

Annual Transition Goals Tip Sheet



This tip sheet provides information about developing measurable annual transition goals. It also includes a brief summary of state and federal regulations, essential components of writing annual transition goals, and examples of how to connect annual transition goals to a measurable post-secondary goal.

What Does IDEA and West Virginia Policy 2419 Say?

Federal IDEA and WV Policy 2419 requirements regarding transition goals for State Education Agency Annual Performance Plan Reporting Requirements for Indicator 13: youth with IEPs aged 16 and above (age 14 in West Virginia) with an IEP that includes appropriate measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, AND annual IEP goals related to the student's needs for transition services. [34 CFR §300.320(a)(2); 126 CSR 16-Ch.5 §2(F)(3)]

Annual IEP goals must be written in language that ensures that the progress toward the goals can, and will be, measured. Quality IEP goals address the timeframe (within the time span of the current IEP), condition in which the skill will be performed, target behavior, criterion, and evaluation method. Transition services, based on the annual transition goals, can be addressed by whomever the LEA determines is the most appropriate staff member. For example, a specific teacher, a transition specialist, a case manager, etc.

Essential Elements of Writing Measurable Annual Transition Goals

Component	Guiding Questions	Examples – not exhaustive
Timeframe	When will mastery of the skills be expected to occur?	By June 20XX After the completion of a Business Management course By the end of the semester

Component	Guiding Questions	Examples – not exhaustive
Condition	Under what context will the behavior or skill be expected to occur? What level of independence is expected to complete the skill or demonstrate the behavior?	When given explicit instruction and guided practice When completing mock interviews When provided a sixth grade-level story about auto mechanics
Target Behavior	What do we want the students to do? Is the behavior observable and measurable?	Student will develop a resume Student will complete a mock job application Student will compose a cover letter Student will answer job related questions Student will complete a mock online technical school application Student will independently wash, dry and fold laundry
Criterion	What is the level of accuracy? How many trials does the student need to demonstrate mastery of the skill?	7 out of 10 independent attempts With 80% accuracy utilizing a rubric 8 out of 10 correct responses
Evaluation Method	How will the goal be documented?	as documented by: » counselor notes » appointment logs » interviewer notes » attendance records and work logs » work samples

Align Annual Transition Goals to Measurable Post-Secondary Goals

Annual transition goals must be connected to measurable post-secondary goals (MPSG) located within the transition portion of the IEP. MPSG, which is based on age-appropriate transition assessments. Examples are included below:

MPSG – Education / Training: After graduation, Alex will enroll in an automotive repair course at a local technical school.

Connected **Annual Transition Goal:** Given explicit instruction in a CTE course on automotive repair, Alex will complete assignments with 80% accuracy by the end of the semester documented in the teacher's gradebook.

Rationale: student's transition assessment indicated a desire to own an auto repair shop; the MPSG is to enroll in a college level automotive course; the annual transition goal is to complete assignments in the CTE course.

MPSG – Education / Training: After graduation, Connie will attend a local community college to obtain a certificate or degree in nursing.

Connected **Annual Transition Goal:** By May XXXX, Connie will explore 5 careers and 5 schools offering degrees in the field of nursing as indicated on her Transition Activities Log.

Rationale: Connie's transition assessments reveal that she is interested in nursing, however she isn't sure how much time she wants to commit to a post-secondary school; the annual transition goal will allow her to explore certification programs, 2-year degrees and 4-year degrees.

MPSG – Employment: After leaving high school, Jodi will obtain a part-time position in the community where she lives.

Example 1 - Connected **Annual Transition Goal:** Given explicit instruction, Jodi will complete **mock job applications** with 95% accuracy on graded assignments within her portfolio by May XXXX.

Rationale: Jodi's transition assessment indicated that she is interested in being a salesclerk; the MPSG is to work at a community retail store; the annual goal will assist her in completing a variety of job applications.

Example 2 - Connected **Annual Transition Goal:** By June XXXX, given the opportunity to **work at the school store** with explicit assistance from a job coach, Jodi will gain 8 job skills as indicated on the Community-Based Worksite Checklist.

Rationale: Jodi's transition assessment indicated that she is interested in being a salesclerk; the MPSG is to work at the school store; the annual transition goal will assist her in developing customer service skills needed to obtain a job.

MPSG – Independent Living Skills: After completion of high school, Lisette will utilize public transportation to access community services.

Example 1 - Connected **Annual Transition Goal:** By May XXXX, given bus route map, Lisette will **calculate the fare** needed to travel between multiple route stops with 80% accuracy as documented by teacher notes.

Rationale: Lissette’s independent living survey shows that she desires to travel from her home to downtown for shopping and to visit the local library; the MPSG is to ride public transportation; the annual transition goal will give her the skills to **pay** for public transportation.

Example 2 - Connected *Annual Transition Goal*: By May XXXX, given bus route map, Lissette will **calculate the time** needed to travel between multiple route stops with 80% accuracy as documented by teacher notes.

Rationale: Lissette’s independent living survey shows that she desires to travel from her home to downtown for shopping and to visit the local library; the MPSG is to ride public transportation; the annual transition goal will give her the skills to **schedule** appropriate public transportation.

Where can you learn more?

WVGtG Secondary Transition Assessment Resource Bank. This resource bank can be helpful in identifying secondary transition assessments to determine present levels of performance and develop transition goals and services.

Transition File Review One Page Checklist. This resource provides information for monitoring and accountability as it relates to secondary transition plans. For additional information and specific criteria for monitoring transition plans, please see the **IDEA Part B Programmatic Monitoring Procedures** document.

West Virginia Writing High-Quality Secondary Transition Plans Course. In this course, users with a West Virginia K12 email account can access self-paced resources to learn about effective practices to develop a high-quality secondary transition plan, including writing measurable annual transition IEP goals and measurable post-secondary goals located within the transition portion of the IEP. Users will need to login to the Canvas site using their WVDE email and visit the self-enrolling course catalog to access this content and obtain a certificate of completion. Materials and resources from this course are also publicly available on the **WV Guideposts to Graduation** website.