

TABLE 1.2: SELECTED TRANSITION COMPONENTS OF FEDERAL PROGRAMS

	IDEA Amendments— Special Education for Youth with Disabilities	WIA Title I— Provisions for All Eligible Youth	WIA Title IV—The Rehabilitation Act— Vocational Rehabilitation Services for Youth with Disabilities
Eligibility Requirements Individuals can be eligible in one, two, or three of these federal programs.	Individuals who are determined, through an individualized diagnostic evaluation, to be in one or more of 13 disability categories, who need special assistance, and are attending school.	Individuals who have barriers to employment, including disabilities. Some services may only be available to individuals with low income.	Individuals who have a physical or mental impairment which constitutes or results in a substantial impediment to employment and who can benefit in terms of an employment outcome from VR services. The individual must require VR services to prepare for, secure, retain, or regain employment.
Age Requirements	Transition services begin at age 14 or sooner if the IEP team decides. Most states will end services at high school graduation or age 21, whichever occurs earlier.	Transition-related services for youth can be provided from ages 14 to 21. Core adult services can begin at 18 with no upper age limit.	Depending on the state, services can begin as early as elementary school or junior high. No upper age limit.
Assessment Services	<p>Evaluations and reevaluations to determine whether a child has a disability, and the educational needs of such child. A variety of assessment tools and strategies shall be used to determine relevant functional and developmental information, including information provided by the parent, and in all areas of suspected disability.</p> <p>When appropriate, evaluation of assistive technology needs including a functional evaluation in the child's customary environment.</p> <p>Transition services are based on identification of preferences, needs, and interests.</p> <p>Transition services will include, when appropriate, functional vocational evaluation.</p>	<p><i>Youth Programs:</i> Objective assessment of academic levels, skill levels, and service needs including basic and occupational skills, prior work experience, interests, aptitudes, employability, supportive services needs, and developmental needs. A recent assessment conducted by another program may be used if appropriate.</p> <p><i>Core Adult Services:</i> Initial assessment of skill levels, aptitudes, abilities and supportive services needs shall be available.</p> <p><i>Intensive Services:</i> May include comprehensive and specialized assessments of skill levels and service needs which may include diagnostic testing, in-depth interviewing, and evaluation to identify employment barriers and goals.</p> <p><i>Job Corps:</i> Counseling and testing at regular intervals to measure progress in educational and vocational training programs including pre-graduation determination of capabilities.</p>	<p>Preliminary assessment for determining eligibility and vocational rehabilitation including rehabilitation technology, if appropriate. Assessment means a review of existing data, or, if additional data is necessary, a comprehensive assessment limited to information necessary to identify rehabilitation needs and develop an individualized plan for employment, referral to rehabilitative technology services to assess work capacities, and periodic assessments during trial work experiences to explore the individual's capacity to work.</p>

(adapted from Timmons, 2003)

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	IDEA Amendments— Special Education for Youth with Disabilities	WIA Title I— Provisions for All Eligible Youth	WIA Title IV—The Rehabilitation Act— Vocational Rehabilitation Services for Youth with Disabilities
Educational Services	<p>Classroom instruction, community experiences, mentoring, tutoring, and development of employment and independent living objectives.</p> <p>Annual planning and review meetings.</p> <p>Beginning at age 14 or earlier, the IEP must address transition service needs.</p>	<p>Tutoring, study skills training, and instruction leading to school completion or GED testing.</p> <p>Alternative school services.</p> <p>Community service opportunities.</p> <p>Supportive services.</p>	<p>May provide assistance with accommodations and assistive technology if student is not eligible for services under IDEA.</p> <p>Vocational training to gain skills for employment or to adjust to work. May include college or trade school tuition.</p>
Workforce Preparation For Eligible Youth	<p>Transition services should include preparation for postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.</p>	<p>Summer employment opportunities that are directly linked to academic and occupational learning.</p> <p>Year round paid and unpaid work experiences including internships and job shadowing.</p> <p>Year round occupational skills training.</p>	<p>Provides funding for workplace adaptations, and vocational supports.</p> <p>Provides vocational counseling, interpreter services for people with hearing impairments, and/or reader services for people with visual impairments.</p> <p>May provide placement services, job coaching, supported employment, and other related services.</p>
Other Related Services	<p>Development of employment and other post-school adult living objectives based on students' interests. The IEP must include a statement of transition services including, if appropriate, a statement of each public agency's and each participating agency's responsibilities and linkages before the student leaves the school setting.</p> <p>Student participation is expected in the development of transition plans.</p>	<p>Adult mentoring, follow-up services, comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral.</p> <p>Intake and orientation.</p> <p>Job search and placement assistance.</p> <p>Career counseling.</p> <p>Provision of labor market information.</p> <p>Determination of eligibility for additional services.</p>	<p>Some expenses reimbursed during training or placement.</p> <p>Transportation services.</p> <p>Independent living skills training.</p> <p>Personal assistance services.</p>
Primary Site to Initiate Services	<p>Local school district or local intermediate school district that provides special education programming.</p>	<p>Local One-Stop employment service sites, WIA-sponsored youth programs, or other state-sponsored employment service centers.</p>	<p>Federal or state sponsored Vocational Rehabilitation or Services for the Blind offices. May be in WIA One-Stop sites, in schools with special education programs, or at stand-alone sites, e.g., community rehabilitation programs or those contracting with the federal-state agency.</p>

(adapted from Timmons, 2003)