



RFS-24-77904
Pre-Employment Transition Services Required Activities
Attachment E

Respondent: PCG-Indiana, Inc.

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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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.

Approach Overview

Our approach aligns with Indiana's priorities and an established body of research. At the center of our approach is **person-centered thinking and doing**. Our team is trained in Charting the LifeCourse Framework, which the Division of Disability and Rehabilitative Services (DDRS) uses to drive change and improve outcomes. We are pleased to share these core values with the agency. On top of person-centered thinking, we embody a lens of **diversity, equity, inclusion, and accessibility**. We firmly believe that employment first means creating systems, services, supports, and communities that provide equitable access for individuals with diverse lived experiences. Finally, we use data-based decision-making to do what works. Mazzotti¹ (2021) establishes body of research that tells us how to improve the likelihood of post-secondary success of students with disabilities. We will leverage this knowledge to refine and target the technical services offered through this engagement. Combined, this groundwork provides a solid foundation through which we will provide technical assistance and training. We provide further detail on each part of our approach in the following narrative.

Person-Centered Thinking and Doing: At the end of the day, we are working to support each individual's good life. Our team, led by professionals who understand this from a personal and professional perspective, see this at the center of everything we do. PCG-Indiana's team follows the core tenet of LifeCourse: All people have the right to live, love, work, play, and pursue their life aspirations in their community. We use the following LifeCourse2 core principles and values:

All People	ALL people are considered in our vision, values, policies, and practices for supporting people with intellectual and developmental disabilities.
Family System and Cycles	People exist and have reciprocal roles within a family system, defined by that individual. Roles adjust as the individual members change and age.
Life Stages and Trajectory	Individuals and families can focus on a specific life stage, with an awareness of how prior, current, and future life stages and experiences impact and influence life trajectory. It is important to have a vision for a good, quality life, and have opportunities, experiences, and support to move the life trajectory in a positive direction.
Life Outcomes	Individuals and families plan for present and future life outcomes that consider all facets of life and have life experiences that build self-determination, social capital, economic sufficiency, and community inclusion.
Life Domains	People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life.
Three Buckets	Supports address all facets of life and adjust as roles and needs of all family members change.
Integrated Supports	Individuals and families access an array of integrated supports to achieve the envisioned good life, including those that are publicly or privately funded and based on eligibility; community supports that are available to anyone; relationship-based Supports; technology; and that consider the assets and strengths of the individual and family.
Policy and Systems	Individuals and families are truly involved in policy making so that they influence planning, policy, implementation, evaluation, and revision of the practices that affect them. Every program, organization, system, and policymaker must always think about a person in the context of family.

¹ Mazzotti, V.L., Rowe, D.A., Test, D.W., et al. (2021). Secondary Transition Predictors of Postschool Success: An Update to the Research Base. *Career Development and Transition for Exceptional Individuals*, 44:1.
<https://doi.org/10.1177/2165143420959793>

PCG-Indiana (PCG) staff are trained on the LifeCourse tools, including individuals trained as LifeCourse Ambassadors, a course specifically focused on a deep dive into the principles and framework of person-centered planning and LifeCourse. PCG staff members have also received The Learning Community for Person Centered Practices (TLCPCP) Person-Centered Thinking training; and one of our staff members is a Certified Person-Centered Thinking Trainer through TLCPCP.

Diversity, Equity, Inclusion, and Accessibility (DEIA): PCG also recognizes that youth with disabilities from multicultural families experience significantly poorer adult outcomes than their white peers with disabilities. Youth who identify with other minority populations often have limited opportunities for work experiences. In addition to researching and employing Charting the LifeCourse as our person-centered framework, we build our approach and outlook through the lens of diversity, equity, inclusion, and accessibility. To improve outcomes, it is imperative that we consider the intersectionality of each individual's lived experience in supporting them to reach their good life. As a firm and as a team, we work to embed DEIA into everything we do. From our hiring practices to communication with clients, and to the work we produce, we seek to incorporate and empower individuals from diverse lived experiences.

Within each service delivery model, PCG will include strategies and supports for infusing diversity, equity, inclusion, and accessibility components into existing curricula. Our goal is to support and train instructors to deliver culturally responsive services to racial and ethnic minorities, individuals identifying as LGBTQIA+, religious minorities, rural residents and individuals who benefit from using technology for accessing materials and services.

Direct Services Model

PCG has extensive knowledge and experience understanding the many issues schools and providers face in providing a balance of academic and employability skills. For students with disabilities, this issue often presents many barriers for all stakeholders who work with youth. With the experience and support of PCG, agencies and school districts can achieve successful implementation of transition programs and resources through the high-quality Pre-ETS offerings. As we provide Pre-ETS to students with disabilities in partnership with state agencies, we also consult with local school staff to align standards, courses, transition activities, and portfolio requirements to support a student-centered approach that utilizes all available resources. In collaboration with each state agency partner, PCG will develop an integrated plan to ensure students receive Pre-ETS services that align and enhance transition services provided by partner districts. PCG implements evidence-based practices for students with disabilities and transition by creating an individualized approach for each site based on student needs, local resources, and identified priorities.

While each program may vary in design, the process will be the same and includes the following steps:

- Complete Needs Assessment by reviewing current school and community resources, needs, programs, strengths, etc.
- Determine Goals, develop vision, determine priorities, identify goals, and determine criteria for success.
- Create Project Plan based on goals, include step by step activities, establish roles and responsibilities of each partner, and determine timeline.

PCG will collaboratively work with districts to align and use curriculum and local community resources, agencies, employers, and institutes of higher education to collaborate and build comprehensive transition programs for partner districts.

All programs will be designed to integrate Pre-ETS into a comprehensive model that provides students with disabilities aged 14-22 meaningful access to post-secondary college and career experiences as well as support in developing self-advocacy and social skills that will lead to increased opportunities and greater post school outcomes.

Partnerships

PCG has proven an effective partner in delivering Pre-ETS in Indiana. We will continue to collaborate with leaders from each district to create a plan for new or continued implementation. The plan will be inclusive of short and long-term goals for the initiative, strategies to engage parents and the community, and provide a platform for students, educators, and employers to share their success stories while incorporating best practices and engaging stakeholders.

PCG is prepared to partner with other programs and organizations to better meet the needs of individuals. PCG currently has fifteen instructors in eleven different school districts and implements services in six traditional school districts, three districts in partnership with other providers, one district served on a local college campus, and two specialized residential schools. We provide services in all five components of Pre ETS five days a week in nine of the eleven schools. A summer program was offered in three locations this past summer.

PCG will continue current partnerships with the following districts: South Newton, North Newton, Benton, Indiana School for the Blind, T.C. Harris, Campagna, Lawrence North, Lawrence Central, East Chicago Schools, Crown Point Schools, and Hammond/Purdue Northwest. Letter of support and intent to partner with PCG from two additional school districts (South Bend Community School Corporation and Lake Central School Corporation) can be found in in the Proposal Appendix.

Pre-ETS Delivery

PCG is prepared to provide a continuum of services that cover instruction in self-advocacy, workplace readiness, counseling on post-secondary education opportunities, job exploration counseling, and work-based learning experiences. We can accommodate groups of various sizes both virtually and in person. Services may include short workshops or longer institutes provided during the school day, after school, or during breaks in the school schedule, such as summer and holiday breaks. The following is additional information that demonstrates our understanding of these components and how they are provided to youth, including a high-level illustration of PCG's capabilities and broad service offerings for Pre-ETS.

Service	One-day Seminars	Three-day Workshops	Five-day Institutes	Semester-long Services	Summer Opportunities	Work-based Learning Opportunities
Delivery	Face to Face/Virtual					Face to Face
WIOA Categories	Career Exploration					Work-based Learning
	Post-Secondary Exploration					
	Career Readiness					
	Work-based Learning					
	Self Advocacy					
Example Topics	<ul style="list-style-type: none">• Setting Employment & Personal Goals• Social Skills and Their Role in the Real World• Using Your Traditional and Social Network in Employment	<ul style="list-style-type: none">• Identifying Work Experiences & Why You Should Work• Creating an Employment Portfolio, Master Application, and Resumé	<ul style="list-style-type: none">•Session 1: Identifying and Understanding Your Strengths and Weaknesses.•Session 2: Exploring Career Options•Session 3: Exploring & selecting Post-Secondary Schools•Session 4: Setting Employment & Personal Goals•Session 5: Filling Out the Sections of The Application	<ul style="list-style-type: none">•Researching Job Opportunities•Identifying Work Experiences & Why You Should Work•Creating an Employment Portfolio, Master Application, and Resumé•Interview Overview& Interview Preparation•Hard Skills and Soft Skills	Transition Playbook provides individualized learning through a fun, engaging format. Features include: <ul style="list-style-type: none">•Video lessons and activities to build pre-employment, on-the-job, and self-advocacy skills•Needs assessment and progress tracking•Coaching support and feedback•Portfolio development	Onsite opportunities to engage in hands on work opportunities. Experience could be a paid, volunteer, stipends, internships, or course credit earnings.

Self-advocacy is a key area for individuals with disabilities and it is important for students to understand their rights and responsibilities related to employment. Pre-ETS curriculum provides opportunities for students to learn about and practice self-advocacy and self-determination. Instruction in self-awareness, disability disclosure, requesting accommodations, understanding rights and responsibilities, self-determination, etc. And mentoring, including peer mentoring, is included. Students will learn specific rights and responsibilities of individuals with disabilities related to disclosure and receive tools and resources related to the following:

- Disclosing/not disclosing disability with employers
- Understanding benefits, including Medicaid
- Self-awareness within a workplace setting including boundaries and interpersonal relationships
- Requesting accommodations in post-secondary education and employment situations

- Engaging with others in the community by connecting with mentors and advocacy groups in the community
- Advocating for medical needs with employers and in post-secondary settings

Workplace readiness is key for students with disabilities who are transitioning into adulthood. The Pre-ETS curriculum considers individual strengths, interests, and needs of students, and offers a variety of information and activities related to workplace readiness including the following:

- Communication skills including how to communicate at work, listen to instruction, express needs, etc.
- Problem solving skills including how to overcome barriers to complete job tasks, how to generalize skills across settings, etc.
- Conflict resolution including recognizing personal frustration, problem solving, knowing what to avoid, and compromising.
- Independent Living Skills including appropriate dress for work and transportation.
- Use of assistive technology/accommodations at work
- Creating resumes and completing job applications

Counseling on post-secondary education opportunities will give students an opportunity to explore post-secondary education appropriate for the student based on information obtained using the various assessments. Counseling will include a wide range of opportunities for learning about various options for post-secondary education including traditional institutions and specially designed integrated transition programs for students with more significant support needs. Pre-ETS will support students in matching their exploration opportunities to post-secondary options according to specific details such as:

- Location where the student may want to attend school
- Type of post-secondary education the student is interested in (e.g., community college, trade school, university, etc.)
- Individual career interests
- Research services at disability services offices in post-secondary institutions you are considering

For **job exploration counseling**, PCG will provide a discovery process for individuals with disabilities. The curriculum includes specific strategies for supporting students with disabilities and their family members to complete appropriate assessments and then how to use the information to provide relevant and meaningful job exploration counseling.

Students will complete assessments when appropriate but may also be done by providers, educators, and family familiar with them. Job exploration counseling may include the following:

- Interest Assessment to determine likes, dislikes, current activities, preferred tasks, situations, etc.
- Community Assessment to discover local employers, available transportation, etc.
- Needs Assessment to identify key strategies and supports needed such as accommodations, modifications, adaptive equipment, assistive technology, alternative and augmentative communication, etc.
- Research required credentials and education required for jobs of interest

Work-based learning experiences will engage employers and community members to provide students with Pre-ETS work experiences. Experiences may include paid or non-paid work experiences, volunteer work, job shadows, short or long-term internships, and/or scenario-based training. Highlights of the work-based experiences include the following:

- Applies information obtained during job exploration counseling
- Understands the needs of the employer and student
- Provides mutual benefits to student and employer
- Collects data to track experience
- Multiple opportunities to experience a variety of job sites
- May include mentors to support onboarding
- May include stipends for youth

Evidence of PCG's strong record of accomplishment of providing these work-based learning experiences can be seen in our work with local YMCAs. PCG created a work-based manual and school resource toolkit to guide the startup of work-based learning experiences at the Crossroads YMCA. PCG will continue collaborating with YMCA stakeholders, including the CEO and regional managers, to ensure the quality and replicability of these work-based learning experiences.

Implementation Plan

PCG is prepared to serve all regions throughout Indiana. As demonstrated by our work in other states for Pre-ETS, our team has the skills, knowledge, and processes to implement such an effort. We have the experience and resources to scale Pre-ETS and meet the needs of the youth across Indiana.

Our work in providing Pre-ETS follows consistent and effective processes. The key phases and activities are outlined in the following table.

Outreach	Establish Partnerships	Provide Training	Support and Monitoring	Evaluation
<ul style="list-style-type: none"> Organize and host informational webinars Organize and host onsite regional events (in priority counties) Provide information on services to Indiana Special Education Administrators (and other appropriate organizations) 	<ul style="list-style-type: none"> Maintain records of contacts and districts attending informational sessions and/or accessing information online Reach out directly to provide additional information and determine interest Finalize partnership and develop implementation plans 	<ul style="list-style-type: none"> Provide introduction to Transition Playbook and curriculum Provide Pre-ETS to eligible and enrolled youth Maintain records of services and progress 	<ul style="list-style-type: none"> Monthly program review including analysis of data to assess curriculum implementation and benefits of services Gauge progress made to date and determine if any modifications are needed Ongoing development of local community resources/ employer profiles 	<ul style="list-style-type: none"> Year-end report Review number of youth served, and progress made Evaluate effectiveness of implementation Provide site report for each partner district Recommendations

PCG understands that Indiana requires that services be submitted within 24 hours into the portal, using a format and technology system prescribed by VR and will continue to comply with this expectation. Our success providing Pre-ETS in Indiana and other states demonstrates our ability to work with unique reporting requirements and build processes to comply on an ongoing basis. We anticipate reviewing these requirements with instructors upon project kick-off with new districts and our continuation of services with current districts to ensure our team is prepared to submit this documentation accurately and timely.

Project Plan

The following table presents a high-level project plan, based on the information provided in this RFS and prior experience providing Pre-ETS. The timeline shows specific tasks that must be done in sequence to ensure that services are delivered that meet the needs of youth in partner districts.

Year One (April 2024-March 2025)		
Task	Start Date	End Date
Contract Awarded	April	May
Continue providing services to existing sites	April	May
Finalize new LEA partnerships	April	May
Plan, recruit, hire, and train staff and launch	April	May
Direct services being onsite with new LEA partnerships	June	July
Finalize partnership project plans for work-based learning	August	September

Begin work-based learning experiences	October	November
Continue ongoing services	October	November
Evaluate program effectiveness	June	September
Develop additional collaborative partnerships	October	March
Year Two (April 2025-March 2026)		
Task	Start Date	End Date
Continue Providing services to Existing Sites	April	March
Finalize New LEA partnerships	April	May
Plans Recruit, Hire and train Staff Launch	April	July
Direct Services Begin Onsite	June	July
Finalize Partnership Project Plans at New Work-Based Learning Site	June	September
Begin Work-based Experience	October	November
Continue service development	June	March
Additional Collaborative Partnerships	June	November
Evaluate Program Effectiveness	June	September

Coordination and Outreach

PCG will develop content, conduct outreach, and deliver services. We have extensive experience in developing collaborative relationships that support ongoing coordination of services. Collaboration with VR, LEAs, and families will ensure the successful delivery of services. Each cycle will begin with advertising and general information sessions for VR staff, partner districts, and families.

Outreach and Registration

PCG will work with VR to identify and reach the intended audience to promote robust participation. PCG will utilize and build upon our current infrastructure to market and provide access to the proposed services.

- **Leveraging Relationships and Existing Communication Channels:** We currently partner with the various districts with the state of Indiana for Special Education data management for students with disabilities served by non-public schools, as well as other LEAs, and have relationships with school and community provider personnel.
- **Resource Distribution via Email:** PCG will collaborate with key partners within VR and will monitor and maintain an email list, and disseminate announcements, information, updates, and reminders on a regular basis to maintain engagement throughout the project.

Advanced notification marketing and outreach are critical for successful engagement. PCG will draft written communication notifying audience of opportunities and submit these to assigned LEAs for review and approval. Upon receiving and incorporating feedback, we will notify audience using the multiple methods, ensuring that all communication meets accessibility standards.

Curriculum

To provide an innovative alternative for providing services, PCG proposes a student facing curriculum paired with high quality coaching that gives students access to customized Pre-ETS. The curriculum includes engaging videos and lessons designed to be meaningful and immediately applicable to students. The curriculum builds knowledge and skills

through interactive and engaging content designed to meet needs of students at varying ability levels and contains various tools and inventories designed to assess interest and strengths and build a transition portfolio. Local or virtual coaches provide ongoing support and feedback as students' progress through tasks and activities.

This offering provides a 36-unit online learning experience with coaching that can be leveraged in partner districts or open to any student in the state (including out of school or incarcerated youth and students in private, online or home schools). The content is delivered on an accessible platform, individualized based on a needs assessment and is intentionally aligned to the five Pre-ETS components.

PCG will leverage a variety of tools, including Transition Playbook curriculum and local resources, to provide virtual and/or face-to-face services during the school day or outside the school day (i.e., after school, on the weekends, during breaks, etc.). The number of students served may vary, but it is anticipated services will be provided in small groups of 2-3 students.

The following are some examples of how services may be provided.

Sample # 1 36-Week Plan

Week	Topic	Pre-ETS Domain	Secondary Pre-ETS Domain
1	Answering Common Interview Questions	Work-Based Learning	Workplace Readiness
2	Balancing School, Work, and Life	Self-Advocacy	Workplace Readiness
3	Career Exploration	Job Exploration Counseling	Post-Secondary Counseling
4	Complete the FAFSA	Post-Secondary Counseling	Self-Advocacy
5	Creating an Employment Portfolio, Master Application, and Resumé	Work-Based Learning	Job Exploration Counseling
6	Ending an Interview and Following Up	Work-Based Learning	Workplace Readiness
7	Explore and Select Post Secondary Schools	Job Exploration Counseling	Self-Advocacy
8	Filling Out New-Hire Paperwork	Work-Based Learning	Workplace Readiness
9	Filling Out the Sections of a Job Application	Work-Based Learning	Workplace Readiness
10	Hard Skills and Soft Skills	Workplace Readiness	Self-Advocacy
11	Identifying Work Experiences & Why You Should Work	Post-Secondary Counseling	Job Exploration Counseling
12	Interview Overview & Interview Preparation	Work-Based Learning	Job Exploration Counseling
13	Locate the Disability Service Department	Post-Secondary Counseling	Self-Advocacy
14	Researching Job Opportunities	Job Exploration Counseling	Post-Secondary Counseling
15	Setting Employment & Personal Goals	Job Exploration Counseling	Self-Advocacy
16	Social Skills and Their Role in the Real World	Workplace Readiness	Self-Advocacy

17	Using Your Traditional and Social Network in Employment	Workplace Readiness	Self-Advocacy
18	Work Experiences and Why You Should Work	Job Exploration Counseling	Self-Advocacy
19	Banking	Post-Secondary Counseling	Workplace Readiness
20	Being A Smart Consumer	Workplace Readiness	Self-Advocacy
21	Budgeting	Workplace Readiness	Self-Advocacy
22	Leaving School Prepared	Post-Secondary Counseling	Workplace Readiness
23	New Hire Paperwork	Workplace Readiness	Self-Advocacy
24	Reading Your Paycheck	Workplace Readiness	Self-Advocacy
25	Showing a Strong Work Ethic	Work-Place Readiness	Self-Advocacy
26	Types of Work Experiences	Work-Based Learning	Workplace Readiness
27	Unexpected Events in the Job Search	Job Exploration Counseling	Self-Advocacy
28	Living On Your Own	Workplace Readiness	Self-Advocacy
29	Connecting School to Work	Workplace Readiness	Self-Advocacy
30	Knowing Your Rights	Self-Advocacy	Workplace Readiness
31	Conflict in the Workplace	Workplace Readiness	Self-Advocacy
32	Professionally Leaving a Job	Workplace Readiness	Self-Advocacy
33	Raises & Promotions	Self-Advocacy	Workplace Readiness
34	Self-Care	Self-Advocacy	Workplace Readiness
35	Job Search Toolbox	Job Exploration Counseling	Self-Advocacy
36	Keeping The Job	Workplace Readiness	Self-Advocacy

Sample # 2 10-Week Plan

Week	# of hours	Component	Objectives
1	2	Self-Advocacy, Job Exploration Counseling, Work-Place Readiness Instruction	Complete self-assessment Introduction to Self-Advocacy, Job Exploration, and Work-Place Readiness
2	2	Self- Advocacy	Have a basic knowledge of self-advocacy skills needed to be successful in a college setting. Define self-advocacy. Identify the reasons for learning self-advocacy skills.
3	2	Self- Advocacy	Describe the differences between high schools and colleges. Identify the skills needed to be a self-advocate. Explain the relationship between leadership and self-advocacy.
4	2	Self- Advocacy	Find resources for college self-advocacy programs. Practice becoming a good self-advocate.

5	2	Job Exploration Counseling	Identify various job opportunities. Identify vocational interests (assessments for career interests, aptitude, skills, other preferences, readiness). Gain knowledge of skills and qualifications needed for jobs. Chart out career pathways, set goals, and identify resources.
6	2	Job Exploration Counseling	Identify different ways work can improve life after high school. Identify how strengths can translate into valuable work skills. Learn how to problem solve and leverage available resources. working with the resources I have
7	2	Job Exploration Counseling	Create a vision for life as an adult, and some steps on how to get there
8	2	Work-Place Readiness Instruction	Learn the commonly expected skills employers seek from employees. Gain knowledge of interviewing skills and applying for jobs.
9	2	Work-Place Readiness Instruction	Practice interview and job performance skills through simulations, videos, roleplaying, scenarios to assist with job performance
10	2	Self-Advocacy, Job Exploration Counseling, Work-Place Readiness Instruction	Needs Assessment/Wrap up

Sample # 3- 2 Week Intense Plan

Week	# hours	Component	Objectives
1	10	Self-Advocacy, Job Exploration Counseling,	Same as 10-week program
2	10	Job Exploration Counseling, Work-Place Readiness Instruction	Same as 10-week program

Sample # 4 Work-based Learning Plan

Week	# hours	Component	Objectives
1-8	6 hours per week	Work-based Learning	Practice and complete on-site tasks at a local business. Gain experiences in various job tasks and multiple service areas.

In addition to the plan options listed above, PCG can provide various options to work within the typical semester schedules LEA follow. These options provide flexibility and may be preferred for services delivered during the school day. We can also reduce the number of objectives and provide shorter experiences for youth.

Project Management

PCG understands the importance of strong project management for successful implementation and operation. We have worked extensively with state agencies and school districts of various sizes throughout the country, and our project management methodology considers the unique complexities and challenges faced by such public sector clients.

PCG has four basic project management objectives that we believe are the foundation of any sound project management methodology Effective Communication, Proactive Management, High-Quality Work, and On-Time Delivery. Without them, control methods, procedures, and other project management best practices will not be effective. This approach will help to guide our project team and deliver the best results.



Effective Communication: Timely and accurate communication to project participants and stakeholders throughout the entire project.



Proactive Management: Identify potential problems before they develop, and initiate appropriate corrective action.



High-Quality Work: Deliver high quality end products that address the project objectives and meet end user requirements.



On-Time Delivery: Complete deliverables on schedule and within budget.

While each PCG project team customizes its efforts based upon its client's needs and preferences, PCG adheres to the recommended principles of the Project Management Institute® (PMI) and the PMI Project Management Body of Knowledge® (PMBok). These industry standards for managing projects help us to deliver outcomes on time, in scope, and within budget. Our high-level project engagement priorities are as follows:

- Deliver services accurately and transparently;
- Produce clear, useable, and on-time reports;
- Establish an effective and streamlined communication process with client staff; and
- Apply our national and state perspective to bring an informed approach to the project.

A major element of project management is communication with all stakeholders. This project is unique in that relationships will exist between PCG and the client, PCG and district/community partners. To effectively engage and communicate with all stakeholders, PCG will develop project plans with each site school. We will utilize technologies such as WebEx and conference calls whenever possible to regularly communicate while minimizing travel costs. We have found regular, proactive communication and careful, transparent planning to be the biggest drivers towards a cost-efficient and on-time project.

PCG's project management systems are designed to optimally manage projects to stay on budget, deliver services with great reliability and fidelity, and maintain project schedules. Successful and timely execution of project tasks is dependent on several external factors that must be identified and monitored with each partner and during every stage of the process.

PCG's Transition Playbook

PCG created Transition Playbook to provide virtual and blended options for delivering Employment Skills and Post-Secondary Education instruction and coaching. The technology of our Playbook platform, coupled with relevant and engaging curriculum, provides a high-quality, customized learning experience driven by an individual needs assessment and ongoing coaching. The curriculum builds knowledge and skills through interactive content and engaging videos designed to meet the needs of students at varying levels. Tools and inventories are embedded within to assess student interests and strengths as well as support the development of a portfolio. Instructors provide ongoing support and feedback to the students as they progress through tasks and activities.

Transition Playbook uses a structured approach that provides instructors with support from planning to implementation, and lesson plans include the necessary elements to deliver instruction successfully from start to finish. All the key vocabulary, materials, web links, and lesson attachments are provided, and lessons feature a variety of materials for instructor utilization such as videos, flashcards, forms, worksheets, and suggested activities. All activities can be implemented one on one, in small groups, or as a whole class activity.

Students can access Playbook at any time and services can be set up to be self-paced, instructor driven through synchronous 1:1 or small group sessions, or a combination of those options. Students can access coaches, share resources with each other, and post questions to the discussion board. Playbook provides rich content in a flexible system to best meet the needs of students.

Needs Assessment

The Pre-ETS needs assessment provides valuable insights into each student's areas of strengths and challenges. The needs assessment provides students with an opportunity to self-assess their own skills, competencies, and experiences in a way that provides customized Plays (lessons) to meet self-identified areas of need. The needs assessment is aligned to the five components of Pre ETS and offers students the opportunity to gauge their level of understanding of key knowledge, skills, and experiences on major indicators of success in each of the components. PCG understands the scope of this RFS does not include all five components and will customize the needs assessment to meet this requirement. The key indicators are research based and have data to prove when students have had exposure and master these indicators their post-secondary employment and educational opportunities are greater.

The needs assessment also serves as a progress monitoring tool to measure growth over time. A teacher or coach can also assess the key indicators they believe the student has as strengths and weaknesses in the five components. When utilized by staff the needs assessment can be used as a comparison tool to analyze the results from student to teacher or coach. The needs assessment can be taken multiple times to show growth over time.

Plays (Lessons)

Each student begins with a needs assessment to determine focus areas and the content for each lesson includes engaging videos, interactives, printable resources, tips for instructors, opportunities for applications, and coaching supports. The table below provides additional details about each component.

Lesson Element	Description
Introduction	<ul style="list-style-type: none"> • Brief explanation of the purpose and learning objectives • Build vocabulary related to topic • Learn foundational skills through videos, articles, and direct instruction • Engage in self-reflection of content • Set short-term goals and engage in formative assessment
Application	<ul style="list-style-type: none"> • Practice and apply skills aligned with the transition process • Utilize templates, checklists, and protocols • Opportunity to learn from examples, practice self-determination skills within transition activities, and receive feedback and support from instructor • Develop long-term goals through transition planning
Extension	<ul style="list-style-type: none"> • Refine post-secondary goals to align with personal interests and community resources • Create a plan for participating in transition activities • Implement transition activities with support from instructor • Guidance and instructions, resources, materials, templates, and protocols to apply self-determination skills to the transition process in the community.
Wrap-Up	<ul style="list-style-type: none"> • Lesson summary and reflection on progress • Assessments and checks for understanding • Additional resources, • Determine next steps • Coaching support

Three sample plays can be accessed using the following links. Please note when providing services, PCG will make these plays available on PCG's signature platform, Playbook™. For this sample, the plays are provided in PDF form.

- [TRN 101: Understand Hard and Soft Skills](#)
- [TRN102 Research Job Opportunities](#)
- [TRN103 Setting Employment & Personal Goals](#)

Coaching

Instructors virtually provide a combination of direct instruction, feedback, and coaching to students. They have access to a dashboard that provides a high-level view of their assigned students with the ability to drill down to get more detailed information on recent interactions, resources that have been shared, and progress on lessons. The coaching log allows coaches to document the date and time of an interaction, which students were involved in, and a summary of what was accomplished.

Reporting capabilities are available with full detail for coaches and a summary of statistics for district leadership. Progress reports are available to individuals to track their own progress and to the client to monitor the learning of those they support throughout the implementation.

Portfolio

Transition Playbook includes a digital portfolio that provides students with a place to collect and store key artifacts that highlight interest, skills, and growth in various transition areas. Coaches can establish specific requirements and monitor the documents and information added to the portfolio.

Accessibility

For all materials and curriculum developed, PCG will meet the Americans with Disabilities Act (ADA) compliance requirements. PCG takes pride in its commitment to ADA compliance and to accessibility. We use a training development and delivery methodology that considers accessibility at every step. To support many learners using and absorbing resources, PCG uses plain language, universal design principles, and many visuals. When delivering live training, PCG-Indiana has an entry for accommodation requests to make sure that individuals needing ASL, CART, large print, and other accommodations receive the support needed to participate in training. Materials will be sent in advance to allow those providing accommodations to preview and prepare for training activities. All training locations must also be wheelchair accessible including the parking, restrooms, entrance to the building, and entrance to the training room. All videos are close captioned, and materials are assessed for accessibility to support integration with JAWS and other accommodations.

PCG will make sure that all products and services provided under this contract meet federal accessibility standards and guidelines. PCG has previously done work where we have had to meet accessibility standards, and we are versed in the Web Content Accessibility Guidelines 2.0 and Section 508 of the Rehabilitation Act of 1973. PCG fully supports making sure all materials are available to and accessible to all interested.

List of Counties and School Districts to be served:

PCG proposes to continue partnerships with schools we are currently serving and those we were assigned. In addition, we propose to add two additional districts. scaling services to include schools. The following table includes districts we are proposing to serve.

Current Partners	
<i>County</i>	<i>District</i>
Lake	Crown Point Schools
Lake	East Chicago Schools.
Lake	Campagna
Lake	Hammond Schools
Newton	North Newton
Newton	South Newton
Tippecanoe	TC Harris
Benton	Benton Community Schools
Marion	Indiana School for the Blind
Marion	Lawrence Central
Marion	Lawrence North
Preferred Partners	
<i>County</i>	<i>District</i>
Lake	Lake Central Schools

St. Joseph	South Bend Schools
Allen County Dearborn County Hamilton County Howard County Lake County Vigo County Vanderburgh County	Juvenile Detention Centers
All	All
Alternative Partners	
Lake	Gary Community Schools
Lake	Griffith Public Schools
Lake	Hobart Schools
Lake	Hanover Community Schools
Lake	Tri-Creek Schools
Lake	School Town of Highland
Lake	School City of Whiting
TBD	TBD

Notes:

1. PCG is willing and able to consider additional counties and schools per INVR request.
2. PCG can provide services statewide or in additional assigned regions by utilizing Transition Playbook and virtual coaching services.

Estimate the number of students that can be served on an annual basis:

District	Number of schools	County	Possible students served
Crown Point Schools	4	Lake	135
East Chicago Schools.	3	Lake	75-100
Campagna	1	Lake	30
Hammond Schools	4	Lake	75-100
North Newton	1	Newton	25
South Newton	1	Newton	15-20
TC Harris	1	Tippecanoe	30
Benton Schools	1	Benton	30-35
Indiana School for the Blind	1	Marion	10-20
Lawrence Central	1	Marion	30-40
Lawrence North	1	Marion	30-40
Lake Central Schools	3	Lake	120-160
South Bend Schools	4	St. Joseph	120-160
Detention Centers	7	Various	75
Statewide Workshop		All	400
Alternative Partners			
Gary Community Schools	4	Lake	40-50
Griffith Public Schools	2	Lake	30-40
Hobart Schools	2	Lake	30-40
Hanover Community Schools	2	Lake	30-40

Tri-Creek Schools	2	Lake	30-40
School Town of Highland	2	Lake	30-40
School Town of Whiting	1	Lake	15-20

The figures provided above are estimates and will vary based on the following factors:

- Number of eligible students in each district
- District priorities
- What students to serve (diploma, alt diploma, juniors or seniors, 504/IEP)
- What gaps need filled based on current services

Evaluation and Reporting

Our program includes data collection to understand effectiveness. Some of the types of evaluation and reporting from our programs include:

- Use of needs assessment and Pre-ETS pre-assessment to gain baseline data and creation of quarterly goals. Growth is measured based on progress towards goals and pre/post data assessments. An example of our template is below.



Student Name: _____

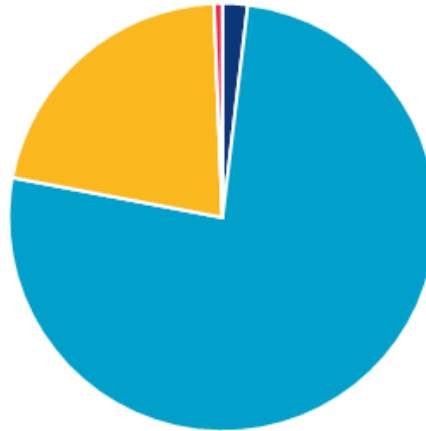
Goal	Pre ETS Component	Activities	Quarterly Progress
	<input type="checkbox"/> Job exploration counseling <input type="checkbox"/> Work-based learning experiences <input type="checkbox"/> Counseling on postsecondary opportunities <input type="checkbox"/> Workplace readiness training <input type="checkbox"/> Instruction in self—advocacy		
	<input type="checkbox"/> Job exploration counseling <input type="checkbox"/> Work-based learning experiences <input type="checkbox"/> Counseling on postsecondary opportunities <input type="checkbox"/> Workplace readiness training <input type="checkbox"/> Instruction in self—advocacy		
	<input type="checkbox"/> Job exploration counseling <input type="checkbox"/> Work-based learning experiences <input type="checkbox"/> Counseling on postsecondary opportunities <input type="checkbox"/> Workplace readiness training <input type="checkbox"/> Instruction in self—advocacy		

- Year-end summary report
- Review number of youth served, and progress made
- Evaluate effectiveness of implementation
- Provide site report for each partner district
- Recommendations for program next school year

The following sample represents feedback from students receiving Pre-ETS from PCG instructors. Our team will generate similar program reports that help measure the program's effectiveness. While we may help clients with ad-hoc questions on an ongoing basis, our approach typically includes an understanding of reporting requirements and preferences at the beginning of a project.

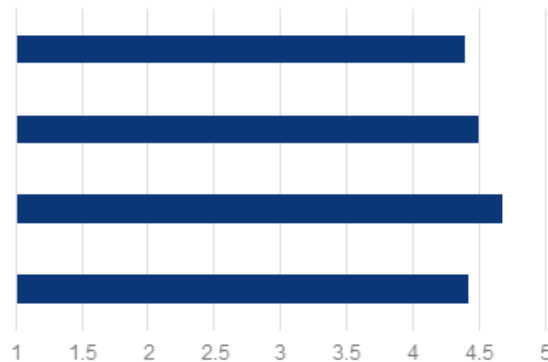
Frequency of Services

- Less than once a week
- 1-2 times per week
- 3-4 times per week
- daily
- other



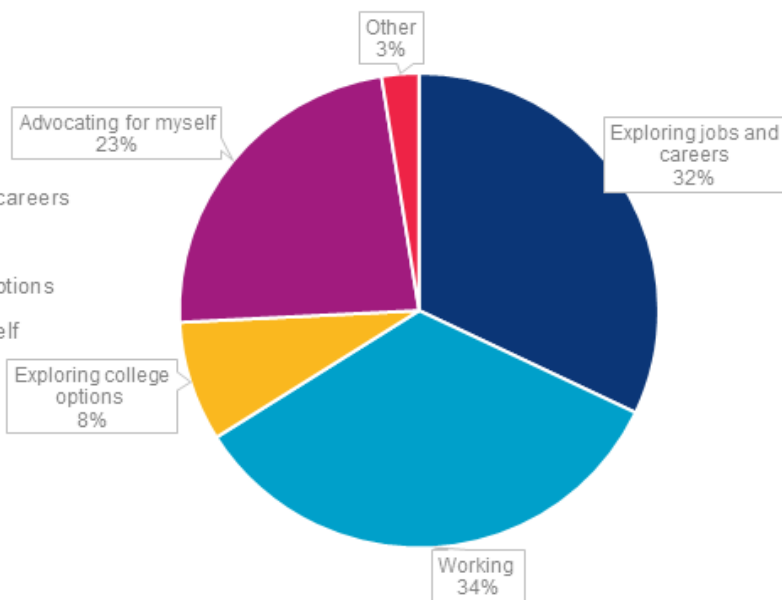
Feedback on Services

- I look forward to Pre-ETS
- I believe Pre-ETS are beneficial to my future.
- I believe my instructor is effective and they help me learn new things about jobs and/or college.
- I find the materials and activities useful.



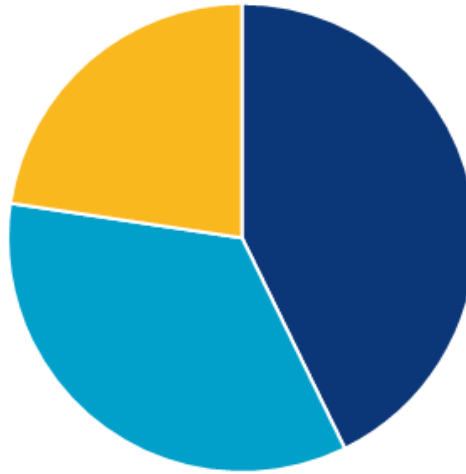
I am best at

- Exploring jobs and careers
- Working
- Exploring college options
- Advocating for myself
- Other



After high school, I plan to

- Work
- Attend post-secondary education
- unsure



After high school, I plan to

- Live on my own
- Live with a roommate
- Live at home
- Unsure



In summary, PCG has the experience and expertise to provide Pre-ETS services for students with disabilities and support Indiana to implement comprehensive transition programs. Across these core practice areas, PCG has developed a reputation for designing and delivering effective programming and direct services, professional development, training, and technical assistance. Clients value our approach as collaborative, research-based, and highly engaging. In addition to our staff's expertise in designing high quality, capacity-building programs, PCG also has the organizational systems and skillsets to manage complex, multi-year engagements with multiple stakeholders at the state, district, and school levels. We have experience working with state departments and school districts of all sizes, and we customize project deliverables and design solutions that reflect the specifics of the school community.

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.

PCG has prepared a team of highly qualified staff to lead, support and manage all aspects of delivering Pre-ETS in Indiana. Our extensive experience and deep level of expertise allows us to mobilize quickly and scale services as needed. We have a clearly defined and practiced process for recruiting, training, and hiring instructors in each community we serve and can efficiently mobilize resources.

A summary of PCG staff, role, and experience can be found in the table below. Each staff member's complete resume can be found in the Proposal Appendix.

Staff	Project Role	Related Experience and Expertise
Heidi Brett-Baker <i>Senior Associate</i>	Transition Subject Matter Expert	Lead contact for Pre-ETS districts in Indiana, Mississippi, Iowa, Utah, and New York. Led efforts to build relationships, assess current transition programs and design Pre-ETS services that meet student and district needs. Oversees implementation of curriculum and provides training and support to direct service providers. Establishing partnerships with local businesses and institutes of higher education to build summer and comprehensive programming.
Alison Flinchum <i>Consultant</i>	Project Manager	Project Manager for Pre-ETS in Indiana and Mississippi. Experience in managing and scaling state-wide, multi-year engagements. Expertise includes project management, communication, and budgeting.
Peter Capomacchio <i>Senior Consultant</i>	Project Director	Lead for PCG's Online Learning and Special Education Services team. Expert on client relationship management with state agencies and large school districts throughout the nation. Began career as a paraprofessional in Special Education before joining PCG in 2009.
Amy Howie <i>Associate Manager</i>	Project Advisor	Advisor for PCG Pre-ETS in Indiana and Mississippi and responsible for PCG's special education professional development and Playbook learning management system. Expertise in developing and supporting programming for students with disabilities.
Shimul Gajjar <i>Field Associate</i>	Special Education Subject Matter Expert	Expertise in designing and modifying curriculum and assessments for students with disabilities. Led efforts for Pre-ETS work in TN.
Jill Reynolds <i>Associate Practice Area Director</i>	Project Advisor	Employment services and disability program expertise. Has worked in, designed, and studied employment programs in the US and internationally.
Maya Cox <i>Associate Manager</i>	Project Advisor	Expertise in supporting individuals with disabilities in obtaining and retaining customized integrated employment, including supported employment, Discovery, and facilitating effective employment services. Expertise in technical assistance and training to states and organizations on improved service delivery. Expertise in developing services for individuals with autism, trained in employment support models for people with disabilities, and person-centered thinking.

University Instructors

University Instructors, a Public Consulting Group company, is a comprehensive instructional support program with twenty-seven years of experience in the industry. University Instructors will support PCG in the hiring of local, qualified instructors for this project. University Instructors will also support Employment Eligibility Verification screenings for all instructors before starting onsite services to students. These instructors are overseen by the PCG team listed above.

The PCG team has a wealth of experience to bring to this engagement in Indiana. No corporate expansion is required to complete this work; however, additional staff may be hired to serve students.

SAMPLE INSTRUCTOR RESUMES AND JOB DESCRIPTIONS

The following is an example of an instructor job description. Sample resumes of Pre-ETS instructors can be found in the Proposal Appendix.

Example Instructor Job Description

Instructors work with consultants to deliver direct instruction to students in academics, communication, self-advocacy, life skills, and pre-vocational skills.

The instructor is responsible for identifying and increasing a student's strengths, interests, and abilities related to employment skills acquisition and job development; and is responsible for ensuring that the students learn competitive, marketable skills during their work experiences.

Performance Responsibilities:

- Assess the learning strengths and areas of development and interests of the student.
- With the student's input and the results of the assessments, develop goals and outcomes.
- Instruct students on employability skills such as but not limited to communication, technology, problem solving/critical thinking, teamwork, personal appearance, financial management, professionalism, self-determination, self-advocacy, resume' writing, interview skills, and job search.
- Assist the student in developing a portfolio to include certificates of skills attained, letters of recommendation from internships, etc.
- Utilize teaching methods, materials, curriculum fidelity, and adaptations appropriate to meet individual student's needs.
- Assess student's progress in the classroom and at the work experience site.
- Monitor and record daily attendance in class and at the work experience site.
- Teach student to inform instructor or supervisors at the work experience site of absences/tardiness.
- Assist students in training about public transportation and teach students to access public or private transportation.
- Have monthly written communication with families and other parties as identified and meetings as needed.
- Provide employers at the work experience sites information about disability awareness and strategies on how to supervise individuals with disabilities.
- Maintain accurate and complete files for each student.

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.

Relevant Experience

Through our extensive work with states and LEAs, PCG has developed skills to help guide state and community stakeholders to develop and implement evidence-based practices into existing practice models. We know how to bring stakeholders together to facilitate decision making and ease the implementation process by creating clear lines of communication. It is through this experience that PCG can provide high quality Pre-ETS to Indiana students.

Examples

State of Indiana, Vocational Rehabilitation – The office of vocational rehabilitation partnered with Indiana in 2017 to provide Pre-ETS in priority counties and has expanded work in 11 districts. PCG partnered with local education agencies and special education cooperatives to evaluate programming, design programs, and implement services for students with disabilities. Programs are customized to the needs of the schools and students and include services provided weekly, daily and in a variety of school and community settings. PCG is collaborating with other state Pre-ETS providers to deliver services for students with significant disabilities.

State of Mississippi – In 2019, PCG began providing Pre-ETS for school districts in Mississippi. PCG has expanded work from the 3 initial districts to 24 school districts across the state. PCG is pleased to continue expansion in Mississippi, and leverage experience in Pre-ETS services, relationships with LEAs, and knowledge in special education, transition, and Vocational Rehabilitation, to provide quality services to transition-aged students to learn more about employment and support a seamless transition to adulthood.

Indiana Department of Education – From 2013 – 2021, PCG's Project SUCCESS provided technical assistance for implementation of the Indiana Alternate Academic Standards for students with significant cognitive disabilities. PCG's technical assistance center provided local educational agencies (LEAs) with guidance and support to help students with disabilities achieve higher academic and communication outcomes and leave high school college, career, and

community ready. Our Project SUCCESS website (<https://projectsuccessindiana.com/>) provided users with access to professional development materials, webinars, and resources created in collaboration with the IDOE, that support teachers implementing state standards for students with disabilities. PCG is also delivering statewide professional development institutes across the state that address assessing and aligning grade level content for students with disabilities. Our assistance center continually delivered professional development, instruction, and on-site technical assistance to LEAs, and responded to statewide IDOE assignments to intervene with selected LEAs and schools based on needs.

State of Indiana, Family and Social Services Administration – From 2016 through 2020, PCG worked with the Indiana Family and Social Services Administration (FSSA) Bureau of Rehabilitation Services (BRS) to complete a comprehensive program evaluation of the recently implemented Vocational Rehabilitation Employment Services Model (ESM). The ESM model is a combination of hourly services and milestone phases to promote effective service delivery and support higher quality performance outcomes. PCG collected, cleaned, and analyzed a wide array of programmatic data to produce quarterly reports intended to measure a variety of performance outcomes and metrics to help BRS understand how their ESM has impacted the Indiana Vocational Rehabilitation program.

State of Indiana Division of Disability and Rehabilitative Services: Vocational Rehabilitation (VR) Claims Payment System and Fiscal Services Administration (FSSA) Bureau of Rehabilitation Services (BRS) to provide a Vendor Registration and Claims Payment System (VR CPS). The system is for Vocational Rehabilitation providers to register to provide VR services/goods, view prior authorizations, submit claims, view claim status, view payment status, and submit fund recoveries. Beginning in 2017, the PCG team of IT professionals, subject matter experts, and analysts worked closely with FSSA staff to customize the system to meet Indiana's specific business and operational needs. The vendor registration module went live in September 2018 and claiming operations started in May 2019. PCG provides fiscal agent services, including provider enrollment, banking set-up, provider payment, account reconciliation and customer support for over 1,000 users and about \$45 million in claims annually.

Kansas Rehabilitation Services, End-Dependence Kansas Implementation, Monitoring, and Support – Since 2015, in an engagement with the state of Kansas, PCG is supporting Kansas Rehabilitation Services (RS) to implement at five- year \$25 million grant entitled "End-Dependence Kansas", aimed at implementing several evidence-based practices (EBPs) for individuals with disabilities. PCG's focus is on project management, training and technical assistance, evaluation, and reporting. As part of our project management activities, PCG established a Strategic Advisory Committee and Project Oversight Panel to engage all relevant community stakeholders. For the training and technical assistance component, PCG conducts this through partnerships with several purveyors of vocational rehabilitation EBPs so that community partners are properly trained and supported. The fourth component, Reporting, is comprised of a number of reporting activities including progress reports and quarterly performance reports as well as evaluation of performance, cost, training, and technical assistance data.

Massachusetts Department of Elementary and Secondary Education - From 2017-2019, PCG engaged with the Massachusetts Executive Office of Education, Department of Elementary and Secondary Education, and Department of Higher Education to support the New Skills for Youth grant initiative, also known as High-Quality College and Career Pathways. The initiative is designed to increase student access across the Commonwealth to career pathways and improve the state's pipeline of skills workers for high demand opportunities. PCG provided project management, communications strategy, and professional development curriculum for K12 and Higher Education faculty, staff, and administrators statewide. PCG supported the cross-agency group from grant inception to its close, and the progression to using new state budget funds to sustain and scale the program.

Tennessee Department of Education – From 2011-2014 PCG provided The Tennessee Academic Specialists (TAS) Program is a statewide effort to support Tennessee's High Priority Schools as they work to achieve AYP status. The Academic Specialists work alongside teachers and school leaders to identify unique school needs, implement school improvement plans, and provide professional development and coaching in recognized areas of need. The Tennessee Department of Education partnered with PCG to provide program evaluation services thru March 2014 that explore the characteristics and impact of the TAS program, professional development, and services and to make recommendations for continued increase in student achievement.

Contra Costa County, California Workforce Development Board – In 2016-2017, in Contra Costa County, California, we worked with the Workforce Development Board to support them as they employed national best practices in WIOA implementation and aligned with state and federal guidance. We assisted in the development and drafting of a local plan, provided an economic analysis brief addressing labor market and demographic trends, facilitated focus groups, developed a strategy for 30-day public comment period, facilitated a board retreat, and developed a 4-year local plan.

Clark University – In 2019, PCG began work with Clark University on a national apprenticeship expansion project. PCG serves as the primary private sector partner, business consortium lead and apprenticeship sponsor for Clark University's \$12 million Scaling Apprenticeships through Sector-Based Strategies United States Department of Labor, Employment and Training Administration (DOLETA) grant awarded in early 2019. PCG serves in an administrative and support capacity as the workforce development and apprenticeship subject matter consultant, and as a workforce

intermediary to Clark University, the lead entity, in the development of five (5) new information technology registered apprenticeships and enrollment of 5,000 individuals into IT and IT-related pre- and registered apprenticeships in eight states nationally.

Oregon Department of Human Services, Vocational Rehabilitation – Beginning in 2019 PCG is working with Oregon Department of Human Services, Vocational Rehabilitation to complete a statewide, comprehensive needs assessment of individuals with disabilities (the “Comprehensive Statewide Needs Assessment” or “CSNA”). The goals of this project include compliance with 34 CFR §361.29 requiring the completion of a CSNA to determine the rehabilitation needs of individuals with disabilities residing within Oregon who are looking to obtain or maintain employment/advance within their career, especially those unserved or underserved by Vocational Rehabilitation. In addition, the CSNA will yield valuable information regarding known and unknown participant levels (impacts VR program’s outreach and operations). The completed CSNA will help VR determine the current state of available programs for individuals with disabilities being served by VR or other disability support programs and identify areas for improvement and expansion.

Massachusetts Commission for the Blind – In 2020 PCG completed a number of vocational rehabilitation research initiatives for the This work included: In 2020 PCG completed a number of vocational rehabilitation research initiatives for the Massachusetts Commission for the Blind. This work included:

- Pre-ETS needs Assessment for consumers receiving Pre-Educational and Training Services (Pre-ETS).
- Comprehensive Statewide Needs Assessment (CSNA) of individuals who are blind or visually impaired.
- Study of Vocational Rehabilitation Closures during the past five years, both for successful and not successful outcomes.
- Vocational Rehabilitation Needs Assessment for consumers who are receiving vocational rehabilitation services.
- Study of Tax Tables as it Relates to Vocational Rehabilitation Consumers focused on the tax tables and deductions data of blind consumers.
- Feasibility of Apprenticeships in Emerging Industries for Blind Vocational Rehabilitation Consumers to assess the feasibility of apprenticeships for legally Blind Vocational Rehabilitation Consumers in emerging industries.
- Feasibility of Blind Business Enterprises on eBay or Amazon to study the feasibility of legally blind business enterprises, specifically those on an internet platform, to identify what scale would be needed to make such an enterprise successful and what types of supports would be needed by an organization such as MCB.

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.).

Training

All PCG Pre-ETS staff will participate in a comprehensive training course to support consistent delivery of the curriculum and implementation of effective Pre-ETS. The training will provide staff with the knowledge and procedures necessary to implement and resource the curriculum and Playbook for each of the five components of Pre-ETS. Staff will also provide training in documentation and completion of the Indiana Pre-ETS portal.

PCG will work with each LEA to support specific needs of the schools and students to best meet the students' needs in each district. Our training plan allows for flexibility using various strategies and best practices to meet individual and/or group personnel needs. Using self-directed resources, such as staff toolkits, and Padlet helps support instructors to access Pre-ETS materials. Monthly meetings allow instructors to share and network with each other. The meetings give time to discuss challenges and updates, so everyone is current on all procedures.

PCG will work closely with key personnel to provide training on the curriculum as quickly as possible. In addition to face-to-face training, PCG will make available an online toolkit for Pre-ETS that includes training materials, curriculum access and resources. Training curriculum and associated tools will focus on critical areas of Pre-ETS service development including tips for providing services in school districts and building effective employer relationships with the business community to increase job opportunities for students with disabilities.

Accessible training will be provided to district staff to ensure a consistent, collaborative approach between PCG providers and district staff to successfully meet the goals and expected outcomes of Pre-ETS. In addition, PCG will regularly survey personnel to ensure that resources remain relevant and useful to staff as part of a dynamic and effective transition program.

PCG has developed a comprehensive training orientation checklist to review with each partner LEA along with directions for completing required paperwork. In addition, periodic staff check-ins will be held at LEA locations to provide updates on Pre-ETS Training Operations.

PCG staff are trained on the LifeCourse tools and developed training for IN that uses both the PCP and LifeCourse tools to achieve effective service planning. We also have a team member who is a LifeCourse Ambassador training that is specifically focused on a deep dive into the principles and framework of person-centered planning and LifeCourse. These resources and knowledge are applied to both the curriculum and in training the instructors. Periodically, PCG has partnered with LEA and provided a parent training on the LifeCourse.

Training Topics

The following is a sample list of training topics that may be included in Pre-ETS training. The actual topics will be guided by the content of the curriculum outlined above and feedback from district partners. Please note this is not intended as a complete list but is representative to demonstrate our ability to design training.

- 5 components of Pre-ETS
- Transition Portfolio Development
- Person-Centered Thinking/Planning
- Understanding Unique Needs and Identifying Supports
- Employer Outreach/Community Engagement
- Task Analysis Strategies
- Role of Assessments
- Ongoing Monitoring of Students
- Universal Design for Learning
- Strategies and skill development for curriculum accommodations and modification

Samples of PCG's training materials, including a training agenda and slide deck, can be found in the Proposal Appendix.

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.

Documentation

All PCG instructors have been issued laptops and appropriate resources to complete and submit required documentation for Pre-ETS services through the Pre-ETS portal. During onboard training and refresher training, Instructors are trained on enrolling students, uploading documentation for enrollment, completing enrollment rubrics, and adding and documenting services. Instructors are also trained in documentation of work-based learning procedures, adding service notes and stipend documentation and work-based learning assessments at the end of an experience.

Samples of instructor-facing checklists and rubrics can be found in the Proposal Appendix.

In the portal, PCG will submit data and billing in the required format, using appropriate allocated roles. User roles will be managed appropriately by contractor leads and agency leads. PCG has created a procedural guide and checklist for instructors and program managers to perform billing accurately and timely. PCG has the capacity and resources to ensure that users are trained and use the system effectively. To ensure accuracy, supervisors will provide quality assurance in collaboration with the VR youth counselors and review entered claims to ensure accuracy.