

## Understanding Measurable Postsecondary Goals

### Why do we develop measurable postsecondary goals?

- It is required under the reauthorization of Individuals with Disabilities Education Act 2004 and Article 7.

### 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.
- It is based on the student's strengths, preferences and interests
- It is based on age appropriate transition assessment
- It is written for of the following areas:

Training – specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, job corps, etc. **OR**

Education – 4 year college or university, technical college, 2 year college, etc.

Employment – paid employment (competitive, supported); military, etc.

If needed, Independent Living Skills – adult living, daily living, independent living, financial, transportation, etc.

### How is a measurable postsecondary goal written?

- Use results-oriented terms such as “enroll”, “obtain”, “participate in”, “live”, “work” and descriptors such as “full time” or “part time”.

Training - Bob will *be enrolled part time* in an emergency medical technician training program.

Education – Donna will *be enrolled full time* at Western Community College and obtain an associate degree in computer networking.

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

Independent Living Skills –Amy will *independently prepare* for work each day, including dressing herself, making her lunch, and accessing transportation.