

Transition - Postsecondary Goals

3 Groups based on NSTTAC <http://www.nsttac.org/>

- 1. Employment – must have Postsecondary Goal**
- 2. Education / Training - must have Postsecondary Goal**
- 3. Independent Living (if needed)**

(additional category “Community Experiences” could be under Independent Living)

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Post Secondary “sample” language to use in Goal Statements

After graduation from high school ...
Upon graduation from high school ...
The summer after graduation from high school ...
Within ____ months following graduation from high school ...
Upon completion of high school ...
After leaving high school ...

1. Employment Post Secondary “sample” Goal Statements

... I will be employed by _____.

... I will be employed by _____ as a _____.

... I will be self-employed as a _____

... I will be employed in the field of _____

... I will be self-employed in the field of _____

... I will be competitively employed in the community.

... I will have unpaid employment as a _____

... I will have unpaid employment in the field of _____

... I will work on-campus in a part-time job while in college.

... I will participate in supported employment in the field of _____

... I will participate in supported unpaid employment in the field of _____

... I will participate in supported employment _____

... I will participate in supported self-employment in the field of _____

2. Education / Training Post Secondary “sample” Goal Statements

- ... I will enroll in _____ (2 or 4) year college.
- ... I will enroll at _____ to take classes in _____
- ... I will participate in employment training programs through the Workforce Development Board
- ... I will enter basic training in _____
- ... I will participate in employment training offered by the employer
- ... I will participate in employment training programs offered through VR (DARS)
- ... I will enroll in continuing education classes to study _____
- ... I will participate in in-home or center-based programs designed to provide independent living skills training with medical and therapeutic supports
- ... I will participate in in-home or center-based programs designed to provide independent living skills and vocational training with medical and therapeutic supports
- ... I will participate in in-home or center-based programs designed to improve social, self-advocacy, and self-care skills

3. Independent Living Post Secondary “sample” Goal Statements

- ... I will use public transportation to commute from home to work and other community events
- ... I will use a personal vehicle to commute from home to work
- ... I will independently prepare for work each day, including dressing, grooming, morning chores and making lunch
- ... I will independently prepare for work each day, including dressing, grooming, morning chores, and making lunch and using public transportation
- ... I will participate in _____ at the community recreation center
- ... I will participate in _____ at a house of worship
- ... I will use an augmentative communication device to establish dialogs with others in the community
- ... I will live at home and participate to the maximum extent possible in daily routines

Transition - Postsecondary (Activities – Objectives) to assist student in meeting their Goal

*Below are Mark's samples from the CD – these are all **activities or objectives** designed as part of a coordinated activities to assist the student to meet their chosen post secondary goal statements. I have grouped them to fit NSTTAC.*

1. Employment (includes Apprenticeship):

- Student **will** demonstrate use of internet services or toll free phone contact to research career interest.
- Student **will** research available on/off campus career technology courses (including work coop) available, **will** verbalize participation/application requirement, contact person, grade level participation and importance to career decision-making.
- Student understands application process for agency services after graduation (student shows information regarding when, where, how, and who to contact). ___ VR (Vocational Rehabilitation – DARS), ___ (Mental Health/Mental Retardation-DADS)
- Parent/guardian understands application process for agency services after graduation (parent/guardian shows information regarding when, where, how, and who to contact). ___ VR (Vocational Rehabilitation –DARS), ___ (Mental Health/Intellectual Disability-DADS)**
- Student **will** research **at least** ___ volunteer opportunities available at the school related to career interest
- Student **will** research **at least** ___ volunteer opportunities available in the community related to career interest (volunteer fire department, hospital, nursing home, day care, auto shop, rec. centers, etc.)
- Student/family **will** make contact with service provider(s) for assistance for job coach/supported employment opportunities for employment **after** graduation.
- Student **will** participate in Life Skills" curriculum vocational/community based instruction (CBI) or on job tryout/training (OJT) to explore work opportunities.

2. Post-Secondary Education / Training:

Student **will** select academic coursework that meets published entry requirements for selected career field:_____.

University/4 year College/Jr. College: student will report progress toward meeting entry requirements for selected 2/4 year school of choice (select all that apply)

- No Interest
- Research schools that offer training/education of interest
- Obtain catalogs/web information on school(s) of interest
- Obtain entry requirements information
- Participate in pre tests (PSAT/PLAN) (10/11) and required SAT/ACT (11/12), request accommodations as appropriate
- Participate in state required THEA test and request accommodations or alternative testing
- Visit schools of interest including special service office
- Obtain school applications/transcript
- Obtain letters of recommendation
- Obtain information on housing/living options
- Research and apply for Scholarships
- Complete FAFSA to determine eligibility for federal aid
- Athletic Scholarships - must apply with NCAA Clearing- house (obtain current info. from coaches/counselors)

Trade/Technical: student will report progress toward acceptance into trade/technical school(s) of choice. (Select all that apply)

- No Interest
- Research cost differences - State Jr. College Certificate/License vs. Private Trade/ Technical Schools
- Obtain/complete application

- Obtain scholarship/funding options and apply
- Complete FAFSA to determine eligibility for federal aid
- Visit schools of interest
- Obtain information on housing/living options

Military: Student will report progress to meet entry requirements for entry into selected branch (specify): _____

- Continued grade level credits for High School diploma
- Visit recruiter of selected branch
- Obtain ASVAB prep. take/review with recruiter
- Consider "Early Entry" or "Guard" options per branch selected

3. **Independent Living/Adult Student:** Student will report progress on the following objectives accomplished to prepare for independent living/adult living. (select all that apply)

THE STUDENT WILL:

Category A

- complete all necessary preparations to living independently and needs no additional assistance.
- select home economic options.
- obtain driver's license (self transport).
- obtain State ID
- use public transportation.
- register to vote.
- register with Selective Service. (males only)

Category B

- Student/family **will** complete application for SSI/Medicaid benefits.
- participate in "Life Skills" curriculum to enhance independent living skills (see Life Skills IEP).
- Student/family **will** research and apply for independent living assistance through available agency resources (IHFS, HCS, DHS, AFDC, STARCARD, WIC).
- Student/family **will** research alternative living options outside the family residence: group homes, ICFID facilities, subsidized housing/apartment.
- Student/family will complete wills, special needs trust, guardianship

Category C

- (Foster Care) **will** research/understand and provide information on the numerous foster care waivers and funds to be applied for after age 18 for both education/training and housing assistance.

3. Community Experiences:

Student **will** obtain information on school clubs/organizations / local community clubs/organizations -contact person, how to join, purpose, benefits of participation, costs.

Student **will** understand requirement of 4-year colleges to demonstrate/document school/community activities (on application) by listing _____ activities the student **will** complete.

Student **will** research coursework opportunities in the district/coop to enhance personal leisure time (art, music, computers, electronics, sports, etc.)

Student will participate in "Life Skills" community curriculum (in classroom and community situations). See Life Skills objectives.

List of acronyms used often:

AI Auditory Impairment
BA Behavior Adjustment
CBVE Community Based Vocational Education
CTE Career and Technology Education
OT/PT Occupational Therapy / Physical Therapy
Texas DECIDE: Data for Educational & Career Informed Decisions for Everyone 1-800-822-PLAN
VAC Vocational Adjustment Coordinator or Vocational Adjustment Class

ACCUPLACER alternative test to THEA
ACT American College Test
AFDC Aid to Families with Dependent Children
ASVAB Armed Service Vocational Aptitude Battery
CLASS Community Living Assistance and Support Services
DADS Department of Aging and Developmental Services
DARS Department of Assistive and Rehabilitative Services (TRC)
DHS Department of Human Services
DPS Department of Public Safety
FAFSA Free Application for Federal Student Aid
ID Identification
IFL Independent Family Living (Home Ec)
ISD Independent School District
IWRE Individual Work Related Expense (SSI waiver keep benefits while going to work)
NCAA National Collegiate Athletic Association
NFS Nutrition Food Science (Home Ec)
PASS Plan to Achieve Self Support
PFD Personal Family Development (Home Ec)
SAT Scholastic Achievement Test
SSA Social Security Administration
SSI Supplemental Security Income
StarCard Food Stamps in Texas
TCB Texas Commission for the Blind now under DARS
TCDHH Texas Commission for the Deaf and Hard of Hearing now under DARS
TDFPS Texas Department of Family and Protective Services
TDH Texas Department of Health now TX Dept. Health and Human Services
TDHCA Texas Department of Housing and Community Affairs
TEA Texas Education Agency
THEA Texas Higher Education Assessment
THECB Texas Higher Education Coordinating Board
TJPC Texas Juvenile Protective Commission
TYC Texas Youth Commission
WIC Women Infant Children program (purchase milk and necessities)