

## Including Services on Transition IPEs (Issued January of 2012) (Reviewed May 2014)

### Purpose:

To provide staff with information on what services to include on transition IPEs.

### Rationale:

In the past discussions have occurred on whether high school attendance and/or graduation should be listed as a service on the IPE. If these are listed as a service, no other services are provided, and the case is closed, the plan would be considered initiated, if the consumer was attending school or graduated from school. This negatively impacts our rehabilitation rate.

After discussion with the START team, QA unit, technical assistance from TACE, and research on how other States address this, it was determined that the following is required.

### Guidance

- **High School attendance and/or graduation should no longer be listed as a service in the IPE.**
  - It should be listed as a responsibility or a progress measure in the IPE, when appropriate.
  - The public high school system is responsible for providing the student's high school education (up to age 21, if a special education student).
  - If the consumer is no longer eligible for a free and appropriate public education, if necessary and appropriate, DVR could assist with the service of an HSED or GED.
  
- **As with all cases, when an assessment is necessary to determine: (1) eligibility/OOS; (2) the IPE goal; or (3) IPE services, it can be provided outside of the IPE (e.g. temporary work/internship provided as part of the comprehensive assessment).**
  - Secondary services provided in support of the assessment are also provided outside of the IPE.
  
- **DVR may pay for temporary work/internship for a student. Generally speaking DVR will pay for this service under the following conditions:**
  - The student does not know what post-school employment goal would be appropriate for the IPE and temporary work/internship is the best way to determine this (provided as an assessment).
  - An IPE has been developed and temporary work/internship is one of the services necessary for the student to achieve their post-school employment goal.
  - If temporary work/internship is also needed for the student to achieve his/her IEP goals, a cost sharing arrangement will be made.

- **When determining if services should be listed on the IPE consider the following:**
  - Services funded by another entity: Would DVR provide the service if it was not funded by another entity? If the answer is “yes”, then it should be listed as a service.
  - If it is determined to not list a service on the IPE, consider listing it as a responsibility or a progress measure.
  - Common transition services include, but are not limited to: Vocational Counseling, Temporary Work, Job Development, Job Shadow, Job Coaching, etc.