



An Overview of Pre-Employment Transition Services (Pre-ETS)

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Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University.

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Disclaimer

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Introductions



- Name
- Educational Organization (EO)
- Position/Role

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each other’s needs

Training Objectives

Participants will:

- Identify the importance of collaborative transition planning with Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR).
- Review Pre-ETS.
- Discover how to incorporate Pre-ETS in the development of a transition-focused Individualized Education Program (IEP).
- Recognize the value of building strong community partnerships to ensure successful Pre-ETS for students with disabilities.

Materials

- NYSED Pre-ETS Guidance Memo
- Vocational Rehabilitation (VR) Continuum of Services
- ACCES-VR Pre-ETS Brochure
- Pre-ETS Definitions
- Pre-ETS Matching Activity
- Pre-ETS Flyer for Students and Families
- Pre-ETS Planner for Students and Families
- Potentially Eligible vs. VR Flyer
- Transition Planning Across the IEP
- Coordination of Pre-ETS Activities
- Pre-ETS Examples in the Coordinated Set of Transition Activities
- Feedback Form for Vocational Rehabilitation Counselors (VRCs) and Vendors

Interagency Collaboration is Key to Quality Transition Planning

What Is Transition Planning?

- Transition planning is an ongoing process that is student-centered, culturally responsive, and a collaborative effort to prepare students with disabilities for life after high school.
- Transition planning includes the following student-focused questions:

Where are
you now?

Where do you
want to go?

How do you
get there?

A Collaborative Process

As students with disabilities transition to adult life, collaboration among educators, families, and VR agencies is crucial. This collaboration allows for the provision of necessary supports and services to facilitate a successful transition from school to work.

Examples of collaboration can include:

- Keeping lines of communication open
- Incorporating all parties in the development of employment activities
- Ensuring services are described in and connected throughout the IEP
- Inviting VR to the Committee on Special Education (CSE) meeting

Federal Requirements

Individuals with Disabilities Education Act (IDEA)

EOs are mandated to invite agencies who are providing or paying for transition services to the CSE meeting

Workforce Innovation and Opportunities Act (WIOA)

VR must allocate 15% of their federal funding toward paying for or providing Pre-ETS to students with disabilities

Overview of Pre-ETS

VR Services in New York State (NYS)



ACCES-VR provides a variety of services to assist students and youth with disabilities to identify, prepare for, and pursue their career goals. These services include:

- Pre-ETS for students with disabilities who are potentially eligible for ACCES-VR services.
- Pre-ETS for students with disabilities who are eligible for ACCES-VR services.
- VR services needed for an individual to obtain, maintain, or advance in a job.

Pre-ETS

- Pre-ETS for students with disabilities provide information on career options, education, and skills training for students ages 14–22 who are potentially eligible or eligible for ACCES-VR services.
- Pre-ETS align with evidence-based predictors of postsecondary success.
- The goal of Pre-ETS is to help students with disabilities achieve an early, solid foundation that will lead them to successful competitive integrated employment (CIE) and independence.

Who Is Eligible for Pre-ETS?

A student must meet the following criteria to participate:

- Be ages 14-22
- Be enrolled in an education program—this includes secondary education (i.e., public, private, or home school) high school equivalency program, postsecondary education and training programs, and those offered through juvenile justice or foster care programs
- Have a disability and be able to provide supporting documentation
 - Documentation can include: A student's IEP, Social Security Administration beneficiary award letter, school psychological assessment, documentation related to 504 accommodations, or other clinical assessments

Pre-ETS services can be provided with or without an open ACCES-VR case.

The Five Pre-ETS



**Job Exploration
Counseling**

**Work-Based
Learning (WBL)
Experiences**

**Counseling on
Opportunities for
Enrollment in
Postsecondary
Education**

**Workplace
Readiness
Training**

**Instruction in
Self-Advocacy**

What Can Each Service Include?

Pre-ETS Service	Activity/Topic Examples
Job Exploration Counseling	• Complete and discuss vocational interest inventories • Learn about the labor market and in-demand occupations/industries • Explore skills, responsibilities, environments, and expectations for specific occupations and career pathways
WBL Experiences	• Participate in workplace tours, informational interviews, job shadowing • Engage in career mentorship, volunteering, student-led enterprises • Work in paid or non-paid work experiences/internships
Counseling on Opportunities for Enrollment in Postsecondary Education	• Explore postsecondary education options such as college, vocational training, trade schools, and postsecondary programs for students with intellectual and developmental disabilities • Attend college fairs, tours, and/or connect to disability support services • Identify assistive technology needs

What Can Each Service Include?

(continued)

Pre-ETS Service	Activity/Topic Examples
Workplace Readiness Training	• Learn about employer expectations for punctuality, performance, and reliability • Review personal hygiene and appropriate clothing across workplace environments and activities • Explore the impact of social media profiles, email addresses, and voice messages on employment • Develop job seeking skills such as completing applications, resume development, mock interviews
Instruction in Self-Advocacy	• Gain knowledge of rights and responsibilities • Learn how to request and accept help, request and utilize accommodations • Develop self-determination skills • Learn about services in the community and how to access them

Match the Activity to the Correct Pre-ETS

- Participants will match the activities to their corresponding Pre-ETS
- Participants will discuss their responses



Who Provides Pre-ETS?

Pre-ETS are delivered by community-based providers that are contracted and approved by VR, referred to as **vendors**.

- Vendor staff must meet training requirements prior to providing services and complete ongoing training requirements to maintain proficiency.
- Vendor staff deliver Pre-ETS using a syllabus or curriculum approved by ACCES-VR.
- Vendors work in partnership with the student, their family, the school, and any other agencies involved with the student to identify which Pre-ETS the student will receive.

When and Where Can Pre-ETS Take Place?

When?

- During school (outside of required academic coursework)
- After school
- Weekends
- School vacations/Summer break

Where?

- At school
- In the community
- Virtually

Accessing Pre-ETS

Facilitating Collaborative Conversations



- Identify a primary contact person both at the school and at ACCES-VR
 - ACCES-VR contacts could include a VRC, the regional Transition and Youth Services (TAYS) counselor, and/or a Pre-ETS vendor representative
- Connect with students and families to discuss Pre-ETS and gather documentation for the referral process
 - Provide an informational flyer during the CSE meeting
 - Offer a Pre-ETS Planner to review and plan for each step in the referral process
- Develop a plan at your school for coordinating Pre-ETS
- Coordinate activities with the VRC/Pre-ETS vendor
 - This could include informational sessions for families, students, and educators, determining a process for referrals, and identifying a schedule and space for meetings and activities

Pathways to Pre-ETS



Path One

For students who are **only** looking for Pre-ETS right now, Potentially Eligible may be the entry point.

Path Two

For students who are looking for **all** VR services, including Pre-ETS, there is the all-inclusive VR entry point.

Referral and Intake Process for Potentially Eligible Services Only

Referral to ACCES-VR vendor: Potentially eligible student (Pre-ETS ONLY)

- Students with a disability (14–22) enrolled in an educational program
- Would benefit from an introduction to pre-employment supports and group activities

Potentially eligible Pre-ETS vendors will have an individual intake process

Referral and Application Process for Eligible Services

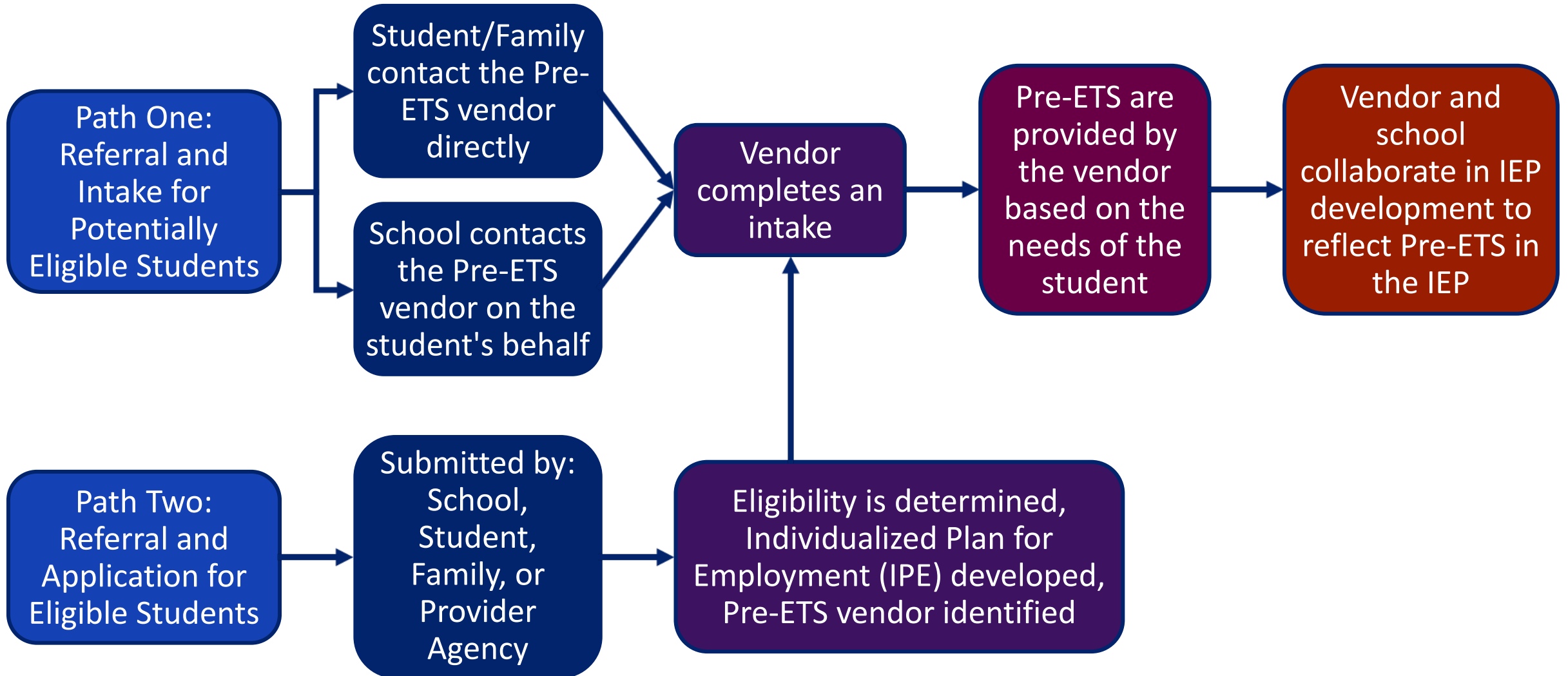
Referral to ACCES-VR: Eligible student

- Students with a disability that may need more than Pre-ETS (e.g., VR services)
- **Students with a disability who are interested in identifying a career goal and accessing services required to achieve that goal and obtain a job**
- Students with a disability ready for more in-depth VR services

Documentation includes:

- **ACCES-VR Application (VR-04)**
- **Documentation of Disability**
- **School release form**

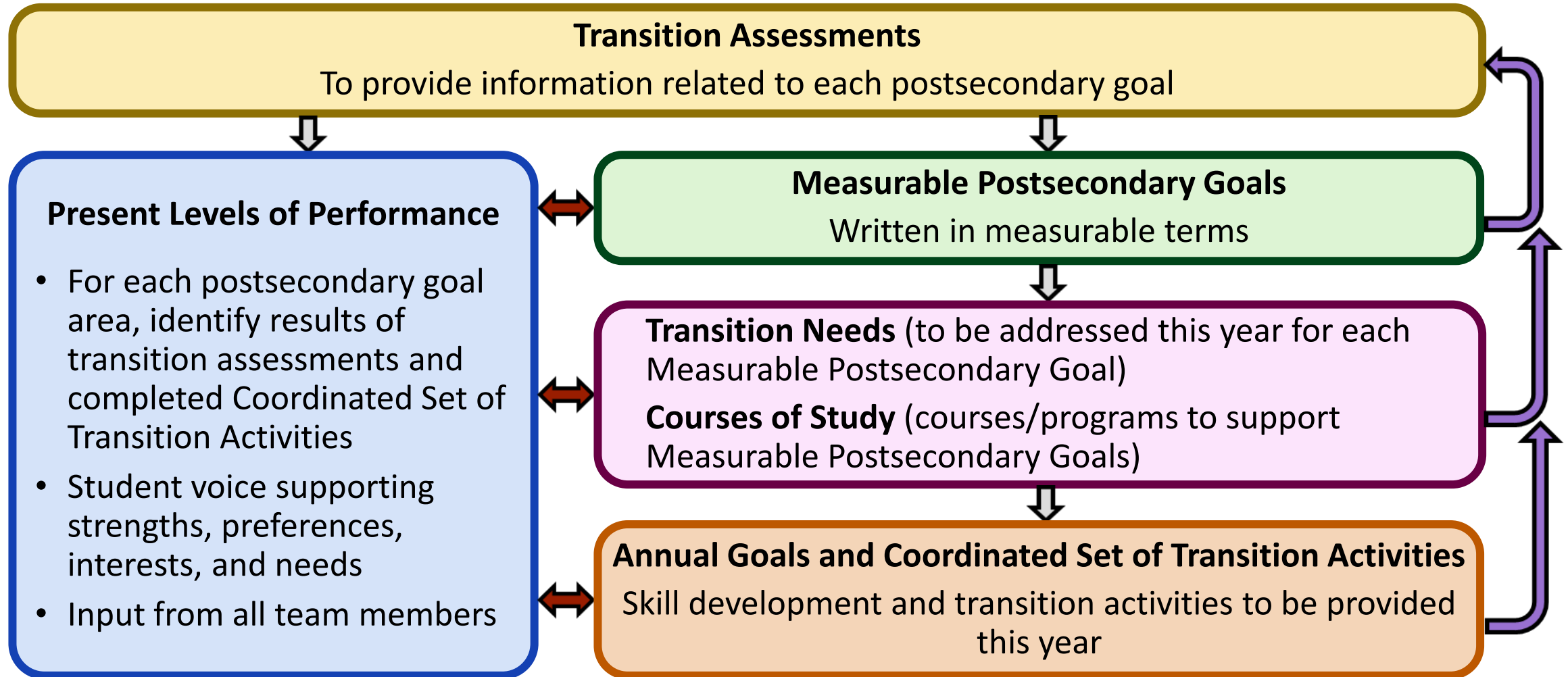
Two Paths to Accessing Pre-ETS



Reflecting Pre-ETS in the IEP

Transition Planning Across the IEP

Connected Transition Plan in the IEP



Pre-ETS Support Quality Transition Planning



Pre-ETS Services support students in:

- Identifying individual strengths, preferences, interests, and needs
- Identifying possible careers of interest and determining a “good fit”
- Developing employability skills
- Developing self-determination skills
- Connecting to programs, supports, and services needed for post-school success

Reflecting Pre-ETS Information in the Present Levels of Performance (1 of 3)

Sample Statements

- The services that ACCES-VR can offer have been discussed with Allison and her parents and they are interested in meeting with the school's ACCES-VR counselor to learn more.
- The process for obtaining Pre-ETS services has been reviewed with Morgan and their family, and they would like a referral to be initiated to the Pre-ETS provider.

Reflecting Pre-ETS Information in the Present Levels of Performance (2 of 3)

Additional Examples

- Jordan participated in Job Exploration Counseling through ACCES-VR and has decided she would like to become either a physical education teacher or an athletic trainer. She reports her next step is to identify colleges that offer those programs.
- Angel is participating in a WBL experience at a local nursery. Their Pre-ETS provider reports progress in maintaining focus on work tasks at the job site. The need for verbal prompts to return to task has decreased from an average of four times per hour to only once per hour.

Reflecting Pre-ETS Information in the Present Levels of Performance (3 of 3)

Even More Examples

- Sean participated in self-advocacy instruction with XYZ Agency and is now able to independently speak to teachers about his accommodations. His math teacher reported that Sean initiated a request for extra help for the first time.
- Lisa will need to have a part-time job while she lives at home and takes college classes after high school. Through participation in Work Readiness Training with ABC Agency, Lisa practiced how to complete online job applications and developed a resume. She reports that job interviews still make her nervous and she needs to improve skills in this area.

Pre-ETS Can Support the Transition Needs Section of the IEP

The student needs to:

- Develop self-determination/self-advocacy skills
- Develop job seeking skills
- Develop employability skills such as appropriate behavior at work
- Explore career paths within their area of interest
- Identify training programs that offer certification within their area of interest
- Explore disability support services at colleges of interest
- Develop work stamina to complete assigned job tasks

What Are the Coordinated Set of Transition Activities?

Needed activities to facilitate movement from school to post-school activities.

Describes what the district will do to help the student reach their Measurable Postsecondary Goals.

Activities in the following areas:

- **Instruction** 
- Related services
- **Community experiences** 
- **Development of employment and other post-school adult living objectives** 
- When appropriate:
 - Acquisition of daily living skills
 - Functional vocational evaluation

Pre-ETS as a Transition Activity

Important Considerations to Remember

- Activities occur the year in which the IEP is implemented
- Activities are individualized, specific, and clearly described
- Activities develop the specific skills the student needs
- Activities are developed collaboratively with the student and family
- A district or agency responsible must be identified to ensure each activity occurs

Referral for Pre-ETS as a Transition Activity



Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity Examples Related to Pre-ETS	School District/Agency Responsible
Employment and Other Post-School Adult Living Objectives	• Meet with an ACCES-VR counselor to learn about services • Initiate intake referral for Pre-ETS	• School Counselor, ABC School District • Transition Coordinator, ABC School District

Receiving Pre-ETS as a Transition Activity—Instruction

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity Examples Related to Pre-ETS	School District/Agency Responsible
Instruction	• Instruction in self-advocacy skills • Instruction in financial literacy skills • Instruction in time management • Instruction in goal setting	• ACCES-VR • Pre-ETS Provider Agency

Receiving Pre-ETS—Community Experiences

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity Examples Related to Pre-ETS	School District/Agency Responsible
Community Experiences	• Attending career fairs to explore employers in the healthcare field • Workplace tours to learn about jobs in the restaurant industry • College tours to compare and contrast business programs • Job shadowing to gain knowledge of the career paths working with animals	• ACCES-VR • Pre-ETS Provider Agency

Receiving Pre-ETS—Employment and Other Post-School Adult Living

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity Examples Related to Pre-ETS	School District/Agency Responsible
Employment and Other Post-School Adult Living Objectives	• Job Exploration Counseling to identify careers in education • Work Readiness Training to develop employability skills • Counseling on Postsecondary Education Opportunities to identify colleges with programs in computer science • WBL Experiences to participate in an internship in retail	• ACCES-VR • Pre-ETS Provider Agency

Building Pathways to Collaborative Partnerships

Deepening Collaborative Engagement



- Connect with a local Pre-ETS vendor to dive further into services offered and discuss specific students' IEPs, assessments, accommodations, etc.
- Invite (either virtually or in person) the VRC and/or the Pre-ETS vendor to the CSE meeting
 - If they can't attend, offer ways they can share important updates (e.g., documentation of student progress, feedback from a job coach, etc.)
- Incorporate shared information into the IEP
 - Including in the Present Levels of Performance and the Coordinated Set of Transition Activities
- Provide opportunities for continuous two-way communication outside of the CSE meeting
 - Just as VR/vendor should be sharing information about the Pre-ETS the student is participating in, schools should also be sharing relevant information with VR/vendor

Framework for Collaborative Success





Exit Ticket

- Please share one “aha” moment you had today.
- How will this discovery change your practice?

Resources

- [Adult Career and Continuing Education Services](#)
- [Apply for VR Services](#)
- [Guide to Quality IEP Development and Implementation](#)
- [Pre-Employment Transition Services—NTACT:C](#)
- [Student and Youth Transition Services](#)

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Educational Partnership

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