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Issue date:

Topic: 3.11 Transition Policy

Subject: New Vocational Rehabilitation (VR) Transition Policy that aligns with the Workforce Innovations and Opportunity Act (WIOA) of July 22, 2014.

Applies to (check all that apply):

<input checked="" type="checkbox"/>	Vocational Rehabilitation – All Staff
<input type="checkbox"/>	Vocational Rehabilitation – Executive Team
<input type="checkbox"/>	Vocational Rehabilitation – Administration
<input type="checkbox"/>	Vocational Rehabilitation – Branch Managers
<input type="checkbox"/>	Other (please specify)
<input type="checkbox"/>	Other (please specify)

Vocational Rehabilitation (VR) Collaborative Role in Transition

Every student, regardless of the severity of his or her disability, is presumed able to benefit in terms of an employment outcome from VR employment services. VR will inform school transition programs, students, and families about VR services. VR will participate in as many student IEP transition planning and person centered planning meetings as possible (by invitation of the student/family or guardian).

VR services cover the range from early, basic career exploration and general employment services, to individualized employment services and job placement. Pre-Employment Transition Services (PETS) provide early career exploration and general employment services beginning at age 16 or earlier, if needed. VR Employment services for eligible students in transition programs most often occur in the last year of school, but ideally occur at least the year before their last year of school.

VR Services during transition must:

- a. Be vocational in nature
- b. Support and be designed to lead to the achievement of the Individualized Plan for Employment (IPE) goal
- c. Not be services that are the responsibility of the school district, Developmental Disabilities (DD) Services, Addiction and Mental Health (AMH) services, or of any other agency or program
- d. Consider the student's preferences, interests, needs, and strengths.
- e. Be provided in an integrated, community setting

VR services are available to applicants as needed to establish eligibility, to determine the scope and nature of services, and then to provide those services. While VR bears primary financial responsibility for VR services, it will utilize comparable benefits when that will not impede the progress of plan activities.

VR is committed to using evidence based and/or best practices to serve students with disabilities who are in transition including those with the most significant disabilities. To accomplish that, VR will collaborate with other agencies at the state/administrative and the local/branch levels.

Vocational Rehabilitation (VR) Collaboration in Transition

The Workforce Innovation and Opportunities Act (WIOA) and Individuals with Disabilities Education Act (IDEA) both mandate collaboration between VR and Schools on behalf of transition age children. This collaboration takes place on both the state administrative level and at the local educational agency (LEA) and VR Branch level.

Vocational Rehabilitation (VR) Statewide Collaboration

Oregon Governor's Executive Order #15-01 established collaborative goals between Vocational Rehabilitation (VR), the Office of Developmental Disabilities Services (ODDS), and Oregon Department of Education (ODE). These goals highlight collaborative vocational services at the local level for students with Intellectual and/or Developmental Disabilities.

An Agency Agreement between VR and Oregon Department of Education (ODE) describes how the agencies' collaboration will lead to transition services at the

local education agency (LEA) level.

VR and the Statewide Independent Living Counsel (SILC) and the Centers for Independent Living (CILs) in Oregon, collaborate on provision of services to VR participants.

VR and Oregon Health Authority (OHA) Addictions and Mental Health (AMH) jointly support the Oregon Supported Employment Center of Excellence (OSECE), the training/technical assistance (TA) provider to the Individual Placement and Support (IPS) and Assertive Community Treatment (ACT) employment programs. They also jointly support the Early Assessment and Support Alliance (EASA), provider of clinical and employment services to youth, age 12-25, who experience psychosis.

The ACCESS curriculum, based on the recognized best practices Youth Transition Program (YTP), was designed by a team of Oregon special education teachers, special education directors, VR, and University of Oregon staff for transition age students with disabilities. ODE will distribute the ACCESS curriculum to all school districts. VR Administrative staff will provide training and technical assistance on use of the ACCESS curriculum at the local level at the 2015 Transition Educational Institutes and Transition Network Facilitators will provide ongoing Technical Assistance (TA).

Vocational Rehabilitation (VR) Local Collaboration

VR staff will collaborate with the Local Educational Agency (LEA) on:

- Pre-Employment Transition services for students with disabilities, beginning as early as age 16.
- The ACCESS curriculum for groups of students including those with 504 plans
- IPE/IEP coordination

Every child who receives special education services must have an Individualized Education Program (IEP). The transition IEP, which begins the year the student turns 16 would include information about the student's (PINS) Preferences, Interests, Needs, and Strengths, and would also include information of the student's developmental and functional performance.

An Individualized Plan for Employment (IPE) is needed when a student with a disability requests services beyond the basic Pre-Employment Transition services

and that student is found eligible. WIOA permits an individualized plan for employment for a student with a disability to contain either a specific post-school employment outcome or a more general, projected outcome. An IPE for a student with a disability must include the specific transition services needed by the student for the achievement of the employment goal. When working with eligible transition students, VR shall develop an IPE as early as possible and provide IPE-related services needed by the student that are not generally available to all students in the local education agency (e.g., community-based technical/ occupational skill training).

The IPE should be developed in consideration of the student's IEP or the student's section 504 services, in terms of the goals, objectives, and services identified in the education program. The two plans should see themselves reflected in each other.

For More Information, See:

- 3.11 Transition Policy – Definitions
- Transition Procedures
- Transition Best Practices

References:

- **Cooperative Agreement between the Oregon Department of Human Services and the Oregon Department of Education**, December 2014. <http://www.oregon.gov/dhs/employment/VR/pages/index.aspx>
- **Individuals with Disabilities Education Act (IDEA):** Implementing regulations, released 8/3/06. <http://idea.ed.gov>
- **Workforce Innovation and Opportunities Act;** proposed regulations, released 4/15/15. <http://www.doleta.gov/wioa/>
- **Code of Federal Regulations** (current and proposed)
 - 361.5 Applicable definitions
 - (42) Pre-employment transition services
 - (51) Student with a disability
 - (53) & (54) Supported Employment definition and services
 - (55) Transition services
 - (59) Youth with a disability
 - 361.22 Coordination with education officials

- 361.45 (d)(9) Development of the Individualized plan for employment
- 361.46 Content of the individualized plan for employment
- 361.48 Scope of vocational rehabilitation services for individuals with disabilities
 - (a) Pre-employment transition services
 - (b) Services for individuals who have applied for or been determined eligible for vocational rehabilitation services
- 361.49 Scope of vocational rehabilitation services for groups of individuals with disabilities
- 363.1, 3, 4; and 363.54, 55 Supported Employment Services Program

Discussion/Interpretation: 6.11 Transition is new policy, designed to align with WIOA. Policy to be revised on release of final rules, as needed.

Training/Communication Plan: Transmittals to VR All Staff, ODE and ODDS. Training to be done in Fall/Spring, 2015-16

Local/Branch Action Required: Change practices, as needed to align with policy.

Administrative Action Required: Post final policy on VR Website. Revise policy on release of final W.I.O.A. regulations, as needed.

Field/Stakeholder review: Public comment period 6/8/15-7/1/15

Filing Instructions: File with VR Staff Policy Manual; with 6.11 Transition Definitions, include in Special Populations section

If you have any questions about this information, contact:

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