**Form C: Post-Secondary Transition Plan**

The Post-Secondary Transition Plan is based on formal and informal assessments while considering the individual student’s needs, preferences, and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16 and updated annually.

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| **Age-Appropriate Transition Assessments** | | |
| Age-appropriate transition assessments refer to the collection of data describing the student’s needs, strengths, preferences, and interests. Transition assessment should be completed frequently. Transition assessment results are used as the basis for the postsecondary transition plan. Transition assessments can cover many areas, including employment, self-determination and self-advocacy, independent living, and study skills. | | |
| **Date** | **Assessment** | **Summary of Assessment Results** |
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| **Graduation** | | |
| Anticipated Date of Graduation/Exit: | |  |
| Graduation options - | | |
| ☐ | Regular High School Diploma based on earning required credits | |
| ☐ | Regular High School Diploma based on meeting goals and objectives | |

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| **Measurable Post-Secondary Transition Goals** | |
| **Employment (REQUIRED):** | |
| **Measurable Post-Secondary Goal**  (What work will the student do after graduation from high school?) | After high school, I, \_\_\_\_\_\_\_\_\_\_\_ (name) will… |
| **Post-Secondary Transition Services** | May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal. |
| **Responsible Agency/Person** | **Transition services** |
| School (Including Pre-ETS)  (What will the school do to prepare the student to reach the employment goal?) |  |
| Student  (What will the student do to prepare to have the career/job they want?) |  |
| Parent  (What will the parent do to prepare the student to reach the employment goal?) |  |
| Outside Agency (specify agency name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (When appropriate, with proper consent, Agency MUST be invited to IEP meeting. Pre-ETS is NOT an outside agency.) |  |

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| **Education/Training (REQUIRED):** | |
| **Measurable Post-Secondary Goal**  (In what education or training activities will the student participate after high school?) | After high school, I, \_\_\_\_\_\_\_\_\_\_\_ (name) will… |
| **Post-Secondary**  **Transition Services** | May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal. |
| **Responsible Agency/Person** | **Transition services** |
| School  (What will the school do to prepare the student to earn a career certificate, participate in job training or enroll in postsecondary education?) |  |
| Student  (What will the student do to prepare to have the skills needed to attend post-secondary career training including post-secondary education?) |  |
| Parent  (What will the parent do to prepare the student to participate in post-secondary career training including postsecondary education?) |  |
| Outside Agency (specify agency name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (When appropriate, with proper consent, Agency MUST be invited to IEP meeting. Pre-ETS is NOT an outside agency.) |  |

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| **Independent Living (When appropriate, Refer to** [**Independent Living Goal**](https://dese.mo.gov/sites/dese/files/media/file/2020/04/se-com-PTGoals.doc) **worksheet):** | |
| **Measurable Post-Secondary Goal**  (How will the student live after graduation from high school?) | After high school, I, \_\_\_\_\_\_\_\_\_\_\_ (name) will… |
| **Post-Secondary**  **Transition Services** | May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal. |
| **Responsible Agency/Person** | **Transition services** |
| School  (What will the school do to prepare the student in obtaining the skills needed to live independently?) |  |
| Student  (What will the student do to prepare to have the skills necessary to live independently?) |  |
| Parent  (What will the parent do to prepare the student to live at the student’s desired level of independence?) |  |
| Outside Agency (specify agency name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (When appropriate, with proper consent, Agency MUST be invited to IEP meeting. Pre-ETS is NOT an outside agency.) |  |

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| **Course of Study** | | | | | | | |
| The Course of Study is a multi-year description of coursework aligned to the student’s post-secondary goals. The plan should address courses that support the student’s goals in all post-secondary areas. Indicate goal area(s) addressed, as appropriate. IEP teams are encouraged to coordinate with school counselors to incorporate the student’s Individual Career and Academic Plan with this IEP transition Course of Study to ensure they are consistent with each other.  Please identify elective, vocational, technical, and work study courses by their specific course names. | | | | | | | |
| Year 1:  Semester 1 | Employment | Educ./Training | Ind. Living | Year 1:  Semester 2 | Employment | Educ./Training | Ind. Living |
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| Year 2:  Semester 1 | Employment | Educ./Training | Ind. Living | Year 2:  Semester 2 | Employment | Educ./Training | Ind. Living |
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| Year 3:  Semester 1 | Employment | Educ./Training | Ind. Living | Year 3:  Semester 2 | Employment | Educ./Training | Ind. Living |
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| Year 4:  Semester 1 | Employment | Educ./Training | Ind. Living | Year 4:  Semester 2 | Employment | Educ./Training | Ind. Living |
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| Year 5:  Semester 1 | Employment | Educ./Training | Ind. Living | Year 5:  Semester 2 | Employment | Educ./Training | Ind. Living |
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