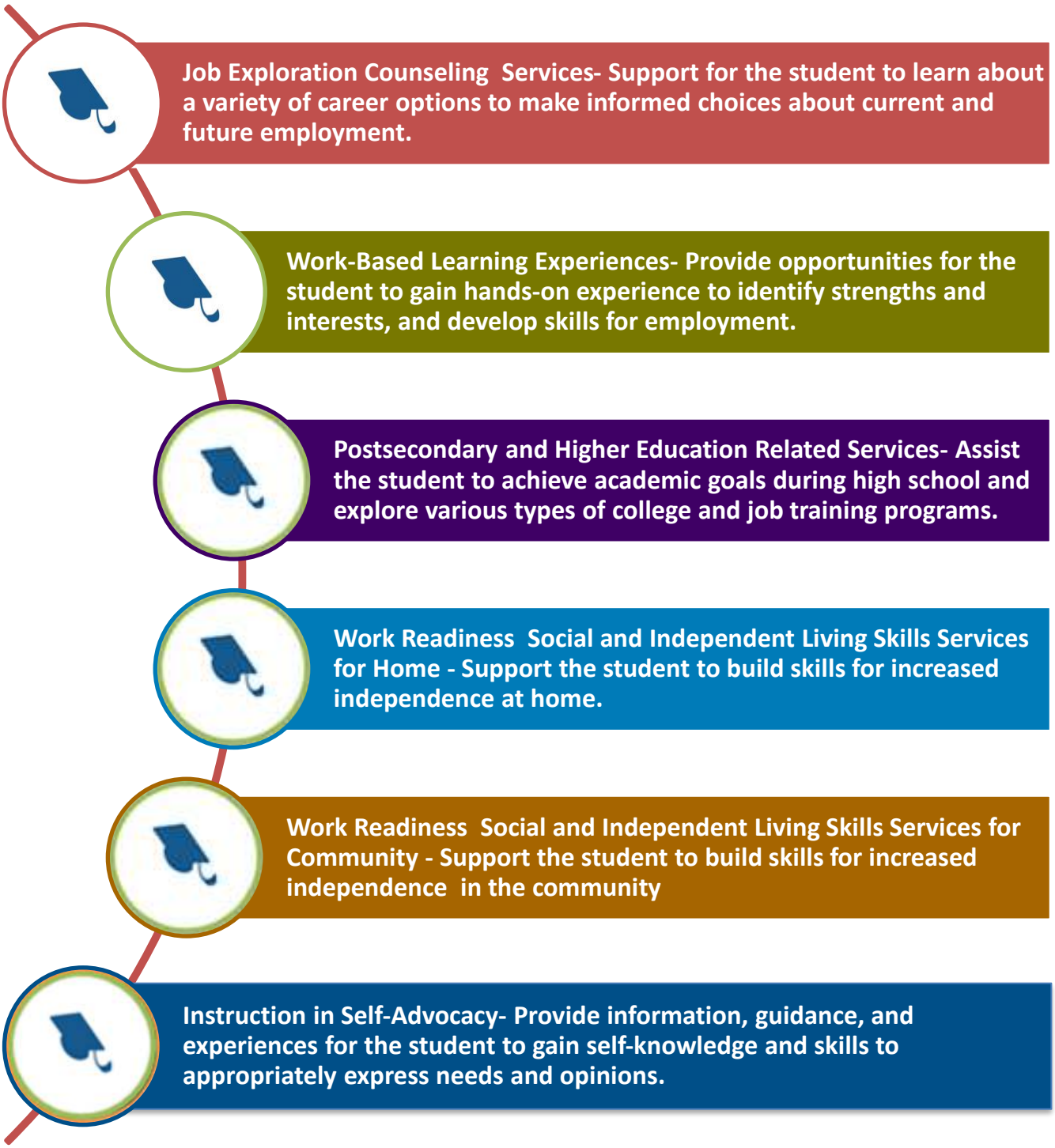
Transition Services/Pre-Employment Transition Services (Pre-ETS) Outlined in the PTP

There are 6 basic components to the Transition Services/Pre-ETS as outlined by WIOA law. Below you will find more information about each of the components.



Pre-Employment Transition Services Descriptions for Educators as Outlined in the Postsecondary Transition Plan (PTP)

Category 1 - Job Exploration Counseling

Support for the student to learn about a variety of career options to make informed choices about current and future employment.

1. Support student to explore career interests (Academic Career Planning (ACP))
2. Determine student's skills and strengths related to work
3. Help student take Career and Technical Education (CTE) classes
4. Help student gather information about colleges and/or job training programs
5. Give student information about the Division of Vocational Rehabilitation (DVR)
6. Help student complete Division of Vocational Rehabilitation (DVR) application
7. Help student with resume, job applications, cover letters (can include visual resume)
8. Teach student interviewing skills
9. Share career fair opportunities and support student to attend
10. Give student information about adult services and the Aging and Disability Resource Center (ADRC)
11. Help student apply for adult services through the Aging and Disability Resource Center (ADRC)
12. Introduce student to people who work at employment support agencies
13. Give student information about Work Incentive Benefits Counseling
14. Teach student about disability disclosure and employment rights
15. Teach student about Section 504 of the Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act (WIOA), and Americans with Disabilities Act (ADA)
16. Teach student soft skills (e.g. - hygiene, punctuality, attendance, interpersonal and communication skills, following directions, and problem solving)
17. Take student on tours of local businesses
18. Take student for informational interviews and job shadows
19. Provide information about apprenticeships through the Department of Workforce Development
20. Provide information about level 1 and 2 youth apprenticeship certifications
21. Help student earn the DPI employability skills certificate (https://dpi.wi.gov/sites/default/files/imce/cte/pdf/esimpleguide.pdf)
22. Help student take the Armed Services Vocational Aptitude Battery (ASVAB)

Category 2 – Work-Based Learning Experiences

Provide opportunities for the student to gain hands-on experience to identify strengths and interests and develop skills for employment.

1. Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)
2. Talk to student about how to discuss her/his disability with a boss
3. Support student volunteering in the community
4. Support student to gather information needed for a job (social security card, address, birth certificate, state ID or driver's license, and work permit if under 16)
5. Assist student in finding a summer job (job development – may include customized employment)
6. Support student to have an internship/youth apprenticeship (school year or summer)
7. Assist student in finding a job during the school year (job development – may include customized employment)
8. Provide systematic instruction to teach student to complete job tasks independently (job coaching)
9. Figure out what assistive technology might help student at work
10. Teach the student about money management (how to read a paycheck, taxes and deductions from a paycheck, direct deposit, budgeting)
11. Review and discuss what makes a good employee and bad employee with student
12. Review and discuss differences in workplace environments with student

Category 3 – Postsecondary and Higher Education Related Services

Assist the student to achieve academic goals during high school and explore various types of college and job training programs.

1. Review and discuss academic skills, strengths, and accommodations needed in college with student
2. Review Section 504 of the Rehabilitation Act and Americans with Disability Act with student and family to help them prepare for college
3. Set up student meeting with the school counselor to talk about college and job training options
4. Plan with student for high school classes to reach her/his goals
5. Work with student to figure out what assistive technology might be helpful for school
6. Assist student with academic needs through resource room, homework help, tutoring, mentoring
7. Plan student classes to match her/his goals (course of study)
8. Provide opportunities for the student to take college level courses in high school and receive college credit
9. Plan one or more college tours with student
10. Support student with evaluations needed for a college application and accommodations
11. Support student to apply for accommodations for the college entrance exams
12. Provide student opportunities to practice taking the college entrance exams (ACT, Compass)
13. Review student results of college entrance exam(s) and create plan based on results
14. Discuss college requirements and options with student, family, and school counselor
15. Share and discuss disability documentation needed for college with student and family
16. Talk to student, family, and school counselor about applying for financial aid for college
17. Assist student to audit courses at UW System and Technical Colleges
18. Support student participation in Adult/Continuing Education and/or Community College Courses

Category 4 – Work Readiness Social and Independent Living Skills Services for Home

Support the student to build skills for increased independence at home.

1. Create a list with the student and family of things the student can do at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)
2. Support the student to become more independent at home chores based on assessment
3. Provide opportunities for student to learn about and practice being in the community (what to do at a restaurant, bank, grocery store, etc.)
4. Teach student communication skills (phone, e-mail, social media), including safety issues
5. Teach student about meal planning, healthy choices, grocery shopping, and storing food safely
6. Provide sex education and personal safety instruction
7. Figure out assistive technology needs for home
8. Teach student how to make medical appointments
9. Teach student about any medications she/he is taking
10. Teach student how to keep a calendar/schedule and manage time
11. Teach student money skills including setting up a home budget, opening a bank account, paying bills, filing taxes
12. Support student and family to explore places to live after graduation
13. Give the student and family a copy of “What you should know about Wisconsin LAW Booklet” and talk about what changes when the student turns 18 years of age
14. Talk about services needed by the student after high school to help with independence (recreational therapy, occupational therapy, physical therapy, speech therapy, orientation and mobility specialists, and vision/hearing supports, Alcohol and Other Drug Abuse Counseling, Mental Health Counseling)
15. Provide information to the student and family about adult long-term care services and the process to apply for these services

Category 5 - Work Readiness Social and Independent Living Skills Services for Community

Support the student to build skills for increased independence in the community.

1. Figure out supports needed for student to be safe in the community
2. Teach safety skills based on assessment (street crossing, strangers, emergencies)
3. Teach student to use public transportation
4. Talk about and connect students with available community resources that match student interests (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)
5. Support student involvement in community activities (sports, art work, volunteering)
6. Teach student about civic duties (Selective Service registration, voting, jury duty)
7. Provide support for student to get a driver's license
8. Support student to get a state ID card

Category 6 – Instruction in Self-Advocacy

Provide information, guidance, and experiences for the student to gain self-knowledge and skills to appropriately express needs and opinions.

1. Teach student the skills to speak up for her/himself at school, work, and in the community
2. Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities
3. Support student to learn to keep her/himself physically healthy
4. Support student to learn to keep her/himself mentally healthy
5. Teach student ways to stay calm and deal with anger and frustration (self-regulation)
6. Teach student how to talk about their disability and tell others about support needs
7. Provide opportunities for student to talk about strengths, challenges, and accommodation needs in school
8. Provide a learning styles inventory to identify preferred learning methods and review with student and family
9. Set-up peer mentoring opportunities as a means of self-advocacy skill development and practice
10. Provide opportunities for the student to run their own IEP/PTP meetings
11. Review and discuss strengths, challenges, and accommodation needs in community, college, and employment areas with student

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