



Department of
Human Services

A Guide to Pre-Employment Transition Services in Tennessee

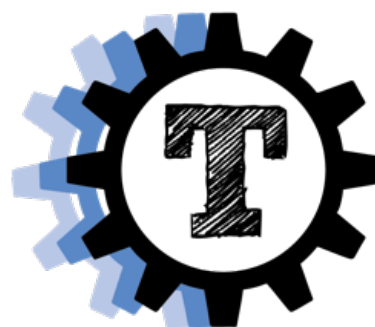
Tennessee Department of Human Services | Pre-ETS Guide | March 2021





Welcome to your guide for Pre-Employment Transition Services in Tennessee. This guide was developed with Transition Tennessee at Vanderbilt University. Transition Tennessee is a partnership initiative to improve transition outcomes for youth and young adults with disabilities. Transition Tennessee works in partnership with the Tennessee Department of Human Services-Vocational Rehabilitation, the Tennessee Department of Education, Vanderbilt University, and the Vanderbilt Kennedy Center.

We seek to translate practices based in research and policy into useful lessons, activities, and capstones that can be practically implemented in the classroom and community. We provide training and resources for providers of Pre-Employment Transition Services, educators, students, and their families. In addition to this guide, visit our website, www.transitiontn.org, to learn more about serving youth with disabilities transitioning to adulthood.



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Guide Introduction

Pre-Employment Transition Services (Pre-ETS) are mandated under the Workforce Innovation and Opportunity Act (WIOA) of 2014. WIOA defines five Pre-ETS that students should receive to encourage better preparation for postsecondary education, independent living, and employment. The five Pre-ETS are:

1. Job Exploration Counseling
2. Postsecondary Education Counseling
3. Instruction in Self-Advocacy
4. Workplace Readiness Training
5. Work-Based Learning

Pre-ETS are designed to build on the transition services already occurring within the local education agency. Additionally, it is essential that they are planned and delivered collaboratively.

The purpose of this guide is to help you understand what each Pre-ETS is, the importance, associated activities, and resources for instruction. Additionally, this guide includes detailed information on collaborating with educators, families, and employers, along with general resources that can support further learning and instruction around Pre-ETS.



Job Exploration Counseling

What is Job Exploration Counseling?

Job Exploration Counseling includes activities that aid students in learning more about their careers and options as well as learning about the labor market. Job Exploration Counseling is often referred to as Career Counseling and may be used interchangeably. Students need to be given the opportunity to learn about their skills through various avenues and how those skills translate into jobs. Job Exploration Counseling provides opportunities for students to learn more about their preferences, interests, and dislikes. Students' independence will be fostered by building confidence in their decision-making through exploring careers that fit their interests and skills. This exploration develops career awareness and broadens a student's knowledge about the career paths that are available. Career awareness involves learning about opportunities, education, and skills that are needed in different career pathways. By exploring all educational requirements and skills needed for a certain career, students are able to see if their skills align. When students are given the opportunity to practice thoughtful decision-making during Job Exploration, they are more likely to determine the most desirable and appropriate career based on their interests. Facilitating successful Job Exploration with students, in addition to the other Pre-ETS services, is one step in achieving meaningful employment outcomes.

Job Exploration Counseling Activities

Individual Examples

- Have your student complete a vocational interest inventory (online or paper) and review the results together.
- Use [O-Net](#) to explore careers suggested by the student's interest inventory results.
- Discuss non-traditional employment options like teleworking and self-employment.

Group Examples

- Watch career videos using Career One Stop.
- Have career speakers from local businesses come into class and present on their careers.
- Use the [Labor Market Frequently Asked Questions \(FAQs\)](#) feature on Jobs4TN to explore available jobs, educational requirements, and occupational information in your local areas.

Resources for Job Exploration Instructions

Career One Stop

careeronestop.org/

Also known as One-Stop Career Center, this online organization allows you to explore in demand careers, learn about a variety of career options, and search local job listings in your area.

Interest Assessment

careeronestop.org/Toolkit/Careers/interest-assessment.aspx

This assessment identifies careers that match the students' interests by asking questions about the participants' likes and dislikes. The results will provide the participant with a career match based off of the answers given.

Skills Assessment

careeronestop.org/ExploreCareers/Assessments/skills.aspx

This tool assists your student in identifying skills that they possess. This assessment will help students learn to describe those skills during an interview.

Occupation Profile

careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx

With Occupation Profile you can select the career cluster your student(s) is/are interested in. Once in the career cluster, it is broken down further into individual occupations to investigate. Your student(s) can explore: the job, employment outcomes, compensation, education, common tasks completed, and if this career fits their interests.

Find local training, internships, and apprenticeships in your area

careeronestop.org/FindTraining/find-training.aspx

A tool to assist students who are interested in a career that may take additional training. This resource can also help explore the education/training level required for a career of their interest.

O-Net

onetonline.org/

A free database that is regularly updated and contains information on more than 900 occupations.

My Next Move (mynextmove.org/)

An internal resource in O-Net that allows students to search for careers with key words, browse careers by industry, and answers questions about the type of work that students enjoy.

This resource allows users to browse by career field or by job openings and provides job descriptions, salary ranges, education requirements, and skills needed within a certain career fields.

Bright Outlook (onetonline.org/help/bright/)

This section of O-Net that focuses on career fields that are in demand and expected to experience rapid growth in the next few years. Users can take advantage of the “view my state” feature to discover how your students’ careers of interest are projected to do in the state where they will be employed.

Work Importance Locator (onetcenter.org/WIL.html)

This O-Net resource helps students identify characteristics of a job that are important to them. The Work Importance Locator self-assessment career tool allows students to identify what work characteristics are valuable to them. Once complete, the assessment will provide jobs that match the identified job characteristics.

Mi Proximo Paso (miproximopaso.org/)

This Spanish language resource offers Spanish-speaking career seekers everything O-Net offers under Bright Outlook.

Jobs4TN

(jobs4tn.gov/vosnet/Default.aspx)

This Tennessee specific database of available jobs is a great tool for viewing options across the state. Users can utilize the Labor Market FAQ feature to explore available jobs, educational requirements, and occupational information in the local area in TN (jobs4tn.gov/vosnet/lmi/faq.aspx?session=faq). The Career Tips feature helps users identify student talents, match student skills, and match students to potential occupations (jobs4tn.gov/vosnet/careertips.aspx), and the Career Ladder feature to shows how individuals in a chosen occupation advance within their careers (jobs4tn.gov/vosnet/drills/occupation/occdrill.aspx?enc=PZ8mCMVWxZGthYfT+Lz2NNIxelvoCOCLb7LRhNKcuPzJtve7O/ofUOK1hwavdmxNnh4alUuPZEUE8fQBhrtdKQ==).

Assessment Database on Transition Tennessee

(transitiontn.org)

This compilation of assessments can be found on the Transition Tennessee Website (transitiontn.org/vr/assessment) and searched by the Pre-ETS domains that they address. The database provides a short overview and “Quick Facts” about each assessment such as who completes the assessment, the Pre-ETS addressed, any associated cost, any accompanying curriculum, and a direct link to the assessment website. The database also includes free career-based interest assessments including, but not limited to Career Bridge, Career Interest Survey, Career/Job Comparison that can be utilized for Job Exploration Counseling.

Additional Information Resources

PACER Center: Frequently Asked Questions About Career Exploration for Youth with Disabilities

(pacer.org/parent/php/PHP-c244.pdf)

This resource asks and answers key questions that will help with decision-making and gathering information. It links to other PACER resources including tips on choosing a college or training program, mapping to an employment destination, and other career exploration ideas.

National Collaborative on Workforce and Disability (NCWD): Career Exploration in Action
(ncwd-youth.info/wp-content/uploads/2016/11/practice-brief-03-1.pdf)

This brief provides examples and resources to engage youth in career exploration. These include links and examples of job shadowing, workplace visits and tours, guest speakers, career fairs, career-focused mentoring, and other tools and resources.

Pathways to the Future: Career Planning
(<https://www.pathwayswv.org/career-planning.php>)

This website allows you to search for careers by taking a personality test or with keywords and browse careers by industry or job preparation. It links to other activities including additional career awareness and exploration, self-assessments, career experiences, and informed career decision making.

Counseling on Postsecondary Education Opportunities

What is Counseling on Postsecondary Education?

Providing students and families with postsecondary education (PSE) information and guidance will improve adulthood outcomes (Cook et al., 2015). In recent years, PSE options have expanded for students with disabilities. To ensure that students are aware of and have access to all post-high school education opportunities, PSE counseling should include education on two- and four-year colleges and universities, trade and technical schools, career pathways, inclusive PSE programs, and adult education programs. Students and families may also need support and advice on topics such as the college application and admissions process, completing the Free Application for Federal Student Aid (FAFSA), and choosing a PSE option that will help students succeed in reaching their postsecondary goals.

Students with disabilities often consider attending a postsecondary education or job training program as a pathway to obtaining employment and financial independence. Many students with disabilities express their desire to go to college, live in a dorm, and gain independent living skills just like their siblings and peers. Counseling on PSE options ensures that students can explore the many options available to them after high school. Counseling helps student match their personal needs with a PSE option that offers the supports, academic setting, and social experiences they desire. Additionally, counseling can ensure that students have a clear understanding that they have choices and options, just like their peers without disabilities.

Getting Started with Postsecondary Education Preparation

Preparing students to attend PSE can begin as early as middle school. There are several steps students and families need to be aware of and develop an understanding of to help a student become PSE-ready. Providers can encourage students to:

- Lead or be an active participant at their Individualized Education Program (IEP) meetings
- Take classes that they find interesting and challenging and will prepare them for college or their career field of interest
- Explore career interests, by participating in community-based activities that include work-based learning, job shadowing, school-based enterprises, internship opportunities, or any other career sponsored activities
- Meet with providers, school counselors, or instructors to discuss career goals, such as vocational and educational goals, programs of study, admissions and college requirements, and tests required for admission

Students who participate in PSE opportunities gain academic, work, and personal skills essential to be successful adults. Specifically, these skills include:

- Goal-orientation
- Determination
- Perseverance
- Self-discipline
- Willingness to work
- Knowledge of learning style(s)
- Time-management skills
- Knowledge of assistive technology
- Self-awareness
- Self-acceptance
- Knowledge of laws, policies, and resources
- Assertiveness
- Problem-solving

Partnerships between students' families and VR agencies, high schools, colleges, employers, American Jobs Centers, workforce development boards and social service agencies are also a part of the counseling process. These partnerships will help students with disabilities and families identify educational opportunities that best suit them. Family members, students, and support staff must examine numerous and challenging programs to prepare students with disabilities to access services and achieve their desired post-school goals seamlessly.

Exploring PSE Options

Discussing students' options should include exploring two-year/community colleges, universities/four-year colleges, career pathways related to workshop/training programs, trade

and technical schools, military opportunities, and inclusive PSE programs for students with disabilities.

Community College

- Community colleges offer entry-level courses and have open enrollment for students who graduated from high school.
- Students can take courses of interest, prepare for their career, complete general education credits, and obtain an associates degree (includes associate of Arts/Associate of Science degrees, certificate programs, and a variety of classes).
- Compared to four-year colleges, these schools offer greater flexibility in terms of time, finances, and location; however, students can start at a community college and then transfer to a four-year university to further their education if they desire.

University/Four-Year College

- University/Four-year colleges can be public or private institutions and offer undergraduate degree programs.
- Students take classes to earn a traditional baccalaureate degree, often live on campus, and are immersed in the college campus culture.

Inclusive Higher Education Programs

- Inclusive higher education programs within a college or university offer curriculum for students who have not received a traditional high school diploma. These programs are designed for students with intellectual and developmental disabilities and at the of the program, students typically receive a certificate of completion from the school attended.
- Students audit classes with their peers. At some programs, students can enroll in traditional college classes and are supported by program staff, peer mentors, and their college/university/community's natural supports.
- There are six inclusive higher education programs in Tennessee as of Fall 2020. You can find information about each program on their websites:
 - Access ETSU – East Tennessee State University, Johnson City, TN (<https://www.etsu.edu/coe/access>)
 - IDEAL – Igniting the Dream of Education and Access at Lipscomb, Lipscomb University, Nashville, TN (<https://www.lipscomb.edu/ideal>)
 - Next Steps at Vanderbilt University, Vanderbilt University, Nashville, TN (<https://vu.edu/nextsteps>)
 - The Union EDGE Program, Union University, Jackson, TN (<https://www.uu.edu/EDGE>)
 - TigerLIFE (Learning Independence Fostering Employment and Education), The University of Memphis, Memphis, TN

(<https://www.memphis.edu/tigerlife>)

- University of Tennessee FUTURE Program, University of Tennessee, Knoxville, TN (<https://futureut.utk.edu>)

Career Pathways

- These training programs and services enable students to successfully complete higher education and employment in a given industry or career path.
- Career pathways are designed to provide students with postsecondary education and training to improve their skills for advancement in the workplace.
- Each step on a career pathway prepares students to progress to the next level of employment and education.

Colleges of Applied Technology

- Colleges of applied technology/trade/technical institutions offer study programs that lead directly to employment in over 85 fields of study.
- Many courses are offered for as few as six weeks up to a whole quarter or semester.
- Students can work to receive a certificate of completion or diploma after completing their course or courses of study.

Counseling on PSE Activities

There are many ways to counsel students and families about postsecondary options. For example, you can take your students, virtually or in person, on a campus visit or attend a college fair. You can have students research admissions requirements, different PSE programs, or explore different jobs or careers students can get with each degree. Below you will find additional activities you might want to explore.

Activities for Individuals

- Assisting students with obtaining information about the college application and admissions processes.
- Completing the FAFSA with the student (<https://studentaid.gov/h/apply-for-aid/fafsa>).
- Completing college application and entrance essays.
- Scheduling a meeting with disability services to explore accommodations at a college of interest.
- Exploring virtual college campus tours.
- Connecting students with a peer with disabilities attending their college of choice.

Activities for Groups

- Students can work in groups to research different types of educational settings and admission requirements. After students have completed their research, they can share

their information verbally, through a PowerPoint, or by visiting the college website and sharing their knowledge with the whole group.

- Organizing in-person or virtual campus tours.
- Planning a visit to local Job Corps campus.
- Visiting Tennessee Rehabilitation Centers and sitting in on a class.

Rights and Responsibilities in Postsecondary Education and Training

Being informed about their rights and responsibilities will help students make sure they have the full opportunity to engage in PSE experiences. Here are some samples of activities that could help students understand their rights and responsibilities:

Activities for Individual Students

Review the student's IEP to identify and make a list of accommodations they are currently receiving in high school. Discuss with the student how their rights and responsibilities change as they leave high school and start PSE

Activities for Student Groups

- Use role-play scenarios to practice asking for accommodations, advocating for their rights, disclosing their disability, and using assertive language.
- Lead a group discussion centered on:
 - The difference between special education services in K-12 education and PSE disability services.
 - How to identify and ask for accommodations in the PSE.

Postsecondary Education Preparation Resources

Opening Doors to Postsecondary Education and Training

(<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs.pdf>)

This resource, created by the Wisconsin Department of Public Instruction, is a handbook to help students with disabilities plan for postsecondary education. It includes information on key differences between high school and postsecondary education, ways to develop self-advocacy skills in preparation for postsecondary education, exploration worksheets, and a glossary of key terms.

NCWD: Making My Way Through College (ncwd-youth.info/wp-content/uploads/2016/11/Making-My-Way-through-College-FINAL.pdf)

This guide's primary focus is on navigating the college experience for students with disabilities. It includes information about disability disclosure and disability services, other postsecondary student services, connecting with students, and planning for success. While the primary

audience of this resource is students, the various checklists can give providers and students an opportunity to thoroughly plan and prepare for postsecondary education.

Think College (thinkcollege.net/)

This website has information on inclusive higher education options for people with an intellectual disability. The resource library contains information on topics related to postsecondary education including transition, applying to and paying for college, accessing benefits, and more. The College Search is a regularly updated listing of all college programs for students with ID, including program contact information. There is also state-specific information on policy and legislation and statewide programs and coalitions related to inclusive higher education.

Instruction in Self-Advocacy

What is instruction in Self-Advocacy

Self-Advocacy is an integral part of empowering students. Many individuals with disabilities experience being told what to do and how to act without being able to give their input. Decisions are often made for them by others. By learning self-advocacy skills, individuals with disabilities can learn to assert their rights, take control of their lives, and make their own decisions. Self-advocacy includes making everyday choices like what to eat, what to wear, and how to spend free time. Strong self-advocacy skills are an important indicator of successful employment or participation in postsecondary education. Instruction in self-advocacy skills should begin early and be addressed in education, employment, and community settings.

Instruction in self-advocacy is about supporting students to develop the knowledge, skills, and confidence they need to become actively involved in decisions that affect their success and future. This creates a sense of ownership for the student. Developing an understanding of ownership results in increased self-confidence and increases the student's ability to learn. In professional literature, self-advocacy is defined by four key elements: self-awareness, knowledge of rights and responsibilities, communication of needs and preferences, and leadership (Holzberg, Test, & Rusher, 2018). It is essential for you as a provider to have an in-depth understanding of all four key elements of self-advocacy.

Four Elements of Self-Advocacy

Self-Awareness

Student **self-awareness** includes developing an understanding that every person has unique abilities and areas for growth. One way to consider supporting students is to use a strengths-based approach: identifying the positive characteristics of their disability. Students benefit from

learning to understand their needs rather than ignoring them. When students become aware of growth areas, they are more likely to focus on their strengths and abilities to achieve their goals. Instruction in self-awareness can include the development of the following skills: disability understanding, decision making, goal setting, independence, self-determination, and positive self-talk.

Knowledge of Rights and Responsibilities

When students **know their rights and responsibilities**, it gives them the confidence they need to assume responsibility for their education, employment outcomes, and daily living. Every young person needs to be aware of the federal, state, and local laws that secure their rights. Anti-discrimination and civil rights laws protect all individuals. As students transition into adulthood, many responsibilities shift from parents, teachers, and providers to students themselves. As self-advocates, youth need to understand that they will have a different level of responsibility when leaving high school and entering new environments. Instruction in this area of self-advocacy can include the following topics: disability disclosure, accommodations, and knowing your rights and responsibilities.

Communication of Needs and Preferences

For students to be successful self-advocates, they must be able to **communicate with others effectively**. Through the development of strong communication skills, students are better prepared to share information with others, ask for help, and receive support as they transition into adulthood. Self-awareness and strong communication skills allow a person to speak up for themselves and others. While self-awareness enables students to know when they need support and what support they need, effective communication ensures that they receive that support. Self-advocacy and effective communication are an essential part of empowering individuals with disabilities to take control of their lives. Instruction in communication can include developing the following skills: requesting and utilizing accommodations, knowing how to ask and accept help, learning how to be assertive, and listening to other opinions.

Leadership

Leadership opportunities help develop students' self-esteem and foster strong leadership skills. Being a leader means motivating others' actions, informing others' opinions, and guiding others. Developing leadership skills takes practice, experience, and time. When used together, strong leadership and advocacy skills can effectively accomplish a set of goals and tasks. Leadership skills are a valuable tool for individuals as they strive for more independence. Instruction in leadership can include developing the following skills: intrinsic motivation, taking on a leadership role, participating in support plans, problem-solving, and monitoring progress.

Students who develop strong self-advocacy skills are:

- Able to make decisions based on interest
- More likely to view themselves as skilled and competent individuals
- Able to discuss and set goals for personal success
- Willing to stand up for themselves and others
- More prepared to face life challenges
- More independent and empowered
- Able to find solutions to daily challenges
- Significantly more likely to enroll in college and obtain employment after high school
- Much more likely to retain, use, and benefit from these skills as they progress further into life after high school
- Prone to pursue the accommodations they need in college, the workplace, and beyond

Four School- and Community-Based Self-Advocacy

Self-advocacy is a topic that most students are interested in exploring, and it can be an engaging experience for instructors and students. In addition to direct instruction, individual or group activities provide great opportunities for learning self-advocacy skills.

School-Based Self-Advocacy Example Activities for Individuals

- Student assessments that promote self-awareness (see transitiontn.org/vr/assessment for more assessment options):
 - Learning Styles Assessments
 - C.I.T.E. Learning Styles (asutr.edu/sites/default/files/documents/trio/learning_styles.pdf);
 - Learning Style Inventory (gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/LearningStyleInventory.pdf);
 - Index of Learning Styles Questionnaire (webtools.ncsu.edu/learningstyles/)
 - Strengths and Needs Assessments
 - Zarrow Center for Learning Enrichment: (tagg.ou.edu/tagg/); (ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale); (ou.edu/content/dam/Education/zarrow/ZC%20Presentations/Employability_skills_checklist.pdf)
 - Preferences and Interest Assessments
 - Career Interest Survey ([https://www.ucango2.org/publications/student/Career Interest Survey.pdf](https://www.ucango2.org/publications/student/Career%20Interest%20Survey.pdf))
 - O*Net Interest Profiler (<https://www.mynextmove.org/explore/ip>)

School and Community-Based Group Activity Examples

- Peer mentoring
- Role-playing
- Volunteering
- Leadership opportunities

You can find detailed information on the following self-advocacy activities at Transition Tennessee (transitiontn.org/vr):

- Assertiveness
- Mentorship
- Rights and Responsibilities:
 - Disability Disclosure in Postsecondary Education
 - Disability Disclosure in the Workplace
- Self-Assessments
- Community Resource Mapping
- One-Page Profiles

Self-Advocacy Activities

Assessments

- **Individual activity:** Providers can guide students to complete self-assessments. Students can score their self-assessments and be given the responsibility of reporting the results
- **Group activities:** Students can share their results with a peer and discuss similarities and differences. Subgroups can be created from the group or individual assessments to sort students into groups based on their career interests.

Community Resource Mapping

- **Individual activity:** Work with a student to identify resources in the community. Students create the "map" using a format that works best for them. (for example, audio, google maps, list)
- **Group activity:** Students can be grouped based on their communities or specific needs and can work collaboratively to create their "map". Mapped resources can focus on recreation, employment, health, education, shopping, dining, support services, transportation, or residential options

One-Page Profile

- **Individual activity:** Providers can work individually with students to create a one-page profile to use as a resource for sharing their strengths and needs in various settings
- **Group activity:** After the students have created a one-page profile, providers can group students and practice role-playing as employees and employers. This allows each student to practice sharing their strengths, needs, and learning styles while receiving peer feedback.

Resources for Self-Advocacy Instruction

I'm Determined Toolbox of Resources (imdetermined.org/wp-content/uploads/2018/06/toolbox_for_self-determination_2.pdf)

I'm Determined, a state-directed project in Virginia, focuses on providing direct instruction, models, and opportunities to develop self-determination skills. This resource outlines the core components of self-determination and the activities associated with them. It includes examples and templates for activities including One Pager on Preferences, Interests, Needs, and Strengths, My Good Day Plan: Implementation Guide, as well as Goal Setting and Attainment.

A to Z of Disabilities and Accommodations (<https://askjan.org/a-to-z.cfm>)

This listing by disability, limitation, and topic is designed to help employers and individuals determine effective accommodations. While accommodations should be made on an individual basis, this resource may be a good place for students, providers, or prospective employers to better understand the disability, potential questions to consider, and accommodation ideas to apply when practicing self-advocacy.

The 411 on Disability Disclosure (http://www.ncwd-youth.info/wp-content/uploads/2016/10/411_Disability_Disclosure_complete.pdf)

This workbook, created by the National Collaborative on Workforce and Disability for Youth, includes activities such as self-determination, rights and responsibilities under the law, accommodations, and disclosure in postsecondary education and on the job. There are eight units of information and activities written in student-friendly language to explore disability disclosure.

Workplace Readiness Training

What is Workplace Readiness Training?

Workplace readiness training helps students to develop essential skills in preparation for gaining and maintaining employment. These types of skills are referred to by many different names: soft skills, job preparation skills, employability skills, or job readiness skills. Often, individuals with disabilities experience employment challenges due to difficulties with social, independence, and executive functioning skills (Baker-Ericzen et al., 2018). Additionally, employers consistently report that soft skills are more important to them than more technical, job-specific skills (Ju et al., 2013). Job-specific, task-related skills are expected to be learned over time through on-the-job training and experience. However, workplace readiness skills are not usually part of training that employers provide. Employers often do not have the time, resources, or appropriate supports to provide training in both job-specific and soft skills for new employees. Thus, it is essential for students to begin learning these skills as soon as possible to be best prepared to achieve their employment goals.

Workplace readiness training provides students with opportunities to learn about and practice transferable vocational skills that are needed for any type of job. These skills include social skills, professionalism, effective communication, resume writing, interview skills, and independence skills. Workplace readiness training equips students with the skills needed to be successful employees in any work setting.

The following sections will cover essential workplace readiness training activities and resources to guide providers in preparing students for a seamless transition to the world of work.

Workplace Readiness Training Activities

Workplace readiness training covers many different topics and offers instructors a wide range of activity options when teaching these skills. Each of the topics mentioned below can be addressed with students in individual, small group, or large group settings. It is recommended to engage students in lessons and activities that encourage interactive participation and discussion and avoid lecture-style instruction as much as possible.

Job Seeking Skills

- Job searches
- Resumes and One Page Profiles
- Completing job applications
- Interview skills

Social and Interpersonal Skills

- Professionalism: Address punctuality, appropriate dress, speaking respectfully, work ethic with students
- First impressions: Practice the elevator pitch with students
- Communication with supervisors and co-workers: Teach students about verbal and written communication, body language, enthusiasm, and positive attitudes
- Teamwork: Examine the benefits of cooperation and helping others
- Problem-solving
- Decision-making
- Conflict resolution: Learning how to regulate emotions and practice active listening
- Handling criticism and feedback
- Networking

Independent Living Skills

- Hygiene and personal care
- Time management
- Health and nutrition: Engage students in activities about exercise, healthy eating, and meal preparation
- Transportation options
- Financial literacy and budgeting
- Using a cell phone
- Accessing community supports and resources
- Safety skills
- Community participation and civic responsibility
- Developing friendships

Other Job Preparation Skills

- Assistive technology
- Benefits counseling

It is most effective for students to have an opportunity to learn these skills in the actual environments where they will be used. Or, if that is not possible, practice situations and scenarios should be created to simulate the actual environment. For example, if you are teaching a student how to answer interview questions, after helping the student prepare, you can connect with a local business to ask if the manager would be willing to conduct a mock interview with the student. An alternative, if you are unable to connect with a local business, you could also tap into resources at the school to provide this experience. This same concept also applies to social and interpersonal skills. Work-based learning experiences provide great opportunities for students to put workplace readiness skills they are learning into practice. But, if a student is not yet connected to one of these experiences, many of these skills can be practiced through role-play and simulations with providers, peers, and other school staff.

Resources for Workplace Readiness Instruction

T-Folio – Unit 4: Workplace Readiness Training (www.cctstfolio.com/#/unit-4)

A Pre-ETS curriculum which consists of seven lessons to help students apply and interview for jobs.

Employability Skills for Career Readiness: Personal Qualities and People Skills (cte-esr.org/course/personal-qualities/)

A curriculum for teaching work-related social and interpersonal skills to transition-aged youth.

Model Transition Program: Job Readiness

(nyalliance.starchapter.com/images/FINALVersion_Instructor_Guide.pdf)

An instructor guide designed to prepare transition-aged students with disabilities for work.

Skills to Pay the Bills (dol.gov/sites/dolgov/files/odep/topics/youth/softskills/softskills.pdf)

A curriculum specifically designed for working with transition-aged individuals with disabilities in developing the social and interpersonal skills needed for employment success.

A Chance to Ride (thekennedycenterinc.org/what-we-do/programs-services/mobility-services/publications-resources.html)

A curriculum and related resources created by the Kennedy Center Mobility Services for teaching students how to travel independently and use public transportation.

Cents and Sensibility: A Guide to Money Management (patf.us/what-we-do/financial-education/)

A curriculum and resource guide created to teach money management to students with disabilities.

Eat Well. Live Well. Be Well.

(state.nj.us/humanservices/dds/documents/BOOK%20TO%20JOE%201.pdf)

A guide to prepare individuals with disabilities in making healthy life choices and other important aspects of health and wellness.

Explore Work: Workplace Readiness (explore-work.com/topics/workplace-readiness/)

A Pre-ETS curriculum developed by WINTAC to provide students opportunities to gain skills in the area of workplace readiness training.

Benefits to Work (tndisability.org/benefits-work)

Provides benefits counseling for Tennessee residents with disabilities so they can learn more about how to access disability benefits while participating in paid work.

MyMoney.gov (mymoney.gov/Pages/for-youth.aspx)

A collection of resources and games created by the Financial Literacy and Education Commission for youth and young adults to learn more information about financial literacy and money management.

Additional Informational Resources for Workplace Readiness

PACER: Preparing Youth for Employment Success (pacer.org/transition/learning-center/planning/preparing-employment.asp)

This resource includes information and activities on communicating expectations for employment, teaching and reinforcing foundational work skills, promoting paid work experiences during high school, learning about equal opportunity laws and rights, discussing disability disclosure and requests for accommodations, and other dimensions related to employment success. A short video uses a character to see how she explored careers and has prepared for employment.

NCWD: Guideposts for Success Lesson Plans (<https://ncwd-youth.info/publications-resources/guideposts-for-success-lesson-plans/>)

These lesson plans were designed to complement transition programs with a focus on career assessments, exposure to postsecondary education and career opportunities, and improving workplace basic skills. There is a total of 29 lesson plans, such as *Considering Labor Market Information*, *Why Should I Hire You*, and *Universal Skills Employers Seek*.

Work-Based Learning

Additional What is Work-Based Learning?

Work-Based Learning (WBL) opportunities help students explore future career options and provide them with opportunities for skills development. Through WBL experiences, students can

narrow career interests and develop essential job skills. Participating in a WBL program while in high school also significantly increases students' chances of obtaining meaningful employment following high school.

At its core WBL is a proactive approach for bridging the gap between high school and in-demand jobs. The term "work-based" implies that learning experiences involve interactions with industry or community professionals. Students build on classroom-based instruction to develop employment skills that prepare students for success in postsecondary education and future careers. WBL allows students to learn about various career paths, explore work styles, identify the field of work they most enjoy, and learn what natural supports are available in different job settings. Experiences may occur during the school day, outside of the school day, or even when school is not in session. As students explore their choices and experience hands-on learning opportunities, they learn about the training and education required to succeed in specific careers.

Work-Based Learning is important because it:

- Empowers students to see the connection between their schoolwork and worksite requirements.
- Reinforces the value of work for all students.
- Fosters opportunities outside traditional academic instruction to be successful.
- Leads to positive future employment and improved lifelong earnings.
- Provides students with experiences that help them make better decisions about their future.
- Presents an opportunity to learn how to make effective decisions about their future.
- Helps students identify and explore their career interests while building self-awareness.
- Identify student's personal needs and abilities.
- Pinpoint potential opportunities in various career fields.
- Develops a plan to achieve goals and aspirations.
- Determines likes and dislikes in career field builds understanding possible career paths.
- Helps to narrow student's career focus and find the right "career fit."
- Allows students to acquire, develop, practice, and learn critical thinking and communication skills.

Beyond providing eligible students with the opportunity to build workplace skills and realistic employment expectations while in high school, evidence suggests that engagement in WBL is an important predictor of post-high school employment for individuals with disabilities (Cease-Cook et al., 2015). Individuals with disabilities need to develop employment skills and gain relevant job experiences to avoid being unemployed or underemployed when they enter adulthood. Early WBL opportunities foster academic success and increases the probability of students finding employment and securing a livable wage after high school.

WBL also has a significant impact on the community and employers. By allowing community members to work with students with disabilities serotypes are diminished, perceptions are

improved, and community expectations are raised for individuals with disabilities. However, to achieve these goals, interagency collaboration is crucial when providing WBL opportunities to students. Vocational Rehabilitation agencies, school personnel, community partners, and employers must work together to generate students' competitive work opportunities.

WBL Experiences

Across the state of Tennessee, schools and providers are working to offer more WBL opportunities to students. Work experiences can include internships, summer jobs, youth-run entrepreneurship, service projects, volunteer work, paid and non-paid positions, and part-time jobs. In addition to work experiences during the school year or day, you can also coordinate summer jobs. WBL opportunities can be done in conjunction with private, for-profit, public, or non-profit businesses in your community and students can work remotely for companies using virtual business practices. WBL requires the learning experience to take place in an integrated setting in the community. When WBL experiences are paid, the wages are to be paid at no less than the minimum wage.

Not *all* work experiences are considered WBL. WBL includes activities that provide structured learning experiences for students through opportunities to participate in various occupations and career options. These curriculums should have a focus on work preferences and abilities. WBL means students are learning by observing and engaging in real work tasks. It starts with learning in the classroom, which promotes the development of a broad range of transferable skills. It enables students to acquire the attitudes, abilities, and knowledge required to succeed in the 21st century job market.

WBL Experiences:

- Must be tied to classroom instruction.
- Use learning objectives that help to motivate the student to get the most out of their experience. Learning objectives drive Work-Based Learning.
- Consist of sequenced experiences to ensure preparation.
- Focus on career and PSE options; both options must be given equal consideration.
- Need to be accessible to all students and designed to meet students' diverse needs.
- Take place in an inclusive environment.
- Help students develop professional contacts for future employment and mentoring.
- Increase motivation and appreciation for obtaining additional training, certification, or a degree after high school.

WBL Continuum of Services:

- Job shadowing
- Career mentorship

- Simulated workplace experiences
- Career-related competitions
- Informational interviews
- Volunteering
- Workplace tours
- Paid and non-paid internships
- Student-led or school-based enterprises
- Paid and non-paid work experiences
- Practicum

WBL Continuum of Services

Providers of Pre-ETS have the opportunity to develop and provide WBL activities for students and the school you are working with might already have WBL curriculums. Talking with the student’s teacher will help inform you of WBL opportunities already in place. Providers can use class time to engage students in productive activities that will add value to the work experience.

Individual Student Activity Examples

- Engaging the student in job shadowing experiences.
- Exploring salary and earnings potential for entry-level positions.
- Providing the student with positive and constructive feedback around issues and achievements occurring at their WBL site.

Student Group Activity Examples

- Providing school-based job training experiences.
- Touring businesses to learn about job skills.
- Coordinating informational interviews for students to research potential employers.

Volunteering

- ***Individual activity:*** Find volunteering activities that match students career interests. For example, if students are interested in food service, they can volunteer at a food bank.
- ***Group activity:*** Providers can facilitate or organize events or clubs—for example, a school beautification day or club. Students can help with registration, logistics, and hands-on work (such as painting, cleaning up grounds, recycling, and planting trees).

Workplace tours

- ***Individual activity:*** Providers can share a career video and then spend time discussing the job skills required for that position with the student.
- ***Group activity:*** Group students by jobs they would like to explore and identify the business in the community that might have that employment opportunity. Providers can

reach-out to identified companies and inquire about setting up a tour for students. During the tour, students can gather information and ask questions.

Informational Interviews

- **Individual activity:** Assist the student in setting up an interview with an employee working in a position they are interested and/or contact an employee in a position they unfamiliar with. After the interview, discuss the students' findings and review continued interest.
- **Group activity:** Divide students into groups based on interest. Have groups conduct an interview with different employees at the same company. For example, at a local mechanic shop, one group will interview the receptionist, and the other will interview a mechanic. Have the groups come together and share their findings.

Resources for Work-Based Learning Instruction

Meeting the Fair Labor Standards Act Agreement Checklist (transitioncoalition.org/wp-content/originalSiteAssets/files/docs/WBL_checklist-11396634796.pdf)

This checklist is designed to ensure that WBL aligns with the Fair Labor Standards Act Training Agreement.

Read Write Think: Resume Generator

(readwritethink.org/files/resources/interactives/resume_generator/)

This interactive website generates a resume for you. Choose between a chronological or functional resume and enter information such as skills, experience, and education. This could be used with students to add various WBL experiences to their resume.

The Tennessee Department of Education: Work-Based Learning

(tn.gov/education/career-and-technical-education/work-based-learning.html)

This webpage provides information on WBL curated by the TN Department of Education. Educators and providers can find frequently asked questions, requirements, educational presentations, and much more.

Virginia Department of Education: Work-Based Learning

(https://www.doe.virginia.gov/instruction/career_technical/work-based_learning/)

This website has a Learning Guide that includes materials for job shadowing, mentorship, service learning, and other work-based learning experiences. It also reviews the various paths of career awareness, exploration, and preparation.

Partnership with Educators, Families and Employers

Meaningful delivery of Pre-ETS is most effective when educators, families, and employers are engaged and working together on the student's behalf. With successful collaboration, the transition team can address the complex needs of students and contribute to opportunities to improve post-school outcomes for youth with disabilities.

Collaboration with Educators

Pre-ETS providers and educators should develop a shared vision, establish long-term goals, communicate frequently, and share responsibilities for their work together with students (Noonan, 2014).

What a successful partnership looks like between a provider and an educator:

- Instruction is based on a shared vision. Decisions about instruction and services are collaborative.
- Instruction complements what is already happening in the classroom. Pre-ETS should not duplicate instruction or experiences the students already received or that are an LEA requirement under IDEA.
- The provider and teacher should frequently communicate. Meeting once and not following-up for the rest of the year is not in the student's best interests. Communication should be a consistent purposeful routine. For example, maybe it works to set up a call every Friday to discuss progress and plan for the upcoming week.
- Pre-ETS are outcome oriented. You and the teacher must consider what the students, as a group, and individually, will gain from Pre-ETS and how each partner can contribute. These goals should drive instruction. For example, the Pre-ETS provider will establish community WBL opportunities. The teacher will work with students' families to ensure buy-in.
- Roles and responsibilities are clearly defined.

Roles and Responsibilities

Building a positive relationship with teachers will help inform the development of successful Pre-ETS. During initial conversations or meetings about Pre-ETS delivery, carve out time to share information.

Pre-ETS Planning Considerations:

- What transition services are already offered at the school (such as work-based learning, internships, or mentoring)?
- What terms or acronyms do I need to know?
- How do you determine and track student progress?

- What school or district policies should I be aware of that will impact Pre-ETS services?
- What are students' employment or postsecondary education goals?
- What diploma tracks are they on?

Providers with limited experience working in a school setting should also consider asking educators to share resources about transition in a school-based setting. This will support effective implementation of Pre-ETS. Providers and educators may also share examples of written reports, and IEPs in order to facilitate services. Having open dialog and learning jargon or specific terminology that is used by partners will support communication and positive outcomes.

After gaining an understanding of one another's roles and needs, providers and educators should begin to clearly define goals, roles & responsibilities, coordinate policies & procedures, and establish clear channels of communication (Noonan, 2014).

Pre-ETS Goal Setting Considerations:

- What would you like students to gain from Pre-ETS?
- How do we ensure we are not duplicating services? What is already being done in the classroom?
- What topics should be covered during Pre-ETS?
- How should we decide what students need in relation to Pre-ETS?
- When can Pre-ETS occur during the school day?
- Is there a way for any services to be delivered before or after school?
- How will we ensure we have met goals?
- Which parts are each of us responsible for?
- How will we maintain communication about these?
- Is the school using the Principles of Transition courses? (tn.gov/education/student-support/special-education/special-education-secondary-transition.html)

Examples of Successful Pre-ETS Collaboration

Even if a provider is already delivering Pre-ETS, it is never too late to set up a meeting with an educator to discuss improvements. Here are some examples of what successful collaboration looks like in practice:

- A Pre-ETS provider has been focusing on group instruction. However, in working with the teacher and reviewing goals, they decide it would be best for the provider to have the opportunity to work individually with students. They designate some of the Pre-ETS time as "office hours" where students can make appointments with the provider instead of during group instruction. This example demonstrates flexibility, shared decision-making, strong communication, and putting student needs first

- A provider and educator have minimal interactions with one another. The provider comes in to teach a class, and the teacher works on preparing other activities during that time. In order to improve the delivery of Pre-ETS, they decide to set up a weekly call to discuss the previous week's progress and plan the upcoming week. They also develop a monthly report together to compile and track content being delivered and the outcomes of activities. This example demonstrates the importance of ongoing communication and progress monitoring
- Transition fairs are a great way for families and students to learn about supports provided after high school. However, a provider and teacher discover it is difficult for many of their family members to attend in person. They decide to host the fair virtually. They record the fair for accessibility, caption it, and send it to all parents of students who receive Pre-ETS. During the virtual fair, all community partners briefly share information about their organization and utilize chat and discussion features to encourage interaction. This example demonstrates creativity, shared decision-making, and involving other members of the transition team.

Collaboration with Families

Families are a critical partner throughout the transition planning process. They bring a unique perspective on their student's abilities, preferences, strengths, and challenges. Family expectations and involvement serve as predictors of post-school employment. High expectations and family involvement set the stage for successful competitive integrated employment in adulthood (Carter, Austin, & Trainor, 2012). Providing families with easy-to-understand, family-friendly materials explaining the benefits of Pre-ETS can help manage expectations and greatly contribute to the student's success.

Here are some helpful tips on making materials accessible for families:

- **Ensure the reading level is accessible for a wide variety of readers.** The generally accepted reading level is 5th grade. Many online tools can provide info on the readability of a document (readabilityformulas.com/free-readability-formula-tests.php)
- **Make sure there are no professional terms or jargon included on any materials that might be unfamiliar to parents.** As professionals, we get used to our own professional language, and forget that others might not understand many acronyms and terms. Here's a helpful tip: ask someone unfamiliar with education or Pre-ETS to read materials and see if they can understand them.
- **Ensure the materials you share with families are available in their native language.** Ask the teacher which students speak a different language at home.
- **Create tip sheets addressing common concerns from family members.** These tip sheets could include responses to frequently asked questions about Pre-ETS or information on supports after high school such as the ECF CHOICES waiver program.

- **Inform families what communication channels will be used to keep them informed during the process, and share how they can be involved.** For example, are you going to send activities or worksheets home that will supplement what students are learning during school? Will you build in any opportunities to meet with families in person?

Students come from diverse backgrounds and providers should also consider the cultural values and individual circumstances of each family. A student's family members may not speak English fluently. Some students might live with other relatives or guardians instead of their biological parents. Others might come from the foster care system, be raised by a single parent or other family structure. Family influences often play a large role in shaping students' beliefs about work. For students whose families speak a language other than English, do not assume that simply translating a flyer into another language is the only step you need to take. Work with all families to ensure they understand the role of Pre-ETS and how their student is working to achieve their goals.

It is important to involve families as much as possible throughout the entire process. Once families are invested in Pre-ETS, keep them engaged and informed while services are being delivered. Maintaining clear and consistent communication and knowing the best way to get in contact with the families of your students is imperative. Sharing positive information as frequently as possible helps solidify buy-in. If you need to contact a family regarding concerning student behavior, the interaction will be better if you have previously or concurrently share positive feedback as well. Since educators and other school staff often have more contact with students, collaboration with schools will be key to building strong relationships with families.

One way you can build relationships with families is by holding an orientation or information session about the Pre-ETS their child will receive. These face-to-face interactions are often the best way to get families invested and address any concerns they might have. Some school districts host transition fairs or family nights. Find out if any of the schools you are working with have these events and ask how you can participate. Perhaps you can be a featured speaker or staff a booth where you can share materials. If you have an event at the school for students, such as a job fair, make sure to let the parents know and invite them to attend. An IEP meeting is another great way to connect to families in person. Although it might be challenging logistically, it is important to attend these meetings. At an IEP meeting, you can talk to parents about the progress their child is making and discuss plans for early work experiences.

Collaboration with Employees

Early work experiences are especially important for students with disabilities. It is not surprising that hands-on work experiences while still in school are a strong predictor of paid jobs after graduation for students with disabilities (Carter, et al., 2012). Most youth benefit from immersive, hands-on experiences that allow them to apply their knowledge, practice new skills, and develop a real appreciation of all that work entails. To find these important early work experiences, students need support in establishing connections with businesses and employers in their

community. However, many employers do not know the benefits of hiring youth with disabilities. As a Pre-ETS provider, you can play an important role in helping students establish relationships with employers so they can gain access to those crucial real-world experiences.

An important first step when building relationships with employers is to become familiar with the labor market in your area. Who are the biggest employers in your area? A hospital? A specific company or industry? Are there restaurants that frequently have job openings? You might already know some of these answers, but you may learn about opportunities you were not familiar with through some additional exploration. Your local chamber of commerce is a great place to start. They can help point you in the right direction. Even using job boards like Simply Hired, Indeed, or Monster can be helpful, particularly if you know specific jobs in which a student might have interest. If there is a larger employer like a hospital, hotel, or mall, explore all the different jobs included there. You might be surprised at the variety of experiences available in one setting.

People often obtain jobs through their networks and word-of-mouth. Think about your circle of family and friends, neighbors, or other members of your community. Can you think of someone who owns a business or is a manager in a company? Do they hire people with disabilities? Many of us already know someone who could employ a young person with a disability. When beginning to establish relationships with employers, your own network is a great place to look. Likewise, students often have interpersonal networks beyond their immediate family. Help students understand how to use their networks to find work opportunities. For example, if you are providing Pre-ETS in the classroom, consider facilitating a discussion or an activity intended to help them think about their relationships in the community.

Beyond using personal connections, numerous organizations and groups provide chances to connect with members of the business community. Joining or collaborating with these organizations can help you learn about opportunities that might not be shared through traditional avenues.

Business Networking Organizations:

- **Chambers of Commerce.** These are associations of businesses that promote the economic interests of local communities.
- **American Job Centers.** These workforce development centers provide support for anyone looking for a job, including individuals with disabilities. In addition to on-site workshops around resume writing and interview skills, they can provide job placement services.
- **Workforce Development Boards.** A workforce development board brings together leaders in the local community, particularly from the business community. Typically, workforce development boards might also include representatives from local community colleges and vocational programs.
- **HR Associations.** Groups like the Society for Human Resource Management can help you keep on top of economic trends in your area.

- **Trade/Industry Associations.** For any students who are interested in a specific trade or industry, explore associations in their area of interest in your community. This can be a great way to find apprenticeships and job opportunities.
- **Civic Groups.** Groups like the Lion's or Rotary Club include influential members of the community that can help identify opportunities for students.

While helping students obtain paid employment is a key goal for establishing relationships with employers, there are other avenues for employers and businesses to provide valuable work experiences for students. Some employers may be hesitant to hire youth with disabilities and it may be more effective to start with smaller, less time-intensive experiences.

Non-Employment Partnership Opportunities for Businesses:

- Participating in or co-sponsoring a job fair
- Sponsoring a job shadowing day
- Offering mock interviews or resume writing practice
- Serving as a mentor for a student
- Speaking to a classroom of students about their field

Through participation in these opportunities, employers and businesses can gain exposure to youth with disabilities and may come to better appreciate the strengths and skills students can bring to a workplace. Transition Tennessee's course on work-based learning (transitiontn.org/vr/work-based-learning/) provides additional information about the variety of work experiences students can participate in during high school.

In forming partnerships with prospective employers, it's important to share the most important information. It is vital to have your own elevator pitch once you're in the room with an employer or members of the business community. Here are some quick and impactful facts to share:

- Employees with disabilities have lower turnover and absentee rates than employees without disabilities (Kaletta et al., 2012).
- Employees with disabilities have equal or better safety records, job performance ratings, and job assignment flexibility (Kaletta et al., 2012).

These points specifically address concerns employers often have around liability and the effect of hiring youth with disabilities on the operations of the workplace itself. Since your time with employers might be limited, create materials, such as a one-page fact sheet and direct them to other resources if they want to explore further and highlight the benefits that will appeal to them as managers responsible for the financial and human resources.

A relationship with an employer does not end once the hire is made or the job shadowing day is scheduled. Much like engagement with families or teachers, partnering with employers is an ongoing process. The more successful the overall experience with providers and student work, the more likely they will be to hire other students in subsequent years. Setting clear expectations

from the beginning is crucial. If a business decides to hire a student with a disability or provide them with early experience other than paid employment, they might still be unsure of what supports students might need and how they can make their workplace inclusive.

Here are some topics to discuss with employers before any experience prior to having a student on for a job shadow, internship, or paid employment:

- Support or accommodation needs of the student
- Length of experience
- Lunch/meal needs
- Students point of contact each day
- Expectations for dress in the workplace
- Information on role of job coach (if applicable)

Establish consistent communication channels and note communication preferences. Some employers might prefer phone conversations, others may communicate mainly via email. Make sure these parameters are set early, and regular check-ins are scheduled with whichever communication method is preferred.

Resources for Pre-ETS Partners

Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners (wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta01-pre-ets/VRED-GUIDE-WINTAC-FINAL.pdf)

WINTAC, NTACTION, and TransCen worked together to design a resource specifically targeted to support the collaboration elements of transition services. This guide provides processes and steps necessary to build effective collaboration at the local level; specifically, between educators, VR counselors, parents and other staff involved in assisting students with disabilities in preparing for, obtaining, and maintaining competitive integrated employment.

Workforce Innovation Technical Assistance Center (WINTAC)

(<http://www.wintac.org/topic-areas/pre-employment-transition-services>)

WINTAC serves to work with state Vocational Rehabilitation agencies and their partners to effectively implement the requirements of WIOA. This website gives an overview of Pre-Employment Transition Services, including defining a student with a disability, outlining the required Pre-Employment Transition Services as well as additional authorized Pre-Employment Transition Services, and defining Pre-Employment Transition coordination activities. WINTAC provides links to training opportunities, including past webinars, and resources for providers such as reporting, service implementation, and education.

Transition Tennessee (transitiontn.org/vr)

Transition Tennessee is a hub for resources and professional development on Pre-Employment Transition Services (Pre-ETS). Transition Tennessee offers guidance on the components of Pre-ETS to assist providers in delivering high quality services to students with disabilities transitioning to higher education and employment. Visit the educators hub for additional resources and professional development on providing transition services to youth with disabilities (www.transitiontn.org/ed).

Tennessee Department of Education (<https://www.tn.gov/education/student-support/special-education/special-education-secondary-transition.html>)

The Tennessee Department of Education's *Special Education Secondary Transition* webpage provides information on the department's vision for preparing students with disabilities for adulthood. This webpage can help providers prepare to serve students with disabilities as well as understand the role of special education, and plan for partnering with educators. Additionally, providers will find important information on diploma options, principles for transition for postsecondary readiness courses, performance reports, and transition resources.

Tennessee Disability Pathfinder (vkc.vumc.org/vkc/pathfinder)

Tennessee Disability Pathfinder helps locate supports and resources for people with disabilities. Pathfinder provides access to needed information, referrals, education, training, and a multicultural outreach program. Pre-ETS providers can use Pathfinder to assist their students. Services are available through their website or by phone (800-640-4636).

National Transition Assistance Center on Transition (NTACT) (transitionta.org/)

NTACT has toolkits of resources on a variety of topics, including Competitive Integrated Employment, Transition Assessments, and capacity building associated with improving education and services. Each toolkit provides an overview and guidance on the topic. The top NTACT resources for VR providers can be found [here](#).

Iowa Providers: Pre-Employment Transition Services

(iowaproviders.org/assets/docs/TechnicalAssistance/Transition%20Resources%20-%20Pre-Employment%20Transition%20Services%20%28Pre-ETS%29%20Overview%2C%20Examples%2C%20%26%20Resources.pdf)

This guide defines the required five Pre-ETS services with examples of individual and group activities for each and resources to accompany each area. Within each Pre-ETS service, suggestions of topics to explore are included.

Minnesota Pre-Employment Transition Services (mn.gov/deed/job-seekers/disabilities/youth/pre-ets/)

This website includes activities and resources for the five areas of Pre-ETS, links for career planning and job search resources, VR training and education service plans, and resources for contracted providers such as definitions and webinar recordings.

Pathways to the Future: West Virginia Division of Rehabilitation Services

(pathwayswv.org/docs/Pathways%20Pre-ETS%20Sample%20Lessons%20-%202019%20FINAL.pdf)

This resource manual is intended to assist providers and educators during planning and implementation. It is organized by the five Pre-ETS topics with lessons and accompanying activities. An overview of all lessons is found on page five.

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