

Post-school Success

Career Development Resources

Career awareness, paid work experiences, and work study are predictors of post-school success. Consider this [Work Based Learning Experiences Timeline](#) and the below definitions from Luecking's (2009) *The Way to Work*.

Type of Work Based Learning Experience (WBLE)	Definition
Career Exploration	Career Exploration involves visits by youth to workplaces to learn about jobs and the skills required to perform them. Visits and meetings with employers and people in identified occupations outside of the workplace are also types of career exploration activities from which youth can learn about jobs and careers." (Luecking, 2009, p.13)
Job Shadowing	"Job Shadowing is extended time, often a full workday or several workdays, spent by a youth in a workplace accompanying an employee in the performance of his or her daily duties." (Luecking, 2009, pg.13)
Job Sampling / Work Sampling	"Work Sampling is work by a youth that does not materially benefit the employer but allows the youth to spend meaningful time in a work environment to learn aspects of potential job task and "soft skills" required in the workplace." (Luecking, 2009,p. 13)
Service Learning	"Service Learning is hands-on volunteer service to the community that integrates with course objectives. It is a structured process that provides time for reflection on the service experience and demonstration of the skills and knowledge required." (Luecking, 2009, p. 13)
Internships	"Internships are formal agreements whereby a youth is assigned specific tasks in a workplace over a predetermined period of time. Internships may be paid or unpaid, depending on the nature of the agreement with the company and the nature of the tasks." (Luecking, 2009, p.13)

Apprenticeships	"Apprenticeships are formal, sanctioned work experiences of extended duration in which an apprentice learns specific occupational skills related to a standardized trade, such as carpentry, plumbing, or drafting. Many apprenticeships also include paid work components." (Luecking, 2009, p.13)
Paid Employment	"Paid Employment may include existing standard jobs in a company or customized work assignments that are negotiated with an employer, but these jobs always feature a wage paid directly to the youth. Such work may be scheduled during or after the school day. It may be integral to a course of study or simply a separate adjunctive experience." (Luecking, 2009, p.13)
Mentoring	"Mentoring is a person who through support, counsel, friendship, reinforcement and constructive example helps another person, usually a young person, to reach his or her work and life goals. Mentoring relationships provide valuable support to young people, especially those with disabilities, by offering not only academic and career guidance, but also effective role models for leadership, interpersonal and problem-solving skills." (Office of Disability Employment Policy, 2012)

Collaboration Resources

A frequent challenge or barrier to developing meaningful, quality work-based learning experiences for students are creating partnerships between schools, businesses, and other community partners. NTACT and TransCen, Inc. have developed [A Guide to Developing Collaborative School-Community-Business Partnerships](#) as a resource.

CIRCLES

Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES) was developed as a model for interagency collaboration to support the successful transition of students with disabilities. The CIRCLES model is made up of three levels of interagency collaboration. The community-level team provides administrative leadership for the array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school-level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual-level team writes the IEP including the transition component.

Family Involvement and Expectations

Family Involvement and Family Expectations are predictors of post-school success. NTACT has developed resources on topics for which there is limited evidence of effects that are relevant to transition planning and preparing students for post-school success including Annotated Bibliographies. [**Parent and Family Involvement Annotated Bibliography**](#)

Wow Success Stories

links to short video or written accounts of the experiences of individuals with disabilities, who are achieving positive outcomes after high school