Department of Human Services

- **DHS Mission**
  - To build strong families by connecting Tennesseans to employment, education, and support services.

- **DHS Vision**
  - To revolutionize the customer experience through innovation and a seamless network of services.

- **DHS Core Values**
  - High Performance
  - Collaboration
  - Continuous Improvement
  - A Shared Vision
  - Customer-Centered Solutions
Pre-ETS Examples

- **Job Exploration Counseling**
  - career awareness, career speakers, career student organizations

- **Work-Based Learning (WBL)**
  - job shadowing, paid internships, non-paid work experience, service learning, volunteering

- **Postsecondary Counseling**
  - career clusters, strategies for smooth transition to post-high school, information/guidance on post-school training options

- **Workplace Readiness Training**
  - social/interpersonal skills, independent living skills, financial literacy, soft “essential” skills

- **Self-Advocacy**
  - self-awareness, disability disclosure/advocacy, decision making, self-determination
How is Tennessee Providing Pre-ETS?

- Transition School to Work Grants
- Pre-ETS Contracts: Community Rehabilitation Providers
- Pre-Employment Specialist VR Counselor
- Pre-ETS Summer Camps
Reimagining Pre-ETS
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Adapted from
Kate.B.Martin@tn.gov
Current Model

- **Synchronous Delivery**
  - A group of students engaging in learning at the same time
  - In other words, happening in real time
  - Analogy – Rowing or crew team

- **Examples of Synchronous Service Delivery**
  - In-person (brick and mortar)
  - Telephone
  - Instant messaging
  - Webex/Zoom, etc.
  - Chat rooms
  - Lectures

- **Benefits**
  - Questions and answers in real time
  - Sense of community
  - Face-to-face
Current Model (cont.)

• Weaknesses
  – Adhere to a time schedule (e.g., 9 – 9:45 Job Exploration)
  – Requires stronger social skills
  – Individualized attention may be missed
  – Learning pace is often set by the instructor, not the student
  – Often designed for the “average”
  – Some instructional time loss in getting everyone accounted for and settled
Enhanced Model

• Continue to offer and provide Pre-ETS through current model but provide a framework for asynchronous delivery.

• Asynchronous Delivery
  – Instruction that does not occur in the same place or at the same time
  – Analogy – Netflix vs. Cable TV

• Examples of Asynchronous Service Delivery
  – Email
  – Mail
  – Discussion boards
  – Pre-recorded lessons
  – Reading and responding

• Benefits
  – Flexible time
  – Efficiently review content presented
  – Individualized pacing
  – In-depth learning and self-study
Enhanced Model (cont.)

- **Weaknesses**
  - Limited access to a real-time instructor
  - Lack of proximity control and guidance; online and/or in-person distractions
  - Time requirement for frontloading and thoughtful design
Virtual Pre-ETS Best Practice Guide
Virtual Pre-ETS Best Practice Guide

Virtual Pre-ETS: A Best Practice Guide

Vocational Rehabilitation and Transition Tennessee have partnered to create a Virtual Pre-ETS Best Practice Guide. As we continue to navigate the unprecedented times that a global pandemic has brought upon us, Tennessee (VR) has diligently sought guidance on how to continue to provide high-quality Pre-Employment Transition Services (Pre-ETS) with the unique challenges we now encounter. This Best Practice Guide is simply that. This guide is not meant to provide a definitive solution to every situation that will be encountered, but rather provide general strategies, techniques, tips, and resources for providing Pre-ETS.

- Click Path: tn.gov/humanservices → Disability Services → Vocational Rehabilitation → Transition Services
Collaboration is Key
<table>
<thead>
<tr>
<th>Networking</th>
<th>Cooperation</th>
<th>Coordination</th>
<th>Coalition</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of organization</td>
<td>Provides information to others</td>
<td>Shares information and resources</td>
<td>Shares ideas</td>
<td>Shared membership</td>
</tr>
<tr>
<td>Loosely defined roles</td>
<td>Somewhat defined roles</td>
<td>Defined roles</td>
<td>Shared resources</td>
<td>Shared resources</td>
</tr>
<tr>
<td>Little communication</td>
<td>Formal communication</td>
<td>Frequent communication</td>
<td>Frequent, prioritized communication</td>
<td>Frequent communication with mutual trust</td>
</tr>
<tr>
<td>Independent decisions</td>
<td>Independent decisions</td>
<td>Some shared decisions</td>
<td>Decisions made by vote</td>
<td>Consensus in decisions</td>
</tr>
</tbody>
</table>

Collaboration Simplified

- Strategic and carefully designed
- Based on a shared vision
- Services complement what’s already happening in the classroom
- Frequent communication to assess the impact of instruction and activities
- Outcome-oriented
- Shared decision-making and responsibilities
Could you please shovel the ramp? All these other kids are waiting to use the stairs. When I get through shoveling them off, then I will clear the ramp for you.

But if you shovel the ramp, we can all get in!

Clearing a path for people with special needs clears the path for everyone!
Accessibility

- Is the reading level accessible to individual students?
- How ready is the student for the content being provided, and is there additional instruction that needs to happen first?
- What communication needs might a student need addressed?
- Are there visual limitations that would prevent access?
- What background knowledge may need to be taught, or considered from the student, to engage the learner and make content meaningful?
- What is the individual student’s learning profiles?
Accessibility (cont.)

- Does the individual student have a learning environment that best promotes their success (e.g., individual, small groups, pairs)?
- What is the student’s employment interests/preferences and goals?
Blake.A.Shearer@tn.gov
VR Transition Director