**Pre-Employment Transition Services (Pre-ETS)**

**Tips to remember:**

* Pre-ETS overlap - there may be an activity that has multiple Pre-ETS.
* Pre-ETS activities may be categorized differently by different people, this is okay. Assess a Pre-ETS using your best judgement.
* The following lists are **NOT** inclusive of all Pre-ETS activities; they are only limited examples.
1. **Job exploration counseling**
2. **Work-based learning experiences**
3. **Counseling on postsecondary education and transition services options**
4. **Workplace readiness training**
5. **Instruction in self-advocacy**

1. Job exploration counseling

Examples of job exploration counseling activities:

* Course on career choices
* Attend/provide a career fair
* Virtual job shadows
* Bring in community members for mock interviews
* Guest speakers in different fields
* Education around the labor market
* Providing career interest inventories
* Exploring online tools such as O\*NET
* Group Discovery Class
* Community outings with an employment focus
* Job Clubs

**What is job exploration counseling?**

* Determine transferable skills, aptitudes, and interests
* Identify viable employment and/or independent living services options
* Explore labor market and wage information
* Identify physical demands and other job characteristics
* Narrow vocational options to identify a suitable employment goal
* Select programs or training leading to an employment goal
* Investigate training requirements
* Identify resources needed to achieve rehabilitation

Examples of counseling on post-secondary education and transition services:

* Assist in setting up connections with support agencies (VR, DD services, Community College information)
* Tour a local college campus, trade school or transition school
* Complete mock college application paperwork
* Discuss requirements for next educational steps
* Connect them with the school counselor
* Learn about testing accommodations for SAT and ACT
* Create a peer-mentoring program

**What is counseling on post-secondary education and transition services?**

* Understand how postsecondary education is different than secondary education in terms of reasonable accommodation (i.e. no Special Education), how Disability Resource Centers work, how to survive doing college level work etc.
* Utilize resources that facilitate access to postsecondary education
1. Counseling on Post-secondary education and transition services
2. Work- based learning experiences

Examples of work-based learning experiences:

* Partner with local work providers for student visits/activities
* Create a network of local business partnerships for shadows and extended work experiences
* Connect with Employment providers or YTP specialists to discuss post education employment
* Enroll students in summer work programs
* Connect with local Chamber of Commerce and develop opportunities for students
* Research internship opportunities in your community

**What are work-based learning experiences?**

* In-school or after-school work experiences
* Experiences outside the traditional school setting, including internships
* Classroom activities tied to the work experience (e.g. job clubs, instruction where careers are explored, etc.)
* Activities defined by training agreements
* Structured training tied to all aspects of a industry
* Learning competencies connect to a particular occupation or career
* Summer work experience (WIA, internships, etc.)

**What is workplace readiness training?**

* “Soft Skills” training that builds social skills necessary to sustain employment. Sometimes these skills are developed in venues like Job Clubs, classroom activities, NCRC classes, etc.
* Courses that develop skills in managing money, navigating in the community, utilization of public transportation, leisure and recreation programs, or other instruction that helps individuals build the “underpinning” skills of life that support the ability to work.
* Training that helps individuals find, get and keep jobs.
* Training that helps individuals learn “those skills or tasks that contribute to the successful independent functioning of an individual in adulthood” (Cronin, 1996). We often categorize these skills into the major areas related to our daily lives such as housing, personal care, transportation and social and recreational opportunities. Each student’s needs in the area of independent living are unique and should be determined through informal and formal age appropriate transitional assessments.

Examples of workplace readiness training:

* Offer soft-skills training
* Utilize soft-skills training curriculum in the classroom
* Teach students strategies to promote independence at work (e.g. time management, multi-tasking, task transition, self-monitoring, etc.)
* Explore job specific assistive technology
* Invite employers to present to students about what they look for in employees
* Create a job club
1. Workplace readiness training

**Questions & General Inquires**: Email: Pre.ETS@dhsoha.state.or.us

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**What is instruction in self-advocacy?**

* Builds skills to demonstrate, “[...]one form of advocacy, occurring any time people speak or act on their own behalf to improve their quality of life, effect personal change, or correct inequalities.”
* Increases the ability to articulate one’s needs and make informed decisions about the supports necessary to meet those needs.
* Provides students with the skills and abilities to: make choices; make decisions; problem solve; set and attain goals; self-advocate; and independently perform tasks.
* Usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee).

Examples of instruction in self-advocacy:

* Encourage student led IEP meetings
* Complete person-centered profiles
* Encourage students to complete self-advocacy goals (e.g. setting a calendar, making medical appointments, etc.
* Teach workplace self-advocacy skills (e.g. using a timecard, requesting vacation, etc.)
* Encourage students to research and access local service providers independently
* Talk about/ teach a class around how to identify support needs and how to ask for support at work or college
* Teach a class on disability disclosure
1. Instruction in self-advocacy