



welcome

WE'RE SO GLAD
YOU ARE HERE!

Here's what we are covering today..

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

INTRODUCTIONS...

Jessica Knutson-Host/Facilitator

Josie Grabowski - VRS, Pre-ETS Rep

Renae Hampton- VRS-Pre-ETS Rep

Nic Hanson - NLSEC Work Based Learning Coordinator

Dee LeBlanc - NLSEC Work Based Learning Coordinator

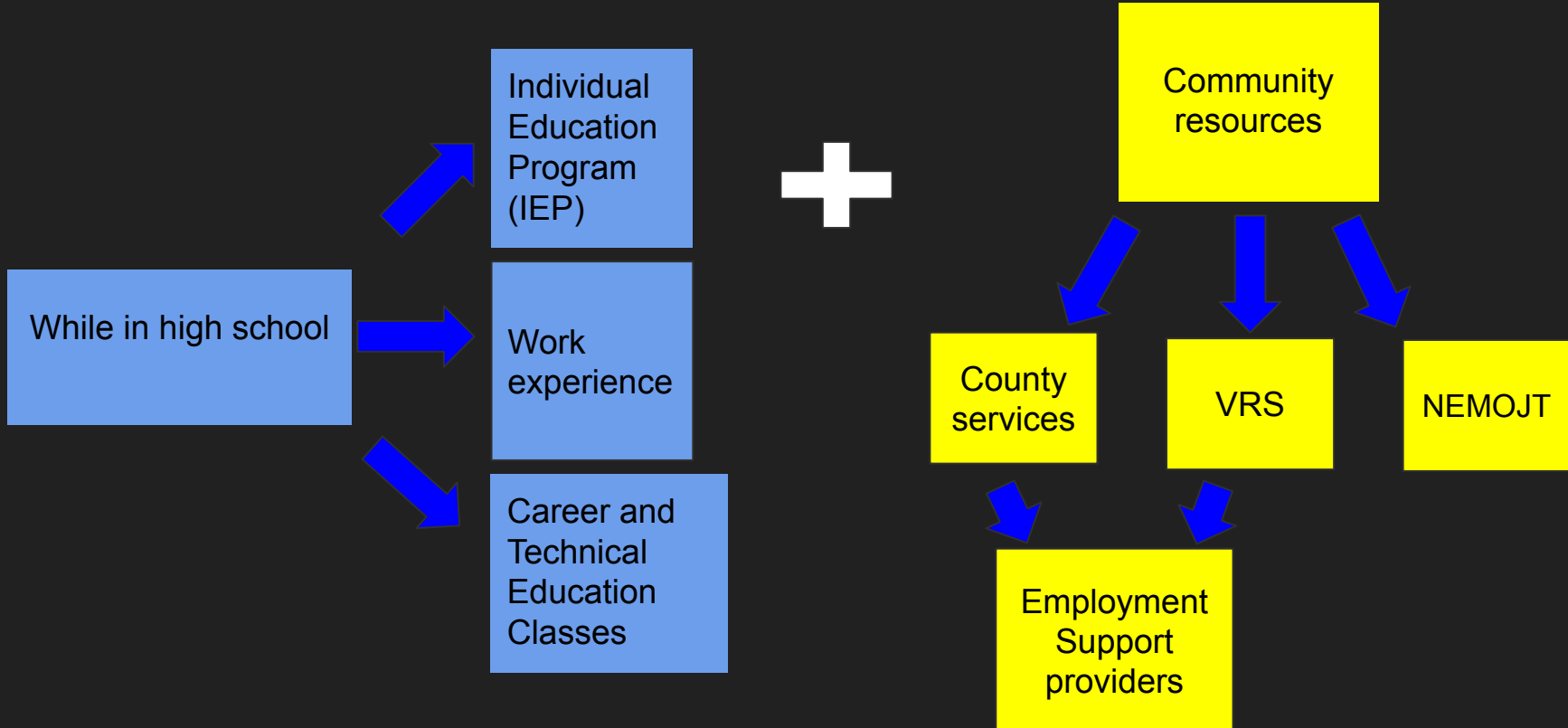
Cassie Erickson - VRS, Transition Counselor- Cloquet office

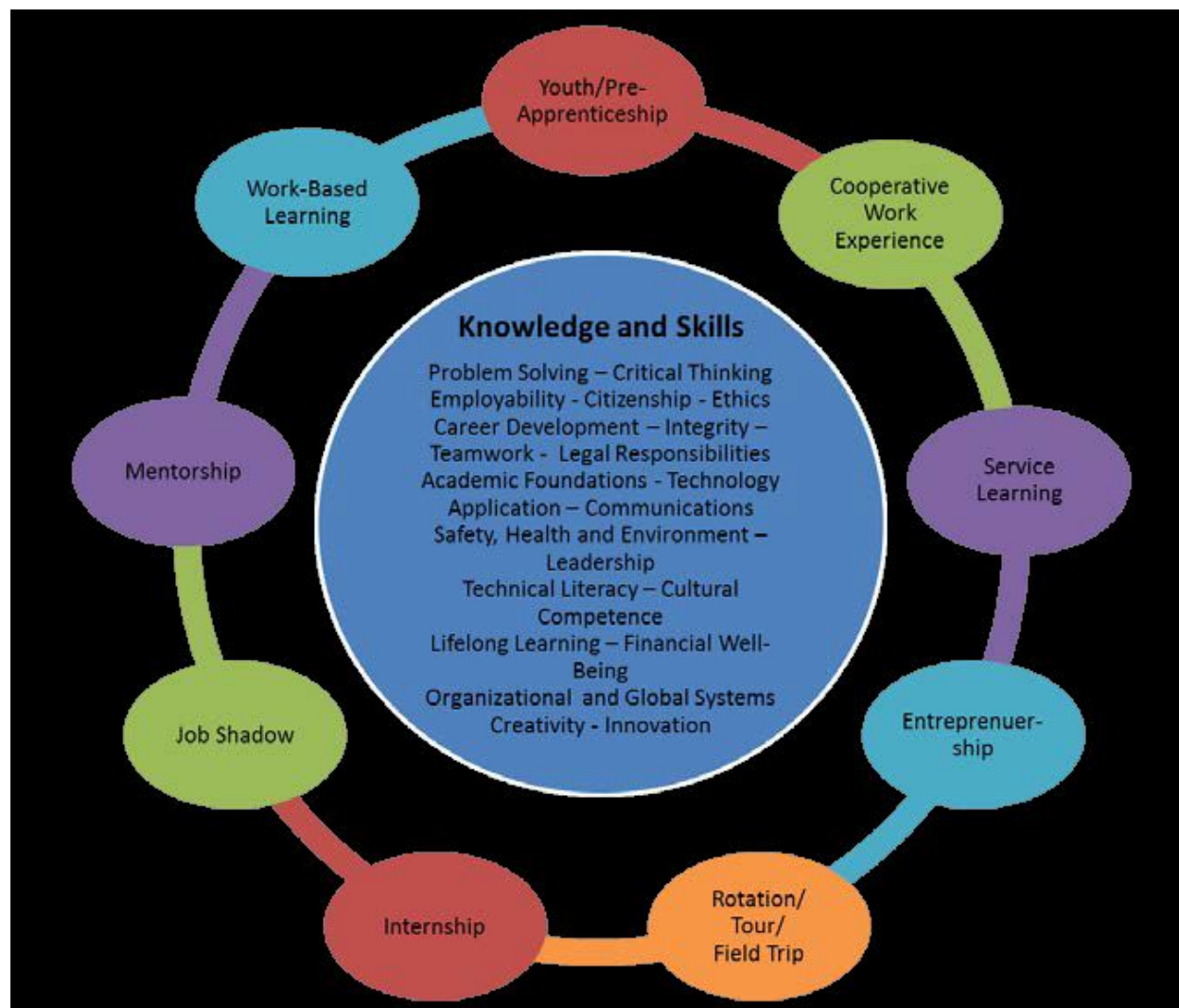
Cindy Matheson - VRS, Transition Counselor- Duluth Office



Transition Resources

School based and local employment resources that may be accessed while in high school





VRS PRE-EMPLOYMENT TRANSITION SERVICES - JOSIE GRABOWSKI, REHAB REP, RENEE HAMPTON, 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](#)



**EMPLOYMENT AND
ECONOMIC DEVELOPMENT**

VOCATIONAL REHABILITATION SERVICES

VRS GENERAL SERVICES - CASSIE ERICKSON AND CINDY MATHESON, TRANSITION COUNSELORS

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 the plan.
- To assist students with identifying any training that might be best for helping them reach their goals.
- Work together after high school to achieve goals

Goal

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

Program Eligibility

- Student with a documented disability



CULINARY PRE-ETS 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 a food class

10TH GRADE

- Student A is interested in pursuing career in culinary arts, and continue to enroll in food related classes
- Student A is interested in a work experience, and is connected with the WBL Coordinator

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 and Case Manager assist Student A in applying to a culinary arts program

CULINARY PRE-ETS/VRS 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 a food class

10TH GRADE

- Student B is interested in pursuing career in culinary arts, and continue to enroll in food related classes
- Student B is connected with the WBL Coordinator to begin preparation for a Work Experience

11TH GRADE

- Student B participates 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 an extended work experience or part-time job in culinary arts.
- The VRS Counselor and Case Manager work with Student B to identify full-time employment or further training.

CULINARY VRS COUNSELOR 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 a possible work experience for 10th grade.

10TH GRADE

- Student C starts working on pre-employment skills in a Transitions class (PAES Lab)
- Student C is interested in a work experience and is connected with WBL Coordinator.

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

- VR Counselor, Case Manager and possibly County Worker work with Student C to finalize a transition plan.
- Continue building upon school/community based work experiences

Q & A TIME...



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