**Tips **

* Remember words like “hopes to, plans to” are not measureable.
* Have you considered all four areas?
* Does it happen after exiting school system?
* Is there an education or training goal?
* Is there an employment goal?
* Are there independent living skills goals, when appropriate?
* Are all of the goals measureable?

#  Case Examples

**ALEX**

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

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| **Results of age-appropriate transition assessments, including student’s preferences,****interests, needs and strengths (PINS) *34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)*** |
| **Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments *34 CFR 300.320(b)(1)*** |
| **Education** |
| After graduation from high school, Alex will enroll at ITT Technical Institute (a technicalschool) and take a business math class to improve his work-related math skills and to advance his career in business. |
| **Training** |
| After finishing high school, Alex will engage in further on the job training in order toincrease his hours at Office Depot. |
| **Employment** |
| After finishing high school, Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store withtemporary supports provided through Vocational Rehabilitation. |
| **Independent living skills (where appropriate)** |
| Upon completion of high school, with the assistance of the Springfield OVRS Office, Alex will develop better communication and social skills so that he can find appropriate livingquarters with roommates. |
| **Transition Services/Activities** | ***34 CFR 300.43*** |
| **Course of Study** | ***34 CFR 300.320(b)(2)*** |
| **Agency Participation** | ***300.321(b)(3)*** |
| **Annual Academic and Functional Goals and Objectives** |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |

For an expanded version of Alex’s Case Study please go to <https://is.gd/sxxfFt>.



**ROLANDA**

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

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| **Results of age-appropriate transition assessments, including student’s preferences,****interests, needs and strengths (PINS) *34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)*** |
| **Appropriate, measurable post-secondary goals based upon age-appropriate****transition assessments *34 CFR 300.320(b)(1)*** |
| **Education** |
| After exiting school services, Rolanda will participate in an in-home or center-based program designed to provide rehabilitative and vocational training with medical and therapeuticsupports. |
| **Training** |
| Immediately after exiting school services, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate intechnologically supported self-employment or volunteer skill building. |
| **Employment** |
| Within one year of exiting school services, Rolanda will be in a supported self-employment work in her local community at the art museum. |
| **Independent living skills (where appropriate)** |
| After exiting school services, Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art by accessing movie theaters, concerts at the local community college, art and craft museums downtown, andthe entertainment store at the mall. |
| **Transition Services/Activities** | ***34 CFR 300.43*** |
| **Course of Study** | ***34 CFR 300.320(b)(2)*** |
| **Agency Participation** | ***300.321(b)(3)*** |
| **Annual Academic and Functional Goals and Objectives** |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |
| **Goal Area:** | ***34 CFR 300.320(a)(2)(i)*** |

For an expanded version of Rolanda’s Case Study please go to <https://is.gd/hTEyoG>.

**ALLISON**

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

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| **Results of age-appropriate transition assessments, including student’s preferences,****interests, needs and strengths (PINS) *34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)*** |
| **Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments *34 CFR 300.320(b)(1)*** |
| **Education** |
| After graduation from high school, Allison will attend Eastern Oregon University and takecoursework leading to a major in the area of Child Development. |
| **Training** |
| IEP team considered training goal and decided that education goal is appropriate for Allison. |
| **Employment** |
| After graduation from college, Allison will become an early childhood education teacher in Pendleton School District. |
| **Independent living skills (where appropriate)** |
| Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners. |
| **Transition Services/Activities *34 CFR 300.43*** |
| **Course of Study *34 CFR 300.320(b)(2)*** |
| **Agency Participation *300.321(b)(3)*** |
| **Annual Academic and Functional Goals and Objectives** |
| **Goal Area: *34 CFR 300.320(a)(2)(i)*** |
| **Goal Area: *34 CFR 300.320(a)(2)(i)*** |

For an expanded version of Allison’s case study please go to <https://is.gd/bBrwv1>.

# Links to Resources

**Pre-ETS: Post-Secondary Goals**

Going to College <http://www.going-to-college.org/> Back to the Youth Hood <https://www.youthhood.org/>