Post-Secondary Goals

A post-secondary goal (PSG) refers to those goals that a student hopes to achieve after leaving secondary school. All students who have an IEP in effect the year the student turns 16 or younger, if determined appropriate by the IEP team, must have PSGs. The PSG must be based upon age-appropriate transition assessments. A measurable post- secondary goal provides an outcome, not just a process for the student and it must be able to be counted, tabulated or observed. There must be at least two goals for all students: one for employment and one for education or training. Some students, based on assessment information, may require a goal for independent living.

 Law & Guidelines

**IDEA Regulation** 300.320(b)(1)

1. Transition services. 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, and updated annually, thereafter, the IEP must include—
   1. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; *The full law can be accessed here https://ecfr.io/Title-34/se34.2.300\_1320*

The IEP Team writes the PSGs based on age appropriate transition assessment and the student’s preferences, interests, needs, and strengths.

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 post-secondary goals 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 his or her plans after leaving high school.

If the IEP Team determines that separate post-secondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school the IEP Team can combine the training and education goals of the student into one or more post-secondary goals addressing those areas.

**Formula for Writing Post-Secondary Goals **

**will**

*(Time) (The Student) (Goal Behavior) (Where & How)*

Two months after HS Susan **will** enroll in Community College.

*(Time) (The Student) (Goal Behavior) (Where & How)*



Checklists & Tips

|  |  |
| --- | --- |
| **Example of post-secondary goals and words for IEP** | |
| **If student has a post-secondary goal of:** | **Words to describe behavior for IEP:** |
| ***Education, Training*** | ***Education, Training*** |
| 4 year college university | Attend a college or university |
| 2 year community or technical college | Earn an occupational certificate, associate’s degree |
| Short term vocational or technical school | Attend vocational training (beauty school, pet grooming, trucking school) |
|  | |
| ***Employment*** | ***Employment*** |
| Competitive employment | Work a full or part time job |
| Supported employment | Establish connection with appropriate agency |
| Volunteer work in the community | Sign up with volunteer program |
|  | |
| ***Independent Living*** | ***Independent Living*** |
| Money management | Manage finances |
| Grocery shopping- Meal preparation | Access community independently |
| Transportation | Use public transportation |