POSTSECONDARY EDUCATION/TRAINING

EXAMPLES of POSTSECONDARY GOALS

Student's Name has a goal of attending a _____ after high school.

- Two- or four-year college/university
- Postsecondary vocational training program
- Technical college
- Apprenticeship program
- Licensing program (Nursing, Cosmetology, etc.)
- Law enforcement
- On the job training
- Adult continuing education courses
- Adult Center Program (Adult Day Program)
- Adult Training Facility
- Adult in-home program
- Other (please describe) _____
- The IEP team has determined that this postsecondary goal area is not needed at this time. _____ does not plan to attend postsecondary education. He/she is interested in employment after high school.*
- The IEP Team has determined that this postsecondary goal area is not needed for _____ at this time.*

> **Must include Course of Study and Activities/ Services for all, except last two statements.**

* Present Levels of Academic Achievement and Functional Performance (PLAAFP) should provide support/documentation when this statement is used.

EXAMPLES OF ACTIVITIES OR SERVICES

- Improve reading skills
- Improve math skills
- Improve writing skills
- Demonstrate/increase/develop/improve self-advocacy skills
  → Articulate description of disability
  → Articulate need for accommodations in current/postsecondary setting(s)
  → Request information on how to access needed documentation
  → Investigate how to access accommodations
  → Request accommodations
  → Request information on rights and responsibilities under the ADA
  → Request information comparing IDEA, ADA and Section 504
  → Obtain needed documentation for _____.
- Demonstrate/increase/develop/improve study/note taking skills
  Ex: (Cornell Note Taking Methods, Learning Strategies Curriculum; www.landmarkschool.org)
- Utilize organizational skills (Landmark Notebook System)
- Apply effective time management skills

- Complete Interest Inventory (e.g. New PA Career Zone: www.pacareerzone.org
- Complete a formal and/or informal Transition or Vocational Assessment
- Create /update Transition Portfolio/EPortfolio (e.g. Online Penn State ePortfolio, http://portfolio.psu.edu/)
- Facilitate/participate in own IEP meeting
- Take selected courses to help gain admission into school of choice
- Access Career Guidance software in Guidance Office
- Access PHEAA website for comprehensive planning for higher education: www.educationplanner.org (free)
- Investigate post-secondary programming in relation to career choice
- Investigate a variety of 2 or 4 year schools and accommodations available
- Obtain ASVAB information regarding registration – including requesting/accessing Accommodations
- Obtain PSAT/SAT information regarding registration –including requesting/ accessing accommodations
- Interview with representatives from three different schools
- Attend College Fair(s)
- Participate in High School sponsored college/community college tour
- Participate in High School sponsored Career & Technical Education Center tour
- Investigate opportunities for summer exploration programs at various colleges or universities
- Obtain College/Technical School Application
- Obtain Financial Aid forms
- Research apprenticeship programs
- Obtain information about Hiram G. Andrews Vocational Training Center: www.hgac.org (or other post-secondary education or training opportunity)
- Obtain information to initiate OVR referral to determine eligibility and availability
- Obtain information about contact/referral to MH/DP or Bureau of Autism Services
- Interview with ROTC instructor
- Locate and schedule appointment with military recruiter
- Participate in activities to strengthen social, self-advocacy and/or self-care skills
- Obtain contact information on Adult Center Programs and/or Adult Training Facility
- Schedule an appointment to visit an Adult Center Program with family member/guardian
- Participate in vocational activities (sorting, bagging, measuring, folding)
- Use a picture board to communicate across all settings
- Other: _____

EMPLOYMENT

EXAMPLES of POSTSECONDARY GOALS

Student's Name has a goal of _____ after high school.
- Competitive employment
- Military
- Employment in the family business
- Self-employment
- Supported employment (paid work in a community setting for those needing continuous support services)
- Sheltered employment (where most workers have disabilities)
- Employment that allows for technological and medical supports
- Volunteer Work
- Other (please describe)_____
- The IEP team has determined that this postsecondary goal area is not needed at this time. _____ is not interested in employment after high school. He/she is planning to attend post-secondary education.*
- The IEP team has determined that this postsecondary goal area is not needed at this time.*

> **Must include Course of Study and Activities/ Services for all, except last two statements.**

* Present Levels of Academic Achievement and Functional Performance (PLAAFP) should provide support/documentation when this statement is used.

EXAMPLES OF ACTIVITIES OR SERVICES

- Improve reading skills
- Improve math skills
- Improve writing skills
- Demonstrate/increase/develop/improve self-advocacy skills
    →Articulate description of disability
    →Articulate need for accommodations in current/employment setting(s)
    →Receive information on how to access needed documentation
    →Investigate how to access accommodations
    →Receive information on rights and responsibilities under the ADA
    →Receive information comparing IDEA, ADA and Section 504
    →Obtain needed documentation for _____
    →Request accommodations
- Utilize/improve/develop self monitoring/self reflection strategies
- Utilize/improve/develop work related social skills
- Utilize/improve/develop organizational skills (Landmark Notebook System)
- Apply effective time management skills
- Facilitate/participate in own IEP meeting
- Practice/improve interviewing skills (mock interview)
- Participate in Pre-Vocational activities
- Participate in community based instruction
- Create/update resume and related correspondence
- Create /update Transition Portfolio/EPortfolio (Ex: On-Line Penn State ePortfolio - http://portfolio.psu.edu/)

- Practice/increase mobility/travel training skills
- Complete job application(s)
- Review computer software related to employment
- Complete Interest Inventory (PA Career Zone: www.pacareerzone.org)
- Investigate career/job options
- Access Career Guidance software in Guidance Office
- Complete a formal and/or informal Transition or Vocational Assessment
- Enroll in the "Career" class
- Participate in High School sponsored Career & Technical Institute tour
- Investigate opportunities at the local Career & Technical Institute
- Participate in community service/service learning
- Participate in Job Shadowing
- Participate in Job Tryouts
- Obtain information about work experience opportunities
- Obtain information about Work-based Learning Program
- Participate in a Work-based Learning Program
- Investigate apprenticeship options
- Obtain contact information about service providers for possible job supports after high school
- Investigate summer job opportunities
- Obtain information about contact/referral process to families regarding MH/DP or the Bureau of Autism Services
- Obtain contact/referral information about the Bucks County IU transition services program
- Obtain information to initiate OVR referral
- Obtain information about contact/referral to Career Link
- Investigate information about legislation and employee rights under ADA
- Participate in activities to strengthen social, self-advocacy and/or self-care skills
- Participate in functional skills training for specialized academic, functional and occupational preparation
- Participate in training to strengthen work skills at a (supported employment) job
- Obtain contact information about Adult Center Program and/or Adult Training Facility
- Schedule an appointment to visit an Adult Center Based Program and/or Adult Training Facility with family member/guardian
- Participate in vocational activities (sorting, bagging, measuring, folding)
- Use a picture board to communicate across all settings
- Other: _____

INDEPENDENT LIVING

EXAMPLES of POSTSECONDARY GOALS

<u>**Student's Name**</u> has a goal of living
- independently after high school.
- with Family Support. _____ will access the community and resources with family support.
- with Family/Agency Support. _____ will access the community and resources with family and/or agency support.
- The IEP Team has determined that this postsecondary goal area is not needed for this student at this time.*****

* Present Levels of Academic Achievement and Functional Performance (PLAAFP) should provide support/documentation when this statement is used.

*Considerations when deciding an Independent Living Goal:
- ❖ Residential – where will the student live after high school?
- ❖ Participation – how will the student access the community?
- ❖ Recreation/Leisure – how will the student participate in community programs (spend leisure time)?

EXAMPLES OF ACTIVITIES OR SERVICES
Be sure to consider residential, access and recreation and leisure activities.

- Improve reading skills
- Improve math skills
- Improve writing skills
- Apply functional reading skills (reading a recipe, following directions, understanding leases, insurance)
- Apply functional math skills (banking skills, money management, taxes, insurance)
- Apply functional writing skills (writing letters, filling out forms and applications)
- Participate in daily living skills such as cooking, laundry, telephone directory, voting, etc.
- Utilize social/communication skills
- Participate in a functional curriculum emphasizing self-help, daily living skills, self-advocacy/self-determination and/or recreation/leisure activities
- Participate in experiences or classes such as _____, cooking, laundry, etc.
- Participate in basic food preparation
- Participate in community-based instruction for social interaction, to increase daily living skills, and/or to improve travel training skills
- Facilitate/participate in own IEP meeting
- Create /update Transition Portfolio/EPortfolio
    Ex: On-Line Penn State ePortfolio; http://portfolio.psu.edu/

- Obtain information about contact/referral process to MH/DP or Bureau of Autism Services for supports coordination, community living arrangements, respite care, life sharing and/or companionship/social groups
- Obtain contact information about Adult Center Programs and/or Adult Training Facility
- Schedule an appointment to visit an Adult Center Based Program and/or Adult Training Facility with family member/guardian
- Participate in community-based instruction for travel training, pedestrian/safety, social skills, shopping/money skills, etc.
- Participate in person-centered planning
- Investigate Section 8 housing
- Obtain information about registering to vote
- Obtain information about registering for selective service (males, turning 18 or older)
- Obtain information about getting a driver's license
- Obtain information about getting a state issued photo identification card
- Obtain information about jury duty
- Investigate public transportation options
- Investigate specialized transportation options
- Investigate natural supports in the community
- Investigate local clubs, social activities, service organizations, church groups, sports and recreation activities for opportunities to participate
- Volunteer for a non-profit organization
- Obtain information about travelling independently and/or with a group
- Use a picture board to communicate across all settings
- Participate in vocational activities (sorting, bagging, measuring, folding)
- Provide contact information about specialized wills/trusts for students with special needs to family member/guardian
- Investigate/schedule appointment to visit residential options
- Participate in productive activities in a community setting
- Other: _____

EXAMPLES OF COURSES OF STUDY

- List the specific courses the student will take
    - English 9, Math 10, American History, Biology
    - Any other courses which support the Postsecondary Goal, e.g. Consumer Science course (Food Prep), Accounting, Transition 101
    - Major subjects are required; electives are optional

- When IEPs span two academic years, list the **current** and **projected** courses related to **Transition Postsecondary Goals**
    - Current: English 9, Math 9, Social Studies 9, Science 9
    - Projected: English 10, Math 10, Social Studies 10, Science 10

- Other possible examples:
    - Functional Life Skills Curriculum which includes both current and projected courses of study in Functional Reading, Functional Math, Prevocational Curriculum and Community Based Instruction
    - Modified English, Modified Math (for Life Skills curriculum)
    - Work-based Learning Program
    - Community-based instruction
    - Multiple Disabilities Functional Curriculum
    - Functional Curriculum in Reading, Writing, Math
    - Diversified Occupations
    - Transition class (List Title of Course)

EXAMPLES OF ITEMS TO BE WRITTEN INTO GRID

In the **LOCATION** column, identify where each service or activity will take place. (Be specific as to the site where the activity will occur.)   Examples:
- General education classroom
- Special education classroom
- _____ college campus, technical/trade school
- Guidance Office
- _____ High School
- Community site
- Community work site
- Other _____

In the **FREQUENCY** column, identify how often each service or activity will take place. Examples:
- Daily
- Weekly
- MonthlyFall Semester
- Spring Semester
- 1st Marking Period, 2nd, 3rd, 4th or combinations

- Once in the fall semester
- Once a week during the fall semester
- Weekly during the spring semester
- Minimum of once a week until completed
- Weekly until completed
- Four times during the _____ period
- Whenever tests are administered
- Upon implementation of the IEP
- When _____ demonstrates frustration

In the **PROJECTED BEGINNING DATE** column, identify when each service or activity will begin. Examples:
- Implementation date of the IEP
- An actual date
- Fall Semester 200?

In the **ANTICIPATED DURATION** column, identify when each service or activity will end. Examples:
- Anticipated duration date of the IEP
- An actual date
- End of the 3rd marking period – March __, 200?
- No later than a specific date

In the **PERSON/AGENCY RESPONSIBLE** column, identify the person's title or agency that will ensure each activity/service is completed.
Examples:
- School Staff
- Guidance Counselor
- Transition Coordinator
- Transition Staff
- OVR/BVS
- Supports Coordinator
- Office of Developmental Programs
- Administration
- Special Education Teacher
- General Education Teacher
- LEA
- Work-based Learning Personnel
- Related Service Staff
- Vocational Representative

MEASURABLE ANNUAL GOAL (MAG): Yes/No
In the **MEASURABLE ANNUAL GOAL** block, indicate whether a measurable annual goal will be written in the next section of the IEP. **At least 1 Measurable Annual Goal is required for each Service identified within a specifically defined postsecondary goal.**

A Measurable Annual Goal is to be developed for any <u>service</u>. A Service addresses a skill deficit, requires instruction, and leads to a MAG and Progress Monitoring, e.g. reading, writing, behavior, organization, travel training, community based instruction, social skills, functional math (budgeting, measuring) daily living (cooking, laundry, personal hygiene), communication, self-advocacy, etc. In the Grid, precede the Service with an **asterisk(*)**, to indicate that a MAG is connected to that Service, or use **BOLD type** or **colored** text.

MAGs are **not** developed for **activities**; activities are "once and done," e.g., visit a College Fair, complete a virtual college campus tour, compile a list of pros and cons of working right after high school, obtain information about…, visit an Adult Center Program, complete a vocational assessment. **At least one Activity is required for each specifically defined Postsecondary Goal.**

You can use existing Measurable Annual Goals (MAGs):
Academic Measurable Annual Goals may be appropriately linked to transition services.
It may also be appropriate to have one Measurable Annual Goal that relates to Services within each of the three (3) Postsecondary Goal areas.
Consider using an asterisk, **BOLD type** or color-coordinated text to indicate the relationship between transition postsecondary goals and MAGs.

Examples: (Can apply to Post-Secondary Education/Training, Employment, <u>and/or</u> Independent Living)
• Service: *Improve math skills
       MAG: Given various amounts of money not exceeding $10.00, ***<u>the student</u>*** will purchase items from the school store without going over the given amount with 100% accuracy 1 time per week for 12 consecutive weeks. (Baseline: went over allotment 6 out of 12 times)

• Service: *Improve reading skills
       MAG: Given explicit comprehension instruction, ***<u>the student</u>*** will apply reading strategies to answer detail and summarization questions with 80% accuracy on 4 out of 5 consecutive weekly assignments. (Baseline: 60% accuracy)

• See Sample Measurable Annual Goals handout for additional examples (pink).