New York State Education Department
Office of Special Education
**Educational Partnership**

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# Transition in the Individualized Education Program (IEP)

## Measurable Postsecondary Goals

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

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# Disclaimer

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

# Introductions

Discussion

- Name

- Educational Organization (EO)

- Position/Role

# 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 other's needs

# Training Objectives

**Participants will:**

- Identify the components needed to develop and write Measurable Postsecondary Goals.

- Recognize the relationship between career planning and postsecondary goal development.

- Ensure Measurable Postsecondary Goals are based on students' strengths, preferences, and interests as identified through transition assessment in the areas of living, learning, and earning as an adult.

- Apply key concepts to student scenarios to develop appropriate Measurable Postsecondary Goals.

# Training Materials

Handout

- Transition Planning Across the IEP
- Transition Assessment Resources for Students with Disabilities
- Transition Assessment Resources for Students with Intellectual and Developmental Disabilities
- The Center on Transition Innovations—Career Planning Toolkit
- Culturally Responsive Measurable Postsecondary Goals

- Guide to Quality Transition-Focused IEP Development
- Measurable Postsecondary Goal Template
- Measurable Postsecondary Goal Examples
- Measurable Postsecondary Goals Activity—Student Scenarios

# Transition in the IEP

# What Is Transition Planning?

- Transition planning is an ongoing process that is student-centered, culturally responsive, and a collaborative effort to prepare students with disabilities for life after high school.

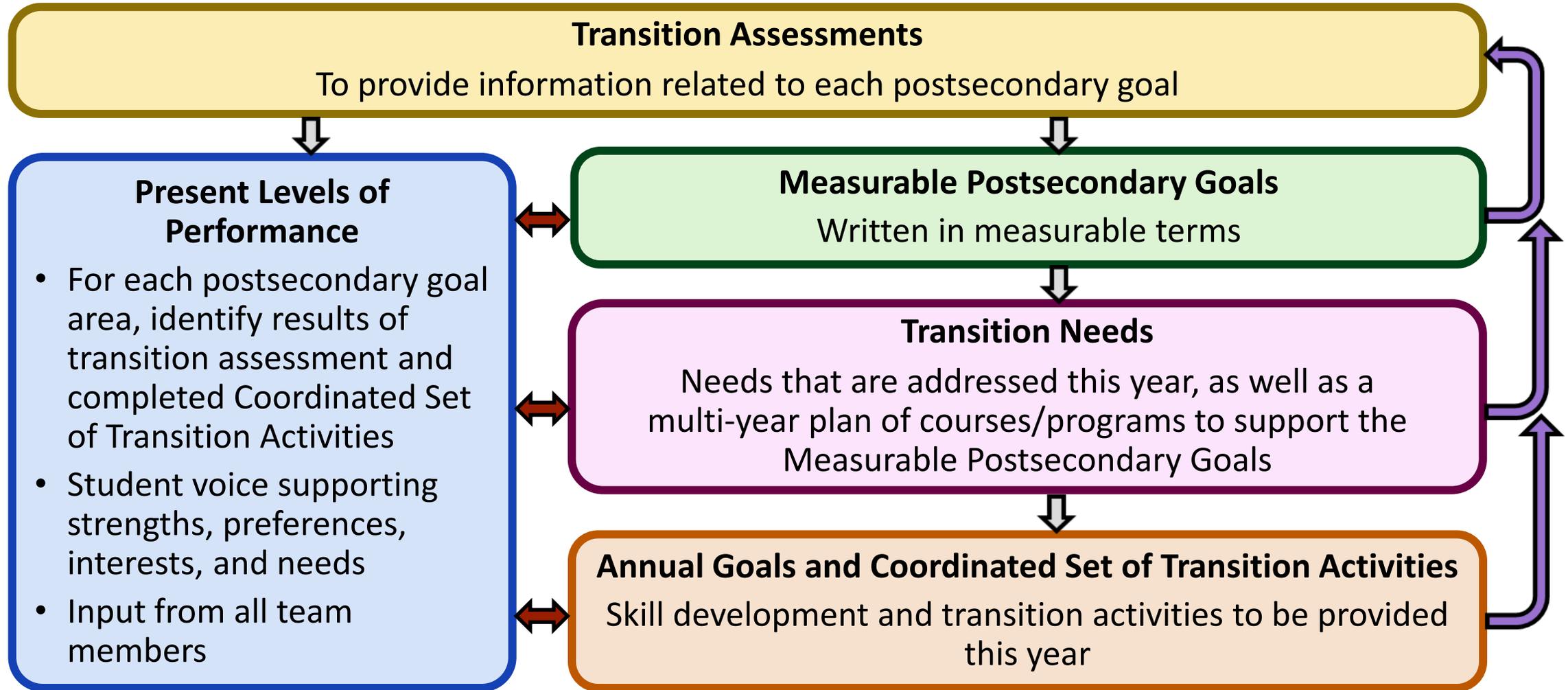- Transition planning includes the following student-focused questions:

| Where are you now? | Where do you want to go? | How do you get there? |

# Transition Planning Across the IEP

## Connected Transition Plan in the IEP

**Transition Assessments**

To provide information related to each postsecondary goal

**Present Levels of Performance**

- For each postsecondary goal area, identify results of transition assessment and completed Coordinated Set of Transition Activities
- Student voice supporting strengths, preferences, interests, and needs
- Input from all team members

**Measurable Postsecondary Goals**

Written in measurable terms

**Transition Needs**

Needs that are addressed this year, as well as a multi-year plan of courses/programs to support the Measurable Postsecondary Goals

**Annual Goals and Coordinated Set of Transition Activities**

Skill development and transition activities to be provided this year

# Measurable Postsecondary Goals and Career Planning

# Measurable Postsecondary Goals

**§200.4(d)(2)(ix)**

For those students beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually, the IEP shall, under the applicable components of the student's IEP, include:

• Appropriate measurable postsecondary goals based upon age-appropriate transition assessments relating to training, education, employment, and, where appropriate, independent living skills

| BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE) |
|---|
| **MEASURABLE POSTSECONDARY GOALS** |
| LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT |
| EDUCATION/TRAINING: |
| EMPLOYMENT: |
| INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): |

# Measurable Postsecondary Goals Defined

Post means *after.*

Measurable Postsecondary Goals tell us where the student will work, learn, and live *after* high school.

Must be *measurable* and *observable*.

# What Do Students Need to Develop Their Measurable Postsecondary Goals?

Transition assessments to increase self-awareness, identify their strengths, preferences, interests, and transition needs.

Career awareness and exploration activities to learn about the world of work, career pathways, and skills needed to be successful.
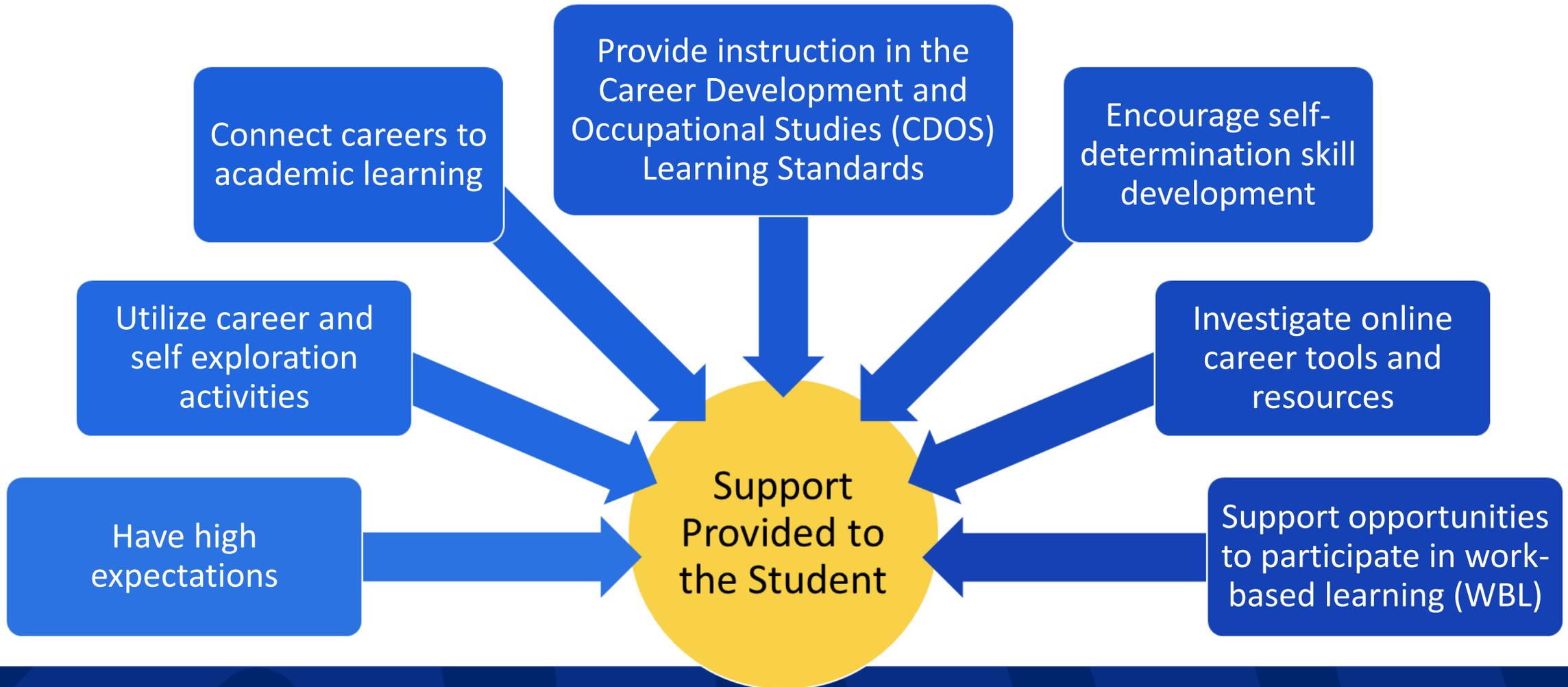
Self-determination skills to engage fully in the career development process and navigate life after high school.

# Supporting Career Development and Planning

# Ways to Support Career Development and Planning

Handout

Connect careers to academic learning

Provide instruction in the Career Development and Occupational Studies (CDOS) Learning Standards

Encourage self-determination skill development

Utilize career and self exploration activities

Investigate online career tools and resources

Have high expectations

Support Provided to the Student

Support opportunities to participate in work-based learning (WBL)

# Writing Measurable Postsecondary Goals

# Measurable Postsecondary Goals—Three Domains

| Education and/or Training | Where and how is the student going to continue to learn and/or develop skills after graduation? |

| Employment | Where is the student going to work or engage in productive activities after graduation? |

| Independent Living | 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? |

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# Review and Update Annually

Handout

Measurable Postsecondary Goals are first developed in the IEP to be in effect when the student turns age 15. Each year after this, postsecondary goals are required to be reviewed and updated annually, as appropriate.

Questions to consider:

- Are these still the postsecondary goals expressed by the student?

- Are additional interest inventories needed to further develop the goal?

- In what ways can the postsecondary goals be refined or become more specific?

- Which additional transition assessments are needed to identify skills, behaviors, and experiences that will assist the student in achieving their postsecondary goals?

# Measurable Postsecondary Goal: Education and/or Training

- What are some types of post-school education opportunities?
- What areas might a person study after school?
- What are some types of post-school training opportunities?
- How might a person develop or improve skills?
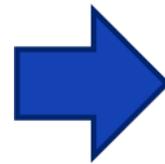
**Examples include:**

- Two- or four-year college
- Vocational and technical education, certification programs
- Continuing and adult education
- On-the-job training
- Military training

# Measurable Postsecondary Goal: Employment

- What are some types of postsecondary employment options?
- How do strengths, preferences, and interests impact career choices?
- How are needs considered when planning for employment?
- What types of services might be needed to support successful employment?
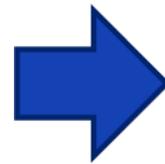
**Examples include:**

- Competitive integrated employment
- Supported employment
- Volunteer work in the community
- Work that is part-time or full-time

# Measurable Postsecondary Goal: Independent Living (When Appropriate)

- What are some types of postsecondary living options?
- How are needs considered when planning for independent living?
- What types of community services exist to support independent living?
- How do strengths, preferences, and interests impact independent living?

**Examples include:**

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

# Formula for Writing a Measurable Postsecondary Goal

_____ _____ will _____ _____

(After high school)        (the student)        (behavior)        (where and how)

(After graduation)

(Upon completion of high school)

# Bringing It All Together

Measurable Postsecondary Goals:

• Are written as "will" to ensure they are measurable.

• Occur after the student leaves school.

• Reflect and affirm the student's cultural beliefs and values.

• Are developed, reviewed, and updated annually, as appropriate based on current transition assessment information.

• Should consider all the skills the student will need to live as independently as possible or access community services.

# Let's Practice

**Student Scenarios**

- Utilizing the sample student scenarios provided for Morgan, Angel, and Jordan, develop possible Measurable Postsecondary Goals in the areas of Education/Training, Employment, and Independent Living.

- Be prepared to share the postsecondary goals you developed with the group.

- Discuss thoughts, feedback, and questions.

Handout

Activity

# 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 Transition Activities

Transition Needs (including Courses of Study)

Annual Goals

# **Exit Ticket**

- Please share one "aha" moment you had during today's training.
- How will this discovery change your practice?

# Resources

- [Guide to Quality IEP Development and Implementation](#)

- [NYSED Transition from School to Post-School for Students with Disabilities](#)

# Contact Us

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Technical Assistance Partnership
for Transition

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