



Pre-Employment Transition Services Resource Guide

***Iowa Department for the Blind
Division of Vocational Rehabilitation
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Pre-Employment Transition Services Documents

- ❖ **Pre-Employment Transition Services Explanation**
- ❖ **Job Exploration Counseling**
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- ❖ **Counseling on opportunities at institutions of higher education**
- ❖ **Workplace Readiness**
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Pre-Employment Transition Services

In July of 2014, the reauthorization of the Workforce Investment Act took place. The new act is the Workforce Innovation and Opportunity Act. Under Section 113 of the Act, IDB is required to provide or make available five pre-employment transition services to all students with disabilities who are eligible or potentially eligible for vocational rehabilitation services. The required activities include:

- 1) Job exploration counseling;
- 2) Work-based learning experiences;
- 3) Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education;
- 4) Workplace readiness training to develop social skills and independent living; and
- 5) Instruction in self-advocacy, which may include peer mentoring.

The Iowa Department for the Blind offers these services to all students in the state of Iowa who are blind, deaf-blind or have vision loss. The following are examples of the types of activities the Iowa Department for the Blind can offer to students:

Job exploration counseling: IDB will work with the student, school and other team members to assist in exploring the world of work and career choices. This could include:

- a. Information regarding in-demand industry sectors and occupations;
- b. Information regarding non-traditional employment;
- c. Administration of vocational interest and abilities surveys;
- d. Discussion about labor market composition;
- e. Discussion of career pathways of interest to the students;
- f. Review and discussion of career websites;

Work-based learning experiences: IDB-VR can facilitate paid or non-paid work-based learning experiences in the community. IDB may be able to pay for the wages and employment costs, technology, and additional costs to allow students to attend these options. This could include:

- a. Coordination of job training and informational interviews to research employers or business;
- b. Worksite tours to learn about necessary job skills or workplace culture;
- c. Job shadowing;
- d. Developing internships, on-the-job training, apprenticeships or other short-term employment or volunteer opportunities; and
- e. Establishing mentoring opportunities with community-based businesses.

Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education: For those students interested in seeking further education, IDB can assist with exploring those options. This could include:

- a. Exploration of career paths offered through programs;
- b. Providing information on college application processes and entrance requirements;
- c. Assistance with completing the Free Application for Federal Student Aid (FAFSA);
- d. Providing resources that may be used to support student success (disability support services);
- e. Campus Visits
- f. College preparation camps; and
- g. Providing information on training needed to succeed in the workplace.

Workplace readiness training to develop social skills and independent living: These services focus on preparing the student for the workplace. Services may include:

- a. Teaching financial literacy skills;
- b. Providing instruction in job-seeking skills;
- c. Group orientation and mobility training for the purpose of accessing a work environment or to travel independently;
- d. Providing training in the areas of communication and interpersonal skills;
- e. Independent living skills;
- f. Summer and weekend programs at the Iowa Department for the Blind that focus on these skills;

- g. Classes at adult education programs or Workforce Development locations.

Instruction in self-advocacy, which may include peer mentoring: Helping a student understand more about themselves and how to interact with the world is important. These services include:

- a. Opportunity to conduct informational interviews;
- b. Mentoring with successfully employed individuals who are blind;
- c. Participation in youth leadership activities offered through community settings;
- d. Learning about assistive technology and having access to a variety of options;
- e. Learning about and understanding reasonable accommodations in the workplace.

Job Exploration Counseling

Exploring the world of work and identifying career options

Job exploration counseling may be provided individually or in a group setting in the community. It should include information regarding in-demand industry sectors and occupations as well as non-traditional employment, labor market composition, administration of vocational interest inventories, and identification of career pathways of interest to the students. Job exploration counseling provided on an individual basis might be provided in the school or the community and include discussion of the student's vocational interest inventory results, in-demand occupations, career pathways, and local labor market information that applies to those particular interests.

Preferred Student Outcomes of Job Exploration Counseling:

- Student can articulate interests, skills, values and preferences.
- Student understands workplace values and cultures.
- Student is able to identify the skills and abilities they need to be successful in a chosen career pathway.
- Student is able to participate in developing their own personal plan for educational and employment success.

Possible job exploration activities to be completed in individual or group settings:

- [One Stop Career Centers Activity](#) – Introduce your students to the American Job Centers / One-Stop Centers.
- [Considering Labor Market Information in Your Career Choice](#) – Introduce your students to using labor market information to inform career goals. Provide an opportunity for discussion.
- [Planning a Visit to a College Career Center](#) – Create a meaningful college visit to discuss career options and placement rates in potential career choices.
- [No One Does It on Their Own](#) – an activity to support students in making informed decisions.

- [Connecting Education to Our Careers](#) – Assist you student to connect the dots between education and career growth.
- Complete vocational or academic skills inventories and conduct a follow-up discussion.
- Review and discuss interest, abilities, values, and learning styles inventories.
- Incorporate the Self-Guided Discovery™ guide into your work with students with significant barriers to employment
- Assist your client to review career choice websites.
- Provide your student with an opportunity to interview workers in the community during local business tours, including local entrepreneurs.
- Assist your student to learn about skills and qualities needed to be successful in various career fields.

NOTE: It is important to note that these assessments and inventories are not to be used to determine eligibility for services. These activities are also not to be used to persuade against any career path, but rather to assist an individual in choosing their own career path.

Resources:

- Future Ready Iowa, Iowa’s Career Coach - <http://www.iowacareercoach.gov/>. This tool is designed to assist students in finding a career.
- Future Ready Iowa, Explore Careers - https://www.futurereadyiowa.gov/explore_careers. These tools will help students learn about the number of job openings, how much money they can make and the education needed.
- Transition to Work: Program Activity Guide - <http://www.afb.org/info/living-with-vision-loss/for-job-seekers/lesson-plans-for-%20teachers-and-professionals/transition-to-work-program-activity-guide/1234> - A program guide for individuals working to improve employment outcomes for students who are blind. The activities are available as electronic braille files in the Unified English Braille Code (UEB).

- Career Planning Begins with Assessment, A Guide for Professionals Serving Youth with Educational and Career Development Challenges - <http://www.ncwd-youth.info/assets/guides/assessment/AssessGuideComplete.pdf> - NCWD Institute for Educational Leadership
- My Next Move - <https://www.mynextmove.org/> - is a career exploration tool designed for use by students to learn about careers and match their interests to career options.
- O*Net Career Exploration Tools - <https://www.onetcenter.org/tools.html>
- CareerOne Stop - <https://www.careeronestop.org/ExploreCareers/Learn/career-profiles.aspx> - sponsored by US Department of Labor provides career profiles, assessments, etc.
- Individualized Learning Plans, How to Guide, and Career Exploration - <http://www.ncwd-youth.info/ilp/how-to-guide/section-1/career-exploration> - includes lesson plans and activities that can be used or adapted.
- Occupational Outlook Handbook, US Department of Labor, Bureau of Labor Statistics - <https://www.bls.gov/ooh/>
- Workforce Innovation Technical Assistance Center (WINTAC) - <http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/job-exploration-counseling#overlay-context=topic-areas/pre-employment-transition-services/overview/job-exploration-counseling> - provides guidance on Job Exploration Counseling.

Potential Authorized Costs:

- Contract with an outside entity to perform the elements of Discovery that align with pre-employment transition services for students with significant impact of disabilities who will benefit from customized approaches to employment.
- Purchase materials needed to support student activities around job exploration counseling.

- Purchase auxiliary aids and services to support student activities around job exploration counseling. This may include interpreter services, assistive technology, materials in alternate formats including Braille.
- Contract with an outside entity (i.e. CRP or peer mentor) to conduct career exploration with the student. This may include a peer mentor.

Work-based Learning Experiences

Engaging in paid or non-paid work experiences.

Work-based learning experiences are provided in an integrated environment in the community to the maximum extent possible. Work-based learning experiences in a group setting may include coordinating a school-based program of job training and informational interviews to research employers, worksite tours, to learn about necessary job skills, job shadowing, or mentoring opportunities in the community. Work-based learning experiences on an individual basis could include work experiences to explore the student's area of interest through paid and unpaid internships, apprenticeships (notion luring pre-apprenticeships and registered apprenticeships), short-term employment, fellowships, or on-the-job trainings located in the community. These services are those that would be most beneficial to an individual in the early stages of employment exploration during the transition process from school to post-school activities including employment.

Preferred Student Outcomes of Work-based Learning:

- Student is introduced to the world of work.
- Student has opportunity to earn money for educational purposes.
- Student develops sense of independence and self-esteem.
- Student understands responsibility and has increased maturity.
- Student has increased experiences in interacting with the general public and has networking opportunities.

Possible Work-based learning activities to be completed in individual or group settings:

- Coordinate and support work-based learning experiences in the school setting.
- Arrange for student to participate in nonpaid volunteer experiences, nonpaid apprenticeships and nonpaid internships.
- Create opportunities for the student to participate in on-the-job training experiences, paid apprenticeships, paid internships and paid summer work experiences.

- Facilitate job shadowing and mentoring at local businesses.
- Identify individuals who are blind and can offer first-hand accounts to share with students about their work-based experiences.
- Arrange for student to participate in workplace tours.
- Organize a group of community members (including parents) around the individual and who can help to identify and recruit work experience sites in the community.
- Partner with the One-Stop Center to arrange for work-based learning opportunities.
- Connect with other local agencies and organizations committed to preparing workforce members such as Chamber of Commerce, Rotary, Lions Clubs, Izaak Walton Leagues, Junior Achievement, iJAG, etc.
- Build a network of local community-based work experiences, including opportunities for one-day job shadows and longer term work experiences.

Consideration: All of the above activities must incorporate consideration for assistive technology, reader service, guide service, and other accommodations to allow a student to fully participate in and benefit from a work-based learning activity. (For example, a student who is blind will require auditory descriptions provided of what is being shown during a company tour. We must also consider providing instruction in the self-advocacy skills to request these accommodations.)

Note: Should a student require more individualized services (I.e. Job coaching, travel expenses, or assessment services), these would be addressed as VR services, rather than pre-employment transition services. If the student has not applied for services, they will need to apply and be determined eligible and develop and have an approved individualized plan for employment.

Successful work-based learning experiences require collaboration among the vocational rehabilitation counselor, student, family and employer.

Resources:

- New Ways to Work – http://www.newwaystowork.org/qwbl/tools/sl_complete.pdf - a how to guide for creating quality work experiences
- Working with Employers, Workplace Success Quick Reference Guide – <http://www.ncwd-youth.info/quick-reference-guide/working-with-employers>
- Transition to Work: Program Activity Guide - <http://www.afb.org/info/living-with-vision-loss/for-job-seekers/lesson-plans-for-%20teachers-and-professionals/transition-to-work-program-activity-guide/1234> - A program guide for individuals working to improve employment outcomes for students who are blind. The activities are available as electronic braille files in the Unified English Braille Code (UEB).
- Employer Assistance Referral Network (EARN) – <http://www.askearn.org/> - a referral and technical assistance service for employers
- Paving the Way to Work: A Guide to Career-Focused Mentoring – <http://www.ncwd-youth.info/paving-the-way-to-work>
- Workforce Innovation Technical Assistance Center (WINTAC) - <http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences> - offers guidance on work-based learning experiences.

Potential Authorized Costs:

- May pay for student wages during an employment experience (must be at least minimum wage).
- May cover additional costs incurred by the employer for providing the work-based learning experience. Costs may include additional time training student, purchase of assistive technology or other auxiliary aids.
- Purchase auxiliary aids and services to support student activities around work-based learning. This may include interpreter services, assistive technology, materials in alternate formats including Braille.
- Contract with an outside entity (i.e. CRP or a peer mentor) to develop and support community-based work experience sites, internships, apprenticeships for students, and/or paid job.

Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education

Counseling on opportunities for enrollment in post-secondary education in a group setting may include information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and post-secondary opportunities associated with career fields or pathways. This information may also be provided on an individual basis and may include advising students and parents or guardians on academic curricula, college application and admission processes, completing the Free Application for Federal Student Aid (FAFSA), and resources that may be used to support individual student success in education and training, which could include disability support services.

Preferred Student Outcomes of Counseling for Post-Secondary Education:

- Student can articulate the type of post-secondary education and training program options available such as degree, non-degree, diploma or certificate programs at a community college, college, university, or vocational/trade school.
- Student can provide a list of programs of interest and identify steps needed to meet transition needs and goals.
- Student takes the lead role in post-secondary transition planning and preparation.
- Student demonstrates knowledge and skills needed to successfully enter and complete a post-secondary program.

Possible post-secondary counseling activities to be completed in individual or group settings:

- Connect the student to college-level students to talk about their experiences in transitioning to college and the differences between high school and college.
- Connect the student with local consumer organizations who can provide peer mentors to discuss college experiences.

- Discuss the importance of networks of support, independent living options and community participation in relation to participating in post-secondary education.
- Collect examples of college application paperwork and discuss needed requirements with students.
- Collect examples of scholarship and grant applications and discuss needed requirements with students, including discussion of essay requirements.
- Assist student in learning about accommodations for college entrance testing and SAT and ACT test preparation.
- Collaborate with the school counselor to provide opportunities to discuss post-secondary education options and visit local post-secondary education campuses.
- Review the IDB College student Manual and assist student in developing a plan to develop the skills and information needed to be ready for college experiences.
- Collaborate with the local One-Stop or college staff to offer a specific lesson on financial planning and budgeting for college and how to research financial aid opportunities such as Pell grants, ABL (Achieving a Better Life Experience) accounts, and PASS (Plan to Achieve Self-Support) plans.
- Educate student on the differences between special education services in high school and disabled student services on campus.
- Help student learn about various supports and assistive technology used by students who are blind at college, such as where and how to get alternative formats and textbooks.
- Assist the student in learning the process for ordering textbooks from the Iowa Library for the Blind.
- Explore statewide Job Corps options; plan a visit with student to a local Job Corps campus.
- Explore electronic mentoring between high school students and college students who are blind.

Resources:

- Future Ready Iowa - https://www.futurereadyiowa.gov/build_your_skills. This page offers students options to consider for furthering their career education.
- Future Ready Iowa, Pay for School - https://www.futurereadyiowa.gov/pay_for_school. This page offers resources to help pay for school.
- Workforce Innovation Technical Assistance Center (WINTAC) - <http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/counseling-opportunities-enrollment> - provides an overview of Post-Secondary Counseling activities.
- University of Iowa College Preparation Guide - <https://admissions.uiowa.edu/parents-family/college-prep-guide>
- I Can Succeed Preparation Guides - <https://admissions.uiowa.edu/parents-family/college-prep-guide>
- Gear Up Iowa, Family Toolkit – <https://www.gearupiowa.gov/families/family-toolkit/resources>
- Preparing for Success with the Iowa Regent Schools – <http://www.iowaregents.edu/media/cms/building-your-future-pdf1833C832.pdf>
- Iowa College Aid, Preparing for College - <https://www.iowacollegeaid.gov/content/helpful-websites>
- ACT - Services for Students with Disabilities - <http://www.actstudent.org/regist/disab/> - ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations.

Potential Authorized Costs:

- Fund an outside entity to assist student in college and/or post-secondary education entities or to participate in a College tour program.
- Fund a peer mentor to share their experience in identifying their own support needs, requesting accommodations, and using disability support services on a college campus or other post-secondary education institution.

- Purchase auxiliary aids and services to support student activities around counseling on enrollment in postsecondary education. This may include interpreter services, assistive technology, materials in alternate formats including Braille.

Workplace Readiness Training

Workplace readiness training may include programming to develop social communication and interpersonal skills; financial literacy; orientation and mobility skills; job seeking skills; and understanding employer expectations for punctuality and performance along with other "soft" skills necessary for employment. These services may include instruction, as well as opportunities to acquire and apply knowledge. Workplace readiness skills are sometimes referred to as employability skills, job readiness skills, and soft skills. They are the skills that employers seek from most employees and are necessary for almost any job. They may be provided in a generalized manner in a group setting or be tailored to an individual's needs in a training program provided in the community or an educational setting.

Preferred Student Outcomes of Workplace Readiness Training

- Student demonstrates ability to interact with others, including with supervisors and co-workers.
- Student is able to articulate the importance of timeliness and demonstrates time management skills.
- Student demonstrates a positive attitude about blindness.
- Student demonstrates social and interpersonal skills (teamwork, problem solving, conflict resolution, empathy, professionalism, good manners, etc.).
- Student demonstrates effective independent living skills (good hygiene, healthy lifestyle, using a cell phone, using transportation, community safety, appropriate dress, appropriate behavior, accessing community services and supports).
- Student develops a network of resources in the community.
- Student demonstrates ability to acquire and use information (uses appropriate assistive technology to acquire information)
- Student has the orientation and mobility skills necessary to travel independently to and from an educational or employment setting.
- Student demonstrates understanding of financial literacy.

Possible Workplace Readiness activities to be completed in individual or group settings:

- Assist student in applying for IDB sponsored weekend retreats for used on work readiness skills.
- Assist student in applying for IDB sponsored summer programming for used on work readiness skills.
- Refer student to Independent Living program to develop necessary independent living and social skills necessary for successful employment outcomes.
- Offer soft skills training to facilitate awareness of social skills and personal strengths and barriers or challenges in the workplace.
- Explore existing soft skills training. "Skills to Pay the Bills" curriculum.
- Develop targeted activities to promote independence at work such as time management, moving from task to task, and self-monitoring production and performance.
- Support student to explore job-specific and disability-specific assistive technology, as well as how to pay for the assistive technology.
- Teach student to use assistive technology that will enable independence at work.
- Have student participate in financial readiness classes through local banks or local libraries.
- Targeted discussion on financial literacy, addressing questions such as: Can I work if I am receiving SSI? What would I want to spend money on from my first job? How much money do I need to earn?
- Offer financial literacy instruction addressing such topics as getting a paycheck, calculating the impact of wages on SSI, reporting wages to the Social Security Administration, applicable Social Security work incentives, savings, and budget in.
- Provide and discuss examples of job descriptions, compensation and taxes, workplace expectations, and evaluation/performance appraisal documentation.
- Discuss workplace expectations such as work hours, and breaks, vacation time a, annual holidays, personal hygiene, maintenance of uniforms, health and safety requirement, etc.
- Offer opportunities for student to learn first aid for the workplace.

- Partner with the local Center for Independent Living for ideas on workplace readiness trainings already being offered.
- Provide orientation and mobility training.
- Assist student in meeting with employers to discuss the employability skills they are looking for in employees.
- Partner with the local workforce office to practice interviewing skills. Check with the local Adult Basic and Literacy Education program and/or One-Stop to see if they can assist.
- Explore the "Working Well with a Disability" curriculum with the local Center for Independent Living. Are there aspects of the program that would fit the student's needs?

Resources:

- Soft Skills to Pay the Bills – <https://www.dol.gov/odep/topics/youth/softskills/> - a soft skills curriculum developed by the US Department of Labor, Office of Disability Employment Policy.
- Job Accommodation Network (JAN) – <http://askjan.org/> - a free online workplace accommodation toolkit.
- Soft Skills – <http://www.ncwd-youth.info/topic/soft-skills> - the National Collaborative on Workforce and Disability (NSWD) provides resources describing soft skills and guidance on how to develop these skills.
- Work Incentives and Planning Assistance - <https://iowawipa.com/> - provides work incentives planning and assistance services to Social Security beneficiaries who receive Social Security Disability Insurance (SSDI) and/or Supplemental Security Income (SSI), who want to pursue gainful employment/self-employment.
- Iowa Client Assistance Program – <https://humanrights.iowa.gov/cas/pd/client-assistance-program> – assists individuals who encounter conflicts with programs funded under the Rehabilitation Act
- Youth in Action! Becoming a Stronger Self-Advocate – <http://www.ncwd-youth.info/tip-sheet/becoming-a-self-advocate> – a tip sheet on self-advocacy.

- The 411 on Disability Disclosure: A Workbook for Youth with Disabilities - <http://www.ncwd-youth.info/411-on-disability-disclosure> - A workbook for youth and adults working with them, designed to assist in making informed decisions about whether or not to disclose their disability and how that decision can impact their education, employment, and social lives.
- Career-Focused Mentoring for Youth: The What, Why, and How - <https://www.dol.gov/odep/pubs/fact/cfm.htm> - A fact sheet that introduces mentoring and outlines how it relates to the five Guideposts for Success.
- CareerConnect® - www.afb.org/careerconnect/ - CareerConnect is an employment information resource developed by the American Foundation for the Blind for job seekers who are blind or visually impaired. CareerConnect presents employment information, career exploration tools, and extensive job seeking guidance for students and adults with vision loss and the professionals who work with them.
- Workforce Innovation Technical Assistance (WINTAC) - <http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/workplace-readiness-training> - WINTAC provides an overview of workplace readiness training and related activities.

Potential Authorized Costs:

- Costs of programs designed to teach soft skills.
- Arrange to pay for assistive technology or other auxiliary aids and services such as purchase of Braille materials or interpreter costs.
- Costs required to facilitate participation in IDB sponsored pre-employment transition programs.
- Purchase materials and supplies needed to support student activities around work readiness skills.

Instruction in Self-Advocacy

Instruction in self-advocacy in a group setting may include generalized lessons in which students learn about their rights, responsibilities, and how to request accommodations or services and supports needed during the transition from secondary to post-secondary education and employment. Students have opportunities to share their thoughts, concerns, and needs, in order to prepare them for peer entering opportunities with individuals working in their areas of interest. Individualized opportunities may be arranged for students to conduct informational interviews or mentor with employed individuals such as, nurses, teachers, office staff, public relations staff or maintenance staff; or they may mentor with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings. Students may also participate in local youth leadership activities offered in the community.

Preferred Student Outcomes of Instruction in Self Advocacy

- Student can request accommodations they need to use in education and employment settings.
- Student developed goals and knows how to take steps in achieving those goals.
- Student demonstrates the ability to communicate their goals, support needs, interests, skills and abilities.

Possible self-advocacy focused activities to be completed in individual or group settings:

- Support students in setting one or two relevant personal self-advocacy goals for the year (for example, keeping a calendar, making medical appointments, ordering their own school books in alternate formats)
- Teach specific workplace self-advocacy skills, including how to complete time cards, request leave for vacation or medical appointments, and requesting accommodations in the workplace.
- Provide opportunities for students to practice discussing their individual strengths and challenges and how their disability may impact work performance and how they can manage such impacts.

- Engage graduated students to speak to students about their recent life experiences in self-advocacy.
- Incorporate conversation about disability disclosure and use role playing activities to allow student to practice this concept.
- Support student to develop a file of important papers for after graduation. Contents might include Social Security card, birth certificate, employment information, guardianship information if appropriate, references, resume, and medical documentation regarding disability IEP. All information should also be in a format the student can access.
- Assist student in finding opportunities to learn about voting and other civic duties and privileges.
- Encourage and support student to lead their own IEP meeting. Identify existing resources to teach the student to lead the meeting,
- Explore the Job Accommodation Network website to learn about successful accommodations used in the workplace by people with disabilities.

Resources:

- Job Accommodation Network – <https://askjan.org/> – provides information about accommodations in the workplace.
- Consumer Organizations:
 - American Council of the Blind – <http://www.acb.org>
 - * The National Alliance of Blind Students – <http://www.blindstudents.org/>
 - National Federation of the Blind – <https://nfb.org/>
 - * The National Association of Blind Students – <http://nabslink.org/>
- Workforce Innovation Technical Assistance Center (WINTAC) - <http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/instruction-self-advocacy> - WINTAC provides an overview of Instruction in Self Advocacy.

Potential Authorized Costs:

- Arrange to pay for assistive technology or other auxiliary aids and services such as purchase of Braille materials or interpreter costs.
- Costs required to facilitate participation in IDB sponsored pre-employment transition programs.
- Arrange for and fund a peer mentor to assist student in developing self-advocacy skills.
- Purchase auxiliary aids and services to support student activities around self advocacy. This may include interpreter services, assistive technology, materials in alternate formats including Braille.
- Contract with an outside entity (i.e. CRP or a peer mentor) to develop and deliver a self-determination training.

Outreach Documents

- ❖ **Fact Sheet – Pre-employment Transition Services**
- ❖ **Fact Sheet for School Personnel**
- ❖ **Fact Sheet for Students**
- ❖ **Fact Sheet for Parents and Legal Guardians**
- ❖ **Transition Talking Points**
- ❖ **Staff Presentation Script**

Fact Sheet – Pre-Employment Transition Services

In July of 2014, the reauthorization of the Workforce Investment Act took place. The new act is the Workforce Innovation and Opportunity Act. Under Section 113 of the Act, IDB is required to provide or make available five pre-employment transition services to all students with disabilities who are eligible or potentially eligible for vocational rehabilitation services. The Iowa Department for the Blind offers these pre-employment transition services to all students in the state of Iowa who are blind, deaf-blind or have vision loss. The following are examples of the types of activities the Iowa Department for the Blind can offer to students:

Job exploration counseling:

IDB will work with the student, school and other team members to assist in exploring the world of work and career choices. This could include: information regarding in-demand industry sectors and occupations; information regarding non-traditional employment; administration of vocational interest and abilities surveys; discussion about labor market composition; discussion of career pathways of interest to the students; and a review and discussion of career websites.

Work-based learning experiences:

IDB-VR can facilitate paid or non-paid work-based learning experiences in the community. IDB may be able to pay for the wages and employment costs, technology, and additional costs to allow students to attend these options. This could include: coordination of job training and informational interviews to research employers or business; worksite tours to learn about necessary job skills or workplace culture; job shadowing; developing internships, on-the-job training, apprenticeships or other short-term employment or volunteer opportunities; and establishing mentoring opportunities with community-based businesses.

Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education:

For those students interested in seeking further education, IDB can assist with exploring those options. This could include: exploration of career paths offered through programs; providing information on college application processes and

entrance requirements; assistance with completing the Free Application for Federal Student Aid (FAFSA); providing resources that may be used to support student success (disability support services); campus Visits; college preparation camps; and providing information on training needed to succeed in the workplace.

Workplace readiness training to develop social skills and independent living:

These services focus on preparing the student for the workplace. Services may include: teaching financial literacy skills; providing instruction in job-seeking skills; group orientation and mobility training for the purpose of accessing a work environment or to travel independently; providing training in the areas of communication and interpersonal skills; independent living skills; summer and weekend programs at the Iowa Department for the Blind that focus on these skills; classes at adult education programs or Workforce Development locations.

Instruction in self-advocacy, which may include peer mentoring:

Helping a student understand more about themselves and how to interact with the world is important. These services include: opportunity to conduct informational interviews; mentoring with successfully employed individuals who are blind; participation in youth leadership activities offered through community settings; learning about assistive technology and having access to a variety of options; and earning about and understanding reasonable accommodations in the workplace.

Questions?

Contact:

Iowa Department for the Blind
Vocational Rehabilitation Program

Email:

info@blind.state.ia.us

Phone: 515-281-1333 or Toll free: 1-800-362-2587

Fact Sheet for School Personnel

Who should be referred to the Iowa Department for the Blind-Vocational Rehabilitation Program (IDB-VR)?

Students who may need pre-employment transition services or additional VR services to prepare them for college, post-secondary training, or competitive integrated employment; and

- are 14-21 years of age; and
- are blind or have vision loss; and
- are 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.

When should I refer students to IDB-VR?

There is no specific time or age when a student with a disability may be referred to vocational rehabilitation because services are based upon the unique needs of each individual student. However, students interested in transition services, including pre-employment transition services should be referred to the Iowa Department for the Blind for Vocational Rehabilitation services once they begin secondary school and are at least 14 years of age. Referrals can be made by contacting the IDB-VR Counselor that serves your school district, calling the Iowa Department for the Blind, or by completing our online referral form.

What is the Process for Receiving Services?

For Pre-Employment Transition Services: A student with a disability of blindness or low vision who requests or is recommended for pre-employment transition services, and documentation of the disability is provided to IDB-VR, may receive pre-employment transition services without applying for VR services or being determined eligible.

IDB-VR will provide pre-employment transition services, in coordination with the local education agency, to students with disabilities who are eligible or potentially

eligible, and need those services to obtain successful competitive, integrated employment.

Pre-employment transition services are designed to help students with disabilities begin to identify career interests that may be further explored through additional VR services, such as transition services. Pre-employment transition services may include one or more of the following five required activities:

1. Job exploration counseling
2. Work-based learning experiences, which may include in-school, after school, or community-based opportunities
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at IHEs
4. Workplace readiness training to develop social skills and independent living
5. Instruction in self-advocacy, including peer mentoring.

For Any Other VR Services: For students with blindness or low vision who may require additional, individualized or other VR services, including individualized transition services, the student must apply for and be determined eligible for VR services. Any other VR service must be identified on an approved Individualized Plan for Employment.

Once a student is eligible for vocational rehabilitation (VR) services), the student will complete an Individualized Plan for Employment (IPE). Their IDB-VR counselor, family or school personnel may assist. The student may also receive individualized transition services through an (IPE). Transition services are outcome oriented, and promote movement from school to post-school activities, including post-secondary education, vocational training, and competitive integrated employment. Transition services may include job-related services such as job-search and job placement assistance, job retention services, and other individualized services. The student's IPE will be developed in coordination with their IEP, if applicable, will include their projected post-school employment outcome, and will outline the services and activities that will guide the student's career exploration.

The IPE is developed in consideration of the goals and objectives of the student's IEP. The IPE lists:

- The employment goal
- The services needed to reach that goal
- Who will provide services
- Who will pay for services
- How the services will be evaluated
- When employment is expected to occur

The IPE also describes the responsibilities of both the individual and the IDB. The IPE must be approved by IDB before VR services can begin. The IPE will be reviewed (and can be updated) each year unless a more frequent review is needed. IDB-VR counselors work with school personnel to assist students with disabilities getting ready to leave high school.

Questions?

Contact:

Iowa Department for the Blind
Vocational Rehabilitation Program

Email:

info@blind.state.ia.us

Phone: 515-281-1333 or Toll free: 1-800-362-2587

Fact Sheet for Students who are blind or have vision loss

- ❖ Would like help exploring different careers, finding a job, or obtaining training for a job or career?
- ❖ Are you a student with a disability resulting from blindness, low vision, or deaf-blindness, age 14-21?

If your answer is YES, then the Iowa Department for the Blind Vocational Rehabilitation (IDB-VR) program is a great place to start!

WHAT ARE IDB-VR TRANSITION SERVICES?

IDB-VR offers two programs to help students with documented disabilities prepare for employment:

- Pre-Employment Transition Services (Pre-ETS) may be provided as early as age 14 up to the age of 21 if you are a student still in high school, or an approved educational program.
- Vocational Rehabilitation (VR) services can be provided to students in a special education program (e.g., have an I.E.P.), receive accommodations in school (e.g., have a 504 Plan) or have difficulty completing activities which require vision, who have applied and been determined eligible for IDB-VR services.

Pre-employment transition services (Pre-ETS) are designed to help you begin to identify your career interests. While in high school, IDB-VR can help prepare you for future employment or training through the following activities:

- Job exploration counseling
- Work-based learning experiences
- Counseling on transition or postsecondary educational programs
- Workplace readiness training
- Instruction in self-advocacy

Vocational Rehabilitation (VR) services are available once you have been determined eligible, for IDB-VR services, and the VR counselor can work with you to develop an employment goal and plan for the individualized services you will need to be successfully employed.

Some of these types of services might include, but are not limited to:

- Job counseling and guidance
- Career decision making
- Assistance with college
- Technical/vocational training
- Assistive technology
- Job preparation
- Job search assistance
- On-the-job training and support
- Supported employment/job coaching
- Rehabilitation Technology
- Reader services
- Orientation and mobility services

WHO PAYS FOR SERVICES?

There is no cost to you or your family for Pre-employment Transition Services, however some VR services are based on financial need.

DOES IDB-VR PAY FOR COLLEGE OR OTHER EDUCATION AFTER HIGH SCHOOL?

If you have been determined eligible for IDB-VR services, the VR counselor may be able provide some financial assistance with college or other education after high school if it is necessary to achieve your individual employment goal. This assistance is based on financial need, and you must apply for Federal Student Aid (FAFSA) first at <https://fafsa.ed.gov/>.

DOES IDB-VR ARRANGE INTERNSHIPS?

IDB-VR vocational rehabilitation counselors can arrange summer employment and internships with businesses and government agencies to help you gain valuable work experience.

HOW DO I BEGIN IDB-VR SERVICES?

IDB-VR vocational rehabilitation counselors work with high schools throughout Iowa to find and assist students who may be eligible for IDB-VR services. If you are at least 14 years of age, have a disability, and are interested in participating in a pre-employment transition service listed above (or vocational rehabilitation services, if eligible), you can:

- ❖ complete an IDB-VR online referral
- ❖ contact the IDB-VR Counselor that serves your school district
- ❖ call the Iowa Department for the Blind at 1-800-362-2587 to complete a referral over the phone, or

- ❖ You can also be referred by your school or teacher of the visually impaired (TVI), parents or other family members

Questions?

Contact:

Iowa Department for the Blind
Vocational Rehabilitation Program

Email:

info@blind.state.ia.us

Phone: 515-281-1333 or Toll free: 1-800-362-2587

Fact Sheet for Parents and Legal Guardians

CAN MY CHILD GET IDB-VR SERVICES?

Students at least 14 years old and no more than 21, who are in high school or an approved educational program, and have a documented disability (i.e., on a IEP or 504 plan), can receive IDB-VR *Pre-Employment Transition Services* to prepare them for employment.

Students are also encouraged to apply for IDB-VR services if they require more individualized vocational rehabilitation services. All applicants work with an IDB-VR counselor to determine eligibility for services.

WHEN CAN MY CHILD RECEIVE IDB-VR SERVICES?

IDB-VR begins to serve students while they are still in high school at age 14 by providing Pre-employment Transition Services. These services prepare students for future employment, training, or college opportunities.

Your child may also request or need additional individualized vocational rehabilitation (VR) services to assist them in moving into higher education, vocational training and employment.

IDB-VR counselors will collaborate with school personnel, family members and advocates as needed to help identify interests, abilities and goals. The VR counselor may also gather school, medical, and psychological reports to help with establishing eligibility for individualized vocational rehabilitation services beyond Pre-employment Transition Services.

HOW CAN MY CHILD BE REFERRED TO IDB-VR?

Referrals can be made by contacting the IDB-VR Counselor that serves your school district, calling the Iowa Department for the Blind at 1-800-362-2587, or by completing an online referral form. An IDB-VR counselor is assigned to every public high school in Iowa.

WHO PAYS FOR IDB-VR SERVICES?

Pre-employment Transition Services as well as services such as career guidance and counseling, assessment and job placement are provided at no cost to the student or family.

To help as many people as possible, and as required by law, IDB-VR counselors help look for other sources of funding for most services. IDB-VR will only pay for services that have been pre-approved and authorized by an IDB-VR official in writing. This means that IDB-VR is not able to reimburse for any goods and services purchased without IDB-VR written approval.

WHAT DOCUMENTATION WILL IDB-VR NEED TO ENROLL MY CHILD IN SERVICES?

- Your child’s name, date of birth and Social Security
- Your child’s race and ethnicity
- Documentation of disability (doctor’s note, IEP, 504 plan, etc.)
- Documentation confirming your child is in school (I.E.P. or 504 Plan)
- Your consent to engage your child in pre-employment transition services.

WILL IDB-VR PAY FOR COLLEGE OR POST-SECONDARY EDUCATION?

IDB-VR may provide financial assistance to eligible individuals who have the ability to succeed in college and require post-secondary education to achieve their employment goal.

IDB-VR may only provide financial assistance with higher education after an individual has applied for all other grants and financial aid. The amount of assistance is based on state regulations and IDB-VR policy.

If your child only qualifies to receive Pre-employment Transition Services, IDB-VR may not provide financial assistance for college or post-secondary education at that time. Talk to your IDB-VR counselor for additional information about financial assistance with college.

Questions?

Contact:

Iowa Department for the Blind
Vocational Rehabilitation Program

Email: info@blind.state.ia.us

Phone: 515-281-1333 or Toll free: 1-800-362-2587

Transition Talking Points

What can the Iowa Department for the Blind (IDB) offer transition students?

As Iowa's vocational rehabilitation agency for individuals who are blind or visually impaired, IDB is dedicated to students and is uniquely positioned to support and partner with Teachers of the Visually Impaired (TVI), Orientation and Mobility Specialists (OMS), Local Education Agencies (LEA), Area Education Agencies (AEA), as well as families and other service providers. The focus is to actively collaborate with IEP and 504 team members to enable students to thrive and be as independent as possible. IDB offers opportunities for students to build skills that the time constraints of the school day may not allow; through networking activities with peers, mentoring with positive blind role models, engaging programming, and employment experiences.

Programming Opportunities:

With the implementation of the Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act and Pre-Employment Transition Services, IDB set aside funds particularly for programs for students with disabilities. Program emphasis includes workplace readiness, job exploration, post-secondary educational opportunities, self-advocacy, and work based learning opportunities (Pre-Employment Transition Services).

The IDB has been and continues to be dedicated to providing meaningful and high quality transition vocational rehabilitation services. We are in the midst of expanding and enhancing existing services as well as developing new strategies to serve more blind youth across the state. The focus of our IDB LEAP Transition Program is to provide opportunities for students to build positive attitudes and confidence and motivate them to learn skills for independence and workplace readiness, explore careers and educational opportunities, advocate and take charge, and to prepare for the future through work-based learning experiences.

Referring Students:

IDB believes that it is never too early to begin building a partnership to ensure a student's success. The counselors and other staff have the ability to work with

students starting at age 14 and as they transition through the school system and into adulthood.

An early collaboration with the Iowa Educational Service for the Blind and Visually Impaired (IESBVI), the schools, service providers and IDB can ease the transition from school to adult life. IDB can also help parents and families; providing education, counseling and connections to resources. Although IDB is based in Des Moines; VR counselors, teachers, and technology specialists travel across the state to serve Iowans who are blind or experiencing low vision.

Once IDB receives a referral for pre-employment transition services or for other VR transition-related services, it is entered into the agency's case management system and assigned to an IDB vocational rehabilitation counselor. The counselor will follow up with the student/family to set an appointment to begin coordination of services (See Transition Referral Process Guide for more information).

Iowa Vocational Rehabilitation Services / General VR

School districts and parents often wonder if they need to contact the Iowa Vocational Rehabilitation Services (IVRS) agency, in addition to the Iowa Department for the Blind (IDB). The short answer is "no." As one of two VR agencies in the state, the IDB-VR program serves Iowans who are blind or experiencing low vision. This includes students who have vision loss in combination with other disabilities and individuals who are deaf-blind. IVRS, or the general VR agency serves all other students with disabilities. If IDB-VR determines that a student is not eligible based on blindness / low vision, he/she can be referred to IVRS and other resources (if desired by the parent/guardian/student).

Questions?

Contact:

Iowa Department for the Blind
Vocational Rehabilitation Program

Email: info@blind.state.ia.us

Phone: 515-281-1333 or Toll free: 1-800-362-2587

Staff Presentation/Initial Meeting Script

My name is _____ and I am a counselor with the Iowa Department for the Blind vocational rehabilitation program. We are the Vocational Rehabilitation agency that serves individuals who are blind and deaf blind, including those who are functionally blind, and including students who have multiple disabilities or other barriers to education and employment. We are able to travel to and work with students and schools throughout the state of Iowa.

We have been providing extensive transition service since 2002. Here is a list of the programs we provide. (Share the flyer)

We are interested in meeting with school personnel to share information about our agency and identifying students who are ages of 14-21 that are potentially eligible for our services. We can partner with the school to provide vocational counseling, additional tutoring, and readers, provide technology and assistive technology, paid work experiences, job coaching, transportation.

Changes with WIOA stress the importance of partnering with Schools, Workforce and VR. With 511, no student can graduate and go from school to sheltered employment without having work experiences in integrated settings. Only after that will the full IEP team determine that work in the community is not viable for that student.

We want to support schools so students who are blind, deaf-blind or functionally blind have the academic, vocational, technology and independent living skills they need to make a smooth transition from school to work or post-secondary education.

(***The presentation will need to be short but if there is time can elaborate on the individual training for IL skills that we provide. Ask about providing technology training to students during a study hall or home room class. Asking what is their greatest need? It is about a partnership.)

Referral and Intake Process

- ❖ **Referral for IDB Services Process Guide**
- ❖ **Transition Case Timeframe for Counselors**
- ❖ ***Transition Referral Procedures for the Statewide System for Vision Services*** – (This document is for reference purposes only.)

Referral for IDB-VR Services Process Guide

Pre-employment Transition Services Referral Sources

Students who are blind or have vision loss, students receiving vision services, and students who are suspected of having vision loss and receiving services under an IEP or a 504 Accommodation Plan should be referred for pre-employment transition services. The following are typical referral sources:

- Iowa Educational System for the Blind and Visually Impaired (IESBVI) via the Statewide Referral System, Educators and Guidance Counselors.
- Parents and guardians, additional family members,
- Service Providers including medical professionals, Iowa Vocational Rehabilitation Services (IVRS), waiver providers, etc.

Referral for Pre-employment Transition Services

Students may be referred at age 14 to begin the process of engaging in Pre-Employment Transition Services from IDB-VR.

What is the referral process? Complete a [Pre-employment Transition Services Consent and Information Release form](#) and submit to the IDB-VR program or any VR counselor. A VR counselor will be assigned to contact the student and parent or guardian (parent/guardian consent is required for students under the age of 19) within 14 days of the referral. An appointment will be scheduled at the earliest possible time to provide an orientation to IDB-VR services and to complete a Pre-Employment Transition Services Consent and Release form or an application for VR services.

A parent/guardian signature on the Pre-Employment Transition Consent and Release form is sufficient to verify the student's disability for the purposes of Pre-Employment Transition Services. Further information can be gathered to assist with planning, including the IEP, medical information, etc.

Referral for Vocational Rehabilitation Services Process

All IDB transition referrals for VR services are initially routed to transition specialist:

Julie Aufdenkamp
Transition Vocational Rehabilitation Counselor
515-242-5768 (Office)
515-724-3167 (Mobile)
julie.aufdenkamp@blind.state.ia.us

- a. The referral information will be entered into the IDB case management system and assigned to a VR Counselor for initial contact. All supporting documents will be placed in the case file and copies will be emailed or sent to the assigned counselor.
- b. The VR counselor contacts the referred transition student and parent or guardian to discuss IDB services, set meeting date, etc.
- c. VR counselor will close referral if:
 - Counselor makes contact (within 14 days) and the referral moves into application / eligibility status. The counselor will notify the IESBVI TVI / OMS of case status.
 - Counselor makes contact (within 14 days) and services are declined. The counselor will notify the IESBVI TVI / OMS of case status.
 - Counselor makes at least 3 unsuccessful attempts to contact (within 14 days) the referral and parent or guardian. The counselor will notify the IESBVI TVI / OMS of case status.

NOTE: If, after unsuccessful attempts to contact and, before referral is closed, the counselor should connect with IESBVI TVI and/or OMS for possible assistance in facilitating contact.

NEXT STEPS

- a. If a transition student is determined eligible for IDB services; the counselor, student and parent / guardian will jointly develop an IPE (Individual Plan for Employment). Counselor will keep IESBVI TVI / OMS apprised of case status and will provide IPE to IEP / 504 Team members.
- b. If all attempted contacts with transition student or parent / guardian are unsuccessful, another attempt will be made no more than 12 months later. (eFORCE tickler)

- c. IDB counselors and IESBVI teachers of the visually impaired and orientation and mobility specialists (As well as other IEP / 504 team members) should maintain communication and collaboration at least until the transition student officially exits the secondary education system.

Transition Case Timeframe for Counselors

For Pre-Employment Transition Services:

1. From the date of the referral for Pre-Employment Transition Services only, the VR counselor has fourteen (14) days to make contact.
2. The counselor will provide the following documents and a cover letter requesting required documentation if not already provided:
 - a. Pre-Employment Transition Services Fact Sheet for Students
 - b. Pre-Employment Transition Services Fact Sheet for Parents and legal guardians
 - c. Fact Sheet - Pre-Employment Transition Services
 - d. Iowa Client Assistance Program Brochure
3. If contact is made and an appointment is scheduled, the referral is closed, indicating the reason as "interview pending." A case note is then created within the referral screen.
4. If services are declined or at least three (3) attempted contacts are unsuccessful, the referral is closed, indicating the reason as "declined services" or "unable to contact." The student is then informed of the action. A case note is then created within the referral screen and should indicate that the case be placed or remain in juvenile files.

A student with a disability who is receiving or has received pre-employment transition services, may apply for VR services at any time. The steps below **outline** the process and timeline for any student or youth who is blind or has vision loss who may be in need of individualized VR services beyond the scope of pre-employment transition services.

For VR Services: (RE: Referral, Application, Eligibility, IPE)

1. From the date of the referral, counselor has fourteen (14) days to make contact.
 - a. If contact is made and an appointment is scheduled, the referral is closed, indicating the reason as "interview pending." A case note is then created within the referral screen.
 - b. If services are declined or at least three (3) attempted contacts are unsuccessful, the referral is closed, indicating the reason as "declined

Commented [1]: We almost feel you may want to insert a small statement regarding the time frame and process for pre-ets services to show there is a difference between receipt of pre-ets and application for VR services.

Commented [2]: We added this to clarify and make the distinction in terms of process between pre-ets and VR services.

services" or "unable to contact." A case note is then created within the referral screen and should indicate that the case be placed or remain in juvenile files.

2. From the date of application, counselor has sixty (60) days to determine eligibility.
 - a. If eligibility has not been determined by day thirty (30), counselor should set up a meeting with the applicant to discuss the reason for delay and obtain an extension form signed by both the parent/guardian and client.
3. From the date of eligibility, counselor has ninety (90) days to develop an IPE.

Transition Referral Procedures for the Statewide System for Vision Services

Statewide Referral form Information should include:

- a. Completed Statewide Referral Form including the signed release of information.
- b. Most recent IEP / 504
- c. Eye / medical documentation (i.e: reports from - low vision clinic, eye doctor, and other medical professionals). This will assist in timely eligibility determination.
- d. Other assessment reports addressing – functional vision, daily living skills, academic proficiency, interests, etc. If a referral is from a source other than IESBVI / Statewide Referral System, IDB should obtain signed release of information forms so that the above information can be acquired.

Iowa Educational Services for the Blind and Visually Impaired (IESBVI)

NOTE: Below is the referral procedures developed by the Statewide System for Vision Services for Teachers of the Visually Impaired or Orientation and Mobility Specialists to ensure students who are blind or have vision loss are referred for vocational rehabilitation services through the Iowa Department for the Blind. This procedure is followed by IESBVI.

All students who are blind or visually impaired will be referred to the Statewide System for Vision Services (IESBVI/IDB).

Ninety Days prior to the transition IEP (no later than age 14) send home a completed referral form for parent signature. Inform the Family Services Specialist via email the referral has been sent to the parent(s).

Mail or Fax form to Family Services Specialist, (contact information below).

Keep a copy for the student's cumulative record.

When an IDB counselor is assigned, the name and contact information will be given to the referring TVI for inclusion on the IEP Invitation. Be sure the assigned

counselor receives an invitation to the transition IEP with at least 30-day notice. If the counselor is unable to attend information regarding services and transition opportunities will be submitted for the transition IEP team.

Invite the assigned counselor to future IEP meetings.

** For students who are not eligible for IDB services, the TVI will be notified and the Family Services Specialist will be notified. Additional supports may be solicited from other resources.

Iowa Educational Services for the Blind and Visually Impaired/Iowa Braille School
Family Services Specialist
1002 G Avenue
Vinton, IA 52349
Office: 319-472-5221, Extension 1028
Cell: 319- 361-9124

Appendix

- ❖ **Consent and Information Release**
- ❖ **Transition Referral for Postsecondary Services (IESBVI) form**



*Pre-employment Transition Services
Consent and Information Release*

Please provide IDB-VR with the following information about the interested student:

Name (First, MI, Last): _____

Student Street Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ Email: _____

School: _____

Social Security Number: _____ Date of Birth: _____ Gender: _____

Are you (Pick one or more):

- White Asian Black or African American
- American Indian Alaska Native Pacific Islander Native Hawaiian

Are you Hispanic or Latino? Yes No

Select one of the following:

- This student has a section 504 accommodation plan based on blindness or vision loss:
- This student has an individualized education plan (IEP) based on blindness or vision loss:
- This student is an individual with a disability which includes blindness or vision loss and does not have an IEP or 504 plan:

If "yes" is checked above, please provide documentation from a medical provider.

Consent

I authorize the student listed above to participate in Pre-employment Transition Services. I authorize release of the information disclosed on this form to the Iowa Department for the Blind. I understand that this form will be treated in a confidential manner by IDB-VR.

Student Signature: _____ Date: _____

Signature: _____ Date: _____

Parent , Guardian or Adult Student

Printed Name: _____



Iowa Educational Services for the Blind and Visually Impaired

1002 G Avenue • Vinton, Iowa 52349 • 319.472.5221 • Fax 319.472.5174
Within Iowa 1.800.645.4579 • www.iowa-braille.k12.ia.us

Transition Referral for Post-Secondary Services
Statewide System for Vision Services
Iowa Education Services for the Blind and Visually Impaired (IESBVI)
and Iowa Department for the Blind (IDB)
Complete at transition IEP at age 14 and submit to:
Family/Transition Services Specialist (IESBVI)

Student Name: _____ Parent(s) Name: _____
DOB: _____ Transition IEP Date: _____ Date of Referral: _____
School District: _____ AEA: _____
Referring Staff: _____
Staff Address: _____
Staff Phone: _____
Staff Email: _____

Brief description of visual impairment (visual acuity and etiology):

Brief description of student's plan for post-secondary placement (i.e., work, technical school 2 or 4 year college, other):

Brief description of student's career goals:

List disabilities other than blindness or visual impairment

Is this student listed on the deafblind registry?

- Yes
- No
- Unknown

___ I give permission for information to be exchanged between the entities listed to coordinate transition services. This release covers information related to the referral process and communicating ongoing case information as it relates to educational and vocational training and planning for post-secondary programming. IESBVI, IDB, Area Education Agency(AEA), Local Education Agency(LEA), Department of Education(DE), Iowa Vocational Rehabilitation Services(IVRS), Helen Keller National Center(HKNC), Central Point of Contact(CPC); as appropriate, and the Statewide System for Vision Services.

___ I do not give permission for information to be exchanged between IESBVI, IDB, AEA, LEA, DE, IVRS, HKNC), CPC, as appropriate, and the Statewide System for Vision Services in order to initiate a referral for transition services to coordinate post-secondary transition programming.

___ I prefer not to participate in the transition referral process at this time. ** see below or back page

Parent Signature

Date: _____

Student Signature

Date: _____

Parent/Student Address: _____

Home Phone: _____ Mobile: _____

Parent/Student email: _____

Please mail or fax the completed form to:

[Family/Transition Services Specialist:](#)

Iowa Educational Services for the Blind and Visually Impaired

1002 G Avenue

Vinton, IA 52349

FAX: 319-472-5174

Office: 319-472-5221, Extension 1028

Mobile: 319-361-9124

A copy of the IEP will be sent electronically to the Statewide system.

****Follow up at next IEP to encourage coordination of post-secondary transition services.**