



# Using Explore-Work.com

## Pre-Employment Transition Services Online Training

WINTAC has worked with Employment Resources, Inc. (ERI), the University of Wisconsin-Madison, and the University of Wisconsin-Stout Vocational Rehabilitation Institute (SVRI) to design a series of web-based modules specific to the five required WIOA Pre-Employment Transition Services activities. The focus of these modules are students with disabilities for whom an online learning modality will enhance access in addressing their pre-employment transition service needs.

### Overview

#### ▶ What is Explore-Work.com?

- A series of web-based modules to help students with disabilities explore their future
- One method state Vocational Rehabilitation (VR) agencies and their partners may use as they deliver the five required pre-employment transition services

#### ▶ Students with disabilities using these modules can:

- Discover interests and talents
- Understand options for education and training
- Experience a variety of jobs
- Learn about self-advocacy
- Learn skills needed to succeed at work and school

#### ▶ Value

- Motivates students toward achievement and action
- Helps students understand the link between their choices or goals in high school and post-secondary education/training and employment
- Incorporates hands-on activities to help engage students in career planning
- Guides professionals through activities to help support students in discovering their talents and interests and gain an understanding of skills necessary to be successful in a job, college, or training program.

#### ▶ Use

- Inspire students to explore activities

- Discuss activities and outcomes
- Share with families and school teams as appropriate

## Student Navigation

### ▶ Option 1: Guided Learning

- Student creates a profile
  - Name & email address
  - Enables progress tracking, activity results access, printable certificates, printable transcripts
- Student completes courses and activities
  - Career Planning and Job Exploration
  - Work Experiences
  - Education and Training
  - Workplace Readiness
  - Self-Advocacy
- Activities and results are emailed to student and can be shared with others via email. Activities and results are also stored in the student's profile account for reviewing, sharing, or doing again.
- Accountability: Progress tracked through course completion certificates and student transcript
- "Take Notes" section in each lesson
- Self-paced and learner driven
- Best for systematically completing courses and sharing progress/accomplishments

### ▶ Option 2: Self-Guided Learning

- Learner can access and complete activities from the website as desired without creating a profile
- Self-paced and learner driven
- Profile is not required but can be created at any time in order to view or print student progress and completion of modules
- Best for choosing activities to supplement other training or for self-motivated learners

## Instructional Approaches

### ▶ Facilitated Instruction

- Facilitator guides cohort of learners through online training
- Opportunities for facilitator guidance, feedback, and peer conversations
- Customize and adapt as needed to achieve student's learning needs and goals
- Good for students who may not be able to travel but could benefit from guidance, a course completion timeline, and seeks opportunities to interact with others

### ▶ Blended Instruction

- Blend instructor led face-to-face training with online activities

- Opportunities for peer conversations
- Facilitator to guide students and provide feedback
- Customize and adapt as needed to achieve student’s learning needs and goals
- Partner with schools to offer course to their students
- Best approach for most learners if feasible

## Getting Started

- Visit explore-work.com and familiarize yourself with the courses, lessons and activities
- Determine how you and your agency will want to use the training (self-guided, guided learning)
  - If using Option 1: Guided Learning, an email address will be required. If the student does not have an email address, determine the options for proceeding (there are a variety of free sites to sign up for one, using a staff members email, school email, etc.)
- Develop procedures for how your agency will use these modules for students with disabilities and how you will track their progress and completion for reporting
- Provide training and make modules available
- Track and report the modules students complete
  - Document the RSA-911 required data elements for the student with the disability
  - Track the specific module(s) the students complete that correspond to the required pre- employment transition service (the certificate of completion from the student’s dashboard will make great supporting documentation)

<b>Five Required Pre-ETS Activities</b>	<b>Five Explore-Work Modules</b>
<b>Job Exploration Counseling</b>	<b>Career Planning and Job</b>
<b>Work Based Learning</b>	<b>Work Experiences</b>
<b>Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of Higher</b>	<b>School Beyond High School</b>
<b>Workplace Readiness Training</b>	<b>Skills for Success</b>
<b>Self-Advocacy</b>	<b>Self-Advocacy</b>