



welcome

WE'RE SO GLAD  
YOU ARE HERE!

Here's what we are covering today..

- Work Based Learning opportunities in Duluth High Schools
- VRS Pre-Employment Transition Services ( Aprox. Grade 9/10/11)
- VRS Pre-ETS & Intensive Services (Aprox. Grade 11/12 and beyond)

# INTRODUCTIONS...

Nic Hanson - Host/Facilitator

Josie Grabowski - VRS, Pre-ETS Rep

Keely Waechter - Duluth Schools, Work Based Learning

Andy Larson - VRS, Transition Counselor



# Transition ReSourceS

~ School based & local employment resources which may be accessed during high school ~

While in  
high school...

Individualized  
Education  
Plan (IEP)

Work Experience  
• Seminar  
• CBWE

Career &  
Technical Ed.  
Coursework  
(CTE)

College  
Ready  
Coursework

...also, if needed...

Transitioning  
from high  
school...

T / 12\*

or

The  
Bridge\*

\* IEP goal(s) extended programming, not yet graduated

Outside  
Employment  
Supports:

County  
Social  
Services (HS)\*

Vocational  
Rehabilitation  
Services (HS)\*

Youth  
Employment  
Services (HS)\*

Additional  
Agencies...

Employment  
Support Providers  
CRPs, LUVs, CL...

- \* Application
- \* Eligibility Requirements..

# VRS PRE-EMPLOYMENT TRANSITION SERVICES - JOSIE GRABOWSKI, PRE-ETS REP

## Purpose

- To provide an early start to job exploration
- To assist students with disabilities in identifying their career interest

## Goal

- To improve the transition of students with disabilities from school to education or to an employment outcome

## Program Eligibility

- Student with a disability
  - Age 14 - 21
  - Must have a 504 plan, IEP, or other documentation of a disability
  - Is in an education program - must provide a recognized credential of education (ie High School Diploma, GED)

## Available Services

- [Pre - Employment Transition Services Program Video](#)

# KEELY WAECHTER WORK BASED LEARNING COORDINATOR - DULUTH

Denfeld



&

East



9-12th

## **Special Education**

- Work Experience Class: skills for exploring, gaining, and maintaining employment.
- Structured on the job training with support staff
- Independent employment supports
- Transition and Self Advocacy classes

## **General Education**

- CTE courses: Agriculture and Forestry, Automotive, Aerospace, Business, Construction, Engineering, Graphic Arts, Health Occupations, Hospitality/Culinary Arts, Educational Careers.
- High School Career Center



18-21  
Years of Age  
After Graduation

**T-12**

- Community based
  - Postsecondary education/training
  - Competitive integrated employment
  - Focus on independent living, and community involvement
  - Creating relationships with providers who may support students in their adult life
- Community based
  - Supported group work environment
  - Focus on transition needs to live and work in the community in their adult life.

# VRS INTENSIVE SERVICES - ANDY LARSON, TRANSITION COUNSELOR

## Purpose

- To provide transitional services to students seeking employment after HS.
- To assist students with disabilities in solidifying their employment goals, making a plan and implementing said plan.
- To assist students with identifying any training that might be best for helping them reach their goals.

## Goal

- To improve the transition of students with disabilities from school to an employment outcome.

## Program Eligibility

- Student with a disability
  - Age 14 - 21
  - Must have a 504 plan, IEP, or other documentation of a disability
  - Is in an education program - must provide a recognized credential of education (ie High School Diploma, GED)

## Available Services

- <https://mn.gov/deed/job-seekers/disabilities/youth/>





# CULINARY STUDENT A PATHWAY

## 9TH GRADE

- Student A and their family begin discussing transition plans in their IEP.
- Student A is connected with VRS Pre-ETS Rep to begin exploring careers/work.
- Enrolls in Intro to Cooking CTE Course

## 10TH GRADE

- Student A is interested in pursuing career in culinary arts, enrolls in Hospitality CTE course
- Student A is interested in a work experience, and is connected with WBL Coordinator, and enrolled in WE Seminar

## 11TH GRADE

- Student A uses their job seeking skills to independently obtain a part time job in the community at a local restaurant.
- The Pre-ETS Rep continues to assist Student A in exploring various culinary training options.

## 12TH GRADE

- Student A continues to work in the community gaining culinary work experience.
- The Pre-ETS Rep, Case Manager and WBL Coordinator work with Student A applying to culinary training program.



# CULINARY STUDENT B PATHWAY

## 9TH GRADE

- Student B and their family begin discussing transition plans in their IEP.
- Student B is connected with VRS Pre-ETS Rep to begin exploring careers/work.
- Enrolls in Intro to Cooking CTE Course

## 10TH GRADE

- Student B is interested in pursuing career in culinary arts, enrolls in Hospitality CTE course
- Student B is interested in a work experience, and is connected with WBL Coordinator, and enrolled in WE Seminar

## 11TH GRADE

- Student B works with transition supports to participate in a school or community based work experience.
- The Pre-ETS Rep or VR Counselor assist Student B in exploring various culinary development options.

## 12TH GRADE

- With help Student B pursues extended work experience or part-time job in culinary.
- The VRS Counselor, Case Manager and WBL Coordinator work with Student B to identify full-time employment or further training.

# CULINARY STUDENT C PATHWAY

## 9TH GRADE

- Student C and their family begin discussing transition plans in their IEP.
- Student C's IEP Team discusses pre-employment skill building opportunities, and possible work experience for 10th grade.

## 10TH GRADE

- Student C works on pre-employment skills in a Self Advocacy or Transition class
- Student C is interested in a work experience, and is connected with WBL Coordinator, and enrolled in WE Seminar

## 11TH GRADE

- Student C works with transition supports to participate in a school or community based work experience.
- Student C connected with VRS Counselor for enrollment in their program.
- Student C's team considers whether county services are needed for ongoing employment support

## 12TH GRADE

- Student C and support team review whether transitional programming is needed (T12/Bridge).
- VR Counselor, Case Manager and possibly County Worker work with Student C to finalize transition plan.

Q & A TIME...



# CONTACT INFORMATION:

**Keely Waechter, Work Based Learning Coordinator**

*Duluth Public Schools isd 709*

Direct: 218-336-8830 #2213

[keely.waechter@isd709.org](mailto:keely.waechter@isd709.org)

**Andy Larson, MSE, LSC / VRS Transition Counselor**

*MN DEED, Vocational Rehabilitation Services*

402 W 1<sup>st</sup> Street,

Duluth, MN 55804

Direct: 218-343-2012

[andy.larson@state.mn.us](mailto:andy.larson@state.mn.us)

**Josie Grabowski, Rehabilitation Representative**

*MN DEED, Vocational Rehabilitation Services*

402 W 1<sup>st</sup> Street,

Duluth, MN 55804

Direct: 218-302-8431

[josephine.grabowski@state.mn.us](mailto:josephine.grabowski@state.mn.us)

