Tips for Aligning Measurable Postsecondary Goals with Measurable Annual IEP Goals

For each post-secondary goal, there must be a measurable annual IEP goal or goals that will help the student make progress towards the stated postsecondary goals.
The measurable annual IEP goals should address identified needs for the student, as explained in the IEP.
IEP goals should be in place to support each identified measurable postsecondary goal area. A measurable annual IEP goal may support more than one postsecondary goal.
Be sure to connect the measurable annual IEP goal to the PLAAFP, the baseline data, the identified needs and the attainment of MPSG's.
Annual IEP goals to support postsecondary activities can be written within the general curriculum (for example, a math goal), or outside of the general curriculum, such as transportation, prevocational, life skills training, or affective, work skills, etc.
An annual goal should have baseline, a skill or behavior to be achieved in a given timeframe, as well as the criteria and the method that will be used to measure progress. **(This information can be found in the goal or elsewhere in the IEP)**

SAMPLE 1) Joe has a measurable postsecondary goal in education to attend a technical institute to become a carpenter after graduating from high school. A possible example of a measurable annual IEP goal that links to his transition needs (math issues?) could be:

Currently, when Joe is given computation problems using fractional numbers with differing denominators, he is able to compute 3 out of 5 correctly.

Annual Goal: Considering Joe will become a carpenter, by September 2020, when Joe is given computation problems using fractional numbers with differing denominators, he will be able to compute the correct answer 5 out of 5 trials as measured on monthly teacher made assessments and documented in the teacher's record book

Explanation: Joe has a disability that impacts his achievement in math and he will need to learn how to do fractional math problems as a carpenter.

- **Improving these math skills will aid him in reaching his postsecondary employment goal to become a carpenter.**
- **Improving these math skills will possibly aid him in achieving his training and education postsecondary goal(s), as well.**

SAMPLE 2) After graduating from high school, Mary will work part time as a dietary aide at a local nursing home. A possible example of measurable annual IEP goal that links to her transition needs (affective issues?) could be:

Currently, when Mary is introduced to someone new, she engages with the person by making eye contact and engaging in conversation by asking a question or responding to a question/comment 2 out of 5 initial meetings.

Goal: Considering Mary will become a dietary aide, by September 2020, when introduced to a person that Mary is meeting for the first time, she will engage with the person by making eye contact and engaging in conversation by asking a question or responding to a question/comment as measured monthly in 4 out of 5 initial meetings and documented in the teacher's record book.

Explanation – As explained in the PLAAFP, Mary has trouble interacting appropriately with people she does not know, and she will need to develop appropriate social skills for the work environment.

SAMPLE 3) After exiting school, John will work at the auto assembly plant in his hometown. A possible example of a measurable annual IEP goal that links to his transition needs (math issues? daily living skills?) could be:

Math Calculation: Currently, when John is presented with a sample time card, he independently computes the hours worked and calculates gross wages for that time period, with 80% accuracy, 4 out of 5 pay periods.

Annual Goal: Considering John will work at the auto assembly plant, by September 2020, when John is presented with a sample time card, he will independently compute the hours worked and calculate gross wages for that time period, with 100% accuracy, 5 out of 5 pay periods as assessed bi-weekly and documented in the teacher's record book.

Math Application: Currently, when John is given 10 entries in his checkbook (debits and credits), using a calculator, he is able to compute the correct balance with 80% accuracy, in 4 out of 5 trials as noted in the teacher's record book.

Annual Goal: Considering John will work at the auto assembly plant, by September 2020, when John is given 10 entries in his checkbook (debits and credits), using a calculator, John will compute the correct balance with 100% accuracy, in 5 out of 5 trials, assessed monthly, and documented in the teacher's record book.

Explanation- As explained in the PLAAFP, one of the adult living skills that John will need to learn is how to track his pay and balance his checkbook. This will help him achieve his measurable postsecondary goal of living independently in his own place.