

**Individualized Education Program
Post Secondary Transition Plan, Page One**

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

Evidence of involving student & related agencies: *Identify method(s) of outreach to student and interagency partners, e.g., letter/date, phone call/date, email/date*
Discussion with Jake on 4/28; Letter and phone call by case manager to parent on 5/1; phone call to voc rehab on 5/1

List 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**

Summary of Assessment results (what we learned about the student):

Jake showed strong preferences for careers in the automotive service occupation strands. Additionally he demonstrated high capacity for social interaction, visual tasks and use of technology. Career exploration should connect all these assets and be conducted within the automotive industry.

Student's post graduation expected outcomes *(These outcomes are developed in collaboration with the student and the family. They are generally understood to refer to those outcomes that a child hopes to achieve after leaving high school.)*

Post-Secondary Employment Outcome (required):

Example- The summer after leaving high school, student will obtain a part-time position in a community retail environment.

After graduation, Jake will obtain part time employment at an auto parts store like Advance Auto parts, NAPA auto parts or Autozone.

Post-Secondary Education or Training Outcome (required):

Example- Upon completion of high school, student will enroll in courses at Community College of Vermont.

Upon completion of high school Jake will enroll at the automotive mechanic school, New York Automotive Institute.

Independent Living Outcome (as appropriate):

Example- Upon completion of high school, student will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.

The fall after leaving high school Jake will live on campus at New York Automotive Institute.

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<p>Coordinated, Measurable, Annual 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):</p>	<p align="center">Progress Review Dates</p>			
<p>Community Employment Goal (required):</p> <p>Jake will develop personal knowledge about automotive careers as evidenced by completion or demonstrated progress in the following benchmarks:</p> <p><u>Benchmarks:</u></p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>VT Framework: Vital Result: Personal Development: Standard 3.15</p> <p>Vocational Training Goal (if needed): (<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:</p> <p><u>Benchmarks:</u></p> <p>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.</p> <p>2) Jake will complete the school work readiness course by the end of November 2008.</p>				

Post-Secondary Education Goal (if appropriate, if not indicate with an N/A):
Jake will develop a plan for continued education and training as evidenced by completion or demonstrated progress in the following benchmarks:

Benchmarks:

- 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.
- 2) Jake will meet with the high school guidance counselor by the end of April 2009. With assistance, Jake will identify any remaining requirements for acceptance into the New York Automotive Institute.
- 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.

VT Framework: *Vital Result: Personal Development: Standard 3.16*

Individualized Education Program Post Secondary Transition Plan, Page Three

<p>Coordinated, Measurable, Post-Secondary Transition Goals based upon student preference, interests and required transition assessments listed on the previous page. (<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>Independent Living Goal (if appropriate, if not, indicate with an N/A): Jake will develop a plan for independent living as evidenced by completion or demonstrated progress in the following benchmarks:</p> <p><u>Benchmarks:</u></p> <ol style="list-style-type: none"> 1) By the end of May 2009, Jake and his case manager, will identify what the steps are to finding housing via support from the VT housing authority. 2) Jake will also learn how to apply for section 8 housing by the end of May 2009.. <p>VT Framework: <i>Vital Result: Personal Development: Standard 3.15</i></p> <p>Community Participation Goal (if appropriate, if not, indicate with an N/A): 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; If NY automotive institute does not have such a person VR will develop a support plan.

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

If alternative credits are being granted through a multi-year plan, this page must be signed by the Superintendent or their designee:

Superintendent or Designee Signature

Date