

**Colorado Department of Education
Exceptional Student Services Unit
Secondary Transition IEP Requirements**

Updated Post School Goals (PSGs) pages
January 17, 2020

The following pages replace pages for Question 1 in all previous versions of the Indicator 13 Compliance & Quality Tips

Question 1

Are there appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills?

34 C.F.R. § 300.320(b)(1)

COMPLIANCE POINTS:

- Appropriate measurable postsecondary goals (PSGs) are required in the areas of education/training, and career/employment, and, where appropriate, independent living skills.
- PSGs must focus on what the student will do after exiting the public school system. Because a student in 18-21 transition programs is still part of the public school system, PSGs must address what the student will do after exiting an 18-21 program.
- PSGs are required in training/education and career/employment, regardless of the severity of the student's disability.

QUALITY TIPS:

- If the IEP team determines that a PSG is not needed for independent living skills, it is best practice to indicate, "Based on assessment data, no goal is needed."
- The PSG should succinctly state what the student will do and be based on findings from transition assessment conducted with the student.
- Use an active rather than passive voice; e.g., "The student will participate in on the job training," rather than, "Will receive on the job training."
- PSGs in education/training, career/employment, and if appropriate, independent living, should have supporting annual goals and transition services.
- The degree of specificity will be individualized.

Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.

Question 1

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Examples

PSG EDUCATION/TRAINING (required)

- After graduation, Henry will attend the Institute of Animal Technology to become a Vet Tech.
- After high school, Jackie will participate in on the job training at the Denver International Airport.
- Following exit from the district's 18-21 year old services, Maria will complete vocational training at the Denver Culinary Institute.
- Following high school, Troy will attend a four year college for business management.
- Damian will attend a community based vocational program after he exits public education.

PSG CAREER/EMPLOYMENT (required)

- After graduation, Carl will work at a restaurant or other food service business.
- Following graduation, Ashley will volunteer in the community with support of the local Community Centered Board.
- While attending a two-year college I will work part-time at a pet store. After graduating from a two-year college with my associate's degree, I will work full-time as a vet tech.
- Following high school, Paul will work at the local hospital with a job coach.

PSG INDEPENDENT LIVING SKILLS (where appropriate)

- After graduation, Bill will live at home and independently participate to the maximum extent possible in his daily routines (e.g., feeding, dressing, bathing, etc.).
- After completion of 18-21 year old services, Jackie will prepare for each day by dressing and feeding herself with assistance.
- After graduation, Barry will live independently in his own home/apartment, schedule appointments, pay his own bills, and access services in his community by using the city bus.
- Following Devon reaching maximum age for services in the secondary school system, he will live semi-independently with a roommate in an assisted living environment and utilize public transportation to access his community.
- N/A- Based on assessment data, June has the skills to live independently and no goal is needed.