Pre-Employment Transition Services Definitions

Fact Sheet

12-2018

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| **Job Exploration Counseling** *Discuss career options and learn about in demand jobs.* | Students identify where they are in the career planning process, complete interest inventories and conduct informational interviews. They will register at the local one stop (DOL) |
| **Work-Based Learning***Experience and gain knowledge about the workplace.* | Students will participate in work-site tours and job shadowing experiences at community businesses obtaining first-hand knowledge of work settings, including, but not limited to: duties, personnel, daily expectations on productivity / output, shifts, accommodations, compensation, and unwritten rules of work. In addition, students will learn to display appropriate work-site behaviors and begin applying the knowledge and tools they have learned. They will begin to learn the importance of networking and will document resources identified within their networks.  |
| **Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education***Explore training options available after graduation*  | Students will understand post-secondary opportunities, including college/university and other adult learning options. They will complete a self-evaluation to identify their potential needs for college readiness and obtain information about the college admissions processes, financial aid, disability-related services and other resources available. Students will learn about the Free Application for Federal Student Aid (FASFA) process, scholarships, and develop financial literacy skills. In addition, students will be able to articulate the differences between secondary and post-secondary support improving understanding of how accommodations work on campus (i.e. interpreting services, service animals, etc.).  |
| **Workplace Readiness Training to develop social skills and independent living***Improve social and independent living skills* | Students will understand appropriate work behaviors and demonstrate the ability to meet employer expectations, including but not limited to timeliness, performance and hygiene. They will participate in mock interviews, complete applications (both paper and pencil as well as electronic applications), develop resume, and may attend job fairs. Students will demonstrate knowledge of the impact of personal social media profiles and other communication (e.g. appropriate email address, voicemail message) in addition, students will complete a pre- and post-evaluation to measures skills attainment.  |
| **Instruction in Self-Advocacy***Learn skills needed for greater independence*   | Students will have newly mastered skills and competencies in self-advocacy. Students will demonstrate an increase in self-awareness, understanding of disability, and an awareness of their rights and responsibilities. They will learn leadership skills to support success in the workplace, explore and connect with leadership or peer mentoring groups in their communities to expand networks. In addition, students will complete a form identifying their own personal self-advocacy interests and activities needed to build independence and self-advocacy skills.  |