

# Measurable Postsecondary Goals At-A-Glance

## LEGAL REQUIREMENT

Federal law requires that the IEP for transition-aged students must include “appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.” [34 CFR §300.320(b)(1)]

## WHAT ARE MEASURABLE POSTSECONDARY GOALS?

Measurable postsecondary goals are statements that describe what a student will do after exiting high school in the areas of education/training, employment, and (when appropriate) independent living.

- Education/Training: **ALWAYS REQUIRED**
- Employment: **ALWAYS REQUIRED**
- Independent Living: **REQUIRED WHEN APPROPRIATE**

## MEASURABILITY CRITERIA CHECKLIST

A compliant measurable postsecondary goal must:

- Occur **AFTER** exiting school services (i.e. receive standard diploma, school year they turn 21 years of age)
- Use **ACTION VERB** (will + verb) showing certainty
- Name a **SPECIFIC OUTCOME** that can be observed
- Be **MEASURABLE** by verification after graduation
- Directly connect to **ASSESSMENT RESULTS**

## GOAL FORMULA

**Basic Structure:** “[Timeframe] after high school/graduation, [Student] will [action verb] [specific outcome] [where/how].”

Domain	Formula Examples
<b>Education/Training</b>	“[Timeframe] after leaving school, [Student] will [enroll/attend/complete] [specific program] at [specific institution/location].”
<b>Employment</b>	“[Timeframe] after achieving their Oregon Diploma, [Student] will [work/be employed/obtain a position] in [specific field/industry] [with what supports if needed].”
<b>Independent Living</b>	“[Timeframe] after exiting school, [Student] will [live/manage/access] [specific living arrangement/activity/skill] [with what supports if needed].”

## EXAMPLES: COMPLIANT VS. NON-COMPLIANT

Domain	Compliant	Non-Compliant	Why Non-Compliant?
<b>Education</b>	“Within three years of graduating with an Oregon Diploma, Aiden will earn a welding certificate from Portland Community College.”	“Aiden wants to go to college for welding.”	Uses “wants to” instead of “will”; lacks specific outcome
<b>Employment</b>	“Within one year of leaving school, Jordan will work part-time in the retail industry with support from Vocational Rehabilitation.”	“Jordan will get a job after high school.”	Too vague; missing specific field and needed supports

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Domain	Compliant	Non-Compliant	Why Non-Compliant?
<b>Independent Living</b>	"Within two years of exiting school services, Sophia will live in an apartment with a roommate and manage her own finances."	"Sophia might live on her own someday."	Uses "might" instead of "will"; lacks specific outcome and timeframe

## COMMON PITFALLS & SOLUTIONS

Pitfall	Solution
Goal occurs <b>DURING</b> high school	Ensure statement explicitly indicates timing after achieving Oregon Diploma or exiting school services
Uses weak verbs (hopes to, plans to, wants to)	Replace with "will" + action verb showing certainty
Too vague or generic	Specify program, institution, field, industry, or living arrangement
Unmeasurable outcome	Ask: "Could this be verified after student exits school by calling the student?"
Not based on assessment	Explicitly connect goal to specific assessment results
Mixed domains in single goal	Create separate goal statements for each required domain (with exception of education/training when appropriate)
Goals not updated	Discuss and/or revise goals at the annual IEP meeting; if goals are reviewed, but not revised, document this in the IEP

## DECISION TREE: IS INDEPENDENT LIVING GOAL NEEDED?

- Do transition assessments indicate needs in:
  - Daily living skills?
  - Community participation?
  - Home living arrangements?
  - Financial management?
  - Transportation/mobility?
  - Medical/health management?
- If **YES** to **ANY** above → Independent Living goal may be required
- If **YES** to **ANY** above but IEP Team determines goal is not required → Document why Independent Living goal not needed
- If **NO** to **ALL** above → Document why Independent Living goal not needed

## QUICK COMPLIANCE CHECK

Before finalizing MPGs, verify:

- ☒ Education/Training goal is present
- ☒ Employment goal is present
- ☒ Independent Living goal included OR justification for omission
- ☒ All goals meet measurability criteria
- ☒ Each goal is supported by assessment data
- ☒ Goals reflect student's preferences and interests
- ☒ Goals provide clear direction for transition services

**Remember:** Quality measurable postsecondary goals are meaningful to the student, achievable with appropriate supports, and provide clear direction for transition planning.