



The Think Inclusive Podcast

Season 6, Episode 11

Annette Jett | Pre-Employment Transition Services

Tim Villegas (00:00):

In 2012, Carly's Acon and Danielle Weisberg founded the skimm from their couch. Now six years later, their morning newsletter gives over 7 million subscribers, the news and information they need to start their day. When they started the company, they got a lot of advice from other female entrepreneurs. Now they're sharing those conversations and more on their podcast, skimm from the couch. Every week you'll hear from women like Arianna Huffington, the founder of the Huffington Post, and thrive on why she puts her phone to bed at night, or Melanie Wheeland, CEO of soul cycle on why she has a millennial mentor or how actor Taraji P. Henson got over her first rejection and learned how to negotiate for herself. It's a podcast about the real stuff, tips and tricks to launch, grow or change your career. The only rule on the couch, no BS checkout, skimm from the couch or wherever you listen to podcasts.

Annette Jett (00:55):

Hi, this is Annette Jett and you're listening to the podcast.

Tim Villegas (01:28):

recording from Beautiful Marietta, Georgia. You are listening to the inclusive podcast, episode 26. I'm your host, Tim Vegas. Before we get into the interview with Anne, that jet, I have a couple of weeks of exciting things to share with you. The first is about how you can support the podcast. Many of you already know that you can support the think inclusive podcasts via Patron, Patron.com backslash thing, conclusive podcasts. We have different sponsorship levels and certain things that will unlock a for you. If you would like to give us a monthly contribution, um, go ahead and check that out. That would be amazing. And then also you can support us through anchor dot FM. If you go to anchor dot FM, backslash think hyphen inclusive, you can also help the podcast out with a monthly contribution. These contributions help pay for the production and transcription costs for the podcasts.

Tim Villegas (02:33):

I'm at this point, we have many transcripts available of podcasts on think inclusive.us. We're hoping to be able to transcribe more. So, uh, that is one way you can help us achieve that goal. The second big announcement is the launch of our inclusion coaching in educational consulting services@thinkinclusive.us. So for more information, you can go to the services tab on thinking cousteau.us. There are three different inclusion consulting packages and for podcast listeners only we have a coupon code for you. So if when you use the coupon code pod 25, you can take \$25 off a basic inclusion consulting package and this coupon will only be good until Sunday, November fourth, 2018. So we're publishing today on Sunday the 28th of October and it will run for one week. So go ahead and check that out. Let us know if you have any questions. You can always use the contact us page on the website.

Tim Villegas (03:56):

Thank you for sticking through these announcements. We appreciate it. So today we have a net jet, the Executive Director of the nonprofit build inclusion, um, that is a provider of employment services in the state of Kentucky. We talk about what preemployment transition services are and how you might be able to access them in your state. This interview is full of helpful tips about transition services. So you might want to take notes, just a warning. Also, if you like the podcast, please help other people find us by giving us a five star review on apple podcast or wherever you listen to the inconclusive podcasts. You can also tell your closest friends we love word of mouth promotion. So without further ado, here is the interview.

Tim Villegas (04:53):

Hello everyone. Thank you for listening to the think conclusive podcast. I'm Tim Vegas, your host, and today I have a net jet on the podcast as the mom to a 13 year old daughter born with disabilities and that jet has spent years learning how to navigate the resources that are available to support individuals with disabilities, access educational employment and independent living opportunities in the community. She is a educational expert and consultant, uh, the creator of the take flight curriculum, which is designed to help students map out their vocational journey by identifying their dream destinations, learning how to pack the skills they will need, recognize who is on their supporting crew and securing the fuel or resources they will need to get there. And that is also the Executive Director of the nonprofit build inclusion. And that is a provider of employment services. In the state of Kentucky, welcome to the podcast, Annette.

Annette Jett (05:59):

Well, thank you so much for having me time. I've listened to your podcast and followed you for many years, um, online. So I'm really happy to be here.

Tim Villegas (06:10):

Fantastic. Thank you. Thank you for your support. Um, so, uh, let's talk about what, what in the world is preemployment transition services because um, I know that that is how it is described or I guess how, how it is a talked about in Kentucky. I'm not sure if it's used. The same terminology is used all across the country and this is certainly not my wheel house, so I'm going to be learning a lot from you as far as how this goes. So what is preemployment transition services?

Annette Jett (06:50):

Okay. Um, well, preemployment transition services and if it could be called different things in different states. We have the acronym here is Prius, which makes it a little easier to say, but it came about as a result of the workforce innovation and Opportunity Act that President Obama signed in the law in July of 2014. And so for people with disabilities, there's three sections in there that are particularly appealing and that, that really relate to what, what we need to help more people with disabilities get into the workforce. Um, so one of those sections is section 1:10, and that means that 15 in that, in that regulation it says that 15 percent of an entire state budget in vocational rehabilitation needs to be spent on the preemployment transition services. So section 1:13 then defines what those are and there are five required activities that are supposed to happen and they're known as workplace readiness training, self advocacy, job exploration, work based learning experiences, which are like internships and job shadowing, that type of thing.

Annette Jett (08:05):

And then also counseling is available. So, um, there's, there's additional authorized activities too, but this is pretty new. Um, you know, people are getting their hands around it and that type of thing. And there's a lot of people working together to make this happen. For instance, we, um, at build inclusion are a community rehabilitation provider which has an acronym as a crp. So we are able to offer these services because we're contracted through Vr to do it. Um, we often will do that and a group setting or in our own office or in the community, but we also do that in local schools that will, that want us to come in so we can really kind of compliment what you, as an educator are doing in the school in regard to vocational needs. Um, and then section 5:11 is, is really it imposes limitations on sending students directly from high school into a sheltered workshop or I should say a 14 c certificate corporations that would pay them less than minimum wage.

Annette Jett (09:15):

And it prohibits them from doing that unless there's a, a large paper trail that says there's no other option here. So that's exists. And also for adults that have been in sheltered workshops or in day program, it's saying, hey, we're going to give you a chance to see, go ahead and explore the things that weren't available when you were in the transition age. So even though preemployment transition is, is primarily targeted at age group 14 through 21 and people that are in school, it can be offered to adult and that's something that a lot of people don't know even in our state. We had been working through that. So there's a lot of benefits to this. And I wanted, I'm so glad that you asked me to talk about this because it really does relate back to the school experience. And then what happens apps or school preparing for transition.

Tim Villegas (10:09):

Well, number one, that, that was a fantastic description because like I said, this is not, this is not something that I, um, I study a lot about. So I'm hoping that as people listen to this, that they, that they real, they look into um, the, it's the workforce act. I can't remember now though that the one that was signed by President Obama in 2014, um, to

Annette Jett (10:39):

innovation and Opportunity Act. So.

Tim Villegas (10:41):

Okay. Yeah. Everything happened.

Annette Jett (10:43):

An acronym in our, in our

Tim Villegas (10:46):

right workforce innovation, Judy. Okay. Yeah. So perfect. And, you know, I didn't realize to what you said about that 15 percent. So that is a federal, that's a federal rule. I'm assuming

Annette Jett (11:01):

it's law law is law. And so that's what's so cool about it. Um, it, it, it is really good news in Kentucky because for the first time in decades we are getting a fully funded off vr budget here in our state. So in

really simple math firms, and I mean really simple because I don't know the exact, the exact match, but it's about every \$1 you put up from the state level, you get a matching matching federal dollars of about \$4 so you can really quadruple what you're, what your budget is by just matching, fully funding the budget for Vr. And so now that means that what we had last year to spend on ads is gonna go up because our budget has gone up. And so it's an exciting time. It's also, um, you know, something that because it's so new, we have to figure out ways that we all work together as fools providers, vr college services and different agencies that are involved. We even work with Coopa educational cooperatives and things like that to make this happen for people.

Tim Villegas (12:13):

Yeah. So, so I do have a couple questions. So, um, related to that, because you listed off about five different things, one of which was college counseling or college readiness. I can't remember if that, uh, so, uh, along with this, along with this, uh, the preemployment transition services, do you work with or do you envision, um, a folk rehab, uh, working with students who want to go to maybe either college or postsecondary inclusive schools? Um, he, it, that better at colleges or is that something different?

Annette Jett (12:55):

Well, what happens, at least in our state rehab, and I believe this, is this a federal as well, is that you, you really have to pick a track, like you have to pick if you're going to go the vocational route or the college track, that, how do you know that when you were a 16 year old and in high school, right? I mean, you, you may not know. I didn't know what I wanted to do when I was 16. I mean, I'm still trying to figure it out after 50, so, um, but it's um, so they get polished counseling, gives them an opportunity to maybe to a different campuses, talk to disability resource offices, uh, figure out if there's classes that they could take that would then eventually help them with vocational rehabilitation. So in that regard, preemployment transition, which is funded through Vr, can help a person with their college tracks, um, now once they go to college, there are certain things that I've seen that them assist with, um, like we've given self advocacy instruction to students that are going to college. We've helped with organizational skills and that's all been built under under pre employment transition services.

Tim Villegas (14:07):

Okay. Okay. Um, and you talked about the age of when, um, when students can access these services and I believe that you said between 14 and 21, is that correct? But I know you have, there are some that are, that are into adulthood, but the majority of of students fall within that age range.

Annette Jett (14:31):

Right. That's the most traditional route. Is the age 14 to 21 who are in school and an school can be very loosely translated, so that can be homeschool, that can be public school, that can be private school, that can be, um, maybe even they started college already. There's a lot of benefits to the fact that we're able to reach students at 14 now. And if you don't mind, I'll just kind of tap into that for a minute. Um, one is, um, you know, it used to be as a provider and I again, I don't know which grade do you teach, if you don't mind me asking.

Tim Villegas (15:11):

I'm no longer a classroom teacher. I'm more of a consultant with my school district, but I, but I did teach, um, through when I was a classroom teacher, the third, fourth and fifth grade.

Annette Jett (15:23):

Okay. Once you get into high school or what they would do is generally bring an sometime within the last two years of college, they would bring in voke rehab and you know, parents would be a little shell shocked and, and um, students will be a little stale and they would start to build a relationship. And then they would usually put that person with a provider, they found their eligibility, you know, because a lot of times states are on order of selection because they simply don't have the budget to service everybody that could, that could need services going forward. Um, so when, so we would come in like the last two years of high school, generally speaking, it was in the senior year at that point because you had so many students that were going through, you had to get to the ones that were graduating. So we would have come in and it would be like, okay, so we're supposed to get to know you in a few months, um, your last few months of high school and they help you go out and get your dream job that you're going to vote for or Everett, right.

Annette Jett (16:27):

Or for at least for a long time. And then we're going to offer supported employment services, which is gonna support you in that job. So when Dan last week he was talking to mothers a, there's only 15 percent of people with disabilities that are employed. Well, for people in the transition age, it's even bleaker than that. Okay. We do something called youth one year out, phone calls. I'm here in Kentucky and it's run through are you said, but um, they'll do those and um, we don't have all of the, the data in from this past year because it takes a while to compile it and that kind of thing. But the year before, let's go two years back and 13 point nine percent of the people that had graduated high school with a 504 or an lep, and again it's a sample because you can't get in touch with everybody one year out of high school, but it's a sample.

Annette Jett (17:22):

But 13 point nine percent of the people still had jobs or had jobs. Okay. The year after that, which was that the most recent data, six percent had it. So something was going not in the right direction there. You know. So what. So now we have pre employment transition services and I hope that in, you know, I think it will take a while to catch on and to really be used in a collaborative manner to where it's going to help that student so much, but we want to see those numbers go up and up and up and up and I feel very passionate about that transition age. My daughter's 13, but when I started in this I was, she was six, so in, in what, five years she's going to be 18 and ready for the workforce and I'm hoping by then that we've seen some real improvements in and outcomes for people and as part of that, I think pre employment transition can be a huge factor in that.

Tim Villegas (18:22):

Right. I have a question about how. I know that this is how, this is how it's playing out in Kentucky as far and and, and you being a provider of employment services in Kentucky, but are there other in other states? Because we have. We have people who are listening from all over the country. How would they, how would they know if their state has any sort of employment services or I guess preemployment transition services available in their state? Like where would they find that information out?

Annette Jett (19:00):

Well, first off I would check with the school because it does say in the regulations that, you know, Vr is supposed to coordinate with the lea or local educational agencies. So I would check with the school and see what they're getting there. However, I would make sure that if they're like, there aren't crps white

ourselves at build inclusion that are out there offering it in the community as well because you've got spring break, you've got summer vacation, um, you've got Christmas vacation, you've got after school. What's happening then what's happening when the job coaches or the people that are teaching this art, teaching this at those times, if you want to keep your student or your child engaged, it would be a good way to, to kind of connect with a group that's outside of school as well. And sometimes I think I told you, but we go into the school so that's the best of both worlds because we're going to be the ones that are there when school stops.

Annette Jett (20:03):

And I think that a lot of parents get caught off guard, a lot of, um, a lot of students, a lot of job seekers, a lot of young adults, they get caught off guard because now all of a sudden, and I don't, I don't go to school eight hours a day and I need to get a job and how do I do that? So another benefit of starting with students so young and being able to offer this service, the services at 14 and up is that we are building that relationship with these, um, these, these young people at this time. So who would you feel more comfortable with? Somebody you had been working with for five years or somebody that walk in your senior year of high school and said, I'm going to go help you find the job. I mean, it just, it makes sense. It makes sense from that level because we've got that trust and we we've also seen the students in multiple different scenarios, I mean our particular curriculum that I created and we use a lot of team building and self esteem activity events and we we dive into self awareness and goal setting, self determination and all of this type of thing and so you get to see people in their comfort zone, out of their comfort zone and that really translates well to the workplace because you would kind of know a little bit better about what type of environment is going to make that person more successful.

Annette Jett (21:28):

Yeah, so my advice and it, and I and I, I say this in Kentucky to my advice to anybody that's out of school level doing free employment transition services is get a crp involved. Get somebody involved. It's going to be able to take that students from high school into adulthood because the teachers aren't going to be there. The job coaches that are at the high school level aren't going to be there when that student graduates and so they're still going to need that support. They're still going to need facilitation in many cases. They're going to need the whole discovery process. Which um, are you familiar with it? That's what discovery is.

Tim Villegas (22:11):

I mean, I can kind of infer, but I don't know if there's. If there's a specific thing I would, I would think that's maybe like a person centered planning type of thing or like finding out what a student's passions or interests are in kind of their dream situation, dream jobs, stuff like that. Is that what you're talking about?

Annette Jett (22:32):

Yeah, and here in Kentucky we call it person centered employment plan because there is person centered planning that goes around like you know, all the wraparound services, but this is a specific cue employment. So we would as a crp spend 10 hours at least in the community in different base of settings. I'm getting to know a person, but if we already have a little bit of history with how much far ahead of the game are we right and how much far ahead of the game are our families that they've already got a relationship with the people that are working with their students. And how much further ahead it is, the student or the job seeker, if, if they've already gotten to the point where they trust the

people that they're working with and that they, you know, they feel like they can be as honest as possible with us.

Annette Jett (23:19):

And so that's what I find is just so enlightening about this, that it's great that, that students are getting training. It's great that, you know, we're spending money, but it's really about outcomes and if the outcome can be changed because of this, because we're recognizing that we're gleaning information from the students at an earlier age that we're getting to know their families that we're working across party lines. I don't know if you've seen that in schools, but I don't. I tell parents aims and schools, it can't be an us against them mentality and it's not just parents at school, but when you get out into the, you know, the transition world you're talking about now you have ovr involved. You have other, um, agencies or maybe waiver services and, and a lot of people that need to be working together as a circle of influence versus being territorial and kind of working toward their, although we've got to put the person in the middle just like you do with person centered planning and we've got some person in the middle and let them start self directing their life and us to support them. And that's what, that's what we want. We want to see that.

Tim Villegas (24:35):

tSo my question, my next question is about how, how did you get into this role? Because I know that's probably a big question because you said you have a daughter who's 13 right now and you kind of started this when she was six. Where was it something that you just were thinking, well, you know, I'm concerned about what options there are going to be for my daughter when she gets to transition age. And then you started researching it and that's kind of how you fell into it or like how, like what, what exactly happened? How did you.

Annette Jett (25:13):

That's a good way to say it. Um, actually I don't come from, and you said in the beginning that I was an educational expert. I'm not, I don't have an educational background. I do educational consulting and what I call vocational navigation and obviously, you know, as you were talking about the curriculum, you can see that it kind of has a flight theme, which is based on my, um, my last name.

Tim Villegas (25:37):

Yeah, it's very clever, very clever. I like it.

Annette Jett (25:41):

That's my maiden name. I used to hate my parents for giving me that ain't no rhyming name and not being in, it's just a beautiful marketing name. But I had a catering and restaurant business and I, I, I have an MBA so I have um, I went to school at Loyola ramblers, and I got a masters in business education and my minor was in tourism, food and lodging. Okay. So I worked long hours, hard hours. Um, I was 38 years old and um, my husband was working with me at the time and we had dated years before and had a, a, a big gap in our relationship because we both lived in different city and we just didn't even know that kids were in, you know, in our plan. And so at 38 is when I first got pregnant with Gracie and that's when we started learning. At 28 weeks we'd had an ultrasound that came back a little bit differently and we started. That's when the journey began. That's when things, you know, you start thinking in a different way and it ends up that she has something called a genesis of the Corpus Callosum, which

means that the middle piece of your brain is not connected five to \$200, million nerve fibers that you have there, that, that communicate back and forth.

Annette Jett (27:02):

So, so it was, it, it's a little bit like autism. There's a spectrum of where people lie on that somebody can have that type of thing and you don't even know it until they're 30 years old. And I get in a car wreck and have an MRI, so we, we were just kind of honor, you know, learning things as we went. And she also has a younger brother who's 20 months younger than her and I don't know if you know anything about catering and restaurants, but it's a demanding, demanding field. And we, we owned our own restaurants and all of that. And so about when she was about five, we started getting new diagnosis is to like upper motor neuron lesions and things that you couldn't see when her brain was so much smaller in all my Mrs and things that were impacting her mobility and, and, and abilities to learn and things like that.

Annette Jett (27:52):

So, so basically family first. Right. And so we gave up the business and went in a different direction and that's when I got connected with, with um, our university center of excellence on developmental disabilities, um, which here is called the human development institute, Hdi. And so I went to school at Aci and got a developmental disability, graduate certificates so that I could learn about the resources that would be for, that would help our family, but I always knew in the back of my head, I mean I'm an entrepreneur and I always knew that I was going to use that information to help other families as well. So I think I told you like when we first spoke, I'm offline, um, that I felt sorely misplaced because here I was sitting in a group or a room full of people that had, had been studying disability.

Annette Jett (28:51):

They had vocational background, they have educational background, social work, psychology, all kinds of therapeutic, that type of thing. And here I was sitting with a business degree and my daughter was six at the time and I was just trying to get through first grade. We're trying to figure all that out. And then I realized what as I learned more what a huge need there was for somebody that understood business and that side of it. Because employment for people with disabilities with such a pressing issue. And so I really feel like, you know, it was meant to be, and it was, it was something that, but I did it. It wasn't a direct path, you know, I went through a lot of different angles to get there. And um, even the curriculum that I designed, I mean with something that I used to use to help, um, help businesses before my tenure, I did some art.

Annette Jett (29:46):

I mean I have a marketing degree as well, so I would help businesses outline their goals. And so this was just a really natural step in recreating that type of that type of tool into something that could help students outlined our goals because we're all working towards the same thing and we all need to know if we're on track, if we're not on track. Um, and that type of thing. So basically I got there through a series of steps and I think when I went back to Hdi, that's when I got catapulted into a, into a group of people that were likeminded. And I started, I started finding my people that understood me. And, and the thing is, is that my daughter was not diagnosed with autism or down syndrome or something like that. She has actually gotten a cerebral palsy diagnosis since then, um, which at 12 though. Um, but I had to find my own. I had to find my own group of people that, that I could relate to and that was a difficult thing, but I think it helped me to stretch into and to just really dive in, to gaining as much knowledge in the field that I could. Um, so

Tim Villegas (31:02):

yeah, I love it. I love that. No, I was going to say I just, I love that story. I love your story because it's, it sounds to me like everything you've done in your career has built upon the, the last thing. So you know, you, you started in catering and that were in the restaurant business and then you, you had your daughter and then you, you went back to school to get more resources and now, and you created your curriculum. And so they just kind of like one after another after another has built to where you are now. So I and I, and, and including finding your communities, which it, which I think is, is so important

Annette Jett (31:50):

and, and I appreciate that and you know, one thing that I want to do now is like, it's, it's bigger than I ever had thought it would be because plans for the future can include helping other organizations really strategize so that they're maximizing these benefits of preemployment transition services to enhance their discovery and help support people that are in employment for the future. So while I was just thinking I was going to help a few families, I mean this is it, it really has just kind of built on and on and on and now, you know, I'm invited into others, other places and other places in Kentucky and I didn't, you know, talking to people outside of the state and, you know, how about how to do this better because I'm experiencing it and um, through multiple lenses. And um, it's a really exciting thing when, um, when you, when you start finding, I think what you're, I really feel like this is, you know, it's, it's like Dan, can you imagine him as anything else but a filmmaker.

Annette Jett (32:54):

But he didn't start there. He started with, he had a subject that he was very passionate about it and there was a personal connection and so he's become better and better and better at what he does because of that, you know, and because he knows it. So who knows what the future holds for all of it. And I think same thing for you. Like I said, I followed you for a long time and I know you started out smaller and, and now you're an educational consulting and you're changing, you're changing people's perspective on inclusion all over the place.

Tim Villegas (33:28):

And that's so important. Thank you for what you do. Yeah. Well thank you for this discussion. And uh, I know that you referenced the conversation we had with Dan Habib. Um, so if you're listening and want more information about Dan Habib and his films that specifically intelligent lies that is check the podcast feed and that is in there for you to checkout. And I know you had mentioned that we're, we're plugging Dan Habib right now, but if you had mentioned that, um, uh, it's the film that will be screened in Kentucky. Is that right?

Annette Jett (34:06):

Right. So through our nonprofit we, we bought, there was a kit that you can buy that where you can actually take it into the community and show it and it comes with discussion points in and also for shorter films as well. But intelligent life is his new film. And I found out about that three years ago at when I was at national tash and I actually, when I met they on our, you know, actually actually teared up because he had, had a major influence on me becoming a parent advocate. And now I consider myself more of an activist and um, but you know, that's the kind of thing you need when you're a parent and you and you don't have a guide and you see something like the movie, including Samuel, you know, it really can change your whole, your whole directory. And that's what happened with me. So I'm tearing up now too.

Tim Villegas (35:02):

But, um, but,

Annette Jett (35:03):

um, you know, that's, that's what has to happen to create community and to change perspective and the change in life and when we need to do that, it's a good point because by showing these films in the community, um, we get to, we get a chance to show it to employers, we get a chance to show it to government leaders. We get a chance to show it to the people that have never been exposed to disability. And you really, unless it's like, I used to say, you know, like you never really think about assets unless you have experienced the lack of it. You know, it's. So you just don't think about it. And until it's, it's maybe they're in your lap. And we need to start thinking about it because we need to make sure that people are, are creating inclusive cultures, um, and that's, you know, started very humbly and just trying to learn about it and what can I do to help my daughter and what can I help to make her life better.

Annette Jett (36:03):

And you know, truthfully, a lot of this stuff that we teach that that's around self awareness and self determination and self esteem. I mean this is something that all this at the age 14 could benefit from. You know, I have a son too and I think that he had goal setting. That's an important thing for people to know. But how do you know, what do you set goals for if you're not aware of, of what it is that you like, that you, you want out of life. So we teach people through our curriculum, we teach people about how to make choices or you know, we asked what do you like, what do you want, what is important to you? And sometimes you get these, these, like these like odd faces because they'll, they'll look at you and they'll go, no, we have rats, maybe that. So we're like, okay, let's write it down, whatever that looks like kissers if that looks. But that's what we have to do and what we know to that self determination is directly linked to positive postsecondary outcomes and employment education and independent living and people that are a lot smarter than me if come up with that research this Thursday and a lot of other places. But we just want to build on that.

Tim Villegas (37:21):

Um, so everything you're saying it's, it's so relatable because, uh, because my, you know, my story, while it's obviously different, um, comes from a place where, you know, I had, I had kind of a passion or interest of my own and not really being satisfied with the options of a, for learning for myself. Decided I'm going to create my own. And, and in the process of doing that was able to connect with a likeminded people. I'm actually going to attend a conference in Atlanta. Way Back when was, was also an impetus for me, uh, but so anyways, saying all of that, um, to realizing that all the things about self determination and uh, and building an inclusive environment or an inclusive culture, um, things that we're already doing for the typical population, typically developing kids when we're talking about college, college and career readiness, we're asking those questions, know, what do you want to do?

Tim Villegas (38:36):

What is your interest? What's your passions? Well, our students with disabilities, they don't always get asked those questions and I think that's really important what you say, you know, Oh, you know, some of these kids have never been asked what is the dream of, what's the dream of your life? Like, what do you do? Where do you want to be? And sometimes you need to ask in a very systematic way like a person centered planning or pr person, Sarah Employment Plan or, or something like that. Um, otherwise you're never going to get those answers. So it's a, it's a great thing that you're doing. Um, you

know, having this curriculum in for Kentucky and for, you know, beyond, uh, and I hope that the people who are listening can go back to their, either their local school or local school district or a, you know, contact their state voc Rehab office and just say, what are my options, you know, my student is, or my child is, you know, 15 years old. I'm not sure where, you know, maybe they're not on a, you know, an alternate assessment track. Maybe they're in, um, you know, trying to go for that high school diploma and they just don't know what their options are. I think it's really important for them and this discussion to, to point them to looking to those outside services to try and get some of that, uh, that preemployment transition help.

Annette Jett (40:03):

Right? And one thing that I failed to mention, but you know, when you go to get employment services at vocational rehabilitation, you Ha, you have to be evaluated and be deemed eligible and all that. But with preemployment transition services, as long as you have an Iep, a 500, four or a documented disability, um, you are considered potentially eligible. So people with Adhd, people with anxiety, people with autism, people with downs syndrome, anybody that has any type of disability qualifies for this service, the services and so, and, and I wouldn't stop at just what's being offered in the school level, um, if, if, if there are other options because I think that getting connected with that crp, the community rehabilitation provider or somebody that's been on offer supports once they leave high school is also so very important. Um, because, you know, jobs touches in high school, art aren't going to follow them that next day of summer vacation or the first day of summer vacation.

Annette Jett (41:11):

They're just that they're not, they can't, I mean even just like bound by legalities and things. So, um, so really working together, getting all that in place before they leave high school and knowing who they're going with. I will also say this, is that when people are choosing outside services, once a person know is getting ready to graduate or is an high, you know, in, in transition or if they're 30, 40, 50 years old, they've never worked before and they decided that they want to work, they have a choice in who they work with and so we call it consumer choice. And um, you know, that's really important to know because a lot of times people say you can work with this person or this person and that's not true. You can work with anybody that's offering those services in that area as long as they're willing to take you on as a client. So that's something that, you know, I think a lot of people don't know either and I wouldn't have known any of this had I continued catering. I just wanted to.

Tim Villegas (42:12):

And you have cognitive.

Annette Jett (42:14):

So for me it's um, you know, it's, it's just, uh, it's personal. It's not just, it's not just something that I want to see happen because it's a great thing. It's, it's personal for me, it's gonna, it's gonna also help our family. Um, if people also, if you're in a different state, um, or if you're in Kentucky, I, I'm always willing to try to help. I actually got an email from Stephanie from Puerto Rico the other day that was asking me about the, you know, I'm not hearing a lot about preemployment transition here. Can you direct me? And so in order, I mean I'm, I'm always willing to lend a hand to direct them to maybe a place that they need that they could start at. Um, another place is in each, each state, there is a university center of excellence on developmental disabilities and I know, you know, that there is also a, uh, the council on developmental disabilities.

Annette Jett (43:14):

And so I got to sit on our council here. Um, it was governor appointed and I got to sit on that for two years and that was another thing that taught me a lot about policy. A lot of that what's a systemic gaps are and about where we need to be plugging in as a community. And really, I mean really, you know, raising the bar for, for what are our young adults and students and other people with disabilities, what they're, what they need. And so that, that was a group comprised of not only professionals and parents but also a self advocate and it was a really, really neat process that I learned a lot from. So if you, if you don't know where to go, that's another place that people could start. They could go to their developmental disability council in their state and they could probably get some direction.

Tim Villegas (44:06):

Those are, those are fantastic suggestions. Um, so thank you for bringing that up. Also, if, if somebody wanted to get ahold of you or follow you on social media or, or, you know, look at your website, where would they be able, where would they look that up?

Annette Jett (44:23):

Um, if you would go to a net jet.com and that's a n e t j e t, t dot Tom. And it'll tell you a lot about preemployment transition services. It also speaks to, it speaks to we owe, uh, and two other services that I can offer light helping people strategize. And you know, the other thing, Tim, is that this isn't just like, you don't necessarily have to be a crp to, to offer these types of services. What I have done is there's been advocacy groups that have gotten grants around employment and they don't know what to do with them. And so for instance, we've worked with people that, um, that here, that have already established groups, they've gotten a grant around employment. It's like what do we do with our students? And so I'll go, come in and there's somebody that I can train on the curriculum most as well.

Annette Jett (45:26):

And the difference in the curriculum that I do and the sound of the curriculums that I've seen out there is it's not just a curriculum in a box because I really don't think that's effective. We need to know why we're teaching these students these skills, what the history is, what the, you know, the issues have been around around why employment hasn't worked in the past. And so those are the things that I can help put together. Then I feel like you can't necessarily get just from ordering a curriculum off off, off of the shelf. So mine comes with training, whether that's through Webinar or videos servicing or in person training, just depending on, you know, where the people, where people live.

Tim Villegas (46:08):

Okay. That's fantastic. All right, well if you want more information about that, make sure to go to a net jet.com. Um, do you have, are you on twitter or facebook or anything like that?

Annette Jett (46:21):

I am on twitter under a netjet one. Um, and uh, I am on facebook under net debt. Um, it's hard to know if people, like if I don't have, hopefully I have some mutual friends on facebook, a little bit scary out there right now, but I will have a um, I will have a facebook page up saying if you, if you want to connect on our nonprofit face that page two, that's okay. We do have one setup for that. That's, that build inclusion. And you might just, um, you know, want to see what we're doing, what we're, what kinds of things we're doing there because we feature a lot of our success stories with students that we've worked with and young adults and I keep saying young adults, but we've worked with, with people that

are 40, 50, I consider anybody that hasn't had any experience or it has had very limited experience in the work field.

Annette Jett (47:15):

Somebody that can benefit from our services, um, because um, because that's where we're good at. We're good at starting fresh with people, but it does get harder as a person older and doesn't hone those skills. Like back to Lynn, I said, you know, summer vacation and all of that. If you're not working on vocational skills, it's just like educational skills and why they have programs like extended school year, right? Because you're gonna lose some. He might lose some, um, some, some skills that were at the time. So to keep it fresh and that kind of thing. So it gets a little bit harder as people get older because they lose self confidence. I've never worked. I don't think I can, I don't know what to do, that type of thing, so, so really making sure if you're a parent out there, if you are a teacher out there, make sure that you are doing everything that you can ask the transition age, which is when they are graduating from high school, whether that's 18, 19, 20, 21 when they're graduating from high school, that's the key time to get them involved with a provider that's going to help take them to the next level and offer them support outside of school.

Tim Villegas (48:31):

Well, this has been a fascinating discussion. Thank you annette for being on the podcast and for all your time and suggestions.

Annette Jett (48:39):

Okay. Thank you so much tim. I really appreciate it and I look forward to talking with you again.

Tim Villegas (48:52):

That is our show. We would like to thank in that jet for being a guest on the thing, conclusive podcasts. Make sure to follow her on twitter and @herwebsiteandnetjet.com and build inclusion dot Oregon. Think inclusive on the web. I think inclusive.us as well as twitter, facebook, Google plus, and instagram. You can also subscribe to the inconclusive podcasts via apple podcasts, Google play, stitcher, or anchor dot FM. The easiest way to start a podcast, you very using the anchor app to listen. Please leave us a voice message. You may be featured on our next podcast. You can also favorite us and or use the applause button while listening to the show. We love to know that you were listening. Also just another reminder that you can support the thing conclusive podcasts via Patrion or anchor.fm with a monthly contribution so that we can continue to bring you in depth interviews with thought leaders and inclusive education and community advocacy. On that note, thank you to Patrion that Donna I for their continued support for our podcast. We couldn't do it without you from Marietta, Georgia. Please join us again on the think inclusive podcast. Thanks for your time and attention

Tim Villegas (50:25):

recording from Beautiful Marietta. You were listening to the think inclusive podcast, episode 27. I'm your host, Tim Vegas. Today we have a fantastic conversation with filmmaker gen 10. Akin about her new film, hearts of glass, but before we get into the interview, I have a few announcements. The first thing I want to talk to you about is how you can support the podcast. You can go on Patrion.com, backslash thinking inclusive podcast or anchor dot FM. Backslash think hyphen, inclusive. Anytime anyone signs up for a monthly contribution, it helps pay for the production and transcription costs for the podcast. We do have a lot of our podcasts that are available, um, through transcription. And if you

are interested in those, go ahead and Click on the podcasts tab on thinking inclusive.us. Again, thank you for those who have contributed. Uh, we really appreciate it. The other announcement is something we talked about last week.

Tim Villegas (51:32):

We are officially offering a inclusion coaching and educational consulting, uh, through our website. So if you want more information about that, go to the services tab on thinking inclusive.us there. You can subscribe to our inclusive, not so weekly email. We try to do it, but, uh, you know, uh, less spam in your inbox is probably a good thing. Uh, we will be sending out an email very soon if you missed that on the podcast discount for the inclusion coaching. Uh, we'll be sending out an email very soon. I'm on a way you can get a discount on those services. Um, so, uh, those are all the announcements and I want to tell you about Gen. so today on the podcast we had filmmaker Jen Tenneco when we talk about her most recent project, hearts of glass with which she sees as an opportunity to raise awareness about local sustainable food production and the need for inclusive, fair paying job opportunities for adults with intellectual and developmental disabilities. If you like the podcast, help other people find us by giving us a five star review on apple podcasts or wherever you listen to the thing, conclusive podcasts. You can also tell your best friends. We love word of mouth promotion. Um, so please, please tell people about us. Um, and so without further ado, here's the interview.

Tim Villegas (53:16):

That is our show. We would like to thank jen 10 again for being a guest on the podcast. Make sure to get updates about her film, hearts of glass at hearts of glass, film Dot Com, and Gen 10 productions.com. You can also follow hearts of glass on twitter and on instagram. You can follow think inclusive on the web. I think inclusive.us as well as twitter, facebook, Google plus and instagram. You can also subscribe to the inconclusive podcasts via apple podcast, Google play, stitcher, or anchor dot FM. The easiest way to start a podcast if you are using the anchor app to listen, please leave us a voicemail. You may be featured on our next podcast. You can also favorite us and or use the applause button while listening to the show. We love to know that you were listening. Also a reminder that you can support the think inclusive podcasts via Patrion or anchor.fm with a monthly contribution so that we can continue to bring you in depth interviews with thought leaders and inclusive education and community advocacy. Also on that note, thank you to Patrion dot I for their continued support of this podcast from Marietta, Georgia. Please join us again on the thinking collusive podcast. Thanks for your time and attention.

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