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Back to the Future -
Pre-ETS and the Five Required

An introduction to new resources and key considerations in the provision of pre-employment transition services

Disclaimer

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July 22, 2014 - Back to the Future

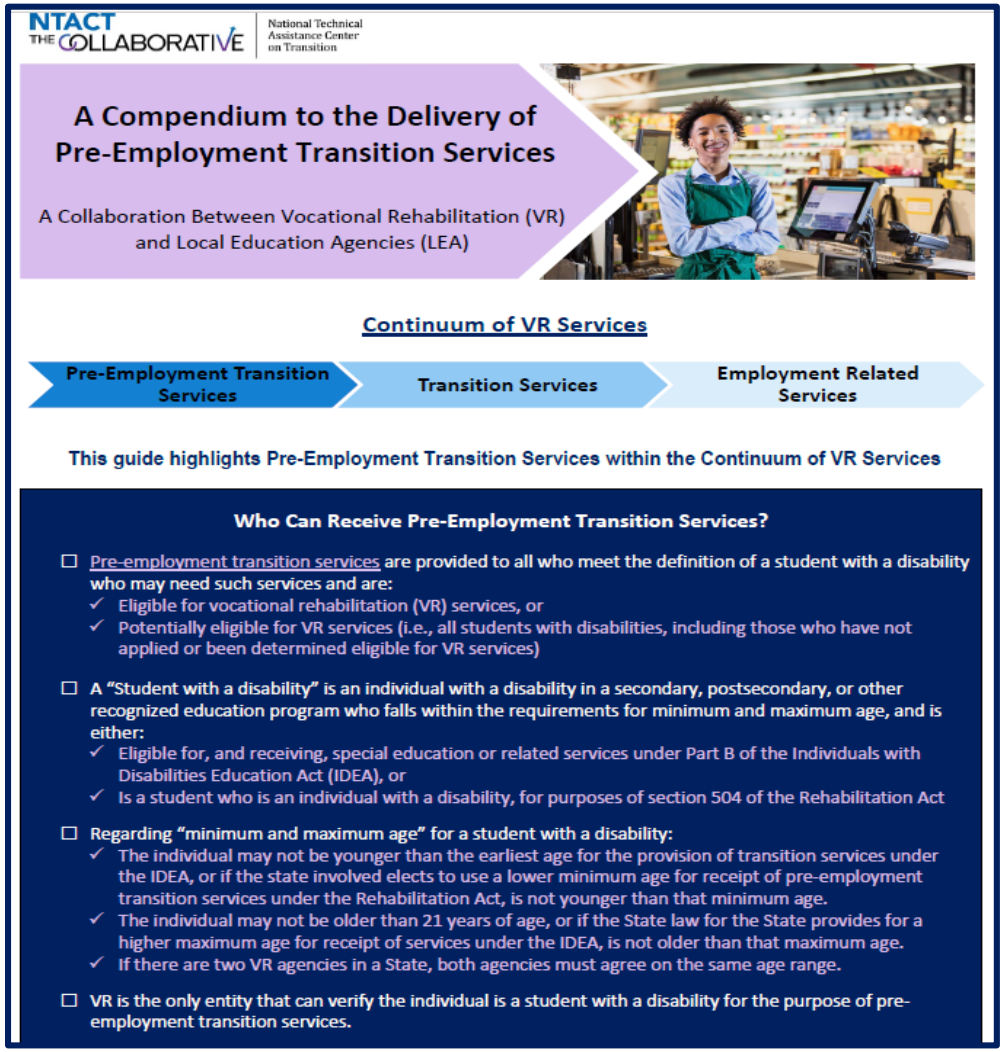
- The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014.
- WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.
- Title IV of WIOA amended Title I of the Rehabilitation Act of 1973. WIOA emphasized services to students and youth with disabilities, and introduced a new service to be provided by State Vocational Rehabilitation (VR) Agencies called “pre-employment transition services”. Intent was to:
  - ***Increase opportunities*** for students with disabilities to practice and improve work skills, through workplace readiness training and work-based learning experiences in competitive, integrated work settings to the maximum extent possible.
  - ***Increase opportunities*** for students with disabilities to explore post-secondary training options, leading to more industry recognized credentials, and meaningful post-secondary employment.

2024 - Almost 10 Years Later

- Despite promising practices and policies, successful outcomes in competitive integrated employment for youth and young adults across the United States continues to be low, and significantly below that of their non-disabled peers.
- **But the good news is we are getting better…and we are not only moving forward, but youth with disabilities participation in the workforce is increasing at a faster rate than youth without disabilities!**
- According to the U.S. Bureau of Labor Statistics, the **2023 Annual Youth Labor Force Participation Rate:**
  - **27%** (24.3% in 2021) of youth with disabilities ages 16-19 participate in the labor force, compared to **37.5%** (36.8% in 2021) of youth without disabilities.
  - **51.8%** (46.7% in 2021) of youth with disabilities ages 20-24 participate in the labor force, compared to **72.5%** (72.0% in 2021) of youth without disabilities.

Keep The Momentum with New Pre-ETS Resources – Pre-ETS Compendium/Overview

- This guide highlights Pre-Employment Transition Services (Pre-ETS) within the Continuum of VR Services.
- The Pre-ETS Compendium is like the highlight reel of Pre-ETS services. We tried to pull apart some of the most important aspects of Pre-ETS, and shine a spotlight on them.
- This information will provide you with a roadmap to help guide the provision of high-quality Pre-ETS services for students with disabilities.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A Compendium to the Delivery of Pre-Employment Transition Services

A Collaboration Between Vocational Rehabilitation (VR) and Local Education Agencies (LEA)

Continuum of VR Services

Pre-Employment Transition Services | Transition Services | Employment Related Services

This guide highlights Pre-Employment Transition Services within the Continuum of VR Services

Who Can Receive Pre-Employment Transition Services?

- ☐ Pre-employment transition services are provided to all who meet the definition of a student with a disability who may need such services and are:
  - ✓ Eligible for vocational rehabilitation (VR) services, or
  - ✓ Potentially eligible for VR services (i.e., all students with disabilities, including those who have not applied or been determined eligible for VR services)
- ☐ A "Student with a disability" is an individual with a disability in a secondary, postsecondary, or other recognized education program who falls within the requirements for minimum and maximum age, and is either:
  - ✓ Eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (IDEA), or
  - ✓ Is a student who is an individual with a disability, for purposes of section 504 of the Rehabilitation Act
- ☐ Regarding "minimum and maximum age" for a student with a disability:
  - ✓ The individual may not be younger than the earliest age for the provision of transition services under the IDEA, or if the state involved elects to use a lower minimum age for receipt of pre-employment transition services under the Rehabilitation Act, is not younger than that minimum age.
  - ✓ The individual may not be older than 21 years of age, or if the State law for the State provides for a higher maximum age for receipt of services under the IDEA, is not older than that maximum age.
  - ✓ If there are two VR agencies in a State, both agencies must agree on the same age range.
- ☐ VR is the only entity that can verify the individual is a student with a disability for the purpose of pre-employment transition services.

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Continuum of VR Services

Pre-Employment Transition Services

- earliest set of services for **potentially eligible or eligible students with disabilities (swd)**
- short term in nature to help identify career interests
- specific set of five required activities provided directly to swd under Pre-ETS
- States must reserve a minimum of 15% of federal funds to provide Pre-ETS services

Transition Services

- available for **eligible students or youth with disabilities through an Individualized Plan for Employment (IPE)**
- helps further develop and pursue career interests through post-secondary ed, vocational training, job search, job placement, job retention, job follow-up and job follow-along services

Employment Related Services

- typically provided once **eligible students or youth with disabilities** have further identified, developed and pursued career interests, offered through transition services, and are pursuing specific employment outcomes through an IPE
- assist in preparing for, securing, retaining, advancing in or regaining an employment outcome

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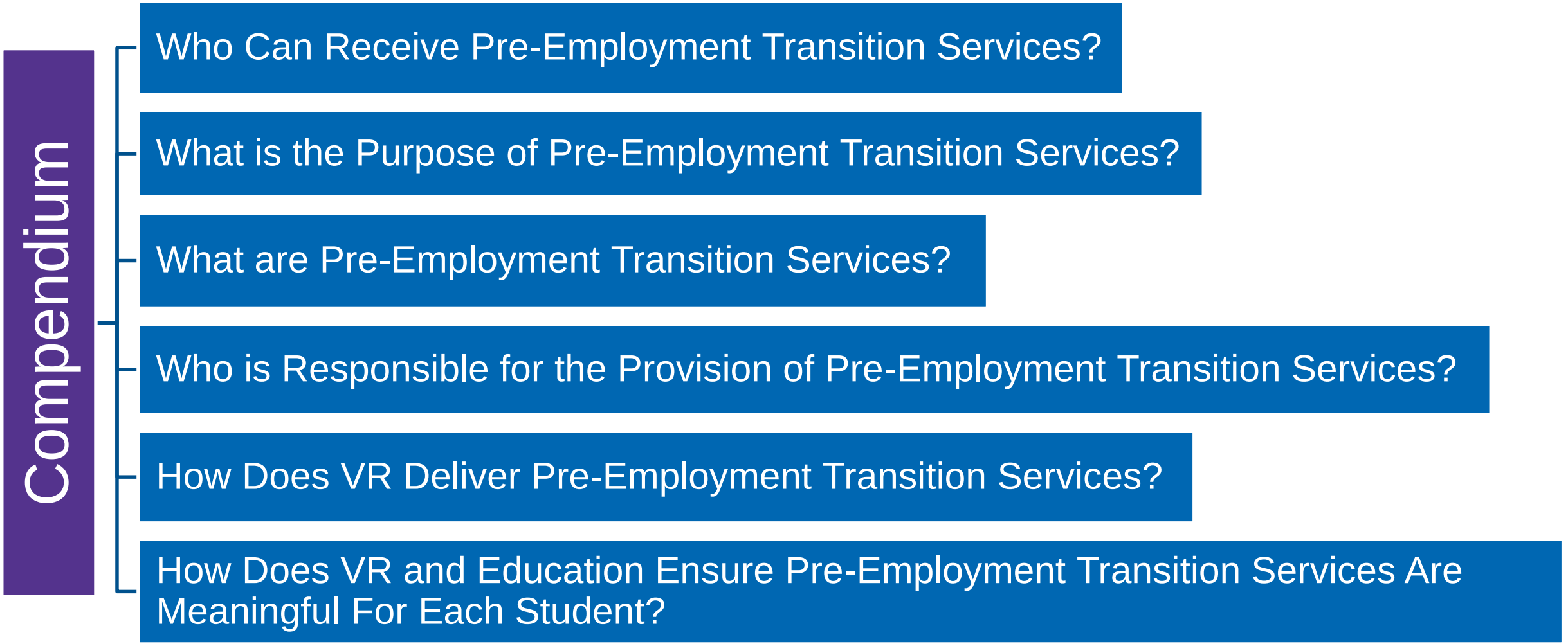
Other Key Features of the Pre-ETS Compendium



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Who Can Receive Pre-Employment Transition Services?

- ✓ Eligible or potentially eligible individuals who meet the definition of a student with a disability.
- ✓ Each state must identify a minimum and maximum age range.
- ✓ VR is the only entity that can verify the individual is a student with a disability for the purpose of pre-employment transition services.

What is the Purpose of Pre-Employment Transition Services?

- ✓ 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 work skills, and explore post-secondary training options.

What Are Pre-Employment Transition Services?

- ✓ 5 required activities, 4 coordination activities, and 9 authorized activities.
- ✓ Highlight the 5 required activities.
- ✓ Minimum 15% reservation of funds requirement.
- ✓ Pre-ETS must be made available statewide to all students with disabilities who need them.
- ✓ Determining student need, when students should consider applying for VR services, and the importance of providing students informed choice.

Who is Responsible for the Provision of Pre-Employment Transition Services?

- ✓ State VR Agencies are responsible for providing or arranging for the provision of pre-employment transition services.
- ✓ Pre-employment transition services must be provided in collaboration with the local education agency (LEA).
- ✓ LEAs are obligated to provide transition services under the IDEA.
- ✓ Pre-employment transition services provided by VR agencies may not duplicate services that are already provided by LEAs through the IDEA.
- ✓ Importance of the formal interagency agreement.

How Does VR Deliver Pre-Employment Transition Services?

- ✓ Each of the five required activities can be delivered to students in a variety of ways.
- ✓ No matter how services are delivered, VR is responsible for ensuring services are delivered appropriately.
- ✓ There must be a coordinated plan for service delivery that is communicated with the student, parent/family, and the LEA to ensure all parties are informed and in agreement with those services being provided.

How Do You Ensure Pre-Employment Transition Services Are Meaningful?

- ✓ VR works in partnership with the LEA to identify students with disabilities who need one or more of the five required pre-employment transition services.
- ✓ Identify strategies for coordinated service delivery.
  - Develop a crosswalk or flow of services.
  - Ensure each student is actively participating and engaged
  - Incorporate appropriate assistive technology accommodations and/or behavioral supports
- ✓ Determine a process for sharing information.
- ✓ Identify how student participation, progress, and outcomes will be tracked, reported, & measured.

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Collaboration in the Provision of Pre-ETS

34 CFR §361.5(c)(51) - Each State must ensure that the designated State unit, in collaboration with the local educational agencies involved, provide, or arrange for the provision of, pre-employment transition services for all students with disabilities, as defined in § 361.5(c)(51), in need of such services, without regard to the type of disability (361.48(a)).

Short Term Outcomes - VR Collaboration with Education

- Alignment of IEP and IPE goals.
- Ability to identify an employment goal based on interests prior to HS exit.
- Ability to identify current and/or post-secondary training, supports, and other services needed to reach employment goal within their chosen career pathway prior to HS exit.
- Increased student led IEP meetings and enhanced self-advocacy skills in career planning.
- Increased family engagement in VR services and IDEA transition planning.
- Increased opportunities for students with disabilities to explore post-secondary education/training, competitive integrated employment, and independent living post-secondary goals in the IEP.
- Decreased duplication of transition services and increased coordination of career planning opportunities and service delivery by all partners.

Long Term Outcomes - VR Collaboration with Education

- Increased HS graduation rates, and decreased drop-out rates.
- Increased number of students achieving competitive integrated employment within their expressed career field.
- Increased number of students participating in post-secondary training and education that leads to credential attainment and/or measurable skills gain, and jobs with an upward trajectory.
- Meeting current workforce needs with a better prepared workforce.
- Improved business engagement and community relationships with VR and Education.

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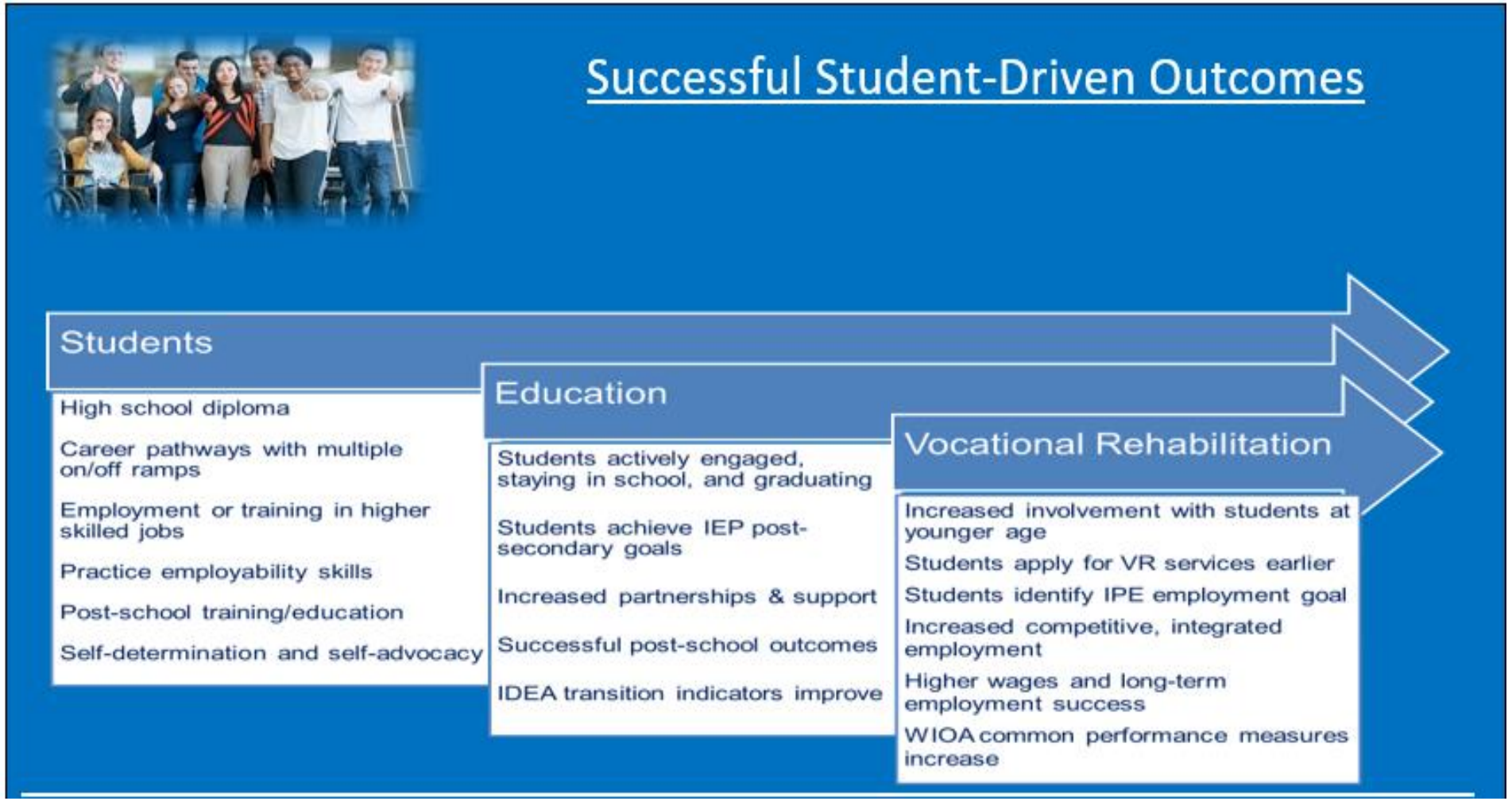
Student-Driven Outcomes



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Additional Pre-Employment Transition Services Resources

- Overview of Pre-Employment Transition Services Webinar
- Pre-Employment Transition Services Flexibility Based on Notice of Interpretation Webinar
- Policy Guide for Pre-Employment Transition Services for Students with Disabilities
- Side By Side View: Transition Services
- Frequently Asked Questions (FAQs) on Pre-Employment Transition Services
- Types of Vocational Rehabilitation Transition Services
- Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners
- Community Rehabilitation Providers Pre-ETS Guidebook
- Pre-ETS Strategic Planning Guide
- Pre-Employment Transition Services: Beyond Implementation
- Re-Imagining Student and Youth Engagement: Awareness to Action

A Side-by-Side View: Transition Services

Pre-Employment Transition Services
34 CFR §361.5(c)(42)

DEFINITION

Pre-employment transition services are the earliest set of services for students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services.

These services are designed to be:

- short-term in nature
- based on the student's needs, and
- help students identify their career interests

VR Transition Services
34 CFR §361.5(c)(55)

DEFINITION

Transition services are outcome-oriented services for students or youth with disabilities who have been determined eligible for VR services, and facilitate the movement from the receipt of services from schools to the receipt of services from VR agencies, and/or as appropriate, other State agencies.

These services are designed:

- Within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation

Individuals With Disabilities Education Act,
20 U.S.C. § 300.43 (2004)

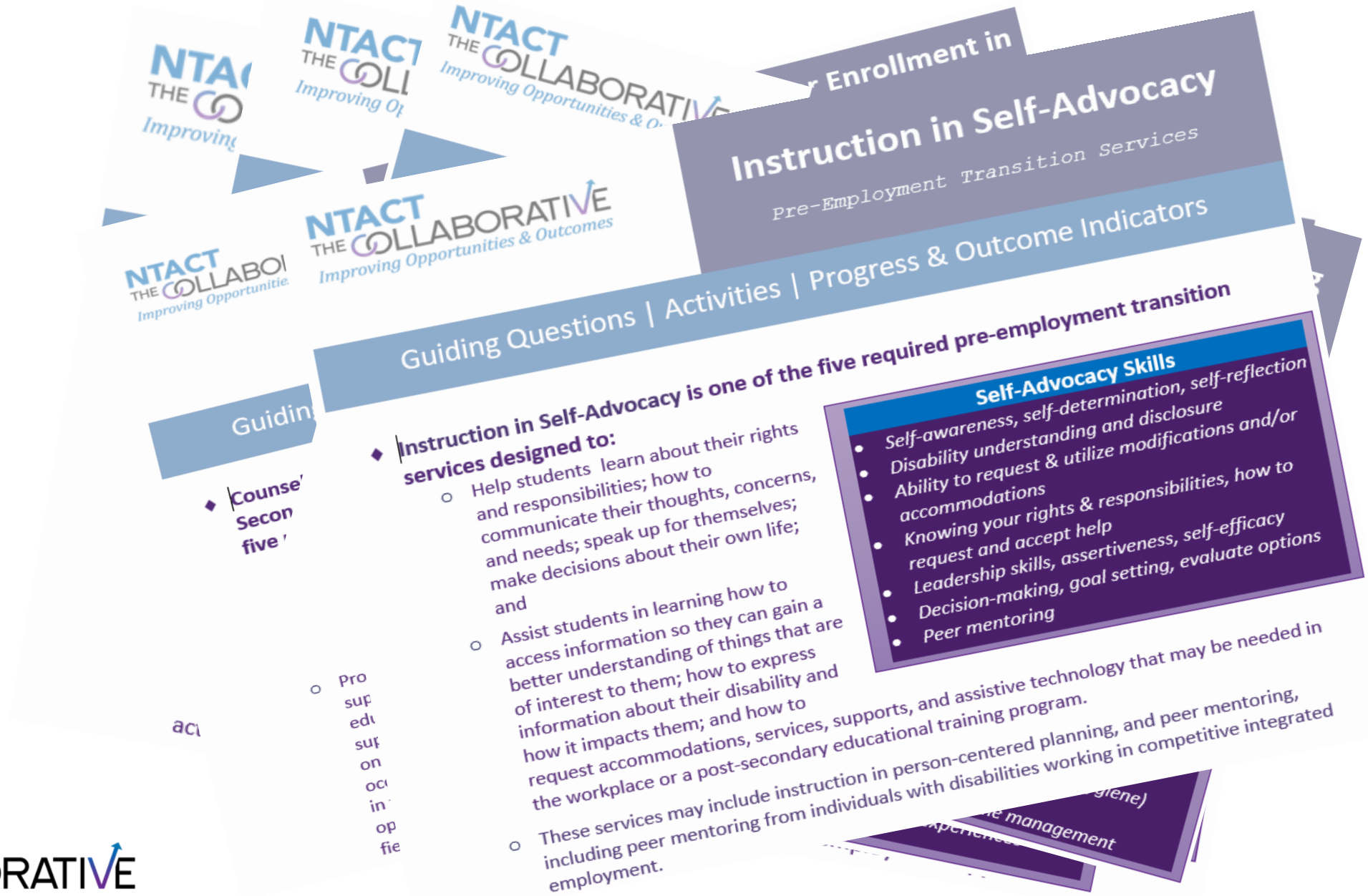
DEFINITION

Part B of the Individuals with Disabilities Education Act (IDEA) §300.43(a)(1) defines transition services as a coordinated set of activities focused on improving the academic and functional achievement of students. This set of activities are designed within a results- oriented process that promotes movement from school to post- school activities including:

- postsecondary education,
- vocational education,
- competitive integrated employment,
- supported employment,
- continuing and adult education,
- adult services,
- independent living, and
- community participation.

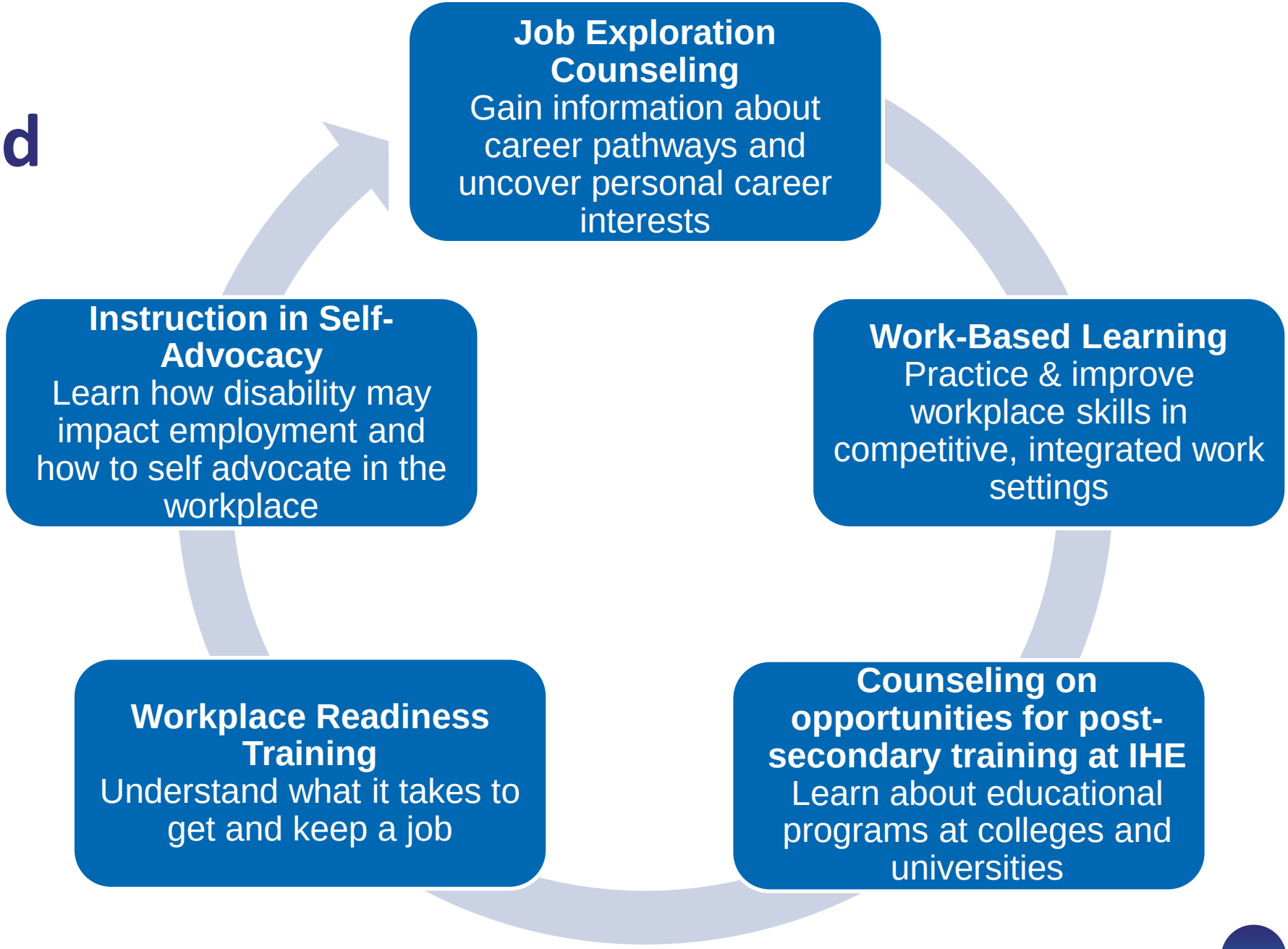
§300.43(a)(1)

Another New Pre-ETS Resource – Five Required Activities



The 5 Required Pre-ETS Activities

The "Appetizer"



Key Features of the Pre-ETS 5 Required Activities

5 Required Activities

- Definition
- Guiding Questions
- Examples of Activities
- Key Considerations
- Student Progress and Outcome Indicators
- Curriculum Options and Additional Resources

Example – Job Exploration Counseling

- Define each of the five required activities.
- Highlight major content areas that should be included in each activity.

- **Job Exploration Counseling is one of the five required pre-employment transition services designed to:**
  - Coach the student through the job exploration process to help them learn more about themselves and the world of work in order to make career, educational, and life decisions, and
  - Enhance the student's opportunities for meaningful interaction, engagement, and self-reflection as they participate in activities leading to a greater awareness of various career and employment opportunities.

Content Areas

- *Vocational/career interest inventories/self-assessments*
- *The labor markets*
- *In-demand industries and occupations*
- *Non-traditional employment options*
- *Career pathways of interest to the student*

Example – JEC Guiding Questions

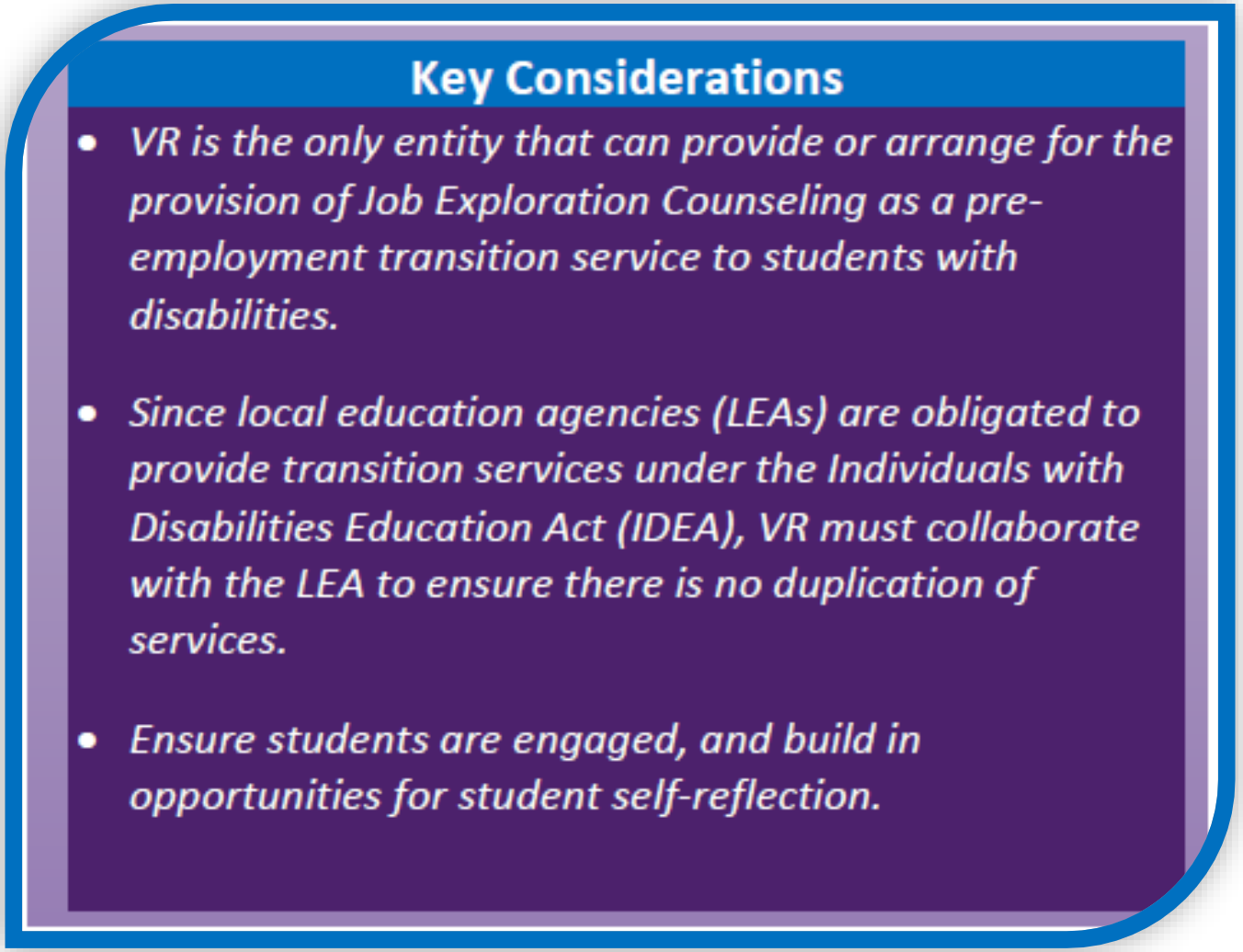
- Each of the five required has guiding questions specific to that service.
- Helps determine the student's need for those services.
- Identifies lessons, and/or activities that might be most beneficial for each student.

1. ***Awareness:*** **Does the student have a general awareness of careers, various occupations, and career pathways?**
   - Students connect the present (career clusters and pathways of interest now) to the future (jobs/careers/post-secondary education after HS).
   - Students see how their current skills and academic knowledge relate to future opportunities in postsecondary educational settings and employment.
2. ***Exploration: Has the student been able to explore occupations and career pathways in their area of interest?***
   - Students learn to combine career interests with career opportunities.
   - Students identify the requirements and demands of the job (academic, training, physical, environmental, etc.), and explore any possible assistive technology, accommodations or supports.
3. ***Planning and Preparation: Is the student prepared to express their vocational interests, and identify the career pathway they want to pursue?***
   - Students recognize the importance of focusing on their career journey, rather than a specific job.
   - Students understand the value of available resources and supports in the job exploration process, including family, friends, mentors, and peers.

JEC - Activities

1. Have the student complete a career interest inventory/survey, and identify friends, family and/or famous people that work in related jobs within their top two career pathways.
2. Coordinate opportunities for visitors/speakers, role models and mentors to meet with students either in-person or virtually to describe their work, postsecondary education and training, early interests in careers, and personal information that informed their career decisions.
3. Explore military career pathways using clips of various movies and ask students to identify all of the different jobs they could find within that clip (e.g. Top Gun, etc.)
4. Instruct students on how to use both local and national labor market information (e.g. Career Index Plus, O*Net, etc.) to explore in-demand occupations, and help inform/support career goals.
5. Create a career profile scavenger hunt for students featuring jobs in the various career pathways, and explore multiple on-off ramps, and industry recognized credentials/certifications.
6. Assist the student in learning about skills, academic/training requirements, and any physical or environmental demands required for employment in various career fields.
7. Explore how assistive technology, and other types of accommodations can be utilized in various employment settings or career fields.
8. Access websites and print information offering self-assessments, career information, employment, and training information.

JEC – Key Considerations



JEC - Student Progress & Outcome Indicators

- **Identify how student participation, progress, and outcomes for job exploration counseling will be tracked, reported, measured, and shared. Consider the following:**
- **Identify learning objectives and/or outcome indicators in order to:**
  - *evaluate and document student progress*
  - *determine if more or different guided career exploration opportunities are needed*
  - *identify and/or solidify career interests within a specific career pathway*
  - *determine if no further job exploration counseling services are needed at this time*
- **Conduct Pre-Post Surveys.**
- **Identify curricula/activities that are interactive and keep students engaged.**
- **Implement activities/events that incorporate student voice and decision-making.**
- **Incorporate opportunities after each activity for student self-reflection.**
- **Share student progress and outcomes with the student, IEP team, school contacts, internal VR team members, and parent/family, as appropriate.**

JEC - Examples of Learning Objectives/Outcome Indicators

Job Exploration Counseling
1. Identifies reasons to go work
2. Identifies personal interests, values, personality traits, and current skills
3. Identifies at least three career choices related to personal interests, values, personality traits
4. Describes the jobs of various family members
5. Accesses information about jobs in the community, state, and country that are available
6. Describes tasks, work environment, training and salary involved in various jobs (at least two)
7. Evaluates job requirements and benefits for at least two career options
8. Researches Local/State labor market information that matches stated career interest
9. Identifies what is important to them in any job related to pay, benefits, or chance for advancement
10. Identifies what is important to them in a work environment, work setting, and/or work culture
11. Identifies any needed supports or accommodations that might be needed in a work setting
12. Identifies required skills, certifications, and/or post-secondary training requirements for jobs

JEC - Curriculum Options and More Resources

- NTACT:C Pre-Employment Transition Services Job Exploration Counseling
- VR and the LEA should review and discuss these resources together:
  - Pre-ETS resources can guide transition planning.
  - Pre-ETS resources can support services in the student's IEP/504 Plan, IPE, and along the VR Continuum, if appropriate.

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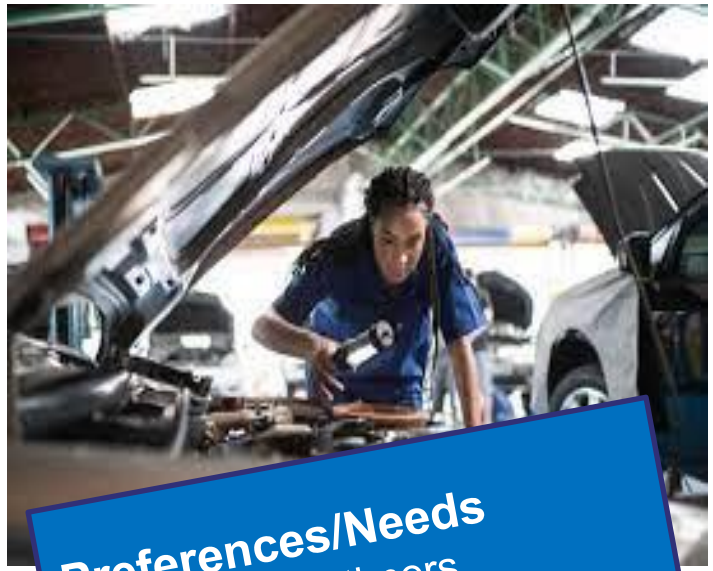
Sample Mapping Tool - School and Student Level

_____ LEA/School/VR Team

Current Pre-Employment Transition Services

Grade	Job Exploration Counseling	Work-Based Learning Experiences	Counseling on Post-Secondary Programs	Workplace Readiness Training	Instruction in Self-Advocacy
	SERVICES PROVIDED BY THE LEA				
8-9					
	SERVICES "IN-HOUSE" WITH VOCATIONAL REHABILITATION AND CONTRACTED SERVICES				
	SERVICES PROVIDED BY THE LEA				
10					
	SERVICES "IN-HOUSE" WITH VOCATIONAL REHABILITATION AND CONTRACTED SERVICES				

Chris's Journey Along a Continuum of VR Services



Preferences/Needs

- Checklists, timers
- Plain language/verbal instructions or demonstrations
- Hands-on activities
- Check for understanding, provide clarification

Ages 14-16

- Job Shadowing
- Worksite Tours/LMI
- Informational Interviews

At age 17+

- Summer Paid Work Experience
- Employment Goal Refined/IPE Revision

Considerations

- ✔ What are some key factors that drive the decision regarding service provision?
- ✔ How do you facilitate or participate in communication between CTE, special education and VR?

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Critical Reflection

- How do your current work practices:
  - support the provision of both pre-employment transition services and IDEA transition services for students with disabilities
  - ensure there is no duplication of services between VR and education
  - ensure students are afforded informed choice, and provided the opportunity to apply for VR services

- What might you do differently to ensure students with disabilities remain actively engaged in pre-employment transition services?

- How will you use these resources moving forward?

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Thank you!

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IDEAs that Work

Office of Special Education Programs
U.S. Department of Education

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