The PA OVR Pre-employment Transition Services (PETS) Continuum

### CAREER EXPLORATION AND PREPARATION: Students gain introductory skills and enter workplaces for short periods of time. Examples may include:

SELF-ADVOCACY INSTRUCTIONIntroduction to OVR Disability Awareness/DisclosureUnderstanding IEP and Special Education (or my 504 plan) Entitlement versus Eligibility Rights and Responsibilities Self-Determination

JOB EXPLORATIONInterest InventoriesGoal PlanningCareer SpeakersCareer FairsHGAC Career & Transition Fair

WORKPLACE READINESS TRAININGSoft Skills Independent Living SkillsBudgeting and FinancePhoto ID and Records Transportation MethodsGroup Travel Training

WORK BASED LEARNINGWorkplace toursGroup Shadowing

COUNSELING ON POST-SECONDARY OPTIONSBenefits of Post-Secondary PlanningTours of HGACOptions After High SchoolCollege Events

CAREER ENGAGEMENT: Students increase their knowledge of jobs while gaining employability skills and some entry-level skills. Examples may include:

SELF-ADVOCACY INSTRUCTION

Setting Goals

Resiliency and Self-Care

Barrier Awareness & Advocacy Expo (HGAC)

Autism Awareness Walk & Resource Expo(HGAC)

JOB EXPLORATIONLabor MarketPathways to EmploymentCareer ClustersCREATE Academy (HGAC)

WORKPLACE READINESS TRAININGNavigating Community ResourcesSafety (including Internet Usage)Relationships and BoundariesJob Searches and Applications Resumes, Cover Letters and References Job Interview PreparationWORC Academy (HGAC)

WORK BASED LEARNINGJob Shadow Employer Mock InterviewsHGAC Job Shadowing Day Community Work Instruction

COUNSELING ON POST-SECONDARY OPTIONSPost-Secondary Goal SettingPromoting Academic SuccessSummer Academies

## CAREER ENGAGEMENT: Students increase their knowledge of jobs while gaining employability skills and some entry-level skills. Examples may include:

#### SELF-ADVOCACY INSTRUCTION

Setting Goals

Resiliency and Self-Care

Barrier Awareness & Advocacy Expo (HGAC)

Autism Awareness Walk & Resource Expo(HGAC)

#### JOB EXPLORATION

Labor Market

Pathways to Employment

Career Clusters

CREATE Academy (HGAC)

#### WORKPLACE READINESS TRAINING

Navigating Community Resources

Safety (including Internet Usage)

Relationships and Boundaries

Job Searches and Applications

Resumes, Cover Letters and References

Job Interview Preparation

WORC Academy (HGAC)

#### WORK BASED LEARNING

Job Shadow

Employer Mock Interviews

HGAC Job Shadowing Day

Community Work Instruction

#### COUNSELING ON POST-SECONDARY OPTIONS

Post-Secondary Goal Setting

Promoting Academic Success

Summer Academies

CAREER EXPERIENCE AND PLANNING: Students gain specific skills and experience in an occupation of interest. Examples may include:

SELF-ADVOCACY INSTRUCTION

Accommodations and Assistive Technology

Disclosure and Advocating Across Environments

APS Academy (HGAC)

JOB EXPLORATION

Informational Interviews

Non-traditional Employment

Employment Requirements

WORKPLACE READINESS TRAINING

Requesting Reasonable Accommodations

Assistive Technology Options

WORC Academy (HGAC)

WORK BASED LEARNING

Paid Work Experience

Internships

Project Search

#### COUNSELING ON POST-SECONDARY OPTIONS

Financial Aid Applications and Other Required Documentation

Accessing Disability Services

Requesting Reasonable Accommodations

HGAC Course Shadow

Accessing Other Campus Resources

AAchieve

## WHAT ARE PRE-EMPLOYMENT TRANSITION SERVICES?

OVR provides Pre-Employment Transition Services (PETS) to students with disabilities in Pennsylvania, starting at age 14. PETS help students with disabilities learn about themselves, understand work requirements, practice work skills, choose a career, and explore training options. PETS are offered to students with disabilities who are potentially eligible or already determined eligible for individualized Vocational Rehabilitation (VR) services through an assigned Vocational Counselor. PETS are meant to supplement, not replace, Transition Services a student may be receiving through a school or service provider. These services include:

**Self-Advocacy Instruction** helps students with disabilities build skills to solve problems and communicate their own needs and interests.

**Job Exploration helps** students with disabilities learn about jobs and pick a career.

**Workplace Readiness Training** teaches students with disabilities how to get and keep a job.

**Work Based Learning** uses community workplaces to provide students with disabilities the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.

**Counseling on Postsecondary Options** helps students with disabilities decide if college or training after high school is right for them.

**IEP Meeting Attendance and Consultation** provides the IEP team with information about OVR services to determine the appropriate time to refer the student to an OVR Counselor for individualized case services, along with information about community resources that can assist in coordinating Transition Services.

## The PETS to Individualized Vocational Rehabilitation Services Continuum

### PETS

### Apply for OVR Case Services

### Eligibility Determination

### Individualized VR Services

### Competitive Integrated Employment

## THE PETS - VOCATIONAL REHABILITATION CONNECTION

PETS are intended to prepare students for employment after high school. OVR offers a continuum model of PETS that helps students build necessary employment and independence skills through a succession of services, located on the Pre-Employment Transition Services Continuum Model chart on the previous page. These services are structured around student needs. Each request is assessed on a case-by-case basis in collaboration with the educational transition team. It is recommended that students begin with Self-Advocacy Instruction, but may fall at any point on the continuum. Students move through the continuum building necessary employment skills while also preparing to complete an application for individualized VR services, if desired. As a student progresses through the continuum during secondary education, it is recommended the student apply for individualized VR services two years prior to graduation, if needed.

**REQUESTING GROUP OR INDIVIDUAL PETS**

PETS can be requested through OVR. Upon receiving a request for PETS for a student or group of students, OVR will review the request and determine if the service is necessary, based on services already received or currently being provided through the school or another community provider. If the service is determined necessary, OVR will coordinate to provide services through internal Transition Staff or a contracted community provider (when needed). Students must have parental consent to participate in OVR PETS.