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 executive director expectations.

Refer to the AWARE Manual for specific step-by-step instructions relating to this procedure.

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. If supervisory or management approval is required during the VR process, the supervisor or manager shall document their approval in AWARE. If written approval is received from a supervisor or manager it shall be added to AWARE.

3. This procedure addresses students with disabilities beginning at age 14, who are enrolled in a secondary school, at the time of application.
   a. Students with disabilities who have withdrawn or otherwise exited from secondary school prior to application for services should be served in accordance with general VR policies and procedures.

4. Services for students with disabilities shall be conducted in conjunction with the educational institution the student is attending, and other service entities as appropriate, to ensure there is a coordinated set of activities including Pre-Employment Transition Services.
   a. Pre-Employment Transition Services are the earliest set of services available to students in the continuum of vocational rehabilitation services designed to help students with disabilities begin to identify career interests that will be further explored through additional vocational rehabilitation services. Pre-Employment Transition Services include the following five areas:
      i. Job Exploration Counseling;
      ii. Work-based Learning Experiences;
      iii. Counseling on Post-Secondary Options;
      iv. Workplace Readiness Training; and
      v. Instruction in Self Advocacy.
   b. VR Staff or VR Contractors may only provide Pre-Employment Transition Services to students with disabilities who have an identified need.

5. VR Staff or VR Contractors should be an active member of the team for each student with a disability 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 with a disability’s unique strengths, resources, priorities, concerns, abilities, capacities, interests and informed choice as they relate to competitive integrated employment.

6. VR Staff or VR Contractors shall authorize programs or services and follow all required timelines in accordance with OOD’s policies and procedures, unless otherwise indicated in this procedure.

7. In cases where the student with a disability is in need of supported employment services after graduation, VR Staff or VR Contractors shall follow guidance and direction in “Supported Employment” (80-VR-11-03) and document the need for services on the Comprehensive Assessment Form (80-VR-04.A) and in the Individualized Plan for Employment (IPE).

8. In order to ensure progress towards an employment outcome, VR Staff or VR Contractors should contact the student with a disability 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 should 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 activities to potential referral sources and students with disabilities in order to provide information regarding the VR program and available transition services, including Pre-employment Transition Services.

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. Contacting students with disabilities, 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 and provide eligibility and order of selection (OOS) requirements;

         d) describe the scope of services that may be provided; and

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:

i. providing OOD updates;

ii. projecting number of new applicants, reviewing the application process, and the need for school records for eligibility and order of selection determinations;

iii. projecting timelines for items including processing applications, provision of VR services, participating in various activities, and summer programs;

iv. developing referrals and connecting students with disabilities to a specialized (e.g. visual or hearing impairment) caseload, when appropriate;

v. providing a briefing on the summer progress for students with disabilities currently receiving VR service;

vi. planning activities during the upcoming school year for students with disabilities currently receiving VR services; and/or

vii. 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). Materials include, but are not limited to:

a. a “Participant Information/Application for Vocational Rehabilitation Services” (80-VR-01.A) signed by the applicant, and if applicable, his/her parent or legal guardian;

b. 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;

c. a release form, from the referral source, signed by the applicant and, if applicable, his/her parent or legal guardian allowing the referral source to exchange information with OOD; and
d. other available diagnostic information (e.g. psychological report), as available.

3. Once the application materials are requested, VR Staff or VR Contractors shall:
   a. coordinate an intake appointment to include the student with a disability, and if applicable, his/her parent or legal guardian, school staff and other community partners (e.g. county board service coordinator);
   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 with a disability and, if applicable, his/her parent or legal guardian prior to considering the student with a disability an applicant.

4. VR Staff or VR Contractor should complete the following:
   a. designate “transition program participant” by selecting “yes” in the appropriate box in AWARE on the Education Page;
   b. enter education goals and related skill gain information, including the highest level completed, outcome(s), progress, and school(s) attended in AWARE; and
   c. all other required fields in AWARE on the Education Page.

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 as outlined in “Eligibility and Order of Selection” (80-VR-06), “Eligibility” (80-VR-06-01), “Order of Selection” (80-VR-06-02) and further direction provided in this procedure.

2. VR Staff shall utilize the items listed below, when available, in making eligibility and order of selection decisions for the student with a disability.
   a. The Evaluation Team Report (ETR), with all required signatures, may be utilized to document that the student with a disability has a physical, cognitive and/or mental impairment.
   b. The ETR categories listed below may be used to meet Criterion one (1) of eligibility. [Refer to “Eligibility and Order of Selection” (80-VR-06) and “Eligibility” (80-VR-06-01) for meeting Criterion two (2), three (3) and four (4)].
      i. Intellectual Disability (ID) (previously Cognitive Disability [CD])
      ii. Visual Impairment (VI)
      iii. Deaf
      iv. Deaf/blindness (DB)
      v. Orthopedic Impairment (OH)
vi. Multiple Disabilities (MD)

vii. Emotional Disturbance (ED)

viii. Autism (AUT)

ix. Hearing Impairment (HI)

x. Other health impairment (OHI)

xi. Specific Learning Disability (SLD)

xii. Speech or Language Impairment (S/L)

xiii. Traumatic Brain Injury (TBI)

c. When the ETR is current (i.e. completed within the past three [3] years), but testing information on the ETR was completed prior to age 16, the categories on the ETR may still be utilized as documentation of the disability only when the student is still enrolled in secondary school.

i. If the ETR is not current (more than three [3] years old), the intelligence/IQ tests may be utilized to document the disability only if the student with a disability was 16 or older at the time of testing whether or not the individual is enrolled in school.

d. The IEP may be used to identify functional limitations and the need for multiple services over an extended period of time for priority status under OOS, but shall not be used as documentation of a disability for eligibility determination.

e. Records from the county board of developmental disabilities (DD Board) may be utilized if the student with a disability is eligible for developmental disabilities (DD) services.

i. The following records from the DD Board may be utilized to document the presence of a disability:

a) the “Form for Eligibility Determination” (FED);

b) the “Children’s Form of Eligibility Determination” (CFED);

c) the “Ohio Eligibility Determination Instrument” (OEDI); and/or

d) the “Children’s Ohio Eligibility Determination Instrument” (COEDI).

f. Other available diagnostic information may also be utilized, when applicable.

3. In cases where the student with a disability is determined ineligible, VR Staff or VR Contractors shall provide counseling and guidance and refer the student with a disability to other community services as appropriate and adhere to the policy and procedure on Case Closure (80-VR-02 and 80-VR-02-01).

E. Comprehensive Assessment and IPE

1. VR Staff or VR Contractors shall follow direction in the policy and procedure “Comprehensive Assessment” (80-VR-04 and 80-VR-04-01), including timelines and other requirements, and further direction provided in this procedure.
2. During the comprehensive assessment (CA) process, VR Staff or VR Contractors shall:
   
a. include the student with a disability, and if applicable, his/her parent or legal guardian, school staff, and other community partners as appropriate while ensuring the student with a disability maintains informed choice throughout the CA process; and

b. collaborate with the transition team in an effort to ensure the outcomes on the IPE and IEP are consistent.

3. Employment Outcome

   a. When a specific employment outcome for the student with a disability can be identified, VR Staff or VR Contractors shall complete the “Comprehensive Assessment” (CA) form (80-VR-04.A) as required in “Comprehensive Assessment” (80-VR-04 and 80-VR-04-01) within the standard timeline for the development of the IPE and as further directed in this procedure.

   i. When a specific employment outcome cannot be identified, VR Staff or VR Contractors shall include ongoing transition services in the CA and IPE to assist in determining a specific employment outcome and complete the requirements below.

   a) VR Staff or VR Contractors may develop the CA and IPE with:

      1) an employment outcome of “vocational exploration of [name of employment outcome(s)];” and

      2) services may include exploration activities which are part of the career development process.

   b) In Section 2 of the “Comprehensive Assessment” form (80-VR-04.A), VR Staff or VR Contractors:

      1) shall complete each area in Section 2 based upon baseline aptitude information;

      2) are not required to document how each area is consistent with the employment outcome; and

      3) are not required to provide labor market information of the student with a disability’s “vocational exploration of [name of employment outcome(s)]” as there is no specific employment outcome to justify at this point in time.

4. 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 with a disability to identify a specific employment outcome as soon as they are able but at a minimum prior to exiting school with a signed diploma.

   a. If there are extenuating circumstances and a specific employment outcome cannot be identified prior to the student with a disability exiting school, VR Staff or VR Contractors shall:
i. justify why a specific employment outcome has not yet been identified and document in AWARE; and

ii. 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.

F. Individualized Plan for Employment (IPE)

1. In developing and amending the IPE, VR Staff or VR Contractors shall follow direction in policy and procedure “IPE” (80-VR-08 and 80-VR-08-01), including timelines and other requirements, and further direction provided in this procedure.

2. VR Staff or VR Contractors should work with the student with a disability, and if applicable, his/her parent or legal guardian and transition team to identify the graduation date to properly plan services and develop the IPE.

   a. If a graduation date changes, VR Staff or VR Contractors shall update AWARE, including the Education Page, and if applicable, amend the IPE.

3. VR Staff or VR Contractors shall ensure the IPE is completed prior to the student with a disability exiting school with a signed diploma or within 90 days of an eligibility decision, whichever comes first.

   a. 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.

4. Vocational Rehabilitation Services Listed in IPE

   a. VR Staff or VR Contractors shall determine VR services to include in the IPE by referencing policy “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 non-permanent job development within the initial IPE, VR Staff or VR Contractors may include no more than one (1) “Summer Youth - Career Exploration”, no more than one (1) “Summer Youth - Work Experience”, and no more than (1) Non-permanent Job Development.

         a) If both summer programs are included on the initial IPE, 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 with disabilities 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. 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 with disabilities to achieve their employment outcome (e.g. summer youth exploration/experience, job placement, on-the-job-supports [OJS]), 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 “Least Cost” (VRP-1200, to be converted to 80-VR-22 “Fiscal Requirements for VR Purchases”) and “VR Case Services Purchases” (40-FIN-01-06).

   a) If inventory items are to be purchased, when implemented, refer to “Asset Management for VR Inventory Items” (40-FAC-02-02).

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 with a disability and the transition team to solidify and clarify the expected graduation date in order to backward plan for services and more accurately project a closure date.

6. VR Staff or VR Contractors shall obtain the signature of the student with a disability and if applicable, his/her parent or legal guardian on the IPE prior to final approval.

G. Service Delivery Process

1. VR Staff or VR Contractors should assist the student with a disability through the provision of career development programs and services. These programs and services should be coordinated with the student, and if applicable, his/her parent or legal guardian and the transition team.
2. Progressive Career Development

   a. Progressive career development services are designed to support the student with a disability’s successful exit from high school within four (4) years. Upon exiting, the student with a disability should be prepared for employment or post-secondary education.

      i. For the student with a disability who is projected to remain in high school beyond four (4) years, VR Staff or VR Contractors shall consider the timing of the initiation of progressive career development services so that the four (4) year progression coincides with his/her projected exit from high school.

   b. For the student with a disability who is not yet ready for progressive career development, VR Staff or VR Contractors should assist him/her and, when applicable, his/her parent or legal guardian and the transition team with identifying developmental activities that will prepare the student with a disability for progressive career development.

      i. Suggested 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) volunteer experiences;

         e) extra-curricular activities; and

         f) other activities available through the home district of the student with a disability.

      ii. Developmental activities shall be documented in AWARE.

   c. For the student with a disability who is ready for progressive career development services, VR Staff or VR Contractors shall determine which services best meet the student’s needs based upon where he/she is in the career development process.

      i. Progressive career development services with benchmarks, are designed to assist the student with a disability in progressing towards their employment outcome and are described below.

         a) “Summer Youth - Career Exploration” – this service, which must include an educational component, is to assist the student with a disability in understanding the world of employment and exposing him/her to various types of employment.

            1) Due to the progressive nature of career development services, the student with a disability will generally not be referred to this service until he/she is at least fifteen years old. This will ensure continuity of services to “Summer Youth – Work Experience”.
2) Upon completion of this service, the student with a disability should meet the benchmarks described below.

2.1 Career Awareness Benchmarks are as follows:

2.1.1 ability to articulate a desire to work;

2.1.2 ability to articulate different employment options; and

2.1.3 awareness of strengths and limitations.

2.2 Vocational Skills Benchmarks are as follows:

2.2.1 ability to articulate basic employer expectations (e.g., awareness of the need to follow the rules, to be on time, and for appropriate hygiene);

2.2.2 ability to perform work tasks with support (e.g., ability to be redirected, and ability to follow rule and safety regulations as instructed, and ability to retain instructions with job aids and assistance); and
2.2.3 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, and ability to identify appropriate workplace conversation).

3) At conclusion of Summer Youth - Career Exploration, VR Staff or VR Contractors should determine the readiness of the student with a disability for “Summer Youth – Work Experience” as detailed below.

3.1 VR Staff or VR Contractors shall utilize information from the provider’s final report to assess progress in meeting the identified benchmarks.

3.2 VR Staff or VR Contractors shall review indicators that may demonstrate that the student with a disability may not be ready to progress towards “Summer Youth - Work Experience” or more progressive career development services. Indicators include:

3.2.1 refusal to work;
3.2.2 aggressive behavior (physical and/or verbal);
3.2.3 inability to redirect;
3.2.4 needs constant one on one supervision;
3.2.5 disregard for safety rules (leaving the area or stranger safety); and
3.2.6 poor attendance and punctuality record.

4) If the student with a disability does not meet the majority of benchmarks, the VR Staff or VR Contractors should meet with the student with a disability, and, if applicable, his/her parent or legal guardian and transition team in order to complete the steps below.

4.1 Review the student with a disability’s progress;
4.2 Identify what skills need improvement and who will help develop these skills; and
4.3 Determine whether or not additional “Summer Youth - Career Exploration” is needed.

4.3.1 If determined that an additional “Summer Youth - Career Exploration” is needed, VR Staff or VR Contractors shall amend the IPE and enter a justification in an AWARE Case Note.

5) In situations where the student with a disability has completed a “Summer Youth - Career Exploration” twice and still has more than one deficiency, VR Staff or VR Contractors should discuss alternatives with their supervisor, including consideration of case closure.
6) When the student with a disability meets the benchmarks for this service, VR Staff or VR Contractors should consider progressing the student with a disability to “Summer Youth - Work Experience”.

b) “Summer Youth - Work Experience” – this service shall include both work and educational components and assist the student with a disability in obtaining competitive work skills and gaining employment readiness.

1) A student with a disability who misses two or more days of the educational component must get permission from VR Staff or VR Contractors to continue with the Summer Youth – Work Experience. Case should also be staffed with the VR Supervisor.

2) VR Staff or VR Contractors may utilize this service for a student with a disability who has successfully participated in “Summer Youth - Career Exploration” and/or who has demonstrated proficiencies in this service’s benchmarks as detailed above.

3) Upon completion of this service, the student with a disability should meet the benchmarks described below.

3.1 Career Awareness Benchmarks are as follows:

   3.1.2 identifies several vocational areas of interest; and

   3.1.3 possesses a general understanding of the job seeking process.

3.2 Vocational Skills Benchmarks are as follows:

   3.2.2 demonstrates the ability to meet employer expectations (e.g. follow rules, be on time, maintain appropriate hygiene);

   3.2.3 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

   3.2.4 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).

4) At conclusion of this service, VR Staff or VR Contractors should determine the readiness of the student with a disability for planning and engaging in more independent summer work activities.

   4.1 VR Staff or VR Contractors shall utilize information from the provider’s final report to assess the progress in meeting the identified benchmarks and basic core competencies.

   4.2 Indicators that demonstrate the student with a disability is not ready to progress towards a more independent work experience include:
4.2.1 refusal to work;
4.2.2 aggressive behavior (physical and/or verbal);
4.2.3 inability to accept redirection;
4.2.4 needs constant one on one supervision;
4.2.5 disregard for safety rules (leaving the area or stranger safety);
4.2.6 inability to complete work assignments with a quantity and quality that is approaching competitiveness;
4.2.7 lack of stamina;
4.2.8 poor attendance and punctuality record;
4.2.9 inability to communicate effectively (verbally and/or nonverbally) with accommodations in place; and/or
4.2.10 inability to maintain personal hygiene.

5) If the student with a disability does not meet the majority of benchmarks, VR Staff or VR Contractors should meet with the student with a disability, and if applicable, his/her parent or legal guardian, and transition team in order to:

5.1 review the student with a disability’s progress;
5.2 identify what skills need improvement and who will help him/her develop these skills; and
5.3 determine whether or not an additional “Summer Youth - Work Experience” is needed.

5.3.1 If it is determined that an additional “Summer Youth – Work Experience” is needed, VR Staff or VR Contractors shall amend (clone) the IPE and enter a justification in an AWARE Case Note.

6) In situations where the student with a disability has completed a “Summer Youth - Work Experience” twice and still has more than one deficiency, VR Staff or VR Contractors should discuss alternatives with their supervisor; including consideration of case closure.

7) When the student with a disability has met the benchmarks from his/her “Summer Youth - Work Experience”, VR Staff or VR Contractors should assist the student with a disability in planning for and engaging in more independent work activities which may include but are not limited to:

7.1 referral to a general community work program (e.g. Workforce Innovation and Opportunity Act [WIOA] program);
7.2 securing employment independently or with assistance from community and natural supports;

7.3 permanent or non-permanent job development supported by VR.

c) “Non-Permanent - Job Development” services may be utilized for the student with a disability who has either successfully completed a “Summer Youth - Work Experience” or has equivalent work experience (e.g. successful completion of a school-based work experience and/or job readiness training program) in order to prepare him/her for more independent work activities.

1) Every effort should 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.

2) These services may be available to the student with a disability who is not yet ready for permanent placement due to:

   2.1 the need for additional job training and continued OJS;

   2.2 the need to complete vocational training; and/or

   2.3 his/her academic schedule.

3) VR Staff or VR Contractors may utilize the list below to help determine if Non-Permanent Job Development is appropriate for the student with a disability.

   3.1 Anticipated OJS should be short term and fade within the first several weeks of employment.

   3.2 All parties are in agreement that time-limited OJS services will be provided in lieu of an alternative experience.

   3.3 Expected graduation date with respect to the timing of services.

   3.4 The number of times the student with a disability previously participated in non-permanent job development.

      3.4.1 The student with a disability may only participate in non-permanent job development twice during the life of his/her case at which point VR Staff or VR Contractors may:

      3.4.1.1 encourage the student with a disability to job search independently or with other supports;

      3.4.1.2 provide permanent job development;

      3.4.1.3 provide other services to reach an employment goal; and
3.4.1.4 proceed to case closure.

3.5 The successful completion of the majority of benchmarks in this procedure.

3.6 The availability of transportation to and from a potential place of employment.

3.6.1 VR Staff or VR Contractor shall follow “Transportation” (80-VR-11-11) when considering the availability of transportation.

3.7 The demonstrated ability to balance employment with academic performance.

3.8 The availability in his/her schedule for job seeking and employment.

3.9 The availability of a position at the business where the student with a disability is completing his/her “Summer Youth - Work Experience” or any local business where he/she would like to apply.

4) VR Staff or VR Contractors may initially authorize these services on an hourly basis for a duration up to six (6) months.

4.1 If six (6) months have passed and the student with a disability has not obtained employment, VR Staff or VR Contractors shall reassess the appropriateness of providing non-permanent job development through re-evaluation.

4.1.1 Re-evaluation should include consultation with the student with a disability, and if applicable, his/her parent or legal guardian, and transition team.

4.1.2 Possibilities for change should be considered and may include but are not limited to:

4.1.2.1 change to another provider;

4.1.2.2 expansion of parameters of the job search.

4.2 If it is determined that non-permanent job development services are to be continued past the six (6) months, up to an additional three (3) months may be authorized by VR Staff or VR Contractors.

4.3 If the student with a disability has not secured a job after a total of nine (9) months of non-permanent job development, VR Staff or VR Contractors should meet with the student with a disability, and if applicable, his/her parent or legal guardian, and transition team to:

4.3.1 review progress;
4.3.2 identify skill(s) that may need improvement and who may help them develop the skill(s);

4.3.3 determine whether an extension of non-permanent job development may be authorized.

4.3.3.1 Prior to authorization, VR Staff or VR Contractor shall request supervisor approval to proceed with the extension of non-permanent job development.

5) The student with a disability should remain in “Service” status during non-permanent job development.

6) If the student with a disability does not secure employment through non-permanent job development, VR Staff or VR Contractors should do the following:

6.1 Meet with the student with a disability, and if applicable, his/her parent or legal guardian and the transition team in order to complete the items below.

6.1.1 Review progress.

6.1.1.1 VR Staff or VR Contractors should not authorize a summer youth work experience for the student with a disability who has participated in non-permanent job development.

6.1.2 Determine VR benefits of additional non-permanent job development.

6.1.3 Discuss alternative options including but not limited to independent job search, working with local school support, natural supports, and/or OhioMeansJobs (OMJ), and/or considering job readiness training services, etc.

6.1.3.1 If the student with a disability secures employment independent of OOD assistance, VR Staff or VR Contractors may authorize time limited on-the-job supports, (i.e. job coaching) when needed.

d) “Job Development” – traditional job development services may be used to assist the student with a disability 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 “specific employment outcomes”).

1) VR Staff or VR Contractors may make these services available to the student with a disability who has:

1.1 successfully completed the majority of benchmarks previously listed in this procedure;
1.2 a long-term transportation plan for traveling to and from a potential place of employment;

1.3 availability in his/her schedule for job seeking and employment;

1.4 articulated an understanding that after he/she has participated in traditional job development services and obtained and maintained employment, his/her case will be closed successfully;

1.5 demonstrated the ability to balance employment with academic performance; and

1.6 nearly completed his/her academic requirements and/or vocational training program (e.g. career center programs, Project SEARCH or other job readiness training programs).

2) VR Staff or VR Contractors shall change the student with a disability's status to "Service J" in AWARE once he/she has entered traditional Job Development and adhere to "Job Related Services" (80-VR-11-14).

2.1 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 LMI in AWARE.

3) VR Staff or VR Contractors shall adhere to "Job Related Services" (80-VR-11-14) to determine when to move the student with a disability into "Employed" status.

e) "On-the-Job Supports" - these services may be provided to the student with a disability who has obtained competitive integrated employment.

1) VR Staff or VR Contractors may make these services available to the student with a disability who has:

1.1 successfully completed the majority of benchmarks listed in this procedure;

1.2 a long-term transportation plan for traveling to and from a potential place of employment; and/or

1.3 successfully completed a “Summer Youth – Work Experience” or has equivalent work experience (e.g. successful completion of a school-based work experience).

2) VR Staff or VR Contractors may authorize these services for the student with a disability under the following circumstances:

2.1 for non-permanent employment, anytime throughout the year, which is not contraindicated by the student with a disability's condition and when:
2.1.1 short-term OJS will fade within the first several weeks of employment; and

2.1.2 all parties are in agreement that time-limited OJS services will be provided in lieu of an alternative experience.

2.2 for permanent employment that matches his/her employment outcome listed in their IPE.

H. Transportation and Travel Training

1. VR Staff or VR Contractors shall follow the current procedure “VR Transportation Procedure” (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 with a disability, and if applicable, his/her parent or legal guardian and transition team prior to participating in services.

3. VR Staff or VR Contractors shall assist the student with a disability 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 with a disability, and if applicable, his/her parent or legal guardian, and transition team to determine the feasibility of the student with a disability’s ability to drive independently.

   a. When determining feasibility, VR Staff or VR Contractors shall consider the questions below.

      i. Does the student with a disability and if applicable, his/her parent or legal guardian, feel that the student with a disability 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 with a disability have an automobile available to drive?

      iii. Does the student with a disability already have a temporary driver’s license or will they need to obtain one?

         a) If the student with a disability does not have a temporary driver’s license, VR Staff or VR Contractors may authorize temporary permit tutoring when:

            1) the student with a disability has already tried but was unable to pass his/her temporary permit test after two attempts; and

            2) comparable benefits through the educational institution or other entities have been exhausted.

b. If there are concerns regarding the student with a disability’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 the following:
i. that the student with a disability is nearing job development or post-secondary training and the recommendations can be immediately implemented; and

ii. that the AWARE case record identifies the need and appropriate timing for services.

I. Post-Secondary Planning

1. VR Staff or VR Contractors shall follow “Occupational Skills Training” (80-VR-11-10), once implemented, and/or “Post-Secondary Training” (80-VR-11-05), after the student with a disability exits high school or when it is known that the specific employment outcome requires a degree, certification, or industry recognized credential.

2. VR Staff or VR Contractors should coordinate activities with the student with a disability’s educational institution to prepare for post-secondary or occupational skills training by completing the following:

   a. encourage the student with a disability to take classes that would prepare him/her for a college-level curriculum or an occupational skills training program;

   b. ensure the student with a disability is working with the educational institution’s guidance counselor;

   c. encourage the student with a disability and if applicable, his/her parent or legal guardian, to visit college campuses or occupational skills training programs;

   d. work with the student with a disability and the school to ensure all accommodations that are provided in school are also documented on the IEP;

   e. work with the student with a disability’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 with a disability and if applicable, his/her parent or legal guardian, regarding the differences between accommodations in high school and those in a post-secondary or occupational skills training environment.

J. Case Closure

1. VR Staff or VR Contractors shall close a case of the student with a disability by following the requirements as outlined in “Case Closure” (80-VR-02-01) and as further directed in this procedure.

   a. In cases where the student with a disability 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 with a disability has been employed for 90 days or more;

      ii. the student with a disability is stable in his/her position;

      iii. the position is consistent with the employment outcome on the IPE;
iii. the student with a disability is working the number of hours consistent with his/her ability and the number of hours he/she plans to work once exiting school;

iv. the student with a disability has completed or nearly completed his/her academic requirements and/or vocational training program; and

v. employment is expected to continue after graduation.

b. When supported employment services are identified on the IPE of the student with a disability, VR Staff or VR Contractors shall ensure that extended services are in place prior to case closure. Refer to “Supported Employment Policy” (VRP-1900) which will be converted to “Supported Employment” (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-02-01) when the student with a disability 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 with a disability obtains employment that is not consistent with his/her employment outcome on his/her IPE (i.e. is 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 with a disability 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.

K. 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 Transition from School to Work

RESOURCES

- 80-VR-01 and 80-VR-01-01 Application and Intake Policy
- 80-VR-06, 80-VR-06-01, and 80-VR-06-02 Eligibility and Order of Selection
- 80-VR-02 and 80-VR-02-01 Case Closure
- 80-VR-04 and 80-VR-04-01 Comprehensive Assessment
- 80-VR-08 and 80-VR-08-01 IPE
- 40-FIN-01-06 Vocational Rehabilitation Purchases
- 40-FIN-01-06 VR Case Services Purchases
• Loan/Lease Agreement (to be incorporated into 40-FAC-02-02 “Asset Management for VR Inventory Items”)
• 80-VR-11 VR Services and all subsequent procedures issued under this policy
• 80-VR-11-14 Job Related Services
• 80-VR 11-05 Post-Secondary Training
• 80-VR-11-10 Occupational Skills Training (once completed)
• VRP-1900 Supported Employment Policy (to be converted to 80-VR-11-03)
• 80-VR-11-17 Requirements for Subminimum Wage Employment
• Job Seekers Guide
• AWARE Manual

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 in OOD Policy 10-ADM-01 Policy and Procedure Development, Review, Dissemination and Acknowledgement".