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CHAPTER 17 – TRANSITION SERVICES

1700 TRANSITION

1700.1 Federal Regulations

[34 CFR 361.5](#) – Definition

[34 CFR 361.22](#) – Coordination with educational officials

[34 CFR 361.49](#) – Scope of VR services for groups of individuals

1700.2 [COOP Agreement](#)

[CRP/SESP TRANSITION ASSESSMENT ADDENDUM](#)

1700.3 Related Websites:

Individuals with Disabilities Education Act (IDEA) 2004 Amend.

- <http://www.wrightslaw.com/idea/art.htm>

Office of Special Education and Rehabilitation Services

- www.ed.gov/about/offices/list/osers/index.html

Missouri Division of Special Education

- <http://www.dese.mo.gov/divspeced/EffectivePractices/transitionpage.html>

National Secondary Transition Technical Assistance Center (NSTTAC)

- <http://www.nsttac.org/>

1700.4 Definitions

1700.4.1 Transition Services:

- a coordinated set of activities for a child with a disability that is:
 - designed to be within a results-oriented process,
 - focused on improving the academic and functional achievement of the child with a disability,

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1700.4.1 Transition Services: (continued)

- to facilitate the child’s movement from school to post-school activities, including post-secondary education; vocational training; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation; and
- based upon the individual child’s needs, taking into account the child’s preferences and interests.

1700.4.2 Cooperative Work Experience Program (COOP):

- COOP is a Department of Elementary and Secondary Education (DESE) approved off-campus program in which students with disabilities who are receiving services through an IEP may receive high school credit for paid work experience.
- COOP Agreement ([CSG 9999](#)) is a signed agreement between local VR district offices and local education agencies (high schools) specifying the number of students who will participate, and the amount of release time the work experience coordinator (WEC) will be provided for supervision of the students.
- A work experience coordinator (WEC) is a certified special education teacher from the school district who will coordinate referrals/supervise students on the job, in partnership with the VR counselor.

1700.4.3 Section 504/Plan:

- Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities and ensures that a child with a disability has equal access to an education.
- A 504 plan is a legal document designed to plan a program of instructional services to assist students with special needs who are in a regular education setting.

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1700.5 Best Case Practice

1700.5.1 Student Referral

- Both the Individuals with Disabilities Education Act (IDEA) and The Rehabilitation Act support VR involvement in the transition planning process for students with disabilities in the secondary school setting.
- Although it is the local school district's responsibility to allocate funds necessary for transition-related services, Vocational Rehabilitation may help supplement (not supplant) those services for students with disabilities who are also eligible for the VR program.
- It is not the intent of Vocational Rehabilitation to provide and/or purchase services that are non-vocational or academic in nature, for students who are still currently enrolled in the secondary school setting. School personnel are encouraged to refer students prior to graduation and/or exit from high school who may benefit from additional vocational guidance, work experience, or other disability-related vocational services.
- Any student with a disability who receives special education services, or who is enrolled in regular classes (including Section 504 students) **and** requires VR services may be referred to the nearest VR District Office.
- Students who are blind or have significant visual impairments must be referred to the nearest Rehabilitation Services for the Blind (RSB) District Office. Reference [CSG 465](#) for guidance.
- A student referral to VR may be initiated by the local school district, the student, family member, or other educational or community resource agency/organization.
- Students may be referred to vocational rehabilitation:
 - during their last year of high school in preparation for post-secondary education, training or employment opportunities OR

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1700.5.1 Student Referral (continued)

- when they are “at-risk” of dropping out of school and/or having difficulty meeting high school graduation requirements OR
- when the IEP team determines VR involvement may assist the student in identifying disability-related accommodations or supports to help meet their post-secondary vocational goals OR
- when the student is at least 16 years of age and the IEP team determines the student may benefit from paid work experience opportunities through the COOP program while the student is still in high school OR
- when the individual needs of the student support referral to an adult service agency provider such as VR
- Students referred for participation in the COOP program:
 - must be receiving special education services through an Individualized Education Program (IEP), and
 - the school district must have an approved COOP agreement with VR, and
 - the student’s IEP should reflect referral to VR and/or a competitive, paid work experience activity/job.

1700.5.2 Sheltered Workshop Certification

- If the IEP team determines sheltered workshop placement/training to be appropriate, the VR counselor may assist with this certification process (without opening a case) as follows:
 - Inform the school they will need to provide copies of the student’s latest IEP and diagnostic summary/evaluation report to the preferred sheltered workshop, and
 - refer the student to the extended employment specialist for certification, OR

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1700.5.2 Sheltered Workshop Certification (continued)

- Complete the Workshop Certification Form ([CSG 9999](#)), and e-mail the form as an attachment to the designated contact person at the Division of Sheltered Workshops

1700.5.3 Non-Paid Work Experiences

- School-based transition programs or work experience activities that **do not** require referral to VR include, but are not limited to:
 - On or off-campus, non-paid work experience activities associated with a high school class or transition program for which the student will receive credit based upon the class/program.

1700.5.4 MoRIS Program Moves

- VR applications on all students with disabilities enrolled in the secondary school setting, who are referred to VR prior to graduation or exit from school, should be entered as a “transition case” in MoRIS when the case is opened.
- When the counselor develops a COOP IPE with the student, employment is verified, and the student is released from school to participate in the Cooperative Work Experience Program, the COOP Special Program Move in MoRIS should be completed.

1700.5.5 Transition Assessment

- Transition assessment is an integrated, comprehensive, specialized, competitive employment oriented evaluation for students with significant disabilities who have limited or no work experience. Reference [CSG 810](#) for additional guidance.

1700.5.6 Transition Services Prior to Case Opening/Eligibility

- Prior to opening a case or establishing eligibility, the counselor may provide the following transition services:
 - Consultation (to students and families)
 - Technical assistance (to schools and teachers)
 - Participation in IEP meetings

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1700.5.7 Transition Services After Eligibility Determination

- Transition services which may be provided after eligibility has been determined **and** when the student is not on a waiting list for services (status 10) include, but are not limited to:
 - Assessment/evaluation services
 - Individual career guidance/counseling
 - Assistance in finding employment/job development
 - Cooperative Work Experience Program (COOP) – the school district may release a student while they are on a waiting list
 - On-the-Job-Training
 - Supported employment
 - Assistive technology devices/services for vocational or employment related purposes*
 - Post secondary planning, education or training*
- Transition services with an asterisk (*) are based on financial need if the counselor must purchase those services, as well as any related secondary services.

1700.5.8 Job Development/Job Coaching/Paid OJT for Students

- When considering assistance with the cost of job development or job coaching through a provider, or reimbursing an employer for on the job training prior to the student's graduation/exit from school; discuss and document the following:
 - The vocational goal and subsequent employment opportunity is in the field of work the student hopes to remain in after graduation/exit from school AND
 - the job is not temporary, or being used as work experience exploration AND
 - services are being provided within the last six to nine months before the student graduates/exits school.

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**1700.5.8 Job Development/Job Coaching/Paid OJT for Students
(continued)**

- Exceptions should be reviewed/discussed with the district supervisor for approval, and documented.

1700.5.9 IPE Development

- Once the student is determined eligible for vocational rehabilitation, and an employment outcome/VR services have been identified; an Individualized Plan for Employment (IPE) should be developed and implemented.
- For students who are currently receiving special education services through an IEP, and have been determined eligible for VR services, **every attempt should be made by the VR counselor to develop an IPE before the student graduates or exits from the secondary school setting.** If an IPE is not developed, complete the Transition Planning Summary form.
- The VR counselor is not required to develop an IPE prior to graduation, for eligible students who are not receiving special education services through an IEP.
- Vocational goals/services listed in the VR IPE should be consistent with those listed in the student's IEP.
- A copy of the student's IPE should be provided to the school district.

1700.5.10 Transition Planning Summary Form

- If an IPE is **not** developed for a student with an IEP, prior to the student's graduation/exit from high school, the VR counselor will need to:
 - Complete the Transition Planning Summary Form in MoRIS documenting the reason for the delay, and
 - Obtain student/guardian signature on the Transition Planning Summary Form, and
 - Provide a copy of the Transition Planning Summary Form to the school district.

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1700.5.10 Transition Planning Summary Form (continued)

- Documentation regarding the reason for delay in completing an IPE may include, but is not limited to the following:
 - The student is eligible but on the waiting list.
 - The student is currently participating in a vocational evaluation, transition assessment, or job development activities.
 - A mutually agreed upon vocational goal has not been identified.
 - The student was referred too late in their final year of school for evaluation and planning to occur prior to graduation. If this occurs:
 - the case record must document the late referral
 - VR will need to work with school personnel to initiate an earlier referral process

1700.5.11 Cooperative Work Experience Program (COOP)

- Prior to releasing any student from school and awarding high school credit through the COOP program:
 - The VR counselor must provide the Work Experience Coordinator (WEC) with a copy of the student's VR eligibility letter (Status 10 or Status 04) for the student's school file.
- A COOP Individualized Plan for Employment (IPE) should be developed, and a copy provided to the WEC/school district as soon as possible after the student has secured employment.
- The WEC and VR counselor will jointly supervise the student's participation in the COOP program. A copy of the COOP Agreement and the specific VRC and WEC Roles and Responsibilities may be found in [CSG 9999](#).

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1700.5.11 Cooperative Work Experience Program (COOP) (continued)

- The student should report any changes in their job status to the WEC and/or VR Counselor immediately. All parties should communicate this information as soon as possible.
- The WEC and VR Counselor should have a plan in place if the student’s job is lost.
- Students who are “homebound” may participate in the COOP program if the IEP team determines it is an appropriate service. Documentation in the IEP will need to clearly specify the amount of time the student will participate in COOP activities during the school day.
- Students enrolled in charter or private high schools in which special education services are provided and/or contracted through a local public high school that has an approved COOP program, may participate in the COOP program.
- The COOP program is not available for students who are serving out of school suspensions or home-schooled students.
- The VR counselor should meet with the student in person on a regular basis to review and discuss their current COOP employment status and need for additional VR services.

1700.5.12 Successful Employment Outcome (Status 26)

- Prior to closing a case, the VR counselor must assure that the job goal is consistent with the individual’s capacity, interests, ability, resources and strengths, AND assure that there are no further services needed or desired by the individual.
- A statement indicating, “No further services are needed or desired by the student, including guidance and counseling or no cost training which have been offered and declined” should be included on the closure IPE sent to the student.

1700.6 Procedure

- Document informed choice.

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1700.6 Procedure (continued)

- Follow appropriate financial guidelines and collect required financial documentation when providing transition services that are based on need.
- Meet with client to review/sign the Transition Planning Summary Form if an IPE is not going to be developed prior to graduation for a student who is receiving special education services.
- Meet with the client to review/sign an IPE (if appropriate), including responsibility addendums, and prepare appropriate associated authorizations.
- The District Supervisor will review and approve all initial plans prior to service and will approve all plans for services costing \$10,000.00 or more. *Exception: Assistant Supervisor and Counselor IV will be exempt from these plan reviews.*
- Complete the "Counselor Comprehensive Assessment" form in MoRIS, if this is an initial IPE.
- Make Status 12 move, when appropriate no later than five days after initial IPE has been signed and approved.
- Follow current Ticket-To-Work Procedure, when appropriate.
- Move case to Status 18 if student is participating in COOP, or other appropriate status depending on type of transition services provided.
- Move to Status 22 when appropriate, and client does not express interest in any further VR services.
- Follow up with the client by phone or in person at least monthly, to ensure client satisfaction, and progress toward a successful employment outcome.
- Close Status 26 when the client has graduated/exited the secondary school setting, been successfully employed for 90 days and VR has contacted the client to verify job satisfaction, and no further services are needed or desired.
- The case file must reflect substantial services leading to a positive employment outcome, and for those cases closed after the provision of COOP services only, documentation that the client was offered and declined any further VR services.