Pre-Employment Transition Services (Pre-ETS)

The information in this document came from WINTAC's CRP Pre-ETS Guidebook: strategies for community rehabilitation providers to collaborate on Pre-ETS
http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/crp-guidebook#section1

The table below defines basic Pre-ETS services, shares examples of activities in each of the service areas, and provides additional resources for implementation. Community rehabilitation providers who have a solid understanding of Pre-ETS Services will be able to use this information to help define their potential role in serving transition aged youth. The suggestions below are just a starting point. Jump in and be creative!

The Required Five Pre-ETS Services Include:

1) Job Exploration Counseling
2) Work Based Learning (WBL)
3) Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs at Institutions of Higher Education
4) Workplace Readiness Training to Develop Social Skills and Independent Living
5) Instruction in Self-Advocacy

Pre-ETS can be provided to students who are eligible, as well as those students who are considered potentially eligible for VR services.

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1 Job Exploration Counseling

Job Exploration Counseling is meant to provide students with a variety of opportunities to gain information about careers, the skills needed for different jobs and to uncover personal career interests. Job exploration counseling may be provided in a group setting or on an individual basis, and may include information regarding in-demand industry sectors and occupations, as well as non-traditional employment, labor market composition and vocational interest inventories to assist with the identification of career pathways of interest to the students.

Examples of Activities Individual & Group

- With student, review vocational interest inventory results
- Learn about and explore career pathways using state career information systems
- Interview people to learn about jobs and skills needed to succeed
- Provide information regarding nontraditional employment
- Provide information about in-demand industry sectors and occupations
- Share and discuss local labor market information and how it impacts them
- Use O*NET to explore careers
- Arrange a panel of local employers meet with students
- Develop a local career fair

Job Exploration Counseling Resources

- Career One Stop (*https://www.careeronestop.org/default.aspx*) sponsored by US Department of Labor provides career profiles, self-assessments, and tools for planning careers.
- My Next Move (*https://www.mynextmove.org/*) is a career exploration tool designed for use by students to learn about careers and match their interests to career options.
- Occupational Outlook Handbook, US Department of Labor, Bureau of Labor Statistics (*https://www.bls.gov/ooh/*) helps individuals find career information on duties, education and training, pay, and outlook for hundreds of occupations.
- O*Net Career Exploration Tools (*https://www.onetcenter.org/tools.html*). The O*NET Program is the nation's primary source of occupational information. It provides set of self-directed career exploration/assessment tools to help students who are exploring school-to-work transition in planning career options.
- Opening Doors to Employment (*https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs-employmt.pdf*) is a

- Provide information regarding nontraditional employment
- Work with students to complete vocational interest inventories
- Discuss information about career pathways and help students identify career pathways of interest to them

handbook created to provide guidance to youth, parents, school counselors, special educators and others involved in transition from school to work. Includes templates and tools to use with youth.

- Workforce Innovation Technical Assistance Center (WINTAC) (*http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/job-exploration-counseling*) provides guidance on Job Exploration Counseling.

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2 Work Based Learning

Work Based Learning (WBL) is an educational approach or instructional method that uses community workplaces to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of WBL to ensure in-depth student engagement. WBL may include in- school or after-school opportunities, experiences outside the traditional school setting, and/or internships. When paid WBL experiences are provided, the wages are to be paid at no less than minimum wage. Work based learning includes activities and experiences that assist students to:

- ✓ Develop work skills through participation in paid and nonpaid work experiences in community integrated employment
- ✓ Apply classroom knowledge to the work place
- ✓ Gain greater understanding of the soft skills important to success in the work place
- ✓ Learn from people currently practicing in the occupations and career of interest to the student.

Examples of Activities Individual & Group

- Connect student with a business mentor
- Develop work sites aligned with student interest
- Provide local volunteer opportunities for students
- Conduct work based learning evaluations of student performance
- Provide opportunities for Internships, Apprenticeships (not registered apprenticeships or pre-apprenticeships), Fellowships
- Support students to participate in career competitions
- Coordinate informational interviews to research employers
- Conduct work-site tours to learn about necessary job skills in various business settings
- Provide job shadowing & mentoring opportunities in the community

Work-Based Learning Resources

- CEO Internship Manual (*https://www.transcen.org/wp-content/uploads/2017/10/CEO-Internship-Manual-Rev-7.pdf*) a how to guide for developing and monitoring quality work experiences and collecting data. Includes tools and forms to use.
- New Ways to Work (*http://www.newwaystowork.org/uploads/files/documents/WBL/New_Ways_QWBL_Toolkits.pdf*) is a how to guide for creating quality work experiences.
- Working with Employers, Workplace Success Quick Reference Guide (*http://www.ncwd-youth.info/quick-reference-guide/working-with-employers*) provides a quick reference guide to Workplace Success.
- Workforce Innovation Technical Assistance Center (WINTAC) (*http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/work-based-learning-experiences*) a offers guidance on work-based learning experiences.

3 Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs at Institutions of Higher Education

To improve employment outcomes and increase opportunities for students with disabilities to access 21st century jobs, it is essential that students and their family members are provided information and guidance on a variety of post-secondary education and training opportunities. These services may include information on course offerings, career options, types of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with a career field or pathways. It may also include advising students and family members on academic curricula, college application and admissions processes, completing the Free Application for Federal Student Aid (FAFSA), and resources that may be used to support individual student success in education and training, to include disability support services. The post-secondary options that should be explored include:

- ✓ Community Colleges (AA/AS degrees, certificate programs and classes)
- ✓ Universities (Public and Private)
- ✓ Career pathways related to workshops/training programs
- ✓ Trade/Technical Schools
- ✓ Military
- ✓ Post-secondary programs at community colleges and Universities for students with intellectual and developmental disabilities

Examples of Activities Individual & Group

- Learn about accommodations for college entrance exams
- Develop 'class shadows' in college and vocational training classrooms
- Advise students and parents or representatives on academic curricula
- Provide information about college application and admissions processes
- Complete the Free Application for Federal Student Aid (FAFSA) with student
- Provide resources that may be used to support individual student success in education and training (i.e., disability support services)
- Tour university and community college campuses and talk to disability services on each campus
- Plan a visit to local Job Corps campus
- Discuss the difference between special education services in K-12 education and post-secondary education disability services
- Discuss adult services and benefits that can be used during college attendance and provide information on: course offerings; career options; types of occupational training; & post-secondary opportunities associated with career fields

Counseling on Opportunities Resources

- ACT - Services for Students with Disabilities (*http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html*) ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations.
- Opening Doors to Post-Secondary Education & Training (*https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs.pdf*) this handbook was created to assist students, parents, special educators, guidance counselors and others to assist students in transitioning to postsecondary education and training opportunities.
- Think College (*https://thinkcollege.net/*) provides resources and training on post-secondary options.
- Workforce Innovation Technical Assistance Center (WINTAC) *(http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/counseling-opportunities-enrollment*) provides an overview of Post-Secondary Counseling activities.

4 Workplace Readiness Training to Develop Social Skills and Independent Living

Workplace readiness traits describe a number of skills that employers expect from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job, such as how to interact with supervisors and co-workers and the importance of timeliness. These skills are sometimes called soft skills, employability skills, or job preparation skills. These skills help students learn and build an understanding of how we are perceived by others. In addition to developing social and independent living skills, workplace readiness training may also include:

- ✓ Financial literacy
- ✓ Orientation and mobility skills
- ✓ Job-seeking skills
- ✓ Understanding employer expectations for punctuality and performance

Examples of Activities Individual & Group

- Identify and learn how to use assistive technology in the workplace
- Meet with a benefits counselor
- Develop individual transportation plans and learn necessary mobility skills
- Provide self-evaluation instruction/ programs that include the same topics as found under a group setting:
  - Maintaining healthy relationships
  - Work/study habits, planning and goals setting
  - Using community resources
  - Provide lessons on strategies to support independence at work such as time management, self- monitoring performance, and accepting constructive feedback
  - Conduct simulations to develop social and communication skills
  - Develop financial literacy; including banking and budgeting skills
  - Develop communication and interpersonal skills
  - Provide group orientation and mobility skills (i.e., to access workplace readiness training or to learn to travel independently)
  - Develop job-seeking skills
  - Instruct students on understanding employer expectations for punctuality and performance, as well as other "soft" skills necessary for employment

Workplace Readiness Training Resources

- Life Centered Education (LCE) *(https://www.cec.sped.org/Publications/LCE-Transition-Curriculum/Benefits-of-Using-LCE*) is an online curriculum that provides a complete framework of objectives, lesson plans, fact sheets and worksheets that cover three domains of adult living in the 21st century – daily living skills, self-determination and interpersonal skills, and employment skills.
- Skills to Pay the Bills (*http://www.ncwd-youth.info/wp-content/uploads/2016/11/softskills.pdf*) is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Contains 6 lessons and additional materials.
- Social Security Red Book - Work Incentives and Planning Assistance (*https://www.ssa.gov/redbook/*) updated annually, the Red Book serves as a general reference source about the employment-related provisions of Social Security Disability Insurance and the Supplemental Security Income Programs for educators, advocates, rehabilitation professionals, and counselors who serve people with disabilities.
- Soft Skills (http://www.ncwd-youth.info/wp-content/uploads/2016/11/softskills.pdf) is a publication from the National Collaborative on Workforce and Disability (NSWD) that provides resources describing soft skills and guidance on how to develop these skills.
- Workforce Innovation Technical Assistance (WINTAC) (*http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/workplace-readiness-training*) provides an overview of workplace readiness training and related activities.

5 Self-Advocacy Skills

The development of self-advocacy skills should start at an early age. These skills will be needed in education, workplace and community settings. Specifically, they include an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires. Schools also work with students to develop self-determination skills which means that students with disabilities have the freedom to plan their own lives, pursue the things that are important to them and experience the same life opportunities as other people in their communities. These acquired skills will enable students to advocate for any support services, including auxiliary aids, services, and accommodations that may be necessary for training or employment. Self-advocacy skills are developed when students are provided with experiences to develop:

- ✓ Knowledge of self, rights and responsibilities
- ✓ Communication skills and leadership skills

Examples of Activities Individual & Group

- Discuss with student how their disability impacts them and identify strategies that may assist them at school, work and socially
- Use computer assisted instruction to learn about IEP's and how to be an active participant
- Assist student to identify, document and explain needed accommodations
- Assist student in developing goals & information to share at IEP
- Conduct informational interviews
- Provide opportunities for students to participate in mentoring with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings
- Provide opportunities for students to participate in youth leadership activities offered in educational or community settings
- Conduct a panel presentation of recent graduates to share their experiences
- Select and deliver a disability disclosure curriculum
- Teach a class using 'Whose Future is it Anyway'
- Teach students about and discuss rights and responsibilities
- Assist students in communicating their thoughts, concerns, and needs

Self-Awareness & Self-Advocacy Resources

- I'm Determined (*https://www.imdetermined.org/*) provides resource and videos for educators, parents and students.
- Job Accommodation Network (*https://askjan.org/*) provides information about accommodations in the workplace.
- Me! Lessons for Teaching (*http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html*) provides lessons and resources on self-advocacy.
- Paving the Way to Work: A Guide to Career-Focused Mentoring (*http://www.ncwd-youth.info/paving-the-way-to-work*) focuses on issues relevant to mentoring older youth who are transitioning into adulthood.
- The 411 on Disability Disclosure: A Workbook for Youth with Disabilities (http://www.ncwd-youth.info/wp-content/uploads/2016/10/The_411_On_Disability_Disclosure_for_Adults.pdf) is a workbook for youth and adults working with them, designed to assist in making informed decisions about whether or not to disclose their disability.
- Workforce Innovation Technical Assistance Center (WINTAC) (*http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/instruction-self-advocacy*) provides an overview of Instruction in Self Advocacy.
- Youth in Action! Becoming a Stronger Self-Advocate (*http://www.ncwd-youth.info/publications/youth-in-action-becoming-a-stronger-self-advocate/*) provides a tip sheet on self-advocacy.