PRE-EMPLOYMENT TRANSITION SERVICES

Arizona Department of Economic Security, Vocational Rehabilitation Program
WHAT ARE PRE-ETS?

Pre-employment transition services are a set of services that are offered statewide across the state of Arizona to people with disabilities.

Pre-ET services include exploration and job readiness services that help students with disabilities prepare for future employment.

Services are provided via brief workshops and are related to the following topic areas:

- Job exploration counseling
- Work based learning
- Counseling on post secondary training opportunities
- Work readiness training
- Instruction for self-advocacy
REQUIRED PRE-ETS

Job Exploration Counseling
Work Based Learning Experiences
Counseling for Opportunity on Post-secondary Education Programs
Instruction In Self-Advocacy
Workplace Readiness Training
JOB EXPLORATION COUNSELING

• The student’s vocational interest inventory results
• The labor market
• In-demand industries and occupations
• Non-traditional employment options
• Administration of vocational inventories
• Identification of career pathways of interest to the students
WORK BASED LEARNING EXPERIENCES

- Job shadowing
- Career mentorship
- Career related competitions
- Informational interviews
- Paid internships
- Non-paid internships
- Practicum
- Service Learning
- Student-led enterprises
- Simulated workplace experience
- Paid work experience
- Non-paid work experience
- Volunteering
- Workplace tours and field trips
Clusters:

- Agriculture and natural resources
- Business and administration
- Education and training
- Health science
- Human services
- Law and public safety
- Government and public administration
- Scientific research and engineering
- Arts, A/V technology and communications
- Architecture and construction
- Finance
- Law and public safety
- Hospitality and tourism
- Information and technology
- Manufacturing
- Retail/wholesale sales and service
- Transportation, distribution, and logistics
INSTRUCTION IN SELF-ADVOCACY

- Self-awareness
- Disability understanding
- Disability disclosure
- Decision making
- Set goals
- Evaluate options
- Identify independence
- Know your rights and responsibilities
- Self-determination
- Know how to request and accept help
- Intrinsic motivation
- Taking a leadership role
- In support plans
- Assertiveness
- Listen to others’ opinions
- Problem solving
- Monitor progress
- Positive self-talk
- Accommodations (Requesting and utilizing accommodations)
Specific social/interpersonal skills include:

- Communication
- Positive attitude
- Teamwork
- Problem solving
- Talking/writing
- Cooperation
- Active listening
- Decision making
- Conflict resolution
- Body language
- Empathy
- Professionalism
- Good manners
- Supporting others
- Respect
Independent living skills include the following:

- 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
If funds remain, VR agencies can:

- Implement effective strategies that increase independent living and inclusion in their communities and competitive integrated workplaces
- Develop and improve strategies for individuals to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment
- Provide training to VR counselors, school transition staff, and others supporting students with disabilities
- Communicate information on innovative, effective, and efficient approaches to implement pre-employment transition services
- Coordinate activities with transition services provided by local educational agencies IDEA (Individuals with Disabilities Education Act)
- Apply evidence-based findings to improve policy, procedure, practice, and the preparation of personnel
- Develop model transition demonstration projects
- Establish or support multistate or regional partnerships that involve States, local educational agencies, designated State units, developmental disability agencies, private businesses, or others
- Provide information and strategies to improve the transition to postsecondary activities of those who are traditionally unserved
WHO CAN RECEIVE PRE-ETS?

• These services are provided for students with disabilities
• In the state of Arizona a student with disabilities is an individual between the ages of 14 and 22 years old who participates in an educational program such as
  • Public school
  • Private school
  • Charter school
  • Homeschool
  • Vocational program
  • College
  • GED program
Along with being apart of one of those educational programs a student must also have a documented disability. This includes students who qualify for 504 plans and Individualized Education Plans (IEP’s). Note: these students do not have to apply for Vocational Rehabilitation services to be apart of the program.
• Directory of Pre-ETS Contractors and Providers – provides a comprehensive list of contractors throughout the state of Arizona, organized by county

• To apply go to Online application for Pre-ETS request and submit completed application to RSATransition@azdes.gov

Note - additional documentation may be required when submitting requests such as:

• Individualized Education plan or 504 plan
• Medical or psychological documentation with diagnosis by licensed professional
• Proof of acceptance/enrollment into program
• Proof of legal guardianship if student has legal guardian
HOW WE PROVIDE PRE-ET SERVICES

• Workshops
  • Informative PowerPoints, worksheets, and hand-outs
  • Common topics of our workshops include:
    • Communication and interview skills
    • Cost of living
    • Budgeting and savings

• Supervised on-site training
  • Sites include but are not limited to:
    • St. Vincent De Paul Thrift Store/ Warehouse
    • SC Kitchen
    • Boys and Girls Club
    • Puppies N’ Love/ Halo
Lesson plans include:
- Communication skills
- Microsoft Word
- Graphic Design
- IT
- Mathematics
- Professional Writing Skills
- And more….
SUCCESS STORIES OF YOUTH RETENTION SERVICES

Retention Services

Workplace support to ensure clients are successful once obtaining employment

May entail facilitated communication between employer/employee, targeted training on barriers in the workplace, accommodation advocacy, or assistance managing disability benefits

Intended to provide the client with the confidence to succeed in their role and communicate with their employer/team
BROGAN

• Works at Super Saver Cinemas 8 as an usher/concession stand worker
• Managers have said they have seen him become more consistent and reliable since we have started services
• Client stated he has become more outgoing toward customers and has started more conversations
Managers noticed RJ’s outbursts, yelling, and hiding from customers.

After practicing breathing techniques, communication skills, and confidence, RJ’s managers have seen a 180-degree flip of his behaviors.

RJ is now taking initiative in helping his coworkers with responsibilities as well as communicating with customers in a polite and excited tone:

- Always greets customers

Managers of Harkins let us know they recommended us to other Harkins in a corporate meeting.
CRUZ

• Employed at Six Flags Hurricane Harbor as a cook
• Needed accommodations of a mat to stand on during his shift as well as a schedule change
• On multiple occasions, his manager was not ADA compliant and refused to talk to the job coach. We tried multiple times to educate the managers on ADA compliance, but failed to reach them
• Once a new manager was hired, Cruz was able to receive his accommodations
SUCCESS STORIES OF YOUTH JOB SEARCH PLACEMENT SERVICES

Job Search Placement Services

Assistance in finding gainful, competitive employment within an individual’s desired field

Individualized support in identifying appropriate employers, developing interview skills, and building confidence in self-promotion

Provides additional support in advocating for accommodations or other supports needed to be successful in the workplace
SAM

- Employed with Pratt's Pets as a feed transporter and stocker
- Pratt's Pets is a feed and farm animal store
- Sam pointed out on his first day how excited he was to work with different farm animals as well as see the store “pets” everyday (a cat which sits at the front of the store and a rooster perched on top of the back door)
- Manager is very happy with Sam's attitude and hard work
KRYSTINA

- Interviewed with 4 different employers including Chick Fil A, Peoria Unified School District, Culver's, and Sam's Club
- Received a job with Peoria Unified School District in the cafeteria as a food service assistant
- She is excited to work towards being a more independent individual with work readiness skills
ZAK

- Has received a total of 9 interview requests from Halo, PetSmart, Second Home Pet Resort, Deer Creek Animal Hospital, Raintree Pet Resort, Pet Paradise, Applewood Pet Resort, and Animal Health Services in 2 months of services
- He was also offered higher pay by Animal Health Services if he accepted the position
- He is taking vocal lessons and is practicing at home everyday and boosting his confidence
- Studying for his Driver’s Test
SUCCESS STORIES OF YOUTH WHO COMPLETED WORK ADJUSTMENT TRAINING AND MOVED ON TO JSP AND RET

**Work Adjustment Training Services**

Provides simulated experience in a professional environment

Used to assess stamina and determine areas of opportunity for the client

Individualized attention to address areas of opportunity in punctuality, grooming, attendance, communication, managing disability symptoms, and teamwork

Provides training on working in the individual’s chosen goal, such as clerical, animal care, customer service, and more.
After work adjustment training, he was immediately employed with Fry’s as a courtesy clerk (will be working at a new downtown location)

Nathaniel’s managers state he is working very well at Fry’s and they have absolutely no problems with him

He used to have a life coach but has recently stopped talking to them as much due to him becoming more independent and confident through work adjustment training services
After completing work adjustment services successfully, she entered job search placement with a job offer from her WAT work site Puppies N’ Love for a full-time position as an animal care technician.

The manager of Puppies N’ Love stated she can always rely on Daisy to come to work on time and get the job done.
• ANB Services was the first of many tutoring programs to be able to effectively get through to Lauren’s learning styles and lead her to success in her classes by helping her receive straight A’s
• Lauren was tutored in physics and mathematics
• Lauren had gone through many tutors with no success, but continuously told ANB how thankful she was for our services in helping her pass her classes
• For other questions or more information contact submit questions to RSATransition@azdes.gov or visit Arizona Department of Economic Security