Indicator 13:
Measurable Postsecondary Goals

What are measurable postsecondary goals (MPSGs)?

- MPSGs 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/she going to access adult services, participate in the community, and have fun after exiting high school?
- MPSGs are required in the areas of education, training and employment.
- Employment is a distinct activity from training and education and each student's IEP must include a separate MPSG in the area of employment.
- A MPSG for independent living skills is optional and is a decision of the IEP team, taking into account the student's PLAAFP, the student's strengths, preferences, and interests, and the environment the student will be moving into when he/she exits school.

How do I write MPSGs?

- MPSGs must be based upon age-appropriate transition assessments that identify:
  - Interests (What the student wants to do)
  - Preferences (How the student likes to learn is incorporated into achieving the goal) AND
  - Strengths (what skills/activities the student can do well that support the MPSG)
- MPSGs must be measurable (can it be counted or measured) and appropriate for the student.
- MPSGs must occur after graduation.
- A helpful formula from the National Technical Assistance Center on Transition (NTACT) may help in writing MPSGs:

  - _____, _____ **will** _____ _____.
    (After high school) (Student) (Behavior) (Where/How)
    (After graduation)

Examples:

- After graduation, Anthony will attend Bismarck State College.
- Upon completion of high school, Sara will be employed as a cosmetologist.
- After high school, Jeremy will independently use the public transportation system to get to his place of employment.