



Community-Based Instruction Best Practices Guide

Introduction: Community-Based Instruction (CBI) is a powerful approach to preparing high school students with disabilities for life beyond school. These programs create authentic opportunities for students to develop essential independent living skills, explore community resources, and build confidence through real-world experiences. This guide outlines best practices for planning, delivering, and evaluating CBI programs, with an emphasis on collaboration, programs being feedback informed, and consistency with flexibility.

Program Overview:

- Target Group: 8-12 high school students with disabilities
- Number of Sessions: 4 to 12 per year
- Session Duration: 1 to 3 hours

Program Objectives:

1. Enhance Practical Living Skills: Teach students essential skills like budgeting, shopping, and using public transportation.
2. Increase Awareness of Community Resources: Introduce students to services such as local Independent Living Centers, vocational rehabilitation services, and public amenities.
3. Foster Independence: Encourage self-reliance through hands-on activities in real-world settings.
4. Social Skills Development: Provide opportunities for students to interact with peers and community members in diverse settings.

Best Practices for Program Implementation:

1. **Planning and Collaboration:**

- Effective CBI starts with strong planning and coordination among Providers, LEAs, OVR District Offices, families, and students. Teams should:

- Use a CBI Proposal Template to plan learning goals, session logistics, and accommodations
- Distribute and collect intake packets well before programming begins
- Distribute pre-participation surveys to students and families.
- Required intake documents include:
 - OVR 244: Pre-ETS Request
 - OVR 407A: Consent to Use of Picture and/or Voice
 - OVR 132: Authorization for Disclosure to OVR
 - OVR 163: Request for Release of Confidential Info
 - Provider Intake Form (if applicable)

2. **Inclusive and Accessible Learning:** Ensure all activities are physically and cognitively accessible. Materials should be adapted as needed so every student can participate meaningfully, regardless of ability.

3. **Community Integration** is vital for helping students familiarize with real-world environments they might frequent as independent adults. For effective community-based instruction, incorporate visits to a diverse array of locations, including:

- Office of Vocational Rehabilitation (OVR): Showcase vocational support services available to students with disabilities.
- Laundromats: Teach essential self-care and domestic skills, such as operating washing machines and managing routine tasks.
- Libraries: Promote the use of community educational resources, access to information, and lifelong learning.
- Community Food Banks: Highlight community support systems, opportunities for volunteering, and the importance of social responsibility.
- Banks or Credit Unions: Educate on financial literacy, including conducting transactions, banking services, and the basics of personal finance.
- Grocery Stores: Practice important life skills such as budgeting, nutritional planning, and interacting with store personnel.
- County Assistance Offices: Provide insights into government assistance programs and how to navigate these systems.

- Public Transportation Facilities: Teach students how to navigate bus routes, read schedules, and purchase tickets, promoting mobility independence.
- Parks and Recreational Facilities: Engage in activities that encourage physical health and wellness while using public spaces.
- Post Offices: Introduce basic postal services, such as mailing letters and packages, which are essential for personal and professional communication.
- Local Restaurants or Cafes: Practice social and dining etiquette, menu reading, ordering meals, and understanding tipping.
- Hospitals or Health Clinics: Familiarize students with health care services, making appointments, and the importance of regular health check-ups.
- Clothing Stores: Navigate retail environments to select and purchase clothing, manage budgets, and understand consumer rights.
- Theaters or Cultural Centers: Enhance social interactions, cultural appreciation, and leisure activities within community settings.

4. **Interactive Learning:** These topics ensure that on days when community outings are not scheduled, students are still actively engaged in learning crucial life skills that complement their experiences from community visits. This holistic approach equips them with a well-rounded skill set for independent living. Lessons may be adapted or swapped if schools already cover certain topics. When changes are made, finalized lesson outline must be submitted in Word format to OVR and P2P leads.

- Incorporate hands-on activities that require active participation, like conducting a transaction, planning a route using public transport, or preparing a simple meal with groceries.
- Use role-playing or simulations to reinforce learning and provide a safe environment for practicing new skills.
- Topics for interactive learning sessions may include:
 - Personal Finance Management:
 - Discuss budgeting basics, managing a bank account, understanding credit, and planning for future expenses.

- Simulate shopping experiences with a budget constraint to apply mathematical skills in practical scenarios.
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- Health and Wellness:
 - Cover topics such as nutrition, personal hygiene, basic first aid, and mental health awareness.
 - Encourage participation in interactive activities like cooking demonstrations or wellness workshops.
- Public Safety and Awareness:
 - Educate on personal safety tips, understanding community warning systems, and how to interact with emergency services.
 - Role-play scenarios like reporting an incident to the police or seeking help in emergencies.
- Communication Skills:
 - Enhance verbal and non-verbal communication, including making phone calls, writing emails, and effectively expressing needs and opinions.
 - Practice these skills through role-playing interviews, making appointments, or interacting with guest speakers.
- Social Skills and Etiquette:
 - Teach social norms, relationship building, conflict resolution, and appropriate behavior in various social settings.
 - Utilize group activities to foster teamwork and peer interaction, enhancing cooperative skills.
- Digital Literacy:
 - Provide training on using computers and the internet safely, utilizing online resources, and understanding digital footprints.

- Engage in hands-on activities like creating a simple document, setting up an email account, or learning to navigate social media responsibly.
- Legal Rights and Responsibilities:
 - Inform about legal rights as a citizen, understanding contracts (like leases, employment agreements), and navigating public systems.
 - Discuss the importance of civic participation, including voting and community involvement.
 - Transportation and Mobility Training:
 - Discuss different modes of public transportation, reading schedules, planning trips, and safety while commuting.
 - Use technology to plan a trip using public transportation from home to a desired location.
 - Household Management:
 - Teach essential skills like meal planning, basic cooking, cleaning, laundry, and home maintenance.
 - Conduct practical sessions where students can engage in cooking a meal or organizing a living space.
 - Cyber Safety and Security:
 - Introduce students to common online risks such as phishing, scams, and viruses. Discuss the importance of maintaining privacy and the potential consequences of oversharing personal information.
 - Teach students how to identify secure websites, the importance of not clicking on unknown links, and the basics of using secure and private browsing modes.
 - Guide students through setting strong passwords, the dangers of public Wi-Fi, and how to use two-

factor authentication to enhance their online accounts' security.

- Discuss the implications of social media interactions, how to manage digital footprints, and the importance of customizing privacy settings on various platforms.

5. Obtaining a PA State ID or REAL ID: Helping students obtain a Pennsylvania State ID or REAL ID is a meaningful step toward building their independence and preparing them for real-world responsibilities. This simple but important milestone can open doors to employment, banking, travel, and more. That's why it's essential for Providers, LEAs, and OVR District Offices to collaborate and plan ahead in ways that work best for the students and families they serve.

- Organize a group visit to the DMV as part of your CBI schedule. Notifying parents well in advance gives them the opportunity to attend, which is especially important for students under 18 who require a parent or guardian present. This approach allows many students to obtain their IDs in one coordinated effort, making it efficient and empowering.
- Offer 1:1 DMV support to students and families who can't attend a group visit. Meeting them individually helps ensure every student gets the support they need at a time that works best for them.
- These are just two examples, there may be other creative and flexible ways to support your students. The key is to work as a team, Providers, OVR staff, and LEAs, to develop a plan that is thoughtful, inclusive, and tailored to your students' needs.
- If you contact Hillary Hubbell at hhubbell@pa.gov, in advance of your trip to the DMV, she can reach out to her DMV contact to let the center know to expect you. While this may help with wait times, it cannot be guaranteed.

6. Feedback and Reflection: Following each session, debrief with students to help them connect the experience to real-life skills. Use standardized reflection forms to:

- After each outing, hold a debrief session where students can discuss what they learned, share experiences, and suggest improvements.
- Encourage students to reflect on how they can apply the skills learned in their daily lives.

- These reflections should be captured in the Student Reflection Log and the Professional Reflection Log that will be completed by both the students, professional staff providing the service who were in attendance.
- Reflection forms for both students and professional staff are attached.

7. **Evaluation and Adaptation:**

- Regularly assess the effectiveness of the sessions through feedback from students, educators, and community partners.
- Adjust the program based on feedback to better meet student needs and maximize learning outcomes.
- After the program concludes, collect post-program surveys from students, their families, or supports to gauge the impact of the program. This feedback is crucial in measuring the success and areas for improvement for future experiences.

8. **Monthly CBI Success Story:** Sharing student success stories isn't just about celebration, it's a powerful way to demonstrate impact, inspire others, and bring visibility to the incredible progress being made through the Community-Based Instruction (CBI) program. These stories can highlight growth, build stronger partnerships, and help sustain momentum across LEAs, OVR, and providers.

- Before submitting a success story, please ensure the following signed consent forms are on file for each student or staff involved:
 - OVR 407A – Consent to Use of Picture and/or Voice
 - OVR 132 – Customer Authorization for the Disclosure of Records to OVR
 - OVR 163 – Customer Request for the Release of Confidential Information
- These forms should be included in the intake packet provided to students and families before the start of the program.

9. **Monthly Reporting in CWDS:** Monthly reporting in CWDS is not just an administrative step, it's a vital tool for tracking your program's reach, progress, and impact. This data helps ensure transparency and

accountability and serves as the basis for timely reimbursement from OVR. Accurate reporting also helps your local and state teams understand what's working and where additional support may be needed.

- CBI Student Pre- and Post-Surveys
 - Pre-Survey completed at first session
 - Post-Survey completed at final session
- CBI Family or Support Person Pre- and Post-Surveys
 - Pre-Survey completed at first session
 - Post-Survey completed at final session
- Student & Professional Staff Reflection Logs
 - Completed at every session, including follow-up and final sessions
- Monthly CBI Success Story

The P2P CBI Program – Required Reporting Checklist can be used to help track completion of these requirements.

OVR Central Office and local offices offer regular CWDS trainings that Providers are encouraged to attend as needed.

10. Training and Engagement Commitments: Participation in training opportunities is essential, not just for professional development, but for building a shared foundation across everyone involved in supporting transition-age youth.

- Programs like Charting the LifeCourse (CtLC) give us common tools and principles, while the Transition Systems Framework (TSF) through PaTTAN supports planning and systems change. When students, families, LEAs, and providers learn together, the entire system becomes more connected and effective.

Providers of the P2P CBI programming agree to participate in the following trainings and meetings to support successful implementation of the P2P grant:

- Have at least one staff attend the monthly P2P CBI & WBLE Development & Implementation Office Hours – Peer Support for CILs, Pre-ETS Providers, & OVR Staff

- Have at least one staff successfully complete the four-session CtLC Fundamentals Training series by September 30, 2027
- Have at least one staff successfully complete the seven-session CtLC Ambassador Training series by September 30, 2027
- Have at least one staff actively engaged in the P2P Grant's Advisory Panel, dates and links to be provided by OVR's P2P Grant Co-Directors
- Trainings or meetings conducted by P2P's grant evaluators – Penn State University & Mathematica

Conclusion: CBI can be a cornerstone of transition programming for students with disabilities. When thoughtfully implemented, it provides life-changing opportunities for independence, empowerment, and success. By using this guide and the accompanying tools, Providers across Pennsylvania can deliver impactful, inclusive programming tailored to student needs.

Attachments:

- Memo Introducing CBI
- Overview of P2P Community-Based Instruction (CBI) and Paid Work Experience (PWE) Programs
- Introduction to P2P Community-Based Instruction and Paid Work Experience Programs Presentation
- P2P Community-Based Instruction (CBI) FAQ
- Community-Based Instruction (CBI) Proposal for Providers participating in the P2P CBI Program
- P2P CBI Program – Student Intake Packet Checklist
- Student Intake Packet Cover Letter for CBI Participation - School Version
- Student Intake Packet Cover Letter for CBI Participation - Parent Version
- OVR 244: Pre-ETS Request
- OVR 407A: Consent to Use of Picture and/or Voice
- OVR 132: Authorization for Disclosure to OVR
- OVR 163: Request for Release of Confidential Info
- P2P CBI Program – Required Reporting Checklist
- CBI Survey Provider Instructions
- CBI Student Survey
- CBI Student Survey – Spanish Version
- CBI Parent or School Observer Survey
- CBI Parent or School Observer Survey – Spanish Version
- CBI Survey Completion Verification Form
- Student Reflection Log for Community-Based Instruction
- Professional Staff Reflection Log for Community-Based Instruction
- Monthly CBI Success Story Template
- PDF with steps to complete Pre-ETS Reporting in CWDS

Date: 06-09-2025
TO: OVR Staff,
FROM: Ryan Hyde, Executive Director
Office of Vocational Rehabilitation
RE: INTRODUCTION OF COMMUNITY-BASED
INSTRUCTION TO PROVIDER AGREEMENTS
EFFECTIVE: October 1, 2025

DISCUSSION:

We are pleased to announce the addition of Community-Based Instruction (CBI) to the services available under your Pre-employment Transition Services (Pre-ETS) Provider Agreement with the Office of Vocational Rehabilitation (OVR) starting October 1, 2025. This service is designed to support high school students with disabilities by providing practical, real-world learning experiences that enhance life skills and self-advocacy. This service is exclusively funded through OVR's Pathway to Partnership (P2P) grants and may only be provided in conjunction with these grant-funded efforts at this time.

Service Definition and Goals:

CBI is a structured, hands-on approach where students interact directly with community resources, improving their independent living skills and confidence. Each program may enroll 8-12 students per year, with the goal of:

- Successfully completing at least 85% of scheduled sessions.
- Securing a Pennsylvania State ID for each participant.
- Demonstrating measurable improvement in independence and skills via post-surveys.

Service Details:

- Target Group: 8-12 high school students with disabilities per program.
- Session Frequency: 4 to 12 sessions annually.
- Session Length: 1 to 3 hours per session.
- Location Requirements: At least half of the sessions must take place in community settings. Other sessions can occur at LEA or provider facilities.

Participant Eligibility:

- Students between 14-21 years old, self-disclosed as having a disability, and engaged in high school programs.

- Must have a Potentially Eligible (PE) case or Vocational Rehabilitation (VR) case open with their local OVR District Office.
- Referrals through the Local Education Agency (LEA), in conjunction with Early Reach Coordinator (ERC) or Vocational Rehabilitation Counselor (VRC).

Reimbursement Details:

- Community-Based Instruction Costs: \$50/hour per student for community experiences; \$25/hour per student for classroom instruction.
- Maximum Annual Reimbursement: Up to \$21,600 per group of 12 students over 12 sessions.

Funding Disclaimer: All grant awards are subject to the availability of funds and any modifications or additional requirements that may be imposed by law. These services are 100% funded by the U.S. Department of Education, Rehabilitation Services Administration as part of an award totaling \$9,990,688.97 with 0% financed with non-governmental resources, CFDA number 84.421E. OVR may, in its sole discretion, reduce the total cost for any period should the funding stream become unavailable.

Proposal and Approval Process:

- Providers are required to submit a detailed program proposal to their local OVR District Office and P2P Grant Co-Directors for approval. This should outline planned community locations, session topics, and durations.
- Providers will also need to complete a Pre-ETS Provider Agreement with their local OVR office, if one hasn't been established in the past.

Reporting Requirements:

- Completed at First Session: CBI Family or Support Person Pre-Survey, CBI Student Pre-Survey, Student Reflection Log for Community-Based Instruction, and Professional Staff Reflection Log for Community-Based Instruction.
- Completed at follow-up session per student: Student Reflection Log for Community-Based Instruction, and Professional Staff Reflection Log for Community-Based Instruction.
- Completed at Last Session: Student Reflection Log for Community-Based Instruction, Professional Staff Reflection Log for Community-

Based Instruction, CBI Family or Support Person Post-Survey, and CBI Student Post-Survey.

- All documents will be uploaded as part of Provider Reporting on the Pre-ETS Activity Referral that was created in CWDS by their local OVR District Office staff that pre-authorizes for the service.

Expression of Interest:

If your organization is interested in providing CBI, please note that these services will only be offered in conjunction with OVR's P2P grant. To express your interest and discuss potential collaboration, please contact Hillary Hubbell at hhubbell@pa.gov and Mara Wolfe at marawolfe@pa.gov. **This initiative is only for projects connected to OVR's P2P grant.** It aims to provide targeted, effective support, especially in LEAs requiring the most intervention.

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Overview of P2P Community-Based Instruction (CBI) and Paid Work Experience (PWE) Programs

- **Purpose and Goals:** These programs are designed to enhance vocational and educational support for students with disabilities, facilitating a smoother transition from education to employment. The initiative leverages partnerships with local organizations to provide real-world learning and work experiences.
- **Funding and Duration:** The initiative is supported by Pathways to Partnership (P2P) grant from the Rehabilitation Services Administration. These programs will span from October 2025 to September 2027. Programming will be provided through a Provider Agreement.
- **Key Components:**
 - **Community-Based Instruction (CBI)**
 - **Definition and Goals:** CBI is a structured program that integrates students with disabilities into real-world environments to enhance independence and job skills. The program aims to enroll 8-12 new students each year, ensure the completion of at least 85% of scheduled sessions, and document measurable improvements in skills and independence.
 - **Program Structure: Sessions:** Annually, students participate in 4-12 sessions lasting 1 to 3 hours each.
 - **Activities:** Focused on practical learning experiences that enhance living and social skills, preparing students for daily life and employment.
 - **Participant Eligibility:** Targets students aged 14-21 with disabilities, enrolled in high school. Participants must have a Potentially Eligible (PE) case open with their local District Office. Referrals for the CBI service are made through the Local Education Agency (LEA) in conjunction with the Early Reach Coordinator (ERC) or Vocational Rehabilitation Counselor (VRC).

- **Paid Work Experience (PWE)**

- **Definition and Goals:** PWE provides structured work experiences that reflect real job settings, aimed at preparing students with disabilities for future employment. The program emphasizes offering genuine work experiences, maintaining a supportive environment, and continuously assessing effectiveness to enhance understanding of the workforce.
- **Program Structure: Duration:** Each PWE is a 45-hour work experience, with an additional 10 hours available for development. A maximum of two PWE can be supported each year.
- **Compensation:** Students are reimbursed at \$12 per hour during their placement.
- **Activities:** Activities are designed to simulate real-world job tasks within community settings, providing practical employment experiences under the supervision of trained coordinators.
- **Participant Eligibility:** Students must have an open Vocational Rehabilitation (VR) case. Referrals for the PWE should be a current or past P2P CBI program participant and coordinated through their local OVR office.

- **Implementation**

- Delivered in partnership with the Office of Vocational Rehabilitation (OVR), Community-Based Instruction (CBI) and Work-Based Learning Experience (WBLE) programs are administered by local Centers for Independent Living (CILs) or Pre-Employment Transition Services (Pre-ETS) Providers. This collaboration ensures that programming is responsive to the unique needs of each student served. To support effective implementation, providers are invited to participate in P2P CBI & WBLE Development and Implementation Office Hours. These monthly sessions offer CILs, Pre-ETS providers, and partnering OVR District Office staff a dedicated space to exchange updates, collaboratively problem-solve, and build consistency across P2P-funded programming.



- **Selection of LEAs**

- LEAs are carefully selected based on specific criteria that include graduation and dropout rates for students with disabilities. A prioritized list of LEAs within service counties will be created to identify those that need the most intervention. This strategic selection ensures that resources are allocated to areas where they can have the greatest impact on improving student outcomes.

- **Reporting Requirements:**

- Detailed reporting mechanisms are in place to track progress and outcomes, ensuring that the goals of the programs are met, and that continuous improvement is possible.

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Introduction to P2P Community-Based Instruction and Paid Work Experience Programs

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Introductions

OVR's P2P Team Leads

- Hillary Hubbell, Vocational Rehabilitation Specialist, Bureau of Central Operations
- Mara Wolfe, Vocational Rehabilitation Specialist, Bureau of Central Operations

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OVR's Mission Statement

To assist Pennsylvanians with **disabilities** to secure and maintain **employment** and independence.

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Overview of Today's Session

- **Purpose of the meeting:** To introduce the scope of the P2P Community-Based Instruction (CBI) and Paid Work Experiences (PWE) programs and discuss the role of Pre-ETS Providers participating in the P2P CBI Program.
- **Agenda:**
 - Background of P2P Program
 - Overview of CBI and PWE Components
 - Detailed Walkthrough of Program Objectives and Structures
 - Funding
 - Providers participating in the P2P CBI Program Requirements

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Overview of P2P Grant (Slide 1 of 2)

- **Goal:** Build and strengthen relationships and expand partnerships between the Office of Vocational Rehabilitation, Pennsylvania Department of Education, Office of Developmental Programs, and CILs. This collaboration aims to enhance support for school-to-work transition by implementing evidence-based, research-driven, and promising practices at the local education agency level.


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Overview of P2P Grant (Slide 2 of 2) 


- **Funds:** Office of Vocational Rehabilitation (OVR) was awarded \$9,990,688.97 to implement from the Rehabilitation Services Administration (RSA) through the US Department of Education.
- **Grant period:** October 1, 2023 – September 30, 2028.

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Overview of P2P Grant Components 


1. Professional development and capacity building
 - Charting the LifeCourse™ Framework & Tools (CtLC™)
 - Transition Systems Framework through PaTTAN
2. Implementation of Transition Planning Model in local regions
3. CBI and PWE programs for students provided by Centers for Independent Living in conjunction with local OVR offices
4. PA Secondary Transition website enhancements

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Purpose of CBI & PWE Programming 


- **Purpose:**
 - These programs are a strategic effort to improve vocational and educational support for students with disabilities, facilitating a smoother transition into the workforce.
 - By involving providers, we utilize their expertise in helping individuals with disabilities achieve independence and self-advocacy. This collaboration ensures that our programs meet the vocational needs of students while also empowering them to manage and shape their environments, promoting comprehensive personal and professional growth.

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Duration CBI & PWE Programming 


- **Duration of P2P Programming:**
 - A two-year commitment.
 - However, the frequency of the sessions of these programs are designed to be dynamic and responsive to the needs of the students and the capabilities of the providers participating in the P2P CBI Programs and LEAs. This approach ensures that the programs remain relevant and effective in achieving their goals.
- **Grant period:** October 1, 2025 – September 30, 2027.
 - The overarching P2P grant is five years, but CBI and PWE programming is implemented in years 3 and 4.

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Community-Based Instruction (CBI)

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CBI Defined 

- CBI is a structured, hands-on learning approach that connects students to real-world environments, fostering independent living skills, self-advocacy, and confidence.
- Through 4-12 sessions per year, students engage directly with community resources, practice essential life skills, and build social connections that support their long-term independence and success.
- This approach ensures meaningful, experience-driven learning beyond the classroom, equipping students with the tools to navigate adulthood effectively.

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Goals of CBI Programming




- Each program year, 8-12 new students enrolled in the CBI program.
- Each student successfully completes at least 85% of scheduled sessions.
- Students will secure a Pennsylvania State ID or Real ID.
- Students will demonstrate measurable improvement in their skills and independence, as evidenced by enhanced scores on self, parent, and staff post-surveys compared to their pre-surveys.

These goals emphasize both participation and measurable outcomes, ensuring that students are not only attending the sessions but also benefiting from them in tangible ways that are recognized by themselves, their families, and program staff.

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CBI Program Specifics




- **Target Group:** 8-12 high school students with disabilities
- **Number of Sessions:** Minimum of 4 sessions a year. Maximum of 12 sessions a year.
- **Duration of Events:** Each session lasts between 1 to 3 hours.
- **Location:** At least half the sessions must occur in the community; other sessions could occur at LEA or the providers facility.
- **Types of Activities:** Sessions include practical learning experiences at various community locations such as libraries, laundromats, grocery stores, and more, aimed at enhancing practical living skills, increasing awareness of community resources, fostering independence, and developing social skills.

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CBI Participant Specifics




- Students will be between 14-21 years old, self-disclose they have a disability, and be participating in high school programming.
- Students participating with CBI programs must have a Potentially Eligible (PE) case open with their local District Office.
- Referrals for the service will made through the Local Education Agency (LEA) in conjunction with the Early Reach Coordinator (ERC) or Vocational Rehabilitation Counselor (VRC).

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Selection of Prioritized LEAs




- **Process:** Each provider will receive a prioritized list of LEAs within their service counties, ranked based on graduation and dropout rates. This list will highlight LEAs falling below state targets, needing the most intervention.
- **Engagement Strategy:** Providers will engage with these LEAs, starting with the highest priority, in coordination with P2P grant co-directors. The goal is to assess and confirm the LEAs' interest in participating in the CBI program.
- **Objective:** This strategic approach ensures that providers focus their efforts where they are most needed, facilitating targeted and effective support.

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CBI Proposals




- Providers must submit an outline of their proposed CBI program to the local District Office and the P2P Grant Co-Directors for approval before initiating any communication with the prioritized LEAs.
- This outline should detail the community locations students will visit, the topics covered in each session, and the duration of each session.

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CBI Reporting Requirements

(Slide 1 of 3)




- **Completed at First Session:**
 - CBI Family or Support Person Pre-Survey
 - CBI Student Pre-Survey
 - Student Reflection Log for Community-Based Instruction
 - Professional Staff Reflection Log for Community-Based Instruction

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CBI Reporting Requirements
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Completed at follow-up session per student:

- Student Reflection Log for Community-Based Instruction
- Professional Staff Reflection Log for Community-Based Instruction

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CBI Reporting Requirements
(Slide 3 of 3)




Completed at Last Session:

- Student Reflection Log for Community-Based Instruction
- Professional Staff Reflection Log for Community-Based Instruction
- CBI Family or Support Person Post-Survey
- CBI Student Post-Survey

All documents will be uploaded in the Pre-ETS Activity Referral that was created by local OVR District Office staff that pre-authorizes for the service.

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**Paid Work Experience
(PWE)**

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Goals of PWE Programming




- Offer a genuine work experience that reflects real-world job settings, preparing the student for future employment opportunities and enhancing their understanding of the workforce.
- Maintain a supportive work environment with the consistent presence of a work-site coordinator to guide and assist the student as needed, ensuring a productive and educational experience.
- Continuously assess the effectiveness of the PWE through regular feedback from the student and the work-site coordinator, using insights gained to refine and improve the program.

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PWE Program Specifics




- **Number of Students:** A minimum of 1 student, and maximum of 2 students
- **Length of PWE:** 45-hour PWE with 10 hours of development available.
- **Student Reimbursement:** \$12 per hour – for the 45-hour PWE
- **Types of Activities:** A paid work experience for students in a community setting. Student would have a work-site coordinator at the worksite with them as often as needed.

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PWE Participant Specifics



- Student participants must have an open VR case.
- Providers must coordinate with P2P Co-Directors and local District Office staff to select a referral for this PWE experience.
- As often as possible, the referrals for the PWE should be a current or past P2P CBI participant.
 - Additional P2P CBI participants will also have the opportunity to take partake in PWEs. However, these provided through comparable benefits in coordination with participants' Vocational Rehabilitation Counselors (VRCs). These students must also have an open VR case.

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PWE Reporting Requirements

- **Monthly Student Employee Status Report:**
 - A Student Employee Status Report (OVR -245) must be completed monthly and at completion of the service for each student and be uploaded into the CWDS 2.0 reporting screens.
 - Submission of Paystubs or Student Timesheets in Conjunction with Pre-ETS Reporting that Includes Reimbursement of Student Participation Subsidy or Stipend.
 - P2P Student Post PWE Survey
 - Pre & Post Pre-ETS Provider Survey for P2P PWEs
 - P2P Employer Post PWE Survey

All documents will be uploaded as part of the Pre-ETS Referral that was created by local OVR District Office staff that pre-authorizes for the service.

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CBI & PWE – A Package Deal

- Providers committing to host the P2P Grant CBI & PWE program must offer both services.
- Providers cannot provide only the CBI or only the PWE component.

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Funding for P2P’s CBI and PWE Programing

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Costs	Reimbursement Rate	Maximum Reimbursement – 1 Year	Total Maximum Reimbursement across 2 Years
Community-Based Instruction Costs	\$50/hour per student for community experiences \$25/classroom instruction	\$21,600 <small>(12 students, 9-hour sessions, 12 community sessions)</small>	\$43,200
Participant IDs Costs	\$75.50/Real ID with initial permit and 4 year license	\$906 <small>(\$75.50/ID for 12 students)</small>	\$1,812
PWE Support Costs	\$63/hour per student	\$6,930 <small>(\$63/hour, 45 hour PWE, 10 hours of development, with 2 student)</small>	\$13,860
PWE Student Wages Costs	\$12/hour + \$1.20/hour for provision costs	\$1,188 <small>(\$12.00/hour, 45 hour PWE, with 2 students)</small>	\$2,376
Transportation Costs	\$18.83 -33.85/way per student, two times per session (Based on Zone Reimbursement.)	\$9,748.80 <small>(Zone 2 Transportation at \$18.83/way/student, 2 times per session, 12 students, 12 sessions)</small>	\$19,497.60
Maximum Reimbursement Limits for P2P CBI & PWE Programs	N/A	\$40,372.80	\$80,745.60

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Reimbursement Rate Table Explanation (From Slide 28)

The table on the previous page is titled Reimbursement Rates for P2P CBI & PWE Programing.

It is a four-column table, the first column consists of various Costs, which include Community-Based Instruction Costs, Participant ID Costs, PWE Support Costs, PWE Student Wage Costs and Transportation Costs.


It shows Reimbursement Rates in the second column, the Maximum Reimbursement – 1 Year is the third column and the fourth column is the Maximum Reimbursement for the 2 year program.

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Cross-Agency Collaboration (Slide 1 of 3)

- Collaboration between agencies is a cornerstone of successful transition planning and service delivery for students with disabilities. By working together, schools, local businesses, non-profits, and government agencies can:
 - **Leverage Resources:** Share expertise, tools, and funding to create comprehensive and effective transition services.
 - **Expand Opportunities:** Provide students with access to paid work experiences, internships, and employment pathways.
 - **Align Goals:** Ensure that all partners are working toward common objectives to improve post-school outcomes in employment, education, and independent living.


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Cross-Agency Collaboration (Slide 2 of 3) 

- Through the P2P grant IUs will be expected to collaborate with:
 - OVR – Central Office staff as well as District Office staff
 - PaTTAN
 - Department of Human Services (DHS) - Office of Developmental Programs (ODP)
 - Rehabilitation Services Administration
 - Penn State University
 - Other PA Transition Partners or P2P Advisory Panel members
 - Local transition teams

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Cross-Agency Collaboration (Slide 3 of 3) 

Effective collaboration not only maximizes the impact of the Transition Systems Framework but also ensures that services are inclusive, sustainable, and aligned with real-world opportunities. By fostering strong partnerships at every level, IUs can create a supportive ecosystem where students with disabilities can thrive.

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LEA Involvement 

- The LEA must consent to making their students available to participate in the services as outlined in the approved CBI proposal from the providers.
- The LEA should receive regular updates on the students' progress throughout the program.
- The LEA must be promptly informed of any changes to the program's schedule.

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OVR District Office Involvement 

- Approve the Provider Agreement.
- Review and approve CBI program proposals submitted by providers.
- Be included on all communication with the LEA.
- Create the Pre-ETS Activity/Purchase Order for the CBI and PWE.
- Examine the monthly reports for the CBI and PWE programs to ensure adherence to program standards and progress.

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Participation Requirements (Slide 1 of 3) 

- Implement both aspects of the P2P programming: CBI and PWE.
- Have at least one staff attend monthly calls with the P2P Co-Directors and the PA SILC, dates and links to be provided by OVR's P2P Grant Co-Directors
- Have at least one staff successfully complete the four-session CtLC Fundamentals Training series by September 30, 2027
- Have at least one staff successfully complete the seven-session CtLC Ambassador Training series by September 30, 2027

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Participation Requirements (Slide 2 of 3) 


- Have at least one staff actively engage in the P2P Grant's Advisory Panel, dates and links to be provided by OVR's P2P Grant Co-Directors
- Apply the CBI and PWE Best Practices Manual in developing P2P programs.
- Continue cross-agency collaboration as previously outlined.
- Ensure timely reporting and invoicing for services in accordance with the provider agreement.

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Participation Requirements

(Slide 3 of 3)




- Participate in PaTTAN partners' trainings, specifically focusing on "Nuts and Bolts of Job Coaching" and "Work-Based Learning: A Guide for Program Implementation," available via Schoology.
- Assist each CBI participant, in conjunction with their families, in obtaining a PA Photo ID.
- Submit monthly success stories related to the P2P CBI and PWE programs.

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Provider Agreements




- Providers must submit a provider agreement to OVR to provide these programs, as that is how we will reimburse for services.
- Providers who have existing Provider Agreements with OVR will need to complete the updated agreement expected to go live in late 2026.
- Providers employees providing P2P services must meet the following:
 - Worksite trainers providing any varieties of paid work experiences and/or Job Shadowing must have at least a high school diploma.
 - Instructors for other Pre-Employment Transition Services must have at least a high school diploma + 4 years' experience in job placement, certification by Association of Community Rehabilitation Educators (ACRE) or Credentialed Employment Support Professional™, OR 24 credit college credit hours.

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Program not a Right Fit?




- All providers are encouraged to participate in the CtLC Trainings, regardless of whether they choose to host the CBI & PWE program for the P2P Grant.
- Please note that all trainings will be conducted virtually.

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CtLC Trainings - Information




- For these multi-session trainings, participants must commit to attending each session in full, as recordings and makeup sessions will not be available.
- Those enrolling in the Ambassador Series will also have "homework" assignments between sessions. While these tasks are not overly time-consuming, we want to ensure participants are aware of this commitment before registering.

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Questions?




- Have questions after this presentation? Reach out to Hillary Hubbell and Mara Wolfe.
 - [Email address for Hillary Hubbell](#); [Email Address for Mara Wolfe](#)

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Closing Remarks



- **Call to Action:** We encourage providers to consider the benefits of participation and prepare for the application process.
- Interested providers should contact Hillary and Mara at their earliest convenience to arrange follow-up meetings.

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Pathways to Partnership (P2P): Community-Based Instruction (CBI) FAQ

What is this resource?

This FAQ compiles common questions received from schools, LEAs, and Pre-ETS Providers across Pennsylvania. It is designed to support local teams in preparing for and implementing CBI and related P2P programming.

Who can use it?

- District Office Staff
 - LEAs, and Educators Staff
 - Centers for Independent Living (CILs)
 - Pre-ETS Providers
-

Program Overview & Participation

1. What are typical school or LEA responsibilities in the CBI program?

Schools/LEAs partnering in the CBI program are generally expected to:

- Identify student participants and assist with intake paperwork (e.g., OVR-244 and release forms)
- Provide space for onsite group sessions, if possible
- Support coordination and scheduling between the school, OVR, Pre-ETS provider, and students/families

- Encourage student and teacher participation in surveys and regular session attendance
- Collaborate in helping students obtain a state-issued ID
- Participate in planning meetings and offer logistical support

2. Who is responsible for providing transportation for CBI outings?

Transportation is flexible and determined locally. In some cases, the school provides transportation; in others, the Pre-ETS provider coordinates it using allowable Pre-ETS service codes. Teams should discuss transportation during the planning phase to determine the most feasible option. A Transportation Guidance document is available to support internal discussions.

3. What types of students are eligible to participate in this program?

This program is designed to be inclusive and flexible. Mixed demographic groups are both expected and encouraged.

4. What group sizes and staff-to-student ratios are expected?

There are no strict requirements. Ratios should reflect student needs and the nature of the activity. Informally, a 1:6 ratio in community settings has been effective. PWE experiences are one-on-one and include on-site monitoring by a worksite coordinator as needed.

5. Will there be two groups of students over the two-year grant?

Yes. One group of students should participate in Year 1 (2025–2026), and a separate group should participate in Year 2 (2026–2027). Each group should include different students to maximize the impact of the program.

6. Is a school committed to participating both years of the grant?

No. Participation is voluntary and reviewed annually. If the first year is not successful, the school may opt out of Year 2. We are hopeful that ongoing communication will help resolve issues early.

7. What is the expected length of student participation?

Students are expected to participate in CBI for one academic year. They may continue with a PWE or engage in additional P2P activities such as CtLC trainings or advisory roles in Year 2.

8. Will CBI or PWE interfere with existing programming like ERC services or CWI programs?

No. CBI and PWE are designed to complement, not replace, existing services. Coordination between the District Office, school, and provider is key to layering services effectively.

9. Does this program fulfill Act 158 graduation requirements?

While OVR cannot determine whether this program fulfills Act 158 requirements, CBI and PWE activities may contribute to career readiness artifacts. This should be discussed locally with LEA staff and Act 158 coordinators.

Program Structure & Instruction

10. When should CBI and PWE services begin?

Start dates are flexible. CBI may begin as early as October 1 of each year, 2025 and 2026. PWE may begin later in the school year or in the summer based on student readiness and local planning. No

services may begin before October 1, 2025, or continue after September 30, 2027, using P2P grant funds.

11. What does the CBI instructional component include?

Instruction covers transition-related topics such as independent living, communication, self-advocacy, and social skills. A CBI Best Practices Guide is available, and local teams have autonomy to tailor topics based on student needs.

12. Can lessons be completed at the school instead of in the community?

Yes. For example, using the school's kitchen or laundry facilities in place of traveling is allowable, particularly during the winter months when weather may make travel difficult. However, community-based settings remain the preferred approach and should be used whenever possible. Please also note that school-based activities are reimbursed at the classroom instruction rate of \$25/hr./student rather than the community engagement rate of \$50/hr./student.

13. Some of the identified lessons are topics already being covered by the school's curriculum. Can lessons on the CBI Proposal be skipped or swapped for others?

Yes. If lessons overlap with what students are already learning, they can be swapped for other topics that may better meet student needs. Just be sure to submit a final outline in Word format to your local OVR team and the P2P grant leads so it's documented for evaluation.

14. Do the lessons need to be completed in order?

No. Lessons can be scheduled in whatever sequence works best for students, school activities, or weather. A finalized Word version of the schedule should be provided to the local District Office and the P2P grant leads, and if changes are needed later, just let the OVR Office and P2P team know by email.

15. Can next year's CBI curriculum change based on survey results?

Absolutely. Each year's curriculum should reflect what was learned from Year 1, statewide best practices, and student survey results. Making adjustments is encouraged so that programming continues to grow and meet student needs in meaningful ways.

Flexibility & Problem Solving

16. What happens if a program is not working?

The team will work collaboratively to troubleshoot challenges. If the program cannot be improved, the local team can choose to end services early. Flexibility and responsiveness are central to the grant's design.

17. What if instructional space is limited at the school?

We are happy to explore options, including offsite or provider-based instruction. Flexibility around location is encouraged.

18. What if a provider cannot deliver services? Can another be used?

Yes. If a provider is unable to deliver services, an alternative qualified provider can be identified and approved in collaboration with the local District Office and P2P leadership.

Student Access & Inclusion

19. Can services start with PE (Potentially Eligible) students?

Yes, with a signed OVR-244 form. While the OVR-244 is required, we also recommend using a broader intake packet (checklist available) to streamline implementation.

20. Can students come from more than one school?

While single-school cohorts are preferred, multi-school participation is allowed if needed to meet the target group size (8–12 students). Teams should coordinate these plans with the P2P Grant Coordinators.

21. Are interpreter services and translated materials available?

Yes. Interpreter costs are allowable under a separate cost code. ASL interpretation is available for all case statuses; foreign language interpretation is available once a student reaches plan status. We are working to improve access to translated materials.

22. Do students need to obtain a PA State ID?

Helping students obtain a state ID is a goal of the program but not a payment requirement. Providers may only bill for services provided.

23. Can students be taken out of state?

Yes, as long as the school approves. There's no issue with students participating in activities just across the state line if it makes the most sense for the program. Some schools may ask for additional parent permission for out-of-state trips, so the school team should guide that process.

Work-Based Learning / PWEs

24. What is the timeline and structure for PWE implementation?

Each student may participate in one P2P-funded Paid Work Experience (PWE) per year, with a maximum of 45 hours. These experiences must take place between October 1 and September 30 of

each program year and may occur during the school year or over the summer.

The P2P grant can support up to two PWEs annually for each CBI site. At least one PWE must be implemented at each site each year to maintain alignment with grant expectations.

Additional PWE opportunities are available through the P2P Expansion initiative. A separate guidance document outlines the eligibility and requirements for those experiences. Please refer to that resource for further details.

25. Can students repeat a P2P-funded PWE?

Repeat participation is discouraged to allow broader student access, but exceptions can be discussed if deemed essential. Additional PWEs may also be funded through general Pre-ETS dollars outside the P2P grant.

26. Can Pre-ETS providers host activities at their own sites?

Yes, but with limitations. CBI can occur at the provider site with agreement from all partners. However, PWEs should generally take place outside the provider's own business to offer broader exposure.

Surveys, Training, and Evaluation

27. What if a parent doesn't return a pre-survey? Can the student still participate? Could a teacher or another adult complete it?

Yes. If a parent doesn't return the survey, a teacher or another adult who knows the student well can complete it. More details are included in the CBI Survey Instruction sheet.

28. When should pre-surveys be given?

Yes. Surveys can be given either just before or at the first session, and electronic versions will be available to make the process even easier. All survey details are included in the CBI Survey Instruction sheet.

29. If a student quits the program, can another student be added?

Unfortunately, no. Because this is a group service that's tied to the evaluation process, the roster needs to remain the same throughout the sessions. This consistency helps ensure the best experience for students and accurate evaluation of the program.

30. There are CtLC Fundamentals trainings listed on the CBI Proposal document that need to be completed by 9/30/2027. What are these referring to?

These refer to the Charting the LifeCourse trainings offered virtually by UMKC, with multiple courses and cohorts available throughout the year. Pre-ETS providers hosting CBI sites are required to complete both a Fundamentals course and an Ambassador course by 9/30/2027. These trainings are designed to give providers tools and shared language to better support students and families.

Have Additional Questions?

For further assistance or support in developing materials or addressing unique questions, please contact the P2P Grant Team. We are here to support flexible, meaningful implementation that works for your local context.

- Hillary Hubbell - hhubbell@pa.gov
- Mara Wolfe - marawolfe@pa.gov

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Community-Based Instruction (CBI) Proposal

For Providers participating in the P2P CBI Program

Section 1: Provider of P2P CBI Programming Information

- **Provider of P2P CBI Programming Name:** Click or tap here to enter text.
- **Primary Contact Name & Title:** Click or tap here to enter text.
- **Email Address:** Click or tap here to enter text.
- **Phone Number:** Click or tap here to enter text.

Section 2: Proposed CBI Program Overview

- **Estimated Program Start Date:** Click or tap here to enter text.
- **Estimated Program End Date:** Click or tap here to enter text.
- **Estimated Frequency (Monthly, Weekly, Bi-Weekly, etc.):** Click or tap here to enter text.

Section 3: Session Plan

Please complete the table below with your proposed session plans:

Session #	Topic/Skill Focus	Community Location(s)	Session Duration (Hours)	Session Type (Comm./CIL/LEA)
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
6	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
7	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
8	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
9	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
10	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
11	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
12	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Note: A minimum of 4 and a maximum of 12 sessions is required. At least 50% must occur in the community.

Section 4: Goals & Outcomes

Please confirm your commitment to the following program goals by checking each box:

- Each student will complete **at least 85%** of the scheduled sessions.
- Students will obtain a **Pennsylvania State ID** as part of the program.
- Students will demonstrate measurable improvements based on **pre- and post-surveys** completed by the student, family/support person, and staff.

Section 5: Participant Eligibility & Referral

This section should be completed in coordination with your designated Local OVR Office.

Referrals will be made by the LEA in coordination with:

- Early Reach Coordinator (ERC)
 - Vocational Rehabilitation Counselor (VRC)
 - Vocational Rehabilitation Supervisor (VRS)
-

Section 6: Community Engagement Plan

This section should be completed in coordination with your designated Local OVR Office.

- **Briefly describe how your Provider of P2P CBI programming will engage with the prioritized LEA(s):**
(e.g., outreach approach, meeting with school staff, presenting the CBI program)
-

Section 7: Reporting Readiness

Please confirm that your Provider of P2P CBI programming understands and will comply with all required reporting, including:

- CBI Student Pre- and Post-Surveys
 - *Pre-Survey completed at first session*
 - *Post-Survey completed at final session*
 - CBI Family or Support Person Pre- and Post-Surveys
 - *Pre-Survey completed at first session*
 - *Post-Survey completed at final session*
 - Student & Professional Staff Reflection Logs
 - *Completed at every session, including follow-up and final sessions*
 - Upload of all completed documents as part of Provider Reporting in the Pre-ETS Activity Referral in CWDS 2.0
-

Section 8: CWDS and Provider Profile Acknowledgement

Please confirm your Provider of P2P CBI programming agrees to participate in required training on the following topics, to be provided by either the Local OVR District Office or the P2P Grant Co-Directors:

- How to complete a Provider Profile in CWDS 2.0
 - How to access Pre-ETS Referrals in CWDS 2.0
 - How to complete program reporting and upload documentation in CWDS 2.0
-

Section 9: Success Stories & Consent Acknowledgement

Providers of P2P CBI programming are required to submit a success story for each month in which they deliver CBI services. Each story must include signed consent forms:

- OVR 407A – CONSENT TO USE OF PICTURE AND/OR VOICE
 - OVR 132 – CUSTOMER AUTHORIZATION FOR THE DISCLOSURE OF RECORDS TO THE OFFICE OF VOCATIONAL REHABILITATION.
 - OVR 163 – CUSTOMER REQUEST FOR THE RELEASE OF CONFIDENTIAL INFORMATION.
-

Section 10: Training and Engagement Commitments

Please confirm your Provider of P2P CBI programming agrees to participate in the following required activities to support successful implementation of the P2P grant:

- Have at least one staff attend monthly calls with the P2P Co-Directors and the PA SILC, dates and links to be provided by OVR's P2P Grant Co-Directors
- Have at least one staff successfully complete the four-session CtLC Fundamentals Training series by September 30, 2027
- Have at least one staff successfully complete the seven-session CtLC Ambassador Training series by September 30, 2027
- Have at least one staff actively engage in the P2P Grant's Advisory Panel, dates and links to be provided by OVR's P2P Grant Co-Directors

Section 11: Additional Notes (Optional)

Use this space to include any additional information or considerations related to your proposed CBI program:

Click or tap here to enter text.

By signing below, I confirm that I have reviewed this material and agree to provide the services as outlined above.

Signature:

X _____

Date: _____

Authorized Provider of P2P CBI Programming Representative

Signature:

X _____

Date: _____

OVR District Administrator Signature

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P2P CBI Program – Student Intake Packet Checklist

This checklist is for use by LEAs, Providers of P2P CBI Programming,
and OVR staff to verify that all required forms have been
collected for each participating student.

Session Documentation Tracker (per Student)

Student Name	OVR 244 PRE-ETS REQUEST	OVR 407A CONSENT TO USE OF PICTURE AND/OR VOICE	OVR 132 AUTHORIZATION FOR DISCLOSURE TO OVR	OVR 163 REQUEST FOR RELEASE OF CONFIDENTIAL INFO	Provider Intake Form (if required)
1. Student Name					
2. Student Name					
3. Student Name					
4. Student Name					
5. Student Name					
6. Student Name					
7. Student Name					
8. Student Name					
9. Student Name					
10. Student Name					
11. Student Name					
12. Student Name					



Pathways to Partnership (P2P) Grant: Student Intake Packet for Community-Based Instruction (CBI) Participation

Dear [School District Name] Team,

Thank you for your continued partnership in supporting the transition needs of students with disabilities through the Pathways to Partnership (P2P) grant. We truly appreciate your collaboration in implementing Community-Based Instruction (CBI) and Paid Work Experience (PWE) opportunities in partnership with your local Office of Vocational Rehabilitation (OVR) office and approved Pre-Employment Transition Services (Pre-ETS) provider.

To meet the requirements of our agencies and ensure students are eligible to participate in these services, we ask that you complete and return the attached forms to your assigned OVR staff member. Please submit the forms either individually as they are completed or as a full packet, whichever is easier for your team.

Completed documents should be returned to: [Insert OVR Staff Name],
Email: [Insert OVR Staff Email]

We have also included a Student Intake Packet Tracker to support your internal tracking and help ensure all required documents are collected for each student.

Required Forms:

1. OVR 244 – Pre-ETS Request
2. OVR 407A – Consent to Use of Picture and/or Voice (*optional*)
3. OVR 132 – Authorization for the Disclosure of Records to OVR
4. OVR 163 – Customer Request for the Release of Confidential Information
5. [Provider Name] Intake Form

Please note:

- The OVR 407A is optional. If a parent or guardian chooses not to sign this form, the student may still fully participate in CBI and PWE services. This form simply grants permission for OVR to share photos or success stories publicly.
- All forms require a **wet signature**, with one exception:
 - If a wet signature **cannot** be secured for the **OVR 244**, two staff witnesses may call the parent to obtain verbal consent. Both witnesses must then sign the form to document parent approval.

Thank you again for your help in launching this innovative and impactful program. We're grateful for your dedication to preparing students for life beyond high school and look forward to working with you to create meaningful opportunities in your community.

Best,

[OVR Staff Name]

[Staff Title and District Office Information]

[Email Address]

[Phone Number]

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Pathways to Partnership (P2P) Grant: Student Intake Packet for Community-Based Instruction (CBI) Participation

Dear Parent or Legal Guardian Team,

We are excited to share that your child has the opportunity to participate in services through the Pathways to Partnership (P2P) grant, which supports students with disabilities as they prepare for life after high school. These services include Community-Based Instruction (CBI) and Paid Work Experience (PWE)—real-world learning opportunities designed to build independence, job skills, and confidence.

To ensure your child is eligible and properly enrolled in these programs, we are required to collect a few important forms. These documents are used to confirm your consent, protect your child’s privacy, and allow us to share relevant information with the Office of Vocational Rehabilitation (OVR), the state agency that funds and oversees these services.

Please complete and return the following forms to your child’s teacher, [Teacher Name], by [add deadline].

Required Forms:

- **OVR 244 – Pre-ETS Request**
(Required: Authorizes your child to receive Pre-Employment Transition Services from OVR)
- **OVR 407A – Consent to Use of Picture and/or Voice** *(Optional)*
(Allows OVR to share success stories or photos—your child can still fully participate if you choose not to sign this form.)
- **OVR 132 – Authorization for the Disclosure of Records to OVR**
(Required: Allows the school to share your child’s educational information with OVR so services can be provided.)

- **OVR 163 – Customer Request for the Release of Confidential Information**

(Required: Gives OVR permission to share relevant information with the Pre-ETS provider working with your child.)

- **[Provider Name] Intake Form**

(Required: Helps the provider better understand and serve your child's individual needs.)

We truly appreciate your support in helping us bring these opportunities to your child. If you have any questions or need assistance completing the forms, please don't hesitate to reach out to your child's teacher or school team. We look forward to working together to help your child succeed and thrive beyond high school.

Best,

[OVR Staff Name]

[Staff Title and District Office Information]

[Email Address]

[Phone Number]

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PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS) REQUEST

PID (OVR use only): _____

BJS/PACTT Student (OVR use only): Yes No

The Office of Vocational Rehabilitation's (OVR) Pre-ETS help students with disabilities learn about themselves, understand work requirements, practice work skills, explore training options, and choose a career that may be further explored through individualized Vocational Rehabilitation Services. To request Pre-ETS, complete and return this form to:

WHAT SERVICES ARE YOU INTERESTED IN LEARNING MORE ABOUT? (check all that apply):

- Workplace Readiness Training:** I'd like to learn about soft skills and life skills needed at a job.
- Job Exploration Counseling:** I'd like to learn about in-demand jobs and what jobs might be the best fit for me.
- Counseling on Post-Secondary Options:** I'd like to learn about ways to explore training options after high school.
- Self-Advocacy Instruction:** I'd like to learn about my rights, accommodations, and how to advocate for myself.
- Work Based Learning:** I'd like to learn how to gain experience at a worksite.
- I'm not sure what service is right for me.**

Comments:

STUDENT INFORMATION

*FIRST NAME:		MI:	*LAST NAME:		*DATE OF BIRTH:
*RACE (select all that apply): <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Hawaiian Native/Other Pacific Islander <input type="checkbox"/> Hispanic/Latino Origin (Black) <input type="checkbox"/> Hispanic/Latino Origin (White) <input type="checkbox"/> White <input type="checkbox"/> Do not wish to disclose					
*ETHNICITY (select one): <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Non-Hispanic/Latino <input type="checkbox"/> Do not wish to disclose		LANGUAGE PREFERENCE: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:		ADDITIONAL COMMUNICATION NEEDS: <input type="checkbox"/> Foreign Language Interpreter <input type="checkbox"/> Sign Language Interpreter <input type="checkbox"/> Braille <input type="checkbox"/> Large Print <input type="checkbox"/> Other:	
STUDENT PHONE:			E-MAIL ADDRESS:		
*MAILING ADDRESS LINE 1:					
MAILING ADDRESS LINE 2:					
*CITY:		*STATE:		*ZIP CODE:	
*COUNTY OF RESIDENCE:		*SCHOOL DISTRICT OF RESIDENCE (HIGH SCHOOL STUDENTS ONLY):		SCHOOL/COLLEGE CURRENTLY ATTENDING:	
*GRADE:		*EDUCATIONAL DISABILITY PROGRAMMING (select one): <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> Self-Disclosure of Disability		*ANTICIPATED GRADUATION/EXIT DATE:	
PARENT/GUARDIAN NAME(S):		PHONE:	EMAIL:		COMMUNICATION PREFERENCE: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other: <input type="checkbox"/> Contact during daytime
ADDITIONAL POINT OF CONTACT (optional):	RELATIONSHIP TO STUDENT:	PHONE:	EMAIL:		COMMUNICATION PREFERENCE: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other:

**CONSENT TO USE OF
PICTURE AND/OR VOICE**

I, the undersigned, residing at

Address _____

City _____

State _____

(PLEASE PRINT)

I do hereby give my written consent to the Pennsylvania Department of Labor & Industry's Office of Vocational Rehabilitation, Hiram G. Andrews Center and Office for the Deaf and Hard of Hearing; their successors, assigns and licensees; and any agencies designated by the Department of Labor & Industry to use my image and/or voice for slide or film/video tape purposes, including the use of said images on television, world wide web, and in magazines and newspapers, wherever, whenever and in whatever manner they shall desire, consistent with good taste which will not be derogatory, degrading or detrimental to me in any way. I understand that I will not receive any compensation, neither now nor in the future, for the above.

I release all claim to all film or photo images and/or audio recordings and assign all rights to these images and recordings to Commonwealth Media Services. I warrant that any material furnished by me or my minor child is either our own original work or work for which we have obtained copyright permission and full authority to use for this purpose. I confirm that I am at least 18 years of age and have read and agree to this Consent to Use of Picture and/or Voice. I confirm that this release shall be binding upon my heirs, legal representatives and assigns.

WITNESS: My hand and seal this _____ day of _____ 20 ____ .

(Sign Here) _____

(Print Here) _____

WITNESS _____

(If this consent is granted by a person less than 18 years old, it should also be signed below by parent or guardian).

I hereby individually and as (parent) (guardian) of the above consent to the foregoing.

(Sign Here) _____

(Print Here) _____

WITNESS _____

CLIENT _____

Auxiliary aids and services are available upon request to individuals with disabilities.
Equal Opportunity Employer/Program

**CUSTOMER AUTHORIZATION
FOR THE DISCLOSURE OF
RECORDS TO THE OFFICE OF
VOCATIONAL REHABILITATION**

Name: _____ Social Security No.: _____

OR

To: _____ DOB: _____

For the time period of _____ to _____

I am requesting services from the Office of Vocational Rehabilitation (OVR). In order to facilitate the provision of vocational rehabilitation services, I hereby authorize you to release the following records to OVR:

THE SPECIFIC INFORMATION TO BE DISCLOSED IS:

- | | |
|--|---|
| <input type="checkbox"/> Out patient and in patient records | <input type="checkbox"/> Medication and psychiatric records |
| <input type="checkbox"/> Presence in treatment/attendance | <input type="checkbox"/> Progress in treatment/progress notes |
| <input type="checkbox"/> Assessment, history, diagnosis, recommendation | <input type="checkbox"/> Discharge Summary and plans |
| <input type="checkbox"/> Psychiatric/Psychological/Psychosocial history and evaluation | <input type="checkbox"/> HIV/AIDS records |
| <input type="checkbox"/> Other, specify: _____ | |

THE PURPOSE FOR DISCLOSURE IS:

- Diagnostic Services Determination of eligibility Service Delivery by OVR
- Other, specify: _____

I release the above entity that disclosed this information from any legal responsibility or liability for disclosure of the above information to the extent that the information was used for its stated purposes.
Information used or disclosed pursuant to this authorization may no longer be protected by the Health Insurance Portability and Accountability Act. I understand that my records are protected under 42 U.S.C. § 290dd-2, 42 C.F.R. Part 2, 71 P.S. 1690.108, 28 PA Code § 709.28 and 4 PA. Code § 255.5 governing the Confidentiality of Alcohol and Drug Abuse Patient Records. I further understand that my records are protected by the Confidentiality of HIV Related Information Act, 35 P.S. § 7601, et,seq. I further understand that OVR shall only disclose this information pursuant to the guidelines set forth in 34 C.F.R. 361.38 and in OVR's policies.
This authorization or a photostatic copy of this authorization shall be considered valid until withdrawn in writing by my personal representative or me. Unless otherwise revoked, this authorization is valid for one year after the date of either my signature or my personal representative's signature.

I certify that I fully understand this authorization.

- If necessary to accommodate my needs, an alternative format of this authorization has been provided to me.

Customer's Signature Date

Counselor/Social Worker Date

Personal Representative's Signature (if applicable) Date

Description of Personal Representative's Authority to Act for the Customer

- Verbal response given (Customer physically unable to give written consent)

A verbal consent requires two (2) witness signatures. I witness that Customer (or responsible person) is definitely unable to provide a signature at this time, but understands the nature of the release and freely gives his/her consent.

Witness Date

Witness Date

*Auxiliary aids and services are available upon request to individuals with disabilities.
Equal Opportunity Employer/Program*

CUSTOMER REQUEST FOR RELEASE OF CONFIDENTIAL INFORMATION

I have been informed that the Office of Vocational Rehabilitation (OVR) has an obligation to keep my personal information and my records confidential. I have also been informed that I may choose to allow OVR to release any part or all of my personal and case record information to designated individuals or agencies. By completing and signing this form, I am authorizing release of specific information to a designated individual[s].

I, _____, authorize OVR to share the following specific information with:
Customer Name

Name/Agency: _____ Phone: _____

Address: _____

with copies of documents as may be listed below for the time period of _____ to _____.

Information I am Willing to Share

List as specifically as possible, i.e. name, dates of service, specific documents, forms, etc. If HIV/AIDS or Drug/Alcohol related information is to be released it must be indicated specifically in this section. If Psychiatric Psychological records are to be released they must be indicated specifically in this section.

- | | |
|---|---|
| <input type="checkbox"/> Name | <input type="checkbox"/> Date of Service |
| <input type="checkbox"/> Documents | <input type="checkbox"/> Forms |
| <input type="checkbox"/> HIV/AIDS related information | <input type="checkbox"/> Drug/Alcohol related information |
| <input type="checkbox"/> Psychiatric/Psychological | <input type="checkbox"/> Other |

If Documents/Other, please specify below:

Purpose for Disclosure (please specify below)

I understand that this release is valid when I sign it and remains effective for a period of one (1) year from the date of my signature. Additionally, I understand that I may withdraw my consent to this release at any time either orally or in writing.

I further certify my understanding that OVR is not responsible for and cannot safeguard the confidentiality of information disclosed to third parties pursuant to this authorization.

* Customer/Parent/Responsible Party

* Date

* OVR Counselor

* Date

Reaffirmation and Extension (if additional time is necessary to meet the purpose of this release)

I confirm that this release is still valid, and I would like to extend the release until _____.
Date

* Customer/Parent/Responsible Party

* Date



P2P CBI Program – Required Reporting Checklist

Use this checklist to track required reporting documents for each student across up to 12 sessions.
This form is intended for use by Providers of P2P CBI Programming and OVR staff.

In addition to the forms listed in the Session Documentation Tracker below, Providers of P2P CBI Programming are required to submit a success story for each month CBI services are delivered. These stories should be uploaded in CWDS 2.0 as part of the Pre-ETS Activity Report, along with the required session documentation.

Session Documentation Tracker (per Student)

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Session 1												
CBI Student Pre-Survey												
CBI Family or Support Person Pre-Survey												
Student Reflection Log												
Professional Staff Reflection Log												
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Session 2												
Student Reflection Log												
Professional Staff Reflection Log												
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Session 3												
Student Reflection Log												
Professional Staff Reflection Log												
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Session 4												
Student Reflection Log												
Professional Staff Reflection Log												
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Session 5												
Student Reflection Log												
Professional Staff Reflection Log												
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Session 6												
Student Reflection Log												
Professional Staff Reflection Log												
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12



Community-Based Instruction Survey: Provider Instructions

Thank you for helping the P2P project capture the positive impact that you are having on students through your CBI programming. We would like to make the pre- and post-survey process as easy and painless as possible. **If you need help at any time**, please reach out to **Allison Fleming**, program evaluator at apf5208@psu.edu.

- This pre- and post- services survey is meant to be done at the **beginning** and **end** of services to document how students gained knowledge, skills, and confidence during the training. It is **best to do the survey while you are with the students** to make sure that they do the assessment, and that they understand what it is for (not a test of them, simply to help us understand how to serve them better).
- Please make sure that the **student's name** and **PRE or POST** survey is clearly marked. We need this information to be able to document student progress.
- If you think a student may need help or may need an observer to complete the survey for them that is ok. If you are not sure, please consult our FAQs on administration.
- **Parent/Guardian Surveys:** Pre- and post-surveys should be sent home with parents/guardians prior to the first session and returned by the first session. If a parent/guardian does not return the survey, a school staff member may complete it on behalf of the student.
- Completed surveys **must be uploaded to your Pre-ETS Activity Report for Session 1** (first month's reporting)

- **Electronic Survey Option:** If students and/or parents/support persons complete their survey electronically, providers must also complete the CBI Survey Completion Verification Form and upload it with their reporting for Session 1 and the last session.
 - Please use the appropriate link below when distributing surveys electronically.
 - Link to the electronic student survey:
<https://forms.cloud.microsoft/g/b2K3JzqMxg>
 - Link to the electronic parent/support person survey:
<https://forms.cloud.microsoft/g/cidh3zkHGc>
 - Link to the Spanish electronic student survey:
<https://forms.cloud.microsoft/g/GA82ia0TyA>
 - Link to the Spanish electronic parent/support person survey:
<https://forms.office.com/g/AsVcwdZxQL>

- QR Code to the electronic student survey:



- QR Code to the electronic parent/support person survey:



- QR Code to the Spanish electronic student survey:



- QR Code to the Spanish electronic parent/support person survey:



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Student Community-Based Instruction Progress Survey

Participant name: _____

CBI School: _____

Circle: Pre or Post

Instructions: This is not a test. We are asking these questions because we want to know what you need to learn and how to serve you best.

Read the statements below. Then, choose how true each one is for you by circling or marking your choice

1. I have an easy time getting to know other people.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

2. I know there are topics I should not talk about at work.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

3. I get along with other people most of the time.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

4. I am good at listening when others are talking.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

5. I know how to speak up when I know I have a right to something.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

6. I am able to turn down offers for help when I know I don't need it.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

7. I know how to ask for support if I need it at work or school.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

8. I know what to do when a stranger approaches me when I am alone.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

9. I know how to get help if I am lost.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

10. I am able to cross the street safely.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

11. I know how to keep my body clean.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

12. I try my best to keep my living space clean.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

13. I know how to decide when I need to do laundry.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

14. I know how to get my laundry done.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

15. I know what food I should eat to keep my body healthy.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

16. I know where to get help when I do not feel well.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

17. When I feel angry or sad, I know what to do to feel better.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

18. I know why a photo ID is important.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

19. I make sure I can pay for what I need before buying things I want.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

20. I know how to avoid scams.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

21. I understand how to pay bills.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

22. I know how to access my bank account.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

23. I have a state-issued form of identification.

<input type="radio"/> Yes	<input type="radio"/> No
------------------------------	-----------------------------

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Encuesta de Progreso de la Enseñanza Basada en la Comunidad

Nombre del participante: _____

Nombre de la escuela: _____

¿Esta es la encuesta previa o posterior? Previa o Posterior

Instrucciones: Este no es un examen. Te hacemos estas preguntas porque queremos saber qué es lo que necesitas aprender y cuál es la mejor manera en que podemos ayudarte.

1. Me resulta fácil conocer a otras personas.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	---	--

2. Sé que hay temas de los que no debo hablar en el trabajo.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	---	--

3. Me llevo bien con las demás personas la mayor parte del tiempo.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

4. Soy bueno/a para escuchar a los demás.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

5. Cuando sé que tengo derecho a algo, sé expresar lo que pienso y siento.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

6. Puedo rechazar ofertas de ayuda cuando sé que no la necesito.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

7. Sé cómo pedir ayuda en el trabajo o en la escuela cuando la necesito.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

8. Sé cómo actuar si un desconocido se me acerca cuando estoy solo/a.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

9. Si me pierdo, sé cómo pedir ayuda.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

10. Sé cómo cruzar la calle de manera segura.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

11. Sé cómo mantener limpio mi cuerpo.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

12. Hago mi mayor esfuerzo para mantener limpio el espacio en el que vivo.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

13. Sé cuándo necesito lavar mi ropa.

<input checked="" type="radio"/> Nada verdadero	<input checked="" type="radio"/> Algo verdadero	<input checked="" type="radio"/> Bastante verdadero	<input checked="" type="radio"/> Sumamente verdadero
--	--	---	--

14. Sé cómo lavar mi ropa.

<input checked="" type="radio"/> Nada verdadero	<input checked="" type="radio"/> Algo verdadero	<input checked="" type="radio"/> Bastante verdadero	<input checked="" type="radio"/> Sumamente verdadero
--	--	---	--

15. Sé qué alimentos debo comer para mantener mi cuerpo sano.

<input checked="" type="radio"/> Nada verdadero	<input checked="" type="radio"/> Algo verdadero	<input checked="" type="radio"/> Bastante verdadero	<input checked="" type="radio"/> Sumamente verdadero
--	--	---	--

16. Cuando no me siento bien, sé dónde conseguir ayuda.

<input checked="" type="radio"/> Nada verdadero	<input checked="" type="radio"/> Algo verdadero	<input checked="" type="radio"/> Bastante verdadero	<input checked="" type="radio"/> Sumamente verdadero
--	--	---	--

17. Cuando estoy enojado/a o triste.

<input checked="" type="radio"/> Nada verdadero	<input checked="" type="radio"/> Algo verdadero	<input checked="" type="radio"/> Bastante verdadero	<input checked="" type="radio"/> Sumamente verdadero
--	--	---	--

18. Sé por qué es importante tener una identificación con fotografía.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

19. Me aseguro de tener dinero para lo que necesito antes de gastar en lo que quiero.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

20. Sé cómo evitar estafas.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

21. Entiendo cómo pagar las cuentas.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

22. Sé cómo acceder a mi cuenta bancaria.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

23. Tengo una identificación oficial expedida por el estado.

<input type="radio"/> Sí	<input type="radio"/> No
-----------------------------	-----------------------------

El contenido de esta encuesta de progreso fue desarrollado bajo la subvención H421E230004 del Departamento de Educación de los Estados Unidos. El Departamento no exige ni prescribe las prácticas, modelos u otras actividades descritas o discutidas en este documento. El contenido de esta encuesta de progreso puede contener ejemplos, adaptaciones y enlaces a recursos creados y mantenidos por otra organización pública o privada. El Departamento no controla ni garantiza la exactitud, pertinencia, actualidad o integridad de esta información externa. El contenido de esta encuesta de progreso no representa necesariamente la política del Departamento. Esta publicación no pretende representar las opiniones o políticas ni constituir un respaldo de ninguna opinión expresada ni de materiales proporcionados por ninguna agencia federal.



Community-Based Instruction Student Progress Survey for Parents or School Staff

Student/child name: _____

CBI School: _____

Circle: Pre or Post

Instructions: This is not a test. The questions below are designed to help us better understand your student's or child's needs and how we can best support them. Please read each statement below and then choose how true it is for your student or child by circling or marking your choice.





1. Student/child has an easy time getting to know other people.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------





2. Student/child knows there are topics they should not talk about at work.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------





3. Student/child gets along with other people most of the time.

 Not at all true	 A little bit true	 Quite a bit true	 Very true
--	--	---	--





4. Student/child is good at listening when others are talking.

 Not at all true	 A little bit true	 Quite a bit true	 Very true
--	--	---	--





5. Student/child knows how to speak up when they know they have a right to something.

 Not at all true	 A little bit true	 Quite a bit true	 Very true
--	--	---	--





6. Student/child is able to turn down offers for help when they know they don't need it.

 Not at all true	 A little bit true	 Quite a bit true	 Very true
--	--	---	--

7. Student/child knows how to ask for support if they need it at work or school.

 Not at all true	 A little bit true	 Quite a bit true	 Very true
--	--	---	--

8. Student/child knows what to do when a stranger approaches them when they are alone.

 Not at all true	 A little bit true	 Quite a bit true	 Very true
--	--	---	--

9. Student/child knows how to get help if they are lost.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

10. Student/child is able to cross the street safely.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

11. Student/child knows how to keep their body clean.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

12. Student/child tries their best to keep their living space clean.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

13. Student/child knows how to decide when they need to do laundry.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

14. Student/child knows how to get their laundry done.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

15. Student/child knows what food they should eat to keep their body healthy.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

16. Student/child knows where to get help when they do not feel well.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

17. When Student/child feels angry or sad, they know what to do to feel better.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

18. Student/child knows why a photo ID is important.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

19. Student/child makes sure they can pay for what they need before buying things they want.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

20. Student/child knows how to avoid scams.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

21. Student/child understands how to pay bills.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

22. Student/child knows how to access their bank account.

<input type="radio"/> Not at all true	<input type="radio"/> A little bit true	<input type="radio"/> Quite a bit true	<input type="radio"/> Very true
--	--	---	------------------------------------

23. Student/child has a state-issued form of identification.

<input type="radio"/> Yes	<input type="radio"/> No
------------------------------	-----------------------------

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Encuesta de Progreso del Estudiante sobre la Enseñanza Basada en la Comunidad

Nombre del mi estudiante/hijo/a/e: _____

Nombre de la Escuela: _____

¿Esta es la encuesta previa o posterior? Previa o Posterior

Instrucciones: Este no es un examen. Las preguntas de esta encuesta están diseñadas para ayudarnos a comprender mejor las necesidades de su estudiante o hijo/a, y así saber de qué manera podemos apoyarlos. Por favor, lea cada enunciado a continuación y elija qué tan cierto es para su estudiante o hijo/a, marcando o encerrando su respuesta.

1. A mi estudiante/hijo/a/e le resulta fácil conocer a otras personas.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	---	--

2. Mi estudiante/hijo/a/e sabe que hay temas de los que no debe hablar en el trabajo.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	---	--

3. Mi estudiante/hijo/a/e se lleva bien con las demás personas la mayor parte del tiempo.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

4. Mi estudiante/hijo/a/e es bueno/a/e para escuchar a los demás.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

5. Mi estudiante/hijo/a/e sabe expresar lo que piensa y siente, cuando sabe que tiene derecho a algo.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

6. Mi estudiante/hijo/a/e puede rechazar ofertas de ayuda cuando sabe que no la necesita.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

7. Mi estudiante/hijo/a/e sabe cómo pedir ayuda cuando la necesita en el trabajo o en la escuela.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

8. Mi estudiante/hijo/a/e sabe cómo actuar si un desconocido se le acerca cuando está solo/a.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

9. Si mi estudiante/hijo/a/e se pierde, sabe como pedir ayuda.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

10. Mi estudiante/hijo/a/e sabe cómo cruzar la calle de manera segura.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

11. Mi estudiante/hijo/a/e sabe cómo mantener limpio su cuerpo.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

12. Mi estudiante/hijo/a/e hace su mayor esfuerzo para mantener limpio el espacio en el que vive.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada verdadero	Algo verdadero	Bastante verdadero	Sumamente verdadero

13. Mi estudiante/hijo/a/e sabe cuándo necesita lavar su ropa.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

14. Mi estudiante/hijo/a/e sabe cómo lavar su ropa.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

15. Mi estudiante/hijo/a/e sabe qué alimentos debe comer para mantener su cuerpo sano.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

16. Cuando mi estudiante/hijo/a/e no se siente bien, sabe dónde conseguir ayuda.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

17. Cuando mi estudiante/hijo/a/e está enojado/a o triste, sabe qué hacer para sentirse mejor.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

18. Mi estudiante/hijo/a/e sabe la importancia tener una identificación con fotografía.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

19. Mi estudiante/hijo/a/e se asegura de tener dinero para lo que necesita antes de gastar en lo que quiere.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

20. Mi estudiante/hijo/a/e sabe cómo evitar estafas.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

21. Mi estudiante/hijo/a/e entiende cómo pagar las cuentas.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

22. Mi estudiante/hijo/a/e sabe cómo acceder a su cuenta bancaria.

<input type="radio"/> Nada verdadero	<input type="radio"/> Algo verdadero	<input type="radio"/> Bastante verdadero	<input type="radio"/> Sumamente verdadero
---	---	--	---

23. Mi estudiante/hijo/a/e tiene una identificación oficial expedida por el estado.

<input type="radio"/> Si	<input type="radio"/> No
-----------------------------	-----------------------------

El contenido de esta encuesta herramienta de progreso fue desarrollado bajo la subvención H421E230004 del Departamento de Educación de los Estados Unidos. El Departamento no exige ni prescribe las prácticas, modelos u otras actividades descritas o discutidas en este documento. El contenido de esta herramienta encuesta de progreso puede contener ejemplos, adaptaciones y enlaces a recursos creados y mantenidos por otra organización pública o privada. El Departamento no controla ni garantiza la exactitud, pertinencia, actualidad o integridad de esta información externa. El contenido de esta herramienta encuesta de progreso no representa necesariamente la política del Departamento. Esta publicación no pretende representar las opiniones o políticas ni constituir un respaldo de ninguna opinión expresada ni de materiales proporcionados por ninguna agencia federal.

Parent/Guardian or School Support Survey Completion

The following parents/guardians or school support persons have completed their electronic survey. Please indicate whether it was the Pre-Survey or Post-Survey and note which student it was completed for.

Parent/Guardian or School Support Name	Student Name	Survey Type (Pre or Post)	Date Completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Verification: The Pre-ETS provider staff member below confirms that the information above is accurate to the best of their knowledge. Questions about survey completion may be directed to Hillary Hubbell at hhubbell@pa.gov.

Pre-ETS Provider Staff Name: _____

Signature: _____

Date: _____

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Student Reflection Log for Community-Based Instruction

Your name: _____

Date: _____

Hello! We hope you enjoyed today's activity. We'd love to hear your thoughts to help us make our program even better. Please take a few minutes to answer these questions about what you did today. Choose the answer that fits best for you. Thank you!

1. Did you learn something new today?

- Yes
- No

2. What did you learn about? (Check all that apply)

- Handling money
- Using public services (like libraries, buses)
- Personal care tasks (like laundry)
- Nutrition and shopping
- Safety and emergencies
- Social skills (like making friends, speaking nicely)
- Other (Please write: _____)

3. How did you feel about today's activity?

- Happy
- Okay
- Confused
- Sad
- Excited
- Tired

4. What was your favorite part of today?

- Learning new skills
- Meeting or talking with people
- Exploring new places
- Doing hands-on activities
- Other (Please write: _____)

5. Was there anything you did not like about today?

- Yes (Please explain: _____)
- No

6. Would you like to learn more about or do any of today's activities again?

- Yes (Please specify: _____)
- No



Professional Staff Reflection Log for Community-Based Instruction

Your name: _____

Date: _____

Hello! Thank you for your dedication to providing a meaningful learning experience for our students today. Your feedback is crucial for enhancing our program and ensuring its continued success. Please take about ten minutes to complete the following questions regarding today's session.

1. Which activity/session did you facilitate today? (Please specify the location or topic)

2. Rate the overall engagement of the students during the session:

- Very Engaged
- Somewhat Engaged
- Neutral
- Somewhat Disengaged
- Very Disengaged

3. Did the students demonstrate learning or improvement in any specific skills? Please provide examples.

4. What challenges did you face during today's session?

5. How well did the session meet the planned objectives?

- Very Well
- Adequately
- Did Not Meet

**6. Did any students require additional support or accommodations?
If so, were these needs met?**

- Yes (Please specify: _____)
- No

7. How effective was the communication and interaction among staff and students?

- Very Effective
- Effective
- Neutral
- Ineffective
- Very Ineffective

8. What was the highlight of today's session for you as a facilitator?

9. Do you have any suggestions for improving future sessions?

10. Please share any other observations or thoughts that could help improve our program:

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Monthly CBI Success Story Template

Sharing student success stories isn't just about celebration, it's a powerful way to demonstrate impact, inspire others, and bring visibility to the incredible progress being made through the Community-Based Instruction (CBI) program. These stories can highlight growth, build stronger partnerships, and help sustain momentum across LEAs, OVR, and providers.

Before submitting a success story, please ensure the following signed consent forms are on file for each student or staff involved:

- OVR 407A – Consent to Use of Picture and/or Voice
- OVR 132 – Customer Authorization for the Disclosure of Records to OVR
- OVR 163 – Customer Request for the Release of Confidential Information

Student Success Story Submission

Month of Submission: Choose an item.

Provider Name: _____

Student(s) First Name(s) or Name of Group/Session Highlighted:

OVR District Office: _____

Student First Name: _____

Story Narrative

1. What was the student working on during the program?

2. Describe the activity or event during the CBI session that helped the student grow or succeed.

3. What changes or progress did you observe as a result of the experience?

4. How did this impact the student's independence, confidence, or future planning?

5. Any additional reflections from staff, families, or the student themselves?

Thank you for sharing! These stories help us celebrate successes and support ongoing program growth.

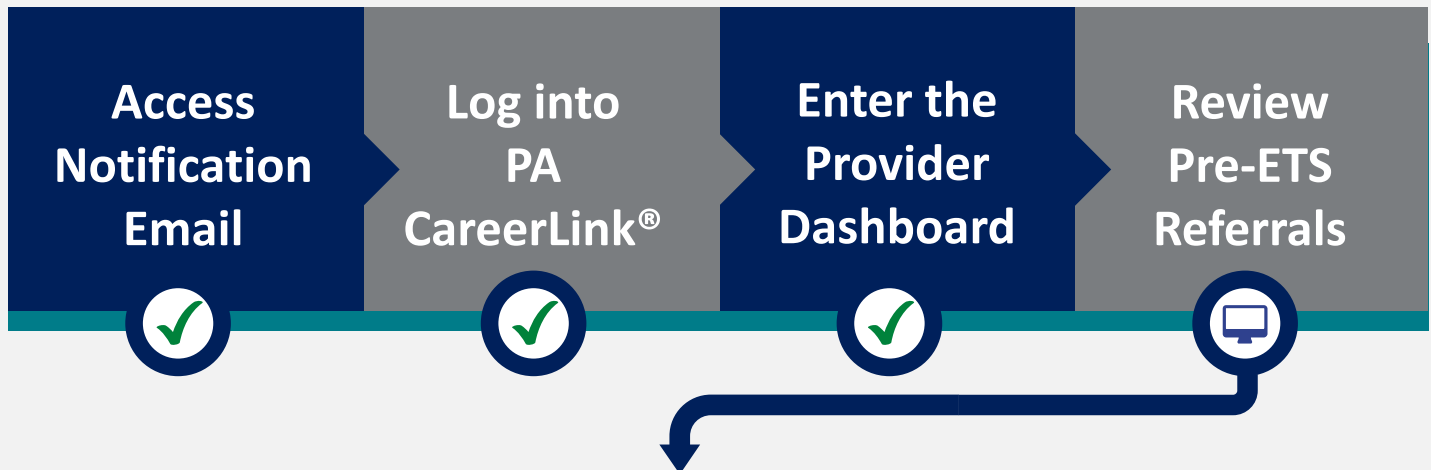
Pre-ETS Program Enhancements

Reviewing Referrals & Submitting Reports

Step-by-step Provider user instructions for reviewing Pre-ETS Group and Individual Referrals, then submitting Pre-ETS Activity Reports to the Office of Vocational Rehabilitation (OVR).

Quick Reference Guide

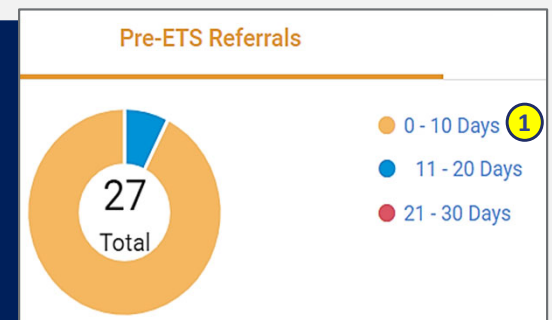
Overview of Initial Steps



Review Pre-ETS Referral (Individual or Group): Steps 1 through 3

The *Provider Dashboard* screen contains a *Pre-ETS* two-tabbed widget. The *Pre-ETS Referrals* tab displays Pre-ETS Referrals by age.

1. Select a line item in the chart legend to view Pre-ETS Referrals submitted within that timeframe.



- Search for Pre-ETS Activity Referrals using the search field or the available filters.
- Select the applicable Pre-ETS Referral to view the details.

Search Pre-ETS Activity Referral

Note: Users can now search by Activity Title or Referral ID.

Review Pre-ETS Referral (Individual or Group): Steps 4 through 8

4. *ACCEPT & ASSIGN* or *DECLINE* the Referral.

This service referral is in 'Pending' status. Please review the information below and select 'Accept & Assign' or 'Decline' within the next 30 days.

DECLINE

ACCEPT & ASSIGN

4

Selecting *DECLINE* opens a pop-up requesting confirmation to decline the Pre-ETS Referral.

Selecting *ACCEPT & ASSIGN* advances the Pre-ETS Referral forward and opens a selection modal.

5. Search for a Direct Service Provider(s), then press the *SEARCH* button.

6. Toggle the indicator(s) to *YES* to assign staff.

7. Press the *SAVE & ASSIGN* button.

Accept & Assign Direct Service Provider
close

Please select a Direct Service Provider to assign to this case referral. A user must be marked as a Direct Service Provider in order to be assigned to a Pre-ETS.

SEARCH
ADD DIRECT SERVICE PROVIDER

SHOW ONLY DIRECT SERVICE PROVIDERS?

YES

Name	Assign Direct Service Provider?
Staff Member	NO <input type="checkbox"/>
UAT Three Prv OVR	YES <input checked="" type="checkbox"/>

Assigned to Pre-ETS Referral
UAT Three Prv OVR

CANCEL

UNASSIGN
SAVE & ASSIGN

8. Once accepted and assigned to staff members, the *Pre-ETS Referral* screen updates to reflect service delivery information.

Pre-ETS Activity Referral

REFERRAL ID	ACTIVITY TITLE	RECEIVED DATE	ACCEPTED DATE
4103	My Work Experience 2023	12/06/2016	04/03/2019
STATUS	COMMENTS		

— Staff Coordinators

STAFF COORDINATOR NAME	ROLE	STAFF COORDINATOR PHONE NUMBER	STAFF COORDINATOR EMAIL
Kathleen	Primary	1935	cwds.test@gmail.com

Note: A new **Activity Title** field now displays on this screen.

Review Pre-ETS Referral (Individual or Group): Step 9

- To request an invoice for the delivered service(s), press the *ADD REPORT* button to submit a Pre-ETS Report to the Office of Vocational Rehabilitation (OVR).

Generate Pre-ETS Individual Report

Generate Individual Report Steps 1 through 3

Providers must complete **both** a referral *and* a Report.



Note: Providers will now be able to see the unique Referral ID assigned by the system on these reports.

- Enter the *START* and *END DATE(S)*.
- Calculate the number of units delivered for each service.
- Record any comments and required information.

Pre-ETS Individual Activity Report

REFERRAL ID 4103	ACTIVITY TITLE SELF-ADVOCACY GROUPS (FRANKLIN TOWNE CHS AND LIBERTY RESOURCES)	SERVICE INSTRUCTION IN SELF-ADVOCACY	UNITS PER CUSTOMER 8.00
TOTAL UNITS REMAINING 1.000001	REPORT STATUS APPROVED		

General Details

START DATE (required) **END DATE** (required)

Services

The Office of Vocational Rehabilitation's (OVR) Pre-Employment Transition Services (Pre-ETS) help students with disabilities learn about themselves, understand work requirements, practice work skills, explore training options, and choose a career that may be further explored through individualized Vocational Rehabilitation Services.

Name	Units	Total	Comments
Job Shadowing	<input type="text" value="0"/>	\$0.00	<input type="text"/>
<small>SERVICE CODE: 59208 UNITS REMAINING: 0</small>			
			<small>0 character of 275</small> EMPLOYER NAME (required) <input type="text"/> JOB TITLE (required) <input type="text"/>

Note: Entered units cannot exceed the *Total Referral Units* listed on the Pre-ETS Referral. Multiple reports can be submitted to deliver all the referred service units.

Generate Individual Report Steps 4 through 8

4. To add or modify Direct Service Staff for delivery of the Pre-ETS service(s), press *SEARCH & SELECT*.

5. Enter additional comments, as necessary.
6. Select the *CHOOSE FILE* button to upload supporting documentation, as necessary.

7. If no further service units will be delivered, select the checkbox to indicate submission of the final report.
8. Press the *SAVE AS DRAFT* or the *SUBMIT* button.

~~**Note:** Submission of non-system Pre-ETS Reports (e.g., progress reports) are no longer required.~~

Generate Group Report Steps 1 through 5

1. Complete the *REPORT START DATE* and *REPORT END DATE*, *SECTION TITLE*, and *SECTION TIME* fields.
2. Select a category from the *SERVICE CATEGORY* dropdown field based on the delivered service.

Note: When a category is selected the required *TOPICS* field appears.

3. Select appropriate *TOPICS* aligned to the delivered service.

Pre-ETS Group Report

SERVICE: WORKPLACE READINESS TRAINING UNITS PER CUSTOMER: 2 TOTAL UNITS REMAINING: 0 SERVICE DATE RANGE: 08/02/2021 - 08/30/2021

General Details

REPORT START DATE (required) **1** REPORT END DATE (required) SECTION TITLE (required) **1** SECTION TIME (required)

CURRICULUM: [] SERVICE CATEGORY (required) **2**

TOPICS (required)

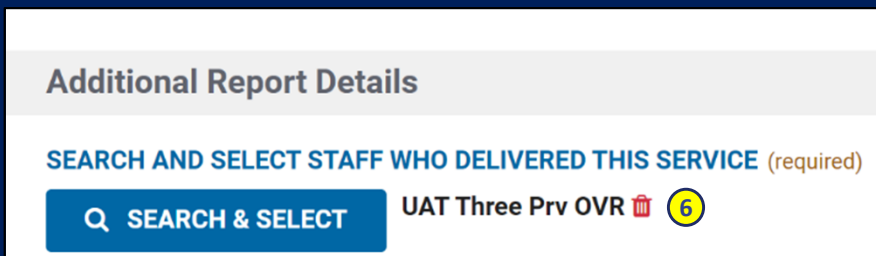
- Daily Living Skills
- Photo ID and Records
- Navigating Community Resources
- Laundry/Hygiene
- Decision Making

4. Calculate the number of units delivered for each student.
5. Enter additional comments for each student, as necessary.

Name	Units	Total	Comments
A, Student PARTICIPANT ID: 67229 SCHOOL: New Hill Senior High	- 0 + 4	\$0.00	5
B, Student PARTICIPANT ID: 284950 SCHOOL: New Hill Senior High	- 0 + 4	\$0.00	5
TOTAL SERVICE AMOUNT:		\$0.00	

Generate Group Report Steps 6 through 10

6. To add or modify Direct Service Staff for delivery of the Pre-ETS service, press *SEARCH & SELECT*.



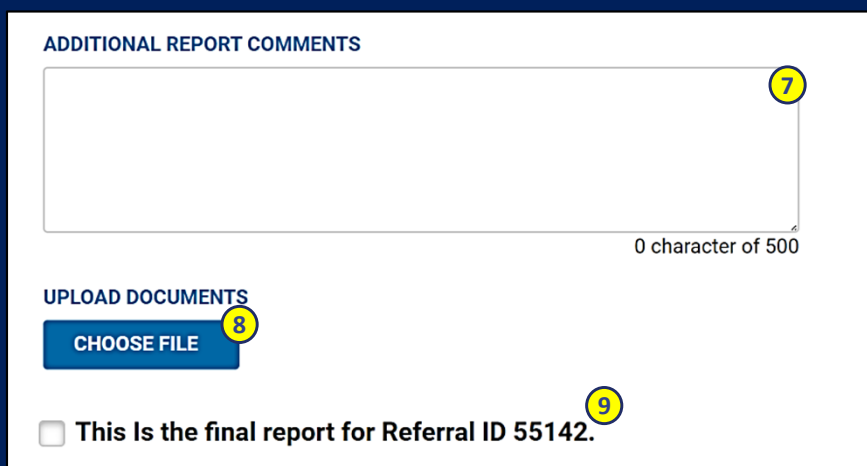
Additional Report Details

SEARCH AND SELECT STAFF WHO DELIVERED THIS SERVICE (required)

Q SEARCH & SELECT UAT Three Prv OVR **6**

7. Enter additional comments, as necessary.

8. Select the *CHOOSE FILE* button to upload supporting documentation, as necessary.



ADDITIONAL REPORT COMMENTS **7**

0 character of 500

UPLOAD DOCUMENTS **8**

CHOOSE FILE

This Is the final report for Referral ID 55142. **9**

9. If no further service units will be delivered, select the checkbox to indicate submission of the final report.

10. Press the *SAVE AS DRAFT* or the *SUBMIT* button.





10

SAVE AS DRAFT SUBMIT




Note: Submission of non-system Pre-ETS Reports (e.g., progress reports) are no longer required.

Post-Submission Steps 1 through 3

- Once the Pre-ETS Report is submitted for OVR Review, the Report record will display in the *Submitted* status on the Pre-ETS Referral.

Reports					
REPORT ID	REPORT DATE	SERVICE DATE RANGE	SUBMITTED BY	STATUS	ACTIONS
20R1	08/03/2021	07/27/2021 - 07/27/2021	OVR, UAT Three Prv	Submitted  1	

- Upon OVR approval, a Pre-ETS Invoice is automatically generated and sent to the Provider Agency. The Pre-ETS Invoice can be viewed on the Pre-ETS Referral.

Reports					
REPORT ID	REPORT DATE	SERVICE DATE RANGE	SUBMITTED BY	STATUS	ACTIONS
5R1	07/27/2021	07/07/2021 - 07/07/2021	OVR, UAT Three Prv	Approved 	
ADD REPORT					
Invoices					
INVOICE ID	INVOICE DATE	REPORT DATE RANGE	TOTAL	STATUS	
20013652V1	07/27/2021	07/07/2021 - 07/07/2021	\$30.00	Processing  2	
TOTAL INVOICED			\$30.00		

- If the Pre-ETS Report is returned by OVR, a banner appears on the Provider Agency's Pre-ETS Report in PA CareerLink® reflecting the reason for the return.

This report was returned for the following reason(s): **3**

List the reasons this report is not acceptable here.