

August, 2016

Pre-Employment Transition Services

An Employment First article through the Office of Disability and Employment Programs, written by Subject Matter Expert Richard Leucking provides an excellent foundation for this topic.

Two circumstances define the state of transition for students and youth with significant disability. One, the longstanding low employment participation rate of these individuals as they become adults continues to challenge policy makers and practitioners alike. Two, strategies exist so that it is now possible to presume that all students and youth with disabilities are employable under the right circumstances of opportunity and support. Why does the former exist when we know about the latter? Perhaps it is because policy and practice have not yet caught up with research and demonstration that illustrates that presumed employability is a realistic notion.

The good news is that policy is catching up. The Workforce Innovation and Opportunity Act (WIOA) passed into law in 2014 contains important provisions that focus on competitive integrated employment as a transition outcome. WIOA also encourages collaboration between schools and state vocational rehabilitation (VR) services so that students and youth receive VR services well in advance of school exit. Moreover, these services can include work experiences which research shows to be important predictors of post-school employment. This represents a monumental policy change that makes it possible for students and youth with significant disabilities to exit school already employed. That is, they "seamlessly" transition from being students to being adults employed in competitive integrated employment.

Under WIOA regulations, IVRS is required to spend 15% of our federal grant resources towards Pre-Employment Transition Services. We have a number of initiatives that are being designed and implemented for this effort. For example, programs and initiatives such as: TAP (Transition Alliance Programs)' Project Search, Youth Leadership Forum, Intermediary Network, Work-Based Learning, Construction Simulator, zSpace, and our Summer Camp activities are all examples of PETS initiatives.

Pre-Employment Transition Services (PETS)

Required Activities:

1. Job exploration counseling;
2. Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships) that is provided in an integrated environment in the community;
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at institutions of higher education;
4. Workplace readiness training to develop social skills and independent living; and

5. Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).

Authorized Activities:

1. Implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;
2. Developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently; participate in postsecondary education experiences; and obtain, advance in and retain competitive integrated employment;
3. Providing instruction to vocational rehabilitation counselors, school transition personnel, and others supporting students with disabilities;
4. Disseminating information about innovative, effective, and efficient approaches to achieve the goals of transition;
5. Coordinating activities with transition services provided by LEAs under the IDEA;
6. Applying evidenced-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to achieve seamless transition;
7. Developing model transition demonstration projects;
8. Establishing or supporting multistate or regional partnerships involving State, LEAs, VR agencies, developmental disability agencies, private businesses, or other participants to develop transition systems;
9. Disseminating information and strategies to improve the transition to postsecondary activities of members of traditionally unserved and underserved populations;

Pre-Employment Transition Coordination:

1. Attending individualized education program meetings for students with disabilities when invited;
2. Working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year;
3. Working with school, including those carrying out activities to coordinate and ensure the provision of pre-employment transition services;
4. When invited, attending person-centered planning meetings for individuals receiving social security benefits

Following are examples of Summer Work Readiness Programs developed by the Sioux City Area Office.

Science	Technology	Engineering	Math
Monday, July 11	Tuesday, July 12	Wednesday, July 13	Thursday, July 14
Pizza Ranch	Wal-Mart	Hy-Vee	Stoney Creek
<ul style="list-style-type: none"> • Dishwashing 	<ul style="list-style-type: none"> • Janitorial 	<ul style="list-style-type: none"> • Bag groceries 	<ul style="list-style-type: none"> • Housekeeping
<ul style="list-style-type: none"> • Bussing tables 	<ul style="list-style-type: none"> • Security 	<ul style="list-style-type: none"> • Stock shelves 	<ul style="list-style-type: none"> • Laundry
<ul style="list-style-type: none"> • Buffet line 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Cleaning
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Meet at Spalding Park School classroom at 9:00
Using O'Net and other websites, research the medical jobs listed under Science
<ul style="list-style-type: none"> ✓ Labor market information ✓ What kind of education and training are required ✓ What skills are required ✓ Discussion on what that job looks like ✓ Discuss where you would find such a job ✓ Placement activities – resumes, applications, mock interviews, etc. ✓ Visit classroom where this job is being taught ✓ Informational interview with the instructor and class ✓ Speakers ✓ Lunch provided by school program at Spalding Park School

Afternoon
<ul style="list-style-type: none"> ➤ Tour Business ➤ Job shadow ➤ Informational interviews, etc. ➤ Discuss and compare what you thought the job looked like compared to what it really was ➤ Document what you learned and store in notebook

Science	Technology	Engineering	Math
Monday, August 1	Tuesday, August 2	Wednesday, August 13	Thursday, August 4
Unity Point	KCAU - TV	Palmer Candy	Bank
<ul style="list-style-type: none"> • C.N.A. 	<ul style="list-style-type: none"> • Anchor 	<ul style="list-style-type: none"> • Machinist 	<ul style="list-style-type: none"> • Teller
<ul style="list-style-type: none"> • Nurse 	<ul style="list-style-type: none"> • Technician 	<ul style="list-style-type: none"> • Maintenance 	<ul style="list-style-type: none"> • Data entry
<ul style="list-style-type: none"> • Lab Technician 	<ul style="list-style-type: none"> • Camera 	<ul style="list-style-type: none"> • Safety Manager 	<ul style="list-style-type: none"> • Loan officer
<ul style="list-style-type: none"> • Ultrasound / • x-ray tech 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Financial planner
<ul style="list-style-type: none"> • Pharmacy tech 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Bio Medical 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Meet at Spalding classroom at 9:00

Using O'Net and other websites, research the medical jobs listed under Science

- ✓ Labor market information
- ✓ What kind of education and training are required
- ✓ What skills are required
- ✓ Discussion on what that job looks like
- ✓ Discuss where you would find such a job
- ✓ Placement activities – resumes, applications, mock interviews, etc.
- ✓ Visit classroom where this job is being taught
- ✓ Informational interview with the instructor and class
- ✓ Speakers
- ✓ **Lunch provided by school program at Spalding Park School**

Afternoon

- Tour Business
- Job shadow
- Informational interviews, etc.
- Go back to the classroom and discuss what you learned
- Discuss and compare what you thought the job looked like compared to what it really looked like
- Document what you learned and store in notebook

STEMS Camp:

1. STEMS Camp will be conducted through TAP and IVRS
2. Computer lab will be provided by Spalding School
3. Transportation/we will try to get the school to provide buses for TAP students and potentially eligible and will rent vans when buses are not available

The STEMS would be spending time in the morning studying the components related to the STEMS career and then in the afternoon the students would go to businesses and tour, job shadow, etc., at the business to see the actual work that is being done. So this requires the local office to create connections with the business. We are also hoping that if they are not touring businesses then they are learning and exploring the programs offered via career pathways at the community college.

A quick summary by Supervisor, Mary Ott:

We had between 10-13 students every day. The students shared that they really liked touring businesses and talking to employers. Our instructional times were probably not as much fun. No feedback from parents, but they sent their children for all four days :). The students that we overheard comments from where that they couldn't wait to see what they would do the next day and they are coming back in August. Businesses loved it and thanked us for allowing them be a part of this!

I thought it was a great use of our time. I've talked to a few staff and those I've talked to felt it was a good use of their time, but we all realize we can improve the program and fill the time better because whenever we had a bathroom break or snacks time, the students seem to get restless-so we need to have things moving at all times. Otherwise everyone seemed to feel it was a great way to get their PETS

time in a way that the students benefited from. It was also a great way for our staff to network and get to know businesses.

This is also an example of the Sioux City Collaborative Plan for implementation of Transition activities:

Collaborative Local Plan **Sioux City Office Collaborative Local Plan**

- IVRS counselor will be at the school available to students and working on pre-employment transition services with students at least once monthly.
- IVRS assistant/associate will be at the school available to students and working on pre-employment transition services with students at least monthly.
- TAP
- TAP Summer Programs
- STEMS Camp
- Career Day
- Social Media Presentations/Training
- Summer day workshops on advocacy
- Heavy Equipment Simulation Training
- PETS summer camps
- PETS summer activities
- Job fairs
- Assistance with applications and mock interviews
- Referrals to IWD workshops and NCRC
- Work individually with students in public areas during the summer
- Work with students in two Children’s Homes in Sioux County in summer

IVRS-WIOA Area	LEA-IDEA Area	IVRS Actions	LEA Actions
Job Explorations Counseling	Functional Vocational Evaluation	IVRS will <ul style="list-style-type: none"> • Job shadows • Video job shadows • Career Scopes/O’Net • Arrange informational interviews • Tours of businesses • Job fair 	LEA will <ul style="list-style-type: none"> • Teach work skills • Use iHapi • Complete interest inventories through IDEA
Work-based Learning Experiences	Community Experiences	IVRS will <ul style="list-style-type: none"> • Work readiness training • Set up tours • Internships • Discovery 	LEA will <ul style="list-style-type: none"> • Community service • Peer helpers • Shred paper/deliver mail

		<ul style="list-style-type: none"> • Customized employment • Job Development • Job coaching until June 2017 • Complete job shadows • Assist with job applications • Provide job leads 	<ul style="list-style-type: none"> • Job coaching as soon as worked into budget • Teach skills operating coffee shop and soft skills •
Counseling on Opportunities	Employment and Post-School Adult Living	<p>IVRS will</p> <ul style="list-style-type: none"> • Set up career fairs • Assist with FASFA • Set up college visits • Assist with scholarship leads and applications • Review college requirements 	<p>LEA will</p> <ul style="list-style-type: none"> • Encourage college visits • Encourage career fairs •
Workplace Readiness Training	Instruction	<p>IVRS will</p> <ul style="list-style-type: none"> • Help fill out applications • Mock interviews • Complete resumes • Job seeking skills • Job leads • Work readiness training • Use Key Train through IWD to work on areas that need improvement 	<p>LEA will</p> <ul style="list-style-type: none"> • FASFA nights • Office procedure class that includes job seeking skills • Work readiness classes in school
Instruction in Self-Advocacy	Daily Living Skills	<p>IVRS will</p> <ul style="list-style-type: none"> • Connect parents with waivers • Accommodations for work • Training on how to ask for accommodations for work • Develop IEP accommodation request form to be used while in High School to better prepare students on how to request accommodations they need. 	<p>LEA will</p> <ul style="list-style-type: none"> • Daily instruction • Study skills class • Student lead IEP meetings • Teacher reviews ADA • Students will complete the IEP and accommodations request forms
Creating Connections	Linkages	<p>IVRS will</p> <ul style="list-style-type: none"> • Introduce linkages to agencies and natural supports like IWD • Provide waiver application and answer questions assisting parents to complete waiver app • Connect schools and students with local businesses 	<p>LEA will</p> <ul style="list-style-type: none"> • Educate on waivers and other community linkages • Students complete connections form that they take with them following graduation

		<ul style="list-style-type: none"> • Attending IEP meetings and staffings 	stating how to contact connecting agencies
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COLLABORATION WITH SPECIAL POPULATIONS – 511

Required pre-employment transition activities IVRS staff must provide:

<ul style="list-style-type: none"> • Job Exploration Counseling 	<ul style="list-style-type: none"> • Work-based Learning Experiences
<ul style="list-style-type: none"> • Counseling on Opportunities 	<ul style="list-style-type: none"> • Workplace Readiness Training
<ul style="list-style-type: none"> • Instruction in Self-Advocacy 	<ul style="list-style-type: none"> • Creating Connections

Services IVRS can provide to achieve the above categories may include:

✓ Discovery	✓ Work readiness assessments
✓ Counseling on higher education	✓ Work experience
✓ Employment analysis	✓ Employer development
✓ Job analysis	✓ Customized employment
✓ Connect students to IWD, SSA, Waivers	✓ Benefits Counseling

OUTCOMES:

- Students get connected to services
- Provide PETS activities
- Helps schools/parents understand the transition to work in the community in multiple locations
- More students get involved in employment activities in the schools
- Data of students successfully transitioning from high school to community employment
- Students working before graduation.
- Work experiences for high school students.
- College dropout rate in the first year.
- Increased job shadows and community exposure for students

SUPPORTS NEEDED FROM RESOURCE MANAGERS:

- Help identify ways to enhance relationships

- Sharing ideas of what is working in other areas, so we don't reinvent the wheels
- Webinars to school leaders or those involved to help with guidance and understanding of the changes
- Sheldon office would like a state car so they can transport job candidates to campus visits, job shadows, job fairs, etc.
- Make sure Counselors have access to the internet at each school in order to provide the computer Job Shadowing, job leads, applications, O'Net, etc.

P.E.T.S Activities

We must get 8 PETS hours per staff every week. We have 14 staff and that comes to 112 hours per week for this office. Only 9 people from this office go into the schools.

Counselor	School	Number of students	PETS per 4 wks/schedule
Adam	East High School	49	32/ 8 per week TAP
Goal 12	River Valley • Amanda	8	16/ 8 every other week As needed by Adam
	Lawton/Bronson • Jean	2	16/ 8 every other week As needed by Adam
Mindy	North High School/Heelan	35	32/ 8 per week TAP
Goal 12	OABCIG	17	16/4 every week TAP
	Ridgeview	12	16/4 every week TAP
Natasha	West High School	30	32/ 8 every week TAP
Goal 12	LeMars • Amanda • Jean	18	16/ 8 every other week 16/8 every other week 16/8 every other week
	Hinton • Jean	2	4 every month As needed by Natasha
	Akron-Westfield • Jean	0	4 every month As needed by Natasha
Angela	Whiting • Amanda	1	8 once per month As needed by Angela
Goal 12	West Monona • Amanda	3	16/8 twice per month 3 once per month
	Maple Valley • Amanda	6	16/8 twice per month 8 once per month
	Westwood • Jean	4	16/8 twice per month As needed by Angela

Michelle	Sergeant Bluffs • Amanda	8	32/ 8 every week 16/8 twice per month
Goal 12	Woodbury Central • Amanda	5	8 once per month 8 once per month
	Kingsley Pierson • Amanda	5	8 once per month 8 once per month
April	West Lyon	15	6 once per month TAP
Goal 12	Central Lyon	7	8 once per month TAP
	George Little Rock	2	3 once per month
	Sheldon	12	8 once per month
	South O'Brien	12	8 once per month
	HMS	5	3 once per month
	Sibley	10	8 once per month
Sawyer	Rock Valley	7	8 once per month TAP
Goal 12	Boyden-Hull	3	4 once per month TAP
	Sioux Center	11	8 once per month TAP
	MOC-FV	12	8 once per month
	West Sioux-Hawarden	5	7 once per month
	Unity Christian	4	4 once per month
	Western Christian	3	6 once per month
Amanda			
Goal 16			
Jean	WIT – Life	7 21 potential	16/ 2 hours twice per week
	WIT – Success		16/ 4 hours weekly
Goal 16	Sheldon	April/Sawyer	
Need 448 or more per month			

WIOA

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✓ Job analysis	✓ Customized employment
✓ Connect students to IWD, SSA, Waivers	✓ Benefits Counseling

All work experience and jobs must:

1. Be located and integrated in the community
2. 51% of co-workers are non-disabled
3. If paid, at least minimum wage

At the end of the final school year: VR must show that all Pre-Employment Transition Services have been provided including attempting supported employment. Final report shows job candidate has not been successful in community employment for two or more trials; one can be done in the school setting. After graduation, job candidate may go into sheltered workshop environment.

If a parent does not want their student to work, we must give them information to make an informed choice. They would have no work goal in the IEP and not referred to VR.