

MN PRE-EMPLOYMENT TRANSITION SERVICES TOOLKIT



Pre-ETS Toolkit: A Resource for Providing Pre-Employment Transition Services (Pre-ETS) for Minnesota Students with Disabilities

Minnesota's secondary schools and Vocational Rehabilitation Services (VRS) have long delivered services that support the transition of students with disabilities from high school to competitive integrated employment. We created this toolkit to assist VRS, schools and CRPs to:

- o Understand Pre-Employment Transition Services
- o Plan for how VRS, schools and CRPs can work together to provide Pre-Employment Transition Services to eligible and "potentially eligible" students with disabilities

The Basics of Pre-Employment Transition Services (Pre-ETS)

Through the passage of the Workforce Innovation Opportunity Act (WIOA), these Pre-Employment Services are designed to be an early start at job exploration for students with disabilities necessary for movement from school to post-school activities that will maximize their potential to enter competitive integrated employment. The increased emphasis on transition to employment in WIOA aligns with the Individuals with Disabilities Education Act (IDEA) and Minnesota's [Employment First](#) initiatives to ensure that students with disabilities are provided work experiences before leaving high school.

The five required¹ Pre-ETS include:

1. Job Exploration Counseling
2. Work-Based Learning (WBL)
3. Counseling on Post-Secondary Education Options
4. Workplace Readiness Training
5. Instruction in Self-Advocacy

Target Population

An individual may receive Pre-ETS if they are:

1. In an educational program; **and**
2. Age 14 through 21; **and**
3. Eligible for and receiving special education or related services under IDEA; **or**
4. Is an individual with a disability for purposes of section 504 of the Act.

¹ Note that VRS is "required" to work with schools to have Pre-ETS available to students statewide. Students are not required to receive any or all Pre-ETS.

Pre-Employment Transition Services Toolkit

1. Job Exploration Counseling	3
MN VRS Definition of Job Exploration Counseling:	3
Common Student Results from Participation in Job Exploration Counseling:	3
Possible job exploration activities to be completed in individual or group settings:	3
Resources:	4
2. Work-Based Learning Experiences (WBL)	6
MN VRS Definition of Work-Based Learning:	6
Common Student Results from Participation in Work-Based Learning:	8
Possible work-based learning activities to be completed in individual or group settings:	9
Resources:	9
Programs that offer work-based learning experiences:	9
3. Counseling on Post -Secondary Education	10
MN VRS Definition of Counseling on Post-Secondary Education:	10
Common Student Results from Participation in Post-Secondary Education:	10
Possible post-secondary counseling activities to be completed in individual or group settings:	11
Resources:	12
4. Workplace Readiness Training to develop social skills and independent living	14
MN VRS Definition of Workplace Readiness Training:	14
More Detail on Workplace Readiness:	14
Specific social/interpersonal skills include:	14
Independent living skills include:	15
Common Student Results from Participation in Workplace Readiness Training:	15
Possible Workplace Readiness activities to be completed in individual or group settings:	18
5. Instruction in Self-Advocacy	22
MN VRS Definition of Instruction in Self-Advocacy:	22
Self-advocacy skills include:	23
Common Student Results from Participation in Self Advocacy:	23
Possible self-advocacy focused activities to be completed in individual or group settings:	24
Resources:	25
Appendix A: Top 25 Pre-ETS Resources	27
Appendix B: Pre-Employment Transition Services (Pre-ETS) Examples	30
Individual (One on One) Services	30

1. Job Exploration Counseling

MN VRS Definition of Job Exploration Counseling:

Job exploration counseling is intended to foster motivation, consideration of opportunities and informed decision-making.

Job Exploration Counseling may include research, discussion or information on:

- Vocational interests;
- The labor market;
- In-demand industries and occupations;
- Non-traditional employment options; and
- Identification of career pathways of interest to the students.

Common Student Results from Participation in Job Exploration Counseling:

- Exposed to a wide variety of career options through [Minnesota's Career Fields, Clusters and Pathways](#)
- Explores interests, skills, values, motivations and preferences and is able to match them to career opportunities
- Researches career pathways and jobs
- Learns about the demand for jobs in the community that they want to live

Possible job exploration activities to be completed in individual or group settings:

- o Have students maintain a graduation file to organize information related to work, school activities, and future plans so that necessary records and notes are in a centralized location, such as Google Docs, where they won't lose the paper copy.
- o [Considering Labor Market Information in Your Career Choice](#) – Introduce students to using labor market information to inform career goals. Provide an opportunity for discussion.
- o [No One Does It on Their Own](#) – an activity to support students in making informed decisions.

- o Incorporate the [Guided Group Discovery Guide](#) into your work with students with significant barriers to employment.
- o Assist your student in reviewing career choice websites.
- o Assist your student to learn about skills and qualities needed to be successful in various career fields.
- o Access websites and print information offering self-assessments, career information, employment, and training information.
- o Conduct career fairs, expos, and campus visits. Events can highlight a specific career cluster or include business and industry professionals from a variety of sectors.
- o Facilitate career exploration courses, and individual and group counseling to present programs of study and the reasons to engage in them.
- o Encourage classroom visitors, role models and mentors to describe their work, postsecondary education and training, early interests in careers, and personal information that informed their career decisions.
- o Invite speakers to describe military career pathways.
- o Other Activities:
 - o Career Planning Toolkit for Teachers & Career Advisers: [Assess Yourself](#)
 - o Career Planning Toolkit for Teachers & Career Advisers: [Create a Plan & Set Goals](#)
 - o Career Planning Toolkit for Teachers & Career Advisers: [Explore Careers](#)

Resources:

- [Minnesota Career Information System](#) (MCIS) is an online career planning tool supported by the Minnesota Department of Education (MDE) and is used by 80% of Minnesota high schools. MCIS also includes a curriculum section for educators. A paid subscription is required for use. (a paid subscription is required)
- [Naviance](#) is a comprehensive college, career and life readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. (Used primarily by high schools- a paid subscription is required)
- [GPS Lifeplan](#) provides a framework/structure to help student's approach goal setting and connects them to resources that can help them achieve those goals.

- Explore careers and find related education and training programs on DEED's [Career and Education Explorer](#)
- [My Next Move](#) is a career exploration tool designed for use by students to learn about careers and match their interests to career options.
- [O*Net Career Exploration Tools](#) are a set of self-directed career exploration/assessment tools to help workers consider and plan for careers.
- [CareerOne Stop](#), sponsored by US Department of Labor, provides career profiles, assessments, etc. [Get My Future](#) is a feature of CareerOne Stop geared to high school students.
- [Occupational Outlook Handbook](#), is a labor market tool supported by the US Department of Labor, Bureau of Labor Statistics.
- [youthood.org](#) Is designed for youth to think about what they want to do with their future. It can be used with a teacher, mentor, parent, friend or individual. Registration is required.
- [Map It: What Comes Next](#) is a free, online, interactive training designed for transition-aged students who are deaf or hard of hearing. The training utilizes three questions:
 - Who Am I?
 - What Do I Want?
 - How Do I Get There?
- [National Collaborative on Workforce and Disability](#): Find the latest details about NCWD/Youth resources and tools including: news, events, issues and policies central to preparing youth for transition to adulthood. Products include:
 - Charting The Course: Supporting the Career Development of Youth with Learning Disabilities
 - The Guidepost for Success
 - The 411 on Disability Disclosure
 - Navigating the Road to Work: Basics
- [Minnesota IT Discovery Network](#): Consists of a fast-growing mixture of 'tech experience' providers who offer K-12 students, parents, and teachers a wide array of choices to explore and do more. The goal is to support students and give them resources to make informed decisions about their future learning and career options.

- The [Autism Speaks Employment Tool Kit](#) can help you research, find and keep employment in the current, competitive labor market.

2. Work-Based Learning Experiences (WBL)

MN VRS Definition of Work-Based Learning:

Work Based Learning is an educational approach or instructional methodology that uses 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.

WBL may include in-school or after school opportunities, or experience outside the traditional school setting that is provided in an integrated environment, to the maximum extent possible. All opportunities for work-based learning experiences in integrated settings must be exhausted before placing an individual in a non-integrated setting.

It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate and augment the learning process.

Work-based learning experiences, may include:

- **Career Mentorship:** An opportunity for a student to engage with a mentor who teaches or provides career-related guidance and advice.
- **Career Related Competitions:** Activities that require students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations sponsor such competitions in the fields of agriculture, business, health, hospitality and industrial technology.
- **Informational Interviews:** An informal conversation for a student with someone working in a career area/job that interests the student, who will give them information and advice. It is not a job interview and the objective is not to find job openings.
- **Internships (Paid or Unpaid):** A time-limited opportunity available to students in situations where an internship will significantly enhance skill development and future opportunity for competitive integrated employment (e.g., students who are ready to begin work but have a gap in work history or need relevant work experience related to their educational training, students in a training program, or students currently enrolled in a postsecondary training program).

- **Job Shadowing:** An opportunity for a student to observe different jobs and ask businesses questions about the skills, knowledge, and abilities needed to perform the tasks involved in the job.
- **Practicum:** A course of study devoted to practical training in the field, where supervision is provided. Usually applies to a specialized field of study.
- **Service Learning:** Activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
- **Simulated Workplace Experiences:** Activities that simulate work environments in any field. Examples include automotive or construction programs in which sustained industry involvement allows students to develop and apply their skills in the context of industry standards and expectations; Junior Achievement programming.
- **Student-led Enterprises:** School-based enterprises that produce goods or services for sale or to be used by people other than the participating student(s).
- **Work Experience (Paid or Unpaid):** An experience intended for a student to understand the nature of work and build soft skills. Only the student and the business report on how the experience went.
 - If work-based learning experiences are paid, students with disabilities must be paid competitive wages to the same extent competitive wages are paid to students without disabilities in similar experiences.
 - Training stipends are permissible for students with disabilities participating in unpaid work-based learning experiences commensurate with and to the same extent that they are provided to students without disabilities participating in these experiences.
 - Keep in mind that the VRS definition of Work Based Learning differs from the Minnesota Department of Education's definition. Formalized school WBL involves an appropriately licensed teacher with a work-based learning coordinator endorsement license (or variance) who closely supervises the worksite activities and is responsible for all the paperwork associated with this experience (training plans, agreements, safety training, seminar class, evaluations, recordkeeping, site observation, etc.).

Note: Schools can support experiential learning experiences (e.g., volunteering, job shadows, business tours, etc.) outside of WBL programs for up to 40 hours per experience. Students must be supervised by a licensed teacher as follows:

- If a student is engaged in an experience for 40 hours or less, they can be supervised by any licensed teacher.
- If a student is engaged in an experience longer than 40 hours, they must be supported supervised by a licensed WBL coordinator.
- Volunteering: When a person donates their time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations.
- Workplace Tours/Field Trips: An excursion for students to gain first-hand observation of specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress. Often conducted in a group.
- Youth Apprenticeships (YA) (not including Pre-Apprenticeships or Registered Apprenticeships since these are focused on job skill development versus a mechanism for “career exploration”): School supported experiences for secondary students 16 years of age and older. YA experiences focus on career preparation and training within a specific career pathway; require a minimum of 450 hours for completion; are always paid experiences; and lead to an industry-recognized credential of value for the youth apprentice whenever possible.

Common Student Results from Participation in Work-Based Learning:

- Gains experience in a work setting
- Receives information regarding employer and industry expectations
- Learns job skills related to the expectations set for a position
- Receives guidance from people practicing in an industry
- Develops networking relationships
- Obtains a reference or letter of recommendation

Possible work-based learning activities to be completed in individual or group settings:

- Organize a group of community members (including parents) around the individual and who can help to identify and recruit work experience sites in the community.
- Connect with other local agencies and organizations committed to preparing workforce members such as Chamber of Commerce, Rotary, Lions Clubs, Izaak Walton Leagues, Junior Achievement, iJAG, etc.
- Build a network of local community-based work experiences, including opportunities for one-day job shadows and longer-term work experiences.

Resources:

- [MN Department of Education Work Based Learning Site](#)
- [Working with Employers, Workplace Success Quick Reference Guide](#)
- [Employer Assistance Referral Network \(EARN\)](#): A referral and technical assistance service for employers.
- [Paving the Way to Work: A Guide to Career-Focused Mentoring](#)
- [National Career and Technical Education Work-Based Learning Toolkit](#)
- [College Foundation of North Carolina: How to Arrange a Job Shadow or Informational Interview](#)
- [Build Partnerships for Career Exploration](#) guides high schools in collaborating with an organization to plan and carry out a job shadow day.
- [New York City Work Based Learning Toolkits](#) for workforce development programs.
- [getSTEM of Minnesota](#): A web portal designed to connect Minnesota educators with science and technology businesses, in order to better prepare students for post-secondary education programs and careers in science, technology, engineering, and math (STEM).

Programs that offer work-based learning experiences:

- [Urban Scholars](#): A 12-week leadership development summer internship for college students from diverse racial and ethnic backgrounds.

- **Genesys Works:** Empowers high school students from challenged backgrounds to achieve college and career success through skills training and meaningful work experiences.

3. Counseling on Post -Secondary Education

MN VRS Definition of Counseling on Post-Secondary Education:

Assisting students with enrolling or remaining enrolled in postsecondary education or training by helping them to:

- Understand how to successfully transition to a postsecondary education or training program;
- Identify postsecondary education and training options;
- Understand how their career goals line up with education and training options;
- Complete steps for enrolling in a postsecondary education or training program;
- Learn about and apply for postsecondary financial aid options;
- Learn about various supports and assistive technology used by students with disabilities at college, such as where and how to get alternative formats of textbooks;
- Learn about information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and how post-secondary opportunities associated with career fields or pathways would pertain to a student who is currently enrolled to ensure they are on the right pathway; and
- Make decisions about changing majors and/ or education or training programs.

Common Student Results from Participation in Post-Secondary Education:

- Develops knowledge about how to successfully transition to a postsecondary education or training program.
 - o Learns about the differences between high school and college
 - o Is aware of the differences between private and public college
 - o Explores what is offered through disability services offices
 - o Researches postsecondary admissions requirements

- o Learns about postsecondary concepts such as “drop/ add period”, “academic probation”, etc.
- Identifies postsecondary education and training options.
 - o Is aware of the wide variety of postsecondary education options: technical, community and 4-year college options, apprenticeship, short-term options, military, etc.
 - o Learns about researching possibilities online
 - o Tours postsecondary education programs
 - o Learns about degrees or training related to interests
 - o Researches Postsecondary Education Options (PSEO) and other ways to get college credits while in high school
- Completes steps for enrolling in a postsecondary education or training program.
 - o Learns about/ requests accommodations for college entrance exams (SAT, ACT or Accuplacer)
 - o Completes college entrance exams
 - o Completes postsecondary education application process
- Is aware of and applies for college funding options.
 - o Completes the FAFSA
 - o Explores scholarship options
 - o Applies for student loans
- Learns information to ensure they are on the right career pathway.
 - o Makes decisions about changing majors and/ or education or training programs

Possible post-secondary counseling activities to be completed in individual or group settings:

- Connect the student to college-level students to talk about their experiences in transitioning to college and the differences between high school and college.
- Connect the student with local consumer organizations who can provide peer mentors to discuss college experiences.

- Discuss the importance of networks of support, independent living options and community participation in relation to participating in post-secondary education.
- Collect examples of college application paperwork and discuss needed requirements with students.
- Collect examples of scholarship and grant applications and discuss needed requirements with students, including discussion of essay requirements.
- Assist student in learning about accommodations for college entrance testing and SAT and ACT test preparation.
- Collaborate with the school counselor to provide opportunities to discuss post-secondary education options and visit local post-secondary education campuses.
- Offer a lesson on financial planning and budgeting for college and how to research financial aid opportunities such as Pell grants, ABLE (Achieving a Better Life Experience) accounts, and PASS (Plan to Achieve Self-Support) plans.
- Educate on the differences between special education services in high school and disability student services on campus.
- Educate about various supports and assistive technology used by students who are blind at college, such as where and how to get alternative formats and textbooks.
- Explore [Job Corps](#) options; plan a visit with student to a Job Corps campus.
- Explore electronic mentoring between high school students and college students who have disabilities.
- Other Activities:
 - Career Planning Toolkit for Teachers & Career Advisers: [Get Training/Education](#)
 - [Planning a Visit to a College Career Center](#) – Create a meaningful college visit to discuss career options and placement rates in potential career choices.
 - [Connecting Education to Our Careers](#) – Assist your student to connect the dots between education and career growth.

Resources:

- [Minnesota Postsecondary Resource Guide for Students with Disabilities](#) was developed by disability coordinators from Minnesota State colleges and universities

to help high school students prepare for postsecondary education. [Click here](#) for an image reduced, printer and screen reader-friendly version.

- [ACT - Services for Students with Disabilities](#): ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations.
- [Personal Competencies for College & Career Success: What Colleges Can Do](#): Part I of this guide provides an overview of personal competencies that all students need for college and career success as well as additional competencies for students with disabilities.
- [Making My Way through College](#): A guide for any student pursuing a degree or other type of credential (e.g., certification, license) at a two-year or four-year community college, college, or university. Much of the information provided is relevant to all students, but the primary focus of the guide is on navigating the college experience for students with disabilities or those who think they may have a disability.
- [Guidance and Career Counselors' Toolkit, Heath Resource Center, George Washington University Graduate School of Education & Human Development: Advising High School Students with Disabilities on Postsecondary Options](#) contains answers to counselors' most frequently asked questions about postsecondary opportunities for students with disabilities. Students and their families are encouraged use the toolkit to help guide their transition planning for college and career. This online toolkit has been vetted by the U.S. Department of Education.
- [Think College](#) is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with [intellectual disability](#). These are the options currently available in Minnesota:
 - [Central Lakes College in Brainerd: Occupational Skills Program](#)
 - [Ridgewater College in Willmar: Occupational Skills Program](#)
 - [Beyond Limits, Bethany College in Bloomington](#)
 - [BUILD at Bethel University in St. Paul](#)
- [Autism Speaks - **Postsecondary Educational Opportunities Guide**](#) is designed to help you and your family explore the different opportunities and learning environments after leaving high school

4. Workplace Readiness Training to develop social skills and independent living

MN VRS Definition of Workplace Readiness Training:

Workplace readiness traits describe a number of commonly expected skills that employers seek from most employees. Work readiness skills are a set of skills and behaviors that are necessary for most jobs. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills.

Workplace readiness training services may be offered on an individual basis or in a generalized manner in a classroom or other such group settings to provide programming to assist students with disabilities to develop social skills and independent living skills necessary to prepare for eventual employment.

These services could teach:

- Communication and interpersonal skills;
- Financial literacy and benefits planning;
- Job-seeking skills;
- Understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment; and
- How to navigate transportation options.

More Detail on Workplace Readiness:

Workplace readiness skills help employees learn how to interact with supervisors and co-workers. They help reinforce the importance of timeliness and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, many jobs require good social skills/interpersonal skills.

Specific social/interpersonal skills include:

- | | |
|---------------------|-------------------|
| • communication | • problem solving |
| • positive attitude | • talking/writing |
| • teamwork | • cooperation |

- active listening
- decision making
- conflict resolution
- body language
- empathy
- professionalism
- good manners
- supporting others
- respectful

Independent living skills include:

- good hygiene
- time management
- healthy lifestyle
- using a cell phone
- using transportation
- money management
- nutrition/meal preparation
- using technology & assistive technology
- accessing community services & supports
- community participation
- civic responsibility
- community safety
- developing friendships
- appropriate dress
- appropriate behavior

Common Student Results from Participation in Workplace Readiness Training:

- Learns about transportation options available to the person.
- Practices utilizing public transportation options.
- Develops skills for finding a job.
 - o Practices job interviewing skills
 - o Learns how to complete paper and online job applications
 - o Is aware of how background checks work. (Includes how a criminal record might impact a job search and how to talk about a record with employers)
 - o Practices planning and organizing skills for job seeking
 - o Learns how to find job openings/use job search sites

- Has documents needed for employment.
 - Documents required for completing the I-9 Form which verify employment eligibility, such as Social Security card and State ID/ Driver's License (has access to social security number when needed)
 - Resume/ visual resume
 - Cover letter
 - Sample application/ cheat sheet
 - Job log
 - Portfolio
- Learns and practices soft skills needed for employment.
 - Appropriate use of social media and potential consequences of inappropriate use
 - Attendance
 - Communication: how to leave a voice mail, how to greet people, how to answer the phone, what a voice mail greeting should/ should not say, how to request time off, how/ when to call in sick, how to write an email and include attachments, talking/writing, active listening, body language, empathy
 - Completing work tasks correctly and on time
 - Conflict resolution
 - Cooperation
 - Decision making
 - Dress
 - Following instructions
 - Manners
 - Hygiene
 - Positive attitude
 - Problem solving
 - Professionalism
 - Punctuality
 - Supporting others
 - Respect
 - Teamwork
- Explores how to manage money/ finances.

- Identifies bills and coins
 - Practices basic money management techniques
 - Budgeting
 - Gets a bank account
 - Learns about using and managing credit
- Learns how work may impact public benefits.
 - Learns about how to use DB101
 - Learns about a benefits analysis and completes one if appropriate
 - Knows about the availability of a benefits counselor and meets with one if appropriate
- Learns skills for living independently
 - Accessing community services & supports
 - Behavior for employment
 - Civic responsibility
 - Community participation
 - Community safety
 - Developing friendships
 - Dress for employment
 - Healthcare
 - Healthy lifestyle
 - Home management skills
 - Hygiene
 - Laundry
 - Nutrition/meal preparation
 - Time management
 - Using a cell phone

Possible Workplace Readiness activities to be completed in individual or group settings:

- Offer soft skills training to facilitate awareness of social skills and personal strengths and barriers or challenges in the workplace.

- Develop targeted activities to promote independence at work such as time management, moving from task to task, and self-monitoring production and performance.
- Support student to explore job-specific and disability-specific assistive technology, as well as how to pay for the assistive technology.
- Teach student to use assistive technology that will enable independence at work.
- Have student participate in financial readiness classes through local banks or local libraries.
- Have a targeted discussion on financial literacy, addressing questions such as: Can I work if I am receiving SSI? What would I want to spend money on from my first job? How much money do I need to earn?
- Offer financial literacy instruction addressing such topics as getting a paycheck, calculating the impact of wages on SSI, reporting wages to the Social Security Administration, applicable Social Security work incentives, savings, and budget in.
- Provide and discuss examples of job descriptions, compensation and taxes, workplace expectations, and evaluation/performance appraisal documentation.
- Discuss workplace expectations such as work hours, and breaks, vacation time, annual holidays, personal hygiene, maintenance of uniforms, health and safety requirement, etc.
- Assist student in meeting with employers to discuss the employability skills they are looking for in employees.
- [One Stop Career Centers Activity](#) – Introduce students to the nearest Minnesota CareerForce location.
- Explore the "[Working Well with a Disability](#)" curriculum. Are there aspects of the program that would fit the student's needs? (requires a paid subscription)
- Work with the student to create a resume. Practice filling out job applications. Fill out a "cheat sheet" for filling out job applications.
- Conduct mock interviews to practice job interview skills.
- Provide 21st Century Skills coaching/feedback and observed assessments by faculty/work supervisors/counselors to develop employability skills.
- Develop leadership skills through student organizations and activities.

- Other Activities:
 - Career Planning Toolkit for Teachers & Career Advisers: [Find a Job](#)
 - [Putting It All Together: The Career Development Checklist](#)
 - Utah State Office of Education, “Adult Roles and Responsibilities”:
 - [Communication Styles](#)
 - [Values](#)
 - Utah State Office of Education, “Critical Workplace Skills” Curriculum
 - [Habits of Work](#) is a soft skills curriculum you can use by itself or with extended learning opportunities, internships and other work-related learning experiences.
 - Financial Literacy Activities:
 - Federal Deposit Insurance Corporation (FDIC): [Money Smart for Young Adults](#).
 - National Endowment for Financial Education. [NEFE Homepage](#). The Jump\$tart Coalition [Clearinghouse of Free Resources](#) contains links to a number of financial literacy tools, including:
 - [Bank It](#). Bank It is an online financial literacy program that is designed to help parents and teens understand, talk about, and manage their money. Through use of both a website and guidance on how to conduct live, local workshops, Bank It covers 12 key financial topics, including budgeting, setting goals, investing, charitable giving, earning income, credit and debt, and insurance.
 - [Check It Out!](#) This lesson is about checking accounts for middle and high school students. The list includes the following materials: teacher or guest speaker notes, blank checks and check register handouts, reconciliation sheets, and a True or False quiz. This resource supports Michigan Educational Standards and Benchmarks.
 - [TheMint.org](#) This website provides resources and tips for kids, teen, parents, and teachers on handling finances. Resources for teachers include lessons on budgeting, credit, financial decision making, and the stock market.
 - [Financial Literacy for Teens](#) This resource from Investopedia teaches financial literacy topics such as budgeting and money management to teens. There are also links to similar resources for tweens and younger children.

- [Financial Literacy for Everyone](#) This resource from Practical Money Skills provides lesson plans and resources for PreK-College, including students with disabilities.
- [Financial Literacy: Teach It!](#) This financial literacy program from Wisconsin Education Communications Board, Media for Wisconsin's Schools includes videos, lesson plans, and other resources for grades K-12.
- [Soft Skills to Pay the Bills](#): Is a soft skills curriculum developed by the US Department of Labor, Office of Disability Employment Policy.
- [Minnesota Employment Resource Guide: Successfully Preparing Students with Disabilities for Competitive Integrated Employment](#)
- [Job Accommodation Network \(JAN\)](#): A free online workplace accommodation toolkit.
- [Soft Skills](#): The National Collaborative on Workforce and Disability (NCWD) provides resources describing soft skills and guidance on how to develop these skills.
- [DB101's Work, Benefits, Youth](#): Browse [DB101's youth section](#) to learn more about school, work, health care, and saving for the future. Try out the [School and Work Estimator](#).
- [Disability Hub MN](#): A free statewide resource network that helps you solve problems, navigate the system and plan for your future.
- [MN Client Assistance Program](#): Assists individuals who encounter conflicts with programs funded under the Rehabilitation Act.
- [Youth in Action! Becoming a Stronger Self-Advocate](#): A tip sheet on self-advocacy.
- [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities](#): A workbook for youth and adults working with them, designed to assist in making informed decisions about whether or not to disclose their disability and how that decision can impact their education, employment, and social lives.
- [Career-Focused Mentoring for Youth: The What, Why, and How](#): A fact sheet that introduces mentoring and outlines how it relates to the five Guideposts for Success.
- Healthcare transition resources: Minnesota Department of Health, "[Transitioning to Adult Health Care](#)"
- [Got Transition](#) aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals and youth and families.

- [Preparing for Adulthood: Taking Charge of My Own Health Care](#): PACER Center's Youth Advisory Board on mental health discuss topics related to transitioning from pediatric health care to adult health care. This 4-part series includes topics on coordinating health care, how medical providers and teachers can help youth take charge of their own health care, preparing for medical appointments, and guardianship.
- [Casey Life Skills \(CLS\)](#) is a free tool that assesses the behaviors and competencies youth need to achieve their long-term goals. It aims to set youth on their way toward developing healthy, productive lives. Examples of the life skills CLS helps youth self-evaluate include:
 - Maintaining healthy relationships
 - Work and study habits
 - Planning and goal-setting
 - Using community resources
 - Daily living activities
 - Budgeting and paying bills
 - Computer literacy
 - Their permanent connections to caring adults
- [Essential Skills to Getting A Job...What Young People with Disabilities need to Know](#): The office of Disability Employment Policy, US Department of Labor, provides a summarized list of skills needed to get a job and includes a resource listing of curriculum and materials that can be used by workforce preparation staff.

5. Instruction in Self-Advocacy

MN VRS Definition of Instruction in Self-Advocacy:

Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires and to learn about self-determination. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means taking the responsibility for communicating one's needs and desires in a straightforward manner to others. The development of self-advocacy skills should be started at an early age. These skills will be needed in education, workplace and community settings.

Self-advocacy instruction can include:

- Learning about disability and its impact;
- Learning about/ how to request accommodations, services, supports, and assistive technology;
- Mentoring* with educational staff such as principals, nurses, teachers, or office staff;
- Peer mentoring* from individuals with disabilities working in competitive integrated employment; and
- Participating in youth leadership activities offered in educational or community settings.

Mentoring relationships may take different forms:

Peer Mentoring: A person close in age to his or her mentee may act as a sounding board for ideas and plans and provide guidance in an informal manner.

Disability Mentoring: A person with a disability mentors another person, usually with a similar disability. The relationship generally focuses on a specific area such as living independently, recovering from a traumatic event, obtaining employment or being new to the workforce. The mentor serves as a role model and provides information and guidance specific to the mentee's experience.

Group Mentoring: A mentor may work with a group of mentees.

E-mentoring: An adult mentors a young person through email or the Internet.

Self-advocacy skills include:

- | | |
|----------------------------|---------------------------------------|
| ● self-awareness | ● accommodations |
| ● disability understanding | ● request & utilize accommodations |
| ● disability disclosure | ● know your rights & responsibilities |
| ● decision making | ● self-determination |
| ● set goals | ● know how to request & accept help |
| ● evaluate options | ● intrinsic motivation |
| ● identify independence | |

- taking a leadership role in support plans
- assertiveness
- listen to others' opinions
- problem solving
- monitor progress
- positive self-talk

Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence. To accomplish this goal, students must be prepared to participate in planning for their future.

Peer mentoring is a process through which a more experienced individual encourages and assists a less experienced individual develop his or her potential within a shared area of interest. The resulting relationship is a reciprocal one in that both individuals in the partnership have an opportunity for growth and development. Peers are individuals who share some common characteristics, attributes or circumstances. These may relate to age, ability, interests, etc. Peer mentors are individuals who have more experience within that common area along with additional training in how to assist another in acquiring skills, knowledge and attitudes to be more successful.

Common Student Results from Participation in Self Advocacy:

- Learns about the impacts of strengths, interests and disability on education, employment and independent living.
- Explores possible accommodations, services, supports, and assistive technology for education, employment and independent living.
- Learn about strategies for requesting accommodations, services, supports, and assistive technology.
- Builds confidence and self-advocacy skills through a mentoring relationship (i.e. peer mentoring, disability mentoring, group mentoring or e-mentoring).
- Explores and practices personal rights and responsibilities within education, employment and independent living.
- Explores youth leadership activities.

Possible self-advocacy focused activities to be completed in individual or group settings:

- Support students in establishing relevant personal self-advocacy goals for the year (for example, keeping a calendar, making medical appointments, ordering their own school books in alternate formats).

- Teach specific workplace self-advocacy skills, including how to complete timecards, request leave for vacation or medical appointments, and requesting accommodations in the workplace.
- Provide opportunities for students to practice discussing their individual strengths and challenges and how their disability may impact work performance and how they can manage such impacts.
- Engage graduated students to speak to students about their recent life experiences in self-advocacy.
- Incorporate conversation about disability disclosure and use role playing activities to allow student to practice this concept.
- Support student to develop a file of important papers for after graduation. Contents might include Social Security card, birth certificate, employment information, guardianship information if appropriate, references, resume, and medical documentation regarding disability IEP. All information should also be in a format the student can access.
- Assist student in finding opportunities to learn about voting and other civic duties and privileges.
- Encourage and support student to lead their own IEP meeting. Identify existing resources to teach the student to lead the meeting,
- Explore the [Job Accommodation Network](#) website to learn about successful accommodations used in the workplace by people with disabilities.
- Activities:
 - o [Watch “Youth Credo” by COVA - James Madison University](#)

Resources:

- [E-college](#): An eight-week high school curriculum for students with disabilities. Its purpose is to utilize direct instruction to provide college bound students with the skills and knowledge necessary to successfully meet their postsecondary educational goals. A unique and powerful feature of this program is that student learning is reinforced through email mentoring with a successful college student who also has a disability.
- [Self-Advocacy in the Workplace](#) provides tips on becoming an effective self-advocate in the workplace.

- [Self-Advocacy and the Transition to College](#) is an eight-lesson curriculum for teachers and service providers that addresses the specific needs of students with disabilities as they get ready for postsecondary education.
- [Deaf Self-Advocacy Training \(DSAT\)](#): This specialized curriculum is devoted to teaching deaf individuals to self-advocate for effective interpreting services.
- [The ARC Self-Determination Scale](#): Assists to: (a) assess the self-determination strengths and weaknesses of adolescents with disabilities, (b) facilitate student involvement in educational planning and instruction to promote self-determination as an educational outcome, (c) develop self-determination goals and objectives, and (d) assess student self-determination skills for research purposes.
- [Best Practices in Self-Advocacy Skill Building](#), Center for Parent Information and Resources:
 - [What is self-advocacy, and why is it important?](#)
 - [Resources for youth themselves](#)
 - [Fact sheets, toolkits, and training materials on self-advocacy](#)
 - [Resources in the Parent Center network](#)
 - [Resources in other languages](#)
 - [Don't forget to search the Hub!!](#)
- [Elements of Effective Practice for Mentoring™, Fourth Edition](#): MENTOR's cornerstone publication, the *Elements of Effective Practice for Mentoring™*, details research-informed and practitioner-approved Standards for creating and sustaining quality youth mentoring programs and consequently, impactful mentoring relationships. The Fourth Edition, released in September 2015, reflects the most up-to-date research, practice, and thinking in the mentoring field.
- [Mentoring Partnership of Minnesota \(MPM\)](#): Builds and elevates the capacity of programs, systems and policies to strengthen youth mentoring relationships.

Appendix A: Top 25 Pre-ETS Resources

These are in no particular order.

All resources are free unless indicated by an asterisk (*).

Curriculum

- [Explore Work](#) provides online training for students with disabilities within the 5 Pre-ETS activities. This was created by the Workforce Innovation Technical Assistance Center (WINTAC) through a grant from the Rehabilitation Services Administration.
- [GCFLearnFree.org](#) offers more than 200 topics, including more than 7,000 lessons, more than 1,000 videos, and more than 50 interactive links and games, completely free.
- [Pathways to the Future](#) provides sample Pre-ETS lesson plans. This was developed by the West Virginia Division of Rehabilitation Services.
- [Soft Skills to Pay the Bills](#) is a work skills curriculum developed by the US Department of Labor, Office of Disability Employment Policy.
- [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities](#) is a guide for youth and adults working with them, designed to assist in making informed decisions about whether or not to disclose their disability and how that decision can impact their education, employment, and social lives.
- [Promoting Quality Individualized Learning Plans](#) from the National Collaborative on Workforce and Disability- Youth (NCWD-Youth) has a plethora of ideas and classroom activities related to career development for high school students. While the guide is intended for school staff it is a great resource for community partners too. NCWD-Youth also has a list of [lesson plans](#) based on the [Guideposts for Success](#).
- [Ready Job](#) is an organization focused on teen employment that offers free job readiness curriculum.
- [Minnesota Programs of Study Toolkit for Teachers and Career Advisers](#) offers free lesson plans within a 6-step career planning process.
- [Me! Lessons for Teaching Self-Awareness and Self-Advocacy](#) is curriculum that comes from the University of Oklahoma.
- [EnvisionIT](#) is a free, evidence-based, standards-aligned, college and career readiness curriculum supported by The Ohio State University.

- *[eTrac](#) is an online workplace readiness curriculum that teaches learners the skills needed to find and keep a job.
- *[Life Centered Education \(LCE\)](#) is a transition curriculum and assessment portal supported by the Council for Exceptional Children (CEC), a national association for special education professionals. A paid subscription is required for use.
- *[W.A.G.E.S](#) is a job-related social skills curriculum for adolescents utilizing a cognitive-behavioral approach.
- *[Pre-Employment Transition Solution](#) is a comprehensive curriculum for transition students to complete the five WIOA required activities.

Planning Tools and Resources

- [Charting the LifeCourse](#) is a collection of planning materials to help people with disabilities and their families think about what they need to know at any age or stage of life, including how to find or develop supports and discover what it takes to live the lives they choose.
- [Disability Hub MN](#) is a free statewide resource network that helps you solve problems, navigate the system and plan for your future. It houses a [Youth Work](#) section with resources to help youth and families plan for work. It also supports [Disability Benefits 101 \(DB101\)](#) which has a [Young People and Benefits](#) page with even more resources.
- [Minnesota Employment Resource Guide: Successfully Preparing Students with Disabilities for Competitive Integrated Employment](#) has tips and tools for supporting high school students with disabilities.
- [Minnesota Postsecondary Resource Guide for Students with Disabilities](#) was developed by disability coordinators from Minnesota State colleges and universities to help high school students prepare for postsecondary education. [Click here](#) for an image reduced, printer and screen reader-friendly version.
- [PACER Center's National Parent Center on Transition and Employment](#) has resources for students, families and practitioners on all things related to transition.
- [Creative Job Search Guide](#) is a how-to manual created and utilized by Minnesota's CareerForce system.

Online Career Information Sites

- *[Minnesota Career Information System \(MCIS\)](#) is an online career planning tool supported by the Minnesota Department of Education (MDE) and is used by 80% of Minnesota high schools. MCIS also includes a curriculum section for educators. A paid subscription is required for use.

- [Minnesota State CAREERwise](#) has information for exploring careers, planning for postsecondary education and finding a job. Minnesota State also supports [GPS Lifeplan](#), which provides a framework/structure to help student's approach goal setting and connects them to resources that can help them achieve those goals.
- [Minnesota Department of Employment and Economic Development \(DEED\) Career and Education Explorer](#) is a way to get information about jobs and training options across the state. DEED has other labor market [Data Tools](#) to explore as well.
- *[VirtualJobShadow](#) is a video-based career planning platform. A paid subscription is required for use.
- Federally supported sites:
 - [CareerOne Stop](#) provides career profiles, assessments, etc.
 - [Get My Future](#) is a feature of CareerOne Stop geared to high school students
 - [My Next Move](#) helps students learn about careers and match their interests to career options
 - [O*Net Career Exploration Tools](#) are a set of self-directed career exploration/assessment tools to help workers consider and plan for careers
 - [Occupational Outlook Handbook](#), is a labor market tool
 - [myFUTURE](#) is a career and military exploration tool
 - [Job Accommodations Network \(JAN\)](#) is the premier resource to learn about and get help related to disability and worksite accommodations

Appendix B: Pre-Employment Transition Services (Pre-ETS) Examples

Classroom (Group) Services				
Job Exploration Counseling	Work-Based Learning Experiences	Postsecondary Education Counseling	Workplace Readiness Training	Instruction in Self-Advocacy
<ol style="list-style-type: none"> 1. Classroom speakers (business representatives speak about what they do) 2. Interest inventories 3. Classroom lessons and activities on career planning/research, labor market/hot jobs, etc. 	<ol style="list-style-type: none"> 1. Business tours/field trips 2. Work skills competitions 3. Job fairs 	<ol style="list-style-type: none"> 1. College tours 2. Classroom speakers (ie. college reps) 3. Classroom lessons and activities on the types of postsecondary training options, how to apply for college and financial aid, the differences between high school and college, etc. 	<ol style="list-style-type: none"> 1. Group public transportation training 2. Classroom lessons and activities on “soft skills”, independent living (IL) skills, financial literacy, how to find a job (applications, resumes, interviewing, etc.) 	<ol style="list-style-type: none"> 1. Classroom e-mentoring program 2. Classroom lessons and activities on how to request accommodations, personal rights, impacts of disability, etc.
Individual (One on One) Services				
<ol style="list-style-type: none"> 1. Interest inventories 2. Research careers on sites such as MCIS, VirtualJobShadow, etc. 	<ol style="list-style-type: none"> 1. Set up job shadowing or informational interviews 2. Assist in finding a short-term work experience or a job 	<ol style="list-style-type: none"> 1. College tours 2. Research postsecondary options 3. Assist in applying for college, financial aid, etc. 	<ol style="list-style-type: none"> 1. Individualized training on soft skills, IL skills, financial literacy, how work may impact benefits, public transportation, etc. 	<ol style="list-style-type: none"> 1. Assist in finding a mentor or youth leadership activities 2. Training on how to ask for what you need, how your disability might impact you, etc.