

NHVR Timeline for Transition Services

VR PROCESS

POTENTIAL SERVICES

RECOMMENDED AGE FOR REFERRAL		
<p>16</p> <p>or two years before graduation or exit from school</p>	<p>School should discuss potential student(s) with the transition counselor to discuss student needs and to determine if the referral is appropriate at this time. This includes students who are at risk of dropping out</p> <p>Referral to NHVR</p> <p>Counselor is contacted by referral source and given student demographic information</p> <p>NHVR contacts student and family/guardian to schedule the intake and complete the application for services</p> <p>Documentation received from school and/or other providers and eligibility determined</p> <p>If found eligible, comprehensive assessment begins</p> <p>NHVR invited to a transition planning meeting for the IEP. School and NHVR share information related to career interests, aptitudes, needs, etc. and identify any additional assessment needs</p> <p>When sufficient information is gathered following comprehensive assessment, the Individualized Plan for Employment (IPE) is developed using a career cluster or employment goal</p>	<p>Vocational guidance and counseling, including interest inventories and career exploration activities such as job shadows, work experience and informational interviews</p> <p>Driver assessment and evaluation</p> <p>Technical assistance as to how the student's disability may impact them on the job</p> <p>Recommendations for the course of study based upon student interests</p> <p>Exploration of post secondary goals</p>
<p>17 to 18</p>	<p>Development or amendment of IPE</p> <p>Counselor continues to participate in IEP transition planning meetings</p> <p>Continued exploration of employment goal and determining necessary postsecondary</p>	<p>Continued vocational guidance and counseling, including interest inventories and career exploration activities such as job shadows, work experience and informational interviews as needed</p>

	<p>training or education needed to achieve the employment goal</p> <p>Ongoing review of any ongoing accommodations or modifications necessary to fulfill employment goals and objectives..</p>	<p>Soft skill development, job seeking skills, job shadowing, informational interviews and internships</p> <p>Technical assistance as to how the student’s disability may impact them on the job</p> <p>Job development and placement</p> <p>Assistive technology</p> <p>Worksite accommodation</p> <p>Transportation</p> <p>Interpreter Services</p>
<p>19</p> <p>RECOMMENDED AGE FOR REFERRAL OF STUDENTS REMAINING IN SCHOOL UNTIL 21</p>	<p>Referral to NHVR</p> <p>School informs student and family/guardian about VR services. “Transition Planning” and “Is V.R. For Me” customer handbook given and reviewed</p> <p>School should discuss potential student(s) with the transition counselor to discuss student needs and to determine if the referral is appropriate at this time.</p> <p>School gets consent signed from parent/guardian to share info with VR</p> <p>Counselor is contacted by referral source and given student demographic information</p> <p>NHVR contacts student and family/guardian to schedule the intake and complete the application for services</p> <p>Documentation received from school and/or other providers and eligibility determined</p> <p>If found eligible, comprehensive assessment begins</p> <p>NHVR invited to a transition planning meeting</p>	<p>Vocational guidance and counseling and career exploration activities including job shadows, work experience and informational interviews</p> <p>Technical assistance as to how the student’s disability may impact them on the job</p>

	<p>for the IEP. School and NHVR share information related to career interests, aptitudes, needs, etc. and identify any additional assessment needs</p> <p>Review with the student's transition team, including the Area Agency the student's status on the Waiting List, as applicable</p> <p>Review with the student's transition team the student's in school, home, on the job and community needs, and identifying how these needs are currently being provided</p>	
<p>20-21</p>	<p>IPE developed</p> <p>Continued review with the student's transition team, including the Area Agency the student's status on the Waiting List, as applicable</p> <p>Continued review with the student's transition team the student's in school, home, on the job and community needs, and identifying how these needs are currently being provided</p>	<p>Continued vocational guidance and counseling and career exploration activities including job shadows, work experience and informational interviews as needed</p> <p>Technical assistance as to how the student's disability may impact them on the job</p> <p>Benefits analysis and review of other potential comparable benefits to assist with long term supports</p> <p>Supported employment</p>
<p>Upon graduation or exit from school and beyond</p>	<p>IPE developed</p>	<p>Job development and placement</p> <p>Adaptive equipment</p> <p>Assistive technology</p> <p>Uniforms</p> <p>Tools</p> <p>College coursework</p> <p>Employment training</p> <p>Supported employment</p>

		Transportation Any other services to necessary to obtain and maintain competitive and integrated employment
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ADDITIONAL GUIDANCE

- The IPE needs to be written and agreed upon amongst the student, family/guardian and VR counselor by the student's graduation or exit from school
- The IPE can be shared at any time with members of the transition team, provided student and/or family/guardian permission
- Potential services **must** be related to the student's employment goal and a part of the IPE, as agreed upon with the VR counselor
- Certain services may be subject to financial need
- NHVR is a funding source of last resort. Comparable benefits will be explored first to cover the cost of services