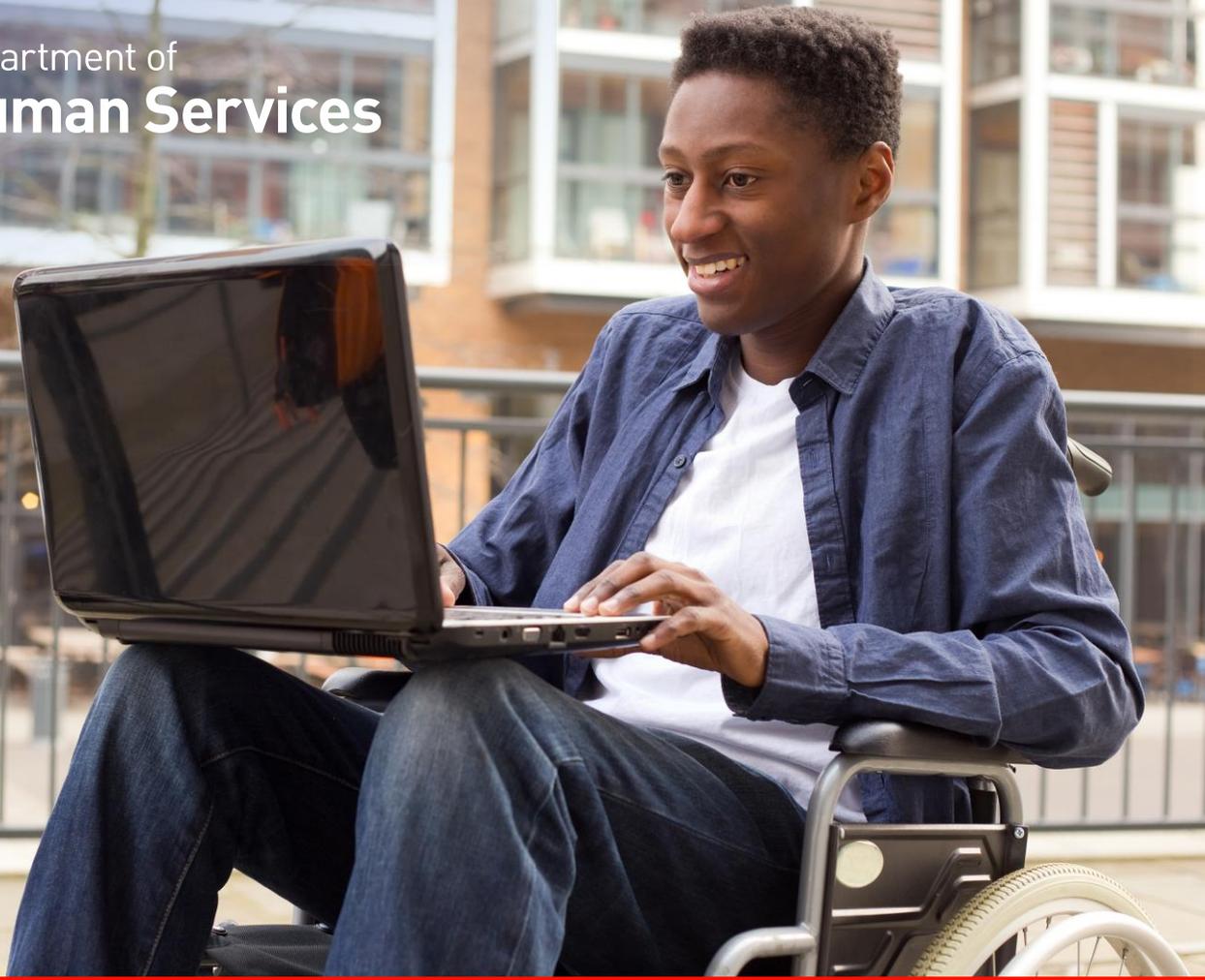


TN

Department of
Human Services



Virtual Pre-Employment Transition Services

A Best Practice Guide

Tennessee Department of Human Services | July 2020



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Special thanks to Transition Tennessee for their continued partnership and collaboration in developing this *Virtual Pre-ETS Best Practice Guide*. For more information on transition supports for educators, providers, and/or students, please visit www.transitiontn.org.

Purpose of this Best Practice Guide

As we continue to navigate the unprecedented times that a global pandemic has brought upon us, Tennessee Vocational Rehabilitation (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.

Pre-ETS Overview

The Tennessee Department of Human Services Division of Rehabilitation Services has a strong history of working collaboratively with local education agencies (LEA) to provide transition services to students in secondary school. In 2014, the Workforce Innovation and Opportunity Act (WIOA) reauthorized the Rehabilitation Act of 1973 and placed a strong emphasis on expanding the LEA and VR collaboration by requiring VR programs to set aside 15 percent of their federal funds for the provision of Pre-Employment Transition Services (Pre-ETS) to students with disabilities, including potentially eligible students.

Vocational Rehabilitation (VR) plays a critical role in providing a coordinated set of transition services and activities to students with disabilities so they can be ready to embark on achieving their employment goals after high school. Through these services, students are better equipped with the skills and knowledge needed to be successful in the 21st-century workforce.

What are Pre-Employment Transition Services?

WIOA defines the five required Pre-ETS as follows:

1. Job Exploration Counseling
 - Career awareness
 - Career speakers
 - Career student organizations
2. Work-Based Learning (WBL)
 - Job shadowing, paid internships
 - Non-paid work experience
 - Service learning
 - Volunteering
3. Postsecondary Counseling
 - Career clusters
 - Strategies for a smooth transition to post-high school
 - Information/guidance on post-school training options
4. Workplace Readiness Training
 - Social/interpersonal skills
 - Independent living skills
 - Financial literacy
 - Soft “essential” skills
5. Self-Advocacy
 - Self-awareness
 - Disability disclosure/advocacy
 - Decision making
 - Self-determination

Who is Eligible for Pre-ETS?

A *Student with a Disability* is an individual with a disability in a secondary, postsecondary, or other recognized education program who:

- Is not younger than the earliest age for the provision of transition services under the Individuals with Disabilities Education Act unless the state elects a lower minimum age for receipt of pre-employment services and is not younger than that minimum age (i.e., age 14); and

- Is not older than 21; unless the individual state law provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act and is not older than that maximum age (i.e., age 22); and
- Is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act; or
- Is an individual with a disability, for purposes of section 504.

Required Eligibility Documentation

After determining a student has met the eligibility definition described above, the following required eligibility documentation must be submitted:

1. Documentation of a disability for students who are potentially eligible for VR services (have not applied for VR services) must be obtained from the local school system that may include the school's disability certification form for the type of disability or must be provided by the parent of homeschooled students.
2. Completion of the Pre-Employment Transition Services Permission Form is to be completed by the parent, legal guardian, or, where appropriate, the student at the age of majority prior to a case being created and services provided.

The Pre-ETS Permission Form can be found by [clicking here](#) and opening the *Forms and Resources* section, or by following the click path below:

www.tn.gov/humanresources → Disability Services → Vocational Rehabilitation → Transition Services → Pre-Employment Transition Services → Forms and Resources

Best Practice Guides

Collaboration with Local Education Agencies

Strong collaboration with local education agencies is critical to improving transition outcomes for young people with disabilities. When Pre-ETS providers and educators work together effectively, students will receive more comprehensive and meaningful services. Here are some key characteristics of effective Pre-ETS collaboration:

- 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

In an environment where services are delivered remotely, collaboration with local education agencies remains just as important. Fortunately, numerous tools and strategies can support effective collaboration from a distance. Working virtually should not be a barrier to developing a strong partnership with educators and schools.

Why is collaboration important?

Research shows that strong collaboration leads to successful post-school outcomes and provides students with access to outside agencies for additional support. Students are able to learn more about community resources available to them and make connections. These connections provide them with experiences that promote successful outcomes. ¹

¹ Kohler, P.D., Gothberg, J.E., Fowler, C, Coyle, J. (2016). Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs. Western Michigan University. Available at www.transitionta.org.

Developing an Awareness of Resources and Needs

When Pre-ETS providers and educators first begin working together, they should develop an awareness of resources and needs. Here are some ways to accomplish this from a distance:

- **Gather Input:** Develop a brief survey to gather information about current transition activities, student needs, and how Pre-ETS could support and build on the current transition instruction. Use simple survey tools like Google Forms or Survey Monkey. This survey could be disseminated to teachers, along with school counselors, special education directors, administrators, and other relevant staff.
- **Open Dialog:** Use a video conferencing platform (such as Zoom or WebEx) to schedule initial meetings to discuss the survey results and plan for remote Pre-ETS. Make sure to address the questions below:
 - Under what circumstances will the school be fully remote? Are students given the choice to attend school virtually?
 - How are services being delivered remotely to students?
 - Are there barriers to delivering instruction that need to be planned for? These might include family or student health, language, or culture, among other considerations.
 - If there are physical learning materials, is there a way to deliver them to students? For example, some schools are using meal delivery to disseminate materials to families and students at home.
 - What transition skills are already being addressed remotely?
 - How is progress on students' IEP goals tracked and documented?
 - How often will progress be assessed?

Planning Pre-ETS in a Virtual Environment

Pre-ETS providers and educators should clearly define roles and responsibilities, coordinate policies and procedures, and establish clear channels of communication. In an environment where services are being delivered remotely, flexibility will be key. Remember: some school systems might not allow students to attend in-person at all for periods of time. Others might provide virtual school as an option, allowing families the choice to keep students at home. Regardless of whether they are in the school building or learning from home, all students need access to comprehensive and meaningful Pre-ETS.

Providers as Fosters for Success

Showing local education agencies how they will benefit from the Pre-ETS program means acknowledging that many local education agencies are also new at virtual learning. Successful collaboration requires meeting one another's needs. To foster success, providers should consider how to most efficiently offer educators the support needed in virtual instruction. Taking time to think about all the ways Pre-ETS can complement virtual learning that's already happening can be a foundational step toward success. Providers can:

- Lead live instruction periodically
- Share transition resources and activities for students
- Develop virtual job shadowing experiences
- Potentially support students in finding work from home internships or opportunities.

These are just a few examples of the many ways the Pre-ETS program can support teachers and districts. Included below are additional examples and things to keep in mind when planning virtual Pre-ETS:

- **Scheduling**
 - Make sure you are familiar with the school's virtual schedule. Some schools might deliver live instruction every day for 2 hours. Other schools might only provide live instruction for a few days a week.
 - Create a consistent and predictable schedule for Pre-ETS as much as possible. Virtual learning can be overwhelming for providers, educators, students, and families. Creating routines wherever possible is helpful for optimal learning outcomes and expectations.
- **Content**
 - Ask educators to share any curriculum or resources already being used related to transition.
 - Determine where the five Pre-ETS services can fill in gaps in the current instruction.
 - Are there ways to provide individual services to students? Activities such as mock job interviews or postsecondary education counseling can be done individually via Zoom, Skype, WebEx, or whatever video system is being used by the school.

- **Documentation and Progress Monitoring**
 - Develop documents tracking student participation/attendance in Pre-ETS.
 - What system is the school already using for sharing documents? Providers can use this system or other programs such as Google Doc or Box.
 - How will students' IEPs and assessment data be shared?

Maintaining Consistent Communication

- Establish communication ground rules. When will you use the phone? E-mail? A variety of communication methods will most likely be required.
- Video conferencing, using tools like Zoom, Skype, or WebEx, are recommended for more formal meetings.
- Consider involving other staff in these virtual meetings. For example, if you will be sharing resources and instruction around applying to college, invite the school counselor to join a planning meeting via Zoom. At the beginning of the Pre-ETS relationship, inviting administrators can be helpful to get buy-in and support for the Pre-ETS program, particularly during a challenging time when learning is remote.
- Just as you would in-person, set an agenda for virtual meetings and ensure everyone is given the chance to speak and voice their opinion. On video calls, it can be easy for one person to dominate a conversation. Following an agenda and structuring meetings can help avoid this.
- Remember, virtual instruction is new for many! Not all meetings need to be formal. Consider a virtual "happy hour" where partners can carve out time to share successes and challenges.

Co-Hosting a Virtual Transition Fair

A virtual transition fair can be a great opportunity for collaboration with a local education agency. During a transition fair, families and students will learn about supports provided after high school. A virtual transition fair can supplement or replace an in-person transition fair and be offered numerous times to reach as many parents as possible.

Here are some tips for hosting a virtual transition fair:

- Hold a practice session a couple of days before the fair to test the technology and flow of the event.
- Allow each partner time to share about their agency or organization. Give them a time limit to keep the event on track. Encourage them to use slides so attendees will have a visual.
- Encourage attendees to share questions in the chat. Assign someone to be a chat monitor so as many questions are addressed as possible.
- Consider using breakout rooms in a platform like Zoom to further facilitate interaction.
- Build in poll questions to make the event more engaging.
- Ask attendees to submit questions ahead of time.
- Consider recording the fair to be as accessible as possible. E-mail the recording to all parents of students who receive Pre-ETS.

BEST PRACTICES FOR VIRTUAL SUCCESS

- Survey or contact students to learn about the communication/technology resources they have at home
- Use smartphone if available
- Use home phone if available
- Use smart TV features if available
- Use an HDMI cable so TV can be used for large screen viewing
- Download materials to a flash/thumb drive
- Provide a hard copy of materials

Resources

- [NTACT & WINTAC: Employment Preparation and Work Based Learning Experiences in a Virtual World](#)
 - [Webinar Q&A](#)
- [Pre-ETS: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners](#)

Accessibility

Creating great content and having a high-quality instructor are integral to virtual services but are ineffective if the content and instruction are not accessible. Developing virtual services based on the principles of Universal Design for Learning² (UDL) is a great first step to designing accessible content. Planning instructional units with UDL does not assume a one-size-fits-all approach; instead, it considers the variability of all students. For example, text and/or videos that are accessible for all students can ensure that the students who may require certain features (e.g., closed captioning) have that, but other students may also benefit from that design feature.

While UDL and following the best practices³ are great first steps to create flexible and accessible pathways for most students, there still may be a need to differentiate instruction based on the student's needs. Below are some considerations that may direct additional adaptations to provide Pre-ETS:

- 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 (e.g., visual vs. auditory)?
- 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?

Knowing the students you are working with is the most important factor for ensuring access. Spend some time learning about what works best for them and use the time as an opportunity to teach self-advocacy skills.

² "Background Information about UDL," National Center on Universal Design for Learning, accessed July 23, 2020, http://www.udlcenter.org/aboutudl/take_a_tour_udl.

³ Michigan Guide – Virtual Service Delivery to Students with Disabilities, access on June 25, 2020, http://wintac-s3.s3-us-west-2.amazonaws.com/files/covid-19/service-delivery/Guide_VirtualServicesSWD_Final.pdf

Confidentiality

Creating online spaces for virtual Pre-ETS is a great pathway to providing services, but it also may present additional confidentiality concerns. Setting ground rules with students and/or creating provider organization policies around this will assist in maintaining confidentiality. Students should be made aware of the acceptable and non-acceptable forms of communication that may be used in a virtual chat room or on the discussion board, and those must be monitored by the instructor or provider.

Instructors and providers should make themselves aware of the relevant confidentiality laws pertaining to working with students with disabilities (e.g., FERPA, HIPAA), but should also consult with the local education agency to ensure compliance with any other local school board policies. As you think about how to maintain confidentiality, the Council for Exceptional Children has produced a *Quick Take: What You Need to Know About Student Privacy* ([click here](#)). Prior to providing virtual services, Pre-ETS instructors should review this webinar to familiarize themselves with some common pitfalls as well as some proactive approaches to ensuring confidentiality is maintained.

Dos and Don'ts of Online Group Instruction	
Dos	Don'ts
State the session should not be recorded by students	Do not share personally identifiable information
Allow options for students to participate with video off	Do not discuss a student's disability or medical information
Establish ground rules and review prior to each online session	Do not reference a student's IEP, 504 plan, or special education status
Promote respect in all forms of communication (verbal, written, chat, etc.)	Do not take a screenshot or photo of the class and post online

For more information on best practices, please visit the Protecting Student Privacy website ([found here](#)) to review the *FERPA and Virtual Learning Webinar during COVID-19* recording and [click here](#) to download a copy of the slide deck.

Synchronous and Asynchronous Delivery Methods

Virtual service delivery, like in-person service delivery, requires research and planning to serve students with disabilities. Providers must deliver services directly to students, which means interacting with the student via virtual communication. Fortunately, there are many options for virtual service delivery allowing you to interact with your students both on an individual and group basis. Below you will learn about the differences between synchronous and asynchronous service delivery, a few strategies for designing your virtual direct services instruction, considerations for preparing for virtual instruction, examples of instruction-based activities, examples of experience-based activities, and options to serve students with limited or no technology access. Don't forget to be creative as you develop more activities that your students will benefit from as they transition into adulthood.

Virtual Pre-ETS Delivery Options Table

	Synchronous	Asynchronous
Service Delivery Description	The content and activities are delivered virtually in real-time while the learner(s) and instructor are physically separated	The content and activities are prepared and made available to the learner(s), and the learner(s) completes the activities outside of instruction time
Strategies for Direct Services Instruction	<ul style="list-style-type: none"> • Gives instructions for an activity directly to students through a virtual platform • Provider guides the student(s) through the activity • Provider and student(s) discuss and review the activity • Provider schedules the next session with the student(s) 	<ul style="list-style-type: none"> • Records a video with the step by step guide and sends to student(s) to watch when they are ready to complete the activity and sets up a time with the student(s) to review, reflect, and check their understanding. • Student(s) completes the activity independently • Provider meets with the student(s) after they have completed the activity to discuss and review • Provider schedules the next session with the student and assigns the activities for them to complete before the next session
Pros	<ul style="list-style-type: none"> • High engagement with student • Ability to ensure student (and or guardian) grasps progressive steps for development • Opportunity to assist student in setting constructive goals • Allows for more in-depth understanding of student needs and resources • More appropriate for students who need extensive guidance 	<ul style="list-style-type: none"> • Allows students autonomy and sense of independence • Encourages students to make connections • Allows for interactions with more students • Appropriate for self-motivated learners

	Synchronous	Asynchronous
Cons	<ul style="list-style-type: none"> • Student may become over reliant on guidance depending on situation • Students may become frustrated with the pace 	<ul style="list-style-type: none"> • Students may need more direction • Does not allow an intensive audit of student’s understanding or engagement • Higher likelihood of communication break-down
Preparation	<p>Although your service delivery style may be different, both will require a direct service piece that should center around <u>meaningful interaction with the student</u>. As you prepare to meet with your student(s), consider the questions below.</p> <ul style="list-style-type: none"> • Do any of the students need accommodations to participate? • Will your service delivery be synchronous or asynchronous? • What technology, curriculum, or other materials will be needed? • What virtual platform will the provider use to meet with the student(s) in real-time? • How and where will the student(s) access the documents and activities? • What supports do you as the provider need to be successful? • What is the time frame required for the activity? • How will the provider and the student communicate? • How will the provider document the service was provided? 	
Instruction-Based Activity Examples	<p>Below are a few examples of instruction-based activities that can be effectively delivered virtually both synchronously and asynchronously.</p> <ul style="list-style-type: none"> • Community Resource Mapping • Virtual Travel Training • Job and College Applications • Resumes and One-Page Profiles • Mock Interviews • Financial Aid Need and Application Process • Student Assessments 	
Experience-Based	<p>Below are a few examples of experience-based activities that can be effectively delivered virtually both synchronously and asynchronously.</p>	

Activity Examples	<ul style="list-style-type: none"> • E-Mentoring (peer-to-peer or professional-to-student) • Student-led Enterprises • Informational Interviews • Virtual Career Speakers • Virtual Workplace Tours • Virtual Job Shadows • Virtual Job Coaching
Virtual Service Delivery for Students with Limited Technology Access	<p>Providers can use synchronous or asynchronous service delivery with students who have limited technology access.</p> <ul style="list-style-type: none"> • Use phone calls to complete or review activities with students • Mail students the activities and set up a time to set up a phone session • Coordinate with parents about the technology available for the student • Connect with the teacher to coordinate communicating with families • Collaborate with other providers serving the student
<p>For more information on asynchronous learning go to:</p> <p><u>https://www.schoology.com/blog/asynchronous-learning-definition-benefits-and-example-activities</u></p> <p>Visit the provider and educator pages at <u>www.transitiontn.org</u> to learn more about serving students with disabilities.</p>	

Virtual Platforms

Virtual Platform technology aids in delivering services to students. Select a platform that can be easily navigated by your students, keeping in mind their needs for accommodations or adjustments. Below are a few platforms that have been identified to use for virtual service delivery. Remember to be flexible and creative in your instruction planning and consult with your schools to see what platforms they are using.

[Zoom, WebEx, and Microsoft Teams](#)

Zoom, WebEx, or Microsoft Teams can be utilized to meet with students on an individual or group basis. Each platform allows for screen sharing with your students. You can also record

your session so that students can refer to them at a later date. Platforms have functionality that allows you to highlight, write, draw and more on the screen. Breakout rooms allow providers to arrange for different small group or individual sessions. Using platforms allows for more interactive and creative learning.

Schoology

Schoology is a learning management system designed to take the classroom virtual. There are two different tiers of Schoology, one that is free and one that is priced at \$10 per student. Providers can create assignments and upload them for students to access. If a discussion is created, the students can collaborate and engage with each other in the comments. One of the most notable features of Schoology is the ability to connect other applications to Schoology seamlessly. Schoology has a built-in application store and you can select applications you may already use or discover new ones.

- **Platforms that Sync to Schoology**

- **Evernote** allows you to type notes, add attachments to notes, clip webpages, and more. You can also organize those notes and use the search function to easily find your notes. This will help your students stay organized and build skills for a successful future.
- **BigBlueButton** allows presenters to screen share and has live whiteboards. Polls can be created during presentations and ask students questions for interactive learning. BigBlueButton also has breakout rooms that can be utilized to have different community members speak to students about work readiness skills.

- **Example of Schoology in Use:**

Providers could have students watch a video about workplace communication. Once students have watched the video, the students can use the discussion board to decide if the communication seen in the video was professional or unprofessional. Providers can engage in the discussion with students and further assist students with understanding professional versus unprofessional communication.

Google Classroom

Google Classroom is an online learning platform that turns the classroom into a virtual space. Through sharing screens, documents, and interactive capabilities, students can collaborate with you and each other. It is designed to be easily accessible.

- **Platforms that Sync to Google Classroom:**

- **Quizlet** can be used to make your instruction more engaging. Quizlet is a tool that allows you to customize your own flashcards and games. Students can download the flashcards to their phone and reference them when they are in the community.
- **Workbench** has an emphasis on project-based learning. There is a catalogue of short videos that can be used as an introduction to various topics. This app will assist you in building and customizing projects for group work with students.

- **Example of Google Classroom in Use**

Let's use Community Resource Mapping as an example. You can have your students work together to identify agencies and points of contact in the community that would be beneficial to meet their needs after high school. Use Google Classroom as a space for students to work together. As a provider, you can create a Quizlet of vocabulary terms specific to resources in your students' community.

Canvas

Canvas is a learning management system (LMS) created by Instructure, that creates a virtual learning environment. Canvas is usually implemented at a district level. Check with your districts to see if they are using Canvas with their students.

- **Example of Canvas Products**

Canvas offers many additional products. One example is Canvas Studio, an interactive video approach to engaging students and having students collaborate. Canvas Studio allows for questions and quizzes to occur within a video lesson. Students can also create their own videos within Canvas Studio. Students can record their feedback or questions and post them to engage with other students.

YouTube Channel

A YouTube Channel is an avenue to provide asynchronous learning to your students. Creating a channel is a way for you to record and upload videos and have your students view them at their convenience. YouTube channels can be made private so that only students view the videos. Students can use the comments section as a discussion board. Through the use of a YouTube Channel, you can archive videos for future use and create new videos. Providers could also

invite guests to speak in the videos. You can post your YouTube channel on the platforms above for easy access.

For assistance with making your channel private, or for additional information, please visit [YouTube Help](#).

Additional web-based applications that will assist with distance learning:

- **Screen Cast-O-Matic** is a screen recorder and video editing program for creating videos and presentations.
- **Flipgrid** focuses on providing an avenue for students to express themselves and share their opinion on lesson topics. This platform helps students find and share their voice and listen to others. Students record, upload, view, react, and respond to each other's short videos.
- **Microsoft Presentation Translator** captions your live presentation straight from PowerPoint and supports many languages.
- **TimeStation** is an easy-to-use attendance system that can be used on smartphones or tablets. This application could be used to assist students with work-based learning skills at a distance.

Virtual Curriculums

Making a curriculum virtual is a matter of using a platform to deliver services from a distance. Any curricula can be made virtual with a few adjustments; however, some curricula are designed specifically for virtual instruction. While technology can be very engaging for students, remember that the use of a virtual platform does not automatically make an activity interactive. Explore the resources that the curriculum provides when choosing what will work best for your students. Collaborate with teachers and other providers that work with your students to gain input on what keeps them engaged. Below are important questions to consider and an overview of three virtual curricula options.

When choosing a curriculum, consider the following questions:

- What are the learning goals of the services being delivered?
- Does the curriculum align with the learning goals?
- Can the curriculum be adapted to meet the individual needs of your students?
- Does the curriculum include ways to measure your students' growth?

- Do the activities relate to the real-world setting?
- Which of the five Pre-ETS does the curriculum align with?

When planning for virtual instruction, consider the following questions:

- How can you move beyond lectures and “sit and get” learning?
- What is your backup plan for if technology fails or your lesson doesn't work for your students?
- How can you differentiate or modify the curriculum activities to meet the individual needs of your students?
- How can you deliver virtual assessments to track the progress of your students?

The curricula below are free, available online, and address Pre-ETS. For a more comprehensive list of curriculum choices, visit the Transition Tennessee Curriculum Database ([found here](#)).

Virtual Curriculum Options:

T-Folio - <https://www.cctstfolio.com/>

Summary: T-Folio is a free online transition portfolio tool for students with disabilities that aligns with the five Pre-ETS. The curriculum provides instructors with lesson plans and tips to help build students' job-readiness skills through student-centered, interactive exercises. Activities emphasize setting and achieving goals for the future.

Pre-ETS Applications: Job Exploration Counseling, Work-Based Learning Experiences, Counseling on Postsecondary Education, Workplace Readiness Training, Instruction in Self-Advocacy. The curriculum includes:

- Lesson guides
- PowerPoint slides
- Downloadable activities and worksheets
- Transition assessments
- Student tool for tracking progress

How to Use T-Folio Virtually: Providers can use virtual platforms to share their screens to guide students through T-Folio PowerPoint-based lessons with students.

- Providers work alongside students while they complete the activities
- Students can independently complete the activities

- Providers can virtually follow up with students individually or in groups to lead discussions about the activities

Explore Work - <https://explore-work.com/>

Summary: Explore Work consists of a series of web-based modules that align with the five Pre-ETS. Explore Work focuses on helping students identify talents and interests, learn more about education and training options after high school. explore different jobs, learn about self-advocacy, and work on skills needed for success at work and school.

Pre-ETS Applications: Job Exploration Counseling, Work-Based Learning Experiences, Counseling on Postsecondary Education, Workplace Readiness Training, Instruction in Self-Advocacy

The curriculum includes:

- Multi-lingual content options (English and Spanish)
- Guided and self-guided Learning Activities
- Free profile to check progress
- Certificates for course completion
- Journal and self-reflection activities
- Videos

How to Use Explore Work Virtually: Providers can use virtual platforms to share their screens to guide students through Explore Work activities with students.

- Providers work alongside students while they complete the activities
- Students can use the self-guided option to complete the lessons on their own
- Providers can virtually follow up with students individually or in groups to lead discussions about the activities
- The Explore Work [Introductory Guide](#) provides examples of the different ways lessons can be delivered to students

Pathways to the Future - <http://www.pathwayswv.org/providers.php>

Summary: Pathways to the Future and the accompanying manual align with the five Pre-ETS. Pathways to the Future is written specifically with providers in mind and

incorporates resources to help providers collaborate with educators in delivering transition-related lessons and activities.

Pre-ETS Applications: Job Exploration Counseling, Work-Based Learning Experiences, Counseling on Postsecondary Education, Workplace Readiness Training, Instruction in Self-Advocacy

The curriculum includes:

- [Manual](#)
- Thirty-minute sample lessons
- Online [student-centered activities](#)
- Sample worksheets and supplemental materials
- Helpful tips for tailoring lessons based on student needs

How to Use Pathways to the Future Virtually: Providers can use virtual platforms to share their screens to guide students through Pathways to the Future activities with students.

- Providers work alongside students while they complete the activities
- Students can complete online activities independently
- Providers can virtually follow up and lead discussions with students individually or in groups
- Providers can use the lesson plans provided by the Pathways to the Future manual to create PowerPoint slides, worksheets, and other activities to be shared virtually

Tennessee and National Resources

Many state and national organizations offer resources to providers regarding Pre-ETS and transition instruction. The selection below focuses on organizations providers can use to ensure best practices and delivery of high-quality services.

Tennessee Universities

Transition Tennessee at Vanderbilt University

Transition TN provides free training and resources on preparing students with disabilities for the transition from high school to adulthood.

Virtual Resources: www.transitiontn.org

- Online Professional Development and Resources
 - Providers and Educators: Learn how you can deliver high quality and effective transition services
 - Students: Experience interactive activities designed to engage students in learning about their transition to employment or postsecondary education
- Assessment Database: <https://transitiontn.org/assessment-database/>
- Curriculum Database: <https://transitiontn.org/vr/curriculum-database/>

East Tennessee State University

The Special Education Program at East Tennessee State University (ETSU) has compiled a list of online resources for special education instructors.

Virtual Resources: <https://www.etsu.edu/coe/efse/sped/resources.php>

- Professional development events, webinars, and resources
- Links to various instructional and informational resources
- Virtual training and assistance for at-home learning

University of Tennessee Center for Literacy, Education, and Employment (UT CLEE)

The Center for Literacy, Education, and Employment offers training and technical assistance in the delivery of transition-related curricula in order to guide providers and school staff in appropriate transition planning for students with disabilities.

Virtual Resources: <https://clee.utk.edu/>

- Training and Professional Development
- Event services
- Downloadable resources for supporting students with disabilities

Tennessee Organizations

The ARC of Tennessee

The Arc of Tennessee is part of a nationwide organization of disability and aging service providers. The ARC of Tennessee focuses on providing education and training for people with I/DD and those who support them.

Virtual Resources: <https://www.thearctn.org/>

- Resources for districts, educators, and families
- Free workshops
- Family engagement strategies
- Public policy and advocacy information

American Job Centers of Tennessee

The American Job Centers are a nationwide network of free employment-related service centers provided through the Department of Labor.

Virtual Resources: <https://www.tn.gov/workforce/jobs-and-education/job-search1/find-local-american-job-center.html>

- Virtual training
- Virtual vocational resources
- Mobile American Job Centers
- Job search skills and checklists

Jobs4TN

Jobs4TN is the state's workforce development website that houses up-to-date job opportunities.

Virtual Resource: <https://www.tn.gov/workforce/jobs-and-education/job-search1/jobs4tn.html>

- Virtual assistance tools
- Online resources
- Labor market information
- Tips for writing resumes, interviewing, and applying for jobs

Tennessee Technology Access Program (TTAP)

The Tennessee Technology Access Program (TTAP) is a statewide program to help individuals access assistive technology devices and services.

Virtual Resource: <https://www.tn.gov/humanservices/ds/ttap.html>

- [Assistive technology training](#)
- [Evaluation services](#)
- [Minority outreach](#)
- [Advocacy](#)
- [Community outreach](#)

National Organizations

Workforce Innovation Technical Assistance Center (WINTAC)

WINTAC provides training and technical assistance to Vocational Rehabilitation service providers in preparing students with disabilities for transition to postsecondary education and employment.

Virtual Resources: <http://www.wintac.org>

- Primary information hub for Pre-ETS
- Career Index and Labor Market Information
- Virtual training opportunities
- Resources for virtual service delivery
- Online discussion forums for VR agencies and providers

National Technical Assistance Center on Transition (NTACT)

NTACT provides training and technical assistance to educators and service providers in the implementation of best practices in preparing students with disabilities for transition to postsecondary education and employment.

Virtual Resources: <https://transitionta.org/>

- Transition assessment and instructional materials
- Transition related toolkits
- Resources for students with disabilities
- Online resources and tips

National Collaborative on Workforce and Disability for Youth (NCWD)

NCWD/Youth provides resources and training that help prepare young adults for adulthood.

Virtual Resources: <http://www.ncwd-youth.info/>

- Information on disability and employment
- Professional development and technical assistance for providers
- Online resources and tips

Regional Pre-ETS Contact Information

The Pre-ETS team has been extremely pleased with the growth of Pre-ETS program since its inception and the provider network has been an essential partner in helping to provide needed transition services to students. We understand that there will be new challenges to overcome as we continue to enhance our service delivery model, so please reach out if we can help provide additional support and guidance.

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 - West TN - Leeanne.Pierce@tn.gov
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