

## Handout #2

# Understanding Measurable Postsecondary Goals

### Why do we develop measurable postsecondary goals?

- It is required under the reauthorization of the Individuals with Disabilities Education Act 2004. The law went into effect on July 1, 2005.

### Who needs to have measurable postsecondary goals and when are they developed?

- Any student who will turn 14 during the timeframe of the IEP, or younger, if determined appropriate by the IEP team.

### What is a measurable postsecondary goal?

- A statement that articulates what the student would like to achieve after high school.
- It is based on the student's strengths, preferences, and interests.
- It is based on age-appropriate transition assessment.
- It is written for the following areas:
  1. Education/Training and
  2. Employment
  3. Independent Living (if appropriate)

*Education* - 4 year college or university, technical college, 2 year college, etc.

*Training* – specific vocational or career field, independent living skills training, vocational training program, apprenticeship, on-the-job training, job corps, etc.

*Employment* – paid employment (competitive, supported, sheltered); non-paid employment (volunteer, in a training capacity): military, etc.

*Independent Living* – adult living, daily living, independent living, financial, transportation, etc.

### How is a measurable postsecondary goal written?

- Use results-oriented terms such as “enrolled in”, “work”, and descriptors such as “full-time” or part-time”.

Training – Bob will enroll part-time in an emergency medical technician training program.

Education – Donna will be enrolled full-time at Cape Fear Community College and obtain an associates degree in computer networking.

Employment – Dave will work full-time for the fire department, hospital, or ambulance service.

Independent Living – Kim will live independently in her own apartment or home.

**A postsecondary goal** is not the *process* of pursuing or moving toward a desired outcome.

Note: There would be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school. Ex. – “After high school, John will enroll in the general Associates Degree program at.....” (John is in 11<sup>th</sup> grade.)

**Language that is not effective for writing a measurable postsecondary goal(s) as identified by the National Secondary Transition Technical Assistance Center:**

- “Plans” does not indicate something will occur or explicit behavior by the student will occur after high school.
- “Learning about something” is not measurable.
- “Wants” not measurable, does not indicate an explicit behavior by the student that will occur after high school”
- “Student thinks they will do something” – goal written as process, not outcome
- “Student will need to continue to work on skills” - not written as goal, but stated as a need
- “Student hopes to work” – “hopes” not observable/measurable
- “Student will apply for services” is an activity not an outcome
- “Student will work with” not measurable
- “Student will get a job” – getting a job measurable, but not clear if it will happen after high school
- “Student will learn to use the bus” – expectation for learning, or behavior not explicit and not clear if will happen after high school
- “Student will pass class so they can apply for college” – apply is an activity or process, not an outcome and it occurs before student leaves school.

**KEY PHRASE: “after high school”**