

Pre-ETS Program

Appalachian Crossroads

I. Service Summary:

Length of Program	9
Number of Sessions per Program	14
Number of Session per Week- Classroom Based	2 (30 minutes)
Number of Sessions per Week- Community Based	1 (3 hours)

II. Type of Service:

The service is a nine week program, offered at Southern and/or Northern High Schools in Garrett County Maryland. It will be offered during the school's activity period, after school and possibly on weekends. The program provides a combination of classroom based, work -readiness training; community based, work-placed learning and job exploration. Students will meet two times a week for four weeks in a classroom based setting, and then once per week for four weeks at a community job site. The final week will be spent at the school, during the activity period, working on an individual portfolio.

The program class size is a minimum of four students and a maximum of six students. The target age groups are 10th and 11th grade students. Student placement will be based on grade primarily; however there will be collective input from the school, parents and students to ensure students receive appropriate training, placement and support for their individual ability level.

This is a Pre-ETS program offered to students with disabilities age 14-21 who are referred by DORS. To receive the service students must be referred to the program by a DORS counselor. Students may not be concurrently enrolled in the Collaborative Transition Program while participating in the Pre-ETS program. All staff working with students referred to the program will have the required background checks.

Program Structure Summary:

- The program will be offered up to two times per year, and not more than twice per year.
- This is a non-paid work experience.
- The program will occur over a period of nine weeks.
- Four weeks of work readiness- classroom based sessions:
 - Two 30 minute sessions, will occur during the activity period at the school, per week.
- Four weeks of work-placed learning–community based sessions :
 - One, three hour session, will occur after school, during a ½ day and/or on weekends, per week.
- One week of work readiness- classroom based session :
 - For one week, two 30 minutes sessions, will occur during the activity period at the school.
- The nine weeks may run concurrently or may have gaps, depending on the needs of the student and school schedules. There is an understanding that the program needs to be flexible to ensure interested students are given a chance to participate and be successful.

III. Description of the Proposed Service:

1. *Work Readiness- Classroom Based.* This includes a total of eight sessions, (four weeks, twice per week, 30 minutes each). It will be conducted during the school day during the Activity Period. Classroom based learning provides students with job exploration and interests, self-advocacy, appropriate communication and social skills and computer literacy.
2. *Work-Placed Learning -Community based.* This will be comprised of four sessions of up to three hours each in the afternoon, on ½ days or on weekends. Students will be exposed to real life employment opportunities in surrounding businesses within the surrounding communities. They will observe the job related tasks, skills, and employment expectations at varying vocational settings. Students will also have the opportunity to tour Garrett College and learn more about the options available to them after graduation.
3. *Final Week Work Readiness-Classroom Based.*

**Attached is the curriculum for Job Exploration Counseling; Work Place Readiness Training; Instruction in Self Advocacy; Work Based Non-Paid Learning Experience; and Individual Portfolio.*

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- Predetermined businesses are contacted a semester ahead of time and have an agreement with Appalachian Crossroads to allow job shadowing, onsite training, and educate students within the facility. Although, students will often times visit locations as a group, the experience itself is not an enclave and there will be opportunity for individual experiences at the site.

Identified businesses will be sought out based on availability, participation willingness, and the most opportunity for transferrable work skills. For example, students will go to Garrett County Regional Hospital at a designated location, such as their Environmental Services Department. Students will learn specific duties for the hospital; however, they will also learn techniques that they can seek employment at additional businesses, which offer compensation for comparable skills. Experiences will be documented for inclusion in student's portfolio.

V. Program reporting requirements:

1. *Work readiness- Classroom based:* Students will exit this training with the following:
 - a) Job exploration packet
 - b) Interest inventory
 - c) Work readiness assessment
2. *Work Based Learning– Community based:* Students will exit this training with the following:
 - a) Data reflective of the Work Readiness evaluation
 - b) A portfolio; examples of items in the portfolio include, but are not limited to include resume, interview packet, letter of interest, photos of students performing skills on work sites, and letters of recommendation from work supervisor.
4. Both classroom based and community based experiences, will generate a DORS report with all required information. This report will be submitted to DORS per protocol.

VI. Budget:

Attached