



New York State Education Department
Office of Special Education
Educational Partnership





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Transition in the Individualized Education Program (IEP) Series

Part 2: Measurable Postsecondary Goals and Annual Goals

Produced by the Technical Assistance Partnership for Transition at Cornell University.

Last updated on December 6, 2022



Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Do Now Activity



Take a moment to write down a personal or professional goal, either from the past or for the future.

Next, identify the strengths, preferences, and interests that supported you in determining or achieving that goal.

Be prepared to share out.



Meet and Greet



- Tell us about yourself (Name, School/district, Role)
- Share out—what was your goal?

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles

What will Be Covered in the Series?

- **Part 1.1**—Transition in the Individualized Education Program (IEP) overview
- **Part 1.2**—Age-appropriate transition assessments
- **Part 2**—**Measurable Postsecondary Goals and Annual Goals**
- **Part 3**—Interagency Collaboration, Student Engagement, and Coordinated Set of Activities
- **Part 4**—Linking the State Performance Plan (SPP) Indicators and Transition

Agenda

1. Measurable Postsecondary Goals
2. Connection to Transition Services/Needs and Course of Study
3. Aligning Measurable Annual Goals to support Measurable Postsecondary Goals

Training Materials



- Transition IEP Mapping Template (optional)
- Color-coded Transition IEP Mapping Template (optional)
- Measurable Postsecondary Goal Template
- Transition Age Case Study—Allison (adapted from National Technical Assistance Center on Transition, [NTACT] Indicator 13 One-hour presenter guide)
- Transition IEP Mapping Template—Allison
- Annual Goal Template
- April 2017 SED Memorandum, Transition Planning and Services for Students with Disabilities
- Your copy of an active student's IEP

Part 2: Learning Objectives

Participants will:

- Identify the components needed to develop and write measurable postsecondary goals.
- Understand the relationship between transition needs and the development of annual goals to support the student toward achieving the postsecondary goals.
- Identify the components needed to develop and write measurable annual goals that support each of the measurable postsecondary goals.
- Understand the difference between measurable postsecondary goals and annual goals.

Transition IEP Mapping Template



Transition Planning IEP Mapping Template

Date _____ Student Name _____

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
<u>Transition Assessments:</u>	<u>Strengths:</u> <u>Preferences:</u>	<u>Transition Needs:</u> <u>Accommodations and Supports:</u>	<u>Education/Training:</u> <u>Employment:</u>		<u>Instruction:</u> <u>Related Services:</u> <u>Community Experiences:</u> <u>Employment and Other Post School Living Objectives:</u>

Measurable Postsecondary Goals



Measurable Postsecondary Goal Guidance

Goal
<ul style="list-style-type: none">• In measurable terms (e.g., “Joe will...”)• Postsecondary (happening after exit from high school)• Reasonable/appropriate for the student
<ul style="list-style-type: none">• Reviewed and updated annually, as appropriate
<ul style="list-style-type: none">• Based upon results of age-appropriate transition assessment(s)

Measurable Postsecondary Goals Defined

Individuals with Disabilities Education Act (IDEA) is very clear that the transition plan must facilitate movement toward the measurable postsecondary goals.

Postsecondary goals refer to goals that the student hopes to achieve *after* graduating or exiting school.

Must be *measurable* and *observable*.

Future Goals—Post-High School Measurable Postsecondary Goals



The IEP includes appropriate measurable postsecondary goals *based upon age-appropriate transition assessments* relating to training, education, employment and, where appropriate, independent living skills.

§200.4(d)(2)(ix)(a)(2)

Transition assessments are required to develop these goals.

These areas are aligned to strengths, interests, and preferences (Present Levels of Performance).

Transition Planning As Reflected in the IEP

The Student Today

Present Levels of Performance

What are the student's functioning levels and what do they need to access the curriculum—and to achieve the Measurable Postsecondary Goals?

The Student Tomorrow (Post High School)

Measurable Postsecondary Goals

What will the student's life look like post high school in the areas of: Education/Training, Employment, and Independent Living Skills (if needed)?

How We Will Help the Student to be Successful?

Coordinated Set of Activities

Transition Needs and Course of Study

Annual Goals

Postsecondary Goals

Based on transition assessments relating to:

- Education/training
- Employment
- Independent living



Who Should Be Involved?

- Students
- Parents/guardians
- Teachers—general and special education
- Service Providers (related services, teacher assistants/aides, psychologists, etc.)
- School/guidance counselors
- Community agency providers (mental health counselors, service coordinators, vocational rehabilitation counselors, Office for People With Developmental Disabilities (OPWDD), etc.)
- And more

Measurable Postsecondary Goals— Questions

- Where and how is the student going to continue to learn and/or develop skills after graduation?
- Where is the student going to work or engage in productive activities after graduation?
- Where is the student going to live and how are they going to access adult services, participate in the community, and have fun after graduation?

Formula for Writing a Measurable Postsecondary Goal



_____ will _____
(After high school)
(After graduation)
(Upon completion of high school)

_____ will _____
(the student)

_____ will _____
(behavior)

_____ will _____
(where and how)

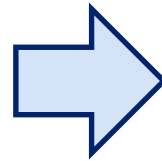
Measurable Postsecondary Goal: Education and/or Training

- 2- or 4-year college
- Vocational and technical education, certification Programs
- Continuing and adult education
- On-the-job training



Measurable Postsecondary Goal: Education and/or Training (continued)

- What do you want to do when you finish high school?
- If you go to college, what do you want to study?
- What do you want to learn more about?
- What skills do you want to improve or develop?



- After high school, Lisa will attend a two-year college to take courses in animal care.
- After graduation, Alonso will complete a training course as a Certified Nursing Assistant.
- After high school, Jack will participate in on-the-job training as a painter and decorator.

Allison's Measurable Postsecondary Goal: Education and/or Training



After graduation from high school, Allison will attend a four-year college and take courses in Child Development.

The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross.

Non-example: The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast. Allison wants to take a CPR/first aid class after high school.

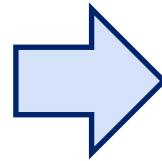
Measurable Postsecondary Goal: Employment

- Competitive integrated employment
- Supported employment
- Volunteer work in the community



Measurable Postsecondary Goal: Employment (continued)

- Where would you like to work after you finish high school?
- What kind of work do you want to do?
- What skills and strengths do you have to work at this type of job?
- What type of support will you need to be successful?
- What do you want to learn more about when working?



- After high school, Lisa will work as a dog groomer as she pursues courses in veterinary science.
- After graduation, Jose will become employed as an apprentice carpenter.
- After high school, Ashanti will work for at least one year as a trainee veterinary technician in order to gain relevant employment experience.

Allison's Measurable Postsecondary Goal: Employment



After graduation from high school, Allison will work part-time in a child-care center while attending college.

The summer after graduation from high school, Allison will work part-time at the child development center near her home.

Non-example: Allison hopes to work with young children someday. Allison is thinking about applying for a job at a daycare.

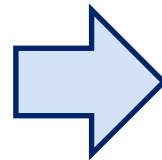
Measurable Postsecondary Goal: Independent Living Skills (Where Appropriate)

- Transportation
- Community involvement
- Interpersonal skills
- Money management, budgeting
- Daily living
- Recreation/leisure



Measurable Postsecondary Goal: Independent Living

- Where do you plan on living?
- What skills will you need when you live independently?
- What community services will you need when you finish high school?
- What type of supports will you need to live independently?
- In what recreation or leisure activities will you participate?



- After graduation, Lisa will obtain her driver's license. She will live in an apartment assisted by friends and family.
- After high school, Ashanti will live in a group home in her community.
- After graduation, Jose will use the transportation system to travel from home to work, and in his community.

Allison's Measurable Postsecondary Goal: Independent Living



After high school, Allison will use strategies to effectively manage her time, so that she successfully meets her deadlines for college.

After high school, Allison will self-advocate for accommodations in college.

Non-example: Allison hopes she can manage the demands of college. Allison will access disability supports to assist with college.

Allison: Transition Planning IEP Mapping Template (1)



Handout

Transition Planning IEP Mapping Template

Date _____

Student Name Allison

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
<p><u>Transition Assessments:</u> Career Planning Survey: Responsibilities at home include caring for younger siblings and doing light household chores. She is planning to go to a four-year university. Career Employment Education Checklist: Allison indicated a preference for educational</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Oral expression skills • Interpersonal skills • Productive team member • Maintained a B average • Participates in all general education courses • Met all IEP annual goals • Gained an understanding about her disability • Reports to each of 	<p><u>Transition Needs:</u></p> <ul style="list-style-type: none"> • Specific learning disability—reading comprehension and written expression • Organizational skills • Time management • Use planner to meet assignment and project deadlines • Meet with Disability Services at the universities to determine the accommodations and supports available 	<p><u>Education/Training:</u> After graduation from high school, Allison will attend a four-year college and take courses in Child Development. The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross. <u>Employment:</u></p>	<p>Given a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80 percent accuracy across content areas. Given explicit instruction on organization strategies, Allison will use her assignment notebook to record</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Develop weekly schedule to prioritize and complete projects and assignments by due dates (Education/Training) <p><u>Related Services:</u></p> <ul style="list-style-type: none"> • Not Applicable <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> • Attend college fair at local college to explore programs

IEP Mapping Template—Measurable Postsecondary Goals



Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals
<u>Strengths:</u>	<u>Transition Needs:</u>	<u>Education/Training:</u>	
<u>Preferences:</u>	<u>Accommodations and Supports:</u>	<u>Employment:</u>	
<u>Interests:</u>	<u>Course of Study:</u>	<u>Independent Living:</u>	



Activity:

- Fill out the measurable postsecondary goals section for your student
- Assess the measurable postsecondary goals from your student’s IEP
- How would you revise your student’s measurable postsecondary goals?
- Provide an example



Optional: Small Group Activity



Choose one goal area, practice writing a measurable postsecondary goal:

- Education/Training
- Employment
- Independent living

Questions About Measurable Postsecondary Goals?



What Do Students Need to Develop Their Measurable Postsecondary Goals?



Transition assessments to identify their strengths, preferences, and interests, as well as transition needs.



Self-determination skills to identify their adult outcomes and plans beyond graduation and/or aging-out of school.



Self-advocacy skills to navigate and access community and adult services to achieve their postsecondary goals.

Self-Determination Skills: Why Are These Important?

- Choice-making skills
- Problem-solving skills
- Self-regulation skills
- Goal setting and attainment skills
- Self-awareness skills
- Self-efficacy skills
- Self-advocacy skills





Now That we Know the Student's Measurable Postsecondary Goals...



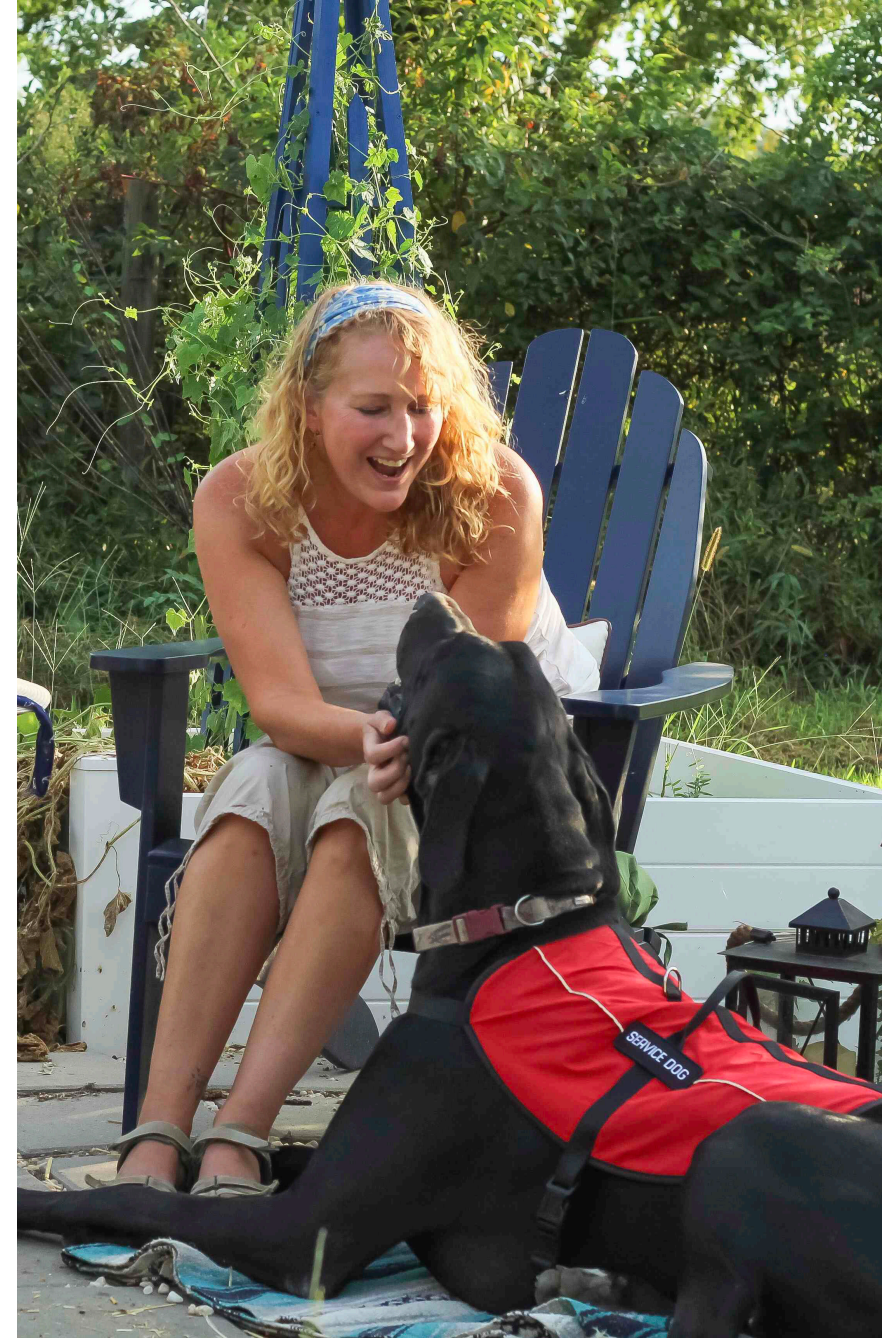
In addition, the IEPs of students who are transition age must include a statement of the transition service needs of the student that focuses on the student's courses of study, considering the student's strengths, preferences, and interests as they relate to transition from school to post-school activities.

Connection Between Measurable Postsecondary Goals and Needed Transition Services

- Are transition services focused on improving academic and functional achievement?
- Do the transition services facilitate the student's movement from school to post-school settings?
- Are the transition services listed appropriate for helping the student meet their postsecondary goal(s)?

Course of Study: Example

Lisa plans to go to college for animal care. Beyond the required curriculum for a regular diploma, she needs to take courses that include animal biology and computer word processing. To provide job exploration and skill development, her courses of study should include career and technical education courses in veterinary science.



Transition Needs: Example

Lisa needs to:

- Develop self-advocacy, time management, computer, and independent travel skills
- Be able to complete job application forms independently
- Learn appropriate work habits when supervisor is not present
- Develop community leisure skills



Measurable Annual Goals Related to Transition

Understand the difference between measurable postsecondary goals and annual goals:



Measurable Postsecondary Goals

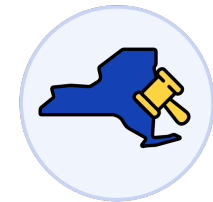
Adult outcomes, goals for after high school

Annual Goals

Focus on skills to improve or develop during this IEP, to address student's needs



Measurable Annual Goals (continued)



The IEP must list measurable annual goals, including academic functional goals, consistent with the student's needs and abilities. §200.4(d)(2)(iii)(a)

Does the IEP contain annual goals related to the student's transition services/needs?

Measurable Postsecondary Goals Correspond to Annual Goals

For each of the measurable postsecondary goal areas identified in the student's IEP, there is an annual goal or short-term objective included in the IEP related to the student's transition services/needs.

- Consider what skills and knowledge will be required for the student to achieve the postsecondary goal.
- One annual goal may link to more than one postsecondary goal.

Writing an Annual Goal that Supports Postsecondary Goals

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED

Annual Goal Template



Measurable Annual Goal Template

Annual Goal	Criteria	Method	Schedule
<p>Student will...</p> <ol style="list-style-type: none">1. Do what2. To what extent/ anticipated level3. Under what conditions or givens	<p>How well/ how often</p> <p>AND over what period of time</p>	<p>Tangible method to evaluate</p>	<p>How often you evaluate</p>

Student does this

Adult does this

Allison's Annual Goal: Education and Training



- **Postsecondary Education and Training Goal:**

- After graduation from high school, Allison will attend a four-year college and take courses in Child Development.

- **Transition Need:**

- Writing comprehensive paragraphs, including specific details for essay responses.

- **Annual Goal:**

- Given a graphic organizer for prewriting essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80% accuracy across content areas.
 - Criteria: 3 out of 4 trials, over 4 weeks
 - Method: work sample/teacher rubric
 - Schedule: weekly

Allison's Annual Goal: Employment



- **Employment:**

- After graduation from high school, Allison will work part time in a childcare center while attending college.

- **Transition Needs:**

- Time management skills (being on-time, completing tasks).
- Self-advocacy (requesting clarification/assistance with completing activities).
- Develop understanding of postsecondary options that match interests and skills.

- **Annual Goal:**

- Given two job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of the experiences in each setting by completing a job site interest survey and verbally describing her preferences with the support of her work coordinator.
 - Criteria: 2 consecutive trials, over 4 weeks
 - Method: interest survey/checklist
 - Schedule: every 2 weeks

Allison's Annual Goal: Independent Living



- **Independent Living:**

- After high school, Allison will use strategies to effectively manage her time, so she successfully meets her deadlines for college.

- **Transition Needs:**

- Improve organizational skills—manage time and materials to complete classroom activities/ assignments and to prepare for college expectations (teacher reports, parent interview, student interview).

- **Annual Goal:**

- Given strategies to manage time, Allison will complete and hand in assignments in a timely manner, as requested across all academic settings.
 - Criteria: 3 out of 4 trials per week, over 4 weeks
 - Method: assignment notebook
 - Schedule: weekly

Questions About Measurable Annual Goals?



Allison: Transition Planning IEP Mapping Template (2)



Handout

Transition Planning IEP Mapping Template

Date _____

Student Name Allison

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
<p><u>Transition Assessments:</u> Career Planning Survey: Responsibilities at home include caring for younger siblings and doing light household chores. She is planning to go to a four-year university. Career Employment Education Checklist: Allison indicated a preference for educational</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Oral expression skills • Interpersonal skills • Productive team member • Maintained a B average • Participates in all general education courses • Met all IEP annual goals • Gained an understanding about her disability • Reports to each of 	<p><u>Transition Needs:</u></p> <ul style="list-style-type: none"> • Specific learning disability—reading comprehension and written expression • Organizational skills • Time management • Use planner to meet assignment and project deadlines • Meet with Disability Services at the universities to determine the accommodations and supports available 	<p><u>Education/Training:</u> After graduation from high school, Allison will attend a four-year college and take courses in Child Development. The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross. <u>Employment:</u></p>	<p>Given a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80 percent accuracy across content areas. Given explicit instruction on organization strategies, Allison will use her assignment notebook to record</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Develop weekly schedule to prioritize and complete projects and assignments by due dates (Education/Training) <p><u>Related Services:</u></p> <ul style="list-style-type: none"> • Not Applicable <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> • Attend college fair at local college to explore programs

Reflection



We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey

- Think about the goal you had at the beginning of the day.
- What did it take to achieve that goal, or what will it take?
- What steps do you need to take, or people do you need to enlist to achieve your goal?



Based on Your Learning Today



Upon review of your student's IEP, What changes do you need to make to your transition planning process relating to measurable postsecondary goals and annual goals?

Any Remaining Questions?



Resources

- [Guide to Quality IEP](#)
- NTACT Allison Case Study (available in Resources folder)
- April 2017 SED Memorandum, Transition Planning and Services for Students with Disabilities (available in Handouts folder)

References

Morningstar, M. E., Gaumer Erickson, A., Lattin, D. L., and Wade, D. K. (2008). Best practices in planning for transition. Lawrence, KS: University of Kansas, Department of Special Education, Transition Coalition. www.transitioncoalition.org

Contact Us

TAP for Transition

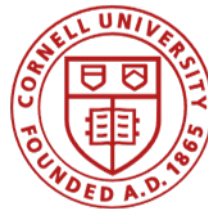
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