**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**

|  |  |
| --- | --- |
| **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 technical  school) 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 to  increase 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 with  temporary 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 living  quarters 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>.

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**ROLANDA**

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

|  |  |
| --- | --- |
| **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 therapeutic  supports. | |
| **Training** | |
| Immediately after exiting school services, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in  technologically 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, and  the 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>.

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**ALLISON**

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

|  |
| --- |
| **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 take  coursework 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>.

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# 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/>