



Sonoran Center and Vocational Rehabilitation Partnerships



COLLEGE OF MEDICINE TUCSON

Sonoran Center for
Excellence in Disabilities

Welcome & Introductions



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**Sonoran Center for
Excellence in Disabilities**

Discussion topics

- Pre-Employment Transition Services Overview
- Discuss Pre-ETS Project
- Baboquivari
- Virtual Experiences
- Navajo Nation
- Hopi (coming soon)

Pre-Employment Transition Services (Pre-ETS)

What Some Teachers Have Said About Pre-ETS

- Helping align what they are doing at home to a career where they can be successful after high school.
- The students have a better understanding of post secondary employment goals
- Students start learning about what they need to have a successful transition experience. There are a variety of providers, each of whom provides the service differently, so there's opportunity for a student to find a good fit for their needs from at least one provider.
- Students have been excited about the program. They feel "special", they feel empowered. They are given information that creates excitement for their future. They come away feeling there is a reason for school/education/training. There is a sense of "reality" instead of just "fantasy" about what the future looks like. Options they didn't know about are presented.
- Through PreETS, many students have gain needed assistance through the VR program to gain the support they need to further their education or training path to the career of their dreams. Being a high poverty district, this gives many students a chance to change not only their future, but a generations future.
- Work experience (Pre-Ets work-based learning experience) has been motivating students to look for a job.

Pre-ETS General Overview

Pre Employment Transition Services (Pre-ETS) are five employment related services to help youth ages 14-22 with a disability in an education program to develop a career pathway and help facilitate an individual's transition from school to work.

- Provide information to create true informed choice for the student's career pathway.
- Help a student gain the knowledge about their abilities, strengths and needs to succeed in employment.
- Provide students an opportunity to experience community resources and work environments to increase their career decision making power.
- Connect students and families to VR counselors and services to help them achieve their employment goals.

Any youth that has not completed high school transition services and that is interested in pursuing sub-minimum wage employment should receive Pre-ETS and a VR referral before they can work in sub-minimum wage job.

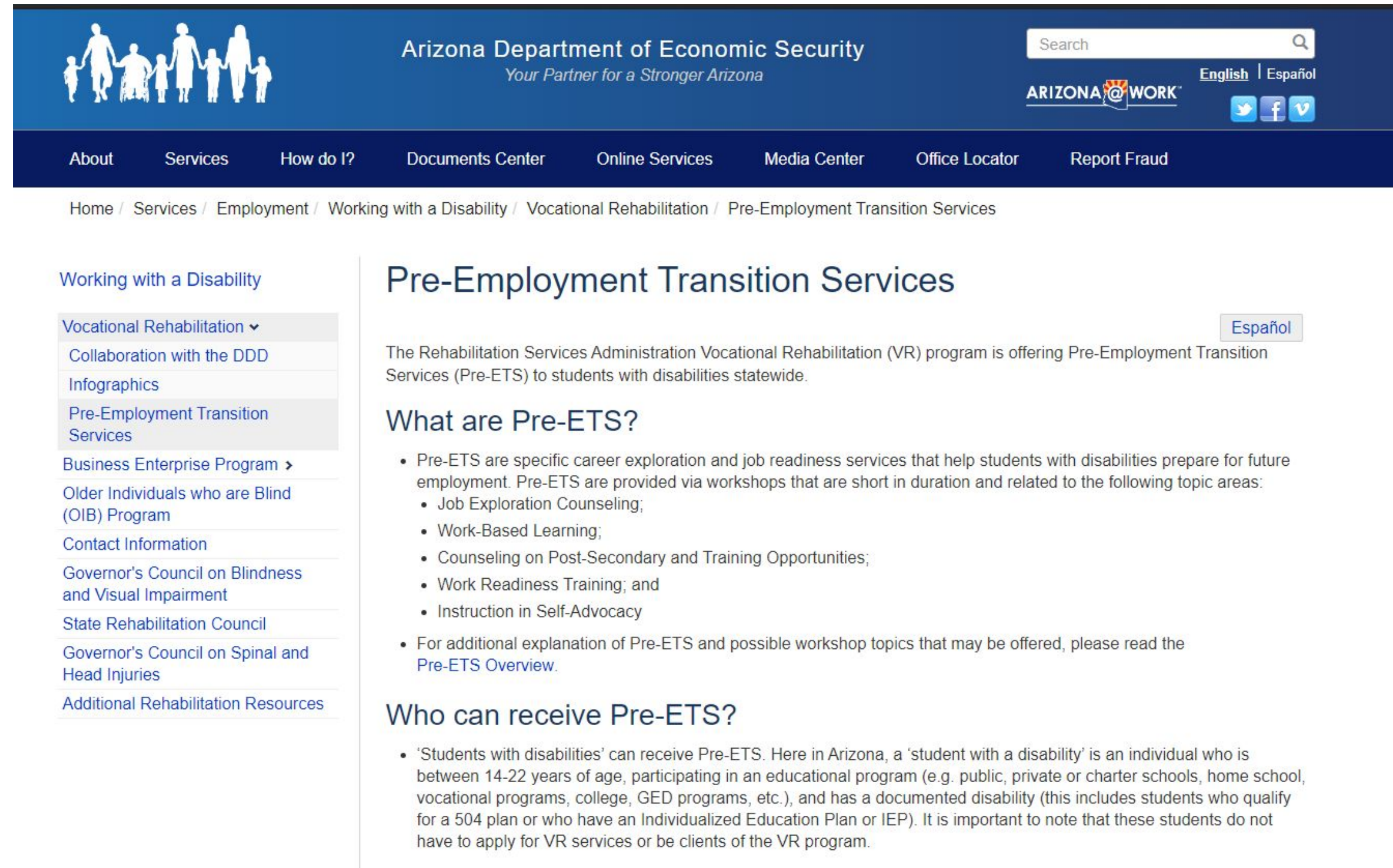
What are Pre-ETS?

Pre-ETS are five service areas:

- Job Exploration Counseling
 - Work-Based Learning Experiences
 - Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutes of higher education
 - Workplace Readiness Training
 - Instruction in Self-Advocacy
-

How to access Pre-ETS

Do an internet search using: “Arizona Pre-Employment Transition Services” and look for [DES webpage](#)



The screenshot shows the Arizona Department of Economic Security (DES) website. The header includes the DES logo, the text "Arizona Department of Economic Security" and "Your Partner for a Stronger Arizona", a search bar, and language options for English and Español. A navigation menu lists various services. The breadcrumb trail indicates the path: Home / Services / Employment / Working with a Disability / Vocational Rehabilitation / Pre-Employment Transition Services. A sidebar menu under "Working with a Disability" highlights "Pre-Employment Transition Services". The main content area is titled "Pre-Employment Transition Services" with a "Español" link. It describes the VR program's offering of Pre-ETS to students with disabilities and includes a section "What are Pre-ETS?" with a bulleted list of services and a link to a "Pre-ETS Overview". A final section, "Who can receive Pre-ETS?", defines the eligibility criteria for students in Arizona.

Arizona Department of Economic Security
Your Partner for a Stronger Arizona

Search

English | Español

ARIZONA@WORK

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Home / Services / Employment / Working with a Disability / Vocational Rehabilitation / Pre-Employment Transition Services

Working with a Disability

Vocational Rehabilitation ▾

Collaboration with the DDD

Infographics

Pre-Employment Transition Services

Business Enterprise Program >

Older Individuals who are Blind (OIB) Program

Contact Information

Governor's Council on Blindness and Visual Impairment

State Rehabilitation Council

Governor's Council on Spinal and Head Injuries

Additional Rehabilitation Resources

Pre-Employment Transition Services

[Español](#)

The Rehabilitation Services Administration Vocational Rehabilitation (VR) program is offering Pre-Employment Transition Services (Pre-ETS) to students with disabilities statewide.

What are Pre-ETS?

- Pre-ETS are specific career exploration and job readiness services that help students with disabilities prepare for future employment. Pre-ETS are provided via workshops that are short in duration and related to the following topic areas:
 - Job Exploration Counseling;
 - Work-Based Learning;
 - Counseling on Post-Secondary and Training Opportunities;
 - Work Readiness Training; and
 - Instruction in Self-Advocacy
- For additional explanation of Pre-ETS and possible workshop topics that may be offered, please read the [Pre-ETS Overview](#).

Who can receive Pre-ETS?

- 'Students with disabilities' can receive Pre-ETS. Here in Arizona, a 'student with a disability' is an individual who is between 14-22 years of age, participating in an educational program (e.g. public, private or charter schools, home school, vocational programs, college, GED programs, etc.), and has a documented disability (this includes students who qualify for a 504 plan or who have an Individualized Education Plan or IEP). It is important to note that these students do not have to apply for VR services or be clients of the VR program.

How to access Pre-ETS Continued

- Review the [Pre-ETS Contractor Directory](#) for information on Pre-ETS providers.
- Complete the [Pre-ETS Request Form](#) in full and submit it to the RSATransition@azdes.gov mailbox. Please note that additional documentation may be required when submitting the Pre-ETS Request Form. Examples include:
 - Individualized Education Plan (IEP) or 504 Plan;
 - Medical or psychological documentation with diagnosis by a licensed professional;
 - Proof of acceptance/enrollment into a post-secondary educational program; and
 - Proof of legal guardianship if the student has a legal guardian

Note:

IEP and 504 information are not required if school staff sign the Pre-ETS request form attesting to the student being a student with an IEP or 504..

Contact Information

Vocational Rehabilitation

Traci Przecioski, MA, CRC

Statewide Transition Coordinator

TZweig@azdes.gov

480-431-0084

Pre-ETS Contact Email:

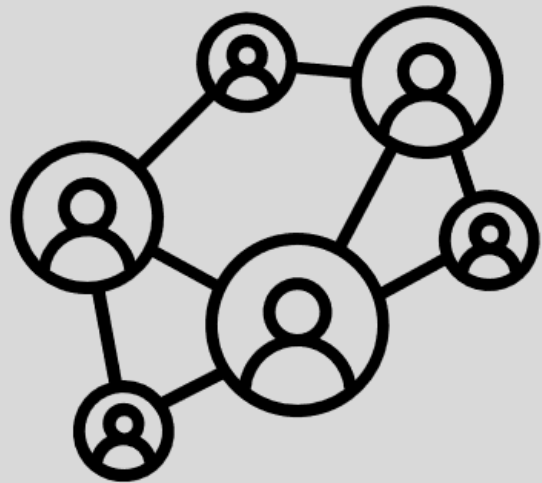
RSATransition@azdes.gov

Services Provided by Sonoran Center

- Develop partnerships with public districts, charters and private schools
- Create new WBLE sites both in the community and virtually with local and remote employers
- Utilize the Sonoran Center to coach schools
 - Help develop business relationships
 - Create a successful WBL model for schools to follow
- Paid summer work experiences



Building Relationships



- Outreach and recruitment
- Visit the local community
- Develop a plan that meets the schools and communities needs – including on campus and off campus experiences
- Communicate regularly



Baboquivari High School

- Began during the pandemic and focused on virtual work experiences
- High vacancy rates with difficulty finding candidates
- Develop on campus experiences to create a pipeline of trained students to fill department vacancies



Window Rock



- Planning phase
- Developing on-campus experiences
- Adding off-campus experiences next school year
- Developing opportunities within own community
- Hiring a local community member for Vocational Specialist role



Work-Based Learning Experience (WBLE)

Experiences for transition-aged youth in underserved and rural populations
Through virtual and hands-on experiences.

Number of
partnered
schools:

10

Number of
students
Participating
in WBLE

57

Number of
schools in
planning
process:

5



CLOTHING BANK



PIMA ANIMAL CARE CENTER



ACE HARDWARE



SONORAN STITCH
FACTORY

Implementation:

- PreETS services
- Soft skills
- Sustainability
- Quality over quantity
- Communication
- Rapport



20 partnerships



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Virtual Work-Based Learning Experience

Current
number of
participants:

13

Current
schools
participating:

3

What is a virtual work experience and why did we develop this model?

- Virtual work was developed during the restrictions and lockdowns presented during the pandemic.
- Virtual work provides a work-simulated environment similar to WBL in a virtual setting.
- Providing opportunities for those who were unable to attend in-person school.
- The hybrid model is offered to local students who are attending school virtually.



BEN'S BELLS (Hybrid)



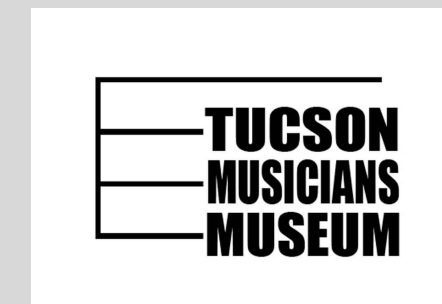
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BE OUTDOORS AZ



FLORA & FOLIAGE




TUCSON MUSICIANS MUSEUM



**ARIZONA WOMEN'S
FOUNDATION**

Resume



10.5
HOURS
WORKED

Work-Based Learning Experience Resume

Students Name


TASKS:
Painting
Kindness Coins
Clocking in and out

STRENGTHS
Friendly demeanor
Hard worker
Detail oriented
Accepts feedback
Polite and helpful
Easy going



WHAT WORKS FOR YOU
Repetitive and Routine tasks
Demonstrating how to do a task by modeling
Seeing the result of your work
Demonstrating how to do a task
Clear expectations and guidelines

NEXT STEPS
1) Participate in other community work experiences to explore other jobs & environments. Learn what works best for you.
2) Practice communicating socially & professionally so you can become more comfortable with it.

Observations
Student, you are a hard working & very friendly worker. I challenge you to continue to participate in volunteer/working opportunities in the community & explore jobs within your interests.



Quotes
"Student is a great peer model." – Rosa Vocational Specialist



32
Hours
Worked

July 5- July 28th
4767 N 1st Ave, Tucson, AZ

*** Dog Training Assistant**
*** Equipment Cleaning**
*** Maintain cleanliness of doggy daycare**
*** Enrichment activities with dogs**

What works for you:

- Clear directions
- Hands on activities
- Natural positive feedback

Observations
[redacted] you are a hard worker! You are a fast learner and take initiative when on the job. You have shown that you are very independent and know what needs to be done without assistance. You were always positive and ready work! You have a lot of strengths that can assist you in multiple work environments.



Next Steps:

- *Observe jobs when you are out and about
- *Practice communicating
- *Learn more about your interests

Work Strengths

- Following Directions
- Taking Initiative
- Being Observant and Diligent
- Patient and Understanding
- Open to trying new things

Employer Quote:
"[redacted] has been great and is a natural with the dogs. I am impressed!"
-Kari -The Complete Canine





Student Summary

Student Summary

 THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE TUCSON
**Sonoran Center for
Excellence in Disabilities**
1521 E Helen St. | Tucson, AZ 85721

Student information summary:

Student is a very hard worker, he desires to do a good job. He is willing to learn and try new tasks. He is also open to feedback and correction. He is shy at first but with built rapport he will engage. Student thrives off of repetition and modeling of tasks. Student is very creative and works well with tasks that have a flexibility of self expression. Student has also very responsible, he completes his work if he is not able to attend and will notify his staff.

Job aids that best support this student:

- Visual aids ☐
- Visual + Written Aid ☒
- Checklists ☐
- Photos/ Pictorials ☐
- Dialog Reminder/ Written phrases ☐
- Timer/ Clock/ Watch ☐
- Starboard/ Penny board/ Sticker board ☐
- Sign language ☐
- communication Device ☐
- Other ☐

Focus areas for growth

- | | |
|---|---|
| Interpersonal communication <input checked="" type="checkbox"/> | Taking direction <input type="checkbox"/> |
| Time management <input checked="" type="checkbox"/> | Self-advocacy <input checked="" type="checkbox"/> |
| Organization <input type="checkbox"/> | Accepting <input type="checkbox"/> |
| Focus and engagement <input type="checkbox"/> | feedback <input type="checkbox"/> |
| Conflict resolution <input type="checkbox"/> | Customer service <input type="checkbox"/> |
| Adaptability <input type="checkbox"/> | |

Student works best with:

Prompting:

- Minimal prompting ☐
- Moderate prompting ☒
- Frequent prompting ☐

Breaks:

- No breaks ☐
- Occasional breaks ☒
- Frequent breaks ☐

Reminders:

- Little to no reminders ☒
- Minimal reminders ☐
- Frequent reminders ☐

Setting:

- Works best alone ☐
- Limited social interaction ☒
- Social interaction ☐

Level of support:

- Works independently ☒
- Minimal support ☐
- Direct/ High support ☐



This project is funded by Arizona Department of Economic Security to promote the transition of students with disabilities from school to employment through providing a comprehensive spectrum of Pre-Employment Transition Services (Pre-ETS).
(Contract# DS20-003090)



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Questions/Discussion



Thank You!

Abel Young, Ayoung@arizona.edu

Kelsey Montano, kmontano1@arizona.edu

Traci Przecioski, Tzweig@azdes.gov



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