



This document has been created for IEP teams to use during transition planning in the area of working. This should guide teams in the discussion around what might be provided during the traditional four years of high school and when to consider the possibility of continuing services for students beyond the traditional four years of high school. This should be a starting point for creating an individualized plan and should be adjusted based on student need.

Targets for a successful employment outcome:

- At or above minimum wage
- 35 hours or more per week
- In an integrated setting
- Potential for career growth

What is the student's Postsecondary Expectation (PSE)?

- Full- or part-time employment without supports
- Full- or part-time employment with supports

Things to consider throughout high school...

- [Pre-Employment Transition Services](#) (Pre-ETS) activities
- Comprehensive transition assessments to ensure building on interests and preferences
- Connections with [Iowa Vocational Rehabilitation Services](#) (IVRS), [Waiver funding](#) for students who will need long-term supports, [Iowa Department for the Blind](#) (IDB), [Iowa Workforce Development](#) (IWD), [Iowa Intermediary Network](#) and/or [Future Ready Iowa](#)
- [Individual Career and Academic Plan](#) (ICAP) and related activities
- [Career and Technical Education](#) (CTE)
- [Registered Apprenticeship Programs](#)
- [National Career Readiness Certificate](#) (NCRC)
- [4+ Services](#)
- [Senior Year Plus](#)
- Instruction and opportunities for proactive disability awareness, self-determination, and acknowledgement of disability rights
- Off-campus experiences (e.g., volunteer opportunities, job tours, community orientation)
- Job-seeking and job-keeping skills, including soft skills
- Informational interviews
- Job shadowing
- Internships
- Paid work experience/community employment
- Development of an employment portfolio or resume (written or video), including employment references
- Paycheck basics (e.g., pay, insurance costs, taxes, retirement, social security)



Student's skills in relation to their PSE	Possible decisions regarding continuation of services
<p>The student has the necessary academic, social, and behavioral abilities to get and keep a job and can move forward in career of choice.</p>	<p>Graduate</p>
<p>The student has completed coursework that addresses work readiness but has no direct job experience. The student's career interests align with transition assessment results. The student has demonstrated employability skills (e.g., punctuality, completes tasks on time).</p>	<p>Graduate with linkages to next environment (e.g., postsecondary education, registered apprenticeship program)</p> <p style="text-align: center;">-OR-</p> <p>Depending upon individual need:</p> <ul style="list-style-type: none"> • Provide direct instruction for technical skills through services at high school • Continue services and provide instruction and supports to transition to postsecondary education • Continue services and provide customized training on the job through services/programs (e.g., Transition Alliance Program (TAP), 4+ program, other district services)
<p>The student has a gap in one or more areas (academic, social, or behavioral) that necessitates continued instruction, coaching, modeling, or other supports to be successful in the actual work environment.</p>	<p>Graduate with linkages to Vocational Rehabilitation (VR) and/or supported employment provider</p> <p style="text-align: center;">-OR-</p> <p>Continue services at high school to provide direct training for gaps in skills (e.g., executive functioning, technical skills). Options for this include the following:</p> <ul style="list-style-type: none"> • 4+ program • Transition Alliance Program (TAP), where available <p style="text-align: center;">-OR-</p> <p>Continue services and provide supports to transition to 4+ program on a community college campus or postsecondary education</p>



Student's skills in relation to their PSE	Possible decisions regarding continuation of services
<p>The student has the skills to be competitively employed with training and can learn on the job with some supports.</p>	<p>Graduate. Make linkages so employment begins following graduation, such as on-the-job work assessments that may turn into full-time employment or on-the-job training with workplace mentors or short-term supported employment.</p> <p style="text-align: center;">-OR-</p> <p>Continue services at high school to provide specific job skills. This can be done through internships, work experience programs, and other employment opportunities.</p>
<p>The student has the skills to work independently or to be employed with supports. The student needs direct skill training in actual setting for any new job tasks and may need extended training time.</p>	<p>Graduate when student is placed in specific job setting and adult agency/natural supports are in place.</p> <p style="text-align: center;">-OR-</p> <p>Continue high school services to learn specific job skills. Link with appropriate agency for long-term learning needs.</p>

