A Coordinated Set of Activities & a Result Oriented Process:

What Employment Transition Services Should Look Like

Andrea Mixson, ADAP
February 21, 2024
<table>
<thead>
<tr>
<th>WITH A DISABILITY</th>
<th>WITHOUT A DISABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.5%</td>
<td>77.3%</td>
</tr>
</tbody>
</table>

January 2024- Department of Labor

[https://www.dol.gov/agencies/odep/research-evaluation/statistics](https://www.dol.gov/agencies/odep/research-evaluation/statistics)
<table>
<thead>
<tr>
<th>WITH A DISABILITY</th>
<th>WITHOUT A DISABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.5%</strong></td>
<td><strong>4.0%</strong></td>
</tr>
</tbody>
</table>

January 2024 - Department of Labor

[https://www.dol.gov/agencies/odep/research-evaluation/statistics](https://www.dol.gov/agencies/odep/research-evaluation/statistics)
## 2023 Annual Youth Labor Force Participation Rate

<table>
<thead>
<tr>
<th>Age</th>
<th>Disability</th>
<th>No Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-19</td>
<td>27.0%</td>
<td>37.5%</td>
</tr>
<tr>
<td>20-24</td>
<td>51.8%</td>
<td>72.5%</td>
</tr>
</tbody>
</table>

U.S. Department of Labor
https://www.dol.gov/agencies/odep/research-evaluation/statistics
Most youth with ASD who worked for pay during high school went on to have a job in their early 20’s

**PERCENT EVER WORKED AFTER HIGH SCHOOL**

<table>
<thead>
<tr>
<th>NO JOB IN HS</th>
<th>JOB IN HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Client Assistance Program (CAP)

ADAP program for those seeking help from AL Vocational Rehabilitation Services (VRS)

Provides info on VRS programs, services and process, client rights, and navigating VRS process.

Goal to resolve issues by providing information and individual advocacy.
ADAP’s Client Assistance Program (CAP)

- You have questions regarding the services available from a particular rehabilitation program.
- You have been determined ineligible for services and you disagree with the determination.
- You are experiencing delays in the processing of your application for eligibility with a rehabilitation program.
- You are experiencing delays in receiving services for which you have already been determined eligible.
- You have been refused services which you feel are needed to reach your individual rehabilitation goal.
- You are having problems with your rehabilitation program that you have not been able to work out with your counselor.
- You disagree with the termination of a rehabilitation service or the closure of your case.
Goals of Presentation

- School system’s responsibility to coordinate transition services
- Purpose and scope of Pre-ETS services
- Features of VRS transition case services
ACRONYMS!!!

- Pre-ETS: Pre-Employment Transition Services
- VRS: Vocational Rehabilitation Services
- IDEA: Individuals with Disabilities Education Act
- IEP: Individualized Education Plan
- IPE: Individual Plan of Employment
Coordination

Coordination between school and VRS is often accomplished by unrelenting self-advocacy.

Coordination is outlined and expected in both VRS law and special education law.

Coordination ASAP is crucial, starting at age 14-16, with pre-employment transition services.

Coordination efforts need to be documented in IEP and when applicable and Individualized Plan of Employment.
Schools Systems are Ultimately Responsible for Providing Transition Services for Students with IEPS
What is transition?

Coordinated  
Results-oriented  
Focused on improving academic and functional achievement
To move a youth from school to...

- Post-secondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation
Includes...

- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives, and, when appropriate...
- Acquisition of daily living skills and functional vocational evaluation
Student’s Voice

Schools must invite students to IEP meetings when considering goals after high school and transition services to meet goals.

If the student doesn’t attend, the school must take other steps to ensure that student’s preferences and interests are considered.
To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, schools must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services*.

*This includes Pre-employment Transition Services & VR Case services.
OK..That’s what the school has to do... but what's this I hear about Pre-ETS??
Pre-employment Transition Services

The earliest set of services for students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services. They are designed to be:
Pre-ETS services are to be:

- short-term in nature
- based on the student’s needs, and
- help student identify their career interests
The 5 Required Pre ETS Activities

The On-Ramp or The “Appetizer”

Instruction in Self-Advocacy
Learn how disability may impact employment and how to self advocate in the workplace

Job Exploration Counseling
Gain information about career pathways and uncover personal career interests

Workplace Based Learning
Practice skills in the workplace

Workplace Readiness Training
Understand what it takes to get and keep a job

Counseling on opportunities for post-secondary training at IHE
Learn about educational programs at colleges and universities
Should Pre-Ets be a topic at an IEP team meeting?

YES!!!!
Be Mindful of these Details...

• **When Pre-employment Transition Services Begin**
  
  Pre-employment transition services may begin once a student requests or is recommended for one or more pre-employment transition services, and documentation of a disability is provided to the vocational rehabilitation agency.

• **Collaboration with local educational agencies (LEA)**
  
  Pre-employment transition services provided by VR agencies may not duplicate or supplant services that are already provided by local education agencies through the IDEA.

[https://transitionta.org/topics/pre-ets/](https://transitionta.org/topics/pre-ets/)
# Providing Individual Transition and Pre-Employment Transition Services

## Student Area of Interest: Construction

<table>
<thead>
<tr>
<th></th>
<th>Pre-Employment Transition Services</th>
<th>IDEA Transition Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Exploration</strong></td>
<td>Attend local career fair in the construction industry (or work with local community college to create a construction career fair) with the focus on trades (to identify various types of careers from construction to electrician to architect).</td>
<td>Student will explore online career information with the school counselor.</td>
</tr>
<tr>
<td><strong>Work-Based Learning</strong></td>
<td>Obtain a paid work experience with construction company during the summer. Volunteer at Habitat for Humanity (as part of service learning).</td>
<td>Enroll in CTE Building Trades program grades 10-12 and participate in school and community-based work experiences.</td>
</tr>
</tbody>
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## Student Area of Interest: Construction (cont.)

<table>
<thead>
<tr>
<th>Pre-Employment Transition Services</th>
<th>IDEA Transition Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling on Post-Secondary Education</td>
<td>Support for completion of FAFSA and application for community college.</td>
</tr>
<tr>
<td>Research Building Trade Unions to identify potential apprenticeship programs</td>
<td></td>
</tr>
<tr>
<td>Tour and meet instructors in the community college building trades program.</td>
<td></td>
</tr>
<tr>
<td>Workplace Readiness</td>
<td>Participate in building trades student organization as an IDEA transition service to</td>
</tr>
<tr>
<td>Participate in VR job seeking skills class.</td>
<td>develop leadership and teaming skills.</td>
</tr>
<tr>
<td>Self-Advocacy</td>
<td>Enroll in the Family and Consumer Science, Independent Living Class.</td>
</tr>
<tr>
<td>Attend the Independent Living Center’s self-advocacy training.</td>
<td>Meet with teachers to request identified accommodations.</td>
</tr>
</tbody>
</table>

Pre-ETS Parameters

Lasts **until** a student receiving special ed or 504 services **desires or requires** more intensive services.

Should enhance, **not delay** the transition planning process or the submission of an application for VR services.

**No requirement** to participate in **prior to** applying for or receiving VR services. Can be part of VR “case services.”
When students need more individualized or intensive VRS services they should make a formal application for VR services.

We advise requesting VR Transition Services by 2nd Semester of 10th Grade Year.
Chris’s Journey Along a Continuum of VR Services

Ages 14-16
- Job Shadowing
- Worksite Tours/LMI
- Informational Interviews

At age 17+
- Summer Paid Work Experience
- Employment Goal Refined/IPE Revision

Considerations
 ✓ What are some key factors that drive the decision regarding service provision?
 ✓ How do you facilitate or participate in communication between CTE, special education and VR?
Samantha’s Journey Along a Continuum of VR Services

Preferences/Needs
- Wheelchair access
- Alternative input device for computer
- Coaching supports
- Low vision aids
- Uses a communication device

Ages 14 & 15
- Job Exploration Counseling
- Workplace Readiness Training
- Self-advocacy

Ages 16 & 17
- Application for VR Services
- Paid Work-based Learning Experience

Considerations
✓ How do you know when Samantha is ready for an application for VR services?
✓ How might fear of losing benefits impact Samantha’s decisions about work?
✓ How do you coordinate the delivery of pre-employment transition and VR services?
✓ How do you coordinate services in the IEP with the IPE?
VRS Case Transition Services

Outcome-oriented services

For students or youth with disabilities who have been determined eligible for VR services

Facilitates the movement from the receipt of services from schools to the receipt of services from VR agencies, and/or as appropriate, other State agencies.
Eligibility Criteria for VRS Case Services

The individual has:

- A Physical or Mental Impairment which is a substantial impediment to employment;
- Needs services to “prepare for, secure, retain, or regain employment;” and
- Can benefit from services.

Social Security Disability (SSDI) and Supplement Security Income (SSI) beneficiaries are presumed eligible for services.
Prior to any determination that an individual with a disability is unable to benefit from vocational rehabilitation services in terms of an employment outcome because of the severity of that individual’s disability or that the individual is ineligible for vocational rehabilitation services, ADRS must conduct an exploration of the individual’s abilities, capabilities, and capacity to perform in realistic work situations.
• All mental/emotional disorders must be diagnosed by a psychiatrist, psychologist, licensed clinical social worker, psychiatric nurse practitioner, licensed marriage and family therapist or licensed professional counselor, except for ADHD which may also be diagnosed by a medical doctor.

• Autism must be diagnosed by a physician, licensed psychologist, or psychiatrist. Diagnoses provided by Alabama Department of Mental Health approved mental illness providers are acceptable. Vocational Rehabilitation Counselors employed by ADRS who are licensed in any capacity may not provide a diagnosis on behalf of a consumer.

• In lieu of psychological or medical records described above, the Notice and Eligibility Decision Regarding Special Education Services form may be used to document intellectual disabilities, learning disabilities, autism, and attention deficit hyperactivity disorder (ADHD) for high school students. School records should be reviewed by psychological consultants for students seeking post-secondary training.
Individualized is not just for IEPS!

VRS must assist eligible individuals obtain employment consistent with THEIR:

<table>
<thead>
<tr>
<th>Unique strengths</th>
<th>Resources</th>
<th>Priorities</th>
<th>Concerns</th>
<th>Abilities</th>
<th>Capabilities</th>
</tr>
</thead>
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VRS does not exist to place individuals with disabilities in entry level jobs.
Individual Plan of Employment

A planning tool VR counselors use to help students plan for their future employment goals.

• What is my job goal?
• What help and services do I need to get to my goal?
• When will I reach my goal?
• Who will help me?
• When will my plan start?
• Who will pay for what?
Individualized Plan for Employment

- Spells out determined vocational goal/employment goal.
- Responsibilities of the client and the counselor/agency.
- Services to be provided.
- Timelines for completions.
- Signed by client and counselor.
A Cooperative Relationship!

- The IPE should be developed, implemented and evaluated in cooperative relationship between you and your VRS counselor. VRS must develop your IPE with you within 90 days of the date of your eligibility determination.
IPE REVIEW

• **MUST** be reviewed at least annually & amended if:
  • Substantive changes in the employment outcome OR
  • VRS services OR service providers
  • Changes will not occur until signed off by client and VRS counselor.
  • You should always be provided a copy of your IPE and any amendments.
Your Choice!

• VRS must ensure that you are afforded “informed choice” during the development of your IPE.

• This means that, among other things, VRS must help you to get necessary information about the specific vocational rehabilitation services, including the providers of those services, that are needed to achieve your employment outcome.
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What is the Impact of Successful Coordination and Collaboration for Our Students?

References- NTAC