

Postsecondary Goals Planning Worksheet



Postsecondary refers to the time beyond high school. Starting with the IEP to be in effect when a student is 14 years old, regardless of the student’s eligibility category, the IEP must include postsecondary goals in the areas of education/training, employment, and, when appropriate, independent living. Quality postsecondary goals are long-term and meant to be accomplished after the student leaves high school. Postsecondary goals should be based on the student’s preferences and interests and aligned with secondary transition assessment data.

Postsecondary goals must be measurable and supported by results from a variety of age-appropriate transition assessments (formal and informal). When administering transition assessments, parental consent is not required as the LEA is not using the data to determine if a student has a disability. Age-appropriate assessments are used to develop postsecondary goals based on the student’s strengths, interests, and preferences.

Postsecondary goals should guide decisions made about the secondary transition services and activities. Postsecondary goals should be aligned to the student’s general education Personalized Education Plan (PEP) for students in the 8th grade or above. This includes alignment with courses of study and the student’s stated postsecondary interests (i.e., what they want to do after high school).

Below is a template to support IEP Teams as they draft postsecondary goals that are aligned to the transition assessments for ALL students with disabilities ages 14 – 21.

Student: _____ Date: _____

Grade: _____

Transition Assessment(s) - Use the results from age-appropriate transition assessment to describe the implications for secondary transition services and activities. See the [West Virginia Guidepost to Graduation Secondary Transition Assessments Resource Bank](#) for assistance in choosing an age-appropriate transition assessment.

Name of Assessment	Date	Results

Student interests and preference(s) - this information is based on interview and/or observation and is documented by the student or an adult. These are considered informal age-appropriate transition assessments.

1. POSTSECONDARY EDUCATION/TRAINING (required)

What is the student's postsecondary education/training goal?

A. Is the postsecondary education/training goal consistent with the **age-appropriate** transition assessments?

Yes ☐ No ☐

If **yes**, list the data sources and outcomes.

If **no**, what is missing?

B. Is the postsecondary education/training goal consistent with the **student's preferences and interests**?

Yes ☐ No ☐

If **yes**, list the data sources and outcomes.

If **no**, what is missing?

2. POSTSECONDARY EMPLOYMENT *(required)*

What is the student's postsecondary employment goal?

A. Is the postsecondary education goal consistent with the ***age-appropriate*** transition assessments?

Yes ☐ No ☐

If **yes**, list the data sources and outcomes.

If **no**, what is missing?

B. Is the postsecondary employment goal consistent with the ***student's preferences and interests***?

Yes ☐ No ☐

If **yes**, list the data sources and outcomes.

If **no**, what is missing?

3. POSTSECONDARY INDEPENDENT LIVING (when appropriate)

What is the student's postsecondary independent living goal? NOTE: This goal must be considered and if the IEP Team determines that it is not appropriate, the goal needs to show N/A or include a statement.

A. Is the postsecondary independent living goal consistent with the **age-appropriate** transition assessments?

Yes ☐ No ☐

If **yes**, list the data sources and outcomes.

If **no**, what is missing?

B. Is the postsecondary employment goal consistent with the **student's preferences and interests**?

Yes ☐ No ☐

If **yes**, list the data sources and outcomes.

If **no**, what is missing?

The following document provides additional information on how student files are reviewed for monitoring postsecondary goals: [West Virginia Transition File Review Form \(2023\)](#).

NOTE: These resource materials are adapted from "Writing High Quality Secondary Transition Plans" course purchased by WVDE in 2022 and revised for web site publishing.