

DISCUSSION POINTS:

Measurable Postsecondary Goals

Because neither the law nor the regulations give specific guidance regarding measurable postsecondary goals, it is difficult to provide definitive answers to questions that may arise. The following discussion is provided to assist teams in meeting the requirements of the law.

1. How does a team develop appropriate postsecondary goals?

IDEA and Rule 51 require that goals be based upon appropriate transition assessments. It is important that goals are based upon and supported by the results of these assessments. Given that the team begins developing these goals when the student reaches age 16, there is ample time to review and refine them before the student exits high school. Depending upon the desires of the student, it may be necessary for the team to have considerable discussion to ensure that the goals that are developed are actually achievable for the student.

Information provided by the Office of Special Education and Rehabilitative Services (OSERS) in the June 2010 document, "Questions and Answers on Individualized Education Programs (IEPs), Evaluations, and Reevaluations" states that, "the requirement applies, whether or not the child's skill levels related to training, education, and employment are age appropriate. In all cases, the IEP team must develop the specific postsecondary goals for the child, in light of the unique needs of the child as determined by age-appropriate transition assessments of the child's skills in these areas." (<http://www2.ed.gov/policy/speced/guid/idea/iep-qa-2010.pdf>)

2. Are there specific assessment tools that should be used in order to determine the measurable postsecondary goals?

There are no specific assessments that must be completed for this purpose. The key is that the assessments, whether formal or informal, are appropriate to the student's age and that they assist in identifying the student's strengths, interests, and preferences.

3. Who is responsible for writing the measurable postsecondary goals?

The measurable postsecondary goals are to be developed within the IEP team process. Therefore, there is no one specific person responsible for this. It is important that this is a team decision and, most importantly, that it accurately reflects the student's plans for him/herself.

4. *What is the district's accountability for students achieving their measurable postsecondary goals?*

A student may or may not achieve the postsecondary goals s/he identifies due to a variety of reasons beyond the control of the district. However, the district is accountable for developing annual IEP goals to reasonably enable the student to meet his/her postsecondary goals and providing the needed transition services and course of study to improve the academic and functional achievement of the student to facilitate movement from school to post-school.

Information provided by the Office of Special Education and Rehabilitative Services (OSERS) in the June 2010 document, "Questions and Answers on Individualized Education Programs (IEPs), Evaluations, and Reevaluations" states that, "There is no requirement for public agencies to determine whether the postsecondary goals have been met once a child is no longer eligible for FAPE under Part B of the IDEA." (<http://www2.ed.gov/policy/speced/guid/idea/iep-qa-2010.pdf>)

The OSERS guidance further states that, "...the LEA must provide a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals. However, nothing in the IDEA requires the LEA to measure the child's progress on these postsecondary transition goals, or provide any special education services to the child after the child has graduated from a regular high school or exceeded the mandatory age range for FAPE."