

PRE-EMPLOYMENT TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES

POLICY

Authority - CFR 361.5(51); CFR 361.48; CFR 361.50; RSA Guidance

1. Pre-employment transition services for students with disabilities may be provided in accordance with the following guidelines to promote the transition of students with disabilities into post-secondary options and competitive integrated employment.
2. Pre-employment transition services are defined as a coordinated set of services and activities between VR and a Local Education Agency.
3. The provision of pre-employment transition services is not based on financial need.
4. Prior to VR providing pre-employment transition services, a determination must be made as to the availability of comparable services and benefits and the extent to which the comparable services or benefits can be utilized to provide or pay for the services. Coordinate with the local schools to determine which services the school should provide.
5. A student with a disability is defined as an individual with a disability enrolled in a secondary, post-secondary or other recognized education program who is no younger than 14 years of age and no older than 22 years of age. Education programs include but are not limited to:
 - a. Secondary education programs;
 - b. Non-traditional or alternative secondary education programs, including home schooling;
 - c. Transitional learning or similar services provided at a post-secondary institution; and
 - d. Other recognized educational programs, such as those offered through the juvenile justice system.
6. Pre-employment transition services include:
 - a. Job exploration counseling;
 - b. Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible;
 - c. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
 - d. Workplace readiness training to develop social skills and independent living; and
 - e. Instruction in self-advocacy, which may include peer mentoring.
7. Pre-employment transition services must be made available statewide to all students with disabilities who are eligible or potentially eligible for VR services and are in need of such services. Applying for VR services is not a requirement.

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8. Pre-employment transition services may begin once the student with a disability requests or is recommended for pre-employment transition services and may be provided individually or in an individualized group setting.
9. Coordinated pre-employment transition activities include but are not limited to:
 - a. To the extent possible and when invited, attending the IEP pre-employment transition planning meetings to provide consultation and technical assistance.
 - b. To the extent possible and when invited, attending person-centered planning meetings for students with disabilities receiving services under title XIX of the Social Security Act.
 - c. Obtaining appropriate school records to document a student's disability.
 - d. Educating school staff on VR eligibility and priority category requirements to ensure that all appropriate students are referred.
 - e. Working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities.
 - f. Working with schools to coordinate and ensure the provision of pre-employment transition services provided by the schools.
10. VR is responsible for maintaining contact with teachers and other stake holders responsible for referring students to VR and ensuring pre-employment transition services are provided.
11. Pre-employment transition services and activities may be provided by local education agency school staff or by a Community Rehabilitation Provider (CRP) or other entity under contract with VR.
12. Documentation of a disability for students who are potentially eligible for VR services (who do not apply for services) must be obtained from the local school system. The documentation must include the school's disability certification form for the type of disability or must be provided by and at the expense of the parent of homeschooled students. FERPA release of information forms for school records are available from each school. VR cannot provide assessments for documentation of a disability nor provide support services for students who do not apply for services.
13. Referrals for application for VR services should be made as soon as it has been determined that a student may benefit from VR services or when requested by the student or the student's parents or guardians. School counselors, school psychologists, general education teachers, special education teachers, or other appropriate school personnel should be consulted to determine appropriate referrals and the timing of a referral.
14. For students who apply for VR services and are determined eligible and in an open priority category, an Individualized Plan for Employment (IPE) must be completed prior to exit from the school system. Consult with VR State Office if there is a problem completing an IPE prior to school exit. An IPE may be developed for either a projected post-school employment outcome or a specific employment outcome and for the nature and scope of services needed to transition from school to post-school activities and accomplish the employment objective.

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15. Students with disabilities who apply for and are eligible for VR services may be provided pre-employment transition services and individualized and other services as described in the student's Individualized Plan for Employment (IPE) to support the student in transition planning and in services determined necessary to achieve competitive integrated employment.
16. Non-applicant students who are provided pre-employment transition services who later apply for VR services and are determined eligible may continue to receive the same pre-employment transition services regardless of priority category determination. If in an open priority category, include the services in the student's IPE.
17. Students who have not been provided pre-employment transition services who later apply for VR services and are determined to be in a closed priority category may not be provided pre-employment transition services individually but may be provided pre-employment transition services in a group setting.
18. A student who has applied for VR services and has been determined eligible for services and in an open priority category may be provided VR services under an IPE that lead to employment and closed as successfully employed prior to exiting the school system.
19. VR services cannot take the place of academic or pre-vocational training that is the responsibility of the school system. This includes the purchase of equipment and/or assistive devices used primarily for educational purposes and/or transportation. Consideration may be given when the student is exiting the school system and the equipment or service is directly related to a vocational need or competitive integrated employment.
20. Auxiliary aids and services may be provided for students who are potentially eligible for VR services (who do not apply for services) with sensory and communicative disorders who require such services to access pre-employment transition services to meet ADA and Section 504 accommodation requirements. Auxiliary aids and services do not include personal devices or services used to improve functional capabilities of students with disabilities such as eye glasses, hearing aids, wheelchairs, etc. Coordinate with the local schools to determine which auxiliary aids and services that meet ADA and Section 504 accommodations the school will provide.
21. Students currently enrolled in a secondary school system cannot also be enrolled in post-secondary training at VR's expense.
22. Students who are potentially eligible for VR services must be informed of the Client Assistance Program.