

The VAC Student and Examples of Annual Goals/Objectives/Benchmarks

Background information:

A student in VAC should be one that requires direct involvement in the IEP from the VAC teacher. In other words, he or she needs special education instruction in order to seek, obtain and retain employment. The student, in a best case scenario, should be one that required special education services through Work-based Learning (WBL) to seek a job, get a job, and maintain that job successfully. Because WBL has FOUR components, three of them unpaid: Career Exploration, Career Assessment, Work-related Training, plus a fourth paid job experience -- Cooperative Work Experience-- (a paid job PRIOR to graduation), the ideal student in a VAC instructional setting would be one that has participated in the WBL program, and after extensive hours of actual career exploration, assessment of their training needs related to a specific job, followed by actual training to get them to the point of being truly employable, the final phase of their WBL experience would be an actual competitively paid job PRIOR to graduation. Therefore, the student would still need the 'safety net' (that is, instruction directly related to IEP goals and objectives) by the VAC teacher in order to demonstrate that the student is able to successfully demonstrate he/she can maintain competitive employment. Note: any student able to seek, obtain, and retain employment without 'direct involvement in the IEP' by the VAC teacher is not an eligible candidate for VAC. The true VAC student needs direct involvement in the IEP from the VAC, and this requirement is in Texas' special education rules (Commissioner's Rules for Special Education.)

Note: For accurate TEA endorsed information about VAC (the setting and the educator), as well as explanation of the "highly qualified" teacher requirements (in the extremely rare occurrence that core content credits were being awarded through VAC, please see the State Transition Networks website at: www.transitionintexas.org (click on Educator tab, and the VAC documents have links on the left side of the Educator page.)

Examples of annual goals, objectives and benchmarks for a VAC student (note: the objectives or benchmarks should be directly related to the annual goal, and provide evidence of the mastery of that annual goal):

Annual Goal: Given a community job offer, the student will demonstrate the ability to maintain employment at the business by successfully earning average or above average performance ratings on monthly employer evaluations, over a six month period, as determined by submission of those employee evaluations to the VAC teacher, every month for six months.

Objective: With a job duties list for the day, ____ will successfully complete all of the tasks assigned by the manager each day for a week, with ____% accuracy, verified by employee monthly evaluations, and VAC teacher observations for _____ (e.g. speed, completeness, positive attitude with customers,

response to employers directives, ability to recognize and correct errors, consistent work pace, interaction with co-workers, etc.)

Objective: Given a job task that needs to be redone (per supervisor's directive), ____ will re-do the task correctly without objection and in a timely manner, to the standard expected by the business, as reflected in weekly/monthly/quarterly employee evaluation for _____ (weeks/months).

Benchmark: By December, 2011, ____ will be able to complete the routine of _____ (e.g. setting up the salad bar, folding the linens for 20 hotel rooms, preparing the take-out box lunches for 30 meals, etc.) with 80% accuracy, as determined by VAC and employee observations over a two week period.

Benchmark: By March of 2012, _____ will be able to complete the routine of _____ (e.g. setting up the salad bar, folding the linens for 20 hotel rooms, preparing the take-out box lunches for 30 meals, etc.) with 95% accuracy, as determined by VAC and employee observations over a one week period.

Annual Goal: Given a paid job in the community, _____ will demonstrate initiative by exhibiting the ability to move from one task to another throughout the workday, without directive from supervisor or VAC, over a four hour workday for two consecutive weeks.

Objective: With the use of a pictorial job list, _____ will recognize when a task is completed, and move on to the next task without verbal prompt for three consecutive days on his job, as verified by VAC and employer checklist.

Benchmark: By November, 2011, given a pictorial job list, ____ will mark off each task completed before beginning the next job duty, without prompt or cue from VAC or work supervisor, for 10 consecutive days.

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