# Table of Contents

i. Purpose ......................................................................................................................... 2

ii. Roles and Responsibilities
   a. Texas Workforce Commission ............................................................................... 3
      i. Vocational Rehabilitation Services ................................................................... 4
      ii. Pre-Employment Transition Services (Pre-ETS) ............................................. 6

iii. Pre-ETS: Referral, Planning, Implementation, and Evaluation
   a. Pre-ETS Categories ............................................................................................... 7
      i. Benefits to Students ............................................................................................ 12
      ii. Pre-ETS Benefits to Employers ........................................................................ 14

   b. Resources, Links, Examples
      i. Resources connected to applying for TWC VR Services ..................... 15
      ii. Resources connected to Job (Career) Exploration
          Counseling Pre-ETS category ........................................................................... 15
      iii. Resources connected to Work-Based Learning
          Experiences Pre-ETS category ........................................................................... 16
      iv. Resources connected to Counseling on Enrollment in
          Comprehensive Transition or Post Secondary Education Program
          Pre-ETS category ............................................................................................... 17
      v. Resources connected to Workplace Readiness Training
          Pre-ETS category ............................................................................................... 18
      vi. Resources connected to Self-Advocacy Pre-ETS category .............. 18

iv. References .................................................................................................................. 19

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Purpose

The purpose of this document is to promote knowledge and understanding of Pre-Employment Transition Services (Pre-ETS), as provided by your local Texas Workforce Commission Vocational Rehabilitation Services office. Pre-ETS are an important part of the transition process from high school to post-secondary life. They provide preparation and training to develop work, social, and independent living skills that lead to success after high school.

We encourage you to read the content, visit the links and resources provided, and learn from the examples at the end of the catalog that outline goals with a focus on student-centered pre-employment transition planning and service coordination.
Roles and Responsibilities

Texas Workforce Commission

The purpose of the Vocational Rehabilitation (VR) program is to provide services to eligible individuals with disabilities to help them prepare for and engage in employment. Employment placements are consistent with the individual’s unique strengths and interests. VR programs provide individuals with disabilities the services they need to prepare for and obtain employment.

While the student is attending school, they might qualify for VR services with the Texas Workforce Commission (TWC). Generally during this phase of life, students are engaged in Pre-ETS to help them learn work-related skills and prepare for work and independence beyond high school. Referrals to TWC are most often coordinated through relationships with the schools and, ultimately, it is the students’ and parents’ decision whether to apply for VR services. (Please visit the Vocational Rehabilitation – Youth and Students Information link for more information. Please see Figure 1 concerning the timeline connected to receiving services from TWC VR Services.)
Figure 1: Vocational Rehabilitation (VR) Services Timeline:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Referral/Initial contact.</td>
</tr>
<tr>
<td>02</td>
<td>Application for Service.</td>
</tr>
<tr>
<td>03</td>
<td>Eligibility Determination: Develop individual Plan for Employment (IPE).</td>
</tr>
<tr>
<td>04</td>
<td>Comprehensive Assessment: The process of gathering more information and planning for the IPE.</td>
</tr>
<tr>
<td>05</td>
<td>Developing the IPE: After the IPE is in place, services begin.</td>
</tr>
<tr>
<td>06</td>
<td>Employment.</td>
</tr>
<tr>
<td>07</td>
<td>Closure: If all services have been provided and employment has been maintained successfully for 90 days.</td>
</tr>
</tbody>
</table>

*This VR process timeline is established by federal law for VR agencies. Depending on individual circumstances, the process may take more or less time.

**For more information on the application process see the Resource page.
Pre-ETS: Planning and Implementation

Pre-Employment Transition Services (Pre-ETS) are activities designed for students with disabilities. Pre-ETS support the career development process to increase the success of students with disabilities in obtaining employment after graduation from high school. These services can start as early as fourteen (14) years of age and up to age twenty-two (22). The VR Counselor provides counseling and guidance throughout the process. They also work together with educators and other people supporting the student in the schools. See Figure 2 outlining the five Pre-ETS categories.

Figure 2. Five Pre-ETS Services

<table>
<thead>
<tr>
<th>FIVE PRE-ETS SERVICES</th>
<th>COUNSELING ON POSTSECONDARY OPPORTUNITIES</th>
<th>WORKPLACE READINESS TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAREER EXPLORATION COUNSELING</td>
<td>Provides information on the variety of options available to students after graduation including colleges, universities, and training opportunities. This service may take place in a group setting and/or per individual.</td>
<td>Offers students with disabilities an opportunity to obtain skills and behaviors that can be used in any job. Job readiness skills may include soft skills, employability skills, and job preparation skills.</td>
</tr>
<tr>
<td>WORK-BASED LEARNING EXPERIENCES</td>
<td>* Examples: Career Exploration Tool, O’Net tool, Labor Market and Career Information (LMCI) Job Y all website, Person-Centered Employment Planning</td>
<td>* Examples: Job club, mock interviews, transportation training, resume writing, support in completing job applications.</td>
</tr>
<tr>
<td>SELF-ADVOCACY INSTRUCTION</td>
<td>* Examples: Informational Interviews, Job Shadowing, Internships, Work-based Tours/Internships.</td>
<td></td>
</tr>
</tbody>
</table>

Pre-Employment Transition Services 5
Pre-Employment Transition Services (Pre-ETS) Overview

The Workforce Innovation and Opportunities Act (WIOA) requires that state vocational rehabilitation agencies set aside and spend fifteen percent of their federal funding on Pre-ETS for eligible and potentially eligible students with disabilities. Services provided with Pre-ETS funding are intended to enhance job readiness, present opportunities for skill development, and increase the employment and post-secondary education success rates of students with disabilities ages 14-22.

The services provide increased exposure to work and post-secondary exploration and experiences in order to increase the numbers of students with disabilities who leave high school and/or postsecondary education prepared for the adult world. Pre-ETS supports are focused in five primary areas: career exploration, work-based learning, counseling on post-secondary education programs, work readiness, and self-advocacy. Social skills and independent living skills training topics are imbedded within the five areas.
**Pre-ETS Services Categories**

The Pre-ETS five categories, as well as the corresponding sub-categories, are displayed in Figure 1.

Tables 1 through 5 below provide descriptions, examples of activities, possible benefits to the student, and possible benefits to the employer for each of the five required Pre-ETS categories. Resources for each of these categories can be found on the Resource page provided at the end of this document.

**Table 1. Job (Career) Exploration Counseling**

<table>
<thead>
<tr>
<th>Description</th>
<th>Utilize:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career exploration counseling is primarily an activity that helps students</td>
<td>• Texas OnCourse as a tool for developing a plan starting in middle school through and beyond</td>
</tr>
<tr>
<td>with disabilities obtain information on careers of interest to them.</td>
<td>high school.</td>
</tr>
<tr>
<td>The objective is to assist students in becoming aware of their own</td>
<td>• O’Net as an assessment and for self-directed career exploration. After taking the</td>
</tr>
<tr>
<td>interests and abilities and career opportunities in their local area</td>
<td>assessment, the student should be able to identify areas of strength and explore occupations</td>
</tr>
<tr>
<td>through exposure that increases their motivation in preparing to work.</td>
<td>in relation to strengths revealed in the results of the assessment. Within the career</td>
</tr>
<tr>
<td></td>
<td>exploration, the student will find what skills, knowledge, and abilities are required for</td>
</tr>
<tr>
<td></td>
<td>specific occupations.</td>
</tr>
<tr>
<td></td>
<td>• Tools from Labor Market and Career Information (LMCI) for additional career exploration</td>
</tr>
<tr>
<td></td>
<td>in the local area.</td>
</tr>
<tr>
<td></td>
<td>• Use Jobs Y’all to research growing industries with careers that pay well in the local</td>
</tr>
<tr>
<td></td>
<td>area and throughout the state.</td>
</tr>
<tr>
<td></td>
<td>• Virtual career fairs to interact with employers and learn about different career fields.</td>
</tr>
<tr>
<td></td>
<td>*These activities can be executed/initiated by the VR counselor and/or delivered in</td>
</tr>
<tr>
<td></td>
<td>conjunction with community resource providers.</td>
</tr>
</tbody>
</table>

**Benefits to Student**

[Click to view benefits]

**Resources for Job (Career) Exploration Counseling**

[Click to view resources]
Table 2: Work-Based Learning Experiences

<table>
<thead>
<tr>
<th>Description</th>
<th>Work-based learning (WBL) experiences take place in a real work environment to assist students with disabilities in obtaining knowledge and skills for future job opportunities through real world observation and work experiences.</th>
</tr>
</thead>
</table>
| Examples of Activities | • Job Shadowing  
• Career Mentorship  
• Career Related Competitions  
• Informational Interviews  
• Paid and Non-paid Internships  
• Practicum  
• Paid and Non-Paid Work Experiences  
• Volunteering  
• Workplace Tours/Field Trips |
| Benefits to Student | Click to view benefits |
| Benefits to Employer | Click to view benefits |
| Resources for Work-Based Learning Experiences | Click to view resources |

Table 3. Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational (PSE) Programs

<table>
<thead>
<tr>
<th>Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs</th>
<th>Counseling on opportunities for post-secondary education provides information on the variety of options available to students after graduation including colleges, universities, and other training opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Counseling on opportunities for post-secondary education provides information on the variety of options available to students after graduation including colleges, universities, and other training opportunities.</td>
</tr>
</tbody>
</table>
| Examples of Activities | • Provide information on community colleges, universities, and trade/technical schools base on student degree/career choice.  
• Provide information on college applications, admission, and college entrance exams.  
• Share information with student on preparation and
accommodations for college entrance exams (e.g. Texas Success Initiative (TSI), SAT, ACT).

- Discuss differences between accommodations services in K-12 and accommodations services at the higher educational level.
- Participation in “College Days” on local university/college campuses.
- Assist students and families in completing the Free Application for Federal Student Aid (FAFSA).
- Work with students on how to research financial aid opportunities such as Pell grants, scholarships, Achieving a Better Life Experience (ABLE) accounts, Plan to Achieve Self-Support (PASS) plans.
- Provide students with information on college resources for additional support such as Disability Services.
- Explore Job Corps options and plan visits to local campuses.
- Explore military options.

<table>
<thead>
<tr>
<th>Benefits to Student</th>
<th>Click to view benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources for Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational (PSE) Programs</td>
<td>Click to view resources</td>
</tr>
</tbody>
</table>

**Table 4. Workplace Readiness Training**

<table>
<thead>
<tr>
<th>Workplace Readiness Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Workplace readiness training offers students with disabilities an opportunity to obtain skills and behaviors that can be used in any job. Job readiness skills may include soft skills, employability skills, and job preparation skills. Workplace readiness helps students understand interpersonal expectations in the workplace.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Activities/Curriculum Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Social/interpersonal Skill Development Activities Include Activities In:</td>
</tr>
<tr>
<td>- Communication</td>
</tr>
<tr>
<td>- Positive attitude</td>
</tr>
</tbody>
</table>
- Teamwork
- Problem solving
- Talking/Writing
- Cooperation
- Active Listening
- Decision Making
- Conflict Resolution
- Body Language
- Empathy
- Professionalism
- Good Manners
- Supporting Others

Independent Living Skill Development Activities Include Activities In:
- Good Hygiene
- Time Management
- Healthy Lifestyle
- Using a Cell Phone
- Using Transportation
- Money Management
- Nutrition/Meal Preparation
- Accessing Community Services and Supports
- Community Participation
- Civic Responsibility
- Community Safety
- Developing Friendships
- Appropriate Dress
- Appropriate Behavior

<table>
<thead>
<tr>
<th>Benefits to Student</th>
<th>[Click to view benefits]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits to Employer</td>
<td>[Click to view benefits]</td>
</tr>
<tr>
<td>Resources for Work Readiness Training</td>
<td>[Click to view resources]</td>
</tr>
</tbody>
</table>
Table 5. Self-Advocacy Instruction

| Description                                                                 | Self-Advocacy skills direct students with disabilities in identifying their interests and desires, and effectively communicating their wants, needs, and desires in school, at social/community events, or on the job. Instruction on self-advocacy teaches students about their rights, responsibilities, how to request accommodations or services, and supports during transition planning. In addition to self-advocacy skills, self-determination skills contribute to the freedom to make decisions regarding students’ own lives. Self-advocacy instructions can be with an individual or in a group. |
| Examples of Activities/Curriculum Topics | Specific Self-Advocacy Skill Development Activities Include Activities In:  
- Self-Awareness (i.e. understanding of disability, accommodation needs, strengths, weaknesses)  
- Disability Disclosure  
- Decision Making  
- Setting Goals  
- Evaluating Options  
- Requesting and Using Accommodations  
- Knowing Your Rights and Responsibilities  
- Self-Determination  
- Know How to Request and Accept Help  
- Intrinsic Motivation  
- Taking a Leadership Role  
- Assertiveness  
- Listening to Others’ Opinions  
- Problem Solving  
- Monitoring Progress  
- Positive Self Talk  |
| Benefits to Student | Click to view benefits  
Benefits to Employer | Click to view benefits  
Resources for Self-Advocacy Instruction | Click to view resources |
# Benefits to Students

## Job Exploration (Career) Counseling (Pre-ETS)

<table>
<thead>
<tr>
<th>Benefits to Student</th>
<th>Increased:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Knowledge of career options</td>
</tr>
<tr>
<td></td>
<td>• Understanding of individual interests, skills, and abilities</td>
</tr>
<tr>
<td></td>
<td>• Understanding of skills needed for career(s) of choice</td>
</tr>
</tbody>
</table>

## Work-Based Learning Experiences

<table>
<thead>
<tr>
<th>Benefits to Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Observation of individuals performing tasks on the job</td>
</tr>
<tr>
<td></td>
<td>• Understanding of employer and employee expectations on the job</td>
</tr>
<tr>
<td></td>
<td>• Opportunity to perform job tasks before possibly receiving a job offer</td>
</tr>
<tr>
<td></td>
<td>• Development of desired work behaviors and attitudes on the job</td>
</tr>
<tr>
<td></td>
<td>• Assess and identify areas of strengths and areas needing improvement</td>
</tr>
<tr>
<td></td>
<td>• Build a network of contacts for future job opportunities.</td>
</tr>
<tr>
<td></td>
<td>• Awareness of job opportunities after high school</td>
</tr>
<tr>
<td></td>
<td>• Improve decision making skills for future job offers</td>
</tr>
</tbody>
</table>

## Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs

<table>
<thead>
<tr>
<th>Benefits to Student</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Gain information about the variety of training options after high school in preparation for work</td>
</tr>
<tr>
<td></td>
<td>• Be supported to identify postsecondary education institution based on career choice</td>
</tr>
<tr>
<td></td>
<td>• Be supported to complete admission paperwork</td>
</tr>
<tr>
<td></td>
<td>• Be better prepared and know what to expect before the first day of college classes</td>
</tr>
<tr>
<td></td>
<td>• Know where to go (Disability Services) for additional help on campus and be more comfortable in asking for help when needed</td>
</tr>
</tbody>
</table>
## Workplace Readiness Training

<table>
<thead>
<tr>
<th>Benefits to Student</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Learn skills and behaviors on how to interact with others in the workplace</td>
</tr>
<tr>
<td></td>
<td>• Learn skills related to independent living</td>
</tr>
<tr>
<td></td>
<td>• The importance of timeliness and job performance</td>
</tr>
<tr>
<td></td>
<td>• Be able to use these skills in any work environment</td>
</tr>
</tbody>
</table>

## Self-Advocacy Instruction Training

<table>
<thead>
<tr>
<th>Benefits to Student</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Learn effective communication to speak to specific needs, desires, and wants</td>
</tr>
<tr>
<td></td>
<td>• Become more comfortable advocating for themselves as they become knowledgeable of self, legal rights, and responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Learn Self-Advocacy skills to provide an opportunity to have a voice in transition planning for their future</td>
</tr>
<tr>
<td></td>
<td>• Gain increased knowledge of themselves, allowing them to pursue things of importance</td>
</tr>
<tr>
<td></td>
<td>• Gain experience to afford themselves the same opportunities as other students transitioning from high school</td>
</tr>
</tbody>
</table>
Pre-ETS Benefits to Employers

- Increased number of skilled workers in the community
- Strengthen community partnerships through collaboration for students’ success
- Leadership development
- Increase employee retention
- Employee with understanding of the workplace culture
- Lower training time and cost
- Expanded applicant pool with skills that improve employee performance
- Larger pool of applicants with the ability to advocate for accommodations on the job
Resources

Resources connected to applying for TWC VR Services

If you are a student with a disability, a parent/guardian of a student with a disability, or a professional supporting a student with a disability and wish to learn more about applying for services:

- Contact your nearest Texas Workforce Solutions – Vocational Rehabilitation Services office by clicking the following link: https://twc.texas.gov/offices/vr-general-services.html
- Contact TWC Vocational Rehabilitation office:
  - Call: (512) 936-6400
  - Email: vr.office.locator@twc.state.tx.us. In your email, include your name, phone and address including city, state and ZIP code. Do not include your social security number or birthdate.

Resources connected to Job (Career) Exploration Counseling Pre-ETS category

- Labor market information (LMCI) http://www.lmci.state.tx.us
- O*net https://www.onetonline.org/
- Career One Stop https://www.careeronestop.org
- Texas Career Check www.texascareercheck.com
- Texas OnCourse www.texasoncourse.org
- Texas Reality Check www.texasrealitycheck.com
- Auto Coder http://autocoder.lmci.state.tx.us:8080/jc/onetmatch
- Texas CREWS www.thecb.state.tx.us/apps/txcrews
- Texas Skills To Work https://texasskillstowork.com
- Texas Wages www.texasonline.org
- Work-in-Texas http://www.twc.state.tx.us/jobseekers/job-search
- My Next Move https://www.mynextmove.org
• Opening Doors to Employment

• Workforce Innovation Technical Assistance Center (WINTAC)
  https://www.wintac.org/topic-areas/pre-employment-transition-services/overview/job-exploration-counseling

• Get the job, keep the job https://youtu.be/GosoTn_D8nY

• Short term: Student Careers https://youtu.be/GosoTn_D8nY

Resources connected to Work-Based Learning Experiences Pre-ETS category

Programs:

• Explore Your Future: https://www.rit.edu/ntid/eyf

• Healthcare Careers Exploration Camp:
  http://www.ntid.rit.edu/camps/healthcareers

• Project LEAP at Texas A&M (Leadership, Employability, and Advocacy Project):
  http://cdd.tamu.edu/project-leap

• Summer Earn and Learn (SEAL) https://dfwjobs.com/summer-earn-learn-program

• Techgirlz: https://www.rit.edu/NTID/techgirlz

• Techboyz: https://www.rit.edu/ntid/techboyz

Resources connected to Counseling on Enrollment in Comprehensive Transition or PSE Programs Pre-ETS category

- College Scorecard https://collegescorecard.ed.gov/
- Community Colleges with campus housing:
  - TSTC - Waco: www.waco.tstc.edu
  - Hill College - Hillsboro: https://www.hillcollege.edu
  - Weatherford College: https://www.wc.edu
  - Navarro College: http://www.navarrocollege.edu
- Federal Student Aid: https://fafsa.ed.gov
- Information on Community Colleges, Universities (public/private): https://apps.twc.state.tx.us/CSC/directory/search.do
- College navigator: https://nces.ed.gov/collegenavigator
- College Fairs and College Tours: https://www.campustours.com
- Study skills: http://howtostudy.org
- Texas OnCourse (source for college and career preparation): https://texasoncourse.org
- SAT - https://collegereadiness.collegeboard.org/sat
- College for All Texans: TSI http://www.collegeforalltexans.com/index.cfm?objectid=63176344-FFFA-217B-60C9A0E86629B3CA
- Think College: https://thinkcollege.net
Resources connected to Workplace Readiness Training Pre-ETS category

- Soft Skills to Pay the Bills: http://youth.gov/feature-article/soft-skills-pay-bills
- Texas Skills To Work: https://texasskillstowork.com
- Social Security Red Book: https://www.ssa.gov/redbook/
- Workforce Recruitment Program sponsored by ODEP: http://www.dol.gov/odep

Resources connected to Self-Advocacy Pre-ETS category

- American with Disabilities Act (ADA) https://www.ada.gov
- I’m Determined https://www.imdetermined.org
- Job Accommodation Network https://askjan.org
References


The Alliance (Technical Assistance Alliance for Parents and Caregivers). (2002). *School accommodations and modifications.* Retrieved from


