**POSTSECONDARY EDUCATION/TRAINING**

**GREEN PAGES**

**EXAMPLES of POST-SECONDARY GOALS**

**Student’s Name** has a goal of attending a ______________ after high school.

- Two- or four-year college/university
- Postsecondary vocational training program
- Post-secondary Certificate program through from a post-secondary institute (ex. THINK COLLEGE, D.R.E.A.M. Partnership, CILLS Program @ East Stroudsburg University, SEED – Lehigh Carbon Community College, Mercyhurst University, Northeast Campus: Oasis Program)
- Short-term education or employment training program
- Technical College
- Vocational Training Center (Hiram G. Andrews)
- Military Training
- Apprenticeship program
- Licensing program (Nursing, Cosmetology, etc.)
- Law enforcement
- Adult continuing education courses

*Present Levels of Academic Achievement (introductory paragraph) and/or Present Levels Related to Current Post-secondary Transition Goals should explain/support/document this post-secondary education/training statement.*

**EXAMPLES OF SERVICES** (skill deficit)

- Improve reading skills
- Improve math skills
- Improve writing skills
- Improve study/organizational skills
- Improve social skills
- Improve self-advocacy skills
- Improve communication skills
- Improve behavior skills
- Improve fine motor skills
- Improve gross motor skills

**EXAMPLES OF ACTIVITIES**

**Self-Advocacy**

<table>
<thead>
<tr>
<th>Opportunity to articulate and describe disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to articulate need for accommodations in current secondary setting(s)</td>
</tr>
<tr>
<td>Opportunity to articulate/request information on how to access needed documentation</td>
</tr>
<tr>
<td>Opportunity to articulate/investigate how to access accommodations (high school and/or post-secondary)</td>
</tr>
<tr>
<td>Opportunity to articulate/request accommodations from current classroom teachers</td>
</tr>
<tr>
<td>Be provided with information on rights and responsibilities under the ADA</td>
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<tr>
<td>Be provided with information comparing IDEA, ADA and Section 504</td>
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<td>Opportunity to facilitate and/or participate in own IEP meeting</td>
</tr>
<tr>
<td>Opportunity to participate in activities to strengthen social and self-advocacy skills</td>
</tr>
<tr>
<td>Opportunity to practice disclosing one’s disability, and articulate accommodations (academic adjustments)</td>
</tr>
</tbody>
</table>

*Please Note: These are ONLY examples for Indicator 13 Training:*

### Transition Assessments
- Opportunity to complete Interest Inventory (e.g. PA Career Zone: [www.pacareerzone.org](http://www.pacareerzone.org))
- Opportunity to complete a formal and/or informal Transition or Vocational Assessment

### Post-Secondary Education/Training
- Opportunity to select and take courses to help gain admission into school of choice
- Opportunity to access Career Guidance software in Guidance Office
- Opportunity to access PHEAA website for comprehensive planning for higher education: [www.educationplanner.org](http://www.educationplanner.org) (free)
- Be provided with information about how to obtain Financial Aid forms, [https://fafsa.ed.gov/](https://fasfa.ed.gov/)
- Opportunity to investigate post-secondary/training programming in relation to career choice
- Opportunity to investigate a variety of 2 or 4 year schools and accommodations available
- Be provided with ASVAB information regarding registration – including requesting/accessing accommodations
- Be provided with PSAT/SAT information regarding registration – including requesting/accessing accommodations
- Opportunity to interview with representatives from three different schools
- Opportunity to attend College Fair(s)
- Be provided with the opportunity to participate in High School sponsored college/community college presentation(s)/tour(s)
- Be provided with the opportunity to participate in High School sponsored Career & Technical Education Center tour
- Opportunity to participate in Cooperative Education Program (CO-OP)
- Opportunity to investigate opportunities for summer exploration programs at various colleges or universities
- Be provided with information on how to obtain College and/or Vocational/Technical School Application
- Opportunity to research apprenticeship programs
- Be provided information about Hiram G. Andrews Vocational Training Center, [http://www.dli.pa.gov/Individuals/Disability-Services/hgac/Pages/default.aspx](http://www.dli.pa.gov/Individuals/Disability-Services/hgac/Pages/default.aspx): (or other post-secondary education or training opportunity)
- Opportunity to schedule an appointment to visit a post-secondary education program and/or training program (i.e. Hiram G. Andrews)
- Be provided with information about interviewing with an ROTC instructor
- Be provided with information about locating and scheduling an appointment with military recruiter
- Be provided information on local Pre-Employment Transition Services (PETS) through OVR
- Be provided information on the SEED (Success, Engagement, Education, Determination) Program at Lehigh Carbon Community College, [https://www.lccc.edu/student-experience/disability-services/seed-program](https://www.lccc.edu/student-experience/disability-services/seed-program)
  - Degree seeking academic track vs.
  - Career track certificate

### Agencies
- Be provided with information to initiate OVR referral to determination of eligibility
- Opportunity to complete OVR application for eligibility determination
- Opportunity to participate in Early Reach Services presentation by OVR (ages 14-16)
- Be provided with information about contact/referral to the Office of Developmental Services (Carbon County), [http://www.cmpmhds.org/mental-retardation-services/](http://www.cmpmhds.org/mental-retardation-services/) or Office

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Please Note: These are ONLY examples for Indicator 13 Training:
### Resources

Be provided Transition Resources Link [http://www.cliu.org/Page/825](http://www.cliu.org/Page/825), through CLIU 21

Be provided the Family Reference Guide - A Guide to Transition Services, through CLIU 21

Be provided the [Pennsylvania Transition Guide Website](http://www.secondarytransition.org/)

Be provided with link on Pennsylvania Youth Leadership Network (PYLN): [http://pyln.org/pyln](http://pyln.org/pyln)

Be provided information on Secondary Transition: Family 1-Pager Guides (Entitlement vs. Eligibility, Exploring the Option of a Two or Four Year College, Post-Secondary Education Expectations, and Understanding Self-Advocacy) from PaTTAN: [http://www.pattan.net/category/Educational_Initiatives/Secondary_Transition/page/Secondary_Transition_Family_1Pager_Guides.html](http://www.pattan.net/category/Educational_Initiatives/Secondary_Transition/page/Secondary_Transition_Family_1Pager_Guides.html)

### Other

Opportunity to apply effective time management skills

Opportunity to create /update Transition Portfolio/EPortfolio (e.g. Online Penn State ePortfolio, [http://portfolio.psu.edu/](http://portfolio.psu.edu/))

Be provided with the opportunity to practice/increase independent community travel skills
EMPLOYMENT

EXAMPLES of POST-SECONDARY GOALS

Student’s Name has a goal of ______________ after high school.
Student’s Name has a goal of ______________ after completing his/her post-secondary education.

Following graduation/training, Student’s Name has a goal of obtaining competitive integrated employment in the field of ________.

- Competitive integrated employment
- Military
- Employment in the family business
- Home-based jobs
- Self-employment
- Supported employment *(paid work in a community setting for those needing continuous support services)*
- Customized Employment – utilizing the Discovery Process to identify employment opportunities *(can begin in the student’s last two years of high school, intended for students with complex support needs)*
- Employment that allows for technological and medical supports

Present Levels of Academic Achievement *(introductory paragraph)* and Functional Performance *(vocational)* and/or Present Levels Related to Current Post-secondary Transition Goals should explain/support/document this employment statement.

EXAMPLES OF SERVICES *(skill deficit)*

- Improve reading skills
- Improve math skills
- Improve writing skills
- Improve study/organizational skills
- Improve social skills
- Improve self-advocacy skills
- Improve communication skills
- Improve behavior skills
- Improve fine motor skills
- Improve gross motor skills

EXAMPLES OF ACTIVITIES

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Please Note:  These are ONLY examples for Indicator 13 Training:
### Transition Assessments
- Opportunity to complete Interest Inventory (e.g. PA Career Zone: [www.pacareerzone.org](http://www.pacareerzone.org))
- Opportunity to complete a formal and/or informal Transition or Vocational Assessment

### Employment
- Opportunity to practice/improve interviewing skills (mock interview)
- Opportunity to create/update resume and related correspondence
- Opportunity to complete practice job application(s)
- Opportunity to investigate career/job options – identify 3
- Opportunity to review computer software related to employment
- Opportunity to enroll in a "Career" class
- Opportunity to participate in High School sponsored Career & Technical Institute tour
- Opportunity to investigate opportunities at the local Career & Technical Institute
- Opportunity to complete application for enrollment at the local Career & Technical Institute
- Opportunity to participate in Diversified Career Occupation (LCTI)
- Opportunity to access Career Guidance software in Guidance Office
- Be provided with the opportunity to participate in community service/service learning
- Be provided with the opportunity to participate in Job Shadowing opportunities
- Be provided with the opportunity to participate in Job Tryouts
- Be provided with information about community based pre- employment and/or employment opportunities
- Be provided information on Pre-Employment Transition Services (PETS) through OVR
- Opportunity to explore Pre-Employment Transition Services in Carbon or Lehigh Counties
- Be provided with the opportunity to participate in training to strengthen work skills at a job site
- Be provided with the opportunity to practice and/or strengthen soft skills (communication, business etiquette, flexibility, integrity, interpersonal skills, positive attitude, professionalism, responsibility, teamwork & work ethics)
- Opportunity to investigate apprenticeship options
- Be provided with the opportunity to investigate summer job opportunities
- Opportunity to schedule an appointment to visit the different supported employment options
- Be provided information on Customized Employment through the Discovery Process; You Tube Videos: [http://www.youtube.com/watch?v=nB5-MW1E3Gc](http://www.youtube.com/watch?v=nB5-MW1E3Gc), Barnes & Noble Employment: parent, school, employer and employee perspective: [https://www.youtube.com/watch?v=FP1eCubuPo](https://www.youtube.com/watch?v=FP1eCubuPo), Customized Employment in Kentucky: [https://www.youtube.com/watch?v=UIkaHkQkQ](https://www.youtube.com/watch?v=UIkaHkQkQ)
- Opportunity to practice/increase mobility/independent community travel through travel training skills
- Be provided information on the SEED (Success, Engagement, Education, Determination) Program at Lehigh Carbon Community College, [https://www.lccc.edu/student-experience/disability-services/seed-program](https://www.lccc.edu/student-experience/disability-services/seed-program)
  - *Career track certificate* vs. *Degree seeking academic track*
- Be provided information on the Vocational and Independence Program (VIP) through CLIU
- Opportunity to apply for and/or participate in VIP Program
- Be provided information on Project SEARCH through CLIU
- Opportunity to apply for and/or participate in Project SEARCH
**Work-based Learning Program**

- Be provided with the opportunity to participate in Pre-Vocational activities
- Be provided with information and expectations on a Work-based Learning (WBL) Program/Opportunities
- Opportunity to complete application for enrollment in the WBL Program
- Opportunity to explore a variety of WBL options
- Opportunity to participate in a variety of WBL settings
- Opportunity to participate in at least 5 hours of job shadowing
- Opportunity to participate in up to ______ WBL opportunities
- Opportunity to participate in a variety of tasks through vocational training in each employment cluster and/or similar cluster
- Opportunity to participate in a paid work experience

**Agencies**

- Be provided with information to initiate OVR referral for determination of eligibility
- Opportunity to complete OVR application for eligibility determination
- Be provided information on Early Reach Services (ERS) (ages 14-16)
- Opportunity to participate in Early Reach Services presentation
- Opportunity to complete an application for Early Reach Services
- Be provided with information about service providers for possible employment supports after high school
- Be provided with information about contact/referral to the Office of Developmental Services (Carbon County), [http://www.cmpmhds.org/mental-retardation-services/](http://www.cmpmhds.org/mental-retardation-services/) or Office of Intellectual Disabilities (Lehigh County), [https://www.lehighcounty.org/Departments/Human-Services/Intellectual-Disabilities](https://www.lehighcounty.org/Departments/Human-Services/Intellectual-Disabilities)
- Be provided information on the Department of Human Services (Office of Developmental Services) [https://www.myodp.org/](https://www.myodp.org/)
- Be provided with information about contact/referral to the Office of Mental Health (Carbon County), [http://www.cmpmhds.org/mh-services/](http://www.cmpmhds.org/mh-services/) or (Lehigh County), [https://www.lehighcounty.org/Departments/Human-Services/Mental-Health](https://www.lehighcounty.org/Departments/Human-Services/Mental-Health)
- Be provided with information about contact/referral the Bureau of Autism Services, [http://www.dhs.pa.gov/citizens/autismservices/index.htm](http://www.dhs.pa.gov/citizens/autismservices/index.htm)
- Be provided with information about contact/referral on the Office of Deaf/Hard of Hearing, [http://www.dli.pa.gov/Individuals/Disability-Services/odhh/Pages/default.aspx](http://www.dli.pa.gov/Individuals/Disability-Services/odhh/Pages/default.aspx)
- Be provided with information about contact/referral Bureau of Blind and Visual Services, [http://www.dli.pa.gov/Individuals/Disability-Services/bbvs/Pages/default.aspx](http://www.dli.pa.gov/Individuals/Disability-Services/bbvs/Pages/default.aspx)
- Be provided information on Work Incentives Planning and Assistance Program, Social Security Work Incentives: [http://www.goodwillsew.com/training-jobs-support-services/benefits-counseling](http://www.goodwillsew.com/training-jobs-support-services/benefits-counseling) (Goodwill Benefits Counseling)

**Resources**

- Be provided information on the Job Accommodation Website (JANS), [https://askjan.org/](https://askjan.org/)
- Be provided Transition Resources Link [http://www.cliu.org/Page/825](http://www.cliu.org/Page/825), through CLIU 21
- Be provided the Family Reference Guide - A Guide to Transition Services, through CLIU 21
- Be provided the Pennsylvania Transition Guide Website: [http://www.secondarytransition.org/](http://www.secondarytransition.org/)
- Be provided with link on Pennsylvania Youth Leadership Network (PYLN): [http://pyln.org/pyln](http://pyln.org/pyln)
- Be provided information on the Pennsylvania Assistive Technology Foundation, [http://patf.us/](http://patf.us/)
- Be provided information on Secondary Transition: Family 1-Pager Guides (Customized Employment, Entitlement vs. Eligibility, Job Skills: Getting Ready for Work, Preparing for...
Incorporating courses of study into activities (each description will relate to your specific outline of courses taught in your school setting) Examples follow:

| Receive instruction in software applications while creating and producing various business and/or career-related documents and products |
| Receive instruction in the origins of the Internet and the World Wide Web |

**Other**

Opportunity to create /update Transition Portfolio/EPortfolio (Ex: On-Line Penn State ePortfolio - http://portfolio.psu.edu/)
Independent Living

**EXAMPLES of POST-SECONDARY GOALS**

**Example:** Mary has a goal of living ____________ and accessing the community and resources with ____________.

*Introductory paragraph, Present Levels of Functional Performance (access/mobility, daily living, and recreation/leisure skills) and/or Present Levels Related to Current Post-secondary Transition Goals should explain/support/document all three areas of Independent Living.*

*Considerations when deciding an Independent Living Goal:*

- **Residential** – where will the student live after high school?
  - Live at home with parents/guardians or relatives
  - Independently after high school. Parents have indicated through observations in the home and community environments that __________ is able to access community resources independently. Independently when financially secure
  - Independent living with occasional supports
  - Independent living with daily supports
  - Supported apartment or community living arrangement (CLA)
  - Group home – 24-hour supervision and training
  - Group home – skilled nursing care
  - Facility based – personal care home, nursing home, etc.
  - Adult in-home program (a non-medical home care program serving adults and children with disabilities. The program pays for the services of a home care provider. Services include assistance with light housekeeping, cooking, laundry, medical transportation, and personal care such as dressing, bathing, and grooming.)
  - Life Sharing thru Family Living means living with and sharing life experiences with supportive persons who form a caring household. Lifesharing is recognizable as being both a close personal relationship and a place to live. Lifesharing programs offer an individual with developmental disabilities the opportunity to choose living with a family or individual who will support his/her desires and needs for an everyday life.
  - Inverted Life Sharing thru Family Living is when a consumer and/or family member owns the residence and a provider (e.g. Access Services located in the Lehigh Valley) provides the staff in a life sharing setting.
  - Other: ______________________________

- **Participation** – how will the student access the community?
  - Independent – will access community resources without support
  - Family support – will access community resources with family supports
  - Agency support – will access community resources with agency supports

Please Note: **These are ONLY examples for Indicator 13 Training:**
**Recreation/Leisure** – how will the student participate in community programs (spend leisure time)?

- Independent – will participate in community programs without support
- Family support – will participate in community programs with family supports
- Agency support – will participate in community programs with agency or outside supports
- Special programs – will participate in special program with people with disabilities
- Other ______________________________

**EXAMPLES OF SERVICES** (skill deficit)

- Improve reading skills
- Improve math skills
- Improve writing skills
- Improve study/organizational skills
- Improve social skills
- Improve self-advocacy skills
- Improve communication skills
- Improve behavior skills
- Improve fine motor skills
- Improve gross motor skills

**EXAMPLES OF ACTIVITIES**

*Be sure to consider residential, access and recreation and leisure activities.*

<table>
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<tr>
<th><strong>Self-Advocacy</strong></th>
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<tbody>
<tr>
<td>Opportunity to articulate/request information on how to access needed documentation for medical records</td>
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<tr>
<td>Opportunity to facilitate/participate in own IEP meeting</td>
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</table>

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<thead>
<tr>
<th><strong>Independent Living</strong></th>
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<tbody>
<tr>
<td>Be provided with information about Section 8 housing</td>
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<tr>
<td>Be provided with the opportunity to apply functional reading skills (reading a recipe, following directions, understanding leases, insurance)</td>
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<tr>
<td>Be provided with the opportunity to apply functional math skills (banking skills, money management, taxes, insurance)</td>
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</tr>
<tr>
<td>Be provided with the opportunity to apply functional writing skills (writing letters, filling out forms and applications)</td>
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<tr>
<td>Be provided with the opportunity to participate in daily living skills such as cooking, laundry, telephone directory, voting, etc.</td>
<td></td>
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<tr>
<td>Be provided with the opportunity to participate in a functional curriculum emphasizing self-help, daily living skills, self-advocacy/self-determination and/or recreation/leisure activities</td>
<td></td>
</tr>
<tr>
<td>Opportunity to participate in experiences or classes such as _____, cooking, laundry, etc.</td>
<td></td>
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<tr>
<td>Opportunity to participate in basic food preparation</td>
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<tr>
<td>Opportunity to participate in community-based instruction for social interaction, to increase daily living skills, and/or to improve independent community travel skills</td>
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<tr>
<td>Investigate/schedule appointment to visit residential options</td>
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<tr>
<td>Opportunity to participate in community-based instruction for independent community travel, pedestrian/safety, social skills, shopping/money skills, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Opportunity to participate in daily living skills activities (sorting, bagging, measuring, folding)

**Transportation**

- Be provided information about getting a state issued Pennsylvania Photo Identification Card, [http://www.dmv.state.pa.us/driverlicensephotoidcenter/obtainingphotoid.shtml](http://www.dmv.state.pa.us/driverlicensephotoidcenter/obtainingphotoid.shtml)
- Be provided information on Driver Licensing, [http://www.dmv.pa.gov/Driver-Services/Driver-Licensing/Pages/Drivers-License.aspx](http://www.dmv.pa.gov/Driver-Services/Driver-Licensing/Pages/Drivers-License.aspx)
- Be provided information on Student Driver’s Education Program [http://www.clIU.org/site/Default.aspx?PageID=512](http://www.clIU.org/site/Default.aspx?PageID=512) (CLIU Agreement with some school district and/or discuss with your home district for driving program recommendations)
- Opportunity to take the (online) Driving Theory Instruction and Behind the Wheel Instruction
- Opportunity to take PA DMV Road Test for Driver’s License
- Be provided information on public transportation options, [http://www.lantabus.com/](http://www.lantabus.com/)
- Be provided specialized transportation options and accessing tickets, [http://www.lantabus.com/lantavan/](http://www.lantabus.com/lantavan/)
- Be provided information on reduced tickets for bus fares, [http://www.lantabus.com/applications/](http://www.lantabus.com/applications/)
- Be provided with information about independent travel training
- Opportunity to learn and participate in skills to enhance independent travel training

**Agencies/Resources**

- Be provided with information about contact/referral process to MH/ID or DS or Bureau of Autism Services for supports coordination, community living arrangements, respite care, life sharing and/or companionship/social groups
- Be provided the Pennsylvania Transition Guide Website: [http://www.secondarytransition.org/](http://www.secondarytransition.org/)
- Be provided information on Emergency Management Forms for County 911 Communication Centers, page 21 of Transition Family Reference Guide
- Be provided The Family Reference Guide – A Guide to Transition Services (through CLIU 21)
- Be provided with link on Pennsylvania Youth Leadership Network (PYLN) [http://secondarytransition.org/page/pennsylvania_youth_leadership_network](http://secondarytransition.org/page/pennsylvania_youth_leadership_network)
- Be provided information on the Pennsylvania Assistive Technology Foundation, [http://patf.us/](http://patf.us/)
- Be provided information on the Department of Health: The Special Kids Network: (Transition to Adult Living) [www.health.state.pa.us/skn](http://www.health.state.pa.us/skn)
- Be provided with contact information about specialized wills/trusts for students with special needs to family member/guardian
- Be provided information on the DHH Taskforce through CLIU 21

**Government Resources/Paperwork**

- Be provided with information about registering for selective service (males, turning 18 or older) page 8 of Transition Family Reference Guide
- Be provided with information regarding Voter Registration, page 8 of Transition Family Reference Guide
- Be provided with information on Jury Duty

*Please Note: These are ONLY examples for Indicator 13 Training:*

**Recreation and Leisure Activities**
Opportunity to investigate local clubs, social activities, service organizations, church groups, sports and recreation activities for opportunities to participate
Opportunity to volunteer for a non-profit organization

**Incorporating courses of study into activities (each description will relate to your specific course outline taught in your school setting)**
Opportunity to participate in recreation/leisure activities that lead to a healthy life style
Receive instruction in the dangers involved with drug/alcohol, adolescent relationships, sexual health education, diet/nutrition and decision making
Receive instruction in financial and resource management, balancing family, work, and community responsibility, food science and nutrition, and child development
Receive instruction in communication among family members and friends, lifestyle choices, mate selection, marriage, handling crisis, aging and death
Receive instruction in independent living and survival skills (food shopping, clothing basics and purchasing a vehicle) including consumer rights
Receive instruction (including the opportunity to participate) in proper use and safety procedures of tools and machines, correct sanding techniques and finishing of industrial materials.
Receive instruction (including the opportunity to participate) in proper use of safely operating metalworking hand tools and machinery.

**OTHER**
Opportunity to utilize social/communication skills
Be provided with the opportunity to participate in person-centered planning
Opportunity to investigate natural supports in the community
Opportunity to practice communication skills across all settings
EXAMPLES OF COURSES OF STUDY

- List the **specific courses** the student will take
  - English 9, Algebra II, American History, Biology, Functional English 12-A

- When IEPs span two academic years, list the **current** and **projected** courses related to **Transition Postsecondary Goals**
  - Current: English 10, Algebra II, American Civilizations, Biology
  - Projected: English 10, Geometry, American History, Chemistry
  - Projected: Graduation – June 2016

- Other **possible examples**:
  - Functional Life Skills Curriculum which includes both current and projected courses of study in Functional Reading, Functional Math, Pre-vocational Curriculum and Community Based Instruction Curriculum - **Include grade level after the title of the course**
  - Modified English, Modified Math – **Include grade level after the title of the course**
  - Functional Curriculum in Reading, Writing, Math - **Include grade level after the title of the course**
  - Diversified Career Occupation (DO) (**List only if a curriculum accompany this option**)
  - Cooperative Education Program (CO-OP) (**List only if a curriculum accompany this option**)
  - CTE Course Title: Heavy Equipment Operations & Preventive Maintenance Lab
  - Transition Class (**List Title of Course, e.g. Transition 101**)
  - Community Based Vocational Training {Work-based Learning} (**List only if classroom instruction accompany this option**)

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
- Monthly
- Fall 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

Please Note: **These are ONLY examples for Indicator 13 Training:**
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. All Measurable Annual Goals must be represented in the Transition Grid.

A Measurable Annual Goal must be linked to a service (skill deficit). 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 (Effective Practice is 2-3 Activities per Post-secondary 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 the same 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, and/or Independent Living)

• Service: *Improve math skills
  MAG: Given a mixed amount of currency not exceeding $10.00, the student 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 a 4th grade level reading passage, the student will apply reading strategies such as (list) to answer detail and summarization questions with 80% accuracy on 4 out of 5 consecutive weekly assignments. (Baseline: 60% accuracy)