

# Transition, 18+ Program

Transition services means a coordinated set of activities for the child with a disability that: Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities. 18-22 services are transition services available to students ages 18-22 that have completed all credit/curriculum/state assessment requirements and will be graduating under option 89.1070 (g)(4)(A-D), (b)(2) or (b)(3)(A-D). 18-22 programs may be offered in a district/school/charter in the form of a campus-based services, district-based services, or community-based services. A campus-based service/program is an age-appropriate instructional environment that is located on a high school campus. A district-based service/program is an age-appropriate instructional environment that is located on a site that is operated or owned by the school district. A community-based service/program is an age-appropriate instructional environment where the student is provided education services in their local community.



Who wouldn't want their students to get the most out of their job training placements? Here are some ways you can ensure your placement is the best experience possible:

- Design for student benefit: Encourage the students to explore a career they're truly interested in!
- Define components in IEPs: Make sure students can reach their IEP goals in the placement where they are matched. Create and include a statement of their needed transition services, too.
- Confirm upfront students' scope of work: Make sure students aren't replacing workers or filling vacancies. That is not the purpose of the placement.
- Get guardians on board: Ensure guardians are fully informed of IEP & placement site, have indicated voluntary participation for their student, and understand the student isn't entitled to wages.



It's always important to remember what labor law says about placements for students and how it relates to employment. Here are some things to keep in mind:

- Community training does not guarantee a job at the site after the placement term is complete.
- View placements as training instead of volunteering.
- You can get written agreements to have employees supervise students if your district doesn't have staffing available; students should always be supervised!
- Certain equipment or machinery may make placements in some fields difficult.



## STAY IN THE NON-EMPLOYMENT ZONE

By definition, vocational training placements must be a non-employment relationship between the institution and the student. But what exactly does that mean? Here are some hallmarks of a non-employment relationship:

- It benefits the student (not the organization).
- Training is similar to what may be completed in a vocational program.
- Students don't displace regular employees.
- There is no entitlement to a job at the end of training.
- Both parties know the student will not be paid during training.



## GAUGE YOUR STUDENTS' READINESS

Sometimes it is hard to know when your students are ready for placement. And if they're ready, what are they interested in? Here are some quick ways to know if your students are ready to take the next step in their transition journey:

- Take formal & informal career assessments to gauge interests.
- Consider businesses in the area that could work as placements.
- Shadow or do task analysis for different jobs to see what kind of work they do.
- Take a virtual field trip to different types of placement sites (office, fast food, fulfillment center, healthcare, auto body repair, etc).
- Use a career readiness curriculum like Project Discovery in your classroom!