

Shasta Union High School District Transition Partnership
Annual Goal Bank

Goal Area: Postsecondary Education and Training- Career / Education Planning

During last year in school:

By ___ the student will state his/her career and education plans for the two years after he/she leaves high school.

By ___ the student will submit an application to the specific college or university they will attend after he/she completes high school.

By ___ the student will submit an application to enroll in vocational training to earn a ___ certificate.

By ___ the student will submit an application for financial aid to achieve their goal to enroll at

By ___ the student will take tests (ACT, SAT, ASVAB, Placement Tests) that are required to qualify to participate in the postsecondary education program.

By ___ the student will identify at least three colleges or training programs that lead to his/her career of interest and the entrance requirements for the programs. The student will document his/her research in his/her portfolio.

By ___ the student will research electronic and print media to identify education and training requirements for the career pathway or job cluster of interest to me and present the information and his/her personal transition plan at the IEP transition planning meeting.

Prior to last year in school

By ___ the student will compare and contrast three careers of high interest to define his/her likes and dislikes about each career and write a short essay to summarize his/her research.

By ___ the student will complete three career interest assessments to match his/her interests, skills and talents to possible career goals of interest and submit career information to his/her portfolio and share at IEP meeting.

By ___ the student will list three colleges that offer courses that lead to the careers of interest.

By ___ the student will identify the education/training requirements for the career path/job cluster of interest.

By ___ the student will demonstrate an understanding of the connection between school and careers through career exploration / research by submitting a written and/or oral presentation.

By ___ the student will complete the on-line transition Life after High School Survey and define transition needs as measured by Transition Portfolio.

Early High School

By ___ the student will complete interest surveys and career assessments to identify careers of interest and related educational / training requirements as measured by contents of Transition Portfolio.

Middle School

By ___ the student will learn about his/her learning strengths, interests and preferences by taking learning style, interest and personality inventories and explain

By ___ the student will identify the classes that relate to career interests and develop a high school course of study.

By ___ the student will complete interest surveys and identify the high school career pathway of interest.

By ___ the student will learn about his/her learning strengths, interests and preferences by taking learning style, interest and personality inventories and explain

Goal Area: Postsecondary Education and training - Self Advocacy

During last year in school:

By ___ the student will submit an application for transition services to agencies that provide post school support (DOR, College DSPS programs, Regional Center).

By ___, the student will research The Americans with Disabilities Act and express two ways the law protects them after they leave high school.

By ___ the student will advocate for their personal transition plan by learning what transition planning means through developing a plan based on a transition interview or other tools and identifying the people and resources his/her need to accomplish their goals.

By ___ the student will develop a systemic plan to accomplish his or her long-term goals, using information from a transition interview or career planning tools.

By ___ the student will lead his or her own transition IEP planning meeting.

By ___ the student will research and identify accommodations he or she needs to succeed in postsecondary education/training programs.

By ___ the student will apply for Disabled Students Programs and Services (DSPS).

By ___, the student will identify job accommodations and practice requesting the accommodation(s) in mock interviews.

Prior to the last year in high school

By ___ the student will write a report on their disability and the accommodations they find the most useful.

BY ___, the student will research on-the job accommodations and identify accommodations they need by researching the Job Accommodation Network.

By ___ the student will learn about and explain his or her disability and list accommodations that help in the classroom and the workplace.

By ___ the student will review their own social media to verify that they are not disclosing a disability or negative image of self.

Early High School

By ___ the student will learn about famous people with disabilities by reading or listening to videos and explain how the disability impacted them.

By ___ the student will complete inventories of their learning styles to identify their learning strengths.

By ___ the student will learn about his/her learning strengths, interests and preferences by taking a learning style assessment and completing the Multiple Intelligences Inventory at least twice during a semester and include a summary in their Transition Portfolio.

Middle School

By ___ the student will state their wants and needs.

By ___ the student will explore their skills, talents and abilities by completing multiple intelligences inventories and career assessments, using Personal Data Wizard, STC3 Interest Inventories and/or California Career Zone or My Next Move as measured by Transition Portfolio.

By ___, the student will identify hobbies, chores and activities they pursue and identify three skills they know they have.

By ___ the student will present information using written documents, digital media and visual displays of talents and interests in a transition portfolio.

Goal Area: Employment: Job Search

During last year in school

By ___ the student will participate in worksite experiences and demonstrate punctuality, attendance, appropriate appearance, a positive attitude, use of initiative, work habits and quality of work by receiving a rating of at least 80% on employer evaluations of worksite performance.

By ___, the student will complete an on-line job application with 100% accuracy.

By ___, the student will demonstrate appropriate job interviewing skills including communication skills, enthusiasm, problem-solving skills and professionalism by receiving a rating of at least 80% on a mock job interview rating form.

By ___, the student will research three companies they want to hire them through their websites and identify positions of interest.

By ___ the student will use local labor market information to research job openings and identify three jobs of interest.

By ___ the student will create a resume for a specific position and document their skills, abilities and experience that meets the minimum qualifications for the position as outlined in the job announcement.

BY ___ the student will review job announcements and highlight the qualifications they are required to meet for employment.

By ___ the student will review job announcements and highlight the skills they need to demonstrate to qualify for three positions of interest.

By ___ the student will participate in career-technical classes in a career pathway of interest.

By ___ the student will demonstrate knowledge of job qualifications, job requirements, educational/training requirements and degrees for various jobs of interest to him/her by identifying five requirements for each job with 80% accuracy based on observation and/or student interviews.

Prior to last year in high school

By ___ the student will participate in three mock job interviews and earn a satisfactory rating of communication skills, interpersonal skills, professionalism and enthusiasm.

By ___ the student will research how to find a job locally and list three resources that list job openings.

By ___ the student will complete forms and information sheets that list job application information with 80% accuracy on teacher developed rating rubrics.

Early High School

By ___ the student will identify three employers of interest by using their websites and list what jobs are available at their company.

By ___ the student will review the websites of local businesses and list three reasons they would like to work for them.

By ___ the student will identify five tips of business etiquette to make a good impression for a mock job interview as measured by teacher evaluations.

By ___ the student will, when given an employment form, complete two legible job applications and demonstrate appropriate capitalization, punctuation and spelling when writing based on a teacher evaluation.

Goal Area: Career Preparation

During last year in school

By ___, the student will complete a dual enrollment career-technical class while in high school.

By ___, the student will complete a course of study that meets the school graduation or certificate of completion standards.

By ___, the student will complete a career-technical pathway course of student and/or elective classes that relate to his/her career interests.

By ___ the student will complete a work-based learning experience that relates to his/her career interests.

By ___, the student will successfully complete a community based vocational experience by scoring 80% productivity on a vocational assessment.

By___ the student will participate in work-based learning experiences (WorkAbility, work experience, community-based training, service learning, volunteering, or career exploration) and earn a satisfactory rating of work skills as assessed by the teacher.

Before the last year in high school

By___ the student will research entrepreneurship/micro business as a potential career path and develop a business plan.

By___ the student will demonstrate soft skills (communication skills, interpersonal skills, decision-making skills, lifelong learning skills) by scoring 80% or higher on a work-based learning assessment rubric.

Early high school

By___ the student will identify classes that relate to his or her career interests using the STC³ Interest posters and advocate for the career pathway they choose.

By ___ the student will identify extra-curricular activities and student organizations or community based activities that relate to career interests by using the STC³ Interest posters or career pathway resources.

Middle School

By___ the student will list classes and activities they plan to take in high school that relate to their career interests.

Goal Area: Independent Living Skills related to postsecondary goals

Topic: Financial Management

By ___, the student will create a personal budget based on cost of living in their community using Reality Check.

By ___, the student will purchase items independently.

By ___, the student will pay for purchases using the “dollar more” method.

By ___, the student will apply for supplemental income.

Topic: Citizenship

By ___, the student will complete the form to register to vote.

By ___, the student will register for the draft.

Topic: Self Care

By ___, the student will demonstrate good hygiene using a checklist.

By ___ the student will demonstrate good grooming using a checklist and personal evaluation.

Topic: Independent Living

By ___, the student will demonstrate the ability to launder clothing and maintain a personal appearance.

By ___ the student will plan a meal menu.

By ___ the student will safely use kitchen appliances.

Top Area: Community Access

By ___ the student will list two options they can use to get to and from work and appointments.

By ___ the student will demonstrate the ability to use public transportation.

By ___ the student will pass the driver’s test.

By ___ the student will present a plan to drive and maintain a personal vehicle.

By ___, the student will identify three landmarks in the community that they use to go to work, school, or recreational activities.

By ___, the student will demonstrate the ability to read a map by mapping a route from one destination to another.

By ___, the student will demonstrate the ability to use a GPS.

Topic Area: Social / Recreational

By ___, the student will explore hobbies and recreational interests.

By ___, the student will initiate contact with two friends to organize a social or recreational outing.

By ___ the student will identify three activities of high interest in the community (movies, events, resources).