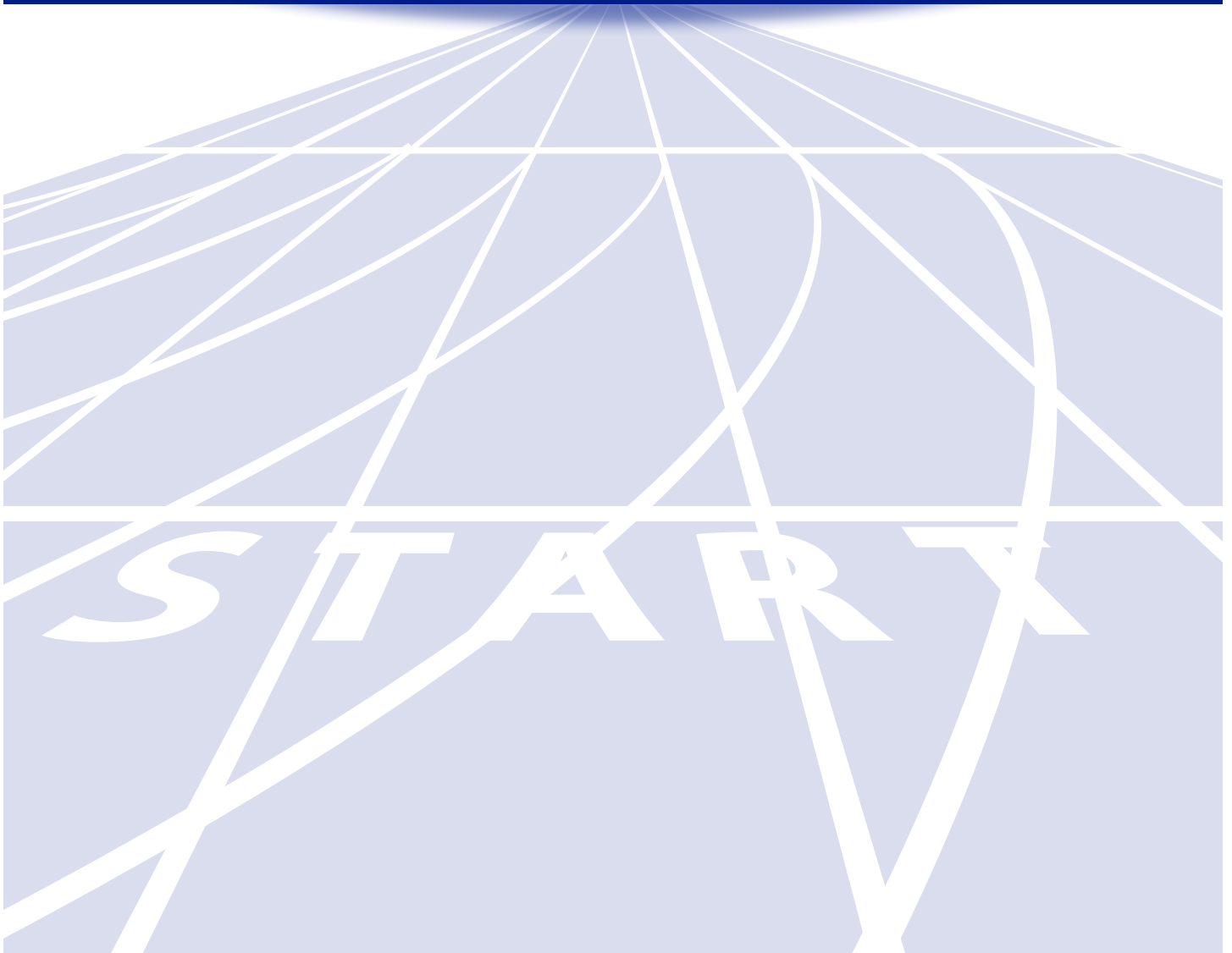




# ***Fast Track***

## **Transition Student Workbook**





## Overview of the Starting Line Fast Track Program

### The Massive Challenge that Educators and Students are Facing

Due to promoting a system where all students are “college ready”, teachers and students are now facing the challenge of increasing academic requirements, which leaves little time for exploring options and learning important life skills. As a result, this approach is unintentionally creating large numbers of disenfranchised students with catastrophic effects.

In addition, many students who don’t want to go to college, can’t go to college, or shouldn’t go to college become frustrated with the “college ready” approach to education. Regardless of whether they plan to attend college or not, students often leave school without a viable plan for life after high school and lack the necessary skills to succeed in independent living and employment.

### What is the Starting Line *Fast Track* Program and How Does It Help Students?

The *Fast Track* program guides students through a series of assessments, activities, and tasks to help them identify meaningful goals for employment, education/training, and independent living. The *Fast Track* program is available as a [printed workbook](#) and as an [editable PDF](#) through our license program. Here is a brief summary about the program:

- ***Fast Track***: In the *Fast Track* students participate in meaningful activities to identify their wants, interests, strengths, needs, and options. Then, they use what they have learned to develop an individualized plan and a timeline for achieving their future education and training, employment, and independent living goals. By the end of this program, students will have developed the knowledge to make informed decisions about their future, the skills to achieve their goals, and are better prepared to meet the challenges of adult life.

### Ways to Implement the Starting Line Program:

Ideally, students are best served by beginning with the *Foundations* workbook as an introduction to exploring their strengths, preferences, and options for the future. Then, students complete the *Fast Track* workbook, which is a more comprehensive program to prepare students for their transition to adult life.

The *Foundations* and *Fast Track* workbooks can be implemented as “stand alone” curriculum or used in a holistic approach covering numerous years to prepare students for adult life. Here is a short summary explaining some of the possible grade level approaches for implementing the Starting Line Program:

**Foundations**



- 8<sup>th</sup> grade
- 8<sup>th</sup> and 9<sup>th</sup> grade
- 9<sup>th</sup> grade
- 9<sup>th</sup> and 10<sup>th</sup> grade
- 10<sup>th</sup> grade

**Fast Track**



- 10<sup>th</sup> – 12<sup>th</sup> grade
- 11<sup>th</sup> – 12<sup>th</sup> grade
- 12<sup>th</sup> grade
- Alternative schools
- Corrections programs
- 18 to 22 year-old programs

## Ways to Implement the Starting Line Program (Cont.)

### **Foundations as a “Stand Alone” Program**

- **8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> Grade Students** – If you are looking for an excellent exploratory workbook that introduces middle school or early high school students to important vocabulary related to adult life and helps them to begin thinking about their post-school goals, **Foundations** is the solution. The *Foundations* program can be completed in one or two years.

### **Fast Track as a “Stand Alone” program**

- **High School Students** - If you are looking for a comprehensive curriculum that prepares students for their transition to adult life, we recommend implementing the *Fast Track* workbook starting in 10<sup>th</sup> or 11<sup>th</sup> grade and completing it in 12<sup>th</sup> grade.
- **Transfer Students or 12<sup>th</sup> Graders** – If you are looking for a one-year curriculum that can be used to help transfer students or 12<sup>th</sup> graders to develop and achieve their post-school goals, the *Fast Track* is a perfect solution.
- **Alternative Schools, Corrections, or 18 to 22 Year-Old Programs** – If you are looking for an adaptable curriculum for alternative schools, correctional facilities who may have limited time with students, or 18 to 22 year-old programs, the *Fast Track* offers a great solution. Depending on how long the student/young adult will be in the program, the *Fast Track* can be implemented as a one to three-year program and completed individually, in a small group, or as a class.

### **Using Both Starting Line Workbooks as a Complete Program to Prepare Students for Adult Life**

- **Complete High School Curriculum** – If you are looking for a complete curriculum that prepares students for adult life, we recommend implementing the **Foundations** workbook in 9<sup>th</sup> and/or 10<sup>th</sup> grade followed by the **Fast Track** workbook for 11<sup>th</sup> and 12<sup>th</sup> graders.

*Note: If you have questions on the best approach for implementing the Starting Program in your classroom, building, or district, please contact Ten Sigma at (800) 657-3815*

### **What’s included in the *Fast Track* and the Overview PDF?**

*Fast Track* contains 12 assessments, 31 activities, and 49 tasks as part of the student workbook. This PDF contains samples, which are representative of the scope and quality found in this program.

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## Let's Get Started!

### Meet Your Starting Line Team

Throughout this program, you will recognize a few important “people”, who will help guide you through the activities you’ll be doing. They will also be sharing important information and tips.



#### **Inez Information**

Inez will appear 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 will appear 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 will appear 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 will appear 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 Tracker”

On the next two pages, you will find the “Table of Contents” which gives you an overview of the units, chapters, and activities that we’ll be doing together.

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# Introductory Activity 1

*Exploring Your Plans for the Future*



# Exploring Your Plans for the Future



## **Inez Information**

When it comes to thinking about your future, you may have some ideas about what you might do for a job, school or training, and independent living. Whether you have some ideas or not, these activities will help you begin to explore those areas. Here are a few words or phrases you'll need to know before you start doing this activity.

### **Vocabulary Preview:**

#### ***Employment Vocabulary***

- Full-time employment
- Part-time employment

#### ***Education or Training Vocabulary***

- College, community college, trade school, and on-the-job training

#### ***Independent Living Vocabulary***

- Independent living



## **Tim Task *(Be Sure To Read This Section Completely)***

This activity is designed to help you start thinking about your future options in two categories: “Goal” and “Current Reality”. In a couple of sections in this activity, you will also be asked to think about how to pay for the options you will select or a timeline for your choices. Remember, this activity is meant to help you to start thinking about these things and **you are not required to do the options you choose.**

In some of the sections, you will see a “Goal” column. In those sections, you will be asked to identify which option is a possible “goal” for your future. When you’re thinking about which option is the best fit for your “goal”, consider what you could possibly accomplish based on your abilities and if you had the training, practice, or support to help you reach that level.

In some of the sections, you will see a “Current Reality” column. In those sections, you will be asked to identify which level you think you can do right now. When you’re thinking about which option is the best fit for you right now, consider what you feel is realistic based on your current training, practice, or support. *Below, you’ll find directions for the next step – please read them completely!*

**Step 1:** Go to the “Exploring Your Plans for the Future” activity located on pages 7, 8, and 9. Review the pages and then answer the questions on the page. If you have questions about the vocabulary, there are directions on each page to help you.



## Exploring Your Plans for the Future (Part 1)

**Name:**

**Date:**

Below are a few questions about your future. For questions 1-3, mark two answers: (1) what is the goal level you would like to reach and (2) what is the current reality of where you are at? If you need help answering any item, go to the pages listed next to the title of each section.

Goal	Current Reality	Question 1. Plan for Employment? (Vocab. Questions - see pg. 11)
		Full-time employment
		Part-time employment

Goal	Current Reality	Question 2. Plan for Education? (Vocab. Questions - see pg. 12)
		Attend a four-year college
		Attend a community college
		Attend a technical or trade school
		Join the military
		Find a job with on the job training that could lead to a career.
		Find a job with minimal training and minimal skill development.

**\*If you placed a mark in any gray shaded boxes above, put an "X" next to any of the options below that may be ways for you to pay for the education.**

How	Question 2a. Plan for Paying for Education? (Vocab. Questions - see pg. 12)
	My parents will pay for my education.
	My parents will pay for my education, but I will have to pay them back.
	I will try to get a scholarship and other programs to pay for my education.
	I will get loans to pay for my education.
	I will pay for my education through a combination of items above.
	I won't have educational debts, I am going right to work after high school.

## Exploring Your Plans for the Future (Part 2)

**Name:**

**Date:**

Below are a few questions about your future. For questions 3 and 3a, mark two answers: (1) what is the goal level you would like to reach and (2) what is the currently reality of where you are at? If you need help answering any item, go to the pages listed next to the title of each section.

Goal	Current Reality	Question 3. Plan for Independent Living? (Vocab. Questions - see pg. 13)
		Live independently on my own
		Live independently with a friend or roommate
		Live in parents' home or with family members

**\*If you placed a mark in any gray shaded boxes above, put an "X" next to any of the options below that may meet your timeline for living on your own.**

When	*Question 3a. Your Independent Living Timeline? (Vocab. Questions - see pg. 13)
	As soon as I graduate from high school or leave school.
	As soon as I get a job that pays enough to afford moving out.
	When I feel can afford to be on my own and feel prepared to succeed.
	Once I have completed my postsecondary education and have a job.
	I don't think I will be living independently on my own for a while.

**Next Step:** Please go to page 9 and complete Part 3 of this activity.

## Exploring Your Plans for the Future (Part 3)

**Name:**

**Date:**

**Step 1:** Answer the questions below related to your grade point average and class rank

What is your Grade Point Average (GPA)?

What is your class rank?

**Note:** Please talk with your Guidance Counselor for the answers to the questions in Step 1

**Step 2:** Answer the questions below related to your education and employment interests

Yes	No	Have you taken courses related to your goals?
Yes	No	Have you participated in any activities related to your goals?
Yes	No	Have you tried out for any teams related to your goals?
Yes	No	Have you volunteered at any organization related to your goals?
Yes	No	Have you done any work experiences related to your goals?
Yes	No	Have you done any community services?

**Step 3:** Answer the questions below related to how family and friends influence your choices

Yes	No	Are there things happening in your family that influence your choices?
Yes	No	Will any of your relationships influence your choices?

**Step 4:** Rank the five items below from 1 (least important) to 5 (most important) based on how they affect the decisions you will make in the future.

	The type of job or work you will do
	The type of education or training you're interested in.
	The amount of money you will earn at your job
	The location you want to live and who you will live near (or with).
	The opinions of your friends or family about your future options or plans

**Next Step:** Please go to page 14 and complete the "Tracking What You Have Learned" activity.

## Activity 6

### Money, Budgets, and Making Choices



# Money, Budgets, and Making Choices



## **Inez Information**

Another important step in preparing to live on your own is learning what is involved in setting up a monthly budget. It is important to consider how much things cost including expenses like rent, food, insurance, and saving for emergencies.

The purpose of this activity is to help you to practice creating budget.



## **Tim Task**

On the next page, you will see an activity that explains some possible options for 11 different expenses you will make choices about when you live on your own. In this activity, you'll be selecting the level of income based on the category of education you prefer AND you'll be creating a budget based on the options you could possibly afford.

### **Step 1:**

Select one of the jobs from the five “job options” listed at the top of the activity. The purpose of this activity is **NOT** to choose a career. The purpose **IS** to help you understand the possible income from your job or education choice and the “net monthly pay” from that choice.

### **Step 2:**

Under the job you selected, choose a budget item for each of the 11 categories. This will help you to create a budget and see if you can afford the choices you make.

### **Step 3:**

Subtract the amount of each budget item from your net monthly pay. Make sure your budget is less than your net monthly pay.

### **Step 4:**

Go to your “Unit 1 Ranking Activity Tracker” on page 97 and find the section titled “Money, Budgets, and Making Choices” and answer the question located in that section.

## Money, Budgets, and Making Choices

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Step 1:** Select one of the jobs from the five choices on the right.

**Step 2:** Under the job you selected, choose a budget for each of the 11 categories below.

**Step 3:** Subtract the amount of each budget item from your net monthly pay. **Make sure your budget is less than your net monthly pay.**

**Notice the taxes and income information below**



Entry level Job in a Fast Food Place	Job at Local Bank	Job with 2-Yr Degree from Comm. College	Job with a Degree from a Trade School	Job with a Degree from a 4-Yr College
<b>Pay Per Hour</b>	<b>\$8</b>	<b>\$12</b>	<b>\$15</b>	<b>\$20</b>
Yearly Salary	\$16,640	\$24,960	\$31,200	\$52,000
Pay	\$1,387	\$2,080	\$2,600	\$4,333
Total Taxes	\$328	\$534	\$693	\$1,372
<b>Net Monthly Pay</b>	<b>\$1,059</b>	<b>\$1,546</b>	<b>\$1,907</b>	<b>\$2,962</b>

1	Rent--Apartment by Yourself	\$600				
	Rent--Apartment with a Roommate	\$300				
2	Utilities: Heat, Electricity, Water, and Trash Removal.	\$150				
		\$75				
3	Internet/Cable (Lots of Channels & Local)	\$90				
	No Internet or Cable--I Can Live Without	\$0				
4	Cell Phone--Unlimited Everything	\$65				
	Cell phone--Limited Minutes	\$35				
5	Education Loan Payments	\$175				
	Started Working Right After High School	\$0				
6	Transportation--Buy a Used Car and Gas	\$200				
	Transportation--Public System (Bus/Train)	\$75				
7	Car Insurance (High Deductable)	\$125				
	No Insurance (Using Public System)	\$0				
8	Insurance (Health)	\$125				
	Insurance (Health)	\$100				
9	Groceries Monthly (Larger Food Budget)	\$400				
	Groceries Monthly (Smaller Food Budget)	\$200				
10	Spending (Spend a lot--Clothes and Fun)	\$400				
	Spending (Don't Spend Much)	\$200				
11	Savings (Emergencies or the Future)	\$75				
	Savings (None)	\$0				

**How much money is left after paying your bills? →**

**Note: If you don't have enough money to cover your budget, you'll have to cut expenses or make more money!**



### **Tim Task**

Go to your “Unit 1 Ranking Activity Tracker” on page 97. Find the section on the page for this activity titled “Money, Budgets, and Making Choices” and answer the question for that section.

**Note: When you complete this step, please go to page 45.**

---



### **Renee Reminder**

Remember there are different types of jobs in each category of education AND that some jobs in a category will pay more than other jobs in the same category. Do not assume what you will get paid for specific job(s) that you might be interested in doing. By the end of this workbook, you will have a lot more of the information that will help you to make a decision that will be the best fit for you.

The most important things we hope you’ll take away from the last two activities are that you learned a little more about taxes/pay AND that you also learned about the general living expenses you will likely encounter.

## Activity 3

# Identifying Work Environment Preferences





# Identifying Work Environment Preferences



## **Inez Information**

Now that you've started learning more about yourself and your strengths when it comes to making decisions - another important thing to consider when thinking about possible jobs is the environment that you will be working in. Your work environment includes things like:

1. Working with people or working alone
2. Quiet or noisy
3. Work from home or away from home
4. Work during the day or work at night

There are many things that are part of your work environment and they will affect how you feel about your job.

## **Vocabulary for this Activity:**

Salary – In certain jobs, employers will offer to pay an employee a specific amount of money each year for the work the person is doing.

---



## **Tim Task**

The goal of this activity is to help you learn about some of the things you would like Or not like when thinking about work environments. Thinking about these things is an important step in identifying the types of jobs you might be interested in learning more about. Here is a quick explanation of the steps in this activity:

### **Step 1:**

For each group in this activity, place a "B" next to the statement that represents your best choice.

### **Step 2:**

For each group in this activity, place a "W" next to the statement that represents you worst choice.

### **Step 3:**

Circle your "Top 2 Best Choices".

### **Step 4:**

Put an "X" over your "Top Two Worst Choices".

### **Step 5**

Go to your "Activity Tracker" on page 97 and find the section for page 59. Then, write down your "Top 2 Best Choices" and your "Top 2 Worst Choices".

## Work Environment Preferences Survey

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 1:** In each group, place a "B" next to the option that you think is your best choice.

**Step 2:** In each group, place a "W" next to the option that you think is your worst (last) choice.

**Step 3:** Review all the groups in this activity and circle your top 2 "Best" options.

**Step 4:** Review all the groups in this activity and put an "X" over your top 2 "Worst" options.

**Step 5:** Go to your "Phase 1: Unit 1 Activity Tracker" and find the section for page 59. Then, write your "Top 2 Best" and "Top 2 Worst" choices in the section for page 59.

Work around people	Be away from home often
Work alone	Be at home every night
Work where you have to think a lot	Opportunity for overtime
Work where you physically do a lot	No opportunity for overtime
Doing tasks that constantly change	Work full time
Doing repetitive tasks	Work part time
Work where I complete tasks	Work at a job I enjoy
Work where I use my creativity	Work to make more money
Work inside	Work with animals
Work outside	Work without animals
Get paid a salary	Focus on helping people
Get paid by the hour	Focus on completing tasks
Get paid based on how much I sell	Complete tasks as a group
Get paid a set wage	Complete tasks on my own
Work at home	Work around noise
Work away from home	Work where it is quiet
Work for myself	Work where things change a lot
Work for someone else	Work where things are constant
Work where you could advance	Work with people who are like me
Work in the same position for years	Work with people different from me
Work days	Work in a smaller town
Work nights	Work in a city
Work consistent schedule	Work as a driver
Work varied schedule	Work in an office

# Unit 1 - Chapter 3 Sample Activity

## Attending a Trade or Technical School



# Attending a Trade or Technical School



## **Inez Information**

Note: If you did not choose this category as one of your choices, please go back to page 76 and find the page that matches an education category you're interested in.

This activity is for a person who selected "Attending a Trade or Technical School" as a category that he or she is interested in.

---



## **Tim Task**

On the next page, you will see an activity with several important questions related to this category and employment. Review the directions below to help you complete this activity.

**Step 1:** Review the chart on the next page (pg. 86) and place an "X" next to three certifications that you are most interested in exploring.

**Step 2:** Go to page 87 and answer the questions on the page. These questions are connected to the three options you selected in Step 1.

## Attending a Technical or Trade School

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Step 1:** Below is a list of degrees and certifications that can be earned at technical or trade schools. Read the list and place an "X" next to at least 3 professions that interest you.

**Step 2:** After doing Step 1, go to the next page (page 87) and answer the questions.

**Note:** If you don't see a program that you're interested in, research technical or trade schools and find at least three programs you'd consider, so you can complete the activity on the next page.

Skilled Trades Schools	
<input type="checkbox"/>	Advanced Automotive/Diesel
<input type="checkbox"/>	Tractor Trailer Driving
<input type="checkbox"/>	Applied Service Management
<input type="checkbox"/>	Automotive Technology
<input type="checkbox"/>	Aviation Maintenance
<input type="checkbox"/>	Collision/Refinishing Tech
<input type="checkbox"/>	Commercial Driver's License
<input type="checkbox"/>	Construction Management
<input type="checkbox"/>	Electrical Trades
<input type="checkbox"/>	Electronic Systems Technician
<input type="checkbox"/>	Facility Management Tech
<input type="checkbox"/>	Heating, Air Conditioning
<input type="checkbox"/>	HVAC
<input type="checkbox"/>	Marine Technology
<input type="checkbox"/>	Power Utility Technician
<input type="checkbox"/>	Solar Energy Technology
<input type="checkbox"/>	Trim and Upholstery
<input type="checkbox"/>	Welding
<input type="checkbox"/>	Wind Energy Technology

Healthcare Schools	
<input type="checkbox"/>	Addictions/Substance Abuse
<input type="checkbox"/>	Anesthesia Technologist
<input type="checkbox"/>	Dental Assistant
<input type="checkbox"/>	Dental Hygienist
<input type="checkbox"/>	Dialysis Technician
<input type="checkbox"/>	Fitness and Nutrition
<input type="checkbox"/>	Health Care Management
<input type="checkbox"/>	Massage Therapy
<input type="checkbox"/>	Medical Assistant
<input type="checkbox"/>	Medical Office Specialist
<input type="checkbox"/>	Medical Technology
<input type="checkbox"/>	Nurse Practitioner
<input type="checkbox"/>	Nurse (LPN)
<input type="checkbox"/>	Occupational Therapy
<input type="checkbox"/>	Optician

Healthcare Schools	
<input type="checkbox"/>	Paramedic/Emergency
<input type="checkbox"/>	Personal Trainer
<input type="checkbox"/>	Physical Therapy Asst
<input type="checkbox"/>	Psychology
<input type="checkbox"/>	Respiratory Care
<input type="checkbox"/>	Skin Care
<input type="checkbox"/>	Sports Medicine
<input type="checkbox"/>	Ultrasound Technologist
<input type="checkbox"/>	Veterinary Technician
<input type="checkbox"/>	X-Ray/Radiologic Tech

Business schools	
<input type="checkbox"/>	Advertising
<input type="checkbox"/>	Entrepreneurship
<input type="checkbox"/>	Event Management
<input type="checkbox"/>	Fashion Merchandising
<input type="checkbox"/>	Financial Planning
<input type="checkbox"/>	Hospitality Management
<input type="checkbox"/>	Hotel Management
<input type="checkbox"/>	Internet Marketing
<input type="checkbox"/>	Marketing
<input type="checkbox"/>	Property Management
<input type="checkbox"/>	Real Estate

Automotive Schools	
<input type="checkbox"/>	Automotive Technology
<input type="checkbox"/>	Diesel Technology
<input type="checkbox"/>	Auto Body
<input type="checkbox"/>	Heavy Equipment
<input type="checkbox"/>	Collision Repair

Culinary schools	
<input type="checkbox"/>	Baking & Pastry
<input type="checkbox"/>	Culinary Arts
<input type="checkbox"/>	Restaurant Ownership
<input type="checkbox"/>	Culinary Management

Arts & Design Schools	
<input type="checkbox"/>	2D Animation
<input type="checkbox"/>	3D Modeling for Games
<input type="checkbox"/>	Character Animation
<input type="checkbox"/>	Digital Film & Video
<input type="checkbox"/>	Fashion Design
<input type="checkbox"/>	Interior Design
<input type="checkbox"/>	Photography
<input type="checkbox"/>	Video Game Design
<input type="checkbox"/>	Visual Arts
<input type="checkbox"/>	Graphic Design
<input type="checkbox"/>	Website Design

Schools of Technology	
<input type="checkbox"/>	Computer Program
<input type="checkbox"/>	Computer Security
<input type="checkbox"/>	Computer Support
<input type="checkbox"/>	Computer Technician
<input type="checkbox"/>	Database Administrator
<input type="checkbox"/>	Mobile App Design
<input type="checkbox"/>	Software Development
<input type="checkbox"/>	Special Effects
<input type="checkbox"/>	Telecommunications

Schools of Cosmetology	
<input type="checkbox"/>	Barbering
<input type="checkbox"/>	Cosmetology
<input type="checkbox"/>	Hair Design
<input type="checkbox"/>	Manicurist
<input type="checkbox"/>	Nail Technologist

Legal Schools	
<input type="checkbox"/>	Criminal Justice
<input type="checkbox"/>	Forensics
<input type="checkbox"/>	Law Enforcement
<input type="checkbox"/>	Paralegal Studies
<input type="checkbox"/>	Political Science

# Questions for Attending a Technical or Trade School

Name:

Date:

**Step 1:** Answer the questions below by using your three job choices from page 86.

**Step 2:** Go to your Unit 1 Ranking Activity Tracker on page 97 and find the section for page 87. Then write your top job choice out of the three jobs you listed below and why you chose it?

## Questions to Research for Trade or Certification 1

What is the first trade or certification you chose?

What is a website that tells about this trade or certification?

What are three things you would do in a job with this trade or certification?

What is the salary range for a job with this trade or certification?

What interests you most about this trade or certification?

Is there a school near you that offers this trade or certification?

## Questions to Research for Degree or Certification 2

What is the second trade or certification you chose?

What is a website that tells about this trade or certification?

What are three things you would do in a job with this trade or certification?

What is the salary range for a job with this trade or certification?

What interests you most about this trade or certification?

Is there a school near you that offers this trade or certification?

## Questions to Research for Degree or Certification 3

What is the third trade or certification you chose?

What is a website that tells about this trade or certification?

What are three things you would do in a job with this trade or certification?

What is the salary range for a job with this trade or certification?

What interests you most about this trade or certification?

Is there a school near you that offers this trade or certification?

## Write Your Top Choice and Why You Selected it?

Top choice and why?

## Chapter 3:

### Narrowing Your Choices



# Narrowing Your Choices To One



## Tim Task

Now that you've summarized what you've learned in your Activity Tracker on page 97, the next step is to narrow your choices to one option for each category listed below. The purpose of doing this is to help you identify some things to focus on moving forward. Remember, you can change your choices at any time!

### **Employment, Education/Training, and Independent Living Plan:**

Look at the "Exploring Your Top 3 Education Categories" section on your Activity Tracker on page 97. Review your top choices and choose the one that you are most interested in. Then answer the questions below.

**Employment:** My current top job or career choice is: \_\_\_\_\_

**Education/Training:** Based on your top career or job choice listed above, mark the option below that best matches the type of education or training you will likely need for that job.

- |  |  |
|--|--|
| <input type="checkbox"/> Getting on the job training | <input type="checkbox"/> Attending a community college |
| <input type="checkbox"/> Joining the military        | <input type="checkbox"/> Attending a four year college |
| <input type="checkbox"/> Attending a trade school    |  |

**Independent Living:** Develop your independent living plan by answering the questions below:

- Are you planning to move out within one year after you graduate? YES / NO
- If you answered yes, answer the questions below. If not, skip these questions
  - Where would you consider living when you move out (city or state)?  
\_\_\_\_\_
  - Do you plan to live alone or with a roommate? \_\_\_\_\_
  - When do you plan to move out? \_\_\_\_\_

**Sharing Your Plan:** When you have finished this section, we recommend sharing your plan with your teacher, parents, and others who you think will be a support for you in the future.



# Activity 1

## Introduction to the Transition Plan



# Introduction to the Transition Plan



## **Inez Information**

Whenever possible, the best way to make a successful transition from one stage in life to the next is to have a good plan. In this chapter, we're going to show you how to develop a plan that will be your guide to reaching your postsecondary goals.

1. *Your Postsecondary Goals written for education, employment, independent living.*
2. *A list of your strengths with how you will capitalize on them.*
3. *A list of your needs with areas in which you will grow and improve.*
4. *A list of necessary tasks that will help you to reach your postsecondary goals along with a timeline for when you plan to accomplish those tasks.*



## **Tim Task**

On the next page, you will see the “Transition Plan” cover page, which you will complete and share at your support team. The goal of this activity is to learn the parts of the plan and the role that each one plays in developing and achieving your Postsecondary Goals. Follow the directions below to complete this activity!

**Step 1:** Go to the next page (page 103) and write your name in the “Name” section at the top of the page.

**Step 2:** List the people on your support team who you will share your plan with.

**Step 3:** Review the items listed in the “Table of Contents” on page 103 and remember that you will share this page with your support team, so please write neatly.

# Transition Plan

Name: \_\_\_\_\_

Support Team Members Who Will Review the Plan: \_\_\_\_\_



---

## Table of Contents

Postsecondary Goals

Completed Readiness Survey Summary

Summary of Strengths

Summary of Needs and Plan for Growth

Postsecondary Goals Tasks List and Timeline

# Assessing Your Readiness Skills



## **Inez Information**

As you are preparing to make a successful transition to the adult world, there are a number of important skills that will help you to be happier and to succeed. Some these skills involve basic behavior skills while some are specifically related to education, employment, and independent living. In this activity, you will be analyzing your “readiness” in eight key areas, including:

1. **Basic Behavior Skills** – includes skills like being trustworthy, honest, and ethical, respecting authority and the rights of others, and accepting responsibility for your actions
2. **Self-Management skills** – includes skills like making effective decisions, solving problems effectively, advocating for yourself, managing credit effectively, resolving conflicts maturely, using good judgment, and being in control of emotions)
3. **Wellness Skills** – includes skills like practicing personal grooming and hygiene, developing good nutritional habits, maintaining personal fitness, maintaining healthy relationships, managing stress, and participating in leisure activities
4. **Managing Living Spaces** - includes skills like keeping your room (or apartment) clean, storing and cooking food appropriately, accessing community resources, keeping and living within a budget, and pays bills on time
5. **Being a Responsible Worker** – includes skills like arriving promptly and prepared, showing a desire to work, being organized, listening well, practicing safety, and cleaning up after oneself
6. **Being a Productive Worker** – includes skills like following verbal directions well, working well without supervision, completing tasks on time and to expectation, working well with co-workers, meeting deadlines, and taking initiative
7. **Being an Effective Learner** – includes skills like paying attention in class, taking effective notes, locating information from many sources, and having effective study skills
8. **Using Technology Well** – includes skills like using a computer with confidence, managing an email program, using the Internet effectively, and using a cell phone effectively



## **Tim Task**

In the next pages, you will see an “assessment readiness survey”, which is designed to help you identify how you are doing on the eight groups of skills explained above. You will also have a chance to get feedback from a teacher and other adults on your mastery of these skills. Please review the directions below.

**Step 1:** Go to pages 113 – 114 and read the directions. Then complete the self-survey (2 Pages).

**Step 2:** Find **at least two adults** (you can survey up to 3 adults) who will also take the same survey. **One must be a teacher** & we suggest asking your parents or other teachers to take the survey. Give each person their own copy of the survey (pages 115-120).

## Transition Readiness Student Self Survey (Page 1 of 2)

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Directions		Scoring Guide
1	Read the Scoring Guide on the right.	5=Definite strength (I use this skill with ease)
2	Use the Scoring Guide to rate <b>each skill in each group</b> from 1-5.	4=Strength (I generally use this skill correctly)
3	When finished, circle the name of three groups that you think are priorities to focus on.	3=Ok (I use this skill okay or I am not sure how well I use this skill)
		2=Need (I do not use this skill without help)
		1=Definite need (I do not use this skill at all)

1	Basic Behavior Skills (Rate each skill in this section from 1 to 5)	Score
a.	Is trustworthy, honest, and ethical	
b.	Shows respect for authority	
c.	Accepts responsibility for actions	
d.	Respects the rights of others	

2	Self Management Skills (Rate each skill in this section from 1 to 5)	Score
a.	Makes effective decisions	
b.	Solves problems effectively	
c.	Advocates for self	
d.	Manages credit effectively	
e.	Resolves conflicts maturely	
f.	Uses good judgment	
g.	Is in control of emotions	

3	Wellness Skills (Rate each skill in this section from 1 to 5)	Score
a.	Practices personal grooming and hygiene	
b.	Develops good nutritional habits	
c.	Maintains personal fitness	
d.	Maintains healthy relationships	
e.	Manages stress	
f.	Participates in leisure activities	

4	Manages Living Spaces (Rate each skill in this section from 1 to 5)	Score
a.	Keeps room and property clean and organized	
b.	Stores and cooks food appropriately	
c.	Accesses community resources	
d.	Keeps and lives within a budget	
e.	Pays bills on time	

## Transition Readiness Student Self Survey (Page 2 of 2)

**Please Use this Scoring Guide to Rate the Student's Mastery of Each of These Skills**

- 5 = Definite strength (I use this skill with ease)
- 4 = Strength (I generally use this skill correctly)
- 3 = Ok (I use this skill ok or I am not sure how well I use this skill)
- 2 = Need (I do not use this skill without help)
- 1 = Definite need (I do not use this skill at all)

5	<b>Is a Responsible Worker (Rate each skill in this section from 1 to 5)</b>	Score
a.	Arrives promptly and prepared	
b.	Shows a desire to work	
c.	Is organized	
d.	Listens well	
e.	Practices safety	
f.	Cleans up after self	

6	<b>Is a Productive Worker (Rate each skill in this section from 1 to 5)</b>	Score
a.	Follows verbal directions well	
b.	Works well without supervision	
c.	Completes tasks on time; to expectation	
d.	Works well with co-workers	
e.	Takes initiative	

7	<b>Is an Effective Learner (Rate each skill in this section from 1 to 5)</b>	Score
a.	Pays attention in class	
b.	Takes effective notes	
c.	Locates information from many sources	
d.	Has effective study skills	
e.	Checks work before saying it is finished	

8	<b>Uses Technology Well (Rate each skill in this section from 1 to 5)</b>	Score
a.	Uses a computer with confidence	
b.	Manages an email account	
c.	Uses the Internet safely and effectively	
d.	Uses a cell-phone safely and effectively	

### Comments or Other Things the Student Should Know

Other Strengths:

Other Needs:

Other Information:

**Please make sure you have completed Step 3 listed in the directions for this activity.**

# Chapter 3

## Taking Ownership for Transition Tasks and Timelines



# Activity 1

## Identifying Important Transition Tasks and Timelines

### *(Part 1 of 2)*



#### **Inez Information**

Since you've already developed a list of Postsecondary Goals the next important step will be to identify tasks (Part 1) you're going to complete to reach your goals for education, employment, and independent living. Once you've identified the necessary tasks, you'll also complete a timeline (Part 2) to reach those goals.



#### **Tim Task**

The purpose of this activity to help you create a list of tasks you'll need to do and a timeline to complete them. If you need help with the checklist tasks, please ask a teacher, parent, or Guidance Counselor for help.

**Review the directions below because the directions are not listed on the actual "Transition Task Checklist" due to the amount of information & size of the pages.**

**Step 1:** Read the steps below. Then, go to pages 204-205 and review them before you begin.

**Step 2:** As you review the tasks on the activity, you'll notice two columns labeled as:

**Sel.** – Is an abbreviation for the word "selected". If you see an "X" in that column it means that you will be completing that task in the next unit. You will also have the option of placing an "X" next to any task that you feel you'll need to complete to help you make a successful transition to adult life.

**Met** – means that you'll place an "X" in that column when you've completed the task.

**Note 1** - If you do not plan to attend a four year college, community college, or trade school, you can skip the "Education" section and complete the "Employment" and "Independent Living" task list.

**Note 2** - If you do not plan to join the military, you do not have to complete any of the tasks in the "Military" section.

**Note 3** - You will notice some "empty spaces" in each section, which are there in case you need to write any extra tasks that apply to your situation or plans.

**Step 3:** After you review the tasks on the activity, you can begin selecting the tasks that you feel you'll need to complete by placing an "X" next to the items under the "Sel." column. **If you're not sure whether you need to complete a task in a section, please ask your teacher, parent, or Guidance Counselor for help on where to find the info.**

**Note 1:** At the bottom of page 205, you will notice a section for "Readiness Skills". You can use this section to track your progress on the three groups of skills that you committed to improving on page 133.



# Transition Task Checklist

Name: \_\_\_\_\_

Page 1 of 2

Education Tasks			Options		Calendar - Tracks Two Years Starting in September																							
HS Graduation & College Entrance	Page	Sel.	Met	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Check credits for graduation	215	X							X											X								
Review your postsecondary goals	216	X		X	X	X				X					X		X	X	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																											
Visit one or more schools (Part 1)	221																											
Visit one or more schools (Part 2)	222	X																										
Complete applications	223	X																										
Writing Quality College Entrance Essays	224	X																										
<b>Paying for Post H.S Education</b>	<b>Page</b>	<b>Sel.</b>	<b>Met</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>
Determine the cost of schools (Part 1)	225	X																										
Determine the cost of schools (Part 2)	226	X																										
Complete the FAFSA application	227																											
Research scholarships and loans	228																											
Sharing your Education Plan	229																											

Employment Tasks			Options		Calendar - Tracks Two Years Starting in September																							
Still in school	Page	Sel.	Met	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Check credits for graduation	233	X							X											X								
Review your postsecondary goals	234	X		X	X	X				X					X		X	X	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																										
<b>Getting hired</b>	<b>Page</b>	<b>Sel.</b>	<b>Met</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>
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															>											<
Sharing Plan for Employment	246	X															>											<

Military*			Options		Calendar - Tracks Two Years Starting in September																							
	Page	Sel.	Met	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Investigate the different branches*	247																											
Meet with a recruiter & take ASVAB*	248																											

\*If you're not choosing to join the military, please skip the "Military" section

# Transition Task Checklist

Name: \_\_\_\_\_

Page 2 of 2

Independent Living Tasks	Page	Options	Calendar - Tracks Two Years Starting in September																											
		Sel. Met	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S			
<b>Readiness</b>																														
Independent Living Readiness Surveys	251	X																												
Readiness Pre-Survey (Part 1)	252	X																												
Readiness Pre-Survey (Part 2)	253	X																												
<b>Transportation</b>																														
Research public transportation	254																													
Ride bus or train on longer trips	255																													
Take driver's training & driver's test	256																													
Learn to buy a used car	257	X																												
Learn about auto insurance	258	X																												
Learn basic car maintenance	259	X																												
<b>Money Management</b>																														
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																												
<b>General Independent Living</b>																														
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)	273	X																												
Sharing your independent living plan	274																													
<b>Readiness Skills</b>																														
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	177																													
Uses Effective Wellness Skills	185																													
Uses Technology Well	193																													

# Unit 3

*Transition Tasks, Timelines, and Plan Summary*



## Unit 3: Introduction



### Inez Information

The next step in reaching your Postsecondary goals involves doing the tasks and learning the skills you've selected on the "Transition Task Checklist". That document is your calendar and guide to doing the important tasks you'll need to complete before you graduate or complete the program. This unit contains three "packets", which include training and information for education, employment, and independent living.



### Renee Reminder

As we explained in previous pages, you do **NOT** have to complete all the "packets" in Unit 3. Each packet includes a cover page, which outlines the tasks you'll be completing and page numbers for each task in the packet. Below is a list and a short summary of each packet, so you know what to expect and which packets you'll need to complete:

**Education Packet (Pages 213 – 230):** If you plan to attend a four year college, community college, or trade school after you graduate or complete the program, you will need to complete this packet. If not, skip this section. Review the "Education" sections of the "Transition Task Checklist" to verify which tasks you'll be completing in the packet. Remember, any item with an "X" in the "Selected" column in the "Education" section on page 204, will be an activity you'll be completing.

**Employment Packet (Pages 231 - 248):** Since you will be working a job at some point in the near future, the skills you will learn in this section will prepare you for to apply for a job, get a job, and keep a job. You will also learn some important ways to advocate for yourself and your rights. Review the "Employment" section of the "Transition Task Checklist" to verify which tasks you'll be completing in the packet. Remember, any item with an "X" in the "Selected" column in the "Education" section on page 204, will be an activity you'll be completing.

**Independent Living Packet (Pages 249 - 273):** Since you will be also be living independently sometime in the near future, the skills you learn in this section will prepare you for things like finding places to live, knowing how to sign leases, and planning a budget. Review the "Independent Living" section of the "Transition Task Checklist" to verify which tasks you'll be completing in the packet. Remember, any item with an "X" in the "Selected" column in the "Independent Living" section on page 205, will be an activity you'll be completing.

# Education Tasks

<b>High School Graduation &amp; College Entrance</b>	<b>Page Number</b>
Check credits for graduation	215
Review your postsecondary goals	216
Research your school options	217
School entrance requirements	218
Scheduling and signing up for ACT/SAT	219
Preparing for ACT or SAT	220
Visit one or more schools (Part 1)	221
Visit one or more schools (Part 2)	222
Complete applications	223
Writing a Quality College Essay	224

<b>Paying for Post High School Education</b>	<b>Page Number</b>
Determine the cost of schools (Part 1)	225
Determine the cost of schools (Part 2)	226
Complete the FAFSA application	227
Research scholarships and loans	228
Sharing Your Education and Training Plan	229

## Review Your Postsecondary Goals

**This task should be repeated eight times during your Junior and Senior years**

Education Tasks	Page	Options		Calendar - Tracking Months for Junior and Senior Year																								
		Sel.	Met	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
Review your postsecondary goals		x		X	X	X		X				X		X		X	X	X										
				1	2	3		4				5		6	7	8												

**Step 1:** During each month marked in green on the calendar above, go to page 204 of this booklet. (It is the page on which you wrote your postsecondary goals.) During the months listed on the calendar, review what you wrote and decide if you need to change or update any of your goals.

**Step 2:** After you review your goals, complete the chart listed below by circling "Yes" if you need to change your goals or "No" if you don't need to change them. If you need to change them, follow the directions listed in Step 3.

Postsecondary Goals Questions			Date
October Check	Did your postsecondary goals change?	Yes   No	
December Check	Did your postsecondary goals change?	Yes   No	
February Check	Did your postsecondary goals change?	Yes   No	
May Check	Did your postsecondary goals change?	Yes   No	
September Check	Did your postsecondary goals change?	Yes   No	
December Check	Did your postsecondary goals change?	Yes   No	
February Check	Did your postsecondary goals change?	Yes   No	
April Check	Did your postsecondary goals change?	Yes   No	

**Step 3:** If any of your goals have changed, follow the steps listed below for that goal.

1. On the postsecondary goals page (page 107), write your new goals.
2. Show your teacher, parent(s), or counselor your new goals & use the steps below
  - a. Decide which tasks in Units 1 and 2 need to be done (or redone)
  - b. Go to the "Transition Task Checklist" (Page 204) and make a timeline for the tasks
  - c. Decide whether you can finish all tasks within the time you have available
    - If yes, move ahead with the new plan
    - If no, prioritize the tasks you will do and tasks you will have to do later

# Employment Tasks

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

Getting Hired	Page Number
Prepare a cover letter	240
Prepare a list of references	241
Develop a quality resumé	242
Practice interviewing effectively	243
Find jobs and complete applications	244
Develop an employment game plan	245
Sharing Your Employment Plan	246

Military	Page Number
Investigate the different branches*	247
Meet with a recruiter and take ASVAB*	248

\* If you're not choosing to join the military, please skip the "Military" section.

## Participate in Work Experience

One of the best ways to learn about whether you really want to do a job you're considering is to get some experience doing that job. There are two main ways you can get that experience, which include volunteering or getting hired for the type of job you'd like to do. Both of those options are positive and it's always great to get paid to learn a new skill.

If you are unable to get hired because you are in school or if there aren't any companies hiring for the job you're looking to gain experience in, you can always volunteer. In addition to getting real-world experience, you'll also have a chance to build a positive connection with an employer in your field of interest AND you may even get a "Letter of Recommendation" in the future. At the very least, you can write that experience in your resume and have a reference for the future.

### Things that Employers Want to See in Possible Employees

- |                            |                      |
|----------------------------|----------------------|
| > Be Excited to Learn      | > Show Up on Time    |
| > Be Respectful            | > Be a Good Listener |
| > Have a Positive Attitude | > Be a Hard Worker   |

### Find Three Places You'd Like to Work or Volunteer

**Step 1:** Think of three places you'd like to work for OR volunteer if you had the chance. Remember, your goal is to learn and gain experience about possible jobs or careers in the future. Write the names of those **three** places below.

Name of Place 1:

Name of Place 2:

Name of Place 3:

**Step 2:** Try to find someone who knows someone at the company or organization to introduce you to the owner or a supervisor. If you don't know anyone who knows that person, then simply call or visit the company and ask if they are hiring? If they say yes - then see what type of positions are available and get an application. If they say no, then ask if you can volunteer? Complete the chart below.

Place 1	→	Called or Visited	Hiring? Yes / No	Volunteer? Yes / No
Place 2	→	Called or Visited	Hiring? Yes / No	Volunteer? Yes / No
Place 3	→	Called or Visited	Hiring? Yes / No	Volunteer? Yes / No



# Independent Living Tasks

<b>Readiness Skills Pre-Survey</b>	<b>Page Number</b>
Independent Living Readiness Surveys	251
Independent Living Readiness Pre-Survey (Part 1)	252
Independent Living Readiness Pre-Survey (Part 2)	253

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## Set Up a Checking Account

Setting up a checking account is an important thing to do because it keeps your money safe and makes it easy for you to pay your bills without having to use cash. Using checks (or a debit) card is also a wise thing to do because it is a way for you to prove that you've paid your bills - in case a company makes a mistake in their records and says you didn't pay your bill.

The purpose of this activity is to give you some questions to ask when choosing a bank to open a checking account and/or savings account.

### Questions for You to Answer Before You Talk with any Banks

Are you looking to open a checking account?	Yes / No
Are you looking to also open a savings account?	Yes / No
Would you like ATM access and a debit card?	Yes / No
Would you like to be able to check account balances online?	Yes / No
Do you want to use a bank in your town or city?	Yes / No

### Questions to Ask a Bank Before You Decide to Open an Account with Them

Is the bank FDIC insured (protects your money)?	Yes / No
Is there a fee for having a checking or savings account?	Yes / No
<i>&gt; If yes, what are the fees? (Avoid fees if possible)</i>	
Does the bank require a minimum balance in the account?	Yes / No
<i>&gt; If yes, what is the minimum required balance?</i>	
Is there a limit to the amount of checks per month?	Yes / No
<i>&gt; If yes, what is the limit?</i>	
Do they offer debit cards and are there any fees for using it?	Yes / No
<i>&gt; If yes, what are the fees? (Avoid fees if possible)</i>	
Is there a max amount you can purchase with your card?	Yes / No
<i>&gt; If yes, what is the daily limit and can you set it?</i>	
Do they offer online banking to check balances?	Yes / No
<i>&gt; If yes, are there are any fees and how much?</i>	
Do they offer online banking to check balances?	Yes / No

**Step 3:** Once you find a bank that you'd like to open an account with, make sure you have a State ID or Driver's License and your Social Security Number along with some cash to open the account. The amount to open the account will depend on each bank. Your goal is to find a bank you like and that doesn't have a lot of fees.

# Final Activities

## Transition Plan Summary and Post-Survey



## Transition Plan Summary (2 Parts)



### **Inez Information**

As you approach graduation or completion of the program you're in, it is important to look back at the things you've accomplished and be proud of the progress you've made. It's also important to summarize the things you're going to be doing in the next few months as you continue the transition process to the beginning of your adult life.



### **Tim Task**

The goal of this activity is to help you create a summary of what you've already accomplished in your Transition plan along with a summary of what you'll be completing in the next few months. This activity includes two parts which are located on pages 277 and 278. Please review the directions below and complete "Part 1" right now. Then, complete "Part 2" before you graduate or complete the program.

**Part 1:** On page 277, you will see a series of questions which will summarize your progress on completing your Postsecondary Goals. Please complete that activity right now.

**Part 2:** Before you graduate or complete your program, please answer the list of questions located on page 278. Then, schedule a time to share both pages of this activity with your support team or anyone else who is a support for you as you make this transition to adult life. You can meet with each of these people alone or in a meeting at the same time depending on what works for everyone involved.

## Transition Plan Summary (Part 1)

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Step 1:** Here are a few questions about the steps you've taken to complete your Postsecondary goals and prepare yourself for a successful transition to adult life. Please answer the questions below by placing an "X" in the "Yes" or "No" column next to each question.

Yes	No	Questions about Your Transition Plan
<input type="checkbox"/>	<input type="checkbox"/>	Have you checked or updated your Postsecondary Goals in the last three months?
<input type="checkbox"/>	<input type="checkbox"/>	Have you completed the "Transition Task Checklist" and the tasks in the packets?
<input type="checkbox"/>	<input type="checkbox"/>	Do you plan to attend post-high school education anytime in the next year?
<input type="checkbox"/>	<input type="checkbox"/>	Do you plan to get a job (full or part time) in the next three to six months?
<input type="checkbox"/>	<input type="checkbox"/>	Do you plan to live independently in the next three to six months?
<input type="checkbox"/>	<input type="checkbox"/>	Do you have a backup plan for education, employment, and independent living?

**Step 2:** In the sections below, write your current Postsecondary goals so you can share them with a teacher, your parents, and anyone else who will support you as you make the transition to adult life. You can also use page 107 in Unit 2 to help write the goals.

**Write Your Current Postsecondary Goal for Education or Job Training**

**Write Your Current Postsecondary Goal for Employment**

**Write Your Current Postsecondary Goal for Independent Living**

**Next Step:** Go to Part 2 of this activity located on page 278 and complete the activity.

## Transition Plan Summary (Part 2)

**Step 1:** Below you will find some questions regarding any tasks that are you are planning to complete in the next six months to one year. Write the tasks you plan to complete and place an "X" in the "6 months" or "1 Year" column based on when you plan to accomplish them.

**Note:** If you plan to complete a task between now and the next six months, then mark the "6 Months" column. If you plan to complete a task between 6 months to one year from now, then mark the "1 Year" column.

6 Months	1 Year	Tasks for Education or Job Training

6 Months	1 Year	Tasks for Employment (Full or Part Time)

6 Months	1 Year	Tasks for Independent Living

**Step 2:** Here is a list of people we suggest that you share your summary and plans with. Schedule a meeting with each of the people to share this information. You can meet with them as a group OR one-at-a-time depending on what works best for them and for you. **Place an "X" next to each person below when you've shared this information with them.**

**Note:** There is an open space for you to write the name of anyone else you'd like to share your plan with. Remember to bring your "Transition Task Checklist" with you.

Teacher     
  Parent(s)     
  \_\_\_\_\_

**Next Step:** When you complete this activity and your meetings, go to page 279.

# **Congratulations on Completing the Fast Track Program!**



## **Sammy Suggestion**

You've just completed the Starting Line Fast Track program and now you're better prepared to succeed as you begin your transition to being an independent, healthy, and happy adult. We suggest that you keep this entire workbook in a place where it is safe and you will easily remember where it is.

If there is a time when you need to change your plans for education, employment, or independent living – remember to start by using your “backup plan” located on page 239. Then complete the activities and packets for the area of your life that you're making the change(s) in. You can always ask for help from your support contacts or support agencies if you need them.

**Congratulations and good luck in all you do!**

## Purchasing Fast Track Printed Workbooks or PDF Licenses for General Education Students:

There are two ways to order the Starting Line Fast Track workbooks or PDF licenses, which are:

1. Using Ten Sigma's online store – click the "Buy Now" buttons below
2. Contacting us via phone (800) 657-3815 to place your order

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Thank you for your interest in the Starting Line program and we look forward to partnering with you in guiding your students or young adults to reach their greatest potential!