

[Please stand by for realtime captions]

Good afternoon. Thank you for joining for the WIOA Pre-Employment Transition Services webinar. I am the executive director of the Georgia Association. We represent community resource and training, networking and the COP across the state. We have this webinar this afternoon in conjunction with GVRA . Today we have two experts in the area of preemployment transition of -- [Indiscernible] Mary Ellen Mendiratta, GVRA - Director of Provider Management , and Lauri Tuten - GVRA - Director of Transition Services . Before I turn over the webinar two hours weaker, I want to know the microphones are currently muted. We have a checkmark on the right-hand corner of your screen. You can submit questions and/or comments. Please feel free to send questions during the webinar as they arise. We will collect the questions, and the speakers will answer at the end of the presentation of time available. If we do not get all questions answered, I will answer them off-line and I will send them to all the registered participants the webinar will be on the GATES website later this week. It will be under the resources area, CA webinar tab.

To start off the webinar, Mary Ellen Mendiratta, GVRA - Director of Provider Management and Lauri Tuten - GVRA - Director of Transition Services .

Thank you. I appreciate that warm introduction. Thank you for working in conjunction with us to provide this opportunity for you, our provider community. For those of you that do not know me, I have been in the industry of rehabilitation for almost 20 years now. I have had a combined experience with working in both private rehab as a vendor, for almost 14 years. Also in my new role, being a director and provided management with GVRA . I work on the local level. And within the Gainesville unit several years ago. I have a variety of experience that I would like to share with you. I think it will help enhance our discussion today. I am looking forward to the opportunity. I have three teams that report to me under provider management, provider relations, and many of you know our manager, Mr. [Indiscernible]. And working on the local level with provider relation specialist, as PRS. That is the terminology. Provider relation specialist. And on the local level with each of our service margins, home you are working directly directly -- you are. And things of that nature. I will have the provider support -- headed by my support manager, Sharon Angel. We do things that are related to payment, authorization, 1099s, all types of physical related matters. We also have the ticket to work program that falls under my team as well. In I wanted to give you an introduction to who I am and what we do. I will turn it over to Lauri Tuten - GVRA - Director of Transition Services .

Good afternoon everyone. This has been a long time coming I know you are all interested in Pre-ETS services. There are about 50 entities on the phone. I have done them national webinars and have had 50 people on the phone nationally. You will make this the really good here and hopefully we give you great information. In my name is Lauri Tuten - GVRA - Director of Transition Services . I have been with them since 1997. I cut my teeth as a counselor on a general caseload. And transition is where my heart is. And I have had the opportunity to do a lot of good work for students with disabilities with your all help. I appreciate your being on the call today.

I have a transition unit and I have a slide that will address it. I will hold off on that. We will go ahead and we will get started.

WIOA. We have gone through a major rehaul and we have changed the way we need to serve students and youth with disabilities. Maryellen and I have both had the pleasure of going to and aware conference, a new case management system which you are aware of the system. We have had the pleasure of listening to Senator Harkin. He was instrumental in the writing of this new law, implementing it. And we had a conversation about why he feels it to start with the students and youth. And making the most difference and putting the power of the law behind it. He said we have a 50-year-old person who has been in the workforce, and working before, and we have a young person walking through the door, and ready to go to work, he wants to rent resources on the young person -- he wants to spend. And that is is thinking about WIOA . He had a brother who has had deafness. And that is where his passion came up with people with disabilities.

The act was amended by WIOA basically emphasizing students [Indiscernible] they need to be in a competitive and integrated employment the population has been expanded. We can be working with the group for potential eligible, starting in the ninth grade. Also, youth with disabilities that have become disengaged from school, work or training.

Maryellen, you can jump when everyone there is something you want to add. Another big change for WIOA is the improving workplace scale internship work-based learning. We are not able to make that happen without your help. We have had a [Indiscernible] session this past Friday with Rachel working with the national to of disability and contracted with [Indiscernible]. She is able to give us the 9/11 dashboard of the Georgia state stands as of fiscal year 2017. As far as reemployment transition services we are doing very well and compared to other states.

The one area that we are lagging behind his work-based learning. I think we have had maybe five point 1% of our students with disabilities and work is learning. That is an opportunity for us. One that I think you would be help full to reach, it does show the work baselining skills and is a precursor to being successful in employment ongoing.

We need to extend and reserve and expand 15% which is approximately 10 1/2 million dollars. I say that because it is not a piggy bank. We need to be putting services into place, and we need to be very cautious about where we spend those funds. I anticipate as this catches on, we have an infinite amount of students to choose from, and they want to be a part of the program, and the money can be exhausted. In some states it is already. We have taken things slowly, to set rings up the right way, so we can continue to provide services to students.

We need to coordinate these services with LEAs . We have a great relationship with the Georgia DOE we get it from the top down.

We will start with the student with the disability definition. They need to be in an educational program. When I say student with a disability, this is the population that is eligible to be served at about 15% reserve. They need to meet certain age requirements. And I have ages 14 but what we have been telling staff, when they begin the ninth grade and up to age 22. I think Maryellen wants to add some information about this particular bullet.

Yes. When we talk about transition in most terms, Lori and I were talking this morning. For the state of Georgia, they have some leeway as to what age transition starts in Georgia. Typically, that age is 16. But you need to keep in mind, it is the students in the ninth grade and up. And whatever comes first. If they have a need and we can put justification to the need, obviously we can get them on the caseload if they are a little bit younger. I want you to keep that in mind typically in the state of Georgia, we work with elder transition student. These things and making you think differently, in terms of transition and when that transition age begins.

When we first started this venture, we were interpreting the regulation, before they get a monitoring report with us. We jumped out and we did several presentations while developing the E3 grants got -- telling everyone we can go to middle school. Everyone is excited about that. And then we need to go back with egg on our face, it is not really middle school. Middle school is an exception with the student that is 14, 15, 16, and possibly lose them by they -- by the time they get to the ninth grade. Those a more individualized student. We are serving students with disabilities in the ninth grade and above up to age 22.

The eligible students is a pool of students getting services under an IEP, or 504. They can also be this that needs individualized services, and we determined services to them. And for eligible students with disabilities.

Here they are the preemployment transition services required activities. Job exploration counseling. I will go into detail on these in the upcoming slides. Work-based learning opportunities, outside the traditional school setting and/or internships I learned from the state, that the way they do work-based learning, they actually do in the schools.

We are -- VR is paying them for our. They do not have an employment service beefed up as VR. Or as many providers as we are privileged to have. Counseling on opportunities for enrollment. Getting extra credentials, moving on to employment. All those things that will give them more than just minimum wage they will have a living wage. Workplace readiness training. That is where we develop social skills and getting back into some independent living. That is an area that we got away from since I first started with VR . We need to do that independent living. For those who have children out there, knowing your children and our grandchildren need independent living skills. That is very important. Instruction and self advocacy. If they are unable to tell people what they need, they will sit back and get lost in the crowd.

Job exploration counseling. I have one of our high school providers. And to tell you that that program -- a lot of their services are Pre-ETS services . They do towards with the students. And we would love for the providers to take our students on industry toys. They would be able to see what is out there -- industry tors. And it evolves the Pre-ETS . It gets work-based learning and maybe you have introduced them to. And job sampling and shadowing are also opportunities to decide what they might want to do.

Vocational evaluations, vocational profiles and discovery. We really made focus on vocational interest, labor market, industry sent occupations and demand, nontraditional employment, administering of vocational interest, and helping to identify path ways of interest to the students.

As you all know, Georgia has teen career clusters. And we have the 17th one -- the federal government issued 16 Georgia has 17 and it is energy.

Any opportunity that you have to match the pathway that are in these students school systems, and developing the interest of this ordinance, we need to help them because those career pathways are supposed to be jobs actually within the community they live.

Let's take Albert County. They developed a grant pathway because they are the home of the [Indiscernible]. That is an area where they develop a pathway. Keeping that in mind, I have been out in the field for a while and you may be already doing this. I just wanted to go ahead and bring this up so you can show how we need to link these things to high demand career initiatives, and the areas where students can get employment.

Work-based learning. I did the research and we have research is out there, Lynn Smith if you want a phone. We have had a long relationship she is very research oriented the work-based learning is a predictor of the employment and having successful employment. As many of these we can get, the more we need. We have been training our staff. Right now we are using the vehicle work-based learning. [Indiscernible] community work adjustment training. He needs to be out in the community.

We have not yet but work placed learning in our policy but we are going to do it. Right now it is community work adjustment. If a student gets on a site, and it does not work, put them on another site. They mate like the actual work -- they might not like the manager or a coworker, there could be some reason. This is where they get to experiment. And they can decide what they want to do it

Short-term employment is work-based learning. That is another change that we made with our staff. When a student comes in and says I want to get a job, we have been conditioned in the past to say, if you want a job, there is nothing we can do for you. We will get you that job and we will closure with status 26. The thinking has changed. We have these other performance measurements that we need to abide by with WIOA which is credentials, certification, and measurable skill gain there are many other things that we look at. Short-term employment is considered work-based learning. Apprenticeships and internships, and working with the within the community all count.

At the bottom I have a little note. Shelley Kraft who is my assistant director, we get questions on this. Work evaluations and facility work adjustment as defined by provided standards are not considered Pre-ETS . We will probably get some questions on that. I will let Maryellen talk more about that.

Typically when we think about work evaluation and/or adjustment, we are looking at the work evaluations in the past, typically been used to determine whether someone can work, and if it is possible to work. Remember, we are serving at transition population. And the intent of this is to help give students early exposure to careers, career industries, and will be involved with it.

Work evaluation is not what we want to use, because it can be a tool that can actually keep students out. We do not want to do that. Again, the intent is to give them exposure and experience to different career clusters, as well as a career pathway. They will have a better understanding of how the work will be like.

Only think of facility work adjustment, typically provided at your actual facility. You need to think about the intent. Talking about integrative employment. Making sure there is inclusion. And they also have [Indiscernible] all types of peers. And making it a great environment so they can learn as much as possible. Keep this in mind as you work with this population, you may need to change the way of thinking, but traditional work evaluation facility adjustment model. Thinking in terms of what you can provide and what would be exposed to enhance our learning experience.

We are pleased. If I am talking too fast, I will slow down. You can notify the administrators of the need to slow down. I tend to talk fast especially when I cannot look at people. I do not want to be confused out of the field.

Again, our former director and director now, they want to emphasize the [Class is being polled] in WIOA . -- [Indiscernible] you can be creative. And I know that you are already creative and I know what you want to do with the students. Encourage creativity to help reach goals that we have.

Counseling on opportunities for enrollment in PST. This one is a little harder to actually put a Pre-ETS code . A lot of this is career counseling and guidance, which our staff can do. Vocational training after high school, where I talked about the industry tour and technical school course. We can lead them to decide on what they want to do. And getting them familiar with the college or technical campus. That is very important. Like I said, this one has less opportunities to [Indiscernible] on. It is a very important Pre-ETS service . Determining a vocational goal, we can do that through any of our assessments that are doing career exploration.

I think we are doing ourselves a disservice, in VR , in that we seem to push post secondary in colleges. And I think we are missing the opportunity for vocational training. I know you may have heard as well, sometimes parents will say, I do not want you to work that hard, I want -- if you have been to the [Indiscernible] plant, I tell you what. I do not have a degree and I would not be able to workfare. I would not be able to work the technical things. All of the robotics. These are not your call lines. This is not a dirty job these are jobs that require some skill. And even in farming, farming has got a lot of drones, high tech stuff. And this landscape has changed for vocational training opportunities. You are encouraging that as well. It will be very helpful to us. And we can utilize the grant for trainings. And last burden on GVRA paying out the services. I am not sure -- I am sure you may realize this. I think we are trying to get through to our staff, and setting aside 15% of our budget. With that left, the remaining amount of money that needs to be spent in the general. Over the years, what I believe will happen, you will start to see the student youth go up, and you will see a decline with the general for all good reasons. Because we got them ready for everything they needed to know about employment, training, early on.

Right now, we are at that point where we are spending -- spending as much as we have ever had. And a 15% that are tied. -- Set aside. While that is a VR thing . You have a lot of expertise in the field and experience. Pushing toward these training opportunities with benefits, it will help us all.

Workplace readiness training. The social skills and independent living. This cannot be stressed enough this is developing skills so they can live on their own and the six decibel. We do have some services, orientation and mobility, visual and nonvisual, and we feel like some of these services were addressing independent living skills. The feds may come back and slapped our hands, but for right now we mentioned it and we told them in our monitoring report visit. And they were fine with us counting it. The financial literacy, the vision we have therapy, job readiness we did learn that drivers education, any type of drivers training, it is not up -- it is not a Pre-ETS service it is an individual's service. However, to me if you cannot get a student to drive, that is their independence.

If you are preparing for the drivers test, and everything that is embedded in job readiness, that is one thing that we are paying for. Drivers training is not counted toward Pre-ETS .

Personal and social adjustment. Independent living, and self advocacy. I have a comment in parentheses I will let Maryellen Jesse.

Yes, and we talk about personal and social adjustment training, many of you are probably providing this service. When I was a vendor at one time, I provided this service. One of the things that we want to remind folks is that, there is a lot of and if it for providing a group PSAT service. One of the things that I have done, which I feel was very successful, particularly during the summer months. And throughout the year I would have small groups where I would have a personal social adjustment training curriculum. And geared toward the group. Able to not only take the skills that we were learning through the curriculum, and able to practice them within a group setting. It gave the students an opportunity, to not only absorb knowledge, but pass it into a practical approach. We have seen a lot of success because of it.

We want to emphasize to you as providers, if you are PSAT training, consider in a group. The group should be the norm. And the individual PSAT can be offered . That should be the exception. Sometimes what we see early on, we see some folks that are making providing it in a group setting. But they are trying to come back and do it more on the individual setting. Truly, we want to make sure group setting is given them the opportunity to master skills and practice the skills. We want to make sure that we are providing the best environment for the skill.

Thank you Maryellen. Could be, my experience is how a personal and social adjustment training was delivered in Augusta. And oftentimes individual needs to be working one-on-one before they can get into group PSAT services. That is going to come from a counselor and the individual deciding on it. Maryellen is correct, we want to use this as a sub or group, so these students can feed off one another and it may be the only time that you can feel like a part of the group. It is great opportunity for the student.

Self advocacy. This is a no-brainer. If the student cannot advocate for themselves, there is not much they are going to get. Knowing how to do that. Have employment services working with

preparing employees to bring on people with disabilities. There is a big push for diversity within the work place. Some of that is happening grassroots organically, through the federal rank. We need to have a disabled representation. A representative within the workforce. Self advocacy is something we are working on.

We have a close relationship with Georgia DOE. They have gone -- they are going to be the research project for a gentleman named Dr. Ray Meyer. So determination modules that he wants to have DOE put into the school systems. Because of all the work that we did with aSpire. Student led IEP. We are working with them I have two staff people developing relationships. And with self-determination, we can go, Pre-ETS -- VR can go in the actual assessment for Dr. model. If the teacher has not had the opportunity, the VR staff can share the information with the teacher. This has taken some time. I do see down the road, how this will be. The relationship with the school system, supporting the student. And it is going to be much better. Again, personal and social adjustment is listed under self advocacy -- self advocacy.

Let's talk about preemployment transition services. A student eligible can still be considered ace with a disability, meaning eligible for Pre-ETS services out of the 15% set-aside. If they graduated 18 years old, enrolled in postsecondary aggravation program, they meet the definition -- education program. We need to have some type of documentation whether or not they have been accepted. Whether or not they graduated high secondary education and accepted in a program that they are going into. Or other credential programs. Or if they have been told that they have had a seat held for the third there are a lot of things. And they want to take advantage of it. A student that did well with personal social adjustment in high school, going into a postsecondary setting, continues to need those services.

On a technical note, let me say with our aware system, since I know there is a portal that you enter into. Somewhat of a glitch. And it has been fixed. What was happening, our staff diligently doing their job, and ending each time the student and their here which and they are in. They put end date. And incorrectly putting the date in his May. It has said that they are no longer a student with a disability. We are instructing them to put the end date as June 30, and start up the next year as July 1. That should take care of any problems with providing Pre-ETS over the summer. We have had some summer programs. You will get used to it. And those are the types of things that you do not know about until they actually happen.

I know many of you have great relationships with your VR office. Contact your team meet or whomever you need to talk to, if you are seeing problems on that end of you getting a nine are experiencing any type of those difficulties.

This is a pretty slide with a lot of stuff. I am going to hit the highlights. And Maryellen will elaborate. Basically, once they set out all of these rules, and they tell us what we need to do. They said these are areas we did not think about. One is an interpreter. If we have a student that needs an interpreter or any Pre-ETS service, we can provide and we can charge at the 15%. That was cleared up the early. And we actually have some codes. Maryellen will talk more about that.

We do have codes developed. We had to go back and [Indiscernible] after we had this visit. If you have any questions about the code, or if you need to have more information about the code,

please reach out to your local PR. Or you can reach out to Eric, is our provider and relation manager. We are glad to assist. If we need to do any additions or amendments, we can make note of it and we can handle accordingly. That is definitely something that we know the question has come up. And is a good discussion to have. And we talked with our essay about our program. And areas of need -- RSA- program .

Youth with a disability. The federal regulation states that a youth with a disability, starts at age 14. That is rare. There are a lot of rules in place that students of 14 should not be out of school. And up to 24. They are not in school, and I should've more information not unschooled or engage in employment or training activities that disengage youth. For those that are familiar with our [Indiscernible], our fellow WIOA offices. They have been working with youth for a long time. This is a difficult population to get to. We have our E3 grant and seven pilot sites trying to use all types of ways to engage youth with disabilities. They are not the captive audience that our students are and this one is difficult.

I imagine that you probably get approached quite a bit with people coming through the door. If you have someone in this age of, make sure they get back to the VR office the law requires us to be providing services to them, and a more substantial way.

I do not want this to be confusing. Some of the services that are listed in Pre-ETS can actually be divided between eligible youth with disabilities. Application we need to be done on a plan. But they cannot be paid for out of the 15%. If the VR office is able to get them reengaged in school, which is [Indiscernible], many times they have left schools for a variety of reasons and times the school does not want them back. If they get back in school, they become a student with a disability. And the Pre-ETS 15% services cannot be used on them. And trying to explain to a staff, and having to keep with all this minimal gymnastics about what can and cannot again, that is the caveat. And we want to serve youth with disability.

Skill gains. We have had the opportunity, and Maryellen hopefully you can help me with this. Rachel Anderson did some technical assistance with us on Friday. Excuse me. We talked about measurable skill down. Measurable skill gain, if we have a student in high school, we need to get a copy of your grades. And entering it into the system, which we already do for the postsecondary training. We were not doing that as a rule for students with disabilities. If it happened, it was happening because of the initiative on our counselors are. It is crucial that we have it. For a high school student, they can get a credential of a high school diploma. However, if within one year they are not enrolled in them postsecondary training, or working, that credential drops off for us. Just a you need to have a commitment to these young people, beyond high school. And do everything to have that credential and something afterward. And we can count all of the hard work.

Apprenticeships, and training programs, moving toward credential and employment, we have outlines and how to capture skill gains. Those are some of the things that we need a measure as well. Maryellen, is there anything you want to say about this particular slide?

We have had some preliminary discussions with some of our Chennai members tickly about skill gains. -- Chen -- GATES . For instance, if we think in terms of pre-and post test, like the test of

adult basic education. It will show a great increase and that is something we can use to show a skill gain as well. Something that you may have questions, you can reach out to your local PRS. And we can connect with Lori's team to help answer any questions related to skill gain.

As you can see I really like when tach. -- They are our go to technical assistance. If you go on the website, they will not tell us what to do, but they are working with -- I believe Rachel told us on Friday, she has an actual form local -- formal technical assistance agreement with 39 states. -- The more she learns, and the more information WINTAC gets put on the site. They have not steered us wrong. This is the guidance that is there that we go by, as to what type of credential is recognized. Secondary school, associate degree, bachelor degree, licensure, registered mentorship, and career and technical education educational certificates. Such as that. In Galon to the -- go to the next slide.

We have a few examples. Certified nursing assistant, and credentials a lot of times driven by your workforce development region. If any of you have had the pleasure of sitting on a board meeting, they would come in and say, we have decided we will not support this credential, or something at the technical school because of no demand. But we will support this one. And a lot of local workforce developments have what credentials meet their area. You can find out from them.

They are not going to tell us what is and what is not -- Galon to the next slide -- go to the .

The ones that do not meet. Occupational safety and health administration. We argue about it. We are 100% sure we should count serve safe. And Rachel has stressed last week, it is not a credential recognize. And readiness to pickets, and we have had someone ask you last week about whether they finished the training on the iPad. And those are not services or credentials that erect nice. -- That are not recognized.

Actually did a great job covering that. We have talked about some of this with the previous webinars. Talking about examples of credentials. Keeping in mind, if you have a spit Mac credential question, -- specific question. Please feel free to reach out to myself, and 19, as well as to Lori. We will be happy to take a look at that curriculum, and we can do some evaluations. We will give you more workforce related information. You can reach out to your workforce board as well. They have a lot of great information.

Maryellen did mention employment skills. I know several of you have these credentials. Forklift training coming to mind. I stopped learning about the performance measurements that are being counted on, they are going to be looking for places that can get our clients credentials. The more you expand out with recognized credentials, our staff are looking for those programs. They can get credit for them, and the credentials that they are going through. I want to say again there is a lot of opportunity for you to enhance what you already doing, or you may be doing everything. The more the better.

Here is my favorite resource. There is a CRP Pre-ETS guidebook. Maryellen and her team have looked at it a while back. I was curious about the guidebook. And I did not want to cause any

confusion with Maryellen's unit. But looking through it it is a good workbook. It is a good structure to set up a Pre-ETS program .

I would like to add, this guidebook -- we have given you this several times throughout the presentation. I have also provided in last year's webinars well. It is a wonderful resource. There is great information. I have told Charles after the presentation, we will give him the link for you. And you can find the CRP Pre-ETS guidebook . It is very helpful. It walks you through strategies and get you thinking about the difference between individual and group. Breaking down required elements that we talked about as well.

Yes, it is a great resource. We hope you will use it.

Yes, that is true. I forgot what I was going to say.

Let's talk about referrals and national delivery. Let me just say, I appreciate what some of you -- getting into the schools, working with VR. There are many steps that you need to go through as well. It may be easier in some areas and I know there is a lot on you to deliver these services. I cannot think of anyone that has said they do not want to do this. Are they may not -- I have not heard anyone say it is too much work. And to make sure we are on the same page, we now often times schools are contacting you to come out and do presentations. And before that happens, before you go to the school, I am asking you to notify VR . It can cause confusion if you have tried to notify them and they are not responding, I strongly encourage you to email me and we will give out our contact information at the in. My assistant director has let us know if you have gone through any of the assistant field service directors, we need to be responsive as well. And to keep confusion down, if you present, make sure VR knows where they can be with you. That would be great. Prior to dividing any Pre-ETS, this is the fundamental basics. You need to have a a and I. -- In good faith, the provider had gone out and provided a service and we did not have A&i . There is nothing -- I have begged and [Indiscernible] myself to our CFO, but we need to follow these rules. I would ask you, do not provide a service just for your protection, unless you have that A&I . Do you want to say anything Maryellen about it?

Yes, keep that in mind. Anytime I have the opportunity to talk about it and make sure we cover. It is part of your service agreement as well. We want you to be in a safe place as well. And this protects you and us at the same time. Making sure we have what we need to provide proper services to our clients. If you are having any issues or problems with authorization, feel free to reach out to your PRS. Let us know as we are happy to assist. Making sure that you are following that as it will help you as you continue to provide Pre-ETS services down the road .

We are starting to hear -- unfortunately, with all of the terrible things happening within our schools with active shooters, and things that no one should have to go through. Our schools are leery about who was walking in the door. We have had some that said we want more background checks. And we want more information. What I am saying to you, we contract to provide a service, and if a school is asking for additional information, we ask that you do whatever is needed to provide the service.

That is the cost of doing business. And I know most of them, pretty reasonable about telling them we do the background check, and we have all of those things in place to satisfy VR . But there may be some more things they want you to do.

If they request an agreement, or if they want a provider with the school, I know of another instance a letter of understanding, we do not want our staff as well as you to go into a classroom, and [Indiscernible] and other hard job that teachers have. They cannot leave the room. We are not licensed teachers. Even if we were, we are not under that capacity, we are working under VR . There might be something that as a vendor protection. Or the school might want a more advanced agreement. Notify VR and carry-on . Keep calm and carry on. We will work through all of those things.

Finally, Maryellen have -- has spoken about wanting to vent the Pre-ETS curriculum . And many have asked for curriculum to pay the bills. We have the FDIC money smart curriculum. Those types of curriculums are free, and they are vetted. To my understanding, I went to financial inclusions seminar and money smart has taken heed in lowering their reading level. They are revising it. And there are things that are out there. Some may have purchased them. We have some academic transition teachers, known as the inclusive for secondary education. I supervise those staff and I have actually three on board working for me full-time. And with Maryellen's blessing, I have asked that they be a part of the committee to review the Pre-ETS curriculum . These are academic transition teachers better license, spent many years in the transition field, they know the curriculum. And they are not going to take it outside and burn it. They will look through it with an eye for teaching. And getting a and a. If it is a name, there is something that we can recommend.

I will tell you I also have these academic transition teachers. They have been working on a Pre-ETS curriculum . We are starting this year out and some of our school systems. We were able to get access to the statewide longitudinal data system at Georgia DOA. They have tons of lesson on the site. They have a whole CTE section with lesson plans. I had just come to me, to start developing preemployment transition curriculum. They got so far into it, and we found that we have all of these resources. They are based on Georgia DOE standards K-12 standards. When we go into the schools, we can say this curriculum was actually taken from the SL DS system. That gives us more credibility. I say that, once we have vetted it and it is ready and good to go, that curriculum can be available for you to provide. And that is my long range thought on that. We have all the Pre-ETS areas covered, so advocacy, with our E3 pilot. We used funds from that demonstration grant to develop a self advocacy curriculum for -- from [Indiscernible] Institute. And we have eight modules. We are working out the kinks in our pilot schools right now. It will be available to you to use as well.

We recently had a very successful E3 performing arts camp with the manner players. -- Atlanta. We had students to audition to act out modules. And if you could actually get the students to act this out they will be more engaged. Those sessions went very well. We use the monies out of demonstration grant. Parents said they never saw their children interact that way. It was very touching. Not many guys would try working with those students.

Anyway, if we could move to the next slide. I will get off my little soapbox of what I love.

My transition team. We have career pathway specialist. We have five of them. Unfortunately we are losing one at our favorite careers is less. She is retiring. You do not know her. For those that know her, it is a loss to last. She is ready to put 33 years behind her and focus on other things. Our career pathways is less, transition coordinator. They are the point persons who transition. They go into schools and they troubleshoot. We tried to take a lot off the staff there is something they can fix or do. They do and is not a burden on the staff. And that is their position we have a social media technologist. And as far as I know right now, unless somebody copied us, we had the only social media in the entire nation with Pre-ETS . -- VR . Her name is Tonya [Indiscernible]. She has all of our E3 and social media sites. And under her direction, we produced two apps. They are available on Google play and whatever Apple one is. I found. You can download them for free. You can have the people serving now download for free. One of them is called soup Castaic. -- The other one is get that gig. It is an actual app to use on career development. We are going to do me developing -- we are going to be developing one as a key figure. They are going to be blind. That is how we need to reach these students. They do not need to see GVRA as a state agency . We want them to see them as E3 and something cool, not something that is governmental. The team has done a good job.

I have positions for the career pathway coordinator. They are actually seeing that GaDOE . They are a resource and developing a relationship with CTE. And making sure our students with disabilities are not forgotten about during picking crap -- career pathways.

[Indiscernible] as well as myself. I am sorry, we also have the academic transition teachers. I will be supervising a few more coming October 1. And under myself, supporting transitions statewide.

This is the end. You have contact information. I see a question. Would you like for me to answer it?

Yes please.

Skills that [Indiscernible] and money smart. If you look under the FDIC, I cannot remember the acronym. It is a free curriculum. I know skills to pay the bills has been out there for a long time.

I was putting together a remark for Charles. After the presentation, we will compile a resource list. We will place some of these links and mention some particular curriculums. And you will see the actual resource after the presentation today.

If you have any questions for Maryellen and/or Lori, you can add them in your chat window and we will give the questions to you. We will try to answer them on the webinar. We will go another five minutes.

We have 15 minutes -- we have an hour and 15 minutes. I cannot think of anything else to say.

We have some questions coming in. Is this being recorded? Yes it is. It will be up on the GATES website by the end of this week.

Again, I cannot stress enough about the WINTAC resource. We will have a formal technical assistance agreement to them. And to get ongoing support from them. It could be that me -- we might be able to -- I see another question. Maybe we can pull a meeting for you as well. They do anything they can to help.

The Georgia [Indiscernible]. I believe so. It is being used in the schools. It is a transition unit that is being addressed. We have had contact with the Georgia folks. In fact, one of my academic transition teachers asked to review the lesson plans for accommodations, making sure is on a level that all's good and scan interest the Georgia best curriculum is a good curriculum. And it can be used.

Which website -- I am not sure -- Maryellen, can you answer that one?

If you go to the chance having resource that we gave earlier in the presentation, that link is helpful. You actually can register and they will have occasional webinars. They will have them on specific topics related to transition and Pre-ETS . I highly recommend that you participate. They are great learning environments. I am not sure if this is the website which you are referring, but is a great website if you do not have it already.

In fact, I think there is a webinar tomorrow. They have them going on a lot of time and you can go to those as well and get a crash course.

[Indiscernible - multiple speakers]

Can you answer that one Maryellen?

We will include the WINTAC for the website on the resources that we send out with all the other resources. We will include that website also.

We have a question about instructions for submitting curriculum for review as a team. Is that submitted up to your PRS or Eric Hartnett. We will collect those and we will send those to the team members as well. And we will review it. As far as practice and response, we will reach out individually. And we will let you know if there is any other additional information that you may need to add, or any other resources we can add to it. We will certainly provided as we can. I appreciate everyone's participation on the call today. I hope this has been helpful information to you. I want to thank Lauri Tuten - GVRA - Director of Transition Services for providing this information and walking through some of the Pre-ETS's Mac information. Many of you have been asked for it is a good time to provide basic overviews. And able to give you some additional insight. We are happy to share those resources. And we will send it out to make it available to you.

Maryellen, do we have a question about four with training? -- Forklift?

Weather it is allowed --

There is a credential and certificate that comes along with it. There is a certification, the answer to that is yes.

Maryellen and Lori, we do not have any other westerns. On behalf of Gates we want to thank you for your time today as well as the information you have provided. We will communicate via email as well as the answers and questions that we have. As well as resources that Maryellen and Lori has provided. Watch for an email within the next few days. This has been recorded and will be on the gates website within the next -- by the end of the week. That website is [www.dot GA](http://www.dotGA.org) GAT -- www.gates.org

We will close out the webinar as you have something else to add.

I want to say something, you may not have questions now it's like sitting in the doctor's office call the minute you walk out you may have 1 million. If you have any questions, we are glad to answer any other questions you may have.

I would like to thank everyone for being on the call. We appreciate your time. Thank you very much.

Goodbye.

[Event Concluded]