

# 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 "

## Duluth School District

While in
high school... Individualized
Education
Plan (IEP)

vidualized Work Experience cation • Seminar

· CBWE

Career & Technical Ed. Coursework

(CTE)

l.

College Ready Coursework Outside Employment

Supports:

County Social Services (HS): Additional Agencies...

(+)

Vocational Rehabilitation Services (HS)

(+)

Employment Support Providers; CRPs, LUVs, CIL.

...also, if needed...

Transitioning from high school...

T / 12\*

or

The Bridge\* (+)

Youth Employment Services (HS)\*

- \* Application
- \* Eligibility Requirements..

· IEP goal(s) extended programming, not yet graduated

# 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
  - o 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



9-12th



#### **Special Education**

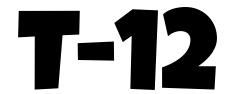
- Work Experience Class: skills for exploring, gaining, and maintaining employment.
- Structured on the job training with support staff
- Independent employment supports
- Transition and Self Advocacy classes

#### **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



- 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
  - o 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 preemployment skill building opportunities, and possible work experience for 10th grade.

#### 10TH GRADE

- Student C works on preemployment 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:

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