



Adult Transition

Newsletter for Teachers Working With Students 18-22
Educational Equity for All
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Measurable Postsecondary Goals and Transition Assessment

A Post-Secondary goal will only be achieved after the student has left school . . . hence the name **POST**-Secondary. A simple rule to follow is that if the student can achieve the goal while at school, then it is probably an annual goal for a greater Post-Secondary Goal. The only time you can observe the Post-Secondary Goal is typically after the student has left the district. Post-Secondary Goals should drive the student's education within the district. Everything we are teaching the student while in the district should prepare them to achieve their Post-Secondary goals when they leave school.

Post-Secondary Goal Areas

Education

Higher education means a student who is enrolled in a two- or four-year degreed program provided by a community or technical college (two-year) and/or college/university (four- or more year program).

Training

Other postsecondary education or training includes all other postsecondary education or training programs. These may include, but are not are limited, to:

- Compensatory education programs
- High school completion document or certificate classes (e.g., Adult Basic Education, General Education Development (GED))
- Short-term education or employment training program (e.g., Workforce Investment Act (WIA))
- Job Corps
- Vocational technical school which is less than a two-year program
- Adult education
- Workforce development

Employment

Employment is defined as *competitive, supported, sheltered, or other*.

- Competitive employment means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.
- Supported employment is competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and who, because of the nature and severity of their disability, need intensive supported employment services.
- Sheltered employment refers to an accredited occupationally-oriented facility, including a work activities center operated by a private nonprofit agency, which except for its administrative and support staff employs disabled persons certified under special provisions of federal minimum wage laws by the Wage and Hour Division, U.S. Department of Labor
- Employment in a family business or self-employment may be considered competitive or "other" employment, depending on the wages and hours of employment.

Independent Living

Independent Living or life skills are defined as those skills or tasks that contribute to the successful independent functioning of an individual in adulthood in the following domains: leisure / recreation, home maintenance and personal care, and community participation.

<https://intra.wps60.org/transition/staff-development/26.html>

