



Secondary Transition Intra-Agency Agreement

New Hampshire Education Department, Bureau of Special Education Support

(NHSES)

New Hampshire Education Department, Bureau of Vocational Rehabilitation

(VRNH)

April 2023

Authority

The Individuals with Disabilities Education Act (IDEA), and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), mandate that the State Vocational Rehabilitation (VR) agency enter into a formal intra-agency agreement with the State Education Agency (SEA)(Section 101 (a)(11)(D) of the Rehabilitation Act) to ensure a coordinated, comprehensive system focusing on students with disabilities as they transition from secondary school to post-school activities, including the receipt of pre-employment transition services, transition services, and other VR services. This agreement is consistent with the requirements in 34 C.F.R. § 361.22(b), including requirements related to the coordination and provision of pre-employment transition services in 34 C.F.R. § 361.48(a), and the provision of VR transition services in 34 C.F.R. § 361.48(b).

Purpose of the Intra-agency Agreement

The Bureau of Vocational Rehabilitation Services, New Hampshire, hereafter known as VRNH, and the New Hampshire Education Department, Bureau of Special Education Support, hereafter known as the NHSES, both share responsibility to prepare students with disabilities for successful competitive integrated employment. This cooperative intra-agency has been developed to serve multiple purposes. Specifically, the intent this agreement is to:

1. Provide a coordinated, comprehensive system focusing on students with disabilities as they transition from secondary to post-school activities.
2. Provide guidance to the VRNH and NHSES regarding the roles and responsibilities specific to pre-employment transition services for eligible or potentially eligible students with disabilities and transition services for eligible students with disabilities.
3. Provide a framework for cooperation regarding activities associated with the transition from school to adult life and the provision of services; including pre-employment transition services, to these students, for which overlap may exist.
4. Serve as a mechanism for VRNH, the NHSES and, as appropriate, local education agencies (LEAs) to clearly specify the plans, policies, and procedures for coordinating services to facilitate the transition of students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services, including:
 - Pre-employment transition services.
 - VRNH consultation and technical assistance to assist LEAs in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services, transition services, and other VR services.
 - Collaborative planning by VRNH and LEA staff that serves to facilitate development and completion of the Individualized Education Plan (IEP).
 - Roles and responsibilities, including financial responsibilities, of each agency to include provisions for determining stated lead agencies and qualified personnel responsible for transition services.
 - Procedures for outreach to and identification of students with disabilities who need pre-

employment transition services and transition services.

- Procedures for coordination of services to promote timely delivery of transition services to students and ensure a seamless process of transition from school to adult services.
- Procedures for resolving intra-agency disputes.
- State VR agencies are expected to assist schools in transition planning in addition to determining student's eligibility for VR services or developing Individualized Plans for Employment (IPEs).
- Documentation requirements set forth in section 511 of the Rehabilitation Act, as added by WIOA, about students with disabilities who are seeking subminimum wage employment.
- Assurance that neither the State Education agency (SEA) nor the Local Education Agency (LEA) will enter an arrangement with an entity holding a special wage certificate under section 14 (c) of the Fair Labor Standards Act for the purpose of operation a program under which a student with a disability is engaged in work at a subminimum wage.

Finally, the information contained in this agreement serves as a practical guide for working relationships between NHSES and local VRNH offices and with LEAs. This Agreement allows the sharing of information, including required documentation and data between VRNH and NHSES. Nothing under title I of the Rehabilitation Act shall be construed as reducing a LEA's obligation under the IDEA to provide or pay for transition services that are also considered special education or related services and that are necessary for ensuring a free appropriate public education (FAPE) to children with disabilities.

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SECONDARY TRANSITION INTRA-AGENCY AGREEMENT

Between
New Hampshire Bureau of
Special Education Support and
New Hampshire Bureau of Vocational
Rehabilitation

Section 1 Goal and Purpose

The goal of the Agreement is to outline the roles and responsibilities of the Bureau of Vocational Rehabilitation (VRNH) & the Bureau of Special Education Support (NHSES) to provide students with disabilities appropriate personal, social, academic, and vocational skills, which lead to a successful transition from school to employment and adult life.

WHEREAS,

the foundation for developing a continuum of transition services is set forth in this cooperative intra-agency services agreement, which is based upon a mutual commitment to placement of students with disabilities in the least restrictive environment, the provision of coordinated pre-employment and transition services with the goal of competitive integrated employment.

THEREFORE,

Bureau of Vocational Rehabilitation, New Hampshire (VRNH) and the New Hampshire Bureau of Special Education Support (NHSES) agree as follows:

1. To emphasize a team-based approach to secondary transition and vocational rehabilitation that allows for flexibility in planning and delivery of services.
2. To determine the student's need for pre-employment transition services, and transition services, including assistive technology.
3. To cooperate in the development of transitioning students' Individualized Education Programs (IEPs) and any relevant Individuals Plan for Employment (IPEs). Development of the IEP is vested with the IEP team, including the student and his/her parent(s) or guardian. Approval of pre-employment transition services and development of the IPE is vested with VRNH, the student and his/her parent(s) or guardian.
4. That the determination of the student's eligibility for vocational rehabilitation services rests with VRNH.
5. To share student information regarding medical, vision, psychological, education and/or social history records in accordance with the guidelines of confidentiality required by IDEA, as amended, the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), the Family Education Rights and Privacy Act (FERPA), and any other applicable federal or state confidentiality laws.
6. Share information to assist with the delivery of pre-employment transition services, as well as determine eligibility for vocational rehabilitation services and identifying vocational

rehabilitation and education services needed for employment.

7. To provide cross training of staff on education and vocational rehabilitation services as determined by the Director of the New Hampshire Bureau of Special Education Support and the Director of the Bureau of Vocational Rehabilitation of New Hampshire.
8. When appropriate, reconvene the IEP team, to include VRNH, when services are not provided as described in the student's IEP. VRNH may provide pre-employment transition services and transition services according to the Rehabilitation Act and its amendments. Disputes regarding this provision shall be resolved using the process described in Section 8: Dispute Resolution of this agreement.
9. All Vocational Rehabilitation State Plan requirements, including Order of Selection, will apply to all service provision under this intra-agency agreement.

Section 2 Effective Date

This intra-agency agreement is effective upon signature by all parties. This intra-agency agreement shall remain in effect unless legislative or other changes requiring amendment, revision, or termination, or request by any agency under this intra-agency agreement for amendment, revision, or termination. Actions shall be initiated in writing by the requesting party. Parties will conduct an annual review of this agreement.

Section 3 Roles and Responsibilities

A. Shared Responsibilities:

Bureau of Vocational Rehabilitation, New Hampshire (VRNH) and the New Hampshire Bureau of Special Education Supports (NHSES) mutually agree to the following:

1. Facilitate intra-agency planning for implementation of educational programs and transition services for LEA students with disabilities from high school to post-high school services.
2. NHSES and VRNH will actively participate in the New Hampshire Transition Community of Practice which focus on collaboration with other parties interested in sharing transition resources and information. This includes an annual Transition Summit featuring high quality professional development in supporting youth with disabilities and their families with the transition to post-secondary education, employment, and independent living.
3. Provide and review shared key data to assist with decision making to advance the quality, efficiency, and effectiveness of coordinated transition services for students with disabilities, including pre-employment services.
4. Collaborative efforts will be made to provide common trainings and professional development opportunities to all interested parties as it relates to secondary transition.
5. Meet regularly to address systems, policy, practice, and funding issues that facilitate or negatively impact the transition of youth with disabilities from school to work or post-secondary education.

6. Work jointly on the development of transition program design and service delivery strategies between VRNH and LEAs.
7. Post this agreement on their respective websites.
8. Mutually develop and distribute notices, memorandums, and other information regarding transition to key stakeholders.
9. Provide a copy of this Agreement to the following key stakeholders: all LEA superintendents; all Directors of Special Education; the Bureau of Intellectual Disabilities Services; the State Developmental Disabilities Council; all VRNH administrative staff; and other entities as identified.

B. VRNH Responsibilities:

The responsibilities of VRNH are as follows:

1. VR staff will attend and participate in IEP meetings, either in-person or via alternative means, when invited, with appropriate consent.
2. Accept referral of students with disabilities during the transition planning process and provide pre-employment transition services and VR transition services.
3. Provide consultation to LEA staff on transition planning to prepare a student to move from school to work or post-secondary education in accordance with the student's unique needs as determined through the IEP process and provision of pre-employment transition services and VR transition services.
4. Assess, plan, develop and provide individualized vocational rehabilitation (VR) transition services for individuals with disabilities who have been referred and determined eligible for vocational rehabilitation services, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that such individuals may prepare for and engage in competitive, integrated employment.
5. Development and approval of an Individualized Plan for Employment (IPE) for eligible individuals, which is consistent with, and which takes into consideration the student's Individualized Education Plan (IEP), within 90 days of VR eligibility determination, unless an extension is approved. This will be completed as early as possible during the transition planning process and not later than the time a student with a disability is determined to be eligible for vocational rehabilitation services leaves the school setting or, if VRNH is operating under an order of selection before each eligible student with a disability is able to be served under the order leaves the school setting.
6. Purchase assistive technology (AT) for those eligible students with disabilities in accordance with their IPE. In assessing the appropriateness of purchase, VRNH on a case-by-case basis will consider the following factors: (a) vocational relevance of AT; (b) impediments to implementation of IPE without AT; (c) customization of AT; (d) remaining useful life of AT; (e) adequacy of AT in meeting client's prospective needs; (f) replacement cost of AT from alternate sources; and (g) availability and benefits of purchasing different or alternative AT.
7. Provide consultation to assist in the identification of eligible and potentially eligible students

with disabilities and determination of their needs for pre-employment transition services.

8. Provide or arrange for the provision of individualized VR services required by the IPE goal, when the student has been determined eligible for VR and the services are specific to his/her employment outcome and are not services customarily provided to the student by the LEA under the Individuals with Disabilities Education Act (IDEA).
9. Provide information and informed choice to parents and/or guardian(s), student/clients regarding VR eligibility, vocational assessment for employment and post-secondary planning and Client Assistance Program (CAP).
10. Provide contact information for VRNH staff and flow charts setting forth the VR process to LEAs to improve communication around referrals and the provision of services.
11. Share information to NHSES and LEA's regarding policies, procedures, guidelines, programs, and services for the purpose of improving the access to, and availability of pre-employment transition services and transition services.
12. Provide brochures and materials about the VR process and services to the school districts for distribution to the students, parents, legal guardians, teachers, and others.

C. NHSES Responsibilities:

The responsibilities of NHSES are as follows:

1. Work in partnership with VRNH to provide technical assistance, training and reference materials regarding WIOA to school districts and other stakeholders identified by the NHSES, including parents, families, guardians, and students relating to the provision of pre-employment transition services and other transition services.
2. NHSES will disseminate this contract to all appropriate NHSES staff who work with or make decisions about Special Education Services and ensure knowledge of joint responsibilities.
3. Promote and support the invitation of VRNH staff, with prior consent from adult students or parents or legal guardians, to attend and participate in IEP meetings for students who have been referred to VRNH for rehabilitation services, or earlier if appropriate.
4. Invite VRNH in NHSES Secondary Transition or Indicator 13 trainings to help facilitate a relationship between LEAs and VRNH. This includes disseminating VRNH materials and providing opportunity for VRNH to explain materials and answer LEA questions.
5. Assist in the facilitations of joint trainings between VRNH and appropriate school district personnel on new State or Federal requirements or initiatives that impact the provision of services by both entities.
6. Share VRNH upcoming trainings or materials with our LEA contacts to increase awareness and build relationships.
7. NHSES monitors each LEA annually for Indicator 13 to ensure compliance with the secondary transition requirements of IDEA for students with disabilities ages 16 and older.
8. Share the following data with VRNH: number of students with disabilities per LEA aged 14

and up; statewide census by disability; as available, the statewide census for students with disabilities who have 504 plans and other data as jointly determined.

9. Support LEAs in their efforts to write IEPs using an outcome-oriented focus and to coordinate transition activities for each IEP eligible student, beginning no later than the IEP before the student turns 16 years old (earlier if appropriate), and to address future student needs in the areas of post-secondary education, vocational training, employment and adult living and communication participation, including assistive technology.

D. Agency Financial Responsibilities:

LEAs are responsible for providing and paying for any transition service that is considered special education or related services necessary for ensuring a free appropriate public education (FAPE) as required under IDEA. Nothing under title I of the Rehabilitation Act shall be construed as reducing a LEA's obligation to provide the above-described services under IDEA (see section 101(c) of the Rehabilitation Act and §361.22(c) of the VR regulations).

Section 113 of the Rehabilitation Act, as amended by WIOA, requires VR to provide or arrange for the provision of pre-employment transition services in collaboration with local education agencies. Decisions as to who will be responsible for providing services that are both special education services are with the LEA's and vocational rehabilitation services at the state level, as part of this collaborative process.

1. The IEP team, and the VRNH, staff will utilize the transition planning process to determine services necessary for the student to reach his or her identified post-school outcome and outcome for employment as written in the IEP and IPE and will negotiate and identify, if any, programmatic and financial responsibility of each agency (VRNH or LEA).

Specific criteria are used to determine which agency (VRNH or LEA) has primary responsibility for providing and paying for transition related services for students with disabilities. These criteria are:

- i. Purpose of the service. Determine if the service is associated with an employment outcome or educational attainment.
 - ii. Customary service. Which agency "customarily" provides the service to students?
 - iii. Eligibility for services. Is the student with a disability eligible for special education or related services under IDEA? Does the student have a 504 plan and/or are they an individual with a disability, for the purposes of section 504 of the Rehabilitation Act?
2. LEAs will purchase any assistive technology/equipment determined through the IEP process to be necessary for the education program of individual students who are enrolled in the district.
 3. If a student with a disability, including potentially eligible students, require an auxiliary aid or service, e.g., deaf interpreter, reader services, or accessible informational materials, to access or participate in pre-employment transition services, VRNH may pay for the service, if not customarily provided by another entity, including local educational agencies. Auxiliary aides and services are those

services necessary to ensure equal access to pre-employment transition services, as required by the Americans with Disabilities Act of 1990 (ADA), as revised by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act.

4. If a student with a disability requires additional VRNH services (e.g., clothing, transportation, or assistive technology, etc.) to participate in pre-employment transition services he or she will need to apply for VRNH services and be determined eligible and receive services in accordance with an approved IPE.
5. VRNH 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.

Section 4 Procedures for Outreach, Consultation, and Technical Assistance

- A. Consultation and technical assistance will be provided by the administrative, supervisory, and direct service delivery regional offices of VRNH and will occur formally and informally throughout the school year.
- B. VRNH will initiate outreach and work with LEAs to identify potential students with disabilities who need pre-employment transition services and VR transition services. This involves informing the student, or when appropriate their parent or legal guardian, as early as possible about the vocational rehabilitation program, its purpose, eligibility criteria, application procedures and the scope of available VR services, to include pre-employment transition services. Section 101(a)(11)(D)(iv) of the Rehabilitation Act; 34 CFR 361.22(b)(4).
- C. VRNH will provide consultative and technical assistance services to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services and other vocational rehabilitation services. 34 CFR 361.49(a)(7). The consultation and technical assistance provided to educational agencies by VRNH may be provided through alternative means, such as conference calls, video conferences as well as shared in-person training opportunities.
- D. Referrals to VRNH can be made by students, parents or legal guardians, educators, or other service providers.
- E. For potentially eligible students with disabilities requesting pre-employment transition services, VRNH will verify that the student meets the definition of a student with a disability and approve the pre-employment transition services needed by the student. Pre-employment transition services may begin once a student requests or is recommended for one or more pre-employment transition services.
- F. VRNH will accept VR applications for students who choose to apply for VR services and determine Vocational Rehabilitation program eligibility. Eligibility is based upon pertinent medical and/or psychological documentation, education information and related factors that may create a barrier to employment and the need for rehabilitation services. Such information will be obtained, with proper written consent from adult students or students' parents or legal guardians, from the school and other appropriate entities.
- G. If VRNH is unable to attend the IEP meeting, LEAs and VRNH will communicate regarding IEP goals and needed transition services as soon as possible, prior to the IEP meeting. Participation

may occur through alternative means, such as conference calls and video conferences.

- H. If a youth has withdrawn from school, VR staff will encourage the individual to return to school. If it becomes apparent that it is not feasible for the youth to return to school, and he/she is eligible for Vocational Rehabilitation, services will be provided with a goal to secure employment.
- I. In the event Vocational Rehabilitation cannot provide services to all eligible individuals, students will be served based on an Order of Selection, although some students may be waitlisted for VR services. Potentially eligible students may be able to access pre-employment transition services, even if VR is operating under an Order of Selection. For students to receive pre-employment transition services while on a waitlist they must receive Pre-Employment Transition Services prior to eligibility determination.

Section 5 Transition Planning

- A. Beginning no later than the IEP before the student turns 16 years old (earlier if appropriate), the IEP for each student must include a statement of the needed transition services, including, if appropriate, a statement of each LEAs and each participating agency's responsibilities and/or linkages. To this end, the LEA shall invite a representative of any agency that is likely to be responsible for providing and/or paying for transition services and, use a variety of strategies to ensure that appropriate linkages are made before the student leaves school. For eligible students, the IEP will be developed to coordinate with plans developed through other agencies, such as VRNH.
- B. In conjunction with the IEP which addresses transition, an Individualized Plan for Employment (IPE) will be developed for all individuals determined eligible by VRNH which will document their vocational goal and the course of action designed to enable the student to achieve the stated goal, as well as timelines. The development of the IPE requires active participation from the student and may involve participation and support from the parent and/or guardian. Participation from appropriate school personnel may also be encouraged in the development of this plan.
- C. The IPE must be developed, agreed to, and signed by the student, or the student's representative, and the VR counselor, as early as possible in the transition process, but no later than the time the eligible student leaves the school setting. In addition, the IPE will be completed within 90 days from eligibility determination. Section 101(a)(11)(D) of the Rehabilitation Act. The same applies for those able to be served if an Order of Selection is in effect. Section 101 (a)(9)(A) of the Rehabilitation Act; 34 CFR 361.22(a).
- D. VRNH and NHSES will work together to assure that each LEA will have IEPs and supporting planning documents that specify an array of curricular options and experiences designed to assist students to make smooth transitions from school to post-school activities. Services are based on the individual needs of the student and the desired post-school outcomes.
- E. VRNH will coordinate planning, assessment, training, and pre-employment transition or other transition services necessary for students to achieve his or her chosen employment outcome in coordination with the local LEA.
- F. VRNH's pre-employment transition services include the following activities: Instruction in self-advocacy and peer mentoring; Work based learning experiences; Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; Workplace readiness training; and Job

exploration counseling.

- G. VRNH's pre-employment services can be delivered in a variety of ways to best meet the need of the individual. These may include but are not limited to: VRNH providing said services either individually or in groups in schools or community and or VR's qualified contracted vendor to deliver pre-employment transition services one on one or in groups.
- H. Vocational Rehabilitation services will be provided as outlined in the IPE.
- I. VRNH's collaboration with and assistance to the local school district teachers in transition planning for students with disabilities, to facilitate development and completion of their IEPs as required under section 614(d) of IDEA. VRNH will inform the local school district teachers of community events, such as job fairs, transition fairs, and career days to introduce and expose students with disabilities to possible career goals and objectives.
- J. Introduction and guidance of students with disabilities to post-school alternatives which includes but is not limited to employment, post-secondary education, vocational training, and adult education, by local school district personnel and VRNH staff. Planning also includes coordination of social experiences for students with disabilities in work-based settings to improve competitive integrated employment outcomes.

Section 6 Release of Confidential Information for VR Services

- A. This intra-agency agreement shall protect the confidentiality of student information and minimize duplication of effort and unnecessary expenditures. To this end, with the signed Release of Information provided by the student and, when necessary and appropriate, parent/guardian, all pertinent medical, psychological, vocational, educational, and other information relating to the individual and his or her barriers to employment and rehabilitation needs, in the possession of one agency will be provided to the other agency upon request and at no cost to either agency.
- B. In cooperation, each agency understands that all student information is to be treated as confidential and all State and Federal regulations surrounding student confidentiality are mutually binding.
- C. VRNH will obtain and use existing assessment or evaluative information whenever possible.

Section 8 Dispute Resolution

- A. All participating agencies agree to resolve disputes that arise in the provision of services to students with disabilities and to ensure that services are not disrupted, by using the following process to resolve intra-agency disputes:
 - 1. Intra-agency disputes shall be brought to the Commissioner of the New Hampshire Department of Education, or his designee, for resolution. The Commissioner's judgment shall be final.
 - 2. Any other disputes will be handled pursuant to state law.

Section 9 Coordination and Documentation Requirements under Section 511 for Students Seeking Subminimum Wage


- A. Under Section 511 of the Rehabilitation Act, 14(c) businesses referred to as "employers" are

prohibited from hiring any individual with a disability who is 24 years of age or younger at subminimum wage. Per NH SB 47 (2015), New Hampshire law prohibits businesses from paying sub-minimum wage.

Per 34 CFR 397.31 neither the New Hampshire State Department of Education nor a local education agency will enter into an arrangement with an entity holding a special wage certificate under section 14(c) of the Fair Labor Standards Act for the purpose of operating a program under which a youth with a disability is engaged in work at subminimum wage.

Section 10 Signatures, Titles, and Date of Signing

The agreement will be reviewed annually and may be revised or amended by mutual consent in conformity with the regulations of the New Hampshire Bureau of Vocational Rehabilitation and New Hampshire Bureau of Special Education Support. This intra-agency agreement becomes effective upon date of signature and will remain in effect until amended or terminated.



Rebecca Fredette
Director
Bureau of Special Education Support

8/23/23

Date

Lisa Hinson-Hatz

Lisa Hinson-Hatz
Director
Bureau of Vocational Rehabilitation

8.11.23

Date

Attachment:
Appendix Section for Definitions

Appendix

Definitions

Individuals with Disabilities Education Act (IDEA): Legislation that makes available a free appropriate public education (FAPE) to eligible children with disabilities and ensures special education and related services to those children.

Individuals with Disabilities Educational Act (IDEA) Transition Services: 300.43 Transition services.

(a) Transition services means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

(i) Instruction.

(ii) Related services.

(iii) Community experiences.

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

Indicator 13: A federal requirement within the Special Education State Performance Plan which addresses a percentage of youth with an IEP age 16 and older. Schools must meet compliance in the following areas:

- Appropriate Measurable Post-Secondary Goals
- Transition Assessment(s)
- Transition Services
- Courses of Study
- Transition Link to Annual IEP Goal(s)
- Student Invite
- Consent of parent or adult student to invite a representative from any outside agency, likely to be responsible for providing or paying for transition services, to the IEP meeting

Individual Education Program (IEP): IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324.

Individual Plan for Employment (IPE): A written document which outlines the nature and scope of vocational rehabilitation services that are required to help the participant reach a specific competitive, integrated employment goal that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

Local Education Agency (LEA): A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public

elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

Workforce Innovation and Opportunities Act (WIOA): Legislation governing the public workforce system. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

Pre-Employment Transition Services (Pre-ETS):

Are short-term in nature, and designed to help students identify career interests, which may be further explored through additional vocational rehabilitation (VR) services, such as transition services and other individualized VR services.

May be provided to students eligible for VR services or to potentially eligible students, who may have not applied for VR services. Students are encouraged to apply for VR services at the earliest possible time if they require services beyond the five required services. Pre-employment transition services will be delivered to students with disabilities on a statewide basis; however, some services may be delivered in a manner to accommodate the unique characteristics of the different areas across the state. The following are the five required pre-employment transition services:

- Job exploration counseling: May include information regarding in-demand industry sectors, nontraditional employment, information about labor market composition, administration of vocational interest inventories and identification of career pathways of interest to students.
- Work-based learning experiences: May include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible, informational interviews to research employers, work-site tours to learn about necessary job skills, job shadowing, or mentoring opportunities in the community.
- Counseling opportunities: May include counseling on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with career fields or pathways.
- Workplace readiness training: May include services that teach skills such as communication and interpersonal skills, financial literacy, group orientation and mobility skills, job-seeking skills and understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment.
- Instruction in self-advocacy: May be provided through generalized classroom lessons that teach students about their rights and responsibilities, how to request accommodations or services and supports, and how to communicate their thoughts, concerns and needs to prepare them for peer mentoring opportunities with individuals working in their area of interest.

Auxiliary Aides or Services:

If a student with a disability, including potentially eligible students, require an auxiliary aid or service, e.g., interpreter, reader services, or accessible informational materials, to access or participate in pre-

employment transition services, VR may pay for the service, if not customarily provided by another entity, including local educational agencies. Auxiliary aides and services are those services necessary to ensure equal access to pre-employment transition services, as required by the Americans with Disabilities Act of 1990 (ADA), as revised by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act.

Auxiliary aids and services may include, but are not limited to: qualified American Sign Language (ASL) interpreters; note takers; written materials; telephone handset amplifiers; assistive listening devices or systems; telephones compatible with hearing aids; open and closed captioning, including real-time captioning; text telephones (TTYs), videophones, and captioned telephones, qualified readers; taped texts; audio recordings; Braille and large print materials; screen reader software; or magnification software. If a student does not utilize an auxiliary aid or service to access their educational services, the need for such service will be evaluated by the entity that primarily serves the student's educational needs.

VR Transition Services: VR New Hampshire's School Transition Services are guided by both the Individuals with Disabilities Education Act (IDEA) and Workforce Innovation and Opportunity Act (WIOA). Services are individualized, which consider the student's needs, preferences, strengths, abilities and offer the student opportunities to explore the world of work. VR is an outcome-oriented process that promotes movement from school to post school activities and enter competitive integrated employment while fostering student independence. (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 facilitates the achievement of the employment outcome identified in the student's or youth's individualized plan for employment (IPE), and engagement of the parents and student or youth with a disability.

Student with Disability

The definition for student with a disability has three components including age requirement; education program attendance; and whether the individual is eligible for and receiving special education or related services under IDEA or is an individual with a disability for purposes of section 504 of the Rehabilitation Act.

- **Age Requirement:** The minimum age of a student with a disability who can receive pre-employment transition services is 14 and the maximum age is not older than 22.
- **Educational Program:** Includes secondary education, students in home-schooling; non-traditional or alternative education (e.g., general education equivalency (GED) preparation programs); and postsecondary education and vocational education. Other recognized education programs include those offered through the juvenile justice system.
- **Disability:** The student must be eligible for and receiving special education or related services under IDEA. Students with disabilities for purposes of section 504 of the Rehabilitation Act are not required to be receiving services under section 504.

Youth with a disability: A youth with a disability is:

- An individual with a disability.
- Not younger than 14 years of age; and not older than 24 years of age.
- There is no requirement that a "youth with a disability" be participating in an education program.
- The age range for a "youth with a disability" is typically broader than that for a "student with a disability."