

**Individualized Education Program  
Transition Goals, Page One**

**Student Name:**       Jake       **IEP Meeting Date:**   05/  12/  08    
**Current Grade Level:**       11       **Expected Date of Graduation:**   06/  18  /  XX  

**Identify the method for inviting the student to the IEP Transition meeting:**  
*Letter and phone call by case manager to youth and parent*

**Identify the student's post-secondary preferences and interests, in collaboration with the family, and their desired outcomes for post-secondary education/training, employment and adult living:**  
*Jake is interested in cars. He wants to attend a technical college and possibly become an auto mechanic.  
 The family wants him to live independently after school is completed.*

**Identify Age Appropriate Transition/Vocational Assessments (by name of the Assessment and the Date Administered):**

- **COPS ( Career Occupational Preference System) 4/08**
- **Harrington O'Shea 4/08**
- **Life After High School Questionnaire 4/08**

**Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed above. (Consider various options such part-time employment, supported job placements, service learning projects, work experience, job shadowing, internships, practice in resume writing and interviewing skills, the use of resource centers and job specific skills regarding customer service or technology):**

**Community Employment Goal (required)**

Jake will develop personal knowledge about various careers as evidenced by completion or demonstrated progress in the following benchmarks/ short-term objectives:

Benchmarks/ short-term objectives:

- 1) By the end December 2008, Jake will observe 3 jobs that he has showed some personal preference and aptitude for through the above transition assessments. Jake will identify one job that he would like to further explore.
- 2) By the end of January 2009, Jake will interview a supervisor from one of these jobs. Jake will identify 4 critical responsibilities of that job via a writing project, PowerPoint or podcast.
- 3) By the end of February 2009, Jake will complete a 4 week internship (unpaid) at a job that he has demonstrated interest in trying. Jake will produce a job report and photo journal which outlines the primary job duties (power point, video, podcast, or interview).
- 4) After obtaining paid employment with the assistance of a job coach for a minimum of 5 hours per week, for 12 weeks, Jake will present a multimedia summary of his job experience to his IEP team.

**VT Framework: Vital Result: Personal Development: Standard 3.15**

**Progress Review  
Dates**

Progress Review Dates			

<p><b>Vocational Training Goal (if needed):</b> <i>(think “pre-employment” skills. For example: a student may need to seek time with a mentor/counselor to develop anger management skills to deal with the work related frustrations. A student may need to spend time with an SLP to develop clear, appropriate speech and good eye contact while talking to co-workers. A student may need to acquire the skills to drive a fork lift before applying for a warehouse job. A student may have to practice community mobility in order to get to a job site independently.)</i></p> <p>Jake will acquire the functional skills and behaviors necessary for successful employment as evidenced by completion or demonstrated progress in the following benchmarks/ short-term objectives:</p> <p><u>Benchmarks/ short-term objectives:</u></p> <ol style="list-style-type: none"><li>1) Jake will participate in the social skills group offered by the school psychologist for 3 months (Sept, Oct, Nov 2008). Jake will improve and reduce his inappropriate reactions to certain social interactions as observed by the school psychologist.</li><li>2) Jake will complete the school work readiness course by the end of November 2008.</li></ol> <p><b>Post-Secondary Education Goal (if appropriate, if not indicate with an N/A):</b></p> <p>Jake will develop a plan for continued education and training as evidenced by completion or demonstrated progress in the following benchmarks / short-term objectives:</p> <p><u>Benchmarks/ short-term objectives:</u></p> <ol style="list-style-type: none"><li>1) Jake will take the Intro to College Studies Course at CCV in spring of 2009. This will support his interest in attending a 2 or 4 year technical program post high school.</li><li>2) Jake will meet with the high school guidance counselor by the end of April 2009. With assistance, Jake will identify appropriate 2 or 4 year post secondary technical education options.</li><li>3) Jake and his parents will meet with the VSAC rep in his high school to discuss financial aid by the end of May 2009. Jake, with assistance, will create an action plan with the steps he needs to complete to receive financial aid.</li></ol> <p><b>VT Framework:</b> <i>Vital Result: Personal Development: Standard 3.16</i></p>				
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**Individualized Education Program  
Transition Goals, Page Two**

<p><b>Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed on the previous page.</b> <i>(Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills):</i></p> <p><b>Independent Living Goal (if appropriate, if not, indicate with an N/A):</b>                  Jake will develop a plan for independent living as evidenced by completion or demonstrated progress in the following benchmarks/ short-term objectives:</p> <p><u>Benchmarks/ short-term objectives:</u></p> <ol style="list-style-type: none"> <li>1) By the end of May 2009, Jake and his case manager, will research independent housing options via the VT housing authority. He will apply for section 8 housing.</li> <li>2) Jake will visit 2 housing options in either Burlington/Rutland/Montpelier by the end of May 2009..</li> </ol> <p><b>VT Framework: Vital Result: Personal Development: Standard 3.15</b></p> <p><b>Community Participation Goal (if appropriate, if not, indicate with an N/A):</b>                  The team determined N/A</p>	Progress Review Dates			

**Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):**

DVR counselor will collaborate with Jake to secure appropriate summer employment will pursuing college studies.

DVR counselor will assist in coordinating communication with the ADA counselor at the college admissions office.

DVR counselor will assist with some text books and school supplies.

**Describe the course(s) of study that focus on academic and functional achievement needed to assist the student in reaching their post-secondary goals.** *(Consider the learning opportunities or skills the student may need, including specific general or special education instruction, career or technical education and/or preparation for post secondary outcomes such as vocational training or community college):*

**Social skills group**

**“Ready for employment” course offered by school**

**CCV – Intro to College Studies**

**If the student will be reaching age 17 during the duration of this IEP, they have been notified that parental rights will transfer to the student upon reaching the age of 18**                      **Yes**                      **No**

**If not, please specify how they were notified):**