Describe what student wants to do!

* Based upon age-appropriate transition assessments
* Related to training, education, employment and, where appropriate, independent living skills

Appropriate Measurable Postsecondary Goals

For students who turn **16** when the **most recent** IEP is in effect or who are older than 16, the IEP includes appropriate **measurable postsecondary goals** based upon age-appropriate transition assessments related to training/education, employment and, where appropriate, independent living skills.§300.320

Excerpt: Oregon Standard IEP

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| **Transition**:  Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills: |
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# Rules for Writing Appropriate Measurable Postsecondary Goals

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| * Focus must be:   + postsecondary education/postsecondary training;   + postsecondary employment; and   + where appropriate, independent living skills. |
| * Activity occurs **AFTER** graduation, and it is clearly stated that the goal will occur after graduation. |
| * Goals are measurable and can be observed and/or counted. |
| * The expectation, or behavior, is explicit. |
| * Goals are based on age appropriate transition assessment (assessment results included in Present Levels) |
| * Identifies an outcome, not a process |

National Secondary Transition Technical Assistance Center logo

**Content derived from Post Secondary Goals Training Materials, National Secondary Transition Technical Assistance Center. Formatting by Oregon Department of Education.**

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Technical Assistance Center

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# Postsecondary Goals: Education/Training

**These are examples of measurable postsecondary goals in the domain of education/training.**

Example 1: Upon completion of high school, John will enroll in courses at Ocean County Community College.

a. This goal is compliant for the following reasons:

1. Participation in postsecondary education is the focus of this goal.
2. Enrollment at a community college can be observed, as in John enrolls in courses or he does not.
3. The expectation, or behavior, is explicit, since John enrolls at the community college or he does not.
4. Enrollment at a community college occurs after graduation, and it is stated that this goal will occur after graduation.

*NOTE: Note that there would likely be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school. John’s goal could be made more specific by including a phrase such as “will enroll in the general Associates Degree program at….”*

*Nonexample*: Upon graduation, John will continue to learn about life skills and reading.

b. This goal is not compliant for the following reasons:

* + Participation in learning is the focus of this goal, but no specific place or program is specified.
  + The expectation for learning, or behavior, is not explicitly stated

Example 2: Allison will obtain a four-year degree from a liberal arts college with major in Child Development.

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1. This goal is compliant for the following reasons:
   * Participation in postsecondary education is the focus of this goal.
   * Obtaining a degree at a college can be observed, as Allison gets a degree or does not.
   * Obtaining a college degree occurs after graduation from high school.

*NOTE: It is not necessary to specify the student’s major for the goal to be measurable, however, increased specificity in postsecondary goal statements (when the student articulates this information) can improve the relevance of services provided during high school.*

*Nonexample*: The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.

b. This goal is not compliant for the following reasons:

* + “Plans” does not indicate something that must occur after high school and can be ongoing after exit: “will enroll” would make this a measurable postsecondary goal.

Example 3: Upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.

1. This goal is compliant for the following reasons:

* Participation in training is the focus of this goal.
* Successful completion of a welding certificate can be observed, as in Jamarreo meets the requirements of the coursework or he does not.
* The expectation, or behavior, is explicit, as in Jamarreo attains the certificate or he does not.
* It is stated in this goal that the training will occur after graduation.

*Nonexample*: Jamarreo will learn about welding.

b. This goal is not compliant for the following reasons:

* + Learning about welding is not measurable as stated. This goal is not measurable, as no criterion or timeframe is identified.
  + The expectation for learning, or behavior, is not explicitly stated.
  + It is not stated that the goal will occur after graduation.

Example 4: The fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College.

1. This goal is compliant for the following reasons:

* Enrolling in courses in a postsecondary education environment is the focus of the goal.
* Enrolling in courses (or not) can be observed.
* The goal will occur after Jodi leaves high school.

*Nonexample*: After leaving high school, Jodi wants to take some classes

b. This goal is not compliant for the following reasons:

* “Wants” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

Example 5: After high school, Alex will take a business math class at Kings College (a technical school).

1. This goal is compliant for the following reasons:

* Enrolling in a course in a postsecondary education environment is the focus of the goal.
* This goal corresponds with Alex’s other postsecondary goal of continuing employment (that is highly math skill focused) with a local business.
* This goal reflects Alex’s strengths in the area of math.

*Nonexample*: Alex thinks he’ll major in math in college

b. This goal is not compliant for the following reasons

* + The goal is written as a process, rather than an outcome that can be demonstrated.

Example 6: After graduation from high school, Lissette will complete the non-degree program at Montgomery County College.

1. This goal is compliant for the following reasons:

* Completing a postsecondary education program is the focus of the goal statement.
* This goal is consistent with Lissette’s other employment and independent living postsecondary goals and could support her attainment of her other goals.
* The goal is stated as occurring after Lissette is no longer receiving services in high school.

*Nonexample*: Lissette wants to go to college

b. This goal is not compliant for the following reasons

* “Wants” is not measurable.
* There is no component of the goal statement that indicates the goal will occur after Lissette’s secondary school experience.

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Example 7: After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program.

1. This goal is compliant for the following reasons:

* Attending a center-based program focused on training is the focus of this goal statement.
* Improving the skills noted is an explicit outcome for Jeremy.
* Improving skills and attending the program are observable goals.

*Nonexample*: After high school, Jeremy will need to continue to work on his self-care skills

b. This goal is not compliant for the following reasons

* + The statement provided is not written as a goal for Jeremy, but as a need that will need to be addressed after high school.

Example 8: After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.

1. This goal is compliant for the following reasons:

* On-the-job training in a postsecondary environment is the focus of this goal statement.
* Participation in the training is measurable and is stated as an explicit outcome for Paulo.
* The training will occur after graduation from high school.
* The goal identifies an outcome, not a process.

*Nonexample*: After graduation, Paulo will get a job at a grocery store

b. This goal is not compliant for the following reasons

* + Obtaining employment is not a postsecondary education/training goal.

Example 9: Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.

1. This goal is compliant for the following reasons:

* Participation in training is the focus of the goal.
* Participating is an observable behavior.
* Activity occurs after graduation.
* Expectation is explicit.

*Nonexample*: After leaving high school, Kevin plans to attend courses the local community college.

b. This goal is not compliant for the following reasons

* + “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.
  + This goal does not state the purpose of attending a community college. Stated in observable terms, this may be a reasonable goal for Kevin if specialized academic, functional, and occupational curricula (e.g., compensatory education) are available at the community college.

# Postsecondary Goals: Employment

**These are examples of measurable postsecondary goal in the domain of employment.**

Example 1: John will work in an on-campus part-time job while in college.

1. This goal is compliant for the following reasons:

* Obtaining employment is the focus of the statement.
* Working part-time is an explicit outcome that can be observed.
* The phrase “while in college” indicates that the goal will occur after John has graduated from high school.

*Nonexample*: John will attend a job fair on the college campus.

b. This goal is not compliant for the following reasons

* + While “attending a job fair” is measurable, this statement suggests an activity toward a postsecondary goal.
  + This activity could occur while John is still in high school.

Example 2: After college, Allison will have a career in the field of early childhood education.

1. This goal is compliant for the following reasons:

* The focus of the goal statement is Allison’s postsecondary employment.
* While this is a long-term goal statement, it does indicate an outcome (having a career in a particular field) that can be observed as occurring or not.
* The outcome must occur after high school.

*Nonexample*: Allison hopes to work with young children someday.

b. This goal is not compliant for the following reasons

* + - “Hopes” is not a measurable outcome.
    - “Work with young children” does not necessarily indicate an employment goal.

Example 3: In the future Jamarreo will be a self-employed welder.

1. This goal is compliant for the following reasons:
   * + The action will occur after high school.
     + The result of this goal is observable (i.e., Jamarreo will or will not be a self-employed welder).

*Nonexample*: Jamarreo wants to work as a welder.

1. This goal is not compliant for the following reasons
   * “Want” is not an outcome.
   * This goal statement is not measurable.

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Example 4: Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.

1. This goal is compliant for the following reasons:

* It is stated that the goal will occur after graduation from high school.
* The goal is stated measurably: “receive services” and “participate” can be observed as occurring or not, within 1 year of graduation.

*Nonexample*: Upon completion of high school, Rolanda will apply for services through vocational rehabilitation to support her participation in a vocational center program.

1. This goal is not compliant for the following reasons

* This goal is an activity that should be achieved while Rolanda is still in school and does not reflect a postsecondary goal for her employment.

Example 5: The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.

1. This goal is compliant for the following reasons:

* Participation in employment is the focus of this goal.
* Attaining a part-time position in a retail environment can be observed, as in Jodi is hired or she is not.
* The expectation, or behavior, is explicit, as in Jodi either attains the identified position or does not. It is stated in this goal that community employment will be sought after graduation.

*Nonexample*: Upon graduation from high school, Jodi hopes to improve her vocational skills through work experiences.

b. This goal is not compliant for the following reasons

* “Hopes” is not an observable behavior.
* The expectation for learning, or behavior, is not explicitly stated.

Example 6: After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.

1. This goal is compliant for the following reasons:

* Participation in employment is the focus of this goal.
* Increasing work hours is measurable.
* The expectation, or behavior, is explicit, as in Alex continues employment, or does not and Alex accesses adult agency services monthly (or does not).
* It is stated in this goal that increased employment and use of adult services will occur after Alex leaves high school.

*Nonexample*: Alex will work with vocational rehabilitative services to ensure community employment.

b. This goal is not compliant for the following reasons:

* + Working with VR is not measurable as stated.
  + The expectation for learning, or behavior, is not explicitly stated.
  + “Ensure community employment” suggests a process, not an outcome.
  + It is not clear that the activities will continue to occur, or will occur after high school.

Example 7: After graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC that does not interfere with the schedule for her program there.

1. This goal is compliant for the following reasons:
   * + Obtaining part-time employment is observable.
     + The action will occur after graduation.

*Nonexample*: Lissette will get a job.

b. This goal is not compliant for the following reasons:

* + While “getting a job” is measurable it is unclear that this needs to occur after graduation from high school

**It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. The following examples illustrate goals that meet the criteria for measurable postsecondary goals in more than one domain.**

This is an example of a measurable post-secondary goal in the domains of education and employment.

Example 1: After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.

1. This goal is compliant for the following reasons:

* Enrolling in a four-year college is observable.
* Obtaining an undergraduate degree in history and education is measurable.
* Becoming a high school social studies teacher is also observable.
* The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
* These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

*Nonexample*: Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education

b. This goal is not compliant for the following reasons:

* It occurs before Jason will have left high school.

This is an example of a measurable post-secondary goal in the domains of education/training, employment, and independent living.

Example 2: The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.

1. This goal is compliant for the following reasons:

* Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
* Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
* Reporting to her job with Marriot Food Services is also a skill that can be observed.
* Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
* It is stated that the goal will occur after Stephanie exits high school.

*Nonexample:* Stephanie wants to get a job in food services and will develop skills to access the county’s public transportation system

b. This goal is not compliant for the following reasons:

* The goal is not measurable as stated.
* Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

# Postsecondary Goals: Independent Living

These are examples of measurable postsecondary goal in the domain of independent living.

***Example 1:* Upon completion of high school, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.**

a. This goal is compliant for the following reasons:

* + - * Participation in independent living skill development, specifically community participation, is the focus of this goal.
      * Use of the bus can be measured, as in Lissette performs the necessary activities or does not perform the activities.
      * The expectation, or behavior, is explicit, as in Lissette performs the required activities or she does not.
      * It is stated in this goal that the instruction will occur after graduation.

***Nonexample***: Lissette will learn to use the bus system.

b. This goal is not compliant for the following reasons:

* The expectation for learning, or behavior, is not explicitly stated.
* It is not stated that the goal will occur after high school.

***Example 2:* Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.**

1. This goal is compliant for the following reasons:
   * Participation in independent living skill development, specifically residential skills, is the focus of this goal.
   * Independently preparing for work each day is observable, as in Jeremy performs the necessary activities or does not successfully perform the activities necessary.
   * The expectation, or behavior, is explicit.
   * It is stated in this goal that the goal will occur after graduation.

***Example 3*: Upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.**

1. This goal is compliant for the following reasons:
   * Participation in independent living skill development, specifically community recreational activities, is the focus of this goal.
   * Joining a team is observable, as in Paulo joins the team or he does not, as in Paulo either performs the required activities or he does not.
   * The expectation, or behavior, is explicit, as in Paulo performs the required activities or he does not.
   * It is stated that the goal will occur after graduation.

***Example 4*: After graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/ media devices, choice making, etc.) and environment through the use of technology.**

***Example 5*: After graduation Rolanda will participate in community-integrated recreational /leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.**

***Example 6*: After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires**

a. These goals are compliant for the following reasons:

* Each goal is focused on Rolanda’s independent living (residential, self-care, community participation, communication skills).
  + Each goal is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”).
  + There are criteria for performing the postsecondary goals that make them explicit and observable.
  + The goals are stated as outcomes for Rolanda after high school, not activities or processes toward outcomes.

*Nonexample*: Rolanda should continue to use her facial expressions as a reliable mode to communicate her preferences as well as practice increasing her communication skills via eye gaze at concrete objects.

b. This goal is not compliant for the following reasons:

* + - While “using facial expressions” is measurable, it is not a postsecondary outcome, because Rolanda has already developed this skill.
    - “Practice increasing” is an activity toward an outcome of effective communication skills

***Example 7:* After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.**

***Example 8:* Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.**

***Example 9:* After graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with him regarding needs, wants, and desires.**

a. These goals are compliant for the following reasons:

* + Each goal is focused on Kevin’s independent living (residential, self-care, community participation, communication skills).
  + Each goal is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”).
  + There are criteria for performing the postsecondary goals that make them explicit and observable.
  + The goals are stated as outcomes for Kevin after high school, not activities or processes toward outcomes.

*Nonexample*: Kevin enjoys watching DVD’s, looking at books, listening to his IPod, watching his younger sister play video games, sitting with family for meals, and making music on his electronic keyboard.

b. This goal is not compliant for the following reasons:

* + - While this information includes a consideration for Kevin’s preferences and interests, he has already developed this skill.
    - No timeframe or date is stated for this goal. It is stated as an activity that is currently happening rather than a goal for the future.
    - “Enjoys” is neither observable nor measurable.
    - This is a statement of Kevin’s preferences, not what he will do after exiting secondary education.

# Postsecondary Goals: Education/Training, Employment, Independent Living

**It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. These are examples of measurable postsecondary goals in more than one domain.**

This is an example of a measurable post-secondary goal in the domains of education and employment.

Example 1: After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.

1. This goal is compliant for the following reasons:

* Enrolling in a four-year college is observable.
* Obtaining an undergraduate degree in history and education is measurable.
* Becoming a high school social studies teacher is also observable.
* The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
* These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

Nonexample: Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education

b. This goal is not compliant for the following reasons

* It occurs before Jason will have left high school.

This is an example of a measurable post-secondary goal in the domains of education/training, employment, and independent living.

Example 2: The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.

1. This goal is compliant for the following reasons:

* Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
* Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
* Reporting to her job with Marriot Food Services is also a skill that can be observed.
* Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
* It is stated that the goal will occur after Stephanie exits high school.

*Nonexample*: Stephanie wants to get a job in food services and will develop skills to access the county’s public transportation system

b. This goal is not compliant for the following reasons

* + The goal is not measurable as stated.
  + Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

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