



Vocational Rehabilitation Service

Pre ETS and Transition Services
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Statewide Transition Coordinator

So, what's the talk in transition?



- Academic and Graduation Requirements
- Post Secondary Opportunity Requirements
- Employment Readiness
- Labor Market
- Executive Functioning
- Securing a Future in Today's Economy
- The Next Steps

Keys to Students' Success

- Collaboration Amongst Partners.....Ongoing
- Student Involvement
- Parent Involvement
- Shared Vision and Goal
- Information Sharing
- Follow Up



Transition Services

- **Transition services are a coordinated set of activities that assist students and youth with disabilities to successfully transition from high school to employment or post-secondary training opportunities.**
- **Every public high school in Alabama has a vocational rehabilitation counselor assigned to provide and coordinate pre-employment and transition services.**



Pre-Employment Transition Services (Pre-ETS)

The Workforce Innovation and Opportunity Act (WIOA) amends the Rehabilitation Act of 1973 and requires vocational rehabilitation (VR) agencies to set aside at least 15% of their federal funds to provide pre-employment transition services (Pre-ETS) to students with disabilities who are eligible or potentially eligible for VR services.

STUDENT WITH A DISABILITY DEFINED:

- An individual with a disability in a secondary, postsecondary, or other recognized education program who:
 - Is not younger than the earliest age for the provision of transition services under section 614 of the Individuals with Disabilities Education Act (in Alabama that is 9th grade or age 16); or
 - Is not older than 21 years of age;
 - and
 - Is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act; or
 - Is a student who is an individual with a disability, for purposes of section 504.
 - Eligible or Potentially Eligible for VR services
- Must be made available statewide to all students with disabilities who are eligible for or Potentially eligible for VR services.
 - The provision of the five required services must be provided based on individual need of the student. Therefore, each student may not receive all five required activities.
 - May begin once a student requests or is recommended for one or more pre-employment transition service and documentation of a disability is provided to the VR agency.
 - Can be provided in a group or individual setting in the classroom, community or employment site.
 - Must be provided or arranged in collaboration with LEAs.
 - Are the only activities that can be paid for using the mandate 15% set aside.



Pre-employment Services

Job Exploration- Exploration of career options either in an individual or group setting to foster motivation and informed decision making of career opportunities.


Work Based Learning- Exploratory work experiences that provide students the knowledge and skills to assist them with connecting school experiences and other learned Pre ETS training with real life work activities.

Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs- Gaining awareness of the wide range of career pathway options and understanding how skill development and knowledge relate to future opportunities in postsecondary educational settings and employment.

Workplace Readiness Training- Develop Social Skills and Independent Living Skills, those “soft skills” that employers seek from employees. These are a set of skills and behaviors that are necessary for any job.

Instruction in Self-Advocacy- The ability to effectively communicate, convey, negotiate or assert his/her own interest or desires and taking responsibility to communicate this in a straightforward manner to others



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Some Things
Students and
Youth Need.....
*for Successful
Outcomes*

- Improved Social and Soft Skills
 - Job Seeking Skills
 - Post Secondary Training
 - Financial Literacy
 - Self Awareness and Advocation
 - Labor Market Information
 - Social Media Etiquette
 - Work Based Learning Opportunities
 - Independent Living Skills
 - Resources
 - Support System
 - Job Placement Assistance
 - Accommodations and/or Assistive Technology
 - Financial Assistance
 - Guidance and Counseling
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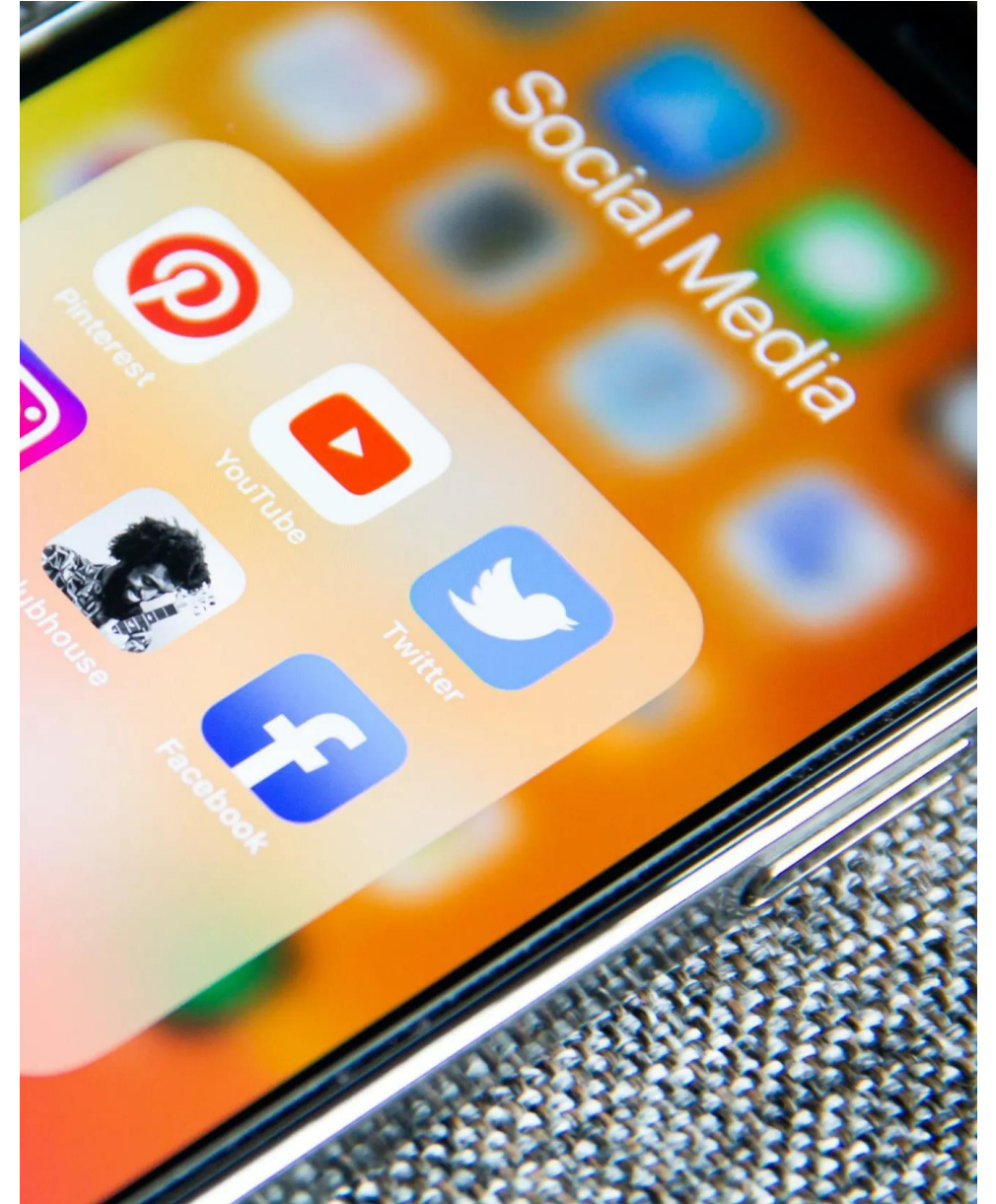
Career Interest Inventory

Activity	Circle one	
Operate a bulldozer.	Like	Dislike
Do a science experiment.	Like	Dislike
Paint a portrait.	Like	Dislike
Teach kids to read.	Like	Dislike
Lead a team.	Like	Dislike



Knowing What You Like.....

can lead to knowing what you may like to do!



Do's
and
Don'ts

Social Media Etiquette
Texting friends vs. employers
Screentime
Networking



Texting...


Question and answers:

Good morning, what time do you plan to leave campus?

“Imma have to see cus ion no ni I gotta class at 11:00”

What we would like to see is

“Good morning, I will let you know as soon as I get out of my 11:00 class.”





Financial Literacy Games

- **Spent** challenges players to survive the struggle of low-income living. Developed by McKinney to raise money for Urban Ministries of Durham, the game has become a hit in financial literacy classrooms. “Spent allows students to truly understand some of the incredibly hard decisions families, living paycheck to paycheck, have to make on a daily basis,” says Courtney Poquette, a business educator from Winooski, Vermont.
- **Financial Football**(These two fast-paced), sports-themed, interactive games engage students in quiz bowl–style questions to advance players up the field. Both Visa-created games have been recently updated with new questions and graphics and include various levels of difficulty and game lengths to make it easier for teachers to differentiate in the classroom. Players can play against the computer or each other.
- **Shady Sam** demonstrates how loan terms can hurt borrowers who don’t pay attention. Players take on the role of a loan shark. The more the customers pay in interest and fees, the higher the score for the game player. Julius Prezelski, a teacher at Mount St. Joseph High School in Maryland, noted that students realize “how the loan game works and how lenders take advantage of consumers.”
- **Money Magic** is designed to teach basic budgeting principles. The main character, Enzo, represents the human tendency to value short-term gratification. The game challenges students to balance immediate wants with long-term plans. Jacqueline Prester, a Mansfield High School teacher in Massachusetts, loves Money Magic “because it gives my students a fun and competitive way to practice their budgeting skills in a nontraditional environment.”
- **Uber Game**, students play the role of a full-time Uber driver—with two kids—who is trying to pay the mortgage. The interactive game, created by the *Financial Times*, challenges students to face life circumstances of those in the gig economy. Lois Stoll, a veteran Family and Consumer Science teacher from a rural school in Ohio, says, “Seems so easy, right? Just drive a car and earn money in the gig economy! Wait until you try to make the mortgage payment driving an Uber car for a week. Just not as easy as you think!”
- **Credit Clash** is a fun and interactive way to learn about credit scores. Brett Shifrin of the Gould Academy in Maine observed his students learning that when their credit score increased, their future loan payment amounts were reduced because they got loans at lower interest rates. One of his students summarized what he learned, saying, “Taking out multiple loans and being able to pay them all dramatically improves your credit.”

Work Based Learning Opportunities

- Job Shadowing
- Workplace Tours
- Paid or Unpaid Work Experiences



Getting Started with Pre-Employment Services

- VR counselors meet with LEA at the beginning of school year to collaborate on Pre ETS activities that will be provided for the school year
- LEA provides Pre-applications to VRC on students that are potentially eligible
- VR counselor meets with students then enters pre apps into SMILE
- VR counselor & LEA jointly determine “specific” Pre ETS to be provided to “specific” students
- VR counselor refers students to CRP provider
- Dates for Pre ETS are coordinated between CRP, LEA, and VR
- Students Participate in service/activity
- CRP Provider completes standard Pre ETS report for the service provided for each student in attendance, and gives reports with invoices to VR counselor
- Scan in reports, document service in case note, pay invoice



Pre-Application Referral Form



With Parent Signature

Alabama Department of Rehabilitation Services: Vocational Rehabilitation Division
Pre-Employment Transition Services Referral for Potentially Eligible Students

Student Name: _____ Gender: _____ Race/Ethnicity: _____
Address: _____ Telephone: _____
DOB: _____ SSN or Student ID: _____ Grade: _____
Email: _____ School: _____
General Pathway: _____ Essentials Pathway: _____ AAS Pathway: _____
School Contact Name & Phone #: _____ & _____ Email: _____
Parent/Guardian Name: _____ Parent/Guardian Telephone: _____
Parent/Guardian Email: _____

Reason for Referral

- Job Exploration Counseling
- Career Interest Inventory
- Counseling Opportunities for Enrollment in Post-Secondary Education Programs
 - College Preparation
 - College Tour
- Instruction in Self-Advocacy
- Workplace Readiness
 - Workplace Readiness Training
 - Social/Soft Skills Training
 - Job Readiness/Seeking Skills
 - Financial Literacy
 - Accessing Transportation
 - Independent Living
- Smart Work Ethic or Social Skills Tier System
 - 10-14 hours
 - 15-19 hours
 - 20+ hours
- Work Based Learning
 - Paid Work Experience/Internship
 - Unpaid Work Experience
 - Workplace Tours
 - Job Shadowing/Simulated Work Based Learning
- Work Based Learning Summer JET

For Student to Receive ADRS VR Services

Please ensure below items are attached:

Required

Student IEP and Notice of Eligibility
Current Transcript and Schedule
Psychological and Other Diagnostical Information
Assessment of Functional Limitations

Parent Signature: _____ Date: _____
Counselor Signature: _____ Date Received: _____

Without Parent Signature

Alabama Department of Rehabilitation Services: Vocational Rehabilitation Division
Pre-Employment Transition Services Referral for Potentially Eligible Students

Student Name: _____ Gender: _____ Race/Ethnicity: _____
Address: _____ Telephone: _____
DOB: _____ SSN or Student ID: _____ Grade: _____
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Continuum of Services: Moving from Potentially Eligible Student with a Disability into a VR Caseload

Pre-ETS is not intended to be an avenue to circumvent the VR process. Although Pre ETS may be all some students require, there will be those who will need additional Pre ETS and/or more individualized services that extend beyond Pre ETS. VR counselor should provide information on the next steps:

- The individual may continue as a student who is potentially eligible and receive additional Pre-ETS that are needed;**
- The student may apply for VR services, which may include additional Pre-ETS and transition services, as needed; or**
- The VR counselor may close the case if the student does not wish to access additional Pre-ETS or to apply for additional VR services.**
- To access VR services, a potentially eligible individual *must* apply for VR, be determined eligible, and have an IPE for provision of the additional VR services.**

Best practice for case conversion is that students who will require VR transition services, are moved into a VR caseload their junior year. Eligibility determination documentation will be required to continue with this process.

Some things to get involved in...

- Youth Leadership Forum (YLF)
- College Prep Summer Programs
- Summer JET
- Apprenticeship Programs
- New College Sponsorship Policy
- Jobs for Alabama Graduates (JAG)
- Peer Mentorship
- Project Search In School and Out of School Programs
- Think College Updated Policy

SELF-ADVOCACY

THE ABILITY TO ARTICULATE
ONE'S NEEDS & MAKE
INFORMED DECISIONS

OUT THE SUPPORT
NECESSARY TO MEET





QUESTIONS ????????

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