

Pre- Employment Transition Services

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Division of Vocational Rehabilitation Services

- Any individual with a physical, mental, cognitive, or other form of disability who has a substantial impediment to employment may qualify for services through the New Jersey Division of Vocational Rehabilitation Services (DVRS).
- The consumer and vocational rehabilitation (VR) counselor jointly develop an Individualized Plan for Employment (IPE) that is goal oriented and based on the consumer's need for services leading to employment.
- The core service provided by DVRS is vocational counseling and guidance. Examples of other services may include job placement, supported employment (SE), time-limited placement and coaching (TLJC), job accommodations, skills training, college training, physical and mental restoration, diagnostic evaluations, and assistive technology devices, among others. Any service provided must be in support of the consumer's vocational goal and needed in order for the individual to obtain, maintain, or advance in employment.
- DVRS counselors from each field office are assigned to secondary schools to function as the liaison between the schools and DVRS. Our counselors collaborate with child study teams and other school personnel in regard to students' transition plans and offer in-service trainings to school staff, students, and parents.

Steps in DVRS process

1. **The Referral** – As a student, you may be referred to DVRS at age 14.
2. **Application and Intake Appointment** - you will come to a local DVRS office for an intake appointment. This appointment is called a "survey interview." At this interview you will meet a DVRS counselor. The DVRS counselor will talk to you about DVRS and explain the services you may need, to get a good job and be successful. As a student, you can receive Pre-ETS services which will assist with developing skills.
3. **Eligibility Determination** – Being eligible for DVRS means that you need some type of service to help you obtain and maintain a job. You will get a letter in the mail letting you know if you are eligible. Eligibility is not needed for Pre-Employment Transition Services.

DVRS process continued

4. Individualized Plan for Employment (IPE)

If you are determined eligible for DVRS, the next step is to work with your DVRS counselor to develop your Individual Plan for Employment (IPE). An IPE is not needed for Pre-Employment Transition Services.

5. Case Closure

You will continue working with DVRS until you have been employed for at least 90 days and you are no longer receiving services. Once you have reached 90 days of employment, your case with DVRS will be closed under rehabilitated status. If your case is closed while receiving supported employment (SE) services, you may also be eligible for Long Term Follow Along (LTFA) services.

You can always come back and apply to DVRS again if your job situation changes.

The Referral Process

1. Being referred to DVRS is the first step. School staff typically make the referral to DVRS, but parents are encouraged to also ask the school for the referral.
2. Application & Eligibility
3. Eligibility Determination Based on the significance of disability and how the disability could impact working
4. Developing the Individual Plan for Employment (this is where employment goal is made)
5. Gaining competitive integrated employment

Pre-ETS

- Offers students with disabilities an early start at Career exploration and preparation for adult life.
- Beginning at age 14 , students can connect with DVRS for Pre-ETS.
- DVRS works with students, their families , their school and community partners to enrich transition planning
- DVRS counselors from each field office are assigned to a secondary schools to function as the liaison between school and DVRS.

5 Pre Employment Transition Services

1. Job Exploration Counseling
2. Work based learning experiences , which may include in-school, afterschool, or community based opportunities
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at IHEs (Institutions of Higher Education)
4. Workplace readiness training to develop social skills and independent living
5. Instructions in self advocacy, including peer mentoring



Job Exploration Counseling

General job exploration counseling in an individual or group setting can be provided in a classroom or one on one in the community setting and could include:

- Information regarding in-demand industry sectors and occupations
- Students vocational interest inventory results
- Local labor market informations that relates to the students interests
- Administration of vocational interest inventories
- Identification of career pathways of interest to the student

Work Based Learning Experiences

Work based learning experiences may include:

- Coordinating a school-based program of job training and informational interviews to research employers
- Work site tours to learn about job skills
- Job Shadowing
- Mentoring opportunities in the community
- Internships
- Apprenticeships
- Short term - employment
- On the job training in the community

Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at Institutions of Higher Education

This can be individual or in a group setting :

- Information about colleges, academic processes , FAFSA, contact information for a disability coordinator
- Course offerings
- Types of academic and occupational training needed to succeed in the workplace
- Post secondary opportunities

Workplace Readiness Training

Services may be offered in a generalized manner in classroom, individual basis or group setting.

Examples:

- Communication and interpersonal skills
- Job seeking
- Financial literacy

Self Advocacy

Services can be offered in a classroom, individualized or in a group setting.

Examples about Self Advocacy can include:

- Learning about their rights and responsibilities
- How to request accommodations or services
- Where and Who to go to for support

Employability Skills - What Can Project Hire Help With ?

Focus On :

- Communication skills
- Work Essentials
- Interpersonal Skills
- Decision making
- Organization
- Independence

Work Experience

Work-based learning, or work experience, provides structured learning experiences for students through exposure to a range of occupations. Students learn by observing and/or actually doing real work. Learning in the workplace supports learning in the classroom and promotes the development of broad transferable skills. Work experiences can occur at a workplace, in school, or in the community.

WIOA

The Federal law known as the Workforce Innovation and Opportunity Act (WIOA) requires State vocational rehabilitation agencies to set aside at least 15% of their federal funds to provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities to prepare them for competitive integrated employment.

Contact Information

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Video : Employability Skills

<https://explore-work.com/courses/workplace-readiness/lessons/employability-skills/topic/1054/>

Referral Link

<https://www.nj.gov/labor/career-services/special-services/individuals-with-disabilities/>

DVRS Local Offices

Atlantic -609-813-3933

Bergen -201-996-8970

Burlington -609-518-3948

Camden-856-614-2500

Cape May-609-523-0330

Cumberland-856-453-3888

Essex-973-648-3494

Gloucester-856-384-3730

Hudson- 201-217-7180

Hunterdon-908-704-3030

Mercer-609-292-2940

Middlesex-732-937-6300

Monmouth-732-775-1799

Morris-862-397-5600

Ocean-732-505-2310

Passaic-973-742-9226

Salem-856-453-3888

Somerset-908-704-3030

Sussex-908-852-4110

Union-908-965-3940

Warren-908-852-4110

Available Resources

The Arc of New Jersey - <https://www.arcnj.org/>

Job Accommodation Network (JAN)- www.askjan.org

Project Hire - <https://www.arcnj.org/programs/project-hire/>

DVRS - <https://www.nj.gov/labor/career-services/special-services/individuals-with-disabilities/>