

## Pre-Employment Transition Services – *a menu for your school*

The 5 **bold** headings listed below represent the 5 areas that services can be brought to a high school to augment their current transition offerings. Each of the roman numerals listed under these headings can be presented as a separate sub-unit under the heading.

Soft skills are braided throughout each of these units and reinforced repeatedly throughout a student’s experience with either the workshops or the Academy approaches.

Students will also be repeatedly exposed to information on Vocational Rehabilitation services and how to apply for the services if appropriated or needed.

All sessions (sub-units) will have a reflection and demonstration to evaluate each student’s learning.

Please refer the last page for more specific information on each module’s target time line to be ready for presentation and information about accessible formats.

**Time Allocated**

**A. Instruction in Self-Advocacy Module**

90 Minutes

I. Unit 1 online/in-person – Empowering You(th) – It’s ALL about you!

90 Minutes

II. Unit 2 online/in-person – It’s YOUR IEP...It’s YOUR Life!

90 Minutes

III. Unit 3 online/in-person – Taking It To The Next Step: Putting It Altogether

**Time Allocated**

**B. Job Exploration Counseling Module**

2 - 90 Minutes

I. Students complete an interest inventory or access O\*Net online Assessment and Interest Profiler and then identify occupations that match their interests and assessment findings.

Students create a career ladder and explore labor market information for their areas of career interest. Students will also take a Learning Style assessment to build their self-awareness of how they best learn and perform.

2 - 90 Minutes

II. Students will participate in sessions presented by employers who will explain their general line of work, including training needs and expectations that accompany this occupation or related jobs.

**Time Allocated**

2- 90 Minutes

90 Minutes

90 Minutes

3 - 90 Minutes

**C. Workplace Readiness Training Module**

- I. Students will learn how to complete an application – on paper and online
- II. Students produce a resume and learn about references. They will also learn how to develop a cover letter to accompany their resume.
- III. Students will learn how to develop a job search plan to guide and track their job search efforts.

- IV. Students will receive training regarding professional presentation and appearance.

Students learn how to interview by demonstrating self-awareness about who they are, what they know and what they have done in their lives.

Students participate in mock interviews with peers and staff and then with a business partner.

Students learn about the importance of a thank you note and how to compose one.

**Time Allocated**

2- 90 Minutes

90 Minutes

90 Minutes

90 Minutes

90 Minutes

*Designed in partnership with school*

**D. Comprehensive Transition Program and Post-Secondary Education module**

**I. Preparing for life after high school**

Students receive information on how to use public transportation and/or how to identify and find alternative ways to get around the community.

Students receive information on personal finance and budgeting.

Students receive information on health management and healthy relationships.

Students receive information on benefits and entitlements.

**II. Post-secondary education and training as well as military service options**

Students will learn about:

- Community colleges – complete with a tour of their local CCS location
- Trade and technical schools
- Traditional four year colleges
- Job Corp
- Military service options

**Time Allocated**

90 Minutes

2- 90 Minutes

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**E. Work-based Learning Experience Module**

- I. Review the potential work done in the “Job Exploration Counseling Module” to help guide this experience and make it potentially more meaningful.
- II. Complete some of the less intense approaches to work-based learning such as work site tours, job shadowing and informational interviews.
- III. Work with the student’s school to identify which of the following work-based experiences would best meet the student’s current needs. (These activities can be made more intensive and demanding as appropriate or as a student matures)
  - Service Learning
  - Volunteering
  - Internships – paid and unpaid
  - On-the-job training
  - Pre-apprenticeships
  - Competitive, paid employment