

SECTION 3: EQUAL RIGHTS

Eligibility requirements are applied without regard to race, age, creed, color, gender, sexual orientation, national origin or type of disability. No upper or lower age limit is established which will, in and of itself, result in a finding of ineligibility for any person who otherwise meets basic eligibility requirements.

Discrimination occurs when a person is treated differently based on the person's disability, age, sex, race, religion or other status protected by law. It is the OVR policy to provide services to eligible persons with disabilities without discrimination on the basis of physical or mental disability, age, sex, color, ethnic group, race, national origin, ancestry, religion, medical condition, sexual orientation, residency (must have legal status to work in the CNMI and the United States) or marital status.

The Workforce Innovation and Opportunity Act (WIOA) of 2014 amended the Rehabilitation Act of 1973 and now requires vocational rehabilitation (VR) agencies to set aside at least 15% of their federal funds to provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities who are eligible or potentially eligible for VR services. Students must meet the WIOA definition of student with a disability.

SECTION 7: MANAGEMENT INFORMATION SYSTEM (MIS)

Information about the Vocational Rehabilitation Services program can be found in the RSA-Management Information System (MIS). The MIS contains forms, data, and reports from various state VR agencies.

Reports include:

ARR - RSA Annual Review Report. ARR: This is a good place to start if you want an overview of your state VR agency. The report is prepared by the RSA and combines information from other reports to show how the agency is performing as compared to other agencies and prior years.

CAP	Corrective Action Plan.
RSA-2	Annual Vocational Rehabilitation Program/Cost Report.
RSA-113	Quarterly Cumulative Caseload Report.
RSA-692	Grant Reallotment Form. RSA Grant Reallotment Form
RSA-722	Resolution of Applicant/Client Appeals.
RSA-911	Case Service Report
SF-425	Federal Financial Report.

OVR Portion of the Unified State Plan (USP)

WIOA Common Performance Measures

Individuals who wish to read the available reports may visit [Http://rsamis.ed.gov](http://rsamis.ed.gov), select the appropriate state—the Northern Marianas—and select the appropriate report.

SECTION 8: APPLICATION FOR SERVICES, ELIGIBILITY, ELIGIBILITY EXTENSION

An application is a signed and dated request for services. It may be an agency form, an Internet application, a letter or other equivalent. Evidence of signature may be, as appropriate, a witnessing mark, audiotape or TDD record.

TDD is an acronym for telecommunications device for the deaf, an electronic device for text communication over a telephone line, that is designed for use by persons with hearing or speech difficulties.

The formal date of application is the date that the OVR receives the application. A date stamp will be affixed to the application upon receipt. Any lag time between the receipt of the application (mailed in, handed in after orientation, etc.) and intake interview is counted toward the 60-day eligibility determination timeframe.

A Rehabilitation Counselor or designee may review and screen an applicant, who is seeking service, preferably within 30 days (from the date the application is received), to learn if the person would be more suitably served by another employment-focused or social services program. Referrals to other appropriate outside entities will be made. If an application is submitted, a standardized intake summary will be completed. Referrals to other appropriate outside entities will be made if the individual is found to be ineligible, or if the individual decides that appropriate services would be better provided through another service provider.

In the event an individual makes an informed choice not to pursue competitive integrated employment, OVR must refer that individual to appropriate programs and services providers best suited to address the individual's specific rehabilitation, independent living, and employment needs. Before making the referral, OVR must:

- Explain to the individual that the purpose of the vocational rehabilitation program is to assist individuals to achieve an employment outcome that is defined as entering, advancing in, or retaining full-time or, if appropriate, part time competitive integrated employment (including customized employment, self-employment, telecommuting, or business ownership), or supported employment that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interest and informed choice.
- Provide the individual with information concerning the availability of employment options, and of vocational rehabilitation services, to assist the individual to achieve an appropriate employment outcome.
- Inform the individual that services under the vocational rehabilitation program can be provided to eligible individuals in an extended employment setting if necessary for purposes of training or otherwise preparing for employment in an integrated setting. Extended employment is defined as work in a non-integrated or sheltered setting for a public or private nonprofit agency or organization that provides compensation in accordance with the Fair Labor Standards Act;
- Inform the individual that if he or she initially chooses not to pursue an employment outcome, he or she can seek services from OVR at a later date if, at that time, he or she chooses to pursue an employment outcome;

- Refer the individual, as appropriate, to the Social Security Administration in order to obtain information concerning the ability of individuals with disabilities to work while receiving benefits from the Social Security Administration.

An assessment of eligibility and the determination of eligibility shall be made as soon as possible, but the time may not exceed 60 days after the individual has applied for VR services. However, the individual and Rehabilitation Counselor may agree on a specific extension of time due to exceptional and unforeseen circumstances beyond the control of the individual or OVR.

The Rehabilitation Counselor and applicant attest to the extension as evidenced by both of their signatures on the waiver form. The Rights and Responsibilities will be provided to each applicant during intake.

Assessment for Determination of Eligibility:

An assessment of eligibility is required to document eligibility and must be completed within 60 days after receipt of application unless Rehabilitation Counselor and applicant agree that more time is warranted.

The assessment places primary emphasis upon determining whether an applicant is eligible for vocational rehabilitation services based, to the maximum extent possible, on a review of existing information (i.e., medical, psychological, school, Social Security records).

The assessment may include evaluations or other assessments conducted by qualified personnel of the potential to benefit from rehabilitation technology services.

If existing data does not describe the current functioning of the individual, or is unavailable, insufficient, or inappropriate, OVR shall base its eligibility determination on an assessment of additional data resulting from the provision of VR services.

A written statement of eligibility must be included in the OVR case service record. Individuals who are determined ineligible for VR services shall be informed of the decision in writing, and be provided a full consultation including the reasons for the determination of ineligibility, notification of their appeal rights, and information about the Client Assistance Program (CAP)

Eligibility/Extension:

All eligibility determinations must be completed within 60 days from the date the application is received unless exceptional and unforeseen circumstances beyond the control of OVR or the individual preclude making an eligibility determination within 60 days and the OVR and the individual agree to a specific extension of time, as required by 34 CFR 361.41.

An applicant is eligible for vocational rehabilitation services if the individual:

- A. Is an individual with a disability, and,
- B. Has a physical or mental impairment which for such individual constitutes or results in a

substantial impediment to employment; and can benefit in terms of an employment outcome from vocational rehabilitation services; and,

- C. Requires vocational rehabilitation services to prepare for, enter into, engage in, advance in, or retain employment; and,
- D. Has legal status to allow employment in the CNMI or the United States.

Eligibility is determined in accordance with A., B., C. and D. above. Those individuals whose vision can be restored to normal with correcting lenses do not meet the criteria of blind or visually impaired.

An applicant who is allowed Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) under Title II or Title XVI of the Social Security Act meets criteria A above. Verification of benefits, as evidenced by Social Security Administration (SSA) documentation, is all that is required to determine eligibility. Medical documentation will be acquired to assist in service identification for vocational rehabilitation needs. Eligibility is presumed so long as the individual intends to achieve an employment outcome consistent with the unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice of the individual. No additional tests shall be used to validate a SSA disabled recipient's intent to work. Staff may reiterate the program's focus on employment outcomes. The OVR may make an ineligibility determination if clear and convincing evidence demonstrates that the applicant is incapable of benefiting in terms of an employment outcome from vocational rehabilitation services due to the severity of the disability of the individual.

Individuals with disabilities, including individuals with the most significant disabilities, are presumed to be capable of benefiting in terms of an employment outcome from vocational rehabilitation services.

The presumption of any individual's ability to benefit from vocational rehabilitation services may only be rebutted as related to the severity of an individual's disability through the provision of a period of trial work experience, as described in Section 12; and/or extended evaluation.

The presumption of eligibility shall not be construed to create an entitlement to any vocational rehabilitation service.

The eligibility requirements are applied without regard to the particular service needs or the anticipated cost of services required by an applicant or the income level of an applicant or the applicant's family.

Ineligibility Determination

An individual may be determined ineligible for services if:

- An individual does not have a physical or mental impairment, which constitutes or results in a substantial impediment to employment; or
- Clear and convincing evidence demonstrates that the individual cannot benefit in terms of an employment outcome from vocational rehabilitation services; or
- An individual does not require vocational rehabilitation services to prepare for, enter, engage in, advance in, or retain competitive integrated employment

The following conditions must also be met when an ineligibility determination is made:

- a) The determination is made only after providing an opportunity for full consultation with

- the individual, or, as appropriate the individual's representative;
- b) The participant has been informed in writing, supplemented by other appropriate modes of communication, of the determination, including the reasons for the determination, as well as requirements and means by which the individual may seek remedy for any dissatisfaction;
 - c) The individual is provided a description of services available under the Client Assistance Program and how to contact the program;
 - d) The individual is referred to other training or employment-related programs that are part of the one-stop service delivery system under the Workforce Innovation and Opportunity Act; or to Federal, State, or local programs or service providers, including, as appropriate, independent living programs and extended employment providers, best suited to meet their rehabilitation needs, if the ineligibility determination is based on a finding that the individual has chosen not to pursue, or is incapable of achieving, an employment outcome;
 - e) If the determination has been made based on a finding that the individual is incapable of achieving an employment outcome, a review of the determination must be made within 12-months, and annually thereafter if requested by the individual, or if appropriate, the individual's representative. The review of ineligibility determination need not be conducted if the individual has refused service, the individual has refused a review of the ineligibility determination, the individual is no longer in the CNMI, the individual's whereabouts is unknown, the individual's medical condition is rapidly progressive or terminal. (CFR361.43)

Both a determination of ineligibility and the results of an ineligibility review will be recorded in the case service record.

(Note: If the final 30/60th day falls on a holiday or weekend, then an extension is allowed to the next business day)

Section 32

Pre-Employment Transition Services, Coordination and Planning for Students with Disabilities.

- A. Target Population
- B. Required Services and Statewide Availability
- C. Reasonable Accommodations and Other Necessary Support Services
- D. Outreach and Collaboration Responsibilities
- E. Provision of Pre-Employment Transition Services to Students with Disabilities
- F. Pre-Employment Transition Services Referral Process
- G. Provision of Pre-Employment Transition Services
- H. Initiating Vocational Rehabilitation Services After Beginning Pre-Employment Transition Services.
- I. Financial Responsibilities
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Attachment 1:	Pre-ETS Equipment Loan Contract
Attachment 2:	Pre-ETS Services Information Sheet
Attachment 3:	Pre-ETS Student Consent Form
Attachment 4:	Pre-ETS in Group
Attachment 5:	Pre-ETS Individual
Attachment 6:	VR Discontinuation Letter
Attachment 7:	In-House Payment Request Form
Attachment 8:	Personnel Activity Log – Pre-ETS
Attachment 9:	Pre-ETS Agreement Form
Attachment 10:	Provider Payment Request Form
Attachment 11:	Student Tracking Form

Section 32: Pre-Employment Transition Services, Coordination and Planning for Students with Disabilities.

In July 2014, the Workforce Innovation and Opportunity Act (WIOA) was signed into law. WIOA requires a vocational rehabilitation (VR) agency to reserve 15% of its federal funds to provide Pre-Employment Transition Services to Students with Disabilities. This section includes guidance for providing these services statewide in collaboration with the CNMI Disability Network Partners, in particular those member agencies that comprise the Transition Coalition such as the Public School System, Council on Developmental Disabilities, Northern Marianas College, and the WIOA core programs, to name a few.

A. Target Population.

Pre-Employment Transition Services are provided to “students with disabilities” who are:

- a. Eligible for VR services; or
- b. Potentially eligible for VR services (i.e. all students with disabilities, including those who have not applied or been determined eligible for VR services).

A “Student with a Disability” is one who meets all of the following criteria:

- a. Is at least 16 but no more than 21 years of age (has not yet reached 22nd birthday), in accordance with CNMI IDEA age range;
- b. Has a disability, and has submitted the required qualifying medical documentation signed by a medical provider or a copy of IEP or 504 Plan;
- c. Has documentation confirming enrollment as a student in an educational program, including:
 - Secondary school, including home school and alternative school programs (e.g. those housed within the juvenile justice system)
 - Qualified Post-secondary education programs
 - Adult basic educational programs which lead to a recognized educational credential (e.g. a GED or high school diploma)
 - State, nationally, or industry recognized certificate programs leading to a credential (e.g. Northern Marianas Trade Institute)

Documentation may include an IEP, 504 Plan, report card, college registration receipt, or other documentation from the educational program.

B. Required Services and Statewide Availability.

The primary purpose of Pre-Employment Transition Services provided or coordinated by the OVR is to help students begin to identify career interests and to learn skills in preparation for transition to employment and/or post-secondary education. The OVR will make every effort to provide or coordinate the following services to ensure statewide availability.

Description of Required Services. Pre-Employment Transition Services may be provided in a group or generalized classroom setting and/or an individualized setting and are limited to any or all of the services outlined below:

1. ***Instruction in Self-Advocacy*** which may include, but is not limited to, the following examples:
 - Learning about their rights and responsibilities;
 - Learning how to request accommodations, services or supports;
 - Mentoring with education staff (e.g. principals, nurses, teachers, or office staff);
 - Peer mentoring with individuals employed by or volunteering for employers; boards, associations, or organizations in integrated community settings;
 - Participating in youth leadership activities offered in educational or community settings.
2. ***Workplace Readiness Training*** to develop social skills and independent living skills necessary for employment may include, but is not limited to, the following examples:

arning communication and interpersonal skills;

ancial literacy, including benefits planning services;

entation and mobility skills to access workplace readiness training or to learn to travel independently;

-seeking skills;

nderstanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for

nt;

site workplace readiness training during a work-based learning experience.

3. ***Job Exploration Counseling*** may include, but is not limited to, the following examples:
 - Review of information regarding in-demand industry sectors and occupations, as well as nontraditional employment;
 - Administration of vocational interest inventories and provision of Local labor market information that applies to the student's particular interests;
 - Identification of career pathways of interest to the students.

4. ***Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Program*** may include, but is not limited to, the following examples:
 - Exploring the types of academic and occupational training needed to succeed in the workplace;
 - Postsecondary opportunities associated with career fields or pathways;
 - Self-advocacy skills for the purpose of identifying accommodations and services in an educational program as well as providing resources that may be used to support individual student success in education and training (i.e., disability support services).;
 - Advising students and parents or representatives on academic curricula and course offerings;
 - Providing information about college application and admissions processes;
 - Completing the Free Application for Federal Student Aid (FAFSA);

5. ***Work-Based Learning Experiences*** may include opportunities that are available in school, after school, or outside the traditional school setting; however, they must be provided in an integrated setting in the community to the maximum extent possible. VR and community partners should seek every opportunity to provide work-based learning experiences in integrated settings before providing these services in non-integrated settings. Services may include, but are not limited to, the following examples:
 - Coordinating a school-based program of job training and informational interviews to research employers;
 - Work-site tours to learn about necessary job skills;
 - Job shadowing;
 - Mentoring opportunities in the community;
 - On-site work-based experiences (paid or unpaid), i.e. Internships, volunteering, practicums, service learning, or apprenticeships (excluding pre-apprenticeships and registered apprenticeships), located in the community.

C. Reasonable Accommodations and Other Necessary Support Services.

OVR will ensure that no qualified student with a disability is denied the benefit of Pre-Employment Transition Services on the basis of the individual's disability. Therefore, if a student with a disability requires an auxiliary aid or service to access or participate in any of the required Pre-Employment Transition Services, VR may pay for such costs when no other public entity is required to provide such aid or service.

1. Auxiliary aids and services include:

- Qualified interpreters on-site or through video remote interpreting (VRI) services; note takers; real-time computer-aided transcription services; written materials; exchange of written

notes; telephone handset amplifiers; assistive listening devices; assistive listening systems; telephones compatible with hearing aids; closed caption decoders; open and closed captioning, including real-time captioning; voice, text, and video-based telecommunications products and systems, including text telephones, videophones, and captioned telephones, or equally effective telecommunications devices; videotext displays; accessible electronic and information technology; or other effective methods of making aurally delivered information available to individuals who are deaf or hard of hearing;

- Deaf/Blind Support Services Provider (SSP): Qualified readers; taped texts; audio recordings; Braille materials and displays; screen reader software; magnification software; optical readers; secondary auditory programs (SAP); large print materials; accessible electronic and information technology; or other effective methods of making visually delivered materials available to individuals who are blind or have low vision;
- Assistive technology assessments to determine whether modified equipment or devices are needed for a student to participate in Pre-Employment Transition Services.
- Non-adapted or adapted equipment or devices, when needed for a student during participation in Pre-Employment Transition Services. OVR will retain ownership of the equipment or device and require its return at the conclusion of the Pre-Employment Transition Service for which it was provided, so that it may be available for use by other students during Pre-Employment Transition Services.

Pre-ETS funds may not be used to modify a student's personal equipment or devices, or to provide personal equipment or devices of which students would retain ownership.

Auxiliary aids and services do not include:

- a. Personal devices (e.g. computers, laptops, tablets, etc.)
- b. Prescribed devices (e.g. eyeglasses, hearing aids, wheelchairs)
- c. Readers for personal use or study
- d. Attendant Care or other services of a personal nature
- e. Home or vehicle modifications

2. Provision of Other Necessary Support Services

Funding of services needed shall be determined in collaboration with the Public School System and other resources.

Pre-ETS Case Type:

When a student requires a personal device to participate in services, OVR may loan the device, contingent on availability. This loan will be documented on the student's Pre-ETS Equipment Loan Contract, and the student will be required to return the device when no longer required for participation in services.

VR Case Type:

When a student has an Individualized Plan for Employment (IPE) and requires a personal device or other goods and services (e.g. uniforms, maintenance and transportation, or bus pass) to participate in any of the five required Pre-Employment Transition Services, they may be purchased using traditional

vocational rehabilitation funding, consistent with the IPE, or VR may loan the device, if available, or seek other comparable benefits such as the assistive technology or other device loan programs.

D. Outreach and Collaboration Responsibilities.

OVR Managers, Counselors, and Employment Specialist will make every effort to develop and maintain cooperative working relationships with public school system staff (including alternative school programs), post-secondary education staff, workforce development partners (i.e. WIA, ABE, etc.), and employers to coordinate Pre-ETS.

Coordination activities include:

1. Participating in Individualized Education Program (IEP) meetings for both eligible and potentially eligible students. Participation may be in person or by teleconference, when invited, pending OVR representative availability;
2. Making every effort to attend person-centered planning meetings for students with disabilities receiving services under title XIX of the Social Security Act, when invited;
3. Working with WIOA Programs and employers to develop work-based learning experiences for students with disabilities;
4. Encouraging referral sources to refer students with disabilities in secondary education as early as age 16 for Pre-Employment Transition Services and to check on the status of these referrals.
5. Providing accurate information to referral sources regarding the timeline and application process for vocational rehabilitation services.

School officials continue to be responsible for providing a free and appropriate public education to include transition services required under IDEA.

E. Provision of Pre-Employment Transition Services to Students with Disabilities.

Pre-ETS services provision to students with disabilities shall be:

- a. Governed by the OVR's policies and procedures; and
- b. In accordance with:
 - State and federal law and regulation;
 - The state educational cooperative agreement;
- c. Made available to students with disabilities statewide, to include those that are "potentially eligible" for VR services; and
- d. Provided based on parental consent to participate in Pre-Employment Transition Services obtained pursuant to the State and Federal requirements.

Students with disabilities are not exempt from any of the order of selection requirements for vocational rehabilitation services. A student with a disability who needs individualized VR services, in addition to Pre-Employment Transition Services, must apply and be determined eligible for the VR program and have an approved IPE.

F. Pre-Employment Transition Services Referral Process.

To ensure that requests for Pre-Employment Transition Services are accepted, assigned, and registered in Consumer Tracking System (CTS) promptly, referrals of students with disabilities shall be managed as indicated below:

- a. A referral may be submitted by school personnel, family members, guardians, or other interested persons via an online referral form, paper referral form, or phone call. Referral information should include:
 - Students Name
 - Date of birth
 - School
 - Disability
 - Contact person
 - Contact information
- b. OVR staff shall establish referral procedures with school officials to assure that:
 - Parent/Guardian required consents for OVR collaboration with the school is obtained.
 - Student referred for Pre-Employment Transition Services meet the definition of “student with a disability” and
 - Student has medical and/or school documentation substantiating that the individual is a student with a disability (i.e. the IEP, 504 plan or doctor’s note) for purposes of providing Pre-Employment Transition Services.
 - Referrals from school personnel include pertinent and available school-based assessment information (e.g. psychological evaluations, vocational evaluations, and medical or specialty screenings), in the event that the student applies for vocational rehabilitation services.
- c. When a student is referred for VR services by sources other than the school, the vocational rehabilitation counselor will notify the appropriate school personnel of the referral upon obtaining the appropriate authorization for release of information to promote information sharing and collaboration.
- d. Within no more than fifteen (15) working days of the receipt of a referral, OVR staff will provide the individual with the following documents:
 - Pre-ETS Services Information Sheet
 - Pre-ETS Student Consent Form
 - Client Assistance Program brochure
 - Informed Choice brochure
- e. If the student or parent/legal guardian does not respond to a minimum of two documented VR contacts, the referral may be closed and the student notified accordingly.

When a referral for Pre-Employment Transition Services is received for a student who will soon no longer qualify for Pre-Employment Transition Services or who may be automatically eligible for VR services under an open disability priority category, a case staffing will be completed regarding how best to process the referral.

G. Provision of Pre-Employment Transition Services

Pre-Employment Transition Services will be provided to students with disabilities with records of service on either a Pre-ETS caseload or a VR caseload type in the CTS. Provision of services shall be managed as follows:

- a. Provision of Pre-Employment Transition Services Using the Pre-ETS Case Type:

Pre-ETS Student Consent Form Submittal. Upon receipt of the required qualifying documentation and the Pre-ETS Student Consent Form signed by student and parent/legal guardian (if student is a minor or in high school), VR data entry staff will:

1. Enter student's information in the **CTS**.
2. Select the appropriate Program Indicator:
 - If the disability and enrollment documentation IS NOT adequate to verify that the individual is a student with a disability, then the counselor will select "Step 1: Signed Pre-ETS Student Info Form Received", or
 - If the disability and enrollment documentation IS adequate to verify that the individual is a student with a disability, then the counselor will select "Step 2: Required Qualifying Docs Reviewed"

At this point, **CTS** will generate a 12-digit Unique Identifier for the student, which will be used when reporting Pre-ETS service delivery, as required by federal law.

Initial Pre-ETS Discussion. The assigned counselor will make every effort to discuss Pre-ETS with the student within no more than thirty (30) working days of receiving the required documentation of disability and enrollment and the signed Pre-ETS Student Consent Form. The counselor will discuss service options with the student, in either an individual or group setting, at the school, the OVR office, or a mutually agreed upon location in the community or via phone conversation as appropriate.

During the initial discussion, the VR counselor shall:

1. Provide basic job exploration counseling, and document this in Pre-ETS in Group or Individual Service record for entry into CTS;
2. Discuss next steps, including identifying additional appropriate Pre-Employment Transition Services and providers, consistent with the student's informed choice and which may be completed before the student no longer qualifies for Pre-Employment Transition Services.

Pre-ETS Agreement Preparation. As soon as Pre-Employment Transition Services and providers are identified, the assigned counselor shall prepare a Pre-Employment Transition Services Agreement which:

- Verifies the student continues to qualify for Pre-Employment Transition Services, and
- Lists services, providers, and estimated begin dates.

Pre-ETS Agreement Implementation. The Pre-Employment Transition Services Agreement, signed by student and parent/legal guardian (if student is a minor), must be received and signed by a VR representative before future services are authorized. Once all required signatures have been obtained, the assigned counselor shall:

1. Provide a copy of the Agreement to the student;
2. Provide services in accordance with the Agreement;

As long as the student qualifies to receive Pre-Employment Transition Services, the Agreement will be effective and new Agreements may be written, as additional services are identified through ongoing coordination activities with the education providers and other interested parties.

b. Provision of Pre-Employment Transition Services Using the VR Case Type:

When a student with a disability has an Individualized Plan for Employment (IPE), provision of Pre-Employment Transition Services will be included on the IPE.

H. Initiating Vocational Rehabilitation Services After Beginning Pre-Employment Transition Services.

Students with disabilities are not required to apply for vocational rehabilitation services before receiving Pre-Employment Transition Services. Students who have provided adequate documentation of their disability and enrollment in a recognized education program shall not have their participation in Pre-Employment Transition Services delayed by the process of applying for vocational rehabilitation services. Students assigned VR counselors will discuss vocational rehabilitation services with them and their parent/legal guardian, and encourage interested students to apply by the time they have two years remaining in high school to facilitate a smooth transition into vocational rehabilitation services.

Students who do not apply for vocational rehabilitation services may continue to receive Pre-Employment Transition Services under the Pre-ETS case type as long as they continue to satisfy the definition of a “student with a disability”.

a. Assignment to an Open Order of Selection Category.

Eligible students assigned to an open order of selection category may have Pre-Employment Transition Services included on the Individualized Plan for Employment (IPE) and provided for as long as the individual continues to meet the definition of a “student with a disability”.

b. Assignment to a Closed Order of Selection Category.

Eligible students assigned to a closed order of selection category and placed on a waiting list for vocational rehabilitation after receiving Pre-Employment Transition Services may continue to receive Pre-Employment Transition Services using the Pre-ETS case type.

Eligible students assigned to a closed order of selection category and placed on a waiting list for vocational rehabilitation before receiving Pre-Employment Transition Services may not receive Pre-Employment Transition Services using the Pre-ETS case type. These students will be required to wait for Pre-Employment Transition Services until they are removed from the waiting list and an IPE can be developed.

I. Financial Responsibility for Pre-Employment Transition Services

The OVR’s (Program) financial need policy and the possibility of a family contribution does not apply to the provision of Pre-Employment Transition Services, regardless of whether the student is receiving services consistent with a Pre-ETS Agreement or an IPE.

While the student is receiving Pre-Employment Transition Services consistent with a Pre-ETS Agreement, the Program’s financial need policy and the possibility of a family contribution will not apply to Reasonable Accommodations and Other Necessary Support Services.

When the student requires reasonable accommodation and other necessary support services to participate in Pre-Employment Transition Services included in the IPE, then the Program's financial need policy and family contribution, if applicable, may be applied to the cost of those support services.

J. Discontinuation of Pre-Employment Transitioning Services and/or Closure of Service Records.

a. Discontinuation of Services.

Pre-Employment Transition Services shall be discontinued once an individual no longer satisfies the definition of a "student with a disability" regardless of whether those services were being provided consistent with a Pre-ETS Agreement or an IPE.

Pre-ETS Case Type:

1. At the time of service discontinuation, the VR counselor or VR manager should make every attempt to contact the individual to notify them.
2. Documentation of discontinuation of services should be provided through the appropriate VR discontinuation letter.
3. The record of services shall be closed in the CTS when services have been discontinued.

VR Case Type: Pre-Employment Transition Services shall cease to be provided under an IPE once the individual no longer meets the definition of a "student with a disability". All other VR services may continue as planned.

Pre-employment transition services shall not be provided to any student age 22 and beyond.

b. Closure of the Service Record.

Pre-ETS case type: The records of services for students receiving Pre-Employment Transition Services under the Pre-ETS case type shall be closed when the individual:

1. No longer meets the definition of a "student with a disability";
2. Has become eligible for VR services under an open order of selection category and has had an approved Individualized Plan for Employment (IPE) approved;
3. Chooses not to participate in, or continue participating in Pre-Employment Transition Services, as confirmed by student and/or guardian either verbally or in writing.

VR case type: When closing the record of a student in an open order of selection category receiving Pre-Employment Transition Services as part of an IPE, refer to VR Program Services Policy and Procedures Manual Section 22: **CLOSURES**.