**Alaska Transition Pathway to Adulthood & Employment**

*The Outcome Goal is Employment!*

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| Age 12 to Age 13 | Age 14 Age 15 Age 16 | Age 17 Age 18 Age 19 |
| * **Develop strong family expectations concerning meaningful work and self-sufficiency** | * **Paid employment can begin as early as 14 in Alaska; look for paid work opportunities** | * **Obtain real jobs in the community for real pay (minimum wage or above/20 hours+ a week)** |
| * Learn about how work might affect benefits (SSI, APA, Medicaid) and what important work incentives Alaska has to support individuals with disabilities to become employed | * Begin gathering together your transition IEP team: family or guardian, friends, DVR, providers, juvenile justice (if applicable), a school counselor or transition specialist, teachers, disability liaison from technical school or university… | * Transition IEP Team includes: student, parent or guardian, Community Service Providers, DVR, and others as applicable to student’s transition goals |
| * Begin career exploration at home and at school (middle school career exploration unit) * Take “field trips” to allow student to see different jobs of interest “in action” | * Begin simple informational interviews and employment exploration at home and in the classroom. * Start the discussion about career goals and work opportunities. | * Job Coaches work with students on “Soft Skills” (social skills, communication, timeliness, hygiene etc.) before and at the worksite |
| * Begin looking at where the student’s best fit is based on likes and dislikes, as well as strengths and weaknesses | * Develop IEP goals around: social skills, employment, & independence * Transition IEP content is required at 16 by the Individuals with Disabilities Education Act (IDEA) | * Continue to utilize PETS through DVR and decide if additional DVR supports may be useful * As a DVR client, a student can pursue State of Alaska jobs through the State of Alaska DVR Provisional Hire Program |
| * It starts with allowance: begin budgeting and learning about basic financial money management | * Career exploration through job shadowing, internships, or volunteer experiences | * Look into developing an employment portfolio/vocational profile with DVR and complete discovery and self-discovery |
| * Look at applying for a Developmental Disability eligibility determination with the Division of Senior and Disabilities Services | * If Developmental Disability eligibility was not attained previously, look at applying again as two new categories are considered now regarding significant functional limitations: 1) Capacity for Independent Living & 2) Economic Self-Sufficiency | Look at “Job-Related” routines:   * Transportation * Getting ready for work * Lunches * Getting to work on time |
| * Begin overview and basic preparation for end-of-school testing * Begin discussion about which college or career ready assessment to consider (Work Keys, ACT, or SAT) * Your district pays for one for these tests and it is required for graduation (no test=no diploma) | * Explore career and technical school options based on student’s interests | * Look at work accommodations and adaptive equipment which may be needed (DVR can be a great resource) |
| * Begin looking at post-secondary programs; college, technical school, etc. | * Apply for and begin Pre-Employment Transition Services (PETS) * Contact the Division of Vocational Rehabilitation (DVR) to determine if future services are applicable | * Take a Discovery Class (if available at student’s high school) * Take classes that will help prepare the student for jobs that they are interested in as well as classes which promote independence and self-sufficiency |
| * Assist student in becoming their own best advocate by learning about self-determination and self-advocacy as well as peer support * Student can join Peer Power Alaska at 13 years old and become part of a statewide self-advocacy organization | * Learn to fill out job applications (the Alaska Job Center Network is a great local resource) | * Possible Paid Work Trials * Short-term volunteer positions (if used, very specific/task learning goals) * School-based work experiences (short-term/training oriented) |
| * Consider opening an ABLE account (similar to 529 college saving account but specific for individuals with disabilities and will not impact benefits up to $100,000) | * Parents can take Alaska Employment Services trainings to learn more about: work incentives and benefits, financial literacy, and customized employment | * Take college or career assessment to graduate with a diploma - Work Keys, SAT, or ACT (Junior Year) |
| * Look at choosing high school classes that will best equip the student for the careers that they are interested in | * Alaska Job Centers can provide resources on how to look for jobs and fill out applications, in addition to learning interview skills and how to write a resume. | * Consider Project Search for a student’s last year in high school – 4 Alaska Programs (Anchorage, Fairbanks, Mat-Su, & Kenai) * *The outcome goal is employment!* |

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| Age 20 Age 21 Age 22 Age 23 Age 24 |
| * **The Goal: Employment in the community for minimum wage or above for 20 hours or more a week** |
| * Consider Project Search for a student’s last year in high school – 4 Alaska Programs (Anchorage, Fairbanks, Mat-Su, & Kenai) * *The outcome goal is employment!* |
| * Consider the Tapestry (Anchorage) Post-Secondary Program * Take college classes at a University of Alaska campus or through an online program or community college * Look for scholarships and grants |
| * Continue job exploration (if needed) to become employed * Try out jobs as a volunteer or look for intern or apprentice positions |
| * Consider other post-secondary programs including technical school and other training |
| * Continue to utilize DVR and Alaska Job Center resources as needed |
| * Plan for long term supports, if needed (such as services from the Divisions of Senior and Disabilities Services and Behavioral Health) * Make a plan for housing and transportation |
| * Make sure that the youth is connected to peer support; consider becoming active in Peer Power Alaska (statewide self-advocacy organization) |

DRAFT

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