

POSTSECONDARY GOALS: EDUCATION TRAINING

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EXAMPLES (1.2a – 1.2t, 1.5a – 1.5d)

1.2a: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- Upon completion of high school, John will enroll in courses at Ocean County Community College*.
 - This goal meets NSTTAC Indicator 13 (I-13) standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Enrollment at a community college can be observed, as in John enrolls in courses or he does not.
 - c) The expectation, or behavior, is explicit, since John enrolls at the community college or he does not.
 - d) Enrollment at a community college occurs after graduation, and it is stated that this goal will occur after graduation.

1.2b: Nonexample:

- Upon graduation, John will continue to learn about life skills and reading.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Participation in learning is the focus of this goal, but no specific place or program is specified.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.2c: This is an example of a **measurable postsecondary goal** for I-13 item #1 on the NSTTAC Indicator 13 Checklist in the domain of **education/training**.

- Allison will obtain a four-year degree from a liberal arts college with major in Child Development**.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Obtaining a degree at a college can be observed, as Allison gets a degree or does not.
 - c) Obtaining a college degree occurs after graduation from high school.

* Note that there would likely be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school. John’s goal could be made more specific by including a phrase such as “will enroll in the general Associates Degree program at...”

** It is not necessary

to specify the student's major for the goal to be measurable, however, increased specificity in postsecondary goal statements (when the student articulates this information) can improve the relevance of services provided during high school.

1.2d: Nonexample:

- The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) "Plans" does not indicate something that must occur after high school and can be ongoing after exit: "will enroll" would make this a measurable postsecondary goal.

1.2e: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- Upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in training is the focus of this goal.
 - b) Successful completion of a welding certificate can be observed, as in Jamarreo meets the requirements of the coursework or he does not.
 - c) The expectation, or behavior, is explicit, as in Jamarreo attains the certificate or he does not.
 - d) It is stated in this goal that the training will occur after graduation.

1.2f: Nonexample:

- Jamarreo will learn about welding.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Learning about welding is not measurable as stated. This goal is not measurable, as no criterion or timeframe is identified.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after graduation.

1.2g: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) "Participation" is an observable behavior.

1.2h: Nonexample:

- After leaving high school, Rolanda’s family plans for her to receive habilitative training through Medicaid Community Alternatives Program (CAP) services.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2i: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- The fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in courses in a postsecondary education environment is the focus of the goal.
 - b) Enrolling in courses (or not) can be observed.
 - c) The goal will occur after Jodi leaves high school.

1.2j: Nonexample:

- After leaving high school, Jodi wants to take some classes
 - This goal does not meet the I-13 standards for Item#1 for the following reason:
 - a) “Wants” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2k: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After high school, Alex will take a business math class at Kings College (a technical school)
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a course in a postsecondary education environment is the focus of the goal.
 - b) This goal corresponds with Alex’s other postsecondary goal of continuing employment (that is highly math skill focused) with a local business.
 - c) This goal reflects Alex’s strengths in the area of math.

1.2l: Nonexample:

- Alex thinks he’ll major in math in college
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) The goal is written as a process, rather than an outcome that can be demonstrated.

1.2m: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation from high school, Lissette will complete the non-degree program at Montgomery County College
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Completing a postsecondary education program is the focus of the goal statement.
 - b) This goal is consistent with Lissette’s other employment and independent living postsecondary goals and could support her attainment of her other goals.
 - c) The goal is stated as occurring after Lissette is no longer receiving services in high school.

1.2n: Nonexample:

- Lissette wants to go to college
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) “Wants” is not measurable.
 - b) There is no component of the goal statement that indicates the goal will occur after Lissette’s secondary school experience.

1.2o: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Attending a center-based program focused on training is the focus of this goal statement.
 - b) Improving the skills noted is an explicit outcome for Jeremy.
 - c) Improving skills and attending the program are observable goals.

1.2p: Nonexample:

- After high school, Jeremy will need to continue to work on his self-care skills
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) The statement provided is not written as a goal for Jeremy, but as a need that will need to be addressed after high school.

1.2q: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) On-the-job training in a postsecondary environment is the focus of this goal statement.
 - b) Participation in the training is measurable and is stated as an explicit outcome for Paulo.

1.2r: Nonexample:

- After graduation, Paulo will get a job at a grocery store
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) Obtaining employment is not a postsecondary education/training goal.

1.2s: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) Participating is an observable behavior.

1.2t: Nonexample:

- After leaving high school, Kevin plans to attend courses the local community college.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.
 - b) This goal does not state the purpose of attending a community college. Stated in observable terms, this may be a reasonable goal for Kevin if specialized academic, functional, and occupational curricula (e.g., compensatory education) are available at the community college.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. The following examples illustrate goals that meet the criteria for measurable postsecondary goals for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5a: This is an example of a **measurable post-secondary goal** in the domains of **education and employment**.

Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a four-year college is observable.
 - b) Obtaining an undergraduate degree in history and education is measurable.
 - c) Becoming a high school social studies teacher is also observable.
 - d) The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
 - e) These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

1.5b: Nonexample:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) It occurs before Jason will have left high school.
 - b) “Apply” is an activity or process, not an outcome.

1.5c: This is an example of a **measurable post-secondary goal in the domains of **education/training, employment, and independent living**.**

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
 - b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d) Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e) It is stated that the goal will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county’s public transportation system
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

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