

WELCOME TO THE PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS) NEW PROVIDER TRAINING!

- Please login with your name, as this will be tracked.
- Your attendance will also be tracked , so please be prepared to attend today's entire training.
- Closed captioning is an optional button you can push below for that service.
- We will also have a live, on-screen ASL interpreter in a second video on the screen with this PowerPoint.
- Training will begin shortly. Please be patient.

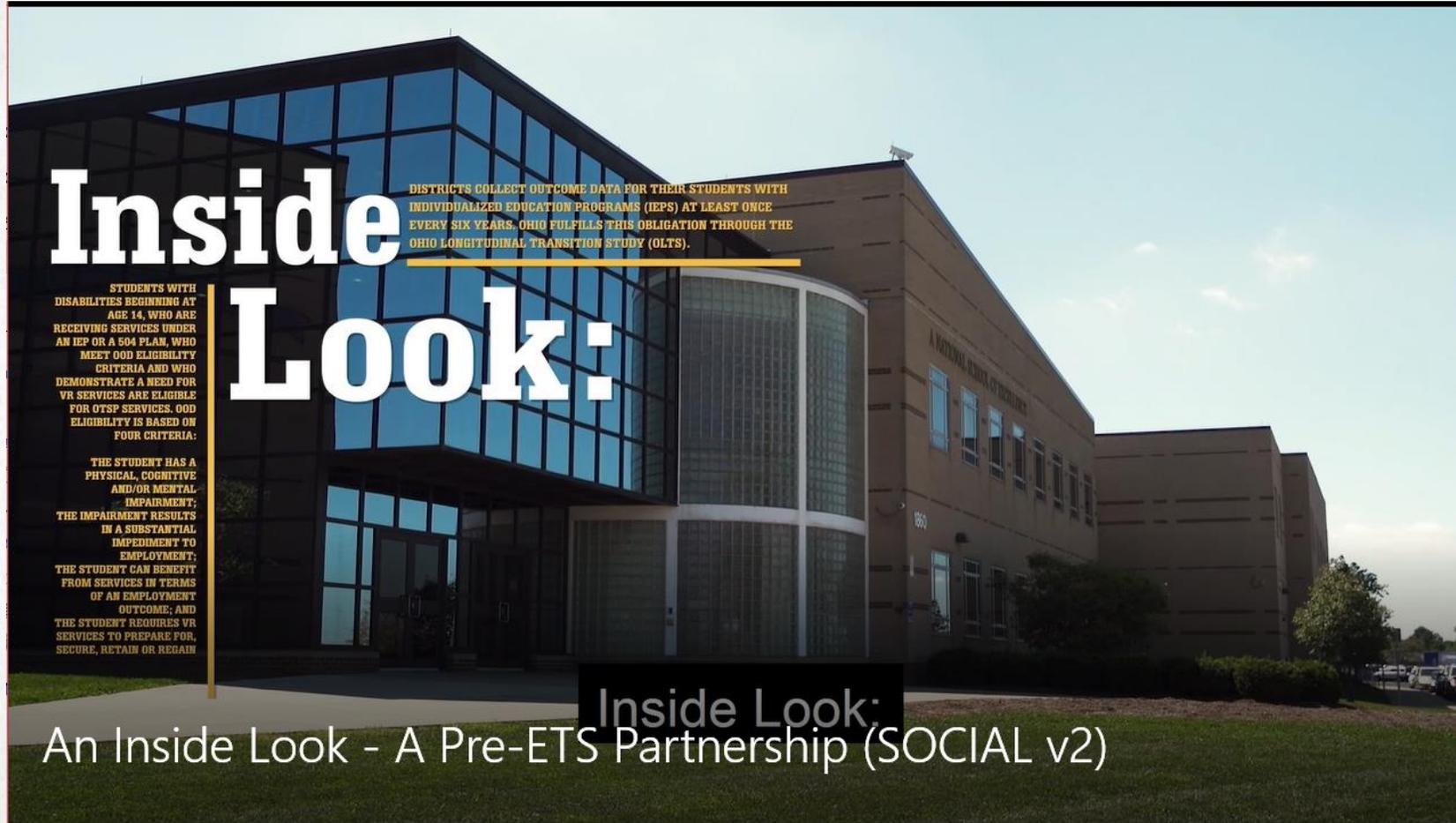
PRE-EMPLOYMENT TRANSITION SERVICES

NEW PRE-ETS PROVIDER TRAINING

THANK YOU FOR JOINING US!

- Introductions
 - Pre-ETS Video
- NEW Pre-ETS Providers
- 3rd year of Pre-Employment Transition Services

INSIDE LOOK- A PRE-ETS PARTNERSHIP



- Pre-Employment Transition Service Overview
- OOD's Implementation of Pre-Employment Transition Services
- Providing Pre-Employment Transition Services
- Service Coordination and Marketing

Training Objectives



Training Objectives

- Accessing Pre-Employment Transition Services Information and Documents
- Authorization and Invoice Process
- Reminders and Takeaways/Next Steps/Staying Connected
- OOD Pre-Employment Transition Services Staff Directory



PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS) OVERVIEW

**“CONGRESS MAKES
CLEAR THAT YOUTH
WITH SIGNIFICANT
DISABILITIES *MUST BE
GIVEN EVERY
OPPORTUNITY TO
RECEIVE THE SERVICES
NECESSARY TO ENSURE
THE MAXIMUM
POTENTIAL TO ACHIEVE
COMPETITIVE
INTEGRATED
EMPLOYMENT*”**

**Workforce
Innovation and
Opportunity ACT**

PRE-ETS OVERVIEW

- WIOA requires VR to set aside 15% of their federal funds to provide pre-employment transition service to students with disabilities who are eligible or *potentially eligible*
- Students with disabilities must have a need for services
- Can occur anytime - may be earliest set of services a student receives; may be integrated with other Transition Services throughout a case
- Coordinated with schools

5 PRE-ETS SUBCATEGORIES

- Job Exploration Counseling - Maximum of 8 hours
- Work-based Learning Experiences - Maximum of 8 hours
- Workplace Readiness Training - Maximum of 8 hours
- Counseling on Post-Secondary Opportunities - Maximum of 8 hours
- Instruction in Self Advocacy - Maximum of 4 hours

PRE-ETS OVERVIEW

- Pre-ETS is a group of service subcategories with specific definitions, approved activities, and outcomes
- Pre-ETS is not a funding source for an existing program
- Pre-ETS is not a club or set of social activities
- Pre-ETS is intended to expand services

Who Specifically Can Receive Pre-ETS?

Student Ages 14
through not yet 22

Documented
Disability

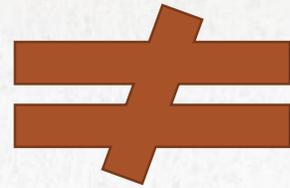
Enrolled in
School

CAN
RECEIVE
PRE-ETS

Potentially Eligible
*Request for Pre-ETS

Open VR Case

PRE-ETS



PRE-SERVICES

Pre-ETS should not delay application for VR services

Pre-ETS is NOT a first step to access OOD

Not just for 14 and 15 year olds

- Roles and Responsibilities
- Outreach
- Marketing Material

Service Coordination and Marketing

Local Office Role

- Schedules meetings with providers offering to plan for implementation
- Help facilitate and organize outreach efforts between schools and providers
- Assist providers with access to:
 - Marketing Material, Pre-ETS Fact sheet, etc.
 - Communication with PCMU to access PMP

ROLES & RESPONSIBILITIES



OOD VR Staff/VR Coordinators assist with

- Helping schools understand Pre-ETS are part of OOD Services
- Build rapport with schools
- Ensure linkage with the right school personnel
- Increase the number of referrals
- Assist with programmatic questions and implementation of services at the school
- Clarify logistics of referrals for Pre-ETS

COORDINATING OUTREACH



Providers can work with schools to:

- Help schools understand Pre-ETS services and curriculum
- Build rapport with schools, students and families
- Identify students who can benefit from Pre-ETS
- Collaborate for implementation of services at the school
- Share information on how students perform during Pre-ETS

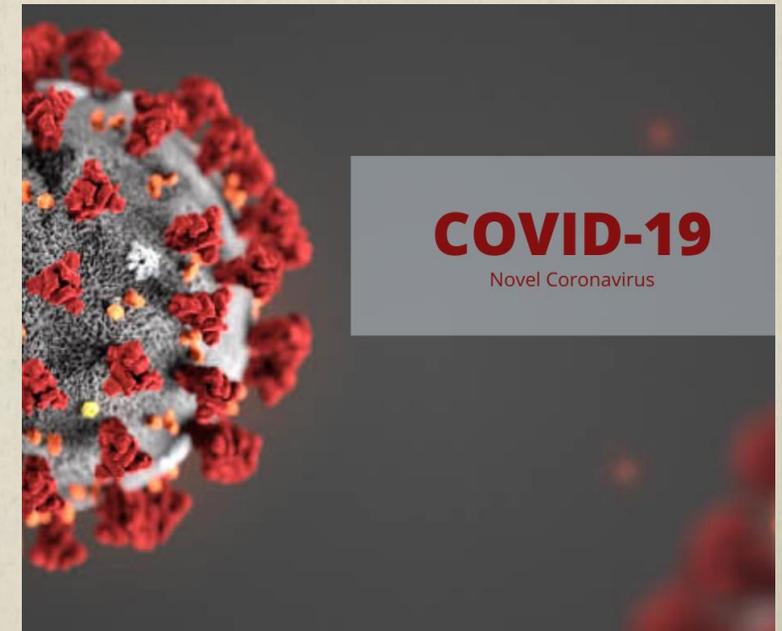
COORDINATING OUTREACH



What does collaboration look like during COVID?

- Varied levels of instruction for school districts (modified schedules, virtual)
- Connect with school personnel on how they are engaging students
 - Certain app or software, day/time they currently connect, phone calls, etc.
- Deliver Pre-ETS in way that is best for each individual student
- Pre-Ets provided virtually

COLLABORATION DURING COVID-19



- Requirements to Become a Qualified Provider
- Service Proposal (Curriculum)
- Matrix
- Pre-ETS on the Fee Schedule
- Rate/Unit of Service (UOS)
- Group Rates
- Service Provision
- Provider Management Program (PMP)

Providing Pre-Employment Transition Services

REQUIREMENTS TO BECOME A PRE-ETS PROVIDER

Providers are required to:

- Have one year of experience working with students with disabilities
- Attend Pre-ETS new provider training
- Create a PMP account if you don't have one
- Submit request to add each Pre-ETS service to PMP once approved
- Submit service proposals (curriculum) for each Pre-ETS subcategory
- Submit a signed OOD Curriculum Proposal for each Pre-ETS service

SERVICE PROPOSALS (CURRICULUM)

- OOD does not have one set of approved curriculums
- Provider must submit a service proposal for each service they would like to offer
- Does not need to be a minute-by-minute agenda, but should explain for each service how activities will help students achieve the required outcomes for the service
- Proposal must convey vocational rehabilitation activities
 - Refer to Pre-ETS Matrix for activities, outcomes, and resources

OOD SIGNED CURRICULUM PROPOSAL SHEETS

Pre-Employment Transition Services Counseling on Post-Secondary Curriculum Proposal

Service Objective	Students with disabilities will explore training options available after graduation.
Service time	8 hours (80 UOS) Maximum
Report Requirements	<ul style="list-style-type: none">• Completed self-evaluation to identify potential needs for training options available after graduation• Information about degrees and industry recognized credentials through training programs, community colleges and universities• Information provided about preparing for post-secondary training and how to succeed• Financial literacy, the Free Application for Federal Student Aid (FAFSA) application process and scholarship resources provided• How to access disability services or accommodations needed on campus• Answers to questions posed by VR Counselors or Coordinators in the Referral to Facility form
Intended Delivery Method	<i>i.e. Do you intend to coordinate services with OOD and school staff in order for services to be held at a school, or do you intend to have Pre-ETS offered at a provider office, etc.?</i>

The Service Objective will be met by using the following resources and by completing the following tasks:

Please explain your service proposal and resources being utilized here. Other documents, such as PowerPoints, can be referenced here and attached.

- I understand the provision of Pre-Employment Transition Services must increase capacity and expand currently offered services to students with disabilities, not replace existing services.
- I understand and agree that Pre-ETS cannot be marketed as any other service or program other than "Pre-Employment Transition Services" or "Pre-ETS".
- I agree to follow the VR Provider Manual and all related confidentiality, reporting, and billing requirements.
- I understand that all students have Informed Choice.

X _____

Signature and Date
Authorized Provider Representative

- One signed curriculum proposal sheet per Pre-ETS service (5 sheets if doing all 5 services)
- **Must be submitted in addition to the actual curriculum**
- Is an agreement outlining the service requirements, outcomes, and expectations



The below table describes the five (5) Contracted Pre-Employment Transition Services including activities that can be provided to students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation services. These services can be delivered individually or in groups with a one to four ratio of staff to students. Services should incorporate family engagement to the extent possible.

Contracted Pre-Employment Transition Service	Activities to be completed	Expected Outcomes of the service * Denotes attachment is required with report submission
<p>Job Exploration Counseling: Discuss career options and learn about in-demand jobs</p> <ul style="list-style-type: none"> Classroom-based and Community-based Duration: Up to 8 hours 	<ul style="list-style-type: none"> Administer interest inventories to identify potential employment goals. Coordinate Informational Interviews with workers 	<ul style="list-style-type: none"> Students will complete interest inventories*. Students will complete informational interviews*. Students will register at OMI and create a
<p>Work-Based Learning: Experience and gain knowledge about the workplace</p> <ul style="list-style-type: none"> Classroom-based and Community-based Duration: Up to 8 hours 	<p>Counseling on Post-Secondary Opportunities: Explore training options available after graduation</p> <ul style="list-style-type: none"> Classroom-based Duration: Up to 8 hours 	<ul style="list-style-type: none"> Students will complete a self-evaluation to identify their potential needs*. Students will understand post-secondary opportunities, including college/university and other adult learning options. Students will have information about admissions processes, financial aid, and disability-related services. Students will be aware of financial literacy, the FAFSA process, and scholarships. Students will be able to articulate the differences between secondary and post-secondary support and accommodations (e.g. interpreting services, service animals, etc.). Students will be knowledgeable regarding
<p>Workplace Readiness Training: Improve social and independent living skills</p> <ul style="list-style-type: none"> Classroom-based Duration: Up to 8 hours 	<p>Instruction in Self-Advocacy: Learn skills needed for greater independence</p> <ul style="list-style-type: none"> Classroom-based Duration: Up to 4 hours 	<ul style="list-style-type: none"> Students will have an increased awareness of their rights and responsibilities. Students will learn leadership skills to support success in the workplace. Students will explore and connect with leadership or peer mentoring groups in their communities to expand co Students v identifying and activiti advocacy :

* Denotes attachment is required with report submission

Pre-ETS Matrix

Tool to identify:

- Activities to be Completed
- Expected Outcomes
- Resources to help develop curriculum for each Pre-ETS Subcategory

Additional Resources:

The National Technical Assistance Center on Transition recently published "Best Practices for Pre-Employment Transition Services " as part of their competitive Integrated Employment Toolkit. This table provides both Promising Practices and Predictors for each of the 5 subcategories of Pre-ETS.

https://www.google.com/url?client=internal-gds-cse&cx=012530635801024970717:h0kelcv12r0&q=https://transitionta.org/sites/default/files/news/Effective%2520Practices%2520and%2520PreEmployment%2520Transition%2520Services.pdf&sa=U&ved=2ahUKEwi2zq_EprkAhVEhQ0KHV7LARKQFjABegQIDhAB&usg=AOvVaw31LRJjs8HFlvazYB5PEpHh

Job Exploration Counseling:

- OhioMeansJobs K-12 Tools: <https://jobseeker.k-12.ohiomeansjobs.monster.com/seeker.aspx>
- Employment First Job Seeker's Guide: <http://jobguide.ohioemploymentfirst.org/>
- eXplore Work: explore-work.com
- AIR Self-Determination Assessment - <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html>
- Age-Appropriate Transition Assessment - http://www.ocali.org/project/tg_aata/page/elsa_documents
- O'Net Interest Profiler - <https://www.mynextmove.org/>
- Version of IIP RIASEC Markers Scale (Holland Code) - <http://personality-testing.info/tests/RIASEC/>
- The Job Center – Learning About Work - http://www.youthhood.org/jobcenter/lw_index.asp
- Informational Interview Guide - <https://www.careeronestop.org/JobSearch/Network/informational-interviews.aspx>
- Guide to Resume writing, job search and interview skills - <https://www.ccc.edu/colleges/malcolm-x/departments/Documents/C2C%20Services.Online%20Guide.BKT.v3.pdf>



PRE-ETS ON THE FEE SCHEDULE

- One standard rate for all providers
- Service Descriptions
- Requirements including report requirements
- Technical Assistance
- Variety of settings: can be community based or school based
 - communicate with counselor/coordinator and school staff

PRE-ETS RATE/UOS

- 1 UOS = 6 minutes; 10 UOS = 1 hour
- Individual or Group - 1:4 ratio
- Individual Rate Per Unit= \$6.20 @ 6 minute unit.....\$62 per hour
- Group Settings-Rates dependent on size of group
 - Group of 2=\$3.35 per person @ 6 minute unit=\$6.70.....\$67.00 per hour
 - Group of 3= \$2.54 per person @6 minute unit=\$7.62.....\$76.20 per hour
 - Group of 4=\$2.05 per person @6 minute unit= \$8.20.....\$82.00 per hour

UNITS OF SERVICE

MINUTES	UOS
UP TO 6	1
7 – 12	2
13 – 18	3
19 – 24	4
25 – 30	5
31 – 36	6
37 – 42	7
43 – 48	8
49 – 54	9
55 – 60	10



GROUP RATE PERCENTAGES

SERVICE DESCRIPTION	NUMBER IN GROUP (#)			UNIT (DURATION)
	2 (54%)	3 (41%)	4 (33%)	

Remember, group rate is calculated through the invoice/report template. It is not necessary to be on the initial authorization.



PRE-ETS SERVICE PROVISION CONSIDERATIONS

- Service delivery based on students' needs
- Pre-ETS available statewide
 - Open VR cases follow Transportation Procedure
 - Transportation not allowable for PE cases
- For open students who have an approved IPE, the IPE must be amended to add Pre-ETS
- Auxiliary Services (e.g. Reader and Interpreter)
- Intake cannot be authorized

ACCESSING PMP VIA OOD'S WEBSITE

An Official Site of Ohio.gov



Search



What are you looking for?



Login to Provider
Mgmt. Program



OOD Provider
Search



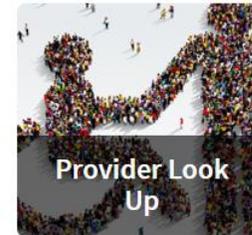
Provider
Training



Provider
Manuals



Provider Forms



Provider Look
Up

VR Provider News



Provider Scorecards Now Available

Opportunities for Ohioans with Disabilities is pleased to announce that a new batch of Provider

PROVIDER MANAGEMENT PROGRAM (PMP)

- Pre-ETS are services that can be applied for in PMP
- Each individual Pre-ETS service should be added to the provider's menu of services
- Qualified provider is responsible for maintaining PMP account
- If provider does not have a PMP account, e-mail pcmu@ood.ohio.gov to create an account and apply

Referral, Authorization, and Invoice Process

- Referral for Pre-Employment Transition Services Form
- Complete Authorizations
- Invoice Report Template
- Designated Fax Queues

Referral, Authorization, and Invoice Process

REFERRAL FOR PRE-EMPLOYMENT TRANSITION SERVICES FORM

- Providers receive the Referral for Pre-Employment Transition Services along with the authorization
- NOTE: Referral for Pre-Employment Transition Services form is different than the Referral to CRP form
- Contact VR Staff or Coordinator if referral is incomplete/needs more information

Ohio | Opportunities for Ohioans with Disabilities

Referral for Pre-Employment Transition Services

The below named student with a disability is being referred for Pre-Employment Transition Services. Provided below is information concerning the individual.

Student Information

Name: _____ Participant ID: _____
Phone Number: _____ Other Phone Number: _____
Address: _____ County of Residence: _____
Email: _____ Birthdate: _____
Gender: Male Female

Parent/Legal Guardian Information

Name: _____ Phone Number: _____
Email: _____

School Information

Contact Name: _____ Phone Number: _____
Contact Email: _____
School(s) Attending: _____
Level of education attained (optional): _____
Student's Disability: _____
Need for auxiliary services? Reader Interpreter
Provider of auxiliary services? _____

Pre-Employment Transition Services (Pre-ETS) Requested

All Pre-ETS may be provided individually or in a group and have a maximum of eight (8) hours, with the exception of "Instruction in Self-Advocacy", which has a maximum of four (4) hours.

* Denotes attachment is required with report submission

Job Exploration Counseling: (discuss career options and learn about in-demand jobs)

- Students will complete interest inventories*.
- Students will complete informational interviews*.
- Students will register at OMJ and create a "Backpack".
- Students should be able to differentiate between employment options, have knowledge of in-demand jobs and career pathways.
- Students should be able to complete the modules and utilize the tools through the Job Seekers Guide and communicate why employment matters.
- Students will identify where they are in the career planning process.

COMPLETED AUTHORIZATION

- Each authorization will have 1 line item with the total maximum UOS authorized for that student
- Ensure you are tracking UOS provided to student
- If a student is receiving more than 1 Pre-ETS service in month, each service is listed on a separate authorization.
- All AE2s can issue Pre-ETS authorizations
- Designated AE2s process Pre-ETS invoice/reports

COMPLETED AUTHORIZATION

Pre-ETS Subcategory authorization dates cover 3 months at a time

However the dates shall not exceed:

- The end of the fiscal year **OR**
- The student's graduation date, unless the student is pursuing post-secondary education (which includes training that would lead to an industry-recognized credential) **OR**
- The student's 22nd birthday

Whichever comes first

COMPLETED AUTHORIZATION

- 1 Authorization per Pre-ETS Subcategory service
- 1 Line with maximum UOS per service (no need to calculate group size – this is done on the invoice)
- Initial Authorization to span 3 full months

Printed: 10/31/2018

OPPORTUNITIES FOR OHIOANS WITH DISABILITIES

NUMBER: 2162796

VR ORIGINAL AUTHORIZATION/BILLING

Authorization Status: Open

Issued: 10/31/2018

PAGE: 1 of 1

VENDOR: TO ASSURE PROMPT PAYMENT FOR GOODS AND SERVICES, PLEASE COMPLETE THIS FORM AND SIGN BELOW OR RETURN YOUR ITEMIZED INVOICE REFERENCING OUR AUTHORIZATION NUMBER AND PARTICIPANT NAME.

VENDOR TAX ID: 900042759 001

VENDOR NAME AND ADDRESS (CORRECT IF NECESSARY): **RETURN COMPLETED BILLING TO ADDRESS BELOW:**

ALLHYBEA PII EQIXKRCCKXT QLHMVN JJA
42759 Vendor Auth Street
EUCLID, OH 44132

CANTON BUREAU OF VOCATIONAL REHABILITATION
Scrambled Data
CANTON, OH 44709-2902
(330) 438-0500

OOD AUTHORIZES THE ABOVE VENDOR TO PROVIDE THIS GOOD OR SERVICE FOR

NAME: Cag259730, Dab259730 Y. SSN: xxx-xx-9730 PARTICIPANT ID: 259730

DESCRIPTION OF GOODS OR SERVICES:

	DELIVERY OR BEGIN (DATE)	--- COMPLETE FOR INCREMENTAL SERVICES ONLY --- END (DATE)	AT (RATE)	# UNITS	AMOUNT AUTHORIZED	AMOUNT BILLED
Pre-Employment Transition Services			Work Based Learning			
AUTHORIZED:	10/01/2018	12/31/2018	\$6.00	80.00	\$480.00	
BILLED:						
TOTAL:					\$480.00	

SPECIAL INSTRUCTIONS

SHIP TO ADDRESS (IF AVAILABLE):

Scrambled Data
CANTON, OH 44709-2902

INVOICING

- Invoice template specific to Pre-ETS. Invoice template calculates by group size.
- One standard rate.
- Per the Fee Schedule, Pre-ETS providers will submit an invoice/report once a month for services provided the previous month by the 21st day of the next month and will submit all of the reports at the same time each month.
- Designated Account Examiners (AE2s) sort and process submitted invoices.
- Pre-ETS Invoice Reports are submitted electronically to:
OOD.PreEmploymentInvoicingFax@ood.ohio.gov or by fax at 614-985-9720



CONTRACTOR NAME: Jessica Folsom
STREET ADDRESS: My House
CITY, STATE, ZIP: Somewhere, OH 44325
TELEPHONE: 614-781-8736
(Name and address must match the OOD's VR Authorization)

CONTRACTOR INVOICE #: 12345
OOD AUTHORIZATION #: 6548538
ANTICIPATE FUTURE BILLING ON THIS AUTH #: Yes
INVOICE DATE: 12/1/2018
SERVICE START DATE: 11/5/2018
SERVICE END DATE: 11/5/2018
STUDENT'S NAME: Susie Student
STAFF PROVIDING SERVICE: Jessica Folsom
PERSON COMPLETING REPORT: Jessica Folsom
VR STAFF/VR COORDINATOR: Alissa Otani-Cole

Instructions: To avoid errors, fill out the date of service, start time, and end time prior to entering the group size and enter a space between the time and AM/PM .

Table with 7 columns: DATE OF SERVICE, START TIME, END TIME, # OF UOS, SERVICE DESCRIPTION, GROUP SIZE, TOTAL BILLED. Includes a 'Total' row at the bottom.

Invoice/Report

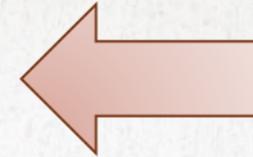
Base rate built into invoice.

Total billed auto-populates based on group size (will calculate UOS)

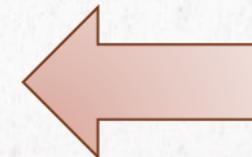
Services can be provided up to a 1:4 ratio

Invoice/Report Template

Instructions:	The submitted Invoice/Report shall include, at a minimum, the outcome(s) of service provision, a narrative summary, and required accompanying documentation when denoted for the outcome.
OUTCOMES: (Required)	*Denotes attachment is required with report submission
Learned leadership skills to support success in the workplace	
Completed form identifying own personal self-advocacy interests and activities to build independence and self-advocacy skills*	
<Choose any and all that apply>	
<Choose any and all that apply>	
<Choose any and all that apply>	
<Choose any and all that apply>	
<Choose any and all that apply>	
NARRATIVE SUMMARY: (Required)	May include participation observations, concerns, incidents, intervention techniques, and/or recommendations for next steps.
Susie Student attended 1 session at General High School during her study hall. She reported she was tired and this was noticed as she layed her head on the table prior to instruction starting. However, after we started she was engaged although quiet. She asked questions about the material, made some notes, and reported she felt she had better understanding after today's session. She does need more assistance in knowing her rights in regards to asking for education and work accommodations. Material was presented in a written format and read aloud to her. Her teacher stopped by at the end of the session and noted Susie needs to have extra copies of the material to take home to her parents. She is schedule to attend the next session on January 25.	



Outcomes are drop downs specific to each service provided



Narrative regarding participation

INVOICE/REPORT TEMPLATE

The following items must be completed

- Provider Name
- Invoice Date
- Partial/Final
- Auth Number
- Service Start/End Date for Month
- Individual Name
- Staff Person
- Date of Service(s)
- VR Staff/VR Contract Coordinator
- Service Description
- Appropriate Outcomes Achieved Completed
- Referral Questions From Counselor Answered
- Narrative Section Completed
- Collateral Materials Included (if appropriate)

PRE-ETS INVOICE FAX QUEUE



- Invoices - OOD.PreEmploymentInvoicingFax@ood.ohio.gov
- OR-
- Fax number 614-985-9720

Accessing Pre-Employment Transition Service Information and Documents

- OOD Website
- Explanation of Forms

Objectives



PRE-ETS MATERIALS

<https://ood.ohio.gov/wps/portal/gov/ood/individuals-with-disabilities/services/students-14-plus>

- ❑ **Fact Sheet**
- ❑ **Flyer**
- ❑ **Pre-ETS Subcategories and Transitional Transition Services**



Pre-Employment Transition Services

Pre-Employment Transition Services (Pre-ETS) are intended to help students with disabilities, as early as age 14, who could benefit from an early start in exploring career interests. The five services include: Job Exploration Counseling; Work-Based Learning; Counseling on Post-Secondary Opportunities; Workplace Readiness Training; and Instruction in Self-Advocacy. These services are contracted with VR providers and are brief, typically up to 8 hours.

How Do I Get Started with Pre-Employment Transition Services?

Pre-ETS are available for students who have an open VR case or who are potentially eligible for services.

If a student with a disability **wants to open a VR case**, they can download an application for VR services by clicking this link to the Students 14+ tab. For these students and any student with a disability who has an open VR case, referral for Pre-ETS services may be made through their assigned VR counselor or coordinator. In either situation do not complete the Request for Pre-ETS form.

If a student with a disability **does not want to open a VR case** at this time, they are considered potentially eligible and may participate in Pre-ETS. School staff must complete and send the **Request for Pre-ETS Form** along with documentation of the student's disability to OOD by fax 614-985-8435 or by e-mail ood.preemploymentrequestfax@ood.ohio.gov.

To learn more about Pre-ETS services, please review the below resources:

[Pre-Employment Transition Services Fact Sheet](#)

[Pre-Employment Transition Services Flyer](#)

[Pre-ETS Subcategories and Traditional Transition Services](#)

[How to find a Pre-Employment Transition Service Provider](#)

PRE-ETS FACT SHEET

Tool for discussion with schools, families, community partners, etc.



Opportunities for Ohioans with Disabilities

Pre-Employment Transition Services (Pre-ETS) Fact Sheet

Opportunities for Ohioans with Disabilities (OOD) is making Pre-Employment Transition Services (Pre-ETS) available to students with disabilities, (referred to as “students”), beginning at age 14. The Pre-ETS described below are intended to help students who have an identified need to get an early start in exploring career interests. Both students who are potentially eligible (PE) for VR services and students with open VR cases can participate.

For more information regarding services and providers, visit the following link:

<https://ood.ohio.gov/Students-14>

<p>Job Exploration Counseling</p> <p><i>Discuss career options and learn about in-demand jobs</i></p>	<p>Students identify where they are in the career planning process, complete interest inventories and conduct Informational Interviews. They will register at OhioMeansJobs (OMJ) and create a “backpack,” differentiate between employment options, and gain knowledge of in-demand jobs. Students will also be able to communicate why employment matters, complete the Job Seekers Guide modules on http://www.ohioemploymentfirst.org and utilize other planning tools.</p>
<p>Work-Based Learning</p> <p><i>Experience and gain knowledge about the workplace</i></p>	<p>Students will participate in work-site tours and job shadowing experiences at community businesses obtaining first-hand knowledge of work settings, including, but not limited to: duties, daily expectations on productivity/output, shifts, accommodations, compensation, and unwritten rules of work. In addition, students will learn to display appropriate worksite behaviors and begin applying the knowledge and tools they have learned. They will learn the importance of networking and begin to document resources identified within their networks.</p>
<p>Counseling on Postsecondary Opportunities</p> <p><i>Explore training options available after graduation</i></p>	<p>Students will learn about varying degrees and industry recognized credentials (e.g. certifications, licensures) obtained through training programs, community colleges and universities. They will learn about the application and admissions process, disability-related services, career services and other available resources. Students will also learn about financial literacy including information on budgeting, work incentives, and student aid options like the Free Application for Federal Student Aid (FAFSA). Lastly, students learn the differences between secondary and postsecondary support (e.g. interpreting services, service animals, etc.) and will complete a self-evaluation to identify their potential needs.</p>
<p>Workplace Readiness Training</p> <p><i>Improve social and independent living skills</i></p>	<p>Students will learn appropriate work behaviors and demonstrate the ability to meet employer expectations, including but not limited to: timeliness and hygiene. They will participate in mock interviews, complete applications and resume templates, and may attend job fairs. Students will demonstrate knowledge of the impact of their personal social media profile and other communication (e.g. appropriate email address, voicemail message in addition, students will complete a pre- and post-evaluation to measure skill attainment).</p>
<p>Instruction in Self-Advocacy</p> <p><i>Learn skills needed for greater independence</i></p>	<p>Students will have an increased awareness of their rights and responsibilities. They will learn leadership skills to support success in the workplace, explore and connect with leadership or peer mentoring groups in their communities to expand networks. In addition, students will complete a form identifying their own personal self-advocacy interests and activities needed to build independence and self-advocacy skills.</p>



Opportunities for Ohioans with Disabilities

Pre-Employment Transition Services (Pre-ETS) Fact Sheet

Who can participate in Pre-Employment Transition Services (Pre-ETS)?

Students with disabilities who have been identified as needing one or more Pre-ETS and either have an open vocational rehabilitation (VR) case or are potentially eligible (i.e., have not applied) for VR services.

A “student” is an individual who is in a recognized education program, is at least 14 years of age but has not yet reached their 22nd birthday, and is eligible for and receiving special education or related services under IDEA or is an individual with a disability for purposes of Section 504 of the Rehab Act.

When and where do Pre-Employment Transition Services (Pre-ETS) take place?

OOD works with schools and community partners to provide Pre-ETS. These services may be provided **individually or in groups**. They may take place **during or after school hours and/or over breaks** depending on the activity, duration, availability of the student and coordination with partners.

Which students need a “Request for Pre-Employment Transition Services” form completed?

The “Request for Pre-Employment Transition Services” form is needed for a student who is potentially eligible for VR services and has a need for these services.

The request form is not needed for students who have an open VR case with OOD.

Why does the “Request for Pre-Employment Transition Services” form need to be completed?

This form documents the need for Pre-ETS for a student who is potentially eligible for VR services and serves as a signed release of information for OOD to authorize for Pre-ETS to a qualified provider.

The request form **must be signed by the individual and if applicable, his/her parent or legal guardian, and school staff**. Completed forms are to be faxed to OOD at the number listed on the form, **along with documentation of the student’s disability** (e.g. ETR, IEP, 504, medical documentation). School staff may require additional signed releases based on the individual district policy.

School staff are to indicate on the form, which Pre-ETS and providers are being requested.

Qualified providers will then directly contact students and if applicable, their parent or legal guardian, to schedule services.

Note: A student who is potentially eligible for VR services may apply with OOD at any time; however, formal application is not required to receive Pre-ETS. **If a potentially eligible student requires more individualized VR services** (e.g. job development, job coaching, transportation for participation in services) they would need to apply for VR services, be found eligible, and work with an OOD Counselor or VR Contractor to develop an Individualized Plan for Employment (IPE). Completing an application for VR services is as Easy as 1, 2, 3. Please visit <https://ood.ohio.gov/Students-14> to apply today.

Where can I find the “Request for Pre-Employment Transition Services” form and additional information regarding the services?

For the form or more information, please visit the following link: <https://ood.ohio.gov/Students-14>

PRE-ETS SUBCATEGORIES AND TRADITIONAL TRANSITION SERVICES

Pre-ETS Subcategories and Traditional Transition Services

This document helps distinguish between Pre-Employment Transition Services Subcategories (Pre-ETS) and other more individualized transition services. Pre-ETS are typically brief, up to 8 hours, with introductory topics for students with disabilities age 14 through 21. Pre-ETS can precede or supplement traditional VR transition services. Pre-ETS can be provided individually, in a group, and to both Potentially Eligible (PE) students and students with open VR cases. Traditional transition services are more in-depth, individualized, and can only be provided to eligible students who have an open VR case.

“MY STUDENT IS JUST STARTING TO THINK ABOUT WORK AND WHAT JOBS ARE OPTIONS FOR THEM.”

Pre-ETS: Job Exploration Counseling is an introduction into the world of work. Activities include: discussing career options, learning in-demand jobs, completing interest inventories to identify career pathways, establishing a Backpack on OhioMeansJobs.com, researching local labor market information; exploring the Job Seekers Guide on OhioEmploymentFirst.org; and exploration of occupational and resume videos.

Examples of students with disabilities who may benefit from Pre-ETS Job Exploration Counseling are:

- 14 years old and want to work after school but cannot articulate a career field of interest.
- 18 years old and want to know the types of in-demand jobs that match their interests.
- 20 years old and unsure if they want to work.

How is this different from Summer Youth Career Exploration?

Summer Youth Career Exploration occurs over three weeks for 15 hours each week and is more in depth than Job Exploration Counseling.

Pre-ETS: Work-Based Learning provides information regarding work settings, including: duties, personnel, shifts, expectations, productivity, accommodations, compensation, and unwritten rules of work. Students may participate in: work site tours, job shadowing, informational interviewing and/or field trip experiences. Students begin to identify their network.

“MY STUDENT IS READY TO GET FIRST-HAND KNOWLEDGE OF WORK.”

Examples of students with disabilities who may benefit from Pre-ETS Work-Based Learning are:

- 15 years old and needs assistance to identify what a work site looks like in the community.
- 18 years old and needs assistance to identify entry level job tasks.
- 21 years old and wants to work however they do not understand what a job entails.

How is this different from Summer Youth Work Experience?

Summer Youth Work Experience is a paid five-week work experience with an educational component, and students must have an approved Individualized Plan for Employment (IPE) to participate. In Work-Based Learning, students are not performing work but rather job shadowing and touring businesses.

“MY STUDENT NEEDS SOFT SKILLS AND LIFE SKILLS.”

Pre-ETS: Workplace Readiness Training includes: addressing professional skills such as teamwork, networking, safety, basic customer service; personal skills, such as enthusiasm, work ethic, responsibility, time management; self-representation online; and independent living skills such as budgeting, hygiene, and household management.

Examples of students with disabilities who may benefit from Pre-ETS Workplace Readiness Training are:

- 14 years old and need tools to communicate with peers and supervisors on a job site.
- 15 years old and need assistance with time management related to employment.
- 21 years old and needs assistance with professionally representing themselves online.

How is this different from the Summer Youth Work Experience or Job Readiness Training?

Summer Youth Work Experience is a paid five week work experience with an educational component. Job Readiness Training is similar but can be long term (an entire school year). Students must have an approved IPE to participate. Workplace Readiness Training teaches many soft skills needed but not on the worksite.

Pre-ETS: Counseling on Postsecondary Opportunities provides information on various degrees and industry recognized credentials (e.g. certifications, licenses) obtained through training programs, community colleges or universities. Students learn: the application and admissions process, how to connect with disability services and/or other career services, work incentives, and about resources such as the Free Application for Federal Student Aid (FAFSA).

“MY STUDENT IS CONSIDERING COLLEGE AND OTHER TRAINING OPTIONS.”

Examples of students who may benefit from Pre-ETS Counseling on Postsecondary Opportunities are:

- 14 years old and express interest in further training but need help researching options.
- 17 years old and interested in types of accommodations available at a culinary program.
- 21 years old and unsure of financial responsibilities involved with post-secondary training.

How is this different than Career Exploration?

Career Exploration is an individualized service to explore specific employment options and is not intended to research academic programs. Pre-ETS Counseling on Postsecondary Opportunities explores postsecondary admissions processes and resources available at all of these different types of training programs.

“MY STUDENT NEEDS TO UNDERSTAND THEIR RIGHTS, ACCOMMODATIONS, AND HOW TO ADVOCATE FOR THEMSELVES.”

Pre-ETS: Instruction in Self-Advocacy provides information regarding rights and responsibilities such as requesting accommodations at work, learning about services and supports available, and practicing self-advocacy skills. Activities develop leadership skills to support success in the workplace and exploring leadership or peer mentoring groups in the community.

Examples of students with disabilities who may benefit from Pre-ETS Instruction in Self-Advocacy are:

- 14 years old and interested in learning about their rights at the IEP meeting.
- 16 years and want to learn about self-advocacy and rights as a person with a disability.
- 21 years old and unsure if they want to disclose their disability at work.

Programs provided by Opportunities for Ohioans with Disabilities (OOD) are funded, in whole or in part, with federal grants awarded by the U.S. Department of Education (DOE) or the U.S. Department of Health and Human Services (HHS). For purposes of the Vocational Rehabilitation (VR) Program, including Pre-Employment Transition Services (Pre-ETS), OOD received 78.7% of its funding through the DOE VR grant in fiscal year (FFY) 2019. OOD received \$69,548,457 in federal funds. Funds appropriated by the State covered 21.3% of the total costs, or \$26,942,648. Of these federal funds, \$14,832,269 is set aside for Pre-ETS. For purposes of the Supported Employment (SE) Program, the DOE SE grant funded 90% of the costs for the Supported Employment for Youth with a Disability Program up to the grant amount and 100% of the costs of regular Supported Employment program costs up to the grant amount. In FFY 2019, OOD received \$292,857 for SE youth with a disability and State appropriated funds paid a small amount more than the remaining 10% or \$23,162 of the total costs. In FFY 2019, OOD received \$292,857 in regular SE grant funds. For purposes of the Independent Living Services for Older Individuals Who are Blind (OILS) Program, the federal grant received from DOE in FFY 2019 paid 90% of the total costs incurred under the program. In FFY 2019, OOD received \$1,152,248 in federal grant funds. Funds appropriated by the State paid over the 10% required match of \$130,000 of the total costs incurred under the OILS Program. For purposes of the Independent Living (IL) Program, the federal grant received from HHS paid 90% of the total costs incurred in FFY 2019. In FFY 2019, OOD received funding of \$640,571. Funds appropriated by the State paid 10% or \$71,175 of the total costs incurred under the IL Program.

- Reviews how Pre-ETS subcategories are different than more traditional transition services
- Intended for staff and referral sources

PRE-ETS REQUEST FORM FOR POTENTIALLY ELIGIBLE (PE)

- Option for students not looking to apply for VR but could benefit from Pre-ETS

Must be completed by school personnel

Only required for students who do not have an open case.

Includes required fields, information on where to submit, and what accompanying documentation is needed

Information and Consent
 Opportunities for Ohioans with Disabilities (OOD) provides Pre-Employment Transition Services (Pre-ETS) to students with disabilities who have an open Vocational Rehabilitation (VR) case or are potentially eligible (PE) for VR services. A student with a disability is an individual who is: enrolled in an educational program; 14 years of age through not yet 22; and either eligible for and receiving special education and related services under IDEA or a student with a disability for the purposes of Section 504 of the Rehab Act.

OOD, in coordination with schools and other community partners, will make Pre-ETS available to students with disabilities who have a need for one or more of these services. The following information completed by school personnel **must be sent along with documentation** of the student's disability for any **potentially eligible** student who is not currently receiving VR services.

Section I: Student Background Information (* indicates required field)

*Name (Last)	*Name (First)	M.I.	Suffix (e.g. Jr.)	*Social Security Number
Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	*Birth Date (mm/dd/yyyy)	*County of Residence		
*Home Address (Street)	*City	*State	*Zip Code	
*Home Phone No. (10-digit) <input type="checkbox"/> Voice <input type="checkbox"/> TTY <input type="checkbox"/> Video Phone	E-mail Address			
*Race/Ethnicity <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African-American <input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> White	U.S. Citizen? <input type="checkbox"/> Yes <input type="checkbox"/> No		If "No," please list immigration status	
*Are you Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No	*Must also choose a "Race/Ethnicity"			
*Is the student's disability (check all that apply) <input type="checkbox"/> Deaf/Hard-of-Hearing; Need for Interpreter? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Blind/Vision Impairment; Need for Reader? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Developmental Disability; Eligible for County Board? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other Disability; Specify: _____				
Other Disability Related Information: _____				
*Check which documentation of disability is included <input type="checkbox"/> IEP <input type="checkbox"/> ETR <input type="checkbox"/> 504 Plan <input type="checkbox"/> SSA Award letter <input type="checkbox"/> Other diagnostic documentation (e.g. C/OEDI, C/FED, audiogram, psychological evaluation, vision report, etc.) Specify: _____	*Currently enrolled in high school? <input type="checkbox"/> Yes <input type="checkbox"/> No			
*Grade Level	*School Name _____			
	*If applicable, Career Technical Programming _____			
	*Expected Graduation/Exit Date _____			

Section III: Selection of Pre-Employment Transition Services (Pre-ETS) and Providers (all fields required)
 There are five (5) Pre-ETS. These services are intended to assist students who have a need, with identifying career interests and to provide the ability to practice and improve workplace skills.

For this document to be considered complete, this section **must** identify which service(s) **and** which provider(s) are being requested. Visit <https://ood.ohio.gov/Students-14> to learn about Pre-ETS providers and services in your area.

For any service checked below, a provider must be identified.

Job Exploration Counseling - discuss career options and learn about in-demand jobs
 Provider: _____

Work-Based Learning Experiences - experience and gain knowledge about the workplace
 Provider: _____

Counseling on Postsecondary Opportunities - explore training options available after graduation
 Provider: _____

Workplace Readiness Training - improve social and independent living skills
 Provider: _____

Instruction in Self-Advocacy - learn skills needed for greater independence
 Provider: _____

Section IV: Consent and Signature of student and, if applicable, legal guardian (all fields required)

I understand this is not an application for services from the Bureau of Vocational Rehabilitation (BVR) or for the Bureau of Services for the Visually Impaired (BSVI). The State of Ohio is committed to good privacy practices. As such, we are disclosing that in order to fully process your request for Pre-Employment Transition Services, Opportunities for Ohioans with Disabilities (OOD) requires access to personal information about you, which is maintained by OOD. By signing this form, you are requesting that OOD access any personal information necessary to process your request for Pre-Employment Transition Services, in order to provide these services to you. Please note that OOD will continue to protect any non-public, confidential personal information maintained about you from release to the public or unauthorized third parties.

OOD does not discriminate against any applicant for services on the basis of race, color, religion, national origin/ancestry, disability, age (40 years or older), sexual orientation, gender or sex, veteran or military status, and/or genetic information or in any manner prohibited by law.

I acknowledge that in completing the request for Pre-Employment Transition Services, OOD may obtain or release confidential personal information about me as follows:

- to purchase services for me;
- in collaboration with OOD Contractors and Partners on my behalf;
- to report my progress to the school or agency who referred me to OOD;
- when required by law and to facilitate the administration of the Rehabilitation Act;
- to verify my current and/or future educational status and/or credentials;
- to do research to improve the lives of people with disabilities;
- to the Social Security Administration (SSA) and/or Division of Disability Determination (DDD) when I am applying for or am a recipient of SSDI or SSI benefits; and
- to other state agencies, if applicable.

*Signature of Individual (If under 18, parent or legal guardian must also sign below)	Date
_____	_____
Signature of Parent or Legal Guardian, if applicable	Date
_____	_____
Printed Name of Parent or Legal Guardian, if applicable.	Phone No. (10-digit) <input type="checkbox"/> Voice <input type="checkbox"/> TTY <input type="checkbox"/> Video Phone
_____	_____
Parent or Legal Guardian E-mail	Address (Street, City, State, Zip)
_____	_____

Please submit the Request for Pre-Employment Transition Services form along with documentation of the student's disability identified above by fax: 614-985-8435 or by e-mail OOD.PreEmploymentRequestFax@ood.ohio.gov

How to find a Pre-Employment Transition Service Provider

The screenshot shows the Ohio.gov website page for Pre-Employment Transition Services. The page includes a navigation menu with links for 'WHAT IS OOD? ABOUT US', 'INDIVIDUALS WITH DISABILITIES', 'INFORMATION FOR PROVIDERS', 'INFORMATION FOR EMPLOYERS', and 'LAWS, RULES & POLICIES'. The main content area contains text about counseling and training services, a section titled 'How Do I Get Started with Pre-Employment Transition Services?' with sub-sections for students with and without open VR cases, and a list of resources. A large brown arrow points to the link 'How to find a Pre-Employment Transition Service Provider' in the resources list. Below the resources list are three dropdown menus: 'Ohio Transition Support Partnership', 'Project SEARCH e-News and Information', and 'Transition Resource Links'. The footer contains navigation links: 'ABOUT US', 'INDIVIDUALS WITH DISABILITIES', 'INFORMATION FOR PROVIDERS', 'INFORMATION FOR EMPLOYERS', and 'FIND US'.

LINK ENLARGED FROM OOD WEBSITE SCREENSHOT ABOVE



[How to find a Pre-Employment Transition Service Provider](#)

Finding a Pre-ETS Provider

OOD's website allows you to search for Pre-ETS providers and the services they provide.

This will continue to be updated as providers add Pre-ETS services

REQUEST FORM – POTENTIALLY ELIGIBLE (PE) CASES

- School personnel complete and submit the form along with documentation (**both the form and documentation of the disability are necessary for PE cases**)
 - Request Fax Queue – OOD.PreEmploymentRequestFax@ood.ohio.gov
 - Request Fax number 614-985-8435
- Form must be signed by student, guardian (if applicable) and school personnel
- Qualified Pre-ETS provider must be indicated on form
- Incomplete request forms will be sent back to the referring school personnel indicating needed information

Things to remember:

- Protecting Confidential Personal Information (CPI)
- Engaging Students in Common Area
- Signed Releases

CONFIDENTIALITY IN THE SCHOOL



Reminders and Takeaways

- Providing Remote Services
- Use of ZixMail
- Approved Use of Social Media

Objectives

PROVIDING REMOTE SERVICES

***Remote service provision is being temporarily allowed due to COVID-19 restrictions.**

All remote services must be direct services to participants through Skype, Facetime, or other electronic communication. Texting (excluding disability-related accommodations) is not an approved delivery method for remote services. At this time, remote services do not include any “assigned” tasks for the participant to be completed as homework, such as completing online training independently. To be counted as service time, activities must involve a staff person in direct communication with the participant.

REMOTE SERVICES CONTINUED

***Remote service provision is being temporarily allowed due to COVID- 19 restrictions.**

How should a provider document that services were provided remotely?

As remote services continue to be utilized, it is important for a provider to document how services are delivered in reports. Provider will obtain and document the participant's agreement to participate in services remotely, the technology utilized and location of the participant receiving the service (e.g., the participant agreed to remote services and joined via Skype from their home).

Other tips and resources for remote service provision:

<https://www.opencolleges.edu.au/informed/features/21-ways-to-check-for-student-understanding/>

REMOTE SERVICES CONTINUED

***Remote service provision is being temporarily allowed due to COVID-19 restrictions.**

How should providers document participant agreement for reporting such as Intakes and the Job Start form for remote services? Can a provider note “signature waived” on reporting?

OOD is allowing for alternate documentation of participant agreement on reports for remote services. However, the note “signature waived” does not fulfill the requirement to document consent. Instead, ask participants to email their agreement, document their verbal consent in reports, or check to see if they can sign electronically and send them through email. When a participant's signature cannot be physically obtained, be sure to document on the form how the acknowledgment occurred, e.g., “Jane Doe provided approval via email on 3/23/2020,” or “verbal consent was obtained by Jane Doe by phone on 3/23/2020.” Include any documentation (email) you may have to help document this.

USE OF ZIXMAIL

- Reminder: All communication with OOD staff or coordinators should be done securely either by using ZixMail or secure fax
- Messages in ZixMail are maintained for 30 days

You have a State of Ohio Secure Email message from ginger.scaife@ood.ohio.gov.

[To view the secure message, click here.](#)

Do not reply to this notification message. This notification message was auto-generated by the sender's security system. To reply to the sender, please go to your secure message by clicking on the link above.

The secure message expires on Apr 08, 2020 @ 12:28 PM (GMT).

If you would like to have your secure messages delivered directly to your inbox, find out more about [ZixMail](#).

NOTE: If your mail program does not support active links, you can view your secure message by copying and pasting the text below into the "Address" or "Location" bar of your Internet browser and press "Enter" or click "Go".

<https://web1.zixmail.net/s/e?b=oit&m=ABDP5U8WVn8jxms3v6nZRbip&c=ABCcDCccgCW1wCE0jSfoedqT&em=gingery%5f98%40yahoo%2ecom>



OOD LOGO AND SOCIAL MEDIA POSTS



- Use of OOD's logo in printed and electronic material must be pre-approved by OOD: Send requests to crpvendor@ood.ohio.gov
- Any social media post around the work the Provider does related to Pre-ETS must be approved by OOD first

TAKEAWAYS

- Services are available to all students with a documented disability regardless of case status
- These are not highly individualized services but are based on standard outcomes
- Authorizations are for 3 months at a time
- You may receive authorizations for multiple services in one month
- Approved rates and definitions are on the fee schedule
- Authorizations should be sent with the Referral for Pre-ETS form
- Check OOD website for updates

PROVIDER NEXT STEPS

- Sign up for Granicus account
- Sign up for Zixmail
- Provider applicants can create a PMP account online on OOD.Ohio.gov, under the Provider Tab (Provider Management Program)
- Service proposals (e.g. curriculums) and signature pages for Pre-ETS need to be submitted to pcmu@ood.ohio.gov
- Become familiar with the fee schedule, request form, and fact sheet
- Contact pcmu@ood.ohio.gov for any assistance

SUBSCRIBING TO GRANICUS

An Official Site of [Ohio.gov](#)

Subscribe to OOD Weekly Updates

To sign up for updates, please enter your contact information.

Enter your email.

ABOUT US

INDIVIDUALS WITH
DISABILITIES

INFORMATION FOR
PROVIDERS

INFORMATION FOR
EMPLOYERS

FIND US

PROGRAMS &
PARTNERSHIPS

VOCATIONAL
REHABILITATION

SERVICES FOR THE
VISUALLY IMPAIRED

OOD LAWS, RULES &
POLICIES

HELP CENTER

BEING AN OOD PROVIDER

- Review the VR Provider Manual for information on confidentiality, incident reporting, and more
- The Significant Incident Report Form is required to be completed for major unusual incidents
- Reviews of services and fiscal integrity, technical guidance, meetings, and more are part of OOD provider management and support

OOD Pre-Employment Transition Service Staff Directory

- Community Resource Caseload Assistants (CRCA)
- Provider and Contract Management Unit
- Supported Employment and Transition Unit

Objectives



COMMUNITY RESOURCE CASELOAD ASSISTANT STAFF DIRECTORY

Opportunities for Ohioans with Disabilities Pre-Employment Transition Services CRCA Staff Directory

Region	Area	Counties	CA (Supervisor)	Additional Staff
Toledo	NW	Defiance, Erie, Fulton, Hancock, Henry, Huron, Lorain, Lucas, Ottawa, Paulding, Putnam, Sandusky, Seneca, Van Wert, Williams, Wood, Wyandot	Loria Ritchart (Kathryn Jones)	Terri Oliveira - CA Callie Jacobs – AE2 Cheryl Rosebrook – AE2
Dayton	SW	Allen, Auglaize, Champaign, Clark, Darke, Greene, Hardin, Logan, Madison, Mercer, Miami, Montgomery, Preble, Shelby, Union	VACANT (David Sullivan)	James Gray – CA Jill Prows – AE2
Cincinnati	SW	Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton, Highland, Warren	Samantha Gray (Jennifer Pitman)	Jennifer O’Brien – CA Larrey Porter – AE2
Cleveland	NE	Ashtabula, Cuyahoga, Geauga, Lake, Trumbull	Jeff Rhoads (Camille Ali)	VACANT – CA Marcia Grair – AE2 Karl Creed – AE2 Millie Torres – AE2
Canton	EC	Columbiana, Holmes, Mahoning, Medina, Portage, Stark, Summit, Wayne	Darcie Dunzweiler (Berna King)	Lauren Dalea- CA Sara Brumbaugh –AE2 Lorna Collins – AE2
Columbus	SE	Ashland, Crawford, Delaware, Franklin, Marion, Morrow, Richland	LeAndra Capers (Kathy Gillespie)	Aimee Joseph – AE2 Amanda Woyan –CA
Zanesville	EC	Athens, Belmont, Carroll, Coshocton, Fairfield, Gallia, Guernsey, Harrison, Hocking, Jackson, Jefferson, Knox, Lawrence, Licking, Meigs, Monroe, Morgan, Muskingum, Noble, Perry, Pickaway, Pike, Ross, Scioto, Tuscarawas, Vinton, Washington	Megan Dalton (Travis Stewart)	Jessica Armstrong - CA George Rutledge – AE2

Employees listed above can be contacted at FirstName.LastName@ood.ohio.gov
 Opportunities for Ohioans with Disabilities (OOD) Project Leads for Pre- Employment Transition Services:
 Jay Burns (Japiya.Burns@ood.ohio.gov) and Julie Hance (Julie.Hance@ood.ohio.gov)

OOD CENTRAL OFFICE STAFF DIRECTORY

Provider and Contract Management Unit

- Jay Burns – Supervisor
- Ginger Scaife- Rehabilitation Program Specialist



Supported Employment and Transition Unit

- Julie Hance – Supervisor
- Roya Hood – Rehabilitation Program Specialist
- Hagar Collier – Rehabilitation Program Specialist
- Donna Foster- Program Administrator



QUESTIONS?