



Pre-ETS Group Service Delivery Outcome Report

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

PRE-EMPLOYMENT TRANSITION SERVICES CONTRACTOR SERVICE CATEGORY

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| <input type="checkbox"/> Job Exploration Counseling | <input type="checkbox"/> Work Readiness Training Interview |
| <input type="checkbox"/> Work Based Learning Experiences | <input type="checkbox"/> Self-Advocacy Experiences |
| <input type="checkbox"/> Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education | |

Report

Job Exploration Counseling

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

See Crosswalk for reporting requirements.

Work Based Learning Experiences

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

See Crosswalk for reporting requirements.

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

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

See Crosswalk for reporting requirements.

Work Readiness Training

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

See Crosswalk for reporting requirements.

Instruction in Self-Advocacy

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

See Crosswalk for reporting requirements.

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

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

CONTRACTOR REPRESENTATIVE'S SIGNATURE

DATE

PRINTED NAME

Crosswalk for Pre-ETS Contract Services and Deliverables

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

| Service | Activity | Deliverable |
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| Job Exploration Counseling | The Students' vocational interest inventory results | <ul style="list-style-type: none"> The Student's personal interests, values, personality traits, and current skills. |
| | In-demand occupations | <ul style="list-style-type: none"> The Student demonstrates an understanding of the required skills, certifications, and/or post-secondary training requirements identified for in-demand jobs. |
| | Career pathways | <ul style="list-style-type: none"> Information about jobs in the community, state, and country that are available and that has been accessed by the Students; At least three career choices related to the Students personal interests and values; How the Students have identified the tasks, work environment, training and salary for the career choices related to their personal interests and values. |
| | Local labor market information | <ul style="list-style-type: none"> How the Student has researched Local/State labor market information that matches stated career interest(s). |
| Work-Based Learning Experiences (WBLE) (Group-Setting) | Coordinating a school-based program of job training and informational interviews to research employers | <ul style="list-style-type: none"> The Student receives guidance from people practicing in an industry; The Student understands how to ask for assistance from co-workers and/or supervisors. |
| | Worksite tours to learn about necessary job skills | <ul style="list-style-type: none"> The Student participates in job shadowing experience(s)/job site tour(s); The Student demonstrates an understanding of how the number of hours worked correlates to the employer's pay period, and wages earned. |
| | Job shadow visits | <ul style="list-style-type: none"> The Student participates in job shadowing experience(s)/job site tour(s); The Student receives guidance from people practicing in an industry. |
| | Mentoring opportunities in the community | <ul style="list-style-type: none"> The Student receives guidance from people practicing in an industry. |
| Work-Based Learning Experience (WBLE) (Individuals) | Paid Work-Based Learning Internship | <ul style="list-style-type: none"> The Student learns job skills related to the expectations set for a position; The Student receives guidance from people practicing in an industry; The Student understands how to ask for assistance from co-workers and/or supervisors; The Student demonstrates an understanding of how the number of hours worked correlates to the employer's pay period, and wages earned. |
| Counseling on Opportunities for Enrollment in Comprehensive | Transition from High-School to College | <ul style="list-style-type: none"> The Student demonstrates an understanding of the difference between high school and college or other postsecondary training; The Student demonstrates an understanding of the application and admission process for post-secondary education. |

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| Transition or Postsecondary Educational Programs at Institutions of Higher Education | Resources that may be used to support Student success in education and training, which may include disability support services | <ul style="list-style-type: none"> • The Student’s knowledge of accommodations and resources at post-secondary training institutions; • The Student’s knowledge of post-secondary financial aid opportunities and financial support accounts for Students with disabilities. |
| | Exploration of Post-Secondary Educational Programs at Institutions of Higher Education | <ul style="list-style-type: none"> • The Student demonstrates an understanding of the application and admission process for post-secondary education; • The Student’s knowledge of post-secondary financial aid opportunities and financial support accounts for Students with disabilities; • The Student’s knowledge of accommodations and resources at post-secondary training institutions. |
| Work-Place Readiness Training | Provide workshops on workplace behavior, understanding employer expectations for punctuality and performance, and other soft skills necessary for employment | <ul style="list-style-type: none"> • The Student demonstrates an understanding of appropriate social skills to use in the workplace, and an understanding of how to interact appropriately with co-workers and supervisors; • The Student demonstrates an understanding of the importance of meeting deadlines and/or performing job tasks in a timely manner; and can effectively use a computer or smart phone to manage workplace meetings or clock in. |
| | Financial literacy | <ul style="list-style-type: none"> • The Student demonstrates an understanding of how much money they need to earn in order to live independently; • The Student demonstrates an understanding of appropriate cash currency, how to use an ATM, the difference between credit and debt, can define income, expenses, or a budget, and how to actively manage their money. |
| | Orientation and mobility skills | <ul style="list-style-type: none"> • The Student demonstrates an understanding of appropriate social skills to use in the workplace, and an understanding of how to interact appropriately with co-workers and supervisors; • The Student demonstrates an understanding of the importance of meeting deadlines and/or performing job tasks in a timely manner; and can effectively use a computer or smart phone to manage workplace meetings or clock in; • The Student can complete job applications or other required forms. |
| | Job-seeking skills | <ul style="list-style-type: none"> • The Student demonstrates an understanding where to look for work and how to effectively conduct a job search; • The Student can write a resume tailored to their job search; • The Student can complete job applications or other required forms. |
| Self-Advocacy | Developing goals | <ul style="list-style-type: none"> • The Student has gained the ability to identify goals and problem solve; • How the Student has gained independence, listening and leadership skills. |
| | Time management and organization | <ul style="list-style-type: none"> • The Student has gained the ability to identify goals and problem solve. |

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| | Balanced life planning | <ul style="list-style-type: none"> • The Student can request and accept help in the workplace or post-secondary educational programs; • The Student has gained or improved their ability to understand their legal rights and responsibilities in a workplace setting, post-secondary educational programs, and community; • The Student has gained the ability to identify goals and problem solve. |
| | Peer support | <ul style="list-style-type: none"> • The Student can request and accept help in the workplace or post-secondary educational programs; • How the Student has gained independence, listening and leadership skills. |
| | Mentoring groups | <ul style="list-style-type: none"> • How the Student has gained independence, listening and leadership skills; • The Student can request and accept help in the workplace or post-secondary educational programs; • The Student has gained or improved their ability to understand their legal rights and responsibilities in a workplace setting, post-secondary educational programs, and community. |
| | Accessing community resources such as health care, recreation, and social opportunities | <ul style="list-style-type: none"> • The Student has gained or improved their ability to understand their legal rights and responsibilities in a workplace setting, post-secondary educational programs, and community. |
| | Using assistive technology to manage life skills | <ul style="list-style-type: none"> • The Student can identify the necessary assistive technology, accommodations, and needed supports. |