



Pre-Employment Transition Services Sequencing Guide

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About this Guide

This Sequencing Guide is an easy-to-use tool to support transition teams in planning Pre-Employment Transition Services (Pre-ETS). School personnel, Department for Aging and Rehabilitative Services (DARS counselors), families and guardians, and other service providers can all use this Sequencing Guide to plan and sequence services while supporting students' individualized needs.

Overview

We developed this guide to help secondary educators, DARS counselors, Pre-ETS providers, students, and families answer the question "Where do we start?" with planning and providing pre-employment transition services. Transition teams can use this guide to quickly assess student skills and knowledge, determine areas of need, and collaborate to plan and provide needed services. This sequencing guide delivers a roadmap for planning and sequencing transition services.

DARS is Virginia's vocational rehabilitation (VR) agency. Secondary educators, DARS counselors, Pre-ETS providers, students, and families, working together as a "Transition Team", can use this guide as a tool to plan effective and comprehensive transition services for students with disabilities.

WHAT ARE PRE-ETS?

Pre-ETS, are services designed for students with disabilities starting as early as age 14. These services mark the beginning of a continuum of services offered by DARS for students with disabilities. There are five categories of Pre-ETS, each with various activities for students. These activities help students identify their career interests, practice skills needed in the workplace, improve job skills through real work experiences, and explore options after high school.

The 5 Pre-Employment Transition Service categories are:

- Job Exploration Counseling
- Workplace Readiness Training
- Work-Based Learning Experiences
- Counseling on Postsecondary Educational and Training Options
- Instruction in Self-Advocacy

*See our Fast Facts on each of the 5 service categories at our Resource Hub preETS.org.

WHO CAN RECEIVE PRE-ETS?

Students must meet all of the following criteria to be eligible to receive Pre-ETS:

- Student with a disability/disabilities (IEP, 504 plan, other documented disability)
- Ages 14-21 (22 if still in high school)
- Enrolled in a recognized school program
- Need and want help preparing for future employment

Pre-ETS across the Career Development Stages

Virginia schools provide transition services to students with disabilities from K-12th grade in sequential steps called career development stages. This guide applies the same career development stages for planning Pre-ETS throughout high school.

THE 4 CAREER DEVELOPMENT STAGES ARE:

- Awareness — 9th grade
- Exploration — 10th grade
- Preparation — 11th grade
- Training — 12th grade

While this guide offers benchmarks for the traditional 4-year high school plan, transition teams can use their discretion to tailor the guide to meet students' individual needs.

Planning for Services

The team should plan services based on the student's job or training goals after high school. DARS counselors and school staff must meet often for effective service coordination. They should share information about services students have and/or will receive. The goal is to decrease duplication of services and make services more student-focused.

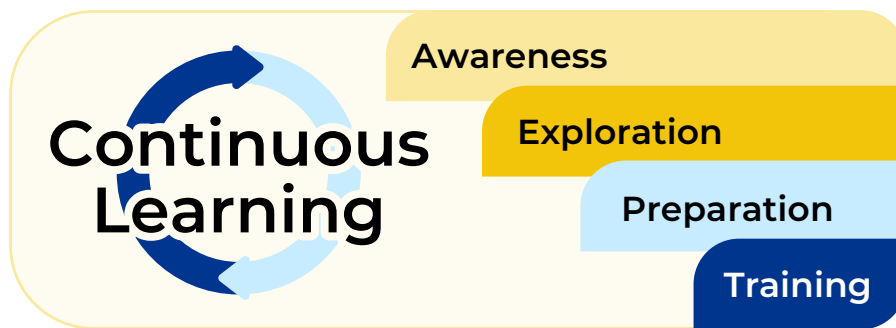
Communication, Coordination, and Collaboration are the key components of effective transition team partnerships. To learn more about how to use these skills effectively with your transition team, please visit us at preETS.org.

Coordinating and Sequencing Services

Transition teams can use this guide to assess student skills, knowledge, and experiences related to each of the 5 Pre-ETS categories. For example, a student may have strong Job Exploration Counseling knowledge, but may be lacking in Self-Advocacy. Team members can use this information to prioritize and plan Pre-ETS for individual students in a gradual but consistent way.

By reviewing the sequencing guide together, transition teams can consider which Pre-ETS competencies the student has already accomplished. They can identify where they might need more support, and plan Pre-ETS to meet students' needs.

Each of the 5 Pre-ETS categories has its own sequencing guide table. Every sequencing guide table begins with Awareness and progresses through the other stages in order (Exploration, Preparation, Training). Transition teams can review the sequencing guide for the student's current grade level (or equivalent determined by the team). Then, transition teams can determine which competencies the student has already mastered and cross them off the list. The items not crossed off become a To-Do list for the transition team to use in the planning of future services.



When you look closely at the Sequencing Guide Tables, you will notice that the color showing each grade-level stage continues all the way from the left column (Awareness) to the far right side (Training). This demonstrates the importance of being a

continuous learner. While we will move through each stage as students complete grade levels, they are always learning and growing. This visual representation reminds us that as students continue to work on mastering a skill or competency, we can still move forward to build skills and competencies. These sequencing guide tables provide standardized competency areas structured to assist teams in planning high-quality Pre-ETS.

This guide sequences the Pre-ETS skills, knowledge, and experiences all students should develop in preparation for their careers throughout their years in high school. This sequencing guide takes the guesswork out of where to start with Pre-ETS. Teams using the guide can assess student skills and knowledge and determine areas to focus on.

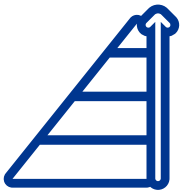
Impact of Sequencing Guide

Using this guide will help transition teams:



Increase School and DARS Coordination & Collaboration.

This guide makes coordination and collaboration easy by mapping out Pre-ETS skills, knowledge, and experiences needed to prepare students for their future careers. Transition teams can use the sequenced tables to determine what services a student needs, who will provide them, and in what order.



Increase Structure and Consistency.

By breaking down each of the 5 Pre-ETS categories into adaptable benchmarks, this sequencing guide outlines specific Pre-ETS competencies for 9th, 10th, 11th, and 12th grade. Transition teams all across Virginia can follow this guide to plan sequential, impactful Pre-ETS.



Support a Student-Driven Approach.

This guide makes coordination and collaboration easy by mapping out Pre-ETS skills, knowledge, and experiences needed to prepare students for their future careers. Transition teams can use the sequenced tables to determine what services a student needs, who will provide them, and in what order.



Track Progress and Proficiency.

Transition teams can use this guide to assess student skills, knowledge, and experiences, and determine what they might need next.

Sequencing Guide Tables

JOB EXPLORATION COUNSELING: Explore Career Interests & Foster Motivation

9th grade	10th grade	11th grade	12th grade
<p>Awareness</p> <p><i>Develop an awareness of career interests & motivation</i></p>	<p>Exploration</p> <p><i>Explore career interests & motivations</i></p>	<p>Preparation</p> <p><i>Prepare for career of interest and future career opportunities</i></p>	<p>Training</p> <p><i>Complete training related to career of interest and build motivation for post-high school</i></p>
<p>Student develops awareness of:</p> <ul style="list-style-type: none"> • their strengths, preferences, interests, and skills and how they impact future career decisions. • their top 2 career clusters and related CTE programs. • the variety of careers available in their local area. 	<p>Student explores:</p> <ul style="list-style-type: none"> • their work preferences, values, and career fit. • different types of employment and how they impact them/their benefits (part-time, full-time, self-employment, contract work, seasonal work, etc.) • career areas unique to their interests and beyond their local area. • enrollment in future courses and experiences (i.e. dual enrollment, advanced placement, certification) and plans for their enrollment. 	<p>Student prepares:</p> <ul style="list-style-type: none"> • to make career decisions by understanding their needs and their conditions for success. • for their future career by learning about industry employers, benefits, and expected salary ranges. • for their future career by comparing careers within their chosen career cluster using relevant information to make future career decisions (labor market, educational requirements, setting, tasks, etc.) 	<p>Student trains:</p> <ul style="list-style-type: none"> • in areas related to their work area of interest (on-the-job training, internship, CTE courses, online courses, certifications, etc.) • to work in their field of choice by exploring industry-specific knowledge and skills they will need in their chosen career pathway. • for their future career by identifying potential future jobs along their career pathway.

WORK-BASED LEARNING EXPERIENCES: *Gain knowledge and skills by connecting school experiences with career opportunities through workplace exposure.*

9th grade	10th grade	11th grade	12th grade
<p>Awareness</p> <p><i>Develop awareness, knowledge, and skills that connect school experiences with career opportunities in employment settings.</i></p>	<p>Exploration</p> <p><i>Use workplace experiences to explore how my knowledge and skills connect with career opportunities</i></p>	<p>Preparation</p> <p><i>Use the workplace to gain knowledge and skills that prepare the student for future career opportunities</i></p>	<p>Training</p> <p><i>Use the workplace to gain relevant knowledge and skills through job site training opportunities.</i></p>
<p>Student develops awareness of:</p> <ul style="list-style-type: none"> • basic workplace expectations, rules, and practices. • professionalism and appropriate behaviors on a worksite. • the work environments that fit their personal needs and preferences. 	<p>Student explores:</p> <ul style="list-style-type: none"> • their work preferences, values, and career fit. • their workplace preferences through work-based learning experiences. • various workplace settings and learning how that impacts expectations. • accommodations, supports, and conditions for success they need in the workplace. 	<p>Student prepares for their future career by:</p> <ul style="list-style-type: none"> • gaining experience in community workplaces. • developing independence in various workplace settings. • practicing the social skills needed for their chosen career area. 	<p>Student trains for their future career by:</p> <ul style="list-style-type: none"> • participating in and completing work-based learning experiences including paid internships, paid work opportunities, internships, and apprenticeships. • developing industry-specific experience in community workplace settings. • building connections with employers in the community and developing future references through work experiences.

COUNSELING ON EDUCATIONAL & TRAINING OPTIONS:

Discover postsecondary education and training opportunities and resources.

9th grade	10th grade	11th grade	12th grade
Awareness <i>Awareness of postsecondary education and training opportunities and related resources</i>	Exploration <i>Exploring postsecondary education and training opportunities and resources</i>	Preparation <i>Preparing for postsecondary education and training opportunities</i>	Training <i>Apply for and participate in training</i>
Student develops awareness of: <ul style="list-style-type: none">• their current academic achievements, study skills & habits, and learning styles.• the different types/ levels of educational and training options after high school.• how postsecondary education and training impact them and their future career pathway.	Student explores: <ul style="list-style-type: none">• postsecondary education, training, and career options to inform their future career decision-making.• postsecondary testing and admissions requirements (PSAT, SAT, ACT, ASVAB, etc.)• available accommodations and supports offered through schools and training centers.	Student prepares for their future career by: <ul style="list-style-type: none">• learning the supports and resources available in postsecondary educational settings.• completing relevant applications, forms, and paperwork necessary for their future education.• completing prerequisite training programs, CTE courses, and other industry-specific training.	Student trains for their future career by: <ul style="list-style-type: none">• developing the knowledge and skills necessary to transition effectively from high school to their next learning opportunity.• identifying financial options to pay for college, training, or expenses related to their career development.• outlining a plan, and a backup, for their career-related educational future.

WORKPLACE READINESS TRAINING:

Prepare for adult life by developing social and independent living skills.

9th grade	10th grade	11th grade	12th grade
Awareness <i>Prepare for adult life by developing an awareness of necessary social and independent living skills</i>	Exploration <i>Prepare for adult life by exploring social and independent living skills</i>	Preparation <i>Prepare for adult life by developing my social and independent living skills</i>	Training <i>Prepare for adult life by training specific social and independent living skills needed for my future</i>
Student develops awareness of: <ul style="list-style-type: none">• appropriate social behaviors, norms, and expectations.• core workplace skills such as respect, teamwork, initiative, and communication.• the difference between a job and a career.	Student explores: <ul style="list-style-type: none">• technology used in the workplace (their own devices, as well as workplace devices).• professional social skills and how to receive feedback from others.• the skills needed to seek employment, including writing a resume and cover letter, job application, interviewing for a job, finding and pursuing job leads, and marketing oneself in the workplace.	Student prepares for their future career: <ul style="list-style-type: none">• by developing their ability to adapt to change and identify the supports that help them do this successfully at work.• through pre-employment tasks, such as: opening a bank account, learning to manage money, learning to ask for time off, etc.• by practicing essential workplace skills, such as teamwork, initiative, communication, and follow-through.	Student trains for their future career by: <ul style="list-style-type: none">• developing teamwork and conflict resolution skills, such as supporting group decisions, respecting dissenting opinions, and compromise.• practicing and developing industry-specific knowledge and skills.• practicing the independent living skills they need to be prepared to go to work.

INSTRUCTION IN SELF-ADVOCACY:

Learn how to communicate needs and direct one's life.

9th grade	10th grade	11th grade	12th grade
Awareness <i>Develop an awareness of and how to effectively communicate student needs</i>	Exploration <i>Explore how to effectively communicate needs and take action in life decisions</i>	Preparation <i>Prepare to and practice effectively communicating needs and take action in life decisions</i>	Training <i>Train to use resources to effectively communicate needs and life decisions</i>
Student develops awareness of: <ul style="list-style-type: none">• strengths, preferences, interests, and needs.• when they need help and how to ask for it.• the accommodations and strategies that support them best.	Student explores: <ul style="list-style-type: none">• self-care and seeks support for emotional well-being.• disability disclosure and what that means for them.• short and long-term goal-setting related to academic, career, and personal development.• personal, leisure, community, and work roles and responsibilities, and what they want for their future.	Student prepares for their future career by: <ul style="list-style-type: none">• practicing self-advocacy skills in various environments.• requesting support and accommodations needed to reach identified goals.• developing their own description of their disability and how it impacts their daily activities, learning, social interactions, and support needs.	Student trains for their future career by: <ul style="list-style-type: none">• developing plans and following steps to achieve their goals.• leading their IEP meetings and actively directing their future.• advocating for themselves in academic, employment, and social settings.

More information about DARS can be found at www.dars.virginia.gov/drs/transitionservices.htm or by calling 804-662-7000.



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