Elementary School
Guidance should be given to parents to look toward the future and desired outcomes.

Middle School
Share and discuss transition information.

High School
Discuss whether the student will work during school and the potential impact.

High School
Begin transition portfolio with references, descriptions of acquired skills, work experience and assessments.

High School
Initial transition planning meeting
Referral to appropriate agency

High School
Discuss student development and need for independent living skills

High School
Annual transition meeting

High School
Determine what is necessary for successful graduation with regular education diploma.

High School
Recommendations of IEP team for career evaluation, graduation date employment, independent living.

College and Career Goal Planning
As early as age 14, parents can contact the Georgia Vocational Rehabilitation Agency (GVRA) to start planning for their child’s college life or professional career.

“We start working with children with disabilities early,” said Robin Folso, GVRA director of communications and marketing. “We work with people of all disabilities and believe everyone who wants to work should have a right to work. It’s our job to make that happen.”

Counselors guide children in identifying goals for college or careers, then coordinate with schools to establish a plan of support. Every plan is individualized with varying details such as training or devices to assist in hearing or seeing.

Other helpful resources for services and supports are the Georgia Department of Labor or Department of Behavioral Health and Developmental Disabilities.

Higher Learning
Some local colleges and universities offer alternative education for students with disabilities, who would not meet typical enrollment requirements, through the Georgia Inclusive Postsecondary Education (IPSE) Programs for Students with Intellectual Disabilities.

The university has been meeting quarterly with state agencies and other stakeholders since 2012, said Susanna Miller-Raines, coordinator of the consortium and grant. “There is a leadership team,” said Miller-Raines. “Members are interested stakeholders who want to be part of this movement. We have trainings for parents, school districts, colleges and universities to help them learn to prepare students for postsecondary education.”

The growing list of participants includes Kennesaw State University’s Academy for Inclusive Learning and Social Growth. In this two-year program, students audit courses and study to earn a Certificate of Social Growth and Development.

Admission requirements for Kennesaw State’s non-accredited programs include a third-grade reading level, basic math abilities and skills sets that are cultivated through successful, goal-oriented IEPs.

In East Georgia State College’s CHOICE Program for Inclusive Learning, students audit academic classes on a schedule that is tailored for them. They have opportunities for job shadowing and internships.

Like Kennesaw State, students at East Georgia receive a certificate upon completion of the program. “Inclusive college programs prepare [students] for adult life,” Miller-Raines said.

Though the journey of a child from birth to adulthood can seem daunting for any parent, there is support for children with disabilities the entire way. Babies Can’t Wait, IEPs, vocational rehabilitation and postsecondary education are some of the major guideposts.

“I tell parents, always remember that this is a two-year program, students audit courses and study to earn a Certificate of Social Growth and Development. Admissions requirements for Kennesaw State’s non-accredited programs include a third-grade reading level, basic math abilities and skills sets that are cultivated through successful, goal-oriented IEPs.”

“*For a more detailed roadmap, download a pdf at https://www.gecdd.org/roadmap*