

<b>Inter-Agency Agreement #</b>	<b>IA-2024- Michigan Department of Education</b>
<b><u>Department Name</u></b> Michigan Department of Labor and Economic Opportunity	<b><u>Bureau/Office</u></b> Michigan Rehabilitation Services
<b><u>Division/Unit</u></b> Strategic Initiatives Division/Innovation and Special Programs	
<b><u>Contact</u></b> Nate Kammer	kammern@michigan.gov 517-342-4090

And

<b><u>Department Name</u></b> Michigan Department of Labor and Economic Opportunity	<b><u>Bureau/Office</u></b> Bureau of Services for Blind Persons
<b><u>Division/Unit</u></b> Executive Office	
<b><u>Contact</u></b> Mike Pemble, Acting BSBP Director	<a href="mailto:pemblem@michigan.gov">pemblem@michigan.gov</a> (517) 643-0410

And

<b><u>Department Name</u></b> Michigan Department of Education	<b><u>Bureau/Office</u></b> Office of Special Education
<b><u>Division/Unit</u></b> Office of Special Education	
<b><u>Contact</u></b> Rebecca McIntyre, Assistant Director	mcintyrer1@michigan.gov 517-335-0457

<b>Program Summary</b>	
This Interagency Agreement (IA) describes how the Michigan Department of Labor and Economic Opportunity-Michigan Rehabilitation Services and the Michigan Department of Labor and Economic Opportunity-Bureau of Services for Blind Persons (hereinafter referred to as VR) and the Michigan Department of Education – Office of Special Education (MDE- OSE) will collaboratively plan and coordinate transition services for Students with Disabilities (SWD) needing those services.	
<b>Anticipated Begin Date</b> <b>October 1, 2024</b>	<b>End Date</b> <b>September 30, 2027</b>

**Signatures**

Approval on behalf of the Department of Labor and Economic Opportunity-Michigan Rehabilitation Services

Sigrid Adams Director of Michigan Rehabilitation Services \_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date  
Signature

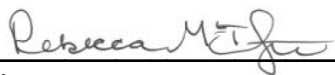
Approval on behalf of the Department of Labor and Economic Opportunity-Bureau of Services for Blind Persons

Mike Pemble, Acting Director Bureau of Services for Blind Persons \_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date  
Signature


Approval on behalf of the Michigan Department of Education, Office of Special Education

Rebecca McIntyre, Assistant Director \_\_\_\_\_  
Print Name

 \_\_\_\_\_  
Date 8/20/2024  
Signature

Approval on behalf of the Michigan Department of Education, Division of Educator Excellence, Career Technical Education, Special Education, and Administrative Law

Dr. Michele A. Harmala, deputy superintendent \_\_\_\_\_  
Print Name

 \_\_\_\_\_  
10-13-24  
Signature Date

## **1. Purpose and Vision**

The Individuals with Disabilities Act (IDEA) and the Rehabilitation Act of 1973, as amended by the 2014 Workforce Innovation and Opportunity Act (WIOA) (hereinafter referred to as the Rehabilitation Act), requires State Educational Agencies (SEA) and State Vocational Rehabilitation Agencies (VR) to plan and coordinate transition services and pre-employment transition services (Pre-ETS) for students with disabilities (SWD) through a formal interagency agreement (Section 612(a)(12) of the IDEA and Section 101(a)(11)(D) of the Rehabilitation Act.

Further to VR, WIOA fosters innovation and collaboration across federal, state, and local agencies, private organizations and employers and authorizes increased access to employment, education, training, and support services to assist individuals with disabilities, including youth and SWD, to succeed in the competitive labor market.

Further to VR and SEA, this IA establishes a shared vision of coordination, collaboration and innovation including each agency's respective roles and responsibilities to SWDs. The agencies agree the shared vision should promote the successful movement from school to post-school activities including post-secondary education, employment-related activities and Competitive Integrated Employment (CIE) supported by labor market information.

There is no financial commitment involved with respect to this IA other than the financial commitment expressed in each agency's federal grant terms and the collective desire of the agencies for positive post-secondary outcomes for SWD residing in Michigan.

## **2. Period of Agreement**

The anticipated begin date of the agreement period is October 1, 2024, and will be in place through September 30, 2027. The agreement will be fully executed and effective once signed by both parties. An Annual review of this Agreement will occur to ensure compliance with WIOA, IDEA and Michigan Administrative Rules for Special Education (MARSE) requirements and allow for adjustments/improvements.

## **3. Definition of a Student with a Disability (SWD)**

For purposes of this IA,

VR definition of a SWD:

An individual with a disability in a secondary, postsecondary, or other recognized education program who:

- Is not younger than the earliest age for the provision of transition services (which is 14 in the state of MI for BSBP and MRS) 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
- Is not more than 25 years of age as of September 1 of the school year of enrollment and who has not graduated or exited the recognized education program. A student who reaches the age of 26 years after September 1 is a “student with a disability” and entitled to continue a special education program or service until the end of that school year.
- 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. (Authority: Sections 7(37) and 12(c) of the Rehabilitation Act of 1973, as amended; 29 U.S.C. 705(37) and 709(c)).

MDE OSE definition of a SWD:

“Student with a disability” as defined under the MARSE:

- A person who has been evaluated according to the Individuals with Disabilities Education Act and these rules, and is determined by an individualized education program team, an individualized family service plan team, or an administrative law judge to have 1 or more of the impairments specified in this part that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year of enrollment, and who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a “student with a disability” and entitled to continue a special education program or service until the end of that school year.

#### **4. Collaboration and coordination as required by WIOA**

VR operates under the Rehabilitation Act, as amended by WIOA and its joint implementing regulations and is responsible for the provision of VR services to SWDs including transition services and (Pre-ETS) within the framework of the Rehabilitation Act and the WIOA joint implementing regulations. WIOA Section 110 includes a “reserve and expend” requirement related to the provision of Pre-ETS which is defined in Section 113 of WIOA and specifies collaboration with Local Education Agencies (LEAs) and

coordination with schools, including those carrying out activities under section 614(d)(1)(A)(i)(VIII) of the IDEA.

## **5. Roles and Responsibilities**

For purposes of this agreement the following agencies, VR and as appropriate, intermediate school districts (ISDs), LEAs, Michigan School for the Deaf (MSD), juvenile justice systems (JJ) and state hospitals will be referred to as, public agencies.

Public agencies will work to collaborate and coordinate services to SWDs which encompass the following:

- Pre-ETS as defined further within the IA.
- Consultation and technical assistance (TA) to assist and coordinate services related to planning for the transition of SWDs.
- Transition planning between agencies that will facilitate and include to the maximum extent possible a coordinated approach to development and implementation of SWDs Individualized Education Program (IEP) and provision of services.
- Outreach to and identification of SWDs in need of Pre-ETS, transition services and other VR services as determined appropriate for each SWD.
- Documentation requirements set forth in Section 511 of the Rehabilitation Act regarding SWDs who are seeking subminimum wage employment.
- Assurance neither the SEA and/or ISDs will enter an arrangement with an entity holding a special wage certificate under Section 14(c) of the Fair Labor Standards Act (FLSA) for operating a program under which a youth with a disability is engaged in work at a subminimum wage.

Nothing under Title I of the Rehabilitation Act shall supplant or be construed as reducing an ISD's or LEA's obligation under the IDEA to provide or pay for transition services considered special education or related services and are necessary for ensuring a free appropriate public education (FAPE) to children with disabilities.

### **VR agrees to:**

Inform MDE OSE of any changes in federal or state requirements or new initiatives that will impact service provision for SWDs.

Provide services as specified by Section 113(b) of the Rehabilitation Act, as well as the final implementing regulations provided at 34 CFR Section 361.48(a)(2) which requires VR in collaboration with the public agencies to provide or arrange for the provision of Pre-ETS for all SWDs, as defined at 34 CFR Section 361.5(c)(51), in need of such services. Accordingly, VR will collaborate and coordinate with the public agencies to arrange for the following Pre-ETS unless such services are otherwise provided by the public agencies as part of IDEA/FAPE programming.

The required services of Pre-ETS are:

- Instruction in self-advocacy
- Job exploration counseling
- Work-place readiness training
- Work-based learning experiences
- Counseling on opportunities for enrollment in comprehensive transition or post-secondary education programs at Institutions of Higher Education (IHEs)

SWDs may receive Pre-ETS in a variety of settings and ways delivered individually or in groups including but not limited to services from:

- Vocational Rehabilitation Professionals
- Qualified service providers when authorized by VR.
- MRS Michigan Career and Technical Institute located in Plainwell, Michigan.
- BSBP Training Center located in Kalamazoo, Michigan.

SWDs may receive Pre-ETS or Individualized Vocational Rehabilitation (VR) services mutually agreed upon by providing or authorizing such services including those delivered virtually. VR shall coordinate Pre-ETS or VR services with SWDs, parents, teachers, ISD or LEA personnel.

Offer SWDs the opportunity to apply for a VR case and provide information to families and students detailing the benefits of application.

**MDE OSE agrees to:**

- Be the point of contact for collaboration with Special Education Instructional Leadership Network (SEILN) and VR regarding transition activities for students with disabilities eligible under the IDEA. SEILN Directors could be the point of contact for information pertaining to Section 504.
- Strengthen collaboration and coordination between ISDs/LEAs and VR through coordinated work with the SEILN to minimize duplication and maximize resources, services and opportunities for SWDs toward competitive integrated employment and to ensure the provision of disability documentation and consent for students with IEPs.
- Make reference materials available through the Catamaran Training Site and Family Matters to school districts and other stakeholders including parents, families, guardians and students relating to transition planning and may include the VR provision of Pre-ETS and other transition services.
- Establish collaboration between SEILN and VR on training needs regarding new VR state or federal requirements or initiatives that impact the provision of services by both entities.

- Disseminate this Agreement to MDE OSE staff and the MDE OSE grant funded initiatives, who work with or make decisions about special education under IDEA and MARSE.

## **6. Training, Consultation, and Technical Assistance (TA)**

VR may provide training, consultation, and/or TA to public agencies to assist in planning for the transition of SWDs from school to post-school activities e.g., post-secondary education, employment, Pre-ETS, and other individual VR services. Training, consultation, and TA may consist of but not limited to:

- Pre-ETS
- VR application, eligibility determination, and additional VR services
- VR policies and procedures
- 511 requirements (34CFR397 as articulated below in section 13)
- CIE
- Community-based services
- Career pathways
- Employment related accommodations
- Disability awareness
- Independent living
- Local/Statewide Resources

Conversely, public agencies may provide training, consultation, and/or TA to VR to assist in the planning for the transition of SWDs from school to post-secondary education, employment, Pre-ETS, and other individual VR services.

The preferred method of delivery, frequency of training, consultation, and TA shall be mutually agreed upon by the public agencies. The cost of training, consultation, and TA shall be the responsibility of the providing agency unless otherwise agreed to by the parties.

## **7. Planning, Communication and Media Releases**

VR shall collaborate with the public agencies to promote planning for Pre-ETS, individual VR services, communication of services and activities available across state and local education and VR personnel and collaborate with respect to media releases.

## **8. Referral Processes**

The Agencies agree to promote statewide delivery of Pre-ETS and individual VR services through joint efforts to develop and coordinate local referral procedures. VR shall accept

referrals of SWDs in need of Pre-ETS or individual VR services during the transition planning process.

**VR will:**

- Identify a local contact(s) for referrals from the public agencies
- Provide public agencies with referral forms and information on Pre-ETS and individual VR transition services
- Encourage coordination planning between public agencies and VR for the effective documentation of a disability qualifying SWDs for the provision of Pre-ETS and/or copy of the IEP or 504 plans.
- Process referrals according to VR policies and procedures

**MDE OSE will:**

- Be the point of contact for collaboration with SEILN and VR regarding identification and coordination of referrals to VR for students with disabilities eligible under the IDEA. SEILN Directors may also serve as the point of contact for information pertaining to Section 504.

## **9. Eligibility**

A potentially eligible student is a student who meets the criteria as a SWD and in need of Pre-ETS, but has not applied, or been determined eligible for VR services.

\*see Appendix 1 for detailed criteria

An eligible student is a student who meets the criteria as a SWD and has applied and been determined eligible for individual VR services.

\*see Appendix 1 for detailed criteria

## **10. Coordination of Resources**

The agencies agree the shared vision promotes the successful progression from school to post-school activities including post-secondary training, employment-related activities, and CIE supported by labor market information.

An ICTA is not required to access and receive services from LEO-MRS or LEO-BSBP. When a LEO-MRS or LEO-BSBP office have an ICTA agreement, the service provision and payment responsibilities of each party should be delineated in the agreement so there is clarity around the funding and provision of employment services.

**VR will:**



- Coordinate with the public agencies to identify the 5 required Pre-ETS where VR could assist and collaborate to enhance opportunities for SWDs, if needed.
- Coordinate with public agencies to identify SWDs who may benefit from Pre-ETS or individualized VR services.
- When invited, attend in-person or by other means, IEP Team meetings with appropriate consent and advance notice.

**MDE OSE will:**

- Be the point of contact for collaboration and coordination with SEILN and VR regarding:
  - planning between public agencies to minimize duplication and maximize resources, services, and opportunities for SWDs to achieve post-secondary outcomes.
  - planning between public agencies for the effective documentation of a disability qualifying SWDs for the provision of Pre-ETS and/or copy of the IEP.
  - public agencies inviting VR to IEP Team meetings, as appropriate, with consent and advance notice.

**11. Comparable Benefits/Payer of Last Resort**

Services and benefits provided or paid for, in whole or in part, by other federal, state, or local public agencies, by health insurance, or by employee benefits must be explored; to ensure SWDs can meet the employment outcome in their IPE. Agencies and community partners can leverage resources to support SWDs, maximize resources, and ensure non duplication of services.

Public agencies have the responsibility to access comparable benefits when providing transition services to eligible customers, but this should not be a barrier to either agency providing transition services to joint customers so as long services are not duplicated and used as stated under the providing agencies regulations. So long as:

- The service(s) concurrently provided by a provider network are intended to supplement/complement service(s) provided by VR.
- There is no duplication of payment for the same service element(s); and
- There is no duplication of payment for the delivery of face-to-face services provided to an individual during a specific period (e.g. the same 15-minute unit of time).

A provider network may provide transition services prior to the completion of assessments and eligibility determination by VR. Each provider network should refer individuals to VR as appropriate to braid services most effectively. Equally, VR may provide vocational rehabilitation services prior to the completion of eligibility for services from a provider network.

## **12. Section 511 – Subminimum Wage**

Section 511 of WIOA imposes requirements on Education and VR specific to SWDs. To comply with these requirements, VR will:

- Limit placement of eligible individuals into subminimum wage employment to ensure individuals with disabilities have opportunities and access to information and services assisting with achieving CIE.
- Adhere to United States Department of Labor (USDOL) procedures for identifying section 14(c) certificate holders under the FLSA, local and state educational agencies, and individuals with disabilities seeking or employed at subminimum wages, as well as specific actions that must be completed and documented for individuals to participate. VR will document existing section 14(c) holders through bi-annual reports available through USDOL.
- Continue to use the existing process identified in the roles and responsibilities to document the completion of actions required for youth under this agreement.
- Ensure the public agencies do not enter a contract or other arrangement with a section 14(c) certificate holder for the purpose of operating a program for an individual who is under age 24 which is compensated at a subminimum wage. On an annual basis, all parties should confirm no such agreements are in place or established.

### **Collaboration**

Public agencies will work collaboratively to ensure the student, prior to beginning work that is compensated at a subminimum wage, has been afforded the opportunity to pursue CIE, and has documentation indicating completion of each of the following actions:

- a. Completion of all IDEA services and/or completion of Pre-ETS available to the student through VR; and
- b. Has completed a VR case resulting in:
  - The student was determined to be ineligible/unable to benefit from VR services and the case has been closed; or
  - The student was determined eligible for VR services, an IPE was developed along with services provided towards an employment outcome resulting in case closure due to an inability to achieve the employment outcome (the case is to reflect effort to provide reasonable accommodations, appropriate supports, and services, including supported employment and customized employment services, for a reasonable period); and
  - VR has provided/documented the SWD has received career counseling, and information and referrals to federal and state programs and other resources in the student's geographic area that offer employment-related services and supports designed to enable the individual to explore, discover, experience, and attain CIE.

## **Activities and Documentation Requirements**

SWDs considering subminimum wage employment upon exiting secondary education should be referred to VR. When appropriate, VR may request documentation from education for purposes related to this section. VR will collect and document the necessary prerequisites, corresponding services, and information (described above) required for SWDs seeking subminimum wage employment.

### **Documented activities must minimally include:**

- A description of Pre-ETS and transition services available.
- Assist with a VR application and eligibility documentation.
- Development of an IPE for eligible SWDs.
- Provide outcomes of the IPE and case record material, provide career counseling, and information and referral services, and offer informed choice.

### **LEA responsibilities prior to youth with disabilities starting subminimum wage employment:**

Documentation to demonstrate a youth with a disability (specifically in Michigan 14-26) completed the actions described above, a local educational agency must provide VR with documentation the youth has received transition services under IDEA. The documentation must be provided to VR in a manner that complies with confidentiality requirements of the FERPA and IDEA.

The documentation of completed services or activities must, at a minimum, contain:

(i) Youth's name, (ii) Description of the service or activity completed, (iii) Name of the provider of the service or activity, (iv) Date service or activity completed, (v) Signature of educational personnel documenting completion of the service or activity, (vi) Date of signature, (vii) Signature of educational personnel transmitting documentation to VR, and (viii) date and method of submission to VR.

In the event a youth with a disability or, as applicable, the youth's parent or guardian, refuses, through informed choice, to participate in the activities required by this part, such documentation must, at a minimum, contain the—

(i) Youth's name, (ii) Description of the refusal and the reason for such refusal, (iii) Signature of the youth or, as applicable, the youth's parent or guardian, (iv) Signature of the educational personnel documenting the youth's refusal, (v) Date of signatures, (vi) Signature of educational personnel transmitting documentation of the refusal to the VR, (vii) Date and method of submission to VR.

The educational personnel must submit the required documentation to VR as soon as possible upon completion of each required actions, but no later than:

- 30 calendar days after the completion of the activity or service, or (b) 60 calendar days, if additional time is necessary due to extenuating circumstances, such as illness or family emergency, etc.
- When a youth has refused to participate in an action, documentation must be provided to VR within 5 calendar days of the youth's refusal to participate.
- When submitting final documentation to VR regarding services provided to the youth, the educational personnel must provide an itemized cover sheet.
- The educational agency must retain a copy of all documentation provided to VR.

### **13. Non-Disclosure of Confidential Information**

Each party must use its best efforts to assist the other party in identifying and preventing any unauthorized use or disclosure of any Confidential Information and will make best efforts to comply with regulatory requirements, internal policies or procedures, and all other applicable standards related to such disclosures.

### **14. Dispute Resolution**

The parties will endeavor to resolve any IA dispute in accordance with this provision. The dispute will be referred to the parties' respective program managers. Such referral must include a description of the issues and all supporting documentation. The parties must submit the dispute to a senior executive if unable to resolve the dispute within 15 business days. The parties will continue performing while a dispute is being resolved unless the dispute precludes performance.

Disagreements about which entity is responsible for payment for services may occur. If disagreements about financial responsibilities occur, public agencies agree to:

- Abide by an informal dispute resolution process for reimbursement for costs incurred by VR under 34 C.F.R. §361.53(d)(i-iv) inter-agency coordination, or pursuant to 34 C.F.R. §300.154, for reimbursement for costs incurred by public agencies or to otherwise implement this agreement.
- When similar or identical service needs are identified as education-related in the IEP established by the school district and employment-related in the IPE established by VR, it is agreed that disputes will be resolved between public agencies at the local level. The process for dispute resolution is as follows:
  - If the service is special education or a related service and included in the student's IEP, the school district may provide the service either directly or through other sources, or request VR provide the service. If VR determines the service does not violate the comparable benefits (unless such a determination would interrupt or delay the progress of the individual), and identified as a service on the individual's IPE, VR may assume the costs for the service. If VR determines that the purpose of the service is more for educational attainment than achievement of competitive integrated employment, then the public

agencies would pay for the service, as they would for services obligated under IDEA.

- VR's funding for assessment for eligibility and vocational needs, counseling and referral services, job placement services, rehabilitation technology and auxiliary aids and services are exempt from comparable benefit and the financial needs test.
- When assistive technology (AT) goods or services are needed for educational purposes, it will be the financial responsibility of the public agencies. However, prior to exit from high school, VR will evaluate needs for AT for vocational, employment and postsecondary purposes, and will either purchase existing AT from the public agencies at the appropriate assessed value in accordance with the Uniform Guidance at 2 CFR 200 or purchase new AT for the individual as needed for employment and identified on the individual's IPE.
- When public agencies are unable to come to a mutual agreement about financing of a service to a student, VR will or the school district will follow the informal dispute resolution to determine which agency(s) is financially responsible for the service and, if applicable, to recover the costs incurred.
  - Conflict Resolution Process for Individual Students and Their Parents or Legal Guardians: Nothing in this agreement precludes the parents' and or legal guardian or adult student's rights to appeal decisions made by VR or the school districts as available under the Rehabilitation Act, or the IDEA.

#### **15. Entire Interagency Agreement**

This IA is the entire agreement and replaces all previous agreements between the parties for the IA activities.

#### **16. Review of this Interagency Agreement**

A review of this agreement will be conducted annually with all parties and at least six months prior to the expiration of this agreement, the Agencies' administrative leadership will convene to review this IA for needed updates, review available aggregate performance outcome data, and determine the need for state level workgroups on any specific issues. Additional meetings will be convened more frequently if/as needed.

#### **18. Termination & Amendments**

Either party may terminate this IA at any time by giving 30 days prior written notice to the other party. This IA may be amended upon written approval of both parties at any time.

#### **19. Notices**

All notices and other communications required or permitted under this IA must be in writing and will be considered given and received: (a) when verified by written receipt if sent by courier;

(b) when received if sent by mail without verification of receipt; or (c) when verified by automated receipt or electronic logs if sent by facsimile or email.

If to MRS:	If to BSBP:
Nate Kammer with cc Sigrid Adams, Bureau Director Departmental Specialist <a href="mailto:kammern@michigan.gov">kammern@michigan.gov</a> 517-342-4090	Aimee Pena with cc Mike Pemble, Acting Bureau Director Departmental Specialist <a href="mailto:penaa@michigan.gov">penaa@michigan.gov</a> 517-335-7124

If to MDE:
Rebecca McIntyre Assistant Director <a href="mailto:Mcintyrer1@michigan.gov">Mcintyrer1@michigan.gov</a> 517-335-0457

## **Appendix I – Definitions**

### **Competitive Integrated Employment (CIE)**

Work that is performed on a full-time or part-time basis for which an individual is:

- Compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience;
- Receiving the same level of benefits provided to other employees without disabilities in similar positions;
- At a location where the employee interacts with other individuals without disabilities; and
- Presented opportunities for advancement similar to other employees without disabilities in similar positions.

### **Job Exploration Counseling**

This category of service is intended to provide counseling and guidance to help students explore career options. Career counseling can be offered in a variety of settings including groups and individually, in person or by means of digital communication. Job exploration options are intended to foster motivation, consideration of opportunities and informed decision-making. It includes but is not limited to:

- Career Exploration (O\*Net, Career Index Plus, etc.)
- Job clubs
- Career and trade fairs
- Informational interviews
- Vocational Interest Surveys
- Workshops and presentations on topics such as:
  - Labor Market Information (LMI)
  - Career versus job
  - Competing in the workforce of the future
  - Web-based job searches

### **Work-based Learning Experiences**

Work-based learning is an educational approach that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work-based learning may include in-school or after-school opportunities, or experiences outside the traditional school setting (including internships) and must be provided in an integrated environment in the community to the maximum extent possible. It includes but is not limited to:

- School-based work experiences – job stations, etc.
- Job shadowing
- Work-site Tours
- Community Service and/or Volunteering

- Summer or After School Work Experiences
- Internships, paid or unpaid
- Apprenticeships
- Paid Work Experiences

### **Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at Institutions of Higher Education**

This activity area includes exploration of both post-high school transition programs at institutions of higher education, trade and vocational schools, as well as two and four-year colleges. It includes but is not limited to:

- Campus Visits
- Speakers from various educational programs
- Researching scholarships and/or completing the FAFSA
- Advising students and parents or representatives on academic curricula
- Providing information about college application and admissions processes;
- Exploring career and tech options

### **Workplace Readiness Training**

These services are designed to develop independent living and social skills necessary for a student to be successful in employment. It includes but is not limited to:

- Skills of Blindness Training
- Travel Skills Training
- Adaptive computer skills training
- Job Seeking Skills/Job Clubs
- Budgeting
- Workshops on interview skills, on-the-job presentation, etc.
- Soft-skills training
- Teamwork and decision-making skills

### **Instruction in Self-Advocacy**

Self-Advocacy instruction provides student with opportunities to learn about rights, responsibilities and how to request accommodations, services or supports students may need to successfully complete the transition from secondary to post-secondary education and/or employment. These experiences may include mentoring by peers working in CIE. It includes but is not limited to:

- Mentoring
- Youth Leadership Programs
- Workshops in areas such as: developing goals, time management and organization, balanced life planning
- Disability Awareness classes and groups
- Self-advocacy, peer support, and mentoring groups
- Classes in advocating for yourself in IEP/IPE/person-centered planning



- Decision-making skills and learning how to make your own choices
- Accessing community resources such as health care, recreation, social opportunities, etc.
- Classes/workshops in self-determination and personal futures planning
- Learning how to create and participate in community activities and relationships
- Learning how to request accommodations

### **Potentially eligible**

A potentially eligible student is a student who meets the criteria as a SWD and in need of Pre-ETS, but has not applied, or been determined eligible for VR services.

VR uses the following eligibility criteria to determine as a SWD to receive Pre-ETS include:

- Is a student who is eligible for, and receiving, special education or related services under Part B of the IDEA; or
- Is a student who is an individual with a disability, for purposes of section 504.

### **Eligible student**

A student who meets the criteria as a SWD and has applied and been determined eligible for individual VR services.

VR uses the following eligibility criteria to determine as a SWD to receive individual VR services:

- Is a student who is eligible for, and receiving, special education or related services under Part B of the IDEA; or
- Is a student who is an individual with a disability, for purposes of section 504; or
- Is a student who is eligible for SSI due to their disability and/or SSDI due to their disability; or
- Is a student who has a documented disability of a mental or physical impairment that creates a substantial impediment to employment.