EMPLOYMENT PREPARATION GOALS FOR YOUNG ADULTS:

- Paid work
- Meaningful work-based learning experiences
- Can advocate for the supports they need
- Can work well with other people
- Self-confidence

IN COLLABORATION WITH

Colorado Department of Education
www.cde.state.co.us

Division of Vocational Rehabilitation
www.colorado.gov/dvr
EXPECTATIONS

Make employment a reality for young adults by having a vision that:

■ Is student-led
■ For life after high school—what will you do for fun, how will you get around, where will you sleep, and what will you do during the day?
■ Reflective of the student
■ Will consider occupations where there will be future employment opportunities and that consider the student’s abilities and aptitudes, along with interests

EXPLORE INTERESTS

With a student-led vision, the student can explore some of their interests.

Examples:

■ Desires community access: explore taking the bus
■ Loves sports and TV: network for an informational interview
■ Envisions own apartment: arrange for sleepovers out of the house

PRE-EMPLOYMENT TRANSITION SERVICES

School staff and Vocational Rehabilitation Counselors, at the Division of Vocational Rehabilitation (DVR), work together to prepare students with career readiness skills as young as 14 years old. Skill building and awareness of employment is different for every student, but through a continuum of supports, services are available for students who choose to participate.

Pre-Employment Transition Services focus on:

■ Job exploration counseling
■ Work readiness training
■ Work-based learning experiences
■ Counseling in post-secondary education
■ Self-advocacy

Contact your local DVR office to learn how to connect to these opportunities @ colorado.gov/dvr

Students who engage in pre-employment transition services are more likely to:

✓ Have the soft skills to succeed in an employment setting
✓ Have the confidence to be a self-advocate
✓ Get paid employment after leaving high school

WORK-BASED LEARNING

Work-based learning experiences may consist of an internship or paid work but could also be more exploratory at an employment site. The goal of each work-based learning experience is that it is inclusive, with an employer, and increases the knowledge level of what a job would be like.

Quality work-based learning practices:

■ Well-structured and connected to school curriculum
■ Opportunities to reflect
■ Incorporates learning goals
■ Age and stage appropriate (ranging from tours, internships to paid work)
■ Wide range of work site opportunities and exposure
■ Driven by student interest

To ensure a strong team of supports for students, it is important to share growth in the school, community, and employment setting. Increased knowledge of the shared vision and skill building will lead to a more efficient team process to support each student.