

Postsecondary Goal(s): **an outcome** that occurs after the student has left school, **not a process that occurs after** a student leaves school. Statements that indicate what a student “will” do rather than “plans” or “hopes to” do, indicate measurable postsecondary goals.  
A measurable postsecondary goal will never be “measured” because they occur after the student has left school. *They either have a job or don’t* – that is measurable.

**For younger students, we know that their goal(s) may be unrealistic, but as they complete their high school courses, the post-secondary goals can still change and it will...it can change as often as the student changes their mind, but a goal must be written. Please do not write “N/A”**

POST-SECONDARY GOALS: WHAT THE STUDENT WILL WANT UPON EXITING THE SCHOOL SYSTEM.

Measurable annual goal(s) developed to support the Post-Secondary goals. There may be more than one IEP goal per Post-Secondary goal.

Employment:	Post Secondary Goal:	<b>After finishing high school, Student (name) will obtain a part-time position in a community retail environment.</b>
Annual Goal(s) #		that support(s) outcome
Education:	Post Secondary Goal:	<b>Upon completion of high school, Student (name) will enroll in course at Grossmont Community College.</b>
Annual Goal(s) #		that support(s) outcome
Training:	Post Secondary Goal:	
Annual Goal(s) #		that support(s) outcome
Annual Goal(s) #		that support(s) outcome

Print Lock Save

User: Mary Grace Ridgway

Annual goal(s) should be included in all areas that transition services are needed...this means that not every measurable postsecondary goal requires an annual goal, i.e., a student who will be employed in a family business may not need an annual goal to learn how to milk a cow. If you can relate one of your annual goal(s) to the post secondary goal, then you will not need to re-write a whole new goal. Once the goal is developed. make sure to reference it here.

This is a hyperlink to the NSTTAC (National Secondary Transition Technical Assistance Center). Examples of post-secondary goals are available to review.

- Employment:** This goal meets [NSTTAC Indicator 13](#) (1-13) standards for the following reason:
- Participation in employment is the focus of this goal.
  - Attaining a part-time position in a retail environment can be observe, as in Student is hired or is not.
  - The expectation or behavior is explicit, as in Student either attains the identified position or does not.
  - It is stated in this post-secondary goal that community employment will be sought after graduation.

- Education:** This goal meets [NSTTAC Indicator 13](#) (1-13) standards for the following reasons:
- Participation in postsecondary is the focus of this goal.
  - Enrollment at a community college can be observed, as in Student enrolls in courses or he does not.
  - The expectation or behavior is explicit, since Student enrolls at the community college or he does not.
  - Enrollment at a community college occurs after graduation, and it is states that this goal will occur after graduation.

**Plan Goals** | All | **Goal : Following Directions** | Make Inactive

Following Directions  
1.2.2 Respond to who, what, when, where, why, how, and how often.

Troy will follow directions after first request 4 out of 5 times with verbal prompt repeated once, as measured by teacher records and observations.

**Additional Goal Information:**

- Enables Student to be involved/progress in general curriculum
- Addresses other educational needs resulting from the disability
- Linguistically Appropriate
- Supports the student's post-secondary goals/expectations:
  - select one
- Will also be addressed during ESY

If you do have an academic goal (ELA or Math) that supports the student's postsecondary goal, make sure to mark this box and reference this goal on the Transition Plan page 2.

The timeline should vary based on the expected completion of the activity. For example, if the course of study i.e., Computer Application ends at the semester, then the timeline would be adjusted to reflect the course end date.

Identify a coordinated set of activities that will move the student toward the goals stated above.

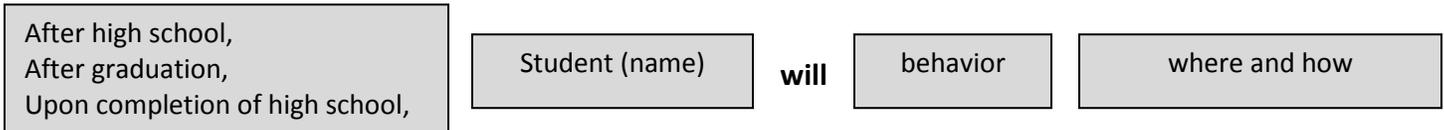
TRANSITION DOMAIN	ACTIVITIES	TIME LINE	AGENCY / PERSON(S) RESPONSIBLE
Employment	<ul style="list-style-type: none"> <li>-Job shadowing in a retail environment</li> <li>-Practice using public transportation</li> <li>-Visit four retail settings that are prospective employers</li> <li>-Mock interview with a school to work transition assistant or Vocational Rehab Counselor</li> </ul>		
Education	<ul style="list-style-type: none"> <li>-Instruction related to word processing/keyboarding skills (Computer Application class –elective)</li> <li>-Tutoring (peer or teacher) in reading comprehension strategies</li> <li>-Self monitoring instruction related to on-task behavior</li> <li>-Self advocacy training</li> </ul>		

Just as a reminder – the activities you list here can be accomplished in the student's current course of study (core or elective classes) during the course of the school day/year. The activities are also associated to what the student will need to be successful in achieving their postsecondary goal(s).

For students with significant disabilities – agencies are not mandated to provide services while students are still in school but it is recommended that there is coordination between student and agencies prior to exiting school.

**Annual Goal Example:** if you wanted to write a goal or if you would like to link a goal to one of the postsecondary goal, here are examples so you can see how they are related and how they can support the student’s postsecondary goal in the area of Employment and Education.

**Formula for writing a post-secondary goal:**



**Postsecondary Goal – Employment**

*After finishing high school, Student (name) will obtain a part-time position in a community retail environment.*

**Social/Emotional Goal:**

Date/Time frame, Student will demonstrate the planning and communication skills needed so that he is provided with accommodations for his disability and supports necessary for completion of assigned tasks at school and on the job.

Date/Time frame, Student will establish and maintain a system for organizing his work and other responsibilities so that he completes required work and assignments and turns them in on time 80% of the time.

- Both of the goals meet both social/emotional as well as the student postsecondary goal in employment.

**Postsecondary Goal – Education**

*Upon completion of high school, Student (name) will enroll in course at Grossmont Community College.*

**Academic Goal in ELA – Written Language:**

Writing Organization and Focus 9-10.2 (Grade level goal)

By Date/Time Frame, when given a grade level writing assignment, (name) will write an expository paragraph in the active voice with a topic sentence, five descriptive, supporting compound sentences and a summary sentence (include facts, specific details and examples) with \_\_\_% accuracy as measured by writing rubric.

- This goal addresses the postsecondary goal and area of need in written language because it supports and academic need as well as support the student’s goal to go to community college after he graduates.

## Transition Services Tip for IEP Team Meetings

When students with disabilities turn 16 years of age --- earlier if appropriate ---this box should be marked

**Meeting Notice**  
 Your input is valuable in arriving at decisions concerning your child's education. It is important that you make every effort to be present.  
 At this meeting we will:

<input type="checkbox"/> Review special education assessments	<input type="checkbox"/> Review the Triennial Reassessment
<input type="checkbox"/> Develop or change an Individualized Education Program (IEP), if appropriate	<input type="checkbox"/> Review current services and their appropriateness
<input checked="" type="checkbox"/> Develop or change a Transition Plan, if appropriate	<input type="checkbox"/> Review the student's behavior and /or discipline
<input checked="" type="checkbox"/> Complete the Annual Review of the Individualized Education Program (IEP)	<input type="checkbox"/> Review student progress/parent concerns

Meeting requested by:

School/District  
 Student  
 Parent/Guardian  
 Agency

We anticipate the meeting will include:

TITLE	TITLE	TITLE
Administrator/Designee	Case Manager	General Ed Teacher
<b>Student</b>		
Other:		
Other:		
Other:		

Team members may also include other professionals who are knowledgeable about the student's needs.  
 Students 14 and older shall be invited to attend and discuss transition activities from school.

Schools need to be able to show evidence that the student was invited to the IEP team meeting where transition services were discussed and, if appropriate, that a representative of any participating agency (such as the Department of Rehabilitation, the Department of Developmental Services/Regional Centers, the Social Security Administration, Mental Health Services, or Independent Living Centers) also invited to the IEP team meeting with the prior consent of the parent or the student, if he or she has reached the age of majority.

You can attach documents on EXCEED, which can be used as your body of evidence. It may also be helpful when students move or transition from one site to another.

### TRANSITION ASSESSMENT

(Results of age appropriate transition assessments related to training, education, employment and independent living skills.)  Attached

### TRANSITION RELATED SERVICE NEEDS

Select transitions related services based on student's post-school goals, interests, and preferences. Service(s) selected below must be entered as a service(s) on IEP Page 1.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> College Awareness             | <input checked="" type="checkbox"/> Vocational assessment, counseling, guidance, and career assessment |
| <input type="checkbox"/> Career Awareness                         | <input type="checkbox"/> Work experience education   |
| <input type="checkbox"/> Job Coaching                             | <input type="checkbox"/> Mentoring   |
| <input type="checkbox"/> Agency linkages (referral and placement) | <input type="checkbox"/> Travel Training (includes mobility training)                                  |
| <input type="checkbox"/> Other transition services                |  |

The number of hours entered on page 1 of the IEP service(s) page depends on how much time you (as the case manager) will be providing to the student to meet their post-secondary goals