



March 3, 2025

SUBJECT: SF2078 - ELIMINATION OF SHORT TERM OBJECTIVES

Dear Chair Cwodzinski and Committee Members,

The Multicultural Autism Action Network is a non-profit organization which serves families of children with disabilities in multicultural communities. We are writing to you today to express concern about SF2078 which proposes to eliminate short-term objectives (also known as benchmarks) from Individualized Education Programs (IEPS) for students with disabilities.

We believe this is not in the best interest of students or families because short term objectives serve several important functions:

- 1) They often describe **HOW** the goals are going to be met - what steps will be taken to get the student from A to B.
- 2) They provide an opportunity to check in. A parent does not have to wait 12 months to find out that their child is not on track; and
- 3) Short term-objectives are often written in a much more transparent and user-friendly way. To provide you with a very specific example, here is a goal from an IEP we recently reviewed:

Measurable Annual Goal #2: *Given a general rubric for analyzing and solving multiplication and division problems (without reminders), student will correctly identify and then solve, with a calculator if needed, applied problems with no extra information, when these are intermingled without other types of math activities in distributed trials, from a present level of 30% independence across all four operations, with 80% indepedent [sic] success across distributed trial opportunities in the course of a month, as measured by direct observation and recording of prompted assistance by special education staff by (date).*

The short term objectives for this goal are:

- Student will correctly identify and then solve multiplication and division problems with 50% success with or without the use of a calculator by X date.
- Student will correctly identify and then solve multiplication and

division problems with 80% success with or without the use of a calculator by Y date.

As you can see, without the short term objectives, the goal alone is difficult to comprehend and certainly not accessible to the 12% of special education families who speak a language other than English at home.

We have spoken in previous hearings about the problem of the information imbalance between school districts and families that is particularly evident in our diverse communities. We are concerned that this proposal has the potential to further tip the scales away from families and leave them without valuable information needed to participate in their child's education, which is one of the cornerstones of the Individuals with Disabilities Education Act.

We respectfully ask you not to support this bill.

Thank you for your consideration.

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