

Measurable Postsecondary Goals Overview

The measurable postsecondary goals (MPGs) provide the context for all the planning that occurs during the development of the student's Individual Education Program (IEP) and must be in place by the time the student is 14 years old. The MPGs are based upon age-appropriate transition assessments and reflect the student's strengths, preferences, needs and interests— what the student wants to do.

Information from the student's Individual Plan of Study (IPS) should be reviewed and coordinated when writing the measurable postsecondary goals for the students IEP. The MPGs may not be the desired goals or visions that the educational professionals or parents hold for the student, but rather are those goals, dreams, interests and aspirations held by the student for how he or she wants to live after high school. It is possible that based on all these factors the student's postsecondary goals may change from year to year.

Measurable postsecondary goals are different from measurable annual goals in that they measure an outcome that occurs after a student leaves high school where a measurable annual goal measures annual progress of the student while in school. It is important to note that each postsecondary goal, must be supported by one or more annual goal and each annual goal may support more than one postsecondary goal. When developing postsecondary goals, the team should understand what annual goals support the postsecondary goal.

MPGs must be developed to address the following areas: training/education, employment, and, when appropriate, independent living. Every student must have an education/training goal and an employment goal. The only goal area that is not always required due to individual student needs is the area of independent living.

When developing MPGs with the student, the team may want to consider the following questions:

Postsecondary Education/Training goal(s)

- What is a possible training goal?
- What services or activities could be used to achieve this goal?
- What person or agency might be responsible for this goal?

Postsecondary Employment Goals:

- What is a possible employment goal?
- What services or activities could be used to achieve this goal?
- What person or agency might be responsible for this goal?

Postsecondary Independent Living Goal(s) (if appropriate)

- What is a possible daily living skills goal?
- What services or activities could be used to achieve this goal?
- What person or agency might be responsible for this goal?

RESOURCES: (Please note this is not an exhaustive list)

National Technical Assistance Center on Transition (NTACT) : www.transitionta.org

Competitive Integrated Employment Toolkit:

https://www.transitionta.org/system/files/toolkitemployment/CIEToolkit_Updates_FINAL2019.pdf

Student Case Study Examples and Non Examples for Measurable Post Secondary Goals;

<https://www.transitionta.org/indicatorb>

Kansas Special Education Process Handbook

<https://www.ksde.org/Default.aspx?tabid=598>

Kansas State Department of Education (KSDE) Technical Assistance Support Network (TASN): www.ksdetasn.org Secondary Transition Resources

Independent Living Postsecondary Goal, IEP Team Decision Assistance Form-
(Erickson, A.G. (2007)) Independent Living Postsecondary Goal IEP Team Decision Assistance Form: Transition Coalition University of Kansas

Your Complete Guide to Transition Planning and Services by Mary E. Morningstar and Beth Clavenna-Deane.

Planning the Transition to Employment by Laura A. Owens, Richard Parent-Johnson and Wendy Parent-Johnson.

Work Based Learning: Kansas Works: www.kansasworks.com