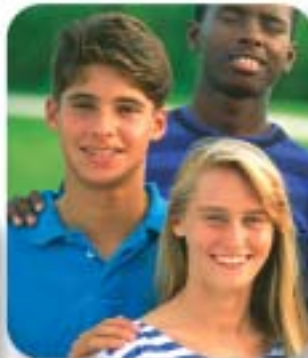


*Arranging Transition  
Services with  
Vocational Rehabilitation*

A Guide for Educators



**Vocational Rehabilitation**  
*Quality Employment Solutions®*



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## Introduction

Many educators are familiar with Vocational Rehabilitation (Voc Rehab) and the services available for adults with disabilities. However, Voc Rehab also has a role to play in the provision of transition services for students with disabilities. It is our hope that Voc Rehab and schools can work together to develop a comprehensive transition planning process that will help students move from school to work and adult living.

**YOU MAY WONDER WHY VOC REHAB WOULD BE INVOLVED IN THE TRANSITION PROCESS?** There are many reasons for that involvement. First, the Individuals with Disabilities Education Act (IDEA) requires schools to provide transition services for students with disabilities beginning at age 16, or younger when appropriate. The schools must also connect these students to appropriate adult service providers, and Voc Rehab is the primary service provider for students and adults with disabilities.

In addition, the Federal Rehabilitation Act requires state Vocational Rehabilitation agencies to coordinate with schools in the

planning of transition services for students with disabilities regarding employment, post secondary training and independent living. At the federal and state level in Nebraska, Voc Rehab is an agency under the Department of Education and has a vested interest in assisting students as they move to adult life. A coordinated approach between our mutual responsibilities under IDEA and the Rehab Act will leverage planning time during the high school years to help ensure a continuity of planning and services for students in transition.

## Purpose of this Guide

The purpose of this Guide is to provide information to educators about the Vocational Rehabilitation program and help educators and Voc Rehab staff bridge the transition requirements of IDEA and the Rehab Act. The Guide will facilitate discussion between local educators and Voc Rehab staff and serve as a catalyst to develop a written working agreement. The Transition Partnership Planning Form, at the end of this Guide, is used to document this written agreement.

*The Federal Rehabilitation Act requires state Vocational Rehabilitation agencies to coordinate with schools in the planning of transition services for students with disabilities.*

This planning effort will help:

1. Promote a coordinated effort between the school district, ESU, local Vocational Rehabilitation Office, community agencies, students and parents;
2. Implement strategies that will facilitate effective transition services and eliminate duplication of services; and
3. Ensure the development of an effective partnership on behalf of students with disabilities.

## Vocational Rehabilitation Operations

### TEAM APPROACH

Vocational Rehabilitation staff work in teams to provide a broad base of knowledge and experience to assist students with disabilities. Both a specialized knowledge of disabilities and the implications for employment are available through our specialists in vocational assessment, assistive technology, independent living, vocational counseling and job placement.

Vocational Rehabilitation teams operate within three programs. Each program has a distinctive role in our partnership with schools. The following is a brief overview of these three programs.

### TRANSITION PROGRAM

The role of Vocational Rehabilitation in the Transition Program is primarily one of planning and helping to identify appropriate post-school goals and needed supports. Our participation begins as early as age 14.

Although Voc Rehab cannot spend funds for individual students through this program, Voc Rehab will:

1. Provide outreach and transition information to students and parents;
2. Collaborate with schools to provide opportunities for students to learn from employers;
3. Help guide students toward appropriate employment goals;
4. Consult with educators on individual students; and
5. Develop plans for students in need of post-school services to become employed.

In order for Voc Rehab staff to work with students in the Transition Program, Vocational Rehabilitation requires parents to sign the Transition Services Consent and Information Release form. In signing this form, the parents give Vocational Rehabilitation permission to work with their student, receive school records necessary for transition planning, and provide follow-up information to the school after the student has left school.

### EMPLOYMENT PROGRAM

Some students will require intensive vocational services, often with costs, during their last year of high school

*Eligible students typically enter the Employment Program during their senior year and continue through 90 days of successful employment after they finish school.*

and beyond. These students will need to be served in our Employment Program. Voc Rehab staff will determine each student's eligibility for the Employment Program and work with the students, parents, and educators to develop an Individualized Plan for Employment (IPE).



Persons are eligible for services through our Employment Program if all of the following conditions are met:

- They have a physical or mental impairment.
- The impairment constitutes or results in a substantial impediment to employment.
- They can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.
- They require vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment.

Eligible students typically enter the Employment Program during their senior year and continue through 90 days of successful employment after they finish school. These jobs are intended to be long term and not simply work experience positions.

Depending on individual needs, the student may be in the Employment Program for months or years, as would be the case with a student who is attending post-secondary education.

### EMPLOYMENT WARRANTY® PROGRAM

The Employment Warranty Program (EW) is available to students who are successfully employed following the Transition Program or the Employment Program, and would benefit from assistance to help them maintain or advance in employment. The Employment Warranty Program provides supports that promote vocational growth and advancement from high school through early adulthood.

## Transition Illustrated:

### A Student Story

*There was a period of time in his early high school years when Jeff was struggling. He had a severe hearing loss in both ears, requiring him to wear hearing aids. Jeff was having difficulty keeping up with his classes.*

*A team approach was the answer for turning things around for Jeff. Classroom teachers and an ESU Transition Specialist arranged for the necessary accommodations to assist Jeff in the classroom. Strong support from his parents got him through the tough times.*

*Working with a Voc Rehab Specialist, Jeff completed a vocational evaluation and interest assessments. Non-paid work experiences, including job shadowing, helped to prepare him for life after high school.*

## Coordinating Transition Roles

### WHAT ROLE DOES VOC REHAB PLAY IN THE TRANSITION PROCESS?

Voc Rehab believes effective transition planning begins with an understanding of the strengths each partner brings to the process. The student and the family have a great deal of information about the student's interests, preferences, strengths and needs. The school system has worked with the student for many years and brings another perspective to this planning process. The school has observed the student in the classroom, assessed the student's strengths and identified necessary supports to help the student become successful. When considering the role of Voc Rehab in the transition process, it is critical

that on-going educational activities that support career development be clearly understood.

### NEBRASKA CAREER EDUCATION (NCE)

The Nebraska Department of Education has initiated a comprehensive education model to develop "Skills for Lifelong Learning, Earning, and Living" for all of Nebraska's students, including students with disabilities. This model is outlined in the "Career Development Guide," which promotes a partnership between School Counseling and Career Education.

This model includes the development of a "Personal Learning Plan" for all students. This Plan guides attainment of skills and goal setting for learning, earning, and living. It incorporates academic development, career development and personal/social development.

*Voc Rehab believes effective transition planning begins with an understanding of the strengths each partner brings to the process.*

The career development component is grounded in the NCE Career Fields/Clusters Model. It includes the component of Foundation Knowledge and Skills and identifies six career fields. This is supported by the "Nebraska Career Connection", a web based career information system that supports and follows the NCE Model. This model includes a component referred to as "Extended Learning".

Extended Learning provides an opportunity to bring relevance and real-world context to the school curriculum. It may include career camps, job shadowing, mentoring programs, apprenticeships, internships, cooperative education and part-time employment.

### SPECIAL EDUCATION

In addition to the above initiatives of NCE, the school's special education program will have assessed the student's transition needs and may have initiated many activities to help the student focus on post-school goals. The special education department will likely have completed interest and aptitude assessments. The student's school record will also have assessment data used to verify the student's disability. This data may also be used when exploring post-secondary education and career options. The student may also have participated in various community-based job exploration activities – such as those considered as "extended learning".

### VOCATIONAL REHABILITATION

It is critical that Voc Rehab brings to this process their area of strength – those activities referred to as "extended learning" or community-based activities. Voc Rehab brings to the planning process their connection to the community and, most importantly, connections to the employment community. It is such real-life activity, combined with available assessment data, that helps students set goals, make job choices and understand their strengths and needs. Voc Rehab can supplement the extended learning activities the school may have in place, and help bring all the information and data together in a meaningful way for the student and their family. This can result in a realistic student plan that takes into consideration the student's interests, abilities, and job availability in the community.

### Transition Illustrated:

#### A Student Story

*While attending high school, Emily and her aunt (Emily's guardian) recognized the need to develop goals for her future. Emily has a developmental disability and would require services from Nebraska's Developmental Disabilities (DD) System. Long-range planning was necessary to have services in place when Emily turned 21.*

*Emily's IEP team included Emily, her aunt, Special Education staff, her DD Service Coordinator, Voc Rehab and staff from the local DD provider agency. Her IEP included goals for work experience opportunities in the school cafeteria and the school office.*

*The planning was a success for Emily. After graduating, she started work at a local motel. With short-term help from a job coach, Emily comfortably and capably learned the job tasks. Employment Warranty services from Voc Rehab were put in place to ensure a smooth road ahead for Emily.*





**V**oc Rehab brings to the planning process their connection to the community and, most importantly, connections to the employment community.

To promote the coordination of services with the school and facilitate the availability of effective transition practices, Voc Rehab believes the following transition opportunities should be made available to the schools and their students:

**1. ORIENTATION FOR STUDENTS:**

As in adult services, the purpose of Voc Rehab's transition orientation is to emphasize that we are available to help students with disabilities prepare for work. The orientation explains what services Voc Rehab provides to accomplish this.

**2. ORIENTATION FOR EDUCATORS:**

Teachers and school staff need an awareness of Voc Rehab programs in order to refer appropriate students. By working together, effective services can be provided for students.

**3. COORDINATED TRANSITION PLANNING WITH LOCAL SCHOOLS:**

Voc Rehab uses the Transition Partnership Planning Form to coordinate services with local schools who have 20 or more students ages 14-21 under an IEP. Voc Rehab will work with smaller schools, but the form is not required. The Transition Planning Form may be utilized to identify the role of Voc Rehab and the school in providing transition services. This Planning Form provides a means to coordinate transition activities and ensure a common understanding of activities and expectations.

**4. OPPORTUNITIES TO LEARN FROM EMPLOYERS:**

Voc Rehab provides opportunities for students, grades 9-12, to learn from employers. Voc Rehab staff have developed partnerships with employers and fostered close relationships with the overall employment community. Students benefit greatly from employers when given the opportunity to meet with them and gain a better understanding of the relevance of their education.

**5. OPPORTUNITIES TO LEARN ABOUT TRANSITION RESOURCES:**

Voc Rehab provides opportunities for students, grades 9-12, and their families to learn about transition resources in the community. Students with disabilities often need more services and resources than the school and Voc Rehab can give them. Since Voc Rehab is connected to community resources to serve its adult clients, we have the ability to connect students and their families to these resources.

**6. COORDINATION WITH STUDENTS AND PARENTS:**

Voc Rehab provides individual or group consultation with parents and students, grades 9-12. When it is appropriate, Voc Rehab staff may need to meet with students and/or parents individually or in a group setting to discuss specific transition planning issues.

**7. SCHEDULE OF EVENTS AND CONTACTS:**

Voc Rehab develops a schedule of events and planned contacts with schools for each semester or year. To assist with building relationships with schools, students, and parents, Voc Rehab develops a schedule of school visits, community activities, and transition related events.

Transition Illustrated:  
***A Student Story***

*Completing high school seemed like an unrealistic goal to Mike. Dealing with the effects of Traumatic Brain Injury (TBI), he was ready to drop out. Issues like mood swings and difficulties with short-term memory made life challenging for him.*

*Understanding the effects of TBI and having a plan of action was the key. His IEP meeting brought together Mike and his family, teachers, school nurse, and a Learning Specialist from his rehab hospital. Also in attendance was a Specialist from Voc Rehab. Short-term plans included the identification of accommodations to facilitate an effective learning environment. Long-term plans included determining the timing of Mike's graduation and identifying the testing accommodations and modifications necessary for attending community college.*



**8. COORDINATED CAREER**

**DEVELOPMENT:** Voc Rehab will ensure that their activities are consistent with and in coordination with school-based career development as outlined in the Nebraska Career Education model. All students, prior to graduation, should complete Voc Rehab or NCE transition activities in the following key component areas: Career Awareness, Exploration, Preparation, Application, and Working in a Career.

**9. INTERACTION WITH STUDENTS:**

Voc Rehab provides opportunities for students to interact with Voc Rehab staff in a group setting in the high school. Working with students in the classroom on employment issues is an effective way to build relationships with students, and an efficient way for Voc Rehab staff to provide transition services to schools.

**COORDINATION OF SHARED LEARNING ACTIVITIES**

The chart below illustrates the need for a coordinated, multi-year process to help students achieve their post-school work and career goals.

The process begins no later than the freshman year of high school, and continues through post-school and post-employment Vocational Rehabilitation services.

Voc Rehab believes it is to the advantage of all partners in this process to ensure planning starts early. It is critical that students build a good foundation to enable them to develop skills for earning later in life. Providing opportunities for students

to participate in extended learning activities in the community helps to bring relevance to their coursework, and promotes an understanding of the world of work and life beyond the classroom. School staff and Voc Rehab staff can work in coordination to ensure these opportunities are available to students with disabilities.

**CAREERS**

**From Planning . . . To Employment**

Schools and Voc Rehab — working together to provide opportunities for: Extended Learning, Skill Development, and Employment

Awareness	Exploration	Preparation and Application	Employment and Advancement
<ul style="list-style-type: none"> <li>• Career Days</li> <li>• Field Trips</li> <li>• Career Camps</li> <li>• Business Guest Speakers</li> <li>• Participation in Student Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Visits</li> <li>• Career/College Fairs</li> <li>• Job Shadowing</li> <li>• Business Tours</li> <li>• Internships</li> <li>• Part-time Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Vocational Training</li> <li>• College Training</li> <li>• On-the-Job Training</li> <li>• Apprenticeships</li> <li>• Internships</li> </ul>	<ul style="list-style-type: none"> <li>• Job Search and Placement</li> <li>• Employment</li> <li>• Job Success</li> <li>• Career Advancement</li> </ul>
<p>Schools and Vocational Rehabilitation Working Together</p>		<p>Vocational Rehabilitation's Post-School Supports and Services</p>	

## School and Student Contacts

### REFERRAL PROCESS

#### WHO SHOULD REFER STUDENTS?

Special educators, guidance counselors, school nurses, administrators, and regular educators may refer students to the Voc Rehab Specialist.

#### WHO SHOULD BE REFERRED?

Refer students:

1. Verified for special education;
2. Under a 504 Accommodation Plan; or
3. With physical disabilities that may not necessarily impact the student's educational program.

#### WHEN SHOULD YOU REFER?

At age 14, students can be referred for the Transition Program. In this program, students and their families will receive outreach materials regarding the transition process and Voc Rehab services. Services will be primarily group services for work exploration purposes and the development of employment readiness skills. Educators should also refer students with disabilities who have dropped out or may drop out of school.

*The Voc Rehab Specialist will need copies of the MDT or IEP with diagnosis, educational psychologist report, and any available vocational records for career planning.*

**WHY REFER STUDENTS TO THE TRANSITION PROGRAM?** The advantage of referring students to the Transition Program is that Voc Rehab staff can get involved in early planning with the students, school, and parents without having to commit to the requirements of the Employment Program, such as eligibility determination and IPE development.

These requirements are generally appropriate for students in their senior year, but are premature for younger students.

#### DO I NEED TO REFER STUDENTS TO THE EMPLOYMENT PROGRAM?

Voc Rehab staff will place students in our Employment Program when they are ready to plan for a job goal leading to post-secondary education or employment after leaving high school. However, a student can be referred directly to the Employment Program without having been in the Transition Program. This might occur with a transfer student. Typically, students are placed in the Employment Program during their senior year.



## Sharing Information

### INFORMATION EXCHANGE

**HOW WILL STUDENT RECORDS BE MADE AVAILABLE?** The Voc Rehab Specialist will need copies of student records for planning during the Transition Program, to determine eligibility and to develop the IPE during the Employment Program. Voc Rehab and the school will need appropriate release forms signed by the parents.

The Voc Rehab Specialist will need copies of the MDT or IEP with diagnosis, educational psychologist report, and any available vocational records for career planning.

### FEEDBACK TO EDUCATORS

A report will be developed by Voc Rehab and sent to the school three times per year (August, December, and April) to identify students referred for Voc Rehab programs. This will include not only students in the Transition and Employment Programs, but also those in the Employment Warranty Program. The report will indicate where each student is in his or her Voc Rehab program. As a part of the planning process with Voc Rehab, schools will designate the educator to whom the report should be sent and will notify the Voc Rehab Specialist if this contact person changes.

### IS THERE AN APPLICATION PROCESS?

There is not a formal application for students referred to the Transition Program, although parents will need to sign the Consent For Transition Services form. Students who are placed in the Employment Program will be asked to have their parents sign a release of information form, as well as an application form. Signing the application form verifies that the parents are requesting Voc Rehab services—which may include expenditures for rehabilitation services in the community.

### STUDENT CONTACTS

#### WHEN WILL THE VOC REHAB

#### SPECIALIST COME TO YOUR SCHOOL?

The Voc Rehab Specialist will be available to students and staff at your school, and have found it is most helpful if there is a set schedule for the semester or year. Planning should include discussion of schedule changes, work area availability for Voc Rehab staff and reporting procedures to be followed. In addition, it should be determined when and where Voc Rehab staff will meet with students and how class release time for students will be handled.

## Transition Illustrated:

### A Student Story

*Sarah has cerebral palsy and requires the use of a wheelchair, as well as other assistive devices for daily living. From the beginning of high school, Sarah and her parents worked with her teachers and Voc Rehab to develop a post graduation career plan.*

*Part of the planning involved assistance from Nebraska Assistive Technology Partnership (ATP). ATP is a statewide service that provides technical assistance, training, resources, and funding coordination for the use of assistive technology devices.*

*ATP was able to coordinate funding resources to assist Sarah in purchasing a vehicle and to obtain home and vehicle modifications. With transportation barriers addressed, Sarah was prepared to attend college after high school graduation.*





## Transition Illustrated: A Student Story

*Bill has a learning disability that results in limitations in listening and written expression skills. He and his family worked with his teachers to develop a plan to meet Bill's academic needs, as well as allow him to explore future employment interests.*

*Bill participated in several work-based learning programs offered by his high school and Voc Rehab. He went on site visits of local workplaces and was involved in job shadowing. These experiences resulted in an apprenticeship with a local business through a work-study program.*

*The long-range planning efforts have paid off for Bill post graduation, as he recently received his Journeyman's plumbing license.*

The report will help assure that no student is forgotten or needed services delayed.

The report will give the school additional post-school follow-up data now required by the Individuals with Disabilities Education Act (IDEA) and the Improving Learning for Children with Disabilities (ILCD) process.

Additional information can be provided on select students based on an agreement with your Voc Rehab Specialist. For example, it may be helpful to have more detailed information on older students or those approaching graduation.

### OUTREACH TO STUDENTS AND PARENTS

Vocational Rehabilitation staff welcome the opportunity to meet with parents and provide information about rehabilitation services and employment opportunities for their student. As time permits, the Voc Rehab Specialist can be available for parent/teacher conferences, and meetings with parent groups at school or

elsewhere in the community. In addition, Voc Rehab will mail to each student and their family a copy of the "Transition Services Planner – A Guide for Students and Their Families". This publication will help guide students and parents through the multi-year transition planning process.

Voc Rehab's transition newsletter will also be mailed to students and their families. "Making It Work – Students Planning for Success" is intended to create positive expectations for students and their parents regarding successful employment after leaving school. The publication is available to educators and others through e-mail, the Vocational Rehabilitation web site, or hard copy by mail. The Voc Rehab Specialist will provide information to local educators to make this publication available to students, parents, and others as requested. This publication is also available by subscription through the Vocational Rehabilitation website at <http://www.vocrehab.state.ne.us/subscribe.html>.

## Student Planning

The process of helping students plan for work and life after high school is a shared responsibility. This involves regular and special educators, the student and their family, Voc Rehab and other adult agency staff. This process may involve the development of two, and sometimes three, "plans" for an individual student. These plans all have differing requirements and purposes, but have a common goal of helping students plan for work and life after high school. It is critical to ensure that these plans are coordinated to promote a continuity of services and supports to help students reach their post-school goals. The following is a summary of the various plans that may be developed for a student:

**PERSONAL LEARNING PLAN (PLP)** — The Nebraska Career Education model provides for the development of a Personal Learning Plan (PLP). The PLP is a plan for all students in grades 7-12. It provides an opportunity to lay out realistic plans for the student's future with the student and their parents. The PLP is developed around career fields/clusters and promotes good education and career planning.

The PLP is flexible and should be updated yearly. The PLP includes setting goals for learning, earning and living.

**INDIVIDUAL EDUCATION PLAN (IEP)** — A student's eligibility for special education requires the development of an IEP. The IEP requires the inclusion of transition components for students age 16 and above (and younger when appropriate). Transition goals identify post-school goals related to training, employment, and independent living (learning, earning, and living). The transition component of the IEP also requires linking the student to adult agencies for school-based and post-school supports and services.

**504 ACCOMMODATION PLAN (504 PLAN)** — A requirement of the school's regular education program provides for the development of a 504 Plan for students with disabilities who are not eligible for special education.

*Transition goals identify post-school goals related to training, employment, and independent living.*

The Plan identifies and provides for accommodations to enable the student to benefit from their school program. It does not require transition or career planning.

**INDIVIDUAL PLAN FOR EMPLOYMENT (IPE)** — Voc Rehab may develop an IPE for students in need of post-school supports and services. This is a comprehensive plan to secure employment through training, employment activities, and independent living (learning, earning, and living). It is a long-term plan that may span the last year of high school, post-school training and/or work supports, and post-employment services to ensure work stability and availability of future employment opportunities.

### COORDINATION OF STUDENT PLANS

PLP	IEP	504 Plan	IPE
All Students	Special Education	Accommodation Plan	Voc Rehab

## Partnership Planning

### DEVELOPING THE AGREEMENT

The Transition Partnership Planning form is a two page planning document that lists important issues that need to be discussed by the local school representative, the Vocational Rehabilitation representative, and where appropriate, the local ESU representative. The planning form gives those involved an opportunity to discuss and decide how operational matters will be handled and what services will be provided.



It should also include goals and priorities that need to be pursued, and a method to evaluate progress in the partnership. Small school districts may not need to complete the Transition Partnership Planning form with Vocational Rehabilitation because of the small number of students with disabilities in their school. A copy of the Transition Partnership Planning Form is in the back of this Guide.

### ANNUAL EVALUATION OF EFFORT

At least once a year, Voc Rehab will meet with a local school representative to evaluate the effectiveness of the Transition Partnership between the school and Vocational Rehabilitation. The questions to be addressed include identification of what worked well and what did not. The intent of this Annual Evaluation is to set the direction for the next year's planning and promote continuous improvement in the Transition Partnership.

*The planning form gives those involved an opportunity to discuss and decide how operational matters will be handled and what services will be provided.*

## Transition Partnership Planning Form

For Local Schools, ESUs, and Voc Rehab Offices

The purpose of this Transition Partnership Planning Form is to promote a coordinated effort between the local school, ESU and the local Vocational Rehabilitation Office in providing an effective transition from school to work for students with disabilities. Prior to agreeing on the operating procedures below, educators may want to review "Arranging Transition Services with Vocational Rehabilitation—A Guide for Educators." This publication is available in hard copy from the Voc Rehab Specialist.

**School Contact**—What is the building reporting procedure? What work space will be available to the Voc Rehab Specialist?

**Orientation**—What opportunities will be made available to provide a Voc Rehab orientation to educators and to new students grades 9-12?

**Referral Process**—How will students be referred to Voc Rehab and how will information be exchanged? How will student release time be handled?

**Group Activities**—What opportunities will be made available for students to interact with Voc Rehab staff in a group setting in the school?

**Employer Connections**—What opportunities will be made available for students to learn from employers?

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**Community Resource Connections**—What opportunities will be made available for students and their families to learn about resources in the community?

**Consultation Services**—How and when will Voc Rehab staff be available for individual or group consultations with students grades 9-12 and/or their parents?

**Schedule**—What is the planned schedule of events and activities for Voc Rehab staff at the school?

**Outcomes Expected**—Describe the expected student outcomes to be achieved as a result of the partnership.

**Annual Evaluation**—Describe the process to evaluate the effectiveness of the transition partnership and responsible parties.

**Voc Rehab Report to School**—Name of school representative to receive report:

\_\_\_\_\_

*Local School Representative*

\_\_\_\_\_

*ESU Representative*

\_\_\_\_\_

*Voc Rehab Representative*

\_\_\_\_\_

*Name of School*

\_\_\_\_\_

*ESU #*

\_\_\_\_\_

*Name of Local Voc Rehab Office Director*

\_\_\_\_\_

*School District Number*

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## Vocational Rehabilitation Office Locations

Staff from each of the Voc Rehab office locations serves the schools in the counties listed below:

### **COLUMBUS:**

Butler, Colfax, Nance, Platte and Polk  
3020 18th Street, Suite 2  
Columbus, NE 68601  
(402) 562-8065 V/TT, (877) 505-0866 V/TT  
vr.columbus@vr.ne.gov

### **FREMONT:**

Dodge  
2951 North Clarkson Street  
Fremont, NE 68025  
(402) 727-2900 V, (888) 585-5439 V  
vr.fremont@vr.ne.gov

### **GRAND ISLAND:**

Adams, Clay, Fillmore, Greeley, Hall,  
Hamilton, Howard, Merrick, Nuckolls,  
Thayer, Webster, York  
3335 West Capital Avenue  
Grand Island, NE 68803  
(308) 385-6200 V/TT, (800) 862-3382 V/TT  
vr.grandisland@vr.ne.gov

### **KEARNEY:**

Blaine, Buffalo, Custer, Franklin, Furnas,  
Garfield, Harlan, Kearney, Loup, Phelps,  
Sherman, Valley  
2916 West 24th Street, Kearney, NE 68845  
(308) 865-5343 V/TT, (800) 262-3382 V/TT  
vr.kearney@vr.ne.gov

### **LINCOLN:**

Gage, Jefferson, Johnson, Lancaster,  
Nemaha, Otoe, Pawnee, Richardson, Saline,  
Saunders, Seward  
5143 South 48th Street, Lincoln, NE 68516  
(402) 471-3231 V, (402) 471-6341 TT,  
(800) 472-3382 V/TT  
vr.lincoln@vr.ne.gov

### **NORFOLK:**

Antelope, Boone, Boyd, Brown, Burt,  
Cedar, Cuming, Dixon, Holt, Keya Paha,  
Knox, Madison, Pierce, Rock, Stanton,  
Wayne, Wheeler  
1212 Benjamin Avenue, Norfolk, NE 68701  
(402) 370-3200 V/TT, (800) 442-3382 V/TT  
vr.norfolk@vr.ne.gov

### **NORTH PLATTE:**

Arthur, Chase, Cherry, Dawson, Dundy,  
Frontier, Gosper, Grant, Hayes, Hitchcock,  
Hooker, Keith, Lincoln, Logan, McPherson,  
Perkins, Red Willow, Thomas  
200 South Silber, Bldg. #2  
North Platte, NE 69101  
(308) 535-8100 V/TT, (800) 272-3382 V/TT  
vr.northplatte@vr.ne.gov

### **OMAHA:**

Cass, Dodge, Douglas, Sarpy, Washington.  
1313 Farnam on the Mall, Omaha, NE 68102  
(402) 595-2100 V, (402) 595-2107 TT,  
(800) 554-3382  
vr.omaha@vr.ne.gov

### **SCOTTSBLUFF:**

Banner, Box Butte, Cheyenne, Dawes,  
Deuel, Garden, Kimball, Morrill, Scotts Bluff,  
Sheridan, Sioux  
1517 Broadway, Suite 131  
Scottsbluff, NE 69361  
(308) 632-1321 V/TT, (800) 292-3382 V/TT  
vr.scottsbluff@vr.ne.gov

### **SOUTH SIOUX CITY:**

Dakota, Thurston  
901 West 21st Street, Suite 1  
South Sioux City, NE 68776  
(402) 494-2265 V/TT, (877) 659-7899 V/TT  
vr.southsioux@vr.ne.gov



## **Vocational Rehabilitation**

Nebraska Department of Education  
301 Centennial Mall South • P.O. Box 94987  
Lincoln, Nebraska 68509-4987  
[www.vocrehab.state.ne.us](http://www.vocrehab.state.ne.us)