



## Pre-ETS Group Service Delivery Outcome Report

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	
<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	
<b>Report</b>	
<b>Job Exploration Counseling</b> <input type="checkbox"/> The student's vocational interest inventory results <input type="checkbox"/> In-demand occupations <input type="checkbox"/> Career pathways <input type="checkbox"/> Local labor market pathways <input type="checkbox"/> Other topic areas with prior approval from the Pre-ETS Program Manager	
See Crosswalk for reporting requirements.	
<b>Work Based Learning Experiences</b> <input type="checkbox"/> Coordinating a school-based program of job training and informational interviews to research employers <input type="checkbox"/> Worksite tours to learn about necessary job skills <input type="checkbox"/> Job shadow visits <input type="checkbox"/> Mentoring opportunities in the community <input type="checkbox"/> Paid internship <input type="checkbox"/> Other topics than those listed above with prior approval from the Pre-ETS Program Manager	
See Crosswalk for reporting requirements.	
<b>Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs at Institutions of Higher Education</b> <input type="checkbox"/> Transition from High-School to College <input type="checkbox"/> Resources that may be used to support student success in education and training, which may include disability services <input type="checkbox"/> Exploration of Post-Secondary Educational Programs at Institutions of Higher Education <input type="checkbox"/> 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
<b>Job Exploration Counseling</b>	The Students' vocational interest inventory results	<ul style="list-style-type: none"> <li>The Students' personal interests, values, personality traits, and current skills.</li> </ul>
	In-demand occupations	<ul style="list-style-type: none"> <li>The Students demonstrate an understanding of the required skills, certifications, and/or post-secondary training requirements identified for in-demand jobs.</li> </ul>
	Career pathways	<ul style="list-style-type: none"> <li>Information about jobs in the community, state, and country that are available and that has been accessed by the Students;</li> <li>At least three career choices related to the Students personal interests and values;</li> <li>How the Students have identified the tasks, work environment, training and salary for the career choices related to their personal interests and values.</li> </ul>
	Local labor market information	<ul style="list-style-type: none"> <li>How the Students have researched Local / State labor market information that matches stated career interest(s).</li> </ul>
<b>Work-Based Learning Experiences (WBLE) (Group-Setting)</b>	Coordinating a school-based program of job training and informational interviews to research employers	<ul style="list-style-type: none"> <li>The Students receive guidance from people practicing in an industry;</li> <li>The Students understand how to ask for assistance from co-workers and/or supervisors.</li> </ul>
	Worksite tours to learn about necessary job skills	<ul style="list-style-type: none"> <li>The Students participate in job shadowing experience(s)/job site tour(s);</li> <li>The Students demonstrate an understanding of how the number of hours worked correlates to the employer's pay period, and wages earned.</li> </ul>
	Job shadow visits	<ul style="list-style-type: none"> <li>The Students participate in job shadowing experience(s) / job site tour(s);</li> <li>The Students receive guidance from people practicing in an industry.</li> </ul>
	Mentoring opportunities in the community	<ul style="list-style-type: none"> <li>The Students receive guidance from people practicing in an industry.</li> </ul>
<b>Work-Based Learning Experience (WBLE) (Individuals)</b>	Paid Work-Based Learning Internship	<ul style="list-style-type: none"> <li>The Students learn job skills related to the expectations set for a position;</li> <li>The Students receive guidance from people practicing in an industry;</li> <li>The Students understand how to ask for assistance from co-workers and/or supervisors;</li> <li>The Students demonstrate an understanding of how the number of hours worked correlates to the employer's pay period, and wages earned.</li> </ul>
<b>Counseling on Opportunities for Enrollment in Comprehensive</b>	Transition from High-School to College	<ul style="list-style-type: none"> <li>The Students demonstrate an understanding of the difference between high school and college or other postsecondary training;</li> <li>The Students demonstrate an understanding of the application and admission process for post-secondary education.</li> </ul>

<b>Transition or Postsecondary Educational Programs at Institutions of Higher Education</b>	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"> <li>• The Students' knowledge of accommodations and resources at post-secondary training institutions;</li> <li>• The Students' knowledge of post-secondary financial aid opportunities and financial support accounts for Students with disabilities.</li> </ul>
	Exploration of Post-Secondary Educational Programs at Institutions of Higher Education	<ul style="list-style-type: none"> <li>• The Student demonstrates an understanding of the application and admission process for post-secondary education;</li> <li>• The Students' knowledge of post-secondary financial aid opportunities and financial support accounts for Students with disabilities;</li> <li>• The Students' knowledge of accommodations and resources at post-secondary training institutions.</li> </ul>
<b>Work-Place Readiness Training</b>	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"> <li>• The Students demonstrate an understanding of appropriate social skills to use in the workplace, and an understanding of how to interact appropriately with co-workers and supervisors;</li> <li>• The Students demonstrate 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.</li> </ul>
	Financial literacy	<ul style="list-style-type: none"> <li>• The Students demonstrate an understanding of how much money they need to earn in order to live independently;</li> <li>• The Students demonstrate 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.</li> </ul>
	Orientation and mobility skills	<ul style="list-style-type: none"> <li>• The Students demonstrate an understanding of appropriate social skills to use in the workplace, and an understanding of how to interact appropriately with co-workers and supervisors;</li> <li>• The Students demonstrate 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;</li> <li>• The Students can complete job applications or other required forms.</li> </ul>
	Job-seeking skills	<ul style="list-style-type: none"> <li>• The Students demonstrate an understanding where to look for work and how to effectively conduct a job search;</li> <li>• The Students can write a resume tailored to their job search;</li> <li>• The Students can complete job applications or other required forms.</li> </ul>
<b>Self-Advocacy</b>	Developing goals	<ul style="list-style-type: none"> <li>• The Students have gained the ability to identify goals and problem solve;</li> <li>• How the Students have gained independence, listening and leadership skills.</li> </ul>
	Time management and organization	<ul style="list-style-type: none"> <li>• The Students have gained the ability to identify goals and problem solve.</li> </ul>

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