



# **A Guide for Delivering Pre-ETS**

## **Background**

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Providers of Pre-ETS play an essential role in preparing students for employment or enrollment in postsecondary education. Below you will find information that addresses the impact of WIOA on the delivery of transition services.

## **Impact of WIOA on the Delivery of Services**

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### **Which students are eligible for receiving Pre-ETS? (Must meet all of the following criteria)**

- Students that are 14 to 22 years old
  - Students under 18 must have legal guardian consent to receive services
- Students with an IEP, 504 plan, or documented disability
- Students that have not been declared eligible or ineligible for VR services

### **Who may be involved in providing Pre-ETS to students? (One or more of the following)**

- VR Pre-Employment Transition Specialists
- Transition School to Work Personnel (TSWs)
- Community Rehabilitation Providers (CRPs)
- Vocational Rehabilitation Counselors

### **What services are included in Pre-ETS?**

- Providers focus on the delivery of five specific categories of services, which include:
  - Job Exploration Counseling, Postsecondary Education Counseling, Work-Based Learning, Workplace Readiness, and Training in Self-Advocacy. (see table 1 for more details)
- Students may receive any combination of Pre-ETS in addition to their current transition services





### When should students be referred to VR?

- At any time a student can apply to be a VR client
- Student's interested in VR services should be referred to the VR counselor in their county
- Students of junior and senior status should be strongly encouraged to connect with their local VR counselor to assist in determining eligibility for services and in obtaining employment

### How are Pre-ETS documented?

- Providers must demonstrate that students receive coordinated services through real-time documentation.
- Providers will generate service reports to VR monthly (See sample report under supplemental materials)

## Resources for Additional Information

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### Pre-Employment Transition Services Implementation Checklist

<https://go.transitiontn.org/PreETSChecklist>

This checklist was developed to assist States with the implementation and provision of pre-employment transition services. States may use this checklist as a guide in organizing required documents and as a plan of action moving forward.

### CRP Pre-ETS Guidebook

<https://go.transitiontn.org/CRPGuide>

This 60-page resource includes in-depth information and strategies for community rehabilitation



## Pre-ETS Categories and Example Activities

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SERVICES	POTENTIAL ACTIVITIES
Job Exploration Counseling	<ul style="list-style-type: none"> <li>• Work with students to complete vocational interest inventories</li> <li>• Discuss and explore career pathways of interest to the student</li> <li>• Arrange a panel of local employers to discuss in-demand occupations with students</li> </ul>
Work-Based Learning (WBL)	<ul style="list-style-type: none"> <li>• Conduct worksite tours to learn about job skills</li> <li>• Facilitate opportunities to practice job skills in the classroom</li> <li>• Provide job shadowing and mentoring opportunities in the community</li> <li>• Coordinate paid and non-paid employment</li> <li>• Explore potential work sites in school or the community that align with students interests</li> </ul>
Postsecondary Education Counseling	<ul style="list-style-type: none"> <li>• Provide information on college applications and admissions</li> <li>• Schedule tours of universities, community colleges, technical colleges, and inclusive higher education programs</li> <li>• Prepare students to discuss their support and accommodation needs with the disability services office on college campuses</li> <li>• Complete the Free Application for Federal Student Aid (FAFSA) with families and students</li> </ul>
Workplace Readiness Training	<ul style="list-style-type: none"> <li>• Provide instruction on job seeking skills (developing a resume, computer literacy, job applications, and networking skills)</li> <li>• Provide instruction on soft skills such as time management, communication, and interpersonal skills</li> <li>• Conduct role-playing opportunities on budgeting, travel and mobility skills</li> </ul>
Self-Advocacy	<ul style="list-style-type: none"> <li>• Provide discussion opportunities with students on the possible impact of their disability</li> <li>• Assist students in identifying, documenting, and explaining needed accommodations</li> <li>• Teach students how to discuss rights and responsibilities</li> <li>• Provide leadership opportunities in educational and community setting</li> </ul>