

Client Service Memorandum 2016-11
TO: All Client Service Staff
FROM: Emily Stirling, Policy
Authorized By: Aaron Thompson, Assistant Director
SUBJECT: Transition and Pre-Employment Transition Services
Date Issued: 11/7/2016
Effective Date: 11/7/2016

PURPOSE

The purpose of this Client Service Memo is to establish the definitions and procedures for working with Students with Disabilities, Youth with Disabilities, Pre-Employment Transition Services, and Transition Services which are congruent with 34 CFR 361.5 This memo supersedes client service policy pertaining to transition services found in CSM 13.3. Please reference this memo for the definition until such time as CSM Chapter 13 is revised.

POLICY

1. Student with a Disability

USOR defines a student with a disability as an individual who is:

- A. age 16 through 21 years; and
- B. eligible for and receiving special education or related services under IDEA; or an individual with a disability for purposes of section 504 of the Act; and
- C. in an educational program including, but not limited to:
 - I. Secondary education programs;
 - II. Non-traditional or alternative secondary education programs, including home schooling;
 - III. Postsecondary education programs; and
 - IV. Other recognized educational programs, such as those offered through the juvenile justice system.

When developing the IPE, the VR counselor and Student with a Disability will identify, discuss and incorporate appropriate Pre-Employment Transition services. Pre-Employment Transition Services are a specific set of services designed to provide Students with Disabilities with information, support and experiences that facilitate the exploration of their vocational interests, preferences, and abilities. Participation in Pre-Employment Transition Services should be viewed as preparation for engagement in other transition services such as post-secondary training, permanent job placement services, supported employment, etc.

2. Pre-Employment Transition Services are:

- A. Job Exploration Counseling: This includes: Work Strategy Assessments, Vocational Assessments and Vocational Counseling and Guidance.
- B. Work-Based Learning Experiences, which does not include services intended to secure long-term, permanent employment (e.g., JPP, SJBT, SE, OJT, etc). Examples of Work Based Learning Experiences include Apprenticeships, Internships, Summer Work

Experiences, Work-Based Trainings, Work- Based Learning Experience Development Assistance, and Work-Based Learning On-Site Mentoring.

- C. Counseling on Post-Secondary Opportunities, which may include Vocational Counseling and Guidance, Academic Assessments, assistance developing a course schedule, assistance to complete financial aid forms, information and assistance researching scholarship opportunities.
- D. Workplace Readiness Training for the development of social skills and independent living skills. This may include Job Readiness Training, WhyTry, PEERS, and Life Skills Training.
- E. Training on Self-Advocacy, which may also include Peer Mentoring, Self-Determination Training, and/or Independent Living Skills.

3. Youth with a Disability

USOR defines a youth with a disability as:

- A. An individual with a disability;
- B. Age 14 through 24 years

The definition of Youth with a Disability does not require participation in an education program. Clients meeting the criteria for Youth with a Disability include, but are not limited to, clients who meet the definition of Student with a Disability. When developing an IPE for clients meeting the definition of Youth with a Disability, the client and VR counselor will discuss appropriate transition services. Transition services may be provided to both students and youth with disabilities who are eligible for VR services. Transition services encompasses a wider range of activities than those for Pre-ETS and are intended to facilitate the transition from school to postsecondary life including, but not limited to, pre-employment transition services.

Transition Services are a coordinated set of activities for a student or youth with a disability:

- A. Designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation;
- B. Based upon the individual student's or youth's needs, taking into account the student's or youth's preferences and interests;
- C. That includes instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation;
- D. That promotes or facilitates the achievement of the employment outcome identified in the student's or youth's individualized plan for employment; and
- E. That includes outreach to and engagement of the parents, or, as appropriate, the representative of such a student or youth with a disability.

In accordance with the clarification received regarding the use of Pre-employment transition funds, the following service codes will be sunset on November 14, 2016.

- 01.8 Work Strategy and Academic Assessments for Students with Disabilities
- 03.2 Vocational Rehabilitation Counseling & Guidance for Students w/ Disabilities
- 08.2 On-the-Job Training for Students w/ Disabilities
- 09.2 Apprenticeship Training for Students w/ Disabilities
- 10.2 Basic Academic Remedial or Literacy Training for Students w/ Disabilities
- 11.2 Job Readiness Training for Students w/ Disabilities
- 12.2 Disability-Related Skills Training for Students w/ Disabilities
- 13.2 Miscellaneous Training for Students w/ Disabilities
- 14.2 Job Search Assistance for Students w/ Disabilities
- 16.2 On-the-Job Supports - Short Term for Students w/ Disabilities
- 27.2 Customized Employment Services for Students w/ Disabilities
- 28.2 All other services including tools, equipment, licenses supplies related to the vocational goal for Students with Disabilities

The following Supported Employment service codes will be amended for use with Youth with Disabilities beginning November 14, 2016:

- 15.2 Job Placement Assistance for Students w/ Disabilities will become
15.2 Job Placement Assistance for Youth w/ Disabilities.

- 17.2 On-the-Job Supports - Supported Employment for Students w/ Disabilities will become
17.2 On-the-Job Supports - Supported Employment for Youth w/ Disabilities.

Please use the following codes for Pre-ETS for Students with Disabilities starting Nov 14, 2016.

Pre-Ets Service Code Examples for Students with Disabilities

30.1 Job Exploration Counseling

- Pre-Ets-Vocational Counseling and Guidance (formally 03.2)
- Pre-Ets-Vocational Assessments
- Pre-Ets-Work Strategy Assessments (formally 01.8)
- Pre-Ets-Discovery Assessment (formally 27.2)

31.1 Work-Based Learning Experiences

- Pre-Ets-Disability Mentoring Days (Comparable Benefit)

Pre-Ets-Summer Work Experiences
Pre-Ets-Apprenticeship Training (formally 09.2)
Pre-Ets-Temporary Work Experiences (formally 14.2 and 16.2)
Pre-Ets-Work Based Training (formally 08.2)
Pre-Ets work based learning mentoring (formally 16.2)

32.1 Counseling on Enrollment Opportunities

Pre-Ets-Academic Assessments from a Post-Secondary Educational Institution

33.1 Workplace Readiness Training

Pre-Ets Job Readiness Workshops (Comparable Benefit)
Pre-Ets Job Readiness classes (formally 11.2)
Pre-Ets Why Try
Pre-Ets Peer Connections

34.1 Instruction in Self-Advocacy

Pre-Ets Peer Mentoring
Pre-Ets Life Skills Training (formally 12.2)