

ATTACHMENT AA  
SCOPE OF WORK  
PRE-EMPLOYMENT TRANSITION SERVICES

Providers agree to provide services for students with disabilities who are eligible or potentially eligible participants of the Bureau of Vocational Rehabilitation (BVR) as outlined herein, which may include, but are not limited to:

- Self-Advocacy and Direct Skills Training
- Workplace readiness training
- Job Exploration counseling

The intent of Pre-Employment Transition Services (PETS) is to assist secondary education school students with disabilities to transition from school directly into employment, or into post-secondary education, or training that will lead to employment. Transition services require coordination of services with school districts and other entities such as regional centers. **When required, providers must attach a curriculum and training materials as part of the scope of work and submit it to BVR for approval prior to the start of services.**

Referrals

BVR will establish a schedule and the Provider will collaborate with BVR and the assigned school(s). The provider will document in writing, or by email, any extenuating circumstances preventing the timely start of the accepted referred service and will contact the referring BVR counselor within 5 business days and the proposed resolution will be documented.

Invoicing and Client/Participant Report

All services must be pre-authorized by BVR according to the established fee schedule. Invoices must include authorization number/purchase order number, the client's/participant's name, a description of the services provided, service start and end dates, and the appropriate service fee. Providers will not bill BVR or the client when service has not been provided. Invoices for PETS curriculum based training must be submitted with a signed class attendance sheet and a final report. Invoices for advocacy services must be submitted with a report documenting the efforts made by the provider on behalf of the client/participant. Reports must include all information required by BVR. Invoices and reports must be submitted within 15 business days of the provided service. Services provided without prior authorization will not be paid by BVR. Payment may be delayed or denied if the invoice is not submitted correctly and/or the required reports are not submitted; providers will not receive payment for claims submitted after 90 days from the date of the service.

Travel

Providers serving areas determined by BVR as underserved rural communities may be reimbursed for mileage and lodging when traveling more than 50 miles one way, in excess of his/her normal commute. 'Normal commute' is considered the round trip mileage between the provider's residence and official duty station. All travel shall be requested and approved prior to commencement of travel. Travel requests must be submitted to the referring BVR counselor and include the estimated mileage with backup documentation from MapQuest, Google Maps, or similar mileage calculator. Providers may be reimbursed for lodging and mileage at the current General Services Administration (GSA) rate as identified on [www.gsa.gov](http://www.gsa.gov). Providers shall

complete and submit an “In State Travel Claim” form “Mileage Log and Reimbursement” form and receipts for lodging with the invoice.

### Licensure and Credentials

Providers doing business in the state of Nevada must have a registered business with the Nevada Secretary of State’s Office, and provide proof of registration. Providers and their staff must be qualified to provide the services and meet the following training and experience: graduation from high school, or equivalent education, and one year of relevant program experience which included working with individuals with disabilities; coordinating training and/or orientation activities; developing curriculums and providing outreach activities to businesses and/or schools; working knowledge of assisting youth with workplace readiness training to develop social skills and independent living skills; and instruction in self-advocacy, which may include peer mentoring. Providers must submit their staffs’ resumes with the scope of work for BVR’s review and approval. Resumes must include detailed information with time frames regarding training and experience. The State of Nevada will not utilize the services of any provider that does not have the applicable and current licensure, registration, or certification to do business and render services.

Providers will not be added to the approved provider list without a fully executed Provider Agreement.

All providers, whether independent contractors, subcontractors, or employees of an independent contractor, are required to:

- Complete fingerprints and background checks, at the cost of the provider
- Adhere to the Rehabilitation Division’s BVR/BSBVI Client Services Policy and Procedures Manual, Section 12 Scope of VR Services
- Complete and submit certificates of training as required by BVR

Providers are expected to become familiar with and follow the general ideas in the Commission on Rehabilitation Counselor Certification (CCRC) Code of Ethics as they relate to confidentiality, relationships with participants, and record keeping.

**Providers shall submit a curriculum to BVR for approval that must include, but is not limited to, the training modules listed under each PETS activity.** The curriculum must include one or more of BVR’s core requirements and must be approved by BVR prior to the start of services. Initial training will start with the 11<sup>th</sup> and 12<sup>th</sup> grade levels; providers may offer training to the 9<sup>th</sup> and 10<sup>th</sup> grade levels upon approval by BVR. Each PETS activity topic (e.g. Self-Advocacy) will be taught during a 5 – 6 week period covering a single module each week. Each module shall be approximately 50 minutes in duration. Providers will allow students to make-up missed modules when it is offered next. Providers shall distribute the BVR course evaluation form at the end of each 5-6 week course. An attendance sheet is required for each training module.

Please indicate the service(s) you are providing:

- Pre-Employment Transition Group Services**
- Individualized Pre-Employment Transition Services**
- Self-Advocacy Direct Skills Training**

Training provides self-advocacy instruction based on the unique needs of the student(s) and must include, but is not limited to, the following:

- Self-Awareness
  - Understanding and identifying goals, objectives, strengths, and weaknesses
  - How to obtain help or know whom to ask for assistance
  - How to explain their disability to others in the context of seeking accommodations
  - Taking responsibility for actions and decisions
- Communication
  - Body language
  - Self-expression
  - Assertiveness
  - Listening
  - Negotiation
  - Compromise
  - Use of assistive technology
- Locating Resources
  - Medical assistance/information
  - Transportation services
  - Understanding Supplemental Security Income (SSI)
  - Financial assistance
  - Unemployment assistance
  - Community resources
- Knowledge of Rights
  - Understanding your Individualized Education Program
  - Personal rights
  - Educational rights
  - Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA)

**Work Place Readiness Training**

Develops social skills and independent living that addresses the unique needs of each student and must include, but is not limited to, the following:

- Resume writing
- Interview skill building
- Job application assistance
- Understanding workplace expectations/relationships
- Identifying transportation resources
- Provide connections and support to peer counseling and resources, to assist with self- sufficiency such as: housing, personal finance, budgeting, etc.

**Job Exploration Activities**

Assist students with exploring career opportunities that fit their interests, skills and abilities and must include, but is not limited to, the following:

- Assistance accessing and completing self-assessments such as interest inventories on Nevada Career Information System
- Assisting individual students in exploring the requirements, working conditions, wages, etc. of a particular occupation
- Assisting a student to complete a labor market survey or completing one on behalf of the student
- Increase awareness of nontraditional career opportunities

**Provide Information on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education must include, but is not limited to, the following:**

- Assist individuals with exploring opportunities for enrolling in higher education
- Provide one-on-one instruction on readiness for higher education
- Provide connections and support to grants /scholarship opportunities and assistance completing applications if needed
- Assistance researching training facilities