

Secondary Transition Decision Guide - Learning



This document has been created for Individualized Education Program (IEP) teams to use during transition planning in the area of learning. This should guide teams in discussion around what might be provided during the traditional four years of high school and when to consider the possibility of continuing services 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.

What is the student’s Postsecondary Expectation (PSE) for Learning?

PSE	Definitions and Examples
4-year Private College	<ul style="list-style-type: none"> 4-year Private Colleges are primarily funded by student tuition and donations Students attend to earn a Bachelor’s degree; many also have graduate and professional schools where students can earn an advanced degree Postsecondary Summary Resource: Postsecondary Education and Training
4-year Public College	<ul style="list-style-type: none"> 4-year Public Colleges are primarily funded and run by the state Students attend to earn a Bachelor’s degree; many also have graduate and professional schools where students can earn an advanced degree Postsecondary Summary Resource: Postsecondary Education and Training
Community College	<ul style="list-style-type: none"> Community colleges offer a variety of programs including vocational, trade, and technical school resulting in associate's degrees, diplomas, and certificates Postsecondary Summary Resource: Postsecondary Education and Training
Active Military	<ul style="list-style-type: none"> National Guard, Army, Navy, Marines, Coast Guard, Air Force, Space Force: Join the Military Postsecondary Summary Resource: Military
Day Hab Program	<ul style="list-style-type: none"> Day Habilitation services provide opportunities and support for community inclusion and build interest in and develop skills for active participation in recreation, volunteerism, and integrated community employment; and provide assistance with acquisition, retention, or improvement of socialization, community participation, and daily living skills Postsecondary Summary Resources: Long-Term Services and Supports, Adult Service Providers
Informal Ongoing Education	<ul style="list-style-type: none"> Lifelong learning that occurs through experiences Any other informal education, training, or learning opportunities that do not fit into any other category
Job Corps	<ul style="list-style-type: none"> Job Corps is a residential career training program that seeks to teach youth ages 16-24 the academic and vocational skills needed to secure purposeful and lasting employment Postsecondary Summary Resource: Job Corps
Registered Apprenticeship Program	<ul style="list-style-type: none"> Programs can look different across occupations, sectors and employers; however, all have five core components to make them a Registered Apprenticeship: <ul style="list-style-type: none"> Direct employer involvement Structured and supervised on-the-job learning Progressive wages for skill attainment Related technical instruction or classroom learning A national occupational credential upon successful completion View the Apprenticeship Program Finder tool to learn about opportunities in Iowa and nationwide Postsecondary Summary Resource: Postsecondary Education and Training
Other Postsecondary Program	<ul style="list-style-type: none"> Any other formal education, training, or learning program that does not fit into any other category
Other	<ul style="list-style-type: none"> Lifelong learning opportunities that do not fit into any other category, please describe

Things to consider throughout high school...

- [Individual Career and Academic Plan \(ICAP\)](#) and related activities
- Complete comprehensive transition assessments to ensure building on interests and preferences
- Instruction and opportunities for proactive disability awareness, self-determination, and acknowledgement of disability rights
- Assess for potential postsecondary living and social skills. Provide training, if needed.
- Visit potential programs
- Provide experiences off campus (e.g., volunteer opportunities, job shadows, job tours, informational interviews, community orientation, transportation education, as needed)
- Connect with [Iowa Vocational Rehabilitation Services](#), [Iowa Department for the Blind](#), [Iowa Workforce Development](#) and/or waiver funding for students who will need long-term supports
- [Career and Technical Education](#) programs
- [Senior Year Plus](#)
- [4+ Services](#)
- Know the [differences between Individuals with Disabilities Education Act \(IDEA\), Section 504, and Americans with Disabilities Act \(ADA\)](#)

For students considering 2- and 4-year colleges or universities, also consider...

- Ensure accommodations used in classes are consistent with those allowed in postsecondary education
- Check into [TRIO program](#) at postsecondary institution, where available
- Collaborate with school counselor to complete all necessary steps for postsecondary education
- Early completion of placement tests (e.g., ACCUPLACER, Compass, ACT/SAT, ASVAB) for planning high school course of study
- Provide an opportunity and/or [assistance](#) to complete the Free Application for Federal Student Aid (FAFSA)
- Connect with Disability Support Services/Accessibility Services Office on college campus

Student's skills in relation to their PSE	Possible decisions regarding continuation of services
<p>The student has necessary academic, social, and behavioral abilities to complete college work with support available to all students. The student takes responsibility for discussing needed accommodations with teachers (self-advocacy).</p>	<p style="text-align: center;">Graduate</p>
<p>The student has a gap in one or more areas (academic, social, or behavioral) that necessitates continued instruction, coaching, modeling, or other support to be successful in the actual college setting.</p>	<p style="text-align: center;">Graduate and connect with Disability Services and/or Mental Health Services on the college campus to address any academic, social, or behavioral needs.</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Provide 4+ services at the high school, combining with some experience at college campus.</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Provide 4+ services on college campus until adequate progress is determined by the IEP team, including self-advocacy instruction, as needed.</p>
<p>The student may not be successful independently in a college setting, but with support, can gain specific career and technical skills that will provide for a stronger employment outcome. The student has also completed all high school courses in their area of interest.</p>	<p style="text-align: center;">Graduate and participate in postsecondary training programs.</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Provide 4+ services at the high school or local postsecondary program until adequate progress is determined by the IEP team.</p>
<p>The student will need guidance and support in order to pursue hobbies or other new knowledge. The student can take advantage of adult learning opportunities but may need varying levels of support to complete activities.</p>	<p style="text-align: center;">Continue high school services until appropriate placement, services, and supports are in place. Link with appropriate agencies for long-term needs.</p>