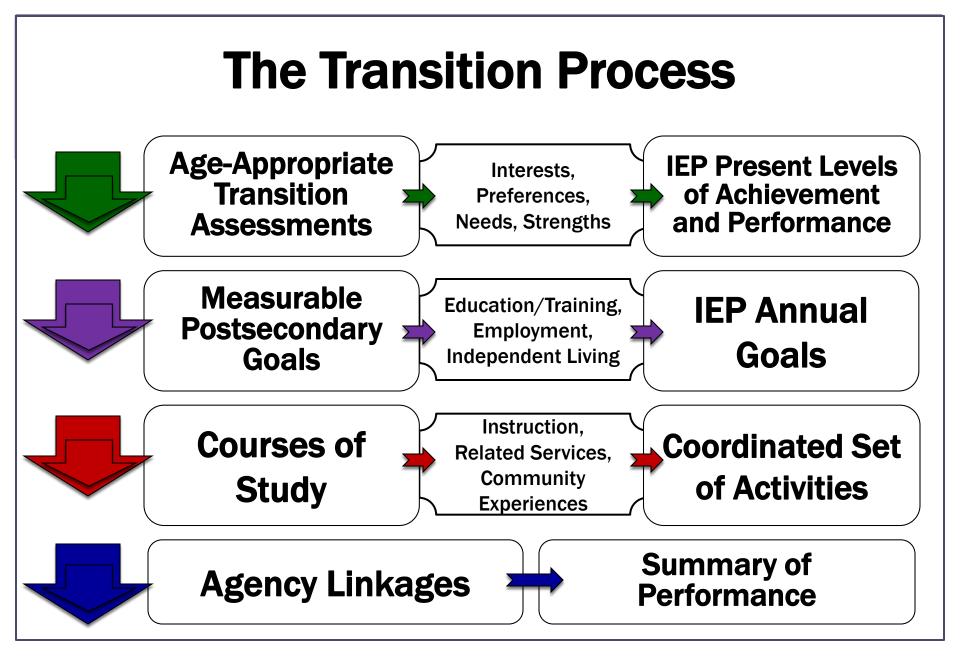
## **Postsecondary Goals**

#### Secondary Transition/Post-School Results Network





#### What is a postsecondary goal?

A postsecondary goal is generally understood to refer to those goals that a child hopes to achieve after leaving secondary school.



#### **Postsecondary Goals**

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter—

 appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills

#### IDEA § 300.320(b)

# Postsecondary goals guide the student's desired outcomes

- Student demonstrates self-determination by sharing their vision with the IEP team
- IEP includes measurable annual goals that will lead to the attainment of postsecondary goals
- Course of study is aligned to postsecondary goals
- Transition assessment and evaluation data is continually revisited to affirm postsecondary goals
- Student attains postsecondary goals

#### **Measurable Postsecondary Goals**

- Must be written in measurable terms but do not require the same four elements as annual goals in the IEP
- Should be written so that they can be measured one year after exiting



#### Measurable Postsecondary Goals

- Based on needs, strengths, interests and preferences
- Based on age-appropriate transition assessments
- Student identified goals in the following areas:
  - Education/training
  - Employment
  - Independent living, where appropriate

#### **SPP Indicator 13 Checklist**

# #1. The IEP includes measurable postsecondary goals. Yes / No

## Measurable Postsecondary Goals Guiding Questions

- Is the goal meaningful to the student?
  - Does the goal reflect the student's interests and preferences?
  - Was information from age-appropriate transition assessments used to determine the goal?

## Measurable Postsecondary Goals Guiding Questions

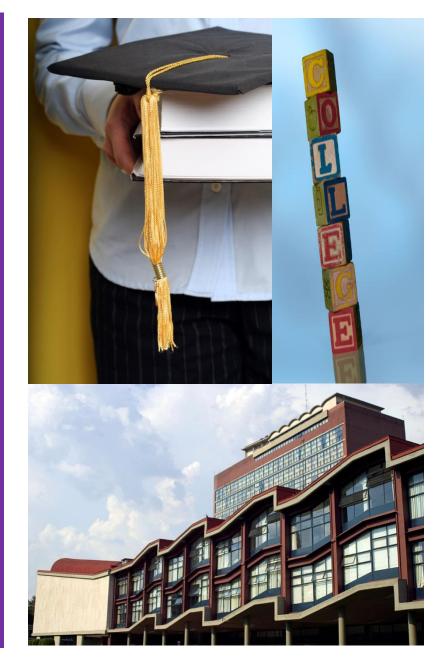
- Is the goal observable and measurable?
  - Is the goal challenging yet attainable?
  - Is the goal based on the student's strengths?
  - Does the goal require the student to apply knowledge and skills gained during high school?

## Measurable Postsecondary Goals Guiding Questions

- Is the goal focused on future results and outcomes?
  - Are there goals for each of the required areas: education/training, employment, independent living?
  - Does the goal occur after high school?
  - Can the goal be measured one year after the student exits high school?

#### MEASURABLE POSTSECONDARY GOALS

# Education and Training



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## Education and Training Definition

- Enrollment in one or more of the following:
  - Community or technical college (2-year program)
  - College/University (4-year program)
  - College Preparatory Program
  - A high school completion document or certificate class (e.g. Adult Basic Education, GED)
  - Short-term education or employment training program (e.g. Job Corps, Vocational Rehabilitation, military)
  - Vocational technical school, which is less than a 2-year program

## Example?

After high school, Jeremy will improve his social, selfadvocacy, and selfcare skills by attending instruction at a center-based adult program.

- **YES**, because...
- Focused on training
- Improving skills is an explicit outcome
- 'Attending program' and 'improving skills' are observable

## Example?

After high school, Jeremy will need to continue to work on his self-care skills. NO, because...

- Not a goal, but a need that should probably be addressed
- Does not explicitly address education or training

Example?

Upon completion of high school, Pam will enroll in courses at Tarrant County College.

- YES, because...
- Education is a focus
- Enrollment can be observed
- Expectation is explicit
- Will occur after graduation

## Example?

Upon graduation, Pam will continue to develop her academic skills. NO, because...

- Participation in learning is the focus
- No specific place or program is specified
- Expectation for learning not explicitly stated

## Example?

After graduation, **Cindy will participate** in a center-based program designed to provide rehabilitative and vocational training with medical and therapeutic supports.

- YES, because...
- Participating in training is the goal
- Participation" is an observable behavior

## Example?

After leaving high school, Cindy's family plans for her to receive rehabilitative training through the Medicaid Community Services Program. NO, because...

- Plans does not indicate an explicit behavior
- Cannot observe "plans"

## Example?

After graduation, Joe will participate in on-the-job (OJT) training to improve his work skills and advance in his job at Wal-Mart.

- YES, because...
- OJT in a postsecondary environment is the focus
- Participating in training is measurable
- An explicit outcome is stated

## Example?

After graduation, Joe will get a job at Wal-Mart. NO, because...

 There is no training and education component to the job

#### MEASURABLE POSTSECONDARY GOALS

## Employment



Secondary Transition/Post-School Results Network

#### Employment Definitions Competitive Employment

- Work in the competitive labor market that is performed on a full-time or parttime basis in an integrated setting;
  - at or above the minimum wage
  - not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

#### Employment Definitions Supported Employment

- Competitive work in integrated work settings, or employment in integrated work settings
  - In which individuals are working toward competitive work
  - consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals,

# Employment Definitions Supported Employment (cont.)

- For individuals with the most significant disabilities
  - for whom competitive employment has not traditionally occurred; or
  - for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and
  - who, because of the nature and severity of their disability, need intensive supported employment services.

NSTTAC http://www.nsttac.org/



After high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher

#### **YES**, because...

- Enrolling is observable
- Obtaining a degree is measurable
- Becoming teacher is observable
- Jason's expectations for employment are explicit
- Occurs after high school

## Example?

Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education.

- **NO**, because...
- Activity occurs during high school
- Apply" is an activity or process, not an outcome
- Does not address employment



Upon completion of high school, Pablo will be a selfemployed welder. YES, because...

Action occurs after high school

Observable – will or will not be selfemployed



Pablo wants to be a welder.

NO, because...

- Want is not an outcome
- Not measurable
- No timeline



Immediately after graduation, Cindy will receive jobdevelopment services from vocational rehab or a community rehabilitation program and will participate in technologically supported selfemployment or volunteer work within one year of graduation.

#### YES, because...

- Goal will occur after high school
- Stated measurably can both receive services and participate can be observed as occurring or not occurring



Upon completion of high school, Cindy will apply for services through vocational rehabilitation to support her participation in a vocational center program.

NO, because...

- Applying is an activity not an outcome
- Activity should have been completed during school
- Does not reflect postsecondary goal for employment

## Example?

After high school, Sally will participate in the hiring and firing of her personal attendants.

- **YES**, because...
- Focuses on employment
- Is observable
- Occurs after high school

#### MEASURABLE POSTSECONDARY GOALS

# Independent Living



Secondary Transition/Post-School Results Network

## Independent Living Skills Definition

 Those skills or tasks that contribute to the successful independent functioning of an individual in adulthood (Cronin, 1996) in the following domains: leisure/recreation, home maintenance and personal care, and community participation.

### Postsecondary Goals Independent Living

## Example?

After high school, Paulo will assume responsibility for a share of living expenses by saving money earned at work and following a budget set by Paulo and his parents.

YES, because...

- Focuses on application of independent living skills
- Is observable
- Occurs after high school

### Postsecondary Goals Independent Living

## Example?

Paulo will write a budget for living expenses.

NO, because...

The expectation for application of independent skills is not explicitly stated

Activity occurs during high school

# Example?

After high school, Cindy will play basketball in the recreational league at the YMCA.

- YES, because...
- Lists a specific community activity
- Joining the team is observable
- Goal is after graduation

### Example?

Cindy wants to learn to play basketball. NO, because...

- Wants is not measurable
- Doesn't state when the action will occur

Not a specific community activity

# Example?

After high school, Tom will independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation.

#### YES, because...

- Participation in independent living skill development and specific residential skills
- Will occur after high school

#### Expectation is explicit

# Example?

After high school, Tom will learn independent living skills such as dressing himself. NO, because...

- Learning is a process, not a measurable outcome
- Not a defined goal

# Example?

After graduation, Carla will live with her sister in an apartment.

- YES, because...
- It is explicit where she will live
- It is observable
- Stated after graduation

### Example?

Carla wants to live with her sister in an apartment. NO, because...

- Wants is not measurable
- Wants is not observable
- Wants is not an outcome

# Combination Goals



Secondary Transition/Post-School Results Network

# Example?

The summer after completing high school Stephanie will independently ride the bus each work day to her job with Marriott Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.

#### YES, because...

- States when it will occur
- Is observable
- Specifically stated
- Is measurable

# Example?

After graduation, Stephanie wants to ride the bus and hopes to go to college while working.

NO, because...

- Wants and hopes" are not measurable
- Wants and hopes" are not outcome oriented
- "Wants and hopes" are not observable

# Example?

After graduation from high school, Jason will enroll in a 4 year college to obtain his undergraduate degree in history and education to become a high school social studies teacher.

- YES, because...
- It is observable
- Timeline is in place
- Specific expectations are stated
- It is measurable

# Example?

Jason will meet the criteria for passing Spanish II so that he can apply to college where he wants to major in education. **NO**, because...

Action occurs before exiting high school

Applies" is a process not an outcome

# Students with Severe Disabilities



- Should reflect high but realistic expectations
- Should reflect a "forward movement" instead of a "dead-end" approach
- Can incorporate external supports
- Can be "mixed" considering the student's stamina, endurance and ability level

Oklahoma University Zarrow Center; NSTTAC http://www.nsttac.org/

- May change from year to year, sometimes slightly, sometimes drastically
- May initially be less specific, increasing in detail as the student approaches graduation

Oklahoma University Zarrow Center; NSTTAC <a href="http://www.nsttac.org/">http://www.nsttac.org/</a>

# Debbie – 16 years old, cerebral palsy, seizures, depression

Education/Training	Employment
Immediately after graduation, Debbie will participate in rehabilitative and functional skill training through Medicaid-waiver funded services.	After graduation, Debbie will obtain a supported employment position that allows her to work to her maximum stamina and incorporates the use of assistive technology.

#### NSTTAC http://www.nsttac.org/

Adrian – 18 years old, asthma, uses a 1-2-3 Speak, mild hemiplegia

Education/Training	Employment
Following graduation Adrian	After graduation, Adrian will
will participate in	work with support at the
employability training at the	community rehabilitation
community rehabilitation	program in an assembly and
program through onsite	packaging position to prepare
community college job	him for future community-
readiness classes.	based employment.

**NSTTAC** http://www.nsttac.org/ 52 2011

#### Guiding Questions Secondary Transition Planning for Youth with Significant Disabilities

- Can the young adult express interests?
  - If no, get information from parents and caregivers to develop transition plan
- What are the special health care needs?
- What are needs/challenges preventing the young adult from working outside the home?

Oklahoma University Zarrow Center; NSTTAC <a href="http://www.nsttac.org/">http://www.nsttac.org/</a>

Guiding Questions Secondary Transition Planning for Youth with Significant Disabilities

- Who can provide education/training to assist the young adult?
- What can the young adult accomplish without assistance?
- What else could the young adult accomplish if assistance were provided by a job coach, habilitation training specialist, or other caregiver?

Oklahoma University Zarrow Center; NSTTAC http://www.nsttac.org/

Scenario 1 Jane Jane has cerebral palsy, poor fine motor skills, uses a power chair, and requires full-time assistance for daily personal needs. She is verbal and others understand her easily. Jane enjoys interacting with children, especially babies. She wants to get married and have a family. Through interviews and other types of transition assessment, Jane expressed her desire to work with children.

Oklahoma University Zarrow Center; NSTTAC http://www.nsttac.org/

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Scenario 1 Jane

	Jane
Education/ Training	Jane will audit childcare/early childhood classes at the local Career Tech Center with full-time support.
Employment	With the help of full-time support, Jane will job shadow in 3 childcare/daycare programs.
Independent Living Short-term	Jane will live in a group home and utilize public transportation to participate in her classes and job shadowing experiences.
Independent Living Long-term	Jane will get married, have children, and live in Oklahoma.

Oklahoma University Zarrow Center; NSTTAC <a href="http://www.nsttac.org/">http://www.nsttac.org/</a>

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Scenario 2 John John is a 21-year-old who has a severe intellectual disability, is blind, and exhibits self-stimulatory behavior. John loves balloons and the squeaking sounds they make when they are inflated and touched, or rubbed.

Due to John's significant health care needs, he lives with his parents and has a part-time assistant who comes to his home to help with daily personal needs.

John likes traveling in a vehicle. He wants to earn his own money so he does not have to rely so heavily on his parents.

John's expressive verbal skills are low, so it is difficult to get information from John. Therefore, discussions with his parents revealed John's love of balloons, car travel, and desire to earn money.

Oklahoma University Zarrow Center; NSTTAC http://www.nsttac.org/

Scenario 2 John

	John
Education/ Training	John will participate in on-the-job training at flower shops or Party Galaxy to learn how to properly inflate balloons.
Employment	With the help of a job coach, John will develop a home-based balloon business.
Independent Living Short-term	While living at home with his parents, John will maintain a checkbook and pay for his purchases with the assistance of his parent(s) or assistant.

Oklahoma University Zarrow Center; NSTTAC http://www.nsttac.org/

Secondary Transition/Post-School Results Network

# Annual IEP Goals

# Postsecondary goals cannot stand alone!

#### Annual IEP goals

Annual goals are "statements that describe what a child with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge [not an activity]) within a twelve month period in the child's special education program."

> CalSTAT June, 2006 http://www.calstat.org/iep/6\_reading.shtml

#### Annual IEP goals

- A statement of measurable annual goals, including academic and functional goals designed to—
  - Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
  - Meet each of the child's other educational needs that result from the child's disability

IDEA 2004 §300.320

#### Annual IEP Goals

- Facilitate movement toward postsecondary goals
- May be academic and/or functional goals

- Must contain four elements
  - Timelines
  - Conditions
  - Behavior
  - Criterion

http://portal.esc20.net/portal/page/portal/esc20public/ SpecialEducation/AGCHome/AGCStatewideLeadership

#### **SPP Indicator 13 Checklist**

# #2. The IEP includes coordinated measurable annual IEP goals. Yes / No

#### #6. Annual IEP goals facilitate movement toward postsecondary goals. Yes / No

#### **Education/Training**

#### Upon completion of high school, *Pam* will enroll in courses at Tarrant County College.

Given Tarrant County College information, *Pam* will demonstrate knowledge of the college's admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November 2011.

**Annual IEP Goal** 

Why is this a good example?

- Participation in education is the primary focus.
- Learning about the college's admission requirements is a step that will help Pam meet her goal of attending Tarrant County College.

Employment	Annual IEP Goal
Upon completion	Given transportation to Texas State
of high school,	Technical College, Pablo will achieve
Pablo will be a	mastery (95% or better accuracy) of
self-employed	welding safety skills by completing an
welder.	orientation course on welding safety by
	March 15, 2012.

Why is this a good example?

- The annual goal will be accomplished by Pablo while in high school to prepare him for successfully completing welding courses at Texas State Technical College.
- This annual goal focuses on skills and knowledge to be mastered, that are measurable.

#### **Independent Living**

After high school, *Tom* will independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation.

#### **Annual IEP Goal**

Given the ingredients for a sandwich and task analysis, *Tom* will follow the steps to make a sandwich with 90% accuracy by June 2007.

#### Why is this a good example?

This annual goal is one of several skills Tom will need in order to learn how to prepare a complete meal for his lunch.

#### **Combo Goal**

The summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.

#### Annual IEP Goal

Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy.

#### Why is this a good example?

- The annual goal logically supports her postsecondary goal with regard to independent use of public transportation.
- The goal is measurable.
- It is appropriate that Stephanie will learn this skill during high school, in preparation for her postsecondary goal of employment (with training) and employment.

#### By beginning with the end in mind, students

- Have the opportunity to create high school plans/IEPs that are relevant
- Have the opportunity to gain knowledge and skills that form the foundation for postsecondary activities

#### **REMEMBER...** at the secondary level

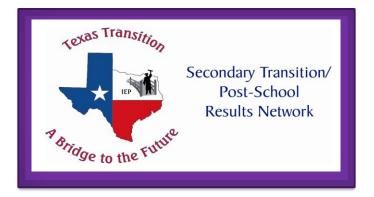


Transition drives the development of the IEP.

The student's postsecondary goals provide the direction.

#### For more information, visit the Transition in Texas website

#### www.transitionintexas.org



Texas Education Agency Division of Federal and State Education Policy Austin, Texas <u>www.tea.state.tx.us</u>

#### ESC Region XI

Statewide Leadership Fort Worth, Texas

www.esc11.net

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Secondary Transition/Post-School Results Network

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