



A Coordinated Set of Activities & a Result Oriented Process:

What Employment Transition Services Should
Look Like

Andrea Mixson, ADAP

February 21, 2024

LABOR PARTICIPATION RATE: AGE 16-64

WITH A DISABILITY

40.5%

WITHOUT A DISABILITY

77.3%

January 2024- Department of Labor

<https://www.dol.gov/agencies/odep/research-evaluation/statistics>

UNEMPLOYMENT RATE: AGE 16-64

WITH A DISABILITY

6.5%

WITHOUT A DISABILITY

4.0%

January 2024- Department of Labor

<https://www.dol.gov/agencies/odep/research-evaluation/statistics>

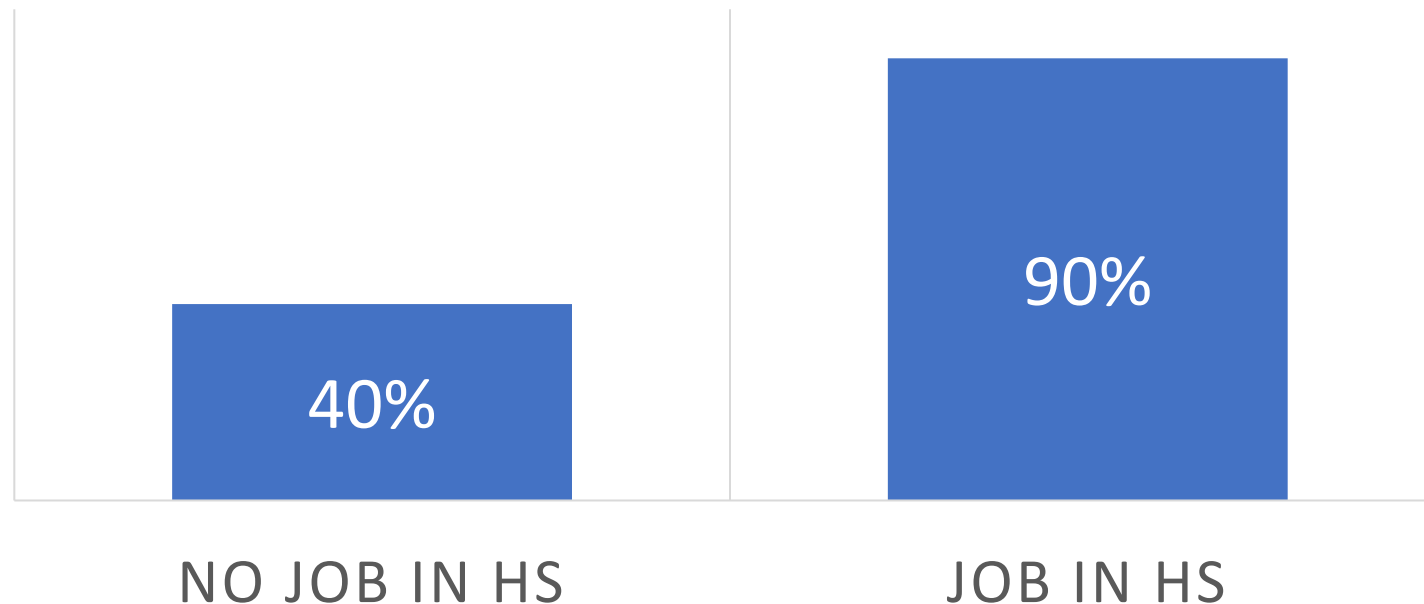
2023 Annual Youth Labor Force Participation Rate

Age	Disability	No Disability
16-19	27.0%	37.5%
20-24	51.8%	72.5%

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



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.

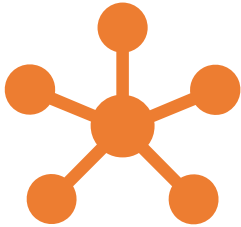
Coordination ASAP is crucial, starting at age 14-16, with pre-employment transition services.

Coordination efforts need to be documented in IEP and when applicable and Individualized Plan of Employment.

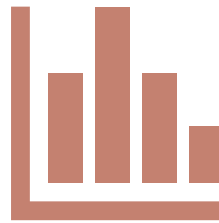
Schools Systems
are Ultimately
Responsible for
Providing
Transition
Services for
Students with
IEPS



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.





VRS Reps Should Be Invited to IEPs

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*.

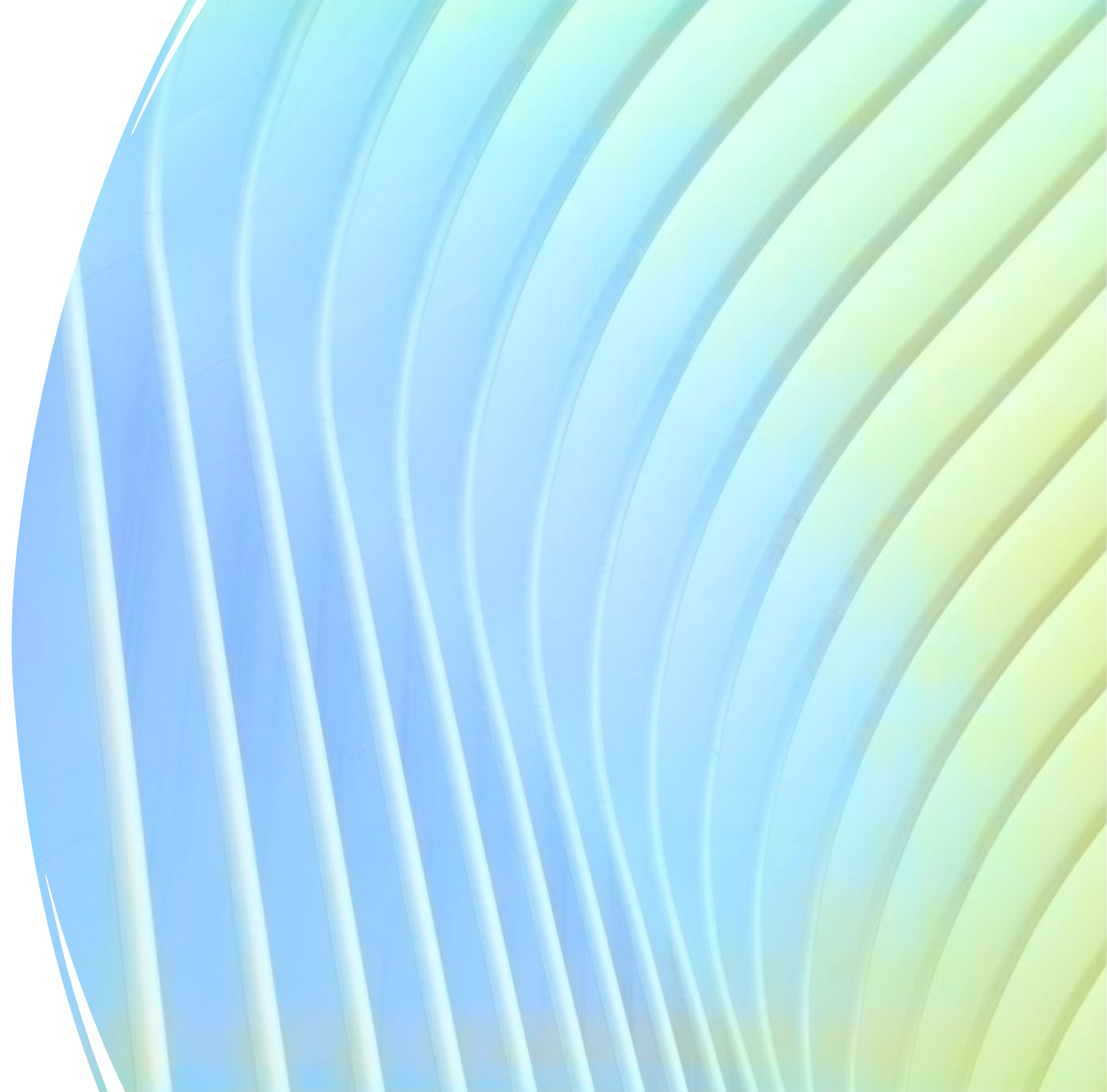
*This includes Pre-employment Transition Services & VR Case services.



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:

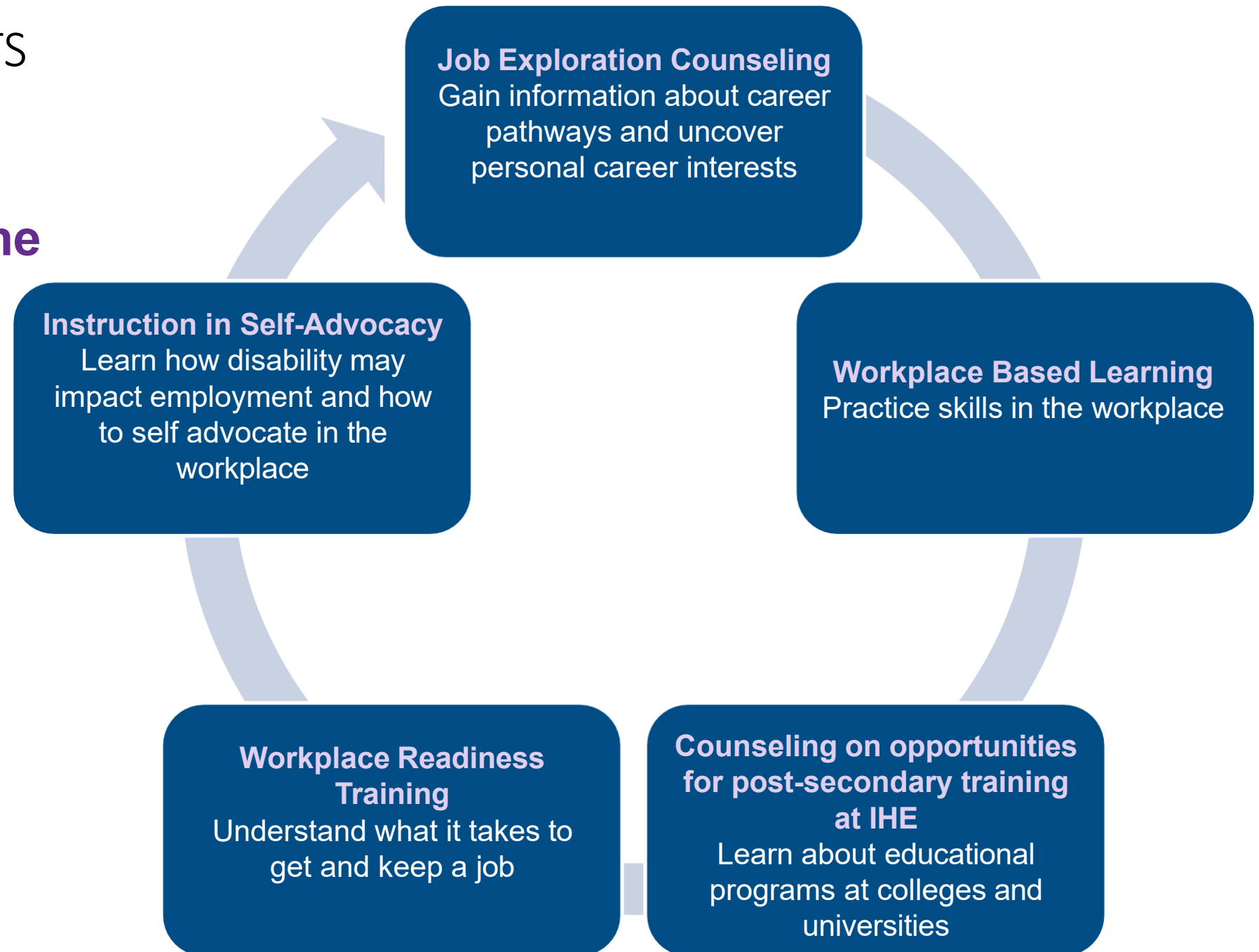
short-term in nature

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”



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/>

Providing Individual Transition and Pre-Employment Transition Services

Student Area of Interest: Construction		
	Pre-Employment Transition Services	IDEA Transition Services
Job Exploration	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).	Student will explore online career information with the school counselor.
Work-Based Learning https://transitionta.org/wp-content/uploads/docs/toolkit_pre-ets_guide.pdf	Obtain a paid work experience with construction company during the summer. Volunteer at Habitat for Humanity (as part of service learning).	Enroll in CTE Building Trades program grades 10- 12 and participate in school and community-based work experiences.

Student Area of Interest: Construction (cont.)

Pre-Employment Transition Services

IDEA Transition Services

Counseling on Post-Secondary Education

Research Building Trade Unions to identify potential apprenticeship programs

Tour and meet instructors in the community college building trades program.

Support for completion of FAFSA and application for community college.

Workplace Readiness

Participate in VR job seeking skills class.

Participate in building trades student organization as an IDEA transition service to develop leadership and teaming skills.

Self-Advocacy

Attend the Independent Living Center's self-advocacy training.

Enroll in the Family and Consumer Science, Independent Living Class.

Meet with teachers to request identified accommodations.

https://transitionta.org/wp-content/uploads/docs/toolkit_pre-ets_guide.pdf

Pre-ETS Parameters

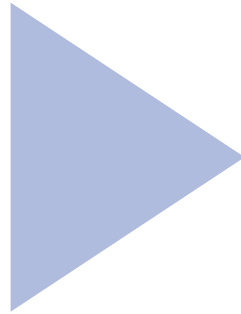
Lasts until a student receiving special ed or 504 services desires or requires more intensive services.

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.”

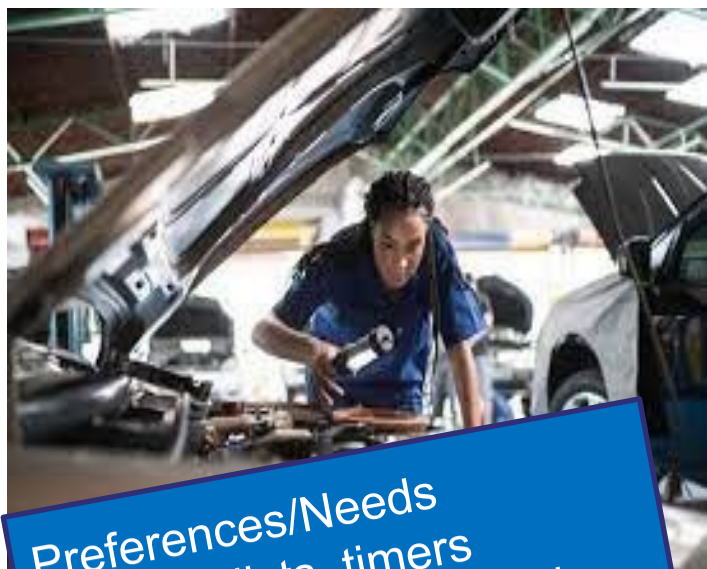
When to Apply for VR Transition Services

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



- Preferences/Needs
- Checklists, timers
 - Plain language/verbal instructions or demonstrations
 - Hands-on activities
 - Check for understanding, provide clarification

Ages 14-16

Job Shadowing

Worksite Tours/LMI

Informational Interviews

At age 17+

Summer Paid Work Experience

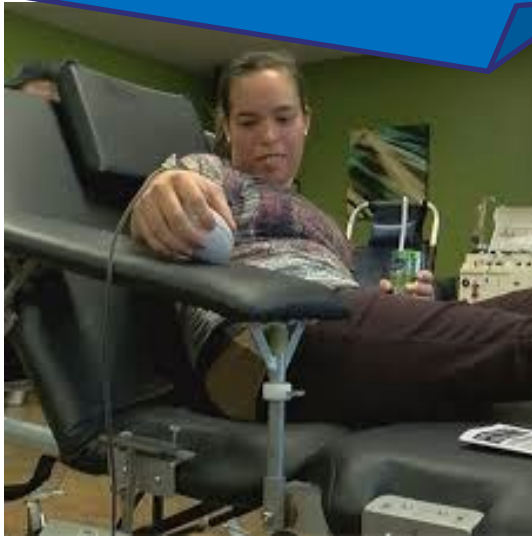
Employment Goal Refined/IPE Revision

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

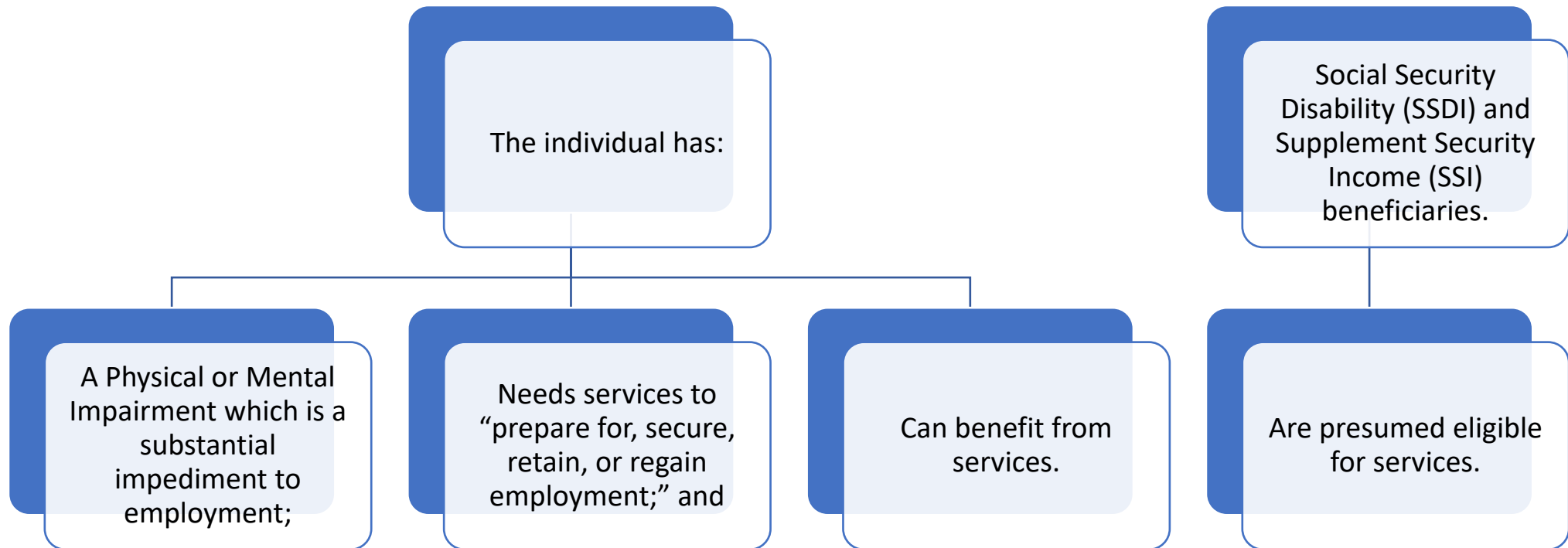
Outcome-oriented services

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





Trial Work Experiences

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.

Documenting Autism for High School Students and VRS “Case” Eligibility

- 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:

Unique
strengths

Resources

Priorities

Concerns

Abilities

Capabilities



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/employ-
ment goal.



Responsibilities of
the client and the
counselor/agency.



Services to
be provided.

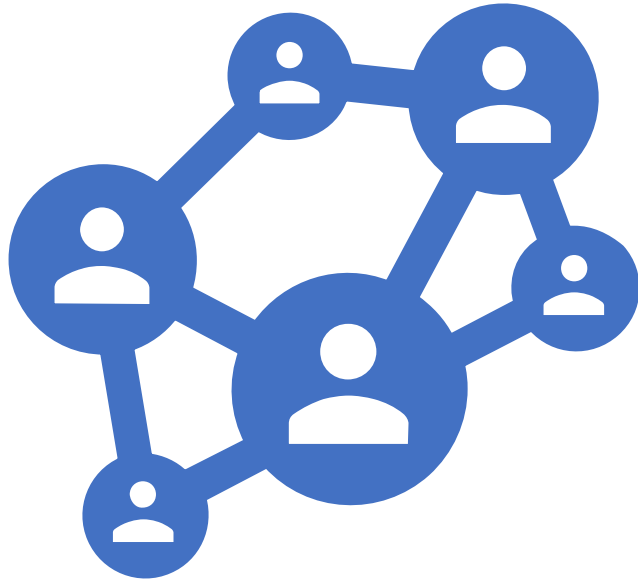


Timelines for
completions.



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

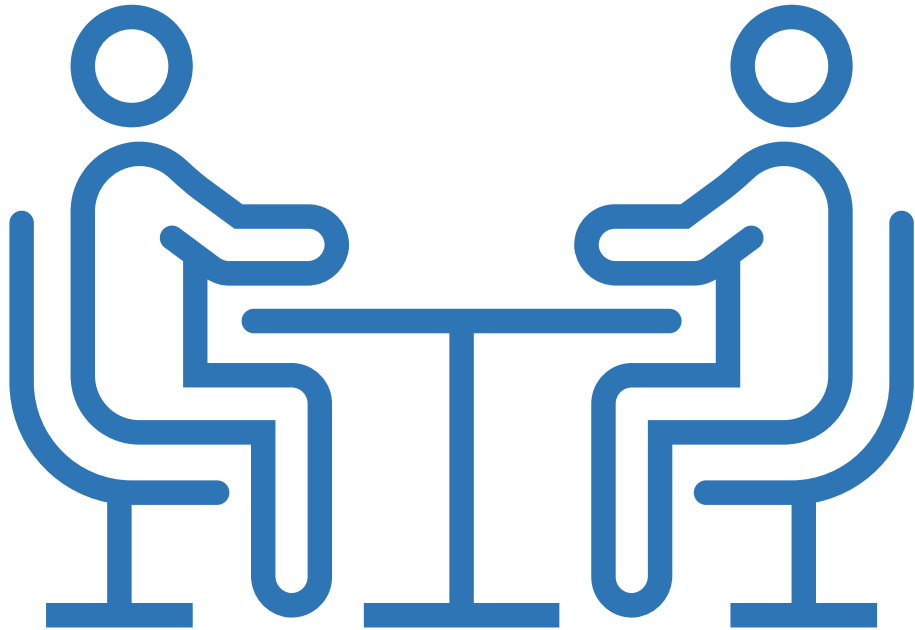
- **MUST** be reviewed at least annually & amended if:
- Substantive changes in the employment outcome OR
- VRS services OR service providers
- Changes will not occur until signed off by client and VRS counselor.
- You should always be provided a copy of your IPE and any amendments.



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.





Coordination

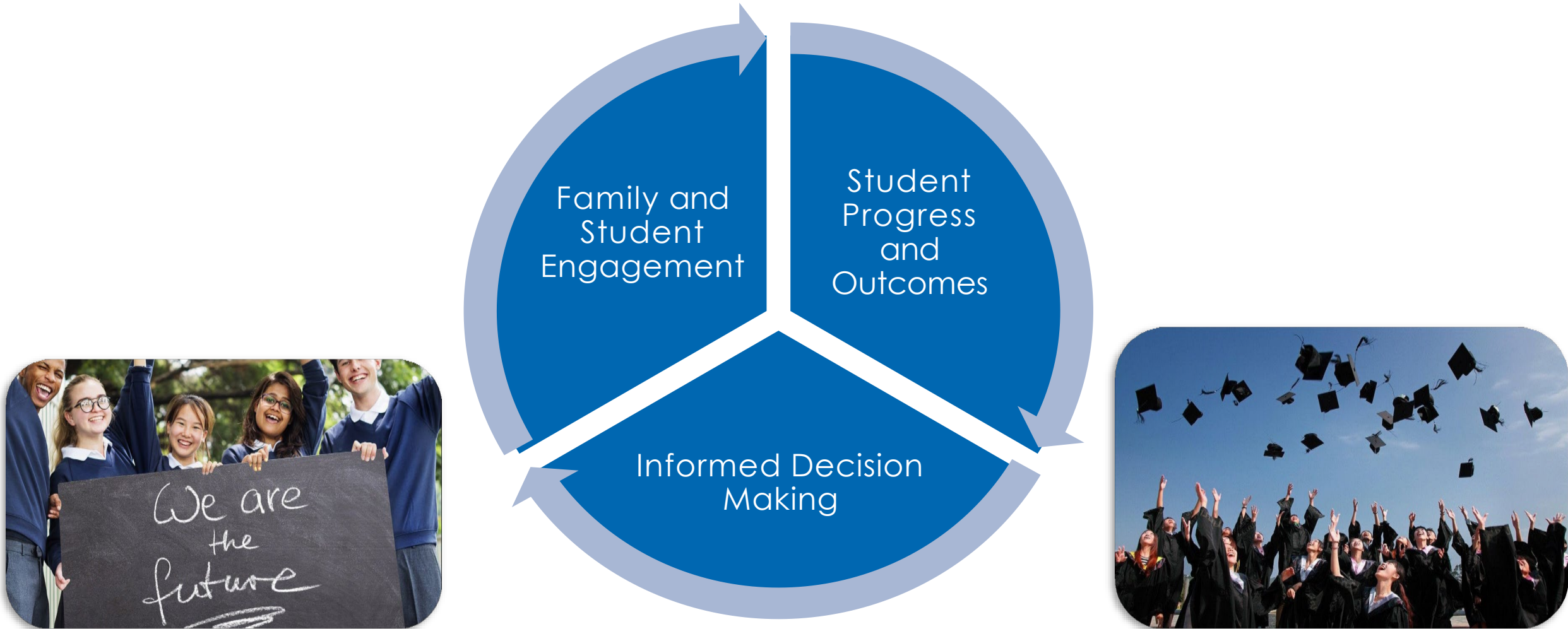
Coordination between school and VRS is often accomplished by unrelenting self-advocacy.

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.

What is the Impact of Successful Coordination and Collaboration for Our Students?



References- NTAC

- https://transitionta.org/wp-content/uploads/docs/micro-series_pre-ets_p1.pdf
- https://transitionta.org/wp-content/uploads/docs/micro-series_pre-ets_p2.pdf
- https://transitionta.org/wp-content/uploads/docs/2023_06-27_micro-series-p3_ntactc_ac.pdf