

Writing Post-School Outcome Goal Statements

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Secondary Transition

- **Coordinated set of activities**
- **Results-oriented process**
- **Academic and functional achievement**
- **Facilitates movement from school to post-school activities**
- **Postsecondary education or training, employment, and if appropriate, independent living skills**

Secondary Transition

- **Transition Services – §300.320(b)**
 - Beginning not later than the first IEP to be in effect when the child turns 16, or younger
 - Updated annually, thereafter
 - IEP must include –
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments
 - **Related to postsecondary education or training, employment, and if appropriate, independent living skills (OSEP, 2007)**
 - Transition services (including courses of study) needed to assist child in reaching postsecondary goals

Transition Assessment

An ongoing process of gathering information that will help students, educators, and family members make informed decisions about life, during and after high school . . . specifically in the areas of college, training, employment and independent living.

TRANSITION PLANNING

1. Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.
 This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.
2. Student Preferences/Interests – document the following:
 - a) Was the student invited to attend her/his Planning and Placement Team (PPT) meeting? Yes No
 - b) Did the student attend? Yes No
 - c) How were the student's preferences/interests, as they relate to planning for transition services, determined?
 Personal Interviews Comments at Meeting Functional Vocational Evaluations Age appropriate transition assessments Other _____
 - d) Summarize student preferences/interests as they relate to planning for transition services: _____

3. Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered) _____

4. Agency Participation:
 - a) Were any outside agencies invited to attend the PPT meeting? Yes with written consent No (If No, MUST specify reason as listed in the IEP Manual) _____
 - b) If yes, did the agency's representative attend? Yes No
 - c) Has any participating agency agreed to provide or pay for services/linkages? Yes No (If Yes, specify) _____
5. Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP
 - a) Post-School Outcome Goal Statement - Postsecondary Education or Training: _____
 Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP
 - b) Post-School Outcome Goal Statement – Employment: _____
 Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP
 - c) Post-School Outcome Goal Statement - Independent Living Skills (if appropriate): _____
 Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)
6. Please select ONLY one:
 - The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities):
 - Student has completed academic requirements; no academic course of study is required – student's IEP includes only transition goals and services.
7. At least one year prior to reaching the age of 18, the student must be informed of her/his rights under IDEA which will transfer at age 18.
 NA (Student will not be 17 within one year) The student has been informed of her/his rights under IDEA which will transfer at age 18 No IDEA rights will transfer
8. For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before: (specify date) _____

Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) transfer to students at the age of 18, unless legal guardianship has been obtained.

Post-School Outcome Goal Statements

- A Post-School Outcome Goal Statement is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school” (IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668)
- A Post-School Outcome Goal Statement is **NOT** the *process* of pursuing or moving toward a desired outcome.

National Secondary Transition Technical Assistance Center: <http://www.nsttac.org/>

Post-School Outcome Goal Statements

- **Non-Examples:**
 - After high school, Jodi will explore taking classes at the local community college.
 - The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.
 - Marianne will complete all academic coursework in preparation for going to a four-year college.

Post-School Outcome Goal Statements

- **Non-Examples:**
 - Alejandro wants to work as a welder.
 - Vanessa will work with the vocational rehabilitation services to ensure competitive employment.
 - Upon completion of high school, Kevin will express his preferences related to his postsecondary employment options, given picture symbols on an augmentative communication device.

Post-School Outcome Goal Statements

- After graduation, Jason will enroll in a 4-year college degree program of his choice, *majoring in the field of mathematics.*
- ❑ Participation in **postsecondary education** is the focus of this post-school outcome goal statement.
- ❑ Enrollment at a 4-year college can be observed.
- ❑ Enrollment at a 4-year college occurs after graduation and it is stated that this goal will occur after graduation.

Post-School Outcome Goal Statements

- Upon completion of high school, Ted will enroll in the general Associates Degree program at the local community college in September of 2008.
- ❑ Participation in **postsecondary education** is the focus of this post-school outcome goal statement.
- ❑ Enrollment at a community college can be observed, as in Ted enrolls in courses or he does not.
- ❑ Enrollment at a community college occurs after graduation.

Post-School Outcome Goal Statements

- The fall after high school, Juanita will enroll in courses (non-degree) at the local community college.
- ❑ Participation in **postsecondary education** is the focus of this post-school outcome goal statement.
- ❑ Enrollment in courses (or not) can be observed.
- ❑ The goal will occur after Juanita leaves high school.

Post-School Outcome Goal Statements

- Carol will independently attend culinary training at the XYZ Center after exiting from high school, so that she can obtain entry level employment within the food services industry.
- ❑ Participation in **training, employment, and independent living skills** are part of this post-school outcome goal statement.
- ❑ Enrollment in the culinary training program and entry level employment in food services job can be observed.
- ❑ Participation in the training will occur after exiting from high school.

Post-School Outcome Goal Statements

- Upon completion of high school, Joan will work independently in a competitive employment setting in the clerical field.
- ❑ **Employment** and **independent living skills** are the focus of this post-school outcome goal statement.
- ❑ Employment in a competitive clerical position can be observed.
- ❑ It is stated that this goal will occur upon completion from high school.

Post-School Outcome Goal Statements

- After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.
- Participation in **employment** is the focus of this post-school outcome goal statement.
- Increasing work hours is measurable.
- The expectation, or behavior, is explicit, as in Alex continues employment and accesses adult agency services (or not).
- It is stated in this goal that increased employment and use of adult services will occur after Alex leaves high school.

Post-School Outcome Goal Statements

- After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult day program.
- ❑ **Training** and **independent living skills** are the focus of this post-school outcome goal statement.
- ❑ Improving the skills noted is an explicit outcome for Jeremy.
- ❑ Improving skills and attending the program are observable goals that will occur after Jeremy leaves high school.

Post-School Outcome Goal Statements

- Upon completion of high school, Abby will attend a recreational/leisure skills program at a day services program on a daily basis.
- ❑ Participation in **independent living skills**, specifically **community participation**, is the focus of this goal.
- ❑ Participation in recreation/leisure programs can be observed and measured.
- ❑ This goal will occur after completion of high school.

Post-School Outcome Goal Statements

- Upon completion of high school, Lisa will learn to utilize public transportation, including the public bus and uptown trolley.
- ❑ Participation in **independent living** skill development, specifically **community participation**, is the focus of this goal.
- ❑ Use of the bus can be measured, as in Lisa performs the necessary activities or does not perform the activities.
- ❑ It is stated in this goal that the instruction will occur after graduation.

Post-School Outcome Goal Statements

- After graduation, Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g., feeding, dressing, bathing, activating small appliances/media devices, choice making) and environment through the use of technology.
- ❑ Post-school outcome goal statement is focused on **independent living** (residential, self-care, community participation, communication skills).
- ❑ Goal is stated in an explicit manner that can be observed (i.e., “will live”, “participate.”)
- ❑ The post-school outcome goal statement identifies outcomes for Rolanda after high school, not activities or processes toward outcomes.

Post-School Outcome Goal Statements

- **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 industrial kitchen skills.**
- **After graduating from high school, Ricardo will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.**

Annual IEP Goals

- For each post-school outcome goal statement, there must be an annual goal(s) and objectives included in the IEP that will help the student make progress towards the stated post-school outcome goal(s).

Academic/Cognitive Social/Behavioral Communication Gross/Fine Motor Postsecondary Education/Training
 Self Help Employment Independent Living Health Other: (specify) _____

Enter Dates for Evaluating and Reporting Progress in Boxes Below

Check here if the student is 15 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)

1	2	3	4
5	6	7	8

Measurable Annual Goal* (Linked to Present Levels of Performance)# _____

Eval. Procedure: _____

Perf. Criteria: _____

(% Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objective #1 _____

Eval. Procedure: _____

Perf. Criteria: _____

(% Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #2 _____

Eval. Procedure: _____

Perf. Criteria: _____

(% Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #3 _____

Eval. Procedure: _____

Perf. Criteria: _____

(% Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment	7. Behavior/Performance Rating Scale
2. Pre and Post Standardized Assessment	8. CMT/CAPT
3. Pre and Post Base Line Data	9. Work Samples, Job Performance or Products
4. Quizzes/Tests	10. Achievement of Objectives (Note: use with goal only)
5. Student Self-assessment/Rubric	11. Other (specify) _____
6. Project/Experiment/Portfolio	12. Other (specify) _____

Performance Criteria

A. Percent of Change	F. Duration
B. Months Growth	G. Successful Completion of Task/Activity
C. Standard Score Increase	H. Mastery
D. Passing Grades/Score	I. Other: (specify) _____
E. Frequency/Trials	J. Other: (specify) _____

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year)

U=Unsatisfactory Progress – Unlikely to achieve goal **N** = No Progress – Will not achieve goal **NI** = Not Introduced **O** = Other: (specify) _____
M = Mastered **S** = Satisfactory Progress – Likely to achieve goal

* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.

For each Annual Goal, is there at least one of the following listed?

- **Instruction**
- **Related Service(s)**
- **Community Experience(s)**
- **Development of Employment and Post-School Objectives**
- **Acquisition of Daily Living Skills (if appropriate)**
- **Functional Vocational Evaluation (if appropriate)**

Student: _____

Last Name, First Name

DOB: _____

mm/dd/yyyy

District: _____

Meeting Date: _____

mm/dd/yyyy

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, parent/student reports, curriculum based and standardized assessments, observations, including CMT and CAPT results and student samples).

Parent and Student
input and concerns

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
Academic/Cognitive Language Arts: <input type="checkbox"/> Age Appropriate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Academic/Cognitive: Math: <input type="checkbox"/> Age Appropriate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Other Academic/ Nonacademic Areas: <input type="checkbox"/> Age Appropriate	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
Behavioral/Social/Emotional: <input type="checkbox"/> Age Appropriate <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Communication: <input type="checkbox"/> Age Appropriate <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Vocational/Transition: <input type="checkbox"/> Age Appropriate <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Health and Development including Vision And Hearing: <input type="checkbox"/> Age Appropriate <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Fine and Gross Motor: <input type="checkbox"/> Age Appropriate <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Activities of Daily Living: <input type="checkbox"/> Age Appropriate <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Other: <input type="checkbox"/> Age Appropriate <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Common Objectives

- Student will attend (participate/co-facilitate) his/her IEP Team Meeting. *Language Arts*
- Student will complete learning styles inventory . . . xx job shadow experiences . . . interest inventory . . . situational assessment.
Language Arts, Science, Social Studies, Community
- Time Management Skills
All classes

Common Objectives

- Student will engage in a process of generating ideas, drafting, revising, editing and publishing or presenting: write college application essays; develop portfolio; complete job application; resume.

Language Arts, Social Studies, Technology

- Organizational and Study skills

All classes

- Self Advocacy Skills

All classes