



## Annual Goals vs. Postsecondary Goals

This handout provides information on how to write annual and postsecondary goals for transition plans for students with disabilities. This short guide provides tips about how to write compliant and meaningful transition goals in accordance with the Individuals with Disabilities Education Act (National Technical Assistance Center on Transition, 2012). Use this guide to assist with development of transition goals after a transition assessment has been conducted for a student with a disability.

### Postsecondary Goals

- Describe what student wants to achieve after high school in three areas:
  - Education or training
  - Employment
  - Independent living (when appropriate)
- Must be measurable
- Occur *after* student graduates from secondary school
- Based on transition assessment data
- Reasonably based on what is known about student

### Annual Goals

Describe what a student will learn *within an academic year* to progress toward postsecondary long-range goals.

- What *skills* and *knowledge* must the student attain this academic year that are necessary for achieving the student’s postsecondary goals?

Annual Goals	Postsecondary Goals
<ul style="list-style-type: none"> <li>• <b>Short-term</b></li> <li>• <b>Occurs during high school</b></li> <li>• <b>Determined by the IEP Team</b></li> <li>• <b>Designed to be measured at least quarterly</b></li> <li>• <b>Stated in specific terms</b></li> <li>• <b>Must be related to postsecondary goals, present levels of performance, and transition activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Long-term</b></li> <li>• <b>Occurs after graduation from high school</b></li> <li>• <b>Determined by the student</b></li> <li>• <b>Initially stated in broad terms, becoming more specific and refined each year</b></li> <li>• <b>Must be related to student’s strengths, interests, and preferences and aligned with transition assessments</b></li> </ul>

