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| StateSeal.JPG | **RFS-24-77904**  **Pre-Employment Transition Services Required Activities**  **Attachment E** | |
| **Respondent:** | | Indiana Resource Center for Families with Special Needs, Inc. d/b/a IN\*SOURCE |
| **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. |
| *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.*  *IN\*SOURCE is proposing a virtual solution to deliver Pre-ETS to students with disabilities across the state of Indiana while beginning to serve students in person where high needs arise. Rather than maintaining caseloads of a limited group of students in one regional area, our approach will extend a wide reach of support through the provision of individual and group sessions that can be accessed virtually by many students. IN\*SOURCE is prepared to support students with disabilities and to provide individual and group sessions focused on all five categories of required Pre-ETS services 1. Job exploration counseling; 2. Work-based learning experiences 3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at IHEs; 4. Workplace readiness training and 5. Instruction in self-advocacy. IN\*SOURCE will support students with disabilities utilizing existing IN\*SOURCE curriculum focused on addressing self-advocacy for high school students and utilizing T-Folio curriculum to fulfill all 5 required services to students who are in high school and college (see appendix 3: Curriculum Descriptions & Samples) and create a custom course of study for each student based on individual needs assessments.*  *IN\*SOURCE intends to provide the full scope of Pre-ETS services to students with disabilities aged 14-22 in high school and college through the use of the T-Folio curriculum created by the Center for Change in Transition Services (CCTS) which was create with funding from the Division of Vocational Rehabilitation (DVR). The T-Folio curriculum is promoted by the National Technical Assistance Center on Transition (NTACT) through the following description on the NTACT website, “T-Folio is a free online transition portfolio tool for…youth with disabilities. The curriculum provides facilitators with lesson plans and tips to help youth build self-determination and job-readiness skills through a series of interactive exercises. T-Folio curriculum aligns with Individual Education Program (IEP) transition planning, DVR Pre-Employment Transition Service categories, and the CCTS Transition Services Flowchart.”*  *The T-Folio is a fully online curriculum that utilizes units that directly align with the 5 required activities for Pre-ETS. Appendix 3: Curriculum Descriptions & Samples, has links to all materials including “T-Folio training” to teach staff how to implement and use the curriculum. Below is a crosswalk of the units, a description of what is included in the unit lessons and how they align with the 5 required Pre-ETS activities. Each description identifies the lesson topics completed within each unit and assessments completed within each lesson. These assessments will provide documentation of demonstrated progress and outcomes for participants.*   |  |  |  | | --- | --- | --- | | ***T-Folio Curriculum Unit Title*** | ***Description of Lessons*** | ***Pre-ETS Required Activity*** | | *Unit 1: Job Exploration Groundwork* | *Unit 1 guides youth through a series of assessments that can be added to their transition portfolio. The final two lessons ask students to synthesize and reflect on the information gathered and to use it as they explore a wide range of potential jobs and careers.*  *Lesson 1: Strengths Assessment*  *Lesson 2: Preferences Assessment*  *Lesson 3: Interests Assessment*  *Lesson 4: Needs Assessment*  *Lesson 4: Needs (Challenges in the Classroom and Beyond)*  *Lesson 5: Self-Determination (AIR Self-Determination Scale)*  *Lesson 6: Work Maturity Skills (Skills Assessment Worksheet)*  *Lesson 7: Synthesizing Assessment Results*  *Lesson 8: Career Research Worksheet* | *Job Exploration Counseling* | | *Unit 2: Postsecondary Employment and Education Options* | *Unit 2 will guide youth in creating goals and exploring options for postsecondary education and employment based on the strengths, preferences, interests, and needs they have identified in Unit 1. They will set purposeful transition goals, explore options, design a course of study, and write an action plan. This unit also explores agency connections such as VR to increase VR referrals for students. If applicable, CTE opportunities will be explored including CTE micro credentialing.*  *Lesson 1: How to Set Goals (SMART Goals Worksheet)*  *Lesson 2: Employment and Education Goals (Postsecondary Goals Worksheet)*  *Lesson 3: Career Exploration Worksheet*  *Lesson 4: Postsecondary Education Options*  *Lesson 5: Course of Study Worksheet*  *Lesson 6: Agency Connections Worksheet*  *Lesson 7: Action Plan for Employment and Education* | *Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at IHEs* | | *Unit 3: Work-Based Learning Experiences* | *Unit 3 helps youth gauge their interest in a particular career through experiential learning opportunities, such as informational interviews and job shadows. They will learn what employers look for when hiring and supervising employees. This unit helps students become more competitive for future employment. It ends with a lesson on aligning T-Folio activities with the High School and Beyond Plan.*  *Lesson 1: Introduction to Work-Based Learning*  *Lesson 2: SCANS Skills & Competencies Assessment*  *Lesson 3: Informational Interview Worksheet*  *Lesson 4: Job Shadow Workbook (Reflection, Evaluation)*  *Lesson 5: Evaluation and Letters of Recommendation*  *Lesson 6: High School and Beyond Plan* | *Work Based Learning Experiences* | | *Unit 4: Workplace Readiness Training* | *Unit 4 assists youth in building more specific skills and products, including a résumé and elevator speech, that will help them in applying and interviewing for jobs.*  *Lesson 1: Work Maturity Skill List*  *Lesson 2: Writing a Résumé*  *Lesson 3: Writing & Presenting an Elevator Speech*  *Lesson 4: Practice Job Application*  *Lesson 5: Job Interview Questions and Answers; Job Interview Self-Evaluation; Video of Mock Interview*  *Lesson 6: Writing a Thank You Note*  *Lesson 7: Action Plan for Employment* | *Workplace Readiness Training* | | *Unit 5: Self-Advocacy* | *In Unit 5, youth will reassess their level of self-determination and will set goals in the areas of self-advocacy and independent living.*  *Lesson 1: Self-Determination AIR Re-Assessment*  *Lesson 2: Self-Advocacy Goals Worksheet*  *Lesson 3: Independent Living Assessment; Independent Living Goals Worksheet*  *Lesson 4: Student-Led IEPs*  *Lesson 5: Action Plan for Self-Advocacy & Independent Living*  *Lesson 6: T-Folio Tracker; Final Reflection Questions* | *Instruction in Self-Advocacy* |   *In addition to the T-Folio curriculum, IN\*SOURCE intends to strengthen the provision of Self-Advocacy using the IN\*SOURCE Self-Advocacy Curriculum (See Appendix 3: Curriculum Descriptions & Samples). IN\*SOURCE has developed a multi-tiered youth training program for transition-aged students with special needs focused on the provision of self-advocacy which consists of three units. Our youth training program introduces youth with special needs to the information and skills needed for successful self-advocacy as they complete their high school education and transition to adult life. The first (My IEP, Learning the Basics) and second units (Hey, Where’s My Transition Plan?) offer 2 sessions each (one group session and one individual session per unit) focusing on supporting students in self-advocacy related to their IEP and the basics of transition to adult life. Unit 2 incorporates Charting the LifeCourse Framework to strengthen self-advocacy and support continuity of services when students enroll in VR. The third unit breaks down the first two sessions into 6 sessions to better support students with more significant needs. IN\*SOURCE has partnered with our federally funded* [*Regional Parent Technical Assistance Center*](https://regioncptac.org/) *to offer this curriculum to other parent centers in a 16-state region to train youth in their states more effectively.  IN\*SOURCE has utilized this curriculum for 9 years, training approximately 1700 students.*  *Below is a crosswalk of the units, a description of what is included in the unit lessons and how they align with the 5 required Pre-ETS activities. Each description identifies the lesson topics completed within each unit and assessments completed within each lesson. These assessments will provide documentation of demonstrated progress and outcomes for participants.*   |  |  |  | | --- | --- | --- | | *IN\*SOURCE Curriculum Unit Title* | *Description of Sessions* | *Pre-ETS Required Activity* | | *My IEP, Learning the Basics* | *Group Session: Students learn the answers to these questions:*   * *What is an IEP?* * *What is a case conference meeting?* * *Who is on my IEP team?* * *Why is it important for me to participate in my own case conference?* * *How can I be involved in creating goals for myself?*   *Individual Session: Students will discover their strengths and identify their accommodations.*   * *Worksheet of Concerns for Students* * *Accommodation worksheet* * *Certificate of Achievement* | *Instruction in Self-Advocacy* | | *Hey, Where’s My Transition Plan?* | *Group Session: Introduces students to self-advocacy skills, education, and employment options after high school, accessing community including understanding VR services to increase referrals to VR. Students learn the answers to these questions:*   * *What strategies improve my self-advocacy skills?* * *What are my options after high school?* * *How do I access community activities?* * *How do I plan for my living arrangements after I leave high school?*   *Individual Session: Students use Charting the LifeCourse framework to explore self-advocacy across life domains.*   * *List Your Strengths worksheet* * *Rate Your Self-Advocacy Skills form* * *My Housing Choices form* * *Things You Do in Your Community form* * *Certificate of Achievement* | *Instruction in Self-Advocacy* | | *To High School and Beyond* | *Designed to support students on an alternate diploma track who may have more significant needs. This unit consists of 6 individual sessions that identifies strengths, familiarizes students with accommodations, creating measurable goals, attending their case conference, and developing a plan for the future.*  *Session 1: Strengths*  *Session 2: When do I Need Help?*  *Session 3: What do I Need to Learn?*  *Session 4: Who Helps You?*  *Session 5: Making a Plan*  *Session 6: What do I Want to Do?*  *Students will complete:*   * *Strengths form* * *When Do I Need Help form* * *Who Helps You form* * *My Housing Choices form* * *Things You Do in Community form* * *Certificate of Achievement* | *Instruction in Self-Advocacy* |   *As a statewide organization. IN\*SOURCE is well positioned to address existing gaps through a model of virtual service delivery. In addition, IN\*SOURCE will begin providing service in person in areas of the state with identified high needs. Both T-Folio and IN\*SOURCE’s curricula can be conducted virtually or in person. IN\*SOURCE is proposing a solution to deliver Pre-ETS that will fill identified gaps in services for students of transition age attending 1) school at any of the three Indiana Department of Corrections (IDOC) facilities, 2) IVY Tech Community College, and 3) virtual schools (see Appendix 2: Preferred list of counties & school systems).*  ***Providing Pre-ETS services to student with disabilities who are incarcerated in IDOC youth facilities***  *IN\*SOURCE intends to leverage our relationship with the Indiana Department of Corrections, Division of Youth Services to train students incarcerated in all 3 IDOC youth facilities with both the T-Folio curriculum and the IN\*SOURCE self-advocacy curriculum. Identified gaps and proposed solutions:*   1. *Greater need for students who have been incarcerated to become independent in community participation once released* 2. *Continuity of services after discharge*   *To address the identified gaps, IN\*SOURCE proposes to 1) provide the full scope of Pre-ETS services to students with disabilities residing in IDOC facilities through virtual, customized services based on the needs of individual students. This model is ideal for students who are incarcerated due to their limited stay within DOC facilities. 2) IN\*SOURCE will partner with the Indiana Institute on Disability and Community to develop a checklist for supporting students to self-advocate at their case conferences once they have been released and are transitioning back into their community schools. Using this new checklist, add this checklist to the T-Folio lesson on student-led IEPs 3) Collaborate with IDOC transition coordinators to attend student-led IEP meetings with students once they transitioned out of IDOC facilities. 4) Connect students with Vocational Rehabilitation Services, other Pre-ETS providers, and local IN\*SOURCE Special Education Liaisons to ensure continuity of services and minimize duplication of services for students served after discharge. 5) Participate in IDOC transition cadre meetings.*  ***Providing Pre-ETS services to student with disabilities who are attending college at IVY Tech***  *IN\*SOURCE intends to leverage our relationship with IVY Tech community college in Evansville and expand services to students with disabilities attending college at all IVY Tech campuses. IVY tech community college in Evansville has been very receptive to partnering with IN\*SOURCE to support students with disabilities. Additional rationale for this partnership is that IVY Tech, unlike many other state colleges and universities, operates as part of a network rather than stand-alone facilities. This model lends itself well to statewide partnership.*  *Identified gaps and proposed solutions:*   1. *Employment and transition services not offered as curriculum. According to the IVY Tech website, “The role of [Disability Support Services] DSS is to advocate and provide for students with disabilities equally effective access and academic accommodations in the classroom, in our programming, and around campus.”* 2. *Many students with disabilities do not engage with Disability Support Services*   *To address the identified gaps, IN\*SOURCE proposes to 1) provide the full scope of Pre-ETS services to students with disabilities attending IVY Tech colleges across the state through a virtual service model. Using a virtual service model, students can attend sessions with students from different campuses, 2) By connecting with disability services and enrollment, a wider net will be cast to reach students who may not engage with disability support services.*  ***Providing Pre-ETS services to students with disabilities who are attending virtual schools***  *IN\*SOURCE intends to leverage the virtual aspect of IN\*SOURCE’s Pre-ETS services to serve students attending virtual schools throughout Indiana.*  *Identified gaps and proposed solutions:*   1. *Pre-ETS services are delivered primarily in-person, which results in undeserving students with disabilities attending virtual schools.* 2. *Many students do not live near the address where the virtual school is housed, making it challenging for in-person Pre-ETS providers to reach students outside of the area due to the regional assignment of Pre-ETS providers.*   *To address identified gaps, IN\*SOURCE proposes to 1) proprovide the full scope of Pre-ETS services to students with disabilities attending virtual schools across the state 2) offer programming that can be delivered fully virtual.*  *How would you organize this project to be able to manage the workload?*  *IN\*SOURCE has been providing virtual Pre-ETS services for more than 3 years and provided training to youth in self-advocacy for 5 years prior. Over the last 3 years, we have refined our services to become more efficient and effective as virtual services. The largest barrier we have encountered with providing Pre-ETS services is that, as a secondary provider, many schools and providers were unwilling to partner. Having identified this barrier, we have a plan to overcome it by providing services where there are identified gaps to support students that might otherwise go without services. We also intend to minimize duplication of services by referring IDOC students to their local Pre-ETS provider once released back into their community.*  *In proposing to expand our services using the T-Folio curriculum and partnering exclusively with the Indiana Department of Corrections, virtual high schools and IVY Tech, the workload will certainly increase. Our current fully virtual model is time and cost effective as travel time and travel costs are not factors. Using this efficient model, IN\*SOURCE can serve more students in a shorter period by conducting services virtually. Using a typical fee for service model, we plan to hire additional transition specialists as soon as sustained revenue is supported. We plan to ramp up services in the first six months of the cycle then perform an analysis of the areas of the state with the highest needs. Once the analysis is complete and an area is identified with a high need, we intend to hire additional staff to support greater demand. We intend to continue this trend at least every 6 months. To address requests for in-person services, we intend to begin providing in-person services if a particular area of the state sees high demand and a need for in-person services; it is anticipated that the highest needs may be in Logansport, Anderson, and LaPorte due to the intersection of IDOC facilities and IVY Tech Community College locations.*  *IN\*SOURCE proposes to support 450 students in year one and 650 students in the second year, adding at least one additional staff dedicated to serving Pre-ETS students every 6 months.*  *Attached, please find the IN\*SOURCE high level project plan (Appendix 1) for a visual of this description.*  *Describe how you would evaluate the effectiveness of services provided.*  *To evaluate the effectiveness of our program, IN\*SOURCE surveys all students in attendance to gather valuable feedback on the quality, relevance, and usefulness of our youth training; over the last 6 months 100% of students identified that the training they received was high quality, relevant and useful (see appendix 10 Student Evaluations). In addition to surveying students, we surveyed school staff to gather feedback on quality, relevance, usefulness and to receive feedback that may improve our program; 100% of school staff agreed that our services were high quality, relevant and useful. Appendix 11 Educator Evaluations/Testimonials provides educator feedback on IN\*SOURCE services; some feedback is from parents when the parents were acting as the educator for the student during IN\*SOURCE sessions. The IN\*SOURCE youth program has received overwhelmingly positive feedback from students and teachers. We have exceeded our evaluation goals every year we have delivered this training.* | |
| **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. |
| *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.*  *The key members of the current IN\*SOURCE youth team consists of 1) Associate Director of Family Services who directs the administration of the program, developing the vision for service delivery 2) Transition Coordinator who develops relationships with entities, partners to identify students for Pre-EST services, and delivers Pre-ETS services, and 3) Youth Curriculum Development Coordinator who delivers Pre-ETS services.*    *IN\*SOURCE intends to scale up Pre-ETS services to students with disabilities in order to support as many students as possible. To to this, we will*   1. *Establish targets for our service delivery staff through the development of a business plan* 2. *Regularly analyze need for increased staffing* 3. *Hire new transition specialists based on analysis, hiring at least one person every 6 months.*   *Collaborative Partners and subject matter expertise*  *To serve the greatest number of students possible, IN\*SOURCE is committed to partnering with state, federal and local organizations.*   * *Indiana Department of Corrections, Youth Services: Our training is held in a classroom environment and IDOC staff also attend to assist with connecting students to technology, any accommodations that might be needed by individual students, and providing supervision. IDOC staff will be responsible for obtaining and transmitting necessary documentation of disability to IN\*SOURCE after a student release has been obtained. IDOC transition coordinators will assist with connecting IN\*SOURCE to students after release for support with student-led IEP meetings.* * *Institutions of Higher Education (IHEs): will collaborate through assisting with advertising IN\*SOURCE services to students who are engaged with disability services and students with disabilities who may not be engaged with disability services.* * *Local Education Agencies and virtual schools: special education teachers and/or parents are welcome to join sessions to provide any accommodations that might be needed by individual students.* * *Indiana Institute on Disability and Community’s (IIDC) Centers for Community Living and Careers (CCLC) at Indiana University: CCLC are content experts on student-led IEPs and will work with IN\*SOURCE to develop a checklist to support students in leading and attending their IEP meetings.* * *Other Pre-ETS providers: IN\*SOURCE will work with IDOC transition coordinators to help identify and connect students to their local Pre-ETS providers for continuity of services.* * *US Department of Education (Indiana Parent Training Project, IPTP Grant): will provide partial funding for staff whose wages will be braided.* * *Indiana Department of Education (Center for Parent Training and Information, CPIP Grant): will provide partial funding for staff whose wages will be braided.* * *PACER Center (Project Launch, as funded by Rehab Services Administration): will provide partial funding for staff whose wages will be braided.* | |
| **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. |
| Mission Statement  To provide high quality information, training, and support to families of children and young adults with disabilities and the individuals and organizations who serve them.  Vision Statement  Children and young adults with disabilities will thrive due to access to effective educational programming and appropriate individualized services.  Belief Statement  We believe it is our social and moral purpose to ensure that every child and young adult with disabilities experiences inclusive opportunities, well-being, and equitable access to appropriate challenges.  IN\*SOURCE has a long history of serving families and students with special needs. In 1975, a group of parents came together primarily because they wanted to understand what “going to school” would mean for their children with disabilities. Prior to that time, most of those families had children who, because of their disabilities, were not permitted to attend public schools. The group of parents worked with their local schools to understand the requirements of a then new law that said that children with disabilities, as all other children, are entitled to a free appropriate public education. They took that knowledge and information and shared it with other families.  Today, IN\*SOURCE has staff who provide information and training to the entire state of Indiana. Virtually all our staff are parents of an individual with a disability. The Board of Directors is composed of a majority of parents of individuals with disabilities, individuals with disabilities themselves, and service providers to individuals with disabilities.  With staff who have a personal connection to disability, all the work of IN\*SOURCE directly aligns with the provision of information, training, assistance and support to parents and individuals with disabilities. IN\*SOURCE takes training seriously, over the last year, IN\*SOURCE conducted in-person and virtual training to over 1300 attendees. It is important that our staff knows the material and delivers it in a professional manner. All IN\*SOURCE staff receive performance reviews annually.  IN\*SOURCE began the development of our youth training model 9 years ago as a response to the then new requirement for Parent Training and Information Centers (PTIs) to directly train transition aged youth as a part of our grant with the US Department of Education. IN\*SOURCE is Indiana’s only Parent Training and Information Center (PTI) and is charged with covering the entire state. IN\*SOURCE is also connected to other parent centers across the nation that are currently delivering the IN\*SOURCE self-advocacy training and other models designed to support transition aged youth directly.  IN\*SOURCE has been a statewide Pre-ETS provider for more than 3 years, delivering high quality training to students across the state.  Please see appendix 12 key personnel resumes and appendix 13 relevant staff experience. | |
| **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.). |
| The IN\*SOURCE Youth Team is coordinated by the Transition Coordinator, Leisa Barber and includes our Curriculum Development Coordinator, Karen Rusk. All trainers have been and will be trained using the IN\*SOURCE Train the Trainer process. This process is delivered using the following steps:   1. New trainers attend a pre-meeting in which pre-work is introduced. Pre-work includes becoming familiar with all presentations and completing assessments. All pre-work must be completed prior to day 1 2. Day 1 (see Appendix 4 Train the Trainer Documents):    1. Morning: review pre-work, discuss and trainee demonstrates “My IEP: Learning the Basics” Trainees received feedback    2. Afternoon: discuss and trainee demonstrates “Hey, Where’s My Transition Plan?” Trainees received feedback 3. Day 2    1. Morning: discuss and trainee demonstration of “To High School and Beyond” (see Appendix 4 Train the Trainer Documents). Trainees received feedback    2. Afternoon: discuss the T-Folio Training powerpoint and trainees demonstrate several sessions. Trainees received feedback 4. Trainee observes training being conducted in real time 5. Trainee co-trains with experienced trainer 6. Trainee conducts sessions independently 7. All new transition specialists will complete VR 101 and utilize other resources offered by [Level Up Indiana](https://invrtraining.com/sign-up-here/p/vr-101)   The Youth Team meets monthly and convenes at least annually for a training refresher. These annual meetings consist of introducing new curriculum, techniques for engaging with students effectively and ways to improve the program overall. IN\*SOURCE conducts high-energy sessions that engage a young audience therefore effective engagement strategies are paramount. | |
| **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. |
| IN\*SOURCE has a multi-level support system for training as described below:   1. Transition staff utilizes established relationships and builds new relationships with collaborative partners to schedule training with students. 2. Transition staff conducts the training ensuring to gather intake (demographic) information, evaluation information, pretest (for first Pre-ETS session), post-test (for last Pre-ETS session) and disability documentation, and release of information from all participants 3. Transition staff enters/uploads information into the Pre-ETS web portal for billing. This process is typically completed within 1 day of the training to ensure accurate and timely billing. 4. The Business Director verifies all required documents are entered into the portal and initiates monthly billing.   This process ensures accountability by following up on training materials needed for data entry. IN\*SOURCE has a database that can create reminders for staff when materials need to be returned which is an efficient way to ensure that all necessary information is received and entered in a timely manner. | |