Title Slide One: Pre-Employment Transition Services  
“Where Do We Go From Here?”

Slide Two: Roll up your sleeves!  
This interactive session will:  
Discuss the current status of Pre-employment transition services implementation,  
Address common misconceptions,   
Highlight innovative practices around the country, and   
Discuss issues, Resources, and Strategies for successful implementation   
eave with one action item!

Slide Three: Unique Challenge for Blind Agencies   
The number of students with disabilities who are blind in the state   
The resources in the state to provide services to these students  
The opportunity through authorized activities to increase capacity and improve outcomes for students who are blind or visually impaired.

Slide Four: Where Do We Go From Here?  
Today is organized differently than we have done before  
First some level setting on “the what”  
Table teams to brainstorm solutions that can be shared with the room  
Notes will be taken, summarized, and emailed to the participants  
Action!

Slide Five: Misconceptions

Before using additional authorized pre-employment transition services:   
Every SWD must receive pre-ets in the state   
SWD must receive all five pre-ets services   
O & M as a Work Place Readiness Training   
Expenditure of funds reserved for the provision of pre-employment transition services on auxiliary aids and services for students with disabilities with sensory and communicative disorders who require such services to access pre-employment transition services.  
[Auxiliary Aids and Services for Students with Disabilities In the Provision of Pre-Employment Transition Services](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources)

Slide Six: Innovative Practices  
Key Components  
Collaboration with other partners  
Reduces duplication of services  
Aligns programs, leveraging   
Youth oriented or youth led   
Leadership  
Self-determination   
Self-advocacy  
Opportunities for applied learning   
Variety of interactive activities,  
Hands on, use of technology, classroom activities, applied learning

Slide Seven: Innovative Practices - Collaboration  
Arkansas Rehabilitation Services:   
VR and ED jointly sponsored a film camp led by Joey Travolta’s Inclusion Films.   
VR covered the cost of the training  
Education covered the cost of student’s meals, lodging, and transportation

Slide Eight: Innovative Practices - Youth Oriented, Youth Led   
Nebraska Commission for the Blind and Visually Impaired:   
NE Blind: Peer Mentoring - participating in the NFB Career Mentoring Program which is for Pre-ETS and the required services. Pre-ETS age students get paired with a positive blind role model who is a mentor in the career field they have chosen. They will participate in monthly mentoring sessions and in quarterly group activities.  
  
Minnesota State Services for the Blind:   
SSB has developed a student worker program within the agency. SSB has hired one student worker who is providing clerical support for the Aging Eyes Initiative and one position is posted to work as a Podcast Aide   
  
DE General:  
Student led workshops and conferences

Slide Nine: Innovative Practices: Variety of interactive activities  
The South Carolina Commission for the Blind:  
3D Printer Career Exploration Lab used to help transition students to explore careers using tactile models.   
Use 3D Printer Technology to assist blind and visually impaired students age 15-18 explore STEM Careers   
Virginia Department for the Blind and Vision Impaired:   
Students participate in a job exploration program in the area of robotics and cyber security.  
Students continue to explore these fields through additional projects over the next twelve months.  
New Jersey Commission for the Blind and Visually Impaired:  
College students learn how to maximize their college experience addressing barriers on campus, setting academic and social goals, as well as career development plans that provide a map to graduation and a guide to careers in their field of interest. Using each of these resources and a career-focused approach, students enhance their ability to become employed competitively in their field of choice.  
Maryland Office for Blindness and Vision Services:  
HS students who plan to attend college focus on increasing self-advocacy and IL skills, participate in college visits, job exploration counseling, and recreational activities to build self-confidence. They will also meet and interact with peers, explore how assistive technology can be best used in a college setting, and learn about the resources available to navigate through college.

Slide Ten: Impact – Outcomes & Quality Assurance  
Evaluating Student Progress  
Outcomes Measures for the 5 required  
Case Review Indicators

Slide Eleven: Evaluating Student Progress

Pre/Post Test   
Surveys   
Outcome Instruments

Slide Twelve: Outcomes Measure Examples for Pre-ETS:

Job exploration counseling:  
Identifies reasons to go work   
Identifies personal interests, values, personality traits, and current skills  
Identify at least one career choice as related to personal interests, values, personality traits  
Describes the jobs of various family members  
Accesses information about various jobs in the community, state, and country that are available to persons with and without disabilities  
Describes tasks, work environment, training and salary involved in various jobs (at least two)  
Evaluates job requirements and benefits for at least two career options   
Researches Local/State LMI that matches stated career interest

Slide Thirteen: Outcomes Measure Examples for Pre-ETS:

Work-based learning:  
Conducts informational interviews with individuals to obtain information about employment   
Participates (or has participated) in job shadowing experience(s)/job site visit(s)  
Familiar with employers’ safety concerns and addresses them appropriately   
Understands how to ask for assistance   
Demonstrates understanding of workplace policies and procedures (i.e. work-related benefits, social security deductions, emergency procedures, etc.)   
Understands how to follow up after job interview

Slide Fourteen: Outcomes Measure Examples for Pre-ETS:

Workplace Readiness Training:  
Understands basic money management concepts  
Student is able to articulate the importance of timeliness and demonstrates time management skills  
Can demonstrate appropriate social and interpersonal skills (teamwork, problem solving, conflict resolution, empathy, professionalism, good manners, etc.)  
Student can identify their network of resources at home, school, and in their community.  
Student can identify skills needed for communication in the workplace

Slide Fifteen: Outcomes Measure Examples for Pre-ETS:

Self Advocacy  
Describes disability clearly to others   
Describes necessary accommodations for completing tasks  
Requests appropriate accommodations when needed   
Schedules own appointments (e.g. doctor, transportation, etc.)   
Identifies and utilizes resources available to assist with goals   
Demonstrates an understanding of their legal rights and responsibilities   
Accesses and uses information in medium of choice  
Student demonstrates the ability to communicate their goals, support needs, interests, skills and abilities.

Slide Sixteen: Outcomes Measure Examples for Pre-ETS:

Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs:  
Understands academic & occupational training needed to succeed in the workplace  
Identifies how to set up a college visit  
Understands the application and admissions process for post secondary education and training.   
Understands how to access and apply for financial aid  
Student can identify supports and assistive technology used by students who are blind at college, such as where and how to get alternative formats and textbooks.

Slide Seventeen: Short & Long Term Outcomes

Short term: Increase in the number of students with disabilities that receive a WBLE  
Long Term: An increase in the number of students and youth with disabilities that achieve competitive integrated employment outcomes.  
Long Term: Increase in Skills Gains and Credential Attainment for SWD who participated in pre-ets   
Quality Outcomes:   
Increase in earnings/wages   
Increase in number of SWD with employer provided benefits

Slide Eighteen: Case Review

Referral:   
Is there documentation of the referral?  
Is there evidence of parental consent if student is under the age of majority?  
Does the case record include supporting documentation for what is reported for the student in the case management system?  
Does the record include all needed 911 data for a reportable individual?  
Unique Identifier  
Social Security Number (if available)  
Date of Birth  
Race – Required if student is in elementary or secondary education  
Ethnicity – Required if student is in elementary or secondary education  
Student with a Disability

Slide Nineteen: Case Review

Student with a disability:   
Does the record include documentation that the individual satisfies the definition of a student with a disability  
Disability: (iep, 504, medical documentation)  
is the student currently enrolled in a recognized education program?

Slide Twenty: Case Review

Need for Pre-ETS   
is there information in the case record that identifies what transition services the student has received under IDEA from the education agency   
is there information in the case record that documents discussion between the counselor and student about anticipated pre-ets needs?   
Did the VR counselor document the student’s need and agreement for those Pre-ETS services provided? If yes, how is this documented and by whom?

Slide Twenty One: Case Review

Provision of Service:   
  
Did the VR counselor document which of the five required pre-ETS services were provided?   
How they were provided and by who? (i.e. individually or in a group setting; directly by the VR counselor or a vendor, etc.)  
Are the pre-ets services provided in the case record “allowable” pre-ets services in accordance with the agency’s policies and procedures?   
For potentially eligible students is this information documented in accordance with the agencies policies and procedures?  
For eligible students with disabilities, are pre-ets services documented in the IPE?  
If pre-ets service was provided through a purchased service, is there documentation of the receipt of that service (ie report with invoice)

Slide Twenty Two: Case Review

Provision of Service:   
If pre-ets service was provided by VR staff, is there documentation of the service provided and the date the service was provided?   
Were auxiliary aids and services needed by the student with a disability to access or participate in pre-employment transition services?   
If yes, is there sufficient documentation in the case record describing the need for such aids and services?   
Is this auxiliary aid coded to the specific pre-ets service being provided in order to access that service?   
  
If pre-ets services are complete, is there documentation demonstrating that no further services are needed or requested at this time?

Slide Twenty Three: Round Table Discussion and Reporting

Four topics - each topic will discuss the following:   
Challenges   
Resources   
Strategies including the use of Authorized Activities   
Collaboration and partnerships  
  
Slide Twenty Four: Topic 1: Reservation and expenditure of the minimum 15% reserve funds for pre-employment transition services  
Required   
Coordination   
Authorized   
Increasing Capacity   
Partnerships and Collaboration

Slide Twenty Five: Topic 2: Serving Potentially eligible Students with Disabilities   
Developing Continuum of services  
Early start to career exploration  
“light”- 75% less calories  
Students who may need additional VR Services

Slide Twenty Six: Topic 3: Accessing Students with Disabilities   
Identifying Students with Disabilities   
Outreach to Students and Families   
Accessing Students  
determining who can provide services to students  
credentials and clearance   
Timing   
In School   
After school

Slide Twenty Seven: Topic 4: ED & VR   
Who pays for what   
Sharing of information  
The agreement between the SEA and VR   
Not supplanting services (new or expanded services)  
Engaging Education:  
Outcomes  
increase attendance; higher graduation rates

Slide Twenty Eight: Topic 5: Tracking and Reporting Pre -Employment Transition Services   
Tracking non applicants vs applicants   
Tracking each of the five required services a student receives   
Tracking and reporting expenditures for pre-ets   
required   
coordination   
authorized

Slide Twenty Nine Wrap up, Report Out, and Next Steps   
Carol Pankow

Slide Thirty:Thank You

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