

Pre-Employment
Transition Services
in Action for
Promising Youth

<https://bingobaker.com/#680fbd1c1543ffb9>

Pre-ETS in Action Bingo Game



Presented by: Maria Baldwin and Heidi Volt
Promising Youth Conference 2025



My Journal #1: Self-Reflection

Discovering what you're good at, and what you like and don't like, is an important step in learning who you are and exploring the jobs and careers you may want to do as an adult.

Activity: Who are you as you start this journey.

I know what I'm good at and I have talents.

No, not really.

I'm starting to.

Yes! I know my talents.

I have a plan for how to get the job I want.

No, not really.

I'm working on it.

Yes! I have a plan.

I know who to talk to about the job I'm interested in.

No, not really.

I'm working on it.

Yes! I know who I can talk to.

I know what type of environment I want to work in.

No, not really.

I'm checking out the options.

Yes! I know what type of environment I want to work in.

I know what type of training I will need to achieve my goals.

No, not really.

I'm looking into that.

Yes, I know what type of training I need to get the job I want.

Underline the things you've already done to prepare for your future:

I've used tools to explore my interests.

I've talked to people about jobs I may be interested in.

I've looked into college or training.

I've had a part-time job or other work experience such as internship, a mentor, or volunteer experience.

I have a resume.

I'm just getting started and haven't done these things yet.

I want to work because: Underline as many as you like!

Give me the money!

Travel and adventure. Let's go!

Insurance (my health is important!)

I want to contribute to my community.

I'll make new friends.

I haven't really thought about working.

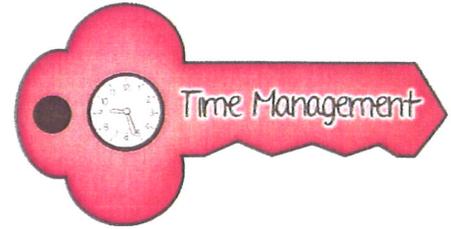
I'm not sure I can work.

Name: _____

Date: _____

Time Management

Time management is having an accurate understanding of how long tasks will take and using time effectively to accomplish that task.



Think & Share: Why is this an important skill in my life?



Think & Share: What are some examples of using this skill?



**If you were financially independent,
what kind of work would you gladly
do for free?**



What are 3 aspects of this work that you really like?



How do you feel when you do this type of work?

What single action could you take to head towards
this type of work?

How do you feel when you imagine yourself taking
that action?

If good, will you take that action?

If bad, what are you most afraid of?



self-Esteem



What are you good at? List at least 3

things.



What are some of your dreams?

List at least 2 of them.

DREAM

National Center for College Students with Disabilities (NCCSD) presents

Differences Between High School and College

Disability Accommodations and Services

HIGH SCHOOL	COLLEGE
The applicable law is the Individuals with Disabilities Education Act (IDEA)	The applicable laws are the Americans with Disabilities Act (ADA) , Sections 504 of the Rehabilitation Act of 1973 , and the Fair Housing Act (residential living-dorms)
IDEA is about success	ADA/ADAAA and 504 are about access .
Fundamental modifications of programs and curricula are required	No fundamental modifications are required — only reasonable adjustments/supports
Education is a right and must be provided in an appropriate environment to all individuals	Education is not a right — students often must meet certain admission criteria
The school district is responsible for identifying a student's disability	Students must self-identify.
The school district develops Individualized Education Plans (IEP) to define special educational services	Students must identify needs and request services - no IEP exists and often is not considered sufficient documentation to verify a student's disability
The school district provides free evaluations	The student must obtain evaluations at his/her own expense
Student is supported by parents and teachers	Student is responsible for seeking assistance from the Disability Services office
Primary responsibility for arranging modifications belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student (who may seek assistance from Disability Services)
Personal services for medical and physical disabilities are required (i.e., Personal Care Attendant)	No personal services are required — however, the Disability Services office may assist the student in arranging for such services
Parent has access to student records and can participate in the IEP process	Parent does not have access to any student records without student's written consent
Parent advocates for student	Student must advocate for self

DREAM (Disability Rights, Education, Activism, and Mentoring) Student Group – online and at some college campuses – support and networking with other college students with disabilities – technical assistance for questions you might have.



Website: <https://www.dreamcollegedisability.org/>

Contact Us: <https://www.dreamcollegedisability.org/>

DREAM Listserv: <https://ahead-listserve.org/mailman/listinfo/dream>

Differences Between High School and College

Class Structure and Teacher Expectations:

HIGH SCHOOL	COLLEGE
School year runs from September - June	School year is divided into semesters/quarters : from August to December, from January to May, plus summer sessions
Classes meet daily	Classes meet 1, 2, 3, or 4 times a week
Classes are generally held in the same building	Classes are held in many different sites on campus or online
The average length of a class is 35-45 minutes	Classes vary in length from 50 minutes to 3 hours
Daily contact with teachers is standard	Classes meet less frequently which will impact access to instructors and assistance
The student needs the parent's permission in most instances	The student is an adult and parent permission is not required
Guidance counselors or other staff schedule support services for students	The student must make arrangements for support services, including tutoring
A main office exists as the center of activity for the building	The student is responsible for knowing where to go to obtain information and assistance
Classes consist of about 30 students	Classes can consist of up to 100 students or a lecture hall of 500 – 1000 students
High school is paid for by tax dollars that go to the school district	The student is responsible for applying for financial aid or arranging some type of payment
Teachers often take time to remind student of assignments and due dates	Professors expect student to read, save and consult the course syllabus (outline); this tells the student exactly what is expected of him/her, when it is due, and how it will be graded

More information can be found at the U.S. Department of Education website:

<http://www2.ed.gov/about/offices/list/ocr/transition.html>

(Compiled from: Institute for Community Inclusion, 2004 <http://www.thinkcollege.net/professionals>)

National Center for College Students with Disabilities (NCCSD) – resources, information, and technical assistance for prospective students, current students, parents, families, and professionals working with individuals with disabilities considering postsecondary education.



Website: <https://nccsd.ici.umn.edu/>

Email: nccsd@ahead.org

Contact us <https://nccsd.ici.umn.edu/contact-us>

CeDaR College Database: <https://www.cedardatabase.org/>