

**IDEA 04 –
-- including “Appropriate Measurable Postsecondary Goals”
in the IEP**

Section 614 (d) (1) (A) (i) (VIII)

beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter:

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

(bb) the transition services (including courses of study) needed to assist the child in reaching those goals; and

(cc) beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child’s rights under this title, if any, that will transfer to the child on reaching the age of majoring under section 615(m).

When is it required?

- beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter

What is an “appropriate measurable postsecondary goal?”

- “appropriate”
 - based on the individual student’s strengths, needs, interests, and preferences
 - based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills

What is an “appropriate measurable postsecondary goal?”

- “measurable”
 - Observable, countable, you can see it

What is an “appropriate measurable postsecondary goal?”

- “postsecondary”
 - Goals for the student to work toward while in high school in preparation for life after high school

Where it ‘fits’ in Kentucky

- We already do IGP’s (ILP’s) with some transition assessments
- We already determine the desired post-school outcomes (IGP/ILP and transition page of IEP)
- We already determine the needed transition services (IGP/ILP and transition page of IEP)
- We need to fill in the missing “goal statement”

Example Only

Postsecondary Goals and Transition Services

(Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter)

Needs Related to the Course of Study

Has Individual Graduation Plan (IGP) been developed?

Yes. No. If no, do not proceed with development of IEP until IGP is developed.

Desired Post School Outcomes/Services (Check those which apply)

Employment

- Competitive
- Supported
- Military

Post-Secondary

- Community College
- Technical College
- University

Living Arrangements

- Independent Living
- Supported
- Unsupported?
- Group Home
- Parents or Relative

Community Participation

- Supported
- Unsupported

Required Transition Services Including Statement of Interagency Linkages and Responsibilities	
Postsecondary Goals and Transition Services Needed to Assist in Reaching Goals	Agency Responsible
Employment/ Post-Secondary Education Goal: Anita demonstrates a desire to obtain a job within a daycare or childcare facility..	
Activities and services to move toward goal:	
1. Course of Study leading to a diploma – see attached ILP projected Course of Study	School staff
2. Self Determination goals and objectives – see goal #3 and #5	School Staff
3. Obtain information from DVR, prepare for referral during her senior year	School Staff and DVR
4. Refer Anita to Supported Employment service provider	School Staff and Supported Employment
5. Participation in Job Shadowing Program	School Staff; community businesses
6. Transportation provided to work sites (for job shadowing)	School Staff
7. Update career interest inventories	School staff
Independent Living Post-Secondary Goal: Anita indicates a desire to live independently in her own home or apartment.	
Activities and services to move toward goal:	
1. Daily Living goal and objectives – see goal #2	School staff
2. Refer Anita to MH/MR for independent living assessment	School staff
3. Conduct person centered planning with Anita and her family	School staff

4. Apply for DD eligibility	School staff and family
Community Participation Post-secondary Goal: Anita will participate in a variety of supported community activities.	
Activities and services to move toward goal:	
1. Referral to Mental Health/Mental Retardation for case management services	School staff, MH/MR
2. Anita will participate in social skills instruction (see goal #6)	School staff

Example Only

Postsecondary Goals and Transition Services

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Needs Related to the Course of Study

Has Individual Graduation Plan (IGP) been developed?

Yes. No. If no, do not proceed with development of IEP until IGP is developed.

Desired Post School Outcomes/Services (Check those which apply)

Employment

- Competitive
 Supported
 Military

Living Arrangements

- Independent Living
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Post-Secondary

- Community College
 Technical College
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Community Participation

- Supported
 Unsupported

Required Transition Services Including Statement of Interagency Linkages and Responsibilities

Postsecondary Goals and Transition Services Needed to Assist in Reaching Goals	Agency Responsible
Postsecondary Goal: Tiffany wants to work in a factory	
Activities and services to move toward goal:	
Course of Study leading to a diploma – see attached ILP projected Course of Study	School staff
Obtain information from DVR, prepare for referral during her senior year	School Staff and DVR
Guidance in completing job applications and resumes	School Staff; (guidance office)
Linkage to Department for Employment Services	School Staff

Example Only

Postsecondary Goals and Transition Services

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Needs Related to the Course of Study

Has Individual Graduation Plan (IGP) been developed?

Yes. No. If no, do not proceed with development of IEP until IGP is developed.

Desired Post School Outcomes/Services (Check those which apply)

Employment

- Competitive
- Supported
- Military

Living Arrangements

- Independent Living
- Supported
- Unsupported?
- Group Home
- Parents or Relative

Post-Secondary

- Community College
- Technical College
- University

Community Participation

- Supported
- Unsupported

Required Transition Services Including Statement of Interagency Linkages and Responsibilities	
Postsecondary Goals and Transition Services Needed to Assist in Reaching Goals	Agency Responsible
Postsecondary Goal: Debbie wants to work and attend community college	
Activities and services to move toward goal:	
Course of Study leading to a diploma – see attached ILP projected Course of Study	School staff
Obtain information from DVR, prepare for referral during her senior year	School Staff and DVR
Linkage to Disability Services Coordinator	School Staff and College
Guidance in college applications and financial aide	School Staff (guidance office)