



Pre-Employment Transition Services Proposal Instructions

In July 2014, the Workforce Innovation and Opportunity Act (WIOA) was signed into law. WIOA replaces the Workforce Investment Act of 1998 (WIA) and amends the Rehabilitation Act of 1973. WIOA requires vocational rehabilitation (VR) agencies to set aside 15% of their federal funds to provide pre-employment transition services specifically to “Students with Disabilities.”

Pre-Employment Transition Services are defined as a coordinated set of activities for a student with a disability who is eligible or potentially eligible for Vocational Rehabilitation Services, designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, adult education, adult services, independent living, community participation etc.

Pre-Employment Transition Services are based on the identified need/interest and local availability of services, and are limited to:

- Job exploration counseling
- Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
- Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy

Students with disabilities interested in participating in a pre-employment transition service listed above (or vocational rehabilitation services, if eligible) may contact their local Division of Rehabilitation Services (DORS) office directly or be referred to DORS by school personnel or other interested parties.

Proposals to provide pre-employment transition services will be accepted from providers that have been approved by DORS as a Community Rehabilitation Provider, Career Assessment Private Practitioners, schools, and Centers for Independent Living (limited to self-advocacy proposals if not an approved provider).

Participants. Participants in the proposed DORS funded services are limited to the following definition of a “student with a disability” as one who is:

- is enrolled in a secondary school (including home school or other alternative secondary education program), post-secondary education program, or other recognized educational program and has not exited, graduated, or withdrawn;
- is at least 14 years old but less than age 22; and
- has a disability documented with an IEP, 504 plan, medical records, or a doctor’s note.

Pre-Employment Transition Services. Below are Pre-Employment Transition Services activities along with examples of what they may include (this list is not all inclusive). *Proposals may include services related to one or more of the following categories. **Proposals must specify which pre-employment service(s) is being addressed.***

1. Job Exploration Counseling.

- a. Labor market information
- b. In-demand industries and occupations,
- c. Non-traditional employment options,
- d. Administration of vocational interest inventories
- e. Identification of career pathways of interest
- f. Career Awareness
- g. Career Speakers
- h. Career (Vocational) Assessment

2. Work-based Learning Experiences

- a. Job Shadowing
- b. Career Mentorship
- c. Informational Interviews
- d. Paid Internships*
- e. Non-paid Internships*
- f. Simulated Workplace Experience
- g. Paid Work Experience*
- h. Non-Paid Work Experience*
- i. Volunteering*
- j. Workplace Tours/Field Trips

*Please note that all items with an asterisk have a pre-determined cost to reflect a 6-8 week work experience.

3. Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-secondary Educational (PSE) Programs

- a. Exploring the types of academic and occupational training needed to succeed in the workplace
- b. Postsecondary opportunities associated with career fields or pathways

- c. Self-advocacy skills for needed accommodations & services
- d. Identify interests, abilities,
- e. Advising students and parents or representatives on academic curricula and course offerings
- f. Providing information about college application and admissions processes
- g. Completing the Free Application for Federal Student Aid (FAFSA).
- h. Talents, needs, learning style preferences and goals
- i. Promote use of executive function skills
- j. Assist with researching career & PSE options
- k. Promote participation in PSE preparation classes, etc.
- l. Connect to PSE resources/ services/websites
- m. Promote use of self-advocacy skills
- n. Assist with application/ enrollment process
- o. Identify financial aid options
- p. Take career vocational assessments
- q. Familiarize with education and vocational laws
- r. Identify technology needs
- s. Identify admission tests accommodations
- t. Attend college fairs & tours
- u. Apply for vocational rehabilitation services, if eligible
- v. Provide PSE information to family members
- w. Access services & supports from developmental/ intellectual disabilities service agency, if eligible

4. Workplace readiness training to develop social and independent living skills which may include:

- a. Social/interpersonal skills
 - i. Communication
 - ii. Positive attitude
 - iii. Teamwork
 - iv. Problem solving
 - v. Talking/writing
 - vi. Cooperation
 - vii. Active listening
 - viii. Decision making
 - ix. Conflict resolution
 - x. Body Language
 - xi. Empathy
 - xii. Professionalism
 - xiii. Good manners
 - xiv. Supporting others
 - xv. Being Respectful
- b. Independent livings skills
 - i. Good hygiene
 - ii. Time management
 - iii. Healthy lifestyle

- iv. Using a cell phone
- v. Using transportation
- vi. Money management
- vii. Nutrition/meal preparation
- viii. Accessing community
- ix. Services & supports
- x. Community participation
- xi. Civic responsibility
- xii. Community safety
- xiii. Developing friendships
- xiv. Appropriate dress
- xv. Appropriate behavior

5. Instruction in Self-advocacy and Peer Mentoring

- a. Self –awareness
- b. Disability understanding
- c. Disability disclosure
- d. Decision making
- e. Set goals
- f. Evaluate options
- g. Identify independence
- h. Accommodations
- i. Request & utilize accommodations
- j. Know your rights & responsibilities
- k. Self-determination
- l. Know how to request & accept help
- m. Intrinsic motivation
- n. Taking a leadership role
- o. In support plans
- p. Assertiveness
- q. Listen to others opinions
- r. Problem solving
- s. Monitor progress
- t. Positive self-talk

Pre-Employment Transition Services Proposal Template. This template is to be used when creating a Pre-Employment Transition Services proposal. Proposals are reviewed by a DORS review committee on a monthly basis. Typically, proposals will be modified several times by both DORS and the submitting provider or approved partner until the document is satisfactory to both parties.

- 1. Project Goals.** Describe the specific goals of the project.

2. Target Population.

- a. Who will be served? All “students with disabilities” or a targeted population based on age, disability, etc.
- b. What is the age of the students who will receive services?
- c. Identify the minimum and maximum number of students you expect to be served during the proposed program period.

3. Scope of Service. Describe how you will provide either one, several, or all of the listed Pre-Employment Transition Services.

4. New, Enhanced, or Expanded Service. Describe how the proposed services are new programs, enhancing existing programs, and/or expanding/modifying current programs. *DORS funding **cannot be used to supplant what is already being done.***

5. Referral Process.

- a. Prior approval from DORS is required for student’s participation in DORS funded programs. Programs should expect direct referrals from DORS staff.
- b. Participation in additional Pre-ETS programs offered by a provider must be authorized by the DORS counselor.
- c. Additional collaborative practices may be noted.

6. A Narrative Description of what will be Provided within the Proposed Service.

- a. When the program will be offered (evenings, weekends, after school, or in-school)
- b. Where the program will be offered (where the actual service will take place – in the community? at the providers location? at a school? at a DORS office?)
- c. The length of Service – number of days, weeks, hours per day/session
- d. A curriculum outline for the days or sessions the program will be offered describing the information or activities that will be provided per session
- e. The geographic areas (DORS offices) of Maryland from which the program will accept referrals (see: <http://dors.maryland.gov/resources/Pages/locations.aspx>)

7. Budget/ Cost Justification.

- a. Proposed cost of the program – per week, per session, or hourly
- b. Budget supporting the proposed cost to provide the program (include the number or staff, the number of consumers the program can serve per session, staff rate of pay for the number of hours or percentage of time they will be dedicated to the program, and other costs associated with the program).

8. Method of Reporting. Recommended language to include:

- a. Job Exploration (not assessment)

- A document that includes:
 - i. Description of substantial activities provided within the service (dates and time spent participating in the service)
 - ii. Documentation of consumer interest stated and observed
 - iii. Recommendations based on activities/research completed
 - iv. Consumer signature/date on report
 - v. Provider signature/date on report
- b. Job Exploration (assessment)
 - A document that includes:
 - i. Description of service provided including
 - 1. Where the service was provided (in school or at another site), when the service was provided (after hours, during the school day and for how long).
 - 2. Assessment activities completed and results of the activities
 - 3. Documentation of consumer interests (observed and evidenced)
 - 4. Recommendations for additional in-school exploration, summer and upon graduation.
 - 5. Provider signature/date on report
 - 6. Consumer signature/date on report
- c. Post-Secondary Education
 - i. Documentation of Community College visits, visits to disability support services at local community college post-secondary institutions (dates and time spent participating in the service) and a description of what the visit included.
 - ii. Description of activities completed to assist the individual with future planning (areas of study, what type of training is necessary to achieve the goal and where they can access the training). Include the dates and length of time.
 - iii. Narrative summary including activities and recommendations for continued exploration of community college/post-secondary opportunities.
- d. Work Based Learning
 - i. DORS Work-Based Learning Experience Agreement
 - ii. If on-site support is required for the work experience, DORS On-Site Workplace Readiness Training Report
- e. Work Readiness Training
 - i. DORS Training Progress Report
 - ii. Attach any material created by the consumer (i.e. resume, application sample, etc.).
- f. Self Advocacy
 - i. Description of activities provided
 - ii. Results/recommendations for continued development
 - iii. Attach any material created by the consumer (i.e. script, scenarios, etc.).
 - iv. Date(s) of Program and time spent participating in the service

v. DORS Training Progress Report

9. Contact Information: Program Contact Info including name, address, phone number, and email address.

10. Other to include with Proposal:

- a. Copy of curriculum(s)
- b. Copy of assessments to be used (if any) and the name of the individual who will administer the assessments.
- c. Letter of commitment from the superintendent (or principal of school) of the school district if the program intends to provide services at the school

Completed proposals are to be submitted electronically to Jill Pierce at: jill.pierce@maryland.gov. Questions regarding program development are welcome.

Upon receipt of the proposal packet, select DORS staff will review the program materials and fiscal information and provide feedback to the individual who submitted the material. Proposal reviews will be held on a monthly basis.

Once a provider's proposal is approved, an amended cooperative agreement will be sent to the provider outlining the addition of approved Pre-Employment Transition Services to be added to the fee schedule. When the agreement is finalized, the provider may begin to offer the service.

Once a CIL or school partner's proposal is approved, a memorandum of understanding (MOU) will be drafted and signed by both parties if in agreement. When the MOU is finalized, the partner may begin to offer services based on the timeline outlined.