



**Question:** Does a district have to report progress on annual transition goals?

**Answer:** Each child's individualized education program (IEP) must include a statement of measurable annual goals, including academic and functional goals that are 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 to meet each of the child's other educational needs that result from the child's disability. 34 CFR § 300.320(a)(2). Each child's IEP must also include a description of how the child's progress toward meeting the annual goals described in 34 CFR § 300.320(a)(2) will be measured, and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, the IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Further, the IEP must include transition services, including courses of study, needed to assist the child in reaching these goals. Such transition services must relate to a type of instruction, related service, community experience, development of employment and other post-school adult living objectives (and, if appropriate, acquisition of daily living skills), and provision of a functional vocational evaluation. 34 CFR § 300.43.

We note that 34 CFR § 300.320(a)(3) limits the periodic progress reporting requirement in 34 CFR § 300.320(a)(3) to the student's progress on the annual IEP goals described in 34 CFR § 300.320(a)(2), which are the student's academic and functional goals, and does not specifically identify "postsecondary goals" as an area for which a public agency must report student progress. However, we assume that there would be a relationship between the academic and functional goals of a transition-aged student and that student's postsecondary goals, and that it would be necessary for a public agency to report on a student's progress in meeting postsecondary goals when reporting on the transition-aged student's progress in meeting related academic and functional goals. Therefore, OSEP believes that periodic progress reporting for transition-aged students





would need to address the child's progress in meeting postsecondary goals. (Source: OSEP Question and Answer, 2/27/2020 and [OSEP Letter to Pugh](#), January 18, 2017)

Postsecondary goals identify the student's long-term goals for living, working and learning as an adult. The projected postsecondary goals in the student's IEP establish a direction for the school, student, student's family and any participating agencies to work towards in recommending transition activities for the student. These post-school goals guide planning for activities that prepare the student to move from school to post-school activities and for discussion with appropriate public and private community agencies regarding their contributions to the student's transition process. The student's IEP should include goals, services and activities to incrementally prepare the student to achieve the measurable postsecondary goals.

For more information regarding the transition planning for students please visit the Nebraska Transition Planning document located here: <https://cdn.education.ne.gov/wp-content/uploads/2017/09/Transition-Planning-Guidance-Document-Aug-2018.pdf>

