

WYOMING Pre-Employment Transition Services (PreETS)

Section 730 of the Rehabilitation Act & 34 C.F.R.

Workforce Innovation and Opportunity Act (WIOA)

Title IV Section 113

The enactment and revisions of federal legislation with the Department of Education and Labor require that state educational agencies and Vocational Rehabilitation (VR) collaborate to provide seamless access to career services. The Division of Vocational Rehabilitation is housed under the federal Department of Education and is obligated to preserve and use a minimum of 15% of their general VR funds on Pre-Employment Transition Services (PreETS). No additional funding was provided for PreETS. PreETS services do not reduce educational agencies obligation to provide services under IDEA and both agencies should work together to ensure services are not duplicated. VR and the Wyoming Dept. of Education have a memorandum of understanding (MOU) to work with schools state-wide.

Eligibility	Application	5 Required PreETS Activities
<p>PreETS services are available to any student aged 14 through 21 who has a disability or potential disability. They must be in a recognized educational program. Such programs can include secondary, post-secondary, traditional, non-traditional, alternative, home-school or within the juvenile justice system.</p> <p>Students do not need official documentation of a disability to be made eligible for PreETS services. A letter or some form of documentation is needed indicating that there is a potential disability.</p> <p>Referrals can be made by any school personnel or outside agency and they do not need to hold a specific title. Students do not need to be on an IEP or 504 to be eligible and access to services can be done on their own or through a point of contact at the school.</p>	<p>Students who are identified as needing any of the 5 required services to the right will need to fill out a short application and return it to a VR counselor</p> <p>If under 18 years of age, they must have a parent/guardian sign it.</p> <p>Once the application is turned into VR, the student is immediately eligible to receive any or all of the five required PreETS activities listed to the right.</p> <p><i>**PreETS services are limited, if a student requires additional services, they must apply for general VR services and meet all eligibility requirements.</i></p>	<ol style="list-style-type: none"> 1) Job Exploration Counseling 2) Work-Based Learning Experiences 3) Counseling on Enrollment Opportunities 4) Workplace Readiness Training 5) Instruction on Self-Advocacy

The goal of PreETS is to improve individual informed choice for all students with a disability when it comes to preparing for a career or employment. Early exposure to a multitude of options, careers and experiences leads to better employment outcomes. PreETS are about exposure, instruction, counseling and experiences. The individual student with a disability's preferences and interests must be considered and expanded. Placing students in experiences or a job due to convenience or already established partnerships is not best practice. Efforts should be made to involve the student and to contact or work with organizations that best fit individual needs and meet market demands.

Referral, Eligibility & PreETS Service Examples

*****There are numerous other approved service scenarios under each of the five required activities. The VR counselor will individualize services based on student need.**

Case Scenario	Is the Student Eligible for PreETS?	School Responsibility	Potential DVR Services
Female in a traditional secondary school setting in the 9 th grade. No behavior issues, B-C student, is not on an IEP or 504, typically very shy, is on the cross-country team but has expressed to a school administrator that she has been feeling a bit down due to a falling out with a group of friends. A janitor during lunch notices she has been sitting alone, he never sees her eat and she is in the bathroom a lot. He has also seen her crying and avoiding certain areas.	Yes She could “potentially” have some depression, anxiety, an eating disorder or any number of disabilities that could pose a barrier to her in an employment setting	The school administrator or janitor could ask for her to be referred to DVR for services. Someone from the school would need to provide DVR with information about the behavior they have witnessed and what they believe the potential disability to be.	This particular student could work with a VR counselor to gain some skills in advocating for herself with friends or communicating her needs to the school. VR could provide her with some career pathways counseling and begin discussing any potential barriers to certain careers or college programs she may be interested in and exploring other options. She could also work with a skills trainer to begin practicing and preparing for job interviews, job shadows, etc. and learn how to manage her anxiety while doing such activities. The amount of services she receives will be determined by her participation and what she asks for.
Male student who will be turning 21 in four months in a transition program with an IEP. He has significant behavioral problems that include sudden changes in moods, banging his head on the desk and blurting out profanities. He has a one-on-one paraprofessional during the school day. His guardians don’t think employment is a realistic goal for him and can’t see him being able to hold a job with his behavioral problems and with how unpredictable he can be.	Yes All students with a disability regardless of severity should be given the opportunity and informed choice to work with VR.	The student’s transition teacher could invite a VR counselor to his IEP meeting or schedule something one-on-one with the student and his guardians to review services and transition options.	He will have immediate access to all PreETS services and can begin the process of applying for general VR to ensure continuity of services. The counselor can work with the student to determine any employment interests and begin assessing his strengths and barriers. VR can begin with some living skills training on self-care, socialization, problem solving, nutrition, personal care or community-based living training and work up to exploring work and developing employment skills. A skills trainer could work with him during or after school to navigate transportation by physically riding public transportation with him so he can fully experience how to get from point A to point B and become more independent.
Female student in 11 th grade and on the cheerleading team. She is an A-B student with good family support. She is not on an IEP but has been on a 504 for an auto-immune condition. She has also received some outside counseling for anxiety. It does not appear she has any plans for what she will do after high school. She has done some work during the summer months at the family business but reports it has been minimal. She has no ideas what she would be good at or could do.	Yes With her outside counseling and medical condition, she likely has a diagnosis. VR does not have to determine whether or not her conditions pose a barrier to employment in order for her to access PreETS services through DVR.	Any high school teacher, counselor or staff could refer her to VR. Her outside counselor, or medical doctor could also refer her and provide a written statement of her conditions. The student could also go on her own or with a parent to the VR office to set up an appointment to meet with a counselor.	VR could do any number of things with this student. The direction that is taken will be determined by the student and what she feels she needs the most help with. She may need some counseling on post-secondary options, instruction on self-advocacy or exposure to different jobs or careers. She may also need counseling on her conditions to help her be more self-aware and be more informed about potential barriers or careers that may not be the best fit. A skills trainer could work with her at school or outside of school to set up job shadows, work experiences or to put together a resume and identifying her strengths. She could also participate in group workshops or VR summer programs. By being connected with VR she will get notified of all opportunities.