



Pre-Employment Transition Services Kansas

Annual Planning Guide and Partnership Department for Children
and Families

Purpose of Pre-Employment Transition Services Annual Planning

The Pre-Employment Transition Services (Pre-ETS) Annual Planning Guide and Partnership is an instrument to help educators and Pre-ETS Transition Specialists meet the transition requirements identified in the Individuals with Disabilities Education Act (IDEA) and the Workforce Innovation and Opportunity Act (WIOA) while providing meaningful and effective transition services to students with disabilities. This document will serve as a tool to develop a written working document between Pre-ETS and the schools; and, help to:

- Promote a coordinated effort between the school district and the local Pre-ETS Transition Specialist.
- Implement strategies that will facilitate effective transition services, eliminate duplication of services; and,
- Ensure the development of an effective partnership to provide vital and results-oriented services to transition-aged students with disabilities.

Working Together

Pre-ETS Transition Specialists work in collaboration with schools to complete the Pre-ETS Annual Planning Partnership. This will help to identify the nature and scope of services provided by each entity so students with disabilities receive the services to which they are entitled and need. The Pre-ETS Transition Specialist's role is primarily one of helping students to identify career interests. Services supplement those provided by the school and do not duplicate those services.

Who Can Receive Pre-Employment Transition Services?

Pre-Employment Transition Services are available to individuals who meet the definition of a student with a disability, ages 14 through 21, who may need such services, are enrolled in a secondary, postsecondary, or other recognized education program, and are eligible for vocational rehabilitation (VR) services, or potentially eligible for vocational rehabilitation services (i.e., all students with disabilities, including those who have not applied or been determined eligible for VR services); and are:

- Eligible for and receiving special education services through an Individualized Education Program (IEP)
- Receiving services under a Section 504 Accommodation Plan
- Not currently receiving services; but, eligible for the purposes of Section 504 of the Rehabilitation Act



Pre-Employment Transition Services

The intent of pre-employment transition services is to:

- improve the transition of students with disabilities from school to postsecondary education or to an employment outcome,
- increase opportunities for students with disabilities to practice and improve workplace readiness skills, through work-based learning experiences in a competitive, integrated work setting and
- increase opportunities for students with disabilities to explore post-secondary training options, leading to more industry recognized credentials, and meaningful post-secondary employment.

Students begin working with Pre-ETS Transition Specialist once there is a signed Pre-Employment Transition Services Request for Services and Information Release. Throughout the school year, the Pre-ETS Specialist will provide or arrange for the provision of one or more of the following five required Pre-ETS services individually or in a group setting:

1. Job exploration counseling
2. Work-based learning experiences
3. Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at post-secondary institutions of higher education
4. Workplace readiness training, to develop social skills and independent living
5. Instruction in self-advocacy, which may include peer mentoring

The Pre-ETS Transition Specialist may also provide information about and coordinate provision of the following services if the student needs them in order to access or participate in one of the above required Pre-ETS services:

- Auxiliary aids and services needed by eligible or potentially eligible students with sensory and communicative disabilities
- Additional VR services (e.g., maintenance, transportation, coaching services) that are available to eligible students

Activities

Pre-ETS Transition Specialists will:

- Participate in IEP meetings
- Consult with teachers
- Attend informational events
- Share information about Kansas VR services
- Coordinate with VR Counselor, to assist student with applying for VR services

Students may begin developing awareness of life after school through:

- Career days
- Business tours
- Job fairs
- Presentations and group discussions about the world of work
- Identification and problem-solving regarding barriers to employment

Students also identify interests and strengths while building skills through:

- Interest inventories
- Job Exploration Counseling
- Informational interviews
- Job shadowing
- Job Readiness Skills Training
- Independent Living Skills Training
- Instruction in Self-Advocacy
- Work-Based Learning opportunities in the community
- Benefits analysis and financial planning for employment success
- College tours and orientation to college planning
- Referral to community resources and adult services agencies
- Discussion about potential application for individualized VR Services and development of Individualized Plan for Employment (IPE)

The VR program can be characterized as providing a continuum of services beginning with Pre-ETS for students with disabilities in the early stages of career and employment exploration with more individualized and intensive services available when the need is indicated.



A Few Examples of Disabilities:

Physical/Medical: Cerebral Palsy, Hearing Impairment, Juvenile Rheumatoid Arthritis, Diabetes, Spina Bifida, Cystic Fibrosis, Orthopedic Impairment, Heart Condition, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Traumatic Brain Injury (TBI), Autism, Mental Health: Depression, Anxiety, Bipolar Disorder, Obsessive Compulsive Disorder, Post-Traumatic Stress Disorder (PTSD), Oppositional Defiant Disorder, Drug/Alcohol Abuse, Adjustment Disorder, Learning: Specific Learning Disability, Intellectual Disability, Autism, Speech/ Language Impairment

Pre-ETS Involvement in the Individualized Education Program (IEP):

Pre-ETS Transition Specialists welcome invitations to attend IEP meetings. Attendance can be in person, by conference call or video conferencing. Prior notice is necessary for scheduling. Educators are required to get prior consent from parents or legal representatives/guardians when outside agencies are invited to IEP meetings.

Referral Process

Who should refer students? Special Education Educators, Guidance Counselors, School Nurses, School Psychologists, Speech Language Pathologists, Administrators, Regular Educators, and Parents or legal representatives/guardians may refer students to Pre-ETS. Students may also self-refer.

Who should be referred? Students with disabilities, ages 14-21, who need Pre-ETS services and are verified for special education through an Individualized Education Plan (IEP), students with a 504 Accommodation Plan, or students with a disability for the purposes of section 504 (even if they do not have a 504 Plan in place).

What is the referral process? A Pre-ETS Request for Services and Information Release is completed and submitted to the Pre-ETS Transition Specialist. An appointment will be scheduled at the earliest possible time to start services. A parent's or legal representatives/guardian's consent is required for students under the age of 18, or not their own guardian.



Safety and Disclosure

When a school is aware of behavioral issues, that could potentially warrant concern for a student's safety, or the safety of others, the school is urged to disclose this information in a timely manner. When a safety or Behavioral Intervention Plan is in place, in addition to medical and psychological information, the Plan should be shared to ensure appropriate Pre-Employment Transition Services delivery.

If the Pre-Employment Transition Services Specialist is providing services in a group setting, while the student is present, the classroom teacher or other school personnel should remain in the classroom to address any behavioral issues that may arise.

If the student with a disability requires an aide or personal attendant during the school day, to ensure access to Free and Appropriate Public Education (FAPE) and transition services through the IEP, the school is asked to provide the same support services while the student is participating in Pre-Employment Transition Services.

School Contact

When will the Pre-ETS Specialist come to your school? The Pre-ETS Specialist will be available to students and staff at your school as time permits; and, at least a minimum of once every other month. It is recommended to determine a schedule at the beginning of the school year. If a set schedule is not indicated, all meetings should be arranged in advance with all pertinent school personnel informed. A procedure should be in place to communicate unforeseen changes to the schedule.

Student Release Time Considerations

- How will time be scheduled for the Pre-ETS Transition Specialist to meet with students?
- When and where will the Pre-ETS Transition Specialist meet with students?
- How will class release time be handled?
- When and where will the Pre-ETS Transition Specialist have access to meet students in groups?

Information Exchange

How will student records be made available? The Pre-ETS Transition Specialist may need copies of available student records for verification and/or planning purposes. Access to copies of the IEP with diagnosis, psychological report, and any available vocational records for career planning is very helpful to the provision of Pre-ETS. Pre-ETS and the school will need appropriate Release of Information forms signed by the parents or legal representatives/guardians. The Pre-ETS Transition Specialist may seek records from outside sources as necessary with the appropriate permission.

Feedback to Educators

The Pre-ETS Transition Specialist will provide status updates to the school regarding each student's participation in Pre-ETS activities. The best method of providing feedback varies from school to school. This can be addressed through the Annual Planning process.

Outreach

Pre-ETS Transition Specialists welcome the opportunity to:

- Meet with students, as well as parents or legal representatives/guardians, to provide information about Pre-ETS Services.
- Attend Parent/Teacher Conferences and meetings.
- Attend IEP meetings to give information to families.

For More Intensive Individualized Services

Those students who need additional individualized VR services that fall outside of the scope of Pre-ETS, in order to be able to achieve an employment outcome will be encouraged to apply for VR Services. These individualized services may not be provided until the student has applied for VR Services, has been determined eligible, and an Individualized Plan for Employment (IPE) is in place. The student's Pre-ETS Transition Specialist can assist the student in the referral/application process for receiving VR Services.

Coordination of Effort

At the beginning of each school year, Pre-ETS Transition Specialists will meet with a representative from each local school district; and where appropriate, a representative from the local Special Education Cooperative, to complete and/or review the Annual Planning Partnership within this document. The document outlines important issues and provides an opportunity to discuss operational matters, address questions, and review what went well and what didn't in the previous school year. The intent is to identify coordinated direction for the next year's planning; and, to promote continuous improvement in the Transition Partnership.

Through the process of developing annual planning document, the following will also be discussed:

- Who should be referred?
- How will students be referred?
- How will student information be shared?
- How will student behavioral concerns be shared?
- Where will services be provided?
- What type of feedback will be helpful for all parties?
- What services will be provided?
- Who will provide the services?
- What goals or priorities need to be pursued?
- How do we partner with other agencies?
- How will we evaluate our progress in this partnership?

Satisfaction Survey

At the end of each school year, a satisfaction survey will be distributed to all school contacts who serve students with disabilities. Pre-ETS Transition Specialists will send the survey link to each of their school contacts. Because school feedback is critical to continuous improvement, the expectation is to receive at least one survey response from each school. A response from each contact is preferred.

Pre-Employment Transition Services Annual Planning Partnership

The purpose of this Pre-Employment Transition Services Annual Planning Guide and Partnership is to promote a coordinated effort between Pre-ETS and the local schools in providing an effective transition, for students with disabilities, from school to work. This tool is used for Pre-ETS Transition Specialist to have the following discussions with the school for effective partnership regarding operating procedures.

Region:

Pre-ETS Transition Specialist:

District:

School Name:

School Contact:

Meeting with students at the school

When (Month/Day of the week) can Pre-ETS Transition Specialist meet with students in the school and who should they contact to arrange the appointments.?

What is the building check-in and safety procedure?

What workspace access will be available to the Pre-ETS Specialist? Is there internet access if needed?

Is there workspace available for times that the Pre-ETS Specialist would be able to provide a group meeting (ex. guest speaker or activities that would be better presented in a group)?

Would virtual appointments be acceptable, at times? If so, Pre-ETS is able to schedule and send Microsoft Teams invites. If other formats are needed (ex. Zoom, Google Meets), would a teacher or other representative be able to arrange the meeting and send the invite?

Referral Process

Explain the referral process for referring students to Pre-ETS.

How will parents or legal representation/guardian and students be made aware of Pre-ETS Services?

What is the student release process for participating in Pre-ETS meetings and activities?

How will information and feedback be exchanged between Pre-ETS and educators?

What is the process for sharing individual safety and behavioral intervention plans and behavioral concerns?

Collaboration for Service Delivery

Identify those activities that VR and the school will do in order to support the provision of Pre-ETS services to students with disabilities.

Pre-ETS Transition Specialist

- Attending regularly scheduled meetings
- Providing information to educators during “Teacher In-Service Days”
- Checking in during school visits
- Sharing regular updates about student activities
- Sharing Work-Based Learning reports
- Providing consultation
- Making referrals for resources
- Connecting student to VR Services, if desired.

School

- Attending regularly scheduled meetings, when appropriate
- Inviting Pre-ETS to student IEP’s
- Sharing regular updates about student activities
- Sharing Work-Study reports
- Providing copies of IEP’s, 504 Plans, and other necessary documents
- Sharing Pre-ETS information with students and families

Additional Comments:

What additional opportunities will be made available outside the school day for students and parents in relation to transition planning. Would you be able to invite the Pre-ETS Transition Specialist and VR counselors to share information regarding our services?

What opportunities will be made by school and/or Pre-ETS for students to learn from employers?

What opportunities will be made (by school and/or Pre-ETS) for students and their families to learn about resources in their communities (ex. Centers for Independent Living, Workforce Centers, Developmental Disabilities, Social Security, and Medicaid, etc.)?

Describe the expected outcomes to be achieved as a result of this partnership?

Describe how this information will be shared with school staff?

Annual evaluation

The effectiveness of this planning document must be reviewed each year, for continuous improvement.

What things went well, with the partnership between Pre-ETS and the school, the previous year?

What areas of improvement would Pre-ETS and the school like to see this year?

Date Annual Planning Completed:

School personnel that participated:

- (1)
- (2)
- (3)
- (4)
- (5)

