



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Transition

Pre-Employment Transition Services (Pre-ETS) Planner



Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University.

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Acronyms

Acronym	Term
ACCES-VR	Adult Career and Continuing Education Services—Vocational Rehabilitation
CSE	Committee on Special Education
FACE Center	Family and Community Engagement Center
IEP	Individualized Education Program
NYSCB	New York State Commission for the Blind
Pre-ETS	Pre-Employment Transition Services
TAYS	Transition and Youth Services
OSE	Office of Special Education
WBL	Work-Based Learning

Helpful Resources



[ACCES-VR](#)

[ACCES-VR Pre-Employment Transition Services](#)

[ACCES-VR user-friendly guide to transition services for high school students, parents, teachers, and school administrators](#)

[OSE Educational Partnership](#)

What Are Pre-ETS?

Pre-ETS are free, individualized services that focus on career exploration and work experience for students with disabilities ages 14-22. They can be provided individually to a student or in small groups.

The goal of Pre-ETS is to build the foundational skills and knowledge students with disabilities need to reach their career goals after high school. In K-12 education, the term transition planning refers to collaborative planning and instruction focused on preparing students with disabilities for life after high school. Pre-ETS are a piece of that transition planning process.

There are five categories of activities for Pre-ETS:

Job Exploration Counseling

Activities to learn about career interests, job trends, and career paths

Work-Based Learning (WBL) Experiences

Provides hands-on job experiences in the community to build foundational career skills

Counseling on Postsecondary Education Opportunities

Explores education options after high school, like college, trade schools, or apprenticeships

Workplace Readiness Training

Teaches common job skills like filling out applications, managing money, and getting to work, sometimes referred to as "soft skills"

Instruction in Self-Advocacy

Helps students learn how to make decisions, set goals, and understand their rights, needs, and responsibilities.



Use the space below to record which Pre-ETS your student is interested in further exploring, based on their strengths, preferences, interests, and needs:

Type of Pre-ETS	Examples	Interested?
Job Exploration Counseling	• Complete and discuss career interest inventories • Learn about the labor market and in-demand occupations/industries • Explore skills, responsibilities, environments, and expectations for specific occupations and career pathways	
WBL Experiences	• Participate in workplace tours, informational interviews, job shadowing • Engage in career mentorship, volunteering, student-led enterprises • Work in paid or non-paid work experiences/internships	
Counseling on Postsecondary Education	• Explore postsecondary education options such as college, vocational training, trade schools, and postsecondary programs for students with intellectual and developmental disabilities • Attend college fairs, tours, connect to disability support services • Identify assistive technology needs	
Workplace Readiness Training	• Learn about employer expectations for punctuality, performance, and reliability • Review personal hygiene and appropriate clothing across workplace environments and activities • Explore the impact of social media profiles, email addresses, and voice messages on employment • Develop job seeking skills such as completing applications, resume development, mock interviews	
Instruction in Self-Advocacy	• Gain knowledge of rights and responsibilities • Learn how to request and accept help, request and utilize accommodations • Develop self-determination skills such as choice-making, problem solving, and goal setting • Learn about services in the community and how to access them	

Who Can Receive Pre-ETS?

Students with a documented disability ages 14-22. Examples of documentation can include but is not limited to an Individualized Education Program (IEP), 504 accommodations, school psychological or clinical evaluation, and/or a social security beneficiary award letter.

Does my student have a documented disability AND are they ages 14-22? (Circle your answer)



Does my student have a documented disability?

Yes No

Is my student ages 14-22?

Yes No

Will they be turning 14 soon and this is something I want to continue to think about?

Yes No

Who Provides Pre-ETS?

- Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR) is an agency outside of the school district that supports individuals with disabilities to find a job, keep their job, and live independently.
- Community-based providers, called vendors, are approved and contracted by ACCES-VR.
 - Vendors deliver Pre-ETS using materials approved by ACCES-VR.
 - Vendors work in partnership with the student, their family, the school, and any other agencies involved with the student to provide the identified Pre-ETS.

For students who are legally blind, including those with additional disabilities, the New York State Commission for the Blind (NYSCB) is the primary agency that provides Pre-ETS and vocational rehabilitation.

When and How Can Pre-ETS Occur?

Pre-ETS can take place either in school, the community, or virtually. They can occur during school (outside of required academic coursework), after school, on the weekends, or during school vacations/summer break. Students and families can coordinate schedule and location with the vendor and the school.

Examples:

- Working with a group of students directly after school where the students can utilize an after-school bus to travel home after the session.
- Working with the student (or group of students) during a free period that does not interfere with instruction or course work. Note, the student may choose whether they would prefer to receive services during school or afterwards.

Where would my student be interested in receiving Pre-ETS? (Circle your answer)



In School

Yes No Unsure

Out of School

Yes No Unsure

Both

Yes No Unsure

What Are the Two Pathways to Pre-ETS?

Potentially Eligible Students:

If a student with a disability is not already receiving services from ACCES-VR and would benefit from an introduction to pre-employment supports and group activities now, they can receive Pre-ETS by connecting with a Pre-ETS vendor. The students in this pathway are considered “potentially eligible students.”

Eligible Students:

If a student with a disability is ready to receive additional vocational rehabilitation services along with Pre-ETS, they can submit an application at any time to ACCES-VR and work with them to develop an individualized plan for employment that includes Pre-ETS. The students in this pathway are considered “eligible students.”

Potentially Eligible	Eligible
Student with a disability (14-22) enrolled in an educational program	Student with a disability interested in identifying a career goal and needs more services from ACCES-VR
Student would benefit from short-term pre-employment supports and group activities now	Student needs additional services beyond Pre-ETS to reach employment goal
Student is not currently receiving services from ACCES-VR	Student will qualify to continue receiving services from ACCES-VR

Which pathway do I think my student would benefit from? (Circle your answer)



Potentially Eligible

Yes No Unsure

Eligible

Yes No Unsure

I'm unsure and would like to talk to someone about it more

Yes No Unsure

Referral Process

How Do I Start the Referral Process?

Contact a teacher, counselor, or Committee on Special Education (CSE) chair and tell them you are interested in your student receiving Pre-ETS.



Record who at the school can assist you:

Who	Contact Information
Name	
Email	
Phone	

You can also directly contact your local Transition and Youth Services (TAYS) Senior Counselor at ACCES-VR to discuss your interest in Pre-ETS.

[NYSED Student and Youth Transition Services.](#)



Record local TAYS who can assist you:

Who	Contact Information
Name	
Email	
Phone	



Local Pre-ETS vendors who can assist you:

Who	Contact Information
Agency	
Email	
Phone	

What Paperwork Do I Need for the Referral Process?

- Documentation of student's disability.
 - Examples: IEP, 504 accommodations, school psychological or clinical evaluation, social security beneficiary award letter

If your child's school is assisting you, they can provide the required documentation along with the school release that allows ACCES-VR or the vendor to connect with you and access school records.

Do I have everything needed for the referral process? Steps needed to complete (Circle your answer):

	Included my student in the conversation and discussed their options with them		
	Completed	In Progress	Need to Start
	Spoke to a school team member about the referral		
	Completed	In Progress	Need to Start
	Have a copy of my student's documented disability		
	Completed	In Progress	Need to Start

Next Steps

Once the School Submits the Referral, What Happens?

A local vendor or ACCES-VR Counselor will contact you to explain the next steps in the process and work with you to identify which Pre-ETS your student may benefit from.

Once Services are Established for Your Child, How are Pre-ETS Reflected in the IEP?

Pre-ETS activities can be included in the Present Levels of Performance and the Coordinated Set of Transition activities sections of the IEP. These activities support high quality transition planning by supporting students in identifying their strengths, preferences, interests, and needs. These activities also support students in developing employment and self-determination skills.

Contact Information

The Family and Community Engagement (FACE) Centers can also be helpful resources to better understand Pre-ETS and other disability and special education supports and services for your student.



Here is your FACE Center's contact information:

Who	Contact Information
Name	
Email	
Phone	