Pre-Employment Transition Services (Pre-ETS)

Pre-ETS Redefined: Awareness, Exploration & Preparation

June 11th 2019

MRC, Triangle, and Medford High school

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Goals for the Day!

➢ Understand what Pre-ETS looks like!
➢ Learn how Pre-ETS Providers work with students, schools and families!
Agenda

➢ New Pre-ETS Model

➢ Triangle Pre-ETS Program

➢ School Collaboration with Medford High School
Index Cards

• Please use this card to write a question you hope to be answered during the presentation.

• Questions will be consolidated and answered at a designated time during the presentation
New Pre-ETS Model

• The vision and values: Pre-ETS Tiers
  • All students
  • Equal access
  • Community based
  • Preparing students
  • Flexibility

Awareness → Exploration → Preparation
New Pre-ETS Model

• Intention:
  • Develop a new model for students to access services while they are younger and still in school
  • Students don’t need to apply to VR
  • Short term/time-limited/flexible
  • Learning goals
  • Typically unpaid
  • Serves as exploration
New Pre-ETS Model

• Pre-ETS Provider Community of Practice
  • Problem solving
  • Sharing of knowledge
    • Examples: Paid work experiences, Working with schools, Creative practices for students
  • Sharing of resources
  • More opportunities for students
New Pre-ETS Model

• Who is this for?
New Pre-ETS Model

• Who is this for?
  • All students with disabilities aged 14-21 (up to their 22\textsuperscript{nd} birthday)
  • High school and post-secondary, not middle school
  • Varying ability levels
  • Interested in exploring the world of work
  • Individualized, but does not mean 1:1
New Pre-ETS Model

• Process for Potentially Eligible
New Pre-ETS Model

• Process for VR Active Students

Student Referral

• Student’s assigned VRC refers the student to a specific Pre-ETS provider for pre-determined service components
• VRC writes a contract order

Pre-ETS Provider

• Meet with student
• Develop service plan/activities
• Initiate services
• Provide VRC a monthly report
New Pre-ETS Model

- Pre-ETS Service Plan

<table>
<thead>
<tr>
<th>Pre-ETS Service</th>
<th>Rational</th>
<th>Specific Activities to be Completed</th>
<th>Student Initial</th>
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<tbody>
<tr>
<td>Job Exploration</td>
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<td>Work Readiness</td>
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<td>Work-based Learning Experience</td>
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<td>Post-secondary Education and Vocational Counseling</td>
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<td>Self-advocacy and Mentoring</td>
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What Should a Service Plan Look Like?

• Service Plans should be unique to the individual student

• The rationale for why the Pre-ETS service component was selected should be based on the students needs and abilities

• The activities outlined in a service plan should be specific to the individual students goals

• Activities should be broad and flexible enough to allow a student to progress to higher tiers naturally during their time in services
New Pre-ETS Model-Tiers- Awareness, Exploration, Preparation

• Meeting students where they are at

• Everyone can start somewhere

• Programming incorporates universal design

• Creative practices to increase accessibility- school based, community based, assistive technology, employer engagement
New Pre-ETS Model

- Pre-ETS Tiers
  - Work-Based Learning Experiences
  - Job Exploration Counseling
  - Workplace Readiness Training
  - Self-Advocacy/Peer Mentoring
  - Counseling on Post-Secondary Education or Training Programs

- Awareness
- Exploration
- Preparation
New Pre-ETS Model

- Students can access one or more of the five Pre-ETS Services.

- Providers must make all five Pre-ETS Services available for students with disabilities.

- Schools have one assigned Pre-ETS Provider.

- Students are able to choose a Pre-ETS Provider that best meets their needs, allowing for flexibility.
New Pre-ETS Model

• MRC Pre-ETS Forms- Marketing and Enrollment
Index Cards Continued: A moment for questions

- Q+A based off index card submissions
Foundation of Triangle’s Pre-ETS Design

- How do we serve a larger number of students and a more diverse group of learners?
- How do we provide a "lighter touch" while continuing to provide meaningful programming?
- How do we accommodate providing a person specific approach to services that allows students to take advantage of components of need and interest, in stages that match their experience and skill level?
- How do we track data for a program without a specific start and finish point and that allows for fluidity over someone’s entire Pre-ETS eligibility?

Workforce Development at Triangle, Inc.
## Triangle’s Matrix of Service

<table>
<thead>
<tr>
<th>Tier</th>
<th>Job Exploration Counseling</th>
<th>Work Readiness Training</th>
<th>Work-based Learning Experience</th>
<th>Counseling in Post-Secondary Education</th>
<th>Self-Advocacy:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Tier</strong></td>
<td>Creating an Employment Profile/ Employment Literacy:</td>
<td>Career Readiness Boot Camp Stage 1: “Initiate” intro to soft skills and professionalism</td>
<td>Volunteer Opportunities: 1 session, 2-5 hours</td>
<td>Introduction to Post-Secondary Education: “Understanding the value in advanced learning”</td>
<td>Epic Stage 1: Advocacy 101: how to ask for help and when</td>
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<tr>
<td><strong>Awareness</strong></td>
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<td><strong>Intermediate Tier</strong></td>
<td>Company Tour: Informational tour 1 session, 2-4 hours</td>
<td>Career Readiness Boot Camp stage 2: “Enhance” goal setting and soft skills continued</td>
<td>“A Day in the Life”: Highlighting the day in the life of an employee, their path to employment, a presentation on the company and roles at employer and a company tour.</td>
<td>-FASFA Workshop:</td>
<td>Epic Stage 2: Identity and existing in the workplace</td>
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<td><strong>Exploration</strong></td>
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<td><strong>Preparation</strong></td>
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New Pre-ETS Model – Executing the Matrix

Services are provided in the following formats:

- Workshops (community based)
- Weekly model (community based)
- In school (in classroom)
Connecting to Schools

• Initial meeting (use your MRC Liaison)
  • The more the merrier – invite entire special ed. department, anyone involved w/ the transition of students, anyone who may need to sign off on you entering the school
  • Present Pre-ETS offerings
    • How services are provided
    • Who is eligible
    • How students enroll
    • How students will benefit
Planning Stage

• Once a school is interested
  • Meet with teachers, special ed. department supervisors and transition coordinators/ specialists
  • Decide what component(s) meet their need
  • Discuss what tier matches that need
  • Acquire referral form and proof of disability to process referral if potentially eligible for vocational rehabilitation services (VR)
  • Host individual intake meeting
  • Have family forum
Executing Pre-ETS In-School

• Communication:

  • Agenda sent weekly, ahead of time for teacher and transition specialist to review

  • This also helps provider staff to stay up to date with students and plan for learning environment maximizing success

  • Discuss ahead of time what materials may be needed
Executing Pre-ETS in the Community

• Calendar of all workshop and week long offerings produced in advance covering quarterly offerings

• Sharing the calendar
  • MRC VR Counselors
  • School partners
  • Students and support teams who are involved with Pre-ETS as potentially eligible clients
Benefits of Working with Schools

Expanding your network of referrals

Starting new relationships

Educating students and special education staff about the role and services of MRC and providers such as Triangle

Helping schools to bridge the gap from the classroom to community and employment
**Pre-ETS Redefined:** students supported since January 2019, when new model went into effect

<table>
<thead>
<tr>
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<th>Weekly Model: # served</th>
<th>Workshop Model: # served</th>
<th>In School Training: # served</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>10</td>
<td>56</td>
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Piloting the New Pre-ETS Model: Medford High School and Triangle Inc.

- January 2019 - May 2019
- 16 students - Participated in Pre-ETS training
- 10th - 12th grades
- Components - Job Exploration I, and Work Readiness Training I and II
Piloting the New Pre-ETS: Medford High School and Triangle Inc.

• Identify potential students
• Recommend Pre-ETS components. *This was easy!*
• Identify students for
  • In-school Pre-ETS classes
  • Workshop-based classes at Tringle Inc. during February and April Breaks.
Hosting in-school Pre-ETS classes

*Hosting in school Pre-ETS classes required staff support and an understanding of high school logistics.*

**When:** When are the students available? *It’s not easy with a 6-day cycle schedule.*

**Where:** Which teachers will support this idea?
Communication, Promotion, and Follow-up

• Medford Parent/Guardian Letter
  • From Coordinators of Secondary Transition and Secondary SPED
  • What is MRC?
  • What is Triangle, Inc.?
  • What program is recommended for your student?

• MRC Referral Form.
  • Follow up with parent phone calls and emails.
Outcomes of the New Pre-ETS Model:

In-School Pre-ETS Classes:

- 7 students in a therapeutic learning program, 10th and 11th graders. Components: Job Exploration I and Work Readiness Training I

- 8 students in a language-based program, 11th and 12th graders. Components: Work Readiness Training I and II

Workshop based:

- 1 student participated in Work Readiness Training at Triangle, Inc
Outcomes of the New Pre-ETS Model:

• Student feedback was overwhelmingly positive.
• Community-based trainers helped students see themselves as future wage-earners.
• **Significantly higher participation rate for in-school classes**
  ○ Pre-ETS training at Medford High School *(March - May 2019)*
    18 students recommended, 15 participated
  ○ Pre-ETS training at Triangle *(February and April Breaks)*
    16 students recommended, 1 participated
Goals and Next Steps

• Please use your remaining index cards to write down goals or next steps
Thank you- Questions?

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Check our website: https://www.mass.gov/service-details/pre-employment-transition-services-pre-ets-0