NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

Policy Guide: Transition Services for Students and Youth with Disabilities

This document is intended to be a guide for the development of policies and procedures for VR agencies in the provision of transition services for students and youth with disabilities, and is meant to be used in conjunction with the Pre-Employment Transition Services Policy Guide, dated August 3, 2022, found at the following link: **Pre-Employment Transition Services Policy Guide**.

Material in that guide specific to pre-employment transition services will not be duplicated here for the most part, unless doing so would provide meaningful context. Agency's may elect to combine their policies and procedures for students and youth and include pre-employment transition services and VR transition services, or keep them in two separate sections that link to one another.

1. Purpose

a. Policies and procedures should clearly outline the purpose and intent of the continuum of services for students and youth with disabilities.

   i. Include the distinction between pre-employment transition services for students with disabilities and VR transition services and other VR employment related services for students and youth with disabilities. (See discussion in Notices of Interpretation, dated February 28, 2020 and March 21, 2022.) If you have a separate section in your policies for pre-employment transition services, cross-reference the pertinent section of the policy here.

b. Policies and procedures should clearly outline the purpose and intent of transition services.

   i. Describe the purpose of transition services, which is to provide a coordinated outcome-oriented set of services to assist students and youth with disabilities in achieving their post-school and career goals.

   ii. Include the importance of empowering students and youth with disabilities, to make informed choices about their careers by providing a continuum of services to achieve employment outcomes in competitive integrated employment.

iii. Reference how the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA), require transition services be coordinated and made available to students and youth with disabilities as they prepare for and enter postsecondary life.

2. Target Population

a. Policies and procedures should describe who can receive transition services and how this is documented:

   i. Students and youth with disabilities;

   ii. Who have been determined eligible for the VR program; and

   iii. Receive services in accordance with an approved individualized plan for employment (IPE). The IPE may include a specific employment goal consistent with the general goal of competitive integrated employment or a description of the individual's projected post school employment outcome.

b. Policies and procedures should explain that students and youth with disabilities need not be determined eligible in order to receive generalized transition services (consistent with transition services to groups authority) not related to an IPE goal for groups of individuals with disabilities in accordance with 34 C.F.R. § 361.49 (a)(7).

c. Identify that a student who has applied for VR services, been determined eligible and is on a waiting list (assigned to a priority category not currently being served if your agency is under an Order of Selection (OOS)), cannot receive individualized VR transition services (but may continue to receive pre-employment transition services, if they had received these services prior to eligibility determination) until the priority category to which they are assigned is opened and the transition services have been identified on the IPE (Cross-reference Pre-Employment Transition Services Policy here).

3. Definitions

a. Student with a disability

   i. The definition should be consistent with the definition of student with a disability in Section 7(37) of the Rehabilitation Act and 34 C.F.R. § 361.5(c)(51)). Describe how the student meets each component of the definition of a student with a disability:

1. The state's age range for students with disabilities receiving pre-employment transition services.
    a. Include rationale for agreed upon minimum/maximum age range. (e.g., based on the State Department of Education age range for IDEA transition planning, is it up to 22nd birthday, etc.)
2. Enrollment in a recognized education program (include description of secondary, post-secondary, and other recognized education programs, and guidance for gap year).
3. Disability (individual in receipt of services under IDEA by the local educational agency (LEA), or an individual with a disability for the purposes of section 504 of the Rehabilitation Act, as amended by WIOA).

b. Youth with a disability
    i. The definition should be consistent with the definition of youth with a disability in Section 7(42) of the Rehabilitation act and 34 C.F.R. § 361.5(c)(58). Provide the definition of youth with a disability as someone who is an individual with a disability not younger than 14 years of age or older than 24 years of age.
    ii. Include guidance that there is no requirement that a youth with a disability be participating in an educational program.
    iii. Draw the distinction of a student with a disability as the only population that may receive pre-employment transition services but emphasize that youth with disabilities may receive transition services and other VR employment-related services if eligible to receive VR services under an IPE.

c. Pre-employment transition services
    i. Provide the definition of pre-employment transition services, consistent with 34 C.F.R. § 361.48(a).
    ii. Describe these services, who is eligible to receive them, and how they are distinct from other VR services, and include that VR services necessary to participate in pre-employment transition services may be provided to VR-eligible students under an IPE and charged to the funds reserved for the provision of pre-employment transition services. Policies should also clarify that students with sensory and communicative impairments who are potentially eligible or eligible for VR services may also receive auxiliary aids and services necessary to access pre-employment transition services. This section of policy should state that financial needs testing cannot be applied to pre-employment transition services provided to potentially

eligible and VR-eligible students. If you have a separate section in your policies for pre-employment transition services, cross-reference the pertinent section of the policy here.

iii. Describe how these services are the first step along the continuum of services that VR may provide to students with disabilities.

iv. Draw a distinction between the five required activities, four coordination activities, and nine authorized activities and how/when authorized activities would be provided if the agency has enforced such parameters.

v. Describe how staff are required to report pre-employment transition services provided to each student in receipt of such services in the case management system and the service codes.

vi. Describe how staff are required to report actual time spent providing or arranging for the provision of the five required activities and four pre-employment transition coordination activities under pre-employment transition services

d. VR Transition Services

i. Provide the definition of transition services, consistent with 34 C.F.R. §§ 361.5(c)(55) and 361.48(b)(18).

ii. Draw the distinction between pre-employment transition services and individualized VR transition services, which can both be provided to VR-eligible students under an IPE. (If appropriate, provide a link to the section of the agency's policy and procedures containing these definitions).

iii. Describe how these services are defined similarly in both IDEA and the Rehabilitation Act, as amended by WIOA, and that any allowable VR service can be provided as a VR transition service under an IPE.

1. These services are:

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 IPE; 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.

e. Individualized VR services

i. Provide the definition of other individualized services that may be provided to VR-eligible students and youth with disabilities under an IPE and when these services would be provided.

ii. Describe how these other VR services, also referred to as employment-related services, are next in the continuum of services.

1. These services typically are provided once eligible students and youth have identified their career interests, have further developed and pursued their career interests through postsecondary education and vocational training offered through transition services, and are pursuing specific employment outcomes.

2. Employment-related services are identified in 34 C.F.R. § 361.48(b) and are intended to assist the eligible individual with a disability in preparing for, securing, retaining, advancing in, or regaining an employment outcome that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

f. Transition Services Under the Services to Groups Authority

i. Section 103(b) of the Rehabilitation Act), as amended by WIOA, authorizes VR services provided for the benefit of groups of individuals with disabilities, including generalized transition services for students and youth with disabilities, who may not have applied for or been determined eligible for VR services. (Section 103(b)(7) of the Rehabilitation Act and 34 C.F.R. § 361.49(a)(7).

ii. These specific transition services are to benefit a group of students with disabilities or youth with disabilities who may not yet have applied or been determined eligible and are not individualized services directly related to an IPE goal.

4. Comprehensive Statewide Needs Assessment (CSNA)

a. The requirement of the CSNA is an important tool that can be used as an opportunity for the VR agency to review and revise policy, procedures and practices for transition services, in response to the identified needs. Agencies may elect to insert a link to the results of their latest CSNA in this section of their policy.

   i. Briefly describe how your agency analyzed the results of the CSNA required by 34 C.F.R. § 361.29(a), particularly related to the identification of needs of students and youth for pre-employment transition services and transition services, and the extent to which such services provided by the VR agency are coordinated with transition services provided under IDEA (34 C.F.R. § 361.29(a)(1)(i)(D)); and.

   ii. Briefly describe how your agency will meet these needs, by developing strategies as required by 34 C.F.R. § 361.29(d)(2), (3), and (4), and how your agency will use funds under the innovation and expansion authority described in 34 C.F.R. § 361.35 to develop innovative approaches to service provision for students and youth with disabilities.

5. Transition Services: Nature and Scope

a. Include how your agency will facilitate the transition of students and youth with disabilities from school to post-secondary life, through the provision of VR Transition Services to eligible individuals in accordance with their IPE (34 C.F.R. § 361.48(b)(18)).

b. Describe how VR transition services are outcome-oriented services that promote movement from school to post-school activities, including postsecondary education, vocational training, and an employment outcome in competitive integrated employment or supported employment, including customized employment.

c. Identify how, through the provision of transition services, the VR Counselor may assist students and youth with disabilities with the development and pursuit of career interests. The full array of individualized VR services may be provided to an eligible student or youth with a disability in need of such services so long as they are included on an approved IPE to assist in preparing for, securing, retaining, advancing in or regaining an employment outcome that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

d. The individualized VR transition services provided will depend on the student's or youth's individual needs. Any allowable VR service can be provided as a VR transition service under an IPE.

i. Describe how your agency uses VR services such as internships, on-the-job training, Project Search, special programs available in the state to train youth to work with a specific employer, and apprenticeships.

ii. Describe how your agency coordinates with the American job centers in the state and how youth can access their services and programs developed primarily for youth without disabilities. Youth may be able to use these and similar vocationally-oriented services to help them explore career options that are right for them.

iii. Identify any special arrangements in the state that can provide supported employment or customized employment options, including the availability of extended services. (A link to the agency's policies for these services may be provided here.)

iv. Identify community colleges and universities that have supports such as disabled student services that may be particularly helpful to youth with disabilities.

v. Describe how your agency will coordinate with other agencies to provide wrap-around services for youth. For instance, reference services and arrangements with workforce development system partners and programs (e.g., American Job Centers and Job Corps), the developmental disabilities agency, the mental health agency, centers for independent living and other State and local government agencies, etc.

e. Describe the importance of benefits counseling and how the agency provides or arranges for such services.

f. Identify peer mentoring opportunities or youth leadership initiatives that may be available for youth with disabilities in the state and how the agency provides or arranges for such services.

6. Outreach and Coordination

a. Outreach and Coordination with Education

i. Regardless of whether you have a combined policy and procedure document for students and youth with disabilities that includes pre-employment transition services and VR transition services, or have separated policies and procedures, how the VR agency conducts outreach and coordinates services should be described for both potentially eligible and eligible students with disabilities accessing pre-employment

transition services as well as eligible students and youth with disabilities accessing VR transition services. See section 5. of the Pre-Employment Transition Services Policy Guide for guiding questions on policy and procedures related to outreach and coordination with Education.

b. Outreach and Coordination with Agencies Serving Individuals with Intellectual and Developmental Disabilities and Mental Health Needs (34 C.F.R. § 361.24(f) and (g))

i. The VR agency is required to have cooperative arrangements with the State agency responsible for administering the State Medicaid plan under title XIX of the Social Security Act and the State agency with primary responsibility for providing services and supports for individuals with intellectual disabilities and individuals with developmental disabilities. These cooperative arrangements are for the purpose of providing a coordinated delivery of VR services, including supported employment and extended services, for individuals with the most significant disabilities who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid State plan amendment, or other authority related to a State Medicaid program.

ii. Similarly, the VR agency is required to develop collaborative arrangements with the state agency responsible for mental health services. Often mental health and substance use concerns become evident during the students' teen years while they are still in school or in young adulthood shortly after they have dropped out or exited the school system. VR counselors should become familiar with the issues that are challenging for today's students and youth and become knowledgeable about community resources that can help. Working cooperatively with both outpatient and inpatient programs provided through the state agency for mental health as well as local community mental health services can make a tremendous difference for students and youth with disabilities and their ultimate success in the VR program.

iii. Identify the State agency responsible for administering the State Medicaid plan under title XIX of the Social Security Act and the State agency with primary responsibility for providing services and supports for individuals with intellectual disabilities and individuals with developmental disabilities. You may also want to provide a link to this cooperative agreement here in your policies.

1. Methods for identifying students or youth with the most significant disabilities who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid State plan amendment, or other authority related to a State Medicaid program including students or youth who have been placed on a waiting list for the Medicaid waiver.

a. Include strategies for outreach and coordination of community-based services leading to competitive integrated employment for students with intellectual and/or developmental disabilities to eliminate a gap in services when students exit the school system.

b. Include strategies to address how the VR agency will identify and work with youth with intellectual or developmental disabilities who leave school without a plan of service. Include strategies for the coordinated provision of extended services which these agencies can often provide in accordance with supported employment and/or customized employment opportunities.

iv. Identify the State agency responsible for mental health services and the corresponding structure for the provision of mental health services in the state. You may also want to provide a link to this cooperative agreement here in your policies.

1. Methods for identifying students or youth with mental health or substance abuse challenges.

a. Include strategies for outreach and coordination with both outpatient and inpatient programs provided through the state agency for mental health as well as local community mental health services.

b. Include strategies for VR agency staff development and training to become more aware of and recognize the issues that are challenging for today's students and youth and to gain an understanding of how to express empathy, be objective in terms of providing facts, be nonjudgmental, and provide support in a culturally appropriate way.

c. Identify processes and strategies for VR agency staff to become knowledgeable about community mental health services and resources for students and youth with disabilities who have dropped out or exited school.

d. Outreach and Coordination with the Workforce Development System and Other Agencies

i. As a core partner in the statewide workforce development system, the VR agency is required to coordinate its services with other programs funded under WIOA and to provide technical assistance to agencies on serving individuals with disabilities with regard to the accessibility of their programs and services (34 C.F.R. § 361.23). Particularly relevant here are programs under WIOA specifically aimed at youth which are authorized by Section 129 of WIOA. These programs serve both out-of-

school youth between the ages of 16 and 24 who have a barrier to employment (such as disability) as well as in-school youth between the ages of 14 and 21 who have low income and have a barrier to employment (such as disability). (*Youth with a disability are considered a family of one, therefore their family income is not counted).*

ii. *Under the WIOA youth program, 75 percent of funds target services to out-of-school youth, while 25% of funds are allocated for serving in-school youth. Additionally, 20 percent of funds (for both in- and out-of-school youth) are designated to support work experiences. Local workforce development boards and VR agencies should coordinate with each other on the following:*

2. *collaborative strategic planning, including how WIOA programming can be leveraged when a state is in an order of selection;*
3. *cross-system referrals, including the development of data sharing after a release of information is obtained;*
4. *outreach to students and youth in need of services;*
5. *developing work experiences (e.g., internships and apprenticeships) and other employment opportunities for youth, including the sharing of business contacts; and coordination of such services as training and tutoring.*

v. *The WIOA youth program often aims to re-engage out-of-school youth in a recognized education program, and therefore, the VR agency may be able to coordinate transition services for youth as well as pre-employment transition services once the youth becomes a student (because they have been re-enrolled in a recognized education program). Services offered by the WIOA youth program vary from locality to locality, so it is important for the VR agency to understand what specific services are available to youth in a particular community.*

vi. *VR agencies are also required to coordinate with non-educational programs serving out-of-school youth. In addition to the WIOA youth program, these may include foster care programs and programs in the juvenile justice system. If youth in either of these systems have disabilities, they may be eligible for VR services.*

vii. *In addition, such youth can be provided with group transition services even before they apply and are determined eligible for VR services. Such services may include but are not limited to the following: group tours of universities and vocational training programs; employer or business site visits to learn about career opportunities; career fairs coordinated with workforce development and employers to facilitate mock interviews and resume writing; and other general services applicable to groups of students with disabilities and youth with disabilities.*

viii. Describe how your agency coordinates services, including transition services, with the WIOA youth funded program to serve out-of-school youth between the ages of 16 and 24 who have a barrier to employment (such as disability).

ix. Describe how your agency coordinates services, including pre-employment transition services and transition services, with the WIOA youth funded program to serve in-school youth between the ages of 14 and 21 who have low income and have a barrier to employment (such as disability).

x. Identify strategies for how your VR agency works in collaboration with local workforce development boards to identify and re-engage out of school youth in a recognized education program.

xi. Describe your agency's process for coordinating with non-educational programs serving out-of-school youth, the juvenile justice system. This should include how/if there is an opportunity for VR Staff to connect directly with youth who are about to be released from a juvenile justice facility to advise them about the availability of services in their home community and a process for how that youth can access services upon return home

xii. Describe your agency's process for coordinating with foster care programs and programs including opportunities for cross-program/agency education and how case managers from the Foster Care system and VR Counselors can work together to outreach and engage foster families and group homes where foster care youth are residing.

7. IPE Development

a. This section should be consistent with your policy on IPE development for all eligible individuals, and you can either insert a link to where the policy and procedures regarding IPE development for the agency are located, or replicate that section here, along with the following specific considerations for students and youth with disabilities in receipt of transition services:

   i. Describe the IPE development process for eligible students and youth with disabilities, how an initial plan for students with disabilities will consist of services that are exploratory in nature, and any additional considerations for students with disabilities who are still under the responsibility of a LEA.

   ii. For eligible **students and youth with disabilities**, describe how the VR Counselor will facilitate IPE development as follows:

1. The IPE must be developed as soon as possible, but not later than 90 days after the date of determination of eligibility, unless the VR Counselor and the eligible individual agree to the extension of that deadline to a specific date by which the IPE must be completed. *(See also iii (3) below)*
2. Describe how students, youth, and their families can draft their own IPE, or how they can obtain the assistance of another agency or advocacy organization, in accordance with informed choice.
3. The IPE should be consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, career interest, and informed choice consistent with the general goal of competitive integrated employment (except that in the case of an eligible individual who is a student or a youth with a disability, the description may be a description of the individual's projected post-school employment outcome). 34 C.F.R. § 361.46(a)(1)
4. The IPE with a projected post-school employment outcome should outline the services and activities (including any pre-employment transition services for a student with a disability) that will guide the individual's career exploration. The projected post-school employment outcome facilitates the individual's exploration and identification of a vocational goal based upon their informed choice and must be amended to a specific vocational goal as soon as one is determined (34 C.F.R. § 361.46)

iii. For eligible **students with disabilities who are still under the responsibility of a secondary education agency**, the VR Counselor will facilitate IPE development as follows:

1. Develop an IPE in consideration of the student's individualized education program (IEP) or 504 services, as applicable; and in accordance with the plans, policies, procedures, and terms of the interagency agreement required under 34 C.F.R. § 361.22. (34 CFR §361.45 (d)(9))
2. The IPE for a student with a disability must be coordinated with the IEP or 504 services, as applicable, for that individual in terms of the goals, objectives, and services identified in the education program (34 C.F.R. § 361.46 (d)). The IPE must, at a minimum, identify the long-term rehabilitation goals, intermediate rehabilitation objectives, and goals and objectives related to enabling the student to live independently, to the extent these goals and objectives are included in the student's IEP.

3. The development and approval of an IPE should be as early as possible during the transition planning process, [as soon as there is sufficient information for vocational planning] but not later than 90 days after the date of determination of eligibility, or the time a student with a disability determined to be eligible for VR services leaves the school setting (whichever comes first) or, if your agency is operating under an order of selection, before each eligible student with a disability able to be served under the order leaves the school setting (34 C.F.R. § 361.22(a)).
    1. If the VR Counselor and the eligible individual agree to an extension with a specific date by which the IPE must be completed, this must be documented in the case file.
4. Include in the IPE any of the specific pre-employment transition services, and additional VR services that may be needed by the student to benefit from pre-employment transition services and further explore their vocational goal and prepare for competitive integrated employment.

8. Financial Need and Comparable Services and Benefits

a. *There is no Federal requirement that the financial need of individuals be considered in the provision of any VR service (34 C.F.R. § 361.54(a). If the VR agency chooses to consider financial need, it must have written policies for determining the financial need of eligible individuals or individuals who are receiving services through trial work experiences, and those policies must be applied uniformly to all individuals in similar circumstances in accordance with 34 C.F.R. § 361.54(b)(2)(ii). Cross-reference your agency's policies on financial need and client participation in the cost of services here.*
b. *Language in 34 C.F.R. § 361.54(b)(3)(ii) expressly provides that the VR agency may not apply a financial needs test or require the financial participation of the eligible individual if that individual has been determined eligible for Social Security benefits under titles II or XVI of the Social Security Act. This should be outlined in the agency's policy for staff to understand. (Cross-reference the VR agency's policy and procedures section that addresses this provision).*
c. *The regulatory provisions at 34 C.F.R. § 361.54(b)(3)(i) describe services that are exempt from consumer financial participation, and if transition services are similar to the services listed, they would also be exempt from the individual's financial participation. This should be described in the agency's policy.*
    i. Describe whether comparable services and benefits, as defined in 34 C.F.R. § 361.5(c)(8), exist under any other program and whether those services and

benefits are available to the individual prior to providing services to an eligible individual or the individual's family.

ii. Describe the provision that the VR agency is not required to seek comparable services and benefits if these efforts would interrupt or delay the individual's progress toward the employment outcome, jeopardize an immediate job placement, or if the individual is at extreme medical risk (34 C.F.R. § 361.53(a)).

iii. Include the services listed in 34 C.F.R. § 361.53(b) that are exempt from the search for comparable services and benefits, and if these services are provided as transition services, they would also be exempt. Cross-reference your agency's policies on comparable services and benefits.

9. Procedures and Documentation for Students and Youth to Enter Subminimum Wage Employment

a. If the agency's policy and procedure for section 511 and subminimum wage (SMW) is in another section, reference that here so that its application for students and youth can be linked, or

b. The agency could include the section of its policies and procedures on section 511 that specifically apply to students and youth with disabilities here and reference back to the 511 section. Regardless of where the agency decides to include this information, the following information should be considered with regard to students and youth with disabilities, including:

   i. Requirements for the VR Agency:

      1. For individuals with disabilities who are 24 years of age or younger:

         a. Provide pre-employment transition services and documentation of the completion of these services for students with disabilities within 45 days of completion of pre-employment transition services (or 90 days if additional time is necessary due to extenuating circumstances).

         b. Provide documentation of ineligibility certification as applicable within 45 days.

         c. Provide documentation of unsuccessful case closure as applicable within 45 days.

         d. Obtain documentation that the individual received transition services under IDEA as applicable.

e. Provide career counseling and information and referrals to federal and state programs and other resources in the individual's geographic area that offer employment-related services and supports designed to enable the individual to explore, discover, experience, and attain competitive integrated employment every six months for the first year of SMW employment and annually thereafter for the life of the employment.

f. Provide career counseling and information and referrals to any youth found ineligible or closed from plan within 30 calendar days if you know that the individual is seeking SMW employment.

g. Provide documentation of career counseling and information and referrals within 45 days of receipt, or 90 days if additional time is necessary due to extenuating circumstances.

h. Provide documentation of refusal of the youth to participate in any of the activities within 10 days of the refusal.

2. For all individuals in SMW employment, regardless of age:

   a. Provide career counseling and information and referrals to federal and state programs and other resources in the individual's geographic area that offer employment-related services and supports designed to enable the individual to explore, discover, experience, and attain competitive integrated employment every six months for the first year of SMW employment and annually thereafter for the life of the employment. The career counseling and information and referrals must be delivered in a manner that facilitates independent decision-making and informed choice.

   b. Provide documentation of completion of career counseling and information and referrals to the individual within 45 days, or 90 days if additional time is necessary due to extenuating circumstances.

   c. Provide documentation of information provided to individuals on self-advocacy, self-determination, and peer mentoring training opportunities available in the individual's geographic area, provided by an entity that does not have a financial interest in the individual's employment outcome in those instances where the individuals are working for an entity with less than 15 employees covered by the 14 (c) certificate within 45 days, or 90 days if additional time is necessary due to extenuating circumstances.

ii. Requirements for the subminimum wage employer who holds a 14 (c) certificate (referred to as "entity"):

1. The entity may employ an individual with a disability age 24 or younger if the individual is currently employed in SMW employment as of July 22, 2016.
2. The entity may employ a new individual with a disability age 24 or younger if they obtain documentation that:
    a. The individual has received pre-employment transition services or transition services under IDEA, has applied for VR services and been found ineligible, or applied and was found eligible for VR services.
    b. The individual had an IPE developed and had been working toward an employment outcome with appropriate supports and services for a reasonable period of time, determined on an individual basis, but up to 24 months for an individual with a supported employment outcome identified in their IPE, without success.
    c. The individual's case is closed.
    d. The individual has been provided career counseling and information and referrals to federal and state programs and other resources in the individual's geographic area that offer employment-related services and supports designed to enable the individual to explore, discover, experience, and attain competitive integrated employment.
3. The entity must maintain documentation that career counseling and information and referrals were provided every six months in the first year and annually thereafter for all employees.
4. Regardless of an individual's age, the entity must:
    a. Maintain documentation that career counseling and information and referrals was provided every six months in the first year and annually thereafter.
    b. Inform individuals of self-advocacy, self-determination, and peer mentoring training opportunities available in the individual's geographic area, provided by an entity that does not have a financial interest in the individual's employment outcome.

iii. Requirements for State or Local Educational Agencies:

1. For individuals with disabilities age 24 or younger:

a. Consult with the DSU to develop a new process or utilize an existing process to document the receipt of transition services under IDEA as applicable.

b. Transmit documentation that the individual received transition services as soon as possible upon the completion of the required activity or service, but no later than 30 days after the completion of the required activity or services, or 60 calendar days if additional time is needed due to extenuating circumstances.

c. Provide documentation of an individual's refusal to participate in transition services to the DSU within five calendar days of the refusal.

d. Retain a copy of all documentation provided to the DSU.

e. The agency may not enter into a contract or other arrangement with an entity for the purpose of operating a program for an individual age 24 or younger under which work is compensated at less than the minimum wage.

10. Other Important Topics:

(note: the following topics should be listed in the Pre-Employment Transition Services Policy Guide. If your agency has separate policies and procedures for pre-employment transition services, you may also cross reference to that section of your policies and procedures for VR transition services.)

a. **Documenting and reporting of time when staff work with students with disabilities receiving Pre-employment Transition Services and both students and youth with disabilities receiving VR transition services (see section 14 in pre-employment transition services policy guide)**

   i. Since VR agencies are required to report staff time and expenditures for required, coordination, and authorized pre-employment transition service activities, and must maintain supporting documentation for the time staff spend on these activities, identify how the VR agency will require staff who also to report staff time and expenditures on the RSA-17.

   ii. Describe how, in accordance with the Notice of interpretation (NOI) regarding the use of Federal Vocational Rehabilitation (VR) funds reserved for pre-employment transition services, staff may also count time providing or arranging for the provision of additional VR services necessary to support one or more of the five

required pre-employment transition services for eligible students with disabilities in accordance with an approved IPE, including:

1. time spent developing an IPE for required activities and VR services necessary for the student to participate in the required activities
2. time job developers spend developing work-based learning experiences, developing summer internships by working with employers; and
3. coordinating with schools and LEAs to ensure the provision of pre-employment transition services required activities.

iii. VR staff time that can be charged to the reserve funds for pre-employment transition services (see **Time Allocation Guide for Pre-Employment Transition Services**):

1. Describe how the VR agency uses departmental time and attendance systems, excel, or calendars (e.g., Outlook, Google, etc.) to document staff time and effort, to ensure the information captured is sufficient for accurate reporting.
2. Describe the process and internal controls for how staff will track and document the time spent providing or arranging for one or more of the required pre-employment transition services for students with disabilities, including:
   - who will review and approve such time (e.g., managers),
   - what documentation these individuals will review for their staff (e.g., timesheets, calendars, etc.), and
   - at what intervals (e.g., monthly, biweekly, etc.) to ensure the accurate reporting of time spent by VR staff that can be charged to the reserve.

b. **Reporting VR services for students and youth with disabilities**

i. VR Transition Services

1. describe how staff must include any VR services on the IPE in accordance with the agency's IPE policy;
2. describe any additional data that must be entered in the case management system in order for VR services provided to be accurately reported for the RSA-911 quarterly reporting.

ii. Transition services to groups:

1. *The RSA-911 does not collect information on services to groups recipients. As such, there are no supporting documentation or reporting requirements for*

transition services to groups for the RSA-911 report. Costs charged under this authority (transition services to groups of students and youth with disabilities in accordance with Section 103(b) of the Rehabilitation Act and 34 C.F.R. § 361.49(a)(7)), must be reported on the RSA-17, line 40, Services to Groups, g. Transition Services to Students and Youth.

iii. Pre-employment Transition Services (see sections 4 and 10 in pre-employment transition services guide and cross-reference)

c. **Reporting Measurable Skill Gains (MSG) and Credential Attainment (CA) for Students and Youth with Disabilities**

i. Describe how the VR agency documents, tracks and reports MSG and CA for eligible students and youth with disabilities in the case management system.

ii. Identify how the VR agency documents, tracks and reports activities through Project Search (if applicable) that can be reported as various types of MSGs. Consider including a link to the **Project SEARCH - MSG FAQ**.

d. **Case Closure and Exit Considerations**

i. Since case closure and exit should be consistent for all VR cases, this could be addressed in another section of the VR agency's policies and procedures. If so, consider cross referencing to the appropriate section.

ii. For students with disabilities who may not be VR applicants and eligible individuals receiving pre-employment transition services, there are additional considerations regarding when a student no longer meets the definition of a student with a disability (see section 12 in the pre-employment transition services guide and cross-reference).

e. **Supported Employment Services for Students and Youth with Disabilities (34 C.F.R. § 361.5(c)(54))**

i. Describe how your agency's policies and procedures apply to students and youth with most significant disabilities for whom a supported employment outcome has been identified (cross-reference your agency's supported employment policy).

1. Identify how the VR Agency provides supported employment services, including extended services to youth with the most significant disabilities for a period of time not to exceed four years, or until such time that the youth reaches the age of 25 and no longer meets the definition of youth with a disability.

2. Discuss how the VR counselor must continue seeking resources to fund the extended services until a resource for extended services is identified or the case is closed.
3. Describe how the case cannot be closed until 90 days after VR is no longer providing extended services for "youth with disabilities" participants.

f. **Auxiliary Aids and Services/Rehabilitation Technology**

i. Describe and/or define auxiliary aids and services (Title II of the Americans with Disabilities Act (ADA) implementing regulations define “auxiliary aids and services” in 28 C.F.R. § 35.104). Cross-reference your agency’s policy and procedure section on Auxiliary Aids and Services, including when these may be provided to students with sensory and communicative impairments who need such services to receive pre-employment transition services if applicable (see section 7 of the pre-employment transition services guide).

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