



Measurable Postsecondary Goals

Measurable 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.

They must be updated annually. If the student changes them or the student changes their Desired Post-School Activities.

And they should be related to the rest of the IEP.

Plan Outline mtIEP20 Individualized Education Plan Enrollment Information Student Information Guardian Information Strengths/Concerns/Interests Consideration of Special Factors Transition Services Postsecondary Goals Course of Study Transition Services Needed Transfer of Rights High School Graduation PLAAFPs/MAGs Progress Report Frequency Special Education Services Related Services	Postsecondary Goals 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. Training or Education: <input type="checkbox"/> Three months after high school, Ned will enroll in MSU to start course work to get his degree in computer science or engineering. Employment: <input type="checkbox"/> After high school, Ned will get a part-time job, to help pay for college. Where appropriate, Independent Living Skills: <input type="checkbox"/> NA
--	---

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. Make sure the goal is to be complete when the student graduates from high school.

Postsecondary Goals 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.
Training or Education: <input type="checkbox"/> After high school, Sunny will attend cooking classes at the adult education program in town so she can learn more about baking.
Employment: <input type="checkbox"/> One month after high school, Sunny will get a job at a local bakery or coffee shop.
Where appropriate, Independent Living Skills: <input type="checkbox"/> After high school, when Sunny and Martha have the supports in place to live in an apartment, the two best friends will find a place to live together.

Some examples of this are:

- Three months after high school, Ned will enroll and attend Montana State University.
- After high school, the student is going to get a job in a restaurant to prepare for culinary school.
- Six months after high school, the student is going

to get their own apartment so they can live independently.

- Several years after high school, the student is going to get adult services so they can get a job and work in the community.

You can say a specific time, or you can be just generic and say “after high school, the student will....”

Updating Measurable Postsecondary Goals

Let's say Carlos wants to be a police officer all four years of his Transition IEP. I don't have to change his measurable postsecondary goal. All you have to do is make sure that everything around those goals in the IEP is updated. Like the transition services needed, present levels, measurable, annual goals, and age-appropriate transition assessments are all of the things in the IEP that are going to be changing and updating around the measurable postsecondary goals for the measurable postsecondary goals to be considered successfully updated if the wording does not change.