

# Chapter 25

## Services to Students and Youth

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## 25.1 Authority

34 CFR 361; 34 CFR 364

Rehabilitation Act, Section 103; Section 110; Section 113

Utah State Board of Education Special Education Rules paragraph III.J.2.i

## 25.2 Policy

Transition services are a coordinated set of activities that are provided to students and youth with disabilities. Transition services encompass the broader range of Vocational Rehabilitation (VR) services as well as Pre-Employment Transition Services (Pre-ETS) (see 25.6) provided in order to facilitate the transition from school to post-secondary life. This is an outcome oriented process with activities that promote movement from school to post secondary life or employment. The activities may include postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, learning about adult services, independent living activities, or community participation. Transition services are designed to consider the individual's needs, interests, and preferences through the Comprehensive Assessment of Rehabilitation Needs. The VR counselor and student/youth will discuss individual needs, identify available transition services, and include the necessary and appropriate services in the IPE of eligible participants. In order to promote the achievement of employment, services may include instruction, community experiences, developing plans for employment and other post school adult living plans as well as assistance in the acquisition of daily living skills and functional vocational evaluations. Transition services may also include outreach to the community, parents, and other youth representatives in order to engage youth in transition services.

## 25.3 Youth with Disabilities (YWD)

Transition services are provided to the broader population of both students and youth with disabilities.

USOR defines a Youth with a Disability (YWD) as: 1) an individual with a disability and 2) age 14 through 24 years.

Youth with Disabilities (YWD) may or may not be participating and are not required to participate in an education program. The activities offered to YWDs include career interest, job exploration, and mentoring activities. For more individualized transition services application and determination of eligibility for VR is required. Given the age range for the classification of Youth

with a Disability (YWD) it is also important to note that a client may meet the criteria for both Youth with a Disability (YWD) and meet the criteria for Student with a Disability (SWD) as defined in 25.4.

## 25.4 Student with a Disability (SWD)

USOR defines a Student with a Disability (SWD) as an individual who meets all the following criteria:

- A. Age 14 through 21 years; or age 22 while participating in special education services consistent with Utah State Board of Education rule (R277-419-2(25)(b)).
- B. Eligible for and receiving special education or related services under the Individuals with Disabilities Education Act (IDEA); or considered an individual with a disability for purposes of section 504 of the Rehabilitation Act; and
- C. Participating in an educational program including, but not limited to: 1) secondary education programs, 2) nontraditional or alternative secondary education programs including home schooling, alternative school programs, and other recognized programs offered through the juvenile justice system, 3) postsecondary education programs which result in a vocational academic credential\*, 4) adult basic education programs leading to a recognized credential\*, 5) state, national or industry recognized programs leading to a credential\* (Certified Nursing Assistant, etc.)

\*Programs at least 100 hours or 1 month in length resulting in a specific occupational credential.

## 25.5 Students Potentially Eligible (SPE)

USOR may provide some services to students with disabilities who are considered to be potentially eligible for VR services.

In order for an individual to be considered a Student Potentially Eligible (SPE) the individual must meet the following criteria:

- A. The individual is not a current applicant or client of VR services and has not been determined ineligible for VR services (see 25.9) and
- B. The individual meets the definition of student which is 1) aged 14 to 21 or, 2) aged 22 while participating in special education services consistent with Utah State Board of Education rule (R277-419-2(25)(b))., 3) has an educational goal as outlined in section 25.12.
- C. The individual has a disability and documentation of the disability in one of the following: 1) an Individualized Education Program, IEP, 2) a 504 Plan, 3) medical

records, 4) Social Security Administration award letter, 5) letter from a qualified school professional\* indicating the student has an IEP or is regarded as an individual with a disability for the purposes of section 504 plan of the Rehabilitation Act, and 6) a USOR Pre-ETS referral form signed by a qualified school professional\* (Form-77 see Appendix C).

\*Qualified professionals include but are not limited to special education teacher, school counselor, Vice Principal, school nurse, etc; however, paraprofessionals and interns are not acceptable sources.

Students who are Potentially Eligible (SPE) may **only** receive services defined as Pre-Employment Transition Services (Pre-ETs) in 25.6. They may receive services through approved contracted Pre-ETS programs or by Pre-ETS services through USOR Pre-ETS Instructors. If it is found that a potentially eligible student who is receiving Pre-ETS needs more individualized VR services in addition to Pre-ETS, the student must apply and be found eligible for the VR program in order to develop an Individualized Plan for Employment (IPE).

## 25.6 Pre-Employment Transition Services (Pre-ETS)

Individuals meeting the definition of Student with a Disability (SWD), both eligible and Student Potentially Eligible (SPE) for VR services, may access Pre-Employment Transition Services (Pre-ETS). These services are the earliest set of services available for eligible students and youth are governed under standard Individualized Plans for Employment (IPE's) as outlined below. Pre-ETS for Students Potentially Eligible are governed under sections 25.5 and 25.9.

Pre-Employment Transition Services (Pre-ETS) are a specific subset of transition services designed to provide Students with Disabilities (SWD) information, support and experiences that facilitate the exploration of their vocational interests, preferences, and abilities. Participation in Pre-ETS provides preparation for engagement in other transition services such as post-secondary training, permanent job placement services, supported employment, etc. Pre-ETS may be provided through individual services or group settings to Students Potentially Eligible (SPE) and eligible students.

Pre-Employment Transition Services (Pre-ETS) to SWDs are

1. Governed by USOR's policies and procedures in accordance with state and federal laws and regulations and a formal interagency agreement between USOR and Utah State Board of Education.
2. Services are available statewide to Students with Disabilities (SWD).
3. Provided based on need and parental consent to participate in Pre-ETS.

Students with Disabilities are not exempt from the Order of Selection (OOS). However, while on the OOS students may participate in group services including group instruction to learn about advocacy and employment skills (see 25.11).

Pre-Employment Transition Services are limited to:

### **A. Job Exploration Counseling**

Job Exploration Counseling may be provided in a classroom, community setting, or individual counseling session. Job Exploration Counseling may include the use of assessment to identify the student's vocational interests, abilities and opportunities and identify career pathways consistent with the student's interests. These activities are intended to provide the student with information about in-demand occupations, as well as nontraditional employment, career pathways, and local labor market information that applies to the Student's skills, abilities and interests.

### **B. Work-Based Learning**

Work-Based Learning experiences may include in-school or after school opportunities and internships or experience outside the traditional school setting that is provided in an integrated environment in the community. These experiences do not include individual instruction intended to mediate disability-related work issues. A Work Based Learning experience includes the instruction provided to all employees with or without disabilities. Services may include work site tours to learn about necessary job skills, coordinating a school based program of job training and informational interviews to research employers, job shadowing, mentoring opportunities in the community, on site work based experiences that are paid or unpaid, volunteering, service or learning.

**Note:** Work Based Learning does not include services intended to secure long term, permanent employment (e.g., SJBT, SE, OJT, etc.). However, some additional supports may be added as services to support the eligible student with a disability in the Work-Based Learning Experience. For additional information regarding allowable costs for pre-employment services see section 25.7.

### **C. Counseling on Post-Secondary Opportunities**

Counseling on Post-Secondary Opportunities includes counseling on opportunities in comprehensive transition or postsecondary educational programs at institutions of higher education. Specific services may include Vocational Counseling and Guidance, counseling on the types of academic and occupational training needed to succeed in the workplace, counseling on post secondary opportunities associated with career pathways, academic and occupational training needed to succeed in the workplace, academic assessments, information about college application and admission processes, assistance developing a course schedule, assistance to complete financial aid forms, information and assistance researching scholarship opportunities, resources that may be used to support individual student success in education and training (disability support services, campus trio programs, etc.)

**D. Workplace Readiness Training**

Workplace Readiness Training refers to activities which promote the development of social skills and independent living skills. These skills include time management, communication skills, appropriate dress and hygiene, work appropriate behaviors, understanding employer expectations for punctuality and performance, soft skills necessary for employment, communication and interpersonal skills, financial literacy, benefits planning services, orientation and mobility skills to access workplace readiness training or to learn to travel independently, job seeking skills, onsite workplace readiness training during work based learning, etc. These skills may be taught by an employer, a community rehabilitation program, school system or other similarly qualified provider in conjunction with a work based learning experience or as a standalone service.

**E. Training on Self-Advocacy**

Self-Advocacy Training includes Peer Mentoring, Self-Determination Training, Independent Living Skills Instruction, and instruction in Person- Centered Planning. Activities include learning about rights and responsibilities, learning how to request accommodations services or supports, participating in youth leadership activities offered in educational or community settings, mentoring with educational staff (principals, nurses, teachers, office staff), and mentoring with individuals employed by or volunteering for employers, associations or organization in integrated community settings.

**Pre-Employment Transition Coordination Activities**

USOR will carry out additional coordination responsibilities related to the provision of Pre-ETS including:

1. Attending Individualized Education Program (IEP) meetings for SWDs when invited and available.
2. Working with local workforce development boards, one stop centers and employers to develop work opportunities for students with disabilities including internships, summer employment and other employment opportunities available throughout the school year and apprenticeship programs.
3. Work with schools to coordinate and ensure the provision of Pre-ETS activities
  4. When invited, attend person centered planning meetings for individuals receiving services under title XIX of the Social Security Act (42 U.S.C 1396 et seq.)

## 25.7 Supportive Services for Pre-Employment Transition Services (Pre-ETS)

It may be necessary to provide additional services and supports in order for students to participate in Pre-Employment Transition Services (Pre-ETS) activities. USOR will ensure no qualified student is denied access to Pre-ETS on the basis of a disability. If a student with a sensory or communicative impairment requires and auxiliary aid or service to participate in any required Pre-ETS, and no other entity is required to provide such aid or service, then VR may pay for such cost (section 113(b) of the Rehabilitation Act and 34 CFR 361.48(a)(2)). Auxiliary aids and services will be made available to students who are eligible and potentially eligible.

Other VR services may be counted toward the Pre-ETS reserve for an eligible student's participation in the 5 required Pre-ETS activities. The additional services and supports will be included in the eligible student's IPE. Additional services and supports will be necessary and appropriate to assist the eligible student participate in one of the 5 required Pre-ETS.

### **A. Auxiliary Aids/Services to participate in Pre-Employment Transition Services**

Auxiliary aids and services provide equal access to information, materials, services, and activities to students who have sensory and communicative disorders in order to participate in Pre-ETS. Allocable Pre-ETS costs include expenditures for the purchase or acquisition of auxiliary aids. For example, interpreter and reader services for students with disabilities in order to access pre-employment transition services.

### **B. Assessment Services**

Assessment services may be provided to eligible students with disabilities in order to determine VR needs. Assessment services and associated costs are consistent with the nature, scope and purpose of Pre-ETS as they assist in identifying skills, interests and abilities of students with disabilities.

### **C. Counseling and Guidance**

USOR provides counseling and guidance services to eligible individuals throughout the VR process. This service is within the nature, scope, and purpose of Pre-ETS specifically job exploration counseling and counseling on opportunities for enrollment in comprehensive transition and other postsecondary education programs at institutions of higher education and other education opportunities. It is particularly important for VR counselors to add Counseling and Guidance to the IPE to document these services for Pre-ETS.

**D. Referral Services**

USOR must provide or arrange for the provision of Pre-ETS to eligible SWDs. In an effort to provide Pre-ETS to students, USOR also provides referrals to agency partners in order to fulfill Pre-ETS.

**E. Maintenance**

USOR may provide maintenance services defined as food, clothing, and shelter to cover additional costs while participating in the VR program. Eligible SWDs participating in Pre-ETS may receive maintenance assistance to cover additional costs incurred while participating in Pre-ETS. For example, the cost of purchasing a uniform for the student to participate in Work Based Learning Experiences (WBLE) may fall within the nature, scope and purpose of pre-employment services. VR counselors must ensure the costs incurred for maintenance are allocable to Pre-ETS. When considering maintenance for Pre-ETS counselors must consult with supervision regarding the necessary and appropriate nature of the service.

**F. Transportation**

Transportation services should be provided in combination with Pre-ETS in order for eligible SWDs to participate in VR counseling and guidance sessions, work based learning, self-advocacy training sessions, and workplace readiness training. USOR may also provide transportation training in the use of public transportation to students in order to learn how to travel independently in preparation for eventual employment.

**G. Personal Assistance Services**

Personal Assistance Services may be required for an eligible student to participate in Pre-ETS such as Work-Based Learning Experience (WBLE). VR counselors must ensure that the personal assistance services are associated only with pre-employment activity.

**H. Rehabilitation Teaching and Orientation and Mobility Services**

USOR will provide rehabilitation teaching services as well as orientation and mobility services to eligible individuals who are blind. These services are also offered as Pre-ETS for workplace readiness training. This service is deemed appropriate within the scope, nature and purpose of Pre-ETS.

**I. Rehabilitation Technology**

Rehabilitation technology may be provided to students with significant disabilities particularly when a student requires technology to participate in Pre-ETS including Work Based Learning Experience (WBLE).



VR counselors must ensure that the costs incurred for rehabilitation technology are needed by the eligible student with a disability to participate in Pre-ETS as opposed to other VR services that an eligible student might be participating in simultaneously.

### **J. Job Coaching Services**

Work Based Learning Experiences (WBLE) are core experiences of Pre-ETS. Job coach services may be required to assist students with disabilities in performing the tasks assigned during the WBLEs. As a result, this service is allocable within the scope, nature, and purpose of Pre-ETS.

### **K. Vocational and Other Training Services**

Pre-ETS are intended to be an opportunity to explore career interests and assist SWDs in identifying career interests in preparation from school to adulthood. Should a student need a book, tool, or other training material to participate in a WBLE such assistance and associated cost is allocable to pre employment transition services.

### **L. Advanced Guidance for Training**

For the purpose of Pre-ETS VR counselors should discuss postsecondary options for training and employment while reviewing all opportunities for postsecondary education programs at institutions of higher education as well as apprenticeship programs. SWDs should be encouraged to pursue advanced training in the fields of Science, Technology, Engineering and Math (STEM) as well as computer science, medicine, and business. This counseling and guidance is within the nature, scope and purpose of Pre-ETS.

Appendix 25-A lists specific Pre-ETS services including the providers and approved for service options.

## **25.8 Supportive Services Not Allocable to Pre-ETS**

These services are not considered to be within the nature, scope and purpose of Pre-Employment Transition Services (Pre-ETS) and therefore cannot be charged to reserve Pre-ETs funding and are only provided to eligible students/youth

### **A. Medical services**

These would generally be tied directly to specific occupations and as a result are beyond the nature, scope and purpose of pre employment transition services. USOR must use other VR program funds to pay the costs associated with providing these services.

**B. Post Secondary Training services**

Funding for postsecondary institutions is not allowed. Once the student has identified a career path and enrolled in a postsecondary education the financial assistance should be part of an IPE for eligible individuals

**Job search, placement assistance, retention services and follow up services for employment**

These are not part of the scope of pre employment transition services. Although transition services may include these services they are not part of the scope of pre employment transition services and as a result are not allocable for Pre-ETS funding.

## 25.9 Students Potentially Eligible (SPE) and Application for VR Services

VR Counselors should advise Students Potentially Eligible (SPE) who have a disability if and when it is appropriate to apply for VR services. If the Student is only in need of limited services available through Pre-ETS, then seeking services as a Student Potentially Eligible (SPE) is an appropriate alternative to application for VR Services. However, if the VR Counselor identifies additional VR services which are likely needed for the student's success, the student should be encouraged to apply for VR Services in order to access the comprehensive services available under an IPE.

An SPE may decide to apply for VR services during the provision of a Pre-ETS program, or at the conclusion of a Pre-ETS program. A SPE who has started a Pre-ETS program and applied for VR will be allowed to finish the remainder of the current Pre-ETS program but may not begin another Pre-ETS program as a SPE.

There are two possible outcomes and processes for Students Potentially Eligible (SPE) who apply for VR:

- A. The SPE is found ineligible for VR services. In this event, no further services may be provided once the previously initiated Pre-ETS program has been completed.
- B. The SPE is determined eligible for VR services. In this event, any Pre-ETS program initiated as a SPE may be completed; however, all future services will need to be included in an IPE prior to provision.

## 25.10 Services Through Pre-ETS Contracts

USOR has developed contracts with community partners to provide Pre-ETS to both eligible and SPE. A list of the contract providers and a description of the Pre-ETS available through each contract may be found in Appendix 25-B.

When referring a student who is potentially eligible or eligible student to one of the contract providers for Pre-ETS, the VR Counselor will complete the referral form (USOR Form-78) found in Appendix 25-D. If the Student is an eligible client in the VR program the counselor should coordinate with the student to update his/her IPE upon notification of the student's acceptance into a contracted Pre-Employment Transition Service.

The documentation required for SPE who are served on contract will be gathered by the Pre-ETS providers and added to the AWARE system. The documentation required for SPE is gathered by the program administering the Pre-ETS contract Appendix 25-B. The required documentation for SPE served through USOR Pre-ETS Instructors will be gathered by the Pre-ETS Instructors and included in the AWARE system.

## 25.11 Services to Groups of Students and Youth with Disabilities

Services to groups of students and youth are general transition services delivered in a group setting to benefit students and youth who may or may not have applied for VR services. Services to groups do not include individualized services and services directly related to an IPE goal.

USOR's provision of services to groups includes Job Readiness Workshops, Disability Mentoring Days, and Career Fairs as Transition Services to groups of Students and Youth with Disabilities who may not have yet applied or been determined eligible for vocational rehabilitation services.

### A. Job Readiness Workshops

Job Readiness Workshops consist of a series of learning modules designed to provide students and youth with disabilities with soft skills required for successful employment. These workshops are typically presented in the classroom and are conducted by USOR staff with support from school personnel.

### B. Student and Business Mentoring Days

Student and business mentoring days are employer site visits which provide students with the opportunity to learn about specific industries and career pathways. These events are coordinated by USOR staff in collaboration with the Local Educational Agency (LEA) representative and employers. Release forms may be required from

students prior to participation. USOR will coordinate with the LEA's and students to ensure participation forms are obtained when necessary.

## 25.12 Pre-Employment Transition Coordination

Each VR District Office is responsible for outreach and coordination of Pre-ETS in their area. Outreach responsibilities to schools and students is further defined in the Utah State Office of Rehabilitation's Interagency Agreement with the Utah State Board of Education. When invited by the school VR Counselors should attend events including welcome sessions, attend IEP meetings, and parent teacher conferences, etc.

District Offices will maintain liaisons with the LEA, local workforce development boards, one-stop centers, and employers to develop student work opportunities throughout the school year including summer employment, apprenticeships and other short term employment.

The Individualized Plans for Employment (IPE's) developed for eligible students and youth must include the specific transition services and supports needed to achieve the employment goal or projected post-school employment goal. The eligible student's IPE goals, objectives, and services will be developed in coordination with the student's Individualized Education Plan (IEP) or 504 plan, as applicable. The IPE will be developed and signed by the VR Counselor and student prior to his/her graduation from high school or post high program. In the event that the IPE cannot be developed prior to the student's graduation, the reasons preventing IPE development will be documented in a case note. VR Counselors will serve as consultants and technical assistance experts to schools and will work to establish referral pathways for students with disabilities.

## 25.14 Codes

VR Counselors should refer to CSM 13 Appendix A for information regarding service codes for Pre-Ets and information listed in CSM 13.12.