



# MEASURABLE POST SECONDARY GOALS SAMPLES

BEGINNING NO LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

## MEASURABLE POST SECONDARY GOALS (ALTERNATELY ASSESSED STUDENT)

LONG-TERM GOALS FOR LIVING, WORKING, AND LEARNING AS AN ADULT

### EDUCATION/TRAINING:

**Student will**

- ▶▶ **attend** a full time Adult Program where he will continue to work on job skills five days a week
- ▶▶ **attend** a program for interior decorating training within six months of graduation
- ▶▶ **do** clerical volunteer work through an adult program three to four times a week
- ▶▶ **participate** in a day habilitation program with retail, computer and a vocational component
- ▶▶ **enroll** in a certification program in \_\_\_\_\_
- ▶▶ **participate** in an adult education program designed to provide vocational training in the area of \_\_\_\_\_
- ▶▶ **participate** in an on the job training program to improve his/her work skills at \_\_\_\_\_
- ▶▶ **investigate** employment options by volunteering in \_\_\_\_\_

### EMPLOYMENT:

**Student will**

- ▶▶ **be** competitively employed in the field of....
- ▶▶ **work** part time in the community with support from a community agency in the area of.....
- ▶▶ **volunteer** in the community with the assistance of an Adult Program in the area of.....
- ▶▶ **enroll** in an adult education program to obtain training in.....
- ▶▶ **find** employment in .....with support of an employment agency
- ▶▶ **obtain** and maintain a job in.....by having supports, such as a checklist, a job coach, etc

### INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

**Student will**

- ▶▶ **live** at home with his family where he can help out with yard work and laundry on a daily basis
- ▶▶ **meet** with a realtor to see three apartments within one year
- ▶▶ **visit** the doctor three times a year to manage his health through eating a prescribed diet
- ▶▶ **live** with family while exploring supported living options
- ▶▶ **live** at home and prepare basic meals for him/herself
- ▶▶ **participate** in community based activities such as \_\_\_\_\_
- ▶▶ **manage** personal finances by preparing and following a weekly budget

### TRANSITION NEEDS

In consideration of present level of performance , transition services needs of the student that focus on the student 's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post secondary activities.

**Needs:**

- ▶▶ **Develop** self advocacy, time management, computer, communication, interpersonal and independent travel skills
- ▶▶ **Be** able to complete job application forms independently; read and follow recipe directions
- ▶▶ **Learn** to take initiative when assigned tasks; stay on task when supervisor is not present

**Courses of Study :**

Neil plans to go to vocational school to obtain food preparation and service training. Beyond the required curriculum for a Skills and Achievement Commencement Credential, he needs to take courses that include independent life skills training and food service/culinary arts. To provide job exploration and skills development, his course of study should include community work based learning opportunities in the food handling, service and delivery.