Transition Planning Summary
Example for ALLISON

	Student Direction: **University**
Age Appropriate Transition Assessment	• Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college • a summary of student Psychological test scores obtained during her 3-year re-evaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression • End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3's (on a 4-point scale) in reading and math and a statement of how she has met the graduation requirements for statewide testing • Scores from curriculum-based measurements that indicate Allison's level of performance in English and math and a statement describing how her level performance is acceptable for admission into college • A statement by **Allison**, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development.
Post-Secondary Goal: Education or Training	After graduation from high school, **Allison** will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.
Post-Secondary Goal: Employment	After graduation from college, **Allison** will become an early childhood education teacher in Pendleton School District.
Post-Secondary Goal: Independent Living	Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.
Transition Services	Education and Training Instruction • Instructional support of guided notes for lessons • Instructional support for organization and study skills • Audio-taped texts for English 12 • Extended time on tests in English, Algebra II and Advanced Biology Employment and Other Post School Living Objectives • Job shadow experiences with children • Visit Eastern Oregon University, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall • Part time employment in a position related to working with children • Apply for possible college financial aid • Vocational rehabilitation referral to determine eligibility for tuition assistance • Apply for college and disability support service, no later than December

Course of Study	1. Psychology (semester) 2. English 12 (year) 3. Algebra II (year) 4. Band (year)	5. Phys Ed. (semester) 6. Cooperative Work Experience (semester) 7. Advanced Biology (year) 8. Child Development (semester)
Other Agency Involvement	• A consent form signed by Allison, who is 18, indicating that the school district may contact the disability services office at Eastern Oregon University. • An invitation to conference in the file, mailed to an individual in the disability services office of Eastern Oregon University	
Annual IEP Goal	Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison will solve multistep word problems with 80% accuracy as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st school semester of 2013. Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.	