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Pre-Employment Transition Services (Pre-ETS): *The Five Required Activities for Students with Disabilities*

Developed by the NTACT:C | *Micro Training Series* | *Session 1 of 3*

Disclaimer

The contents of this presentation were developed under a grant funded by Cooperative Agreement #H326E20003 (NTACT: C) from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

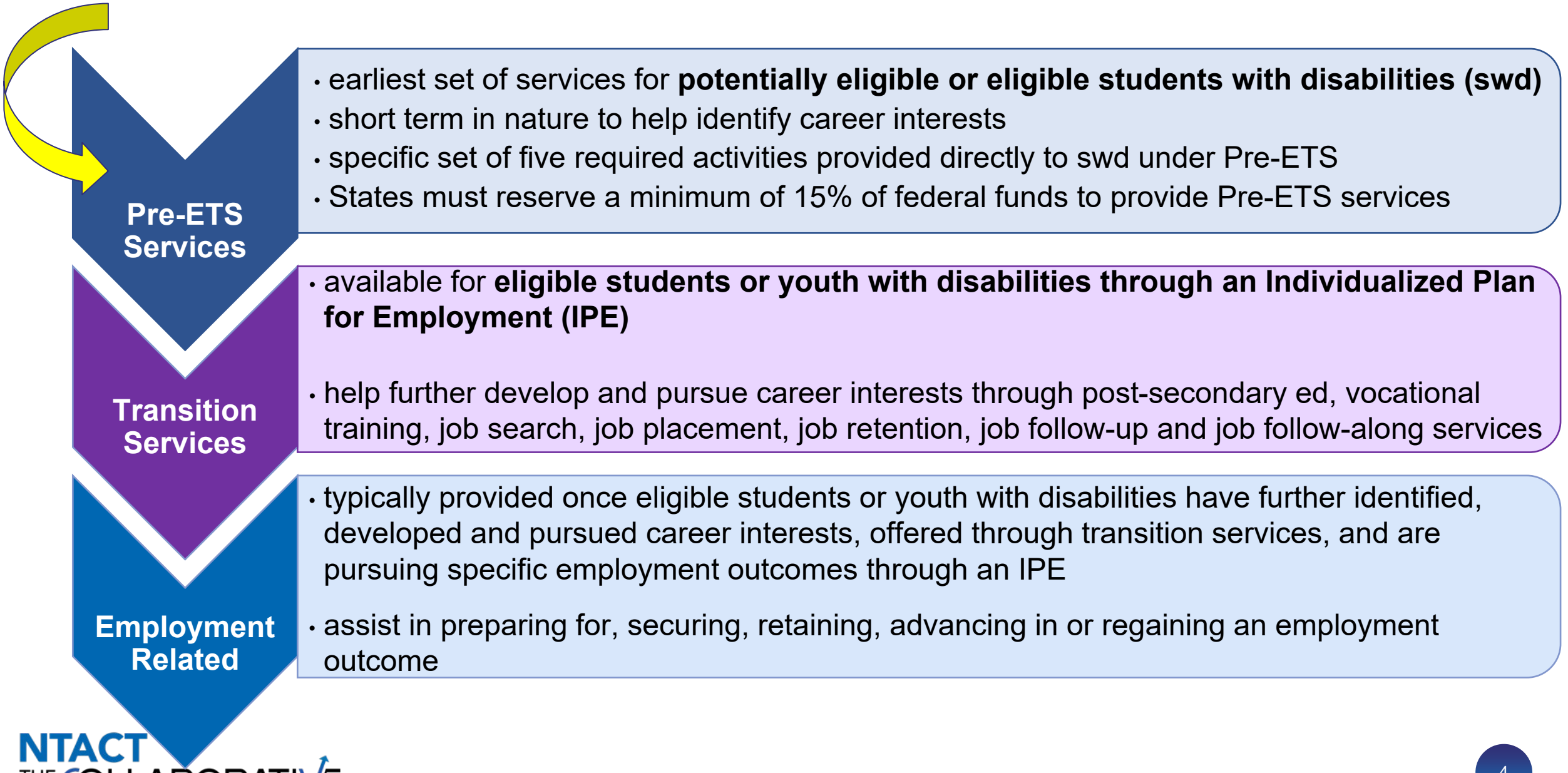
WIOA Regulations- Scope of VR Services

The scope of vocational rehabilitation services for individuals with disabilities includes:

361.48(a): Pre-employment transition services (Pre-ETS)

361.48(b): Services for individuals who have applied for or been determined eligible for vocational rehabilitation services

VR Program Provides a Continuum of Services



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Pre-Employment Transition Services (PreETS)

Earlier Age

More Students

In Collaboration with Education

Pre-Employment Transition Services

More Services

High Quality Employment Outcomes

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Pre-ETS – A Specific Set of Activities

Pre-employment transition services include a specific set of activities under section 113 of the Rehabilitation Act and 34 C.F.R. 361.48(a), which may be charged to the minimum 15 percent minimum reserve:

- **"Required" activities** (section 113(b) of the Act and §361.48(a)(2));
- **"Pre-employment transition coordination" activities** (section 113(d) of the Act and §361.48(a)(4)); and
- **"Authorized" activities** (section 113(c) of the Act and§361.48(a)(3)).

★ VR must make available statewide the "**required activities**" to all **students with disabilities who may need such services**, and must carry out the "**coordination activities**".

★ VR must ensure sufficient funds are available to provide the required and coordination activities before engaging in the "**authorized activities**".

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Pre-ETS- A Specific Target Population

- 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 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 vocational rehabilitation services)

★ **Language matters**:

- The terms "potentially eligible" and "Pre-ETS" are not interchangeable.
- A VR "participant" is different from a "recipient" of VR services.
- A "student with a disability" and a "youth with a disability" have two separate definitions.

Definition of A Student with a Disability (SWD)

A **"student with a disability"** means, in general, 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, or

- Is a student who is an individual with a disability, for purposes of section 504 of the Rehabilitation Act

VR is the only entity that can verify the individual is a student with a disability for the purpose of pre-employment transition services - a non-delegable function.

Minimum and Maximum Age for All SWD

Minimum age for a "student with a disability"

- The individual may not be younger than the earliest age for the provision of transition services under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act
  - ***For example, in WA the minimum age is 14***

Maximum age for a "student with a disability"

- 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
  - ***For example, in WA the max age is not older than age 21***
  - ***For example, in WA this means the student can receive Pre-ETS through the age of 21 until they reach the age of 22, as long as they continue to meet the definition of a student with a disability.***

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Pre-Employment Transition Services (361.48 (a))

- ➔ Represent the earliest set of services available for **students with disabilities** who are **eligible or potentially eligible** for VR services,
- ➔ Are **short-term in nature**, and
- ➔ Designed to help students **identify career interests**, which may be further explored through additional vocational rehabilitation (VR) services, such as transition services and other individualized VR services.
- ★ **May begin once a student requests or is recommended for one or more pre-employment transition services; and**
- ★ **Must be provided or arranged in collaboration with local educational agencies (LEAs)**

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Pre-ETS - 5 Required Activities

The five "required activities" that must be made available statewide by the State VR agency to all **students with disabilities who need them** are:

1. **Job exploration counseling**
2. **Work-based learning experiences**
3. **Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at 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**

State VR agencies determine how they will provide or arrange for the provision of Pre-ETS services:

✓ In-house (directly by the VR Counselor or Pre-ETS Specialist, etc.)

✓ Purchased service (fee for service agreements, authorizations, contracts, etc.)

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Each of the 5 Required Activities Have a Specific Area of Focus or Intent

1. **Job Exploration Counseling** - guided career exploration that will enhance opportunities for meaningful interaction, engagement, and self-reflection as the student participates in activities leading to a greater awareness of various career and employment opportunities.
2. **Work-based learning experiences** may include in-school or after school opportunities, or experience outside the traditional school setting (including internships) for students, including those with the most significant disabilities, to practice and improve workplace skills in competitive integrated work settings before high school exit.
3. **Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education** - advising students about various college/university academic curricula, how to navigate college application and admissions processes; when/how to apply for financial aid, and other resources that may be used to support individual student success at institutions of higher education.

Each of the 5 Required Activities Have a Specific Area of Focus or Intent (continued)

4. **Workplace Readiness Training** - helps students with disabilities develop social skills and independent living, such as communication and interpersonal skills, financial literacy, orientation and mobility skills, job seeking skills, understanding employer expectations for punctuality and performance, as well as other employability skills. These services may include instruction, as well as activities that provide students opportunities to practice, and acquire/apply knowledge.

5. **Instruction in Self-Advocacy, which may include peer mentoring and person-centered planning** - helps students learn about their rights and responsibilities; how to communicate their thoughts, concerns, and needs; understand how to express information about their disability and how it impacts them; and how to request accommodations, services, supports, and assistive technology that may be needed in the workplace or a post-secondary educational training program.

Determining A Student's Need for Pre-ETS

How will you determine if the student needs one or more of the five required Pre-ETS activities?

Receive Pre-ETS Referral Form	Student, parent/guardian, school signs Pre-ETS referral form that incorporates an initial checklist of what Pre-ETS the student might want or need
Obtain Student Agreement and Informed Choice	Initial Interview - Talk with the student/family about anticipated Pre-ETS needs (ask guiding questions); VR determines Pre-ETS services, in accordance with informed choice
Communicate with the School	Identify what IDEA transition services or related services through their IEP or 504 plan the student has or is currently receiving from the local education agency (LEA)

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Identifying A Student's Progress and Outcomes

How will you identify and document the student's progress and expected outcomes for any of the five required activities for Pre-ETS; and how you will know if they achieved those outcomes?

Student Services Level:

Identify expected student outcomes for each of the 5 required activities

- Determine when the student has completed the activity (how do you know?)
- Determine when the student needs additional VR services?
- Document how services are individualized based on student needs

Identify methods for tracking and reporting student progress

Curricula, progress reports, case notes, student self-reflection activities

Maintain and share a copy of student progress reports

- Document when no further Pre-ETS services are needed at this time
- Share Pre-ETS information collected to facilitate IPE development
- Facilitates coordination of services, and VR documentation requirements

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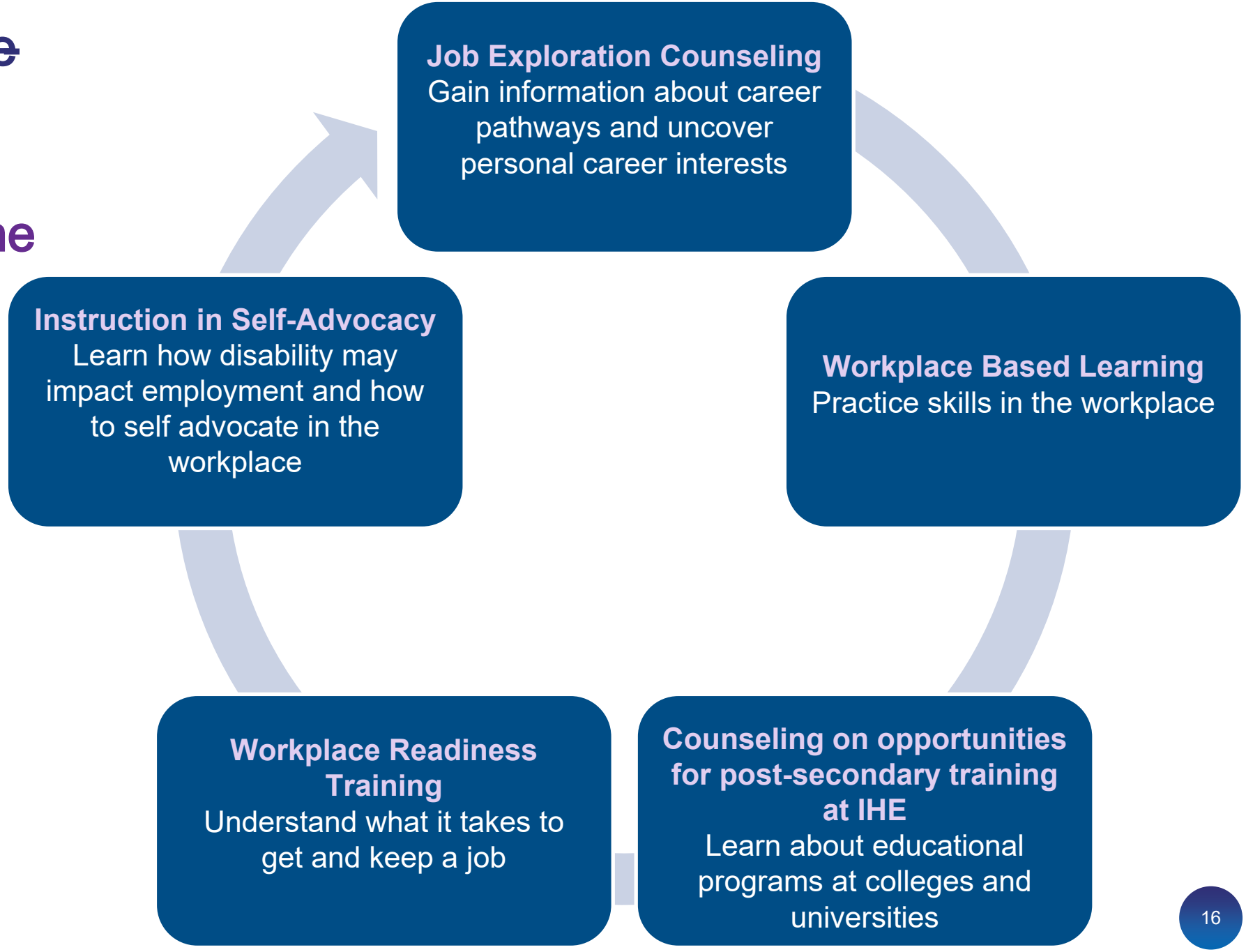
The 5 Required Pre-ETS Activities

The On-Ramp or The "Appetizer"



Thank You

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