

Pre-ets documentation on calendar and time sheet

As a reminder: All pre-ets time on your work report should also be on your calendar (client name and pre-ets service); travel time does count, so please make sure you are doing the spread sheets to capture the time.

Pre-ets required time – Only status 12 or 18; Ages 14-21 (not 22) and tied to an education program (not OC)

- a. If a client goes to OC between HS and college-done with pre-ets after high school
- b. Your client must be enrolled in a program, or, you must have documentation from a program (i.e. college) stating they have a space for them.

Pre-ets Coordination time is only for when attending IEP meetings, working with workforce boards, one stop centers or employers to develop work opportunities for “students with disabilities” (must meet requirements regarding age, education program and IPE services), attending person-centered planning meetings, etc.

Pre-ets other: If in doubt, don’t use it or ask-permission by Keri required

Job exploration counseling: IDB will work with the student, school and other team members to assist in exploring the world of work and career choices. This could include:

- a. Labor market information
- b. Customized employment or self-employment
- c. Assessments (ie) Nebraska transition guide; guidepost
- d. Discussion of students career pathways (ie) college vs work vs trade
- e. Review and discussion of career websites;

Work-based learning experiences: IDB-VR can facilitate paid or non-paid work-based learning experiences in the community. IDB may be able to pay for the wages and employment costs, technology, and additional costs to allow students to attend these options. This could include:

- a. Assist with finding work experience
- b. Technology on the job
- c. Worksite tours to learn about necessary job skills or workplace culture;
- d. Job shadowing;
- e. Developing internships, on-the-job training, apprenticeships or other short-term employment or volunteer opportunities; and
- f. Establishing mentoring opportunities with community-based businesses.

Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education: For those students interested in seeking further education, IDB can assist with exploring those options. This could include:

- a. Discussion of college programs
- b. College application processes and entrance requirements;
- c. Assistance with completing the Free Application for Federal Student Aid (FAFSA);
- d. Disability support services
- e. Campus Visits
- f. College preparation camps; and
- g. Providing information on training needed to succeed in the workplace.

Workplace readiness training to develop social skills and independent living: These services focus on

preparing the student for the workplace. Services may include:

- a. Teaching financial literacy skills;
- b. Providing instruction in job-seeking skills;
- c. O & M
- d. Communication and interpersonal skills;
- e. Independent living skills;
- f. Summer and weekend programs at the Iowa Department for the Blind that focus on these skills;
- g. Classes at adult education programs or Workforce Development locations.

Instruction in self-advocacy, which may include peer mentoring: Helping a student understand more about themselves and how to interact with the world is important. These services include:

- A. informational interviews;
- B. Mentoring with successfully employed individuals who are blind;
- C. Youth leadership activities
- D. AT
- E. Accommodations

