



This document has been created for IEP teams to use during transition planning in the area of learning. 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.

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

- 4-year degree
- 2-year degree
- 1-year diploma or certificate
- Completion of training program – less than one year with certificate leading to specific occupational area
- [Registered Apprenticeship Programs](#)
- [Military](#)
- [Job Corp](#)
- On-the-job training (OJT)
- Community education classes
- Community agency/organization programs (e.g., independent living and employment skills)
- Informal ongoing education (e.g., volunteer opportunities, either paid or non-paid, mentorship in desired vocation, internship)



## 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 Vocation Rehabilitation Services](#) (IVRS), [Iowa Department for the Blind](#) (IDB), [Iowa Workforce Development](#) (IWD) and/or [waiver funding](#) for students who will need long-term supports
- [Career and Technical Education](#) (CTE) programs
- [Senior Year Plus](#)
- [4+ Services](#)
- Know the [differences between IDEA, 504, and 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 FAFSA
- Connect with Disability Support Services/Accessibility Services Office on college campus



<p><b>Student's skills in relation to their PSE</b></p>	<p><b>Possible decisions regarding continuation of services</b></p>
<p>The student has necessary academic, social, and behavioral abilities to complete college work with supports available to all students. The student takes responsibility for discussing needed accommodations with teachers (self-advocacy).</p>	<p>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 supports to be successful in the actual college setting.</p>	<p>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;"><b>-OR-</b></p> <p>Provide 4+ services at the high school, combining with some experience at college campus.</p> <p style="text-align: center;"><b>-OR-</b></p> <p>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 supports, 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>Graduate and participate in postsecondary training programs.</p> <p style="text-align: center;"><b>-OR-</b></p> <p>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>Continue high school services until appropriate placement, services, and supports are in place. Link with appropriate agencies for long-term needs.</p>

