

Vocational Rehabilitation Pre-ETS Student Career Profile

The Pre-Employment Transition Services (Pre-ETS) Student Career Profile is designed to help each student build toward a clear vocational goal. It's a living document that evolves over time, capturing who the student is, what supports they have, and how their interests and skills are shaping a path toward life after high school.

As a Career Coach, this tool gives you a structured way to document key information: demographics, IEP or 504 details, and progress in the five required Pre-ETS areas, all in service of identifying a meaningful career direction. It helps you and the student see the full picture: where they started, what they've learned, and what steps will move them closer to their goal.

Use the profile to spark purposeful conversations, guide planning, and track growth. The more collaborative and student-driven this process becomes, the more powerful the Student Career Profile will be as a roadmap for transition success.

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Student Information

*Name		Preferred Name		*Date of Birth	
Phone		Email			
Address					
Parent or Legal Guardian Name:		Parent/Legal Guardian Phone & Email:			

- Complete the Student Information, IEP/Disability Documentation Review, Pre-ETS Team, and Supports sections. Required information is marked by an asterisk. Fill in additional information as available.
- Complete the initial rubric and recommended services and submit Student Career Profile to YVRC.
- Submit Student Career Profile to Youth VRC **with updates** at the end of each semester and summer programming.
- Name the document as follows: “SCP student name” and subject line “SCP youth VRC name”.
- Document significant facts learned by filling in the tables for the five activities.
- Do not delete previous entries- add to information throughout each semester, beginning with the date for all new information, and ending with your initials. Ex: “10/1/25: M disclosed an interest in collecting stamps. JKM”
- The Summary at the end of the Student Career Profile should be wrapped up by the time the student finishes Pre-ETS.

IEP/504/Disability Documentation Review

Before beginning work with a student, review their IEP or other disability documentation and record a summary of the most pertinent information below. This summary will be useful to refer to throughout the case in place of reviewing the documentation repeatedly. Record the following information:

*Disability per IEP/504:	
*Student's diploma track:	<input type="checkbox"/> general diploma <input type="checkbox"/> core 40 <input type="checkbox"/> honors <input type="checkbox"/> alternate <input type="checkbox"/> cert of completion
Student strengths:	
*How the student's disability affects them:	
*Accommodations:	
*Behavior plan:	<input type="checkbox"/> no <input type="checkbox"/> yes Brief summary:
*What plans for future	



employment, education, or independence are specified:	
Any additional pertinent information from the document:	

Pre-ETS Team Information

*Pre-ETS provider main contact information			
*Career coach contact information (if different from above)			
*School Name		*School contact info	
*Teacher Of Record (TOR)		*Phone #	
		*Email	
*Youth Counselor		*Phone #	
		*Email	

Supports

Role (list family, case manager, residential, ACT team/ treatment team, other service providers, teachers, etc.)	Contact Information
Where does participant live and with whom?	
How would the participant like their family/support team involved as we move forward in the process of exploring an employment goal?	



Benefits- optional section

Does the participant receive any of the following benefits due to their own disability:

- SSI
- SSDI
- Medicaid
- Food Stamps
- TANF
- Other benefits
- Waiver benefits type
- Health and Wellness Waiver
- Community Integration and Habilitation (CIH)
- Supported Group Living (SGL)
- Family Supports Waiver (FSW)
- Traumatic Brain Injury (TBI)
- No benefits

*Pre-ETS Intake and Progress Rubric

- Complete Intake and Progress Rubric with the student using the guide below.
- Fill in scores for each category at intake as well as the end of each semester to check progress.
- Use guiding questions for discussion: [YesLMS Guiding Questions](#) You will need to log in to YesLMS for the questions.

Pre-ETS Activity	1 Minimal	2 Emerging	3 Developing	4 Ready for Exit
Job Exploration Counseling	Limited awareness of career options or personal interests	Explored multiple jobs; can express likes/dislikes	Identifies at least two career interests and related skills	Demonstrates a clear career interest and next steps
Work-Based Learning	No real or simulated work experiences	Participated in school-based or virtual simulations	Completed at least one real-world experience (e.g., job shadow, internship, or tour)	Has had sufficient hands-on work experiences to inform career decisions
Post-Secondary Counseling	Unfamiliar with education/training options after high school	Can name at least one option but unsure about fit or next steps	Identifies a realistic path and is developing a plan	Demonstrates knowledge of options and is taking next steps
Workplace Readiness Training	Needs significant support with soft skills, interview practice, resume completion and other work ready skills	Participated in lessons or activities to build these skills	Demonstrates consistent workplace behaviors and developing resume	Confidently uses skills like communication, punctuality, teamwork; has completed a resume
Self-Advocacy Instruction	Struggles to speak up for needs or understand supports and the concept of self-determination	Can identify some supports and communicate some needs in structured settings	Communicates needs in familiar settings; progressing in understanding self-determination	Demonstrates understanding of self-determination; advocates across settings and identifies needed supports

Using the guide above, fill in scores for each category at intake and the end of each semester to check progress, based on conversation with student, IEP/504, and input from TOR and parent.

Pre-ETS Activity (list scores below)	Intake Date:	Exit Rubric Date:							
Job Exploration Counseling									
Work-Based Learning Score									
Postsecondary Counseling Score									
Workplace Readiness Score									
Self-Advocacy Instruction Score									

*Recommended Services

- Should be completed at intake based upon results of Intake Rubric
- Specific areas/activities to work on should emerge in conversation with the student; briefly describe these for each area
- Responses should be unique for each student

*What vocational areas will you explore with the student?

*How will these areas be explored through job exploration counseling?

*What work-based learning opportunities will be set up (e.g., job site tours, informational interviews, volunteer work, etc.) for the student?

*What postsecondary opportunities will you and the student explore and what activities will be done?

*What are the student's workplace readiness needs?

*What are the student's self-advocacy needs?

*What other resources or supports (e.g., BDS, Medicaid Waiver, interpreters, etc.) are needed at intake?

- Complete the initial rubric and recommended services and submit Student Career Profile to YVRC.
- Submit Student Career Profile to YVRC ***with updates*** at the end of each semester and summer programming.

General Service Documentation Guidelines

- Document significant facts learned by filling in the tables for the five activities.
- Entries in this section do not need to be made each time you work with the student. Document significant information that is learned about the student through activities and conversation.
- Add entries as you go each semester; do not delete previous information.

Job Exploration Counseling

These questions are meant to start early conversations about work and career interests. Career coaches can use them to learn what matters to the student and guide future exploration.

- Use responses to spark discussion and document insights
- Connect what you learn to future activities like labor market review or career pathway planning
- Update as new interests or preferences emerge during Pre-ETS

Clubs, groups, or religious activities the student involved in:	
Student's hobbies or interests:	
Why work is important to the student:	
Type of work student has always wanted to do:	
Student's long-term career goals:	
Type of job student would like to have now: Reason for this interest:	
Type of job(s) the student does not want:	
Student's concerns about going to work:	



Interest Area Development

Instructions for Career Coach:

- Utilize interest inventories and job exploration tools (e.g. Indiana Career Explorer) to identify and document the student's career-related interests.
- For each interest area, record any relevant insights such as training requirements, labor market trends, or work environment details.
- Complete as many interest areas as you discover, aiming to add new information as the student grows and explores. At a minimum, please *ensure at least one interest area is completed per semester.*
- Consider group sessions focused on exploring employment trends in the local labor market to provide broader exposure to employment options and support students who may be overly focused on a single career path.

Relevant Links (feel free to explore other resources):

[Pre-ETS Toolkit](#)
[Indiana Department of Workforce Development \(DWD\)](#)
[Hoosiers by the Numbers](#)
[My Next Move](#)
[CareerOneStop](#)
[Indiana Career Explorer](#)
[Explore Work: Career Planning](#)

Date	Interest Area	Specific information learned (e.g. training & other requirements, labor market information, work environment, etc.)



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Work-Based Learning Experiences

Activities here can include (but are not limited to) job shadowing, job site tours, informational interviews, volunteer work, internships, and apprenticeships.

- List each experience completed on a separate line and add lines as needed.
- Include the name of the organization, the role or activity, and the dates of participation.

Relevant links:

[Explore Work: Work experiences](#)

[Internship Manual](#)

[WBL-Toolkits](#)

[Work Site Questions](#)

Basic Information Note: "type" refers to job tour, informational interview, volunteer, job trial, etc.	Job duties discussed, observed, or performed	What did the student like about this job? What strengths did the student bring?	What did the student dislike about this job? What challenges did the student have?
Date: Type: Business: Job title:			
Employer Feedback (if applicable):			
Date: Type: Business: Job title:			
Employer Feedback (if applicable):			
Date: Type: Business: Job title:			
Employer Feedback (if applicable):			
Date: Type: Business:			



Job title:			
Employer Feedback (if applicable):			
Date:			
Type:			
Business:			
Job title:			
Employer Feedback (if applicable):			
Date:			
Type:			
Business:			
Job title:			
Employer Feedback (if applicable):			

Counseling on Postsecondary Opportunities

Instructions for Career Coach:

Identify and record the student's postsecondary interests using tools like Indiana Career Explorer, noting key details such as training needs, job outlook, or work environment. Update regularly as the student's plans develop and ensure that at least one activity is entered per student regardless of postsecondary goals. Examples of activities include:

- Learning about career pathways and how they connect to specific postsecondary programs or training options
- Encouraging participation in college, vocational, or other postsecondary programs
- Attending college fairs, campus tours, or open houses
- Completing vocational training or earning certifications
- Connecting with disability services or other agencies that support students with disabilities in education
- Exploring college processes such as choosing a major, applying for admission, and applying for financial aid

Relevant Links (feel free to explore other resources):

[Think College](#)
[My Next Move](#)
[College Navigator](#)
[FAFSA](#)
[CareerOneStop](#)
[Indiana Career Explorer](#)

Explore Work: Education

Date:	Type of Activity:	Information Learned:

Postsecondary Summary

Briefly answer the following questions related to the student's current plans and readiness for life after high school. Keep this section up to date — it should serve as the final snapshot of the student's postsecondary goals and preparedness.

Has the student applied or been accepted to any training programs or colleges? If so, where?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Is the student interested in earning a specific certificate, license, or degree for work? If Yes, complete the next question.	
What is the specific certification, license or education path the student would like to participate in?	
What interests the student about that field?	

Self-Advocacy

Record what the student shows, says, or demonstrates during or after self-advocacy activities (e.g., self-awareness, disability disclosure, knowing rights and responsibilities).

- Add notes as you observe new skills or insights — no need to ask these as direct questions.
- Update over time to reflect what the student is learning and expressing.

Relevant links (feel free to explore other resources):

[Indiana Disability Rights](#)

[Self-Advocacy Toolkit Resources](#)

[What's Next? Finding Your Path in Life-March 2023](#)

[Explore Work: self-advocacy](#)

[Homepage - I'm Determined](#)

How does the student talk about their disability and what it means for them? What do they say about how it affects their learning, work, or daily life and what helps them do their best?	
Accommodations or supports the student needs to be successful (What supports do they use or talk about needing?):	
Student's comfort level with appropriately advocating for themselves (Do they seem confident or unsure when advocating for themselves?):	
Student's understanding about how to request supports/accommodations (Do they know how to ask for help or tools they need?):	
Student's understanding about their rights as a person with a disability (What have they said or shown about knowing their legal rights?):	
Student's understanding of their rights in the workplace (What do they seem to know about their rights on the job?):	
Student's understanding of when and how to share information about their disability and needs (<i>Do they know how to choose the right time and place to talk about their needs?</i>):	
Student's expressed goals for school, work, and independence (What goals have they shared or worked toward?)	
Student's understanding of how to talk about their needs with teachers, supervisors, or others (<i>Can they explain what they need to people in charge?</i>)	
Student's understanding of the concept of 'self-determination' (<u>Self-Determination - NTACT:C</u>):	

Workplace Readiness

Activities here can include (but are not limited to) receiving training on communication, problem solving, and other specific social and interpersonal skills as well as independent living skills.

Record what the student shows, says, or demonstrates during or after activities that build workplace skills — such as communication, problem-solving, social/interpersonal skills, and independent living skills.

- Include any concerns you notice in these areas.
- Add notes as you learn more; you don't need to ask these as direct questions.
- Update anytime new information becomes clear — this section tracks how ready the student is for work and what supports they may need.
- **Do not transport students for driver's license testing or training** — simply note if driving or transportation skills are part of their goals.

Relevant links (feel free to explore other resources):

[Explore Work: Workplace Readiness](#)

[Skills to Pay the Bills](#)

[Financial literacy](#)

[NCWD Soft Skills.pdf](#)

How student plans for getting to work on time (Knows how to check schedules, plan routes, or ask for help if needed):	
Student's knowledge of how to dress, speak, and act appropriately in a workplace (Shows awareness of workplace expectations and professional behavior):	
Student's demonstrated ability to follow directions and complete tasks with minimal support (Demonstrates ability to stay on task, ask questions, and finish work):	
Student's ability level to work with others and communicate respectfully (Shows ability to be part of a team or express when they prefer working alone):	
Student's understanding of basic workplace safety and rules (Knows how to stay safe, follow instructions, and ask for help when needed):	
Student's ability to talk about what kind of job they want and why (Expresses interests, strengths, or goals related to work or training):	



Date student's updated resume and cover letter was submitted to YVRC and how (Note when it was last updated; resume is required at time of exit):	
Describe student's transportation arrangements for training and work (Can include driving, family support, public transit, or other options):	
Student's knowledge of appropriate dress for interview and job and if they have the needed clothing (Has access to clothes that fit the type of job or interview they're preparing for):	
Identification student has for work or plan for obtaining (Includes items like a photo ID, Social Security card, or birth certificate):	
*CC will not take the student to obtain these items, but can discuss the process of how to obtain them.	

Employment Interests

The Employment Interests section serves as a tool to document a student's vocational preferences that align with their strengths, interests, and support needs. For example, would the student prefer to be part of a team, or work more independently?

- This section is based on job exploration counseling as well as any work-based learning experiences and postsecondary counseling completed.
- Likes and dislikes should be added as they are discovered during Pre-ETS activities.

Employment Likes	Employment Dislikes



Summary

- As Pre-ETS activities are completed, document them in the table below. This section should be updated continuously to reflect progress in real time.
- By the conclusion of Pre-ETS, the following table must be fully completed to provide a comprehensive record of the student's participation, growth, and readiness for life after high school—whether that includes employment, training, college, or other adult goals.
- Resume should be submitted to the Youth VRC prior to exit.

	Response
Potential Employment Goals	
Possible Employers	
Best Learning Styles	
Places/Situations to Avoid	
Preferred Working Location	
Transportation Options	
Preferred Working Schedule, Benefits, & Wages	
Additional Services/Assessments needed?	
Other resources and supports needed (e.g., VR, WorkOne, BDS, Food Stamps, TANF, etc.)?	

VR Referral Considerations

Use this section to guide collaborative referral decisions. Students do *not* need to meet all criteria.

- Interested in receiving individualized services from VR
- May benefit from additional support to reach employment or training goals
- Student and family understand the purpose of VR and are open to referral
- Student is interested in getting a job or attending training and requires assistance from VR.

[FSSA: DDARS: Vocational Rehabilitation / Employment](#)

[VR Referral Form](#)

[FSSA: DDARS: VR Publications](#)

Before your student exits Pre-ETS we want to make sure they are set up with any services they may require to be successful in their transition. Consider your student's needs and the following resources and any others you may know of, and make referrals accordingly:

Other Resources

- **Bureau of Disability Services (BDS):** For long-term supports or waiver services
- **WorkOne:** For job search, resume help, and training programs
- **Adult Education or Literacy Programs:** For foundational skill-building
- **Community Mental Health Centers:** For counseling or behavioral health supports
- **Legal Aid or Supported Decision-Making Resources:** For guardianship or planning
- **Independent Living Centers:** For life skills and advocacy
- **College disability services:** For accommodations and other assistance

Date	Referrals made: