

Measurable Postsecondary Goals

Plan Outline mtIEP	Postsecondary Goals
Individualized Education Plan	<p>Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills. Clearly specify the desired level of achievement.</p> <p>Training or Education: <input type="checkbox"/></p> <p>Lucy will enroll in the college of her choice after graduation. ▲</p> <p style="text-align: right;">▼</p> <p>Employment: <input type="checkbox"/></p> <p>Lucy will apply for jobs at local art galleries after graduation. ▲</p> <p style="text-align: right;">▼</p> <p>Where appropriate, Independent Living Skills: <input type="checkbox"/></p> <p>NA ▲</p> <p style="text-align: right;">▼</p>
Student Information	
Guardian Information	
Strengths/Concerns/Interests	
Consideration of Special Factors	
Transition Services	
Postsecondary Goals	
Course of Study	
Transition Services Needed	
High School Graduation	
Transfer of Rights	
PLAAFPs/MAGs	
Progress Report Frequency	
Special Education Services	
Related Services	
State Reported Data (6-21)	
Least Restrictive Environment	
Supp. Aids and Services	

Postsecondary Goals
<p>Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills. Clearly specify the desired level of achievement.</p> <p>Training or Education: <input type="checkbox"/></p> <p>Within six months of graduation, Odin will participate in on the job training as a bus assistant or bus driver at one of the local transportation agencies. ▲</p> <p style="text-align: right;">▼</p> <p>Employment: <input type="checkbox"/></p> <p>Within eight months of graduation, Odin will seek employment as a bus assistant or bus driver for one of the local transportation agencies. ▲</p> <p style="text-align: right;">▼</p> <p>Where appropriate, Independent Living Skills: <input type="checkbox"/></p> <p>For at least on year after graduation, Odin will maintain a bank account and save a minimum of \$50 a month to assist with living expenses. ▲</p> <p style="text-align: right;">▼</p>

Postsecondary Goals

Postsecondary Goals need to be developed in terms of what the student is expected to do after graduation.

They are written for each area: education, training and/or employment, and if appropriate, independent living skills.

- Must be updated annually.
 - If the student changes them or the student changes their Desired Post-School Activities.
- Should be related to the rest of the IEP.

How to write a measurable postsecondary goal:

- Use accomplishing words, i.e., work, live, play, attend, etc.
- Use describing words such as, wants, wishes, will, intends, etc.
- Postsecondary means after high school.
- “Lucy will enroll in the college of her choice to study theater arts after graduation.”