



RFS-24-77904

**Pre-Employment Transition Services Required Activities  
Attachment E**

**Respondent:**

New Hope Services, 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.

1	<p><b>Proposed Solution and Features</b></p> <p>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.</p> <p>Additionally, please provide a detailed description of your work approach, including the following:</p> <ul style="list-style-type: none"><li>○ How would you organize this project in order to be able to manage the workload?</li><li>○ Provide a high-level project plan, based on the information provided in this RFI.</li><li>○ 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.</li><li>○ Describe how you would evaluate the effectiveness of services provided.</li><li>○ 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.</li></ul>
<p>In 1958 a grass roots group of local parents in Southern Indiana organized to address concern over the lack of support services for their special needs children. Over the years that organization evolved into what is now known as New Hope Services, Inc. (NHS). For more than 65 years, NHS has been providing vital human services to meet the needs of vulnerable groups such as those with developmental and intellectual disabilities, children, and low-income families. Currently, NHS serves 24 counties in Indiana. In many of those counties NHS provides Supported Employment to individuals with disabilities, this experience and focus of services led to an interest in Pre-ETS services, when the program was established in 2017. We wanted to be a part of the new idea, to give a student with a disability the opportunity to be prepared for the workforce or secondary education. After persistent efforts, NHS obtained a subcontracting opportunity in March 2023 for Scott, Jefferson and Switzerland counties in Indiana. These areas lacked the support offered by other providers and NHS was able to fill the need. We worked to build relationships with the schools, Youth Voc Rehab counselors, parents and other team members to prove we were committed to meeting the needs of their students. NHS is currently in seven schools and serving 60 students.</p> <p>NHS currently provides the required Pre-ETS activities to the WIOA mandated "students with disabilities" defined as students in a secondary or post-secondary school between the ages of 14 and 22, who are eligible for or receiving special education or related services under Part B of the Individuals with Disabilities Education Act, or an individual with a disability for purposes of Section 504 of the Rehabilitation act. If a student with a disability requires services that are beyond the limited scope of Pre-ETS, the student would to apply for an be determined eligible for VR services and develop an individualized plan for employment for the receipt of those serves as would be true for any other applicant. The scope of work in which our Pre-ETS career counselors perform includes the five required activities;</p>	

job exploration counseling, work-based learning experiences, post-secondary counseling, work place readiness training, and instruction in self-advocacy.

**1. Job Exploration Counseling** –the career coach provides the student or groups of students with the opportunity to explore vocational interests, review the labor market for in demand industries and occupations, explore nontraditional employment options and identify career pathways and interests.

-Curriculum, strategies and tools used to explore this area can include the following:

- Workplace Environment Preferences worksheet, this activity encourages the student to think about their preferences in a job setting. Examples can include sound, lighting, space and number of people in the area.
- Workplace Observations worksheet- the student and career coach visit or review a workplace and use the worksheet to review the setting. Then answer the question does this match my preferences in a work place environment?
- Cluster Interest Inventory, which allows students to identify the preferences, characteristics and academic strengths.
- Your Next Move (O'net) an online tool that allows students to identify their interest and match them to occupations which match those interests.
- Livecareer.com is an online tool used to search non-traditional careers, giving the career coach and student an opportunity to explore and learn about nontraditional careers.
- Transition Assessment Matrix is a tool that allows students to participate in an online interest inventory that is sorted based on post-secondary goal, disability and age.

**2. Work-based Learning** – the career coach actively builds connections with community collaborators and employers to seek opportunities for students to engage in real-life jobs experiences. These can include: Apprenticeships, job shadowing, paid or non-paid community work experiences, volunteer work, job shadows, short or long-term internships, on the job training and employer mentoring activities. Additionally will offer stipends to students, on a case by case basis. This stipend will be a fixed amount of money paid to students for duties performed while participating in specific work-based learning activities.

**3. Post-Secondary Counseling** – the career coach's counsel and review with students their opportunities for enrollment in postsecondary education: this can include gaining awareness of career pathways, promoting participation in postsecondary education, attending college fairs and tours, accessing services and support from agencies that assist people with disabilities.

-Curriculum, online tools and strategies we use to explore this area can include the following:

- Campus Reel Videos- A video and VR platform to help students find their dream school and virtually tour hundreds of college campuses of college campuses.
- Free Campus College videos on Youtube.com
- GoCollege.com is one of the oldest and most trusted resources to guide students on how to finance and succeed in college
- BestColleges.com – Students with Disabilities in higher education facts and statistics
- Disability Friendly Colleges – Best Disability Friendly Colleges and Universities
- Local College Tours

**4. Work Place Readiness** - our career coaches work with students individually and in groups to teach and evaluate workplace readiness skills, these can include, soft –skills training, employability skills training, social/interpersonal skills, and many different independent living skills.

-Curriculum, online tools and strategies we use to explore this area can include the following:

- Skills to Pay the Bills – Mastering soft skills for workplace success focuses on soft skills such as communication, finance, teamwork, professionalism, networking, problem-solving skills to build student's job readiness skills an daily living skills.
- Daily Living Skills Assessment- this assessment to help the student make a good impression and maintain a job.
- Employability Skills Survey – this survey helps the students evaluate their job readiness skills and identify skills they need to develop to succeed in a job.

**5. Self-Advocacy** – our career coaches offer instruction to students individually and in groups on self-awareness, disability disclosure, requesting accommodations, understanding rights and responsibilities, self-determination and mentoring.

-Curriculum, tools and strategies we use include the following:

- The 411 on Disability Disclosure - This workbook is for families and professionals to learn about supporting people with disabilities and to understand the factors that influence a person's decision to disclose or not disclose their disability

- Accessing Disability Services in College- This online training module for individuals with I/DD and their families to learn about inclusive postsecondary opportunities. This module provides an introduction to disability services in colleges, understanding their role, and identifies how to successfully work with them to obtain services
- College Accommodations- This short online resource provides an overview of college accommodations through the 504 plan and how it is different from a secondary IEP
- I'm Determined- The I'm Determined Project focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This website offers individuals the tools and support to set goals, be heard, and to take control of their lives.
- Charting the Lifecourse - The Charting the LifeCourse framework and tools provide guides for any stage of life. It helps students, their families, their support team learn more about yourself, problem-solve and build a plan for their future.
- The Rights of College Students with Disabilities-This fact sheet provides an overview of the rights of students with disabilities in college.
- Disclosure and Reasonable Accommodations (webinar training) - This video is a training offered on learning about ADA reasonable accommodations and disclosing a disability to an employer.

New Hope Services ensures organizational efficiency by assigning a manager and supervisor(s) to each program, each supporting five to six direct reports. This structure oversees and supports the individuals offering services and enables effective workload management for each service provider. Allowing them to provide appropriate services to participants in our programs. If we are awarded more Pre-ETS counties we intend to replicate this framework to maintain a well-managed workload.

## High-Level Project Plan

### 1: Implementation of New Hope Services (NHS) Pre-ETS Program

#### *Phase 1: Program Setup and Staff Onboarding*

- A. **Task:** Assign Management Team
  - Appoint Director of Social Services (Shared Resource) and Employment Services Manager (Shared Resource) to lead the program.
- B. **Task:** Recruit and Onboard Key Personnel
  - Recruit Pre-ETS Supervisor (Dedicated Personnel) and up to eight Pre-ETS Career Coaches (Dedicated Personnel).
  - On board Supervisor, and new Career Coaches.
  - Assign Career Coaches to Counties/Schools
- C. **Deliverable:** Completed management team, filled staff positions, and successful onboarding of key personnel.

#### *Phase 2: Program Structure and Workload Management*

- A. **Task:** Establish Workload Management
  - Assign 5-6 direct reports to each Supervisor for effective workload management.
  - Develop a scheduling framework for approximately 30 hours per week per Career Coach, ensuring individual and group activities.
- B. **Task:** Set Service Delivery Goals
  - Define programmatic goals for successful service implementation.
  - Establish quantity and quality benchmarks for services.
- C. **Deliverable:** Workload management plan, service delivery goals, and scheduling framework.

#### *Phase 3: Leadership Involvement and Oversight*

- A. **Task:** Involve SVP/COO
  - Ensure SVP/COO is briefed on program structure and operations.

- Develop communication channels for continuous oversight.

**B. Task:** Compliance Assurance

- Establish mechanisms for compliance with Program Services Standards, State and Federal regulations, and policies.
- Regular check-ins to ensure adherence to standards.

**C. Deliverable:** Regular reports to SVP/COO and Director of Social Services, compliance mechanisms in place.

*Phase 4: Collaborative Partnerships*

**A. Task:** Identify and Engage Collaborative Partners

- Leverage transparent communication to inform partners about NHS services.
- Engage in discussions with potential partners to explore relationships and support.

**B. Task:** Partnership Development

- Formalize collaborative partnerships with schools, VR counselors, and other stakeholders.
- Develop a clear understanding of partner contributions.

**C. Deliverable:** Documented collaborative partnerships, communication records,

*Phase 5: Ongoing Monitoring and Continuous Improvement*

**A. Task:** Implement Monitoring Mechanisms

- Establish monitoring mechanisms for program activities, including hours tracking, data entry, and service delivery.

**B. Task:** Continuous Improvement

- Regularly assess performance, identify areas for improvement, and implement necessary changes.
- Conduct periodic reviews and adjust program elements as needed.

**C. Deliverable:** Regular performance reports, documented improvements, and ongoing program enhancements.

Part one of the high-level project plan outlines the steps for setting up and managing NHS's Pre-ETS program, ensuring effective leadership, staff engagement, collaborative partnerships, and continuous improvement for the successful delivery of services to approximately 500 students in the requested counties.

## **2: Career Coach Onboarding and Training**

*Phase 1: New Hire Orientation and Online Modules (Weeks 1-3)*

**A. Task:** Attend New Hire Orientation

- Review and understand company-specific policies (code of conduct, dress code, technology policy).
- Gain insight into the corporate overview.

**B. Task:** Complete Relias Online Training Modules

- Topics include cultural competence, HIPAA, decision-making for individuals with IDD, building relationships and community for people with IDD, disability etiquette, etc.
- Completion within the initial 2-3 weeks of employment.

**C. Deliverable:** Certificate of Completion for All Staff New Hire and Annual Training Track Modules, New Hire Training Track Modules.

*Phase 2: Department-Specific Training (Weeks 4-6)*

A. **Task:** Begin Department-Specific Training with Employment Services Manager and Supervisor

- Receive Pre-ETS manual containing information on the five mandatory Pre-ETS activities.
- Training on documentation via Pre-ETS portal and use of resources (Pre-ETS toolbox, Lifecourse framework).
- Provide contact information for community partners and supports.

B. **Task:** Introduction to Key School Personnel and Observations

- Meet with key school personnel.
- Observe and train under existing career coaches.
- Gain insights into scheduling, student interactions, and service delivery.

C. **Deliverable:** Completed Pre-ETS manual, documented observations and training experiences.

*Phase 3: Community Engagement and Relationship Building*

A. **Task:** Collaborative Meetings

- Participate in collaborative meetings with Youth Voc Rehab Counselors (YVRC) and community partners.
- Conduct meetings with assigned schools to foster positive relationships with teachers, team members, and partners.

B. **Task:** Review Individualized Education Plans (IEPs)

- Review IEPs for each student.
- Engage in behavior training for individual students when necessary.

C. **Deliverable:** Established positive relationships with schools, documented IEP reviews, and behavior training if applicable.

*Phase 4: Continuous Training and Development*

A. **Task:** Annual Relias Training

- Engage in annual Relias training covering topics related to working with individuals with disabilities.
- Complete corporate employee trainings.

B. **Task:** Participate in External Training Programs

- Attend VR Level-up, Foundational Training by Indiana Vocational Rehabilitation, INARF, INAPSE, and other selected programs.
- Emphasize continuous learning and skill enhancement.

C. **Deliverable:** Regularly updated training records and certification documentation.

*Project Closure:*

• **Task:** Evaluation and Feedback

- Conduct periodic evaluations of career coach performance.
- Gather feedback from coaches regarding the effectiveness of training programs.

• **Task:** Continuous Improvement

- Implement improvements to the onboarding and training process based on feedback and evaluation results.

Part two of the high-level project plan provides a structured approach to onboarding and training for career coaches, ensuring a comprehensive understanding of company policies, department-specific tasks, community engagement, and continuous professional development.

### 3: Expansion and Enhancement of New Hope Services Pre-ETS Program

#### *Phase 1: Program Expansion Preparation*

A. **Objective:** Assess Current Program Status

- Evaluate the current Pre-ETS program in Scott, Jefferson, and Switzerland counties.
- Identify strengths, weaknesses, opportunities, and potential areas for improvement.

#### *Phase 2: Program Implementation and Curriculum Enhancement*

A. **Objective:** County Expansion Launch

- Execute the expansion plan for approved counties, ensuring smooth onboarding in new regions.
- Establish relationships with newly assigned Schools; Special education leadership, teachers, and parents
- Establish partnerships with Youth Vocational Rehabilitation Counselors and other team members in the new counties.
- Identify and enroll eligible students, ensuring adherence to WIOA and IDEA criteria.

B. **Objective:** Curriculum Enhancement

- Review and enhance the existing curriculum for Pre-ETS activities based on the identified needs and areas for improvement.
- Integrate additional tools, strategies, and resources to enrich the program.
- Execute the curriculum, utilizing a mix of individual and group sessions, to deliver Job Exploration Counseling, Work-based Learning, Post-Secondary Counseling, Workplace Readiness, and Self-Advocacy.

C. **Objective:** Tool and Resource Implementation

- Introduce new tools, resources, and strategies for each Pre-ETS activity.
- Ensure career coaches are trained on the updated curriculum and materials.

#### *Phase 3: Performance Monitoring and Evaluation*

A. **Objective:** Data Collection and Analysis

- Implement systematic quarterly programmatic evaluations for all expanded counties.
- Collect and analyze data on enrollment, retention, workplace readiness, satisfaction, and productivity.

B. **Objective:** Continuous Improvement Initiatives

- Use evaluation insights to identify areas for improvement.
- Implement continuous improvement initiatives to enhance program effectiveness.

#### *Phase 4: Comprehensive Student Development Journey*

A. **Objective:** Freshman/Sophomore Year Focus

- Implement personalized plans and goal-setting for freshmen and sophomores.
- Emphasize essential life skills, communication abilities, self-awareness, and self-advocacy.

B. **Objective:** Junior Year Skill Refinement

- Focus on skill evaluation, assessment, and refinement for juniors.
- Facilitate experiences pertinent to Individualized Education Program (IEP) needs.

C. **Objective:** Senior Year Portfolio Development

- Assist seniors in creating comprehensive portfolios, including resumes, skills lists, cover letters, community/employment resources, and acceptance letters.
- Provide guidance on the FAFSA application process and transition planning.
- Provide referral to Vocational Rehabilitation

#### *Phase 5: Stakeholder Engagement and Community Outreach*

##### A. **Objective:** Community Collaboration

- Foster relationships with community collaborators and employers to expand work-based learning opportunities.
- Engage in collaborative efforts to enrich students' experiences.

##### B. **Objective:** College and Career Fairs

- Organize and attend college and career fairs in collaboration with schools.
- Provide students with insights into their options and facilitate connections.

#### *Phase 6: Program Sustainability and Replication Framework*

##### A. **Objective:** Workload Management Framework

- Evaluate the effectiveness of the assigned manager and supervisor(s) structure.

##### B. **Objective:** Leadership Oversight

- Ensure leadership oversight in resource allocation, program effectiveness evaluation, and decision-making.
- Continuously refine the program to meet evolving needs.

#### *Phase 7: Continuous Learning and Adaptation*

##### A. **Objective:** Professional Development

- Provide ongoing professional development opportunities for career coaches.
- Keep the team informed about industry trends, best practices, and new tools.

##### B. **Objective:** Adaptation to Changing Landscape

- Stay abreast of changes in legislation, technology, and education.
- Adapt program strategies accordingly to align with the evolving landscape.

Part three of the high-level project plan outlines the systematic expansion and enhancement of New Hope Services Pre-ETS program, focusing on additional county implementations, curriculum enrichment, continuous evaluation, and a student lifecycle approach to ensure comprehensive and impactful support for students with disabilities.

### **D. New Hope Services Pre-ETS Program Evaluation**

#### *Phase 1: Program Evaluation Framework Development*

##### A. **Task:** Establish Evaluation Objectives

- Define clear objectives for evaluating the effectiveness of the Pre-ETS program.

##### B. **Task:** Develop Data Collection Plan

- Identify key performance indicators (KPIs) for enrollment, retention, workplace readiness, satisfaction, and productivity.
- Design a systematic approach for data collection.

- C. **Deliverable:** Documented evaluation objectives and data collection plan.

*Phase 2: Quarterly Programmatic Evaluation Implementation*

A. **Task:** Data Collection

- Implement the systematic quarterly programmatic evaluation process.
- Collect data on enrollment, retention, workplace readiness, satisfaction, and productivity.

B. **Task:** Data Analysis

- Utilize analytical tools to analyze the collected data.
- Identify trends, patterns, and areas for improvement.

C. **Task:** Evaluation Report

- Generate a comprehensive quarterly evaluation report.
- Highlight key findings, successes, and areas for improvement.

D. **Deliverable:** Quarterly evaluation reports.

*Phase 3: Continuous Improvement Initiatives*

A. **Task:** Decision-Making and Adaptation

- Engage the leadership team in decision-making based on evaluation insights.
- Adapt program strategies as needed for continuous improvement.

B. **Task:** Resource Allocation Adjustment

- Reallocate resources based on the identified needs and priorities.
- Ensure that the necessary adjustments are made to support program effectiveness.

C. **Deliverable:** Updated program strategies, resource reallocation reports.

*Phase 4: Specific Measurement Implementation*

A. **Task:** Measure Enrollment

- Regularly compare enrollment data across different time periods.
- Identify trends and factors influencing changes.

B. **Task:** Measure Retention

- Quarterly assessment of student retention.
- Examine enrollment and closed status of students.

C. **Task:** Assess Workplace Readiness Training Success

- Utilize Daily Living Skills Assessment before and after training.

D. **Task:** Annual Satisfaction Surveys

- Conduct annual satisfaction surveys for students, families, and teachers.

E. **Task:** Attend IEP Meetings for Feedback

- Attend IEP meetings for each student to gather feedback on the success of their participation in Pre-ETS.

F. **Task:** Track Productivity using Staff Activity Log (SAL)

- Review and measure monthly productivity using the Staff Activity Log.



- G. **Deliverable:** Reports on enrollment trends, retention rates, workplace readiness success, satisfaction survey results, and productivity metrics.

Part four of the high-level project plan outlines the systematic approach to evaluating the effectiveness of New Hope Services Pre-ETS program, ensuring continuous improvement through data-driven insights, leadership oversight, and resource allocation adjustments.

**New Hope Services would like to provide Pre-ETS services the following preferred counties and schools:**

- Clark County  
Clarksville, Silver Creek, Charlestown, Jeffersonville, New Washington, Excel Center, Borden, Rock Creek and Henryville
- Floyd County  
Christian Academy, Floyd Central, New Albany, and Community Montessori
- Harrison County  
Lanesville, North Harrison, Corydon Central, South Central, Shiloh Holiness, and Victory Christian Academy
- Jefferson County  
Christian Academy, Indiana School for the Blind, Madison Consolidated, and Southwestern
- Scott County  
Austin and Scottsburg
- Switzerland County  
Switzerland Co HS
- Washington County  
Salem, West Washington, and Eastern

New Hope Services evaluates the effectiveness of their services by monitoring agency performance, requiring a systematic approach that involves clear objectives, data collection, evaluation, regular reporting, adaptation, and a commitment to continuous improvement. The New Hope leadership team will be overseeing and ensuring the correct resources are allocated to Pre-ETS and will regularly evaluate the for programing effectiveness, identify areas for improvement, and using data-driven insights to inform decision-making and resource allocation to ensure success. NHS uses a systematic quarterly programmatic evaluation for all of its programs and will continue to follow this process for Pre-ETS. In order to evaluate the effectiveness of the services, NHS plans to implement the following measurements or practices.

- Measure Enrollment- Compare enrollment data across different time periods to identify trends in order to understand the factors influencing changes in enrollment
- Measure Retention – Assess student retention on a quarterly basis by examining the enrollment and closed status of students
- Assess workplace readiness training success – Utilizing Daily Living Skills Assessment before and after training
- Offer Annual Satisfaction Survey's to students, families, and teachers
- Request feedback on success of student participation in Pre-ETS by attending IEP meetings for each student
- Track productivity utilizing Staff Activity Log(SAL)- review and measure monthly productivity for all career coaches

In order to provide the required activities, NHS follows a basic procedure with each of our students enrolled in Pre-ETS. Although students may enroll at varying stages of high school the following is a basic description of the procedures our Career Coaches are expected to follow.

**New Student/Freshman/Sophomore:**

Utilizing the Lifecourse framework and Personal Profile, the career coach will construct a personalized plan and set goals for the student. The focus will be on enhancing essential life skills, improving communication abilities, fostering self-awareness, and nurturing self-advocacy. This comprehensive approach aims to support the student in developing a well-rounded skill set that aligns with their individual needs and aspirations.

The career coach will initiate instruction in Self-advocacy, aiming to explore self-awareness and skills. The focus will be on helping individuals understand their skills and effectively present them to potential employers through developing interview skills and crafting compelling resumes. The sessions with students will also concentrate on building confidence by highlighting individual strengths and teaching the importance of requesting necessary accommodations and addressing needs with employers.

Additionally, workplace readiness will be a key component, incorporating essential aspects such as time management, soft skills, social skills, money management, budgeting, appropriate dress, and hygiene. The goal is to equip individuals with a comprehensive set of skills that contribute to their overall preparedness for the workplace.

As the year progresses, we will introduce work-based learning experiences. This will involve engaging in volunteer work and potentially exploring both paid and non-paid opportunities. These experiences aim to provide valuable insights into individual strengths, interests, and areas that may require additional coaching. Through this hands-on approach, we aim to facilitate a deeper understanding of potential career paths and enhance overall personal and professional development.

After establishing a baseline of skills, our approach will delve deeper into specific areas of interest. This will involve utilizing assessment tools and incorporating additional work-based learning experiences. Leveraging community contacts, we will arrange informational interviews with professionals in relevant fields and explore opportunities such as job shadows, internships, and facility tours. This immersive strategy aims to provide a more thorough understanding of chosen fields, fostering meaningful connections and guiding further skill development.

Our focus will shift towards exploring post-secondary education options. We will examine the specific requirements of fields aligned with their interests, initiating the development of necessary skills and training to facilitate a successful transition to post-secondary opportunities.

During spring break and summer, we will facilitate tours and attend college/job fairs, providing students with valuable insights into their options. These opportunities will enable them to create connections, gather more in-depth information, and ask pertinent questions about potential educational and career paths.

To enhance the experience, we will organize career cluster groups, dividing students based on their interests. Within these groups, we will conduct outings, training sessions, and interviews. Relevant community mentors will be invited to meet with students, offering guidance and valuable perspectives on the chosen career clusters. This multifaceted approach aims to prepare students comprehensively for their post-secondary journey.

#### **Junior Year Student:**

Junior year will play a crucial role in narrowing down interests and refining specific skill sets. Building upon skills acquired in previous years, evaluating and assessing skill level. Emphasis will be placed on college or job programs aligned with their field of interest. Students will be encouraged to hold themselves accountable for tasks, deadlines, and grades, with a strong focus on goal setting and actionable steps.

To facilitate this process, we will use multiple online tools and tailor schedules and calendars according to individual student needs and learning styles. While focusing on acquiring experiences that are pertinent to the student's Individualized Education Program (IEP), addressing specific needs and aligning with their chosen interests. This approach aims to prepare students for their future endeavors by combining targeted skill development with proactive planning and experiential learning.

#### **Senior Year Portfolio:**

In the senior year, our focus will include assisting with the FAFSA application process as required if the student has chosen secondary education. We will ensure they are well-prepared for the transition to college, addressing aspects such as budgeting, dormitory necessities, school supplies, and scheduling.

As each student approaches graduation, they will have a comprehensive portfolio. This portfolio, developed in collaboration with the career coach, will include essential components;

- Resume
- Skills List (if not include in resume)
- Cover Letter
- Community/Employment Resources
- Post-Test Rubric (same format as In-Take Rubric)
- College Acceptance Letter (if continuing with Pre-ETS)

Students will be granted access to this portfolio, allowing them to maintain and edit it as their circumstances evolve.

Additionally, we will provide guidance to students interested in applying for Vocational Rehabilitation (VR) services, ensuring that the process is both desired and appropriate for their individual situations. This comprehensive approach aims to empower students for a successful transition beyond high school.

### Curriculum, tools and strategies used to provide Pre-ETS activities include the following:

- Campus Reel Videos- A video and VR platform to help students find their dream school and virtually tour hundreds of college campuses of college campuses.
- Free Campus College videos on Youtube.com
- GoCollege.com is one of the oldest and most trusted resources to guide students on how to finance and succeed in college
- BestColleges.com – Students with Disabilities in higher education facts and statistics
- Disability Friendly Colleges – Best Disability Friendly Colleges and Universities
- Local College Tours
- Workplace Environment Preferences worksheet, this activity encourages the student to think about their preferences in a job setting. Examples can include sound, lighting, space and number of people in the area.
- Workplace Observations worksheet- the student and career coach visit or review a workplace and use the worksheet to review the setting. Then answer the question does this match my preferences in a work place environment?
- Cluster Interest Inventory, which allows students to identify the preferences, characteristics and academic strengths.
- Your Next Move (O’net) an online tool that allows students to identify their interest and match them to occupations which match those interests.
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- Transition Assessment Matrix is a tool that allows students to participate in an online interest inventory that is sorted based on post-secondary goal, disability and age.
- Skills to Pay the Bills – Mastering soft skills for workplace success focuses on soft skills such as communication, finance, teamwork, professionalism, networking, problem-solving skills to build student’s job readiness skills an daily living skills.
- Daily Living Skills Assessment- this assessment to help the student make a good impression and maintain a job.
- Employability Skills Survey – this survey helps the students evaluate their job readiness skills and identify skills they need to develop to succeed in a job.
- The 411 on Disability Disclosure - This workbook is for families and professionals to learn about supporting people with disabilities and to understand the factors that influence a person's decision to disclose or not disclose their disability
- Accessing Disability Services in College- This online training module for individuals with I/DD and their families to learn about inclusive postsecondary opportunities. This module provides an introduction to disability services in colleges, understanding their role, and identifies how to successfully work with them to obtain services
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- Charting the LifeCourse - The Charting the LifeCourse framework and tools provide guides for any stage of life. It helps students, their families, their support team learn more about yourself, problem-solve and build a plan for their future.
- The Rights of College Students with Disabilities-This fact sheet provides an overview of the rights of students with disabilities in college.
- Disclosure and Reasonable Accommodations (webinar training) - This video is a training offered on learning about ADA reasonable accommodations and disclosing a disability to an employer.

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#### 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.

New Hope Services will follow its current management framework, assigning a manager and supervisor(s) to Pre-ETS program, each supporting five to six direct reports. This structure oversees and supports the individuals offering services and enables effective workload management for each service provider. This allows staff to provide appropriate services to participants in our programs. NHS hopes to provide services to approximately 500 students in the counties requested. Our current Employment Services Manager and one supervisor along with up to nine full-time staff will make up the Pre-ETS program staff. Each staff will be expected to provide approximately 30 hours a week to students in both individual and/or group activity settings, seeing each student at least two times a month at their assigned school. Additional leadership involvement from the SVP/COO and Director of Social Services will also be involved in oversight of service delivery.

**Key Staff Include:**

- **Director of Social Services-** (Shared Resource) The Director will be responsible for overseeing the Pre-ETS program staff, ensuring compliance with Program Services Standards as well as State and Federal regulations and policies, development and oversight of programmatic goals for implementation and success, ensure quantity and quality of services, and support to Manager of Pre-ETS program. - see attached, *Rebekah Lewellen Resume and Director of Social Services job-description*
- **Employment Services Manager-**(Shared Resource) The employment services manager will be responsible for the required daily operations, overseeing and supporting supervisor and career coaches and being responsible to ensure that appropriate services are provided to the contracted counties, schools and students. Manages billing and documentation within the department, ensuring compliance with state and VR standards – see attachments, *Brittany Stacy Resume and Employment Services Manager job-description*
- **Pre-ETS Supervisor-** (Dedicated Personnel) The supervisor will be responsible for daily supervision of all career coaches, tracking hours, data entry, training, and performance monitoring ensuring efficient and appropriate delivery of services. – see attachment, *Employment Services Supervisor job-description*
- **Pre-ETS Career Coach-**(Dedicated Personnel) The career coach will representing the collaborative and serve as a “point of contact” in the schools regarding all aspects of the program. Partner with VR and support the VR Counselor in identifying eligible applicants, sharing information about VR, facilitating the VR application process with students. Participate in planning of transition/career fairs at participating schools and provide the required Pre-ETS activities. – see attachments, *Holly Armstrong Resume and Career Coach job-description*

In order to provide the 5 required Pre-ETS activities, it is essential that collaborative partnerships are developed and maintained. With the multiple services NHS provides, we have established numerous collaborative partnerships across Indiana. These partnerships are developed through transparent communication with our collaborators, sharing how we provide services for the needs of individuals in our communities and we engage in discussions with our partners to explore their potential contribution in supporting both current and future clients.

**Collaborative Partnerships:**

**1. Clark County-**

- a) Vocational Rehabilitation- Helping individuals with disabilities achieve employment.
- b) Work one- Explore career opportunities, build job skills, and achieve employment.
- c) Greater Clark County School System- Connecting as an employer and a referral base for services.
- d) Leadership Southern Indiana- Networking and building relationships with community partners and potential employers.
- e) IVY TECH and IUS- Tours, job fairs, post-secondary guidance and post-secondary education.
- f) List of businesses we partner with for Job Shadows, informational interviews, paid and nonpaid experience opportunities, and for fast track hiring process. - Goodfellas pizza, TJ Maxx, Five below, Amazon, Kroger Pharmacy warehouse, Arby's Panera Bread, Rolling Hills Nursing home, Rauch, Coffee Crossing, Champions Point Golf Course, Strike and Spare, Clark County Fire and EMS, and multiple other hotels, restaurants, stores and nursing homes.

**2. Floyd County-**

- a) Vocational Rehabilitation- Helping individuals with disabilities achieve employment.
- b) Work one- Explore career opportunities, build job skills, and achieve employment.
- c) Leadership Southern Indiana- Networking and building relationships with community partners and potential employers.
- d) Floyd County Schools- referral base for services and we participate in a yearly Disability awareness training at Georgetown Elementary.
- e) List of businesses we partner with for Job Shadows, informational interviews, paid and nonpaid experience opportunities, Medicaid waiver provided on the job supports, and for fast track hiring process. - Floyd County Hospital, Rauch, Squire Boons Cavern, Goodwill, YMCA, Wild Eggs, Georgetown Elementary School, and multiple of restaurants, stores, nursing and hospitality businesses.

**3. Harrison County-**

- a) Vocational Rehabilitation- Helping individuals with disabilities achieve employment.
- b) Work one- Explore career opportunities, build job skills, and achieve employment.
- c) Leadership Southern Indiana- Networking and building relationships with community partners and potential employers.

**4. Jefferson County-**

- a) Vocational Rehabilitation- Helping individuals with disabilities achieve employment,
- b) Community Way Chamber of Commerce- Job Fairs, Job Boards, interview locations etc.
- c) Ivy TECH- Tours, job fairs, post-secondary guidance and secondary education.
- d) List of businesses we partner with for Job Shadows, informational interview, paid and nonpaid experience opportunities, on the job support, and for some fast track hiring process. - OVO Head start, TJ MAXX, Goodwill, Walmart, Frisch's Big Boy, Boys and Girls Club, Salvation Army, Clearing House, and multiple other businesses within the community.

**5. Scott County-**

- a) Vocational Rehabilitation- Helping individuals with disabilities achieve employment.
- b) Work one- Explore career opportunities, build job skills, and achieve employment.
- c) Leadership Southern Indiana- Networking and building relationships with community partners and potential employers.
- d) WIC and Healthy Families- family support resources for individuals if needed.
- e) Clearing House- Opportunities for training and meeting locations.
- f) Empower Club- School program that empowers students to be leaders in the community and help others in need.
- g) YMCA- Resource network, safe place for meetings and extracurricular activities, volunteer and paid training opportunities.
- h) List of businesses we partner with for Job Shadows, informational interview, paid and nonpaid experience opportunities, Medicaid waiver and on the job supports, and for fast track hiring process. - Early Learning Academy, Centra Credit Union, Cradle, OVO, goodwill, Walmart, Jay-C, City fire, Police, and EMS departments, Cracker Barrel, and multiple other facilities within the county.

**6. Switzerland County-**

- a) Vocational Rehabilitation- Helping individuals with disabilities achieve employment.
- b) WIC – Explore Career opportunities, tours, informational interviews, job shadows.
- c) Healthy Families- referral source, explore career opportunities, informational interviews, job shadows.
- d) Work one- Explore career opportunities, build job skills, and achieve employment

**7. Washington County-**

- a) Vocational Rehabilitation- Helping individuals with disabilities achieve employment.
- b) Work one- Explore career opportunities, build job skills, and achieve employment.
- c) Leadership Southern Indiana- Networking and building relationships with community partners and potential employers.
- d) List of businesses we partner with for Job Shadows, informational interview, paid and nonpaid experience opportunities, on the job support, and for some fast track hiring process. -Armor Clad, Tractor Supply, Dollar General, Taco Bell, Pitts Packaging, local fire and EMS departments, and multiple other business within the community.

**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.

New Hope Services, Inc. (NHS) is a 501(c)(3) Corporation and was registered with the state of Indiana in August of 1958. See Attachment: 501(c)(3) designation. NHS is a Human Services agency that provides services in 24 counties in Indiana to individuals with developmental and intellectual disabilities, children and families, and low-income families. NHS has been accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF) since 1996, Indiana Medicaid Waiver Provider, accredited by Healthy Families America, part of the International Organization for Standardization, and the Better Business Bureau. Our three primary divisions include: Ability Services, Family Services and Affordable Housing. Programs within each division are:

**Ability Services:**

**-Employment Services-** this program assists individuals in selecting, obtaining, and/or maintaining appropriate employment in a competitive setting.

**-Pre-ETS-** this program is a collaborative project serving students for a meaningful future.

**-Participant Assistance and Care (PAC)**-PAC supports clients in activities of daily living, self-care, and mobility to help ensure health, safety and welfare of individuals.

**-Behavior Management**-this program supports individuals to use positive strategies to decrease the occurrence of unwanted behaviors.

**-Respite**-this program provides temporary and periodic care for individuals in the absence of their usual caregiver or to provide relief to their usual caregiver.

**-Attendant Care and Homemaker**-this program provides assistance meeting daily living needs of a client of any age who is not able to care for themselves independently.

**-Supported Living**-this program serves adult individuals in their home living environment to assist and maintain their community home and live as independently as possible.

**-Skills Training**-this program assists individuals with mild to moderate intellectual or physical disabilities to work toward personal goals to achieve their highest level of independence.

**-Adult Day Program**-The Square Day Program is a gathering place for individuals of all abilities to have a sense of community.

**-Community Habilitation**- this program provides purposeful, goal-oriented activities for individuals and focuses on community integration.

#### **Family Services:**

**-Women, Infant and Children (WIC) Program**- a supplemental nutrition education program that provides access to nutritious foods and promotes healthier eating and lifestyles. New Hope provides this program in 7 counties in Indiana.

**-Healthy Families**-a program that helps new parents and gives babies a brighter beginning. New Hope provides this program in 15 counties in Indiana.

**-HopeCare Clinic**-providing reproductive healthcare services and STI testing and treatment for men and women. New Hope serves patients in Clark, Floyd and Scott counties.

#### **Affordable Housing:**

**-Affordable Developer**- New Hope builds homes that improve individual's quality of life and improve the overall health of communities.

**-Indiana Emergency Rental Assistance (IERA)**-Providing Housing Counseling services to Indiana renters to increase housing stability.

The essential personnel who will be playing a significant role in service delivery include the Director of Social Services, Program Manager, Program Supervisor, and Career Coach. Currently, three of these positions are filled by NHS staff, accumulating a collective experience of 42 years, specifically focused on working with families, children, students, and individuals with disabilities. The following is a brief overview of their history with NHS, their background and expertise.

- **Director of Social Services**- Rebekah Lewellen, serving as the Director of Social Services, plays a pivotal role as a key leader within NHS. With a tenure of over 14 years, Rebekah's journey began as a Family Resource Specialist in the Healthy Families Division. Swiftly advancing into a supervisory role, she provided support to numerous staff involved in assisting mothers and children across 13 Indiana Counties. In 2018, Rebekah's dedication and capabilities led to her promotion as the Manager of Direct Support. In this role, she led a team serving individuals with disabilities in our Day Program, Community Habilitation, and Behavioral Management. Two years later, Rebekah transitioned to the Employment Services Program at NHS, where she supervised Employment Consultants overseeing Supported Employment initiatives in eight Indiana counties. After a successful stint as Employment Services Manager, Rebekah, armed with extensive experience in leading diverse programs and teams at NHS, earned a promotion to the position of Director of Social Services. In her current role, she oversees both Family and Ability Services for NHS.- See attachment *Rebekah Lewellen Resume*
- **Employment Services Manager**- Brittany Stacy, currently in the role of Employment Services Manager, has dedicated six years to New Hope Services. Initially starting as a direct support professional, Brittany swiftly advanced to the position of direct support supervisor within her first year of joining the organization. For a span of four years, Brittany excelled in her role as a direct support supervisor, providing support to DSPs and clients across various counties. In October 2022, Brittany achieved another career milestone by being promoted to the position of Employment Services Manager. Throughout the past year and a half in the employment services domain, Brittany has fostered numerous community connections and played a pivotal role in assisting employment consultants, career coaches, and clients in building their own networks. Additionally, Brittany diligently manages billing and documentation within the department, ensuring compliance with state and VR standards. - See attachment *Brittany Stacy Resume*



- **Pre-ETS Career Coach-** Holly Armstrong has a 23-year history with New Hope Services, Inc., starting her career in childcare at Kids Place in Scottsburg, Indiana. With a degree in Elementary Education and a minor in Early Childhood Education, Holly became the childcare professional responsible for crafting lesson plans across six facilities in Scott and Clark counties. Progressing through the ranks, she eventually became the Director of Kids Place. Under Holly's leadership, the childcare team achieved NAEYC accreditation and a Level four Paths to Quality rating. Her responsibilities included ensuring accreditation, upholding standards set by The Child and Adult Care Food Program, and managing billing to the State of Indiana. Holly also played a crucial role in maintaining the childcare center's licensed status. In 2015, when the childcare facility closed, Holly transitioned within the agency to become an Employment Consultant. Thriving in this role from 2015 to 2023, she became a valuable resource for fellow consultants and supervisors. In March 2023, Holly eagerly embraced the role of Pre-ETS Career Coach, returning to schools and working directly with students aged 14-22 across three counties. Passionate about her work, Holly enjoys creating lesson plans and working closely with students to foster their personal and career growth. Known for her ability to connect with even the most apprehensive students, Holly brings a fun and relaxed approach to learning, making a positive impact on their journey toward hopeful career goals. –See attachment *Holly Armstrong Resume*

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.).

Upon hire, the career coach will participate in the new hire orientation, which covers company-specific training encompassing the code of conduct, dress code, technology policy, and a corporate overview. Following the orientation, the career coach will begin Relias online training modules, which are to be completed within the initial 2-3 weeks of employment. These online modules cover a range of topics, including cultural competence, HIPAA, decision-making for individuals with IDD, building relationships and community for people with IDD, disability etiquette, and more. See attached *New Hire and Annual Training Track Modules, New Hire Training Track Modules, and EC-Career Coach Completed Relias Training*.

Upon completion of the orientation and online modules, the career coach will move into department-specific training with the Employment Services Manager and Supervisor. Throughout this phase, the career coach will be provided with a Pre-ETS manual containing Pre-ETS information, including the five mandatory Pre-ETS activities and specific training for each activity. The binder will also incorporate guidance on documenting services via the Pre-ETS portal, along with information and training for available resources such as the Pre-ETS toolbox and Lifecourse framework. Additionally, it will include contact information for community partners and supports.

The new career coach will be introduced to key school personnel, observe and train under the existing career coaches, gaining insight into the daily aspects of scheduling, interacting with students, and delivering of services. This includes observing communication with students, school staff, parents, and VR counselors. The career coach will witness firsthand how experienced coaches effectively engage and empower students through Pre-ETS services. They will also learn the proper utilization of mandatory activities to ensure valuable, quality time with students and acquire skills in documenting provided services.

NHS leadership will arrange designated time slots for the new career coaches to participate in collaborative meetings with Youth Voc Rehab Counselors (YVRC) and community partners. The career coach will also conduct meetings with the schools they are assigned to, fostering positive relationships with teachers of record, team members and partners. Emphasis will be placed on encouraging open lines of communication with all teachers of record. This forms a crucial component required of Career coaches, to build relationships with all collaborative partners in order to successfully support and guide Pre-ETS students.

The career coach will have the responsibility of reviewing the individualized education plans for each student. If necessary or when applicable, the career coach will also engage in behavior training for individual students.

Career coaches at NHS are required to engage in continuous training every year, encompassing annual Relias training which includes training geared to working with individuals with disabilities and corporate employee trainings, VR Level-up, and Foundational Training provided by Indiana Vocational Rehabilitation, Indiana Association of Rehabilitation Facilities, Inc. (INARF), Association of People Supporting Employment First (INAPSE), Lifecourse Framework and other selected programs. These trainings are designed to empower career coaches, providing them with new skills and ideas and a continued sense of support and purpose.

See Training attachments: *New Hire & Annual All Staff Training List, New Hire Training Modules, EC-Career Coach Completed Relias Training*

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.
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The Pre-ETS student must first complete intake information to enroll as a new Pre-ETS consumer. After the consumer is enrolled, services can be provided as needed until such time as the Consumer graduates, no longer requires services, or has aged out of the program at which time the consumer's Pre-ETS case can be inactivated (i.e., services will be ended). Students can continue to receive Pre-ETS services when they move to post-secondary education, until they age out of the program at 23. Alternatively, if the consumer decides not to pursue services, the case can be inactivated after intake and prior to service provision. As a result of intake and service provision, and all through the life of case, collateral documentation can be collected and uploaded for the case as needed.

When the student has completed the intake paperwork, the Career Counselor will start meeting with the student and enter each service into the service session section of BRS' pre-ETS web portal, this screen allows users to add a new service session or view/modify or delete an existing session. The service session is designed to record information about the actual services that were provided after the services have been provided. It is not used to record planned services before they occur. The service session is used to record services that occurred on a specific date. Users will only be allowed to modify a service session up to the point it has been invoiced. Once the service session is invoiced, it is no longer modifiable, nor can it be deleted. Pre-ETS Consultants, Agency Leads, Contract Leads and VR Pre-ETS Administrators all have the authority to enter, modify and delete un-invoiced service sessions per their access rights. The delete function is to be used to correct mistakes such as accidentally entering a duplicate service session record.

The service session must specify at least one service and at least one consumer. The service session date must be entered prior to adding services or consumers. The Service Session screen can be used to record an individual (one consumer) –or - a group (multiple consumers) service session.

New employees will undergo training on BRS' Pre-ETS web portal data entry and understanding of policy-specific deadlines under the guidance of their supervisor, fellow career coaches, and Youth Vocational Rehabilitation Counselor. They will receive direction on distinguishing between correct and incorrect documentation through provided examples for all Pre-ETS individual and group activities. The quality of their documentation will be monitored and assessed by the manager, supervisor, and the Youth Vocational Rehabilitation Counselors.

Whenever possible documentation will be entered to the portal by the end of business day. NHS requires all documentation to be entered at the latest 72 hours from time of service. At the end of the month we require that all documentation be entered by the second day of the month so the invoice of services can be sent to the state at the beginning of each month. Services will be aggregated and invoiced (in summary form with other consumer's services) on a monthly basis. All information pertaining to the case will feed various Reports, both internal and federal reporting.