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2020

**PRE-EMPLOYMENT
TRANSITION
SERVICES**

BEST PRACTICES GUIDE

PRE-EMPLOYMENT TRANSITION SERVICES

BEST PRACTICES GUIDE

The mission of the New Jersey Division of Vocational Rehabilitation Services (DVRS) is to enable eligible individuals with disabilities to achieve an employment outcome consistent with their strengths, priorities, needs, abilities and capabilities.

The NJ Division of Vocational Rehabilitation Services has 18 offices located throughout 21 counties. Vocational Rehabilitation has existed in the United States since Public Law 236, the Smith-Fess Act of 1920 that ensured vocational education to persons with physical disabilities who were unable to work. Through the years, the NJ Division of Vocational Rehabilitation Services has provided rehabilitative services to persons with substance use disorders, mental health disorders, physical/mobility, Deaf and Hard of Hearing, cognitive, learning and developmental disorders, and other disabilities that present employment challenges and barriers to achieving competitive integrated employment.

In 2012, New Jersey became the 14th state to adopt “Employment First”, a United States Department of Disability Employment Policy (ODEP) framework for systems change that is centered on the premise that all citizens, including Individuals with Significant Disabilities, are capable of full participation in integrated employment and community life. The work of the agency is multi-layered and as of July 2014, the NJ DVRS is now mandated, through Federal Law of the **Workforce Innovation and Opportunity Act**, to provide 5 core services to youth in school between the ages of 14-21 as well as youth out of school between the ages of 14-24. In the past, the NJ Division of Vocational Rehabilitation Services was only able to provide consultation to students in school, as the Department of Education was the primary provider of services for in-school youth through the Department of Education’s Individuals with Disabilities Education Act (IDEA).

WORKFORCE INNOVATION and OPPORTUNITY ACT

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. The Workforce Innovation and Opportunity Act amends the Rehabilitation Act of 1973 with the following:

- Emphasizes the provision of services to students and youths with disabilities to ensure they have opportunities to receive training and other services necessary to achieve competitive integrated employment;
- Expands the population of students with disabilities who may receive services and the kinds of services that the Vocational Rehabilitation agencies may provide to youth with disabilities who are transitioning from school to postsecondary education and employment;
- Increases opportunities to practice and improve workplace skills, such as through internships and other work-based learning opportunities; and
- Requires State Vocational Rehabilitation agencies to reserve not less than 15 percent of the Federal Vocational Rehabilitation allotment to provide, or arrange for the provision of, pre-employment transition services for students with disabilities transitioning from school to postsecondary education programs and employment in competitive integrated settings, and that these services be coordinated with the local education agencies (LEA).

1. Pre-Employment Transition Services are five services required by the Workforce Innovation and Opportunity Act (2014) to be provided to high school students between the ages of 14 through 21 who have been identified as a student with a disability. Pre-Employment Transition Services do not require the NJ Division of Vocational Rehabilitation Services counselors to open a traditional vocational rehabilitation service case however, the students must be known to the NJ Division of Vocational Rehabilitation Services. Students who are 21 years old and younger and engaged in post- secondary training (technical, vocational, college, etc.) are also eligible for Pre-Employment Transition Services based on demonstrated need for such services. Students, families, or guardians bear no cost for Pre-Employment Transition Services, although the services are considered to be a shared responsibility between the local school district and the NJ Division of Vocational Rehabilitation Services. Pre-Employment Transition Services cannot be duplicated if provided by the student's local school district.

Pre-Employment Transition Services are provided or coordinated by the NJ Division of Vocational Rehabilitation Services to introduce and expose students to employment, help them make informed choices, learn acceptable work habits, and acquire real work experience. Pre-Employment Transition Services may be provided to an individual student or students with disabilities in a group format. The NJ Division of Vocational Rehabilitation Services avails all of these services statewide in collaboration with state and local education agencies, community rehabilitation providers, independent living programs, institutions of higher education and other transition stakeholders.

The five required Pre-Employment Transition Service are:

- Job Exploration Counseling
- Work-based learning experiences, which may include in-school, after school, or community-based opportunities
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at Institutions of Higher Education (IHE)
- Workplace readiness training to develop social skills and independent living skills
- Instruction in self advocacy, including peer mentoring

Job Exploration Counseling:

Job Exploration Counseling is meant to provide students with a variety of opportunities to gain information about careers, the skills needed for different jobs and to uncover personal career interests. If provided as pre-employment transition services, job exploration counseling may be provided in a group setting or on an individual basis, and may include information regarding in-demand industry sectors and occupations, as well as non-traditional employment, labor market composition and vocational interest inventories to assist with the identification of career pathways of interest to the students.

Work Based Learning Experience:

Work Based Learning Experience (WBLE) is an educational approach or instructional method that uses community workplaces to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. WBLE may include in-school or after-school opportunities, experiences outside the traditional school setting, and/or internships. If work-based learning experiences are paid, the students with disabilities will earn competitive wages or stipends commensurate with wages or stipends paid to students without disabilities participating in similar experiences.

Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs at Institutions of Higher Education:

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. It may also include advising students and family members on academic curricula, college application and admissions processes, completing the Free Application for Federal Student Aid (FAFSA), and resources that may be used to support individual student success in education and training, to include disability support services.

Workplace Readiness Training to Develop Social Skills and Independent Living:

Workplace readiness skills are a set of skills and behaviors that are necessary for any job, such as how to interact with supervisors and co-workers and the importance of timeliness. These skills are sometimes called soft skills, employability skills, or job preparation skills. These skills help students learn and build an understanding of how we are perceived by others.

Instruction in Self-advocacy:

Includes an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires; develop self-determination; enable students to advocate for any support services, including auxiliary aids, services, and accommodations that may be necessary for training or employment. Examples of self-advocacy instruction may include: self-awareness, knowledge of rights and responsibilities, communication skills, leadership skills.

2. Transition Services

Transition services are a combination of individual or group services that are needed to assist an individual or group with the continued development of post-secondary employment options. This may include but not limited to: diagnostic evaluation and assessment, counseling and guidance services, job placement assistance, supported employment services, vocational training, college assistance, and assistive technology. These services require the traditional vocational rehabilitation process of application for vocational rehabilitation services, eligibility determination, and an Individual Plan for Employment (IPE) with a vocational goal that is agreed upon by consumer and counselor. Some services are cost services; which means that a consumer must meet the NJ Division of Vocational Rehabilitation Services financial needs assessment before services can be provided. Frequently, the consumer and the NJ Division of Vocational Rehabilitation Services share the responsibility for cost services.

3. Individual Services (Fee for Service) Fund 13

Pre-Employment Transition Services are provided to a single consumer at the rate of \$53.00 per hour, and at \$68.00 per hour for students who require a Skills Trainer who is proficient in American Sign Language (ASL). These services can be provided to a student at any time.

Consumers can receive 25 hours of each of the five Pre-Employment Transition Services per year. The maximum number of service hours is 100 hours. The 25 service hours must be used in a consecutive six-month period (ex: January 2021 through June 2021). One voucher for 25 service hours x \$53.00 = \$1325.00. For example, a student can receive 25 hours of job exploration counseling every year for four consecutive years; total of 100 hours. The same can be applied to all services including Work Based Learning Experiences.

The 100 hours (25 hours each year) of the Pre-Employment Transition Services Work Based Learning Experiences cannot be used for one-to-one intensive job coaching at the internship site. The 25 hours per year is

utilized by the Skills Trainer to develop the internship site and on site and orient the student to the workplace. Once the student can perform the internship responsibilities, the skills trainer will move on to assist another student. The student can hold the internship for as long as the employer allows. The goal is for the student to learn a work skill(s) while in high school. ASL consumers can receive 25 hours of each Pre-Employment Transition Service per year, with a maximum of 100 hours for each of the Pre-Employment Transition Services. The 25 hours must be used in a consecutive six- month period. One voucher for 25 service hours x 68.00=\$1700.00. (please see above explanations)

The NJ DVRS counselor determines the service hours. For example, one consumer may need 3 consecutive years (75 service hours) of Job Readiness Instruction and another consumer may only need one year (25 service hours). Additional hours in a particular required service may be authorized on an exception basis. The counselor can submit a request to the local office supervisor/manager if additional hours are needed.

Voucher payments are achievement milestones for the 25 service hours completed in a consecutive 6-month timeframe. The NJ DVRS counselor can authorize the full amount of 25 service hours for \$1325.00, or prorate 3 payments of \$442.00. Payments cover all costs for counseling activities including periodic reports. Vendors must provide each progress report to receive payment(s).

1. Milestone achievement: Student completes 2 months/8 session service hours; report received.
2. Milestone achievement: Service midpoint: Student completes 2 months/8 sessions; report received.
3. Milestone Achievement: Student completes final 2 months/8 sessions; report received.

The NJ DVRS counselor can prorate payments of \$53.00 per hour if student does not complete the 25 hours. The NJ DVRS counselor must be notified about any situation resulting in an incomplete service, and should be documented in the report.

4. Group Services (Fee for Service) Fund 13

Pre-Employment Transition Services can be provided to students in a group format. Group services may occur in a classroom or educational setting. Vendor organizations seeking approval to provide group services for schools are vetted by the Department of Education and partner with the school to provide services. Vendors who are approved to provide group services to schools receive payment from the NJ Division of Vocational Rehabilitation Services.

Students who have received any of the Pre-Employment Transition Services from the school, another program, service provider, or state agency, or the NJ Division of Vocational Rehabilitation Services, in an individual or group format cannot participate in or repeat any services. Pre-Employment Transition Services cannot be duplicated.

Group Pre-Employment Transition Services should have a minimum of **6** consumers in the group, and cannot exceed **8** consumers per group. The milestone achievement payment structure per group is based on:

1. Milestone achievements
2. Vendor maintains the minimum of **6** and maximum **8** students
3. Evidence of consumers' attendance
4. Detailed, and timely reports to the NJ DVRS counselor for each consumer in the group

Pre-Employment Transition Service group sessions are **1** service hour. The vendor can provide more than **1** service hour if the students are capable of maintaining focus and parents permit in advance of the session.

Group services must consist of **12** sessions or **16** sessions for each of the required Pre-Employment Transition Services: Job Exploration Counseling; Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at Institutions of Higher Education (IHE); Workplace readiness training to develop social skills and independent living skills; Instruction in self-advocacy, including peer mentoring. (Group services does not include Work based Learning Experiences which may include in-school, after school, or community- based opportunities)

Group services must be completed in nine consecutive months. Example: Job Exploration Counseling in a group format starts October 2020 through May 2021.

Group services payments consist of three milestone achievements. Milestone achievement reports and monthly progress reports must be completed for each consumer in the group and sent to their NJ DVRS counselor.

1. Milestone achievement: \$2650.00 payment for achieving sessions 1 through 6 (6 sessions): Includes evidence of attendance/sign-in sheets for all consumers, reports with assessments and impressions of every consumer in the group. There must be a minimum of 6 students and a maximum of 8 students in attendance at each session to continue group services. Reports are due two weeks after completion of session 6 (Payment fee includes two hours for report writing)

2. Milestone achievement: \$2650.00 payment for achieving sessions 7 through 12 (6 sessions). Includes detailed reports about each consumer, and evidence of attendance/sign-in for all consumers that the vendor maintained the group of 6 through 8 consumers. Reports are due two weeks after completion of session 12. (Payment fee includes additional two hours for report writing)

3. Milestone achievement: \$1800.00 payment for completing the service from session 12 through 16 (4 sessions). Includes detailed reports about each consumer with next steps and recommendations. Evidence of attendance/sign- in for all consumers that the vendor maintained the group of 6 through 8 consumers. Reports are due two weeks after completion of session 16. (Payment fee includes additional two hours for report writing)

If DVRS will be paying the vendor for group services, DVRS may provide interpreters, if needed.

5. Section 511-Limitations on the Use of Subminimum Wage

Under WIOA, no Youth aged **24 and younger** may be referred to Community Rehabilitation Program extended employment (also referred to as sheltered workshop) without first demonstrating that all **Five Pre-Employment Transition Services** have been attempted. Prior to making the referral to extended employment, documentation has to reflect that the youth has at minimum, attempted all five Pre-Employment Transition Services for a “reasonable” amount of time without success. The five required Pre-Employment Transition Services may occur from a combination of service providers (secondary schools, day programs, the NJ Division of Vocational Rehabilitation Services, or other entities) that provide employment- based services.

The Community Rehabilitation Program extended employment must confirm that documentation is received and completed prior to accepting a referral for a Youth aged **24 and younger** in order to ensure compliance with US Department of Labor Wage and Hour regulations.

If the student refuses to engage in Pre-Employment Transition Services through the NJ Division of Vocational Rehabilitation Services, the vocational rehabilitation counselor documents this on the Section 511 form and sends to the Community Rehabilitation Program indicating that services were offered but were refused by the consumer.

1. Regional Deaf Centers

The NJ Division of Vocational Rehabilitation Services funds three Regional Career Centers for Individuals who are Deaf and Hard of Hearing in the North, Central, and Southern regions of New Jersey. Career Centers provide the five required Pre-Employment Transition Services, as needed, to students who are Deaf and rely on American Sign Language (ASL), as well as students who are Hard of Hearing and use listening and spoken language. Referrals are sent to the local office in the county in which the consumer resides. The NJ Division of Vocational Rehabilitation Services counselor completes the Pre-Employment Transition Services Student Referral Form to refer students for Pre-Employment Transition Services. This form can be found at: www.CareerConnections.nj.gov

2. Referrals

Referrals for Pre-Employment Transition Services can be made by anyone and are generated from all sources. It is general practice for school districts to make a referral to facilitate an actual progression of services for the student and to share records with the NJ DVRS. Students referred for Pre-Employment Transition Services do not require an application, and are “presumed” eligible as long as they have an Individual Education Plan (IEP), Section 504 plan, or other documented disability as defined by Section 504 of the Rehabilitation Act of 1973, as amended by Workforce Innovation & Opportunity Act.

3. NJ Division of Vocational Rehabilitation Services Grant, Contract, and Fee for Service Payment Structures

Contract

The finalized agreement between the grantee and the executive leadership team at the Department of Labor and is issued after the Notice of Grant Opportunity or Notice of Obligation (NOO) is approved. The NJ Division of Vocational Rehabilitation Services (NJ DVRS) contracts are written with a specific set of goals and deliverables that are to be completed by the end of the 12-month period.

Grant

An agreement between parties based on the awarding of a contract but it is understood that the organization executing the project or program cannot guarantee the success. There will be certain rules on how grant money/funds can be spent and the grantee has to do their best to reach the goals and deliverables. The grantee might not win a grant again or the grant might not be renewed if they cannot deliver on their proposal. Grantees will be held accountable for commitment to grant deliverables, and not punished for their failure.

The New Jersey Department of Labor (DOL) issues Notice of Grant Opportunities (NGO) to acquire applicants when there is federal and state funding available for employment and training programs. The NGO process is competitive and requires prospective applicants to make application to provide services to NJ’s consumers who require employment and training services.

All agreements have a maximum dollar amount awarded. Upon approval, the grant agreement cannot exceed the maximum award amount. Contracts are monitored by assigned Program Planning and Development Specialists (PPDS) in the NJ DVRS Central Office. Local office counselors are provided with a monthly report of student progress. The PPDS is provided with a data tracking form, monthly or quarterly reports, payment invoices, explanation of expenses, and copies of the student reports. The PPDS provides technical assistance and on-going administrative support throughout the grant year. Counselors do not issue payment to vendors who provide services funded via NJ DVRS contracts. A referral to the vendor with student records (if available) is all that is required.

Notice of Obligation (NOO)

A formula funding (specific funds needed to implement a program) prior to execution of the contract. When Formula Funding is released to the grantee prior to execution of the contract, the contract must follow NOO.

Fee for Service

Fee for Service is the method of payment to a vendor who has applied to provide specific services, and has been vetted and approved by the NJ DVRS Central Office. As a Pre-Employment Transition Service provider, the approved vendor can opt to provide one or all five Pre-Employment Transition Services. A separate curriculum is required for each of the five required Pre-Employment Transition Services. The curriculum must detail objectives, methods, materials, and techniques used for each required service that will be provided. Vendors are not mandated to provide all five required Pre-Employment Transition Services.

The vendor is paid \$53.00 per hour for instruction and \$68.00 per hour for Skills Trainers fluent in American Sign Language. Counselors use the Fee for Service Vendor Referral Form and Vendor Service Report to send and receive information from vendors respectively.

9. Potentially Eligible (PE) and Vocational Rehabilitation (VR) Case Type:

PE Case Type

The Workforce Innovation & Opportunity Act allows students the opportunity to receive Pre-Employment Transition Services without formally applying for vocational rehabilitation services. As a result, the PE Case Type is established to “fast track” a student to be able to receive the five required Pre-Employment Transition Services. In the PE Case type, there is no application, eligibility determination or Individual Plan for Employment. In the PE Case type, case notes can be entered and vouchers authorized for the five required services. It is recommended that students receiving Pre-Employment Transition Services in grades 9 and 10 be placed in the PE Case type. The student can be moved into a VR case type in grade 11 and above, when there is evidence that the student will require traditional vocational rehabilitation services.

VR Case Type

The VR case type is the traditional case type for NJ DVRS consumers. A student would need to apply for vocational rehabilitation services, determined eligible, and develop an Individual Plan for Employment with their counselor prior to receiving any cost services from NJ DVRS. Additionally, a financial needs assessment will be completed prior to approval and authorization of cost services. Pre-Employment Transition services can be authorized under both the PE Case Type and VR Case Type.

10. PE eCATS Codes

All staff who provide direct service to students are to code their work-time on eCATS using code: **Job/Sub Job Number 650639**. The **Activity/Sub Activity** code remains specific to the assigned program. This code will document the hours expended in working with students.

11. Service Delivery

Pre-Employment Transition Services are provided to students who are enrolled in a high school education program, including those who are home schooled. Students can attend alternative high school programs as well as those administered by the juvenile justice system. Pre-Employment Transition Services are administered based on the needs of the individual student. Pre-Employment Services do not have to be administered in any specific order, however, solely provided based on the needs of the student.

12. Order of Selection

An Order of Selection creates a service wait-list. Students who begin Pre-Employment Transition Services prior to an Order of Selection may continue receiving these services during the Order of Selection. A student is placed on a wait-list for individual vocational rehabilitation services after the student receives and completes their prescribed Pre-Employment Transition Services. These students may receive group transition services or other available vocational rehabilitation services intended for groups.

Additionally, a student who applied for individual vocational rehabilitation services and is determined eligible prior to receiving Pre-Employment Transition Services and, an Order of Selection begins, cannot receive Pre-Employment Transition Services, individual transition services, or other individual vocational rehabilitation services until the student's opportunity under the State's order of selection. The student can receive group transition services or other available VR services intended for groups.

13. Pre-Employment Transition Counselor Role and Responsibilities

Each NJ DVRS office has one or two designated Pre-Employment Transition Counselors who provide technical assistance to the NJ DVRS local office staff and community partners in order to disseminate transition information. The local office management has the discretion to assign or reassign transition counselors based on the operational needs of the office. The primary responsibilities of the Pre-Employment Transition Services Counselor are as follows:

- Attend quarterly transition meetings with the PPDS in Central Office
- Collect and compile data for the local office Monthly Transition report and submit to the PPDS in Central Office by the 15th of the following month for the current month. For example, September monthly report due by October 15th.
- Provide local office staff with updated information on new transition legislation, community events, etc.
- Coordinate with office management and local office staff to promote one Transition event per calendar year that encompasses community partners and stakeholders who provide transition services.
- Maintain a working relationship with the One Stop Career Center Partners in order to facilitate sharing information and services concerning youth
- Maintain a regular caseload
- Perform work that is consistent with overall vocational counselor responsibilities.

NOTE: All NJ DVRS counselors maintain a caseload of transition cases. The Pre-Employment Transition Services Counselor does not carry the entire caseload of transition cases for the county.

APPENDICES

- A. Pre-Employment Transition Service Confidential Student Referral Form: P.11**
- B. NJ Division of Vocational Rehabilitation Services Local County Office contact list:P.16**
- C. SECTION 511-Limitations of the Use of Subminimum Wage Employment for Youth 24 and Under Mandatory Reporting Form: P.19**
- D. AWARE: Procedure to Enter a Pre-Employment Transition Services Case (PE Case Type):P.22**
- E. NJ Division of Vocational Rehabilitation Pre-Employment Transition Services Vendor Monthly Reporting Form: P.35**
- F. Pre-Employment Transition Services Vendor Referral Forms:P.37**
- G. Administrative Memos with approved vendors listed in INFORM under Home, Vocational Rehabilitation, Administrative Memos (Admin. Memos for the Centers for Independent Living and Private Vendors):P.41**
- H. NJ Division of Vocational Rehabilitation Services Local County Office Transition Counselor contact list:P.62**
- I. The Vendor Process-Application Process and Steps, New Vendor Application with curriculum template: P.63**
- J. Rehabilitation Services Administration Workforce Innovation and Opportunity Act: Use of Funds Flexibilities: P.77**
- K. Pre-Employment Transition Services Frequently Asked Questions (FAQ):P.78**

Appendix A.

New Jersey Department of Labor & Workforce Development

NJ Division of Vocational Rehabilitation Services

www.careerconnections.nj.gov

PRE-EMPLOYMENT TRANSITION SERVICES STUDENT REFERRAL FORM

Referral Information

Social Security Number: _____ Birth date: _____

Name (Last, First, Middle): _____

What do you prefer to be called? _____ Previous names (maiden name, etc.): _____

Who referred you to DVRS? _____

Home Address (House #, Street, apt., etc.): _____

City: _____ State: _____ Zip: _____ County: _____

Phone: _____ Home Cell Phone Videophone Work

Second Phone: _____ Home Cell Phone Videophone Work

Email Address: _____

Emergency or Other Contacts: _____

Name: _____ Relationship: _____

Phone: _____ Email: _____

Gender: Male Female Do not wish to self-identify

Race/Ethnicity (check all that apply):

American Indian or Alaskan Native Asian Black

Native Hawaiian or Other Pacific Islander White Do not wish to self-identify

Are you Hispanic or Latino? Yes No

Do you need assistance with communicating in English? Yes No Deaf or Hard of Hearing

Please explain: _____

Do you need assistance with reading English? Yes No

Please explain: _____

Education Information

If you are currently in high school: _____

What grade are you in? _____

What school do you attend? _____

What year did you begin HS? _____

What year will you graduate or exit school? _____

Are you receiving education services and support under a 504 Accommodation Plan? Yes No

If not, are you receiving education services under an Individualized Education Plan (IEP)? Yes No

If you are not currently in high school:

What is the highest level of education you completed?

- Certificate of Completion Education (no deg. or cert.)
- High School Diploma or GED
- Post-Secondary
- Vocational/ Technical Certificate
- AA Degree

Grade: 6 7 8 9 10 11 12

What is your primary disability?

Other Comments:

Pre-ETS Services Requested (Check all that apply)

- Job Exploration Counseling
- Counseling on Post-Secondary Educational Options
- Work Based Learning Experiences
(internships, apprenticeships)
- Workplace Readiness Training
- Instruction in Self Advocacy
- Referral to RCC (Deaf / Hard of Hearing)

**REQUEST FOR PRE-EMPLOYMENT TRANSITION SERVICES AND
NOTIFICATION OF RIGHTS**

I am requesting pre-employment transition services, and understand that pre-employment transition services are not traditional vocational rehabilitation services. I understand that participating in pre-employment transition services does not qualify an individual for vocational rehabilitation services as the eligibility criteria is different and applicants for vocational rehabilitation services are subject to DVRS Order of Selection and wait list restrictions. If I wish to apply for vocational rehabilitation services, I understand that I may do so in my next to last year of school. I understand that if I choose to apply for vocational rehabilitation services prior to receiving pre-employment transition services that I may be delayed in receiving pre-employment transition services.

I understand that pre-employment transition services are limited services that DVRS can provide to a student with a disability, and that a student with a disability is an individual who:

1. Has a disability.
2. Is at least 14 years old and has not turned 22 years old.
3. Is currently attending or considered enrolled in an educational program (secondary education; non-traditional or alternative secondary education, including homeschooling; post-secondary education programs approved by NJ Office of Secretary of Higher Education and other recognized educational programs limited to: those offered through the juvenile justice system, adult basic education programs i.e. GED or external diploma programs, and WTC career and technology training programs).
4. Has not graduated/completed/exited/ or withdrawn their educational program.

I understand that pre-employment services are limited to the following services, as appropriate and available in my local area:

1. Job exploration counseling.
2. Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible.
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education.
4. Workplace readiness training to develop social skills and independent living.
5. Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).

Information that I have provided is to the best of my knowledge true, correct and complete. I understand that giving DVRS untrue and/or fraudulent information may result in services not being provided or continued. I have been given a copy of the Disability Rights NJ brochure from my assigned counselor.

Before signing, please discuss with your DVRS counselor any information you do not understand. Student Signature/Date:

Signature of Parent or Representative:

(if applicant is in high school, under age 18 or has a legal guardian)

INFORMATION GATHERING

- Refusal to provide requested documentation of disability will prevent you from receiving pre-employment transition services.
- The requested information is not available for public inspection, unless you give written permission.
- The requested information is routinely shared with other governmental agencies when information is needed for you to obtain benefits or services; for audit, evaluation or research purposes connected with the administration of the rehabilitation program as long as confidentiality is safeguarded; and to obtain payment for services which have been provided when covered by third party resources.
- DVRS requests the Social Security Number of applicants for services and uses it only for federal reporting purposes and, as applicable: (1) confirmation of Social Security benefits, and (2) financial transactions.

Appendix B. NJ DVRS FIELD OFFICE CONTACT LIST

<p>TRENTON (Central) John Fitch Plaza – 12th Floor P.O. Box 398, 08625-0398 Karen Carroll, Director Helen Liu, Asst. Director Field Services Cheri Thompson, Asst. Director Admin.Services 609-292-5987, 609-292-8347/FAX, 292-4033/DFP 609-292-2919/TTY, 609-498-6221/VP dvradmin@dol.nj.gov http://lwd.dol.state.nj.us/labor/dvrsDVRIndex.html</p>	<p>NEW BRUNSWICK (Middlesex/31) 550 Jersey Avenue, P.O. Box 2672, 08901 ELIZABETH CONTE, Manager AMY HOEHMAN, Supervisor LEILA MOLAIE, Supervisor 732-937-6300,732-937-6358/FAX 732-393-8056/VP DVR.NewBrunswick@dol.nj.gov NJ Transit Contact: Maria Perez/Kathy CHIEF: Antony Smith CRP LIAISON: Jennifer Sosdorf</p>	<p>THOROFARE (Gloucester/52) Gloucester Regional Service Ctr. 215 Crown Point Rd., Suite 200, 08086-2153 STACEY SMITH, Manager KRISTA LOPE, Supervisor 856-384-3730, 856-384-3777/FAX 856-497-0075/VP DVR.Thorofare@dol.nj.gov NJ Transit Contact: Teresa Baus CHIEF: Antony Smith CRP LIAISON: Vito Palo</p>
<p>BRIDGETON (Cumberland, Salem/62) 40 E. Broad Street, Suite 204, 08302-2881 Marva Ferguson, Manager Vacant, Supervisor 856-453-3888, 856-453-3909/FAX 856-497-0075/VP DVR.Bridgeton@dol.nj.gov NJ Transit Contact: Nicole LaTourette CHIEF: Antony Smith CRP LIAISON: Vito Palo</p>	<p>NEWARK (Essex/21) 990 Broad Street, 2nd Floor, 07101 ELIZABETH A. MCLILLY, Manager CARREL COREUS, Supervisor MAUREEN RITCHIE, Supervisor MIKKI FULLER, Supervisor 973-648-3494, 973-648-3902/FAX 862-772-7166/VP DVR.Newark@dol.nj.gov NJ Transit Contact: CHIEF: Kathy Hruszko CRP LIAISON: Vito Palo</p>	<p>TOMS RIVER (Ocean/43) 1027 Hooper Ave., Bldg. 6, 3rd Floor Suite 1, 08753-2225 Kathleen Spacey, Manager TADD MAFFUCCI, Supervisor 732-505-2310, 732-505-2317/FAX 732-606-4961/VP DVR.TomsRiver@dol.nj.gov NJ Transit Contact: Laura Horner CHIEF: Antony Smith CRP LIAISON:</p>
<p>CHERRY HILL (Camden/51)</p>	<p>PATERSON (Passaic/01)</p>	<p>TRENTON (Mercer/41)</p>

<p>101 Woodcrest Rd. Suite 127, 08003</p> <p>JEFFERY DEITZ, Manager</p> <p>JEFFREY CLARK, Supervisor</p> <p>VALERIE KERRIGAN, Supervisor</p> <p>ELIZABETH GUZMAN, Supervisor</p> <p>856-549-0600, 856-000-0000/FAX</p> <p>856-831-7599/VP</p> <p>DVR.Camden@dol.nj.gov</p> <p>NJ Transit Contact: Charlotte Bagley</p> <p>CHIEF: Kathy Hruszko</p> <p>CRP LIAISON: Kathleen Kindya</p>	<p>200 Memorial Drive, 1st Floor, 07505</p> <p>HELENE SIMMS, Manager</p> <p>DEBRALU BIENIECKI, Supervisor</p> <p>973-742-9226/Option 3 or 973-340-340</p> <p>973-279-5895/FAX 973-968-6556/VP</p> <p>DVR.Paterson@dol.nj.gov</p> <p>NJ Transit Contact: Karen Brown</p> <p>CHIEF: Kathy Hruszko</p> <p>CRP LIAISON: Susan Polansky</p>	<p>Labor Station Plaza, P.O. Box 959</p> <p>28 Yard Avenue, 08625-0959</p> <p>RAJASHREE VENKATRAMAN, Manager</p> <p>LESLEY JACK, Supervisor</p> <p>609-292-2940, 609-984-3553/FAX</p> <p>609-498-7011/VP</p> <p>DVR.Trenton@dol.nj.gov</p> <p>NJ Transit Contact: Miledy Diaz</p> <p>CHIEF: Kathy Hruszko</p> <p>CRP LIAISON:</p>
<p>ELIZABETH (Union/32)</p> <p>921 Elizabeth Ave., 3rd Floor, 07201</p> <p>ED FAVER, Manager</p> <p>PAT WILLIAMS, Supervisor</p> <p>908-965-3940, 908-965-2976/FAX</p> <p>908-242-3563/VP</p> <p>DVR.Elizabeth@dol.nj.gov</p> <p>NJ Transit Contact: Carol Serrano</p> <p>CHIEF: Kathy Hruszko</p> <p>CRP LIAISON:</p>	<p>PHILLIPSBURG (Sussex, Warren/04)</p> <p>445 Marshall Street</p> <p>Vacant, Manager</p> <p>vacant, Supervisor</p> <p>908-329-9190 (Option 2) Fax: 908-454-8334</p> <p>908-645-0616/VP</p> <p>DVR.Phillipsburg@dol.nj.gov</p> <p>CHIEF: Antony Smith</p> <p>CRP LIAISON: Susan Polansky</p>	<p>WESTAMPTON (Burlington/53)</p> <p>795 Woodlane Road, Suite 201 08060</p> <p>STACEY SMITH, Manager</p> <p>JODY CLASSEN, Supervisor</p> <p>609-518-3948, 609-518-3956/FAX</p> <p>DVR.Westampton@dol.nj.gov</p> <p>NJ Transit Contact: Claudia Rivera</p> <p>CHIEF: Antony Smith</p> <p>CRP LIAISON:</p>
<p>HACKENSACK (Bergen/11)</p> <p>60 State Street, 2nd Floor, 07601-5471</p> <p>VACANT, Manager</p> <p>JORGE DELGADO, Supervisor</p> <p>201-996-8970, 201-996-8880/FAX</p> <p>DVR.Hackensack@dol.nj.gov</p>	<p>PLEASANTVILLE (Atlantic/61)</p> <p>2 South Main St., 1st Fl. Suite 2, 08232</p> <p>CANDACE TITANSKI, Manager</p> <p>J. MICHAEL MARGRAF, Supervisor</p> <p>609-813-3933, 609-813-3959/FAX</p> <p>608-813-3958/TTY, 609-224-1218/VP</p>	<p>Rio Grande (Cape May/63)</p> <p>3801 Route 9 South, Unit 3, 08260</p> <p>CANDACE TITANSKI, Manager</p> <p>NORMA CORDEIRO, Supervisor</p> <p>609-523-0330, 609-523-0212/FAX</p> <p>609-224-1218/VP</p>

<p>NJ Transit Contact: Donalette Miller</p> <p>CHIEF: Antony Smith</p> <p>CRP LIAISON: Susan Polansky</p>	<p>DVR.Pleasantville@dol.nj.gov</p> <p>NJ Transit Contact: Leslie Heyer</p> <p>CHIEF: Kathy Hruszko</p> <p>CRP LIAISON:</p>	<p>DVR.Wildwood@dol.nj.gov</p> <p>NJ Transit Contact: Karen Sandora</p> <p>CHIEF: Kathy Hruszko</p> <p>CRP LIAISON: Jennifer Sosdorf</p>
<p>JERSEY CITY (Hudson/12)</p> <p>438 Summit Avenue, 6th Floor, 07306-3187</p> <p>WILLIAM SCHULZ, Manager</p> <p>GILDA ESCOBAR, Supervisor</p> <p>201-217-7180, 201-217-7287/FAX</p> <p>201-942-5363/VP</p> <p>DVR.JerseyCity@dol.nj.gov</p> <p>NJ Transit Contact: Madeline Ribarte</p> <p>CHIEF: Kathy Hruszko</p> <p>CRP LIAISON: Kathleen Kindya</p>	<p>RANDOLPH (Morris/02)</p> <p>13 Emery Avenue, 2nd Floor, 07869</p> <p>Vacant, Manager</p> <p>Scott McGill, Supervisor</p> <p>862-397-5600 (Option 4), 973-895-6420</p> <p>973-607-2034/VP</p> <p>DVR.Randolph@dol.nj.gov</p> <p>NJ Transit Contact: Beverly Halgren</p> <p>CHIEF: Antony Smith</p> <p>CRP LIAISON: Susan Polansky</p>	
<p>NEPTUNE (Monmouth/42)</p> <p>60 Taylor Avenue, 07753-4844</p> <p>SUSAN RAKOCI-ANDERSON, Manager</p> <p>vacant, Supervisor</p> <p>732-775-1799, 732-775-1666/FAX</p> <p>732-606-4961/VP</p> <p>DVR.Neptune@dol.nj.gov</p> <p>NJ Transit Contact: Cheryl Neal</p> <p>CHIEF: Antony Smith</p> <p>CRP LIAISON: Kathleen Kindya</p>	<p>SOMERVILLE (Somerset, Hunterdon/)</p> <p>75 Veterans Memorial Dr., Suite 101</p> <p>08876-2952</p> <p>ELIZABETH CONTE, Manager</p> <p>Danielle Kwan, Supervisor</p> <p>908-704-3030, 908-704-3476/FAX</p> <p>732-393-8056/VP</p> <p>DVR.Somerville@dol.nj.gov</p> <p>NJ Transit Contact: Danielle Kwan</p> <p>CHIEF: Antony Smith</p> <p>CRP LIAISON:</p>	

www.careerconnections.nj.gov

Department of Labor and Workforce Development

Division of Vocational Rehabilitation Services

PO Box 398

Trenton, NJ 08625-0398

Subminimum Wage Pre-Employment Transition Services Review

(Extended Employment Request for Youth 24 and Under)

Name of Individual: _____

Date of Birth: _____

Last 4 digits of SS#: _____

Case ID# _____

Please complete all three sections of A or B below and attach all necessary documentation.

Individuals with disabilities 24 and younger (youth) must be provided with various services designed to improve their access to competitive integrated employment. VR Counselors are required to provide final documentation of completion of each of these services to the youth, who must provide it to the employer before beginning work at a subminimum wage. All 5 services should be provided in some combination by schools, DVRS, or another local agency. The recommended time for Pre-Employment Transition services is 6 -24 months.

A. Pre-Employment Transition Services:

- 1. Transition services under the Individuals with Disabilities Act (IDEA) and/or pre-employment transition services under WIOA:
 - Job Exploration Counseling/Guidance
 - Career Scope Community Based Work Evaluation Situational Assessment Other (please specify)
 - Post-Secondary/Educational Counseling
 - Career Scope Job Club Other (please specify)
 - Work Based Learning Experience

- Job Placement Job Sampling Project Search Discovery/Customized Employment OJT Short Term Employment Internship Other (please specify)
- Workplace Readiness Training
- Independent Living Job Sampling Job Club Community Based Work Evaluation
- Other (please specify)
- Instruction in Self Advocacy

- Independent Living Job Club Other (please specify)

2. Vocational rehabilitation (VR), as noted:
 - The youth applied for VR services and was found ineligible OR
 - The youth applied for VR services and was found eligible AND had an individual plan for employment (IPE) AND worked toward an IPE employment outcome for a reasonable period without success AND the VR case was closed;

3. Career counseling:

Information and referrals to Federal and State programs and other resources in the individual's geographic area that offer employment-related services and supports designed to enable the individual to explore, discover, experience, and attain competitive integrated employment, must not be for subminimum wage employment and must not directly result in subminimum wage employment.

B. Informed Choice:

- No VR Services at this time due to the following:
 - Individual declines services
 - Transfer to another agency
 - Other (please specify)

The above referenced individual has received the above services with the results listed and through consumer Informed Choice it has been determined that Extended Employment is requested at this time.

1. DVRS Counselor: _____

Office: _____

Signature: _____

Date: _____

DVRS Counselor

Telephone: _____

Email: _____

2. DVRS Manager/Supervisor: _____

Signature: _____

DVRS Manager/Supervisor

Telephone: _____

Email: _____

3. Client/Guardian/Representative:

Date: _____

(Print Name) _____

(Signature) _____

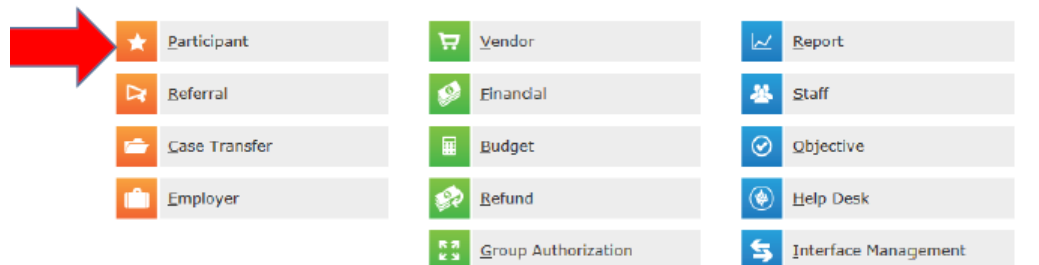
Distribution:

(1) Case File – Pre-ETS Form

(2) DVRS Central Office (CRP UNIT- Copy Extended Employment Referral and Pre-ETS Form)

STEP BY STEP PROCEDURE FOR ENTERING A POTENTIALLY ELIGIBLE (PE) CLIENT

Go to Participant on the landing page of AWARE. Select
"Participant".



Counselor's Caseload will appear.

Click on "New".

Ca., Scan: |

out Saad! Mast Recent .Bes Its la-r 161J - S+I. J. lires, U121

Select All Clear All

New

Skip to Content

		Participant Name	Participant ID	Case Status	Address - Home	Education Level	Employer - Primary
<input type="checkbox"/>	Select	Aguime, Estrella	103211	Eligible	107 N. St. Davids PL.ceA1laatic City_ NJ 08701		
<input type="checkbox"/>	Select	Albano Mr., Louis	777211	5e.flisice - J	232 E. Coleman Pl. u. k,,,,, y, J00232		
<input type="checkbox"/>	Select	Alexander, Marissa R.	91074	Employ,:d	114Del-Mor Ct.Egg florba, T»p, NJ aen,	High school g rmduate es equivalency 'ficat:r?	Bolly's Casino Hotel

A separate Caseload for PE (Pre-ETS) has been established for all Counselors. It is your caseload number preceded by PE. Example: PE001. PE (Pre-ETS) Cases MUST be Opened with your PE Caseload.

Click on "Find".

The top screenshot shows a 'New Case Search' form with a 'Find' button highlighted by a red arrow. The bottom screenshot shows a 'Caseload Mini-Search - Participant - Aware' window with a table of caseload numbers. A red arrow points to the row containing 'PE160'.

Case No	Participant	Case Type
160	Boll, J	PE
161	Boll, J	PE
162	Boll, J	PE
163	Boll, J	PE
164	Boll, J	PE
165	Boll, J	PE
166	Boll, J	PE
167	Boll, J	PE
168	Boll, J	PE
169	Boll, J	PE
170	Boll, J	PE

Select your PE Caseload. see above screenshot. PE160

Enter the client's information.

New Case Verification

1. Case Information

Application Date

Case type

Primary Staff

(assignment) Group

2. Participant Information

SSN"

Re-enter SSN"

Last Name*

First Name*

Middle Name

Birth Date*

(Erase J

3. Selected Referrals and Cases

Skip to Content		
Name	Birth Date	City Name
No records to display.		

[Once Client 's information has been entered. Click on "Fin ish".](#)

finish Pages Reports New

New Case Verification

1. Case Information

Application Date 9/28/ 2017

Case Type PE

Primary Staff Thompson, Cheri

Case Load Group PEOO

2. Participant Information

SSN" 123 45 - 9999

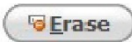
Re-enter SSN" 123 45 - 9999

Last Name* LAY

Firm Name* Testl

Middle Name

Birth Date* 1/20/2000



[Click on OK.](#)

Message from webpage

A case for this participant will now be created. Do you want to continue?

Complete tile "To Do's"

Case Management for LAV, TES TI

Name LAV, Testl Case Master ID 173514 Participant ID 103747 Age 17

1 - Case Management

Selected Layout Ca&e Summary [REDACTED],, D Set as Default (@ Apply)

Show Search Criteria

5 records:					
Act ivity	Date	ToDo	Additional Ju fo rmati on	Print	
Ed ucation	09/28/2017	ToDo	Last Complete-d Goal Ne Data Available Current Goal: No Data Availlble Student with Dis<b i l i ty: No	Print	
Special Progr am s	09/28/2017	ToDo		Print	
Disability	09/28/2017				
Applic ation	09/28/2017	ToDo	Refere ncial So urce: NoData Available	Print	
Pe rsonal Informatio n	09/28/2017	ToDo	Pho ne Nu mber: No Data Available Eirt h Dat e: 01120/2000 Age : 17 Updated : No Data Ava ila ble	Print	

There is a **NEW** field that must be completed. You must select either yes, or no for Currently Enrolled in School.

See Red Arrow below:

1 - Basic

Ap plc atio n ID

10413onorn

Legacy System Case ID

Living Arrangement at Application Previous residence

Volunteer Registration Outcome,...

Not eligible to register

(Currently Enrolled in School)

Yes No

(Not Completed)

Referral Source Yes No

Referral Source Family / Yes

will not be able to issue a voucher for a client if this step is not completed.

Once the Educational Goal is entered. Student with Disability changes from **NO** to **Yes**.

See below:

EDUCATION FOR LAY, LYOD

Name: Lay, Lyod Case Master ID: 185548 Participant ID: 112414 Case Type: VR

1. Educational Goals

Age at Application: 17
Grade: 17
Student with Disability: Yes
Transition Program Participant: No, Never a Program Participant
National Student Clearinghouse ID:

Education History

School Name	Begin Date	End Date	Area of Study	Command
No records to display.				

Educational Goals

New

Record	Educational Goal*	Begin Date*	Expected End Date	Actual End Date	Outcome
1	12th Grade	09/09/2016	05/15/2019		(Not Completed)

At this point you can now issue a voucher.

You can only choose Vendor.



Authorization Type	Description	Actions
Vendor	Authorizations written to a VENDOR for services to be provided to a participant.	
Direct	Authorizations written directly to a PARTICIPANT for a one-time purpose. If neces...	

1- Select an authorization type to continue:

Authorization Type	Description
Vendor	Authorizations written to a VENDOR for services to be provided to a participant.
Direct	Authorizations written directly to a PARTICIPANT for a one-time purpose. If neces...

Choose 2018 - 13 PETS Funds.

..... 11-.....

Name (AY, te,tl)	Case Master ID	177260	CaseType	PE	Case Type FE
.1- General					
Authorization Number	_____				
Status	Draft				
Begin Date	1/1/2013				
End Date*	9/10/2013				
Issue Date	_____				
Budget	2018 - 13 PETS Funds for 2018 - Trenton		_____		

You will see the Service Category dropdown.

If you do not see this dropdown, then you must return to the Educational Goal I and complete the second Educational Goal.

Vendor Authorization Item for LAY, TESH

Name LAY, test1 Case Master ID 1772&-0 Case Type PE Case Type PE

.- A IJCh or lz a t l on Item

Authorization Number VEN2496 B

Item Number-* 1

Service Category*

(Not Completed)
(Not Completed)

Service SubCategory*

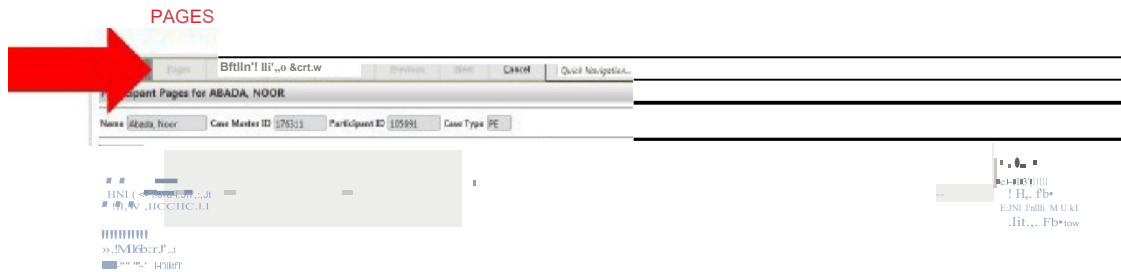
PE INSTRUCTION IN SELF-ADVOCACY
PE COUNSEUNG ON ENROLLMENT OPPORTU NIII ES
PE JOB EXPLORATION COUNSELING
PE WORK-BASED LEARN NG EXPERIENCES
PE WOR KPLACE READINESS TRAI N ING

Eras.

Desoipion

11

FVI: PE Cases do not use Eligibility or Service. Be sure, not to move the case via Pages.



Name Lay, Testl Case Master ID 171271 Participant ID 102144

1.- Outcome

Closure Date

Outcome"" Pre-HS Services Completed

Reason* Transferred to YR case type (Not Completed) ...

Airhive Date

All other reasons PET
Death Pre-ETS

Hardcopy Financial Does Not Require VR Services Pre-ETS

Financial Exemption from Payment S11h - minimum 11m W!JP. Pre-ETS
Extended Employment Pre-ETS

Hardcopy Case Individ in inst. other than a prison or jail Pre-ETS

Individual incarcerated in a prison or jail Pre-ETS
Institution, (other than a prison/ jail) Pre-ETS
No disabling condition (No Impairment) Pre-ETS

2- Financial, No Impediment to Employment Pre-ETS

No longer interested in receiving services Pre-ETS

Primary Symptom Other Pre-ETS

Refused Services or No Further Services Pre-ETS

Sub-minimum Wage Pre-ETS

Transferred to Another Agency Pre-ETS

Transportation Not Feasible or Available Pre-ETS

Unable to Locate or Contact Pre-ETS

Name bond,james Case Master ID 171272 Participant ID 102145 Age 15

1- Outcome _____

Closure Date 8/22/2017 _____

Outcome" Service Incomplete _____

Reason* Refused Services or No Further Services Pre-ETS _____

Archive Date _____

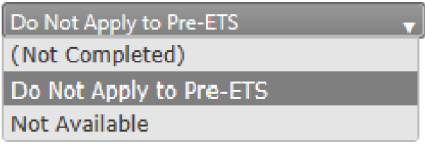
Hardcopy File Location Bridgeton _____

Financial (Imbursement Date) _____

Hardcopy Case History ID 0 _____

State Archive File ID _____

1. Financial

Primary Source of Support* 

2 Services

To Find PE Cases, See Below:

1. Go into Participant Module
2. Select Layout called "PE (Pre - Employment Transition Services)"
3. On that layout select case type "**PE**" and click on Find

Case Search

PE (Pre-Employment Transition Services) Results (0)

Participant ID _____

Status - Open (All) **F**

Posting Structure - Current (All) **7** **11**

Case Load **5** **err Co. eff. 0.1**

Referential Date- _____ thru _____ **!!!!**

Application Date _____ thru _____ **!!!!**

School at Application _____

Select Erase

Programs _____

Education Level, Application _____

Stimont with Disability _____ thru _____

Age - Current _____

Case Type _____

Case NDC Category (All)

Paging _____

Mode Do page **B**

Find Clear

4. You will see list of all PE cases.

All other functions work the same as a VR case.

OFFICE NAME:

MONTH/YEAR:

Total Number of Consultations (including phone calls):	
Total Number of IEP Meetings:	
Total Number of Presentations/Meetings with schools, parents, students:	

Narrative Report:

Consultations with a student, parent, school personnel etc. should only be counted once for that given date even if multiple issues are addressed.

Below are examples of what may fall under the category of “Consultation”

Provide overview of DVRS Services	
Review of student’s assessments, i.e. medical, psychological, learning, vocational c	
Assist with vocational/situational assessments while student is in school	
Administer vocational assessments such as Career Scope	
Provide technical assistance on ADA and Section 504	

Recommend assistive technology devices & rehabilitation engineering technology	
Provide information on Community Resources	
Provide information on Supported Employment	
Provide information about or make referrals to other Adult Service Providers	
Discuss the local Labor Market and/or In-Demand Occupations	
Assist in defining post-high school vocational goals	
Provide information on or recommend training and/or higher education	
Provide information on Social Security and or health insurance benefits	

Pre-Employment Transition Services (actual services provided):

Students in School Age 14-21- Fund Type 13

Job Exploration Counseling	C & G on Vocational Training, College	Work Based Learning Experiences, Internships, Apprenticeships	Workplace Readiness Training	Instruction in Self Advocacy

Out of School YOUTH (16-24)- Fund Type-01, etc

Job Exploration Counseling	C & G on Voc. Training/College	Work Based Learning Experiences, Internships, Apprenticeships	Workplace Readiness Training	Instruction in Self Advocacy

Appendix F.

**NJ Division of Vocational Rehabilitation Services
Pre-Employment Transition Services (Pre-ETS)
Vendor Referral Form: Fee for Service**

Referred to: _____

Address: _____

Name of Student: _____

DOB: __ / __ / ____

Student Social Security# _____

VR Counselor: _____ Phone: _____

DVRS Office: _____

Town & County of Residence:

Town & County of High School:

Disability _____

High School Grade Level: _____ **Year of expected graduation:** __ / ____

Name of School:

Address:

Town/City: _____ Zip Code: _____ - _____ County:

School's Point of Contact: to coordinate services (**Pre-Employment Transition Services**)

Name: _____ Job Title: _____

Phone: ___ - ___ - ___ Fax: ___ - ___ - ___ Cell ___ - ___ - ___

Email: _____

Pre-Employment Transition Service (s) Requested. Please check applicable service (s).

- Job Exploration Counseling
- Counseling & Guidance on Post -Secondary Education Programs
- Work Placed Learning Experiences (internships, apprenticeships)
- Workplace Readiness Training
- Instruction in Self Advocacy

Has the parent/guardian signed an IEP for consent of Pre-ETS services? _____ Yes _____ No

***If yes, please attach a copy with this referral form. If no, the provider will not initiate services without it.

Parents/Guardians' contact information:

Name: _____

Relationship to student: _____

Phone: ___ - ___ - ___ Cell: ___ - ___ - ___

Email: _____

Home Address: _____

Town _____ Zip Code: ___ - ___

Name: _____

Relationship to student: _____

Phone: ____ - ____ - ____ Cell: ____ - ____ - ____

Email: _____

Home Address: _____

Town _____ Zip Code: ____ - ____

Please check the records forwarded to the vendor:

IEP/IPE VR/Job Dev. History Psychological Evaluation

Audiogram Report School Records Criminal Background Check

Psych/Substance Abuse History Voucher# _____ Other: _____

Service Category(s): _____ # Hrs: _____

Summary of specific needs to address:

**** Please attach additional documentation as needed***

Appendix G

**NJ Division of Vocational Rehabilitation Services
Pre-Employment Transition Services (Pre-ETS)
Referral Form: Centers for Independent Living**

Name of Student: _____

DOB: __ / __ / ____

Social Security# _____ VR Counselor: _____

County Office: _____

Town & County of Residence:

Town & County of High School:

Disability: (include any special needs or medical/behavioral conditions)

High School Grade Level: _____ **Year of expected graduation:** __ / ____

Name of School:

Address:

Town/City: _____ Zip Code: _____ - _____

County: _____

School's Point of Contact: to Coordinate NJ CILs WIOA Pre-ETS Transition Services

Name: _____ Job Title: _____

Phone: _____ - _____ - _____ Fax: _____ - _____ - _____ Cell _____ - _____ - _____

Email: _____

If the student is under the age of 18 y/o, has the parent/guardian signed a consent form of Pre-ETS services with the CIL for the school? _____ Yes _____ No

***If yes, please attach a copy with this referral form. If no, the CIL will not initiate services without it.

Parents/Guardians' contact information:

Name: _____

Relationship to student: _____

Phone: _____ - _____ - _____ Cell: _____ - _____ - _____

Email: _____

Home Address: _____

Town _____ Zip Code: _____ - _____

Name: _____

Relationship to student: _____

Phone: ____ - ____ - ____ Cell: ____ - ____ - ____

Email: _____

Home Address: _____

Town _____ Zip Code: ____ - ____

Please check records to be forwarded to the CIL:

IPE VR/Job Dev. History Psychological Evaluation

Audiogram Report School Records Criminal Background Check

Psych/Substance Abuse History Voucher # _____ Other:

Service Code (s): _____ (_____)

Hrs: _____

(_____) _____

Summary of specific needs to address:



"Your Career Starts Here"

NJ Division of Vocational Rehabilitation Services
Pre-Employment Transition Services
Monthly Vendor Service Report

Monthly Service Report: Month/Year: _____ Service Dates: _____

Consumer Name: _____ NJ DVRS Case ID#: _____

NJ DVRS Office: _____ NJ DVRS Counselor: _____

Consumer's Disability: _____ (Please Attach Disability Documentation)

SSI: Y_ N_

DDD: Y_ N_

Reason for Pre-ETS Referral:

Service Provided: Individual _____ Group _____

- Career Exploration Counseling
Post-Secondary Opportunities Counseling
Work Place Readiness Training
Instruction in Self Advocacy
Work Based Learning Experience
Summer Internship

Did not attend this month due to: _____

Resuming services(month/date): _____

Suspended services due to: _____

Ended without completing their services due to: _____

Ended/completed: _____

Narrative:

Adaptations for service delivery using virtual platform and remote distance learning:

Empty rectangular box for narrative content.

Service delivery difficulties and solutions:

**Initiatives, schools & internship site development, Memoranda of Understanding/
Agreement (MOU/MOA)**

Goal/Objective for Each Session Meeting-Month/Date:

Activities, Methods, Learning Strategies, Technology Used in Each Session:

Interventions, Accommodations:

Supports required:

Career/Employment Interests:

Strengths:

Session's outcome achieved and understood by student (process used to identify student's understanding)

Summary of Progress:

Recommendations:

Next steps:

- 1.
- 2.
- 3.

Direct Service Provider Signature: _____

Date: _____

Organization Supervisor/Manager of Signature: _____

Date: _____

Service Completion Date: _____

Report Submit Date: _____



"Your Career Starts Here"

**NJ DVRS Pre-Employment Transition Services
Job Exploration Counseling: Curriculum Activity Check List**

Activity	Month/Date Completed	Document(s) Included
Understanding job exploration & importance in development of student's future career path		
Understanding the labor market		
In-Demand Industries & Occupations		
Administration of Vocational Interest Inventories		
Student's vocational interest inventory results, identified career clusters		
Student's strengths, skills, personality, aptitudes, barriers to employment & relationship to career interests		
Identification of career pathways of interest to the students		
Non-Traditional employment options		
Range of jobs in student's areas of interest		
Required training & education for each of student's career interests		
Steps needed to develop a career plan		

Additional Comments



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**NJ DVRS Pre-Employment Transition Services
Work Place Readiness Training to Develop Social Skills & Independent Living
Curriculum Activity Check List**

Activity	Mo./Date/Yr Completed	Document(s) Included
Understanding the concepts of workplace readiness and applications		
Student's self-assessment of current social skills and independent living skills		
Understanding employer expectations & work practices		
Work attitudes/enthusiasm/taking responsibility/initiative/punctuality/tasks/attire-appearance/hygiene		
Basic occupational skills employers are seeking from applicants		
Identify how to achieve marketable occupational skills for an entry-level job		
Understanding different types of businesses, opportunities, wages		
Student's challenges to employment		
Accommodations		
Soft skills necessary for employment		
Workplace etiquette		
Independent Living Skills		
Job Seeking Skills		
Financial Literacy		
Transportation Skills		

Additional Comments



**NJ DVRS Pre-Employment Transition Services
Instruction in Self-Advocacy: Curriculum Activity Check List**

Activity	Mo./Date/Yr. Completed	Document(s) Included
Understanding of concept of self-advocacy and applications		
Americans with Disabilities Act (ADA)		
Student's rights and responsibilities in educational institutions, accommodations		
Workplace rights, responsibilities, disclosure, accommodations		
Student's understanding of their IEP, transition services, graduation requirements, diploma		
Informed choice		
Self-determination		
Self-awareness		
Peer mentoring		
NJ disability, advocacy and rights organizations		
Identify student's values, goals, decision making abilities and needs		
Provide advocacy information to family members/guardians		

Additional Comments



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**NJ DVRS Pre-Employment Transition Services
Counseling on Opportunities for Enrollment in Comprehensive Transition or
Postsecondary Educational (PSE) Programs: Curriculum Activity Check List**

Activity	Mo./Date/Yr. Completed	Document(s) Included
Understand concepts of transition and post-secondary education & applications		
Document academic accommodations		
Advocate for needed accommodations, technology & service needs		
Identify student's interests, abilities, hobbies, talents, needs, learning style preferences		
Promote student's use of decision making skills (executive function) to develop goals		
Assist student with researching career & PSE options		
Promote student's participation in PSE preparation classes, etc.		
Connect to PSE resources/ services/websites		
Promote use of self-advocacy skills		
Assist students with application/ enrollment process		
Identify financial aid options		
Take career vocational assessments		
Familiarize with education and vocational disability laws		
Identify higher education, vocational program admission tests accommodations		
Attend higher education/college/vocational program fairs & tours		
Apply for Vocational Rehabilitation services, if eligible		

Access services & supports from developmental/ intellectual disabilities service agency, if eligible		
Provide PSE information to family members		

Additional Comments

Work Based Learning Experience/Summer Internship Job Title

Work Based Learning Experience/ Summer Internship Responsibilities:

Work based Learning Experience/ Internship Task Analysis (Please attach)

COVID-19 Work based Learning Experience Considerations/Adaptations

Student Career/Employment Interests:

Interest Inventory(s) Paper or Technology Administered:

Strengths:

Methods used to identify and secure the natural supports in the work environment:

Describe the natural supports developed and maximized in the work environment during the training period:

Auxiliary Supports and/or Accommodations Required:

Summary of Progress:

Supervisor, Co-worker Feedback:

Service delivery difficulties and solutions:

Recommendations:

Next Steps:

- 1.
- 2.
- 3.

Direct Service Provider Signature: _____

Date: _____

Organization Supervisor/Manager of Signature: _____

Date: _____

Service Completion Date: _____

Report Submit Date: _____



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NJ DVRS Pre-Employment Transition Services

Work-Based Learning Experiences: Curriculum Activity Check List

Type of Work-based Learning Experience

- Job Shadowing _____
- Career Mentorship _____
- Career Related Competitions _____
- Informational Interviews _____
- Paid Internships _____
- Non-paid Internships _____
- Practicum _____
- Service Learning _____
- Student-led Enterprises _____
- Simulated Workplace Experience _____
- Paid Work Experience _____
- Non-Paid Work Experience _____
- Volunteer _____
- Workplace Tours/Field Trips _____

Activity	Mo./Date/Yr. Completed	Document(s) Included
Understand components of work-based learning experiences, reason it is in the IEP & its connection to employment		
Develop plan for work-based learning experiences to assist with decision making for post school settings of living, learning & work		
Develop resume & learn how to include the skills acquired from work-based learning experiences		

Job search skills, resources, networking, internet, social media		
Employment application process & forms		
Email/phone contact skills		
Employment skills tests		
Job interview skills in person & virtual		
Task/job analysis		
Create LinkedIn profile understand use, Facebook & impact of social media on personal reputation/employment opportunities		
Assist student with demonstrating understanding of employer expectations & work practices		
Assist student with implementing workplace etiquette, soft skills & demonstrating positive work attitude/enthusiasm/taking responsibility/initiative/punctuality/tasks/attire-appearance/hygiene		
Understand employer expectations & employment performance review process		

Additional Comments

Direct Service Provider Signature: _____ **Date:** _____

Organization Supervisor/Manager of Signature: _____ **Date:** _____

Service Completion Date: _____

Report Submit Date: _____

Appendix H.

NJ DVRS Pre-Employment Transition Counselors

County	Office	Counselor	Email
Atlantic/Cape May	Pleasantville/ Wildwood	Tiffany Hood	Tiffany.hood@dol.nj.gov
Bergen	Hackensack	Jessica Cole	Jessica.cole@dol.nj.gov
Burlington	Westhampton	Toni Scott	Toni.scott@dol.nj.gov
Camden	Cherry Hill	Nohemi Andujar	Nohemi.andujar@dol.nj.gov
Cumberland/Salem	Bridgeton	Katie Czajowski	Katie.Czajowski@dol.nj.gov
Essex	Newark	Garrett Harvest	Garrett.Harvest@dol.nj.gov
Gloucester	Thorofare	Tania Darbouze	Tania.Darbouze@dol.nj.gov
Hudson	Jersey City	Donna Schuyler/ Rachel Pucci	Donna.Schuyler@dol.nj.gov Rachel.Pucci@dol.nj.gov
Mercer	Trenton	Yigal Falk	Yigal.Falk@dol.nj.gov
Middlesex	New Brunswick	Vacant	Vacant
Monmouth	Neptune	Jennifer Johnson	Jennifer.Johnson@dol.nj.gov
Morris/Sussex/ Warren	Randolph/ Phillipsburg	Renee' Caratozolo	Renee.caratozolo@dol.nj.gov
Ocean	Toms River	Jessica Vail/ Dana Raciti	Jessica.vail@dol.nj.gov Dana.raciti@dol.nj.gov
Passaic	Paterson	Kathleen Mauer	Kathleen.mauer@dol.nj.gov
Somerset/Hunterdon	Somerville	Jennifer Grant	Jennifer.grant@dol.nj.gov
Union	Elizabeth	Yaminah Polanco	Yaminah.polanco@dol.nj.gov

Appendix I.

NJ DVRS Pre-Employment Transition Services Vendor Application Process

1. Log into www.careerconnections.nj.gov
2. Go to Plan-Just for You
3. Click into Vocational Rehabilitation Services
4. Look for “Additional Services”
5. Click onto DVRS Vendor Information
6. Apply to become a Vendor-Complete Vendor Application
7. Click into “Helpful Links”
8. Open the link for “Request for Letter of Intent-Pre-ETs” and complete application.

*Please note-Our department is in the process of restructuring our website. This information may change in the near future.



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**NJ Division of Vocational Rehabilitation Services
Pre-Employment Transition Services (Pre-ETS)
Fee for Service Application**

**Vendor
Information**

- A. Pre-Employment Transition Services Applicant Vendor Name: _____
- B. New Jersey Vendor Identification#: _____
- C. Tax clearance attached Y ___ N ___
- D. New Jersey DUNS#: _____
- E. Financial/Accountant Contact: _____
- F. Number of Years in Operation: _____
- G. Years Vending Services to Students and Youth age 14-21 with Disabilities: _____
- H. Address of Operation: _____
- I. Mailing address: _____
- J. Pre-ETS Activity Location and Address (if different from above): _____
- K. County: _____
- L. Phone number: _____
- M. Email address: _____
- N. Web address (if applicable): _____

NJ Eligible Training Provider List

Provide verification that entity is a New Jersey approved training provider and is listed on the Eligible Training Provider List (ETPL)

Provide vendor number on NJ Eligible Provider Training List

<https://njtrainingsystems.dol.state.nj.us/>

Vendor Accreditation

According to the New Jersey Administrative Code for Community Rehabilitation Programs (N.J.A.C. 12:51) 12:51 Subchapter 18 Accreditation of Rehabilitation Programs, CARF is the accrediting body and standard for vocational rehabilitation programs. It is a requirement to have an accreditation to vend vocational rehabilitation services. Information about CARF:

www.carf.org

Submit (a) A snapshot of the entity’s accreditation (b) Copy of the most recent Commission on Accreditation of Rehabilitation Facilities (CARF) report.

You may use an accrediting body that meets the criteria as an acceptable accreditation authority that sufficiently evaluates the entity’s vocational rehabilitation structure, programs, and services.

Examples of accrediting bodies are Joint Commission (Jcaho) jointcommission.org and Council on Accreditation (COA) coanet.org.

Your business has three years from vendor approval date to obtain and submit verification that you have started the process to obtain CARF or another acceptable accreditation. Your entity will not be permitted to vend Pre-Employment Transition Services past the three-year timeframe.

List all services that the business is providing to NJ DVRS client/consumers. A two-year minimum of service delivery is required (Examples of services: Vocational Evaluation, Placement, Supported Employment, Pre-ETS grant recipient)

County(s) Business Currently Serves as NJ Vocational Rehabilitation Services Vendor (Check all counties that apply)

- | | | | | | | | |
|------------|--------------------------|------------|--------------------------|-----------|--------------------------|----------|--------------------------|
| Atlantic | <input type="checkbox"/> | Cumberland | <input type="checkbox"/> | Mercer | <input type="checkbox"/> | Passaic | <input type="checkbox"/> |
| Bergen | <input type="checkbox"/> | Essex | <input type="checkbox"/> | Middlesex | <input type="checkbox"/> | Salem | <input type="checkbox"/> |
| Burlington | <input type="checkbox"/> | Gloucester | <input type="checkbox"/> | Monmouth | <input type="checkbox"/> | Somerset | <input type="checkbox"/> |
| Camden | <input type="checkbox"/> | Hudson | <input type="checkbox"/> | Morris | <input type="checkbox"/> | Sussex | <input type="checkbox"/> |
| Cape May | <input type="checkbox"/> | Hunterdon | <input type="checkbox"/> | Ocean | <input type="checkbox"/> | Union | <input type="checkbox"/> |
| | | | | | | Warren | <input type="checkbox"/> |

Describe Business Experience Providing Pre-Employment Transition Services for Students with Disabilities

Type of Service at Application:

- A. New service _____
- B. Individual
- C. Group
- D. Expansion of services _____

Include information as to your ability to manage the addition or expansion of services.

Pre-Employment Transition Services

- Job Exploration Counseling
- Counseling & guidance services on comprehensive transition, vocational training, industry recognized credential programs and post- secondary school training programs (i.e.: two- and four-year colleges)
- Work based learning experiences, internships, apprenticeships
- Workplace readiness training to develop social skills and independent living.
- Instruction in Self Advocacy

County(s) Business Proposes Services as NJ Pre-ETS Vendor:

- | | | | | | | | |
|------------|--------------------------|------------|--------------------------|-----------|--------------------------|----------|--------------------------|
| Atlantic | <input type="checkbox"/> | Cumberland | <input type="checkbox"/> | Mercer | <input type="checkbox"/> | Passaic | <input type="checkbox"/> |
| Bergen | <input type="checkbox"/> | Essex | <input type="checkbox"/> | Middlesex | <input type="checkbox"/> | Salem | <input type="checkbox"/> |
| Burlington | <input type="checkbox"/> | Gloucester | <input type="checkbox"/> | Monmouth | <input type="checkbox"/> | Somerset | <input type="checkbox"/> |
| Camden | <input type="checkbox"/> | Hudson | <input type="checkbox"/> | Morris | <input type="checkbox"/> | Sussex | <input type="checkbox"/> |
| Cape May | <input type="checkbox"/> | Hunterdon | <input type="checkbox"/> | Ocean | <input type="checkbox"/> | Union | <input type="checkbox"/> |
| | | | | | | Warren | <input type="checkbox"/> |

Explain Rationale and Need to Provide Pre-ETS:

Is the rational and need for service based on research, statistics, and understanding of the need to serve a specific demographic and specific population? Identify the unserved and underserved youth in the county(s) you propose to serve?

Pre-ETS Coordinator Contact Information

Name: _____

Title: _____

Phone number: _____

Email address: _____

Describe Pre-Employment Transition Services at Application

Attach Curriculum for Each Pre-Employment Transition Service

- A. Include summary of training, detailed curriculum program schedule, names of interest and/or ability tests and assessments (i.e.: on-line, paper, self-administered), materials, equipment, media, technology/devices/apps, handouts, social media
- B. Include COVID-19 considerations for remote distance learning on virtual platforms
- C. Styles of instruction (interactive, group discussions, lecture, activities. All materials, supplies, gear, clothing needed for programs such as work-based learning experiences, internships, apprenticeships will be of no cost to client/consumer
- D. Address learning styles and methods for each service you will provide
- E. Timeline for services: Hours per lesson/topic. Maximum total hours and days for service
- F. Include measurable goals and objectives for each program to be achieved by client/consumers- All goals must be measurable. Provide the measures that will be used to evaluate the achieved service deliverables for each service
- G. Attach Pre and Post-Assessments
- H. Attendance requirements and deliverables
- I. Attach sample template for permission to participate letter in program that will be signed by parent, guardian prior to participation in program
- J. What is your plan to provide accommodations if needed, or an alternate resource to participate in testing/assessments, digital media, activities, work-based learning etc.
- K. List all secondary schools, vocational or technical schools, two and four- year post-secondary schools with whom you are affiliated, partner, providing services. Please provide a sample MOU or letter of agreement.
- L. Provide contact information for all skills trainers
- M. Explain the student referral process, recruitment, public relations and marketing strategies, marketing materials (attach marketing materials for NJ DVRS approval). All students must be referred to the NJ DVRS office before you can accept them into your program for services.

Attach Professional Resumes for supervisors, and direct service staff (i.e.: skills trainers, employment specialists, job coaches).

Pre-ETS Staff Experience and requirements: Graduation from an accredited college or university with an Associate's, Bachelor's, or Master's degree in human services, psychology, sociology, education or related field, two years of experience working with people with disabilities, students, youth, or comparable environment gained within the past five years.

Indicate number of staff, names of staff and/or skills trainers per county(s):

Indicate additional language (s) other than English (i.e.: American Sign Language -ASL, Spanish)

ASL service providers must have passed the NJ DVRS mandatory Sign Language Communication Evaluation (SLCE) testing prior to approval, or will need to take the test within three months of service start date.

Name of Skills Trainer	Skills Trainer County(s)	Language (Other than English)

Community Employer/Business Partnerships

Required for Work Based Learning Experiences (WBLE), Internships, Apprenticeships in at least three employer/businesses

Describe partnerships with community employer/businesses for work-based learning experiences, internships, apprenticeships.

Attach partnership letters and commitment agreements for the businesses listed.

Paid Internship:

Y__ Salary per hour (minimum wage or higher) N__

Business Name	Worksite County	Internship Title(s)	Skills

Additional Required Registrations:

NJSTART vendor number: provide a screen shot as proof of registration

<https://www.njstart.gov/bsa/>

For information about the Eligible Training Provider List (ETPL) NJTopps@dol.nj.gov

To submit business' electronic application:

http://careerconnections.nj.gov/careerconnections/hire/hiring/disable/dvrs_vendor_information.shtml

*Please note- Our department is in the process of restructuring our website. This information may change in the near future.

Application Completed by: _____ Title: _____

Date Submitted: _____



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NJ Division of Vocational Rehabilitation Services

Pre-Employment Transition Services Curriculum Template

Agency: _____ Skills Trainer: _____

Date: _____

Pre-Employment Transition Service:

1. Job Exploration Counseling: _____
2. Work place Readiness Training: _____
3. Postsecondary Education Counseling: _____
4. Instruction in Self Advocacy: _____

Curriculum/Content Area		Texts/Instructional Materials
Instructional Objectives 1. What will be taught & learned? 2. What will students be able to do?		

3. What 3-5 key points will you emphasize and reiterate?

Instructional Delivery

How will you vary your approach to make information accessible to all students?

Engagement

How will you engage students & capture their interest?



"Your Career Starts Here"

NJ Division of Vocational Rehabilitation Services

Pre-Employment Transition Services

Work Based Learning Experience Lesson Plan Template

Agency: _____ Skills Trainer: _____

Month/Date: _____

Type of Work based Learning Experience

Job Shadowing

Career Mentorship

Career Related Competitions

Informational Interviews

Paid Internships Non-Paid Internships

Practicum

Service Learning

Workplace Tours/Field Trips

Student Led Enterprises

Goal/Objective for Work/Internship (Month/Date):

Assessments, Methods Used to Determine Student Career/Employment Interests:

Student Career/Employment Interests:

Internship Job Title: _____

Task Analysis of Student Responsibilities at Work/Internship Site:

Additional Activities at the Work/Internship Site:

Methods, Learning Strategies, Technology Needed to Assist Student at Work/Internship Site:

Interventions:

Accommodations:

External Supports Needed:

Natural Supports:

Student's Strengths:

Summary of Progress:

Student's Feedback/Comments about Session and Experience:

Recommendations:

Next steps:

Appendix J.

Rehabilitation Services Administration

Workforce Innovation Opportunity Act

Flexibilities for Using Pre-Employment Transition Services Funds

1. **Presumed Eligible (PE) or Vocational Rehabilitation (VR) Case Type**-Deaf and Hard of Hearing Students-Auxiliary Aids (interpreter, reader services), screen readers (visually impaired), etc. to assist with Pre-ETS training and charged to Fund 13 (comparable benefits not needed for the PE case; but needed for VR cases).
2. **Vocational Rehabilitation (VR) Case type only** which requires Application, Eligibility & Individual Plan for employment for the following services and charged to Fund 13 during Pre- ETS services
 - Assessment Services (i.e.: psychological, Trial Work Experience, etc. provided the student has a post high school plan beyond Pre-Employment Transition Services)
 - Counseling & Guidance (also directly related to Pre-ETS services and if counselors need to contract out)
 - Referral Services (contracting services out to vendors to Provide Pre-Employment Transition Services (we do this). Since this area is vague, I will clarify if a traditional Vocational Rehabilitation case is required during the Pre-Employment Transition Services phase alone.
 - Maintenance (i.e., to purchase appropriate clothing for Work based Learning Experiences)
 - Transportation (i.e.: bus passes; Uber/Lyft rideshares to complete Pre-Employment Transition Services)
 - Personal Assistance Services (i.e.: Home Health Aide, Certified Nurse Assistant for student to complete Pre-Employment Transition Services)
 - Rehabilitation Technology (i.e.: electronic device needed to complete Pre- Employment Transition Services; i.e.: talking alarm clock; not computers)
 - Family Services (i.e.: transportation or interpreting services for the family member so the student can complete Pre-Employment Transition Services)
 - Coaching Services (i.e.: to complete Work Based Learning experiences for students with the Most Significant Disabilities)
 - Vocational and Other Training Services (i.e.: only a book, tool, materials needed to complete a Pre-Employment Transition Services, not the tuition)

Appendix K.



Frequently Asked questions (FAQ)

Pre-Employment Transition Services: Service Delivery Agreements

Section 1.

Q. What is the difference between a grant, contract and fee for service?

Contract: The finalized agreement between the grantee and the executive leadership team at the Department of Labor and is issued after the Notice of Grant Opportunity or Notice of Obligation (NOO) is approved. The NJ Division of Vocational Rehabilitation Services (NJ DVRS) contracts are written with a specific set of goals and deliverables that are to be completed by the end of the 12-month period.

Grant: An agreement between parties based on the awarding of a contract but it is understood that the organization executing the project or program cannot guarantee the success. There will be certain rules on how grant money/funds can be spent and the grantee has to do their best to reach the goals and deliverables. The grantee might not win a grant again or the grant might not be renewed if they cannot deliver on their proposal. Grantees will be held accountable for commitment to grant deliverables, and not punished for their failure.

The New Jersey Department of Labor (DOL) issues Notice of Grant Opportunities (NGO) to acquire applicants when there is federal and state funding available for employment and training programs. The NGO process is competitive and requires prospective applicants to make application to provide services to NJ's consumers who require employment and training services.

All agreements have a maximum dollar amount awarded. Upon approval, the grant agreement cannot exceed the maximum award amount. Contracts are monitored by assigned Program Planning and Development Specialists (PPDS) in the NJ DVRS Central Office. Local office counselors are provided with a monthly report of student progress. The PPDS is provided with a data tracking form, monthly or quarterly reports, payment invoices, explanation of expenses, and copies of the student reports. The PPDS provides technical assistance and on-going administrative support throughout the grant year. Counselors do not issue payment to vendors who provide services funded via NJ DVRS contracts. A referral to the vendor with student records (if available) is all that is required.

Notice of Obligation (NOO) A formula funding (specific funds needed to implement a program) prior to execution of the contract. When Formula Funding is released to the grantee prior to execution of the contract, the contract must follow NOO.

Fee for Service: Fee for Service is the method of payment to a vendor who has applied to provide specific services, and has been vetted and approved by the NJ DVRS Central Office. As a Pre-Employment Transition Service provider, the approved vendor can opt to provide one or all five Pre-Employment Transition Services. A separate curriculum is required for each of the five required Pre-Employment Transition Services. The curriculum must detail objectives, methods, materials, and techniques used for each required service that will be provided. Vendors are not mandated to provide all five required Pre-Employment Transition Services.

Q. What is a contract renewal?

A. Contract renewal is the stage in the contract lifecycle where the contract is scheduled to expire. At this point, the party involved may renew their contract based on current terms, or they may renegotiate and enter a new contract. The new contract will have new deliverables, a new student cohort, and new goals that are negotiated with the assigned NJ DVRS contract manager. The process begins with a formal written request from the vendor to the contract manager. A contract renewal cannot start until all extensions to the current contract are completed, example: 7/1/2019 through 6/30/2020.

Q. Can a vendor organization expect the same grant opportunity to be offered or renewed the following year?

A. No, a vendor organization should not expect the same grant opportunity to be offered or renewed the following year. Grant funds vary in availability from year to year, therefore the same grant or its funding amount may not be available for renewal. Vendor organizations are encouraged to apply to become fee for service providers.

Q. What is a contract extension?

A. A contract extension is when an existing contract is extended for a period of time. The contract extension may be a modification to an existing contract, usually referred to as a “no cost extension”. Generally, extensions are granted in three -month intervals and allows the vendor additional time to meet the contract deliverables. The request for extension must be made in writing to the NJ DVRS Director, and include the Program Chief and Contract Manager.

Q. May a vendor organization modify their grant agreement after it has been approved and signed?

A. A vendor organization cannot adjust, change or modify their grant agreement. They must contact their NJ DVRS program planning and development specialist and the NJ DVRS contract administrator. Major changes to the grant agreement must be approved again by the Commissioner of Labor.

Q. Can a vendor organization have more than one State of New Jersey active grant award at a time?

A. The vendor organization must disclose grants awarded by the State of New Jersey, purpose population and counties served in the grant in order to ensure that there will be no duplication of Pre-Employment Transition Services. (Disclosure is included in the grant application)

Section 2. Pre-Employment Transition Services

Q. What are the five Pre-Employment Transition Services required by the Workforce Innovation and Opportunity Act?

The five required Pre-Employment Transition Services are:

- 1. Job Exploration Counseling**
- 2. Counseling on Post-Secondary Education Options at Institutions of Higher Education**
- 3. Workplace Readiness Training**
- 4. Instruction in Self Advocacy**
- 5. Work Based Learning Experiences**

Q. Can a student receive or repeat any of the five required Pre-Employment Transition Services?

A. No, students who have previously received any of the five required Pre-Employment Transition Services either through their school district as an individual or in a group from NJ DVRS grant, or NJ DVRS fee-for-service cannot receive or repeat that same service again.

Q. If a student is participating in Pre-Employment Transition Services through grant awarded funds, how is the progress reported to the NJ DVRS counselor?

A. The vendor completes a monthly report and sends to the VRC.

Q. What are vendors required to submit to receive payment for services?

A. Vendors must submit a narrative quarterly report or monthly report, payment invoices, data tracking, Detailed progress reports about every student are submitted to the assigned contract manager (program planning development specialist) in Central Office, Trenton. Payment will be processed when all reports are received, without questions concerning the documentation.

Q. What if a student needs Job Coaching (Time Limited or Intensive) supported employment while participating in Pre-Employment Transition Services?

A. Job coaching (Time Limited or Intensive) supported employment is not permitted under the WIOA Pre-Employment Transition Services. These services, if needed, can be provided in a traditional vocational rehabilitation (VR) case. A traditional VR case may require an evaluation, a financial needs assessment, eligibility determination, and an Individual Plan for Employment (IPE).

Q. What if a Work Based Learning Experience results in competitive integrated employment (CIE)?

A. If a Work Based Learning Experience results in competitive integrated employment and the student requires Job Coaching/Supported Employment to maintain the job, the student can receive Job Coaching or Supported Employment services. However, the student needs to be

closed from a (PE case type) Presumed Eligible Pre-Employment Transition Case and opened in a traditional VR case.

Section 3. NJ DVRS Summer Internship Grant Opportunities

Q. What is the Summer Internship grant timeline?

A. The summer internship grant timeline agreement is six months: Effective April 1st and is active until September 30th (approximate dates).

Q. May our organization work on the grant in any capacity if we receive notice of approval before April 1st?

A. The grant contract becomes effective on April 1st with receipt of the approval letter signed by the NJ Commissioner of the Department of Labor. Although an organization may receive and sign the grant contract, this is considered a *tentative* approval. The decision to work on the grant prior to receiving the official letter from the NJ Commissioner of the Department of Labor, is at the vendor organization's discretion and risk.

Q: Why is the grant period stated in the document for one year if the grant is required to be completed within six months, by September 30th?

A: The NJ Department of Labor requires that grant contracts run on a yearly cycle. For the purposes of NJDVRS, this is a six-week Summer Internship. This gives vendors enough time to complete any necessary front-end work and complete the Summer Internship no later than September 30, 2020.

Q: Why are meals, snacks, or any type of food considered a non-allowable expense under this grant?

A: Under the Workforce Innovation and Opportunity Act, 2014 (WIOA) regulations, funds are not allowed to be used towards food expenses.

Q: Why are Letters of Intent from employers/businesses required as part of the summer internship grant application?

A: The NJ DVRS wants to ensure that every vendor organization has viable and established business relationships that will be available as internship sites prior to the onset of the summer internship.

Q. What is the structured timeframe for the Summer Internship?

A. The summer internship officially begins on April 1st. The vendor organization can begin to plan, recruit and execute their program on this date. The total time allotted for the summer internship is six weeks. In the first week, the organization must provide students with three separate work experiences, in three separate industries, at three separate sites. The internship site is a joint decision between student and skills trainer that is based on the student's interests, abilities and best suited environment. Students intern at their selected site for the remaining five weeks.

Q. How many students are vendor organizations required to serve in the Summer Internship?

A. The vendor organization must serve a minimum of 25 students.

Q. How many hours per week are student interns permitted to work?

A. Student interns may work a minimum of 16 hours per week and cannot exceed 20 hours per week.

Q. What is the student intern pay rate?

A. Students must be paid at minimum, the current New Jersey minimum wage. As of January 2020, minimum wage was \$11.00 per hour, January 2021, minimum wage will be \$12.00 per hour.

Q: How detailed should my organization's application be?

A: The more detailed the grant application, the better chance it has of being selected. Proposals require vendor organizations to include resumes, job descriptions, professional experience and credentials of staff providing direct services, organizational successes, community and employer/business relationships and partnerships, organization's history and experience of working with youth and people with disabilities, target population, stated need for services, and budget narrative with itemized budget.

Q: How many different industries does my organization need for the purposes of this grant?

A: Your organization must have a minimum of three separate industries per county you propose to serve, and not a total of three industries for all counties.

Q: What should the employer/business include in their commitment to internship letter?

A: Employers/businesses can state that the business is willing to accept student interns from age 14 through 21. The business could provide the types of internships, with general job responsibilities and the number of student interns they would be willing to accept.

Q: Are employers/businesses hosting summer interns permitted to pay the student interns?

A: Students may be paid by the employer/business or the vendor organization by payroll check at least every two weeks.

Q: Why is it required that approved vendors work with the 14 through 21-year-old student population?

A: The WIOA stipulates that Vocational Rehabilitation Service Agencies (Designated State Unit DSU) are required to work with this specific age group. The vendor organization cannot exclude students within the age group of 14 through 21 years old.

Q. Can a vendor organization serve students who have graduated from secondary schools?

A. An organization cannot work with individuals who have graduated unless enrolled in a post-secondary training program and under the age of 21. They must be In-School Youth ages 14 through 21.

Q: How does the vendor organization cover the fee for Worker's Compensation?

A: The fee for Worker's Compensation will be covered under this grant. The vendor organization must itemize this expense per student under the student wages budget line item.

Q: Who is responsible for reviewing grant applications?

A: NJDOL and NJDVRS staff are responsible for the grant application review process.

Q: What is the definition of a Skills Trainer?

A: Skills Trainers are experienced employment and training instructors who provide specific training in the five required Pre-Employment Transition Service areas. The skills trainer instructs students in individual services or in a group format, in the fundamental employment skills necessary to prepare for and enter into competitive, integrated employment. Skills trainers are not job coaches, and do not provide one-to-one supports while a student is engaged in Pre-Employment Transition Services.

Q: What is the staffing requirement under the summer internship grant?

A: The summer internship grant allows for 1.5 positions. This can be separated into three part-time positions, as well.

Q: What is the minimum education requirement of your organization’s staff, particularly for skills trainers who will provide direct services to students?

A: All direct service staff i.e.: skills trainers, must have a minimum of an Associate Degree from an accredited college in a vocational rehabilitation or related human services area of study with a minimum of five years of experience in human services or disability services related industry.

Q: Can a student who has received a work-based learning experience through a previous NJ DVRS Pre-Employment Transition Services grant, NJ DVRS fee-for-service provider, another program, or from their school, participate in a summer internship opportunity?

A: No, duplication of service is not allowed for students who have already received a work-based learning experience through a previous NJDVRS Pre-ETS grant, NJDVRS fee-for-service provider, another program, or from their school.

Q. What Pre-ETS grant services would be considered billable and what are considered non-billable?

A. Pre-Employment Transition Service funds may only be used to provide direct services to students. Please use the following examples of billable and non-billable grant services as a reference guide. You are encouraged to consult with your assigned grant manager (program planning development specialist) for clarification. The use of grant funds will require a justification of expenses and receipts for purchase in budget narrative, line item expenses, and monthly reports.

Billable Pre-ETS	Non-Billable Pre-ETS
Student Travel Expenses 0.35/mile	Food, Meals, Snacks
Vehicle lease specifically to transport students to/from activities (percent of use for service)	Lawyer Fees
Vehicle maintenance not covered under lease (percent of use for service)	Conferences

Required clothing, uniforms for Internship/WBLE	Staff Training
Appropriate Clothing for Internships/WBLE	Consultant Fees
Accommodations	Staff Travel Expenses (gas, tolls, car repairs, general wear/tear)
Auxiliary Aids (i.e.: interpreters, reader services)	General Overhead Costs: Occupancy/rent/office space, utilities, internet, insurance, printer/copier,
Materials for direct student activities	Cell Phones, iPad/Tablet/Computers
	Payroll & Administrative Processing Fees
	Maintenance Fees
	Case management/electronic records fees

Section 4. NJ DVRS Pre-Employment Transition Services During COVID-19

Q. Are Pre-Employment Transition Services allowed to be offered on virtual platforms due to the COVID-19 ‘stay at home’ order?

A. Yes. Vendors must ensure that virtual platforms are HIPPA compliant. Examples of permitted platforms are: ZOOM, Go-To-Meeting, MS Teams, Google Classrooms, Google Hangouts. Social Media platforms such as Facebook and Instagram are not HIPPA compliant and cannot be used to provide services to NJ DVRS consumers.

Q. Can all Pre-Employment Transition Services be provided as remote services on a virtual platform?

A. The following Pre-Employment Transition Services can be provided virtually: Job Exploration Counseling, Counseling on Post-Secondary Education Options at Institutions of Higher Education, Workplace Readiness Training, and Instruction in Self Advocacy.

Work Based Learning Experiences **cannot** be performed as a remote service from a virtual platform. Please ensure that the case file reflects justification and/or for continuation of the service.

However, there may be some opportunities where a virtual/online work-based learning experience activity would be deemed acceptable. Examples of work-based learning experience flexibilities: Informational interviews with employers, or work experiences in administrative/office work, data entry, graphic design, and Information Technology (IT) with job responsibilities that may be performed from remote locations on virtual platforms. The assigned Program Planning and Development Specialist would obtain the remote distance learning virtual curriculum from the vendor organization to determine whether the specific work-based learning experience activity is allowable under the contract.

Examples of work-based learning experiences:

Job Shadowing; Career Mentorship; Career Related Competitions; Informational Interviews; Paid Internships; Non-paid Internships; Practicum; Service Learning; Student-led Enterprises Simulated Workplace Experience; Paid Work Experience; Non-Paid Work Experience; Volunteering; Workplace Tours/Field Trips

Q. What is the payment procedure regarding students who started Pre-Employment Transition Services on the virtual platform due to the COVID-19 ‘stay at home’ order and school closure, but unable to continue?

A. The vendor would follow the same voucher billing process and procedure regardless of whether it was using a virtual platform. The vendor organization returns the voucher with the report for the number of service hours provided.

Q. Can a student be referred for the same Pre-Employment Transition Service if the student was unable to continue Pre-Employment Transition Services due to the COVID-19 ‘stay at home order’ and school closure for reasons such as disability, lack of technology, or insufficient internet access?

A. Each student’s situation and participation in a particular Pre-Employment Transition Services will be considered on a case by case basis to determine that services would not be a repeat or duplication of services.

Q. Can vendor organizations continue to provide services to students through the summer if the student graduated from high school before Pre-Employment Transition Services was completed due to the COVID-19 ‘stay at home’ order and school closures?

A. Pre-Employment Transition Services can be extended to September 18, 2020.

Q. Can grantee vendor organizations provide services to students who graduated and unable to start the Pre-Employment Transition Services Work Based Learning Experience due to the COVID-19 ‘stay at home order’ and school closure?

A. Grantee vendor organizations can provide Work Based Learning Experiences to students who: Did not start the Work Based Learning Experience in the 2nd grant year, or; started the Work Based Learning Experience in the 2nd grant year, but were unable to complete. The Work Based Learning Experiences **cannot** be performed as a remote service from a virtual platform.