




Title:	Transition Services
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Policy Reference:	80-VR-11 VR Services
Legal Reference:	34 CFR 361.5, 361.22, 361.24, 361.29, 361.35, 361.36, 361.40, 361.46, 361.48, 361.49, 361.52, 361.65; and OAC 3304-2-59; Section 102 of the Workforce Innovation and Opportunities Act (WIOA)
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Approved:	Kevin L. Miller, Director 
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Supersedes:	80-VR-11-12 (8/21/17)
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Review/ Implementation:	Begin Review – 02/01/2021 Implement Revisions By – 08/02/2021

I. PURPOSE

The purpose of this procedure is to provide direction for the application, eligibility determination and provision of transition services in accordance with appropriate federal (e.g. Code of Federal Regulations [CFR]) and state law (i.e. Ohio Revised Code, Ohio Administrative Code) governor directives and executive orders, other governing agency (e.g. DAS, OBM) policy or guidance, and/or director expectations.

Refer to the AWARE Manual for more detailed instructions regarding the management of cases in AWARE.

II. APPLICABILITY

This procedure applies to all VR Staff and VR Contractors.

III. DEFINITIONS

Refer to “Vocational Rehabilitation Definitions” (80-VR-99.A).

IV. PROCEDURES

A. General

1. OOD shall provide information to individuals and if applicable, their parent or legal guardian throughout the Vocational Rehabilitation (VR) process as required by law (e.g. rights and duties). This information shall be provided, in writing, and when appropriate, in the individual's native language or through an appropriate mode of communication.
2. AWARE shall be updated with pertinent conversations, recommendations, justifications, approvals and/or other actions taken in relation to this procedure.
 - a. If supervisory or management approval is required during the VR process, VR Staff or VR Contractor shall, via a "Custom Activity Due" in AWARE, request approval which shall include a written justification.
 - b. The supervisor or manager shall consider the VR Staff or VR Contractors' justification and document his/her approval or denial within the "Activity Due" as detailed below.
 - i. If the approval is based on the written justification, the supervisor/manager shall enter "approved" in the "Comments" and change the activity status to Completed.
 - ii. If approval is based on the written justification but additional conditions/requirements need to be addressed before VR Staff or VR Contractor can take action on the approval; the supervisor/manager shall enter "Approved with Conditions" and document the conditions/requirements in the "Comments" and change the activity status to "Completed".
 - iii. If denied, the supervisor/manager does not agree with the justification, he/she shall enter the words "Request Denied," and document the reason(s) for the denial in the "Comments" and change the activity status to "Completed."
3. If any VR Staff or VR Contractors are a Certified Rehabilitation Counselor (CRC-certified) and will be directly involved with an individual's case, he/she shall complete the "Professional Disclosure Statement" (80-VR-01.E).
 - a. VR Staff or VR Contractors who are not a Certified Rehabilitation Counselor (CRC - certified) are exempt from this requirement.
 - b. Once completed, the "Professional Disclosure Statement" shall be reviewed and signed by the individual and, if applicable, his/her parent or legal guardian, and the CRC-certified VR Staff or VR Contractor.
 - i. Once signed, the statement shall be scanned into the AWARE Participant Module, as a Case Note, with the category "Professional Disclosure Statement" and summary title "Signed."
4. This procedure addresses students with disabilities beginning at age 14, who are enrolled in a secondary school, at the time of application.
 - a. A student with a disability (herein referred to as "student") who has withdrawn or otherwise exited from secondary school prior to application for services should be served in accordance with general VR policies and procedures.

5. VR Staff shall document actual time spent directly providing or arranging for the provision of any activity related to one (1) or more of the five (5) required pre-employment transition services (Pre-ETS). Refer to “BVR and BSVI Work Schedules” (50-PAY-01-01) for specific guidance.
6. Refer to “Pre-Employment Transition Services (Pre-ETS) Delivered by Contract Providers” (80-VR-11-18) for further guidance regarding contracted Pre-ETS services.
7. VR Staff or VR Contractors should be an active member of the team for each student in order to facilitate person-centered planning from an agency-neutral perspective.
 - a. During the person-centered planning process, VR Staff or VR Contractors should identify the student’s unique strengths, resources, priorities, concerns, abilities, capacities, interests and informed choice as they relate to competitive integrated employment.
 - b. The person-centered planning team should include the student, and if applicable, his/her parent or legal guardian, school staff, and other community partners, as appropriate and should ensure the student has informed choice throughout the entire VR process.
8. VR Staff or VR Contractors shall authorize programs or services and follow all required timelines in accordance with OOD policies and procedures, unless otherwise indicated in this procedure.
9. In cases where the student is in need of supported employment services after graduation, VR Staff or VR Contractors shall follow the direction in “Supported Employment” (80-VR-11-03) and document the need for services on the Individualized Plan for Employment (IPE).
10. VR Staff and VR Contractors shall explore and assess the use of technology to determine if it can be utilized as a method to enhance the employment outcome for students. The exploration and assessment shall be documented in an AWARE Case Note.
11. In order to ensure progress towards an employment outcome, VR Staff or VR Contractors shall contact the student and if applicable, his/her parent or legal guardian, at least once during a semester and at least once over the summer.

B. Outreach

1. Supervisors shall assign VR Staff or VR Contractors as liaisons (herein referred to as “Transition Liaisons”) to local school districts and/or schools within their territory to conduct education and outreach.
2. Transition Liaisons shall conduct referral development and outreach to potential referral sources and students in order to provide information regarding the VR program and available transition services, including detailed information about Pre-ETS.

3. Outreach activities may include the items listed below.
 - a. Identifying and making introductions to appropriate personnel at referring entities, including but not limited to:
 - i. schools;
 - ii. county boards of developmental disabilities; and/or
 - iii. local behavioral health authorities.
 - b. Connecting with students, and if applicable, their parent or legal guardian and other interested parties which may include:
 - i. attending transition fairs;
 - ii. conducting group presentations;
 - iii. attending school-based meetings when appropriate; and/or
 - iv. conducting presentations at department head meetings.
 - c. Provision of information during outreach activities.
 - i. When conducting general outreach activities to interested parties throughout the year, the Transition Liaison should, at a minimum:
 - a) describe the purpose of the VR program;
 - b) discuss the application process;
 - c) discuss the “Request for Pre-employment Transition Services” form (80-VR-11-18.C) and process for potentially eligible students who are not interested in opening a VR case;
 - d) discuss and provide eligibility and order of selection (OOS) requirements;
 - e) describe the scope of services that may be provided;
 - f) provide information regarding specialized caseloads (e.g. vision, hearing); and
 - g) distribute “OOD’s Transition Guidance” (80-VR-11-12.A), “Transition-Specific Services” (80-VR-11-12.B) and “Connecting Students with Work” (80-VR-11-12.C) documents.

4. Partnership Collaboration

- a. Between August 1st and October 31st, Transition Liaisons should hold initial meetings with school staff to discuss transition services. Discussion topics may include, but are not limited to the items listed below.

- i. Providing OOD updates.
 - ii. Projecting the number of new applicants which includes:
 - a) reviewing the application process and emphasizing the importance of obtaining school records needed for documentation of disability; and
 - b) expediting the eligibility and order of selection determinations;
 - iii. Projecting the number of potentially eligible students which includes:
 - a) reviewing the process for requesting Pre-ETS for those potentially eligible students; and
 - b) assisting with the arrangement of Pre-ETS with the school and provider as needed.
 - iv. Projecting timelines for items including processing applications, provision of VR services, participating in various activities, and summer programs.
 - v. Developing referrals and connecting students to a specialized (e.g. visual or hearing impairment) caseload, when appropriate.
 - vi. Reviewing progress (e.g., updates on Pre-ETS, summer services, non-permanent job development) for students.
 - vii. Planning activities during the upcoming school year for students.
 - viii. Confirming the availability of meeting space in the schools.
- b. The Transition Liaison should continue to schedule meetings, as needed throughout the year, to coordinate services.

C. Application and Intake Process

1. VR Staff or VR Contractors shall follow “VR Application and Intake” (80-VR-01 and 80-VR-01-01), and this procedure while working with designated school staff to start the application and intake process.
2. VR Staff or VR Contractors shall request the materials/documents needed for the application and intake process as listed and required in “VR Application and Intake” (80-VR-01 and 80-VR-01-01). Additional materials to be requested include, but are not limited to:
 - a. a current copy of the IEP, Evaluation Team Report (ETR) and other relevant documents (e.g. 504 Plan) provided they have the required signatures to make it valid;
 - b. other available diagnostic information (e.g. psychological report), as available.

3. VR Staff or VR Contractor shall provide work incentives information to students and if applicable, their parent or legal guardians, upon request and/or confirmation of Social Security benefits (e.g. SSA Benefits Verification letter, electronic data sharing [match] performed in AWARE, individual report).
 - a. VR Staff or VR Contractor shall provide the “What are Working Incentives” (80-VR-11-15.A) to all students receiving Social Security benefits.
4. Once the application materials are received VR Staff or VR Contractors shall:
 - a. coordinate an intake appointment to include the student, and if applicable, his/her parent or legal guardian, school staff and other community partners
 - b. review school records and/or other records provided with the application to determine if sufficient information is available to make an eligibility and order of selection determination;
 - c. obtain any additional documentation needed to make an eligibility and order of selection determination; and
 - d. ensure the application is signed and dated by the student and, if applicable, his/her parent or legal guardian prior to considering the student an applicant.
5. VR Staff or VR Contractor shall complete the items listed below on the Education Page in AWARE at the time of application.
 - a. Education goals including begin date, expected end date, school(s) attending.
 - i. Once an educational goal has been completed, VR Staff or VR Contractor should refer to the AWARE Manual for guidance on entering the actual end date.
 - b. All other required fields.

D. Determining Eligibility and Order of Selection (OOS)

1. VR Staff or VR Contractors shall review documentation obtained during the intake appointment to assist in the determination of eligibility and order of selection for VR services, including utilization of IEP and ETR documents for students in secondary school, as outlined in “Vocational Rehabilitation Eligibility and Order of Selection” (80-VR-06), “Vocational Rehabilitation (VR) Eligibility” (80-VR-06-01), “Vocational Rehabilitation (VR) Order of Selection and Statewide Wait List” (80-VR-06-02) and further direction provided in this procedure.
2. In cases where the student is determined ineligible, VR Staff or VR Contractors shall provide counseling and guidance and refer the student to other community services as appropriate and adhere to the policy and procedure on Case Closure (80-VR-02 and 80-VR-02-01).
 - a. Any student determined ineligible, is, also, no longer considered “Potentially Eligible” and can no longer participate in Pre-ETS. Refer to “Pre-Employment Transition Services (Pre-ETS) Delivered by Contracted Providers (80-VR-11-18) for further guidance if needed.

E. Comprehensive Assessment (CA) Process and Individualized Plan for Employment (IPE)

1. VR Staff or VR Contractors shall follow direction in “Comprehensive Assessment” (80-VR-04 and 80-VR-04-01), and “Individualized Plan for Employment” (80-VR-08 and 80-VR-08-01), including timelines and other requirements, and further direction provided in this procedure.
2. During the CA process, VR Staff or VR Contractors shall ensure the items below are completed.
 - a. Include the student, and if applicable, his/her parent or legal guardian, school staff, and other community partners, as appropriate, in the CA process while ensuring the student has informed choice throughout the CA process.
 - b. Collaboration has occurred with the transition team in an effort to ensure the outcomes on the IPE and IEP are consistent.
 - i. VR Staff or VR Contractors shall work with the student, and if applicable, his/her parent or legal guardian and the transition team to solidify and clarify the expected graduation date in order to backward plan for services and more accurately project a target date for employment.
 - a) If the projected graduation date changes, VR Staff or VR Contractors shall update AWARE, including the Education Page, and if applicable, amend the IPE.
 - c. Collaboration has occurred with the transition team in an effort to ensure the outcomes on the IPE and IEP are consistent.
 - d. The IPE is completed prior to the student exiting school with a signed diploma or within 90 days of an eligibility decision, whichever comes first.
 - i. In cases where the IPE cannot be completed prior to exiting school, VR Staff or VR Contractors shall document the reason in an AWARE Case Note and complete an IPE time extension as required in “Individualized Plan for Employment” (80-VR-08 and 80-VR-08-01).
3. Selecting an Employment Outcome
 - a. When a specific employment outcome for the student can be identified, VR Staff or VR Contractors shall document the necessary information in the “CA Process Summary” Case Note and on the IPE Page in AWARE as outlined in “Comprehensive Assessment” (80-VR-04-01).
 - i. When a specific employment outcome cannot be identified, VR Staff or VR Contractors shall include ongoing transition services on the IPE to assist in determining a specific employment outcome.
 - a) VR Staff or VR Contractors shall complete the “CA Process Summary” AWARE Case Note, justifying each employment outcome being explored.

- b) VR Staff or VR Contractor shall complete the “Employment Goal Reason Narrative” text box on the IPE Page of AWARE based upon baseline aptitude information.
 - 1) VR Staff or VR Contractor are not required to provide labor market information of the student’s “vocational exploration of [name of employment outcome(s)]” as there is no specific employment outcome to justify at this point in time.
- c) In order to avoid an excessive period of time in a “vocational exploration of [name of employment outcome(s)]” plan, VR Staff or VR Contractors shall work with the student to identify a specific employment outcome as soon as they are able, at a minimum, prior to exiting school with a signed diploma.
 - 1) If there are extenuating circumstances and a specific employment outcome cannot be identified prior to the student exiting school, VR Staff or VR Contractors shall:
 - 1.1 justify why a specific employment outcome has not yet been identified and document in an AWARE Case Note; and
 - 1.2 identify a specific employment outcome (within 90 days of exiting school), amend the IPE, and document current labor market information (i.e. OhioMeansJobs), in AWARE.

4. Vocational Rehabilitation Services Listed on the IPE

- a. VR Staff or VR Contractors shall determine the VR services to include in the IPE by referencing “VR Services” (80-VR-11), and all subsequent procedures issued under the policy, and further direction provided in this procedure.
- b. VR Staff and VR Contractors shall not utilize “Community Based Assessment” and/or “Work Adjustment” in lieu of “Summer Youth – Career Exploration” or “Summer Youth - Work Experience”.
 - i. When including summer programs and/or a non-permanent job development service within the initial IPE, VR Staff or VR Contractors shall include only one (1) “Summer Youth - Career Exploration”, and/or one (1) “Summer Youth - Work Experience”, and/or one (1) “Non-permanent Job Development”.
 - a) These services shall not be provided within the same summer.
 - ii. VR Staff or VR Contractors shall not authorize for “Summer Youth - Career Exploration” or “Summer Youth - Work Experience” programs during the summer prior to, or after, the participation in Project SEARCH or other comparable Job Readiness Training programs.
 - iii. VR Staff or VR Contractors may consider providing a single summer youth program as part of the IPE during the summer immediately following the receipt of his/her high school diploma (i.e. after graduation) for a youth with a disability who has not had previous or comparable work experiences.

5. Responsible Party

- a. VR Staff or VR Contractors shall adhere to the principles detailed below when determining the party responsible for payment of VR programs/services for students which shall be documented in the IPE.
 - i. When the purpose of the program or service is designed to meet the educational needs and/or services which the school district is either customarily or required to provide, the educational institution shall be responsible for provision and payment of those services.
 - a) OOD payment for these services would be considered supplanting.
 - ii. When the purpose of the service is outside of educational needs and necessary to assist students to achieve their employment outcome (e.g. summer youth exploration/experience, job placement, on-the-job-supports), VR Staff or VR Contractors may support the provision and payment of these services.
 - a) VR Staff or VR Contractors may work in collaboration with the educational institution in the provision of services (e.g. the educational institution funds job placement and OOD authorizes OJS).
 - iii. Services that are designed to assist with educational needs as well as VR needs (e.g. assessment activities, assistive technology, career exploration) may be funded by either organization. VR Staff or VR Contractors shall follow requirements in the policy "Purchasing" (40-FIN-01) and "VR Purchases" (40-FIN-01-06).
 - a) If inventory items are to be purchased, when implemented, refer to "Asset Management" (40-FAC-02).
 - iv. In addition, the following shall be completed prior to finalization of the IPE:
 - a) ensure that all VR services do not supplant, but are supplemental to, the existing services available through the educational institution;
 - b) ensure that family contributions (e.g. transportation, uniforms, lunch money) are discussed and included in the IPE; and
 - c) work with the student and the transition team to solidify and clarify the expected graduation date in order to more accurately project a closure date.
 - d) VR Staff or VR Contractor shall include any high school the student is attending as a service on the IPE.
 - v. VR Staff or VR Contractors shall obtain the signature of the student and if applicable, his/her parent or legal guardian on the IPE prior to final approval.

F. Service Provision

1. VR Staff or VR Contractors should ensure services are person-centered and individualized based on the student's unique preferences, interests, needs, strengths, and experiences.
2. VR Staff or VR Contractors should coordinate services with the student, and if applicable, his/her parent or legal guardian and transition team throughout the entire year, and beyond traditional summer services, whenever possible.
 - a. VR Staff or VR Contractors should share results of services and review with the student, and if applicable, his/her parent or legal guardian and transition team in order to better determine services provided by all entities throughout the school year.
 - b. VR Staff or VR Contractors should request updates regarding work related activities and services students may have participated in through other entities (e.g. school, OMJ, county board).
 - c. If a student needs to gain a general understanding about employment and/or needs help identifying their career interests, VR Staff or VR Contractor should work with the student, and if applicable, his/her parent or legal guardian and transition team to consider and coordinate the provision of the activities and services listed below.
 - i. Developmental activities are typically not an authorized service but may be utilized as part of a student's basic skill development and shall be documented in AWARE whether provided by OOD or coordinated with others. Developmental activities may include, but are not limited to:
 - a) utilizing the K-12 backpack on www.ohiomeansjobs.com;
 - b) utilizing the "Employment First Job Seekers Guide" on www.ohioemploymentfirst.org;
 - c) interviewing or job shadowing family or friends;
 - d) volunteering;
 - e) engaging in extra-curricular activities (e.g. clubs, sports); and
 - f) exploring activities available through school (e.g. job training, shadowing)
 - ii. Pre-Employment Transition Services (Pre-ETS) are typically the earliest set of services available to students in the continuum of authorized VR services designed to help students begin to identify career interests.
 - a) VR Staff or VR Contractor shall refer to "Pre-Employment Transition Services (Pre-ETS) Delivered by Contracted Providers" (80-VR-11-18) for further direction regarding contracted Pre-ETS services. Pre-ETS include the following five (5) areas:
 - 1) Job Exploration Counseling;
 - 2) Work-based Learning Experiences;
 - 3) Counseling on Post-Secondary;
 - 4) Workplace Readiness Training; and

5) Instruction in Self Advocacy.

iii. Summer Youth - Career Exploration – this service, provided in accordance with an approved IPE, assists a student in obtaining a more comprehensive understanding of the world of employment, various employment options and various work-related skills.

- a) Due to the nature of transition specific services, the student will generally not be referred to this service until he/she is at least 15 years old.
- b) Upon completion of this planned service, the student should meet the majority of the benchmarks described below.

1) Career Awareness Benchmarks are as follows:

- 1.1 ability to articulate a desire to work;
- 1.2 ability to articulate different employment options; and
- 1.3 awareness of strengths and limitations.

2) Vocational Skills Benchmarks are as follows:

- 2.1 ability to articulate basic employer expectations (e.g. awareness of the need to follow the rules, be on time, maintain appropriate hygiene);
- 2.2 ability to perform work tasks with support (e.g. ability to be redirected, ability to follow rule and safety regulations as instructed, ability to retain instructions with job aids and assistance); and
- 2.3 ability to apply baseline work behaviors (e.g. ability to respect the rights of others and their property with minimal prompts, ability to communicate needs with assistance, ability to identify appropriate workplace conversation).

c) At conclusion of “Summer Youth - Career Exploration”, VR Staff or VR Contractors should utilize information from the provider’s final report to assess progress in meeting the identified benchmarks.

1) VR Staff or VR Contractors shall review indicators that the student may not be prepared for a paid work experience. Indicators may include:

- 1.1 refusal to work;
- 1.2 aggressive behavior (physical and/or verbal);
- 1.3 inability to redirect;
- 1.4 needs constant one on one supervision;

- 1.5 disregard for safety rules (leaving the area or stranger safety); and
 - 1.6 poor attendance and punctuality record.
- 2) If the student does not meet the majority of benchmarks, the VR Staff or VR Contractors should meet with the student, and, if applicable, his/her parent or legal guardian and transition team in order to complete the steps below.
- 2.1 Review the student's progress.
 - 2.2 Identify what skills need improvement and who will help him/her develop these skills.
 - 2.3 Determine whether another service or an additional "Summer Youth - Career Exploration" may be needed.
 - 2.3.1 If determined that a second "Summer Youth - Career Exploration" is needed, VR Staff or VR Contractors shall amend the IPE and enter a justification in an AWARE Case Note.
 - 2.3.2 In situations where a third "Summer Youth – Career Exploration" is being considered, VR Staff or VR Contractors shall request supervisor approval prior to authorize.
- 3) When the student demonstrates the ability to meet the majority of the benchmarks for this service, VR Staff or VR Contractors should consider a paid work experience to further advance their skills.
- d. If a student has basic work skills and a fundamental understanding about the world of employment, VR Staff or VR Contractors should work with the student, and if applicable, his/her parent or legal guardian and transition team to identify paid work experiences that may assist the student in moving from dependent to independent experiences leading to competitive integrated employment.
- i. Summer Youth - Work Experience – this service shall include both work and educational components and assist the student in obtaining competitive work skills and preparing for employment.
 - a) A student who misses the required educational component must get permission from VR Staff or VR Contractors to continue with the "Summer Youth – Work Experience".
 - 1) VR Staff or VR Contractor shall staff the case with the VR Supervisor.
 - b) VR Staff or VR Contractors may utilize "Summer Youth – Work Experience" for a student who has met the majority of the benchmarks as detailed in Section G.2.c.iii.b.
 - c) Upon completion of a "Summer Youth – Work Experience", the student should meet the majority of the benchmarks described below.

- 1) Career Awareness Benchmarks are as follows:
 - 1.1 identifies several vocational areas of interest; and
 - 1.2 possesses a general understanding of the job seeking process.
 - 2) Vocational Skills Benchmarks are as follows:
 - 2.1 demonstrates the ability to meet employer expectations (e.g. follow rules, be on time, maintain appropriate hygiene);
 - 2.2 can perform work with a decreased level of support, approaching competitiveness (e.g. ability to stay on task, ability to follow rules and safety regulations, ability to retain instructions); and
 - 2.3 demonstrates appropriate work behaviors approaching competitiveness (e.g. accepts constructive criticism, respects the rights of others and their property when unsupervised, ability to communicate, verbally and/or nonverbally, his/her needs).
- d) At conclusion of “Summer Youth – Work Experience”, VR Staff or VR Contractors should utilize information from the provider’s final report to assess progress in meeting the identified benchmarks.
- 1) VR Staff or VR Contractors shall review indicators that the student may not be prepared to progress towards a more independent work experience which may include, but not be limited to:
 - 1.1 refusal to work;
 - 1.2 aggressive behavior (physical and/or verbal);
 - 1.3 inability to accept redirection;
 - 1.4 needs constant one on one supervision;
 - 1.5 disregard for safety rules (leaving the area or stranger safety);
 - 1.6 inability to complete work assignments with a quantity and quality that is approaching competitiveness;
 - 1.7 lack of stamina;
 - 1.8 poor attendance and punctuality record;
 - 1.9 inability to communicate effectively (verbally and/or nonverbally) with accommodations in place; and/or
 - 1.10 inability to maintain personal hygiene.

- 2) If the student does not meet the majority of benchmarks, VR Staff or VR Contractors should meet with the student, and if applicable, his/her parent or legal guardian, and transition team in order to:
 - 2.1 review the student's progress;
 - 2.2 identify what skills need improvement and who will help him/her develop these skills; and
 - 2.3 determine whether another service or an additional "Summer Youth - Work Experience" may be needed.
 - 2.3.1 If it is determined that a second additional "Summer Youth – Work Experience" is needed, VR Staff or VR Contractors shall amend the IPE and enter a justification in an AWARE Case Note.
 - 2.3.2 In situations where a third "Summer Youth – Work Experience" is being considered, VR Staff or VR Contractors shall request supervisor approval prior to authorization.
 - 3) When the student demonstrates the ability to meet the majority of the benchmarks from his/her "Summer Youth - Work Experience", VR Staff or VR Contractors shall assist the student in planning for and engaging in more independent work activities which may include but are not limited to:
 - 3.1 referral to a general community work program (e.g. OMJ);
 - 3.2 securing employment independently or with assistance from community and natural supports;
 - 3.3 permanent or non-permanent job development supported by VR.
- ii. "Non-permanent - Job Development" services may be utilized, anytime during the year, for the student who has met the majority of the benchmarks as detailed in Section G.2.d.i.c.
- a) Every effort shall be made to align with the projected employment outcome, however a non-permanent job does not have to be consistent with the employment outcome listed on the IPE as long as it is not contraindicated by his/her disability.
 - b) These services may be available to the student, who is not yet ready for permanent placement due to:
 - 1) the need for additional job training and continued on-the-job supports (OJS);
 - 2) the need to complete vocational training; and/or
 - 3) his/her academic schedule.

- c) VR Staff or VR Contractors may utilize the list below to help determine if “Non-Permanent - Job Development” is appropriate for the student.
 - 1) All parties are in agreement that OJS services will be provided in lieu of an alternative experience.
 - 2) How the expected graduation date impacts the timing of the service and whether or not permanent job development should be considered.
 - 3) Consideration of the number of times the student previously participated in “Non-permanent Job Development”.
 - 3.1 When a student has not secured employment and/or has participated in “Non-permanent Job Development” twice , VR Staff or VR Contractors should meet with the student, and if applicable, his/her parent or legal guardian, and transition team in order to:
 - 3.1.1 Review the student’s progress;
 - 3.1.2 Identify what skills need improvement and who will help him/her develop these skills;
 - 3.1.3 encourage the student to job search independently or with other supports (e.g., local school, natural support, OhioMeansJobs (OMJ)) when possible;
 - 3.1.4 discuss alternative services that may be needed to reach an employment goal; and
 - 3.1.5 determine whether an additional “Non-permanent Job Development” is needed. If needed, VR Staff or VR Contractors shall request supervisor approval prior to authorization.
 - 4) The majority of the benchmarks in this procedure have been met.
 - 5) The availability of transportation to and from a potential place of employment, which may include assistance from OOD.
 - 5.1 VR Staff or VR Contractor shall follow direction in Section H when considering the availability of transportation.
 - 6) The demonstrated ability to balance employment with academic performance.
 - 7) The availability in his/her schedule for job seeking and employment.
 - 8) The availability of a position at the business where the student is completing his/her “Summer Youth - Work Experience” or any local business where he/she would like to apply.
- d) VR Staff or VR Contractors may initially authorize these services for a duration up to six (6) months.

- 1) If six (6) months have passed and the student has not obtained employment, VR Staff or VR Contractors shall reassess the appropriateness of providing “Non-permanent Job Development” through re-evaluation.
 - 1.1 Re-evaluation shall include consultation with the student, and if applicable, his/her parent or legal guardian, and transition team.
 - 1.2 Possibilities for change should be considered and may include, but are not limited to:
 - 1.2.1 change to another provider; and/or
 - 1.2.2 expansion of parameters of the job search.
 - 2) If it is determined that “Non-permanent Job Development” is to be continued past the six (6) months, up to an additional three (3) months may be authorized by VR Staff or VR Contractors.
 - 3) If the student has not secured a job after a total of nine (9) months of “Non-permanent Job Development”, VR Staff or VR Contractors shall meet with the student, and if applicable, his/her parent or legal guardian, and transition team to:
 - 3.1 review progress;
 - 3.2 identify skill(s) that may need improvement and who may help him/her develop the skill(s);
 - 3.3 determine whether an extension of “Non-permanent Job Development” may be authorized.
 - 3.3.1 Prior to authorization, VR Staff or VR Contractor shall request supervisor approval to proceed with the extension of “Non-permanent Job Development”.
- e) The student should remain in “Service” status during “Non-permanent Job Development”.
- f) If the student does not secure employment through “Non-permanent Job Development”, VR Staff or VR Contractors should follow the requirements as outlined in Section G. 2. ii.c) 3) 3.1.
- iii. “Job Development” – performance-based or other permanent job development services may be used to assist the student who has demonstrated the potential to engage in permanent competitive integrated employment and has identified a specific employment outcome in his/her IPE (IPEs with “vocation exploration of [name of employment outcome(s)]” are not considered a “specific employment outcome”).

- a) VR Staff or VR Contractors may make these services available to the student who has:
 - 1) met the majority of benchmarks in Section G.2.d.i.c;
 - 2) a long-term transportation plan for traveling to and from a potential place of employment;
 - 3) availability in his/her schedule for job seeking and employment;
 - 4) articulated an understanding that after he/she has participated in job development services, has obtained and maintained employment, and his/her case will be closed successfully;
 - 5) demonstrated the ability to balance employment with academic performance; and
 - 6) nearly completed his/her academic requirements and/or vocational training program (e.g. career center programs, Project SEARCH or other job readiness training programs).

- b) VR Staff or VR Contractors shall change the student's status to "Service J" in AWARE once he/she has entered permanent job development and adhered to "Job Related Services" (80-VR-11-14).
 - 1) VR Staff or VR Contractors shall ensure a "vocational exploration of [name of employment outcome(s)]" plan has been amended with a specific employment outcome prior to moving to "Service J" status and document the justification, including labor market information (LMI), in AWARE.
 - 2) VR Staff or VR Contractors shall adhere to "Job Related Services" (80-VR-11-14) to determine when to move the student into "Employed" status.

- iv. "On-the-Job Supports" – these services may be provided to the student who has obtained competitive integrated employment.
 - a) VR Staff or VR Contractors may make these services available to the student who has:
 - 1) met a majority of the benchmarks detailed in Section G.2.d.i.c.; and
 - 2) available transportation to and from a potential place of employment, which may include assistance from OOD.
 - 2.1 VR Staff or VR Contractor shall follow "Vocational Rehabilitation Transportation Services" (80-VR-11-11) when considering the availability of transportation.

 - b) VR Staff or VR Contractors may authorize these services for the student under the circumstances listed below.

- 1) In the case of non-permanent employment, anytime throughout the year which is not contraindicated by the student's condition and when:
 - 1.1 non-permanent employment can be obtained independently, with community supports, or with assistance from OOD; and
 - 1.2 all parties are in agreement that OJS services will be provided in lieu of an alternative experience.
- 2) In the case of permanent employment, it matches his/her employment outcome listed in their IPE.

G. Transportation and Travel Training

1. VR Staff or VR Contractors shall follow the current procedure "Vocational Rehabilitation Transportation Services" (80-VR-11-11) and further direction provided in this procedure.
2. VR Staff or VR Contractors should discuss any disability-related transportation needs during vocational planning with the student, and if applicable, his/her parent or legal guardian and transition team prior to his/her participation in services.
3. VR Staff or VR Contractors shall assist the student in identifying available transportation options, which may include reviewing independent driving, public transportation or private transportation options.
4. VR Staff or VR Contractors shall work with the student, and if applicable, his/her parent or legal guardian, and transition team to determine the feasibility of the student's ability to drive independently.
 - a. VR Staff or VR Contractors shall consider the questions below.
 - i. Does the student and if applicable, his/her parent or legal guardian, feel that the student has the ability to safely navigate intersections and follow traffic rules independently when they are traveling by foot or by other means?
 - ii. Does the student have an automobile available to drive?
 - iii. Does the student already have a temporary driver's license or will they need to obtain one?
 - a) If the student does not have a temporary driver's license, VR Staff or VR Contractors may authorize temporary permit tutoring when:
 - 1) comparable benefits through the educational institution or other entities have been exhausted or are not available; and
 - 2) when there is a disability related reason.
 - b. If there are concerns regarding the student's cognitive and/or physical ability to independently drive, after questions in 4.a.i. - iii. have been answered and he/she has obtained his/her temporary driver's license, prior to authorizing for a driver's evaluation, VR Staff or VR Contractors shall ensure that:

- i. the student is nearing job development or postsecondary training and the recommendations can be immediately implemented; and
- ii. the AWARE case record identifies the need and appropriate timing for services.

H. Postsecondary Planning

1. VR Staff or VR Contractors should consider Pre-ETS (e.g. Counseling on Post-Secondary) to help the student explore training options available after graduation.
2. VR Staff or VR Contractors shall follow “Occupational Skills Training, Excluding On-the-job Training (OJT)” (80-VR-11-10), and/or “Postsecondary Training” (80-VR-11-05), after the student exits high school or when it is known that the specific employment outcome requires a postsecondary degree, industry-recognized certificate, license or certification from an accredited institution.
3. VR Staff or VR Contractors should coordinate activities with the student’s educational institution to prepare for postsecondary or occupational skills training by completing the following:
 - a. encourage the student to take classes that would prepare him/her for a college-level curriculum or an occupational skills training program;
 - b. ensure the student is working with the educational institution’s guidance counselor;
 - c. encourage the student and if applicable, his/her parent or legal guardian, to visit college campuses or occupational skills training programs;
 - d. work with the student, and if applicable, his/her parent or legal guardian, and transition team to ensure all accommodations that are provided in school are also documented on the IEP;
 - e. work with the student’s school to obtain updated testing information (e.g. recent IQ testing) when possible, which is often needed for determining eligibility for accommodations in a post-secondary setting; and
 - f. provide information to the student and if applicable, his/her parent or legal guardian, regarding the differences between accommodations in high school and those in a postsecondary or occupational skills training environment.

I. Case Closure

1. VR Staff or VR Contractors shall close the case of the student by following the requirements as outlined in “Case Closure” (80-VR-02 and 80-VR-02-01) and as further directed in this procedure.
 - a. In cases where the student achieves his/her employment outcome prior to graduation, VR Staff or VR Contractors may close the case with an outcome of competitive integrated employment when all of the following occur:
 - i. the student has been employed for 90 days or more;

- ii. the student is stable in his/her position;
 - iii. the position is consistent with the employment outcome on the IPE;
 - iv. the student is working the number of hours consistent with his/her ability and the number of hours he/she plans to work once exiting school;
 - v. the student has completed or nearly completed his/her academic requirements and/or vocational training program; and
 - vi. employment is expected to continue after graduation.
- b. When supported employment services are identified on the student's IPE, VR Staff or VR Contractors shall ensure that extended services are in place prior to case closure. Refer to "Supported Employment Services" (80-VR-11-03).
 - c. VR Staff or VR Contractors may close the case as "closure without an employment outcome" in accordance with "Case Closure" (80-VR-02 and 80-VR-02-01) when the student is seeking subminimum wage employment.
 - i. VR Staff shall ensure the necessary steps are completed as required in "Requirements for Subminimum Wage Employment" (80-VR-11-17) and close the case as "other" with a closure reason of "Extended Employment, Including Subminimum Wage".
 - d. In cases where the student obtains employment that is not consistent with his/her employment outcome on his/her IPE (i.e. not in the same major Standard Occupational Classification), prior to case closure, VR Staff or VR Contractors shall either:
 - i. continue to work with the student toward his/her agreed-upon employment outcome listed on his/her IPE; or
 - ii. amend his/her IPE if the employment outcome is not contraindicated by his/her disability.

J. Violation

An employee who violates this policy may be subject to discipline up to and including removal.

FORMS AND ATTACHMENTS

- 80-VR-11-12.A OOD's Transition Guidance
- 80-VR-11-12.B Transition-specific Services
- 80-VR-11-12.C Connecting Students with Work

RESOURCES

- 50-PAY-01-01 BVR and BSVI Work Schedules
- 80-VR-11-18 Pre-Employment Transition Services (Pre-ETS) Delivered by Contracted Providers (to be converted to "Pre-Employment Transition Services (Pre-ETS) Subcategories)
- 80-VR-11-03 Supported Employment Services
- 80-VR-01 and 80-VR-01-01 Application and Intake Policy and Procedure

- 80-VR-01.A Participant Information/Application for Vocational Rehabilitation Services
- 80-VR-11-15.A “What are Working Incentives”
- 80-VR-06 Eligibility and Order of Selection
- 80-VR-06-01 Eligibility Procedure
- 80-VR-06-02 Extended Employment Procedure
- 80-VR-02 and 80-VR-02-01 Case Closure
- 80-VR-04 and 80-VR-04-01 Comprehensive Assessment Policy and Procedure
- 80-VR-08 and 80-VR-08-01 Individualized Plan for Employment Policy and Procedure
- 80-VR-11 VR Services and all subsequent procedures
- 40-FIN-01 Purchasing
- 40-FIN-01-06 Vocational Rehabilitation Purchases
- 40-FAC-02 Asset Management
- 40-FAC-02-01 Asset Management for VR Inventory Items
- 80-VR-11-11 Vocational Rehabilitation Transportation Services
- 80-VR-11-14 Job Related Services
- 80-VR-11-10 Occupational Skills Training, Excluding On-the-Job Training (OJT)
- 80-VR 11-05 Postsecondary Training
- 80-VR-11-03 Supported Employment Services
- 80-VR-11-17 Requirements for Subminimum Wage Employment

FUNDING

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For purposes of the Vocational Rehabilitation (VR) Program, including Pre-Employment Transition Services (Pre-ETS), OOD received 78.7% of its funding through the DOE VR grant. In Federal fiscal year (FFY) 2018, OOD received \$100,336,097 in federal funds. Funds appropriated by the State covered 21.3 % of the total costs, or \$27,155,767. Of these federal funds, \$15,050,415 is set aside for Pre-ETS.

For purposes of the Supported Employment Program, the DOE VR grant funded 100% of the costs for the Supported Employment for Youth with a Disability Program. In FFY 2018, OOD received \$303,725. The grant also funded 95% of the Supported Employment Program (non-Youth). In FFY 2018, OOD received \$303,725 and the State appropriated funds paid the remaining 5% or \$33,747 of the total costs.

REVIEW

It is the responsibility of the Deputy Director, or designee, to review this procedure, on or before, the date listed in the header and if applicable, make any necessary revisions. The Deputy Director or designee shall document the review as required “Policy and Procedure Development, Review, Dissemination and Acknowledgement” (10-ADM-01).