

## Chapter 25 Services to Students and Youth

**25.1 Authority:** 34 CFR 361, Utah State Board of Education Special Education Rules paragraph III.J.2.i (<http://www.schools.utah.gov/sars/Laws/Rules.aspx>)

### 25.2 Policy

Transition services shall be provided to eligible Students and Youth with disabilities to facilitate the transition from educational settings in high school to VR services oriented toward an employment outcome consistent with the student/youth's primary employment factors. Individuals meeting the definition of Student with a Disability, both eligible and potentially eligible for VR services, may access Pre-Employment Transition Services (Pre-ETS). Services for eligible Students and Youth are governed under standard IPE's as outlined below. Pre-ETS for Students Potentially Eligible are governed under sections 25.7 and 25.8.

The Individualized Plans for Employment (IPE's) developed for eligible Students and Youth must include the specific transition services and supports needed to achieve the employment goal or project post-school employment goal [34 CFR 361.46 (a) (2) (ii)]. The eligible Student's IPE goals, objectives, and services will be developed in coordination with the Student's Individualized Education Plan (IEP) or 504 plan, as applicable [34 CFR 361.46 (d)]. The IPE will be developed and signed by the VR Counselor and Student prior to his/her graduation from high school or post high program [34 CFR 361.22 (a)(2)]. In the event that the IPE cannot be developed prior to the Student's graduation, the reasons preventing IPE development will be documented in a case note. VR Counselors will serve as consultants and technical assistance experts to schools and will work to establish referral pathways for students with disabilities.

### 25.3 Youth with Disabilities [34 CFR 361.5(c)(58)]

USOR defines a youth with a disability as:

- A. An individual with a disability;
- B. Age 14 through 24 years

The definition of Youth with a Disability does not require participation in an education program. Clients meeting the criteria for Youth with a Disability include clients who also meet the definition of Student with a Disability.

### 25.4 Transition Services [34 CFR 361.5(c)(55)]

Transition Services are a coordinated set of activities that may be provided to an eligible Youth with a Disability. Transition services encompass Pre-ETS CSM 25.6 as well the broader range of VR Services that facilitate transition from school to post-secondary life.

### Transition Services:

- A. Are designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation;
- B. Are based upon the individual student's or youth's needs, taking into account the student's or youth's preferences and interests;
- C. May include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation;
- D. Promote or facilitate the achievement of the employment outcome identified in the student's or youth's individualized plan for employment; and
- E. May include outreach to and engagement of the parents, or, as appropriate, the representative of such a student or youth with a disability.

During the Comprehensive Assessment of Rehabilitation Needs the VR Counselor and Student/Youth will discuss individual needs, identify available transition services, and include the necessary and appropriate services in the IPE.

### **25.5 Student with a Disability [34 CFR 361.5(c)(51)]**

USOR defines a student with a disability as an individual who is:

- A. age 14 through 21 years; and
- B. eligible for and receiving special education or related services under the Individuals with Disabilities Education Act (IDEA); or considered an individual with a disability for purposes of section 504 of the Act; and
- C. in an educational program including, but not limited to:
  - Secondary education programs;
    - i. Non-traditional or alternative secondary education programs, including home schooling;
    - ii. Postsecondary education programs which result in a vocational or academic
    - iii. credential\*; and
  - Other recognized educational programs, such as those offered through the juvenile justice system.

\*Programs at least 100 hours or 1 month in length resulting in a specific occupational credential.

### **25.6 Students Potentially Eligible (SPE)**

USOR may provide approved Pre-Employment Transition Services (Pre-ETS) to Students with Disabilities who are Potentially Eligible for VR Services. The list of approved Pre-ETS Programs for the Students who are Potentially Eligible may be found in Appendix B. Students Potentially Eligible and seeking Pre-ETS are not subject to the Financial Needs Assessment. The

documentation required for Students Potentially Eligible will be gathered by the Contract Pre-ETS providers and submitted to USOR.

#### Potentially Eligible Criteria

In order for an individual to receive Pre-ETS for the potentially eligible, the individual must meet the following criteria:

- A. The individual is not a current applicant or client of VR services and has not been determined ineligible for VR services. See section 25.7.
- B. The individual meets the definition of Student:
  - i. Is aged 14 to 21
  - ii. Has an educational goal as outlined in section 25.5
- C. The individual has a disability and documentation of the disability in one of the following forms:
  - i. IEP
  - ii. 504 Plan
  - iii. Medical record(s)
  - iv. SSA award letter
  - v. Letter from a qualified school professional\* indicating the student has an IEP, or is regarded as an individual with a disability for 504.
  - vi. USOR Pre-ETS referral form signed by a qualified school professional\* (Form-77 see Appendix C)

\*Qualified professionals include but are not limited to special education teacher, school counselor, Vice Principal, school nurse, etc; however, paraprofessionals and interns are not acceptable sources.

#### **25.7 Students Potentially Eligible and Application for VR Services**

VR Counselors should advise potentially eligible Students with Disabilities if and when it is appropriate to apply for VR services. If the Student is only in need of limited services available through Pre-ETS, then seeking services as a Student Potentially Eligible is an appropriate alternative to application for VR Services. However, if the VR Counselor identifies additional VR services which are likely needed for the Student's success, the Student should be encouraged to apply for VR Services in order to access the comprehensive services available under an IPE.

A Student who is potentially eligible may decide to apply for VR services during the provision of a Pre-ETS program, or at the conclusion of a Pre-ETS program. A Student Potentially Eligible who has started a Pre-ETS program and applied for VR will be allowed to finish the remainder of the current Pre-ETS program but may not begin another Pre-ETS program as a SPE.

There are two possible outcomes and processes for Students Potentially Eligible who apply for VR:

- A. The SPE is found ineligible for VR services. In this event, no further services may be provided once the previously initiated Pre-ETS program has been completed.

- B. The SPE is determined eligible for VR services. In this event, any Pre-ETS program initiated as a SPE may be completed; however, all future services will need to be included in an IPE prior to provision.

### 25.8 Pre-Employment Transition Services (Pre-ETS) 364.48(a)

Pre-ETS are a specific subset of Transition Services designed to provide Students with Disabilities with information, support and experiences that facilitate the exploration of their vocational interests, preferences, and abilities. Participation in Pre-ETS provides preparation for engagement in other transition services such as post-secondary training, permanent job placement services, supported employment, etc. Pre-ETS may be provided in individual or group settings.

Pre-Employment Transition Services are limited to:

A. Job Exploration Counseling:

Job Exploration Counseling may be provided in a classroom, community setting, or individual counseling session. Job Exploration Counseling may include the use of assessment to identify the Student's vocational interests, abilities and opportunities. These activities are intended to provide the Student with information about in-demand occupations, career pathways, and local labor market information that applies to the Student's skills, abilities and interests.

B. Work-Based Learning:

Work-Based Learning experiences may include in-school or after school opportunities or experience outside the traditional school setting that is provided in an integrated environment in the community. These experiences do not include individual instruction intended to mediate disability-related work issues. A Work Based Learning experience includes only the instruction provided to all employees with or without disabilities.

**Note:** Work Based Learning does not include services intended to secure long-term, permanent employment (e.g., JPP, SJBT, SE, OJT, etc). If additional supports are required for an eligible Student with a Disability to be successful in a Work Based Learning experience, hourly job coaching may be added as a service to support the Work-Based Learning Experience. The job coaching service, which may be considered a Transition Service, is not a Pre-Employment Transition Service and must be added to a separate plan Amendment with non Pre-ETS funds when authorizing.

C. Counseling on Post-Secondary Opportunities:

Counseling on Post-Secondary Opportunities includes counseling on opportunities in comprehensive transition or postsecondary educational programs at institutions of higher education. Specific services may include Vocational Counseling and Guidance, academic assessments, assistance developing a course schedule, assistance to complete financial

aid forms, information and assistance researching scholarship opportunities.

**D. Workplace Readiness Training:**

Workplace Readiness Training refers to activities which promote the development of social skills and independent living skills. These skills include time management, communication skills, appropriate dress and hygiene, work appropriate behaviors, etc. These skills may be taught by an employer, a community rehabilitation program, school system or other similarly qualified provider in conjunction with a work based learning experience or as a standalone service.

**E. Training on Self-Advocacy:**

Self-Advocacy Training includes Peer Mentoring, Self-Determination Training, Independent Living Skills Instruction, and instruction in Person- Centered Planning.

Appendix 25-A contains a list, specific to Students who are eligible for VR services, of current Pre-ET Services, the providers, and approved fee schedules.

### **25.9 Services through Pre-ETS Contracts**

USOR has developed contracts with community partners to provide Pre-ETS to both eligible and SPE. A list of the contract providers and a description of the Pre-ETS available through each contract may be found in Appendix 25B.

When referring a potentially eligible or eligible Student to one of the contract providers for Pre-ETS, the VR Counselor will complete the referral form (USOR Form-78) found in Appendix 25-D. If the Student is an eligible client in the VR program the counselor should coordinate with the Student to update his/her IPE upon notification of the Student's acceptance into a contracted Pre-Employment Transition Service.

### **25.10 Working with Students and Youth**

**A. Outreach and Collaboration**

VR Counselors will attend IEP meetings when invited and schedule permitting to provide information and guidance as appropriate. There may be times when a VR staff member is not able to attend scheduled student-related meetings. Options for involvement beyond the physical presence of the VR staff member at the meeting could include the sharing of informational sheets and brochures, telephone conferencing, or other creative mechanisms developed at the local level.

**B. Eligibility**

VR Counselors should assess current functional limitations within the student's academic, family, social and environmental circumstances which will influence the Student/Youth's ability to obtain or maintain employment. This information may be found in documents and information provided by the school, the student, the student's family

and then if necessary, additional assessment information provided for or purchased by the VR Counselor.

C. Comprehensive Assessment

The IEP, school assessments, and consultation with the student's teachers and counselors is a valuable source of information and can be used to monitor progress and inform the development of the IPE. When this information is used to assist in making decisions about the vocational goal, services and service providers, it should be recorded in the client record.

D. Restoration

Students and Youth often participate in restoration activities provided by the Local Education Agency (LEA) as part of an IEP or 504 plan. To avoid duplication, VR Counselors will identify current restoration activities provided by the LEA in which the Student is participating prior to planning for VR funded restoration activities. If no services are being provided under an IEP or 504 plan, or if the services do not adequately address the disability, appropriate restoration service will be identified and added to the IPE.

E. Comparable Benefits

The LEA is responsible for service delivery while the Student with a Disability is in school; however, VR may coordinate with the school for the provision of Pre-ETS and Transition Services. When a service is necessary both for education and employment the responsibility will be negotiated between the representative of the school and the VR Counselor.

Agreements to share the cost of a given service will be fully explained in the IEP, the IPE, the ISP (Individual Service Plan) and any other written plan or program required by an involved agency.

VR counselors should consult the Policy for Interagency Assistive Technology Implementation in the State of Utah, Memorandum of Agreement prior to negotiating the purchase of Assistive Technology for Students or Youth with Disabilities.

F. Individual Plan for Employment

Students and Youth are developing their vocational maturity; therefore vocational goals of students in transition may change more often than those of adults. Counselors should employ flexible strategies to help the Student identify a permanent employment goal as early as reasonably possible.

While a Student, services on the IPE may be primarily provided by the LEA or other agencies. During this time, Vocational Counseling and Guidance may be added to the

IPE as a service which encompasses IEP collaboration and coordination of comparable benefits.

The IPE shall be written with participation of the eligible student and his or her guardian as soon as needed and agreed upon, and as early as 14 years of age. Students with Disabilities should have an IPE developed and signed prior to the student leaving the school system in order to ensure a seamless transition to vocational rehabilitation, unless otherwise documented based on individual circumstances.

### **25.11 Services to Groups of Students and Youth with Disabilities [34 CFR 361.49 (a)(7)]**

Services to groups of Students and Youth are general transition services delivered in a group setting to benefit Students and Youth who may or may not have applied for VR services. Services to groups do not include individualized services and services directly related to an IPE Goal.

USOR's provision of services to groups includes Job Readiness Workshops, Disability Mentoring Days, and Career Fairs as Transition Services to groups of Students and Youth with Disabilities who may not have yet applied or been determined eligible for vocational rehabilitation services.

#### **A. Job Readiness Workshops**

Job Readiness Workshops consist of a series of learning modules designed to provide Students and Youth with Disabilities with soft skills required for successful employment. These workshops are typically presented in the classroom and are conducted by USOR staff with support from school personnel.

#### **B. Student and Business Mentoring Days**

Student and Business Mentoring Days are employer site visits which provide Students with the opportunity to learn about specific industries and career pathways. These events are coordinated by USOR staff in collaboration with LEA's and employers. Release forms may be required from Students prior to participation in the Student and Business Mentoring Day. USOR Staff will coordinate with the LEA's and Students to ensure participation forms are obtained when necessary.

### **25.12 Pre-Employment Transition Coordination [34 CFR 361.48 (a)(4)]**

Each District Office is responsible for outreach and coordination of Pre-ETS in their area. Outreach to Students occurs through partnering efforts with the LEA, Special Educators, School Counselors, and other Youth oriented providers. VR Counselors will present Welcome Sessions to Students, parents, and school personnel as outlined in the District MOU or at least once each school year. Welcome Sessions may be delivered online (USOR Welcome Session video), in group settings or in individual meetings.

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District Offices will maintain liaisons with the LEA, local workforce development boards, one-stop centers, and employers to develop Student work opportunities throughout the school year including summer employment, apprenticeships and other short-term employment.

**Appendix A**

Pre-ETS approved programs

**Appendix B**

Contract Pre-ETS programs

**Appendix C**

Participation USOR form 77

**Appendix D**

Contract Referral Form

**PRE-ETS SERVICES-FEE FOR SERVICE OPTIONS**

**APPENDIX A**

<b>Job Exploration Counseling code 301</b>	<b>Business Name/Contact</b>	<b>Counties/Area Served</b>	<b>Name and Description</b>
Work Strategy Assessments	CRP approved service	statewide, with CRP availability	An assessment provided by CRPs to include: functional limitations, legal issues, transportation needs, and interests as related to employment; Transferrable Job Skills Analysis, Knowledge of the World of Work Assessment; behavioral, Motivational and Interest Assessment as they relate to employment; Job Seeking Skills; Life Skills Assessment, general work behaviors (social, communication, interpersonal, time management skills) in all settings; Life Skills Assessment as they relate to employment; Abilities and Aptitudes
Discovery Assessments	CRP approved service if secured ACRE certification in Customized Employment	statewide, with CRP availability	An assessment performed by a certified Employment Specialist to gather information on "who is this person". Information for the Discovery Assessment is gathered from the job seeker and Customized Employment Team in order to determine the job seeker's interests, skills and preferences related to potential employment. The career profiles developed during the assessment are utilized to guide placement activities and the development of a customized job.
<b>Work based Learning code 311</b>	<b>Business Name/Contact</b>	<b>Counties/Area Served</b>	<b>Name and Description</b>
Summer Work Experience	Camp Kostpolous 4180 E Emigration Canyon Road Salt lake City, UT 84108 (801) 582-0700 Program Manager: Jamie Blaisdell jblaisdell@campk.org	Salt Lake Valley, Davis	Summer work experience at Camp K for up to 20 hours/week for 5-10 weeks, depending on space/availability. Students are paid minimum wage by Camp K, authorize \$37.25/hour for projected hours of client attendance. Staff may authorize for transportation if needed at \$10.00 a day (use general funds and not Pre-Ets and transportation 189).
Work Based Learning Experience	Various	Open to CRPs statewide	4-10 week work based learning experience. Refer to Chapter 25 Appendix E.

Work Based Training	various employer partnerships, refer to policy	statewide	Worksite Based Training (WBT), as a rehabilitation service, is a program of specific and organized training under actual conditions of employment in which the rehabilitation client/trainee learns the skills and tasks necessary to do the job from his/her employer/trainer. Refer to CSM chapter 13-B
<b>Counseling on Post-Secondary code 321</b>	<b>Business Name/Contact</b>	<b>Counties/Area Served</b>	<b>Name and Description</b>
<b>Workplace Readiness code 331</b>	<b>Business Name/Contact</b>	<b>Counties/Area Served</b>	<b>Name and Description</b>
Job Readiness Training	Camp Kostpolous 4180 E Emigration Canyon Road Salt lake City, UT 84108 (801) 582-0700 Program Manager: Jamie Blaisdell jblaisdell@campk.org	Salt Lake Valley, Davis	Job Readiness Training-Job Readiness classes provided at Camp K to include budgeting, interviewing, application completion, soft skill building Cost: \$150 per class X number of classes offered per session.
Why Try Classes	Innovative Harbor Corban Remund, Director of Why Try 435-671-8903 corban@innovativeharbor.com	Logan, Ogden, Salt Lake County, Utah County, Heber, Price, St. George	Why Try is an evidenced based, social and emotional learning resource. Why Try is typically taught in a group format. Cost-\$1000
Why Try Classes	Scenic View Academy Amber Wood (801) 226-2550 email: amberw@svacademy.org	Utah County and surrounding areas	Why Try is an evidenced based, social and emotional learning resource. Why Try is typically taught in a group format. Cost-\$1000
Peer Connections	Easter Seals Crystal Emery (801) 376-6012 crystale@esgw.org	Salt Lake County, Utah County, St. George. Will serve Weber, Davis, Summit and Wasatch upon request	Peer Connections is designed to help students with social communication issues establish and enhance their relational skills, while exploring work and career activities. Students volunteer at host sites and are paired with a mentor. Cost-\$1500

BEST Social Skills Group	Marette Monson, LCSW 180 East 4500 South, Suite 105 Holladay, UT 84117 (801) 980-1343 marette.monson@ gmail.com	Classes held at Marette's office in Holladay, UT	Group classes to teach appropriate social skills in the workplace. Topics include: how to accept recognition from employers, how to call off work appropriately, how to ask for a promotion, recognizing nonverbal cues and how this can be perceived in the workplace (body language), etc.
Job Readiness Skills Training (Life Skills)	approved service for CRPs	statewide where available	Up to 20 hours individual or up to 15 days in a group setting may be approved by the VR Counselor (See CSM 2010-07). This includes Life Skills, Disability Adjustment and Work Adjustment Trainings. (\$35/hour)
Life Skills For Success	Clinical Consultants: <b>Neal Hopkins</b> 2550 Washington Blvd Suite 200 Ogden, UT 84401 801-621-8670 <b>Clinical Consultants (West Jordan)</b> 7601 S Redwood Rd West Jordan, UT 84084 Ph. (801) 233-8670 Fx. (801) 233-8682	Classes held at their offices in Ogden and West Jordan	An initial assessment is conducted for each of the students to identify strengths and areas for development. The program is taught utilizing both individual and group formats. Group sessions are offered twice a week and cover topics such as self-care/emotional intelligence, effective communication, goal setting/career planning, job search skills, interviewing, money management, appropriate work behaviors. Individual sessions provide an opportunity for staff to identify individual needs and concentrate on areas that need more concentration and skill gain. Cost- \$26/hour group sessions; \$75-individual. Total cost of program \$837.00
Life Skills Training/Personal Development	Turning Point, (UVU) ms134 800 west University Parkway Orem, Utah 84058 (801) 863 – 7580 turningpoint@ uvu.edu	Principally Utah county but available to anyone willing to travel to the office.	Managing Life Transitions I. Curriculum covers personal and professional development. Managing life transitions II covers relationship building including professional relationships.
Social Steps	Scenic View Academy Amber Wood (801) 226-2550 amberw@ svacademy.org	Principally Utah county but available to anyone willing travel to the office.	Social Steps teaches 30 social skills lessons designed to help students navigate social barriers faced in the work environment and in life.
<b>Self-Advocacy code 341</b>		<b>Counties/Area Served</b>	<b>Name and Description</b>

**CONTRACTS**

**APPENDIX B**

Business Name/Contact Info	Counties Served/ Targeted individuals:	Pre-Ets Service(s) Provided	Overview of Service/Length of service
<p>Ability First Sandra Curcio (801) 373-5044 sandra@abilityfirstutah.org</p>	<p>Utah County primarily and expansion to Juab, Sanpete, and Wasatch counties upon request</p>	<p>4 of the 5: Job Exploration Counseling Workbased Learning Workplace Readiness Instruction in Self Advocacy</p>	<p>Ability First will provide the 4 pre-ets services to approximately 308 students over the 2 year contract (154 each year). They plan to provide workshops on topics such as budgeting application completion, resume writing, etc as well as provide job shadow experiences and connections to work based learning experiences. Ability First will educate students on how to access labor market information and assist students with understanding disability rights and how to advocate for themselves.</p>
<p>Columbus Community Center "Columbus Connects" Debbie Downs (385) 715-5374</p>	<p>Columbus is primarily targeting the Salt Lake Valley, but will accept students from outlying areas if they are able to transport to the sites.</p>	<p>All 5: Job Exploration Counseling Workbased Learning Workplace Readiness Instruction in Self Advocacy Counseling on Post-Secondary Opportunities</p>	<p>Columbus Connects will cover all 5 pre-ets services through 7 modules. Parents will actively participate with their student in some of the modules. Columbus will customize their program to target multiple locations i.e. schools, at their home site, employer sites, colleges, etc. The program is structured to be completed in 18 week (in conjunction with a fall and spring school schedule) , however, Columbus will be flexible if a student needs a modified schedule.</p>
<p>Easter Seals Crystal Emery (801) 376-6012 crystale@esgw.org</p>	<p>Salt Lake and Utah County Will Serve 45 over 2 year span</p>	<p>4 of the 5: Job Exploration Counseling Work Based Learning Workplace Readiness Instruction in self Advocacy</p>	<p>Program will target individuals with social/communication deficits that present barriers to employment. Program will incorporate the discovery method of assessment and Peer Connections mentoring opportunities to simulate real life work experience. Program will last approximately 8 months.</p>
<p>Logistic Specialties Inc Carol Robinson (801) 425-3021 cmrobinson@lsiwins.com</p>	<p>Weber, Davis, Salt Lake, Tooele Targeted individuals over the two years:</p>	<p>All 5: Job Exploration Counseling; Work-Based Learning; Counseling on Post-Secondary; Workplace Readiness; Instruction in Self-Advocacy</p>	<p>LSI will offer students all 5 pre-ets services, they will individualize to meet needs ,and target an intensive connection through an advocate. All students will receive job exploration counseling and self-advocacy and LSI will customize the other three pre-ets services based on students need. LSI will schedule work based learning experiences and post secondary counseling opportunities (i.e. shadowing at colleges).</p>

Business Name/Contact Info	Counties Served/ Targeted individuals:	Pre-Ets Service(s) Provided	Overview of Service/Length of service
<p>Red Rock Center for Independence Alison Muir (435) 673-7501 allison@rrci.org</p>	<p>Millard, Washington, Sevier, Beaver, Piute, Wayne, Iron, Garfield, Kane</p>	<p>Workplace Readiness Training and Self-Advocacy</p>	<p>RRCI has two programs: Older Youth Program- social skills and independent living program delivered in an after-school, group format. Classes taught by youth mentors (aged 20-30). Youth Mentor Program focuses on self-advocacy skill building using the ME! Curriculum and will be delivered during the school day.</p>
<p>UT Independent Living Center Kathy Self (801) 466-5565 kself@uilc.org</p>	<p>Salt Lake Valley, will present in Tooele and Summit if there is a need</p>	<p>Workplace Readiness Training and Self-Advocacy</p>	<p>UILC will utilize a 12-week, evidence based curriculum focusing on workplace readiness and self advocacy skills to groups of students in high school settings during the school year. In summer months, UILC will enroll 30 students who participated in the work readiness curriculum in the Leadership Academy.</p>