Washington State Department of Social & Health Services — Transforming lives

DIVISION OF VOCATIONAL REHABILITATION (DVR)
PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS)
Pre-ETS Group Service Delivery Outcome Report

REPORT DATE

STUDENT'S NAME	STUDENT'S IDENTIFICATION NUMBER
CONTRACTOR BUSINESS NAME	CONTRACTOR STAFF WHO PROVIDED SERVICE
DVR REGIONAL TRANSITION CONSULTANT (RTC) OR DESIGNEE WHO APPROVED SERVICE	SCHOOL AND GRADE LEVEL
STUDENT'S CAREER INTEREST	TIMELINE OF SERVICE From: To:

PRE-EMPLOYMENT TRANSITION SERVICES CONTRACTOR SERVICE CATEGORY

☐ Job Exploration Counseling   ☐ Work Readiness Training Interview
☐ Work Based Learning Experiences   ☐ Self-Advocacy Experiences
☐ Counseling on Opportunities for Enrollment in
    Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education

Report

Job Exploration Counseling

☐ The student's vocational interest inventory results
☐ In-demand occupations
☐ Career pathways
☐ Local labor market pathways
☐ Other topic areas with prior approval from the Pre-ETS Program Manager

See Crosswalk for reporting requirements.

Work Based Learning Experiences

☐ Coordinating a school-based program of job training and informational interviews to research employers
☐ Worksite tours to learn about necessary job skills
☐ Job shadow visits
☐ Mentoring opportunities in the community
☐ Paid internship
☐ Other topics than those listed above with prior approval from the Pre-ETS Program Manager

See Crosswalk for reporting requirements.

Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs at Institutions of Higher Education

☐ Transition from High-School to College
☐ Resources that may be used to support student success in education and training, which may include disability services
☐ Exploration of Post-Secondary Educational Programs at Institutions of Higher Education
☐ Other topic areas with prior approval from the Pre-ETS Program Manager

See Crosswalk for reporting requirements.

Work Readiness Training

- ☐ Provide workshops on workplace behavior, understanding employer expectations for punctuality and performance, and other soft skills necessary for employment
- ☐ Financial literacy
- ☐ Orientation and mobility skills
- ☐ Job-seeking skills
- ☐ Other topic areas with prior approval from the Pre-ETS Program Manager

See Crosswalk for reporting requirements.

Instruction in Self-Advocacy

- ☐ Developing goals
- ☐ Time management and organization
- ☐ Balanced life planning
- ☐ Peer support
- ☐ Mentoring groups
- ☐ Accessing community resources such as health care, recreation, and social opportunities
- ☐ Using assistive technology to manage life skills
- ☐ Other topic areas with prior approval from the Pre-ETS Program Manager

See Crosswalk for reporting requirements.

This document is only for reporting purposes. Invoices must be created in a separate document and submitted with this Service Delivery Outcome Report.

I certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. Revised Code of Washington (RCW) Chapter 9A.72.085

CONTRACTOR REPRESENTATIVE'S SIGNATURE	DATE	PRINTED NAME

Crosswalk for Pre-ETS Contract Services and Deliverables

Below is a crosswalk between the Statement of Work activities and deliverables in the Pre-ETS Contract.

Service	Activity	Deliverable
Job Exploration Counseling	The Students' vocational interest inventory results	• The Student's personal interests, values, personality traits, and current skills.
	In-demand occupations	• The Student demonstrates an understanding of the required skills, certifications, and/or post-secondary training requirements identified for in-demand jobs.
	Career pathways	• Information about jobs in the community, state, and country that are available and that has been accessed by the Students; • At least three career choices related to the Students personal interests and values; • How the Students have identified the tasks, work environment, training and salary for the career choices related to their personal interests and values.
	Local labor market information	• How the Student has researched Local/State labor market information that matches stated career interest(s).
Work-Based Learning Experiences (WBLE) **(Group-Setting)**	Coordinating a school-based program of job training and informational interviews to research employers	• The Student receives guidance from people practicing in an industry; • The Student understands how to ask for assistance from co-workers and/or supervisors.
	Worksite tours to learn about necessary job skills	• The Student participates in job shadowing experience(s)/job site tour(s); • The Student demonstrates an understanding of how the number of hours worked correlates to the employer's pay period, and wages earned.
	Job shadow visits	• The Student participates in job shadowing experience(s)/job site tour(s); • The Student receives guidance from people practicing in an industry.
	Mentoring opportunities in the community	• The Student receives guidance from people practicing in an industry.
Work-Based Learning Experience (WBLE) **(Individuals)**	Paid Work-Based Learning Internship	• The Student learns job skills related to the expectations set for a position; • The Student receives guidance from people practicing in an industry; • The Student understands how to ask for assistance from co-workers and/or supervisors; • The Student demonstrates an understanding of how the number of hours worked correlates to the employer's pay period, and wages earned.
Counseling on Opportunities for Enrollment in Comprehensive	Transition from High-School to College	• The Student demonstrates an understanding of the difference between high school and college or other postsecondary training; • The Student demonstrates an understanding of the application and admission process for post-secondary education.

Transition or Postsecondary Educational Programs at Institutions of Higher Education	Resources that may be used to support Student success in education and training, which may include disability support services	• The Student's knowledge of accommodations and resources at post-secondary training institutions; • The Student's knowledge of post-secondary financial aid opportunities and financial support accounts for Students with disabilities.
	Exploration of Post-Secondary Educational Programs at Institutions of Higher Education	• The Student demonstrates an understanding of the application and admission process for post-secondary education; • The Student's knowledge of post-secondary financial aid opportunities and financial support accounts for Students with disabilities; • The Student's knowledge of accommodations and resources at post-secondary training institutions.
Work-Place Readiness Training	Provide workshops on workplace behavior, understanding employer expectations for punctuality and performance, and other soft skills necessary for employment	• The Student demonstrates an understanding of appropriate social skills to use in the workplace, and an understanding of how to interact appropriately with co-workers and supervisors; • The Student demonstrates an understanding of the importance of meeting deadlines and/or performing job tasks in a timely manner; and can effectively use a computer or smart phone to manage workplace meetings or clock in.
	Financial literacy	• The Student demonstrates an understanding of how much money they need to earn in order to live independently; • The Student demonstrates an understanding of appropriate cash currency, how to use an ATM, the difference between credit and debt, can define income, expenses, or a budget, and how to actively manage their money.
	Orientation and mobility skills	• The Student demonstrates an understanding of appropriate social skills to use in the workplace, and an understanding of how to interact appropriately with co-workers and supervisors; • The Student demonstrates an understanding of the importance of meeting deadlines and/or performing job tasks in a timely manner; and can effectively use a computer or smart phone to manage workplace meetings or clock in; • The Student can complete job applications or other required forms.
	Job-seeking skills	• The Student demonstrates an understanding where to look for work and how to effectively conduct a job search; • The Student can write a resume tailored to their job search; • The Student can complete job applications or other required forms.
Self-Advocacy	Developing goals	• The Student has gained the ability to identify goals and problem solve; • How the Student has gained independence, listening and leadership skills.
	Time management and organization	• The Student has gained the ability to identify goals and problem solve.

	Balanced life planning	- The Student can request and accept help in the workplace or post-secondary educational programs; - The Student has gained or improved their ability to understand their legal rights and responsibilities in a workplace setting, post-secondary educational programs, and community; - The Student has gained the ability to identify goals and problem solve.
	Peer support	- The Student can request and accept help in the workplace or post-secondary educational programs; - How the Student has gained independence, listening and leadership skills.
	Mentoring groups	- How the Student has gained independence, listening and leadership skills; - The Student can request and accept help in the workplace or post-secondary educational programs; - The Student has gained or improved their ability to understand their legal rights and responsibilities in a workplace setting, post-secondary educational programs, and community.
	Accessing community resources such as health care, recreation, and social opportunities	The Student has gained or improved their ability to understand their legal rights and responsibilities in a workplace setting, post-secondary educational programs, and community.
	Using assistive technology to manage life skills	The Student can identify the necessary assistive technology, accommodations, and needed supports.