



Transition and Youth Career Services



The Office of Vocational Rehabilitation

The Office of Vocational Rehabilitation (OVR) provides services designed to improve economic opportunities for individuals with physical and mental disabilities through employment.

An individual who is eligible for services is one who has a physical or mental impairment which constitutes or results in a substantial impediment to employment and can benefit in terms of an employment outcome from Vocational Rehabilitation (VR) services and requires VR services to obtain, retain, advance in or regain competitive integrated employment.

Transition and Youth Career Services Objectives

- * Define Student and Youth with a Disability;
- * Describe VR Transition Services;
- * Discuss VR Eligibility for Students with a Disability;
- * Define Potentially Eligible Student and describe the Referral Process; and
- * Discuss Pre-Employment Transition Services.

Workforce Innovation and Opportunity Act

- * Signed into law on July 22, 2014 by President Obama;
- * Replaces the Workforce Investment Act of 1998 (WIA);
- * Amends the Rehabilitation Act of 1973;
- * Gave us new definitions for Student and Youth with a disability; and
- * Aims to increase opportunities, particularly for those individuals with disabilities who face barriers to employment, and invests in important connections between education and career preparation.

Student with a Disability

Student with a disability is an individual who is:

- * Between the ages of 14-21;
- * In a secondary, post-secondary, or other recognized education program;
- * Eligible for, and receiving special education or related services under Part B of the Individuals with Disability Education Act (IDEA);

Student with a Disability

- * An individual with a disability under Section 504 of the Rehabilitation Act or for the purpose of Section 504; or
- * Students with disabilities including but not limited to: physical, sensory, intellectual (5th grade reading level or below), mental, and communication.

Youth with a Disability

Youth with a disability are individuals between the ages of 14 to 24 years old who are:

- * Out of school and are not attending a recognized education program; and
- * Eligible for VR services through MDRS.

VR Transition Services

VR Transition Services are planned activities that help students and youth with disabilities gain knowledge, skills, experience, and resources which help them transition to planned post-secondary training and/or into competitive, integrated employment.



VR Transition Services

VR Transition Services may include:

- * Assessment for determining eligibility and priority for services;
- * Assessment for determining vocational rehabilitation needs;
- * Vocational rehabilitation counseling and guidance;

VR Transition Services

- * Referrals to other agencies for other necessary services;
- * Physical and mental restoration services to the extent that financial support is not readily available from other sources, such as comparable benefits;
- * Vocational and other training services, including personal and vocational adjustment training, books, tools, and other training materials;

VR Transition Services

- * Assistant with college tuition, including ACCESS, books, housing, and transportation after the VR student has shown maximum effort to secure grant assistance in whole or in part from other sources to pay for this training;
- * Support Services, such as peer mentoring and tutoring services;

VR Transition Services

- * Interpreter services for individuals who are deaf or hard of hearing, and tactile interpreting services for individuals who are blind by qualified personnel;
- * Reader services, rehabilitation teaching services, and orientation and mobility services for individuals who are blind;

VR Transition Services

- * Job-related services, including job search and job placement assistance, job retention services, follow-up services, and follow-along services;
- * Supported Employment (Job Skills Trainer, Customized Employment, etc.);
- * Personal Assistance Services;
- * Pre-Employment Transition Services;

VR Transition Services

- * Post-employment services;
- * Occupational licenses, tools, equipment, initial stock, and supplies; and
- * Rehabilitation technology, technical assistance and other consultation services to conduct market analyses, develop business plans, and otherwise provided resources to eligible individuals who are pursuing self-employment or establishing a small business operation as an employment outcome.

VR Transition Services Eligibility

An individual who is eligible for services is one who:

- * Has a physical, intellectual, or mental impairment which constitutes or results in a substantial impediment to employment;
- * Can benefit in terms of an employment outcome from Vocational Rehabilitation (VR) services; and
- * Requires VR services to obtain, retain, advance in or regain competitive integrated employment.

When to Refer

- * Referral information should be received around the age of 16, and is encouraged no later than two years prior to the student exiting high school.
- * Referral made be taken as young as 14 when a student needs pre-employment transition services along with another service.
- * Students may be referred during post secondary education (PSED).

Student Documentation Needs for VR Eligibility

- * Complete Assessment Team Report (original psychological evaluation);
- * Current Re-evaluation Form within the last three years;
- * Current IEP or current available 504 Plan;

Student Documentation Needs for VR Eligibility

- * I-9 information for students who participate in paid work at an AbilityWorks (CRP) or through VR programs;
- * Medical or psychological records for students who are not receiving services under IDEA or when such conditions are cited.

VR Process for VR Students

- * Referral for services from high school or college or student;
- * Application taken for services;
- * Copy of IEP or 504 received with consent;
- * Eligibility is established;

VR Process for Students

- * Individualized Plan for Employment (IPE) Development;
- * Postsecondary Education, Training, Career Engagement, etc.; and
- * Employment Outcome.

Potentially Eligible Student

Meets the same definition of student with a disability, but:

- * Is not required to apply for or be determined eligible for VR services;
- * Completes the OVR Potentially Eligible Student Pre-ETS Referral Form; and
- * Will receive general Pre-Employment Transition Services in a group setting.

Pre-Employment Transition Services

The primary purpose of Pre-Employment Transition Services (Pre-ETS) is to:

- * Begin building the foundation to help students to identify career interests and to learn skills in preparation for a career pathway to transition into employment and/or post-secondary education;

Pre-Employment Transition Services

- * promote self-awareness and self-esteem;
- * develop self-advocacy and self-empowerment skills;
and
- * explore and promote individual career opportunities.

Pre-Employment Transition Services

The five required pre-employment activities are:

- 1.) **Job Exploration Counseling**- designed to assist students explore career options, develop motivation for employment, and understand the role of high school and post-secondary education and/or training.

Pre-Employment Transition Services

Job Exploration Counseling may include, but is not limited to:

- * Administration of vocational interest inventories;
- * Provide local labor market information to help a student identify a career pathway;
- * Provide Vocational/Career counseling and guidance;

Pre-Employment Transition Services

- * Arrange for students to hear guest speakers talking about a variety of jobs and careers (online or in person);
- * Review information regarding in-demand industry sectors and occupations;
- * Attend Job/Career Fairs; and
- * Work-site tours to learn about necessary job skills.

Pre-Employment Transition Services

2.) **Work-Based Learning Experiences**- use the workplace or realistic work situations to provide students with the knowledge and skills for future careers opportunities. May consist of:

- * In school opportunities (work experience);
- * After school opportunities (jobs);

Pre-Employment Transition Services

- * Nontraditional opportunities (paid/nonpaid internships or apprenticeships);
- * Volunteer Work; and
- * Job Shadowing.

Pre-Employment Transition Services

3.) **Workplace Readiness Training**- to develop the skills and behaviors that are necessary to be successful on any job.

- * Develop communication and interpersonal skills;
- * Learn job-seeking skills;
- * Understand employer expectations for punctuality and performance, as well as other “soft” skills;

Pre-Employment Transition Services

- * Learn time management, moving from task to task, and self-monitoring production and performance;
- * Discuss financial literacy, including benefits planning services; and
- * Explore orientation and mobility skills to access workplace readiness training or to learn to travel independently to and from work.

Pre-Employment Transition Services

4.) Counseling on Post-Secondary Education (PSED) and Training Opportunities-

- * Explore the type of academic and occupational training needed to succeed in the workplace;
- * Discuss postsecondary opportunities associated with career fields or pathways;

Pre-Employment Transition Services

- * Advise students and parents or representatives on academic curriculum and offered courses;
- * Provide information about college application and admissions processes; and
- * Complete the Free Application for Federal Student Aid (FAFSA) financial aid information form.

Pre-Employment Transition Services

5.) **Instruction in Self-Advocacy**- supports a student's ability to effectively communicate, negotiate, and/or assert his or her own interests and/or desires, including the development of the skills necessary for self-determination.

- * Learn about rights and responsibilities;

Pre-Employment Transition Services

- * Identify accommodations/services in an educational program and providing resources that may be used to support individual student success in education and training (ex. Disability support services); and
- * May involve peer-mentoring.

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