# Pre-Employment Transition Services Framework

The Minnesota Pre-Employment Transition Services (Pre-ETS) Framework is a guide for Vocational Rehabilitation Services (VRS), secondary educators and VRS contracted community partners. It defines the five required Pre-Employment Transition Services and provides performance measures within each service in order to structure quality programming and track student progress. Pre-ETS should be provided based on a student’s need, thus there is no requirement that all students receive all Pre-ETS nor achieve all progress measures.

This Pre-ETS Framework is aligned with the Minnesota Department of Education Work-Based Learning Framework. Each Pre-ETS performance measure associated with a work-based learning sub-indicator is identified by a code in parentheses (ie. (CSI 1.1, CSII 1.1)). This allows for partners to understand how Pre-ETS are embedded in school work-based learning programs.

## Job Exploration Counseling

### Definition:

**Explore vocational interests, the labor market, in-demand industries and occupations, non-traditional employment options, and identify career pathways of interest.**

### Performance Measures:

* JEC 1: Identify interests, skills, strengths, values, motivations and preferences and match them to career opportunities (CSI 1.1, CSII 1.1)
* JEC 2: Research [Minnesota’s Career Fields, Clusters and Pathways](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=053311&RevisionSelectionMethod=latestReleased&Rendition=primary) and identify career opportunities that align with personal interests and aptitudes (CSI 1.2, CSII 1.2)
  + JEC 2.1: Understand the roles of different positions within career paths of interest (WE 1.3)
  + JEC 2.2: Learn about non-traditional careers related to one’s gender
  + JEC 2.3: Identify skills needed for career opportunities of interest (CSI 1.2, WE 1.3)
  + JEC 2.4: Identify experience needed for career opportunities of interest (WE 1.3)
  + JEC 2.5: Review job outlook for career opportunities of interest (CSI 1.2, CSII 1.2)
  + JEC 2.6: Learn about the demand for jobs in the community that you want to live
  + JEC 2.7: Assess the relative income and benefits of a possible career goal with respect to personal goals and lifestyle (CSII 1.2)
  + JEC 2.8: Investigate opportunities for career advancements (CSII 1.2)
* JEC 3: Explore entrepreneurial opportunities in a career field of interest (CSII 1.3)
  + JEC 3.1: Describe the opportunities for entrepreneurship in a given industry (CSII 1.3)
  + JEC 3.2: Understands the knowledge and skills required of an entrepreneur (CSII 1.3)
  + JEC 3.3: Understands the opportunities, benefits, and risks of entrepreneurship versus employment in a career (CSII 1.3)

## Work-Based Learning Experiences

### Definition:

**Obtain knowledge and skills within the workplace to help connect school experiences to real-life work activities and future career opportunities.**

### Performance Measures:

* WBLE 1: Participate in introductory activities such as job shadows, informational interviews, or industry tours related to careers of interest (CSI 1.3, CSII 1.4)
* WBLE 2: Receive information regarding employer and industry expectations
* WBLE 3: Receive guidance from people practicing in an industry
* WBLE 4: Develop networking relationships (CSII 1.4)
* WBLE 5: Obtain a reference or letter of recommendation and save within Career Portfolio (WE 1.4)
* WBLE 6: Identify and demonstrate positive personal qualities and work behaviors (WE 1.1)
  + WBLE 6.1: Demonstrate self-discipline, flexibility, integrity, initiative, and a willingness to learn (WE 1.1)
  + WBLE 6.2: Demonstrate appropriate hygiene and personal grooming (WE 1.1)
  + WBLE 6.3: Select appropriate dress for the workplace (WE 1.1)
* WBLE 7: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job (WE 1.2)
  + WBLE 7.1: Search for and apply for a job of interest (WE 1.2)
  + WBLE 7.2: Demonstrate successful interviewing skills (WE 1.2)
  + WBLE 7.3: Successfully quit a job while maintaining professional relationships (WE 1.2)
* WBLE 8: Analyze and reflect on work-based learning experiences in Career Portfolio (WE 1.3)
* WBLE 9: Exhibit skills gained through work experience through a product, portfolio or demonstration (WE 1.4)
* WBLE 10: Learn technical job skills related to the expectations set for a position (WE 2.2)
  + WBLE 10.1: Receive feedback from employer on technical skills practice during work experience (WE 2.2)
  + WBLE 10.2: Refine technical skills based on employer feedback (WE 2.2)
* WBLE 11: Perform daily work tasks consistent with the responsibilities and work culture of the workplace (WE 2.3)
* WBLE 11.1 Complete assigned tasks (WE 2.3)
  + WBLE 11.2 Demonstrate attention to detail and accuracy appropriate to the task (WE 2.3)
* WBLE 12: Identify workplace safety rules and regulations (WE 3.1)
  + WBLE 12.1: Review employer’s safety policies (WE 3.1)
  + WBLE 12.2: Identify related OSHA standards and other government regulations related to the workplace (WE 3.1)
  + WBLE 12.3: Identify safety hazards common to the workplace (WE 3.1)
* WBLE 13: Complete work tasks in accordance with safety rules and regulations (WE 3.2)
  + WBLE 13.1: Wear appropriate personal protective equipment (PPE) when needed (WE 3.2)
  + WBLE 13.2: Seek assistance proactively from supervisor when questions related to safety arise (WE 3.2)
* WBLE 14: Present oneself professionally and in accordance with norms of the industry and workplace (WE 4.1)
  + WBLE 14.1: Wear proper dress in the workplace (WE 4.1)
  + WBLE 14.2: Demonstrate proper etiquette in the workplace (WE 4.1)
  + WBLE 14.3: Review and adhere to organizational policies, handbooks, and manuals (WE 4.1)
* WBLE 15: Demonstrate reliability and responsibility (WE 4.2)
  + WBLE 15.1: Attend work as scheduled (WE 4.2)
  + WBLE 15.2: Complete tasks accurately and within in the agreed upon time frame (WE 4.2)
* WBLE 16: Demonstrate effective problem solving and critical thinking in the workplace (WE 4.3)
  + WBLE 16.1: Demonstrate initiative and self-direction when solving problems (WE 4.3)
  + WBLE 16.2: Research and assess multiple strategies for resolving problems (WE 4.3)
* WBLE 17: Demonstrate self-advocacy skills related to employment (WE 4.4)
  + WBLE 17.1: Identify who to contact if work issues arise (WE 4.4)
  + WBLE 17.2: Communicate requests for time off or schedule changes following company policies (WE 4.4)
  + WBLE 17.3: Describe what accommodations are needed in the workplace (WE 4.4)
* WBLE 18: Demonstrate ethical behavior in all workplace activities (WE 4.5)
* WBLE 18.1: Log hours worked correctly (WE 4.5)
* WBLE 18.2: Ensure proper handling of tools, material, data, and money (WE 4.5)
* WBLE 19: Demonstrate the ability to work with a variety of co-workers (WE 5.1)
  + WBLE 19.1: Collaborate as a member of a team or work independently as appropriate (WE 5.1)
  + WBLE 19.2: Work as a member of a team and contribute fairly to the task (WE 5.1)
  + WBLE 19.3: Listen to and consider all team members' ideas (WE 5.1)
* WBLE 20: Maintain an attitude of respect toward peers and superiors in the workplace (WE 5.2)
  + WBLE 20.1: Work effectively with people from diverse social and cultural backgrounds (WE 5.2)
  + WBLE 20.2: Communicate proactively about work product and work schedules with colleagues and employer (WE 5.2)
  + WBLE 20.3: Resolve conflicts and work-place issues respectfully (WE 5.2)
* WBLE 21: Articulate ideas effectively in written communications with supervisors, coworkers, and customers (WE 6.1)
  + WBLE 21.1: Use correct grammar, spelling, punctuation, and capitalization when preparing written communications (WE 6.1)
  + WBLE 21.2: Organize, compose, and edit written communication, including email (WE 6.1)
* WBLE 22: Verbally articulate ideas effectively with supervisors, coworkers, and customers (WE 6.2)
  + WBLE 22.1: Adapt language for audience, purpose, situation (WE 6.2)
  + WBLE 22.2: Develop and deliver messages in oral presentations (WE 6.2)
* WBLE 23: Demonstrate effective listening skills, with individuals of diverse backgrounds, perspectives, and cultures (WE 6.3)
  + WBLE 23.1: Accurately paraphrasing what has been heard (WE 6.3)
  + WBLE 23.2: Engage in notetaking, questioning, and responding during a conversation (WE 6.3)

## Postsecondary Education Counseling

### Definition:

#### Enroll in postsecondary education or training by:

* **Understanding how to successfully transition to a postsecondary education or training program;**
* **Identifying postsecondary education and training options;**
* **Understanding how career goals line up with education and training options;**
* **Completing steps for enrolling in a postsecondary education or training program;**
* **Learning about and applying for postsecondary financial aid options;**
* **Learning about various supports and assistive technology used by students with disabilities at college, such as where and how to get alternative formats of textbooks;**

#### Remain enrolled in postsecondary education by:

* **Learning about course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and post-secondary opportunities associated with career fields or pathways to ensure they are on the right pathway;**
* **Making decisions about changing majors and/or education or training programs.**

### Performance Measures:

* PEC 1: Develop knowledge about how to successfully transition to a postsecondary education or training program
  + PEC 1.1: Learn about the differences between high school and college
  + PEC 1.2: Is aware of the differences between private and public college
  + PEC 1.3: Explore what is offered through disability services offices
  + PEC 1.4: Research postsecondary admissions requirements
  + PEC 1.5: Learn about postsecondary concepts such as “drop/add period”, “academic probation”, etc.
* PEC 2: Identify postsecondary education and training options
  + PEC 2.1: Is aware of the wide variety of postsecondary education options: technical, community and 4-year college options, apprenticeship, short-term options, military, etc. (CSI 1.2, CSII 1.2)
  + PEC 2.2: Learn about researching possibilities online
  + PEC 2.3: Tour postsecondary education programs
  + PEC 2.4: Learn about degrees or training related to career interests (CSI 1.2, CSII 1.2, WE 1.3)
  + PEC 2.5: Research Postsecondary Education Options (PSEO) and other ways to get college credits while in high school
* PEC 3: Complete steps for enrolling in a postsecondary education or training program
  + PEC 3.1: Learn about/request accommodations for college entrance exams (SAT, ACT or Accuplacer)
  + PEC 3.2: Complete college entrance exams
  + PEC 3.3: Complete postsecondary education application process
* PEC 4: Is aware of and applies for college funding options
  + PEC 4.1: Complete the FAFSA
  + PEC 4.2: Explore scholarship options
  + PEC 4.3: Apply for student loans
* PEC 5: Learn information to ensure they are on the right career pathway
* PEC 5.1: Make decisions about changing majors and/or education or training programs

## Workplace Readiness Training

### Definition:

**Learn skills and behaviors that are necessary for most jobs. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills.**

### Performance Measures:

* WRT 1: Develop/regularly update a Career Portfolio that demonstrates the mastery of career-related skills and knowledge and holds employment-related documents (CSI 2.2, WE 1.4)
  + WRT 1.1: Develop/regularly update a post-graduation plan that includes career goal(s), postsecondary education/training goal(s), and independent living goal(s) and action steps toward reaching those goals (CSII 1.4, WE 1.3)
  + WRT 1.2: Analyze and reflect on all Pre-ETS services received, especially work-based learning experiences (WE 1.3)
  + WRT 1.3: Develop/update/ensure availability of documents needed for employment (CSI 2.2, CSI 2.2)
    - WRT 1.3.1: Resume/visual resume/reference list (CSI 2.2, CSII 2.2, WE)
    - WRT 1.3.2: Cover letter (CSI 2.2, CSII 2.2)
    - WRT 1.3.3: Sample application/cheat sheet (add to CSI 2.2? CSII 2.2?)
    - WRT 1.3.4: Documents required for completing the I-9 Form which verify employment eligibility, such as Social Security card and State ID/Driver’s License (has access to social security number when needed) (CSI 2.4, CSII 2.4)
* WRT 2: Develop skills for finding a job
  + WRT 2.1: Identify and practice effective job interviewing skills (CSI 2.3)
    - WRT 2.1.1: Practice multiple interview methods (CSI 2.3, CSII 2.3)
    - WRT 2.1.2: Research an employer and prepare relevant questions for the employer during an interview (CSI 2.3, CSII 2.3)
    - WRT 2.1.3: Practices thank you notes and/or follow-up emails (CSI 2.3, CSII 2.3)
  + WRT 2.2: Learn how to complete paper and online job applications (CSI 2.2)
  + WRT 2.3: Is aware of how background checks work. (Includes how a criminal record might impact a job search and how to talk about a record with employers)
  + WRT 2.4: Practice planning and organizing skills for job seeking
    - WRT 2.4.1: Keep track of job applications with a job log
  + WRT 2.5: Learn how to find job opportunities (CSI 2.1, CSII 2.1)
    - WRT 2.5.1: Use multiple resources to locate job opportunities. (CSI 2.1)
    - WRT 2.5.2: Learn how to compare personal strengths and interests to job requirements (CSI 2.1)
    - WRT 2.5.3: Identify online resources for locating job opportunities (CSII 2.1)
    - WRT 2.5.4: Identify personal and professional networks that can assist in locating job opportunities (CSII 2.1)
  + WRT 2.6: Use professional digital media to create/update a personal brand and market self effectively to potential employers (e.g., LinkedIn Profile) (CSII 2.2, WE 1.4)
    - WRT 2.6.1: Learn potential benefits and consequences of social media use
* WRT 3: Understand the steps for accepting a job and for leaving a job in a professional manner (CSI 2.4, CSII 2.4)
  + WRT 3.1: Complete new hire paperwork (CSI 2.4, CSII 2.4)
  + WRT 3.2: Write a resignation letter (CSI 2.4, CSII 2.4)
  + WRT 3.3: Request references (CSI 2.4, CSII 2.4)
* WRT 4: Examine federal, state and local laws that apply to workplace safety (CSI 3.1, CSII 3.2)
  + WRT 4.1: Review OSHA standards and PPE requirements for careers of interest (CSI 3.1, CSII 3.2)
  + WRT 4.2: Identify common safety concerns within chosen careers of interest (CSI 3.1, CSII 3.2)
* WRT 5: Identify transportation options available
  + WRT 5.1: Discuss supports available for obtaining driver’s permit and license
  + WRT 5.2: Practice utilizing public transportation options
* WRT 6: Learn and practice soft skills and personal qualities needed for employment (CSI 4.1, CSII 4.1)
  + WRT 6.1: Identify and practice effective written communication in the work setting (CSI 5.1, CSII 5.1)
    - WRT 6.1.1: Draft e-mails using proper etiquette and correct grammar (CSI 5.1, CSII 5.1)
    - WRT 6.1.2: Learn how to include attachments to an email
    - WRT 6.1.3: Identify when a professional writing style should be used in written communication (CSI 5.1, CSII 5.1)
    - WRT 6.1.4: Compose written documents such as meeting agendas, meeting notes, or topic briefs. (CSII 5.1)
  + WRT 6.2: Identify and practice effective verbal communication in the work setting (CSI 5.2, CSII 5.2)
    - WRT 6.2.1: Practice telephone etiquette (answering the phone, leaving voice mail messages and recording voice mail greetings in a professional manner) (CSI 5.2, CSII 5.2)
    - WRT 6.2.2: Role play greeting and speaking to customers in a professional manner (CSI 5.2, CSII 5.2)
    - WRT 6.2.3: Deliver an oral presentation on a workplace topic (CSII 5.2)
    - WRT 6.2.4: Practice communicating requests for time off or schedule changes (CSI 4.4)
    - WRT 6.2.5: Discuss when it is appropriate to call in sick
  + WRT 6.3: Demonstrate active listening skills (CSII 5.3)
    - WRT 6.3.1: Accurately paraphrase what has been heard (CSII 5.3)
    - WRT 6.3.2: Engage in notetaking, questioning, and responding during a conversation (CSII 5.3)
    - WRT 6.3.3: Learn about how body language impacts communication
    - WRT 6.3.4Learn what it means to demonstrate empathy
  + WRT 6.4: Describe the importance of punctuality, time management, reliability, responsibility in the workplace and in careers of interest (CSI 4.1, CSII 4.1)
  + WRT 6.5: Demonstrate respect for peers and superiors in the workplace (CSI 4.3, CSII 4.3)
  + WRT 6.6: Understand the importance of cooperation and teamwork in the workplace
    - WRT 6.6.1: Compare and contrast being an individual contributor compared to a team contributor (CSII 4.3)
    - WRT 6.6.2: Practice working as a team to complete a project (CSI 4.3)
  + WRT 6.7: Understand workplace etiquette, proper dress and hygiene for careers of interest (CSI 4.2, CSII 4.2)
  + WRT 6.8: Learn the importance of following instructions and completing work tasks correctly and on time
  + WRT 6.9: Practice decision making, conflict resolution and problem-solving techniques (CSI 4.3, CSII 4.3)
  + WRT 6.10: Discuss displaying a positive attitude even in times of stress
  + WRT 6.11: Identify the acceptable use of workplace technology in the workplace for careers of interest (CSI 4.2, CSII 4.2)
* WRT 6.12: Describe what ethical behavior looks like for careers of interest (e.g., logging hours, handling money, etc.) (CSI 4.2)
* WRT 6.13: Discuss different cultures and how to work with a variety of co-workers (CSI 4.3, CSII 4.3)
* WRT 6.14: Discuss the importance of taking initiative and self-direction within the workplace (CSII 4.1)
* WRT 7: Explore how to manage money and finances
  + WRT 7.1: Identify bills and coins
  + WRT 7.2: Practice basic money management techniques including budgeting
  + WRT 7.3: Obtain and manage a bank account
  + WRT 7.4: Learn about using and managing credit
  + WRT 7.5: Understand payroll and personal banking terminology (CSI 6.1, CSII 6.1)
    - WRT 7.5.1: Understand terms listed on paycheck (CSI 6.1, CSII 6.1)
    - WRT 7.5.2: Understand banking fees, service charges, and interest rates (CSI 6.1, CSII 6.1)
    - WRT 7.5.3: Describe the impact of credit rating on certain careers (CSII 6.1)
  + WRT 7.6: Review the requirements for local state, and federal taxes (CSI 6.2, CSII 6.2)
    - WRT 7.6.1: Review state and local tax forms and the timeline for filing taxes (CSI 6.2, CSII 6.2)
    - WRT 7.6.2: Identify how taxes are listed on a paycheck (CSI 6.2, CSII 6.2)
  + WRT 7.7: Review insurance benefits and identify appropriate coverage (CSII 6.3)
    - WRT 7.7.1: Understand the different benefits offered by employers (CSII 6.3)
    - WRT 7.7.2: Identify personal priorities for insurance coverage (CSII 6.3)
    - WRT 7.7.3: Understand how insurance needs change throughout a career (CSII 6.3)
  + WRT 7.8: Learn how work may impact public benefits
    - WRT 7.8.1: Learn about how to use DB101
    - WRT 7.8.2: Create a Vault account in DB101
    - WRT 7.8.3: Complete a benefits look-up on DB101
    - WRT 7.8.4: Complete an estimator session in DB101
    - WRT 7.8.5: Learn what a benefits analysis is
    - WRT 7.8.6: Know about the availability of a benefits coach and meet with one if appropriate
* WRT 8: Learn skills for living independently
* WRT 8.1: Learn how to access community services & supports
* WRT 8.2: Understand civic responsibility
* WRT 8.3: Explore community participation
* WRT 8.4: Understand how to practice safety in the community
* WRT 8.5: Discuss how friendships are developed
* WRT 8.6: Learn how to manage healthcare
* WRT 8.7: Understand the aspects of a healthy lifestyle
* WRT 8.8: Practice home management skills
* WRT 8.9: Learn how to take care of laundry
* WRT 8.10: Understand nutrition and meal preparation
* WRT 8.11: Learn how to use a cell phone

## Instruction in Self-Advocacy

### Definition:

#### Learn about:

* **Disability and its impact;**
* **Accommodations, services, supports, and assistive technology and how to request them;**
* **Personal rights and responsibilities;**

#### Participate in:

* **Mentoring (peer mentoring, disability mentoring, group mentoring or e-mentoring);**
* **Youth leadership activities offered in educational or community settings.**

### Performance Measures:

* ISA 1: Learn about the impacts of strengths, interests and disability on education, employment and independent living
* ISA 2: Explore and practice personal rights and responsibilities within education, employment and independent living (CSI 3.2, CSII 3.2)
  + ISA 2.1: Examine federal, state, and local employment laws (CSI 3.2, CSII 3.2)
    - ISA 2.1.1: Review the Fair Labor Standards Act and Minnesota child labor laws (CSI 3.2, CSII 3.2)
    - ISA 2.1.2: Discuss the Americans with Disabilities Act (ADA), disability disclosure, and job accommodations (CSI 3.2, CSII 3.2)
  + ISA 2.2: Compare and contrast employer and employee rights (CSI 3.3, CSII 3.3)
    - ISA 2.2.1: Understand the requirements of the Equal Employment Opportunity Act (CSI 3.2, CSII 3.2)
    - ISA 2.2.2: Discuss labor unions and labor agreements (CSI 3.2, CSII 3.2)
* ISA 3: Explore possible accommodations, services, supports, and assistive technology for education, employment and independent living (CSI 4.4)
* ISA 4: Learn about and practice strategies for requesting accommodations, services, supports, and assistive technology
* ISA 5: Build confidence and self-advocacy skills though a mentoring relationship (i.e. peer mentoring, disability mentoring, group mentoring or e-mentoring)
* ISA 6: Explore and participate in youth leadership activities (CSI 4.1, CSI 4.3, CSII 4.1, CSII 4.3)