

# Pre-Employment Transition Services (PETS)

## **1) Job Exploration Counseling**

*General job exploration counseling may be provided in a classroom or community setting and include information regarding in-demand industry sectors and occupations, as well as non-traditional employment, labor market composition, administration of vocational interest inventories, and identification of career pathways of interest to the students. Job exploration counseling provided on an individual basis might be provided in school or the community and include discussion of the student's vocational interest inventory results, in-demand occupations, career pathways, and local labor market information that applies to those particular interests.*

- Job Shadowing
- Utilizing SD MyLife
- Situational Assessment
- Employers coming in to talk to students
- 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

## **2) Work Based Learning Experiences**

*Work-based learning experiences in a group setting may include coordinating a school-based program of job training and informational interviews to research employers, work-site tours to learn about necessary job skills, job shadowing, or mentoring opportunities in the community. Work-based learning experiences on an individual basis could include work experiences to explore the student's area of interest through paid and unpaid internships, apprenticeships (not including pre-apprenticeships and Registered Apprenticeships), short-term employment, fellowships, or on-the-job trainings located in the community. These services are those that would be most beneficial to an individual in the early stages of employment exploration during the transition process from school to post-school activities, including employment. Should a student need more individualized services (e.g., job coaching, orientation and mobility training, travel expenses, uniforms or assistive technology), he or she would need to apply and be determined eligible for vocational rehabilitation services and develop and have an approved individualized plan for employment.*

- Workplace tours
- Work-related field trips
- Guest speakers
- Employer presentations
- Career fairs
- Business mentorships
- Job shadowing
- Volunteering
- Job training
- 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 particular industry;
- Learning competencies connect to a particular occupation or career.
- Summer work experience (WIA, internships, etc.)

### **3) Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at institutions of higher education**

*Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education in a group setting may include information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with career fields or pathways. This information may also be provided on an individual basis and may include advising students and parents or representatives on academic curricula, college application and admissions processes, completing the Free Application for Federal Student Aid (FAFSA), and resources that may be used to support individual student success in education and training, which could include disability support services.*

- Tour of Augie Access, LifeQuest DWU Program or similar programs
- Project SEARCH information & referral
- Attend Catch the Wave
- Tour colleges, universities or technical institutes
- Attend College Days
- School Counselor visit with students about Higher Education Possibilities
- 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 (Catch the Wave manual for coursework)

### **4) Workplace Readiness Training to develop Social Skills & Independent Living**

*Workplace readiness training may include programming to 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 “soft” skills necessary for employment. These services may include instruction, as well as opportunities to acquire and apply knowledge. These services may be provided in a generalized manner in a classroom setting or be tailored to an individual’s needs in a training program provided in an educational or community setting.*

- “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.

- Inform, encourage & PUSH students & parents to attend Summer Programs – (Independent Living Choices Summer training & VR summer training)

## **5) Instruction in Self-Advocacy**

*Instruction in self-advocacy in a group setting may include generalized classroom lessons in which students learn about their rights, responsibilities, and how to request accommodations or services and supports needed during the transition from secondary to postsecondary education and employment. During these lessons, students may share their thoughts, concerns, and needs, in order to prepare them for peer mentoring opportunities with individuals working in their area(s) of interest. Further individual opportunities may be arranged for students to conduct informational interviews or mentor with educational staff such as principals, nurses, teachers, or office staff; or they may mentor with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings. Students may also participate in youth leadership activities offered in educational or community settings.*

- Teach self-advocacy class in school
- Inform parents of the importance of self-advocacy
- Encourage application & participation at YLF
- Utilize Person Centered Tools (or language) in your classroom
- 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 solves; set and attain goals; self-advocate; and independently perform tasks.

## **Resources**

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**Transition Services Liaison Project:** [www.tslp.org](http://www.tslp.org)

**Vocational Rehabilitation:** <http://dhs.sd.gov/drs/>

**Workforce Innovation Technical Assistance Center:** Provide information regarding WIOA regulations including Pre-Employment Transition Services: <http://www.wintac.org/topic-areas/pre-employment-transition-services>