



OREGON DEPARTMENT OF
Human Services
Vocational Rehabilitation

Pre-Employment Transition Services

Contract Guide

Introduction

Welcome to Pre-Employment Transition Services. We're glad you are participating!

These services are sponsored by Vocational Rehabilitation (VR), a program of the Oregon Department of Human Services (ODHS). This guide is for VR's partners who are providing Pre-Employment Transition Services (Pre-ETS).

Pre-ETS are for students who are both potentially eligible and eligible for VR services. With Pre-ETS funds, VR has permissible costs for these students; some restrictions exist. Please always reach out to your Contract Administrator or Youth Services Coordinator with any questions regarding these services.

About this guide

This guide is for the contracted partners, providing Pre-Employment Transition Services to students with disabilities ages 14 to 21 years old in Oregon.

Vocational Rehabilitation must require certain documents and follow certain processes due to the use of Pre-ETS funds, which are federal dollars. A Contract Administrator will help you navigate these requirements.

VR is required to assure spending is allowable, documented, reasonable, allocable and necessary. This guide assists both VR and our partners to meet these requirements.

To communicate with us, you can find emails at [Contact Us-Youth Team](#), or you also may use the Pre-ETS email at pre.ets@odhsoha.oregon.gov.

Please review each section in the guide to be aware of requirements and deadlines.

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Definitions

Competitive Integrated Employment

Competitive Integrated Employment (CIE) is employment that:

- A. Is performed on a full-time or part-time basis (including self-employment) and for which an individual is compensated at a rate that;
 - a. Is not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate required under the applicable State or local minimum wage law for the place of employment;
 - b. Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and
 - c. In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and
 - d. Is eligible for the level of benefits provided to other employees.
- B. Is at a location;
 - a. Typically found in the community; and
 - b. Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities

(not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons.

- C. Presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

Pre-Employment Transition Services (Pre-ETS)

Pre-ETS mean the five required Pre-ETS activities that include time spent for the arrangement and provision of these services that can be provided individually or in a group setting.

Student with a disability (SWD)

Student with a disability means an individual with a disability in a secondary, postsecondary, or other recognized education program who is:

- As young as 14 years of age and
- Not older than 21 years of age (up until their 22nd birthday); and
- Is a student with a disability who is:
 - Eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) including secondary, post-secondary, and other recognized education programs; or,
 - A student who is an individual with a disability, for purposes of section 504,
- A recognized educational program may include students with disabilities enrolled in:
 - Home schooling; or
 - A private school; or

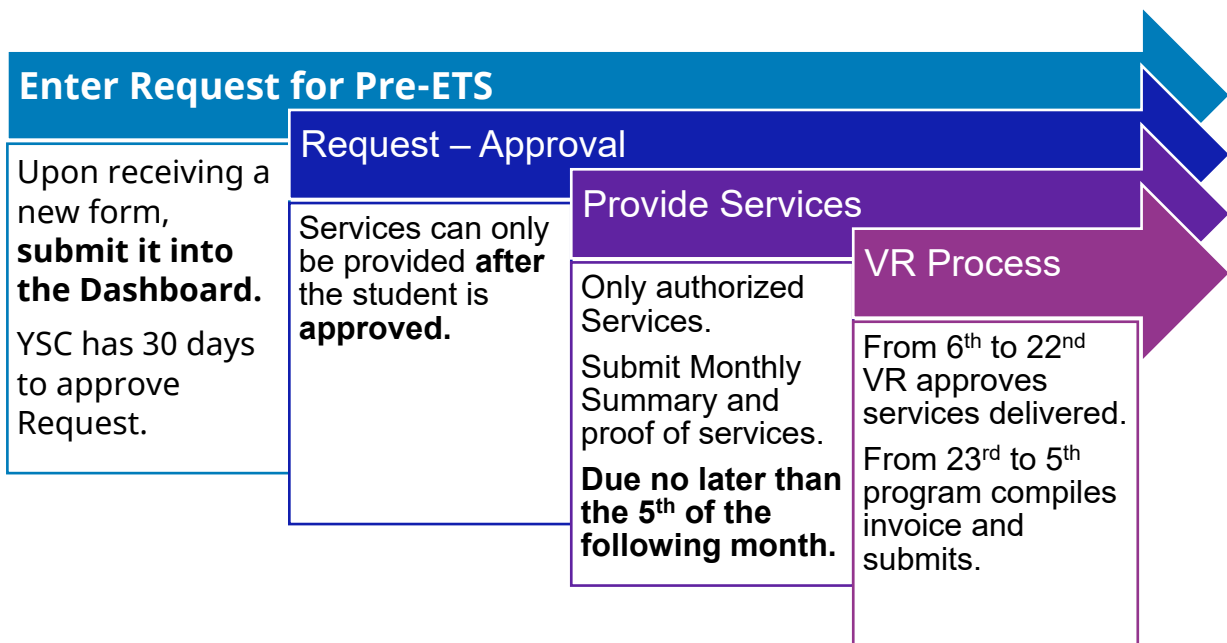
- An alternative school or justice involved youth or other accredited school program

Student Wages

Formerly known as Work Based Learning Experience (WBLE) wages. Student Wages are the reimbursable amount that a SWD can receive for a **paid** WBLE.

Quick process review

SmartArt – create once closer to done



Programmatic Information

Secure information

It is critical that student information is secure. The Smartsheet Dashboard for these services is secure, and it should be the primary methods of providing documentation. However, if email communication is needed regarding student information, **SECURE EMAIL** must be used. This can be your secure email, or you can request a secure email from the Youth Services Coordinator, who will send it as soon as possible.

Prior to sending secure emails, please test them to assure you know how to open the email as well as the documents.

Google sharing is not allowed for state employees, even with a secure business account.

Contract Implementation

Communication

Communication with the Contract Administrator and/or Youth Services Coordinator is important. Our communication should be priority such as reading emails that are sent and replying as necessary.

Contract kick-off meetings

This is a chance to gather and discuss the upcoming contract year, set goals and priorities, with the purpose of the whole team working together towards student success.

Quarterly check-ins

A time to review the progress of the goals with a focus on quality assurance of service. These meetings will be prioritized as in-person meetings as much as possible.

Coordination Activities for Pre-ETS

Coordination activities refer to the essential steps that create access for implementation of direct services to students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services.

These are the categories of allowable Coordination Activities that can be billed for:

- (1) Agency shall work with employers to develop opportunities for SWD, including internships, industry tours, informational interviews, job shadows, summer employment and other employment opportunities available throughout the school year.
- (2) Working with schools, including those carrying out activities under section 614(d) of the IDEA, to coordinate and ensure the provision of Pre-ETS under this Agreement.

When documenting these Activities in the Dashboard, assure you provide enough detail and the connection to Pre-ETS. For example, when talking with students about Pre-ETS, and providing the form or assisting them to complete the form provides enough detail to allow for approval of the activity.

Documentation of Pre-ETS

The purpose of Pre-ETS is to support students with exploring competitive, integrated employment and/or long-term education goals. Pre-Employment Transition Services (Pre-ETS) must be documented in Smartsheets, and a

summary of the services are required on a provided Monthly Summary of Pre-ETS form along with, when appropriate, supplemental proof of the service. The arrangement and travel time included in providing a service must be reported along with the service itself.

Pre-Employment Transition Services:

1. **Job Exploration Counseling:** Provides students with a variety of opportunities to gain information about careers, the skills needed for different job and uncovers personal career interests. This may include going over their vocational interest results; reviewing labor market for specific types of careers; researching non-traditional employment options; or identification of career pathways of interest to a student.
2. **Work-based Learning Experiences:** These may include in-school or after-school opportunities, experience outside the traditional school setting, and/or internships. These activities and experiences assist students to develop work skills, apply classroom knowledge to the workplace, and learn from others in a career of interest to the student.
 - a. Student wages
 - b. Work-based learning non-paid
 - c. Cap for work-based learning (wages and non-wage experiences)
3. **Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education:** To improve employment outcomes and increase opportunities for students with disabilities to access 21st century jobs. These services may include information on course offerings, career options, types of academic and occupational training needed

to succeed in the workplace, and postsecondary opportunities associated with a career field or pathways. This may also include information when transitioning from high school to postsecondary and discussions about accommodations, learning styles, or applying for VR services; going over a wide range of career pathway options; or going on college tours.

4. **Workplace Readiness Training:** This is about developing social and independent living skills, understanding employer expectations, and social skill development, including but not limited to communication with co-worker or supervisor; teamwork; problem-solving; decision making; time management; use of cell phone; and transportation to and from work experience.
5. **Instruction in Self-advocacy:** This includes a student's ability to effectively communicate, convey, negotiate or assert their own interests and/or desires. These skills are when you work with a student on self-awareness; disability understanding and when to disclose, if needed; asking for accommodations; self-determination; and intrinsic motivation. Self-advocacy skills are developed when students are provided with experiences to develop knowledge of self, knowledge of rights and responsibilities, communication skills, and leadership skills.

Each service must be authorized by VR prior to a service being arranged or provided.

Schedule

There are important **deadlines** to submit Pre-ETS summaries.

- Monthly documentation is required, utilizing the Monthly Summary of Pre-ETS, and Smartsheet form for Coordination Activities.

- All services (and activities) provided in a month must be documented and recorded in the Dashboard **no later than the 5th of the following month**.
- See [Timelines](#) for specific information.

Required Documentation

VR has required paperwork and documentation for Pre-Employment Transition Services. All standardized forms are linked in the [Resource](#) section.

Request for Pre-Employment Transition Services

While student signature is not required if the student is a minor, it is best practice to have both student and parent sign this form if possible. Parent or guardian signature is required for minors. Student signature is required when at the age of majority. Ensure all required information is completed on the form.

Monthly Summary of Pre-ETS

For Monthly Summary of Pre-ETS: Use the required PDF or Word version of the document.

Some tips for writing the summary:

- Include your school district name at the top
- Type the **full name** of the student and include the **PID** from the Dashboard.
- **Activity**
 - Which Pre-ETS was delivered?
 - What service was provided?
 - How was it delivered – was it in a group setting, and if so, how did the specific student participate?

- **Summary/Outcome**
 - What did the student learn from the service?
 - What did you see or hear (facts/observations?) about how the student participated or learned the information?
- **Proposed Next steps for the student**
 - What will the student be working on next? Why is this needed?
 - Is this the completion of this Pre-ETS at this time?

When writing the Monthly Summary, use plain language and be professional. Be specific about the student. Writing can be very subjective, so provide enough detail; others may infer what you wrote if you are not clear and detailed. For example, if the student did a good job, what did you see to come to this conclusion? Did you see them able to take a list and complete without asking for assistance? Did the student come prepared with the take-home activity to be prepared to work on another Pre-ETS lesson? If someone needs to work on job skills, what did you see or hear to know this was a need?

Collaborative Events

All collaborative events should be discussed prior to planning and/or attendance of the events with your Youth Services Coordinator for approval of billable hours.

Student wages

Prior to a student starting work-based learning experience, the following steps must be taken to ensure you can access the Student Wage funds in your contract:

Step 1: Request for Pre-ETS form (Dashboard Form 1)

1. Ensure the student's Request for Pre-ETS form has been entered into the Dashboard.
2. Ensure the Request for Pre-ETS has been approved including Work-based Learning service.
3. Once approved the student will appear on the "Students Approved for Pre-ETS" report in your Dashboard.

Note: If the student did not request WBLE service at the time the request form was entered, reach out to your Youth Service Coordinator to ensure the student has been approved prior to requesting student wages.

Step 2: Student Wage Request Form (Dashboard Form 4)

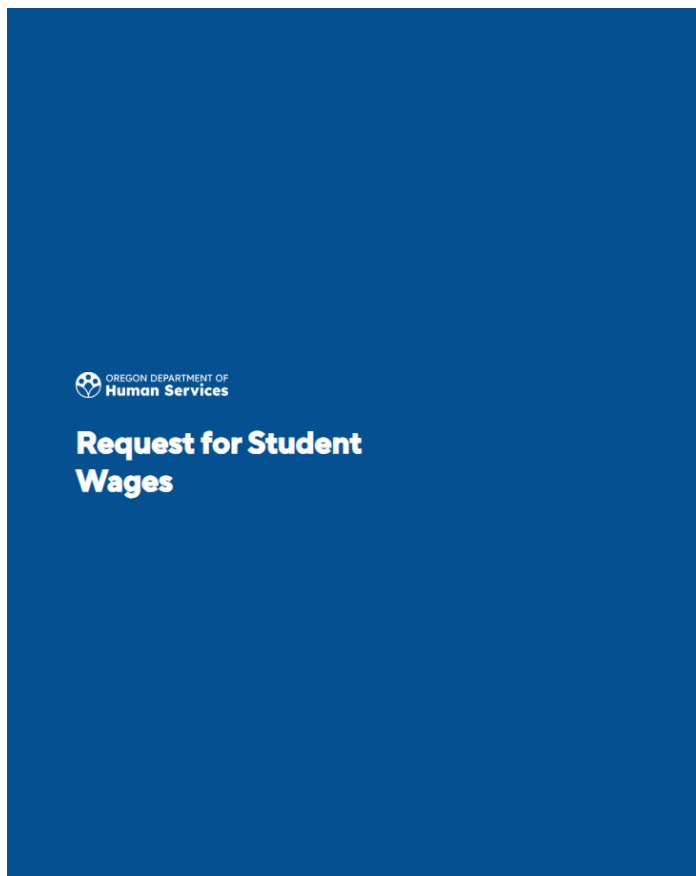
Prior to beginning work-experience, student wages must be requested to ensure adequate funding is available within the current contract.



1. Enter District Name, Contractor Name, Email Address.
2. Request Student Wages.
3. Include purpose of the request: enter the expected learning objectives of the work-experience.
4. Include school name, participant ID (PID number), and students full name.
5. Request the number of hours the student will work.
6. Enter start date, hourly wage, and setting of the students' work-experience: *Provider must ensure student has a competitive, integrated employment environment to the extent possible. If not possible, please reach out to your Youth Service Coordinator before the students' start date.*
7. Submit the request.

8. Youth Services Coordinator will review and when approved, the student will be marked approved on the “Student Wage Report.”

Note: The student must be approved prior to beginning their work-experience.



Pre-ETS Provider Full Name *

Pre-ETS Provider Email *

School Name *

Participant ID (PID) *

Student First Name *

Student Last Name *

For How Many Hours *

Start Date *

Wages Per Hour *

Setting *

Outside payroll support
Please see guidance at

☐ Will you be using a Payroll Service

☐ Send me a copy of my responses

Step 3: Business Office Only: Reporting: Business Office Dashboard:

At the conclusion of each month a student participated in a paid work-based learning experience, you complete the following steps for Student Wage Reimbursement and provide continued monitoring of student wage hours.

1. Log into the Business Office Dashboard.
2. Complete the Monthly Invoice Report with student wages monthly total.

3. Upload the following documents:
 - a. [Pre-ETS 25-26 Invoice](#)
 - b. Student pay stub, verifying student hours worked

Pre-ETS 25-26 Invoice will need to be utilized on monthly basis.

Student pay stubs are required. If student pay stubs are not available a meeting with the Contract Coordinator must be scheduled.

[Pre-ETS 25-26 Invoice](#)

Authorization to employ minor worker certificate

An [Employment Certificate](#) is needed when employing minors, as per the Oregon Bureau of Labor and Industry (BOLI). This certificate is free and needs to be completed annually. Please contact BOLI with any questions.

Monthly Invoice

On the 23rd of each month, a Monthly Report of Pre-ETS, i.e. the 5 Pre-ETS and coordination hours, will be sent to Administration and Business offices from Smartsheet. This list will include all approved, corrected, and denied services for the previous month.

Utilizing that information and the Pre-ETS 25-26 Invoice form, create an invoice and submit to VR for reimbursement. Please note, if the invoice does not have a contract number or signature, it will be returned, as it cannot be processed. That invoice needs to be uploaded into Smartsheet Monthly Invoice form by the 5th of the following Month.

For Student wages, knowing each payroll department works with different timelines, we do ask for monthly reporting, but that can be generated at the appropriate time for your department.

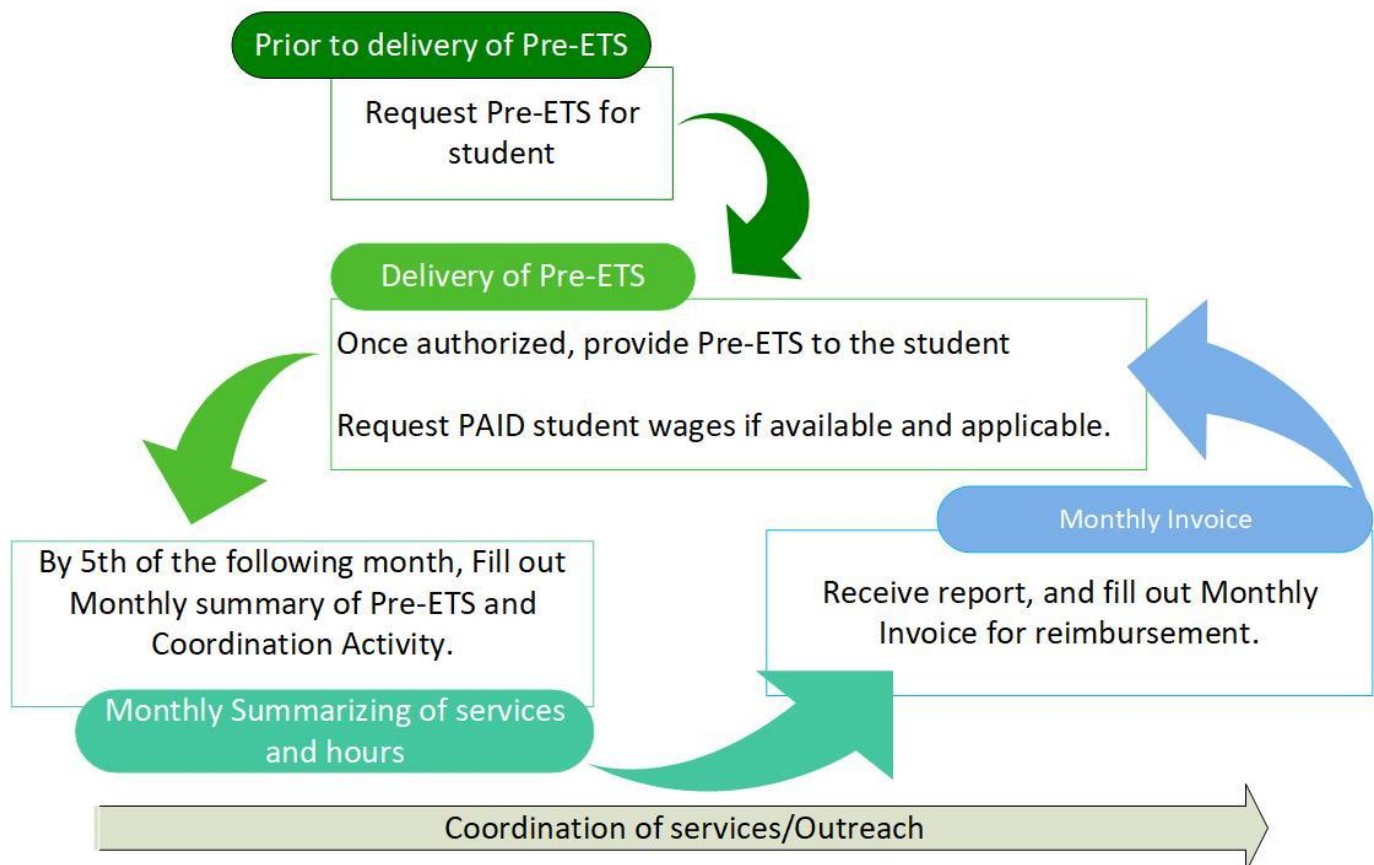
Progress of Pre-ETS

Vocational Rehabilitation will monitor services, utilizing the school Dashboard.

- Percentage of Students with Disability (SWD) served compared to the Agency Area.
- Cost per SWD served.
- Quality of services summaries.
- Coverage of defined Agency Area.
- Balanced delivery of services to all requests and referrals.

Timeline for Contract Requirements

Process to Delivery of Pre-ETS to an Student



Key things to remember with timelines

New Pre-ETS Provider

New Transition Specialist or other Pre-ETS providers will receive initial training from their Youth Services Coordinator on provision of the contract requirements. Please reach out to set up a time prior to providing services.

Administration and Business Responsibilities

It is prohibited by the Department of Administrative Services (DAS) in the State of Oregon that Contract Administrators complete tasks or duties that are the responsibility of an employer. Those tasks include such as

- A job description
- Setting of schedules and employment time
- Employee wages
- Budget management

Resources

Required forms for all

Found under [Resources for Pre-ETS Contractors](#)

[Request for Pre-Employment Transition Services – English, form 1723](#)

[Request for Pre-Employment Transition Services – Spanish, form 1723](#)

[Request for Pre-Employment Transition Services - Russian, form 1723](#)

[Request for Pre-Employment Transition Services - Arabic form 1723](#)

[Request for Pre-Employment Transition Services - Large Print, form 1723](#)

[Request for Pre-Employment Transition Services - Chinese, form 1723](#)

[Request for Pre-Employment Transition Services - Vietnamese, form 1723](#)

Monthly Summary of Pre-ETS

[Pre-ETS 25-26 Invoice](#)

Other resources

Community of Practice

Link found at [VR Youth webpage](#)

NTACT:C - National Technical Assistance Center on Transition, The

Collaborative documents

- [Pre-Employment Transition Services](#)
- [Job exploration counseling guide](#)
- [Work-based learning guide](#)
- [Counseling on post-secondary guide](#)
- [Workplace readiness training guide](#)

- [Instruction in self-advocacy guide](#)

Thank you

Thank you for your support in empowering students with disabilities to navigate their educational and career pathways effectively, ensuring they are well-prepared for successful transitions into postsecondary education and the workforce