

Virginia College and Career Success

Summer Pre-ETS Academies

Application Packet

This initiative is a partnership between Virginia’s Department for Aging and Rehabilitative Services (DARS) and Virginia’s Community College System (VCCS) to create career exploration and college preparation opportunities for secondary Students with Disabilities. The application packet is intended for Virginia’s 23 Community Colleges.

Submissions are due no later than C.O.B. Friday January 27th, 2023.

Questions related to this application packet may be directed to:

Martin Kurylowski

DARS Transition and Education Services Coordinator

(703) 679-8297

[Martin.Kurylowski@dars.virginia.gov](mailto:Martin.Kurylowski@dars.virginia.gov)

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Virginia College and Career Success Summer Pre-ETS Academies

### Summer Pre-ETS Academy Goals

The Virginia College and Career Success Summer Pre-ETS Academies are 1-week programs hosted by Virginia’s Community Colleges to provide an early opportunity for Students with Disabilities to:

1. Explore occupations within local high-growth and high-wage career pathways through a combination of hands-on activities and instruction; AND
2. Receive information on and explore the resources, supports, and skills needed to prepare for and succeed in postsecondary education and training programs.

### Target Population

Students with Disabilities who may receive DARS-funded Pre-ETS and participate in VCCS Summer Pre-ETS Academies must meet the following criteria:

* Between the ages of 14 to 21; AND
* Actively enrolled in a secondary (including home school or other alternative secondary education programs), postsecondary, or other recognized education program; AND
* Receiving special education or related services under Part B of the Individuals with Disabilities Education Act (IDEA) OR identified as individuals with a disability for the purposes of Section 504 of the Rehabilitation Act.

Furthermore, Students with Disabilities referred to participate in VCCS Summer Pre-ETS Academies should preferably be interested in exploring and/or pursuing postsecondary education and training programs (non-credit and credit) that lead to industry-recognized credentials for career pathways.

### About Pre-Employment Transition Services (Pre-ETS)

The Workforce Innovation and Opportunity Act (WIOA), which replaced the Workforce Investment Act of 1998 (WIA) and amended the Rehabilitation Act of 1973, was designed to strengthen and improve our nation's public workforce system and help Americans, including youth and those with significant barriers to employment, attain high-quality jobs and careers. WIOA places specific focus on enhancing and expanding services to support Students with Disabilities by requiring Vocational Rehabilitation (VR) agencies to spend a minimum of 15% of their federal funds on the provision of Pre-Employment Transition Services (Pre-ETS) to Students with Disabilities. Pre-ETS are an early opportunity for Students with Disabilities to explore careers of interest and gain skills to succeed in postsecondary education and training, employment, and independent living.

### Example Pre-ETS Categories and Topics

VCCS Summer Pre-ETS Academy program submissions must describe how the activities align with one or more of the following five required Pre-ETS categories:

* **Job Exploration Counseling**, or Career Counseling, can include a wide variety of professional activities which help individuals with career-related issues. Discussion or counseling of job exploring options are intended to foster motivation, consideration of opportunities and informed decision-making. Specific to youth, real-world activities ensure that students recognize the relevance of a high school and post-school education to their futures, both in college and/or the workplace. Job Exploration Counseling may include discussion or information on:
  + - Administration of vocational interest inventories
    - Identification of career pathways of interest to the students
    - The labor market
    - In-demand industries and occupations
    - Non-traditional employment options, and
    - Career speakers
* **Work-Based Learning Experiences**, or Work-Based Learning (WBL), is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate and augment the learning process and involve an evaluation of acquired work-relevant skills. WBL experiences may include:
  + - Workplace visits/tours
    - Simulated workplace experiences
    - Internships (paid or unpaid)
    - Job shadowing
    - Career-related competitions
    - Informational interviews
    - Career mentorship
    - Service learning, and
    - Volunteering
* **Counseling on Postsecondary Education and Training Options**
  + - Explore the types of academic and occupational training needed to succeed in a desired career pathway
    - Self-advocacy skills needed to request accommodations and services
    - Explore postsecondary opportunities associated with career pathways
    - Understanding and promoting the use of executive functioning skills for college/training success
    - Identify admission tests accommodations
    - Identify interests, abilities, talents, needs, learning style preferences and goals
    - Explore general technology needs common for students in postsecondary education/training
    - Advise on academic curricula and course offerings
    - Provide information about college application and admissions processes
    - Identify and explore financial aid options
    - Promote participation in postsecondary education preparation classes
    - College tours
    - Understanding the difference between high school and postsecondary education/training
* **Workplace Readiness Training** involves developing a set of skills and behaviors that are commonly expected of employees by their employers. Work readiness skills are therefore necessary for any job and are sometimes called soft skills, employability skills, or job readiness skills. Work readiness skills may include:
  + - Social/Interpersonal skills such as effective communication, teamwork, problem solving, active listening, body language, conflict resolution, positive attitude, talking/writing, etc.
    - Independent living skills such as good hygiene, time management, healthy lifestyle, using transportation, money management, nutrition/meal preparation, services & supports, developing friendships, appropriate dress and behavior, etc.
    - Job-seeking skills such as resume preparation, cover letters, completing job applications, job interviewing, etc.
* **Instruction in Self-Advocacy** involves strengthening an individual’s ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means taking the responsibility for communicating one’s needs and desires in a straightforward manner to others. The development of self-advocacy skills should be started at an early age as these skills will be needed in education, workplace and community settings. Self-advocacy skills include:
  + - Self-awareness
    - Disability understanding
    - Disability disclosure
    - Decision-making
    - Goal setting
    - Evaluating options
    - Identifying independence
    - Requesting & utilizing accommodations
    - Knowing your rights & responsibilities
    - Self-determination
    - Knowing how to request & accept help
    - Intrinsic motivation
    - Taking a leadership role
    - Assertiveness
    - Positive self-talk
    - Monitoring progress
    - Problem-solving

### Time Frame for Services:

The VCCS Summer Pre-ETS Academies must be a minimum of three (3) days and may be no longer than five (5) days in length. Snacks are strongly encouraged for all programs, whereas meals are strongly encouraged if program days will be four (4) or more hours in length. It is strongly encouraged for programs to include frequent breaks and/or opportunities for students to get up and move around (for example by taking a programmed trip from the classroom location to the disability services office to learn about accommodations).

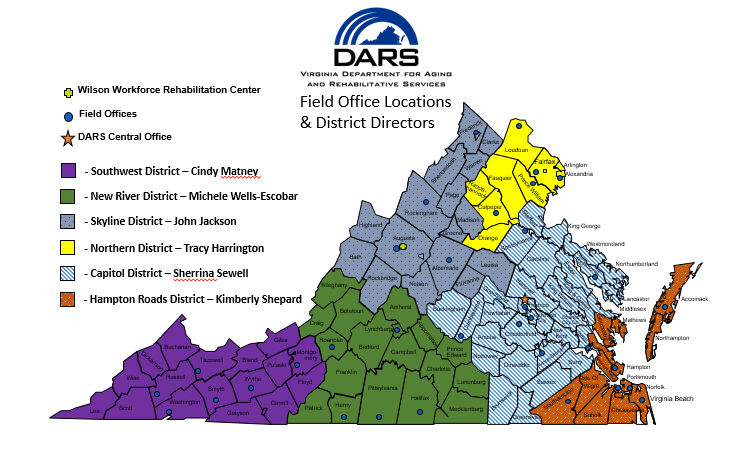
Summer Pre-ETS Academy dates should be based around the latest end date and the earliest start date according to local school division calendars closest to the approved applicant’s campus.

*Example: John Tyler Community College (JTCC) in Chester, VA Local School Division Calendars:*

* Chesterfield County Public Schools – Last Day (6/3/2022) & First Day (8/23/2022)
* Prince George County Public Schools – Last Day (6/17/2022) & First Day (9/6/2022)
* Dinwiddie County Public Schools – Last Day (6/15/2022) & First Day (8/23/2022)

The JTCC Summer Pre-ETS Academy must therefore begin no earlier than 6/17/2022 and end no later than 8/23/2022.

# DARS Division of Rehabilitative Services Map with Offices



# VCCS Summer Pre-ETS Academy Application (fillable)

This application is to be used to fulfill the first step towards becoming a provider of a [VCCS Summer Pre-ETS Academy](#_Summer_Pre-ETS_Academy), as previously described in this application packet. Completed applications should demonstrate an applicant’s thorough understanding of the goals and purpose of the Summer Pre-ETS Academies. Applicants will be judged on their ability to meaningfully and creatively plan and provide engaging activities to students with disabilities that accomplish the goals of the Summer Pre-ETS Academies.

*Note: Applicants must complete Section 1 on this form, but may otherwise submit attachments (for example MS Word documents or PDFs) in response to items in Sections 2 & 3 if preferred.*

### Section 1 – Community College Applicant Information

|  |  |  |
| --- | --- | --- |
| ***1. Community College Name & DARS Vendor Number*** | | Choose an item. |
|  | | |
| ***2. Agency Contact Information*** | | |
|  | *a) Name:* | Click or tap here to enter text. |
|  | *b) E-mail Address:* | Click or tap here to enter text. |
|  | *c) Phone Number:* | Click or tap here to enter text. |
|  | *d) Address:* | Click or tap here to enter text. |
|  |  |  |
| ***3a. Local DARS Office #1 (locate*** [***DRS Offices***](https://www.vadars.org/drs/drsoffices.htm)***)*** | | Choose an item. |
| ***3b. Local DARS Office #2 (locate*** [***DRS Offices***](https://www.vadars.org/drs/drsoffices.htm) ***if applicable)*** | | Choose an item. |

### Section 2 – Summer Pre-ETS Academy Description

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| ***1. Program Goals & Outcomes***  *Please provide an overview of the specific goals and objectives of your proposed Summer Pre-ETS Academy. Describe student outcomes in terms of their progress towards the service goals of Pre-ETS (for reference see:* [*Example Pre-ETS Categories & Topics*](#_Example_Pre-ETS_Categories)*) .* |
| Click or tap here to enter text. |
| ***2. Program Design***  *Please provide a detailed description of the proposed Summer Pre-ETS Academy. Include the start/end dates, the number of days per week and hours per day (include a proposed daily schedule), location of the academy, the minimum and maximum number of participants, technology utilization, and any instructional methods that will be utilized to effectively engage students.* |
| Click or tap here to enter text. |
| ***3. Academy Syllabus***  *Detail your Summer Pre-ETS Academy’s syllabus, including the lesson topics covered per session and the activities students will engage in to learn the topics presented. Responses should demonstrate understanding and application of the* [*Example Pre-ETS Categories and Topics*](#_Example_Pre-ETS_Categories) *in Section 1 to accomplish the Summer Pre-ETS Academy Goals.* |
| Click or tap here to enter text. |
| ***4. Sample Lesson Plan***  *Provide at least one detailed sample lesson plan to be implemented for one session of each of the services you are applying to provide. The sample lesson plan is to demonstrate how the curriculum will be implemented for at least one session of your syllabus.* |
| Click or tap here to enter text. |
| ***5. Additional Materials/Inclusions***  *Please describe any additional materials, resources, or tools that will be a part of the proposed academy that will be an outcome or product of the student’s participation (example: student portfolios).* |
| Click or tap here to enter text. |

### Section 3 – Program Staffing and Funding

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| ***1. Program Staff Qualifications***  *Please describe the knowledge, skills, and abilities of any instructional and administrative staff directly involved in the implementation of the Summer Pre-ETS Academy. Include relevant credentials held by program staff.* |
| Click or tap here to enter text. |
| ***2. Program Cost Calculation***  *Step 1: Calculate total program expenses: Please include a detailed breakdown of the anticipated program expenses based upon the maximum number of potential student participants. Examples of expense inclusions include but are not limited to:*   * *direct and indirect staff wages (a minimum 6:1 student/staff ratio is ideal)* * *snack/meal inclusions* * *incentives (e.g. prizes, gift cards, etc.)* * *materials/supplies* * *equipment & technology access* * *classroom space* * *transportation (if program includes field trips, etc.)* * *subcontractor costs (if applicable)*   *Step 2: Calculate a per student cost: Using the total from Step 1, calculate a “per student” cost based upon the average between the minimum and maximum number of students (Max+Min/2) required for the program.*   * *For example, if total costs for a program are $20,000 and the minimum number of student participants is 10 and the maximum number of students is 20, the per student cost is $1,333.33/student.*    + *Step 1: 10+20=30.*   + *Step 2: 30/2=15*   + *Step 3: $20,000/15=1,333.33* |
| Click or tap here to enter text. |

# VCCS Summer Pre-ETS Academy Service Provider Requirements

Applicants shall review the following DARS Pre-Employment Transition Services Provider requirements prior to signing and submitting their completed application, along with any attachments, to:

Martin Kurylowski, DARS Transition and Education Services Coordinator

[martin.kurylowski@dars.virginia.gov](mailto:martin.kurylowski@dars.virginia.gov)

### Marketing and Referral:

Approved applicants must develop a marketing flyer with information about the academy to be shared with the local DARS staff for purposes of recruitment/outreach to potentially interested students with disabilities. Approved applicants must also customize the program referral form, which will be shared with approved applicants, and provide that form to local DARS staff. Applicants may be asked by local DARS staff to host an information session about their Summer Pre-ETS Academy for relevant stakeholders, including but not limited to DARS staff, local education agency staff, students, and parents.

### Authorization, Billing, and Reporting:

Prior approval from DARS is required for a student’s participation in the VCCS Summer Pre-ETS Academies. Approval will come in the form of a written authorization and applicants must have a written authorization before any services can be provided to a student.

Approved applicants shall therefore submit a **Request for Authorization (RFA) Form** to the DARS contact identified on the program referral form to receive a written authorization prior to the start of the Summer Pre-ETS Academy. The RFA Form must be submitted via e-mail and Carbon Copy (CC) all of the DARS counselors working with the students referred to the academy. The DARS counselor will approve the request prior to a written authorization being sent to applicant.

Following the completion of the Summer Pre-ETS Academy the applicant shall complete and submit an **Invoice and Report Form** for each student. This document must be sent to both the DARS contact identified on the program referral form to receive invoices and the student’s DARS counselor. The Invoice and Report Form must be submitted by the 10th of the month following the month in which the academy was completed.

### Liability Coverage

Applicants shall provide proof of the minimum insurance and coverage limits:

* Workers’ Compensation - Statutory requirements and benefits. Coverage is compulsory for employers of three or more employees, to include the employer. Contractors who fail to notify the Commonwealth of increases in the number of employees that change their workers’ compensation requirements under the Code of Virginia during the course of the contract shall be in noncompliance with the contract.
* Employer’s Liability - $100,000.
* Commercial General Liability - $1,000,000 per occurrence and $2,000,000 in the aggregate. Commercial General Liability is to include bodily injury and property damage, personal injury and advertising injury, products and completed operations coverage. The Commonwealth of Virginia must be named as an additional insured and so endorsed on the policy.
* Automobile Liability - $1,000,000 combined single limit. (Required only if a motor vehicle not owned by the Commonwealth is to be used in the contract. Contractor must assure that the required coverage is maintained by the Contractor (or third party owner of such motor vehicle.)

### Background Checks:

It is the responsibility of Pre-ETS provider agencies to conduct criminal background checks and child protective services registry checks on all personnel who have direct contact with students, including those who are minors. The provider agency shall not hire or continue to employ persons who have been convicted of any offense set forth in §19.2-392.02 of the Code of Virginia or has a complaint confirmed by the Department of Social Services child protective services registry. The provider agency shall pay all fees associated with the processing of background checks. Verification of such background checks shall be provided to DARS upon request.

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| VCCS Summer Pre-ETS Academy Application Signature | |
| I attest that the information provided to the Department for Aging and Rehabilitative Services (DARS) in this *VCCS Summer Pre-ETS Application Packet* is complete and accurate. I certify that I have read carefully all of the information provided to me by DARS in this application packet. | |
|  | |
| **Agency representative name:** | Click or tap here to enter text. |
| **Signature:** | Click or tap here to enter text. |
| **Date:** | Click or tap here to enter text. |
| Applicant Contact Information | |
| **Phone Number:** | Click or tap here to enter text. |
| **Email:** | Click or tap here to enter text. |

# Application Submission Instructions

Please submit completed applications electronically to the DARS Transition and Education Services Coordinator, Martin Kurylowski ([martin.kurylowski@dars.virginia.gov](mailto:martin.kurylowski@dars.virginia.gov)).

Following submission of this application, applicants may anticipate multiple rounds of communication with DARS about their application. If DARS does not have the information necessary to make a decision about an application, additional information and clarification will be requested. **The agency must submit a revised application highlighting the changes and revisions made for the review process to continue**.

The applicant may not market or begin their Summer Pre-ETS Academy unless the DARS Transition and Education Services Coordinator has notified the applicant of their approval to provide the proposed VCCS Summer Pre-ETS Academy.

Upon approval of an applicant’s VCCS Summer Pre-ETS Academy Application, DARS shall require applicants to complete and sign a separate Provider Service Provision Agreement with DARS.