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| StateSeal.JPG | **RFS-24-77904**  **Pre-Employment Transition Services Required Activities**  **Attachment E** | |
| **Respondent:** | | GAP-LOC |
| **Instructions:**  Request for Service RFS-24-77904 is a solicitation by the State of Indiana in which organizations are invited to compete for contract amongst other respondents in a formal evaluation process. Please be aware that the evaluation of your organization’s proposal will be completed by a team of State of Indiana employees and your organization’s score will be reflective of that evaluation. The evaluation of a proposal can only be based upon the information provided by the Respondent in its proposal submission. Therefore, a competitive proposal will thoroughly answer the questions listed. The Respondent is expected to provide the complete details of its proposed operations, processes, and staffing for the scope of work detailed in the RFS document and supplemental attachments.  Please review the requirements in the RFS carefully. Please describe your relevant experience and explain how you propose to perform the work. For all areas in which subcontractors will be performing a portion of the work, clearly describe their roles and responsibilities, related qualifications, and experience, and how you will maintain oversight of the subcontractors’ activities.  Please use the yellow shaded fields to indicate your answers to the following questions. The yellow fields will automatically expand to accommodate content. Every attempt should be made to preserve the original format of this form. **A completed Technical Proposal is a requirement for proposal submission. Failure to complete and submit this form may impact your proposal’s responsiveness.** Diagrams, certificates, graphics, and other exhibits should be referenced within the relevant answer field and included as legible attachments. | | |

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| **1** | **Proposed Solution and Features**  Provide an overview of how the proposed strategies meet the requirements for Pre-ETS as outlined in the scope of work. Describe in detail the specific strategies for developing and carrying out each of the five Pre-ETS activities described in Section III. Summary Scope of Work, to students with disabilities, as aligned with WIOA required activities, for both individuals and/or in group settings. As applicable, describe how the proposed strategies enhance or expand upon existing strategies that have been successful in the provision of services that align with Pre-ETS to students with disabilities or other student populations. Identify the specific counties and schools respondent intends to serve.  Additionally, please provide a detailed description of your work approach, including the following:   * + How would you organize this project in order to be able to manage the workload?   + Provide a high-level project plan, based on the information provided in this RFI.   + Provide preferred list of counties and school systems you intend to serve. As described in Section III. Summary Scope of Work, respondents may also opt to provide a secondary list of alternate counties and schools you would consider serving.   + Describe how you would evaluate the effectiveness of services provided.   + Provide a brief description or sample of the curriculum you propose to utilize for each of the required activities, as well as incorporation of best practices or resources into service delivery, such as the Lifecourse framework. |
| At its core, GAP-LOC delivers Pre-ETS services through one-on-one engagement with students for the provision of job exploration counseling, counseling on opportunities for enrollment in postsecondary programs, workplace readiness training and instruction in self-advocacy. These services manifest in the development and implementation of a work readiness curriculum that is delivered in variety of ways further outlined below, including the following: counseling on opportunities for enrollment in postsecondary programs; workplace readiness training; and instruction in self-advocacy. Further students may participate in a variety of work-based learning experiences to apply curriculum0based learning and, as appropriate, gain work skills.  **Job Exploration and Counseling** (To be provide individually and/or in group) GAP-LOC will work with students and their respective schools to .assist in exploring the world of work and career choices. This could include interest and abilities surveys, reviewing career websites, job shadowing, mentoring at local businesses, high school-based courses on career choices and informational interviews. Further, GAP-LOC will:   * Provide job shadow opportunities/conduct informational interviews of those being shadowed. * Vocational interest and ability profiling. * Tour WorkOne Centers throughout the school year for career exploration and to learn of vocational training opportunities. * Tour partnered business showcasing a variety of positions when in each business * Host Career Days each grading period   The objectives of GAP-LOC’s Job Exploration and Counseling component include those listed below. Each entry includes the objective, as well as the respective outcome and use of funds.  **Objective:** Students will identify three areas of vocational interest through the use of  interest inventories, one on one consultation and information gathering.  **Outcome:** Studentswill participate in individualized/group vocational exploration to identify three vocational interests.  **Use of funds:** Staff time to complete a vocational profile, consultation and information gathering.  **Objective:** A minimum of three work experiences or job shadowing will be developed in  the community.  **Outcome:**  Work experience sites will be developed and on-site experiences will be implemented. Satisfaction surveys after the completion of each experience will be completed to determine the potential for further exploration.  **Use of funds:** Staff time provide on-site individualized supports, and provide transportation if/when possible to and from sites and complete satisfaction surveys with each student for each experience.  **Objective:** Introduce students who are targeted for working in the community to our county WorkOne Center.  **Outcome:** Students will gain awareness of services offered through the WorkOne Center, will enter personal information into the unemployment data base system (CS3) and be trained at accessing information and following job leads generated by computer matching.  **Use of Funds:** Staff time to train students on use of CS3 system.  **Work-Based Learning Experience** (To be provided individually) GAP-LOC can facilitate paid or non-paid work experiences in the community, help seek volunteer positions, short- or long-term internships, on the job training, apprenticeships and mentoring activities. Further, GAP-LOC will partner with local businesses that offer a variety of positions to create a one-stop work experience. This will allow students to gain knowledge of a variety of jobs and have the opportunity to participate in internship(s) in their areas of interest. The coalition already has a number of long-term relationships with the following businesses that offer a multitude of vocational opportunities: University of Notre Dame, Beacon Health, Indiana University South Bend, St. Joe Regional Hospital, Downtown South Bend, Meijer Distribution Center, Walgreens, Strack and Van Til, Wal-Mart, Target, Ivy Tech and Valparaiso University.  The objectives of GAP-LOC’s Work-Based Learning Experience component include those listed below. Each entry includes the objective, as well as the respective outcome and use of funds. Objective: Students will participate in Worksite experiences with rotations of variouspositions. **Outcome:** Students will learn and maintain the importance of reporting to work daily and on time.  **Use of funds:** Provide job coaching support to students while at their Worksites. Objective: Students will report to Worksites on a regular schedule. **Outcome:** Students will learn and maintain the importance of reporting to work daily and on time.  **Use of funds:** Provide job coaching support to students while at their Worksites.  **Objective:** Know and meet employer’s expectations.  **Outcome:** Students will increase their productivity by 15% at their worksite by the end of the school year.  **Use of funds:** On-site Transition Site Specialist including but not limited administering of pre and post testing and evaluations using actual job duties and components at their worksite. All testing will be conducted on site.  **Counseling on Opportunities for Enrollment in Postsecondary Education** (To be provided individually and/or in group). For those students seeking further education , GAP-LOC will assist with exploring these options. This may include exploration of career paths, referrals to campus resources (Career Services, disability and academic support services) preparation for entrance testing, campus visits, review of entrance requirements, links to Federal Financial Aid, the Student Assistance Foundation, Employment Opportunity Centers and college preparation camps.  Please see Attachment “E.1 GAP-LOC School List” for a list of counties and schools GAP-LOC will serve. | |
| **2** | **Staffing**  Describe how you would staff this project to ensure capacity to carry out the scope of work. Identify key staff and their roles and responsibilities, including roles and responsibilities of any sub-contractors. Provide resumes for key staff. Ensure that the staffing plan is consistent with cost proposal. Describe if staff will be dedicated personnel for the project or if they will be a shared resource.  Additionally, list each collaborative partner, including local public agencies, Work One centers, VR employment service providers, local educational agencies (i.e., schools), post-secondary educational institutions, Independent Living centers, community programs, employers, or other entities. Describe collaborative partners’ roles and how each will be engaged in the project to better coordinate service delivery, reduce duplication of effort, leverage promising and innovative practices, and serve the greatest number of students possible. |
| GAP-LOC is a coalition of Pre-ETS providers in Northern Indiana, including the following:   * Opportunity Enterprises (Valparaiso) * Goodwill Industries of Northeast Indiana (Fort Wayne) * Corvilla (South Bend) * Logan Community Resources (South Bend) * Pathfinders (Huntington)   Each manager of the collaborating agencies will serve as the single point of contact for the school systems we are designated to serve. Those managers are identified below.   * Opportunity Enterprises – Kathleen Parks * Goodwill Industries of Northeast Indiana – Randy Wolf * Corvilla – Lisa Kay * Logan Community Resources – Tara Lundquist * Pathfinders – Philip Rogers   Further, there will be a Single Point of Contact for schools for administrative purposes. We will utilize a variety of staff from each agency working one-on-one and within the classrooms. Each school site will be staffed by a Transition Site Specialist/Student Career Advisor. Among that positions responsibilities are the following:   * Provide individual and group transition services. This role will * Provide Life Course implementation, classroom training in job exploration counseling, workplace readiness training, and instruction in self-advocacy at applicable high schools. * Provide classroom training in job exploration counseling, workplace readiness training, and instruction in self-advocacy at applicable high schools. * Utilize interactive career-based lesson plans through Unique Learning System   Further services include:   * Field trips to community employers and secondary education locations will be provided for groups and later personalized to each student’s interest * Convocation with outside speakers related to employment and/or secondary education opportunities. * Identification of students who do not meet level of care for waiver assistance and may not reach a diploma outcome to obtain a successful placement prior to graduation.   We anticipate receiving requests for additional schools and will address such request with Indiana Vocational Rehabilitation as we receive them.  See “Attachment E.2 Key Staff Bios & Resumes” and “Attachment E.3 List of Partners” for additional information. | |
| **3** | **Relevant Experience**  Describe relevant experience and qualifications in implementation for a project of this size and scope, including credentials and demonstrated experience in the development and/or provision of employment supports to students with disabilities or any similar services with the target population. Please also include background and expertise of staff that would play a substantial role in the delivery of services. |
| Key staff of GAP-LOC’s collaborating agencies have over a combined 130 years’ experience implementing Pre-ETS programs in their communities. Additionally, please see below for a considerable list of either coalition or individual experience related to this work.   * All have either served or are serving on local Transition Council and all are active at Transition Fairs and Disability Awareness events related to community employment. * Participation in job fair and agency-awareness expos throughout the region * Past Site Coordinator and Lead Job Coaches of Project SEARCH. * Previous VR-funded transition grant recipients serving Lake, Porter, La Porte, St Joseph, and Elkhart Counties and Huntington schools * Certified Employment Specialists (all) * Certified BIN Liaisons * CWIC * Nationally certified ADA coordinator * Certified Inclusivity Assessor * Co-Chairs – INARF Employment Section (2) * Advisory Council to Theresa Koleszar (2) * Current retail training program within Goodwill and Opportunity Enterprises, Inc., Do Goodies locations. * Retail trainers that provide small group work and classroom instruction. * Currently teaching pre-employment transition /life skills to HS students * Current Work Readiness training and Career exploration with community partners for High School Students * GAPP (Goodwill, and Pathfinders) - Partnership that began in 2009with proven success for students/clients and partnering agencies * Working together as a single point of contact for large employers. Enabling a larger talent pool to offer those employers increasing successful placements * Submitted for the School to Work Collaborative through IIDC * Active participation in civic organizations * All maintain three-year accreditation with CARF * Presented at the 2011 INAPSE conference on agency collaborative, showcasing the benefits of collaborations, details on how to get started, trust building and successful outcomes. * Long-term chairperson of Transition Partners of Northeast Indiana   Further, each partner school utilizes technology-based learning and has licensed Adaptive Technology Professionals on staff. | |
| **4** | **Training**  Describe how staff training will be conducted and what process will be followed. Share sample training documentation that will be utilized and describe additional training content that would be developed (e.g., system manual, user manual etc.). |
| Each Pre-ETS staff member undergoes one-one-one training, including utilization for Youth VRC for monthly trainings, as well as on-site visits. | |
| **5** | **Documentation/Billing**  Describe procedures related to how data and required documentation listed in attachment E would be collected and entered into BRS’ Pre-ETS web portal (see **Attachment F, Overview of Web Portal**). Outline the process that will be used to meet the states expectations for timely and accurate billing, and ensuring that expenses claimed align with service delivery data entered into the Pre-ETS web portal. |
| Opportunity Enterprises serves as GAP-LOC’s fiduciary agent and manages and records documentation and billing.  The funding process across coalition partners includes the following steps:   * All documentation and invoices are due on the 5th of the preceding month of service and must be submitted to the fiduciary agent using the GAP-LOC tracking form. See Attachment \* * Each Party is responsible for tracking; invoicing and maintaining required documentation pertaining to Personnel. * Each party is required to reimburse staff for all work-related travel * All capital expenses shall be the sole responsibility of each party.   Tracking and documenting the progress and outcomes for each participant includes submitting weekly records of each participant through the Student Profile and Participation Log. This log includes but is not limited to activities, goals and outcomes. | |