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

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| **1** | **Proposed Solution and Features**  Provide an overview of how the proposed strategies meet the requirements for Pre-ETS as outlined in the scope of work. Describe in detail the specific strategies for developing and carrying out each of the five Pre-ETS activities described in Section III. Summary Scope of Work, to students with disabilities, as aligned with WIOA required activities, for both individuals and/or in group settings. As applicable, describe how the proposed strategies enhance or expand upon existing strategies that have been successful in the provision of services that align with Pre-ETS to students with disabilities or other student populations. Identify the specific counties and schools respondent intends to serve.  Additionally, please provide a detailed description of your work approach, including the following:   * + How would you organize this project in order to be able to manage the workload?   + Provide a high-level project plan, based on the information provided in this RFI.   + Provide preferred list of counties and school systems you intend to serve. As described in Section III. Summary Scope of Work, respondents may also opt to provide a secondary list of alternate counties and schools you would consider serving.   + Describe how you would evaluate the effectiveness of services provided.   + Provide a brief description or sample of the curriculum you propose to utilize for each of the required activities, as well as incorporation of best practices or resources into service delivery, such as the Lifecourse framework. |
| DSI started services in 1956 and now serves more than 3,500 individuals every day. DSI remains mission driven to improve the quality of life for the children and adults enrolled in our services. We identify and implement best practices in all operations for the care provided to the youth and adults we serve. DSI has remained a staple in our communities of service for 68 years and continues to foster exceptional community relationships.  DSI’s Employment Services Department, of which the Pre-ETS program is staffed and operated, has provided more than 40 years of vocational services. Employment Services provides employment services in over 60 Indiana Counties, and consistently provides person centered services in job placement and job supports. DSI employs four certified Benefits Information Network liaisons, thirteen Employment Specialists, and eleven career coaches.  DSI partners as a resource for many state and local entities. DSI maintains partnerships with public and private entities including, but not limited to: Indiana Association of Rehabilitation (INARF), Strategic Indiana Provider Network (SIPN), Indiana Association of People Supporting Employment First (IN-APSE), Indiana Business Leadership Network, United Way of Howard and Tipton Counties, Chamber of Commerce members through Cass, Howard, Miami, Tipton, Wabash, and Wells Counties, as well as State of Indiana Chamber member. All DSI programs are accredited by Commission on Accreditation of Rehabilitation Facilities (CARF).  **How would you organize this project in order to be able to manage the workload?**  · The North Central Collaborative (NCC), established in 2016, provides Pre-ETS services in the following counties: Bartholomew, Cass, Daviess, Delaware, Grant, Greene, Henry, Howard, Jackson, Madison, Martin, Miami, Tippecanoe, and Wabash. DSI will continue to operate as the fiscal agent for the North Central Collaborative with the following agencies operating as sub-contractors to provide Pre-ETS services: Carey Services, Wabash Center, Arc of Wabash County, and Hillcroft Services. The partner agencies will provide services to assigned schools as outlined in the attached document.  O The state’s primary contact person for the North Central Collaborative will be Meredith Freeman, Senior Vice President at DSI, with the secondary contact being Chris Lowry, Director of Vocational Services - North at DSI. Each provider in the collaborative will have a point of contact. Carey Services will be Timothy Kendrick; Arc of Wabash will be Mary Ogle; Wabash Center will be Ann Martin; and Hillcroft will be Leann Rector.  o The NCC agencies all sign detailed Memorandums of Understanding, outlining Pre-ETS funding information and expectations of service providers. The MOU also addresses the need for partner agencies to maintain appropriate staffing levels necessary to provide quality Pre-ETS services. See attachment for a copy of the MOU.  § DSI, along with agencies in the North Central Collaborative have increased staffing to manage the workload.  § As listed in the MOU, if an agency within the North Central Collaborative is not able to provide services to an assigned school, DSI will hire staff to provide needed Pre-ETS services.  · All collaborating partners attend quarterly NCC meetings to discuss all aspects of Pre-ETS, and to work together to address concerns. All collaborating partners participate in student intake meetings within the provider’s assigned schools. The intake meeting involves completing all initial documentation. The intake documents along with the student’s IEP or 504, and the intake rubric will be uploaded into the Pre-ETS portal prior to providing services.  · DSI actively hires School Transition Service Providers to staff the Pre-ETS program. DSI currently has four School Transition Service Providers who work exclusively in the Pre-ETS program. In addition, five of  DSI’s certified Employment Specialists maintain caseloads of Pre-ETS students.  · DSI’s Director of Vocational and Transition Services works directly with the North Central Collaborative agencies to ensure communication and service delivery. This position also supervises the Employment Services Department at DSI, and has extensive knowledge in transition services, employment services, and Medicaid waiver services.  **Provide a high-level project plan, based on the information provided in this RFS**  · DSI and the North Central Collaborative have a history of successfully implementing, growing, and developing Pre-Employment Transition Services. Since starting Pre-ETS services in 2016, the North Central Collaborative has served over 5,000 eligible students. The NCC continues to grow and expand to provide services to eligible students. Information provided throughout this RFI demonstrates a high level and detailed project plan.  · DSI is committed to hiring and developing staff for the Pre-ETS program. DSI management will meet quarterly with all NCC agencies to review staffing and best practices. Adequate staffing is addressed in the collaborative agencies signed MOUs. If an agency within the NCC is not able to provide staff for a school, DSI will hire and staff that school.  · The North Central Collaborative plans to reach a total of 1000 students in year 1 of this contract and 1500 total students in year 2 of this contract. This growth rate is based on the number of students currently with IEPs and/or 504 plans within our service area. As the fiscal agent, DSI’s Business Office monitors contract spend and handles all billing for Pre-ETS. This information is shared with the Senior Vice President and Director of Vocational Services. DSI and the North Central Collaborative will utilize 90% - 100% of contract spend.  · DSI and the North Central Collaborative are educated and knowledgeable in the Indiana Department of Education graduation requirements of Transition Portfolios and Graduation Pathways. These mandates tie into the objectives of Pre-ETS services and build additional partnerships between the North Central Collaborative agencies and the schools in our service area. Staff throughout DSI and the NCC, work alongside students on the Transition Portfolio required “Employability Skills.” This new requirement builds program opportunities with Pre-ETS services for students and schools.  · DSI has utilized its own facility space for both summer and Christmas break activities.  **Provide a 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.**  · See Attachment  **Describe how you would evaluate the effectiveness of services provided.**  · DSI started the 2023-2024 school year utilizing a detailed and goal-based intake rubric. The rubric focuses on the five Pre-ETS service areas and allows for thorough and effective service delivery. The rubric provides valuable information and develops measurable goals with the students. Pre-ETS staff will document progress and measure student goals each semester. As students reach a goal or master one of the five areas, the rubric will be adjusted for new goals to be developed. PreETS staff throughout the North Central Collaborative will attend IEP meetings to discuss services with the team. This informative time ensures communication of services among the student’s team members.  · The North Central Collaborative created a survey for students to complete on a semester basis. The survey addresses the five key areas of the Pre-ETS program. Students will be asked to rank statements on a scale of one to five, with one being the lowest score and five being the highest score. Surveys will be compiled and reviewed by North Central Collaborative stakeholders to provide quality Pre-ETS services.  · DSI monitors and tracks student intakes for the North Central Collaborative. DSI’s Director of Vocational Services meets with agencies throughout the collaborative to review best practices and to assist in training; this role also meets with schools within the North Central Collaborative to assist in communication for effective program delivery.  · An expected outcome for students in the Pre-ETS program is that each student will exit Pre-ETS with the soft skills necessary to identify potential employment opportunities, apply for those positions, successfully interview, and navigate the workforce. Through Pre-ETS students will explore and identify career fields of interest, gain knowledge of the local labor market, education needs for desired career field, and increase their awareness and self-advocacy abilities. Another outcome is that students who plan to pursue postsecondary education will complete a FAFSA application, tour a local school of their choice, apply for admissions, and gain information about any accommodations needed for successful postsecondary.  **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.**  · DSI focuses on job exploration counseling, work-based learning experiences, workplace readiness, counseling on post-secondary opportunities, and instruction in self-advocacy with curriculum-based activities, hands on opportunities, guest speakers, community driven learning opportunities, and partnerships within our communities.  o DSI Pre-ETS utilizes the following curriculum throughout Pre-ETS:  · T-Folio is a free transition portfolio tool for high school age youth with disabilities. It is designed to guide youth in exploring, identifying, and planning for their desired post-school goals.  · Skills to Pay the Bills is a curriculum developed by the Office of Disability Employment Policy at the U.S. Department of Labor to help teach youth those important soft skills or workforce readiness skills. It is created for youth development professionals as an introduction to workplace interpersonal and professional skills, targeted at youth ages 14 to 21 in both in-school and out-of-school environments.   * DSI recently purchased the Attainment Company’s Pre-ETS curriculum, and will train all career coaches on utilizing this curriculum with students at all schools during January 2024. This curriculum provides lessons and activities that cover all five billable Pre-ETS services.   · LifeCourse Framework helps individuals of all abilities, and all ages develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.  o DSI Pre-ETS staff will be trained in the LifeCourse model in 2024, if they are not already trained.  o Chris Lowry is certified by INARF as a Person-Centered Plan/Individualized Support Plan facilitator.  · Autism Speaks: Employment Toolkit is divided into specific sections which allows students to be active in their pre-employment services. The toolkit encompasses self-advocacy and workplace readiness.  · Indiana Career Explorer for Transition Portfolios  o Pre-ETS staff utilize Indiana Career Explorer with students to complete assessments, provide job exploration counseling and instruction in post-secondary.  o DSI Pre-ETS staff work with the high schools on the transition portfolio guidelines.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Curriculum | Job Exploration | Work-Based Learning | Workplace Readiness | Self-Advocacy | Counseling on Post-Secondary | | Attainment | X | X | X | X | X | | Skills to Pay the Bills |  |  | X | X |  | | Indiana Career Explorer | X |  |  |  | X | | LifeCourse Framework | X | X | X | X | X |   Agencies within the North Central Collaborative practice innovative methods throughout the five areas of service delivery. This includes summer group activities, guest speaker opportunities, school tours, and individual student sessions. See attachment for Pre-ETS examples of marketing materials. The previously listed curriculum examples outline incorporation into the five areas of Pre-ETS services.  **Job Exploration Counseling**  · Job Exploration Counseling will be carried out in individualized counseling sessions and group activities during school hours, as allowed by school administrative staff. This service will include the use of vocational interest inventories, curriculum, ability surveys, videos, and one on one discussions.  During these sessions, students and collaborative staff will discuss student’s vocational interest, review local labor market and in demand jobs, explore non-traditional career options, and identify career pathways of interest to this student.  o Using the previously described and detailed intake rubric, collaborative staff will work with students on their individual, specific, and measurable job exploration counseling goal.  · Information collected during job exploration counseling sessions will be uploaded into the student’s Transition Portfolio.  · Group sessions of job exploration counseling occur when a guest speaker is present and sharing information about a specific career field.  o Ongoing guest speaker opportunities.  o Unique job exploration counseling opportunities made available to NCC students include:  § Attending career fairs  § Learning about farming tasks at a local farm; Working with animals at the Humane Society; Learning about the pricing and presentability of merchandise in the retail industry, analyzing water samples for bacteria, learning cooking skills, working on organizational and individual skills while putting on a talent show, learning about food safety and nutrition laws.  § Meeting and hosting information sessions with local business owners to learn about local businesses and the community First Friday program.  **Work Based Learning Experiences**  · This service is used individually and in group settings. Students will participate in volunteer experiences, paid and/or unpaid work experiences, informational interviews, and job shadow opportunities.  · Information collected during work-based learning experiences will be uploaded into the student’s Transition Portfolio.  · Agencies throughout the North Central Collaborative create unique programming opportunities during school breaks. Examples include:  o Student led talent show  o Pre-ETS summer boot camp  o Partaking in Christmas-time gift wrapping.  · Ongoing work-based learning experiences occur throughout the communities of service. Some examples include:  o Doing farmhand work such as fixing fences and feeding animals at a real farm  o Sorting, pricing, and hanging clothes at a retail store  o Doing cafeteria work in the schools  o Obtaining and learning about water samples from area businesses  o Pricing, weighing, and packaging food  o Feed, water, and obtain vital signs for pets at a Humane Society  o Budgeting and planning a grocery trip for patrons who need financial assistance  **Counseling on Postsecondary Opportunities**  · This service will be provided in individualized counseling sessions during school hours. Sessions will include the discussion of future plans, assistance with applying for FAFSA and scholarships, assistance with contacting disability service departments at colleges and universities, and assistance with college applications.  · This service will also tour and conduct informational interviews with local schools, such as Ivy Tech Community College, Indiana Wesleyan University, Ball State University, and others.  · Service sessions will be provided in group settings when touring local schools, attending local college fairs, and when collaborative staff invite college representatives to guest speak with students.  · DSI has positive relationships with local colleges and universities. DSI’s, Miami County office is located in the Peru Ivy Tech campus.  o DSI is knowledgeable of local college resources and connects students with resources to ensure ongoing and additional supports as needed.  · Agencies throughout the North Central Collaborative have a history of developing unique and meaningful experiences for students interested in pursuing post-secondary. Examples include:  o Assisting a student to be the first in her family to enroll in college classes.  o Providing guidance when completing FAFSA and scheduling meetings for the student with the financial aid department.  o Connecting students to Erskine Green Training Institute in Muncie.  · Information collected during postsecondary opportunities are uploaded into the student’s Transition Portfolio.  **Workplace Readiness**  · This service will be provided in individual and group-based classroom settings during the school day. The listed curriculum covers soft skills, resume building, money management, time management, workplace behavior, professionalism, interview skills, and hygiene.  · Guest speakers and NCC staff complete mock job interviews and discuss the professional behaviors that employers expect.  · DSI works with students on understanding SSI and/or SSDI benefits. DSI’s certified Benefits Information Network Liaisons assist in educating students and their families on these benefits.  · Agencies throughout the North Central Collaborative provide guest speaking opportunities with local business professionals and Vocational Rehabilitation, to share workplace readiness insight to students.  · Information collected during workplace readiness is uploaded into the student’s Transition Portfolio. | |
| **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. |
| Key staff and their roles and responsibilities, including roles and responsibilities of any sub-contractors.  · DSI:  § Meredith Freeman is the Senior Vice President at DSI. She works with individuals to assist them in finding and maintaining employment in the community, and she also assists with planning and implementing adult day programming to fit a variety of needs and interests.  · Meredith worked to secure funding for and launch the Pre-Employment Transition Services program in multiple Indiana counties, serving hundreds of students. She has built relationships with schools throughout the state, to work toward preparing students for life after high school. She also created the Opportunity Knocks! Program at Bona Vista, which serves as a job readiness class for individuals who plan to work in the community.  · Meredith is certified by Indiana University as an Employment Specialist, has previously been certified as a Benefits Information Network liaison, and is also certified by INARF as a Person-Centered Plan/Individualized Support Plan facilitator. She was awarded Bona Vista’s Annual Direct Support Professional Award in 2015. She is an active board member for Indiana’s APSE (Association of People Supporting Employment) (Association of People Supporting Employment First) chapter, where she participates in the transition and conference planning committees. She has presented at each annual Indiana APSE conference since 2013. Meredith also participates in INARF’s Employment Advisory Group. She holds a bachelor's degree in advertising from Ball State University, and a master's in education, with a focus on ‘adult and community education’ from Ball State.  § Chris Lowry is the Director of Vocational Services for DSI. He started with Bona Vista Programs in August of 2017, as an Employment Specialist. Chris oversaw the employment specialists in the Workforce Diversity department starting in August of 2020 and began overseeing Pre-ETS in January of 2022.  ·Chris is actively involved with the North Central Collaborative and hosts quarterly collaborative meetings. He has positive relationships with Howard County stakeholders, meets with schools throughout north central Indiana on behalf of the NCC agencies, has served as the Vice President of the Howard County Sports Hall of Fame for 5 years, and is a play-by-play broadcaster for area high school and professional athletic teams.  ·Chris is certified by Indiana University as an Employment Specialist and has previously been certified as a Benefits Information Network liaison as well. He is also CESP certified by APSE and as a Person-Centered Plan/Individualized Support Plan facilitator. Chris graduated from Ball State University in 2008 with a bachelor’s degree in telecommunications.  § Laura Summers is certified by Indiana University as an Employment Specialist and has been previously certified as a Benefits Information Network liaison. She has worked with DSI’s Pre-ETS program since the program started. Laura is a School Transition Service Provider and works exclusively with diploma track students at Kokomo High School. She also helps Kokomo students with their Medicaid waivers.  § Lauren McMullen is a trained Employment Specialist and is a School Transition Service Provider who works with life skills students at Kokomo High School. Lauren has been instrumental in implementing summer programming and work-based learning opportunities for students.  § Stephanie Frakes is certified by Indiana University as an Employment Specialist. Stephanie is a School Transition Service Provider and works with students at Taylor and Western High Schools.  § Marianne Hann is a School Transition Service Provider and works with students at Peru, Maconaquah, Northwestern, and the Excel Center.  § Ryan Hubbard is a School Transition Service Provider and works with students at Anderson Prep and Pendleton Heights High Schools.  § Rebekah Copas is certified by Indiana University as an Employment Specialist. Rebekah is a School Transition Service Provider and works with the Youth Opportunity Center in Muncie.  § Lori Pickard is an Employment Specialist and School Transition Service Provider at Tipton High School.  § Sam Jackson is an Employment Specialist and School Transition Service Provider at Seymour High School and the Empower School.  § Rose Terwiske - is the Director of Employment Services - West  § Mary Lou Gonzalez is a Transition Specialist who has over a decade of experience working with students and adults with developmental needs. She works with students at Washington Catholic, Barr-Reeve, North Daviess, and Loogootee.  § Stacie Rodriguez is a Transition Specialist who has 9 years of experience working in Pre-ETS and works with students at Washington High School.  § Janet Martin is a Transition Specialist who works with students at Linton-Stockton, Eastern Greene, White River Valley, Bloomfield, and Shakamak.  · Carey Services  § Timothy Kendrick is the Employment Services Manager at Carey Services since 2016. Prior to that, Tim worked as an Employment Specialist for two years. Tim is a certified Employment Specialist who has established successful relationships with many community businesses, organizations, and schools throughout Grant County. Prior to joining Carey Services, he served as a Youth Outreach Coordinator and as an advisor to the FBI’s Council on Organized Retail Crime.  § Angie Luzadder is a School to Work Transition Liaison and works with students at Marion and Madison-Grant High Schools.  § Cole Henderson is a School to Work Transition Liaison who has worked in the caregiving industry for almost 5 years. He works with students at Alexandria, Frankton, and Elwood High Schools.  § Beth Hart is a School to Work Transition Liaison and works with students at Eastbrook and Oak Hill High Schools.  § Kebra Spargo is a School to Work Transition Liaison and has been with Carey Services since 2023 and works with students at IMPACT/IWU.  § Travis Davis is a School to Work Transition Liaison who has been working with students with disabilities for over 4 years and works with students at Mississinewa High School.  · Arc of Wabash  § Darrin Taylor is a School to Work Transition Liaison for the past 6 years.  § Julie Christian is a School to Work Transition Liaison who works with students at Northfield, Manchester, Southwood, Wabash, Emmanuel Christian, and White’s High Schools.  § Jennifer Gaston is a Lead School to Work Transition Liaison for the past 5 years and has worked with people with disabilities for 9 years.  § Sarah Dewey is a School to Work Transition Liaison for the past year.  § Tim Reed is a School to Work Transition Liaison for the past 2 years.  § Mary Ogle has been the Director of Employment at Arc for 7 years.  § Sherry Mercer is a School to Work Transition Liaison who has worked with clients with disabilities for 2 years. She works with students at Northfield, Manchester, Southwood, and Wabash.  · Wabash Center  § Ann Martin is a School to Work Transition Liaison.  § Chris McGlothlin is a School to Work Transition Liaison who works with students at Lafayette Jefferson, William Harrison, McCutcheon, LARA, and Ivy Tech – Lafayette schools.  § Colleen Rhoades is a School to Work Transition Liaison.  § Lorraine Smith is a School to Work Transition Liaison who has worked with clients with disabilities for over 13 years. She works with students from Lafayette Jefferson, McCutcheon, West Lafayette, and the GOALS Program.  · Hillcroft Services  § Bethany Miller is a School to Work Transition Liaison who works with students at Daleville, Delta, Excel Center – Muncie, Ivy Tech – Muncie, and Yorktown schools.  § Brianna Mixon is a School to Work Transition Liaison who works with students at Muncie Burris, Muncie Central, and Muncie Area Career Center High Schools.  § Jennifer McMichael is a School to Work Transition Liaison who works with students at Blue River Valley, Muncie Burris, Muncie Area Career Center, and Wapahani High Schools.  § LeAnne Cole is the Chief of Home and Community Based Services for the past 13 years and has a master's degree in social work from Ball State University.  § Leann Rector has been the Program Manager at Hillcroft for the past decade  **Provide resumes**  See attached resumes  **Ensure that the staffing plan is consistent with the cost proposal. Describe if staff will be dedicated personnel for the project or if they will be a shared resource.**  · DSI’s Employment Services program actively employs School Transition Service Providers to provide Pre-ETS services. This position works exclusively with the Pre-ETS program so staff are fully dedicated to this service.  · DSI currently employs five School Transition Service Providers and is committed to hiring additional School Transition Service Providers to meet the needs of this program. See Attachment O for the job description.  § DSI’s School Transition Service Providers:  · Laura Summers  · Lauren McMullen  · Stephanie Frakes  · Marianne Hann  · Ryan Hubbard  · Rebekah Copas  · Lori Pickard  · Sam Jackson  · Mary Lou Gonzalez  · Stacie Rodriguez  · Janet Martin  · DSI’s Employment Services Department also employs a team of certified Employment Specialists.  § DSI’s Employment Specialist who also provide Pre-ETS services:  · Laura Summers  · Lauren McMullen  · Stephanie Frakes  · Rebekah Copas  · Lori Pickard  · Sam Jackson  · DSI will also be utilizing brand new curriculum starting in January of 2024 for all staff to utilize with students.  **List collaborative partners, 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.**  · Vocational Rehabilitation: DSI actively provides VR services in over 60 Indiana counties  § DSI has 14 different offices throughout the state including:  Columbus, Seymour, Greensburg, North Vernon, Madison, Kokomo, Logansport, New Castle, Washington, Bloomington, Lyons, Terre Haute, Loogootee, and Peru (Peru is a collaboration with Ivy Tech Community College. DSI’s Miami County Employment Services office, adult day services, and pediatric therapy offices are integrated in the Peru Ivy Tech Community College Campus.)  § Members of the NCC also have office locations in: Lafayette, Logansport, Marion, Muncie, and Wabash.  · Work One: DSI’s Pre-ETS staff and Employment Services departments are educated on the services provided at Work One and often refer students to Work One services. This includes the Ready to Work/Skill Up program for youth interested in pursuing careers in advanced manufacturing.  · Local Educational Agencies.  § DSI actively provides Pre-ETS services in the following high schools.  · Anderson Preparatory Academy, the Empower School, Kokomo High School, Maconaquah High School, Northwestern High School, Pendleton Heights High School, Peru High School, Seymour High School, Taylor High School, The Excel Center, Tipton High School, Western High School, and the Youth Opportunity Center in Muncie.  · In addition to providing Pre-ETS services, DSI has a transition contract in place with Kokomo High School, through which an Employment Specialist provides transition counseling services to students on a weekly basis. This contract has been in place since 2013 and has resulted in many students being referred to Vocational Rehabilitation and the Bureau of Developmental Disability Services.  § Agencies in the North Central Collaborative, including DSI, actively provide Pre-ETS in the following schools:  · Alexandria, Anderson Preparatory Academy, Barr Reeve, Bloomfield, Blue River Valley, Daleville, Delta, Eastbrook, Eastern Greene, Elwood, Emmanuel Christian, Empower School – Columbus, Excel Center – Kokomo, Excel Center – Muncie, Frankton, IMPACT/IWU, GOALS Program, Ivy Tech Lafayette, Ivy Tech Muncie, Kokomo, Lafayette Adult Resource Academy, Lafayette Jefferson, Lapel, Linton-Stockton, Loogootee, Maconaquah, Madison-Grant, Manchester, Marion, McCutcheon, Mississinewa, Muncie Area Career Center, Muncie Burris, Muncie Central, North Daviess, Northfield, Northwestern, Oak Hill, Pendleton Heights, Peru, Seymour, Shakamak, Southwood, Taylor, Tipton, Wabash, Wapahani, Washington, Washington Catholic, Western, West Lafayette, White’s, White River Valley, William Harrison, Yorktown, Youth Opportunity Center – Muncie  · Post-Secondary partners:  § Ivy Tech Community College  § Indiana Wesleyan College  § Ball State University  · The NCC Pre-ETS collaborative has a positive relationship with the Ivy Tech College and Career Connection Coaches within the schools of service. The College and Career Coaches have been guest speakers at Pre-ETS group activities and provide additional collaborative support to PreETS students interested in pursuing post-secondary at Ivy Tech Community College. | |
| **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. |
| DSI started as a class for handicapped school-age children in 1956, and those roots have never been forgotten. Today, DSI serves more than 3,500 individuals every single day through 10 core programs. Though the growth has been remarkable, our dedication to those we serve remains constant. DSI maintains a business mindset fiscally, while still focusing on the non-profit aspect of the industry. All DSI programs are accredited by CARF.  DSI’s mission is, “We build the foundation of success for children and adults, regardless of abilities, through encouragement, independence and inclusion in reaching their maximum potential.” DSI has stayed true to this mission as DSI’s Employment Services program has provided more than 40 years of vocational services. Employment Services provides services in over 60 Indiana counties, and the department consistently holds an above-average successful rehabilitation rate each month through Vocational Rehabilitation. DSI employs 18 certified Employment Specialists. DSI also employs 4 certified Benefits Information Network liaisons. DSI currently serves more than 290 people in employment services with various abilities and skills.  DSI is the largest non-profit Waiver provider in the state of Indiana, serving more than 60 counties throughout the state. DSI has a history of providing exceptional Waiver and VR-based services to individuals with various abilities and of all ages.  DSI partners as a resource for many state and local entities. DSI maintains partnerships with public and private entities including, but not limited to: Indiana Association of Rehabilitation Facilities (INARF), Strategic Indiana Provider Network (SIPN), and Indiana Association of People Supporting Employment First (INAPSE), Howard and Cass County Business Leadership Network, Chamber of Commerce members through Cass, Howard, Miami, Tipton, and Wabash counties, as well as State of Indiana Chamber member. DSI has a long-standing relationship with Kokomo High School, maintaining a transition contract that allows agency staff to assist students in need of benefits and Medicaid Waiver information. DSI holds a special education co-op contract with eight school corporations. DSI has a strong relationship with the Howard County Commissioners, who have provided funding for employment services and staff training for the past six years.  DSI has held a Pre-ETS contract since 2016 as the lead agency of the North Central Collaborative. During this contract period, DSI and the North Central Collaborative have provided Pre-ETS to over 5,000 students in 60 schools, covering 14 counties. | |
| **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 and annually, all DSI staff complete Bureau of Developmental Disability Services (BDDS) training. This training includes human rights, safe environments, personal care, person-centered supports, behavior supports, and effective communication. In addition, all DSI staff receive Disability Awareness training, CPR, and NCI (Non-Violent Crisis Intervention). Staff entering the Employment Services receive additional employment-based training including principles of success, integrated employment, working with Indiana Vocational Rehabilitation, and breaking barriers. DSI completes training in classroom settings and online, through a partnership with Strategic Indiana Planning Network (SIPN). | |
| **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. |
| As the fiscal agent, DSI will continue to handle all billing for North Central Collaborative contract. DSI’s, Director of Vocational Services – North communicates monthly with Collaborative partners to confirm documentation is entered into the Pre-ETS Vendor Portal in a timely and accurate manner.  Collaborative partners submit their monthly billing documents to DSI’s Business Office, as outlined in the MOU. The DSI Billing & Accounts Receivable Specialist reviews and submits all Pre-ETS billing documents to BRS monthly. Prior to submitting monthly billing documents, DSI, along with the North Central Collaborative agencies, utilize the “Service Sessions Details for Monthly Billing” report found in the Reports Tab, to reconcile entries. DSI and North Central Collaborative management staff also utilize the Fiscal tab to generate an invoice. This information is compared to the previously mentioned report to ensure that accurate billing invoices are submitted to BRS.  DSI will continue to receive payments for all services provided by the collaborative and will then reimburse the partner agencies. The collaborative requests an hourly rate of sixty dollars ($60), which includes fees for staff pay and benefits, supplies, transportation costs, and administrative costs. DSI monitors monthly contract spend and tracks collaborative billing growth. DSI will use the predetermined group billing reimbursement amounts.  Prior to billing for a student, the student’s IEP and Intake Rubric will be uploaded into the Pre-ETS Vendor Portal. Additional intake paperwork and consent forms will be completed prior to providing services with students.  All North Central Collaborative staff are trained on the Pre-ETS Vendor Portal and utilize the Pre-ETS Vendor Portal User Guide. NCC staff are trained in search functions, intake paperwork, and necessary documents.  User roles within the North Central Collaborative:  Pre-ETS Consultant role is given to North Central Collaborative staff who provide the direct service to the students. The Agency Lead role is given to management staff who need elevated rights or need the ability to manage additional tasks. The Contract Lead role is upper management at DSI, who have elevated rights and fiscal responsibilities. In the event of a case transfer, the contract lead is responsible for transferring the student to the correct agency, or initiating communication to BRS if the transfer is outside of the collaborative.  DSI and the North Central Collaborative are eager to continue providing high quality and innovative Pre-ETS services to eligible students. | |