**Sample formulas for writing postsecondary goals**.

This is a sample and only one way to develop goal statements.

**Postsecondary Goals for the required areas of Training/Education and Employment combined:**

* John’s goal for after graduation is to enroll in courses at the Community and Technical College to work in the field of medical technology.
* Jakes goal for after graduation is to complete welding courses at Jefferson Community College and become a self-employed welder.
* 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.
* After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program and be employed part-time in a local business with supports.
* After high school, Jodi’s goal is to improve job skills through a job training program to be able to work in a retail setting.
* After graduation, Glenn’s goal is to continue on-the-job training at his family’s business.
* After graduating, Paulo’s goal is to participate in training to improve his work skills in his job at a grocery store.
* Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.

**Examples of Postsecondary Goals for Independent Living:**

* Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.
* After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.
* After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.

**Points to Remember:**

* 1. Notice that the first eight (8) examples cover the two areas of training/education and employment in one statement. This seems to be the easiest way to write the postsecondary goals. Of course the IEP recorder could break the goals down into individual parts, one statement of training/education; one statement for employment, for example.
  2. The last three examples cover the area of independent living.
  3. The recommended way of stating the postsecondary goal is to state what the student’s goal is “after graduation” or “after completing high school.” This is to emphasize the point that postsecondary goals are goals the student has for after leaving the school system.
  4. The postsecondary goal is measurable. The expectation or behavior is explicit since it occurs or does not occur, as in the first example, John enrolls at the college or he does not.

Notice that some examples give more specific information than others, depending on the age of the student or how many years are left for planning and other factors the ARC discusses.



**Goals that DO NOT meet the Indicator 13 Standards**

After high school, John plans to attend the community

college near his home. (Education/Training)

John wants to manage the computer labs at the college he

attends. (Employment)

John hopes to work in the field of information technology

when he graduates. (Employment)

These are some non-examples of postsecondary goals.

*These goals* ***do not*** *meet I-13 standards for 49a for the following reasons:*

* *“plans to” and “wants to” and “hopes to” do not indicate an observable behavior (all examples)*
* *It is not clear whether the goals take place after graduation from high school (second example)*