

Secondary Transition Decision Guide - Working



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 program and should be adjusted based on student need.

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

| PSE | Definitions and Examples |
|-----------------------------|---|
| Part-time Employment | <ul style="list-style-type: none"> • Directly hired by an entity to work more than 0, but less than 35 hours per week in Competitive Integrated Employment (CIE) • Does not include working as freelance, independent contractor, or business owner |
| Full-time Employment | <ul style="list-style-type: none"> • Hired by an entity to work 35 or more hours per week in CIE • Does not include working as freelance, independent contractor, or business owner |
| Active Military | <ul style="list-style-type: none"> • National Guard, Army, Navy, Marines, Coast Guard, Air Force, Space Force |
| Informal Work | <ul style="list-style-type: none"> • CIE that does not fit into any of the other categories described |
| Self Employment | <ul style="list-style-type: none"> • Working full-time or part-time as a freelance, independent contractor, or business owner |
| Other | <ul style="list-style-type: none"> • Other employment that does not meet the criteria of CIE |

*Competitive Integrated Employment (CIE) is defined by the Workforce Innovation and Opportunity Act (WIOA) as work that is performed on a full-time or part-time basis for which an individual is:

- Compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience;
- Receiving the same level of benefits provided to other employees without disabilities in similar positions;
- At a location where the employee interacts with other individuals without disabilities; and
- Presented opportunities for advancement similar to other employees without disabilities in similar positions.

Reference: <https://www.dol.gov/agencies/odep/program-areas/cie>

Things to consider throughout high school...

- [Pre-Employment Transition Services](#) (Pre-ETS)
- Comprehensive transition assessments to ensure building on interests and preferences
- Connections with [Iowa Vocational Rehabilitation Services](#) (IVRS), [Iowa Department for the Blind](#) (IDB), [Medicaid Waiver programs](#) for students who will need long-term supports, [Iowa Workforce Development](#) (IWD), [Iowa Intermediary Network](#)
- [Individual Career and Academic Plan](#) (ICAP) and related activities
- [Career and Technical Education](#) (CTE)
- [Registered Apprenticeship Programs](#)
- [Senior Year Plus](#)
- [4+ Services](#)
- 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 their 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>-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/program |
| <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 work environment.</p> | <p>Graduate with linkages to Vocational Rehabilitation (VR) and/or supported employment provider</p> <p>-OR</p> <p>Continue services at high school to provide direct training for gaps in skills (e.g., executive functioning, technical skills)</p> <p>-OR</p> <p>Continue services and provide supports to transition to 4+ program on a community college campus or postsecondary education</p> |
| <p>The student has the skills to be competitively employed with training and can learn on the job with <u>some</u> support.</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>-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> |

The student has the skills to work independently or to be employed with support. The student needs direct skill training in actual setting for any new job tasks and may need extended training time.

Graduate when the student is placed in a specific job setting and adult agency/natural support is in place.

-OR

Continue high school services to learn specific job skills. Link with appropriate agency for long-term learning needs.