

WRITING APPROPRIATE POSTSECONDARY GOALS PSGs

EDUCATION SERVICE CENTER-REGION 20 • TRANSITION PROGRAM

Postsecondary goals (PSGs) are essential components of an individualized education plan (IEP) for transition age students, (age 14 and older) with disabilities. They help guide the development of an IEP that prepares the student for a successful transition from school to adult life, with a focus on achieving their unique aspirations and needs.

Therefore, schools must ensure that the IEP includes appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment, and where appropriate, independent living.

POSTSECONDARY GOALS LEGAL REQUIREMENTS

Texas Administrative Code (TAC) 89.1055(j)-In accordance with 34 CFR, §300.320(b), beginning not later than the first IEP to be in effect when the student turns 16 years of age or younger if determined appropriate by the ARD committee and updated annually thereafter, the IEP must include the following:

(I) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

TYPES OF POSTSECONDARY GOALS

Postsecondary Goals (PSGs) are measurable and observable projections of what the student wants to do after graduation based on the information from the student's age-appropriate transition assessment.

EXAMPLES OF TRAINING/EDUCATION

The following are options for education/training: On-the-job training, specific vocational or career field, 2 or 4-year college, technical college, Vocational Technical School, certificate program, short-term education or employment training programs, etc. (not an exhaustive list)

EXAMPLES OF EMPLOYMENT

The following are various types of work arrangements: Paid, not paid, volunteering, military, job shadowing, and self-employment (not an exhaustive list)

EXAMPLES OF INDEPENDENT LIVING SKILLS

The following list represents some important areas of independent living skills: Money management, self-determination, leisure/recreation, home maintenance, personal care, community participation, transportation, and safety (not an exhaustive list)

POSTSECONDARY GOAL FORMULA

Postsecondary goals can be structured to include all specific elements and measurable outcomes. The first segment indicates that the goal is set after high school graduation. The second segment ensures that the target pertains to a specific student. The third segment outlines the behaviors or activities the student will engage in during their adult life after leaving public school. Lastly, the final segment specifies the location.

		WILL		
(AFTER HIGH SCHOOL)	(STUDENT)		(BEHAVIOR)	(WHERE & HOW)
		WILL		
(AFTER GRADUATION)	(STUDENT)		(BEHAVIOR)	(WHERE & HOW)
		WILL		
(UPON COMPLETION OF HIGH SCHOOL)	(STUDENT)		(BEHAVIOR)	(WHERE & HOW)

EXAMPLES OF POSTSECONDARY GOALS

TRAINING

After high school, Steve will enroll in a welding training program at ABC welding to complete requirements for a welding certification.

EDUCATION

After graduation Bruce will attend the Career and Community Studies Program at a local community college.

EMPLOYMENT

After graduation, Natasha will obtain part-time work through supported employment funded by the Medicaid waiver program.

INDEPENDENT LIVING

Upon completion of high school, Tony will obtain his driver's license by enrolling in a DPS program.

KEY POINTS TO CONSIDER WHEN WRITING POST SECONDARY GOALS (PSGs):

- All students must have both Education/Training AND Employment.
- Independent Living Skills (where appropriate)-**The ARD committee for each student should review data and the transition assessment to determine if it is appropriate to write a PSG in the area of Independent Living Skills.
- All PSGs need to be measurable.
- Using the verb “will” creates a measurable outcome for PSGs measurable.
- Verbs such as “plans to” “hopes to” or “think about” are not measurable outcomes.
- PSGs need to show the outcome occurs after high school.
- PSGs will not be accomplished while in high school. The the purpose of a PSG is to help guide the transition planning and prepare the student for post school success.