



Indicator 13 Transition Services: Measurable Postsecondary Goals

What are measurable postsecondary goals (MPGs)?

MPGs answer the following questions:

- Where is the student going to work or engage in productive activities after exiting high school?
- Where and how is the student going to continue to learn and/or develop skills after exiting high school?
- Where is the student going to live and how is he or she going to access adult services, participate in the community, and have fun after exiting high school?

MPGs allow for backward planning:

- Start with proposed outcomes.
- Develop transition services, activities, and annual IEP goals that will support the student in meeting those outcomes.

MPGs are written for ALL students with special education needs, regardless of the disability in the following areas:

- Employment (required for all)
- Education/Training (required for all)
- Independent Living (when appropriate and determined by assessment and IEP team)

How do I write postsecondary goals (MPGs)?

MPGs must be based upon age-appropriate transition assessments that identify:

- Strengths (what student skills/activities the student can do well to support the goal)
- Preferences (what the student will do to achieve the goal) AND
- Interests (what the student is wants to do)
- Needs (underdeveloped career-related skills that may require accommodations)

A helpful formula from the National Technical Assistance Center on Transition (NTACT) (transitionta.org):

“ _____, student will _____ ”

Examples:

After high school, student will enroll in automotive repair program.

After graduation, student will attend Yavapai Community College.

Upon Completion of high school, student will be employed as a cosmetologist.

What are the areas that require MPGs?

Employment (required)

- Start with the employment goal.
- This is the LONG-TERM career goal.
- This is not short-term employment while going to school.
- The employment goal will determine the appropriate education/training goal.
- The employment goal is based on the information from the age-appropriate transition assessment and, depending the severity of the disability, can be:
 - Full-time
 - Part-time
 - Paid – competitive
 - Paid – supported
 - Unpaid – supporting the living environment
 - Volunteer

Education/Training (required)

- This can be any form of training that meets the certification/degree/job requirements of the employment goal.
- Included is the type and location of the education/training that will lead to the employment goal:
 - Vocational training
 - On-the-job training
 - Military
 - Apprenticeship
 - Job Corps
 - Four- year college/university
 - Community college
 - Technical school
 - Habilitative training
 - In-home supported training

Independent Living (as determined by assessment and IEP team)

- Independent Living goals must be based on an age-appropriate transition assessment, not just the nature of the disability.
- Consider any inter- and intra-personal skills related to the employment MPG (<https://cccframework.org/resources>)
- Consider any health needs that may affect the student's ability to meet the Employment and Education goals.
 - Medical appointments to manage a medical condition (heart, diabetes, asthma, sickle cell, etc.)
 - Pharmaceutical management to control ADHD or mental health conditions
 - Independent living needs related disability-specific limitations (unable to drive due to seizures so must find housing near school or job)
 - <http://www.gottransition.org/>

Consider Assistive technology for communication and organization

- Using alarms to identify transitions throughout the day
- Phone or tablet organizational applications

Do not include typical activities unrelated to the disability such as getting a driver's license or finding an apartment.

What else should be considered in writing MPGs?

- The military is a place and training program. What job will the student have while enlisted?
- For students with intellectual disabilities, ask what the student will be doing in lieu of sitting on the couch, which may include assisting in the home with hand-over-hand assistance.
- These are the long-term adult outcomes that will occur after the student exits high school and should not be considered to be completed during high school.
- These are the basis for the transition activities, course of study and annual IEP goals.