**APPROPRIATE MEASURABLE POST-SECONDARY GOALS (PSG)**

**WHAT IS A PSG?**

A post-secondary goal is generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school). The PSG must be based upon age-appropriate transition assessments. A measurable postsecondary goal provides outcome, not just a process for the student and it must be able to be counted, tabulated or observed. There must be at least one goal for education or training, and employment for all students. Some students, based on assessment information, may require a goal for independent living.

**WHO NEEDS PSG?**

All students who have an IEP effective when the student turns 16 (or younger, if determined appropriate by the IEP team), must have PSGs. The PSGs must be developed annually at the student’s IEP meeting.

**WHAT IS REQUIRED?**

A PSG must be written for the areas of education, training, employment, and independent living skills when appropriate.

* A PSG must be written for education, training. Post-secondary goals for Education, Training can include such options as:
* 4 year college or university
* 2 year community or technical college
* Less than 2 year vocational or technical school program
* Short-term educational or employment training program (i.e. Job Corps)
* High school completion document (i.e. GED)
* AmeriCorps

*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 of more post-secondary goals addressing those areas. This guidance, however, is not intended to prohibit the IEP Team from developing separate post-secondary goals in the areas related to training and education in a student’s IEP, if deemed appropriate by the IEP Team, in light of the student’s post-secondary plans.*

* A PSG must be written for employment. Post-secondary goals for Employment may include such options as:
* Competitive employment
* Military
* Self-employed
* Family business
* Supported employment
* A PSG may be written for independent living skills. Post- secondary Independent Living skills goals can include such options as:
* Money management
* Grocery shopping
* Housekeeping
* Meal preparation
* Transportation
* Recreation

**WHO WRITES THE PSGs?**

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

**IS THERE A FORM I SHOULD USE?**

The PSGs are part of the IEP and should be documented on the Transition page of the IEP.

**Example: POST SECONDARY GOALS by STUDENT DIRECTION**

|  | **Appropriate Measurable Post-Secondary Goals** | | | |
| --- | --- | --- | --- | --- |
| **Student Direction:** | **Education** | **Training** | **Employment** | **Independent Living** |
| **COLLEGE**  Receiving services from:  COLLEGE OR UNIVERSITY    ***Allison*** | After graduation from high school, **Allison** will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development. | | After graduation from college, **Allison** will become an early childhood education teacher in Pendleton School District. | Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners. |
| **TRADE SCHOOL - TECHNICAL SCHOOL**  Receiving services from:  ***C:\Users\Jackie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\62OYZRFJ\MP900448444[1].jpg***OVRS  ***Alex*** | After graduation from high school, **Alex** will enroll at ITT Technical Institute (a technical school) and take a business math class to improve his work related math skills and to advance his career in business. | | After finishing high school **Alex** will increase his work hours from 10 hours per week to 20 hours per week in the business department of Office Depot. | Upon completion of high school, with the assistance of the Springfield OVRS Office, **Alex** will develop better communication skills with supervisors |
| **Center-Based Program**  **Receiving supports from Developmental Disability**  **images.jpg**  **Services**  **Rolanda** | After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports. Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self employment | | Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation. | After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall. |