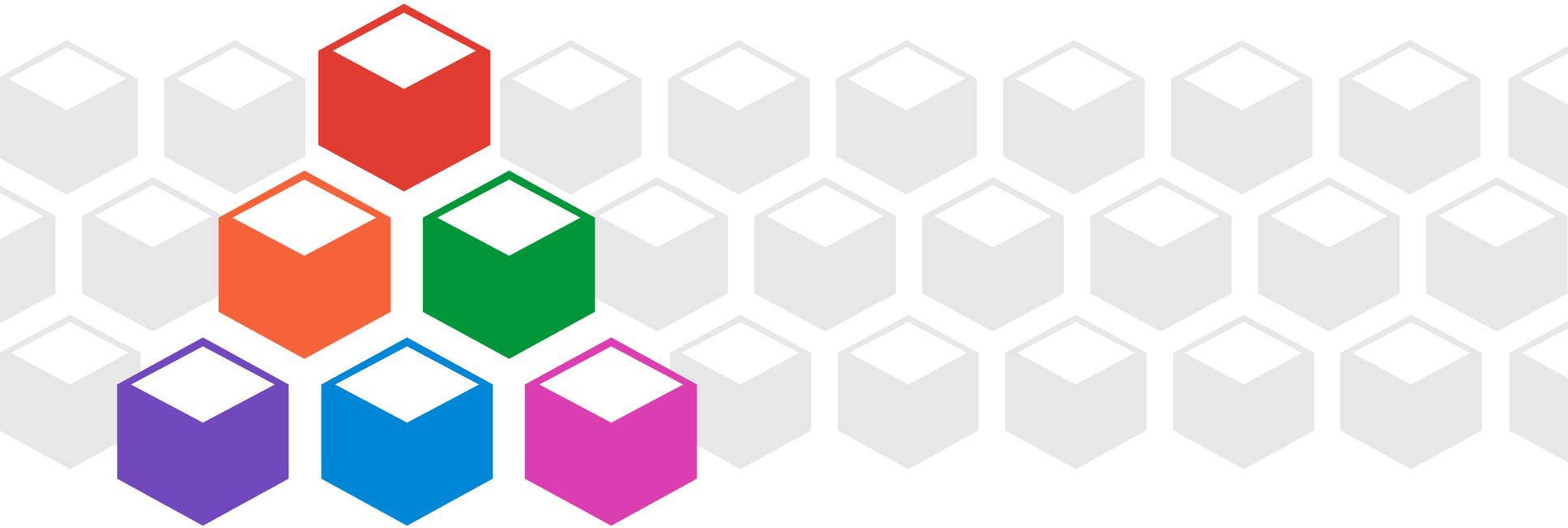


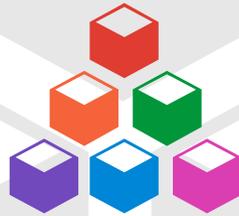
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Making Pre-ETS Work at the Local Level

VR, local school districts, one-stop centers,
and local employers



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Provision of Pre-Employment Transition Services

An overview of Section 113 (WIOA)



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Objectives

At the end of this presentation, attendees will:

- Be able to articulate what Pre-Employment Transitions Services (Pre-ETS) are.
- Have an understanding of the 5 required activities under section 113 of the Workforce Innovation and Opportunities Act (WIOA).
- Have an understanding of the authorized activities that are available under section 113 of WIOA.



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Pre-Employment Transition Services (Pre-ETS)

SEC. 422. PRE-EMPLOYMENT TRANSITION SERVICES.

Part B of title I (29 U.S.C. 730 et seq.) is further amended by adding at the end the following:

“SEC. 113. PROVISION OF PRE-EMPLOYMENT TRANSITION SERVICES.

“(a) **IN GENERAL.**—From the funds reserved under section 110(d), and any funds made available from State, local, or private funding sources, each State shall ensure that the designated State unit, in collaboration with the local educational agencies involved, shall provide, or arrange for the provision of, pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for services under this title.



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Pre-ETS Activities: Required

- **Job exploration counseling** (or career counseling)
 - Can include a variety of activities to help individuals with career-related issues; often includes information on:
 - Vocational interest inventory results
 - Labor market surveys (including occupational outlook)
 - Identifying potential career pathways based on student interest



- **Work-based learning experiences** are educational approaches or instructional methodologies that use the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.
 - May include:
 - Job shadowing
 - Internships (paid and non-paid)
 - Workplace tours
 - Informational interviews



- **Postsecondary Ed Counseling (Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs)**
 - Students and their families should be provided with this information on different career pathway options and labor market realities and projections.
 - This is also inclusive of information on:
 - Community Colleges, & Universities (Public & Private)
 - Career pathways related workshops/training programs
 - Technical or Trade Schools
 - Military
 - Post-Secondary programs at community colleges and Universities for students with intellectual and developmental disabilities.



- **Workplace readiness training** to develop social skills and independent living; used to develop skills and behaviors that are necessary for any job.
 - May include soft skills & independent living skills, such as: communication, active listening, professionalism, time management, appropriate workplace attire, and time management
- **Instruction on self-advocacy (may include peer mentoring)** Self-advocacy is the act of representing oneself or one's views or interests.
 - Self-advocacy skills are intended to promote the ability to effectively communicate, convey, negotiate or assert student's interests and/or desires



Authorized Activities

- Can be provided under specific conditions, and
- If funds remain after provision of 5 required Pre-ETS services

“(c) AUTHORIZED ACTIVITIES.—Funds available under subsection (a) and remaining after the provision of the required activities described in subsection (b) may be used to improve the transition of students with disabilities described in subsection (a) from school to postsecondary education or an employment outcome by—



Types of Authorized Services

- implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;
- developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;
- providing instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities;
- disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section;



Types cont'd...

- coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of this section;
- developing model transition demonstration projects;
- establishing or supporting multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and
- disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.



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Pre-Employment Transition Coordination

“(d) PRE-EMPLOYMENT TRANSITION COORDINATION.—Each local office of a designated State unit shall carry out responsibilities consisting of—

- attending individualized education program meetings for students with disabilities, when invited;
- working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships;
- work with schools, including those carrying out activities under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)), to coordinate and ensure the provision of **pre-employment transition services** under this section; and
- when invited, attend person-centered planning meetings for individuals receiving services under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).



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National Pre-Employment Transition Coordination

- The Secretary shall support designated State agencies providing services under this section, highlight best State practices, and consult with other Federal agencies to advance the goals of this section.

Support

- In carrying out this section, States shall address the transition needs of all students with disabilities, including such students with physical, sensory, intellectual, and mental health disabilities. 29 U.S.C. 733.



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Resources

- NTACT Interagency Toolkit:
<https://transitionta.org/interagencytoolkit>
- Postsecondary Education Toolkit:
<https://transitionta.org/toolkitpet>
- Competitive Integrated Employment Toolkit:
<https://transitionta.org/cietoolkit>



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