

Desk Guide: Pre-Employment Transition Services for American Indian/Alaska Native (AI/AN) Students with Disabilities

Three Sister's crops

The Three Sister's crops refer to the traditional planting of corn, beans, and squash together, a method developed by the native people of North America. These three plants work together in a symbiotic relationship to support each other's growth.

In a similar way, Pre-ETS, TVR/VR Transition Services, and IDEA Transition services all provide different services to nurture and support the growth of American Indian/Alaska Native students and youth with disabilities.



Pre-Employment Transition Services

(Pre-ETS) 34 CFR §361.5(c)(42)

Pre-Employment Transition Services (Pre-ETS) are designed to be an early start at job exploration to help students with disabilities to begin to identify career interests that will be further explored through additional vocational rehabilitation services, such as transition services. Every State Vocational Rehabilitation (VR) agency offers Pre-Employment Transition Services, however the age requirement may differ, depending on your state. Pre-ETS can assist students with general understanding and opportunities for employment, education, support services and trainings to be successful in the workforce.

Pre-ETS are provided via workshops that are short-term in duration and cover five employment-related topics: (<https://transitionta.org/pre-ets-laws-regulations-policies/#pre-ets>)

- Job Exploration Counseling
- Work-Based Learning Experiences
- Counseling on Postsecondary Education Opportunities
- Workplace Readiness Training
- Instruction in Self-Advocacy



Tribal VR projects can collaborate with State VR agencies in the provision of Pre-Employment Transition Services. These services can be **funded by** the state VR agency, **coordinated with** TVR and the school, and **provided to** American Indian/Alaska Native students residing on /or near the geographical service area of a TVR project.

VR Transition Services
34 CFR §361.5(c)(55) /
Tribal VR Transition Services
34 CFR §371.6

Transition services are a coordinated set of activities for a student or youth with a disability. Schools, State VR agencies and tribal VR projects can all provide these services. Transition services are regular vocational rehabilitation services that may be needed by the student or youth to achieve their goals. The term “transition” means moving 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.

VR Transition Services can be provided by both state VR / and Tribal VR



Any allowable VR service can be provided as a VR transition service under an IPE.

These services include, but are not limited to:

- An assessment for determining eligibility and VR needs;
- an assessment by personnel skilled in rehabilitation technology;
- Counseling and guidance, including information and support services to assist an individual in exercising informed choice
- Referral and other services to secure needed services from other agencies through agreements developed, if such services are not available under the VR program;
- Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
- Vocational and other training services for students with disabilities, that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services for students;
- Supported employment services for individuals with the most significant disabilities;
- Services to the family of an individual with a disability necessary to assist the individual to achieve an employment outcome;
- and, Other goods and services determined necessary for the individual with a disability to achieve an employment outcome.

(see §361.49 (b) for complete text)

Part B of the Individuals with Disabilities Education Act (IDEA) §300.43(a)(1)

IDEA transition services are wide ranging and designed to help the student build skills and knowledge needed to achieve their post-secondary school goals. The provision of IDEA Transition services included in the student's IEP, continues until the student graduates with a regular high school diploma or reaches maximum age requirements for Free Appropriate Public Education (FAPE) under IDEA and as defined by the state.

Nature, Scope and Purpose of IDEA Transition Services

Students with disabilities who have an Individualized Education Program, also known as an IEP, will have a postsecondary transition plan developed at age 16, or younger when appropriate. (The mandated age for transition planning and services is younger than 16 in many states and territories). The postsecondary transition plan is designed to help students prepare for life after high school. This plan typically includes goals related to education, employment, and independent living skills. By starting the planning process at age 16, or earlier if needed, educators can ensure that students have the necessary support and resources to achieve their future aspirations.

*504 Plans

Students who have a mental or physical impairment that affects a major life function are eligible for a Section 504 Plan. To be eligible for services under Section 504, the existence of an identified physical or mental condition (e.g., asthma) must substantially limit a major life activity. A 504 plan does not require that the student needs special education.

Planning includes:

- Transition assessments.
- Involvement of the family and student.
- Any interagency collaboration (i.e., Pre-Employment Transition Services, Vocational Rehabilitation (state and tribal programs) Social Security, Mental Health and/or Developmental Disabilities Organization, or any tribal, local or regional agency that can provide support for the student).
- Determination of the Courses or Study or classes that the student will take in high school
- Community experiences (i.e., job shadowing, visits to postsecondary training institutions, participation in leisure/recreation activities, and/ or meeting with agencies that can provide support after high school).
- Development of Post-Secondary Goals for:
 - ◊ Competitive Integrated Employment
 - ◊ Post-Secondary Education/Training
 - ◊ Practicing Self-Advocacy
 - ◊ Self-Determination Skills
 - ◊ Independent Living & Community Engagement



Target Population for Pre-ETS and Transition Services

State VR - Pre-ETS are only available to students with disabilities, who are either “potentially eligible” or VR eligible. VR Transition services may be provided to students and youth with disabilities that have been determined eligible for the VR agency, and in accordance with an approved IPE.

Tribal VR - Transition services can be provided by TVR programs to a student or youth with a disability, that have been determined eligible for the TVR program, and in accordance with an approved IPE.

School - IDEA Transition services are provided to students with disabilities who receive special education services. IDEA Transition services must be addressed beginning with the first IEP in effect when the student turns age 16, or younger, if determined appropriate by the IEP Team, and updated annually. Individual state policies may require transition planning begin earlier, with several beginning transition planning at age 14 and as early as age 12.



NTACT
THE COLLABORATIVE

National Technical Assistance Center on Transition

VR Center for Innovative Training
in Vocational Rehabilitation

Definitions

Student with a Disability

§361.5(c)51

means, in general, an individual with a disability in a secondary, postsecondary, or other recognized education program who –

(A)(1) Is not younger than the earliest age for the provision of transition services under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)); or (2) If the State involved elects to use a lower minimum age for receipt of pre-employment transition services under this Act, is not younger than that minimum age; and

(B)(1) Is not older than 21 years of age; or (2) If the State law for the State provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), is not older than that maximum age; and

(C)(1) Is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.); or (2) Is a student who is an individual with a disability, for purposes of section 504.

Youth with a Disability

§361.5(c)58

is an individual with a disability who is not:

(A) Younger than 14 years of age;

and (B) Older than 24 years of age.



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transitionta.org



trainvr.org