Employment: This goal meets NSTTAC Indicator 13 (1-13) standards for the following reason:
- Participation in employment is the focus of this goal.
- Attaining a part-time position in a retail environment can be observed, as in Student is hired or is not.
- The expectation or behavior is explicit, as in Student either attains the identified position or does not.
- It is stated in this post-secondary goal that community employment will be sought after graduation.

Education: This goal meets NSTTAC Indicator 13 (1-13) standards for the following reasons:
- Participation in postsecondary is the focus of this goal.
- Enrollment at a community college can be observed, as in Student enrolls in courses or he does not.
- The expectation or behavior is explicit, since Student enrolls at the community college or he does not.
- Enrollment at a community college occurs after graduation, and it is stated that this goal will occur after graduation.
If you do have an academic goal (ELA or Math) that supports the student’s postsecondary goal, make sure to mark this box and reference this goal on the Transition Plan page 2.

The timeline should vary based on the expected completion of the activity. For example, if the course of study i.e., Computer Application ends at the semester, then the timeline would be adjusted to reflect the course end date.

Just as a reminder – the activities you list here can be accomplished in the student’s current course of study (core or elective classes) during the course of the school day/year. The activities are also associated to what the student will need to be successful in achieving their postsecondary goal(s).

For students with significant disabilities – agencies are not mandated to provide services while students are still in school but it is recommended that there is coordination between student and agencies prior to exiting school.
**Annual Goal Example:** if you wanted to write a goal or if you would like to link a goal to one of the postsecondary goal, here are examples so you can see how they are related and how they can support the student’s postsecondary goal in the area of Employment and Education.

**Formula for writing a post-secondary goal:**

<table>
<thead>
<tr>
<th>After high school, After graduation, Upon completion of high school,</th>
<th>Student (name)</th>
<th>will</th>
<th>behavior</th>
<th>where and how</th>
</tr>
</thead>
</table>

**Postsecondary Goal – Employment**

*After finishing high school, Student (name) will obtain a part-time position in a community retail environment.*

**Social/Emotional Goal:**

Date/Time frame, Student will demonstrate the planning and communication skills needed so that he is provided with accommodations for his disability and supports necessary for completion of assigned tasks at school and on the job.

Date/Time frame, Student will establish and maintain a system for organizing his work and other responsibilities so that he completes required work and assignments and turns them in on time 80% of the time.

- Both of the goals meet both social/emotional as well as the student postsecondary goal in employment.

**Postsecondary Goal – Education**

*Upon completion of high school, Student (name) will enroll in course at Grossmont Community College.*

**Academic Goal in ELA – Written Language:**

*Writing Organization and Focus 9-10.2 (Grade level goal)*

By Date/Time Frame, when given a grade level writing assignment, (name) will write an expository paragraph in the active voice with a topic sentence, five descriptive, supporting compound sentences and a summary sentence (include facts, specific details and examples) with ___% accuracy as measured by writing rubric.

- This goal addresses the postsecondary goal and area of need in written language because it supports and academic need as well as support the student’s goal to go to community college after he graduates.
### Transition Services Tip for IEP Team Meetings

When students with disabilities turn 16 years of age --- earlier if appropriate --- this box should be marked.

Schools need to be able to show evidence that the student was invited to the IEP team meeting where transition services were discussed and, if appropriate, that a representative of any participating agency (such as the Department of Rehabilitation, the Department of Developmental Services/Regional Centers, the Social Security Administration, Mental Health Services, or Independent Living Centers) also invited to the IEP team meeting with the prior consent of the parent or the student, if he or she has reached the age of majority.

You can attach documents on EXCEED, which can be used as your body of evidence. It may also be helpful when students move or transition from one site to another.

The number of hours entered on page 1 of the IEP service(s) page depends on how much time you (as the case manager) will be providing to the student to meet their post-secondary goals.