

Pre-Employment Transition Services

NJ Division of Vocational Rehabilitation Services
Successfully Rehabilitating NJ's Workforce since 1919



Our Mission

The Mission of the NJ Division of Vocational Rehabilitation Services is to enable eligible individuals with disabilities to achieve competitive employment outcomes consistent with their strengths, priorities, needs, abilities and capabilities.

Workforce Innovation & Opportunity Act (WIOA)

The Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA):

- Emphasizes the provision of services to students and youths with disabilities to ensure they have opportunities to receive training and other services necessary to achieve competitive integrated employment;**
- Expands the population of students with disabilities who may receive services and the kinds of services that the VR agencies may provide to youth with disabilities who are transitioning from school to postsecondary education and employment;**

Workforce Innovation & Opportunity Act (WIOA)

- Increases opportunities to practice and improve workplace skills, such as through internships and other work-based learning opportunities; and**
- Requires VR agencies to reserve not less than 15 percent of the Federal VR allotment to provide, or arrange for the provision of, pre-employment transition services for students with disabilities transitioning from school to postsecondary education programs and employment in competitive integrated settings, and that these services be coordinated with the local education agencies (LEA).**

Two Youth Populations Served under WIOA

Student with a Disability

14-21 In School Youth

- Must be enrolled in an educational setting
Secondary education programs, non traditional or alt. secondary programs, home schooling, postsecondary programs, and all others including through the juvenile justice facility

Student must have a documented disability, has an IEP or 504 plan

Youth with a Disability

14-24 Out of School Youth

Youth does not have to be participating in a education setting

Age range for a Youth with a Disability is typically broader than a Student with a Disability

What are the **5** Pre-Employment Transition Services ?

1. Job Exploration Counseling
2. Work-based learning experiences, which may include in-school, after school, or community based opportunities
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at IHEs (Institutions of Higher Education)
4. Workplace readiness training to develop social skills and independent living
5. Instruction in self advocacy, including peer mentoring



1. Job Exploration Counseling

- General job exploration counseling in an individual or group setting can be provided in a classroom or one on one in the community setting and could include:
 - Information regarding in-demand industry sectors and occupations, as well as non-traditional employment;
 - The student's vocational interest inventory results;
 - Local Labor market information that applies to the student's particular interests.
 - Administration of vocational interest inventories; and
 - Identification of career pathways of interest to the students.

2. Work Based Learning Experiences

Work-based learning experiences may include:

- Coordinating a school-based program of job training and informational interviews to research employers;
- Work-site tours to learn about necessary job skills;
- Job shadowing; or
- Mentoring opportunities in the community.
- Internships, Job Sampling Opportunities, On the Job Training Opportunities to learn industry skills

Work Based Learning Experiences (Con't)

- These services can be offered while in school, after school, or outside the traditional school setting (including internships). Must be in the community to the maximum extent possible.
- VR agencies are to exhaust all opportunities for work-based learning experiences in integrated settings before placing an individual in a non-integrated setting.

3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at IHEs (Institutions of Higher Education)

- This can be offered on an Individual Basis or Group Setting
 - Services include:
 - Information about colleges, the academic processes, FAFSA, contact information for the disability coordinator
 - Course offerings
 - Types of academic and occupational training needed to succeed in the workplace
 - Postsecondary opportunities associated with career fields or pathways.

4. Workplace Readiness Training

Services may be offered in a generalized manner in a classroom, individual basis or in a group setting. This service assists students with social and independent living skill development necessary for employment.

Examples:

- Communication and interpersonal skills
- Financial literacy
- Job seeking skills

5. Self Advocacy

- Services may be offered in a generalized manner in a classroom, individual basis or in a group setting. Information given about Self Advocacy would include:
 - Learning about their rights and responsibilities
 - Requesting accommodations or services and supports
 - Utilizing mentors to get support from:
 - Educational staff to include- principals, teachers, or office staff
 - Individuals at your employer, volunteer sites, organizations in the community.

Federal “Flexibilities” Announced for Additional Pre-ETS Service Provision

- **PE or VR Case Type-Deaf/HH Students-Auxiliary Aids** (interpreter, reader services), screen readers (visually impaired), etc. to assist with Pre-ETS training and charged to Fund 13 (comparable benefits not needed for the PE case; but needed for VR cases).
- **VR Case type** which requires Application, Eligibility & IPE for the following services and charged to Fund 13 during Pre-ETS services
 - **Assessment Services** (i.e., psychological, TWE, etc. provided student has a post high school plan beyond Pre-ETS services)
 - **Counseling & Guidance** (also directly related to Pre-ETS services and if counselors need to contract out)
 - **Referral Services** (i.e, referring eligible students for other traditional VR services like Job Placement, Supported Employment) and the student also needs Pre-ETS Services.
 - **Maintenance** (i.e., to purchase appropriate clothing for WBLE)
 - **Transportation** (i.e., bus passes, Uber, etc. to complete Pre-ETs service)
 - **Personal Assistance Services** (i.e., Home Health Aid, Certified Nurse Assistant for student to complete Pre-ETS services)
 - **Rehabilitation Technology** (i.e., electronic device needed to complete Pre-ETS services,(i.e., talking alarm clock; not computers)
 - **Family Services** (i.e., transportation or interpreting services for the family member so the student can complete Pre-ETS Services)
 - **Coaching Services** (i.e, to complete WBLE for students with the Most Significant Disabilities)
 - **Vocational and Other Training Services** (i.e, only a book or tool needed to complete a Pre-ETs Service, not the tuition)

DVRS Role in helping Students & Youth with Disabilities and Types of Services

- Working with the consumer to mutually assess the best services to help the consumer obtain employment in the community. Some examples of services include:
- Attend IEP meetings, when invited to discuss possible services
- Working with local agencies to help develop work opportunities
- Working with students to help promote and implement Pre-Employment Transition Services
- College Assistance
- Vocational Training
- Completing a job search
- Diagnostic Evaluations to determine strengths, interests, abilities

Section 511 Information

Extended (Sheltered) Employment for Youth

Under WIOA, no Youth aged **24 and under** may be referred to a Sheltered Workshop without first demonstrating that all **5 Pre-Employment Transition Services** have been attempted. Prior to making the referral to a sheltered workshop, documentation has to reflect that the youth has at least attempted all 5 Pre-Employment Transition Services for a reasonable amount of time without success. The documentation can originate from the school, day program, DVRS or other entity that provides employment based services.

The Sheltered Workshop provider must ensure that documentation is received and completed prior to accepting a referral for a youth aged **24 and younger** in order to ensure compliance with US DOL Wage & Hour regulations.

Financial Responsibilities of VR Agencies and Local Education Agencies

- **LEAS are responsible for providing and paying for any transition service that is considered special education or related services necessary for ensuring a free appropriate public education (FAPE) as required under IDEA.**
- **Nothing under Title 1 of the Rehabilitation Act shall be construed as reducing a LEA's obligation to provide the services under IDEA.**
- **Pre-Employment transition services and transition services can be both vocational rehabilitation services under the VR program and special education or related services under IDEA.**

Collaboration: The Key to Opportunity-The Referral Process

- In both the education and rehabilitation systems, information is the most important part of eligibility determination.
- Use of existing information streamlines the referral process and respects the effort the student must make in participating in assessments.
- All referrals from schools must include a consent for release of information for the student; unless age of majority, 18.

The Referral Process

- 1. The Referral: Being referred to DVRS is the 1st step! School staff typically make the referral to DVRS. Students/Parents are encouraged to ask the school to make the referral to DVRS or may do so themselves if this has not happened well before the student's exit from the school. *The Referral form is not an application. The Pre-Employment Student Referral Form is found on the LWD website: www.careerconnections.nj.gov**
- 2. Application & Eligibility (not required for the 5 Pre-Employment Transition Services but required for all other VR services)**
- 3. Eligibility Determination-Based on significance of disability and how the disability impacts the ability to work.**
- 4. Developing the Individual Plan for Employment with the DVRS counselor which indicates an employment goal.**
- 5. Obtaining integrated, competitive employment based on individual strengths, abilities and skills after attainment and completion of vocational rehabilitation services.**

What Records are Needed?

- **Copy of the student's most recent psychological, social and learning assessments, and Individualized Educational Plan (IEP);**
- **Pertinent medical or psychiatric evaluations; and**
- **An assessment of the student's social skill levels and behavioral or safety issues should be included**

Pre-Employment Transition Services for Students who are Deaf or Hard of Hearing

- NJ DVRS funds 3 Regional Career Centers in North, Central and South NJ
- Each Career Center provides all 5 Pre-Employment Transition Services
- The staff have the American Sign Language (ASL) skills to communicate with those who sign and have knowledge of assistive listening devices for those who do not sign.
- They are familiar with the communication accessibility needs of this population which is a huge portion of the self advocacy activities.

For More Information Contact: Tanya.onsongo@dol.nj.gov

Deaf & Hard of Hearing Services

Video Phone for ASL Users: 609-498-6221

Available Resources

Job Accommodation Network (JAN)- www.askjan.org

The New Jersey Career Assistance Navigator (NJCAN) www.NJCAN.org

My Next Move- Career Planning website geared toward youth www.mynextmove.org

NCWD/Youth is a source for information about employment and youth with disabilities www.ncwd-Youth.info

NJ LWD /NJDVRS www.careerconnections.nj.gov

NJ Statewide Independent Living Council www.njsilc.org

(Provides information about the Centers for Independent Living)

Office of Disability Employment Policy (ODEP), US Dept. of Labor www.dol.gov/odep

ODEP's "Soft Skills to Pay the Bills" Curriculum (PDF format) www.dol.gov/odep/topics/youth/softskills

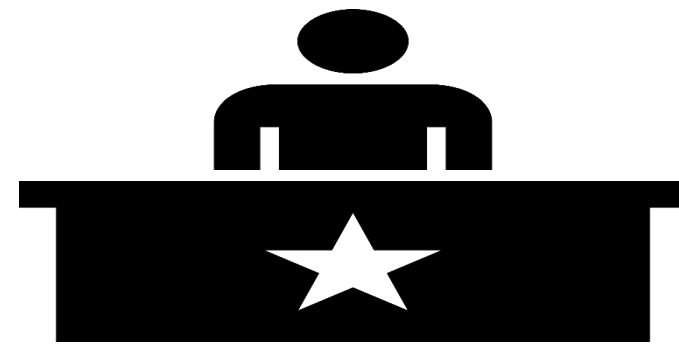
Statewide Parent Advocacy Network (SPAN)- Provides information, resources, support, and advocacy - www.spanadvocacy.org

Transition Matters- Family Support Center of New Jersey, (FSCNJ) www.fscnj.org/transition-matters/
Transition information & resources

WINTAC- Workforce Innovation Network Technical Assistance Center www.wintac.org

NTACT-National Technical Assistance Center on Transition www.transitionta.org

NJ DVRS Local Offices



- ❖ Bridgeton (Cumberland, Salem) 856-453-3888
- ❖ Camden (Cherry Hill) 856-549-0600
- ❖ Elizabeth (Union) 908-965-3940
- ❖ Hackensack (Bergen) 201-996-8970
- ❖ Jersey City (Hudson) 201-217-7180
- ❖ Randolph (Morris) (862) 397-5600 (Opt. 3 for DVRS)
- ❖ Neptune (Monmouth) 732-775-1799
- ❖ Newark (Essex) 973-648-3494
- ❖ New Brunswick (Middlesex) 732-937-6300
- ❖ Paterson (Passaic) 973-742-9226
- ❖ Phillipsburg (Sussex, Warren) 908-329-9190, #4
- ❖ Pleasantville (Atlantic) 609-813-3933
- ❖ Somerville (Somerset, Hunterdon) 908-704-3030
- ❖ Thorofare (Gloucester) 856-384-3730
- ❖ Toms River (Ocean) 732-505-2310
- ❖ Trenton (Mercer) 609-292-2940
- ❖ Westampton (Burlington) 609-518-3948
- ❖ Wildwood (Cape May) 609-523-0330



NJ DVRS Contact Information

**NJ Department of Labor & Workforce Development
Division of Vocational Rehabilitation Services**

**1 John Fitch Plaza, PO Box 398
Trenton, NJ 08625-0398**

Toll Free Number: 1-866-871-7867

or

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609-292-8347 (fax)

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www.careerconnections.nj.gov

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