



Enhanced/Revised **Pre-Employment Transition Services:** **Job Exploration and Counseling+ Self- Advocacy (JECS +SA)**

Explanation of Enhanced Services:

In order to meet criteria for WIOA, this proposal includes an enhanced/revised service for Pre-Ets. New Horizons has been providing a combined Job Exploration and Self-Advocacy program for approximately three years that has traditionally been assessment-based and including Aptitude/Academic testing.

- **The revised service will remove all academic and aptitude testing** and continue to utilize informal interest, preference, temperament and values assessments.
- **The revised service will provide more in-depth focus on the following areas:** Labor market information, In-demand industries and occupations, Non-traditional employment options, and Career Awareness.
- **Self-Advocacy services will also be strengthened.**

Target Population:

New Horizons Supported Services, Inc. is capable of providing Pre-Employment Transition Services (PreETS) to currently enrolled high school students with disabilities ages 14-21 who are attending high school and who are receiving services under an IEP, or 504 plan or has a disability for purposes of section 504.

Referral Process: Referrals will continue to come direct from DORS staff and participation in Pre-ETS programs offered by New Horizons will continue to be authorized by the DORS counselor.

Facilitator of JECS+ SA Process: New Horizons currently has a Certified Vocational Evaluator with over 10 years of experience working with DORS who will provide assessments and evaluations

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Scope of Service:**Job Exploration in Combination with Self-Advocacy Services:**

Job Exploration+ Self-Advocacy services provide a variety of processes and services to assist the student in exploring the world of work while also addressing the student's self-understanding with the purpose of enhancing self-advocacy skills.

Location, Time and Length of Services, DORS Offices Served:

- JECS + Self-Advocacy will continue to be primarily offered in the local DORS offices during school hours.
- Sessions will generally last 3-4 hours per session and are 2-3 days in length for a range of 6-12 hours *depending on the student's preferences, the content engagement and the schedule that works best for the student.*
- Clients will be seen either 1:1 setting based on support needs or with a group of no more than 2 clients.
- At the present time, this service is offered to the following DORS office based on location:
 - Region 2: Annapolis, Linthicum, Prince Frederick, and Waldorf
 - Region 6: Lanham, Suitland, Wheaton and Germantown

The Goals of the Self-Advocacy Services:

1. To assist the student in understanding what a disability is.
2. To support the student in self-identifying their own strengths (vs. having someone else tell them based on testing results or other typical assessment practices).
3. Enhancing the student's ability to make informed choices regarding employment.
4. To educate individuals on accommodations.

The following information will be a part of the overall report-

- Student's overall understanding of what a disability is.
- Self-identified strengths and skills (what the student likes about him/herself, anything positive they identify)
- Self-identified accommodations, strategies and tools for employment.
- Recommendations for activities for strengthening overall Self-Advocacy

The following are *potential recommendations* resulting from the service (what is being recommended as to an individual's progress). Students may be given any of the following recommendations upon completion of the Self-Advocacy coaching sessions (this is not a complete list, but possible recommendations):

- Have the student practice asking for accommodations in school and work environments using a script. *Purpose-* The student becomes more confident in how to articulate their needs to others. Practice and repetition make the process easier when it is time to interview for jobs.
- Have the student will create a presentation on his/her self-identified strengths, skills and abilities. *Purpose-* Being able to articulate what one is good at is very empowering. This activity will strengthen the student's self-esteem, self-confidence and self-awareness which are all a part of self-advocacy.
- Have the student create a presentation on his/her disability (ies)- identifying the name, symptoms/impacts to be presented to an audience they are comfortable with (family, small group of friends, classmates, counselor). *Purpose-* The more a student is able to discuss and articulate their disability, the more comfortable they will be with the idea of disclosing if needed in the future.
- Have the student create a profile including client's interests, preferences, motivations, etc... *Purpose:* This is a fun way of a student simply putting together something that answers the question- "Who am I?" It could be a magazine collage, something typed up, something that they draw themselves. This will simply strengthen their understanding of self. *(a portion of this information will be in the report and can be pulled out and used)*
- Student will begin taking responsibility for *specific area of need*; i.e.- getting ready for school, bringing appropriate supplies, being ready for class, taking notes, completing homework, etc.. *Purpose:* Being responsible at home, school and community strengthens self-confidence and ownership of one's life. Even a small step towards increased independence contributes to better self-advocacy skills.
- Student will identify one club that he/she will join and become an active participant in to build self-esteem, leadership skills, social skills, etc... Student will identify one community activity that they will become more involved in where he/she can learn new skills and/or strengthen present skill. Student will identify one activity they can do in their home environment where they can learn new skills and/or strengthen present skills. *Purpose:* This will be a practical step a student can take to become more involved in their world. This will be a challenging learning experience to enhance their understanding of self which will ultimately strengthen self-advocacy abilities.

The Goal of Job Exploration Services:

Job Exploration is a process used to strengthen the individuals' knowledge of self, and the world of work as it pertains to short term and long-term employment options.

Applicable informal activities will be included but are not limited to-

- Interest inventories.
- Work preference inventories
- Career motivation inventories
- Learning style inventories

The following information will be part of the overall report and process: NHSSI's Vocational Evaluator will provide any of the following during the Job Exploration portion of the Pre-ETS Services:

- **Strengths: Informal discussion.**
- **Interests:**
 - Formal: Picture Interest Career Survey (reading free), Photographic Vocational Interest Inventory (reading-free), Transition-to-Work Inventory, on-line picture-based assessment (reading-free) <https://www.truity.com/test/photo-career-quiz>.
 - Informal: *will likely rely most heavily on this*/ informal discussions, on-line career exploration, watching videos on careers, talking about likes, dislikes, preferences, etc..., hands-on work tasks to "try-out" related tasks
 - Work Tasks (informal work samples used to give student's hands-on experience with work-related tasks)
- **Values/Motivations:**
 - Informal: discussion, values sort, informal checklists
- **Career Exploration**
 - Formal: Utilize Occupational Outlook Handbook, America's Career Infonet, Onet Online
 - Informal: discussions, on-line career exploration, videos, etc..., What do I Know?, Job Search Worksheet
- **Learning Style**
 - Informal: discussion, observations and asking questions
 - Formal: CITE Learning Styles Inventory
- **Preferences/Temperaments:**
 - Informal: discussion, various checklists, observations
 - Formal: Career Priorities Profile

- **Manual Dexterity:**
 - Formal: Purdue Pegboard, Bennett Hand Tool Assessment, work samples- Attainments (Office Supply Processing, Pipe Assembly) (**note: this is not for assessment purposes but for observation of interest in working with tools and with one's hands, no formal scores will be reported**)
- **Functional Work Interests:**
 - Informal: various work tasks/questionnaires- Clerical, Computer Skills, Child Care, Teacher, Social Service Assistant, Probation Officer, Nursing Assistant, Animal Caretaker, Inventory Processing, Ticket Taker, Blueprint Reading, Construction Math, Measuring, Food Services- Line Cook, Prep Cook, Waitress/Host, Laundry Worker, Retail- folding clothing and more (**scores and performance will not be noted, this will be utilized only for exploration purposes to determine if the student likes the tasks**)
- **Labor Market Information and In-Demand Occupations:** Students will be given the opportunity to explore the local and state labor market. They will be given information on short-term and long-term employment demands. Students will be given information on job outlook, wages, training and education required. Utilize Occupational Outlook Handbook, America's Career Infonet, Onet Online
- **Non-Traditional Employment Options:** Students will be given information on apprenticeship opportunities, self-employment and other opportunities related to their interests and work preferences.
- **Career Awareness:** Students will learn about the stages of career awareness and where they are in the process. They will learn how to move forward in their awareness and become more informed and confident in their career knowledge and the world of work.

The following are *potential recommendations* resulting from the service (what is being recommended as to an individual's progress).

Students may be given any of the following recommendations upon completion of the JECS sessions:

- Work Based Learning
- Work Readiness Training
- Volunteer Opportunities
- Continued Career Exploration
- Coursework Recommendations
- Community Programs/Supports
- Post-secondary Training Recommendations (such as college, trade-school, vocational training, apprenticeships)
- Potential future services through DORS if requested

Fees**JECS+ SA fee:****\$900.00****Justification for Fee**

1. JECS+SA is a unique service that combines the experience of exploring the world of work with understanding of self.
2. The goal is to motivate the student through exploring interests and preferences which enhances the willingness of the student to become a self-advocate and to make informed choices.
3. The process is person-centered and strengths-based.
4. Parents and support staff from school can also be involved to help student process information.