



Policy No. 007	Subject: Serving Students in Transition
Section: IVRS Overview	Revised: 03/2020
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1. DESCRIPTION

IVRS strives to serve students with disabilities in transition in a manner that will impact the broadest segment of students possible. The provision of transition services for the benefit of students with disabilities is provided through Pre-Employment Transition Services (Pre-ETS). IVRS provides a continuum of VR services by providing Pre-ETS to any student with a disability. A student with a disability is defined as an individual who is between the ages of 14 and 21 and in a recognized educational program receiving special education services under an Individualized Education Program (IEP), or who is covered under the provisions of Section 504 of the Rehabilitation Act, regardless of whether the student has applied for or been determined eligible for VR services. A recognized educational program includes: secondary education programs, non-traditional or alternative secondary education programs (including home schooling), post-secondary education programs, and other recognized educational programs such as those offered through the juvenile justice system.

Students with disabilities who have not applied for services from IVRS are considered Potentially Eligible, as they have not been determined eligible. These students are considered recipients of services from IVRS if they are receiving Pre-ETS and are known to IVRS.

Potentially Eligible students may continue to receive Pre-ETS that are needed until they reach high school graduation, reach the age of 22, or a decision of eligibility has been made and therefore they are no longer considered Potentially Eligible. Students who apply for services and are determined ineligible may no longer participate in Pre-ETS as they are no longer considered Potentially Eligible.



The date of the eligibility decision is the date when IVRS services may begin if the student is off the waiting list. The student may continue to receive Pre-ETS while on the waiting list, but may not receive intense services. No Pre-ETS may be provided to a student on the IVRS waiting list if that student had not received Pre-ETS prior to the date the student was determined eligible for services.

All students who apply for IVRS, even if they are still receiving Pre-ETS, will be subject to all relevant requirements for eligibility, order of selection, and the development of the Individualized Plan for Employment (IPE).

2. DOCUMENTATION REQUIREMENTS OF POTENTIALLY ELIGIBLE

Prior to receiving any Pre-ETS, students must complete the [Pre-ETS Agreement](#). If the student is under the age of 18, or over the age of 18 with a legal guardian, the parent/guardian must also sign this document. Additionally, students must demonstrate through documentation that they are on an IEP or covered under the provisions of Section 504. The documentation must be uploaded into IRSS. The documentation must include one of the following:

- a. A copy of the face sheet of the IEP;
- b. A copy of the 504 plan;
- c. An email from the school indicating the student is covered under the provisions of Section 504; or
- d. Other documentation that supports the student as having a disability.

Documentation must be retained for three years following the closure of the Potentially Eligible record or IVRS case file.

3. SERVICE COLLABORATION

IVRS staff work with students with disabilities individually or in groups as Potentially Eligible. When it is clear that more intensive services are necessary, or when the student and/or guardian are interested in applying for services, the VR staff then receives a referral for IVRS services encourages the student to apply.

Upon receipt of the information, IVRS staff meet with the student with a disability and the guardian to complete the intake. The IVRS counselor reviews the medical and



education information, and discusses other information that may be needed for eligibility determination. The counselor must then work with the Local Education Agency (LEA) to coordinate services and supports, ensuring that IVRS does not supplant the required activities and services of the LEA.

IVRS is responsible for services in the IPE and the LEAs are responsible for services required for transition under the IEP. IVRS staff collaborate with LEAs and community partners to develop a Local School Plan to deliver Pre-ETS in a manner that maximizes staff resources, minimizes duplication and coordinates team efforts.

4. SCOPE OF SERVICES

Frequency of Contact: Should be based upon the needs of the student. IVRS staff must work with the student's school team to identify the needs of the student, which will help to dictate the necessary frequency of contact.

Pre-ETS: May be provided to all students with disabilities, regardless of whether they have applied for services; however, if a student applies for services and is found ineligible the student would no longer be able to participate in these activities. IVRS may not supplant the work required by the LEAs. These services are an early start of job exploration that:

- a. May begin once the student's documentation of the disability (IEP or Section 504 eligible) and the signed Pre-ETS Agreement are provided to IVRS. The Pre-ETS Agreement is required until the individual no longer meets the definition of a student with a disability, or until an IPE-2 is developed, whichever comes first.
- b. Assists students with identifying career interests to be further explored and must be provided or arranged in collaboration with the school.
- c. These services include: Required Activities, Coordinated Activities, and Authorized Activities.
- d. IVRS may provide the following **Required Activities**:
 - i. Job Exploration Counseling:
 1. May be provided in a classroom or community setting and include information on in-demand industry sectors and occupations;



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2. May include interest inventories and identification of career pathways; and
 3. May include a discussion of the student's vocational interest inventory results and labor market information that pertains to those specific interests.
- ii. Work-Based Learning Experiences, which may include in-school or after school opportunities, or experiences outside the traditional school setting (including internships) that are provided in an integrated environment in the community:
1. May include coordinating school-based programs of job training and informational interviews to research employers, work-site tours to learn about necessary job skills, job shadowing or mentoring opportunities in the community;
 2. May include work experiences to explore the student's area of interest through paid and unpaid internships (does not include pre-apprenticeships or Registered Apprenticeships);
 3. May include a supported short-term paid work experience. This is considered a career exploration service during the student's transition process, thus a component of the IPE. With supported short-term paid work experiences, instructional training is provided by an instructional trainer coordinated with the LEA. IVRS may support the development of the site in the community when the team is in agreement that those services are necessary. These services may be contracted through a Community Rehabilitation Provider (CRP). IVRS should refer to the Menu of Services to identify the current rate for supported short-term paid work experience development. For students in high school who have decided upon their career goal and the team feels they are ready to begin [Supported Employment Services](#), please see that policy.
 4. These services are those most beneficial in the early stages of employment exploration during the transition process to employment.

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- iii. Counseling on Opportunities for enrollment in comprehensive transition or post-secondary education programs at institutions of higher education:
 - 1. May include information on class offerings, career options, the type of academic and occupational training needed to succeed in the workplace and career fields associated with pathways; and
 - 2. May include advising students and parents or representatives of academic curricula, college application and admissions processes, completing the FAFSA, and resources that may be used to support the student in education and training, which may include disability support services.

- iv. Workplace Readiness Training to develop social skills and independent living:
 - 1. May include programming to develop social skills and independent living, such as communication and interpersonal skills, financial literacy, job-seeking skills, understanding employer expectations and “soft skills” necessary for employment.
 - 2. If an instructional trainer is needed, this service should be coordinated with the LEA.

- v. Instruction in Self-Advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment):
 - 1. May include lessons in which students learn about their rights, responsibilities, and how to request accommodations for services and supports needed in transition from secondary to post-secondary and employment;
 - 2. May include sessions where students share thoughts, concerns, etc., in order to prepare them for peer mentoring opportunities; and
 - 3. May include informational interviews or volunteering for boards, etc., and participation in youth leadership activities.



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- e. IVRS staff are expected to participate in **Coordinated Activities** consisting of the following:
 - i. Attending IEP meetings for students and youth when invited;
 - ii. Working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students and youth, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships;
 - iii. Working with schools, including those carrying out activities to coordinate and ensure the provision of Pre-ETS; and
 - iv. When invited, attending person-centered planning meetings for individuals receiving Social Security benefits.

- f. IVRS is a partner in improving the transition of students from school to post-secondary education or an employment outcome by providing the following **Authorized Activities**:
 - i. Implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;
 - ii. Developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently; participate in post-secondary education experiences; and obtain, advance in, and retain competitive integrated employment;
 - iii. Providing instruction to vocational rehabilitation counselors, school transition personnel, and others supporting students and youth;
 - iv. Disseminating information about innovative, effective, and efficient approaches to achieve the goals of transition;
 - v. Coordinating activities with transition services provided by LEAs under the IDEA;
 - vi. Applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to achieve seamless transition;
 - vii. Developing model transition demonstration projects;
 - viii. Establishing or supporting multi-state or regional partnerships involving State, LEAs, VR agencies, developmental disability agencies, private businesses, or other participants to develop transition systems; and

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- ix. Disseminating information and strategies to improve the transition to post-secondary activities of members of traditionally unserved and underserved populations.

4+ Programs: Students participating in a 4+ program are funded by the LEA at which their residency and prior schooling occurred. If the student requires additional tools and supplies after having demonstrated success in the 4+ program they are enrolled in and the IPE is written for the stated occupation, then IVRS staff may request an exception from the IVRS supervisor as part of the transition to further training or employment. Tools are purchased at the placement rate of up to \$1500. Tools purchased become the property of the student at the time of purchase and there is an expectation that these tools will be used in the student's employment after graduation.

5. IPE DEVELOPMENT

- a. Students who are eligible and off the waiting list and their parent/guardian (as applicable) may request to have assistance in developing the IPE (requirements are found in the policy [Individualized Plan for Employment](#)).
- b. Students may develop an IPE that outlines the projected post-school employment outcome. The projected post-school outcome must be based on [informed choice](#), amended as the career development phase progresses, and revised to a specific vocational goal once the process is completed or graduation, whichever comes first.
- c. Services on the IPE should focus on assisting to narrow down the student's employment goal. Once this occurs, the IPE should be updated to reflect the more specific goal. Additional Pre-ETS needed to assist the student with identifying a specific employment goal should be included in the IPE.
- d. All other requirements of an IPE should be followed and the [Individualized Plan for Employment](#) policy should be referenced for further information.

6. EXCEPTIONS

- a. Paying more than \$1500 for tools or equipment.
- b. Paying for a good or service that is the legal responsibility of another entity when there is no formal agreement (MoA) to do so.



- c. Paying for services for students in high school outside of the established and allowed services.

7. APPLICABLE FORMS/DOCUMENTS

- a. [MoA between IVRS and DE](#)
- b. [MoA between IVRS and JReS](#)
- c. [Pre-ETS Agreement](#)

8. INTERNAL CONTROLS

- a. [Pre-Employment Transition Services](#)
- b. [Documentation Requirements for Potentially Eligible Students](#)