

Post-Secondary Goals

POST-SECONDARY GOALS

A Post-Secondary Goal (PSG) refers to a goal a student hopes to achieve after leaving secondary school. All students who have an IEP in effect the year the student turns 16 must have PSGs. These goals can be included in the IEP at an earlier age if determined appropriate by the IEP team. The PSGs must be based upon age-appropriate transition assessments. Although the IEP team must consider each of the four transition-related goal areas, there must be at least two goals for all students: one for employment and one for education or training. In addition, some students may require a goal for independent living based on assessment information.

The IEP team writes the PSGs based on age-appropriate transition assessment (AATA) and the student's preferences, interests, needs, and strengths (PINS).

The IEP team must consider goals in four areas when appropriate:

- Education
- Training
- Employment
- Independent Living Skills

The PSGs must be developed **annually** at the student's IEP meeting.

When determining whether PSGs in the areas of training and education overlap, the IEP team must consider the unique needs of each individual student with a disability in light of their plans after leaving high school.

If the IEP team determines that separate PSGs in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, they can combine the training and education goals of the student into one or more postsecondary goals addressing those areas.

FORMULA FOR WRITING POST-SECONDARY GOALS

_____ will _____
(Time) (The Student) (Goal Behavior) (Where & How)

Sample:

Two months after HS Susan **will** enroll in Community College.
(Time) (The Student) (Goal Behavior) (Where & How)

Sample Post-Secondary Goals for an IEP	
Student Goal	Description of Behavior in IEP
<i>Education, Training</i>	
4-year college or university	Attend a college or university
2-year community or technical college	Earn an occupational certificate and/or associate's degree
Short-term vocational or technical school	Attend vocational training (e.g. beauty school, pet grooming, trucking school)
<i>Employment</i>	
Competitive employment	Work a full or part-time job
Supported employment	Establish a connection with an appropriate agency
Volunteer work in the community	Participate in a volunteer program
<i>Independent Living</i>	
Money management	Manage finances for living expenses
Grocery shopping - Meal preparation	Access community independently for grocery/meal needs
Transportation	Use public transportation

QUESTIONS TO ASK WHILE CREATING POST-SECONDARY GOALS

- Were the goals **specific**? Words like “hopes to, plans to” are not measurable.
- Have you considered **all four areas** – Education, Training, Employment, and Independent Living Skills?
- Does it happen **after exiting** the school system?
- Is there an education or training goal?
- Is there an employment goal?
- Are there independent living skills goals, when appropriate?
- Are **all** of the goals measurable?