# Section 7 Pre-Employment Transition Services (Pre-ETS)

## Part 4 Pre-ETS Plan and Scope of Available Services

### Initial Interview

To begin the process of developing a Pre-ETS Plan of services to be provided, the Transition Specialist will complete the initial interview with the student and parent/guardian (if applicable).

 **Initial Interview – Refer to Resources Part X**

### Pre-ETS Plan

The Transition Specialist will work with the student and parent/guardian (if appropriate) to develop the Pre-ETS Plan. The Plan identifies the services to be provided, participation responsibilities, and expectations. The Plan shall be written, signed, and finalized in KMIS within 30 calendar days from determination. The Plan shall be reviewed, finalized in KMIS, and signed by student at least annually by the Transition Specialist and the student (parent if applicable). The Plan narrative and services should reflect informed choice by the student, document the needs the student has based on records (IEP, 504 plan, or medical records), and needs expressed by other parties if applicable (parent, teachers, etc.) The plan needs to include evaluation criteria on how and when the student’s progress will be evaluated. The Plan needs to be updated prior to dates expiring on the Plan. Amendments to the Plan do not take effect until agreed to and signed by student, parent (if applicable) and Transition Specialist.

 **Pre-ETS Plan – Refer to Forms Part 64**

### Available services

RS is required to offer the Pre-ETS listed below. However not every service will be provided to each student, depending on his/her needs, interests and informed choice and depending on the capacity of the program within the available funding. The Pre-ETS plan will identify the specific services that will be provided and the projected timelines.

* Job Exploration Counseling
	+ Provides students with disabilities the opportunity to match their skills and interests
	+ Administration of vocational interest inventories
	+ Review labor market information
	+ Explore jobs/careers in the community
	+ Connect the student to other resources in the community
	+ Review the Kansas Career Navigator
* Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).
	+ Empowers students with disabilities to express their needs and goals in a variety of settings like school and work
	+ Helps students learn their rights and responsibilities under IDEA, 504, and ADA
	+ Identifies self-advocacy skills and why they are important
	+ Helps students learn to request accommodations, auxiliary aids or services, and supports
	+ Helps the student build their own advocacy skills
	+ Connects the students to other resources in the community
* Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible
	+ Pre-ETS will provide work-based learning experiences where youth can learn the skills necessary to succeed in the workplace and experience the benefits of earned income.
	+ Facilitate job shadowing and/or mock interviews
	+ Connect students to career track and/or other work-based learning programs
	+ Identify paid and unpaid local businesses for work-based learning experience opportunities

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| ***Criteria to participate in paid work-based learning experiences*** Rehabilitation Services will emphasize paid work-based learning experiences for qualifying students with disabilities. However, the number of paid work-based learning experiences in any given community are limited by funding, provider capacity, and available worksites. * + - The student has to be within his or her last 18 months before exiting secondary school.
		- The student has the ability to get to and from the work experience.
		- The parent/legal guardian’s signed approval to participate.
		- The student is committed to completing 240 hours within a year.
		- The student has the necessary supports such as but not limited to job coaching in place for the work experience if applicable.
		- Any student with a disability who is not a U.S. citizen must have employment authorization documentation.
		- The paid work-based learning experience is not allowed to occur during the school day unless the student has early release because he or she has met the high school graduation credits. Pre-ETS is not allowed to take over the school district responsibility to provide services to the student.
		- A student who has been terminated or fired from a paid work based learning experience may not be able continue to participate in the experience. This would be determined by Pre-ETS manager on a case-by-case basis. The student will be able to continue to receive other available services if he or she continues to meet the criteria to participate in Pre-ETS.

 **Provider Agreement Service Descriptions – Refer to Partner link**Service Description with Local Area Workforce Development Centers, Boards, and Operators Service Description with Center for Independent Living CentersStudents participating in work-based learning experiences will be compensated at $8.25 per hour. Payroll and workers compensation coverage will be processed through an RS contract with Key Staffing.  **Key Staffing forms for student compensation – Refer to Forms** |

* Workplace readiness training to develop employment skills
	+ Supplies students with disabilities with the opportunity to learn power skills necessary for success on the job; such as customer service, how to interact with co-workers, supervisors, being on time, etc.
	+ Connect students with America Job Centers (AJC), **KANSAS**WORKS
	+ Identify resources to develop social and independent living skills
	+ Identify and discuss employability skills
	+ Connect the students to other resources in the community
* Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education (universities, community colleges or technical schools)
	+ Provides a clear path to students with disabilities employment future
	+ Provide information on connecting students to education opportunities including Disability Support Services
	+ Discuss reasonable accommodations and auxiliary aids for success in training and academic settings
	+ Educate and inform students about post-secondary training programs
	+ Connect the students to other resources in the community

*34 CFR 361.48(a)(2)*

In addition, Pre-ETS funds may be used for the provision of [auxiliary aids and services](#Auxaidsandservices) for students with disabilities with sensory and communicative disorders who require such services to access Pre-ETS. Auxiliary aids and services ensure equal access to information, materials, services, and activities available to students with disabilities participating in Pre-ETS. *Provision of auxiliary aids and services under Pre-ETS requires the prior approval of the Pre-ETS Program Administrator.*

**Example 1: Allowed with Pre-ETS funds —** For example, screen reading software programs could be purchased to enable an individual who is blind to access information on a computer during a work-based learning experience. It is important to note that the screen reader software for individuals who are blind or visually-impaired, not the computer on which it is installed, meets the definition of “auxiliary aids and services.”

**Example 2: Allowed with Pre-ETS funds —** As another example, for an individual who is deaf, interpreter services or video-based telecommunication products could be purchased to ensure access to information in activities related to job exploration counseling or other Pre-ETS.

**Example 3: Not Allowed with Pre-ETS funds —** On the other hand, personal devices and services do not meet the definition of auxiliary aids and services. Personal devices and services include individually-prescribed devices, such as prescription eyeglasses or hearing aids, readers for personal use or study, or services of a personal nature. If a student with a disability requires personal devices or services or individually-prescribed assistive technology, RS must work with the student to determine whether he or she meets the eligibility criteria of vocational rehabilitation. If yes, then an Individual Plan for Employment should be developed to include those additional services through VR funding, not Pre-ETS funding.

**Example 4: Not Allowed with Pre-ETS funds —** In addition, other services which cannot be funded by Pre-ETS may be determined necessary for the student to effectively participate in Pre-ETS services. Such services may include job coaching, clothing for work-based learning experiences, or transportation. In such cases, if the student is eligible for VR then an IPE should be developed to include these additional services through VR funding, not Pre-ETS funding.

As a result (as in Examples 3 and 4), the student may have both Pre-ETS and VR cases open at the same time in order to coordinate the provision of necessary services.

### Group services

Pre-ETS may be provided in individual settings, as described above, or in group settings. All group setting participants have to be active Pre-ETS students with a Pre-ETS plan.

Below are examples of services in a group setting:

General job exploration counseling in a group setting may be provided in a classroom or community setting and could include:

* Information regarding in-demand industry sectors and occupations, as well as nontraditional employment.
* Information about labor market composition.
* Administration of vocational interest inventories.
* Identification of career pathways of interest to the students.

Work-based learning experiences in a group setting may include:

* Coordinating a school-based program of job training and informational interviews to research employers.
* Work-site tours to learn about necessary job skills.
* Job shadowing.
* Mentoring opportunities in the community.

Counseling on opportunities for enrollment in transition or post-secondary educational programs at Institutions of Higher Education in a group setting may include providing information on:

* Course offerings.
* Career options.
* The types of academic and occupational training needed to succeed in the workplace.
* Postsecondary opportunities associated with career fields or pathways.

Workplace readiness training services may be offered in a generalized manner in a classroom or other such group settings to provide programming to assist students with disabilities to develop social skills and independent living skills necessary to prepare for eventual employment. These services could teach skills such as:

* Communication and interpersonal skills.
* Financial literacy.
* Group orientation and mobility skills (i.e., to access workplace readiness training or to learn to travel independently).
* Job-seeking skills.
* Understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment.

Instruction in self-advocacy services may be provided through generalized classroom lessons in which students:

* Learn about their rights and responsibilities.
* Learn how to request accommodations or services and supports.
* Communicate their thoughts, concerns, and needs, in order to prepare them for peer mentoring opportunities with individuals working in their area(s) of interest.