



Department of

**Human Services**

# Virtual Pre-Employment Transition Services

Creating Flexible Pathways for Student Engagement

# 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



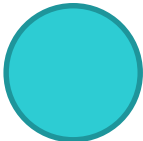
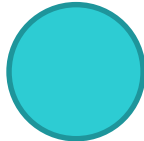
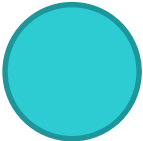
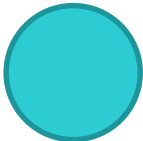
Pre-  
Employment  
Specialist  
VR Counselor



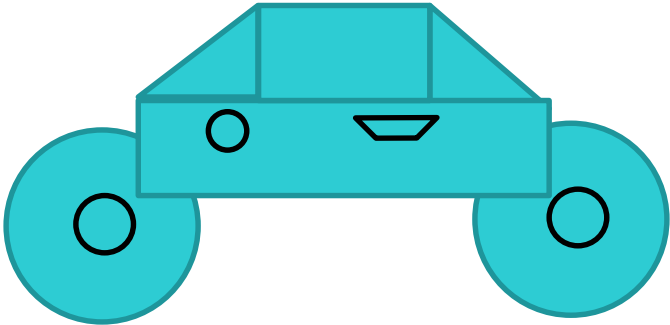
Pre-ETS  
Summer  
Camps



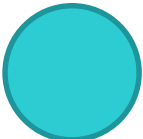
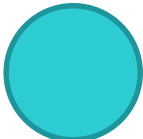
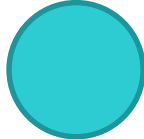
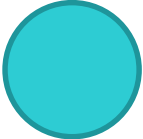
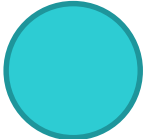
# Reimagining Pre-ETS



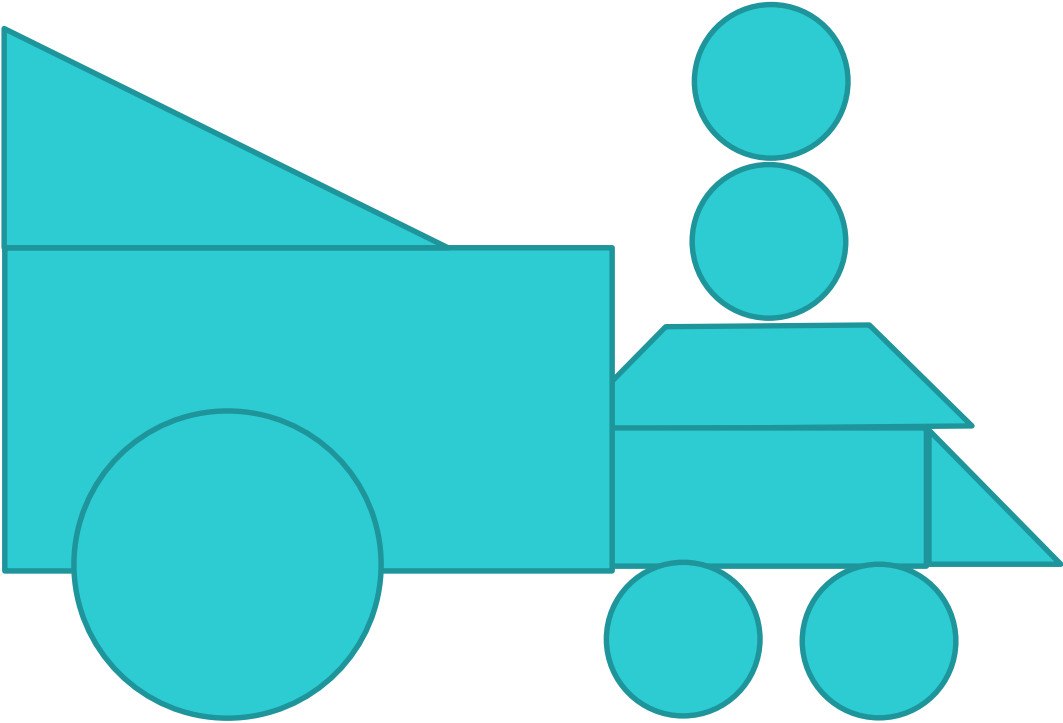
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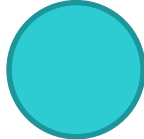
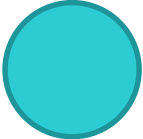
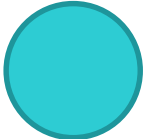


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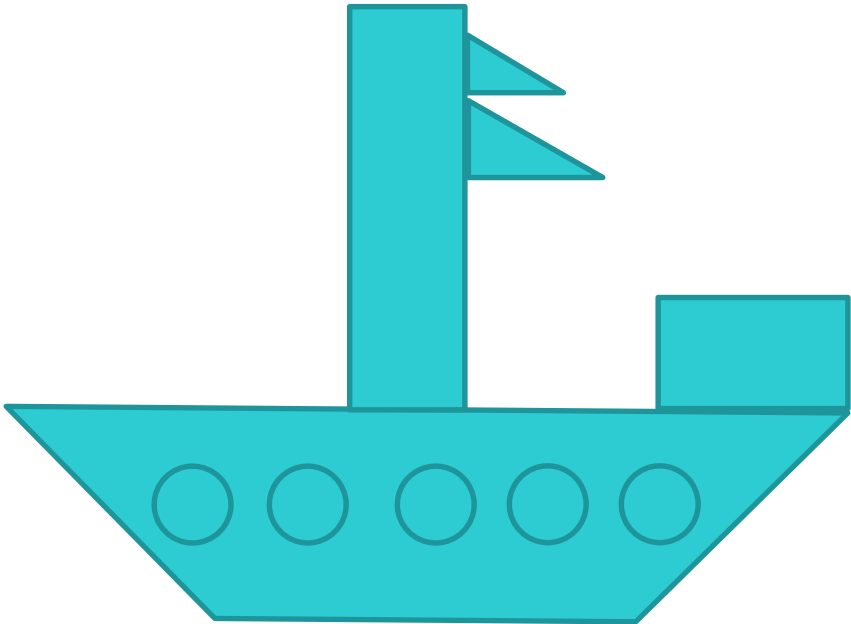




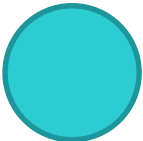
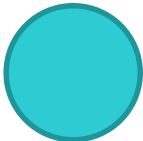
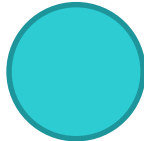
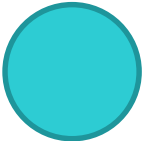
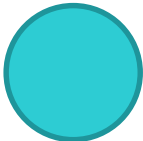
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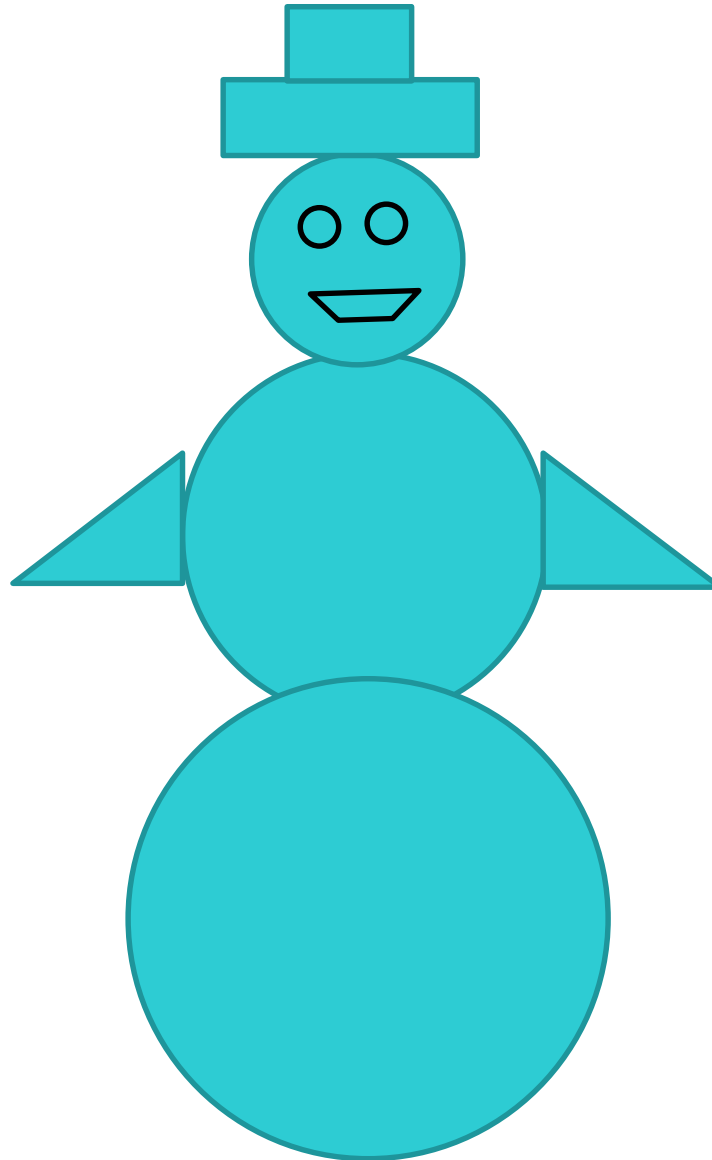
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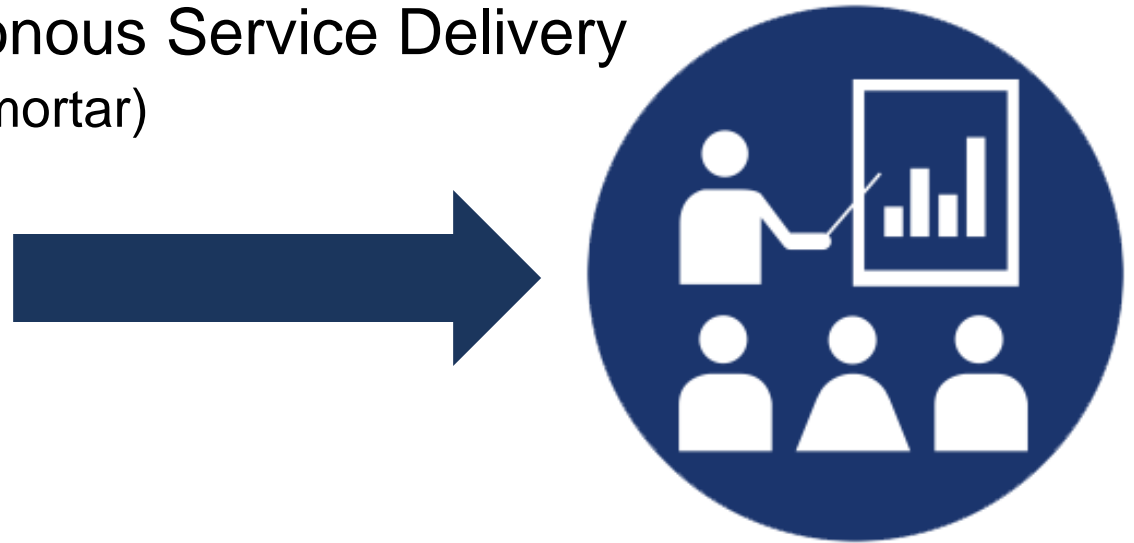
# Reimagining Pre-ETS



Adapted from  
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# 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

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## 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](https://tn.gov/humanservices) → Disability Services → Vocational Rehabilitation → Transition Services



# Stakeholder Collaboration

# Collaboration is Key



# Five Levels of Collaboration

Networking	Cooperation	Coordination	Coalition	Collaboration
Aware of organization	Provides information to others	Shares information and resources	Shares ideas	Shared membership
Loosely defined roles	Somewhat defined roles	Defined roles	Shared resources	Shared resources
Little communication	Formal communication	Frequent communication	Frequent, prioritized communication	Frequent communication with mutual trust
Independent decisions	Independent decisions	Some shared decisions	Decisions made by vote	Consensus in decisions

# 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



# Student Engagement

# Universal Design





# 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?





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