


**OhioOOD**

---

#IN THIS  
TOGETHER   
**Ohio**

# Summer Youth Foundations Training

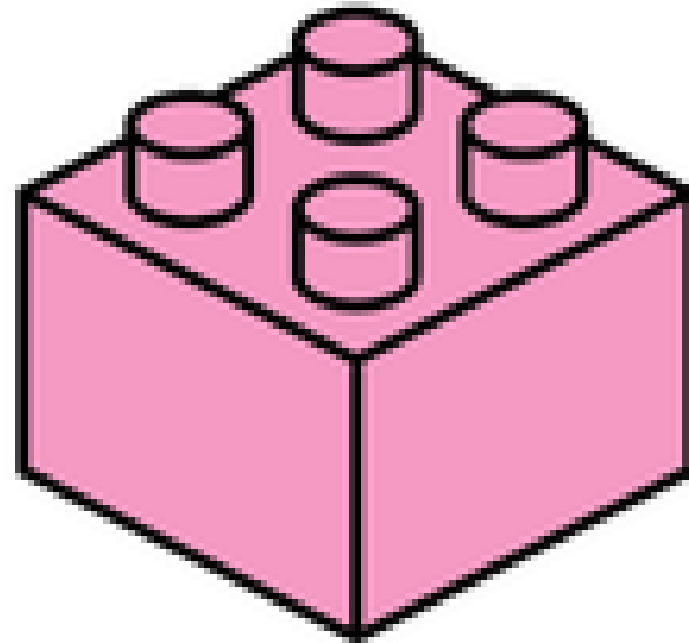
The presentation will  
begin shortly.

For closed captioning,  
please select the closed  
caption icon 

in the lower right area  
of the screen. Caption  
will automatically  
appear on the screen.

# Summer Youth Foundations

Provider and Contract  
Management Unit



## Today's Agenda

REACH Update

Interim Guidance

Summer Youth Foundations Overview

Provider Planning & Responsibilities

VR Staff Planning & Responsibilities

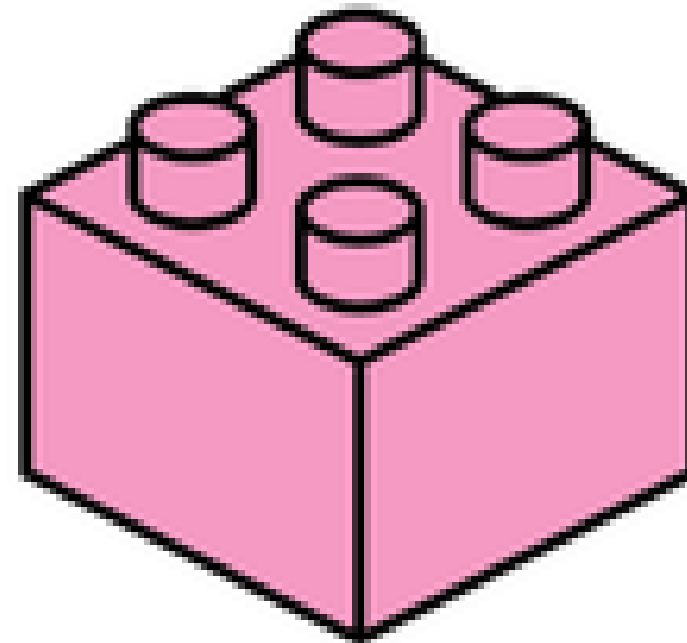
Forms & Reporting

Remote Services Best Practices

Access to Technology

Chat box for Q&A

Parking Lot & FAQ





# REACH Update

<https://www.youtube.com/watch?v=tkwwQaAuAyM>

OOD / Information for Providers / Provider Resources / **Provider Manual**



## Provider Manual

February 17, 2020 | [OOD](#)

WELCOME

**PROVIDER RESOURCES**

PROVIDER NEWS

### COVID-19 Response Guidance

[Interim Guidance for Vocational Rehabilitation Service Providers](#)

[Virtual Remote Job Counseling Resources & Tools](#)

[Reach a New Service for OOD Participants](#)

### Provider Manuals

[VR Provider Manual Effective 10-15-19](#)

[VR Provider Manual Effective 10-01-19](#)

[VR Provider Manual Effective 04-08-19](#)

# Summer Youth: What are our stakeholders' needs?

## Students & Families

- Health and safety
- Good experience with the world of work
- Career development
- Consider limitations of remote services
- Flexibility for families

## Providers

- Provide a valuable service
- Organize, plan, consider staffing
- Accommodate as many students as possible to meet needs
- Allow for flexibilities given unknowns of work site availability
- Revenue

## OOD

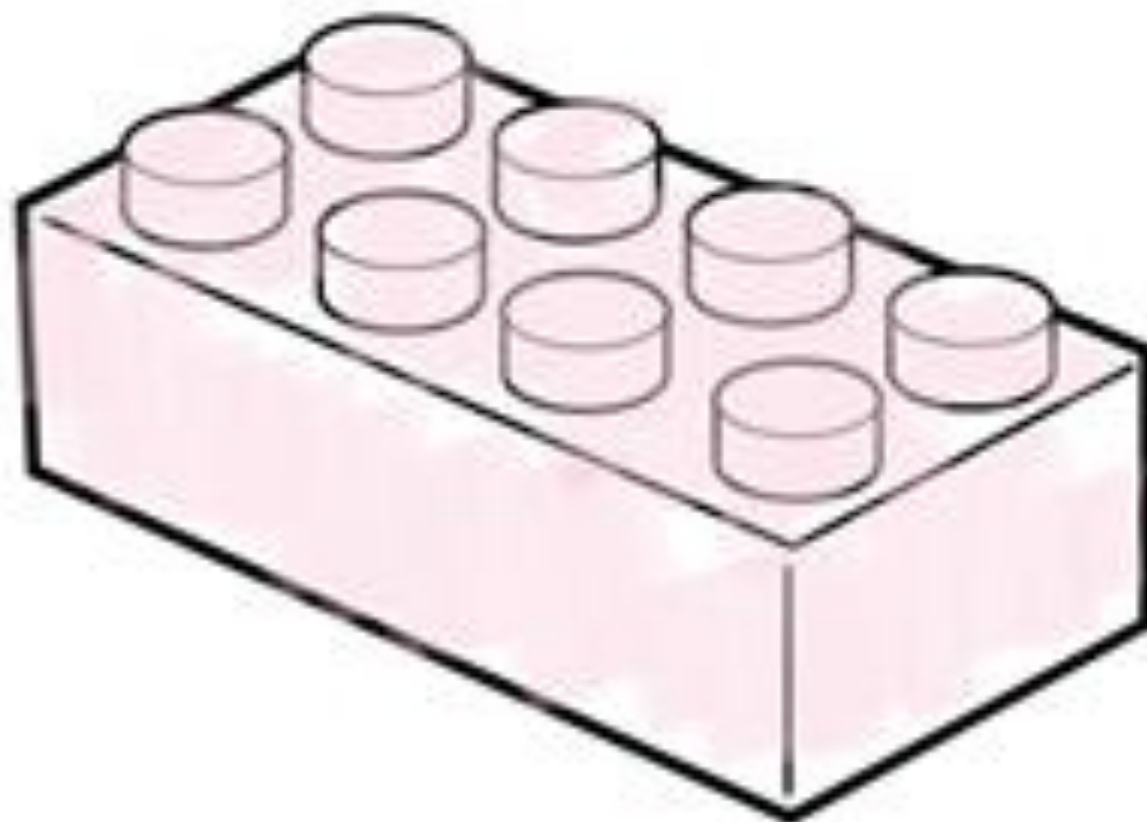
- Meet student, family, and provider needs
- Ease of consideration of options, authorizations, and planning for counselors and AE2s
- Utilize maximum amount of Pre-ETS funding
- Prepare for long-term outcomes and successes

How can we  
meet  
everyone's  
needs?



# Summer Youth Foundations

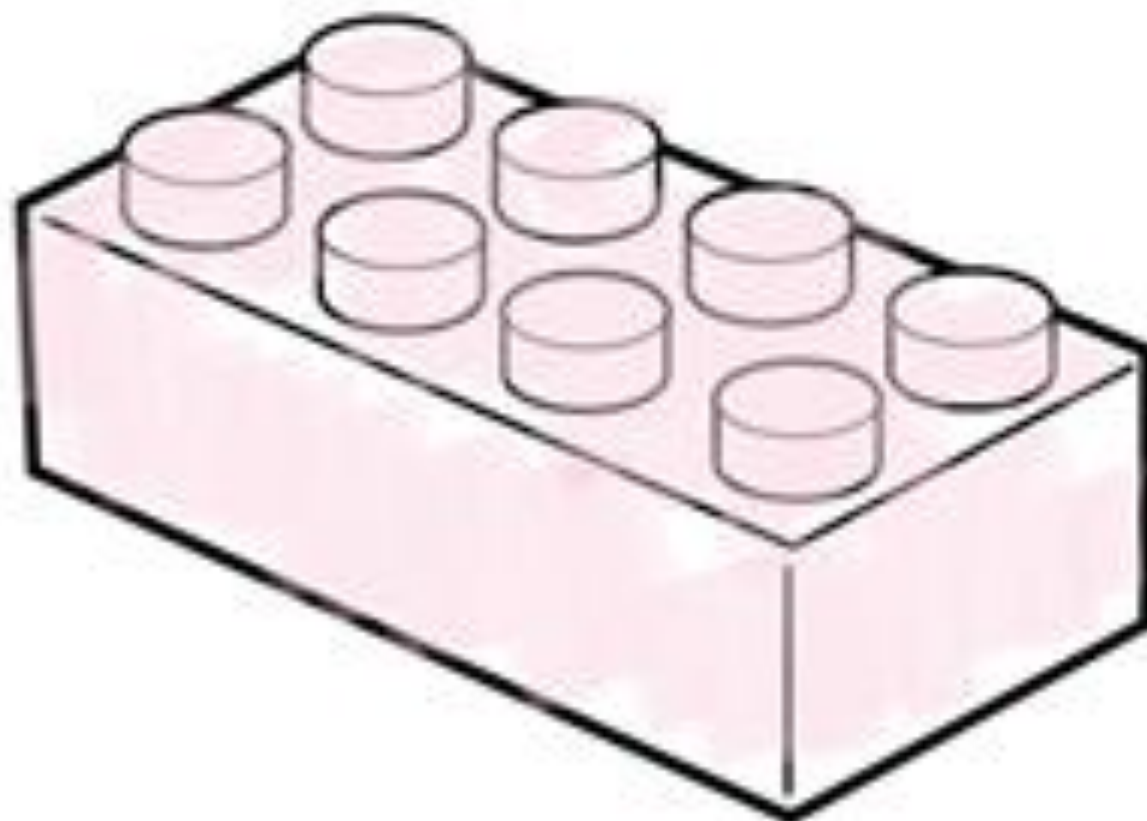
- ▶ Combines Summer Youth Work Experience and Summer Youth Career Exploration participants
- ▶ Total of 2 to 5 weeks of service
- ▶ 12 hours of service per week
- ▶ Paid at the full SYWE weekly flat rate fee
- ▶ Participant receives Vocational Training Stipend





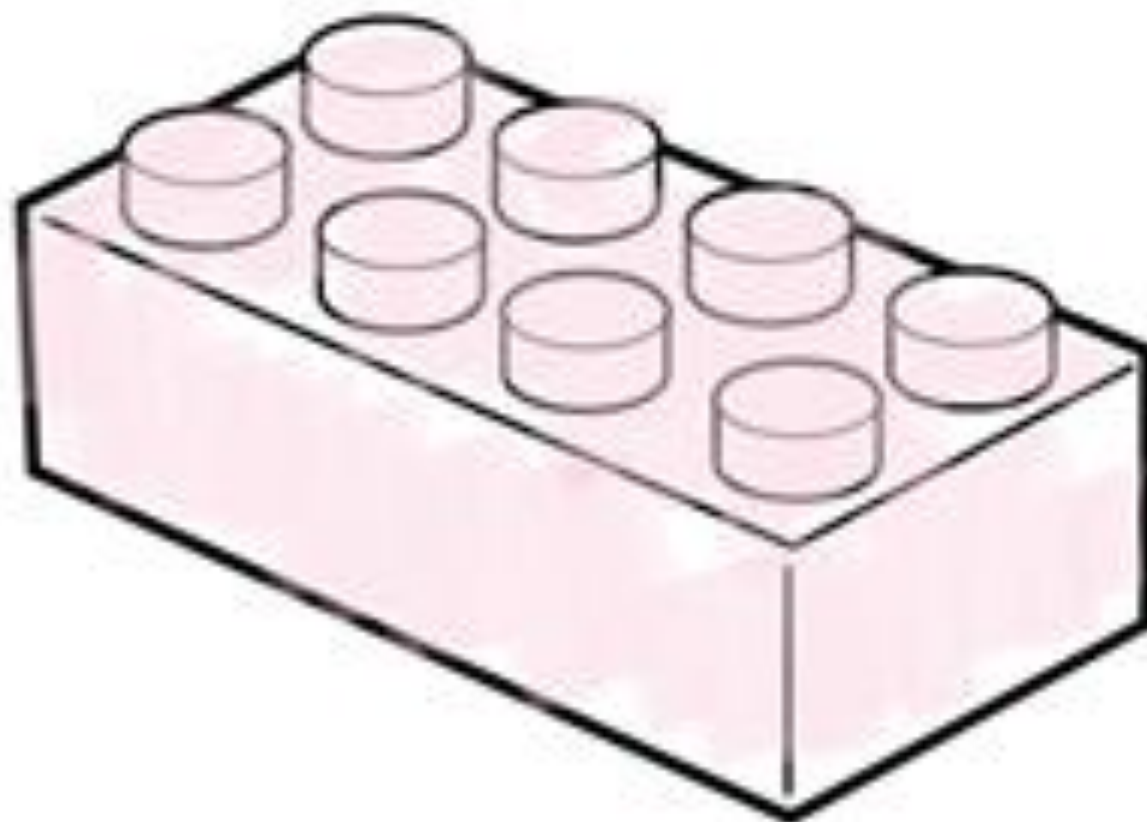
# Summer Youth Foundations

- ▶ Weekly modules with flexibility to meet students' needs
- ▶ Allows for in-person summer work experiences in the community provided they can be delivered following Ohio's public health orders
- ▶ Provides flexibility for the geographic and local conditions and work site realities

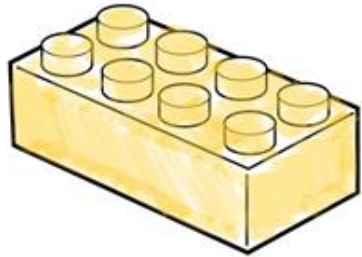


# Summer Youth Foundations

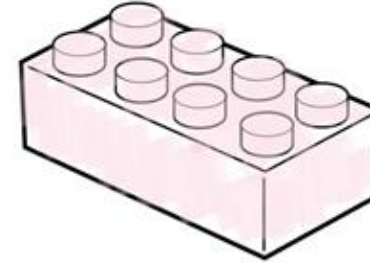
- ▶ Simplified reporting requirements
- ▶ Flexible scheduling
- ▶ Remote services, in-person, or a combination
- ▶ Reduced amount of hours



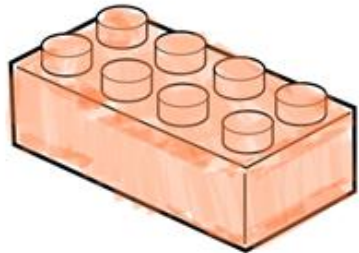
# Summer Youth Foundations “Blocks” (Total of 5 Weeks)



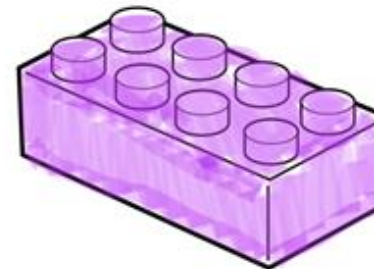
**Foundations Week 1**



**JSST**

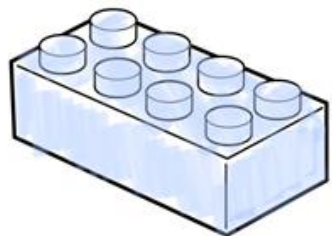


**Foundations Week 2**



**Work Experience\***

1-5 weeks






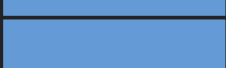

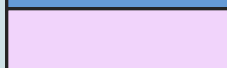












**Career Exploration**

1-3 weeks

**\*Work experiences must be delivered following Ohio’s public health orders. The employer partner must be able to offer an authentic work experience that protects the health and safety of students. OOD will continue to follow Ohio Department of Health guidance.**

# What would flexibility look like?

 Foundations Week 1  Foundations Week 2	
 Foundations Week 1  Foundations Week 2  Career Exploration  Career Exploration	 Career Exploration  JSST  Work Experience  Work Experience  Work Experience
 Foundations Week 1  Foundations Week 2  Career Exploration  JSST	 Work Experience  Work Experience  Work Experience

Various configurations of services based on needs.

Providers must be prepared to offer remote/virtual services given the current realities, even if they are hoping to provide a work experience in person.

## **2-5 Week service configurations.**

Students can participate in one SYF configuration this summer; services can begin after their school is out of session.

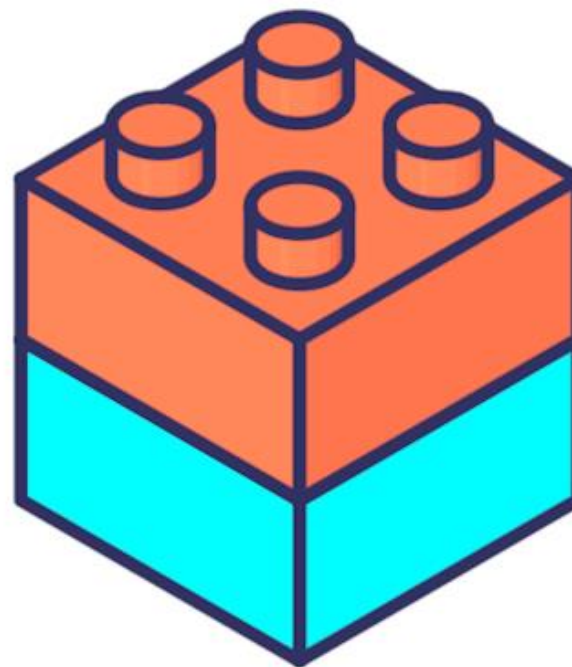
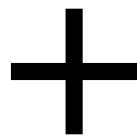
# Day One for Any Foundation

Providers will discuss expectations for services, including any technology orientation (technology used, how to engage, utilize chat features, etc.), attendance/behavior expectations, requirements for training stipend, and any other critical information based on service schedule.



# Bonus “Blocks”

Providers who have traditionally had addendum services, such as **Driver’s Training**, or **Activities of Daily Living** services, may do so in conjunction with Summer Youth Foundations at established rates (per the fee schedule or addendums) and service definitions, providing these remotely if needed.



Summer Youth Foundations shall not take place in a participant's home or property, at a park, or in a car.

Services cannot be provided over a phone call or text message.

If providing transportation, only one participant shall be transported at a time.



# Free Resources for all Foundations

“Charting the Course: Supporting the Career Development of Youth with Learning Disabilities”

<https://ldaamerica.org/wp-content/uploads/2013/10/career-devel-youth-disabilities-2010.pdf>

National Collaborative on Workforce and Disability for Youth

<http://www.ncwd-youth.info/>

Many free and downloadable publications for all topics, such as:

“By Youth For Youth Employment”

“Making My Way Through College”

“Working with Employers- Workplace Success”

“Am I Learning to Lead?”

“Guideposts for Success for Youth with Learning Disabilities”



# Free Resources for all Foundations

Workforce Innovation Technical Assistance Center:

<https://explore-work.com/>

Pathways to the Future from WVDVR:

<http://www.pathwayswv.org/docs/Pathways%20Pre-ETS%20Sample%20Lessons%20-%202019%20FINAL.pdf>

T-Folio

<https://www.cctstfolio.com/#/>

National Career Development Association

<https://www.ncda.org/aws/NCDA/pt/sp/resources>

# Foundations Week 1

## Focus on Self-Advocacy

Interactive activities

Videos and discussion

Role play

Explore accommodations

How and when to disclose disability

# Foundations Week 1

## Resources:

- Access to Success - <http://www.accesstosuccess.ku.edu/>
- This is Health Care Transition - <https://www.youtube.com/watch?v=b2Go8eziUQk&list=PL39DC164ACD3A1830>
- Center for Independent Futures - <http://www.independentfutures.com/school-and-agency-support.html?gclid=CKCMoKSSkNMCFZa2wAoddRsOAw>
- The Government Center - <http://www.youthhood.org/government/index.asp>
- PACER Center - <http://www.pacer.org/foryouthonly/> (Videos) & <http://www.pacer.org/foryouthonly/pacer-publications.asp>
- Job Accommodations Network - Multimedia Training Microsite - <http://askjan.org/training/library.htm>
- Envision IT - <http://nisonger.osu.edu/research/envision-it/curriculum/>
- <http://www.ncwd-youth.info/publications/youth-in-action-becoming-a-stronger-self-advocate/>

# Foundations Week 2

## Focus on Post-Secondary Options

Virtual college/career tech/apprenticeship videos

Discussions and interactive activities

Review FAFSA

# Foundations Week 2

## Resources:

- Overview of College Resources - <http://www.bestcolleges.com/resources/disabled-students/>
- To postsecondary education and employment for students and youth with disabilities - [https://www2.ed.gov/about/offices/list/opers/transition/products/postsecondary-transition-guide-2017.pdf?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www2.ed.gov/about/offices/list/opers/transition/products/postsecondary-transition-guide-2017.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
- FAFSA - <https://fafsa.ed.gov/>
- Guide to post-secondary educational training - <http://ood.ohio.gov/Portals/o/OOD%20Publications/s-3-consumer-college-handbook-8-13.pdf>



# Career Exploration

**Virtual job site tours**

**Remote informational interviews**

**Videos and discussion**

**Work inventories and/or vocational evaluations**

# Career Exploration

## Resources:

- 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](http://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](http://www.ocali.org/project/tg_aata/page/elsa_documents)
- Employment Related Questionnaire - [http://www.ocali.org/project/tg\\_aata/page/elsa\\_documents](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](http://www.youthhood.org/jobcenter/lw_index.asp)
- Transition to Work – Program Activity Guide - <http://www.afb.org/info/living-with-vision-loss/for-job-seekers/lesson-plans-for-%2oteachers-and-professionals/transition-to-work-program-activity-guide/1234>
- Informational Interview Guide - <http://www.independentfutures.com/school-and-agency-support.html?gclid=CKCMoKSSkNMCFZazwAoddRsOAw>
- Photo Career Quiz: <https://www.truity.com/test/photo-career-quiz>
- Virtual Events Platforms: [www.virtualjobshadow.com](http://www.virtualjobshadow.com) & [www.vfairs.com](http://www.vfairs.com)

# Job Seeking Skills Training (JSST)

**Remote services for job seeking skills training**

**Resume writing**

**Practice interviewing, mock interviews**

**Discussing social media presence**

**Preparing for remote interviews**



# Job Seeking Skills Training (JSST)

## Resources:

- Quality Work-Based Learning Toolkit - [http://www.newwaystowork.org/qwbl/tools/kcktoolkit/print\\_toolkit.pdf](http://www.newwaystowork.org/qwbl/tools/kcktoolkit/print_toolkit.pdf)
- The work-based learning self-assessment tool - <http://www.jff.org/publications/work-based-learning-self-assessment-tool>
- New Ways to Work – Quality Work-Based Learning - <http://www.newwaystowork.org/qwbl/tools/index.html>
- 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>

# Work Experience

Consider workplace availability, health and safety best practices

Consider limiting to 1-2 per social distancing guidelines

Open to meaningful "volunteer sites" such as food banks; write [crpvendor@ood.ohio.gov](mailto:crpvendor@ood.ohio.gov) for consideration and approval

May not be an option pending summer circumstances

May be more likely toward end of summer

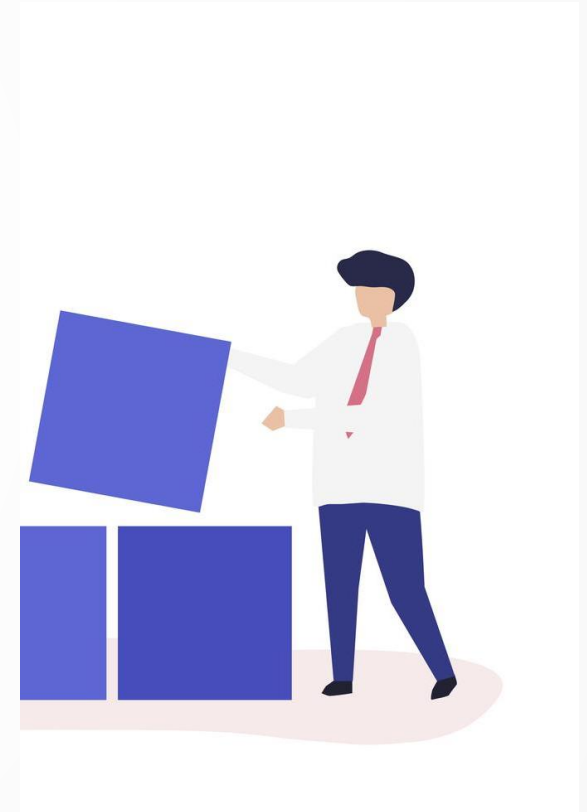
Must provide PPE to participants and staff

Must follow Ohio Department of Health guidelines

Provider is responsible for ensuring student safety

# Provider Planning & Responsibilities

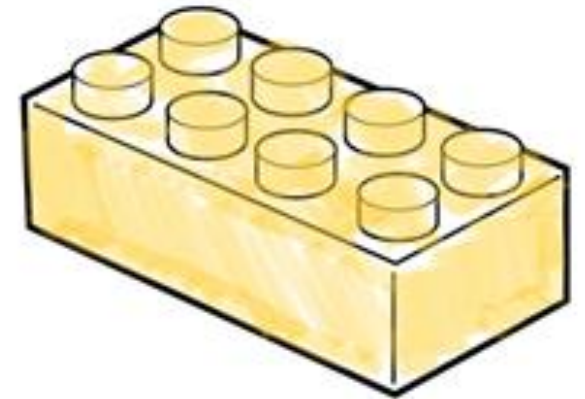
- ▶ Providers will determine what they can provide and how—this includes the number of weeks, the group configuration, the schedules, and the service delivery
- ▶ Providers should contact their work sites and their referrals
- ▶ Providers will group the students based on availability and service needs
- ▶ These are still group services; a 4:1 ratio is generally expected; Counselor approval is needed for 1:1 service



# Provider Planning & Responsibilities

28

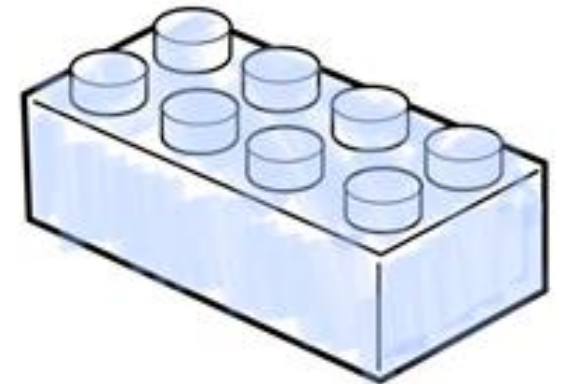
- ▶ Providers will communicate directly with the referring VR Staff with information about the groups, times, location, service delivery methods, and any changes no less than one week before the services starts using a Participant Update form.
- ▶ At least one week before services begin, provider will check with participants to verify technology is in place, and any required websites or apps are in place ahead of services beginning. Technology and any websites or apps should be in place before start of services.
- ▶ Upon request, Providers will give the link to remote services to VR Staff so that service observation can be completed– similar to the site visits.
- ▶ Providers must ensure that Staff are trained to supervise youth, provide remote services, as well as complete VR reports.
- ▶ Transportation shall only be provided to one student at a time.



# Provider Planning & Responsibilities

29

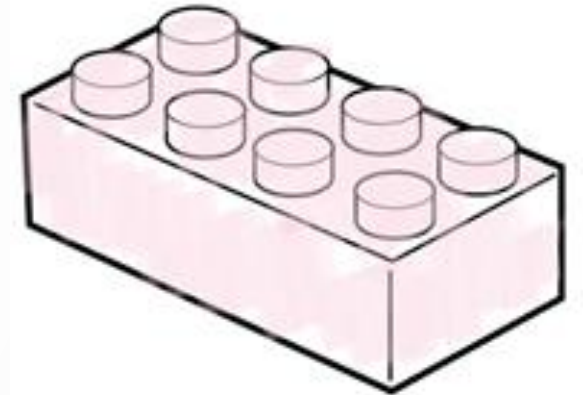
- ▶ In-person services: must remain on site and supervise youth the entire duration of service.
- ▶ In-person services: must provide PPE and follow guidance of the Ohio Department of Health.
- ▶ Remote services: must have direct contact to be billable- “homework”, assignments, or independent study is not billable.
- ▶ Communicate with referring VR Staff if Participant is absent from services or has difficulty participating or engaging in services.
- ▶ Only VR Supervisors can approve adjustments to service time.



# Provider Planning & Responsibilities

30

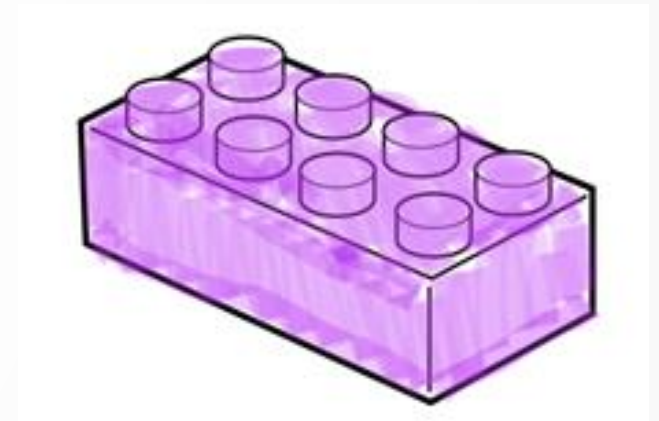
- ▶ If an individual is experiencing symptoms of COVID-19, or tests positive, please refer to the Ohio Department of Health guidance at <https://coronavirus.ohio.gov/wps/portal/gov/covid-19/resources/CDC-Updates/>
- ▶ A Significant Incident Report Form (SIRF) is not required for a positive diagnosis or symptoms (reporting should have been made to the local health department by the individual's treatment provider).
- ▶ In cases of life-threatening circumstances, providers should follow appropriate emergency protocol. Contact with the counselor/coordinator should also occur. A SIRF would be required for an expressed suicidal ideation or a referral for a wellness check.



# VR Staff Planning & Responsibilities

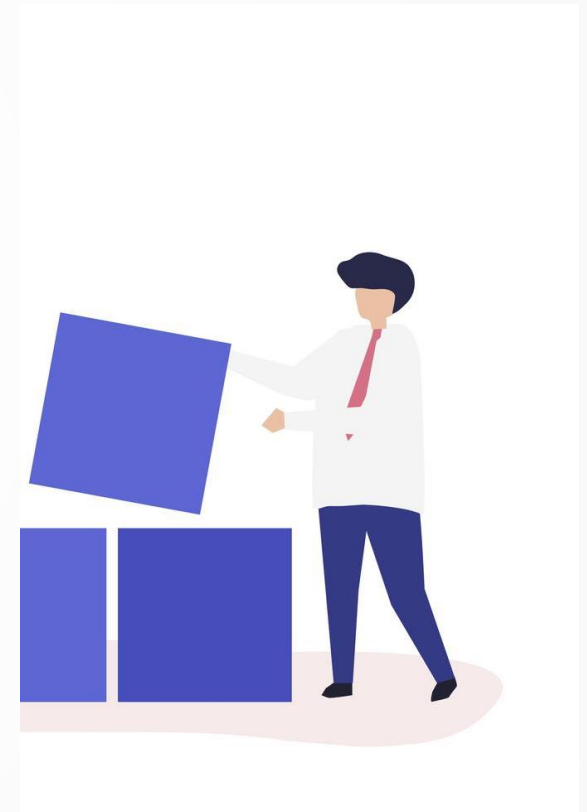
31

- ▶ Draft the appropriate authorizations based upon receipt of the Summer Youth Foundations Participant Update, which could include:
  - ▶ Intake
  - ▶ Summer Youth Foundations & Training Stipend
  - ▶ Transportation
  - ▶ (Examples Slide 41 & 42)
- ▶ Communicate with your participant and his/her caregivers
- ▶ Generally, a student will remain with the provider they have selected and have been referred to. An informed choice conversation may occur if a provider is not providing any Summer Youth Foundations services or by student request.
- ▶ Informed choice includes a student choosing to participate in the community, remotely, or delaying services



# VR Staff Planning & Responsibilities

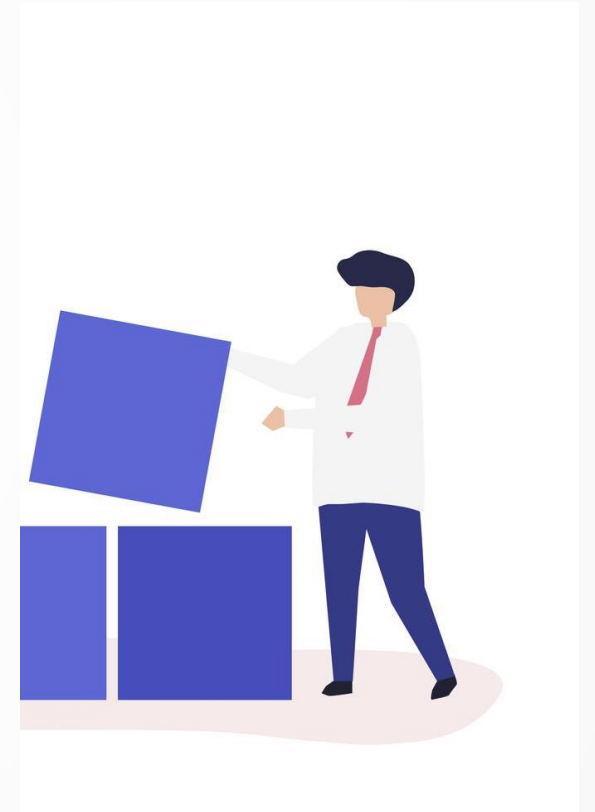
- ▶ Attach the Summer Youth Foundations Participant Update directly into a case note.
- ▶ Work with provider to schedule and attend final week of service Report Out meeting.
- ▶ Schedule a staffing
- ▶ Expectations: Just remember that summer will be different this year.





# Report Out

- ▶ During the final week of service, VR Staff will join the remote service for a Report Out.
- ▶ This is an opportunity to ask participant what they learned
- ▶ Providers should plan with the students to have a structured discussion/presentation on what they learned, what surprised them, what they would like to do next, etc.



# Site Information Collection

- ▶ We expect the sites will change – Providers should communicate directly with the VR staff who made the referral
- ▶ The SY Site Tool will no longer be maintained for distribution
- ▶ Email the Summer Youth Foundations Participant update directly to the referring VR Staff



# Participant Update Form

## Summer Youth Foundations Participant Update

Provider:

Provider Staff:

Participant (individual):

Counselor/coordinator:

Week	"Building Block" Service	Schedule (dates and times)	Delivery Method*
Week 1	Choose an item.		
Week 2	Choose an item.		
Week 3	Choose an item.		
Week 4	Choose an item.		
Week 5	Choose an item.		

\*For Delivery Method, note specific technology utilized (e.g. Zoom, Google Classroom, etc.) or if in person. If in person, note site name and location in this field.

Send to counselor/coordinator via secure e-mail only. Only one participant per form.

Additional information:



# Individualized Plan for Employment

- Clones are **not** required to update the service subcategory on the IPE to “Summer Youth Foundations” if “Summer Youth Career Exploration” or “Summer Youth Work Experience” is on the plan.
- **New plans/clones must use “Job Readiness Training” as the service category with “Summer Youth Foundations” as the service subcategory.**
  - **NEW** If the provider is unknown, indicate: “Various: Based on available, qualified providers.” **DO NOT** use “To Be Determined” any longer.
- **NEW** If the IPE has a provider listed as “To Be Determined” or “Various: Based on Available, Qualified Providers”, VR Staff/Contractor must clone the IPE to specify the provider; however, the clone is **not necessary** prior to authorization.
  - **NEW** Instead, case note the selected provider in the case record and complete the clone by the next annual review.

# Remote Services Best Practices

## Individualized Service Delivery

- For any technology being utilized, consider the ease of use and appropriateness of the technology for the participant, the protection of CPI, as well as any costs that may exist.
- Remote services must be direct services to participants through Skype, Facetime, or other electronic communication. Summer Youth Foundations cannot be delivered via text messages or phone calls.
- Services must involve a staff person in direct communication with the participant.

# Remote Services Best Practices

## Protecting Confidentiality

- Providers are encouraged to notify participants that third-party applications potentially introduce privacy risks, and providers should enable all available encryption and privacy modes when using such applications. Both parties (participant and provider) should mutually agree not to film/record conversations or photo/screenshot services in order to protect the confidentiality of their sessions.
- At the beginning of each session, specifically discuss with the participant who is in the area (both for the participant and the provider) so that the privacy of the discussion can be appropriately maintained.
- Ensure the participant understands that confidentiality is limited to who may be on the receiving end of any video/FaceTime/Skype/electronic communication.



# Remote Services Best Practices

## Environmental Considerations

- Emphasize the importance of a quiet environment to the best of the participant's ability during remote service delivery.
- Follow appropriate dress codes for any video, which includes no identifying information (e.g. home address etc.), no other people in the video (e.g. family members), and ensure focus remains on the service being delivered (e.g. not working on other cases at the same time.).

# Remote Services Best Practices

## Tools that can be used:

- Zoom
- FaceTime
- Google Hangouts
- Microsoft TEAMS
- Skype
- Google Classroom



# Service Rates

Service Description	Number of Participants(#)				Unit (Duration)
	1 (100%)	2 (54%)	3 (41%)	4 (33%)	
Intake	\$120.00	N/A	N/A	N/A	Flat Fee
Summer Youth Foundations	\$1,212.00	\$654.48	\$496.92	\$399.96	Flat Fee (Week)
Vocational Training Stipend	\$1.00	N/A	N/A	N/A	6 minutes
Transportation	\$5.40	N/A	N/A	N/A	6 minutes

# Referrals and Authorizations

- VR Staff can begin drafting authorizations upon receipt of the Summer Youth Foundations Participant Update.
- Generally, a student will remain with the provider they have selected and have been referred to. An informed choice conversation may occur if a provider is not providing any Summer Youth Foundations services or by student request.
- Students and families will consider health and safety and are not required to participate in community work experience or remote services.
- Other Fee Schedule services, such as Non-permanent Job Development, are available.

# Service Authorization and Invoices

OOD will issue one authorization for the whole service

- Up to five weeks for Summer Youth Foundations & Training Stipend on the same Authorization
- Providers may invoice at the mid-point or at the end of the service
- Transportation is issued on a separate authorization
- Intake is issued on a separate authorization

# Service Authorization and Invoices

	DELIVERY OR BEGIN (DATE)	<u>--- COMPLETED FOR INCREMENTAL SERVICES ONLY ---</u> END (DATE)	AT (RATE)	# OF UOS	AMOUNT AUTHORIZED	AMOUNT BILLED
<b>JOB READINESS TRAINING - SUMMER YOUTH FOUNDATIONS (INDIVIDUAL)</b>						
<b>AUTHORIZED</b>	06/01/20	07/04/20	\$1,212.00	5	\$6,060.00	
<b>BILLED</b>						
<b>JOB READINESS TRAINING – FOUNDATIONS TRAINING STIPEND</b>						
<b>AUTHORIZED</b>	06/01/20	07/04/20	\$1.00	600	\$600.00	
<b>BILLED</b>						
<b>AUTHORIZED</b>						
<b>BILLED</b>						
<b>TOTAL</b>						
<b>SPECIALIST INSTRUCTIONS:</b>						

# Service Authorization and Invoices

	DELIVERY OR BEGIN (DATE)	<u>--- COMPLETED FOR INCREMENTAL SERVICES ONLY ---</u> END (DATE)	AT (RATE)	# OF UOS	AMOUNT AUTHORIZED	AMOUNT BILLED
<b>JOB READINESS TRAINING - SUMMER YOUTH FOUNDATIONS (GROUP)</b>						
<b>AUTHORIZED</b>	06/01/20	07/04/20	\$654.48	3	\$1,963.44	
<b>BILLED</b>						
<b>JOB READINESS TRAINING – FOUNDATIONS TRAINING STIPEND</b>						
<b>AUTHORIZED</b>	06/01/20	07/04/20	\$1.00	360	\$600.00	
<b>BILLED</b>						
<b>AUTHORIZED</b>						
<b>BILLED</b>						
<b>TOTAL</b>						
<b>SPECIALIST INSTRUCTIONS:</b>						

# Vocational Training Stipend

- The Vocational Training Stipend will be included on the service report (not a separate form)
- Participant will receive the Vocational Training Stipend for all Foundations modules (not just the work experience)
- Provider must attest to the time Participant received services, and that this was reviewed with participants and agreed upon; Participant does not have to sign the form
- The training stipend must not be communicated as a wage
- VTS counts as unearned income for SSI
  - VR Staff must make sure participant and family understands this and has the option to decline the wage or training stipend
  - This conversation should be documented in the case note.

# Report – Page 1

Provider Information Street Address City, State, Zip Fiscal Contact Telephone # Fiscal Contact Email	Opportunities for Ohioans with Disabilities (OOD) 150 East Campus View Boulevard, 3RD Floor Columbus, OH 43225 614.438.1200 crpvendor@ood.ohio.gov	
Authorization #		1234567890
Provider Invoice #		Sample1
Individual's Name	Noah Blake	
Provider Staff Name(s)	Faith Phillips	
Name of Person Completing Report	Faith Phillips	
Invoice Date		07/31/20
Invoice Status		Final
Service Start Date		06/01/20
Service End Date		07/31/20
Summer Youth Foundations Service		\$3,975.36
Summer Youth Foundations Stipend		\$3,000.00
Bilingual Supplement	Yes	\$397.54
Invoice Total		\$7,372.90

# Report – Page 2

Block 1: Service			A					Self-Advocacy & Reasonable Accommodation
Date	Start Time	End Time	Less Time (In Minutes)	Total Units	# People (MAX 4)	Staff Initials	Contact Method	
06/01/20	9:00 AM	8:30 AM		0	1	FEP	Zoom	<p>Benchmarks: Instructive methods must be interactive. Comments should address topics discussed, activities, class assignments, specific individual's participation, and any potential vocational barriers which may require additional intervention (e.g. individual refuses to follow instructions, does not participate, does not log in on time etc.)</p> <p>* Self-Advocacy 1. Role Playing Activities</p> <p>* Reasonable Accommodations 1. Disclosure: What are they? When and how do I ask for them?</p>
								<b>Block 1: Weekly Summary</b>
				1			Zoom	<p>Discussed what reasonable accommodations are and how to ask for them. Students took turns acting as an employer and a person asking for an accommodation. The typical accommodation process was discussed including what types of documentation may be needed. Discussed resources to find out more about accommodations such as the Job Accommodation Network (JAN). Provided a tour of JAN's website showing specific examples of accommodations for specific industries. Created an advocacy self-plan outlining specific goals each student has and what some actions steps might include. Each student presented their advocacy plan to the group. Noah was attentive every day. He participated in questions. Sometimes he needed to be re-directed to topics and reminded to give other people opportunities to answer.</p>
06/02/20	9:00 AM	9:06 AM						
06/03/20	9:00 AM	9:12 AM		2			GoToMeeting	<b>Business Location (Work Experiences)</b>
06/04/20	9:00 AM	9:18 AM		3			Skype	
06/05/20	9:00 AM	11:30 AM	1	24			Google Class	



# Report – Page 3

By selecting or typing Yes (to the right) the Provider acknowledges that the times entered above for the Foundations Training Stipend have been reviewed with the individual and that the individual has provided a verbal acknowledgment that the information is correct.

Yes

Block 2: Service							B	Post-Secondary Options
Date	Start Time	End Time	Less Time (In Minutes)	Total Units	# People (MAX 4)	Staff Initials	Contact Method	
06/10/20	9:00 AM	9:30 PM		0	2	FEP	Face Time	<b>Block 2: Weekly Summary</b>
06/11/20	9:00 AM	9:36 AM		6		FEP	Face Time	Group discussed how to apply to college and what type of documentation may be needed, e.g. ACT/SAT, high school transcripts, letters of recommendation, etc. Group also discussed how to apply for financial aid. Students were directed to the .S. Department of Education FAFSA website. Students also reviewed local college websites (NSCC, Defiance College, BGSU). Students also were able to take the Compass skills assessment. Students looked at local trade schools and apprenticeship programs, e.g. electrical, construction, welding. Noah stated he was interested in business management. He was able to find the degree requirements and looked at specific classes that are required for the degree program.
06/12/20	9:00 AM	9:42 AM		7		FEP	Face Time	<b>Business Location (Work Experiences)</b>
06/13/20	9:00 AM	9:49 AM		9		FEP	Google Class	
06/14/20	9:00 AM	8:30 AM		0		FEP	Google Class	

Benchmarks: Instructive methods must be interactive. Comments should address topics discussed, activities, class assignments, specific individual's participation, and any potential vocational barriers which may require additional intervention (e.g. individual refuses to follow instructions, does not participate, does not log in on time etc.)

\* Post-Secondary Options

1. Virtual tours of college, trade school, and apprenticeship programs

# Report – Page 4

By selecting or typing Yes (to the right) the Provider acknowledges that the times entered above for the Foundations Training Stipend have been reviewed with the individual and that the individual has provided a verbal acknowledgment that the information is correct.

Yes

Block 3: Service			C				Career Exploration	
Date	Start Time	End Time	Less Time (In Minutes)	Total Units	# People (MAX 4)	Staff Initials	Contact Method	Benchmarks: Instructive methods must be interactive. Comments should address topics discussed, activities, class assignments, specific individual's participation, and any potential vocational barriers which may require additional intervention (e.g. individual refuses to follow instructions, does not participates, does not log in on time etc.) * Resume Writing 1. What should I include? 2. What if I don't have a lot of work experience? 3. Different types of resumes (Chronological, Skills Based, Picture/Video, etc.) * Social Media- What you do off the job can cause problems on the job. * Interview Skills 1. Common Questions 2. Hard Questions (Strengths/Weaknesses, lack of work history, work gaps, etc.) * Mock Interviews * Remote Interviewing: Process & Etiquette
06/25/20	9:00 AM	9:54 AM		9	3	FEP	Google Class	<b>Block 3: Weekly Summary</b>
06/26/20	9:00 AM	9:55 AM		10		FEP	Google Class	Students completed interest inventories on the first day. Potential job classifications were identified. Students researched occupations on the OhioMeansJobs. Students were asked to look on the internet to find local businesses hiring for different positions. Students then made calls to the businesses and asked questions about possible job openings. Students were asked to make a presentation to other students about what they learned about the jobs they looked at. Noah stated that he liked the retail sales manager interview the best. He reported out bout the educational and experience needed for the job. (Interest Inventory attached.)
06/27/20	10:00 AM	12:30 PM		25		FEP	Google Class	<b>Business Location (Work Experiences)</b>
06/28/20	10:00 AM	1:30 PM	30	30		FEP	Google Class	
06/29/20	9:00 AM	1:06 PM		41		FEP	Google Class	

# Report – Page 5

By selecting or typing Yes (to the right) the Provider acknowledges that the times entered above for the Foundations Training Stipend have been reviewed with the individual and that the individual has provided a verbal acknowledgment that the information is correct.

Yes

Block 4: Service			D					Job Seeking Skills Training
Date	Start Time	End Time	Less Time (In Minutes)	Total Units	# People (MAX 4)	Staff Initials	Contact Method	
07/20/20	9:00 AM	8:30 AM		0	4	FEP	Skype	<p>Benchmarks: Instructive methods must be interactive. Comments should address topics discussed, activities, class assignments, specific individual's participation, and any potential vocational barriers which may require additional intervention (e.g. individual refuses to follow instructions, does not participate, does not log in on time etc.)</p> <ul style="list-style-type: none"> <li>* Resume Writing                             <ol style="list-style-type: none"> <li>1. What should I include?</li> <li>2. What if I don't have a lot of work experience?</li> <li>3. Different types of resumes (Chronological, Skills Based, Picture/Video, etc.)</li> </ol> </li> <li>* Social Media- What you do off the job can cause problems on the job.</li> <li>* Interview Skills                             <ol style="list-style-type: none"> <li>1. Common Questions</li> <li>2. Hard Questions (Strengths/Weaknesses, lack of work history, work gaps, etc.)</li> </ol> </li> <li>* Mock Interviews</li> <li>* Remote Interviewing: Process &amp; Etiquette</li> </ul>
<b>Block 4: Weekly Summary</b>								
07/21/20	9:00 AM	9:30 PM		0		FEP	Skype	Students reviewed common interview questions. Students were given an assignment to bring a list of jobs that they have done, paid or unpaid, to begin preparing a resume. Group worked on resumes, each student shared their screens (minus contact information) and Staff offered suggestions on how to improve them. On Day 3 students did role plays with one student being an interview and another being a job seeker. Other students observed and offered suggestions after the interviews. Students were asked to gauge their comfort during an interview and then to discuss how they can prepare for the next interview. Discussion also was held about social media with examples of people who have lost jobs because of things posted on Facebook and other social media platforms. Students were shown how to set filter to prevent potential employers being able to see their personal profiles.
07/22/20	9:00 AM	9:36 AM		6		FEP	Skype	<b>Business Location (Work Experiences)</b>
07/23/20	9:00 AM	9:59 AM		10		FEP	Skype	
07/24/20	9:00 AM	12:00 PM	18	27		FEP	Skype	

# Report – Page 6

By selecting or typing Yes (to the right) the Provider acknowledges that the times entered above for the Foundations Training Stipend have been reviewed with the individual and that the individual has provided a verbal acknowledgment that the information is correct.

Yes

Block 5: Service			E				Work Experience	
Date	Start Time	End Time	Less Time (In Minutes)	Total Units	# People (MAX 4)	Staff Initials	Contact Method	
07/20/20	9:00 AM	1:00 PM	60	30	1	FEP	In Person	<p>Benchmarks: Instructive methods must be interactive. Comments should address topics discussed, activities, class assignments, specific individual's participation, and any potential vocational barriers which may require additional intervention (e.g. individual refuses to follow instructions, does not participate, does not log in on time etc.)</p> <ul style="list-style-type: none"> <li>* Health &amp; Safety Procedures                             <ol style="list-style-type: none"> <li>1. Social Distancing</li> <li>2. What do I do if I am not feeling well? e.g. call-off procedures</li> </ol> </li> <li>* Job Tasks</li> <li>* Employer Expectations</li> </ul>
07/21/20	9:00 AM	8:30 AM		0		FEP	In Person	
07/22/20	9:00 AM	11:00 AM		20		FEP	In Person	
07/23/20	10:00 AM	12:00 PM		20		FEP	In Person	
07/24/20	9:00 AM	11:00 AM		20		FEP	In Person	
<b>Block 5: Weekly Summary</b>								Participants worked at a retailer and performed the following tasks: retrieving and cleaning carts, stocking shelves, cleaning bathrooms, and performing basic customer service functions. Noah did well and was able to work independently with relatively few prompts. Noah was able to follow work rules including safety, was able to demonstrate appropriate work behaviors, was able to accept supervision from store Manager/Job Coach.
<b>Business Location (Work Experiences)</b>								ABC Retailer, Defiance, OH

By selecting or typing Yes (to the right) the Provider acknowledges that the times entered above for the Foundations Training Stipend have been reviewed with the individual and that the individual has provided a verbal acknowledgment that the information is correct.

Yes

**FINAL SUMMARY (Only required for the final report and invoice.)**

# Report – Page 6

<b>Individual's Self-Assessment</b>	Noah said that he learned a lot during summer youth. Specifically, he stated that he found that there were some different types of jobs that he had not considered before such as bookkeeper, account clerk, sales manager. He indicated that he had looked at the local colleges, e.g. Northwest State Community College and what would be required to get a degree in business management. He also learned how to apply for financial aid.
<b>Provider's Overall Summary &amp; Recommendations</b>	Provider feels that Noah demonstrated sufficient focus and concentration to be able to successfully participate in the sessions. Noah asked questions. He also provided positive feedback to fellow Participants. During the work portion students were able to work on site at a local retailer. Noah was assigned to collecting carts, stocking shelves, etc. He was able to perform all job tasks with minimal prompting. He was also able to demonstrate appropriate workplace behavior, attire, and followed the businesses safety rules. Recommendation is that Noah can benefit from a non-permanent job during his last year of high school and or during college.

# Reports

Block 1: Service								
Date	Start Time	End Time	A B C D E					
			Less Time (In Minutes)	Total Units	# People (MAX 4)	Staff Initials	Contact Method	
				0				<b>Block 1</b> Select the type of services provided during the week, choices are A, B, C, D, or E. A for Self-Advocacy, B for Post-Secondary Options, C for Career Exploration, D for Job Seeking Skills Training, or E for Work Experience.
				0				
				0				
<b>Block 1: Weekly Summary</b>								



# Reports

Block 1: Service			A					Self-Advocacy & Reasonable Accommodation
Date	Start Time	End Time	Less Time (In Minutes)	Total Units	# People (MAX 4)	Staff Initials	Contact Method	
06/01/20	9:00 AM	8:30 AM		0	1	FEP	Face Time	<p>Benchmarks: Instructive methods must be interactive. Comments should address topics discussed, activities, class assignments, specific individual's participation, and any potential vocational barriers which may require additional intervention (e.g. individual refuses to follow instructions, does not participates, does not log in on time etc.)</p> <p>* Self-Advocacy</p> <ol style="list-style-type: none"> <li>1. Role Playing Activities</li> </ol> <p>* Reasonable Accommodations</p> <ol style="list-style-type: none"> <li>1. Disclosure: What are they? When and how do I ask for them?</li> </ol>
<b>Block 1: Weekly Summary</b>								
				1		FEP	Zoom	<p>Discussed what reasonable accommodations are and how to ask for them. Students took turns acting as an employer and a person asking for an accommodation. The typical accommodation process was discussed including what types of documentation may be needed. Discussed resources to find out more about accommodations such as the Job Accommodation Network (JAN). Provided a tour of JAN's website showing specific examples of accommodations for specific industries. Created an advocacy self-plan outlining specific goals each student has and what some actions steps might include. Each student</p>

# Reports

- # People is the maximum size of the group for the week
- Participant & Provider Summaries are only required for the final report
- Providers must agree to (Select Yes) for the Foundations Training Stipend to be added to the invoice

By selecting or typing Yes (to the right) the Provider acknowledges that the times entered above for the Foundations Training Stipend have been reviewed with the individual and that the individual has provided a verbal acknowledgment that the information is correct.

Yes



# Reports

- The summaries are important. They provide recommendations for future services.

## FINAL SUMMARY (Only required for the final report and invoice.)

### Individual's Self-Assessment

Noah said that he learned a lot during summer youth. Specifically, he stated that he found that there were some different types of jobs that he had not considered before such as bookkeeper, account clerk, sales manager. He indicated that he had looked at the local colleges, e.g. Northwest State Community College and what would be required to get a degree in business management. He also learned how to apply for financial aid.

### Provider's Overall Summary & Recommendations

Provider feels that Noah demonstrated sufficient focus and concentration to be able to successfully participate in the sessions. Noah asked questions. He also provided positive feedback to fellow Participants. During the work portion students were able to work on site at a local retailer. Noah was assigned to collecting carts, stocking shelves, etc. He was able to perform all job tasks with minimal prompting. He was also able to demonstrate appropriate workplace behavior, attire, and followed the businesses safety rules. Recommendation is that Noah can benefit from a non-permanent job during his last year of high school and or during college.

# Reports

- Summaries should match with what is reported in the weekly summary
- Example: Weekly summary says that the student struggled with basic tasks, following directions, getting along with co-workers throughout the service but the final summary says that they are ready for CIE and should be placed into JD.
  - Better: Student had some difficulties adjusting to the work site and getting along with co-workers. Recommend student repeat SYWE next year to gauge improvements in behaviors and ability to work better with others. Student may also benefit from some work adjustment prior to entering JD.

# Reports

- Summaries should match with what is reported in the weekly summary
- Example: They did a good job.
  - Student did a great job. He was able to exceed employer's performance and quality standards. He made 2 over the employer's expectations (12/10 per hour) with 80% accuracy. Employer standard is 70% accuracy. He was able to take instruction from supervisor and co-workers. He is ready to move into JD. He may even have an opportunity to be hired by the host site.

# Provider Direct Staff Training

- Thursday, May 14 @ 9:30 AM
- [Direct Service Staff Training Link](#)



Contact scheduled worksites and confirm availability



Work with students and families to organize schedules



Communicate with VR Staff about the referrals and if guidance is needed



Determine what technology and resources will work best for your organization to provide remote services



Train staff to support in-person and remote learning to ensure meaningful outcomes

## Next Steps for Providers

# Next Steps for VR Staff

Receive	Receive Participant Update Form from providers
Communicate	Communicate with participants and their families
Draft	Draft authorizations
Coordinate	Coordinate with providers to schedule report outs and staffings

# Provider & Contract Management Unit (PCMU)

- Northeast: Ronna Woods, 216.227.3284  
[ronna.woods@ood.ohio.gov](mailto:ronna.woods@ood.ohio.gov)
- East Central: Melanie Seckler, 330.915.2019  
[melanie.seckler@ood.ohio.gov](mailto:melanie.seckler@ood.ohio.gov)
- Southeast: Jennifer Pollard, 740.274.4021  
[jennifer.pollard@ood.ohio.gov](mailto:jennifer.pollard@ood.ohio.gov)
- Southwest: Ginger Scaife, 513.453.2707  
[ginger.scaife@ood.ohio.gov](mailto:ginger.scaife@ood.ohio.gov)
- Northwest: James Gears, 419.861.8855  
[james.gears@ood.ohio.gov](mailto:james.gears@ood.ohio.gov)

# Questions?

Parking Lot questions will be  
addressed in an FAQ







# Access to Technology

Julie Hance, Supervisor

Supported Employment & Transition Unit