

Transition Services Guide

School Aged Individuals ages 18-21

This *Transition Services Guide* is meant to provide the Individualized Education Program (IEP) team with an overall understanding of the options available to transition aged students aged 18-21, who may or may not be receiving residential services through the Developmental Disabilities (DD) program. A student **must** have a transition plan developed and in place by his/her 16th birthday or even younger if deemed appropriate by the student's IEP team.

During development of a student's transition IEP, it is recommended that the team intentionally consider the need for involvement of the Division of Vocational Rehabilitation (DVR) and/or the Developmental Disabilities Division (DDD) and make timely referrals with the permission of the youth and parents. Once eligibility for DVR and/or DDD has been completed, effort should be made to include representatives from the agency on the IEP team. This involvement is based on a case-by-case basis and is not meant to be the norm for every student.

Department of Public Instruction (DPI)

Individuals are eligible for Special Education Services until the age of 21:

- "Student with a disability" means an individual who is at least three years of age but who has not reached the age of twenty-one before August first of the year in which the individual turns twenty-one and who requires special education and related services... NDCC 15.1-32-.1(4)(a).

Secondary transition requirements in the IEP:

- Transition planning for the movement from high school to adult living is required for all students receiving special education services, according to federal legislation, Individuals with Disabilities Act (IDEA 2004). IEP teams must now include transition planning in the first IEP that will be in effect when the child is 16 years of age, or younger if deemed appropriate by the IEP team. [34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)].

Transition Services:

- The transition IEP includes designated activities the student will be involved in that are aligned with and will assist the student in achieving his/her postsecondary goals. The Transition Services include activities in the areas of instruction, related services, 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. [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)].
- The transition IEP also includes a course of study (courses and experiences) that will reasonably enable the student to meet his or her postsecondary goals.

If the team feels a student has met all school district requirements and transition services goals stated in his/her individual IEP and no longer benefits from additional special education and related services, the team should complete the *Graduation/Exit Checklist*, included on pages 5 and 6 of this document. Afterwards, if the team continues to agree that graduating from school before the age of 21 is the best option for the individual student based on a review of the individual transition IEP and progress towards his/her transition goals, see the Division of Vocational Rehabilitation section of this document.

Division of Vocational Rehabilitation (DVR)

Student Services:

DVR is an employment focused program that helps eligible students with disabilities achieve their vocational goal that is within their capabilities. DVR encourages students to apply for services two years before exiting high school in order to facilitate a smooth transition to post-secondary education or employment. This process is referred to as "Transition", which will guide a student along a continuum from self-doubt to self-advocacy and from dependency to independence.

To be eligible for VR services a student must want to work and meet the following eligibility requirements:

- Have a documented disability
- Require services that lead to employment
- Have substantial limitations that effect performance of essential job duties

If a student is eligible, VR will help them determine an appropriate employment goal. The counselor and student will work together to develop an Individualized Plan for Employment, which identifies what services an individual would need to achieve their employment goal.

Services may include (but are NOT limited to)

- Rehabilitation Counseling & Guidance
- Employment
- Accommodations
- Training
- Job Placement

Note: Services are unique to each individual's needs, capabilities, abilities and interests.

Costs related to some services are based on financial need.

Supported Employment

North Dakota Vocational Rehabilitation (NDVR) provides supported employment (SE) to those eligible individuals who, because of the significance of their disability, require intensive services to gain competitive integrated employment and Individual Employment Supports (Extended Services) to maintain employment.

NDVR provides intensive SE under a "place and train" model until employment stability is achieved for a period not to exceed 24 months. The individual then transitions into the Individual Employment Supports (Extended services) needed for job maintenance. The (Individual Employment Supports (Extended Services) are provided by a Community

Rehabilitation Provider (CRP) or through natural supports. VR will only utilize Supported Employment for individuals who will access Individual Employment Supports through DD.

Prior to transitioning to Individual Employment Supports (Extended services) the VR counselor will schedule a team meeting. The team meeting would occur once the individual is stable in their job.

Workforce Innovation and Opportunity Act (WIOA) – Section 511

Under the Workforce Innovation and Opportunities Act (WIOA) Section 511, employers are prohibited from compensating any individual with a disability who is 24 years of age or younger at subminimum wage, unless the individual has documentation from DVR of the following:

- Pre-employment transition services through Vocational Rehabilitation or transition services under the Individuals with Disabilities Education Act. (Documentation of transition services provided by the school system is transmitted to VR within 30 calendar days of completion or 60 days under extenuating circumstances)
- The individual was determined:
 - Ineligible for vocational rehabilitation services.
 - Eligible for vocational rehabilitation services, had an approved Individualized Plan for Employment, and the individual was unable to achieve an employment outcome in competitive integrated employment and the case is closed disability too severe and unable to benefit.
- Career counseling, along with information and referral to federal and state programs to help the individual explore competitive integrated employment.

The VR Counselor will complete the SFN 1093 (Youth Seeking Subminimum Wage Employment) as soon as possible, but not later than 45 days upon completion of the three required activities. The necessary documentation of the required activities is provided to the individual or his/her guardian, who in turn would provide this to the employer.

- The employer must obtain, review, and verify the individual has completed the three required activities before the individual begins employment at subminimum wage.

Note: If an individual refuses to participate in the required activities, he or she cannot be employed in subminimum wage employment.

If individual does not qualify, is no longer eligible for DVR, or needs additional services, see Developmental Disabilities Division.

Developmental Disabilities (DD) Division

To be eligible for the DD services below, a student must have met their educational requirements, no longer qualify or are not eligible for DVR services and meet the following eligibility requirements:

- Eligible for DD Program Management per NDAC 75-04-06; and
- Meet the ICF/IID level of care

Prior to authorizing any of these services, the DD Program Manager (DDPM) must verify that the requirements have been met and document accordingly in the individuals person centered service plan.

- **Day Habilitation** services are scheduled activities, formalized training, and staff supports typically provided in a non-residential setting to promote skill development for the acquisition, retention, or improvement in self-help, socialization, and adaptive skills.
- **Prevocational Services** are formalized training, experiences, and staff supports designed to prepare participants for paid employment in integrated community settings. Services are structured to develop general abilities and skills that support employability in a work setting. Services may include training in effective communication within a work setting, workplace conduct and attire, following directions, attending to tasks, problem solving, and workplace safety.
- **Small Group Employment Support Services** provide long-term ongoing supports to assist participants in maintaining paid employment in an integrated setting. Services include on- or off-the-job employment-related support for small groups of participants needing intervention to assist them in obtaining and maintaining employment as a group, in accordance with their person-centered service plan.
- **Individual Employment Support Services** are long-term ongoing supports to assist participants in maintaining paid employment in a competitive integrated setting or self-employment. Service includes on- or off-the-job employment-related support for participants needing intervention to assist them in obtaining or maintaining employment, in accordance with their person-centered service plan.

Department of Public Instruction
600 E. Blvd. Ave. Dept. 201
Bismarck, ND 58505
(701)328-2260

Vocational Rehabilitation
1237 W Divide Ave, Suite 1B
Bismarck, ND 58501
(701) 328-8950 or
(800) 755-2745

Developmental Disabilities
1237 W Divide Ave, Suite 1A
Bismarck, ND 58501
(701) 328-8930 or
(800) 755-8529

Graduation/Exit Checklist

School Aged Individuals ages 18-21

If the team feels that it is in the best interest of an individual student to graduate before the age of 21, the following items should be addressed prior to exploring eligibility for the Division of Vocational Rehabilitation (DVR) and/or the Developmental Disabilities Division (DDD) services listed in the *Transition Services Guide*. After completing this document, information should be shared with the DVR and/or the DDD to assist in determining “next steps” relating to post-school services for the individual student.

1. Has the student’s IEP addressed all areas where skills were needed to make the biggest difference in his/her ultimate independence?
 - Has the team supported the student in accessing opportunities to make choices and decisions, to explore and take risks, and to learn from experiences of success and failure?
 - Has the team implemented supports to encourage good grooming skills, good food choices and emphasized the importance of physical fitness, if appropriate?
 - Has the team implemented supports at school to help the student develop more independence and self/advocacy skills?
 - Were money management skills, as well as shopping and banking skills, addressed with the student?
 - Were there supports offered that promoted appropriate behavior at home, at school and socially?
 - Did the student observe work in different settings?
 - Did the student participate in volunteer opportunities, job shadowing or other activities to develop job skills?
2. Have all appropriate outside agencies been identified and involved as needed during high school programming?
3. Is the summary of performance document completed that includes recommendations on how to assist the student in meeting his/her post-secondary goals (e.g. information related to functional/academic performance, strengths, weaknesses and accommodations needed for continued success)?
4. Has the team identified adult education/training programs and residential placements as appropriate?
5. Has the team explored vocational and adult living supports needed after graduation?
6. Has the student and his/her family applied for DVR and/or DDD supports if needed?
7. Has the student applied for Social Security benefits if applicable?
8. Has power of attorney for health care, power of financial attorney, medical directives and/or guardianship been addressed if applicable?

9. Are there services or needs that the student requires that can no longer be provided in the educational setting?

Yes No **Other Services or Needs are required**

Explanation of Services/Needs required: