

Massachusetts Rehabilitation Commission

FY20

Pre-Employment Transition Services



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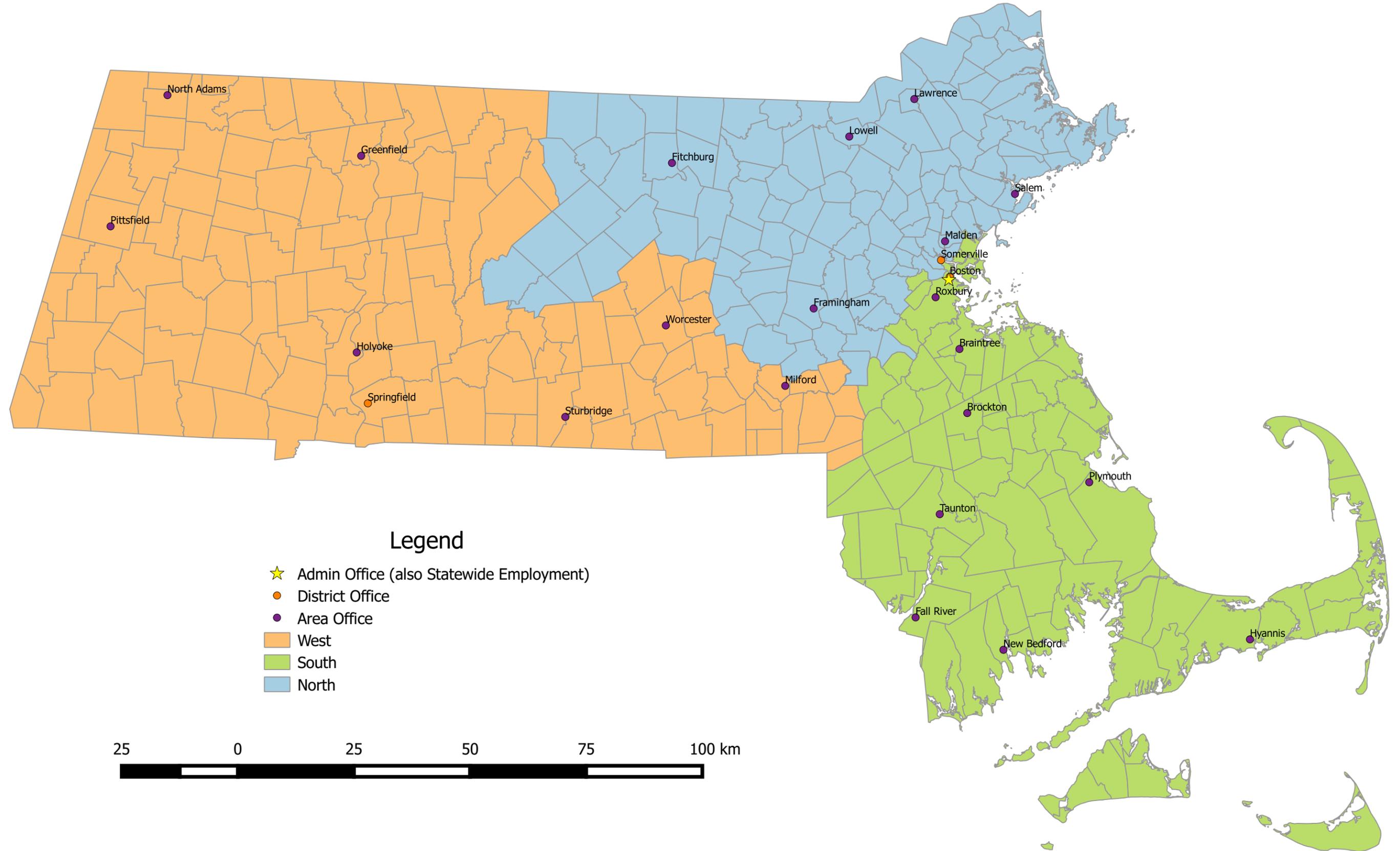
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Approved Pre-ETS **Providers**

Massachusetts Rehabilitation Commission Area Offices February 2019

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VR Area/District Office Areas





Pre-ETS Provider Name	Contact Person	Contact Email	Contracted MRC Area Office(s)
American Training	Denise Michaud	DeniseMichaud@Americantraininginc.com	Lawrence, Lowell
Attleboro Enterprises	John Raposa	jraposa@Attleboroenterprises.org	Taunton
Best Buddies International	Heidi Kalinowski	HeidiKalinowski@Bestbuddies.org	Braintree, Plymouth
BCIL	Jeremy Gooden	jgooden@bostoncil.org	Boston, Roxbury
B-Fair	Becky McAllister	bmcallister@bfair.org	North Adams, Pittsfield
CapeAbilities	Jamie Crowell	jcrowell@capeabilities.org	Cape and Islands
Center for Living and Working	Erin Dore	edore@centerlw.org	Fitchburg, Milford, Southbridge, Worcester
Center of Hope Foundation	Alexandria Kwasek	akwasek@thecenterofhope.org	Southbridge
Charles River Center	John Byrne	jbyrne@charlesrivercenter.org	Framingham
MassHire Greater Lowell Workforce Board	Heather Donovan	Heather.Donovan@masshirelowellcc.com	Lowell
Community Work Services	Ashley Jones	asjones@cwsne.org	Somerville
Disability Resource Center	Lisa Orgettas	Lorgettas@disabilityRC.org	Salem
Easter Seals	Kelly Penrod	kpenrod@Eastersealsma.org	Worcester
Fidelity House	Erica Mawby-Roche	emawby@fidelityhhs.org	Lawrence, Salem
HMEA	Suzanne Crosby	scrosby@hmea.org	Milford
Independence Associates	Ryan Macleod	rmacleod@iacil.org	Brockton, Plymouth
M.O. Life	Amy Combra	acombra@molifeinc.com	New Bedford
Marriot Foundation for People with Disabilities	Andrew Selby	andrew.selby@marriott.com	Boston, Roxbury
Martha's Vineyard Community Services	Beth Wike	bwike@mvcommunityservices.com	Cape and Islands



New England Business Associates	Kylee Warnock	kylee.warnock@nebaworks.com	Greenfield, Springfield
NILP	Alicia Thyne	athyne@nilp.org	Fitchburg, Lowell, Lawrence
Partners for Youth with Disabilities	Lindsay Alperin	lalperin@pyd.org	Boston, Roxbury, Somerville
Pride	Tara Brosnan	tbrosnan@pride-inc.org	Fall River, Taunton, New Bedford
Riverside Industries	Nicholas Isherwood	nisherwood@rsi.org	Springfield
Seven Hills	Karen Chiurri	kchiurri@sevenhills.org	Framingham, Worcester
STAVROS	Kasey Mimitz	kmimitz@stavros.org	Greenfield, Springfield
Tempus	Julie Cleary	jcleary@tempusunlimited.org	Braintree, Brockton, Plymouth, Taunton
Triangle	Janice Philpot	jphilpot@triangle-inc.org	Brockton, Salem, Somerville
Viability	Kristin Rotas	krotas@viability.org	Greenfield, North Adams, Pittsfield, Salem, Southbridge, Springfield, Worcester
Vinfen	Steve Moulton	moultons@vinfen.org	Somerville
Work Inc.	Sharon Smith	ssmith@workinc.org	Boston, Braintree, Fitchburg, Roxbury
WOU	Ryan Mountain	rmountain@workopportunities.net	Fall river, Framingham, Milford, Springfield



MRC Pre-ETS Provider Fact Sheet

Provider Name: American Training, Inc. **Provider Address:** 6 Campanelli Drive, Andover, MA 01810

Provider Contact Name: Denise M. Michaud **Provider Contact Email:** DeniseMichaud@Americantraininginc.com

Contracted MRC Area Office(s): Lawrence & Lowell

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Providing all required components in accordance with MRC specifications and our RFR.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: _____

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Classes for Potentially eligible students are conducted in their schools. For students who are referred by MRC and are VR eligible students, we conduct classes in our Andover and Lowell, MA American Training sites. Other classes e.g. bus training, are held in the community.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: We did have internships during school vacation.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities



Comments: _____

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

12 per workshop 50 per cohort 189 total **Overall capacity**

Comments: We anticipate having 4 cohorts per school year, with 10-12 students per classroom. Class size and capacity will be based on the number of schools we are attending.

Languages Available: Please list all languages you are able to provide services in to students.

English, Spanish, ASL available

Program “Hallmark”: Please describe what makes your program unique.

The two area offices, the many schools we are expected to serve have led us to provide flexible classes to schools based on the times the students are available during their school day. Our after school programs include internships based on students’ Pre-employment vocational goals.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

We cannot provide transportation to potentially eligible students, but have been conducting classes in the schools. In addition to Consent forms, we need proof of eligible (e.g. IEP). We have an hope to continue to provide transportation for our after school classes (VR Students).

Please provide any additional information you believe schools and students should know about your programming.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Attleboro Enterprises _____ **Provider Address:** 284 John Dietsch Blvd. North Attleboro, Ma 02763

Provider Contact Name: John Raposa **Provider Contact Email:** jrapsosa@Attleboroenterprises.org

Contracted MRC Area Office(s) Taunton

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Students will have an opportunity to participate in classroom style learning that focusses on self advocacy, soft skills training and workplace readiness skills. They will also have opportunities for job shadowing, informational interviews and/or paid internships. Students will finally be given an opportunity to discuss and explore post secondary counseling opportunities. There are various trainings associated with each topic. The classes/trainings will be presented to each consumer in a Tier Based system.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: This is flexible and will meet the needs of each consumer.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: We can provide travel training for students who require assistance. We can also connect consumers with Dial A Ride.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: Scheduling will be flexible and based on the needs of consumers. We will also be releasing a training calendar that offers consistent and quarterly large group classes.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: Our focus is large group workshops. However, we are flexible with the needs of each individual consumer. We have offered individual courses and will continue to as needed. We are also collaborating with local co-hort programs for example local colleges-Fisher College.



Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

10-20 per workshop 10-20, individual needs of consumers/schools per cohort 122
Overall capacity

Comments: We are going to base the number of students in each programming on the referrals, schools and consumers needs. We are hoping to host larger group trainings and/or co-horts for the most part, but will continue to meet the individual needs of students.

Languages Available: Please list all languages you are able to provide services in to students.

English.

Program “Hallmark”: Please describe what makes your program unique.

Our agency’s goal is to Prepare students and families for the world of competitive employment. It is our philosophy that in preparing students to procure their own methods of transportation ,rather than our agency providing it, will assist them in honing their skills. Transportation has proven to be a major barrier for the individuals who do not drive. Therefore, it is imperative that students are given the trainings and aligned with the resources to bridge this gap. Our agency prides itself on building strong relationships with schools, families and the needs of individual consumers. _____

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

We require forms of identification for paid internships. _____

Please provide any additional information you believe schools and students should know about your programming.

Attached-Brochure and Menu of Tier System that is given to each consumer, family and schools. _____

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Best Buddies International

Provider Address: 529 Main Street, Suite 202, Boston, MA 02129

Provider Contact Name: Heidi Kalinowski

Provider Contact Email: HeidiKalinowski@bestbuddies.org

Contracted MRC Area Office(s): Plymouth, Braintree

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

The Best Buddies Pre-Employment Training Program is a classroom-based program offering employment training and corporate mentorship to help develop students' career ambitions. We will offer an Introductory Program which will focus on self-advocacy and leadership skills for students who are ready to begin the career planning process. More in-depth sessions will introduce students to work opportunities and will help build critical job skills. Our programming is person-centered, tailored to meet the specific needs of each individual's strengths, skills, and interests. Together, these experiences will increase the likelihood of long-term successful employment for people with IDD.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider's office General community location At school(s) Specific location

Comments: Best Buddies currently has multiple community-based partners throughout the state including colleges/universities, employers, state agencies, and service agencies with whom we would collaborate to facilitate and host Pre-ETS programming services. Community locations would vary, per component of programming being implemented at the time.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Community-based sessions will be conducted along public transit, as best available. Transportation for school-day programming will be coordinated with appropriate educational staff, as available.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: Priority will be given to accommodating the specific scheduling requests/ needs of partnered schools. Additional sessions will be held in community-based locations - after-school, weekends and/or during school vacations, as able.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: Best Buddies will offer each of Pre-ETS programming components through a series of group workshops, 1:1 counseling, employer and/or peer group panel presentations, and employer engagements such as site tours,



job shadowing, and trial work opportunities. Group workshops will involve a maximum staff to student ratio of 8:1 serving students aged 14-22 with intellectual and developmental disabilities. Services to be provided for each student will be determined through the intake process and deemed appropriate based on Person-Centered Planning for each student. Available services will include five classes on self-advocacy; five classes on job exploration counseling; six classes on workplace readiness training, three classes on Counseling on Post-Secondary Education or Training, and flexible scheduling of Work-based Learning Opportunities based on individualized student plans.

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

16 students per workshop 8 students per cohort 125-150 students Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

English only

Program "Hallmark": Please describe what makes your program unique.

Best Buddies currently offers a school-based inclusion program through over 2,000 chapters worldwide and an integrated employment program with over 400 placements in the United States. For nearly 25 years, Best Buddies has had strong relationships with school districts throughout Massachusetts. We are a trusted partner to implement inclusion programs in 123 high schools across the Commonwealth, which positions us well to offer this service. Our new Pre-Employment Training program will bridge the gap between our friendship and integrated employment programs and will provide critical transition services to students with IDD.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

To be eligible for Best Buddies programming, students must have a primary diagnosis of intellectual or developmental disability.

Please provide any additional information you believe schools and students should know about your programming.

Best Buddies International, Inc., is a nonprofit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, leadership development, and inclusive living for people with intellectual and developmental disabilities (IDD). Founded in 1989 by Anthony K. Shriver, Best Buddies has grown from one college chapter at Georgetown University to a robust international organization that offers a unique array of services through ten programs: Best Buddies Elementary Schools, Middle Schools, High Schools, Colleges, Citizens, e-Buddies®, Jobs, Ambassadors, Promoters, and Living. Best Buddies has participants in more than 50 countries and in each of the 50 United States, and these programs positively impact more than 1.2 million individuals with and without disabilities worldwide.

Best Buddies supports high school and post-secondary education students with disabilities in their successful transition from school to post-secondary education or employment through one-to-one friendships, leadership



development, and integrated employment. Through a continuum of services, Best Buddies enhances opportunities for students with IDD to practice critical social skills, make meaningful connections, develop networks, and form natural supports both within school settings and on the job. Best Buddies educates and empowers participants to be leaders and public speakers in their schools, communities, and workplaces. By participating in e-Buddies, students with IDD develop technology literacy skills and become more confident communicating online, opening up opportunities for higher-level education and employment. Best Buddies provides individualized job discovery, job development, job placement, on-the-job training, and follow-along support for individuals with IDD as they lead their own successful and inclusive career path.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Boston Center for Independent Living **Provider Address:** 60 Temple Place, 5th floor, Boston, MA

Provider Contact Name: Jeremy Gooden **Provider Contact Email:** jgooden@Bostoncil.org

Contracted MRC Area Office(s): Roxbury, Downtown Boston

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: A combination of large group introductory/motivational workshops (Tier 1), small cohort community work-based experiences and skill workshops (Tiers 2 and 3) and individualized planning and coaching services, with some paid internships (Tier 3)

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: _____

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: _____

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: _____

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.



_____ per workshop

_____ per cohort

_____ Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

Program "Hallmark": Please describe what makes your program unique.

Flexibility: we will strive to meet kids (and schools) where they are. **Experience:** delivering individualized supports to a wide range of communities through TAP and TPS, and ability to draw on these programs as appropriate to supplement Pre-ETS offerings

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

We are committed to conducting outreach throughout the services areas, however, we may need to set a minimum for the number of students who will need to be identified in a particular school in order for us to be able to schedule routine visits to that community.

Please provide any additional information you believe schools and students should know about your programming.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: BFAIR **Provider Address:** 771 South Church Street

Provider Contact Name: Becky McAllister **Provider Contact Email:** bmcallister@bfair.org

Contracted MRC Area Office(s): Berkshire Area Pittsfield and North Adams

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: The Pre-ETS program is intended to provide transition services to students with disabilities ages 14-22 in the areas of: Job Exploration, Workplace Readiness, Work Based Learning, Self-Advocacy and Mentoring and Post-Secondary Counseling. The program will provide students with a basic understanding of employment and prepare them with the tools to enter the workforce.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

At provider's office General community location At school(s) Specific location

Comment: Students will complete the program in various settings such as in school, at the providers location and community partnerships.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Students will be expected to utilize late busses from school when available, public transportation and family/friends.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

During the school day After-school Weekend School vacation Mixed

Comments: The goal is to work with schools to offer programming during a regular school day to obtain the highest participation level and engagement. We will also offer programming after school, summer recess and school vacation weeks.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: Programming will be offered primarily in a group setting to target a larger group at once which will ensure a more diverse learning experience.

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.



10 per workshop _____ per cohort 100 Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

English

Program "Hallmark": Please describe what makes your program unique.

What makes our program unique is the small community business partnerships that allow students to access exploration of a variety of different jobs and career paths.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

BFAIR is requiring that students participate in Workplace Readiness Training as a pre-requisite to Work Based Learning Experience. This will prepare students for the expectations of working independently in the community before going out on their own.

Please provide any additional information you believe schools and students should know about your programming

Students and their corresponding schools will have access to a calendar outlining upcoming events pertaining to the component of the program they have been referred for. Students are expected to arrange transportation to and from programming utilizing the late bus, public transportation, family, friends, etc.

In order for the program to be successful and serve students efficiently, BFAIR would like to identify key players at each school (i.e. transition specialist) to collaborate with and ensure positive outcomes.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Cape Abilities

Provider Address: 895 Dunn Road Hyannis, MA 02601

Provider Contact Name: Jamie Crowell

Provider Contact Email: jcrowell@capeabilities.org

Contracted MRC Area Office(s): Cape and Islands/Hyannis

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Students are able to choose services off our Pre-ETS Service Menu. We offer all 5 required services. Services are adjusted to meet the students' learning style, educational needs, skill level and experience. Students' current and prior school based vocational experience is also taken into consideration.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

At provider's office General community location At school(s) Specific location

Comments: We have intake meeting all over our service area (sometimes at schools, homes, libraries, community sites or at our office).

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: We assist and train students in transportation as needed. If they require travel training, we will deliver it. If able, families are welcome to assist in transportation. The agency has been the primary source for transportation.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

During the school day After-school Weekend School vacation Mixed

Comments: Services are provided based on student and school schedules. We try to be flexible to meet everyone's schedule to ensure successful outcomes. On special occasions we have adjusted schedules for weekends if that is when they are needed most by internship hosts.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: We have adjusted our program to meet new format with small groups, but we also know that not every student will be able to fit in with a group. We will adjust to students' needs as necessary.

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.



_____ per workshop

_____ per cohort

_____ Overall capacity

Comments: We are uncertain at this time what the overall capacity of the program will be. School groups are kept to a maximum of 4 students.

Languages Available: Please list all languages you are able to provide services in to students.

We currently are trained in English only, but would contact MRC for interpreter services if other languages are necessary. We also have access to iPad interpreter applications if necessary. If services are not available for a language from either of those options, Cape Abilities would contract out for appropriate services as needed.

Program "Hallmark": Please describe what makes your program unique.

Looking outside the box to make sure we are able to meet the needs of each student. We are willing to go the extra mile to find successful outcomes. We are committed to building positive relationships with families, schools, students, MRC, other providers and community partners. Our ability to build new relationships and rely on established ones is key to our success.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

- Students must complete prerequisite components before starting with an internship (either through our program or prior experience).
- Students must complete agency's intake and sign requires waivers before starting services at any level.
- Based on increased interest, a wait list may be established.

Please provide any additional information you believe schools and students should know about your programming.

We can always be reached via text, phone or email with any questions. We communicate with parents, students, school and staff to ensure that our program is a good fit for all involved. We help educate parents/guardians about available resources and refer them to, and collaborate with, other agencies as needed.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Center for Living & Working, Inc.
01608

Provider Address: 484 Main Street, Suite 345 Worcester, MA

Provider Contact Name: Erin Dore

Provider Contact Email: edore@centerlw.org

Contracted MRC Area Office(s): Worcester, Milford, Fitchburg, Milford Satellite (Southbridge)

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Aligned with MRC’s vision of MA Pre-ETS, CLW will provide “light touch” Employment Transition Services to youth with disabilities ages 14-22. CLW’s programming will be largely based in the community, with intent to collaborate with schools for in/after-school options and local organizations and institutions of higher education to enhance CLW based programming. CLW will develop a calendar/schedule of Pre-ETS workshops/opportunities to encourage engagement.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: CLW will look to increase programming locations, but intends on starting at CLW’s main office in Worcester, MRC Area Offices in Fitchburg, Milford, if able and local area libraries or workforce career centers.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: CLW will explore all transportation options available so that youth can participate. CLW has a small amount of set aside funds for transportation that can be utilized should other transportation avenues not be an option.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: CLW will be offering programming throughout the week and at various times to gauge the best time for participants and will then strategically build up programming based on when a majority of participants are most available.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: CLW will develop programming that addresses individual student needs and addresses universal access through individual and peer to peer, group (tier-based) and group (across- tier based).



Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

_____ per workshop _____ per cohort _____ Overall capacity

Comments: This largely depends on the workshop and activity, which can vary widely. CLW does not anticipate more than 25 for a group based workshop, however can accommodate based on need.

Languages Available: Please list all languages you are able to provide services in to students.

CLW will work to accommodate all language needs for participants.

Program "Hallmark": Please describe what makes your program unique.

CLW is a disability run Independent Living Center, which has many years of experience providing comprehensive consumer directed, four core (Peer Counseling, Skills Training, Information & Referral, and Advocacy) Independent Living Services to youth with disabilities in Central MA through the Transition to Adulthood Program (TAP). CLW has strong relationships with community partners and through previous years, has much experience in internship programming for youth with disabilities. For students that would like wrap-around Pre-ETS services, the Transition to Adulthood Program is available for support through its four core services.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

None at this time, CLW looks to model programming based on MRC's Pre-ETS contractual requirements and youth/community needs.

Please provide any additional information you believe schools and students should know about your programming.

Please contact CLW at any point to learn more about or initiate Pre-employment Transition Services (Pre-ETS) or Transition to Adulthood Programming (TAP).

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name:The Center of Hope Foundation
Southbridge, MA 01550

Provider Address:100 Foster St. PO Box 66

Provider Contact Name: Alexandria Kwasek

Provider Contact Email:akwasek@thecenterofhope.org

Contracted MRC Area Office(s): Southbridge MRC Workforce Central 5 Optical Drive, Suite 200 Southbridge, MA 01550

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: The Center of Hope provides individualized Pre-employment transition services with a focus on soft skill development and career preparation through job exploration, work readiness trainings, work-based learning experiences, post-secondary education counseling, and self-advocacy.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: Southbridge Academy and Southbridge High School; Southbridge, MA

Bartlett High School; Webster, MA

North Brookfield High School; N. Brookfield, MA

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Programming occurs at schools within school hours. The exception to this are internships; in which individuals must secure transportation through family members and/or friends as public transportation in this area is limited particularly during nights and weekends. _____

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities



Comments: Services are individualized based on student's needs. Inclusive group sessions are implemented when deemed appropriate.

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

 per workshop 7 per cohort Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

 English, Spanish, Signed English. Language line available as needed.

Program "Hallmark": Please describe what makes your program unique.

Current community connections due to ongoing involvement through other contracts and grants as well as on-going Networking events. _____

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

 The Center of Hope Foundation follows the requirements implemented by the Massachusetts Rehab Commission.

Please provide any additional information you believe schools and students should know about your programming.

 The Center of Hope's Pre-ETS program is run by educated, experienced staff who participate in regular Networking Events. Bilingual staff are available, and all employees are fingerprinted, and CORI checked. Services are individualized to each student's needs and are offered at school during the day.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Charles River Center **Provider Address:** 59 East Militia Heights Rd., Needham, MA 02492

Provider Contact Name: John Byrne **Provider Contact Email:** jbyrne@charlesrivercenter.org

Contracted MRC Area Office(s): Framingham and Fitchburg Area Offices

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: The Charles River Center (CRC) Pre-ETS funded program, Ways to Work, will serve youth ages 14-21 in the Metro West part of Massachusetts. Ways to Work program components will take place in the community, targeting local community college campuses, local high schools, YMCA’s, libraries, etc.

CRC will run a variety of workshops and practical experiences based off of the 5 Pre-ETS services throughout the school year – this will equate to approx. 135 workshops throughout the year, some of which will repeat to accommodate more students. This model will allow us to serve up to approximately 125 students throughout the school year. CRC will work with the 8 designated schools to open this opportunity up to all students.

Ways to Work begins with meeting with representatives within the individual schools and completing the initial intake and referral paperwork. This documentation, along with direct meetings with the individual students, will provide the information necessary to complete their individualized Service Plans.

If any students require more individualized supports, CRC will work with the school system to either provide an aide directly, or provide financial support for CRC to provide additional assistance during the sessions.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

At provider’s office General community location At school(s) Specific location

Comments: Ways to Work will take place within community locations that already have established partnerships with CRC such as Olin (1000 Olin Way Needham, MA 02492), and utilize other community locations near the students home schools if needed, such as the MetroWest YMCA (280 Old Connecticut Path Framingham, MA 01701). CRC will also work with local high schools to provide programming onsite when transportation presents a barrier that the team is collectively unable to overcome.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: As a job training program, Ways to Work seeks to build lasting employment experiences for the youth it will serve. Building independence skills, such as traveling to and from work, is a high priority for the program and therefore, we do not provide transportation. We will, however, connect the student to travel training resources (such as group or



1:1 route specific training through MBTA Travel Training), work with school staff to modify existing paratransit/family/friend transportation, and make sure that the student is well prepared to travel both to the bootcamp sessions and location of their work experience (if applicable). _____

Program Time/Schedule: Please indicate at what time your programming generally occurs.

During the school day After-school Weekend School vacation Mixed

Comments: _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: Sessions are offered in grouped settings due to the high number of offerings and components. _____

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

10	6	180
<u>Per session</u>	<u>5-week sessions per tier per year</u>	<u>Overall students served/year</u>

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

Current staff speak English, Spanish, and Portuguese but CRC will work linguistic specific service providers to serve students as needed. _____

Program “Hallmark”: Please describe what makes your program unique.

Ways to Work provides many resources for transition age youth who are preparing not just for a job, but for a career. When students participate in the Ways to Work training components offered, they will be equipped and encouraged to develop the skills and experience they need for long-term career success. Ways to Work is led by long-tenured workforce development staff who have equipped hundreds of people with disabilities, people with autism and recent immigrants to establish successful careers in the community. _____

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

None outside of MRC eligibility requirements.



Please provide any additional information you believe schools and students should know about your programming.

The Ways to Work team is eager to work with self-advocates, families, and educators to ensure that students are equipped to enter employment before they leave high school. Our staff have experience partnering directly with schools and SEPACs to ensure that our work amplifies the excellent transition work that is already taking place in our local schools.

*****Please attach a sample calendar of programming if available.*****

The attached calendar is the version originally submitted to MRC. It proposed serving a higher number of students and requested a higher award.



MRC Pre-ETS Provider Fact Sheet

Provider Name: Masshire Lowell Career Center

Provider Address: 107 Merrimack St. Lowell MA, 01852

Provider Contact Name: Heather Donovan

Provider Contact Email: Heather.Donovan@masshirelowellcc.com

Contracted MRC Area Office(s): Lowell

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: The MassHire Lowell Career Center Pre-ETS Programming will provide tiered services to young people eligible for programming based upon individual assessments of needs. Programming will be offered on a rotating schedule throughout the program year to ensure that enrollment can remain rolling and young people have the entirety of service available to them regardless of when they enter the program.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

At provider's office General community location At school(s) Specific location

Comments: We will have services available at the Greater Lowell Technical High School, Tewksbury High School, Billerica High School, Shawsheen Technical High School, Burlington High School, Wilmington High School and Dracut High School. Services will also be provided at our Downtown Lowell Location of 107 Merrimack St. Lowell MA 01852. Other community locations include Middlesex Community College (33 Kearney Square Lowell MA 01852 and 591 Springs Road Bedford MA 01730) and Wilmington Public Library located at 175 Middlesex Ave Wilmington MA 01887.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Both the Lowell Campus of Middlesex Community College and the Downtown MassHire Lowell Career Center office are on public transit routes and easily accessible for public transportation. School based services would be provided during the school hours to ensure students were able to return home as scheduled. Advanced noticed of community based programming would be given to families of participants to ensure travel accommodations were in place.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

During the school day After-school Weekend School vacation Mixed

Comments: Programming will vary in order to accommodate multiple schedules.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

Stand-alone workshops Cohort/grouped programming Individual student activities



Comments: To make our programs the most accessible we offer options of programming that include stand alone workshops, cohort/group based programming and individual activities, this allows for optimum learning, growth and attainment of goals.

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

10-15 young people **per workshop** 10-15 young people **per cohort** 120 young people **Overall capacity**

Comments: In order to keep groups small our workshops would cap at 10-15 young people depending on the tier and topic of programming. Cohorts would also remain at a 10-15 person cap in order to allow for appropriate relationship building. Our overall capacity of 120 young people is an estimate based on our current allocation.

Languages Available: Please list all languages you are able to provide services in to students.

On site we have English, Spanish, Portuguese and Khmer speakers available. However, we also have use of the language line and availability to call for assistance for a sign language interpreter.

Program "Hallmark": Please describe what makes your program unique.

Our program is unique because we are the only MassHire Career Center in the state providing Pre-ETS services. We have technical training and hands on experience providing college and career guidance and pre employment services and can combine our knowledge and experience to make a fully comprehensive program. Our program leads the wave of career experts being able to make an impact early in the lives of young people to lead to better outcomes in the future in nontraditional career center settings.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

In order to track students and participants in our programs we do need basic information such as date of birth, social security number, address, contact information, school history and any past or current work information.

Please provide any additional information you believe schools and students should know about your programming.

Our programming is not a one size fits all program, it is a multi-tiered and multi-faceted program offering a true variety of options. We are confident in the adaptability of our staff and programs to be able to meet students where they are and help them individualize and achieve their personal and professional goals.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Community Work Services

Provider Address: 174 Portland St. Boston MA 02114

Provider Contact Name: Ashley Jones, Tanya Figelman

Provider Contact Email: asjones@cwsne.org
tfigelman@cwsne.org

Location: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate it.

- At provider’s office General community location At a school Specific Location

Comments: Our services are offered at our office by North Station in Downtown Boston, yes, but we are ultimately a community space with classrooms, a computer lab, a café, etc. In the future, we are open to traveling to community locations in various neighborhoods, as soon as enrollments justify the staff time.

Transportation: Please check all that apply and write 1 – 2 sentence description; please include if you travel train ALL students who request it, what MBTA trains/buses you are near if applicable, or alternative ways students access programming.

- MBTA subway/bus MBTA The Ride Agency Provided Transportation Family/Friends Other

Comments: Students must be able to arrange independent transportation to our location. Right now, we don’t travel train, but as need increases, we could intentionally build this capacity. CWS is **very** conveniently located near public transportation. We are 0.2 miles from North Station on the Orange and Green Lines, and 0.3 miles from the Bowdoin top on the Blue line. We are 0.6 miles from Park Street / 0.7 miles from Charles/MGH on the Red Line.

Program Time/Schedule: Please indicate at what time your programming generally occurs. Also, please attach a program calendar.

- During the school day After-school Weekend School vacation Mixed

Comments: Right now, all CWS workshops are scheduled on weekdays after school hours, or during school vacations. In the future, when we can travel to community locations in various neighborhoods, we may consider offering programming during the school days that can pull students from several nearby schools.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: Each month, CWS offers a calendar of stand-alone workshops across all five PreETS services. Though each workshop is stand-alone in that it covers a defined topic, we’ve identified a group of workshops within each of the five PreETS services that a student would have to attend to successfully complete that service. The workshops in the group do not have to be completed in any particular order, or back to back. The student will set their individualized schedule towards completion through their intake/orientation process, when an individual service plan will be developed. Students can choose which of the five services best fit them, and their decision can be informed by which workshops on the calendar are the most relevant to their needs.

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

25 per workshop _____ per cohort 225 Overall capacity



Comments: This is based on CWS current capacity **between now and June 30, 2019**. CWS has the capacity for 25 students per workshop, and we offer workshops across 5 services, which means we could serve up to 125 students at a given time. We plan to offer each service twice between now and June 30, 2019, except for Work Readiness Training, which we will only offer once before June 30. Based off this current capacity, we could serve up to 750 students in FY20, but we do plan to at least double our capacity (in terms of staff time and therefore number of workshops we can offer per month) next year, if we can see the type of high enrollment numbers that we hope for within these next three months, which would mean we can serve a total of 1500 students.

Languages Available: Please list all languages you are able to provide services in to students.

CWS has staff who speak English, Spanish, Portuguese, German, French, Russian, and Hebrew. PreETS workshops can be taught in English or Spanish.

Program "Hallmark": Please describe what makes your program unique.

CWS delivers a unique and dynamic curriculum through its workshop series that was developed by our parent organization, The Fedcap Group, with a laser focus on the needs of youth facing multiple barriers to success in work and school. More information about our curriculum can be found here: <https://www.getready.fedcap.org/> CWS is also unique in that operates multiple social enterprises to support a diverse range of job training programs, particularly in the food arts and commercial cleaning industries. Our social enterprises offer a perfect opportunity for our youth students to participant in hands-on, work-based learning experiences such as short-term job shadows. Finally, CWS is in a vibrant Downtown neighborhood, easily accessible by public transportation. Not only does this give students an exciting opportunity to learn how to navigate the larger Boston community, it also provides access to the deep portfolio of CWS business partners for business tours, job shadows, and internships.

Boston Public Schools: Please list all of the schools you are currently connected with.

McKinley Tech, Burke School, Another Course to College, Henderson Inclusion School, Madison Park Technical Vocational High School, Boston Prep Academy, Ivy Street School, Seaport Academy, Fenway High School, Margarita Muniz Academy

Boston Public School Students: Please indicate the number of BPS students you are currently working with and the year-to-date total.

Currently enrolled in programming 7 **Year to date enrolled in programming** 13

Student Profile: Please give a brief description of the characteristics a student should have to be able to participate in your programming; consider transportation needs, student level of support, and agency specific requirements.

Students will be a good fit to participate in the CWS Pathways program provided they are able to independently travel to our Portland Street location, are independent in their ADLs, have a reliable form of communication (such as a cell-phone, email address, or parent/guardian with a reliable cell-phone or email address), and can engage, with reasonable accommodations, with a curriculum that includes a mixture of hands-on, written, and computer-based materials.

Please provide any additional information you believe BPS should know about your programming.



To initiate services, students will need to complete the standard PreETS Enrollment form developed by MRC. This form can be completed with a school counselor or the provider. To refer a student, or to get on the CWS Pathways mailing list for updates on upcoming workshops and group orientation sessions, please email Ashley Jones at asjones@cwsne.org.



MRC Pre-ETS Provider Fact Sheet

Provider Name: Disability Resource Center, Inc.

Provider Address: 27 Congress St., Suite 107 Salem, MA 01970

Provider Contact Name: Lisa Orgettas

Provider Contact Email: Lorgettas@disabilityrc.org

Contracted MRC Area Office(s): Salem

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Service provision will reflect the five Pre-ETS services of job exploration, work readiness, work-based learning experience and post-secondary education. Some target learning experiences would be served well in a group setting, while others would benefit from more of a one-on-one or small group approach. Services are provided by our staff members, who, themselves are living with a disability and serve as a role model for success.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider's office General community location At school(s) Specific location

Comments: Services will be provided within the school and other community settings as appropriate to the learning task.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: The DRC regularly provides our consumers with travel training both within the train and bus systems. Public transportation within the city of Salem includes and extensive busing network as well as the Salem train station.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: While we would provide services on weekends for certain learning initiative, most programming will be held during weekdays.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities



Comments: Programming will be provided in a multitude of formats to fit the particular learning objective

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

_____ 10 to 12 _____ per workshop _____ 5 _____ per cohort _____ 45 _____ Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

English, some limited Spanish, additionally the DRC has had great success using Google translate. The DRC also has a braille printer and so would be able to offer materials to sight impaired students.

Program "Hallmark": Please describe what makes your program unique.

The DRC is an Independent Living Center in business for the last 32 years. We support people of any age, living with any type of disability to live as independently as they choose. The DRC follows the Independent Living (IL) Paradigm of skills assessment, Independent living skills development, peer mentoring and community resource access. These values will continue in Pre-ETS services.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

None__

Please provide any additional information you believe schools and students should know about your programming.

The unique quality of our agency is that we provide life-long service and support for our consumers. As students transition into adulthood, the DRC can continue providing services for as long as the consumer wishes. Additionally, as our services are consumer driven, it is the consumer who chooses their goals and also decides with they have achieved those goals.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Easter Seals of MA **Provider Address:** 484 Main St Worcester MA 01608

Provider Contact Name: Kelly Penrod **Provider Contact Email:** Kpenrod@Eastersealsma.org

Contracted MRC Area Office(s): Worcester

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Easter Seals will provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities between the ages of 14–21(up to their 22nd Birthday) enrolled in the various high schools and post-secondary education/certificate training programs in the Worcester area. Students will gain valuable employment and transition skills that will assist them in their journey to adulthood through community based workshops, school workshops, webinars and individual services. Students and families will pick services depending on need and which of the 5 Pre-Ets components and tier is appropriate for them.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: Services will be provided at various high schools in the Worcester area as well as here at our Easter Seal’s offices located at 484 Main St. STE 600, Worcester, MA 01606.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends other

Comments: Easter Seals will not be providing transportation for students, they and their families will be responsible for obtaining or providing transportation. If a student is in of travel training, they will be referred to the WRTA who provides free travel training services in the Worcester area. Our offices are located within .8 miles of Worcester’s Central Hub and Union Station where trains or buses to various locations can be accessed. Our offices also have 5 bus stops within .3 mile radius from our building.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.



Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: Our stand alone workshops will be offered for in-school programming or here at the Easter Seal's offices. Our Cohort programming speaks to our summer Internships that will be available to students who have graduated or are close to graduation. Individual student activities will be provided when appropriate for the need of the student, and for students who have an out of district placement who do not have access at their present school.

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

25 per workshop 10 per cohort 100 + Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

Our staff providing our college navigator boot camp available to all three tiers is tri-lingual: fluent in English and Haitian Creole, and Proficient Mandarin. Other workshops will be provided in English.

Program "Hallmark": Please describe what makes your program unique.

Easter Seal's has two Hallmarks, the first being our utilization of Webinars, where students can access workshops from their home to ease the trouble of transportation. We also will be offering a college navigator boot camp where all three tiers will have access to college readiness.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

As long as the student's meet the Pre-Ets eligibility criteria set forth by MRC we will provide to any student. For the summer internships the only criteria is the student must be close to graduation or have graduated.

Please provide any additional information you believe schools and students should know about your programming.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Fidelity House CRC

Provider Address: 439 S. Union St Lawrence, MA 01843

Provider Contact Name: Erica Mawby-Roche

Provider Contact email: emawby@fidelityhhs.org

Contracted MRC Area Office(s): Lawrence and Salem

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Our Pre-ETS model is comprised of both in-school and community-based classes. Community-based classes will be held out our Downtown Haverhill office that has easy access via the bus system or at the Land of 1000 Hills Café in Lynn. In-school classes will be offered at those school where student transportation is a challenge. Each class will cover a different topic and classes will be broken up into three sections: discussion, activity, and reflection. Students will be placed in classes that cater to their ability level using input from the student, family, and school. Students will be offered opportunities to participate in various workplace tours, school tours, employer panels, and informational interviews.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

At provider’s office General community location At school(s) Specific location

Comments: Haverhill community classes will be held at our Downtown office at 76 Merrimack St, Haverhill, MA 01830. Our community classes in the North Shore will be held at the Land of 1000 Hills Café at 61 Munroe St, Lynn, MA 01901 or another venue if this site is too small. All in-school class locations are to be determined.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Transportation for students will be provided by public transit, paratransit, or by a friend or family member. Both our downtown Haverhill location and Land of 1000 Hills Café are on the bus line which provides easy access. Several students utilize EZ Trans or The Ride to access classes and staff are available to assist with filling out and submitting applications for those services. Travel training is available upon request.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

During the school day After-school Weekend School vacation Mixed

Comments: Classes will occur at various times during the day Monday through Friday. In-school classes will occur during the school day and community classes will be scheduled after school is out. Classes will also be offered during the day during school vacations.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.



- Stand-alone workshops
- Cohort/grouped programming
- Individual student activities

Comments: Classes will mostly be offered as cohort/grouped programming with students having the opportunity to pick and choose which classes best suit their needs. Stand-alone workshops will be offered to all students and will include activities such as school or workplace tours.

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

10 per workshop 10 per cohort 240 Overall capacity

Comments: The capacity of our space for students is about 10 students per session. This restriction is based on the space we have available. Multiple cohorts as well as in-school services will be offered in order to serve 240 students from the Lawrence and Salem offices in FY20.

Languages Available: Please list all languages you are able to provide services in to students.

Services can be provided to students in both English and Spanish.

Program “Hallmark”: Please describe what makes your program unique.

Our program’s hallmark is our access to local employers. Fidelity House CRC holds a CIES contract through MRC. Through that, the staff at Fidelity House CRC have made numerous connections with local businesses that will allow students the opportunity to explore several different types of work environments and to meet professionals from different industries in their community.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

Students who participate in Pre-ETS classes through Fidelity House CRC should be employment focused and interested in learning what it takes to obtain and maintain employment for when the time is right for them. Students who are participating in the in-office classes in Haverhill or the classes at Land of 1000 Hills Café in Lynn should have transportation to and from the classes.

Please provide any additional information you believe schools and students should know about your programming.

The programming at Fidelity House CRC is designed to make students aware of the professional world and to start to think about what they need to work on to become employed during or after they finish school. Students can progress through the tiers and by the end should be capable of finding and maintaining employment. Fidelity House CRC staff will inform MRC if there are students who will require additional employment services through MRC after they have completed the Pre-ETS program.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: HMEA

Provider Address: 8 Forge Parkway, Franklin, Ma 02038

Provider Contact Name: Suzanne Crosby **Provider Contact Email:** scrosby@hmea.org

Contracted MRC Area Office(s): Milford

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Our Pre-Ets Model will include in-school classroom time which will touch on work-place readiness, self advocacy, job exploration and counselling. The classroom groups will be divided into two different groups, 14-16 year olds and 17-22 year olds. For those that can't meet during school times, opportunities will be provided after school within the community. HMEA will help students target categories to meet their specific needs and will also provide community opportunities for mock interviews, job shadows, employment tours and volunteer opportunities

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider's office General community location At school(s) Specific location

Comments: HMEA is partnering with 6 area schools to create in-school opportunities for the students. These schools are Nipmuc, two Bellingham High schools, Tri-county, Medway and Uxbridge. We are also available to meet at the Uxbridge Public Library, the Milford Public Library and the MRC office in Milford

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Students will be accessing programing mainly by receiving rides from family and friends. On special occasions, such as a job shadow, employment tour and on-site interviews for small groups of students, HMEA will be available to transport up to 3 students to one of these events.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed



Comments: HMEA will be offering programming during school hours as well as after school and during school vacations. _

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops
- Cohort/grouped programming
- Individual student activities

Comments: HMEA would like to offer our programming to a cohort of students on a rotating basis, having cohorts start every other month. We are also willing to provide individual student activities in regards to the job shadowing, informational interviews, tours, etc.

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

_____ per workshop up to 10 students with 2 instructors per cohort _____
_____ Overall capacity

Comments: In order to be effective, the cohorts should consist of no more than 10 students with 2 instructors. At each school, our hope is to have at least 3-6 cohorts with 5-10 students in each cohort through out the school year.

Languages Available: Please list all languages you are able to provide services in to students.

HMEA’s program will be provided in English

Program “Hallmark”: Please describe what makes your program unique.

Our program is unique because on top of the cohorts, we will strive to provide individual experiences for students as they express interests in different employment opportunities. We also can use our connections to hopefully assist students with obtaining paid employment as they start to desire to look for paid part-time work as the TRACS program at HMEA has over 20 years of experience helping students with disabilities learn work tasks and find competitive employment. We will also strive to have open communication with every student and family member to ensure that all opportunities are being presented and accessed.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

HMEA expects a commitment from the student and an understanding that once they agree to participate in the program that they show dedication to completing the categories in which they registered. It is a requirement to have open communication with the student’s family. If a volunteer opportunity is presented and accepted, the student is



required to get themselves to and from this opportunity on their own. HMEA will not be providing transportation_____

Please provide any additional information you believe schools and students should know about your programming.

The students should hopefully find our programming informative and relevant. They will leave this program knowing and understanding more than when they started and should hopefully feel more confident to go out into the community and apply, interview and successfully maintain part-time paid employment. They will also learn the importance of advocating for themselves in order to learn more on the job, how to navigate the social aspects of employer/employee relationships. Our program will bridge the gap between what the school is able to provide and what they should provide in regards to employment training which, in turn, will help students have a more successful transition from the school environment to the world of work and/or post-secondary education._____

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Independence Associates **Provider Address;** 100 laurel Street, East Bridgewater

Provider Contact Name: Ryan Macleod **Provider Contact Email:** rmacleod@iacil.org

Contracted MRC Area Office(s): Brockton, Plymouth

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: As a center for Independent Living, Independence associates provides a consumer directed model of service. Where the consumer is involved in all decisions. The Independent Living Philosophy states "Nothing about me without me" this is core to all services provided at the center.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider's office General community location At school(s) Specific location

Comments: Due to geographic barriers and unavailability of access to public transportation services can be provided in any or all of the locations above up to and including the consumer's home.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: We work with BAT, GATRA & MBTA fixed route and paratransit systems. We also work with young folks prepping for the learners permit exam.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: A combination of all of the above is used catered to the consumer's needs and availability.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: A combination of the three will be used

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

 per workshop per cohort 200 Overall capacity



Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

English, Portugese, Spanish, Korean

Program "Hallmark": Please describe what makes your program unique.

As an independent living center all of our programs are individualized to the need of the consumer. No one person is the same we each have different dreams, goals, and values making our program unique for each participant.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

As an independent living center each consumer must complete an intake. The intake includes a section where a consumer can self-identify as a person with a disability. By Federal statute a person must be a person with a disability in order to be eligible for services.

Please provide any additional information you believe schools and students should know about your programming.

We are available at any time for outreach presentations and community activities. If a school is considering any type of remodeling we are the ones that would receive a copy of any variance requested for accessibility and would love to work with school design committees prior to that process to be sure they are a fully inclusive accessible environment.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: M.O. L.I.F.E. **Provider Address:** 105 Sconticut Neck Road, Fairhaven, MA 02719

Provider Contact Name: Amy Combra **Provider Contact Email:** acombra@molifeinc.com

Contracted MRC Area Office(s): New Bedford

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Job Exploration Counseling – Staff assist students identify jobs that would fit their skills and abilities. Students are also taught how to fill out applications, to create resumes, interview techniques, etc.

Work-Based Readiness Training – students learn to identify and manage their employability skills as well as work ethics in order to prepare for real work world, including learning how to deal with difficult situations, dealing with and preventing sexual harassment, financial writing (w4, w2, I9, reading payment checks), etc.

Work-Based Learning Experience - students benefit from some community-based work experience, e.g.: job fairs and field trips to companies of their interest.

Self-Advocacy/Mentoring Instruction- Students learn when and how to speak up for themselves, know their preferences, interests, strength and limitations, the ability to set goals and work towards their goals. Staff also help students learn when and how to disclose their disability.

Counselling on Enrollment in Post-Secondary Education - Staff help students understand their post-secondary goals on their IEP and their options for after high school, therefore staff help students identify and research Colleges of their interest and identify the entrance requirements for each. Staff also help students identify the accommodations and adaptations they will need in order to be successful in college.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: Wareham Public Library (59 Marion Road, Wareham), Mattapoisett Public Library (7 Barstow St, Mattapoisett), New Bedford Library Casa da Saudade (58 Crapo St, New Bedford)

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Staff meet students at school for classroom sessions, staff transports students to and from field trips, as well as assist students apply for paratransit transportation (Demand Response, SRTA). Staff will also assist students with travel training.

Program Time/Schedule: Please indicate at what time your programming generally occurs.



During the school day After-school Weekend School vacation Mixed

Comments: Staff meet students at school after last period or during school day, and during vacation staff meet with students at Provider's office.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: The program is offered in groups of 6 up to 10 students per group. Students may revoke some 1:1 community support at times.

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

 per workshop 10 per cohort Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

English
Portuguese

Program "Hallmark": Please describe what makes your program unique.

Our program has a comprehensive curriculum and assessments, an environment that encourages student's close interaction between with staff, successful students overall.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

To enroll in our program students must be between the ages of 14-22, attend one of the schools in our catchment area and be approved by MRC.

Please provide any additional information you believe schools and students should know about your programming.

M.O. L.I.F.E. have been supporting students in the PRE-ETS program for several years. The students we work with gain the skills and knowledge that will benefit them in their future employment endeavors. Our staff are experienced and dedicated to each student to ensure their satisfaction.



MRC Pre-ETS Provider Fact Sheet

Provider Name: Bridges from School to Work **Provider Address:** 745 Atlantic Ave, Boston, MA 02111

Provider Contact Name: Andrew Selby **Provider Contact Email:** andrew.selby@marriott.com

Contracted MRC Area Office(s): Boston and Roxbury

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: The Bridges process typically begins with a direct referral from a teacher/school staff to a Bridges Representative. The student referral, intake, and assessment typically to take place at school and includes discussion with the referral source (and completion of a referral questionnaire) regarding the student’s goals and interests, qualities and potential related to work, and any potential challenges. Pre-Employment training can take a variety of forms with core activities designed to help students identify their transferable skills, set realistic goals, practice and prepare for filling out job applications, passing pre-employment screenings, and preparing for job hunting (self-presentation, job inquiries, application follow-up, and more), as well as interview skills, customer service skills, and general workplace success tips. Students will meet regularly (general 2-3 times per week) at their school, at the Bridges office, and out in their community. They will move at a pace designed to meet their needs, desires, and availability. Bridges will regularly make available group workshops on professional skills to be provided by Bridges staff at the Bridges office or a classroom; guest speaker presentations and trainings provided by industry partners; worksite tours, job shadows, and information sessions at local Bridges partner sites. Throughout this process Bridges will also prepare, coach, and mentor students throughout a typical job search process by providing transportation to job development activities, providing necessary professional clothing and hygienic items, the workplace, etc, and by providing any additional counseling and training related to the students individualized goals, interests, and needs.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

At provider’s office General community location At school(s) Specific location

Comments: Bridges places emphasis on activities that model as much as possible the real experience of a workplace (i.e., the Bridges office where students must travel independently, maintain regular attendance and punctuality, and demonstrate a professional and mature demeanor – all of which can be supported and coached as needed by Bridges staff). Bridges staff are also flexible and able to meet students just about anywhere to ensure their success – at their school, local library or community center, café/coffee shop near their home, etc.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: The Bridges office is located within short walking distance from the MBTA South Station. Bridges staff will also provide transportation in their vehicles as needed (Travel Consent form signed by student and if needed parent/guardian is required).



Program Time/Schedule: Please indicate at what time your programming generally occurs.

During the school day After-school Weekend School vacation Mixed

Comments: Most programming occurs after school and during school. For some activities and events, staff will meet with students during the weekend. Bridges is year-round and operates at full capacity during all school breaks.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: Bridges enrolls students year-round, provides group workshops, presentations, etc. regularly, and also provides services to individual students tailored to their specific needs.

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

10-15 per workshop _____ per cohort 100/year Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

Spanish, Amharic – both conversational

Program “Hallmark”: Please describe what makes your program unique.

Bridges brings nearly 30 years of employer driven services for youth with disabilities. Students who enroll with Bridges will be tapping into an incredibly wide range of expertise and knowledge to help them prepare for employment. Bridges staff members are able to provide services that meet each student where they’re so they can benefit from an experience that directly addresses their own needs. Staff is also able to leverage their employer partnerships to offer highly engaging workshops, worksite tours and job shadow events, job fairs, and more; all of which constitute a well-rounded, dynamic, and flexible program that is engaging and fulfilling for youth.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

Bridges enrolls students ages 17-22 with IEP’s or 504 plans who are interested in competitive employment

Please provide any additional information you believe schools and students should know about your programming.



MRC Pre-ETS Provider Fact Sheet

Provider Name: Martha’s Vineyard Community Services
Haven MA 02568

Provider Address: 111 Edgartown Road, Vineyard

Provider Contact Name: Beth Wike
bwike@mvcommunityservices.com

Provider Contact Email:

Contracted MRC Area

Office(s): Hyannis

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: STEP offers individual and small group activities across each of the required components. Structured to provide “light touch” program in community settings. Collaborate with community employers to expose and increase student’s understanding of employment opportunities on Martha’s Vineyard.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: We will utilize the Island Libraries, schools, and employers to implement the program.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Vineyard Transit Authority for travel training and/or Paratransit as necessary. Local taxi company as needed. Staff do not transport program participants in personal vehicles.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: Timing of program will depend on student schedules and nature of activity.



Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: Activities range from community employer panels, individual post-secondary counseling, small group special topic seminars etc. See calendar for more information.

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

5 per workshop 10 per cohort _____ Overall capacity

Comments: Activities such as employer panel can serve a large audience, while seminar and skill development would be more successful for small group participation. Also depends on needs of students.

Languages Available: Please list all languages you are able to provide services in to students.

English, Portuguese, ASL as needed

Program “Hallmark”: Please describe what makes your program unique.

Collaborative nature that will build a bridge between youth and employers...allowing families to begin to see how their child will transition into the community; the opportunity to develop real skills in real environments

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

Please provide any additional information you believe schools and students should know about your programming.



MRC Pre-ETS Provider Fact Sheet

Provider Name: New England Business Associates
Springfield, MA 01104

Provider Address: 66 Industry Ave, Suite 11,

Provider Contact Name: Kylee Warnock

Provider Contact Email: kylee.warnock@nebaworks.com

Contracted MRC Area Office(s): Franklin/Hampshire and Springfield

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: NEBA has the current experience, knowledge and capacity to provide work-based learning experiences, job exploration and counseling, workplace readiness training, self-advocacy/peer mentoring and counseling on post-secondary education and or vocational training programs to youth with disabilities at various levels of knowledge, interest and experience, ranging from a very beginning/awareness level to a more advanced/employment preparation level. The rolling curriculum allows for students to be assessed and engaged in the appropriate components based on their needs as determined by their intake and pre-test.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: _____

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: _____

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: Programming generally occurs after school but we have the ability to offer programming during the day and on Saturday, as well as during the summer months. NEBA has the ability to offer services with a customized schedule design based on the need of the students.



Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: _____

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

_____ per workshop 10 per cohort _____ Overall capacity

Comments: Capacity may vary depending on the location of the workshop.

Languages Available: Please list all languages you are able to provide services in to students.

NEBA has the ability to serve Spanish speaking students in our Springfield office.

Program “Hallmark”: Please describe what makes your program unique.

NEBA’s services are unique in that they are designed with a partnership between private industry, local one-stop career centers, local school systems, and Post-Secondary Institutions. NEBA’s Pre-ETS program incorporates a variety of teaching modalities to ensure each student can participate and to assist us to meet each students learning style. NEBA’s Pre-ETS program incorporates universal design principles and the program utilizes a mix of lecture/presentations, open discussion, guest speakers, video, computers, and Apple iPads. Through the why, what, and how of learning, NEBA has developed a program, with assistance from the Commonwealth Corporation’s Signaling Success program, to reach students through their specific learning styles. The program presents material through verbal instruction for auditory learners, the use of PowerPoints for visual learners, and workbooks for individuals who would categorize themselves as textile learners.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.



MRC Pre-ETS Provider Fact Sheet

Provider Name: The Northeast Independent Living Program **Provider Address:** 20 Ballard Road, Lawrence, 01843

Provider Contact Name: Alicia Thyne **Provider Contact Email:** athyne@nilp.org

Contracted MRC Area Office(s): Fitchburg, Lowell, Lawrence

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: NILP will recruit students through school partnerships, community outreach and MRC VR Counselors. We will conduct intakes, develop a plan for each individual student and apply our curriculum based on students' needs and skills. NILP will also utilize our Peer Role Model for individual needs.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider's office General community location At school(s) Specific location

Comments: The plan is to connect with the schools and determine the best practice for location of services. We will determine locations as we develop our relationships with the schools and meet with the MRC offices.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: When a student requires travel training, staff will utilize Paratransit (EZ Trans, the Road Runner, The Ride), MVRTA and LRTA to assist students with accessing services. If a need arises, our NILP transportation will be utilized without a program-related cost.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: NILP's curriculum involved workshops and individual activities. Grouped programming will be utilized through the school to accommodate school/student schedules.



Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

12 per workshop 12 per cohort _____ Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

NILP will provide English, Spanish and American Sign Language Services as well as any other language needed via our language line account.

Program “Hallmark”: Please describe what makes your program unique.

NILP offers Peer Staff and a strong curriculum to be able to work with students of all disabilities. Our curricula is interactive, which keeps students engaged in learning skills and being prepared for competitive employment. NILP’s Youth Services Program has a history in developing school relationships and has established strong relationships with businesses in the Merrimack Valley.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

Please provide any additional information you believe schools and students should know about your programming.

NILP has a unique way of providing services to and engaging students with disabilities. We have developed a series of activities that help students learn soft skills for employment, disability awareness, self-advocacy and social skills that are different than the standard ways of teaching.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Partners for Youth with Disabilities (PYD) **Provider Address:** 5 Middlesex Ave Suite 307 Somerville, MA 02145

Provider Contact Name: Lindsay Alperin **Provider Contact Email:** lalperin@pyd.org

Contracted MRC Area Office(s): Downtown Boston, Roxbury, Somerville

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: The PYD Pre-Employment program offers a variety of programming targeting each of the 5 Pre-Employment Transition Services following a monthly calendar of events. We offer workshops and one day events in a small group format where student needs are still able to be individualized. The curriculum for our workshops is based upon the YEP Career Readiness Program Curriculum which was created over 20 years ago and has been updated and designed based upon the principles of Universal Design for Learning (UDL). Additionally, we collaborate with many local business partners and organizations to provide our students with hands on real world learning experiences including job shadows, career exploration tours, guest lectures, and internships.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

At provider's office General community location At school(s) Specific location

Comments: Our workshops and events take place at Spaulding Hospital JobLab in Cambridge (1575 Cambridge St, Cambridge, MA 02138), the PYD office in Somerville (5 Middlesex Ave Suite 307, Somerville, MA 02145), and the Boys and Girls Club of Dorchester (1135 Dorchester Ave, Dorchester, MA 02125). Intakes with students can take place at/near schools or at a location convenient for the student and family, including one of our workshop locations. Our work-based learning experiences and additional real world learning experiences take place at businesses and organizations that are MBTA accessible in the local community.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Our workshops and events take place at Spaulding Hospital JobLab in Cambridge, the PYD office in Somerville, and the Boys and Girls Club of Dorchester. Each location where our workshops and events take place are accessible via public transportation. Spaulding is accessible via the red line/1 bus from Mass Ave, and the 69 bus from Harvard Sq. The PYD office is accessible via the orange line (Assembly Square Stop). Boys and Girls Club of Dorchester is accessible via the red line (Savin Hill stop) and the 18 bus. Our work-based learning experiences and additional real world learning experiences take place at business locations that are also accessible via public transportation. A travel guide with detailed information and directions is provided to students and their families during the intake. PYD does not provide formal travel training or transportation.



Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: Our programming generally occurs in the after-school hours Monday-Friday and during school vacation when most convenient for students. We provide enough time between the end of the high school day and the start of programming for students to travel to the programming location. Intakes can take place at the most convenient times for students, schools, and families.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: The PYD Pre-Employment Program offers a variety of programming targeting each of the 5 Pre-ETS service components. We offer 4 week Workplace Readiness Training workshops and 3 week Self-Advocacy/Mentoring Instruction workshops. Additionally, we offer one day events and workshops in the areas of Work-Based Learning Experiences, Job Exploration Counseling, and Counseling on Enrollment in Post-Secondary Education. We also offer short term paid internships for Preparation Tier students.

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

3-9 per workshop 9 per cohort 95 Overall capacity

Comments: Depending on the type of event or workshop, our capacity ranges from 3-9 students in order to meet the needs of students in small groups while still keeping programming individualized to student needs. Our weekly 4 week Workplace Readiness Training workshops and 3 week Self-Advocacy/Mentoring Instruction workshops can have cohorts of up to 9 students. We anticipate our overall capacity is to serve 95 students, anticipating that students will likely participate in more than one Pre-ETS service component.

Languages Available: Please list all languages you are able to provide services in to students.

We are currently able to provide services to students in English only. However, our written materials can be translated into Spanish as needed. Our curriculum is designed using Universal Design for Learning to accommodate various learning styles and levels of communication and understanding.

Program “Hallmark”: Please describe what makes your program unique.

We offer various programming throughout the year through our monthly calendar of events including one day events, short term weekly workshops, and various work based learning experiences. We partner with over 15 various local businesses and organizations, such as State Street, Salesforce, CVS Health, and Microsoft, to provide our students with a variety of Work-Based Learning Experiences according to their interests. Our workshops, trainings, and events cover a variety of career readiness topics ranging from soft skills to resume writing and much more!

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

Enrollment requirements to be aware of include that we are able to serve students who can attend workshops on their own or through support from their families (i.e. utilizing public transportation or getting a ride to workshops). Students should also be able to work in small group environments with staff support.



Please provide any additional information you believe schools and students should know about your programming.

Students who are interested in exploring their career interests and ways to capitalize on their own strengths will benefit from participation in our programming. Students should be able to work in a small group environment and work independently or with staff support. We have a large variety of employer partners and organizations in order to provide our participants with relevant experiences and increase awareness of the variety of career options for their future, based on student's interests.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Pride, Inc. **Provider Address:** 3 Maple Street, Taunton MA 02780
Provider Contact Name: Tara Brosnan **Provider Contact Email:** tbrosnan@pride-inc.org
Contracted MRC Area Office(s): Taunton, Fall River, New Bedford

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Intake process with student/family and MRC (VR) or school contact (PE) – paperwork signed including ROI. IEP obtained. Service plan created based on intake discussion with student/family and IEP information. Schedule and location determined based on availability and ease of access for cohort members. “Awareness,” “Exploration,” and “Preparation” tiers are taken into consideration with the ability for material to be graded up or down based on students’ levels of awareness and functioning. Certificate of Completion is awarded after all sessions are held. Program exit plan with Transition Specialists’ recommendations is created and will be sent to MRC as appropriate.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: We have run sessions in school classrooms, MRC offices, local libraries, and at our office location. We strive to be flexible with program location to be able to meet the geographical needs and ease of accessibility for participants and their families/transportation situations.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: The Pride office is located directly across the street from the GATRA station/public bus route and is also accessible via Dial-A-Ride. Students have used their own cars to drive and have also carpooled to sessions. We can provide travel training as appropriate.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: We offer programming after school and during summer/school vacations for students in all-inclusive classrooms. For students who have some separate class time or flexibility with school schedule, we can also hold sessions during the school day.



Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: _____ Most sessions occur in a group setting. Some components such as the WBLE or research on specific post-secondary enrollment opportunities may be offered 1:1.

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

_____ 6 _____ per workshop _____ 6 _____ per cohort _____ 138 _____ Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

_____ English, Spanish, Portuguese, American Sign Language

Program “Hallmark”: Please describe what makes your program unique.

_____ Persons with lived experience running the groups/workshops

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

_____ Specification of who is legal guardian for students so that we may invite the appropriate people to the intake meetings.

Please provide any additional information you believe schools and students should know about your programming.

Please attach a sample calendar of programming if available.

July 2019 Sample Calendar

Mon	Tue	Wed	Thu	Fri
1 9-10 <i>Why Should I Work?</i> 11-12 <i>Fields & Industries</i> 1-2 <i>Exploring the Labor Market</i>	2 9-10 <i>aHygiene, Grooming, and Dressing</i> 11-12 <i>Attendance & Punctuality</i> 1-2 <i>Interview Basics</i>	3 9-10 <i>Continuing Education Options</i> 11-12 <i>Finding Admission Information</i> 1-2 <i>Financial Aid Info</i>	4 <i>Closed—Holiday</i>	5 9-11 <i>Web & Paper Applications</i> 12-2 <i>Resume Writing Workshop</i>
8 9-10 <i>Basic Money Management</i> 11-12 <i>Transportation Options</i> 1-2 <i>Required Work Documents</i>	9 9-10 <i>My Rights and Responsibilities</i> 11-12 <i>Understanding My Disability</i> 1-2 <i>Positive Mental Attitude</i>	10 9-11 <i>References & Cover Letters</i> 12-2 <i>Interview Skills and Practice</i>	11 9a-2p: <i>One hour time-slots for Mock Interviews with Critique and Feedback</i>	12 9-10 <i>My IEP & Transition Plan</i> 11-12 <i>Developing Professional Goals</i> 1-2 <i>ADA & Reasonable Accommodations</i>
15 9-10 <i>Why Should I Work?</i> 11-12 <i>Fields & Industries</i> 1-2 <i>Exploring the Labor Market</i>	16 9-10 <i>aHygiene, Grooming, and Dressing</i> 11-12 <i>Attendance & Punctuality</i> 1-2 <i>Interview Basics</i>	17 9-10 <i>Continuing Education Options</i> 11-12 <i>Finding Admission Information</i> 1-2 <i>Financial Aid Info</i>	18 9a-2p: <i>One hour time-slots for Mock Interviews with Critique and Feedback</i>	19 9-11 <i>Web & Paper Applications</i> 12-2 <i>Resume Writing Workshop</i>
22 9-10 <i>Basic Money Management</i> 11-12 <i>Transportation Options</i> 1-2 <i>Required Work Documents</i>	23 9-10 <i>My Rights and Responsibilities</i> 11-12 <i>Understanding My Disability</i> 1-2 <i>Positive Mental Attitude</i>	24 9-11 <i>References & Cover Letters</i> 12-2 <i>Interview Skills and Practice</i>	25 9a-2p: <i>One hour time-slots for Mock Interviews with Critique and Feedback</i>	26 9-10 <i>My IEP & Transition Plan</i> 11-12 <i>Developing Professional Goals</i> 1-2 <i>ADA & Reasonable Accommodations</i>
29 9-10 <i>Why Should I Work?</i> 11-12 <i>Fields & Industries</i> 1-2 <i>Exploring the Labor Market</i>	30 9-10 <i>aHygiene, Grooming, and Dressing</i> 11-12 <i>Attendance & Punctuality</i> 1-2 <i>Interview Basics</i>	31 9-10 <i>Continuing Education Options</i> 11-12 <i>Finding Admission Information</i> 1-2 <i>Financial Aid Info</i>		



MRC Pre-ETS Provider Fact Sheet

Provider Name: Riverside Industries **Provider Address:** 1 Cottage St Easthampton, MA

Provider Contact Name: Nicholas Isherwood **Provider Contact Email:** nisherwood@rsi.org

Contracted MRC Area Office(s): Springfield

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: We utilize our 50 years of experience and vast network of community connections to provide Work-Based Learning Experience, Job Exploration, Job Readiness, Peer Mentoring and Post Secondary Counseling to students aged 14-22. These will be offered in different tiers based the students' past experience and interests either at the school itself or another community location that works best for all parties involved. We work closely with families and school officials to ensure the satisfaction and success of each individual student.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider's office General community location At school(s) Specific location

Comments: _____

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: We work closely with each students' team to coordinate transportation and support them to utilize the PVRTA buses or PVRTA's ADA transportation and offer travel training to those who need it. We also support students to find rides with family and friends whenever possible and can provide transportation to students when needed.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: We work closely with schools and students to coordinate session times that work best for all parties involved. _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.



- Stand-alone workshops
- Cohort/grouped programming
- Individual student activities

Comments: _____

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

_____ 6-8 _____ per workshop _____ ? _____ per cohort _____ ? _____ Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

Khmer, Spanish, ASL, Chinese _____

Program “Hallmark”: Please describe what makes your program unique.

Our vast network of connections with employers allows us to match students with work based learning experiences based on their individual interests and skills

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

Please provide any additional information you believe schools and students should know about your programming.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Seven Hills ASPIRE! **Provider Address:** 81 Hope Avenue

Provider Contact Name: Karen Chiurri **Provider Contact Email:** kchiurri@sevenhills.org

Contracted MRC Area Office(s): Worcester/Framingham

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: The ASPIRE! Pre-ETS program will be offered to all eligible and potentially eligible students ages 14-22 to prepare them for the world of work. The ASPIRE! program will cover topics such as, but not limited to: soft skills, career interest, resume development, conflict resolution, team building, self-advocacy, interviewing, job tours and creating volunteer/internship opportunities in their communities.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: Services will be offered at various locations throughout the Worcester/Framingham area. Some sessions/group models will be completed at the school, at our 150 Goddard Memorial location, and the library in Framingham public library located at 49 Lexington Street. For schools located outside the Worcester Framingham area, new locations will be developed to meet the need. Tours and volunteer/internships will be located in the communities the students live.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Depending on the need of the student, any one of these options will be available. In working with the WRTA, we will work with students on travel training- reading bus schedules and learning how to determine stops and unexpected bus changes.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: After meeting with schools, the times of classes/sessions are developed. We will continue to provide services at mixed times. We run programming afterschool and weekends on a regular basis to ensure all students who are interested in participating have the opportunity to get the full benefit of the sessions.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.



- Stand-alone workshops
- Cohort/grouped programming
- Individual student activities

Comments: Students are provided the opportunity to work with peers in group sessions, which offers the opportunity for discussions with other students in different phases of the program. Students will also have the opportunity to sign up for tours within their communities which are conducted with a partnership with area businesses. Individual activities will include resume development, career plans and interest inventories.

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

25 per workshop 25 per cohort 175 Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

English, Spanish. Other accommodations can be made as necessary.

Program “Hallmark”: Please describe what makes your program unique.

Seven Hills ASPIRE! brings a wealth of knowledge in working with high school youth. We have experience in the Pre-ETS program. Ad an agency with a large network of employers, we are able to provide students with opportunities for volunteering/internships. With these employers, we have had many internships that have resulted in employment opportunities for individuals served. As part of resource and training exposure include a teaching kitchen, community based cafes and a unique janitorial training program.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

The only requirement for the enrollment of Pre-ETS services is that the student has some commitment to the program with a goal of obtaining future employment.

Please provide any additional information you believe schools and students should know about your programming.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Stavros CIL **Provider Address:** 210 Old Farm Rd. Amherst

Provider Contact Name: Kasey Mimitz **Provider Contact Email:** Kmimitz@stavros.org

Contracted MRC Area Office(s): Springfield and Greenfield

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Building on our experiences as a provider of Transition to Adulthood and Transitional Internship Services, Stavros will offer a peer-based approach to Pre-Employment Transition Services for students. From individual assessments and service plan development to workshops and counseling, we will relate to students through the Independent Living approach: employing our own experiences with disabilities and transitions to the listening, support, and encouragement that allows students to find and sustain their own voices and to achieve competence and confidence at their own pace and on their own terms.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: Services will be held at the Stavros office unless another location is needed due to location of consumers.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: Consumers are able to use PVTA/FRTA system, along with Paratransit is they receive that service. We are able to travel train consumers as needed. Consumers are welcome to have transportation provided by family and friends as well.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: Depending on the current needs of the consumer we are able to flex when services are provided.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: _____



Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

15 per workshop 12 per cohort 200 Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

We have staff members fluent in ASL, English, Spanish, Vietnamese, Arabic, and Russian who are available to provide assistance as needed. Stavros program materials are available in English and Spanish.

Program "Hallmark": Please describe what makes your program unique.

As an agency we have been working with youth since 1974, in the past year we have worked with 528 youth between the ages of 14-22. We have built many relationships with schools and community businesses, with over 200 students being placed at paid internships in their community. As we are well established throughout the community already this will help us move forward at a quicker pace during the first year of the contract.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

Please provide any additional information you believe schools and students should know about your programming.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Tempus Unlimited **Provider Address:** 600 Technology Center Drive
Stoughton MA 02072

Provider Contact Name: Julie Cleary **Provider Contact Email:** jcleary@tempusunlimited.org

Contracted MRC Area Office(s): Brockton, Braintree, Plymouth, Taunton

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Tempus Unlimited offers weekly workshop curriculum classes for Pre-ETS students. These workshops cover all 5 components of the program and focuses on topics such as resume writing and interview skills. Classes can be one to one or in a small group setting. Pre-ETS consumers have the opportunity to participate in job tours, informational interviews, and job shadowing.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider's office
- General community location
- At school(s)
- Specific location

Comments: We have met with students at library locations including:

Pembroke Public Library: 142 Center St Pembroke MA

Ames Free Library: 53 Main St North Easton, MA

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit
- Paratransit
- Agency provided transportation
- Family/Friends
- Other

Comments: Pre-ETS students have access to the Tempus Unlimited transportation. We do travel train students who request that service. We can travel train on the MBTA in Boston. The Randolph commuter rail is located near the office.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day
- After-school
- Weekend
- School vacation
- Mixed

Comments: _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops
- Cohort/grouped programming
- Individual student activities



Comments: We offer both group workshops and individual meetings. _____

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

_____ **6** _____ **per workshop** _____ **per cohort** _____ **Overall capacity**

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

_____ English, American Sign Language, Vietnamese _____

Program “Hallmark”: Please describe what makes your program unique.

Tempus Unlimited’s program is unique because we have excellent community business connections that students can utilize through the Work-Based Learning component. In addition, we offer transportation services, we can be flexible with where meetings are held, and we ensure that students leave the program with a professional portfolio filled with their resume, references, and more useful information. _____

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

_____ Students must be willing participants in the program. We ask that students arrive to appointments dressed in business casual attire and practice good hygiene. _____

Please provide any additional information you believe schools and students should know about your programming.

_____ We have a team of dedicated employees that have experience working with students with all ranges of disabilities. We’ve had successful outcomes with the Pre-ETS program. _____



*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Triangle Inc.

Provider Address: 420 Pearl Street

Provider Contact Name: Janice Philpot

Provider Contact Email: jphilpot@triangle-inc.org

Contracted MRC Area Office(s): Somerville, Brockton, Salem

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: in school ,Community, weekly format

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office
- General community location
- At school(s)
- Specific location

Comments: _____

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit
- Paratransit
- Agency provided transportation
- Family/Friends
- Other

Comments: yes we will travel train as requested

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day
- After-school
- Weekend
- School vacation
- Mixed

Comments: _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops
- Cohort/grouped programming
- Individual student activities



Comments: _____

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

_____ 15 _____ per workshop _____ 15 _____ per cohort _____ depends on model **Overall**
capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

English , Spanish, Portuguese

Program “Hallmark”: Please describe what makes your program unique.

_____ Our ability to integrate Triangle’s content into the public school curriculum and create opportunities
with partner agency’s to provide external experiences.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students,
and families should be aware of.

_____ Please see intake packet for all details including policies and procedures.

Please provide any additional information you believe schools and students should know about your programming.

_____ Please see intake packet for all details including policies and procedures.



*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Viability

Provider Address: 287 High Street Holyoke Mass

Provider Contact Name: Kristin Rotas and Cody Andrews
candrews@viability.org

Provider Contact Email: krotas@viability.org

Contracted MRC Area Office(s): Salem, Worcester, Sturbridge, Springfield, Greenfield, Pittsfield

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Viability's Pre-ETS program is designed to support the transition from school into adult life. Services are designed to give students an introduction to work that will both inform their future vocational choices and develop their work habits. Our unique classroom delivery method can be taught at partner schools as well as in the community. Students are also invited to attend community events such as employer interviews, job shadow opportunities, volunteer opportunities, and more. Viability collaborates with community partners, such as career centers and employer partners, in order to help students build the support network they will need for continued success. Viability plans to use Google classroom and other technology options to track student progress and to make the program more accessible.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

At provider's office

General community location

At school(s)

Specific location

Comments: We will be hosting the classes at all schools that have been assigned to our agency. See attached list:

Schools:

Southbridge:

- Tantasqua Regional HS.
- Quaboag Regional HS.
- David Prouty HS

Salem:

- Gloucester HS.
- Rockport HS.
- Manchester Regional HS.

Worcester:

- Central Mass Academy
- Gerald Cremer Alternative
- Recovery School
- Auburn HS.
- Robert Goddard Academy
- South HS



Greenfield:

- Greenfield HS.
- Pioneer Valley Regional HS.
- Frontier Regional HS

Pittsfield:

- Pittsfield HS.
- Lee HS.
- Lenox HS.
- Monument Mountain Reg. HS.
- Mt. Everett HS.

Springfield / Holyoke:

- Smith Voc. Northampton
- South Hadley H S.
- Ludlow HS.
- Hampshire Regional HS.
- Chicopee HS.
- Gateway Regional HS.
- Sci-Tech HS.
- Putnam HS.
- Minnechaug HS.

Viability office locations: Viability 287 High Street Holyoke, Viability 5 Franklin Street Northampton, Viability 60 Brookdale Dr. Springfield, Viability 65 James Street Worcester, Viability 39 Norman Street Salem, Viability 2 South Street Pittsfield, Viability 60 Wells Street Greenfield.

Career Centers: MassHire Springfield 1 Federal St Springfield, MassHire Holyoke 850 High St Holyoke, MassHire Franklin 1 Arch St. Greenfield, MassHire Berkshire 160 North St. Pittsfield and other career centers in the areas we serve.

Local Colleges: Holyoke Community College, Elms College, Greenfield Community College, Berkshire Community College,

Library: Local libraries in the various areas that we serve.

Bank: Conference rooms at local banks in the areas served.

This is a sampling of some of the places that Viability collaborates with to host the program. We have developed relationships with community organization in all of the areas we will be offering the Pre-ETS program: Salem, Pittsfield, Worcester, Sturbridge, Springfield, Greenfield.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

Public Transit Paratransit Agency provided transportation Family/Friends Other



Comments: We have looked into getting one of our staff members certified to be a travel trainer so this is a goal for our agency. We have been able to provide transportation on an individual basis at times. We have access to company vans that can be used to transport students to community events and classes. We collaborate with friends and family to set up reliable transportation for students. There is an option for us to contract with transportation agencies to help with transportation if needed.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

During the school day After-school Weekend School vacation Mixed

Comments: Most of our class content will be taught during or after school. We often offer classes during school vacations. Weekends are sometimes used for community events or activities that can't take place during the school week.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: Viability offers a combination of all of these options depending on what components the students choose and what tier they are in. As we collaborate with the school the program format will also depend on what design is best suited to the students and participating school.

Capacity: Please indicate your agency's capacity per workshop, and if possible overall.

Up to 15 students_ **per workshop** Area Dependent **per cohort** 400 students across the state of Massachusetts
Overall capacity

Comments: We have contracted with many different areas across the state to offer the Pre-ETS program. Our overall capacity includes the entire state contracts.

Languages Available: Please list all languages you are able to provide services into students.

We have access to Spanish speaking staff and ASL staff who can help meet the needs of our students.

Program "Hallmark": Please describe what makes your program unique.

Viability hires trained educators as facilitators for the pre-ETS students. Viability has a unique delivery method, using the Move to Work program designed by Viability, for classroom materials and training. Viability utilizes Google Classroom and Class Dojo to track student progress and make the curriculum more accessible. Viability works well with parents, schools and community advocates and utilizes strong communication skills in order to keep all parties well informed. Viability has a strong presence in the school and holds strong community partnerships with employers.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

Students have to have a diagnosed disability to participate in the program. Students need to be able to participate in a group setting without one on one support unless a paraprofessional is provided by the school or family.

Please provide any additional information you believe schools and students should know about your programming.



We pride ourselves in being extremely flexible when trying to meet the needs of the schools and students who we work with. We also see the value of students being able to come in and out of the program as often as needed when possible and appropriate.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Vinfen
Cambridge, MA 02141

Provider Address: 950 Cambridge St.

Provider Contact Name: Stephen Moulton
moultons@vinfen.org

Provider Contact Email:

Contracted MRC Area

Office(s): Somerville

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Vinfen’s Pre-Employment Transition Services (Pre-ETS) assist students by enhancing work-related skills through employment, social, and self advocacy skills trainings. The employment and social skills training include skills that have historically been challenging for students/young adults entering the work force. Vinfen also offers Job Exploration Counseling, Post Secondary Education and Work Based Learning Experiences. Programming can be in groups or individualized if needed.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office
- General community location
- At school(s)
- Specific location

Comments: Specific locations include the Pre-ETS space at the Vinfen Training Center in Somerville as well as local libraries. General locations can include local businesses, career centers, etc. Trainings can occur at schools in the Somerville catchment area.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit
- Paratransit
- Agency provided transportation
- Family/Friends
- Other

Comments: For Travel Training Vinfen utilizes the MBTA’s Ways-2- Go Program for the Greater Boston Area. In general, Vinfen doesn’t provide transportation but can do so for emergencies or unusual circumstances. Vinfen maintains an Uber account which can be utilized by students 18 years old and older. Vinfen’s Pre-ETS space is a short walk from the Sullivan Square MBTA Station and is on an MBTA bus line.

Program Time/Schedule: Please indicate at what time your programming generally occurs.



During the school day After-school Weekend School vacation Mixed

Comments: Vinfen is flexible and can offer the 5 program components at various times 7 days a week. _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: The goal is to offer more of the activities/programming in groups. There are benefits of having students interact with others during instructional sessions. We realize that some of the activities are better done individually and in isolated cases are requested due to clinical issues.

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

_____ 20 _____ per workshop _____ 10 _____ per cohort _____ 100 _____ Overall capacity

Comments: _____

Languages Available: Please list all languages you are able to provide services in to students.

ASL, Spanish, Haitian Creole, French, and Portuguese. Vinfen can often make arrangements for interpreters when needed. _____

Program “Hallmark”: Please describe what makes your program unique.

Vinfen is well known for its ability to work with students with unique social and/or behavioral challenges. Vinfen’s ability to utilize in-house clinical resources makes it well suited to support individuals with a variety of diagnoses including but not limited to Autism Spectrum Disorder. Vinfen is able to modify the training to match each student’s learning style. _____

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

_____ There are no set enrollment requirements. _____



Please provide any additional information you believe schools and students should know about your programming.

Vinfen is able to be flexible to meet each student's individual needs. Vinfen staff communicate effectively with each family on their student's progress. Programming is provided within the construct of Universal Design, e.g. spaces used are conducive to learning and can accommodate assistive devices. Instructional materials are adjusted to match each student's learning style and primary language. Instructors provide effective feedback to each student. Vinfen staff can use augmentative communication systems as well as assistive technology when needed. _____

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: WORK Inc.

Provider Addresses: 25 Beach Street, Dorchester, MA

02122 and 473 Main St. Fitchburg, MA 01420

Provider Contact Name (Braintree-Downtown-Roxbury Boston) Anita Davis Thompson

Provider Contact Email: adavis-thompson@workinc.org

Provider Contact Name (Fitchburg) Paula Collins

Provider Contact Email: pcollins@workinc.org

Provider Administrative Contact Name : Eugene Gloss

Provider Administrative Contact Email: Egloss@workinc.org

Contracted MRC Area Office(s): Braintree, Downtown Boston, Roxbury and Fitchburg

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

WORK Inc. offers each of the five PRE-ETS components in group compositions of mixed Tier levels that are delivered in community based settings. In some cases students will receive individualized services for post-secondary onboarding, paid internships or community service learning. We use a strength based approach helping students to identify their personal strengths and growth potential through positive exploration of their personal vision. We work with schools to coordinate transition services with the student’s IEP to build on the students existing knowledge base. Meetings, classes and tours occur at libraries, in local businesses, at community colleges, college campuses, trade organizations, MASSHIRE, schools/programs, at high schools, and at WORK Inc.’s learning/computer labs in Dorchester and Fitchburg. Much like a community college, our Event Calendar are re-occurring, and widely distributed so that over time teachers can routinely access classes and workshops as a transition resource for their students. Employment Boot camps will be held during school vacations and during the summer for students looking for exposure to all five components through an accelerated one week program.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: Services are offered in a variety of community locations, accessible to students. Locations include classroom and student learning labs located at 25 Beach St. in Boston and 473 Main St. in Fitchburg, MA. Community settings include; schools throughout the Greater Boston, Roxbury, Braintree and Firtchburg. In addition job tours in a variety of business settings, attendance at job fairs and post-secondary schools, colleges and trade school tours and meetings at MassHire centers and local libraries.

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: WORK Inc. offers travel training to students, which includes navigating safety in the community. Travel training is provided at all tier levels and culminates in destination training such as home to school when public transportation exists. We also will assist with students applying for reduced fare passes and for para-transit if needed.



WORK Inc. in Dorchester is located within walking distance to the Redline Fields Corner MBTA station as well as several buses that drop off in locations close to the classroom and learning lab. In addition WORK Inc. operates a shuttle from the JFK MBTA Redline station.

In Fitchburg the learning lab is a short walk (2 minutes) to the Intermodal bus station which runs throughout Fitchburg.

Transportation to job tours at community businesses, college or post- secondary education tours will be provided by WORK inch staff and classes will be offered at the student’s school or in convenient community locations that are accessible by bus or parent.

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: Classes, workshops, community learning (job fairs, post-secondary tours, business tours, MASSHIRE orientation) will occur during school hours, after school hours until 6:00 PM. Employment Boot camps will be held during school vacations and during the summer for students looking for exposure to all five components through an accelerated one week program.

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: _____

Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

- 10-20-per workshop 10-20-per cohort TBD-Overall capacity

Comments: Employment Bootcamp designed to expose students to all five complainants in a one week format will have a capacity of up to 12 students.

Languages Available: Please list all languages you are able to provide services in to students.

Services are provided in English and American Sign Language

Program “Hallmark”: Please describe what makes your program unique. There are many unique features to the services we offer that include; our expertise to work with Deaf students, ASL language acquisition, large employer network for job tours and job shadows, extensive offers within each of the components, including classes in anxiety management, competency based interviewing.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of. WORK Inc. requires that parents provide written authorization for their students to be driven in a staff vehicle or an agency vehicle. In addition we request that parents provide permission for students to access the community as well as to participate in travel training if indicated as a goal.

Please provide any additional information you believe schools and students should know about your programming.

*****Please attach a sample calendar of programming if available.*****



MRC Pre-ETS Provider Fact Sheet

Provider Name: Work Opportunities Unlimited (WOU)

Provider Address: 114 Locust St., Dover, NH 03820

Provider Contact Name: Darlene Hayden and Tiffney Bergeron

Provider Contact Email:dhayden@workopportunities.net tbergeron@workopportunities.net

Contracted MRC Area Office(s): Fall River, Framingham, Milford, Springfield

Summary of Pre-ETS Programming: Please provide a brief summary of your Pre-ETS model.

Comments: Services are provided both 1:1 and in groups at community locations including school facilities, WOU offices, libraries, MassHire career centers and area businesses. Services include: Workplace Readiness Training, Job Exploration Counseling, Work-Based Learning Experiences, Post-Secondary Education Research and Self-Advocacy Training. The Workplace Readiness Training includes the following topics: Searching for Jobs, Interviewing, Job Applications and Maintaining Employment. Job Exploration Counseling results in a person-centered plan, a resume and a mock interview. Work-Based Learning Experiences can include: company tours, an internship, and/or orientation to the local MassHire. Post-Secondary Research options include: online college research, a college visit, or registration for a college tour. Self-Advocacy involves hands on training and preparation to assist the student present their person-centered plan and/or post-secondary goals to their IEP team. All services offered are selected based on the needs of each student and can be provided over the course of multiple years. The goal is to ensure as many students as possible can receive some degree of service, therefore the service the student receives will be based on their service priorities and WOU’s capacity during a given school year.

Location of Services: Please check all that apply, give names/address if at a community location like a library, specific school, or the name of a specific location. If services are offered in more than one location, please indicate.

- At provider’s office General community location At school(s) Specific location

Comments: Within each of our service locations, WOU will provide services at various locations based on the locations of the service activity and the area within which the student resides. Any exploration activity such as an internship, will be provided at an area business, which will be targeted based on the needs and interests of the students. There are too many existing employer partnerships to list here. Libraries, school buildings and MassHire locations will be utilized for classroom activities such as Workplace Readiness Training, Job Exploration Counseling, Post-Secondary Education Research and Self-Advocacy Training. WOU also can utilize our own office locations within the service area. In all instances, WOU will select a location that is convenient for the student. The following constitutes a list of specific service locations in addition to the aforementioned:

Springfield Area- Agawam HS, Central HS, Baystate Academy, West Springfield HS, West Side Academy, MassHire (Springfield and Holyoke), WOU office (5425 Union St., West Springfield).



Fall River Area- B.M.C. Durfee HS, Diman Regional Voc Tech, Joseph Case HS, Resiliency Prep HS, Seekonk HS, South Coast Educational Collaborative, Swansea Free Public Library, Seekonk Library, Fall River Public Library including South Branch, MassHire Fall River.

Milford Area- Franklin HS, Bi-County Collaborative, Milford HS, Hopedale HS, King Philip HS, Blackstone Valley Tech HS, Franklin Public Library, MRC Milford, Hopedale Library, Blackstone Library, Grafton HS, Millbury HS, Grafton Library, Millbury Library, Whitinsville Library, MassHire Southbridge.

Framingham Area- Natick HS, Wayland HS, Maynard HS, Ashland HS, Dover-Sherborn HS, Framingham HS, Lincoln-Sudbury HS, Nashoba Regional HS, Holliston HS, Stow and Holliston Public Libraries, MassHire Framingham, WOU office (150 Speen St., Framingham).

Transportation Options: Please check all that apply and write 1 – 2 sentence description; please include if you travel train students who request it, what trains/buses you are near if applicable, or alternative ways students access programming.

- Public Transit Paratransit Agency provided transportation Family/Friends Other

Comments: We will provide travel training and assist with the scheduling of paratransit as necessary. The goal is for the services to be provided in locations that are accessible for the student and their families should family members be providing transportation. The utilization of public or paratransit transportation is ideal as it will help the students build skills to develop their independence. _____

Program Time/Schedule: Please indicate at what time your programming generally occurs.

- During the school day After-school Weekend School vacation Mixed

Comments: Services are provided at times that are convenient for the student, but in general occur Monday-Friday - 8:00-5:00pm including vacation weeks. In certain situations, if a work-based learning experience needs to take place in the evening or on the weekend, the WOU team will make every effort to accommodate any support needs that may be necessary. _____

Program Format: Please indicate the format in which your programming is offered. Use the comment section if necessary.

- Stand-alone workshops Cohort/grouped programming Individual student activities

Comments: All services can and could be provided in groups, but in some cases 1:1 service may be provided depending on the circumstances. The WOU team will determine the most appropriate format based on the student’s location, interests, service needs and team capacity. _____



Capacity: Please indicate your agency’s capacity per workshop, and if possible overall.

15 per workshop 15 per cohort TBD Overall capacity

Comments: The capacity of 15 is an average, however this could be higher depending on the nature of the activity, such as in a classroom, and the needs of the students within the group. The goal is to ensure quality workshops that maintain interest and result in learning outcomes. For a service such as a work-based learning experience provided at a business, the group size will likely be less than 5 at any one time. Overall capacity is specific to the service area. Limitations on capacity have not been determined at this time.

Languages Available: Please list all languages you are able to provide services in to students.

Although it is the goal to add team members who will be fluent in languages alternative to English, at this time we do not have that capacity in these service areas. It is anticipated that this will change as the year progresses.

Program “Hallmark”: Please describe what makes your program unique.

-Experienced- WOU started in 1982 and provides employment services to students and adults in ME, NH, MA, RI, FL, MD, VA, DC and VA. WOU also provides Pre-ETS in ME, NH, MA, FL and MD.

-Community-Based- 100% community-based services in order to make services accessible and promote integration into the community.

-Innovative- Technology is utilized in the form of an employer database containing all contacts and relationships with over 40,000 organizations. This accelerates the development of work-based learning experiences. All students have access to this database.

-Employer Network- A consultative approach to developing employer relationships is utilized, both locally and through a centralized development team, that contacts employers to secure meetings and develop relationships for work-based learning experiences.

-Customized Approach- Pre-ETS service components are identified based on student needs and interests and can be delivered over the course of multiple years.

Provider Agency Requirements: Please list any agency specific enrollment requirements that MRC, schools, students, and families should be aware of.

-Consistent with the requirements of Pre-ETS, students need to be 14 years of age or older with a documented disability.



Please provide any additional information you believe schools and students should know about your programming.

WOU is experienced in providing services to both students and adults. Starting in the late 1990s, WOU began providing employment and training services directly to school districts and became an active participant in the IEP process. The WOU Team has assisted students with their post-secondary goals during the transition process and has gone on to support those students in the adult service system. This experience made WOU's implementation of Pre-ETS an easy transition. Beyond services to students, WOU has extensive experience in the adult service system, providing job placement, training and long-term support services to individuals with various disabilities including intellectual disabilities.

Please see sample calendar of activities below. _____

September

2019

Pre-ETS Sample Calendar of Events

This is an example of a calendar of Pre-ETS activities that could take place for multiple students in one local area, who may be attending different events based on their identified needs on their Student Service Plan.



SUCCESS AT WORK

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Workplace Readiness Class (2-3pm)- Searching for Jobs	3 Open for internship support throughout the day	4 Exploration/Advocacy Group- 2-3pm- Person-Centered Plans workshop	5 Walgreens Tour- 2-4pm, bus leaves at 1:30.	6 Interest inventories/Post-Sec Research- 2-3pm	7
8	9 Workplace Readiness Class (2-3pm)- The Job Application	10 Open for internship support throughout the day	11 Exploration/Advocacy Group- 2-3pm- Person-Centered Plans workshop	12 Career Center Orientation- 3:00-4:30, transportation on your own.	13 Interest inventories/Post-Sec Research- 2-3pm	14
15	16 Workplace Readiness Class (2-3pm)- The Resume	17 Open for internship support throughout the	18 Exploration/Advocacy Group- 2-3pm- Person-Centered Plans workshop	19 Employer Talk- Home Depot Mgr. at Career Center	20 Interest inventories/Post-Sec Research- 2-3pm	21
22	23 Workplace Readiness Class (2-3pm)- The Interview	24 Open for internship support throughout the	25 Exploration/Advocacy Group- 2-3pm- Person-Centered Plans workshop	26 University Job Fair- 10-12am	27 Interest inventories/Post-Sec Research- 2-3pm	28
29	30					

MRC Pre-ETS
Documents



Policy and Procedures

Division and Program:	Vocational Rehabilitation- Pre-Employment Transition Services
Title:	Pre-Employment Transition Services for VR Eligible and Potentially Eligible Students
Policy #:	VRPre-ETS.19.01
Audience:	MRC Staff
Fed and State Legal Reference(s):	WIOA- Vocational Rehabilitation- Pre-ETS 34 CFR 361.48(a)
Issue Date:	June 6 th 2019
Effective Date:	July 1 st 2019
Supersedes:	N/A
Approved by:	Joan Phillips, Assistant Commissioner for Vocational Rehabilitation
Next Review:	July 1, 2020
Person to Contact:	Jennifer Stewart, Statewide Transition Director

I. Purpose of Policy & Procedure:

The purpose of this policy and procedure is to provide guidance to MRC staff around the statewide provision of pre-employment transition services (Pre-ETS) and potentially eligible status for students with disabilities.

II. Rationale:

This policy has been developed to align MRC practices for working with students with disabilities to Workforce Innovation and Opportunity Act (WIOA) regulations. This legislation requires vocational rehabilitation (VR) programs to spend 15 percent of their annual Federal allotment coordinating and providing Pre-ETS to students with disabilities, including potentially eligible students. Pre-ETS must be made available for students who are both eligible and potentially eligible for VR. Pre-ETS are available for students with disabilities starting at age 14 and ending on a student's 22nd birthday. Students with disabilities include those who have Individualized Education Programs (IEPs), 504 Plans, or a documented disability.

Students who are potentially eligible for VR can connect with Pre-ETS Providers and receive one or more of the five required Pre-ETS. Pre-ETS are also available to students found eligible for VR and are still in high school or postsecondary education/training. Pre-ETS are intended to increase the student's awareness of the world of work and their own employment interests,

skills, and needs; provide exposure to work experiences; and better prepare students for employment and postsecondary success.

MRC's vision for potentially eligible students with disabilities to participate in Pre-ETS programs with contracted service providers to receive these services prior to applying for vocational rehabilitation, the Pre-ETS model will be either better preparing students for VR once they graduate, or alternatively, benefitting students so they may not need VR services in the first place.

III. Modifications from Previous Policy & Procedures:

1. Pre-ETS will be available to potentially eligible students with disabilities who are in high school or postsecondary education/training. Potentially eligible students can receive Pre-ETS without applying to Vocational Rehabilitation (VR).
2. Pre-ETS will be available to students aged 14-21 (up to their 22nd birthday), a change from previous policy when services started at age 16. This brings MRC policy into alignment with Massachusetts state education transition law.
3. Pre-ETS Services will be administered by MRC contracted service providers. Pre-ETS may occur during or after school and generally take place at schools or in community locations such as a Pre-ETS Provider's office, at a library, workforce/career center, or other community location. Students are able to choose a Pre-ETS Provider that best meets their needs, allowing for flexibility in which Pre-ETS Provider is chosen and where services are provided.
4. 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.
5. MRC has redesigned the Pre-ETS model to be able to serve more students and embrace a new approach to working with students. This approach focuses on increasing the student's awareness of the world of work and their own employment interests, skills, and needs; provide exposure to work experiences; and better prepare students for employment and postsecondary success. MRC has modified the Pre-ETS model to encourage providers to develop their programming of the five Pre-ETS Services in such a way that it is accessible for students at varying ages and levels of experience. Under the new Pre-ETS model students can participate in services for multiple fiscal years without applying to VR service.
6. Pre-ETS Providers will deliver services across the 5 Pre-ETS areas in Tiers. Tiers include a Start Up Tier- Awareness, an Intermediary Tier- Exploration, and an Advanced Tier- Preparation. The Tier approach to Pre-ETS Services ensures that students of all abilities can access and engage in Pre-ETS Services based on their interests and needs. **(see section VII for visual model)**

7. MRC will still be serving students with disabilities within VR and providing them with vocational services as appropriate through an Individualized Plan for Employment (IPE). VR active students can still receive Pre-ETS services with the same Pre-ETS Providers that are working with PE students.

IV. Definitions:

Disability Documentation:

Disability documentation is required of potentially eligible students with disabilities who are receiving pre-employment transition services prior to applying or being determined eligible for VR services. Some basic documentation is necessary to ensure that: (1) these students indeed have a disability and, thus, are "potentially eligible" for VR services; and (2) R & D has sufficient information necessary for it to complete the RSA-911 Case Service Report.

To that end, the data elements required for a student with a disability who is receiving pre-employment transition services and has not applied for or been determined eligible for VR services include: a unique identifier, social security number (if available), date of birth, race (required if student is in elementary or secondary education), ethnicity (required if student is in elementary or secondary education), student's disability, start date of pre-employment transition services, and the rationale of the one or more of the five pre-employment transition services provided.

- Documentation must establish that the student has a diagnosed disability
- Document must clearly state the student's disability
- Acceptable documents include but are not limited to: Medical records, psychological assessment results, OT/PT/Speech assessments, IEP (full or partial as long as it establishes disability), and 504 plan
- Documentation is not mandated to establish functional limitations
- If very minimal/basic documentation is provided to establish disability, supplemental documents such as a teacher/clinician classroom observation can help clarify the need or reason for services

Potentially Eligible (PE):

Students who are potentially eligible are students with disabilities who have not applied for or have not been determined eligible for vocational rehabilitation services. Students who are potentially eligible meet the WIOA definition of a student with a disability. Potentially eligible students may only receive Pre-ETS, and not the full array of VR services. Students applying for VR services are considered potentially eligible until a final VR eligibility determination is made.

Potentially eligible students are NOT:

- MCR consumers with an open VR case.
- Students with a disability who have been determined ineligible for VR services.
- Students aged 22 or older.

Pre-Employment Transition Services: (see section VII for more information). This includes 1) Work Based Learning Experiences, 2) Job Exploration Counseling, 3) Workplace Readiness Training, 4) Self-Advocacy/Peer Mentoring, and 5) Counseling on Enrollment in Post-Secondary Education or Other Comprehensive Transition Training Programs.

Student with a Disability:

- Is in high school or post-secondary education
- Is between the ages of 14 and up to their 22nd birthday.
- Is eligible for and receiving special education or related services under IDEA and/or
- Is an individual with a disability with a 504 plan

Educational settings can include high school or secondary education, including home school and alternative secondary education programs, and other recognized educational programs, such as those offered through the juvenile justice system. Students who meet the age criteria continue to be considered students during summers between school years.

VR Active:

A VR Active student is a student with a disability who has applied to and has been found eligible for MRC adult services. A VR Active Student has an assigned Vocational Rehabilitation Counselor and an Individual Plan for Employment which may consist of Pre-ETS activities. VR Active students may be able to access MRC paid services beyond what is available through Pre-ETS dependent upon financial need.

V. Policy:

MRC policy is to put strategies and practices in place to implement the following federal regulations:

General: Section 113 Provision of Pre-Employment Transition Services

The 2014 federal Workforce Innovation and Opportunity Act (WIOA) amends the Rehabilitation Act of 1973, and now requires vocational rehabilitation (VR) agencies to set aside at least 15% of their federal funds to provide "pre-employment transition services" to "students with disabilities who are eligible or potentially eligible for VR services."

REQUIRED ACTIVITIES- Funds must be available to students with disabilities for the following services:

- (1) Job exploration counseling;
- (2) Work-based learning experiences, which may include in school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible;
- (3) Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
- (4) Workplace readiness training to develop social skills and independent living; and

(5) Instruction in self-advocacy, which may include peer mentoring.

AUTHORIZED ACTIVITIES- through MRC contracted service providers, the remaining funds after the provision of the required activities may be used to improve the transition of students with disabilities from school to postsecondary education or an employment outcome by:

- (1) Implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;
- (2) Developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;
- (3) Providing instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities;
- (4) Disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section;
- (5) Coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- (6) Applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of this section;
- (7) Developing model transition demonstration projects;
- (8) Establishing or supporting multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and
- (9) Disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.

PRE-EMPLOYMENT TRANSITION COORDINATION —Funds can be used for responsibilities consisting of:

- (1) Attending individualized education program meetings for students with disabilities, when invited;
- (2) When invited, attend person-centered planning meetings for individuals receiving services under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.);
- (3) Working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships;
- (4) Work with schools, including those carrying out activities under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)), to coordinate and ensure the provision of pre-employment transition services under this section.

VI. Procedure:

Overview:

At MRC, Pre-employment transition services (Pre-ETS) for eligible and potentially eligible students are provided through contracted service providers qualified under MRC's Pre-Employment Transition Services (Pre-ETS) procurement.

Referrals for Pre-ETS can be made directly to Pre-ETS Providers by the student with a disability, the student's family member, or school personnel for potentially eligible students. MRC VR Counselors can make direct referrals to a Pre-ETS Provider for students assigned to their case load.

Pre-ETS Providers are required to provide all five Pre-ETS services – the number of and/or sequencing of Pre-ETS services will vary by student. Pre-ETS can be provided in groups, but should be individualized to address the unique needs of each student. Pre-ETS services should mostly take place in the community with a focus on employer engagement. Pre-ETS Providers will work with the Local Education Authority (LEA) and MRC to collaborate and complement Pre-ETS Services.

Step 1: Connecting Students to Pre-ETS Services

Roles and Responsibilities:

- **VR Counselor**
 - As the main liaison to the schools, VR Counselors can use their expertise and relationships to connect students to Pre-ETS Providers in their area.
 - Provide counseling and guidance on the best option of services for a student by explaining Pre-ETS Services, VR services and other community resources.
 - Advise students regardless of eligibility status what vocational services might benefit them most during their time throughout high school as their needs and interests will change from age 14-21 (up to their 22nd birthday).
 - Suggest and encourage students to access at least one Pre-ETS service as a potentially eligible student before applying to VR.
 - Understand what Pre-ETS Provider's programming looks like in terms of their service delivery and calendar of events.
- **Pre-ETS Providers**
 - Providers can be the first point of contact to students who are interested in accessing Pre-ETS Services and developing a service plan. While schools can utilize their MRC VR Counselor to connect to students, once schools have a relationship with a Pre-ETS Provider, a student can be referred directly.
 - Pre-ETS Providers should establish relationships with schools, but may not be expected to be in every school within the Area Office catchment area. Pre-ETS Providers will work with the Area Offices to determine their coverage areas.

- Pre-ETS Services are not for every student, but rather for students that can benefit from the services.
- Pre-ETS services should meet the need of all students and most programming should be community based.
- Pre-ETS Providers need to make themselves available to educate students, schools, and families about their services through orientations and have time to meet with students to do initial intake meetings to determine the appropriateness of a student engaging in services.
- **Unit Supervisors**
 - Support schools and VR counselors to educate about Pre-ETS Services and how students are encouraged to access at least one Pre-ETS service as a potentially eligible student before applying to VR.
 - Help to redirect early referrals to VR, such as a Chapter 688 referral who is not 2 years from graduation, to start engaging in Pre-ETS Services as a potentially eligible student before they proceed with VR eligibility.
 - Understand what Pre-ETS Provider's programming looks like in terms of their service delivery and calendar of events.
- **Area Directors**
 - Facilitate meetings with schools and Pre-ETS Providers in your area to ensure communication lines and referrals processes are clear.
 - Understand what Pre-ETS Provider's programming looks like in terms of their service delivery and calendar of events.

Step 2: Student Intake Process and Approval of Pre-ETS Service Plan

Roles and Responsibilities:

- **VR Counselor**
 - For potentially eligible students, a VR counselor would not be involved in the development of a Pre-ETS service plan.
 - For VR active students that are on a caseload, the VR counselor will refer the student to a Pre-ETS Provider for services and should collaborate in developing a Pre-ETS service plan that meets the student's needs and aligns with their IPE goals.
 - For VR active students, the referral to a Pre-ETS Provider should include a service authorization form (contract order) for \$500.
 - All Pre-ETS Services purchased or provided internally for VR active consumers will be documented by the counselor in MRCIS in the student's IPE and in case notes.
- **Pre-ETS Providers**
 - The Pre-ETS Provider will meet with a student and complete an initial intake to develop a Pre-ETS service plan. For potentially eligible students, the Pre-ETS Provider will work with the student, school, and their family to outline the Pre-ETS Services they will be receiving. At this time documentation of the disability will be collected and agreement on Pre-ETS Services to be delivered upon approval will be planned.
 - For students active in VR, the Pre-ETS Provider will develop a service plan based on the specific Pre-ETS service the student has been referred for by the VR

Counselor and should collaborate in developing a Pre-ETS service plan that meets the student's needs and aligns with their IPE goals.

- A Pre-ETS intake requires:
 - Student demographic information
 - Documentation of a disability
 - A verification and consent signature by a student and/or parent. If a student is over 18 and their own legal guardian, they can sign for themselves. If a student is a minor or has a legal guardian, parent signature and consent for services is required.
- Providers should assess and establish basic functional limitations of a potentially eligible student during the intake meeting and provide a written explanation with their disability documentation to MRC.
- Providers must enter the potentially eligible student's demographic information, a copy of their disability documentation, the student's Pre-ETS service plan and a written explanation of why a student would benefit from Pre-ETS services into an external database that is submitted to MRC for approval before services can begin.
- Once approved for services, a potentially eligible student can proceed receiving the Pre-ETS Services outlined in their service plan. Services can change throughout a student's time with a Pre-ETS Provider, but a new Pre-ETS service plan must be submitted through the external database to get MRC's approval.
- **Unit Supervisors**
 - The MRC Unit Supervisor will receive an email notification to view the potentially eligible student's information and documentation in the external database and will need to approve services within 5 days of providers submitting the student information.
 - If denying a PE student, connect with the local Pre-ETS Provider to discuss any issues with submittal.
 - Unit Supervisor will ensure the Pre-ETS service plans appear individualized and that providers are not developing templated plans. In the event the Unit Supervisor's review finds that the service plan is not individualized, they will communicate this to the provider for a revision to be submitted until the service plan is acceptable. If providers are consistently not meeting this standard, this would be communicated to the Area Director and a meeting will be scheduled with the provider to ensure compliance.
 - Unit Supervisor will ensure the student is in high school or post-secondary education aged 14-21 (up to their 22nd birthday), students in middle school should not be accepted. Any questions will be forwarded to the provider for clarification or correction.
 - Unit Supervisor will ensure that the disability documentation has been submitted and included in the provider's consumer file to VR. If documentation is missing, the Unit Supervisor will contact the provider to request and include the proper documentation.
 - Documentation must establish that the student has a diagnosed disability

- Document must clearly state the student’s disability
- **Research and Development (R&D)**
 - R&D will support the external database technical assistance for both Pre-ETS Providers and MRC staff. Issues with viewing or submitting documents will be resolved through the R&D team.
 - R&D will oversee the data collection of student’s information and ensure the data gets entered into MRCIS for the RSA-911 Case Service Report.

Step 3: Pre-ETS New Service Delivery Model

Roles and Responsibilities:

- **Pre-ETS Providers:**
 - A student’s service plan should be outlined using the Pre-ETS Tiers (Awareness, Exploration, and Preparation) to describe how they will access services.
 - While some Pre-ETS Services can be based in a school setting to increase access, especially for Pre-ETS Tier- Awareness, Pre-ETS Tiers- Exploration and Preparation should primarily be community based.
 - PE students can access Pre-ETS Services with Pre-ETS Providers multiple times and across multiple years before applying to VR, if they continue to be a student with a disability, aged 14 through 21 (up to their 22nd birthday).
 - PE and VR eligible students can access one or more of the five Pre-ETS Services and are not required to complete Pre-ETS Services in a specific order; they will work with providers to determine what services will best meet their needs.
 - Pre-ETS Services may occur during or after school and generally take place at schools or in community locations such as the Pre-ETS Provider’s office, at a library, or at a workforce/career center. Students are able to choose a Pre-ETS Provider that best meets their needs, allowing for flexibility in which Pre-ETS Provider is chosen and where the services are provided.
 - Pre-ETS curricula and activities must cover all five Pre-ETS Services in all three of the Pre-ETS Tiers.
 - Pre-ETS Services will primarily be provided in group settings based on the student’s needs and interests.
- **MRC Transition Unit:**
 - Provide guidance and technical assistance for all Pre-ETS Providers around programming.
 - Oversee communications and messaging of Pre-ETS programming.
 - Provide training for MRC staff and Pre-ETS Providers.
 - Support the oversight of the Pre-ETS contracts including reporting and billing in collaboration with Area Directors and District Directors.
 - Ensure Pre-ETS Providers are implementing programming utilizing the Pre-ETS Tiers to have greater conformity in the Pre-ETS model. In the event the provider

is not utilizing Tiers, then the Transition Unit will follow up with the provider the provide technical assistance for their program development.

- Support consistency of programming and curriculum across providers. The Transition Unit will analyze provider's monthly reports by looking at the demographics of the students they are serving and what services students are accessing to ensure similarities across providers in the state.
- Provide technical assistance between schools, providers and MRC regarding decisions around Pre-ETS Services and concerns of duplication of services.
- Provide individual technical assistance to providers as it relates to RSA regulations for the provision of Pre-employment transition services under WIOA.
- **MRC VR Counselor:**
 - Report in SSTA time spent on Pre-ETS related tasks for both potentially eligible and VR eligible students, using the designated combo codes in SSTA that differentiate time spent on direct Pre-ETS provision and Pre-ETS coordination.
 - Facilitate meetings between Pre-ETS Providers, schools, students, and families.
 - Provide consultation on transitional services related to employment as requested to both Pre-ETS Provider and schools.
 - Participate in Parent Night events or other school presentations, as needed to present information on MRC services.
 - Obtain referrals from schools for VR services.
 - Provide individualized VR services.
 - Provide schools with MRC transition marketing materials.
 - If requested, attend IEP meetings for VR active students and provide consultation on transition services.
 - Coordinate and refer VR active students and families to Student Benefits Counselors for Work Incentives Planning.
 - Upon completion of Pre-ETS service(s), a VRC will meet with a PE student identified as needing individualized VR services and discuss appropriate next steps.
- **MRC Unit Supervisor:**
 - Provide supervisory guidance and support for all VR active cases.
 - Provide information to families at educational school forums (ex. Parent nights).
- **MRC Area Director:**
 - Monitor designated Pre-ETS Provider's contracts, spending, quality and utilization to ensure compliance with programmatic and financial requirements and provide the District Directors a monthly update. Ensure to identify any issues or concerns and seek to provide resolution within 30 days. Once the issue/concern is resolved, ensure that steps are immediately updated in the policy and procedure to avoid the issue repeating itself.
 - Manage local relationships with schools and providers to ensure students have access to Pre-ETS programming.
 - Support the oversight of the quality of programming in the area in which student's access services.

- Support Pre-ETS Providers to maximize their staff capacity to serve more students.
- At a local level support the quality implementation and delivery of services to students.

Step 4: Provider Reporting

Roles and Responsibilities:

- **Research and Development (R&D):**
 - Tracking Pre-ETS Services for the RSA-911 report:
 - All Pre-ETS Services purchased by MRC through contracted providers will be documented in a web-based database.
 - All Pre-ETS Services provided by MRC internally will be tracked in the case management system (MRCIS) and documented in a case note by the VRC. VRC's work is reviewed by the Unit Supervisors. R&D will oversee the inclusion of this data in the RSA-911 report in collaboration with the MRCIS IT team. R&D validates the data with provider certification and the EIM validation. R&D reviews the data with the contract monitoring staff.
 - R&D will oversee the data collection and provide technical assistance for the web-based databases to both providers and Unit Supervisors as needed.
 - Development and maintenance of statistical reporting forms
 - Compile all Provider Monthly Statistical Reports into the Pre-ETS matrix monthly using EIM/ESM.
 - Collect Monthly Statistical Reports from Pre-ETS Providers. R&D does an analysis of information and reviews at quarterly meeting with MRC monitoring staff and Districts Directors.
 - Provide Pre-ETS Providers with any updated reporting forms as they become available.
 - Send out reminders as necessary to providers about reporting deadlines.
- **Pre-ETS Providers:**
 - The provider will be required to complete 1) Monthly Statistical Report related to programming and 2) a Progress Report for both potentially eligible and VR enrolled students actively engaged in Pre-ETS Services. MRC will supply the provider with the required template documents upon award of a contract.
 - The Monthly Statistical Report and supporting invoice documentation will be sent to the designated local Area Director with the District Director and R&D on copy no later than the 15th of each month for the current billing period.
 - The Monthly Statistical Report will contain the following information:
 - Monthly billing amount and overall fiscal utilization of the awarded contract
 - Total number of students served during the billing month
 - Student status (i.e., potentially eligible, VR active)
 - Individual student's start and successful completion dates of services, separated by the five Pre-ETS Services

- Hours completed by each student in a group or individually for the billing month and year to date, separated by the five Pre-ETS Services
- Agency staffing patterns
- MRC Pre-ETS Progress Reports will be submitted no later than the 15th of each month to:
 - a. VR consumer- VR Counselor
 - b. PE students- Unit Supervisor and other community stakeholders
- **MRC Area Director:**
 - Collect designated Pre-ETS Provider’s Monthly Statistical Reports and supporting invoice documentation.
 - Review the Monthly Statistical Report and forward to the Head clerk to enter into the K drive
- **Unit Supervisor:**
 - Review and verify weekly PE reports sent by Transition Director.
 - Review and verify PE Progress Reports on a monthly basis. In the event of an issue the Unit Supervisor will discuss with the Area Director to seek a resolution. The Area Director and/or the Unit Supervisor will engage the provider to discuss the issue and the course of action to remedy the issue immediately to ensure compliance.

Step 5: Provider Invoicing

Roles and Responsibilities:

- **Pre-ETS Providers:**
 - Providers will be paid utilizing the Commonwealth’s, Enterprise Invoice/Service Management (EIM/ESM) billing system within the Virtual Gateway. A Cost Reimbursement Invoice must be submitted electronically in EIM/ESM no later than the 15th of each month for the services rendered in the previous calendar month. Providers are required to adhere to the guidelines and training established for Cost Reimbursement contracts in EIM/ESM, including provision of supporting documentation which justifies cost of services rendered.
 - Supporting documentation must be submitted via email with the Monthly Statistical Report to the designated Area Director.
 - Provider will receive payments through EFT (Electronic Fund Transfer) within 45 days from the MRC approved invoice date, unless the provider has a prompt payment discount with the Commonwealth to expedite payment. In the event that an invoice is denied, the Area Director will reach out the provider and communicate the issue to correct and resubmit the invoice, in accordance to the program/contract.
- **MRC Area Director:**
 - Area Director will review “Cost Reimbursement Personnel Summary” and “Invoice report” in EIM to review the provider’s monthly expenses, ensure that expenses are allowable under contract guidelines and will follow up with providers if an error or questionable expense is determined before any bill approvals.

- After review, Area Director will approve the Cost Reimbursement Invoice from EIM/ESM if charges are appropriate and consistent with the approved line item budget. Area Director must select the correct federal program code in EIM based on the federal fiscal year that aligns with the dates of service and/or when the commitment (obligation) was made.
- Outcomes:
 - Approved to PRC level if charges match service delivery
 - Denied if charges do not match service delivery or information is missing
- Area Director will reach out to the provider for any denials, and request the provider to correct and resubmit the invoice.
- **Office of Financial Management and Budget:**
 - Approved PM PRC will go to OFMB (Office of Financial Management and Budget) for the second level of approval (accounting approval including correct federal program code). OFMB transmits approved PRC in EIM to MMARS for payment processing. The approval person will randomly select invoices to audit and review the dates of service associated to the billing to validate the correct federal fiscal year was selected.

Step 6: Contract Monitoring

Roles and Responsibilities:

- **Transition Unit:**
 - Provide the Area Directors with a checklist to ensure Pre-ETS Providers are complying with RSA regulations the provision of Pre-employment transition services under WIOA. The Pre-ETS provider checklist will support Area Directors to ask the right questions of the providers related to appropriately using funds and providing qualify services. This will guarantee providers are only providing the services required and approved by the law and that they are not using the funds inappropriately. For example, transportation or job coaching are not allowable costs.
- **Research and Development (R&D)**
 - Support Providers to submit timely Monthly Statistical Reports and billing.
- **District Directors**
 - Responsible for informing Pre-ETS Provider of the following:
 - Fiscal amendments to contract
 - Any corrective action plans
 - Contract termination
 - Complete Pre-ETS Provider amendments in the MRC Contracts Database.
- **Area Directors**
 - Responsible for reviewing Monthly Statistical Reports and invoice supporting documentation to guarantee providers are only providing the services required and approved by the law and that they are not using the funds inappropriately. For example, transportation or job coaching are not allowable costs. If an issue is identified, the Area Director will immediately contact the provider to discuss. If

the issue requires assistance or guidance from the District Director, the Area Director has the responsibility to inform the District Director. Consultation could include Fiscal staff depending on the level of the issue.

- Analyze Monthly Statistical Reports, service delivery, and completion rates of students, compared to monthly spending as necessary to approve Service Delivery Report EIM.
- Analyze monthly reports, service delivery, completion rates of students, and oversee program activity compared to monthly spending. If an issue or discrepancy arises, the Area Director will follow up with the provider. If they are unsure how to resolve an issue, they will inform the Transition Unit for technical assistance.
- MRC will conduct quarterly in-person reviews with all Pre-ETS Providers to evaluate program and fiscal performance to ensure compliance with contract requirements and federal regulations.
 - Pre-Employment Transition Services Contract Performance Measures for providers include:
 - Timely and accurate submission of Monthly Statistical Reports
 - 80% of all participating high school and post-secondary students, potentially eligible or eligible for VR, must successfully complete each provided Pre-ETS service
 - Data and documentation for each student is entered into the Pre-ETS database
 - Pre-post measure to assess student knowledge and competency gains specific to receipt to Pre-ETS Services
 - Participation in required trainings/meetings/calls/webinars with MRC related to development and ongoing provision of services
 - Timely and collaborative communication with schools, MRC, family, and community partners
- Responsible for informing R&D, District Directors, and the Transition Unit if a Pre-ETS Provider is not meeting their contractual obligation to determine appropriate next steps, including but not limited to corrective action planning or contract termination.

VII. Forms and Attachments:

- **Pre-ETS Marketing Flow Chart**
- **Pre-ETS Training and Guidance**
- **Pre-ETS Tiers Chart**
- **Pre-ETS Services Definitions:**
 - ***Work-Based Learning Experiences:*** Work based learning can be thought about as a continuum or spectrum of supporting a student's skill development. Opportunities provided should meet the student's needs, interests, and ability level and will change as they gain more experience and exposure. The goal is to meet the student at their level of work experience and help them prepare to be

successful in an employer based integrated setting. Paid work experience is not a requirement for all students.

- Work-based learning experiences on an individual basis may include work experiences to explore the student’s area of interest through short-term paid and unpaid internships, apprenticeships, short-term employment, fellowships, or on-the-job trainings located in the community. If work-based learning experiences are paid, students with disabilities must receive minimum wage and payment equal to wages paid to students without disabilities in similar experiences.
- Work-based learning experiences in a group setting may include coordinating a school-based program of job training and informational interviews to research employers, work-site tours to learn about necessary job skills, job shadowing, or mentoring opportunities in the community. Mobile work crews or other “enclave” type situations are not allowed. However, group tours as part of a job shadowing opportunity (where no actual work is performed) are allowed.
- **Job Exploration Counseling:** This includes, but is not limited to, counseling, guidance, and training provided to students with disabilities designed to assist them in identifying and learning about job opportunities in particular occupations and industry sectors, including career assessment and planning. An example of this service would be a group discovery workshop or completing an interest inventory.
- **Workplace Readiness Training:** This includes, but is not limited to, workplace readiness services provided to students with disabilities designed to assist them in preparing for employment through soft-skills training, resume writing, job search training, and other related training. For example, these services could be comprised of a workshop on appropriate behaviors in the workplace, web based social media training modules, or a combination of classroom and web based training services.
- **Self-Advocacy/Peer Mentoring:** This includes, but is not limited to, services provided to students with disabilities to promote self-advocacy and leadership skills, including peer-mentoring, to assist with successful transition from school to post-secondary education, employment, and independent living. An example of this service is an after-school program where students would meet with peer mentors for guidance and support. It is highly encouraged that this service is administered by an individual with a disability.
- **Counseling on Enrollment in Post-Secondary Education or other Comprehensive Transition Training Programs:** This includes, but is not limited to, assistance and support provided to students with disabilities regarding various opportunities for

enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education or vocational training programs based on their goals, needs, and preferences. This also includes assistance with identifying educational opportunities and applying for programs and services. An example of this service could be a workshop to assist students with the process of preparing applications for enrollment in post-secondary education.



**Creating Opportunities For
Independent Living And Work**

VRC and Pre-ETS Providers Statewide High School Coverage Report



Academic Year 2019/2020

Updated June 2019



**Creating Opportunities For
Independent Living And Work**

North District

Fitchburg, Framingham, Lawrence,
Lowell, Salem, Somerville



Creating Opportunities For Independent Living And Work

Fitchburg Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Ayer/Shirley High School	Ayer/Shirley	Abel Pichardo	Northeast Ind. Living
Bay Path Regional Tech	Charlton	Amy Cserny	Center for Living/Working
Bromfield High School	Harvard	Jamie Morrissey	Northeast Ind. Living
CAPS Collaborative	Westminster	Christie Aveyard-Rameau	Work Inc.
Clinton High School	Clinton	Abel Pichardo	Northeast Ind. Living
Devereaux School	Rutland	Amy Cserny	Center for Living/Working
Fitchburg High School	Fitchburg	Jamie Morrissey	Work Inc.
Gardner High School	Gardner	Christine Aveyard-Rameau	Work Inc.
Groton/Dunstable High School	Groton/Dunstable	Simone Coble	Northeast Ind. Living
Leominster High School	Leominster	Jamie Morrissey	Work Inc.
Lunenburg High School	Lunenburg	Simone Coble	Work Inc.
Minuteman Tech (Regional)	*Fitchburg area students	Simone Coble	Northeast Ind. Living
Montachusett Technical School	Fitchburg	Abel Pichardo	Work Inc.
Murdock High School	Winchendon	Amy Cserny	Work Inc.
Narragansett Regional High School	Templeton	Abel Pichardo	Work Inc.
Nashoba Valley Regional High School	Bolton	Jamie Morrissey	Northeast Ind. Living
Nashoba Valley Tech	Bolton	Simone Coble	Northeast Ind. Living
North Middlesex Regional High School	Townsend	Simone Coble	Northeast Ind. Living
Oakmont High School	Ashburnham	Christie Aveyard-Rameau	Work Inc.
Parker Charter School	Devens	Jamie Morrissey	Northeast Ind. Living
Perkins School	Lancaster	Abel Pichardo	Northeast Ind. Living
Quabbin Regional High School	Barre	Amy Cserny	Work Inc.
RFK Lancaster School	Lancaster	Abel Pichardo	Northeast Ind. Living
Sizer Charter School	Fitchburg	Jamie Morrissey	Work Inc.
Tahanto Regional High School	Boylston	Jamie Morrissey	Center for Living/Working
Wachusett Regional High School	Regional	Amy Cserny/Jamie Morrissey	Center for Living/Working
**Deaf/Hard of Hearing Students	All Schools	Heidi Freeman	*Provider covering school



Creating Opportunities For Independent Living And Work

Framingham Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Algonquin Regional	Northborough, Southborough	Rich Blacquier	Seven Hills
Ashland High School	Ashland	Kathy Allen	Work Opp. Unlimited
Assabet Valley Vocational Technical	Marlborough, Hudson, Maynard, Westborough, Northborough, Southborough	Pam Stickles	Seven Hills
Dover-Sherborn High School	Dover, Sherborn	Nadine Ngu	Charles River
Framingham High School	Framingham	Joe Casillo	Work Opp. Unlimited
Holliston High School	Holliston	Kathy Allen	Work Opp. Unlimited
Joseph P. Keefe Technical	Ashland, Framingham, Holliston, Hopkinton	Joe Casillo	Work Opp. Unlimited
Hopkinton High School	Hopkinton	Rich Blacquier	Seven Hills
Hudson High School	Hudson	Rich Blacquier	Seven Hills
Learning Center for the Deaf	Framingham	Jon Dresser	TBD
Lincoln-Sudbury Regional	Lincoln, Sudbury	Kevin Mahony	Work Opp. Unlimited
Marlborough High School	Marlborough	Pam Stickles	Seven Hills
Maynard High School	Maynard	Rich Blacquier	Work Opp. Unlimited
Medfield High School	Medfield	Kathy Allen	Charles River
Natick High School	Natick	Nadine Ngu	Work Opp. Unlimited
Nashoba Regional High School	Stow	Rich Blacquier	Work Opp. Unlimited
Needham High School	Needham	Kevin Mahony	Charles River
Newton North and South	Newton	Emily Aframe	Charles River
Wayland High School	Wayland	Kevin Mahony	Work Opp. Unlimited
Wellesley High School	Wellesley	Kevin Mahony	Charles River
Westborough High School	Westborough	Pam Stickles	Seven Hills
Weston High School	Weston	Kevin Mahony	Charles River
Westwood High School	Westwood	Kevin Mahony	Charles River
**Deaf/Hard of Hearing Students	All schools	Jon Dresser	*Provider covering school



Creating Opportunities For Independent Living And Work

Lawrence Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Andover High School	Andover	Jeanine Sanchez	American Training
Amesbury High School	Amesbury	Jen Hawkins	Northeast Ind. Living
Georgetown High School	Georgetown	Milagros Almonte	Fidelity House
Gr. Lawrence Voc. Tech. High School	Greater Lawrence	Jose Nhancale	American Training
Haverhill High School	Haverhill	Pat Commame, Jen Cornette	Northeast Ind. Living
Lawrence High School	Lawrence	Enid Colon, Joe Broderick	American Training
Masconomet High School	Boxford	Wanda Cruz	Fidelity House
Methuen High School	Methuen	Milagros Almonte	American Training
Newburyport High School	Newburyport	Jennifer Laudani	Fidelity House
North Andover High School	North Andover	Jeanine Sanchez	American Training
Pentucket Regional High School	Groveland, Salisbury, W.Newbury	Jen Hawkins	Fidelity House
St. Anne's School	Methuen	Wanda Cruz	Northeast Ind. Living
Triton Regional High School	Newbury, Rowley, Salisbury	Jennifer Laudani	Fidelity House
Whittier Voc. Tech. High School	Greater Haverhill	Pat Commame, Jen Cornette	Northeast Ind. Living
**Deaf/Hard of Hearing Students	All schools	Beth Richard	American Training



Creating Opportunities For Independent Living And Work

Lowell Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Acton-Boxborough High School	Acton	Nancy Donovan	Northeast Ind. Living
Bedford High School	Bedford	Ching-Lien-Kirk	Northeast Ind. Living
Billerica High School	Billerica	Joseph Kurland	MassHire Lowell
Burlington High School	Burlington	Alex Verbun	MassHire Lowell
Concord-Carlisle High School	Concord	Nancy Donovan	Northeast Ind. Living
Chelmsford High School	Chelmsford	Rachel Chapman	Northeast Ind. Living
Dracut High School	Dracut	Nancy Donovan	American Training
Dunstable High School	Dunstable	Rachel Chapman	Northeast Ind. Living
Greater Lowell Voc. Tech.	Lowell	Sue Comeau, Carol Bower	MassHire Lowell
Greater Lowell Voc. Tech. (Cambodian speaking students)	Lowell	Samnang Khoeun	MassHire Lowell
Greater Lowell Voc. Tech. (Spanish speaking students)	Lowell	Angel Nazario	MassHire Lowell
Innovation Academy	Tyngsboro	Carol Bower	American Training
LABB Educational Collaborative	Lexington	Kerri Moran	Northeast Ind. Living
Leblanc Therapeutic Day School	Lowell	Angel Nazario	American Training
Lexington High School	Lexington	Kerri Moran	Northeast Ind. Living
			Northeast Ind. Living
Littleton High School	Littleton	Carol Bower	
Lowell High School	Lowell	Sue Comeau, Carol Bower	American Training
Lowell High School (Cambodian speaking students)	Lowell	Samnang Khoeun	American Training
Lowell High School (Spanish speaking students)	Lowell	Angel Nazario	American Training
Lowell Catholic High School	Lowell	Sue Comeau	American Training
Lowell Middlesex Academy Charter	Lowell	Angel Nazario	American Training
Minuteman Reg. Voc. High School	Lexington	Kerri Moran	Northeast Ind. Living
Nashoba Valley Voc. Tech.	Westford	Rachel Chapman	Northeast Ind. Living
North Reading High School	North Reading	Judy Green	Triangle
Reading High School	Reading	Judy Green	Triangle
Shawsheen Voc. Tech.	Billerica	Joseph Kurland	MassHire Lowell
Tewksbury High School	Tewksbury	Ching-Lien-Kirk	MassHire Lowell
Tyngsboro High School	Tyngsboro	Carol Bower	American Training
Westford High School	Westford	Rachel Chapman	Northeast Ind. Living
Wilmington High School	Wilmington	Alex Verbun	MassHire Lowell
**Deaf/Hard of Hearing Students	All schools	Beth Richard	*Provider covering school



Creating Opportunities For Independent Living And Work

Salem Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Beverly High School	Beverly	Steve Giannaros	Fidelity House
Danvers High School	Danvers	Devin DeVasto	Fidelity House
Essex North Shore Vocational	Danvers	Devin DeVasto	Fidelity House
Fresh Start	Lynn	Yuka Langlais	Fidelity House
Gloucester High School *Life Skills *Gloucester Alternative Program	Gloucester	James Carnazza	Viability
Hamilton-Wenham High School	Hamilton	Katherine Parmer	Fidelity House
Ipswich High School	Ipswich	Katherine Parmer	Fidelity House
Kipp Academy	Lynn	Katherine Parmer	Fidelity House
Lynn Classical High School	Lynn	Nina Pennacchio	Fidelity House
Lynn Classical High School (Cambodian & Asian students)	Lynn	Sokheang Hong	Fidelity House
Lynn English High School	Lynn	Katherine Parmar	Fidelity House
Lynn English High School (Cambodian & Asian students)	Lynn	Sokheang Hong	Fidelity House
Lynn Vocational Technical	Lynn	Yuka Langlais	Fidelity House
Lynnfield High School	Lynnfield	Steve Giannaros	Triangle
Manchester Essex Regional	Manchester-by-the-Sea	Michael Brown	Viability
Marblehead High School	Marblehead	Yuka Langlais	Triangle
Masconomet Reg. High School	Boxford	Devin DeVasto	Fidelity House
North Shore Consortium *Embark and Soar *Salem Charter School *Northshore Recovery HS	Salem Beverly	Christina Ssekandi Christina Ssekandi Devin DeVasto	Fidelity House
North Shore Academy	Beverly	Devin DeVasto	Fidelity House
New England Academy	Beverly	Devin DeVasto	Fidelity House
Peabody Community High School	Peabody	Stephanie Chery	Disability Resource Center
Peabody High School	Peabody	Stephanie Chery	Disability Resource Center
Peabody Learning Academy	Peabody	Stephanie Chery	Disability Resource Center
Rockport High School	Rockport	James Carnazza	Viability
Salem High School	Salem	Christina Ssekandi	Disability Resource Center
Salem Prep	Salem	Christina Ssekandi	Disability Resource Center
Saugus High School	Saugus	Steve Giannaros	Triangle
Swampscott High School	Swampscott	Michael Brown	Triangle
**Deaf/Hard of Hearing Students	All Schools	Jim Rossi	*Provider covering school



Creating Opportunities For Independent Living And Work

Somerville Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Arlington High School	Arlington	Crystal Hodgkins	Community Work Services
Arlington School-McLean	Belmont	Yvonne Tylinski	Community Work Services
Belmont High School	Belmont	Yvonne Tylinski	Community Work Services
Cambridge Extension Schools	Arlington	Yvonne Tylinski	Community Work Services
Cambridge Rindge and Latin	Cambridge	Kelly Surabian	Community Work Services
Community Charter School/CCSC	Cambridge	Rafael Acevedo	Partners for Youth with Disabilities
Curtis Tufts High School	Medford	Katrina Poirier	Triangle
Dearborn Academy	Arlington	Yvonne Tylinski	Partners for Youth with Disabilities
Everett High School	Everett	Marilyn Dean	Community Work Services
Full Circle	Somerville	Yvonne Tylinski	Vinfen
HSEP-HS Extension Program	Cambridge	Yvonne Tylinski	Partners for Youth with Disabilities
Malden High School	Malden	Daniel Heath & Yves Lamitie	Triangle
Medford High School	Medford	Katrina Poirier	Triangle
Melrose High School	Melrose	Dian Tashjian	Vinfen
Northeast Metro Voc. High School	Wakefield	Matthew Ellard & Yves Lamitie	Partners for Youth with Disabilities
Prospect Hill Academy Charter	Somerville	Rafael Acevedo	Partners for Youth with Disabilities
SEEM High School	Stoneham	Yves Lamitie	Vinfen
Somerville High School	Somerville	Lucinda Martin	Community Work Services
Stoneham High School	Stoneham	Yves Lamitie	Triangle
Wakefield High School	Wakefield	Diane Tashjian	Triangle
Walker Beacon High School	Watertown	Daniel Heath	Vinfen
Waltham High School	Waltham	Jennifer Fike	Vinfen
Watertown High School	Watertown	Kelly Surabian	Triangle
Winchester High School	Winchester	Diane Tashjian	Triangle
Woburn High School	Woburn	Matthew Ellard	Triangle
**Deaf/Hard of Hearing Students	All schools	Jon Dresser, Jim Rossi	*Provider covering school



**Creating Opportunities For
Independent Living And Work**

South District

Downtown Boston, Braintree, Brockton,
Cape & Islands, Fall River, New Bedford,
Plymouth, Roxbury, Taunton



**Creating Opportunities For
Independent Living And Work**

Downtown Boston Area Office

Boston Arts Academy	174 Ipswich St Fenway MA 02215	High, 9–12	Downto wn	Bob Winske	Boston Center for Independent Living
Charlestown High School	240 Medford St Charlestown MA 02129	High, 9–12	Downto wn	Lindsey	Marriott Foundation
English-	144 McBride St . Jamaica Plain MA 02130	High, 9–12	Downto wn	Eileen	Marriott Foundation
Lyon High School	95 Beech St. Brighton MA 02135	High, 9–12	Downto wn	Eileen	Boston Center for Independent Living
Seaport Academy	Flagship Wharf 197 8th St. Charlestown, MA 02129		Downto wn	Eileen	Marriott Foundation
Boston Adult Tech Academy (BATA) (ages 20- 22)	20 Church St. Boston, MA 02116	High, 9–12	Downto wn	Heather	Work, Inc.
Chelsea High School	299 Everett Ave Chelsea MA 02150		Downto wn	Heather	BCIL/Partners for Youth with Disability
Coast Collaborative	101 School St. Revere MA 02151		Downto wn	Heather	BCIL/Partners for Youth with Disability
Excel High School	95 G St South Boston MA 02127	High, 9–12	Downto wn	Heather	Marriott Foundation
McK. Prep HS-	97 Peterborough St. Boston, MA 02215	Special Ed., K– 14	Downto wn	Heather	Marriott Foundation
Quincy Upper -	152 Arlington St, Boston, MA 02116	Middle/High, 6– 12	Downto wn	Heather	Marriott Foundation
Seacoast High School	15 Everand St Revere MA 02151		Downto wn	Heather	BCIL/Partners for Youth with Disability
Boston Green Academy (6, 9-12) -	20 Warren Street Brighton MA 02135	Middle/High, 6– 12	Downto wn	Holly	Marriott Foundation
Brighton High School	25 Warren St Brighton MA 02135	High, 9–12	Downto wn	Holly	Marriott Foundation
Revere High School	101 School St. Revere MA 02151		Downto wn	Jamie	BCIL/Partners for Youth with Disability
Winthrop High School	400 Main St. Winthrop, MA 02152		Downto wn	Jamie	BCIL/Partners for Youth with Disability
Catholic Memorial School	235 Baker St. West Roxbury, MA 02132	Non-BPS, 7-12	Downto wn		Work, Inc.

Ostiguy High School (ABCD sober school)	19 Temple Pl. Boston, MA 02111	Non-BPS, Special Ed. 9-12	Downtown	Heather	Boston Center for Independent Living
Roxbury Latin School	101 St Teresa Ave. West Roxbury, MA 02132	Non-BPS, 9-12	Downtown		Work, Inc.
Bay Cove High School	154 Lawton St. Brookline MA 02446		Downtown	Kevin B	Boston Center for Independent Living
Ivy School	200 Ivy St. Brookline MA 02446	Non-BPS, Special Ed. 7-12	Downtown	Kevin B	Boston Center for Independent Living
Winthrop House Alternative High School	490 Heath St. Chestnut Hill, MA 02467		Downtown	Kevin B	Boston Center for Independent Living
Brookline High	Room 109B 115 Greenough Street Brookline 02445		Downtown	Kevin/Holly	Boston Center for Independent Living
East Boston High School	86 White St, East Boston, MA 02128	High, 9–12	Downtown	Rebecca	Marriott Foundation
Urban Science Academy	1405 VFW Pkwy West Roxbury MA 02132	High, 9–12	Downtown		Work, Inc.
West Roxbury Academy	1205 VFW Pkwy West Roxbury MA 02132	High, 9–12	Downtown		Work, Inc.
Boston College High School	150 William T Morrissey Blvd. Boston, MA 02125	Non-BPS, 9-12	Downtown	Teresa	Work, Inc.
Boston Collegiate Charter School-High School	11 Mayhew St. Dorchester, MA 02125	Non-BPS, 9-12	Downtown	Teresa	Work, Inc.
Excel Academy Charter High School	401 Breman St. Boston, MA 02128	Non-BPS, 9, Opening Fall 2015	Downtown	Teresa	BCIL/Partners for Youth with Disability
Kennedy Academy for Health Careers -	10 Fenwood Road, Boston, MA 02115	High, 9–12	Downtown	teresa	BCIL/Partners for Youth with Disability
MATCH Charter School	1001 Commonwealth Avenue, Boston, MA 02215	Non-BPS, 9-12	Downtown	Teresa	BCIL/Partners for Youth with Disability
Snowden International High School	150 Newbury St Back Bay MA 02116	High, 9–12	Downtown	Teresa	BCIL/Partners for Youth with Disability
Boston Latin School-	78 Avenue Louis Pasteur, Boston, MA 02115	Exam, 7–12	Downtown	Yibrah Solomon	Work, Inc.
Cristo Ray HS	100 Savin Hill Ave Dorchester MA 02125		Downtown	Yibrah Solomon	Work, Inc.
Dedham High School	140 Whiting Ave Dedham MA 02026		Downtown	Yibrah Solomon	Work, Inc.
EDCO	65 Beacon St Boston 02215	Youth alternative	Downtown	Yibrah Solomon	Marriott Foundation
LOG-ON	105 Cummins Hwy Roslindale MA 02131		Downtown	Yibrah Solomon	BCIL/Partners for Youth with Disability
St. Mary's	90 Cushing Ave. Dorchester MA 02125		Downtown	Yibrah Solomon	Work, Inc.



Creating Opportunities For Independent Living And Work

Braintree Area Office

High School	Town	VR Counselor	Rehab Counselor for the Deaf & Hard of Hearing	Pre-ETS Provider
* Bi-County Collaborative	Franklin (out of district)	Jennifer Avitabile	Marlene Mata	TBD by town where student lives
Blue Hills Technical Voc. High School	Canton (out of district)	Yin Yin-Wong / Courtney Nguyen	Marlene Mata	Tempus Unlimited
Braintree High School	Braintree	Bridgette Clinton	Joe Ascheman	Tempus Unlimited
Cardinal Cushing School	Hanover (out of district)	Follow School District's Location		TBD by town where student lives
Clark Schools for Hearing and Speech	Canton (out of district)	Joe Ascheman Marlene Mata		Work, Inc.
Clifford School at Longview Farm (Out of District)	Walpole	Jennifer Avitabile		TBD by town where student lives
Cohasset High School	Cohasset	Jana Barnett	Joe Ascheman	Tempus Unlimited
Granite Academy	Braintree	Elaina Cardullo	Marlene Mata	TBD by town where student lives
Hingham High School	Hingham	Jana Barnett	Marlene Mata	Best Buddies
Hull High School	Hull	Jana Barnett	Joe Ascheman	Best Buddies
League School	Walpole	Elaina Cardullo	Marlene Mata	TBD by town where student lives
Learning Prep (Out of District)	Newton	Follow School District's Location		TBD by town where student lives
Milton High School	Milton	Bridgette Clinton	Joe Ascheman	Work, Inc.
Newton North H.S. (Deaf/Hard of Hearing Students)	Newton	Marlene Mata / Joe Ascheman		Work, Inc.

Norfolk County Agricultural High School	Walpole	Elaina Cardullo		TBD by town where student lives
*North River Collaborative (Out of District)	East Bridgewater (out of district)	Jennifer Avitabile		TBD by town where student lives
Norwell High School	Norwell	Lynne Healy-Hutchinson	Joe Ascheman	Tempus Unlimited
Norwood High School	Norwood	Jennifer Avitabile	Joe Ascheman	Tempus Unlimited
Pilgrim Academy	Scituate	Jana Barnett		TBD by town where student lives
Pilgrim Area Collaboration	Pembroke (out of district)	Follow the School District's Location		TBD by town where student lives
Quincy High School	Quincy	Bridgette Clinton / Lynne Healy-Hutchinson	Marlene Mata	Work, Inc.
Quincy North High School	Quincy	Bridgett Clinton / Yin Yu-Wong	Marlene Mata	Work, Inc.
Randolph High School	Randolph	Elaina Cardullo / Courtney Nguyen	Marlene Mata	Work, Inc.
Scituate High School	Scituate	Jana Barnett	Joe Ascheman	Best Buddies
South Shore Educational Collaborative	Hingham	Lynne Healy Hutchinson / Bridgette Clinton / Elaina Cardullo	Marlene Mata & Joe Ascheman	Tempus Unlimited
South Shore Charter Public School	Norwell	Lynne Healy-Hutchinson		Tempus Unlimited
The Education Cooperative	Walpole	Jennifer Avitabile		Best Buddies
The Learning Center School for the Deaf (Deaf/Hard of Hearing Students)	Framingham	Marlene Mata / Joe Ascheman		TBD by town where student lives
Walpole High School	Walpole	Elaina Cardullo	Marlene Mata	Best Buddies
Weymouth High School	Weymouth	Jana Barnett	Joe Ascheman	Tempus Unlimited

Boston Public Schools serving Deaf & Hard of Hearing Students

High School	Town	Rehabilitation Counselor for the Deaf & Hard of Hearing	Pre-ETS Provider
Boston Arts Academy	Boston	Marlene Mata	Work, Inc.
Boston Green Academy	Boston	Marlene Mata	Work, Inc.
Boston Latin Academy	Boston	Marlene Mata	Work, Inc.
Boston Latin School	Boston	Joe Ascheman	Work, Inc.
Burke High School	Boston	Joe Ascheman	Work, Inc.
Horace Mann School for the Deaf	Boston	Marlene Mata & Joe Ascheman	Work, Inc.
East Boston High School	Boston	Joe Ascheman	Work, Inc.
O'Bryant School of Math & Science	Boston	Joe Ascheman	Work, Inc.



Creating Opportunities For Independent Living And Work

Brockton Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Abington High School	Abington	Tess Cuff	Triangle
Avon High School	Avon	Lindsey Pickering	Tempus
Blue Hills Regional High School	Avon, Holbrook	Lindsey Pickering	Triangle
Bridgewater-Raynham Regional High School	Bridgewater	Ludwige Desrosiers	Independence Associates
Bristol Plymouth High School	Bridgewater	Ludwige Desrosiers	Independence Associates
Brockton High School	Brockton	Lori Knight, Mary Ramos	Tempus
Canton High School	Canton	Tess Cuff	Triangle
East Bridgewater High School	East Bridgewater	Ludwige Desrosiers	Independence Associates
Oliver Ames High School	Easton	Kristin Conway	Tempus
Holbrook High School	Holbrook	Lindsey Pickering	Triangle
North River Collaborative	E. Bridgewater, Holbrook	Lindsey Pickering	Independence Associates
Rockland High School	Rockland	Lindsey Pickering	Triangle
Sharon High School	Sharon	Vanessa Sullivan	Tempus
South Shore Collaborative	Hingham	Vanessa Sullivan	Independence Associates
South Shore Vo-Tech High School	Holbrook, Rockland	Lindsey Pickering	Triangle
Stoughton High School	Stoughton	Vanessa Sullivan, Kristin Conway	Tempus
South East Regional Vo-Tech High School	Brockton, Stoughton	Kristin Conway	Triangle
West Bridgewater High School	West Bridgewater	Ludwige Desrosiers	Tempus
Whitman-Hanson Regional High School	Whitman	Tess Cuff	Independence Associates



Creating Opportunities For Independent Living And Work

Cape & Islands Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Barnstable High School	Barnstable	Kathleen O'Coin-White	CapeAbilities
Bourne High School	Bourne	Kelly Tonini	CapeAbilities
Cape Cod Technical High School	Cape Cod	Leigh Collupy (Dennis Somerville)	CapeAbilities
Dennis/Yarmouth High School	Dennis/Yarmouth	Hillary Ezrin	CapeAbilities
Falmouth High School	Falmouth	Hillary Ezrin	CapeAbilities
Martha's Vineyard Public Charter School	Martha's Vineyard	Deborah Bent	Martha's Vineyard Community Services
Mashpee High School	Mashpee	Deborah Bent	CapeAbilities
Monomoy Regional High School	Chatham	Leigh Collupy (Dennis Somerville)	CapeAbilities
Nantucket High School	Nantucket	Greta Knaus	No vendor available to serve
Nauset High School	Nauset	Deb Able (Dennis Somerville)	CapeAbilities
Riverview School	Sandwich	Greta Knaus	CapeAbilities
Sandwich High School	Sandwich	Hillary Ezrin	CapeAbilities
Sturges Charter School	Hyannis	Greta Knaus	CapeAbilities
Upper Cape Technical High School	Cape Cod	Kelly Tonini	CapeAbilities



Creating Opportunities For Independent Living And Work

Fall River Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Apponequet Regional High School	Lakeville	Joe Fernandes	PRIDE
Atlantis Charter School	Fall River	Sokvann Sam	PRIDE
B.M.C. Durfee High School	Fall River	Joe Fernandes	PRIDE
Bristol County Agricultural HS	Dighton	Debbe Hueneke	PRIDE
Diman Regional Voc. Tech. HS	Fall River	Michael Roussos	WOU
Joseph Case High School	Swansea	Sokvann Sam	WOU
Old Colony Reg. Vocational HS	Rochester	Michael Roussos	PRIDE
Resiliency Preparatory High School	Fall River	Pamela Vagnini	WOU
Seekonk High School	Seekonk	Debbe Hueneke	WOU
Somerset High School	Somerset	Pamela Vagnini	PRIDE
South Coast Educational Collaborative	Seekonk	Paul Silva.	WOU
Westport High School	Westport	Debbe Hueneke	PRIDE



Creating Opportunities For Independent Living And Work

New Bedford Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Bristol Agricultural High School	Dighton	Grace Mitchell	PRIDE
City on the Hill Charter School	New Bedford	Charmian Talbot	PRIDE
Dartmouth High School	Dartmouth	Grace Mitchell	MO Life
Fairhaven High School	Fairhaven	Jane Hubert	MO Life
New Bedford High School	New Bedford	Kelly Tavares, Alexandra Silva	MO Life
New Bedford Voc. Technical H.S.	New Bedford	Alexandra Silva	MO Life
Old Colony Voc. Technical H.S.	Rochester	Charmian Talbot	PRIDE
Old Rochester High School	Mattapoisett	Grace Mitchell	MO Life
Trinity Academy	New Bedford	John Agboola	MO Life
Upper Cape Voc. Technical School	Bourne	Sandra Green	PRIDE
Wareham High School	Wareham	Sandra Green, Charmian Talbot	PRIDE
West Wareham Academy	West Wareham	Jane Hubert	PRIDE
**Deaf/Hard of Hearing Students	All schools	Connie O'Neil	PRIDE
**Portuguese/Spanish language Students	All schools	Alexandra Silva	MO Life



Creating Opportunities For Independent Living And Work

Plymouth Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Carver High School	Carver	Kathryn Hall	Independence Associates
Duxbury High School	Duxbury	Kathryn Hall	Tempus
Hanover High School	Hanover	Barbara Johnson	Independence Associates
Whitman-Hanson High School	Hanson	Kathryn Hall	Independence Associates (shared with Brockton Office)
Marshfield High School	Marshfield	Amanda Fitzgerald	Tempus
Pembroke High School	Pembroke	Cindy Gallant	Independence Associates
Pilgrim Academy	Plymouth	To be determined by town	Independence Associates
Plymouth North High School	Plymouth	Amanda Fitzgerald	Best Buddies
Plymouth South High School	Plymouth	Barbara Johnson	Best Buddies
Reeds Collaborative	Middleboro	To be determined by town	To be determined by town
Silver Lake High School	Kingston	Cindy Gallant	Tempus
South Shore Collaborative	Hingham	Cindy Gallant	Tempus
High School	Town	VR Counselor	Pre-ETS Provider



Creating Opportunities For Independent Living And Work

Roxbury Area Office

High School	Town	VR Counselor	Pre-ETS Provider
ABCD University High	Boston	Luz Cintron	Marriot
Academy of the Pacific Rim	Hyde Park	Orlando Espinal	PYD
Another Course to College	Hyde Park	Wilfrid Joly	Work Inc
Boston Community Leadership Academy	Hyde Park	Luz Cintron	PYD
Boston Day & Evening Academy	Boston	Kobina Adeniji	Marriott
Boston International High School	Dorchester	Carlos Colon	Work Inc
Boston Latin Academy	Dorchester	Carlos Colon	BCIL
Boston Preparatory Charter School	Hyde Park	Kelley Carter	PYD
Boston Trinity Academy	Hyde Park (17 Hale St)	Orlando Espinal	Work Inc
Brooke Charter High School	Mattapan (150 American Legion Hgwy)	Kelly Carter	Work Inc
Carter Developmental Center	Boston	Kelly Carter	Marriot
Cathedral High School	Boston (74 Union Park St, 02118)	(pending VRC assignment)	BCIL
City on a Hill Charter School- Circuit St	Roxbury	Kelly Carter	BCIL
City on a Hill Charter- Dudley	Roxbury	Kelly Carter	PYD
Codman Academy	Dorchester	Kelley Carter	Work Inc
Community Academy of Science Health (CASH)	Dorchester	Orlando Espinal	Work Inc
COMPASS School	Dorchester (294 Bowdoin St, 02122)	Carlos Colon	Marriot
Dearborn STEM Academy	Dorchester	Orlando Espinal	Marriot
Fenway High School	Roxbury	Wilfrid Joly	PYD
Greater Eggleston High School	Roxbury	Wilfrid Joly	BCIL
Henderson K-12 (Upper School)	Dorchester	Kelly Carter	BCIL
Jeremiah E. Burke High School	Boston	Kobina Adeniji	BCIL
John D. O'Bryant School of Math & Science	Roxbury	Wilfrid Joly	Marriot
Madison Park High School	Roxbury	By Vocational Program:	BCIL
· Auto Tech, Auto Collision & Repair		Kobina Adeniji	
· Carpentry		Wilfrid Joly	
· Design & Visual Comm.		(pending VRC assignment)	
· Electrical Tech		Wilfrid Joly	

· Facilities Management		(pending VRC assignment)	
· Graphic Communication		(pending VRC assignment)	
· Plumbing		Kobina Adeniji	
· Sheet Metal		(pending VRC assignment)	
· Telecommunications & FIOS		Kobina Adeniji	
· Business Technology/Marketing		Kobina Adeniji	
· Cosmetology & Culinary		Wilfrid Joly	
· Dental Assisting & Health Assisting		(pending VRC assignment)	
· Hospitality/Travel & Tourism, ISSN		Wilfrid Joly	
· Medical Assisting		(pending VRC assignment)	
· TV Production/Broadcasting		Kobina Adeniji	
New Mission High School	Hyde Park	Luz Cintron	PYD
McKinley South End Academy	Boston	Brynell Francis-Smikle	PYD
Roxbury Prep Charter School	Roxbury (5 Maywood St, 02119)	(pending VRC assignment)	Marriot
Tech Boston Academy	Dorchester	Brynell Francis-Smikle	Work Inc



Creating Opportunities For Independent Living And Work

Taunton Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Attleboro High School	Attleboro	Thea Canty, Kaitlin Morrissette	Attleboro Enterprises Inc.
Bishop Feehan High School	Attleboro	Kaitlin Morrissette	Attleboro Enterprises Inc.
Bridgewater/Raynham Reg. H.S.	Bridgewater	Thea Canty	Pride Inc. & Tempus Unlimited
Bristol County Agricultural H.S.	Dighton	Lauren Kight	Attleboro Enterprises Inc. & Pride Inc.
Bristol Plymouth Regional H.S.	Taunton	Stephen Berdos	Pride Inc. & Tempus Unlimited
Coyle Cassidy High School	Taunton	Andrea McAuliffe	Attleboro Enterprises Inc.
Dighton/Rehoboth High School	No. Dighton	Stephen Berdos	Attleboro Enterprises Inc. & Pride Inc.
Foxboro High School (including Foxboro Charter School)	Foxboro	Andrea McAuliffe	Attleboro Enterprises Inc. & Pride Inc.
Mansfield High School	Mansfield	Lauren Kight	Attleboro Enterprises Inc.
Middleboro High School	Middleboro	Jason Brunero	Tempus Unlimited
North Attleboro High School	North Attleboro	Sarah Alden	Attleboro Enterprises Inc. & Pride Inc.
Norton High School	Norton	Stephanie Dort	Attleboro Enterprises Inc. & Pride Inc.
Taunton High School (including Taunton Alternative High School)	Taunton	Stephanie Dort	Pride Inc.
Deaf/Hard of Hearing Students	All Schools	Douglas Childers	



**Creating Opportunities For
Independent Living And Work**

West District

Greenfield, Milford,
Pittsfield/North Adams, Springfield/Holyoke,
Southbridge, Worcester



Creating Opportunities For Independent Living And Work

Greenfield Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Amherst-Pelham Regional High School	Amherst	Laurel Crommett/Imelda Henderson	Stavros CIL
Summit Academy/Amherst RHS	Amherst	Alan Green	Stavros CIL
Athol-Royalston Regional High School	Athol	Kara Hutchison	Stavros CIL
Four Rivers Charter Public High School	Greenfield	Maureen Guinipero	Viability
Franklin County Technical High School	Turners Falls (Regional)	Laurel Crommett/Kristy Pomerleau	NEBA
Frontier Regional High School	South Deerfield	Maureen Guinipero	Viability
Greenfield High School	Greenfield	Alan Green/Kristy Pomerleau	Viability
Hopkins Academy	Hadley	Imelda Henderson	Stavros CIL
Mahar Regional High School	Orange	Kara Hutchison	Stavros CIL
Mohawk Trail Regional High School	Shelburne Falls	Laurel Crommett	NEBA
Pioneer Valley Regional High School	Bernardston	Maureen Guinipero	Viability
Turners Falls High School	Turners Falls	Laurel Crommett	NEBA



Creating Opportunities For Independent Living And Work

Milford Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Bellingham High School	Bellingham	Meredith Wright	HMEA
BICO (Bi-County Collaborative)	Franklin	Meredith Wright	HMEA
Blackstone-Millville High School	Blackstone	Stephen Burdos	Center for Living/Working
Blackstone Valley Reg. Voc. Tech. HS	Upton	Melissa Ratcliffe	Work Opp. Unlimited
Douglas High School	Douglas	Stephen Burdos	Center for Living/Working
Franklin High School	Franklin	Meredith Wright	Work Opp. Unlimited
Grafton High School	Grafton	Meredith Wright	Work Opp. Unlimited
Hopedale High School	Hopedale	Stephen Burdos	Work Opp. Unlimited
Keogh Memorial Academy	Bellingham	Meredith Wright	HMEA
King Phillip High School	Wrentham	Ashley Self	Work Opp. Unlimited
Medway High School	Medway	Stephen Burdos	HMEA
Milford High School	Milford	Meredith Wright	Work Opp. Unlimited
Millbury High School	Millbury	Stephen Burdos	Work Opp. Unlimited
Millis High School	Millis	Ashley Self	HMEA
Nipmuc Regional High School	Upton	Melissa Ratcliffe	HMEA
Northbridge High School	Northbridge	Melissa Ratcliffe	Work Opp. Unlimited
Sutton High School	Sutton	Stephen Burdos	Center for Living/Working
Tri-County Regional High School	Franklin	Meredith Wright	Work Opp. Unlimited
Uxbridge High School	Uxbridge	Melissa Ratcliffe	HMEA



Creating Opportunities For Independent Living And Work

Pittsfield/North Adams Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Berkshire Arts & Technology (BART)	Adams	Shelly Icardi	BFAIR
Drury High School	North Adams	Mike Boland	BFAIR
Hoosac Valley High School	Cheshire	Shelly Icardi	BFAIR
Lee High School	Lee	MaryLee Daniels	Viability
Lenox High School	Lenox	MaryLee Daniels	Viability
McCann Technical School	North Adams	Mike Boland	BFAIR
Monument Mt. Regional High School	Great Barrington	MaryLee Daniels	Viability
Mount Everett High School	Sheffield	MaryLee Daniels	Viability
Mount Greylock Regional High School	Williamstown	Mike Boland, Alexandra Ferreira	BFAIR
Pittsfield High School	Pittsfield	Steven Diamond	Viability/ BFAIR
Taconic High School	Pittsfield	Alexandra Ferreira	BFAIR
Wahconah High School	Pittsfield	Steven Diamond	BFAIR



Creating Opportunities For Independent Living And Work

Springfield/Holyoke Area Office

High School	Town	VR Counselor	Pre-ETS Vendor Assigned
Belchertown High School	Belchertown	Manuel Robles	Stavros
Chicopee High School	Chicopee	Kym Sevigne	NEBA
Chicopee Academy	Chicopee	Kym Sevigne/Tamara Prairie	Viability
Chicopee Comprehensive HS	Chicopee	Tamara Prairie	Viability
Pope Francis High School	Springfield		
Easthampton High School	Easthampton	Tamara Prairie	Riverside Industries
Granby High School	Granby	Manny Robles	Stavros
Dean Technical High School	Holyoke	Adelaida Fortier	NEBA
Holyoke High School	Holyoke	Nicole DePaola	NEBA
NEARI	Holyoke	Adelaida Fortier	
RFK School	Springfield	Adelaida Fortier	
Springdale Education Center	Holyoke	Adelaida Fortier	
The Center School	Holyoke	Adelaida Fortier	
New Directions	Holyoke	Nicole DePaola	
PACE Center	Holyoke	Adelaida Fortier	
Paulo Freire Charter School	Holyoke	Adelaida Fortier	
Willie Ross School	Longmeadow	May Marques	Viability
Ludlow High School	Ludlow	Lauren Teres	Viability
Monson High School	Monson	Lauren Teres	NEBA
HEC Academy	Northampton	Manuel Robles	Riverside Industries
Northampton High School	Northampton	Linnette Mendez	Riverside Industries
Clark School for the Deaf	Northampton	May Marques	Viability
Smith Vocational High School	Northampton	May Marques	Viability
Palmer High School	Palmer	Lauren Teres	NEBA
Pathfinder Vocational High School	Palmer	Lauren Teres	NEBA
Pioneer Valley Performing Arts	South Hadley	Nicole DePaola	Viability
South Hadley High School	South Hadley	Nicole DePaola	Viability
Ware High School	Ware	Manuel Robles	Stavros
American School for the Deaf	West Hartford, CT	May Marques	

Lower Pioneer Valley Educational Coll.	West Springfield	Counselor assigned as needed	Riverside Industries
White Oak School	Westfield	Counselor assigned as needed	Riverside Industries
Hampshire Regional Collaborative	Westhampton	Linnette Mendez	
Hampshire Regional High School	Westhampton	Linnette Mendez	Viability
Agawam High School	Agawam	Kristen Blackmer	WOU
American School for the Deaf	W. Hartford	May Marques	
Baystate Academy	Springfield	Kris Wanat	WOU
Central High School	Springfield	Kristen Blackmer	WOU
Commerce High School	Springfield	Alecia McNish (TPS)	Viability (TPS)
Duggan	Springfield	Alecia McNish (TPS)	Viability (TPS)
East Longmeadow High School	East Longmeadow	Susan Emerson	NEBA
Gateway Regional	Huntington	Enrique Rodriguez	Viability
Job Corps	Chicopee	Kristen Blackmer/CAN	
Longmeadow High School	Longmeadow	Susan Emerson	NEBA
Millpond	Springfield	Alecia McNish (TPS)	Viability (TPS)
Minnechaug High School	Wilbraham	Susan Emerson	Viability
Phoenix Academy	Springfield	Alecia McNish	Viability (TPS)
Putnam High School	Springfield	Enrique Rodriguez	Viability
PVCS	Springfield	CAN	
Renaissance	Springfield	Ruth Dereus	NEBA
SABIS High School	Springfield	Ruth Dereus	NEBA
SciTech	Springfield	Alecia McNish	Viability (TPS)
Southwick-Tolland High School	Southwick	Ruth Dereus	Stavros
Springfield Conservatory of the Arts	Springfield	Kristen Blackmer	WOU
Springfield High School	Springfield	Alecia McNish	Viability (TPS)
Springfield Public Day High School	Springfield	Alecia McNish	Viability (TPS)
West Springfield High School	West Springfield	Ruth Dereus	WOU
Westfield High School	Westfield	Susan Emerson	Stavros
Westfield High School (overflow)	Westfield	Susan Emerson	Stavros
Westfield Voc High School	Westfield	Susan Emerson	Stavros
**Deaf/Hard of Hearing Students	All schools	May Marques	
**Spanish Speaking Students	All schools	Enrique Rodriguez, Linnette Mendez, Adelaida Fortier	



Creating Opportunities For Independent Living And Work

Southbridge Area Office

High School	Town	VR Counselor	Pre-ETS Provider
Bartlett High School	Webster	Kristin Sharma	Center of Hope
Bay Bath High School	Charlton	Kristin Sharma	Center of Hope
David Prouty High School	Spencer	Madeline Arzola	Viability
North Brookfield High School	North Brookfield	Madeline Arzola	Center of Hope
Oxford High School	Oxford	Martha Castro	Center for Living/Working
Pathfinder High School	Palmer	Martha Castro	NEBA
Project Grow, SWCEC	Dudley	Kristin Sharma	Center of Hope
Project Coffee, SWCEC	Oxford	Martha Castro	Center for Living/Working
Quaboag Regional High School	Warren	Kristin Sharma	Viability
Shepherd Hill HS/Dudley Charlton Dist.	Dudley	Meredith Wright	Center of Hope
Southbridge High School	Southbridge	Madeline Arzola	Center of Hope
Southbridge Academy	Southbridge	Madeline Arzola	Center of Hope
Tantasqua Regional H.S	Sturbridge	Martha Castro	Viability



Creating Opportunities For Independent Living And Work

Worcester Area Office

Assabet Valley Collaborative	Marlborough	Cindy Morin	Seven Hills
Auburn High School	Auburn	Cindy Morin	Viability
Burncoat High School	Worcester	Magdalene Johnson	Seven Hills
Claremont Academy	Worcester	Rotates	Easter Seals
Doherty High School	Worcester	Amy Bartel	Seven Hills
Goddard Alternative	West Boylston	Magdalene Johnson	Viability
Leicester High School	Leicester	Cindy Morin	Seven Hills
North High School	Worcester	Vacancy	Center for Living and Working
Shrewsbury High School	Shrewsbury	Cynthia Morin	Easter Seals
South High School	Worcester	Lynne Kasala	Viability
St. Casmir	Worcester	Rotates	Easter Seals
Tahanto Regional High School	Boylston	Cynthia Morin	Easter Seals
Wachusett Regional High School	Holden	Magdalene Johnson	Center for Living and Working
West Boylston High School	West Boylston	Cynthia Morin	Easter Seals
Worcester Technical High School	Worcester	Carmenza Ramirez	Easter Seals
Summit Academy	Worcester	Cynthia Morin	Center for Living and Working
Worcester Recovery School	Worcester	Cindy Purcell	Viability
Worcester Transition Program	Worcester	Lynne Kasala	Center for Living and Working

MRC Forms

(Required and recommended)



MRC

COMMUNITY LIVING • WORK • DISABILITY BENEFIT ELIGIBILITY

Massachusetts Rehabilitation Commission

MRC Pre-Employment Transition Services Referral and Consent Form

I. Demographics

Student Name: _____

SSN (if required): _____

Primary Language: _____

D.O.B.: _____

Gender: Male Female Prefer not to answer

Race (mark all that apply): American Indian or Alaska Native Asian Black or African American White

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

Address: _____

Phone: _____

Email: _____

Disability Documentation Type: IEP 504 Plan Medical Documentation Other

Disability Diagnosis: _____

Functional Limitations: _____

Medications: _____

Allergies: _____

II. Family/Emergency Contact

1. **Name:** _____

Relationship: _____

Mailing Address: _____

Phone Number: _____

Email: _____

III. School Information

School Name: _____

Grade: _____

Expected Exit Date: _____

School Contact Name: _____

Relationship: _____

Contact Phone: _____

Contact Email: _____

IV. Services Requested

Job Exploration Counseling Work Readiness Training Work-based Learning Experience

Instruction in Self-Advocacy/Peer Mentoring Counseling for Enrollment in Post-secondary Education Program

V. Consent for Service

I am requesting Pre-Employment Transition Services based upon the criteria that I am a student with a disability. I understand I will need to meet with a Pre-ETS Provider and develop a service plan that will be approved by MRC before I start receiving services. 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 student is under 18 or has a legal guardian, their signature is required**

Parent/Guardian: _____ / _____

Date: _____

Print

Signature

MRC Pre-Employment Transition Services Individualized Student Service Plan

Student Name: _____

Student Status: PE VR

Services Start Date: _____

Services End Date: _____

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

- Job Exploration Counseling
 Work Readiness Training
 Work-based Learning Experience
 Instruction in Self-advocacy and Mentoring
 Counseling on Post-secondary Education Programs

Pre-ETS Service	Tier Please check the tier activities will be in	Rationale	Specific Activities to be Completed
Job Exploration Counseling	<input type="checkbox"/> Awareness <input type="checkbox"/> Exploration <input type="checkbox"/> Preparation		
Work Readiness Training	<input type="checkbox"/> Awareness <input type="checkbox"/> Exploration <input type="checkbox"/> Preparation		
Work-based Learning Experience	<input type="checkbox"/> Awareness <input type="checkbox"/> Exploration <input type="checkbox"/> Preparation		
Instruction in Self-advocacy and Mentoring	<input type="checkbox"/> Awareness <input type="checkbox"/> Exploration <input type="checkbox"/> Preparation		
Counseling in Post-secondary Education Programs	<input type="checkbox"/> Awareness <input type="checkbox"/> Exploration <input type="checkbox"/> Preparation		

Student Signature: _____

Date: _____

Provider Staff Signature: _____

Date: _____

MRC Pre-ETS Student Progress Note

Student Name: _____

Date: _____

Provider Name: _____

Provider Staff: _____

Student Status: PE VR

MRCIS #/Unique ID: _____

VRC (if applicable): _____

MRC Area Office: _____

Program Start Date: _____

Program Completion Date: _____

Pre-ETS Services

Service	Program Start Date	Monthly Hours Completed	Service Completed? (Yes/No)
Work-based Learning Experience			
Job Exploration Counseling			
Work Readiness Training			
Self-Advocacy and Mentoring Instruction			
Post-Secondary Education/Training Counseling			

Participation and Engagement

Using the table to rate the student's level of engagement/skill in overall services:

	Excellent	Good	Average	Poor	Not Applicable
Attendance/Punctuality					
Communication					
Initiative					
Motivation					
Teamwork					

Unexcused Absences: _____

Excused Absences: _____

Tardy: _____

Activities Completed

Please list the activities the student participated in throughout the month.

Service	Activities
Work-based Learning Experience	
Job Exploration Counseling	
Work Readiness Training	
Self-Advocacy and Mentoring Instruction	
Post-Secondary Education/Training Counseling	

General Comments: _____

MRC Pre-Employment Transition Services Intake

I. Demographics

Please see MRC Pre-ETS Referral and Consent Form

II. General and Historical Information

Pre-ETS Status: PE VR **Unique ID/MRCIS #:** _____

MRC Office: _____ **MRC Counselor:** _____

Have you participated in Pre-ETS services before? Yes No Unsure

If yes, where? : _____

If yes, what services did you complete?

Job Exploration Counseling Work Readiness Training Work-based Learning Experience

Instruction in Self-advocacy and Mentoring Counseling on Post-secondary Education Programs

Please indicate the type(s) of transportation you would use to get to/from program activities:

Personal Vehicle Family/Friend Uber/Lyft/Taxi Public Transit

The Ride/Paratransit Bike Walk Other _____

Do you have a vocational goal? Yes No

If yes, what is it? : _____

Have you done any volunteer work? Yes No

If yes, where? : _____

Have you ever had a paid job? Yes No

If yes, where?: _____

III. Learning Style Information

Accommodations available at school: _____

Extracurricular/After-school activities: _____

What's your learning style? (check all that apply) : Visual Auditory Verbal

Hands-on I don't know Other _____

Which of these describe your ideal learning environment? (check all that apply):

Independent/Alone Small Groups Large Groups Quiet Some noise Loud

Low Structure Some Structure High Structure

List 3 things you are good at: _____

List 3 things that are hard for you: _____

What else should we know?: _____

IV. Legal Information

Information in this section is only required to be completed if the Pre-ETS providing agency requires this information to be collected for their records and reporting

Are you a U.S. Citizen? Yes No **If over 18, are you registered for Selective Service?** Yes No

Are you a permanent resident of the U.S.A.? Yes No If yes, USICS Number: _____

Please mark all the ID's you have: Passport State ID/License Valid School ID
 Permanent Resident ID Card Social Security Card Original or Certified Copy Birth Certificate

Do you have any prior criminal convictions or incarcerations? Yes No
Have you ever been convicted of a sexual offense? Yes No
Are you currently on probation/parole? Yes No
Do you have any pending/open cases at this time? Yes No

If yes to any of the questions above, please explain: _____

V. Health and Medical History

Information in this section is only required to be completed if the Pre-ETS providing agency requires this information to be collected for their records and reporting

Most recent physical: _____ **Self -medicated:** Yes No

Are there any restrictions or limitations we should be aware of? Yes No
 If yes, please explain: _____

Do you have any emergency medical protocol? Yes No
 If yes, please explain: _____

Have you been hospitalized overnight within the last 3 years? Yes No
 If yes, please explain: _____

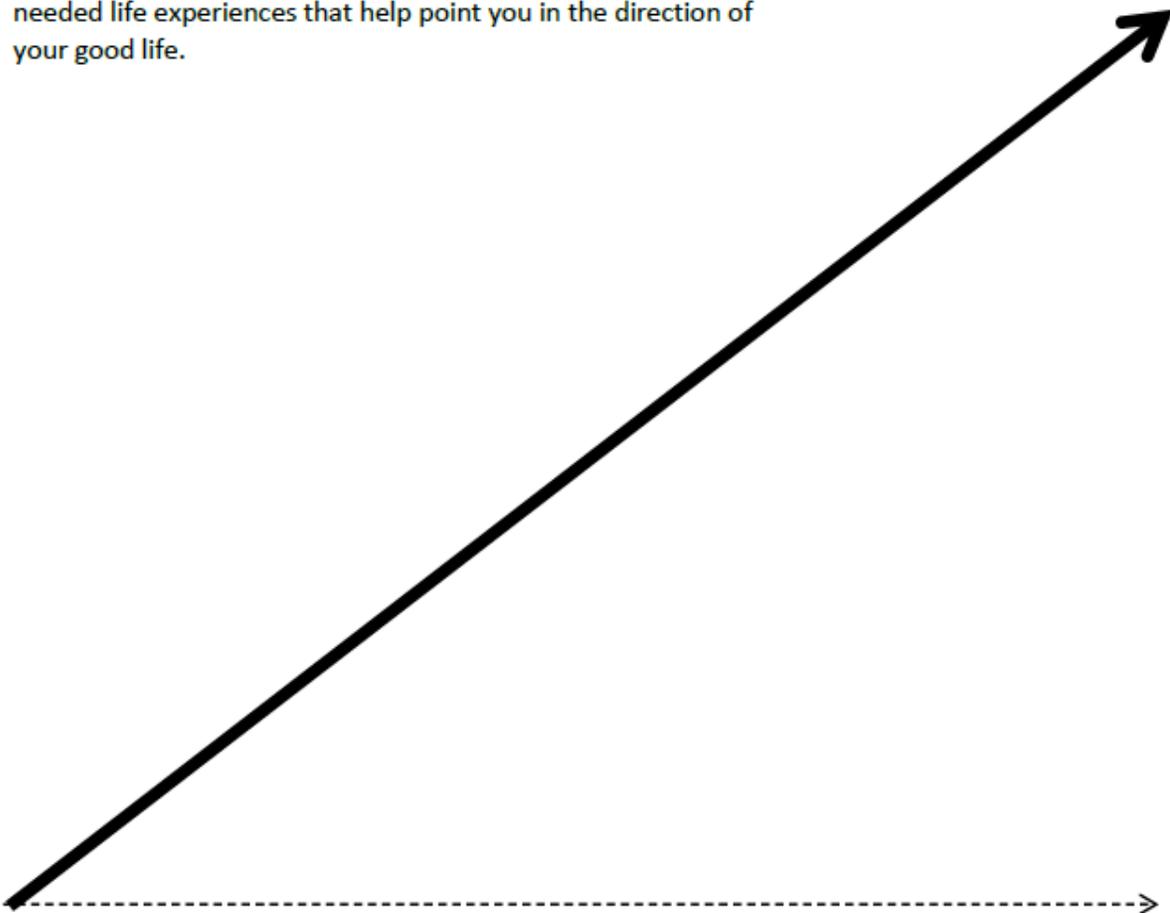
In case of a medical emergency, do you grant permission for this agency to release pertinent medical and personal information to first responders? Yes No
 Student Initials: _____ Parent/Guardian Initials _____

CHARTING the LifeCourse



Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.



VISION for a GOOD LIFE

What I DON'T Want



Life Trajectory Worksheet

Past Life Experiences

LIST past life experiences and events that supported your vision for a good life.

Future Life Experiences

LIST current/ future life experiences that continue supporting your good life vision.

VISION for a GOOD LIFE



Write current age here

LIST past life experiences that pushed the arrow toward things you don't want.

LIST life experiences to avoid because they push you toward things you don't want.

What I DON'T Want

LIST the things you don't want in your life...



MRC Marketing **Material**

MRC Pre-Employment Transition Services

Do you know...

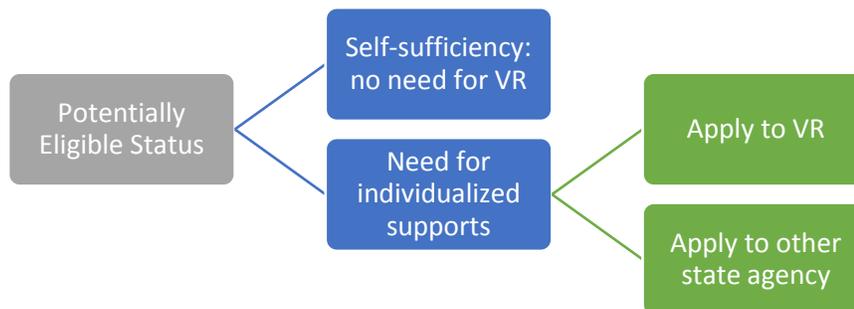
- What kind of career you want?
- How to get a job that will lead you down that career path?
- What skills you need before you can get that job?
- What skills you need to keep that job?
- Where you can get the training you need and how long this will take?

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:



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



How to get connected?

Ask your local MRC area office what Pre-ETS providers are in your area. You can connect directly to the provider and start to engage in conversations about what services will best benefit you.

You can bring the [enrollment form](#), found on our [website](#), to the Pre-ETS provider.

What documentation is needed?

Pre-ETS providers will ask students/families to sign information releases that allow for the gathering of documentation. If you are over the age of 18 and your own guardian, you can sign off on your own release. If you are under the age of 18 or you have a legal guardian, then your parent/guardian must sign the release form.

- Disability documentation may include:
 - Individual Education Plan (IEP)
 - Medical documentation with disability identified
 - Psychosocial report
 - 504 Accommodation Plan with a diagnosed disability identified

If you are unsure if a document is acceptable, please contact your local MRC Area Office.

What is Vocational Rehabilitation (VR)?

VR helps people with all disabilities types who require individualized supports get and keep a job in the modern workplace. This may include identifying job goals based on your interests and skills. VR can also look at your work site for improvements or help you return to work after an injury. Vocational rehabilitation services can help reduce or remove barriers to employment.

Applying to VR services?

Ultimately the decision to apply to VR services is up to the individual, but we encourage you to talk to your support network to determine if VR is an appropriate plan for you.

It is recommended that you participate in at least 1 Pre-ETS service under the potentially eligible status before applying to VR. Quality services provided through Pre-ETS and other MRC youth services may give you the skills you need to be successful without the need for VR services in adulthood. If you will need more individualized support to complete Pre-ETS programming, you are still able to apply to VR.

VR services can include, but are not limited to, assessment, counseling and guidance, physical and mental restoration services, vocational and other training services, maintenance, transportation, job-related services including job search and placement assistance, job retention services, follow-up, and follow along services.

What can you expect from Pre-ETS?

You and your family can expect more direct communication between the school and the Pre-ETS provider, easier access to Pre-ETS programming, a strong focus on career preparation, and soft skill development. Pre-ETS services are designed to help you best prepare for employment and/or post-secondary education after high school.

To learn more about MRC and Pre-ETS services, please visit our website at: <https://www.mass.gov/service-details/pre-employment-transition-services-Pre-ETS-0>

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

Seminars or workshops on careers and required skills, career ladders, and interest inventory



Workplace Readiness Training

Development of transferable work skills which may include resume writing, interview skills, and professionalism



Work-based Learning Experiences

Opportunities to job shadow, complete informational interviews, volunteer opportunities, and internships



Counseling on Post-secondary Education or Training

Counseling and guidance about options upon exiting high school which may include academic or vocational programs



Self-advocacy and Peer Mentoring

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>



Student aged 14- 22 years old with a documented disability

