

# Understanding Measurable Postsecondary Goals

## Why do we develop measurable postsecondary goals?

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

## Who needs to have measurable postsecondary goals and when is one 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. (This will usually be located on the I-8 form of the IEP).
- It is based on the student's strengths, preferences and interests
- It is based on age appropriate transition assessment
- It is written for **both** training/education and employment and where appropriate, independent living:

Training/Education – specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, job corps, 4 year college or university, technical college, 2 year college, etc.

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

Independent Living, (where appropriate) – adult living, daily living, independent living, financial, transportation, etc.

**Note:** Training/Education and Employment may be combined to create one measurable post secondary goal or two goals can be written separately as long as both education/training and employment are included.

## How is a measurable postsecondary goal written?

- Begin with, “After high school” or “After graduation” and use results-oriented terms such as “enrolled in”, “work” and descriptors such as “full time” or “part time”.

Training/Education – *After high school*, Bob will *be enrolled part time* in an emergency medical technician training program.

Employment – *After high school* upon completion of his training program, Bob will *work full time* for the fire department, hospital or ambulance service.

OR these may be combined to create one goal such as:

Training/Education and Employment – *After graduation*, Bob will be enrolled part time in an emergency medical technician program to prepare him to work full time for the fire department, hospital or ambulance service.

Independent Living Skills – *After graduation*, Kim will *live independently* in her own apartment or home.