



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

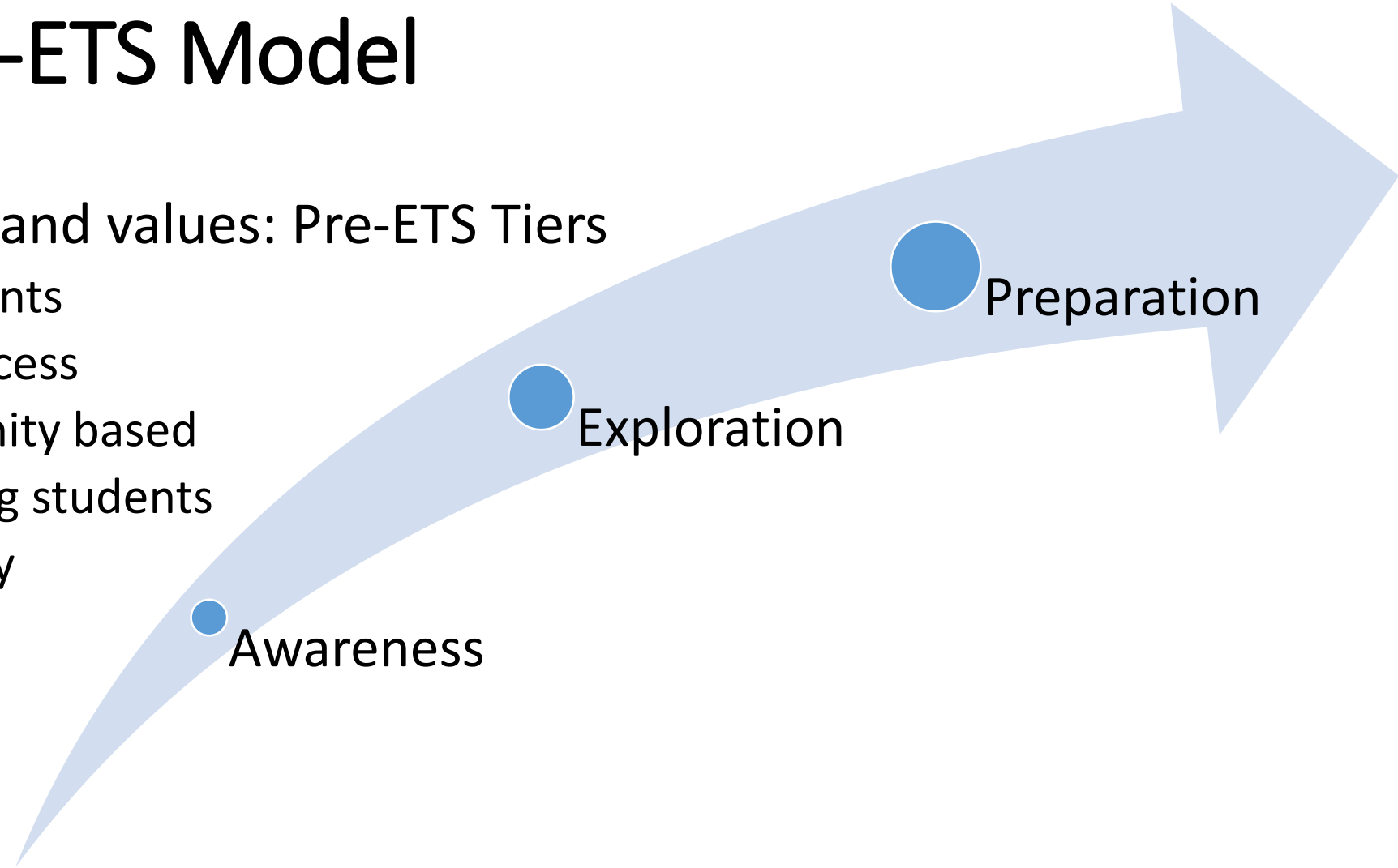
Index Cards

- 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



New Pre-ETS Model

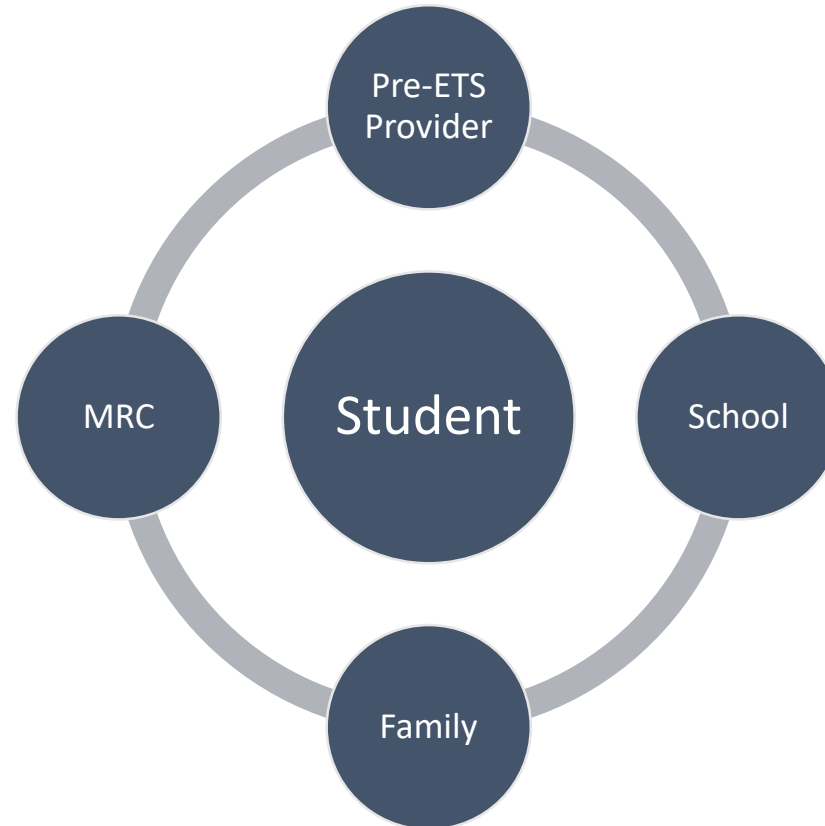
- Intention:
 - Develop a new model for students to access services while they are younger and still in school
 - Students don't need to apply to VR
 - Short term/time-limited/flexible
 - Learning goals
 - Typically unpaid
 - Serves as exploration

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?

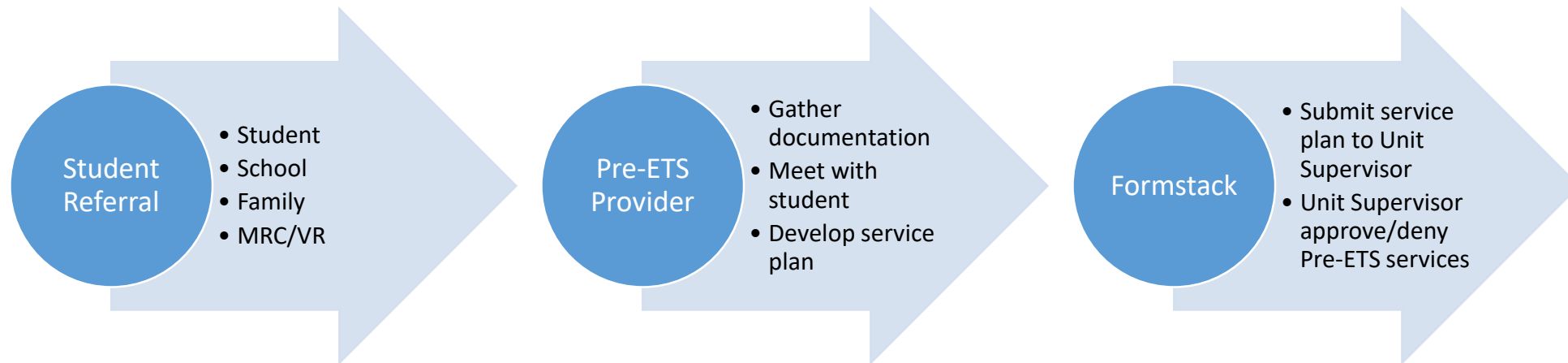


New Pre-ETS Model

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

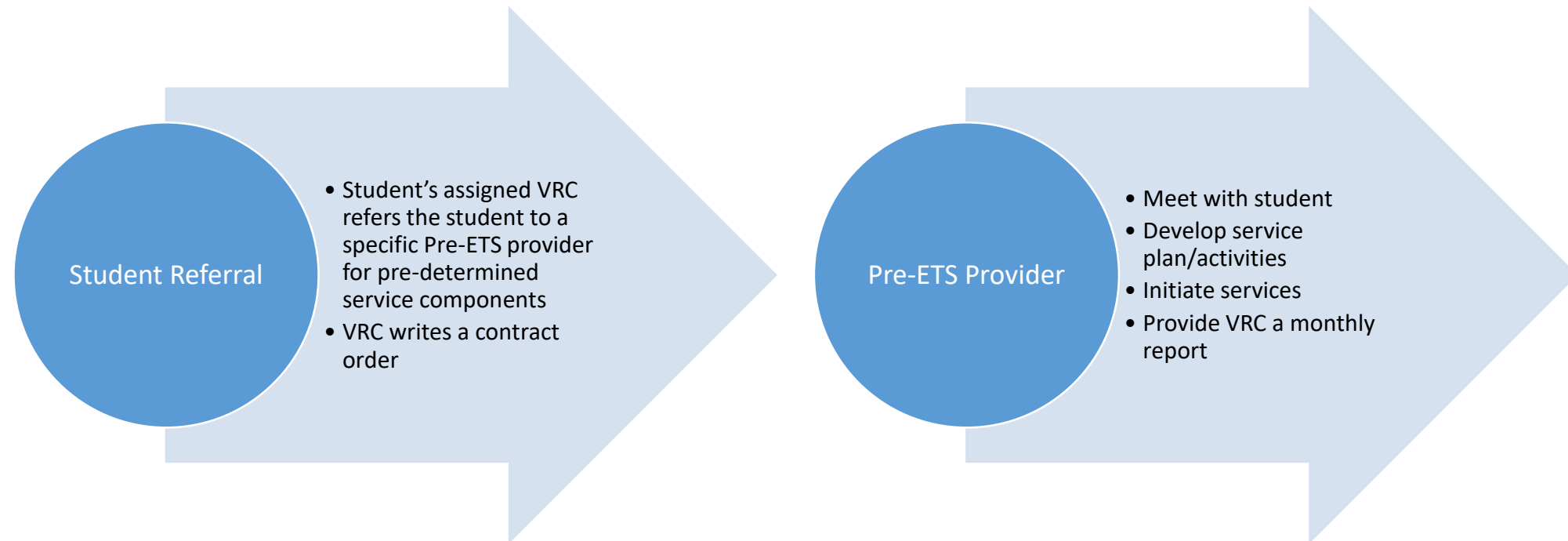
New Pre-ETS Model

- Process for Potentially Eligible



New Pre-ETS Model

- Process for VR Active Students



New Pre-ETS Model

- Pre-ETS Service Plan

Student Service Plan

Student Name: _____

Date: [Click or tap to enter a date.](#)

Student E-mail: _____

Student Phone: _____

Pre-ETS Services to be provided (check all that apply):


☐ Job Exploration

☐ Work Readiness

☐ Work-based Learning Experience

☐ Post-secondary Education and Vocational Counseling

☐ Self-advocacy and Mentoring

Pre-ETS Service	Rational	Specific Activities to be Completed	Student Initial
Job Exploration			
Work Readiness			
Work-based Learning Experience			
Post-secondary Education and Vocational Counseling			
Self-advocacy and Mentoring			

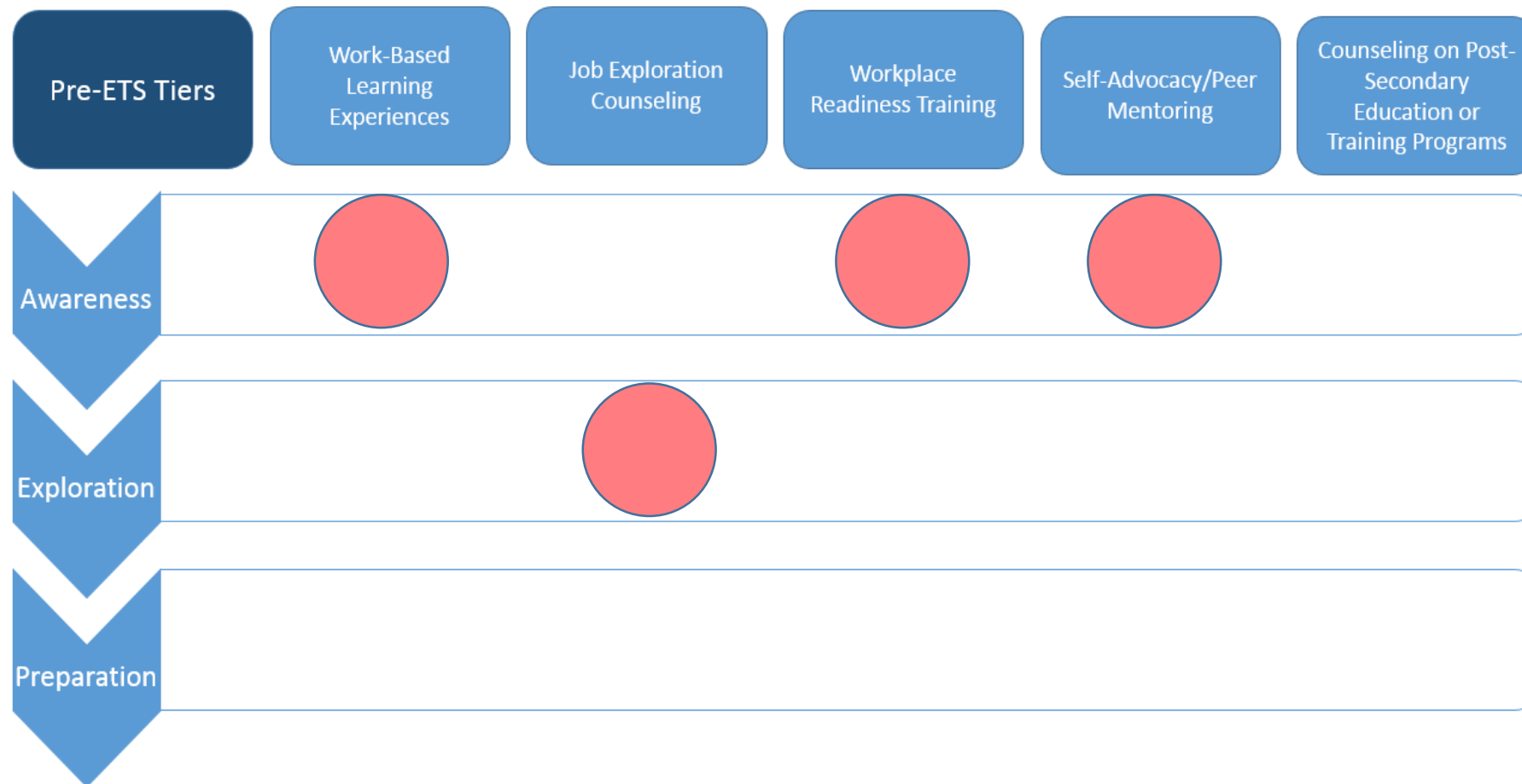
What Should a Service Plan Look Like?

- 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



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

Massachusetts Rehabilitation Commission
Pre-Employment Transition Services (Pre-ETS)

What are Pre-ETS?
Pre-ETS programming is available to students aged 14-22 with a documented disability who are enrolled in high school or post-secondary education/training.

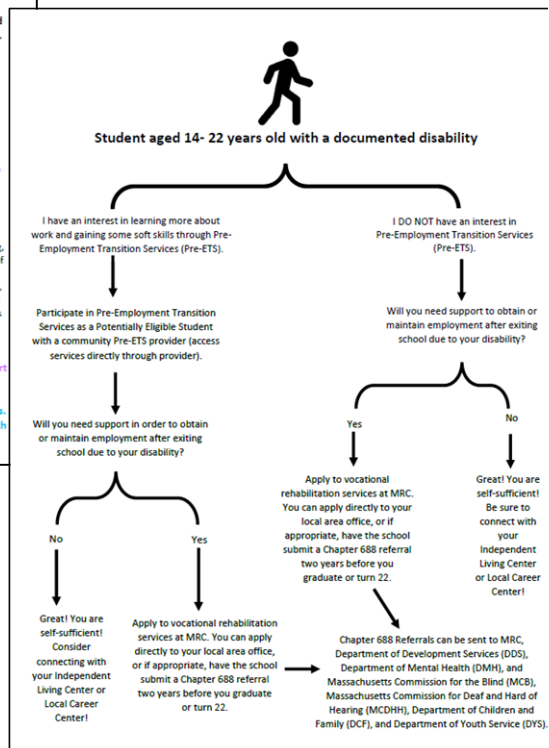
The goal of Pre-ETS is to help students with disabilities explore, increase awareness, and prepare for post-secondary employment and education options through 5 core services.

Pre-ETS 5 Core Services

Job Exploration Counseling	Workplace Readiness Training	Work-based Learning Experiences	Counseling on Post-secondary Education or Training	Self-advocacy and Peer Mentoring
Seminars or workshops on careers and required skills, career ladders, and interest inventory	Development of transferable work skills which may include resume writing, interview skills, and professionalism	Opportunities to job shadow, complete informational interviews, volunteer opportunities, and internships	Counseling and guidance about options upon exiting high school which may include academic or vocational programs	Peer mentoring, development of individual advocacy skills, and rights and responsibilities

Need help deciding if MRC Pre-ETS programming is right for you? Check out our flow chart on the reverse side of this paper!

MRC Pre-ETS programming is available throughout the Commonwealth of Massachusetts. To learn more about MRC Pre-ETS programming contact your local MRC office, speak with your school's MRC liaison, or visit our website at: <https://www.mass.gov/service-details/pre-employment-transition-services-pre-ets-0>



MRC
Massachusetts Rehabilitation Commission

MRC Pre-Employment Transition Services

Do you know...

- What kind of career you want?
- How to get a job that will lead you down that career path?
- What skills you need before you can get that job?
- What skills you need to keep that job?
- Where you can get the training you need and how long this will take?

MRC Pre-employment Transition Services (Pre-ETS) can help...

Pre-employment transition services are available to any student with a documented disability aged 14-21 (up to their 22nd birthday); you can access these services through a Pre-ETS provider in your community.

Potentially eligible status is an entry way for students with a documented disability to engage with MRC Pre-ETS programming without having to go through Vocational Rehabilitation (VR) eligibility.

The goal of students engaging in programming under a potentially eligible status is to help identify the best path for a student so their needs can be met. A potentially eligible student can have one of the following outcomes after engaging in programming:

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graph LR
    A[Potentially Eligible Status] --> B[Self-sufficiency, no need for VR]
    A --> C[Need for individualized supports]
    B --> D[Apply to VR]
    C --> D
    C --> E[Apply to other state agency]
  
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Potentially eligible status exists to help students access services more quickly. There is nothing restricting an individual from submitting a referral to VR services if that is what they are interested in. Potentially eligible students can only receive pre-employment transition services.

Pre-ETS programming- What is available?

Pre-ETS programs should not duplicate school transition services and are instead a supplement to the school transition services. MRC encourages Pre-ETS services to mostly take place in the community with a focus on employer engagement. While some services can be offered in the school to increase student's access to services, the most value will come from being in the community.

- Job Exploration Counseling: Seminars or workshops on careers and required skills, career ladders, and interest inventory
- Workplace Readiness Training: Development of transferable work skills that may include resume writing, interview skills, and professionalism
- Work Based Learning Experiences: Opportunities to job shadow, complete informational interviews, volunteer opportunities, and internships
- Self-Advocacy and Mentoring: Peer mentoring, development of individual advocacy skills, and rights and responsibilities
- Counseling on Post-Secondary Education or Training Programs: Counseling and guidance about options upon exiting high school that may include academic or vocational programs



MRC Referral for Pre-Employment Transition Services

Student Name: _____ (Last) (First) (Middle)

Gender: _____ Date of Birth: _____ SSN: _____ (Optional)

Mailing Address: _____

City: _____ State: _____ Zip Code: _____ Phone: _____ (Circle any that apply) Voice / TDD / Fax / Cell / Msg.

Email: _____

School (high school/post-secondary education/training program): _____ Grade: _____

Expected graduation date: _____

Select one: ☐ Student with a disability ☐ IEP ☐ 504 Plan

Disability and Functional Limitations: (comment) _____

Race: mark all that apply: ☐ American Indian or Alaskan Native ☐ Asian ☐ African American or Black ☐ Native Hawaiian or Other Pacific Islander ☐ Caucasian / White

Ethnicity: ☐ Hispanic or Latino (Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race)

Student Interest for Pre-ETS Services (check all that apply):

- ☐ Job Exploration Counseling ☐ Workplace Readiness Training
- ☐ Work Based Learning Experiences ☐ Instruction in Self-Advocacy / Peer Mentoring
- ☐ Counseling for Enrollment in Post-Secondary Education Program

I am requesting Pre-Employment Transition Services from the Massachusetts Rehabilitation Commission (MRC) based upon the criteria that I am a student with a disability as who is potentially eligible for MRC services. I understand that in order to pursue services, other than Pre-Employment Transition Services, I will need to complete an application and provide MRC with information needed to determine my eligibility. I understand that, as a recipient of services from MRC, I have the right to seek advocacy services from the Client Assistance Program (CAP) at 1-800-478-1234 or <http://www.dlc-ma.org/>.

For the specific purpose of participation in Pre-Employment Transition Services, I grant permission for the service provider to exchange information with the schools, authorized personnel, and MRC to verify services were provided to me.

Student Signature: _____ Date: _____

** (If participant is under 18, or has a legal guardian signature is required.) **

Parent/Guardian Name: _____ Date: _____

(Printed) (Signature)

By signing below, I affirm that the student named above experiences a disability per 34 CFR 361.5 (51)

Verifier name: _____ Title: _____

(Teacher/Service Provider)

Comments: _____



Index Cards Continued: A moment for questions

- Q+A based off index card submissions

Foundation of Triangle's Pre-ETS Design



Triangle's Matrix of Service

	Job Exploration Counseling:	Work Readiness Training:	Work-based Learning Experience:	Counseling in Post-Secondary Education:	Self-Advocacy:
Introductory Tier Awareness	Creating an Employment Profile/ Employment Literacy:	Career Readiness Boot Camp Stage 1: ~Initiate~ intro to soft skills and professionalism	Volunteer Opportunities: 1 session, 2-5 hours	Introduction to Post-Secondary Education: "Understanding the value in advanced learning"	Epic Stage 1: -Advocacy 101: how to ask for help and when
Intermediate Tier Exploration	Company Tour: Informational tour 1 session, 2-4 hours	Career Readiness Boot Camp stage 2: ~Enhance~ goal setting and soft skills continued	"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.	-FASFA Workshop:	Epic Stage 2: -Identity and existing in the workplace
Advanced Tier Preparation	Job Fair:	Career Readiness Boot Camp stage 3: ~Equip~ preparing for an interview and beyond	Informational Interviews	-Post Secondary Ed. tours:	Epic Stage 3: -Accommodations in the workplace and post-secondary ed.

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

Weekly Model: # served	Workshop Model: # served	In School Training: # served
11	10	56

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>