**Attachment D**

**Pre-Employment Transition Services (Pre-ETS) Data and Documentation Requirements**

Upon request, contractor will make available to BRS, a detailed summary of their outreach and education efforts to school systems, students and parents for review and approval by the Bureau of Rehabilitation Services (BRS). This summary should identify methods of ensuring that pre-ETS supplement and not supplant existing transition activities within the school systems, curricula to be used for specific pre-ETS activities, and the means of student selection for the provision of pre-ETS. Contractor must collect intake information for students receiving pre-ETS (individually or in a group setting) prior to or during the initial meeting. BRS staff will review intake information to determine eligibility for pre-ETS and inform contractor of any students deemed ineligible for receipt of services. Please note that parental consent must be obtained for any students under the age of majority.

Information obtained must include the following:

* Today’s date
* Name
* DOB
* Previous VR applicant?
* Social Security Number, if available
* Mailing & Residential Address
* Phone number
* Parent or Guardian Name (specify if legal guardian)
* Emergency contact
* Disability
* If Student has an IEP or 504 Plan and a copy of that plan
* If a student does not have an IEP or 504, provide some other documentation of disability
* Expected year of graduation/completion
* Gender
* Race
* Ethnicity

All information, including any additional information obtained by the contractor for specific reporting standards (e.g., job goals, personal barriers, etc.) must remain confidential and not shared with anyone not participating in the student’s rehabilitation program.

Provision of Pre-Employment Transition Services to an *individual*

When submitting billing for the provision of pre-ETS to an individual, the contractor must ensure that all required intake information (e.g., name, disability, student plan, etc.) as well as a summary of activities performed is included in the pre-ETS web portal prior to billing.

The service summary information entered into the portal includes the following:

* Date that service occurred.
* Amount of time spent in direct service and arrangement of direct service to the student in accordance with allowable activities outlined above.
* Which of the 5 required pre-ETS activities were performed (job exploration counseling, work-based learning experiences, workplace readiness, instruction in self-advocacy, counseling on opportunities for enrollment in postsecondary education).
* Specify the activity performed within the required pre-ETS activity. For example:
	+ Job exploration counseling on an individual basis could include administration and discussion of the student’s vocational interest inventory results, in-demand occupations, career pathways, and local labor market information that applies to those particular interests.
	+ Work-based learning experiences on an individual basis could include work experiences to explore the student’s area of interest through paid and unpaid internships, apprenticeships (not including pre-apprenticeships and Registered Apprenticeships), short-term employment, fellowships, or on-the-job trainings located in a competitive, integrated setting.
	+ Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education on an individual basis, may include advising students and parents or representatives on academic curricula, college application and admissions processes, completing the Free Application for Federal Student Aid (FAFSA), and resources that may be used to support individual student success in education and training, which could include disability support services.
	+ Workplace readiness training may include programming to develop social skills and independent living, such as communication and interpersonal skills, financial literacy, orientation and mobility skills, job- seeking skills, understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment. These services may include instruction, as well as opportunities to acquire and apply knowledge. These services may be provided in a generalized manner in a classroom setting or be tailored to an individual’s needs in a training program provided in an educational or community setting.
	+ Instruction in self-advocacy on an individual basis could include assisting students in learning about their rights, responsibilities, and how to request accommodations or services and supports needed during the transition from secondary to postsecondary education and employment. Other individual opportunities may be arranged for students to conduct informational interviews or mentor with educational staff such as principals, nurses, teachers, or office staff; or they may mentor with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings. Students may also participate in youth leadership activities offered in education or community settings.

\**All services performed must be accompanied by a case note entered into the web portal detailing specifics of the one-on-one meeting.*

Provision of Pre-Employment Transition Services in a *group setting*

When submitting billing for the provision of pre-ETS in a group setting, the contractor must ensure that all required intake information (e.g., name, disability, student plan, etc.) is entered into the pre-ETS web portal for all students in attendance, as well as the total number of students attending, and a summary of the group session.

The group service summary information entered into the portal includes the following:

* Date that service occurred.
* Amount of time spent in direct service to the student and arrangement of direct services in accordance with allowable activities outlined above.
* Which of the 5 required pre-ETS activities were performed (job exploration counseling, work-based learning experiences, workplace readiness, instruction in self-advocacy, counseling on opportunities for enrollment in postsecondary education).
* Specify the activity performed within the required pre-ETS activity. For example:
	+ Job exploration counseling in a group setting may include providing information regarding in-demand industry sectors and occupations, as well as non-traditional employment, labor market composition, administration of vocational interest inventories, and identification of career pathways of interest to the students.
	+ Work-based learning experiences in a group setting may include coordinating a school-based program of job training and informational interviews to research employers, work-site tours to learn about necessary job skills, job shadowing, or mentoring opportunities in the community.
	+ Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education in a group setting may include information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with career fields or pathways.
	+ Workplace readiness training may include programming to develop social skills and independent living, such as communication and interpersonal skills, financial literacy, orientation and mobility skills, job- seeking skills, understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment. These services may include instruction, as well as opportunities to acquire and apply knowledge. These services may be provided in a generalized manner in a classroom setting or be tailored to an individual’s needs in a training program provided in an educational or community setting.
	+ Instruction in self-advocacy in a group setting may include generalized classroom lessons in which students learn about their rights, responsibilities, and how to request accommodations or services and supports needed during the transition from secondary to postsecondary education and employment. During these lessons, students may share their thoughts, concerns, and needs, in order to prepare them for peer mentoring opportunities with individuals working in their area(s) of interest.

**Measurable Outcomes:**

An initial interview should be conducted with each student upon the initiation of the provision of pre-ETS. The initial interview must address specific questions meant to determine a student’s understanding of the 5 required pre-ETS activities, identify needs of the student regarding the provision of one or more of the pre-ETS activities, and agreement with the pre-ETS services to be provided. Additionally, the initial interview shall determine the student’s interests and passions both professionally and academically as well as any barriers he/she may experience in pursuit of his/her goals. A rating scale (e.g., 1 – 5, 1 - 10) should be developed to indicate the student’s level of knowledge/understanding of each of the 5 required pre-ETS activities with an explanation of the rating. This rating scale will be submitted to and approved by BRS and will be used as a pre-test and justification for specific pre-ETS activities to be delivered to individual students. The initial interview and rating scale will function as a written “baseline” for each student that demonstrates knowledge and abilities in relation to the five required pre-ETS activities. This “baseline” will be used to demonstrate the students’ progress while receiving pre-ETS and later be utilized as a means to determine a student’s readiness to exit the program in the form of a post-test to be completed prior to exit.

**Other Data Requirements**

* Contractor will ensure required data and documentation for each student is entered into the pre-ETS web portal prior to submission of monthly claims.
* Contractor will participate in required meetings/calls/webinars with BRS related to development and ongoing provision of services.
* Contractor will provide a target number of students to be served in individual services in year 1.
* Contractor will provide a target number of students to be served in group settings in year 1.
* Contractor will increase the number of students served in individual services in year 2 by 20% over the number targeted for year 1.
* Contractor will increase the number of students served in group settings in year 2 by 20% over the number targeted for year 1.

**Student Portfolio:**

Prior to and during the provision of pre-ETS, students will develop a portfolio to document work readiness to potential employers as well as other accomplishments. Each portfolio is required to contain a resume, cover letter, list of skills and community resources/employers. Other items are optional, but should be included based upon individual student experience. Potential items the portfolio may include are as follows:

* Resume/cover letter
* Skills obtained
* Community resources/employers
* Work experiences
* Obstacles overcome
* Copy of initial and final assessments
* Any certifications obtained
* Post-secondary information (if applicable)
* List of next steps for students.