthy Meals and Food Costs	33	10	Week 11		
Ch 1	Exploring Money and Taxes	37	10	Week 13		
Ch 1	Money, Budgets, and Making Choices	41	10	Week 15		
Ch 2	Introduction to the Four "Square" Activities	47	10	Week 17		
Ch 2	Working Styles (part1)	49	10			
Ch 2	Working Styles (part2)	53	10			
Ch 2	Working Styles (part3)	56	10			
Ch 2	Identifying Work Environment Preferences	57	10	Week 19		
Ch 2	Working Likes and Dislikes (part1)	61	10	Week 21		
Ch 2	Working Likes and Dislikes (part2)	64	10			
Ch 2	Working Likes and Dislikes (part3)	65	10			
Ch 3	Introduction to Education and Training	71	10	Week 23		
Ch 3	Exploring Your Top 3 Education Category Choices	75	10	Week 25		
Ch 3	Entry level jobs with minimal pay and advancement	77	10	Pick three types of careers/jobs and complete one type each week		
Ch 3	Entry level jobs with training for a possible career	80	10			
Ch 3	Joining the military	83	10			
Ch 3	Attending a technical or trade school	85	10			
Ch 3	Attending a community college	88	10			
Ch 3	Attending a 4-year college	91	10			
Ch 3	Ranking Your Priorities	95	10		Week 33	

Starting Line Checklist and Timeline

Name:

Starting in 10th grade-Page 2 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Some activities are marked as recommended, but you can choose which activities you will do. You can also use this chart to track when you've completed them.

Unit 2: Taking Ownership for Your Postsecondary Goals		Page	Yr	Recommended	Will Do	Completed
Ch 1	Activity 1: Introduction to the Transition Plan	101	11	Weeks 1-3		
Ch 1	Activity 2: Writing Your Postsecondary Goals	105	11	Weeks 3-8		
Ch 2	Assessing Your Readiness Skills	111	11	Weeks 9-12		
Ch 2	Transition Readiness Skills Summary	123	11	Weeks 13-15		
Ch 2	Identifying Your Transition Strengths	127	11	Weeks 16-18		
Ch 2	Transition Needs and Plan for Growth (part 1)	131	11	Weeks 19-21		
Ch 2	Transition Needs and Plan for Growth (part 2)	134	11	Weeks 22-24		
Ch 2	Improving Your Top Three Growth Skills	135	11	Start working on page 135 in Week 25 work on these skills until you improve three skills		
	Basic Behavior Skills	137	11			
	Is a Productive Worker	145	11			
	Is a Responsible Worker	153	11			
	Is an Effective Learner	161	11			
	Manages Living Spaces	169	11			
	Self-Management Skills	173	11			
	Uses Effective Wellness Skills	185	11			
	Uses Technology well	193	11			

Starting Line Checklist and Timeline

Name:

Starting in 10th grade-Page 3 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Some activities are marked as recommended, but you can choose which activities you will do. You can also use this chart to track when you've completed them.

Note: If you are planning to attend a postsecondary school (4-year college, trade school, or community college), complete the "Education Tasks" section (pages 215-229).

Note: If you are considering the military, complete the "Military" section (pages 247-248).

Unit 2: Continued		Page	Yr	Recommended	Will Do	Completed
Ch 3	Identify Important Transition Tasks & Timelines (part 1)	202	11	Week 26		
Ch 3	Identify Important Transition Tasks & Timelines (part 2)	206	11	Week 26		
Ch 3	Preparing Your Transition Plan Packets	207	11	Week 26		
Unit 3: Transition Tasks		Page	Yr	Recommended	Will Do	Completed
Transition Tasks, Timelines, and Plan Summary		211	11	Week 26		

Education Tasks

HS Graduation & College Entrance		Page	Yr	Recommended	Will Do	Completed
	Check credits for graduation	215	11	X		
	Review your postsecondary goals	216	11	X		
	Research your school options	217	11	X		
	School entrance requirements	218	11	X		
	Scheduling & signing up for ACT/SAT	219	11			
	Preparing for ACT or SAT	220	11			
	Getting ACT/SAT accommodations	221	11			
	Visit one or more schools (Part 1)	222	11	X		
	Visit one or more schools (Part 2)	223	11	X		
	Complete applications	224	11	X		
	Learn about ADA and Section 504	225	11			
Paying for Post H.S Education		Page	Yr	Recommended	Will Do	Completed
	Determine the cost of schools (Part 1)	226	11	X		
	Determine the cost of schools (Part 2)	227	11	X		
	Complete the FAFSA application	228	12			
	Research scholarships and loans	229	12			

Employment Tasks

Still in school		Page	Yr	Recommended	Will Do	Completed
	Check credits for graduation	233		X (12th grade also)		
	Review your postsecondary goals	234		X (12th grade also)		
	Participate in work experience	235				
	Take courses to improve your resume	236				
	Commit to getting better grades	237				
	Volunteer in the community	238				
	Develop a back-up employment plan	239		X		

Starting Line Checklist and Timeline

Name:

Starting in 10th grade-Page 4 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Some activities are marked as recommended, but you can choose which activities you will do. You can also use this chart to track when you've completed them.

Employment Tasks (Continued)

Getting hired		Page	Yr	Recommended	Will Do	Completed
	Prepare a cover letter	240	12	X		
	Prepare a list of references	241	12	X		
	Develop a quality resume	242	12	X		
	Practice interviewing effectively	243	12	X		
	Find jobs and complete applications	244	12	X		
	Develop an employment game plan	245	12	X		
	Learn about ADA and Section 504	246	12	X		
Military (Skip if not interested in Military)		Page	Yr	Recommended	Will Do	Completed
	Investigate the different branches*	247				
	Meet with a recruiter & take ASVAB*	248				

Independent Living Tasks

Maintain support		Page	Yr	Recommended	Will Do	Completed
	Research vocational rehabilitation	251	12	x		
	ADA, Section 504, & accommodations	252	12	x		
	Make a list of supports and agencies	253	12	x		
Transportation		Page	Yr	Recommended	Will Do	Completed
	Research public transportation	254	12			
	Ride bus or train on longer trips	255	12			
	Take drivers training & drivers test	256	12			
	Learn to buy a used car	257	12	x		
	Learn about auto insurance	258	12	x		
	Learn basic car maintenance	259	12	x		
Money Management		Page	Yr	Recommended	Will Do	Completed
	Learn to develop a budget (Part 1)	260	11	x		
	Learn to develop a budget (Part 2)	261	11	x		
	Set up a checking account	262	12	x		
	Balance a checking account	263	12	x		
	Learn about paying bills	264	12	x		
	Use a debit/credit card wisely	265	12	x		
General Independent Living		Page	Yr	Recommended	Will Do	Completed
	Learn leasing and contracts	266	12	x		
	Set up utilities	267	12	x		
	Furnish your apartment	268	12	x		
	Learn to do laundry	269	11	x		
	Make healthy food choices	270	11	x		
	When and how to seek medical help	271	12	x		
	Learn about health insurance	272	12	x		
	Register for Selective Service (males only)	273	12	X (18th Bday)		

Timeline for Beginning the Program with Students in 11th Grade

Completing the entire Fast Track workbook in two years is very doable for most students. They can complete an activity every week or two and still complete the entire program before graduating and reach their postsecondary goals.

Note: The 11th grade configuration is also appropriate for young adults in an 18-21 year old program who planned on being in the program for two years. These young adults would meet with their supervisor to select and complete assessments, activities, and tasks that will enhance their Transition results.

Timeline

When preparing the timeline for beginning the program with 11th grade students we recommend that you consider the following steps:

1. Schedule the students IEP meeting. It is best for IEP meetings to be after January so that the student can complete the activities necessary to write their own postsecondary goals and develop a plan to reach their goals.
2. Go over the schedule of activities with the student and agree upon which activities will be done and in which weeks of the year they will be done. (Put "X" in the "Will Do" column for each activity the student will complete and indicate in which year the activity will be completed.)
3. Go over the schedule of tasks with the student and agree upon which tasks will be done and by which dates they must be completed. (Put "X" in the "Will Do" column for each activity the student will complete and indicate in which year the activity will be completed.)

Checklist

A copy of the Timeline/Checklist should be kept by both the student and the teacher. So when you and the student have finished setting the timeline, make a copy of the timeline and give the original to the student.

Have the student keep track of activities and tasks as they are completed and bring their checklists to meetings when they occur.

Starting Line Checklist and Timeline

Name: _____

Starting in 11th Grade-Page 1 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Some activities are marked as recommended, but you can choose which activities you will do. You can also use this chart to track when you've completed them.

Complete pages 101-108 prior to your next IEP meeting to prepare your Postsecondary Goals.

Introduction		Page	Yr	Recommended	Will Do	Completed
	Exploring Your Plans for the Future	5	11	Week 1		
	Tracking what You have Learned	14	11			
	Transition Tasks Pre-Survey	15	11	Week 1		
Unit I: Exploring and Refining Your Options		Page	Yr	Recommended	Will Do	Completed
Ch 1	Independent Living Awareness	21	11	Week 2		
Ch 1	Houses, Apartments and Rent	25	11	Week 3		
Ch 1	Transportation Options and Costs	29	11	Week 4		
Ch 1	Planning Healthy Meals and Food Costs	33	11	Week 5		
Ch 1	Exploring Money and Taxes	37	11	Week 6		
Ch 1	Money, Budgets, and Making Choices	41	11	Week 7		
Ch 2	Introduction to the Four "Square" Activities	47	11	Week 8		
Ch 2	Working Styles (part1)	49	11			
Ch 2	Working Styles (part2)	53	11			
Ch 2	Working Styles (part3)	56	11			
Ch 2	Identifying Work Environment Preferences	57	11	Week 9		
Ch 2	Working Likes and Dislikes (part1)	61	11	Week 10		
Ch 2	Working Likes and Dislikes (part2)	64	11			
Ch 2	Working Likes and Dislikes (part3)	65	11			
Ch 3	Introduction to Education and Training	71	11	Week 11		
Ch 3	Exploring Your Top 3 Education Category Choices	75	11	Week 12		
Ch 3	Entry level jobs with minimal pay and advancement	77	11	Pick and complete three, weeks 12, 14, and 15		
Ch 3	Entry level jobs with training for a possible career	80	11			
Ch 3	Joining the military	83	11			
Ch 3	Attending a technical or trade school	85	11			
Ch 3	Attending a community college	88	11			
Ch 3	Attending a 4-year college	91	11			
Ch 3	Ranking Your Priorities	95	11	Week 15		

Starting Line Checklist and Timeline

Name: _____

Starting in 11th Grade-Page 2 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Some activities are marked as recommended, but you can choose which activities you will do. You can also use this chart to track when you've completed them.

Unit 2: Taking Ownership for Your Postsecondary Goals		Page	Yr	Recommended	Will Do	Completed
Ch 1	Activity 1: Introduction to the Transition Plan	101	11	Weeks 17-18		
Ch 1	Activity 2: Writing Your Postsecondary Goals	105	11	Weeks 319-21		
Ch 2	Assessing Your Readiness Skills	111	11	Weeks 22		
Ch 2	Transition Readiness Skills Summary	123	11	Weeks 23-25		
Ch 2	Identifying Your Transition Strengths	127	11	Weeks 26-28		
Ch 2	Transition Needs and Plan for Growth (part 1)	131	11	Weeks 29-31		
Ch 2	Transition Needs and Plan for Growth (part 2)	134	11	Weeks 32-34		
Ch 2	Improving Your Top Three Growth Skills	135	11	Start working on page 135 in Week 35 work on these skills until you improve three skills		
	Basic Behavior Skills	137	11			
	Is a Productive Worker	145	11			
	Is a Responsible Worker	153	11			
	Is an Effective Learner	161	11			
	Manages Living Spaces	169	11			
	Self-Management Skills	173	11			
	Uses Effective Wellness Skills	185	11			
	Uses Technology well	193	11			

Starting Line Checklist and Timeline

Name: _____ **Starting in 11th Grade-Page 3 of 4**

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Some activities are marked as recommended, but you can choose which activities you will do. You can also use this chart to track when you've completed them.

Note: If you are planning to attend a postsecondary school (4-year college, trade school, or community college), complete the "Education Tasks" section (pages 215-229).

Note: If you are considering the military, complete the "Military" section (pages 247-248).

Unit 2: Continued		Page	Yr	Recommended	Will Do	Completed
Ch 3	Identify Important Transition Tasks & Timelines (part 1)	202	11	Week 26		
Ch 3	Identify Important Transition Tasks & Timelines (part 2)	206	11	Week 26		
Ch 3	Preparing Your Transition Plan Packets	207	11	Week 26		
Unit 3: Transition Tasks		Page	Yr	Recommended	Will Do	Completed
Transition Tasks, Timelines, and Plan Summary		211	11	Week 26		

Education Tasks						
HS Graduation & College Entrance		Page	Yr	Recommended	Will Do	Completed
	Check credits for graduation	215	11	X		
	Review your postsecondary goals	216	11	X		
	Research your school options	217	11	X		
	School entrance requirements	218	11	X		
	Scheduling & signing up for ACT/SAT	219	11			
	Preparing for ACT or SAT	220	11			
	Getting ACT/SAT accommodations	221	11			
	Visit one or more schools (Part 1)	222	12	X		
	Visit one or more schools (Part 2)	223	12	X		
	Complete applications	224	12	X		
	Learn about ADA and Section 504	225	12			
Paying for Post H.S Education		Page	Yr	Recommended	Will Do	Completed
	Determine the cost of schools (Part 1)	226	12	X		
	Determine the cost of schools (Part 2)	227	12	X		
	Complete the FAFSA application	228	12			
	Research scholarships and loans	229	12			

Employment Tasks						
Still in school		Page	Yr	Recommended	Will Do	Completed
	Check credits for graduation	233	11	X (12th grade also)		
	Review your postsecondary goals	234	11	X (12th grade also)		
	Participate in work experience	235	11			
	Take courses to improve your resume	236	11			
	Commit to getting better grades	237	11			
	Volunteer in the community	238	11			
	Develop a back-up employment plan	239	12	X		

Starting Line Checklist and Timeline

Name:

Starting in 11th Grade-Page 4 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Some activities are marked as recommended, but you can choose which activities you will do. You can also use this chart to track when you've completed them.

Employment Tasks (Continued)

Getting hired		Page	Yr	Recommended	Will Do	Completed
	Prepare a cover letter	240	12	X		
	Prepare a list of references	241	12	X		
	Develop a quality resume	242	12	X		
	Practice interviewing effectively	243	12	X		
	Find jobs and complete applications	244	12	X		
	Develop an employment game plan	245	12	X		
	Learn about ADA and Section 504	246	12	X		
Military (Skip if not interested in Military)		Page	Yr	Recommended	Will Do	Completed
	Investigate the different branches*	247				
	Meet with a recruiter & take ASVAB*	248				

Independent Living Tasks

Maintain support		Page		Recommended	Will Do	Completed
	Research vocational rehabilitation	251	12	x		
	ADA, Section 504, & accommodations	252	12	x		
	Make a list of supports and agencies	253	12	x		
Transportation		Page	Yr	Recommended	Will Do	Completed
	Research public transportation	254	12			
	Ride bus or train on longer trips	255	12			
	Take drivers training & drivers test	256	12			
	Learn to buy a used car	257	12	x		
	Learn about auto insurance	258	12	x		
	Learn basic car maintenance	259	12	x		
Money Management		Page	Yr	Recommended	Will Do	Completed
	Learn to develop a budget (Part 1)	260	12	x		
	Learn to develop a budget (Part 2)	261	12	x		
	Set up a checking account	262	12	x		
	Balance a checking account	263	12	x		
	Learn about paying bills	264	12	x		
	Use a debit/credit card wisely	265	12	x		
General Independent Living		Page	Yr	Recommended	Will Do	Completed
	Learn leasing and contracts	266	12	x		
	Set up utilities	267	12	x		
	Furnish your apartment	268	12	x		
	Learn to do laundry	269	12	x		
	Make healthy food choices	270	12	x		
	When and how to seek medical help	271	12	x		
	Learn about health insurance	272	12	x		
	Register for Selective Service (males only)	273	12	X (18th Bday)		

Timeline for Beginning the Program with Students in 12th Grade

Completing the entire Fast Track workbook in one year is a significant challenge for most 12th grade students. However, their effort will pay great dividends when they are out of school because they will have gained the knowledge, developed the skills, and completed the tasks they need to succeed in reaching their postsecondary goals.

Note: The 12th grade configuration would also work with young adults in an 18-21 year old program who planned on being in the program for one year. These young adults would meet with their supervisor to select and complete assessments, activities, and tasks that will enhance their Transition results.

Timeline

The Timeline for beginning the program with 12th grade students schedules things to happen at the right moments for students to be most successful. However, there are many crucial events that occur at different times throughout the year that complicate the timing of Transition activities and tasks. Therefore, we recommend that you complete the following steps:

1. Schedule the students IEP meeting. The best time is in December or January.
2. Go to pages 3 and 4 of the timeline (Transition Tasks) and decide if there are any tasks that need to be completed immediately—for example: checking credits for graduation, signing up to take the ACT/SAT, or applying for ACT/SAT accommodations.
3. Go over the schedule of activities with the student and agree upon which activities will be done and in which weeks of the year they will be done. (Put “X” in the “Will Do” column for each activity the student will complete.)
4. Go over the schedule of tasks with the student and agree upon which tasks will be done and by which dates they must be completed. (Put “X” in the “Will Do” column for each activity the student will complete.)

Checklist

A copy of the Timeline/Checklist should be kept by both the student and the teacher. So when you and the student have finished setting the timeline, make a copy of the timeline and give the original to the student.

Have the student keep track of activities and tasks as they are completed and bring their checklist to meetings when they occur.

Starting Line Checklist and Timeline

Name:

Starting in 12th Grade-Page 1 of 4

Directions: On this checklist, you will find a list of activities along with the recommended weeks they should be completed. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Also, you can use the chart to track when you have completed these activities.

Complete pages 101-108 prior to your next IEP meeting to prepare your Postsecondary Goals.

Introduction		Page	Recommended	Will Do	Completed
	Exploring Your Plans for the Future	5	Week 1		
	Tracking what You have Learned	14	Week 1		
	Transition Tasks Pre-Survey	15	Week 1		
Unit I: Exploring and Refining Your Options		Page	Recommended	Will Do	Completed
Ch 1	Independent Living Awareness	21	Week 13		
Ch 1	Houses, Apartments and Rent	25	Week 13		
Ch 1	Transportation Options and Costs	29	Week 14		
Ch 1	Planning Healthy Meals and Food Costs	33	Week 14		
Ch 1	Exploring Money and Taxes	37	Week 15		
Ch 1	Money, Budgets, and Making Choices	41	Week 15		
Ch 2	Introduction to the Four "Square" Activities	47	Week 2		
Ch 2	Working Styles (part1)	49	Week 2		
Ch 2	Working Styles (part2)	53	Week 2		
Ch 2	Working Styles (part3)	56	Week 2		
Ch 2	Identifying Work Environment Preferences	57	Week 3		
Ch 2	Working Likes and Dislikes (part1)	61	Week 4		
Ch 2	Working Likes and Dislikes (part2)	64	Week 4		
Ch 2	Working Likes and Dislikes (part3)	65	Week 4		
Ch 3	Introduction to Education and Training	71	Weeks 5-6		
Ch 3	Exploring Your Top 3 Education Category Choices	75	Weeks 5-6		
Ch 3	Entry level jobs with minimal pay and advancement	77	In Weeks 5-6, also select two choices to the left and complete them.		
Ch 3	Entry level jobs with training for a possible career	80			
Ch 3	Joining the military	83			
Ch 3	Attending a technical or trade school	85			
Ch 3	Attending a community college	88			
Ch 3	Attending a 4-year college	91			
Ch 3	Ranking Your Priorities	95	Weeks 5-6		

Starting Line Checklist and Timeline

Name:

Starting in 12th Grade-Page 2 of 4

Directions: On this checklist, you will find a list of activities along with the recommended weeks they should be completed. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. Also, you can use the chart to track when you have completed these activities.

Unit 2: Taking Ownership for Your Postsecondary Goals		Page	Recommended	Will Do	Completed
Ch 1	Activity 1: Introduction to the Transition Plan	101	Week 7		
Ch 1	Activity 2: Writing Your Postsecondary Goals	105	Week 7		
Ch 2	Assessing Your Readiness Skills	111	Weeks 8-9		
Ch 2	Transition Readiness Skills Summary	123	Week 10		
Ch 2	Identifying Your Transition Strengths	127	Week 11		
Ch 2	Transition Needs and Plan for Growth (part 1)	131	Week 11		
Ch 2	Transition Needs and Plan for Growth (part 2)	134	Week 12		
Ch 2	Improving Your Top Three Growth Skills	135	Start working on the activity on page 135 during Week 12. Continue working until you finish improving three skills.		
	Basic Behavior Skills	137			
	Is a Productive Worker	145			
	Is a Responsible Worker	153			
	Is an Effective Learner	161			
	Manages Living Spaces	169			
	Self-Management Skills	173			
	Uses Effective Wellness Skills	185			
	Uses Technology well	193			

Starting Line Checklist and Timeline

Name:

Starting in 12th Grade-Page 3 of 4

Directions: On this checklist, you will find a list of tasks. Some of the tasks below are marked "Required" and should be done. Other tasks below are marked as "Recommended" and you can work with your teacher to decide if and when they should be completed. Also, you can use the chart to track when you have completed these tasks.

Note: If you are planning to attend a postsecondary school (4-year college, trade school, or community college), complete the "Education Tasks" section (pages 215-229).

Note: If you are considering the military, complete the "Military" section (pages 247-248).

Unit 2: Continued		Page	Required	Will Do	Completed
Ch 3	Identify Important Transition Tasks & Timelines (part 1)	202	Week 16	X	
Ch 3	Identify Important Transition Tasks & Timelines (part 2)	206	Week 16	X	
Ch 3	Preparing Your Transition Plan Packets	207	Week 16	X	
Unit 3: Transition Tasks		Page	Required	Will Do	Completed
Transition Tasks, Timelines, and Plan Summary		211	Week 16	X	

Education Tasks

	HS Graduation & College Entrance	Page	Recommended	Will Do	Completed
	Check credits for graduation	215	X		
	Review your postsecondary goals	216	X		
	Research your school options	217	X		
	School entrance requirements	218	X		
	Scheduling & signing up for ACT/SAT	219			
	Preparing for ACT or SAT	220			
	Getting ACT/SAT accommodations	221			
	Visit one or more schools (Part 1)	222	X		
	Visit one or more schools (Part 2)	223	X		
	Complete applications	224	X		
	Learn about ADA and Section 504	225			
	Paying for Post H.S Education	Page	Recommended	Will Do	Completed
	Determine the cost of schools (Part 1)	226	X		
	Determine the cost of schools (Part 2)	227	X		
	Complete the FAFSA application	228			
	Research scholarships and loans	229			

Employment Tasks

	Still in school	Page	Recommended	Will Do	Completed
	Check credits for graduation	233	X		
	Review your postsecondary goals	234	X		
	Participate in work experience	235			
	Take courses to improve your resume	236			
	Commit to getting better grades	237			
	Volunteer in the community	238			
	Develop a back-up employment plan	239	X		

Starting Line Checklist and Timeline

Name:

Starting in 12th Grade-Page 4 of 4

Directions: On this checklist, you will find a list of tasks. Some of the tasks below are marked "Required" and should be done. Other tasks below are marked as "Recommended" and you can work with your teacher to decide if and when they should be completed. Also, you can use the chart to track when you have completed these tasks.

Employment Tasks (Continued)

Getting hired		Page	Recommended	Will Do	Completed
	Prepare a cover letter	240	X		
	Prepare a list of references	241	X		
	Develop a quality resume	242	X		
	Practice interviewing effectively	243	X		
	Find jobs and complete applications	244	X		
	Develop an employment game plan	245	X		
	Learn about ADA and Section 504	246	X		
Military (Skip if not interested in Military)		Page	Recommended	Will Do	Completed
	Investigate the different branches*	247			
	Meet with a recruiter & take ASVAB*	248			

Independent Living Tasks

Maintain support		Page	Recommended	Will Do	Completed
	Research vocational rehabilitation	251	X		
	ADA, Section 504, & accommodations	252	X		
	Make a list of supports and agencies	253	X		
Transportation		Page	Recommended	Will Do	Completed
	Research public transportation	254			
	Ride bus or train on longer trips	255			
	Take drivers training & drivers test	256			
	Learn to buy a used car	257	X		
	Learn about auto insurance	258	X		
	Learn basic car maintenance	259	X		
Money Management		Page	Recommended	Will Do	Completed
	Learn to develop a budget (Part 1)	260	X		
	Learn to develop a budget (Part 2)	261	X		
	Set up a checking account	262	X		
	Balance a checking account	263	X		
	Learn about paying bills	264	X		
	Use a debit/credit card wisely	265	X		
General Independent Living		Page	Recommended	Will Do	Completed
	Learn leasing and contracts	266	X		
	Set up utilities	267	X		
	Furnish your apartment	268	X		
	Learn to do laundry	269	X		
	Make healthy food choices	270	X		
	When and how to seek medical help	271	X		
	Learn about health insurance	272	X		
	Register for Selective Service (males only)	273	X		

Blank Timeline for the Fast track Program

Blank Timeline

The blank Timeline is to help students and teachers in identifying which assessments, activities, and tasks will be completed. In preparing the blank Timeline and Checklist for use, the steps below should be considered:

1. Schedule the students IEP meeting.
2. Go over the activities with the student and agree upon which activities will be done and in which weeks of the year they will be done. (Put “X” in the “Will Do” column for each activity the student will complete and indicate in which year the activity will be completed.)
3. Go over the list of tasks with the student and agree upon which tasks will be done and by which dates they must be completed. (Put “X” in the “Will Do” column for each activity the student will complete and indicate in which year the activity will be completed.)

Checklist

A copy of the Timeline/Checklist should be kept by both the student and the teacher. So when you and the student have finished setting the timeline, make a copy of the timeline and give the original to the student.

Have the student keep track of activities and tasks as they are completed and bring their checklists to meetings when they occur.

Appropriate Audiences for the Blank Fast Track Checklist and Timeline

Transition courses

The blank timeline can be used to schedule when each Fast Track activity will be completed by students in a transition course, including semester-long and year-long courses.

Independent Study

The blank timeline can be used to schedule when each Fast Track activity will be completed by students who are completing the workbook through independent study.

Starting Line Checklist and Timeline

Name: _____

Page 1 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. You can also use this chart to track when you've completed them.

Complete pages 101-108 prior to your next IEP meeting to prepare your Postsecondary Goals.

Introduction		Page	Recommended	Will Do	Completed
	Exploring Your Plans for the Future	5			
	Tracking what You have Learned	14			
	Transition Tasks Pre-Survey	15			
Unit I: Exploring and Refining Your Options		Page	Recommended	Will Do	Completed
Ch 1	Independent Living Awareness	21			
Ch 1	Houses, Apartments and Rent	25			
Ch 1	Transportation Options and Costs	29			
Ch 1	Planning Healthy Meals and Food Costs	33			
Ch 1	Exploring Money and Taxes	37			
Ch 1	Money, Budgets, and Making Choices	41			
Ch 2	Introduction to the Four "Square" Activities	47			
Ch 2	Working Styles (part1)	49			
Ch 2	Working Styles (part2)	53			
Ch 2	Working Styles (part3)	56			
Ch 2	Identifying Work Environment Preferences	57			
Ch 2	Working Likes and Dislikes (part1)	61			
Ch 2	Working Likes and Dislikes (part2)	64			
Ch 2	Working Likes and Dislikes (part3)	65			
Ch 3	Introduction to Education and Training	71			
Ch 3	Exploring Your Top 3 Education Category Choices	75			
Ch 3	Entry level jobs with minimal pay and advancement	77			
Ch 3	Entry level jobs with training for a possible career	80			
Ch 3	Joining the military	83			
Ch 3	Attending a technical or trade school	85			
Ch 3	Attending a community college	88			
Ch 3	Attending a 4-year college	91			
Ch 3	Ranking Your Priorities	95			

Starting Line Checklist and Timeline

Name: _____

Page 2 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. You can also use this chart to track when you've completed them.

Unit 2: Taking Ownership for Your Postsecondary Goals		Page	Recommended	Will Do	Completed
Ch 1	Activity 1: Introduction to the Transition Plan	101			
Ch 1	Activity 2: Writing Your Postsecondary Goals	105			
Ch 2	Assessing Your Readiness Skills	111			
Ch 2	Transition Readiness Skills Summary	123			
Ch 2	Identifying Your Transition Strengths	127			
Ch 2	Transition Needs and Plan for Growth (part 1)	131			
Ch 2	Transition Needs and Plan for Growth (part 2)	134			
Ch 2	Improving Your Top Three Growth Skills	135			
	Basic Behavior Skills	137			
	Is a Productive Worker	145			
	Is a Responsible Worker	153			
	Is an Effective Learner	161			
	Manages Living Spaces	169			
	Self-Management Skills	173			
	Uses Effective Wellness Skills	185			
	Uses Technology well	193			

Starting Line Checklist and Timeline

Name: _____

Page 3 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. You can also use this chart to track when you've completed them.

Note: If you are planning to attend a postsecondary school (4-year college, trade school, or community college), complete the "Education Tasks" section (pages 215-229).

Note: If you are considering the military, complete the "Military" section (pages 247-248).

Unit 2: Continued		Page	Recommended	Will Do	Completed
Ch 3	Identify Important Transition Tasks & Timelines (part 1)	202			
Ch 3	Identify Important Transition Tasks & Timelines (part 2)	206			
Ch 3	Preparing Your Transition Plan Packets	207			
Unit 3: Transition Tasks		Page	Recommended	Will Do	Completed
Transition Tasks, Timelines, and Plan Summary		211			

Education Tasks

HS Graduation & College Entrance		Page	Recommended	Will Do	Completed
	Check credits for graduation	215			
	Review your postsecondary goals	216			
	Research your school options	217			
	School entrance requirements	218			
	Scheduling & signing up for ACT/SAT	219			
	Preparing for ACT or SAT	220			
	Getting ACT/SAT accommodations	221			
	Visit one or more schools (Part 1)	222			
	Visit one or more schools (Part 2)	223			
	Complete applications	224			
	Learn about ADA and Section 504	225			
Paying for Post H.S Education		Page	Recommended	Will Do	Completed
	Determine the cost of schools (Part 1)	226			
	Determine the cost of schools (Part 2)	227			
	Complete the FAFSA application	228			
	Research scholarships and loans	229			

Employment Tasks

Still in school		Page	Recommended	Will Do	Completed
	Check credits for graduation	233			
	Review your postsecondary goals	234			
	Participate in work experience	235			
	Take courses to improve your resume	236			
	Commit to getting better grades	237			
	Volunteer in the community	238			
	Develop a back-up employment plan	239			

Starting Line Checklist and Timeline

Name: _____

Page 4 of 4

Directions: On this checklist, you will find a list of important activities that will help you Transition to adult life. When you meet with your teacher, you can determine which activities you will complete and in which weeks you will complete them. You can also use this chart to track when you've completed them.

Employment Tasks (Continued)

Getting hired		Page	Recommended	Will Do	Completed
	Prepare a cover letter	240			
	Prepare a list of references	241			
	Develop a quality resume	242			
	Practice interviewing effectively	243			
	Find jobs and complete applications	244			
	Develop an employment game plan	245			
	Learn about ADA and Section 504	246			
Military (Skip if not interested in Military)		Page	Recommended	Will Do	Completed
	Investigate the different branches*	247			
	Meet with a recruiter & take ASVAB*	248			

Independent Living Tasks

Maintain support		Page	Recommended	Will Do	Completed
	Research vocational rehabilitation	251			
	ADA, Section 504, & accommodations	252			
	Make a list of supports and agencies	253			
Transportation		Page	Recommended	Will Do	Completed
	Research public transportation	254			
	Ride bus or train on longer trips	255			
	Take drivers training & drivers test	256			
	Learn to buy a used car	257			
	Learn about auto insurance	258			
	Learn basic car maintenance	259			
Money Management		Page	Recommended	Will Do	Completed
	Learn to develop a budget (Part 1)	260			
	Learn to develop a budget (Part 2)	261			
	Set up a checking account	262			
	Balance a checking account	263			
	Learn about paying bills	264			
	Use a debit/credit card wisely	265			
General Independent Living		Page	Recommended	Will Do	Completed
	Learn leasing and contracts	266			
	Set up utilities	267			
	Furnish your apartment	268			
	Learn to do laundry	269			
	Make healthy food choices	270			
	When and how to seek medical help	271			
	Learn about health insurance	272			
	Register for Selective Service (males only)	273			

Fast Track Guiding Rubrics

Rubrics describe the expectations for success. They guide students to follow the right procedures and do what it takes to succeed. Fast Track Rubrics (found on the next four pages) have three purposes: (1) to guide teachers in managing the Fast Track program, (2) to help students focus their Transition efforts, and (3) to help students make adjustments as they travel down the track to independent adult life.

In Fast Track, there are four phases that students work through in achieving Transition success: (1) exploring, (2) refining, (3) owning, and (4) achieving. On each of the next four pages, there is a rubric that describes one of the four phases, including:

An Exploring Rubric: The exploring rubric guides students to explore their wants, interests, strengths, and needs as they relate to future employment, education or training, and independent living. The purpose of this rubric is to build students' knowledge of options available in each of the three categories.

A Refining Rubric: The refining rubric guides students to take what they have learned in their exploration phase and use it to narrow their choices. The purpose of this rubric is to help students make better decisions related to their options in the three categories.

An Owning Rubric: The owning rubric guides students to take ownership in identifying and reaching meaningful postsecondary goals, including: (a) writing their own postsecondary goals, (b) identifying what needs to be completed in order for them reach their goals, (c) developing a plan and timeline for reaching goals, and (d) presenting their plan to IEP team. The purpose of this rubric is to help students accept the responsibility for their Transition success.

An Achieving Rubric: The achieving rubric guides students do what it takes to achieve their postsecondary goals, including: (a) contacting the appropriate people and organizations, (b) completing necessary forms and applications, (c) organizing needed material, (e) developing important tools, and (f) keeping the IEP team informed of progress and tasks the still need to be done.

Exploring wants, interests, strengths and needs to understand future options

Name _____ Date _____

Directions: Use the scale legend to rate each item.

Legend: Student takes responsibility for completing these activities according to a pre-determined schedule that includes adult evaluation and review.

C = Student consistently makes a sincere effort to complete activities at ability level and according to plan

S = Student sometimes makes a sincere effort to complete activities at ability level and according to plan

N = Student needs to improve a sincere effort to complete activities at ability level and according to plan

	Date1	Date2	Date3	Date4
Explores employment after high school.				
• Explores wants and interests related to future employment.	__	__	__	__
• Explores strengths and needs related to future employment.	__	__	__	__
• Explores options related to future employment.	__	__	__	__
Explores education after high school.				
• Explores wants and interests related to future education.	__	__	__	__
• Explores strengths and needs related to future education.	__	__	__	__
• Explores options related to future education.	__	__	__	__
Explores independent living after high school.				
• Explores wants and interests related to future independent living.	__	__	__	__
• Explores strengths and needs related to future independent living.	__	__	__	__
• Explores options related to future independent living.	__	__	__	__
Explores commitments that enhance future success.				
• Explores the positive impact of possessing skills valued by employers.	__	__	__	__
• Explores the positive impact of possessing adult readiness skills.	__	__	__	__

Refining wants, interests, strengths and needs to make better future decisions

Name _____ Date _____

Directions: Use the scale legend to rate each item.

Legend: Student takes responsibility for completing these activities according to a pre-determined schedule that includes adult evaluation and review.

C = Student consistently makes a sincere effort to complete activities at ability level and according to plan

S = Student sometimes makes a sincere effort to complete activities at ability level and according to plan

N = Student needs to improve a sincere effort to complete activities at ability level and according to plan

	Date1	Date2	Date3	Date4
Makes informed decisions about employment after high school. <ul style="list-style-type: none"> • Refines wants and interests related to future employment. 	__	__	__	__
<ul style="list-style-type: none"> • Refines strengths and needs related to future employment. 	__	__	__	__
<ul style="list-style-type: none"> • Refines options related to future employment. 	__	__	__	__
Makes informed about education after high school. <ul style="list-style-type: none"> • Refines wants and interests related to future education. 	__	__	__	__
<ul style="list-style-type: none"> • Refines strengths and needs related to future education. 	__	__	__	__
<ul style="list-style-type: none"> • Refines options related to future education. 	__	__	__	__
Makes informed decisions about independent living after high school. <ul style="list-style-type: none"> • Refines wants and interests related to future independent living. 	__	__	__	__
<ul style="list-style-type: none"> • Refines strengths and needs related to future independent living. 	__	__	__	__
<ul style="list-style-type: none"> • Refines options related to future independent living. 	__	__	__	__
Makes informed commitments to prepare for life after high school. <ul style="list-style-type: none"> • Builds personal value by improving adult readiness skills. 	__	__	__	__
<ul style="list-style-type: none"> • Builds personal value by developing skills valued by employers. 	__	__	__	__

Taking ownership in identifying and reaching meaningful postsecondary goals

Name _____ Date _____

Directions: Use the scale legend to rate each item.

Legend: Student takes responsibility for completing these activities according to a pre-determined schedule that includes adult evaluation and review.

C = Student consistently makes a sincere effort to complete activities at ability level and according to plan

S = Student sometimes makes a sincere effort to complete activities at ability level and according to plan

N = Student needs to improve a sincere effort to complete activities at ability level and according to plan

	Date1	Date2	Date3	Date4
Identifies meaningful postsecondary goals. <ul style="list-style-type: none"> • Refines choices for employment, education, and independent living to one in each category. 	—	—	—	—
<ul style="list-style-type: none"> • Writes postsecondary goals correctly. 	—	—	—	—
<ul style="list-style-type: none"> • Prepares a presentation describing the postsecondary goals. 	—	—	—	—
<ul style="list-style-type: none"> • Presents postsecondary goals to IEP team. 	—	—	—	—
<ul style="list-style-type: none"> • Contributes postsecondary goals to the IEP. 	—	—	—	—
Researches tasks that will need to be completed to reach postsecondary goals. <ul style="list-style-type: none"> • Makes an initial list that focuses on the next year. 	—	—	—	—
<ul style="list-style-type: none"> • Identifies what needs to be done to complete each task. 	—	—	—	—
<ul style="list-style-type: none"> • Identified when each task needs to be started and completed. 	—	—	—	—
Takes responsibility for completing tasks. <ul style="list-style-type: none"> • Regularly shares plan and progress with key adults. 	—	—	—	—
<ul style="list-style-type: none"> • Seeks help from others who have knowledge or skills in key areas. 	—	—	—	—
<ul style="list-style-type: none"> • Completes initial tasks by their deadlines. 	—	—	—	—

Achieving meaningful postsecondary goals.

Name _____ Date _____

Directions: Use the scale legend to rate each item.

Legend: Student takes responsibility for completing these activities according to a pre-determined schedule that includes adult evaluation and review.

C = Student consistently makes a sincere effort to complete activities at ability level and according to plan

S = Student sometimes makes a sincere effort to complete activities at ability level and according to plan

N = Student needs to improve a sincere effort to complete activities at ability level and according to plan

	Date1	Date2	Date3	Date4
Updates initial action plan with important dates and deadlines.	—	—	—	—
Identifies tasks and defines what must be done (and when) to complete each task by the deadline.				
• Secures credit card/checking account.	—	—	—	—
• Contacts appropriate supports at next level.	—	—	—	—
• Signs up for FAFSA, if necessary.	—	—	—	—
• Secures loans as necessary.	—	—	—	—
• Applies to attend schools/to acquire jobs.	—	—	—	—
Schedules appointments as needed.				
• Submits applications, resumes, and letters in a timely manner.	—	—	—	—
• Prepares and practices succeeding at appointments.	—	—	—	—
• Includes appointments on timeline.	—	—	—	—
Prepares important documents.				
• Writes letters of application or entrance.	—	—	—	—
• Completes test preparation and schedules events on the timeline.	—	—	—	—
• Prepares interviews to be organized to put students in best light possible.	—	—	—	—
• Interviews practiced to go smoothly and impressively.	—	—	—	—
Completes items in action plan.				
• Reviews action plan.	—	—	—	—
• Completes each action prior to deadline.	—	—	—	—
Establishes a backup plan to be implemented if main plan doesn't achieve success.	—	—	—	—



The Starting Line Transition Program

was developed by John Wessels, Ph.D. and Kim Spudic, M.A.Ed. It was published by TEN SIGMA because the transition into adulthood is one of the main purposes of K-12 education and should therefore be in the curriculum of every teacher at every grade.



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